

**HEEP YUNN SCHOOL
2015-2016
Programme Plan**



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

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HEEP YUNN SCHOOL

School Vision and Mission

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

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

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

School Goals for 2015/16 - 2017/18

1. To enhance the effectiveness of learning and teaching through promotion of e-learning.
2. To enhance careers and life planning and personal development among students and teachers.
3. To promote a healthy school environment - physically, mentally & spiritually.

Major Concerns for 2015 - 2016

1. To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.
 - a. Implementation
 - i. E-classrooms are set up in the school intranet system (Eclass). Each teacher will be provided with at least one e-classroom.

- ii. All teachers are required to prepare a short video clip of about 10 minutes on their teaching discipline and upload it to their own e-classroom.
 - iii. Regular staff sharing will be arranged to share with the management on the use of e-classroom and/or preparation of video clips for teaching.
 - iv. Teachers of the Chinese and Science Departments are encouraged to try out the concept of flipping classrooms in some of their lessons.
 - b. Evaluation
 - i. Questionnaires will be collected from teachers to evaluate their confidence on using e-classroom, preparing and uploading of teaching video clips, and on the use of flipping classrooms in their teaching periods.
 - ii. Questionnaires will be collected from teachers to evaluate their acceptance of using the eLearning platform for student self-learning.
 - iii. Number of teaching video clips uploaded to e-classroom will be recorded and compiled into a teaching CDROM for each subject department.
2. To help students set up a clear target in careers and life planning.
- a. Implementation
 - i. Regular meetings (formal and informal) meetings between teacher mentor and student mentees to help devise the short-term and long-term goals.
 - ii. Job placement programme to help students understand and acquire the skills required in different careers /job environment.
 - iii. Alumni from different careers fields will be invited to serve as careers and life mentors for students.
 - iv. Visits will be arranged through School-Business Partnership Programmes organized by both the EDB as well as the one by the Hong Kong Chamber of Commerce.
 - b. Evaluation
 - i. Students' self-reflection record books will be checked and recorded on their goals setting.
 - ii. Questionnaires to collect feedback from students, teachers, alumni and external partners/agents in order to evaluate the mentoring scheme and School-Business Partnership scheme.
3. To strengthen the existing network of alumni and community in providing careers guidance and related support to students.
- a. Implementation
 - i. A Facebook page will be set up for the Alumni Association to disseminate information of the school and the Alumni Association. A link to this webpage will be set up on school's webpage.
 - ii. The database of alumni will be updated regularly.
 - iii. Alumni will be invited back to give morning assemblies to the students.
 - iv. Regular school tours and home-coming events will be organized.
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- b. Evaluation
 - i. Proper record of the alumni database.
 - ii. Questionnaires for alumni to collect their feedback.

- 4. To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.
 - a. Implementation
 - i. Invitation of experts to share on positive and healthy lifestyle during morning assemblies.
 - ii. Organization of sports interest classes for staff.
 - iii. Creation of space for both teachers and students through modification of school timetable to include self-reflection periods.
 - iv. Organization of leisure activities for staff during long holidays.
 - b. Evaluation
 - i. Questionnaires to collect feedback from students, parents and teachers.

BUSINESS, ACCOUNTING & FINANCIAL STUDIES



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HEEP YUNN SCHOOL

Major Concern: To enhance the effectiveness of learning and teaching through promotion of e-learning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	(1) Lesson preparation worksheet for different topics would be uploaded to eclassroom or other online channels before the lessons.	To enhance students' self-learning initiatives through e-learning.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
Whole year	(2) PowerPoint files and other supplementary learning materials would be uploaded to eclassroom or other online channels after the lessons.	To enable students to revise and extend their learning through e-channel.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
1 st term	(3) An exercise of statistical survey will be organised for F. 3	To encourage students to learn through collecting information online and further analyse the data.	Average score of 5 or above for the worksheet (out of 10).	Marks for the worksheets.	IC	
2 nd term	(4) Millennium Entrepreneurship Program	To encourage students to explore on various issues and learn through internet.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	\$1000
2 nd term	(5) A International Trade Workshop for F. 4, which addresses concepts on international trade, product innovation & analysis, and effective market entry strategy with an interactive speaker forum and group activities.	To encourage students to explore on global marketplace through internet.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	

Major Concern: To enhance efforts in students' careers and life planning and personal development.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	(1) Small group tutorials for weaker students and enrichment class for more capable students.	To cater for learners' diversity and to encourage students to share their problems in small groups.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
2 nd term	(2) "Rich Kid, Poor Kid Financial Management for Teens" for F. 4 and 5.	To enhance students' awareness of the importance of personal financial planning and their financial planning skills	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	TS	
2 nd term	(3) Talk for F. 4 and 5 by CUHK about "Interview skills".	To enhance efforts in students' careers and life planning.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	TS	
2 nd term	(4) Millennium Entrepreneurship Program	To encourage students to take their initiatives to learn and develop their interest in learning.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	\$1000
2 nd term	(5) Personal Finance Workshop for F. 5, aimed at equipping students with the tools to ensure that they make responsible and wise financial decisions.	To develop the financial literacy of students and equip them with the tools to ensure that they make responsible and wise financial decisions throughout their careers and lives.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	(1) Small group tutorials for weaker students and enrichment class for more capable students.	To cater for learners' diversity and to encourage students to build up workable targets.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
Whole year	(2) Public examinations – IGCSE for F. 5 - HKICPA BAFS Examination for F. 6	To encourage student in building of workable targets and enhance students' confidence in handling public examinations.	Satisfactory results in the public examinations.	Statistical result by the end of term.	IC	
1 st term	(3) For F. 3, an entrepreneurship program called "It's my business" would be organized. Students will be encouraged to share real life experience with business volunteers.	To encourage students to build up a positive and proactive attitude through the sharing of real life experience of business volunteers.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	
2 nd term	(4) A International Trade Workshop for F. 4, which addresses concepts on international trade, product innovation & analysis, and effective market entry strategy with an interactive speaker forum and group activities.	To encourage students to interact with experienced international trade professionals and learn about what it takes to succeed in the challenging global marketplace	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	
2 nd term	(5) Millennium Entrepreneurship Program	To encourage students to build up a positive and proactive learning attitude through interaction with business	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	\$1000

		volunteers.				
2 nd term	(6) Personal Finance Workshop for F. 5, aimed at equipping students with the tools to ensure that they make responsible and wise financial decisions.	To encourage students to build up a healthy financial attitude.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	

BIOLOGY



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Heep Yunn School

Major Concern 1 - To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 15 to Jun 16	Distribute teaching materials through e-classroom	To encourage teachers to use the e-classroom to distribute teaching materials to students so as to empower teachers' proficiency in using the existing eLearning platform	Teachers upload at least 3 chapters of teaching notes or PowerPoint slides onto e-classroom before lesson.	E-classroom record of the number of files uploaded and student access record.	FS, RK	Nil
Sep 15 to Jun 16	Interactive IT teaching	To empower teachers with the proficiency in preparation of interactive teaching materials using the Microsoft Mouse Mischief or other software for interactive learning and teaching	Teachers make use of an interactive PowerPoint for at least one lesson.	PowerPoint file record & oral feedback from students	FS, RK	\$1,000
Sep 15 to Jun 16	Recording videos for post-lesson learning	To encourage teachers to prepare videos for students' revision after class and also allow the absentees to have remote learning so that no students are left behind	Teachers record at least one video Students / absentees view the video.	Video hit rate, students' feedback and questionnaire	FS, RK	Nil

Major Concern 2 - To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
May 16 to Jun 16	Sharing with junior form students	To help form 3 students to set up a clear target in life planning by sharing about the future path of a science student.	Teacher shared with the students at least once before the students choose their elective subjects	Students evaluation	FS, RK	Nil
Jun 16 to Jul 16	Subject talks	To help students set up a clear target by inviting professional personnel from the tertiary education sector to share about the career path of various fields in science.	Students in senior forms attend at least one talk	Teachers' feedback and students evaluation	FS, RK	Nil

Major Concern 3 - To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Nov 15	Field study	To encourage students to build up a positive attitude towards a healthy lifestyle by carrying out learning activities in the nature.	Students actively participate in the activity.	Students' report	FS, RK	Nil
Jan 16	Visit to Shenzhen or Macau Science Museum	To provide an opportunity for students to relax from the stressful academic environment while broadening their horizon in science.	Students actively participate in the activity.	Attendance record, questionnaire and students' feedback	RK, TWK, SC, CYC	Nil

CHEMISTRY



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Heep Yunn School

Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09/15 – 06/16	Form 4 – 6 Recording videos for pre-lesson and post-lesson teaching	To prepare online materials for students to learn at home before or after lessons.	Over 70% of students find e-learning materials useful.	Teacher’s observation and students’ feedback and questionnaire	CYC, CHY, MWT	
09/15 – 06/16	Form 4 – 6 E-class classroom	To help students prepare lessons by uploading lesson contents and schedule on E-class.	Over 80% students access E-class classroom and download lesson materials.	E-class record	CYC, CHY, MWT	
09/15 – 06/16	Form 4 – 6 Setting up facebook and/or whatsapp group	To provide a platform for students to ask questions and discussion among teachers and students.	Over 80% of students participated in the discussion in the groups.	Teacher’s observation and students’ feedback	CYC, CHY, MWT	

