

**HEEP YUNN SCHOOL  
2013-2014  
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 2013-2014**

1. To enhance group sharing in classroom activities and after-school tutorials;
2. To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes;
3. To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

**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 group sharing in classroom activities and after-school tutorials
2. Community Building: To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes
3. Encourage a Global Vision: To promote cross-boundary exchange programmes so as to extend learning beyond the classroom

**(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 group sharing in classroom activities and after-school tutorials

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. Continuous assessment will be used. A Quiz A Week will be arranged for F. 5	To encourage students' interaction and sharing as well as 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	(2) Small group tutorials for weaker students and enrichment class for more capable students.	To cater for learners' diversity.	Average score of 3 or more and qualitative feedback from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
Whole year	(3) Public examinations – LCCI and IGCSE for F. 5 - AAT Foundation Examination for F. 6	To motivate students to study and revise; and to enhance students' confidence in handling public examinations.	Satisfactory results in the public examinations.	Statistical result by the end of term.	IC	\$550 Admin. fee

Whole year	(4) DBS Social Enterprise Experience for F. 4	To encourage integration of knowledge within and across Key Learning Areas.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	
1 <sup>st</sup> term	(5) 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 <sup>nd</sup> term	(6) Personal Finance Workshop for F. 4, aimed at equipping students with the tools to ensure that they make responsible and wise financial decisions.	To develop the financial literacy of students	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	
2 <sup>nd</sup> 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 <sup>nd</sup> 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 strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes

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. Continuous assessment will be used. A Quiz A Week will be arranged for F. 5	To encourage students to motivate and help each other in their studies.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC, TS	
Whole year	(2) DBS Social Enterprise Experience for F. 4	To emphasis on business ethics and encourage students to care about those in need.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	
2 <sup>nd</sup> term	(3) Millennium Entrepreneurship Program	To enhance students' awareness of environmental protection.	Average score of 3 or more from the evaluation questionnaires.	Evaluation questionnaires to collect feedback.	IC	\$1000

**Major Concern: Encourage a 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
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	\$550 Admin. fee
2 <sup>nd</sup> 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 <sup>nd</sup> 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

Detail teaching plan is filed in the school office as a scheme of work.

**BIOLOGY**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

Department: BIOLOGY  
Members: FS, WMC, RK

**Major Concern: 1. Academic Enhancement -- To enhance group sharing in classroom activities and after-school tutorials**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 13 to Jun 14	Formation of study group of 2 to 3 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, WMC, RK	Nil
Sep 13 to Jun 14	Weekly sharing of within study group	To consolidate the learning experience during normal class study.	All students take part in all sessions.	Checking students' study record	FS, WMC, RK	Nil
Sep 13 to Jun 14	Pre-lesson presentation and discussion	To establish the habit of lesson preparation and group sharing during lessons.	Each student has a chance to present at least once in each term. A short discussion among students after 50% of the presentations.	Teachers' observation	FS, WMC, RK	Nil

**Major Concern: 2. Community Building -- To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep 13 to Jun 14	Encourage students to be the helpers of local science competitions	To develop the spirit of serving through volunteer service in the field of science	Students in senior forms helped in at least one of the science competition	Teachers' observation	FS, WMC, RK	Nil
Sep 13 to Jun 14	Reduce food waste programme	To promote awareness of the school community on the food waste problem and instill students' behavioral changes which help reduce food waste generation. To produce compost from food waste for organic farming on school campus.	The amount of food waste generated by the school reduced by 20%. Agricultural products are harvested once and shared by students.	Teachers' observation, oral feedback from science ambassadors	FS, SY, JL	1,000
April 14	Science Week	To promote and arouse the interest of junior form students in the study of science by senior form students.	100 students from junior forms will be able to participate in the scientific investigation or attend the talks	Oral feedback from students	FS, WMC, RK, teachers from other science departments	1,000

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

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
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  
2013-2014 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 2013-2014**

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



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**Major Concern: Academic Enhancement -- To enhance group sharing in classroom activities and after-school tutorials**

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
09/13 – 06/14	Chemistry workshops for F3 and F4 students (held by F5 students)	To provide a medium for junior students and senior students to gather and share scientific knowledge	Over 80% students agree that the workshops can arouse interest in chemistry	Each student fills in an evaluation form after second term.	CYC, MWT	\$1000
09/13 – 06/14	Forms 4 - 6 Small study groups in designated venues	To promote regulated and disciplined learning habits under teachers' supervision	Over 80% students agree that the study groups can help their study	Questionnaire, test and exam results	CYC, MWT	
09/13 – 06/14	Forms 5 Student Demonstration of Experimental skills	To promote peer learning	Over 70% of the groups successfully teach their classmates. Over 70% of students familiarize themselves with experimental skills.	Assess the report of students Assess the performance of students in the laboratory sessions Assess the group demonstrations	CYC, MWT	
09/13 – 06/14	Form 5 & 6 Exam oriented training program for weaker students	To promote regulated and disciplined learning habits under teachers' supervision	Over 75% of student score grade 5 or above in the DSE exam	Assess students' performance in public exams	CYC, MWT	

**Major Concern: Community Building – To strengthen the Christian spirit of love and care for our neighbors through community services or voluntary programmes**

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
09/13 – 06/14	Forms 4 & 5 Helper in SSPC (Hong Kong Student Science Project Competition) or other science related activities	To let students do volunteer work related to chemistry and science	Students actively participate in the volunteer work	Attendance record	CYC, MWT	

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

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
03/14 – 04/14	Forms 3 & 4 Visit to Science Museum in Macau or Shenzhen	To broaden students' horizon in Chemistry and science.	Students actively participate in the activity.	Attendance record and students' feedback	TWK SC CYC	

**CHINESE**



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## 協恩中學 二零一三至二零一四年度 學校目標與中文科工作計劃

## 一·加強日常課堂及課後增潤課的小組分享成效

日期	內容	目標	程序	成功指標	評估方法	負責人	財政預算
全學年	分組討論	通過分組討論，鼓勵同儕學習，促進教學成效	<ul style="list-style-type: none"> <li>➢ 講讀篇章：分組討論文章問題</li> <li>➢ 時事沙龍：分組報告時事專題</li> <li>➢ 專書閱讀：分組報告及交流閱讀心得</li> </ul>	學生間樂於分享，互相鼓勵，提高學習興趣及成效	課堂表現	各組(班)任 教師	/

## 二·鼓勵學生參與義工服務及關社睦鄰活動，體會基督捨己助人精神

日期	內容	目標	程序	成功指標	評估方法	負責人	財政預算
全學年	普通話傳藝大使計劃	通過大使計劃，鼓勵同學利用課餘時間， <b>義務</b> 鼓勵校內同學多說普通話	<ul style="list-style-type: none"> <li>➢ 傳藝大使主持聊天室，鼓勵有興趣改善普通話的同學在午膳時間多說普通話</li> <li>➢ 傳藝大使在午膳時間到中一及中二課室，主動與低年級同學以普通話交談</li> <li>➢ 傳藝大使籌辦活動(如繞口令比賽/廣播劇比賽)，鼓勵同學多說普通話</li> </ul>	傳藝大使體會到助人自助精神，明白真正的受益者是施與者	<ul style="list-style-type: none"> <li>➢ 普通話聊天室的活動反應</li> <li>➢ 傳藝大使在普通話活動上的體會</li> </ul>	普通話科老師	\$3,420 詳見 201314 財政預算

## 三·推廣海外交流活動，為學生拓寬學習空間

備註：中文科並無相關活動

**CHINESE HISTORY**



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協恩中學  
2013-2014 中史科計劃

2013-2014 中史科工作/計劃中的措施

1)主要目標：在課堂活動及課後輔導中，增加學生之間共享的機會。

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)	透過搜集資料，分析及綜合資料，再加上學生須提問與負責的學生解答，希望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	/
上學期	參觀及完成工作紙(中二及中三): 中二及中三學生參觀後，完成工作紙。中二學生的工作紙須由中三學生給予意見。	藉高年級學生與低年級學生互相討論，以提高興趣及啟發思維。亦可培養關顧及共享精神，促進個人成長及提高學習成效。	90%以上學生合格	作為中二級持續性評估方法之一 中三級： 評估功課表現	任教老師	/
全年	課後輔導(中四至中六)	學生課後以小組形式研習與討論，希望提升學生的批判思考能力、主動學習及同輩互相幫忙。	80%以上學生出席	出席率	任教老師	/

