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IN STRENGTH AND GRACE WE STAND UNITED

IN FAITH AND LOVE WE ARE COMMITTED

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CHAPTER 1: PORTRAIT OF HEEP YUNN SCHOOL

SCHOOL BACKGROUND

By the Grace of God, Heep Yunn School was established as an Anglican school in 1936, when two former Church Missionary Society institutions, namely Fairlea School (1886) and Victoria Home and Orphanage (1887), were joined together. The name “Heep Yunn” means “united in grace” in Chinese. Over the years, Heep Yunn has gradually grown from a Vernacular school into an English-medium school providing a high quality, all-round education for girls in Hong Kong. In 2012, the School switched its status from a government grant-in-aid school to a Direct Subsidy Scheme school.

The founders of Heep Yunn were committed to bringing education to young women and orphans in answer to the call of duty at a time of economic instability and threat of war in 1930s Hong Kong. They believed in empowering students to bring enlightenment to our nation and support to our people. To this day, the school abides by its dedication to serve our fellow men in the love of Christ.

SCHOOL VISION AND MISSION

It is the mission of the School to provide our students with a Christian education that aims to develop 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 MOTTO

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

SCHOOL MANAGEMENT

Heep Yunn School is operated and managed by the School Management Committee (SMC), with the Council of Heep Yunn School as the School Sponsoring Body. The Council is also the School Sponsoring Body of Heep Yunn Primary School and Heep Yunn School Private Kindergarten.

MEMBERS OF THE COUNCIL OF HEEP YUNN SCHOOL AND THE SCHOOL MANAGEMENT COMMITTEE

The Right Revd Dr. Timothy Kwok	(Chairman)
Prof. Allan Yuen	(School Supervisor)
Mr. Iain Bruce	(Hon. Treasurer)
Miss Bella Leung	(Hon. Secretary)
Mr. Roland Chow	
Mrs. Betty Cheng	
Miss Fion Lee	
Mrs. Linda Fung	
Prof. Edwin Chan	
Dr. Arnold Cheng	
Mr. Herman Tsoi	
Miss Anita Fung	
The Very Revd Franklin Lee	
Dr. Eugenie Leung	
Mr. Simon Tang	
Dr. Wai Him Kwok	
Miss Fanny Lam	

CAMPUS AND FACILITIES

Our school is located on an 11,000 sq. m. campus consisting of six building blocks, each with its unique history and purposes. These include the Lau Cheung Suet Ming Building (1936), the Chapel of St. Clare of Assisi (1957), the Chau Hau Leung & Li Shiu Ching Building (1964), the Library (1966), the Jubilee Building (1986) and the Mr. & Mrs. Au Sue Hung Building (2005). Additionally, our outdoor facilities include a 25-metre swimming pool, 4 multi-purpose games courts, a rest garden, a parking area and a lawn. Indoors, we have the School Hall, Dining Room, Student Activity Centre, Student Development Centre, 30 special rooms including the Drama Laboratory, the Innovation Laboratory, and the Lecture Theatre, 30 classrooms, and a 3-storey high sports centre.

USEFUL LINKS

For further information, please visit:

our School's homepage:

<http://www.hys.edu.hk/>

our School's Prospectus 2023-24:

http://www.hys.edu.hk/english/Prospectus_2023-24.pdf

our School's Kaleidoscope 2023-24:

http://www.hys.edu.hk/english/2023-24_HYS_Kaleidoscope.pdf

website of the Committee on Home-School Co-operation, search "Heep Yunn School" under "Secondary School Profiles" for public reference:

https://www.chsc.hk/ssp2022/index.php?lang_id=1

CHAPTER 2: SCHOOL DEVELOPMENT (2022-2025)

SCHOOL DEVELOPMENT GOALS FOR 2022/23 - 2024/25

1. To facilitate students' learning through enhancing teachers' assessment literacy.
2. To cultivate positive values¹ among students and nurture them into becoming responsible citizens with the commitment to serve.
3. To equip students with essential future-proof skills² through strengthening Technology Education.

MAJOR CONCERNS FOR 2023 - 2024

1. To advance students' learning and teaching effectiveness by enhancing classroom assessments.
2. To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.
3. To promote STEM development through utilising the newly renovated Innovation Laboratory.

¹ The ten 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 |

In addition to the ten priority values advocated by the EDB, Heep Yunn also promotes other positive values.

² With reference to the OECD Future of Education and Skills 2030, the World Economic Forum's Future of Jobs Report and the "21st Century skills" promulgated by the Education Bureau and other organisations, Heep Yunn encapsulated four "future-proof skills" that are essential for our students, namely:

- (i) critical thinking and problem-solving skills;
- (ii) creativity and innovative thinking;
- (iii) active learning and adaptation; and
- (iv) effective teamwork.

CHAPTER 3: DEPARTMENT PLANS**KLA (1) CHINESE LANGUAGE EDUCATION****CHINESE (中文科)****學校每年關注事項****1. 優化課堂評估，提升學與教的成效。**

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
優化課堂評估，加強同儕之間互相評估的活動，讓學生能掌握寫作要求和評分準則，通過改寫活動，藉著學生之間的交流互動，鞏固和提升他們的寫作能力。此外，教師亦可透過學生的互評內容，了解學生的學習困難，修訂教學策略和回饋方向，以更切合學生的學習需求，提升學與教的效能。	<p>推行流程：</p> <p>①配合話題寫作，在寫作前，教師要善用寫作教學和相關的工作紙進行寫作前指導，讓學生清楚瞭解是次寫作的重點和入品要求。</p> <p>②教師初步批改學生作文，並因應學生表現制定同儕互評表和課堂討論工作紙，並選取一篇或多篇有改寫空間的寫作樣本讓學生評改。</p> <p>③在課堂中將學生分組進行討論，各組需就指定的寫作樣本進行評分和提出改善建議，教師針對學生的改寫建議給予回饋。</p> <p>④學生根據討論的內容和教師的回饋，分組就指定的寫作樣本進行改寫，教師跟進改寫，並指出作文提升之處。</p>	中五級	<p>①完成寫作互評及改寫活動一次</p> <p>②七成學生同意活動有助她們掌握寫作要求。</p>	學生課業、問卷調查	下學期	科主任及中五級老師	/

2. 幫助學生瞭解社區和國家發展，成為負責任的公民。

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
透過以讀帶寫，並讓學生走出教室，體驗社區文化、認識人文歷史，增加對社會及國家發展的認識，思考如何為社區發展、環境保育出一分力，提升學生對家國的歸屬感。	<p>推行流程：</p> <p>①於一月下旬，全級中三學生分為四（或三）隊，輪流外出學習，每隊包含兩（或三）組學生（每組學生約20餘人），每組學生由兩至三位教師帶領。</p> <p>②出發前準備：同學已學習單元二的閱讀篇章（包括《最憶大排檔》、《囍帖街》、《南丫島》、《中午在鰂魚涌》）；自習額外篇章：（如西西〈不過是找一個房子罷了〉、〈兩種土樓〉、〈土瓜灣道（I）〉）；讓學生對文學地景和生活的連繫有初步的認識，並完成的工作紙（有關考察地點的工作紙和資料搜集）</p> <p>③考察過程：同學需要從老師/專業導師的講解和自身的觀察下完成指定的工作紙</p> <p>④寫作練習：同學需以小組形式匯報是次考察的觀察重點，然後於新年假期後繳交作文一篇。</p> <p>⑤遊覽路線參考（待定）</p>	中三級	<p>①完成一次文學散步。</p> <p>②散步後（學生）完成一篇隨筆/感想，預期學生能於作品中展現對社區演變過程、國家發展等相關議題的關心與思考。</p> <p>③問卷調查：80%學生表示活動能增加個人對身處社區及國家發展的認識，提升對生活社區、甚至國家的人文關懷。</p>	散步隨筆、問卷調查	下學期	科主任及中三級老師等	/

CHINESE LITERATURE (中國文學)

學校每年關注事項

1. 優化課堂評估，提升學與教的成效
2. 幫助學生瞭解社區和國家發展，成為負責任的公民。

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
優化課堂評估，加強同儕之間互相評估的活動，讓學生能掌握寫作要求和評分準則，通過改寫活動，藉著學生之間的交流互動，鞏固和提升他們的寫作能力。此外，教師亦可透過學生的互評內容，了解學生的學習困難，修訂教學策略和回饋方向，以更切合學生的學習需求，提升學與教的效能。	<ul style="list-style-type: none"> 教師初步批改學生文學創作，並因應學生表現制定同儕互評表和課堂討論工作紙，並選取一篇或多篇有改寫空間的寫作樣本讓學生評改。 在課堂中將學生分組進行討論，各組需就指定的寫作樣本進行評分和提出改善建議，教師針對學生的改寫建議給予回饋。 學生根據討論的內容和教師的回饋分組就指定的寫作樣本進行改寫，教師跟進改寫，並指出該創作提升了的地方。 	中五級	完成一次寫作互評及改寫活動。	① 寫作互評練習	全年	林培琪老師	／

