ANNUAL SCHOOL PLAN
2015-2016
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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

VISION

To provide one of the best educations in the world with a global perspective for boys in the local community.

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 offsprings.

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 Committee.

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. We are professionally trained and about 98% of them are university graduates. Indeed, 67% of our teachers have master degrees or above qualification, and we have 3 teachers with a Ph. D., 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.
1.1.7 We are a green school with many environmental facilities. It helps us to promote environmental education.

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.

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 33 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 stake holders, 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 2015 – August 2018)

Over the last three years, as well as our continuous focus on student learning, we succeeded in strengthening our students’ ability to plan, and enhancing our students’ self-discipline and self-control. We promoted teachers’ training and environmental education. In the three academic years from 2015-2016, 2016-2017 and 2017-2018, we will focus on other areas as identified in meetings of the School Self Evaluation Committee and other committees.

Our major concerns for the next three academic years will be:

- **Enhancing a caring school environment**
  A caring school environment can deliver the message of love and care. It promotes engagement in school lives among staff members and students and strengthens the sense of belonging towards the school. In view of the increasing number of students who have special educational needs, we will put more emphasis on the pastoral care of these students and promote love and care among students. Therefore, we will continue to enhance a loving, harmonious and caring culture at school.

- **Catering for students’ learning diversity**
  Our students have a wide range of abilities. Students' needs and abilities are different due to a divergence in background, abilities and interests. Different learning and teaching strategies are therefore required to cater for these differences. Teachers will take learner diversity into consideration and take appropriate action to help different students to learn. This can be achieved through effective curriculum planning and adopting a range of learning and teaching strategies and assessment modes.

- **Promoting teacher/professional development in ‘teaching and learning’ through sharing**
  According to the ESR report, there is still room for improvement in the area of teaching and learning. Last year, we launched the New Teacher Induction programme and Star Teachers programme. Both were found to be successful. This year, we will focus more on sharing among teachers. In this way, a prototype of a learning organization can be formed in our school.

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

ANNUAL SCHOOL PLAN 2015 -2016

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

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

1. Enhancing the culture of caring and inclusiveness in school
2. Catering for individual learning diversity
3. Enhancing the culture of sharing in teaching
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:
1. Promoting environmental education
2. Promoting aesthetic development
3. Promoting catholic education
4. Fine-tuning our curricula

School Level Projects:

1. Enhancing the culture of caring and inclusiveness in school
   Our fundamental goal is to provide a complete and integral human development of each student in our school. No one should be neglected. Some students, especially those who have special educational needs, need more care.
   In recent years, the proportion of students with specific learning difficulties in mainstream schools has continued to rise. In our school, the number rises to 35 this year. To facilitate these students' learning effectiveness and to help them build self-confidence and interpersonal networks, the implementation of school programmes for individual adjustment and learning is essential. A student support team (for students with SEN) will be established to help in this regard. Every student with special educational needs will be cared for through a mentorship programme. Apart from various programmes such as the ‘cultivating positive mind and attitudes in youth’ workshops, talks to teachers, parents and students will also be launched to enhance the culture of caring and inclusiveness in school. Effectiveness will be measured by interviews, observation, questionnaires and the academic results of the students.
   Besides, through a whole-school approach, class teachers, the discipline department, the guidance department, the careers and life planning department, and the social worker also take an active participating role. Feedback from different parties will be collected to evaluate the success of the project.

2. Catering for individual learning diversity
   Students' needs and abilities are different due to a divergence in background, abilities and interests. Different learning and teaching strategies are therefore required to cater for these differences. Teachers will take learner diversity into consideration and take appropriate action to help different learners to learn. This can be achieved through effective curriculum planning and adopting a range of learning and teaching strategies and assessment modes. Different departments will help develop different learning strategies and hold appropriate activities in this regard. Evaluation will be made through formal and informal department meetings. The academic results of the students will also serve as one of the success criteria of the project.
   In addition, some Sing Yin Pioneers will assist in the F.1 Remedial Group. A remedial programme for F.1 low achievers will be held in the summer vacation. Study skills courses will be taught in both F.1 and F.3. Project skills, thinking skills and extended thinking skills will be taught in F.2, F.3 and F.4 respectively to help students grasp more skills in learning. Evaluation would be done by questionnaires and observation.
3. Enhancing the culture of sharing in teaching
   Last year, we launched Phase I of the New Teacher Induction programme and Star Teacher programme. Both were found successful. This year, we will continue the Phase II of the Induction programme. Last year, the workshops for middle managers were not held due to time constraints. These will be done this school year. We also put more focus on the sharing among teachers. A lesson observation programme will be conducted to promote the culture of sharing through peer observation. Departments will hold evaluation on this project at the end of the school year.

4. Promoting environmental education
   To help students appreciate life and to develop a commitment to sustain life is one of our goals. We will hold programmes to teach students about our nature and arouse an appreciation for life. A trail walk will be held for the environmental ambassadors. Students will learn more about the life of our aquarium, aquafarm, and plants in our own campus. The Environmental Education Committee will try to liaison with other NGOs to promote waste reduction and a low-carbon life. An environmental survey will be done to evaluate the outcome.

5. Promoting aesthetic development
   The EDB expects our students in senior forms to spend more time in school on artistic activities. Thus we have to provide more aesthetic experiences for our students. In the past, many students did not have much interest in visual arts or other art forms, apart from music. We will identify and select a range of developmentally appropriate visual, musical and other sensory stimuli to provide our students with experiences of art and beauty.
   The Aesthetic Development Coordinating Committee was formed last year to initiate and coordinate programmes for students’ aesthetic development. A cultural corner will be set up and more frequent lunchtime students’ concert will be held to provide opportunities for students to perform. Students’ art works will be displaced in the cabinets in our campus. A wall mural will also be painted.

6. Promoting catholic education
   We are a catholic school. Catholic schools are an integral part of the Church and are Christ-centred communities based on gospel values and we should be different from other non-Catholic schools. To promote catholic education is one of our school’s goals. We aim to guide our students towards finding meaning and purpose in their lives through an awareness of the existence of God and their obligation to serve God.
   The Principal, an Assistant Principal, the teaching assistant (Pastoral Care), members of the MoED Department and several catholic teachers attended the Catholic Leaders Training Programmes in 2014 and 2015. The theme was “A holistic approach to culturing spiritual education in schools”. In the programmes, we received some ideas to further promote catholic education in schools.
   This year, we will paint a wall mural of the Joyful Mysteries of the Holy Rosary and plan to install 14 pictures to depict the 14 scenes of the stations of the Cross in our chapel to enhance a religious atmosphere. All teachers will join the Catholic School Teachers’ Development Day on 17th May, 2016. Some teachers and students will visit the SVD headquarters in Taiwan and join an exchange programme with Fu Jen Catholic High School. Our Principal will deliver a morning reflection every Monday to uphold their moral and spiritual values. Besides, we will make good use of the campus TV to achieve the above purpose.
7. **Fine-tuning our curricula**

To facilitate the learning of our students, we have enriched our junior secondary curriculum. For instance, the Poetry Writing programme and the English Drama workshop and performances will be arranged for both senior and junior forms to help students appreciate language arts. English Literature will be taught in all junior forms. F.3 students will learn Biology, Chemistry and Physics taught by specialist teachers. In addition, we will tailor-make our junior secondary curriculum in order to better prepare our Junior Secondary students in rational thinking and Liberal Studies. The Study Skills courses will be conducted by experienced and enthusiastic teachers. The EDB, the CDC and the HKEAA have launched the NAS review since October 2012. The review was completed in June 2015. The curricula of the 24 Senior Secondary subjects have been updated, fine-tuned and/or their breadth and depth clarified to address schools’ concerns. However, there may still be room for us to make some changes. Discussion will be held to find ways to enhance our senior secondary curricula. Fine-tuning, if necessary, will be done to bring the curricula closer to our ideal. Besides, the curriculum organization will be modified to allow an increased flexibility in students’ option.

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 as many factors affect students’ learning outcomes.
## School Budget 2015-2016

### Income

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<tr>
<th>Grant Description</th>
<th>2015-2016 Budget</th>
<th>Sep 14 - Aug 15 Actual</th>
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<tr>
<td><strong>Salaries Grant</strong></td>
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<td><strong>Other Incomes</strong></td>
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<td>Course Fees (Music and PE)</td>
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## Expenditure

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<td>After-school Learning and Support Expenses</td>
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<td>Upgrade Websams Grant</td>
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<td>Government Rent &amp; Rates</td>
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## Management

<p>| Postage                               | 6,000.00         | 6,000.80               |
| Newspaper                             | 20,000.00        | 19,368.00              |
| Telephone                             | 45,000.00        | 46,151.70              |
| Celebration &amp; Entertainment           | 32,000.00        | 29,302.30              |
| Audit Fee                             | 25,000.00        | 25,000.00              |
| Wreath, Flower Basket etc.            | 5,800.00         | 4,150.00               |
| Staff Training                        | 15,000.00        | 13,128.00              |
| SBM Note 3                            | 80,000.00        | 89,785.81              |
| Transportation                        | 12,000.00        | 11,620.00              |
| Cleaning Materials                    | 5,000.00         | 3,358.00               |
| Consumable Stores                     | 450,000.00       | 479,591.77             |
| Fuel, Light &amp; Power                   | 550,000.00       | 512,192.60             |
| Room Air-Conditioning Electrical Charges | 150,000.00    | 154,420.80             |
| Special Levy for Hall Air-Conditioning | 65,000.00       | 63,411.60              |
| Air-conditioning Maintenance          | 120,000.00       | 97,500.00              |</p>
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**Curriculum & Teaching**

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**Pastoral Care**

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**Special Projects**

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**Total Expenditure**

|                                      | 53,045,054.00 | 53,211,908.63 |

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13
Total Income  53,505,000.00  52,948,277.25
Total Expenditure  53,045,054.00  53,211,908.63
Surplus(Deficit)  459,946.00  (263,631.38)

Notes:
1. To employ 4 contract teachers, 2 teaching assistants and 1 part time teaching assistant.
2. To subsidize needy students' training course fees.
3. Provides part of the funds for 2 temporary teaching assistants to help with speech training.
4. Includes fee for insurance against professional liability for teachers and managers.
5. For hall air conditioning charge, maintenance.
BUSINESS, ACCOUNTING
AND FINANCIAL STUDIES DEPARTMENT
PROGRAMME PLAN 2015-2016

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.5 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 cater for individual learning diversity.
3.4 To enhance students’ interest in business, accounting and management.
3.5 To promote personal financial management to all students
3.6 To let F.3 students have a better understanding of the subject.
3.7 To enhance the culture of sharing in teaching.

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 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 cater for individual learning diversity.
   4.3.1 Assign more variety of questions as classwork and homework.
   4.3.2 Set questions with different levels of difficulty in the informal tests for the students to choose from.
   4.3.3 Arrange group discussions and peer learning in regular lessons or supplementary lessons.

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 Arrange an accounting competition for F.4 and F.5 students.
   4.4.4 Promote the activities organized by BAFS Club.

4.5 To promote personal financial management to all students
   4.5.1 Arrange a workshop on personal financial management in the first term.
   4.5.2 Distribute 2-3 articles on personal financial management to F.3-F.5 students.

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

4.7 To enhance the culture of sharing in teaching.
   4.7.1 Peer observation will be carried out in the second term.

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.

5 Budget

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6 Program Team Members

Miss Choi Suk Yan (Team Leader)
Miss Tam Mei Ling
BIOLOGY DEPARTMENT
PROGRAMME PLAN 2015-2016

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. Textbooks of new edition have included all the revised curriculum and assessment framework. We will continuously review our school-based teaching schedule to meet the changing requirements in student assessment.

Up till now, iPad are not fully utilized in the classrooms as well as in the laboratory. We are trying to purchase some Apps that can help to conduct interesting learning activities using iPad this year.

The aquafarm system has run smoothly. However, the maintenance work was still relied on the janitor. We hope that the Biology committee can take over it and do more promotion to let schoolmates to have a better understanding of nutrient recycling. To promote biological interest by broadcasting videos in the language theatre and board exhibitions are satisfactory and we will continue to do these.

All Form 3 students will study Biology this year. As one of our school major concern is life planning, we refer our students to learn more about the nature of science and the rationale of solving problems in a scientific way. Thus, we tailor made the school-based teaching syllabus for Form three to suit this purpose. Hope it would be helpful for those who are interested to further their studies in the science sector. We will evaluate the teaching syllabus at the end of each term.

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 biological knowledge through various green features in our campus. Students can learn more about the green features in our campus and develop a good attitude to care for others and their environment. We would like to make cooperation with Environmental Protection Department in organizing activities.

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, especially for the Form three students.

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 implement the teaching schedules for Form 3 Biology.

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. We would arrange more outdoor activities such as field trips, visits and workshops.

2.27 To cater students of wide diversity of learning abilities

3. Objectives of Issues to be addressed

3.1 To revise the implementation of revised NSS curriculum so as to let student achieve effective and pleasurable learning.

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

3.3 To launch a public science talk for Form 3 and some field studies for Form 4 and Form 5 so as to promote learning outside the classroom.

3.4 To promote students’ concern and caring of the green features in school campus (trees, coral aquarium, aquafarm) and their schoolmates.

3.5 To cater students of wide diversity of learning abilities.

4. Implementation plan

4.1 To implement the revised NSS curriculum

We will revise the teaching materials including experimental worksheets and photomicrograph exercises. 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 pleasurable 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 continue emphasis on the importance of good homework quality. We hope students of wide learning abilities can develop good attitudes in doing their assignments.

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

a) 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. We will also invite F3 to enjoy the show in the second term.

b) Blood stain in crime scene
This year we will also arrange a workshop on Blood Stain (Crime Scene) in HKFYG Centre for Creative Science & Technology in HK Science Park. We tend to arrange a public science talk for F3 students to attend during summer activity period. The workshop was highly recommended by teachers as well as students.

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 18/4-20/4/16 in Caritas Chan Chun Ha Field Studies Centre.

We will also arrange a field study to Mai Po for Form 4 Biology students after the first term exam(19 Jan 2016). 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 Tree in campus and Coral ecology.
   a) Exhibition for promoting the interest of trees in Hong Kong
   We will borrow a set of exhibition boards focused on the topic “Tree in Hong Kong”. The exhibition will last for one week and Biology club committee will give some quiz to our schoolmates during exhibition. Besides, we plan to visit Kadoorie Farm and Botanic Garden and join a program named as “Talk to Plants” We will do some promotion to allow schoolmates to learn more about the trees planted in our campus.
b) **AquaFarm Installation**
An aquafarm has been installed in the third floor, balcony outside the English Corner. We will recruit students to help the maintenance and promotion work.

c) **Butterfly garden**
A butterfly garden will be set up in our campus. We will invite Biology Committee members to promote our green features in campus.

d) **Coral aquarium**
We will do some promotion to allow schoolmate to learn more about the coral ecology and the importance of conservation of different habitat.

4.5 **To conduct activities in Science Week**
We will conduct lectures or experiments during Science Week. We will invite Biology Club and Laboratory Technicians to design activities to promote public interest in biological world among schoolmates.

4.6 **To cater students of wide diversity of learning abilities and take care others and their environments.**
We will focus on the followings:
1. **Variety of classwork and assignment to suit students of learning diversity.**
   We will adopt the strategies to implement deep learning and achieve effective and pleasurable learning.
2. **Cooperation between peers.** Doing experiments and investigation in field studies in groups can enhance peer learning and develop good communication skill and altitudes. Students could learn how to take care the others.

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 green features in our campus

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.

A booklet on the trees in campus and coral aquarium will be made at the end of the year. The Butterfly garden will be set-up with some photos to show the progress. A committee will be set-up to monitor the progress.

6.5 To conduct activities in Science Week

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

7. Budget

Expenditure:
1. Teacher reference books/DVD/Apps $1500.00
2. Laboratory equipment
   (a) Chemicals $3,000.00
   (b) Glassware $1,000.00
   (c) Equipment $8,000.00
   (d) Consumable $5,000.00
3. Photocopying $500.00
4. Transportation Fee $3,000.00
5. Exhibition $200.00
6. Science Week activity $800.00
7. Blood stain subsidy $3,000.00
8. Miscellaneous $1,000.00

Total expenditure: $27,000.00

8. Department member

Miss Yang Ka Wah (Department Head)
Miss Yuen Sze Nga
Mr Lam Hei Tat
CHEMISTRY DEPARTMENT
PROGRAM PLAN  2015-2016

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 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 insufficient. 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

2.3.1 The new Senior Secondary curriculum has been successfully implemented. A revised C&A guide (released in July 2013) will be first implemented in the 2015/16 school year for F.6 students. Evaluation and refinement of the teaching plan will continue in the coming school years.
2.3.2 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.

2.3.3 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.

2.3.4 A bridging arrangement is required for the F.3 students to study Chemistry starting from 2015/2016 school year.

2.3.5 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 2015/16 school year for F.6 students. The F.6 teaching plan will be evaluated and refined. SBA tasks will be further simplified in order to allow for more flexibility for teachers 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 in teaching and learning.

