

HEEP YUNN SCHOOL
2019-2020
Annual School Plan



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

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HEEP YUNN SCHOOL

School Vision and Mission

It is the vision of the school to provide Equal Opportunities for Quality Christian Education with altruism, compassion and grace. The school's mission is 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 instil in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

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 2019 - 2020

1. To help students realise their potential by offering more challenging tasks through e-learning.
2. To enhance pedagogies in small group teaching.
3. To strengthen the rapport between students and teachers.

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：通過電子學習提供更具挑戰性的任務，以幫助學生發揮潛能

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，善用不同的學習平台、應用程式或網上資源等，針對學生的學習表現，以電子學習支援延伸學習，為能力較佳的學生提供更艱深的學習內容，以照顧不同的學習需要，達致提升語文學習的成效。	(2) 推行流程： ① 善用電子教學資源，設置不同的學習任務。 ② 閱讀方面可加入延伸/增潤學習材料，讓學生於課後自學。 ③ 寫作方面，課堂上使用谷歌文件(Google Doc)分組協作完成寫作練習，然後學生進行互評。 ④ 說話方面，學生將個人一分鐘的短講片段，上載至網上教室中，然後學生進行互評。	中二級高能力組別學生一組	超過百分之七十的學生認為電子學習能有助增加學習的趣味及提升語文學習效能。	①問卷調查、 ②教師分享	全年	科主任及梁念恩老師	小禮物

2. 發展目標：提昇核心課目小組教學的成效

關注事項：加強小組教學中的教學法

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
透過共同備課、教學分享及同儕觀課等方法，加強老師在照顧學生學習差異方面的認識及技巧，善用小組教學模式，精進教學效能。	(1)發展項目：相互教學法 (2) 推行流程： ① 中一級教師與教育局語文支援組人員商議發展的課題及教學內容。 ② 透過共同備課，擬定教學設計及落實小組教學（相互教學法）的教學元素。 ③ 教師進行試教，語文支援組人員、同儕觀課及議課。 ④ 全學年至少完成兩次試教。	中一級不同能力的組別	①教師全年進行五次的共備會議。 ②教師完成兩次試教。 ③教師在設計教學內容時，能加入小組教學的策略，並能照顧學生的學習需要或作延伸性的學習。 ③學生能在學習中多表達及參與學習活動。	①教師會議、 ②教師分享	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：通過電子學習提供更具挑戰性的任務，以幫助學生發揮潛能

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；為學生提供更具挑戰性的任務，使學生的潛能得以發展	1. 1 設立「自學獎勵計劃」。通過電子網上學習平台(Quizlet)，建立不同深淺難度的普通話字詞學習詞庫，為學生提供自學平台	中一級學生	1. 建立了相關初階及進階兩類的「學習詞庫」，向全級學生發佈	-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 學生選擇「初階」或「進階」的學習詞庫，在該網上平台進行聆聽、拼寫、遊戲等學習活動，使活動更具挑戰，符合不同 2 學生的水平		2. 約 8 成學生開通了 Quizlet 帳戶				
	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		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)				

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 help students realise their potential by offering more challenging tasks 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"> To encourage interaction and sharing among peers To sustain a reading culture in the school To offer tasks of various levels of difficulty to further stretch students' potential 	<ul style="list-style-type: none"> A reading programme with graded articles and guided questions Students share their views and give peer feedback through online platforms 	<ul style="list-style-type: none"> F.1 to F.5 English groups (Compulsory) F.6 English groups (Optional) 	<ul style="list-style-type: none"> At least 80% of all students participate in the reading programme once a month At least 75% of elite class students agree that the reading programme is beneficial to them in terms of 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 encourage online discussions on set literary texts To facilitate peer learning To provide questions and tasks of 	<ul style="list-style-type: none"> Shared Google files for senior Literature students to conduct sharing of knowledge and learning experience Subject teachers design challenging 	<ul style="list-style-type: none"> F.4 to F.5 Literature students 	<ul style="list-style-type: none"> At least 80% of students attempt questions and tasks designed by the subject teachers related to the set literary texts At least 70% of students agree that the questions and tasks help them 	<ul style="list-style-type: none"> Statistics on students' participation in the questions and tasks Statistics on the effectiveness of the online platform in challenging 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject Teachers 	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
different levels of difficulty to encourage students to realise their potential	questions/tasks and provide feedback to responses		realise or stretch their potential	students and realising their potential			

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

Major Concern: To enhance pedagogies in small group teaching

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 increase student participation To facilitate teachers to give individualized feedback to different ability groups to improve teaching and learning To encourage peer learning 	<ul style="list-style-type: none"> Apply small group teaching pedagogies in two selected writing topics to facilitate the incorporation of process writing. 	<ul style="list-style-type: none"> F.1 English groups 	<ul style="list-style-type: none"> 70% of the F.1 students in Elite and Higher groups will be able to attain the following marks for content: Elite: 21 or above Higher: 18 or above 70% of the F.1 students in Standard and Foundation groups will be able to attain the following marks for language: Standard: 17 or above Foundation: 15 or above 	<ul style="list-style-type: none"> Sharing sessions to collect feedback from subject teachers Marks of compositions 	<ul style="list-style-type: none"> Twice a year 	<ul style="list-style-type: none"> Subject teachers 	