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
透過以讀帶寫，並讓學生走出教室，體驗社區文化、認識人文歷史，增加對社會及國家發展的認識，思考如何為社區發展、環境保育出一分力，提升學生對家國的歸屬感。	<ul style="list-style-type: none"> 與中文科協作，舉行文學散步活動 詳見中文科工作計劃書 	中四級	<ul style="list-style-type: none"> 完成一次文學散步。 散步後學生能完成一篇隨筆／感想，預期學生能於作品中展現對社區演變過程、國家發展等相關議題的關心與思考。 問卷調查：80%學生表示活動能增加個人對身處社區及國家發展的認識，提升對生活社區、甚至國家的人文關懷。 	① 隨筆／感想 ② 學生問卷	一月	淦楚楚老師	／

PUTONGHUA (普通話)

學校每年關注事項

1. 優化課堂評估，提升學與教的成效。
2. 幫助學生瞭解社區和國家發展，成為負責任的公民。

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
加強聽說教學	鼓勵學生可事先聆聽並朗讀指定的篇章，留意難點，預習正確發音，課堂利用不同形式進行聽寫訓練（中一、中二）；	中一 中二	提高小測及考試分數；	小測 課堂工作紙	全年	各班 普通話 任教老師	/
	分小組安排上課時間進行篇章難點分析，促進同儕學習（中一至中三）	初中 學生	每個學生可按照要求獨立完成命題說話	隨堂說話練習 分組篇章難點分析			
增加小測次數及數據分析，提升學與教成效；	中一中二上下學期設定合共三次小測，並在小測前三個星期或之前告知每部分（聆聽、拼寫、譯寫等）測考範圍，提高溫習動力；全級統一第二次小測之後進行數據分析，因應分析可改進課堂進度、增減內容。	中一 中二	提高小測及考試分數；	小測； 考試	全年	各班 普通話 任教老師	
鼓勵課外學習，瞭解社區和國家發展	向學生推介課外自學參考資源，如中央電視台製作精良的紀錄片，供學生自學用；通過普藝社舉辦的活動，鼓勵學生多運用普通話溝通	初中 學生	/	/	全年	各班 普通話 任教老師	

KLA (2) ENGLISH LANGUAGE EDUCATION**ENGLISH & ENGLISH LITERATURE****School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> To promote an understanding of various question types To heighten teachers' and students' awareness of learners' strengths and weaknesses in tackling the reading paper 	<ul style="list-style-type: none"> Questions of various levels in a DSE reading paper will be categorised for different ability groups. Attainment rates of the different questions will be highlighted. Students of various ability groups will attempt and discuss particular questions of their own levels. 	<ul style="list-style-type: none"> All F.6 teachers and students 	<ul style="list-style-type: none"> All F.6 students are able to use the tiered materials with questions for their particular groups. At least 70% of F.6 students find the tiered materials useful in helping them identify questions and heightening their awareness of the necessary reading skills required. 	<ul style="list-style-type: none"> Statistics on students' responses Sharing session conducted by teachers 	<ul style="list-style-type: none"> Once a year 	<ul style="list-style-type: none"> Subject 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 promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> To promote students' understanding of our community and our country's development To encourage peer learning 	<ul style="list-style-type: none"> Teaching materials about our culture and/or our country's development will be added to the F.1-F.5 English curriculum. Students will participate in the Hong Kong Young Writers Competition with the theme 'New tales of China's inventions'. <ul style="list-style-type: none"> (Junior Literature: at least 4 students from each form will be selected. Senior Literature: all F.4 and F.5 students will take part in the competition) 	<ul style="list-style-type: none"> F.1 to F.5 English and English Literature classes 	<ul style="list-style-type: none"> All F.1-5 students are able to use the newly devised materials. All selected students are able to write according to the theme outlined to demonstrate their understanding of the subject matter. 	<ul style="list-style-type: none"> Sharing sessions to collect feedback from subject teachers Results of the competition 	<ul style="list-style-type: none"> Once a year 	<ul style="list-style-type: none"> Subject teachers 	

KLA (3) MATHEMATICS EDUCATION**MATHEMATICS****School Annual Major Concerns**

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

Major concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resource s Required
To promote the effective use of assessment data within the department.	From the experience gained by the collaboration with QSIP last year, we will apply the paper-setting blueprints in one of the junior forms. Furthermore, a full data analysis will be conducted for F6 Mock Exam.	Setters of Form 1 mid-year exam and final exam	Over 80% of students can pass the exam, but fewer than 20% can get very high scores (95 marks or above).	Study the mark distribution of the final exam to see whether the distribution is negatively skewed. (i.e. mean < median < mode)	The mid-year exam and final exam	YCW CHY	N/A
To advance students' learning and teaching effectiveness by enhancing classroom assessments.	Selected level-2 pack worksheets will be completed by Form 4 students to assess their learning	F.4 students	Over 70% of students obtain scores of 70% or above.	The quiz scores	Whole year	YCW CHY	N/A

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resource s Required
	progress. A quiz will be arranged each term as feedback on learning and teaching. The exam coverage is modulated accordingly.						

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

Major concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resource s Required
To promote students' understanding of our community and our country's development and nurture them into responsible citizens.	Offer mini-lectures to introduce to students how Chinese culture influenced Mathematics.	All Forms.	Over 70% of students find that they have learned how Chinese culture influenced Mathematics during the mini-lectures.	Through completing questionnaires	The second term	YCW, CHY	N/A

KLA (4) SCIENCE EDUCATION**BIOLOGY****School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To advance students' learning and teaching effectiveness via regular classroom assessments.	Using classroom assessment techniques in different forms to evaluate students' learning and aid teachers' teaching.	F4 -6 students	All teaching members agree that the classroom assessment techniques help to adjust their teaching strategies. Over 70% of students agree that the assessments help to enhance their learning.	Teacher's observation & students' feedback	Whole year	LHC, BO, YLH	/

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote students' understanding of our country's development in relation to Biology	Poster competition to showcase our country's development in relation to Biology	F4 & F5 students	Over 80% of students getting involved in the production and presentation of the posters	Teachers' observation	December	LHC, BO, YLH	/

CHEMISTRY**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To provide information about student learning before students are evaluated in formal assessments	<ul style="list-style-type: none"> - At least one classwork is set for each topic. - For multiple-choice questions, students are required to enter their answers via goggle forms 	F4 – F6	<p>All students submit their MCQ answers on Google Form.</p> <p>Over 70% of students find the results useful for them to assess their level of understanding of each topic.</p>	Teachers' observation, students' feedback and questionnaires	Sept, 2023-Jun, 2024	CYC, YLH	
To analyse and interpret the results of formal assessments	<p>For internal exams:</p> <ul style="list-style-type: none"> - All multiple-choice questions will be analysed. The percentage of students answering each choice will be calculated. Questions answered correctly with a percentage of 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 	F4 – F6	<p>All students enter their marks they got in each question or sub-question via Google Form after the papers are marked and distributed.</p> <p>Exam reports and evaluations for internal exams are to be made based on the data collected.</p>	<p>Marks of different assessments on certain topics/areas will be compared.</p> <p>Over 50% of students show improvement in the related topics.</p>	Sept, 2023-Jun, 2024	CYC, YLH	

Objectives	Strategies/Activities	Targets	Success Criteria	Methods Evaluation	of Time Scale	People in charge	Resources Required
	<p>the data collected.</p> <p>For HKDSE exam:</p> <ul style="list-style-type: none"> - Item analysis from HKEAA will be studied. Questions answered correctly with a low percentage or with a percentage lower than that of other HK schools will be identified and studied. <p>Based on the analysis of both internal exam and HKDSE exam, teachers will put more emphasis on students' weakness and misconceptions in the lessons. Also, related questions will be set in future assessments to see if students have made improvements in those areas.</p>		An analysis report for HKDSE exam is to be 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 promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote the importance of conserving resources and environmental protection	<p>Discuss the importance of conserving resources and environmental protection with students when teaching the following parts:</p> <p>F.4: Section 3.1 (Limited reserves of metals and their conservations); Section 7.1 The environmental impact of using dry cells)</p> <p>F.5: Section 5.1 (the impact of using fossil fuels on our quality of life and the environment)</p> <p>F.6: Section 13.6 (green chemistry practices)</p>	F4 – F6	Over 70% of students agree that they understand the importance of conserving resources, environmental protection and their responsibility.	Teachers' observation, students' feedback and questionnaires	Sept, 2023-Jun, 2024	CYC, YLH	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' national identity through the incorporation of national security education elements into the formal curriculum.	<p>Incorporate the National Security Education (NSE) into the school curriculum.</p> <p>Activity worksheets are designed for each form covering the following topics:</p> <p>F4: Section 3.1 (Occurrence and extraction of metals)</p> <p>F5: Section 5.1 (Hydrocarbons from fossil fuels)</p> <p>F6: Section 13.6 (Green Chemistry)</p>	F4 – F6	Over 70% of students agree that they understand the impact of human activities on the ecological environment and the relation between sustainable development and green chemistry.	Teachers' observation, students' feedback and questionnaires	Sept, 2023- Jun, 2024	CYC, YLH	

