

**HEEP YUNN SCHOOL  
2021-2022  
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 and holistic Christian Education for our students. 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 - 2021/22**

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 2021 - 2022**

1. To promote flexible and self-paced learning by providing diversified e-learning materials.
2. To adopt apt and differentiated measures for different ability groups
3. To foster positive affectivity among students

## CHINESE

中文科學校三年發展目標及每年關注事項

## 1. 通過提供多樣化的電子學習材料，促進學生自訂靈活的學習進度。

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，為學生提供多樣化的電子學習材料，如改善或鞏固學習的材料，或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，並促進學生自訂靈活的學習計畫。	推行流程： ① 中三級教師與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，擬定教學設計及設置多樣化的電子學習材料，供不同能力的學生自訂學習計畫。 ③ 全學年至少完成一個教學單元。	中三級	①教師完成一個教學單元設計。 ②教師在設計教學內容時，能設置多樣化的電子學習材料。 ③超過百分之七十的學生同意有關的電子學習材料能照顧她們的學習需要，並有助自訂靈活的學習計畫。	①單元學習套、 ②學生問卷	全年	科主任及中三級老師	/

## 2. 因應不同組別的能力，制定適異性的措施。

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。	推行流程： ① 中三級教師與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的教學策略。 ③ 教師進行試教，同儕觀課及議課。 ④ 全學年至少完成兩個教學設計。	中三級 不同能力的 組別	①教師完成兩個教學設計。 ②教師在設計教學內容時，能配合學生的能力，選取程度合適的教學材料，並加入小組教學的策略，能照顧學生的學習需要或作延伸性的學習。	①觀課紀錄、 ②共同備課紀錄	全年	科主任及中三級老師	/

## CHINESE LITERATURE

## 中國文學

## 學校三年發展目標及每年關注事項

## 1. 通過提供多樣化的電子學習材料，促進學生自訂靈活的學習進度。

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，為學生提供多樣化的電子學習材料，如改善或鞏固學習的材料，或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，並促進學生自訂靈活的學習計畫。	<p>➤設立網上課室，提供多媒體教學資源，如課堂錄影、教學影片、電子文學篇章，使學生能因應自己的學習進度善用資源。</p> <p>➤善用網上寫作平台 Padlet，讓學生隨時隨地分享創作、討論問題。</p>	中四級	<p>①運用網上寫作平台Padlet，完成三次寫作練習。</p> <p>②教師在設計教學內容時，能設置多樣化的電子學習材料。</p> <p>③超過百分之六十的學生同意有關的電子學習材料能照顧她們的學習需要，並有助自訂靈活的學習計畫。</p>	<p>①寫作練習</p> <p>②學生問卷</p>	全年	林培琪老師、方佩珊老師	攝錄機

## ENGLISH & ENGLISH LITERATURE

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

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

**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

### **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 encourage interaction and sharing among peers</li> <li>To sustain a reading culture in the school</li> <li>To offer tasks of various levels of difficulty to further stretch students' potential</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 students agree that this self-directed e-learning initiative is beneficial to them in terms of ideas formation or vocabulary acquisition</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 allow students to set or select their learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Provide a range of e-learning materials and</li> </ul>	<ul style="list-style-type: none"> <li>F.4 to F.5 Literature students</li> </ul>	<ul style="list-style-type: none"> <li>At least 80% of students attempt the activities</li> </ul>	<ul style="list-style-type: none"> <li>Statistics on students' participation</li> </ul>	<ul style="list-style-type: none"> <li>2 extension tasks in a year</li> </ul>	<ul style="list-style-type: none"> <li>Subject Teachers</li> </ul>	



<ul style="list-style-type: none"> <li>To promote independent learning with content and technology</li> <li>To foster student understanding of the syllabus and critical thinking</li> </ul>	activities, (reading) journals/ articles, (watching) videos, etc for selection <ul style="list-style-type: none"> <li>Student wrote up learning notes or summary</li> <li>Subject teachers provide personalised feedback</li> </ul>		<ul style="list-style-type: none"> <li>At least 70% of students agree that the extension activities enhance their understanding of the set texts</li> <li>At least 70% of students agree that they feel more confident setting their learning goals</li> </ul>	in the activities <ul style="list-style-type: none"> <li>Statistics on the effectiveness of the extension activities</li> </ul>	(each for a different module)		
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**2. Development Goal:** To enhance the effectiveness of small group teaching in the core subjects

**Major Concern:** To adopt apt and differentiated measures for different ability groups

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> <li>To increase student participation</li> <li>To facilitate teachers to give individualized feedback to different ability groups</li> </ul>	<ul style="list-style-type: none"> <li>Apply small group teaching pedagogies in selected writing topics</li> </ul>	<ul style="list-style-type: none"> <li>F.1 and F.2 English groups</li> </ul>	<ul style="list-style-type: none"> <li>70% of the students in Elite and Higher groups will be able to attain the following marks for content:  Elite: 21 or above Higher: 18 or above</li> </ul>	<ul style="list-style-type: none"> <li>Sharing sessions 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>	

to improve teaching and learning • To encourage peer learning			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				
• To encourage online discussions on set literary texts • To facilitate peer learning • To provide questions and tasks of different levels of difficulty to encourage students to realise their potentials	• Shared Google files for senior Literature students to conduct sharing of knowledge and learning experience • Subject teachers design core and extension questions/tasks and provide feedback to responses	• F.4 and F.5 Literature students	• 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 realise or stretch their potential	• Statistics on students' participation in the questions and tasks • Statistics on the effectiveness of the online platform in challenging students and realising their potential	• Whole year	• 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 promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details:**

<b>Objectives</b>	<b>Strategies/ Activities</b>	<b>Targets</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in- charge</b>	<b>Resources Required</b>
Raise assessment literacy through provision of past papers on electronic channel	Provide materials from past internal and external assessments and provide them on Google Drive for all students' access	All students	80% of students have used the platform and found them useful.	Year-end survey	Whole year	LKW	N/A
Encourage ongoing self-paced revision among students	Compile consolidation exercises written by the textbook publisher and provide them onto Google Drive	All junior-form students	80% of students have used the platform and found them useful.	Year-end survey	Whole year	LKW CHY	N/A

