

**HEEP YUNN SCHOOL  
2022-2023  
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 2022/23 – 2024/25**

1. To facilitate students' learning through enhancing teachers' assessment literacy.
2. To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.
3. To equip students with the future-proof skills through strengthening Technology Education.

## **Major Concerns for 2022 – 2023**

1. To build teachers' capacity for the effective use of assessment data.
2. To foster positive values in students through refinement of the formal and informal curriculum.
3. To review and refine the technology-related curriculum.

## CHINESE

中文科學校三年發展目標及每年關注事項發展目標：

1) 提升教師的評估素養，以促進學生的學習。

關注事項：

1) 提升教師有效運用評估數據的能力

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
通過分析評估的數據，教師可更了解學生的表現和學習需要，然後檢討及調整教學目標，為學生提供適切的反饋和具體的建議。	<p>推行流程：</p> <p>① 教師參照「閱讀認知能力層次」，分析近三年(2020年至2022年)文憑試試卷一閱讀能力白話文篇章的考問題型、概念、題目的深淺及要求的能力等。</p> <p>② 教師選取一篇較適合中五級學生完成的白話文篇章。</p> <p>③ 教師按照評卷參考完成評改後，輸入任教組別學生各題的得分。</p> <p>④ 比較全港、本校學生及中五學生在各題中的的分數表現，教師按答對率篩選出特別需要檢討的題目。</p> <p>⑤ 教師審視不同難度的試題及學生答題樣本，具體分析學生的學習難點，各組學生的能力表現，共同訂立「拔尖、提中、補底」的目標，並按組本需要擬定教學策略。</p> <p>⑥ 於下學期考試，教師選取白話文一篇，嘗試按校本「能力層次比重」擬定試卷以檢視中五級學生的學習進程。</p>	中五級	完成一次評估數據分析。	① 共同備課紀錄、 ② 評估數據	下學期	科主任及中五級老師	/

## 發展目標：

2) 幫助學生建立正面的價值觀，成為負責任公民，致力服務社群。

## 關注事項：

2) 優化正規和非正規課程，培育學生正面的價值觀

## 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
教師按照本學習領域的學與教重點，以及國家安全教育課程框架的理念與原則，擬定教學設計及落實小組教學策略，讓學生體認中華優秀的傳統文化。	<p>推行流程：</p> <p>① 中三級教師商議發展的課題及教學內容。</p> <p>② 教師在設計教學內容及課業時，配合學生的能力，選取合適的內容、材料和活動，教授與國安教育相關的學習元素，符合「體認中華文化，培養對國家、民族的感情」的課程宗旨。</p> <p>③ 透過共同備課，擬定教學設計及落實教學策略。</p> <p>④ 教師進行試教，學生完成課業。</p> <p>⑤ 全學年至少完成一個教學設計。</p>	中三級	<p>①教師完成一個教學設計。</p> <p>②學生的課業呈現對中華文化的認識、欣賞及珍視。</p>	<p>①共同備課紀錄</p> <p>②教學設計</p> <p>③學生課業</p>	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

##### 發展目標：

1) 幫助學生建立正面的價值觀，成為負責任公民，致力服務社群。

##### 關注事項：

2) 優化正規和非正規課程，培育學生正面的價值觀

##### 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
教師按照本學習領域的學與教重點，以及國家安全教育課程框架的理念與原則，擬定教學內容及課業，讓學生體認中華優秀的傳統文化。	<ul style="list-style-type: none"> <li>配合指定教學篇章，以屈原、杜甫、孟子為主，向學生介紹其生平事蹟，並透過作品賞析，體會當中的品德情意，學習古人的高尚情操。</li> <li>善用網上寫作平台 Padlet，讓學生以上述三位古人之一為對象，寫作書信一封，闡述從他們身上得到的啟發。</li> </ul>	中四級	①運用網上寫作平台 Padlet，完成一次寫作練習。 ②教師在設計教學內容時，能涵蓋品德情意元素。 ③超過百分之六十的學生同意有關的課堂活動能幫助她們建立正面的價值觀。	①寫作練習 ②學生問卷	全年	林培琪老師 淦楚楚老師	/

## ENGLISH & ENGLISH LITERATURE

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

**Major Concern:** To build teachers' capacity for the effective use of assessment data

### **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 establish a common standard in assessment design</li> <li>• To promote understanding of the various question types</li> <li>• To gauge the effectiveness of the assessment task</li> </ul>	<ul style="list-style-type: none"> <li>• Two discussions will be held with F.5 teachers on the design of the final examination Reading Paper Part A to decide on the question types and proportion of questions of various levels of difficulty</li> <li>• Item analysis will be done after the examination to check students' responses</li> </ul>	<ul style="list-style-type: none"> <li>• All F.5 teachers</li> </ul>	<ul style="list-style-type: none"> <li>• All F.5 teachers participate in the discussions and are able to reach a consensus regarding the setting of the paper</li> <li>• Out of the three levels of difficulties, percentage of students' correct answers in at least two levels match with teachers' expected rate of correctness</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics on students' responses</li> <li>• Sharing session by teachers</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>	



**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**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 raise students' awareness of the different positive values</li> <li>To encourage students to apply their knowledge in values education to other contexts to realise their potential</li> <li>To encourage peer learning</li> </ul>	<ul style="list-style-type: none"> <li>Reiterate the priority values and attitudes in the Literature teaching curricular</li> <li>Select 5 students from elite classes and 2 students from other classes and invite all senior Literature students to join the budding poet writing competition with themes based on the priority values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>F.1 to F.5 English Literature classes</li> </ul>	<ul style="list-style-type: none"> <li>All selected students are able to write according to the themes outlined to demonstrate what they have learnt</li> </ul>	<ul style="list-style-type: none"> <li>Sharing sessions to collect feedback from subject teachers</li> <li>Results of the competition</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>	

## MATHEMATICS

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

**1. Development goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major concern:** To build teachers' capacity for the effective use of assessment data.

#### **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>
To promote effective use of assessment data within the department.	To work collaboratively in lesson preparation, design of assessment and assessment analysis with QSIP of CUHK.	To implement in F.4 assessment.	Most (80 – 90%) students can get a pass, but some (5%) can get very high scores.	Study the mark distribution of the final exam and see whether the distribution is negatively skewed. (i.e. mean < median < mode)	The second term	YCW LKW CHY	N/A
To facilitate professional communication and good practice dissemination.	To conduct sharing to other departments.	Various departments	Positive feedback from over 70% of panel heads of other departments.	Year-end survey	The second term	YCW LKW CHY	N/A

2. **Development goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

**Major concern:** To foster positive values in students through refinement of the formal and informal curriculum.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To reiterate the priority values and attitudes incorporated in the curriculum.	Try to promote the stories of some mathematicians who had the ten priority values and attitudes through display boards by the Mathematics Society.	All Forms	Over 70% of the students have seen the board and have positive feeling after reading the stories.	Through online questionnaire	The second term	YCW	N/A

## LIBERAL STUDIES/ CITIZENSHIP AND SCIOIAL DEVELOPMENT

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

1. **Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

**Major Concern:** To build teachers' capacity for the effective use of assessment data

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Enhance teachers' ability of using internal assessment data	By-question performance in the Mid-year and final examination will be logged to facilitate detailed analysis	F.4 and F.5 CSD Teachers	Evaluation of data will be done after final examination to identify needs in learning and teaching	Teachers' evaluation	Whole year	THM	/

2. **Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Cultivate students' sense of national identity	Collaborate with History and Tourism and Hospitality Studies departments to organise local trips related to traditional Chinese	F.5	80% of students participated report a greater understanding of Chinese culture and an enhanced sense of national	Students' survey	January 2023	THM / KC	Utilizing the one-off subject grant

<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>
	culture in Hong Kong		identity				
	Organise trips to the Hong Kong Palace Museum	F.4 / F.5 students	80% of students participated report a greater understanding of Chinese culture and an enhanced sense of national identity	Students' survey	TBC	THM / KC	Utilizing the one-off subject grant