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09/15 – 06/16	Forms 4 – 6 Inviting professors from local universities to give admission talks or science lectures or organizing visits to local universities' science departments.	To provide students more information about the admission requirements and the characteristics of the subject concerned.	Over 70% of students agreed that the talks or visit can provide them more information about local science bachelor programs.	Teachers' observation, students' feedback and questionnaire	CYC, CHY, MWT	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09/15 – 06/16	Visit to the laboratories of other schools for teachers and technicians.	To understand the laboratory facilities of other school so as to improve the environment of the laboratory of our school.	At least one visit is organized.	Teachers' and technicians' feedback	CYC, CHY, MWT	
09/15 – 06/16	Forms 4 Visit to Shenzhen or Macau Science Museum	To provide more science activities for students outside the classroom which can broaden their horizon and at the same time let them relax from their stressful academic life in school.	Over 70% of students agree that activities outside classroom can balance their busy life in Heep Yunn school.	Attendance record, questionnaire and students' feedback	TWK, SC, CYC, RK	

CHINESE



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協恩中學 學校目標與中文科工作計劃

一． 提升教師運用電子學習平台及製作電子教材的信心及能力。

日期	活動	目標	程序	成功指標	評估方法	負責人	財政預算
8 月 暑期	中一銜接 課程	1. 推動教師 製作教學 影片 2. 鼓勵同儕 合作，共享 資源	1. 5 位中一暑期銜接班教師議定題材，製作 6 段教學影片，供學生在課前自學。 2. 5 位教師合作試行翻轉教室，體驗善用電子教材及改變傳統教學策略的教學成效。 3. 經驗分享——首次科務會議： ➢ 邀請暑期銜接班教師分享翻轉教室試行體會及介紹拍攝軟件。 ➢ 邀請 1415 學年曾製作電子教材及試行翻轉教室的教師分享體會。 4. 鼓勵教師就以下 3 項題材製作電子教材：語文/文化知識、寫作手法、答題技巧。 5. 將教學影片存放於電子教材庫，便利教師取用。	1. 所有中文教師均 能自製教學影 片。 2. 電子資源庫內影 片存放量不少於 30 段。	1. 教師自製影片 數量。 2. 電子資源庫影 片存放量。	科 主 任	／
全年	日常教學						

二． 幫助學生訂立明確目標，規劃人生。

日期	活動	目標	程序	成功指標	評估方法	負責人	財政預算
全年	日常教學	1. 提醒學生中文水平對日後升學就業發展的重要。 2. 啓迪學生毋忘惠澤社會為人生方向之一。	融於日常教學	／	／	所有 教師	／

三． 鼓勵學生及教職員認識自己，訂定可行目標，活出積極人生。

日期	活動	目標	程序	成功指標	評估方法	負責人	財政預算
全年	減省持續評估項目數量	釋放教學空間，誘發師生正能量	更新持續評估要求，以下項目不再列入持續評估範圍內：專書閱讀、好書推介、時事文化沙龍、語文活動	1. 課時更具彈性 2. 減輕教師在持續評估方面的行政壓力	教師回應	科主任	／
全年	古典文化教材——訂定自學篇章	提升學生的自學能力	1. 中一至中三教師議定古典文化教材自學篇章（全年不多於5篇） 2. 自學篇章屬測驗及考試範圍（不多於全卷分數5%）	學生能理解自學篇章的要旨及文言字詞解釋	學生的測驗及考試表現	初中教師	／
全年	鼓勵教師試行創意教學策略——翻轉教室	1. 教師藉試行翻轉教室反思及更新個人對教學的認知，提升專業水平 2. 提升學生自學能力及多元共通能力	1. 準備工作： <ul style="list-style-type: none"> ➢ 5位中一暑期銜接班教師合作試行翻轉教室，體驗善用電子教材及改變傳統策略的教學成效。 ➢ 經驗分享——首次科務會議： <ul style="list-style-type: none"> ■ 邀請暑期銜接班教師分享翻轉教室試行體會及介紹拍攝軟件。 ■ 邀請1415學年曾試行翻轉教室的教師分享教學體會。 ➢ 鼓勵教師報讀教育局及其他團體主辦的翻轉教室工作坊／分享會。 1. 推行： <ul style="list-style-type: none"> ➢ 將翻轉教室的理念與觀課／評課指標(期望)結合，鼓勵教師作出嘗試。 ➢ 鼓勵教師融合翻轉課室的理念於日常教學： <ul style="list-style-type: none"> ■ 要求學生上課前先備課／自學基礎知識 ■ 課堂驗證學生的自學成效 ■ 課堂以啓迪學生解決難題為本，並力求提升學生的共通能力（如解難能力、創造力、批判思考能力、協作能力、溝通能力、運用資訊科技能力等） 	1. 70%或以上教師試行翻轉教室 2. 70%或以上教師在試行後能反思及更新個人對課堂教學的認知 3. 70%或以上學生對自己的自學能力具信心 4. 70%或以上學生對自己的共通能力具信心	1. 觀課／評課 2. 教師問卷及訪談 3. 學生問卷	科主任	／

CHINESE HISTORY



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協恩中學

2015-2016 中史科工作/計劃中的措施

1)主要目標：增強教師運用電子學習平台及製作/獲取電子教材的信心及能力。

日期	建議活動	目的	達標準則	評估方法	負責老師	財政預算
全年	教師製作電子學習教材，並擬定題目，學生須利用教材作答(中一至中六)	透過電子教材，培養學生自學能力	90%以上學生合格	課堂報告及習作	任教老師	/

2)主要目標：幫助學生訂立明確目標，規劃職業及人生。

日期	建議活動	目的	達標準則	評估方法	負責老師	財政預算
全年	課堂講課及討論 (中一至中六)	透過歷史人物的事蹟以鼓勵學生訂立明確目標，建立積極的人生觀	80%以上學生合格	課堂報告及習作	任教老師	全年
全年	故事集(中一至中三): 1) 每一節課前學生須預備一個與課節有關而非教科書上的故事; 2) 每一節課會請部分同學講故事; 3) 學期終把所有故事集結，連同人物評價及讀後感繳交。 4) 請家長參與：家長閱畢學生作品後，給予評語。 (可口述由學生代筆)	透過歷史人物的事蹟以鼓勵學生訂立明確目標，建立積極的人生觀	90%以上學生合格	課堂報告及學期終習作	任教老師	全年

3)主要目標：鼓勵學生及教職員認識自己，訂定可實現目標，建立正向積極態度，邁進健康生活大道。

日期	建議活動	目的	達標準則	評估方法	負責老師	財政預算
全年	課堂講課及討論 (中一至中六)	透過歷史人物的事蹟以鼓勵學生定立明確目標，建立正面積極態度，邁進健康生活大道。	80%以上學生合格	課堂報告及習作	任教老師	全年
全年	故事集(中一至中三): 1) 每一節課前學生須預備一個與課節有關而非教科書上的故事; 2) 每一節課會請部分同學講故事; 3) 學期終把所有故事集結，連同人物評價及讀後感繳交。 4) 請家長參與：家長閱畢學生作品後，給予評語。 (可口述由學生代筆)	透過歷史人物的事蹟以鼓勵學生定立明確目標，在家長的協作下，幫助學生建立正面積極態度，邁進健康生活大道。	90%以上學生合格	課堂報告及學期終習作	任教老師	全年

COMPUTER



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Heep Yunn School

Major Concern: To empower students with the proficiency in using the eLearning platform.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	Students would have exercise on i-clouding. They would also have a taste on collaboration discussion and working.	Empower the proficiency in using the eLearning platform among the students.	Successful if more than 80% of the students indicates that they have empower their proficiency in using the eLearning platform.	Assessing the result through questionnaire.	CKL	NIL

Major Concern: To help students set up a clear target in life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	Students would create a program on financial life planning.	To help student to think about the financial planning on different stages of life.	Successful if more than 80% of the students that they have enhanced concept and think out their financial planning on life.	Assessing the result through questionnaire.	CKL	NIL

Major Concern: To encourage students to build up a positive and proactive attitude towards a healthy lifestyle.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	Students would make a presentation on healthy lifestyle.	To encourage students to reflect what a positive and proactive healthy lifestyle is.	80% of the girls indicate a have a better understanding of what a positive and proactive healthy lifestyle is.	Assessing the result through questionnaire.	CKL	NIL

ECONOMICS



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Heep Yunn School

Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teachers Responsible
Oct 2 to May 29	Subscription of online teaching resources from Econschool	To provide subject teachers with a platform with updated teaching materials to use eLearning	100% of the teachers could get access to the eLearning materials	Teachers' reflection	WWT
Sept – May	Update video database of the department	To provide teachers with video resources for preparation of eLearning materials	100% of the teachers could get access to the materials	Teachers' reflection	WWT and MML

Major Concern: To help students set up a clear target in careers and life planning.
To strengthen the existing network of alumni and community in providing careers guidance and related support to students.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teachers Responsible
Sept - Apr	Junior Achievement Company Programme	To obtain guidance from the professionals to help students set targets in future career	80% of participants experience managing a firm and through which understand their interests and abilities	Participants' reflection and feedback from business advisors	WWT and MML

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teachers Responsible
Feb	Rich Kid, Poor Kid Programme	To provide students with money management skills which help them develop healthy spending and investment habits	80% of the participants obtain better understanding in handling personal finance	Students' reflection	WWT, MLL and MML

ENGLISH & ENGLISH LITERATURE



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Heep Yunn School

School Goals and Major Concerns

1. To enhance the effectiveness of learning and teaching through promotion of e-learning

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Regularly	Pre-lesson reading and research on different themes/concepts from the Internet	<ul style="list-style-type: none"> • To facilitate students' self-learning initiatives through lesson preparation • To promote extension reading on various themes and issues • To enhance teaching and learning through the acquisition of e-materials 	Students complete lesson preparation	<ul style="list-style-type: none"> • Checking of lesson preparation • Comments from students and subject teachers 	Subject teachers	
Regularly	Sharing of student's written work and presentation of ideas via online platforms (e.g. Dropbox or Google apps)	<ul style="list-style-type: none"> • To encourage sharing of knowledge among peers • To foster a culture of peer learning 	<ul style="list-style-type: none"> • Students demonstrate their ability in writing work of different genres • Students participate actively in group discussions and the sharing of ideas 	Comments from students and subject teachers	Subject teachers	