2)主要目標：透過社區服務及義工計劃，提高學生對鄰里的關愛，以張顯基督的精神。

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	與古蹟及文化學會及其它學會合辦活動，如寫揮春或剪紙班，並把作品送給長者。	透過活動可認識中國傳統文化，並關心社會			任教老師	/

3)主要目標：舉辦跨境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，加深她們對香港或中國的認識，擴闊視野			任教老師	/

**COMPUTER**



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**HEEP YUNN SCHOOL**

## Program Plan and Budget for (2013-2014)

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 group sharing in classroom activities and after-school tutorials;
- To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes;
- 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 group sharing in classroom activities and after-school tutorials;**

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Whole Year	Students would be encourage to share their computer work with one another in solving class work. All students needs to complete at least one project work in group.	Enhance group sharing in classroom activities and after school work.	Successful if more than 80% of the students indicates that they have enhanced their academic growth.	Assessing the result through questionnaire.	CKL	NIL

**Major Concern:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes.

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
First Term	F1 students would create an investigation on the Christian spirit of love and present their work in a powerpoint presentation	To strengthen the Christian spirit of love and care among students.	80% of the girls indicate that they have enriched their spirit of serving.	Student would write a short reflection about their gain in the investigation.	CKL	NIL

**Major Concern:** To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Whole year	Students would write a program and share with the work in an international working peer group	To enrich the students' knowledge by sharing and an international peer group so as to extend their learning.	80% of the girls indicate a successful opportunity to extend their eyesight beyond the classroom.	Student would write a short reflection about their gain in the production of multimedia.	CKL	NIL

**ECONOMICS**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Name of Department:** Economics  
**Head of Department:** Ms. Leung Miu-lin, Lenny (MLL)  
**Member:** Ms. Pearl Tsang (WWT)

**Major Concern:** To enhance group sharing in classroom activities and after-school tutorials

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teachers Responsible	Budget
Sept. 13 to June 14	Class discussions	To provide students of varying aptitudes with the basic economic knowledge and skills necessary to understand better the world in which they live.	Over 80% of the students would participate in discussion and share their views in lessons.	Teachers' observation.	MLL WWT	N/A
Oct. 13 to June 14	Small study groups	Students have the chance to ask more questions and clarify their concepts during lunch time or after school.	70% of the study groups can meet once every month.	Students' attendance record	MLL WWT	N/A
Nov.,13 to May, 14	Sharing sessions	Students can communicate economic ideas and informed judgments in a clear, logical and appropriate form.	90% of the students should be able to share what they have learnt in visits, seminars and workshops in class.	Teachers' observation/ Students' reflection	MLL WWT	N/A

**Major Concern:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Feb., 14 to Mar., 14	Visit to Green Shop; Crossroads International	To understand the idea of Fair Trade and understand more about poverty issues	40 Economics students can participate in the programme.	Students' enrolment record	MLL WWT	\$1000

**ENGLISH & ENGLISH LITERATURE**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Department: English and English Literature**

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

**School Goals and Major Concerns**

**1. Academic enhancement – To enhance group sharing in classroom activities and after-school tutorials**

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Monthly, starting from Oct 2012	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;	EL, RT, JC, YC, HCH	
Regularly	Oral News Presentation (in-class)	To promote sharing of knowledge, To encourage students to give feedback to each other	Students show interaction and participation in raising questions	Comments from students and subject teachers	Subject Teachers	



2 times a year	Cross-curricular reading and discussion	To promote sharing of views on current issues	All F.4 & F.5 students participate in discussions of chosen themes in LS/English lessons Students share their published essays with their peers	Lesson observation of discussions in class. Publication of students' work.	Subject teachers	
6 lessons from late September to mid November	REES: Cross-curricular Public Speaking and Presentation Skills Programme	To promote the sharing of views on different Liberal Studies topics To enhance students' speaking and presentation skills and to facilitate the transference of these skills to their learning of non-language subjects	All junior form students are to be divided into 10 groups and each group will attend 6 lessons, all of which will be based on the themes/topics taught in the IH lessons. Students are able to give organized and coherent speeches on different topics	A public speaking/presentation task in which they will demonstrate the skills they have learnt. A booklet of outstanding sample speeches from students.	AK, HSW, CCL	
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	

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.	MH, GW, SLL, AK, MCW, OKL, WSM, JC, KLL	
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.	JC, EL, RT, YC, HCH	

**2. Community Building: To strengthen the Christian spirit of love and care for our neighbours through community services and voluntary programmes**

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Whole year	Readathon / Read for Good	To encourage students to read for pleasure and to read for charity	Students actively participating in the reading sessions	Statistics on students' participation Amount of money raised for charity	KLL, EL, RT, JC, YC, HCH	
Whole Year	Voluntary Language Ambassador Programme (SCHOLAR Programme)	To promote the importance of language learning and community service in the territory.  To broaden students' exposure and communication skills.	Nominated students are enrolled in the program by means of interviews held by the SCOLARS.  Student ambassadors are to help with the coordination and implementation of at least 3 language activities held by various corporations in HK.  Student ambassadors are to be awarded certificates for their work and achievements for promoting community service.	Students' OLE records  Students' certificates of award	TW, CCL	

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

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
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 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	SLL, MH	

**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、周寶怡老師

**Major Concern:** To enhance group sharing in classroom activities and after-school tutorials

加強日常課堂及課後增潤課的小組分享成效

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2013年9月至14年5月	增加課堂小組活動、討論及匯報	讓小組發揮功能,促進討論及學習	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、周寶怡老師	

**Major Concern:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes

鼓勵學生參與義工服務及關社睦鄰活動，體會基督捨己助人精神

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2013年9月至14年5月	<ul style="list-style-type: none"> <li>增加課程中「參與公益活動」和「親社會規範」的內容，增加討論關社活動。</li> <li>鼓勵學生最少參與三次義工服務</li> </ul>	讓學生在學習中培養關社意識	80%同學認為本科有助鼓勵他們關心社會  80%同學最少參與三次義工服務	科目獨立問卷	張美紅老師、周寶怡老師	

**Major Concern: To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.**

推廣海外交流活動，為學生拓寬學習空間

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
2013年9月至14年5月	學生在交流活動之後均填寫課後反思，與課程相關內容結合	讓學生在學校其他的交流活動中學習個人反思及成長	同學用心去寫課後反思	科目獨立問卷 學生回應內容具反思性	張美紅老師、周寶怡老師	

**GEOGRAPHY**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

Department: Geography  
Members: SY, TWT, WKL

Major concerns 2013-2014

- To enhance group sharing in classroom activities and after-school tutorials
- To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes
- To promote cross-boundary exchange programmes so as to extend learning beyond the classroom

