

**HEEP YUNN SCHOOL
2017-2018
Annual School Plan**



**In strength and grace we stand united,
In faith and love we are committed**

Contents

SCHOOL VISION AND MISSION..... 4

SCHOOL DEVELOPMENT GOALS FOR 2015/16 -2017/18..... 4

MAJOR CONCERNS FOR 2017-2018 4

BIOLOGY 5

BUSINESS, ACCOUNTING & FINANCIAL STUDIES 8

CHEMISTRY 12

CHINESE..... 15

CHINESE HISTORY..... 17

COMPUTER..... 19

ECONOMICS 21

ENGLISH & ENGLISH LITERATURE..... 24

FAMILY AND LIFE EDUCATION 27

GEOGRAPHY 30

HISTORY..... 36

INTEGRATED HUMANITIES..... 39

INTEGRATED SCIENCE 42

LIBERAL STUDIES 44

MATHEMATICS..... 46

MUSIC..... 49

PHYSICS 57

PUTONGHUA..... 59

RELIGIOUS STUDIES.....	60
TOURISM AND HOSPITALITY STUDIES.....	64
VISUAL ARTS.....	68
HOME ECONOMICS.....	70
PHYSICAL EDUCATION.....	73
CAREERS AND GUIDANCE TEAM.....	76
CAPACITY ENHANCEMENT GRANT.....	91
SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES.....	93

HEEP YUNN SCHOOL

School Vision and Mission

“Provide Equal Opportunities for Quality Christian Education with Altruism, Compassion and Grace.”

To provide our students with a Christian education that develops a whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instill in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

To inspire our students to cherish and make good use of the talents each of them has been graced with, to excel, not only in one area of their work, but holistically in their whole-person development.

School Development Goals for 2015/16 - 2017/18

1. To enhance the effectiveness of learning and teaching through promotion of e-learning.
2. To enhance careers and life planning and personal development among students and teachers.
3. To promote a healthy school environment.

Major Concerns for 2017 - 2018

1. To tackle students' learning difficulties through e-learning initiatives.
2. To review and augment students' careers and life planning as well as their personal development programmes.
3. To promote a healthy school concept through strengthening environmental conservation and supporting students' mental and spiritual needs.

BIOLOGY



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BIOLOGY

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide initiatives for students' revision and consolidation by making lesson video available online	Lesson videos will be uploaded to Google Drive for students' e-learning	F.4 to F.6 students taking Biology	At least 10 videos are uploaded to Google Drive and students find them useful for revision	Students' feedback	Whole year	FS, YT	
To provide opportunities and initiatives to involve students in e-learning by preparing PowerPoint presentations	Students' presentation	F.4 and F.5 students taking Biology	Each student prepares at least one presentation using PowerPoint each term	Teachers' observation	Whole year	FS, YT	
To tackle students' learning difficulties through the generation of online video by students	Student design and generate a video about a biology concept to be shared among their peers	F.4 students taking Biology	One video is produced and uploaded to YouTube by each student	Students' feedback	Whole year	FS, YT	

concerning a biology concept							
To tackle students' learning difficulties and encourage self-directed learning through online resources	Video clips from online sources (e.g. TED) will be used as materials for students' lesson preparation Articles extracted from free online resources (e.g. IFL science, Bored Panda, ASAP Science, Scientific American, etc.) will also be utilised	F.4 students taking Biology	Students make use of at least one online resource for lesson preparation or consolidation	Students' feedback	Whole year	FS, YT	

BUSINESS, ACCOUNTING & FINANCIAL STUDIES



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BUSINESS, ACCOUNTING & FINANCIAL STUDIES

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' self-learning initiatives through e-learning	(1) A set of DSE MC questions will be uploaded to e-classroom for students to do at home.	F.4-F.6 students	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	Whole year	TS	
To cater for learners' diversity and to encourage students to share their problems in small groups	(2) Small group tutorials for weaker students	F.3-F.6 students	As above	As above	Whole year	TS, CC	
To build up a solid foundation for F.5 students and equip F.6 students to take DSE exam	(3) Regular revision sessions will be conducted. Fundamentals and exam skills will be emphasized during the sessions.	F.4-F.6 students	As above	As above	Whole year	TS	
To enable students to revise and extend their learning through e-channels	(4) PowerPoint files and other supplementary learning materials will be uploaded to e-classroom or other online channels after the lessons.	F.4-F.6 students	As above	As above	Whole year	TS, CC	
To provide more	(5) Encourage students to	F.3-F.6	As above	As above	Whole year	TS, CC	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
flexibility for time management to students	ask questions and communicate with teachers using e-channels e.g. Whatsapp, e-mail, Messenger, etc.	students					

2. Development Goal: To enhance careers and life planning and personal development among students and teachers.

Major Concern: To review and augment students' careers and life planning as well as their personal development programmes.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' knowledge of Accounting Field	(1) Alumni Careers Sharing	F.4-F.5 students	Average score of 3 or more from the evaluation questionnaires	Evaluation questionnaires to collect feedback	1 st Term	TS, CC	
To encourage students to build up a positive and proactive attitude through the sharing of real life experience of business volunteers	(2) An entrepreneurship programme called "It's my business" will be organised. Students will be encouraged to share real life experience with business volunteers.	F.3 students	As above	As above	1 st Term	TS, CC	
To enhance students' knowledge of careers and life planning	(3) Talk by CUHK about "Interview Skills".	F.5 students	As above	As above	2 nd Term	TS	
To encourage students to interact with experienced international trade	(4) An International Trade Workshop which addresses concepts on international trade, product innovation	F.4- F.5 students	As above	As above	1 st Term	TS, CC	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
professionals and learn about what it takes to succeed in the challenging global marketplace	and analysis, and effective market entry strategy with an interactive speaker forum and group activities.						
Through the sharing by assigned mentors, students are encouraged to explore and develop their interest in learning	(5) Millennium Entrepreneurship Programme	F.4-F.5 students	As above	As above	2 nd Term	TS	\$1000

3. Development Goal: To promote a healthy school environment

Major Concern: To promote a healthy school concept through strengthening environmental conservation and supporting students' mental and spiritual needs.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' mental and spiritual needs towards money and how to manage it	(1) "Rich Kid, Poor Kid" by Hong Kong Institute of Certified Public Accountants (CPA)	F.4 students	Average score of 3 or more from the evaluation questionnaires	Evaluation questionnaires to collect feedback	2 nd Term	TS, CC	

CHEMISTRY



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CHEMISTRY

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To learn about the strengths and weaknesses of students based on the statistics generated by the IT tools after the assessments	Using IT tools (e.g. Google Forms, eClass classroom, plickers) for assessing students' learning effectiveness	F.4 – F.6	Over 90% of students finish the online assessments.	Report generated from the IT tools, teacher's observation and students' feedback	Sep 2016- Jun 2017	CYC, CWC	
To prepare online materials on some difficult concepts (based on the results generated from the IT tools after the assessments) for students to study at home before or after lessons	Recording videos via Youtube or Edpuzzle for pre-lesson and post-lesson teaching	F.4 – F.6	At least 5 videos are uploaded for each form and over 70% of students find the e-learning materials useful.	Teachers' observation, students' feedback and questionnaires	Sep 2016- Jun 2017	CYC, CWC	
To provide a platform for students to ask questions and have discussions with teachers and schoolmates	Setting up Facebook and/or Whatsapp group for the subject	F.4 – F.6	Over 80% of students agree that the platforms provide them with more chances to ask questions and have discussions with teachers	Teachers' observation, students' feedback and questionnaires	Sep 2016- Jun 2017	CYC, CWC	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to take the initiative to learn and pursue more knowledge and facilitate students to understand the interconnection between science, technology, society and environment	Joining the Chemist Online Self Study Scheme (COSAS)	F.4	Over 50% of students get a certificate by watching 3 or more online seminars and completing the online assessment questions.	Progress report from COSAS.	Sep 2016-Aug 2017	CYC, CWC	

