SING YIN SECONDARY SCHOOL

ANNUAL SCHOOL PLAN
2014-2015
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MISSION STATEMENT

“I have come so that they may have life and have it to the full”

John 10:10

Sing Yin Secondary School, which has its origin in the mission of the Church, has as its fundamental goal the complete and integral human development of each student: mind and spirit, body and emotion (as understood in the light of John 10:10)

Sing Yin is committed to helping students to live a “full life” by:
- promoting the spiritual and moral, intellectual and emotional, cultural, social and physical development of the students
- preparing our students for the challenges and responsibilities of adult life
- guiding our students, in the spirit of our school motto “克明峻德”, to discover Christian values and beliefs, and the meaning of life

願景

本校著力為本社區的男孩提供一個有國際視野、世界一流的教育。
SCHOOL GOALS

Our goal is to enable our students to live a full life. In a non-religious context, it means we will prepare our students to live a healthy, affluent and meaningful life. This goal is elaborated in the following points:

1. To help students to appreciate life and to develop a commitment to sustain all lives, especially human life forever. Thus environmental education should be a core goal of our education.

2. To help students consolidate the values and attitudes necessary for the development of moral character, such as: Faith, Hope, Love, Appreciation, Respect, Responsibility, Peace, Honesty, Justice, Self-discipline, Service, Co-operation, Simplicity, Courage, Perseverance, Sincerity, Tolerance, Self-restraint and Delayed Gratification, on which the sustainable development of the human race is based. These values are to be interpreted in the light of the Bible and good, traditional Chinese culture.

3. To strive to develop in our students the ability to think, judge, and act objectively and independently - that is, to be rational. Critical thinking and debating skills are important, but students must know the shortcomings of these skills. On the other hand, we need to ensure that our students are sympathetic and be able to express their feelings in proper ways.

4. To enable our students to solve the problems they will face in life and societal problems, taking into consideration the pros and cons of different solutions and not be biased by advocacy opinions. The solutions adopted should be effective, efficient, fair and just.

5. To ensure that our students strive for a balance between their rights and responsibilities.

6. To guide the students towards finding meaning and purpose in their lives through an awareness of the existence of God and their obligation to serve God by developing their aptitudes in order to serve not just themselves but also to serve their fellow humans as members of God's great human family.

7. To provide for the full and proper formation of Catholic students.

8. To provide non-Christians with the opportunity of knowing about the life and teaching of Christ and to provide religious instruction for any non-Christian who freely desires it.

9. To promote respect for lawful government and its representatives, the observance of just laws, and a search for the common good which includes civic values such as freedom, social justice, and the dignity of work.

10. To vigorously promote voluntary service by the students both in and out of school.
11. To foster in our students a reverence for life in all its stages, an understanding of the significance of family life for the individual and for society, and the conditions conducive to a good family life. They should embrace filial duty, love their wives and care for their off springs.

12. To enable students to live a physically and psychologically healthy life now and after graduation.

13. To develop a curriculum which will match the students’ interests and abilities and which will provide them with the knowledge, skills and attitudes which will enable them to become financially independent and capable of playing a positive role in the social and economic development of the community.

14. To help the students reach a good standard in both written and spoken Chinese and English.

15. To provide the students with a basic knowledge of the world they live in, with special emphasis on the history and geography of China, and to cultivate in them a love of our Mother Country and Mother Earth.

16. To provide a chance for students to develop a basic appreciation of Art, Music and Chinese Literature and to foster interest in their Chinese cultural heritage.

17. To enable the students to understand the methods of Science, the influence of Science on human life, the main scientific facts, and the relationship of science to the Christian religion. We hold that science and religion are complementary rather than contradictory.

18. To develop the personal interests of the students through extra-curricular activities.

19. To provide for the Pastoral Care of the Students with the assistance of the Social Worker and an effective Guidance Department.

20. To provide effective lines of communication among the administration, the staff, the parents, the students and the local community.

21. In the spirit of the Gospel to promote a pleasant, caring, family atmosphere within the school community which includes the Staff, the Students and the School administrators.
OUR SITUATION

In developing our strategic plan and annual plan, we have taken into consideration our strengths, weaknesses, limitations, changes and needs identified below.

1.1 Strengths

1.1.1 We have good students. They behave well and are quite diligent. Their public examination results are good. Routinely, over 90% of our F6 graduates are admitted into local degree or sub-degree programs.

1.1.2 Most of our students’ parents are good parents. They support our school’s policies and care very much about their sons.

1.1.3 We have one of the best teaching teams in the world. Over 95% of them are professionally trained and about 98% of them are university graduates. Many of them graduated from the top 100 universities in the world. Indeed, we have three teachers with a Ph. D. and more than 40 with master degrees, far more than most other schools.

1.1.4 Our sponsoring body has a keen interest in education. The school managers and school supervisors are very dedicated and give us full support.

1.1.5 Our alumni are also very supportive. They have helped set up the Sing Yin Education Foundation Ltd. in 2010 which can provide financial support to us.

1.1.6 We have a new campus with better facilities and far more spaces. It should be easier for us to organize activities for students and to provide them with a more complete curriculum. For example, the new campus has a home management room. We can offer short cooking courses or other life skill courses for students.

1.2 Weaknesses and Limitations

1.2.1 Our school lacks funds to implement some desired programs that could benefit students, most of whom come from families that can hardly support a greater exposure in many aspects of education.

1.2.2 As we are a subsidized school, we have much less autonomy in student admission when compared with some DSS schools. Although many high caliber students apply for admission, we cannot take them in at will. The applicants are disappointed and many of them may opt to enter DSS schools instead. It is a little like brain drain.

1.3 Changes and Needs

1.3.1 The first batch of students who underwent a 6 year secondary education has graduated from F6 in 2012, it is high time for us to review our own curricula so they better fit our goals while satisfying the new DSE curricula.

1.3.2 The EMI policy was fine-tuned. It required all our EMI teachers to have attained Grade C in the HKCEE, or equivalent before September 2008. As expected, all our EMI teachers attained this goal. We are confident to use English in the majority of subjects under the new policy.
1.3.3 The government has changed the F1 admission system. Now there are only 3 bands of students instead of 5 bands. The students we took in this year have a wider spread of ability. We may need to adapt our systems to meet a less homogenous mix of students. Also, the capping of F1 class size at 34 provides an opportunity to re-examine some of our policies like having a F1 remedial class.

1.3.4 The secondary school student population has begun to decline a few years ago. It will become more severe until 2016. Almost all schools except 25 have to reduce the number of F1 classes to 4. Fortunately, with the support of all our stakeholders, we can still offer 5 F1 classes. Yet it also implies we are giving up some benefits offer to schools with class reduction. We need to cope with this discrimination.

1.3.5 In view of the economic hardship and the competition and cooperation with China, we need to train our students so that they become higher caliber people, to enable them to work better for themselves, for Hong Kong and for China. It is therefore desirable to raise their academic standards further through learning to learn programs.

1.3.6 Recent surveys showed that Hong Kong students’ physical fitness and health are not as good as many other countries. Mental health problems also seem to be rising. We notice the same trend among Sing Yin students. We need to reverse the trend.

1.3.7 We moved to the new campus next to Choi Wan Estate in September 2011. We need to further enhance its facility and we may need to amend some procedures to accommodate the change.

1.3.8 As the new campus is a demonstration unit for low carbon schools, we have to facilitate visits, talks and seminars to introduce the various environmental facilities. Though we are happy to do so, it does mean more work for us.
SCHOOL DEVELOPMENT PLAN  
(September 2012 – August 2015)

Over the last three years, besides our continuous focus on student learning, we have successfully moved to the new campus and implemented the new senior secondary curriculum. In the three academic years from 2012-2013, 2013-2014 and 2014-2015, we will focus on other areas as identified in meetings of the School Self Evaluation Committee and other committees.

Our major concerns in the next three academic years will be on:

- **Strengthening our students’ ability to plan.**
  Recent advances in communication allow us to plan less and act more at will. There are signs that our students are weaker at planning as revealed in the way they run ECA clubs and organizations. We need to develop in them the habit of planning.

- **Enhancing our students’ self-control.**
  Advertisements and social trends encourage people to satisfy their own desires immediately and disregard other peoples’ needs. We have to teach the virtue of delayed gratification and respecting others’ needs, and to practice self-control more.

- **Promoting environmental education.**
  An environmental school is not just a set of energy efficient hardware. Although we have a strong environmental education program since many years ago, the new facilities allow us to do more and to greater depth.

- **Fine-tuning our senior secondary curriculum.**
  The changes to the NSS curriculum were fully implemented last school year. However, we find some areas of the NSS curriculum do not fully match our own goals. We will introduce small changes to bring the new curriculum closer to our ideal.

- **Enriching our junior secondary curriculum.**
  Under the NSS curriculum, many students will miss out key ideas necessary for the modern world even after 6 years of secondary education. For example, if a student does not study biology, he will learn very little on genetic engineering. We hope all our junior form students will have a chance to learn similarly important ideas, however briefly.

- **Performing teachers’ training.**
  Many teachers are near their retiring age. We have to train more experienced teachers to take up the work of out-going teachers, so they can carry on our tradition and culture. Of course we also need to train new teachers.

- **Enhancing the new campus.**
  The new campus is far better equipped than the old campus. Yet we believe in going from strength to strength. We hope to add more facilities especially environmental facilities.

- **Setting up the Incorporated Management Committee.**

These major concerns will shape the annual school plans and projects in the coming three academic years.

Although the fine tuning of medium of instruction has little impact on our school development plan, we are obliged to provide details of our MOI arrangement here. Since September 2009, we have been using English as the medium of instruction for F1 to F3
students in most subjects, except Chinese, Chinese History, Putonghua, Moral and Civic Education, Physical Education and Visual Arts. All five classes in the same form will adopt the same MOI arrangement and there is no ability grouping from F1 to F3. Indeed this is the same arrangement as before the fine tuning policy, when we were classified as an EMI school. In other words, the fine tuning has no effect on our MOI policy at all. The same applies to our language policy from F4 to F6. There will be no change. Most subjects will use English as the medium of instruction.
ANNUAL SCHOOL PLAN 2014 -2015

To achieve the school development plans through major concerns and school level projects:

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Strengthening our students’ ability to plan</td>
<td>Major Concern 1: Raising students’ hope and concern for the future</td>
<td>Major Concern 1: Implementing careers and life planning education</td>
<td></td>
</tr>
<tr>
<td>2. Enhancing our students’ self-control</td>
<td>Major Concern 1: Implementing careers and life planning education</td>
<td>Major Concern 2: Reiforcind students’ discipline and promoting self-control</td>
<td></td>
</tr>
<tr>
<td>3. Promoting environmental education</td>
<td>SLP: Implementing environmental education</td>
<td>SLP: Environmental Education Project</td>
<td>SLP: Further promoting environmental education</td>
</tr>
<tr>
<td>4. Reviewing some of our own curriculum</td>
<td>Major concern 2: Reinforcing students’ discipline and promoting self-control</td>
<td>SLP: eletronic learning platform for Chinese language project; F4 rational thinking course; sex education project; thematic displays project</td>
<td></td>
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<tr>
<td>5. Performing teacher’s training</td>
<td>SLP: Staff Development Project</td>
<td>Major Concern 3: Sustaining teachers’ ongoing professional development</td>
<td></td>
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<tr>
<td>6. Enhancing the new campus</td>
<td>SLP: New Campus project</td>
<td>SLP: Further enhancing our new campus project</td>
<td></td>
</tr>
<tr>
<td>7. Setting up the IMC and other school level projects</td>
<td>SLP: Setting up the IMC (Inventory checking; training of managers and other preparatory works)</td>
<td>SLP: Setting up the IMC (Election of teacher manager, alumni manager and parent managers; Work in Transition period)</td>
<td>SLP: External School Review SLP: Celebrating the 45th School Anniversary</td>
</tr>
</tbody>
</table>

Based on the school development plan and taking into consideration our strengths, weaknesses, limitations, changes and needs, we identify the following major concerns for this school year:

1. Implementing careers and life planning education
2. Reinforcing students’ discipline and promoting self-control
3. Sustaining teachers’ ongoing professional development

Projects will be developed and implemented in response to the major concerns for the current school year as well as the three-year school development plan. In addition, other less important problems and issues also need to be addressed. Therefore we propose the following school projects:

Other School level projects:
4. Further promoting environmental education project
5. Evaluation of our curriculum project
6. Further enhancing our new campus project
7. External School Review project
8. Celebrating the 45th School Anniversary project
School Level Projects:

1. **Implementing careers and life planning education project**  
   Last School Year 2013-2014, we launch a project to raise the students’ hope and concern for the future. Class teachers, Club advisors and Careers teachers helped students to develop habits in planning. They help students to set goals. Their focus is to enable students to have a positive outlook on our future. This year, we further develop programmes for the students’ life planning. With the help of the CLP grant, we can employ one more teacher to free some lessons from our new Careers Mistress. The programmes of our Careers Department have been reviewed and more holistic and comprehensive programmes will be launched. These includes personal growth workshops, careers counselling, careers exploration and internship programmes. Class Teachers, Subject Teachers, Guidance Department and Careers, Life Planning Department, Alumni Association, PTA will be involved. The success criterion is the positive feedback from the teachers and students through questionnaires and observations.

2. **Reinforcing students’ discipline and promoting self-control project**  
   2012-2013, we have stepped up our discipline education. At the same time, students were reminded that the ultimate aim is to develop their self-control. A workshop was conducted to provide teachers some insights about classroom management. The Discipline Department and Guidance Team introduced drilling into the F1 Orientation Program to strengthen students’ obedience. Monitors were trained more rigorously and a more stringent evaluation was implemented. All teachers maintained better classroom discipline. 2013-2014, we request students to use IT properly. The report from discipline department revealed that the most common students’ offences are the late submission of homework and lateness. This year, we are going to have stricter discipline control in these regards and hopefully, we can develop self-control in the students. All teachers, Discipline Department, Assistant Principals and other non-teaching staff are involved. The success criterion is the reduction of the offences.

3. **Sustaining teachers’ ongoing professional development**  
   2012-2013, we trained six new teachers intensively through talks. The results were quite satisfactory. We also invited two experts in classroom management to share with us in the staff development day. Since there are no new teachers in 2013-2014, we do not have many programmes in teachers’ development. This year, we have 3 new teachers. We do think that a teacher-induction programme which provides the new teachers with adequate supervision and support. Mentoring and coaching from veteran colleagues is critical to the successful development of the new teachers. Besides, workshops will be held for middle managements for ongoing professional development, keeping them up-to-date on new research on how children learn. Advanced IT skills will be provided by IT department as well. More peer observation and peer lesson preparation will be encouraged.

4. **Further promoting environmental education project**  
   As we are entitled as the environmental demonstration school in Hong Kong, we are committed to demonstrate great work of our Government in environmental protection. We have welcomed many outsiders and delivered environmental message to the public since 2011. This year, we will focus more in the education of our students. The installation of organic farm, butterfly garden and aqua farm will provide them with life
education. New procedures will be carried out in controlling the classroom cleanliness. We continue to support the Center of Green School of USGBC, Food wise Hong Kong Campaign and “Be our greening partner campaign” to help promoting students’ awareness and attitude in environmental protection.

5. Review of our curriculum project
In 2012-2014, we review the new science curricula. New topics were taught in IS lessons. We initiated the ‘Science and Sports’ project to broaden students’ knowledge. The use of iPads in teaching, the DNA mobile lab and the setup of thematic displays helped arouse students’ interests in learning science. Other projects such as ePlatform in Chinese language, sex education project were completed. It is right time for us to review these projects. Moreover, in 2013, the final recommendations for the review of the new senior secondary curriculum were released, aiming at a reduction in the total lesson time. The fine-tuned measures in curriculum and assessment for the subjects and SBA aim at reducing teachers’ and students’ workload. This is a right time for us to evaluate the fine-tuning measures. Department meetings will be held to discuss this issue. There will be a teachers’ sharing in the staff development day. All departments involved with the senior secondary curriculum will help in this regard.

6. Further enhancing our new campus project
Provision of a safe and comfortable campus for staff, students, parents and other visitors is our most concern. To further enhancing our campus, we will install more fans in the covered playground, a better intercom system in the office and canopies for the hall and teachers’ office. In order to improve the religious atmosphere, we will make a wall mural painting on ‘Creation’ and build an Alcove with statue of Blessed Virgin Mary. A display board will also be set up near the chapel.

7. External School Review project
It was confirmed that an ESR will be held in our school. All teachers, especially the department heads will prepare the needed statistics, papers and documents ready for inspection.

8. Celebrating the 45th School Anniversary Project
This year, we step into the 45th Anniversary. To celebrate, we will organize a thanksgiving mass, an open day and a performance night. Moreover, we will publish a 45th Anniversary Magazine.

Wherever appropriate, numerical performance indicators will be used to measure the effectiveness of the projects. Examples include the use of surveys and matched pair tests. However, for many projects, only process variables could be used to gauge how successful the implementation of a project is. Without baseline measures or norms for all Hong Kong schools, numerical success criteria may not be appropriate. Even if the necessary baseline measures or Hong Kong norms are available, the use of numerical success criteria in some cases is still doubtful. Many factors affect students’ learning outcome. And of course, there are bound to be statistical fluctuations. Attributing a successful outcome measure to one single project or program may be unfounded.
# Income and Expenditure Report

## Income

### 2014-2015 Sep 13 - Aug 14

<table>
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<tr>
<th>Budget</th>
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<tr>
<td><strong>Salaries Grant</strong></td>
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<td>Teaching Staff Salary Grant</td>
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<td>Teacher Relief Grant</td>
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<td>Supply Teacher Grant</td>
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<tr>
<td>OEBG Admin. Grant (Non-Teaching Staff Salaries)</td>
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<tr>
<td>Capacity Enhancement Grant Note 1</td>
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<td>Enhanced Senior Sec. Curriculum Support Grant Note 1</td>
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<td>Fractional Post Cash Grant Note 1</td>
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<td>Career and Life Planning Grant Note 1</td>
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<td><strong>Sub-total</strong></td>
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| **Extended Operating Expense Block Grant** | | |
| Basic Baseline Grant | 1,500,000.00 | 1,449,932.90 |
| Noise Abatement Grant | 250,000.00 | 250,248.00 |
| Composite IT Grant | 400,000.00 | 392,943.00 |

| **Other Incomes** | | |
| Course Fees (Music and PE) | 780,000.00 | 772,441.80 |
| Tong Fai | 170,000.00 | 162,300.00 |
| Special Levy | 300,000.00 | 299,700.00 |
| Donation from Sing Yin Education Foundation | 0.00 | 0.00 |
| Donation for Scholarship | 250,000.00 | 264,610.00 |
| Donation for Other Uses | 10,000.00 | 5,900.00 |
| Donation for Air-conditioning Maintenance | 50,000.00 | 50,000.00 |
| Prize Money | 0.00 | 98,630.50 |
| ECA Subsidies (Non-Government) | 130,000.00 | 118,500.00 |
| Fund for Cross Boundary Learning Activities | 0.00 | 173,496.00 |
| Tuck Shop Rent | 90,000.00 | 90,000.00 |
| Government Rent & Rates | 800,000.00 | 797,400.00 |
| Miscellaneous (Interest, Hall Rental) | 25,000.00 | 25,117.70 |
### Non-recurrent Grant

<table>
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<tr>
<th>Grant</th>
<th>Note</th>
<th>2014-2015 Budget</th>
<th>Sep 13 - Aug 14 Actual</th>
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<td>New Campus Grant</td>
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<td>Upgrade Websams Grant</td>
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<td>Note</td>
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<td>Incorporated Management Committee Grant</td>
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<td>Learning Support Grant</td>
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<td><strong>Sub-total</strong></td>
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### Expenditure

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<th>2014-2015 Budget</th>
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<tr>
<td><strong>Salaries</strong></td>
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<td>Teaching Staff Salary</td>
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<td>Non-Teaching Staff Salary</td>
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<td>Teaching Assistants' Salary</td>
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<td>IT Technician Salary</td>
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<td>Supply Teacher Salary</td>
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### Non-recurrent Grant

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<th>Grant</th>
<th>2014-2015 Budget</th>
<th>Sep 13 - Aug 14 Actual</th>
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<tbody>
<tr>
<td>After-school Learning and Support Expenses</td>
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<tr>
<td>Fund for Cross Boundary Learning Activity Expenses</td>
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<tr>
<td>Refined English Teaching Enhancement Grant Expenses</td>
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<td>342,627.00</td>
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<tr>
<td>Lift Maintenance Grant Expenses</td>
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<tr>
<td>Incorporated Management Committee Grant Expenses</td>
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<td>Government Rent &amp; Rates</td>
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<td><strong>Sub-total</strong></td>
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### Management

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<td>Newspaper</td>
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### Curriculum & Teaching

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**Pastoral Care**

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**Summary**

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Notes:
1. To employ five contract teachers, 2 teaching assistants and 1 part time teaching assistant.
2. Last portion of New Campus Grant.
3. To subsidize needy students’ training course fees.
4. To employ one contract teacher and for other English activities.
5. To employ one contract teacher and one contract clerk
6. Provides part of the funds for two temporary teaching assistants to help with speech training.
7. Includes fee for insurance against professional liability for teachers and managers.
8. For hall air conditioning charge, maintenance and renewal of QEF project equipment.
9. Payment for enhancement to new campus
BUSINESS, ACCOUNTING
AND FINANCIAL STUDIES DEPARTMENT
PROGRAMME PLAN 2014-2015

1 Purpose

1.1 To stimulate students’ interest in business, accounting and management.
1.2 To help students understand the real business environment.
1.3 To promote values and attitudes of honesty, fairness and social responsibility.
1.4 To help students develop generic skills in research, analysis, problem-solving, critical thinking, creativity and communication.

2 Review of Present State

2.1 Strengths
   2.1.1 Most students are willing to learn.
   2.1.2 Teachers are willing to arrange extra lessons after school to help students.
   2.1.3 Students are willing to take part in accounting exams like LCCI and the results were good.
   2.1.4 Students are in general keen at joining various business-related competitions.
   2.1.5 F.3 students had a preliminary knowledge of the subject.

2.2 Weaknesses
   2.2.1 It is observed that learning diversity has widened.
   2.2.2 Some F.6 students lack motivation and initiative.
   2.2.3 The teaching schedule is tight.

3 Objectives of Issue to be addressed

3.1 To implement the revised NSS BAFS curriculum.
3.2 To improve students’ performance in the subject.
3.3 To improve students’ learning approach in learning BAFS
3.4 To enhance students’ interest in business, accounting and management.
3.5 To let F.3 students have a better understanding of the subject.
3.6 To assist career and life planning of the students

4 Implementation Plan

4.1 To implement the revised NSS BAFS curriculum
   4.1.1 Teach accounting topics in F.4.
   4.1.2 Arrange regular quizzes with different level of difficulty for the students to provide feedback to them.

4.2 To improve students’ performance in the subject.
   4.2.1 Arrange remedial lessons to those weaker F.5 and F.6 students.
   4.2.2 Include several topics covered in F.4 in each test and examination in F.5.
   4.2.3 Arrange revision tests and pre-mock for F.6 students to prepare them for the public exams.
4.3 To improve students’ learning approach in learning BAFS
   4.3.1 Distribute 2-3 articles on some interesting or controversial business and accounting issues to enhance students’ interest and practice critical thinking skill. Discussion will be conducted in class.
   4.3.2 Assign more variety of questions as homework.
   4.3.3 Arrange an accounting competition for F.4 and F.5 students in the second term.

4.4 To enhance students’ interest in business, accounting and management.
   4.4.1 Encourage students to take part in some business-related competitions outside school.
   4.4.2 Encourage students to take part in the LCCI exams.
   4.4.3 Promote the activities organized by Economics and Accounting Club and Financial Management Club.

4.5 To let F.3 students have a better understanding of the subject.
   4.5.1 Cover more topics in F.3 to give the students a better understanding of the subject.

4.6 To assist career and life planning of the students
   4.6.1 Introduce the career pathway of accountancy in all F4-F.6 classes.
   4.6.2 Explain the roles and responsibilities of the accountants in society to F.4 – F.6 students.

5 Evaluation

   5.1 Students’ participation in accounting exams like LCCI.
   5.2 Students’ willingness to take part in competitions outside school.
   5.3 Students’ performance in class, homework, tests and exams and other exams.

6 Budget

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7 Program Team Members

   Miss Choi Suk Yan (Team Leader)
   Miss Tam Mei Ling
1. **Purpose**

1.1 To help students learn biological knowledge
1.2 To promote students' interests in the study of organisms
1.3 To promote an appreciation of the importance of experiment and investigatory work in the study of Biology
1.4 To show a respect towards life and appreciate the wonders and complexity of Nature
1.5 To appreciate the hard work of frontier scientists and their contributions to developments in science and technology
1.6 To develop and reinforce values and attitudes such as integrity, curiosity, openness to new ideas and informed scepticism through the study of biology

2. **Review of Present State**

The NSS curriculum has been implemented for several years. We are so proud that our students are so brilliant and diligent. Their excellent public exam results have proved that. HKEA has just reviewed the Biology curriculum and assessment framework. Textbooks of new edition have purchased. We will review the school-based teaching schedule this year to suit the changing need.

We will continue to implement strategies set last year to promote deep learning approach among students. To achieve effective and pleasurable learning is our ultimate goal. This year, we will try to review our homework policy and improve the quality of classwork. It is hope that our students can be benefited.

As technology advances, our department has purchased a device “A2W” which facilitates the use of iPad in the classrooms as well as in the laboratory. We hope that we can implement some learning activities using iPad.

In addition, we will focus on promoting Sustainable Development through video broadcast in language theatre and exhibition in the campus in the coming year. Besides, we are going to install an Aquafarm system which can help to promote the understanding of ecological balance among schoolmates.

This year, there are no Art students in Form 4. The academic performance of the Art students was satisfactory but there is room for improvement. An extra lesson was launched in summer vacation to back up their chemical knowledge for learning biochemistry in F.5.

With regard to the major concern in this school year, we would like to let our students to know more about scientists. We hope that this may give insight to those who are interested to further their studies in the science sector in our society.
2.1 **Strength**

2.1.1 Our students have good scientific aptitude.

2.1.2 All students are band 1 students.

2.1.3 New equipment (spirometer and oximeter) have been purchased last year.

2.1.4 IT equipment (iPad and Data-logging devices) allows teaching and learning more interesting and innovative.

2.1.5 Advance in biotechnology can be captured through media.

2.2 **Changes and need**

2.2.1 To learn Biology knowledge through real life contexts. Students can understand many contemporary social and science issues such as pandemic, regeneration science, biotechnology in daily life, drug abuse etc. so as to develop a respect for the living world and an attitude of responsible citizenship and a commitment to promote personal and community health. There is room for integrating learning the Liberal Studies (Module 5: Public Health) to enhance cross curriculum cooperation.

2.2.2 To cope with the students having a range of abilities and aspiration, a wide range of learning and teaching strategies and assessment practices are implemented.

2.2.3 To review NSS curriculum and make adjustment after evaluation.

2.2.4 To conduct laboratory work using new equipment (iPad, data-collecting instruments and the Apps for education).

2.2.5 To review the present school-based Integrated Science and Biology curriculum to figure out how to design bridging programme for Art students.

2.2.6 To enhance student appreciation of the wonder of biodiversity in nature, respect different forms of lives and develop an attitude to support the sustainable development of our planet.

3. **Objectives of Issues to be addressed**

3.1 To revise the teaching scheme for renewed NSS curriculum so as to let student achieve effective and pleasurable learning.

3.2 To collaborate with Biology Club/Integrated Science Department to design activities, conduct experiments and broadcasting videos.

3.3 To launch some field studies in Form 4 and Form 5 so as to promote learning outside the classroom.

3.4 To promote students’ concern on sustainable development and environmental protection.

3.5 To conduct activities in School Open Day in July.
4. Implementation plan

4.1 To implement the revised NSS curriculum

We will revise the teaching materials including experimental worksheets and photomicrograph exercises that have been prepared in last few years. We will try to make changes so as to implement deep learning approach and to achieve effective and pleasurable learning.

In order to let our students achieve effective and pleasure learning, we have adopted the following ways to improve lectures to foster deep approaches to learning:

1. Allow the students take control by inviting them to refocus on their learning, asking questions related to the lecture and breaking the large group into pairs for short sessions.
2. Prepare for the tutorial by reading and engaging in activities instead of lecturing. Plan activities that will require students to actively engage rather than passively receive such as role playing, discuss various aspects of a problem in pairs, debating etc.
3. Allow students to self-test themselves on whether they have mastered the learning outcomes.