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

**Major concern:** To adopt apt and differentiated measures for different ability groups

**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	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	
To crystallise valuable experiences of senior teachers and pass them to junior teachers	Regular peer observation and discussions afterwards with teachers of varying years of experiences	All Math colleagues	Participating panel members found the action conducive to their teaching.	Year-end survey	Whole year	YCW, KWW, LKW, CHY	N/A

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in- charge	Resources Required
To facilitate collaborative learning through group discussions and investigation	Well-designed group games/tasks for some specific topics (for example, F2 factorization) are prepared. Students are expected to form groups to complete the tasks collaboratively.	F2, 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 practice for that topic.	Observation by teachers and feedback from students.	Whole year	CHY, YCW, KW	

## LIBERAL STUDIES/ CITIZENSHIP AND SOCIAL DEVELOPMENT

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

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

**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

### Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Enable students to revisit lesson materials and to visit additional reference content	The lesson worksheets and concept notes will be made accessible to students through Google Classroom. Additional reference reading materials will be provided in the worksheets and concept notes.	F.5-6	The overall perceived effectiveness by students exceeds 3 on a 5-point scale	End-of-term Questionnaire	Whole-year	F5-6 teachers	/
Enable students to prepare for, or revisit the skills to approach different types of questions	Answering skills video will be uploaded to Google Classroom	F.5-6	The overall perceived effectiveness by students exceeds 3 on a 5-point scale	End-of-term Questionnaire	Whole-year	F5-6 teachers	/
Provide additional practices for students who wish to become	Past paper questions with explanatory video will be uploaded for students to practise	F.5-6	The overall perceived effectiveness by students exceeds 3 on a 5-point	End-of-term Questionnaire	Whole-year	F5-6 teachers	/

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
more familiar with different question types and issues	at their own pace		scale				

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

**Major Concern:** To adopt apt and differentiated measures for different ability groups.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Enhance students' exposure for higher ability groups	Provision of additional enrichment materials	F.4	2 sets of enrichment materials to be made within this year	Teachers' evaluation	Term 2	JL, KLL	/
Support students with weaker English language ability	One group of students will be allowed to attempt DSE LS in Chinese. Internal assessment will be conducted in Chinese and Chinese materials will be provided	F.5-6	Positive student feedback and engagement in classes	Teachers' observation, end-of-term questionnaire, and student interview	Whole-year	GF	/

## 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：通過提供多樣化的電子學習材料、促進學生自訂靈活的學習進度。

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。 50%的學生取得4/5的分數； 90%的學生取得一半分數以上  2)在地圖部分的考核： 30%的學生取得4/5的分數； 80%的學生取得一半分數以上	地圖會作為測驗或考試的考核範圍	全年	何冠霖	/



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) 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) 加強學生使用不同網上學習平台 4) 利用不同網上學習資源	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 2 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	何冠霖	/
	利用電腦或手機的應用軟體或程式搜集資料及繳交習作; 利用網上學習平台、如 Google classroom 進行評估。	中一至中五	全年每級至少實行兩次 習作項目評分會包括創意與電子軟件的運用能力。 50%的學生取得 4/5 的分數; 90%的學生取得一半分數以上	習作評估	全年	何冠霖	/
	利用 Youtube 等網上資源平台，學生進行自學。	中一至中五	製作自學教材套，提供網上資源。讓學生可以自行到有關網上學習平台，閱讀或觀看有關資料，完成自學。	Google classroom 討論及自學習作	全年	何冠霖	/

## ECONOMICS

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

- 1. Development Goal:** To cater for learner diversity through e-learning  
**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide students with online videos for pre-lesson preparation and post-lesson consolidation	Sharing of videos, for example, EconsPark videos by CUHK Business School on google classroom	F.4 – 5	At least 70% F.4 – 5 students watch the videos and find the videos helpful in understanding the concepts	Record of Google classroom and feedback from students	4 <sup>th</sup> Oct, 2021 – 2 <sup>nd</sup> Jun, 2022	MML, NI and WFC	Google classroom, YouTube videos
To help students improve the understanding of current issues and interpretation of data through the elearning platform	Sharing of news articles, current issue question and data-response questions sets for students on google classroom	F.4 – 6	At least 70% F.4 – 6 students read the news articles on google classroom and complete one question sets on google classroom	Record of Google classroom and feedback from students	4 <sup>th</sup> Oct, 2021 – 2 <sup>nd</sup> Jun, 2022	MML, NI and WFC	Google classroom, current issue question sets and data response question sets

## 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 promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details**

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
<p>To raise less capable students' confidence in learning the subject matters by allowing them to learn at their own pace.</p> <p>To help those less capable students to grasp the subject matters by asking their peers or teachers questions more conveniently.</p>	<p>Ask students to summarize and present their own ideas on each topic by working out a PPT presentation and uploading it to the Google classroom. Other students are allowed to read at any time after lessons. Less capable students can ask questions after reading other groups' PPT presentations. Teachers / the groups-in-charge have the responsibility to answer their questions in Google classroom or during lessons. Students can also improve their learning through reading others' comments and suggestions.</p>	Forms 1 – 3	70% of the students agree that the activity helps them learn the subject matters better, raise their confidence in learning and learn more flexibly.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Google Classroom

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

**Major concern:** To foster positive affectivity among students

**Programme Details**

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Teacher-in-Charge	Resources Required
To strengthen the rapport among students by encouraging mutual appreciation and support between them.	<ol style="list-style-type: none"> <li>1. Encourage students to show appreciation to their classmates in their reflection.</li> <li>2. Require students to make handicrafts for their classmates.</li> <li>3. Require students to give out small cards to their classmates.</li> </ol>	Forms 1 – 3	70% of the students agree that the activities help strengthen the rapport among themselves by encouraging mutual appreciation and support between them.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Notebook for writing "Reflection". Materials for making handicrafts. (\$6000). Small cards (\$2000)