MATHEMATICS

School 3-Year Development Goals and Annual Major Concerns

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

Major concern: To help students realise their potential by offering more challenging tasks through e-learning.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
Providing tiered resources and reference materials to students for self-paced learning	Provision of Google shared drive or Google Sites for students	All students	50% of students have used the resources and find that they allow them to organise and plan their studies at an individual pace.	Year-end survey	Whole year	LKW	N/A
Promoting electronic assessments for learning and as learning	Offering pre- and post-lesson tasks through online platforms (STAR, Google, etc.) with varying levels of difficulty	Selected groups of students	50% of students of the participating groups complete the tasks and find they are conducive to their learning. Participating teachers find the tasks informative towards planning their teaching.	Lesson observations and year-end survey	Whole year	LKW	N/A

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

Major concern: To enhance pedagogies in small group teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
To enhance teachers' capacity in designing pedagogies suitable for small group teaching.	Regular meeting will be held among the panels of the 4 core subjects in order to share the strategies/ pedagogies in small group teaching. Panel head then discuss with the members in the department. Finally, some of the shared strategies are adopted by teachers and implementation follows.	All Math Colleagues	Over 70% of colleagues agree the selected strategies can enhance the effectiveness of small group teaching.	Observation by teachers and feedback from students.	Whole year	YCW, LKW	
	Conducting group games/tasks for specific topics to encourage collaborative learning among students	F.3 students	At least 2 group games/tasks are implemented. Over 70% of colleagues think that the games/tasks are good so that it can be used as a standard teaching material/tools for that topic.	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 help students realize their potential by offering more challenging tasks 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 various skills (for example, research skills, writing skills and organization skills) and expose them to more issues through different pre-lesson and in-lesson tasks	Teachers to utilise the common lesson materials and adopt it for their own groups, e.g. optional higher level discussion questions; additional researches; more complex sources, etc.	F.4 – F.5	At least one optional task will be given to students in each form. Over 60% of students agree that they have been offered a choice of more challenging tasks.	Department online survey Teachers' observation Students' feedback	Whole year	All teachers	/
To encourage students to read more extensively and look into issues introduced in lessons in depth	Recommended books would be placed in a dedicated shelf in the library. Students are encouraged to read 2 books in the year and submit their reflections. Selected sharing will be posted on a google site to further promote reading. Extra reading materials would be provided in the google worksheets for more in-depth understanding of the issue.	F.4	Over 50% of students agree that they have read the extra reading / recommended books	Department survey Teachers' observation Students' feedback	Whole year	F4 Teachers	/

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

Major Concern: To enhance pedagogies in small group teaching

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance teachers' capacity in designing pedagogies suitable for small group	Professional development activities will be conducted for teachers to share their experiences of using different teaching strategies in small group teaching	Subject Teacher	Each teacher should share at least one teaching strategy in the session Each teacher should try at least one strategy shared by colleagues	Teachers' feedback	Whole year	All teachers	/
	Common Lesson Preparation for a selected topic in F.4 to develop and evaluate pedagogies for small group teaching	F.4	One set of lesson plans and materials for the selected topic should be developed based on the lesson study 75% of students agree that they are more engaged in the lessons on the selected topic.	Lesson Observation Teachers' evaluation Students' feedback	Term 2	F.4 Teachers	/

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。

1. 關注事項：通過電子學習提供更具挑戰性的任務，以幫助學生發揮潛能。

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 3)提供具難度的習作令學生了解自己的潛力。	學生利用電子軟件製作有關中國省份或大城市的地理狀況及歷史演變過程的專題報告。專題報告會要求設計遊戲，可考驗學生的創意與運用電子軟件的能力	初中	1)專題報告中設計遊戲的項目評分會包括創意與電子軟件的運用能力。 20%的學生取得 4/5 的分數; 60%的學生取得一半分數 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	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 3)提供具難度的習作令學生了解自己的潛力。	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	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	1)課堂討論的氣氛及學生的回饋 2)考測有關的內容	全年	鄭美鳳	/
	利用電腦或手機的應用軟體或程式搜集資料及繳交習作;成績優異者可選擇挑戰難度高的練習	中一至中五	全年每級至少實行一次 習作項目評分會包括創意與電子軟件的運用能力。 20%的學生取得 4/5 的分數;60%的學生取得一半分數	習作評估	全年	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 help students realise their potential by offering more challenging tasks through e-learning