This year we will emphasis the importance of good homework quality. We hope students can develop good attitudes in doing their assignments. We would also like to prepare a set of classwork to evaluate students’ learning after lesson. This not only helps students of lower ability in their learning but also enables teacher to get immediate feedback from the students.

4.2 To collaborate with Biology Club/Integrated Science Department to design activities, conduct experiments and broadcasting videos.

a) DNA experiments in Mobile Lab
   This year we have invited Biotech Mobile Lab from Sik Sik Yuen to launch a two-day program in our campus. All Form 3 students and all Bio students will do DNA experiments on the mobile laboratory. We hope that students could have fun by doing experiments in the mobile lab.

b) Video broadcasting
   Our language theatre is a wonderful venue to broadcast video about the nature. It is highly recommended for Biology Club to make use of it to promote students’ interest and appreciation of the biological world. As last few years, all F4 Biology students have to invite one to two Form One students to participate the video broadcast in the theatre in Sept. held by Biology Club.

c) Blood stain in crime scene
   This year we will arrange a workshop on Blood Stain (Crime Scene) in HKFYG Centre for Creative Science & Technology in HK Science Park. Students attended this workshop last year found it interesting. The workshop was highly recommended by teachers too.
4.3  To launch some field studies in Form 4 and Form 5

A field camp for 2 days and 1 night in will be arranged for Form 5 Biology students on 13/5-15/5/15 in Caritas Chan Chun Ha Field Studies Centre.

We will also arrange a field study to Mai Po for Form 4 Biology students during Jan. after the first term exam. This helps to promote their understandings on the ecological environment in Hong Kong. The outdoor activities are highly praised by our students.

4.4  To promote students’ concern on sustainable development and environmental protection.

a) Exhibition for promoting sustainable development
   We will borrow a set of exhibition boards focused on the topic “Healthy diet Healthy Ocean” from WWF to promote sustainable development in school. The exhibition will last for one week and Biology club committee, as docents, will guide our schoolmates through the exhibition.

b) AquaFarm Installation
   An aquafarm will be installed in the third floor, balcony outside the English Corner. The installation starts in mid-Aug 2014. We will then recruit students to help the maintenance and promotion work.

4.5  To conduct activities in School Open Day

We will conduct lectures and experiments in Biology Laboratory during Open days. We will invite Biology Club and Laboratory Technicians to design activities to promote public interest in biological world.

5.  Time schedule

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6.  Evaluation and Performance indicator

6.1  To implement the NSS curriculum

A revised version school-based teaching curriculum will be made at the end of this school year. Continuous evaluation will be done during the department meetings in this academic year.

6.2  To collaborate with Biology Club/Integrated Science Department to design activities, conduct experiments and broadcasting videos.
Evaluation meetings with committee members of Biology Club, Integrated Science Department Head and Laboratory Technician will be held after each activity. Feedback from participants of each activity will be recorded for improvement in future.

6.3 **To launch some field studies in Form 4 and Form 5**

Students have to hand in their field trip reports at the end of the programme. An evaluation will be made afterward.

6.4 **To promote students’ concern on sustainable development and environmental protection.**

An evaluation form will be given to the participants after the exhibition to get feedback. A quiz will be launched to see if there is any change in attitudes and concern of sustainable development and environmental protection.

Continuous assessment of the AquaFarm system will be done. Photos will be taken from time to time to record the implementation. Committee has to hand in a report at mid-term. Monthly meetings will be held to discuss the difficulties with committee members.

6.5 **To conduct activities in School Open Day**

Students participated in organizing activities in Open Day will held evaluation meeting afterward to assess the performance and give suggestions for improvement.

7. **Budget**

**Expenditure:**

1. Teacher reference books/DVD $500.00
2. Laboratory equipment
   (a) Chemicals $3,000.00
   (b) Glassware $1,000.00
   (c) Equipment $9,000.00
   (d) Consumable $4,000.00
3. Photocopying $500.00
4. Transportation Fee $2,000.00
5. Biotech Mobile Lab Fee $15,000.00
6. Exhibition $200.00
7. Open day activity $800.00
8. Blood stain subsidy $1,000.00
9. Miscellaneous $1,000.00

**Total expenditure:** $38,000.00

8. **Department member**

Miss Yang Ka Wah (Department Head)
1. Aims

1.1 To arouse students’ interest in Chemistry
1.2 To acquire an appropriate body of knowledge and understanding in Chemistry
1.3 To acquire an ability to think rationally and critically, and to apply the knowledge of Chemistry to making judgements and solving problems
1.4 To develop skills in scientific investigations
1.5 To recognise the evolutionary and sometimes transitory nature of Chemistry
1.6 To be acquainted with the language of Chemistry and to be equipped with the skills in communicating ideas in Chemistry related contexts
1.7 To develop an appreciation of Chemistry and its applications in daily life
1.8 To be aware of the social, economic, environmental and technological implications of Chemistry, and to show concern for the environment and society
1.9 To develop open-mindedness, objectivity and proactiveness

2. Review of Present State

2.1 Strengths

2.1.1 Teachers are devoted, co-operative, and eager to share both experiences and ideas in teaching.
2.1.2 Laboratory technicians are well trained and helpful in preparing for the experiments. They always give appropriate advice in modifying the experiments.
2.1.3 Most students are willing to learn and have a strong desire to achieve good results in the public examinations.

2.2 Weaknesses and Limitations

2.2.1 Students’ communication skills and exposure to Chemistry are limited, which is becoming increasingly important in public examinations.
2.2.2 Some students are passive in learning. They tend to recite materials only. Their command of English is weak, which hinders them in asking questions and getting involved in discussions.
2.2.3 Hands on experiments for Form 4 and 5 students are not sufficient. A demanding teaching curriculum and a large number of SBA tasks means limited flexibility for teachers to plan their lessons according to students’ interests and abilities.
2.2.4 In view of the new class structure, three classes of Chemistry will be provided starting from the 2013-2014 school year. Therefore, greater learning diversity will be expected.

2.3 Changes and Needs

2.3.2 The new Senior Secondary curriculum has been successfully implemented. A revised C&A guide (released in July 2013) will be first implemented in the 2013/14 school year for F.4 students. Evaluation
and refinement of the teaching plan will continue in the coming school years.

2.3.3 As the requirements of SBA have been streamlined, our SBA tasks will be simplified in order to allow more flexibility for teachers to plan their lessons according to students’ interests and abilities.

2.3.4 As a new class structure will be implemented this academic year, a greater learning diversity will be expected. Implementation of departmental policies will be strengthened in order to maintain students’ high academic achievements.

2.3.5 New apparatus and equipment were installed in the Chemistry Laboratory, and new teaching activities will be designed to facilitate better teaching, learning and assessment.

3. **Objectives of Issues to be Addressed**

This programme plan aims:

3.1 to continue the revised teaching scheme to enhance the learning of Chemistry and to maintain students’ high academic achievements.

3.2 to extend enhancement programmes to strengthen students’ reading ability, broaden students’ range of aesthetic experiences and to facilitate students to achieve deep learning.

3.3 to address the major concerns of the school.

4. **Implementation Plan**

4.1 New senior secondary school (NSS) curriculum and revised Curriculum and Assessment (C&A) Guide

The NSS Chemistry curriculum has been implemented for several years and a revised C&A Guide was implemented in the 2013/14 school year for F.4 students, the F.5 and F.6 teaching plan will be evaluated and refined. SBA tasks will be further simplified in order to allow for more flexibility for teacher to plan their lessons according to students’ interests and abilities. Teachers will continue to attend seminars or workshops related to the NSS curriculum. New teaching aids, audio-visual and information technology equipment will be bought according to teachers’ suggestions in order to assist teaching.

4.2 Teaching scheme and Homework Policy

The teaching scheme will be evaluated and revised according to the revised C&A Guide. It aims to help F4 to F.6 students to learn NSS Chemistry and achieve better public examination results. The departmental policies on homework, class work and informal tests will be strictly implemented. It is expected that teachers give adequate homework and informal tests after each chapter or topic, and provide remedial work to ensure that all students finish sufficient exercises. Feedback on the students’ work is required in order to ensure that students can follow the lessons.
4.3 Enrichment science talks

Science talks will be organized for students to acquire the latest and advanced scientific knowledge. Motor Science talks will also be delivered by Mr. Hui to capture students’ attention to the importance of Science in Motor industries.

4.4 Enhancement programmes to facilitate students to achieve deep learning

4.4.1 Reading and Writing programme
Some interesting passages adapted from journals or newspapers will be selected for students. It is hoped that this will arouse their interest in Chemistry. Students will be taught to understand chemical principles that can be applied to daily life.

4.2.2 Challenge Tasks and Chemists Online
For more capable students, advanced exercises and tasks will be assigned to them. Teachers will encourage these students to take part in interschool Chemistry competitions and attend different Science Talks such as “Chemist Online” in order to acquire the most up-to-date knowledge.

4.2.3 The International Junior Science Competition (IJSO) and the Chemistry Olympiad Competition (ChemO)
IJSO selection tests and training sessions jointly held by the departments of Integrated Science, Biology and Physics will continue this school year. Preparation work in organizing a ChemO for Sing Yin students will continue. Relevant reference books and teaching aids will be purchased. The first competition will be postponed to the next school year.

4.2.4 The Secondary School Mathematics & Science Competition (SSMSC) organized by The Hong Kong Polytechnic University
Some students will be selected to take part in either the SSMSC or ANCQ. A more systematic training programme will be held during the school year.

4.5 Major concerns of the school

To address the school’s major concern, ‘careers and life planning education’, positive values will be delivered to students through the topics such as ‘Green Chemistry’.

To address the school’s major concern, ‘To reinforce students’ discipline and to promote self-control’, proper habits of working in the laboratory will also be shown to students during practical lessons.
5. Evaluation

5.1 At least 1 lesson from each teacher will be observed by colleagues during the year.

5.2 A sharing meeting will be held to discuss the depth and breadth of teaching after the First Term examinations.

5.3 The expected passing rate and level 5 or above percentages for Chemistry in the HKDSE are 95% and 50% respectively.

5.4 Some F.5 and F.2 students will be selected to take part in the SSMSC and IJSO, respectively. Their performance will be analyzed.

6. Budget

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<thead>
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<tr>
<td>1. Library books</td>
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<td>2. Teachers’ reference books/magazines</td>
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<td>3. Teaching aids</td>
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<tr>
<td>4. Chemistry equipment</td>
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<td>5. Consumables for Chemistry experiments</td>
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<td>6. Photocopying costs</td>
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<td>7. Motor Science Community equipment</td>
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<td><strong>Total</strong>:</td>
<td><strong>$47,000.00</strong></td>
</tr>
</tbody>
</table>

7. Programme Team

Mr. Hui Chi Kuen (Department Head of Chemistry)
Mr. Kong Ping Wah
Ms. Yuen Sze Nga
Ms. Fok Sum Kei (Laboratory Technician)
中國歷史科
2014-2015 年度工作計劃

1. 目的

1.1 使學生對中國歷史有基本認識。
1.2 通過史事的理解，以古鑑今，體會中國歷史的古今變革。
1.3 通過對歷史人物事跡之認識，培養學生的優良品格，盡一己之責任，從而建
立積極之人生觀，啟發個人對國家民族之認同感、責任感及歸屬感。
1.4 透過對中國歷史的研習，學會珍惜人類所得的成就。
1.5 整理及綜合相關的重要史實，擴闊眼界，剔除固步自封的固執性格，從而培
養學生思辨及評價史事的能力。

2. 現況分析

2.1 有利條件

2.1.1 本校有一群通力合作、學養俱佳的中史科同工。
2.1.2 入讀本校者均屬一級學生，資質較佳。
2.1.3 本科採用母語教學，學生在知識吸收和表達方面較理想。
2.1.4 新高中中史科仍被列為選修科，讓有興趣的同學選讀。
2.1.5 新高中學制下，中四級每循環周有五節，授課時間比前增加。
2.1.6 本校設有中史學會，協助推動各項課外活動。
2.1.7 現時不少機構有歷史考察的資金贊助，本校亦設有全方位學習基金及
關愛基金資助考察活動，有利提升學生的學習興趣。
2.1.8 網上共享資源豐富，有利老師備課及學生自學。
2.1.9 影音教具、參考資料充足。

2.2 面對問題

2.2.1 中三級循環周上學期為 3 節，下學期為 2 節，令講授進度較為緊
逼。
2.2.2 地方不足，令老師取存教具困難，學生的模型製作亦難以存放。
2.2.3 初中班級，學生程度參差極大，部份學生學習情緒低落。
2.2.4 中四選科時，基於個人取向及父母期望，男孩子多選讀理科，故成
績優秀者頗大部分皆舍中史而選修理組。
2.2.5 高班同學，在功利因素的影響下，認為中史科缺乏實用價值，故每
多掉以輕心。
2.2.6 新高中課程編制下，學生選擇的科目較以前為多，故本科可能會面
對收生不足的問題。

3. 本年度目標

3.1 緊隨時代脈博，與時並進，並提高學生的學習興趣，故加強在資訊科技方
面的教學，善用多媒體影音教具，並盡可能在課堂上利用互聯網資訊及視
訊檔案協助授課，提高本科的靈活性及趣味性。
3.2 不以課室教學為滿足，多舉辦參觀考察活動，務使課室學習與遊歷並重。本年度中四、中五級會仍會安排最少一次本地或境外田野考察，以開拓學生的視野。中六級由於要面對公開試，故不作其他活動。

3.3 現今考試模式已不大注重背誦式答案，故題目以理解分析及評論為多，以培養學生對史事思辨及表達立場之能力。

3.4 加強中史課外閱讀，推廣讀書風氣，培養學生分析資料的能力。

3.5 鼓勵學生多看歷史劇集，提升其對歷史的興趣。

3.6 新高中中四級會依考評局要求，讓學生多參與整理、綜合、分析及評價史事，以及運用歷史資料及有關論述表達自己觀點，中五、中六級更要預備校本評核。

3.7 中一至中三活動教學———齊動手

鼓勵學生積極參與分組製作活動，從積極參與中，訓練其團隊合作精神，以配合公民教育的發展。1-3年級繪畫中國地圖，目的在使其在繪畫過程中，能切身感受祖國錦繡河山的壯麗，培養其對國家民族的認同感，並認識祖國的名山大川，歷史名城及國土疆界，令其對中國古代歷史及現代的行政區域有一定程度的認識。專題研習及模型製作方面，盡量配合學校所訂的關注項目及課本內的乙部專題。

4. 施行計劃

<table>
<thead>
<tr>
<th>措施</th>
<th>項目，形式</th>
<th>推行期限及班級</th>
<th>負責教師</th>
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<tr>
<td>4.1</td>
<td>加強資訊科技教學，輔助傳統串講教學之不足，提高學生的興趣。</td>
<td>全年F.1-F.6</td>
<td>全體科任教師</td>
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<tr>
<td>4.2</td>
<td>加強參觀環節，如參觀博物館、歷史文物展覽等，開拓學生的視野。</td>
<td>11/14-5/15 F.1-F.5</td>
<td>各級聯絡人、中史學會負責老師、科主任</td>
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<td>4.3</td>
<td>安排田野考察，以配合教署推行的全方位學習政策</td>
<td>11/14-5/15 F.4、F.5</td>
<td>F.4、F.5老師</td>
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<tr>
<td>4.4</td>
<td>推廣課外閱讀，培養學生的自學能力，學習蒐集、閱讀、整理、綜合及分析資料的能力。</td>
<td>10/14-6/15 F.4資料回應題及論述題 F.5資料回應題及論述題 F.6資料回應題及論述題</td>
<td>各任教老師</td>
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4.5 活動教學——齊動手：

<p>| | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td>活動</td>
<td>呈交日期</td>
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<tr>
<td>上學期：專題研習(一)：</td>
<td>11月呈交</td>
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<tr>
<td>遠古時期的文化</td>
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<tr>
<td>仿製兩時代的石器，亦可以是骨器、彩陶、黑陶等物。</td>
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<tr>
<td>呈交形式：模型製作</td>
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<tr>
<td>呈交日期：聖誕假後</td>
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<td>下學期：專題研習(二)：</td>
<td>4月呈交</td>
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<td>文字的發展</td>
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<td>古代的文字 / 自己的名字，在過程中顯示其自律性；並匯報漢字的發展。</td>
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</tr>
<tr>
<td>配合全年關注事項：</td>
<td></td>
</tr>
<tr>
<td>1.推行職業與生涯規劃教育 2.加強學生紀律及促進</td>
<td></td>
</tr>
</tbody>
</table>
自我控制能力
题目：中國歷史上出現過不少都城。試從以下古都(長安、洛陽、汴京、南京、北京)選取其中一個，探討她能發展成為都城的條件(包括地理環境、建築規劃等等)，說明她對後世的影響。並提出建議令古都規劃更完善。

呈交形式：簡報、文字報告或多媒體檔案（三選一）
呈交日期：復活假後

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<td>(1) 上學期：學術思想發展的專題研習</td>
<td>(1) 上學期：學術思想發展的專題研習</td>
<td>(1) 上學期：學術思想發展的專題研習</td>
<td>(1) 上學期：學術思想發展的專題研習</td>
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<td>項目：</td>
<td>項目：</td>
<td>項目：</td>
<td>項目：</td>
</tr>
<tr>
<td>1. 先秦哲學思想是否適用於現代社會</td>
<td>先秦哲學思想是否適用於現代社會</td>
<td>先秦哲學思想是否適用於現代社會</td>
<td>先秦哲學思想是否適用於現代社會</td>
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<tr>
<td>2. 先秦學術思想的蓬勃發展，能否體現言論自由的重要性？</td>
<td>先秦學術思想的蓬勃發展，能否體現言論自由的重要性？</td>
<td>先秦學術思想的蓬勃發展，能否體現言論自由的重要性？</td>
<td>先秦學術思想的蓬勃發展，能否體現言論自由的重要性？</td>
</tr>
<tr>
<td>要求：研習內容盡可能配合本年度關注項目《1. 推行職業與生涯規劃教育 2. 加強學生紀律及促進自我控制能力》。內容為乙部課程之第一章，分組研習，可以簡報、廣播劇或錄像等形式表達。</td>
<td>要求：研習內容盡可能配合本年度關注項目《1. 推行職業與生涯規劃教育 2. 加強學生紀律及促進自我控制能力》。內容為乙部課程之第一章，分組研習，可以簡報、廣播劇或錄像等形式表達。</td>
<td>要求：研習內容盡可能配合本年度關注項目《1. 推行職業與生涯規劃教育 2. 加強學生紀律及促進自我控制能力》。內容為乙部課程之第一章，分組研習，可以簡報、廣播劇或錄像等形式表達。</td>
<td>要求：研習內容盡可能配合本年度關注項目《1. 推行職業與生涯規劃教育 2. 加強學生紀律及促進自我控制能力》。內容為乙部課程之第一章，分組研習，可以簡報、廣播劇或錄像等形式表達。</td>
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<th>(2) 下學期：宗教概說專題研習</th>
<th>(2) 下學期：宗教概說專題研習</th>
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<td>項目：香港的節日與宗教的關係</td>
<td>項目：香港的節日與宗教的關係</td>
<td>項目：香港的節日與宗教的關係</td>
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<tr>
<td>要求：研習內容盡可能配合本年度關注項目《加強學生紀律及促進自我控制能力》。</td>
<td>要求：研習內容盡可能配合本年度關注項目《加強學生紀律及促進自我控制能力》。</td>
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<td>要求：研習內容盡可能配合本年度關注項目《加強學生紀律及促進自我控制能力》。</td>
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| 04/2015 | F.3 | 任教老師 | 任教老師 |
5. 評估

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<td>5.1</td>
<td>評估學生的學習興趣是否提高？</td>
<td>1/2015及5/2015</td>
<td>各任教老師</td>
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<td>5.3</td>
<td>透過專題研習報告，了解學生是否掌握基本史實、掌握表達及分析資料的能力？</td>
<td>1/2015及5/2015</td>
<td>各任教老師</td>
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<td>5.4</td>
<td>透過學生分組製作，看能否提高其自學及組織能力，更可觀察其與他人合作及處理人際關係之技巧。</td>
<td>1/2015及5/2015</td>
<td>各級聯絡老師、中史學會負責老師、科主任。</td>
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</table>

學期終結前，進行調查，收集學生對本科及課堂教學意見。再從全年測驗及考試成績作評估，看看上列措施推行後，與往年成績比較是否有進步？ | 6/2015 | 全體老師 |

6. 財政預算（2014-2015）

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<td>教師參考書</td>
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<tr>
<td>6.3</td>
<td>比賽獎勵</td>
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<tr>
<td>6.4</td>
<td>影印、油印</td>
</tr>
<tr>
<td>6.5</td>
<td>雜項（例：參觀及考察交通費）</td>
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</table>
中國語文科
2014-2015年度工作計劃

1. 宗旨

- 提高讀寫聽說能力、思維能力、審美能力和自學能力；
- 培養語文學習的興趣、良好的學習態度和習慣；
- 培養審美情趣，陶冶性情；
- 培養品德，加強對社群的責任感；
- 體認中華文化，培養對國家、民族的感情；
- 加強學生對文言文的自習能力；
- 配合本學年學校主題：--職業輔導及生涯規劃
  --學生紀律

2. 目前概況

- 強項
  2.1 學生的中國語文能力及知識有一定的水平，學習態度尚算認真。
  2.2 本科以母語教授，在教與學兩方面遇到的語言障礙不大。
  2.3 教師對中國語文有充分的掌握，對學生在學習本科的優、缺點亦有清楚的了解。
  2.4 校外有頗多的語文團體、教育機構為教師、學生提供有關本科的講座、活動。

- 弱項
  2.1 學生頗被動，過於依賴老師，自學能力較差。
  2.2 學生甚少閱讀高質課外書籍和報刊。
  2.3 學生的寫作和綜合能力較弱。
  2.4 本科作業繁重，教師多為班主任，工作非常繁重。
  2.5 課程繁瑣，選修科要求亦多，以致必修科的時間緊迫。
  2.6 學生學習意識不足。

3. 教學計劃範疇：以下各項計劃的教學及活動，將配合全校關注事項：
  --職業輔導及生涯規劃
  --學生紀律

- 重新編制課程，以配合新課本(中一至中五)。由於各級皆用新版課本，為提升教學效能，確立方向，重新編排進度。
- 推廣智愛平台。由中一開始，採用社際比賽，以激勵學生閱讀。並以一位老師專責有關工作，一方面安排頒獎予表現良好的同學；另一方面鼓勵學生閱讀的同學，每兩個月一次，把欠做功課的同學集中在電腦室補做。
- 加強功課，質量並重。根據去年功課調查報告顯示，本科部分班級功課相對少，須稍作調整，至少每天予學生功課，功課類型，當然按學生能力而設計。
- 重整語文活動，每級有一次戶外活動(初中)。
4. 評估

4.1 評分量表：作文、綜合及說話訓練時，老師/學生以量表給同學評分。
4.2 功課習作：由老師以批改方式進行。
4.3 校方檢查：將有關習作、作文交予科主任檢查。
4.4 校本評核：老師批改學生日常課業、課外閱讀等習作後，與及選修科的
兩個單元的評估，呈交考評局作全科評核之用。
4.5 老師教學評估：観課

5 財政預算

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>廣泛閱讀計劃雜項</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>聽說訓練/閱讀/寫作/學科活動</td>
<td></td>
</tr>
<tr>
<td>教材（如光碟、參考書籍）</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>影印（如工作紙）</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>學科活動</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>雜項</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>合共</td>
<td>$41,000.00</td>
</tr>
</tbody>
</table>
1. **Purpose**
   1.1 arouse interest in chemistry and biology;
   1.2 acquire knowledge and understanding in chemistry and biology;
   1.3 acquire an ability to think rationally and critically, and to apply the knowledge of chemistry and biology to making judgments and solving problems;
   1.4 promote an appreciation of the importance of experiments and investigatory work in the study of chemistry and biology;
   1.5 develop skills in scientific investigations;
   1.6 recognize the evolutionary and transitory nature of chemistry and biology;
   1.7 be equipped with the skills in communicating ideas in chemistry and biology related contexts;
   1.8 be aware of the social, economic, environmental and technological implications of chemistry and biology, and show concern for the environment and society;
   1.9 show a respect towards life and appreciate the wonders and complexity of Nature.
   1.10 appreciate the hard work of frontier scientists and their contributions to developments in science and technology;
   1.11 develop and reinforce values and attitudes such as integrity, curiosity, openness to new ideas and informed skepticism through the study of biology and chemistry;
   1.12 develop open-mindedness, objectivity and proactiveness.

2. **Review of Present State**
   2.1 Strength
   2.1.1 Both the chemistry and biology teachers are experienced.
   2.1.2 Most students are willing to learn.

   2.2 Weakness and Limitation
   2.2.1 Many students who take this subject are weak.
   2.2.2 Most students did not choose this subject as their first choice of elective subject in F.3.
   2.2.3 Students are passive in learning.
   2.2.4 There is not enough teaching time.

3. **Objectives of Issues to be addressed**
   3.1 To arouse students interests in both Biology and Chemistry
   3.2 To promote independent learning through the use of internet, reading reference books and newspapers.
   3.3 To cultivate students’ good reading habits
   3.4 To implement careers and life planning education
   3.5 To launch programmes to improve the DSE results
   3.6 To sustain teacher’ ongoing professional development

4. **Implementation Plan**
   4.1 To arouse students interests in both Biology and Chemistry
   Interesting topics in both biology and chemistry will be talked and discussed with the students. More experiments will be carried out to increase students’ interest in the subject. It is believed to be more applicable for 5D class due to the small number of students.
4.2 To promote independent learning through the use of internet, reading reference books and newspapers. Teachers will post useful articles, newspaper cutting and teaching materials through internet, e.g. email. Teachers also make use of the internet to give exercises to the students. Students are advised to learn by themselves more and extra information related to the topic being taught through internet, books, newspaper articles and so on.

4.3 Some careers can be mentioned when teachers teach some special topics. For example, the dissection of rats can be related to the job of doctor. The synthesis of organic compounds, e.g. esters, can be related to the job of forensic science, pharmacist and researcher. Teachers are willing to share more on teaching methods for ongoing professional development.

4.4 Homework is suggested to be given more frequently. Each term, there should be at least three chemistry and three biology assignments. Quizzes are also provided. To prepare for the External School Review Report (ESR) which may take place in the second term, teachers are reminded to keep and mark the students’ homework or lab reports well. It was thought that we should hold more supplementary lessons/ remedial classes for the students since the time for teaching was found to be extremely insufficient. For students who have habitual failure in handing homework should be properly punished. E.g. ask them to finish the homework on the submission date after school with copying.

4.5 To sustain teachers’ ongoing professional development, teachers will attend seminar(s) and lesson(s) will be observed by department head.

5. Time schedule

<table>
<thead>
<tr>
<th>Implementation Plan</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>9/2014 - 6/2015</td>
</tr>
<tr>
<td>4.2</td>
<td>9/2014 - 6/2015</td>
</tr>
<tr>
<td>4.3</td>
<td>9/2014 - 6/2015</td>
</tr>
<tr>
<td>4.4</td>
<td>9/2014 - 6/2015</td>
</tr>
<tr>
<td>4.5</td>
<td>9/2014 - 6/2015</td>
</tr>
</tbody>
</table>

6. Evaluation and Performance indicator

6.1 At least 2 pieces of reference articles will be sent to students for each topic.
6.2 The remedial classes for weaker students will be held after school. Students who have showed improvement can leave the classes. Regular homework is given to students to occupy some of their time on this subject.
6.3 In the lecture, we start the lecture by requesting the students to tell the teachers about last lecture and its application in their lives and test their comprehension of the lecture. We conclude the lecture by allowing the students to self test themselves on whether they have mastered the learning outcomes.
6.4 Department head will check homework in all combined science classes at least once per year.
6.5 Feedback will be given to teachers after peer lesson observations.

7. **Budget**

<table>
<thead>
<tr>
<th>Items</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers' reference books</td>
<td>$500.00</td>
</tr>
<tr>
<td>2. Laboratory Equipment</td>
<td>$500.00</td>
</tr>
<tr>
<td>3. Consumables for experiments</td>
<td>$500.00</td>
</tr>
<tr>
<td>4. Photocopying costs</td>
<td>$500.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,000.00</strong></td>
</tr>
</tbody>
</table>

8. **Department Members**
   Ms. Yuen Sze Nga (Head)
   Ms. Yang Ka Wah
   Mr. Kong Ping Wah
1. **Purpose**

The aims are to provide students with an opportunity to:

1.1 develop an understanding of information processing and computer applications.
1.2 develop problem solving skills and programming techniques through the study of high-level computer language.
1.3 develop students’ interest and confidence in using computers.
1.4 understand the social implications of development in information technology.