## CHINESE HISTORY

## 中國歷史

## 學校三年發展目標及每年關注事項

## 發展目標：

1) 提升教師的評估素養，以促進學生的學習。

## 關注事項：

1) 提升教師有效運用評估數據的能力

## 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) 為學生提供不同種類的練習，實行多元化評估模式。 2) 加深學生對中國的認識。 3) 提供具難度的習作令學生了解自己的潛力。	<ul style="list-style-type: none"> <li>➤ 老師以線上表格、網上練習或其他電子應用程式，要求學生完成功課或課堂練習。(1)</li> <li>➤ 要求學生完成專題報告，研究歷史人物的生平事蹟及該歷史人物對後世的影響。(1)，(2)，(3)</li> <li>➤ 要求學生完成中學文憑試中國歷史科試題，或與文憑試相似的題目。(1)，(3)</li> <li>➤ 要求學生參與校外關於中國歷史或中國文化的比賽。(2)</li> <li>➤ 要求學生到博物館參觀特定的展覽，然後完成相關工作紙。(2)</li> <li>➤ 向高中級學生派發一些模擬答卷的答案，並要求學生進行評卷，讓學生了解高中中史科的評分標準及要求。(1)，(3)</li> </ul>	初中	1) 50%的學生在網上練習、課堂練習取得4/5的分數。 2) 90%的學生在文憑試試題練習取得一半分數以上。 3) 在各項比賽中取得獎項。	<ul style="list-style-type: none"> <li>● 不同習作的內容會作為測驗或考試的考核範圍。</li> <li>● 專題報告及校外比賽的成績。</li> <li>● 高中級學生能就每個模擬答案給予恰當的分數。</li> </ul>	全年	陳齊洪	/

**發展目標：**

2) 幫助學生建立正面的價值觀，成為負責任公民，致力服務社群。

**關注事項：**

2) 優化正規和非正規課程，培育學生正面的價值觀

**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) 讓學生了解國家的優秀文化傳統。 2) 讓學生從古人經歷，學習古人堅毅、勤勞、誠信、承擔精神的正面價值觀。 3) 讓學生了解國家安全的重要性。 4) 提高學生國民身份認同。	<ul style="list-style-type: none"> <li>➤ 要求學生閱讀關於中國文化的書籍或文章，讓學生對中國文化有更深入的了解，並欣賞傳統文化、學習古人的正面價值觀，維護文化安全。(1)，(2)，(3)</li> <li>➤ 參與校外關於《基本法》、《國安法》的比賽，並製作關於《基本法》、《國安法》的工作紙，讓學生了解《基本法》及《國安法》的內容。(3)</li> <li>➤ 根據教育局通函第 120/2022 號的內容，向學生介紹國家重要日子，例如五四青年日、九九一八事變紀念日等，以情感導引學生，增強國家觀念和國民身份認同，建立愛國價值觀。(2)，(3)，(4)</li> <li>➤ 與其他科組或學會合作，參觀本地歷史古蹟、參與本地導賞計劃及關於中華文化的比賽，了解本地社區的變遷及國家近年的發展。(1)，(3)，(4)</li> </ul>	中一至中五	1) 50%的學生在閱讀報告或閱讀工作紙取得 4/5 的分數。 2) 校外比賽獲得獎項。	1) 閱讀報告或閱讀工作紙 2) 校外比賽的成績	全年	陳齊洪	

## ECONOMICS

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

1. **Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

**Major Concern:** To build teachers' capacity for the effective use of assessment data

#### **Programme Plan:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
To facilitate students' learning through enhancing teachers' assessment literacy	<p>To make use of the statistics from the exam report to improve the effectiveness of teaching and learning.</p> <p>Input assessment marks by questions to better analyse students' performance on individual questions.</p> <p>Compare the expected and actual result in exams with reference to the data from previous cohorts and/or year.</p>	F.4 – F.6	All students make use of the statistics generated from various examinations to enhance their learning effectiveness.	<p>An excel file that categorizes all questions in the paper will be prepared.</p> <p>A markers' report will also be prepared with detailed analysis of the assessment statistics</p>	3 <sup>rd</sup> Oct, 2022 – 2 <sup>nd</sup> June, 2023	NI, THM and YY	Microsoft Excel



**2. Development Goal:** To cultivate positive values among students and nature them into becoming responsible citizens with the commitment to serve.

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**Programme Plan:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
To help students develop knowledge and understanding about national identity	To build students' national identity through incorporation of national security education (NSE) elements into formal curriculum.  Review and update teaching materials with reference to EDB's NSE guidelines.	F.5 – F.6	All F.5 students learn about how central banking functions are performed in Hong Kong that links to the economic security of NSE. All F.6 students learn about the trade barrier faced by China during the trade war with the USA. Also, they learn about the history of the linked exchange rate system in Hong Kong with reference to a case study of how the Chinese government safeguard our financial stability during the Asian Financial Crisis.	Record of Google Form and feedback from students	3rd Oct, 2022 – 2nd June, 2023	NI, THM and YY	Google Classroom, YouTube videos
To develop students' awareness of the priority values and attitude	To reiterate the priority values and attitudes incorporated in the curriculum.  A summary of the concerned values will be highlighted at the end of each unit.	F.3 – F.6	All students learn about the ten values and attitudes.	Record of Google Form and feedback from students	3rd Oct, 2022 – 2nd June, 2023	NI, THM and YY	Google Classroom, YouTube videos

## FAMILY AND LIFE EDUCATION

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

1. **Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data.

#### **Programme details:**

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To build teachers' capacity in knowing the progress of students' learning with the effective use of assessment data.	<p>1. Teachers will design a <b>MC assignment</b> (graded with points) using Google Form and ask students to complete it after teaching each topic.</p> <p>2. Students will be required to work on <b>PPT</b> after each topic. Teacher will mark them according to a set of <b>assessment rubrics</b>.</p>	F.1 – F.3	All teachers agree that the activities help them build their capacity in knowing the progress of students' learning with the effective use of assessment data.	Teachers' feedback	Whole year	IY, MHC	<p>Google Form</p> <p>Google Slide</p> <p>Assessment rubrics</p>

2. **Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

**Major concern:** To foster positive values in students through refinement of the formal and informal curriculum.

#### **Programme details:**

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To foster positive values (national	<b>Informal</b> curriculum: Students will be required to attend at least <b>one activity</b>	F.1 – F.3	70 % of the students agree that the activities help foster positive	Students' evaluation	Whole year	IY, MHC	Reflection worksheets

<p>identity / security / resilience) in students through refinement of the formal and informal curriculum.</p>	<p><b>Organised by the Counseling Committee (or other school organizations) in each term.</b>                  They will be required to hand in a <b>reflection worksheet</b> about what positive values they have developed after attending the activity.  <b>Formal curriculum:</b> 2 topics will be emphasized in the curriculum –</p> <p><b>National security:</b>                  Form 1: Moral use of Internet                  Form 2: Respecting others’ different background (social integration with new immigrants)                  Form 3: Knowing oneself (national Identity)</p> <p><b>Resilience:</b>                  Form 1: Emotional / stress management / time management / Parent-child relationship                  Form 2: Parent-child relationship / friendship                  Form 3: Facing adversity</p>	<p>values (national identity / security / resilience) in them.</p>	<p>Scheme of Work:</p>	<p>National Security:                  Form 1 – Lesson 5                  Form 2 – Lesson 7                  Form 3 – Lesson 1</p>	<p>Resilience:                  Form 1 – emotional management / Stress management / time management / Parent-child relationship                  Form 2: Parent-child relationship / friendship                  Form 3 – Facing adversity</p>
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## GEOGRAPHY

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data.