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To offer challenging tasks to students through e-learning platform	Sharing of CE past papers on more challenging topics (F.4: Demand and supply, F.5 Deposit Creation and National income accounting) on e-platform Schoology	F.4 - F.5 students	At least 70% F.4 – F.5 students finish one set of CE past paper on Schoology and find the past paper helpful in clarifying misperceptions of difficult question types.	Record of Schoology and feedback from students	2 nd Oct, 2019 - 31 st May, 2020	WWT and MML	Schoology and CE question bank
To provide students with more advanced academic articles / economic analysis on selected topics	Sharing of academic articles /economic analysis on Google classroom	F.4 - F.6 students	70% of F.4 - F.6 students read the articles /analysis (at least once for F.6 and twice for F.4 - 5) on Google classroom and find the articles / analysis deepen / widen their understanding of economic concepts.	Record of Google classroom and feedback from students	2 nd Oct, 2019 - 31 st May, 2020	WWT and MML	Google classroom
To provide students with challenging DSE questions (level 5)	Sharing of selected difficult (level 5) DSE questions on Google classroom.	F.4 - F.6	70% of F.4 - 6 students finish at least one set of level 5 questions and find the questions helpful in handling the difficult types of questions	Record of Google classroom	2 nd Oct, 2019 - 31 st May, 2020	WWT and MML	Google classroom and DSE past paper

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 help students realize their potential by offering more challenging tasks through e-learning.

Programme Details:

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To enable students to recognise their potential in making suggestions and helping others to improve.	Ask students to conduct group presentation after each lesson and upload the presentation to the Google classroom. Other students are required to give comments and suggestions	Forms 1 – 3	70% of the students agree that the activity helps them recognise their potential in making suggestions and helping others to improve.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Google Classroom

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

Major concern: To strengthen the rapport between students and teachers.

Programme Details:

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Teacher-in-Charge	Resources Required
To strengthen the rapport between students and teachers by encouraging mutual appreciation and support between them.	1. Teachers give positive feedback to the students' reflection. 2. Teachers put pretty stickers to students' homework as encouragement and appreciation (about 5 out of 7). 3. Encourage students to show appreciation to their teachers in their reflection.	Forms 1 – 3	70% of the students agree that the activities help strengthen the rapport between students and teachers by encouraging mutual appreciation and	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Notebook for writing "Reflection". Pretty stickers (\$2000) Materials for making handicrafts. (\$6000). Candy (\$2000)

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Teacher-in-Charge	Resources Required
	4. Require students to make handicrafts for teachers (can be non FLE teachers). 5. Teachers will give out candy to students in order to show their appreciation towards their participation.		support between them.				

GEOGRAPHY

School 3-Year Development Goals and Annual Major Concerns

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

Major Concern: To help students realise their potential by offering more challenging tasks 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"> To promote better understanding about the prior knowledge and misconception before lessons To refine and enrich learning and teaching by reviewing the online assessment results To provide extra learning programme/ flipped classes to cater students' needs and different learning pace via e-learning platforms 	<p><u>CURRICULUM PLANNING</u></p> <p>Senior Form</p> <ul style="list-style-type: none"> At the beginning and end of each topic, online assessments will be held To conduct online discussion/ pre-/ post-lesson task Students' performance will be reviewed and follow-up work will be done to improve the learning outcomes (e.g. new lesson plans/ notes/ video/ extended reading materials) Both enrichment and enhancement classes will be conducted to stretch students' potential and strengthen their learning based on the assessments results. To allow more space and time for students' learning, all classes will be video-taped and uploaded as resources on YouTube channel 	F.1-6	<ul style="list-style-type: none"> over 75% of students have finished the online assessment positive feedback from most of the students and teachers over 75% of the flipped lessons uploaded in YouTube viewed most students able to leave positive/ meaningful learning reflections in the 	<ul style="list-style-type: none"> scrutiny of students' work feedback from students and teachers results and statistics of the online assessments Number of flipped classes, the numbers of views and comments 	Throughout the year	Form coordinators	G-Suite

