

**HEEP YUNN SCHOOL
2014-2015
Program Plan**



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

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HEEP YUNN SCHOOL

School Vision and Mission

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

School Goals for 2012-15

- A - Academic enhancement;
- C - Community Building;
- E - Encourage a Global Vision.

Major Concerns for 2014-2015

1. 1. To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.
 - a) Implementation: Post-lesson revision materials and pre-lesson preparation materials will be given by teachers after lessons (in the form of summary notes or video put up on Eclass classrooms. Students will be invited to present their preparation work to the whole class at the beginning of lessons
 - b) Evaluation:
Comparison of stakeholders (students, parents and teachers) survey across the years (2013/14 Vs 2014/15).

2. To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.
 - a) Implementation:
Reading periods will be arranged once or twice a week from October to May; Students are invited to share their book readings on Eclass;
Voluntary services on story reading will be provided to junior primary or kindergarten students at voluntary service centres.
 - b) Evaluation:
Questionnaires to collect the feedback from students and teachers

3. To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.
 - a) Implementation:
Study and Exchange programmes will be arranged:
 - Summer Bridging and Personal Growth Training for all Form 1 students;
Liannan Service Programme for all Form 2 students;
 - Shanghai Exchange Programme for Form 2;
 - Singapore Study Tour for all Form 3 students;
 - Beijing Exchange for Form 2 to Form 5 students;
 - Summer Study Tour for Form 1 to Form 5 students.
 - Local excursions and site visits for different subjects.
 - b) Evaluation:
Reports from students for study tour and exchange programmes will be collected and check. Students' and teachers' feedback will be collected through questionnaires.

BUSINESS, ACCOUNTING & FINANCIAL STUDIES



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HEEP YUNN SCHOOL
Program Plan and Budget for 2013 - 2014

1. Department: Business, Accounting and Financial Studies (BAFS)

2. Name of Head of Department : Chan Yuk Yin, Iris

3. Program plan :

(a) Aim:

Principles of Accounts and BAFS are part of the secondary curriculum which is designed to prepare school pupils for further education and adult life. Besides the development of technical knowledge and skills, we also aim at developing the students' attributes of intellectual curiosity, accuracy and tidiness, ethical practice, broader knowledge of human affairs, etc. As a subject highly related to real world issues, we encourage students to collect information and to think from various aspects.

The curriculum aims include:

1. to provide students with fundamental business knowledge and skills, and develop their positive values and attitudes, so that they can fulfill their roles competently and confidently as consumers, investors, employees and/or entrepreneurs;
2. to develop students' generic skills in research, analysis, leadership, team-building, communication, critical thinking, creativity, and problems solving and transfer them to different domains;
3. to develop realism and practicality as a foundation for good business decision making;
4. to develop understanding of the intertwined relationships of different business areas and the functions of management; and
5. to develop understanding of the importance of managing personal finance.

Major concerns for the year, which are consistent with the school goals, include:

1. Academic Enhancement: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharing.
2. Community Building: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.
3. Encourage a Global Vision: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

(b) Implementation :

The primary teaching methods are lecture, demonstration, classwork, group discussion, guided discovery, problem solving, project learning and reading for learning. Teaching methods vary depending upon the content. Emphasis would be put on how students' learning can be related or applied to the real world issues.

(c) Detailed program plan:

Major Concern: Academic Enhancement: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharing.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	(1) Study groups would be formed for class discussions and case studies. Group members are expected to share their experience and help others when lessons are skipped.	To encourage students' interaction and sharing as well as to motivate students to study and revise.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
Whole year	(2) 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	
Whole year	(3) Lesson preparation worksheet for different topics.	To enhance students' self-learning initiatives through lesson preparation.	75% students or more completed their tasks and score a pass.	Statistical result by the end of term.	IC, TS	
Whole year	(4) A Quiz A Week will be arranged for F. 5	To enhance students' self-learning initiatives and to motivate students to study and revise.	75% students or more completed their tasks and score a pass.	Statistical result by the end of term.	IC, TS	
Whole year	(5) Public examinations – LCCI and IGCSE for F. 5 - AAT Foundation Examination	To motivate students to study and revise; and to enhance students' confidence in	Satisfactory results in the public examinations.	Statistical result by the end of term.	IC	\$600 Admin. fee

	for F. 6	handling public examinations.				
1 st term	(6) 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 develop students’ leadership, creativity and passion to become successful entrepreneurs 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	(7) 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	(8) Millennium Entrepreneurship Program	To encourage collaborative learning and encourage students to think from different perspective with the help of business volunteers.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	\$1000

Major Concern: Community Building: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	(1) Study groups would be formed for class discussions and case studies. Group members are expected to share their experience and help others when lessons are skipped.	To encourage students' interaction and sharing.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
2 nd term	(2) "Planning a Brighter Future" Life Planning Workshop for F. 4 and 5, organised by The Tung Wah Group of Hospitals Healthy Budgeting Family Debt Counselling Centre.	To encourage sharing and allow students to learn financial management skills through interactive games.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	TS	
2 nd term	(3) Smart Kids Financial Education Experiential Program Camp for 10 F. 4 students, organised by The Tung Wah Group of Hospitals Healthy Budgeting Family Debt Counselling Centre.	During the one-day camp, the students go through a simulated life where they experience the different challenges and choices to be made in their "life" and gain valuable experiences and insights from the group sharing sessions.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	TS	

Major Concern: Encourage a Global Vision: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	(1) Public examinations – LCCI and IGCSE for F. 5 - AAT Foundation Examination for F. 6	To introduce IAS to students and enhance students' confidence in handling public examinations.	Satisfactory results in the public examinations.	Statistical result by the end of term.	IC	\$600 Admin. fee
2 nd term	(2) 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	(3) Millennium Entrepreneurship Program	To encourage collaborative learning and encourage students to think from different perspective with the help of business volunteers.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	\$1000

BIOLOGY



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Heep Yunn School
Program Plan and Budget for 2014-2015

Department: BIOLOGY

Members: FS, RK

Major Concern: 1. Academic Enhancement -- To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharing

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to Jun 15	Formation of study group of 3 to 4 students in each class	To encourage students to share and help each other and to ensure no single student will be left out due to absence from class	All students would be able form study group and provide sharing of learning experience with each other	Oral feedback from students, teachers' observation	FS, RK	Nil
Sep 14 to Jun 15	Pre-lesson presentation and discussion	To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharing	Each student has a chance to present at least once in each term. Brief discussion among students after the presentations.	Teachers' observation	FS, RK	Nil

Major Concern: 2. Community Building -- To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to Jun 15	Newspaper cutting	To encourage a spirit of sharing in reading of biology related articles at home and on the campus	At least 3 newspaper articles are shared among students	Newspaper record	FS, RK	Nil

Major Concern: 3. Encouragement for global vision -- To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to Jun 15	Video sharing programmes by National Geography or Discovery Channel	To allow students to see other parts of our world beyond the classroom	At least one video is shared with students	Oral feedback from students	FS, WMC, RK	Nil
Mar 14 to Jun 15	Forms 3 & 4 Visit to Shenzhen or Macau Science Museum	To broaden students' horizon in science.	Students actively participate in the activity.	Attendance record, questionnaire and students' feedback	RK, TWK, SC, CYC	Nil

Major Concern: 3. Encouragement for global vision -- To promote cross-boundary exchange programmes so as to extend learning beyond the classroom

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 13 to Jun 14	Video sharing programmes by National Geography or Discovery Channel	To allow students to see other parts of our world beyond the classroom	At least one video is shared with students	Oral feedback from students	FS, WMC, RK	Nil
Apr 14	Overseas field studies	To empower students with the opportunity to learn Biology beyond the classroom	Students are able to exercise their skills in ecological studies.	Written reports and students' feedback	FS, WMC, RK, CYC, YCY, TWT	10,000

CHEMISTRY



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**Heep Yunn School
Chemistry Department
2014-2015 Year Plan**

Our Mission

To provide learning opportunities for students to understand the scientific concepts and principles of Chemistry and to appreciate its application in the social, ethical, political, economic and environmental aspects of life.

Rationale

Chemistry is a subject consisting of abstract principles and numerous facts. Effective teaching must be conducted for students to have a sound understanding. Through a wide range of carefully planned student-centered learning activities that suit the individual needs of the learners, in addition to the acquiring of knowledge of Chemistry, nine type of generic skills (collaboration skills, communication skills, creativity, critical thinking, information technology skills, numeric skills, self-management and study skills) are expected to be developed. With these foundations, students could learn how to learn and sustain life-learning.