### **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 understanding of the fundamental functions of educational assessment and the characteristics of effective assessment tasks and to create common language among teachers on assessment literacy</li> <li>To identify students' learning difficulties and to cater the learning needs of students of different abilities by reviewing and analyzing the assessment results</li> </ul>	<p><u>USE OF ASSESSMENT DATA</u> <b>F.1</b></p> <ul style="list-style-type: none"> <li>provide markers' analysis and suggestions for improvement after each summative assessment based on students' results, with a focus on students' understanding of the basic knowledge and skills</li> <li>follow-up work will be done to address the students' learning difficulties and to improve the learning outcomes (e.g. new lesson</li> </ul>	F.1	<ul style="list-style-type: none"> <li>the Q1 marks of summative assessments have constantly reached 50% of the full marks</li> <li>over 75% of students have provided positive feedback on learning and teaching in Year-end evaluation Google Form</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> </ul>	Throughout the year	Form coordinators	G-Suite, YouTube (for follow-up work)

<ul style="list-style-type: none"> <li>To refine learning and teaching by reviewing and analyzing the assessment results</li> </ul>	<ul style="list-style-type: none"> <li>plans/ notes/ classwork/ flipped videos)</li> <li>the next summative assessment is to be set with reference to markers' analysis and suggestions in the previous one</li> </ul>						
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**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**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 build students' national identity through incorporation of national security education elements into formal curriculum</li> <li>To reiterate the priority values and attitudes incorporated in the curriculum</li> </ul>	<p><u>CURRICULUM PLANNING</u></p> <ul style="list-style-type: none"> <li>improve the format and content of the scheme of work to reflect the national security education elements and the priority values incorporated in the curriculum</li> <li>improve the format and content of the curriculum and assessment guides for</li> </ul>	F.1– F.6	<ul style="list-style-type: none"> <li>over 75% of students have completed the follow-up tasks/ participated in the In-class discussion</li> <li>over 75% of students have scored over 50% of the full marks in the follow-up tasks</li> </ul>	<ul style="list-style-type: none"> <li>scrutiny of students' work</li> <li>feedback from students</li> <li>results and statistics of the follow-up tasks/ In-class discussion</li> </ul>	Throughout the year	Form coordinators	G-Suite, YouTube (for follow-up work)

	<p>better reflecting the national security education elements and the priority values incorporated in the module(s)</p> <ul style="list-style-type: none"><li>• provide follow-up tasks/ In-class discussion to check students' knowledge in relation to national security elements and/or priority values</li><li>• Students' performance will be reviewed and further follow-up work will be done to improve the learning outcomes (e.g. revised lesson plans/ notes/ video)</li></ul>						
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## HISTORY

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

**1. Development Goal :** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data.

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote understanding of the fundamental functions of educational assessment and the characteristics of effective assessment tasks and to create common language among teachers on assessment literacy through teacher professional development programmes.	<ul style="list-style-type: none"> <li>❖ To create a detailed vertical plan regarding the training of learning skills in junior forms, and to keep track of students' learning progress through continuous analysis of students' performance in each assessment.</li> <li>❖ To make use of students' answer as reference to demonstrate the proper use of learning skills to students, and to evaluate, and modify if necessary, the teaching strategies in achieving the objectives.</li> </ul>	All forms	70% of all students are able to use the designated learning skills in answering the questions in proper ways.	Designating a certain proportion of continuous assessments and summative assessments to develop the designated learning skills and to assess the learning outcome.	Sept 2022 – Jun 2023	YLT YFL KC	
To organise workshops for Heads of Department to strengthen middle level	<ul style="list-style-type: none"> <li>❖ To provide internal sharing regarding the proper use of assessment data within the History Department.</li> </ul>	All Teachers	A systematic analysis of students' performance is to be	Internal analysis of students' performance focusing on students'	Sept 2022 – Jun 2023	YLT YFL KC	

leadership in the use of assessment data, including analysing and interpreting the results of assessments.	❖ To promote internal sharing of the latest marking criteria in the public exam.		developed in the academic year of 2022/23.	learning skills and discussion on proper follow-up measures is to be conducted after the Form Tests, Examinations, Mid-Term Assessments, and the HKEAA seminar.			
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**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build students' national identity through incorporation of national security education elements into formal curriculum.	❖ To continue the incorporation of the strands of National Security Education provided by the EDB into the History curriculum.	All forms	70% of students show awareness of the importance of national security.	Designating a certain proportion of summative assessments relevant to the National Security Education suggested by the EDB.	Sept 2022 – Jun 2023	YLT YFL KC	
To reiterate the priority values and attitudes	❖ To promote the values of “Respect for Others”, “Responsibility”, “National	All forms	70% of students show	Designating a portion of continuous	Sept 2022 – Jun 2023	YLT KC	



<p>incorporated in the curriculum.</p>	<p>Identity”, “Care for Others” and “Empathy” in lessons.</p>		<p>awareness of important values in the assignments or assessments.</p>	<p>assessment of Junior forms to promote the values mentioned.</p>			
<p>To cultivate students’ positive values through assemblies, form teacher periods, talks or Life-wide learning activities.</p>	<p>❖ To promote the positive values through the collaboration with clubs and societies or cross-curricular activities.</p>	<p>All forms</p>	<p>At least one co-curricular activity is to be organised with clubs and societies or other departments to promote positive values.</p>	<p>Evaluation and follow-up debriefing are to be conducted after the activity.</p>	<p>Sept 2022 – Jun 2023</p>	<p>YLT</p>	

## LIFE AND SOCIETY

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

1. **Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

**Major Concern:** To build teachers' capacity for the effective use of assessment data

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance teachers' ability in using data of internal assessment	Performance of the Multiple-choice questions will be used for analysis to better understand students' performance	F.1 – F.3	Examination reports will be prepared by the setters for both Mid-year and Final examinations and post-assessment meetings will be held to share the data for each examination.	Teachers' evaluation	Whole year	All teachers	/
	Assessment blueprints will be prepared to facilitate more effective setting of assessment papers.		One assessment blueprint will be prepared for one assessment in the academic year.				/

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build students' national identity through incorporation of national security education elements into formal curriculum	National security education will be highlighted in particular in F.1 and F.2 curriculum.	F.1 – F.3	Elements of national security education will be incorporated in both assignments and assessments for applicable topics.	Teachers' evaluation  Assessment result	Whole year	All teachers	/
To reiterate the priority values and attitudes incorporated in the curriculum	Relevant values and attitudes (in particular, respect for others, national identity, Law-abidingness, care for others) will be highlighted in the schemes of work.		70% of students are able to identify values embedded in different topics in the subject.	Students' survey  Teachers' evaluation			

## RELIGIOUS STUDIES

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

**Major Concern:** To build teachers' capacity for the effective use of assessment data

#### Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Enhance teachers' ability of using internal assessment data	Performance in the continuous assessment and final examination will be recorded to facilitate detailed analysis	F.1 – F.3	80% of teachers agree that assessment data is useful in identifying students' needs in learning and teaching	Teachers' evaluation	Whole year	GF	

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster positive values in students	Reinforce positive values in the teaching of the curriculum, and raise the awareness of positive values among students within the already value-rich curriculum	F.1 – F.3	75% of students agree that R.S. helps foster their positive values	<ul style="list-style-type: none"> <li>• Teachers' evaluation</li> <li>• Students' Year-end survey</li> </ul>	Whole year	GF	

## TOURISM AND HOSPITALITY STUDIES

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

**Major Concern:** To build teachers' capacity for the effective use of assessment data

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- To refine the learning and teaching strategies by reviewing assessment results	<ul style="list-style-type: none"> <li>- Review the DSE statistical reports and refine the learning and teaching materials accordingly</li> <li>- Review the results of internal examinations and adjust the teaching pace and materials accordingly</li> <li>- Use of online assessment tools (e.g. Edpuzzle, Google Form) to review the learning progress of students on selected topics</li> </ul>	F.4 – F.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 both internal and external assessments</li> <li>- Direct feedback from students</li> </ul>	Sept, 2022 – June, 2023	TWT	

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- To reiterate the priority values (including perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law-abidingness, empathy, diligence) and attitudes through various co-curricular activities	- Organise THS-related visits and workshops - Encourage students to participate in THS-related work placements arranged by the school and EDB (BSPP) - Encourage students to participate in THS-related competitions - Organise cross-curricular activities (e.g. field trip with History students)	F.4 – F.6 students	- Over 90% of students are able to participate in at least one of the co-curricular activities - Positive feedback from 75% of the participating students	- Scrutiny of students' work - Direct feedback from students	Sept, 2022 – June, 2023	TWT	

