# C.C.C. Mong Man Wai College

School Annual Plan 2018-2019

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## **School Mission**

Embracing the HKCCCC philosophy of "To minister and serve through schools", we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision "Together we nurture fullness of life; Hand in hand we witness the love of Christ." From 2016-2019, we are upholding the school vision of "Achieve our best with self-directed learning; Enrich our life with career and life planning."

# C.C.C. Mong Man Wai College School Major Concern (2018-2019)

# 1. Self-directed Learning

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	Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
1.1	Implementation of the plans of the subject panels regarding consolidation and sustainability of Self-directed Learning (SDL)	9/18-6/19	100% of the subject panels modify existing teaching-learning materials or introduce new topics / teaching-learning materials in their SDL activities	Evaluation by Academic     Committee (Subjects) and     subject panels     APASO     Students' feedback	Academic Committee     (Subjects) and Panel     Heads     Teaching Staff	Allocation of the school manpower
1.2	Enhancement of Professional Sharing	9/18-6/19	<ul> <li>Professional sharing can be carried out in school and panel level.</li> <li>Professional sharing can be carried out after the lesson inspection.</li> </ul>	Evaluation by Academic     Committee and subject     teachers	Academic Committee     and Panel Heads     Teaching Staff	Arrangement of the platform of sharing

# C.C.C. Mong Man Wai College

# School's Major Concerns (2018-19)

# 2. Career and Life Planning Education

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
2.1 Extension of comprehensive plan of Class Teacher Period in S. 4 – S.6 for better alignment of Career and Life Planning Education	9/18-6/19	S4 – 6 comprehensive plan for implementation of Career and Life Planning Education in Class Teacher Period can be developed for Class Teachers     School-based Student Log Books can be designed and implemented in S4 – 6 Class Teacher Periods	<ul> <li>Evaluation by concerned committee heads, form masters and class teachers</li> <li>Performance and feedback of students</li> </ul>	<ul><li>Vice Principal</li><li>Committee heads</li><li>Form Masters</li><li>Class Teachers</li></ul>	Arrangement of the platform of discussion and evaluation
2.2 Arrangement of professional training on infusing CLP into subject through planned subject oriented engagement activity	9/18-6/19	<ul> <li>At least 1 professional sharing can be arranged</li> <li>At least 2 teachers attend 20- hour basic course for CLP</li> </ul>	<ul> <li>Feedback from colleagues</li> <li>Sharing done by teachers who attended the training course</li> </ul>	<ul> <li>Other Learning</li></ul>	Allocation of the school resource and manpower     Allocation of the platform of sharing
<ul> <li>2.3 Implementation of sustainable modes of integration of Career and Life Planning Education in subject</li> <li>Remark: Three possible modes of integration: <ol> <li>Empower students on further study</li> <li>Experience the possible relationship between subject and occupations</li> <li>Integrate the subject learning into life skills</li> </ol> </li> </ul>	9/18-6/19	At least 70% of the subject panels have developed sustainable modes and practices of infusing career and life planning into subject learning	Evaluation by Academic     Committee (Subjects) and     Head of Other Learning     Experiences Committee     Feedback from concerned     subject teachers and students	Vice Principal Academic Committee (Subjects) and Panel Heads Head of Other Learning Experiences	Arrangement of the platform of discussion /sharing in Academic Committee (Subject)     Provision of external resources to Subject Panels     Collaboration between Subject Panels and OLE Committee

# C.C.C. Mong Man Wai College Academic Committee (Subjects) Program Plan (2018–2019)

### 1 Aims

- 1.1 To review, suggest and establish school academic policies or strategies
- 1.2 To review and suggest changes of curricula and methods of evaluation
- 1.3 To review, establish and implement policies of enhancing the academic results of the students
- 1.4 To implement policies of the EDB and the school
- 1.5 To improve the teaching and learning in the school
- 1.6 To enhance the communication among subject panels
- 1.7 To promote and introduce different teaching and learning strategies to the school

### 2 Situational Analysis

### 2.1 Strengths

- 2.1.1 The principal, vice principals and educational psychologist attend the meeting and give professional advice
- 2.1.2 The principal and vice principals attend respective subject panel meetings so that the panel heads are supported, can demonstrate their professional leadership and keep close contact with the school administrators
- 2.1.3 Subject-based management is implemented so that each subject panel has certain power of decision-making and the panel heads can demonstrate their professional leadership and exercise professional autonomy
- 2.1.4 The panel heads are willing to support the school policies and discuss with subject teachers during panel meetings so that subject teachers can understand school policies
- 2.1.5 The teachers would like to focus on student learning.

### 2.2 Weaknesses

- 2.2.1 The huge structure of the academic committee hinders deeper discussion.
- 2.2.2 The lack of communication among different panels hinders the understanding of each other, which can also make the evaluation difficult.
- 2.2.3 Most of the members are panel heads. It is not easy to balance the interests of the whole school and the subject panels.

### 3 Major Concerns for the Current Year

- 3.1 Concerns Addressed to the School 3-year Plan (2016-17, 2017-18, 2018-19)
  - 3.1.1 Cultivation of Self-directed Learning (SDL)
  - 3.1.2 Career and Life Planning Education (CLPE)
- 3.2 Major Concerns for AC Committee (Subjects) & Subject Panels
  - 3.2.1 Improving L&T through professional development and collaboration
  - 3.2.2 Helping students to cultivate good learning attitude and habits
  - 3.2.3 Enhancing academic results
  - 3.2.4 Arousing students' learning interest
  - 3.2.5 Understanding students' strengths and weaknesses
  - 3.2.6 Enhancing teaching effectiveness

4 Implementation Plan and the Division of Work

Imple	Objectives	Dlang /Strataging	Method of Evaluation	Success Criteria	Time Scale	Dorgon(a) in charge
	Objectives	Plans/Strategies		Success Criteria	Time Scale	Person(s)-in-charge
4.1	<u>3.1.1</u>	Each subject panel should formulate policies to implement the three elements of SDL in teaching: 1 Pre-lesson preparation	subject panels 2. Analyzing the Self-directed	Each panel modifies existing teaching and learning materials or, introduces new topics / teaching and learning materials	Whole year	All panel heads and members
<u>4.2</u>	<u>3.1.2</u>			Each panel can pick one	<u>Whole year</u>	All panel heads and
		Each panel should adopt two or				<u>members</u>
		more of the following as the	• • • • • • • • • • • • • • • • • • • •	implement the mode in the		
			<u>subject panels</u>	<u>future</u>		
		1. Empower students on further				
		study exploration				
		2. <u>Experience</u> the possible relationship between subject				
		and occupations				
		3. Integrate the subject learning				
		into life skills.				
		ano aje sams.				
<u>4.3</u>			•	Panel members can discuss	Whole year	All panel heads
	<u>3.2.5, 3.2.6</u>			<u>among themselves after</u>		
		·	• • •	<u>class observation and make</u>		
			-	use of the SDL checklists and		
				<u>other relevant evaluation</u>		
				forms in their discussion		

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
4.4	3.1.1, 3.2.5	Each subject panel should implement its own elite class policy	Evaluation by subject panels	Complete and evaluate the plan of each subject	Whole year	Related subject panel heads
4.5		Each subject panel should implement its own policy to enhance professional development and collaboration within / outside the panel (including school visits)	Evaluation by subject panels	Complete and evaluate the plan of each subject	Whole year	Related subject panel heads
4.7	3.2.5, 3.2.6		Evaluation by Academic Committee (Subjects)	Every teacher finishes the teaching survey	Nov. to Dec. 2018	LWL, Panel Heads, Subject Teachers
			(Jub)cets)	Complete the teaching survey	2019/05	
4.9	3.2.5, 3.2.6	APASO Survey <sup>1</sup>	Evaluation by Academic Committee (Subjects)	Understand the pattern of learning of students	2018/10	KTK & NWH
4.10		Each subject should implement its Coursework Policy <sup>2</sup> accordingly	Evaluation by Academic Committee (Subjects) and subject panels	Complete the coursework policy properly	Whole year	All panel heads
4.11		Review the results of each uniform test and examination	Evaluation by Academic Committee (Subjects)	Panel heads detect the common weaknesses of students and suggest some strategies and tactics to improve performance of students	During the academic committee meeting	Academic Committee and related subject panel heads

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
4.12	3.24	reference books for the elite students and to the library	Check the library records and Evaluation by the Subject panels	Complete the plan	Between 2018/10 and 2019/04	Subject panel heads
4.13	· ·	1	Review of the usage of study room	At least 50% of the dates are used by students	2018/12 to 2019/05	LWL + CTW
4.45		least one life-wide learning /	Academic Committee	Complete and evaluate the life-wide learning / co-curricular activities of each subject	Whole year	All panel heads
4.15			,	Complete and evaluate the planned activities	ТВС	Panels concerned
4.16	l	S.3 Elective Subject Selection Process	Academic Committee (Subjects) and subject	Subject teachers provide relevant information to students for them to choose their elective subjects	2019/02 to 2019/07	LWL and related subject panel heads, CST

5 Budget

	Items	Expenditure
5.1	Reference Books	\$500.00
5.2	Cross-circular Activities (Science Week and Humanities Week)	\$600.00
5.3	Purchasing 2018 HKDSE School Statistical Report	\$2690.00
5.4	Purchasing 2018 HKDSE students marked scripts	\$1805.00
	Total Expenditure	\$5595.00

### 6 Team Members

6.1 Academic Committee (Subjects)

Advisors	KTK (Vice-principal)
Chairperson	LWL
Deputy Chairperson	WSF
Members	CWK, TLM, LKT, WSH, AKC, TWP, WWC, LYL, LPM,
	FKW, CYY

### <sup>1</sup> APASO

Use the APASO survey to know more about the students' learning and the results will be discussed in the Academic Committee (Subjects).

# <sup>2</sup> Coursework and Evaluation Policies /Strategies

- Each subject panel should set up its own coursework and evaluation policy/strategy, which should include the type of work, frequency, methods of marking, balance of homework, test and examination.
- Panel heads should evaluate the policy after the test weeks and examinations and report to the Academic Committee (Subjects) at the end of each term.

### <sup>3</sup> Study Room

1 Study room will be open from morning to evening for S6 students starting from December up to the end of the study leave.

# C.C.C. Mong Man Wai College Academic Committee (Affairs) [ACA] Program Plan (2018-2019)

### 1 Aims

- 1.1 To review, suggest and implement the school academic policies or strategies
- 1.2 To enhance students' learning by helping them cultivate good learning attitude and habits
- 1.3 To enrich students' learning experiences and develop self-directed learning
- 1.4 To help cultivate good learning atmosphere at school

### 2 Analysis of the present situation (SWOT analysis)

### 2.1 Strengths

- 2.1.1 Macroscopic or generic measures of learning can be further implemented.
- 2.1.2 Human-based programme(s) can be implemented
- 2.1.3 There has been consensus among the teaching staff that enhancing students' learning should be our major concerns in the school 5-year plan.
- 2.1.4 We can build on our strength, i.e. the close relationship between the teachers and students and our alumni's strong sense of belonging to school by developing the academic support among the peers.

### 2.2 Weaknesses

- 2.2.1 Students are rather passive to join academic-related activities or programmes, especially when there is no urgent need to do so.
- 2.2.2 It may not be easy to review the effectiveness of the academic activities or programmes. It may be rather difficult to see whether students can apply the skills learnt from the study courses into their studies, which may take time to do so.
- 2.2.3 It is difficult to find good-quality study skills courses organized by external organisations or service suppliers on the market. Even though there may be some potential ones, the course fees or tutors' fees are very expensive and not affordable for our students when compared with the other remedial or enhancement courses in terms of particular subjects. In addition, it may be difficult to ask our teachers to teach the study skills in the class as we are not trained to teach these study skills and we may not have professional expertise in teaching these study skills.

### 2.3 Opportunities

- 2.3.1 The implementation of Self-directed Learning (SDL) enables students to explore new learning experiences by joining some academic courses organized by both the school and external organisations or tertiary institutions.
- 2.3.2 More universities have offered a series of academic courses for secondary students (both junior and senior forms) recently, which provides more learning opportunities for students of different talents to extend their learning outside school.
- 2.3.3 There is great room for further academic development as the focus of the school in recent years has been placed on students' academic

- learning and students are greatly encouraged to participate in academic activities and enhance their learning effectiveness.
- 2.3.4 As there is a need to add the academic elements in the logbooks for the class teacher periods at different form levels, this provides a platform of holding some learning activities which can be in line with the main themes / directions for academic development throughout students' six years of their studies.

### 2.4 Threats

- 2.4.1 Some members in the Committee are taking up some other important administrative duties and this may affect the teacher capacity in carrying out some new activities especially when the number of these new activities or ad-hoc items ACA needs to be in charge of is increasing due to the developmental plans in response to the school's major concerns.
- 2.4.2 The Enhanced Measures of the Voluntary Optimisation of Class Structure Scheme (VOCSS) has reduced our number of teaching staff, which may also affect the manpower allocation of members and the teachers' capacity in carrying out some new activities.
- 2.4.3 Because of reduced manpower in the school committees having not more five members, there is a lack of manpower to organize large-scale programmes and implement some new developmental plans and ad-hoc programmes required by the school.

### 3 Major concerns addressed to the school 3-year plan Plan (2016-2019):

- 3.1 Cultivation of Self-directed Learning (SDL)
- 3.2 Careers and Life Planning Education (CLPE)

4 Major Concerns of ACA for the Current Year (2018-2019)

Committee's yearly objectives		_	ne school's major 2016-2019)	Strategic plans (For details, please refer to the
		3.1 Cultivation of	3.2 Careers and Life	implementation plans.)
		Self-directed	Planning	
		Learning	Education	
4.1	To help students establish the good	$\sqrt{}$		To equip students with a series of
	learning attitude and habits			note-taking skills,
				to help students to devise their own study
				plans, set their learning goals,
				to offer some management courses, e.g.
				stress management, time management,
				to include different academic activities
				or elements in some class teachers

				periods at various forms, etc.
4.2	To equip students with a series of generic skills	V	V	To equip students with a wide range of <i>generic skills</i> (e.g. reading strategies, high-order thinking skills, different study skills, problem-solving skills, etc.)
4.3	To help cultivate good learning atmosphere at school	V		To organize some academic activities or inter-class competitions or award schemes at the form levels, to hold some cross-curricular or non-curricular academic activities with the collaboration with other committees / panels at school
4.4	To help students develop self-directed learning	V	V	To encourage students to devise their own study schedule, set their own learning goals, to provide self-access learning experience by offering study plan template on the e-class platform and hard copies in the school library, etc.
4.5	To enrich students' learning experiences	V	<b>V</b>	to provide students of different talents with various learning activities or academic courses (both internally and externally) based on their learner diversity
4.6	To develop a strategic plan on elite training	V	V	To equip elite students a wider range of study skills, e.g. high-order thinking skills, problem-solving, etc., to enrich their learning experiences by joining some academic courses or activities organized by tertiary institutions or external organisations, to nominate them to join some

	non-subject-based elite training
	programmes,
	to nominate them to apply for
	scholarships,
	to nominate them to be the members of
	the HKAGE,
	to try out a more strategic plan of
	offering more elite training programmes
	to those target elite students with
	nominations from teachers or recognition
	from HKAGE, etc.

# 5. Implementation Plan of ACA (2018-2019)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
		Academic	activitie	s or programme	es at individual	form levels		
		S1 Theme: Cul	tivatinį	g good learnin	g habits 建立	立良好學習習慣		
5.1		"3-week Self-directed learning programme" Study Skills Courses (1) S.1 Reading Strategies Training Workshop	4.2, 4.4, 4.5	ACA based on class observation & the questionnaires	Not less than 70% of the participants find that it can help; Positive feedback & recommendation	(1) In Nov. 2018 (3 days; 1 hour each session)	S1 Form teacher, Class teachers, concerned subject teachers	*WFT (S1 ACA Form Coordinator)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.2		"Self-directed learning"  (2) S1 Application of reading skills in Adaptation Lessons (Guided practices)  (3) S1 Application of reading skills  (Self-directed practices reflecting on daily lessons)	4.2, 4.4,	level based on the feedback from class teachers & form	Positive feedback from class teachers & form teacher and their recommendation for the next year	(2) & (3) in Oct. & Nov. 2018	S1 Form teacher, Class teachers, concerned subject teachers	WFT (S1 ACA Form Coordinator) & FMY
5.3		"Self-directed learning"  (4) S1 'Application of Reading Skills' Reading Award Scheme using e-books/library books & graphic organisers  [Collaboration work between AC (Affairs) and School Library]	4.2, 4.4	Library based on students'	Masterpieces made by the winners of the award scheme & satisfactory library borrowing record	2 <sup>nd</sup> term	ACA & School Library	S1 (WFT) S2 (FMY)
5.4		"Self-directed learning" S1 Class Teacher Period (CTP) (5) S1 Lessons on 'How to Devise Your Own Study Plan'	4.2, 4.4	ACA & form level based on the feedback from class teachers & form	Complete the plan smoothly; positive feedback from class teachers & their recommendation	Cycle 9 (3-11/12) & Cycle 22 (3-14/5)	S1 Form teacher & Class teachers	WFT (Material design & modification)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.5		"Self-directed learning" (6) S1 Self-actualization Scheme (Study Plan)	4.2,	Evaluation by ACA based on observation & students' performance	Positive feedback; satisfactory students' performance	Preparation for 1st Term Exam, 2nd Term Exam	S1 Form teachers & Class teachers	WFT (S1 ACA Form Coordinator)
5.6		"Self-directed learning" (7) S1 Academic Follow-up Scheme	4.2, 4.4	Evaluation by ACA based on observation, students' academic performance and the feedback from the target students & their parents	Positive feedback & some good signs of showing efforts by target students	Preparation for 1st Term Exam, 2nd Term Exam	S1 Form teachers & Class teachers	*WFT & FMY
5.7 <b>NEW</b>		"Self-directed learning" S1 Class Teacher Period (CTP) (8) Learn Smart! 聰明學習法	4.2, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S1 ACA form coordinator	Complete the plan smoothly; positive feedback from class teachers & their recommendation	Cycle 20 8/4 – 15/4/2019	S1 Form teachers & Class teachers	WC (Material design & modification)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.8	S1 (19-20)	Pre-S1 Summer Bridging Course 2019	4.1, 4.2, 4.4, 4.5	Evaluation by ACA based on class observation & the questionnaires collected	Not less than 70% of the participants find that it can help; Positive feedback & recommendation	Summer 2019 [Briefing – 14/7/2019 & Summer Bridging	English, Geography, History, I.S., I.T, etc.	*WFT, FMY, WC & FMY (Briefing session)
	S1 (19-20)	Briefing session to Pre-S1 parents & students on New S1 Information Day		Evaluation by ACA based on observation	Complete the plan smoothly; positive feedback	Course 2019	Promotion Committee, ACA & related parties	FMY
5.9	S1 (19-20)	A talk to S1 parents on the students' learning (difficulties and expectations)		committees	Complete the plan smoothly; positive feedback	Summer 2019 (the first day of Pre-S1 Summer Bridging Course)	AC(S), PTA, English & Chinese Panels	FMY

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge				
	S2 Theme: Fostering good learning attitudes 培育良好學習態度											
5.10	S2	S2 Academic Course Target: about 20 S2 low-achievers (e.g. repeaters, students with conditional promotion, academically weak students) [tbc] (Focus areas: study skills or remedial work) [Collaboration work between AC (Affairs) and S2 Form teacher]	4.1, 4.2, 4.3	students' participation rate; feedback from teachers and participants	Not less than 70% of the participants find that it can help; Not less than 80% student participation rate; Positive feedback	may start after the test period or 1 <sup>st</sup> term exam period [tbc]	S2 Form Teacher & class teachers	FMY (S2 ACA Form Coordinator)				
5.11		"Self-directed learning"  S2 'Application of Reading Skills' Reading Award Scheme using e-books/Library books & graphic organisers  [Collaboration work between AC (Affairs) and School Library]	4.1, 4.2, 4.4	Library based on students'	Masterpieces made by the winners of the award scheme & satisfactory library borrowing record	2 <sup>nd</sup> term	ACA & School Library	S1 (WFT) S2 (FMY)				

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.12 <b>NEW</b>		"Self-directed learning" S2 Class Teacher Period (CTP) Good Learning Attitudes (正確的學習態度)	4.3, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S2 ACA form coordinator	Complete the plan smoothly; positive feedback from class teachers & their recommendation	Cycle 10 (12-19//12/2018)	S2 Form teacher & Class teachers	FMY (Material design & modification)
		S3 Theme: Preparing fo	r electi	ives selection i	n senior form	us 為高中選科做家	好準備	
5.13 <b>NEW</b>	1	S3 Class Teacher Period (CTP) Get to know more about different elective subjects (認識高中選修科)	4.3, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S3 ACA form coordinator	Complete the plan smoothly; positive feedback from class teachers & their recommendation	Cycle 14 (28/1-14/2/2019)	S3 Form teachers & Class teachers	WFT (Material design & modification)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge			
	S4 Theme: Planning senior-form studies 適應及規劃高中學習生活										
5.14 <b>NEW</b>		S4 Class Teacher Period (CTP) Planning senior form studies (適應及規劃高中生活)	4.3, 4.4	level based on the feedback from class teachers & form	Complete the plan smoothly; positive feedback from class teachers & their recommendation	14/9/2018 (Day 1)	S4 Form teachers & Class teachers	NWH (Material design & modification)			
		S5 Theme: Cons	solidati	ng effective st	udy skills 認	識有效學習技巧					
5.15		S5 Elite Training Workshop (Applied Strategic Thinking, e.g. critical thinking skills & Effective Study Skills Program for S5 elites)	4.2, 4.4,	students' participation rate; students'	Not less than 70% of the participants find that it can help; Not less than 80% student participation rate; Positive feedback & recommendation	1 <sup>st</sup> term or after the 2 <sup>nd</sup> term test in April (after school) (1.5 hrs. X 3 sessions)	S5 Form teacher & Class teachers	CWY			

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge		
5.16 <b>NEW</b>		S5 Class Teacher Period (CTP)  Time management during the busy S5 study life	4.2, 4.3, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S5 ACA form coordinator	Complete the plan smoothly; positive feedback from class teachers & their recommendation	4/10/2018 (Day 1)	S5 Form teachers & Class teachers	FMY (Material design & modification)		
	S6 Theme: Preparing for the public examinations 為公開試做好準備									
5.17		S6 Public exam preparation programme (1) S6 Alumni Sharing Session on Study Skills & Public Exam Preparation	4.2, 4.3, 4.4, 4.5	Students' questionnaires collected; Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S6 ACA form coordinator	Not less than 70% of the participants find that it can help; Positive feedback from class teachers & their recommendation	5/9/2018 (Reserve: 6/9/2018) [1st cycle, during class teacher periods)	S6 Form teacher & Class teachers	*CWY, FMY		

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.18		S6 Public exam preparation programme (2) S6 Mock Result Release Day (Setting up the booths of 'Application for rechecking / remarking (ACA), repeating S6' & repeating S6 at other tutorial schools (ACS) & ACA members sitting in group discussions  Collaboration work between AC (Affairs) and AC (Subjects)]	4.4,	Evaluation by ACA & the concerned committees (e.g. OLE, ACS, etc.) based on observation & questionnaires collected	Complete the plan smoothly; positive feedback	15/9/2018 (Sat.)	S6 Form teacher, S6 class teachers, OLE, Guidance, Religious Committee, AC (Subjects), etc.	FMY (Application of rechecking & remarking),  NWH, WFT, WC, CWY (sitting in group discussions)
5.19		S6 Public exam preparation programme (3) The follow-ups of S6 Mock Result Release – Study plan & time Management	4.2, 4.3, 4.4	teachers & form teacher collected	Complete the plan smoothly; positive feedback from class teachers & their recommendation	4/10/2018	S6 Form teacher, S6 class teachers	FMY

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.20		S6 Public exam preparation programme  (4) Application for S6 Hok Yau Club Mock Examinations	4.5	Evaluation by ACA based on observation; the feedback from participants & concerned subject panels	Complete the plan smoothly; positive feedback	Application: SeptDec., 2018 Release of results: Feb., 2019	S6 Form teacher, S6 class teachers, Co-organiser: Hok Yau Club	NWH
5.21		S6 Public exam preparation programme (5) S6 Stress Management Programme [Collaboration work with School social worker, Student Guidance Committee & B.K Panel]	4.2, 4.4, 4.5	Evaluation by ACA & the concerned committees (e.g. Students Guidance Committee, BK, etc.) based on observation & the feedback from class teachers, form teacher & participants	Complete the plan smoothly; positive feedback	10/1/2019 Before mock exam	S6 Form teacher, S6 class teachers, School social worker, Guidance & Religious Committee	*FMY, WC

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.22		Application for Rechecking and remarking public examination papers & the briefing session (Summer 2019)		Evaluation by ACA based on observation	Complete the plan smoothly & positive feedback	July, 2019		*NWH, CWY (Rechecking & remarking) & FMY (Briefing session)
		A	cademi	c activities acro	ss different forn	ns		
5.23	S1-2	English Across Curriculum Lessons (EAC Lessons) [mainly deal with the coordination work]	4.2, 4.4, 4.5	Evaluation by ACA based on observation and the feedback from EAC teachers	Complete the plan smoothly & positive feedback	Whole year	EAC subject teachers, concerned panel heads or subject teachers (e.g. Geography, Mathematics, I.S., History, etc.)	*FMY (S1), WFT (S2)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.24		Good Learning Atmosphere Promotion Activities  (1) Term 1: S1-3 Inter-class Good Learning Atmosphere Contest	4.3, 4.4	teacher collected	Satisfactory results shown from class performance records; Positive feedback from class teachers, form teachers & their recommendation	1 <sup>st</sup> term	S1-3 Subject teachers, Class teachers, Form	(1) FMY & S1-3 ACA Form Coordinators
		(2) Term 2: S1-3 Good Learning Attitude Award Scheme [Newly included in S1-3 Class Teacher Periods (CTP)]		Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S1-3 ACA form coordinators; Results shown by the award lists	Complete the plan smoothly; Positive feedback from class teachers, form teachers & their recommendation; Satisfactory results shown by the award lists	Cycle 17 (5-12/3/2019)	teachers	(2) *WFT (awards), CWY (CTP materials design & modification) & S1-3 ACA Form Coordinators

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.25		(1) 動力學堂-課後學業輔導班 After-school Tutorial Classes S2 or S3 English S3 Mathematics x 2 classes S3 Chinese S5 BAFS S5 Chemistry [tbc]	4.4, 4.5	Evaluation by ACA based on class observation & student questionnaires collected; Student Participation rate	that it can help; Not less than 80% student participation	Whole year [15/10/18 – 6/6/2018]	Collaborating with a NGO	FMY, WFT & S2-5 ACA Form Coordinators
		(2) 動力學堂-興趣技能工作坊OLE Workshops [Unless specified, each student participant from after-school tutorial classes need to join 2 OLE workshops.] (Collaboration work with OLE Committee)		Evaluation by OLE based on class observation & student questionnaires collected	To be set by OLE [Please refer to the related document of the concerned committee (OLE)]	10/11/2018, 26/1/2019, 13/4/2019, 29/6/2019	Collaborating with OLE	FMY (ACA) & CST (OLE)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.26	S1-S5	ACA Game stall on English Day (Collaboration work with English Department)	4.3, 4.5	Evaluation by ACA based on observation; the feedback from teachers & participants	Satisfactory students participation rate & positive feedback from both teachers & student participants	4/12/2018 (1 <sup>st</sup> English Day)	English panel	WC
5.27	S1-3	S1-3 Pre-exam tutorial classes [試前溫習班] [whether all the lower-form ones will be held depending on the needs at form levels]	4.3, 4.5	Evaluation by ACA & Form teachers based on class observation; student participation rate & feedback from student participants	Not less than 80% students participation rate; Positive feedback from student participants	May & June, 2019	S1-3 form teachers & class teachers	*WFT & S1-3 ACA Form Coordinators
5.28		Nomination of Arch Youth Improvement Awards & learning activities [2017-2018] (if any)		Evaluation by ACA based on observation & feedback; student participation	Complete the plan smoothly & Results of the school nominations; Positive feedback; Satisfactory participation rate	Applications: mid August, 2018 Learning activities: during 2018-2019	External organisation	Application: NWH (Aug., 2018); Learning activities: during 2018-2019: WC, FMY

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.29		"Self-directed learning" Study plan for self-access learning		Evaluation by ACA based on observation	Complete the plan smoothly	Throughout the year	Soft copy – e-class platform; hard copy – school library	FMY
5.30 <b>NEW</b>		Elite training program (to try out a more strategic plan of offering more elite training programmes to those target elite students with nominations from teachers or recognition from HKAGE)	4.4,	Evaluation by ACA based on observation & participants' feedback	Positive feedback from both teachers & student participants who may conduct experience- sharing sessions with their fellow schoolmates	Throughout the year		FMY, WFT
				Routine wo	ork			
5.31	Whole school	SEN Services [SEA]	4.5	Evaluation by ACA based on observation & feedback	Complete the plan smoothly; Positive feedback	Whole year	Student Support Group (SST)	WC

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.32	Whole school	Nomination of the Hong Kong Academy for Gifted Education (HKAGE) (2018-2019)	4.4, 4.5, 4.6	Evaluation by ACA based on observation & feedback	Complete the plan smoothly; Satisfactory results of the school nominations; Positive feedback	Whole year	HKAGE, ACS	CWY, FMY
5.33	school	Nomination of elite students to attend the short academic courses organized by the tertiary institutions	4.4, 4.5, 4.6	Evaluation by ACA based on observation, the feedback collected & students participation	Complete the plan smoothly; Results of school nominations & students' attendance	Whole year	Tertiary organisations, AC(S) & other parties (e.g. OLE)	FMY
5.34	Whole school	Nomination and Applications for scholarships	4.4, 4.5, 4.6	Evaluation by ACA based on the results of school nominations	Complete the plan smoothly; Satisfactory results of school nominations	Whole year	External Organisations, AC(S)	*CWY, WC (SENs)

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.30	S1-S5 S6 Whole school	Prize-giving Ceremony	4.5	Evaluation by ACA based on observation & the feedback from the concerned preparatory committee(s)	Complete the plan smoothly	After 1st term exam (Learning celebrations Ceremony - 1/3/2019) Graduation Ceremony (25/5/2019)  After 2 <sup>nd</sup> term exam (End-of-year Ceremony - 11/7/2019)	AC(S), ECA, Religious Committees	ACA [all]
5.31	Whole school	Sharing session(s) during the week of Learning Celebrations	4.4, 4.5	Evaluation by ACA & ECA based on observation & the feedback collected	Complete the plan smoothly; Positive feedback	25/2-1/3/2019	ACA & ECA	WFT (elite sharing), WC (Prize presentation)
5.32	Whole school	Data analysis of APASO & Teaching survey		_	Some feedback made & significant findings highlighted	Oct., 2018 (APASO) May, 2019 (Teaching Survey)	I.T	NWH
		Manpower allocation of AC prefects:						

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.33	Whole school	Inter-house Academic Knowledge Quiz Competition (AC prefects help with hosting the session as MCs)		Evaluation by ACA based on observation & the feedback collected	Complete the plan smoothly; Positive feedback	15/3/2019	ECA	
5.34	Whole school	Morning assembly sharing & announcements		Evaluation by ACA based on observation & the feedback collected	Complete the plan smoothly; Positive feedback	Whole year		CWY
5.35	Whole school	Board displays for AC prefects and Roll of Honour		Evaluation by ACA based on observation & the feedback collected	Complete the plan smoothly; Positive feedback	Whole year	IT	(Manpower allocation of AC prefects)
5.36	Whole school	Supervising after-school quizzes	4.5	Evaluation by ACA based on observation & the feedback collected; its utilization rate	Complete the plan smoothly; Positive feedback; Satisfactory utilization rate	Whole year	ACS	

	Forms concer ned	Plans/Strategies	Objectiv es	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge
5.37	S3	Talks on Introduction to Elective Subjects		ACA based on observation & the feedback collected; students	Complete the plan smoothly; Positive feedback; Satisfactory participation rate	Feb., & Mar. 2018	ACS, S3 Form teacher	

# 6. Overall manpower allocation (Division of Work & Allocation of ACA Form Coordinators)

### 6.1 Division of work

- Administration and Coordination (FMY)
- Academic Prefects (CWY)
- •SEN (WC)
- Data Analysis & IT support (NWH)
- EAC and EAC-related activities (WFT)
- Elite training (FMY & WFT)

### **6.2 ACA Form coordinators**

- S.1 (WFT)
- S.2 (FMY)
- S.3 (WC)
- S.4 (NWH)
- S.5 (CWY)
- S.6 (FMY)

7 Budget of ACA (2018-2019)

# CCC Mong Man Wai College Financial Plan for the Year 2018/2019 [Simplified version] [as at 25.9.2018] [For details, please refer to the excel file submitted to the school office.]

# Academic Committee (Affairs) [ACA]

No.	Account	Items	Applied	Approved
			budget	
A	. Non-EOEBG			

No.	Account	Items	Applied	Approved
			budget	
1	DLG (Other	■ S5 Elite training course (Applied Strategic Thinking, e.g. Critical thinking skills &	\$12000	\$12000
	programmes)	Effective Study Skills Program)  Elite training courses or some short academic courses organised by the tertiary institutions (S4-S6)	\$40000	\$10000
		*Holding some training courses for elites (Note 1)		\$12000
2	*MNE (Note 2)	Academic Prefect Training Academic Prefect Training Camp (MNE)	\$9150	
В	. EOEBG			
2	*CEG (Note 3)  (e.g. courses, activities)	Pre-exam tutorial classes (Only the lower form student participants are fully granted.)	\$15000	
C	. Baseline			
3	Stationery	Buying colored paper for 3 board displays & stationery for other activities, etc.	\$500	

No.	Account	Items	Applied	<b>Approved</b>
			budget	
4	Activities <\$3000	Competition application fees & other activities (e.g. S6 Stress Management)	\$2000	
5	Activities >\$3000	Buying cash / book coupons for the prize-giving ceremony (1st term)	\$13000	
6	Activities >\$3000	Buying cash / book coupons for the prize-giving ceremony (Graduation Ceremony)	\$4500	
7	Activities >\$3000	Buying cash / book coupons for the prize-giving ceremony (2 <sup>nd</sup> term)	\$18500	
8	Activities >\$3000	Buying Principal's Trophies & book coupons for the awardees of the best performance in HKDSE subjects Trophies [\$200 x 14 prizes] Book coupons [\$800 x 4 core subjects + \$500 x 10 DSE subjects]	\$11000 Trophies \$2800 + Prizes (Book coupons) \$8200	
9	Prizes	Buying prizes and souvenirs for different academic activities (\$1000) Buying gifts for the AC Prefects of last academic year (Heads & Vice-heads) [\$800]	\$1800	
10	*Student Training	Academic Prefect Training (by Academic Prefect Board)	\$2250	
		Total amount of applied budget (submitted to school)	\$129,700	
10	Subsidy from PTA	Buying the prizes for academic activities, e.g. Learning Atmosphere Promotion activities, etc.	\$2400	
		Total:	\$132,100	

### \* Special notes:

- 1. In the proposal for DLG application (2018-2019), a budget of \$12000 was approved for organising S5 Elite training course (Stage 1 Learning styles & Critical thinking skills). In fact, it was the old record and there was no such proposal starting from 2017. Like last year, it was suggested that this could be replaced by holding some training courses for elites, which is in line with the new development in the Committee concerning elite training policy.
- 2. MNE application was submitted to FPS, the Vice-principal in August during summer holidays. PIC of Academic Prefect Board, LKT, was consulted about the budget required for academic prefect training in the new academic year (2018-2019). For details, please refer to the supplementary document.
- 3. According to the proposals submitted by ACA in May 2018, there were applications for DLG but there was NO application for CEG from ACA as we were told by the ex-vice-principal that the concerned after-school remedial courses were no longer funded by CEG starting from 2017-2018 and it was highlighted in the 5<sup>th</sup> ACA meeting during 2016-2017. Nevertheless, in the first ACA meeting of 2018-2019, it was confirmed by KTK, the Vice-principal about the approved grant and the concerned courses would be fully-funded.

### 8. Team Members

### 8.1 Academic Committee (Affairs)

Professional Consultant	KTK (Vice Principal)
Chairperson	FMY
Members	NWH, CWY, WC, WFT, NHY

### 8.2 Academic Prefect Board

Coordinator from ACA	CWY
Members	*LKT, YLS, CWY2

### C.C.C. Mong Man Wai College Discipline Committee

#### **Program Plan 2018-2019**

### 1 Objectives

- 1.1 Set clear and specific instructions for students and foster students' self-discipline ability
- 1.2 Maintain and facilitate the discipline in the school

#### 2 SWOT Analysis

#### 2.1 Strength

- 2.1.1. Most of our students are band 1 students. They seldom have serious behavioral problems.
- 2.1.2. Most discipline teachers are experienced in the work of discipline.
- 2.1.3. Good co-operations between Discipline teachers.
- 2.1.4. We have good co-operation between social workers, Guidance Committee, Formmasters and class teachers.
- 2.1.5. Prefects are responsible and they can be the assistant of the committee.

#### 2.2 Weakness

- 2.2.1. Teachers in our team have to do the administrative work of other committees.
- 2.2.2. Some students are not self-disciplined.
- 2.2.3. Some students lack motivation in learning.
- 2.2.4. Some students' parents are very busy working and cannot give support to the students.

#### 2.3 Opportunities

- 2.3.1 Some external resources (e.g. various organizations such as Playground Association and Police Public Relation Bureau) are available.
- 2.3.2 Educational Psychologist is ready to give support to school when there is crisis.
- 2.3.3 The introduction of Student Learning Profile [SLP] serves as an impetus for both schools and students to emphasize the student's whole-person development.

#### 2.4 Threats

- 2.4.1 Optimization of Class Structure Scheme (VOCSS) reduces the number of teachers. Teachers have to share more workload.
- 2.4.2 New construction work may begin later which may cause some problems in the law and order in the estate.

#### 3. School's Major Concerns

- 3.1 Self-directed Learning(SDL)
- 3.2 Career and Life Planning Education(CLPE)

# 4. Measures and Programs arranged by Discipline Committee

	Goal	In Response To	Program	Method of Evaluation	Successful criteria	Date	Teacher- in- charge
4.1	Raising students' self- initiative of correcting their mis- behavior	Major Concern (SDL) Students will take the initiative in the process of helping himself to improve his behavior.  Major Concern(CLPE) (Personal Development)- Self- Management Skills	Improve the Monitoring Scheme for the students to cater for the individual needs of them.  The teachers who are responsible for monitoring the students will get the previous records of the students. They will talk to the students. In the process, the student can set the goal with the teacher as it can raise the students' initiative in the process. and adjust the monitoring measures for the individual students.	Compare the de-merit records of the students in certain aspects between this year and last year.	Students have 5% less demerit records in certain aspects than last year.	Period of Supervision 1/9/18- 30/11/18	LKC
4.2	The Prevention of Bullying	Major Concern (CLPE) (Social Development- Coping with Bullying and Avoiding Committing Crimes)	S.1-S.2 Talk: The Prevention of Bullying (Discipline Com. and Playground Association and Kwun Tong Police Relations Bureau)	Questionnaires and teacher's observation	60% students reflect their understanding of Bullying has been raised	2018/10/19 Day 4 (Fri)	LKC
			Growth Group will be arranged for the potential bullies. (Discipline Com. and Playground Association)	Questionnaires, teacher's observation and reflection from school social workers.	60% participants reflect their understanding of Bullying has been raised and they have learnt some skills of resolving conflicts.	2018 1 <sup>st</sup> Term	
4.3	Helping the students to understand the school daily operations and rules	Major Concern(CLPE) (Social Development)- Advoiding breaking school rules)	S1 Orientation Day (Guidance Com. and Discipline Com.)	An oral question and answer quiz.	Students can answer more than half of the questions given by the speaker correctly	2018/08/22 (Wed)	*LKC \ LPM WP
4.4	Helping the students to understand the schools rules	Major Concern(CLPE) (Social Development)- Advoiding breaking school rules)	S.1 Talk: S.1 Adaptation/ ((Discipline Com. and S.1 Form Master)	An oral question and answer quiz.	Students can answer more than half of the questions given by the speaker correctly	2018/09/18 Day 3 (Fri)	LKC

4.5	The Trap of Internet	Major Concern (CLPE) (Social Development- Avoiding Crimes)	S.3-S.6 Talk: The Trap of Internet (Discipline Com and Police Public Relations Bureau)	Questionnaires and teacher's observation	60% students reflect their understanding the consequence of committing crimes has been raised	2018/11/27 Day 5 (Tue)	WP
4.6	Train the prefects so that they can perform their duties	Major Concern (CLPE) (Social Development- Leadership Skills)	S.3-S.5 Prefect Training Camp/ (Discipline ComChristian family Service Centre -YMCA Kwun Tong Club)	Questionnaires and observing the students performance	60% participates reported that the camp can help them to be more confident in performing the duties of prefects	2018/09/8-9 (Fri-Sat)	WSY \ WWC2
4.7	Raise students' self-initiative of correcting their behavior	Major Concern(CLPE) (Personal Development- Self-Reflection)	S.1-S.6 Self-Reflection Scheme (自省自強計劃) (Discipline Committee)	Calculating the number of applicants and the number of students who can cancel their demerit or detention records	60% applicants can cancel their de-merit or detention records	Whole year	LPM
4.8	Raise students' self-initiative of behaving well	Major Concern(CLPE) (Personal Development- Self-Discipline)	S.1-S.6 Good Conduct and Industry Award Scheme (學行表現良好獎) (Discipline Committee)	Calculating the awards which have been given to the students	Giving award to those students who can meet the criteria of the award scheme	After each Term	WSH

### 5. Members of the Committee

Chairman	MR LEUNG KWOK CHEUNG
Vice-Chairman	MISS WONG POR
Members	MR LAI POK MAN, MISS WONG SAU YING,
	MR WONG SIU HONG, MR WONG WA CHEONG

### 6. The distribution of Work:

# a. Daily Work

MR LEUNG	Assembly Arrangement, De-merit Records, Follow
KWOK CHEUNG	student's attendance records, S1 Adaptation talk,
	Computer system of Discipline Committee, SEN co-
	ordinator,
MISS WONG POR	Merit Records, co-ordinating Detention Class Affairs,
	declare the records of continuous absentees and
	amending the Discipline Handbook for Teachers.
MR WONG SIU HONG	Follow-up late comers, handle the school uniform affairs
	and handling Good Conduct Awards
MISS WONG SAU YING	Prefect Team Advisor, assisting the Detention Class

MR LAI POK MAN	Fire Drills , Self-reflection Scheme, Monitors and
	Monitress Training and S.1 and S.2 Reward Stickers
	Scheme and assisting the Detention Class
MR WONG WA CHEONG	Prefect Team Advisor, assisting the Detention Class

## **b.** Form Discipline Teachers

S.1	MR LAI POK MAN	<b>S.4</b>	MISS WONG POR
S.2	MR LEUNG KWOK CHEUNG	S.5	MISS WONG SAU YING
S.3	MR WONG WA CHEONG	S.6	MR WONG SIU HONG

<sup>7</sup> Financial Budgeting ( Refer to the excel file of DC\_2018-19\_Annual Budget)

# 中華基督教會蒙民偉書院 學生生活輔導委員會 2018-2019 年度全年工作計劃

#### 1 宗旨:

幫助學生適應青少年期在生理、心理、社交及人際關係等方面之轉變,使他們能夠健康地成長和發展,並協助他們能肯定自我、發展潛能、服務他人、關愛及支持別人,建立積極人生目標。

#### 2 目標:

- 2.1 協助學生認識自己,接納自己,尊重自己和欣賞自己,建立健康的自我正面形象和培養積極的人生觀,並珍惜生命。
- 2.2 協助學生學習與人發展良好的人際關係。
- 2.3 協助學生學習關懷別人,樂於幫助他人,並豐富生活經驗。
- 2.4 協助學生認識如何積極面對成長中或學習上的問題、挫折和逆境。
- 2.5 協助學生欣賞自己,並主動發展個別潛能。
- 2.6 主動了解學生身心發展,以提供不同類型的預防性或補救性之輔導。
- 2.7 讓家長和老師更明瞭學生的情況,有效地協助學生成長。
- 2.8 支援教師,以增加他們對學生的了解及相處技巧。

#### 3 現況:

#### 3.1 優點:

#### 3.1.1 老師方面

- 3.1.1.1 老師有幹勁,工作態度熱誠。
- 3.1.1.2 老師樂意主動承擔工作。
- 3.1.1.3 老師與其他組別老師有良好之聯繫、溝通和合作,老師有團隊精神。
- 3.1.1.4 部份老師於已進修有關教育局舉辦的輔導課程。
- 3.1.1.5 部份老師曾進修有關照顧不學生習需要之基礎課程、過度活躍症及有關自 閉症之專題課程以作有關學生的支援。
- 3.1.1.6 老師具創意及應變能力。
- 3.1.1.7 老師和社工相處融洽,合作愉快,樂意交流意見。
- 3.1.1.8 老師和社工受學生歡迎和接納。
- 3.1.1.9 社工主動融入學生課外活動中,並能處理不同類型的個案,及協助帶領不同類型活動。
- 3.1.1.10 计工能提供多種輔導資源。
- 3.1.1.11 輔導老師與訓導老師、班主任及級主任已建立良好的合作關係,將更有效 處理學生問題。
- 3.1.1.12 在學年開始前已擬定全年工作計劃,分工合作,及早籌劃各項活動。
- 3.1.1.13 所計劃的活動形式有更新,內容亦切合學生需要,老師經常進行檢討工作。
- 3.1.1.14 本校教育心理學家及社工能提供專業意見及輔導資源。
- 3.1.1.15 本校實習社工能協助帶領不同類型輔導活動。

- 3.1.1.16 本年度繼續有學生活動推廣員協助推行活動。
- 3.1.2 學生方面:
  - 3.1.2.1 大部份學生喜歡和樂意與老師和社工傾談,傾訴自己的感受。
  - 3.1.2.2 學生普遍樂意接納社工和輔導老師之協助,並沒有負面標籤效應。
- 3.1.3 其他方面:
  - 3.1.3.1 學校重視與家長聯繫,例如:安排家長日,成立家長教師會,並鼓勵班主 任於有需要時主動接觸家長。
  - 3.1.3.2 學校願意利用校外社區資源,讓學生可以參與更多活動。

#### 3.2 弱點:

- 3.2.1 老師方面:
  - 3.2.1.1 組內老師要兼顧其他行政工作及課外活動,因此,工作量頗重及壓力大, 難以令推行的活動更廣泛全面及更深入。
  - 3.2.1.2 人手不足,輔導組需要更多人手處理學生問題。
- 3.2.2 學生方面:
  - 3.2.2.1 部分學生較被動,且稍欠自信心和改變動力。
  - 3.2.2.2 少部分學生自我形象較低,家庭的支援也不足,對讀書或參加活動都不容易提起興趣。
  - 3.2.2.3 財政支援稍不足,故此難以推行較大型之活動,如宿營及戶外訓練等。

### 4 本年度學校關注事項

- 4.1 自主學習
  - 4.1.1 學生於活動前先準備及設計活動內容
  - 4.1.2 活動舉行時,多觀察參與同學的表現
  - 4.1.3 活動舉行後,紀錄自己的反思及互相欣賞同學間的表現
- 4.2 生涯規劃
  - 4.2.1 體驗與職業的有關的活動

#### 5 本年度委員會關注事項

- 5.1 讓中一新生能認識自己及學校的新環境,盡快投入新學校。
- 5.2 透過在初中及高中舉辦不同的活動,包括學長訓練,讓學生們能自主學習,發掘其優點, 盡展所能。以心影響心和服務別人之時,也能豐富其人生。
- 5.3 在生涯規劃方面,委員會會加強性教育工作,讓學生們能對性有正確的認識,並學懂保護 自己和尊重別人的身體,作預防性工作。
- 5.4 加強學生對毒品的認識,了解危險藥物對身體的影響。
- 5.5 加強精神健康教育,讓學生們能認識和學懂處理自己和身邊人的精神狀況。盼能協助學生 健康地成長和面對將來種種挑戰作出支援。
- 5.6 建立正向思維,讓學生建立互相欣賞、互相扶持的校園文化,並培養不怕困難,堅毅不屈的態度。