   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 F3 to F.6 students to learn NSS Chemistry and achieve better public examination results. Part of the teaching scheme will be rearranged and revised in order to facilitate the smooth teaching among different classes. The departmental policies for 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 Talks

Science talks will be arranged for students to acquire the latest scientific knowledge. Teachers will encourage these students to take part in Interschool Chemistry competitions and attend different Science Talks including “Chemist Online” in order to acquire the most up-to-date knowledge.

4.4 Programmes to facilitate students to achieve deep learning and cater for individual learning diversity

4.1.1 Reading 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), project competition 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. A team of students will be selected to join one of the project competitions. Preparation work in organizing a ChemO for Sing Yin students will continue. Relevant reference books and teaching aids will be purchased. Collaboration with the EDB and others secondary schools is in progress.

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.

4.2.5 Remedial classes will be held after term tests in order to help less capable students.
4.5 Major concerns of the school

‘To enhance the culture of caring and inclusiveness in school’, positive values will be delivered to students through the topics and practical lessons.

‘To cater for individual learning diversity’, enhancement programmes and remedial classes will be arranged.

‘To enhance the culture of sharing in teaching’, peer observation and post-observation meetings will be held.

5. Evaluation

5.1. At least 1 lesson from each teacher will be observed by colleagues during the year. Post-observation meetings will also be held.

5.2. A simplified evaluation survey will be given to students to gather insightful and valuable information to develop strategies to improve the quality of teaching.

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

5.4. As class structure has changed and more students are studying Chemistry starting from the 2013-2014 school year, the expected passing rate and level 5 or above percentages for Chemistry in the HKDSE have been adjusted. The expected passing rate and level 5 or above percentages are 90% and 45% respectively.

5.5. 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

<table>
<thead>
<tr>
<th>Items</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Library books</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>2. Teachers’ reference books/magazines</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>3. Teaching aids</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>4. Chemistry equipment</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>5. Consumables for Chemistry experiments</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>6. Photocopying costs</td>
<td>$500.00</td>
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<tr>
<td>7. Motor Science Community equipment</td>
<td>$500.00</td>
</tr>
<tr>
<td>Total</td>
<td>$46,000.00</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
2015-2016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 透過對歷史人物事跡之認識，培養學生的優良品格，盡一己的責任，從而建立積極之人生觀。
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 2016 年文憑試卷一必答題由 50 分減為 25 分，選修單元由兩個減至一個，令學生較易掌握考試時間；2018 年更完全取消校本評核部分。
2.1.7 本校設有中史學會，協助推動各項課外活動。
2.1.8 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。
2.1.9 網上共享資源豐富，有利老師備課及學生自學。
2.1.10 影音教具、參考資料充足。

2.2 面對問題
2.2.1 中三級每循環環周上學期為 3 節，下學期為 2 節，令講授進度較緊逼。
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，故成績優秀者傾多部分皆選中史而選修理組。
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 緊隨時代脈搏，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>
</tr>
</thead>
<tbody>
<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>
</tr>
<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>11/15-5/16 F.1-F.5</td>
<td>各級聯絡人、中史學會負責老師、科主任</td>
</tr>
<tr>
<td>4.3</td>
<td>安排田野考察，以配合教育部門推行的全方位學習政策</td>
<td>11/15-5/16 F.4、F.5</td>
<td>F.4、F.5老師</td>
</tr>
<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>10/15-6/16 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>
</tr>
</tbody>
</table>
### 4.5 活動教學 —— 齊動手：

<table>
<thead>
<tr>
<th>上學期：</th>
<th>下學期：</th>
</tr>
</thead>
<tbody>
<tr>
<td>活動教學ונ設演繹歷史故事，用各類形式評論歷史人物、香港史專題研習、模型製作、繪畫中國地圖等。</td>
<td>專題研習(二)：文字的發展 (4月呈交) 同學可分組用各種書體刻畫古代的文字 / 自己的名字，在過程中顯示其自律性；並匯報漢字的發展。</td>
</tr>
<tr>
<td>用簡報、廣播劇或話劇演繹歷史故事，用各類形式評論歷史人物、香港史專題研習、模型製作、繪畫中國地圖等。</td>
<td>F.1、F.2任教老師</td>
</tr>
<tr>
<td>小組專題研習</td>
<td>1/16 F.1/F.2 4/20 16</td>
</tr>
<tr>
<td>小組專題研習</td>
<td>F.1、F.2任教老師</td>
</tr>
<tr>
<td>小組專題研習</td>
<td>4/20 16 F.1、F.2任教老師</td>
</tr>
<tr>
<td>小組專題研習</td>
<td>F.1、F.2任教老師</td>
</tr>
</tbody>
</table>

### 小組專題研習

**題目：中國是世界上文明發達最早的國家之一，在科技發明方面有可觀的成就；並以造紙術、指南針、火藥和印刷術為古代四大發明。這些發明的應用及傳播，不但對世界文明的推進，起了重要的作用，且對人類持續發展亦有甚大意義。試從中國古代四大發明中，選出其中一項，製作模型一款。（模型的製作，可包括非火藥的武器的發明）**

**呈交形式：模型製作**

**呈交日期：聖誕假後**

**配合全年關注事項：關愛**

**題目：中國歷史上出現過不少重要建設，例如長城、運河、古都等，為後世的發展及防衛作出了重要的貢獻。**
試從上述建設中，選取其中一項，探討它的歷代沿革，說明它對後世所產生的作用及統治者對百姓的關愛精神，並提出具體的規劃建議，提升它對國家未來發展的意義和價值。

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

| (1) 上學期：學術思想發展的專題研習 |
| 題目：1. 先秦哲學思想是否適用於現代社會？
2. 先秦學術思想的蓬勃發展，能否體現言論自由的重要性？ |
| 要求：研習內容盡可能配合本年度關注項目《關愛》。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。 |
| 繳交日期：2月 |
| 1/2016 F.3 任教老師 |

| 下學期：宗教概說專題研習 |
| 題目：香港的節日與宗教的關係 |
| 要求：研習內容盡可能配合本年度關注項目《同儕學習》。內容為乙部課程之第二章，表達形式同上。 |
| 繳交日期：5月 |
| 4/2016 F.3 任教老師 |

| 中國地圖繪畫 |
| F.1 上學期：春秋霸主形勢略圖 |
| F.2 隋代建設圖； |
| F.3 中國分省圖 |
| 繳交日期：10月 |
| 10/2015 F.1-F.3 各任教老師 |
5. 評估

<table>
<thead>
<tr>
<th>措施</th>
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<th>評估日期</th>
<th>負責人</th>
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</thead>
<tbody>
<tr>
<td>5.1</td>
<td>評估學生的學習興趣是否提高？</td>
<td>1/2016及5/2016</td>
<td>各任教老師</td>
</tr>
<tr>
<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>1/2016及5/2016</td>
<td>各任教老師</td>
</tr>
<tr>
<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>1/2016及5/2016</td>
<td>各級聯絡老師、中史學會負責老師、科主任。</td>
</tr>
<tr>
<td></td>
<td>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？</td>
<td>6/2016期終試後</td>
<td>全體老師</td>
</tr>
</tbody>
</table>

6. 財政預算（2015-2016）

| 6.1 | 視聽教材、教學資源（例：教具等） | $700.00 |
| 6.2 | 教師參考書 | $1000.00 |
| 6.3 | 比賽獎勵 | $1500.00 |
| 6.4 | 影印、油印 | $800.00 |
| 6.5 | 雜項（例：參觀及考察交通費） | $3500.00 |

|      | $7500.00 |
中國語文科
2015-2016 年度工作計劃

1. 宗旨
   1.1 提高讀寫聽說能力、思維能力和審美能力和自學能力；
   1.2 培養語文學習的興趣、良好的學習態度和習慣；
   1.3 培養審美情趣，陶冶性情；
   1.4 培養品德，加強對社群的責任感；
   1.5 培養對中華文化的認識，培養對國家、民族的感情；
   1.6 加強學生對文言文的自習能力；
   1.7 配合本學年學校主題：－關愛
       －照顧學習差異
       －同儕分享

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，在教與學兩方面遇上的語言障礙不大。
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
    的理解。
2.3 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 學生甚少閱讀質優的課外書籍和報刊。
2.3 學生在寫作和綜合能力方面的能力較弱。
2.4 本科作業較多，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. 全年計劃：
1.1 根據三個關注事項，即關愛、（照顧）學習差異及同儕之間的分享，高中
    中國語文科有以下計劃：

   1.1.1 因應新高中課程開始加入指定篇章，經部分同事開會商議後，由
       孟老師製作相關課程進度表，然後任教老師再開會議定。配合本
       年學校同儕分享的主題。

   1.1.2 （照顧）學習差異方面，針對部分中六同學徘徊於「第 2 及第 3
       級」的邊緣情況，建議有「補底」課程協助。人數限制在最多 20
       人，目標為全級成績最後的同學。課程針對同學在不同卷別的弱
項，如閱讀卷會協助他們回答長問題；寫作卷方而則注重審題和
修辞性方面；綜合能力卷則針對見解論證不完滿及內容框架的問題
等。希望這課程能提升邊緣同學的成績，以兔他們未能達到「3322」
的升學要求。

1.1.3 星海出版社為中國語文科製作一份校本文言文補充練習，內容能
針對高中同學學習文言文、並以 DSE 方式設題、有文化反思成分。
建議此補充練習下學年可用於中六級同學身上，並可在將來測試
中以練習內篇章設題。而此補充練習可否在中五起使用此補充練
習，或減省部分內容等，則要另行討論。

1.1.4 建議邀請校外嘉賓來校演講，內容為向高中同學講解如何加強閱
讀、作文審題、寫作技巧等能力。邀請人選包括樊建梅、黃燕萍
等人。經各同事商討後，尚未得出確實的主講者，但認為邀請嘉
賓時，應留意嘉賓有否自我宣傳的成分，並於洽商合作時向嘉賓
提出不應自我宣傳；亦可按學習需要，按年級劃分舉行活動。另
外盧老師會向大家傳閱黃燕萍對寫作心得的書籍，讓各同事評價
是否適用於本校同學。

1.1.5 本學年會修改平時分的計算方法，上學期考試計算一次作文分
數；下學期計算一次綜合能力練習分數。

1.2 根據事項三個關注事項，即關愛、（照顧）學習差異及同儕之間的分享，
初中中國語文科有以下計劃：

1.2.1 透過各級教授的內容中，抽取具備關愛文化、品德情義的篇章加
強教學（如中三有《論語》等論仁、孝內容），以配合本年學校關
愛的主題。而在測試及考試中，亦會在設題上增加相關文化元素，
以加強同學對關愛文化的理解和長問題的作答技巧。

1.2.2 （照顧）學習差異方面。根據去年考試報告，發現去年中一同學
的中文成績差距頗大，個別同學即使用功學習，但仍成績欠佳。為
改善情況，建議在第一次測試後，找出各級語文能力較弱的同
學進行「補底」，內容有加強文言字詞的辨識、各類型試卷的操練
等。

另一方面，為提升初中同學的寫作能力和閱讀興趣，本年會舉辦
閱讀寫作興趣班，由李振邦負責。興趣班目標招募對寫作及閱讀
有興趣的同學，課程以輕鬆、自發寫作分享為主，最多招收 20 人，
可因應人數再分組。興趣班於九月中起招募，以各班，十月起開
始上課。
1.3 訂閱《讀者》

經上學年推廣月刊《讀者》後，認為《讀者》能夠提升同學審美能力，
內容具正面思想等，故應在本學年全面推廣。盧老師建議各同事均可訂
閱，並重點向每班同學宣傳訂閱，目標為同學都能人手一本。費用方面，
會向《讀者》方面洽商訂閱期，希望以五個月為一期，方便同學繳費。

1.4 訂購《必讀古詩文》

盧老師建議為同學購買《必讀古詩文》，取代舊有的文言文閱讀書籍。因
為此書賞析淺白，附有文化知識，方便擬題等。另外，此書可配合一般
的文言知識教學，建議在訂購後多加使用。訂購方面，各同事認為《必
讀古詩文》分作上下兩冊，雖然合訂比分開訂購便宜得多，不過短期內
未能同時使用兩書。故訂購問題留待初中及高中中文科會議時商討。

1.5 學科活動:

1.5.1 中文周 (配合關愛合助精神)

本年度中文周於 11 月 30 日至 12 月 4 日舉行，主題為「茶」，負
責老師為盧老師和許老師。活動邀請真理浸信會青年發展服務
中心協助舉辦，初中有以下活動。

1.5.1.1 進行茶藝工作坊，有最多 24 位同學能體驗小壺泡茶。

1.5.1.2 參觀香港茶具文物館，選出某天的第七、八節課，讓
30 至 40 位同學參觀。

1.5.1.3 於 11 月中舉行朗誦比賽，先準備約三十首有關茶的古
典詩歌。初中同學要預先準備。比賽時有時限，能背
誦詩歌的多寡定出名次。得獎者可於中文周內早晨分
享中表演。

1.5.1.4 高中活動

1.5.1.4.1 在禮堂舉行茶文化講座。

1.5.1.4.2 舉行午間茶聚，由青年發展服務中心派出義
工協助，讓同學理解喝茶文化和禮儀，從中
學習尊老敬賢、長輩等品德情操。

1.5.1.4.3 由青年發展服務中心提供有關茶文化的展
板，讓全校師生一同了解茶文化。
1.5.1.4.4 與內地學生於校內進行茶藝交流，日期為 11 月 12 日或 13 日。

1.5.1.4.5 於 2016 年 3 月 24 日至 29 日舉行交流團，活動由青年發展服務中心舉辦，行程為前往福建漳州，學習各種茶文化。目標為有 30 至 40 位高中同學參加，帶隊老師為盧老師和許老師，尚有一至二位同事尚待招募。

1.6.1 中文科展板
新學年的中文科展板會搬遷到地下有蓋操場近乒乓球檯附近。展板主要張貼各班同學的優秀作文，並將首先張貼中一級同學作品。

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：觀課

5. 財政預算

| 廣泛閱讀計劃雜項 | $ 3,000.00  |
| 聽說訓練/閱讀/寫作/學科活動 |  |
| 教材（如光碟、參考書籍） | $ 10,000.00  |
| 影印（如工作紙） | $ 3,000.00  |
| 學科活動 | $ 25,000.00  |
| 雜項 | $ 5,000.00  |

合共 $ 46,000.00
COMBINED SCIENCE DEPARTMENT
PROGRAM PLAN 2015-2016

1. Purpose

- To arouse interest in Chemistry and Biology.
- To acquire an appropriate body of knowledge and understanding in Chemistry and Biology.
- To acquire an ability to think rationally and critically, and to apply the knowledge of Chemistry and Biology to making judgements and solving problems.
- To develop skills in scientific investigations.
- To recognise the evolutionary and sometimes transitory nature of Chemistry and Biology.
- To be equipped with the skills in communicating ideas in Chemistry and Biology related contexts.
- To be aware of the social, economic, environmental and technological implications of Chemistry and Biology, and show concern for the environment and society.
- To show a respect towards life and appreciate the wonders and complexity of Nature.
- To appreciate the hard work of frontier scientists and their contributions to developments in science and technology.
- To develop and reinforce values and attitudes such as integrity, curiosity, openness to new ideas and informed skepticism through the study of Biology and Chemistry.
- 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 Students are willing to learn and have a strong desire to achieve good results in the public examinations.

2.1.4 As there are only four students in the class, it is easier to cater for individual learning diversity of students. More remedial works can be done on weaker students.

2.2 Weaknesses and Limitations

2.2.1 Students’ communication skills and exposure to Chemistry and Biology are limited, which is becoming increasingly important in public examinations.

2.2.3 Hands on experiments for students are not sufficient as the teaching time is not sufficient.
3. **Objectives of Issues to be Addressed**
   This program plan aims:

   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 address the major concerns of the school.

   3.4 to enhance the culture of sharing in teaching.

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. This arouses students’ interest in learning.

4.2 To promote independent learning through the use of the Internet, reading reference books and newspapers
   Teachers will post useful articles, newspaper cuttings and teaching materials through the Internet. Teachers also make use of the E-class Platform to deliver exercises to the students.

4.3 To address the major concerns of the school
   To address one of the school’s major concerns, enhancing the culture of caring and inclusiveness in school, articles on environmental conservation and related current affairs will be introduced in teaching. It is believed that students’ awareness in caring the nature and needy will be strengthened.

   Moreover, in order to cater for individual learning diversity, 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. Teachers are reminded to keep and mark the students’ homework or lab reports well. Remedial classes will be hold for the weaker students.

4.4 To enhance the culture of sharing in teaching
   To enhance the culture of sharing in teaching, teachers will be encouraged to share their teaching experience. Peer observations will also be encouraged.