CHINESE



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中文科

學校三年發展目標及每年關注事項

1. 促進電子學習，提升學與教成效——透過校內或校外評估，識別學生學習難點，並於學與教過程中運用電子學習以改善問題、促進學習。

計劃目的	策略／活動	對象	成功準則	評估方法	時間表	負責人	所需資源
善用評估的資料，識別學生的學習難點，制定適當的教學策略，並靈活運用電子學習資源，以改善或鞏固學習的成效。	<p>(1) 發展項目：文言字詞釋義</p> <p>(2) 分析全港性系統評估的數據、中學文憑試有關文言字詞釋義的數據，初步釐定學生的學習難點，如一詞多義、詞類活用、文言虛詞等。（九月）</p> <p>(3) 方案一（中一至中三）</p> <p>① 同級教師協作，選定課堂教學內容，針對學生的文言字詞學習難點，運用Google Forms或 Quizizz或 Kahoot等應用程式編寫教學材料，討論教學策略。教師進行課堂教學，找出學生文言字詞釋義的難點。（九月至十一月）</p> <p>② 根據文言字詞學習難點，擬定考核的文言字詞釋義題目，分析測驗或中期考試數據，找出該級學生的學習難點，運用Google Forms或 Quizizz或Kahoot等應用程式將學習重點有機地組織成教學材料（校本教材／課外文言篇章），改善或鞏固學生的文言字詞知識，讓學生遷移所學。（二月至五月）</p> <p>③ 根據文言字詞學習難點，擬定考核的文言字詞釋義題目，分析中期評估及期終試數據，評估教學成效，作為修訂課程依據。</p> <p>(4) 方案二（中四至中六）</p> <p>學生於課堂上或課後完成課外文言閱讀理解練習（如Google Forms 或 Quizizz），以評估學生的文言學習表現，教師識別學生的學習難點，並於課堂上即時進行點撥。</p>	中一至中六學生	<p>① 比較學生在上、下學期考試卷一中文言字詞的成績表現，七成或以上的學生在下學期的文言字詞成績表現有所進步。</p> <p>② 八成或以上的教師表示利用電子學習資源協有助找出學生在學習文言字詞學習難點。</p> <p>③ 八成或以上的教師表示運用電子學習資源有助學生牢記文言字詞釋義。</p>	<p>① 科會討論</p> <p>② 期終試成績（文言字詞部分）</p>	全年	科主任	/

CHINESE HISTORY



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中國歷史

學校三年發展目標及每年關注事項

1. 發展目標：促進電子學習，提升學與教成效

關注事項：透過校內或校外評估，識別學生學習難點，並於學與教過程中運用電子學習以改善問題、促進學習。

本科計劃內容：

計劃目的	策略/活動	對象	成功準則	評估方法	時間表	負責人	所需資源
1) 鼓勵學生參與網上學習。 2) 加深學生對中國地理的認識	本校老師製作有關中國地理的短片，學生在網上觀看，並完成工作紙或有關中國地理的資料會在網上發放或評估	中一至中三	1)完成工作紙 2)70%的學生在地圖部分的考核能取得一半分數 或 3)70%的學生網上評估中取得一半分數	地圖會作為測驗或考試的考核範圍	全年	鄭美鳳	/
1) 利用電子學習，提升學與教成效	在課堂上利用平板電腦或智能電話作小組活動或討論	中一至中五	全年每級至少實行一次	課堂討論的氣氛及學生的回饋	全年	鄭美鳳	/
2) 提高學生的學習的興趣	利用電腦或手機的應用軟體或程式搜集資料及繳交習作	中一至中三	全年每級至少實行一次	習作評估	全年	鄭美鳳	/

COMPUTER



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Computer

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students' involvement in e-learning	Programming logic sharing with some e-learning tools to revise the common logical problem.	F.1 - F.3 students	Successful if more than 80% of the students indicate that they have enhanced their programming logic through the e-learning	Assessing the result through questionnaires	Whole year	CKL	

ECONOMICS



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Economics

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students clarify their misperceptions through discussion on e-learning platform	Discussion questions of learning difficulties identified in assessments will be posted to Google Classrooms. Students' learning difficulties will be tackled through peer discussion and teachers' comments.	F.3 – F.5 students	70% of the students in F.4 – F.5 participate in online discussion for at least three times in each term and find that the discussions them clarify misperceptions. 70% of the students in F.3 participate in the online discussion for at least two times in the 2 nd Term and find that the discussions help them clarify misperceptions.	Record from Google Classroom, feedback from teachers and students	3 rd Oct, 2017-31 st May, 2018	WWT, MML and MLL	Google Classroom, exam / test analysis
To identify students' learning difficulties in lesson / after lesson	To use the interactive tools (e.g. video clips and interactive diagrams, quizzes) provided on Econedlink in lessons or as post lesson activities. Students can check their answers instantly and share with teachers.	F.3 – F.5 students	70% of the students in F.3 – F.5 take quizzes / activities on Econedlink and have their answers checked so that students can identify their learning difficulties.	Record of quiz results, students' and teachers' feedback	3 rd Oct, 2017-31 st May, 2018	WWT, MML and MLL	Econedlink

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students identify their mistakes from online exercises, which allow students to identify their mistakes and get the explanations instantly	To use the online learning platforms of Schoology and Econschool	F.3 - 6 students	70% of the students in F.3 - F.6 finish exercises assigned by teachers and check the answers at least three times in each term, and find that the exercises help them clarify their misperceptions.	Record from Schoology/ Econschool	3 rd Oct, 2017- 31 st May, 2018	WWT, MML and MLL	Subscription fee of \$900 for Econschool.

ENGLISH & ENGLISH LITERATURE



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English & English Literature

School 3-Year Development Goals and Annual Major Concerns

- 1. Development Goal:** To enhance the effectiveness of learning and teaching through the promotion of e-learning
Major Concern: To tackle student's learning difficulties through e-learning initiatives

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> To spur unmotivated students on to further reading To encourage interaction and sharing among peers To sustain a reading culture in the school 	<ul style="list-style-type: none"> A reading programme with graded articles and guided questions Students share their views and give peer feedback through Edmodo 	<ul style="list-style-type: none"> F.1 to F.6 English groups 	<ul style="list-style-type: none"> At least 90% of all students participate in the reading programme once a month At least 70% of all students agree that the reading programme is beneficial to them in terms of vocabulary acquisition and ideas formation 	<ul style="list-style-type: none"> Statistics on students' responses Evaluation forms completed by students to gauge the effectiveness of the programme 	<ul style="list-style-type: none"> Once a month 	<ul style="list-style-type: none"> Subject teachers 	
<ul style="list-style-type: none"> To refine content of writing tasks To enhance writing skills of the different ability groups To check students' 	<ul style="list-style-type: none"> Selective use of flipped classroom, Google Docs and various apps (e.g. Kahoot, Padlet) in task writings/ compositions for the different ability groups 	<ul style="list-style-type: none"> F.1 to F.3 English groups 	<ul style="list-style-type: none"> Students will be able to attain the following marks for content: F.1-2 Elite: 23 or above Higher: 21 or above Standard: 19 or above Foundation: 17 or above F.3 	<ul style="list-style-type: none"> Sharing session to collect feedback from subject teachers Marks of compositions 	<ul style="list-style-type: none"> Once a year for F.1 and F2 Twice a year for F.3 	<ul style="list-style-type: none"> Subject teachers 	

<p>learning progress to facilitate teaching and learning</p> <ul style="list-style-type: none"> To encourage peer learning 			<p>Elite: 23 or above Higher: 21 or above Standard: 18 or above</p> <ul style="list-style-type: none"> A passing percentage of 95% in the selected composition An increase of 5% in the form average for the selected composition as compared to the same composition done last year 				
<ul style="list-style-type: none"> To help students identify learning difficulties To encourage online discussions on set literary texts To facilitate peer learning 	<ul style="list-style-type: none"> Shared Google Docs for senior Literature students to conduct regular sharing of knowledge and learning experience Subject teachers provide feedback to their responses 	<ul style="list-style-type: none"> F.4 to F.6 Literature students 	<ul style="list-style-type: none"> All senior literature students contribute to the discussions on questions set by the subject teachers related to the set literary texts A passing percentage of 80% in the exams 	<ul style="list-style-type: none"> Statistics on students' participation in the discussions Statistics on the effectiveness of the online platform in identifying learning difficulties and facilitating learning Marks of both exams 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject Teachers 	

FAMILY AND LIFE EDUCATION



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Family and Life Education

School 3-Year Development Goals and Annual Major Concerns

1. **Development Goal:** To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme details:

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enhance students' interest and initiatives to learn the subject matters	Students will be required to search for relevant information about a topic on the Internet and present their findings in class.	Forms 1 – 3	70% of the students agree that using e-learning can enhance their interest and initiatives to learn.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Useful websites; iPads / tablets / computers

2. **Development Goal:** To enhance careers and life planning and personal development among students and teachers.