## GEOGRAPHY

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

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

**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

### **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 and to cater to the learning needs of less capable students by using IT learning &amp; assessment tools</li> <li>To promote flexible and self-paced learning by providing extra learning programmes through Google Classroom (based on the learning performance from online assessment)</li> <li>To refine learning and teaching by reviewing the</li> </ul>	<p><b><u>CURRICULUM PLANNING</u></b></p> <p><b>Junior Forms</b></p> <ul style="list-style-type: none"> <li>provide post-lesson videos (on selected topics and on a need basis) through Google Classroom for less capable students to consolidate lesson contents</li> <li>YouTube will be used as the online channel for sharing of video-taped lessons and flipped classes to cope with the differentiated self-learning pace</li> <li>After going through post-lesson videos, online assessments/ follow-up tasks will</li> </ul>	F.1-3	<ul style="list-style-type: none"> <li>over 75% of students have finished the online assessment</li> <li>positive feedback from most of the students and teachers</li> <li>over 75% of the flipped lessons uploaded in YouTube/ Edpuzzle viewed</li> <li>most students able to leave positive/ meaningful learning reflections in</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 numbers of views and comments</li> </ul>	Throughout the year	Form coordinators	G-Suite

online assessment results	<p>be held via diversified e-learning materials, including Google Form, Socrative, Pear Deck or Google Doc (for online discussion)</p> <ul style="list-style-type: none"><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>		the comment columns in the YouTube videos				
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## HISTORY

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

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

**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

#### **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 e-learning materials released via e-learning platforms.	Students using e-learning apps/ Google Classroom for e-learning materials (e.g. extended readings, videos, etc.) after lessons	F.1-F.5 students	70% of F.1-F.5 students download the e-learning materials and complete the assigned task.	Teachers checking the number of students downloading the e-learning materials. Teachers checking students' performance in the assigned task.	Sept, 2021- June, 2022	YFL, KC, YLT	Teaching apps / e-Learning platform
To better prepare students for public exam through drills and practice using the e-learning platforms.	Additional exercise with different levels of difficulty for self-practice will be uploaded via Google Classroom	F.5- F.6 students	60% of the students attempt the exercise.	Teachers checking students' performance during summative assessment and online sharing sessions.	Sept, 2021- May, 2022	YFL, KC, YLT	On-line practice from the textbook publisher or school-based worksheets

## LIFE & SOCIETY

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

- 1. Development Goal:** To cater for learner diversity through e-learning  
**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide different learning resources to students so that they can practise self-directed learning	Students will be encouraged to do pre-lesson reading and exercise. Google Form will be used to check students' understanding and different paces of learning.	F.1 – F.3	Over 70% of students have finished pre-lesson reading and tasks disseminated via Google Classroom.	Department online survey  Teachers' observation	Whole-year	All teachers	/
	Writing guidelines will also be provided to students via Google Classroom to facilitate students' work.		Over 60% of students agree that the writing guidelines are useful for them in working on their assignments.				/



Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Relevant videos on Edpuzzle and YouTube videos will be used to facilitate students' learning both as pre-lesson and post-lesson resources		Over 70% of students have viewed the videos and finished the relevant questions.  Over 60% of students agree that the videos help them in understanding the issues.				/
To encourage students to delve deeper into issues and topics introduced after lessons	Discussion questions will be posted on Google Classroom to facilitate post-lesson discussion which help students with different learning abilities to revisit the issues covered in lessons.	F.3	Over 70% 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	JK, JL, YLT	/

## 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 promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students with different learning abilities recognize their potential in studying R.S. with the help of different e-learning strategies	Students will be required to complete tasks such as high order reflective questions or research tasks, which require using the internet or appropriate apps/platforms.	F.1 – F.6	Students agree that using e-learning can enhance their studies in R.S.	Students' year end survey and teachers' feedback	Whole year	GF, IY, JK, QS	<ul style="list-style-type: none"> <li>iPads / tablets</li> </ul>

## 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 promote flexible and self-paced learning by providing diversified e-learning materials

### **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 promote flexible and self-paced learning beyond the school hours via IT learning and assessment tools</li> <li>- To refine the teaching materials by reviewing the online assessment results</li> </ul>	<ul style="list-style-type: none"> <li>- Use of online tools (e.g. Pear Deck, Explain Everything) for teaching and consolidation</li> <li>- Use of pre-recorded videos for pre-lesson preparation and post-lesson revision</li> <li>- Use of online assessment tools (e.g. Edpuzzle, Google Form) to review the learning progress of students</li> <li>- Students' performance will be reviewed and follow-up work will be done to improve the learning outcome</li> <li>- Additional references and exercises with different levels of difficulty would be provided online</li> <li>-</li> </ul>	F.4-6 students	<ul style="list-style-type: none"> <li>- Over 75% of students have finished the online assessment</li> <li>- Positive feedback (on the strategies/ activities used) from 75% of students</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, 2021- June, 2022	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 promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide flexible and self-paced learning by providing various e-learning materials	prepare lesson videos for less able students to do revision at their own pace	F4-6 students	At least 10 videos for each form. 70% students express that they could learn better with the help of these videos.	Students' feedback	Whole year	FS, LHC, YLH	
	prepare IG posts for students to learn various key concepts at their convenience	F4-6 students	At least post 10 times. 70% students express that the IG posts help them better understand the concepts.	Students' feedback	Whole year	FS, LHC, YLH	
	Share YouTube videos to enrich students' knowledge at their own pace	F4-6 students	At least 2 videos for each form. 70% of the students express that they learn more from such videos.	Students' feedback	Whole year	FS, LHC, YLH	

## CHEMISTRY

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

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

**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details:**

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide students with various online materials for them to learn at home at their own pace	<p>Upload teaching videos, animations and experiment videos to online platforms such as google classroom, youtube or Edpuzzle.</p> <p>In some of the videos, more difficult and challenging questions in the note will be taught to cater for academically stronger students.</p>	F4 – F6	Over 70% of students find the e-learning materials useful.	Teachers' observation, students' feedback and questionnaire	Sept, 2021-Jun, 2022	CYC, CWC, CHY	F4 – F6
To encourage students to take initiative to learn and pursue more knowledge and facilitate students to understand the	<p>Joining the Chemist Online Self Study Scheme (COSAS) organized by EDB</p> <p>This can stretch the potential of the</p>	F4	Over 50% of students get a certificate by watching 3 or more online seminars and complete the	Progress report from COSAS.	Sept, 2021-Jun, 2022	CYC, CWC, CHY	

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
interconnection between science, technology, society and environment.	students by offering them with more advanced chemistry online lectures in which most of the contents are not taught in the lessons in school. Moreover, students have to read/view the pre-seminar materials which explain some of the chemistry knowledge and concepts involved in the seminar. This can also enhance their self-learning ability.		online assessment questions.				