## BIOLOGY

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

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

#### **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>
To build students' national identity through incorporation of national security education elements into formal curriculum	Incorporate national security education elements into teaching notes	F.4 – F.6 students	All national security education elements listed in the NSE framework are included in the teaching notes	Teacher's observation	Whole year	FS	
To reiterate the priority values and attitudes incorporated in the curriculum	Reiterate the priority values and attitudes whenever appropriate	F.4 – F.6 students	Over 70% of students agree that the priority values and attitudes are reiterated	Students' feedback	Whole year	CHL, LHC, YLH, BO	

## CHEMISTRY

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

**Major Concern:** To build teachers' capacity for the effective use of assessment data

### **Programme Details:**

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To analyze and interpret the results of assessments	For internal exams: - All Multiple-choice questions will be analyzed. The percentage of students answering each choice will be calculated. Question with correct percentage lower than 50% will be identified and studied. - For structured-questions, students will be asked to enter their marks for each question or sub-question via Google Form. The weakness of the students will be identified via the data collected.	F.4 – F.6	All students enter their marks they got in each question or sub-question via Google Form after the papers are marked and distributed.  Exam reports and evaluations for internal exams are made based on the data collected.	- Results from Google Form  - Check if all the exam reports are made at the end of the school term	Sept, 2022– Jun, 2023	CYC, YLH	



Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	For HKDSE exam: - Item analysis from HKEAA will be studied. Questions with low correct percentage or questions with correct percentage lower than HK schools will be identified and studied.		An analysis report for HKDSE exam is made based on the item analysis from HKEAA.				

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**Programme Details:**

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build students' national identity through incorporation of national security education elements into formal curriculum	Incorporate the National Security Education (NSE) into the school curriculum. Activity worksheets are designed for each form covering the following topics: F4: Section 3.1 (Occurrence and extraction of metals) F5: Section 5.1 (Hydrocarbons from fossil fuels)	F.4 – F.6	Over 70% of students agree that they understand the impact of human activities on the ecological environment and understand the relation between sustainable	Teachers' observation, students' feedback and questionnaire	Sept, 2022 Jun, 2023	CYC, YLH	

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	F6: Section 13.6 (Green Chemistry)		development and green chemistry.				
To reiterate the priority values and attitudes incorporated in the curriculum	To emphasize the importance of environmental protection, conservation of energy and resources (e.g. metals, fossil fuels) when teaching the related topics in order to develop students' responsibility and commitment to the society.	F.4 – F.6	Over 70% of students agree that they understand the importance of environmental protection and their responsibilities.	Teachers' observation, students' feedback and questionnaire	Sept, 2022 Jun, 2023	CYC, YLH	

## INTEGRATED SCIENCE

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data.

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To design questions in examinations that can effectively assess learning outcomes of students of different abilities	Setter of F.1 final examination will classify the questions according to different levels of difficulty ( <i>~20–30% difficult level; ~70% standard and basic levels</i> ) and the expected performances of questions will be predicted.	F.1 teachers	All F.1 teachers reach a consensus about the causes of any significant discrepancies between expected and actual performances of students; and refinement measures of future teaching strategies are suggested	To interpret any discrepancies between the expected and actual performances of F.1 students on different question types in F.1 final examination; and to propose any possible solutions to reduce the discrepancies	Term 2	Setter of F.1 final examination	Excel spreadsheet
To identify students' learning hurdles and refine future teaching strategies through analyzing and interpreting assessment data	Score data from students' performances on different types of questions in F.1 final examination will be analyzed by the setter and evaluation meeting will be conducted among F.1 teachers.					F.1 teachers	

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote students' understanding of the necessity to safeguard ecological security and other new security domains in the NSE framework.	Worksheets will be prepared and distributed to students for the topics related to NSE framework. In-class discussion will be conducted based on the materials and students are required to complete a set of follow-up questions after class to check their understanding.	F.1 to F.3 students	Over 70% of students score more than half of the total scores in the follow-up exercises.	To assess students' performances on the follow-up exercises	Whole year	F.1 to F.3 teachers	Worksheets, Google Classroom, Google Form
To enrich students' knowledge concerning country's development and contribution in safeguarding ecological security and other new security domains that are relevant to the curriculum.	Worksheets will be prepared and distributed to students for the topics related to NSE framework. In-class discussion will be conducted based on the materials and students are required to complete a set of follow-up questions after class to check their understanding.	F.1 to F.3 students	Over 70% of students score more than half of the total scores in the follow-up exercises.	To assess students' performances on the follow-up exercises	Whole year	F.1 to F.3 teachers	Worksheets, Google Classroom, Google Form

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cultivate students' ten priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy", "Diligence"	The priority values and attitudes related to certain topics in the curriculum (as indicated in Scheme of Work) will be emphasized by teachers during lessons*	F.1 to F.3 students	Over 70% of students agree that selected topics in the curriculum can enhance/cultivate major target values and attitudes in them.	To collect feedback from students through reflective questionnaire	Whole year	All teachers	Google Classroom, Google Form

\*The following table shows the distribution of priority values/attitudes covered in the curriculum from F.1 to F.3. For details, please refer to Scheme of Work of each form.

Priority values/attitudes	Unit/Section/Chapter in the curriculum		
	F.1	F.2	F.3
(a) Perseverance	1.2	11.7	—
(b) Respect for Others	2.6, 4.2, 4.3	7.6, 9.4, 10.2, 10.3	Chem S2.1
(c) Responsibility	1.1, 2.6, 4.2, 5.3	7.6, 9.4	Chem S2.1
(d) National Identity	2.6, 3.3, 5.3	7.6, 9.4	Chem S2.1, Bio Ch.3.1
(e) Commitment	1.2, 4.2	—	—
(f) Integrity	—	—	—
(g) Care for Others	1.1, 2.6, 4.2, 4.3, 5.3	7.6, 9.4, 10.2, 10.3	Chem S2.1, Bio Ch.3.1
(h) Law-abidingness	3.3	7.6, 9.4, 10.3	Chem S2.1
(i) Empathy	1.1, 2.6	9.4, 10.2, 10.3	Bio Ch.3.1
(j) Diligence	1.2	11.7	—

## PHYSICS

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data.

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To find out students' common errors and misconceptions in learning physics.	Analyze the data of Multiple-choice questions, especially the most favourable distractors in the Multiple-choice questions, in Mid-year and final examinations.	F.4 – F.6	Teacher can measure students' level of mastery in a specific content area.	Teacher self-reflection	Oct, 2022 – Jun, 2023	TWK	
To identify the weaknesses of teacher in teaching different topics of physics curriculum.	Analyze the data provided by Hong Kong DSE school statistical report, especially in those questions that are below Hong Kong average.	Teacher	Teacher can improve teaching skills and methods in different topics of physics curriculum.	Teacher self-reflection	Oct, 2022– Jun, 2023	TWK	

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build students' national identity through incorporation of security education elements into formal curriculum.	Prepare two NSE worksheets <ul style="list-style-type: none"> <li>● Radioactivity and Nuclear energy</li> <li>● Energy and Uses of Energy</li> </ul> to help students to recognize the necessity of safeguarding ecological security, resource security, nuclear security and new security domain.	F.5 – F.6	70% of students can understand the necessity of safeguarding ecological security, resource security, nuclear security and new security domain.	Teacher's observation, students' feedback and questionnaire	Oct, 2022– May, 2023	TWK	
To reiterate the priority values and attitudes incorporated in the curriculum.	Through the discussion on nuclear accident occurred in Chernobyl nuclear power plant and ways to help in energy saving in daily life to foster students' positive values and attitudes.	F.5 – F.6	70% of students can understand the impact of human activities on the ecological environment and our responsibilities.	Teacher's observation, students' feedback and questionnaire	Oct, 2022– May, 2023	TWK	