Major concern: To review and augment students' careers and life planning as well as their personal development programmes.

Programme details:

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To encourage students to reflect upon how they can make use of the values and attitudes they learn during lessons in their	Students will be required to reflect upon what they have learnt in every lesson by writing a 100 to 150 words "Reflection" in their "reflection books". They will also be asked to write a "Reflection" as a year-end consolidation of their	Forms 1 – 3	70% of the students agree that by writing "Reflections" they can internalise the subject matters and be more likely to apply their learning in daily life.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Reflection Book (small single-line book)

daily life.	learning at the end of the school year.						
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3. **Development Goal:** To promote a healthy school environment.

Major concern: To promote a healthy school concept through strengthening environment conservation and supporting students’ mental and spiritual needs.

Programme details:

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To support students’ mental and developmental needs	Teachers will be required to write constructive and encouraging feedback to the students every time they write a “Reflection”.	Forms 1 – 3	70% of the students agree that their mental and developmental needs are addressed by their teachers who in turn help them to be more enthusiastic towards life.	Students’ year-end survey and teachers’ feedback	Whole year	IY, MHC	Reflection book

GEOGRAPHY



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Geography

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> - To assess students' learning effectiveness and identify students' learning difficulties by using IT learning and assessment tools in the form of MCQs at the end of each topic - To refine learning and teaching by reviewing the online assessment results - To provide extra learning programme/ flipped classes to cater students' 	<p><u>CURRICULUM PLANNING</u></p> <p>Senior Form</p> <ul style="list-style-type: none"> - At the end of each topic, online assessment in the form of MCQs will be held via Google Forms and Socrative as an IT learning and assessment - Students' performance will be reviewed and follow-up work will be done to improve the learning outcomes (e.g. new lesson plans/ notes/ video) - YouTube will be used as an online channel for sharing video-taped lessons and flipped classes <p>Junior Form</p> <ul style="list-style-type: none"> - subject teachers will use the IT tools once in a term for learning and assessment 	All students	<ul style="list-style-type: none"> - over 75% of students finish the online assessments - positive feedback from 75% of students - positive feedback from most of the teachers - flipped classes/ after-school learning programme are conducted for lesson preparation and/or for knowledge enrichment in each topic in F.4-F.6 - over 75% of the flipped lessons uploaded to 	<ul style="list-style-type: none"> - scrutiny of students' work - feedback from students - feedback from teachers - results and statistics of the online assessments - Number of flipped classes conducted in F.4-F.6 and their numbers of views 	Sep 2017- May 2018	Form coordinators	

needs and address the learning difficulties through YouTube channel (based on the learning performance from Google documents)			YouTube are viewed				
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2. **Development Goal:** To enhance careers and life planning and personal development among students and teachers.

Major Concern: To review and augment students' careers and life planning as well as their personal development programmes.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required				
<ul style="list-style-type: none"> - To introduce real-life learning experience for further studies/careers guidance/ life planning in geography-related disciplines - To arouse students' interest by actualizing what have been gone through in 	<p><u>CURRICULUM & CO-CURRICULUM PLANNING</u></p> <p>Whole school approach</p> <ul style="list-style-type: none"> - Field trips will be conducted once a year in each form - organise field trip for each form as follows: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">F.1</td> <td>To complete a project related to one of the six designated urban areas in HK related to urban problems</td> </tr> <tr> <td style="width: 10%; text-align: center;">F.2</td> <td>To visit "Stephen Hui Geological Museum"</td> </tr> </table>	F.1	To complete a project related to one of the six designated urban areas in HK related to urban problems	F.2	To visit "Stephen Hui Geological Museum"	F.1-F.5	<ul style="list-style-type: none"> - Over 85% of students participate in the activities - Over 75% of students finish the online assessments and there is positive feedback from 75% of students - positive feedback from most of the teachers 	<ul style="list-style-type: none"> - Records of field trips conducted through the year - Post-trip evaluation (via Google Forms) 	Sep 2017- Jun 2018	Form coordinators	
F.1	To complete a project related to one of the six designated urban areas in HK related to urban problems										
F.2	To visit "Stephen Hui Geological Museum"										

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
the curriculum for further studies/careers guidance/ life planning in geography-related disciplines							
	F.3 at the University of Hong Kong during the co-curricular activities fortnight in February 2018						
	F.4 Taiwan Trip in September to actualise the learning in F.2 and F.3 about tectonic hazards and geoparks						
	F.4 21/6/2018 Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry						
	F.5 14/9/2017 Industrial zone in Kwun Tong Theme: City & Industry						
F.5 26/6/2018 Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry - Different external talks, visits, workshops, etc., posters will be put on the OLE board							

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	and/or sent via emails to encourage students' participation on a monthly basis						

3. Development Goal: To promote a healthy school environment

Major Concern: To promote a healthy school concept through strengthening environmental conservation and supporting students' mental and spiritual needs

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> - To arouse the awareness of environmental conservation by real-life learning experience - To provide opportunities for learning outside classrooms to promote mental health 	<u>CURRICULUM & CO-CURRICULUM PLANNING</u> Whole school approach <ul style="list-style-type: none"> - Field trips will be conducted once in a year in each form - organise field trip for each form as follows: 	F.1-F.5	<ul style="list-style-type: none"> - Over 85% of students participate in the activities - Over 75% of students finish the online assessments and there is positive feedback from 75% of students - positive feedback from most of the teachers 	<ul style="list-style-type: none"> - Records of field trips conducted through the year - Post-trip evaluation (via Google Forms) 	Sep 2017- Jun 2018	Form coordinators	-
	<table border="1" style="width: 100%;"> <tr> <td style="width: 10%; text-align: center;">F.1</td> <td>To complete the project related to one of the six designated urban areas in HK related to urban problems</td> </tr> <tr> <td style="text-align: center;">F.2</td> <td>To visit "Stephen Hui Geological Museum" at the University of Hong Kong during the co-curricular</td> </tr> </table>						
F.1	To complete the project related to one of the six designated urban areas in HK related to urban problems						
F.2	To visit "Stephen Hui Geological Museum" at the University of Hong Kong during the co-curricular						

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required										
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 90%;">activities fortnight in February 2018</td> </tr> <tr> <td style="text-align: center;">F.3</td> <td>Taiwan Trip in September to actualise the learning in F.2 and F.3 about tectonic hazards and geoparks</td> </tr> <tr> <td style="text-align: center;">F.4 21/6/2018</td> <td>Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry</td> </tr> <tr> <td style="text-align: center;">F.5 14/9/2017</td> <td>Industrial zone in Kwun Tong Theme: City & Industry</td> </tr> <tr> <td style="text-align: center;">F.5 26/6/2018</td> <td>Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry</td> </tr> </table> <p>- Different external talks, visits, workshops, etc., posters will be introduced</p>		activities fortnight in February 2018	F.3	Taiwan Trip in September to actualise the learning in F.2 and F.3 about tectonic hazards and geoparks	F.4 21/6/2018	Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry	F.5 14/9/2017	Industrial zone in Kwun Tong Theme: City & Industry	F.5 26/6/2018	Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry						
	activities fortnight in February 2018																
F.3	Taiwan Trip in September to actualise the learning in F.2 and F.3 about tectonic hazards and geoparks																
F.4 21/6/2018	Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry																
F.5 14/9/2017	Industrial zone in Kwun Tong Theme: City & Industry																
F.5 26/6/2018	Ho Koon Nature Education cum Astronomical Center, Tsuen Wan Theme: City & Industry																

