

**HEEP YUNN SCHOOL  
2018-2019  
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 2018/19 - 2020/21.....	4
MAJOR CONCERNS FOR 2018 - 2019 .....	4
CHINESE.....	5
PUTONGHUA.....	6
ENGLISH & ENGLISH LITERATURE.....	7
MATHEMATICS.....	10
LIBERAL STUDIES .....	13
CHINESE HISTORY.....	14
ECONOMICS .....	15
FAMILY AND LIFE EDUCATION .....	16
GEOGRAPHY .....	18
HISTORY.....	20
INTEGRATED HUMANITIES.....	21
RELIGIOUS STUDIES.....	23
TOURISM AND HOSPITALITY STUDIES.....	25
BIOLOGY .....	26
CHEMISTRY .....	27
INTEGRATED SCIENCE .....	29
PHYSICS .....	30
BUSINESS, ACCOUNTING & FINANCIAL STUDIES .....	31

COMPUTER..... 32

HOME ECONOMICS ..... 33

MUSIC..... 33

VISUAL ARTS..... 38

PHYSICAL EDUCATION..... 39

COUNSELLING COMMITTEE ..... 40

MORAL, CIVIC AND NATIONAL EDUCATION COMMITTEE ..... 41

CAPACITY ENHANCEMENT GRANT..... 42

SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES ..... 43

# **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 the 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 holistically in all areas of their work for an all-round development.

## **School Development Goals for 2018/19 - 2020/21**

1. To cater for learner diversity through e-learning.
2. To enhance the effectiveness of small group teaching in the core subjects.
3. To promote the social well-being of students.

## **Major Concerns for 2018 - 2019**

1. To further address students' learning difficulties through e-learning.
2. To improve the learning environment and the streaming policy of small group teaching.
3. To strengthen the bonding among students.

## CHINESE

## 中文科

## 學校三年發展目標及每年關注事項

1. 發展目標：運用電子學習，照顧學生學習的多樣性。

關注事項：運用電子學習，識別及跟進學生的學習難點。

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
在學與教過程中靈活運用電子學習資源，針對學生的學習表現，以電子學習支援延伸學習，以改善或鞏固學習，照顧不同的學習需要，達致提升語文學習的成效。	<p>發展項目：文言字詞釋義（虛詞）</p> <p>推行流程：</p> <p>① 由中一級教師議定文言虛詞的學習範圍，如代詞、副詞等。</p> <p>② 教師先於課堂上教授相關文言知識，再透過 Google Form 應用程式編寫的文言練習，於課堂上檢測學生的學習成果。</p> <p>③ 成績未達水平的學生需反覆重做練習，直至將相關文言知識牢記。</p> <p>④ 全學年共完成兩次文言練習</p> <p>⑤ 學期末進行文言虛詞測驗以測試學習成效。</p>	中一學生	<p>① 八成或以上的教師表示利用電子學習資源有助學生牢記文言虛詞。</p> <p>② 八成或以上的學生於文言虛詞測試結果中達合格的成績。</p>	<p>① 級會討論</p> <p>② 文言虛詞測試結果</p>	全年	科主任及中一級老師	/

## PUTONGHUA

## 普通話

## 學校三年發展目標及每年關注事項

1. 發展目標：運用電子學習，照顧學生學習的多樣性

關注事項：運用電子學習，識別及跟進學生的學習難點

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
一、通過學生自評，讓老師初步掌握班上學生的普通話能力、了解學生的學習差異，以安排合適的跟進措施	2. 設「網上自評問卷」(Google Form)，讓各班的學生填寫，了解不同學生的普通話能力；然後安排「以強帶弱」的學習活動，以幫助學生	中一級學生	-約有 9 成學生完成相關問卷	-用 Google Form 作統計	9 月初	梁麗詩老師	Google 帳戶
二. 針對課時不足的現況，利用電子學習平台，培養學生的自學精神，鞏固她們對普通話詞語的掌握，並提升學習趣味；亦讓老師能識別學生的學習難點，加以跟進	1. 1 設立「自學獎勵計劃」。通過電子網上學習平台 (Quizlet)，建立約有 3000 個普通話字詞的學習詞庫，為學生提供自學平台	中一級學生	1. 建立了相關「學習詞庫」，向全級學生發佈 2. 約 8 成學生開通了 Quizlet 帳戶 3. 約 7 成學生，曾使用 Quizlet 進行自學 (當中 7 成認為此平台能幫助她們提升普通話水平)	-老師通過 Quizlet 教師版監察  -設「網上問卷」了解學生的使用情況	全年	梁麗詩老師	-Quizlet 教師版 -Google 帳戶 -Excel
	1. 2 學生可以按需要在該網上平台進行複習、聆聽、拼寫訓練、測試、學習遊戲						
	1. 3 老師通過該平台(教師版)，識別學生的常犯錯誤、學習難點，在課堂上加以糾正						

