

**HEEP YUNN SCHOOL
2020-2021
Annual School Plan**



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

Contents

School Vision and Mission.....	4
School Development Goals for 2018/19 - 2021/22	4
Major Concerns for 2020 - 2021	4
CHINESE.....	5
ENGLISH & ENGLISH LITERATURE.....	7
MATHEMATICS	9
LIBERAL STUDIES	11
CHINESE HISTORY.....	13
ECONOMICS	15
FAMILY AND LIFE EDUCATION	16
GEOGRAPHY	18
HISTORY.....	20
INTEGRATED HUMANITIES/ LIFE AND SOCIETY	21
RELIGIOUS STUDIES.....	23
TOURISM AND HOSPITALITY STUDIES.....	24
BIOLOGY	25
CHEMISTRY.....	26
INTEGRATED SCIENCE	28
PHYSICS	29
BUSINESS, ACCOUNTING & FINANCIAL STUDIES	31
COMPUTER.....	33

SCIENCE AND TECHNOLOGY 34

TECHNOLOGY AND LIVING 35

MUSIC..... 37

VISUAL ARTS..... 39

PHYSICAL EDUCATION..... 40

COUNSELLING COMMITTEE 43

MORAL AND CIVIC EDUCATION COMMITTEE 45

CAPACITY ENHANCEMENT GRANT..... 47

SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES 48

LIFE-WIDE LEARNING GRANT 49

PROMOTION OF READING GRANT 53

HEEP YUNN SCHOOL

School Vision and Mission

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

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

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

School Development Goals for 2018/19 - 2021/22

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

Major Concerns for 2020 - 2021

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

CHINESE

中文科學校三年發展目標及每年關注事項

1. 發展目標：運用電子學習，照顧學生學習的多樣性。

1. 關注事項：通過電子學習提供更具挑戰性的任務，以幫助學生發揮潛能。

計劃目的	策略／活動	對象	成功準則	評估方法	時間表	負責人	所需資源
在學與教過程中靈活運用電子學習資源，善用不同的學習平台、應用程式或網上資源等，針對學生的學習表現，以電子學習支援延伸學習，為能力較佳的學生提供更艱深的學習內容，以照顧不同的學習需要，達致提升語文學習的成效。	<p>推行流程：</p> <p>① 善用電子教學資源，在課堂教學或電子學習平台設置不同的學習任務。例如：</p> <p>② 閱讀方面可加入延伸/增潤學習材料，讓學生於課後自學。</p> <p>③ 寫作方面，課堂上使用谷歌文件(Google Doc) 分組協作完成寫作練習，然後學生進行互評。</p> <p>④ 說話方面，學生將個人一分鐘的短講片段，上載至網上教室中，然後學生進行互評。</p>	中二級 高能力 組別學生 兩組	超過百分之七十的學生認為電子學習能有助增加學習的趣味及提升語文學習效能。	①問卷調查、 ②教師分享	全年	科主任 及 曾嘉麗 老師	小禮物

2. 加強小組教學中的教學法。

計劃目的	策略／活動	對象	成功準則	評估方法	時間表	負責人	所需資源
透過共同備課、教學分享及同儕觀課等方法，加強老師在照顧學生學習差異方面的認識及技巧，善用小組教學模式，精進教學效能。	(1) 延續中一級發展項目：相互教學法 (2) 推行流程： ① 商議發展的課題及教學內容 ② 透過共同備課，擬定教學設計及落實小組教學的教學元素。 ③ 教師進行試教，同儕觀課及議課。 ④ 全學年至少完成一個教學設計。	中二級 不同能力的 組別	① 教師全年進行三次的共備會議。 ② 教師完成一次試教。 ③ 教師在設計教學內容時，能加入小組教學的策略，並能照顧學生的學習需要或作延伸性的學習。 ④ 學生能在學習中多表達及參與學習活動。	① 觀課紀錄、 ② 共同備課紀錄	全年	科主任及中二級老師	/

ENGLISH & ENGLISH LITERATURE

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> To encourage interaction and sharing among peers To sustain a reading culture in the school To offer tasks of various levels of difficulty to further stretch students' potential 	<ul style="list-style-type: none"> A reading programme with graded articles and guided questions Students share their views and give peer feedback through online platforms 	<ul style="list-style-type: none"> F.1 to F.5 English groups (Compulsory) F.6 English groups (Optional) 	<ul style="list-style-type: none"> At least 80% of all students participate in the reading programme once a month At least 75% of elite class students agree that the reading programme is beneficial to them in terms of ideas formation 	<ul style="list-style-type: none"> Statistics on students' responses Evaluation forms completed by students to gauge the effectiveness of the programme 	<ul style="list-style-type: none"> Once a month 	<ul style="list-style-type: none"> Subject teachers 	
<ul style="list-style-type: none"> To encourage online discussions on set literary texts To facilitate peer learning 	<ul style="list-style-type: none"> Shared Google files for senior Literature students to conduct sharing of knowledge and 	<ul style="list-style-type: none"> F.4 to F.5 Literature students 	<ul style="list-style-type: none"> At least 80% of students attempt questions and tasks designed by the subject teachers related 	<ul style="list-style-type: none"> Statistics on students' participation in the questions and tasks 	<ul style="list-style-type: none"> Whole year 	<ul style="list-style-type: none"> Subject Teachers 	

<ul style="list-style-type: none"> To provide questions and tasks of different levels of difficulty to encourage students to realise their potential 	<p>learning experience</p> <ul style="list-style-type: none"> Subject teachers design challenging questions/tasks and provide feedback to responses 		<p>to the set literary texts</p> <ul style="list-style-type: none"> At least 70% of students agree that the questions and tasks help them realise or stretch their potential 	<ul style="list-style-type: none"> Statistics on the effectiveness of the online platform in challenging students and realising their potential 			
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2. Development Goal: To enhance the effectiveness of small group teaching in the core subjects.