## 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 promote flexible and self-paced learning by providing diversified e-learning materials

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>Allow students to learn their own pace by different e-learning materials.</b>	Teachers prepare videos, simulations, web pages, powerpoint, pdf, teaching apps to allow students to learn at their own pace.		Over 70% of students agree that the videos or apps are useful.	By teachers' observation and questionnaires done by students.	Whole year	All teachers	Google classroom

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

**Major Concern:** To foster positive affectivity 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 between teachers and students.	Students will be grouped together to join various science or STEM-related competitions		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 promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide diversified e-learning materials for students to <i>learn</i> in their own time and at their own pace.	Uploading pre-lesson worksheets, lesson powerpoints, experiment videos and simulations to Google classroom so that students prepare for the lessons beforehand and do some revision after the lessons.	F4 – F6	Over 70% of students find that e-learning materials uploaded to Google classroom can help them to learn at their own pace.	Teacher's observation, students' feedback and questionnaire	Oct, 2021 - May, 2022	TWK	
To promote interactive learning inside and outside the classroom so that they can learn wherever, whenever.	Using mobile devices and MVA apps to conduct motion analysis experiments. <u>F4</u> Analyzed one-dimensional motion by MVA apps <u>F5</u> Analyzed projectile motion by MVA apps.	F4 - F5	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, 2021- May, 2022	TWK	



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 be carried out with the aids of computer datalogging equipment. <u>F4</u> <b><i>Investigating force of impact</i></b> - students are required to handle two sensors and interpret data from two sensors. <u>F5</u> <b><i>Investigating induced e.m.f. in a coil</i></b> - students are required to interpret the data sensibly since many factors will affect the results in this experiment.	F4 - F5	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, 2021-May, 2022	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 promote flexible and self-paced learning by providing diversified e-learning materials

#### **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) By using Ipad apps "explain everything" and "Goodnotes", important concepts and question demonstrations will be recorded in the video form. Students can revisit the videos after lessons for self-paced learning. The videos will be categorised into different levels of difficulty. Students can choose to watch them according to their needs.	F.3 - F.6 students	An average score of the questionnaires exceeds 3 in a 5-point scale.  Students' opinions	Evaluation questionnaire  Qualitative oral feedback from interviews	Whole year	LYY, CWN	

	(2) Online MC past paper questions by topics will be uploaded in the google classroom for students to do at home. Students can gain instant feedback. A practice zone has been created in the google classrooms for F.5-6. Students can take the initiative to do exercise for revision.	F.5 - F.6 students	All students at least complete the MC questions once  An average score of the questionnaires exceeds 3 in a 5-point scale.	As above	Whole year	LYY, CWN	
To enable students to revise and extend their learning through e-channel.	(3) Supplementary learning materials will be uploaded to google classroom or other online channels after the lessons.	F.3 - F.6 students	An average score of the questionnaires exceeds 3 in a 5-point scale.	As above	Whole year	LYY, CWN	
To provide more flexibility to students for their time management.	(4) Encourage students to ask questions and communicate with teachers using e-channels e.g. WhatsApp, Instagram, e-mail, etc.	F.3 - F.6 students	An average score of the questionnaires exceeds 3 in a 5-point scale.	As above	Whole year	LYY, CWN	

## COMPUTER

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

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

**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Encourage students with different learning abilities to learn at their own pace.	Set up questions with different levels of difficulty for the students in the online exercise. Encourage students to attempt tasks with their own learning pace.	F1 – F3 students	Successful if more than 80% of the students indicates that they have taken the more challenging tasks.	Assessing the result through questionnaire.	Whole year	CKL	

## TECHNOLOGY AND LIVING

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

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

**Major Concern:** To promote flexible and self-paced learning by providing diversified e-learning materials

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<i>Students learn at their own pace to develop manipulating skills (e.g. peeling, cutting, whisking and stirring frying) and explore knowledge.(food commodities, e.g. egg, milk, vegetable)</i>	Videos of food preparation techniques and knowledge of food commodities will be uploaded to Google Classroom. Students study at least two of them.	All Form 1 students	Each student watches at least two videos in Google Classroom.	A survey will be conducted by using google form.	Sept 2021 to Nov 2022	LYK	Google Classroom, Google Form, Video clips
	Videos of fashion design and sewing techniques will be uploaded to Google Classroom. Students study at least two of them.	All Form 2 students	Each student watches at least two videos in Google Classroom.	A survey will be conducted by using google form.	Feb - May 2022	LYK	Google classroom, Google Form, Video clips
<i>Students use an e-platform to design a game (e.g. maze chase, wordsearch, file tiles) with 3 questions and answers (e.g. ppt /</i>	Students need to set 3 questions and answers from 3 units that are taught in the book. They need to present them in the revision	All Form 1 and Form 2 students	Each student completes the task by the e-platform that they choose. The game	Presentation in the lesson	Oct 2021 - Mar 2022 (hand in the game in google classroom)	LYK	Google classroom, e-platform

<i>wordwall / kahoot / quizziz or other elearning tools).</i>	lesson before the exam.		should be uploaded in google classroom.		May - Jun 2022 (Last lesson presentation)		
<i>Students conduct self-directed learning and learn at their own pace by using different interactive learning platforms.</i>	Students use e-platform - bootstrap fashion for garment design	All Form 1 students	Each student design a garment by bootstrap fashion. It should be uploaded in google classroom.	Assess the design outcome	Feb to Apr 2022	LYK	bootstrap fashion, google classroom
	Students use e-platforms - planner5D for interior design	All Form 2 students	Each student design a room by planner5D. It should be uploaded in google classroom.	Assess the design outcome	Jan to Mar 2022	LYK	planner5D, google classroom