## BUSINESS, ACCOUNTING & FINANCIAL STUDIES

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

**1. Development Goal:** To facilitate students' learning through enhancing teacher's assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1.1.1 To promote understanding of the fundamental functions of educational assessment and the characteristics of effective assessment tasks and to create common language among teachers on assessment literacy through teacher professional development programmes.</p> <p>1.1.2 To attend workshops for Heads of Department to strengthen middle level leadership in the use of assessment data, including analysing and interpreting the results of assessments.</p>	<p>(1) Exam analysis reports will be prepared after Test 1, Mid-year Exam, Test 2, Mid-Term Assessment and Final Exam.</p> <p>Students' score in each question will be recorded so that detailed analysis can be done.</p> <p>Information shown in exam report includes:</p> <p>(a) Students' scores allocation in this year and the previous year.</p> <p>(b) Topics covered in the assessment with marks allocation.</p> <p>(c) Panel Chairperson's comment on the assessment.</p> <p>(d) Markers' comment on students' performance.</p> <p>(e) Recommendations by the markers and the Panel Chairperson.</p> <p>(2) Assessment evaluation will be held after the above mentioned major assessments to discuss about how curriculum/teaching strategies can be changed to facilitate students' learning.</p>	F.3 – F.6 students	<p>➤ Over 70% students think that the assessments are effective and can identify their strength and weakness in the subject.</p>	<p>Evaluation questionnaire</p> <p>Qualitative oral feedback from subject teachers</p>	Whole year	YWL, CWN	



**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1.2 To build students' national identity through incorporation of national security education elements into formal curriculum	<p>The <a href="#">National Security Education Framework</a> introduced by the EDB will be added to the following topic</p> <p><b>Ch.1 Hong Kong's Business Environment</b> Learning elements: Analysing recent developments of the Hong Kong economy</p> <ul style="list-style-type: none"> <li>➤ Through introducing “The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)”, students have to understand that the trading relationship between Hong Kong and the Mainland is very close.</li> <li>➤ Though the above topic, students have to understand:               <ol style="list-style-type: none"> <li>i. roles of Hong Kong government in maintaining economic safety;</li> <li>ii. the economies in the Mainland and Hong Kong are interdependent and cannot be isolated from each other;</li> <li>iii. mutual benefits will be lost if economic safety is not maintained</li> </ol> </li> </ul> <p>Learning element under National Security Framework: Understand the opportunities and threats our country is facing when she participates in international issues, through sharing new cases such as Belt and Road Initiative and China-United States Trade.</p>	F.4 students	<ul style="list-style-type: none"> <li>➤ Overall accuracy of the Kahoot! Quiz is over 70%</li> <li>➤ Over 70% students think that they understand more about the close relationship between the Mainland and Hong Kong.</li> </ul>	<p>Kahoot! Quiz</p> <p>Student questionnaire</p>	Whole year	YWL, CWN	<a href="https://www.beltandroad.gov.hk/">https://www.beltandroad.gov.hk/</a>

	<p>Activity:            Arrange students to read the website of Belt and Road Initiative. Then an online Kahoot! quiz competition will be held during lesson.</p>						
<p>2.1.3            To reiterate the priority values and attitudes incorporated in the curriculum</p>	<p>(1) Promote “Respect for Others”, “Responsibility” and “Care for Others” through designing a campaign for company to fulfil social responsibility.</p> <p>(2) Emphasize the importance of “Integrity” of being a professional accountant</p>	<p>F.4            students</p> <p>F.5            students</p>	<p>Over 70% students think that they understand more about social responsibility through the activity.</p> <p>Over 70% students think that they understand more about the importance of integrity of being a professional accountant.</p>	<p>Student            Questionnaire</p>	<p>Whole            year</p>	<p>YWL,            CWN</p>	

## COMPUTER

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

**1. Development Goal:** To facilitate students’ learning through enhancing teachers’ assessment literacy

**Major Concern:** To build teachers’ capacity for the effective use of assessment data

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To use students’ formative assessment data in the first term to identify students’ learning difficulty in order to help them to improve	Identify which questions that a spectacular amount of students do not get the correct answers and discuss with subject teachers how teaching can be improved in that topic or for a particular concept.	F.1 – F.4 students	A rise of the percentage of students who are able to answer similar questions in the final examination or in the next academic year	The increase of marks and percentage of passing rate in a specific type of question	Whole year	F.1 – F.3 CKL F.4 CKL & KP	

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

The 10 priority values promoted by the EDB are:

1. Perseverance	6. Integrity
2. Respect for Others	7. Care for Others
3. Responsibility	8. Law-abidingness
4. National Identity	9. Empathy
5. Commitment	10. Diligence

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To inspire students how the 10 EDB's priority values are related to the course	Set up exercises / project for students to have an insight and reflection on various kinds of values.	F.1 – F.4 students	Successful if more than 80% of the students indicate that they have developed or strengthened certain positive values through the tasks.	Assessing the result through questionnaire.	Whole year	CKL	

**3. Development Goal: To equip students with the future-proof skills through strengthening Technology Education**

The four selected future-proof skills are

1. Critical thinking and Problem Solving Skills
2. Creativity and Innovative Thinking
3. Active Learning and adaptation
4. Effective teamwork

**Major Concern:** To review and refine the technology-related curriculum

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To equip students with the selected 4 future-proof skills	Review the school-based content as well as the syllabus provided by the other external institutes such as the CUHK Jockey Club AI for the	F.1 – F.4 students	Successful if more than 80% of the students express that they are well aware of the four selected future-proof skills shown in the course and	Assessing the result through questionnaire.	Whole year	CKL	

<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>
	Future Project & Innovative laboratory project if the 4 selected future-proof skills are aptly included or highlighted in the content. If not, the four future-proof skills will be added to or strengthened in the syllabus.		agree that they have tried to apply them this academic year.				

## TECHNOLOGY AND LIVING

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

**3. Development Goal:** To equip students with future-proof skills through strengthening Technology Education.

**Major Concern:** To review and refine the technology-related curriculum.

#### **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>
Students develop and apply critical thinking and problem solving skills	Students plan menus for different age groups with various body states in the family.	All F.2 students	Each student applies the rules of meal planning in various scenarios.	Assignment	Dec 2022 to Jan 2023	LYK	Menu, recipes and online resources.
Students learn by stimulating and engaging activities to foster their creativity and innovative thinking.	Students design the cake, make and decorate it.	All F.2 students	Each student makes the sponge cake and decorates it according to their design.	Assess the cake outcome	Nov 2022	LYK	Ingredients, utensils and equipment involved in the cake making process, and online resources.
	Students use e-platforms – planner5D for interior design	All F.2 students	Each student designs a room by planner5D. And uploaded in Google Classroom.	Assess the design outcome	Mar to May 2023	LYK	planner5D, Google Classroom

Students engage in the design work to achieve active learning and adaptation.	Students draw model croquis and design outfit on it.	All F.1 students	Each student designs an outfit on the drawn croquis.	Assess the design outcome	Sept to Nov 2022	LYK	Online resources.
Students participate in the collaborative task to enhance effective teamwork.	Students with a partner conduct a browning experiment, search the theory behind and apply the learnt ways to solve the fruit browning problem in daily life.	All F.1 students	Student completes the report.	Experimental report and presentation in the lesson	Jan – Feb 2023	LYK	Ingredients, testing agents, and apparatus of the experiment.

## SCIENCE AND TECHNOLOGY

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data.

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>To understand the characteristics of assessment in S&amp;T</b>	Introduce PMI model in peer assessment phase in the project period. Observe how students refine their projects after receiving PMI comments from other groups.	F.1 & F.2	Panel members observe that peer assessment helps students to improve and reflect on their learning.	By teachers' observation. By sharing among members in the department.	Whole year	All teachers	

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum.

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<b>To raise students' empathy of the needs of people in the community</b>	Each form of students do projects on catering the needs of the people in the community. Project themes: F.1 – Community Safety	F.1 & F.2	Over 70% of students agree that doing their projects raises their awareness of	By questionnaire.	Whole year	All teachers	



Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	(Term 2) F.2 – Devices for the disabled (Term 1)		the needs of others in the community.				