Major Concern: To enhance pedagogies in small group teaching.

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

MATHEMATICS

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in- charge	Resources Required
To provide tiered resources and reference materials to students for self-paced learning	Provision of Google shared drive or Google Sites for students	All students	50% of students use the resources and find that they allow them to organise and plan their studies at an individual pace.	Year-end survey	Whole year	LKW	N/A
To promote electronic assessments for learning and as learning	Offering pre- and post-lesson tasks through online platforms (STAR, Google, etc.) with varying levels of difficulty. The inclusion of an E-platform (Flexiquiz) for making quizzes for this purpose.	Selected groups of students	50% of students of the participating groups complete the tasks and find them conducive to their learning. Participating teachers find the tasks informative towards planning their teaching.	Lesson observations and year-end survey	Whole year	LKW	N/A \$1500

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

Major concern: To enhance pedagogies in small group teaching.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
To enhance teachers' capacity in designing pedagogies suitable for small group teaching.	Regular meetings will be held among the panels of the 4 core subjects in order to share the strategies/pedagogies in small group teaching. Discussion between Panel Head and panel members in the department. Adoption of some of the shared strategies by all the panel members.	All Math teachers	Over 70% of colleagues agree the selected strategies can enhance the effectiveness of small group teaching.	Observation by teachers and feedback from students.	Whole year	YCW, LKW	
Conducting group games/tasks for specific topics to encourage collaborative learning among students		F.3 students	At least 2 group games/tasks are implemented. Over 70% of colleagues think that the games/tasks are effective and should be adopted as standard components for the chosen topic.	Observation by teachers and feedback from students.	Whole year	CHY, YCW	

LIBERAL STUDIES

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide opportunities for students to stretch their potential in terms of analytical skills, integration of sources, and research abilities	Additional challenging tasks will be provided to students through e-learning platforms. For F4, it will be optional evaluative tasks; for F5, it will be writing tasks on top of the standard fact checking tasks	F.4 – F.5 students	75% of students agree that they have been offered a choice of tasks suitable to their level	End-of-year student survey Teachers' observation Students' feedback	Whole-year	F.4 and F.5 teachers	/
To help students realise their potential by encouraging them to read more extensively and build a stronger knowledge base	Recommended books would be placed in a dedicated shelf in the library, and extra reading materials would be provided in electronic format to broaden students' knowledge Students' summary and reflection will be shared on e-learning platforms to motivate more students to read	F.4 – F.5 students	50% of students agree that they have read the extra reading / recommended books	End-of-year student survey Teachers' observation Students' feedback	Whole-year	F.4 and F.5 teachers	/

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance teachers' capacity in designing pedagogies suitable for small group teaching	Professional development activities will be conducted for teachers to share their experiences of using different teaching strategies in small group teaching	Subject teachers	Each teacher should share at least one teaching strategy used Each teacher should try at least one strategy shared by colleagues	Teachers' feedback	Whole-year	All teachers	/
To enhance students' participation and engagement in lesson	Common Lesson Preparation for a selected topic in F4 to develop and evaluate pedagogies for small group teaching	F.4 teachers	At least one set of lesson plans and materials for the selected topic should be developed based on the lesson study 75% of students agree that they are engaged in the lessons on the selected topic.	End-of-year student survey Teachers' evaluation Students' feedback	Term 2	F.4 Teachers	/

CHINESE HISTORY

中國歷史

學校三年發展目標及每年關注事項

2. 發展目標：運用電子學習，照顧學生學習的多樣性。

2. 關注事項：通過電子學習提供更具挑戰性的任務，以幫助學生發揮潛能。

本科計劃內容：

計劃目的	策略/活動	對象	成功準則	評估方法	時間表	負責人	所需資源
1) 鼓勵學生參與網上學習。 2) 加深學生對中國地理的認識 3) 提供具難度的習作令學生了解自己的潛力。	學生利用電子軟件製作有關中國省份或大城市的地理狀況及歷史演變過程的專題報告。專題報告會要求設計遊戲，可考驗學生的創意與運用電子軟件的能力	初中	1) 專題報告中設計遊戲的項目評分會包括創意與電子軟件的運用能力。 50%的學生取得 4/5 的分數； 90%的學生取得一半分數以上 2) 在地圖部分的考核： 30%的學生取得 4/5 的分數； 80%的學生取得一半分數以上	地圖會作為測驗或考試的考核範圍	全年	鄭美鳳	/

計劃目的	策略/活動	對象	成功準則	評估方法	時間表	負責人	所需資源
1) 利用電子學習，提升學與教成效 2) 提高學生的學習的興趣	在課堂上利用平板電腦或智能電話作小組活動或討論	中一至中五	1)全年每級至少實行2次 2)在電子教學中,同學積極討論 3)在考測成績中反映	1)課堂討論的氣氛及學生的回饋 2)考測有關的內容	全年	鄭美鳳	/
3)提供具難度的習作令學生了解自己的潛力。	利用電腦或手機的應用軟體或程式搜集資料及繳交習作;成績優異者可選擇挑戰難度高的練習	中一至中五	全年每級至少實行一次 習作項目評分會包括創意與電子軟件的運用能力。 50%的學生取得4/5的分數; 90%的學生取得一半分數以上	習作評估	全年	鄭美鳳	/