2. **Review of Present State**

2.1 **Strengths**

2.1.1 Students have the abilities to follow instructions.
2.1.2 Teachers have good background knowledge and experience in teaching.

2.2 **Weaknesses**

2.2.1 There are great differences in abilities among the students in senior forms.

3. **Objectives of Issue to be Addressed**

3.1 Improve the students’ self-control ability.
3.2 Improve the students’ self-learning ability.
3.3 Increase students’ interest in program writing.

4. **Implementation Plan**

4.1 Observing the students using computer in computer room after school. Only doing and preparing school work will be allowed.
4.2 Students should hand in their assignments in different stages.
4.3 Students will be encouraged to learn the use of software through school e-platform. F1 students will learn ‘Photoshop’. F2 students will learn ‘Dreamweaver’ and ‘Excel’. F3 students will learn ‘Flash’.
4.4 Students will be encouraged to participate in programming competitions, robot control competitions and web design competitions held by the computer club and public organizations. Students will have regular training to prepare for the competitions.
4.5 Introduce ‘Scratch’ programming course for F1 and F2 students.

5. **Evaluation**

5.1 At least 95% students in junior form will hand in their assignments on time.
5.2 At least one extra technique of using the above software will be shown in their assignment.
5.3 Count the number of students participating in programming competition inside school and outside school.
5.4 Count the number of students using the judging system.
6. **Budget**

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>$500</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$500</strong></td>
</tr>
</tbody>
</table>

7. **Program Team**

- Mr. Kwong Wai Cheung (Department Head)
- Mr. Chung Chi Tat
- Mr. Lam Hei Tat
- Mrs. Lin Wu Suk Han
1. **Purposes**

1.1 To develop students’ interest in the subjects

1.2 To let students understand the general economic principles as well as the economic ways of thinking, so that they can apply them to real world situations.

1.3 To help students develop a non-bias view on various social issues such that they can make responsible and rational choices on them.

2. **Review of Present State**

2.1 Strength
   2.1.1 The subject is closely related to daily events.
   2.1.2 All students have a preliminary knowledge on the subject.

2.2 Weaknesses
   2.2.1 Students’ initiative and ability to learn showed great differences
   2.2.2 Students’ presentation skills need to be improved.

3. **Issues to be addressed**

3.1 To help students develop their own value judgment based on positive analysis

3.2 To broaden students’ knowledge on real world events and train them the skills of applying theories

3.3 To develop students’ reading habit

4. **Implementation Plan**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Group discussion, presentation, forum or debates will be held in class so as to enhance students’ communication skills.</th>
<th>Regular activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary lessons</td>
<td>Supplementary lessons will be arranged for weaker students and additional (but less challenging) exercises will be given to them.</td>
<td>On need basis</td>
</tr>
</tbody>
</table>
Reading scheme / Online reading / learning program
To compile a list of supplementary reading materials for students. (WK/LC)
To subscribe to an online learning/reading program (LC)
On regular basis

Economics Bulletin
A issue of Economics Bulletin will be published (WK)
March 2015

Talks / Visits
One visit or talk will be arranged. (WK & LC)
March-April, 2015

5. Budget

<table>
<thead>
<tr>
<th>Expense</th>
<th>Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prizes</td>
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<tr>
<td>Reference Books</td>
<td>$400.00</td>
</tr>
<tr>
<td>Online reading / learning program</td>
<td>$400.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$100.00</td>
</tr>
<tr>
<td></td>
<td>$1,200.00</td>
</tr>
</tbody>
</table>

6. Evaluation

6.1 Students’ performance in class, homework, tests and examinations

6.2 Number of students taking part in the activities

7. Program Team

Mr. Kwok Wai Keung (Team Leader)
Mr. Li Chung Man
1. Purposes

1.1. To help students understand our society.
1.2. To develop students’ interest in current affairs.
1.3. To help students develop social and civic awareness and a sense of civic responsibility and help them to acquire analytical skills such that they can make rational choice or judgment on both personal and social issues.

2. Review of Present State

2.1. Strength
   2.1.1. Students in general have a basic knowledge on information technology.
   2.1.2. Teachers are willing to share experience and new ideas.
   2.1.3. Students are in general eager to take part in class activities.

2.2. Weaknesses
   2.2.1. Students generally lack initiative to explore current or social issues
   2.2.2. Students’ initiative and ability to learn showed great differences
   2.2.3. Teaching materials are easily out-dated.

3. Issue to be addressed

3.1. To enhance students’ awareness towards the events around them and help them to develop a sense of citizenship.
3.2. To enhance student’s ability to write arguments.
3.4. To incorporate this year’s major concern to the curriculum.
3.5. To implement the new curriculum for F1 and F2 students.

4. Implementation Plan

| Visits          | F1: A visit to the Hong Kong Museum of History will be arranged. (SY)  
<p>|                 | F2: A visit will be arranged in the second term. (TM/WK)               |
| News report and sharing | Besides written reports, students have to present and share their news reports in class. At least 4 written reports have to be completed, preferably 2 in each of the term. |
| Project work   | F.2 students will complete a mini-project on the electoral reform of the Chief Executive Election or on other current issues in the second term. |</p>
<table>
<thead>
<tr>
<th>Incorporate the major concern to the curriculum.</th>
<th>Incorporate the major concern regarding self-control and discipline in the curriculum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementing the curriculum</td>
<td>To fine-tune the new F1 and F2 new curriculum and develop teaching materials.</td>
</tr>
</tbody>
</table>

5. Evaluation

5.1 Students’ willingness to take part in class activities, project work and news reports.
5.2 Students’ performance in class, homework, project work, tests and exams.

6. Budget

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Stenciling/ photocopy</td>
<td>600.00</td>
</tr>
<tr>
<td>Prizes</td>
<td>600.00</td>
</tr>
<tr>
<td>Teaching resources</td>
<td>500.00</td>
</tr>
<tr>
<td>Visits</td>
<td>2,000.00</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>3,700.00</strong></td>
</tr>
</tbody>
</table>

7. Program Team Members

Mr. Kwok Wai Keung (Team Leader)
Miss Tam Mei Ling
Miss Choi Suk Yan
Miss She Ngan Suen
Mr. Wong Yat Kwong
1. Purpose

1.1 To promote students’ competence in the four basic skills of reading, writing, speaking and listening.

1.2 To develop a positive attitude and an interest in learning English as a useful language for study, work and social purposes.

1.3 To help students appreciate the cultural and aesthetic aspects of the language.

1.4 To equip students with independent learning skills and build confidence in language learning through raising students’ language awareness and facilitating the accomplishment of different language targets.

2. Review of Present State

2.1 Strengths

2.1.1 With the completion of the Refined English Enhancement projects, more tailor-made resources are available for teaching and learning.

2.1.2 The majority of the students have good abilities and are keen on learning.

2.1.3 Our English teachers are well-qualified and experienced, with seventy percent holding master’s degrees and almost half having more than twenty years’ experience. All the members are enthusiastic and fully dedicated to the profession.

2.2 Weaknesses and Limitations

2.2.1 With the large range of activities and the multi-media culture, students spend less time on homework assignments and reading.

2.2.2 Students do not have enough exposure to English outside the classroom.

2.2.3 There is a high demand on teachers in terms of time and strategies to address the issue of learner diversity.

3. Objectives of Issues to be Addressed

This programme plan aims:

3.1 to prepare the new Form One students for learning through English;

3.2 to provide more opportunities for students to use English and to develop their language skills outside the classroom;

3.3 to broaden students' range of aesthetic experiences as part of the ‘Other Learning Experiences’;

3.4 to enhance reading and vocabulary learning;
3.5 to organize programmes to address learner diversity;
3.6 to review and implement the NSS Curriculum;
3.7 to provide more individual attention and feedback for students;
3.8 to address the major concerns of the school;
3.9 to deliver the school-based curriculum development projects committed in the Refined English Enhancement Scheme for 2013-2014;
3.10 to improve students’ learning approaches so as to achieve effective and pleasurable learning; and
3.11 to prepare for the Open Day activities.

4. Implementation Plan

4.1 to prepare the new Form One students for learning through English
   4.1.1 to organize a summer English Programme for new Form One students
   4.1.2 to update the Bridging Programme materials

4.2 to provide an environment for students to learn and use the language
   4.2.1 Open competitions
   4.2.2 Newspaper and magazine subscriptions
   4.2.3 Lunchtime activities in the English Room
   4.2.4 English Week
   4.2.5 Language courses
   4.2.6 Oral Practices
   4.2.6 Sing Yin Radio

4.3 to help students appreciate language arts
   4.3.1 to arrange a poetry writing programme
   4.3.2 to take part in the Hong Kong Schools Speech Festival
   4.3.3 to arrange a drama appreciation activity and pre and post drama workshops
   4.3.4 to arrange drama workshops and performances

4.4 to enhance reading and vocabulary learning
   4.4.1 to subscribe to on-line programmes
   4.4.2 to promote reading by arranging book sharing during morning assemblies
   4.4.3 to provide additional exercises and to allocate at least 5% of the subject total to vocabulary items in tests and examinations in F.1-3
   4.4.4 to promote vocabulary learning strategies in F.4
   4.4.5 to develop teaching/learning materials for the Literature component for F.1 and 2 students and the tryout programme at F.3 level
4.5 to organize programmes to address learner diversity

4.5.1 to carry out Challenge Programmes
4.5.2 to carry out the Peer Models Scheme
4.5.3 to carry out remedial work for weak students

4.6 to review and implement the NSS Curriculum

4.6.1 to review the SBA arrangements
4.6.2 to review the arrangements for the elective modules

4.7 to provide more individual attention and feedback for students

4.7.1 to conduct small group oral conferences in ERS lessons and provide feedback on an individual basis
4.7.2 to adopt co-teaching in F.6 Speaking lessons and provide feedback on students’ performance in speaking tasks on an individual basis

4.8 to set tasks on promoting students’ discipline and self-control and awareness of life planning.

4.9 to co-ordinate the delivery of materials for the projects committed.

4.10 to improve students’ learning approaches

4.10.1 to employ teaching strategies or set learning tasks that would effectively help students acquire deep and achieving learning approaches
4.10.2 to raise students’ awareness of the three different approaches in learning in the Student Learning Survey and encourage them to explore topics of interest and resources for extension.

4.11 to arrange displays and performances on 30th June and 1st July, 2015

5. Evaluation

5.1 Feedback will be collected from the teachers and students.

5.2 The performance of the students, participation rate and frequency of participation will be reviewed and feedback from the teachers and students will be collected.

5.3 5.3.1 Evaluation from the teachers and students will be collected.
5.3.2 Student participation rate and achievements will be taken into consideration.
5.3.3 An on-line survey will be conducted to collect students’ comments.
5.3.4 Feedback from the instructor, core members and audience will be collected.
5.4 Progress reports will be monitored throughout the year.
   5.4.2 Feedback from the teachers and students will be collected.
   5.4.3 Feedback from the markers will be collected.
   5.4.4 Feedback from the teachers will be collected.
   5.4.5 Feedback from the teachers and students will be collected. Evaluation will be made on the design of the lessons, materials, assignments and assessments.

5.5 Students’ performance will be monitored and the teachers’ feedback will be collected.

5.6 Evaluation meetings will be conducted to collect teachers’ feedback and share experiences.

5.7 Feedback will be collected from the teachers, the teaching assistant and students.

5.8 Feedback from the teachers will be collected.

5.9 Comments from the teachers will be collected.

5.10 Teachers will be invited to reflect on, report and share teaching strategies and learning tasks they have used during the term to inspire effective and pleasurable learning.

5.11 Teachers’ feedback will be collected and shared during the end-of-term Department meeting in July.

6. Budget

<table>
<thead>
<tr>
<th>6.1</th>
<th>Extensive Reading Scheme (For purchasing books and DVDs only)</th>
<th>$13,000.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>On-line self-access learning programmes for F.1, F.2 and F.4</td>
<td>$27,000.00</td>
</tr>
<tr>
<td>6.3</td>
<td>Drama workshops and performances</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>6.4</td>
<td>Speech Festival (entry fees and coach fees)</td>
<td>$13,800.00</td>
</tr>
<tr>
<td>6.5</td>
<td>Activities and competitions (materials, prizes, transportation, etc.)</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>6.6</td>
<td>Copies and duplications (teaching and learning, competitions and activities, examinations and tests, etc)</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>6.7</td>
<td>HKDSE Examination Report and Question Papers 2014 (55 copies)</td>
<td>$4,300.00</td>
</tr>
<tr>
<td>6.8</td>
<td>ELT materials (for teachers’ reference)</td>
<td>$1,900.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$100,000.00</td>
</tr>
</tbody>
</table>
## Programme Team (2014-2015)

<table>
<thead>
<tr>
<th>Post</th>
<th>Job Description</th>
<th>Teacher I/C</th>
</tr>
</thead>
</table>
| Department Heads      | - Initiate programmes and delegate duties  
- Design curriculum & plan activities  
- Supervise test and examination papers and ensure standards  
- Perform administrative duties and keep records  
- Promote staff development  
- Monitor expenditure, teaching resources & equipment | SN & YW                   |
| Form Coordinators     | - Prepare Scheme of Work  
- Prepare agenda and write minutes for Form meetings  
- Coordinate topics for tests and examinations  
- Arrange homework for long holidays  
- Arrange Form Activities (F.4-6)  
- Prepare Oral materials for tests and examinations (F.1-3)  
- Set and mark CP tests  
- Collect ERS book report competition entries | F.1 LY F.2 MB F.3 HF F.4 CS F.5 WY F.6 SN |
| SBA Co-ordinators     | - Co-ordinate SBA in F.6  
- Co-ordinate SBA in F.5  
- Co-ordinate SBA in F.4 | LA  
JC  
YC |
| I/C English Clubs     | - Advise and help Club Committee members plan and conduct English activities. | Junior  
Senior  
I/C: LY  
I/C: WY |
| I/C Speech Festival   | - Co-ordinate application, training & follow-up procedures: Collect original copies, photocopy relevant pieces, brief teachers, trainer & students about details, set training timetable, complete forms, issue letters to parents, see to details about students going for competitions, keep records, etc.  
- Train students for the competition | NM  
MB Sub. T & trainer |
| I/C English Week      | - Plan and co-ordinate activities (4th May - 8th May) | WY & LY                   |
| I/C English Room      | - Meet with students regularly during lunch time  
- Organise activities for students coming to the English Room | MB & YC                   |
<p>| I/C Sing Yin Radio    | - Co-ordinate the broadcast of English programmes | MB &amp; LA                   |
| LAC Committee         | - Liaise with other departments to implement the EMI Policy | SN, YW &amp; MB               |</p>
<table>
<thead>
<tr>
<th>IT Co-ordinators</th>
<th>Provide information on the use of IT in teaching and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/C F.1 Streaming Test</td>
<td>Invigilate the test &amp; mark the scripts</td>
</tr>
<tr>
<td>I/C F.1 Interview Day</td>
<td>Invigilate the test &amp; mark the scripts</td>
</tr>
<tr>
<td>I/C Summer English Programme</td>
<td>Organise the Summer English Programme for new Form One students</td>
</tr>
<tr>
<td>I/C Poetry Writing Programme</td>
<td>Organise workshops for students and collect students’ works</td>
</tr>
<tr>
<td>I/C F.1 Remedial Work</td>
<td>Plan and conduct remedial work for low achievers</td>
</tr>
<tr>
<td>I/C F2-6 Remedial Work</td>
<td>Plan and conduct remedial work for low achievers</td>
</tr>
<tr>
<td>I/C Newspaper Subscription</td>
<td>Co-ordinate subscription to newspapers</td>
</tr>
<tr>
<td>I/C Magazine subscription</td>
<td>Co-ordinate subscription to magazines</td>
</tr>
<tr>
<td>I/C Open Competitions</td>
<td>Disseminate information and coordinate collection and submission of entries</td>
</tr>
<tr>
<td>F.1 Orientation Day</td>
<td>Introduce to parents &amp; students the school EMI policy</td>
</tr>
<tr>
<td>F.1 Info Day</td>
<td>Introduce to parents &amp; students the school EMI policy</td>
</tr>
<tr>
<td>Proofreader</td>
<td>Proofread documents and students’ essays for exhibitions, publication, etc.</td>
</tr>
<tr>
<td>I/C BCA for F.3 students</td>
<td>Co-ordinate Territory-wide System Assessment for F.3 students</td>
</tr>
<tr>
<td>I/C Admission Test</td>
<td>Set and mark the test for transfer students</td>
</tr>
<tr>
<td>I/C LED Display</td>
<td>Submit contents for display</td>
</tr>
<tr>
<td>I/C English Writing Resource Bank</td>
<td>Good work from examinations and ERS Book Report Competition winning entries will be filed and placed in the ERB (5.5) in the Annex Staffroom.</td>
</tr>
<tr>
<td>I/C English Department Website</td>
<td>Co-ordinate the uploading of information</td>
</tr>
<tr>
<td>I/C Open Days</td>
<td>Make arrangements for the Open Days</td>
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</table>

SN & YW

YW, HF, NM, CS (July, 2015)

SN, YW, HT, LA, LY, WY

YW & YC

YW, YC

SN, YW, HT, LA, LY, WY

CL

CL, MB

MB

YW

YW

LY

MB, SN, YW & TA

SN & YW

HT & TA

SN & YW

Form Co-ordinators

48
Subject teachers (2014-15)

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td>HT</td>
<td>YW</td>
<td>CJ</td>
<td>LY</td>
<td>LY</td>
</tr>
<tr>
<td>Form 2</td>
<td>MB</td>
<td>HT</td>
<td>CS</td>
<td>NM*</td>
<td>NM</td>
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<tr>
<td>Form 3</td>
<td>HT*</td>
<td>LY</td>
<td>CS*</td>
<td>CJ</td>
<td>HF</td>
</tr>
<tr>
<td>Form 4</td>
<td>CL</td>
<td>HF*</td>
<td>CS</td>
<td>YW</td>
<td>YC</td>
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<tr>
<td>Form 5</td>
<td>CJ</td>
<td>WY*</td>
<td>SN</td>
<td>HF</td>
<td>CL</td>
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<tr>
<td>Form 6</td>
<td>WY</td>
<td>LA</td>
<td>YC*</td>
<td>SN</td>
<td>YW*</td>
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</tbody>
</table>

F1-2:10  F3:9  F4-6 AB:9  F4-5 CDE:8  F6CDE:9
1. **Purposes**

1.1 To develop students’ awareness and understanding of the surrounding especially on the contemporary issues.
1.2 To stimulate students’ interest in the study of geography.
1.3 To enable students to understand the various concepts in geography.
1.4 To develop the general and specific skills appropriate to the discipline of geography which are useful in society and helpful in their further studies.

2. **Review of the Present State**

2.1 **Strengths**

2.1.1 All teachers are co-operative and willing to share experience and new ideas on teaching. They show keen interest in attending various courses, workshops and seminars related to the discipline of geography.

2.1.2 Most students show interest in the nature and the environment surrounding them. They have the basic knowledge on Hong Kong geography through their past learning and their awareness on current affairs.

2.2 **Weaknesses**

2.2.1 Some students are examination-oriented. They like to be spoon-fed, recite materials given by teachers and lack creativity. They are unable to make generalization from facts. They are too dependent on teachers and are weak in designing their own plans of study and self-learning.

2.2.2 Most students are passive in learning and generally lack common sense.

2.2.3 Some students are less attentive in lessons and they lack learning motivation.

2.2.4 Students are very interested in playing computer games at home. Hence, the participation rate of field trips / talks held on weekends / after school on a voluntary basis is rather low.

3. **Objectives of Issues to be addressed**

3.1 To promote the study of geography through active learning.

3.2 To maintain good results in the public examination.

3.3 To implement the NSS and the new F.1-3 curricula.

3.4 To arouse the interest in the study of geography.

3.5 To address the School’s major concerns – to implement careers and life planning education, to reinforce students’ discipline and promote self-control, and to sustain teachers’ ongoing professional development.

3.6 To continue to promote the effective Deep and/or Achieving Approach in student learning.
4. **Implementation Plan**

4.1 **Promote the study of geography through active learning:**

4.1.1 Fieldtrips, visits or projects will be organized for all levels.

4.1.1.1 **Form One** – A simple field work on land use around the school campus and a visit to an organic farm in Yuen Long will be organized. An orienteering activity will also be organized jointly with the Orienteering Club.

4.1.1.2 **Form Two** – A visit to the sewage treatment works will be organized.

4.1.1.3 **Form Three** – A field trip on manufacturing industry or marine ecosystem will be organized.

4.1.1.4 **NSS level** – Field trips to Ma Shi Chau and/or Luk Keng will be organized for F.4 students. A 2-day field camp at Caritas Chan Chun Ha Field Studies Centre and a field trip on urban renewal in the inner city will be organized for F.5 students. A visit to the Jockey Club Museum of Climate Change will also be organized for F.5 and F.6 students.

4.1.1.5 **Senior form** Geography students will be asked to attend seminars provided by different universities and organizations.

4.1.1.6 An overseas study tour to South Korea or Singapore will be jointly organized with History Department for F.5 students.

4.1.2 Students will be encouraged to participate in various inter-school or public competitions related to the discipline of geography e.g. HK Geography Olympiad.

4.1.3 Group discussions and role-plays in class followed by presentations.

4.2 **Maintain good results in the public examination:**

4.2.1 More frequent quizzes will be given in order to raise the students' academic standards.

4.2.2 Students of senior forms will do more written work e.g. doing past papers and essay writings.

4.2.3 Extra lessons will be given to students of senior forms during holidays or after school occasionally. Lessons will be used for doing map work, exercises or informal tests and students can obtain immediate feedback from teachers.

4.2.4 Question papers of tests and examinations for the past three years will be uploaded to the school intranet so that students can do them at their own pace.

4.3 **Implement the NSS and the new F.1-3 curricula:**

4.3.1 Teachers will share the teaching experience of the NSS and the new F.1-3 curricula and discuss about any changes to make a better implementation of both curricula.

4.3.2 Teachers will attend seminars or workshops related to the NSS curriculum.

4.3.3 Buy library books and teacher references on related topics of the NSS and the new F.1-3 curricula.
4.3.4 Buy DVDs and teaching resources on related topics of the NSS and the new F.1-3 curricula.

4.4 Arouse interest in the study of geography:
4.4.1 Newspaper cutting exercise on current issues will be carried out in all forms.
   4.4.1.1 Form One- one issue per month (no summary needed in the first term; summary of 50 words in the second term)
   4.4.1.2 Form Two- one issue per month (summary of 70 words)
   4.4.1.3 Form Three- one issue per month (summary and comments of 150 words)
   4.4.1.4 NSS level- one issue per month (summary and comments of more than 150 words which must include the causes and solutions related to the issues).
   - At the end of each month, some students of each class (mainly F.3-5) may be randomly selected to give an oral presentation during the lessons.
4.4.2 A talk on Flood Prevention and Sewage Treatment by the Drainage Services Department will be organized for F.4 to F.6 Geography students.
4.4.3 Film shows and field trips will also be organized by the Geography Club.

4.5 Address the School’s major concerns:
4.5.1 Old boys working in the fields related to the study of geography will be invited to give talks for Geography students.
4.5.2 Students’ discipline and self-control will be emphasized during class discussions and outdoor activities such as field trips.
4.5.3 Teachers are encouraged to attend seminars and workshops for ongoing professional development.

4.6 Continue to promote the effective Deep and/or Achieving Approach in student learning:
4.6.1 Group discussions, debates and role-plays will be held in class. Teachers will guide students to have logical and critical thinking on different current issues.
4.6.2 Teachers will ask students to organize what they have learnt in lessons to draw concept maps and to write their own notes.
4.6.3 Students are required to do newspaper cutting exercises. This not only helps to develop their habit of reading newspapers, but also helps to enhance their concern and understanding of current issues.
4.6.4 Field trips, visits and talks will be organized for students of different forms to arouse their interest in learning geography. Through field studies, students can also be given opportunities to demonstrate the ability to ask geographical questions in the field, to identify spatial patterns through field observation, to locate and collect first-hand data.
4.6.5 Students are encouraged to take part in different competitions related to the discipline of geography.
5. **Evaluation**
Teachers assess students’ assignments (including worksheets, workbook exercises, map work, data-based questions, essays, projects, fieldtrip reports, newspaper cutting exercises), tests and examinations.

6. **Budget**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subsidy on transportation fee for fieldwork or visit</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>2. Maps and photos</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>3. Equipment and teaching aids</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>4. Photocopy and duplication fee</td>
<td>$1,500.00</td>
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<td>5. Miscellaneous</td>
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<td><strong>Total</strong></td>
<td><strong>$30,500.00</strong></td>
</tr>
</tbody>
</table>

7. **Programme Team**
Miss Lok Yuen Kwan (Team Leader)
Miss Liu Pui Ying
Mr. Li Chung Man
1. Aims and Objectives

1.1 to stimulate interest in, and enthusiasm for, the study of history;
1.2 to promote the acquisition of knowledge and understanding of human activity in the past, relating it, when appropriate, with the present;
1.3 to help students acquire knowledge so that they can demonstrate their understanding of the major development of our world civilization;
1.4 to enable students to master a range of skills so that they can handle historical evidence and make deductions and inferences from them independently. These skills include vocabulary, sequencing, comprehension, analysis, synthesis and evaluation.
1.5 to help students acquire the following values and attitudes:
   1.5.1 to respect the culture and heritage of other communities;
   1.5.2 to develop a spirit of impartiality and empathic understanding to historical and current issues;
   1.5.3 to develop a sense of national identity and to become responsible citizens.

2. Review of Present State

2.1 Strengths
   2.1.1 All our students are band one who possess the ability to achieve higher academic standards. Some even show profound interest on particular topics in history.
   2.1.2 Teachers are very co-operative and helpful. We have many opportunities to share our teaching experience after school hours.
   2.1.3 The panel is relatively small. It allows better communication and it is easier to reach unanimous agreement.
   2.1.4 Adequate fund is allocated by the school authority to buy all the necessary teaching aids and resources for our panel.

2.2 Weaknesses
   2.2.1 Although our students are of good academic ability, they do not have high English standard. To some of them, learning history in English is a difficult task.
   2.2.2 It seems that most of the boys prefer science than arts. They do not have great interest in learning history.
   2.2.3 Most students only regard history as an academic subject which they need to pass in their examination. They never bother to go further to appreciate the true value of history learning.
   2.2.4 Most students have the misconception that history learning is a process of memorizing all the facts and reproducing them during the exam, they fail to realize the importance of evaluation and analysis in learning the subject.
   2.2.5 The problem of diverse ability is getting more serious.
3. Major Issues to be Addressed

3.1 to address the major concerns of the year:
   3.1.1 to implement careers and life planning education;
   3.1.2 to reinforce students’ discipline and promote self-control;
   3.1.3 to sustain teachers’ on-going professional development;
3.2 to enhance students’ interest in history learning and encourage them to choose history as one of their electives in the upper forms;
3.3 to improve the exam skills of students and the exam results;
3.4 to prepare for the ESR

4. Implementation Plan

4.1 To improve the English ability in learning history (all members)
   Vocabulary and useful phrases in understanding the historical events and in answering questions will be emphasized; dictation and quizzes will be conducted to enhance students’ awareness on the importance of strengthening English ability in learning history.

4.2 Revision of worksheets (F.1 – F.3) (all members)
   Worksheets are revised and newly designed to supplement the textbooks and workbooks to promote high-order thinking such as comparison, issue enquiry and value formation, to arouse students’ interest, to offer additional knowledge, and to adjust the scope and skills in line with the requirements of the DSE. New set of worksheets is implemented in F.1 this year. Materials of F.1 will be reviewed in the coming academic year.

4.3 Remedial lessons (F.6 & F.5) (NC & LE)
   Remedial lessons and extra exercises will be offered for the weaker students of F.6 from October and F.5 from April. For F.6 students, a few special sessions for advanced argumentation and structuring will be held for the more able students, while some sessions for basic elaborative skills and the use of key words/ phrases will be held for the less able ones.

4.4 History project (F.1 – F.3) (all members)
   The themes of the projects from F.1 to F.3 are ‘international conflict and cooperation’ and ‘progress of human civilizations,’ focused on the sustainability of the mankind in history such as the conservation of the natural environment, appropriate development of technology, and upholding of essential values. The major concerns of the year, especially life planning and self-control, can be attained through in-depth studies in conflicts, attempts to make peace, efforts in international cooperation, and major achievements in human civilization within their history course. Like previous years, they will be asked to present their results in various forms such as postcard, drawing, and letter-writing.