- 5.7 建立關愛文化,學習互相尊重,讓學生在一個互相尊重的環境中成長。
- 5.8 為特殊學習需要的學生建立適切的培訓,改善特殊學習需要的學生在學習上的困難並建立 有效的社交活動,可與其他學習經歷委員會合作,提升學生彼此支持的意識及能力。
- 5.9 引導學生探索生命意義和價值,尊重及珍惜生命。

### 6 全年工作計劃

- 6.1 學生方面:
  - 6.1.1 透過『認識自己』,讓中一學生能多認識自己和學校新環境,學習關懷及尊重他人, 並建立對學校的歸屬感
  - 6.1.2 透過「肯定自己」,讓中二學生能發掘潛能並肯定自己及提升自己的能力。並在家庭和社區裡經歷不同的體驗,以培養積極人生觀。
  - 6.1.3 透過「突破自己」,讓中三級學生透過服務低年級學生,建立獨立、負責任等領袖 素質。
  - 6.1.4 協助重讀生積極面對及處理學習上的問題及挫折,並增強其對學習的自信心。
  - 6.1.5 透過「輔導員小組」(中二及中三 GT 特工,),讓學生能欣賞自己,並透過參與訓練及協助推行活動,發展其潛能。
  - 6.1.6 透過「心繫青苗學長計劃」,讓學生們能增強自心,找到自己的潛能與夢想,主動 關心學弟妹並建立關愛的校園文化。
  - 6.1.7 透過性教育活動及精神健康推廣,使各級學生能學習面對及處理不同階段成長中之 問題、壓力與挑戰。
  - 6.1.8 透過突破界限和勇於承擔,讓學生們能有充足的預備去面對社會的挑戰。
  - 6.1.9 透過性教育工作坊,讓中二及中四學生學習男女相處之技巧和色情文化對青少年的 影響,從而建立良好人際關係。
  - 6.1.10 藉著學生資料問卷、加強師生間之了解及聯繫,從而使學生能得到適當的協助,及 學習面對和處理成長中的問題。
  - 6.1.11

### 6.2 老師方面:

- 6.2.1 協助及支援班主任處理學生問題。
- 6.2.2 加強與各組別溝通、協調及合作。
- 6.2.3 加強委員會內輔導老師分享與支持,並加強輔導老師之輔導及帶領活動技巧。
- 6.2.4 增加老師對年輕新一代所面對的困難與挑戰有更新和更深的認識
- 6.2.5 多與外間社團合作,以豐富各活動內容,並尋找更合適的資源協助學生成長。

#### 6.3 家長方面:

- 6.3.1 於家長日舉辦家長活動。
- 6.3.2 家長小組

# 7 全年工作大綱:

- 7.1 各級目標及活動
  - ◆ S.1 認識自己(Understanding oneself)
    - 協助中一學生儘快適應中學生活
    - 協助中一增加對班及學校的歸屬感

計畫	訂	目標/策略	評估方法	成功準則	時間表	關注 事項	負責人	預算
1	舉行迎新日營 (S.1	讓中一新生認識學校文化,並	教師觀察	80%學生能主	8月2019年	5.1	*NTY, GC	\$1000
	Orientation Day)	互相認識同班學生。	訪問調查	動出席活動				
2	共融體驗學習坊	共融體驗學習坊(中學)敢於	教師觀察	80%學生能主	11-9-2018(1A)	5.7	*NTY, GC	\$6000
		不同,我有 SAY	訪問調查	動出席活動	12-9-2018(1B)			(SLG)
					13-9-2018(1C)			
					14-9-2018(1D)			
					(3:05-4:05)			
3	畢業情緣 (Heartfelt	讓中一學習關心中六師長面	教師觀察	80%學生能主	14/12/2018	5.1	*CWL GC,	\$1000
	Encounter with	對公開試的心情,學習關心身	訪問調查	動出席活動		5.2		
	Graduates)	邊的學生。						
	(中一級)							
4	參觀藥物資訊天地	讓學生認識危險藥物及對身	教師觀察	80%學生能主	2/11/2018 (AM)	5.4	*CWL, CT,	保安局禁
		體的影響	訪問調查	動出席活動			KWC2	毒處
								\$1200*4 =
								\$4800
5	心繫青苗(中一學弟)	讓中一新生能盡快適應中學	教師觀察	80%學生能主	17/9/2018(12:00-1:00)	4.1	*NTY,	\$500
		生活	訪問調查	動出席活動	8/10/2018(4:00-5:00)	5.1	*CWY2, GC	
					22/10/2018(12:35-1:30)			

計劃		目標/策略	評估方法	成功準則	時間表	關注	負責人	預算
						事項		
					5/11/2018(12:35-1:30)			
					19/11/2018(12:35-1:30)			
					3/12/2018(4:00-5:00)			
6 心繋青苗(	(小組)	讓中一新生能盡快適應中學	教師觀察	80%學生能主	18/2/2019	4.1	*NTY,	\$20000
		生活,並改善自理能力及改善	訪問調查	動出席活動	25/2/2019	5.1	*CWY2, GC	(MNE)
		社交技巧			4/3/2019			
					11/3/2019			
					18/3/2019			
					25/3/2019			
					(12:35-1:35)			
					4月/2019 (待定)			
7 沉迷網絡與	與情緒健康	讓學生認識沉迷網絡同時也	教師觀察	80%學生能主	(待定)	5.5	*NTY,	\$6000
		影響精神健康	訪問調查	動出席活動			KWC2	(MNE)
				70%學生滿意				
				活動				
8 「喜樂同行	行-尊重生	自我察覺,社交覺察	教師觀察	80%參加者滿	16/11/2018 (1:35-2:15)	5.6	*NTY,	香港遊樂
命 逆境同	同行」課堂工		訪問調查	意活動內容;	(4 班)		KWC2	場協會
作坊				80%參加者認				(QEF)
(1 節)				為有助他們面				
			_	對逆境能力				
9 「喜樂同行	行-尊重生	從嘉賓分享生活經驗,反思如	教師觀察	80%參加者滿	16/11/2018	5.6	*NTY,	香港遊樂
命 逆境同	司行」講座	何將課堂學習用於生活	訪問調查	意活動內容;	(星期五)		KWC2	場協會
				80%參加者認	4:00p.m 5:00p.m.			(QEF

計劃	目標/策略	評估方法	成功準則	時間表	關注	負責人	預算
			為有助他們面		事項		
			對逆境能力				
10 「喜樂同行-尊重生	透過互動講座、體驗遊戲、工	教師觀察	80%參加者滿	(小組)	5.6	*NTY, GC	香港遊樂
命 逆境同行」正面思	作紙討論解說及影片播放形	訪問調查	意活動內容;	12/11/2018, 19/11/2018			場協會
維培育活動	式,讓學生建立「抗逆力」觀		80%參加者認	26/11/2018, 10/12/2018			(QEF)
	念,學習面對逆境的態度及方		為有助他們面	17/12/2018, 21/1/2019			具成長發
	法,並發揮解難能力。期望學		對逆境能力	18/2/2019, 18/3/2019			展需要的
	生會潛移默化地在學校生活			(義工)			中一學生
	中應用出來。			28/1, 25/2, 4/3			(20人)(12
				(戶外)			節)
				4/3			
				(成長營)			
				13/4/2019-14/4/2019			
11 「生命之旅」	透過五個場景進行, 感受由出	教師觀察	80%參加者滿	2/7/2019	5.6	*NTY GC	香港遊樂
中一級學生	生到此時此刻,生命奇妙變	訪問調查	意活動內容;	9:00 a.m-10:30a.m	5.7		場協會
工作坊	化;並從「死亡」領悟生命的		80%參加者認	(兩班)			(QEF)
	意義。		為有助他們面	11:00 a.m-12:30p.m			
	強化對逆境求存的信念,學習		對逆境能力				
	欣賞生命,珍惜活在當下						
	反思及學習積極活出人生						
12 性教育講座	認識正確的性愛態度	問卷	80%學生能出	2/11/2018 (2:30-5:00)	5.3	*CWL,	香港青年
	反思潮流文化的性愛觀	老師觀察	席訓練及參與			KWC	協會
	理解性行為的後果	口頭訪問	活動				(免費)

計劃	目標/策略	評估方法	成功準則	時間表	關注	負責人	預算
					事項		
	學習如何說:「不」						
13 性教育入班工作坊	深化正確的性愛態度	問卷	80%學生能出	14/11/2018 (三)	5.3	*CWL,	香港青年
	反思潮流文化的性愛觀	老師觀察	席訓練及參與	27/11/2018 (二)		KWC	協會
	理解性行為的後果	口頭訪問	活動	7/12/2018 (五)			(免費)
	學習如何說:「不」						
14 生命教育	中一人物生命教育課	老師觀察	80%學生能出	(備課)29/10/2018	5.9	*NTY	循道衞理
	愛因斯坦	口頭訪問	席訓練及參與	12:30-1:30			聯合教會
			活動	(課堂)			優質生命
				1A			教育中心
				13/11 (P1 -2) 8:30—9:45			
				1B			
				14/11 (P8 -9) 2:30-3:40			
				1C			
				15/11 (P8 -9) 2:30-3:40			
				1D			
				13/11 (P3 -4)			
				10:00-11:10			
				(檢討)			
				15/11/2019 4:00-4:30pm			
15 生命教育	電影生命教育課程	老師觀察	80%學生能出	3/4/2019 (1:30-4:30)	5.9	*NTY	循道衞理
		口頭訪問	席訓練及參與				聯合教會
			活動				優質生命
							教育中心

- ◆ S.2 肯定自己 (Reassuring oneself)
  - 協助中二學生發掘自己,肯定及提升自己的能力和正能量
  - ●協助中二學增強班的凝聚力

計畫		目標/策略	評估方法	成功準則	時間表	關注	負責人	備註
	1 L AL . D . D . D . D . D . D . D . D . D .	The state of the s	HH 7/4			事項		
16		聯繫港大校友與兒童建立師	問卷	70%學生認為有	2018年10月至2019年6	5.2	*NTY	香港小
	(Growing Partners	友關係,提供支援,內容包	老師觀察	關活動能協助他	月			童群益
	Project)	括:社區探索、義工服務、小	學生出活	們發掘自己				會(免費)
		組活動	動次數					
17	GT 特工	協助輔導組組織不同的活	老師觀察	70%學生能出席	2018年10月至2019年2	5.2	*CWY2	實習社
		動,例如中一迎新日、家長日	學生出活	訓練及參與活動	月			工
		等。並參與校外義工服務等。	動次數					(\$500)
		正向領袖培訓計劃						
18	F&M	對青春期的轉變持有正確觀	問卷	80%學生能出席	2018年10月至2019年2	5.3	*CWL	\$4800
		念、反思色情資訊對價值觀的	老師觀察	訓練及參與活動	月			
		影響、抗拒性沉溺的方法	學生出活					
		認識兩性相處要留意的地方	動次數					
19	性在有愛入班活動	讓學生認識性與愛的關係,並	問卷	80%學生能出席		5.3	*CWL	Departme
		學習處理性衝動的方法。	老師觀察	訓練及參與活動				nt of
			口頭訪問					Health(免
								費)
20	禁毒講座(入班)	讓學生學習:	問卷	80%學生能出席	6/9/2018	5.4	*NTY	Hong
		拒絕毒品誘惑的技巧了干犯	老師觀察	參與活動				Kong
		毒品罪行的後果、常見毒品種	口頭訪問					Lutheran
		類和吸毒的嚴重後果過來人						Social

計劃	目標/策略	評估方法	成功準則	時間表	關注	負責人	備註
					事項		
	分享增強正向抗逆能力						Service(
							免費)
21 正向工程(班主任課)	以班主任課形式,由班主任在	老師觀察	80%學生能出席		5.6	*NTY, CT	由班主
	課堂討論,輔導老師於需要時	口頭訪問	參與活動及完成				任任
	提出協助,讓學生建立良好心		所需工作紙				教,輔導
	理素質,提升面對挑戰的能						老師加
	力。						以輔助
							(免費)
22 正向網絡	正確使用互聯網	老師觀察	80%學生能出席		5.6	*NTY, CT	由班主
		口頭訪問	參與活動及完成				任任
			所需工作紙				教,輔導
							老師加
							以輔助
			00~ 61	C/10/10/10		13.755.7	(免費)
23 「喜樂同行-尊重生	從嘉賓分享生活經驗,反思如	教師觀察	80%參加者滿意	6/12/2018	5.6	*NTY,	香港遊
命 逆境同行」講座	何將課堂學習用於生活	訪問調查	活動內容;	(星期四)		KWC2	樂場協
			80%參加者認為	4:00p.m. – 5:00p.m.			會 (OFF)
			有助他們面對逆				(QEF)
			境能力				
24 「喜樂同行-尊重生	透過互動講座、體驗遊戲、工	教師觀察	80%參加者滿意	(小組)	5.6	*NTY, GC	香港遊
命 逆境同行」正面思	作紙討論解說及影片播放形	訪問調查	活動內容;	27/11/2018		ĺ	樂場協
維抗逆增潤小組	式,讓學生建立「抗逆力」觀		80%參加者認為	4/12/2018			會

計劃	目標/策略	評估方法	成功準則	時間表	關注	負責人	備註
					事項		
(10 節)	念,學習面對逆境的態度及方		有助他們面對逆	19/3/2019			(QEF)
	法,並發揮解難能力。期望學		境能力	16/4/2019			具成長
	生會潛移默化地在學校生活			(義工)			發展需
	中應用出來。			5/3, 9/4			要的中
				(再戰營會)			二學生
				4/5, 5/5			(20
				(勇想展夢工作坊)			人)(12
				22/1, 19/2			節)
25 生命教育	中二人物生命教育課	老師觀察	80%學生能出席	(備課)	5.9	*NTY	循道衞
	梵高	口頭訪問	訓練及參與活動	29/10/2018 1:30-2:30			理聯合
				(課堂)			教會優
				2A 9/11 (P8 -9) 2:30-3:40			質生命
				2B 15/11 (P1 -2) 8:30—9:45			教育中
				2C 14/11 (P3 -4) 10:00-11:10			心
				2D 13/11 (P7 -8) 1:40-2:50			
				(檢討)			
				15/11/2019 1:05-1:35pm			
26 生命教育	電影生命教育課程	老師觀察	80%學生能出席	2/11/2018(1:30-4:30)	5.9	*NTY	循道衞
		口頭訪問	訓練及參與活動				理聯合
							教會優
							質生命
							教育中
							心

- ◆ S3. 突破自己 (Bettering oneself)
  - 協助中三學生突破自己
  - 加強中三學生之實踐計劃和領導才能

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
27 GT 特工	協助輔導組組織不同的活	老師觀察	80%學生能出席	全年	5.2	*KHC	\$500
	動,例如中一迎新日、家長日	學生出活	訓練及參與活動				
	等。並參與校外義工服務等。	動次數					
28 實習社工小組	由中三級級主任對學生的認	老師觀察	80%學生能出席	全年		*LWS2	實習社工
	識而建議策略小組,以肯定及	學生出活	訓練及參與活動				(\$500)
	提升自己的能力	動次數					
29 「快樂巨升」班主任	提升生命中的正向元素,以抵	老師觀察	80%學生能出席	10月2018年至	5.6	*LWS2, CT	
課	擋負面情緒、預防心理疾病,	口頭訪問	參與活動及完成	4月2019年			
	像防震保護層似的保護我		所需工作紙				
	們,能增強面對困難及挑戰的						
	抗逆能力						
30 禁毒講座	讓學生學習拒絕毒品誘惑的	問卷	80%學生能出席	7/9/2018	5.4	*NTY,	Hong Kong
	技巧及干犯毒品罪行的後	老師觀察	參與活動	(2:00-3:00)		LWS2	Lutheran
	果。過來人分享自己的經歷	口頭訪問					Social
							Service(免費)
31 創晴 TEEN	15人	老師觀察	80%參加者認為	2018年11-2019	5.6	*LWS2,	聖雅各福群
青少年情緒支援小組		口頭訪問	能夠學習有效地	年4月		NTY	會
(生命探索之旅)	動、宿營。 採取表達藝術,團隊挑戰、義		處理壓力	期間			St. James'
	工等形式,引發及提升青少年						\$1200

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
	對生活動投入感及意義 幫助建立與人的情感連繫,加 強支援網絡						
32 生命教育	中三人物生命教育課	老師觀察	80%學生能出席	(備課)	5.9	*NTY	循道衞理聯
	喬布斯	口頭訪問	訓練及參與活動	29/10/2018			合教會優質
				2:30-3:30			生命教育中
				(課堂)			心
				3A 14/11			
				11:25-12:35			
				3B 15/11			
				10:00-11:10			
				3C 12/11			
				2:30-3:40			
				3D 13/11			
				2:30-3:40			

- ◆ S4 豐盛人生,勇於承擔 Enrich life, take the lead
  - 培養學生懂得欣賞自己
  - 培養學生珍惜自己擁有,並服務別人

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
33 學生輔導大使	大;使經過培訓後,學習如何	問卷	80%學生認為有	全年	4.1	*CWY2, GC	聖雅各福群
(The Caring Hearts)	關心中一新生學生,並適時對	老師觀察	關活動能協助他		4.2		會(CAMP)
	中一學生給予支持。在午膳時		們愛護及所賞		5.1		
	間,與中一學生有相處的機				5.2		
	會,並互相認識。				5.6		
34 葵涌醫院精神健康大	加深對精神疾病的認識	教師觀察	80%參加者滿意	兩年計劃	4.2	*CWY2, GC	葵涌醫院

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
使	減低對精神病的誤解 培養互相互愛,服務社群心	訪問調查	活動內容;	(2018-2020)	5.5		
35 寧缺勿濫一入班活動	認識性濫交有機會引致的問題及帶來身心都難以承擔的負面影響。 了解安全性行為	問卷 老師觀察 口頭訪問	80%學生能出席訓練及參與活動	14/2/2019 (2:30-3:40)	5.3	*CWL	Department of Health(免 費)
36 「喜樂同行-尊重生	認識未婚懷孕會帶來的後果。 學生能識別及調節情緒,學習	教師觀察	80%參加者滿意	4/10/2018	5.6	*NTY,	香港遊樂場
命 逆境同行」課堂工 作坊 (1 節)	感恩。	訪問調査	活動內容; 80%參加者認為 有助他們面對逆 境能力	(1:35-2:15) (4 班)		KWC2	協會 (QEF)
37 「喜樂同行-尊重生命 逆境同行」講座	從嘉賓分享積極的生活經 驗,反思如何將課堂所學習用 於生活	教師觀察 訪問調查	80%參加者滿意 活動內容; 80%參加者認為 有助他們面對逆 境能力	16/11/2018 (星期五) 4:00p.m 5:00p.m.	5.6	*NTY, KWC2	香港遊樂場 協會 (QEF

- ◆ S5 & S6 突破界限,走出新路向 Have a breakthrough, start a new journey
  - 協助中六學生珍惜自己所擁有的。
  - 幫助中六學生減壓

2010-2017								
計畫	1	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
38	壓力工作坊	學生能了解壓力的來源,在有	老師觀察	80%參加者認同	11 月	5.5	* KHC	CFSC(免費)
	(S5)	需要時尋找專業人士	口頭訪問	達到活動目標				
39	「Teen」情計劃藝術	入班活動。	老師觀察	80%參加者認同	(未回覆)	5.5	*NTY	Baptist Oi
	歷奇工作坊(S6)	利用藝術繪畫,自我反思情緒	口頭訪問	達到活動目標				Kwan
		及壓力管理。						Service(免
								費)
40	(S6)	讓學生認識學業壓力。	老師觀察	大部份學生認同	10/1/2019	5.6	GC	與ACA合
	特別周會	學生相能互相鼓勵及支持	口頭訪問	達到活動目標	(1:40-2:15)			作(免費)
41	DSE 派發成績	讓學生認識學業壓力。	老師觀察	大部份學生認同	模擬:15/9/2018	5.6	GC	與OLE合
	(模擬放榜 & DSE)	輔導老師能鼓勵及支持學生	口頭訪問	達到活動目標	DSE: 10/7/2019			作(免費)
	◆ 級活動				•			
42	共融教育講座	中一至中三	教師觀察	80%學生能主	4-10-2018	5.7	NTY	
		共融教育講座(中學) (IETS)	訪問調查	動出席活動	(4:00-5:00)			
		打破圍牆						
43	共融教育講座	中四至中六	教師觀察	80%學生能主	5-10-2018	5.7	NTY	
		共融教育講座(中學) (IETS)	訪問調查	動出席活動	(4:00-5:00)			
		香港弱勢兒童之現況						
44	兒童發展基金三年計	由基督教勵行與基金機構會	教師觀察	80%學生能主	三年計劃第一年	4.2	NTY	
	劃	為學生計劃三年的儲蓄計劃	訪問調查	動出席活動		5.2		

# ◆ 全校性活動

由紅十字會為學生提供,讓學

生了解經歷危機後的心理狀

態。

45 危機心理支援講座

80%學生能主

動出席活動

16-10-2018

4.2

NTY

教師觀察

訪問調查

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
46 健康成長及性教育周	讓學生能認識自己身心靈健	口頭訪問	80%參加者滿意	26/2/2019-	5.2	*CWL, GC	\$6000
	康的重要	老師觀察	難位遊戲	28/2/2019	5.3		(MNE)
	1 午間鬆一鬆(愛群社會服				5.4		
	務處)				5.5		
	2 快樂體驗(聖雅各福群會)				5.6		
	3 GT				5.7		
	4 F&M						
	5 路德會青怡中心						
	6 健康上網						
	7 禮物						
	8 身 VS 心之對話(CFSC)						
	9 展板 (CFSC)						
	10 精神健康大使						
	11 書展						
47 書展	讓學生及家長能從書本中認	老師觀察	50%學生及家長	21/2/2018-	5.5	*LWS2	
	識精神健康的概念		願意參觀	23/2/2018			
	會多放置非學術性書本						
48 學生問卷	讓班主任能認識及了解學生	抽樣訪問	大部份老師認同	9月		*NTY	(免費)
-於九月及十月進行 輔導組之網上問卷調	之狀況及需要		此問卷能讓他們	10月			
	(級輔導收回及保存)		更認識學生				
-APASO 問卷調查							
49 學生個案	為有需要之學生作輔導	個案記錄	學生能按時出席	全學年		* KHC	(免費)
						NTY	
50 級輔導	作輔導組及班主任之溝通橋	會議	出席各次級班主	全學年		GC	(免費)

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
	樑並支援班主任		任會				
51 輔導活動推廣	推廣委員會活動	檢討會	能按時完成活動	17/9/2018-19/9/2	5.1	*CWL,	\$500
	派愛心咭			018		GC	
	學生分享活動感受和得著						
52 輔導老師分享會	主題為生命教育	檢討會	能按時完成活動	29/10/2018		*NTY	
	讓老師更多認識青少年思想						
53 SEN 支援	為有特殊學習需要之學生舉	個案記錄	學生能按時出席	全學年	5.7	*NTY,	參見下表
	辦活動及小組治療	小組治療:	小組			LWS2, SEN	
		問卷及個				TA	
		案記錄					

# ◆ 家長活動

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
54 「喜樂同行-尊重生 命 逆境同行」正面思 維培育活動 (中一級) 之「培養子女抗逆力」	透過互動講座、體驗遊戲、工作紙討論解說及影片播放形式,讓家長認識「抗逆力」觀念及培養子女面對逆境的態度。	問卷 老師觀察	<ol> <li>80%參加者滿意活動內容;</li> <li>80%參加者認為有助他們提升子女抗逆能力</li> </ol>	5/10/2018 (7:15-8:00pm)	5.5 5.6	*NTY, GC	香港遊樂場協會 (QEF)
55 「喜樂同行-尊重生命 逆境同行」家長小組	讓家長認識子女精神健康的 及作為家長的支援角色	問卷 老師觀察	<ol> <li>80%參加者滿意活動內容;</li> <li>80%參加者認為有助他們提升子女抗逆能力</li> </ol>	9/11/2018 14/12/2018 15/2/2019 15/3/2019 (5:30—7:00pm)	5.5 5.6	*NTY	香港遊樂場協會 (QEF)

計劃	目標/策略	評估方法	成功準則	時間表	關注事項	負責人	備註
56 家長日	1. 讓家長與老師彼此交流及	老師觀察	家長與老 師滿	23/2/2019		*NTY, GC	\$500
	溝通		意家長日的安排				
	2. 共同協助學生身心靈成長						
57 生命教育	家長教育	老師觀察	80%學生能出席	23/2/2019		*NTY	
		口頭訪問	訓練及參與活動				
			80%參加者認為				
			有助他們提升子				
			女抗逆能力				

<sup>\*</sup>為該項活動統籌老師

# ◆ SEN 小組

Something in the Room	ADHD	Edvenue	S1-S3	22/2	1/3	8/3	15/3	12/4	24/5	31/5	
Something in the Room	ADHD	Edvenue	S4-S5	21/9	28/9	19/10	9/11	16/11	23/11	14/12	15/2
Dream Sky	ASD	新生精神康復會	S2	14/2	21/2	28/2	7/3	14/3	21/3	11/3	2/5
跳躍生命 GO	ASD	新生精神康復會	S3-S5	11/9	18/9	2/10	16/10	6/11	13/11	27/11	4/12
藍晴 Sky	ASD	新生精神康復會	S5-S6	13/9	20/9	27/9	4/10	11/10	18/10	8/11	15/11
飛躍 sky	ASD	新生精神康復會	S1-S2	19/2	26/2	5/3	12/3	19/3	9/4	16/4	7/5
Dream Life	社交	香港遊樂場協會	S1	20/9	27/9	11/10	18/10	8/11	15/11	6/12	13/12
Hopeful Life	社交	香港遊樂場協會	S2	18/9	2/10	16/10	6/11	13/11	27/11	4/12	18/12
自理能力營	自理	香港遊樂場協會	S1-S2								

- 8 級輔導
- 中二級輔導 吳騰耀老師
- ② 中三級輔導 李詠詩老師

- ② 中四級輔導 張偉良老師
- ② 中五級輔導 張惠愉老師
- 中六級輔導吳騰耀老師

9 成員:

顧問:霍碧珊副校長

社工:關凱晴姑娘

教育心理學家: 佘文基博士

學生生活輔導委員會主任:吳騰耀老師

組員:張偉良老師,張惠愉老師,李詠詩老師,鄺惠晶老師

教學助理:馬海靜小姐

## 中華基督教會蒙民偉書院 <u>委宗教委員會</u> 2018 至 2019 年度工作計劃

#### 1 宗旨/目標

- 1.1 引導學生透過勤讀聖經、認識三位一體的神。
- 1.2 強化校內宗教氣氛,以基督精神建立正面積極的校園文化,鼓勵積極的人生觀。
- 1.3 引導學生體驗信仰中的真善美,實踐福音真理。
- 1.4 回應學校:自主學習可成材,人生規劃添色彩

#### 2 現況分析

### 2.1 優點:

- 2.1.1 與區會梁發堂派出的校牧同工高牧師合作良好,本年高牧師一星期到校三天,連同梁發堂其他弟兄姐妹,一同服侍學生、家長與同事。明年更新聘女傳道人,更全面地推動校內福音工作與帶領學生到教會聚會。
- 2.1.2 宗教委員會成員有一樣的心志,彼此配搭,成就聖工。
- 2.1.3 大部分基督徒老師及非基督徒老師在不同層面及活動中協助完成委員會工 作。
- 2.1.4 宗教委員會與聖經科及其他委員會有緊密聯繫。

#### 2.2 弱點:

- 2.2.1 委員會成員在校內其他崗位上,均擔當重要角色,容易有分身不暇的情況。
- 2.2.2 學生學習生活忙碌及信仰根基薄弱,學生領袖未能發揮太大功效。

#### 3 本年度關注事項

- 3.1 配合本校關注事項:自主學習可成材,人生規劃添色彩3.1.1 鼓勵學生盡展所能,在靈命進深的導向,邁向豐盛人生。
- 3.2 其他關注事項
  - 3.2.1 增強基督徒老師間的聯繫及與神的關係。
  - 3.2.2 引導學生認識三位一體的神。
  - 3.2.3 引導學生多勤讀及認識聖經話語。
  - 3.2.4 強化校內宗教氣氛。
  - 3.2.5 培養學生信徒領袖,回應時代的需要。
  - 3.2.6 推行家長教育,以聖經教導為基礎。

# 4 計劃內容及工作分配

	可到门谷久二	11 77 40				
	目標	計劃/策略	評估方法	成功準則	時間表	負責人
4.1	引導學生認識三	舉行週會	宗教委員會會議中討	準時完成及清楚表達	九月至明	各委員
	位一體的神,強化		論,觀察學生出席及	信息	年三月	
	校內宗教氣氛		參與時的表現			
4.2	引導學生認識三	早會分享	宗教委員會會議中討	準時完成及清楚表達	逢週四及	各老師
	位一體的神,強化		論,觀察學生出席及	信息	六早上	
	校內宗教氣氛,引		參與時的表現			
	導學生多勤讀及		77. , , , , , ,			
	認識聖經話語。					
4.3	強化校內宗教氣	定期的初中及高中團	宗教委員會會議中討	參與各項聚會人數理	九月至明	團契導
	氛。	契小組聚會	論,團契導師會中討	想,準時完成及清楚表	年五月	師
	加強對初中學生		論,觀察學生出席及	達信息	, , , ,	,
	在生活層面的信		參與時的表現			
	仰分享與服待。					
4.4	引導學生認識三	聖誕節及復活節崇拜	宗教委員會會議中討	準時完成及清楚表達	十二月,明	各委員
	位一體的神,強化	之學生福音佈道會	論,觀察學生出席及	信息	年四月	
	校內宗教氣氛	, =	參與時的表現,聚會		' '	
	ise. Val. isendad		的決志表及調查表			
4.6	引導學生認識三	節日特別崇拜聚會,例	宗教委員會會議中討	準時完成及清楚表達	九月至明	各委員
	位一體的神,提	如:	論,觀察學生出席及	信息	年七月	2 2 7
	供學生信仰上的	開學禮崇拜(九月),	參與時的表現,聚會	1513		
	體驗。	聖誕節崇拜(十二	的決志表及調查表			
	7,52. 477	月月),	"And the second Table			
		7.7   復活節崇拜(四月),				
		畢業崇拜(五月),				
		結業禮崇拜(七月)				
4.7	增強基督徒老師	教師祈禱會、退修會及	宗教委員會會議中討	參與各項聚會人數理	九月至明	各委員
	間的聯繫及與神	教師團契聚會	論,觀察教師出席及	想	年八月	
	的關係。	7X-1 G X 7X B	參與時的表現	<i>,</i> \( \text{\text{\$\sigma}} \)	1,2,1	
4.8	引導學生認識三	聖誕節及復活節佈道	宗教委員會會議中討	參與各項聚會人數理	明年二	各委
	位一體的神,強化	會後信仰小組聚會	論,觀察學生出席及	想	月,五月	員、團契
	校內宗教氣氛,引	自及旧门了温水目	參與時的表現	<i>,</i> \( \text{\text{\$\sigma}} \)	7, 27,	學生、校
	· 學生多勤讀及		3 37 47 47 46 90			牧
	認識聖經話語。					10
4.9	強化校內宗教氣	午餐小組、協助模擬放	宗教委員會會議中討	<b>参與各項聚會人數理</b>	九月開	各委員
	魚、為公開試班同	榜、放榜祈禱會	論,觀察學生出席及	想	始,至明年	0 3 7
	學	1.9 ※ (2.1.7) 1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.	<b>参</b> 與時的表現	,	六月	
4.10		小天使計劃	宗教委員會會議中討	參與各項聚會人數理	九月至十	各委
0	魚、照顧個別有需	1 / 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2 1/2	論,觀察學生出席及	想	一月	員、團契
	要學生讓其投入		<b>零</b> 與時的表現	,	/1	學生、生
	學校生活		2 71 "1 H1 1/2 70			五 五 五 五 五 五 五 五 五 五 五 五 五 五 五 五 五 五 五
	マットエル					組及聖
						經科
4.11	配合學校家長教	家長小組	觀察出席者反應、問	理想的出席率及問卷	八月至十	各委員
	育工作,組成家長	4- K 1 M	卷 卷	回答	二月	及梁發
	小組,讓家長學習		٠٠.			发示 级 堂 同工
	與學生有效溝通					177
	英字至有效構過     的方法					
4.12	配合區會一百週	歷史遊 (校牧計劃中)	觀察出席者反應、問	理想的出席率及問卷	九月及待	校牧與
7.12	年紀念活動	压义型 (权权可则下)	一概祭山师名 及應、问 卷	互思的出席平及问卷 回答	九月及付   定	
	<b>一个心心心</b> 别	與學生出席感恩崇拜	₹ 1	口台	<u></u>	<b>分女</b> 貝
		ハ丁エ四州風心ボバ			l .	l .

#### 5 財政預算 - 參看財政預算報告

# 宗教委員會成員 6.1 <u>委員會成員</u> 6

顧	問	呂以敏校長
主	席	朱得怡老師
成	員	陳淑媚、鍾淑婷、黎俊勇、曾素玲老師

# 6.2 图契導師

初中	图契	曾素玲、葉麗珊、王波、張偉良老師
高中	图契	陳淑媚、朱得怡老師

# 附件一:

	Confirmed ?	宗	同事	Forms
3/9		開學	CST	
14/9		區會教育日	LCY	S1-5
8/11		新同事介紹	CTY	S1-6
3/12		校董	CSM	S1-5
12/12	OK	珍愛教育	TSL	S1-6
20/12 - 聖誕		聖誕 -	LCY · PELE	S1-6
崇拜		ACM		
15/2	OK	閱讀	CTY	TBC
25/2	OK	羅慈詠	CTY	S1-5
5/3	OK	戴德正	PELE +	S1-5
			CSM	
13/3	OK	花藝	CTY	
12/4	OK	EASTER – 麥潤	TSL	S1-5
		<b>畫</b> 时		
3/5	OK	創造與共融 - 黃	CTY	S1-5
		凱恩傳道		
15/5		梁發阿德	CSM	S1-5
23/5	OK	健康校園	CTW	S1-3
25/5		畢業典禮	CST	S6
31/5		政治與信仰: 劉進	PELE · CSM	S1-5
11/7		區	1.637	01.5
11/7		結業	LCY	S1-5

#### C.C.C. MONG MAN WAI COLLEGE

#### CIVIC EDUCATION COMMITTEE

#### WORKING PLAN (2018-19)

#### 1 Mission

- 1.1 To nurture in students civic attitudes and values including "national identity", "responsibility" and "commitment" with reference to youth development and social changes, and help students uphold positive values in making reasonable judgment and action when facing personal and social issues. To expand students' horizons and their understanding of other people, the community, our country and the world.
- 1.2 To further promote national education. After return of Hong Kong to China, enhancing students' understanding of our country and national identity, their commitment to national development and sense of responsibility toward public welfare has become an important task of the Education Bureau. Students are encouraged to understand the characteristics of Hong Kong society and the importance of the rule of law, democracy, human rights and justice, and put them into practice in life.
- 1.3 To strengthen students' critical thinking and problem solving skills such that they can analyse social and political issues objectively and make reasonable judgment.
- 1.4 To guide students to prepare and plan for future studies and career, and strive for their goal.

#### **Current Situation**

#### 2.1 Strengths

- **2.1.1** Suitable division of labour and key tasks are formulated with regard to members' strengths and preferences.
  - 2.1.1.1 School leadership renders strong support to the Committee.
  - 2.1.1.2 Cooperation is possible with other subjects.
  - 2.1.1.3 Adaptation can be made based on grade level needs.

#### 2.2 Weaknesses

- 2.2.1 Development is affected by the paucity of moral and civic education elements in formal courses.
- 2.2.2 Given rapid changes in youth and social development, it is difficult to integrate the cultivation of values and attitudes with various key learning areas and provide a comprehensive learning experience for the students.
- 2.2.3 In the serious shortage of platforms and lessons in the school, the effectiveness of implementation of different Civic Education plans was affected. To learn from other schools' experience, the committee had participated in EDB's "Value Education Teachers' network scheme".
- 2.2.4 Reduce of manpower(from 6 members to 5 members)

#### 2.3 Opportunities

- 2.3.1 The value of civic education is widely recognised.
- 2.3.2 The NSS curriculum allows more room for civic education. "Life-wide Learning" and "Other Learning Experiences" can further broaden students' perspectives and facilitate flexible thinking.
- 2.3.3 In the light of implementing the whole-school approach on Moral Education, the school agreed to the change of the committee's name from "Moral and Civic Education" to "Civic Education starting from 2015 September. With the well-established curriculum and extended activities of all committees and departments of school, Moral Education will continue to be given a prominent position in the school.

#### 2.4 Crisis

- 2.4.1 The introduction of diversified, need-oriented activities or courses requires coordination with other learning areas and subjects, which must be done in advance of time. The necessity of making timely adjustments with respect to the students will create uncertainties.
- 2.4.2 It is emphasized that moral and civic education should be closely relevant to students' lives. This adds to the teachers' workload as they have to keep abreast of the latest developments.

### 3 Major concern of the current year

Adaptation will be made with regard to school needs.

- 3.1 CLPE
- 3.2 SDL

#### 4 Targets of this year

- **4.1** Enhancement of environmental education
- 4.2 Promotion of students' understanding of HK society and community
- 4.3 Promotion of National education and Basic Law

回		計劃/措施	時間	對象	統	預算	評估	成功
應		n1 =1\( \delta \text{1H \( \delta \text{O} \)	-4 (14)	21 %	.,,,,	12/31	方法	準則
					7		1114	十八
目								
標		<del>,</del>						
4.2	認	時事分享	全年	全校	HMK		會議檢	
4.3	識	十大新聞選舉	年尾			300	討/	參與者
	時	明報小記者	全年	中				的滿感
	事/			四、			觀察學	意
	公			中五			生進度	
	民/			學生			/ 口頭	
	國	認識基本法(早	全年	全校	TWP	200	查詢	完成計
	民	會,約五次;壁報板						劃
	教	主題,約兩次)						
	育	基本法巡迴展覽	2019年1月21	全校	LYF	300		完成計
		(東九龍青年社及黃大仙	日-2月1日或			運費		劃
		區學校聯絡委員會辦)	2018年11月26					
			日至 12 月 7 日					
			(待機構回覆)					

3. 1		民間學堂	11月2日(全	中二	TWP	(津		
(見中國歷			方位學習日)			貼		
史科計劃)						)		
4. 2		荃灣客家文化考察	待定	高中	TWP	2200		問卷調
4.3			(約於三月)					查
		(了解香港的社區發展;						(約有%
		認識香港文化融和的面						參與者
		貌,與原居民權益的不						感滿
		同)						意)
4.3		《天上人間》敦煌	10月9日	中五	TWP	200		完成計
		文化知性之旅	(話劇及 VR 體	及中				劃
			驗)	六				
		*(STEAM)						
4.3		升旗禮	9月28日	全校	LYF	/	會議檢	
							討/問	
4.3		舞麒麟及麒麟紮作	18月9月26	中四	TWP	4000	卷調查	持分者
		工作坊	日	至中			/頭調	不少於
				五			查	60%對
								活動感
		鐵蹄下的香港:日	18年11月27	中三	LYF			滿意
		治時期生活((挑選	日					
		優秀學生參與)						
4.0		# at- [	10 5 4 7 0 7	1.	LVD	1000		
4.3		參觀「六四紀念館」		中	LYF	1000		
			(星期一)	五、				
			19年4月11	中六				
4.9		<b>虎</b> 双吐市 声 胭	日(星期四	λ 1 <del>-</del> -	CE	100		
4. 2		突發時事專欄	全年	全校	CE	100		
4. 3	環	環保袋設計比賽	全年	中二	YFL	500	会議長	空长佐
4.1	· 琅 · 境	依怀农政司 CC 奪	王十 	T —	YFL /	200	會議檢討	完成作品
	現教				TWP		i [1]	םם
	教育	講座(主題: 惜福減	18年11月28	初中	1 "1	500	由有關	講者對
	PI	廢講座)	日				田月 廟 老師評	學生反
			(低年級,第七				<b>七</b>	應回饋
			節)				/	正面
		社區廚房	待機構確定	全		/	學生回	參與人
				校			音	數符機
							-23	構合要

								求
		利是封回收宣傳	新年前後	全校				
						1000		
		各項回收活動/	全年					完成計
		宣傳各項環保日/		全校				劃
		製作宣傳 BANNER						
		早會環保訊息分享						
		(約五至七次)						
		課室清潔比賽	19年3月11	初中	YWL	300	學生比	分數達
			日至 22 日				賽表現	評判的
								要求
		協助推動本校環保		全校	全		與校方	
		政策			體		檢討	
4. 1		西貢鹽田梓生態遊	18年11月其	中一	YWL	2400	由老師	持分者
4. 2			中一個星期六	至中			按學生	不少於
			(待機構確定)	五			在當天	60%對
							的表現	活動感
							來評估	滿意
							成效	
3. 1	生	信興影子計劃	19年8月13	高中	YWL	300	學生繳	信興及
3. 2	涯		日9時至4時	(挑選			交「自	學生回
	規		(暫定)	優秀學			主學	饋正面
	劃			生參			習」報	
	(CLPE			與)			告參觀	
	)						工作紙	
							反思寫	
							作	
		講座,共兩個	18年9月12	中三		4000	導師回	持分者
		*「千里之行始於足	日及				饋/	不少於
		下 」(生涯規劃的初	19年5月9日				學生問	60%對
		中版本,如何擴闊職業					卷調查	活動感
		視野及認識甚麼是工						滿意
		作能力)						
		*「讓夢想飛揚」						
		(怎樣幫自己發夢?夢						
		想成真的方法又是甚						
		麼?講座會用電影作						
		媒體,去闡述如何讓夢						
		想成真)						

CE\_WORKING PLAN

其	學生會選舉教育	18年9月	全校	TWP	/	學生會
他						導師回
						饋正面

### C.C.C. MONG MAN WAI COLLEGE EXTRA-CURRICULAR ACTIVITIES (ECA) COMMITTEE ANNUAL PLAN 2018-19

#### 1. AIMS

- 1.1 To enhance students' all-round development of spirit, mind and body
- 1.2 To help students make full use of their spare time through active participation in various school activities
- 1.3 To provide students with opportunities for character formation, realization of potential and leadership training
- 1.4 To provide quality learning experiences to supplement classroom teaching and learning
- 1.5 To cultivate students' generic skills, and to enrich, enlarge and extend students' classroom learning through various learning experiences
- 1.6 To instill into our students a sense of belonging to the school through various kinds of participation in different ECA
- 1.7 To encourage students to participate in different activities on a regular basis and develop a healthy and active lifestyle
- 1.8 To echo with the school two major concerns "Self-directed Learning" and Career and Life Planning Education.

#### 2. SWOT ANALYSIS

#### 2.1 STRENGTHS

	STRENGTHS	WAYS OF KEEPING
2.1.1	Our enthusiastic and committed members are from	√ To keep and boost
	various backgrounds, which enrich the overall capacity	morale of the team for
	of our team.	better performance
2.1.2	The school administration attaches great importance to	✓ To maintain and enhance
	our committee and thus gives us enormous support	communication with the
	and freedom.	school administration
2.1.3	The Student Association and other clubs are quite	✓ To better the quality of
	well-established, which enables the smooth	the ECA organized
	implementation of ECA.	
2.1.4	Our teachers are quite versatile and talented, providing	✓ To create more capacity
	opportunities for quite distinctive ECA, e.g. Scrabble	for teachers for strategic
	team, bowling team, drama club and dance group.	development of certain
		ECA groups
2.1.5	A culture of inter-departmental co-operation has been	✓ To seek more
	established.	opportunities of
		collaboration with
		different subject panels
		& functional committees

### 2.2 WEAKNESSES

	WEAKNESSES	WAYS OF IMPROVING
2.2.1	The recent focus of the school has been placed on	√ To strengthen academic
	students' academic learning and students are not	ECA as a means to
	highly encouraged to participate in ECA.	accomplish the school
		goal.
	Teacher capacity is reduced due to various recent educational reforms and initiatives.	✓ To better utilize external resources and strengthen co-operation with other panels / committees for economization of manpower
2.2.3	Financial support from the school (e.g. CEG) has been reduced greatly.	<ul> <li>✓ To economize resources by looking for lower-cost activities</li> <li>✓ To make better use of the Jockey Club LWL Fund, School-based After School Learning &amp; Support Programmes and the Community Care Fund</li> <li>✓ To join program that support by other fundings</li> </ul>
2.2.4	Students are quite passive.	<ul> <li>✓ To strengthen the 'One Student One Sport / Art" Scheme with a recognition scheme</li> <li>✓ To encourage students to develop an all-round reflective profile by means of SLP</li> <li>✓ To let students knowing themselves by introducing career and life planning education.</li> </ul>
2.2.5	Number of teachers is declining because of The	✓ To better utilize the
	Voluntary Optimization of Class Structure Scheme	manpower of clubs and
	(VOCSS). Fewer teachers are available to be the clubs	houses advisors.

	and houses advisors.	Reduce number of
		advisor in some clubs.
2.2.6	Number of ECA committee members was reduced. We	✓ To better utilize the
	may not have enough manpower to carry out the	manpower and simplify
	program.	the complicated
		administration works.
		✓ To seek resources from
		outside program.

#### 2.3 OPPORTUNITIES

- 2.3.1 Ample external resources (e.g. various organizations, external competitions and performance opportunities) are available.
- 2.3.2 Universities are now recognizing students' OLE, SLP and OEA (Other Experiences & Achievements) as part of their consideration for admission.
- 2.3.3 The introduction of Student Learning Profile [SLP] serves as an impetus for both schools and students to emphasize more ECA for student's whole-person development.
- 2.3.4 Some ECA groups, e.g. bowling team, Scrabble Team, Dance Group and drama club performed very well in external competitions in the past few years.
- 2.3.5 A mild culture of celebrating students' learning achievements in various aspects has been cultivated at school over the last few years.
- 2.3.6 The Voluntary Optimization of Class Structure Scheme (VOCSS) has given an edge to the 'One Sport / Art for One Student' Scheme, which enables monitoring over quality and attendance.
- 2.3.7 Development of ECA echoes with the school two major concerns "Self-directed Learning" and "Career and Life Planning Education".
- 2.3.8 After two years of preparation, committee has a clear goal about how to echo with the school major concerns on "Career and Life Planning Education".
- 2.3.9 Program of ECA leaders training are developing these few years. Students have a clear goal and target to being leaders at different positions.
- 2.3.10 Our school applied the School Sports Programme Coordinator (SSPC) Scheme that gives students more opportunities to participate in sports activities so as to further promote a sporting culture in campus, to raise the level of sport in schools, and to identify students with sports potential.

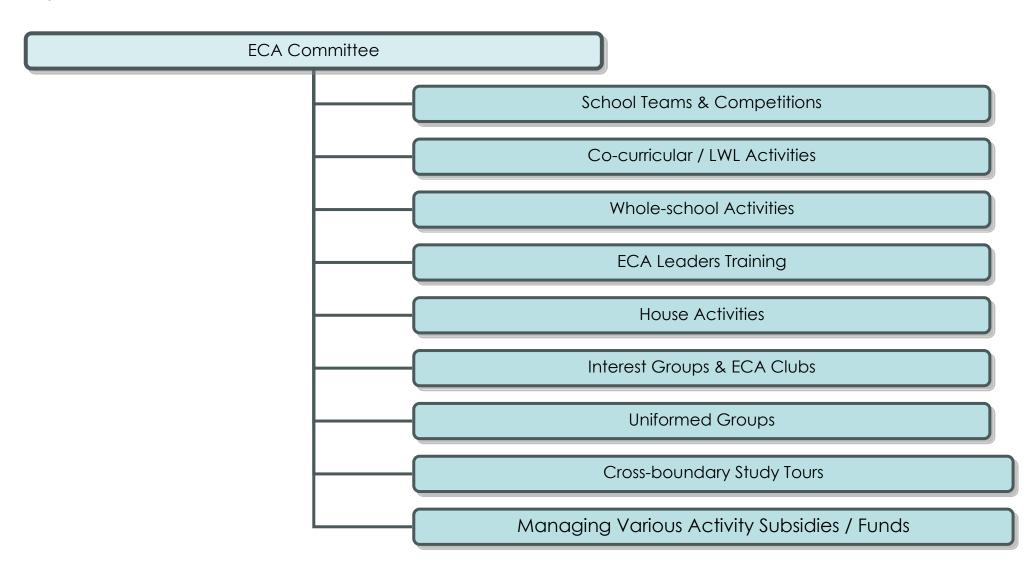
#### 2.4 THREATS

- 2.4.1 ECA might be marginalized if the school focus is overly towards academic performance.
- 2.4.2 More experienced ECA advisors have been assigned other administrative duties and have to withdraw from taking up an ECA group.
- 2.4.3 The Voluntary Optimization of Class Structure Scheme (VOCSS) reduces the

- number of teachers. Teachers have to share the workload.
- 2.4.4 Students are too busy with many leading posts, e.g. Prefect, AC prefect, student ambassador and Houses committee member.
- 2.4.5 The Voluntary Optimization of Class Structure Scheme (VOCSS) reduces the number of students. Some Clubs and Societies were cut. Some talented students cannot develop their interest at school.