ECONOMICS

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To offer challenging tasks for students through e-learning platforms	Sharing of CE and AL past papers of more challenging topics (F.4: Demand and supply, F.5 Deposit Creation and National income accounting, QTM) through Google classroom / Google form	F.4 – F.5 students	At least 70% F.4 – 5 students finish one set of CE and AL past paper on google classroom / google form and find past paper questions helpful in clarifying misperceptions of difficult question types.	Record of google form and feedback from students	5 th Oct, 2020 - 4 th June, 2021	WWT and MML	CE and AL question bank
To provide students with more advanced academic articles / economic analysis on selected topics	Sharing of academic articles /economic analysis on google classroom	F.3 – F.6 students	70% of F.3 - 6 students read the academic articles (once for F.6 and twice for F.3 -5) on google classroom and find the articles / analysis deepen / widen their understanding in economics.	Record of Google classroom and feedback from students	5 th Oct, 2020 - 4 th June, 2021	WWT and MML	Google classroom
To provide students with challenging DSE questions (level 5)	Sharing of selected difficult (level 5) DSE questions on google classroom.	F.5 – F.6 students	70% of F.5 - 6 students finish at least one set of level 5 questions and find the questions helpful in handling the difficult types of questions	Record of Google classroom	5 th Oct, 2020 - 4 th June, 2021	WWT and MML	Google classroom and DSE past paper

FAMILY AND LIFE EDUCATION

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in Charge	Resources Required
To develop students' higher-order thinking skills (i.e. the skills to comprehend, apply, analyze, synthesize, and evaluate). To promote peer learning in the students.	Ask students to summarize and present their own additional ideas on each topic. They are required to analyze the factors contributing to the subject matters and explain how the concepts taught could be applied in daily life. They need to conduct group presentation (using ppt.) and upload the presentation to the Google classroom for peer evaluation and feedback.	Forms 1 – 3 students	70% of the students agree that the activity helps them realise their potential in making suggestions and helping others to improve.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Google Classroom

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

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

Objectives	Strategies / Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Teacher-in-Charge	Resources Required
To strengthen the rapport between students and teachers by encouraging mutual appreciation and support between them.	<ol style="list-style-type: none"> 1. Teachers give positive feedback to the students' reflection. 2. Teachers put pretty stickers to students' homework as encouragement and appreciation (about 5 out of 7). 3. Encourage students to show appreciation to their teachers in their reflection. 4. Require students to make handicrafts for teachers (can be non FLE teachers). 5. Teachers will give out candy to students in order to show their appreciation towards their participation. 	Forms 1 – 3 students	70% of the students agree that the activities help strengthen the rapport between students and teachers by encouraging mutual appreciation and support between them.	Students' year-end survey and teachers' feedback	Whole year	IY, MHC	Notebook for writing "Reflection". Pretty stickers (\$2000) Materials for making handicrafts. (\$6000). Candy / small cards (\$2000)

GEOGRAPHY

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> • To identify students' learning difficulties by using IT learning & assessment tools • To understand the prior knowledge and misconception before lessons • To refine learning and teaching by reviewing the online assessment results • To provide extra learning 	<p><u>CURRICULUM PLANNING</u> Senior Form</p> <ul style="list-style-type: none"> • At the end of each topic, online assessment in the form of MCQs will be held via Google form, Socrative • To conduct online discussion/ pre-/ post-lesson tasks via google document • Extended tasks will be added in the google document /online discussion platforms • Students' performance will be reviewed and follow-up work will be done to improve the learning outcomes (e.g. new lesson plans/ notes/ video) 	F.1-6 students	<ul style="list-style-type: none"> • 75% of students have finished the online assessment • positive feedback from over 70% of students and teachers • over 75% of the flipped lessons uploaded in YouTube viewed • over 70% of students able to leave positive/ meaningful learning 	<ul style="list-style-type: none"> • scrutiny of students' work • feedback from students and teachers • results and statistics of the online assessments • number of flipped classes, the numbers of views and comments 	Throughout the year	Form coordinators	G-Suite

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>programmes/ flipped classes to cater to students' needs and address the learning difficulties through YouTube channel (based on the learning performance from Google documents)</p>	<ul style="list-style-type: none"> • YouTube will be used as the online channel for sharing of video-taped lessons and flipped classes to cope with the learning problems <p>Junior forms</p> <ul style="list-style-type: none"> • At the end of each topic, online assessment in form of MCQs will be held via Google form, Socrative • Students' performance will be reviewed and follow-up work will be done to improve the learning outcomes (e.g. new lesson plans/ notes/ video) • YouTube will be used as the online channel for sharing of video-taped lessons and flipped classes to cope with the learning problems 		<p>reflections in the comment columns in the YouTube videos</p>				

HISTORY

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To extend students' scope of understanding of the topics taught through using e-learning platforms.	Students using e-learning apps/ Google Classroom for extended reading after lessons	F.1-F.6 students	70% of F.1-F.5 students downloading the readings and completed the assigned tasks.	Teachers checking the number of students downloading the readings in e-learning platforms. Teachers checking students' performance in the assigned tasks.	Sept, 2020- June, 2021	YFL, KC, YLT	Teaching apps
To better prepare students of higher ability for the public exam through drills and practices using the e-learning platforms.	Additional exercise for self-practice uploaded via Google Classroom	F.4-F.5 students	70% of the targeted students completing the exercise.	Teachers checking students' performance during discussion and summative assessment.	Sept, 2020- May, 2021	YFL, KC, YLT	On-line practice from the textbook publisher or school-based worksheets