## 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 further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> <li>To spur students of different capabilities on to further reading</li> <li>To encourage interaction and sharing among peers</li> <li>To sustain a reading culture in the school</li> </ul>	<ul style="list-style-type: none"> <li>A reading programme with graded articles and guided questions</li> <li>Students share their views and give peer feedback through online platforms</li> </ul>	<ul style="list-style-type: none"> <li>F.1 to F.5 English groups (Compulsory)</li> <li>F.6 English groups (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of all students participate in the reading programme once a month</li> <li>At least 75% of all students agree that the reading programme is beneficial to them in terms of vocabulary acquisition and ideas formation</li> </ul>	<ul style="list-style-type: none"> <li>Statistics on students' responses</li> <li>Evaluation forms completed by students to gauge the effectiveness of the programme</li> </ul>	<ul style="list-style-type: none"> <li>Once a month</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> </ul>	
<ul style="list-style-type: none"> <li>To refine content of writing tasks</li> <li>To enhance writing skills of the different ability groups</li> </ul>	<ul style="list-style-type: none"> <li>Selective use of flipped classroom, Google Docs and various apps (e.g. Kahoot, Padlet) in task writings/</li> </ul>	<ul style="list-style-type: none"> <li>F.1 to F.4 English groups</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to attain the following marks for content: F.1-3 Elite: 22 or above Higher: 20 or above Standard: 18 or above</li> </ul>	<ul style="list-style-type: none"> <li>Sharing session to collect feedback from subject teachers</li> <li>Marks of compositions</li> </ul>	<ul style="list-style-type: none"> <li>Once a year</li> </ul>	<ul style="list-style-type: none"> <li>Subject teachers</li> </ul>	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> <li>To check students' learning progress to facilitate teaching and learning</li> <li>To encourage peer learning</li> </ul>	<p>compositions for the different ability groups</p>		<p>Foundation: 15 or above F.4 Elite: 22 or above Standard: 18 or above Foundation: 15 or above</p> <ul style="list-style-type: none"> <li>A passing percentage of 95% in the selected writing composition</li> <li>An increase of 5% in the form average for the selected writing composition as compared to the same composition done last year</li> </ul>				
<ul style="list-style-type: none"> <li>To help students identify learning difficulties</li> <li>To encourage online discussions on set literary texts</li> <li>To facilitate peer learning</li> </ul>	<ul style="list-style-type: none"> <li>Shared Google Docs for senior Literature students to conduct regular sharing of knowledge and learning experience</li> <li>Subject teachers provide feedback to their responses</li> </ul>	<ul style="list-style-type: none"> <li>F.4 to F.6 Literature students</li> </ul>	<ul style="list-style-type: none"> <li>All senior literature students contribute to the discussions on questions set by the subject teachers related to the set literary texts</li> </ul>	<ul style="list-style-type: none"> <li>Statistics on students' participation in the discussions</li> <li>Statistics on the effectiveness of the online platform in identifying learning difficulties and facilitating learning</li> </ul>	<ul style="list-style-type: none"> <li>Whole year</li> </ul>	<ul style="list-style-type: none"> <li>Subject Teachers</li> </ul>	



2. **School goal:** To enhance the effectiveness of small group teaching in the core subjects.

**Major concern:** To improve the learning environment and streaming policy of small group teaching.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
To evaluate the effectiveness of the streaming policy	<ul style="list-style-type: none"> <li>Keeping track of the performance of F.4 and F.5 students to gauge the effectiveness of the newly adopted streaming policy starting from last year</li> </ul>	<ul style="list-style-type: none"> <li>F.4 to F.5 students</li> </ul>	<ul style="list-style-type: none"> <li>An increase of 3% in passing percentage in F.4 final examinations.</li> <li>An increase of 3% in the form average of F.5 final examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Statistics of students' performance</li> <li>Feedback from subject teachers</li> </ul>	Whole year	OKL	

## MATHEMATICS

### School 3-Year Development Goals and Annual Major Concerns

**1. School goal:** To cater for learner diversity through e-learning

**Major concern:** To further address 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 incorporate information technology (IT) into learning and teaching (L&T) aptly	Micro-lesson plans and/or class activities involving IT tools such as smartphone apps or online applets	Junior form students with various abilities	1. 4 small scale L&T activities will be tried out in each form and 70% of students agree that the activities could help them better grasp and apply the concepts or formulas.	- Feedback from students and teachers	Whole Year	LKW CHY	Nil
1. To use e-learning tools to identify students' diverse learning needs before, during and after lessons 2. To further 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 (F1 and F2) classrooms	Term 1: F1 and pilot groups taught by CHY in F.2 Term 2: F1 and groups taught by other F.2 teachers after positive feedback from pilot group students	1. Pilot groups will try the STAR platform at least 3 times during lessons and find it to be useful in identifying students' standards in the first term. 2. 5 other teachers try out the STAR platform and	Observation by teachers and feedback from students by end-of-term surveys	Term 1: Pilot groups Term 2: Voluntary groups in F.2	LKW CHY	iPad or students' own devices