INTEGRATED SCIENCE

School Annual Major Concerns

- 1. Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy.
Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To assess students' understanding of certain key learning concepts in class, and to spot their common mistakes/misunderstanding. To revise teaching focuses or strategies based on the instant feedback of the classroom assessments.	In-class quizzes will be conducted regularly for each chapter via online platforms. Teachers will review the percentage of correctness in class and give instant feedback to students. For questions that students perform poorly (e.g. less than 50% getting the correct answers), teachers will carry out suitable follow-up actions (e.g. further elaboration or more drilling exercises) to consolidate the relevant concepts.	F.1 students and teachers	Over 60% of students (for those who fail to score full scores) show improvement in the total percent score in classroom assessments on similar topics/concepts.	To compare students' performance in classroom assessments on similar topics/concepts before and after the implementation of revised teaching strategies.	Term 2	CWC BO MHC	Google Form, Google Classroom

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' understanding of the country's development in areas related to the Junior Science curriculum.	Worksheets related to the country's development or involvement in areas related to the Junior Science curriculum will be prepared. Teachers will go through the worksheets in class and students will be asked to complete discussion questions and multiple-choice questions to consolidate their understanding.	F.1 to F.3 students	Over 75% of students score more than half of the total scores in the follow-up exercises.	To assess students' understanding based on their performance in the follow-up exercises.	Whole year	F.1 to F.3 teachers	Worksheets, Google Classroom, Google Form

PHYSICS**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To assess and consolidate students' basic concepts of physics learnt in class	1. A quick exercise (checkpoint) with a variety of questions, including True/False, Fill-in-the-Blanks, Multiple Choice and Short Questions will be prepared for checking students' progress. 2. Students will be asked to write down their explanations when answering multiple choice questions.	F4 – F6	1. 70% of students agree that the "checkpoint" can check and consolidate their basic concepts of physics learnt in class. 2. 70% of students agree that writing down explanations can correct their misconceptions in physics.	Teacher's observation, students' feedback and questionnaires	Sept, 2023-May, 2024	TWK	NIL

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster students' awareness of the growth of our society and our nation and cultivate them into responsible citizens.	Through the national security education worksheets and having discussions on the nuclear accident that occurred in Fukushima's nuclear power plant, the issue of nuclear safety in Mainland China and ways to help with energy saving in daily life, we hope to promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.	F5 - F6	70% of students agree that the activities can help foster their awareness of the growth of our society and our nation and cultivate them into responsible citizens.	Teacher's observation, students' feedback and questionnaires	Sept, 2023-May, 2024	TWK	NIL

KLA (5) TECHNOLOGY EDUCATION
BUSINESS, ACCOUNTING & FINANCIAL STUDIES

School Annual Major Concerns

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To identify the weaknesses and common mistakes of students in exams through the use of exam analysis reports.	Exam analysis reports will be prepared after the Mid-year Exam, Mid- Term Assessment and the Final Exam. Students' score in each question will be recorded so that detailed analysis can be done. Information shown in exam analysis reports includes: (a) Students' scores allocation in this year and in the previous year. (b) Topics covered in the assessment with marks allocation. (c) Panel Chairperson's comments on the assessment. (d) Markers' comments on students' performance. (e) Recommendations made by the markers and the Panel Chairperson.	S4 – S6 students	Over 70% of students think that the exam analysis reports are effective and can identify their strength and weakness in the subject.	Evaluation questionnaire Qualitative oral feedback from subject teacher	Whole year	CT	
To facilitate students' learning	To attend workshops for Heads of Department to strengthen middle	Subject Teacher	Subject teacher understands how to	Qualitative oral feedback from	Whole year	CT	

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
through enhancing teachers' assessment literacy	level leadership in the use of assessment data, including analysing and interpreting the results of assessments.		use different tools to gather and interpret the assessment data.	subject teacher			
To advance students' learning and teaching effectiveness by enhancing classroom assessments	In some lessons, students will be given a minute before the end of the lesson to write down what they have learnt in the lesson. For some topics, students will be required to prepare their concept map.	S4 – S6 students	Over 70% of students think that the classroom assessments are effective and can facilitate their learning.	Evaluation questionnaires	Whole year	CT	

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 the refinement of the formal and informal curriculum.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build students' national identity through the incorporation of national security education elements into the formal curriculum	The National Security Education Framework introduced by the EDB will be added to the following topic: Ch.1 Hong Kong's Business Environment Learning elements: Analysing recent developments of the Hong Kong economy	S.4 students	- Overall accuracy of the Kahoot! Quiz is over 70% -Over 70% of students think that they understand more about the close relationship	-Kahoot! Quiz -Student questionnaires	Whole year	CT	https://www.beltandroad.gov.hk https://www.gov.hk/en/business/businessmainland/cepa/index.htm

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>- Through introducing “The Mainland and Hong Kong Closer Economic Partnership Arrangement (CEPA)”, we hope to help students understand that the trading relationship between Hong Kong and the Mainland is very close.</p> <p>- Through the above topic, students will better understand:</p> <p>i. the role of the Hong Kong government in maintaining economic safety;</p> <p>ii. the economies in the Mainland and Hong Kong are interdependent and cannot be isolated from each other;</p> <p>iii. mutual benefits will be lost if economic safety is not maintained</p> <p>Learning element under the National Security Framework: Understand the opportunities and the threats our country is facing when she participates in international issues, through sharing new cases such as the Belt and Road Initiative and China-United States Trade.</p>		between the Mainland and Hong Kong.				

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	Activity: -Arrange students to visit the website of the Belt and Road Initiative and CEPA. - Then an online Kahoot! quiz competition will be held during the lesson.						
To reiterate the priority values and attitudes incorporated in the curriculum	(1) Promote “Respect for Others”, “Responsibility” and “Care for Others” through designing a campaign for a company to fulfil its social responsibility. (2) Emphasise the importance of “Integrity” of being a professional accountant	S.4 students S.5 students	-Over 70% of students think that they understand more about social responsibility through the activity. -Over 70% of students think that they understand more about the importance of integrity of being a professional accountant.	Student Questionnaires	Whole year	CT	

COMPUTER LITERACY & INFORMATION AND COMMUNICATION TECHNOLOGY**School Annual Major Concerns**

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

Major Concern 1: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To advance students' learning and teaching effectiveness by enhancing classroom assessments	Analyse the results after the first-term examination to see why many students did not get the correct answers. Review and discuss among teachers to see how the upcoming assessments should be adjusted.	F1 – F5 students	A rise in the percentage of students who are able to answer similar questions in the final examination.	An increase in the marks and percentage of the passing rate in a specific type of questions.	Whole-year	F.1 – F.3 CKL F.4 –F.5 KP	

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

Major Concern 2: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To cultivate positive values among students and nurture them into becoming responsible citizens.	Design exercises / projects for students to have an insight and a reflection on various kinds of values in becoming responsible citizens.	F1 – F5 students	Successful if more than 80% of students indicate that they have strengthened certain positive values needed for being responsible citizens.	Assessing the result through questionnaires.	Whole year	F.1 – F.3 CKL F.4 – F.5 KP	

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

Major Concern 3: To promote STEM development through utilising the newly renovated Innovation Laboratory.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote STEM development through utilising the newly renovated Innovation Laboratory	Review the school-based content as well as the syllabus to integrate the curriculum with the new facilities. Also, teachers will organise activities to enhance students' future-proof skills by utilising the Innovation Laboratory such as the CUHK Jockey Club AI for the Future Project & the Innovative laboratory project	F1 – F5 students especially F4 – F5 CIT students	Successful if more than 80% of students agree that the newly renovated Innovation Laboratory can promote their STEM development.	Assessing the result through questionnaires.	Whole year	F.4 – F.5 KP CKL	

TECHNOLOGY AND LIVING**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students diagram the mental connections of the concepts learnt in class	Students diagram concept map, assessed by peers with teacher's advice.	All Form 1 students (hand stitching) and Form 2 students (fabrics construction)	Each student completes their concept map and uploads it onto Google Classroom.	Assessment by their peers.	Nov 2023	LYK	learning and teaching materials Examples of students' concept maps.
Students focus their attention on a single concept by using a focused list	Students form in groups to make a focused list and give a presentation in the lesson.	All Form 1 students (food nutrition) and Form 2 students (cake making)	Each group completes the task. Peers give comments after the presentation.	Presentation in the lesson to be assessed by peers.	Jan 2023 (Form 1) Feb - Mar 2024 (Form 2)	LYK	learning and teaching materials Google Classroom