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	Weblog for senior Literature students to conduct regular sharing of knowledge and learning experience	<ul style="list-style-type: none"> • To encourage students to conduct regular sharing on books, movies and literary texts of the syllabus • To encourage weblog discussions on different literary texts 	All senior literature students contribute to and participate in the weblog discussions	Statistics on students' participation in the weblog discussions	KLL, WSM, YCY	
Twice a year	Sharing and discussion of students' creative work on class blog	<ul style="list-style-type: none"> • To stretch students' creativity/ creative talents in writing different genres of work • To encourage sharing of ideas and cooperation among peers • To enhance teaching and learning through the acquisition of e-materials 	<ul style="list-style-type: none"> • Students demonstrate creativity in their original work • Students reflect on their learning and respond to others' work critically 	<ul style="list-style-type: none"> • Teacher's feedback on individual tasks • Students' participation in the blog discussion 	Subject teachers	
Every month	<ul style="list-style-type: none"> • Individual/ Pair/ Group presentation of self-learning tasks • Individual responses on follow-up questions/ classmates' comments on online platforms 	<ul style="list-style-type: none"> • To enhance students' ability in reflecting critically on literary texts; • To facilitate students' initiatives in self-learning • To encourage sharing of ideas and interaction among peers 	<ul style="list-style-type: none"> • Students show their understanding of the literary texts and writing techniques, and convey meaningful messages • Students demonstrate confidence in monitoring their progress of learning and in presentation of ideas 	Students' self- and peer- evaluation	Subject teachers	

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Once a year	Flipped Classroom for Junior Forms English	<ul style="list-style-type: none"> • To facilitate learning and teaching through lesson preparation at home • To encourage sharing of fundamental concepts/ knowledge prior to learning in class • To guide students on using internet resources for completing newspaper reflection 	<ul style="list-style-type: none"> • Students view learning materials uploaded by teachers and contribute their ideas • Students add on/ respond to peers' ideas by writing further comments • Students read news recommended by teachers 	<ul style="list-style-type: none"> • Checking of lesson preparation by students • Statistics on students' participation on various online platforms 	Subject teachers	

2. To enhance efforts in students' careers and life planning and personal development

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Regularly (bi-weekly)	Oral news presentation (in-class)	<ul style="list-style-type: none"> • To encourage self-initiated reading of newspaper / watching of news at home • To encourage students to read career-related materials to enhance understanding of oneself and the working world • To encourage students to give feedback to peers 	<ul style="list-style-type: none"> • Students present on self-chosen pieces of news • Students show interaction and participation in raising questions 	Comments from students and subject teachers	Subject Teachers	
Regularly (monthly)	Newspaper reflection	<ul style="list-style-type: none"> • To encourage regular reading and reflection on local and international news • To encourage students to read career-related materials to enhance understanding of oneself and the working world • To train students to express their thoughts in an organised, coherent and logical way 	Students write critical reflections on news articles	Comments from students and subject teachers	Subject Teachers	

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Twice a year	Engaging in discussions/ writing activities related to personal development or the working world	<ul style="list-style-type: none"> • To raise students' awareness of the ongoing issues in our society and the world • To enable students to reflect on their personal experience in the work placement programme 	<ul style="list-style-type: none"> • Students participate actively in group discussions • Students' written work reflect their understanding of self and society 	Teachers' feedback on students' work	Subject teachers	
Twice a year	Engaging in role-play/ essay writing activities involving the main themes of literary texts and sharing of the relevant written work	<ul style="list-style-type: none"> • To raise student's awareness of the ongoing issues in our society and world • To show their care towards different parties (e.g. the minorities/ underprivileged in the community) • To encourage exchange of thoughts among students of different levels, widening their horizons 	<ul style="list-style-type: none"> • Students convey a range of relevant themes or ideas in their work • Students' work reflect their understanding of self and society • Students' work arouses readers' interest and attention to their roles in society as well to different local and global issues 	<ul style="list-style-type: none"> • Teacher's feedback on the work • Students' self- and peer- evaluation 	Subject teachers	

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Twice a year	Extensive or further reading of literary texts - in-class reading and sharing	<ul style="list-style-type: none"> To foster students' interest in language arts and/or literature To prepare students for HKDSE syllabus of the Elective Modules (Language Arts) in English and that of Literature in English 	Students demonstrate their ability in literary criticism as well as show their appreciation towards literature in the formative and summative assessments	Student's feedback on the reading and sharing	Subject teachers	

3. To promote a healthy school environment - physically, mentally & spiritually

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	Incorporating themes related to healthy school life (e.g. physical and mental health, sports, leisure and entertainment, etc.) into the English curriculum	<ul style="list-style-type: none"> To promote students' awareness of the importance of a healthy and fulfilling school life To empower students with positive values and attitudes towards life 	<ul style="list-style-type: none"> Teachers design or tailor-make teaching and learning tasks promoting a healthy school life Students engage in tasks or exercises related to a healthy school life 	<ul style="list-style-type: none"> Lesson plans Scrutiny of students' work Feedback from teachers and students 	Subject teachers	
Whole year	Exchange student programme	To promote whole-person development through interaction with other cultures and languages	Students' interaction with exchange student in and out of the classroom	Feedback from students and exchange student	GW	

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	<ul style="list-style-type: none"> • English Drama Fest (as actresses or audience); footage sharing on internet • Drama lessons 	<ul style="list-style-type: none"> • To promote whole-person development through appreciation of and involvement in theatrical productions • To promote interpersonal skills through collaborating with peers 	<ul style="list-style-type: none"> • Students perform/ stage a modern (original or adapted) and/or Shakespearean dramas • Students/Public watch the performance(s) • Students conduct mini lessons to share what they have learnt in the course 	<ul style="list-style-type: none"> • Adjudicators' comments • Audience's response • Drama teacher's feedback • Participants' feedback 	EMI Drama Group teachers, MH	
Summer	Cultural exchange programme to an English speaking country	<ul style="list-style-type: none"> • To promote whole-person development through widening students' exposure • To encourage students' use of the English language in an authentic setting 	Students' active enrollment on and participation in the programme	Statistics on students' participation and feedback from students and teachers	OKL, HCH	

FAMILY AND LIFE EDUCATION



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Heep Yunn School

Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

提升教師運用電子學習平台及製作電子教材的信心及能力。

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2015 年 9 月至 16 年 5 月	增加連用電子教材和平台 中一：運用電子教室收集學生回應。	學生能更自如地在電子平台上與老師分享。 老師能夠利用電子平台作關顧。	80%同學積極投入電子平台的回應。	科目獨立問卷	張美紅老師、 馮淑芝老師、 梁文芮老師	

Major Concern: To help students set up a clear target in careers and life planning.

幫助學生訂立明確目標，規劃人生。

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2015 年 9 月至 16 年 5 月	派發工作紙讓學生填寫目標 中一：調整教學內容，教導學生有效學習	讓學生定期定立和檢討目標	80%同學有定立目標 80% 同學表示學習上有進步	科目獨立問卷	張美紅老師、 馮淑芝老師、 梁文芮老師	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

鼓勵學生及教職員認識自己，訂定可行目標，活出積極人生。

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2015 年 9 月至 16 年 5 月	科目內容鼓勵學生認識自己並作出改變	讓學生能透過不同活動認識自己	同學用心去寫課後反思 80% 同學表示有按科目內容作出改變	科目獨立問卷 學生回應內容具反思性	張美紅老師、 馮淑芝老師、 梁文茵老師	

GEOGRAPHY



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Heep Yunn School

Major concerns 2015-2016

1. To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials;
2. To enhance efforts in students' careers and life planning and personal development;
3. To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets

(1) Major concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations	Year-end evaluations
Sept - June	<p>CURRICULUM PLANNING</p> <ul style="list-style-type: none"> - Establishing e-platform to share teaching materials with teachers and students (e.g. Facebook page) - Explore Geography apps - Encourage teachers to take videos for some parts of teaching - Accepting students to submit projects through e-platform(e.g F3 students will take videos as a project in Term 2. Teachers will mark and discuss the videos with students through e-platform) 	<ul style="list-style-type: none"> - To equip teachers with the most updated eLearning technology - To help teachers to form a habit to use eLearning tools in teaching - To encourage more teacher-student academic interactions through e-platform 	<ul style="list-style-type: none"> - All teachers are assigned as the hosts of the e-platform (e.g. to be the admin of the Facebook page) - All teachers are notified with the updated Geography apps. - All teachers share the teaching materials through e-platform 	<ul style="list-style-type: none"> - e-Platform responsive rate - quantity and quality of apps explored - feedback from students 	<ul style="list-style-type: none"> - Establishing e-platform to share teaching materials with teachers and students (e.g. Facebook page) 	

<p>Sept - June</p>	<p>CO-CURRICULUM PLANNING</p> <ul style="list-style-type: none"> - Teachers of Geography will exchange eLearning ideas with the teachers within department and with other panels 	<ul style="list-style-type: none"> - To equip teachers with the most updated eLearning technology - To stimulate the ideas on eLearning - To promote professional development 	<ul style="list-style-type: none"> - Teachers at least attend one workshop/ seminar/ exhibition - Teachers exchange eLearning ideas with teachers from other panels at least once in the academic year 	<ul style="list-style-type: none"> - feedback from teachers 	<ul style="list-style-type: none"> - Discussion will be done in different department meetings 	
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(2) Major concern: To enhance efforts in students' careers and life planning and personal development