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in- charge	Resources Required
			consider it effective in promoting assessment for learning in the second term.				
1. To strengthen the use of eClass in delivering learning and assessment materials 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 tiered assignments - Enacting a problem every fortnight which contains multimodal materials for reference or self-directed learning (SDL)	All students	1. 3 form-wise tiered assignments are released and/or collected through eClass. 2. 30 participations are recorded for every fortnight problem indicating the more able students are attracted to solve the problems. 3. 70% of students agree that they use eClass as their LMS in facilitating their learning.	Records in eClass, end-of-term surveys	Whole year	LKW CHY KW	\$600 for gifts

**2. School goal:** To enhance the effectiveness of small group teaching in the core subjects.

**Major concern:** To improve the learning environment and streaming policy of small group teaching.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
1. To try a new streaming strategy in order to lower the learner diversity within each group and so enhance the effectiveness of small group teaching	A form-wise streaming strategy will be implemented. As the no. of Band 1 intakes are increasing over the years, we consider forming only 1 foundation group with fewer students (<18) in all forms. For F.1 to F.5, 3 groups are elite, while the others are of higher tier. For F.6, only 2 groups (M1, M2) are elites while the others are of higher tier.	All forms	70% of the teachers agree that the learner diversity in their groups is lower than before with the teaching pace accelerated and learning outcomes more apparent than before.	Students' performances in the 2 examinations.	Whole year	LKW YCW	
2. To analyse the effectiveness of the former and present streaming policy	To compare the overall results of the F.6 (2017-2018) with the current F.5 and F.6 students	F.5-F.6 students	- 50% of this year's F.5 and F.6 end of term results are better than that of last year - 80% teachers and students agree that present streaming policy can better stretch students' potential in Mathematics.	Observation by teachers and feedback from students.	Whole year	CHY YCW	

## LIBERAL STUDIES

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
-To enhance students' understanding of different contemporary issues -To collect data on students' learning difficulties	Issues fact sheets are provided to students. Online quiz will be developed to check students' understanding. Common problems, if any, would be identified to facilitate revised strategies in learning and teaching.	F.4, F.5 & F.6 students	-Online quiz for the issues developed by December 2018 -Students attain correction rate of over 75% (after multiple attempts)	Analysis of students' performance in online quiz  End-of-term students' survey	Whole year	All teachers	/

**2. Development Goal:** To enhance the effectiveness of small group teaching in the core subjects.

**Major Concern:** To improve the learning environment and the streaming policy of small group teaching

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
-To identify the impacts of the learning environment on small group teaching	Lesson observation and evaluation	F.4 and F.5 groups	Collect views from all teachers and all F.4 and F.5 students on the learning environment and report to school	Teachers' and students' evaluation	1 <sup>st</sup> term	THM, JK	/
-To identify the students' perception on streaming policy	Focus group meeting	F.6 graduates	3 focus group meetings held to collect students' opinions in order to evaluate the present streaming policy	Focus group meeting	2 <sup>nd</sup> term	THM	/

## CHINESE HISTORY

## 中國歷史

## 學校三年發展目標及每年關注事項

1. 發展目標：運用電子學習，照顧學生學習的多樣性。

關注事項：運用電子學習，識別及跟進學生的學習難點。

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)在地圖部分的考核:20%的學生取得 4/5 的分數;60%的學生取得一半分數 或 3)80%的學生在網上評估中取得 7/10 的分數	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 2) 提高學生的學習的興趣	在課堂上利用平板電腦或智能電話作小組活動或討論  利用電腦或手機的應用軟體或程式搜集資料及繳交習作	中一至中五  中一至中三	1)全年每級至少實行一次 2)在電子教學中,同學積極討論 3)在考測成績中反映  全年每級至少實行一次	1)課堂討論的氣氛及學生的回饋 2)考測有關的內容  習作評估	全年  全年	鄭美鳳  鄭美鳳	/  /

## ECONOMICS

### School 3-Year Development Goals and Annual Major Concerns

1. **Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students further understand the more abstract concepts by joining online courses	Online courses (from Econlowdown) with illustration and questions of selected topics would be provided to students.	F.3 - F.5 students	- At least 70% use the online courses once in each term. - Students and teachers find the courses helpful in clarifying students' misperceptions. - Respective questions will be set in the mid-year and the final examination and students perform better than last year.	Results of online quizzes, students' and teachers' feedback	2 <sup>nd</sup> Oct, 2018-31 <sup>st</sup> May, 2019	WWT and MML	Online courses from Econlowdown
To help students improve the understanding of current issues and interpretation of data	News / data of current issues will be uploaded to Google Classroom for students' discussion.	F.4 - F.6 students	- 70% of F.4 – F.6 students use the Google Classroom and finish exercise related to current issue or data interpretation. - More students are able to interpret data accurately when compared to last year.	Record of Google Classroom	2 <sup>nd</sup> Oct, 2018-31 <sup>st</sup> May, 2019	WWT and MML	Google Classroom
To help students clarify and correct their mistakes after assessments	Post-assessment online exercises of different levels will be given based on the common mistakes in tests and examinations.	F.3 – F.6 students	- 70% of the F.3 and F.6 students finish the post-assessment exercises once. - 70% of the F.4- F.5 students finish the post-assessment exercises at least twice and students agree that most of the e-learning tools used can help them clarify and memorize the concepts better.	Record of exercise results, students' and teachers' feedback	2 <sup>nd</sup> Oct, 2018-31 <sup>st</sup> May, 2019	WWT and MML	Google Classroom, Econschool

## FAMILY AND LIFE EDUCATION

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address students' learning difficulties through e-learning.