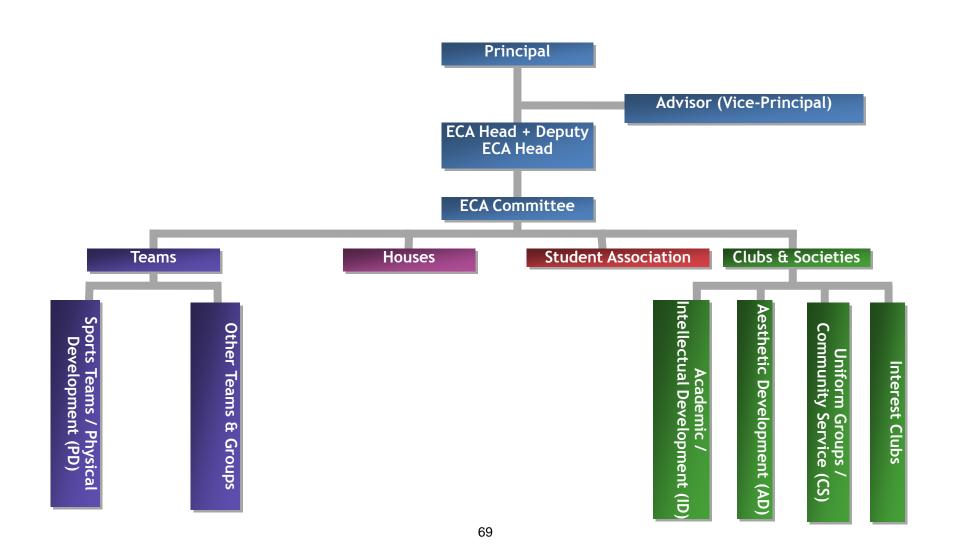
#### 3. COMMITTEE MAJOR DUTIES

Major Duties of ECA Committee (18-19)



#### 4. STRUCTURE OF VARIOUS ECA GROUPS

# Structure of Various ECA Groups 18-19



# 5. SCHOOL'S MAJOR CONCERNS

- 5.1 Self-directed Learning
- 5.2 Career and Life Planning Education

# 6. COMMITTEE OBJECTIVES:

	IN RESPO	NSE TO
OBJECTIVES	Major Concern 5.1	Major Concern 5.2
	Self-directed Learning	Career and Life
		Planning Education
6.1 To help students develop healthy interest and		
explore their potential	V	•
6.2 To strengthen 'One Sport One Art for One		
Student' Scheme in junior forms	<b>Y</b>	<b>Y</b>
6.3 To encourage students develop their interest		<b>√</b>
and strength in different areas in senior forms		<b>V</b>
6.4 To increase students motivation by		
experiential learning	<b>Y</b>	
6.5 To increase the competence of students by		<b>√</b>
celebrating their achievements	<b>Y</b>	<b>Y</b>
6.6 To enhance students autonomy by student		
centered leadership development		

# 7. ALLOCATION OF DUTIES

	N	IEMBE	ERS		ACTION CALDENDAR	MONTHS   8   9   10   11   12   1   2   3   4   5   6												
SLY	CYL	CWY	LCY	CYY	WORK	8	9	10	11	12	1	2	3	4	5	6	7	8
*					1. Annual plan, budget & report													
*		0			2. Updating various ECA forms													
0	0	*	0		3. Collecting and tidying up enrolment lists,													
					annual plans, budgets & reports from													
					different ECA groups (with School IT													
					Committee)													
*	0	0	0		4. Monitoring & managing various ECA groups													
*				0	5. Supervising 'ECA prefects'													
*		0			6. Updating ECA committee board													
*	0	0	0	0	7. ECA Enrolment Days													
0		*			8. SA Election & Co-ordination													
*		0			Student Leaders Inauguration Ceremony													
		*			10. Co-ordination of Uniformed Groups													
*					11. Co-ordination of School Picnic													
*					12. Co-ordination of Sports Teams													
0			*		13. External performances													
	0			*	14. House activities													
*	0		0		15. ECA Leaders Training													
0			*		16. "One Student One Sport Art (OSOSA)"													
					Scheme													
*		*			17. SA activities													
*	0		0		18. Nominations for external competitions /													
					awards													
*	0	0	0	0	19. S1-S2 Life-wide Learning Days													
*	0	0	0	0	20. Learning Celebrations													
*	0	0	*	0	21. Post-exam Activities													
*					22. EXCO meetings & Form Masters' meetings													
*					23. Appraisals of committee members													
*	0	0	0	0	24. Appraisals of ECA teachers-in-charge													
		0		*	25. Jockey Club Charities Trust Summer Youth													
					Fund													
*					26. Jockey Club Life-wide Learning Fund &													
					School-based After-school Learning &													
					Support Programme													
*					27. Mr Mui Ho-kuo Memorial Scholarship and													
					Dr Yeung Kai-ching Scholarship													
*	0				28. Assigning ECA duties for next year													

# 8. IMPLEMENTATION PLAN

# 8.1 To increase the competence of students by celebrating their achievements (School Major Concern 5.1 & 5.2)

	Strategy / Work	In Response to	Categori es	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
8.1.1	To continue to organize and co-ordinate learning celebration sessions for students to celebrate and recognize their achievements	5.1 5.2	◆ Underst anding Self	1/19-4/19	<ul> <li>◆ Different modes of performance are included</li> <li>◆ Both academic and non-academic sharing in morning assembly and hall during learning celebrations</li> </ul>	<ul> <li>◆ Student participation</li> <li>◆ Teacher observation &amp; feedback</li> </ul>	*SLY *CWY LCY	\$ 2500
8.1.2	To encourage students to participate in various inter-school & external competitions to widen their horizons and increase competence	5.1 5.2	<ul><li>Underst anding Self</li><li>Talent Develo pment</li></ul>	9/18-8/19	<ul> <li>Students are encouraged and subsidized by school to join more external training,</li> </ul>	<ul> <li>Student participation</li> <li>Student achievements</li> <li>Teacher observation</li> </ul>	*SLY LCY	\$11300

	Strategy / Work	In Response to	Categori es	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
					competitions and performances  About 50% of clubs and teams organize various			
					inter-school & external competitions  About 50% of students participate in various inter-school & external competitions			
8.1.3	To organize and co-ordinate the school-wide activities and post-exam activities with subject panels and committees to provide wide range of knowledge	5.1 5.2	<ul><li>Understa nding Self</li></ul>	1/18-7/19	◆ Fill in the entire time slot	<ul> <li>◆ Student participation</li> <li>◆ Teacher observation &amp; feedback</li> </ul>	*SLY ALL	\$4800

Strategy / Work	In Response to	Categori es	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
and experience to students							

# 8.2 <u>To increase students motivation by experiential learning(School Major Concern;5.1 & 5.2)</u>

	Strategy / Work	In Response to	Categories	Time		Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
8.2.1	To collaborate with subject panels for more co-curricular / LWL	5.1	<ul><li>Career</li><li>Explorati</li><li>on</li></ul>	9/18-8/19		At least 3 activities are co-organized	•	Teacher observation & feedback	*SLY ALL	\$ 5,100
	activities that supplement classroom learning (e.g. LAS on Social Issue)					with subject panels or committiees throughout the year				
8.2.2	To organize / co-organize cross-boundary study tours for senior formers	5.1 & 5.2	<ul><li>Understa nding Self</li></ul>	9/18 - 8/19	•	At least 1 cross-boundar y study tours is successfully organized	<b>*</b>	feedback	*SLY *CYY ALL	Subsidy on teacher's fees

# 8.3 To help students develop healthy interest and explore their potential (School Major Concern; 5.2)

Strategy	/ Work	In Response to	Categories		Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
8.3.1 To further st 'One Studer Art' Scheme	nt One Sport /	5.2	<ul> <li>Understa nding Self</li> <li>Talent Develop ment</li> </ul>	9/18-8/19	◆ Each S1 student is engaged in at least one long-term	   • /	Student participation Analysis the percentage of student	*LCY SLY	Sports Team: \$91,570 Music Classes: \$26,000

	Strategy / Work	In Response to	Categories	Time	Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
					training	•	participated in ECA in S1 Teacher		
8.3.2	To organize tasting course for S1 Students	5.2	<ul> <li>Understa         nding         Self</li> <li>Talent         Develo         p</li> </ul>	9/18-8/19	<ul> <li>◆ 40 targeted students join the S1 tasting course</li> </ul>	•	Observation  Questionnaire  Student participation  Teacher observation & feedback	*SLY LCY	/ Funding from Community-based Project
8.3.3	To organize different sports team and instrument courses	5.2	<ul><li>Understa nding Self</li><li>Talent Develo p</li></ul>	9/18-8/19	◆ 80% attendance rate	*	Statistical analysis Student participation Teacher observation & feedback	*LCY SLY	Sports Team: \$91,570 Music Classes: \$26,000

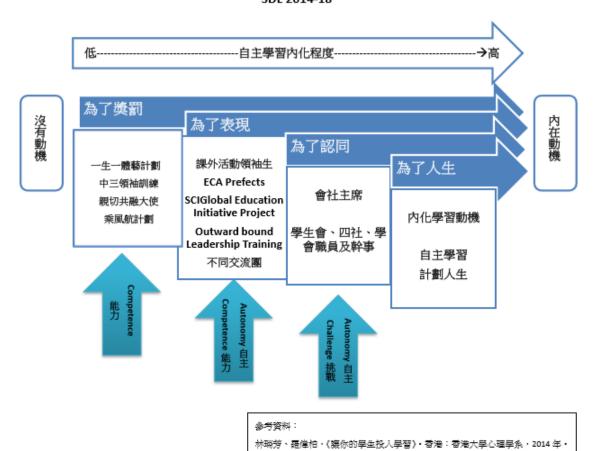
# 8.4 <u>To enhance students autonomy by leadership development (School Major Concern; 5.1 & 5.2)</u>

	Strategy / Work	In Response	Categories	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
		to						
8.4.1	To organize students	5.1 5.2	◆ Positive	9/18-8/19	◆ Participated	♦ Number of	*LCY SLY	/
	leaders' training program	5.2	Self		Students	students that	SLI	
	for S3 as foundation				become	become		

	Strategy / Work	In Response to	Categories	Time		Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
8.4.2	To further develop leadership training by	5.1 5.2	<ul><li>Leadersh ip Skills</li></ul>	9/18-8/19	•	student leaders in senior form  ECA Prefects become head	•	student leaders. Student participation Teacher observation Student participation	*SLY CYY	\$22,000(MNE Fund)
	providing more student centered learning and leaders role as first-tier leaders thru ECA Prefects		,		<b>*</b>	of houses, SA or interest group. Students take more active role in organizing activities	*	•		
8.4.3	To develop student autonomy by giving chances for student organizations to conduct different events.	5.1	◆ Leadersh ip Skills	9/18-8/19	*	Student can conduct events by themselves Each club or society can conduct at least 5 events each	*	Student participation Teacher observation & feedback Analyse the annual reports of clubs and societies.	*SLY	\$5,000

Strategy / Work	In Response to	Categories	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
				year.			

#### ECA Committee SDL 2014-18



## 9. COMMITTEE MEMBERS

Advisor : FPS Head : SLY

Members : CWY, CYY, LCY, CYL

# C.C.C. MONG MAN WAI COLLEGE OTHER LEARNING EXPERIENCES (OLE) COMMITTEE ANNUAL PLAN 2018 -19

#### 1 Vision

- 1.1 To get students to understand their career/academic aspirations and develop positive attitudes towards work and learning.
- 1.2 To prepare students to make "informed further study and career choices" in their secondary schooling, managing and adapting to the transition from school to work.
- 1.3 To enhance students to integrate their career awareness with whole-person development and life-long learning.
- 1.4 To complement subject learning (including Applied Learning).
- 1.5 To complement Student Learning Portfolio (SLP) with other committees/Panels (Academic Committee, Information Technology Committee, Chinese Panel, English Panel and etc.

#### 2 **SWOT Analysis**

#### 2.1 Strengths

#### 2.1.1 <u>Career-related Experiences</u>

- 2.1.1.1 'Career and Life Planning Education' is one of the major concerns in 16-19. The inclusion of CLP in school development plan could facilitate the development of life planning education and career guidance service in a more coordinated and systematic manner.
- 2.1.1.2 Our committed members contribute proactively, enriching the capacity of our team.
- 2.1.1.3 Career guidance and education curriculum catering for \$2 \$6 has been well practiced. OLE members and Form Master / Class Teachers are getting familiar with the school-based CRE curriculum.
- 2.1.1.4 Based on the experiences in the previous NSS cohorts, colleagues have accumulated experiences on career intervention/guidance for students and became familiar the related skills and strategies.

#### 2.1.2 Other Learning Experiences

- 2.1.2.1 The five different areas of OLE have already taken shape and some been developed quite well in the school.
- 2.1.2.2 Development and co-ordination of OLE lessons can be based on existing practices within the school structured lesson.
- 2.1.2.3 OLE lessons in \$4-\$6 have provided the platform for aesthetics development, career-related education and community services under the structured time table.

#### 2.2 Weaknesses

#### 2.2.1 Career-related Experiences

- 2.2.1.1 The importance of career guidance have greatly highlighted under Senior Secondary Framework, including the implementation of ApL, preparation of SLP, application of JUPAS and other non-JUPAS degree and sub-degree programmes, which led a heavy inclination of committee workforces on CRE, rather than the whole five OLE areas.
- 2.2.1.2 Family supports of most students are very limited. They lack of role model and network to boost up their study and career aspirations. Students' awareness on study and career planning could be further enhanced.

#### 2.2.2 Other Learning Experiences

- 2.2.2.1 Integration of other learning experiences components with extra-curriculum activity development could be developed. It could formulate a comprehensive whole-person development, from ECA in junior forms to OLE in senior forms.
- 2.2.2.2 The implementation of Community Service spreads from Junior and Senior Forms and among committee/ECA Clubs without centralized coordination and progressive design of curriculum.

#### 2.3 Opportunities

- 2.3.1 The Voluntary Optimization of Class Structure Scheme (VOCSS) offers an opportunity to enhance the implementation of CRE framework. Starting from 16/17, the number of classes will be reduced from 5 to 4 classes in all forms. This enables our CRE programmes and support measures to be more interactive.
- 2.3.2 Opportunities for collaboration with external bodies which provide quality learning experiences for students are open up with the effort of EDB and other related organizations (e.g. HYC, HKFYG, HKACMGM, Deloitte, United Christian Hospital and Funding Scheme for Youth Life Planning Activities).
- 2.3.3 One of the school's major concerns in 16-19 focus on 'Career and Life Planning Education'.

  This facilitates the collaboration between OLE Committee and other subject panels / committee in enriching the career and life education in whole school approach.

#### 2.4 Threats

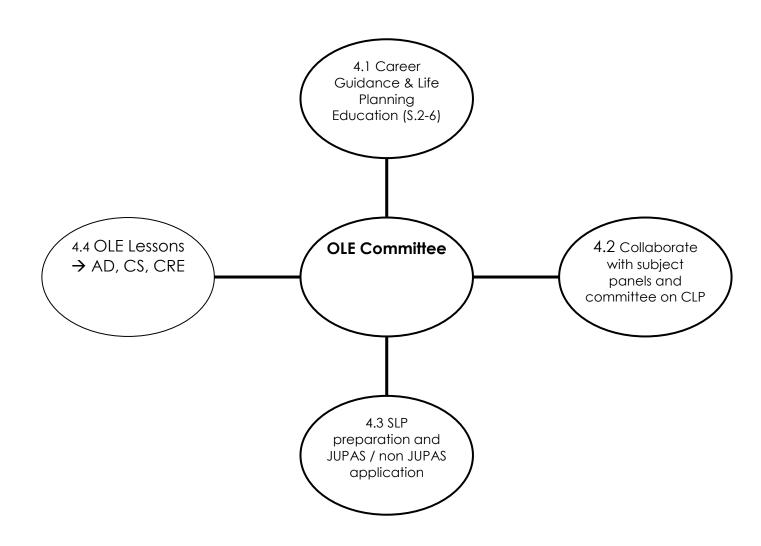
- 2.4.1 Turning Career and Life Planning Grant (CLP Grant) into regular teaching post was effective in 2017-18. The unspent extra transitional grant for 18-19 is \$87,586.31.
- 2.4.2 With the support of school authority, the turning does not affect the existing pooling of resources on CLP and OLE Committee in academic year 2018-19. It ensure the current support on Career-related experiences (CRE) and Career and Life Planning (CLP) in 18-19, including 18-lesson exemption (or deduction), employing teacher assistant (Project Coordinator assistant) and subsidy on students activities. While, current comprehensive support will be subjected to change if resources from school cannot be sustained.
- 2.4.3 Number of teaching staff is reduced under the allocation of manpower and effect of VOCSS. It is not favorable to the expansion of manpower when the need of career and life planning education is heavily emphasized.
- 2.4.4 Change of personnel within committee causes re-allocation of duties. It takes time to adapt the new division and collaboration.
- 2.4.5 The consideration of University admission, including the minimum requirement of elective subjects, options of UGC-funded programmes and calculation formula, still keep changing. Tailor-made supports to teachers and students are required to response these changes.
- 2.4.6 The wide range of academic performance of students requires our high level of variety on career guidance support, ranging from HD/Asso to Degree and Self-financed programme to UGC-funded programmes.

#### 3 School Major Concern (2016-19)

- 3.1 Self-directed Learning (SDL)
- 3.2 Career and Life Planning Education (CLPE)

### 4 <u>Committee's Year Objectives</u>

- 4.1 To enhance the work of life planning education and careers guidance and education for \$.2-\$.6 with the use of Transitional Career and Life Planning (CLP) grant.
- 4.2 To explore possible support and collaboration with subject panels and committee on implementing Career and Life Planning Education. (with the use of Career and Life Planning (CLP) grant)
- 4.3 To provide students balanced exposure and experiences in different areas of OLE, especially aesthetic development, community services and career-related experiences, in the structured time table.
- 4.4 To establish the mechanism on SLP preparation and JUPAS / non JUPAS application with class teachers, form masters and other committees (AC committee, IT committee, Chinese Panel, English Panel and Clerical support, etc).



# 5 Proposed Plan in 18-19

# 5.1 Plan for target groups

# 5.1.1 Collaboration with other subject panels and external organizations (CST, Cynthia)

Scheme / Activity	Concerned Subject Panel and Organization	Duration	Concerned Students
Life Buddies 「友。導向」師友計劃	● BAFs ● Deloitte hk (德 勤)	7/09/2018 – 13/07/2019	Second Tier: 15 S5 and S6 students Third Tier: 15-20 S4 students (by subject teachers' invitation)
「綠衣天使」醫院義務工作 計劃	基督教聯合醫院	09/2018 – 07/2019	~20 students Open recruitment and nomination by teachers
'From Page to Stage' Programme 2019 (Workplace Visit and Drama Appreciation) (To be approved by School)	<ul><li>English</li></ul>	15/03/2019 10:15 am – 12:00 nn	S2 Students (Whole Form)
Student Training in Entrepreneurship Program	<ul><li>ICT</li><li>Jockey Club</li><li>CoCoon</li></ul>	09/2018 – 08/2019	S4 Students (Whole Form) During S4 OLE Lessons

# 5.1.2 Catering diversified students' needs (CST, Cynthia)

Cabone / Tatinit	Concerned Subject Panel	Duration	Conserved Students
Scheme / Activity	and Organization	Duration	Concerned Students
Project Bridge 職橋 計劃目標 1. 探索及認識不同職業, 讓SEN學生擴濶眼界及擴大 職業選擇 2. 透過工作坊及個人面談 輔導,讓 SEN 學生認識自己 的優勢及訂立清晰的未來 升學就業方向	<ul><li>● HKFYG 香港青年協會</li><li>● Guidance Committee</li></ul>	Throughout year	<ul> <li>8 SENs students from S3-4</li> <li>students are selected from the list of Special Exam Arrangement and recommended by Student Guidance Committee and / or Student Support Team (SST)</li> <li>Due to the cut off of CLP Grant, the corresponding cost (\$35,000) would be subsidized by Learning Support Grant (SEN Grant).</li> </ul>
「動力學堂」 興趣技能工作坊 (9 workshops) Under 18-19 After-school Learning and Support Programme	<ul> <li>Caritas Institute of Community Education (Tsui Ping)</li> <li>AC (Affairs)</li> </ul>	11/2018 – 6/2019	Less privileged students from Junior and Senior Forms (total: 58 students)

Detailed arrangement could be found in '18-19\_職橋\_整體安排'.

### 5.2 Plan in respective forms

#### 18/19 Form Career Guidance Teacher

(Junior Form Coordinator: KLP; Senior Form Coordinator: CST)

FORM	Form Coordinator	GUIDANCE MATERIAL
\$2	Miss Wu KY	
\$3	MISS KWOK LP	Solo of Proof Attrivial
\$4	Mr. Lee HL	School-Based Material
\$5	Miss Chung ST	
\$6	Miss Chung ST	School-Based Material and Career Interest Inventory 事業興趣測試

#### **Role of Form Career Guidance Teacher:**

- Attend Corresponding Form Meetings (4 times/year)
- Form Release/announce the updated career-related information in Form Meeting
- Spot student who needs further career counseling
- Provide individual career guidance to students in need or referred by Class Teachers

# For whole school

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
Throughout the year			- Alumni Sharing @ Morning Assembly - Activities Promotion - Newsletters - Parents Night / HKDSE Result Release	LHL, CST	Cynthia
23/02/2019 (1st Parents' Day)	Identical Sessions 09:30-10:30 11:00 – 12:00 14:00 – 15:00	Rm 109	NSS Introductory Talk For Parents 高中學制及出路講座	CST, LWL	Cynthia
11/07/2019 (2 <sup>nd</sup> Parents' Day)	14:00 – 16:30	Rm 109-110	Support on 2 <sup>nd</sup> Parents Day 出路諮詢	CST	Cynthia

# **S2** Career Guidance Teacher: Miss Wu KY

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
Whole year	6-7 CT Lessons	Classro om	Career Guidance Lessons	KLP, WKY	Cynthia
4/04 or 5/07 (TBC) (Post Exam Activity)	Whole day After exam session	ТВС	Post Exam Activity Career exploration @ Ocean Park Academy Hong Kong TBC	CST, KLP	S2 Form Master, Class Teachers, WKY, LHL, CST, Cynthia

# S3 Career Guidance Teacher: MISS KWOK LP

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
6/09/2018	12:00-12:35 (Period 6)	Hall	S4 Subject Selection Briefing Session 高中選科簡介	CST, LWL	S3 Form Master, Class Teachers, Cynthia
10/2018 TBC	Half day during 08:30-18:00	CUHK	Visiting CUHK (Voluntary Basis, 30 quota) 探索香港中文大學 (自行報名, 30 個名額)	CST	Cynthia, KLP, WKY, LHL, CST, Alumni
17/11/2018 PTA AGM	After the AGM	Hall	NSS Introductory Talk For S3 Parents @ PTA AGM 高中選科簡介中三家長	CST, LWL	CST
6/05/2019	15:40 - 17:00	Hall	Talk on Mechanism of Subject Selection (for <b>\$3</b> Ss) 中三選科機制講	KLP, LWL	S3 Form Mistress, Class Teachers, CST, Cynthia
10/05/2019 (Staff Development Day)	19:00 - 20:30	Hall	S3 Parents Night - Talk on NSS Subject Selection & Mechanism (for \$3 Parents) 中三家長晚會 - 選科機制家長講座	KLP, LWL	S3 Form Mistress, Class Teachers, CST, Cynthia
Whole year	8 CT Lessons	Classro oms	Preparatory Lessons for NSS Curriculum + Alumni Sharing + Group Counselling	KLP	S3 Class Teachers, CST, Cynthia

# **§4** Career Guidance Teacher: Mr. Lee HL

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
6/09/2018	11:25-12:00 (Period 5)	Hall	S4 NSS Briefing Session 中四高中簡介 (OLE Arrangement + Add/drop)	CST, LWL	S4 Form Master, Class Teachers, Cynthia
Feb 2019 (TBC by EDB)	12:40-13:20 Lunch	Chem Lab	Briefing Session on ApL 應用學習課程簡介 (not compulsory, 自選)	CST	KLP, Cynthia
2/11/2018 4A 18/1/2019 4B 4/4/2019 4C 28/6/2018 4D Dates to be confirmed after the announcement of Test/Exam Timetable		YES Center	Visit YES 青年就業起點	LHL, Cynthia	S4 Form Master, Class Teachers,
06/2019 (TBC)	during OLE Lesson	Respective Classroom	DISC Profile 眾裏尋科 By HKFYG 香港青年協會	CST, LHL	Cynthia
Whole Year	~ 7 CT lessons	Classro oms	School-based CRE Material	CST, LHL	S4 Class Teachers
Whole Year	OLE lessons	Classro oms	Coordination of OLE Lessons	LLM	

# **§5** Career Guidance Teacher: Miss Chung ST

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting
					Staff
5/09/2018	11:25-12:35 (P5-6)	Hall	S5 NSS Briefing Session 中五高中簡介 (University Exploration + SBA)	CST, LWL	S4 Form Master, Class Teachers, Cynthia
16/04/2019	Period 7	Hall or Covered Playgrou nd	S5 Summer Centralized Arrangement 中五級暑期補課、模擬考試及模擬放榜簡介	CST, LWL	S4 Form Master, Class Teachers, Cynthia
06/2019 (TBC)	during OLE Lesson	Respective Classroom	Interview Workshop 面試工作坊 By St. James' Settlement 聖雅各福群 會 (Subsidized by Funding Scheme for Youth Life Planning Activities Home Affairs Bureau) (民政事務局 青年生涯規劃活動資助計劃)	CST	Cynthia
2/07/2019 (5A+5C) 3/07/2019 (5B+5D)	13:00 – 17:00	Wan Chai	Career Live 職業體驗遊戲	CST	S5 Form Master, Class Teachers, Cynthia
28/06/2019 (amended)	13:30 – 16:30	Classro oms 101-104	Workshop on JUPAS/SLP Preparation (Writing) 學生學習概覽工作坊(一)	KLP, WKY, LHL, LLM	
Whole Year	~ 3 CT lessons	Classro oms	School-based CRE Material	CST	S5 Class Teachers
Whole Year	OLE lessons	Classro oms	Coordination of OLE Lessons (4 classes)	LLM	

# **S6** Career Guidance Teacher: Miss Chung ST

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
3/09/2018	13:30 – 15:00	Rm 101-105	Workshop on JUPAS/SLP Preparation (Writing) 學生學習概覽工作坊(二)	KLP, WI	KY, LHL, LLM
4/09/2018	11:25-12:35 (Period 5-6)	Hall	S6 NSS Briefing Session 中六高中簡介 ( SLP preparation + JUPAS application + HKDSE Application)	CST, LWL	S6 Form Master, Class Teachers, Cynthia
15/09/2018 (sat) (Reserve: 16/09/2018)	1:30 – 16:30	Hall	Mock Result Release + S6 Parents' Meeting 中六模擬放榜暨家長講座	KTK, CST	S6 FM, CTs, OLE, Guidance, Religious, AC(Affairs),
					6A: CSM
Oct – Nov	NA	NA	Guidance on JUPAS and non JUPAS Decision 選科輔導	CST, KLP, WKY,	6B: LSW
	. , ,			LHL, LLM	6C: TSL
					6D: HMK

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
3/12/2018	Period 7 – 9	Covered Playground	Sharing on non-JUPAS programmes 非聯招選科分享	CST, Cynthia	S6 Form Master, Class Teachers (Period 7 ONLY)
6/07/2019 (sat)	14:00-16:30	Hall	Pre D-day Seminar on Announcement of HKDSE Result (for students & parents) 文憑試放榜準備講座	CST	S6 FM, CTs, ACS, ACA, Cynthia
10/07/2019 (wed)	07:45–11:30	Hall, Rm101- 110, 201-202	D-day Guidance for Ss on the Day of Release of 2019 HKDSE Results 2019 文憑試放榜輔導	CST	S6 FM, CTs, ACA, Guidance Teachers, ALL OLE Teachers
				TBC	TBC
/2019	09:00 – 12:00 1:30-4:30	Rm109	Rm109 Post D-day Offer advice to students on their pathways		TBC
/2019	1.50-4.50		off from parriways		TBC

# 6 <u>18-19 Implementation Plan</u>

6.1 <u>To enhance the work of life planning education and careers guidance and education for S.2-S.6 with the use of Transitional</u>

Career and Life Planning (CLP) grant (respond to Objective 4.1 and 4.2)

Target Level			Success Criterion		Evaluation Method		on(s)-in harge	Required Resources
	6.1.1 To provide careers guidance activities which are aligned with their developmental	•	At least one careers activity is organized for each target form	* *	Student Feedback forms and worksheets Teacher observation	\$2	KLP, CST, WKY	\$20,000 (Career Exploration @ Workplace Visit to Ocean Park)
	needs in different forms					\$3	KLP	<b>\$0</b> (Group Counseling)
	(S2-S6)					\$4	LHL	\$6,000 (My CV)
Student	6.1.2 To collaborate with external organizations for work-related experiences					\$5	CST	\$ 0 (Interview Workshop by St. James Settlement) Under funding of Home Affairs Bureau
St.						\$6	CST	\$600 (Teacher Guide Books for Individual Counselling)
		At least two schemes are introduced to students of our school	<ul><li>Student Feedback forms</li><li>Teacher observation</li></ul>	EDB	CST	\$500		
	and schemes and opportunities for further studies					HKFYG, HKACM GM, HYC	CST	\$500
Student	6.1.3 To implement school-based materials for CRE lesson (S2-S3) and Material for Class	•	Review teaching schedule, powerpoint & teacher notes	<b>*</b>	Student Feedback forms Class Teachers Questionnaire	\$2	KLP, WKY	\$1,000 (souvenir in lessons) *WKY: 3-lesson exemption

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in -charge		Required Resources
	Teacher Periods (\$1-6)	provided for class teachers		\$3	KLP	*KLP: 6-lesson exemption
				S4		
				\$5	CST	*CST: 6-lesson exemption
				S6		•
Student	6.1.4 To maintain online platform for disseminating career information and promoting outside school activities and facilitating online application (by OLE Committee only)	Refine online platform based on the use in 17-18	<ul> <li>Number of Activity promoted in online platform</li> <li>Enrolment Rate of activities</li> <li>View Records</li> <li>Student feedback</li> </ul>		CST ia (PCA)	\$6,000
Student	6.1.5 To employ 1 Full Time Project Coordinator Assistants	<ul> <li>Support Online platform operation</li> <li>Support CRE lessons and activity</li> <li>Promote career-related activity from external organization</li> <li>Support clerical work</li> </ul>	◆ OLE Teachers' Evaluation	CST		\$ 0 (Supported by school)
	6.1.6 Support to SENs 職橋	<ul> <li>At least ONE         workshop for SENs on         self-understanding</li> <li>At least TWO         workplace visits were         arranged</li> <li>At least ONE</li> </ul>			CST ia (PCA)	\$ 0 (Supported by Student Learning Grant – SEN Grant)

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in -charge	Required Resources
		debriefing/individual guidance session for participants after workplace visit			
Student	6.1.7 To provide training to Career Ambassador Team	<ul> <li>Disseminate information related to work and further studies</li> <li>Promote activity related to work and further studies inside and outside school</li> </ul>	<ul> <li>◆ Ambassadors' Feedback</li> <li>◆ Advisors' Feedback</li> </ul>	LHL Cynthia (PCA)	\$ 30,000 (TBC) (may be fully subsidized by 'Funding Scheme for Youth Life Planning Activities' of Home Affairs Bureau)  *LHL: 3-lesson exemption
Parents	6.1.8 Mock Result Release	Completion of Mock Result Release in sep	<ul> <li>Committee Heads' and Teachers' Feedback</li> <li>S6 FT/CT Feedback</li> <li>S6 Parents' Feedback</li> <li>S6 students' Feedback</li> </ul>	KTK, OLE, ACA, Guidance, Religious Committee,	\$19,200 (Programme Fee) \$ 1000 (Material)
	6.1.9 Parents Support in Regular Meetings (S3 Parents Night and	<ul> <li>Provide consultation support in S3 Parents Night, 1st and 2nd</li> </ul>	◆ Parents Feedback	S3: CST, KLP	
	Parents Days)and special days (Parents'	Parents Days and Day of HKDSE Result		Parents Days CST	\$ 0

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in -charge	Required Resources
	Days and HKDSE Result Release)	Release		Day of HKDSE Result Release: Whole Team	
Teacher	6.1.10 Teaching Training & Professional Sharing	<ul> <li>At least one professional sharing held in Staff Meeting or Staff         Development Day</li> <li>At least one workshop for related parties/class teachers on JUPAS guidance sharing for \$5 class teacher</li> </ul>	◆ Teachers' Feedback	CST	<b>\$0</b>
	6.1.11 To collaborate with subject panels and committee in organizing CLP engagement activities	<ul> <li>At least three schemes/activities are organized</li> </ul>	<ul> <li>Student Feedback forms / Reflection Worksheets</li> <li>Teachers Feedback</li> </ul>	CST Cynthia (PCA)	\$ 2768.31
Total Estimated Use in 2018-19					\$ 87586.31
		Unspent Grant in Trar	nitional Career and Life Planning	Grant in 2017-18	\$ 87586.31

# \*Remark: Details to Lesson Exemption / Deduction

CST (6-Lessons exemption) – monitor the working progress of program plan, review and design a Career Education Curriculum for S4-6

KLP (6-Lesson exemption) – review and design a Career Education Curriculum for S2-3, support career education curriculum in S2

WKY (3-Lesson exemption) – support career education curriculum in S2

LHL (3-Lesson exemption) – coordinate Career Ambassador Team, OLE Lesson Extended Activity - Community Service

# 6.2 <u>To provide students balanced exposure and experiences in different areas of OLE, especially aesthetic development, community services and career-related experiences, in the structured time table. (respond to Object 4.3)</u>

	Strategy / Work	Time	Success Criterion	Evaluation Method	Person(s)-in -charge	Required Resources
ć	5.2.1 To implement \$4-\$6	9/18-8/19	◆ AD, CS and CRE could	♦ Student feedback &		\$ 10,940 (17-18 <mark>)</mark>
	curriculum in \$4-6 OLE		be covered in the	performance	LLM	(To be updated)
	Lessons		curriculum.	◆ Teachers observation	LLIVI	(Budget for OLE
						Lesson)

# 6.3 <u>To establish the mechanism on SLP preparation and JUPAS / non JUPAS application with class teachers, form masters and other committees (AC committee, IT committee, Chinese Panel, English Panel and Clerical support, etc) (respond to Object 4.4)</u>

Strategy / Work	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
6.3.1 To assist the S6 and S5 to upload the external achievements and self-accounts on the i-portfolio	9/18-8/19	◆ SLP/JUPAS workflow are provided for students during \$5 and \$6 OLE (CRE) Lessons	<ul> <li>i-portfolio platform</li> <li>Teacher feedback</li> <li>Student performance</li> </ul>	CST KLP	<ul> <li>Support from advisor, FPS</li> <li>Technical and clerical support of a teaching assistant (TA)</li> </ul>
6.3.2 To coach students on preparing SLP (selection of OLE and self-account) and JUPAS/non-JUPAS application (decision of		<ul> <li>Two writing workshops for students preparing self-account</li> <li>A school-based curriculum is designed</li> </ul>	<ul> <li>Student response and performance</li> <li>Teacher observation</li> </ul>	Writing workshops: KLP, WKY, LLM, LHL	<ul> <li>Support from advisor, FPS</li> <li>Technical and clerical support of a teaching assistant</li> </ul>
subject priority, selection of OEA and JUPAS Additional Information)	9/18-8/19	for multiple study pathways during \$6 OLE lessons.		Multiple Pathways: (During S6 OLE Lesson) CST, KLP	<ul> <li>(TA)</li> <li>◆ Involvement from Class Teachers, Chinese Teachers and English Teachers</li> </ul>

# 7 Allocation of Re-current / Routine Duties

Re	ecurrent / Routine Duties		Teach	ner(s)-in-c	harge		Non-teachi ng Staff
		CST	KLP	WKY	LLM	LHL	Cynthia
7.1.1	Purchasing teacher and student references			1			
7.1.2	Dissemination of updated information for staff and students	<b>√</b> (S5, 6)	<b>√</b> (S3)	<b>√</b> (S2)		<b>√</b> (S4)	
7.1.3	Reviewing and tidying up careers resources in library						<b>✓</b>
7.1.4	Collecting statistics of \$6 graduates						✓
7.1.5	Handling student credentials		1	1	1	1	
7.1.6	Updating committee information at online platform						<b>~</b>
7.1.7	Updating committee boards						✓
7.1.8	Coordinating OLE Lessons				1		
7.1.9	JUPAS administration (Briefing, data submission, SPN arrangement)	•					•
7.1.10	ApL administration (Briefing, info submission, screening interview)	•	1				1
7.1.11	Material editing for students writing self-account		1	1	1	1	
7.1.12	Organizing Institution/Workplace Visit	1					<b>✓</b>
7.1.13	Collaborating with subject panels and committee	•					✓
7.1.14	Developing School-Based Career Guidance Material (S2-S6)	1	1				
7.1.15	Coordinating CRE support to SENs Students	1					•

# 8 <u>Budget</u>

See attached excel '18-19\_OLE\_Budget\_Form'

# 9 <u>Committee Members</u>

Advisor : FPS
Head : CST
Deputy Head : KLP

Members : WKY, LLM, LHL
Non-teaching Staff : CTW2 (Cynthia)

#### C.C.C. Mong Man Wai College School Administration and IT Committee

#### Program Plan (2018-2019)

#### 1 Aims

- 1.1 To facilitate the effectiveness of school administration by information technology
- 1.2 To enhance the learning and teaching by information technology
- 1.3 To facilitate the communication of all stakeholders by information technology

#### 2 Situational Analysis

#### 2.1 Strengths

#### 2.1.1 School

- 2.1.1.1 The establishment of IT Office can facilitate the development of school administration by information technology.
- 2.1.1.2 Many IT infrastructures have been set up in our school.
  - 2.1.1.2.1 All devices in the classroom can be connected to the intranet and internet with high speed. All mobiles devices can be connected to wireless network
  - 2.1.1.2.2All classrooms have computers, projectors and visualizers, tablet computers and a wireless microphone system.
  - 2.1.1.2.3 There are 1 computer room, 1 MMLC and 1 Campus TV Center.
  - 2.1.1.2.4Enough servers to provide different services.

#### 2.1.2 Teacher

- 2.1.2.1 Teachers are willing to learn information technology be self-study and use the information technology in the lessons.
- 2.1.2.2 Teachers are willing to share their experiences in using information technology in teaching to other colleagues.
- 2.1.2.3 Teachers have enough to use IT ability in teaching.

#### 2.1.3 Students

- 2.1.3.1 Students are interested to use information technology in learning.
- 2.1.3.2 The establishment of Information Technology Prefect Team can help teachers to use information technology equipment in the lessons.

#### 2.2 Weaknesses

- 2.2.1 The demanding of IT support in the school is increasing
- 2.2.2 IT staff always changes.
- 2.2.3 Difficult to manage the Data that stored in different system platform.
- 2.2.4 Teachers are too busy to join the external IT course or seminar.
- 2.2.5 The social economic status of our students are low

#### 2.3 Opportunities and Threats

- 2.3.1 Some grants and funding provide more capital for the sustainable development of our school information technology projects as the followings:
  - 2.3.1.1 One-off Information Technology Grant for e-learning in Schools

- 2.3.1.1.1 Provide more capital to enhance the e-learning and teaching
- 2.3.1.2 Student IT Fund
  - 2.3.1.2.1Provide more capital for upgrade the internet services
- 2.3.1.3 Information Technology Staffing Support Grant
  - 2.3.1.3.1Provide more capital for the employment in TSS
- 2.3.2 It is difficult to recruitment IT staff in the job market.
- 3 Major Concerns for the Current Year
  - 3.1 School Major Concern
    - 3.1.1 To facilitate students for Career and Life Planning in Education
    - 3.1.2 To facilitate students for Self-directed Learning
  - 3.2 Essential Concerns
    - 3.2.1 To facilitate the effectiveness of school administration by information technology
    - 3.2.2 To enhance the learning and teaching by information technology

# 4. Implementation Plan and the Division of Works

scale charge  1 3.2.1 Academic Report - First Term Examination  2 3.2.1 Academic Report - First Term Test  2019/01 WWC C  2 C	Method of evaluation Evaluate by Committee Evaluate by Committee Evaluate by Committee	Success criteria  Complete the plan Complete the plan Complete
1 3.2.1 Academic Report - First Term Examination 2019/01 WWC C  2 3.2.1 Academic Report - First Term Test 2018/10 LSW E	Evaluate by Committee Evaluate by Committee Evaluate by	Complete the plan Complete the plan
1 3.2.1 Academic Report - First Term 2019/01 WWC C  2 3.2.1 Academic Report - First Term Test 2018/10 LSW E	Committee  Evaluate by Committee  Evaluate by	the plan Complete the plan
1 3.2.1 Examination 2019/01 WWC C 2 3.2.1 Academic Report - First Term Test 2018/10 LSW C	Committee  Evaluate by Committee  Evaluate by	the plan Complete the plan
2 3.2.1 Academic Report - First Term Test 2018/10 LSW E	Evaluate by Committee Evaluate by	Complete the plan
2 3.2.1 Academic Report - First Term Test 2018/10 LSW C	Committee Evaluate by	the plan
	Evaluate by	
	· ·	Complete
1 3   3.2.1   12019/01   FKW	committee	•
		the plan
1 4   3.2.1   Academic Report - Second Examination	Evaluate by	Complete
		the plan
1 5 1 3.2.1 Academic Report - Second Term Test 12019/04 ILSW	Evaluate by	Complete
C	Committee	the plan
6   3.2.1	Evaluate by	Complete
C	Committee	the plan
7 3.1.1 Campus TV 2018/09 NWH E	Evaluate by	Complete
3.2.2 Campus 1 V	Committee	the plan
8 3.2.1 Certificate 2018- CSM E	Evaluate by	Complete
2019 CSM C	Committee	the plan
9 3.2.1 Class Photo Taking 2018/12 NWH E	Evaluate by	Complete
5 3.2.1 Class I note Taking 2016/12 NWII C	Committee	the plan
10 3.2.1 DSE Application 2018/10 NWH E	Evaluate by	Complete
10   3.2.1   DSE Application   2018/10   NWH   C	Committee	the plan
FKW, E	Evaluate by	Complete
11 3.2.1 eClass Sport day 2018/11 CSM C	Committee	the plan
E 212 Class Teaching and Learning 2019/00 NWH	Evaluate by	Complete
12 3.1.2 eClass Teaching and Learning 2018/09 NWH C	Committee	the plan
3.2.1 EEG 2019/00 NWH E	Evaluate by	Complete
13 3.2.2 EES 2018/09 NWH C	Committee	the plan
14 221 E 1D 6	Evaluate by	Complete
14 3.2.1 Email Denfense system 2018/09 NWH C	Committee	the plan
15 3.2.1 E	Evaluate by	Complete
15 Eservices 2018/09 NWH C	Committee	the plan
Examination Invigilation - First Term	Evaluate by	Complete
16   3.2.1   Examination   2019/01   NWH   C	Committee	the plan
Examination Invigilation - First Term	Evaluate by	Complete
1 17   3 2 1   12018/10 INWH	Committee	the plan
Examination Invigilation - Mock	Evaluate by	Complete
18   3.2.1	· ·	the plan

19	3.2.1	Examination Invigilation - Second Term	2019/04	FKW	Evaluate by	Complete
		Examination		1	Committee	the plan
20	3.2.1	Examination Invigilation - Second Term	2019/01	NWH	Evaluate by	Complete
		Test			Committee	the plan
21	3.2.1	Form 3 elective subject assignment	2019/05	LSW	Evaluate by	Complete
		J C			Committee	the plan
22	3.2.1	Hardware and software	2018/09	NWH	Evaluate by	Complete
					Committee	the plan
23	3.1.2	Hkedcity	2018/09	WWC	Evaluate by	Complete
	<b>2</b>	**************************************	2010/09	,,,,,	Committee	the plan
24	3.1.1	IT Perfect	2018/09	FKW,	Evaluate by	Complete
	3.2.2	TT T GITGOT	2010/09	NWH	Committee	the plan
25	3.1.2	Library Master	2018/09	WWC	Evaluate by	Complete
23	3.2.1	Library Waster	2010/07	W WC	Committee	the plan
				NWH*,	Evaluate by	Complete
26	3.2.1	Mark Entry System	2018/09	FKW,	Committee	the plan
				LSW	Commutee	the plan
27	3.2.1	MMLC	2018/09	FKW	Evaluate by	Complete
21	3.2.1				Committee	the plan
20	2.2.1	OI F man and	2010/07	NWH,	Evaluate by	Complete
28	3.2.1 OLE report		2019/07	CSM	Committee	the plan
20	2.1.2		2010/10	NWH,	Evaluate by	Complete
29	3.1.2	On-off grant For e-learning in school	2018/10	<b>FKW</b>	Committee	the plan
20	2.1.1	DI . TI II	2018-	I CXX	Evaluate by	Complete
30	3.1.1	Photo Taking	2019	LSW	Committee	the plan
21	2.2.1	O di E Fi de ADAGO	2010/10	CSM*,	Evaluate by	Complete
31	3.2.1	Questionnaire - First Term APASO	2018/10	WWC	Committee	the plan
22	2.2.1		2010/00		Evaluate by	Complete
32	3.2.1	Questionnaire - Guidance	2018/09	NWH	Committee	the plan
					Evaluate by	Complete
33	3.2.1	Questionnaire - Personal Information	2018/09	NWH	Committee	the plan
		Questionnaire - Second Term APASO		CSM*,	Evaluate by	Complete
34	3.2.1	and Teaching Survey	2019/05	WWC	Committee	the plan
			2019/01	NWH,	Evaluate by	Complete
35	3.2.1	School homepage and Facebook	2019/07	LSW	Committee	the plan
					Evaluate by	Complete
36	3.2.1	Server and intranet	2018/09	NWH	Committee	the plan
		Shun Hing Education and Charity Fund	2018-		Evaluate by	Complete
37	3.2.2	Project	2019	NWH	Committee	the plan
		110,000	2017		Committee	me pian

38	3.2.1	  Single Login	2018/09	NWH	Evaluate by	Complete
36	3.2.1			NWII	Committee	the plan
39	3.1.1	CI D warnowt	2019/02	NWH,	Evaluate by	Complete
39	3.1.1	SLP report	2019/02	CSM	Committee	the plan
40	3.2.1	Smort Cord and Octopus system	2018/09	WWC	Evaluate by	Complete
40	3.2.1	Smart Card and Octopus system	2016/09	W W C	Committee	the plan
41	3.2.1	SMS	2018/09	WWC	Evaluate by	Complete
41	3.2.1	SIVIS	2016/09	W W C	Committee	the plan
42	3.2.1	Staff Card and Student Card	2018/09	NWH,	Evaluate by	Complete
42	3.2.1	5.2.1 Stair Card and Student Card	2016/09	WWC	Committee	the plan
43	3.2.2	Staff room computer and classroom	2018/09	FKW	Evaluate by	Complete
43	3.2.2	computer	2016/09	I'IX VV	Committee	the plan
11	44 3.2.1	Stock Taking	2019/07	FKW	Evaluate by	Complete
44			2019/07	FKW	Committee	the plan
				NWH*,		
		Strengthening Administration and IT	2018-	FKW,	Evaluate by	Complete
45	3.2.1	Grant	2019	WWC, LSW,	Committee	the plan
		Grant	2017		Committee	ine pian
				CSM		
46	3.2.1	Testimonial	2019/05	NWH	Evaluate by	Complete
40	3.2.1	Testinional	2017/03	14 44 11	Committee	the plan
				NWH*,	Evaluate by	Complete
47	3.2.1	Timetable	2019/08	FKW*,	Committee	the plan
				LSW	Committee	the plan
48	3.2.1	WebSAMS	2018-	NWH	Evaluate by	Complete
70	J.4.1	WeusAlvis	2019	1 1 1 1 1	Committee	the plan
49	3 2 2	Wireless Microphone System	2018/09	NWH	Evaluate by	Complete
サフ	3.4.4	3.2.2 Wireless Microphone System	2010/09	1 1 1 1 1 1	Committee	the plan

# 5 Budget

# 5.1 Composite IT (EDB Composite IT Grant: (\$407,214)

No.	Item	Expenditure	Remarks
1	35 computers for Computer Room (\$5,500x 35)		Equipment
	Remarks:	102 500	
	29 computers for Computer Room	192,500	
	6 computers for Staff Room		
2	Email defense system maintenance	5,400	Services
3	School homepage maintenance	2,000	Services
4	eClass maintenance	1,597.5	Services
5	Microsoft Open license for Academic (\$22,578)		Equipment
	Operation System	22,578	
	MS Office		
6	Consumable Goods	12,000	Consumable
7	27 22" inches monitors (\$900x27)		Equipment
	Remarks:	24 200	
	21 monitors for Computer Room	24,300	
	6 monitors for Staff Room		
8	Cloud Services for school web server	25,000	Equipment
9	10 visualizers for classroom and special room (\$4,500 x 10)	45,000	Equipment
10	Paper cut software	10,000	Equipment
11	8 printers		Equipment
	Remarks:		
	4 printers for staff room (\$5,000 x 8)	40,000	
	1 printer for IT office	40,000	
	1 printer for library		
	2 printers for General office		
12	Campus TV Course	5,000	Equipment
13	IT Prefect Coupon	300	Consumable
14	Wireless AP (\$2000 x 3)		Equipment
	Remarks:		
	1 for staff room	6,000	
	1 for H02		
	1 for IT office		
15	4 action Cameras for campus TV	3,000	Equipment
16	Tablet computer cases (\$150 x 64)	9,600	
17	Air server license (\$100x8)	800	
	Total	405,075.5	
	Balance	+2,139	

# 5.2 Student IT Fund (\$21.5 x 735=\$15,802.5)

No.	Item	Expenditure	Remarks
1	Internet Services (\$1050 x 12)	12,600	Services
2	eClass maintenance (\$4800)	3202.5	Services
	Total	15802.5	

# 5.3 Information Technology Staffing Support Grant (\$25,600 x 12=\$307,200)

No.	Item	Expenditure	Remarks
1	IT Office General Expenses	\$307,200	Salary
	Total	\$307,200	

# 5.4 One-off Information Technology Grant for e-Learning in Schools (\$199,450)

No.	Item	Expenditure	Remarks
1	64 tablet computers	170,632	
	59 32 GB 9.7" ipad wifi - \$2588		
	5 32 GB 9.7" ipad wifi +cellular- \$3,588		
2	3 years MDM	30,000	
	Total	200,632	
	Balance	-1,182	

#### 6. Members

Professional Consultant	Mr. Kong Tak Kai (Vice Principal)
Committee Head	Mr. Ng Wai Hong
Vice Committee Head	Mr. Fung Ka Wai
Members	Mr. Wong Wing Chuen
	Mr. Lee Siu Wing
	Ms. Chan Shuk Mei
	Mr. Sze King Lap (IT Office)
	Mr. Law Ka Leong (IT Assistant)
	Mr. Lee Man Chun

# C.C.C. Mong Man Wai College School Promotion Committee Annual Programme Plan (2018-2019)

#### 1 Aims:

- 1.1 To promote school activities to the community.
- 1.2 To work with various organizations and primary schools and promote school information to Kwun Tong District.
- 1.3 To announce school information through various means.
- 1.4 To analyze data of S.1 intake and plan for events in the coming year.