Long-term Plan

1. To nurture students' interest and curiosity in Chemistry
2. To develop the nine generic skills via different learning experiences in Chemistry
3. To enhance the understanding of the principles and facts in Chemistry using multi-media teaching aids

Main Emphasis in 2014-2015

1. To encourage multi-dimensional thinking in students
2. To promote integration of knowledge
3. To encourage peer-learning
4. To foster the students' personal responsibility in learning

Major Concern: Academic Enhancement -- To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09/14 – 06/15	Form 4 – 6 Lesson preparation quizzes	To encourage the habit of lesson preparation.	On average, each student can score 80% in each quiz.	Lesson preparation quiz will be marked by the corresponding teachers	CYC, MWT	
09/14 – 06/15	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, MWT	
09/14 – 06/15	Form 4 & 5 Students' presentation in lesson on designated topics	To encourage the habit of lesson preparation and improve students' presentation skills. To provide an opportunity for students to share and discuss scientific knowledge before it is being taught.	Students are able to give a logical and clear presentation on designated topics.	Marks will be given by teachers on each presentation	CYC, MWT	

Major Concern: Community Building – To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09/14 – 06/15	Forms 4 & 5 Newspaper cutting on science issues and making of board	To encourage students to read more newspapers and be aware of the current science issues occurring in daily life.	Each student hand in one newspaper cutting per month	Checking by teachers	CYC, MWT	
09/14 – 06/15	Forms 4 & 5 Chemistry corner (reference books of chemistry are gathered in a designated area)	To encourage students to borrow and read more books related to science or chemistry.	70% of students borrow books throughout the year	Loan registration of books	CYC, MWT	

Major Concern: Encouragement for global vision -- To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
03/14 – 06/15	Forms 3 & 4 Visit to Shenzhen Science Museum	To broaden students' horizon in chemistry and science.	Students actively participate in the activity.	Attendance record, questionnaire and students' feedback	TWK SC CYC	

CHINESE



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協恩中學 二零一四至二零一五年度
學校目標與中文科工作計劃

一． 鼓勵學生透過備課及分享，加強學習信心及學習動機。

日期	活動	目標	程序	成功指標	評估方法	負責人	財政預算
14 年 9 月 至 15 年 7 月	初中古典文學文化常識自學計劃	1.幫助學生通過自學吸收古典文學及文化常識。 2.通過自學與課前備課，讓學生體會備課對學習的正面影響。	1.編製古典文學文化常識自學教材。 2.共設 20-30 個練習，每個練習註明完成日期。 3.學生須自行定時完成練習。 4.教師每星期用一教節跟進練習內容，給予簡單指導。 5.定期默書，每學期設統一測驗幫助學生鞏固所學。	1.90%定時完成預習課業。 2.90%學生願意與同儕分享所習。	1.檢查自學、校本教材。 2.觀察學生分享學習的表現。 3.默書與測驗。	各組任教老師	／
	預習讀文篇章	3. 透過課堂上與同儕分享學習心得，提升學習動機。	1. 編製校本課程，於核心課文中設置預習的題目。 2. 教授篇章前先讓學生預習課文及完成預習題目。 3. 上課時，先讓學生分享所習。 4. 教師因應學生的自學情況作點撥，引導學生思考。 5.定期默書，每學期設統一測驗幫助學生鞏固所學。	3.80%學生在默書及測驗取得合格成績。			

二． 鼓勵學生在家及校園進行閱讀分享，培養終身閱讀習慣。

日期	活動	目標	程序	成功指標	評估方法	負責人	財政預算
14 年 9 月 至 15 年 7 月	學生好書分享	通過閱讀分享，引發學生閱讀的興趣，加強校園閱讀的風氣。	1. 學生自選喜愛的讀物一本。 2. 在家準備 2 分鐘的講稿，推介圖書。 3. 學生輪流分享閱讀心得。	學生樂於分享所選讀物。	1.完成好書推介約 100 字。 2.學生用 2 分鐘向同學推介所選讀物。	中一至中四教師	／
	專書閱讀	透過教師與學生共讀課外讀物一本，藉此幫助學生提昇閱讀質素及擴闊閱讀面。	1.教師與學生議定共讀課外書籍。 2.教師分享閱讀所得，引導學生進行深度的閱讀。 3.學生交回書評及活動體會。	學生能對所選讀物有更深入的體會。	1.參與討論表現。 2.完成書評及體會。		

三． 鼓勵學生參與跨學科國際事務海外交流活動，拓闊學習空間。

日期	活動	目標	程序	成功指標	評估方法	負責人	財政預算
14 年 10 月	命題寫作	讓學生反思跨學科國際事務海外交流活動中的所見所聞。	1. 設計寫作教材，配合初中各級的交流活動。 2. 初中學生參與跨學科國際事務海外交流活動。 3. 活動中，學生記下活動中的所見所聞。 4. 學生於組內分享活動見聞。 5. 教師引導學生反思活動所得，並以文字表達。	1. 學生樂於分享活動中的所見所聞。 2. 學生完成命題寫作，抒發所思所想。	1. 觀察學生組內分享的表現。 2. 命題寫作。	初中各組任老師	／

四． 其他：推廣校園寫作風氣。

日期	活動	目標	程序	成功指標	評估方法	負責人	財政預算
14 年 10 月 至於 15 年 6 月	聯校文學創作活動	1. 提昇學生的創作質素及推廣校園創作風氣 2. 為學生提供與友校學生切磋砥礪的機會 3. 擴闊學生的文學視野	1. 主辦聯校文學創作活動，協辦學校包括英華書院、喇沙書院、聖方濟書院、民生書院、文理書院。 2. 開辦不同的創作班供學生報名（故事創作、散文、文學欣賞與評價、編劇入門工作坊），鼓勵喜歡文學創作的學生參加。創作班由本港知名作家擔任導師。學生須自費參加創作班，惟家境清貧者由學校支付學費。 3. 每個創作班設若干名額供協辦學校學生參加。 4. 舉辦聯校文學創作比賽，由本港知名作家擔任評判。 5. 聯校文學創作比賽獲獎作品及創作班上的優受作品將結集成書。 6. 頒獎禮暨作家講座於約於 5 月舉行。	1. 參加創作班的學生出席率達 80% 或以上，並遞交作品 1 份或以上的作品。 2. 參賽稿件達 100 份或以上。	1. 創作班學生出席情況及收回作品。 2. 校內初賽的投稿情況。	劉智勇老師、方佩珊老師	獎座、印製文集及各項行政開支，每校 4,200 元。

CHINESE HISTORY



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協恩中學
2014-2015 中史科計劃

2014-2015 中史科工作/計劃中的措施

1)主要目標：通過課堂前預備及課堂上分享以提高學生自我學習動機，從而加強學生學習信心。

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	課題討論與報告(中一至中六)	透過課堂前搜集資料，分析及綜合資料，並於課堂上鼓勵學生提問，而負責的學生解答，希望藉此提升學生的批判思考能力、主動學習及同輩互相幫忙。	90%以上學生合格	課堂報告	任教老師	/
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，連同讀後感繳交。	透過課堂前搜集資料及於課堂上分享，可提高學生的自學能力及表達能力; 學期末連同讀後感繳交，可養成學生每課節都完成習作的習慣及可對全年自學作一總結。	90%以上學生合格	課堂報告及學期終習作	任教老師	

2)主要目標：鼓勵學生在家及校園進行閱讀分享，以養成終生閱讀習慣。

3)主要目標：鼓勵學生參加與國家及國際議題有關的跨境及跨學科的交流計劃，以延伸課堂以外的學習。

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	參加或舉辦跨境交流計劃	豐富學生的課外文化活動 與知識，加深她們對中國或 世界的認識，擴闊視野			任教老師	/

COMPUTER



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HEEP YUNN SCHOOL

Program Plan and Budget for (2014-2015)

1. **Name of Department :** Computer

2. **Name of teacher-in-charge :** Mr. C.K.Lo

3. **Program plan:**

a. Aims:

- To provide students with a positive attitude towards information technology.
- To appraise the impact of computer and information technology around the world.
- To enhance the knowledge of the computer system and application software.
- To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings;
- To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

b. Implementation:

- Enhanced the topic of proper attitude towards use of information technology of all forms.
- Group projects and practical assignments will be given.
- Various kinds of software application would be introduced through different channels, e.g. Computer Society.
- Continuously evaluate the degree of achieving the learning goal through questionnaire from time to time.
- Students would be encouraged to join various computer courses and competitions.
- Students have to make self-reflection after completing any projects to review their learning experience by themselves and others.
- Encouraging more creative multimedia product such as poster, video etc., to be created.
- Viewing each other's group projects, both their own form and the senior form, to share one another's learning experience.
- Study group is encouraged to be formed among students.
- Encourage to revise the question bank in e-class on their own pace.

c. Evaluation:

- To number students' participation in various competitions.
- To observe the reflection of the students after the project.
- To observe the result of various projects.
- To observe the participation of students in question bank, through e-class.
- To observe the result of questionnaire conducted.