**Programme details:**

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To encourage students to raise questions as well as respond to others' enquiries	An e-platform (e.g. Google Classroom) will be used. Students can express their comments and questions about certain topics, and at the same time receive feedback from both students and teachers.	F.1-F.3	70% of the students agree that through e-learning, their learning difficulties about the subject matter can be further addressed.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Google platform



**3. Development Goal:** To promote the social well-being of students.

**Major concern:** To strengthen the social bonding among students.

**Programme details:**

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To promote i) a sense of appreciation towards others; ii) a sense of respect for others; iii) awareness towards the needs of others; and iv) kindness in the students	<ol style="list-style-type: none"> <li>1. Students will be asked to give positive feedback (comments / encouragement) to their classmates' (neighbours') reflections.</li> <li>2. Peer feedback after presentation: Students will be encouraged to give positive feedback to their classmates after their group presentation.</li> <li>3. Giving out "Star" and "Heart" memo pads for showing appreciation and care to classmates.</li> </ol>	F.1-F.3	70% of the students agree that the activities achieve its stated objectives	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	<ol style="list-style-type: none"> <li>1. Notebook for writing "Reflection".</li> <li>2. Worksheets for peer feedback.</li> <li>3. "Star" and "Heart" memo pads.</li> </ol>

## GEOGRAPHY

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> <li>- To identify students' learning difficulties by using IT learning and assessment tools</li> <li>- To understand the prior knowledge and clarify some misconception before lessons</li> <li>- To refine learning and teaching by reviewing the online assessment results</li> <li>- To provide extra learning programmes / flipped classes to cater for students' needs and address the learning difficulties through YouTube channel</li> </ul>	<p><b>CURRICULUMPLANNING</b> <b>Senior Form</b></p> <ul style="list-style-type: none"> <li>- At the end of each topic, online assessment in form of MCQs will be held via Google Forms and Socrative</li> <li>- To conduct online discussion/ pre-/post-lesson tasks via Google Document</li> <li>- Students' performance will be reviewed and follow-up work will be done to improve the learning outcomes (e.g. new lesson plans/ notes/ video)</li> <li>- YouTube will be used as the online channel for sharing of video-taped lessons and flipped classes to cope with the learning problems</li> </ul>	F.1-F.6	<ul style="list-style-type: none"> <li>- Over 75% of students have finished the online assessment</li> <li>- Positive feedback from 70% of the students and teachers</li> <li>- Over 75% of the flipped lessons uploaded in YouTube viewed</li> <li>- Most students are able to leave positive/ meaningful learning</li> </ul>	<ul style="list-style-type: none"> <li>- Scrutiny of students' work</li> <li>- Feedback from students and teachers</li> <li>- Results and statistics of the online assessments</li> <li>- Number of flipped classes, the number of views and comments</li> </ul>	Whole year	Form coordinators	G-Suite

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
(based on the learning performance from Google documents)	<p><b>Junior forms</b></p> <ul style="list-style-type: none"> <li>- At the end of each topic, online assessment in form of MCQs will be held via Google Form and Socrative</li> <li>- Students' performance will be reviewed and follow-up work will be done to improve the learning outcomes (e.g. new lesson plans/ notes/ video)</li> </ul>		reflections in the comment columns in the YouTube videos				

## HISTORY

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To check students' progress of learning and difficulties encountered through using e-learning platforms.	Students using e-learning apps/ Google Classroom 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 or examinations with reference to their abilities in applying the knowledge in the summative assessment.	Sept, 2018- June, 2019	YFL, KC, YLT	
To tackle students' learning difficulties through drills and practice using the e-learning platform.	Focused exercises uploaded to Google Classroom for practice	F.4-F.5 students	Students completed the exercise should be able to get 75% of the questions correct.	Teachers checking students' performance during discussion and summative assessment.	Sept, 2018- May, 2019	YFL, KC, YLT	
	Additional exercises for self-practice uploaded to Google Classroom	F.1-F.3 students	At least 70% of the target group students attempt and should be able to get 75% of the questions correct.				On-line practice from the textbook publisher

## INTEGRATED HUMANITIES

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**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 through collaborative writing via Google Classroom, aiming at helping students with different abilities to learn from each other	Collaborative writing utilizing Google Docs and Google Classroom will be adopted in all forms in order to identify students' strengths and weaknesses. Also, more exercises on application of analytical skills can also be visited more frequently by the students.	F.1 - F.3	At least one collaborative work can be done in lesson every term.  All teachers have given feedback to students concerning their strengths and weaknesses.  An increase of 3% in the form average in the final examinations.	- Department survey - Teachers' observation - Students' feedback - Comparison of mid-year and final examinations' long question' performances	Whole year	All teachers	/