**3. Development Goal:** To equip students with the future-proof skills through strengthening Technology Education.

**Major Concern:** To review and refine the technology-related curriculum.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To review and refine the S&T curriculum based on the evaluation of the QEF.	Incorporate new equipment (AI technology and advanced scientific investigation tools) in curriculum.	F.1 & F.2	Over 70% of students agree that the new technological tools used in lessons help equip themselves for the future world.	By questionnaire.	Whole year	All teachers	

## MUSIC

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

**Development Goals:**

1. To facilitate students' learning through enhancing teachers' assessment literacy
2. To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.
3. To equip students with future-proof skills through strengthening Technology Education.

**Major Concerns:**

1. To build teachers' capacity for effective use of assessment data.
2. To foster positive values in students through refinement of the formal and informal curriculum.
3. To review and refine the technology-related curriculum.

### **Programme Details:**

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 demonstrating the techniques and sonorities on musical instruments for non-musicians and students who are not playing their musical instruments iii/ post lesson worksheets with musical examples on e-learning platforms to consolidate the knowledge. Extended tasks and challenging questions will be embedded to stretch students' potential on music appreciation through e-learning for the more gifted musicians	F.1	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 2022 to March 2023	QS	Video clips sharing through e-platform  worksheets

<p>2.1 Program Music: collaboration between visual arts and music</p>	<p>Introduce to students the genre: program music  Mussorgsky: Pictures at an exhibition  i/ Visual art teacher will talk about the painting and how the composer transfers these painting into sound.  ii/ Music teacher will explore the sonorities in relation to color and light and discuss with students how composers interpret the painting with different timbre and texture.  iii/ Students will try to write/ find suitable music to interpret existing paintings. Visual art teacher will suggest suitable paintings.  iv/ Group works with students with different abilities in art and music will be grouped together to provide peer support</p>	<p>F.1</p>	<p>–students will understand the relationship across different art.  students will be able to match/ compose music for existing paintings (two options to cater to learner diversity)  students may perform their music with the visual display of the painting in class, peers will give feedback on the outcome.</p>	<p>classroom discussion, peer feedback and teacher’s grading</p>	<p>April to May 2023</p>	<p>QS PHL</p>	<p>paintings, music clips, worksheets e-platform and notation software</p>
<p>3.1 Composition on percussion ensemble</p>	<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.  ii/ The interactive whiteboard will allow interactive sharing of musical ideas during class. Teacher and peer feedback will enhance positivity among students</p>	<p>F.1</p>	<p>over 85% of students hand in their group work and perform in class</p>	<p>peer assessment and teachers grading</p>	<p>Feb to March 2023</p>	<p>QS</p>	<p>–Interactive whiteboard (still pending from the QEF application)  – iPads  –notation software (still pending from the QEF</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 2023</p>						<p>application, will call school owned iPad and ask student to BYOD)</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 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</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-platform will be encouraged.</p> <p>ii/ examples of melodies written by Classical period composer will distribute for 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 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 realise 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</p>	F.2	<p>–Over 90% of students hand in composition of melody</p> <p>– Over 70 % 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 2022 to November 2022	JY	<p>Score</p> <p>Music excerpts</p> <p>Manuscript</p> <p>Software:</p> <p>Noteflight</p> <p>iPads</p> <p>Interactive whiteboard</p>

<p>melody with different melodic motions and able to perform/sing for sharing in class 4.5 Carter for learner diversity through e-learning</p>	<p>performance directions in details. v/ performance/ sharing of students' works</p>						
<p>5.1 Expand student melody composition in untraditional scale (whole tone scale and pentatonic scale) 5.2 collaboration in the key learning area: Music and Visual Arts</p>	<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. ii/ by using virtual keyboard and GarageBand on iPad, student will be asked to use simple chords to accompany their own melody. iii/ expand the melody composition with whole tone scale and pentatonic scale with simple 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>F.2</p>	<p>–Over 90% of students hand in melody with chords – Over 70 % students use their composition as the basic idea for their impressionistic painting – Students will understand the relationship across different art forms; realise impressionism through sound and visual media.</p>	<p>in class discussion Peer assessment Teacher grading</p>	<p>January 2023– April 2023</p>	<p>JY CTP</p>	<p>Score Music excerpts Manuscript Software: Noteflight/ Flat/Musescore iPads Interactive whiteboard</p>

	iv/ Students will make use of her own composition to collaborate with visual arts impressionism painting						
6.1 To compose and arrange small scale musical work through multimedia	<p>i/ Group discussions and in class rehearsals for the development and evaluation of musical ideas, teacher will join in group discussions to consolidate and evaluate the feasibility of students' ideas on music arrangement</p> <p>ii/ Peer assessment to encourage students to express their analytical views on classmates' composition in class discussions. Musicians will be able to give professional suggestions 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 colors to the ensemble</p> <p>Venue for performance: SB 6</p>	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 2023 to May 2023	JY QS	<p>Software: Finale /Sibelius</p> <p>EDM apps Soundtrap</p> <p>iPads Interactive whiteboard</p>
5.1 To arouse students' awareness of synchronization	<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,</p>	F.4	Students hand in their final product and students present their ideas in class.	Peer-assessment as well as teacher grading.	January 2022 to May 2023	QS JY	<p>Video clips</p> <p>Posters for drawings</p>

through multi media project	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 will allow musicians and non–musicians to collaborate with their different expertise and ideas.						
6.1 To realise graphic scores in 20 <sup>th</sup> 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 realise 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.	October 2022 to January 2023	QS JY	Music clips and video clips  Graphic score PPT
6.2 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% of students present their ideas	Peer–assessment as well as teacher grading.	January 2023 to May 2023	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	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 2021 to January 2022	QS JY	budget: Kalimba x 40 (sourcing from taoboa \$100@=\$4000)

## VISUAL ARTS

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

- 1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.  
**Major Concern:** To build teachers' capacity for the effective use of assessment data.

#### Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build teachers' capacity for the effective use of assessment data.	1. Review the DSE statistical reports and refine the learning and teaching strategies. 2. Review the internal examination result data and refine the learning and teaching strategies.	F.4– F.6 students	1. 20% of F.6 students achieve Level 5 in DSE 2023. 2. The quality of learning improves reflected in the exam and SBA performance.	1. DSE result  2. Usual marking and online survey	9/ 2022 – 6/ 2023	PHL	Learning and teaching materials  Exemplars of students' artwork

- 2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.  
**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum.

#### Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster positive values (Perseverance, Respect, Responsibility, National Identity, Commitment, Integrity, Care for others, Law-abidingness, Empathy, Diligence) in students through refinement of the formal and informal curriculum.	At least two themes will be selected for each form throughout the school year to promote positive values which students are encouraged to finish an artwork with such contents. Learning and teaching materials, students' samples are selected to showcase positive values, and the respective folders will be uploaded to Google Drive for students' access.	F.1– F.3 students	1. Display artworks showing positive values in the Google shared drive for students' access.  2. 70% of students find their learning facilitated by such arrangements.	1. Usual marking  2. Online survey	9/ 2022 – 6/ 2023	PHL CTP	Learning and teaching materials  Exemplars of students' artwork



## PHYSICAL EDUCATION

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

**1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

**Major Concern:** To build teachers' capacity for the effective use of assessment data.

### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To divide the levels of DSE past papers by the DSE analysis report.	<p>1. To provide online quizzes to identify their abilities in doing DSE past papers revision regularly.</p> <p>2. To recruit graduated student helpers to enhance the revision papers.</p>	F.4 – F.6 elective students	<p>– 90% of students hand in their online revision quizzes regularly.</p> <p>– 80% of students meet the standard of level 3 or above.</p> <p>– 50% of students meet the standard of level 5 or above.</p>	- Google Form	Sept, 2022– Jun, 2023	VL, YYL	Part-time helpers
2. To improve the teaching effectiveness of PE(DSE).	1. To conduct teachers' lesson preparation once a cycle (Tue2 L6).	All PE elective students	- To complete the lesson preparation materials for Part 2, 3, 4, 5, 6 and 7 of the PE (DSE) syllabus.	- Individual interview and Year-end evaluation.	Oct 2022 – July 2023	YYL, VL	N/A