## 2 Situational analysis:

# 2.1 Strengths:

- 2.1.1 Most of the S.1 newcomers are Band 1students.
- 2.1.2 English has been adopted as the medium of instruction in the school.
- 2.1.3 Some of our alumni are now teachers of primary schools in Kwun Tong, which allows good liaisons with these primary schools.
- 2.1.4 School website has been designed to facilitate the spread of school information.
- 2.1.5 All press releases have been uploaded to the school website
- 2.1.6 All parties in the school are willing to organize activities for primary schools.
- 2.1.7 Students get excellent results in external competitions.
- 2.1.8 Good liaisons with various organizations in the community.
- 2.1.9 Parents show a positive attitude towards the school.
- 2.1.10 School newsletters are published regularly.

#### 2.2 Weaknesses:

- 2.2.1 Promotion strategies are not effective enough.
- 2.2.2 The school has been passive in doing promotion in primary schools.
- 2.2.3 School messages are not delivered effectively to primary school teachers and PTA committee members.

# 2.3 Opportunities:

- 2.3.1 More primary schools have invited us to conduct talks in their schools.
- 2.3.2 More parents and students have attended our S.1 Admission Talk in recent years.
- 2.3.3 More applications were received for S.1 discretionary places in the previous year.

#### 2.4 Threats:

- 2.4.1 A lot of other EMI schools are available in Kwun Tong for the top students in the district.
- 2.4.2 Some primary schools do not accept promotion materials from our school.

# 3 Annual objectives

- 3.1 To provide more access for parents and primary students to know more about the school and attract more primary students to apply for a place in our school
- 3.2 To liaise with primary schools
- 3.3 To liaise with different mass media
- 3.4 To extend our promotion to more new target primary schools

4 Implementation plan and work allocation

N	Measures/ Strategies	Objectives	Schedule	Evaluation methods	Success criteria	PIC(s)	Budget
1.	Publishing school pamphlet	1.3 3.1	10/2018	No. of target schools receiving school pamphlets	-School pamphlet published once a year -80% of our target schools in Kwun Tong receive our school pamphlets	*WSY (CHI) *LSP (ENG)	\$ 8000 (3000 copies, 10 pages)
2.	Publishing school newsletter	1.3 3.1	11/2018	Amount of newsletters distributed to target schools	-School newsletter published -School newsletters delivered to 80% of target primary schools	*LSP (ENG) *CMT (CHI) WSY LMY LSW	\$ 9000 (3000 copies, 12pages)
3.	Holding S.1 Admission Talk	1.1 1.2 3.1 3.2	24/11/2018	-No. of participants -Parents' questionnaires	<ul><li>- 600 or more parents and students attend the talk</li><li>-Positive feedback from parents</li></ul>	* WSY LSW CMT LMY LSP	\$ 6000
4.	S.1 students returning to their primary schools	3.2	Before 14/12/2018	-No. of Christmas cards sent -Teachers interviewing some students	-90% of S1 students' Christmas cards sent to primary schools -Positive feedback from primary school teachers	*LMY	\$2000
5.	Admission Interview for S.1 Discretionary Places	1.1 3.4	29/3/2019	-Teachers' observation -Parents' questionnaires	Positive feedback from parents and teachers	*WSY LSW	

6.	Organizing Rummikub competition for primary schools in Kwun Tong	1.1 1.2 3.2 3.4	13/4/2019	No. of participating schools	8 or more primary schools participate	*LSW WSY CMT LMY LSP	\$3000
7.	S.1 Information Day	1.1 1.3 3.1	14/07/2019	-Teachers' observation -attendance rate of parents and students	80% (or above) parents attend the talk	*WSY LSP LSW	
8.	S.1 Registration Day	1.2	11/7/2019 12/7/2019	Teachers' observation	-Smooth rundown -All documents are completed and submitted	*CMT LSW LMY	
9.	Sending thank you letters to primary schools when students get good academic results	3.2	1/9/2018	-No. of thank you letters sent to primary schools after final exam	Ten thank you letters sent to primary schools	*WSY	
10.	Inviting target primary schools to participate in our school activities	1.2 3.2	Whole year	-Teachers' observation	At least one activity (i.e. Annual School Concert, English Day) organized successfully	*WSY LSW CMT LSP LMY	\$1000
11.	Setting up booths for different organizations and primary schools or attending events organized by primary schools	1.1 1.3 3.1 3.4	Whole year	No. of school pamphlets and newsletters distributed	30 copies of school pamphlets/ newsletters distributed for each event	*LSW (Booths) *WSY (Talk) CMT LSP LMY	\$1000

12.	Issuing press releases regularly	1.1 1.3 3.3	Whole year	No. of press releases issued	Press releases issued	*LSP (ENG) *CMT (CHI)	
13.	Training Student Ambassadors	3.1	Whole year	-Students' questionnaires -Teachers' observation	Positive feedback from SAs	*LSW CMT	\$2000+ MNE grant \$16000
14.	Decoration of staircases with students' achievements	3.1	Whole year	-Number of photo frames	-Photos frames at staircases updated once a year	* CMT	\$200

# 5 Committee members:

Chairperson: Miss Wong Sau Ying (WSY)

Committee members: Mr Cheung Man Tak (CMT), Miss Lau Mei Ying (LMY), Miss Lau Suet Ping (LSP), Mr Lee Siu Wing(LSW)

# C.C.C. Mong Man Wai College General Affairs Committee Year Plan (2018 – 2019)

#### 1. AIMS

The primary objective of General Affairs Committee is to keep the school building clean and in good condition so that teachers and students can teach and learn in better working conditions and study environment.

#### 2. SWOT ANALYSIS

#### 2.1 Strengths

- The school authority has been giving full support to the committee to improve the school environment.
- Janitors are dedicated and reliable.

#### 2.2 Weaknesses

- The campus is not big enough to provide sufficient space for storage.
- All departments, committees and teams are competing for the use of facilities and spaces.
- The aging problems of the school campus (about 50 years) and facilities require frequent inspections and repairs.

#### 2.3 Opportunities

- Teachers share common aims to improve the learning environment at school.
- The major repairs financed by E.D.B. and supervised by A.S.D. help us to maintain the conditions of the buildings and facilities.

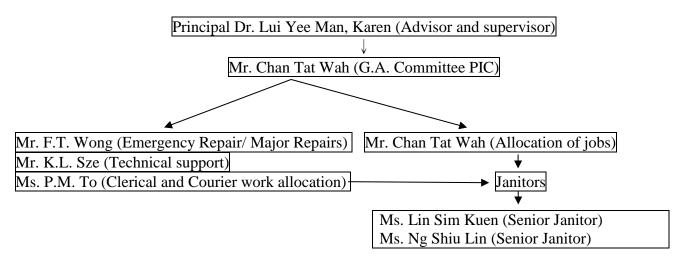
#### 2.4 Threats

- Most janitors suffer from joint pains due to chores.
- Aging campus and spalling ceiling concrete endanger the safety of all staff and students.
- Increasing number of government orders for land user to maintain the safety of slopes, buildings, windows and trees.
- Dangers of fallen trees in the campus.
- Dangers of dengue fever, influenza and other types of diseases.

#### 3. OBJECTIVES AND MAJOR DUTIES

- 3.1 To ensure the school building and facilities are properly used and well maintained.
- 3.2 To lead the janitor team in line with the requirement and policy of the school
- 3.3 To supervise the catering service of the school canteen.
- 3.4 To beautify the school campus
- 3.5 To enforce school security.
- 3.6 To assist all departments, committees and clubs at school to launch all kinds of activities.
- 3.7 To rent the classrooms and hall for public examinations.
- 3.8 To help students develop the habit of 'Self-directed Learning'
- 3.9 To meet the orders given by Building Department and other government departments
- 3.10 To maintain the trees in campus
- 3.11 To maintain the slope in the campus
- 3.12 To take precaution against infectious diseases
- 3.13 To maintain the lift in the New Wing
- 3.14 To provide clean water to students and staff
- 3.15 To print examination/test papers, notes and other documents

#### 4. STRUCTURE OF GENERAL AFFAIRS COMMITTEE



#### 5. ALLOCATION OF DUTIES

Mr. T.W.Chan (planning and coordination, Major/Emergency Repair, Composite F & E,

purchasing new equipment and furniture, renting of classrooms and hall, leading janitor team, supervision of canteen, lunch/catering service)

Mr. F.T. Wong (Major Repairs / Emergency Repair, safety assurance and supervision of

canteen)

Mr. K.L. Sze (Major/minor repairs, maintenance and purchase of equipment and electrical

devices and P.A. systems)

Ms. P.M. To (attendance, roster of janitors, clerical work, filing, and bookkeeping)

Ms. Lin Sim Kuen & (Supervision of janitors, assign duties and mentor new janitor)

Ms. Ng Shiu Lin

#### 6. SCHOOL'S MAJOR CONCERNS IN THE THREE-YEAR PLAN

Major Concern 1: Life-Wide Planning

• Major Concern 2: Self-Directed Learning

#### 7. IMPLEMENTATION PLAN

Item	Objectives	Plan/Strategy	Dura- tion	PICs	Method of evaluation	Success criteria
1	3.3	Supervision of new canteen caterer (Danny Catering Services Ltd. Contract lasts from Sept 2018 to Aug 2021)	2018- 2019	CTW WFT		Positive feedback in questionnaire
2		Procurement of furniture and equipment (Including all items under the Composite F&E)	Dec 2018	CTW WFT	Evaluate by committee	Complete all the approved procurements requested by departments and committees with proper tendering procedures and within budgets
3	3.1	Stock taking (Including the equipment and furniture in all classrooms, courts, hall, stairs corridors and special rooms)	July 2019	CTW SKL TPM Janitors	Evaluate by committee	Finish the updated stock list on or before August 2018

		Lease Hall and Classrooms	2018-	CTW	Evaluate by	Avoid any clash of school activities and pubic
4	3.7	(including HKDSE and other public examinations)	2019		committee	examinations which are mostly taken place at hall
5	3.2	Janitor team (roster, evaluations, contract, training and supervision)	2018- 19	CTW TPM	Janitors' Evaluation Form	Janitors' performance should reach 70 or above
6	3.5	School security (security alarm system, recording visitors' information at the Information Counter and roof top supervision)	2018- 2019	CTW Janitors	Evaluate by committee	Change the alarm system on or before 2018-12-31 and avoid intruders
7	3.1	Major Repairs and Emergency Repairs (funded and carried by ASD)	2018- 19	CTW WFT Janitors	Evaluate by committee	Maintain the campus in proper condition and avoid any spalling found in campus
8	3.1	Air-conditioning (maintenance, replacement and management)	2018- 2019	CTW Janitors	Evaluate by committee	Keep the air-conditioners in proper function.
9	3.10	Tree inspection and trimming (prepare annual tree report and trim overgrown trees)	2018- 2019	CTW Janitor	Evaluate by committee	Prepare the annual tree report and trim the trees with potential dangers
10	3.12	Diseases Precaution, pest control and Sterilization (cleaning, broadcasting information of infectious diseases, measures against mosquito breeding)	2018- 2019	CTW Janitors	Evaluate by committee	Take immediate (within 1 day) measures against infectious diseases if there are cases of students infection
11	3.8	Study room (Room 403 cleaning and supervision)	Before Mar 2019	CTW Janitors	Evaluate by committee	Keep the log book and provide night-shift if there are request for the extension of opening hours until 8:30 p.m. during school day
12	3.9	Mandatory Inspection of Building and Windows (requested by Building Department)	2016-	CTW SKL	Evaluate by committee	Complete the two orders by the end of this academic year
13	3.11	Mandatory slope inspection (Requested by Lands Department)		CTW SKL	Evaluate by committee	Complete an inspection report by the end of this academic year
14	3.1	Install rolling shutters and air- conditioners in the Covered Playground (donated by Shun Hing Charity Fund)	Dec 2018	CTW SKL	Evaluate by committee	Complete the installations on or before 2018-12-31
15	3.1	Renovate the Old Wing Entrance (Including the Information counter, sick room, meeting room and canopy)	2018- 2019	CTW WFT SKL	Evaluate by Committee	Complete the renovation of or before 2019August
16	3.1	Change the usage of 401 and 402 from library to classrooms (Submit floor plans to BD and gain approval from EDB)		CTW SKL	Evaluate by committee	Gain approval from EDB

		CI NI202 4 C 4' D	1			
17	3.1	Change N302 to Gymnastic Room (received donation of fitness equipment from external organization)		CTW SKL	Evaluation by committee	Gain approval from EDB
18	3.6	Display Boards (purchase, booking and storage)	2018- 2019	CTW Janitors	Evaluate by committee	Provide sufficient boards for users and keep 25 of them in good conditions
19	3.7	Setting and moving furniture (including all activities in hall and other locations in the campus)	2018- 2019	CTW SKL	Evaluate by committee	Finish all setting before the activities and provide air-conditioning during the activities
20	3.1 3.4	Cleaning the campus (including all venues both indoor and outdoor)	2018- 2019		Evaluate by committee	Keep all the equipment and facilities in good conditions
21	3.6	Courier Service (deliver documents to banks and pick up items from all locations in HK)	2018- 2019	Janitors	Evaluate by committee	To be able to assist all committees and departments for business outside the school
22	3.1 3.5	Carpark (cleaning, issue carpark permits and maintain the canopies)	2018- 2019	CTW SKL Janitors	Evaluate by committee	Keep the carpark safe and clean Record visitors' vehicles
23	3.1 3.5	Minor Repairs (fix the items not included in the MR or ER)	2018- 2019	CTW SKL WFT Janitors	Evaluate by committee	Keep all the equipment and facilities in good conditions
24	3.13	Maintenance and repair the Lift in the New Wing (tendering of maintenance, regular check and annual testing by registered service provider)	2018- 2019		Evaluate by committee	Up-date the 'Lift Use Permit' and conduct annual test
25	3.14	Water fountains and distilled water (include all the 16 water fountains in the campus, tendering of water fountain maintenance and periodic sterilization)	2018- 2019		Evaluate by committee	Keep the fountain clean and in good condition
26	3.1	Student Lockers (include all the lockers in classrooms, special rooms and corridors)	2018- 2019	CTW Janitors	Evaluate by committee	Keep the lockers clean and in good shape. Replace the broken one if necessary
27	3.4	Gardening and fish tank (including all trees, potted plants and the small farm near the carpark exit)		CTW Janitors	Evaluate by committee	Keep the fish tank in good condition. Work with Bio Department to keep the organic farm in good condition.
28	3.15	Printing (including exam/test papers, notes and other documents)	2018- 2019	CTW Janitors	Evaluate by committee	Support all departments and committee to print necessary documents

# 中華基督教會蒙民偉書院 中國語文科

# 2018-2019 年度周年工作計劃

(2016-2019 三年工作計劃:第三年)

#### 1. 宗旨/目標

- 1.1 發展閱讀、寫作、聆聽、說話、思維等基本的語文能力;
- 1.2 通過語文學習欣賞文學,認識中華文化,培養品德情意;
- 1.3 發展九項共通能力:協作、溝通、創造、批判思考、運用資訊科技、運算、解 決問題、自我管理、研習;
- 1.4建立良好的語文基礎;
- 1.5 培養學生學習語文的興趣;
- 1.6 掌握自學方法和學習策略以應付日後的學習需要。
- 1.7建立專業團隊,注重教學效能及專業交流。
- 1.8 照顧學習差異。

#### 2. 現況分析

#### 2.1 優點

- 2.1.1 在編班方面,本校在中二至中三按學生能力分班,兩級共設兩班精英班;新高中學制,中五、六設五班,方便進行小班教學,有助推動優化教學,本科可靈活安排教學內容及資源。
- 2.1.2 教師教學經驗豐富,積極及勤力工作。
- 2.1.3 教師關心學生的學習進程,並願意在課堂後給予學生支援,包括:進行補課、 小組討論、測驗及拔尖保底小組等。
- 2.1.4 教師願意分享各方面的教學資源,包括:練習、測驗、教材、教學設計及教學策略等。
- 2.1.5 部分學生口語表達力不俗,近年少部分學生對辯論有濃厚興趣。2010-11 年 度成立辯論隊,讓學生有接受正式訓練的機會。

#### 2.2 弱點

- 2.2.1 教師在教學以外的工作繁重,加上新課程改革後變化仍然接踵而來,老師要不斷調整教學策略及備課,頗感吃力。
- 2.2.2 教師工作量多,批改課業及試卷的工作尤為繁重。
- 2.2.3 學生學習較為被動,大部分學生不主動做課業以外的練習,甚至誤以為中國 語文乃不須溫習的科目。
- 2.2.4 學生閱讀、寫作能力較弱。
- 2.2.5 學生過於倚賴老師,自學能力較弱。
- 2.2.6 學生較少參與校內外語文活動。
- 2.2.7新課程對學生思維能力要求高,是近年教學的一大難點。

## 2.3 轉機

文憑試閱讀卷重設範文,對肯用功的學生而言,方向清晰,如肯多花時間研習,加強把握。

# 2.4 危機

- 2.4.1各科對尖子抱有期望,未能協調時間,造成壓力。
- 2.4.2 課程範圍浩瀚,近年學生較自我,不接納老師的意見,缺乏語文積累, 令人擔憂。
- 2.4.3 學生閱歷、識見與公開試的考核期望不符。
- 3. 本年度關注事項
- 3.1 配合本校「三年計劃」關注事項
  - 3.1.1 培養學生自主學習
  - 3.1.2 職業及生涯規劃
- 3.2 其他關注事項
  - 3.2.1 策略性地協助邊沿成績的學生進入大學
  - 3.2.2 培育尖子

# 4. 計劃內容及工作分配

	目標	計劃/策略	評估	成功準則	時間表	負責人
			方法			
4. 1	科本	三年計劃				
4.1.1	1.1	自主學習教學實踐:通過課前讓學	檢查教材	教師達到	全年	全體同事
	1.4	生準備;課堂讓學生多參與及互動;	庫、觀課、	本科指標,		
	1.6	課後跟進等模式,培養學生自主學	課後討論	全年每位		
	1.7	習。每位同事不限開發範疇,設計		教師1次。		
	1.8	教學流程,尋找該節課的難點。在				
		級的層面或跨級進行觀課,並在課				
		後交流意見,填寫表格。				
4.1.2	1.1	初中自主學習:初中進行作家研究,	檢查課	任教老師	全年	任教初中
	1.2	以工作紙輔助,導讀後由學生自行	業、教材	製作教材,		的老師
	1.4	探索老師選定的篇章(輸入),進行		學生作品		
	1.5	匯報,以讀帶寫,進行仿作(輸出)。		結集成冊,		
	1.6			在校内分		
	1.7			享學習成		
				果。		
4. 1. 3	1.7	通過講座、友校探訪,探索自主學	檢查	全年在級	全年	全體同事
		習的不同模式,在班試行,並在會	紀錄	會議分享		

		議上分享。		最少1次		
4.1.4	1.1	照顧不同程度的學生,加強師生互	觀課	教師能針	全年	全體同事
	1.4	動,著重提問技巧,由淺入深,帶	,	對不同程		- , , ,
	1.8	動課堂。		度的學生		
				提問不同		
				層次的問		
				題		
4.1.5	1.4	中五、六4班,其中兩班設3組,	觀課	多以互動	全年	任教老師
	1.8	進行小班教學。本學年設16人尖子		教學模式		
		組,其餘兩組為中游組。		上課		
4.1.6	1.4	加強關注學生表現,盡早識別有特	按學務資	填寫測考	全年	擬題老師
	1.8	殊學習需要的學生,提供協助。為	料為學生	文具表及	測考	及任教老
		有特殊學習需要的學生在測考提供	提供協助	提供支援		師
		支援。包括:放大考卷、延長應考				
		時間、口試座位及其他特別安排。				
4.1.7	1.1	各級按需要開設拔尖補底班。(見附	問卷	學生問卷	全年	WSY 及各
	1.3	件)		調查	(按需	級級聯絡
					要)	
4.1.8	1.5			成功舉辦	全年	全體同事
			教師回饋	1 次活動		
		舉辦與本科有關的職業探索活	或問卷			
		動。  ■ 數人到日與羽矶山江北北之中				
		<ul><li>整合科目學習到生活技能之中 籍綜合能力選修單元讓學生掌</li></ul>				
		握自薦信的要求及寫作方法				
4. 1. 9	1.5	追蹤各班尖子,任教老師邀請參加	<b></b>	學生問卷	全年	全體同事
1. 1. 0	1.8	校外參觀及語文活動,加強對尖子			<b>1</b>	工程门子
	1. 0		檢視工作			
			紙			
4. 1. 10		模擬放榜後以小組形式協助邊沿成	跟進學生	針對學生	全年	任教中六
		績的學生進入大學	成績	能力較遜	(按需	老師
				的範疇提	要)	
				供協助		
4. 2	提高	教學效能				
4. 2. 1	1.1	閱讀課推動師生、生生互動的課堂,	檢查	檢查進度	全年	全體同
	1.3	在寫作課繼續進行課前指導,達到	課業	表		事
	1.4	讀寫配合。				

4. 2. 2	1.1	寫作教學調整策略,高中班別寫作	觀課、	檢查教材	全年	全體同事
	1.4	指導及討論以公開考試題目作例	檢查課業			
		子,作文題目運用公開考試的題目	及教材庫			
		或類近題目;繼續進行作前指導,				
		設計工作紙引導學生思考如何取材				
		立意,布局謀篇。中六級製作寫作				
		應試筆記。				
4. 2. 3	1.7	共同備課節讓教師在教學上有更多	參與級會	摘要能反	全年	全體同
		交流的機會。	議及檢查	映交流情		事
			會議摘要	況		
4. 2. 4	1.6	增設學習進度表,讓學生在學年初知	電郵給學	檢查學習	9月	各級聯
		悉全年學習進度,可清晰溫習範圍,	生,並在	進度表		絡人
		及早安排自習時間。	課室張貼			
4. 2. 5	1.7	專業發展與協作:邀請同事分享評卷	會議紀錄	全年1位	全年	全體同
		經驗,科組內交流。		同事在科		事
				會上分享		
4. 3	課程	調適				
4. 3. 1	1.2	增潤課程:配合公開試擬題方向,	觀課及檢	檢查教材	全年	級聯絡人
	1.4	在閱讀教學滲入文學、文化元素,	查課業及	庫;學生按		及全體同
	1.5	協助學生為公開試作好準備。閱讀	教材庫	老師指定		事
		教學滲入文學及文化元素:1.每單		範圍溫習。		
		元在講讀工作紙增設一題與文化或				
		文學相關的題目; 2. 善用現有工作				
		紙,豐富教學內容。在進度表清晰				
		列明增潤內容。高中增設文化補充				
		教材。				
4. 3. 2	1.1	按學生程度,各級進行課程剪裁,配	檢視進度	按需要修	全年	CWK, WW
		合新課程聽、說、讀、寫之教學。	表及教材	訂單元,		C2 及全
				並儲存教		體同事
				材。		
<b>——</b>				1		
4. 3. 3	1.4	閱讀教學加強文言文訓練,初中設文	測考	學生按老	全年	全體同
4. 3. 3		閱讀教學加強文言文訓練,初中設文言指導練習,中四、五級增設《校本		學生按老 師指定範	全年	全體同事
4. 3. 3		言指導練習,中四、五級增設《校本 文言字詞庫》,並在單元評估及 測		師指定範 圍溫習,	全年	
4. 3. 3		言指導練習,中四、五級增設《校本 文言字詞庫》,並在單元評估及 測 考中進行評核,加入文言字詞解釋		師指置習, 進行考	全年	-
	1.6	言指導練習,中四、五級增設《校本 文言字詞庫》,並在單元評估及 測		師指定範 圍溫習,	全年	事
4. 3. 3	1.6	言指導練習,中四、五級增設《校本文言字詞庫》,並在單元評估及 測考中進行評核,加入文言字詞解釋及語譯題目。 新課程著重語文積累,針對教科書之	評分	師 圍進 核 學生完成	全年	-
	1.6	言指導練習,中四、五級增設《校本文言字詞庫》,並在單元評估及 測考中進行評核,加入文言字詞解釋及語譯題目。	評分 檢查及 測考評分	師 圍進 核 學生完成		事

		<b>放恣蚓皿,以上好日舆丛上转之甘</b>		十刊十四		
		修資料冊,以打好同學的古詩文基本		成科本要		
		礎,並在測考中進行評核,提升學生		求背誦詩		
		自學能力。		詞的數量		
4. 3. 5	1.1	中二、三級設一班精英班,由任教	, .,.			增加篇
	1.3	老師增加篇章;在課業選題、設題		·		章:任教
	1.4	上亦會提高對學生要求,每單元工	庫中檢查	單元選一		中二、三
	1.6	作紙設挑戰題,由負責該單元的教	學生作品	篇程度較		精英班同
	1.8	師設題,精英班學生必須完成挑戰		深的文章		事
		題,以提升質量上的要求。精英班		施教,並附		工作紙設
		以分組形式自學導讀或自習篇章,		設工作紙。		挑戰題及
		在課堂以簡報進行試教活動,教師				選題:中
		及其他學生提問。				二、三老
						師
4. 3. 6	1.1	修訂高中課程,以主題帶動單元,不	檢查教材	檢查教材	全年	全體同
	1.2	局限於寫作手法。寫作訓練配合主	庫	庫		事
	1.4	題擬題。				
4. 4	從閱	讀中學習 TSL, YLS				
4. 4. 1	1.1	修訂各級閱讀書目,提升閱讀質	檢查	70%同學	全年	TSL, YLS
	1.2	量;中五級設定兩本必讀書:《吶	數據	完成閱讀		及全體同
		喊》和《吳越之間》作閱讀報告。		圖書,並		事
		(2016-2017)		繳交指定		
				數量的讀		
				書報告。		
4. 4. 2	1.4	善用廣泛閱讀的資源,購置書本。學	檢查	70%初中同	全年	TSL, YL
	1.6	生須在書目上選書,閱讀後完成讀	庫存表	學達到要		S 及全
		書報告。		求。		體同事
4. 4. 3	1.4	科任老師從各級「傳閱書目」中,選	檢查	100 %初中	全年	TSL, YL
	1.6	取合適的書籍,在初中班內傳閱。		同學閱讀		S及全
				1本「傳		體同事
				閱書籍」		
4. 4. 4	1.4	沿用現時的教協普及閱讀獎勵計劃,	圖書館統	青、藍章	全年	TSL, YL
	1.5	鼓勵同學多閱讀,爭取獲得青、藍、	計、檢查	各10位;		SL及全
	1.6	紫章。跟進其他科填寫讀書報告的		紫章7		體同事
		情況,鼓勵更多學生升章。		位。		
4. 4. 5	1.5	舉行「你想的書」活動,鼓勵同學多	圖書館統	能完成此	學期終	TSL, YL
		閱讀並用心完成讀書報告。	計、檢查			S
4. 4. 6	1.5	使用「智愛中文平台 i-learner」,鼓	統計	40%同學能	全年	TSL, YL

	1 0	四日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日日				
	1.6	勵同學多閱讀,並培養每天閱讀的		於智愛中		S
		習慣。中一至中五同學於智愛中文		文閱讀計		
		閱讀計劃中達到既定的要求,可於		劃中達標。		
		測驗卷和閱讀能力卷加 1-3 分。於		於智愛閱		
		智愛閱讀文言文計劃中,中一至中		讀文言文		
		五全年須完成八篇文言文練習,		計劃中,		
		同學能完成八篇以外的練習五篇,		10%同學能		
		可記優點一個。		獲發優點。		
		中四、中五按教學進度完成範文練				
		習。中六同學須於本學年完成十二				
		篇範文練習。				
4. 4. 7	1.5	邀請初中各級同學在早會中分享讀	早會	完成活動	每學期	TSL, WS
		書成得,加強推動閱讀風氣。	表現		一次	Y, YLS
4. 5	全方					
4. 5. 1	1.5	中文學會舉辦多元化活動,提升學	問卷及	完成活動	全年	CMT, CWK
		生學習語文的興趣。	統計	出席率或		
				參與度符		
				合預期		
4. 5. 2	1.5	香港學校朗誦節	問卷及	90%以上	9-12	LYF
			統計	參加者均	月	
				能取得良		
				好或優良		
				獎狀。		
4. 5. 3	1.1	辯論隊	檢查	參與比賽	全年	LHL
	1.5		文件	前訓練		
	1.6					
4. 5. 4	1.5	藉推動校外語文活動及比賽,為尖	統計及	70% 學 生	全年	WSY及全
	1.6	   子提供學習機會。	檢視數據	參與校內		體同事
				外語文活		
				動或比賽		
				各一項或		
				兩項校外		
				語文活		
				動。		
4. 5. 5	1.5	鼓勵獲獎學生參加學習成果展示	檢視	展示學生	全年	WSY及全
		日。		作品		體同事
				',		/ <b>4. 4. 4</b>

4. 5. 6	1.5	初中各級會否配合教學,推行一項	問卷及統	初中每級	會議	中一TSL
		活動或比賽,讓學生走出課室學習。	計	每年舉辨	摘要	中二WSY
		(見附件)		1次		中三YLS
4. 6	專題	習作(四個關鍵項目)				
4. 6. 1	1.3	在中二級進行專題習作,讓學生在	檢視及老	展示學生		CWK 及
	1.6	搜集、整理、剪裁資料上有初步認	師評改	作品		任教同
		識。				事
4. 6. 2	1.3	培養學生利用電腦搜集資料,方便	檢視及老	展示學生		對象:
	1.6	自學。	師評改	作品	2016-	中二
4. 6. 3	1.3	讓學生共同協作,提升溝通、領導	檢視及老	展示學生	19	題目:
	1.6	等能力。	師評改	作品		中國傳
4. 6. 4	1.3	通過專題習作滲入新高中選修單元	檢視及老	展示學生		統文學
	1.6	的元素,為高中作準備。	師評改	作品		作品及
						現代流
						行曲如
						何體現
						中國傳
						統人倫
						之情
4. 7	資訊	科技教育				
4.7.1	1.3	善用中文科網頁(見附件)	統計	全年上載	全年	WWC2
				考試佳作		
				11 篇,作		
				文佳作 10		
				篇及徵文		
				比賽得獎		
				作品。		
4.7.2	1.3	上載教材及練習到電子教室,讓學	檢視	上載教材	全年	WSY 及
		生自習。		或練習		全體同
						事
4. 7. 3	1.6	在電子教室上載有用網址,方便學	檢視	上載新的	全年	事 WSY
	1.6		檢視	上載新的推薦網址	全年	•

附件

# 4.1 照顧學習差異

4.1.7各級按需要開設拔尖補底班。

中一級:文言閱讀理解能力提升訓練班 TSL

中二級:文言文訓練班 WSY

中三級:高中口語溝通及綜合預備班 YLS

中四級:寫作能力訓練 WP

中五級:寫作能力提升訓練班、說話訓練班 WWC2

中六級:文憑試寫作能力應試班、文憑試說話能力應試班 LYF

## 4.5全方位學習

4.5.6 各級會否配合教學,推行一項活動或比賽,讓學生走出課室學習。

中一級:班際短講比賽 TSL

中二級:人倫之情匯報活動 WSY

中三級:班際辯論比賽:與辯論隊合作,在下學期舉行。YLS

## 4.7 資訊科技教育

# 4.7.1 善用中文科網頁 WWC2

- 上載各級上下學期考試及模擬試寫作卷,同學的高分佳作。
- 上載同學平時作文佳作。
- 舉辦全校徵文比賽,培養同學對創作的興趣與能力,並讓同學有更多發表佳作的機會。初中及高中組之冠、亞、季軍及優異獎作品將上載中文科網站。
- 上載同學於校外各比賽得獎的作品。
- 上載中一短講比賽得獎同學短講短片及老師佳作或好書推薦。

## 5. 財政預算

	項目	預算款額
5. 1	廣泛閱讀津貼	\$2500
5. 2	圖書館津貼	\$2700
5. 3	教師參考書	\$800
5. 4	教具	\$1000
5. 5	購買教科書(啟思:\$400;朗文:\$600)	\$1000
5. 6	印刷及文具	\$200
5. 7	活動:	\$7200
	寫作獎勵計劃:\$500	
	中文科徵文比賽:\$700	
	語文活動津貼:\$800	
	智愛閱讀平台禮物:\$600	
	中文日 (兩天): \$500	
	書法培訓工作坊:\$3700	
	初中尖子培訓活動津貼:\$500	
5.8	交通費:	\$2000
	朗誦交通費:\$1000	
	尖子參觀中文大學車費:\$1000	

5. 9	比賽、獎品及紀念品 (級際比賽: 短講、詩詞問答、	\$1000
	辩論)	
5. 10	擴寬教師空間津貼(朗誦報名費及導師費)	\$27500
5. 11	多元學習津貼(辯論隊)	\$17500
5. 12	拔尖補底班課程費用	\$5600
	預算總支出	\$69100

# 6. 科組成員

# 6.1 科組成員

顧問	呂以敏校長
主席	周慧君老師
副主席	黄華昌老師 (中五級聯絡)
成員	黄秀英老師 (初中統籌、中二級聯絡)、
	張文迪老師、
	李謙禮老師、
	劉麗媚老師、
	廖玉芳老師(中六級聯絡)、
	曾素玲老師(中一級聯絡)、
	王波老師 (中四級聯絡)、
	葉麗珊老師 (中三級聯絡)

# 6.2 校本評核小組成員

主席	周慧君老師 (校本評核統籌員)
成員	王 波老師 (中四級校本評核統籌)、
	黄華昌老師 (中五級校本評核統籌)、
	廖玉芳老師(中六級校本評核統籌)

# 6.3 閱讀小組成員

成員 葉麗珊老師、曾素玲老師
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# C.C.C. Mong Man Wai College

# **English Department**

# 2018-2019 Annual Programme Plan

## 1. Objectives

- 1.1 To help students understand the importance of English and have an interest in it.
- 1.2 To give students a solid English foundation in the four basic skill areas of reading, writing, listening and speaking.
- 1.3 To develop students' functional competence in English language with a view to enabling them to use the language as a tool for study, work and pleasure.
- 1.4 To empower students to be active and independent language learners.

# 2. Situational analysis

# 2.1 Strengths

- 2.1.1 Most English teachers have served as examiners or markers for public examinations.
- 2.1.2 A teaching assistant is assigned to be mainly responsible for the administrative work of English Department.
- 2.1.3 The school has switched to an EMI institution which provides more English learning opportunities for students.

#### 2.2 Weaknesses

- 2.2.1 The English standard of the S.1 intake has not noticeably improved despite the complete transition to an EMI institution.
- 2.2.2 The culture and atmosphere of using English on school campus is not well developed among both students and teachers.
- 2.2.3 The family background of the majority of the students is not favourable for cultivating students' interest in English.

## 2.3 Opportunities

- 2.3.1 There will be new school leadership that may initiate conducive measures to English teaching and learning.
- 2.3.2 The 2 English teachers granted due to the switch of medium of instruction will be kept for the coming year.
- 2.3.3 Manpower resources are re-deployed in order to cater for learner diversity in S.1-2.

# 2.4 Threats

- 2.4.1 There will be External School Review conducted by the Education Bureau in the coming year that needs preparation work.
- 2.4.2 This S.3 cohort, which performed unsatisfactorily last year, needs special attention and help with their learning.
- 2.4.3 This S.1 cohort has not performed well enough in the English attainment test, which may hinder their learning in an EMI school.

# 3. Objectives of Three-year plan / School's major concerns

- 3.1 To cultivate self-directed learning
- 3.2 To enhance careers and life planning education

# **Departmental objectives / Objectives of Academic Committee**

- 3.3 To cater for learner diversity
- 3.4 To enhance teaching effectiveness
- 3.5 To enhance assessment for/as learning
- 3.6 To enrich life-wide learning
- 3.7 To enhance reading to learn

# 4. Implementation plan, work allocation and evaluation

	Object	Measures/Strategies	Evaluation	Success criteria	Schedule	PICs
	ives		methods			
4.1	3.1	Teachers will be required to integrate the elements of 'Self-	Records of class	SDL elements	Whole	All English
		directed learning' for peer and appraisal class visits.	visits	integrated	year	teachers
4.2		S.2 and S.3 elites will be invited to take part in elite training	Feedback from	Positive feedback	2 <sup>nd</sup> term	YWL,
		activities that require them to play an active role throughout.	participants and	from participants		teachers
			teachers	and teachers		concerned
4.3		The self-access reading scheme targeting the S.1-2 students will	Participation of	All S.1-2 students	Whole	WKY, S.1-2
		be carried out with the help of English Ambassadors and the	students	participate in it	year	teachers
		English learning passport.				