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to prepare lessons ahead and consolidate knowledge learnt through e-platform, in turn, students may familiarize themselves with the issues before and after lesson.	Students will be encouraged to do research on information related to the issues covered. Videos will be uploaded to Google Classroom and questions will be set to check their understanding of the issues, thereby encouraging them to do lesson preparation.	F.1 - F.3	Over 60% students agree that they have done lesson preparation.  Students feel that they are more capable of tackling different issues.	- Departmental survey - Teachers' observation - Students' feedback	Whole year	All teachers	/
To enhance students' understanding of the different issues by providing revision on subject-related facts	The department will make use of multiple-choices and fill-in-the-blanks questions in past papers to revise basic concepts with students, aiming at enhancing their understanding of the subject.	F.1 –F.3	Over 75% of students agree that this can help them understand the concepts better.  Students are more confident in tackling multiple-choices and fill-in-the-blanks questions.	- Departmental survey - Teachers' observation - Students' feedback	Whole year	All teachers	/

## RELIGIOUS STUDIES

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide more opportunities for students with different learning abilities to learn and to tackle learning difficulties through collaborative learning and self-learning.	<ul style="list-style-type: none"> <li>• Collaborative learning activities including but not limited to group projects, group research and presentation, using internet or appropriate apps/platforms when necessary throughout the year.</li> <li>• Extensive use of Google Classroom to enhance students' self-learning at their own pace.</li> </ul>	F.1-F.5	70% of the students agree that they benefit from collaborative learning and e-learning.	Students' year end survey and teachers' feedback	Whole year	F.1-F.5 subject teachers	<ul style="list-style-type: none"> <li>• Teaching materials needed to be designed to meet the needs for collaborative learning</li> <li>• iPads / tablets</li> </ul>

**3. Development Goal:** To promote the social well-being of students

**Major Concern:** To strengthen the bonding among students

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to apply the knowledge of this subject in improving their social well-being	Emphasising and incorporating the values about bonding with people in the curriculum	F.1-F.5	<ul style="list-style-type: none"> <li>All schemes of work are well-planned, incorporating values about bonding with people</li> <li>70% of the students can show that they understand how to apply the subject knowledge to improve the bonding with people and their own social well-being</li> </ul>	<ul style="list-style-type: none"> <li>Students' performance in class discussion and formative assessment</li> <li>Students' year end survey and teachers' feedback</li> </ul>	Whole year	F.1-F.5 subject teachers	



## TOURISM AND HOSPITALITY STUDIES

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<ul style="list-style-type: none"> <li>- To assess students' learning performance and identify their learning difficulties by using IT learning and assessment tools</li> <li>- To refine learning and teaching activities by reviewing the online discussions and assessment results</li> </ul>	<ul style="list-style-type: none"> <li>- Use of online assessment tools (e.g. Google Forms, Kahoot) to assess students' learning effectiveness in the form of MCQs. Feedback and elaboration would be provided after the assessments</li> <li>- Use of online platforms (e.g. Google Classroom, WhatsApp) for teaching and learning in selected topics to facilitate collaborative learning among students and to promote the atmosphere of sharing and giving feedback among teachers and students</li> </ul>	F.4-F.6 students	<ul style="list-style-type: none"> <li>- Positive feedback (on the strategies/ activities used) from 85% of students</li> <li>- An increase of 3% in the form average in the final examination</li> </ul>	<ul style="list-style-type: none"> <li>- Scrutiny of students' work</li> <li>- Results and statistics of the online assessments</li> <li>- Direct feedback from students</li> </ul>	Sept, 2018- May, 2019	TWT	

## BIOLOGY

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address students' learning difficulties through e-learning.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide materials and opportunities for students' self-learning and consolidation according to their needs	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 that useful	Students' feedback	Whole year	FS, YT	
To tackle students' learning difficulties through the generation and sharing of video concerning a biology concept by students	Student design and generate a video about cell division and share among their peers	F.4 students taking Biology	One video is produced by each student	Students' feedback	Whole year	FS, YT	
To tackle 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.5 students taking Biology	- Students make use of at least one online resource for lesson preparation or consolidation - 80% of students have overcome the problem identified and could answer respective questions accurately in the final examination	Students' feedback	Whole year	FS, YT	

## CHEMISTRY

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address student's learning difficulties through e-learning.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To know 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, Plickers) for assessing students' learning progress	F.4 - F.6	Over 90% of students finish the online assessments	Reports generated from the IT tools, teacher's observation and students' feedback	Sept, 2018- Jun, 2019	CYC, CWC	
To prepare online materials for students to learn at home before or after lessons based on some difficult concepts or the results generated from the IT tools after the assessments.	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 questionnaire	Sept, 2018- Jun, 2019	CYC, CWC	
To provide a platform for students to ask questions and have discussion with teachers and schoolmates.	Setting up Facebook and/or Whatsapp group	F.4 - F.6	Over 80% of students agree that the platforms provide them with more chances to ask questions and have discussion with teachers	Teachers' observation, students' feedback and questionnaire	Sept, 2018- Jun, 2019	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 complete the online assessment questions.	Progress report from COSAS.	Sept, 2018-Aug, 2019	CYC, CWC	