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<ul style="list-style-type: none"> To produce online portfolio consisting of 5** exemplars for students who have higher abilities to strengthen the answering skills and enrich their subject content <p>Junior forms</p> <ul style="list-style-type: none"> At the end of each topic, online assessments can be done to evaluate their learning outcome (e.g. MCQs, fill-in-the-blanks, short writing tasks) Students' performance will be reviewed and follow-up work will be done to enrich their learning (e.g. new lesson plans/ notes/ video/ reading materials) YouTube will be used as the online channel for sharing of video-taped lessons and flipped classes to cope with the learning problems 		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 help students realise their potential by offering more challenging tasks through e-learning.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To extend students' scope of understanding of the topics taught through using e-learning platforms.	Students using e-learning apps/ Google Classroom for extended readings after lessons	F.1-F.6 students	70% of F.1-F.5 students download the readings and completed the assigned task.	Teachers checking the number of students downloaded the readings in e-learning platform Teachers checking students' performance in the assigned task.	Sept, 2019- June, 2020	YFL, KC, YLT	
To better prepare students of higher ability for public examination through drills and practice using the e-learning platform.	Additional exercise for self-practice uploaded to Google Classroom for practice	F.4-F.5 students	70% of the targeted students completed the exercise.	Teachers checking students' performance during discussion and summative assessment.	Sept, 2019- May, 2020	YFL, KC, YLT	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 help students realise their potential by offering more challenging tasks 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 various skills (for example, research skills, writing skills and organization skills) and expose them to more issues through different pre-lesson and in-lesson tasks	More challenging tasks will be provided to students in all forms, for example, students are encouraged to do their own research and decide discussion issues to be used in class. Optional bonus discussion questions will also be provided during lessons.	F.1 – F.3	At least one optional bonus discussion question will be given to students in each form. Over 60% of students agree that they have been offered more challenging tasks.	Department online survey Teachers' observation Students' feedback	Whole year	All teachers	/
To encourage students to read more extensively and look into issues introduced in lessons in depth	Extra reading materials will be provided to students via Google Classroom to increase their understanding in issues introduced. Questions will also be set to facilitate their understanding of the reading materials.	F.1 – F.3	Over 60% of students agree that they have read the extra reading at least once. Over 60% of students agree that the extra reading material can provide more understanding of the issues.	Department survey Teachers' observation Students' feedback	Whole year	JK, JL, YLT	/

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to think deeper into issues and topics introduced after lessons	F.2 and F.3 students will be encouraged to participate in discussion on Google Classroom after lessons on more abstract concepts, for example, consumers' responsibility and human rights.	F.1 – F.3	Over 75% of students agree that they have participated in discussion on Google Classroom at least once. Over 60% of students agree that the discussion has provided them with a deeper understanding of some abstract ideas.	Department survey Teachers' observation Students' feedback	Whole year	All teachers	/

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

Major Concern: To enhance pedagogies in small group teaching

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage more teacher- students and student-student interactions in lessons to facilitate students' learning	Pedagogies such as collaborative writing, P4C, flipped classroom and classroom discussion will be adopted in classes according to different needs.	F.1 – F.3	Each teacher in the Department should adopt one suggested pedagogy at least once. Over 60% of students agree that small group teaching enables more teacher- students and student-student interactions which enhance their learning.	Department survey Teachers' observation Students' feedback	Whole year	All teachers	/

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 help students realise their potential by offering more challenging tasks through e-learning.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students recognise their potential in studying R.S. with the help of different e-learning strategies	Collaborative learning tasks using the internet or appropriate apps/platforms will be conducted throughout the year.	F.1 – F.6	60% of students agree that using e-learning can enhance their studies in R.S.	Students' year end survey and teachers' feedback	Whole year	R.S. teachers	<ul style="list-style-type: none"> iPads / tablets

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 help students' realise their potential by offering more challenging tasks 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"> - To promote better understanding about the prior knowledge before the lessons via IT learning and assessment tools - To refine and enrich learning and teaching by reviewing the online assessment results - To stretch the elite students' potential by extra learning programme/ materials via e-learning platforms 	<ul style="list-style-type: none"> - Use of online assessment tools (e.g. Google Form) to assess students' learning before and after the lessons - Students' performance will be reviewed and follow-up work will be done to improve the learning outcome - Additional online exercise (with advance level)/ extended reading materials would be provided for elite students to further improve - Enrichment class will be conducted for F6 to stretch students' potential and strengthen their learning based on the assessment results. 	F.4-F.6 students	<ul style="list-style-type: none"> - Over 75% of students have finished the online assessment - Positive feedback (on the strategies/ activities used) from 75% of students 	<ul style="list-style-type: none"> - Scrutiny of students' work - Results and statistics of the online assessments - Direct feedback from students 	Sept, 2019- May, 2020	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 help students realise their potential by offering more challenging tasks through e-learning

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To challenge students and develop their potential through tasks that require higher order thinking skills, i.e. the synthesis of biological concepts in the production of videos or comics.	Students design and generate videos about Cell Division and share among their peers	F.4 students	One video is produced by each student	Students' feedback	Whole year	FS, YT	
	Students design and draw comics about the process of photosynthesis and respiration	F.5 students	One comic is produced by each student	Students' feedback	Whole year	FS, YT	
To challenge students with real-life situation to apply their knowledge and encourage self-directed learning through online resources	Videos and/or articles extracted from free online resources (e.g. IFL science, ASAP Science, Scientific American, etc.) will be shared among students to stimulate discussion	F.6 students	Students make use of at least one online resource for their lesson preparation or discussion in class	Teachers' observation and 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 help students realise their potential by offering more challenging tasks 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 form, eClass classroom, plickers) for assessing students' learning effectiveness. Further support will be given to weaker students for enhancement.	F.4 – F.6	Over 90% of students finish the online assessments.	Report generated by the IT tools, teacher's observation and students' feedback	Sept 2019-Jun 2020	CYC, CWC, CHY	
To prepare online materials for students to learn at home before or after lessons based on some difficult concepts or the results generated by the IT tools after the assessments.	Recording videos via YouTube or Edpuzzle for pre-lesson and post-lesson teaching. More difficult and challenging questions will be included to stretch academically stronger students.	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 2019-Jun 2020	CYC, CWC, CHY	
To encourage students to take 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) organized by EDB. Students will be exposed to more advanced chemistry online lectures for self-learning.	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 2019-Jun 2020	CYC, CWC, CHY	