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations	Year-end evaluations
Sept - Jun	<p>Curriculum planning</p> <ul style="list-style-type: none"> - Small group presentations/ projects - Video sharing and discussion - Sharing of learning journals/ reflection - Poster/ leaflets design (Junior forms) 	<ul style="list-style-type: none"> - To develop students with a sense of wonder, curiosity and respect for all peoples, their cultures, values, places and environments - To let students recognise environmental problems and take appropriate action to promote sustainable development - To cultivate students with a sense of belonging to society and the nation and become active and responsible citizens which are vital in their life planning and personal development - To nurture students be aware of the increasing global interdependence of peoples and nations, and appreciate the importance of international solidarity and cooperation 	<ul style="list-style-type: none"> - All students are able to complete the assigned group presentations and discussions - All students are able to submit relevant task sheets or learning journals which reflect their values on relevant issues 	<ul style="list-style-type: none"> - Test, mid-term assessment and examinations - Checking of notes/ learning journals - Group presentation - Evaluation forms - Task sheets 	<ul style="list-style-type: none"> - Senior Secondary (F.4-6) <ul style="list-style-type: none"> ■ Small group presentations/ projects on the topics about sustainable development, global warming, measures to deal with various natural hazards, etc. ■ Video sharing and discussion on the topics relevant to environmental conservation - Junior Secondary (F.1-3) <ul style="list-style-type: none"> ■ Small group presentations/ projects on the topics about land use planning, global warming, TRF, measures to deal with various natural hazards, etc. ■ Video sharing and discussion on the topics relevant to environmental conservation (e.g. conservation of TRF, measures to combat with climate change) ■ Students are required to design leaflets on the promoting preventive measures of landslides 	

	<p>Co-curriculum activities</p> <ul style="list-style-type: none"> - Launching of talks/ sharing sessions by old girls or NGOs/ green groups - Visits to the universities in HK (F.4-6) - Visits to museums - Visits to the Hong Kong Observatory (HKO)/ NGOs/ green groups (if possible) - Sharing of information about relevant activities via online platform (e.g. facebook) - Participation of external Geography-related activities/ competitions 	<ul style="list-style-type: none"> - To extend the learning of subject-matter beyond textbooks and classrooms - To introduce the works of green groups to students - To develop students' interests on the study in the university - To stretch and help students to recognize their ability for further development - To help students set up a clear target in careers and life planning - To strengthen the existing network of alumni and community in providing careers guidance and related support to students 	<ul style="list-style-type: none"> - 90% of F.1-F.5 Geography students attend the talks/ sharing sessions held by old girls/ NGOs/ green groups - 60% of F.6 Geography students visit at least one of the universities in HK - 80% of F4-5 Geography students attend the visits to HKO/ NGOs/ green groups - 50% of Geography students participate in at least one of the external Geography-related activities/ competitions 	<ul style="list-style-type: none"> - Evaluation forms - Task sheets - Learning journal/ reflection - Group presentation - Sharing via online platform (e.g. facebook, eclass) 	<ul style="list-style-type: none"> - Launching of talks about environmental conservation and the works of green groups - Senior form (F.4-6) Geography students are encouraged to visit at least one of the universities in HK on the open days - F.6 Geography students are encouraged to participate in the NSS talk/ visit to be held by the Department of Geography & Resources Management of the CUHK in the first term - F.4-5 students are encouraged to visit the Stephen Hui Geological Museum of the Department of Earth Science of the HKU in the 2nd term - All students are encouraged to visit the HKO on its open day - All students are encouraged to visit the Jockey Club Museum of Climate Change in the CUHK - All relevant activities would be posted on (e.g.) facebook/ eclass to inform (senior form) Geography students. They are also encouraged to share and give comments via the online platforms. - All students would be encouraged to participate in various external competitions whenever appropriate. 	
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- (3) To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets
- encourage students to apply the knowledge of geography into daily life.
 - develop a healthy daily lifestyle and influence others.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations	Year-end evaluations
Sept - June	CURRICULUM PLANNING - field trips conducted to develop a positive and proactive attitude towards building a healthy lifestyle through learning Geography	- encourage students to do more outdoor activities through learning in Geography - be confident in planning a route for hiking including the knowledge learnt regarding direction, distance and time	- provide opportunity to students to participate one field trip once in the junior secondary Geography study and once in senior forms	- Feedback from students	- Teacher-directed field trip - Students' self guided field trip - Co-work with external organization for field trip arrangements	
Sept - Jun	- Introduce the concept of sustainable development and a greener life style at home, e.g. to keep some plants at home, to consume food which is environmental friendly	- enhance the element of greener and sustainable life-style	- All forms introduce/ re-introduce the concepts about sustainable development	- Evaluation forms, - Task sheets, - Learning journal/ reflection, - Group presentation, - Sharing via online platform (e.g. facebook, eclass), OR - project learning	- Share the photos with classmates	

HISTORY



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Heep Yunn School

Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sept. 2015 – May 2016	Teachers preparing eLearning materials - micro lessons (video clips, about 10 mins each)	To build up gradually an eLearning resources bank	Each member in the History Department can prepare at least 5 video clips of micro lessons.	HOD checking the number of micro lessons submitted.	YFL	N/A
Sept. 2015 – May 2016	Teachers preparing reading materials or micro lessons (video clips) and upload those resources to school intranet or other on-line hosting services such as YouTube for viewing by students	To develop the habit of lesson preparation using the eLearning platform.	70% of students complete the assigned task.	Teacher's observation and assessment of students' performance in assignments and in test/examination.	YFL, KC, NL	N/A
Sept. 2015 – May 2016	Opening chat room in facebook / e-class classroom for discussion	To foster the spirit of sharing in the learning process using the eLearning platform.	60% of students participate actively in the chat room.	Teacher's observation & students' performance during discussion.	YFL, KC, NL	N/A

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sept. 2015 – May 2016	Mini research on historical figures (as part of continuous assessment) for F1-F3	To raise students' awareness the importance of life planning	60% of students able to write a short reflections about the key factors for the success of the historical figures under research	Teacher marking the mini research.	KC, NL	N/A

Sept. 2015 – May 2016	Taking part in History project(s) organized by tertiary institutions (e.g. Baptist University) / EDB/ others	To provide students channels to meet people in different professions.	80% of students participated in those projects giving positive comments	Students' feedback	YFL, KC,NL	N/A
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Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Oct. 2015- Jun 2015	Holding bi-monthly informal department meeting	To foster the spirit of peer support among colleagues	Teachers willing to share & voice their opinions	Teacher's feedback	YFL	N/A
Dec. 2015- May 2016	Organizing sharing sessions for F4-F6 girls	To give support and encouragement for students sitting for public examinations	60% of the students actively participated in the sharing session	Teacher's observation and students' feedback	YFL	N/A

INTEGRATED HUMANITIES



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Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 15 to May 16	IPads will be used in lessons to facilitate students' learning.	Student will get used to elearning in lessons.	IPads will be used at least twice in the year.	Number of usage	JK, JL, THM, MML, KC, GF, NL, WTL	
	Video-taping of going-over scripts sessions and drawing of mindmaps will be uploaded for students.	Students can learn in depth and understand their weaknesses through watching videos going-over scripts sessions.	one video per teacher will be uploaded for students.	Number of video uploaded		
	Workshop will be conducted by WTL to enable teachers more confident in using elearning.	Teachers will be more familiar to different elearning platforms.	One workshop will be conducted in the year.	Number of workshop Feedback from colleagues		

Major Concern: To help students set up a clear target in careers and life planning

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 15 to May 16	Special programmes will be arranged to help students understand more about the world so as to help in their life planning.	Student will be more aware of the world and know more about life paths that they can choose from.	At least one special programme will be arranged for each form in the year.	Number of special programmes	JK, JL, THM, MML, KC, GF, NL, WTL	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 15 to May 16	The curriculums for the three forms include topics related to understanding of oneself and healthy lifestyle. F.1: understanding of one's multiple identities and their obligations F.2: sustainability F.3: public health	Through different topics discussed in lessons, students are able to understand about themselves and build up a healthy lifestyle.	80% of students are able to answer (scoring 80%) of the questions set on the relevant questions.	Assignment and result	JK, JL, THM, MML, KC, GF, NL, WTL	

INTEGRATED SCIENCE



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Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	1. Teachers prepare tailor-made videos for students and share the videos through eLearning platform. (e.g. videos of experiments, stimulations or teaching)	To facilitate the teaching process by tailor-made videos.	Over 70% of students agree that the videos are useful.	By teachers' observation and questionnaires done by students.	All teachers	

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	<p>Junior students : Teachers will make use of their lessons to share with the students about the nature of various science subjects in senior form.</p> <p>Senior students : Various talks will be organized for the students.</p>	<p>To allow students to have a better understanding about the differences between science steam and art steam in senior form.</p> <p>To provide more information to students about the subjects provided in local universities.</p>	<p>Over 70% of students agree that information given by teachers help them to understanding more about senior form science subjects.</p> <p>Over 70% of students agree that the talks provided help them to understand more about different science subjects provided in tertiary education</p>	By teachers' observation and questionnaires done by students.	All teachers	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	Organising various science activities outside classroom. (e.g. visit the science museum in Macau/Shenzhen, joining various science competitions)	To provide students more science activities outside the classroom. The 'fun' and enjoyable aspects of the activities can balance their busy life in Heep Yunn.	Over 70% of students agree that activities outside classroom can balance their busy life in Heep Yunn.	By teachers' observation and questionnaires done by students.	All teachers	