HISTORY



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History

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To check students' progress in learning and difficulties encountered through using the e-learning platform	Students using e-learning apps for lesson preparation and consolidation after lessons	F.1-F.6 students	80% of F.4-F.6 students and 70% of F.1-F.3 students complete the assigned task.	Assessment of students' performance in assignments and in tests/examinations with reference to their abilities in applying the knowledge in the summative assessment	Sep 2017- Jun 2018	YFL, KC, NL	
To tackle students' learning difficulties through drills and practices using the e-learning platform	Focused exercises uploaded to e-learning platform for practices	F.1-F.5 students	Students who have completed the exercise are able to get 75% of the questions correct.	Teachers checking students' performance during discussion	Sep 2017- May 2018	YFL, KC, NL	

2. Development Goal: To enhance careers and life planning and personal development among students and teachers.

Major Concern: To review and augment students' careers and life planning as well as their personal development programmes.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enable students to better understanding of different professions through providing channels for students to meet people in different professions	Taking part in History project(s)/ activities organised by tertiary institutions (e.g. Baptist University) / EDB/ others	F.3-F.5 students	80% of students who have participated in those projects give positive comments on the people they have met in different professions	Students' feedback	Oct 2017- July 2018	YFL, KC, NL	

INTEGRATED HUMANITIES



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Integrated Humanities

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning

Major Concern: To tackle students' learning difficulties through e-learning initiatives

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students develop their writing skills by doing collaborative writing in lesson, in turn improving their performance in examinations.	Collaborative learning utilising Google Classroom to enhance the writing skills and efficiency in issue enquiry, in turn enabling students to be more familiar with the topics covered.	F.1 – F.3	Over 60% of students can get over 80% in essay questions in summative assessment.	Internal assessment	Whole-year	All teachers	/
To encourage students to prepare for lessons ahead and consolidate knowledge learnt through e-platform, so that more self-directed learning can be carried out.	Students will be encouraged to do research on information related to the issues covered and hand in relevant assignments, thereby encouraging them to do lesson preparation.	F.1 – F.3	Over 80% of students agree this helps them to become familiar with the topics.	Department survey	Whole-year	All teachers	New materials facilitating students record their findings in research

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to express their views in lessons so to build up their confidence in learning	Students will be asked to give responses to different issues via e-learning platforms, e.g. Google Classroom	F.1 –F.3	Over 80% of students agree that this can help them build confidence in expressing their ideas	Department survey	Whole-year	All teachers	/

INTEGRATED SCIENCE



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Integrated Science

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To facilitate the teaching process through videos, simulations or apps.	Teachers prepare videos, simulations or teaching apps for students.		Over 70% of students agree that the videos or apps are useful.	By teachers' observation and questionnaires done by students.	Whole year	All teachers	
Through the production process of hardware for school-based assessment. It is hoped that students can learn both science and IT-related knowledge.	As part of STEAM education programme, a group of students will take the "STEAM EDUCATION SERIES – PHASE 3 COURSE" in the 2 nd Term. Talented students will then be selected to help with the development of school-based electronic hardware for SBA tasks in the next academic year.		Over 70% of students agree that they learn both science and IT-related knowledge through the activity.	As above	Whole year	SC	
To develop a software by students to facilitate teaching and e-learning.	A group of students will be recruited to develop school-based software as part of the e-learning programme. Their software will be used in the science lessons to facilitate teaching the following year. Moreover, the group will use their product to join various science competitions.		A software is produced and science teachers concerned agree that the software is useful.	As above	Whole year	SC	

LIBERAL STUDIES



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Liberal Studies

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' contextual knowledge of contemporary issues so as to improve their performance in extended response questions	Collaborative learning utilising Google Classroom to enhance the efficiency of issue enquiry, thereby allowing more issues to be explored	F.4: to explore the 6 major challenges faced by Hong Kong within the year F.5: to explore the major impacts on China since reform and opening-up in 3 different aspects; and to explore the impacts of globalisation on LDC and MDC	Over 50% of students get 50% or above in extended response questions Over 80% of students agree that they can learn from their peers during lessons	Internal assessments - F.4 Mid-term Assessment; F.4 Final Examination; F.5 Mid-year and Final Examinations Year-end students' evaluation	Whole year	All F.4 and F.5 teachers	Teaching materials needed to be revised to maximise the effectiveness of collaborative learning

MATHEMATICS



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Mathematics

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning

Major Concern: To tackle students' learning difficulties through e-learning initiatives

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To bring the developed infrastructure into learning and teaching (L&T) 2. To use Information Technology (IT) in raising the efficiency of L&T	Micro-lesson plans and/or class activities involving IT tools such as smartphone apps or online applets	Junior form students with various abilities	1. 10 plans are constructed covering the main strands (algebra, geometry and data handling), incorporating IT tools. 2. 70% of the plans are tried out in lessons and are evaluated.	Feedback from students and teachers	Whole Year	LKW CHY	Nil
1. To use e-learning tools in identify students' diverse learning needs before, during and after lessons 2. To apply and promote the concept of 'assessment for learning' in facilitating L&T	Using the STAR platform of the Hong Kong Education City Limited (HKECL) in junior form classrooms	1 st Term: Pilot groups taught by CHY and LKW 2 nd Term: Groups taught by other teachers after receiving positive feedback from the pilot groups	1. Each pilot group try the STAR platform 3 times during lessons. 2. 5 other teachers try out the STAR platform and give positive feedback.	Observation by teachers and feedback from students by end-of-term surveys	1 st Term: Pilot groups 2 nd Term: Voluntary groups in junior forms	LKW	iPad or students' own devices

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To strengthen the use of eClass in delivering learning and assessment materials and, in the long run, as a learning management system (LMS) 2. To promote the circulation of multimodal e-texts in the learning of Mathematics	Using the eClass for - Designing form-wise assignments - Enacting a problem every fortnight which contains multimodal materials for reference or Self-Directed Learning (SDL)	All students	1. 3 form-wise assignments are given and/or collected through eClass. 2. 30 students participate in each fortnight problem. 3. 70% of students commend the role of eClass as their LMS in facilitating their learning.	Records in eClass, end-of-term surveys	Whole year	LKW CHY KW	\$600 for gifts

MUSIC



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Music**Part A: General music lessons**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 Enhance students' knowledge of instruments of the orchestra 1.2 Students will learn special techniques of the musical instruments	i/ pre-lesson video clips on different musical instruments and their special techniques ii/ peer demonstration on musical instruments on sound and technique iii/ post-lesson worksheets to consolidate students' understanding	F.1	- Over 90% of students participate in the discussion -3-4 students selected from each class to participate in the demonstration - Over 90% of students hand in worksheets	Classroom discussion and teachers' grading	Feb 2018- May 2018	JY, QS	Video clips worksheets
2.1 Enhance students' knowledge about the elements of style in music 2.2 Students will be able to distinguish stepwise, repeated notes and leap in melodic motion 2.3 Students will learn the formal structure of melody writing, resolution of melodic motion and the regular phrasing 2.4 Students will	i/ listening excerpts to illustrate different elements of music style ii/ examples of melodies written by composers of the Classical Period will be distributed to students to listen and investigate in groups iii/ Students will present their investigation in class iv/ composition of melodies based on concepts of phrasing and melodic motion	F.2	- Over 90% of students hand in melody - Over 70% of students perform/ share their composition of melody with classmates	In class discussion Peer assessment Teacher grading	Oct 2017- Nov 2017	QS, JY	Score Music excerpts Manuscript Software: Finale Notepad