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	All class work and exercise would be upload to the e-class for the students to prepare their work before coming to lesson. Questions would be asked and students are encouraged to share their answer throughout the lesson as far as possible.	Enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.	Successful if more than 80% of the students indicates that they have enhanced their confidence in learning.	Assessing the result through questionnaire.	CKL	NIL

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	Students would create and share their program work with international working peer group.	To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes.	80% of the girls indicate a successful opportunity to extend their learning beyond the classroom.	Assessing the result through questionnaire.	CKL	NIL

4. Members of Department

Teachers:

Form Three: Mr. C.K. Lo and Ms. B. Kui

Form Two: Mr. C.K. Lo

Form One: Mr. C.K. Lo, Ms. M.H. Cheung and Ms. W.S.Cheng

ECONOMICS



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Heep Yunn School
Program Plan and Budget for 2014-2015

Name of Department: Economics

Coordinator of Department: Ms. Tsang Woon-wah, Pearl (WWT)

Members: Ms. Leung Miu-lin, Lenny (MLL) and Ms. Lum Man, Moon (MML)

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharing

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teachers Responsible	Budget
Sept. 13 to May 29	Lesson preparation	To develop students' learning initiatives and responsibility in their own learning.	80% of the students would finish the assigned preparation work.	Teachers' observation	WWT MLL MML	N/A
Sept 13 to May 29	In-class sharing	Students can share the results of their lesson preparation and difficulties they face.	80% of the students should be able to share their own learning approach and give suggestions or comments.	Teachers' observation/ Students' reflection	WWT MLL MML	N/A

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Feb 3 – Feb 16	Small group sharing of Economics articles	To develop students' reading habit and the ability to share the content with classmates	80% of students should be able to share the economics articles they read.	Teachers' observation	WWT MLL MML	N/A
Oct 1 – May 29	Online reading programme	To provide students with a source of quality economics articles with constant updates	70% of students would use the online programme.	Students' reflections	WWT MLL MML	\$900
Oct 1 – May 29	Subscription of Hong Kong Economic Times (校園經濟)	Students are encourage to subscribe the magazine so as to develop a habit of reading regularly.	80% of students subscribe and read the magazine regularly.	Students' reflections	WWT MLL MML	N/A

ENGLISH & ENGLISH LITERATURE



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Programme Plan 2014-2015

Department: English and English Literature

Members: AK, TW, WSM, OKL, JC, HSW, KLL, YCY, SLL, CCL, HFY, YC, GW, MH, HCH, RT, EL, MCW, CM, YWK

School Goals and Major Concerns

- 1. Academic enhancement – To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and classroom sharing.**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Regularly	Pre-lesson reading / research on different themes / concepts	To facilitate students' self-learning initiatives through lesson preparation	Students complete lesson preparation	Checking of lesson preparation Comments from students and subject teachers	Subject Teachers	
Regularly	Co-teaching with students through group presentations / open forums on different themes / concepts	To facilitate students' self-learning initiatives through lesson preparation, class presentations and open forums	Student-centred mode of teaching and learning Students prepare for and conduct classes presentations and open forums	Students' participation Comments from students and subject teachers	Subject Teachers	

Regularly (bi-weekly)	Oral News Presentation (in-class)	To encourage self-initiated reading of newspaper / watching of news at home To promote sharing of reading and knowledge, To encourage students to give feedback to each other	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	To encourage regular reading and reflection on local and international news	Students write critical reflections on news articles	Comments from students and subject teachers	Subject Teachers	
2 times a year	Cross-curricular reading and discussions	To promote self-initiated extension reading on current issues To promote sharing of views on current issues	All F.4 & F.5 students participate in discussions of chosen themes in LS/English lessons	Comments from students and subject teachers	Subject teachers	
Whole year	Weblog for senior Literature students to conduct regular sharing of knowledge and learning experience	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, AK, WSM, YCY	

Weekly	After-school tutorials for F.1 to F.6	To encourage sharing and discussions among students to clarify and consolidate what they have learnt in class for more effective learning	Students participate actively in group sharing and discussions	Statistics on students' participation. Feedback from teachers.	YWK, SLL, MH, CM, GW, JC, HFY, CCL, MCW, OKL, TW	
Summer	Speaking with confidence	To encourage active participation in groups discussions with students from other band 1 schools on different issues choose by the native English speaking instructors. To create an authentic situation in which students discuss in English.	Students participate actively in group sharing and discussions	Statistics on students' participation. Feedback from teachers.	OKL, HCH	

2. Community Building: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Monthly, starting from Oct 2013	Book Talks / book sharing / reading circle	To promote reading; To arouse interest in popular books read by senior students; To promote sharing of knowledge among students; To promote quality reading To promote cooperation and collaboration among students	Junior students attend the book talks / book sharing / reading circle regularly; Students share a book and read aloud a passage from it to their reading buddies and teachers	Statistics of junior girls' participation in book talks / book sharing / reading circle;	JC, EL, YC	
Whole year	Readathon / Read for Good	To encourage students to read for pleasure and to read for charity	Students participate actively in the reading sessions	Statistics on students' participation Amount of money raised for charity	KLL, JC, EL, YC & subject teachers	
Second Term	Reading Carnival	To encourage leisure reading of fictions and non-fictions To encourage reading across the curriculum To promote sharing of reading on the campus and across schools	Students participate actively in the activities	Statistics on students' participation Comments and feedback from teachers and students	EL, RT	Co-curricular activities and special programmes: \$13,4000

Whole Year	Voluntary Language Ambassador Programme (SCHOLAR Programme)	<p>To promote the importance of language learning and community service in the territory.</p> <p>To broaden students' exposure and communication skills.</p>	<p>Nominated students are enrolled in the program by means of interviews held by the SCOLARS.</p> <p>Student ambassadors are to help with the coordination and implementation of at least 3 language activities held by various corporations in HK.</p> <p>Student ambassadors are to be awarded certificates for their work and achievements for promoting community service.</p>	<p>Students' OLE records</p> <p>Students' certificates of award</p>	TW	
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3. Encouragement for global vision -- To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Summer	Cultural exchange programme to an English speaking country	To widen students' exposure to the English language and culture To encourage students' use of the English language in an authentic setting To widen students' exposure in general	Students' active enrollment on and participation in the programme	Statistics on students' participation and feedback from students and teachers	OKL, HCH	
5 times a year	Discussion groups with native speaking undergraduates from overseas exchange programmes in local universities for junior after-school enhancement students	To widen students' exposure To allow students a chance to practise speaking with native speakers To create an authentic setting for students to use the English language	Students' active participation in the speaking activities	Feedback and comments from students, teachers and overseas undergraduates	YWK, SLL	

FAMILY AND LIFE EDUCATION



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家庭生活教育科

科組成員: 郭熹雯老師、張美紅老師、馮淑芝老師

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.