LIBERAL STUDIES



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Major Concern 1: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	Production of teaching videos. Three main possible use has been identified: to explain assignments; to explain a particularly dense concept; or simply to record the lesson.	To facilitate student's self-study. For instance it would then be possible for students to practice past papers and watch the explanation videos on their own.	All teacher to produce video(s) of combined length of 15 minutes.	The use, production method and quality of the videos will be evaluated by the end of term.	All teachers
Sept-Jun	Sharing to be held within the department to explore the possible uses of google docs in setting assignments and doing collaborative work in class.	To allow teachers to familiarize with different tools which they can employ in e-learning.	At least one sharing to be held within the term.	N/A	All teachers

Major Concern 2: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	Make use of the community outreach programme of different professional organizations (e.g. Hong Kong Bar Association, Hong Kong Journalist	To allow students to meet with professionals so that they can gain a better understanding of their desired career paths.	Two talks can be held in the year.	Evaluation questionnaire to be distributed by the end of term.	All teachers

	Association) to invite them to give talks on issues that are relevant to the LS curriculum.				
Sept-Jun	The students are encouraged to explore their academic interests through attending public lectures and discussions of various issues in lessons.	To allow students to get a glimpse of issues that they will be facing in different subjects (primarily social science but also touches on medical ethics and environmental science); and thereby helping them to explore what they want to study in the future.	One outing to attend public lecture can be held in the year.	N/A	All teachers

Major Concern 3: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	Module 1 of the curriculum (Personal Development and Interpersonal Relationship) can allow students to make sense of the challenges of growing up in contemporary society and students will be encouraged to suggest and discuss ways to face those challenges.	Students can understand that the problems they face have both individual and social causes, and are not unique to them; and they can see how different kinds of interpersonal relationship can be maintained healthily.	- N/A	- N/A	All teachers

MATHEMATICS



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Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	Sharing by colleagues with relevant experience during meetings	<ol style="list-style-type: none"> 1. To equip colleagues with up-to-date technological tools 2. To acknowledge successful practices by colleagues using the eLearning platform 3. To create a supportive rapport via mutual assistance among colleagues 	Colleagues create one piece of material or more	Collection of materials throughout the year (each colleague responsible for one piece of material or more)	ALL	N/A
Whole Year	Setting up of an inventory of teaching resources	<ol style="list-style-type: none"> 1. To build a database of eLearning materials that meets pedagogical needs 2. To foster exchange of useful materials for teaching and learning 			LKW	N/A

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Second Term	Talks by the Maths and Chess Club with career elements	<ol style="list-style-type: none"> 1. To raise students' awareness in the ubiquity of mathematics in various career pathways 2. To lift students' motivation in acquiring more mathematical knowledge to equip for future endeavours 			YCW	N/A
Whole Year	Promotion of relevant activities organised by tertiary institutions	<ol style="list-style-type: none"> 1. To broaden students' horizon of potential career pathways 2. To offer opportunities for able students to acquire advanced mathematical knowledge 			YCW, LKW	N/A
Whole Year	To cooperate with other departments to visit the science museum in Shenzhen	To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues so as to broaden students' horizon of potential career pathways.	Over 70% of students think that they can learn a great deal through the activity.	By teachers' observation and questionnaires done by students	SC	N/A

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	Sharing of teaching and learning episodes and technological skills for eLearning during meetings	<ol style="list-style-type: none"> 1. To foster exchange of pedagogical content knowledge among colleagues 2. To create a supportive rapport via mutual assistance and understanding of teaching and learning among colleagues 		Lesson observation	LKW	Nil
Whole Year	Setting up of an inventory of teaching resources	<ol style="list-style-type: none"> 1. To take advantage of the close proximity of colleagues in the new seating in the staff room 2. To encourage assimilation of new teaching and learning strategies and lesson planning so that colleagues can design more workable targets 	Nil	Nil	LKW	N/A

PHYSICS



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Heep Yunn School

Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Oct 2015- May 2016	Set up E-classroom in school eclass system. E-learning materials including PowerPoint slides, simulations and video will be uploaded to E-classroom.	To prepare accessible e-learning materials for teachers and enhance the usability of online materials for all students.	Over 70% of students find e-learning materials useful.	Teacher's observation, students' feedback and questionnaire	TWK	

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Oct 2015- May 2016	<p>1. For junior form students - appropriate guidance for selection of science subjects is delivered through classroom teaching.</p> <p>2. For senior form students – science department conduct science talk and admission talk offered by local universities</p>	<p>1. To provide more information on science subject selection in order to help junior form students set up a clear target in subject selection.</p> <p>2. To promote science literacy and to keep students well informed of local universities' Bachelor of Science programme.</p>	<p>1. Over 70% of junior form students agree that guidance from teachers can help them to set up a clear target in subject selection.</p> <p>2. Over 70% of senior form students agree that science talk and admission talk can provide a valuable resource to help students realise the potential value of pursuing science education.</p>	<p>1. Teachers' observation, students' feedback and questionnaire</p> <p>2. Teachers' observation, students' feedback and questionnaire</p>	TWK	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Oct 2015- May 2016	<ol style="list-style-type: none"> 1. Visit Shenzhen/Macau science museum 2. Join the program organised by Hong Kong Disneyland. "Disney's World of Physics" 3. Conduct "science demonstrations" organised by science ambassador 	<ol style="list-style-type: none"> 1. To provide students more science activities outside the classroom. The 'fun' and enjoyable aspects of the activities can balance their busy life studying in Heep Yunn school. 2. To promote science as interesting and fun so as to avoid potential negative perceptions of it as boring or difficult. 	<ol style="list-style-type: none"> 1. Over 70% of students agree that activities outside classroom can balance their busy life in Heep Yunn school. 2. Over 70% of students agree that science activities outside classroom can increase their interest in science. 	<ol style="list-style-type: none"> 1. Teachers' observation, students' feedback and questionnaire 2. Teachers' observation, students' feedback and questionnaire 	TWK	

RELIGIOUS STUDIES



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Heep Yunn School

Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 15 to May 16	F.1: E-class classroom will be used for students to discuss and share their ideas to the teachers.	To encourage students to reflect more on life and able to share with others.	80% of students agree that they have communicated with teachers through e-channels.	Questionnaire	JK, MHC, GF & MYL	
	F.2 – F.6: different e-channels will be used to facilitate communication between teachers and students	To empower teachers to communicate with students beyond lesson time.	80% of students agree that they have reflect upon their lives.			

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 15 to May 16	<p>Subject content in different forms requires students to set up life targets.</p> <p>Teachers encouraged students to be determined in achieving the targets through card-writing.</p> <p>Students are given quiet time in lessons to reflect on setting-up of targets and are asked to share in portfolio (F.1) or exercise books (F.2 and F.3).</p>	<p>Students may set up targets and aim at improving themselves</p>	<p>80% of students agreed that they have set up at least one attainable target throughout the year.</p>	<p>Questionnaire</p>	<p>JK, MHC, GF & MYL</p>	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 15 to May 16	Subject content in different forms encouraged students to have positive attitude towards life, in particular in spiritual aspect.	Students may be more aware of health in spiritual aspect.	80% of students agreed that they have set up at least one attainable target throughout the year. 80% of students agreed that they have more concerns on their spiritual health.	Questionnaire and teachers' feedback	JK, MHC, GF & MYL	

TOURISM AND HOSPITALITY STUDIES



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Heep Yunn School

Major concern 1: To enhance the effectiveness of learning and teaching through promotion of e-learning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept - Jun	<p>Curriculum planning</p> <ul style="list-style-type: none"> - Use of PowerPoint (or other presentation software) to assist in teaching and learning - Use of videos (acquired from the internet) to arouse the interest of learning - Use of ipad to facilitate teaching and learning during lessons - Record of teaching videos by the teacher to assist teaching and learning 	<ul style="list-style-type: none"> - To empower teachers with the confidence and proficiency in using the eLearning platform - To develop students with a range of specific and generic skills, including effective communication skills, information-processing skills, critical thinking skills, creativity, and IT skills - To equip both teacher and students to apply appropriate skills in a wide range of tourism and hospitality industry and service-related situations. 	<ul style="list-style-type: none"> - At least one 10-15 minute video could be recorded for THS teaching in each form (F.4-6) - PowerPoints (or other presentation files) would be prepared for 80% of topics in the THS syllabus - All THS students are able to use ipad to learn during lessons - All THS students are able to make use of the assigned videos as tools for pre-lesson preparation 	<ul style="list-style-type: none"> - Group presentations - Evaluation forms - Learning journals/ reflection log books - Direct feedback received via online platforms 	<ul style="list-style-type: none"> - PowerPoint (or other presentation software) would be used to assist teaching during lessons. Some of the e-files would also be sent to students before/ after the lessons to facilitate their learning and consolidation of concepts. - Students are also encouraged to use various presentation software in their group presentations or sharing. - 10-15 minutes videos would be recorded by the teacher. The videos would be uploaded to online platforms (e.g. youtube) for students as pre or post lessons learning/ revision. - IPad would be used during lessons of selective topics to enhance students' interests and participation. - Each form (F4-6) of THS students would be assigned into corresponding groups of the online platform (e.g. facebook) to facilitate the share of information and opinions. Students are encouraged to express views on THS learning and teaching. External THS-related activities/ competitions will also be posted by the teacher on the platform.
	<p>Co-curriculum activities</p> <ul style="list-style-type: none"> - Development of online platform (e.g. facebook) to facilitate the promotion of THS-related activities 				

Major concern 2: To enhance efforts in students’ careers and life planning and personal development

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept - Jun	<p>Curriculum planning</p> <ul style="list-style-type: none"> - Introduction of careers in the tourism and hospitality sectors - Small group presentations/ projects - Video sharing and discussion - Sharing of learning journals/ reflection - Poster/ leaflets design 	<ul style="list-style-type: none"> - To enable students to explore different pathways for further study and careers - To equip students with the skills to introduce local tourism resources to friends and tourists; - To develop students with the sense of appreciating other cultures, customs and beliefs; - To enhance students’ awareness on the importance of integrity and ethical behaviour in the tourism and hospitality industry, and apply this to daily life situations; - To let students understand the personal qualities required for successful work in the tourism and hospitality industry, such as courtesy, initiative, adaptability, flexibility, and collaboration, etc.; 	<ul style="list-style-type: none"> - All students are able to complete the assigned group presentations and discussions - All students are able to submit relevant task sheets or learning journals which reflect their values on relevant issues - All students are able to realize the differences in various careers in the tourism and hospitality industry 	<ul style="list-style-type: none"> - Test, mid-term assessment and examinations - Checking of notes/ learning journals - Group presentation - Evaluation forms - Task sheets 	<ul style="list-style-type: none"> - Job duties and career path in the tourism and hospitality industry would be introduced in lessons. Details and duties of selected jobs (especially those in the hotel industry, e.g. front office manager) would also be examined. - Concepts and values of customer services would be introduced to let students have deeper understanding on the challenges faced in the tourism and hospitality careers. - Students would be required to work on group/ individual projects (e.g. evaluation of customer service quality of restaurants/ hotels/ travel agents). Sharing and presentations would be encouraged afterwards.