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To enhance group sharing in classroom activities and after-school tutorials			
Sept - Jun	<p><b>CURRICULUM PLANNING</b></p> <p><b>Public exam classes (F.4-F.6)</b></p> <ul style="list-style-type: none"> <li>- Small study groups in designated venues and time-slots have been organized</li> <li>- Students are divided into different groups according to the learning ability</li> </ul> <p><b>Senior Secondary (F.4-F.6)</b></p> <ul style="list-style-type: none"> <li>- Sharing of learning journals among groups/ classes</li> <li>- Group discussion is encouraged</li> <li>- Group presentations are assigned</li> </ul> <p><b>Junior Secondary (F.1 &amp; F.3)</b></p> <ul style="list-style-type: none"> <li>- Sharing of learning journals among groups/ classes</li> <li>- Group discussion and presentations are encouraged</li> </ul>	<ul style="list-style-type: none"> <li>- To strengthen students academic performance by more focused teaching</li> <li>- To promote regular and disciplined learning habits under teacher-mentors to improve learning effectiveness and strengthen attention span</li> <li>- To cater for different learning needs</li> <li>- To strengthen subject-based enrichment and enhancement practices</li> <li>- To encourage peer learning and sharing of resources</li> <li>- To review common mistakes in order to avoid them</li> <li>- To monitor the studying progress of students</li> <li>- To encourage peer learning and sharing of resources</li> <li>- To strengthen positive reinforcement in learning</li> <li>- To share the notes among classes to foster collaborative</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of students achieve level 2 in DSE Geography 2014</li> <li>- at least 30% of students achieve level 5 or above in DSE Geography 2014</li> <li>- Improvement / positive value-addedness can be seen in the internal academic results</li> <li>- All students have contributed in group presentation and notes making</li> <li>- All students write learning journals</li> <li>- More than 60% students agree that group discussion and presentation in Geography lessons help strengthens their subject knowledge</li> <li>- More than 60% students agree</li> </ul>	<ul style="list-style-type: none"> <li>- DSE results</li> <li>- Tests and exam results</li> <li>- monthly review of teaching schedule</li> <li>- checking of notes/ learning journals</li> <li>- monthly review of teaching schedule</li> <li>- checking of notes/ learning journals</li> </ul>

	<p><b>Whole school approach</b></p> <ul style="list-style-type: none"> <li>- evaluation has to be done in the year end to check the teaching and learning effectiveness of each form</li> <li>- students in public exam classes will do evaluation at the end of each topic to check their understanding and the teaching and learning effectiveness</li> <li>- Term review of teaching schedule will be done</li> <li>- Lesson observation</li> </ul>	<p>learning</p> <ul style="list-style-type: none"> <li>- to develop and revise a more effective teaching and learning plan in the future</li> <li>- to have more updated information of the teaching schedule in order to review the teaching content and methods more regularly</li> <li>- to be able to moderate and adjust teaching content and pace more regularly</li> <li>- to promote collaborative teaching &amp; for staff development in the department</li> </ul>	<p>that they are equipped with better learning and thinking after one-year -lesson</p> <ul style="list-style-type: none"> <li>- More than 60% students agree teaching and learning effectiveness ranking as average or above</li> <li>- Lesson observation will be done twice and post lesson observation will be conducted</li> </ul>	<ul style="list-style-type: none"> <li>- year-end evaluation</li> <li>- end-of-topic evaluation</li> </ul>
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	<u>DEPARTMENTAL &amp; STAFF DEVELOPMENT</u> <ul style="list-style-type: none"> <li>- check-marking is done in all exams in public exam classes</li> <li>- peer observation is encouraged</li> <li>- subject panel conducts annual lesson observation and post-observation discussion</li> <li>- attend seminar organized by the HKEAA or ED</li> </ul>	<ul style="list-style-type: none"> <li>- to have updated information about the requirements of public exam and the recent changes of the Geography curriculum</li> <li>- to promote sharing atmosphere among panel members</li> <li>- to improve teaching effectiveness in the department</li> </ul>	<ul style="list-style-type: none"> <li>- at least 10 papers from each forms (SS1-SS3) are checked in each exam</li> <li>- the head of department should observe at least two lessons conducted by the member in a year</li> </ul>	<ul style="list-style-type: none"> <li>- check-marking record sheet</li> <li>- lesson observation record sheet</li> </ul>
	<u>CO-CURRICULUM ACTIVITIES</u> <ul style="list-style-type: none"> <li>- girls are invited to share subject-related materials from their learning experience through participation of external extension activities</li> <li>- with the help of the committee of the Earth Science Society, activities organized or destination of field trips should be relevant to the present Geography syllabus</li> </ul>	<ul style="list-style-type: none"> <li>- to extend the learning of subject-matter beyond textbooks and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- organize more than 2 co-curricular activities by the Earth Science Society annually</li> <li>- evaluation has to be done after the activities and more than 70% of participants satisfy with the arrangement of activities</li> </ul>	<ul style="list-style-type: none"> <li>- evaluation forms</li> </ul>

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
➤ To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes				
<b>Sept</b> - <b>Jun</b>	<u>CO-CURRICULUM ACTIVITIES</u> - Senior Geography students are encouraged to involve in at least one co-curricular activities related to environmental conservation held by the school	- to raise the awareness of environmental conservation, global citizenship and sustainable development - to promote sense of caring of the earth and environment - to serve and help junior girls to develop positive attitudes towards food waste and recycling programs - to develop the sense of sharing, serving and love in our community and for our environment	- 50% of students in senior secondary join the activities - the earth science society may help at least ONE co-curricular activities related to environmental conservation held by the school	- checking the number of participants

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To empower students with the opportunity to see our world beyond the classroom			
<b>Sept</b> - <b>Jun</b>	<u>CURRICULUM PLANNING</u> <u>Junior forms (F.1 &amp; F.2)</u> <b>In-class activities</b> - 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. <b>Beyond classrooms</b> - 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 in Tokwawan/ Kowloon City to learn more about surrounding places/ community where they are studying - Students are encouraged to use atlas to explore different issues of the world	- To develop students' the 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 investigation	- 80% of students are able to join the trip - All F1 students are able to complete the photo story in the second term	- attendance - project work: photo story

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To promote cross-boundary exchange programmes so as to extend learning beyond the classroom			
<b>Sept</b> - <b>Jun</b>	<u>CO-CURRICULUM ACTIVITIES</u> - 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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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Department: History**  
**Members: YFL, KYC**

**Major Concern: To enhance group sharing in classroom activities and after-school tutorials.**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sept. 2013 – May 2014	Group discussion and presentation on selected topics.	To promote cooperation group sharing in the learning process	70% of students participate actively in group discussion and complete the task satisfactorily.	Teacher's observation and assessment of students' performance during presentation and in test/examination.	YFL, KC	N/A
Sept. 2013 – May 2014	Forming after-school study groups for revision	To promote peer learning and support for classmates	4-5 study groups successfully formed among junior form students. 3 study groups formed among senior form history students, one for each form. 80% of students joining the study group find it helpful.	Teacher's observation and students' reflections.	YFL, KC	N/A

**Major Concern: To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes.**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sept. 2013 – May 2014	Self-study materials of the history of different NGOs will be provided for F.3 students and F.4-F.5 History students.	To promote students' awareness of existence of and understand the areas of service of different voluntary organizations	60% of F.3 students can complete reading the materials given. 80% of F.4-F.6 history students can complete reading the materials given.	Teacher checking students' progress by asking questions during lessons.	YFL, KC	N/A
Nov. 2013- May 2014	Sharing sessions Senior girls or old girls will be invited to hold sharing sessions of their learning experiences with F.5 and F.6 students.	To promote peer support and the spirit of sharing of learning experiences	70% of F.5 – F.6 history students participate actively in the sharing sessions.	Questionnaires / interviews will be used to get students' opinions of the usefulness of the sharing sessions and the willingness to serve in future.	YFL	N/A

**Major Concern:** 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
Sept. 2013 – May 2014	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
Sept. 2013 – May 2014	Self-study materials of the history of the place(s) going to visit.	To provide students the historical background of the place(s) they are going to visit	70% of the students joining the exchange programme find the information useful.	Questionnaires / interviews will be used to get students' opinions of the usefulness of the materials given.	YFL, KC	N/A

**INTEGRATED HUMANITIES**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Integrated Humanities**

**Members: Ms J. Kwok, Ms J. Li, Mr T.H. Man, Ms M. Lum, Ms T. Shum, Ms P.Y. Chow & Ms K. Chu**

**Major Concern:** To enhance group sharing in classroom activities and after-school tutorials;

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Sep 13 to May 14	<ul style="list-style-type: none"> <li>- Group work, discussion and presentation will be promoted in all forms.</li> <li>- Group projects will be conducted in both F.1 and F.2.</li> <li>- Group newspaper presentaion to be done in F.3 classes.</li> </ul>	Students may get used to group sharings and learn from peers.	<ul style="list-style-type: none"> <li>- 100% of F.1 and F.2 students have submitted group project.</li> <li>- 90% of F.3 students have done at least two group newspaper presentation in class.</li> </ul>	Assignment and project	JK, JL, THM, MML, TS, PYC, KC  MML & JK	