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 help students realise their potential by offering more challenging tasks through e-learning.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To develop the potential of students with videos, simulations or apps.	Teachers prepare videos, simulations or teaching apps about difficult and challenging concepts in science for students.	All 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	

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

Major Concern: To strengthen the rapport between students and teachers.

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 between teachers and students.	Students will be grouped together to join various science or STEM-related competitions	All students	Over 70% of students agree that the preparation process of the competitions help to strength the bonding among 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 help students realise their potential by offering more challenging tasks 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 difficult and challenging practical works will be carried out with the aids of computer datalogging equipment. (i) <i>Investigating force of impact</i> - students are required to handle two sensors and interpret data from two sensors. (ii) <i>Investigating induced e.m.f. in a coil</i> - students are required to interpret the data sensibly since many factors will affect the results in this experiment.	F.4 – F.5	Over 70% of students agree that their skills in interpretations of practical work results are improved through the use of computer data logging.	Teacher's observation, students' feedback and questionnaire	Oct 2019-May 2020	TWK	
To promote interactive learning inside and outside the classroom	Using mobile devices and MVA apps to conduct motion analysis experiments. More difficult two dimensional motion (e.g horizontal projected motion and general projectile motion) will be analyzed by MVA apps.	F.4 – F.5	Over 70% of students agree that they can learn more and effectively by using mobile devices and apps	Teacher's observation, students' feedback and questionnaire	Oct 2019-May 2020	TWK	
To enhance students'	Uploading simulations to the eClass or the Internet so that students can	F.4 – F.5	Over 70% of students find that	Teacher's observation,	Oct 2019 - May 2020	TWK	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
understanding of difficult physics concept through simulations.	try the simulations and prepare for the lessons beforehand. Quiz will be prepared or further questions about the simulations will be asked at the beginning of the lessons in order to strengthen their understanding of difficult physics concepts and stretch their potential.		simulations can help them understand difficult physics concepts.	students' feedback and questionnaire			

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 help students realise their potential by offering more challenging tasks 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 new Ipad Apps "Explain Everything" will be in use. Most of the important concepts and question demonstrations will be recorded in the video form. Students can watch them over and over again after lessons. The videos will be categorised into different levels of difficulty. Students can choose to watch them according to their needs.	F.3-F.6	Average scores of the questionnaire exceed 3 Students' opinions	Evaluation questionnaire Qualitative oral feedback from interviews	Whole year	TS, CC	
To build up a solid foundation for weaker students while enriching the knowledge of able students	(2) Regular DSE past paper revision videos will be prepared. Both fundamental and challenging parts will be uploaded for students. Students can choose to watch the videos according to their needs.	F.5-F.6	As above	As above	Whole year	TS	
To enhance students' self-learning initiatives through e-learning.	(3) Online MC questions will be uploaded onto the Google Classroom for students to do at home. Students can obtain instant feedback. A practice zone has been created in the Google Classrooms for F.3-F.6. Students can take their initiative to do exercise for revision.	F.3-F.6	As above	As above	Whole year	TS	
To enable students to revise	(4) PowerPoint files and other supplementary learning materials would be	F.3-F.6	As above	As above	Whole year	TS, CC	

and extend their learning through e-channel.	uploaded to Google Classroom or other online channels after the lessons.						
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	As above	As above	Whole year	TS, CC	

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

Major Concern: To strengthen the rapport between students and teachers

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To strengthen the rapport between students and teachers	(1) Small group tutorials for weaker students A record book will be in use to store all the attendance for each tutorial	F.3-F.6	Students' opinions Average scores of the questionnaires exceed 3.	Qualitative oral feedback from interviews Evaluation questionnaires	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 help students realise their potential by offering more challenging tasks through e-learning.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Encourage the more able students to take the more challenging tasks.	Set up questions with different levels of difficulty for the students. Use different e-learning tools to allow students to take up tasks at their own learning pace.	F.1 – F.3 students	Successful if more than 80% of the students indicate that they have taken more challenging tasks.	Assessing the result through questionnaire.	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 help students realise their potential by offering more challenging tasks through e-learning.