4.5 Mini-research (SBA of F.4-F.6) (LE & NC)
   F.5 students, after confirming their topics in F.4, will continue to work on their research, i.e., reading deeply on the topics chosen, gathering and analyzing sources, and writing up. They are encouraged to consult more reference books to verify their materials instead of just acquiring information from the internet.
Progress will be duly checked. 
Like previous years, F.4 students will be asked to read extensively and select their topics of interest for the mini-research. Their ideas of various topics will be discussed with and moderated by teachers. Initial findings on the topics will be presented in a study outline.

4.6 Study Tour, Fieldtrips & Museum Visits (all members) 
Similar to previous years, different types of outings will be organized for students, such as WWII military structures at Wong Nai Chung and Sai Wan, the Central and Western Heritage Trail, the Lung Yeuk Tau Heritage Trail, the Colonial Cemetery at Happy Valley, and the Hong Kong Museum of History, and study tours outside Hong Kong at Suzhou and Hangzhou, Taiwan, Macau, and Guangzhou. The tentative study tour overseas will be organized jointly by the History, Chinese History and Geography Departments. The proposed destinations are Singapore or South Korea.

4.7 Proposed Extra-curricular Activities

<table>
<thead>
<tr>
<th>Proposed Date</th>
<th>Activity</th>
<th>Teachers Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct/Nov 2014</td>
<td>Half-day fieldtrips for F.5 history students: Visit to Museum or Heritage Sites in Hong Kong</td>
<td>LE</td>
</tr>
<tr>
<td>Nov 2014</td>
<td>Visit to the Hong Kong Museum of History for all F.1 students</td>
<td>FY, NC, SY</td>
</tr>
<tr>
<td>Apr 2015</td>
<td>Tentative Study Tour: Visit to Historical sites outside Hong Kong, e.g. Singapore, South Korea</td>
<td>LE, NC</td>
</tr>
<tr>
<td>Apr/May 2015</td>
<td>Fieldtrip for F.4 history students and other interested students: Visit to Museum or Heritage Sites in Hong Kong</td>
<td>LE</td>
</tr>
<tr>
<td>Apr/May 2015</td>
<td>Fieldtrip for all interested students: Visit to Museum or Heritage Sites in Hong Kong</td>
<td>LE, YC</td>
</tr>
<tr>
<td>Apr/May 2015</td>
<td>Session on Political Cartoons for F.5 history students</td>
<td>NC</td>
</tr>
</tbody>
</table>

4.8 Teachers’ professional development (all members)
Workshops, sharing sessions and evaluation sessions, focusing on student learning, teaching strategy, curriculum development, and assessment methods, were on-going. Peer lesson preparation and observation, design and sharing of teaching aids, as well as workshops on curriculum highlights and assessment strategy will be further strengthened.

5. Method of Evaluation

5.1 Teachers concerned are expected to report the progress of the suggested activities in the 2nd and 3rd history panel meetings which will be held in Jan/ Feb and July 2015 respectively.
5.2 Evaluate students’ performance in both internal and external examinations
5.3 Evaluate students’ performance through book inspection and lesson observation
5.4 Evaluate students’ learning effectiveness in the new worksheets in F.1 and F.3
5.5 Evaluate students’ learning effectiveness in the visits/fieldtrips/study tour

5.6 Evaluate students’ learning effectiveness in projects (junior forms) and SBA (senior forms)

6. Budget

<table>
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<tr>
<td>Coach fare for visits / excursion / Pre-trip</td>
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<tr>
<td>Prizes for projects</td>
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<tr>
<td>Teaching aids: videos, reference books, etc</td>
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<tr>
<td><strong>Total</strong></td>
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</tr>
</tbody>
</table>

7. Programme Team

Miss Choi Suk Yan
Mr Lee Cheuk Wai
Mr Ng Chak Nam
Miss Wong Fung Yee
Mr Yeung Chiu Yung
INTEGRATED SCIENCE DEPARTMENT
PROGRAMME PLAN 2014-2015

1. Objectives
   1.1 To develop students basic knowledge, concept and skills in science
   1.2 To develop students’ ability to inquire and solve problems
   1.3 To develop students’ curiosity and interest in science and technology
   1.4 To appreciate and understand
       1.4.1 the evolutionary nature of scientific knowledge
       1.4.2 the usefulness and limitations of science
   1.5 To recognize the interactions between science, technology and society, so as to
       1.5.1 develop an attitude of responsible citizenship, including respect for the
           environment and commitment to the wise use of resources.
       1.5.2 develop and reinforce values and attitudes through the study of science

2. Review of present state
   **Strength**
   2.1 Most students are interested in science.
   2.2 There are many young and energetic teachers in the department. They are devoted to the teaching.
   2.3 There are a lot of IT tools and supports such as iPads, eBooks, presentation files and movie clips for students to learn. We also have a platform (eClass) for students’ self-learning.
   2.4 Most students are obedient and have self-control. They learn well in the lesson. They follow instructions well in the laboratory. Therefore, they can learn better through experiments and laboratory accidents are minimized.

   **Changes and needs**
   2.5 Some students are weak in English.
   2.6 There is a lack of good reference books for IS in Hong Kong.
   2.7 Teachers have to develop new teaching strategies to cope with students’ diversity.
   2.8 There will be 4 periods in each cycle for F.3 and F.1. The scope of syllabuses has to be reduced owing to the time constraint.

3. Objectives of Issues to be addressed
   3.1 To arouse students’ interests in learning science and in doing experiments
   3.2 To interface junior secondary science curriculum with NSS science curriculum
   3.3 To cater for learners’ diversity
   3.4 To enhance teaching and learning through teachers’ sharing
   3.5 To foster deep and achieving approaches to learning
   3.6 To promote students’ investigation skills
   3.7 To enhance students’ scientific communication skills
   3.8 To implement the school major concerns
       3.8.1 To implement careers and life planning education
       3.8.2 To reinforce students' discipline and promote self-control
       3.8.3 To sustain teachers' ongoing professional development
4. Implementation plan
   4.1 Seed Project
      4.1.1 To arouse students' interests and promote investigation skills by letting
              them design and analyse their own experiment. It also enhances scientific
              communication skills and prepare them for NSS science curriculum by
              guiding them how to write a scientific report. The project also foster deep
              and achieving learning.
      4.1.2 4 worksheets and 2 projects will be included in each form
      4.1.3 The worksheets equip students with the knowledge, techniques and
              languages needed for the investigation tasks. For example, how to design
              a control experiment, how to write the procedure and how to analyse the
              results.
      4.1.4 The projects include one DIY project (e.g. making a simple motor) and
              one Investigation project (e.g. investigate the factors affecting the ice
              melting speed)

   4.2 Data Presentation and Analysis Skills
      4.2.1 To enhance students investigation skills and scientific communications
              skills. It interfaces the NSS science curriculum which requires students to
              write laboratory reports using these skills.
      4.2.2 Lectures and worksheets will be given to teach students how to present
              and analyse data correctly and precisely. The worksheet will be organized
              according to their level in F.1 to F3 in a spiral learning mode.
      4.2.3 This is a part of the seed project which are prerequisite skills for report
              writing.

   4.3 Reading Programme
      4.3.1 To arouse students' interests and improve their comprehension skill.
      4.3.2 Some reading exercises of interesting science or daily issues will be
              prepared for students.

   4.4 Science Week
      4.4.1 To arouse students' interests in science.
      4.4.2 The science week will be held after the first term test. There are lunch
              games, experiments, book exhibition, video shows etc. All students in the
              school can participate.

   4.5 School Tour, Visit and Mobile Laboratory
      4.5.1 To arouse students' interests in science.
      4.5.2 All F.1 students will join a school tour to learn the functions and working
              principles of Sing Yin's environmental facilities when F.1 students learn
              the topic ‘energy’ (Term 2). The tour will focus on a few facilities and
              teachers will briefly explain how they work during lesson.
      4.5.3 All F.2 students will visit the Science Museum.
      4.5.4 Some F.3 students will visit the Mobile Laboratory to do some biology
              experiments such as extracting DNA.

   4.6 Advanced Science Topics
      4.6.1 To arouse students' interests, broaden their horizons and plan their career.
4.6.2 Some advanced science topics and recent findings such as nanotechnology, DNA, energy conversion in roller-coaster, nuclear energy, atomic structure, Newton’s Laws of mechanics, calculations in basic electricity, radiation, electromagnetic waves, illusion, LASIK and endangered species will be added into the syllabuses.

4.6.3 The career as scientists and researchers will also be introduced.

4.7 New F.3 Syllabus

4.7.1 To interface NSS science curriculum.

4.7.2 The topics for F.3 will be modified and tailor-made to balance the requirement for NSS Arts and Science students, including broader scientific issues for future Arts students, and deeper scientific issues for future Science students.

4.7.3 Atomic structure and the concept of molecule will be incorporated to prepare for NSS Chemistry and Biology; Heat and kinetic model will be taught for NSS Physics.

4.8 Scaffolding Exercise

4.8.1 To enhance teaching and learning and scientific communication skills

4.8.2 Scaffolding exercise will be given to students to enhance their scientific Communication skills. It will include writing procedures, doing comparisons, scientific explanations and will be part of the seed project.

4.9 IJSO Training

4.9.1 To cater for learning diversity.

4.9.2 Some F.2 students will be selected for the International Junior Science Olympiad (IJSO) training to prepare for the Hong Kong Screening Test (September 2015). All senior science departments will support this programme and teachers will help to train students for the competition.

4.9.3 If some students are selected by the HKAGE as Hong Kong representatives, teachers will give more guidance and assistance to them.

4.10 Remedial Programme

4.10.1 To cater for learning diversity.

4.10.2 Remedial classes will be organized in a systemic way to help weaker students. Teachers will take turns to teach the students who failed in the tests or examinations after school.

4.10.3 Teachers will give a re-test and lecture in the first session, and help the weaker students prepare for the coming test or examination.

4.11 Test and Examination Evaluation

4.11.1 Enhance teaching and learning.

4.11.2 The marker(s) of the test/examination papers will write a brief report on the students’ performance, showing the strengths and weaknesses of the students. Some common mistakes and misconceptions will also be included.

4.11.3 The reports will be included in the Sing Yin Past Paper Bank for students to reference to and for teachers to prepare for future lessons.

4.11.4 The reports will be discussed and shared within the department meeting.
4.12 Teachers' Sharing
   4.12.1 To enhance teaching and learning
   4.12.2 Teachers are encouraged to share teaching tips, teaching materials and common misconceptions in the department public server and on OneNote. Teachers are encouraged to read and use them.
   4.12.3 Teachers are encouraged to ask other science teachers for advice to learn how to teach better in particular topics.

4.13 Deep and Achieving Learning
   4.13.1 Deep and achieving learning approaches will be used to teach students. These include
   4.13.2 start the lecture by requesting the students to tell the teachers about last week’s lecture and its application in their lives and test their comprehension of the lesson,
   4.13.3 conclude the lecture by allowing the students to self-test themselves on whether they have mastered the learning outcomes,
   4.13.4 plan activities that will require students to actively engage rather than passively receive such as role playing,
   4.13.5 discuss various aspects of a problem in pairs.

5. Evaluation
   5.1.1 Observe students' motivation to learn science during lessons and during experiments.
   5.1.2 Check the participation rate in science weeks.
   5.1.3 Check the workbook and test/examination answers of students for teaching and learning and students' scientific communication skills.
   5.1.4 Read the seed project report, especially on how they design the experiment and present and analyse the results. Observe their group presentation of the project.
   5.1.5 Analyze the results of students with IJSO training and those after remedial lessons.
   5.1.6 Analyze students' performance on questions with experiment and data, and those require problem solving.
   5.1.7 Check the frequency of teachers’ sharing during meetings and on OneNote.
   5.1.8 Observe the discipline of students during lessons, especially in the laboratory.
   5.1.9 Discussion with students the career path related to science and technology.

6. Time schedule

<table>
<thead>
<tr>
<th>Implementation Plan</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seed project</td>
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</tr>
<tr>
<td>Data analysis and presentation skills</td>
<td>whole school year</td>
</tr>
<tr>
<td>Reading programme</td>
<td>whole school year</td>
</tr>
<tr>
<td>Science week</td>
<td>11/2014-12/2014</td>
</tr>
<tr>
<td>School tour, visit and mobile laboratory</td>
<td>12/2014-3/2015</td>
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<tr>
<td>Advanced science topics</td>
<td>whole school year</td>
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<tr>
<td>New F.3 Syllabus</td>
<td>whole school year</td>
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<tr>
<td>Scaffolding exercise</td>
<td>whole school year</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>IJSO training</td>
<td>11/2014-9/2015</td>
</tr>
<tr>
<td>Remedial programme</td>
<td>11/2014-6/2015</td>
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<tr>
<td>Test and examination evaluation</td>
<td>whole school year</td>
</tr>
<tr>
<td>Teachers' sharing</td>
<td>whole school year</td>
</tr>
<tr>
<td>Deep and achieving learning</td>
<td>whole school year</td>
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</tbody>
</table>

7. Budget

<table>
<thead>
<tr>
<th></th>
<th>Expenditure</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers’ Reference Books</td>
</tr>
<tr>
<td>2</td>
<td>Laboratory Equipment</td>
</tr>
<tr>
<td></td>
<td>2.1 Chemicals</td>
</tr>
<tr>
<td></td>
<td>2.2 Glassware</td>
</tr>
<tr>
<td></td>
<td>2.3 Equipment</td>
</tr>
<tr>
<td></td>
<td>2.4 Consumable materials</td>
</tr>
<tr>
<td>3</td>
<td>Photocopy of exercises/notes</td>
</tr>
<tr>
<td></td>
<td>Total expenditure:</td>
</tr>
</tbody>
</table>

8. Department Members
Mr. Lam Hei Tat (Department Head)
Mr. Cheung Hoi Cheung
Mr. Cheung Shi
Mr. Chung Tat Chi
Mr. Kwong Wai Shing
Mr. Yu Cheuk Fun
Miss Yuen Sze Nga
Mr. Yung Lit Hung
通識教育科
2014 至 2015 年度工作計劃

1. 本科宗旨
高中通識教育科旨在幫助學生：
1.1 對不同情境中（例如文化、社會、經濟、政治及科技）經常出現的當代議題作多角度思考；
1.2 成為獨立思考者，能夠適應個人和社會環境的不斷轉變情況而建構知識；
1.3 培養與終身學習有關的能力，包括批判性思考能力、創造力、解決問題能力、溝通能力和運用資訊科技能力；
1.4 建立正面的價值觀和積極的人生態度，使他們成為對社會、國家和世界有認識和負責任的公民。

2. 目前概況
2.1 強項
2.1.1 中五及中六各班由兩位老師負責任教，使學生在課堂中獲得更多照顧，有利於開展課堂討論。
2.1.2 本科以中文為教學語言，這有利於學生的學習。
2.1.3 本校為中三學生開展了專題研習課，為學生提供了基本技巧訓練，以進行「獨立專題探究」。另外，中三的學習技巧課程和明辨思考課程，亦為學生的本科學習奠定了基礎。
2.2.4 所有科組老師已經接受本科的專業培訓，對本科的性質和評估模式有一定的掌握。而部份老師更已修讀了通識教育科相關的教育文憑及碩士課程。
2.2.5 校外有頗多的教育團體為教師和學生提供有關本科的講座、活動。

2.2 弱項
2.2.1 部份學生過於被動，課堂討論未見投入；同時學生的自學能力不足，過於依賴老師。
2.2.2 部份學生較少留意時事，亦甚少有閱報習慣。
2.2.3 部份學生的中文寫作能力稍遜，影響本科表現。

3. 本年度目標
3.1 推行升學就業及生涯規劃教育
3.2 加強學生紀律及自律能力
3.3 保持老師的持續專業發展
3.4 改進學生的學習方法
3.5 發展教與學資源

4. 施行計劃
4.1 推行升學就業及生涯規劃教育
4.1.1 透過「個人成長與人際關係」單元中，科任老師可透過合適的議題討論，引導學生認識自我及訂立短期及長期目標，以幫助他們對自己未來生涯的規劃。
4.2 加強學生紀律及自律能力

4.2.1 科任老師在教學中通過合適的議題討論，令學生理解自己的權利和責任，以加強學生的服從性及自律能力。例如：在單元一(個人成長與人際關係)，通過探討網絡欺凌的議題討論，幫助學生了解自己作為年青人的權利和責任；在單元二(今日香港)，通過探討香港的公民權責，讓學生理解自己的公民義務及在社會中自律行為的重要性；在單元六(能源科技與環境)，通過探討環境污染及全球暖化議題，鼓勵學生自發節約能源，讓學生理解自己作為世界公民的權責。

4.2.2 科任老師通過利用獨立專題探究的教材套，鼓勵學生根據行事曆規劃自己的工作，分階段完成習作，以培養他們的自律性及自學能力；另外，老師亦會引導學生建立自己探究歷程記錄，妥善保存習作及老師回饋／評估的證據，以培養他們的責任感。

4.3 保持老師的持續專業發展

4.3.1 科組將繼續鼓勵老師出席相關之講座、研討會及培訓課程，並於科組會議中分享所獲的資訊。

4.3.2 科組將繼續鼓勵同儕間的觀課，並鼓勵老師於科組會議及課餘時交流教學經驗。

4.4 改進學生的學習方法

4.4.1 根據《通識教育科：課程及評估指引(中四至中六)》，本科採用「議題探究法」，透過不同的學習活動（如：辯論、角色扮演及分組討論），幫助學生釐清相關概念；老師會引導學生作出明辨思考，深入反思議題內容及不同持份者的觀點，以達致深層學習(deep learning)效果。

4.4.2 科任老師會因應同學的學習階段，利用課堂活動及課業，培養學生的終生學習能力，包括分析文本資料、數據及漫畫；利用分析框架從不同角度（正反、持分者、不同向度）分析議題，從而提高學生的思維能力；另外老師亦會引導學生寫筆記，以培養積極的學習習慣。

4.4.3 學生透過剪報家課，提高對時事議題的認識和關注，另外，課堂匯報亦可提升學生的溝通和表達能力。

4.4.4 獨立專題探究是本科不可或缺的一部分，其設計旨在提供一種自主學習的經歷。通過老師的引導，學生需負起學習的主要責任，並發揮自我管理能力，以進行一個自訂主題的探究研習。在學習過程中，學生需聯繫、整合及應用從三個範圍學習獲得的知識和能力。在本年度中，科任老師將通過利用獨立專題探究的教材套，鼓勵學生分階段完成習作，以培養他們的自學能力，透過對議題和問題的探究性研究，學生將發展高階思考能力和溝通能力，達致深層學習(deep learning)的效果。
4.4.5 為了達致深層學習，老師需幫助學生培養學習的興趣和好奇心。本科將視乎不同年級之課程進度，安排合適活動(如：講座、參觀)，以配合單元學習，將學習融入日常生活中；另外，老師亦可鼓勵學生參加校外專題研習比賽，以提升學生的學習興趣。

4.5 發展教與學資源
4.5.1 本科會繼續購買合適之參考書及多媒體資源，供老師及學生之用；並訂閱合適之報章、雜誌及期刊。
4.5.2 科組老師將繼續搜集各種教學素材，適時更新校本教材庫。

5. 評估
5.1 功課習作：由老師以批改方式進行。
5.2 校本評核：老師批改學生的獨立專題探究「過程」及「課業」習作後，呈分予考評局作全科評核之用。
5.3 校內測驗及考試：老師批改學生測驗及考試，並與往年的成績作比較。
5.4 中學文憑試成績：與往年的成績作比較。

6. 財政預算

<table>
<thead>
<tr>
<th>項目</th>
<th>金額</th>
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<tbody>
<tr>
<td>紙本</td>
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<tr>
<td>多媒體資源</td>
<td>$ 4,500</td>
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<tr>
<td>雜項</td>
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</tr>
<tr>
<td>合共</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

7. 科組成員

顔秉華老師（科主任）
朱嘉祥老師
吳澤楠老師
周幸嫄老師
張興漢神父
梁淑蓮老師
許志權老師
單家輝老師
楊佩墉老師
楊嘉華老師
鄭思愛老師
羅綺雯老師
MATHEMATICS DEPARTMENT
PROGRAMME PLAN 2014-2015

1. Purpose

1.1 This programme is to introduce to the students some basic mathematical concepts, to continue the development of numeracy, and to help the students to acquire and apply the skills.

1.2 It aims at providing more experience with a wide variety of mathematical methods, introducing a general sense of the pattern, nature and power of mathematics both as a tool and as part of our cultural heritage.

1.3 It also aims at training students to think logically, to reason deductively and inductively and providing a basis for further work and studies.

2. Review of Present State

2.1 Strengths

2.1.1 Good student intake.

2.1.2 Most students have good study attitude.

2.1.3 Most students are responsible, independent and helpful.

2.1.4 Students are generally interested in Mathematics.

2.1.5 The study atmosphere in school is good.

2.1.6 Teachers are patient, enthusiastic and hardworking.

2.1.7 Team spirit among Mathematics teachers is high.

2.1.8 The facilities in the new school campus are good and adequate.

2.2 Weaknesses

2.2.1 Students need time to adjust as EMI is used.

2.2.2 Some students cannot master a correct and effective approach in learning Mathematics.

2.2.3 Some students depend too much on their Mathematics teachers.

2.2.4 Diversity of learning abilities of new F.1 students.

3. Objectives of Issue to be Addressed

3.1 Broaden students’ knowledge in Mathematics.

3.2 Improve the problem solving skills and the analytical power of students in Mathematics.

3.3 Raise students’ interest and motivation in learning by using Information Technology.

3.4 Train the leadership and organization power of students.

3.5 Train students to love logical thinking, to accept careful work as important and to accept challenging work.

3.6 Cope with the school major concerns:

3.6.1 To implement careers and life planning education

3.6.2 To reinforce students’ discipline and promote self-control

3.6.3 To sustain teachers’ ongoing professional development
4. **Implementation Plan**

4.1 Organize Mathematics Olympiad for F.1, F.2 and F.3 students.
4.2 Organize Interschool Invitational Mathematics Competition.
4.3 Train students who have keen interest in Mathematics.
4.4 Encourage interested students to participate in interschool Mathematics competitions and other competitions such as interschool project competitions. Students are trained to work independently, logically and creatively.
4.5 Organize Mathematics activities by Mathematics Club.
4.6 Arrange remedial program for new F.1 students in the summer vacation.
4.7 Train new F.1 students with higher ability in the summer vacation.
4.8 Prepare remedial teaching for less able students.
4.9 Keep track of the teaching pace and teaching sequence of F.2 and F.4 students as new sets of textbooks are adopted.
4.10 Promote the proper use of IT devices and raise the effectiveness of teaching and students’ motivation through daily teaching activities such as using mathematical web-site through internet, TV programs and computer software like GeoGebra, Graphmatica and Microsoft Excel to teach topics such as geometry, coordinates geometry, curve sketching, linear programming, statistics and sequence, etc.
4.11 Assign supplementary exercises on basic algebra to F.2 students to consolidate their manipulation skills.
4.12 Choose suitable NSS exercise books for senior form students to prepare for HKDSE.
4.13 Introduce some materials outside the examination syllabus to broaden students’ knowledge.
4.14 Add more materials in the teaching syllabus of the challenge class.
4.15 Evaluate the scheme of work and teaching sequence of NSS Mathematics Curriculum of F.4 to F.6.
4.16 Prepare for the ESR.
4.17 Help the school in the Open Day.
4.18 Discuss the importance of careers and life planning with the students when teaching the topics percentage changes, sequences, etc.
4.19 Reinforce and stress the use of classwork, but not homework which is to be collected and marked, to promote students’ self-control and discipline.
4.20 Encourage the members to attend more seminars and have more sharing on teaching and peer observation in order to sustain teachers’ ongoing professional development.

Note: Senior form students will help run the programs 4.1 to 4.7.

5. **Evaluation**

5.1 Observe the participation of students in Mathematics Olympiad.
5.2 Analyze the result in Hong Kong Mathematics Olympiad.
5.3 Observe the atmosphere in Sing Yin Invitational Mathematical Competition.
5.4 Observe the atmosphere and the participation of students in the training sessions.
5.5 Test the ability of students after training.
5.6 Observe the smoothness of programs organized or assisted by higher form students.
5.7 Observe the classroom atmosphere and students’ participation when Information Technology is used.
5.8 Observe the classroom atmosphere and students’ participation when teaching enrichment materials.
5.9 Discuss among teachers the use of new F.2 and F.4 textbooks.
5.10 Analyze the results of those students having remedial works.
5.11 Observe the classroom atmosphere and performance in tests and examinations to determine whether the manipulation skills of F.2 students are enhanced and the teaching sequence of the NSS curriculum is feasible.
5.12 Check the readiness of all the required documents of ESR and study the session for Mathematics Education in the ESR report.
5.13 Observe the participation of guests in the booth run by the Mathematics Department / Mathematics Club in the Open Days.
5.14 Discuss with students whether the use of Mathematics concepts assists their careers and life planning.
5.15 Check the classwork on a random basis to observe students’ discipline and self-control.
5.16 Check the frequency of members’ sharing, peer observation and participation in seminars and have appropriate follow up to sustain teachers’ ongoing professional development.