INTEGRATED HUMANITIES/ LIFE AND SOCIETY

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students develop their various skills (for example, research skills, writing skills and organization skills) and expose them to more issues through different pre-lesson and in-lesson tasks	Additional challenging tasks will be provided to students in all forms through e-learning platforms. Optional bonus discussion questions will also be provided during lessons.	F.1 – F.3 students	At least one optional bonus discussion question will be given to students in each form. Over 60% of students agree that they have been offered more challenging tasks.	Department online survey Teachers' observation Students' feedback	Whole-year	All teachers	/
To encourage students to read more extensively and look into issues introduced in lessons in depth	Extra reading materials will be provided to students via Google Classroom to increase their understanding of issues introduced. Questions will also be set to facilitate their understanding of the reading materials. Relevant library books will also be introduced to students.	F.1 – F.3 students	Over 60% of students agree that they have read the extra reading at least once. Over 60% of students agree that the extra reading material can provide more understanding on the issues.	Department survey Teachers' observation Students' feedback	Whole-year	JK, YTL, KLH	/

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to think deeper into issues and topics introduced after lessons	F.3 students will be encouraged to participate in discussion on Google Classroom after lessons on more abstract concepts, for example, consumers' responsibility and human rights.	F.3 students	Over 70% of students agree that they have participated in discussion on Google Classroom at least once. Over 60% of students agree that the discussion has provided them a deeper understanding of some abstract ideas.	Department survey Teachers' observation Students' feedback	Whole-year	GF, JK, KC, KLH, YLT	/

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

Major Concern: To enhance pedagogies in small group teaching.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage more teacher- student and student-student interactions in lessons to facilitate students' learning	Pedagogies such as collaborative writing, P4C, flipped classroom and classroom discussion will be adopted in classes according to different needs.	F.2 – F.3 students	Each teacher in the Department should adopt one suggested pedagogy at least once. Over 60% of students agree that small group teaching enables more teacher-student and student-student interactions which enhance their learning.	Department survey Teachers' observation Students' feedback	Whole-year	All teachers	/

RELIGIOUS STUDIES

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students recognize their potential in studying R.S. with the help of different e-learning strategies	Students will be required to complete optional challenging tasks such as high order reflective questions or research tasks, which require using the internet or appropriate apps/platforms.	F.1 – F.6 students	60% of students agree that using e-learning can enhance their studies in R.S.	Students' year end survey and teachers' feedback	Whole year	CC, GF, MHC	<ul style="list-style-type: none"> ● iPads / tablets

TOURISM AND HOSPITALITY STUDIES

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<ul style="list-style-type: none"> - To promote better understanding about the prior knowledge before the lessons via IT learning and assessment tools - To refine and enrich learning and teaching by reviewing the online assessment results - To stretch the elite students' potential by extra learning program/materials via e-learning platforms 	<ul style="list-style-type: none"> - Use of online assessment tools (e.g. Google Form) to assess students' potential before and after the lessons - Students' performance will be reviewed and follow-up work will be done to improve the learning outcome - Additional online exercise (with advanced level)/ extended reading materials would be provided for elite students to further improve - Enrichment class will be conducted for F.6 to stretch students' potential and strengthen their learning based on the assessment results. 	F.4-F.6 students	<ul style="list-style-type: none"> - Over 75% of students have finished the online assessment - Positive feedback (on the strategies/ activities used) from 75% of students 	<ul style="list-style-type: none"> - Scrutiny of students' work - Results and statistics of the online assessments - Direct feedback from students 	Sept, 2020- June, 2021	TWT	

BIOLOGY

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To challenge students and develop their potential through the synthesis of videos or comics with biological concepts	Students design and generate a video about Cell Division and share among their peers. Students with different abilities will have a chance to design and generate different videos. More capable students will be challenged to design and generate videos with greater complexity and explanatory power.	F.4 students	One video is produced by each student	Students' feedback	Whole year	FS, YT	
	Students design and draw comics about the process of photosynthesis and respiration. Students with different abilities will have a chance to design and draw different comics. More capable students will be challenged to design and draw comics with greater complexity and explanatory power.	F.5 students	One comic is produced by each student	Students' feedback	Whole year	FS, YT	
To challenge students with real-life situation to apply their knowledge and encourage self-directed learning through online resources	Videos and/or articles extracted from free online resources (e.g. IFL science, ASAP Science, Scientific American, etc.) will be shared among students to stimulate discussion . Students with different abilities will be able to contribute to the discussion with online resources of different levels of difficulty.	F.6 students	Students make use of at least one online resource for their lesson preparation or discussion in class	Teachers' observation and students' feedback	Whole year	FS, YT	

CHEMISTRY

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To know the strengths and weaknesses of students based on the statistics generated by the IT tools after the assessments.	Using IT tools (e.g. Google Form, eClass assessment, plickers) for assessing students' learning effectiveness From the results generated by the IT tools, teacher will focus more on the parts that students do not perform well during lesson or record video to explain those parts in detail. This can especially help the academically weaker students to clarify their concepts.	F.4 – F.6 students	Over 90% of students finish the online assessments.	Report generated by the IT tools, teachers' observation and students' feedback	Sept, 2020-Jun, 2021	CYC, CWC, CHY	
To prepare online materials for students to learn at home before or after lessons based on some difficult concepts or the results generated by the IT tools after the assessments.	Recording videos via YouTube or Edpuzzle for pre-lesson and post-lesson teaching In some of the videos, more difficult and challenging questions in the note will be taught to cater for academically stronger students.	F4 – F6 students	At least 5 videos are uploaded for each form and over 70% of students find the e-learning materials useful.	Teachers' observation, students' feedback and questionnaire	Sept, 2020-Jun, 2021	CYC, CWC, CHY	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to take initiative to learn and pursue more knowledge and facilitate students to understand the interconnection between science, technology, society and environment.	<p>Joining the Chemist Online Self Study Scheme (COSAS) organized by EDB</p> <p>This can stretch the potential of the students by offering them with more advanced chemistry online lectures in which most of the contents are not taught in the lessons in school. Moreover, students have to read/view the pre-seminar materials which explain some of the chemistry knowledge and concepts involved in the seminar. This can also enhance their self-learning ability.</p>	F.4 students	Over 50% of students get a certificate by watching 3 or more online seminars and complete the online assessment questions.	Progress report from COSAS.	Sept, 2020-Jun, 2021	CYC, CWC, CHY	