Programme details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
-Students can access any time both in school and at home to revise the steps they learnt in class.	Video for each step will be taken and upload to server.	F.1-F.2	-Every student should be able to complete the project by herself.	-Assessment will be given in grades by the end of each step.	Whole year	AW	
-Surfing different websites on the internet to study and select relevant materials, which are suitable for their capability to achieve their goals.	A cooking test will be given by the end of the school year. Students are asked to prepare a dish either in Chinese or western style, using recipes downloaded from the internet.	F.1-F.2	-The dish should be balanced. -They should complete the dish within two lessons. -Cooking methods used should be simple and healthy. -Keep the cost to under \$50. -Food preparation methods should be shown.	-Checking the recipes used should be within their capability. -Presentation and tasting food will be assessed. -Marks will be given by both the teacher and fellow students.	By the end of the school year	AW	

SCIENCE AND TECHNOLOGY

School 3-Year Development Goals and Annual Major Concerns

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

Major Concern: To help students realise their potential by offering more challenging tasks through e-learning.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To develop the potential of students in STEM by videos, simulations or apps.	Teachers prepare videos, simulations or teaching apps of higher level of difficulty to help students realise their potential.	F.1	Over 70% of students agree that the videos or apps are useful.	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 strengthen the rapport between students and teachers.

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 between teachers and students.	Students will be grouped together to join various science or STEM-related competitions	F.1	Over 70% of students agree that the preparation process of the competitions help strengthen the bonding among them.	By teachers' observation.	Whole year	All teachers	

MUSIC

School 3-Year Development Goals and Annual Major Concerns

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

Major Concern: To help students realise their potential by offering more challenging tasks through e-learning.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1 To 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 demonstrate the techniques and sonorities on musical instruments for non-musicians and students who are not playing their musical instruments iii/ post-lesson worksheets with musical examples on e-learning platform to consolidate the knowledge. Extended tasks and challenging questions will be embedded to stretch students' potential on music appreciation through e-learning will be given to more gifted musicians	F.1	- over 90% students participate in the discussion -students can recognise the sonorities of musical instruments from different families -over 90% of students hand in worksheets	Classroom discussion and teacher grading	November 2019 to March 2020	JY, QS	Video clips sharing through e-platform worksheets
2.1 Programme Music: collaboration between the Visual Arts and Music Departments	Introduce to students the genre: programme music Mussorgsky: Pictures at an exhibition i/ Visual Arts teacher will talk about the painting and how the composer transfers these painting	F.1	-students will understand the relationship across different art forms. students will be able to match/ compose music for existing	classroom discussion, peer feedback and teacher's grading	March to May 2020	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>into sound.</p> <p>ii/ Music teacher will explore the sonorities in relation to color and light and discuss with students how the composer interprets 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 with students with different abilities in art and music will be grouped together to provide peer support</p>		<p>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 To 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</p>	<p>i/ listening to excerpts to illustrate different elements of music style, extended materials will be shared in e-classrooms, self-directed learning through e-platform will be encouraged.</p> <p>ii/ examples of melodies written by Classical period composers 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</p>	F.2	<p>- students hand in melody</p> <p>- students perform and share their composition of melody with classmates</p>	<p>In class discussion</p> <p>Peer assessment</p> <p>Teacher grading</p>	October 2019 to November 2019	QS, JY	<p>Score</p> <p>Music excerpts</p> <p>Manuscript Software: Finale</p> <p>Notepad</p>

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
melodic motion and the regular phrasing 3.4 Students will compose melody with different melodic motions and able to perform/ sing for sharing in class	Finale to notate the melody, the use of e-learning, notation software will benefit students who do not play musical instruments to realise the sound of their composition so as to polish and revise. v/ performance/ 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, teacher will join in group discussion to consolidate and evaluate the feasibility of students' ideas on music arrangement 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	- students hand in assignments and perform their own arrangements in class - and over 80% 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 2020 to May 2020	JY	Software: Finale EDM apps Venue for performance: SB 6

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
5.1 To arouse students' awareness on synchronization through multi-media project	i/ video clips on music with images ii/ warm up exercise: listen to a 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/ group project: choose their own excerpt 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.	F.4	- students hand in their final product - students present their ideas in groups	Peer-assessment as well as teacher grading.	January 2020 to May 2020	QS, JY	Video clips Posters for drawings
6.1 To learn about graphic scores in 20 th Century classical tradition	i/ Teacher prepare graphic scores and examples and through e-learning channels and explain in class. Ii/ Students learn the graphic score usage Iii/ Students will realize a graphic score and record a music clip and share in class	F.5	- students hand in assignments	Peer-assessment as well as teacher grading.	September 2019 to January 2020	QS, JY	Music clips and video clips Graphic score ppt
6.1 To encourage students to review music they love and share with their classmates	i/ Students will be in groups and choose one type of music they love and share with their classmates	F.5	- over 90% students present their ideas	Peer-assessment as well as teacher grading.	January 2020 to May 2020	QS, JY	Computer and AV system for illustration of ideas