compose melody with different melodic motions and be able to perform/ sing for sharing in class	v/ make use of notation software Finale to notate the melody vi/ performance/ sharing of students' works						
3. To compose and arrange small-scale musical work through multimedia	i/ Group discussion and in-class rehearsal for the development and evaluation of musical ideas ii/ Peer assessment to let students express their analytical views on classmates' composition in class discussion. iii/ Use of sequencing and notation software in composing (F.3) in general music lessons	F.3	Over 80% of students hand in assignments and perform their own arrangements in class; and over 80% of them participate in peer assessment and classroom discussion	Teacher's assessment (40% on performance, 30% on the scores and media file based on using sequencing and notation software) and Peer assessment (30%)	Jan 2018-May 2018	JY	Software: Finale and Sonar Home Studio Venue for performance: SB 6
4. To arouse students' awareness of synchronization through multi-media project	i/ video clips on music with images ii/ Listen to one-minute excerpt and draw a series of four pictures to represent the tempo, texture, timbre and images of the excerpt in groups of 4-6, then sharing their ideas in class iii/ choose their own excerpt and develop a	F.4	Over 90% of students hand in their final products and over 80% of students present their ideas	Peer assessment as well as teacher grading.	Jan 2018-May 2018	QS, JY	Video clips Posters for drawings

	story board. Video tape their idea with the music. In class sharing and discussion						
5. To learn graphic scores in the 20 th Century classical tradition	i/ Teacher prepares graphic scores and examples through e-learning channels and explain in class. ii/ Students learn the graphic score usage iii/ Students will realise a graphic score and record a music clip and share them in class	F.5	Over 80 % of students hand in assignments	Peer assessment as well as teacher grading.	Jan 2018-May 2018	QS, JY	Music clips and video clips Graphic score ppt
6. To encourage students to review music they love and share with their classmates	i/ Students will form groups and choose one type of music they love, and then share them with their classmates	F.6	Over 90% of students present their ideas	Peer assessment as well as teacher grading.	Sep 2017-Jan 2018	QS, JY	Computer and AV system for illustration of ideas

Part B: DSE music class (collaboration scheme with Wah Yan College Kowloon, Wah Yan College Hong Kong, Methodist College, Wa Ying College)

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To improve composition skills through workshops and individual meetings with composers	Composition workshop Individual contact with composers	F.4-F.6	Over 80 % of attendance	Composer grading and teachers grading	Sep 2017-Jun 2018	JY, Dr. Lesley Chan (WYK)	Venues and AV aids

2. To improve performing skills through attend professional performances and master classes	Performance lesson and workshop	F.5-F.6	Over 80 % of attendance	Examination on performance	Apr 2018-Aug 2018	Miss Cynthia Chan	
3. Chinese instrumental music	Listening lesson	F.4	Over 70 % of attendance	Teachers grading	Sep 2017-Jun 2018	Mr. So Hon To	Venues and AV aids
4. Cantonese operatic music	Listening lesson	F.5	Over 70 % of attendance	Teachers grading	Sep 2017-Jun 2018	Mr. Boaz Chow	Venues and AV aids
5. Western classical music	Listening lesson	F.4-F.6	Over 70 % of attendance	Teachers grading	Sep 2017-Jun 2018	Dr. Lesley Chan (S4 S5) JY (S6)	Venues and AV aids
6. Aural Training	Aural lessons	F.4-F.5	Over 70 % of attendance	Teachers grading	Sep 2017-Jun 2018	Miss Cynthia Chan	Venues and AV aids
7. Popular music	Listening lessons	F.6	Over 70 % of attendance	Teachers grading	Aug 2017-Mar 2018	JY	Venues and AV aids
8. Exam skills	Lesson for practice past papers	F.6	Over 70 % of attendance	Teachers grading	Aug 2017-Mar 2018	JY	Venues and AV aids

Part C: Co-curricular activities

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To improve the techniques of music playing and ensembles skills of our musicians. 1.2 To build up teamwork.	Performance programme for musicians: Music groups Small scale	Musicians of all music groups	- Over 75% of attendance - Students exhibit mastery of techniques and	- Conductors' comments - Comments from teachers-in-charge -Leaders and	Whole year	Teachers-in-charge of music groups Conductors and students	- Rehearsal venues, musical instruments: storage and maintenance

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.3 To encourage lifelong participation in music making.	lunch time concert host by different music groups once a month		different music styles - Students display more confident in playing and able to reflect her own performance	sectional leaders' evaluation		leaders	- Tuition fees will be collected from instrumental classes and orchestral groups
2.1 To improve the techniques of music playing and ensembles skills of our musicians. 2.2 To build up teamwork. 2.3 To encourage lifelong participation in music making	Choral camp and camp for orchestral groups	All choir members and all members of orchestral groups	Over 80% of attendance	- Conductors' comments - Comments from teachers-in-charge - Leaders and sectional leaders' evaluation	27 th - 29 th Dec 2018 (choral camp) 29 th - 31 st Dec 2018 (orchestra and symphonic band camp)	Teachers-in-charge of choir and teachers-in-charge of orchestra	- Campsite - Coach buses and lorries for transportation - Camp fee will be collected from participants
3.1 To enhance friendship between schools. 3.2 To promote musicians to strive for excellence and perfection through participating in competitions. 3.3 To strengthen teamwork. 3.4 To promote appreciation of	70 th Hong Kong Schools Music Festival	All musicians who are interested in individual competitions and all musicians from music group	Over 80 % of applicants get proficiency certificates or above	Mark sheets provided by the festival after the competition	26 th Feb- 29 th Mar 2018	Teachers-in-charge of music groups	- Entry fees for group class (Application fee: \$7000) - Budget for original music scores - Coach buses and lorries for

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
artistry and musicality of music performances through performances from other schools.							transportation to competition venues (Coach buses: \$19000; Lorries: \$4500)
4.1 To share the joy of music making with the general public. 4.2 To arouse the cross form teamwork of choir members.	Christmas caroling	Members of Junior Choir and Senior Choir	Over 40 choristers participate in Christmas caroling	Choristers successfully memorised all 25 musical pieces	Dec 2017	JY, QS	Budget for transportation to performance venues (Coach buses: \$2600)
5. To provide students with an opportunity in learning musical instruments.	Instrumental classes	Interested students	50 students enrol in instrumental classes	In-class practical exam	Sep 2017- Jul 2018	teachers-in-charge of instrumental classes	<ul style="list-style-type: none"> - Parking space for instructors - Venues for lessons - Tuition fees will be collected from participants
6. To provide holistic development to our music leaders.	Annual Concert - Cross over music programme with Heep Yunn Primary school musicians. - Venue:	Musicians	Over 250 performers in the annual concert	Audience's feedback	28 th or 29 th Jun 2018	Teachers-in-charge of music groups Student leaders of music groups	<ul style="list-style-type: none"> - Concert hall booking and rental fee (Booking venue: \$15000) - Coaches and lorries for transportation (Transportation: \$4800; lorries: \$6500) - Conductor fee *remarks: tickets will be sold and will

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Hong Kong City Hall Concert Hall						be able to break even
7. To provide international exposure for musicians	i/ Summer music tour (Taiwan/ Singapore)	Members of Symphonic Band	Over 40 band members enrol in the tour	Audience's feedback	Jul 2018	Teachers-in- charge of symphonic band	- Budget for the traveling fee of conductor and teachers-in - charge (Teacher's expenses: \$7000 x 4= \$28000)
8. To provide international exposure to singers	i/ Tokyo International Choral Competition	Members of choir	Over 40 choir members enrol in the tour	Competition results and audience's feedback	Jul 2018	Teachers-in- charge of choir	- Budget for the travelling fee of conductors and teachers in charge (Teachers' expenses and application fee: \$35000)

PHYSICS



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Physics

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To improve students' interpretations of the results of their laboratory practical work through the use of computer data logging.	Two practical works using conventional methods (Determining 'g', and Exploring collisions and momentum conservation) will be carried out with the aid of computer data logging equipment.	F.4-F.5	Over 70% of students agree that their skills in interpreting the results of their practical work are improved through the use of computer data logging.	Teacher's observation, students' feedback and questionnaires	Oct 2017- May 2018	TWK	
To promote interactive learning inside and outside the classroom.	Using mobile devices and MVA apps to conduct motion analysis experiments	F.4	Over 70% of students agree that they can learn better using mobile devices and apps.	Teacher's observation, students' feedback and questionnaires	Oct 2017- May 2018	TWK	
To enhance students' understanding of difficult Physics concepts through simulations.	Uploading simulations to the eClass or the Internet so that students can try the simulations and prepare for the lesson beforehand	F.4-F.5	Over 70% of students find that the simulations help them understand difficult Physics concepts.	Teacher's observation, students' feedback and questionnaires	Oct 2017 - May 2018	TWK	