4.4		The S.3-4 students will be required to have self-access oral	Participation of	Positive feedback	1 <sup>st</sup> term	WKY, S.3-4
		practices at the English Centre.	students	from students		teachers
4.5		Students' autonomous learning will be enhanced through ERVS	ERVS and SBA	Positive feedback	Whole	All English
		and SBA.	carried out	from teachers	year	teachers
4.6		S.1-3 students will be required to complete the self-access online	Completion rate	Most classes can	Whole	All English
		learning programme i.e. i-Learner beyond class time while S.4-6	of practices	achieve the	year	teachers
		students will be encouraged to do the TVnews practices.		following rates:		
				S.1-3: 60%		
4.7		E-readers will be run by the school library and available for	Access /	Selected elite	Whole	English
		students to access beyond class time.	borrowing rate	classes from S.3-5	year	teachers
			kept by the	read the e-readers		concerned,
			library			school
						library
4.8		Students will be encouraged to take part in English activities	Activity marks	Over 80% of	Whole	All English
		with the help of the English learning passport and the activity		students obtain a	year	teachers
		marks in S.1-3.		pass in activity		
				marks		
4.9		Students can utilize the resources available at the English Centre	Utilization of	Satisfactory	Whole	WKY, all
		to enhance self-learning e.g. books, DVDs, tablets, etc.	English Centre	utilization of	year	English
				English Centre		teachers
4.10		Teachers will be encouraged to take PD activities outside on	Participation of	Each teacher	Whole	All English
		'Self-directed learning' and 'E-learning' e.g. workshops or	teachers	complete 1 PD	year	teachers
		seminars by EDB, visits to other schools, etc.		activity		
4.11	3.2	S.5 students will be required to take an elective module	Participation in	Coursework	2 <sup>nd</sup> term	S.5 teachers
		'Learning English through Workplace Communication' which	class and	completed		
			coursework			
		•				

	helps them identify personal aspirations and learn useful				
4.12	workplace knowledge.  An individual project regarding 'My favourite job/industry' will be done by S.5 students.	Comments by ST and peers	Positive comments given	2 <sup>nd</sup> term	S.5 teachers
4.13	The writing syllabus of S.1-6 will cover practical writings related to workplace communication e.g. S.6 self-account, letter of complaint, letter of application, etc.	Correction by students and comments by ST	Correction done and positive comments given	Whole year	S1-6 teachers
4.14	Elements of workplace communication will be integrated in the teaching and speaking assessment of S.3 e.g. writing application letters.	Participation in class and performance in exam	Active participation in class and satisfactory performance in exam	2 <sup>nd</sup> term	S.3 teachers
4.15	Selected students will be invited to take part in activities or outings organized by the tertiary institutions to help them know more about future study and career opportunities.	Feedback by students and teachers	Positive feedback received	Whole year	TLM, YWL, teachers concerned
4.16	S.2 students will take part in a drama outing with pre-activity and post-activity work that helps them to explore about careers related to performing arts.	Feedback by students and teachers	Positive feedback received	2nd term	YWL, S.2 teachers
4.17	'Workplace English/Jobs' will be the chosen theme for the English days.	Design of activities	Some elements concerned integrated in the game stalls and/or other activities	1 <sup>st</sup> and 2 <sup>nd</sup> terms	TLM, YWL, all PICs of activities concerned

4.18	3.3	There will be smaller classes in S.4-6, which allows measures		Arrangement	Whole	TLM, YWL
		catering for learner diversity in classroom teaching.		made and	year	
				reviewed		
4.19		There will be specialization teaching in S.1-3 and S.5-6 which		Arrangement	Whole	SC, CWY2,
		allows the teachers to better cater for the needs of the students in		made and	year	KLP
		the papers/areas concerned.		reviewed		
4.20		Process writing and focused marking will be carried out in S.1-5	Students' writing	Students are more	Whole	All English
		to cater for learner diversity.	performance and	aware of the	year	teachers
			teachers'	features		
			feedback	highlighted in the		
				writings		
4.21		Optional parts for elites will be included in the syllabuses of S.1-		Optional parts	Whole	S.1-6 form
		6 and taught in elite classes.		included and	year	coordinators,
				taught		teachers of
						elite classes
4.22		There will be measures catering for learner diversity carried out	Class visits and	Measures carried	Whole	Teachers of
		at class level by individual teachers.	exercise book	out at class level	year	elite and
			inspection records			remedial
						classes.
4.23		There will be a wide range of life-wide learning or co-curricular	Feedback from	Students benefit	Whole	TLM, YWL
		activities or events e.g. English days, English camps, English	participants	from activities	year	
		centre for students of different abilities and interests.				
4.24		Elite students will be nominated to take part in the external/	Students'	Students take part	Whole	TLM, YWL
		public competitions for exposure e.g. writing competitions,	participation in	in 3 external	year	
		public speaking competition, speech festival, debating	external	competitions		
		competition, etc.	competitions			
		•	•			

4.25		Elite students will be given the opportunities to serve at English	Feedback from	Positive feedback	Whole	WKY, TLM
		Centre as role models of their peers.	students	by students	year	
4.26		There will be at least one academic course organized for weak or	Feedback from	Positive feedback	Whole	S1-6 form
		average students in all forms.	participants,	by students, tutors	year	coordinators
			tutors and	and teachers		and teachers
			teachers	concerned		concerned
4.27		Measures will be carried out for the marginal students who may	Results of mock	Progress made in	1 <sup>st</sup> term	S.6 teachers
		score 18-19 points in 2019 HKDSE exam in S.6 with school	exam and 2019	English		
		subsidy e.g. enhancement course	HKDSE	performance		
4.28		There will be a variety of types of coursework catering for		A variety of	Whole	All English
		learner diversity e.g. compositions, news comments, reading and		coursework	year	teachers
		viewing report, workbook, listening report, etc.		completed		
4.29		E-class will be utilized for students to access the internal past		Past papers of	9/2018	TLM
		papers.		2017-2018		
				uploaded		
4.30	3.4	S.1-3 curriculum will be refined e.g. adopting new textbooks,	Feedback from	Positive feedback	Whole	YWL,
		consolidating grammar, vocabulary and writing, adding bonus	teachers and	received	year	CYW2,
		marks in daily writing practices, etc.	students			teachers
						concerned
4.31		Daily marks will be implemented in S.1-4 in order to encourage	Performance of	Satisfactory	Whole	All English
		students to make consistent effort on studying English.	students and	scored of students	year	teachers
			feedback from	and positive		
			teachers	feedback from		
				teachers		
4.32		Peer class observations with class-based teaching materials will	Records of class	Teachers	Whole	All English
		be conducted to cater for the needs of individual classes, and	visits	exchange	year	teachers

	professional exchange of ideas will take place in the post-visit sharing sessions.		teaching ideas andlearn from		
			each other		
4.33	Teachers will be encouraged to share their own teaching		Materials	Whole	All English
	materials with the other panellists by uploading them onto the		uploaded	year	teachers
	subject server.				
4.34	There will be extra lessons and oral practices conducted during		Lessons or	Whole	Teachers of
	lunch time, after school, during long holidays or study leave in		practices	year	S.3-6
	S.3-6 by subject teachers.		conducted		
4.35	There will be inter-class and/or inter-school oral practices for		Practices held	Whole	Teachers of
	public exams in S.3, 5-6.			year	S.3, 5-6
4.36	There will be exam practices and uniform quizzes held after		Practices held	Whole	Teachers of
	school and before examination in S.3-6.			year	S.3-6
4.37	There will be lunchtime oral practices for S.6 with the help of		Practices held	1 <sup>st</sup> term	S.4-6
	the teaching assistant and the S.4-5 teachers.				teachers
4.38	Elements of public exams e.g. language arts and non-language	S.1-3 teaching	Elements of	Whole	YWL,
	arts, DSE question types, etc. will be integrated into the junior	syllabuses and	public exams	year	CWY2
	form curriculum and assessment to equip students for the public	papers	incorporated in		
	exams in S.4-6.		syllabuses and		
			papers		
4.39	Teachers will be encouraged to serve as markers or oral	Number of	3 teachers serve as	2 <sup>nd</sup> term	Teachers of
	examiners for public exam e.g. TSA, DSE, etc., which enables	teacher markers	markers / oral		S.3-6
	them to be familiar with the exam trend.		examiners for		
			TSA, DSE and AL		

4.40		Teachers will be encouraged to attend professional development	CPD records	Each teacher	Whole	All English
		workshops/training on English Language teaching including the	submitted by	attends at least 1	year	teachers
		8 updates in the curriculum guide of 2017, which helps to enrich	teachers	PD activity		
		their professional knowledge.				
4.41		Teachers will share their teaching practices and strategies at		Some sharing	Whole	All English
		form levels.		done	year	teachers
4.42	3.5	Teachers will be encouraged to include elements of assessment	Class visits record	Elements of AaL	Whole	All English
		as learning (AaL) in the peer and appraisal class visits e.g. goal-		included	year	teachers
		setting, reflecting on learning progress, goal-adjusting, etc.				
4.43		Self-assessment and peer-assessment will be carried out in		Work completed	Whole	All English
		writing and speaking in all forms.			year	teachers
4.44		Qualitative feedback will be given to students on writing in all		Writing feedback	Whole	All English
		forms e.g. use of rubrics.		forms utilized	year	teachers
4.45		Project work will be done by S.5 on the elective module	Project work of	Students benefit	Whole	S.5 teachers
		'Workplace communication'.	students	from project work	year	
4.46		SBA will be carried out in S.5.		Work completed	Whole	S.5 teachers
					year	
4.47		Post-test/exam reviews covering statistical figures will be	Post-test/exam	Reviews done and	After	All form
		conducted at form level and students will be informed of ways	evaluation	follow-up work	each test	coordinators
		for improvement.	meetings	carried out	and exam	
4.48	3.6	A wide range of life-wide learning events/activities will be	Feedback from	Students benefited	Whole	TLM, YWL
		provided for students e.g. English days, English summer camp,	participants	from events/	year	
		etc.		activities		
4.49		A wide range of English training items will be provided for elite	Feedback from	Students benefited	Whole	YWL, TLM
		students e.g. speech festival training, public speaking training,	participants and	from training and	year	
		debate training, etc.	prizes received			
						· · · · · · · · · · · · · · · · · · ·

				some prizes received		
4.50		English learning passports will be used to encourage S.1-5	Number of	90% of students	Whole	YWL,
		students to take part in English activities and training.	activity stamps	meet the	year	CWY2,
			collected by	minimum		English
			students	requirement of		teachers
				stamps		concerned
4.51		There will be collaboration with other school parties e.g. English		Collaboration	English	TLM, YWL,
		Society, English debate team, ACA, PTA, a STEM subject, etc.		taken place	Days	all parties
		in organizing English activities.				involved
4.52	3.7	The extensive reading and viewing scheme (ERVS) will be	Number of	90% of students	Whole	All S.1-5
		implemented in S.1-5.	reports completed	meet the	year	English
			by students	minimum		teachers,
				requirements		school
						library
4.53		S.1-3 students will be required to complete regular English	Completion rate	Most classes can	Whole	All English
		online / reading practices i.e. i-Learner.	of practices	achieve the	year	teachers
				following rates:		
				S.1-3: 60%		
4.54		E-readers will be run by the school library and available for	Access /	Selected elite	Whole	English
		students to access beyond class time.	borrowing rate	classes from S.3-5	year	teachers
			kept by the	read the e-readers		concerned,
			library			school
						library

4.55	All S.1-6 students will be required to subscribe to the newspaper	Students'	Students utilize	Whole	S.1-6
	on a regular basis.	utilization of	newspapers for	year	English
		newspapers	coursework		teachers

# 5. Budget (To be finalized in Oct. 2018)

	Types / Accounts Amounts (\$)		Items / Details	PICs	Due dates (m/yy)	
1	CEG	22000	Speech festival	SC, YWL	5/19	
	22000					
2	DLG	10000	Public speaking training	YWL, SC	5/19	
	10000 (S.4: 4000;					
		S.5: 4000				
		S.6: 2000)				
3	Composite IT	500	English centre furniture and equipment	WKY	5/19	
	500					
4	Library grant	1300	Library books	TLM	5/19	
	2700	1400	Books for elites / exam ref	TLM	10/18	
5	Teachers' reference	2000	Reference books and DVDs for teachers	TLM, YWL	5/19	
	3000	1000	Teaching aids bought from textbook publishers	TLM	5/19	
6	Stationery	100	Stationery	TLM	5/19	
	100					
7	Newspapers &	800	English centre	WKY	5/19	
	magazines	200	Panel reference	TLM	5/19	
	1000					
8	Travelling for	4000	S.1-2 drama appreciation, S.6 oral practices	YWL, TLM	5/19	
	visits and					
	competitions					

	4000				
9	Prizes	500	Prizes for competitions	TLM	5/19
	500				
10	Teaching aids	2000	S.1-3 readers	YWL	5/19
	28000	1000	S.4-5 readers	TLM	5/19
		3000	General	TLM	5/19
		21000	S.1-3 Online reading programme (i-Learner)	CWY2	5/19
		2000	English centre books, DVDs, board games, etc.	WKY	5/19
11	Activities	2000	English days	TLM, YWL	5/19
	4000	500	Inter-class competitions	TLM, YWL	5/19
		1000	English outings	TLM, CWY2	5/19
		500	English Centre activities	WKY	5/19
12	Activities (Partly subsidized)20000	20000	S.1-3 ELIC English summer camp	CWY2, YWL	5/19
13	Academic course 5000	5000	Enhancement course for S.6 marginal students	TLM, CWY2	5/19

# 6. Programme team

Panel head: TLM

Deputy panel head: YWL

Junior forms coordinator: CWY2

Teams/ Groups	Members					
EC (TLM#)	WKY*	CYL	KLP	SC	WC	
Speech Festival (YWL #)	SC*	CWL	CYL	LSP	WKY	

Form Cos	(S1) WFT (S2) CTW (S3) CWL (S4) KLP (S5) CWY2
	(S6) FMY (S1-3) CWY2

<sup>\*</sup>Form coordinator

#Adviser

# C.C.C. MONG MAN WAI COLLEGE MATHEMATICS

#### ANNUAL PLAN (2018-2019)

#### 1 Aims

- 1.1 To promote the interest of Mathematics
- 1.2 To make students feel that learning mathematics or solving mathematical problems are not boring.
- 1.3 To expose the practice of Mathematics in our daily life and in the nature.
- 1.4 To develop a logical and systematic way of presentation
- 1.5 To prepare the students for the public examinations
- 1.6 To provide good foundation in Mathematics for further studies.

#### 2 Situational Analysis

#### 2.1 Strengths

- 2.1.1 All teachers are hardworking, cooperative and willing to do extra work.
- 2.1.2 All teachers care about students and are willing to give students support after the lesson, including: tutorial class, supplementary exercises, tests, etc.
- 2.1.3 All teachers are keen to teach students extra knowledge.
- 2.1.4 All teachers are willing to share all aspects of teaching resources.
- 2.1.5 All teachers are experienced.
- 2.1.6 All teachers have knowledge on the application of information technology which give help to the development of IT in education.
- 2.1.7 Some students are interested in mathematics.
- 2.1.8 All teachers are permanent teachers.

#### 2.2 Weaknesses

- 2.2.1 Teachers' workload other than teaching is very heavy. The administrative posts of teachers including 1 vice principle, 2 panel heads, 2 committee heads among the 8 math teachers.
- 2.2.2 Students are still quite passive in learning even though we have implement the SDL lessons.
- 2.2.3 Students are weak in algebraic operation.
- 2.2.4 Some students have less initiative to improve themselves.
- 2.2.5 Some students have difficulties in using EMI.
- 2.2.6 Many students are easy to forget what they have learned in the last term or last year.
- 2.2.7 The number of lessons in junior form has not increased since there is a change from CMI to EMI eight years ago.
- 2.2.8 The number of actual teaching lesson of math teachers is relative higher than other KLAs.
- 2.2.9 After the implementation of SDL lessons in S1 to S3, the teaching times are very tight. Many classes have no time for teachers to have revision before the uniform test and examination.
- 2.2.10 The learner diversity of some class (e.g. 4A, 5A, 6A) are great among the form because of the class structure.
- 2.2.11 Since the number of math teachers decreases from 9 to 8 teachers, the average panel workload has been increased.
- 2.2.12 School does not provide extra resources for remedial class so that some teachers need to spend their own time for extra lessons when implementing S6 remedial class.

#### 2.3 Threats and opportunities

- 2.3.1 S1 students are the weakest among recent years as reflected by pre-S1 attainment test.
- 2.3.2 S2 and S3 students have experienced in SDL.
- 2.3.3 The two contract math major teachers have been changed to permanent teachers.
- 2.3.3 One non-math-major teacher has left our team.

- 3 Concerns for the current year and the corresponding work done
  - 3.1 Major Concerns from AC
    - 3.1.1 School major concern
      - 3.1.1.1 Cultivation of Self-directed Learning (SDL)
      - 3.1.1.2 Careers and Life Planning Education (CLPE)
    - 3.1.2 Life-wide Learning (co-curricular activities, visits, field trips, etc.)
    - 3.1.3 Reading to Learn (Four Key Tasks)
    - 3.1.4 Project Learning (Four Key Tasks)
    - 3.1.5 IT for Interactive Learning (Four Key Tasks)
    - 3.1.6 Strategies for Elite Teaching
    - 3.1.7 Showcase Items and sharing (e.g. study tour, competition ) for Learning Celebrations
    - 3.1.8 STEM education
  - 3.2 Essential concerns of the Panel
    - 3.2.1 Helping elite students to prepare the HKDSE to enhance the academic result
    - 3.2.2 Helping S.3 students taste Module 1 and Module 2 of Senior form Mathematics and make a suitable choice.
    - 3.2.3 Helping students to prepare the public examination
    - 3.2.4 Helping students to learn better
    - 3.2.5 Enhancing teachers' professional development

4.4	mplementation Plan and the Division of Works  A 1 Plan/Stretagy								
4.1	Plan/Strategy	Objective/	Method of evaluation	Success criteria	Time scale	Person			
		Concerns				in-charge			
4.2	Hold school base seminar or	3.1.2	Questionnaire or attendance	More than 70% student feel	Whole year	LKT, FKW,			
	external visit			that the program is useful or					
				the attendance is over 70%					
4.3	Cooperate with Mathematics	3.1.2	Verbal report from corresponding	At least one activity has been	Whole year	LKT, LSW			
	club to carry out		teacher Evaluate in the panel meeting	carried out					
	extra-curricular activity								
4.4	Nominate student to join	3.1.2	Verbal report from corresponding	At least once	Whole year	LSW			
	external mathematics activity		teacher Evaluate in the panel meeting						
	or competition								
4.5	Reading report for S1	3.1.3,	Evaluate in the panel meeting	Plan have carry out	Second term	S.1 teachers			
		3.2.4							
4.6	Project for S2	3.1.4,	Verbal report from corresponding	Plan have carry out	Whole year	S.2 teachers			
		3.2.4	teacher Evaluate in the panel meeting						
4.7	ETV(in Chinese), Aided with	3.1.5,	Verbal report from corresponding	Plan have carry out	Whole year	S.1 and S.2			
	simple notes in S.1 and S.2	3.2.4	teacher Evaluate in the panel meeting			teachers			
4.8	Using Eclass or other ways to	3.1.5,	Verbal report from corresponding	Plan have carry out	Whole year	corresponding			
	help student prepare for the	3.2.4	teacher Evaluate in the panel meeting			teacher			
	public examination after								
	school								
4.9	Upload the teaching material	3.1.5,	Verbal report from corresponding	All teachers have carry out	Whole year	All teacher			
	to the server or Eclass	3.2.4	teacher Evaluate in the panel meeting	this plan					
4.10	School base elite training	3.1.6	Evaluate in the panel meeting	More than 70% student feel	Whole year	Junior form			

	program			that the program is useful or the attendance is over 70%		Supporting Team	
4.1	1 Teach S1 the enrichment part	3.1.6,	Verbal report from corresponding	All classes have carry out	Whole year	S.1 teachers	
	according to their ability	3.2.4	teacher Evaluate in the panel meeting	this plan			
4.1	2 Teach S2 and S3 elite class	3.1.6,	Verbal report from corresponding	Corresponding classes have	Whole year	CSM, CWY	
	the enrichment part	3.2.4	teacher Evaluate in the panel meeting	carry out this plan			
4.1	Grouping students with similar	3.1.6,	Verbal report from corresponding	At least one lesson	Whole year	CSM, LSW,	
	ability in 6A and 6B, 6C and	3.2.1,	teacher Evaluate in the panel meeting			LKT, KTK,	
	6D	3.2.3,				FKW	
		3.2.4					
4.1	4 Compulsory part 5* tutorial	3.1.6,	Evaluate in the panel meeting	The attendance is over 70%	Oct-Dec,	LKT	
	class	3.2.1,			2018		
		3.2.3					
4.1	5 Buy reference	3.1.6,	Verbal report from corresponding	Plan have carry out	Whole year	LKT and S6	
	books/exercises for the elite	3.2.1,	teacher Evaluate in the panel meeting			teachers	
	students	3.2.3					
4.1	6 Nominate student to perform	3.1.7	Verbal report from corresponding	Plan have carry out	1/03/2019	All teachers	
	in the learning celebration		teacher Evaluate in the panel meeting				
	day or prepare students' work						
	to exhibit in Learning						
	Celebration						
4.1	7 Prepare information about	3.1.8	Materials are prepared	Plan have carry out	Whole year	LKT	
	STEM education and						
	investigate different mode of						
	engagement of Math in						
	STEM education						

4.18	Conduct M1, M2 tasting	3.2.2	Student feedback	Positive feedback	Feb. to May	KTK	
	course and screening test to				2019		
	S3 students						
4.19	Mock examination and	3.2.3	Verbal report from corresponding	At least once	Whole year	S.3 and S.6	
	revision exercise to help		teacher Evaluate in the panel meeting			teachers	
	student to prepare for the						
	TSA and HKDSE						
4.20	Teach more examination skill	3.2.3,	Verbal report from corresponding	All class have carry out this	Whole year	S.3 and S.6	
	in the lesson	3.2.4	teacher Evaluate in the panel meeting	plan		teachers	
4.21	Setting at least one	3.2.3,	Evaluate in the panel meeting	There is at least one question	Whole year	All teachers	
	open-ended question or	3.2.4		in each examination			
	explaining question in each						
	examination						
4.22	S.6 Remedial class	3.2.3,	Attendance	The attendance is over 70%	Sept to Dec	FKW	
		3.2.4			2018		
4.23	Modification and adjustment	3.2.4	Verbal report from corresponding	Plan has carried out	Whole year	Corresponding	
	of quiz such as enlarging the		teacher Evaluate in the panel meeting			teachers	
	question paper, adjusting the						
	time, accepting nonsystematic						
	presentation for SEN students						
4.24	Cooperate with the AC	3.2.4	Questionnaire or attendance	More than 70% student feel	Oct 2018 to	S1 and S2	
	prefect team to give tutorial			that the program is useful or	May 2019	teachers and	
	class to some S1 and S2			the attendance is over 70%		LKT	
	students						
4.25	Bridging course for S1	3.2.4	Questionnaire or attendance	More than 70% student feel	Aug.2019	NWH, CWY,	

				that the program is useful or the attendance is over 70%		FKW, LSW	•
	Each junior form have collaborative lesson planning on new topics and keep the material in subject server	3.2.4, 3.2.5	Verbal report from corresponding teacher Evaluate in the panel meeting	At least once	Whole year	Corresponding teachers	
4.27	Teacher peer class visit	3.2.5	Verbal report from corresponding teacher Evaluate in the panel meeting	At least once	Whole year	All teacher	
4.28	Teachers of the same form hold regular meeting to share teaching experience	3.2.5	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	All teachers	
4.29	Consolidate the after-lesson follow up activities on SDL lesson	3.1.1.1, 3.2.4, 3.2.5	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	Corresponding teachers	
4.30	Implement all successful SDL programs to the whole form	3.1.1.1, 3.2.4	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	Corresponding teachers	
4.31	Invite teacher to have sharing on SDL	3.1.1.1, 3.2.5	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	All teachers	
4.32	Encourage teachers to visit other school on SDL programs if available	3.1.1.1, 3.2.5	Verbal report from corresponding teacher Evaluate in the panel meeting	There is invitation on this kind of visit	Whole year	All teachers	
4.33	Modify and update all SDL programs for sustainability	3.1.1.1, 3.2.4	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	Corresponding teachers	
4.34	Review topics about CLPE in whole year	3.1.1.2	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	All teachers	
4.35	Using examples/exercises to	3.1.1.2	Verbal report from corresponding	Plan have carry out	Whole year	S3 and S6	

	integrate learning into life		teacher Evaluate in the panel meeting			teachers	
	skills						
4.36	Give Elective Subject Talk of	3.1.1.2,	Verbal report from corresponding	Plan have carry out	07/03/2019	LKT	
	M1/M2 to all S.3 students	3.2.2	teacher Evaluate in the panel meeting				
	who are interested in taking						
	M1 or M2 and including						
	some information about our						
	subject and students' future						
	study, career or life						
4.37	Hold visit to the relative	3.1.1.2	Attendance	The attendance is over 70%	Whole year	LKT	
	faculty of the university or						
	invite representative from						
	university to give students						
	briefing						

# 5 Budgets

	Applied	Approved
Library Books (allocated and recorded by LWS <sub>2</sub> )		
-Library Books	900	
-Elite Books	900	
Teachers References (Textbooks, Reference books)	500	
Teachers References provided by publisher	2000	
Teaching Aids: resource materials for learning and teaching	1000	
Stationery (below \$200 per annum, if more than \$200 pls specify)		
Activities (Partly subsidized by school)		
S.6 Tutorial class	3000	
Activities (≥\$3000 with breakdown)		
Activities (<\$3000)		
1. P6-S1 Bridging Course	100	
2. Various Mathematics Competition fee	1500	
3. Gift (Mathematics society)	600	
4. Inter-secondary school Rumikuk competition	2500	
Total:	13000	

# 6 Members

6.1	MR. LO KING TAK* (PANEL CHAIRMAN)	6.2	MR. FUNG KA WAI* (JUNIOR FORM COORDINATOR)
6.3	MS. CHAN SHUK MEI*	6.4	MS. CHENG WAI YEE*
6.5	MR. KONG TAK KAI*	6.6	MR. LEE SIU WING*
6.7	MR. NG TAN YIU	6.8	MR. NG WAI HONG*

<sup>\*</sup>Math major

# 中華基督教會蒙民偉書院

### 通識教育科

### 工作計劃 (2018-2019)

#### 1. 宗旨

- 1.1 配合學校及學務委員會的既定政策,完成學校的使命目標。
- 1.2 制訂及執行學校通識教育科的政策。
- 1.3 策劃及統籌通識教育科的教學工作。
- 1.4 提高學生學習通識教育科的興趣。
- 1.5 提升學生學習通識教育科的能力,在公開試獲取優異成績。
- 1.6 關注通識教育科的發展趨勢,改善教學工作。

### 2. 現況分析

#### 2.1 強項

- 2.1.1 通識教育科教師來自語文、人文及科學學習領域,可互補不足。
- 2.1.2 教師曾修讀通識教育科課程,也曾參與中文大學主辦的校本支援服務,對通識教育科的教學及評估方法有基本認識。
- 2.1.3 大部份團隊教師具有8年教授高中通識教育科的經驗。
- 2.1.4 團隊中部份教師有7年公開考試閱卷員經驗。
- 2.1.5 團隊合作性高,教師願意承擔工作。

#### 2.2 弱項

- 2.2.1 通識教育科課題涉獵面廣,教師未能對所有的課題均有深入理 解。
- 2.2.2 學生思考能力不高,答題技巧有待改善。
- 2.2.3 本科教學資源庫仍有擴展的空間。
- 2.2.4 學生欠時事的觸覺,未有閱讀報章、書籍的習慣。
- 2.2.5 答題技巧多變,學生難以掌握各項的技巧。
- 2.2.6 公開考試題目較多,學生難以於指定時間內完成。
- 2.2.7 學生未能掌握相關概念。

### 2.3 契機

- 2.3.1 通識教育科注重分析而不是背誦知識,學生不用死記繁瑣資料。
- 2.3.2 本年度設有共同備課節(DAY2 第 9 堂),可進行教學經驗交流 活動,以回應學校的關注事項(自主學習)及有關答題技巧訓練 的資料得到充實。
- 2.3.3 通識教育科較貼近社會生活的事例,學生的學習興趣較高。
- 2.3.4 本年度設有共同備課課堂,鼓勵同儕協作、交流及觀課,以提

### 高教學的效能。

- 2.4 危機
  - 2.4.1 通識教育科常要更新教材內容,加重任教老師的壓力。
  - 2.4.2 公開試成績獲取等級5或以上的人數仍有進步的空間。
  - 2.4.3 公開考試的評核方法常作更新,教師教難掌握作答技巧。

### 3. 本年度關注事項

3.1 主要關注事項:

本學年將繼續深化去年的關注事項,使之更臻完善,具體項目如下:

- 3.1.1 培養學生自主學習的能力(SDL)(回應學校關注事項)
- 3.1.2 **生涯規劃(CLPE)** (回應學校關注事項)
- 3.1.3 加強學生答題技巧的訓練//拔尖計劃
- 3.1.4 運用有效的教學法
- 3.1.5 照顧學習差異

# 3.2 其他關注事項:

- 3.2.1 充實教學資源
- 3.2.2 檢討課程架構
- 3.2.3 專題習作
- 3.2.4 從閱讀中學習
- 3.2.5 全方位學習
- 3.2.6 資訊科技

## 4. 計劃內容及工作分配

	目標	計劃/策略	評估方法	成功準則	日期	負責人
4. 1	3. 1. 1	學生能於學前備課,積極參與課	檢查教材庫、觀課、會	中四至中六同學全年至少兩次	全年	教師
		堂分享,培養學生自主學習	議討論	課堂分享的機會,並需完成課前		
		教師可安排以知識及技巧並重		預習工作紙		
		的鞏固課業,以鞏固學生的已有知		中四至中六同學全年需完成雨		
		識		次的鞏固課業		
		教師在會議分享自主學習的教		每位教師需全年一次在會議上		
		學經驗		分享自主學習的教學經驗		
		中四、中五級各有一次共同備		中四任教老師需於11月進行共		
		課,開發、設計自主學習的教材,		同備課,題目與能源科技與環境		
		持續性地進行自主學習的教學模		有關		
		式		中五任教老師需於10月進行共		
				同備課,題目與今日香港相關		
4. 2	3. 1. 2	本科在教學內容上教授與個人	檢查教材庫、觀課	中四任教老師需在課堂上緊扣	全年	教師
		成長及生活技能相關的課題,使學	參與者及教師回饋或	個人成長課題,全年需至少一次		
		生更了解個人的特性。	問卷	與學生分享社會上職業的種類及		
		在校外活動方面,任教老師帶領		特性,與個人性格特質的關係		
		學生到不同的機構參觀,協助他們				
		探索升學出路,使學生更了解各樣		全年至少雨次參與校外活動		
		職業的特性。		(與職業及生涯規劃相關的活動)		

4.3	3. 1. 3	制訂有系統的統一課業政策,讓	檢查教材庫、觀課、	中四同學需完成答題技巧訓練	全年	教師
		學生掌握公開試各種提問用語的	會議討論 、觀課	冊上冊		
		作答方法		中五同學需完成答題技巧訓練		
		增加學生回答歷屆公開試試題		冊下冊,以提升學生的答題技巧		
		的機會		中四至中六將以公開考試卷為		
		統一課業加上作答指引,使學生		統一課業,以增加學生回答歷屆		
		更明白回應試題的技巧		公開試試題的機會		
		邀請批改公開試的老師於會議		中四至中六全部的統一課業必		
		中分享閱卷心得		需加上作答指引,並列出相關的		
		中四至中六均設有統一測驗		概念詞,使學生更明白回應試題		
		因應需要於中四至六加設作答		的技巧		
		技巧訓練班,以鞏固學生的答題技		全年至少兩位老師於會議中分		
		巧		享閱卷心得		
		中五、六設「師徒制」,各由三		中四、中五上下學期各一次統		
		位老師作深入的輔導, 重點教授他		一測驗		
		們取分的秘訣		中六上學期一次統一測驗		
		中六設「拔尖班」		中五及中六全年至少一次作答		
				技巧訓練班,每個作答技巧訓練		
				班需有五次的課堂		
				中六需於1月前完成「師徒制」		
				中五需於5月前完成「師徒制」		
				中六任教老師需於11月至1月		
				完成中六「拔尖班」,由六位老師		

				教授答題技巧		
4.4	3.1.4	教師可按學生的不同能力,運用	觀課評估表	80%的同事能於觀課評估內展	全年	教師
		不同的教學方法,以提升學生的學	任教老師在通識教育	示出運用不同的教學方法		
		習效能,如透過其他活動,如角色	科科務會議上分享不同	教師全年需至少一次在會議上		
		扮演、辯論、遊戲等不同教學活	的教學法,讓其他同事有	分享教學法		
		動,教師可按學生的興趣及能力,	所獲益			
		在適切的情況下引入不同的課堂				
		活動,以增加同學的學習動機				
4.5	3. 1. 5	教師可以以小組學習模式進	觀課評估表	80%的同事能於課堂進行不同	全年	教師
		行,透過討論及分享,學生能互相	教師在課堂就學生的	類型的課堂活動(分組討論、課堂		
		學習,提升思考及表達等技能。	學習差異進行不同類型	分享)		
			的課堂活動(分組討論、			
			課堂分享)			
4.6	3. 2. 1	鼓勵同事購買與本科相關的教	檢示資源室 / 圖書館	每年至少購買五本與本科相關	全年	科主
		科書及參考書籍	的相關書本	的書本及練習		任、教師
			與友校交換相關資料	每年至少一次與友校交換模擬		
			教師素描並儲存相關	試卷		
			的檔案	每年需素描 80%的相關練習於		
				本科內聯網內		
4. 7	3. 2. 2	每年檢示各級的教學進度,中四	教學進度表	100%教師能在指定時間完成教	全年	科主
		級需完成能源科技與環境、個人成		學內容		任、教師
		長與人際關係、今日香港首兩課;				

		·		<del>-</del>		
		中五級需完成今日香港、現代中				
		國、公共衛生首三課及獨立專題探				
		究,中六級需於 12 月完成公共衛				
		生及全球化				
4.8	3. 2. 3	學生需於中五完成校本評核報	IES 學生手冊	100%學生需按學生手冊的進度	全年	科主
		告(專題習作)	IES 評核表	完成 IES		任、教師
				100%學生需於 2019/06 提交習		
				作,教師亦需於 2019/09 前完成		
				評改程序		
4.9	3. 2. 4	鼓勵學生訂購與通識科相關的	訂購表	60%中四至中六學生訂購相關	中五	科主
		報章	IES 文獻回顧報告表格	的報章	級整	任、教師
		學生需於專題研習第一階段完		100%中五學生進行獨立專題探	個學	
		成 IES 文獻回顧報告		究時,按自己選擇的題目尋找相		
				關的書籍,並需完成一份約 500		
				字的閱讀文獻回顧報告學		
4.10	3. 2. 5	中四、中五舉辦探訪社區	參與者及教師回饋或	80%同學對活動有正面評價	全年	教師
			問卷			
4.11	3. 2. 6	教師亦可善用多媒體教學,從互	觀課評估表	80%的同事能於課堂上運用資	全年	教師
		聯網上找到不同的教材,如短片、		訊科技教學		
		紀錄片及電影等,讓有不同學習需				
		要的同學投入課堂				

### 5. 其他政策

### 5.1 家課政策

- 5.1.1 中四學習階段,教師在該段時間以某一種類的提問用語命題,設計統一課業,讓學生能有系統地學懂公開試各種提問用語的回答方法。題目將取材自課本的練習。
- 5.1.2 中五及中六級統一課業取材自歷屆試題,讓學生獲得 回答公開試題目的經驗。
- 5.1.3 所有統一課業需附上答題指引。
- 5.1.4 具體政策如下:
- 5.1.4.1 每兩個循環周安排一次家課,由一位教師負責印題 目、編寫答題指引、概念圖/詞及提供答案。
- 5.1.4.2 收回學生家課後,擬題老師在其任教班級中選取上中 下答案各一題,影印給所有任教老師進行試改,分數 經任教老師同意後,作為評核其他學生課業的標準, 藉此拉近各任教老師的分數。
- 5.1.4.3 統一課業評分會議只在中五級進行,但統一測驗及考 試的評分會議,仍會在各級進行。
- 5.1.4.4 本學年的共同備課節安排在 DAY2 第九堂,中六級第一份家課在第1循環周 DAY 5 派發,以後逢單數循環周 DAY5 派發課業;中五級第一份家課在第2循環周 DAY5 派發,以後逢雙數循環周 DAY5 派發課業;中四級第一份家課在第2循環周 DAY5 派發,以後逢雙數循環周 DAY5 派發,以後逢雙數循環周 DAY5 派發課業。
- 5.1.4.5 除了統一課業外,任教老師可按需要自行編寫其他課業。

#### 5.2 測驗周及考試

中四

測驗問 (只設一卷): 80 分鐘 只考資料回應題 (設 2 題,必答) 全卷共 40 分

上學期考試 (只設一卷):2小時

第一部分為資料回應題(設2題,必答)(80分鐘) 第二部分為延伸回應題,但只設1分題,10分(40分鐘)

全卷共50分

下學期考試(設兩卷)

卷一:資料回應題,共設2題,全部必答,40分(80分鐘)

卷二:延伸回應題,設2題,同學只答一題,20 分(1小時15分鐘)

中五

測驗問(只設一卷):80分鐘 只考資料回應題(設2題,必答) 全卷共40分

考試 (設兩卷)

卷一:資料回應題,共設2題,全部必答,40分(80分鐘)

卷二:延伸回應題,設2題,同學只答一題,20分(1小時15分鐘)

中五升中六 (即中六第一次模擬考試)(只設一卷) 中五級下學期成績佔 30%,中六級第一次模擬考試佔 70%

中六

測驗問(只設一卷):80分鐘 只考資料回應題(設2題,必答) 全卷共40分

模擬考試 (設兩卷):

卷一為資料回應題(必答)(2小時)(總分:40) 卷二為延伸回應題(3選1)(1時15分)(總分:20)

計分辨法

考試佔總成績 70% 測驗佔總成績 20% 持續評估 (統一測驗) 佔總成績 10% 評卷方法將採用上述家課政策提及的評分方法,以拉 近各任教老師的分數

### 5.3 觀課

- 5.3.1 上年度沒有被觀課的同事需由科主任進行觀課。觀課時期為 2018/10/05 至 2019/05/30。
- 5.3.2 教師亦應留心學校的觀課政策,即本年度每位教師最少「觀課」 及「被觀課」各一次,各同事及科主任須在入分系統上作記錄。
- 5.3.3 歡迎同事進行同儕觀課,分享教學心得。
- 5.3.4 觀課後科主任需繳交觀課表及「自主學習」表

# 5.4 查簿

- 5.4.1 本年度所有任教通識科的老師必需由科主任進行查簿。
- 5.4.2 查簿日期為上學期測驗周後的兩個星期,即 **2018/11/19 至 2018/12/3**。
- 5.4.3 檢查項目包括經批改的上學期測驗卷及所有統一課業。

## 6. 財政預算

	項目	預算款額
5. 1	參觀活動(中四、中五探訪社區活動車費)	\$4000
	(兩次中五參觀活動車費)	
5. 2	圖書館圖書	\$900
5. 3	ELITE BOOKS	\$900
5. 4	參考書	\$300
5. 5	書商提供教科書	\$400
	預算總支出	\$6500

# 7. 成員

顧問	<b>鄺德啟副校長</b>
科主任	陳綺瑩
級聯絡	陳綺瑩(中四)、陳綺瑩(中五)、黎偉良(中六)
教師	司徒樂欣、梁國璋、黎偉良、吳偉康、陳達華、陳綺瑩、李謙
	禮、鍾健豪

# 中華基督教會蒙民偉書院

### 2018-2019 年度

### 中國歷史科工作計劃

### 1 學科長遠目標(宗旨):

- 1.1 透過歷史教育,著重學生的思維發展,建立對歷史的識見及態度。
  - 1.1.1 認識中國歷代「政治演變」、「文化認識」及「香港發展」(知識),從而培養學生理解、分析和評論歷史的能力(能力);
  - 1.1.2 在學習中國歷史發展的過程中,培養優良的品,以及個人對社會、國家及民族的歸屬感(態度)。
  - 1.1.3 培養學生對中國歷史的興趣。

#### 2 教學目標:

- 2.1 總原則
  - 2.1.1 以學生為主體、能力為主導,重視啟發引導;
  - 2.1.2 照顧學生學習的多樣性;
  - 2.1.3 設計均衡而多樣化的課業,促進遷移;
  - 2.1.4 連繫其他學習領域或學科學習;
  - 2.1.5 三線並行,培養學生的優良品德,以及對民族、國家的歸屬感。

## 2.2 中一至中三:

- 2.2.1 以多角度認識中國歷代重要史事、人物事蹟及文化知識,使能確立個人對中國歷史之基本觀念;
- 2.2.2 透過對中國社會文化發展、民族交往、科技發明的認識,欣賞中華文化的兼收並蓄,開拓創新的精神;
- 2.2.3 了解香港由古至今的發展及其與國家的互動關係,提高學生對民族文化的情感;

2.2.4 能對所學的內容進行簡括的陳述,以持平的態度進行多角度分析和評價。

#### 2.3 高中

- 2.3.1 建構歷史知識:
  - 2.3.1.1了解中國政治歷史的面貌與治亂因由、社會和民族的發展狀況與演進關鍵。
  - 2.3.1.2掌握歷史與文化的承傳變化,從而對當前生活的背景有更深刻的體會。
- 2.3.2 掌握研習歷史的技能:
  - 2.3.2.1 採用探究式學習的路向及歷史研習的方法,層層遞進,由理解至綜合,進行知識的遷移。
  - 2.3.2.2 運用各種探究方法整理史料,建立概念。

### 3 目前情況分析(強弱機危)

- 3.1 強項:
  - 3.1.1 與不同的科組有緊密的合作,並擕手安排多樣化的學習活動,如參觀博物館、考察歷史遺跡、交流活動等。
  - 3.1.2 科任老師能互相緊密配合。
  - 3.1.3 「推動中國歷史及文化一筆過津貼」讓本科有充分的資源推廣歷史文化活動。
- 3.2 弱項:
  - 3.2.1 學生文字能力較弱,且學習動機弱,並認為中史科內容沉悶,對選擇本科沒甚興趣。
  - 3.2.2 初中任教老師常有變動。
  - 3.2.3 修讀本科的新高中的學生成績較弱。
  - 3.2.4 高中課程繁多艱深,且課時所限難以有限施教。
  - 3.2.5 高中考題型類時有更改。

### 3.3 機遇:

- 3.3.1 初中學生品性樸實。
- 3.3.2 學校強調自主學習。
- 3.3.3 近幾年資源較充裕。

### 3.4 危機:

- 3.4.1 初中新課程的課程繁多,令課時更緊迫。
- 3.4.2 學生自學能力和自發性低,理解及表達能力較弱。
- 3.4.3 高中課程浩瀚繁多,家長及學生多視為不設實用的科目,成績較佳的一般多不選讀本科。

### 4 發展目標

- 4.1 配合學校的發展目標及關注事項:主自學習、生涯規劃。
- 4.2 鼓勵學生多參與不同的歷史文化活動。
- 4.3 本年度推行目標
  - 4.3.1 配合學校年度計劃發展重點。
  - 4.3.2 準備初中新課程。

### 4.4 本學年關注事項:

- 4.4.1 推展「自主學習」,加強其可持續的元素。
- 4.4.2 配合生涯規劃的推展,加強其可持續的元素。
- 4.4.3 準備初中新舊課程的過渡及持續加強基本法教育的推廣。
- 4.4.4 執行"推動中國歷史及文化一筆過津貼"的項目。

# 4.4.5 其他

- 4.4.5.1 多提供學習機會予資優及高能力學生。
- 4.4.5.2 探討如何加強學生的學習效能。

# 4.5 措施及策略

# 1819\_中國歷史科\_工作計劃(推行策略/措施)

發展目標	統籌	參與者	策略/措施	評估方法	成玏準則
調適教學法	- •	所有任教老師	<ul><li>✓鼓勵學生參與活動教學,一齊動手,訓練其合作精神,互相砥礪。</li></ul>	教學表現評 估表(或) 婚互評等) 生自評等)	
			<ul><li>✓安排富彈性的延伸活動和環境,讓具個別潛能的學生得以發揮。</li></ul>		

			✓ 調整課程,進行增刪,準備初中新課程。		
			✓推行「自主學習」的措施。		
			✓推展及深化「自主學習」。		
照顧學生學習多樣性及	科主任	任教老師	✓ 利用延伸活動/增潤課程協助學生學習(見後頁)	教學表現評	參考區會「教學表現評估」
資優培訓	科主任	任教老師	✔ 推薦優秀或合適的學生參與外課程/培訓/交流	估表	
			✓ 適時透過不同題型的設計,建構學生作答的基本	會議檢討	
			技巧和能力,以自己語言自由地解釋、連接和表		
			達觀點。		
			✓ 照顧學習多樣性,因應學生的程度調適課業的深	科會議檢討	
			淺程度及功課量。	/回饋	
			✓ 多利用不同媒體及形式進行課業延伸,輔助學生	觀課	
			自主學習,鞏固所學。	學生功課	
			✓ 按教師經常檢視課程的鋪排、學生的課業。		
			✓ 適時整理工作紙及教材,輔助學生對史事作出分	-	
			析及評論。		
			✓ 活用課堂活動及教學策略,如多使用互聯網、利		
			用聯想法、諧音法等協助學生整理及轉化資料,		
			加強印象、鞏固所學。		
			✓ 善用提問及正面的回饋,提升學生的自我效能		
			感。		
			針對學生特性和學習需要採用合和適的教學策略		

				and the state of t		
調整評改原則	科主任	任教老師	<b>√</b>	以不同題型的試題來評核學生所建構的知識、技	會議檢討	
				巧和能力;多角度進行評改,考慮的要素應包		
				括:題旨的理解、內容、表達技巧和能力。		
			✓	題目深度與學生的學習能力配合。		
			✓	分量與測考時間配合。		
			✓	避免出靠背誦答案的題目。		
			✓	以提升學生的自我效能感為宗,批改多作正面回		
				饋,多從答卷的優點長處出發,給予合理分數。		
			✓	宜寬不宜嚴。(原則:見1617第一次會議紀錄)		
提升公開試成績	科主任	任教老師	針對	· 十學生特性和學習需要採用合和適的教學策略	會議檢討	不低於全港日校合格率
			<b>✓</b>	循序漸進,按學習的進度,利用適當的課業及評		
				估加強指導		
				•		
			<b>√</b>	歸納重點,整理資料		
			✓	指導學生善用時間		
	科主任	任数老師	<b>√</b>	鹽田梓考察(準備初中新課程)	會議檢討	能選取優秀作品張貼於學習成果
習興趣(延伸活動)	1111	工权允可	<b>✓</b>	長春社歷史軌跡考察-荃灣客家文化考察(比較香港	E MX/IX 01	日
日子处(是什么到)			ľ	原居民生活和傳統權益)(基本法40條-原居民的		ı
			_	傳統權益受特區政府保障)		
			<b>✓</b>	舞麒麟及麒麟紮作工作坊(26/9/18)		
	<u> </u>	<u> </u>				

準備初中新課程	科主任	任教老師	✓	中一:香港歷史專題研習(香港舊時行業:鹽、	
				香木、蠔、珍珠)(報章新聞專題報告形式)	
			✓	中二:立體模型製作/繪本(古代重要建設/建築/	
				古都/地圖/古代發明/兵器/服飾製作)	
			✓	中三(博物館參觀):鐵蹄下的香港:日治時期生	
				活(27/11/18,選取成績優異的中三學生)	
				有關細節交由級統籌按與同事討論	

「生涯規劃教育」的推	❖ 七十二行專題介紹(中三) - 面對世界經濟	科會議	能選取優秀作品張貼於學習成果
行	的急速變遷,了解七十二行有很多變化,繼	檢討/回饋	日
	往開來,想想如何為舊有行業注入新元素,	觀課	
	或蜕 <i>變新的面貌,迎接未來。</i>	學生功	
	❖ (中二)民間學堂 - 分享傳統行業面對的困	課	
	境,了解社會發展如何影響行業的生存空 間;發揮學生的想像,為傳統手藝建議新的		
	用途及路向。		
	❖ 重新檢視及修訂進度表內有關融入「生涯規		
	劃」的原素,以內化其中,日後能持續而		
	行。		

加強「自主學習」的推行	科主任	任教老師	有關細節交由級統籌按與同事討論  ✓ 多利用 E-CLASS 進行課前預習及課後延伸 ✓ 強化課堂的實踐, 鼓勵學生多參與,建構他 們的思考和分析 ✓ 中一及中二級撰寫筆記 ✓ 中四及中五:學生負責 3-4 個課題的課堂講授  ✓ 中六:共分十六個議題,每組(2人)分配2個 課題,准供課堂習習用的工作紙,用作方便	科會議 倒 饋 觀課	
其他	科主任	任教老師	課題,準備課堂溫習用的工作紙,用作方便 同學理解課題,並須預備講課用的媒體,於 課堂中負責講解及協助同學鞏固所學 ✓ 保留佳作,以作示範指導 ( ↑加強學習效能 ) ✓ 執行 "推動中國歷史及文化一筆過津貼"的項 目(三年計劃)	科會議 檢討/回 饋/問卷	

			<ul> <li>✓ STEAM 教育:《天上人間》敦煌文化知性之旅(話劇演出及敦煌莫高窟第45窟虛擬實境 VR 體驗)</li> <li>(日期:2018年10月9日-第五、六節)</li> <li>✓ 多聯繫 OLE 及 ACA 等委員會,提供更多不同層次的學習機會予資優或能力高的學生。</li> </ul>	調查
滲入認識基本法原素	科主任	任教老師	<ul> <li>✓ 中三(博物館參觀):鐵蹄下的香港:日治時期生活(認識中國與香港同胞憂戚與共,血脈相連)</li> <li>✓ 教授「鴉片戰爭」及「英法聯軍」等有關課題時,加強說明割讓香港及回歸問題的由來。</li> <li>✓ 基本法巡迴展覽</li> <li>(東九龍青年社及黃大仙區學校聯絡委員會辦-待機構通知)</li> </ul>	會議檢討

## 關注

# 學生有甚麼困難?

- 學生只有學習上的困難嗎?
- 重整學習習慣
- 從心著手

# 學生需要甚麼?

- 我了解學生的真正需要嗎?
- 我有從學生的角度出發嗎?

# 是否能夠對症下藥?

- 教學組織與密度
- 小步子的跟進及鞏固

# C.C.C. Mong Man Wai College History Year Plan (2018-2019)

#### 1. Aims

- 1.1 To carry out the policies of the School and the Academic Committee
- 1.2 To formulate and implement the policies of the History Panel
- 1.3 To arouse the interest of the students in studying History
- 1.4 To raise the standard of students' performance in History internal and external examinations
- 1.5 To study the development of History education in seeking improvement in the teaching of the subject

### 2. Situational Analysis

### 2.1 Strengths

- 2.1.1 Teachers are experienced and well-informed of the requirements and content of various history syllabuses.
- 2.1.2 Teachers are enthusiastic in teaching and are willing to design a variety of worksheets and teaching materials.
- 2.1.3 Teachers are willing to try new teaching strategies such as using cartoons, video clips, information technology (IT) in the teaching. They also provide opportunities for students to present their works in class and will arrange visits to museums in implementing life-wide learning.
- 2.1.4 Teachers are skilful in using IT and are willing to upload their production in the intranet for other colleagues and students to use.
- 2.1.5 Panel chairman is an experienced marker in public examinations and has been seconded to CDI of the EDB and thus is familiar with the History syllabuses.
- 2.1.6 Teachers are willing to attend courses and seminars organized by EDB, HKEAA and other agencies. This helps them to gain more experiences through sharing with other teachers.

#### 2.2 Weaknesses

- 2.2.1 Students are too dependent on teachers in learning.
- 2.2.2 Students have difficulties in using EMI, especially for senior form students.
- 2.2.3 Not many brilliant students choose DSE History and this brings adverse effect on the exam results.

### 3. Major Concerns for the Current Year

- 3.1 Five Year Plan of the School
  - 3.1.1 Implementation of Self-directed Learning (SDL)
  - 3.1.2 Implementation of Career and Life Planning Education (CLPE)
- 3.2 Teaching methods
- 3.3 Methods of evaluation
- 3.4 Enhancing students' performance in public examinations
- 3.5 Enhancing students' performance in junior forms
- 3.6 Increasing students' interest in studying history

- 3.7 Display of Students' good works
- 3.8 Other concerns
  - 3.8.1 Class visits
  - 3.8.2 Inspection of exercise books
  - 3.8.3 Homework policies

# 4. Implementation Plan and the Division of Works

	Objective	Plan/Strategy	Method of Evaluation	Success Criteria	Time Scale	Person in charge
3.1	3.1.1	Pre-lesson preparationClassroom teachingAfter school follow ups Focus: Consolidation and sustainability	Class visit Inspection of exercise books Sharing in Panel Meetings	Introduce new topics and modify existing teaching materials	Whole year	Subject teachers
3.1	3.1.2	Two or more of the following modes should be used:  (a) Empower students on further study exploration  (b) Experience the possible relationship between subject and occupations  (c) Integrate the subject learning into life skills.	Select (a) in S5 Select (b) and (c) in S1, S2 and S3.	Introduce new topics and modify existing teaching materials; Explore the feasibility of adopting (b) in the future	Whole year	Subject teacher
3.2	3.2	Using various strategies in teaching	Class visit, sharing in panel meeting	Colleague find the strategies useful and are willing to adopt in teaching	Whole year	Subject teachers
3.3	3.3	Give feedback to students in addition to just giving marks / grade	Inspection of exercise books	Students can learn from the feedback and make improvement	Whole year	Subject teachers
3.4	3.4	Class-work Teaching exam skill Individual tutoring	Assignments Lesson observation	Students complete assignments. Teachers mark and give feedback	Whole year	subject teachers
3.5	3.5	Enhancing students' performance in junior forms	Design worksheets in S1 to S3 so as to familiarize students with exam format; Providing study guide before test and exam; teaching exam skills	Improvement in passing percentage in tests and exams	Whole year	Subject teachers
3.6	3.6	Use different methods in teaching	Class visit	Colleague find the strategies	Whole year	Subject teacher

		so as to arouse students' interest in		useful and are willing to adopt		
		the subject		them in teaching		
3.7	3.7	Teachers use students' good work	Sharing in meeting	Colleague find the strategies	Whole year	Subject teachers
		as example in teaching		useful and are willing to adopt it		
				in teaching elite class		
3.8	3.8.1	Class visit	Observation and sharing	Successfully conducted with	2018/10/02 to	Panel head and subject
				sharing	2019/05/31	teachers
	3.8.2	Inspection of exercises books	Filling in the Feedback	Successfully conducted with	2018/11/12 to	Panel head and subject
			form	sharing	2018/11/23	teachers
	3.8.3	Implement Homework policy	Inspection of exercise	Colleague follow the policy	Whole year	Subject teachers
			books			

### 5. Details of Implementation Plan

#### **5.1** Five Year Plan of the School

### 5.1.1 Implementation of Self-directed Learning

### 5.1.1.1 Pre-lesson preparation

Teachers may ask students to watch videos (suggested by teachers or students searching from youtube), search the internet, attend talks, visit museums, etc to collect information and then finish related assignments before class. Also, students can submit their assignments through e-class or in written formats.