## INTEGRATED SCIENCE

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address student's learning difficulties through e-learning.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To facilitate the learning and teaching process by videos, simulations or apps.	Teachers prepare videos, simulations or teaching apps for students.	All students	Over 70% of students agree that the videos or apps are useful for them to understand and apply the concepts/theories.	By teachers' observation and questionnaires done by students.	Whole year	All teachers	

**3. Development Goal:** To promote the social well-being of students.

**Major Concern:** To strength the bonding among students.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Through the process of joining various competitions, a stronger bonding can be built among the students.	Students will be grouped together to join various science or STEM-related competitions	F.2-F.3 students	Over 70% of students agree that the preparation process of the competitions help strengthen the bonding among the teammates as well as the fellow students when they demonstrate or introduce to them.	By teachers' observation.	Whole year	All teachers	

## PHYSICS

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address student's learning difficulties through e-learning.

**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 by conventional methods (Exploring collisions and momentum conservation and Measuring the voltage ratio of a transformer) will be carried out with the aids of computer datalogging equipment.	F.4 – F.5	Over 70% of students agree that their skills in interpreting the practical work result are improved through the use of computer data logging.	Teacher's observation, students' feedback and questionnaire	Oct, 2018-May, 2019	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 questionnaire	Oct, 2018-May, 2019	TWK	
To enhance students' understanding in difficult Physics concept 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 simulations help them understand difficult Physics concepts.	Teacher's observation, students' feedback and questionnaire	Oct, 2018 - May, 2019	TWK	

## BUSINESS, ACCOUNTING & FINANCIAL STUDIES

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address students' learning difficulties through e-learning.

**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 and BAFS 600 will be uploaded in the Google Classroom for students to do at home. Students can get the answers with explanations immediately from the online exercises.	F.4-F.6 students	70% of the students agree that the strategy is useful	Qualitative oral feedback from interviews  Questionnaires	Whole year	TS	
To support students with weaker foundation	(2) Small group tutorials for weaker students	F.3-F.6 students	Students attended 80% of the tutorials and found them useful	Record of attendance	Whole year	TS, CC	
To enable students to revise and extend their learning through e-channels.	(4) PowerPoint files and other supplementary learning materials would be uploaded to Google Classroom or other online channels after the lessons.	F.4-F.6 students	70% of the students agree that the strategy is useful	Qualitative oral feedback from interviews  Questionnaires	Whole year	TS, CC	
To provide more flexibility to students for their time management.	(5) Encourage students to ask questions and communicate with teachers using e-channels e.g. WhatsApp, e-mail, messenger, etc.	F.3-F.6 students	As above	As above	Whole year	TS, CC	

## COMPUTER

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students with different learning abilities to address their learning difficulties through the assistance of the e-learning tools at their own pace.	To introduce different e-learning tools to allow students to resolve their problems as well as monitor their own learning pace. Different levels of targets will be set for students.	F.1 - F.3 students	Successful if more than 80% of students indicate that the strategies have addressed their learning difficulty.	Assessing the results through questionnaires.	Whole year	CKL	



## HOME ECONOMICS

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning.

**Major Concern:** To further address student's learning difficulties through e-learning.

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- To give students access any time both in school and at home to revise the steps they have learnt in class.	Video for each step will be taken and upload to the server.	F.1-F.2	- All students should be able to complete the project by themselves and display the steps learnt from the videos.	-Assessment will be given in grades by the end of each step.	Whole year	AW	

**3. Development Goal:** To promote the social well-being of students.

**Major Concern:** To strength the bonding among students.

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- To strengthen the bonding among students through group work.	Students are working in a group of four with different abilities to provide support for each other.	F.1-F.2	- All groups should be able to complete their project within the time given with a better grade.	- Assessments will be given in grades for the projects.	Whole year	AW	

## MUSIC

### School 3-Year Development Goals and Annual Major Concerns

**1. School goal:** To cater for learner diversity through e-learning

**Major concern:** To further address 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
1.1 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 with excel musicians demonstrating the techniques and sonorities on musical instruments for non-musicians and students who are not playing their musical instruments  iii/ post lesson worksheets with the help of e-learning to consolidate the knowledge. Extended tasks on music appreciation through e-learning will be given to more gifted musicians	F.1	- Over 90% students participate in the discussion - 70% of students can recognise the sonorities of musical instruments from different families - Over 90% of students hand in worksheets	Classroom discussion and teachers' grading	November 2018 to March 2019	JY, QS	Video clips worksheets
2.1 Programme Music: collaboration between Visual Arts and Music	Introduce to students the genre-programme music- through various videdos, animations and other online resources. Mussorgsky: Pictures at an exhibition i/ Visual Arts teacher will talk about the painting and how the composer transfer these painting into sound.	F.1	- Students will understand the relationship across different arts. - Students will be able to match/ compose music	Classroom discussion, peer feedback and teacher's grading	March to May 2019	JY, QS, PHL	paintings, music clips, worksheets e-platform and notation software