5. **Evaluation and Performance indicator**

5.1 At least 2 pieces of reference articles will be sent to students for each topic.

5.2 In the lecture, questioning techniques will be introduced to check students’ comprehension of the lecture. We conclude the lecture by allowing the students to self test themselves on whether they have mastered the learning outcomes.

5.3 Department head will check homework in all combined science classes at least once per year.

5.4 Feedback will be given to teachers after peer lesson observations.
6. **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>

7. **Department Members**
   Mr. Kong Ping Wah (Department Head)
   Ms. Yang Ka Wah
COMPUTER STUDIES DEPARTMENT
PROGRAMME PLAN 2015-2016

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.

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 Improve the students’ attitude of “caring”.

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 Encourage the senior form students using “online judging system”.
4.5 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.
4.6 Teaching ‘Scratch’ programming 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 programming competition inside school and outside school.
5.4 Count the number of students using the judging system.
5.5 Count the number of damage of equipment in computer room due to misuse by students.
5.6 Observe the students’ willingness of help others during doing exercises and assignments.

6. **Budget**

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

7. **Program Team**

Mr. Kwong Wai Cheung (Department Head)
Mr. Lam Hei Tat
Mrs. Lin Wu Suk Han
ECONOMICS DEPARTMENT
PROGRAMME PLAN 2015 – 2016

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 The students in Class 4A and 4B of the last school year were weak in academic performance and lacked learning initiative.

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 help the weaker students to catch up the standards

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>Remedial programs</td>
<td>Supplementary lessons will be arranged for weaker students, especially to those in 5A and 5B of this school year and additional tests and exercises will be given to them.</td>
<td>On need basis</td>
</tr>
<tr>
<td>Economics Bulletin</td>
<td>A issue of Economics Bulletin will be published (WK)</td>
<td>March 2016</td>
</tr>
<tr>
<td>Talks / Visits</td>
<td>One visit or talk will be arranged. (WK &amp; LC)</td>
<td>March-April, 2016</td>
</tr>
</tbody>
</table>
5. **Budget**

<table>
<thead>
<tr>
<th></th>
<th>Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prizes</td>
<td>$300</td>
</tr>
<tr>
<td>Reference</td>
<td>$400</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>$800</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
ECONOMIC AND PUBLIC AFFAIRS DEPARTMENT
PROGRAMME PLAN 2015-2016

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 incorporate this year’s major concern to the curriculum.
3.3. To revise the F1 EPA syllabus for the next academic year (2016-17).

4. Implementation Plan

<table>
<thead>
<tr>
<th>Visits / Talks</th>
<th>● A visit will to the HK MUSEUM of Coastal Defence will be arranged. (NC / WK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>News report / mini-reports and sharing</td>
<td>● 4 written reports have to be completed, preferably 2 in each of the term. ● Teachers may invite students to share their reports in class.</td>
</tr>
<tr>
<td>Incorporate the major concern to the curriculum.</td>
<td>Incorporate the major concern regarding love and caring in the curriculum.</td>
</tr>
<tr>
<td>Revising the F1 curriculum</td>
<td>To revise to F1 syllabus for 2016-17 as the number of EPA lessons per cycle will increase from 2 lessons to 3 lessons.</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>
<th></th>
<th>$</th>
</tr>
</thead>
<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>2000.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>3,700.00</strong></td>
</tr>
</tbody>
</table>

6. **Program Team Members**

Mr Kwok Wai Keung (Team Leader)
Ms Tam Mei Ling
Ms Choi Suk Yan
Mr Wong Yat Kwong
ENGLISH DEPARTMENT
PROGRAMME PLAN 2015-2016

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 success in pilot schemes like the Literature programme, poetry and drama workshops, debating lessons and short story competitions, more school-based programmes catering to the needs of our students have been integrated into the curriculum.

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 multi-media culture and engagement in a wide range of interests, students tend to spend less time on reading, which is an important part of language learning.

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; and

3.9 to improve students’ learning approaches so as to achieve effective and pleasurable learning.

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

4.2.7 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 drama appreciation activities and pre and post drama workshops

4.3.4 to arrange drama workshops and performances

4.3.5 to conduct Literature lessons from F1 to F3

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 encourage vocabulary learning strategies such as the use of a notebook
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 4.8.1 to promote the culture of caring and inclusiveness through various tasks and activities
4.8.2 to invite each teacher to share teaching materials or experiences during meetings

4.9 to improve students’ learning approaches

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

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 Feedback from teachers and students will be collected.
5.3.4 Feedback from the instructor, core members and audience will be collected.
5.3.5 Feedback from teachers and students will be collected.

5.4 5.4.1 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 and students will be collected.

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 Comments will be collected from the teachers about the plan of each teacher sharing in the meetings.

5.9 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.

6. **Budget**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Extensive Reading Scheme (For purchasing books and DVDs only)</td>
<td>$13,000.00</td>
</tr>
<tr>
<td>6.2</td>
<td>On-line self-access learning programmes for F.1 to F.4</td>
<td>$27,000.00</td>
</tr>
<tr>
<td>6.3</td>
<td>Drama workshops and performances</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>6.4</td>
<td>Speech Festival (entry fees and coach fares)</td>
<td>$13,800.00</td>
</tr>
<tr>
<td>6.5</td>
<td>Activities and competitions (materials, prizes, transportation, etc.)</td>
<td>$10,000.00</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 2015 (55 copies)</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>6.8</td>
<td>ELT materials for teaching and teachers’ reference</td>
<td>$1,900.00</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>$95,400.00</strong></td>
</tr>
</tbody>
</table>
## Programme Team (2015-2016)

<table>
<thead>
<tr>
<th>Post</th>
<th>Job Description</th>
<th>Teacher I/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Heads</td>
<td>Initiate programmes and delegate duties</td>
<td>SN &amp; YW</td>
</tr>
<tr>
<td></td>
<td>- Design curriculum &amp; plan activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Supervise test and examination papers and ensure standards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Perform administrative duties and keep records</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Promote staff development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Monitor expenditure, teaching resources &amp; equipment</td>
<td></td>
</tr>
<tr>
<td>Form Coordinators</td>
<td>Prepare Scheme of Work</td>
<td>F.1 LY</td>
</tr>
<tr>
<td></td>
<td>- Coordinate progress of the form</td>
<td>F.2 NM</td>
</tr>
<tr>
<td></td>
<td>- Prepare agenda and write minutes for Form meetings</td>
<td>F.3 HT</td>
</tr>
<tr>
<td></td>
<td>- Coordinate topics for tests and examinations</td>
<td>F.4 YW</td>
</tr>
<tr>
<td></td>
<td>- Arrange homework for long holidays</td>
<td>F.5 CS</td>
</tr>
<tr>
<td></td>
<td>- Arrange Form Activities (F.4-6)</td>
<td>F.6 WY</td>
</tr>
<tr>
<td></td>
<td>- Prepare Oral materials for tests and examinations (F.1-3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Set and mark CP tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Collect ERS book report competition entries</td>
<td></td>
</tr>
<tr>
<td>SBA Co-ordinators</td>
<td>Co-ordinate SBA in F.6</td>
<td>CJ</td>
</tr>
<tr>
<td></td>
<td>Co-ordinate SBA in F.5</td>
<td>YC</td>
</tr>
<tr>
<td></td>
<td>Co-ordinate SBA in F.4</td>
<td>HT</td>
</tr>
<tr>
<td>I/C English Clubs</td>
<td>Advise and help Club Committee members plan and conduct English activities.</td>
<td>Junior: I/C - LY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant: HT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Senior: I/C - YC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant: LA</td>
</tr>
<tr>
<td>I/C Speech Festival</td>
<td>Co-ordinate application, training &amp; follow-up procedures:</td>
<td>NM</td>
</tr>
<tr>
<td></td>
<td>Collect original copies, photocopy relevant pieces, brief teachers, trainer &amp;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students about details, set training timetable, complete forms, issue letters</td>
<td>MB</td>
</tr>
<tr>
<td></td>
<td>to parents, see to details about students going for competitions, keep records,</td>
<td>Sub. T &amp; trainer</td>
</tr>
<tr>
<td></td>
<td>arrange video recording of winners, etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Record entry pieces and assist in sharing sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Train students for the competition</td>
<td></td>
</tr>
<tr>
<td>I/C English Week</td>
<td>Plan and co-ordinate activities (9th -13th May)</td>
<td>YC &amp; LY</td>
</tr>
<tr>
<td>I/C English Room</td>
<td>Meet with students regularly during lunch time</td>
<td>MB &amp; YC</td>
</tr>
<tr>
<td></td>
<td>Organise activities for students coming to</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>I/C Sing Yin Radio</td>
<td>Co-ordinate the broadcast of English programmes</td>
<td>MB &amp; LA</td>
</tr>
<tr>
<td>LAC Committee</td>
<td>Liaise with other departments to implement the EMI Policy</td>
<td>SN, YW &amp; MB</td>
</tr>
<tr>
<td>IT Co-ordinators</td>
<td>Provide information on the use of IT in teaching and learning</td>
<td>SN &amp; YW</td>
</tr>
<tr>
<td></td>
<td>Liaise with the school IT team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oversee the purchase of materials and software</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coordinate self-access online programmes</td>
<td></td>
</tr>
<tr>
<td>I/C F.1 Streaming Test</td>
<td>Invigilate the test &amp; mark the scripts</td>
<td>CL, HT, WY, YW</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(12 July, 2016)</td>
</tr>
<tr>
<td>I/C F.1 Interview Day</td>
<td>Interview F.1 students for selection purposes</td>
<td>CJ, LA, MB, NM, SN, YW</td>
</tr>
<tr>
<td>I/C Summer English Programme</td>
<td>Organise the Summer English Programme for new Form One students</td>
<td>YW &amp; YC</td>
</tr>
<tr>
<td>I/C Poetry Writing Programme</td>
<td>Organise workshops for students</td>
<td>YC</td>
</tr>
<tr>
<td>I/C Extension Programme</td>
<td>Organise extension writing tasks / workshops</td>
<td>MB</td>
</tr>
<tr>
<td>I/C Drama Training &amp;</td>
<td>Co-ordinate a drama training course and a performance for F1-F5 students</td>
<td>SN</td>
</tr>
<tr>
<td>Performance</td>
<td>(21 Sept., 5, 8 &amp;12 Oct., 9,12 &amp; 23 Nov., 24 &amp; 31 Jan., 15 &amp; 22 Feb. and 4 more sessions to be confirmed)</td>
<td></td>
</tr>
<tr>
<td>I/C F.1 Remedial Work</td>
<td>Plan and conduct remedial work for weak students</td>
<td>YW and TA</td>
</tr>
<tr>
<td></td>
<td>(23 Sept., 2, 9 &amp; 14 Oct., 19 &amp; 26 Nov., 3, 10 &amp; 17 Dec.)</td>
<td></td>
</tr>
<tr>
<td>I/C F2-6 Remedial Work</td>
<td>Plan and conduct remedial work for weak students</td>
<td>Subject teachers</td>
</tr>
<tr>
<td>I/C Focus workshops</td>
<td>Conduct workshops on delivery and confidence building through speaking tasks</td>
<td>TA</td>
</tr>
<tr>
<td></td>
<td>(11, 18 &amp; 25 Nov. &amp; 2 Dec.)</td>
<td></td>
</tr>
<tr>
<td>I/C Newspaper Subscription</td>
<td>Co-ordinate subscription to newspapers</td>
<td>YW</td>
</tr>
<tr>
<td>I/C Magazine subscription</td>
<td>Co-ordinate subscription to magazines</td>
<td>HT</td>
</tr>
<tr>
<td>I/C Open Competitions</td>
<td>Disseminate information and coordinate collection and submission of entries</td>
<td>YW &amp; SN</td>
</tr>
<tr>
<td>F.1 Orientation Day</td>
<td>Introduce to parents &amp; students the school EMI policy</td>
<td>CL</td>
</tr>
<tr>
<td>F.1 Info Day</td>
<td>Introduce to parents &amp; students the school EMI policy</td>
<td>CL, MB</td>
</tr>
<tr>
<td></td>
<td>Introduce the English Room during school tours</td>
<td></td>
</tr>
<tr>
<td>Role</td>
<td>Responsibilities</td>
<td>Responsible Persons</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Proofreader</td>
<td>Proofread documents and students’ essays for exhibitions, publication, etc.</td>
<td>MB</td>
</tr>
<tr>
<td>I/C BCA for F.3 students</td>
<td>Co-ordinate Territory-wide System Assessment for F.3 students</td>
<td>YW</td>
</tr>
<tr>
<td>I/C Admission Test</td>
<td>Set and mark the test for transfer students</td>
<td>YW</td>
</tr>
<tr>
<td>I/C TV Display</td>
<td>Submit contents for display</td>
<td>LY</td>
</tr>
<tr>
<td>I/C English Writing Resource Bank</td>
<td>Good essays and ERS Book Report Competition winning entries will be displayed and kept in the ERB (5.5) in the Annex Staffroom.</td>
<td>MB, SN, YW &amp; TA</td>
</tr>
<tr>
<td>I/C English Department Website/School News on School Website</td>
<td>Co-ordinate the uploading of information</td>
<td>SN &amp; YW</td>
</tr>
</tbody>
</table>
GEOGRAPHY DEPARTMENT
PROGRAMME PLAN  2015-2016

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 or they may have joined various extra-curricular activities. 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 show care and inclusiveness in learning environment, to cater for the learning diversity among students and to promote the professional sharing of teachers
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 will be organized. An orienteering activity or a map-reading field work will also be organized.
   4.1.1.2 Form Two – A visit to the sewage treatment works or the drainage tunnel will be organized.
   4.1.1.3 Form Three – A field trip on manufacturing industry and/or a visit to the Jockey Club Museum of Climate Change at CUHK 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 will be organized for F.5 students. A field trip on urban renewal projects in Wan Chai will 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 an Asian country/region will be organized 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. Since the allocation of lessons per cycle for F.2 classes changes from three to two lessons only, teachers concerned will discuss about the new arrangement of the teaching schedule of the F.2 syllabus.

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 100 to 150 words)

4.4.1.4 Form Four to Five - 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 may be randomly selected to give an oral presentation during the lessons.

4.4.2 A talk on the Planning for Hung Shui Kui New Development Area by the Planning Department will be jointly organized with the Liberal Studies Department for all F.4 to F.6 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 To show care and inclusiveness in learning environment: Students will be taught to be caring towards each other during lessons, particularly during group discussions and when they are going out for field trips.

4.5.2 To cater for the learning diversity among students: Remedial measures will be taken for students with a lower learning ability and positive feedback will be given to them to build up their confidence and to encourage their improvement. On the other hand, students with a higher learning ability will be asked some more challenging questions and extra exercises
may be given to them. Questions of different levels of difficulty will be set in tests and examinations to cater for the learning diversities of the students in the same form.

4.5.3 To promote the professional sharing of teachers: Teachers will be asked to upload any useful information related to the teaching and learning of Geography to the school intranet for other teachers’ reference. They can also upload the course materials after attending seminars and workshops. Besides, lesson observations will be arranged and regular meetings will be held for sharing.

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>Item</th>
<th>Cost</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>
</tr>
<tr>
<td>5. Miscellaneous</td>
<td>$3,000.00</td>
</tr>
<tr>
<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
   Mr. Ng Chak Nam
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 enhance the culture of caring and inclusiveness in school;
   3.1.2 to cater for individual learning diversity;
3.1.3. to enhance the culture of sharing in teaching;
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.

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 to supplement the textbooks and workbooks to promote high-order thinking, to cultivate essential values, to arouse students’ interest, to cater for learning diversity; and to adjust the scope and skills in line with the new school junior curriculum structure in 2016-17. Worksheets of F.3 were reviewed and will be implemented this year. Materials of F.1 and F.2 will be reviewed this year.

4.3 Revision of teaching strategy (F.4 – F.6) (LE)
In response to the new school senior curriculum structure in 2015-16 and the Medium-term Review of 2018 HKDSE History Assessment, F.4 teaching plans, supplementary notes and worksheets are revised to promote high-order thinking, to enhance examination skills, and to cater for learning diversity. Teaching strategy and materials of F.5 and F.6 will be reviewed in the academic years of 2016-17 and 2017-18 respectively.

4.4 Remedial lessons (F.6 & F.5) (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, sessions for advanced argumentation and structuring will be held for the more able students, while sessions for basic elaborative skills and the use of key words/ phrases will be held for the less able ones.

4.5 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 development of the mankind in history such as conservation of the environment, appropriate development of technology, and upholding of essential values. The major concerns of the year, especially culture of caring and inclusiveness, can be attained through in-depth studies in conflicts, attempts to make peace, efforts in international cooperation, and major achievements in human civilization through the projects. Like previous years, they will be asked to present their results in various forms such as postcard, drawing, and letter-writing.

4.6 Mini-research (SBA of F.5-6) (LE)
F.5 students, after confirming their SBA topics in F.4, will continue 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.

4.7 **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. Study tours outside Hong Kong, such as Taiwan and Malaysia, will also be considered, jointly organized by the History, Chinese History and Geography Departments.