### 5.1.1.2 Classroom teaching

Instead of just using lectures, teachers may ask students to complete written tasks and give brief oral presentation. The tasks can cater for CLPE as well. Teachers can also arrange peer observation and evaluation. Meanwhile, teachers can also give feedback to students after their sharing.

#### 5.1.1.3 After school follow ups

Teachers may design some follow up exercises. Students may finish the exercises through studying textbooks or notes or even via internet or watching videos. Such exercises can consolidate what students have learned during Pre-lesson preparation and classroom teaching. Also, after-class follow up exercises can be utilized to teacher historical concepts such as continuity and change, cause and effects, etc.

5.1.1.4 The focus of 2018-2019 is consolidation and sustainability. Here are some suggested new topics that may be introduced to achieve the two goals above.

S1: Dealing with historical sources;

**S2:** Food in medieval times

S3: weapons used in WW1

5.1.1.5 As there are only 2 periods per cycle in junior forms, it is not advisable to implement SDL in all lessons as this will slow down teaching progress. It is suggested that at most two topics in each year should be reserved for SDL.

### 5.1.2 Career and Life Planning Education (CLPE)

- 5.1.2.1 In this year, History subject panel will conduct one activity in S1 and one activity in S2. These activities will integrate with SDL.
- 5.1.2.2 For S1, when teaching traditional Hong Kong festivals, students may read some websites about traditional HK festivals before lesson. In the lesson, they should image that they work in a travel agency and design a trip for tourists. They have to introduce the tourists about such festivals and encourage tourists to visit the sites. This suits the mode (b) above.

- 5.1.2.3 For S2, when teaching child labour in the Industrial Revolution, students may collect some pictures / photographs on child labour during the Industrial Revolution before lesson. In the lesson, they should discuss on some issues about child labour and decide whether it was worthwhile to exploit child labour to achieve industrial growth. In other words, which was more valuable to the society: quality of life or economic progress? This suits mode (c) above.
- 5.12.4 Last year, the panel explored the feasibility of using mode (a) Empower students on further study exploration through an activity conducted in S6. S6 students finished a guided exercise which was related to an MA History course offered by the Chinese University of Hong Kong. To achieved sustainability of CLPE, a modified version of this exercise will be conducted in S5 this year.

### 5.2 Teaching methods

5.2.1 Junior forms:

Teachers should keep a balance between teaching subject matters and skills. More emphasis should be placed on teaching critical thinking, independent learning and communication. Meaningless memorizing of facts should be avoided.

5.2.2 Senior forms:

Teachers should study the curriculum guidelines, especially the section about teaching strategies. More emphasis should be placed on teaching students answering techniques so as to get a higher grade in examinations.

#### 5.3 Methods of evaluation

- 5.3.1 As no workbook is used in junior form, teachers should give score rather than grades in marking assignments.
- 5.4 Enhancing EMI students' performance in public examinations
  - 5.4.1 Assignments should meet the requirement of public examinations.
  - 5.4.2 Students should complete at least three past year examination papers. Teachers have to mark the papers and give feedbacks.
  - 5.4.3 Teach students answering techniques and make sure they understand the marking scheme.
  - 5.4.4 Teachers should ensure that students know how to tackle different kinds of question words. Teachers can refer to the past papers published by HKEAA and draft a list of those question words that students should be familiar with. Ample training should be given to students to tackle these question word
  - 5.4.5 Students are allowed to drop the subject, though they are not encouraged to do so.
  - 5.4.6 To help students tackling essay-type question, teachers can give some sample essays to students to read. It's preferable not just give them the essay, but also some margin notes to explain the

- techniques used in writing such an essay.
- 5.4.7 Teachers should detect students who get poor performance after the first term exam so that remedial works can be started as soon as possible. Students are not allowed to drop elective subjects only after remedial works confirm that they are not competent enough to continue the study. In other words, application for dropping elective subjects is not successful automatically.

# 5.5 Enhancing students' performance in junior forms

- 5.5.1 Junior form students should have more exposure to the types of exam questions so as to learn the skill in answering these questions. To enhance their performance in tests and exams, they should have more chances to do these types of questions
- 5.5.2 As the questions of the workbook do not follow closely the types of questions in tests and exams, S1 to S3 students will not use the workbook. Instead, specially made worksheets are used. The questions in the worksheet should resemble those in tests and exams.
- 5.5.3 Teachers can make use of the question banks of the publisher to set the questions for the worksheets.
- 5.5.4 To help students in tests and exams, teachers can modify some of the questions in the worksheets when setting text and exam papers.
- 5.5.5 Learning vocabulary is a difficult task for students. Before tests and exams, teachers can prepare spelling lists for students, categorizing the vocabulary into those that students have to memorize the correcting spelling (historical words that are still commonly used today such as "democracy", "election" or names of the capitals of important countries) and those that students need just to recognize (very specific historical words, e.g. feudalism, tribunes, dreadnoughts).
- 5.5.6 Using scaffolding when teaching students answering long questions.
- 5.5.7 A new syllabus for junior forms will be implemented in 2019-2020. Subject teachers should pay more attention to seminars organized by EDB this year so as to get themselves familiarized with the new trends and new topics (e.g. Islamic world and US history). A good preparation is essential to enhance the performance of students.

## 5.6 Increasing students' interest in studying history

- 5.6.1 Teachers should use different teaching methods and various teaching material to make learning the subject more interesting.
- 5.6.2 Provide more opportunities for students to present their view in class. This not only helps student to learn independently but also enhance their sense of achievement and thus their enthusiasm in learning.
- 5.6.3 Teachers should be aware for those elite students in junior forms who show interest in learning history as early as possible. Follow-up works should be made to cultivate such interests so

that they may choose the subject in senior forms. This can raise the performance of students in public exam.

## 5.7 Display Students' good work

Teachers should display good works of students so that students can learn from the strengths of their classmates.

#### 5.8 Other concerns

#### 5.8.1 Class Visit

5.8.1.1 According to the rules of the school, panel chairman has to conduct one class visit each member in every two years.

Time for class visit is from 2018/10/03 to 2019/05/31.

5.8.1.2 Teachers should make sure that they have visited another staff once and have been visited once by the end of the academic year..

### 5.8.2 Inspection of exercise books

5.8.2.1 Date: within two weeks after the first term test week, i.e., 2018/11/12 to 2018/11/23.

### 5.8.2.2 Items inspected:

S1 to S3 – answer sheets of test paper, worksheets S4 to S5 – DBQ and essay exercises, answer sheets of test paper

### 5.8.3 Medium of Instruction

S1 to S6: English

- 5.8.3.1 Powerpoint is a useful tool to help students who are weak in listening power. While teacher is talking in English, the powerpoint can show those key words or expressions simultaneously. It will help students to follow what the teacher is talking.
- 5.8.3.2 Notes are also useful in simplifying the wordings of the textbooks. Also, when the topics are difficult or presentation of the textbooks is complicated, specially made notes can help students to grasp the gist of the chapter clearly.

### 5.8.4 Homework Policy

Form	Homework	Assessment	Corrections
	Worksheet*	Marked by	
S1 to S3	Frequency:	teacher using	Students have to
51 10 55	Once every 5-6	marks. Date of	do corrections
	cycles	marking attached	
		Marked by	No corrections
	E	teacher using	are necessary.
S4 to S5	Frequency:	score. Date of	Teachers should
54 10 55	DBQ: 5	marking attached	provide suggested
	Essay: 4	Maximum mark	answers for the
		for essay is 25	students

		Marked by	No corrections
	Engana	teacher using	are necessary.
S6	Frequency: DBQ: 3	score. Date of	Teachers should
30	Essay: 2	marking attached	provide suggested
		Maximum mark	answers for the
		for essay is 25	students

<sup>\*</sup>S1 to S3 worksheets should contain at least 1 DBQ and 1 Short Question (with similar format to tests and exams), other questions are optional.

# 6. Budget

_	Item	Amount
6.1	Library Grant	\$800
	-	Library Books: \$400 Exam Oriented Books: \$400
6.2	Academic Grant (Reference books, DVD, etc)	\$1500
6.3	Purchasing reference books from the publishers (Aristo: \$400, Ling Kee: \$400)	\$800
	Total;	\$3100

### 7. Member

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Adviser	Dr. Lui
Chairman	LWL
Members	YFL, CWY2

# C.C.C. Mong Man Wai College Geography

Program Plan (2018-2019)

\_\_\_\_\_\_

#### 1. Aims

- 1.1 To develop interest, motivation and a sense of achievement in their study of geography.
- 1.2 To acquire basic knowledge of geography and an ability to communicate using the language of geography.
- 1.3 To develop an appreciation of different natural landscapes and concern the protection of our living environment
- 1.4 To raise the standard of students' performance in Geography internal and external examinations

### 2. Situational Analysis

## 2.1 Strengths

2.1.1 Subject teachers are well experienced.

### 2.2 Weaknesses

- 2.2.1 The class sizes are large but few bright students in senior forms in the coming academic year.
- 2.2.2 English is a barrier to less able students.

### 2.3 Opportunities

2.3.1 The subject panel has certain degree of freedom in tailoring the curriculum of junior forms.

### 2.4 Threats

- 2.4.1 Compulsory 'Field work Question' appears in 2019 DSE, which is completely new to teacher and students
- 2.4.2 Many elite students prefer to elect science subjects rather than geography.
- 2.4.3 Wide range of ability among students brings difficulties in teaching.

- 3. Major Concerns for the current Year
  - 3.1 Concerns of the school 3-yr plan
    - 3.1.1 Self-directed Learning
    - 3.1.2 Careers and Life Planning at department level
  - 3.2 Other essential Concerns
    - 3.2.1 EMI Teaching
    - 3.2.2 Life wide learning activities
    - 3.2.3 Moral, Civic & National Education
    - 3.2.4 Reading to Learn
    - 3.2.5 IT for Interactive Learning
    - 3.2.6 Strategies for Elite Teaching
    - 3.2.7 Promote teaching effectiveness
    - 3.2.8 Increasing students' interest in studying geography
    - 3.2.9 Better results in public exam

# 4. Implementation Plan

(\* The item was implemented last school year)

(# The item has been modified this school year)

	Objective	Plan/Strategy	Method of Evaluation	Success Criteria	Time Scale	Person in charge				
(FOR STUDENTS)										
Self-directed Learning ('Pre-lesson/unit preparation (1)', 'Classroom teaching (2)' and 'After-class/unit follow ups' (3))										
4.1*	3.1.1	(S.1)	Collect the	Dominantly in	Whole	Subject Teacher				
	3.2.1	• Students need to prepare for the lesson	related	positive feedback	school					
	3.2.7	activities, e.g. reading the textbook, studying	information by		year					
	3.2.8	vocabulary lists and worksheets (1)	questionnaire							
		• Question / Answer Competition in the lessons.								
		(2)								
		• Frequency: ≥ 1 in each school term								
4.2*	3.1.1	(S.1)	Check the text	Fulfill the	Whole	Subject Teacher				
		• Finish the exercises in the text books <u>or</u>	books regularly /	requirement of	school					
		quizzes/dictations for consolidation. (3)	mark the quizzes	coursework	year					
				policy						
4.3*#	3.1.1	(S.2)	Check/mark the	Fulfill the	Second	Subject Teacher				
	3.2.1	• Pre-unit preparation of each unit (1)	worksheets	requirement of	school					
	3.2.4	• Learning activities in the lessons (e.g. group	regularly	coursework	term					
	3.2.8	discussion and presentation) (2)		policy						
		• Increase the elements of studying China as								
		possible.								
		• Taking notes in the lesson. (2)								

		<ul> <li>Finish the unit summary in the text book or/and exercise in the worksheet for consolidation. (3)</li> <li>Increase the elements of studying China</li> </ul>	Collect the related information by questionnaire	Dominantly in positive feedback		
4.4*	3.1.1 3.2.5 3.2.8	<ul> <li>(S.3)</li> <li>Pre-unit preparation of each unit (1)</li> <li>To have lesson activities with IT means (such as using tablet and cloud data) (2)</li> <li>Finish the assigned exercises or quiz for consolidation. (3)</li> </ul>	Check/mark the assignments regularly  Collect the related information by questionnaire	Fulfill the requirement of coursework policy Dominantly in positive feedback	Whole school year	Subject Teacher
4.5*	3.1.1 3.2.7	<ul> <li>(Senior forms)</li> <li>S. 4 students (3X class) will have pre-unit quiz of each unit. (1)</li> </ul>	Mark the quizzes	Fulfill the requirement of coursework policy	Whole school year	Subject Teacher
4.6*	3.1.1 3.2.5 3.2.8	<ul> <li>Some senior form students (S. 4 (2Y class) and S. 5 (3X class)) will have inquiry learning activities by using tablets in the lessons. (2)</li> <li>The students need to prepare the activities before the lessons, e.g. information collection. (1)</li> </ul>	Collect the related information by questionnaire	Dominantly in positive feedback	Whole school year	Subject Teacher
4.7*	3.1.1	S. 6 students are assigned a past Mock	Observe the	Students can	First	Subject Teacher

3.2.9		Examination Paper. They need to think about	performance of	show their	school	
		their decision making on question selection at	students in the	strategy in	term	
		home. (1)	assessments	question selection		
	•	They need to explain their question selection		in quizzes / test /		
		arrangement/strategy of the past paper in the		mock		
		lesson. (2)		examination		
	•	Teacher discusses the question selection				
		strategy in DSE with the students. (2)				
	•	S. 6 students are assigned another past Mock				
		Examination Paper. They need to think about				
		their decision making on question selection and				
		explain their strategy in the lesson. (3)				

# **Career and Life Planning**

- Empower students on further study exploration (a)
- Experience the possible relationship between subject and occupation (b)
- Integrate the subject learning into life skills (c)

4.8*	3.1.2	(S. 4 (3X class))	Observe the	Students show	To be	Subject Teacher
	3.2.8	Video show and discussion. From the video, the	performance of	positive feedback	determined	
		students may identify the contribution of	students in the	in/after the		
		studying geography in their personal	lesson	activities.		
		development, the students and the teacher				
		discuss about the issue after the video show. (c)				
4.9*#	3.1.2	(S. 6 (3X class))	Observe the	Students show	To be	Subject Teacher
		The subject teacher introduces the geography	performance of	positive feedback	determined	

		department of different universities in HK and	students in the	in/after the		
		the possible prospect of a geography graduate.	lesson	activities.		
		(a)				
4.10*	3.1.2	(S. 4 (3X Class))	Collect the	Dominantly in	2018/12/16	Subject teachers
	3.2.2	• The students will be arranged to have visits to	related	positive feedback		
	3.2.3	Mai Po with the topic "Urban Planner @ Deep	information by			
	3.2.7	Bay" which may be one of the occupation of	questionnaire			
	3.2.8	geography graduate. (b)				
Others						
4.11*	3.2.7	Extra tuition classes (The tutors may be subject	Collect the	Dominantly in	To be	HMK and WSF
	3.2.9	teacher / old boys / employed tutors) are provided to	related	positive feedback	determined	
		the S.5 or S.6 students in need.	information by			
			questionnaire			
4.12*	3.2.6	The design of examination/test papers (s1 to 3):	Evaluated by	Fulfil the	Whole	Subject Head /
		Suggested % of easy questions – about 40%	subject panel	requirement of	year	Form
		Suggested % of difficult questions – about 10%	head and form	the subject panel		coordinators
			coordinators			
4.13*	3.2.2	The senior form students will be arranged to have	Collect the	Dominantly in	Whole	Related subject
#	3.2.3	field trip(s) at appropriate site(s) for <u>life wide</u>	related	positive feedback	year	teachers
	3.2.7	<u>learning</u> . The students need to learning some related	information by			
	3.2.8	basic field trip skills before the activities.	questionnaire			
4.14*	3.2.6	Try to find out high potential students in junior	Evaluated by	To be determined	Whole	Subject Head /
		forms for elite training.	subject teachers		year	Related subject
		Provide appropriate training to the selected elite				teachers

		students.				
(FOR	ГЕАСН	ERS)	1			
4.15*	All	Attending seminars or courses offered by EDB /	Sharing in panel	Keep records after	Whole	Subject Head /
		HKEAA / other related institutions	meeting	each seminars or	year	Subject teachers
				courses		
4.16*	All	Class visit and related discussion, or / and	Evalated by the	Keep completed	1 <sup>st</sup> term /	Subject Head /
		sharing of teaching experience or information from	class visitors /	forms / records after	whole year	all subject
		seminars in the panel meetings.	Peer sharing	each class visit		members
4.17*	All	Teaching Survey	Self-evaluation	Every teacher	1 <sup>st</sup> term	Subject
7.1/	All	reaching Survey	Sen-evaluation	finishes the	1 term	Teachers
				teaching survey		Teachers
4.18*	3.2.7	Lucal amount III amount and it are	Evaluated by	1	Whole	Cubicat band
4.18**	3.2.7	Implement Homework policy	1	Colleagues follow		Subject head
			subject panel	the coursework	year	
4.10*	2.2.7		head	policy	2010/	C 1 ' AII 1
4.19*	3.2.7	Inspection of exercise book of all panel members.	Evaluated by	Complete the plan	2018/	Subject Head
			subject panel	of the subject	11 or 12	
			head	coursework		
4.20%	2.2.4		D 1 . 11	policy	*****	G 11 II . 1 /
4.20*	3.2.4	To buy some interesting geographical books with	Evaluated by	The number of	Whole	Subject Head /
	3.2.8	library grant for junior form students.	subject panel	book	year	Subject
		The subject teachers will recommend these books to	head and subject	The frequency of		Teachers
		the students and / or	teachers	recommendation		
		Subject teacher may introduce some interesting		The response of		

		geography articles to the students.		students		
4.21*	3.2.9	Subject DSE target setting	Evaluated by	Improved	Whole	Subject head
		1) Minimum target: (level 2 – level 5**) not lower	subject head and	performance of	year	and the subject
		than the mean of day schools;	the subject	students in the		teachers of
		2) Progressive target: (level 2 – level 5**) keep the	teachers of	DSE		senior forms
		DSE result of CCCMMWC in 2015.	senior forms			

# 5. Budget

	Items	Expenditure
5.1	Library Books	\$300
5.2	Books for elite students and exam oriented books	\$400
5.3	Teaching aids (e.g. DVD) and teachers' reference books	\$400
5.4	Extra tuition classes	\$4000
	S6: 3 elite class (8 students/class) (\$4000x3) = \$12000	
	Allowance from the school = $$12000x1/3$	
	=\$4000	
5.5	Transport allowance of	
	1) Mai Po Visit (Two-way journey)	
	$2000 \times 0.4 = 800$	\$800
	2) Field Camp provided by Ho Koon Field Centre	
	\$80 x 0.4 x 56 = \$1792	\$1800
	3) Other Field Trips	
	$2500 \times 0.4 = 1000$	\$1000
5.6	License fee for teaching materials to the text book publisher	\$400
	(Oxford)	
	Total:	\$9100

# 6. Member

6.1

Professional Consultant	LYM (The Principal)
Chairperson	WSF
Member	HMK, LWS

The End

## C.C.C. Mong Man Wai College Economics Program Plan (2018–2019)

#### Aims

- 1.1 To review and suggest the changes of curricula and methods of evaluation.
- 1.2 To review, establish and implement the policies of enhancing the academic results of the students.
- 1.3 To implement the policies of the EDB and the school.
- 1.4 To improve the teaching and learning in the school.
- 1.5 To promote and introduce different teaching and learning strategies to the school.

## 2 Situational Analysis

2.1 Strength

Panel members are well experienced.

2.2 Weaknesses

Few bright students in F.6 class in the coming academic year.

- 2.3 Opportunities
- 2.3.1 F.6 class size is relatively small in the coming academic year
- 2.3.2 Department has certain degree of freedom in tailoring the F.3 curriculum
- 2 4 Threats
- 2.4.1 Wide range of ability among students still exists and brings difficulties in teaching.
- 2.4.2 DRQ question appears in 2019 DSE, which is completely new to teacher and students
- 3 Major Concerns for the Current Year
  - 3.1 Consolidation of Self-directed Learning
  - 3.2 Careers and Life Planning at department level

How to relate subject matters with career? (e.g., finance management)

How to relate subject matters with life planning?

(e.g., value, human relationship)

- 3.3 Other essential Concerns
  - 3.3.1 EMI Teaching (except for CMI subjects)
  - 3.3.2 Life wide learning activities
  - 3.3.3 Moral, Civic & National Education(Four Key Tasks)
  - 3.3.4 Reading to Learn (Four Key Tasks)
  - 3.3.5 IT for Interactive Learning (Four Key Tasks)
  - 3.3.6 Strategies for Elite Teaching
  - 3.3.7 Teaching effectiveness
  - 3.3.8 Promote teaching effectiveness
  - 3.3.9 Better results in public exam

	E	CON Year Plan 2018	3-19		
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.1 SDL	Pre lesson preparation material is given to students Classwork/presentation/ group discussion	Lesson observation Appendix II  Peer sharing	Students made pre lesson preparation Students can give answers Students can complete Class EX Completed Lesson contains the following elements:         Class work         Patrol in class         Use of different presentation techniques (Diagrams, video)         Interactive in class (Q&A, feedback)         Use of different methods of teaching	Selected topics	AKC

Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-char
3.3.5 IT interactive	After finishing one topic, students have to do on line exercises at home as follow up on selected topics		90% participation rate of students	Whole year on selected topics	All par
3.2 Career and life planning	Talks on personal financial management is delivered to F.3 students Workshop on career investigation is delivered to F.4 students 7 F.4 students joined 'life buddies' scheme organized by EDB	further studies,	Relevant to at least two of the modes  Student can have a definite answer to have career in commercial field.	F.3 14/9 F.4 10/10 Life Buddies whole year	All par membe

		1	ECON Year Plan 2018	-19		
	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
	3.3.3 Moral and value education	Talks on personal financial management are held at 14/9 conducted by TWGH to F.3 students	Teacher evaluation based on Relevant to daily life/syllabus; interactive Student feedbacks	Satisfy all criteria  Students can receive the message based on feedback form.	7/9	AKC
	3.3.6 elite training	Extra questions are given to aggressive students.	Students' performance in terms of i) score ii) result in HKDSE	≥L4 is above territory average	Whole year	AKC
		In 2018 DSE, L4 % is 33% and far 2018. In view of the moderate stan therefore still chosen as the criteria.	dard of F.6 students in the			
4.1	3.3.8 teaching effectiveness	Teaching Survey <sup>i</sup>	Evaluation by academic committee	Identify the weakness of students.	Whole year	ALL panel members

		E	CON Year Plan 2018	3-19		
	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.2	3.3.8 teaching effectiveness	Assessment  Home assignments  Test and exam	Evaluation by subject panel	Complete the coursework policy properly in terms of (i)frequency (ii)contents- volume Style (iii)marking-accurate - consistency - feedback (iv)students' performance in terms of attitude and score (v) feedback: indicated mistakes ,positive comment (Appendix III)	Whole year	AKC
4.3	3.3.8 teaching effectiveness	Review the results of each uniform test and examination	Evaluation with panel members	Able to identify the weakness of students	During panel meeting	All panel members

		E	CON Year Plan 2018	-19		
	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.4	3.3.9 Better DSE result	Buy the useful examination reference books in school library	Frequency of borrowing	At least three borrowing records for books purchased in current academic year.	Before 11/2017	All panel members
		Zero records on Mock paper up to Formock exam. On the other hand,2 borrowing records.			E paper after s	chool
4.5	3.3.2 Life wide learning	7 F.4 and 4 F.5 students join life buddies program organized by EDB	further studies,	Relevant to at least one of the module  Student can have a definite answer to have career in commercial field.		All panel members
4.6	3.3.1 EMI	Implement EMI teaching	Lesson observation	Completed Interactive in terms of (i) Q&A (ii) Discussion	Whole year	All panel members

	]	ECON Year Plan 2018	-19		
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charg
3.3.8 Better DSE result	HKDSE Purchase DSE Mock Paper for students		average in HKDSE	whole year	AKC
Evaluation	Mock paper purchased in 2018 is n appropriate content,	ot challenging enough so pa	anel members are kindly requ	uested seek paj	per with
3.3.4	Students are required to read HK	Quiz on questions drawn	Completed Students' performance in	Whole year	AKC CTY

## **Appendix II**

Students

# C.C.C. Mong Man Wai College Academic Committee (Subjects) f directed Learning (SDL) strategies cho

Self-directed Learning (SDL) strategies checklist Name of Subject Teacher \_\_\_\_\_ (initial) Subject: Name of Teacher filling the form (initial) Class: Topic of Professional Sharing\_\_\_\_\_ Time Date of Professional Sharing Please tick the appropriate box(es) for the SDL strategies when you finish the sharing. **SDL Strategies**  $\sqrt{\text{if it is used}}$ **Pre-lesson preparation** Teacher 1. Designs pre-lesson tasks for student to complete 2. Gives feedback to students' pre-lesson preparation tasks Students 3. Complete pre-lesson preparation tasks Other Pre-lesson preparation activities: **Classroom teaching** Teacher 1. Gives feedback on students' performance on pre-lesson tasks 2. Designs tasks for students to do during lesson. 3. Gives debriefing on students' performance Students 4. Conduct oral presentation on the pre-lesson preparation tasks 5. Conduct group discussion 6. Give presentation 7. Give peer feedback 8. Complete worksheets / tasks during lesson. Other Classroom teaching activities: After-class follow-ups Teacher 1. Gives briefing on follow-ups tasks

1. Attempt follow-up assignments	
Other After-class follow-ups activities:	

Appendix III				
Form ( ) class:	7	Гeacher:		
Home Assignment				
Assig I				
Topic/s:				
*Expected duration in completing the home as	signme 	ent i.e 40 	min 	
*Day/Days allowed ,i.e 1 day				
Assig II Topic/s:				
*Expected duration in completing the home as	signme	ent i.e 40	min	
* Day/Days allowed ,i.e 1 day				
Assig III Topic/s:				
*Expected duration in completing the home as	signme	ent i.e 40	min	
* Day/Days allowed ,i.e 1 day				
Assig IV Topic/s:				
*Expected duration in completing the home as	signme	ent i.e 40	min	
* Day/Days allowed ,i.e 1 day				
				I · ·
Items	3	2	1	N/A
Instructions or guidance to students				
Neatness				
Completion				
Filing				
Variety of level**				
Variety of question style				
Creativity				
Marking: accurate, consistency, date				
Comment: point out error, positive, specific and				
clear	1			

\*\*

Recall: define /state

Understanding: compute, categorize, describe, give example, construct, describe Applying and integration: compare and contrast, evaluate, infer from given data, summarize

Quiz				
Quiz I				
Topic/s:	Tir	ne allow	ed:	
Date:				
Quiz II				
Topic/s:	Tir	ne allow	ed:	
Date:				
Quiz III				
Topic/s:	Tir	ne allow	ed:	
Date:				
Quiz IV				
Topic/s:	Tir	ne allow	ed:	
Date:				
Items	3	2	1	N/A
Instructions or guidance to students				
Neatness				
Completion				
Filing				
Variety of level**				
Variety of question style				
Creativity				
Marking: accurate, consistency, date				
Comment: point out error, positive, specific and				
clear				

Recall: define /state

Understanding: compute, categorize, describe, give example, construct, describe Applying and integration: compare and contrast, evaluate, infer from given data, summarize

## C.C.C. Mong Man Wai College Business, Accounting and Financial Studies Program Plan (2018–2019)

#### Aims

- 1.1 To review and suggest the changes of curricula and methods of evaluation.
- 1.2 To review, establish and implement the policies of enhancing the academic results of the students.
- 1.3 To implement the policies of the EDB and the school.
- 1.4 To improve the teaching and learning in the school.
- 1.5 To promote and introduce different teaching and learning strategies to the school.

#### 2 Situational Analysis

2.1 Strength

Close relationship exists between other social science subjects.

- 2.2 Weaknesses
  - 2.2.1 Few bright students in F.6 class in the coming academic year.
  - 2.2.2 EMI is a barrier to less capable students
    - 2.3 Opportunities
    - 2.3.1 Small class size of F.6 in coming academic year.
    - 2.3.2 Some topics are deleted in the syllabus so more time can be

#### released.

2.4 Threats

In terms of contents, the syllabus is still too rich.

- 3 Major Concerns for the Current Year
  - 3.2 Implement Self-directed Learning
  - 3.3 Careers and Life Planning

How to relate subject matters with career? (e.g., finance management)
How to relate subject matters with life planning?
(e.g., value, human relationship)

#### 3.3 Other essential Concerns

- 3.3.1 EMI Teaching (except for CMI subjects)
- 3.3.2 Life-wide Learning (co-curricular activities, visits, field trips,

etc)

- 3.3.3 Moral, Civic & National Education(Four Key Tasks)
- 3.3.4 Reading to Learn (Four Key Tasks)
- 3.3.5 IT for Interactive Learning (Four Key Tasks)
- 3.3.6 Strategies for Elite Teaching
- 3.3.7 Consolidation of Catering for Learners' Diversity
- 3.3.8 Promote teaching effectiveness
- 3.3.9 Better results in public exam
- 3.3.10 Strengthening technology education

		Bafs Year Plan	2018-19		
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.1 SDL 3.3.5 IT interactive learning	Pre lesson preparation is introduced on selected topics  On line exercise/home assignment as follow up	Lesson observation Q&A time in class Classwork	Students prepared lesson in advance Students are able to complete classwork Students got satisfactory scores in home exercises	Whole year on selected topics	AKC
3.3.8 Teaching effectiveness 3.3.7 CLD	Lesson observation on		Lesson contains the following elements:  ✓ Class work  ✓ Patrol in class  ✓ Use of different presentation techniques (Diagrams, video)  ✓ Interactive in class (Q&A, feedback)  ✓ Use of different methods of teaching	Whole year	AKC
	SDL (see appendix II)	Peer sharing	Students demonstrate pre lesson preparation i. enables acquire knowledge ii facilitates learning in class		

		Bafs Year Plan	2018-19		
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.3.10 Technology education	Business environment is introduced in F3 curriculum	Students' performance in test	At least 60% passing rate in test on that topic	1 <sup>st</sup> Term	AKC
3.3.3 Moral education	Spare one lesson on ethical issue on accounting. (Moral and value education)	Evaluation with subject panel members	Complete the plan Students can complete the class Ex .	One lesson	AKC
3.3.9 Better result	Extra questions are given to more aggressive students.	Students' performance in the test.	Complete the plan Students' performance in terms of i) score ii) result in HKDSE	Whole year	AKC
It is successf	L ful as justified by raise in≥L5 % in 2018	B DSE			
3.3.7 Teaching	Teaching Survey <sup>i</sup>	Evaluation by academic committee	Every teacher finishes the teaching survey	First Term	ALL panel members
effectiveness			Complete the teaching survey Area of weakness can be identified.	Second Term	

Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.2	Join "Life Buddies Workshop"	Feedbacks from	Completed the plan	Whole year	ALL pan
Career and	organized by EDB	students	Positive feedback from		member
life wide	Workshop on career is delivered to	relevancy to	students.	10/10	
learning	F.4 students	curriculum and daily	Highly relevant to curriculum		
	Join workshop on HK business	life	and daily life	May	
	environment organized by HKJA in May of 2019			(Exact date TBC)	
3.1	Assessment	Evaluation by	Complete the coursework	Whole year	AKC
3.1 SDL	Assessment appropriate coursework with feedback	Evaluation by subject panel	Complete the coursework policy properly in terms of (i)frequency	Whole year	AKC
SDL	appropriate coursework with	subject panel	policy properly in terms of (i)frequency	Whole year	AKC
	appropriate coursework with	subject panel  Lesson observation	policy properly in terms of (i)frequency (ii)contents- volume	Whole year	AKC
SDL 3.3.7	appropriate coursework with feedback	subject panel	policy properly in terms of (i)frequency (ii)contents- volume Style	Whole year	AKC
SDL 3.3.7	appropriate coursework with feedback  Class works Q&A in class	subject panel  Lesson observation	policy properly in terms of (i)frequency (ii)contents- volume	Whole year	AKC
SDL 3.3.7	appropriate coursework with feedback  Class works	subject panel  Lesson observation	policy properly in terms of (i)frequency (ii)contents- volume Style (iii)marking-accurate	Whole year	AKC
SDL 3.3.7	appropriate coursework with feedback  Class works Q&A in class Quiz on on-line follow up exercise/	subject panel  Lesson observation	policy properly in terms of (i)frequency (ii)contents- volume Style (iii)marking-accurate - consistency	Whole year	AKC
SDL 3.3.7	appropriate coursework with feedback  Class works Q&A in class Quiz on on-line follow up exercise/ Home assignments	subject panel  Lesson observation	policy properly in terms of (i)frequency (ii)contents- volume Style (iii)marking-accurate - consistency - feedback	Whole year	AKC

Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.3.8, Teaching effectiveness	Review the results of each uniform test and examination	Evaluation with panel members	Complete the scheduled plan Area of weakness can be identified.	During the academic committee meeting	AKC
3.3.9 Better result	Buy new examination reference books in school library	Borrowing records	Complete the plan At least 2 borrowing records are shown.	Before 11/2018	AKC
Zero records	on Mock Paper as students started to	do non DSE paper a	fter school mock exam in Feb. C	n the other hand, 3 b	orrowing
	hown on MC Ex.				C
	hown on MC Ex.  Talk on accounting career, delivered by AAT, will be delivered to students in May to F.4 bafs class  Join "Life Buddies Workshop" organized by EDB	Questionnaire	Favourable feedback from students	June (Exact date TBC)  Whole year	AKC

Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.3.1 EMI Teaching	Implement EMI teaching	Lesson observation	Completed Interactive in terms of (i) Q&A (ii) Discussion	Whole year	All pane members
	HKDSE Students are encouraged to sit for AAT Exam in Dec 2018 Purchase DSE Mock papers for students	Performance of students in examinations	Completed Students sat for the AAT Exam can get L4 or above in DSE Students can complete the whole problem set.	whole year	AKC
	F.5 students are required to do book report and the score is included in daily mark calculation.	≥L5 and 1 got L4 in E Marking on the assignments	Completed Students' performance in terms of i) attitude ii) score	2 <sup>nd</sup> term	YMW

# C.C.C. Mong Man Wai College

# **Academic Committee (Subjects)**

# $Self\text{-}directed\ Learning\ (SDL)\ strategies\ checklist$

Nan	ne of Subject Teacher	_ (initial)	Subject:
Nan	ne of Teacher filling the form	(initial)	Class:
Top	ic of Professional Sharing		
Date	e of Professional Sharing	_ Tim	ie
Plea	se tick the appropriate box(es) for the SDL strates	gies when	you finish the sharing.
SD	L Strategies		$\sqrt{\text{if it is used}}$
Pr	e-lesson preparation		
Tec	<u>acher</u>		
1.	Designs pre-lesson tasks for student to complete		
2.	Gives feedback to students' pre-lesson preparation	on tasks	
Sti	<u>idents</u>		
3.	Complete pre-lesson preparation tasks		
Ot	her Pre-lesson preparation activities:		
Cla	assroom teaching		
<u>Tea</u>	<u>acher</u>		
1.	Gives feedback on students' performance on pre-	-lesson tas	ks
2.	Designs tasks for students to do during lesson.		
3.	Gives debriefing on students' performance		
Sti	<u>idents</u>		
4.	Conduct oral presentation on the pre-lesson prep	aration tas	ks
5.	Conduct group discussion		
6.	Give presentation		
7.	Give peer feedback		
8.	Complete worksheets / tasks during lesson.		
Ot	her Classroom teaching activities:		
Af	ter-class follow-ups		
Tec	<u>acher</u>		
1.	Gives briefing on follow-ups tasks		
Sti	<u>idents</u>		
1.	Attempt follow-up assignments		
Ot	her After-class follow-ups activities:		

Appendix III	
Form ( ) class:	Teacher:
<b>Home Assignment</b>	
Assig I	
Topic/s:	
*Expected duration in comp	pleting the home assignment i.e 40 min
*Day/Days allowed ,i.e 1 day	<b>y</b>
Assig II	
Topic/s:	
*Expected duration in comp	pleting the home assignment i.e 40 min
* Day/Days allowed ,i.e 1 da	ny
Assig III	
Topic/s:	
*Expected duration in comp	pleting the home assignment i.e 40 min
* Day/Days allowed ,i.e 1 da	ny

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Assig IV

Topic/s:				
*Expected duration in completing the home a	assignme	ent i.e 40	min	
* Day/Days allowed ,i.e 1 day				
Items	3	2	1	N/A
Instructions or guidance to students		2		14/11
Neatness Statement Translation of Statement Neatness				
Completion				
Filing				
Variety of level**				
Variety of question style				
Creativity				
Marking : accurate ,consistency, date				
Comment: point out error, positive, specific and clear				
**	1	<b>.</b>	<b>.</b>	•
Recall: define /state				
Understanding: compute, categorize, describe, gi	ve exam	ple, cons	truct, des	cribe
Applying and integration: compare and contrast,	evaluate	, infer fro	om given	data,
summarize				
Quiz				
Quiz I		m: 11		
Topic/s:		Time allo	owed:	
Date:				
Quiz II		Time all	ovvod.	
Topic/s: Date:		i iiie alle	owed:	
Quiz III				
Topic/s:		Time all	owed:	
		uii	- ·· •••	

Quiz IV

1 opic/s:		1 ime and	owea:	
Date:				
Items	3	2	1	N/A
Instructions or guidance to students				
Neatness				
Completion				
Filing				
Variety of level**				
Variety of question style				
Creativity				
Marking: accurate, consistency, date				
Comment: point out error, positive, specific and clear				

\*\*

Recall : define /state

Understanding: compute, categorize, describe, give example, construct, describe Applying and integration: compare and contrast, evaluate, infer from given data, summarize

## C.C.C. Mong Man Wai College Physics Annual Plan (2018–2019)

#### 1 Aims

- 1.1 To develop interest and maintain a sense of wonder and curiosity about the physical world.
- 1.2 To construct and apply knowledge of physics, and appreciate the relationship between physical science and other disciplines.
- 1.3 To develop the ability to think scientifically, critically and creatively, and to solve problems individually or collaboratively in physics-related context.
- 1.4 Understand the language of science and communicate ideas and views on physics-related issues.

## 2 Situational Analysis

- 2.1 Strengths
  - 2.1.1 Teachers have much experience in teaching physics.
  - 2.1.2 In general, students are good at calculation problems.
- 2.2 Weaknesses
  - 2.2.1 Many students are weak in handling new concepts (e.g. energy, momentum, microscopic view of gases, cutting of magnetic field lines) and skills (law of moment, resolving forces into components)
  - 2.2.2 Many students are poor in defining terms and applying physics laws.
- 2.3 Opportunities
  - 2.3.1 In general, students are hardworking
- 2.4 Threats
  - 2.4.1 Some S6 students are not smart in physics but they refuse to drop. Their capability may be less than their expectation.
- 3 Major Concerns for the Current Year
  - 3.1 School's Major Concerns (3<sup>rd</sup> year of 3-year plan)
    - 3.1.1 Cultivation of self-directed learning
      - 3.1.1.1 pre-lesson preparation
      - 3.1.1.2 Classroom teaching
      - 3.1.1.3 After-class follow-ups
      - 3.1.1.4 Focus of this year : consolidation and sustainability

#### 3.1.2 Career and life planning

This year, two of the following modes will be implemented via curriculums or activities:

- \*(a)Empower students on further study exploration. (eg via science/engineering campus tour/workshop from the universities)
- \*(b)Experience the possible relationship between subject and occupations. (eg. via visits to MTR/power station)
- (c)Integrate the subject learning into life skills. (eg, nuclear waste leakage problem, sound pollution, energy efficiency labelling scheme may be highlighted in the teaching syllabus with some tasks given to students)
- (d) One of the above modes should be carried out in the future to achieve sustainability. This will be reviewed at the year end.

## 3.2 Other Essential Concerns

- 3.2.1 Life-wide learning
- 3.2.2 Reading to learn
- 3.2.3 IT for interactive learning
- 3.2.4 Strategies for elite teaching
- 3.2.5 STEM.

# 4 Implementation Plan and Division of Works

	Object	Plans/Strategies	Method of	Success Criteria	Time	Person
	ives	Trans/Strategies	Evaluation	Success Chicha	Scale	in-charge
4.1	3.2.1 3.2.5	Competition or workshop in the STEM	By teachers	more than 20 participants in		LYL, NTY
		week.		physics related program		
4.2	3.1.1 4.1.1.4	SDL will continue to practice. Introduce new topics for SDL/amendment of current SDL activities or worksheet.	By students' performance in the class and in worksheet.	>70% students completed tasks.	Sep 2018 to May 2019	LYL, NTY
4.3	3.1.1 4.1.1.4	Teacher should adopt SDL twice for at least one form.	By students' feedback forms	Positive feedback > negative feedback	Sep 2018 to May 2019	LYL, NTY
4.4	3.2.4	Extra topics for 3D class Eg. Extra video or printed material.	Students' performance	>70% students can answer relevant questions	Sep 2018 to May 2019	LYL
4.5	3.2.4	Special afterschool class for S5 and S6 elite students to check harder past paper questions	Students' attendance	Attendance>80%	Sep 2018 to May 2019	LYL, NTY or alumni
4.6	3.2.4	Nominating students to join external training class or program for gifted students (eg JSI)	Students' feedback form	Positive feedback > negative feedback	Sep 2018 to July 2019	LYL, NTY
4.7	3.2.4	Elite S5 students take training classes (E&M) to join SSMSC.	By attendance	>80% attendance	From Feb to April 2019	LYL
4.8	3.2.3	Using tablets for e-learning in the class.	Lesson observation	at least once in one class.	Sep 2018 to May 2019	LYL, NTY
4.9	3.1.2 3.2.1	(for S4/5)Arrange talks or visits to university /power station/MTR/ high tech facility to enhance CLPE	Students' feedback sheet	Overall feedback is positive	Nov18- July19	LYL, NTY, OLE

4.10	3.2.1	Nominate students to	Students'	Positive	Sep 2018	LYL, NTY
	3.2.5	take workshops for	feedback	feedback >	to July	
		STEM competitions.	forms	negative	2019	
				feedback		
4.11	3.2.1	Nominate students to	Students'	Positive	Sep 2018	LYL, NTY
	3.1.2	take career-related	feedback	feedback >	to July	
		workshops/camp	forms	negative	2019	
				feedback		
4.12	3.2.2	S3 students do book	Students'	>80% complete	April	LYL
		reports about light/wave	work	their task with	2019	
		during the Easter holiday		reports.		

5 Budget

	Items	Expenditure	Expenditure
		applied	approved
1	Library book	\$900	
2	Exam oriented books + Reference book for elite S5/6 students	\$1000	
3	Teachers' textbook by the publisher	\$400	
4	Teachers' reference book	\$300	
5	Prizes for the STEM week activities	\$300	
6	Consumable materials in the laboratory/teaching aids	\$2500	
7	Enrollment fee for SSMSC (\$120 x 5)	\$600	
8	Elite training classes (S5 and S6)	\$4400	
	Total	\$10400	

# 6 Team Members

Chairperson	Mr. Lee Yuk Lun
Members	Mr. Ng Tan Yiu

LYL

# C.C.C. Mong Man Wai College Biology Program plan (2018-2019)

#### 1. Aims

Teachers help students in the following ways:

- 1.1 To develop an interest in the study of biology, appreciate the nature and respect all living things and the environment.
- 1.2 To construct and apply knowledge of biology, understand the nature of science in biology-related context, and appreciate the relationships between biological science and other disciplines.
- 1.3 To develop the ability to make scientific inquiries; think creatively, analyze critically and scientifically and to solve problems in biology-related context individually or collaboratively.
- 1.4 To understand the language of science and communicate ideas and views on biology-related issues.

## 2. Situational Analysis

#### 2.1 Strengths

- 2.1.1 Most students are cooperative and willing to learn.
- 2.1.2 Most students are curious about biological sciences.
- 2.1.3 Panel member has the experience of marking DSE papers.
- 2.1.4 The laboratory staff is helpful in the preparation of laboratory work and STEM activities.

#### 2.2 Weaknesses

- 2.2.1 Students are passive in learning and dependent on teachers. Some of the students are weak in English. Students' performance is not satisfactory.
- 2.2.2 Some students are weak in mastering scientific investigation and data analysis.
- 2.2.3 Students are low self-esteemed and they seldom ask teachers questions.

#### 2.3 Opportunities

- 2.3.1 Teachers receive regular in-service training and attend relevant seminars offered by EDB to improve their teaching effectiveness.
- 2.3.2 STEM education can be applied to the curriculum to enhance students' skills in scientific investigation.
- 2.3.3 Remedial classes and elite classes held by ACA and subject teachers can help improving students' performance.

#### 2.4 Threats

- 2.4.1 Teaching schedule is tight. Supplementary lessons must be conducted to enhance the students examination skills.
- 2.4.2 There was a great range of learners' diversity in non-elite classes. Extra time is needed for students with special educating needs.