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students understand the food history and the culture of China through the history of soya.	Students will be asked to participate in a Chinese dessert making activity.	All Form 1 students	Each student can make soybean curd.	Assess the outcome	Mar 2024	LYK	learning and teaching materials Google Classroom
To help students learn how to plan a Chinese meal.	Students will be asked to design their meal plan.	All Form 2 students	Each student can plan their meal with a Chinese meal pattern	Assess the outcome	Feb to Mar 2024	LYK	learning and teaching materials Google Classroom

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

Major Concern: To promote STEM development through utilising the newly renovated Innovation Laboratory

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To engage students in a hydro farming activity. (collaboration with a STEM project)	Students form in groups and use the indoor hydro farming system for planting herbs.	All Form 1 students	Each group can complete a plant growing report	Assess the outcome	Mar - May 2024	LYK	learning and teaching materials Google Classroom, hydro farming system
To teach students how to apply the design thinking method in their work. (collaboration with a STEM project)	Students apply the design thinking method in their fashion design assignments and dessert making lessons.	All Form 1 students	Each student can design their own outfit and make their dessert.	Assess the outcome	Sept - Oct 2023(outfit) Feb-Mar 2024 (dessert making)	LYK	learning and teaching materials Google Classroom, ePlatform

SCIENCE AND TECHNOLOGY**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To organize lesson observation and post-lesson observation discussions to facilitate the professional exchange on classroom assessments.	To collaborate with the panel head of the Junior Science Department to conduct lesson observation review under the guidance provided by the QSIP personnel.	Panel head, members come up with ways to conduct post-lesson observation discussions and share the findings in a staff development session.	The S&T panel head is able to find ways to conduct post-lesson observation discussions.	By analysing teachers' comments.	October 2023 to December 2023	TTT	NA

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To strengthen national education through highlighting the country's development in various subjects.	F.1: To include discussions and appreciation of the airplane engineering breakthrough in China and the technique of reverse-engineering.	Students appreciate the innovation spirit in China's technology development. Students are	F.1: Over 80% of students understand how China has become an innovation nation by practising	By completing questionnaires.	F.1: February 2024 to March 2023	TTT, KP, KCL	Media excerpts.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	F.2: To include discussions on the threads to national security of the misuse of AI devices.	aware of the proper use and threads of new technology.	reverse-engineering. F.2: Over 80% of students are aware of the threads of the misuse of AI devices.		F.2: February 2024 to May 2023		

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

Major Concern: To promote STEM development through utilising the newly renovated Innovation Laboratory.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To procure relevant equipment for the Innovation Laboratory to facilitate students' learning.	To procure 3D printing consumables, extension boards, display boards and tools to be used in the Innovation Laboratory.	Students are provided with tools and gadgets of higher quality.	Panel members make use of new equipment in their teaching to make lessons more engaging.	By analysing teachers' comments.	Whole year	TTT	Procured items
To organize activities (e.g. coding course, STEM-related interests class) for equipping students' future-proof skills utilizing the	To organise a crime scene investigation course. To organise a 3D design course or coding courses in AI/IOT/robotics. To organise internal STEM competitions (building and trials) for	Students get extended learning opportunities and enjoy more vibrant STEM activities at school in a more flexible common space.	Over 70% of students agree that the activities help unleash their creativity and allow them to complete complicated tasks through collaboration.	By completing questionnaire.	January 2024 to July 2024	TTT, KP, KCL	Innovation Laboratory, IT Innovation Lab in Secondary Schools Programme Fund

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Innovation Laboratory.	junior forms. (This will require the help of the committee of the Science and Technology Society)						

KLA (6) PERSONAL, SOCIAL AND HUMANITIES EDUCATION**CHINESE HISTORY (中國歷史)****學校每年關注事項**

1. 優化課堂評估，提升學與教的成效
2. 幫助學生瞭解社區和國家發展，成為負責任的公民。

目的	策略或活動	對象	成功準則	評估方法	時間表	負責人	所需資源
提升教師的評估素養，促進學生的學習。	由科主任分享從優質學校改進計劃(QSIP) 取得的資源，協助各級任教老師製作評分表、擬訂題目及製作筆記。	各級任教老師	各級科任老師能根據優質學校改進計劃的建議，製作評分表、擬訂題目及製作筆記。	各級科任老師製作評分表、擬訂題目及製作筆記是否符合要求。	全年	陳齊洪	
	進行同儕觀課，讓各級科任老師在課堂上實踐優質學校改進計劃提供的教學策略及建議。		各級科任老師能夠在課堂上實踐優質學校改進計劃提供的教學策略及建議。	同儕觀課			
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。 讓學生了解國家的優秀文化傳統。	要求學生閱讀關於中國文化的書籍或文章完成專題報告，或要求學生到博物館參觀並完成相關的工作紙，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。	中一至中五級學生	50%的學生在專題報告或閱讀工作紙取得 4/5 的分數。 校外比賽獲得獎項。	專題報告或工作紙的成績 校外比賽的成績	全年	陳齊洪	/
為學生提供不同種類的練習，實行多元化評估模式	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。	中一至中三級學生	50%的學生在網上練習、課堂練習取得 4/5 的分數。	不同習作的內容會作為測驗或考試的考核範圍。	全年	陳齊洪	/

目的	策略或活動	對象	成功準則	評估方法	時間表	負責人	所需資源
提供具難度的習作令學生了解自己的潛力。	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。	中四至中六級學生	70%的學生能分辨不同答案的質或等級，並給予接近的分數。	學生嘗試評改部份模擬答案或試卷。	全年	陳齊洪	
	製作答題技巧筆記，介紹不同類型的提問用語及答題技巧，協助高中級學生應付文憑試 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。 要求學生完成不同設有不同提問用語的題目，例如貢獻、比較、評估成效等。		70%的學生能在不同類型的題目取得超過 70% 的分數。	老師給予不同類型的題目，要求學生完成。			
讓學生了解國家安全的重要性。	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。	中一至中三級學生	90%的學生參與校外關於《基本法》、《國安法》的比賽，參賽學生平均能取得 60% 的分數。	校外比賽的成績。	全年	陳齊洪	/
	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。 中三級學生完成一份介紹國家重要日子的專題報告。	中一至中三級學生	90%的學生能在專題報告中取得 70% 以上的分數。	中三級學生完成專題研習。			

目的	策略或活動	對象	成功準則	評估方法	時間表	負責人	所需資源
提高學生國民身份認同。	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。	中一至中六級學生	超過 60%的學生曾經參加關於中國歷史科的活動	學生對參與中國歷史科活動的比率	全年	陳齊洪	/

ECONOMICS**School Annual Major Concerns****Development Goal 1:** To facilitate students' learning through enhancing teachers' assessment literacy**Major Concern 1:** To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
To evaluate students' learning by using classroom assessment techniques (CATs)	<p>To assess students' prior knowledge and advanced skills such as problem solving, synthesis and critical thinking.</p> <p>Input assessment marks by questions to better analyse students' performance on individual questions. Compare the expected and the actual result in exams with reference to the data from previous cohorts and/or year.</p>	F.4-6	<p>All students make use of the Google Form to answer weekly questions at the beginning of class. All students are able to reflect on the main ideas of the lessons monthly and are able to create an outline of the lessons. They are also able to come up with their own definition and explanation of a concept in economics.</p> <p>All students are able to make use of the Excel Form to evaluate their strengths and weaknesses as shown in the assessments.</p>	<p>Record of Google Form and feedback from students</p> <p>An excel file that categorises all questions in the paper will be prepared. A markers' report will also be prepared with detailed analysis of the assessment statistics.</p>	Sept 2023-June 2024	CM, THM and YY	Microsoft Office, Google Classroom

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

Major Concern 2: To instil positive values in students through the refinement of the formal and informal curriculum.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
To help students develop knowledge and understanding of national identity	To enhance students' national identity through the incorporation of national security education (NSE) elements into the formal curriculum. Review and update teaching materials with reference to EDB's NSE guidelines.	F.5-6	All F.5 students learn how central banking functions are performed in Hong Kong and linked to economic security. All F.6 students learn more about the trade barrier faced by China during the trade war with the USA. Also, they learn more about the history of the linked exchange rate system in Hong Kong with reference to a case study of how the Chinese government helped to safeguard our financial stability during the Asian Financial Crisis.	Record of Google Form and feedback from students	Sept 2023-June 2024	CM, THM and YY	Google classroom, YouTube videos
To enhance students' awareness of the 10 priority values and 9 generic skills proposed by EDB	To assess students' prior knowledge and advanced skills such as problem solving and values/attitudes	F.4-6	All F.4-F6 students will participate in various learning tasks, including group projects and site visits (F.5) to develop their communication skills, information-processing skills, critical thinking skills, creativity and problem-solving skills.	Record of Google Form and feedback from students			