鼓勵學生透過備課及分享，加強學習信心及學習動機。

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2014 年 9 月至 15 年 5 月	增加課堂小組活動、討論及分享	讓小組發揮功能,促進分享及學習	80%同學積極投入小組討論及活動	科目獨立問卷	張美紅老師、馮淑芝老師	

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

鼓勵學生在家及校園進行閱讀分享，培養終身閱讀習慣。

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2014 年 9 月至 15 年 5 月	推介圖書館有關館藏，鼓勵學生多閱讀有關書籍，並在課堂上分享	讓學生培養閱讀習慣	80%同學曾閱讀有關書籍	科目獨立問卷	張美紅老師、馮淑芝老師	

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and issues.
鼓勵學生參與跨學科國際事務海外交流活動，拓闊學習空間。

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2014 年 9 月至 15 年 5 月	引入本地及國際時事，引領學生了解世界。 鼓勵學生多參與義工活動	讓學生在世界事件中學習個人反思及成長	同學用心去寫課後反思 80%學生曾參與義工活動	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	

GEOGRAPHY



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Department: Geography 2014-2015 Program Plan
Members: SY, TWT, WKL, HKL

Major concerns 2014-2015

Major Concern 1: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
Sept - Jun	<p><u>CURRICULUM PLANNING</u></p> <p>Whole school approach</p> <p>Senior Secondary</p> <ul style="list-style-type: none"> - students in public exam classes will do an assessment at the beginning of each topic to check their understanding prior to teaching and learning activities <p>Junior Secondary</p> <ul style="list-style-type: none"> - set key questions for students to prepare for the lesson followed - in-class sharing of the answers to the key questions 	<ul style="list-style-type: none"> - to develop and revise a more effective teaching and learning plan in the future - to be able to moderate and adjust teaching content and pace more regularly - to develop a better understanding of the topics before teaching and learning 	<ul style="list-style-type: none"> - At least ONE assessment will be done before teaching in each topic - Bi-weekly key questions will be given for lesson preparation 	<ul style="list-style-type: none"> - Performance record of assignments - Performance record of assignments

Major Concern 2: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
Sept - Jun	<p><u>CURRICULUM PLANNING</u> Junior and senior forms</p> <ul style="list-style-type: none"> - Problem-based learning will be used. Students are required to critically analyze case problems, research and form their own solutions as a group. - Collaborative learning activities (such as jigsaw learning) will be used in class classes. Students are required to share their understanding of the assigned reading with their group members to finish classroom learning tasks. - Interesting case studies will be provided as extra reading materials for both senior and junior form students. <p><u>CO-CURRICULUM PLANNING</u> Senior forms</p> <ul style="list-style-type: none"> - An online platform (Facebook) will be set up for Geography and Liberal Studies students to share online reading materials such as news and research articles. Students may be required to answer some discussion questions under the posts. 	<ul style="list-style-type: none"> - to encourage research and in-depth reading - to develop research skills and prepare students to become lifetime learners - to cultivate a lifetime reading habit - to encourage the sharing of ideas and knowledge - to nurture and cultivate curiosity to geographic and world issues - to develop a global vision through reading news and research articles from around the world - to encourage students to read for pleasure 	<ul style="list-style-type: none"> - At least ONE collaborative learning activity designed each term for junior and senior form students - At least ONE problem-based learning activity each year for junior and senior form students - At least ONE extra reading or case study for each module/ chapter - Enthusiastic discussion and response to the online posts 	<ul style="list-style-type: none"> - Success completion of collaborative learning activity task sheets and achieve quality discussion - Success completion of problem based learning tasks and achieve quality discussion - Quality student sharing on extra reading materials

Major Concern 3: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange program related to national and global issues

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
Sept - Jun	<p><u>CURRICULUM PLANNING</u></p> <p>In-class activities</p> <ul style="list-style-type: none"> - Videos, virtual field trips would be used to show actual environments of the world. Worksheets with relevant guiding questions would be provided to consolidate students' learning. <p>Beyond classrooms</p> <ul style="list-style-type: none"> - Guided field trips would be organized by the Department and the Earth Science Society for students to join optionally. - F1 students have to make a visit to assigned districts (Kowloon City, Kwun Tong, Mong Kok, Sheung Wan, Wan Chai, Tsuen Wan) and conduct self-guided field study to learn more about surrounding places/ community where they are studying - F3 students have to go to Singapore for 4-day-3-night in early October 	<ul style="list-style-type: none"> - To develop students' sense of learning geography from their daily lives (beyond the classroom) as well as journeys overseas - To empower students with the opportunity to learn beyond the classroom - To develop students' learning habit and to raise their awareness of global issues - To reinforce active learning beyond the classroom to our city, region, country and the world - To equip students with basic map reading skills to be applied in field 	<ul style="list-style-type: none"> - 80% of students are able to join the trip - All F1 students are able to complete the photo story in the second term - All F3 students are able to complete the corresponding tasks after the Singapore trip - All F4 and F5 Geography students are able to apply and reflect what they have learnt in their presentation and revision exercises. 	<ul style="list-style-type: none"> - attendance - F1 project work: photo story - F3: task sheets/ trip report - F4: task sheets/ group report/ presentation/ quiz - F5: task sheets/ group report/ presentation/ quiz

	to conduct field visit. Comparison study on environmental conservation between Hong Kong and Singapore will be carried out.	investigation		
ditto	<ul style="list-style-type: none"> - At least one local field trip will be organized for F4 and F5 Geography students respectively. F4 students will visit Cheung Chau with the focus on studying rocks and coastal features. Field trip will be organized for F5 students with reference to the topics to be taught. - Students are encouraged to use atlas to explore different issues of the world 	- ditto	ditto	- ditto
Sept - Jun	<u>CO-CURRICULUM ACTIVITIES</u> <ul style="list-style-type: none"> - girls are invited to share subject-related materials from their learning experience through participation of external extension activities - with the help of the committee of the Earth Science Society, excursions will be conducted 	- to extend the learning of subject-matter beyond textbooks and classrooms	- organize more than 1 co-curricular activities by the Earth Science Society annually	- year-end report by the Earth Science Society

HISTORY



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Department: History – Program Plan for 2014-2015

Members: YFL, KYC, EL

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sept. 2014 – May 2015	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 To enable students to learn at their own pace	70% of students complete the task.	Teacher's observation and assessment of students' performance in assignments and in test/examination.	YFL, KC, EL	N/A
Sept. 2014 – May 2015	Opening chat room in facebook for discussion	To foster the spirit of sharing in the learning process	60% of students participate actively in the chat room.	Teacher's observation and students' performance during discussion.	YFL, KC, EL	N/A

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sept. 2014 – May 2015	Giving students a checklist of reading materials related to history available in the school library.	To arouse students' interests in reading materials related to history.	70% of students borrow reading the materials related to history in the school library.	Teacher checking students' loan record in the school library.	YFL, KC, EL	N/A
Sept. 2014- May 2015	Collaboration with the English Department – Reading programme	To promote peer support and the spirit of sharing of learning experiences	70% of junior form students complete the reading task. 60% of junior form students participate actively in the sharing sessions.	Students' reflections of the usefulness of the sharing sessions	YFL, KC, EL	N/A

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sept. 2014	Embedded in the teaching of the topic World War One the history of Singapore under the theme colonialism for F3	To provide students the historical background of the place they are going to visit	70% of the students joining the exchange programme find the information useful.	Teacher's observation and students' reflections.	EL	N/A

	students.					
Sept. 2014 – May 2015	Promotion of cross-boundary exchange programmes organized by school among senior form history students.	To arouse students' interests in the cross-boundary exchange programme.	30% F.4 and F.5 History students joining the exchange programmes.	Teacher checking the list of participants of the exchange programme.	YFL	N/A

INTEGRATED HUMANITIES



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Heep Yunn School
Program Plan and Budget for 2014-2015

Integrated Humanities

Members: Ms J. Kwok, Ms J. Li, Mr T.H. Man, Ms M. Lum, Mr. K.L. Ho, Ms K. Chu, Ms. G. Fung & Ms. H.K. Lo

Major Concern: To enhance students' confidence in learning by facilitating students' self learning initiatives through lesson preparation and in-class sharings

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to May 15	- Pre-tasks will be included when updating the notes - students will be asked to read the textbook before lessons and shared with classmates at the beginning of each lesson	Students may get used to prepare for lessons	- Every student can share at least once in this academic year	Number of sharings	JK, JL, THM, MML, KLH, KC, GF, HKL	

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to May 15	A recommended reading list, drafted by all I.H. and L.S. teachers, will be provided to all students and book sharing session will be held with student association and in class.	To provide students with recommendations on books that can broaden their knowledge, especially in the fields of humanities, social science and popular science	Each student has finished reading at least one book and share (as an oral presentation) with classmates in class	Oral presentations	JK, JL, THM, MML, KLH, KC, GF, HKL	

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross- boundary exchange programmes related to national and global issues

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to May 15	<p>Issues around the world will be included in lessons to help students understand the world more.</p> <p>F.2: examination on sustainability in China will be included in the syllabus after the exchange programme by the school</p> <p>F.3: study on biodiversity will be included in the syllabus to integrate with the Singapore trip</p>	<p>Students may build up the habits of reading international news.</p> <p>Students may make use of their knowledge in class to the exchange programme.</p> <p>Students' learning is not limited by textbooks.</p>	80% of students hand in related assignment/ project.	<p>Assignment</p> <p>Class participation</p>	JK, JL, THM, MML, KLH, KC, GF, HKL	