## 3. Concerns for the Current Year

- 3.1 School Major Concerns
  - 3.1.1 Cultivation of self-directed learning (SDL)
    - Consolidation and sustainability
  - 3.1.2 Careers and life planning education (CLPE)
    - Self-evaluation can be achieved
  - 3.2 Other concerns
    - 3.2.1 Life-wide learning
    - 3.2.2 Moral, Civic and National Education
    - 3.2.3 Reading to learn
    - 3.2.4 Project learning
    - 3.2.5 IT for Interactive Learning
    - 3.2.6 Strategies for elite teaching
    - 3.2.7 Showcase items for learning celebrations
    - 3.2.8 STEM education
    - 3.2.9 Catering for learner diversity
    - 3.2.10 Enhancing teaching effectiveness
    - 3.2.11 Improving HKDSE Results

# 4. Implementation Plan and the Division of Work

Item	Objecti	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person
	ves					in-charge
Culti	vation of	self-directed learning				
4.1	3.1.1	Consolidation and sustainability of the three-pillar mode on SDL: - Pre-lesson preparation - Classroom teaching - After-class follow ups	- Lesson observation: SDL checklist and appraisal form - peer class visit - Feedback from students and subject teachers	<ul> <li>All students can finish pre-Leeson tasks</li> <li>90% students can learn proactively and show peer learning in their group works</li> <li>All students can finish follow-up exercises</li> <li>SDL should be achieved during lessons AT LEAST one time in each semester</li> <li>AT LEAST one peer lesson</li> </ul>	Whole year	WSH KWC2
Care	 ers and li	   fe planning education		observation on SDL every year		
4.2	3.1.2	<ul> <li>Three modes of CLPE:</li> <li>Mode 1: Empower students on further study exploration.</li> <li>Mode 2: Experience the possible relationship between subject and occupation</li> <li>Mode 3: Integrate the subject learning into life skills</li> <li>Students are encouraged to join different subject-related programmes</li> </ul>	<ul> <li>Evaluation by panel members</li> <li>Attendance of progammes or visit.</li> <li>Feedback from students in questionnaires</li> </ul>	<ul> <li>Programme or workshop can be held in AT LEAST two out of the three modes in CLPE</li> <li>80% of gardening club students can visit local organic farms AT LEAST one time every year</li> <li>Self-evaluation can be achieved at the end of school year</li> </ul>	Whole year	WSH KWC2

Item	Objecti ves	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
		held by universities  - Work together with gardening club and join the 'Urban Organic Farming – School Demonstration & Leadership Training Programme'				
4.3	3.1.2, 3.2.9.	Review teaching syllabuses and suggest teaching topics in which CLPE and STEM can be integrated	- Evaluation by panel members	- Teachers can add AT LEAST 1 new topic in the curriculum or update the teaching materials for topics used before every year	Whole year	WSH KWC2
Other	r Conceri	ns		<u> </u>		
4.4		Life-wide Learning & Moral, civic and national education:  - Visit Maipo nature reserve  - Visit Ho Koon Nature Education cum Astronomical Centre	<ul><li>Evaluation by panel members</li><li>Students' feedbacks from questionnaires</li></ul>	<ul> <li>Students can learn the technique in sampling and data processing</li> <li>Students can learn how to identify some of the microorganisms in water samples</li> <li>Students can learn the importance of protecting the natural environment</li> </ul>	Whole year	WSH KWC2
4.5	3.2.3	Reading to learn: - Extensive reading scheme in S.3 to S.5 - A reading corner will be set up in Biology laboratory so that students can borrow the reference books	- Evaluation by panel members	<ul> <li>S.3 to S.5 students can complete 1 book report every year and daily marks should be given</li> <li>Setting up a reading corner in Biology laboratory</li> </ul>	Whole year	WSH KWC2

Item	Objecti ves	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.6	3.2.4 3.2.7	Project learning & Prepare showcase items for Learning Celebration - Students are asked to complete a	- Evaluation by panel members	- Students can finish one group project for learning celebration every year	Whole year	WSH
4.7	3.1.1, 3.2.5.	group work e.g. poster design  IT for interactive learning: - Successful using of multimedia	- Evaluation by panel members	- All students can know to assess the resources on eclass so that they can learn at their own pace afterschool and finish the pre-lesson task	Whole year	WSH KWC2
4.8	3.2.6	Strategies for elite teaching - Arrange enrichment opportunities for elite students	- Evaluation by panel members	- Elite students can be given the chance to join the Science Competition held by PolyU every year	Whole year	WSH KWC2
4.9	3.2.6. 3.2.10	Different levels of public exam papers and exercise can be given to elite students and non-elite students	- Evaluation by panel members	- Elite students can finish both CE and AL questions and non-elite students can finish most of the CE questions	Whole year	WSH KWC2
4.10	3.2.8	• organize co-curricular activity e.g  STEM Week together with Physics, Chemistry, I.S. and ICT Department  • Work together with gardening club and join the 'Urban Organic Farming – School Demonstration & Leadership Training Programme'	<ul> <li>Evaluation by panel members</li> <li>Frequency of co-curricular activity</li> <li>Feedback from students</li> </ul>	- STEM Education Week can be held every year. Science Club committees can be given the chance to hold STEM activities - Students can make good use of the organic farm in our school;	Whole year	WSH, KWC2

Item		Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	
	ves	H. 1		D' 1 1 1 1 1		in-charge
		- Hydroponic cultivation in Biology Laboratory		- Biology students can know how to use the two sets of hydroponic		
		Laboratory		machine in Biology laboratory to		
				promote hydroponic cultivation;		
				, and the second		
4.11	3.2.9	Catering for learner diversity	- Evaluation by panel	- Group leaders can help marking	Whole year	WSH
		(CLD):	members;	group members' progress in a file.		KWC2
		- Teachers use interactive teaching	- sharing of panel members			
		methods to arouse the interests of	in panel meetings	teachers in each semester.		
		students of different abilities.	- Feedback from group	- Teachers can find out their		
		- peer class visit	leaders.	students showing interest and		
				motivation in learning		
4.12	3.2.10	Enhancing teaching effectiveness	- Peer class visit sharing	- Professional sharing can be	11/2018	WSH
		- Peer class visit	- Uniform test and	achieved after class visit or		KWC2
		- Teachers can join in-service training	examination	seminars		
		offered by EDB e.g. Briefing	- Teachers' professional	- AT LEAST one peer lesson		
		Session on 2018 HKDSE (Biology)	development	observation can be achieved every		
		and implementation of Biology SBA	- Students feedback from	year		
		in HKDSE	teaching survey	- Each panel member should attend		
		- Teaching survey.in first semester		AT LEAST one Biology seminar offered by EDB every year		
				offered by EDD every year	]	

Item	Objecti	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person
	ves					in-charge
				- Review the results of uniform test		
				and examination; Identify the		
				weakness of students		
				- Students can finish one		
				questionnaire in first semester and		
				teachers can make a		
				self-evaluation on their own		
				teaching.		
4.13	3.2.11	Improving HKDSE Results	- Data analysis of HKDSE	- 1 evaluation of HKDSE results	Whole year	WSH
		- Evaluation of HKDSE results every	results	every year		KWC2
		year	- Feedback of students in	- Students can give positive		
		- Provide elite trainings to students	elite class and remedial	feedback in elite class and		
		with higher abilities in order to raise	class	remedial class		
		the percentage of students getting	- Records of borrowing	- At least 1 borrowing record for		
		Level 5 or above	extra exercises or	reference book or extra exercises		
		- Provide remedial classes for students with lower abilities	reference books	for each student		
		- Students can borrow extra exercises				
		or reference books in library or				
		Biology Laboratory				

# C.C.C. MONG MAN WAI COLLEGE CHEMISTRY DEPARTMENT PROGRAMME PLAN (2018-2019)

1. AIMS:

- **1.1** To develop interest, motivation and a sense of achievement in their study of Chemistry.
- 1.2 To acquire some knowledge of Chemistry and an ability to communicate using the language of Chemistry.
- 1.3 To develop an appreciation of Chemistry and its application in daily life.
- 1.4 Prepare students for the formulation of values related to social, economic, environmental and technological aspects of Chemistry, so that they may grow up to be responsible citizens.
- 1.5 To acquire abilities to observe objectively, to think scientifically and independently, to solve problem and to make rational decision.
- 1.6 To acquire creativity skills.
- 1.7 Provide students with a suitable preparation for further studies and future careers in disciplines related to Chemistry.

# 2. <u>SITUATIONAL ANALYSIS:</u>

## 2.1 STRENGTHS: -

- 2.1.1 Most teachers have sufficient training and teaching experience.
- 2.1.2 There are sufficient visual aids and equipment in the Chemistry Laboratory.

## 2.2 WEAKNESSES: -

- **2.2.1** Students are generally weak in English.
- 2.2.2 Students are generally weak in memory work.

## 2.3 OPPORTUNITIES:-

- **2.3.1** DSE Chemistry questions are traditional, which are suitable for our students.
- 2.3.2 There will be more STEM resources.

## **2.4 THREATS:-**

2.4.1 The IS performances of new S3 students were generally poor.

(Highlighted text refers to new or more specific areas to our school.)

# 3. MAJOR CONCERNS OF THE CURRENT YEAR:

- 3.1 Concerns of the school 5-yr plan
  - 3.1.1 Self-directed learning
  - 3.1.2 Career and life planning education
- 3.2 Other Concerns
  - 3.2.1 Support for weak students
  - 3.2.2 Elite training
  - 3.2.3 Arouse students' interest in Chemistry

# 4. <u>IMPLEMENTATION PLAN AND DUTIES:</u>

	Concerns	Plan/Strategy	Method of	Success Criteria	Time Scale	Person-in-charge`
			Evaluation			
4.1	3.1.1	Implementation of SDL lessons  Inclusion of pre-lab materials (video + exercise)  Assessment of pre-lab work  Operations with assessments  Follow-up assignments  With a SDL checklist  Sharing in panel meetings  Recommended topics:  1st term  S4: Metal Reactivity  2nd term  S4: Titration (revised)  S5: Kinetics (revised))	Checklists and comments in panel meetings	At least 1 "MMWC" SDL topic per form	Whole year	CST & WWC
4.2	3.2.3	S3 subject selection talk	Teacher observation	Completion	25/2	WWC
4.3	3.2.3	Career prospectus for S3 students	Teacher observation	Completion	4/2018	WWC

4.4	3.1.2	S6 visit to the professional Chemistry laboratory (Career)	Survey	Satisfaction of participants	11/19	WWC
4.5	3.1.2	VTC Food Science workshop for S4 students (Further study)	Survey	Satisfaction of participants	3/19	WWC
4.6	3.1.2	HKFYG Blood Test workshop for S5 students (Career)	Survey	Satisfaction of participants	4/19	CST
4.7	3.1.2	PolyU Sportswears Innovation lecture for S4 students (Daily life skill)	Survey	Satisfaction of participants	12/18	WWC
4.8	3.2.3	COSAS	Report from virtual university	3 awards	The whole year	CST
4.9	3.2.1	Capture-star class - about 8 lessons - by YWC - for top 10 students - focus on foreign past papers - from Sept, 2018 to Jan, 2019	Exercise	Performance of exercise Attendance	9/18 - 1/19	YWC

4.10	3.2.1	Booster class - about 8 lessons - by CST - for L4 students and upgrade them to a Level 5 - from Dec, 2018 to March, 2019	Exercise	Performance of exercise Attendance	12/18 - 3/19	CST
4.11	3.2.2	Basic class - 8 lessons - by WWC - for bottom 10 students - help students remember common reactions and complete basic DSE Chemistry questions - from Sept, 2018 to Jan, 2019	Exercise	Performance of exercise Attendance	9/18 - 1/19	WWC

## 5. ACADEMIC GRANT AND EQUIPMENTS

	Expenditure/Actual (Budget), \$
Teaching aids (Chemicals for experiments)	8000
Library books (elite students, exam-oriented	700
books)	
Minor repairs	
Activities (less than \$3,000)	4000
VTC Food Science workshop	
Blood Workshop by HKFG	
Visit to a Chemistry Laboratory	
PolyU Sportswear Innovation lecture	
Elite course	1000
Equipment and Furniture in Laboratory*	6000
Total	19700

## 6. **PANEL:**

Supervisor: Kong Tak Kai (Viice-principal)
Convenor: Mr. Wong Wing Chuen (panel head)
Members: Chung Shuk Ting & Cheung Yuk Lam

# C.C.C. Mong Man Wai College Integrated Science

#### Year Plan (2018-2019)

### 1. Purpose

After two years of integrated science education, students will:

- 1.1 develop abilities to inquire and solve scientific problems
- 1.2 Understand that society and culture are affected by science. They will develop appropriate attitudes necessary for good citizenship
- 1.3 increase interesting in science
- 1.4 arise their ability and interest in using English at Integrated Science through World-wide learning
- 1.5 Using Learning Reflection Lessons to consolidate knowledge after learning

### 2. Situational Analysis

- 2.1 Strengths
- 2.1.1 Students have a basic knowledge in Science
- 2.1.2 Teachers are experienced and well co-operative.
- 2.1.3 Students have different sponsors to take part in visits, outdoor activities and project work.
- 2.1.4 School provides suitable resources in different topic.
- 2.1.5 Teachers using different I.T. software arise student interests in I.S.

#### 2.2 Weaknesses

- 2.2.1 Students feel difficult to understand some science concept
- 2.2.2 Students cannot use the correct skill to write laboratory report
- 2.2.3 Some students are quite passive in learning
- 2.2.4 Some students cannot using science vocabulary to present some science concept
- 2.2.5 Some students feel difficult in learning Integrated Science using English

#### 3. Aims

### 3.1 Knowledge

- 3.1.1 students learn to apply scientific knowledge in their daily life
- 3.1.2 students learn how to present their ideas through project work and report writing
- 3.1.3 students learn a science vocabulary for NSS curriculum

## 3.2 Attitude

- 3.2.1 Student have grow an interest in science
- 3.2.2 Students learn to do experiment and present the results properly and accurately
- 3.2.3 Students understand that the relationship between science and other subjects.
- 3.2.4 Students should understand that there are influences between economic, environment and citizen of society with science
- 3.2.5 Students learn to abide by the laboratory safety rules and fellow them thoroughly

## 3.2.6 Students improve their learning attitude through Learning Reflection lessons

- 3.3 Skills in experiments
- 3.3.1 Students can use the apparatus in Laboratory properly and safely
- 3.3.2 Students can use appropriate skill in different experiments
- 4. Major concerns for the current year
- 4.1 School Major concerns
  - 4.1.1 <u>Cultivation of Self-directed Learning</u>
    - 4.1.1.1 Pre-lesson preparation
    - 4.1.1.2 Classroom teaching
      - Select 2 topics to use S.D.L. in 1<sup>st</sup> and 2<sup>nd</sup> term
    - 4.1.1.3 After-class follow ups
    - 4.1.1.4 Focus of this year should be consolidation and sustainability

### 4.1.2 Careers and Life Planning

• Empower students on further study exploration

\*Project learning in STEM week / Reading to Learn

• Experience the possible relationship between subject and occupations

Let the students know different careers in Science area after a visit Science Museum.

• Integrate the subject learning into life skills.

**STEM** 

(Pick two from three)

#### 4.2 Other concerns

- 4.2.1 Life-wide Learning
  - STEM week
  - A visit at Science Museum;
  - Teacher will arrange a science visit for the best 3 S1 and S2 students in I.S. results at 1<sup>st</sup> term examination of each class. A suggested venue for the visit will be arranged
- 4.2.2 Moral, Civic & National Education
  - Focus on the attitude of environmental protection in difference topics.

#### 4.2.3 Reading to Learn

• Extensive reading aims at arousing student interests in learning science and it can promote the reading of science.

#### 4.2.4 Project Learning / SDL

• Through doing project works students will explore the knowledge of science from various sources to complete their tasks.

#### 4.2.5 IT for Interactive Learning

- Use the software form publisher for learning in one of the topics.
- 4.2.6 Strategies for Elite Teaching
  - Provide extra IS exercise / quiz to S2. Elite classes
- 4.2.7 Showcase Items for Learning Celebrations
- 4.2.8 STEM

# 5. Implementation Plan and the Division of Works

	Objective	Plan / Strategy	Method of	Success Criteria	Time scale	Person
			Evaluation			in-charge
5.1	4.1.1	Cultivation of	Class Visit	Had used this method	Whole	LPM
		Self-directed		in lessons	year	
		Learning				
5.2	4.1.1	Self-directed	Evaluation by	Presentation /	S1	
	4.2.4	learning	peer and	Practical /	1 <sup>st</sup> term	KWC2
	4.2.8		teacher	Work sheet	Filter	
					2 <sup>nd</sup> term	KWC2
					TBC	
					S2	
					1 <sup>st</sup> term	WWC
					Balance of	
					CO2 and O2	
					/ Air Quality	
					2 <sup>nd</sup> term	LPM
					Parachute	
5.3	4.2.3	Reading Award	Book report	Complete the book	2019/02/18	Panel
	4.2.4	Scheme		report and send to		members
				teacher		
5.4	4.1.2	Science Visit(S.2)	Worksheet	Questionnaire	TBC	LPM
	4.2.1	(Science Museum				
	4.2.2	/Space Museum				
5.5	4.2.1	STEM week	Competition	all S.1 and S.2 classes	2019/05	LPM
	4.2.8	Project		have sent a team to		
				participate		
5.6	4.2.2	Best 3 students in	Experiment/	Complete the experiment	2019/04/19-	WWC
	4.2.5	each class are	Worksheet	/Worksheet in the visit /	2019/04/28	
		arranged to visit		Questionnaire		
5.7	4.2.6	Provide extra	QUIZ	Worksheet /	Whole	LPM
		exercise / quiz to			year	
		elite class				
5.8	4.2.7	STEM	Project	Presentation	TBC	LPM
	4.2.8					KWC2

### **Integrated Science**

## 2016-2019 Three-year plan

### **Major Concern**

## A. Self-directed learning

Self-directed learning is one of the lifelong and vocational skills. Students need to equip themselves with the ability to "learn independently" to meet the needs of learning and work\*1. Williamson (2007) argues that "self-direction" is fundamental to all learning, both routine and unconventional. Self-directed learning can be regarded as the learning process (the learner is the main person in charge of the learning process), and can also be regarded as the learner's personal traits and personality\*2. Knowles (1975) defines self-directed learning as a process in which learners actively analyze their learning needs, plan learning objectives, identify learning resources, select appropriate learning strategies, and evaluate their learning outcomes.

As the teaching level, Self-directed learning has two important qualities:

- (i) Students are responsible for their own learning,
- (ii) In the process of "self-directed learning" or "teaching and learning", learners usually communicate with teachers and other learners\*3.

Learners need to be responsible for their own learning, including to lead their own learning, set learning goals, and be responsible for their own ideas and actions\*4. In fact, after starting to learn, learners need to constantly make different decisions about learning\*5. It is worth mentioning that learning usually occurs in the social environment of teachers and other learners\*6. In other words, learners are responsible for their own learning, but it does not mean that interactive learning involving teachers and other learners is not included in the learning process.

Self-directed learning is a transition between teaching and learning, including teachers and learners to discuss learning objectives, learning methods and activities, assessments, etc.\*3. It also includes interaction with other learners to achieve a deeper understanding and interest in the subject.

As the experience of the first and second grade students in the laboratory is still very shallow, the comprehensive science department needs to support more than the selection of less dangerous topics when conducting independent study.

Furthermore, it is suggested that the self-learning methods should be started in (1) pre-class preparation, (2) classroom content teaching design, and (3) follow-up and evaluation after class.

#### B. Careers and Life Planning Education

The Education Bureau, with reference to different foreign literatures and studies in recent years, points out that students' learning is not limited to further studies and employment, but involves the whole life arrangement, so they actively promote career planning education.

Careers and Life Planning Education is a continuous and lifelong process to achieve the goals of different stages of life. In the schooling stage, Careers and Life Planning Education plays an important role in cultivating students' self-awareness, personal planning, ability to set goals and reflections, and understanding the ways to connect with each other. The goal of Careers and Life Planning Education cannot be achieved solely through counselling or counselling services provided when students need to make a career/employment choice. Effective Careers and Life Planning Education and career guidance should be linked to the school's curriculum through career planning education. Gain the knowledge, skills

and attitudes you need to make informed career/employment choices in line with your interests, abilities, and direction, and connect career/academic ambitions with whole-person development and lifelong learning

The school proposes to add one of the following models to the Integrated Science to help students better understand Careers and Life Planning.

## Encourage students

- 1. Have a deeper exploration of the content of the Integrated Science;
- 2. Recognize occupations that may be related to the Integrated Science;
- 3. The knowledge of the Integrated Science is integrated into life.

<sup>\*1</sup> 二十一世紀關鍵能力聯盟 (The Partnership for 21st Century Skills, P21 )
\*2 Brockett & Hiemstra, 1991; Caffarella, 1993; Merriam, Caffarella, & Baumgartner, 2007
\*3 Brockett & Hiemstra, 1991
\*4 Hiemstra & Brockett, 1994

<sup>\*5</sup> Banz, 2009; Hiemstra, 1982 \*6 Lim, Hew, & Cheung, 2013 \*7 Banz, 2009

**Three years Plan** 

		Selection the content of	Teaching mode of Self-directed Learning	Courses and activities of CLPE
		self-directed learning		
	<b>\$</b>	Select one topic in the extension	1.1Provid relevant materials for preparation from Oxford	(1) Visit
		contents of S1 and S2	University Press	A. All S.2 students visit to the Science Museum
			(S2A-2C same as S.1; S2D-Elite class- provide the extra	B. The first three students of S.1 and S.2 in the first examination
1st Year			materials other than Oxford University Press);	will be invited to visit the specific project.
			1.2 Group discussion , study and prepare presentation in the	Let the students know the professions that may be related to the
			class ;	comprehensive science department during the visit.
			1.3 Presentation and Quiz for assessment;	(2) Emphasizing in the activities of STEM Week:
			1.4 Focus on 1.2. Guide and assist students in mastering the	Students should have a deeper exploration of the contents of the
			skills of self-directed learning.	Comprehensive Science Division.
	<b>\$</b>	Review and adjust the S1 and S2	2.1Same as 1 <sup>st</sup> Year 1.1-1.3;	(1) Visit
		curriculum	2.2 Review and select other content for self-learning learning;	A. Same as the first year
	<b>\$</b>	Choose other extension contents	2.3 We can use Report to follow up and evaluate the effective of	B. The first three students of S.1 and S.2 in the first examination
2 <sup>nd</sup> Year			self-learning learning.	will be invited to visit different specific projects
				(2) In the self-directed learning, the knowledge of Integrated
				Science is integrated into the skills of different daily life.
				(3) Read some extracurricular readings with the Integrated
				Science to enable students to establish the concept of CLPE
				related to science.
	<b>\$</b>	Review and adjust the S1 and S2	3.1same as 2.1-2.3;	(1) Visit
3 <sup>rd</sup> Year		curriculum	3.2 Increase the times of self-directed learning. (Once in each	A. Same as the first year.
	<b>\$</b>	Choose the suitable content in the	semester)	B. The first three students of S.1 and S.2 in the first examination
		new curriculum	3.3 Add a new topics and optimize topics used last year	will be invited to visit different specific projects.
				(2)and(3)Same as the third year.

## 中華基督教會蒙民偉書院 生活與社會 2018-2019 年度工作計劃

#### 1 宗旨/目標

- 1.1 配合個人、社會及人文教育學習領域的學習目標
- 1.2 配合「個人與群性發展」、「資源與經濟活動」和「社會體系與公民精神」的學習元素
- 1.3 針對初中學生在個人成長方面的不足,制定適切的課程
- 1.4 為高中和高小課程提供順利的銜接,成為銜接高中通識科的橋樑
- 1.5 提升學生思維能力,建立多角度及批判性思考的技能,為高中通識科打好根基。
- 1.6 結合學習知識、發展共通能力及培養價值觀和態度

## 2 現況分析

- 2.1 優點
  - 2.1.1 各級任教老師皆為經驗豐富的級主任,清楚掌握各級需要以制定課程。
  - 2.1.2 本科採用校本課程,能就本校學生特性及學校發展重點編排課程內容。
  - 2.1.3 課程內容貼近生活時事及學生需要,能引起學生興趣。
  - 2.1.4 任教老師願意帶領學生參與校外活動,擴闊學生的視野。

#### 2.2 弱點

- 2.2.1 本科課程內容廣泛,而課堂數目較少,難於教授所有課程,需作篩選。
- 2.2.2 學生從未接觸本科,而且普遍對社會議題的認識及思考能力不足,有待提 升相關知識、態度和技能。
- 2.2.3 學生閱讀及寫作能力較弱,未能適應考試的答題技巧。
- 2.2.4 學生的時事觸覺較弱,未有閱讀報章的習慣。
- 2.2.5 本科人手較少,難分配時間帶領學生參與校外活動。

## 2.3 契機

- 2.3.1 生活與社會科注重分析而不是背誦知識,學生不用死記繁瑣資料。
- 2.3.2 生活與社會科較貼近社會生活的事例,學生的學習興趣較高。

## 2.4 危機

- 2.4.1 生活與社會科常要更新教材內容,加重任教老師的壓力。
- 2.4.2 衍接新高中通識公開考試的評核方法常作更新,教師教難掌握作答技巧。

#### 3 本年度關注事項

- 3.1 配合本校「三年計劃」關注事項
  - 3.1.1 培養學生自主學
  - 3.1.2 生涯規劃(CLPE)

#### 3.2 其他關注事項

- 3.2.1 照顧學習差異
- 3.2.2 全方位學習
- 3.2.3 德育及公民教育

- 3.2.4 從閱讀中學習
- 3.2.5 資訊科技教育
- 3.2.6 銜接新高中通識教育科
- 3.2.7 擴充教學資源庫
- 3.2.8 專題研習

# 4 計劃內容及工作分配

				,		a
		計劃/策略		·	日期	負責人
4.1				中一至中三同學全年	全年	教師
				至少兩次課堂分享機		
		學生,使學生能於學		會,並需完成課前預習		
		習前課,培養學生自		工作紙		
		主學習。課堂多以合		中一至中三同學全年		
		作學習方式分組上		需完成兩次的 <b>鞏固</b> 課業		
		課、小組學習模式進		每位教師需全年一次		
		行。		在會議上分享自主學習		
		每位同事開發、設計		的教學經驗,持續性地		
		自主學習的教材。並		進行自主學習的教學模		
		在會議中分享及交流		式		
		教學經驗。				
4.2	3.12	本科在教學內容上	檢查教材	全年至少兩次參與校	全年	教師
		教授與個人成長及生	庫、觀課	外活動(與職業及生涯		
		活技能相關的課題,	參與者及	規劃相關的活動)		
		使學生更了解個人的	教師回饋或			
		特性。	問卷			
		在校外活動方面,				
		任教老師帶領學生到				
		不同的機構參觀,協				
		助他們探索升學出				
		路,使學生更了解各				
		樣職業的特性。				
4.3	3.2.1	教師可以以小組學	觀課評估	80%的同事能於課堂	全年	教師
		習模式進行,透過討	表	就學生的學習差異進行		
		論及分享,學生能互		不同類型的課堂活動		
		相學習,提升思考及		(分組討論、課堂分享)		
		表達等技能。透過其				
		他活動,如角色扮				
		演、辯論、遊戲等不				
		同教學活動,教師可				
		按學生的興趣及能				
		力,在適切的情況下				
		引入不同的課堂活				
		動,以增加同學的學				
		習動機。				
4.4	3.2.2			80%同學對活動有正	全年	教師
			教師回饋或	面評價		
		中二參與理財工作	問卷			
		坊				

		中三參與乘風航活				
		動				
4.5	3.2.3		-	所有同事能在課堂	全年	科主
				中、活動中帶出與德育		任、教師
		育相關的課程,如中	*	及公民教育相關內容		
		一有個人價值觀的建				
		立、中三共融的精神				
		中一至中三的全方	問卷			
		位活動,從活動中使				
		學生更關心社會的弱				
		勢社群及社會共融的				
		重要性				
4.6	3.2.4	_		中一至中三同學需完	18/4/19	教師
		與 QEF「利用電子書		成電子書閱讀計劃		
		推行全校閱讀計劃及		(下學期學生需完成一個		
		促進各科的學與教」		閱讀報告)		
		計劃,修訂各級閱讀				
		電子書目,並作閱讀				
		報告				
4.7	3.2.5			80%的同事能於課堂	全年	教師
		體教學,從互聯網上	表	上運用資訊科技教學		
		找到不同的教材,如				
		短片、紀錄片及電影				
		等,讓有不同學習需				
		要的同學投入課堂				
4.8	3.2.6			100%教師能在指定時	全年	教師
		從知識及技巧上銜接	表	間完成教學內容		
		新高中的通識教育科				
4.9	3.2.7			每年至少購買五本與	全年	科主任、
				本科相關的書本及練習		教師
		考書籍		教師素描並儲存相關		
			本	的檔案		
4 10	3 2 8	中三 車 題 研 翌 課	粉學谁度	100%教師能在指定時	 全年	教師
1.10	3.2.0	堂,教授學生訂立探		間完成教學內容		12-1
		究題目的技巧,中二		1-1 70 1/1/14 2/2 1 (1/12		
		教授批判思考能力、				
		中一教授搜集資料方				
		法				
B+ t4		,	I			

## 5 財政預算

	項目	預算款額
5.1	參觀活動(中一認識社會活動,如探訪長者、南亞裔人士、特殊需要	\$3500
	學童、社企)	

5.2	購買圖書(圖書館)	\$400
5.3	購買教科書/參考書	\$300
	預算總支出	\$4200

# 6 成員

顧 問	鄺德啟副校長
科主任	陳綺瑩老師
成 員	司徒樂欣老師、梁國璋老師、李謙禮老師

### C.C.C. Mong Man Wai College

## **Information and Communication Technology**

### Annual Programme Plan (2018 – 2019)

#### 1 Aims

- 1.1 Provide students with a body of essential knowledge, concepts and applications of information, communication and computer systems.
- 1.2 Equip students with problem-solving and communication skills, and encourage them to think critically and creatively.
- 1.3 Develop students into competent, effective, discriminating, ethical and confident users of ICT, so as to support their lifelong learning
- 1.4 Provide students with opportunities to appreciate the impact of ICT on our knowledge-based society, so as to nurture in them positive values and attitudes towards this area.

## 2 Situational Analysis

- 2.1 Strengths
  - 2.1.1 Students are interested and have basic competences in computer applications.
  - 2.1.2 Teachers are experienced and willing to pursue further education.
  - 2.1.3 Teachers are willing to share all aspects of teaching resources, including: exercises, tests and teaching strategies, etc.

#### 2.2 Weaknesses

- 2.2.1 Teachers' workload other than teaching is heavy.
- 2.2.2 Students are quite passive in learning.
- 2.2.3 Some students feel difficult in learning ICT using English.
- 2.2.4 Since the computer knowledge changes with each passing day, the curriculum needs to be revised periodically.
- 2.2.5 Only a few students choose ICT as elective subject in senior form in recent years.

## 2.3 Opportunities and Threats

2.3.1 EDB has put great emphasizes and resources on STEM and Programming.

## 3 Major concerns for the current year

- 3.1 School Major Concerns
  - 3.1.1 Cultivation of Self-directed Learning (SDL)
  - 3.1.2 Careers and Life Planning Education (CLPE)
- 3.2 Essential Concerns
  - 3.2.1 Life-wide Learning
  - 3.2.2 Moral, Civic and National Education (Four Key Tasks)
  - 3.2.3 Reading to Learn (Four Key Tasks)
  - 3.2.4 Project Learning (Four Key Tasks)
  - 3.2.5 IT for Interactive Learning (Four Key Tasks)
  - 3.2.6 Strategies for Elite Teaching
  - 3.2.7 Showcase Items and sharing for Learning Celebration
  - 3.2.8 STEM education
  - 3.2.9 Help students to prepare the public examination as to enhance their academic result

## 4 Implement Plan and the Division of Works

	Objective	Plan/Strategy		Method of Evaluation	Success Criteria	Time Scale	Person in-charge
*4.1	3.1.1	Sustaining Self-Directed Learning	•	Verbal report from	At least 1 lesson	Whole	Corresponding
		(SDL) strategies in <b>junior form</b>		corresponding teacher	using SDL	year	teachers
			•	Evaluate by panel	measures is carried		
					out in each junior		
					forms		

4.2	3.1.2	Activities about Career and Life Planning Education (CLPE)	• Questionnaire	<ul> <li>At least 1</li></ul>	Whole year	All teachers
4.3	3.1.2	Integrate CLPE topics and life	Verbal report from	program is useful.  1 topic is included	Whole	Corresponding teachers
		skill learning in syllabus	<ul><li>corresponding teacher</li><li>Evaluate by panel</li></ul>	in junior and senior form syllabus	year	teachers
*4.4	3.2.9	Learning and Teaching focus in senior forms	<ul><li>Verbal report from corresponding teacher</li><li>Evaluate by panel</li></ul>	Senior Form ICT classes have carried out	Whole year	Corresponding teachers
4.5	3.2.6	Adjust the coursework in junior form, as to add extended or enriched part	<ul><li>Verbal report from corresponding teacher</li><li>Evaluate by panel</li></ul>	Junior Forms add extended / enriched part coursework	Whole year	Corresponding teachers
4.6	3.2.6	Giving prizes for students who can finished extended part of coursework or willing to help others in learning during lesson	<ul> <li>Verbal report from corresponding teacher</li> <li>Evaluate by panel</li> </ul>	All classes in lower form have carried out	Whole year	Corresponding teachers

4.7	3.2.2 3.2.3 3.2.9	Extra-curricular readings for senior form ICT students  Setup revision exercises (2 sets of past papers) to help S6 ICT students for HKDSE	•	Verbal report from corresponding teacher Evaluate by panel Verbal report from corresponding teacher Evaluate by panel	At least 10 senior form ICT students join the plan At least two uniform quizzes carried out	Whole year  Dec 18 – Jan 19	Corresponding teachers  *KWC
4.9	3.2.6	Nominate elite students to participate external ICT activity or competition	•	Verbal report from corresponding teacher Evaluate by panel	At least once	Whole year	*FKW
4.10	3.2.1	Hold life-wide learning activity (visit, talk, etc.)	•	Questionnaire	More than 70% students feel that the program is useful	Nov 18 or Apr 19	*FKW, NWH
4.11	3.2.1 3.2.9	Cooperate with Computer Society to carry out activities in STEM week	•	Evaluate by panel	At least one activity has been carried out	Mar 19	*FKW
*4.12	3.2.1 3.2.6 3.2.8	Organize an VR/AR production course	•	Questionnaire	More than 70% students feel that the program is useful	Apr 19 – Jun 19	*FKW

4.13	3.2.1	Organize a C programming course	•	Questionnaire	More than 70%	Sep 18 –	*FKW
	3.2.6	for senior form ICT elite students			students feel that	Nov 18	
					the program is		
					useful		
*4.14	3.2.1	Organize a quadcopter application	•	Questionnaire	More than 70%	Nov 18 –	*FKW
	3.2.6	with FPV course for senior form			students feel that	Dec 18	
	3.2.8	ICT elite students			the program is		
					useful		
*4.15	3.2.1	Organize a "Python with Codey	•	Questionnaire	More than 70%	Dec 18 –	*FKW, NWH
	3.2.6	Rocky" Course			students feel that	Mar 19	
	3.2.8				the program is		
					useful		
4.16	3.2.7	Keep good students' works for	•	Evaluate by panel	Junior and senior	Whole	Corresponding
		<u>learning celebration</u>			form should hand	year	teachers
					in 2 good students'		
					works respectively		
4.17	3.1.2	S3 subject selection talk	•	Verbal report from	At least 15 S3	Mar 19	*FKW
				corresponding teacher	students attend		
			•	Evaluate by panel			
4.18	3.2.5	Upload the teaching materials to	•	Verbal report from	All form have	Whole	All teachers
		the server or Eclass		corresponding teacher	carried out this	year	
			•	Evaluate by panel	plan		

4.19	3.1.2	Each colleague who teaches ICT	•	Verbal report from	At least once	Whole	Corresponding
	3.2.9	should attend at least one ICT		corresponding teacher		year	teachers
		seminar or course	•	Evaluate by panel			
4.20	3.2.9	Cooperate with IT-prefects and	•	Verbal report from	The Computer	Oct 18 –	*FKW
		teaching assistant to open		corresponding teacher	Room opens every	May 19	
		Computer Room after school	•	Evaluate by panel	Wed		

## 5 Budget

	Item	Expenditure
5.1	C Programming Course (DLG) (Sep 18 – Nov 18)	\$4000.00
5.2	Library grant (Books for Library)	\$500.00
5.3	Library grant (Books for Elite students and Examination oriented Books)	\$600.00
5.4	Rights for using teaching materials (for publisher)	\$1300.00
5.5	Reference Books	\$1000.00
5.6	Teaching Aids (e.g. Apparatus for 3D-printing, batteries)	\$1000.00
5.7	Prizes	\$100.00
5.8	Senior form students' tutorial class subsidy	\$1000.00
5.9	Activity for Computer Society	\$1000.00
5.10	Travelling / Carriage (Visit, competition)	\$1000.00
5.11	HKACE Annual Fee	\$500.00
	Total expenditure	\$12000.00

# 6 Members

6.1	*Mr. Fung Ka Wai (Panel Head)	(FKW)
6.2	*Mr. Kwong Wing Cheung	(KWC)
6.3	*Mr. Ng Wai Hong	(NWH)
6.4	Mr. Ng Tan Yiu	(NTY)

# 中華基督教會蒙民偉書院 普通話科 2018 至 2019 年度工作計劃

#### 1 宗旨/目標

本科作為一門言語科目,堅定以創一個更好的校園聽說普通話的語境為己任,讓不同語言能力的學生們都有展示的語言能力的機會,以培養獨立、自主、有效的普通話學習者為目標邁進。同時,本科將極力擴展學生們對普通話專業資歷發展方向的認識及引導他們探討如何裝備自己考取不同的專業資歷的方法。

#### 2 現況分析

#### 優點:

- 2.1.1 隨著中國在世界上的影響日益重要,普通話已成為國際上常用語言的語言之一,提高了學生們學習的動力。
- 2.1.2 本校已開辦普通話科多年,學生們已習慣聽說普通話,用普通話表達及進行 交際的積極性和對民族的親和感亦有所提高,老師也積累了不少經驗、教材 和教具。
- 2.1.3 中二級及中三均設「普教中」精英班,這提供了一個進一步營造普通話聽說 氣圍的機會。
- 2.1.4. 本校有設備完善的多媒體實際室及校園電視台,有效地創造普通話的學習語境。
- 2.1.5 科主任歷年參加教統局有關科目課程發展的工作,對於掌握新課程有一定的 認識。
- 2.1.6 早會宣布規定以普通話為可用語言之一,增加了學生們聽說普通話的機會。

#### 弱點:

- 2.2.1 本校學生們多為廣東人,普通話並非母語,接觸機會少,興趣不濃,且有視 本科為閒科者,故對本科不熱心、不用功。
- 2.2.2 在社會日常生活中,香港聽說普通話的動力不足,學習的語境不佳。
- 2.2.3 本科所有老師都只是兼教普通話,並且今年只有兩位科任老師,故沒有太多空間把備課工作和課外推普活動搞好。
- 2.2.4 本校高中不設普通話選修單元,令有志繼續進修的學生們無所適從。

## 3 本年度關注事項

- 3.1.1 透過循序漸進的語音教學與有效的課堂「學與教」策略,培養學生們成為獨立、自主、有效的語言學習者。
- 3.1.2 優化普通話的聽說語境與氣圍,促進學生們學習普通話的積極性。
- 3.1.3 協助學生們鞏固及應用三段「自主學習」學習模式學習普通話,以提高學生們自學的動力及效能
- 3.1.4 讓學生們認識普通話專業資歷發展的方向及引導他們探討考取不同的專業 試跟他們就業的關係

## 4 計劃內容及工作分配

	口區	·	エルナル	上上海口	n± 88 ±	<b>左主</b> )
課程	目標	計劃/策略	評估方法	成功準則	時間表	負責人
内 1 1	0 1 1	细石山上、路上田山上	朗 1 田 平	加油水刺	۸ <i>۲</i> -	
4. 1. 1		課程設計以學生興趣為				韋翔老師
		本,配合多元化的教學活				<b>中州七</b> 即
	3. 1. 3	動手段,積極營造不同的				
		語境讓同學們沉浸及演			完成)	
		練語言,增加他們應用語	问学)	性、信心、		
		言的流暢度及信心。		興趣或能力大彩水		
				力有所改		
4 1 9	9 1 1	<b>中美</b> 夕如洪拓锐立拟针。如	1 THIFA L	進业出来	እ ⁄ႊ	
4. 1. 2	3. 1. 1	完 <b>善</b> 各級漢語拼音教材,期 望能更好地協助學生們				韋翔老師
		掌握漢語拼音,為培養獨				年列之即
		主 其 其 其 其 其 其 其 其 其 其 其 其 其 其 其 其 其 其 其			30/05/2019 前	
		五、自主、有效的語言字 習者提供養分。	• • •	成績及 ②超過半	完成)	
		自有從穴食刀。		<b>型超過平</b> 數學生們		
				数学生们		
				見付百 的漢語拼		
				的侯品拼音的能力		
			刀的円子)	有進步		
4.1.3	3. 1. 2		科任老師		 全年	全體老師
4. 1. 0	0.1.2	安排每位學生最少有二	鲍家马伦	基本運用	主十	土胆七叩
		次公開展示運用普通話	<del>机</del> 架及下 口頭匯報	金本廷州普通話展		
		表情達意的機會。	一块些机	示他們的		
				獨特才能		
4.1.4	3 1 2	評估設『口語活動分數』	口語活動	超過半數	全年	全體老師
1. 1. 1	3. 1. <b>-</b>	一欄,鼓勵學生們主動尋		的學生在	•	1 /12 5
		找參與不同普通話學習		· ·	30/05/2019 前	
		活動的機會,調動他們學		及格	完成)	
		習的主動性。			- 3/24/	
4. 1. 5	3. 1. 3	優化觀課文化,本年度措施如	觀課、面談	每位老師		全體老師
		下:	及填寫學	必須進行	19/12/2018 前	
		- 主題:自選/配合課程話題	務組建議	觀課及被	•	統籌:
		- 重點:探討如何内化「自主學習」學習模式	的「自主學	觀課最少		韋翔老師
		- 策略: 小組專題研習	習教學」評	各一次		
		-設課間交流及課後檢討會	估表及 ESR			
			評估表			
4.1.6	3. 1. 1	透過學生課業檢查及分	每位老師每	能按照科	第一次:	全體老師
	3.1.3	析,了解「學與教」及探		組要求批	15/2/2019	
		討「自主學習」專題學習	最少交上一	改及跟進	第二次:	行政及評估:
		模式的效能'	班的課業進	學生課業	30/4/2019	韋翔老師

			行檢查		(備用)	
4. 1. 7	3. 1. 4	<b>世</b>		超過半數		
4. 1. 1	0. 1. 4	<sub>租</sub> 施. 透過介紹不同的專業考		-	•	韋翔老師
		試及試做一些大部分同			· · · · =	+ / 4 / 5 / 1
					·	
		學們能力所及的公開模		普通話升		
		擬試卷,例如:GAPSK。另		學/工作方		
		外,科任老師會在課堂		面可持續		
		上強調考完每一個專業		發展的方		
		試對升學或就業好處/出		向了解增		
		路		加了		
		目標:				
		讓中三級的同學們更好				
		的掌握在升學/工作方面				
		可持續發展的方向				
課外	目標	· · · · · · · · · · · · · · · · · · ·		成功準則		負責人
4. 2. 1	3. 1. 2	同學們自發參加『全港校際			The state of the s	導師:外聘
		朗誦普通話組詩詞/賽文獨		積極投入有		
		誦』比賽,爭取表現			(賽程一出,盡早	
			成績		開始確定有關訓	黄華昌老師
					練日期及時間)	
				-能獲得良		
4.0.0	0 1 0	<b>分计计计</b> 化 『光·フ·ス·朗·人	,	好獎狀	) <i>t</i> -	+ v . h /-
4. 2. 2	3. 1. 2	邀請精英當『普通話學會』		所有工作按	全年	韋翔老師
		的職員,讓他們進一步演練		時完成		
4. 2. 3	3. 1. 2	語言能力,盡展所能。	/	所有工作按	入左	<b>李知力在</b>
4. 2. 3	5. 1. Z	鼓勵同學們參加語文教育及研究常務委員會舉辦的		所有工作 <del>妆</del> 時完成	至平	韋翔老師
		普通話推廣活動		时无风		
4. 2. 4	3. 1. 2	上下學期各設普通話活動	鲍家却上	的右工作协	上與如.	
4. 2. 4	0. 1. 2	日兩天	既尔和古		工字频: 28/11/2018	韋翔老師
				机儿戏	下學期:	
					03/05/2019	
4. 2. 5	3. 1. 2	學生們分組進行專題研	/		最後繳交日期	行政及統籌:
1. 2. 0	3. 1. 3	習,運用不同形式呈現成	ĺ		30/04/2019	韋翔老師
		果,並鼓勵同學自行錄製普		21 mm 1 1		, ,
		通話錄音檔或錄像檔(如朗				
		讀或短劇),佳作將會在不				
		同的公開場合展示。				
4. 2. 6	3. 1. 2	成立『普通話大使』團隊,	學出問去	招過坐數學	2018 年 11 日中	行政 及 統 筆 ·
1. 2. 0	0. 1. 4	協助各項班內及班外的各				
		項推普活動		五 時 助 推動 他們		77470-1
		1 1 1 1 2 1 2 N		學習的積極		
			學)	性或能力有		
			* /	所改善		
4. 2. 7	3. 1. 1	中一級「普通話診斷室」	學生期考口	期考成績及	03/05/2019 至	

## 2017-2018 普通話科周年計劃

目的:針對學生說話表達	語成績	格率達 70%	12/05/2019 期間	黄華昌老師
方面的難點進行輔導,提高			(每星期一次的	
學生普通話口語應試的水			午飯時間)	
平				

## 5 財政預算

	項目	預算款額
5. 1	中一至三級全港朗誦節普通話組獨誦比賽(CEG)	\$10, 200
5. 2	上、下學期普通話日攤位遊戲、壁報設計、推普活動的物資及獎品	\$500
5. 3	各級其他推普活動的物資及獎品	\$500
5. 3	參考書、教具、文具及錄像教材	\$500
5. 4	出版社電子教材徵費(必須項目、不可刪減)	\$650
5. 5	購圖書館資源(由圖書館撥款支付)	\$400
	預算總支出	\$12, 750

## 6. 科組委員會成員

顧問	霍碧珊副校長
主席	韋翔
成 員	黄華昌

## 2018-2019 年度聖經科工作計劃

## 1 目標

#### 1.1 教學及活動方面:

- 1.1.1 透過多元化的教學和活動,引導學生全方位(包括知、情、意三方面)及從多元化的角度和途徑:
  - -思想基督教信仰中的價值觀,從而挑戰和反省人生中的問題及探討社會上各倫理和生活的課題
  - -思考信仰和尋找個人生命與上帝的關係
  - 認識上帝的豐富和祂賜與人豐盛的生命
- 1.1.2 培養校內聖經學習及討論信仰的正面氣氛,營造和推動聖經科學習、理性討論及分享信仰的風氣
- 1.1.3 配合學務發展方向,試於各級推動學生主導的教學與評估活動

#### 1.2 課程方面:

- 1.2.1 以聖經為本(特別加強新高中課程的聖經教導),強調信仰與生活的關係,使學生能把兩者結合,並把 信仰的價值觀應用於生活中
- 1.2.2 培養同學建立正確的宗教觀,認識基督教與其他不同的宗教的分別,能透過理性思考及體驗,比較不同的信仰,並培養同學對不同信仰的尊重

## 2 現況分析

#### 2.1 優點

- 2.1.1 本校為基督教學校,每級均有聖經課
- 2.1.2 中一至中六級均是兩節授課,令課程更完備、老師有更充裕的時間授課
- 2.1.3 校方支持本科增加資源,提高教學質素,並撥額外資源以支持本科學習經歷的安排,同學可從經歷中提升學習動機、應用及深化所學內容
- 2.1.4 本學年本科分配得比較往年充裕的人手,有利於舉辦學科活動、進行課程調適及分擔課程的策劃和整理
- 2.1.5 在校牧的協助下,積極檢討全校聖經課程,提升教學效能
- 2.1.6 老師在課堂上或課餘均主動與學生分享信仰,讓學生能直接從老師身上明白上帝的愛
- 2.1.7 老師對科內事務主動參與、不較辛勞參與每年的課程調整工作,並積極發表意見
- 2.1.8 學校轉為英中,本科仍可保持以中文教學,對宗教及生命教育而言,利多於弊
- 2.1.9 中六級各班均設第七節課,連同午膳與小息,令舉行級活動、講座及共同授課更有彈性

#### 2.2 弱點

- 2.2.1 本科的人手及課堂編排在學校的行政層面,只被列入配套,相對其他科組,本科人手甚為不穩定,對課程設計、教與學均成挑戰
- 2.2.2 差不多所有任教老師均不是以教聖經科為主,老師往往忙於主科及其他科組工作,缺乏充裕時間及空間去參考教學資料、集體備課、並支援設計教材及教學活動,老師也缺乏時間及空間進修、參加研討會及 講座,以裝備及反思自己的生命及信仰知識
- 2.2.3 採用校本設計課程時,在人手不足下,每年更新內容成為負擔
- 2.2.4 學校對生活及宗教體驗活動的資助不足

#### 3 本年度關注事項

### 3.1 回應學校三年計劃(自主學習可成材,人生規劃添色彩)策略:

3.1.1 本科多年多一直注重提升學與教質素,科內為完善學與教,十年來推行觀課交流、學生回應問卷、多元 化評估、以學生數據作教師教學表現評核等政策,提升教學質素

#### 3.1.2 關於「提高學與教質素」之政策:

- 透過多元化的教學和活動,引導學生全方位(包括知、情、意三方面)及從多元化的角度和途徑學習
- 嘗試在各級不同宗教體驗學習,讓高中同學能在學習個別課題時,能走出課室或既定的學習模式,透過適切的學習經歷和親身體會,對課題有更深切的了解,增進學與教的效能
- 透過同級或誇級的觀課及交流討論,讓同級及不同級別任教老師加強經驗分享、提升教學質素
- 整理和剪裁中三至中六的課程,增添適切的輔助教材及課堂活動,令課程更能回應學生的需要,並強 化學與教的效能
- 繼續探討整個校本課程的架構,並檢討現行校本課程編排及教科書使用的概況
- 透過適當使用及優化本科自行設計的教學問卷,讓同事掌握教學可以改善之處及了解學生對自己教學的回饋,也讓科主任更客觀的評核同事的教學表現

### 3.1.3 關於「照顧學習差異」之政策:

- 透過本科積極推行的多元評核方式和標準,讓同學發揮不同的潛能,不單單偏重文字的表達能力,透過不同方式(如影像製作、藝術創作、口頭報告、話劇、廣播劇等等)評核同學所學的知識,以多元方式評核同學的學習成果之餘,亦能讓學習評核更適切、公平和公正
- 上課以多元的教學模式,以多媒體教材、活動、遊戲、分組比賽、討論等形式,讓不同學習模式的同學能以不同途徑學習
- 相對其他科目應付學生學習差異的挑戰,本科的性質不同,老師須面對的較大挑戰為同學的「態度差異」。老師宜學習採取較開明的教學態度,鼓勵同學發表不同的意見和看法,營造班中公平和公開對話的氣氛,老師並以身作則,讓同學明白尊重不同宗教及信仰傳統的重要性

#### 3.1.4 關於鼓勵同學「主動學習」之政策:

- 課業政策要求同學透過與同學合作、資料搜集、以創意及運用本科知識完成,讓同學自主學習, 並要求同學每年最少一次進行課堂習作演示,培養搜集資料及研習課題的能力、演示及報告技巧, 主動學習及與人合作的精神,如在中二級,每個課題均設課外學習題目,由學生輪流作資料搜習 及滙報
- 此外亦透過在課堂上介紹不同的網上及多媒體資源,引發同學主動學習的興趣,在中四學生評估中容許以不同媒體為材料,鼓勵學生將信仰反省套入日常生活中

## 4 <u>計劃內容及工作分配</u>

	目標	計劃/策略	評估方法	成功準則	時間表	負責人
4.1	教學及活動方面:					
4.1.1	培養校內聖經學習及 討論信仰的正面氣 氛,營造和推動聖經科 學習風氣	與宗教、輔導委員會合作舉行「小天 使計劃」,鼓勵學生互相關懷,實踐 基督精神,在生活裡活出信仰的真善 美	中一級學生/参與老師口頭回饋	老師、同學對活動有正面評價	9/2018	KMW / CSM
		舉辦聖經問答比賽	老師及同學之 口頭回饋	老師、同學對活動有正面評價	5/2019	CTY
4.1.2	老師透過互相觀課,加強科內同事的交流(新舊同事,任教同級及不同級別同事),令教學的內容和模式更豐富活潑,提高教與學的質素	上學期新任教老師會去觀課及被觀課,跟有經驗的老師學習交流,而下學期有經驗同事也要被觀課,鼓勵同級及跨級交流	觀課評核表	觀課評核表獲得正面評價;參與觀課同事之間討論結果正面	10/2018- 5/2019	CTY
4.1.3	課業評估報告	科主任進行查簿,每位同事任教須呈 交其任教每一級別一班9本習作/試 卷給科主任查核,中六公開考試班級 可獲豁免	課業評估報告	正面評價	2/2019	CTY

4.1.4	推動課室外學習	中五級將全級外出,參觀本港基督教教會,體驗信仰在社會角色 中六級將學習 mindfulness practice, 協	學生問卷 學生堂課與口	正面評價 正面評價	11-12/2018 11-12/2018	LKC / PELE
		助面對壓力	頭回饋			CTY
4.2	課程方面:					
4.2.1	完善新高中課程,藉引 入新教科書的契機,讓 同學能投入課堂,對信 仰發生興趣,從日常生 活的各種課題思考信	中四級老師重整課程,豐富教科書內容,增強聖經教導部分教材,在課堂引入其他多媒體教材及多元化活動,並於年終進行檢討	教學問卷	學生反應正面	全年	FPS, LKC
	仰	中五級老師重新整理現在教材,加強 聖經與生活的結合與應用,期望編訂 校本課程與資料,更設合我校學生需 要	教學問卷	學生反應正面	全年	FPS, LKC
		中六級老師重新撰寫校本課程,結合 中六級共同課節,讓同學在課堂中思 考宗教信仰與生活價值觀	教學問卷	學生反應正面	9-12/2018	CSM, CTY
4.2.2	因應本科人手的不穩 定,積極處理、完善及 整理中央教材儲存,統 一及整理妥當的教 材,可幫助新任教老師 容易掌握課程及適應 教學	級聯絡整理課程大網,並適當儲存中 央教材,完善教材庫中資料,方便其 他老師接手	科主任監察及 檢視	資料整理完善 妥當	全年	CTY 及 各同事
4.3	學習成果及評估方面:			1	1	
4.3.1	讓老師從教學問卷了 解教學可以改善之處 及學生對自己教學的 回饋,也讓科主任更客 觀的評核同事的教學 表現	本科自行設計的教學問卷	同事□頭回饋	回饋正面	1/2018, 6/2019	各級級 統籌、 CTY

# 5 與宗教委員會、校牧合作

- 5.1 課程上將與校牧緊密合作,共同檢視六級課程,以至更有效傳遞區會的教育理念及信仰理解
- 5.2 各級老師留意學生信仰需要,於課堂邀請校牧作信仰問題解答,並為有需要學生個別轉介會談

# 6 財政預算 - 請參看財政預算文件

## 7 科組成員

霍碧珊、郭美雲、梁國璋、曾素玲、陳淑媚、朱得怡(科主任)

# C.C.C. Mong Man Wai College Music

Program plan (2018-2019)

#### 1. Aims

- 1.1 To promote creativity and imagination of the students through presenting various art forms of music, listening to different genres of music and creating it by employing multiple musical elements.
- 1.2 To foster the ability of appreciation of students to different styles of music and to build their aesthetic sensitivity and critical mind in judging different music genres and performances.
- 1.3 To provide chances for students to learn musical instruments so that students could develop a lifelong interest in music from various styles and to prepare them for their career planning.
- 1.4 To provide a platform for students to demonstrate their learning in music and to echo with the school's major concerns by cultivating self-directed learning (SDL) and careers and life planning education (CLPE).