INTEGRATED SCIENCE

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To develop the potential of students by videos, simulations or apps.	Teachers prepare videos, simulations or teaching apps about difficult and challenging concepts in science for students.	F.1-F.6 students	Over 70% of students agree that the videos or apps are useful.	Teachers' observation and questionnaires done by students.	Whole year	All teachers	

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Through the process of joining various competitions, a stronger bonding can be built between teachers and students.	Students will be grouped together to join various science or STEM-related competitions	F.1-F.6 students	Over 70% of students agree that the preparation process of the competitions help to strength the bonding among them.	Teachers' observation.	Whole year	All teachers	

PHYSICS

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To improve students' interpretations of the results of their laboratory practical work through the use of computer data logging.	Two difficult and challenging practical works will be carried out with the aids of computer datalogging equipment. (i) Investigating force of impact - students are required to handle two sensors and interpret data from two sensors. (ii) Investigating induced e.m.f. in a coil - students are required to interpret the data sensibly since many factors will affect the results in this experiment.	F.4 – F.5 students	Over 70% of students agree that their skills in interpretations of practical work results are improved through the use of computer data logging.	Teacher's observation, students' feedback and questionnaire	Oct, 2020-May, 2021	TWK	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote interactive learning inside and outside the classroom	Using mobile devices and MVA apps to conduct motion analysis experiments. More difficult two dimensional motion (e.g horizontal projected motion and general projectile motion) will be analyzed by MVA apps.	F.4 – F.5 students	Over 70% of students agree that they can learn more and effectively by using mobile devices and apps.	Teacher's observation, students' feedback and questionnaire	Oct, 2020-May, 2021	TWK	
To enhance students' understanding of difficult physics concept through simulations.	Uploading simulations to the eClass or the Internet so that students can try the simulations and prepare for the lessons beforehand. Quiz will be prepared or further questions about the simulations will be asked at the beginning of the lessons in order to strengthen their understanding of difficult physics concepts and stretch their potential.	F.4 – F.5 students	Over 70% of students find that simulations can help them understand difficult physics concepts.	Teacher's observation, students' feedback and questionnaire	Oct, 2020 - May, 2021	TWK	

BUSINESS, ACCOUNTING & FINANCIAL STUDIES

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' self-learning initiatives through e-learning.	(1) A new Ipad Apps "Explain Everything" will be used. Most of the important concepts and question demonstrations will be recorded in video form. Students can watch them over and over again after lessons. The videos will be categorised into different levels of difficulty. Students can choose to watch them according to their needs.	F.3 - F.6 students	The average scores of the questionnaires exceeding 3. Students' opinions	Evaluation questionnaire Qualitative oral feedback from interviews	Whole year	CC, LYY	
To build up a solid foundation for weaker students while enriching the knowledge of able students	(2) Regular DSE Past paper revision videos will be prepared. Both fundamental and challenging parts will be uploaded for students. Students can choose to see the videos according to their needs.	F.5 - F.6 students	The average scores of the questionnaires exceeding 3.	Evaluation questionnaire	Whole year	LYY	
To enhance students' self-learning initiatives through e-learning.	(3) Online MC questions by topics will be uploaded in the google classroom for students to do at home. Students can get instant feedback. A practice zone has been created in the google classrooms for F.3-6. Students can take their initiative to do exercise for revision.	F.3 - F.6 students	As above	As above	Whole year	CC, LYY	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enable students to revise and extend their learning through e-channel.	(4) PowerPoint files and other supplementary learning materials would be uploaded to google classroom or other online channels after the lessons.	F.3 - F.6 students	As above	As above	Whole year	CC, LYY	
To provide more flexibility to students for their time management.	(5) Encourage students to ask questions and communicate with teachers using e-channels e.g. WhatsApp, Instagram, e-mail, etc.	F.3 - F.6 students	As above	As above	Whole year	CC, LYY	

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

Major Concern: To strengthen the rapport between students and teachers

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To strengthen the rapport between students and teachers	(1) Small group tutorials for weaker students A record book will be used to store all the attendance for each tutorial	F.3 - F.6 students	Students' opinions The average scores of the questionnaires exceeding 3.	Qualitative oral feedback from interviews Results analysis from the evaluation questionnaires	Whole year	CC, LYY	

COMPUTER

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Encourage students with greater ability to take more challenging tasks.	Set up questions with different levels of difficulty. Use different e-learning tools to allow students to take up tasks with their own learning pace.	F1 – F3 students	Successful if more than 80% of the students indicates that they have taken more challenging tasks.	Assessing the result through questionnaire.	Whole year	CKL	

SCIENCE AND TECHNOLOGY

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To develop the potential of students in STEM by videos, simulations or apps.	Teachers prepare videos, simulations or teaching apps of higher level of difficulty to help students realise their potential.	F.1-F.2 students	Over 70% of students agree that the videos or apps are useful.	Teachers' observation and questionnaires done by students.	Whole year	All teachers	