FAMILY AND LIFE EDUCATION

School Annual Major Concerns

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To advance students' learning by building teachers' capacity in understanding the progress of students' learning and improving teaching effectiveness by enhancing classroom assessments.	<p>Teachers design i) MC quizzes or ii) in-class assessment materials (e.g. worksheets) for each topic.</p> <p>After the subject matter of each topic is taught, students will be required to work on the MC quizzes during lessons. Alternatively, during lessons, students are instructed to work on the assessment materials.</p> <p>Teachers will check to see which concepts of the topic students are mostly weak in by looking into students' responses to the quizzes or assessment materials.</p> <p>Before concluding the</p>	Forms 1-3	70% of students agree that the activity helps advance students' learning by building teachers' capacity in assessing the progress of their learning and improving teaching effectiveness by enhancing classroom assessments.	Year-end evaluation done by students	Whole Year	IY, MHC	MC Quizzes designed by the teachers using Google Form.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>lesson / topic, teachers will further explain and clarify those concepts which many students are weak in.</p> <p>Conducting peer lesson observation:</p> <p>Teachers will conduct the lesson, putting more emphasis on effective teaching (observation, questioning, collecting students' feedback, identifying misconceptions etc.) in assessing students' understanding of the subject matters.</p> <p>After the lesson, the teacher involved will conduct a post-lesson discussion to evaluate teaching effectiveness through adopting different teaching skills.</p>		<p>The teacher observer agrees that the teacher observed has demonstrated effective skills in two areas:</p> <p>i) catering for learner diversity ii) assessment of learning progress, feedback and follow-up</p>	Conduct post-observation discussion with reference to the completed lesson observation form.	Second term	IY, MHC	Peer lesson observation form

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote students' understanding of and appreciation towards the positive traditional values of our country.	<p>More emphasis will be put on instilling in our students the traditional values of our country, in particular filial piety (F.1), propriety (F.2) and loyalty (F.3), throughout the year:</p> <p>Teaching materials on the concepts of filial piety (F.1), propriety (F.2) and loyalty (F.3) will be adopted in the following topics:</p> <ul style="list-style-type: none"> ● F.1: "The new face of parent-child relationships" ● F.2: "Individual differences: Respect for others' lifestyles and backgrounds" ● F.3: "Love and sex" <p>Students will be required to participate in different activities to further consolidate their</p>	Forms 1-3	70 % of students agree that the activities help promote their understanding of and appreciation towards the positive traditional values (filial piety, propriety and loyalty) of our country.	Year-end evaluation done by students	Whole year; Will put more emphasis in the second term	IY, MHC	Notes, videos, discussion questions and handouts, reflection worksheets, drawing paper

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>understanding of those traditional Chinese values:</p> <p><i>Cross-curricular activities:</i></p> <ul style="list-style-type: none"> ● F.1: Write a poem on filial piety. (cross over with Chinese) ● F.2: Draw a picture to promote propriety (respect for others). (cross over with VA) <p><i>Co-curricular activity:</i></p> <ul style="list-style-type: none"> ● F.3: Write a reflection after attending the sex education programme organised by the Counselling Committee. 						

GEOGRAPHY**School Annual Major Concerns****Development Goal (1):** To facilitate students' learning through enhancing teachers' assessment literacy**Major Concern (1):** To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To promote assessment for learning and assessment as learning with the classroom assessments in order to advance students' learning effectiveness To identify students' learning difficulties and to cater for the learning needs of students of different abilities by reviewing and analysing the classroom assessment 	<u>USE OF CLASSROOM ASSESSMENT DATA</u> F.1 <ul style="list-style-type: none"> incorporate tasks in the classroom assessments involving students' peer feedback and questioning teachers provide comments and suggestions for improvement after each classroom assessment is done, based on students' results and/or questions follow-up work will be done to 	F.1	<ul style="list-style-type: none"> the Q1 marks of the classroom assessments have constantly reached 50% of the full marks the Q1 marks of the Mid-year exam and the final exam have reached 50% of the full marks 	<ul style="list-style-type: none"> scrutiny of students' work results and statistics of the classroom assessments 	Throughout the year	Form coordinators	eLearning tools, YouTube videos (for follow-up work)

<p>results</p> <ul style="list-style-type: none"> To refine learning and teaching by reviewing and analysing the classroom assessment results 	<p>address the students' learning difficulties and to improve the learning outcomes (e.g. new lesson plans/ notes/ classwork/ flipped videos)</p> <ul style="list-style-type: none"> the next classroom assessment is to be set with reference to teachers' comments and students' peer feedback from the previous one 						
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Development Goal (2): To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

Major Concern (2): To promote students' understanding of our community and our country's development and nurture them to becoming responsible citizens

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To build students' national identity through enhancing their understanding of our country's development To nurture students with the priority values and attitudes incorporated in the curriculum to help them become responsible citizens 	<u>CURRICULUM PLANNING</u> <ul style="list-style-type: none"> include the content of our country's development and/or the priority values in respective module(s) and topic(s) provide follow-up tasks/ in-class discussions to check students' knowledge in relation to our country's development and/or the priority values Students' performance will be reviewed and further follow-up work will be done to improve the learning outcomes (e.g. revised lesson plans/ notes/ videos) 	F.1-6	<ul style="list-style-type: none"> over 75% of students are able to complete the follow-up tasks and participate in the in-class discussions over 75% of students are able to score over 50% of the full marks in the follow-up tasks 	<ul style="list-style-type: none"> scrutiny of students' work analysis of the results and statistics of the follow-up tasks 	Throughout the year	Form coordinators	G-Suite, YouTube (for follow-up work)

HISTORY**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- To enhance teachers' capacity in better aligning teaching and assessment and their competence in reviewing classroom assessments	- Introducing learning assistant guide in accordance with the expected learning outcomes to facilitate students' learning - Revising formative assessments to deepen students' subject knowledge through various means and to enhance students' learning of high order thinking skills	F.1 F.2 F.3	- A majority of students are able to achieve good results in the continuous assessments - A majority of students are able to pass the summative assessments - Data collected in the summative assessments show students are capable of developing high order thinking	- Student survey is to be conducted at the end of the school year to collect students' opinions on the assistant guide - By-question analysis is to be conducted after the two examinations	2023/24	YLT KC	Nil
- To facilitate professional exchange on classroom assessments by organising lesson	- Conducting lesson observation focusing on assessments in classroom activities	F.1 F.4	- Introducing at least one learning activity focusing on students' demonstration of learning outcomes	- Discussion within the department is to be conducted to review teaching strategies	2023/24	YLT YFL KC	Nil

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
observation							
- Conduct an internal dissemination session focusing on enhancing students' learning and teaching through assessment	- Internal sharing is to be conducted to demonstrate various strategies used in teaching and assessment	F.3	- Introducing at least one internal sharing session focusing on strategies used in respective subjects	- Discussion between two departments is to be conducted to explore the feasibility of organising cross-curricular activities in the future	2023/24	YLT	Nil

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- To strengthen national education through highlighting our country's development	- Continuing the inclusion of China's development in accordance with the Revised Junior History Curriculum and the HKDSE History Curriculum and Assessment Guide	All Forms	- A majority of students show awareness of China's development in different periods.	- A proportion of summative assessments is designated to assess students' knowledge of China's development	2023/24	YLT YFL KC	Nil

LIFE AND SOCIETY**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' learning by strengthening classroom assessments	Students will be asked to finish minute paper to reflect on what they have learnt in the lessons.	F.1	There will be at least 4 minutes papers throughout the year.	Students' work Teachers' evaluation	Whole year	KC, JK, QS	/
	Google Form exercises will be provided at the beginning and at the end of the lessons to check students' understanding.	F.2 – F.3	There will be 4 Google Form exercises to help consolidate students' learning.	Students' work Teachers' evaluation	Whole year	GF, JK, THM	/
To enhance teachers' ability in using the data of internal assessment	Assessment blueprints will be prepared to facilitate more effective setting of assessment papers.	F.1 – F.3	One assessment blueprint will be prepared for one assessment in the academic year.	Teachers' evaluation	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 promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To build students' national identity through the incorporation of national security education elements into the formal curriculum	National security education will be incorporated into the curriculum.	F.1 -F.3	Questions on national security will be introduced in at least one of the assessments in the term. 70% of students agree that they have a better understanding of national security.	Teachers' evaluation Students' survey	Whole year	All teachers	/
To reiterate the priority values and attitudes by the EDB and to incorporate them into 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.	F.1 -F.3	Students are able to identify values embedded in different topics in the subject.	Students' survey	Whole year	All teachers	/