INTEGRATED SCIENCE



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Heep Yunn School
Program Plan and Budget for 2014-2015

Department: Integrated Science 2014 - 2015

Members: SC, MHC, RK, CYC, TWK, BK

Major Concern: Academic Enhancement

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	Teachers prepare their own lesson preparation worksheets (or lesson preparation + after lesson worksheet) for their students.	To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.	Over 70% of students agree that they prepare for the worksheets before lessons.	By teachers' observation and questionnaires done by students.	All teachers	

Major Concern: Community Building

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	F1 and F2 students are required to read science related articles, books or news. Feedback by the students should be posted on the e-class and others should give comments to the	To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.	Over 70% of students tried to share with others or give comments to others.	Questionnaires done by students	F1, F2 teachers	

Major Concern: Encourage a Global Vision

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	<p>To cooperate with other departments to visit the science museum in Macau or Shenzhen</p> <p>To join science competitions which</p> <ol style="list-style-type: none"> allow students to have the to compete with students from other cities (e.g. bridge building competition) and select students to represent HK for international science competitions (e.g. International Junior Science Olympiad, Student Science Project Competition, HK Youth Science and Technology Innovation Competition) 	To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.	Over 70% of students think that they can a lot through participating the activity.	By teachers' observation and questionnaires done by students	All teachers	

LIBERAL STUDIES



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Heep Yunn School
Program Plan and Budget for 2014-2015

Department: Liberal Studies

Members: GF, HKL, IY, JK, JL, KLH, KLL, MML, SLC, THM

- **Major Concern: To enhance students' confidence in learning by facilitating students' self learning initiatives through lesson preparation and in-class sharings**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	F4-6: Resource bank: Teachers would collect online materials (e.g. video and/or articles) which they find useful, draft discussion points and share within the department.	- Allow teacher to utilize online resource to facilitate students' lesson preparation	- Teachers can use the materials for students familiarize with the issues / theories before lessons	- Lesson observation	All teachers
Sept-Jun	F4-5: Redesign of notes: When updating the notes, teachers would put the explanation of theories and concepts into the notes so as to enable students to self-study them before lessons, while the lesson time would primarily be used for discussion tasks	- Redesign teaching materials to align with the principle of self learning	- Students can make use of the notes for self study before lessons	- Feedbacks from teachers and students	All teachers, but especially those who are responsible for updating notes

- **Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	F4-6: A recommended reading list, drafted by all I.H. and L.S. teachers, will be provided to all students and book sharing session will be held with student association and in class	- To provide students with recommendations on books that can broaden their knowledge, especially in the fields of humanities, social science and popular science	- Students can share and discuss the books they have read in in-class book sharing session	- In class participation	All teachers

- **Major Concern: To extend student learning beyond the classroom through interdisciplinary cross- boundary exchange programmes related to national and global issues**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	F4-5: Students who went to the Linnian trip or the Singapore trip are encouraged to share their experiences with other students in class	- To better connect the knowledge in the curriculum (specifically the part on rural China, globalization and sustainability) to students' personal experience	- N/A	- N/A	All teachers
Sept-Jun	F4-5: To encourage students to use their experiences in cross-boundary trips / exchange programmes as their IES topics	- To encourage students to investigate issues other than those in Hong Kong	- N/A	- N/A	All teachers

MATHEMATICS



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HEEP YUNN SCHOOL

Program Plan for (2014-2015)

Department: Mathematics

Members: Mr. Y. C. Woo, Mr. L. K. Wong, Mr. K.W. Wong, Miss D. Yum, Miss C.W. Kong, Mr. W.M. Cheung, Miss A. Leung, Miss S. Lau, Mr. S. Choi, Miss L. Ting, Miss L. Wong, Miss I. Yeung, Miss W. P. Leung, Ms W. M. Hui, Miss T. Shum, Mr. C.H. Yuen

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	Pre-lesson preparation in the form of flipped classroom	<ol style="list-style-type: none"> To raise students' credibility in preparing for the lessons To enhance lesson efficiency with students starting the lesson with relevant prior knowledge 	Students find that the learning of math will be more effective.	By questionnaire.	ALL	N/A
Whole Year	Olympic Mathematics Training Class	<ol style="list-style-type: none"> To provide opportunities for the more capable students to assist less able ones in improving their learning skills in Mathematics. To encourage students to work as peers and 	<ol style="list-style-type: none"> Over 70% of attendance for each student. Over 70% of the students agreeing that the program promotes peer learning. 	<ol style="list-style-type: none"> Attendance record Evaluation after the training class in the form of questionnaires 	YCW, WPL	N/A

		learn mathematics more enthusiastically. 3. To provide students with opportunities to broaden their knowledge base in Mathematics. 4. To motivate capable students to achieve goals beyond examination requirements.				
Whole Year	Worksheets to be completed in groups followed by discussion and sharing within and among groups	1. To allow students to develop the spirit of giving and sharing echoing one of the core values of HYS. 2. To give students opportunities to strengthen their subject knowledge through presenting their mathematical ideas	The general academic performance is improved.	1. Comparing the final examination result of this year to that of last year 2. Observation and feedback from teachers	ALL	N/A
Whole Year	Past paper practice lessons after school for Form 6 students (Students are divided into groups and required to finish a certain number of past paper questions in the lesson. Discussion among groups is encouraged and the solution are shared by the students in different groups.)	1. To allow students to develop the spirit of giving and sharing echoing one of the core values of HYS. 2. To give students opportunities to strengthen their subject knowledge through presenting their mathematical ideas	Over 70% of the students found that the program is useful for their study.	Evaluation at the end of the term in the form of questionnaires	YCW, WMH	N/A

Whole Year	Nominating students to participate in local and international Mathematics Olympiad competitions	<ol style="list-style-type: none"> 1. To provide students with opportunities to explore knowledge of Mathematics not covered during lessons 2. To enhance students' problem-solving skills. 3. To encourage students to collaborate during preparation of competitions 	<ol style="list-style-type: none"> 1. More than 70% of students agreeing that their scope is broadened after the competition 2. Over 80% of students agreeing that the program has improved their problem solving skills. 	<ol style="list-style-type: none"> 1. Observation by teachers 2. Evaluation after the competition in the form of questionnaires 	YCW, KWW, LKW, WPL	N/A
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Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	Purchase of library books	To provide students with leisure books on mathematics	50% of the books checked out within this academic year	By the library record.	ALL	1500
Feb-Mar	Nominating capable students to take part in the Mathematics Book Report Competition organized by the EDB	<ol style="list-style-type: none"> 1. To encourage students to read more extensively in mathematics 2. To provide a platform for participants to share their reflections after reading the books during preparation for the competition 	More students interested in joining the competition.	Students get good results in the competition.	LKW	N/A

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole Year	To cooperate with other departments to visit the science museum in Macau or Shenzhen	To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.	Over 70% of students think that they can learn a great deal through the activity.	By teachers' observation and questionnaires done by students	SC	

PHYSICS



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Heep Yunn School
Program Plan and Budget for 2014-2015

Department: Physics

Members: Mr. Kok Tak Wing

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Oct 2014- May 2015	Pre-lesson worksheets / quizzes are prepared for students.	To help students to develop the habit in doing preparation before the lesson and enhance students' confidence in learning.	1. Over 70% of students agree that doing lesson preparation can enhance students' confidence in learning. 2. Over 60% of students develop the habit in doing preparation before lessons.	1. Questionnaire and students' feedback 2. Teacher's observation on students' performance	TWK	

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Oct 2014- May 2015	Students will form groups and select the appropriate science articles from newspapers and magazines to post them up on the board in physics laboratory regularly. They are required to comment and make investigation on the issues.	To help students to develop the habit in reading science articles and encourage a spirit of sharing in reading at home and on the campus.	Over 70% of students agree that they can develop the habit of reading science articles.	1. Questionnaire and students' feedback 2. Teachers' observation on students' performance	TWK	

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
June 2015	Visit Shenzhen/Macau science museum	1. To broaden students' science horizon 2. To enhance students' scientific knowledge	1. Over 70% of students agree that they can learn from the visit. 2. Over 70% have completed the worksheet.	1. Questionnaire and students' feedback 2. Teachers' observation on students' performance	TWK	