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Through the process of joining various competitions, a stronger bonding can be built between teachers and students.	Students will be grouped together to join various science or STEM-related competitions	F.1-F.2 students	Over 70% of students agree that the preparation process of the competitions help to strength the bonding among them.	Teachers' observation.	Whole year	All teachers	

TECHNOLOGY AND LIVING

School 3-Year Development Goals and Annual Major Concerns

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

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

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students to conduct mobile learning to understand/revise some basic food preparation techniques anytime and anywhere at their own learning pace.	Videos of some basic food preparation techniques (e.g. cutting skills, dough making skills) will be uploaded to Google Classroom. Students will be asked to watch at least two of them.	All Form 1 and Form 2 students	Each student has watched at least two of the videos in Google Classroom.	A survey will be conducted by using google form.	Nov 2020 to Feb 2021	YWL	Google Classroom, Google Form, Video clips
Students to conduct inquiry-based learning according to their own ability when doing the meal planning project. For advanced learners, their information literacy will be enhanced via screening out and adopting reliable information from the internet.	Students will be asked to conduct a web quest to complete a meal planning project on their own. They will be also required to find the recipe of the proposed meal from the internet for the subsequent cookery test.	All Form 2 students	90% of students have completed the meal planning project on their own and found the practical recipe of their proposed meal.	A worksheet will be designed for assessing students' learning performance.	Jan - Feb 2021	YWL	Google Classroom, Web Quest, Worksheet

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students to conduct self-directed learning and learn at their own pace via using different interactive learning platforms.	Interactive learning platforms like Nearpod and Pear Deck will be used to teach theories related to food nutrition and fashion design.	All Form 1 and Form 2 students	Each student has viewed at least one presentation in the interactive learning platform.	A survey will be conducted by using google form.	Sep 2020 to May 2021	YWL	Interactive learning platforms, Google Form

MUSIC

School 3-Year Development Goals and Annual Major Concerns

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

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

General music lessons

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- Enhance students' knowledge of instruments of the orchestra - Students will learn special techniques of the musical instruments	i/ pre lesson video clips on different musical instruments and their special techniques ii/ peer demonstration with excel musicians demonstrate the techniques and sonorities on musical instruments for non-musicians and students who are not playing their musical instruments iii/ post lesson worksheets with musical examples on e-learning platforms to consolidate the knowledge. Extended tasks and challenging questions embedded to stretch students' potential on music appreciation through e-learning will be given to more gifted musicians	F.1 students	Over 90% of students participate in the discussion - Over 90% of students can recognize the sonorities of musical instruments from different families -Over 90% of students hand in worksheets	Classroom discussion and teacher grading	November 2020 to March 2021	JY QS	Video clips sharing through e-platform worksheets

Co-curricular activities

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required	Budget
<p>- To cater to learner diversity through e-learning</p> <p>- To continue music making in small groups during the pandemic with virtual ensemble</p> <p>- Elite students helping out with less skillful students</p>	ensemble making through virtual software in orchestral groups and choir	members of orchestra, string orchestra, symphonic band and senior choir	<p>-over 80% of members sign in the virtual studio for recording</p> <p>-over 70% of members complete the virtual recording</p> <p>-over 70% of member successfully cut and edit video with good quality of sound from virtual studio</p> <p>- Over 50% of final products are musically polished, competent and agreed by conductors and peers to be published to public media like YouTube and IG</p>	<p>- activation in SoundTrap</p> <p>- submission to virtual studio in 3 phrases</p> <p>- video and sound editing with IMovie/ FinalCut Pro/ Logic Pro/ Audacity and evaluation by peers and conductors</p>	Oct 2020 to March 2021	JY QS Daria Chung 5E Jocelyn Liang 5E Jeannie Lau 5D Kristy Chow 5D	<p>SoundTrap studio</p> <p>Final Cut pro</p> <p>Logic pro</p> <p>Video recorder and condenser mic with good quality</p>	\$1568 x2 (pro app education purchase: Final Cut pro/ Logic Pro X/ motion 5

VISUAL ARTS

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cater for different learning needs by stretching more able students' potential while encouraging less able students' confidence and sense of achievement	Folders of learning and teaching materials are classified into two levels – basic level and advanced level. At least one theme will be identified for each form per term, and the respective folders will be uploaded to Google drive for students' access to differentiated levels of learning and teaching materials.	F.1-6 students	70% of students find their learning facilitated by such arrangements.	Online survey	9/ 2020 – 6/ 2021	AC PHL	Learning and teaching materials Exemplars of students' artwork