PUTONGHUA



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普通話學校三年發展目標及每年關注事項

3. 發展目標：促進電子學習，提升學與教成效

關注事項：透過校內或校外評估，識別學生學習難點，並於學與教過程中運用電子學習以改善問題、促進學習。

計劃內容：

計劃目的	策略/活動	對象	成功準則	評估方法	時間表	負責人	所需資源
針對部份學生拼音掌握不足的問題，利用電子發音系統，提升學生對拼音發音的掌握	為學生提供電子發聲的網上平台，讓未能完全掌握拼音的學生可自學	中一級學生	-80%未能完全掌握聲韻母發音的學生，曾使用該電子學習平台 -當中 80%認為此平台能幫助她們了解聲韻母的正确發音	-老師自設網上問卷	全年	中一級老師	-學生自評表 -學習後問卷

RELIGIOUS STUDIES



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Religious Studies

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' motivation in studying Religious Studies.	Collaborative learning activities using the Internet or appropriate apps/platform will be conducted at least once throughout the year.	F.3-F.5	70% of students agree that using e-learning can facilitate them to learn as a group, and boost their motivation in studying R.S.	Students' year-end survey and teachers' feedback	Whole year	F.3-F.5 teachers	<ul style="list-style-type: none"> ● New teaching materials needed to be designed to meet the needs for collaborative learning ● iPads / tablets

2. **Development Goal:** To enhance careers and life planning and personal development among students and teachers.

Major Concern: To review and augment students' careers and life planning as well as their personal development programmes.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to apply Christian values in their careers planning	Old girls from different professions are invited to share the experiences in their vocations.	F.5	Over 70% of F.5 students find the sharing sessions helpful in enriching their perspectives in careers planning.	Students' year-end survey and teachers' feedback	2 nd Term	F.5 teachers	\$2,000

3. **Development Goal:** To promote a healthy school environment.

Major Concern: To promote a healthy school concept through strengthening environmental conservation and supporting students' mental and spiritual needs.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students in developing a reflective and contemplative life.	Quiet time session(s) in appropriate ways (e.g. labyrinth, meditation) will be held during R.S. lessons	F.6	Over 70% of F.6 students find the quiet time sessions appropriate and help them in understanding different ways to handle stress	Students' year-end survey and teachers' feedback	1 st Term	F.6 teachers	\$1,000 for transportation

TOURISM AND HOSPITALITY STUDIES



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Tourism and Hospitality Studies

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> - To assess students' learning effectiveness by using IT in learning and assessment tools in the form of MCQs - To refine learning and teaching activities by reviewing the online assessment results - To promote the use of online platforms to allow the access of learning resources, efficient communication and collaboration without the limit of time and space 	<ul style="list-style-type: none"> - Use of online applications (e.g. Google Docs) for teaching and learning in selected lessons to facilitate collaborative learning among students and promote the atmosphere of sharing and giving feedback among teachers and students - Use of online assessment tools (e.g. Google Forms) to assess students' learning effectiveness in the form of MCQs - Apply flipped classroom to arouse learning interest and motivation - Online platforms (e.g. WhatsApp, Facebook) would be developed for students to facilitate sharing of THS-related information and opinions. Students are encouraged to express opinions on related topics. 	F.4-F.6 students	<ul style="list-style-type: none"> - Over 85% of students finish the online assessments - Positive feedback from 85% of students - Over 80% of students are able to share at least 1 piece of THS-related information via online platforms 	<ul style="list-style-type: none"> - Scrutiny of students' work - Results and statistics of the online assessments - Direct feedback from students 	Sep 2017- Jun 2018	TWT	

2. Development Goal: To enhance careers and life planning and personal development among students and teachers.

Major Concern: To review and augment students' careers and life planning as well as their personal development programmes.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> - To introduce real-life learning experience and prepare for further studies in THS-related disciplines at universities/ tertiary education - To provide ideas for students in their careers and life planning - To stretch and help students to recognise their abilities for further development - To arouse students' interest by actualizing what have been gone through in the curriculum - To broaden students' horizons through participation in other learning activities 	<ul style="list-style-type: none"> - Launching of (careers) talks/ sharing sessions on tourism and hospitality related careers (e.g. hotel managers, tour guides/ escorts, etc.) by old girls, visits to relevant organizations (e.g. JAHK, HKTT) or collaborating with the school's Careers and Guidance Team. - Hotel visits or field trips would be organised for (mainly F.4-F.5) students to extend their learning beyond textbooks and classrooms. 	F.4-F.6 students	<ul style="list-style-type: none"> - At least 2 talks/ sharing sessions/ visits/ trips will be arranged for F.4-5 and 1 for F.6 if time is available - Over 85% of participants give positive feedback on the activities 	<ul style="list-style-type: none"> - Number of talks/ visits arranged - Online evaluation forms - Direct feedback from students 	Sep 2017- Jun 2018	TWT	
	<ul style="list-style-type: none"> - Encouraging students to visit various types of hotels and restaurants (by themselves) to have a better understanding of the different operations and practices of customer services. It would become one of the assignments for F.5 students. 	F.4-F.5 students	<ul style="list-style-type: none"> - Over 85% of students complete the assigned task sheets/ project/ presentation with satisfactory results 	<ul style="list-style-type: none"> - Performance of students in the internal assignments - Direct feedback from students 			

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> - To introduce more real-life learning experiences in relation to the discipline 	<ul style="list-style-type: none"> - Arranging work placement in hotels/ restaurants for selected F.4 THS students in late September (in collaboration with the school's personal growth programme). - Applying for other work experience or job shadowing programmes of the T&H industry for F.4 and F.5 students. 	F.4-F.5 students	<ul style="list-style-type: none"> - At least 20% of F.4-F.5 students participate in at least one of the work placement/ job shadowing programmes - Positive feedback from the participants 	<ul style="list-style-type: none"> - Evaluation forms - Direct feedback from students 	Sep 2017- Jun 2018	TWT	

VISUAL ARTS



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Visual Arts

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To further emphasize and strengthen the element of online research and informed art practice in the junior secondary curriculum.	Junior secondary: Apply online research in themes as appropriate.	F.1-F.3	80% of students are able to show evidence of conducting online research in their process development.	Questionnaires and reflections from students and teachers Quality of students' assignments	Sep 2017- Aug 2018	AC YHL PHL	Electronic devices Visual diary
To explore other online platforms to strengthen the sharing of resources and interaction in learning and teaching	Senior secondary: Explore the use of other online platforms (e.g. Google Classrooms) other than WhatsApp.	F.4-F.5	80% of students express that online platforms facilitate their sharing of resources and interaction in learning.	Questionnaires and reflections from students and teachers Frequency of usage			Online platform
To facilitate the effectiveness of learning and teaching with appropriate use of online videos.	In view of limited lesson hours, appropriate selection of quality videos of an appropriate length would be used in the learning and teaching process (pre-class lesson preparation/ in class/ post-class extended learning).	F.1-F.6	80% of students find that the online videos can enhance the effectiveness of their learning.	Questionnaires and reflections from students and teachers			Online videos