**Major Concern:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes;

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Sep 13 to May 14	Different social issues will be introduced to students in both forms. Related site visits will be introduced to students. F.1: field trip to Tokwawan/ Kowloon City will be included in the syllabus in order to	Students may understand the community more and develop the spirit of social service.	<ul style="list-style-type: none"> <li>90% of students have been to arranged site visits.</li> <li>90% of students have submitted related assignment.</li> </ul>	Number of site visits prepared Assignment	JK, JL, THM, MML, TS, PYC, KC  JL & JK	

enhance their understanding to the community nearby. F.2: reflection on identity as global citizens and Chinese (as from F.1 syllabus) will be included in the syllabus after the exchange trip. F.3: values and attitudes will be included in the skills-building syllabus					JK & THM  MML & JK	
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**Major Concern:** 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 May 14	Issues around the world will be included in lessons to help students understand the world more. F.2: examination on sustainability in China will be included in the syllabus after the exchange programme by the school F.3: Current news will be used as an major learning material for the F.3 syllabus.	Students may build up the habits of reading international news.  Students may make use of their knowledge in class to the exchange programme.  Students' learning is not limited by textbooks.	80% of students hand in related assignment/ project.  80% of students may include at least two international news in their newspaper presentation.	Assignment	JK, JL, THM, MML, TS, PYC, KC  JL, THM & JK  MML & JK	

**INTEGRATED SCIENCE**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Department: Integrated Science**

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

**Major Concern: Academic Enhancement:** To enhance group sharing in classroom activities and after-school tutorials

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Whole year	<p>1. Senior students will be recruited to be student teacher. They will be responsible to teach, setting up paper, marking and giving feedback to lower form students to prepare for different science competitions (e.g. International Junior Science Olympiad.)</p> <p>2. Students will be grouped to join different science competitions</p>	To enhance group sharing in classroom activities and after-school tutorials	Over 70% of students think that the sharing of senior students is useful.	By teachers' observation and questionnaires done by students	All teachers	



**Major Concern: Community Building:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
		To strength the Christian spirit of love and care for our neighbours through community services or voluntary programmes				

**Major Concern: Encourage a 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
<b>Whole year</b>	To cooperate with other science departments to visit the science museum in Macau or Shenzhen	To promote cross-boundary exchange programmes so as to extend learning beyond the classroom	Over 70% of students think that the visit is meaningful.	By teachers' observation and questionnaires done by students	All teachers	

**LIBERAL STUDIES**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

Department: Liberal Studies 2013-14

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

Major concerns 2013-2014

- To enhance group sharing in classroom activities and after-school tutorials.
- To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes.
- To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

**Major Concern: To enhance group sharing in classroom activities and after-school tutorials**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	F4-6: In-class discussion and group work	<ul style="list-style-type: none"> <li>- To provide more opportunities for students to share their thoughts with their peers.</li> <li>- To allow discussions results from each group be collected and shared with the whole class</li> </ul>	<ul style="list-style-type: none"> <li>- Majority of the students can engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher's in-class observations</li> </ul>	All teachers
Sept-Jun	F5: encourage students who share similar IES topics to form working group to share information	<ul style="list-style-type: none"> <li>- To encourage sharing of information and thoughts, and allow students to solve problems together.</li> <li>- To ease the workload of students by sharing important information</li> </ul>	<ul style="list-style-type: none"> <li>- Students involved can produce more well-informed and thought-out proposals</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of IES process</li> </ul>	IY, JK, JL, MML, SLC, THM

**Major Concern:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	F.4-6: Issues discussion on topics relating to the disadvantaged in both Hong Kong, China and around the world	<ul style="list-style-type: none"> <li>- To equip students with more comprehensive understanding of challenges that the disadvantaged face, thereby making the students care more about the world they are living in.</li> <li>- To increase the students' interests in participating in community service</li> </ul>	<ul style="list-style-type: none"> <li>- Students gain understanding about the social problems in Hong Kong and China</li> </ul>	<ul style="list-style-type: none"> <li>- In class participation</li> <li>- Essay writing will be done after each topic</li> </ul>	All teachers
Sept-Jun	F.5: Students are encourage to use issues in their community as their IES topic	<ul style="list-style-type: none"> <li>- To allow students to be more aware of the identity as part of the community and to active learn about it</li> </ul>	<ul style="list-style-type: none"> <li>- Students gain more understanding about their community through the IES</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of the IES process, including:               <ul style="list-style-type: none"> <li>- topic setting</li> <li>- proposal</li> <li>- data collection</li> <li>- data analysis</li> <li>- final report</li> </ul> </li> </ul>	IY, JK, JL, MML, SLC, THM

**Major Concern:** To promote cross-boundary exchange programmes as to extend learning beyond the classroom

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Implementations
Sept-Jun	<p>F.4-5: Students are encouraged to participate in external programmes.</p> <p>For now, F.4 students had been invited to join a youth summit, organised by the Roundtable Community, on the issue of Child Rights around the world. Another programme for F.5, which is in the planning stages, would be about the international role of China.</p>	<ul style="list-style-type: none"> <li>- To allow students to learn through a non-classroom based setting</li> <li>- To allow students to gain exposure to a wider range of issues and problems</li> </ul>	<ul style="list-style-type: none"> <li>- Students' participation in these activities</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from students</li> </ul>	THM, JK, JL
Sept-Jun	<p>F.4-6: Speakers with different expertise and experiences, in particular if their research or work are relating to non-local issues, would be invited whenever possible</p>	<ul style="list-style-type: none"> <li>- To allow students to learn from the experiences of others who have different exposure than they do</li> </ul>	<ul style="list-style-type: none"> <li>- Around 2-3 such speakers would be invited this year</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from students</li> </ul>	All teachers

**MATHEMATICS**



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**HEEPYUNN SCHOOL**  
**Program Plan for (2013-2014)**

**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, Miss M H Cheung.

**School Goals for 2012-2015:** 1. Academic Enhancement; 2. Community Building; 3. Encouragement for global vision. **Major Concerns for 2013-2014:** 1. To enhance group sharing in classroom activities and after-school tutorials; 2. To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes; 3. To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

**Major Concern:** To enhance group sharing in classroom activities and after-school tutorials.

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Whole Year	Olympic Mathematics Training Class	<ol style="list-style-type: none"> <li>1. To provide opportunities for the more capable students to assist the less able ones for improving their foundation in learning Mathematics.</li> <li>2. To encourage students to mutually encourage one another to learn mathematics more enthusiastically.</li> <li>3. Enhance those capable students to achieve</li> </ol>	Successful if: <ol style="list-style-type: none"> <li>1. Over 70% of attendance for each participant.</li> <li>2. Over 70% of the students agree that the program promotes peer learning.</li> </ol>	Assessment will be based on: <ol style="list-style-type: none"> <li>1. Attendance record</li> <li>2. Evaluation after the training class (Questionnaire)</li> </ol>	YCW, WPL	N/A



		4. higher in learning Mathematics. Provide students with opportunities to explore knowledge of Mathematics.				
Whole Year	It is a usual practice to give students worksheet in mathematics lesson. Teachers are encouraged to ask the students to form groups to finish the worksheet. Discussion and sharing within groups are encouraged and the solutions are then shared by the students.	1. To allow the students to develop the spirit of giving and sharing which is one of the core value of HYS. 2. Students can learn more during the sharing process. For example, the subject knowledge can be strengthened, their presentation skill can also be improved.	The general academic performance is improved.	1. Compare the final examination result of this year to that of last year. 2. Observation and Feedback from the teachers.	ALL	N/A
Whole Year	We will organize a past paper practice lesson after school for F6 students. Students are divided into groups and require to finish a certain number of past paper questions in the lesson. Discussion among groups are encouraged and the solution are shared by the students in different groups.	1. To allow the students to develop the spirit of giving and sharing which is one of the core value of HYS. 2. Students can learn more during the sharing process. For example, the subject knowledge can be strengthened, their presentation skill can also be improved.	Over 70% of the students found that the program is useful for their study.	Evaluation towards the end of the term (Questionnaire)	YCW, WMH	N/A
Whole Year	Students will be encouraged to join the local and international	1. To get more exposure with extensive reading.	Successful if: 1. More than 70% of	1. Teachers' observation	YCW, KWW,	N/A