## 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 promote flexible and self-paced learning by providing diversified e-learning materials

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>Allow students to learn at their own pace by different e-learning materials.</b>	Teachers prepare videos, simulations, web pages, powerpoint, pdf, teaching apps to allow students to learn at their own pace.		Over 70% of students agree that the videos or apps are useful.	By teachers' observation and questionnaires done by students.	Whole year	All teachers	Google classroom

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

**Major Concern:** To foster positive affectivity 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 between teachers and students.	Students will be grouped together to join various science or STEM-related competitions		Over 70% of students agree that the preparation process of the competitions help to strengthen the bonding among them.	By teachers' observation.	Whole year	All teachers	

## MUSIC

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

#### Part A: General music lessons

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	PIC	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 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.	S1	Over 90% students participate in the discussion -students can recognize the sonorities of musical instruments from different families -over 90% of students hand in worksheets	Classroom discussion and teacher grading	November 2021 to March 2022	QS	Video clips sharing through e-platform  worksheets
2.1 Program Music: collaboration between visual arts and music	Introduce to students the genre: program music Mussorgsky: Pictures at an exhibition i/ Visual art teacher will talk about the paintings and how the composer transfer these paintings into sound. ii/ Music teacher will explore the sonorities in relation to color and light and discuss with students how the composer interpret the paintings with different timbre and	S1	-students will understand the relationship across different art forms. Students will be able to match/ compose music for	classroom discussion, peer feedback and teacher's grading	April to May 2022	QS PHL	paintings, music clips, worksheets e-platform and notation software



	<p>texture.</p> <p>iii/ Students will try to write/ find suitable music to interpret existing paintings. Visual art 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>existing paintings (two options to cater to 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>				
3.1 Composition on percussion ensemble	<p>i/ composition of percussion ensemble of 3 parts with 24 bars. Teachers will demonstrate how to use the notation software on iPad and students will compose percussion ensemble in groups of 3.</p> <p>ii/ The interactive whiteboard will allow interactive sharing of musical ideas during class. Teacher and peer feedback will enhance positivity among students</p> <p>iii/ Students will refine their composition ideas and rehearse their composition during Music lessons. Each group will perform their piece during lesson 4.</p> <p>iv/ Excellent work will be selected for performance in mini concert in March 2022</p>	S1	over 85% of students hand in their group work and perform in class	peer assessment and teachers grading	Feb to March 2022	QS	<p>-Interactive whiteboard</p> <p>-iPads</p> <p>-notation software</p> <p>-classroom percussion instruments</p>

<p>4.1 Enhance students' knowledge on elements of style in music</p> <p>4.2 students will be able to distinguish between stepwise, repeated notes and leap in melodic motion</p> <p>4.3 students will learn the formal structure of melody writing, resolution of melodic motion and the regular phrasing</p> <p>4.4 students will compose melody with different melodic motions and be able to perform/ sing for sharing in class</p> <p>4.5 Cater for</p>	<p>i/ listening excerpts to illustrate different elements of music style, extended materials will be shared in e classrooms, self-directed learning through e platfrom will be encouraged.</p> <p>ii/ examples of melodies written by Classical period composer will be distributed for student 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 Noteflight/ muse score/ Finale 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. The use of notation software will also benefit students with better musical knowledge to refine their composition with articulations and performance directions in details.</p> <p>v/ performance/ sharing of students' works</p>	S2	<p>-Over 90% of students hand in melody</p> <p>- Over 70% of 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 2021 to November 2021	JY	<p>Score Music excerpts</p> <p>Manuscript Software: Noteflight</p> <p>iPads</p> <p>Interactive whiteboard</p>
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learners' diversity through e-learning							
5.1 Expand student melody composition with harmony 5.2 performance of students' works	<p>i/ teacher will demonstrate the use of notation software on iPad. Students will be asked to open a new document with two instruments and type their melody on instrument 1.</p> <p>ii/ by using virtual keyboard and garageband on iPad, student will be asked to use simple chords to accompany their own melody.</p> <p>iii/ expand the chordal accompaniment with broken chords and simple rhythm on instrument 2 on the notation software. Sharing of musical ideas with interactive white board</p> <p>iv/ Students form in groups of 2-4 and rehearse with instruments and sharing of outcomes in class. To cater for different ability groups: advanced musicians can add in percussion groove with garage band. Students with excellent composition will be invited to perform in mini concert in March.</p>	S2	<p>-Over 90% of students hand in melody with chords</p> <p>- Over 50 % of students perform and share their composition</p>	<p>n class discussion</p> <p>Peer assessment</p> <p>Teacher grading</p>	January 2022-February 2022	JY	<p>Score Music excerpts</p> <p>Manuscript Software: Noteflight</p> <p>iPads</p> <p>Interactive whiteboard</p>
6.1 To compose and arrange	i/ Group discussion and in class rehearsal for the development and evaluation of	S3	Students hand in assignments	Teacher's assessment	January 2022 to	JY QS	Software: Finale

small scale musical work through multimedia	<p>musical ideas, teacher will join in group discussion to consolidate and evaluate the feasibility of students' ideas on music arrangement</p> <p>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.</p> <p>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.</p> <p>- Students with little musical instrument knowledge will be encouraged to play EDM on iPad/ simple melody on Kalimba/ small percussion instruments to add color to the ensemble</p> <p>Venue for performance: SB 6</p>		and perform their own arrangements in class; and over 80% of students participate in peer assessment and classroom discussion	(40% on performance, 30% on the scores and media file based on using sequencing and notation software) and Peer assessment (30%)	May 2022		EDM apps Soundtrap  iPads Interactive whiteboard
5.1 To arouse students' awareness of synchronization through multi media project	<p>i/ video clips on music with images</p> <p>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</p> <p>iii/ group project: choose their own except and develop a story board. Video tape their idea with the music. In class sharing and</p>	S4	students hand in their final product and students present their ideas in	Peer-assessment as well as teacher grading.	January 2022 to May 2022	QS JY	Video clips Posters for drawings

	discussion, a platform for musicians and non-musicians to collaborate their different expertise and ideas.						
6.1 To realize of graphic scores in 20 <sup>th</sup> Century classical tradition	i/ Teacher prepare graphic scores and examples and through eLearning 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	S5	students hand in assignments	Peer-assessment as well as teacher grading.	November 2021 to January 2022	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	S5	Over 90% students present their ideas	Peer-assessment as well as teacher grading.	January 2022 to May 2022	QS JY	Computer and AV system for illustration of ideas
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 iv/ small ensemble in canton pop arrangement with classroom percussion and kalimba - Music clips and video clips scores, small percussion instrument and kalimba	S6	Students will make use of the medley technique in their class group in singing contest	in class performance with peer and teacher assessment	September 2021 to January 2022	QS JY	budget: Kalimba x 40 (sourcing from taobao \$100@=\$4000)