RELIGIOUS STUDIES



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Heep Yunn School
Program Plan and Budget for 2014-2015

Religious Studies

Members: Ms J. Kwok, Ms M.H. Cheung, Ms G. Fung & Ms. M.Y. Leung

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to May 15	<ul style="list-style-type: none"> - F.2 students will have short quizzes on Biblical characters so to encourage them to prepare for lessons. - Related news/ articles will be provided for students before lessons -Students will be invited to share at the beginning of each lesson 	To encourage students to prepare lessons ahead and read the Bible by themselves	<p>80% of students agree that they have prepared their lessons</p> <p>80% of students agree that they have learnt from their peer's sharing in lessons.</p>	Questionnaire	JK, MHC, GF & MYL	

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to May 15	<ul style="list-style-type: none"> - each student in all forms will be encouraged to finish at least one book related to religions in the academic year - They are encouraged to share with their classmates the books they have read - F.1 and F.2 girls will be asked to finish one book report on the books chosen 	Students may read books related to Christianity and know more about the religion	80% of students have read at least one book related to Christianity in this academic year	Questionnaire	JK, MHC, GF & MYL	

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 14 to May 15	books related to missionary will be introduced to students	Students may understand God's love and Christian work are also across boundary	80% of students agree that they have know more about cross-boundary work by Christians/ Christian organizations	Questionnaire and teachers' feedback	JK, MHC, GF & MYL	

TOURISM AND HOSPITALITY STUDIES



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Department: Tourism and Hospitality Studies (THS)
2014-2015 Program Plan

Member: TWT

Major concerns 2014-2015

- To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharing
- To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers
- To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharing			
Sept - Jun	<u>CURRICULUM PLANNING</u> Public exam classes (SS3) - Small study groups in designated venues and time-slots will be organized - Students are divided into different groups according to the learning ability	- To strengthen students academic performance by more focused teaching - To promote regular and disciplined learning habits under teacher-mentors to improve learning effectiveness and strengthen attention span - To cater for different learning needs - To strengthen subject-based enrichment and enhancement practices	- 100% of students achieve level 2 in DSE THS 2016 - at least 30% of students achieve level 5 or above in DSE THS 2013 - Improvement / positive value-addedness can be seen in the internal academic results	- DSE results - Tests and exam results
	Senior Secondary (SS1-SS3) - Task sheets would be given to students for pre-lesson preparation. - Students would be asked to do news clipping related to the subject or assigned topics and give short presentation during the class.	- To encourage peer learning and sharing of resources - To learn from useful note-taking skills and good examples - To review common mistakes in order to avoid them - To have better understanding in the requirement of public exams	- All students write at least three learning journals in a term - All students have at least three times cross-checking of assignments and tests	- monthly review of teaching schedule
	<u>DEPARTMENTAL & STAFF DEVELOPMENT</u> - attend seminar organized by the HKEAA or ED	- to have updated information about the requirements of public exam and the recent changes of the THS curriculum	- evaluation/ reflection has to be done after the teaching/ attendance of seminars	- monthly review of teaching schedule

		- to improve teaching effectiveness of the subject		
	<u>CO-CURRICULUM ACTIVITIES</u> - girls are invited to share subject-related materials from their learning experience through participation of external extension activities or searching of relevant information from secondary sources	- to extend the learning of subject-matter beyond textbooks and classrooms	- organize at least 1 activity (e.g. field trip) with other humanities subjects (e.g. Geography) - evaluation has to be done after the activities and more than 70% of participants satisfy with the arrangement of activities	- evaluation forms

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers			
Sept - Jun	<u>CURRICULUM PLANNING</u> - stress the importance of high awareness on updated news for the sake of better understanding on the subject related issues in all forms	- to develop a sense of caring and catering for different needs in society	- all students are able to share news commentary in both classrooms or discussion forums through internet	- all students are able to give short presentations during lesson bi-monthly - all students are able to give comments on web-based discussions
	<u>CO-CURRICULUM ACTIVITIES</u> - Field excursion and job experience workshop would be organized for students to learn subject-related skills. Students may also be given the chance to serve customers as practices.	- to develop a sense of sharing and serving - to extend the learning beyond textbooks and classrooms	- more than 70% of students taking part in the field trip or workshops	- reflection/ task sheets - in-class presentation and sharing

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues			
	<u>CURRICULUM PLANNING & CO-CURRICULAR ACTIVITIES</u>			
Sept-Jun	In-class activities <ul style="list-style-type: none"> - Videos, virtual field trips would be used to show actual environments of the world. Worksheets with relevant guiding questions would be provided to consolidate students' learning. Beyond classrooms <ul style="list-style-type: none"> - Guided field trips would be organized for students. Students have to finish the worksheets/ field trip reports to consolidate their understanding - Students would have to conduct self-guided field trip as well. - Students would be encouraged to attend seminars organized by other institutes. 	<ul style="list-style-type: none"> - To empower students with the opportunity to learn beyond the classroom - To widen students' horizon beyond the classroom to our city, region, country and the world - To encourage more practical and authentic learning experience in the actual environment - To extend students' learning experience and broaden their vision from secondary education to tertiary education 	<ul style="list-style-type: none"> - All students are able to submit the worksheets/ field trip reports on time. - About 70% of students are able to get 7/10 marks for the project/ trip reports. - More than 50% of students attending other seminars/ courses throughout the academic year 	<ul style="list-style-type: none"> - Worksheets - Projects/ field trip report - Presentation

VISUAL ARTS



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HEEP YUNN SCHOOL
Programme Plan 2014 – 2015

Name of Department: Visual Arts

Head of Department: Ms Alice Choi

Member(s) of Department/Committee: Ms Yu Kei Kei and Mr Lee Pak Hong

Mission:

Students learn to understand and experience the world via visual arts, through which they cultivate the **virtues** of creativity, openness, respect, flexibility and aesthetic sensitivity towards **different cultures and perspectives**, and develop their **personal global views** as well as **meaningful individual values**.

Rationale:

Students **express their feelings and ideas** in art appreciation and art making. A **student-oriented** and **balanced** visual arts curriculum will be established with a view to developing students' capabilities of learning to learn and nurturing students' **positive attitude** for aesthetic learning. **Diversified learning and teaching strategies** will be used to develop students' **generic skills** for life-long pursuit of visual arts.

Long-term Goals:

1. To foster students' **interest** in visual arts.
2. To cultivate students' imagination and **creativity**.
3. To develop the nine **generic skills** in visual arts appreciation and art making.
4. To equip students with the **knowledge and confidence** in visual arts appreciation and art making.
5. To nurture **positive and meaningful individual values**.

School Goals and Major Concerns 2012-15 (ACE)**School Goals****A – Academic enhancement****C – Community building****E – Encouragement for global vision****Major Concerns (2012-2015)****1. Academic enhancement**

- a. To enhance the spirit of mentoring and sharing in personal and academic growth;
- b. To enhance the confidence of students to independently pursue knowledge;
- c. To promote collaborative learning and teaching.

2. Community building

- a. To further develop the spirit of giving and serving through community volunteer/service programs;
- b. To strengthen ties with the community through student and school exchanges and collaborative activities;
- c. To promote the Christian values of humility and grace through helping each other.

3. Encourage a global vision

- a. To empower the students with the opportunity to see our world beyond the classroom.
- b. To edify/strengthen students with a global vision and sense of national identity;
- c. To encourage greater awareness of global concerns and empathy for peoples of the world;

Major Concerns (2014-2015)

- 1. To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.
- 2. To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

3. To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Remarks: The school goals and major concerns will be implemented by phase in the coming three academic years.