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3. To improve the exam paper setting abilities of teachers by using the assessment data.	1. Setters of examination are required to record the contents and difficulties of exams before setting the exam papers	All PE elective students	<ul style="list-style-type: none"> <li>– To increase the passing rate (50%) to 95% (similar to HKDSE level three rate in HYS).</li> <li>– To control the distinction rate (85% or above) to 5–10%.</li> </ul>	Test, Mid-Term Assessment and Examinations.	Sept 2022 – July 2023	YYL, VL	N/A
4. To improve the exam paper setting abilities of teachers by joining CPD courses	<ul style="list-style-type: none"> <li>1. Join the annual HKDSE paper review workshop.</li> <li>2. Join the annual paper setting course conducted by EDB.</li> </ul>	VL, YYL	N/A	Attend the course and submit the course work (if needed).	Nov, 2022	VL, YYL	N/A

- 2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.  
**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum.

**Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To promote value education.	- To promote positive values through class activities (Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy and Diligence)	All students	– Students can learn positive values through activities in general PE lessons.	– Google Form evaluation	Sept 2022 – June 2023	All PE teachers	

## SERVICE LEARNING EDUCATION

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

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

### **Programme Details:**

<b>Objectives</b>	<b>Strategies/ Activities</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>Time Scale</b>	<b>People in charge</b>	<b>Resources Required</b>
Create authentic contexts for students to interact and empathize with the service users	Off-campus visits and 'Human Library' are arranged throughout the course for students to understand the needs of the service users	70% of students agree that they were offered chances to interact and empathize with the service users.	End-of-term questionnaire	Whole year	Teachers	BGCA instructors
Develop self-efficacy among students in producing positive change for people with disabilities and sustainable development in society	Students are required to submit a detailed project proposal on the selected issue towards the end of the course; a final project showcase session will be arranged for students to share their learning outcomes with the whole school / service partners.	70% of students agree that they develop self-efficacy in producing positive change for people with disabilities and sustainable development in society	End-of-term questionnaire	2nd term	Teachers	BGCA instructors

**3. Development Goal:** To equip students with the future-proof skills through strengthening Technology Education

**Major Concern:** To review and refine the technology-related curriculum

**Programme Details:**

Objectives	Strategies/ Activities	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Enable students to apply their knowledge acquired in Science and Technology in their proposal where appropriate	In the final project, students are given the option to design a device to improve the well-being of the service users / promote sustainability in society	70% of students agree that they are able to apply their knowledge acquired in Science & Technology in their proposal	End-of-term questionnaire	Whole year		
Provide learning tasks for students to hone their skills in visual storytelling	Students are required to employ multimedia tools (e.g. videos) to pitch their project proposal	70% of students agree that their skills in visual storytelling are honed.	End-of-term questionnaire	2nd term	Teachers	BGCA instructors

## COUNSELLING COMMITTEE

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

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

#### Programme Details:

Objectives	Activity	Target	Success Criteria	Evaluation Method	Time Scale	People in charge	Resources required
To promote positive development in the Form 1 students (especially those with special needs), and to foster positive values, such as commitment, care for others.	Big Sisters Scheme	F.1, F.3 and F.4	70% of the participants agree that the activity can help promote positive development in the Form 1 students (especially those with special needs), and fostering positive values.	Teachers' and social workers' observation and Year-end evaluation	Whole year	Kylie, LSL, CWN, RL	\$5,000 (Training) \$20,000 (Day camp fee and materials) \$5,000 (Ocean Park fee)

<p>To strengthen students confidence and enlarge their social circles by grouping those who are more socially isolated together to participate in small group activities.</p> <p>To foster positive values, such as respect for others, care for others.</p>	<p>Peer Support Network</p>	<p>F.1 to F.3</p>	<p>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 positive values.</p>	<p>Teachers' and social workers' observation and Year-end evaluation</p>	<p>Whole year</p>	<p>Teresa, LSL, SLL</p>	<p>\$3,000 for activity and \$3,000 for rewarding program fee</p>
<p>To enhance the resilience of the students.</p> <p>To foster positive values, such as perseverance, care for others.</p>	<p>Challenge accepted program</p>	<p>F.2 to F.3</p>	<p>70% of the participants agree that the activity can help enhance the resilience of the students and foster positive values</p>	<p>Teachers' and social workers' observation and Year-end evaluation</p>	<p>Whole year</p>	<p>Teresa, LSL, CWN, CCG</p>	<p>\$3,000 (group activities) \$5,000 (Rewarding program fee)</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 values, such as care for others.</p>	<p>Form 6 Stress Management Workshop</p>	<p>F.6</p>	<p>70% of the participants agree that the activity can help ease students' study-related stress, strengthening the sense of peer support and support from teachers in the students and fostering positive values.</p>	<p>Teachers' and social workers' observation and Year-end evaluation</p>	<p>Nov 2022</p>	<p>Kylie, LSL, YYD</p>	<p>\$1,500</p>

<p>To develop positive attitudes towards adversity in students through sharing with them life warriors' stories.</p> <p>To foster positive values, such as empathy, respect for other, perseverance.</p>	<p>Live for Life Talk</p>	<p>F.4</p>	<p>70% of the participants agree that the activity can help develop positive attitudes towards adversity in students through sharing with them life warriors' stories and enhance students' sense of respect for others, self-awareness towards their potential and their self-confidence, and foster positive values.</p>	<p>Teachers' and social workers' observation and Year-end evaluation</p>	<p>Feb 23 to Mar 23</p>	<p>Kylie, LSL, GF</p>	<p>\$3,000</p>
<p>To foster positive values, care for others.</p> <p>To enhance the empathy of the girls toward the people in need.</p>	<p>Voluntary service for Basketball Team</p>	<p>F.1 to F.3 Basketball Team</p>	<p>70% of the participants agree that the activity can foster positive values.</p>	<p>Teachers' and social workers' observation and Year-end evaluation</p>	<p>Jan to April 2023</p>	<p>Teresa, LSL, CWN</p>	<p>//</p>

## MORAL AND CIVIC EDUCATION COMMITTEE

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

**2. Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

**Major Concern:** To foster positive values in students through refinement of the formal and informal curriculum

#### **Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster positive values in students through refinement of the formal and informal curriculum	Incorporate teaching materials related to positive values in junior form FLE and RS lessons	F.1 – F.3	70% of students agree that the lessons help them in knowing more about positive values	Year-end evaluation and Form teacher's observation	Whole year	GF	
	Class activities during class period to foster the relationship and rapport among Class teachers and students (Materials for the activities will be provided for Class teachers)	F.1 – F.3	70% of class teachers and students agree that the lessons help in developing relationship among students and class teachers	Year-end evaluation and Form teacher's observation	November	GF	
	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>• 70% of students are able to empathize with people who may have come from different backgrounds or cultures.</li> <li>• 70% of 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	



**CAPACITY ENHANCEMENT GRANT**

**Plan on Use of Capacity Enhancement Grant for 2022 – 23**

**Income:**

<b>Balance brought forward:</b>	<b>\$83,449</b>	
<b>Estimated Grant for 2022 / 2023:</b>	<b>\$726,876</b>	
<b>Total:</b>		<b>\$ 810,325</b>

**Expenditure:**

2 Administrative Officers:		\$ 700,000
Part-time clerical / administrative helpers		<u>\$ 80,000</u>
		\$ 780,000

**Balance** \$ 30,325

<b>Task Area: Enhancement of Administration’s efficiency</b>	
<b>Objectives</b>	<b>Action Plan</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)