4.8 **Proposed Extra-curricular Activities**

<table>
<thead>
<tr>
<th>Proposed Date</th>
<th>Activities</th>
<th>Teacher(s) Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct/Nov 2015</td>
<td>Fieldtrip for F.5 history students: Visit to Museum or Heritage Sites in Hong Kong</td>
<td>LE, NC</td>
</tr>
<tr>
<td>Oct/Nov 2015</td>
<td>Fieldtrip for F.4 history students and all interested students: Visit to Museum or Heritage Sites in Hong Kong</td>
<td>LE, YC</td>
</tr>
<tr>
<td>Nov 2015</td>
<td>Visit to the Hong Kong Museum of History for all F.1 students</td>
<td>FY, LE, NC</td>
</tr>
<tr>
<td>Apr 2016</td>
<td>Tentative Study Tour: Visit to Historical sites outside Hong Kong</td>
<td>LE</td>
</tr>
<tr>
<td>Apr/May 2016</td>
<td>Fieldtrip for F.5 history students and all interested students: Visit to Museum or Heritage Sites in Hong Kong</td>
<td>FY, LE</td>
</tr>
<tr>
<td>Apr/May 2016</td>
<td>Fieldtrip for F.4 history students and all interested students: Visit to Museum or Heritage Sites in Hong Kong</td>
<td>LE, YC</td>
</tr>
</tbody>
</table>

4.9 **Teachers’ professional development (all members)**

Lesson observations and evaluation sessions, focusing on student learning, teaching strategy, curriculum development, and assessment methods, will be further strengthened. Focus will be put on the design and sharing of teaching materials, as well as curriculum highlights and assessment strategy.

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 2016 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 notes and worksheets in F.3 and F.4

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>
<thead>
<tr>
<th>Items</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stenciling / photocopy</td>
<td>$500</td>
</tr>
<tr>
<td>Coach fare for visits / excursion / pre-trip</td>
<td>$4,200</td>
</tr>
<tr>
<td>Prizes for projects</td>
<td>$1,500</td>
</tr>
<tr>
<td>Teaching aids: videos, reference books, etc</td>
<td>$1,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$800</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,000</strong></td>
</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 2015-2016

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
   2.1 Strength
   2.1.1 Most students are interested in science.
   2.1.2 There are many young and energetic teachers in the department. They are devoted
       to the teaching.
   2.1.3 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.
   2.1.4 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.

   2.2 Changes and needs
   2.2.1 Some students are weak in English.
   2.2.2 There is a lack of good reference books for IS in Hong Kong.
   2.2.3 Teachers have to develop new teaching strategies to cope with students’ diversity.
   2.2.4 There will be 4 periods in each cycle. 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 and lesson observation
   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 promote students’ concerns and caring for our environment, school campus and
       classmets.

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 Enhance 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 and encourages students to cooperate and care for each other.
   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 worksheets will be designed as a spiral learning mode in 2 years.
   4.2.3 This is a part of the seed project which are prerequisite skills for report writing.

4.3 Reading and Scaffolding Exercise
   4.3.1 To arouse students' interests, enhance teaching and learning and scientific comprehension skill.
   4.3.2 Some reading exercises of interesting science or daily issues will be prepared for students.
   4.3.3 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.

4.4 New F2 Syllabus
   4.4.1 To accommodate the F.2 Syllabus to the new curriculum change.
   4.4.2 The F.2 syllabus will be reduced to fit it 4 lessons per cycle (previously 5 lessons per cycle).
   4.4.3 The new syllabus will be evaluate after the first term examination and at the end of school year.

4.5 Science Week
   4.5.1 To arouse students’ interests in science and their caring of our environment and our campus.
   4.5.2 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.

4.6 School Tour and Visit
   4.6.1 To arouse students' interests in science.
   4.6.2 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.
   4.6.3 All F.2 students will visit the Science Museum.

4.7 IJSO Training
   4.7.1 To cater for learning diversity.
   4.7.2 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.
   4.7.3 If some students are selected by the HKAGE as Hong Kong representatives, teachers will give more guidance and assistance to them.
4.8 Remedial Programme
4.8.1 To cater for learning diversity.
4.8.2 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.
4.8.3 Teachers will give a re-test and lecture in the first session, and help the weaker students prepare for the coming test or examination.

4.9 Test and Examination Evaluation
4.9.1 Enhance teaching and learning.
4.9.2 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.
4.9.3 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.
4.9.4 The reports will be discussed and shared within the department meeting.

4.10 Teachers’ Sharing and Lesson Observation
4.10.1 To enhance teaching and learning
4.10.2 Subject teachers in each form will select a topic and design a lesson plan to teach it effectively. Then lesson observation will be arranged to evaluate the effectiveness of the plan.
4.10.3 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.
4.10.4 Teachers are encouraged to ask other science teachers for advice to learn how to teach better in particular topics.

4.11 Deep and Achieving Learning
4.11.1 Deep and achieving learning approaches will be used to teach students. These include
4.11.1.1 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,
4.11.1.2 conclude the lecture by allowing the students to self-test themselves on whether they have mastered the learning outcomes,
4.11.1.3 plan activities that will require students to actively engage rather than passively receive such as role playing,
4.11.1.4 discuss various aspects of a problem in pairs.

5. Evaluation
5.1 Observe students’ motivation to learn science during lessons and during experiments.
5.2 Check the participation rate in science weeks.
5.3 Check the workbook and test/examination answers of students for teaching and learning and students’ scientific communication skills.
5.4 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.
5.5 Analyze the results of students with IJSO training and those after remedial lessons.
5.6 Analyze students’ performance on questions with experiment and data, and those require problem solving.
6. Time schedule

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<th>Implementation Plan</th>
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<tr>
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<tr>
<td>Data analysis and presentation skills</td>
<td>whole school year</td>
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<tr>
<td>Reading and scaffolding exercise</td>
<td>whole school year</td>
</tr>
<tr>
<td>New F.2 Syllabus</td>
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</tr>
<tr>
<td>Science week</td>
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<td>School tour and visit</td>
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<td>Test and examination evaluation</td>
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<td>Teachers’ sharing and lesson observation</td>
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<td>Deep and achieving learning</td>
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7. Budget

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<td>2.1 Chemicals</td>
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<td>2.2 Glassware</td>
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<td>2.3 Equipment</td>
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<td>2.4 Consumable materials</td>
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8. Department Members

Mr. Lam Hei Tat (Department Head)
Mr. Cheung Hoi Cheung
Mr. Cheung Shi
Mr. Hui Chi Kuen
Mr. Kwong Wai Shing
Mr. Yu Cheuk Fun
Mr. Yung Lit Hung
通識教育科
2015 至 2016 年度工作計劃

1. 本科宗旨
   1.1 高中通識教育科旨在幫助學生：
       1.1.1 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；
       1.1.2 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；
       1.1.3 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；
       1.1.4 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. 目前概况
   2.1 強項
       2.1.1 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 本校為中三學生展開了專題研習課，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。
       2.1.4 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。
       2.1.5 校外有諸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 增進校園內的關愛及包容文化
   3.2 照顧學生的個別差異
   3.3 增強教學上的分享文化
   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 增進校園內的關愛及包容文化

4.1.1 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，以培養學生關愛他人的精神。例如：在單元一(個人成長與人際關係)，通過探討有關青少年人際關係的議題，幫助學生培養學生關愛親人和朋友的精神；在單元二(今日香港)，通過探討香港的貧窮問題，讓學生更關心弱勢社群。

4.1.2 在不同議題的討論中，科任老師亦會強調尊重其他人的立場意見的重要性，以培養學生包容他人的態度。

4.2 照顧學生的個別差異

4.2.1 科任老師可因應學生的能力，調整教學策略，幫助學生理解課程內容及培養思維能力。

4.2.2 老師可鼓勵能力稍強的學生參加校外專題研習比賽，以提升學生的學習興趣。

4.2.3 為了幫助中六學生應付中學文憑試，本科將計劃安排四次輔導班，以幫助能力稍遜的學生重温單元內容及提升應試技巧。

4.3 增強在教學上的分享文化

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 科組將鼓勵科任老師在本學年至少進行一次同儕觀課，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，課堂滙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。

4.4.6 本科於本學年將增設「通識學會」，希望能藉著學會活動培養學生對學習的興趣及時事的認識。

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

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7. 科組成員

| 鄧秉華老師（科主任） | 朱嘉祥老師 |
| 吳澤楠老師           | 周幸嫦老師 |
| 張興灝神父           | 梁淑蓮老師 |
| 單家輝老師           | 鄭思愛老師 |
| 鄭思愛老師           | 羅綺雯老師 |
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 enhance the culture of caring and inclusiveness in school

3.6.2 To cater for individual learning diversity

3.6.3 To enhance the culture of sharing in teaching
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 participate 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 to 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 to less able students.
4.9 Keep track of the teaching pace and teaching sequence of F.3 and F.5 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 Peer tutoring will be promoted in order to enhance caring and inclusiveness in school.
4.17 In order to cater for individual learning diversity, besides all the regular measures such as providing training courses, remedial programs, distributing worksheet with various difficulties, organizing mathematics competition, etc., after-school learning groups will be implemented.
4.18 Reinforce the sharing on teaching and peer observation. Furthermore, common mistakes made by students in the tests and examinations will be discussed thoroughly and follow-up measures will be made accordingly.

**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 Observe the classroom atmosphere when peer tutoring is implemented.
5.13 Observe the classroom atmosphere in the learning groups and analyze the results in tests and examinations after the learning groups.
5.14 Members have a self-reflection in the effectiveness of the teaching after peer observation, sharing and discussion.

6. **Budget**

   6.1 Photocopy and duplication fee
   - essential materials for students such as past examination paper
   - training materials for Interschool Mathematics Competitions
   $2000

   6.2 Prizes of Mathematics Olympiad for F.1, F.2 & F.3
   $1000

   6.3 Interschool Mathematics Competitions
   $1000

   6.4 Reference books
   $1500

   6.5 Teaching Aids
   $500

   Total
   $6000

7. **Programme Team**

   Mr. Lau Wai Hung (Chairman)
   Mr. Chung Tat Chi (Vice-Chairman)
   Mr. Cheung Hoi Cheung
   Mr. Cheung Shi
   Mr. Ho Sai Ping
   Mr. Kwong Ka To
   Mr. Kwong Wai Shing
   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
2015-2016 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，以及生命的意義。
1.2 警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：「關愛」。

4. 施行計劃
4.1 為配合年度關注項目，任教老師會在課堂上利用開學祈禱小冊子教授相關內容，還在以下課程中重點發揮關注項目的內容：

<table>
<thead>
<tr>
<th>中一</th>
<th>中二</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 聖言大家庭&lt;br&gt;• 分享聖誕的祝福&lt;br&gt;• 和好的歡樂</td>
<td>• 尊重他人&lt;br&gt;• 美好的家&lt;br&gt;• 和平有賴你</td>
</tr>
</tbody>
</table>
### 4. 教育活動

#### 4.2 在早晨分享和全句反省中多以年度目標為主題發揮。

#### 4.3 舉辦宗教周

#### 4.4 繼續研究國民教育課程的內容；檢討本科國民教育課程有關係課題的教授，讓本科老師分享教授的心得。

#### 4.5 舉辦宗教教育活動，如：參加明愛賣物會、聖誕報佳音、信仰生活營等。

#### 4.6 參考全年工作計劃。

### 5. 評估

#### 5.1 本科成績來源：

功課／專題研究／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>
</table>
| A
| 
- 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；
- 積極回應，尊重他人意見，展現良好品德；
- 分組時能帶領同學進行討論，並能有條理地匯報討論結果。 |
| B
| 
- 投入課堂學習，能掌握課堂所學；
- 尊重他人意見，樂意與別人合作，友善受教；
- 能回應老師問題，並樂意發表個人意見。 |
| C
| 
- 能掌握課堂所學；
- 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。 |
| D
| 
- 會參與學習活動，惟表現欠積極；

此外，本年度還會舉行特別的活動，初步構思分為初中和高中兩組，鼓勵同學關懷校內的同學，於九月份落實內容和時間表。
● 會回應老師問題；惟答案較簡短；
● 不太願意發表個人意見。
● 心有旁騖、精神不集中；
● 不太樂意回應老師提問；
● 不願聆聽同學的發言，時常故意延遲作答；
● 遲交功課或功課馬虎。
● 精神渙散、屢勸不聽；
● 對老師和同學出言不遜；
● 欠交功課和小測不合格。

<table>
<thead>
<tr>
<th>課業及小測</th>
<th>等級</th>
</tr>
</thead>
<tbody>
<tr>
<td>課業總分達 80-100%</td>
<td>A</td>
</tr>
<tr>
<td>課業總分達 71-80%</td>
<td>B</td>
</tr>
<tr>
<td>課業總分達 61-70%</td>
<td>C</td>
</tr>
<tr>
<td>課業總分達 51-60%</td>
<td>D</td>
</tr>
<tr>
<td>課業總分達 41-50%</td>
<td>E</td>
</tr>
<tr>
<td>課業總分達 40 以下</td>
<td>F</td>
</tr>
</tbody>
</table>

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 到世界各地交流或比賽
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 $18,000
### 4.7: 2015-2016年度全年工作計劃

<table>
<thead>
<tr>
<th>講座 / 活動</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>
</tr>
</thead>
<tbody>
<tr>
<td>開學禮儀及聖言會創會紀念 ZX(IC), LC, HY, LH,NM,CC, TC,CJ, Ms Choi</td>
<td>理財講座 CC (F.2)</td>
<td>交通安全講座 ZX (F.1)</td>
<td>聖誦彌撒 ZX(IC),LC, HY,LH,NM, CC,TC, Ms Choi</td>
<td>選舉事務處講座 TC (F.5)</td>
<td>廉署講座 ZX (F.4)</td>
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<tr>
<td>校外活動</td>
<td>參觀高等法院 TC(F.6)</td>
<td>明愛賣物會 TC,LC,CC, Ms Choi</td>
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<td></td>
<td></td>
<td>關愛行動(全體)</td>
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<tr>
<td>制定進度表</td>
<td>全體</td>
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<tr>
<td>本科會議</td>
<td>全體</td>
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<tr>
<td>查閱學生習作</td>
<td>全體</td>
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<tr>
<td>紀錄及評估</td>
<td>全體</td>
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<tr>
<td>更新本科紀錄</td>
<td>全體</td>
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<tr>
<td>點存教學資源</td>
<td>ZX</td>
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<td>觀課</td>
<td>ZX</td>
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<tr>
<td>早晨分享</td>
<td>LC</td>
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<tr>
<td>金句反省(黑板)</td>
<td>ZX</td>
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<tr>
<td>Katso Board</td>
<td>HY(IC)</td>
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</tr>
<tr>
<td>馬槽</td>
<td>Ms Choi</td>
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<tr>
<td>早晨彌撒</td>
<td>NM(IC), LH, CC, TC, LC, CJ</td>
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<tr>
<td>早晨領禱</td>
<td>LY(IC), TK, TC, CC, NM</td>
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</tbody>
</table>
MUSIC DEPARTMENT
PROGRAMME PLAN 2015 - 2016

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 relieve 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 Many students have basic instrumental training.

   2.2 Weakness
      2.2.1 Students have relatively low sensitivity to relation between music and history.
      2.2.2 Students are lack of vocabulary to describe music.
      2.2.3 There is general ignorance of current musical events happening in Hong Kong.
      2.2.4 Students are not familiar with modern art music.
      2.2.5 There is big learning difference among students (with and without musical background).

2.3 Changes and needs
   2.3.1 More practical music experience in lesson needed for students.
   2.3.2 Choir, brass band, string band and instrumental classes would be held to provide students with practical music experience.
   2.3.3 Workshop and performances of music in school needed (preferably held every month).
   2.3.4 More chances for students to perform in school.
2.3.5 Contemporary composers and masterpieces can be introduced in lesson.

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 To provide more practical music experience in music lessons for students.
3.4 To encourage a stronger sense of creativity in students and a keener interest in appreciation of different styles of music.
3.5 To provide more performance opportunities for students.