PHYSICAL EDUCATION

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To enable students to discuss the skills learnt by video-clipping.	1. Uploading videos to google classroom before and after classes. 2. Students can improve their skills by discussing & analyzing the skills of the video-clips taken by themselves during classes.	F.1-F.3 students	- 85% of students can perform the skills they have learnt and 90% of students pass in the assessments. - 40% of students can perform high-level of the learnt skills.	- Skills will be assessed.	Sept, 2020- Jun, 2021	All P.E. teachers	
2. To enable students to learn the skills on their own pace so that students know their potential in different sports.	1. Skills will be divided into different levels. There is a station for each level. Videos will be shown in each station. 2. Students can choose which level they want to start with. Students may proceed to a higher level of skill or they may choose to lower the level of the skill after practicing.	F.1 -F.3 students		Different levels of practical skills will be assessed.	Sept 2020 – June 2021	All P.E. teachers	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3. To let students to learn the skills in a scientific way.	<p>1. Students use a mobile app/camera to record their skill, and analyze their movement afterwards.</p> <p>2. Students record their skill and perform the skill for peer-assessment or self-assessment.</p> <p>3. Students hand in their assessment through google classroom.</p>	F.1 – F.5 students	<p>- 80% of the students figure out the optimal performance e.g..throwing the javelin/shot-put at the angle of 40° to 45°.</p> <p>- Over 70% of students can perform the skill their leaders have taught.</p>	Students need to complete a self evaluation form to show what they have found in a series of practice.	Sept 2020 – June 2021 (Dancing/ gymnastics/ rope-skipping/ ball games lessons)	All P.E. teachers	App “coaches eyes” (free version)
4. To unleash the leadership quality of the more able students.	<p><u>Peer learning</u></p> <p>- Students learn in groups to facilitate cooperative learning.</p> <p><u>Sports Education</u></p> <p>Students are assigned with different roles to carry out a sports game.</p> <p>- Coach: to set training programs for members</p> <p>- organizing committee: to set competition rules and schedule</p> <p>- Referee: To ensure the competition carries out fairly</p> <p>- Commentator: to comment on students’ performance with profession</p>	F.4 – F.5 students	<p>- 80% of the group leaders are able to perform better in cooperative learning.</p> <p>- 80% of students understand their roles in sports education</p>	- The smoothness and the performance of the competition will be recorded and assessed	March 2021 – April 2021	All P.E. teachers	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
5. To let students learn practical skills in their own pace.	<ul style="list-style-type: none"> - Practice videos are given to students through Google classroom. - Students are required to record their performance monthly and upload to Google classroom. 	F.4-F.6 DSE PE students	<ul style="list-style-type: none"> - 80% of DSE PE students can perform the skills - 90% of students understand what they have done well and badly. 	<ul style="list-style-type: none"> - Upload videos and self-evaluation to Google classroom monthly 	Sept 2020 – June 2021	VL	
6. To let students learn the theory in their own pace.	<ul style="list-style-type: none"> - Exercises will be uploaded to Google classroom with different levels. e.g. state, describe, explain and discuss. - Students need to complete all “state” questions before proceeding to “describe” questions, “explain” questions and “discuss” questions. 	F.4-F.5 DSE PE students	<ul style="list-style-type: none"> - 100% of students could complete all “state” questions. - 85% of students could complete all “describe” questions. - 80% of students could complete “explain” questions. - 70% of students could complete “discuss” questions. 	<ul style="list-style-type: none"> - Exercises need to be submitted and will be marked 		VL	

COUNSELLING COMMITTEE

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Activity	Target	Success Criteria	Evaluation Method	Time Scale	Teacher-in-charge	Resources required
To enhance the problem solving skills of the students in dealing with daily life challenges and even crises. To strengthen the communication with teachers and enhance sharing of teachers to students through debriefing.	Form 1 Camp Activity	Form 1 students	70% of the participants agree that the activity can help enhance the problem solving skills of the Form 1 students in dealing with daily life challenges and even crises as well as strengthening the communication with teachers and enhancing sharing among teachers and students through debriefing.	Teachers' and social workers' observation and year-end evaluation	Apr 2021	IY, Kylie	\$1200 (for materials)
To promote positive development in the Form 1 students (especially those with special needs), and strengthen the rapport between teachers and students through various activities (tea gathering, sharing sessions etc.).	Big Sisters Scheme	Forms 1, 3 and 4 students	70% of the participants agree that the activity can help promote positive development in the Form 1 students (especially those with special needs), and strengthen the rapport between teachers and students through various activities (tea gathering, sharing sessions etc.).	Teachers' and social workers' observation and year-end evaluation	Whole year	Kylie, Teresa, SLL	\$18000 for Camp fee and materials \$5000 for Ocean Park Fun Day

<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 strengthen students' relationships with teachers by making gifts for teachers by themselves.</p>	<p>Peer Support Network</p>	<p>Forms 1 to 3 students</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 and strengthen the students' relationships with teachers by making gifts for teachers by themselves.</p>	<p>Teachers' and social workers' observation and year-end evaluation</p>	<p>Whole year</p>	<p>Teresa, KMY</p>	<p>\$3000 for activity and \$3000 for rewarding program fee</p>
<p>To enhance the resilience of the students.</p> <p>To strengthen the relationship between teachers and students through inviting teachers to participate in the activities.</p>	<p>Challenge accepted program</p>	<p>Forms 2 to 3 students</p>	<p>70% of the participants agree that the activity can help enhance the resilience of the students and strengthen the relationships between teachers and students through inviting teachers to participate in the activities.</p>	<p>Teachers' and social workers' observation and year-end evaluation</p>	<p>Oct 2020 to July 2021</p>	<p>Teresa, TTT</p>	<p>\$1000 for group session materials and \$3000 for free joy activities</p>
<p>To ease students' study-related stress.</p> <p>To strengthen peer support among students and support from teachers.</p> <p>To strengthen the rapport between teachers and students.</p>	<p>Form 6 Stress Management Workshop</p>	<p>Form 6 students</p>	<p>70% of the participants agree that the activity can help ease students' study-related stress, strengthen the peer support among students and supporting from teachers and strengthen the rapport between teachers and students.</p>	<p>Teachers' and social workers' observation and year-end evaluation</p>	<p>Oct 2020</p>	<p>Kylie, LSL, YYD</p>	<p>\$800</p>