		<p>To let students realize the importance of sustainability in the tourism and hospitality industry with respect to its economic, environmental, cultural and social contexts;</p> <ul style="list-style-type: none">- To equip students with the sense and skills to demonstrate quality customer service.			
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Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept - Jun	Co-curriculum				
	activities - Launching of (career) talks/ sharing sessions by old girls or HKTT training centre - Visits to the universities in HK (F.4-6) - Field visits - Sharing of information about relevant activities via online platform (e.g. facebook) - Participation of external THS-related activities/ competitions	- To extend the learning of subject-matter beyond textbooks and classrooms - To introduce the duties of various careers in the tourism and hospitality industry - To develop students' interests on the study of relevant subjects (e.g. Hotel and tourism management) in the university - To stretch and help students to recognize their ability for further development - To help students set up a clear target in careers and life planning - To strengthen the existing network of alumni and community in providing careers guidance and related support to students	- 90% of F4-F.5 THS students attend the (career) talks/ sharing sessions - 60% of F.6 THS students visit at least one of the universities in HK - 80% of F4-5 THS students attend the visits to hotels/ tourism and hospitality related organizations - 50% of THS students participate in at least one of the external THS-related activities/ competitions	- Evaluation forms - Task sheets - Learning journal/ reflection - Group presentation - Sharing via online platform (e.g. facebook, eclass)	- Launching of (career) talks/ sharing sessions about tourism and hospitality related careers (e.g. flight attendants, ground crews, hotel managers, etc.) by old girls or HKTT training centre - THS students are encouraged to visit at least one of the universities in HK (e.g. Poly U, CUHK) on the open days - Hotel visits or field trips would be organized for F.4-5 THS students to extend their learning beyond textbooks. - Working placement in hotels would be arranged for selected F4 THS students in October. - All students are encouraged to visit various types of restaurants to realize the operations and the practice of customer services. - All relevant THS activities/ competitions would be posted on (e.g.) facebook/ eclass to inform students. They are also encouraged to share and give comments via the online platforms. - All students would be encouraged to participate in various external THS competitions/ workshops/ activities whenever appropriate.

Major concern 3: To promote a healthy school environment - physically, mentally & spiritually

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept - Jun	<p>Curriculum planning</p> <p>F6</p> <ul style="list-style-type: none"> - Limited amount of homework for students <p>F4 & F5</p> <ul style="list-style-type: none"> - Homework and group work with site visit 	<ul style="list-style-type: none"> - To provide appropriate time and space for students to take rest and have reflection - To encourage students to learn and explore knowledge from the living environment instead of the classroom and virtual world (internet) only - To encourage students to build up a positive and proactive attitude towards a healthy lifestyle 	<ul style="list-style-type: none"> - 100% of F6 THS students are able to finish their homework on time in addition to the revision quizzes - 90% of F4 & 5 THS students attend all the field trips, visits, talks, etc. organized by the teacher - All participants show interests in exploring THS relevant knowledge during and after the activities. 	<ul style="list-style-type: none"> - Performance of homework/ learning journal - Lesson performance - Evaluation forms - Group presentation/ sharing 	<p>F6</p> <ul style="list-style-type: none"> - At most 1-2 homework or simple task sheets will be given per month to provide opportunities for students to have self-reflection. <p>F5</p> <ul style="list-style-type: none"> - Students will be asked to visit hotels and restaurants to have on-site visit and comparison in different aspects. <p>F4</p> <ul style="list-style-type: none"> - Students will be asked to act as the travel planners and tour guides for the visit on Lantau Island.
	<p>Co-curriculum activities</p> <ul style="list-style-type: none"> - Launching of field trips, hotel visits, talks, etc. - Launching of co-curriculum field trips with other academic departments of the school 				

VISUAL ARTS



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Heep Yunn SchoolMajor Concern 1

To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials. (15/16)

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2015 to 06-2016	<ul style="list-style-type: none"> ● Make use of i-Pads in the learning and teaching process. ● Encourage students to use e-classroom. ● Do research on-line. ● Film lesson to facilitate teaching. 	<ul style="list-style-type: none"> ● To engage students in classroom learning by making the learning process more interactive by e-learning. ● To continue learning beyond classroom by e-platforms (e.g. eclassrooms, online research). ● To encourage teachers to make use of filming of lesson to facilitate teaching. 	<p>Junior secondary:</p> <ul style="list-style-type: none"> ● Make use of i-Pads in classroom learning at least once each term. ● Make use of e-class or e-classroom in disseminating information. ● Do online research at least once each term. ● Prepare a 10-min film of one's teaching. <p>Senior secondary:</p> <ul style="list-style-type: none"> ● Regular use (once per fortnight) of i-Pads in classroom learning and research for SBA. ● Submit assignments on-line. ● On-line research. ● Prepare a 10-min film of one's teaching. 	<ul style="list-style-type: none"> ● Questionnaires and reflections from students and teachers. ● Frequencies of using eLearning platforms. 	AC KKY PHL	NA

Major Concern 2

To help students set up a clear target in careers and life planning. (15/16)

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2015 to 06-2016	<ul style="list-style-type: none"> ● Careers talk to F3 students on the details of HKDSE Visual Arts curriculum and possible careers pathways in Visual Arts. ● Sharing by former visual arts students with senior form students on examination skills and art programmes at universities. ● Visit art exhibition/ graduation show/ activity by universities. 	<ul style="list-style-type: none"> ● To provide information to students interested in Visual Arts to facilitate them to make informed choices in their studies and future pathways. ● To broaden their exposure and mindset in careers and life planning. 	<ul style="list-style-type: none"> ● Each F3 class will be given a briefing in class on HKDSE Visual Arts curriculum and careers pathways in Visual Arts. ● Arrange at least one sharing by alumnae to senior form visual arts students. ● Visit at least one art exhibition/ graduation show/ activity by universities. 	<ul style="list-style-type: none"> ● Questionnaires and reflections from students and teachers. ● Responses from readers/ students/ teachers. 	AC	NA

Major Concern 3

To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets. (15/16)

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2015 to 06-2016	<ul style="list-style-type: none"> ● Design art-making activities related to expression of emotion/ understanding of self/ empathy towards others/ voluntary service via Visual Arts. ● Co-curricular Visual Arts activities related to self-understanding (e.g. Through our Eyes Photography Education Programme) 	<ul style="list-style-type: none"> ● To facilitate self-understanding in art making and art appreciation. 	<ul style="list-style-type: none"> ● Completion of related assignment and research. 	<ul style="list-style-type: none"> ● Questionnaires and reflections from students and teachers. ● Assignment and development process. 	AC KKY PHL	NA

HOME ECONOMICS



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Heep Yunn School

School Goals:

- 1) To enhance the effectiveness of learning and teaching through the promotion of e-learning.
 - a. To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials. (15/16)
- 2) To enhance efforts in students’ careers and life planning and personal development.
 - a. To help students set up a clear target in careers and life planning. (15-16)
- 3) To promote a healthy school environment (physically, mentally and spiritually).
 - a. To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets. (15-16)

	Activities Proposed	Objectives	Success Criteria	Evaluation Method
1	<p><u>In sewing lessons:</u> -A video tape for each lesson had been prepared before class. Girls are allowed to watch the video at the beginning of the lesson before they actually carry out their work. Video can be replayed by them at any time they required.</p> <p><u>In cooking lessons:</u> -Since we do not have a screen in the cookery room we will see what we can do later.</p>	<p>-To let the girls have a better understanding of all the steps taught.</p> <p>-To allow students with mixed ability to revise different steps whenever necessary.</p>	<p>-They are expected to complete the steps during the lesson time.</p> <p>-Girls are welcome to the sewing room during lunch time or after school to watch the video and make up the unfinished work.</p>	<p>- Marks will be given for each lesson, and the final result will be counted as part of the continuous assessment.</p> <p>-Comment will also be given as encouragement</p>
2	<p><u>In the first-term:</u> -To invite parents from the PTA to hold a scarf knitting class to teach the upper form girls to knit. The scarves</p>	<p>-The scarves are meant to give warmth to the elderly.</p>	<p>-They are expected to complete a scarf during The Christmas holidays.</p>	<p>-12 service hours will be given to those who have completed one scarf.</p>