4 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 3.2</td>
<td>Lunch time radio program would be introduced to promote contemporary music and Hong Kong composers.</td>
</tr>
<tr>
<td>4.5 3.3</td>
<td>Simple percussion instruments / bells would be introduced and played by students in lesson.</td>
</tr>
<tr>
<td>4.6 3.4</td>
<td>Basic composition skills would be taught to encourage creativity. 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 3.5</td>
<td>Concerts would be held every month in covered playground to provide performance opportunities to students.</td>
</tr>
<tr>
<td>4.8 3.5</td>
<td>Students should be encouraged to participate in school choir, which can provide performance experience for students with different background.</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. 2015</td>
<td>Recruiting instrumental classes, bands, choir members</td>
<td>Band Advisor and Tutors</td>
</tr>
<tr>
<td>Sept. 2015-2016</td>
<td>Brass and String Instrumental classes</td>
<td>Advisor and Tutors</td>
</tr>
<tr>
<td>Sept. 2015-2016</td>
<td>Regular choir rehearsal</td>
<td>Ms. Choi and Miss Mark</td>
</tr>
<tr>
<td>Oct 2015</td>
<td>Lunch Classical Concert</td>
<td>Miss Mark and music club</td>
</tr>
<tr>
<td>Nov. 2015</td>
<td>Brass band /String Band to prepare for performance in prize Giving Day</td>
<td>Miss Mark and Tutors</td>
</tr>
<tr>
<td>Nov. 2015</td>
<td>Music Contest (Heats)</td>
<td>Teacher-advisors and Music Club</td>
</tr>
<tr>
<td>Dec. 2015</td>
<td>Music Contest (Final)</td>
<td>Miss Mark and music club</td>
</tr>
<tr>
<td>Jan/Feb 2015</td>
<td>Lunch Classical Concert</td>
<td>Miss Mark and music club</td>
</tr>
<tr>
<td>Feb. 2016 ~ March 2016</td>
<td>Hong Kong School Music Festival</td>
<td>Miss Mark</td>
</tr>
<tr>
<td>April</td>
<td>Music radio program</td>
<td>Miss Mark and Music Club</td>
</tr>
<tr>
<td>May 2016</td>
<td>Brass band /String Band to prepare for performance in Graduation Ceremony</td>
<td>Miss Mark and Tutors</td>
</tr>
</tbody>
</table>

## 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>Regular Exercise results</td>
</tr>
<tr>
<td>5.3 Students’ abilities in music appreciation</td>
<td>Observation and tests, results in HK School Music Festival and grading in Royal School of Music</td>
</tr>
<tr>
<td>5.4 Students’ progress in learning in instrumental classes</td>
<td>Examination results and observation</td>
</tr>
</tbody>
</table>
6 **Budget**

6.1 Teaching Aids
   6.1.1 Instruments $4000.00
   6.1.2 Teaching materials $2500.00

6.2 Teacher’s Reference $1500.00
6.3 Music Appreciation $2000.00
6.4 Miscellaneous (Score, equipment, prize) $2000.00

$12,000.00

7 **Programme Team**

Ms Mark Wing Yi (Subject Head, i/c Music Club, Brass Band, String Band and Classical Guitar Club)
Mr. Yu Cheuk Fun (Asst. i/c Music Contest, I/C Lunch Concerts)
Mr. Ho Sai Ping (I/C Music Contest) Music Activities Advisor
PHYSICAL EDUCATION DEPARTMENT
PROGRAMME PLAN  2015-2016

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.
   1.1.7 To nurture students’ capacity to care for and motivate each other.

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 promote obedience, cooperation and mutual respect.
   1.2.3 To introduce to students the basic knowledge and skill of first aid.
   1.2.4 To promote a lifelong participation and appreciation in physical activity.
   1.2.5 To develop sports as a leisure time pursuit.
   1.2.6 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 healthy 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</td>
<td>Sept, 2015</td>
<td>June, 2016</td>
</tr>
<tr>
<td>School Physical Fitness Award Schemes will be jointly organized by Physical Education Department and Health and Safety Group.</td>
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<tr>
<td>4.2</td>
<td>Sept, 2015</td>
<td>June, 2016</td>
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<tr>
<td>To provide opportunity for selected students to assist in school team training.</td>
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<tr>
<td>4.3</td>
<td>Oct, 2015</td>
<td>June, 2016</td>
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<tr>
<td>To select some capable students to attend sport</td>
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</tr>
</tbody>
</table>
4.4 To conduct physical fitness tests for students. Dec, 2015 June, 2016
4.5 To organize quizzes about various kinds of sports for students. Apr, 2016 June, 2016
4.6 To organize fitness training for school team member. Oct, 2015 Feb, 2016
4.7 To provide video show about various kinds of sports. May, 2016 June, 2016
4.8 To organize a series of exhibitions about sport injury as well as sports and health. June, 2016 June, 2016

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 $ 5,000.00
6.4. DVD, VCD and Magazine $ 5,000.00
6.5 Printing and photocopy $ 1,000.00

Total : $ 82,000.00

7. Programme Team

Department Head : Mr. Li Sze Fuk
Member : Mr. Wong Fu Hong
          Mr. Ho Sai Ping
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 In this academic year, F.3 Integrated Science is split into Physics, Chemistry and Biology. Teachers need to find an effective way to conduct the lessons.
2.3.2 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 is just a toy and should not be a must.

2.3.3 The DSE examinations have been held for four 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. Bright students will be encouraged to share more with those of relatively weak academic results.

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. Questions of different levels of difficulty should be set to cater for individual learning diversity.

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. Try to enhance the culture of sharing in teaching.

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>After each formal and informal test, encourage the bright students to share more. Keep on organizing or assisting the Modern Physics Talk, Sing Yin or Hong Kong Physics Olympiad (Phy O) and the International Junior Science Olympiad (IJSO).</td>
<td>Sept. 15</td>
<td>July 16</td>
</tr>
<tr>
<td>4.2</td>
<td>3.2</td>
<td>Suitably use IT in the lessons.</td>
<td>Sept. 15</td>
<td>July 16</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.</td>
<td>Sept. 15</td>
<td>July 16</td>
</tr>
</tbody>
</table>
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. Students will be encouraged to solve questions (HW or extra exercise) of different degree of difficulty.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>4.5</td>
<td>3.5</td>
<td>Share how to teach effectively.</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>
</tr>
<tr>
<td>4.7</td>
<td>3.7</td>
<td>Share both formally and informally. Carry out class visit.</td>
</tr>
<tr>
<td>4.8</td>
<td>3.8</td>
<td>Find out the equipment needed to be purchased.</td>
</tr>
</tbody>
</table>

5. **Evaluation**

5.1 Physics Club will hold Modern Physics Talk. 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. In the training sessions, bright students may act as student tutors.

5.2 In this academic 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. Questions of different degree of difficulty should be set in HW, tests and exams.

5.4 The credit percentage (grade 4 or above) of DSE should be about 75%.

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>500</td>
</tr>
<tr>
<td>Teachers’ Reference Books</td>
<td>500</td>
</tr>
<tr>
<td>Computer Based Teaching Material</td>
<td>500</td>
</tr>
<tr>
<td>Teaching Aids (including Apps)</td>
<td>1,500</td>
</tr>
<tr>
<td>Physics Equipment</td>
<td>20,000</td>
</tr>
<tr>
<td>Consumables</td>
<td>17,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40,000</strong></td>
</tr>
</tbody>
</table>

7. **Programme Team**

All programmes include four Physics teachers.
普通話科
2015-2016年度工作計劃

1. 宗旨
1.1 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。
1.2 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。
1.3 適當運用資訊科技配合教學，培養學生聽和說普通話的友好態度，並提高學生學習本科的興趣。

2. 目標
2.1 同學能有更多聽、說普通話的機會。
2.2 同學能運用合適的普通話詞彙及語氣來表情達意。
2.3 運用資訊科技教學，以提高同學的學習動機。
2.4 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。
2.5 透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。
2.6 提升普通話朗誦的訓練與學習效能。
2.7 本年度之關注事項為：
2.7.1「關愛與包容」、「照顧學習差異」：
2.7.1.1本科課程一向沿用從生活中找出中學生們熟悉，並且有益健康之素材，以配合普通話之學習，並藉此培養同學們之品德情意。對於「關愛與包容」，各級的課題中亦有照顧到。例如中一級第四課「請你多保重」，第五課「人人都有公德心」;中二級第二課「請你原諒我」，第四課「為善最樂」;三級第三課談「有誼第一，比賽第二」等，都與此主題不謀而合。又輔助教材之《二十四孝故事》、電影《背著爸爸上學去》同樣聚焦於「關愛與包容」一項目上，讓同學有更多元化之吸收。
2.7.1.2 至於「照顧學習差異」方面，可安排普通話學習能力較弱之同學與較佳之同學組合，有助他們相互學習與照應。另外，本科老師一向有對基礎未逮，口齒不清之同學作個別輔導，致力改善他們的不足，此一方針，當必繼續。
2.7.2「同儕分享交流」：
按校方要求，同事之間觀課交流，最少一次。本科鼓勵同工作科組內觀摩，並多作專業進修，如參課程及講座，將課程構思、教學安排、學生問題處理等，多作同儕分享，好提升教學效能。

3. 現況考慮

3.1 強

3.1.1 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。

3.1.2 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。

3.1.3 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。

3.1.4 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。

3.2 弱

3.2.1 中二、中三每循環週只上課一節，教與學的時間非常不足。

3.2.2 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。

3.2.3 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。

3.3 機

3.3.1 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。

3.3.2 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，讓同學有更多的機會接觸和學習普通話。

3.4 危

3.4.1 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。

3.4.2 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。
4. 執行計畫

4.1 執行計劃的方向:

4.1.1 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。

4.1.2 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。

4.1.3 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。

4.1.4 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。

4.1.5 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。

4.1.6 透過校內選拔以提升普通話朗誦的教與學效能。

4.2 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>胡廌純老師統籌</td>
</tr>
<tr>
<td>3. 拼音填字遊戲</td>
<td>不定期</td>
<td></td>
</tr>
<tr>
<td>4. 繞口令比賽</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

87
4.2 活動成效評估:

4.2.1 老師觀察同學的課堂學習興趣有否提高。
4.2.2 老師觀察同學對普通話課外活動的參與是否積極。

5. 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(8人 X 120元)</td>
<td>$960</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>$2360</td>
</tr>
</tbody>
</table>

6. 評估方式

6.1 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。
6.2 本科將分兩方面作成績評估：
   6.2.1 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。
   6.2.2 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。

7. 普通話科成員

胡迪純  李昭鳳  孟彩余
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.
## Implementation plan

<table>
<thead>
<tr>
<th>Items</th>
<th>Tasks</th>
<th>Working schedule</th>
<th>Level of students</th>
<th>Teacher involved</th>
<th>Time spent for each student (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>According to the major concern of “enhancing the culture of caring and inclusiveness in school”, a poster design project will be included in curriculum. Poster design: Love our environment Card design: Showing passion for others</td>
<td>Dec 2015</td>
<td>F.1 &amp; 2</td>
<td>CA KK</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 2015</td>
<td>F.3</td>
<td>CA</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Data research for SBA projects at Art Research Centre of the Central Library</td>
<td>Mar 2016</td>
<td>F.4 &amp; 5</td>
<td>CA</td>
<td>2 hours</td>
</tr>
<tr>
<td>4.3</td>
<td>To open the VA room for studio practice at lunch time and after-school. The following students will have high priority for using this studio: i) Senior VA students ii) Art competition team members iii) Members of VA club</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>
</tr>
</tbody>
</table>
Some voluntary students will serve as monitors for this studio.

4.4 There are 4 tack-board decoration competitions in this academic year. The titles are as follow:

1. Care for others
2. The beauty of nature
3. Easter
4. Brotherhood

Prize will be presented to the class of each form with the best performance in Dec 2015 and Jun 2016.

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

Decided by students

---

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</td>
</tr>
</tbody>
</table>
5.2.2. Colours $4 000
5.2.3. Stationeries $2 900
5.2.4. Adhesives $2 000
5.2.5. Craft work materials $5 000
5.2.6. Print making $3 000
5.2.7. General tools $6 200

5.3 Art competition fee $2500

____________________________________
Total: $ 31 600

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
中二專題研習科
2015-2016 年度工作計劃

1. 本科宗旨
本科旨在幫助學生:
1.1 培養進行專題研習的技巧和能力，為高中通識教育科的學習作準備
1.2 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；
1.3 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立知識

2. 目前概況
2.1 強項
2.1.1 學生在小學和中一時已進行不少專題研習活動，對專題研習的模式有基本的認識。
2.2.2 本科以中文為教學語言，這有利於學生的學習。
2.2.3 所有科組老師皆有任教高中通識教育科的經驗，對獨立專題探究的要求及探究技巧有一定的掌握。

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 培養專題研習能力需要一定時間，而本科的課節略嫌不足。

3. 本年度目標
3.1 增進校園內的關愛及包容文化
3.2 照顧學生的個別差異
3.3 增強在教學上的分享文化
3.4 改進學生的學習方法

4. 施行計劃
4.1 增進校園內的關愛及包容文化
4.1.1 科任老師可引導學生選取合適的議題作出探究，培養學生關心時事的興趣。
4.1.2 在進行專題探究的過程中，科任老師可鼓勵同學互相合作，以培養學生關愛同齡的精神。在分組討論時，科任老師亦會強調尊重其他人的立場和意見的重要性，以培養學生包容他人的態度。
4.2 照顧學生的個別差異
4.2.1 科任老師可因應學生的能力為學生分組，務求每組均有不同能力的學生；在進行專題探究時，科任老師可鼓勵能力稍強的學生支援能力稍弱的同學。

4.3 保持老師的持續專業發展
4.3.1 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 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，包括分析文本資料及數據；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。
4.4.2 本科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。另外，課堂匯報亦可提升學生的溝通和表達能力。

5. 評估
5.1 專題報告：老師及學生利用評分量表為各組的口頭匯報評分
5.2 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

<table>
<thead>
<tr>
<th>項目</th>
<th>金額</th>
</tr>
</thead>
<tbody>
<tr>
<td>獎品</td>
<td>$500</td>
</tr>
<tr>
<td>影印</td>
<td>$200</td>
</tr>
<tr>
<td>雜項</td>
<td>$200</td>
</tr>
<tr>
<td>合共</td>
<td>$900</td>
</tr>
</tbody>
</table>
7. 科組成員
    鄭秉華老師（科主任）
    周幸嫄老師
    張興灝神父
    鄭思愛老師
AUDIO VISUAL AIDS TEAM
PROGRAMME PLAN 2015-2016

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 equipment 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. Public Address System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvement project</td>
<td>1</td>
<td>$30 000.00</td>
</tr>
<tr>
<td>(install new wireless microphones system and more speakers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Audio System in Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wireless Handheld Microphones</td>
<td>10</td>
<td>$7800.00</td>
</tr>
<tr>
<td>3. Sing Yin Radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table Mic Stand</td>
<td>2</td>
<td>$600.00</td>
</tr>
</tbody>
</table>
4. **Sing Yin TV**
   Tripod (for replacement) 1 $3 000.00

5. **Others**
   Visualizers (for replacement) 3 $15 000.00

   **Total:** $56 400.00

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)
INFORMATION TECHNOLOGY DEPARTMENT
PROGRAMME PLAN   2015-2016

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 plan, build and maintain the IT infrastructure which allows for the use of IT.
1.5 plan and acquire IT equipment.
1.6 to monitor and evaluate the use of IT in Sing Yin.
1.7 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 All of our teachers are computer literate.
2.1.3 The school principal and management strongly support the use of IT in Sing Yin.
2.1.4 The IT Department members are highly qualified, experienced and dedicated. The IT support Teachers, IT technician and teacher assistants are enthusiastic and helpful.
2.1.5 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 Maintenance and fine-tune the new classroom computer system.

3.5 Maintenance and shift the work duty of Websams system and ESDA 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>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>3.1</td>
<td>• Maintain and monitor school internal network</td>
<td>Sept 15</td>
<td></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 15</td>
<td></td>
<td>TK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain and monitor computer room and computer learning center</td>
<td>Sept 15</td>
<td></td>
<td>LT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintain and monitor the IT equipment of science departments</td>
<td>Sept 15</td>
<td></td>
<td>KH</td>
</tr>
<tr>
<td>4.2</td>
<td>3.2</td>
<td>• Maintain and update the school web site regularly</td>
<td>Sept 15</td>
<td>-</td>
<td>LT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide technical support and maintenance for the Library Master, Climate Cool Project, Sing Yin Automatic Weather Station.</td>
<td>Sept 15</td>
<td>-</td>
<td>CT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Conduct surveys on IT teaching and learning</td>
<td>May 16</td>
<td>Jul 16</td>
<td>KW</td>
</tr>
<tr>
<td>4.3</td>
<td>3.3</td>
<td>• Conduct meetings and sharing sessions to help subject departments to build teaching learning resources repository and eClass Learning Platform.</td>
<td>Nov 15</td>
<td></td>
<td>TK</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>KW</td>
</tr>
<tr>
<td>4.4</td>
<td>3.4</td>
<td>• Maintain and monitor the new classroom system.</td>
<td>Sept 15</td>
<td>Aug 16</td>
<td>KW</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LT</td>
</tr>
<tr>
<td>4.5</td>
<td>3.5</td>
<td>• Maintain the Websams system and ESDA system.</td>
<td>Sept 15</td>
<td>Aug 16</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.

Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Expenses</th>
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<tbody>
<tr>
<td>IT equipment replacement and maintenance</td>
<td>HK$150,000</td>
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<tr>
<td>IT Recurrent Expenses</td>
<td>HK$50,000</td>
</tr>
<tr>
<td>IT Reference Materials</td>
<td>HK$2,000</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>HK$202,000</strong></td>
</tr>
</tbody>
</table>

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. Lam Hei Tat

**IT support Teacher Team**

Members:
Mr. Cheung Shi
Mr. Lau Wai Hung
Mr. Li Chung Man
Mr. Li Sze Fuk

School Web Master : Mr. Lam Hei Tat
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  
           ☆ Sing Yin Radio  
           ● Cross-curricular DVDs to be shown to students by Teaching Assistants when subject teachers are absent. | MB, YC & Student Helpers, CF, MB & LA SN | September 2015 to May 2016 |
|      |           |      |                | May, 2016         |
|      |           |      |                | Oct 2015-May 2016 |
|      |           |      |                | Sept 2015-June 2016 |
| 4.2  | 3.2       | ● Bridging Programme for F.1  
           ● Subject language implementation plan for each department  
           ● Reading programmes (on-line and ERS)  
           ● LAC online programme | Eng. teachers Dept heads, English teachers SN | Sept 2015 to June 2016 |
|      |           |      |                | Sept 2015 to Aug 2016 |
|      |           |      |                | Sept 2015 to May 2016 |
| 4.3  | 3.3       | ● Language support on vocabulary, usage, pronunciation, etc.  
| 4.4  | 3.4       | ● Purchase books and DVDs on subjects using EMI  
           ● Develop teaching materials and | SN WK & | Oct 2015 to May 2016 |
5. Evaluation

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

6. Budget

<table>
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<tr>
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<tr>
<td>Bridging programme</td>
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</tr>
<tr>
<td>Resources for teachers and activities</td>
<td>$500.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$100.00</td>
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<tr>
<td>Total</td>
<td>$1,400.00</td>
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</table>
LIBRARY
PROGRAMME PLAN 2015–2016

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 15th and 16th 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, 2015 and March, 2016 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.

   3.4.4 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.

4.2.2 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

Library books, VCDs, DVDs, CD-ROMs and magazines $65,000.00
Stationery and Consumable $2,500.00
Prizes for Competitions and Reading Award Scheme $2,500.00
Maintenance fee for Library Master $2,000.00
Total $72,000.00

7. Programme Team

Miss Li Yuk Bing (teacher-librarian)
1. **Purposes**

1. To raise environmental awareness in school.
2. To promote students’ good habits in conservation of energy and resources at home, in school, and in the community.
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.
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 and they play a leading role in promoting environmental awareness among their schoolmates.
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.
2.1.7 We have won a number of awards related to our green policies and green facilities and this helps us to spread out the message of environmental conservation in the community.

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 show care in learning environment and to
promote the sharing of teachers in environmental education

4. Implementation plan

4.1 Environmental Prefects, Monitors and Ambassadors

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. 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 I/C. 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.

This year, an Environmental Ambassador Scheme will be carried out. At least 3 students of each class (F.1-F.3) will be recruited as environmental ambassadors. They may join the scheme voluntarily or may be invited by the teacher I/C to join the scheme. This is a pilot scheme and different activities will be organized for them to participate throughout the year in order to raise their environmental awareness and to train them as good helpers of the environmental monitors. A booklet will be given to each environmental ambassador to take records of the green activities that he has joined and awards will be given to those whose participation rate is the highest at the end of the school year.

4.2 Students’ participation in keeping the cleanliness and tidiness of the classrooms

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 Schemes and Leadership Programs

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 by the Committee, our Environmental Prefect Team and Environmental Protection Club.

Besides, four environmental prefects joined the training sessions and workshops under the NWHK Environmental Innovation and Leadership Program in April to July 2015 and they will organize some green activities for their schoolmates this year to promote environmental education.

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. Some activities will also be organized on World Food Day (16th October 2015). 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 used by the Gardening Club to grow plants and some may be taken away by some teachers and students for their personal uses.

This year, we will try a new way to decompose the food waste. We will try acidulo-composting by putting the food waste with effective micro-organism (EM) into a small machine powered by electricity (BIO-CLEAN BS-02). It is an accelerated composting process of food waste and is a kind of environmental biotechnology developed by the Japanese. This can replace the hard work done by the environmental prefects every day after school and the machine just consumes a very little amount of electricity. The EM used to decompose the food waste has a very long life and this will save our cost of composting.
4.5 Recycling competition and activity

A waste plastic bottle and metal can recycling competition will be held during the Environmental Protection Week in May. The Environmental Protection Club and the Environmental Prefect Team will provide guidelines for the competition. The club committee members and the environmental prefects will assist in counting the number of recycled plastic bottles and metal cans for each class. The recycling competition will be on both individual and class bases. Prizes will be awarded.

This year, a plastic recycling activity will be jointly organized with the Rainbow Foundation under the ‘Green Revolution’ campaign. The plastic waste will be collected from our school by the organization once every two weeks (October to December 2015). Our students will be educated to recycle the plastic waste properly and to reduce and reuse the plastic waste.

4.6 Environmental Projects

Our school will participate in the activities ‘No Air Con Night 2015’ and ‘Earth Hour 2016’ to encourage teachers, students and their parents to reduce energy consumption. 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. It can promote the importance of tree conservation and environmental protection.

A Butterfly Garden will be set up with Biology Department and the possibility of setting up a Greenhouse in the school campus will be discussed. More information about the setup will be collected.

Trees and plants in the school campus will be labelled clearly to show their common names, scientific names and special features for educational purpose.

An Environmental Protection Week will be held in May. Talks, visits, workshops, green tours, bartering and recycling activities, etc. will be organized during the week to raise the environmental awareness of the students.

An Environmental Corner will be set up at the school library. Books and magazines related to environmental education will be displayed on the bookshelves and relevant newspaper articles will be posted on a tackboard at the corner. Students will be encouraged to read more about environmental conservation. Posters will also be posted on the board to promote green activities. Environmental prefects and committee members of the Environmental Protection Club will be trained to manage the corner.
properly and to update the magazines and newspaper articles regularly.

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 Addressing the School’s major concerns

Different green activities will be organized for students throughout the year to promote care for their learning environment. Students will also learn to act and behave properly and be more considerate so that others will not be adversely affected by their irresponsible behaviour such as throwing rubbish onto the ground and turning on all the air-conditioners in the classroom when some classmates are feeling cold. Besides, teachers will be encouraged to attend talks or workshops related to environmental education and regular meetings will be held for sharing.

4.9 Promotion of environmental education through joining competitions, partnership schemes and various programmes

Our school has joined the Sustainable Development School Award Programme 2014-2016 organized by the Council for Sustainable Development. We will continue to organize activities on sustainable development for our students and a report will be submitted in January 2016.

Our school has also joined the ‘Happy Green Schools’ Label Programme. A green tour and some upcycling workshops will be organized by the HK Electric for the Environmental Ambassadors. Besides, we have joined the CUHK Jockey Club Carbon Reduction Partnership Scheme under which some activities will be carried out to promote environmental education at school.

Through joining the ‘Green Revolution’ campaign, our students will enjoy a green tour in Ma Wan Park and a 3-month School Project on recycling and waste reduction. The students will also be given an opportunity to serve 5,000 elderly in a community service event at Noah’s Ark.
Our students will be encouraged to participate in various forms of competitions related to environmental education. It is hoped that the message of environmental conservation will be spread to the public.

5. **Evaluation and Performance indicator**

5.1 **Environmental Prefects, Monitors and Ambassadors**

About 40 to 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. The environmental ambassadors will be required to keep a booklet to take records of the green activities that they have joined. The teacher I/C will collect the booklets at the end of the school year.

5.2 **Students’ participation in keeping the cleanliness and tidiness of 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 Schemes and Leadership Programs**

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 schemes. Some environmental prefects have joined the NWHK Environmental Innovation and Leadership Program. It is hoped that they can act as good leaders and help to organize various green activities for their fellow schoolmates.
5.4 Policies in reducing food waste
The food waste composting activity will start in October. It is hoped that the amount of food waste produced by our teachers and students drops when compared with that recorded last year.

5.5 Recycling competition and activity
A waste plastic bottle and 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 the committee members of the Environmental Protection Club 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.

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

5.7 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.

6. Budget
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Prefect Team</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Environmental Protection Week</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Food waste composting machine</td>
<td>$5,500.00</td>
</tr>
<tr>
<td>Books, magazines and decoration at the Environmental corner</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$2,000.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$12,500.00</strong></td>
</tr>
</tbody>
</table>

7. Programme Team
Miss Lok Yuen Kwan (Team leader)
Miss Liu Pui Ying
Ms Yang Ka Wah
Mr. Lee Cheuk Wai
Aesthetic Development Coordinating Committee
Programme Plan  2015 – 2016

1  Purpose

1.1 To foster students’ life-long interest in the arts and cultivating positive values.
1.2 To help students to lead a healthy life and achieve whole-person development.

2  Review of Present State

2.1 Strengths

2.1.1 Have 2 periods of lessons in both music and visual arts in each cycle in our junior forms.
2.1.2 Visual Art can be selected to study in senior forms.
2.1.3 Students are engaged in learning of arts in authentic contexts through a variety of co-curricular activities, such as attending arts seminars and concerts, joining guided tours on arts exhibitions, etc.

2.2 Weaknesses

2.2.1 Not enough coordinated activities held for students especially the senior form students.
2.2.2 Not enough coordination among various departments and clubs related to arts.

3  Objectives of Issue to be Addressed

3.1 Better coordinate the activities, such as Aesthetic week, working with artists, participating in community arts services and joint school arts exhibitions, performances, competitions and training programmes, etc.

3.2 Organize more activities for senior form students so that they can have more experiences and exposure in aesthetic learning.

3.3 Cope with the school major concerns:

3.3.1 To enhance the culture of caring and inclusiveness in school
3.3.2 To cater for individual learning diversity
3.3.3 To enhance the culture of sharing in teaching
4 Implementation Plan

4.1 Establish an aesthetic space for students to practice or perform their talents in art, music and dance publicly and conveniently in the school.

4.2 Add Photo albums with captions related to aesthetic activities in the school website.

4.3 Exhibit more artworks in various locations of the school campus.

4.4 Further promote the Arts Ambassadors-in-School Scheme (AAISS 校園藝術大使計劃) which is organized by Hong Kong Arts Development Council (HKADC).

4.5 Participate the School and Home Energy Saving Scheme 2015 – Energy Saving’s Got Talent (校園+居齊慳電 2015–鼓舞飛翔) organized by the CLP Power Hong Kong Ltd. At most five F.2 – F.5 students would be put into a team to join the competition of the scheme. They would convey messages about energy saving through creative channels such as singing, short films and dance performances in the competition.

4.6 Organize mini concert/ exhibition/ workshop/ demonstration which open for all students to join during recesses/ lunch time/ after school every month.

4.7 Promote more students to join the community art/ music/ dance services.

4.8 Enhance the culture of caring and inclusiveness in school through various activities.

4.9 Cater for individual learning diversity in various workshops.

4.10 Enhance the culture of sharing in teaching through various activities.

4.11 Organize the Aesthetic week at the 4th week of May of 2016. The following aesthetic activities would be held in the Aesthetic week:

<table>
<thead>
<tr>
<th>I/C</th>
<th>Activities held</th>
</tr>
</thead>
</table>
| KY  | ● Joint school dance show  
|     | ● Film show  
|     | ● Experiencing dance through X-Box  
|     | ● Dance demonstration  
|     | ● Lunch radio programme  
|     | ● Tack board exhibition  
|     | ● Workshop/ show of African dance  
|     | ● Visit to The Hong Kong Academy for Performing Arts (香港演藝學院) |
| MW  | ● Joint School Concert  
|     | ● Demonstration/ concert held by composer/ musician  
<p>|     | ● Workshop of Acappella (無伴奏合唱) |</p>
<table>
<thead>
<tr>
<th>Event</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit</td>
<td></td>
</tr>
<tr>
<td>Mini concert held by brass band</td>
<td></td>
</tr>
<tr>
<td>KK</td>
<td></td>
</tr>
<tr>
<td>Bench painting (F1 &amp; F2)</td>
<td></td>
</tr>
<tr>
<td>Poster design competition (F1 &amp; F2)</td>
<td></td>
</tr>
<tr>
<td>Visual Art activities</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td></td>
</tr>
<tr>
<td>Workshop of Pottery</td>
<td></td>
</tr>
<tr>
<td>Mural art at the side entrance</td>
<td></td>
</tr>
<tr>
<td><strong>5 Budget</strong></td>
<td></td>
</tr>
<tr>
<td>5.1 Equipment and facilities for setting up the aesthetic space</td>
<td>$5000</td>
</tr>
<tr>
<td>5.2 Fee for the show of African dance</td>
<td>$6000</td>
</tr>
<tr>
<td>5.3 Transportation for visits</td>
<td>$3000</td>
</tr>
<tr>
<td>5.4 Expenses on Joint School Concert, Demonstration/ Concert</td>
<td>$2500</td>
</tr>
<tr>
<td>held by composer/ musician and Joint school Dance show</td>
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</tr>
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<td><strong>Total</strong></td>
<td><strong>$16500</strong></td>
</tr>
</tbody>
</table>

6 Programme Team

Mr. Kwong Ka To (Chairman)
Mr. Chu Wang Kei (Advisor)
Miss Lok Yuen Kwan
Miss Mark Wing Yi
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 - F2 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 19th February 2016 for F3 students.
4.2.2 Arrange a career inclination survey for F3 students in February 2016.

4.2.3 Hold a F3 Parents’ Day on the NSS curriculum on 5th March 2016. (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 and complete a follow-up worksheet on careers planning and goal setting 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 5th October 2015.

4.4.2 Nominate students for programmes and talks organised by the tertiary institutions.

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

4.4.4 Nominate students for programmes which increase their career-related experience.

4.4.5 Organize careers visits to well-established business firms and work places for all F4 students.

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

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 6th November 2015.

4.5.2 Summarise the details of the Open Days of the tertiary institutions in a careers leaflet and give it to all F6 students.

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 School Principal’s Nominations (SPN).

4.5.5 Organize a careers talk on the preparation for the Release of the HKDSE results for all F6 students and parents on 30th June 2016.

4.5.6 Arrange counselling sessions on reprioritization of JUPAS choices on 13th and 14th July 2016.
4.6 To coordinate life planning education with other departments in the school.
   4.6.1 Discuss life planning education with Guidance Department, ECA
         Department and Moral and Civic Education Department

4.7 To nominate 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 5th December 2015 for parents, teachers
         and students of Primary 6 of schools in Kowloon.