## 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 promote flexible and self-paced learning by providing diversified e-learning materials

#### **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 three themes will be identified for each form throughout the school year, and the respective folders will be uploaded to Google drive for students' access to differentiated levels of learning and teaching materials.	F.1-6 students	70% of students find their learning facilitated by such arrangements.	Online survey	9/ 2021 – 6/ 2022	PHL CTP	Learning and teaching materials  Exemplars of students' artwork

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

**Major Concern:** To foster positive affectivity among students

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster positive affectivity among students, such as positive thinking and life motto, healthy campus life and interpersonal relationship	At least one theme will be selected for each form throughout the school year to promote positive affectivity which students are encouraged to finish an artwork with such contents. Learning and teaching materials, students' samples are selected to showcase positive affectivity, and the respective folders will be uploaded to Google drive for students' access.	F.1-3 students	1. Resolved artwork showing positive affectivity  2. 70% of students find their learning facilitated by such arrangements.	1. Usual marking  2. Online survey	9/ 2021 – 6/ 2022	PHL CTP	Learning and teaching materials  Exemplars of students' artwork

## PHYSICAL EDUCATION

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

**Development Goal:** To cater for learner diversity through e-learning; to promote the social well-being of students and teachers

**Major Concerns:** To promote flexible and self-paced learning by providing diversities e-learning materials  
To foster positive affectivity among students

### 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.	1. Uploading videos to google classroom before and after classes.  2. Students can improve their skills by discussing & analyzing the skills of the video-clips taken by themselves during classes.	F.1-F.3	- 85% of students can perform the skills they have learnt and 90% of students pass in the assessments.	- Skills will be assessed.	Sept, 2021-Jun, 2022	All P.E. teachers	
2. To promote flexible and self-paced learning by providing diversified e-learning materials.	1. To provide e-learning resources (exercising videos/ clips) through google classroom or email, to support self-paced learning and life-long physical activities.	F.1 -F.6	- 50% of students complete the exercises.	Students need to complete a self-evaluation form to show their participation.	Oct 2021 – April 2022	All P.E. teachers	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3. To let students learn the skills in a scientific way.	2. 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 practising.						
	1. Students use a mobile app/camera to record their skill, and analyze their movement afterwards.	F.4 – F.6	- 80% of the students figure out the optimal performance e.g. throwing the javelin/shot-put at the angle of 40° to 45°.	Students need to complete a self-evaluation form or a peer evaluation form to show what they have found in a series of practice.	Sept 2021 – June 2022 (Athletics/ Dancing/ gymnastics/ rope-skipping lessons)	All P.E. teachers	App “coaches eyes” (free version), “Homecourt”, “Active Arcade”
	2. Students record their skill and performance for peer-assessment or self-assessment.	F. 1-F. 5	- 95% of students complete peer-assessment and self-assessment form.				
	3. Use different exercise apps on ipad during lessons.	F. 1-F. 5	- 60% of students continue to workout at home with the app.	Self-evaluation form			
4. To excavate the leadership quality of the	<u>Peer learning</u> - Students learn in groups to facilitate	F.1 – F.5	- 80% of the group leaders are able to perform better in	- Over 70% of students can perform the skill	March 2021 – April 2022	All P.E. teachers	



Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
more able students.	cooperative learning.  <u>Sports Education</u> Students are assigned with different roles to carry out a sports game. - Coach: to set training programs for members - organizing committee: to set competition rules and schedule - Referee: To ensure the competition is carried out fairly - Commentator: to comment on students' performance with professional ideas	F.3	cooperative learning.  - 80% of students understand their roles in sports education	their leaders have taught.  - The smoothness and the performance of the competition will be recorded and assessed			
5. To let students learn practical skills on their own progress.	- Practice videos are given to students through Google classroom. - Students are required to record their performance monthly and	F.4-F.6 DSE PE	- 80% of DSE PE students can perform the skills  - 90% of students understand what they have done well and badly.	- Upload videos and self-evaluation to Google classroom monthly	Sept 2021 – June 2022	VL, YYL	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
6. To let students learn the theory on their own progress.	upload to Google class  - Exercises will be uploaded to Google classroom with different levels. e.g. state, describe, explain and discuss. - Students need to complete all “state” questions before proceeding to “describe” questions, “explain” questions and “discuss” questions.	F.4-F.5 DSE PE	- 100% of students complete all “state” questions. - 85% of students complete all “describe” questions. - 80% of students complete “explain” questions. - 70% of student complete “discuss” questions.	- Exercises need to be submitted and marked		VL, YYL	

## COUNSELLING COMMITTEE

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

Development goal: To promote the social well-being of students

Major concern: To foster positive affectivity among students

#### Programme Details:

Objectives	Activity	Target	Success Criteria	Evaluation Method	Time Scale	Teacher-in-charge	Resources required
To promote positive development in the Form 1 students (especially those with special needs), and foster positive affectivity among students through various activities (e.g. 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 foster positive affectivity among students through various activities (tea gathering, sharing sessions etc.).	Teachers' and social workers' observation and year-end evaluation	Whole year	Kylie, Teresa, YYD, LYY	\$3,500 (Training) \$18,000 (Day camp fee and materials) \$5,000 (Ocean Park fee)
To strengthen students' confidence and enlarge their social circles by grouping those who are more socially isolated together to participate in small group activities.	Peer Support Network	Forms 1 to 3	70% of the participants agree that the activity can help strengthen students' confidence and enlarge their social circles by grouping those who are more socially isolated together to participate in small group activities, as well as foster	Teachers' and social workers' observation and year-end evaluation	Whole year	Teresa, SLL	\$3000 for activity and \$3000 for rewarding program fee