	<p>Math Competition such as 'The Mathematics Project Competition and Mathematics Book Report Competition.'</p>	<p>2. To provide students with opportunities to explore knowledge of Mathematics.          3. To enhance student's problem-solving skills.          4. To encourage the students to share between each other through the competition.</p>	<p>students found that their scope is boardened after the competition.          2. Over 80% of the students agree that the program have improved their problem solving skills.</p>	<p>2. Evaluation after the competition (Questionnaire)</p>	<p>LKW, WPL</p>	
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**Major Concern:** To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Whole Year	Students will be encouraged to take part in Australian Mathematics Assessment	To help them learn more about what other countries are doing in Math and their overall standard.	More than 60% of students get Credit in the assessment.	Assessing students' results in the assessment.	YCW	N/A
Whole Year	World fact and non-local scenarios are introduced to students via classroom example, assignment and test and examination questions	<ol style="list-style-type: none"> <li>1. To display relevant world facts through the lens of mathematics.</li> <li>2. To subtly arouse students' awareness of global matters.</li> </ol>	Students can learn more through the learning of mathematics	Teacher's feedback	ALL	

**PHYSICS**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Department: Physics**

**Members: Mr. Kok Tak Wing**

**Major Concern: To enhance group sharing in classroom activities and after-school tutorials**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Oct 2013- May 2014	Study group: Teachers assign students with different learning abilities to form study group. They meet regularly and share personal and academic growth.	1. To enhance group sharing in classroom activities and after-school tutorials  2. To promote the atmosphere of peer learning	1. Over 60% of students have positive response in forming the study group.  2. Over 60% of students agree that they can learn from other students after joining the study group.	1. Questionnaire and students' feedback  2. Teacher's observation on students' performance	TWK	

**Major Concern: To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
--	N/A	N/A	N/A	N/A	--	--

**Major Concern: 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
April 2014	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. Students' feedback  2. Teachers' observation	TWK	

**RELIGIOUS STUDIES**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Religious Studies****Members: Ms J. Kwok, Ms M.H. Cheung, Ms P.Y. Chow****Major Concern:** To enhance group sharing in classroom activities and after-school tutorials

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Sep 13 to May 14	Group work, discussion and presentation will be promoted in all forms.	Group work, discussion and presentation in both personal and academic aspects will be promoted in all forms.	80% of students agree that their learning is enhanced through group work. 80% of students agree that they have learnt from their peer's sharing in lessons.	Questionnaire	JK, MHC & PYC	

**Major Concern:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Sep 13 to May 14	Students will be encouraged to care and love the society in all forms.  Topics to be included: F.1: love to the nature and fulfillment of God's expectation on men F.2: learning to love our neighbours and family members through the	Students may put love of God and service into practice  Students may show their care to people around them	80% of students agree that their learning is enhanced through group work  80% of students agree that they have share love with at least three people in a year.	Questionnaire	JK, MHC & PYC	



	stories of Joseph and Moses F.3: to be grateful to others through the story of the Ten Lepers F.4: To accept others through reading on Jesus' love to those being discriminated at their times F.5: homosexuality F.6:					
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**Major Concern:** 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 May 14	Students will be asked to share what they have learnt in the exchange programmes with the class F.1: homework on reflection after the leadership training camp in Easter particularly on God's creation F.2: homework on reflection after the service trip on the story of Joseph with his brothers	Students are able to apply, synthesize and evaluate on their learning	Students wrote their reflections with sincerity and quality.  80% of students have hand in the homework	Questionnaire and teachers' feedback	JK, MHC & PYC	

**TOURISM AND HOSPITALITY STUDIES**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

Department: Tourism and Hospitality Studies (THS)  
Member: TWT

Major concerns 2013-2014

- To enhance group sharing in classroom activities and after-school tutorials
- To strengthen Christian spirit of love and care for our neighbours through community services or voluntary programme
- To promote cross-boundary exchange programmes so as to extend learning beyond the classroom

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To enhance group sharing in classroom activities and after-school tutorials			
Sept - Jun	<b>CURRICULUM PLANNING</b> <b>Public exam classes (SS1-SS3)</b> - Small study groups in designated venues and time-slots will be organized - Students are divided into different groups according to the learning ability  <b>Senior Secondary (SS1-SS3)</b> - Sharing of learning journals among groups	- 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  - To encourage peer learning and sharing of resources	- 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  - All students write at least three learning journals in a term	- DSE results - Tests and exam results  - monthly review of teaching schedule

<ul style="list-style-type: none"> <li>- Discussion of learning journals among groups</li> <li>- Cross-checking of assignments and tests among groups</li> </ul>	<ul style="list-style-type: none"> <li>- To learn from useful note-taking skills and good examples</li> <li>- To review common mistakes in order to avoid them</li> <li>- To have better understanding in the requirement of public exams</li> </ul>	<ul style="list-style-type: none"> <li>- All students have at least three times cross-checking of assignments and tests</li> </ul>	
<p><u>DEPARTMENTAL &amp; STAFF DEVELOPMENT</u></p> <ul style="list-style-type: none"> <li>- write monthly review of teaching schedule</li> <li>- attend seminar organized by the HKEAA or ED</li> </ul>	<ul style="list-style-type: none"> <li>- to have updated information about the requirements of public exam and the recent changes of the Geography curriculum</li> <li>- to improve teaching effectiveness in the department</li> </ul>	<ul style="list-style-type: none"> <li>- evaluation/ reflection has to be done after the teaching/ attendance of seminars</li> </ul>	<ul style="list-style-type: none"> <li>- monthly review of teaching schedule</li> </ul>
<p><u>CO-CURRICULUM ACTIVITIES</u></p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<ul style="list-style-type: none"> <li>- to extend the learning of subject-matter beyond textbooks and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>- organize at least 1 activity (e.g. field trip) with other humanities subjects (e.g. Geography)</li> <li>- evaluation has to be done after the activities and more than 70% of participants satisfy with the arrangement of activities</li> </ul>	<ul style="list-style-type: none"> <li>- evaluation forms</li> </ul>

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To strengthen Christian spirit of love and care for our neighbours through community services or voluntary programmes			
Sept - Jun	<u>CURRICULUM PLANNING</u> - stress the importance of sustainable development in the geography syllabus in all forms	- to develop a sense of caring and catering for different needs in society	- at least one topic is related to sustainable development in the geography syllabus in all forms	- monthly review of teaching schedule
	<u>CO-CURRICULUM ACTIVITIES</u> - through external extension activities, senior girls are invited to share their learning experience, e.g. ambassador scheme for geo-conservation; the promotion of environmental conservation in Sabah in Malaysia & in Singapore - senior girls who are the committee members of the Earth Science Society organize and lead activities, such as film sharing, orienteering & guided field trips	- to develop a sense of sharing and serving in school - to extend the learning beyond textbooks and classrooms	- more than 70% of students taking part in the external extension activities to share with school mates - organize more than 2 co-curricular activities by the Earth Science Society annually	- number of sharing done in the morning assembly - program plan and evaluation report of the Earth Science Society