5. Activity Plan (2015-2016)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Objectives</th>
<th>Date</th>
<th>Level</th>
<th>Teacher in charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.1.1 Individual/Group</td>
<td>To raise students’ awareness of particular</td>
<td>11th &amp; 12th Nov</td>
<td>F6</td>
<td>SY, KY, YM, YN,</td>
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<tr>
<td>5.1.1 Individual</td>
<td>counselling on JUPAS</td>
<td></td>
<td></td>
<td>YW, CH, HT, NM</td>
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<tr>
<td>5.1.2 Individual</td>
<td>To develop students’ understanding of ‘self’</td>
<td>All year</td>
<td>Whole School</td>
<td>SY, KY, YM, YN,</td>
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<tr>
<td>5.1.2 Counselling</td>
<td>and particular concerns</td>
<td>round</td>
<td></td>
<td>YW, CH, HT, NM</td>
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<tr>
<td>5.1.3</td>
<td>Release of HKDSE Results</td>
<td>To enable students to reprioritize their JUPAS choices</td>
<td>13&lt;sup&gt;th&lt;/sup&gt; &amp; 14&lt;sup&gt;th&lt;/sup&gt; Jul</td>
<td>F6</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>5.2</td>
<td>Exhibition</td>
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<td>5.2.1</td>
<td>Careers Exhibitions on Parents’ Day</td>
<td>To provide update information on public exam results</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; Feb &amp; 5&lt;sup&gt;th&lt;/sup&gt; Mar</td>
<td>Whole School</td>
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<tr>
<td>5.3</td>
<td>Scholarships &amp; Awards</td>
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<td>5.3.1</td>
<td>The Grantham Maintenance Grant</td>
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<td>Sep</td>
<td>F4 - F6</td>
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<td>5.3.2</td>
<td>Sir Edward Youde Memorial Awards</td>
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<td>Sep - Oct</td>
<td>F6</td>
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<tr>
<td>5.3.3</td>
<td>Sir Edward Youde Memorial Scholarship for Undergraduate and Diploma Students</td>
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<td>Sep - Oct</td>
<td>F6 graduates</td>
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<td>5.3.4</td>
<td>Grantham Scholar of the Year</td>
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<td>Oct</td>
<td>F6</td>
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<td>5.3.5</td>
<td>Best Improved Students Award</td>
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<td>Jul</td>
<td>F1 - F5</td>
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<tr>
<td>5.3.6</td>
<td>Others</td>
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<td>All year round</td>
<td>F1 - F6</td>
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<tr>
<td>5.4</td>
<td>Talk</td>
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<tr>
<td>5.4.1</td>
<td>JUPAS</td>
<td>To introduce the System, application procedures and strategies</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Oct</td>
<td>F5 &amp; F6</td>
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<td>5.4.2</td>
<td>Careers Talk on careers development</td>
<td>To enhance exposure to the careers world</td>
<td>9&lt;sup&gt;th&lt;/sup&gt; Oct, or Apr</td>
<td>Ma F5 &amp; F6, F4 &amp; F5</td>
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<tr>
<td>5.4.3</td>
<td>Degree Courses &amp; Sub-degree Courses by Old Boys</td>
<td>To share old boys’ experiences of previous educational choices in the JUPAS application &amp; current university life</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; Nov</td>
<td>F6</td>
</tr>
<tr>
<td>5.4.4</td>
<td>Sing Yin F1 Info Day</td>
<td>To promote Sing Yin to the public</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Dec</td>
<td>P6 parents, teachers and students</td>
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<tr>
<td>5.4.5</td>
<td>NSS Curriculum</td>
<td>To introduce NSS curriculum. To help them make educational choices</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; Feb</td>
<td>F3</td>
</tr>
<tr>
<td>5.4.6</td>
<td>F3 Parents’ Day – NSS Curriculum</td>
<td>To enable students &amp; parents to make educational choices</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Mar</td>
<td>F3 &amp; parents</td>
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<td>5.4.7</td>
<td>Careers Talk on the preparation for the Release of HKDSE Results</td>
<td>To prepare students with educational planning</td>
<td>30&lt;sup&gt;th&lt;/sup&gt; Jun</td>
<td>F6 students &amp; parents</td>
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<tr>
<td>5.5</td>
<td>Visit</td>
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<tr>
<td>5.5.1</td>
<td>Visits to Places of Work</td>
<td>To introduce different business firms &amp; work environment</td>
<td>Jun</td>
<td>F4</td>
</tr>
<tr>
<td>5.6</td>
<td>Others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.6.1</td>
<td>Careers Leaflets</td>
<td>To inform and disseminate careers information</td>
<td>Sept &amp; Feb</td>
<td>F5 &amp; F6</td>
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<td>5.6.2</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>5.6.3</td>
<td>Mock JUPAS Application</td>
<td>To facilitate planning and counselling on educational</td>
<td>Nov</td>
<td>F6</td>
</tr>
<tr>
<td></td>
<td>choices</td>
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<tr>
<td>5.6.4</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>
</tr>
<tr>
<td>5.6.5</td>
<td>Career Inclination Survey</td>
<td>To explore career inclination</td>
<td>Feb</td>
<td>F3</td>
</tr>
<tr>
<td>5.6.6</td>
<td>Career Interest Inventory</td>
<td>To explore career inclination</td>
<td>Apr</td>
<td>F5</td>
</tr>
<tr>
<td>5.6.7</td>
<td>Recommendation for JUPAS School Principal’s nomination</td>
<td></td>
<td>Apr</td>
<td>F6</td>
</tr>
<tr>
<td>5.6.8</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>
</tr>
<tr>
<td>5.6.9</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>
</tr>
<tr>
<td>5.6.10</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>18th - 19th Aug</td>
<td>Students promoting to F5</td>
</tr>
<tr>
<td>5.6.11</td>
<td>Recommendation for programmes organised by the tertiary institutions</td>
<td></td>
<td>All year round</td>
<td>F4 - F6</td>
</tr>
<tr>
<td>5.6.12</td>
<td>Recommendation for work experience programmes</td>
<td></td>
<td>All year round</td>
<td>F4 - F6</td>
</tr>
<tr>
<td>5.6.13</td>
<td>Recommendation for local/overseas</td>
<td></td>
<td>All year round</td>
<td>F1 - F6</td>
</tr>
</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>Cost</th>
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<tr>
<td>HKACGM Membership Fee</td>
<td>$400.00</td>
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<tr>
<td>Reference books and stationery</td>
<td>$500.00</td>
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<tr>
<td>Old Boys’ Talk</td>
<td>$300.00</td>
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<tr>
<td>Prizes for F1 &amp; F2 Self-exploration programme</td>
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<td>F3 Parents’ Day</td>
<td>$800.00</td>
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<tr>
<td>Career Interest Inventory for F.4 students</td>
<td>$2,700.00</td>
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<tr>
<td>Careers Talks</td>
<td>$5,000.00</td>
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<tr>
<td>Careers Talk on the preparation for the Release of HKDSE Results</td>
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<td>Visit to the workplace</td>
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<tr>
<td>F5 Leadership Training Programme</td>
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<tr>
<td>Souvenirs</td>
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<tr>
<td>Photocopy and Stenciling</td>
<td>$500.00</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$18,000.00</strong></td>
</tr>
</tbody>
</table>

8. Programme Team
8.1 Careers Mistress: Miss Choi Suk Yan
8.2 Careers Teachers: Mr. Cheung Shi
Miss Ho Ping Ting
Ms. Lo Wing Yan
Miss Lok Yuen Kwan
Ms. Mang Choi Yu
Miss Ng Mei Shan
Ms. 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 Leadership training day.
   4.1.3 all discipline members should take up the patrolling duties in September to ensure good order in school.
   4.1.4 all discipline members would monitor the hair style and uniform of all classes.
4.2 Any student who is late in a school day will be asked to attend a period of detention after school on the same day.
4.3 Starting 15 minutes before morning assembly, one teacher and one discipline master should patrol the covered playground.
4.4 Three discipline masters are arranged to ensure good order during the line-up in the covered playground.
4.5 Experience sharing and training will be given to all monitors.
4.6 Selection and inauguration of school prefects.
4.7 Training course will be introduced for all school prefects in Sep and Oct.
4.8 Regular meetings with school prefects and monitors will be arranged to help promote self-discipline among students.
4.9 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.

4.10 Arrange for duties to patrol the school campus and to make observations of students’ behaviour.

4.11 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.

4.12 Handle students’ misbehaviour and interview parents and students on both preventive and remedial purposes.

4.13 Strengthen the coordination between the discipline department, the class teachers, the guidance department and the school social worker in handling of disciplinary cases.

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

4.15 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.

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

4.17 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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<tr>
<th>Item</th>
<th>Amount</th>
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<tr>
<td>Prefect welfare</td>
<td>$850.00</td>
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<td>Photocopy, duplication and stationery</td>
<td>$800.00</td>
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<td>Prizes &amp; photos</td>
<td>$700.00</td>
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<td>Board display</td>
<td>$20.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$2370.00</strong></td>
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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. Chu Thanakom,
  - 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 2015-2016

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 school/social 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 electronic games, watching TV, 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 enhance the culture of caring and inclusiveness in school, to cater for individual learning diversity and to enhance the culture of sharing in teaching.

3.2 To achieve an internal quality assurance
3.3 To revise and 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

4 Implementation Plan

4.1 To train senior form students to take up leadership roles

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

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

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

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

4.2 To arrange Club Members Recruitment Days at the end of September

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

4.4 To organize club/ house activities for F1 students

4.5 To discuss with club advisers on matters related to the strengths and weaknesses in implementing club activities
4.6 To review the ECA policy from time to time whenever needs arise

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  $8,000.00

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

7.1  ECA Committee
Mr Ho Sai Ping (Coordinator)
Mr Kwong Wai Cheung
Mr Lam Hei Tat
Mr Li Sze Fuk
Mr Kwong Ka To
Miss Tam Mei Ling
Mr Yung Lit Hung
### ECA Clubs (2015-2016)

<table>
<thead>
<tr>
<th>Code</th>
<th>Club</th>
<th>Adviser</th>
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<tbody>
<tr>
<td>1.</td>
<td>BAFS</td>
<td>Miss Tam Mei Ling</td>
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<tr>
<td>2.</td>
<td>Biology</td>
<td>Miss Yang Ka Wah</td>
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<tr>
<td>3.</td>
<td>Chemistry</td>
<td>Mr Yuen Sze Nga</td>
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<tr>
<td>4.</td>
<td>Chinese</td>
<td>Mr Szeto Kong Sang</td>
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<tr>
<td>5.</td>
<td>Chinese Debating</td>
<td>Ms Mang Choi Yu</td>
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<td>6.</td>
<td>Chinese History</td>
<td>Mrs Ngai Kan Yu Ting</td>
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<td>7.</td>
<td>Computer</td>
<td>Mr Lam Hei Tat</td>
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<tr>
<td>8.</td>
<td>Junior English</td>
<td>Miss Janet Lee</td>
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<td>9.</td>
<td>Senior English</td>
<td>Mr Yeung Chiu Yung</td>
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<td>10.</td>
<td>English Debating</td>
<td>Miss Ho Ping Ting</td>
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<tr>
<td>11.</td>
<td>Economics</td>
<td>Mr Kwok Wai Keung</td>
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<tr>
<td>12.</td>
<td>Geography</td>
<td>Miss Liu Pui Ying</td>
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<tr>
<td>13.</td>
<td>History</td>
<td>Mr Lee Cheuk Wai</td>
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<td>14.</td>
<td>Integrated Science</td>
<td>Mr Yung Lit Hung</td>
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<td>15.</td>
<td>Liberal Studies</td>
<td>Mr Ng Chak Nam</td>
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<td>16.</td>
<td>Mathematics</td>
<td>Mr Lau Wai Hung</td>
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<td>17.</td>
<td>Physics</td>
<td>Mr Cheung Shi</td>
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<td>18.</td>
<td>Putonghua</td>
<td>Ms Wu Dik Shun</td>
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<td>19.</td>
<td>Athletics</td>
<td>Mr Li Sze Fuk</td>
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<td>20.</td>
<td>Badminton</td>
<td>Mr Ho Sai Ping</td>
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<td>21.</td>
<td>Basketball</td>
<td>Mr Ho Sai Ping</td>
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<tr>
<td>22.</td>
<td>Canoeing</td>
<td>Miss Tam Mei Ling</td>
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<tr>
<td>23.</td>
<td>Fencing</td>
<td>Mr Li Sze Fuk</td>
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<td>24.</td>
<td>Football</td>
<td>Mr Li Sze Fuk</td>
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<td>Handball</td>
<td>Mr Li Sze Fuk</td>
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<td>26.</td>
<td>Health &amp; Fitness</td>
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<td>27.</td>
<td>Shuttlecock</td>
<td>Mr Kwong Wai Shing</td>
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<td>28.</td>
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<td>Swimming</td>
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<td>32.</td>
<td>Tennis</td>
<td>Mr Yeung Chiu Yung</td>
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<td>Art Club</td>
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<tr>
<td>33. Visual Arts</td>
<td>Mr Chu Wang Kei</td>
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<tr>
<td>34. Dance</td>
<td>Miss Lok Yuen Kwan</td>
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<tr>
<td>35. Drama</td>
<td>Mr Wong Yat Kwong</td>
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<tr>
<td>36. Photography</td>
<td>Mr Li Chung Man</td>
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<tr>
<td>37. Music</td>
<td>Miss Mark Wing Yi</td>
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<tr>
<td>38. Brass Band</td>
<td>Miss Mark Wing Yi</td>
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<td>39. String Band</td>
<td>Miss Mark Wing Yi</td>
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<td>40. Classical Guitar</td>
<td>Miss Mark Wing Yi</td>
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<table>
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<tr>
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<tbody>
<tr>
<td>41. Astronomy</td>
<td>Mr Sin Ka Fai</td>
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<tr>
<td>42. Board Games &amp; Chess</td>
<td>Mr Chung Tat Chi</td>
</tr>
<tr>
<td>43. Bridge</td>
<td>Mr Yung Lit Hung</td>
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<tr>
<td>44. Cookery</td>
<td>Miss Wong Fung Yee</td>
</tr>
<tr>
<td>45. Design &amp; Technology</td>
<td>Mr Lam Hei Tat</td>
</tr>
<tr>
<td>46. Environmental Protection</td>
<td>Miss Liu Pui Ying</td>
</tr>
<tr>
<td>47. Gardening</td>
<td>Mr Wong Yat Kwong</td>
</tr>
<tr>
<td>48. HK Award for Young People</td>
<td>Mr Chan Chun Wai</td>
</tr>
<tr>
<td>49. Journalism</td>
<td>Ms Hui Chun Yee</td>
</tr>
<tr>
<td>50. Mock Trial</td>
<td>Miss Chan Wing Sze</td>
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<td>51. Orienteering</td>
<td>Miss Tam Mei Ling</td>
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<td>52. Quiz</td>
<td>Mr Kwong Wai Shing</td>
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<tr>
<td>53. *Careers</td>
<td>Miss Choi Suk Yan</td>
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<tr>
<td>54. Community Services</td>
<td>Ms Lee Chiu Fung</td>
</tr>
<tr>
<td>55. Community Youth</td>
<td>Mr Kong Ping Wah</td>
</tr>
<tr>
<td>56. Scout</td>
<td>Mr Cheung Hoi Cheung</td>
</tr>
<tr>
<td>57. Sing Yin Bulletin</td>
<td>Mr Wong Yat Kwong</td>
</tr>
<tr>
<td>58. Sing Yin Radio</td>
<td>Mr Kong Ping Wah</td>
</tr>
<tr>
<td>59. Sing Yin Television</td>
<td>Mr Li Chung Man</td>
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<tr>
<td>60. *Sports Commission</td>
<td>Mr Li Sze Fuk</td>
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<tr>
<td>61. Stage Management</td>
<td>Mr Li Chung Man</td>
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<tr>
<td>62. Catholic</td>
<td>Miss Ng Mei Shan</td>
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<tr>
<td>63. Christian Fellowship</td>
<td>Ms Lo Wing Yan</td>
</tr>
</tbody>
</table>

*Exempted from Recruitment Days
輔導科

2015-2016 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，使其身心有均衡的發展。
 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心得。

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

日期：05/10/2015，27/01/2016，10/03/2016，12/05/2016

對象：全體學生

目標：協助學生了解自己及他人需要，接納及關心他人。

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，健康成長。

4.1 協辦【中五領袖訓練營】

日期：19/08/2015 至 20/08/2015

對象：中五同學

形式：指令任務及小組討論

目標：協助中五同學掌握溝通及解難技巧，並發揮協作精神。

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，扶助他們適應及投入校園生活。

4.2.1 「聖言先鋒訓練營」

日期：13/07/2015 至 15/07/2015

對象：聖言先鋒

形式：宿營、講座、小組討論、指令任務
目標： 培養先鋒自信、關愛及團隊精神，及訓練其溝通和領導技巧。

4.2.2 「朋輩成長小組」
日期： 2015 年 8 月至 2016 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好人際關係，共建關愛校園。

4.2.3 「2014-2015 聖言先鋒嘉許禮暨 2015-2016 聖言先鋒就職禮」
日期： 25/09/2015
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： 2015 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： 2015 年 10 月至 2016 年 5 月
對象： 聖言先鋒
形式： 探訪、小組活動及分享
目標： 讓先鋒透過服務，培養老吾老以及人之老之情操，回饋社會。

4.2.6 「明愛賣物會」
日期： 08/11/2015
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： 23/11/2015 至 30/05/2016
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： 30/01/2016 至 31/01/2016
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，建立更緊密關係，並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： 12/03/2016
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 【中二、三級發展性活動：We Chat】
日期： 2016 年 2 月至 4 月
對象： 中二、三同學
形式： 工作坊及訪談
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 【中四、五級發展性活動：Draw Something】
日期： 2016 年 2 月至 4 月
對象： 中四、五同學
形式： 工作坊及小組輔導
目標： 協助同學表達自己，處理情緒，並加強與人溝通技巧。

4.5 【中五塑劃未來工作坊】
日期： 04/07/2016
對象： 中五同學
形式： 小組分享
目標： 協助同學認識自己及應付壓力和情緒，以準備香港中學文憑試。

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： 21/11/2015
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： 21/02/2016
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，報告跟進的發展並交流心得。

6.2 本科安排社工及輔導科老師分工，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：

<table>
<thead>
<tr>
<th>年級</th>
<th>老師</th>
</tr>
</thead>
<tbody>
<tr>
<td>中一</td>
<td>何世炳老師及鄭思愛老師</td>
</tr>
<tr>
<td>中二</td>
<td>魏簡汝婷老師及鄭嘉圖老師</td>
</tr>
<tr>
<td>中三</td>
<td>張凱翔老師及胡迪純老師</td>
</tr>
<tr>
<td>中四</td>
<td>楊嘉華老師及余卓勳老師</td>
</tr>
<tr>
<td>中五</td>
<td>劉張瑞蘭老師及張仕老師</td>
</tr>
<tr>
<td>中六</td>
<td>陳詠詩老師及Miss Meryn Bulley</td>
</tr>
</tbody>
</table>

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
          張凱翔老師
          鄧嘉圖老師
          余卓勳老師
          胡廸純老師
          鄭思愛老師
          Miss Bulley Meryn
社工：  范麗媚小姐