### School-based After-school Learning and Support Grant Budget & Programme Plan of 2022–23

- A. Expected Income from the Government: \$58,800
- B. The estimated number of benefitting students (count by heads) under this Programme is 40 (including A.10 CSSA recipients, B. 20 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 20202– May 2023	4	8	4	\$34,000	
Art / Cultural Activities	To enhance students’ aesthetic development.	Students will acquire the skills in using musical instruments or develop their senses aesthetically.	Teachers’ observation and feedback	Sep 2022– Aug 2023	2	4	2	\$2,400	
Personal Growth Trainings or related co-curricular activities	To help students to develop positive life skills & communication skills.	Students will show confidence in solving daily life problems or interact well with their peers.	Teachers’ observation and feedback	Sep 2022 – Aug 2023	2	4	2	\$2,400	
Sports Training	To help students build up a strong body and build the team spirit of mutual support.	Students’ relative skills will be improved and strengthened.	Teachers’ observation and feedback	Dec 2022 – Aug 2023	2	4	2	\$20,000	
<b>Total no. of activities: <u>  4  </u></b>					<b>@No. of participation counts</b>	<b>10</b>	<b>20</b>	<b>10</b>	
					<b>**Total no. of participation counts</b>	<b>40</b>			

## LIFE-WIDE LEARNING GRANT

Plan on the Use of the Grant  
2022 – 2023 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
<b>Category 1</b>	<b>To organise / participate in Life-wide learning activities</b>										
<b>1.1</b>	<b>To organise Life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>										
1.1.1	Field Trips (Geography)	To consolidate students' learning outside the school campus	Sep 2022 to Jul 2023	F.4 to F.5	Teachers and students' feedback	\$5,000	✓	✓	✓		

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
1.1.2	Cultural Tours (History & Chinese History)	To enrich students' knowledge through visiting different historical sites	Oct 2022 to May 2023	F.1 to F.5	Teachers and students' feedback	\$5,000	✓	✓			
1.1.3	Company Visits (Tourism & Hospitality Studies)	To give students exposure to the workplace, to inculcate in them the proper notions of professionalism and work ethics, and to provide them with inspiration for their future pathways	Sep 2022 to Jul 2023	F.4 to F.5	Teachers and students' feedback	\$2,000	✓	✓			✓
1.2	<b>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)</b>										
1.2.1	Service Learning Education and Activities	To provide opportunities for students to understand and serve the wider community, to develop a sense of empathy among students, to equip them with skills in design thinking and entrepreneurship, and to provide authentic contexts for students to apply interdisciplinary knowledge to solve real world problems	Sep 2022 to May 2023	F.4	Teachers and students' feedback	\$200,000	✓	✓			✓

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					
1.2.2	School Sports Teams Training	To nurture students' character, promote team spirit and strengthen their physical skills for different types of sports	Sep 2022 to Aug 2023	F.1 to F.6	Teachers and students' feedback	\$300,000		✓	✓			
1.2.3	Drama Workshops and Appreciation	To develop students' talents in drama and performing arts	Sep 2022 to Aug 2023	F.1 to F.5	Teachers and students' feedback	\$10,000	✓	✓	✓			
1.2.4	Debating Training	To develop students' communication skills and logical thinking skills	Sep 2022 to Aug 2023	F.1 to F.5	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	Music Overseas Competitions	To broaden choristers' horizons and allow them to learn from choirs of other districts or countries	July or August 2023	F.1 to F.6	Teachers and students' feedback	\$100,000		✓	✓			
<b>1.4</b>	<b>Others</b>											
						<b>Estimated Expenses for Category 1</b>	<b>\$722,000</b>					

Domain	Item	Purpose	Estimated Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting Life-wide learning</b>		
STEM	Audio Link System	To enable students to listen more clearly to teachers' or tour guides' explanation about different sites during their outings	\$60,000
Music	Instruments shared by different orchestral groups	To develop students' potential in Music	\$100,000
<b>Estimated Expenses for Category 2</b>			<b>\$160,000</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$882,000</b>

**Estimated Number of Student Beneficiaries**

Total number of students in the school:	1000
Estimated number of student beneficiaries:	850
Percentage of students benefitting from the Grant (%):	85%

**DIVERSITY LEARNING GRANT**  
**HEEP YUNN SCHOOL**  
**Annual Programme Proposal for Diversity Learning Grant**  
**For the 2022/2023 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, Japanese, Korean, Spanish  (Academy of the Baptist Convention of HK)	3 years	S4-6 students who are going to take HKDSE examinations on the languages	40	Examinations endorsed by HKDSE and students' feedback	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 need	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 need and interests	Enlisted ApL courses provided by VTC, HKU SPACE, etc.	180 hours in 2 years for each course	Selected S4–6 students	10	Assessment conducted by course providers and moderated by HKEAA	YFL

**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 and longer sessions during long holidays  Oct 2022 to May 2023	Reflection log at the end of each lesson on the materials covered	KWL	\$46800 ((\$200/hour x 234))
Visual Arts	Design workshop	To give students an opportunity to develop an interest in graphic, fashion and packaging design	20 students taking Visual Arts as an HKDSE elective subject and other self-nominated students	12 2-hour sessions in Nov 2022, Feb and Mar 2023	Individual design portfolios at the end of the workshop for exhibition	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 and opportunities to lead activities	50 S4–6 students taking PE as an HKDSE elective subject	Oct 2022 to May 2023	Demonstration of various skills in examination and Pre–S1 orientation programmes	VL	\$10000 ((\$200/hour x 50 hours))



## One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development

### Heep Yunn School

#### Implementation Plan on the Use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2021–2024)

#### Details

##### Purpose:

- i. develop or procure relevant learning and teaching resources (including multimedia and e-learning resources), mobile applications and software, as well as reference materials for CS
- ii. subsidise students and teachers to participate in Mainland interflow activities or study tours relating to the curriculum of CS
- iii. organise school-based learning activities for enhancing the learning and teaching effectiveness of CS
- iv. organise or subsidise students to participate in joint-school / cross-curricular activities relating to the curriculum of CS conducted in Hong Kong or in the Mainland to promote interchange and dissemination of good practices.

Amount: \$300,000

Period: 2021–2022, 2022–2023, 2023–2024

#### Budget Plan

2021–2022

	Area	Details	Target	Budgeted Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	Purchase reference books and library resources (e.g. journals, magazines)	Teachers and students	2,000
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	/	/	/
iii.	Organising school-based learning activities relating to	/	/	/

	the CS curriculum			
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	/	/	/
v.	Others	/	/	/
			Total (2021–2022)	2,000

## 2022–2023

	Area	Details	Target	Budgeted Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	Purchase reference books and library resources (e.g. journals, magazines)	Teachers / Students	2,000
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	Subsidise students and teachers to participate in Mainland study tour relating to the CS curriculum (\$700 per head)	160 F.5 students and 20 teachers	126,000
iii.	Organising school-based learning activities relating to the CS curriculum	Subsidise students' participation in local visits and field trips that are closely linked with the curriculum of CS (\$120 per head)	170 F.4 students	20,400
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	/	/	/
v.	Others			/
			Total (2022–2023)	148,400

## 2023–2024

	Area	Details	Target	Budgeted Expenses (\$)
i.	Developing or procuring relevant learning and teaching resources	Purchase reference books and library resources (e.g. journals, magazines)	Teachers / Students	2,000

ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	Subsidise students and teachers to participate in Mainland study tours relating to the CS curriculum (\$700 per head)	160 F.5 students and 20 teachers	126,000
iii.	Organising school-based learning activities relating to the CS curriculum	Subsidise students' participation in local visits and field trips that are closely linked with the curriculum of CS (\$120 per head)	170 F.4 students	20,400
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	Subsidise students' participation in competitions relating to the curriculum of CS	Participating students	1,200
v.	Others			/
			Total (2023–2024)	149,600

## Total Budget for 2021–2024:

2021–2022	\$2,000
2022–2023	\$148,400
2023–2024	\$149,600
Total	\$300,000

*\*As per Education Bureau Circular Memorandum No. 83/2021, schools can carry forward the unspent balance of the CS Grant for use in the subsequent school year / financial year until 31 August 2024*