6. Budget

6.1 Photocopy and duplication fee $2200
   - essential materials for students such as past examination paper
   - training materials for Interschool Mathematics Competitions
6.2 Prizes of Mathematics Olympiad for F.1, F.2 & F.3 $900
6.3 Interschool Mathematics Competitions $1000
6.4 Reference books $1500
6.5 Teaching Aids $800
Total $6400

7. Programme Team

Mr. Lau Wai Hung (Chairman)
Mr. Chung Tat Chi (Vice-Chairman)
Mr. Sin Ka Fai (Assistant Head (F.4 – F.6))
Mr. Cheung Hoi Cheung
Mr. Cheung Shi
Mr. Ho Sai Ping
Mr. Kwong Ka To
Mr. Kwong Wai Shing
Mr. Lam Hei Tat
Mrs. Lin Wu Suk Han
Mr. Poon Wai Cheong
Mr. Tsang Chi Kin
Mr. Wong Chi Shing
倫理及公民教育科
2014-2015年度工作計劃

1. 目的:
1.1 開拓學生靈性的領域，介紹基督徒的價值觀與信念，以及生命意義。
1.2 讓學生明白人與人之間的合理秩序，道德關係和應當遵守的行為準則。
1.3 使學生認識個人作為公民與家庭、鄰里社會、地區社會、民族國家以至世界的關係，培養積極的態度和價值觀。
1.4 使學生認識本港社會的特色，及了解民主、自由、平等、人權與法治精神的重要，並在生活中實踐出來。
1.5 培養學生慎密的思考的素質及解決問題的技能，使他們能用客觀的態度去分析社會及政治問題，並能作出合理的判斷。
1.6 幫助學生對性有正確全面的認識，從而培育出學生對兩性持尊重的態度。

2. 現況分析
2.1 有利條件
2.1.1 校方支持及信任。
2.1.2 財政充裕。
2.1.3 社會人士普遍認同德育及公民教育的重要性。
2.1.4 很多機構提供不同活動，讓學生參與。
2.2 面對問題
2.2.1 本科乃非學科，學生不太認真。
2.2.2 本科的成果較難量度。
2.2.3 本科需注意頗多突發事件，教學資料常要更新。
2.2.4 不良社會風氣 - 多抱怨、多批評；少欣賞、少感恩。

3. 本年度目標
3.1 配合學校本年度關注目標：「生涯與職業策劃」。
3.2 配合學校本年度關注目標：「加強紀律的執行和提高自律」。

4. 施行計劃
4.1 為配合年度關注項目，任教老師需要在以下課程中重點發揮關注項目的內容：
4.2 全校同學在倫理課制定「生涯與職業策劃」工作紙。在學期初，同學思考在人生不同領域的短期和長期目標，設計實行工作表及計劃可行性。此工作紙在學期完結時 (或學期中段) 派回給同學作評估和修改。工作紙集中以倫理角度或信仰層面切入，例如：以良心、信望愛、真善愛等厚度作基礎和參考，以思考生涯策劃的內容和方針。
4.3 在早晨分享和金句反省中多以年度目標為主題發揮。
4.4 增添校內的宗教擺設：增建聖母岩及宗教壁畫。
4.5 舉行 45 周年校慶感恩祭。
4.6 繼續研究國民教育課程的內容；檢討本科國民教育課程有係課題的教授，讓本科老師分享教授的心得。
4.7 舉行宗教教育活動，如：參加明愛賣物會、聖誕報佳音、信仰生活營等。
4.8 參考全年工作計劃。

5. 評估
5.1 本科成績來自：功課／專題研習／小測／課堂表現／網上學習紀錄
5.2 評估政策

<table>
<thead>
<tr>
<th>課堂表現</th>
<th>等級</th>
</tr>
</thead>
<tbody>
<tr>
<td>● 積極投入課堂學習，學習活動中經常表現高度能力，能掌握課堂所學；</td>
<td>A</td>
</tr>
<tr>
<td>● 積極回應，尊重他人意見，展現良好品德；</td>
<td></td>
</tr>
<tr>
<td>● 分組時能帶領同學進行討論，並能有條理性地匯報討論結果。</td>
<td></td>
</tr>
<tr>
<td>● 投入課堂學習，能掌握課堂所學；</td>
<td>B</td>
</tr>
<tr>
<td>● 尊重他人意見，樂意與別人合作，友善受教；</td>
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</tr>
<tr>
<td>能回應老師問題，並樂意發表個人意見。</td>
<td>C</td>
</tr>
<tr>
<td>能掌握課堂所學；</td>
<td></td>
</tr>
<tr>
<td>參與學習活動時能與同學合作，惟表現較被動，態度尚算良好。</td>
<td></td>
</tr>
<tr>
<td>會參與學習活動，惟表現欠積極；</td>
<td>D</td>
</tr>
<tr>
<td>會回應老師問題；惟答案較簡短；</td>
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</tr>
<tr>
<td>不太願意發表個人意見。</td>
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<tr>
<td>心有旁騖、精神不集中；</td>
<td>E</td>
</tr>
<tr>
<td>不太樂意回應老師提問；</td>
<td></td>
</tr>
<tr>
<td>不願聆聽同學的發言，時常故意延遲作答；</td>
<td></td>
</tr>
<tr>
<td>遲交功課或功課馬虎。</td>
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<tr>
<td>精神渙散、屢勸不聽；</td>
<td>F</td>
</tr>
<tr>
<td>對老師和同學出言不遜；</td>
<td></td>
</tr>
<tr>
<td>欠交功課和小測不合格。</td>
<td></td>
</tr>
</tbody>
</table>

| 課業及小測 | 等級 |
| 課業總分達 80-100% | A |
| 課業總分達 71-80% | B |
| 課業總分達 61-70% | C |
| 課業總分達 51-60% | D |
| 課業總分達 41-50% | E |
| 課業總分達 40 以下 | F |

5.3 學生參與社會服務和課外活動，例如：
5.3.1 為長者舉行活動。
5.3.2 到世界各地交流/比賽。
5.3.3 參加義工服務，例如明愛賣物會。
5.3.4 賣旗賣抽獎券活動(一年 40 人次)。

6. 財政預算
收入
政府津貼 $18000

支出
活動費用 $13000
交通費 $1500
教師參考資料 $500
視聽教材/ 教育光碟 $500
獎品 $500
教具 $500
其他 $1500
共 $18000
## 4.7: 2014-2015年度全年工作計劃

<table>
<thead>
<tr>
<th></th>
<th>九月</th>
<th>十月</th>
<th>十一月</th>
<th>十二月</th>
<th>一月</th>
<th>二月</th>
<th>三月</th>
<th>四月</th>
<th>五月</th>
<th>六月</th>
<th>七月</th>
<th>八月</th>
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<tbody>
<tr>
<td><strong>講座/活動</strong></td>
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<td>45周年校慶感恩祭</td>
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<td></td>
<td>開學禮儀及聖言會</td>
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<td>聖誕彌撒</td>
<td>理財講座NM(F.2)</td>
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<tr>
<td></td>
<td>創會紀念ZX(IC), LC, HY, LH,NM, CC,TC, Ms Choi</td>
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<td>ZX(IC),LC, HY, LH,NM, CC,TC,TK, Ms Choi</td>
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<td>參觀高等法院</td>
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<td>交通安全講座</td>
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<td></td>
<td>ZX, TK(F.6)</td>
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<td>CC(F.1)</td>
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<td><strong>校外活動</strong></td>
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<tr>
<td><strong>制定進度表</strong></td>
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<td><strong>本科會議</strong></td>
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<td>順序</td>
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<td><strong>查閱學生習作</strong></td>
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<td><strong>更新本科紀錄</strong></td>
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<tr>
<td><strong>點評教學資源</strong></td>
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<td><strong>觀課</strong></td>
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<td><strong>早晨分享</strong></td>
<td>ZX/LC</td>
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<tr>
<td><strong>金句反省(黑板)</strong></td>
<td>ZX/LC</td>
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<tr>
<td><strong>Katso Board</strong></td>
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<td><strong>馬槽</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Ms Choi</td>
</tr>
<tr>
<td><strong>早晨彌撒</strong></td>
<td>NM(IC), LE, CC, TC, LC, CJ</td>
<td></td>
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<tr>
<td><strong>早晨領禱</strong></td>
<td>LY(IC), TK, TC, CC, NM</td>
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</tbody>
</table>
This programme is for Secondary one to three.

1. **Purposes**
   1.1 To present the art form of music to pupils through listening and practical experience.
   1.2 To explore different styles of music in cultural and historical context.
   1.3 To relive stress and strain of school curriculum.
   1.4 To guide pupils to develop a lifelong interest in music.

2. **Review and present State**
   2.1 Strengths
      2.1.1 Most students show interest in pop music and world music
      2.1.2 Students are curious in relations between music and culture
      2.1.3 Students can be very focused during music appreciation
      2.1.4 Many students (especially F.1) have basic instrumental training
   
   2.2 Weakness
      2.2.1 There is over-reaction when students are shown recordings/videos of long history
      2.2.2 Students have relatively low sensitivity to relation between music and history
      2.2.6 There is general ignorance of current musical events happening in Hong Kong

   2.3 Changes and needs
      2.3.1 Various instrumental training classes were organized in the last academic year. Brass and String bands will recruit new members as usual.
      2.3.2 More workshop and performances of music in school needed.
      2.3.3 More chances for students to perform in school.

3. **Objectives and Issue to be Addressed**
   3.1 Pupils should be trained to respect music from different culture and eras.
   3.2 Pupils should be equipped with general knowledge to appreciate music over the Baroque, Classical, Romantic and Modern eras.
   3.3 Basic music theory knowledge should be strengthened.
   3.4 Pupils should be encouraged to receive training in playing various musical instruments, in order to maintain Brass Band and String Band.
   3.5 To encourage a stronger sense of creativity in students and a keener interest in appreciation of different styles of music.
## Implementation Plan

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 3.1/3.2</td>
<td>Songs and music of different periods, regions and styles will be taught. Pupils are taught to respect and appreciate music from different culture.</td>
</tr>
<tr>
<td>4.2 3.1</td>
<td>Music contests will be organized to improve all-round performing skills and appreciation.</td>
</tr>
<tr>
<td>4.3 3.1/3.2</td>
<td>Listening to music of different cultures and styles will be introduced in class to develop a sense of respect for different cultures and styles and to listen to and understand them from different perspectives.</td>
</tr>
<tr>
<td>4.4 3.3</td>
<td>There would be revision of basic music theory in class.</td>
</tr>
<tr>
<td>4.5 3.4</td>
<td>Instrumental classes will be continued. Tutors will come to school to give lessons after school.</td>
</tr>
<tr>
<td>4.6 3.4</td>
<td>Trainees of better standard will be selected into the school bands and participate in Hong Kong Music Festival and give performance at ceremonies.</td>
</tr>
<tr>
<td>4.7 3.4</td>
<td>Concerts of all kinds would be promoted in school.</td>
</tr>
<tr>
<td>4.8 3.4</td>
<td>More lunch time concerts would be held in school, giving more opportunities for students to perform in crowd.</td>
</tr>
<tr>
<td>4.9 3.5</td>
<td>Basic composition skills would be taught to encourage creativity.</td>
</tr>
</tbody>
</table>

### Related Activities

<table>
<thead>
<tr>
<th>Time Scale</th>
<th>Programme</th>
<th>Action Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2014</td>
<td>Recruiting instrumental classes members</td>
<td>Band Advisors and Tutors</td>
</tr>
<tr>
<td>Sept. 2014</td>
<td>Brass and String Instrumental classes</td>
<td>Advisors and Tutors</td>
</tr>
<tr>
<td>Sept. 2014</td>
<td>Regular hymn choir practice</td>
<td>Ms Choi</td>
</tr>
<tr>
<td>Oct 2014</td>
<td>Music Appreciation</td>
<td>Teacher-advisors and music club</td>
</tr>
<tr>
<td>Nov. 2014</td>
<td>Brass band /String Band /Orchestra to prepare for performance in prize Giving Day</td>
<td>Advisors and Tutors</td>
</tr>
<tr>
<td>Nov 2014</td>
<td>Music Appreciation</td>
<td>Teacher-advisors and music club</td>
</tr>
<tr>
<td>Nov. 2014</td>
<td>Music Contest (Heats)</td>
<td>Teacher-advisors and Music Club</td>
</tr>
<tr>
<td>Dec. 2014</td>
<td>Music Contest (Final)</td>
<td>Music Club</td>
</tr>
<tr>
<td>Feb. 2015 ~ March 2015</td>
<td>Hong Kong School Music Festival</td>
<td>Advisors and Tutors</td>
</tr>
<tr>
<td>May 2015</td>
<td>Brass band /String Band /Orchestra to prepare for performance in Graduation Ceremony</td>
<td>Advisors and Tutors</td>
</tr>
<tr>
<td>May 2015</td>
<td>Music Appreciation</td>
<td>Teacher-advisors and music club</td>
</tr>
<tr>
<td>July 2015</td>
<td>Music Appreciation /Chinese Instruments Contest</td>
<td>Teacher-advisors and Music Club</td>
</tr>
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</table>
5 Evaluation

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Students’ abilities in singing techniques</td>
<td>Examination results and observation</td>
</tr>
<tr>
<td>5.2 General Music knowledge of students</td>
<td></td>
</tr>
<tr>
<td>5.3 Students’ abilities in music appreciation</td>
<td>Test and Examination results</td>
</tr>
<tr>
<td>5.4 Students’ progress in learning in instrumental</td>
<td>Observation and tests, results in HK School</td>
</tr>
<tr>
<td>classes</td>
<td>Music Festival and grading in Royal School of</td>
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<tr>
<td></td>
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6 Budget

<table>
<thead>
<tr>
<th>6.1 Teaching Aids</th>
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<tbody>
<tr>
<td>6.1.1 Instruments</td>
<td>$8500.00</td>
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<tr>
<td>6.2 Teacher’s Reference</td>
<td>$500.00</td>
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<tr>
<td>6.3 Miscellaneous</td>
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<tr>
<td>6.3.1 Prizes</td>
<td>$2,500.00</td>
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<td>6.3.2 Stationery</td>
<td>$500.00</td>
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<td>$12,000.00</td>
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</tbody>
</table>

7 Programme Team

Ms Mark Wing Yi  (Subject Head, I/C Music Club, Brass Band, String Band and Classical Guitar Club)
Ms Ng Lo Mei Fong (Asst. I/C Music Club)
Mr. Yu Cheuk Fun (Asst. I/C Music Contest. I/C Lunch Concerts)
Miss Wong Fung Yee (Music Activities Coordinator)
Ms Lo Yee Man (Asst. I/C Brass Band)
Mr. Ho Sai Ping (I/C Music Contest)
Music Activities Advisor
PHYSICAL EDUCATION DEPARTMENT
PROGRAMME PLAN 2014-2015

1. Purpose

1.1. Junior Form
1.1.1 To enable students to acquire knowledge, techniques, skills and to cultivate aesthetic appreciation in a variety of selected physical activities.
1.1.2 To enable students to understand the relationship between physical activity, physical fitness and general health.
1.1.3 To enable students to know the English name of sport apparatus, equipment and venues.
1.1.4 To introduce pupils to a wide spectrum of challenging and recreational activities.
1.1.5 To encourage the development of sportsmanship.
1.1.6 To enable students to develop an awareness of safety and responsible participation in a variety of selected physical activities.

1.2. Senior Forms
1.2.1 To encourage students to concern more about the relationship between physical fitness and general health.
1.2.2 To introduce to students the basic knowledge and skill of first aid.
1.2.3 To promote a lifelong participation and appreciation in physical activity.
1.2.4 To develop sports as a leisure time pursuit.
1.2.5 To enable them physically prepared for their future career.

2. Review of Present State

2.1. Strength
2.1.1 Teachers in the department are qualified with physical education certificates or related degree.
2.1.2 Teachers are enthusiastic and willing to take different courses to update their knowledge in respective fields.
2.1.3 Students are provided with a variety of activities to choose from so they will take part in their favorite sports more actively.
2.1.4 Students are very actively involved in the sports events organized by various sports clubs.
2.1.5 Students are eager to learn in P.E. lessons.

2.2. Weakness
2.2.1 Form one students are usually physical less fit and lack knowledge in various kinds of sports.
2.2.2 Space for physical activities after school is not enough.
2.2.3 Studious students are too exam-oriented in senior forms due to examination pressure.
2.2.4 Students are required to have lessons outside school.
2.2.5 Some playgrounds for various sports are below standard.
3. **Objectives of Issues to be Addressed**

3.1 To enhance students’ awareness towards the values of sports.
3.2 To enhance students’ self-discipline.
3.3 To enhance students’ awareness towards the values of health.
3.4 To enhance students’ appreciation in sports.
3.5 To enhance students’ sense of responsibility through sport activities.
3.6 To encourage students to adopt a health lifestyle with regular exercises.
3.7 To train students’ leadership.
3.8 To improve the physical fitness of students.
3.9 To broaden their knowledge of various kinds of sport activities.
3.10 To raise the status of students with outstanding performance in sports.

4. **Implementation Plan**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date of Start</th>
<th>Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 School Physical Fitness Award Schemes will be jointly organized by Physical Education Department and Health and Safety Group.</td>
<td>Sept, 2014</td>
<td>June, 2015</td>
</tr>
<tr>
<td>4.2 To provide opportunity for selected students to assist in school team training.</td>
<td>Sept, 2014</td>
<td>June, 2015</td>
</tr>
<tr>
<td>4.3 To select some capable students to attend sport training course or leadership course.</td>
<td>Oct, 2014</td>
<td>June, 2015</td>
</tr>
<tr>
<td>4.4 To conduct physical fitness tests for students.</td>
<td>Dec, 2014</td>
<td>June, 2015</td>
</tr>
<tr>
<td>4.5 To organize quizzes about various kinds of sports for students.</td>
<td>Apr, 2014</td>
<td>June, 2015</td>
</tr>
<tr>
<td>4.6 To provide video show about various kinds of sports.</td>
<td>May, 2015</td>
<td>June, 2015</td>
</tr>
<tr>
<td>4.7 To organize a series of exhibitions about sport injury as well as sports and health.</td>
<td>June, 2015</td>
<td>June, 2015</td>
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</tbody>
</table>

The three P.E. teachers will carry out all plans.

5. **Evaluation**

5.1 To record the number of students taking part in the quizzes.
5.2 To compare the performance of students in fitness tests.
5.3 To observe smoothness of the club activities conducted by the club chairman or leader.
5.4 To observe the attitude of students toward sports.
5.5 To observe students’ performance in particular sports.
5.6 To observe students’ abilities in organizing the activities.
5.7 To observe the performance of selected students.
6. **Budget**

6.1. Replacement and addition of equipment  $ 40,000.00  
6.2. Fee for school functions and activities  $ 40,000.00  
6.3. Library books / Reference books  $ 1,000.00  
6.4. DVD, VCD and Magazine  $ 5,000.00  
6.5. Printing and photocopy  $ 1,000.00  

Total :  $ 82,500.00

7. **Programme Team**

Department Head : Mr. Li Sze Fuk  
Member : Mr. Wong Fu Hong  
           Mr. Ho Sai Ping
PHYSICS DEPARTMENT
PROGRAMME PLAN 2014-2015

1. Aims

To help the students
1.1 learn the knowledge of Physics,
1.2 apply what they have learned specially the methods to solve problems faced,
1.3 develop critical thinking,
1.4 appreciate the beauty and power of Physics,
1.5 deepen their sense of carefulness and safety,
1.6 cultivate a respect for facts,
1.7 acquire a habit of logical deduction,
1.8 beware of the problems mankind face, and try to solve them in the future if possible.

2. Review of Present State

2.1 Strength
2.1.1 Our students have good logical thinking, mathematical skills and scientific aptitude.
2.1.2 Our students have high confidence owing to the good past results in DSE examinations and Physics Olympiads.
2.1.3 Facility for lessons and experiments, such as data-loggers, iPads and so on, and various kinds of toys are sufficient.

2.2 Weakness and Limitation
2.2.1 Our students’ English is relatively weak. This may lead to a relative low marks in answering the essay questions in the DSE examinations.
2.2.2 Our students' family may not be rich enough to provide a rich learning environment for Physics.
2.2.3 There are five Physics lessons per cycle for F.4 to F.6 classes, and the teaching time is obvious insufficient.

2.3 Changes and Needs
2.3.1 Students have been doing well in DSE examinations. It is not easy to have further improvement. However, we will try our best to maintain good academic results.
2.3.2 IT is useful in Physics teaching and learning. Suitable use of IT makes Physics education more interesting, effective and efficient. However, we should realize that IT should not be a must.
2.3.3 The DSE examinations have been held for three years. We are learning to find ways to teach more effectively.

3. Objectives

3.1 Arouse the students’ interest in learning Physics. For challenge classes, relevant materials, no matter out of syllabus or not, will be mentioned.
3.2 Find out suitable ways to use of IT.
3.3 Help students realize that Physics learning is challenging and pleasurable. Encourage students to use deep learning strategy.
3.4 Keep the students’ standard of academic achievement.
3.5 Prepare the students for the DSE examination effectively.
3.6 Improve the students' communication skill.
3.7 Help each other grow professionally.
3.8 Enhance the teaching environment.

4. Implementation Plan

<table>
<thead>
<tr>
<th>Plan</th>
<th>Objective</th>
<th>Task</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>3.1</td>
<td>Keep on organizing or assisting the Modern Physics Course, the Hong Kong Physics Olympiad (PhyO) and the International Junior Science Olympiad (IJSO).</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
<tr>
<td>4.2</td>
<td>3.2</td>
<td>Suitably use IT in the lessons.</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
<tr>
<td>4.3</td>
<td>3.3</td>
<td>Use toys, interesting video clips and other interesting tools in lessons. Materials related to topics and daily life (for challenge classes, no matter out of syllabus or not) should be mentioned qualitatively and briefly during lessons to arouse students’ interest. Encourage them to have self learning using internet, such as Howstuffworks or YouTube.</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
<tr>
<td>4.4</td>
<td>3.4</td>
<td>Ask the students to finish sufficient amount of homework. Teachers should do regular and frequent check on their work.</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
<tr>
<td>4.5</td>
<td>3.5</td>
<td>Share how to teach effectively.</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
<tr>
<td>4.6</td>
<td>3.6</td>
<td>Ask the students to answer essay questions on the blackboard, and then give suitable comments on their answers. Marker’s comments for school exam papers are provided in Sing Yin’s web.</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
<tr>
<td>4.7</td>
<td>3.7</td>
<td>Share informally and carry out class visit.</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
<tr>
<td>4.8</td>
<td>3.8</td>
<td>Find out the equipment needed to be purchased.</td>
<td>Sept. 14</td>
<td>July 15</td>
</tr>
</tbody>
</table>

5. Evaluation

5.1 Physics Club will hold a new Modern Physics Course. A high attending rate is expected. The Club will keep on organizing Sing Yin Physics Olympiad and training students for the Hong Kong PhyO. Some of our members will keep on assisting the teaching of IJSO.
5.2 In this school year, all Physics teachers should use IT in lessons. They should try to use at least 5 websites.
5.3 Teachers should try to teach at least 5 topics using toys and 5 topics using video clips respectively. Informal meetings to share how to teach these interesting topics are to be held constantly, at least twice a term.

5.4 The credit percentage (grade 4 or above) of DSE should be about 70%.

5.5 Sharing sessions should be held throughout the school year.

5.6 Sharing sessions among markers will be held to discuss whether the students’ communication skill shows improvement or not.

5.7 Class visit is to be held this school year. Regular experience sharing sessions will be held after each visit.

5.8 Equipment needed to be improved should be purchased

6. **Budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photocopying Costs</td>
<td>400</td>
</tr>
<tr>
<td>Teachers’ Reference Books</td>
<td>200</td>
</tr>
<tr>
<td>Computer Based Teaching Material</td>
<td>400</td>
</tr>
<tr>
<td>Teaching Aids (including Apps)</td>
<td>1,000</td>
</tr>
<tr>
<td>Physics Equipment</td>
<td>23,000</td>
</tr>
<tr>
<td>Consumables</td>
<td>15,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40,000</strong></td>
</tr>
</tbody>
</table>
普通話科
2014-2015 年度工作計劃

Ⅰ．宗旨
1. 訓練學生聽和說普通話的能力，以配合香港政府提倡「兩文三語」之教育政策，俾學生能掌握普通話作為一門實用性之語言技能，增強與人溝通的信心和能力。
2. 指導學生認識普通話的語音、語言知識，以及有關的中國文化。
3. 適當運用資訊科技配合教學，培養學生聽和說普通話的良好態度，並提高學生學習本科的興趣。

Ⅱ．目標
1. 同學能有更多聽、說普通話的機會。
2. 同學能運用合適的普通話詞彙及語氣來表情達意。
3. 運用資訊科技教學，以提高同學的學習動機。
4. 鼓勵同學學好漢語拼音，扎實根基，裝備自學能力，為展望未來、挑戰自我、迎接香港與祖國的長足發展作好準備。
5. 提升普通話朗誦的訓練與學習效能。
6. 通過各校內及校外的普通話活動，除提升同學的普通話能力外，更可增進同學間的友誼及對學校的歸屬感。
7. 本年度之關注事項為:
   a. 「職業輔導及生涯規劃」、「同學自律守己」：
      本科除利用有關自我認識的課本學習課題，由個人興趣、學習生活，以至家庭生活出發，幫助同學瞭解自己，瞭解社會，從而提升自知自律的能力，讓學習路途與人生至臻愜意。
   b. 「老師專業持續發展」：
      鼓勵老師多作專業進修，如參課程及講座，保持教學鮮活如新。

Ⅲ．現況考慮

A．強
1. 所有新人學的中一學生於小學時期已有學習普通話，具備一般聽、說普通話的能力。
2. 本科選用的教科書附有相當豐富的資訊科技教學材料，而坊間參考書籍與教材亦不難購得。
3. 本校設有普通話學會，該學會舉辦之活動，如普通話譯寫比賽、歌唱比賽、問答比賽等，實有助提高同學對本科的興趣。
4. 校方大力支持學生參加普通話朗誦比賽，讓他們有更多發揮和學習的機會。
B. 弱

1. 中二、中三每循環週只上課一節，教與學的時間非常不足。
2. 個別學生較懶散，上課不易集中精神，回家後又少作溫習，致使學習進度緩慢。
3. 有興趣和能力參加朗誦比賽的同學為數不少，然訓練人手不足，影響照顧，而老師的負擔亦沉重。

C. 機

1. 不少學生已醒覺到普通話在日常生活中的重要性，故有相當的學習動機。
2. 自九七回歸之後，社會各界對普通話的推廣越見重視，許多小學已實行普教中，而且各種校外普通話活動亦與日俱增，讓同學有更多機會接觸和學習普通話。

D. 危

1. 班中的個別差異很大，不論學生學習或老師施教都要面對不少困難。
2. 大部分學生的母語都不是普通話，在日常生活中難有接觸及應用的機會。

IV. 執行計畫

執行計劃的方向：

1. 創造普通話語言環境，要求學生在課堂上以普通話作為溝通媒介。
2. 透過多元化及活潑生動的方式，如全班、小組、個別朗讀、對話討論、講故事、繞口令和回答問題等，讓同學每節課均有開聲發言應用普通話的機會。
3. 藉播放普通話歌曲、動畫故事、簡單聆聽練習等，俾學生更多聆聽訓練。
4. 增加課堂漢語拼音的拼讀及拼寫環節，由淺入深，利用練習鞏固，小測評估，讓同學掌握該項基本自學能力。
5. 教學上適時進行比賽形式之課堂活動，並利用簡單獎品以祈提高升同學之興趣及參與度，使學習氣氛更活潑，效能更高。
6. 透過校內選拔以提升普通話朗誦的教與學效能。
活動包括以下各項:

### 普通話科課內活動

<table>
<thead>
<tr>
<th>計劃活動性質</th>
<th>日期</th>
<th>負責老師</th>
</tr>
</thead>
<tbody>
<tr>
<td>中一至中三各級配合普通話學會進行班內漢語拼音比賽、普通話繞口令比賽、廣普對譯比賽等</td>
<td>不定期</td>
<td>各班任教老師</td>
</tr>
</tbody>
</table>

### 普通話科課外活動

<table>
<thead>
<tr>
<th>計劃活動性質</th>
<th>日期</th>
<th>負責老師</th>
</tr>
</thead>
<tbody>
<tr>
<td>校際朗誦節校內選拔</td>
<td>九月</td>
<td>本科三位老師分工</td>
</tr>
<tr>
<td>訓練及比賽</td>
<td>十月至十二月</td>
<td></td>
</tr>
</tbody>
</table>

### 普通話學會活動

<table>
<thead>
<tr>
<th>計劃活動性質</th>
<th>日期</th>
<th>負責老師</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 招收會員、會員大會</td>
<td>九月、十月</td>
<td></td>
</tr>
<tr>
<td>2. 普通話點唱站／歌曲欣賞</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 拼音填字遊戲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. 繞口令比賽</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. 普通話粵語對譯比賽</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. 攤位遊戲</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. 電影欣賞</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. 試後普通話歌唱比賽（在禮堂進行）</td>
<td>七月</td>
<td></td>
</tr>
</tbody>
</table>

### 活動成效評估：

1. 老師觀察同學的課堂學習興趣有否提高。
2. 老師觀察同學對普通話課外活動的參與是否積極。
V. 財政預算

<table>
<thead>
<tr>
<th>項目</th>
<th>支出</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 教具（視聽教材等）</td>
<td>$300</td>
</tr>
<tr>
<td>2. 教師參考書</td>
<td>$300</td>
</tr>
<tr>
<td>3. 校際朗誦節報名費資助(16人 X 120元)</td>
<td>$1920</td>
</tr>
<tr>
<td>4. 比賽獎品</td>
<td>$300</td>
</tr>
<tr>
<td>5. 影印及油印</td>
<td>$100</td>
</tr>
<tr>
<td>6. 雜項及物資損耗</td>
<td>$400</td>
</tr>
<tr>
<td>合計：</td>
<td>$3320</td>
</tr>
</tbody>
</table>

VI. 評估方式

1. 本科每學期末為學生作一次成績評估，以等第列示。等第分 A、B、C、D、E、F 六項，A 為最高，等而下之，F 級作不及格論。

2. 本科將分兩方面作成績評估：
   a. 平日之表現 — 根據平日之課堂活動或日常習作成績作評估。此外，亦藉對學生平日上課的表現及參與活動的積極程度之觀察，考查學生的學習興趣與學習態度。
   b. 小測 — 每學期進行不定期之課堂小測，兼聆聽、譯寫、朗讀、會話各類。

VII. 普通話科成員

胡適純 李昭鳳 孟彩余
VISUAL ARTS DEPARTMENT
PROGRAMME PLAN 2014- 2015

1. **Purposes**

1.1. To formulate measures to cultivate students’ creativity, problem-solving ability, observation and tactile experience. Students should create in visual arts lesson with fun.
1.2. To encourage students to participate art competition.
1.3. To provide opportunities for students to learn from co-operation with others.

2. **Review on Present State**

2.1 **Strengths**
- 2.1.1 Teachers in this department are willing to explore the possibilities of art projects.
- 2.1.2 The department keeps a stock of teaching materials including CD-Rom, VCD, DVD, reference books, teaching aids, and model works.
- 2.1.3 A computer, a projector and visualizer in the art room are efficient teaching media.

2.2 **Weaknesses**
- 2.2.1 Time management during art lessons is a difficult task since it takes very long time to go through theoretical and practical sessions.
- 2.2.2 Some students find it difficult to understand abstract ideas.

3. **Objectives of Issue to be Addressed**

3.1 Students with good performance in Visual Arts should be acknowledged and Visual Arts education should be promoted by setting up the display gallery.
3.2 Students can be awarded Art achievements through participating Art competitions.