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method
	➤ To promote cross-boundary exchange programmes so as to extend learning beyond the classroom			
<b>CURRICULUM PLANNING &amp; CO-CURRICULAR ACTIVITIES</b>				
Sept-Jun	<p><u>Senior forms (SS1 &amp; SS2)</u></p> <p><b>Inclass activities</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Beyond classrooms</b></p> <ul style="list-style-type: none"> <li>- Guided field trips would be organized for students. Students have to finish the worksheets/ field trip reports to consolidate their understanding</li> <li>- Students would have to conduct self-guided field trip as well.</li> <li>- Students would be encouraged to attend seminars organized by other institutes.</li> </ul>	<ul style="list-style-type: none"> <li>- To train students' abilities in applying map reading skills for field study</li> <li>- To empower students with the opportunity to learn beyond the classroom</li> <li>- To widen students' horizon beyond the classroom to our city, region, country and the world</li> <li>- To encourage more practical and authentic learning experience in the actual environment</li> <li>- To extend students' learning experience and broaden their vision from secondary education to tertiary education</li> </ul>	<ul style="list-style-type: none"> <li>- All students are able to submit the worksheets/ field trip reports on time.</li> <li>- About 70% of students are able to get 7/10 marks for the project/ trip reports.</li> <li>- More than 50% of students attending other seminars/ courses throughout the academic year</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheets</li> <li>- Projects/ field trip report</li> <li>- Presentation</li> </ul>

## VISUAL ARTS



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**HEEP YUNN SCHOOL**  
**Programme Plan 2013 – 2014**

**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 2012-2015

A – Academic enhancement

C – Community building

E – Encouragement for global vision

**Major Concern 1:** Academic enhancement – To enhance group sharing in classroom activities and after-school tutorials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2013 to 06-2014	<p><u>Junior Secondary:</u></p> <ul style="list-style-type: none"> <li>● In response to students' feedback, more <b>group work</b> will be incorporated in classroom activities and assignments to enhance students' sharing.</li> </ul> <p><u>Senior Secondary:</u></p> <ul style="list-style-type: none"> <li>● Regular <b>peer critique</b> will be conducted to facilitate peer learning.</li> <li>● Students will be encouraged to learn from <b>portfolios</b> done by students in upper forms.</li> <li>● <b>Outstanding scripts and learning examples</b> will be shared among students.</li> <li>● <b>Old girls</b> will be invited to share their learning experience and examination skills and facilitate critique and portfolio building.</li> <li>● Consolidation of old girls' experience in <b>university aptitude test and entrance interview</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● To cultivate the spirit of <b>mutual help</b> in learning.</li> <li>● To reinforce students' learning and performance via <b>mutual sharing</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● At least one project involving group work in junior forms.</li> <li>● At least one critique per semester in senior forms.</li> <li>● At least one sharing session organized for senior form.</li> <li>● Consolidation of university aptitude test and entrance interview information.</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaires and reflections from students and teachers.</li> </ul>	AC KKY PHL	NA

**Major Concern 2:** Community building – To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2013 to 06-2014	<ul style="list-style-type: none"> <li>● <b>Civic / Moral / Christian value</b> is introduced via selected themes as appropriate (e.g. in pursuit of dreams in F1, a body with a soul in F2).</li> <li>● Visual arts projects involving <b>community volunteer/service programs</b> will be incorporated in the formal curriculum or in co-curricular activities (e.g. 'Seeing is believing' fundraising visual arts project for HKYAF and Orbis in F1).</li> <li>● In addition to personal context, students will be asked to <b>create artwork related to their social/cultural/political context</b> to enhance their relation to society (e.g. graffiti, printmaking in response to social issues in F3).</li> </ul>	<ul style="list-style-type: none"> <li>● To build up students' <b>value of serving others and social responsibility</b> via visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>● Student in junior forms will have the opportunity to participate in at least one visual arts project relating to community volunteer / service programs or creating artworks related to social/current issues during their three years of study in junior form.</li> <li>● Students in senior forms will be encouraged to participate voluntarily in community visual arts projects to contribute to society with their talents.</li> </ul>	<ul style="list-style-type: none"> <li>● Questionnaires and reflections from students and teachers.</li> </ul>	AC KKY PHL	NA

**Major Concern 3:** Encourage a 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
09-2013 to 06-2014	<ul style="list-style-type: none"> <li>● Students' horizon will be broadened beyond the local visual culture to regional and international art scene in the curriculum via <b>art appreciation</b>.</li> <li>● Students in each form will also be asked to visit <b>at least one exhibition per year</b>.</li> <li>● Visual arts <b>activities and visits</b> will be organised. <b>Study tour</b> may be organised subject to availability of resources.</li> </ul>	<ul style="list-style-type: none"> <li>● To broaden students' artistic knowledge and aesthetic taste.</li> <li>● To enhance students' access to artistic resources in town.</li> <li>● To encourage students to participate in visual arts activities beyond classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Junior form students will also be asked to visit at least one exhibition per year, preferably artworks from the region or from abroad.</li> <li>● Senior form visual arts students will be heavily involved in visits and visual arts activities outside school through which they get connected to the international and regional art scene.</li> </ul>	<ul style="list-style-type: none"> <li>● Art appreciation / reflection written in sketchbook.</li> <li>● Questionnaires and reflections from students and teachers.</li> </ul>	AC KKY PHL	NA

## HOME ECONOMICS



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Heep Yunn School  
Home Economics Department  
Program Plan 2013-2014

Major Concern:

- 1) To enhance group sharing in classroom activities and after-school tutorials;
- 2) To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes;
- 3) To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

	Activities Proposed	Objectives	Success Criteria	Evaluation Method
1	a. <u>During lessons</u> Girls are formed into a group of 2 in both cooking and sewing lessons; and 4 girls in a group in project learning.	-Sharing of what they had learnt -Giving support for the weaker students. -Division of labour according to their abilities.	-They are expected to complete each steps within a period of time. -Group presentation given by good performers for sharing experience.	- Marks will be given for each lesson and the final result as Continuous assessment. -Comment will also be given for encouragement
2	a. <u>Funfair</u> The Form 2 girls will contribute their products for fund-raising at the Funfair.  b. <u>Fund Raising</u> The Home Economics Club will produce food like cookies and cup cakes for sale to care for those less privileged.	-To contribute to the school functions so s to build up a sense of belonging.  -To develop the Christian spirit of love and sharing through community volunteer and care for our neighborhoods.	-They are expected to finish each step on time. -Marks will base on good craftsmanship and cooperation. -A goal will be set to meet the required target.	-Marks will be given for each lesson and the final result as continuous assessment.  - A written reflection is required as a feedback for what they had learnt.

3	a. <u>International Foods</u> We will invite our two exchanged students from Japan and Italy to introduce some of their local dishes to our girls in Home Economics Club activity.	-To promote cross-boundary program as to extend learning beyond the classroom.	-The number of applicants recruit for the activities.	-The amount of money used to meet the budget given by the SA. -To complete the activities within the time allocated.
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**MUSIC**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Department: MUSIC**

**Members: JY**

Major Concern: **1. To enhance group sharing in classroom activities and after-school tutorials.**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
01-2014 to 05-2014	Discussion and group presentation on the instruments of the orchestra (S1)	1. Enhance the students' knowledge of the instruments of the orchestra 2. Students will learn the special techniques of the playing of musical instruments through discussion, demonstration and presentation	1. over 90 % students participate in the discussion and presentation 2. every group will have at least one student bring back their musical instruments for demonstration	Teacher grading	JY CC	
09-2013 to 12-2013	Collection of musical pieces representing different elements of musical style from different musical periods (S2)	1. Enhance in depth knowledge of elements of musical style 2. students will from groups to discuss and present their findings in class 3. Classmates will evaluate the findings of other groups by giving feed back during class	1. Over 80 % students participate 2. Over 80 % students demonstrate their understanding of musical styles	Teacher grading and peer assessment	JY CC	
01-2014 To 05-2014	Use of sequencing and notation software in composing (s3) in general music lesson	1. Students to compose and arrange small scale musical work through multimedia 2. Group discussion and in class rehearsal for the development and evaluation of musical ideas	1. Over 80% students hand in assignments 2. Over 80% participate in peer assessment and classroom discussion	Teacher grading of multimedia assignment and peer assessment with class discussion	JY	3000