RELIGIOUS STUDIES**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance learning and teaching effectiveness through formative assessments	In-class tasks or activities to monitor students' understanding and progress in learning	F.1-F.6	75% of students agree that in-class tasks and activities have positive effects on their learning	Year-end survey	Whole-year	GF, MHC, JK, IY	/

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' understanding in our country's identity and involvement in the development of Christianity	Incorporate different topics on China's involvement in the development of Christianity	F.1-F.6	75% of students agree that they have a better understanding of the involvement of China in the development of Christianity	Year-end survey	Whole-year	GF	/

TOURISM AND HOSPITALITY STUDIES**School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<ul style="list-style-type: none"> - To enhance the learning and teaching effectiveness by refining the classroom assessment strategies - To refine the learning and teaching strategies and materials by reviewing the results of classroom and summative assessment 	<ul style="list-style-type: none"> - Review the classroom assessment strategies and adjust the teaching pace and materials accordingly - Use of various assessment tools (e.g. Edpuzzle, Google Form) to review students' learning progress in selected topics - Review the results of internal summative assessment and adjust the teaching pace and materials accordingly 	F.4-6 students	<ul style="list-style-type: none"> - Positive feedback (on the strategies/ activities used) from 75% of students 	<ul style="list-style-type: none"> - Scrutiny of students' work - Direct feedback from students 	Sept, 2023- June, 2024	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 promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens

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 organising various co-curricular activities	<ul style="list-style-type: none"> - 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 trips with History students) 	F.4-6 students	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Scrutiny of students' work - Direct feedback from students 	Sept, 2023-June, 2024	TWT	

KLA (7) ARTS EDUCATION**MUSIC****School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1.1 Enhance students' knowledge of instruments used in the orchestra 1.1.2 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 elite musicians demonstrate the techniques and sonorities on musical instruments for non-musicians and students who are not playing their musical instrument iii/ post lesson worksheets via Google Form to facilitate an analysis of students' understanding and recognition of timbre. iv/ Extended tasks and challenging questions will be embedded to stretch students' potential in music appreciation through eLearning will be given to more gifted musicians	S1	Over 90% of students participate in the discussion -students can recognise the sonorities of musical instruments from different families -over 90% of students hand in post-lessons Google Forms	Classroom discussion and teacher grading	November 2023 to March 2024	QS	Video clips sharing through ePlatform worksheets
1.2.1 To arouse students' awareness	i/ video clips on music with images	S4	students hand in their final product	Peer-assessment as	January 2024 to May	QS JY	Video clips Posters for

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
of synchronization through multi-media project	<p>ii/ warm-up exercise: Listen to a one- minute excerpt and draw a series of four pictures to represent the tempo, texture, timbre and images of the excerpt in groups of 4-6, then students will be asked to share their ideas in class</p> <p>iii/ group project: choose their own excerpt and develop a story board. Video tape their idea with the music. In class sharing and discussion, a platform for musicians and non-musicians to share their different expertise and ideas.</p>		and students present their ideas in class	well as teacher grading.	2024		drawings
1.3.1 To understand graphic scores in 20 th Century classical tradition	<p>i/ Teachers prepare graphic scores and examples and through eLearning channels explain in class.</p> <p>li/ Students learn the graphic score usage</p> <p>lii/ Students will understand a graphic score and record a music clip and share in class</p>	S5	students hand in their assignments	Peer-assessment as well as teacher grading.	October 2023 to January 2024	QS JY	<p>Music clips and video clips</p> <p>Graphic score ppt</p>
1.4.1 To encourage students to review the music they love and share with their classmates	i/ Students will form in groups and choose one type of music they love and share with their classmates	S5	Over 90% of students present their ideas	Peer-assessment as well as teacher grading.	January 2024 to May 2024	QS JY	Computer and AV system for illustration of ideas

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.5.1 Canto-Pop	i/ Students will learn the Canto-pop from 1980s to the present ii/ comparison of the evolution of style iii/ the tricks of Canton medley iv/ small ensemble in Canto-pop arrangement with classroom percussion and kalimba - Music clips and video clips scores, small percussion instruments and kalimba	S6	Students are able to make use of the medley technique in their class group in the singing contest	In-class performance with peers and teacher assessment	September 2023 to January 2024	QS JY	budget: Kalimba x 40 (sourcing from taobao \$100@=\$4,000)

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

Major Concern: To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
2.1.1 Understanding our National Anthem 2.1.2 Sing in unison with technical accuracy 2.1.3 Describe and analyse music of	i/ sing the national anthem with technical accuracy in pitch/ rhythm, dynamics and expression ii/ understand the context in the composing of our national anthem	S2	Over 90% of students are able to sing with accuracy Over 70% of	In-class sharing of their project with self-assessment and peer assessment and teacher's grading	October 2023 to November 2023	JY	Online resources Self-assessment and peer assessment forms

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
simple structure 2.1.4 Create music with structure and organisation	iii/ create a 30-second piece in groups with apparent structure based on the music characteristics of the national anthem of the People's Republic of China		students hand in their created project				Scores, and audio recording of the national anthem Percussion instruments Garage band and notation software

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

Major Concern: To promote STEM development through utilising the newly renovated Innovation Laboratory.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
3.1.1 Composition on percussion ensemble	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	S1	over 85% of students hand in their group work and perform in class	peer assessment and teachers grading	Feb to March 2024	QS	-Interactive whiteboard (still pending from the QEF application) -iPads -notation software (still pending from the QEF application, will

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	musical ideas in class. Teacher and peer feedback will enhance positivity among students iii/ Students will refine their composition ideas and rehearse their composition during their Music lessons. Each group will perform their piece during lesson 4. iv/ Excellent work will be selected for performance in a mini concert to be held in March 2024						call school owned iPad and ask students to BYOD) -classroom percussion instruments
3.2.1 Enhance students' knowledge of elements of style in music 3.2.2 students will be able to distinguish stepwise, repeated notes and leap in melodic motion 3.2.3 students will learn the formal structure of melody writing,	i/ listening excerpts to illustrate different elements of music style, extended materials will be shared via eClassroom; self-directed learning through ePlatform will be encouraged. ii/ examples of melodies written by Classical period composers will be distributed for students to listen and investigate in groups iii/ Students will present their investigation in class iv/ composition of melodies based on concepts of	S2	-Over 90% of students hand in melody - Over 70 % students perform and share their composition of melody with classmates	In-class discussion Peer assessment Teacher grading	October 2023 to November 2023	JY	Score Music excerpts Manuscript Software: Noteflight iPads Interactive whiteboard

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>resolution of melodic motion and the regular phrasing</p> <p>3.2.4 students will compose melody with different melodic motions and be able to perform/ sing for sharing in class</p> <p>3.2.5 Cater for learner diversity through eLearning</p>	<p>phrasing and melodic motion</p> <p>v/ make use of notation software Flat/ Noteflight/ muse score/ Finale to notate the melody, the use of eLearning, notation software will help students who do not play musical instruments to hear the sound of their composition so they can polish and revise. The use of notation software will also help students with more musical knowledge to refine their composition with articulations and performance directions in detail.</p> <p>v/ performance/ sharing of students' works</p>						
<p>3.3.1 Expand student melody composition in untraditional scale (whole tone scale and pentatonic scale)</p> <p>3.3.2 collaboration in</p>	<p>i/ teacher will demonstrate the use of notation software on iPad. Students will be asked to create a new document with two instruments and type their melody on instrument 1.</p> <p>ii/ through the use of virtual keyboard and GarageBand</p>	S2	<p>-Over 90% of students hand in melody with chords</p> <p>- Over 70 % of students can use their composition as the basic idea of their impressionistic</p>	<p>In-class discussion</p> <p>Peer assessment</p> <p>Teacher grading</p>	January 2024- April 2024	JY CTP	<p>Score</p> <p>Music excerpts</p> <p>Manuscript</p> <p>Software: Noteflight/ Flat/Musescore</p> <p>iPads</p> <p>Interactive whiteboard</p>

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
the key learning area: Music and Visual Arts	<p>on iPad, students will be asked to use simple chords to accompany their own melody.</p> <p>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 using the notation software. Sharing of musical ideas using interactive whiteboard</p> <p>iv/ Students will make use of their own composition to integrate with visual arts impressionism painting</p>		<p>painting</p> <p>students will understand the relationship across different art forms; understand impressionism through sound and visual media.</p>				
3.4.1 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 of music arrangement</p> <p>ii/ Peer assessment: express</p>	S3	Students hand in their assignments and perform their own arrangements in class; and over 80% of students participate in peer assessment and classroom discussions	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 2024 to May 2024	JY QS	<p>Software: Finale /Sibelius</p> <p>EDM apps Soundtrap</p> <p>iPads Interactive whiteboard</p>