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
7.1 Canton Pop	i/ Students will learn the canton pop from 1980s to present ii/ comparison of the evolution of style iii/ the tricks of canton medley	F.6	- students will make use of the medley technique in their class group in singing contest	in class performance with peer and teacher assessment	September 2019 to January 2020	QS, JY	Music clips and video clips scores

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 help students realise their potential by offering more challenging tasks through e-learning

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cater for different learning needs by stretching more able students' potential while encouraging less able students' confidence and sense of achievement	Folders of learning and teaching materials are classified into two levels – basic level and advanced level. At least one theme will be identified for each form per term, and the respective folders will be uploaded to Google drive for students' access.	F.1-6 students	70% of students find their learning facilitated by such arrangements.	Online survey	Sept 2019 – Jun 2020	AC PHL	Learning and teaching materials Exemplars of students' artwork

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 help students realise their potential by offering more challenging tasks through e-learning

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To enable students to discuss the skills learnt by video-clipping.	- Students can improve their skills by discussing & analyzing the skills of the video-clips taken by themselves during classes.	F.1-F.3	- 90% of students can perform the skills they learnt and 95% of students pass in the assessments.	- Skills will be assessed.	Sept, 2019- Jun, 2020	All P.E. teachers	
2. To enable students to learn the skills on their own pace so that students know their potential in different sports.	- Skills will be divided into different levels and there is a station of each level. Videos will be shown in each station. After watching the videos of different levels of the skills, students can choose which level they want to start with. Students may proceed to a higher level of skill or they may choose to lower the level of the skill after practicing.	F.1-F.3	- 40% of students can perform high-level of the learnt skills.	- Different levels of practical skills will be assessed.	Sept 2019 – June 2020	All P.E. teachers	
3. To let students to learn the skills in a scientific way.	- Students use a mobile app and try to explore and analyze the optimal angles of javelin/ shot-put during athletics lessons.	F.4 – F.5	- 80% of the students figure out the optimal performance	- Students need to write a report to show what	Athletics lessons	All P.E. teachers	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
4. To excavate the leadership quality of the more able students.	a. Sports team members as group leaders. - Sports team members will be chosen as group leaders. - Videos will be given to leaders before lessons. - After watching a video on skills, leaders will teach their groups the skills.	F.3-F.5	e.g..throwing the javelin/shot-put at the angle of 40° to 45°.	they have found in a series of practice.	Sept 2019 – June 2020	All P.E. teachers	
	b. Sports team members as coaches. - During P.E. lessons, a modified game will be played and be recorded. - Leaders will act as the coaches of the teams. After the end of the game, leaders will lead the teams to discuss how they performed during the game.		- 80% of the group leaders are able to teach the skills. - The teams can tell 3 reasons why they won or lost in the game.	- Over 70% of students can perform the skill their leaders taught. - The teams need to write down 3 reasons why they won or lost in the game.			
5. To let students learn practical skills on their own progress.	- Students are required to take video clips on the practical performance once a month. Students should do the	F.4-F.5 DSE PE	- 80% of DSE PE students can perform the skills		Sept 2019 – June 2020	WSC VL	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
6. To let students to learn the theory on their own progress.	<p>following tasks:</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> - Exercises will be uploaded to google classroom with different levels. e.g. to state, to describe and to explain. - Students need to complete all “state” questions before proceed to “describe” questions and “explain” questions. 	F.4-F.5 DSE PE	<ul style="list-style-type: none"> - 100% of students could complete all “state” questions. - 85% of students could complete all “describe” questions. - 80% of students could complete “explain” questions. 	<ul style="list-style-type: none"> - Exercises need to hand in and will be marked 	Sept 2019 – June 2020	WSC VL	

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 rapport between students and teachers.

Programme Details:

Objectives	Activity	Target	Success Criteria	Evaluation Method	Time Scale	Teacher-in-charge	Resources required
To enhance the problem solving skills of the students in dealing with daily life challenges and even crises. To strengthen the communication with teachers and enhance sharing between teachers and students through debriefing.	Form 1 Camp Activity	Form 1 students	70% of the participants agree that the activity can help enhance the problem solving skills of the Form 1 students in dealing with daily life challenges and even crises as well as strengthening the communication with teachers and enhancing sharing between teachers and students through debriefing.	Teachers' and social workers' observation and year-end evaluation	Sept 2019	IY, Karen	\$1,000 (for materials)
To promote positive development in the Form 1 students (especially those with special needs), and strengthen the rapport between teachers and students through various activities (tea gathering, sharing sessions etc.).	Big Sisters Scheme	Forms 1, 3 and 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 rapport between teachers and students through various activities (tea gathering, sharing sessions etc.).	Teachers' and social workers' observation and year-end evaluation	Whole year	Kylie, Teresa, LSL	\$18,000 for Camp fee and materials \$5,000 for Ocean Park Fun Day
To strengthen students' confidence and enlarge their social circles by	Peer Support Network	Forms 1 to 3	70% of the participants agree that the activity can help	Teachers' and social	Whole year	Teresa, KYL	\$3,000 for activity and