		3. Peer assessment and express their analytical views on classmates' composition in class discussion.				
09-2013 To 12-2013	Multi media project (s4)	Group discussion, presentation, student reflections and critique based on small research of topic in music	Over 80% students present their ideas in class	Peer-assessment as well as teacher grading.	JY, CC	
03-2014 To 05-2014	Music and Literature (s5)	<ol style="list-style-type: none"> <li>1. Students learn the connection between literature and music</li> <li>2. Students will discover the relationship on poems and music, and start to appreciate the collaboration between different art forms</li> </ol>	Over 80 % students hand in assignments	Peer-assessment as well as teacher grading.	JY	

**Major Concern: 2. To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
09-2013 to 07- 2014	Choirs and orchestral groups leadership program	<ol style="list-style-type: none"> <li>1. Sectional leaders of senior forms will lead sectional rehearsals and help the junior in develop musical skills</li> <li>2. Senior girls as leader to show and nurture the junior the right attitude in music playing.</li> <li>3. Training potential junior</li> </ol>	Over 40% of the student population join choirs and orchestral groups	Observation of teachers-in-charge Report of conductors and leaders	JY MHC MLL PSF AW YEL LKW WMC WWT	-

		to be the sectional leaders of next year.				
05-2014	Band performance at primary school	1. To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes	Over 90% of the member of the band participate	Evaluation from the teachers of the primary school	JY MHC WWT	1500
12-2013	Christmas performances of school choir	1. To share the Christians faith and love through Christmas choral performances	45 choir members involved in the Christmas performance	Feed back from audience	JY	\$1000
01-2013 to 02-2014	Chinese ensemble performances in Elderly home	1. To share the Christians faith and love through music performances	20 members of our Chinese Orchestra involved			

**Major Concern: 3. 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
09-2013 to 06-2014	NSS Music class (ss1-ss3)	1. Composition: workshops and individual meet up session with composers 2. Attend professional performances and master classes	All Students improve in their knowledge in the areas concerned.	Assignments, tests, composition and ensemble	JY CC Mr. Lesley Chan (WYK) Mr. Boaz Chow (WYK)	(DLG)
10-2013 To 06-2014	Performing program for choirs and orchestral groups (Interflows, competitions, Show Cases, Hong Kong	1. All members will be asked to attend sectional rehearsals 2. All members will be	Over 80% of members marked on their scores and reviewed their scores after rehearsals	Observation of teachers-in-charge Report of conductors and leaders	JY MHC MLL PSF AW LKW WMC YEL	Application fee (Hong Kong Schools Music

	Schools Music Festival)	asked to study their scores and familiar with the rhythm and melody before they come to any rehearsals 1. Students leaders will be asked to evaluate the juniors' performance in monthly basis			WWT	Festival):  Transportation:
12- 2013	Music camp	1. Team building of music department 2. Professional workshops and master classes offered in the camp	Over 85% of senior choir members, members of orchestra and members of the band participate	Performance on the last day of the camp	JY CC LKW MHC	Transportation: 4000
04-2014 to 5-2014	Senior Mixed choir participation in Cork International Choral Festival in Ireland	1. To promote cross-boundary exchange programme so as to extend learning beyond the classroom. 2. To widen the exposure to the artistic level of choral singing to our senior choristers	35-40 choristers participate in this festival	Feed back from choristers, and adjudicator comments	JY CC JK	Application fee:  Travel expenses of teachers: (from surplus of annual concert and fund raising program

**PHYSICAL EDUCATION**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Department: P.E. 2013 – 2014**

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

## Major Concern:

1. To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes;

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher-in-charge	Budget
9/2013 - 1/2014	1. Recruit students as officials to serve in school swimming gala and athletics meet.	1. To develop students the spirit of serving.	1. Enough officials are recruited and all of them receive a training course.	1. The two events are successfully held and less than 1% of officials quit the job.	WSC and DY	
3/2013	2. Sports team captains join the event "Walk Up Jardine House" which is a charity competition.	2. To develop students a charity mind to help someone who are in need.	2. Enough money can be raised and join the event.	2. Team captains join the event.	WSC, WKL, DY	\$2000

Major Concern:

2. To enhance group sharing in classroom activities and after-school tutorials;

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher-in-charge	Budget
9/2013 – 6/2014	<p><u>P.E. Lessons</u></p> <ol style="list-style-type: none"> <li>1. Students who can perform certain motor skills well will be invited to do demonstrations in P.E. lessons so as to promote peer learning.</li> <li>2. Team members as tutors. Class will be divided into small groups and team members are invited to be the tutors of each group. The student tutors teach the small group the skills.</li> <li>3. Students will be divided into several small groups to play games in the lessons.</li> </ol>	<ol style="list-style-type: none"> <li>1. To promote peer learning by sharing their experience in learning the skills.</li> <li>2. To promote the spirit of mentoring</li> <li>3. To enhance group sharing in classroom activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students can perform the correct skills after watching the demonstration of their classmates.</li> <li>2. At least 90% of students can perform correct skills during the assessment.</li> <li>3. At least 90% of students participate actively in the games</li> </ol>	1. Assessment for the sport taught.	WSC, WKL, DY, KL	

	<p><u>Sports Team</u></p> <p>4. At least two training sessions will be held after school every week.</p> <p>5. Training camps will be held for some teams during holidays.</p> <p><u>Sports Team Captains</u></p> <p>6. Two training camps will be organized: a. Camping in the school with SA members. b. Outward Bound training camp.</p> <p><u>Interest Classes</u></p> <p>7. 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>4. To enhance the sharing of the team members during training and the camps.</p> <p>7. To promote the sharing of sports amongst students through participating in the interest classes.</p>	<p>4. The training camps are successfully held.</p> <p>7. The attendance of the students is over 70%.</p>	<p>4. Checking the numbers of students joining the camps.</p> <p>7. Check the Attendance.</p>	<p>All teachers-in-charge of sports teams.</p> <p>WSC, DY</p> <p>WSC</p>	<p>\$20000</p> <p>\$50000</p> <p>\$20000</p>
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Major Concern: 3. 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
12/2013 – 6/2014	2. Training camps and friendly matches in Mainland China or other countries.	2. To know the culture and the skill level of sports in Mainland China, e.g. Guangzhou.	1. The training camp is successfully held.	2. A questionnaire will be given to students to evaluate what they have learnt in the training camp.	WSC, DY	\$40000
12/2013	3. Friendly match with the teams in other countries. e.g. A table tennis friendly match with the team from Singapore.	3. To let students be exposed to other cultures.	3. Both the students from Singapore and HYS participate actively in the match.	3. A questionnaire will be given to the students to evaluate what they have learnt in the event.	WSC	\$1000



## COUNSELLING



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Department: Counseling Team (2013 – 2014)**

**Members: IY, MLL, SL, BK, LSL, LKW, MWK, SLL, Ms. Judy Lau, Ms. Esther Wong (Sep), Ms. Teresa Lam (Dec- Aug), Ms. Cynthia Chan and Ms. Tracy Cheung**

**Major Concern:** To enhance group sharing in classroom activities and after-school tutorials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget (\$)
Sept 2013	Sharing with new teachers	- To introduce the school counseling team and SSW services to the new teachers - To raise new teachers' awareness towards the major difficulties encountered by our students and the ways to help tackling their problems	Over 70% of the participants agree that the activity can achieve its objectives	New teachers' comment	IY, SSW	100 (SSW)
Nov 2013 – Apr 2014	Positive psychology psycho-educational program	- To promote the positive values and positive attitudes to other schoolmates	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	4500 + 900 (SSW) (if no HSBC funding)
Aug 2014	Career planning workshop	- 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
Feb and Mar 2014	Form 3 enhancement program	- 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, SL, SSW	///
Oct 2013	Form 6 stress management program	- 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
Oct 2013	Workshop on memory skills	- To equip the students with memory skills - To raise students' confidence towards their studies	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	3600