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	<p>their analytical views on their classmates' composition in class discussions. Musicians will be able to give professional suggestions to their 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> <ul style="list-style-type: none"> - Students with little musical instrument knowledge will be encouraged to play EDM on iPad/ simple melody on Kalimba/ small percussion instruments to add colour to the ensemble <p>Venue for performance: SB 6</p>						

VISUAL ARTS

School Annual Major Concerns**Development Goal (1): To facilitate students' learning through enhancing teachers' assessment literacy.**

Major Concern (1): To advance students' learning and teaching effectiveness by enhancing classroom assessments.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To advance students' learning and teaching effectiveness by enhancing (the)X classroom assessments.	1. Introduce a sample analysis for each theme. (F.1-6) Quality samples will be selected and explained in detail. 2. Review the DSE statistical reports and refine the learning and teaching strategies. (F.4-6)	F.1-3 students	1. An improved quality of learning as reflected in the assignments collected from students.	1. Usual marking and online survey	9/2023 – 6/2024	CTP, PHL	Learning and teaching materials Exemplars of students' artwork
		F.4-6 students	1. 20% of F.6 students can achieve Level 5 in DSE 2024. 2. An improved quality of learning as reflected in the exam and SBA performance.	1. DSE result 2. Usual marking and online survey	9/2023 – 6/2024	PHL	Learning and teaching materials Exemplars of students' artwork

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

Major Concern (2): To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.	<ol style="list-style-type: none"> At least one theme (F.1-5) is selected to promote national education and positive values; students will be encouraged to finish an artwork with such content (F.1-3). Learning and teaching materials in respective folders will be uploaded to Google Drive for students' access (F.1-3). 	F.1-5 students	<ol style="list-style-type: none"> Themes: 剪紙、紮作 (F.1) 中國書法、寫意畫、麵粉公仔 (F.2) 工筆畫、印章藝術 (F.3) 中國藝術精神 (F.4) 中國藝術評賞 (F.5). Display artworks showing positive values in the Google shared drive for students' access. 70% of students find their learning has been facilitated by such arrangements. 	<ol style="list-style-type: none"> Usual marking Online survey 	9/2023 – 6/2024	PHL CTP	Learning and teaching materials Exemplars of students' artwork

KLA (8) PHYSICAL EDUCATION**PHYSICAL EDUCATION****School Annual Major Concerns****Major Concerns (1) & (2):**

To advance students' learning and teaching effectiveness by enhancing classroom assessments.

To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. Assess students' prior knowledge and understanding in every DSEPE lesson.	1. To recall what students have learnt in the previous lessons at the beginning of lesson and summarise what they have learnt in class at the end of the lesson.	F.4-F.6 elective students	- Students are able to recall and summarise the lesson summary	Question and Answer session CPD record	Sept 2023 – Jun 2024	VL	N/A
2. Check students' understanding of their previous chapters every one to two weeks.	Conduct lesson quizzes every one to two weeks.	F.4-F.6 elective students	80% of students are able to score 60% or above.	Quiz	Sept, 2023-Jun, 2024	VL	N/A
3. To improve the use of assessment data in DSEPE.	To promote understanding of the fundamental functions of educational assessment and the characteristics of effective assessment tasks and to create common language among teachers regarding assessment literacy through teacher professional development programmes.	VL, AY	To participate in at least one CPD course which is about assessment literacy.	N/A	Sept, 2023-Jun, 2024	VL	N/A

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
4. To divide the levels of DSE past papers based on the DSE analysis report and use them in class.	1. To provide online quizzes to identify their abilities in doing DSE past papers revision regularly. 2. To recruit graduated student helpers to help with the regular revision. 3. To have an evaluation with students after their submission of past papers.	F.4-F.6 elective students	- 90% of students hand in their online revision quizzes regularly. - 80% of students meet the standard of level 3 or above. - 50% of students meet the standard of level 5 or above. - To discuss and evaluate the teaching tactics and effectiveness of PE (DSE).	Google Form	Oct 2023 – July 2024	AY, VL	Part-time helpers
5. To improve the teaching effectiveness of PE(DSE), both theory and practical.	1. To conduct teachers' lesson preparation once a cycle (Tue1 L6).			Individual interviews and year-end evaluation.	Sept 2023 – June 2024	VL, AY	N/A

CROSS-KLA**CITIZENSHIP AND SCIOAL DEVELOPMENT****School Annual Major Concerns**

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

Major Concern: To advance students' learning and teaching effectiveness by enhancing classroom assessments

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To improve learning and teaching effectiveness through assessing students' learning progress	In-class MC questions to check students' understanding	Form 4 and 5	80% of students report having gained a greater awareness of their learning progress	Year-end survey	Whole-year	All F4 and 5 CSD 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 promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote students' understanding of the traditional Chinese culture in Hong Kong	Organising local study tours to traditional villages in the New Territories	Form 4 students	80% of the participating students report having gained a greater understanding of traditional Chinese culture	Post-trip survey	2024 February / March	THM, JK	Funded by the EDB CS one-off grant

SERVICE LEARNING**School Annual Major Concerns**

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

Major Concern (2): To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To create authentic contexts for students to interact and empathise with members in the community	Organising field works, surveys, and visits to help students understand the needs and wants of members in the community	All Form 4 students	In the modified POSL (Process and Outcomes from Service-Learning) survey, on a ten-point scale, the average score for improving "understanding of the needs, potentials, and resources of the community that you served" and "empathy for disadvantaged people" reaches 8.0 or above.	Modified POSL (Process and Outcomes from Service-Learning) survey developed by PolyU	Whole-year	All teachers	/
To develop self-efficacy among students in bringing positive change to the community	Helping students to develop and execute mini service projects to improve the well-being of members in the community	All Form 4 students	In the modified POSL (Process and Outcomes from Service-Learning) survey, on a ten-point scale, the average score for improving "commitment to creating a better society" and "commitment to continued self-improvement" reaches 8.0 or above.	POSL (Process and Outcomes from Service-Learning) survey developed by PolyU	Whole-year	All teachers	/

FUNCTIONAL GROUPS
COUNSELLING COMMITTEE

School Annual Major Concerns

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

Major Concern (2): To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Activity	Target	Success Criteria	Evaluation Method	Time Scale	Teacher-in-charge	Resources required
To promote positive development in Form 1 students (especially those with special needs), and to foster positive values and nurture them into becoming responsible citizens through some volunteer services.	Big Sisters Scheme	Forms 1, 3 and 4	70% of the participants agree that the activity can help promote positive development in Form 1 students (especially those with special needs) and cultivate positive values among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, YYC, CYY, RL, Kylie	\$5,000 (Training) \$20,000 (overnight camp fees and materials) \$5,000 (Reward activity fees)
To strengthen students' confidence and enlarge their social circles by grouping together those who are more socially isolated to participate in small group activities. To cultivate positive values among students, such as respect for others, care for others.	Peer Support Network	Forms 1 to 3	70% of the participants agree that the activity can help strengthen students' confidence and enlarge their social circles by grouping together those who are more socially isolated to participate in small group activities, as well as cultivate positive values among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, YYC, Teresa, Circle	\$3,000 for activity and \$3,000 for rewarding programme fees

To enhance students' mental health and organise activities related to the enhancement of well-being and resilience. To cultivate positive values among students, such as perseverance, care for others.	Challenge accepted programme	Forms 2 to 3	70% of the participants agree that the activity can help enhance one's resilience and cultivate positive values among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, HLY, CY, Teresa, Circle	\$5,500 (group activities) \$3,000 (Rewarding programme fees)
To equip students with stress management skills and explore study choice. To cultivate positive values among students, such as care for others.	Form 6 Stress Management Workshop	Form 6	70% of the participants agree that the activity can help ease students' study-related stress, strengthen the sense of peer support and support from teachers in the students and cultivate positive values among students.	Teachers' and social workers' observation and year-end evaluation	Oct 23 to Nov 23	LSL, YYD, Kylie	\$1,800
To develop positive attitudes towards adversity in students through sharing with them life warriors' stories. To cultivate positive values among students, such as empathy, respect for others, and perseverance.	Live for Life Talk	Form 4	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 cultivate positive values among students.	Teachers' and social workers' observation and year-end evaluation	Feb 24 to Mar 24	LSL, GF, Kylie	\$3,000