	<p>will be given to the elderly as gifts in the second term function.</p> <p><u>In the second-term:</u></p> <p>-The girls from the Home Econ Club will join the voluntary Service Committee to prepare some festival foods for the elderly who come to visit the school during the Chinese New Year.</p>	<p>-To give more concern and respect to the senior citizens, and be ready to give support whenever possible.</p>	<p>-We encourage girls to produce more than one scarf</p> <p>-More service hours will be given as encouragement.</p>	<p>-Girls are invited to come to the event and to give out the scarves to the elderly so that they will meet the elderly in person.</p>
3	<p><u>In the first-term:</u></p> <p>-We will work with the girl guide, to teach the Form 2 girls to grow some organic fruits and herbs in the school campus.</p> <p><u>In the second-term:</u></p> <p>-We will make use of the harvested fruits to make salad, and the herbs to make sauces and seasoning for the meat dishes.</p>	<p>-To allow the girls to aware to save the earth and to treasure the food.</p>	<p>-A party will be held after the activity; teachers will be invited to taste and give comments.</p>	<p>-Successful girls will be invited to prepare the food for the party.</p> <p>-Evaluation form will be given to all the participants for feedback.</p>

PHYSICAL EDUCATION



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Heep Yunn SchoolMajor Concern:

2. To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2/2015 – 6/2016	<p><u>P.E. Lessons</u></p> <p>1. Student's height and weight will be measured.</p> <p>2. Fitness test will be administered.</p> <p>3. Different sports will be introduced to students during P.E. lessons.</p> <p>4. Discussion on the advantages of healthy lifestyle.</p> <p>5. 14 interest classes will be organized.</p>	<p>1. To know their BMI</p> <p>2. To understand one's physical qualities.</p> <p>3. To arouse student's interests in sports.</p> <p>4. To acknowledge the importance of having healthy lifestyle.</p> <p>5. To arouse students' interest in various sports and promote one life one sport.</p>	<p>1. Students know their BMI and they know the disadvantages of being obese.</p> <p>2. Students know their results of fitness test and the disadvantages of being unfit.</p> <p>3. 95% of students pass the assessment of P.E. lessons.</p> <p>4. Students can tell at least one advantage of having healthy lifestyle.</p> <p>5. Participants of interest classes have 70% attendance</p>	<p>1, 2, 3 and 4 A questionnaire will be given to students to evaluate their attitudes towards healthy lifestyles.</p> <p>5. The attendance of the interest classes will be recorded.</p>	<p>All P.E. teachers</p> <p>WSC</p>	

	<p><u>Sports Teams</u></p> <p>1. Students are encouraged to join school teams.</p> <p>2. Team members are encouraged to join practice sessions.</p>	<p>1. To engage students in doing sports.</p> <p>2. To get students to do their best.</p>	<p>1. 30% of the population of students become team members</p> <p>2. Team members will attend at least 70% of their training.</p>	<p>1. The name list of each team will be recorded.</p> <p>2. The attendance of team members will be recorded.</p>	<p>All TICs of sports teams</p>	
	<p><u>DSE Elective</u></p> <p>1. Discuss the advantages of having healthy lifestyle during lessons.</p>	<p>1. To get students to appreciate healthy lifestyle.</p>	<p>1. Students are able to present the advantages of having healthy lifestyle in 1 minute</p>	<p>1. Marks will be given to students for the presentation.</p>	<p>WSC and VL</p>	

To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher-in-charge	Budget
9/2015 - 5/2016	<p><u>DSE elective</u></p> <ol style="list-style-type: none"> 1. Different jobs in sports are introduced to students 2. Students are encouraged to discuss the qualities of the jobs in sports. 3. Students are encouraged to set up a target in sports and plan how to achieve it. 	<ol style="list-style-type: none"> 1. To get students to know various jobs in sports. 2. To let students know the requirements of jobs. 3. To get students to set up a clear target and make plans. 	<ol style="list-style-type: none"> 1. Students can name 5 jobs in sports. 2. Students can present the qualities required for their chosen job in sports in 3 minutes. 3. Students can set up a clear target in sports and plan their career path. 	<ol style="list-style-type: none"> 1. The students' draft for targets and plans will be collected. 2. Students are encouraged to improve their draft. 	WSC	

COUNSELLING



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Heep Yunn School

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget (\$)
Whole year	Big sisters scheme	- To enable students to better understand their strengths and weaknesses through organizing activities and being inspired by big sisters and social workers	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, YYD, SSW	12000
Nov 2015 – Apr 2016	PATHS follow-up: Social skills group	- To help less sociable students to think of the ways to improve their social relationships and hence face the future with more certainty.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, Ms Cynthia Chan	3000
Whole year	Mentorship scheme – buddy scheme	- To enable the Form 1 students to understand more about their strengths and weaknesses through being guided by their buddies.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, YYD, SSW	600
Nov 2015 and Jan to Apr 2016	Live for life (Talk and Social service)	- To enable the students to understand the needs of the needy and hence remind oneself to be well-equipped to face the future challenges	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, GF, SSW	
Oct 2015	Form 6 stress management program	- To help the students better manage their stress brought by their studies and by their planning of future career through sharing in class	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, MWK, SSW	500
Oct 2015 to May 2016	Fans Friends Club	- To enable those less sociable students to understand more about their strengths and hence be more confident for their future through participating in activities and serving as SSWs' helpers	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, KLK, SSW	3000

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget (\$)
Aug 2015	Form 1 Summer Induction Programme	- To enable the Form 1 students to better understand the opportunities and challenges that they may face and hence adopt a more adaptive attitude in learning in the new school.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	180
Whole year	Big sisters scheme	- To enable the Form 1 students to become more confident in working towards their targets through participating and organizing activities and being guided by their big sisters.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, YYD, SSW	12000
Nov 2015 – Apr 2016	PATHS follow-up: Social skills group	- To enable the less sociable students to become more confident through constantly being guided by social workers and participated in peer group sharing sessions.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	Ms Cynthia Chan	3000
Whole year	Mentorship scheme – buddy scheme	- To enable the Form 1 students to develop a more proactive attitude in facing the opportunities and challenges that they may face in the new learning environment by being constantly guided by their buddies	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, YYD, SSW	600
Whole year	Health in mind	- To enable the participants to better understand their strengths and weaknesses through organizing activities and hence have a clearer perspective towards one's goals.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, WTL, SSW	HIM
Nov 2015 – Apr 2016	Community Care Project	- To enable the participants to better understand their strengths and weaknesses through organizing activities and hence have a clearer perspective towards one's goals.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	HSBC
Nov 2015 and Jan to Apr 2016	Live for life (Talk and Social service)	- To enable students to better understand their own strengths through understanding more about the needs of the needy and hence have a clearer perspective towards one's goals	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, GF, SSW	HIM
Oct 2015	Form 6 stress management program	- To help the students better manage their stress brought by their studies and by their planning of future career through sharing in class, hence be more confident in working towards the targets	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, MWK, SSW	500
Oct 2015 to May 2016	Fans Friends Club	- To enable those less sociable students to understand more about their strengths and hence be more confident for their future	Over 70% of the participants agree that the activity can	Students' self—evaluation (questionnaire), social	IY, KLK, SSW	3000

		through participating in activities and serving as SSWs' helpers	achieve its objectives	workers' and teachers' observation		
Mar – May 2016	Sex Education – Talks	- To enable students to develop better attitude towards love and sex by exploring the related issues.	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, NL, SSW	
Whole Year	Small groups on Stress management skills	- To enable students to equip better with stress management skills so as to raise their level of resilience towards difficulties	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, Teresa, Ed. Psy.	

DISCIPLINARY BOARD



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Heep Yunn School

1. Name of Department / Committee: Disciplinary Board

2. Name of Teacher-in-charge / Head of Department: **Miss L. Ting**

3. Program plan:

a) Aims:

To help students develop a sense of responsibility, self-discipline and respect for each other.

To identify developmental and adaptive problems among students.

To devise appropriate preventive and corrective measures in handling student's behaviour.

To help students better understand the principles of the school rules.

To promote peer learning, better communication between junior and senior students.

To cultivate a caring and harmonious school campus with good discipline.

To collaborate with the teaching staff, counselling team, school social workers and parents to offer support to students.

b) Major concern

Students should be encouraged to become more self-conscious on discipline problems and take an active part in making improvement.

Senior students should take initiative to serve as role models for junior girls.

To emphasize the importance of punctuality and handling in assignment on time.

Better communication, good understanding and strong support from parents in dealing with discipline problems.

To encourage students to have good manners and courtesy.

To recognize and encourage desirable behaviour among students and to create an atmosphere of appreciation for positivism..

To build up team spirit among students.

c) Implementation

i. Regular check on students' behaviour (C/R record chit).

- ii. Merit system: Record will be recorded on the good performance record chit.
- iii. Presentation of certificates of merit to students with satisfactory discipline record.
- iv. Leadership Training Programme for F.4 and F.5 new prefects.
- v.
- vi. Joint School Leadership Training Programme for F.5 prefects.
- vii. Junior Prefect Scheme: Junior prefects will be selected from F.3. They will be trained by Prefects and will perform duties to maintain discipline in school.
- viii. Pupil Ambassador : Active, Bright and Caring Programme
- ix. Inter-class Board Design Competition.
- x. Revision of school rules.
- xi. Regular meetings with Form-teachers / Parents.
- xii. Assist in homework collection.
- xiii. Detention class for students after warning letter given.

d) Evaluation

- i. Compare records with previous years.
- ii. Regular meeting with class teachers to collect feedback.
- iii. Meetings with student representatives.
- iv. Regular meeting with Prefects.
- v. Communicate with parents to gain their support in dealing with pupils with disciplinary problems.
- vi. Students' discipline can be assessed through the suggested conduct grade given by DT.