Major Concern 1

Academic enhancement – To enhance students’ confidence in learning by facilitating students’ self-learning initiatives through **lesson preparation** and **in-class sharings**.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2014 to 06-2015	● Lesson preparation (e.g. research, pre-lesson learning, written assignments, artwork drafts) and sharing in class.	<ul style="list-style-type: none"> ● To cultivate a sense of ownership and responsibility in learning. ● To motivate students to be more proactive in learning. ● To encourage a spirit of mutual help in learning. ● To reinforce students’ learning and performance via mutual sharing. 	<ul style="list-style-type: none"> ● Check on students’ lesson preparation at the beginning of every lesson in whatever format as appropriate (e.g. a 5-minute sharing/ Q&A/ group presentation, etc.). ● Senior secondary: at least one art-related research every month. 	<ul style="list-style-type: none"> ● Questionnaires and reflections from students and teachers. ● Visual diary/ Research workbook. 	AC KKY PHL	NA

Major Concern 2

Community building – To encourage a spirit of **sharing in reading** at **home** and on the **campus** so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2014 to 06-2015	<ul style="list-style-type: none"> ● Visual Arts reading campaign. ● Selected quality visual arts reading by teachers. ● Exhibition visit ● Art appreciation and criticism/ report (either related to reading or exhibition) to be written and shared (e.g. online platform, classroom, printed matters, etc.). ● Exhibiting students' art appreciation and criticism on campus. 	<ul style="list-style-type: none"> ● To encourage reading-to-learn and sharing of insights. 	<ul style="list-style-type: none"> ● Each student to read at least one art-related book/ magazine/ article, either selected by students or recommended by teachers. ● Teachers to select at least one quality art-related article/ newspaper cutting to students. ● At least one exhibition/ reading report/ reflection. 	<ul style="list-style-type: none"> ● Questionnaires and reflections from students and teachers. ● Responses from readers/ students/ teachers. 	AC KKY PHL	NA

Major Concern 3

Encourage a global vision – To extend student learning beyond the classroom through **interdisciplinary cross-boundary exchange programmes** related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2014 to 06-2015	<ul style="list-style-type: none"> ● Study tour/ Cross-boundary visit during post-examination period may be organised subject to availability of resources. 	<ul style="list-style-type: none"> ● To broaden students' horizons in relation to cultural and artistic matters. 	<ul style="list-style-type: none"> ● Student to reflect and share what they have learnt from the tour. 	<ul style="list-style-type: none"> ● Sharing at assembly or online platform or booklet. 	AC KKY PHL	NA

HOME ECONOMICS



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Heep Yunn School
Home Economics Department
Program Plan 2014-2015

Major Concern:

- 1) To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.
- 2) To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.
- 3) To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

	Activities Proposed	Objectives	Success Criteria	Evaluation Method
1	<p><u>During lessons</u></p> <p>Girls are asked to prepare the lessons before they come to class.</p> <p>In sewing: Form 1 girls are asked to design their own pattern for their sewing article at home.</p> <p>In cooking: They have to prepare their ingredients before they come to their cooking lessons.</p>	<p>-To initiatives students learning through lesson preparation</p> <p>-Division of workload according to their abilities and sharing the experience and duties.</p>	<p>-They are expected to complete each steps within a period of time.</p> <p>-Responsible group will come to the room and set the supply table for the class. Ingredients are checked before the cooking class and missing ingredients will have to be made up as soon as possible.</p>	<p>- Marks will be given for each lesson and the final result as Continuous assessment.</p> <p>-Comment will also be given for encouragement</p>
2	<p>In the second term, the Form 2 girls will have to prepare a cooking test. They are encouraged to read books from the libraries to get ideas</p>	<p>-To encourage reading outside classroom and cultivate a habit of reading and develop students into lifetime readers.</p>	<p>-They are expected to produce suitable recipes to meet the topic given.</p> <p>-Decoration of dishes will also be encouraged so as to develop a sense of appreciation.</p>	<p>-Marks will be given for new ideas, taste, skill and presentation.</p>

	and try out new recipes.			
3	<u>International Foods</u> Last year we had invited Mrs. E Lo to show us some British dishes such as the Scones and pancakes. We also held a Spanish Fiesta. The year we will invite Miss R Tourani to teach us some Indian curry in Home Economics Club activity.	-To extend learning beyond the classroom and more about the culture in other countries.	-A party will be hold after the activity; teachers will be invited to give comments.	-The expenses for the activity will be covered by the HE Club and the participants. -Evaluation form will be given to all the participants for feedback.

PHYSICAL EDUCATION



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Heep Yunn School
Program Plan and Budget for 2014-2015

Department: P.E. 2014 – 2015

Members: Miss Cheng Wai Sim (Panel Head), Mr. Lam Wai Keung, Mr. Lam Chun Kwok, Miss Yum Ming Man

Teachers-in-charge of sports teams: Mr. H.W. Lau, Mr. Lee Pak Hong, Miss S.Y. Fong, Miss M.F. Cheng, Miss Sally Yip, Miss H.H. Tsoi,
 Mr. W.M. Cheung, Miss M. M. Lum, Miss Candy Lai

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
9/2014 – 6/2015	<u>Sports Teams</u>					
	1. At least two training sessions will be held after school every week.	1. To enhance the sharing of the team members during training and the camping.	1. The attendance of team members is over 80% in each training session.	4. Checking the attendance.	All teachers-in-charge of sports teams.	\$400000
	2. Training camps will be held for some teams during holidays.		2. At least 50% Of team members joining the training camp.	5. Encourage students to share their feeling through facebook or fill in the evaluation form.		\$80000
	<u>Sports Team Captains</u>					
	3. A training camp will	2. To enhance the sharing of experience	3. 90% of team captains joining the training camp.	6. Encourage all team captains to write down what	WSC, DY	

9/2013 6/2014	<p>be organized in the school with SA members.</p> <p><u>Interest Classes</u></p> <p>4. 14 sports interest classes will be held for all Form 1 and Form 2 students and school senior team members will conduct some of the classes.</p>	<p>amongst team members.</p> <p>3. To promote the sharing of sports amongst students through participating in the interest classes.</p>	<p>4. The attendance of the students is over 70% and 90% of students pass the assessment.</p>	<p>they will be learnt in the training camp.</p> <p>7. Check the attendance.</p>	WSC	\$20000
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Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
12/2014 – 6/2015	<p><u>Sports Teams</u></p> <p>2. Some training camps or friendly matches will be held in Mainland China or other cities.</p>	<p>1. To know the culture and the skill level in other cities so as to learn from each other. e.g. The players from Guangzhou, Taiwan and Singapore.</p>	<p>1. The training camps are successfully held and at least 60% of team members will join the training camp outside Hong Kong.</p>	<p>1. A questionnaire will be given to students to evaluate what they have learnt in the training camp.</p>	WSC, DY, KL	

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
9/2014 - 5/2015	<p><u>DSE elective</u></p> <p>1. Students are advised to watch some sports program so that they can share their feeling of the program during lessons or amongst their friends.</p> <p>2. Students are advised to read some articles on newspapers or magazines about sports and write their feelings about that articles.</p>	<p>1. To develop students the habit of reading and a spirit of sharing in reading.</p>	<p>1. Students can write more than 70 words on the articles they read.</p> <p>2. Students can present their feelings/comments in 5 minutes.</p>	<p>1. 0 articles with comments from each student will be collected.</p> <p>2. Students are encouraged to present their feeling/comment on the articles/TV programs once a month.</p>	WSC	

COUNSELLING



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Heep Yunn School
Program Plan and Budget for 2014-15

Department: Counseling Team (2014– 2015)

Members: IY, SL, BK, LSL, LKW, MWK, SLL, YYD, Ms. Judy Lau, , Ms. Teresa Lam, Ms. Cynthia Chan

Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson (activity) preparation and (in-class) sharing.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget (\$)
Whole year	Big sisters scheme	<ul style="list-style-type: none"> - To encourage students to take the initiative to prepare for activities - To encourage mutual sharing and exchanges of ideas through preparing for activities 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, LKW, SSW	PATHS
Whole year	Mentorship scheme – buddy scheme	<ul style="list-style-type: none"> - To encourage mutual sharing of personal experiences during gatherings 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, LKW, SSW	600
Nov 2014 – Apr 2015	Community Care Project	<ul style="list-style-type: none"> - To promote positive values and positive attitudes in students - To encourage students to concern more of the needy in the society 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	(1200 from HSBC)
July & Aug 2015	Career planning workshop	<ul style="list-style-type: none"> - To enable the students to have more serious consideration and planning about their career paths through mutual sharing 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, LSL, SSW	2500
Nov 2014 and Feb 2015	Form 3 enhancement program	<ul style="list-style-type: none"> - To help the students to identify their goals towards their studies through mutual sharing 	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	///
Oct 2014	Form 6 stress management program	<ul style="list-style-type: none"> - To help the students better manage their stress brought by their studies through mutual sharing 	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