4. **Implementation plan**

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Tasks</th>
<th>Working schedule</th>
<th>Level of students</th>
<th>Teacher involved</th>
<th>Time spent for each students (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>According to the major concern of “Sing Yin Secondary School 45th Anniversary” in this academic year, creative projects will be designed in the curriculum.</td>
<td>Mar 2015</td>
<td>F.1</td>
<td>CA KK</td>
<td>3 hours</td>
</tr>
<tr>
<td>4.1.1</td>
<td>Poster design of Sing Yin Secondary School 45th Anniversary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

86
<table>
<thead>
<tr>
<th></th>
<th>Event Description</th>
<th>Date</th>
<th>Form</th>
<th>Adjudicators</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.2</td>
<td>Logo design of Sing Yin Secondary School 45th Anniversary</td>
<td>Dec 2014</td>
<td>F.2,3</td>
<td>CA KK</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>A mural will be painted on the wall of Fr. Canavan Block.</td>
<td>Sep 2014</td>
<td>F.5, 6</td>
<td>CA</td>
<td>20 hours</td>
<td></td>
</tr>
<tr>
<td>4.3</td>
<td>To open the VA room for studio practice at lunch time and afterschool.</td>
<td>Whole year</td>
<td>F.1-6</td>
<td>CA</td>
<td>It depends on the demand of students and club chairman</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The following students will have high priority for using this studio:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) Senior VA students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) Art competition team members</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii) Members of VA club</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv) Members of Ceramics club</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some voluntary students will serve as monitors for this studio.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>There are 4 tack-board decoration competitions in this academic year. The titles are as follow:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Our plan for this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Christmas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Self-control is vital to our success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Sing Yin Secondary School 45th Anniversary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prize will be presented to the class of each form with the best performance in Dec 2014 and Jun 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjudicators:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F.1, 3 and 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F.2 and 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Deadlines:**

1. Our plan for this year - F.1-5 Students
3. Self-control is vital to our success. - 4 Dec 2014
5. Prize will be presented to the class of each form with the best performance in Dec 2014 and Jun 2015 - 27 May 2015

**Adjudicators:**

F.1, 3 and 4
F.2 and 5

**Decisions:**

It depends on the demand of students and club chairman

**Students:**

Decided by students

**Adjudicators:**

KK CA
5. **Budget**

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Estimated amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1. Prizes for Tack-board Decoration Competition</td>
<td>$900.00</td>
</tr>
<tr>
<td>5.2. Subject grant from EDB for purchasing art tools and materials:</td>
<td></td>
</tr>
<tr>
<td>5.2.1. Paper</td>
<td>$5,100.00</td>
</tr>
<tr>
<td>5.2.2. Colours</td>
<td>$4,000.00</td>
</tr>
<tr>
<td>5.2.3. Stationeries</td>
<td>$2,900.00</td>
</tr>
<tr>
<td>5.2.4. Adhesives</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>5.2.5. Craft work materials</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>5.2.6. Print making</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>5.2.7. General tools</td>
<td>$6,200.00</td>
</tr>
<tr>
<td>5.3. Art competition fee</td>
<td>$2,500.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$31,600.00</strong></td>
</tr>
</tbody>
</table>

6. **Evaluation**

6.1. Students will be assessed in both terms.

6.2. Students’ awards and participation will be an indicator for the success of those art activities.

7. **Programme Team**

Mr. Chu W K
Mr. Kwong K T
AUDIO-VISUAL AIDS TEAM
PROGRAMME PLAN 2014 - 2015

1. **Purpose**
The objectives of the Audio-Visual Aids Team are to
1.1 help teachers to use the audio-visual aids effectively and efficiently.
1.2 keep good maintenance of the audio-visual aids in Sing Yin.
1.3 monitor the use of audio-visual aids in Sing Yin.

2. **Review of Present State**
   2.1 **Strengths**
   2.1.1 Most teachers are eager to learn the latest audio-visual development.
   2.1.2 Our team members are equipped with rich knowledge of audio-visual development.
   2.1.3 Our team members are helpful and enthusiastic in sharing their knowledge in AV development with colleagues.
   2.1.4 Teachers are enthusiastic to share their experience and knowledge in using audio-visual aids with our team members and other teaching staff.

   2.2 **Weaknesses and Limitations**
   2.2.1 Some teachers are not familiar with the use of new AV equipments.
   2.2.2 The proper handling and installation of AV equipment are found to be not familiar among users. Cases concerning the repair of visualizers in classroom kept increasing.
   2.2.3 New AV equipments are installed in the new campus. More trainings are required for teachers and students.

3. **Objectives of Issues to be Addressed**
   3.1 To provide trainings on the proper and efficient ways in using new Audio-Visual Aids in classroom, the equipments in the audio and video room, the lighting and audio system in the language theatre, the lighting and the audio system in the School Hall and also the public address system within this school year.

   3.2 To maintain the AV equipments in good condition.

4. **Implementation Plan**
   4.1 **Training courses**
   More training courses on the proper use of AV equipment will be conducted, to familiarize users with the proper handling and operation of the equipments and, to take the safety precautions during operation.

   More training courses on the proper use of the acoustic system and lighting system in the School Hall will also be provided for teachers and students who are expected to use the systems frequently, for example, advisers and committee members of Sing Yin Radio, Dance Club, Drama Club, Student Association, Music Club and Brass Band.
4.2 Sing Yin Radio and Sing Yin Television
Appropriate assistance and technical support for the “Sing Yin Radio” and “Sing Yin Television” program will be provided by our team members. Training courses will also be provided for the committee members of the two clubs to familiarize the use of the broadcasting system.

5. Evaluation
5.1 The audio-visual aids should be ready for use and in good condition.
5.2 We expect over 80% of our teachers would be familiar with the basic operation of the AV equipments (including, digital camera, digital video recorders and Video Recorders)

6. Budget

<table>
<thead>
<tr>
<th>Items</th>
<th>Quantity</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Audio System in School Hall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Cables</td>
<td>2</td>
<td>$800.00</td>
</tr>
<tr>
<td>Audio Cables (~30 feet, small jack to RCA)</td>
<td>1</td>
<td>$600.00</td>
</tr>
<tr>
<td>Mic Stands</td>
<td>2</td>
<td>$800.00</td>
</tr>
<tr>
<td>2. Stage Management Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headphones (for intercom system)</td>
<td>2</td>
<td>$1600.00</td>
</tr>
<tr>
<td>3. Sing Yin Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mic Cable (10 feet long)</td>
<td>2</td>
<td>$800.00</td>
</tr>
<tr>
<td>4. Sing Yin TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Cable (for Thanksgiving mass)</td>
<td>1</td>
<td>$1500.00</td>
</tr>
<tr>
<td>5. Photography Club</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SD Card</td>
<td>2</td>
<td>$800.00</td>
</tr>
<tr>
<td>Reflector</td>
<td>1</td>
<td>$400.00</td>
</tr>
<tr>
<td>6. Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visualizers (for replacement)</td>
<td>5</td>
<td>$25000.00</td>
</tr>
<tr>
<td>Total: $32,300.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Programme Team
I/C                 Mr. Li Chung Man
Assistants          Mr. Lam Hei Tat
                    Miss Fok Sum Kei (Laboratory Technician)
                    Mr. Wong Ka Kit (Laboratory Technician)
                    Mr. Leung Pak San (IT Officer)
INFORMATION TECHNOLOGY DEPARTMENT
PROGRAMME PLAN 2014-2015

1 Purpose

The objectives of the IT Department are to
1.1 facilitate students to learn about and learn through IT.
1.2 help teachers to master the use of IT.
1.3 help other departments plan their IT strategies
1.4 help parents to ensure students understand the ethical, legal and health issues involved in using IT.
1.5 plan, build and maintain the IT infrastructure which allows for the use of IT.
1.6 plan and acquire IT equipment.
1.7 to monitor and evaluate the use of IT in Sing Yin.
1.8 maintain the IT equipment of IT related programmes.

2 Review of Present State
2.1 Strength
2.1.1 All our students are computer literate as we offer Computer Literacy course for all our F1-F3 students.
2.1.2 Most of our students (about 99%) have computers at home and over 98% of them have their computers connected to the Internet.
2.1.3 All of our teachers are computer literate.
2.1.4 All of our teachers have computers and over 98% of them have a broadband Internet account accessible at home. Our teachers have already used computers in their teaching and learning for many years.
2.1.5 The school principal and management strongly support the use of IT in Sing Yin.
2.1.6 The IT Department members are highly qualified, experienced and dedicated. The IT support Teachers, IT technician and teacher assistants are enthusiastic and helpful.
2.1.7 Our IT equipment and infrastructure are well maintained.

2.2 Weakness and Limitation

2.2.1 Teachers have to cope with many changes and they can find little time to prepare for IT related teaching and learning.

3 Objectives of Issues to be Addressed

3.1 To make sure all the IT related system running smoothly in school campus.
3.2 To enhance the using of the eClass Integrated and Learning Platform in teaching and learning. To maintain and update our school web site regularly and support subject departments and interest clubs to develop their web sites.
3.3 Provide in-school training about the using of IT equipment of the classroom, Websams and eClass system for new teachers and new teaching assistants.
3.4 Upgrade teachers’ old notebook.
3.5 Upgrade Websams system.
### Implementation Plan

<table>
<thead>
<tr>
<th>Plan</th>
<th>Objective</th>
<th>Task(s)</th>
<th>Start Date</th>
<th>End Date</th>
<th>Person(s) in charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>3.1</td>
<td>• Maintain and monitor school internal network</td>
<td>Sept 14</td>
<td>Sept 14</td>
<td>CT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain and monitor the IT equipment of classroom and special room</td>
<td>Sept 14</td>
<td>Sept 14</td>
<td>TK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain and monitor computer room and computer learning center</td>
<td>Sept 14</td>
<td>Sept 14</td>
<td>LT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain and monitor the IT equipment of science departments</td>
<td>Sept 14</td>
<td>Sept 14</td>
<td>KH</td>
</tr>
<tr>
<td>4.2</td>
<td>3.2</td>
<td>• Maintain and update the school website regularly</td>
<td>Sept 14</td>
<td>-</td>
<td>LT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide technical support and maintenance for the Library Master,</td>
<td>Sept 14</td>
<td>-</td>
<td>CT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Climate Cool Project, Sing Yin Automatic Weather Station, Sing Yin</td>
<td>May 15</td>
<td>Jul 15</td>
<td>KW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WeTube and Sing Yin VideoBlog</td>
<td></td>
<td></td>
<td>LT TK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct surveys on IT teaching and learning</td>
<td></td>
<td></td>
<td>WK</td>
</tr>
<tr>
<td>4.3</td>
<td>3.3</td>
<td>• Conduct meetings and sharing sessions to help subject departments</td>
<td>Nov 14</td>
<td></td>
<td>TK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to build teaching learning resources repository and eClass Learning</td>
<td></td>
<td></td>
<td>KW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Platform.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>3.4</td>
<td>• Call tender and place order for the IT equipment</td>
<td>Sept 14</td>
<td>Jul 15</td>
<td>KW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Receive and install the equipment</td>
<td></td>
<td></td>
<td>CT</td>
</tr>
<tr>
<td>4.5</td>
<td>3.5</td>
<td>• Maintain and monitor the Websams system upgrading.</td>
<td>Sept 14</td>
<td>Oct 14</td>
<td>KW</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CT</td>
</tr>
</tbody>
</table>
5 Evaluation

5.1 The hardware and software needed for the IT plans should be acquired on time, unless there are unexpected difficulties. Using log book to kept the number of failure in the IT equipment.

5.2 For the computerized library system, 100% of our students should have the chance to use it.

5.3 We expect all teachers can use the IT equipment in classroom and staff rooms regularly. Surveys and logs will be used to monitor and evaluate our projects.

6 Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 IT equipment replacement and maintenance</td>
<td>HK$100,000</td>
</tr>
<tr>
<td>2 New notebook or desktop</td>
<td>HK$150,000</td>
</tr>
<tr>
<td>3 IT Recurrent Expenses</td>
<td>HK$50,000</td>
</tr>
<tr>
<td>4 IT Reference Materials</td>
<td>HK$2,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>HK$302,000</strong></td>
</tr>
</tbody>
</table>

7 Programme Team

IT Coordinating Committee
IT Coordinator : Mr. Kwong Wai Cheung
Assistant IT Coordinator : Mr. Chung Tat Chi
Members: Mr. Tsang Chi Kin
         Mr. Hui Chi Kuen
         Mr. Kwok Wai Keung
         Mr. Lam Hei Tat

IT support Teacher Team
Members: Mr. Cheung Hoi Cheung
        Mr. Cheung Shi
        Mr. Kong Ping Wah
        Mr. Lau Wai Hung
        Mr. Lee Cheuk Wai
        Mr. Li Chung Man
        Mr. Li Sze Fuk
        Mr. Wong Ka Kit

School Web Master : Mr. Lam Hei Tat

IT officer: Mr. Leung Pak Sum
1. Purposes

1.1 To enable our students to achieve their maximum potential in English so as to pursue further studies and to prepare for their future career.
1.2 To ensure that our students are not subject to mixed code teaching which impedes both their Chinese and English language development.
1.3 To follow the language policy of the Education Bureau and adopt English as the medium of instruction for F.1-6.

2. Review of the Present State

2.1 Strengths

2.1.1 All teachers using English as the medium are supportive of the EMI policy.
2.1.2 Almost all students are Band One students. They have good potential to receive an English-medium education.

2.2 Weaknesses

2.2.1 The peer culture is basically Chinese and there is a lack of exposure to English outside school.
2.2.2 Students do little supplementary reading in English in different subject areas.
2.2.3 Many teachers have to spend extra time preparing for the changes in the curriculum and thus have less time for language development.

3. Objectives of Issues to be Addressed

3.1 To create a language rich environment through cross-curricular activities.
3.2 To strengthen the language skills of the students through exposure to and training in different subject areas.
3.3 To provide language support for teachers using English as the medium of instruction.
3.4 To facilitate collaboration between the English Department and other departments.

4. Implementation Plan

<table>
<thead>
<tr>
<th>Item</th>
<th>Objective</th>
<th>Task</th>
<th>Programme Team</th>
<th>Date</th>
</tr>
</thead>
</table>
| 4.1  | 3.1       | • Regular activities in the English Room  
       |          | • Subject members organizing cross-curricular English activities for the whole school:  
       |          | ✿ Concert at Lunchtime | MB, YC & Student Helpers  
       |          | CF  
       |          | MB & LA  
       |          | SN | September 2014 to May 2015  
       |          | May, 2015  
Sing Yin Radio
- Cross-curricular DVDs to be shown to students by Teaching Assistants when subject teachers are absent.

<table>
<thead>
<tr>
<th>4.2</th>
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<tbody>
<tr>
<td>• Bridging Programme for F.1</td>
<td></td>
</tr>
<tr>
<td>• Subject language implementation plan for each department</td>
<td></td>
</tr>
<tr>
<td>• Reading programmes (online and ERS)</td>
<td></td>
</tr>
<tr>
<td>• LAC online programme</td>
<td></td>
</tr>
<tr>
<td>Eng. teachers</td>
<td></td>
</tr>
<tr>
<td>Dept heads</td>
<td></td>
</tr>
<tr>
<td>English teachers</td>
<td></td>
</tr>
<tr>
<td>SN</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>4.3</th>
<th>3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language support on vocabulary, usage, pronunciation, etc.</td>
<td></td>
</tr>
<tr>
<td>• English Resource Bank</td>
<td></td>
</tr>
<tr>
<td>MB, YW &amp; SN</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.4</th>
<th>3.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Purchase books and DVDs on subjects using EMI</td>
<td></td>
</tr>
<tr>
<td>• Develop teaching materials and lesson plans</td>
<td></td>
</tr>
<tr>
<td>SN</td>
<td></td>
</tr>
<tr>
<td>WK, SN &amp; subject teachers</td>
<td></td>
</tr>
</tbody>
</table>

5. Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Plan</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>4.1</td>
<td>• Evaluation by teachers and feedback from students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teachers’ and students’ feedback and participation rate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teaching Assistants’ feedback</td>
</tr>
<tr>
<td>5.2</td>
<td>4.2</td>
<td>• Evaluation by F.1 teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluation by department heads</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• On-line reading progress reports and teachers’ comments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Progress reports and feedback from students</td>
</tr>
<tr>
<td>5.3</td>
<td>4.3</td>
<td>• Feedback from teachers</td>
</tr>
<tr>
<td>5.4</td>
<td>4.4</td>
<td>• Teachers’ feedback</td>
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6. Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenditure</th>
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<tbody>
<tr>
<td>Bridging programme</td>
<td>$800.00</td>
</tr>
<tr>
<td>Resources for teachers and activities</td>
<td>$500.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$100.00</td>
</tr>
<tr>
<td>Total</td>
<td>$1,400.00</td>
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</tbody>
</table>
LIBRARY
PROGRAMME PLAN 2014–2015

1. Purpose

1.1 To help students enjoy the facilities of a computerized library and nourish their interest in acquiring learning experience outside classroom context.
1.2 To encourage and help students to make proper use of library resources and materials.
1.3 To enhance the teaching and learning in school.
1.4 To encourage students to develop a good reading habit.
1.5 To cultivate in students the habit of self-learning.
1.6 To provide a good reading environment for students.
1.7 To encourage students to read widely.
1.8 To encourage students taking reading as a life-long enjoyment.

2. Review of Present State

2.1 Strength

2.1.1 The school supports the promotion of good reading habits among students. Apart from the annual library grant ( $65,000 ), additional funds are provided for the purchase of newspapers, and prizes for the winners of various library activities.
2.1.2 There are library periods for F.1 students which serve as user education.
2.1.3 The school librarian, subject teachers and students are all involved in the purchase and selection of books.
2.1.4 Library prefects are well trained and well disciplined to offer very good assistance to the school librarian.
2.1.5 Sing Yin has moved into a new campus which is much bigger than the old school campus now. And the new school library, which is surrounded with a piece of green lawn, is much bigger ( double size ) than the old one as well. It is well and newly furnished and has lots of space for further shelving. The environment is much more comfortable and suitable for reading. Students should be more interested in coming to the school library.

2.2 Weakness

2.2.1 Not many students show genuine interest in reading English books.
2.2.2 Many students cannot return the library books on or before the due date.
3. **Objectives of Issue to be Addressed**

3.1 To help students to acquire some essential information skills, for example, to renew and reserve library books on internet at home, through library periods.

3.2 To further enhance students’ interest in reading.

3.3 To arouse students’ interest in reading English books.

3.4 To provide a better service:

   3.4.1 The library lesson for F.1 students altogether will be completed within the first cycle this school term and take place in the school hall.

   3.4.2 Arrangement for the Book Exhibition:

   3.4.2.1 Reminding teachers about the Book Exhibition through e-class mail.

   3.4.2.2 It will be held on 6th and 7th October this school year and the book supplier is the Commercial Press ( 商務 ).

   3.4.3 Arrangement for the Reading Award Scheme:

   3.4.3.1 The Library will incorporate the Library Reading Award Scheme with the English and Chinese ERS. The 1st and the 2nd section would be held in November, 2014 and March, 2015 respectively in this school year.

   3.4.3.2 In order to promote the proper use of IT devices, book reports in video format will be accepted in the 1st Reading Award Scheme this term.

   3.4.3.3 Popular Reading Award Scheme

   Students will be encouraged to join the Popular Reading Award Scheme organized by Hong Kong Professional Teachers’ Union this school year.

3.4.4 Students who overdue:

   3.4.4.1 Students who fail to return their overdue books after two notifications, their parents would be informed.

   3.4.4.2 If a F.6 graduate fails to return books after repeated notifications, his testimonial could be requested withholding by the Librarian.

3.4.5 Discipline talks

Library rules and regulations, particularly those related to the severity of damaging or stealing books from the Library, were highlighted.

4. **Implementation Plan**

4.1 Acquisition of English books, magazines, tapes, VCDs and DVDs of Western motion pictures and CD-ROMs to provide students with an attractive stock and a wider choice.

4.2 Library Activities

   4.2.1 Reading Award Scheme
4.2.1.1 Student who has read 1 English book or Chinese book will be awarded a small present (e.g. Test papers, Mathematics books, Single Line Books, stationery and so on).

4.2.1.2 Certain categories of written texts for the Reading Award Scheme should be chosen by the Librarian in order to encourage students to read different types of books and help achieve the annual major concern of the school this year.

4.2.1.3 Book reports in video format will be accepted in the 1st Reading Award Scheme this school year.

4.2.1.4 Popular Reading Award Scheme
Students will be encouraged to join the Popular Reading Award Scheme organized by Hong Kong Professional Teachers’ Union this school year. If they complete the scheme at the end of the school year, they will be awarded green badges and certificates from the organization.

4.2.2 Sharing Session during morning assembly – In order to promote reading habit, more sharing sessions will be conducted. In addition to library prefects, the Chinese and English Departments would be invited to nominate students to participate in the sharing sessions. And library prefects will be encouraged to choose books or magazines relating to the major concern of the year.

4.2.3 Book Exhibition for IS and Chinese books in the library

4.2.4 Topical Book Displays (monthly or bi-monthly)

4.2.5 Competitions and Games (e.g. Book Cover Design, Quiz, Crossword Puzzles, etc.)

4.2.6 New Book Displays (weekly)

4.2.7 Board Displays

4.2.8 Film appreciation in the library – The content of the video will be censored by the teacher and the librarian first and prior approval may be sought from the principal.

5. Evaluation

5.1 Statistical Data (Daily issue rate of books, magazines, tapes, VCDs, DVDs and CD_ROMs, and the issue rate for each class).

5.2 Formal and Informal Discussion or Feedback.
6. **Budget**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library books, VCDs, DVDs, CD-ROMs and magazines</td>
<td>$65,000.00</td>
</tr>
<tr>
<td>Stationery and Consumable</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Prizes for Competitions and Reading Award Scheme</td>
<td>$2,500.00</td>
</tr>
<tr>
<td>Maintenance fee for Library Master</td>
<td>$2,000.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$72,000.00</strong></td>
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</tbody>
</table>

7. **Programme Team**

Miss Li Yuk Bing (Teacher-librarian)
ENVIRONMENTAL EDUCATION
PROGRAMME PLAN 2014-2015

1. **Purposes**
   1.1 To raise environmental awareness in school.
   1.2 To promote students’ good habits in conservation of energy and resources at home, in school, and in the community.
   1.3 To develop students’ care for personal hygiene and environmental cleanliness as well as their positive attitude towards maintaining the quality of the natural environment.
   1.4 To liaise with various related bodies (government and non-government organizations such as various Green groups in Hong Kong) to implement environmental education in school.

2. **Review of present state**
   2.1 **Strengths**
   2.1.1 Our school, principal, teachers, students and parents strongly support environmental protection.
   2.1.2 There are many environmental facilities in our new campus.
   2.1.3 We have a supportive environmental prefect team to keep school campus clean and tidy.
   2.1.4 We have responsible environmental monitors to help monitoring energy use in classrooms.
   2.1.5 Our students cooperate with environmental prefects well.
   2.1.6 Our tuck shop is cooperative and provides recyclable utensils and low-carbon meals.

   2.2 **Weaknesses and limitations**
   2.2.1 Some students are careless and do not care too much about cleanliness and the environment.
   2.2.2 Some students have not yet developed a good attitude towards environmental protection.

3. **Objectives of Issues to be addressed**
   3.1 To promote students’ responsibilities in cleanliness and environmental protection.
   3.2 To promote active participation in recycling activities.
   3.3 To address the School’s major concerns – to implement careers and life planning education and to reinforce students’ discipline and promote self-control.

4. **Implementation plan**
   4.1 **Environmental Prefects and Monitors**
   For F.1-F.3, one environmental monitor will be assigned in each class by his class teacher. For F.4-F.6, the monitors will be assigned by the teacher I/C. To increase the confidentiality of the password of the computers, computers in different classrooms have different passwords. New passwords will be used to increase the confidentiality. The environmental monitors are requested not to disclose them to others.

   The environmental monitors are responsible to switch off the electrical appliances when they are not in use. They should give advice to their classmates about the wise use of energy and resources.
This year, the environmental monitors will take an oath in front of their classmates to make a commitment. This action helps to raise their sense of responsibility towards their duties. Some environmental prefects will be recruited by the teacher in-charge. Environmental prefects are responsible for the environmental protection, tidiness and cleanliness of the whole campus. The performance of environmental monitors and prefects will be monitored closely.

4.2 Students’ participation in keeping the cleanliness and tidiness of the classroom
Student-on-duty will stay in the classroom to sweep the floor and tidy up the desks and chairs after school. They can get the broom outside the classroom to clean the floor. They are also responsible for the tidiness of the classroom such as removing the newspaper from the classroom. The environmental monitors will supervise them to complete the work. In addition, the janitors and teachers will monitor their works. Through this activity, students’ discipline will be reinforced and their self-control will be promoted. This year, we will carry out two ‘classroom cleanliness competitions’, one in each term. These activities are hoped to encourage students to keep classroom clean and tidy. There will be a strict enforcement of the practice. Classes with untidy classrooms will be punished. Students will be requested to clean their own classrooms after school. Individual students who are found to be uncooperative will be asked to clean the campus.

4.3 Participation in Ambassador Scheme
More students especially from the junior forms will be invited to join the ZCB Student Ambassador Scheme and some students will be nominated to receive awards in the Student Environmental Protection Ambassador Scheme organized by the Environmental Campaign Committee. More activities will be held for them and joint-school activities will be held by the Environmental Protection Club.

4.4 Policies in reducing food waste
The tuck shop agreed to provide only 100 lunch boxes or below each day to reduce the food waste and this practice will be continued. For the students, they will be reminded to cherish food and waste no food. For the teachers, the committee will encourage the teachers to reduce food waste and recycle the waste as much as possible. The food waste after composted will be used as fertilizers in our campus. Some of them will be taken away by some teachers and students for their personal uses.

4.5 Recycling competition and activity
A waste plastic bottle/metal can recycling competition will be held. Environmental Protection Club officials and the Environmental Prefect Team will provide guidelines for the competition. They will assist in counting the number of recycled plastic bottles/metal cans for each class. The recycling competition will be on both individual and class bases. Prizes will be awarded. A proposed joint-club activity (with the Chemistry Club) will be held to recycle the used batteries and chargers. We will continue the food waste composting in October. The compost will be used as fertilizers for our plants grown by the members of the Gardening Club in
the campus.

4.6 Environmental Projects
Our school will participate in the activity ‘No Air Con Night 2014’ to encourage teachers and students to reduce energy consumption. Our school will also join the Power Smart Energy Saving Contest 2014 organized by the Friends of the Earth. The principal and the teacher I/C will organize a field trip for some Environmental Prefects to a Tree Walk to enhance their knowledge on trees and the natural ecosystem. They will be trained to be the tour guides of primary school students to promote the importance of tree conservation and environmental protection. An aquaponics project in the school campus will be carried out with Biology Department. Our school will join the Sustainable Development School Award Programme organized by the Council for Sustainable Development. A talk, an interactive drama activity and two workshops will be organized for the students to raise their awareness of the importance of sustainable development and to encourage them to contribute to sustainable practices in their daily lives and to spread the sustainable development message to their families.

4.7 Introducing our environmental facilities
To help promoting environmental education through knowing about our environmental facilities, we will continue conducting programmes to familiarize our students and parents about them. For parents, we will do that in F.1 Orientation Day and F.1 Info Day. New environmental prefects and monitors will be trained to be tour guides who are responsible for introducing the environmental facilities to other students, parents and outsiders. It helps to promote their leadership, responsibility and presentation skill. Whenever other schools or organizations want to visit our schools, our well-trained students will welcome them and give detailed description about our environmental features.

4.8 Implementing careers and life planning education
To implement careers and life planning education, guest speakers will be invited to give talks on careers related to environmental protection.

5. Evaluation and Performance indicator

5.1 Environmental Prefects and Monitors
About 50 environmental prefects will be recruited. Environmental monitors will be appointed by their class teachers and the teacher I/C. The environmental monitors will take an oath of commitment. Whenever they perform poorly, their duties will be withdrawn. Their performance will be assessed regularly by the teacher I/C.

5.2 Students’ participation in keeping the cleanliness and tidiness of the classroom
A closer supervision on the students’ responsibility in keeping the cleanliness of the campus will be carried out. Those students who are found to be not cooperative will be warned and punished. Environmental prefects will be responsible for reporting immediately to the teacher I/C about those students. The number of offences is to be recorded. It is hoped that the number of offences
drops when compared with that recorded last year. For the classrooms, a closer supervision on the classrooms’ cleanliness will be done. Class teachers, janitors and environmental prefects will carry out closer supervision. Classes with dirty and untidy classrooms will be punished. Furthermore, two classroom cleanliness competitions will be organized, one in each term, to promote cleanliness of the classroom. Comments on the cleanliness of each classroom will be given. After these measures, it is hoped that the number of dirty and untidy classrooms drops when compared with that recorded last year.