HOME ECONOMICS



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Home Economics

School 3-Year Development Goals and Annual Major Concerns

3. Development Goal : To promote a healthy school environment.

Major Concern : To promote a healthy school concept through strengthening environmental conservation and supporting students' mental and spiritual needs.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> - To encourage and provide opportunities for further exploration in the discipline by participating in external learning activities/ competitions (e.g. cooking for elderly/ vegetarians using organic ingredients) - To broaden students' horizons through organising co-curricular activities. 	<ul style="list-style-type: none"> - Different inter-school cooking competitions, visits and workshops will be recommended by the Home Economics (H.E.) teacher. Interested girls can take part in them. - The committee members of the H.E. Club will help in promoting and organizing the internal and external activities. 	F.1- F.6 students	<ul style="list-style-type: none"> - 50% of students take part in these activities and 80% of participants give positive feedback about them. 	<ul style="list-style-type: none"> - To count the no. of events held and the no. of participants in each activity. - To collect participants' feedback. 	Whole year	YYC	NIL
<ul style="list-style-type: none"> - To encourage girls to have a healthy life pattern - To encourage students to cook with natural ingredients instead of using processed 	<ul style="list-style-type: none"> - Girls learn how to have a healthy life pattern in class. 	F.1- F.2 students	<ul style="list-style-type: none"> - More girls eat natural products and used natural products. - Girl guide grows organic vegetables 	<ul style="list-style-type: none"> - Questionnaires will be given to students to collect their opinions. 	Whole year	YYC	NIL

<p>food with food additives</p> <ul style="list-style-type: none"> - To encourage girls to make good use of the natural food waste - To encourage girls to separate useful rubbish for recycling - To introduce ways of using natural ingredients as cleaning agents to clean the H.E. room - To encourage girls to keep the school clean and preserve the school campus - Through cooking and sharing food, we let the girls relax, share feelings and hence support each other mentally and spiritually. 	<ul style="list-style-type: none"> - Girls are only provided with natural ingredients in class. - Food waste are collected after the cooking lessons, they are then used to make detergent and fertilizer. - Girls will use natural detergent to wash utensils after the cooking lessons. - Girl guide will use our natural fertilizers to grow vegetables. - Girls will take the useful rubbish, e.g. glass, cans and paper to recycle. - Teacher share real-life experience with the girls, encouraging them to share their happiness and problems with other classmates and their family members. 		<p>with our home-made fertilizers.</p> <ul style="list-style-type: none"> - 80% of girls express that their concept towards a healthy diet is clear and their eating habits have changed and they always cook with natural ingredients. - 80% of girls separate all useful waste and take them to recycle/ make natural fertilizers/natural detergent. - 80% of girls use the natural fertilizers and natural detergent. - Girl guide grow organic vegetables with our homemade fertilizers. 	<ul style="list-style-type: none"> - Sharing with students. 			
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PHYSICAL EDUCATION



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Physical Education

School 3-Year Development Goals and Annual Major Concerns

1. Development Goal: To enhance the effectiveness of learning and teaching through the promotion of e-learning.

Major Concern: To tackle students' learning difficulties through e-learning initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students learn by using some materials on the Internet.	Learning from videos - learn how to perform some difficult skills - watch some famous games e.g. Wimbledon	F.1-F.3	1. 90% of students pass in the assessments. 2. 80% of students know how to play the modified games of the sports they learnt during lessons.	Skills will be assessed.	Sep 2017- Jun 2018	All P.E. teachers	

2. Development Goal: To enhance careers and life planning and also personal development among students and teachers.

Major Concern: To review and augment students' careers and life planning as well as their personal development programmes.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help our F.6 sports team members know how to manage their time and prepare for DSE while they are still participating in sports training and competitions.	Sharing on: i) how a sports team member prepare for the DSE; ii) how to apply for sports scholarships in universities.	F.6	70% of students agree that the sharing session can help them apply for the sports scholarships in universities.	A questionnaire will be given to F.6 team members to evaluate the usefulness of the sharing session.	Sep 2017- Nov 2017	WSC/VL	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide students with a chance to gain some experience in sports field.	Job placement (In collaboration with the school)	F.4	Some sports-related job placements can be arranged for F.4 students.	Students are required to write a report on what they have learnt from their job placements.	Sep 2017	WSC	

CAREERS AND GUIDANCE TEAM



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Careers and Guidance Team

Aims:

- (1) To further develop careers and guidance provision in accordance to differential needs, abilities, orientations and interests of students.
- (2) To improve awareness, skills sets and connections with extended stakeholders - all teachers, parents and alumnae.
- (3) To guide students to make informed choices at key transition points in their careers and life planning.

For fuller understanding of Careers and Guidance aims, please refer to EDB guide on Life Education and Careers Planning ‘Six Recommended Principles’.

School 3-Year Development Goals and Annual Major Concerns

1. **Development Goal:** To enhance the effectiveness of learning and teaching through the promotion of e-learning.
Major Concern: To tackle students’ learning difficulties through e-learning initiatives.
2. **Development Goal:** To enhance careers and life planning and also personal development among students and teachers.
Major Concern: To review and augment students’ careers and life planning as well as their personal development programmes.
3. **Development Goal :** To promote a healthy school environment.
Major Concern : To promote a healthy school concept through strengthening environmental conservation and supporting students’ mental and spiritual needs.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students with adequate information for post-secondary choices.</p> <p>- To motivate students to give consideration to their choices</p> <p>In line with Aim (3) and school goals (1) and (2)</p>	<p>JUPAS applications</p> <p>Coordinators will:</p> <ul style="list-style-type: none"> - guide students through the JUPAS application process - check and advise students on their JUPAS applications, including group follow-up by Careers teachers - verify students' documents - liaise with universities regarding the JUPAS applications - create a 'JUPAS' information booklet for students' reference 	<p>F.6</p> <p>F.5</p>	<p>90% approval rating from F.6 students in student survey</p>	<p>Survey</p>	<p>Sep 2017- Jan 2018 (F.6) (1st Term)</p> <p>Apr-Aug, 2018 (F.5) (2nd Term)</p>	<p>MWK*, KLL, YYK</p> <p>F6 - CYL</p> <p>F5 - NL</p> <p>Also:</p> <ul style="list-style-type: none"> - assistance from F.6 class teachers advising students on programme choices - English department checking and proofreading students' SLP components. - Previous year's F.6 graduates to prepare the JUPAS booklet 	<p>Budget for production of the JUPAS information booklet</p> <p>Photocopying of other information for dissemination</p>