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>ii/ Music teacher will explore the sonorities in relation to color and light and discuss with students how composer interpret the painting with different timbre and texture.</p> <p>iii/ Students will try to write/ find suitable music to interpret existing paintings. Visual Arts teacher will suggest suitable paintings.</p> <p>iv/ Group works for students with different abilities in art and music will be grouped together to provide peer support</p>		<p>for existing painting (two options to cater learners' diversity)</p> <p>- Students may perform their music with the visual display of the painting in class, peers will give feedback on the outcome.</p>				
<p>3.1 Enhance students' knowledge on elements of style in music</p> <p>3.2 students will be able to distinguish stepwise, repeated notes and leap in melodic motion</p> <p>3.3 students will learn the formal structure of melody writing, resolution of melodic motion</p>	<p>i/ listening excerpts to illustrate different elements of music style</p> <p>ii/ examples of melodies written by Classical period composer will be distributed to students to listen and investigate in groups</p> <p>iii/ Students will present their investigation in class</p> <p>iv/ composition of melodies based on concepts of phrasing and melodic motion</p> <p>v/ make use of notation software Finale</p>	<p>F.2</p>	<p>- All students hand in melody</p> <p>- All students perform and share their composition of melody with classmates</p>	<p>In class discussion, peer assessment and teachers' grading</p>	<p>October 2018 to November 2018</p>	<p>QS, JY</p>	<p>Score Music excerpts Manuscript Software: Finale Notepad</p>

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
and the regular phrasing 3.4 students will compose melody with different melodic motions and able to perform/ sing for sharing in class	to notate the melody, the use of e-learning, notation software will benefit students who do not play musical instruments to realize the sound of their composition so as to polish and revise.  vi/ performance or sharing of students' works						
4.1 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 and express their analytical views on classmates' composition in class discussion. Musicians will be able to give professional suggestion to peers with elementary exposure to music arrangement.  iii/ Use of sequencing and notation software in composing (s3) which is an uplift to musicians to get a taste of notating a full score.	F.3	- All students hand in assignments and perform their own arrangement in class - Over 80% of students 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%)	January 2019 to May 2019	JY	Software: Finale EDM apps  Venue for performance: SB 6
5.1 To arouse students' awareness of synchronization through multimedia 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	F.4	- All students hand in their final products and present their ideas in class	Peer-assessment and teachers' grading.	January 2019 to May 2019	QS, JY	Video clips Posters for drawings

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	excerpt in groups of 4-6, then sharing their ideas in class iii/ choose their own except and develop a story board. Video tape their idea with the music. In class sharing and discussion, a platform for musicians and non-musicians to collaborate their different expertise and ideas.						

## VISUAL ARTS

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' visual research for idea development and art making	<p><u>Enhanced measures in online research:</u></p> <p>Introduce different art-related sites with quality and search engines to cater for different needs and abilities to conduct more effective visual research</p>	F.1-F.3	<p>70% of students feel that their research in the art-related sites and search engines positively facilitate their idea development and/or art making.</p> <p>Evidence of the connection between online research and artwork.</p>	<p>Quantitative and qualitative feedback from evaluation</p> <p>Quality of students' portfolios and artwork</p>	Sept 2018 – Jun 2019	AC PHL	Visual diary Portfolio
To facilitate self-directed learning and peer learning via selection of appropriate online platform(s)	<p><u>Migration from Google Classroom to Google Drive:</u></p> <p>Motivate self-directed learning by facilitating easier access to learning and teaching materials and resources via a more convenient online platform, so that students of different needs and abilities may extend their learning beyond classroom by referring to the resources in the Google Drive at their own pace</p> <p>Facilitate peer learning and mutual appreciation by sharing good exemplars in the Google Drive</p>	F.1-6	<p>70% of students find Google Drive helpful to their learning according to their needs and pace</p> <p>70% of students find appreciation and learning from peers online is constructive to their learning</p> <p>Overall students' work is improved as they learn better with the good exemplars posted in the Google Drive</p>				<p>Google Drive</p> <p>Learning and teaching materials and resources</p>

## PHYSICAL EDUCATION

### School 3-Year Development Goals and Annual Major Concerns

**1. Development Goal:** To cater for learner diversity through e-learning

**Major Concern:** To further address students' learning difficulties through e-learning

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To help students to learn by using materials on the internet.	1. Learning from videos. Videos will be played for students to learn how to perform some difficult skills and to watch some famous games during rainy day lessons. e.g. Wimbledon	F.1-F.6 (in particular DSE-P.E. students)	90% of students can perform the skills they have learnt and 95% of students pass in the assessments.	Skills will be assessed	Sept 2018- June 2019	All P.E. teachers (DSE: WSC)	
2. To monitor students' progress in learning practical skills	2. Students are required to take videos on the practical performance once a month. Students should do the following tasks: a. give comment on their own performance of the skills. b. invite peers to comment on their performance. c. invite teacher to give feedback on their performance.	F.1-F.6 (in particular DSE-P.E. students)	80% of students can grasp the skills more easily and perfect their motion or series of movements.	Practical skills will be assessed	Sept 2018 - June 2019	All P.E. teachers (DSE: WSC)	