**Major Concern:** To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget (\$)
Whole year	Big sisters scheme	- To help the small sisters adapt to the new learning environment and achieve personal growth 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	- 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
Nov 2013 – Apr 2014	Positive Psychology – Community Care Project	- To promote the positive values and positive attitudes to other schoolmates through social services	Over 70% of the participants agree that the activity can achieve its objectives	Students' self—evaluation (questionnaire), social workers' and teachers' observation	IY, SSW	4500 + 900 (if no HSBC funding)
Whole year	Health in mind	- To introduce the message about mental health to the students and other schoolmates - 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
Oct 2013 and Feb/ Mar 2014	Live for life (Talk and Social service)	- To enable the students to have a better understanding of the needy - 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, MLL, SSW	1200 (Talk + agency visit) 1000 + 2000 (SSW) (Service)
Oct 2013	Form 6 stress management program	- To help the students better manage their stress brought by their studies through mutual sharing - To show support and care to each other 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

**DISCIPLINARY BOARD**



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**HEEP YUNN SCHOOL**

**Proposed Plan for (2013-2014)**

**1. Name of Department / Committee:** Disciplinary Board

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

**3. Program plan:**

**a) Aims:**

- i. To help students develop a sense of responsibility, self-discipline and respect for each other.
- ii. To identify developmental and adaptive problems among students.
- iii. To devise appropriate preventive and corrective measures
- iv. To help students better understand the principles of the school rules.
- v. To promote peer learning, better communication between junior and senior students.
- vi. To support the teaching staff in the management of students' behaviour problems.

**b) Major concern**

- i. Students should be encouraged to become more self-conscious on discipline problems and take an active part in making improvement.
- ii. Senior students should take initiative to serve as role models for junior girls.
- iii. More attention will be paid on punctuality.
- iv. Better communication with parents.
- v. To encourage students to have good manners and courtesy.
- vi. To recognize and encourage positive and self-disciplined behaviour among students.
- vii. To build up team spirit among students.

**c) Implementation**

- i. Regular check on students' behaviour (C/R record chit).
- ii. Merit system: Record will be recorded on the good performance record chit.

- iii. Presentation of certificates of merit to students with satisfactory discipline record.
- iv. Leadership Training Programme for F.4 and F.5 new prefects.
- v. 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.
- vi. Inter-class Board Design Competition.
- vii. Revision of school rules.
- viii. Regular meetings with Form-teachers / Parents.
- ix. Assist in homework collection.

**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, AW, MFC, PHL, DY, WMC, TWT, RK.

**LIBRARY**



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**Heep Yunn School**  
**Program Plan and Budget for 2013-2014**

**Library Programme Plan 2013-2014**

**Major Concern:** To promote cross-boundary exchange programmes so as to extend learning beyond the classroom.

<b>Date</b>	<b>Activities Proposed</b>	<b>Objectives</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>Teacher Responsible</b>	<b>Budget</b>
Sep16-May30	Newspaper Subscription Scheme (SCMP, Sing Tao, Ming Pao & Hong Kong Economic Times)	We will make use of this opportunity to raise students' interest in reading newspaper and develop students' critical thinking skill by reading the articles in the newspaper.	Over 80% of the students have participated	Students' participation (no. of participants)	HHT	
Sep16-May16	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 strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Sep9-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 enhance group sharing in classroom activities and after-school tutorials.

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Nov11-Apr11	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	
Oct21-May16	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 2013-2014**

**Department: Student Association**

**Major Concern: To enhance group sharing in classroom activities and after-school tutorials**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
November onwards	Student Council	Improve the communications between students and the school and encourage students to concern more about the school affairs	All class representatives attend and engage in council meetings, and receive feedback from the Student Association	Evaluation meeting with class representatives	Mr. T.K. Tong	
October onwards	Forum	Raise students' awareness towards current affairs and issues of the society, and hence develop critical thinking	Students are able to understand the content of the forum and take the initiative to raise questions	Evaluation meeting with class representatives and evaluation form for all students	Mr. T.H. Man Mr. K.L. Ho Miss J. Li	
November, April	Ambassadors Team Sharing	Arouse students' interest in Ambassadors' work and encourage members to organize sharings among themselves	Students' develop better understandings towards the Ambassadors Team	Evaluation meeting with Ambassadors	Mr. K.L. Ho Miss Y.C. Yiu	

**Major Concern: To strengthen the Christian spirit of love and care for our neighbours through community services or voluntary programmes**

Date	Activities Proposed	Objectives	Success Criteria	Evaluation Method	Teacher Responsible	Budget
Throughout the academic year	Voluntary services	Let students share our love to society through learn to helping others	400 students participant in the service	Students' feedback after the voluntary work	Mr. L.K. Chan	
Throughout the academic year	Joint-clubs/societies activities	Provide opportunities for students to co-operate with others, and hence learn to give and share	More than 10 joint-clubs/societies activities to be held	Evaluation survey for every participant	Mr. T.K. Tong	
Throughout the Academic year	Video sharing of community services on Facebook	Draw students' attention to different voluntary service	400 student participant in the service	Questionnaires to be given to the participant	Mr. L.K. Chan	
Throughout The academic year	Volunteer Team	Arouse students' social awareness and encourage them to play a more active role in community services	Members of the volunteer team will take part in 75% of the community services organized	Evaluation meeting	Mr. L.K. Chan	

December	Singing Contest	Learn to appreciate the performers and student-in-charge, showing love and support to performers	100 or more student applying for the competition	Evaluation meeting with participants and Student Association's sub-committee members	Mr. T.K. Tong	
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**Major Concern: 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
Throughout The academic year	Sharing from exchange students and participants from study tour	Draw students' attention to students' experience in the study tour	An increased number of students joining the study tour	Ask for students' feedback through the Student Council	Mr. T.K. Tong	
November, April	Participation in the Ambassadors Team from students in the junior form	To let the junior form students to get involved in serving guests from around the world	100 junior form students joining the event	Questionnaires to be given to students	Mr. T.K. Tong	

**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 2013 / 2014**

**Grant for 2013 / 2014:**

\$524 per students X 1069 students \$560,156

**Expenditure:**

Additional teaching staff: \$25,685 X 1.05 X 12 \$323,631

Teaching Assistant: \$18,535 X 1.05 X 12 \$233,541

Student Helpers: \$30 per hour X 100 Hours \$ 3,000

**Balance** (-\$16)

<b>Task Area: Curriculum Development</b>	
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Additional teaching staff will be employed to share the duties of the teaching staff. Teachers of the Mathematics Department will help in conducting after-school remedial teaching. \$323,631 including MPF</li> <li>2. Teaching assistant and student helpers will be employed to help teachers to handle the extra workload of school-based assessment. \$236,541 including MPF</li> <li>3. Teachers' workload can be relieved so that they can spare time to supervise the curriculum plan.</li> <li>4. Evaluation forms will be collected from teachers to collect their feedback. Department minutes will be examined.</li> </ol>

Total expenditure: \$560,172



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



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**School-based After-school Learning and Support Programmes 2013/14**  
**School-based After School Learning and Support Activities - Programme Plan**

**Project Coordinator:** Mr. Wong Kwok Wah

**A. The estimated number of benefitting students (count by heads) under this Programme is 98 (including A. 33 CSSA recipients, B. 83 SFAS full-grant recipients and C. 20 under school's discretionary quota)**

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			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 2013 – May 2014	4	10	5	2,000	
Art / Cultural Activities	To enhance students' aesthetic development	Students will acquire the skills in using musical instruments	Report from teachers and presentation	Oct 2013 – July 2014	2	3	0	5,000	
Visit to Museum	To broaden the knowledge base of students	Students show enhancement in collaborative skills	Group presentation and report from teachers	8 Nov 2013	22	60	10	4,600	
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	Dec 2013 - July 2014	5	10	5	20,000	
<b>Total no. of activities:</b> <u>3</u>				<sup>@</sup> No. of participation counts	33	83	20		
				<sup>**@</sup> Total no. of participation counts	136				