To foster positive affectivity among students, e.g. caring for the others			positive affectivity among students.				
To enhance the resilience of the students.  To foster positive affectivity among students through promoting positive values in activities.	Challenge accepted program	Forms 2 to 3	70% of the participants agree that the activity can help enhance the resilience of the students and foster positive affectivity among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	Teresa, CWN, CCG	\$3,000 (group activities) \$3000 (Rewarding program fee)
To promote a comprehensive mental well-being program through expressive arts.  To foster positive affectivity among students through mutual encouragement among students during the activities.	Expressive Arts Workshop	Forms 1-6, Parents and teachers	70% of the participants agree that the activity can help promote comprehensive mental well-being and foster positive affectivity among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, LYY, CCG	N/A

<p>To enhance students' self-awareness towards their potential and their self-confidence.</p> <p>To foster positive affectivity among students through sharing.</p>	<p>Psycho-education class program</p>	<p>Form 4</p>	<p>70% of the participants agree that the activity can help enhance students' self-awareness towards their potential and their self-confidence, and foster positive affectivity among students.</p>	<p>Teachers' and social workers' observation and year-end evaluation</p>	<p>Jan 22 to Mar 22</p>	<p>Teresa, GF</p>	<p>\$500 for program materials</p>
<p>To develop positive attitudes towards adversity in students through sharing with them life warriors' stories.</p> <p>To enhance students' sense of respect for others.</p> <p>To foster positive affectivity among students through sharing.</p>	<p>Live for Life Talk</p>	<p>Form 4</p>	<p>70% of the participants agree that the activity can help develop positive attitudes towards adversity, enhance their sense of respect for others, and foster positive affectivity among them.</p>	<p>Teachers' and social workers' observation and year-end evaluation</p>	<p>Feb 22 to Mar 22</p>	<p>Kylie, GF</p>	<p>\$1500</p>
<p>To help students affirm their strengths and ability and thus establish their career plan more confidently.</p> <p>To foster positive affectivity among students through appreciating each other.</p>	<p>Self-appreciation workshop for career planning</p>	<p>Form 5</p>	<p>70% of the participants agree that the activity can help students affirm their strengths and ability and thus establish their career plan more confidently.</p>	<p>Teachers' and social workers' observation and year-end evaluation</p>	<p>Jan 22 to Mar 22</p>	<p>Kylie, GF</p>	<p>\$7,500 for 5 sessions ((\$1,500@session))</p>

<p>To ease students' study-related stress.</p> <p>To strengthen the sense of peer support and support from teachers in the students.</p> <p>To foster positive affectivity among students through sharing and encouraging messages.</p>	Form 6 Stress Management Workshop	Form 6	70% of the participants agree that the activity can help ease students' study-related stress, strengthen the sense of peer support and support from teachers in the students and foster positive affectivity among students.	Teachers' and social workers' observation and year-end evaluation	Oct 2021	Kylie, YYD	\$1200
<p>To help new students better adapt to the new school environment.</p> <p>To foster positive affectivity among students through sharing.</p>	New students' sharing	Forms 2 to 5	70% of the participants agree that the activity can help them adapt to the new school environment and foster positive affectivity among them.	Teachers' and social workers' observation and year-end evaluation	Whole year	Teresa, Kylie, LSL	\$700
<p>To equip the girls with adequate emotional management skills.</p> <p>To foster positive affectivity among students through supporting each other.</p>	SEN support work – Emotion Support Group	Forms 3 to 6	70% of the participants agree that the activity can help equip the girls with adequate emotional management skills and foster positive affectivity among students.	Teachers' and social workers' observation and year-end evaluation	Oct 2021 to Apr 2022	Vivian, SLL	N/A

## MORAL AND CIVIC EDUCATION COMMITTEE

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

Development goal: To promote the social well-being of students

Major concern: To foster positive affectivity among students

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
To help students develop positive emotion and the habit of positive thinking.	Class period activities on positive affectivity (Materials for the activities will be provided for Class teachers)	F.1 - F.5	Students agree that the activity helps them know more about positive emotion	Year-end evaluation and Form teacher's observation	February / March 2022	GF	
To cultivate love, kindness and social intelligence among students	Talks, exhibition boards, drama performance from different organizations (e.g. World Vision), on topics related to life experiences of different people from the community or the world	F.1 - F.5	<ul style="list-style-type: none"> <li>Students are able to empathize with people who may have come from different backgrounds or cultures.</li> <li>Students are willing to show kindness, care and to do good deeds for others.</li> </ul>	Year-end evaluation and Form teachers' observation	Whole year	GF	
To remind students to show appreciation to other people in our daily life	Good Student Election	F.1 - F.5	Students agree that this activity helps them focus more on the good attributes of their classmates.	Year-end evaluation and teachers' observation	March / April 2022	GF	<ul style="list-style-type: none"> <li>Production of certificates</li> </ul>

## CAPACITY ENHANCEMENT GRANT

### Plan on Use of Capacity Enhancement Grant for 2021-2022

**Income:**

Balance brought forward:	\$ 0	
Estimated Grant for 2021 / 2022:	\$715,000	
<b>Total:</b>		<b>\$ 715,000</b>

**Expenditure:**

2 Administrative Officers:	\$ 650,000
Part time clerical / administrative helpers	<u>\$ 65,000</u>
	<b>\$ 715,000</b>

**Balance**

\$ 0

<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.	Two administrative officers and part-time clerical / administrative 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 2021-22