HEALTHY SCHOOL AND CAMPUS MANAGEMENT COMMITTEE

School Annual Major Concerns

Major Concern (2): To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

1. Environmental Conservation

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To strengthen the recycling measures on campus	Further promote among teachers and students the utilization of material recycling bins on campus	Whole school	70% of staff and students consider the recycling measures to be meaningful and effective in promoting recycling on campus	- Quantitative and qualitative feedback from evaluation	10/2023 – 7/2024	TWT, SYK, MHC, HC	Recycling bins & material recycling services
To reduce the use of plastics on campus	Reduce the use of plastic disposable tableware in the school canteen	Whole school	70% of students are aware of the importance of reducing the use of plastics on campus	- Observation - Professional judgment	9/2023 – 7/2024	TWT, HC, LYK	
	Promote “Bring your own bottles” practice: Suspension of the sale of bottled water by the school canteen (<i>in line with the “Charter on ceased sale of plastic bottled water in school”</i>)	Whole school	70% of students consider that the water dispenser(s) can encourage(s) them to reduce the consumption of bottled water		9/2023 – 7/2024	TWT, HC, LYK	
To promote the use of reusable cutlery instead of disposable cutlery	Produce reusable cutlery set/ containers as souvenirs for the annual Fun Fair (<i>in collaboration with the Student Association</i>)	Whole school	70% of students find the reusable cutlery set meaningful and effective in reducing the use of disposable utensils		10/2023 – 7/2024	SA	

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To enhance the awareness of the importance of reducing carbon emissions	Organise talks or promotion during morning assembly on related topics	F.1-5 students	70% of students are aware of the importance of reducing carbon emissions		9/2023 – 7/2024	TWT, HHT	
	Set up the scheme of environmental ambassadors in junior forms	All students	70% of students are aware of the importance of environmental protection		10/2023 – 7/2024	TWT, SYK, MHC	
	Organise outings or visits related to environmental conservation (<i>in collaboration with the PGP</i>)	F. 3 & 5 students	70% of students are aware of the importance of environmental protection		1/2024	PGP Team	

2. Promotion of Healthy Eating Habits and Healthy Living Style

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To promote healthy eating habits / healthy living style (concept)X	Organise “Joyful Fruit Day” to promote the habit of eating fruit	Whole school	70% of students consider that they have gained a better understanding of healthy eating habits	- Quantitative and qualitative feedback from evaluation	April or May 2024	LYK, SYK, HC	\$1,500-\$2,000
	Organise talks or promotion during morning assembly on related topics	F.1-5 students	70% of students are aware of the importance of healthy eating habits/ healthy living style	- Observation	9/2023 – 7/2024	TWT, HHT	

3. Anti-drug and related anti-addiction education

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To enhance students' awareness of anti-drug/ anti-addiction education	Organise anti-drug/ anti-addiction talks by corresponding organisations	F1-5 students	70% of students consider that they have gained a better understanding of the consequences of having drug addiction	- Quantitative and qualitative feedback from evaluation - Observation	9/2023 – 7/2024	MHC, HHT	
	Conduct anti-drug lessons for DSE PE students by corresponding organisations (in collaboration with the PE Department)	F4-6 DSE PE students	70% of students consider that they have gained a better understanding of the consequences of having drug addiction	- Quantitative and qualitative feedback from evaluation - Observation	9/2023 – 7/2024	PE Department	

MORAL AND CIVIC EDUCATION TEAM**School Annual Major Concerns**

Major concern (2):

To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.	Value education during class periods to foster positive values among students and to nurture them into becoming responsible citizens. (Materials for the activities will be provided for Class teachers)	F.1 - F.5	Class teachers and students agree that the lessons help one to develop positive values as a responsible citizen	Year-end evaluation and Form teachers' observation	February 2024	GF	
	Talks, exhibition boards, drama performance from different organisations (e.g. World Vision), on topics related to life experiences of different people from the community or from other parts of the world, and the different positive values) (1. Talk by Food Angel on Poverty in HK: 2:40-3:30pm, 20/3/2024 (2. Talk on Rule of Law during Post Exam Period in 2024)	F.1 - F.5	<ul style="list-style-type: none"> Students are able to empathise with people who may have come from different backgrounds or cultures. Students are willing to show kindness, care and to do good deeds for others. 	Year-end evaluation and Form teachers' observation	2 nd Term	GF	

CHAPTER 4: BUDGET PLANS FOR GRANTS

CAPACITY ENHANCEMENT GRANT

Plan on Use of Capacity Enhancement Grant for 2023-24

Income:

Balance brought forward:	\$ 0	
Grant for 2023/ 2024:	\$723,682	
Total:		\$723,682

Expenditure:

2 Administrative Officers:		\$723,682
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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 eLearning materials, and to conduct remedial teaching to deal with learning diversity among students.	Two administrative officers will be employed to shoulder part of the administrative work of the teachers so that they can commit more of their time to learning and teaching.

SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES**(2023-2024)****Name of School: Heep Yunn School****Staff-in-charge: Mandy Leung Man Yui****Contact Telephone No.: 2711 0862**

A. The estimated number of students (count by heads) benefitted under this Programme is 40 (including A. 10 CSSA recipients, B. 20 SFAS full-grant recipients and C. 10 under the School's discretionary quota).

B. 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	Students will show improvement in assessments.	Summative and Formative assessments	Sep 2023– May 2024	4	8	4	\$ 40,000	
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 2023– Aug 2024	2	4	2	\$ 6,000	
Personal Growth Training 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 better interact with their peers.	Teachers' observation and feedback	Sep 2023 – Aug 2024	2	4	2	\$ 6,000	
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	Sep 2023 – Aug 2024	2	4	2	\$ 12,000	
Total no. of activities: <u>4</u>				@ No. of man-times	10	20	10		
				** Total no. of man-times	40				

Note: * Types of activities are categorised as follows: tutorial service, learning skill training, language training, visits, art/culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C) # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the School under the discretionary quota (not more than 25%) (C).

LIFE-WIDE LEARNING GRANT
Plan on the Use of the Grant (2023-24)

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
1.1.1	Field Trips	To consolidate students' learning outside the school campus	Sep 2023 to Jul 2024	F.4 to F.5	Teachers and students' feedback	\$5,000	✓	✓	✓		
1.1.2	Cultural Tours	To enrich students' knowledge through visiting different historical sites	Oct 2023 to May 2024	F.1 to F.5	Teachers and students' feedback	\$5,000	✓	✓			
1.1.3	Company or organization Visits	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 2023 to Jul 2024	F.4 to F.5	Teachers and students' feedback	\$2,000	✓	✓			✓

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	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)										
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 2023 to May 2024	F.4	Teachers and students' feedback	\$200,000	✓	✓		✓	
1.2.2	Sports Teams Training	To nurture students' character, promote team spirit and strengthen their physical skills of different types of sports	Sep 2023 to Aug 2024	F.1 to F.6	Teachers and students' feedback	\$400,000		✓	✓		
1.2.3	Drama Workshops and Appreciation	To develop students' talents in drama and performing arts	Sep 2023 to Aug 2024	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 2023 to Aug 2024	F.1 to F.5	Teachers and students' feedback	\$100,000	✓	✓			
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										

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				
1.3.1	Music Overseas Competitions	To broaden choristers' horizons and allow them to learn from choirs of other districts or countries	July or August 2024	F.1 to F.6	Teachers and students' feedback	\$100,000		✓	✓		
1.4	Others										
Estimated Expenses for Category 1						\$822,000					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM	Audio Link System	To enable students to listen more clearly to teachers' or tour guides' explanation along different sites during their outings	\$60,000
Drama	Equipment for the Drama Laboratory	To develop students' potential in Drama	\$100,000

Domain	Item	Purpose	Estimated Expenses (\$)
		Estimated Expenses for Category 2	\$160,000
		Estimated Expenses for Categories 1 & 2	\$982,000

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 2023/2024 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 examination on the languages they have studied.	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 needs	Music (Network with Wah Yan College Kowloon)	3 years	S4-6 students who are going to take the HKDSE examination	15	HKDSE Examination	JY

Applied Learning (DLG-APL)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher-in-charge
To cater for students' diverse learning needs and interests	Enlisted ApL courses provided by VTC, HKU SPACE, etc.	180 hours in 2 years for each course	Selected S4-6 students	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 training, 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 2023 to May 2024	Reflection log at the end of each lesson on the materials covered	KWL	\$40,000 (\$200/hour x 200)
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 sessions from Nov 2023 to Apr 2024	Individual design portfolios at the end of the workshop for exhibition	PHL	\$20,000
PE	Coaching of various HKDSE PE sports skills	To give students taking PE as an HKDSE elective subject more exposure to the various sports skills and more opportunities to lead activities	50 S4-6 students taking PE as an HKDSE elective subject	Oct 2023 to May 2024	Demonstration of various skills in examination and Pre-S1 orientation programmes	VL	\$10,000 (\$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 eLearning 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 the 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 F5 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 F4 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 tour relating to the CS curriculum (\$700 per head)	160 F5 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 to the curriculum of CS (\$120 per head)	170 F4 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 up to 31 August 2024*