MORAL AND CIVIC EDUCATION COMMITTEE

School 3-Year Development Goals and Annual Major Concerns

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

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

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Person- in-charge	Resources Required
1. To strengthen the rapport between students and teachers by promoting communication with each other	Journal Writing	F.1 - F.4 students	70% of the students agree that this activity promotes the rapport between teachers and students	Year-end evaluation and form teacher's observation	Whole year (at least 3 times a year)	GF	
2. To strengthen the rapport between students and teachers by engaging them in class activities.	Class Party	F.1 - F.6 students	70% of the students agree that this activity promotes the rapport between teachers and students	Year-end evaluation and Form teachers' observation	5/2/2021	GF	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Person- in-charge	Resources Required
3. To strengthen the rapport between students and teachers by promoting the value of 'care for others' and 'respect'.	Appreciation Week 1. Teacher Appreciation Board 2. Good Student Election	F.1 - F.5 students	1. Teacher Appreciation Board: 70% of the students agree that this activity helps strengthen the bonding among themselves by showing care to each other 2. Good Student Election: 70% of the students agree that this activity helps them focus more on the good attributes of their classmates.	Year-end evaluation and teachers' observation	March 2021	GF, IY, LKC	<ul style="list-style-type: none"> • Teacher Appreciation Cards designed by Student Association • Production of certificates, board and cards

CAPACITY ENHANCEMENT GRANT

Plan on Use of Capacity Enhancement Grant for 2020-2021

Income:

Balance brought forward:	\$ 120	
Grant for 2020 / 2021:	\$751,028	
Total:		\$751,148

Expenditure:

2 Administrative Officers:		\$690,305
Part time clerical / administrative helpers		<u>\$ 60,843</u>
		\$751,148

Balance \$ 0

Task Area: Enhancement of Administration’s efficiency	
To relieve teachers’ workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-Learning materials, and to conduct remedial teaching to deal with learning diversity.	One Teaching Assistant, two administrative officers and student helpers will be employed to shoulder part of the administrative work of the teachers so that they can devote more time to 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 2020-21

- A. Expected Income from the Government: \$49,200
- B. The estimated number of benefitting students (count by heads) under this Programme is 45 (including A. 25 CSSA recipients, B. 10 SFAS full-grant recipients and C. 10 under school's discretionary quota)
- C. Information on Activities to be subsidised/complemented by the grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			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 2020 – May 2021	5	2	2	\$2,600	
Art / Cultural Activities	To enhance students' aesthetic development	Students will acquire the skills in using musical instruments or develop their aesthetic senses.	Report from teachers and presentation	Sep 2020– Aug 2021	5	2	2	\$3,000	
Personal Growth Trainings or related co-curricular activities	To help students to develop positive life skills & communication skills	Students show confidence in solving daily life problems or interact well with their peers	Report from teachers and feedback from students	Sep 2020 – Aug 2021	5	2	2	\$3,600	
Leadership Training	To enhance the confidence of students and develop their leadership skills	Students will take initiative in organizing activities and are willing to take up responsibilities	Teachers' observation and feedback	Feb. 2020– April 2021	5	2	2	\$4,000	
Sports Training	To help students build up a strong body and build up the team spirit of mutual support.	Students' relative skills will be improved and strengthened	Teachers' observation and feedback	Dec 2020 to August 2021	5	2	2	\$36,000	
Total no. of activities: ___ 5 ___				@No. of participation counts	25	10	10		

LIFE-WIDE LEARNING GRANT

Life-wide Learning Grant Plan on the Use of the Grant 2020-2021 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
Category 1	To organise / participate in life-wide learning activities										
1.1	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)										
Elective Subjects	Visits, field trips or exchange tours organized by different senior form elective subjects	To consolidate learning and explore new perspectives of the subjects	July 2021	F.4	Teachers and students' feedback	\$200,000	✓	✓			
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										

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

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
							I	M	P	S	C	
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	Life Skills and Training Camp	To enhance students' confidence, nurture them with life skills and collaboration skills	April 2021	F.1	Teachers and students' feedback	\$150,000		✓	✓			
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
	Overseas Cultural Tour	Through allowing students to learn about the developments of art, culture and conservational industries in an Asian Country, the tour aims at widening students' horizons, enriching their life experiences and equipping their multi-dimensional thinking skills.	April 2021	F.3	Teachers and students' feedback	\$400,000	✓	✓				
1.4	Others											
	Music Overseas Competition	To broaden choristers' horizons and learn from choirs of the other districts or countries	July or August 2021	F.1 to F.6	Teachers and students' feedback	\$150,000		✓	✓			
						Estimated Expenses for Category 1	\$1,700,000					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Lego EV3 robots, drones, solar cars, infra-red sensors, detectors	To develop students' potential in STEM	\$100,000
			Estimated Expenses for Category 2
			\$100,000
			Estimated Expenses for Categories 1 & 2
			\$1,800,000

Estimated Number of Student Beneficiaries

Total number of students in the school:	1025
Estimated number of student beneficiaries:	840
Percentage of students benefitting from the Grant (%):	86%

PROMOTION OF READING GRANT

Heep Yunn School

Plan on the Use of the Promotion of Reading Grant 2020-2021

The major objectives for Promotion of Reading:

- (1) To cultivate students' reading interest
- (2) To provide literary and educational activities for students
- (3) To improve students' reading skills

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	\$55,000
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	/
	e-Read Scheme	
	Other scheme : _ _____	
3.	Reading Activities	\$7000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	Hire of service from external service providers to organise student activities related to the promotion of reading	

	Paying the application fees for activities and competitions related to the promotion of reading	
	Subsidising students for their participation in and application for reading related activities or courses	
4.	Other : _____	
	Total:	\$62,000