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

B. The estimated number of benefitting students (count by heads) under this Programme is 45 (including A.25 CSSA recipients, B. 10 SFAS full-grant recipients and C. 10 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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
After-school Enhancement or Language classes	To consolidate students' learning or to provide them with opportunities to learn a third language	Students will show improvement in assessments	Summative and Formative assessments	Sep 20201– May 2022	5	2	2	\$13,600	
Art / Cultural Activities	To enhance students' aesthetic development	Students will acquire the skills in using musical instruments or develop their senses aesthetically	Report from teachers and presentation	Sep 2021– Aug 2022	5	2	2	\$3,000	
Personal Growth Trainings or related co-curricular activities	To help students to 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 2021 – Aug 2022	5	2	2	\$3,600	
Leadership Training	To enhance the confidence of students and develop their leadership skills	Students will take initiative in organizing activities and are willing to take up responsibilities	Teachers' observation and feedback	Feb. 2021 – April 2022	5	2	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 will be improved and strengthened	Teachers' observation and feedback	Dec 2021 - August 2022	5	2	2	\$25,000	
Total no. of activities: ____5____				@No. of participation counts	25	10	10		
				***Total no. of participation counts	45				

## LIFE-WIDE LEARNING GRANT

Life-wide Learning Grant  
Plan on the Use of the Grant  
2021-2022 School Year

**Declaration:** We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum)				
							M: Moral and Civic Education				
							P: Physical and Aesthetic Development				
							S: Community Service				
							C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLA's / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
	Organise a wide range of activities to develop students in different dimensions	To develop students' generic skills, moral values and enrich their knowledge	Sep to July 2022	F.1 to F.5	Teachers and students' feedback	\$100,000	✓	✓	✓	✓	
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2.1	Overseas Leadership Training Tour	To consolidate students' learning in class, widen their horizons and nurture their multi-dimensional thinking skills. Through engaging in community services in a developing country, students will be nurtured to become global citizens who show love and care to their global community	April 2021	F.5	Teachers and students' feedback	\$300,000		✓	✓	✓	
1.2.2	Mainland or Macau Service Learning Tour	Through allowing students to learn about Macau's unique yet diverse culture, the tour aims at widening students' horizons, enriching their life experiences and equipping their multi-dimensional thinking skills.	April 2021	F.2	Teachers and students' feedback	\$200,000		✓	✓	✓	
1.2.3	School Team Training	To nurture students various characters, promote team spirit and strengthen physical skills of different types of sports	Oct 2020-21	F.1-F.6	Teachers and students' feedback	\$300,000		✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2.4	Life Skills and Training Camp	To enhance students' confidence, nurture them with life skills and collaboration skills	April 2021	F.1	Teachers and students' feedback	\$100,000		✓	✓		
<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>										
1.3.1	Overseas Cultural Tour	Through allowing students to learn about the developments of art, culture and conservational industries in an Asian Country, the tour aims at widening students' horizons, enriching their life experiences and equipping their multi-dimensional thinking skills.	April 2021	F.3	Teachers and students' feedback	\$400,000	✓	✓			
<b>1.4</b>	<b>Others</b>										
	Music Overseas Competition	To broaden choristers' horizons and learn from choirs of the other districts or countries	July or August 2021	F.1 to F.6	Teachers and students' feedback	\$100,000		✓	✓		
<b>Estimated Expenses for Category 1</b>						<b>\$1,500,000</b>					

<b>Domain</b>	<b>Item</b>	<b>Purpose</b>	<b>Estimated Expenses (\$)</b>
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting life-wide learning</b>		
STEM	Lego EV3 robots, drones, solar cars, infra-red sensors, detectors	To develop students' potential in STEM	\$100,000
Music	Instruments shared by different orchestral groups	To develop students' potential in Music	\$100,000
<b>Estimated Expenses for Category 2</b>			<b>\$200,000</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$1,700,000</b>

**Estimated Number of Student Beneficiaries**

Total number of students in the school:	1000
Estimated number of student beneficiaries:	840
Percentage of students benefitting from the Grant (%):	84%

## DIVERSITY LEARNING GRANT

### Annual Programme Proposal for Diversity Learning Grant

#### For the 2021/2022 school year

#### Other Languages (DLG-OL)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher in-charge
To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	French, Spanish, Japanese (Pui Ching Academy)	3 years	S4-6 students who are going to take HKDSE examinations on the languages	40	Examinations administered by HKEAA and offered by the Cambridge International Examinations	WPL

#### Network Programmes (DLG-NP)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher-in-charge
To cater for students' diverse learning needs	Music (Network with Wah Yan College Kowloon)	3 years	S4-6 students who are going to take the HKDSE examination	15	HKDSE Examination	JY

#### Applied Learning (DLG-APL)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher-in-charge

To cater for students' diverse learning needs and interests	Enlisted ApL courses provided by VTC, HKU SPACE, etc.	180 hours in 2 years for each course	Selected S4-6 students	8	Assessment conducted by course providers and moderated by HKEAA	YFL
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### **Other Programmes: Gifted Education (DLG-OP)**

Domain	Programme	Objective(s)	Targets	Duration / Start Date	Deliverables	Teacher in-charge	Budget
All subjects	Academic Support for Sports Students  (ASSS)	To give tailor-made academic support to elite sports students who have lagged behind regular lessons because of trainings, competitions or other events representing the school or Hong Kong	50 students nominated by respective school teams based on their specific needs	Weekly 2-hour sessions x 14 weeks  Oct 2021 to May 2022	One reflection log after the end of each lesson on the materials covered	KWL	\$45600 ((\$200/hour x 228))
Visual Arts	Design workshop	To give students an opportunity to develop an interest in graphic, fashion and packaging design	30 students taking Visual Arts as an HKDSE elective subject and other self-nominated students	2-hour sessions in November x 4  and 4-hour sessions in February x 4	Individual design portfolios at the end of the workshop for display and publication in school magazine	PHL	\$19200 ((\$800/hour x 24))
PE	Coaching of various HKDSE PE sports skills	To give students taking PE as an HKDSE elective more exposure to the various sports skills required by the examination and opportunities to lead activities	50 S4-6 students taking PE as an HKDSE elective subject	Oct 2021 to May 2022	Demonstration of various skills in examination and Pre-S1 orientation programmes	VL commissioning external coaches	\$5000 ((\$200/hour x 25 hours))