## COUNSELLING COMMITTEE

### School 3-Year Development Goals and Annual Major Concerns

**3. Development Goal:** To promote the social well-being of students

**Major Concern:** To strengthen the bonding among students

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote positive development in the Form 1 students (especially those with special needs), and strengthen the bonding among students, via peer mentoring.	Big Sisters Scheme	F.1, F.3 and F.4	70% of the participants agree that the activity can help promote positive development in the Form 1 students (especially those with special needs), and strengthen the bonding among students, via peer mentoring.	Teachers' and social workers' observation and year-end evaluation	Whole year	Karen, LSL	\$2300 for badges \$12000 for Camp \$5000 for Ocean Park Fun Day
To promote peer relationship and develop positive self-image in students, who are looking for company on campus, through regular meetings and being social workers' helpers.	Peer Support Network	F.1, F.2 and F.3	70% of the participants agree that the activity can help promote peer relationship and develop positive self-image in students, who are being isolated by others, through regular meetings and being social workers' helpers.	Teachers' and social workers' observation and year-end evaluation	Whole year	Teresa, WYM	\$3000 for activities \$4000 for Ocean Park Fun Day
To develop students' social skills and build up peer connection through playing board games with others at school.	Social Skills Group	F.1 and F.2	70% of the participants agree that the activity can help develop students' social skills and build up peer connection through playing board games among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	Karen, YYD	\$500
To equip students with stress management skills and strengthen peer support among themselves in facing public examinations.	Form 6 Stress Management Program	F.6	70% of the participants agree that the activity can help equip students with stress management skills and strengthen peer support among themselves in facing public exams.	Teachers' and social workers' observation and year-end evaluation	Oct 2018	Judy, LSL	\$600



## Moral, Civic and National Education Committee

### School 3-Year Development Goals and Annual Major Concerns

**3. Development Goal:** To promote the social well-being of students

**Major Concern:** To strengthen the bonding among students

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To strengthen the bonding among the students by instilling the values of “care for others” and “respect” in them.	Refer to the programme plans of respective academic departments (RS and FLE) and functional groups.						
To strengthen the bonding among students by promoting the sense of appreciation to and respect for others in students.	Good Student Election	F.1 – F.5	70% of students agree that this activity helps them focus more on the good attributes of their classmates.	Year-end evaluation and form teachers’ observation	Jan to Feb 2019	SHT, GF	\$1000 for printing certificates
To strengthen the bonding among students by engaging them in social activities at school.	Secret Angels	Forms 5 - 6	70% of students agree that this activity helps strengthen the bonding among themselves by showing care to each other	Year-end evaluation and Form teachers’ observation	First Term (Form 6) Second Term (Form 5)	MFC, IY	///

**CAPACITY ENHANCEMENT GRANT**

**Plan on Use of Capacity Enhancement Grant for 2018 - 2019**

**Income:**

<b>Balance brought forward:</b>	\$ 90,892	
<b>Grant for 2018 / 2019:</b>	\$717,604	
<b>Total:</b>		<b>\$808,496</b>

**Expenditure:**

1 Teaching Assistant & 2 Administrative Officers:		\$737,100
Student Helpers:		<u>\$ 50,000</u>
		\$ 787,100

**Balance** **\$ 21,396**

<b>Task Area: Enhancement of Administration's efficiency</b>	
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.	One Teaching Assistant, two administrative officers 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)

#### Budget & Programme Plan of 2018-2019

A. Expected Income from the Government: \$45,600

B. The estimated number of benefitting students (count by heads) under this Programme is 85 (including A. 12 CSSA recipients, B. 50 SFAS full-grant recipients and C. 23 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. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
After-school Enhancement or Language classes	To consolidate students' learning or to provide them with the opportunities to learn a third language	70% of students show improvement in assessments	Summative and Formative assessments	Sep 2018 – May 2019	4	15	4	\$3,000	
Art / Cultural Activities	To enhance students' aesthetic development	70% students acquire the skills in using musical instruments or develop their senses aesthetically	Report from teachers and presentation	Sep 2018 – Aug 2019	5	15	4	\$5,000	
Personal Growth Trainings or related co-curricular activities	To help students develop positive life skills & communication skills	70% of students show confidence in solving daily life problems or interact well with their peers	Report from teachers and feedback from students	Sep 2018 – Aug 2019	1	15	4	\$3,600	
Leadership Training	To enhance the confidence of students and develop their leadership skills	70% of students will take initiative in organising activities and are willing to take up responsibilities	Teachers' observation and feedback	Feb 2018– Apr 2019	1	15	4	\$4,000	
Sports Training	To help students build up a strong body and build up the team spirit of mutual support.	70% of students' relative skills will be improved and strengthened	Teachers' observation and feedback	Dec 2018 to Aug 2019	5	10	8	\$30,000	
<b>Total no. of activities: <u>5</u></b>				<b>@No. of participation counts</b>	<b>16</b>	<b>70</b>	<b>24</b>		
				<b>**Total no. of participation counts</b>	<b>110</b>				