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget (\$)
Whole year	Big sisters scheme	<ul style="list-style-type: none"> - To help the small sisters adapt to the new learning environment and achieve personal growth through different activities - To encourage the spirit of sharing in the big sisters through different activities 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, LKW, SSW	PATHS
Whole year	Mentorship scheme – buddy scheme	<ul style="list-style-type: none"> - To help the F. 1 students adapt to the new learning environment in school through formal and informal gatherings 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, LKW, SSW	600
Whole year	Health in mind	<ul style="list-style-type: none"> - To encourage students and other schoolmates to develop good mental health through book sharing - To show care and support to the ex-mentally ill patients 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SLL, SSW	HIM
Nov 2014 – Apr 2015	Community Care Project	<ul style="list-style-type: none"> - To encourage students to concern more about the needy in the society - To encourage the spirit of sharing in campus through reflecting of experiences to other schoolmates in campus 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	(1200 from HSBC)
Nov 2014 and Jan to Apr 2015	Live for life (Talk and Social service)	<ul style="list-style-type: none"> - To enable the students to have a better understanding of the needy - To encourage the spirit of sharing in campus through reflecting of experiences to other schoolmates in campus - To show care and support to the needy 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SL, SSW	1200 (Talk) 2000 (Service)
Oct 2014	Form 6 stress management program	<ul style="list-style-type: none"> - To help the students better manage their stress brought by their studies 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 2014 to May 2015	Fans Friends Club	<ul style="list-style-type: none"> - To enhance the sense of belonging of students who are being isolated - To encourage positive peer relationships among the targeted students through book reading and sharing - To enable students to appreciate the essence of mutual support beyond the classrooms - To serve as helpers of SSW 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	SSW	3000

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national and global issues..

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget (\$)
Nov 2014	Live for life (Talk)	<ul style="list-style-type: none"> - To enable the students to have a better understanding of the needy - To encourage the spirit of sharing in campus through reflecting of experiences to other schoolmates in campus - To show care and support to the needy - To increase collaboration with other academic departments (Liberal Studies) 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SL, SSW	1200 (Talk) 2000 (Service)
Nov 2014 to Feb 2015	Memory Skills Workshop	<ul style="list-style-type: none"> - To better equip students with study / learning skills of different subjects 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	3000
Oct 2014 to May 2015	Fans Friends Club	<ul style="list-style-type: none"> - To enhance the sense of belonging of students who are being isolated - To encourage positive peer relationships among the targeted students through book reading and sharing - To enable students to appreciate the essence of mutual support beyond the classrooms - To serve as helpers of SSW 	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	SSW	3000

DISCIPLINARY BOARD



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HEEP YUNN SCHOOL

Proposed Plan for (2014-2015)

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..

vii. To build up team spirit among students.

c) Implementation

1. Regular check on students' behaviour (C/R record chit).
2. 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. Joint School Leadership Training Programme for F.5 prefects.
- vi. 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.
- vii. Pupil Ambassador : Active, Bright and Caring Programme
- viii. Inter-class Board Design Competition.
- ix. Revision of school rules.
- x. Regular meetings with Form-teachers / Parents.
- xi. Assist in homework collection.
- xii. 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.

4. **Members of Department / Committee**

CHL, MWT, LT, AL, MFC, PHL, DY, WMC, TWT, RK, TS.

LIBRARY



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

Heep Yunn School
Program Plan and Budget for 2014-2015

Library Programme Plan 2014-2015

Major Concern: To extend student learning beyond the classroom through interdisciplinary cross-boundary exchange programmes related to national or global issues.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep15-May29	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	
Sep15-May15	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 enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep8-Jun4	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 library prefects after every service. It provides an opportunity for them to develop presentation skills by sharing books and learning with their fellows.	Over 50 students have joined this scheme	Attendance record	HHT	

Major Concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Nov10-Apr24	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	
Oct20-May15	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
Program Plan and Budget for 2014-2015

- **Major Concern: To enhance students' confidence in learning by facilitating students' self-learning initiatives through lesson preparation and in-class sharings**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
August	Form one Orientation Program (Self-learning Session)	Build up the habit of self-learning in Form 1 students	F.1 students can utilise the self-learning session effectively	<ul style="list-style-type: none"> - Observation of the executive committee members - Opinions from F.1 students 	TKT	-
October	P6 Briefing: Students Ambassadors and representatives of school teams, clubs and societies will devise their own introduction programme to prospective students. Students Ambassadors will need to prepare for school histories, achievements, and be able to answer parents' questions.	To foster students' initiatives through organizing programme and collect relevant information	Student ambassadors are able to find information to support the school tour on their own	Evaluation meeting	KLH	

All year	Forum: relevant materials would be provided to students in advance so that they can be better prepared it	Encourage students' self-learning	Students should be able to better engage in the forum as they are better prepared	Evaluation form will be distributed to students	THM	
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Major concern: To encourage a spirit of sharing in reading at home and on the campus so as to develop students into lifetime readers

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
August	Form One Orientation Program (Reading Session)	Introduce different worth-reading materials to the students and build up their reading habits	Students were willing to read them	Feedbacks from F.1	TKT	
February	Book Floating: a book floating platform will be introduced to encourage students to exchange books	Encourage the spirit of book sharing by enabling students to share the book they have read with their peers. Students can explore books of different areas without needing to buy new books	Students are willing to bring books to exchange with others	Feedbacks from students		
TBC	Forum: we will seek to invite popular author to share their reading habits and what makes them become authors	To arouse the interest of students in reading and to broaden the reading diversity of students.	Students take the initiative to read and raise questions	- Evaluation form will be distributed to students	THM	
Through out the year	Forum: Book sharing. We will invite teachers or students to share their thoughts on a book they recommend	To introduce different meaningful and interesting books to the students; and to foster the spirit of reading on campus	20 or more students are willing to apply for the activity	Observation at the event		

Major concern: To extend student learning beyond the classroom through interdisciplinary cross- boundary exchange programs related to national and global issues

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Feb-Jul	Forum: when opportunity presents, the Student Association will invite speakers with international experiences to share with students	Enhance students' vision on current affairs and issues of the world, and develop critical thinking.	Students take the initiative to raise questions and pay attention to speaker.	Evaluation meeting	Mr TH M	
	Exchange Program Participants Sharing: we would invite students who participated in exchange programme to share what they have learnt with others	Enhance students' vision on global affairs and culture around the world		- Feedback of the event		
All Year Round	Sponsorship of Children	Students can learn more about the charities over the world and the situation of children on the third world country	80% of students know about the sponsorship of children in third world country	Evaluation Meeting	LW	
Post-exam	Quiz game:	Arouse the awareness of students towards world affairs and to develop global vision within the students	Students are participative in the quiz	Feedbacks from participants		

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 2014 / 2015

Grant for 2014 / 2015:

\$569 per students X 1067 students \$607,123

Expenditure:

Additional teaching staff: \$29,650 X 1.05 X 12 \$373,590

Teaching Assistant: \$20,660 X 1.05 X 12 \$260,316

Student Helpers (graduates): \$45 per hour X 200 Hours \$ 9,000

\$642,906

Balance

(-\$35,783)

Task Area: Curriculum Development

To relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies and to conduct remedial teaching to deal with learning diversity.

1. Additional teaching staff will be employed to share the duties of the teaching staff. Teachers of the English Departments will help in conducting after-school remedial teaching.
\$373,590 including MPF
2. Teaching assistant and student helpers will be employed to help teachers to handle the extra workload of school-based assessment.
\$269,316 including MPF
3. Teachers' workload can be relieved so that they can spare the time to supervise the curriculum plan.
4. Evaluation forms will be collected from teachers to collect their feedback. Department minutes will be examined.

Total expenditure: \$642,906

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



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School-based After-school Learning and Support Programmes 2014/15
School-based After School Learning and Support Activities - Programme Plan

Name of School: HEEP YUNN SCHOOL

Project Coordinator: Mr. Wong Kwok Wah **Contact Telephone No.:** 27110862

A. The estimated number of benefitting students (count by heads) under this Programme is 42 (including A. 9 CSSA recipients, B. 23 SFAS full-grant recipients and C. 10 under school's discretionary quota)

B. Information on Activities to be subsidised/complemented by the grant.

*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 2014 – May 2015	4	10	10	4,800		
Art / Cultural Activities	To enhance students' aesthetic development	Students will acquire the skills in using musical instruments	Report from teachers and presentation	Oct 2014 – July 2015	3	10	0	39,000		
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 - July 2015	2	3	0	15,000		
Total no. of activities: ____3____				@No. of participation counts	9	23	10	58800		
				**Total no. of participation counts	42					