grouping those who are more socially isolated together to participate in small group activities. To strengthen the relationships with teachers by making gifts for teachers by themselves.			strengthen students' confidence and enlarge their social circles by grouping those who are more socially isolated together to participate in small group activities and strengthen the relationships with teachers by making gifts for teachers by themselves.	workers' observation and year-end evaluation			\$3,000 for rewarding program fee
To enhance the resilience of the students. To strengthen the relationship between teachers and students through inviting teachers to participate in the activities.	Challenge accepted programme	Forms 1 to 6	70% of the participants agree that the activity can help enhance the resilience of the students and strengthen the relationship between teachers and students through inviting teachers to participate in the activities.	Teachers' and social workers' observation and year-end evaluation	Oct 2019 to July 2020	Karen, IY	\$1,500 for group session materials and \$3,200 for free joy activities
To enhance students' self-awareness towards their potential and their self-confidence. To strengthen the relationship between teachers and students through inviting teachers to participate in the activity.	Psycho-education class program	Form 4	70% of the participants agree that the activity can help enhance students' self-awareness towards their potential and their self-confidence and strengthen the relationship between teachers and students through inviting teachers to participate in the activity.	Teachers' and social workers' observation and year-end evaluation	Jan to May 2020	Teresa, GF	\$1,500 for program materials
To ease students' study-related stress.	Form 6 Stress	Form 6	70% of the participants agree that the activity can help ease	Teachers' and social	Oct 2019	LSL, YYD	\$600

To strengthen the sense of peer support and support from teachers in the students. To strengthen the rapport between teachers and students.	Management Workshop		students' study-related stress, strengthen the sense of peer support and support from teachers in the students and strengthen the rapport between teachers and students.	workers' observation and year-end evaluation			
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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 rapport between students and teachers.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To strengthen the rapport between students and teachers by promoting communication with each other	Writing journals	F.1 - F.4	70% of the students agree that this activity promotes the rapport between teachers and students	Year-end evaluation and form teacher's observation	Whole year (at least 3 times a year)	GF	///
To strengthen the rapport between students and teachers by promoting the value of 'care for others' and 'respect'.	Teacher Appreciation Board	F.1 - F.5	70% of the students agree that this activity helps strengthen the bonding among themselves by showing care to each other	Year-end evaluation and Form teachers' observation	March 2020	LKC	Teacher Appreciation Cards designed by Student Association
To strengthen the rapport between students and teachers by engaging them in class activities.	Lunar New Year "Class Reunion Lunch" party	F.1 - F.6	70% of the students agree that this activity promotes the rapport between teachers and students	Year-end evaluation and Form teachers' observation	21/1/2020	GF	

CAPACITY ENHANCEMENT GRANT

Plan on Use of Capacity Enhancement Grant for 2019 - 2020

Income:

Balance brought forward:	\$ 89,843	
Grant for 2018 / 2019:	\$742,885	
Total:		\$832,728

Expenditure:

1 Teaching Assistant & 2 Administrative Officers:	\$780,000
Student Helpers:	<u>\$ 50,000</u>
	\$ 830,000

Balance

\$ 2,728

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.	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 2019-2020

A. Expected Income from the Government: \$49,200

B. The estimated number of benefitting students (count by heads) under this Programme is 65 (including A.17 CSSA recipients, B. 32SFAS full-grant recipients and C. 16 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	Students show improvement in assessments	Summative and formative assessments	Sep 2019 – May 2020	3	3	2	\$2,600	
Art / Cultural Activities	To enhance students' aesthetic development	Students acquire the skills in using musical instruments or develop their senses aesthetically	Report from teachers and presentation	Sep 2019 – Aug 2020	5	10	2	\$3,000	
Personal Growth Trainings or related co-curricular activities	To help students develop positive life skills & communication skills	Students show confidence in solving daily life problems or interact well with their peers	Report from teachers and feedback from students	Sep 2019 – Aug 2020	3	3	2	\$3,600	
Leadership Training	To enhance the confidence of students and develop their leadership skills	Students take initiative in organising activities and are willing to take up responsibilities	Teachers' observation and feedback	Feb 2019 – April 2020	1	6	2	\$4,000	
Sports Training	To help students build up a strong body and build up the team spirit of mutual support.	Students' relative skills are improved and strengthened	Teachers' observation and feedback	Dec 2019 – Aug 2020	5	10	8	\$36,000	
Total no. of activities: <u>5</u>				@No. of participation counts	17	32	16		