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students with exposure to the workplace - To acquire basic skills and attitude required for work - To motivate students to do further workplace exploration</p> <p>In line with Aim (1) and school goals (1) and (2)</p>	<p>Work Experience Placement Programme</p> <ul style="list-style-type: none"> - All F.4 students are given a 4-day work placement in line with their career interests. - Coordinators will liaise with companies and run preparation workshops. - Careers and Guidance Team teachers will visit students on placement. - Student debriefing and evaluation of students' performance and company feedback. 	F.4	<p>90% approval rating in F4 student survey</p> <p>90% of employer evaluation responses stating student performance 'Good' or above</p>	<p>Survey</p> <p>Employers' evaluation reports</p>	25 th -29 th Sep, 2016	<p>KLL*, YYK</p> <p>Plus:</p> <ul style="list-style-type: none"> - Assistance from other Careers teachers for preparation briefings and debriefing - Assistance from other teachers with placement visits. 	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To inform students of OLE and other information about work-related programmes</p> <p>- To provide teachers with better student profile to aid careers and life counselling</p> <p>In line with Aims (1) and (3) and school goals (1) and (2)</p>	<p>Careers-related info Dissemination and Collation</p> <p>Coordinators will:</p> <ul style="list-style-type: none"> - Coordinate information about external programmes and activities which boost OLE opportunities for students. - Disseminate and promote OLE activities to target students through online platforms and boards - Collate careers-related information for reference by Careers and Guidance Team and teacher mentors 	F.4-F.6	Consistently over 50% of cohort 'reading' Facebook posts	Checking F.4 - F.6 Facebook groups	All Year round	YYK*	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students with advice, perspectives and support in their careers exploration and planning</p> <p>- To build and nurture connections between students and alumnae to strengthen the school network</p> <p>In line with Aims (1) and (2) and school goals (1) and (2)</p>	<p>Alumnae Mentorship and Careers Sharing</p> <p>Coordinate and monitor:</p> <p>(i) Alumnae Mentorship Scheme (including alumnae workshops)</p> <p>(ii) Alumnae sharing sessions (post-exam F.5 Careers Morning)</p>	F.4 - F.5	Qualitative	<p>Student focus group</p> <p>Informal discussion with alumnae</p>	<p>F.5 Careers sharing 23rd June</p> <p>Other alumnae meetings throughout year - dates TBC</p>	<p>JK*, WCC</p> <p>Careers teachers and Careers Club student helpers at events</p>	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students with structured work-related experience and opportunities</p> <p>- To build connections with external organisations to maintain relationships with external organisations</p> <p>In line with Aim (1) and school goal (1)</p>	<p>Work-related programmes</p> <p>Coordinators will:</p> <ul style="list-style-type: none"> - Recruit and lead students to join various work-related and leadership programmes e.g. UNICEF, Orbis, Business-School Partnership Programme 	F.4-F.5	Qualitative	Written record of activities by students	Whole year	KLL*, CS, VY	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students with practical information and life skills to assist them with their academic studies and careers.</p> <p>In line with Aim (3) and school goal (1)</p>	<p>Careers Lessons</p> <p>F.1 – Adapting to Secondary School and Study</p> <p>F.2 – Teamwork Skills</p> <p>F.3 – Preview Elective Subject Choices and Aptitude programme</p> <p>F.4 – Preparation for Tertiary study and workplace</p> <p>F.5 – Careers and Tertiary Study / Prep for University admission</p> <p>F.6 – Post-secondary preparation and applications</p>	F.1-F.6	80% approval rating in student survey	Survey	Whole year	<p>F1- VY / CS</p> <p>F2 - SYF</p> <p>F3 - YCH / TTT</p> <p>F4 - CHY / KYT</p> <p>F.5 - MWK / NL</p> <p>F.6 - MWK / CYL</p> <p>YKK provides admin support</p>	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To improve the dissemination of university programme information and enable interaction between universities and students/parents plus interflow between universities and school.</p> <p>In line with Aim (3) and school goal (1)</p>	<p>University Fair A fair featuring admissions talks from HKU, CUHK, HKUST, Poly U, City U, Baptist U, HK Ed University and British Council</p> <p>Parents talks provided by leading careers planning practitioners.</p> <p>Open to students and parents</p>	F.4-F.5	<p>80% approval rating in student survey</p> <p>Qualitative</p>	<p>Survey</p> <p>Informal Discussion with university admissions officers</p>	14 th Apr, 2017	<p>CHY*, YYK</p> <p>Careers teachers to assist on day and in run-up preparation</p>	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To develop the capacity of all staff to assist with Careers and Life Planning</p> <p>- To expose staff to the latest developments in CLP practice</p> <p>In line with Aim (2) and school goal (1)</p>	<p>Staff Training</p> <p>In conjunction with the CLAP project, training for all teaching staff (through staff development) and specific training for Careers teachers will be provided</p>	Staff	80% approval rating in CLAP facilitated survey	Survey (externally facilitated)	Dates TBC	KLL*	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To assist students with self-understanding about their own aptitudes and interests</p> <p>- To provide Careers and Guidance Team and other staff with better understanding of students to assist with careers counselling</p> <p>In line with Aims (1) and (3) and school goals (1) & (2)</p>	<p>CLAP Online Assessment Tools</p> <p>Use of online aptitude surveys developed by CLAP for Youth @ JC</p> <p>F.4 - BIM test F.5 - CII test F.6 - exit survey</p>	F.4 - F.6	Qualitative	Focus group of students	Tests to be taken by F.4 and F.5 on Nov 8	<p>KLL*</p> <p>Careers teachers to assist with briefing and tests</p>	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students with support in their application to overseas universities</p> <p>- To encourage capable students to consider applying for highly selective universities to develop their potential</p> <p>In line with Aims (1) and (2) and school goal (1)</p>	<p>Overseas Applications / References (UCAS, US, Canada, Australia, NZ)</p> <p>- assist students with applications / references for studying abroad, scholarships, summer courses, enrichment programmes etc.</p>	F.1-F.6	Qualitative	Focus group of students	Whole year	KLL*/ WCC	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students facing challenges and opportunities in CLP planning with support</p> <p>- To motivate ‘at-risk’ students to overcome difficulties in CLP planning</p> <p>In line with Aims (1) and (3) and school goals (1) and (2)</p>	<p>Enrichment & Enhancement student consultancy</p> <ul style="list-style-type: none"> - Teachers will counsel students identified by the Enrichment Team and Enhancement Team with CLP needs - Coordinators will liaise with suitable external organisations who can help actualise alternative pathways for students. 	F.4-F.6	Qualitative	Discussion with Enrichment Team and Enhancement Team on needs analysis		<p>Enrichment -KLL*</p> <p>Enhancement - MWK & NL</p> <p>Teacher trained in Life Design counselling</p>	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To provide students with support in their application to Chinese language universities</p>	<p>China and Taiwan (C&T) tertiary pathways e.g. Tsinghua University nomination programme - Teachers will liaise with universities in C&T to find appropriate pathways for tertiary studies. - Teachers will disseminate better information regarding C&T universities. - Teachers will assist students with their applications.</p>	F.5-F.6	Qualitative	Informal discussion with student applicants	Whole year	MWK*/ CYL / YCH	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge (* indicates coordinator)	Resources Required
<p>- To develop online presence of Careers and Guidance Team to provide a communication channel for students</p> <p>- To provide online database of careers-related reference materials for students</p> <p>In line with Aim (3) and school goal (1)</p>	<p>Media support</p> <p>- Filming & photography to record important CLP activities for future students' reference and use (e.g. sharing by Students about Work Experience; messages of support from graduates for F.6)</p> <p>- Uploading and maintenance of online materials</p>	<p>F.3 - F.6</p>	<p>For 50% of cohort to view most of the videos</p>	<p>Online viewing figures</p>		<p>TTT*, KYT</p> <p>Careers Club members</p> <p>Technical support from IT team</p>	

CAPACITY ENHANCEMENT GRANT



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Heep Yunn School

Plan on Use of Capacity Enhancement Grant for 2017 - 2018

Income:

Balance brought forward :	\$150,764.90	
Grant for 2017 / 2018:	\$716,943.00	
Total:		\$867,707.90

Expenditure:

3 Teaching Assistants: \$55000 X 1.05 X 12 \$ 693,000.00

Student Helpers: \$ 50,000.00
\$ 743,000.00

Balance **\$ 124,707.90**

Task Area: Enhancement of Administration’s efficiency	
To relieve teachers’ workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-Learning materials, and to conduct remedial teaching to deal with learning diversity.	Three Teaching Assistants and student helpers will be employed to shoulder part of the administrative work of the teachers so that they can commit more time on learning and teaching.

**SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES
(SCHOOL-BASED GRANT)**



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Heep Yunn School
School-based After-school Learning and Support Grant
Budget & Programme Plan of 2017-2018

A. Expected Income from the Government: \$56,400

B. The estimated number of benefitting students (count by heads) under this Programme is 82 (including A. 16 CSSA recipients, B. 76 SFAS full-grant recipients and C. 20 under school's discretionary quota)

C. 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. tests, questionnaires, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
After-school Enhancement or Language classes	To consolidate students' learning or to provide them with opportunities to learn a third language	Students will show improvement in assessments	Summative and Formative assessments	Sep 2017 – May 2018	4	15	4	\$3,000	
Art / Cultural Activities	To enhance students' aesthetic development	Students will acquire the skills in using musical instruments or develop their senses aesthetically	Report from teachers and presentation	Sep 2017 – Aug 2018	5	15	4	\$10,000	
Personal Growth Training or related co-curricular activities	To help students develop positive life skills and communication skills	Students show confidence in solving daily life problems or interact well with their peers	Report from teachers and feedback from students	Sep 2017 – Aug 2018	1	15	4	\$6,400	
Leadership Training	To enhance the confidence of students and develop their leadership skills	Students will take initiative in organizing activities and willingly take up responsibilities	Teachers' observation and feedback	Feb 2017 – Apr 2018	1	15	4	\$7,000	
Sports Training	To help students build up a strong body and team spirit	Students' relative skills will be improved and strengthened	Teachers' observation and feedback	Dec 2017 – Aug 2018	5	16	4	\$30,000	
Total no. of activities: <u>5</u>				[@] No. of participation counts	16	76	20		
				^{**} Total no. of participation counts	112				