5.3 Participation in Ambassador Scheme
Some students will be invited to join the ZCB Student Ambassador Scheme and some students will be nominated to receive awards in the Student Environmental Protection Ambassador Scheme. They are encouraged to take part in various activities. They will learn and be trained as leaders to promote environmental protection. It is hoped that more than 10 students from the junior forms will join the Environmental Protection Club and the scheme.

5.4 Recycling competition and activity
A waste plastic bottle/metal can recycling competition among the classes will be held. The class which supports the recycling activity most will be awarded with prizes. The environmental prefects and club officials will actively encourage students to participate in the recycling activity. The number of participants is to be recorded. It is hoped that the number of participants increases. The waste food composting activity will start in October. It is hoped that at most 8 compost boxes will be filled up in the whole year.

5.5 Environmental Projects
All the Environmental Projects will be launched by teachers and students in the school year. Records will be kept.

5.6 Introducing our environmental facilities
All new environmental prefects will be trained to be tour guides to help the school to introduce environmental facilities to other students and guests. All F.1 students will tour around the campus in an IS lesson. With the help of the environmental prefects, they will learn more about the campus.

5.7 Implementing careers and life planning education
Guest speakers will be invited to give talks on careers related to environmental protection. Feedback from the students will be collected.

6. Budget

<table>
<thead>
<tr>
<th>Environmental Prefect Team</th>
<th>$2,500</th>
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<tr>
<td>Miscellaneous</td>
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<td>Total expenditure</td>
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</table>

7. Programme Team
Miss Lok Yuen Kwan  
(I/C Environmental Education, Environmental Prefects and Monitors)  
Miss Liu Pui Ying (I/C Environmental Protection Club)  
Miss Yang Ka Wah
中三專題研習科
2014-2015 年度工作計劃

1. 宗旨
   1.1 提升專題研習能力
   1.2 提高各種共通能力如：思維能力、自學能力、語文能力、溝通及合作能力等
   1.3 增強學習技巧
   1.4 培養自學精神
   1.5 培養良好品德，正確人生價值觀

2. 目前概況
   2.1 有利條件
      2.1.1 同學在小學、中一及中二時已體驗不少專題研習活動，對較為艱深的課程障礙不大。
      2.1.2 科主任及多名資深教師有豐富教授專題研習課程的經驗。
      2.1.3 為了使同學在課堂上有更大的得益，科組以兩位老師共同授課，務求給予同學更佳的回饋及學習環境。
   2.2 面對問題
      2.2.1 同學的學習態度稍欠積極，過於依賴老師，自學能力有待改善。
      2.2.2 要提升專題研習能力，必須要有相當的時間，而本科的課節略嫌不足。
      2.2.3 新加入科組的老師不少，他們需要一些時間去探索及掌握本科的精髓。

3. 本年度目標
   3.1 加強資料搜集技巧訓練，務求每一位同學都參與問卷調查活動。
   3.2 同學必需設立議題，進行專題研習，提升解難及資料分析能力。
   3.3 透過進行特別專題探究，了解進化及科學與道德的關係，提高同學的人生價值觀。
   3.4 培養學習技巧與自學精神。
   3.5 使同學了解探究的精神及技巧，為中四通識科獨立專題探究打好良好的基礎。
   3.6 提升同學製作電子簡報的技巧及口頭匯報能力。

4. 施行計劃
   4.1 教學活動
      課堂內：專題研習的技巧訓練、專題研習及特別專題探究
      課堂外：學習技巧班及思考訓練班
   4.2 教學內容
      4.2.1 學習專題研習技巧
         ● 對中三的同學們來說，中四的通識科近在眉睫，他們需要有相關的能力，單靠片面，單薄的知識及體驗，未能有效地幫助他們進
行高中的獨立專題探究。透過教授學習專題研習技巧，老師教導同學怎樣審題，如何進行資料搜集，資料處理及匯報。

- 同學透過多元化的活動資料回應題，學習知識、掌握技能和培養正確的學習態度。
- 今年，我們利用十節的課堂來教授專題研習的技巧，提升同學的九種共通能力，課堂的內容包括擬題及審題的理念及方法，如何進行資料搜集，資料處理及匯報等等，以活動及講解，同學在課堂學會不同的技巧。
- 同學亦會深入學習如何設計一份問卷，然後進行街頭訪問，搜集資料，加強自信。
- 透過小組活動，同學加強了溝通及組織能力。
- 每一循環周，老師也會給予功課及習作，培養同學時間管理及責任感。
- 同學需要分析資料及數據，有助提升他們的分析及數學處理能力。
- 每位同學有兩次口頭匯報的機會，加強他們的表達能力。
- 在第九節的課堂上，同學們需要進行一次考核及評估，穩固他們的知識及技巧。

4.2.2 專題研習
每個專題研習的模式相似，同學會在某一主題中，發掘可作為研習重點的題目。設立議題後，同學需要進行該專題研習，並把研究結果在課堂上作口頭匯報。每一專題研習的教節為五節。
第一節：介紹主題，同學分組
第二節：每組簡介研習的議題題目及進行研究的方法
第三節：每組匯報研習的進度，遇到的問題，解決的方法及將要進行的活動
第四節：首四組同學作口頭匯報
第五節：最後四組同學作口頭匯報

4.2.3 特別專題探究
新高中通識科要求同學有獨立性，富邏輯性，多角度及理性的明辨思考能力。為了糾正同學們一些謬誤及培養他們的道德價值，學校將提供三個特別專題，它們分別為宇宙與生命，物種的進化，科學與道德。進行這些特別專題探究的目的有四：
(一) 給同學反思，有助糾正他們對人生及道德錯誤的看法
(二) 配合學校的關注事項，培育他們的責任感及使同學明白自由意志的重要
(三) 培養同學的獨立性，邏輯性及理性的明辨思考能力
(四) 了解及探討宇宙，人類進化及道德的問題
校長及負責老師將在學校禮堂舉行講座，全級同學同時參與。同學會對一些問題進行資料搜集，在課堂上作口頭匯報。
4.2.4 學習技巧班及明辨思考課程
為使同學掌握良好的閱讀及學習能力，來提升自學的技巧，課程特別安排兩個訓練班：學習技巧班及明辨思考課程。透過多元活動、分享及討論，增強同學該方面的能力。

5. 評估
5.1 評分量表：老師及學生以量表給同學的口頭匯報評分
5.2 專題報告：老師以觀察並評核方式進行
5.3 堂上觀察：老師在課堂上觀察同學討論及其他表現

6. 財政預算
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7. 成員
郭鄭美玲（科主任）
楊盧學賢
鄺偉祥
單家輝
佘雁璇
黃日光
何世炳
蔡淑茵
袁詩雅
陳椿偉
1. Purpose

1.1 To coordinate and provide life planning education in Sing Yin.
1.2 To provide information on further education, training and careers opportunities to students.
1.3 To enhance students’ exposure to the careers world.
1.4 To help students identify their interests, abilities and aspirations and coach them to develop their personal goals and careers plans.
1.5 To assist and facilitate the education and careers development of students.
1.6 To liaise strong partnership with parents, alumni, tertiary institutes and NGOs to provide careers talks, additional careers guidance support and career-related experiences to students.
1.7 To collect, update and disseminate careers information to support students, parents, teachers and school leaders in planning.

2. Review of Present State

2.1 Strengths

2.1.1 The existing network with the HK Association of Careers Masters and Guidance Masters, the Careers and Guidance Services Section of the Education Bureau, Careers Advisory Service of the Labour Department, Hok Yau Club and other tertiary institutes helps to facilitate the programmes of careers guidance.

2.1.2 The work of Careers and Life Planning department is carried out by a team of six teachers who are dedicated and capable of organizing various programmes.

2.1.3 The Careers Club, an extra-curricular club consisting of five committee members, helps in disseminating information and carrying out some careers programmes such as exhibitions, careers workshops and talks.

2.1.4 The Careers and Life Planning Department is able to maintain good working relationships with supportive parents, fellow teachers, office staff, the school social workers and old boys.

2.1.5 A variety of resources and facilities are available for students

- careers resources and materials at Careers Mistress’s Office
- counselling services provided by Careers Mistress and all team members
- careers information and materials in the Careers Corner in the School Library
- careers leaflets and information booklets made by Careers Department
- careers information and posters displayed on the careers bulletin board
- closer communications with Careers and Life Planning Department through different channels, such as Sing Yin website, e-class, etc.
- careers information and booklets published by various education institutes

2.1.6 Career and Life Planning (CLP) Grant, an additional annual recurrent cash grant, has been provided by the Education Bureau to enhance and enrich life planning education elements for students.
2.2 Weaknesses
2.2.1 Most students lack the self-awareness of careers planning. Many of them do not set up their own individual careers plan.
2.2.2 There is a conflict in deciding which activities should be arranged in school time or after school. Some careers activities inevitably interrupt normal classes though the schedule has been planned in advance.

3 Objectives of Issues to be addressed

3.1 To help F1 - F2 students develop self-understanding and learn to make realistic evaluation of their own abilities, achievements and interests.
3.2 To help F3 students make their educational choices especially in the NSS curriculum.
3.3 To provide the senior forms (F4 - F6) students with a holistic understanding of their achievements, qualities, aptitudes, abilities and careers aspirations, and relate it to their career development.
3.4 To assist senior forms (F4 - F6) students to establish medium and long term goals and formulate career and learning plans.
3.5 To help F6 students in applying for admissions to degree courses of JUPAS, sub-degree courses, non-government-funded institutions, IVE courses and other post secondary institutions.
3.6 To coordinate life planning education with other departments in the school.
3.7 To nominate appropriate students for external scholarships and provide information and facilitate the applications of financial subsidies.
3.8 To collect, update and disseminate careers information to students, parents, teachers and school leaders.
3.9 To promote Sing Yin Secondary School to parents, teachers and students of Primary Six of schools in Kowloon.

4 Implementation Plan

4.1 To help F1-2 students develop self-understanding and learn to make realistic evaluation of their own abilities, achievements and interests.
   4.1.1 Arrange a programme on ‘self-exploration’ for F1 - F2 students.

4.2 To help F3 students make their educational choices especially in the NSS curriculum.
   4.2.1 Hold a talk on the NSS curriculum on 12th February 2015 for F3 students.
   4.2.2 Arrange a career inclination survey for F3 students in February 2015.
   4.2.3 Hold a F3 Parents’ Day on the NSS curriculum on 14th March 2015. (All F3 parents and students are requested to attend.)
   4.2.4 Provide a handbook with information on the NSS curriculum, requirements of various tertiary institutes and degree and sub-degree courses.
   4.2.5 Hold a briefing meeting with the F3 class teachers about the arrangements of the NSS curriculum before the F3 Parents’ Day.
   4.2.6 Offer counselling services to help F3 students make their educational choices.

4.3 To provide the senior forms (F4 - F6) students with a holistic understanding of their achievements, qualities, aptitudes, abilities and careers aspirations, and relate it to their career development.
   4.3.1 Organize a leadership training programme for students promoting to F5 in summer.
4.3.2 Arrange all F.5 students to complete Career Interest Inventory in the second term.

4.3.3 Recruit F4 and F5 students to be student helpers of F1 Info Day and F3 Parents’ Day to practice and improve their communication and leadership skills.

4.4 To assist senior forms (F4 - F6) students to establish medium and long term goals and formulate career and learning plans.

4.4.1 Hold careers talks for F5 and F6 students on JUPAS degree and sub-degree courses on 8th October 2014.

4.4.2 Invite old boys from the Alumni Association to conduct careers talks about their career development to enhance students’ exposure to the careers world.

4.4.3 Run a mentorship programme with the Alumni Association for F4 - F5 students to increase their career-related experience.

4.4.4 Organize careers visits to well-established business firms and work places.

4.4.5 Hold a Careers Quiz to increase careers awareness and stimulate students’ interests in careers.

4.4.6 Offer counselling services to help students of poor academic performance to focus on particular concerns and future careers path.

4.5 To help F.6 students in applying for admissions to degree courses of JUPAS, sub-degree courses, non-government-funded institutions, IVE courses and other post secondary institutions.

4.5.1 Hold a sharing session on JUPAS degree and sub-degree courses by Old Boys on 10th October 2014.

4.5.2 Organize visits to tertiary institutions on their Open Days.

4.5.3 Hold a mock JUPAS Application in mid November.

4.5.4 Hold a briefing meeting with F6 class teachers about the JUPAS application and the JUPAS Sub-system for Principal’s Nomination.

4.5.5 Organize a careers workshop on the preparation for the Release of the HKDSE results.

4.5.6 Hold counselling sessions on reprioritization of JUPAS choices on 15th and 16th July 2015.

4.6 To coordinate life planning education with other departments in the school.

4.6.1 Discuss class periods with Guidance Department.

4.6.2 Discuss life planning education with Moral and Civic Education Department

4.6.3 Support class teachers in the delivery of life planning education and career guidance.

4.7 To nominate appropriate students for external scholarships and provide information and facilitate the applications of financial subsidies.

4.7.1 Invite nominations for external scholarships and awards and process the applications

4.7.2 Disseminate information of financial subsidies to teachers and students and facilitate the applications

4.8 To collect, update and disseminate careers information to students, parents, teachers and school leaders.

4.8.1 Summarize and display HKDSE results of our students on Parents’ Day and F3 Parents’ Day.
4.8.2 Update the data of F6 graduates’ admission to tertiary institutes.

4.9 To promote Sing Yin Secondary School to parents, teachers and students of Primary Six of schools in Kowloon.
4.9.1 Organize Sing Yin F1 Info Day on 6th December 2014 for parents, teachers and students of Primary 6 of schools in Kowloon.


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<td>5.1 Counselling</td>
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<tr>
<td>5.1.1 Individual/Group Counselling on JUPAS</td>
<td>To raise students’ awareness of particular concerns</td>
<td>12th &amp; 13th Nov</td>
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<td>SY</td>
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<td>5.1.3 Release of HKDSE Results</td>
<td>To enable students to reprioritize their JUPAS choices</td>
<td>15th &amp; 16th Jul</td>
<td>F6</td>
<td>SY, KY, YM, YN YW</td>
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<td>5.2 Exhibition</td>
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<td>5.2.1 Careers Exhibitions on Parents’ Day</td>
<td>To provide update information on public exam results</td>
<td>8th Feb &amp; 14th Mar</td>
<td>Whole School &amp; F3</td>
<td>SY, CH</td>
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<td>5.3 Scholarships &amp; Awards</td>
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<td>5.3.1 The Grantham Maintenance Grant</td>
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<td>Sep</td>
<td>F4 - F6</td>
<td>SY</td>
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<td>F6</td>
<td>SY</td>
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<td>5.3.3 Sir Edward Youde Memorial Scholarship for Undergraduate and Diploma Students</td>
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<td>8th Oct</td>
<td>F5 &amp; F6</td>
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<td>Degree Courses &amp; Sub-degree Courses by Old Boys</td>
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<td>5.4.3</td>
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<td>F5 - F6</td>
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<td>Careers Talk on careers development</td>
<td>To enhance exposure to the careers world</td>
<td>Nov, Mar or May</td>
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<tr>
<td>5.4.5</td>
<td>Sing Yin F1 Info Day</td>
<td>To promote Sing Yin to the public</td>
<td>6th Dec</td>
<td>P6 parents, teachers and students</td>
</tr>
<tr>
<td>5.4.6</td>
<td>NSS Curriculum</td>
<td>To introduce NSS curriculum. To help them make educational choices</td>
<td>12th Feb</td>
<td>F3</td>
</tr>
<tr>
<td>5.4.7</td>
<td>F3 Parents’ Day – NSS Curriculum</td>
<td>To enable students &amp; parents to make educational choices</td>
<td>14th Mar</td>
<td>F3 &amp; parents</td>
</tr>
<tr>
<td><strong>5.5</strong></td>
<td>Visit</td>
<td></td>
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<tr>
<td>5.5.1</td>
<td>Visit to Tertiary Institutions</td>
<td>To let students familiarize with tertiary institutions</td>
<td>Sept-Oct</td>
<td>F6</td>
</tr>
<tr>
<td>5.5.2</td>
<td>Visits to Places of Work</td>
<td>To introduce different business firms &amp; work environment</td>
<td>Nov-Dec/ Mar-May</td>
<td>F4 - F6</td>
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<td><strong>5.6</strong></td>
<td>Workshop</td>
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<tr>
<td>5.6.1</td>
<td>Workshop on the preparation for the Release of HKDSE Results</td>
<td>To prepare students with educational planning</td>
<td>4th July</td>
<td>F6 students &amp; parents</td>
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<tr>
<td>5.7</td>
<td>Others</td>
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<tr>
<td>5.7.1</td>
<td>Careers Leaflets</td>
<td>To inform and disseminate careers information</td>
<td>Sept &amp; Feb</td>
<td>F5 &amp; F6</td>
</tr>
<tr>
<td>5.7.2</td>
<td>Old Boys Survey</td>
<td>To collect data on educational &amp; careers choices</td>
<td>Oct</td>
<td>F6</td>
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<tr>
<td>5.7.3</td>
<td>Mock JUPAS Application</td>
<td>To facilitate planning and counselling on educational choices</td>
<td>Nov</td>
<td>F6</td>
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<tr>
<td>5.7.4</td>
<td>‘Self exploration’ Programme</td>
<td>To raise students’ self-awareness of strengths &amp; weaknesses</td>
<td>Nov</td>
<td>F1 &amp; F2</td>
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<tr>
<td>5.7.5</td>
<td>Mentorship programme</td>
<td>To increase career-related experience</td>
<td>Nov- Jul</td>
<td>F4 - F5</td>
</tr>
<tr>
<td>5.7.6</td>
<td>Career Inclination Survey</td>
<td>To explore career inclination</td>
<td>Feb</td>
<td>F3</td>
</tr>
<tr>
<td>5.7.7</td>
<td>Career Interest Inventory</td>
<td>To explore career inclination</td>
<td>Apr</td>
<td>F5</td>
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<tr>
<td>5.7.8</td>
<td>Recommendation for JUPAS Sub-system for Principal’s nomination</td>
<td></td>
<td>Apr</td>
<td>F6</td>
</tr>
<tr>
<td>5.7.9</td>
<td>Prepare Notes on Completion of Testimonial Draft</td>
<td>To enable F6 class teachers the procedures of writing testimonial</td>
<td>Apr</td>
<td>F6</td>
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<tr>
<td>5.7.10</td>
<td>Careers Quiz</td>
<td>To arouse careers awareness &amp; stimulate students’ interests in careers</td>
<td>Apr</td>
<td>Careers Club members</td>
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<tr>
<td>5.7.11</td>
<td>F5 Leadership Training Programme</td>
<td>-To train students leadership skills &amp; organization skills -To highlight students’ awareness of their own strengths &amp; weaknesses</td>
<td>19th -20th Aug</td>
<td>Students promoting to F5</td>
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<tr>
<td>5.7.12</td>
<td>Recommendation for local/overseas studies</td>
<td></td>
<td>All year round</td>
<td>F1 - F6</td>
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</tbody>
</table>
6. **Evaluation**
6.1 Attendance records will be kept.
6.2 Discussion will be held with teachers concerned and students immediately after activity.
6.3 A post-activity questionnaire for review will be conducted.
6.4 Feedback and suggestions will be collected from committee members in the regular meetings.
6.5 Students will be interviewed to assess the effectiveness of the publications.

7. **Budget**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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<tr>
<td>Reference books and stationery</td>
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<td>HKACGM Membership Fee</td>
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<td>Old Boys’ Talk</td>
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<td>Sing Yin F1 Info Day</td>
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<td>Exhibition on Parents’ Day</td>
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<td>F3 Parents’ Day</td>
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<td>F5 Leadership Training Programme</td>
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<td>Careers Talks and Mentorship Programme</td>
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<td>Souvenirs</td>
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<td>Photocopy and Stenciling</td>
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<td>Miscellaneous</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

8. **Programme Team**

8.1 Careers Mistress: Miss Choi Suk Yan
8.2 Careers Teachers: Mr Cheung Shi
Miss Lo Wing Yan
Miss Lok Yuen Kwan
Miss Mang Choi Yu
Miss Yuen Sze Nga
1. **Purpose**

To help students acquire the values and attitudes necessary for the development of moral character, such as:

1.1 self discipline, self control, self responsibility and honesty;
1.2 courage and perseverance when faced with difficulties;
1.3 consideration and support for fellow students;
1.4 sincerity, tolerance and goodness in all relationships.

2. **Review of Present State**

2.1 Strengths

2.1.1 We have good students, most of them behave well and are quite diligent.
2.1.2 Most of the students are receptive to advice.
2.1.3 Most of the students try their best to fulfil their parents’ and teachers’ expectation.
2.1.4 There is a close co-operation, support and frequent exchange of ideas among members of the discipline department to enable effective team work.
2.1.5 There is good co-ordination between the discipline department, guidance department, school social workers and class teachers.
2.1.6 The School Prefect Term is well organized and able to maintain good order in school. They can take the initiative and work collaboratively with their peers.
2.1.7 Due to the new school campus, space for student activity and venue for teaching and learning will be improved.

2.2 Weaknesses

2.2.1 Some students lack a sense of belonging to the school.
2.2.2 Some junior students lack self-awareness and self-discipline.
2.2.3 The area of the covered playground is limited, the order of lining-up there may be unsatisfactory.
3. **Objectives of Issue to be Addressed**

3.1 To ensure that good manners and good order prevail in assemblies, classrooms and throughout the school.
3.2 To help students to become responsible and law abiding citizens.
3.3 To help misbehaving students to correct themselves.
3.4 To collaborate with parents of students with behavior problems in helping the students overcome their difficulties.
3.5 To reinforce the training of school prefects and monitors so that they will be more competent in maintaining good order in school.

4. **Implementation Plan**

4.1 At the beginning of school year,
   4.1.1 an induction briefing on the expectation of school discipline will be given to new F.1 students and their parents on F.1 orientation day.
   4.1.2 an induction briefing on the expectation of school discipline will be given to F.5 students on F.5 orientation day.
   4.1.3 all discipline members should take up the patrolling duties in the first two weeks to ensure good order in school.
   4.1.4 all discipline members would monitor the hair style and uniform of all classes.

4.2 New line-up arrangement is introduced to maintain good order in the cover playground.
4.3 A student who is late in a school day will be asked to attend a period of detention after school on the same day.
4.4 Starting 15 minutes before morning assembly, one teacher and one discipline master should patrol the cover playground.
4.5 Two discipline masters are arranged to ensure good order during the line-up in the covered playground after second recess, and after lunch-time.
4.6 Experience sharing and training will be given to all monitors.
4.7 Selection and inauguration of school prefects.
4.8 Training course will be introduced for all school prefects in Sep and Oct.
4.9 Regular meetings with school prefects and monitors will be arranged to help promote self-discipline among students.
4.10 A series of talks on discipline will be arranged for different form of students. Students are reminded that the school has a zero tolerance rule for bullies. Everyone needs to be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying.
4.11 Arrange for duties to patrol the school campus and to make observations of students’ behaviour.
4.12 Arrange for irregular checking of school uniform and hairstyle, and keep records of irregularities. Students should be aware that their appearance and behaviour while wearing their uniform in different situations will reflect upon the school.
4.13 Handle students’ misbehaviour and interview parents and students on both preventive and remedial purposes.
4.14 Strengthen the coordination between the discipline department, the class teachers, the guidance department and the school social workers in handling of disciplinary cases.

4.15 To encourage lower form students to behave properly, quiz on school rules and junior model class competition will be held by school prefects.

4.16 Talks on school discipline will be held in the second term for F1 and some other forms to reinforce the good behaviour of the students.

4.17 Short talks concerning punctuality, self-discipline, politeness, honesty, etc. will be given to the individual class or group of students when necessary.

4.18 Some class teachers are invited to attend meetings chaired by the Director of Discipline on class discipline problems when necessary.

5. **Evaluation**

5.1 Students’ behaviour is to be evaluated from

5.1.1 their performance during various school functions,

5.1.2 comments and complaints from staff, students, parents and outsiders,

5.1.3 daily record of each class.

5.2 Regular meetings will be held between the discipline department and the school prefects so as to evaluate and review the arrangements for future improvement.

5.3 Analyse the statistical data of the disciplinary records and reasons of detention.

5.4 Discussion will be held with senior form students.

6. **Budget**

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Prefect welfare</td>
<td>$850</td>
</tr>
<tr>
<td>Photocopy, duplication and stationery</td>
<td>$800</td>
</tr>
<tr>
<td>Prizes &amp; photos</td>
<td>$600</td>
</tr>
<tr>
<td>Board display</td>
<td>$20</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$2270</strong></td>
</tr>
</tbody>
</table>

7. **Programme Team**

Director of Discipline : Mr. Wong Chi Shing
Assistant Director of Discipline : Mr. Li Sze Fuk
Discipline Masters
Mr. Chan Chun Wai
Mr. Kong Ping Wah
Mr. Kwong Wai Shing
Mr. Ng Chak Nam
Mr. Tsang Chi Kin
Mr. Wong Fu Hong
EXTRA-CURRICULAR ACTIVITIES
PROGRAMME PLAN 2014-2015

1 Purpose

1.1 Extra-curricular activities (ECA) are activities that take place outside regular school hours but they are part of the school curriculum. As such, ECA play an equally significant role in students’ learning. Provided they are well-planned, well-organised, properly implemented and well supported by school, ECA can be a powerful tool in taking care of students’ developmental needs and developing students’ potential.

1.2 Our ECA programme aims to help students at whatever level of ability to develop their potential as fully as possible in both academic and non-academic aspects. Through ECA, students are provided with chances to make new friends, to discover and share interests in a community, to learn how to make full and proper use of leisure time. We target at helping students acquire self-discipline, independence and confidence. There are two major concerns in our programme.

1.2.1 Our ECA programme aims to provide senior form students the opportunity to organise ECA so that they will gain first hand experience of programme planning, implementation and evaluation. They will then discover their potential and develop their leadership and communication skills.

1.2.2 It aims to enable junior form students to search their interest and develop their creativity through participation in ECA. We aim at enhancing a sense of belonging and brotherhood of Sing Yin boys through horizontal and vertical integration of teachers and students in ECA.

2 Review of the Present State

2.1 Strengths

2.1.1 The goals and objectives of ECA are geared to the school mission

2.1.2 There are sufficient resources to support ECA. These include allocating sufficient funds to cover the financial needs of various clubs.

2.1.3 There is a balanced range of ECA covering the five types: academic, sports, art, interest and community services.

2.1.4 There are sufficient and proficient ECA advisers implementing and monitoring ECA.
2.1.5 There are sufficient and active spontaneous senior students organising ECA.

2.2 Weaknesses

2.2.1 The exam-oriented curriculum pressurises both teachers and students, thus refraining both parties from fully participating in and enjoying ECA.

2.2.2 The changes in moral and social values of the Hong Kong community are great challenges to ECA in school. Students would find satisfaction in other alternative activities such as playing TV games, watching VCDs, attending/giving tutorial lessons, surfing the Net, Facebook etc. instead of staying behind in school to get training for debates, choral speaking or quizzes. Even more lively activities such as outings, playing badminton and tennis would be less appealing to students who may prefer less strenuous indoor activities. The changing pattern of social interaction makes the goals set in ECA much more difficult to be realized.

3 Objectives of Issues to be addressed

3.1 To address one of the major concerns of the school— to implement careers and life planning education; to reinforce students’ discipline and promote self-control; and to sustain teachers’ ongoing professional development

3.2 To achieve an internal quality assurance

3.3 To implement the ECA Policy

3.4 To encourage new F1 students to participate actively in ECA

3.5 To guide F5 students to run ECA successfully

3.6 To prepare F4 students to run ECA

3.7 To provide many more other meaningful learning experiences to all students

3.8 To prepare for the Open Day Activities
4 Implementation Plan

4.1 To train senior form students to take up leadership roles

4.2 To recommend students to join more activities, competitions and leadership training programmes outside school context e.g. the Foundation Course for Club Chairpersons.

4.3 To encourage teachers, especially those of the ECA Committee, to join professional training courses

4.4 To review the ECA policy from time to time whenever needs arise

4.5 To run training sessions for club chairmen on how to make effective club announcements, write minutes, reports, memos etc.