9. 本年度財政預算
聖言先鋒領袖訓練營  $6,000.00
聖言先鋒就職禮暨嘉許禮  $300.00
中一成長計劃雜項  $300.00
學長學弟好友營  $6,000.00
聖言先鋒義工服務雜項  $2,000.00
學長學弟同樂日  $1,000.00
聖言先鋒計劃雜項  $4,000.00
積極人生計劃雜項  $500.00
中二、三級發展性活動  $100.00
中四、五級發展性活動  $500.00
中五塑劃未來工作坊  $300.00
中一迎新日暨自我管理工作坊  $2,500.00
中一家長日  $300.00
全校家長日  $500.00
班主任課等資料印刷  $500.00
老師參考書及參加課程費用  $500.00
合共  $25,300.00
健康及安全組
2015-2016 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廂，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，學生已然掌握不少健康知識。
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 培養學生養成經常運動的習慣。
   4.3.1 全校學生透過體育課及配合體適能訓練活動，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，鼓勵學生參加體育活動。
   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 參加由啟德扶青社舉辦的「恐懼不再，成功在望」計劃。啓德扶青社會與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 在健身室書架中，放置健身影視及書籍供學生作參考之用。

4.5 加強學生對健康生活習慣的認知。
   4.5.1 於下學期，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「健康生活習慣」。
   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 與體育科合作，聘請專業體適能教練為足球校隊隊員加強體能訓練，
希望提升學界比賽成績。

4.7 學校今年關注事項

(I) 學習差異

4.7.1 在體育課堂中，多留心學生學習能力差異，以編排不同練習及
活動，使學生能掌握不同程度的技巧及愉快學習。

(II) 關愛

4.7.2 在體育課堂中，提示能力較佳同學，多關愛及協助能力稍弱同
學，加強互愛互助關係。

(III) 同儕分享

4.7.3 觀察及資詢同科老師，以提升教學技巧。

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及中二同，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情況，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 觀察學生在「雜技訓練班」活動中的表現及進度。
5.8 規察校隊隊在加強體能訓練後，學界比賽成績。
### 6 財政預算

<table>
<thead>
<tr>
<th>項目描述</th>
<th>金額</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 健身室保養及維修費用</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>6.2 軟件（如影帶、影碟）</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>6.3 影印（如工作紙）</td>
<td>$200.00</td>
</tr>
<tr>
<td>6.4 急救用品</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>6.5 教師參考資料 / 教學軟件</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>6.6 車資津貼</td>
<td>$800.00</td>
</tr>
<tr>
<td>6.7 雜項</td>
<td>$800.00</td>
</tr>
<tr>
<td>合共</td>
<td>$17,800.00</td>
</tr>
</tbody>
</table>

### 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。所有活動由本組全體老師負責。
HOUSE ADVISORY COMMITTEE
PROGRAMME PLAN  2015-2016

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

<table>
<thead>
<tr>
<th>Events</th>
<th>Date</th>
<th>Score List</th>
<th>I/C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual House Meetings</td>
<td>14/9 - Red House</td>
<td></td>
<td>EL</td>
</tr>
<tr>
<td></td>
<td>16/9 - Yellow House</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td></td>
<td>17/9 - Blue House</td>
<td></td>
<td>LA</td>
</tr>
<tr>
<td></td>
<td>18/9 - Green House</td>
<td></td>
<td>SS</td>
</tr>
<tr>
<td>Swimming Gala</td>
<td>5/11</td>
<td></td>
<td>House Captains</td>
</tr>
<tr>
<td>Cheering Team Practice</td>
<td>10/11</td>
<td>40/30/20/10</td>
<td>Sports Club</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Swimming Club</td>
</tr>
<tr>
<td>Swimming Gala</td>
<td>30/9, 6/10</td>
<td>40/30/20/10</td>
<td>Sports Club</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Athletic Club</td>
</tr>
<tr>
<td>Sports Day</td>
<td>30/10</td>
<td>20/15/10/5</td>
<td>Sports Club</td>
</tr>
<tr>
<td>F.1 Fun Day</td>
<td>20/15/10/5</td>
<td></td>
<td>Sports Club</td>
</tr>
<tr>
<td>Basketball</td>
<td>20/15/10/5</td>
<td></td>
<td>Sports Club</td>
</tr>
<tr>
<td></td>
<td>20/15/10/5</td>
<td></td>
<td>Basketball Club</td>
</tr>
<tr>
<td>Badminton</td>
<td>20/15/10/5</td>
<td></td>
<td>Sports Club</td>
</tr>
<tr>
<td></td>
<td>20/15/10/5</td>
<td></td>
<td>Badminton Club</td>
</tr>
<tr>
<td>Table-tennis</td>
<td>20/15/10/5</td>
<td></td>
<td>Sports Club</td>
</tr>
<tr>
<td></td>
<td>20/15/10/5</td>
<td></td>
<td>Table-tennis Club</td>
</tr>
<tr>
<td>Football</td>
<td>20/15/10/5</td>
<td></td>
<td>Sports Club</td>
</tr>
<tr>
<td></td>
<td>20/15/10/5</td>
<td></td>
<td>Football Club</td>
</tr>
<tr>
<td>Handball</td>
<td>20/15/10/5</td>
<td></td>
<td>Sports Club</td>
</tr>
<tr>
<td></td>
<td>20/15/10/5</td>
<td></td>
<td>Handball Club</td>
</tr>
<tr>
<td>Activity</td>
<td>Date</td>
<td>Score</td>
<td>Club</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Indoor Rowing</td>
<td>April</td>
<td>20/15/10/5</td>
<td>Sports Club Health and Fitness Club</td>
</tr>
<tr>
<td>Sports Climbing</td>
<td>13/11, 4/3</td>
<td>20/15/10/5</td>
<td>Sports Climbing Club</td>
</tr>
<tr>
<td>Junior Quiz</td>
<td>June</td>
<td>20/15/10/5</td>
<td>KS</td>
</tr>
<tr>
<td>Chinese Reading</td>
<td>Sept-May</td>
<td>20/15/10/5</td>
<td>Chinese Department</td>
</tr>
<tr>
<td>Chess</td>
<td>February</td>
<td>20/15/10/5</td>
<td>Chess Club</td>
</tr>
<tr>
<td>Music Contest</td>
<td>21/12</td>
<td>40/30/20/10</td>
<td>Music Club, Drama Club, Visual Art Club</td>
</tr>
</tbody>
</table>

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 2016.

4. **Programme Team**

<table>
<thead>
<tr>
<th>Members</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Lee Chiu Fung</td>
<td>(Red House)</td>
</tr>
<tr>
<td>Mr Cheung Hoi Cheung</td>
<td>(Yellow House)</td>
</tr>
<tr>
<td>Ms Lo Yee Man</td>
<td>(Blue House)</td>
</tr>
<tr>
<td>Mr Sin Ka Fai</td>
<td>(Green House)</td>
</tr>
</tbody>
</table>
SOCIAL SERVICE COORDINATING COMMITTEE
PROGRAMME PLAN 2015-2016

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.

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.

5.2 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. Cheung Hoi Cheung
   Mr. Kong Ping Wah
   Mr. Lee Cheuk Wai
   Ms. Lee Chiu Fung
   Miss Lee, Janet
1. **Values**

   1.1 embraces all aspects of diversity - cultural, intellectual, physical, social and emotional
   1.2 values all student needs and individuality
   1.3 respects all learners’ rights

2. **Objectives**

   2.1 To promote whole-school approach to inclusive education
   2.2 To provide guidelines for identifying, monitoring and teaching students with special educational needs (SEN)
   2.3 To promote students’ positive self-esteem, confidence and participation in academic and social situations
   2.4 To provide support programmes for students and encourage them to participate in these programmes
   2.5 To arrange fair academic assessments for students
   2.6 To encourage collaborative efforts amongst families, the school and outside agencies

3. **Classification of Special Educational Needs by EDB**

   3.1 Specific Learning Difficulties (SpLD)
   3.2 Intellectual Disability (ID)
   3.3 Autism Spectrum Disorders (ASD)
   3.4 Attention Deficit/Hyperactivity Disorder (AD/HD)
   3.5 Physical Disability (PD)
   3.6 Visual Impairment (VI)
   3.7 Hearing Impairment (HI)
   3.8 Speech and Language Impairments (SLI)
## 4. Programme Plan

<table>
<thead>
<tr>
<th>Activities</th>
<th>Parties in collaboration</th>
<th>Time</th>
<th>I/C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Administration</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Confirm registered newly admitted students with SEN in SEMIS, Obtain consent letter and reports from parents</td>
<td></td>
<td>After F1 registration (July)</td>
<td>CH</td>
</tr>
<tr>
<td>1.2 Inform class teachers and subject teachers of the list of students with SEN in their classes</td>
<td>Class teachers</td>
<td>Before F1 orientation day / the start of the term</td>
<td>CH, Queenie</td>
</tr>
<tr>
<td>1.3 Whole-school-approach meeting</td>
<td>All teachers</td>
<td>Sep</td>
<td>CH</td>
</tr>
<tr>
<td>1.4 Submit information of students with SEN to EDB through SEMIS</td>
<td></td>
<td>Nov</td>
<td>CH</td>
</tr>
<tr>
<td>1.5 Case conferences</td>
<td>Vice principals, Social worker, Guidance Department Head, Discipline Director, Class teachers, Subject teachers</td>
<td>From Oct onwards</td>
<td>All team members</td>
</tr>
<tr>
<td>1.6 Maintain a register of identified students with SEN</td>
<td>Office staff</td>
<td>All year round</td>
<td>CH</td>
</tr>
<tr>
<td>1.7 Process referrals of students suspected of having SEN</td>
<td>Class teachers</td>
<td>All year round</td>
<td>CH, Queenie</td>
</tr>
<tr>
<td>1.8 Staff development</td>
<td>Principal, Vice principals</td>
<td>All year round</td>
<td>CH, Queenie</td>
</tr>
<tr>
<td>1.9 Suggest special consideration of promotion and class placement</td>
<td>Principal, Vice principals, Discipline Director</td>
<td>End of the school year</td>
<td>CH, all team members</td>
</tr>
</tbody>
</table>
## 2. Supportive measures or programmes

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong></td>
<td>Mentor and counsel students regularly, communicate with parents</td>
<td>All year round</td>
<td>All team members</td>
</tr>
<tr>
<td><strong>2.2</strong></td>
<td>Social skills training</td>
<td>Guidance Department, Social worker</td>
<td>Second term</td>
</tr>
<tr>
<td><strong>2.3</strong></td>
<td>Outings</td>
<td>Dialogue in the Dark, Tree Top Cottage</td>
<td>Christmas Holiday, Summer Activity</td>
</tr>
<tr>
<td><strong>2.4</strong></td>
<td>Speech and language training</td>
<td>Hired speech therapist (ST)</td>
<td>All year round</td>
</tr>
<tr>
<td><strong>2.5</strong></td>
<td>Careers guidance</td>
<td>Careers and Life Planning Department</td>
<td>All year round</td>
</tr>
<tr>
<td><strong>2.6</strong></td>
<td>Special examination arrangements</td>
<td>Examination Committee, TSA Coordinator, SEA Application Officer</td>
<td>Tests and Exams, TSA, DSE (Sept)</td>
</tr>
<tr>
<td><strong>2.7</strong></td>
<td>Peer support group for parents</td>
<td>All year round</td>
<td>CH, Queenie</td>
</tr>
</tbody>
</table>

### Regular Tasks:

- Mentors meet students regularly.
- Care about them, particularly in academic and social aspects.
- Invite students to participate in various activities held by other parties in school.
- Encourage students to explore and develop their strength.
- Communicate with parents regularly.
- Purchase supportive resources.
• Hold case conferences as needed.
• Give support to teachers.
• Encourage teachers to take courses for staff development.
• Follow up on students suspected of having SEN.

5. **Resources**

A list of purchased books can be found in P:\Student Support Team\SEN books.xlsx.
6. Budget of Learning Support Grant (LSG) 2015-16

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought down from last year</td>
<td>31,200</td>
</tr>
<tr>
<td>Fund allocated in Aug 15</td>
<td>75,057</td>
</tr>
<tr>
<td>Fund to be allocated in Mar 16 (Estimated)</td>
<td>32,167</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social skills training</td>
<td>6,000</td>
</tr>
<tr>
<td>Outings</td>
<td>16,000</td>
</tr>
<tr>
<td>Speech training</td>
<td>30,000</td>
</tr>
<tr>
<td>Professional development</td>
<td>12,000</td>
</tr>
<tr>
<td>Purchase of resources</td>
<td>3,000</td>
</tr>
<tr>
<td>SEN assessment of students</td>
<td>3,000</td>
</tr>
<tr>
<td>F.1 camp held by Pioneers</td>
<td>20,000</td>
</tr>
<tr>
<td>Activities held by clubs</td>
<td>15,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>3,000</td>
</tr>
</tbody>
</table>

Total Expenditure 108,000

<table>
<thead>
<tr>
<th>Reserve</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Income</td>
<td>138,424</td>
</tr>
<tr>
<td>Total Income</td>
<td>138,424</td>
</tr>
</tbody>
</table>

7. Programme Team

Coordinator of Student Support Team: Mr. Cheung Shi (CH)
Team Members: Mr. Cheung Hoi Cheung (CC)
Mr. Kwong Wai Shing (KS)
Mr. Lee Cheuk Wai (LE)
Ms. Yang Ka Wah (YK)
Mr. Yung Lit Hung (YH)

School Social Worker: Ms. Queenie Fan
SCHOOL ADVISORY COMMITTEE
FOR THE STUDENTS’ ASSOCIATION
PROGRAMME PLAN 2015-16

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 promote harmony and inclusiveness among fellow students, in accordance with our major concerns.
3.3 Meeting of General Council
3.4 Leadership training program

4. Implementation plan

<table>
<thead>
<tr>
<th>Objective</th>
<th>Tasks</th>
<th>Date/Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 3.1</td>
<td>The SA election will be held as before.</td>
<td>9/2015</td>
</tr>
<tr>
<td></td>
<td>Advice candidates to respect one and other during election, promoting the importance of inclusiveness in school campus, in accordance with our major concern.</td>
<td></td>
</tr>
<tr>
<td>4.2 3.2</td>
<td>According to the constitution, it will be held in February or March 2016.</td>
<td>2/2016</td>
</tr>
<tr>
<td>4.3 3.3</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>
<td>2015-16</td>
</tr>
</tbody>
</table>

5. Programme Team

Mr. Yung Lit Hung (Chairman)
Miss Ho Ping Ting (Honorable Secretary)
Miss Tam Mei Ling (Honorable Treasurer)
Ms Hui Chun Yee (Liaison Off)
家長教師會
2015-2016 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 鼓勵家長踴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，踴躍提出寶貴意見。
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
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。而在九月則會發出家長信邀請中四的家長加入本會。

4.2 補選家長替代校董
日期: 九月廿五日
由於替代家長校董歐卉的兒子離開本校，所以替代家長校董一職懸空，急需補選家長替代校董一職。

4.3 周年會員大會
日期：十一月十三日(星期五晚上六時三十分)
對象: 本會會員

4.4 講座以「改變的力量：如何協助孩子調整習慣，促進學習」為主題
日期：十一月十三日(星期五晚上八時至九時)
對象: 本校家長及學生
嘉賓講者: 教育心理學家張溢明先生

4.5 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

4.6 出版簡訊及會訊
簡訊: 於上學期派發
會訊: 五月二十日派發(畢業典禮當天)
形式: 向家長報導有關本會及學校的動向。

4.7 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。

4.8 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
補選家長校董替代校董
參與學校陸運會
十一月 參與學校水運會
周年會員大會暨專題講座
二月 傑出家長選舉
親子日營

163
四月 手工艺班
五月 出版会讯

4 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。

5 本年度教師委員
潘維瑤副校長 (副主席)
統籌主任： 連胡淑嫺老師
其他教師委員： 陳詠詩老師 鍾達智老師 鄭秉華老師
李思福老師 李卓偉老師 朱宏基老師

6 財政預算

<table>
<thead>
<tr>
<th>收入</th>
<th>支出</th>
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</thead>
<tbody>
<tr>
<td>本年度預收的會費</td>
<td>19,000.00</td>
</tr>
<tr>
<td>新家長會員會費</td>
<td>9,000.00</td>
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<tr>
<td>教師會員會費</td>
<td>3,000.00</td>
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<tr>
<td>教育局周年經費撥款</td>
<td>4,400.00</td>
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<tr>
<td>教育局活動津貼(親子活動)</td>
<td>5,000.00</td>
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<tr>
<td>教育局活動津貼(會訊)</td>
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<tr>
<td>總收入</td>
<td>45,400.00</td>
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</table>

| | 周年會員大會暨專題講座 6,000.00 |
| | 親子活動 26,000.00 |
| | 印製會訊 6,000.00 |
| | 購置參考資料 1,000.00 |
| | 水運會及陸運會飲品 1,000.00 |
| | 獎學金 1,800.00 |
| | 文具及油印費 1,000.00 |
| | 其他(飲品、花籃、郵票等) 2,000.00 |
| 總支出 | 44,800.00 |

盈餘 600.00