LIBRARY



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Heep Yunn School

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep14-May30	Newspaper Subscription Scheme (SCMP, Sing Tao, Ming Pao & Hong Kong Economic Times)	We will make use of this opportunity to raise students' interest in reading newspaper and develop students' critical thinking skill by reading the articles in the newspaper.	Over 80% of the students have participated	Students' participation (no. of participants)	HHT	
Sep14-May30	Reading Sharing	To inspire students to listen, to express themselves and to develop dimensional thinking. We can achieve the peer group learning amongst them.	Over 10 students have attended each sharing	Attendance record	HHT	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep7-May31	Library Prefect Scheme	To provide the opportunities for students to train their leadership-skills, promote peer learning and increase communication between junior and senior students. Besides, regular book sharing was held among	Over 60 students have joined this scheme	Attendance record	HHT	

		library prefects after every service. It provides an opportunity for them to develop presentation skills by sharing books and learning with their fellows.				
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Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials..

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Nov9-Apr22	Magazine Quizzes (to be held once a couple weeks)	This activity promotes critical thinking and raises students' awareness to our community, our nation and the world. And it diversifies their interests and scope of learning through different reading materials as well as encourages self -learning	Over 30 participants in each round	Count on the number of answer sheets submitted	HHT	
Oct19-May13	Popular Reading Award Scheme	We hope this reading scheme will encourage students to take initiatives in reading and writing. Moreover, it encourages them to participate the library activities throughout the year.	100% participation of F.1 students	Booklets submitted by the students.	HHT	

STUDENT ASSOCIATION



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Heep Yunn School

Major Concern: To empower teachers with the confidence and proficiency in using the eLearning platform and preparation / acquisition of eLearning materials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher-in-charge	Budget
All year round	Student Council: online opinions collection	To enhance communication between the school office and students through providing access for students to reflect their opinions online easily and privately	Students will make use of this channel to voice their opinions towards the school.	- Evaluation meeting - Feedbacks from students	THM	
All year round	Facebook Page: 協恩學生	To connect different stakeholders of the school, such as the alumni, students and parents by updating recent activities and news of the school	Constantly updated throughout the year	- Evaluation meeting - Comments of each posts	TKT	

Major Concern: To help students set up a clear target in careers and life planning.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher-in-charge	Budget
August	Form One Orientation Program	To enhance form one students' team spirit and sense of belonging to the school	F.1 girls can build friendship with their peers and have a stronger sense of belonging	- Evaluation meeting - Questionnaires	TKT	

September	Leadership training camp: All sports team captains and Student Association executive committee members are invited to join	To boost their self-confidence, leadership skills and self-discipline as well as uniting the PE department and the Student Association	Student leaders can acquire leadership skills in different scenarios study and build a stronger bonding with each other.	- Evaluation meeting - Questionnaires	TKT	
December	Singing Contest: Students with singing talent are encouraged to join	To provide a platform for students to explore their talents for future planning	Have participants from all forms.	- Evaluation meeting - Reactions from teachers and students - Feedbacks from students	TKT	
January	Sub-committee member camp: A camp will be organized for all sub-committee members of the Student Association	To develop their leadership skills, creativity and problem solving skills so as to empower them to be self-disciplined and independent	Sub-committee members can develop their skills through accomplishing challenging tasks.	- Evaluation meeting - Observation of the executive committee members	TKT	
January	Fun Fair	To develop students' creativity, self-discipline, independence and problem solving skills as well as enhancing class unity	Students can create their class stalls with various skills	- Questionnaires - Student Council meeting	DY	
May-June	Executive committee member camp	To develop their sense of unity and leadership skills and enhance communications and cooperation between potential candidates	Able to attract new Exco members through the camp	- Evaluation meeting - Observation of the executive committee members	TKT	
Post-exam	Inter-house talent quest	To promote the sense of belonging among students as members of their own house	Strong involvement of house members and leaders in the event	- Feedbacks from house captains and students	THM	

Post-exam	Inter-house news quiz competition	To arouse the students' awareness towards local and international news	Strong involvement of house members and leaders in the event	- Feedbacks from house captains and students	THM	
All year round	Inter-house activities	To further revitalize the "House System" and enhance student unity and sense of belonging to the school	Strong involvement of house members and leaders in the event	- Feedbacks from house captains and students	TKT	

Major Concern: To encourage students and staff to build up a positive and proactive attitude towards a healthy lifestyle through understanding of one-self and building of workable targets.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher-in-charge	Budget
October	Foundation Day	To increase the students' understanding of the school as well as developing a harmonious and joyful ambience in the school	Students can have stronger school identity in an enjoyable setting	- Evaluation meeting - Feedbacks from students	TKT, DY	
October	Inter-house Swimming Gala	To encourage students' participation in sports and to increase the sense of belonging of students to their respective houses	The number of participants of the swimming gala	-Evaluation meeting -Feedbacks from students	DY	

November	Inter-house Athletics	To encourage students' participation in sports and to increase the sense of belonging of students to their respective houses	The number of participants of the athletics meet	-Evaluation meeting -Feedbacks from students	WSC	
December	Singing Contest: We would invite teachers to be the judges of the contest	To encourage communication between teachers and students and provide a chance for students to perform and relax after mid-year exams	Have participation from teachers and students of all forms	- Evaluation meeting - Feedbacks from students	TKT	
January	Fun Fair	To develop students' creativity, self-discipline, independence and problem solving skills and enhance class unity and cooperation	Students can create their class stalls	- Questionnaires - Student Council meeting	DY	
Post-exam	Inter-house talent quest	To promote the sense of belonging among students as members of their own house	Strong involvement of house members and leaders in the event	- Feedbacks from house captains and students	THM	
Post-exam	Inter-house news quiz competition	To arouse the students' awareness towards local and international news	Strong involvement of house members and leaders in the event	- Feedbacks from house captains and students	THM	
All year round	Inter-house activities	To further revitalize the "House System" and enhance student unity and sense of belonging to the school	Strong involvement of house members and leaders in the event	- Feedbacks from house captains and students	TKT	

All year round	Student Council: Council meetings would be held as a platform for students to reflect their opinions to school	To improve communication between students and the school through presenting students' opinions to the school	2 council meetings involving all forms can be held throughout the year	- Evaluation meeting - Council meeting minutes - Feedbacks from students	THM	
All year round	Community Services	To encourage the giving and sharing of time, skills and empathy of students	5 volunteer services can be held throughout the year	- Evaluation meeting - Feedbacks from students	LKC	
All year round	School Tours	To promote the school as well as develop students' understanding of every corner of the school	Students' ambassadors' understanding and sense of belonging towards the school can be enhanced.	-Evaluation meeting -Feedbacks from guests		

CAPACITY ENHANCEMENT GRANT



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Heep Yunn School

Plan on Use of Capacity Enhancement Grant and Enhanced Senior Secondary Curriculum Support Grant for 2015 / 2016

Income:

Balance brought forward from 2014 / 2015:	\$ 34,475.95	
Grant for 2015 / 2016:		
\$614 per student X 1059 students	\$650,840.00	
Total:		\$685,315.95

Expenditure:

Additional teaching staff: \$18,393 X 1.05 X 12	\$231,751.80
Teaching Assistant: \$22,900 X 1.05 X 12	\$288,540.00
Additional IT technician: \$9,600 X 1.05 X 12	\$120,960.00
Student Helpers to help in oral practise:	\$ 30,000.00
Student Helpers: \$40 per hour X 600 Hours	\$ 24,000.00
	<u>\$695,251.80</u>

Balance

(-\$ 9935.85)

Task Area: Curriculum Development	
<p>To relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-Learning materials, and to conduct remedial teaching to deal with learning diversity.</p>	<ol style="list-style-type: none"> 1. Additional Assistant Teacher will be employed to share the duties of the teaching staff. Teachers of the English Departments will help in conducting after-school remedial teaching. \$231,751.80 including MPF 2. Teaching assistant and student helpers will be employed to help teachers handle the extra workload of school-based assessment. \$288,540.00 + \$24,000.00 including MPF 3. An additional IT technician will be employed to help teachers in preparing e-Learning materials. \$120,960.00 including MPF 4. Students helpers (university students to help in oral trainings for Form 6 students) \$30,000.00 5. Teachers' workload can be relieved so that they can spare the time to supervise the curriculum plan. 6. Evaluation forms will be collected from teachers to collect their feedback. Department minutes will be examined.

Total expenditure: \$695,251.80

**SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES
(SCHOOL-BASED GRANT)**



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Heep Yunn School**School-based After School Learning and Support Activities - Programme Plan**

The estimated number of benefitting students (count by heads) under this Programme is 82 (including A. 16 CSSA recipients, B. 43 SFAS full-grant recipients and C. 23 under 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 classes (English & Mathematics)	To enhance students' competency in English and Mathematics	Students will show improvement in assessments	Summative and Formative assessments	Oct 2015 – May 2016	4	15	20	6,000	
Art / Cultural Activities	To enhance students' aesthetic development	Students will acquire the skills in using musical instruments	Report from teachers and presentation	Oct 2015 – July 2016	5	13	0	36,000	
Personal Growth Trainings	To help students to develop positive life skills	Students show confidence in solving daily life problems	Report from teachers and feedback from students' questionnaires	Feb 2015	1	2	3	1,200	
Leadership Training	To enhance the confidence of students and develop their leadership skills	Students will take initiative in organizing activities and willing to take up responsibilities	Teachers' observation and feedback	Feb. 2016 – April 2016	1	3	0	10,000	
Sports Training	To help students build up a strong body and build up the team spirit of mutual support.	Students will be more eager to participate in school's sports team	Students' feedback	July 2016	5	10	0	35,000	
Total no. of activities: <u>5</u>					[@] No. of participation counts	16	43	23	
					^{**} Total no. of participation counts	82			