4.6 To hold a leadership training session for F5 in mid-August before school term starts so as to facilitate the smooth running of ECA

4.7 To arrange a Club Members Recruitment Week in September

4.8 To organise Summer Activities in the post-final exam period

4.9 To organize club/ house activities for F1 students

4.10 To discuss with club advisers on matters related to the strengths and weaknesses in implementing club activities

4.11 To arrange display and funfair activities on 30th June and 1st July 2015

5 Evaluation

5.1 Collect feedback from students, teacher advisers and the organizing committee

5.2 Evaluate ECA performance based on the following aspects:

5.2.1 Clubs’ Visions, Missions and Values

5.2.2 Club Actual Performance against Performance Plan

5.2.3 Club Expenditures against Club Estimates

5.2.4 Students’ Club Enrolment and Participation Rate in Activities

5.2.5 Students’ Achievements (i.e. prizes/awards) in ECA Competitions
5.3 Observe and monitor club chairmen’s performance in delivering club announcements, writing minutes, reports, circulars, posters, memos etc. and provide more training to those club chairmen who fail to show up-to-standard performance.

5.4 Feedback will be collected from F1 students in November and advise club chairmen to make reviews of club activities to meet the needs of club members.

5.5 Feedback will be collected from students after the training sessions.

6. **Budget**

   6.1 HKECA membership $200.00
   6.2 Committee members attending conference, seminars, workshops etc. $600.00
   6.3 Photocopies (memos, minutes, club information sheets etc.) and stationery $800.00
   6.4 Club expenditure $60,000.00
   6.5 Summer Activities $7,000.00
   6.6 House expenditure $22,000.00
   6.7 Miscellaneous ECA expenses approved by Principal $80,000.00

   **Total** $170,600.00

7. **Programme Team**

   Mrs Wong Hui Fung Wah (Co-ordinator)
   Miss Tam Mei Ling
   Mr Kwong Wai Cheung
   Mr Ho Sai Ping
   Mr Yung Lit Hung
   Mr Li Sze Fuk
# Extra-curricular Clubs

<table>
<thead>
<tr>
<th>Club</th>
<th>Adviser</th>
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<tbody>
<tr>
<td><strong>Academic Club</strong></td>
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</tr>
<tr>
<td>1. Biology</td>
<td>Miss Yang Ka Wah</td>
</tr>
<tr>
<td>2. Chemistry</td>
<td>Mr Kong Ping Wah</td>
</tr>
<tr>
<td>3. Chinese</td>
<td>Mr Szeto Kong Sang</td>
</tr>
<tr>
<td>4. Chinese Debating</td>
<td>Miss Mang Choi Yu</td>
</tr>
<tr>
<td>5. Chinese History</td>
<td>Mrs Ngai Kan Yu Ting</td>
</tr>
<tr>
<td>6. Computer</td>
<td>Mr Lam Hei Tat</td>
</tr>
<tr>
<td>7. Economics &amp; Accounting</td>
<td>Miss Tam Mei Ling</td>
</tr>
<tr>
<td>8. English Debating</td>
<td>Miss Ho Ping Ting</td>
</tr>
<tr>
<td>9. Junior English</td>
<td>Miss Janet Lee</td>
</tr>
<tr>
<td>10. Senior English</td>
<td>Mr Wong Yat Kwong</td>
</tr>
<tr>
<td>11. Financial Management</td>
<td>Mr Kwok Wai Keung</td>
</tr>
<tr>
<td>12. Geography</td>
<td>Miss Lok Yuen Kwan</td>
</tr>
<tr>
<td>13. History</td>
<td>Mr Lee Cheuk Wai</td>
</tr>
<tr>
<td>14. Integrated Science</td>
<td>Miss Yuen Sze Nga</td>
</tr>
<tr>
<td>15. Mathematics</td>
<td>Mr Lau Wai Hung</td>
</tr>
<tr>
<td>16. Physics</td>
<td>Mr Cheung Shi</td>
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<tr>
<td>17. Putonghua</td>
<td>Miss Wu Dick Shun</td>
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<tr>
<td><strong>Sports Club</strong></td>
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<tr>
<td>18. Athletics</td>
<td>Mr Li Sze Fuk</td>
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<tr>
<td>19. Badminton</td>
<td>Mr Ho Sai Ping</td>
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<tr>
<td>20. Basketball</td>
<td>Mr Ho Sai Ping</td>
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<tr>
<td>21. Canoeing</td>
<td>Miss Tam Mei Ling</td>
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<tr>
<td>22. Fencing</td>
<td>Mr Li Sze Fuk</td>
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<tr>
<td>23. Football</td>
<td>Mr Li Sze Fuk</td>
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<td>24. Handball</td>
<td>Mr Li Sze Fuk</td>
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<tr>
<td>25. Health &amp; Fitness</td>
<td>Mr Wong Fu Hong</td>
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<td>26. Martial Arts</td>
<td>Mr Wong Fu Hong</td>
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<td>Quiz</td>
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<td>Sing Yin Bulletin</td>
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<td>Sing Yin Pioneers</td>
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<td>Scouts</td>
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<td>Sing Yin Radio</td>
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健康及安全組
2014-2015年度工作計劃

1. 宗旨

1.1 為學生提供健康及安全的校園；
1.2 培養學生良好的衛生習慣；
1.3 培養學生健康的生活模式；
1.4 提高學生的健康及衛生知識；
1.5 加強學生及員工安全意識。

2. 目前概況

2.1 強項
2.1.1 各學科或術科均有教授健康知識。
2.1.2 社會現非常關注健康及衛生情況。
2.1.3 本校非常關注師生及員工之健康及安全。
2.1.4 本校現設有健身室及攀石牆，提供多元化體育活動。
2.1.5 政府及許多團體均有提供有關健康的講座、活動及其他支援。
2.1.6 經過多年培訓，在多項體育活動比賽中，獲得優異成績。
2.1.7 許多同學都以運動表現出色的同學為學習榜樣。
2.1.8 經過多年教導，學生已能掌握不少健康知識。
2.1.9 學校經常添置器材以改善學生及員工的健康及安全。

2.2 弱項
2.2.1 學生頗被動，過於依賴老師，自學能力較差。
2.2.2 基於校園面積有限，因而未能充分地為學生提供課餘運動場地。
2.2.3 校園附近亦欠缺多元化運動設施，限制了學生的選擇。
2.2.4 大部分學生並沒有經常運動的習慣。

3. 目標

3.1 培養學生良好衛生習慣。
3.2 改善及培養學生健康生活習慣。
3.3 培養學生養成經常運動的習慣。
3.4 增強學生運動靈巧性、身體協調能力及反應。
3.5 灌輸學生急救知識，以應付緊急事故。
4 施行範疇

4.1 培養學生良好衛生習慣。
   4.1.1 提示學生經常保持良好的衛生習慣，以減少感染傳染病機會。
   4.1.2 添置較佳防禦力衛生裝備，以應付近期廣泛流行的傳染病。
   4.1.3 在水運、陸運及其他大型活動中，提示學生保持公共地方的清潔，
       培養學生養成良好的衛生習慣及公民意識。

4.2 加強學生健康及衛生常識。
   4.2.1 透過海報、宣傳單張等，培養學生建立良好生活習慣。
   4.2.2 紀錄全校學生心跳率及血壓，使學生更能認識自己身體狀況，同時
       指出高血壓的成因、壞處以及預防方法。為全校學生量度腰臀比例，
       以一種簡單指標，認識自己身體狀況。

4.3 培養學生養成已經運動的習慣。
   4.3.1 全校學生透過體育課及配合體適能學會活動，學習如何使用健身室
       內各種器材。
   4.3.2 舉辦室內划艇比賽，鼓勵學生參與體育活動。
   4.3.3 參加由教育統籌局舉辦之學校體適能獎勵計劃，鼓勵學生經常運動
       及改善體適能。
   4.3.4 定期每個星期五，邀請初中同學放學後在校園附近進行中至長距離
       跑步，以增強體適能。

4.4 增強學生運動靈巧性、身體協調能力及反應
   4.4.1 參加由啟勵扶青社舉辦的「恐懼不再，成功在望」計劃。而啟勵扶
       青社會為全級中一學生舉辦「向失敗 say no」工作坊，教導學生
       如何面對逆境，及鼓勵學生互相關愛、扶持。於十月初成立「校園
       雜藝訓練班」學習基本雜耍技巧。
   4.4.2 在中一至中六體育課堂中，教授基本花式拋波等雜技技巧，提高學
       生運動靈巧性及專注力。
   4.4.3 增購多一部模擬運動器材，增強學生運動靈巧性、身體協調能力及
       反應。

4.5 加強學生對健康生活習慣的認知。
   4.5.1 於學期末，為中一及中二級學生舉辦講座，加強學生對健康生活習
       慣的認知及培養學生養成良好生活習慣，建立健康的人生。今年講
       題為「健康七好法」。
   4.5.2 參加由「路德會青怡中心」舉辦的預防濫藥活動，提升學生對毒品
       禍害的警覺性。
4.6 鼓勵學生多使用新建健身室以改善體質
4.6.1 新校舍健身室面積約為 300 平方米，場地及健身器材十分充足，希望學生多使用新建健身室以改善體質。今年已加裝閉路電視，健身室將改置一些指導健身方法的視聽教材。

4.7 學校今年關注事項-
(i) 責任感
4.7.1 在體育課堂中，通過比賽，指出個人欠缺責任感可導致個人及團體的失敗。
4.7.2 經常保持良好衛生習慣，如有發燒或感染傳染病不回校上課等行為，是一種好的社會責任感。
(ii) 四十五週年開日
4.7.3 健康及體適能學會會為參觀者作基本健康檢查，包括量度體重、血壓、脂肪率等。

4.8 急救常識講座
4.8.1 於試後活動期間，邀請聖約翰救傷隊到校為中一學生，舉辦基本急救常識講座，以應付一般意外的處理。

5 評估
5.1 觀察校園及課室的清潔及衛生情況。
5.2 觀察學生在大型活動中能否保持公共衛生。
5.3 透過食堂員工、學校員工及清潔風紀員的報告，評核學生有否養成清潔習慣。
5.4 觀察學生能否掌握正確使用健身器材及健身室使用情況。
5.5 觀察及記錄學生患病缺席的課程，評核學生的健康有否改進。
5.6 記錄學生室內划艇成績，評核學生體適能有否改進。
5.7 從負責網上學習的機構提供的回饋，瞭解學生參與程度。
5.8 觀察學生在「雜技訓練班」活動中的表現及進度
6 財政預算

6.1 健身室保養及維修費用 $5,000.00
6.2 新增電子模擬運動器材 $15,000.00
6.3 軟件（如影帶、影碟） $2,000.00
6.4 影印（如工作紙） $200.00
6.5 急救用品 $2,000.00
6.6 教師參考資料 / 教學軟件 $2,000.00
6.7 車費津貼 $800.00
6.8 雜項 $800.00

合共 $25,800.00

7 負責成員

黃富康老師、李思福老師、袁詩雅老師及何世炳老師老師。
所有活動由本組全體老師負責。
HOUSE ADVISORY COMMITTEE
PROGRAMME PLAN 2014-2015

1. Objectives

1.1 To foster team and school spirit.
1.2 To improve students and teachers relationship.
1.3 To strengthen the cohesiveness between students.
1.4 To promote effort and positive social behaviour including effective communication skill.
1.5 To promote leadership development.

2. Programme

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<td>Visual Art Club</td>
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3. Evaluation

3.1. To compare the number of students taking part in competitions with that of the previous year.
3.2. Annual house reports should be submitted by July 2015.

4. Programme Team

Members:

Ms Lo Mei Fong (Red House)
Mr Cheung Hoi Cheung (Yellow House)
Ms Lo Yee Man (Blue House)
Mr Sin Ka Fai (Green House)
輔導科
2014-2015年度工作計劃

1. 宗旨
   ✷ 協助學生適應青少年期在生理、心理、社交及人際關係等變化，使他們能健康地成長。
   ✷ 協助學生發展個人潛能，以積極的態度面對困難、挑戰，並能以有效的方法解決問題，為成為負責任的成年人作好準備。
   ✷ 培養學生認識自我，接納自己和欣賞自己，充分發揮其優點並改善其弱項。
   ✷ 協助學生認識及掌握有效的人際相處技巧，以建立良好的人際關係。

2. 現況
   2.1 優點
   2.1.1 學生方面
   ✷ 大部分學生都認識到多元智能發展之重要性，並願意接受各種訓練及參與服務。
   ✷ 參加「聖言先鋒領袖訓練計劃」之學長在接受領袖訓練後，均具備領導才能，並能有效地籌辦活動。
   ✷ 曾接受訓練之學長都願意承擔責任，服務低年級同學，並協助推行校內各項活動。
   ✷ 學長與學弟之間的凝聚力頗強，是以活動之推行較容易。

   2.1.2 輔導科
   ✷ 本校採取『全校參與輔導模式』，全校上下一心，一起承擔輔導工作。
   ✷ 本科在學年開始時已制定全年工作計劃，分工合作，及早籌備各項活動。
   ✷ 本科的預防及發展性活動及個案輔導工作得平衡的發展。
   ✷ 本科老師相處融洽，工作態度積極，會因應需要舉行小組會議，並經常與社工及訓導老師交流經驗，分享輔導心得。
   ✷ 駐校社工經驗豐富、態度親切，得學生及家長絕對的信任。
   ✷ 本科設有獨立的輔導活動室，讓老師可以進行輔導工作。

   2.1.3 學校方面
   ✷ 學校對輔導工作相當重視，於活動及財政方面均予以全力支持。
   ✷ 學校重視與家長聯繫，安排中一迎新日及家長日，成立家長教師會，並鼓勵班主任在有需要時主動接觸家長。
   ✷ 學校願意利用校外社區資源，與社區機構緊密合作，讓學生可以參與更多活動，使其身心健康地發展。
   ✷ 學校設立多個單位，包括班主任聯絡組、危機應變小組、牧靈小組、教師發展組等，協助進行輔導工作。

2.2 弱點
   2.2.1 學生方面
   ✷ 近年中一學生水平越見參差，部分學生在紀律及學業方面表現較遜，是以進行「中一成長計劃」時，將會有更大的困難。
   ✷ 部分學生的家庭問題漸趨複雜，問題包括家庭經濟欠佳、父母婚姻不穩等，其中
也有因家人情緒問題以致影響學生情緒和學業之表現。因此個案跟進方面，會更為吃力。

2.2.2 輔導科
✧ 本科大部份成員均任教主要科目，工作頗為繁重，難以全面投入各項籌備工作和活動。
✧ 本科老師未有全部接受專業的輔導訓練，在輔導專業知識及技巧方面未臻完善。

3. 『全校參與輔導模式』之活動
3.1 本科每年邀請全體老師舉行兩次會議，分享處理各種學生情況的心得。

3.2 為配合學校本年度重點關注事項，本科將以「生涯規劃」為主題，舉辦四節班主任課。

日期：30/09/2014，9/12/2014，05/03/2015，15/05/2015
對象：全體學生
目標：協助學生了解自己，訂定目標，規劃人生。

3.3 本科與家長教師會經常合作，舉辦多項活動，包括：
- 協助出版家長教師會會訊
- 協助舉辦兩至三次家長講座及研討會
- 協助舉辦聯誼活動，如：親子旅行或日營

4. 學生活動
因應各級同學不同的需要，本科將在各級推行不同的活動，以協助同學適應青年期的變化，健康成长。

4.1 協辦【中五領袖訓練營】

日期：20/08/2014 至 21/08/2014
對象：中五同學
形式：小組活動及指令任務
目標：協助中五同學掌握基本溝通技巧及訓練其領袖才能。

4.2 【聖言先鋒領袖訓練計劃】及【中一成長計劃】

日期：全年
對象：聖言先鋒（中二至中五同學）及中一同學
目標：培養先鋒自信、獨立、責任感及勇於服務的精神；協助中一同學認識學校，適應並投入校園生活。

4.2.1 「聖言先鋒訓練營」

日期：16/07/2014 至 19/08/2014
對象：聖言先鋒
形式：宿營、講座、小組討論、角色扮演、指令任務
目標：培養學生自信及團隊精神，訓練其溝通及領導技巧。
4.2.2 「朋輩成長小組」
日期：2014 年 8 月至 2015 年 5 月
對象：聖言先鋒及中一同學
形式：小組活動及遊戲
目標：協助中一同學適應中學生活，讓先鋒及中一同學建立良好人際關係，共建關愛校園。

4.2.3 「2013-2014 聖言先鋒嘉許禮暨 2014-2015 聖言先鋒就職禮」
日期：26/09/2014
對象：聖言先鋒及中一同學
形式：頒授證書及徽章、宣誓、老師及主席致詞及小組活動
目標：讓先鋒得到認同、增強自信，並讓中一同學認識先鋒及其工作。

4.2.4 「積極人生計劃：攝取正能量」
日期：2014 年 10 月至 12 月
對象：中一至中五同學
形式：短片製作
目標：讓同學學習肯定自己及欣賞別人，培養積極健康的態度。

4.2.5 義工服務
日期：2014 年 10 月至 2015 年 5 月
對象：聖言先鋒
形式：探訪、小組活動及分享
目標：讓先鋒回饋社會，並掌握籌辦活動之技巧。

4.2.6 「明愛賣物會」
日期：09/11/2014
對象：聖言先鋒
形式：協助「德田明愛青少年服務中心」籌辦攤位
目標：讓先鋒回饋社會，並運用所學技巧籌辦攤位。

4.2.7 「中一溫習小組」
日期：24/11/2014 至 29/05/2015
對象：中一同學
形式：小組輔導
目標：初步跟進測驗、考試成績稍遜之中一同學，強化其學習技巧。

4.2.8 「學長學弟好友營」
日期：31/01/2015 至 01/02/2015
對象：聖言先鋒及中一同學
形式：宿營、小組遊戲及指令任務
目標：加強先鋒與中一同學的溝通，讓先鋒運用所學技巧帶領各項活動，強化其領導能力。
4.2.9 「聖言先鋒同樂日」
日期：18/04/2015
對象：聖言先鋒
形式：集體遊戲、球類活動及燒烤
目標：加強先鋒間之溝通，並增強先鋒的凝聚力。

4.3 【中三發展性活動：‘升呢高中生’】
日期：2015年3月至4月
對象：中三同學
形式：工作坊及聯誼活動，例如旅行或燒烤
目標：協助同學掌握有效溝通技巧，學習如何與人融洽相處。

4.4 【中五塑劃未來工作坊】
日期：25/06/2015
對象：中五同學
形式：小組分享
目標：協助同學準備香港中學文憑試，訂定合適的目標，及編訂時間表。

5. 家長活動
為保持學校與家長的聯繫、合作，本科將舉辦三項家長活動。

5.1 【中一迎新日暨自我管理工作坊】
日期：25/08/2015及26/08/2015
對象：中一同學及家長
形式：講座、校園參觀、自我管理工作坊、步操訓練、指令任務、遊戲
目標：協助中一同學及家長認識學校，使同學更容易適應新環境，並提高同學自我管理的意識。

5.2 【中一家長日】
日期：22/11/2014
對象：中一家長
形式：班主任及科目老師與家長以小組形式會談
目標：使中一家長了解子弟在學校的生活狀況及課堂表現等，並促進家長與老師之交流溝通。

5.3 【全校家長日】
日期：08/02/2015
對象：中一至中五同學及家長
形式：家長和學生與班主任或科目老師面談
目標：使家長了解子弟的學習情況及學校生活，並促進家長與老師之交流溝通。
6. 學生輔導

6.1 本科與社工及訓導科通力合作，需要時會舉行會議，報告跟進的情況並交流心得。

6.2 本科安排名社及輔導科老師分工，每級均有兩位輔導科老師幫忙跟進個案，本年度的安排如下：

中一 何世炳老師及魏簡汝婷老師
中二 張凱翔老師及鄺嘉圖老師
中三 劉張瑞蘭老師及陳詠詩老師
中四 李卓偉老師及張仕老師
中五 楊嘉華老師及陳詠詩老師
中六 Miss Meryn Bulley及陳詠詩老師

6.3 【有特殊教育需要學生的輔導】
為照顧有特殊教育需要的學生，本科提供輔導予有需要之家長及同學。

6.4 【中六放榜日輔導】
本科於放榜日提供輔導予有需要之家長及同學。

7. 評估
本科將統計每年需接受輔導的個案總數、參與各項活動的人數及出席率，並以觀察、問卷調查等方法，搜集學生、家長、老師的意見，以評估輔導工作及各項活動的成效，評估範圍包括：
- 活動的目標
- 活動的內容
- 參加者對活動的整體感受
- 參加者在活動中的表現
- 參加者在活動中的得著
- 推行活動時遇上的困難

8. 本年度成員
主任： 陳詠詩老師
其他成員： 何世炳老師
          劉張瑞蘭老師
          楊嘉華老師
          魏簡汝婷老師
          李卓偉老師
          張凱翔老師
          鄺嘉圖老師
          張仕老師
          Miss Bulley Meryn
社工： 范麗媚小姐
### 9. 本年度財政預算

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<thead>
<tr>
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<td>積極人生計劃雜項</td>
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SOCIAL SERVICE COORDINATING COMMITTEE
PROGRAMME PLAN 2014-2015

1. Purpose

1.1 To coordinate voluntary service programmes provided by the Community Service Group, the Community Youth Club, leadership training programme for Sing Yin Pioneers, the Boys Scout and other organizations.

1.2 To promote voluntary service in a more systematic and effective manner.

2. Review of the Present State

2.1 Strengths

2.1.1 Some senior form students show interest in joining voluntary service.

2.1.2 The committee of each service group is willing to motivate their fellow schoolmates to participate in voluntary service.

2.2 Weaknesses

2.2.1 Most junior form students are rather passive in participating in voluntary activities.

2.2.2 Junior form students have few opportunities to participate in voluntary service.

2.2.3 Most students lack time and skills for services. Not many students have taken part in leadership training programmes.

3 Objectives of Issues to be Addressed

3.1 To raise students’ awareness of taking part in voluntary service.

3.2 To promote volunteering amongst students.

3.3 To keep a record of students’ service work.

3.4 To show recognition to students’ commitment and contribution towards the society.

4 Implementation Plan

4.1 A list of activities provided by different charitable organizations will be carefully screened and recommended to the advisors and committee of each service group at the beginning of the academic year. Arrangements will be made to allow experienced senior form students to assist junior form students when joining the activities.

4.2 To enhance effectiveness, members of different service groups may join hands in organizing activities.

4.3 To promote volunteering, representatives from each service group will be invited to share their volunteering experience through Sing Yin Radio.

4.4 The records for other learning experiences will be used for each student to mark down the title of the service and service hours they have attained in a year. Information will be updated every year.

4.5 An award will be given to students to recognize their commitment and contribution towards the society. Students who have taken part in voluntary service most actively will be awarded with service certificates. The number of service hours and variety of services will be taken into consideration.
5. **Evaluation**

5.1 A record of students’ service work will be kept and the data will be analysed.
5.1 Observe students’ performance in different aspects in organizing activities.
5.2 Advisors of the clubs concerned are expected to check the information given by the members by the end of the year carefully.

6. **Programme Team**

   Chairman: Mrs. Lau Cheung S. L.
   Members: Mr. Kong Ping Wah
             Mr. Lee Cheuk Wai
             Ms. Lee Chiu Fung
             Miss Lee, Janet
             Mr. Li Sze Fuk
家長教師會
2014-2015工作計劃

1. 宗旨
1.1 加強家長與學校之間的聯繫，以及促進雙方的溝通。
1.2 討論共同關心的事宜，以改善學生的福利。
1.3 為學校籌集額外資源，協助學校改善設施。
1.4 推動家長與學校合作，促進學生各方面的發展。
1.5 為學校、政府及社會提供意見，以提高教育質素。

2. 現況
2.1 優點:
2.1.1 透過本會作橋樑，已能達至家長與學校之間的聯繫及溝通。
2.1.2 家長委員和教師委員相處融洽，明白本會的重要性，並能積極拓展會務。
2.1.3 班主任及其他老師均合力向學生及家長推介本會。
2.1.4 駐校社工在擬定周年活動，如專題講座、工作坊或親子活動時，均樂意協助舉辦活動及提供專業意見。
2.1.5 校方各團體，如聖言先鋒、學生會、職業輔導組等均樂意一同協辦活動。
2.1.6 新校舍的設施讓本會增加了機會舉辦各類型親子活動，如：烹飪班、手工藝班、水仙切割班等等。

2.2 弱點:
2.2.1 家長很少主動與學校打交道，有些家長更因忙於工作，很難接觸。
2.2.2 教師委員本身的工作量已不少，要再付出精力和時間去處理會務，及在課後出席常務委員會例會，壓力實在沉重。

3. 本年度目標
3.1 鼓勵家長踊躍參與學校及本會的活動，從而掌握更多有效的培育子女的方法。
3.2 鼓勵家長透過本會網址，踊躍提出寶貴意見。
3.3 邀請專業講者為家長演繹增強親子關係的專題講座。
3.4 向教育統籌局家校合作事宜委員會申請主辦專題講座、親子活動和出版刊物的津貼，以推動家長不斷學習，裝備自己，拉近與子女的距離。

4. 本年度擬舉辦之活動:
4.1 招募新會員
日期：第一階段在中一註冊日進行，而第二階段為九月下旬
對象：本校家長
形式：在中一註冊日派發會訊，會費已納入校方繳費表內，家長可自由選擇是否加入本會作為會員。而在九月下旬則會發出家長信，邀請中四的家長加入本會。
4.2 周年會員大會
日期：十一月二十一日(星期五晚上六時三十分)
對象：本會會員

4.3 講座以「親子關係」為主題
日期：十一月二十一日(星期五晚上八時至九時)
對象：本校家長及學生
嘉賓講者：鄧藹霖女士

4.4 親子旅行
日期：二月或三月的某個星期天
對象：本校家長及學生
地點：待定

4.5 出版簡訊及會訊
簡訊：於上學期派發
會訊：五月二十二日派發(畢業典禮當天)
形式：向家長報告有關本會及學校的動向。

4.6 添置參考資料
日期：全年任何時段
形式：添置的親子資料將存放於圖書館內，供家長及學生借閱。

4.7 計劃進程
七月 招募中一新生為本會會員
九月 招收中四會員
十月 參與學校水運會
十一月 參與學校陸運會
二月 周年會員大會暨專題講座

5. 評估
4.1 每次活動完成後，透過問卷搜集家長對活動的意見，並透過常務委員會
會議檢討活動的成效。
4.2 觀察家長參與各項活動時的投入程度，以評審活動的果效。
4.3 統計參與各項活動的人次及出席率。
6. 本年度教師委員
    潘維琩副校長 (副主席)
    統籌主任：連胡淑嬛老師
    其他教師委員： 陳詠詩老師  鍾達智老師  顏秉華老師
                    李思福老師  余卓勳老師  鄭偉祥老師

7. 財政預算

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盈餘 600.00
1. Purpose

1.1 To oversee the operation of the Students’ Association to ensure a good service for Sing Yin students.
1.2 To supervise the Students’ Association in organizing various activities, promoting personal development.
1.3 To encourage students to participate actively in school activities, building up their sense of belonging to the school.
1.4 To pass the good experiences and tradition of Sing Yin Students’ Association onwards.

2. Review of Present State

2.1 Strength
   2.1.1 Most of the committee members are capable and responsible.
   2.1.2 Most of the committee members have a high sense of belonging to Sing Yin and the Students’ Association.
   2.1.3 A large number of students are eager to take part in the election of the Students’ Association.
   2.1.4 The Students’ Association has a high degree of autonomy.
   2.1.5 The Students’ Association has a large and comfortable office.

2.2 Changes and need
   2.2.1 All members of SA Executive Committee are F.5 students now. They are relatively younger and immature than those in the past. More supervision by the advisors is needed.
   2.2.2 The balance between SA duties and study of SA committee members has to be highly stressed. An upper limit of number of large scaled functions should be set.

3. Objectives of Issues to be addressed

3.1 S.A. election
3.2 To emphasize the importance of well planning and self-discipline, in accordance with our major concerns.
3.3 Meeting of General Council
3.4 Leadership training program
4. Implementation plan

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<th>Tasks</th>
<th>Date/Period</th>
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<td>4.1</td>
<td>• The SA election will be held as before.</td>
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<td>• In accordance with our major concerns, the importance of well planning and self-discipline should be emphasized to the committee members.</td>
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<td>4.2</td>
<td>• According to the constitution, it will be held in February or March 2015.</td>
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<tr>
<td>4.3</td>
<td>• In summer, a training program is given to students promoted to F.5. It is for their preparation for joining the coming SA election.</td>
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</tr>
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5. Programme Team

Mr. Yung Lit Hung (Chairman)
Ms Ho Ping Ting (Honorable Secretary)
Ms Tam Mei Ling (Honorable Treasurer)
Ms Hui Chun Yee (Liaison Officer)