### 2. Situational Analysis

#### 2.1 Strength

- 2.1.1 Most students express their willingness in learning music. Two music lessons per cycle to junior form students (S1 to S3) and a flexible and supportive school policy provided an encouraging environment for students to actively participate in various musical activities.
- 2.1.2 Students are gaining confidence in showing their musical abilities through various channels such as participating Music Festival competitions, student concerts (both organized in or outside school), school-wise and district-wise music contests. School-wide music programs such as music week also provides a platform for students to display their musical proficiency.
- 2.1.3 The integration of music to various art forms such as dancing and drama has been emerging in several school activities these years. Teachers and students have been well recognized that music plays an essential role in the performing art.
- 2.1.4 As the New Senior Secondary (NSS) curriculum had been launched several years and the message of 'Other Learning Experience' (OLE) regarding the 'aesthetic development' (AD) has been successfully delivered to the senior form students, they are now seeking more opportunities in broadening their musical experience by actively participating concerts, workshops and seminars.

#### 2.2 Weaknesses

- 2.2.1 The music room has run out of space in storing musical instruments and conducting music training. Moreover, as more music groups and classes in the school need practicing and performing spaces, the occupancy rates of both music room and band room afterschool had been very high.
- 2.2.2 Teaching resources spent on developing music programs in school were limited.
- 2.2.3 Music is not included as one of the formal elective subjects in the NSS curriculum of the school. Music has not been considered as a practical subject in the minds of most students and parents to help them broadening their horizons. The OLE experience of students appeared to be not playing an essential factor for universities on deciding their intakes. This further inhibits students' learning incentives.

## 3. Major Concern for the Current Year

- 3.1 Concerns addressed to the school 3-year plan
  - 3.1.1 Cultivation of self-directed learning
  - 3.1.2 Careers and Life Planning
- 3.2 Other Concerns
  - 3.2.1 EMI teaching
  - 3.2.2 Life-wide learning
  - 3.2.3 Moral, Civic and National Education
  - 3.2.4 Reading to learn
  - 3.2.5 IT for interactive learning
  - 3.2.6 Showcase students work
  - 3.2.7 Teacher's training

#### 4. Implementation Plan

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria
4.1	3.1.1	S2 and S3 students will present a self-	Feedback from subject	Students submit
		designed music project such as "music	teacher	their works with
		for a photo" or "music for an		requirement
		advertisement" as term end work.		fulfilled
4.2	3.1.2	Invite alumni who is pursuing the music	Feedback from students	Questionnaires
		industry to share about the opportunities		revealing interests
		and challenges of the music industry of		of the topic from
		Hong Kong (1st term)		students
4.3	3.2.1	All music classes in junior forms will	Lesson observation by	90% of medium
		use English as medium of instructions	peer and EXCO	of instructions in

		(except Chinese and Cantonese Opera).	members.	English.
4.4	3.2.2	Attending concerts and performances of	Evaluation by subject	Completion of the
		different genres such as Orchestra and	teacher.	visit.
		Cantonese Opera.		
4.5	3.2.3	Organizing presentation of music	Evaluation by subject	Written
		creation project by emphasizing the	teacher and feedbacks	appreciation by
		importance of respecting other's work.	from students.	students.
4.6	3.2.4	Music book reading award scheme for	Evaluation by subject	More than 20% of
		S1 and S2 students to encourage	teacher through	students join this
		learning from reading.	correcting book reports	award scheme
4.7	3.2.5	Introduction of Musescore music	Evaluation by subject	All students
		notational software for a short music	teacher.	capable of using
		creation in S3 using different virtual		software for
		electronic instruments. (2 <sup>nd</sup> term)		music creation.
4.8	3.2.6	To organize singing contest (Nov 2018)	Evaluation by judge and	More than 40
		and to participate in the HK Music	feedbacks from students	students joining
		Festival (Mar 2019). Students work will	as audience.	these showcasing
		be performed during the Music week		events.
		(May 2019).		
4.9	3.2.7	Joining the professional development	Evaluation by	Completion of the
		group「粤劇梆黃專業學習社群」	participating peers.	whole course and
		organized by EDB in 2018-19.		participate in the
				sharing session

<sup>\*</sup>unless specified, all the above Plan/Strategies are conducted throughout the whole academic year.

# 5. Budget

	Items	Expenditure
5.1	Library's Grant	1400
5.2	Teachers' textbooks	1000
5.3	Teaching Aids: CDs & DVDs	800
5.4	Repairs & Maintenance:	
	Cello strings and bridge replacement (3 sets)	1600
	Clarinet and Saxophone maintenance fee	1800
	Piano tunings (one grand piano and two upright pianos)	2400
	Guitar strings replacement and maintenance (4 sets)	600
5.5	Prize & Souvenir	500
	Activities (<\$3000)	

5.6	Music Week (May 2019)	500
	Orchestra exchange program	1600
	Total Expenditure	12200

# 6. Summary of Music Classes and Groups in 2018-2019

Music Class/Group	Brief content	Time	Capacity
Chinese Instrument	Major Chinese string bow and	Friday afterschool	12
(中國樂器)	wind instruments in ensemble		
Drum (流行鼓)	Essential rhythm section of both	Thursday	16
	band and orchestra.	afterschool	
Clarinet (單簧管)	Woodwind member, main	Thursday	8
	instrument in orchestra	afterschool	
Violin (小提琴)	Largest number in orchestra.	Saturday morning	20
	Divided in 1 <sup>st</sup> and 2 <sup>nd</sup> violin		
Trumpet / Trombone	Brass instrument of the	Monday	4
	orchestra	afterschool	
Cello (大提琴)	Lower section of the string part	Thursday	10
		afterschool	
Double Bass	Bass section of the string part	Wednesday	4
(低音大提琴)		lunchtime	
Guitar(結他)	Popular solo and band	Wednesday	16
	instrument	afterschool	
Saxophone (薩克管)	Leading instrument in a jazz	Monday	4
	band.	afterschool	
Orchestra	Students with grade 3 or above	Tuesday	30
(管弦樂團)	can apply.	afterschool	
Choir (合唱團)	Students will perform in various	Friday afterschool	40
	occasions and events.		
Music Production	Students will learn vocal	Thursday	8
	recording and mixing	lunchtime	

## 7. Team Member

Lai Chun Yung (Coordinator)

### C.C.C. Mong Man Wai College Physical Education Program Plan (2018–2019)

#### 1 Aims

- 1.1 To encourage students to actively participate in physical activities to develop an active and healthy lifestyle.
- 1.2 To implement the school's major concerns "Self-directed Learning and Careers and Life Planning Education" by enabling students to learn initiative and develop personal achievements in sports.
- 1.3 To collaborate with subject panels and committee for more co-curricular activities to promote "Wellness" in School.

#### 2 Situational Analysis

#### 2.1 Strengths

- 2.11 Most of students are fond of physical activities.
- 2.12 No public examination as constraints, curriculum is diverse and flexible.
- 2.13 A lot of sport facilities near our school can be utilized.

#### 2.2 Weaknesses

- 2.2.1 The physical fitness of students has been declining recently.
- 2.2.2 Some students are passive and reluctant to have fitness training.
- 2.2.3 Students are indulged in playing electronic games and using cell phones.

#### 2.3 Opportunity

- 2.3.1 School Sports Programme Coordinator Scheme (SSPCS) support our school team and develop the sport atmosphere.
- 2.3.2 Planning to build a Gymnasium at N301 for fitness training to our students in 2019.

#### 2.4 Crisis

- 2.4.1 The Housing Authority will build public rental house in Hiu Mung Street Sports Ground in 2019. Our school environment (such as Noise, Air quality, Transportation...etc.) will be affected by the construction.
- 2.4.2 The Sports ground will be closed and re-building in the construction period.

#### 3 Major Concerns for the Current Year

- 3.1 Concerns Addressed to the School 3-year Plan
  - 3.1.1 Self-directed Learning
  - 3.1.2 Careers and Life Planning Education

#### 3.2 Other Concerns for the Current Year

- 3.2.1 Life-wide learning.
- 3.2.2 To raise students' interest in sports, increase exercise time, and develop exercise habits to improve their physical health through SSPCS.
- 3.2.3 To promote "Wellness" in collaboration with different committees or departments and other organization bodies.

# 4 Implementation Plan and the Division of Work

# 4.1 Major Concern and 4.2 Other Concerns

	Objectives	Plans/Strategies		Method of Evaluation	Success Criteria	Time Scale	PICs
4.1	3.1.1 3.2.2	To provide a platform for students to organize sports activities or competitions in SDL mode at PE lessons.	*	Competition done Teachers' feedback	<ul><li>◆ Students' achievements</li><li>◆ Awards</li><li>◆ Questionnaire s</li></ul>	Whole year	LFM KWC LPM
	3.1.1	Modify Inter-class table tennis/badminton competition / football competition. Let these Competition can be <b>consolidation</b> and sustainability These competition will be held in the 2 <sup>nd</sup> semester	*	Evaluation by peer and teacher Worksheet	<ul><li>◆ Awards</li><li>◆ Practical test</li><li>◆</li></ul>	2 <sup>nd</sup> Semester	LFM KWC LPM
4.1	3.1.2 3.2.2	To introduce relevant PE activities or courses to students for personal achievements or future career. Some activities run by sports association or university, like school tour, alumni sharing, will be introduced to students	1 -	Attendance Worksheet	<ul> <li>◆ Courses         completed         with         Certificate</li> <li>◆ Students'         feedback</li> <li>( Questionnaires)</li> </ul>	Whole year	LFM KWC LPM
4.1 4.2	3.1.2 3.2.1 3.2.2	To nominate the talented athletes to take part in advanced courses held by other sports associations:  Some courses, like referee course, 青苗和青訓, sports volunteer scheme, run by sports association will be introduced to students	•	Attendance	<ul> <li>◆ Courses         completed         with         Certificate</li> <li>◆ Students'         feedback         ( Questionnaires)</li> </ul>	Whole year	LFM KWC LPM

	Objectives	Plans/Strategies		Method of Evaluation	Success Criteria	Time Scale	PICs
4.2	3.2.2	Make use of the fitness equipment to enhance students' fitness	•		♦ Overall passing rate 95%	Whole year	LFM KWC LPM
		To raise the sports ranking in HKSSF	*	Students' attendance  Completion status  Completion status	completed	Whole year	LFM KWC LPM
	3.2.3	In collaboration with HE Dept. and different organizing bodies for more co-curricular activities to promote "Wellness" in School .Health talks and workshops will be held by external organizations	*	Students' participation  Students' feedback	<ul><li>Work done</li><li>Positive students' feedback</li></ul>	Whole year	LFM

### 5. Budget

Please refer to the appendix I.

### 6. Team Members

### 6.1 Committee or Subject Panel Members

Professional Consultant	Mr. Kwong Tak Kai
Chairperson	Mr. Lai Pok Man

### 6.2 Other Team Members

Member	Mr. Kwong Wing Cheung
Member	MS Lee Fan Man
Member	MS Lee Wing Yan

# C.C.C. Mong Man Wai College 2018-2019 Visual Arts Panel Annual Plan

#### 1. Aims:

The aims of the Visual Arts curriculum are to enable students to:

- 1.1. enrich their aesthetics and arts experience;
- 1.2. strengthen their abilities to appreciate and create various forms of visual arts work aesthetically and critically; develop perceptual abilities, generic skills, and metacognition through autonomous and open-ended processes of enquiry in art learning;
- 1.3. enhance multiple perspectives, and cultural and cross-cultural understanding through exploration of the art of diverse cultures;
- 1.4. cultivate personal refinement, values and attitudes, self-identity and a sense of commitment towards the community, the nation and the world;
- 1.5. acquire a foundation for pursuing education and career opportunities in the art and creative industries.

### 2. Situational Analysis

### 2.1 Strengths:

- 2.1.1 All VA teachers are experienced in teaching both junior and senior forms VA.
- 2.1.2 All VA teachers are experienced SBA moderators and markers for public examinations.
- 2.1.3 Teachers enhance teaching efficiency by effective communication and support. They are willing to share their teaching experiences.
- 2.1.4 Teachers are self-motivated, highly initiative, devoted and energetic. They have great concerns in catering for learning diversity, and are willing to work hard for the benefits of students.
- 2.1.5 Teachers take an active role in keeping abreast of new trends of Visual Arts development through further studies, seminars and workshops organized by EDB, HKEAA and other agencies. This helps them to gain more experiences through sharing with other teachers.

#### 2.2 Weaknesses:

- 2.2.1 Some junior form students have difficulties in EMI learning. The curriculum has to be carried out in slow progress. This would affect foundation-building leading to NSS VA learning and teaching.
- 2.2.2 The number of students taking VA as elective subject has been decreasing due to the heavy work load of SBA.

### 2.3 Opportunities:

- 2.3.1 Old boys and girls studying or graduated in art and design institutes become a great asset to the school. They are willing to share their art experiences with students.
- 2.3.2 Senior form students learn with CMI. This reduces the learning difficulties due to language barrier.
- 2.3.3 Free resources and services are easily accessible. Some art organizations constantly deliver free Artists-in-residence Programs to schools.

### 2.4 Threats:

- 2.4.1 Language skills have become increasingly crucial elements that affect students' achievements. The assessment of the NSS Visual Arts Curriculum places more emphasis on writing art criticism, art-making statements, ideas development and self-reflections. This requires students to express their ideas not only with art media, but with the language as well.
- 2.4.3 The SBA burden is heavy and it occupies most of the VA lesson time of S.5 and S.6. Supplementary lessons must be conducted to train students for public examinations.
- 3. Major Concerns for the Current Year (the 3-year plan—自主學習可成才,人生規劃添色彩):
  - 3.1 Major Concerns Addressed to the School 3-year Plan
    - 3.1.1 Cultivation of Self-directed Learning (SDL)
    - 3.1.2 Careers and Life Planning Education (CLPE)
  - 3.2 Other Concerns
    - 3.2.1 Life-wide Learning
    - 3.2.2 Moral, Civic and National Education
    - 3.2.3 Reading to Learn
    - 3.2.4 Project Learning
    - 3.2.5 Strategies for Elite Training
    - 3.2.6 Showcase Items for Learning Celebrations
    - 3.2.7 STEM Education
    - 3.2.8 Enhancing students' performance in public examinations

# 4. Implementation Plan and Division of Works

	Objectives	Plans/ Strategies	Methods of Evaluation		Success Criteria	Time Scale	Person In-charge	Budget
Cu	Itivation of	Self-directed Learning						
4.1	3.1.1,	1. Pre-lesson Preparation	1. Teacher's observation	1.	Students complete pre-lesson	Throughout	LMY, LLM	
		- research & study	2. Presentation and peer discussion		tasks, classwork and homework	the academic		
		(youtube, websites, books)	3. Self and peer evaluation	2.	Students get satisfactory scores	year		
		2. <u>Classroom Teaching</u>	4. Art marking		in assignments.			
		- experiments						
		- sharing & discussion						
		-exploration & discovery						
		3. Follow-up (Artwork Creation)						
		-application in artwork						
		-presentation and critique						
Ca	reers and L	ife Planning Education		•		•		

4.2.1	3.1.2	教育局商校合作計劃 2018 / 19	1.	Attendance sheets	1.	80% attendance	Elementary:	LMY, LLM	
		「商襄校園親親社群」計劃	2.	Students' Self-reflection Forms	2.	Positive feedback	5 sessions,		
		Elementary Workshops for S.2-S.3					(3 hr per		
		students					session)		
		珠寶業初階工作坊							
		Advanced Workshops for S.3-S.4 students					Advanced:		
		who joined the elementary workshop last					15 sessions		
		year.							
		珠寶創業先鋒証書課程							
		(With the collaboration of OLE Committee)							
	01 : (:	DI /0/ / :		<b></b>		0 0 11 1	Time	Person	Budget
	Objectives	Plans/ Strategies		Methods of Evaluation		Success Criteria	Scale	In-charge	
4.2.2	3.1.2	Talks, workshops and graduation shows	1.	Tutor's and teacher's observation	1.	Students get art-related	Throughout	LMY,LLM	
		organized by universities & design	2.	Feedback from students		information in universities	the academic		
		institutes			2.	Students' positive feedback	year		
Life	Wide Lea	rning Activities							
4.3.1	3.2.1,	Museum & Gallery Visits	1.	Photo records for references /	Stu	idents complete post-visit tasks	Throughout	LMY, LLM	Travelling:
	3.2.2	_	2.	Art criticism writing /	witl	h satisfactory responses.	the academic		\$1,200
			3.	Visual diaries /		• •	year		
			4.	Extended application in					
				art-making					

4.3.2	3.1.2,	Sharing from a Local Artist—	1.	Teachers' observation	Students pay attention to the artist's	4/7/2018	LLM	Speaker Fee
	3.2.1	Artist to be confirmed	2.	Artist's feedbacks	sharing with appropriate responses.			\$1,200
								(fixed cost)
Mor	al, Civic a	l nd National Education						
4.4	3.2.2,	Joint School Art Exhibition of Christian	1.	Teachers' observation	At least one Christian student joins	Date to be	LMY	\$500
	3.2.6	Students	2.	Students' feedbacks	the exhibition with artwork related to	confirmed		
		(Collaboration with Evangel College, Kau			Christian belief.			
		Yan College, China Holiness College,						
		CCC Fong Yun Wah Secondary School,						
		Ying Wa Girls' School, HKCCCU Logos						
		Academy)						
Elite	Training	(for All Forms)						
	01: 4:	Diamet Otroctonia		Mathada at Fooloatian	O Oultania	Time	Person	Budget
	Objectives	Plans/ Strategies		Methods of Evaluation	Success Criteria	Scale	In-charge	
4.5.1	3.2.5	Training for Internal & External	1.	Number of competitions joined	Joining at least 3 competitions	Throughout	LMY, LLM	Competition
		Art / Design Competitions	2.	Teachers' observation	2. Students are able to apply	the academic		Enrollment
			3.	Students' feedback	relevant knowledge and skills to	year		Fee:\$1,200
					their works.			

4.5.2	3.2.5	Drawing Workshop for Junior Forms	1. Attendance record	1.	80% attendance	15 sessions,	LMY	Tutor Fees:
			2. Tutor's marking and comments	2.	Tutor's feedback	(1.5 hr per		\$4,500
			3. Exhibition	3.	Students' self-reflection forms	session)		2/9 Subsidies:
				4.	Students hand in artwork of good			\$1,000
					quality			(Fixed Cost)
4.5.3	3.2.5	Painting Workshop for Junior Forms	1. Attendance record	1.	80% attendance	15 sessions,	LLM	Tutor Fees:
			2. Tutor's marking and comments	2.	Tutor's feedback	(1.5 hr per		\$4,500
			3. Exhibition	3.	Students' self-reflection forms	session)		2/9 Subsidies:
				4.	Students hand in artwork of good			\$1,000
					quality			(Fixed Cost)
Elite	e Training	(for Senior Forms)						
4.5.4	3.2.5	Painting Workshop (S.4 DLG)	1. Attendance record	1.	80% attendance	12 sessions,	LLM	DLG: \$12,000
			2. Tutor's marking and comments	2.	Tutor's feedback	(2 hr per		(approved)
			3. Exhibition	3.	Students' self-reflection forms	session)		
				4.	Students hand in artwork of good			
					quality			
	Ohioatiusa	Diame / Chartenies	Mathada of Fredrickian		Curana Ouitania	Time	Person	Budget
	Objectives	Plans/ Strategies	Methods of Evaluation		Success Criteria	Scale	In-charge	
4.5.5	3.2.5	Oil Painting Workshop (S.5 DLG)	1. Attendance record	1.	80% attendance	15 sessions,	LMY	DLG: \$12,000
			2. Tutor's marking and comments	2.	Tutor's feedback	(3 hr per		(approved)
			3. Exhibition	3.	Students' self-reflection forms	session)		
				4.	Students hand in artwork of good			
					quality			

	s for Learning Celebrations	forms	2.	Students' positive feedback	year	Person	
3.2.2	Committee Members Leadership Training		2.	·	year		
3.2.2	Committee Members Leadership Training		2.	·	year		
2 2 2		1/ Activities records and evaluation		and run 5 art activities per club	the academic		
3.2.5,	Visual Arts Club and Photography Club	Teachers' observation	1.			LMY, LLM	\$600
			3.	Students' positive feedback			
		through board decoration		sharing			
		2. Sharing of art experiences	2.	Artwork and art experience	year		
3.2.2	osilosi, ut., unbassador manning	website for VA information			the academic		ψ.000
3 2 5	School Art Amhassador Training	Undating and maintaining the	1	Students are able to share	Throughout	IIM	\$1000
				quality			(Fixed Cost)
			4.	Students hand in artwork of good	,		\$1,200
		3. Exhibition	3.	Students' self-reflection forms	session)		2/9 Subsidies
	·			Tutor's feedback	,		Tutor fees \$5,000
3	.2.5, .2.2	.2.5, School Art Ambassador Training .2.2  .2.5, Visual Arts Club and Photography Club	2. Tutor's marking and comments 3. Exhibition  2. School Art Ambassador Training 1. Updating and maintaining the website for VA information 2. Sharing of art experiences through board decoration  2. Visual Arts Club and Photography Club 1. Teachers' observation	2. Tutor's marking and comments 3. Exhibition 3. Exhibition 4.  2. 3. Exhibition 3. Exhibition 3. Exhibition 3. Exhibition 3. Exhibition 4. Exhibition 3. Exhibition 4. Exhibition 3. Exhibition 4. Exhibition 3. Exhibition 4. Exhibition 4. Exhibition 5. Exhibition 6. Exhibition 7. Exhibition 8. Exhibition 9. Ex	2. Tutor's marking and comments 3. Exhibition 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality  2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality  2. Tutor's feedback 3. Students' self-reflection forms 4. Students are able to share updated exhibition messages 2. Sharing of art experiences through board decoration 3. Students' self-reflection forms 4. Students are able to share updated exhibition messages 2. Artwork and art experience sharing 3. Students' positive feedback  2. Artwork and art experience sharing 3. Students' positive feedback	2. Tutor's feedback 3. Exhibition 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality  1. Updating and maintaining the website for VA information 2. Sharing of art experiences through board decoration 2. Sharing 3. Students are able to share updated exhibition messages the academic year  2. Artwork and art experience sharing 3. Students' positive feedback  2. Artwork and art experience sharing 3. Students' positive feedback  3. Students are able to initiate, plan Throughout	2. Tutor's feedback 3. Exhibition 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality  1. Updating and maintaining the website for VA information 2. Sharing of art experiences through board decoration 2. Sharing 3. Students are able to share updated exhibition messages the academic year  2. Artwork and art experience sharing 3. Students' positive feedback  2. Artwork and art experience sharing 3. Students' positive feedback  2. Artwork and art experience sharing 3. Students' positive feedback  2. Artwork and art experience sharing 3. Students' positive feedback  3. Students' positive feedback  4. Students are able to initiate, plan Throughout LMY, LLM

4.6.1	3.2.6	Art Show for Admission Talk Cum School	Exhibition of artworks of students	1.	Complete the plan	Nov.17—	LMY, LLM	
		Visit Day	from all forms	2.	Positive feedback	Nov.24		
		(in collaboration with School Promotion	2. Feedback from primary school					
		Committee)	students and parents					
4.6.2	3.2.6	Learning Celebrations Display	Exhibition of artworks of students from	11.	teachers' feedback	Feb.23 – Mar.4	LMY, LLM	
			all forms	2.	students' feedback			
4.6.3	3.2.6	S.6 VA Graduation Exhibition Week	Exhibition of S.6 students' artworks	1	All S.6 students set up their	May 20-	LLM	\$500
4.0.3	3.2.0	3.0 VA Graduation Exhibition Week	Written Feedback on guest book	١.	artwork for display	May 28	LLIVI	φου
			2. William Foodback on guodi book	2.	Positive feedback from guests	(Tentative)		
STEN	M Educat	tion						
4.7	3.2.6,	Boat-making Exhibition (Phase Two)	Exhibition of a large boat and a	3.	Complete the plan	To be	LMY	Logistics:
7.1	3.2.7	Dock making Exhibition (Friday 1900)	small motor-driven boat	4.	Positive feedback from visitors	confirmed	LIVII	\$1000
	0.2.1	(With the collaboration of Baptist Rainbow Primary School 浸信會天虹小學)	Feedback from visitors		and students	Committee		ψ1000

	Objectives	Plana/Stratogica	Methods of Evaluation	Success Criteria	Time	Person	Budget
	Objectives	Plans/ Strategies	Wellious of Evaluation	Success Criteria	Scale	In-charge	
4.8.1	3.2.3,	1. Subscription of two art magazines:	Teachers and students get updated	Students take resources from the	Throughout	LMY, LLM	Subscription
	3.2.8	-Asian Art News (\$300 per year)	art information and news	magazines to build up their VA	the academic		Fees: \$540
		-World Sculpture News (\$240 per year)		portfolios	year		(Fixed Cost)
4.8.2	3.2.8	Joint-school Post-mock Examination	Number of students joined	1. At least 1/3 S.6 VA students join	Date to be	LLM	\$300
		(Tentative)	2. Sharing and discussion on exam	the activity.	confirmed		
			paper	2. Students show improvement after			
			3. Marking of Exam paper	the activity.			
			4. Teachers' comments from other				
			schools				]

# 5. Budget

# A. Non-EOEBG (eg. DLG, CLP, NME)

Non-EOEBG (eg. DLG, CLP, NME)	Applied	Approved
Diversity Learning Grant (Other Programme)		
2018-2021 (S4)		
S.4 Painting Workshop	12000	12000
2017-2020 (S5)		
S.5 Oil Painting Workshop	12000	12000
Total	28000	28000

# B. EOEBG

Baseline (Individual Subject/Committee)

\*\* \$3,000 or above breakdown should be provided

-		
Library Books (allocated and recorded by LWS2)		
-Library Books	700	700
-Elite Books	800	800
Teachers References (Textbooks, Reference books)	2000	
Teachers References provided by publisher		
Teaching Aids: recourse materials for learning and teaching i.e. Students reading books, Teaching materials, VCD, Food (HE), Chemicals (SC.) etc. (Please refer to Note 1)	45000	
Stationery (below \$200 per annum, if more than \$200 pls specify)	200	
Newspaper and Magazine (Library)	(fixed cost) 540	
Travelling allowance for Speakers		
Artist Sharing	1200	
Travelling / Carriage (Visit, Competition)		
1 Gallery visit	1200	
* Student Training (Academic)	1000	
1 Art Ambassador Training	1000	
2 VA Club Leadership Training	600	

*	Prizes			500	
	Activities (	(Partly subsidized by school)	(Please refer to Note2)		
	1	Drawing Workshop for Junior Forms		(fixed cost) 1000	
	2	Painting Workshop for Junior Forms		(fixed cost) 1000	
	3	Airbrush Painting Workshop		(fixed cost) 1200	

Activities (≥\$3000 with breakdown)		
Activities (<\$3000)		
1 Competition Enrolment Fees	1200	
2 S6 Graduation Exhibition Week	500	
3 Joint-school Post Mock Exam	300	
4 Joint-school Arts Exhibition of Christian Students	500	
Tota	1: 59440	

<sup>\*</sup> Other than activity expense

\$

# Note 1: Teaching Aids

1. Consumable materials	42000
2. Tools	2000
Total	45000

# Note 2: Activities (Partly subsidized by school)

	Total Cost	School subsidized
1 Drawing Workshop for Junior Forms	4500	1000
2 Painting Workshop for Junior Forms	4500	1000
3 Airbrush Painting Workshop	5000	1200

### C.C.C. Mong Man Wai College Home Economics Program Plan (2018–2019)

#### 1 Aims

- 1.1 Allow students, girls and boys, to acquire knowledge and develop skills necessary for simple food preparations, balanced meal planning, and sewing / needlework projects.
- 1.2 Allow students to acquire and develop the skills required for the use, care and safe operation of cooking and sewing tools / equipment.
- 1.3 Allow students to acquire basic knowledge of food and nutrition in relations to health and disease, and develop values and attitudes to make informed decisions which foster healthy lifestyle.
- 1.4 Provide opportunities for students to acquire accurate and relevant sex knowledge / information, and foster a positive view of sexuality, a sense of responsibility and respect for themselves and for others.

#### 2 Situational Analysis

### 2.1 Strengths

- 2.1.1 Students are amiable and well behaved. Most of them are interested in the subject of Home Economics.
- 2.1.2 Teachers are well experienced.

#### 2.2 Weaknesses

- 2.2.1 Students are passive and shy.
- 2.2.2 Students are not confident and have difficulties in speaking English.

#### 2.3 Opportunities

- 2.3.1 Various organizations e.g. Department of Health and Green Monday could provide food and nutrition or health-related activities such as talks and game booths which are free of charge.
- 2.3.2 Former students could be invited to share their studies in university and the related career in fashion industry.

#### 2.4 Threats

2.4.1 Due to the implementation of EMI in Home Economics, the curriculum has to be carried out in a slow progress.

### 3 Major Concerns for the Current Year

- 3.1 Concerns Addressed to the School Three-year Plan
  - 3.1.1 Self-directed Learning
  - 3.1.2 Career Life Planning Education

#### 3.2 Other Concerns

3.2.1 Collaborate with Physical Education Department, Civic Education

- Committee and other organizations to promote healthy lifestyles.
- 3.2.2 Collaborate with Civic Education Committee to recognize and celebrate students' achievements.
- 3.2.3 Cater for Learning Diversity

### 4 Implementation Plan and Division of Works

### 4.1 Self-directed Learning and Careers and Life Planning Education

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.1	3.1.1	<ul> <li>S1 Food and Nutrition</li> <li>Students are to prepare for the lessons, i.e. reading the textbooks, having discussion and finishing worksheets in groups.</li> <li>Students are to submit the worksheets which will be checked and marked by the subject teacher.</li> </ul>	Evaluation of students' performance by subject teachers.	Completion of learning tasks, i.e. worksheets.	Sep - Oct 2018	LWS
		<ul> <li>S2-S3 Meal planning</li> <li>Students are to create a healthy dish for different groups of people, i.e. reading recipe books and textbooks, having discussion, writing a recipe and preparing a dish in groups.</li> <li>The dishes will be evaluated and marked by the subject teacher.</li> </ul>	Evaluation of students' performance by subject teachers.	Completion of learning tasks, i.e. worksheets and preparing dishes.	April – May 2019	LWS
		S1 - S3 N.W. assignments  - Students are to prepare for the N.W. assignments, i.e. designing and finishing decorations for their N.W. articles /	Evaluation of students' performance by subject teachers.	Completion of learning tasks, i.e. worksheets and N.W. assignments.	March – May 2019	LWS2

### HE Program Plan 2018-2019

	garments The N.W. worksheets and projects will be evaluated and marked by the subject teacher.			
3.1.2	, and the second	career talk and workshop.	2 <sup>nd</sup> semester	LWS, LWS2

### 4.2 Collaboration with other subjects, committees and organizations, Learning Celebrations and Cater for Learning Diversity

4.2	3.2.1	<ul> <li>Promote healthy lifestyles by working with P.E. Department and other organizations, e.g. Green Monday.</li> <li>Green Monday Exhibitions and game booth (Smoothie Bike 踏出果昔)</li> </ul>	Students are to participate in health education activities.	Students participate in the health education activities.	Dec 2018- May 2019	LWS, LWS2, LPM
	3.2.2	Recognize and celebrate students' learning outcomes by working with C.E. Committee.	Outstanding N.W. projects will be collected	Outstanding N.W. projects will be displayed in glass-door cabinets and an exhibition will be held during the Learning Celebration Week.	Feb – March 2019	LWS, LWS2, TWP
	3.2.3	- Teachers select manageable tasks and provide support for students of varying learning ability.	Continuous evaluation of students' performance by subject teachers.	Completion of learning tasks / assignments.	Whole year	LWS, LWS2

### HE Program Plan 2018-2019

- Teachers provide instructional aids /		
worksheets for students.		
- Students are to learn and work in pairs /		
small groups.		

### 5 Budget 2018-2019

Items	Approved (\$)	Applied (\$)
Teaching Aids (consumables)		50,000
Composit Furniture & Equipment		16,000
Minor Repairs		3,500
(maintenance of sewing machines)		
Composit IT (two projectors)		10,000
Travelling / Carriages		1,500
(delivery charges for fibres and fabrics)		
Teacher's Reference (reference books)		1,000
Travelling allowance for speakers		3,000
Activities (Green Common visit)		1,500
Library grant		1,400
Stationery		200
Total Expenditure		88,100

### 6 Team Members

6.1 Committee or Subject Panel Members

Advisor : FPS Chairperson : LWS Member : LWS2

### C.C.C. Mong Man Wai College Library

#### 2018-2019 Annual Program Plan

### 1. Objectives

- 1.1 To create the reading atmosphere in the campus.
- 1.2 To implement Collaborative Planning and Teaching within library, committees and different subjects.
- 1.3 To enhance students' information searching skills in the library.
- 1.4 To improve students' reading strategies skill.
- 1.5 To recruit and train students to be the Student-Librarians.
- 1.6 To be an information centre where information and the latest development on all subject disciplines are readily available to the staffs and students.
- 1.7 To be a tool for self-education and continuing education through resource-based learning
- 1.8 To help students to understand the important of Reading and to have an interest in it.

#### 2. Situational analysis

#### 2.1 Strengths

- 2.1.1 Grant from the school is available for the development of collections in the library.
- 2.1.2 The library collection has around 27,000 items, including books, ebooks, audio-visual materials, newspapers, periodicals and CD-ROM databases.
- 2.1.3 Library has an online platform (Library Master OPAC 6.0) to provide services to staffs and students. For example, remote access to library services including web renewal service, online reservation service, which gives the staffs and students greater convenience than ever before.
- 2.1.4 Teacher-Librarian can cooperate with subject teachers to provide reading scheme and competitions.
- 2.1.5 Around 40 student-librarians can provide their service regularly.
- 2.1.6 A library assistant is assigned to be mainly responsible for the administrative work of school library.

### 2.2 Weaknesses

- 2.2.1 No library lessons in this academic year.
- 2.2.2 The collections of ebooks (Chinese:70 and English:39) are not enough.
- 2.2.3 The school library is far away from the school main building.
- 2.2.4 The bookshelves are overloaded with too much old collections.

#### 2.3 Opportunities

2.3.1 Starting from 2018/2019, the EDB will disburse a new Promotion of Reading Grant (\$60,000), school library can organize different types of school-based reading

activities.

- 2.3.2 The library has Library Grant (\$7400) to develop the collections.
- 2.3.3 Shun Hing Education and Charity Fund provides us a RFID system which can convenient our students to use the Library services.

#### 2.4 Threats

2.4.1 The library needs to cater for learning diversity in the library services.

### 3. Library concerns addressed to the School's major concerns.

### 3.1 To cultivate self-directed learning

Activities focusing on 'Self-directed learning' will be conducted by Teacher-Librarian.

### 3.2 To enhance Careers and Life Planning Education

There is an OLE Corner in the library which provides a lot of information about careers and life planning to students.

### 4. Implementation plan, work allocation and evaluation

Objectives		Plans / Strategies	Methods of	Schedule	PICs
			Evaluation		
Create a reading atmosphere in the campus	1.	Popular Reading Award Scheme 1.1 教協普及閱讀獎 勵計劃	1.1 Count the no. of participants and award (Green, Blue, Purple Badge of Honour)	Whole year	LWS2
		1.2 Online Reading Scheme (Chinese)	1.2 Count the no. of participants and award		
	2.	Promote reading activity			
		2.1 借書有賞活動	2.1 Count the no. of participants		
		2.2 閱報會	2.2 Count the no. of participants		
		2.3 專題書展	2.3.1 Count the no. of participants		
			2.3.2 Feedback from		
			participants		

Collaborate with committee	S1 Searching skills in     CT lessons	Feedback from participants	1. Oct, 2018	LWS2, FMY
(ACA)	2. S1, S2 Reading strategies skill		2. Mar 2019	
Collaborate with Subject (VA)	Book Mark Design     Competition	Count the no. of participants and award	(1) Nov, 2018 - Mar, 2019	LWS2 & VA (LMY, LLM)
Promote Reading	Reading Day  1. Book Fairs, Book recommendation, Writer's sharing session, game stalls, Prize presentation ceremony	Feedback from participants	18-4-2019	LWS2
Award	Top 10 Student-Librarians		Whole year	LWS2
Promote ebooks	Promote reading to enhance learning and teaching with ebooks in different subject.		Whole year	LWS2

### 2018-2019 其他學習經歷課 周年計劃

# 第一部份 任教老師

其他學習經歷範疇	中四	中五	中六
藝術發展	LMY, LLM, LCY	LMY, LLM, LCY	LCY
與升學/工作相關經驗	CST	KLP	CST, KLP
社會服務 (服務簡介)	CST		

備註: 時間表見附件一

### 第二部份 各級課題

<b>寿</b> 一即切	<b>台</b> 級				
中四級	任教老師	中五級	任教老師	中六級	任教老師
		藝術	發展		
		安内	3X I.V.		
音樂元素和弦		電影藝術與其		認識世界音樂	
應用		他藝術之比較			
音樂編輯及打		畫外音與畫內		流行音樂源流	
譜軟件		音之分別			
基本歌唱技巧		敘事形式與場		英美流行音樂	
	LCY	面調度		對全球流行曲	
			I CV	發展之影響	LOV
認識廣東粵劇		電影歷史與電	LCY	⇒刃⇒┷+夕>>; → 幼x	LCY
		影評論		認識搖滾音樂	
節奏樂器及				沙亚沙外 文 666 臣[] 丁	
敲擊樂器介紹				認識音樂劇及	
縮瑩膠匙扣		本地電影短片		歌劇	
	LLM	製作之現況		本地流行曲	
藍曬				學生匯報	
時裝設計		時裝設計			
(與課外活動委		(與課外活動委			
員會合作,於	T T N ( T N (S)	員會合作,於	LLM, LMY		
試後活動	LLM, LMY	試後活動			
班際時裝表演		班際時裝表演			
及比賽)		及比賽)			
帆布袋繪染		小碟子設計	LLM		
	1.1077	光影塗鴉			
木烙畫	LMY	手工書			
		IQ Light 製作	LMY		
木烙畫	LMY	手工書	LMY		

中四級	任教老師	中五級	任教老師	中六級	任教老師	
		沙畫				
	與升學/擇業相關					
認識大學/大專課程		「常識」問答 比賽:多元升 學出路		多元升學出路		
規劃的重要		認識大專課程	KLP	JUPAS, EAPP 戶口		
計劃人生	CST	先見之明		SLP 檢閱及確	CST, KLP	
(SLP)		我的 SLP		認		
抉擇 - 工作		求職準備篇		認識暑期工及		
價值		履歷表		升學課程陷阱		
		面試策略				
		自我介紹				
My CV 工作		面試工作坊	聖雅各福群會			
坊	<b>无</b> 洪丰左切合	(與其他學習經				
(與其他學習經 歷委員會合作)	香港青年協會	歷委員會合作)				

### 第三部份 增潤課題/活動/工作坊 (課堂進行)

其他學習 經歷範疇	活動/計劃名稱	合辦單位/機構	參與學生	備註
	香港藝術節學校巡迴表演	香港藝術節青少 年之友	S4-S5	● 費用\$500
	香港流行音樂行業狀況及錄音室 軟件製作	外聘導師 倪朗殷	S4	\$1600 撥款有待批核
	電影錄像製作入門	外聘導師 余子明	S5	\$1600 撥款有待批核
	數碼動畫 Autodesk Maya	外聘導師 陳港暉	S5	\$1000 撥款有待批核
藝術發展	光影塗鴉	外聘導師 鄒樂欣	S5	\$1600 撥款有待批核
	賽馬會藝壇新勢力-校園藝術活動 -爵士與古典之間	藝術發展局	S5B,C	免費
	中四、五時裝表演 Fashion Show (學習及準備)	課外活動委員會	S4, S5	<ul><li>於試後活動表演</li><li>LLM, LMY 設計課程及授課</li></ul>
與升學/就	My CV 工作坊	香港青年協會 其他學習經歷委 員會	S4	費用由「生涯規 劃撥款」支付
業相關 經驗	面試工作坊	聖雅各福群會 其他學習經歷委 員會	S5	民政事務局「青 年生涯規劃活動 資助計劃」支付

### 第四部份 課堂延伸活動 (課外時間進行)

### 全級參與

活動/計劃名稱	合辦單位/機構	參與學生	備註
中四、五時裝表演 Fashion Show (表演)	課外活動委員會	S4, S5	於試後活動表演 LLM, LMY 設計課程 及授課
中四 社會服務 智活無限 - 耆青腦訓練	明愛觀塘長者中心	S4	附件三



# 2018 - 19 年度 中四級 其他學習經歷課時間表

任教老師: LLM 4A, LCY 4B, LMY 4C, CST 4D 課堂: DAY6 3-4 堂

循環周	日期	4A	4B	4C	4D
1	13/9	CST	(LLM)	LMY	LCY
2	21/9	CST	(LCY)	LMY	LLM
3	3/10		香港藝術節	青少年之友	
4	11/10	CST	LLM	LCY	LMY
5	23/10	賽馬1	會浩觀青少年	創業培訓計劃	-講座
	29/10-2/11 上學期測驗問				
6	7/11	賽馬會	产體青少年創	業培訓計劃-	工作坊
7	15/11	CST	LLM	LCY	LMY
8	28/11	LMY	CST	LLM	LCY
9	11/12	LMY	CST	LLM	LCY
10	19/12	LCY	LMY	CST	LLM
24/12/2017 - 1/1/2018 聖誕節及元旦日					
		7/1-18/1	上學期考試		
13	25/1	LCY	LMY	CST	LLM
		1/2-12/2	<b>農曆新年假</b>		
14	14/2	LLM	LCY	LMY	CST
15	22/2	LLM	LCY	CST	(LMY)
16	4/3	LMY	LLM	CST	(LCY)
17	12/3	CST	LLM	LCY	LMY
18	20/3	CST	LLM	LCY	LMY
19	28/3	LMY	CST	LLM	LCY
		29/3-4/4	學期測驗問		
20	15/4	LMY	CST	LLM	LCY
		19/4-27/4	復活節假		
21	2/5	LCY	LMY	CST	LLM
22	14/5	LCY	LMY	CST	LLM
23	22/5	LLM	LCY	LMY	CST
24	30/5	LLM	LCY	LMY	CST
25	10/6		My CV (香港	達青年協會)	
		12/6-27/6	下學期考試		

LLM - 4B, 4D 時裝設計課 ; LMY - 4A, 4C 時裝設計課

### 2018-19年度 中五級 其他學習經歷課時間表

任教老師: LMY 5A, LCY 5B, LLM 5C, KLP 5D 課堂: DAY 2 3-4 堂

仕教老師: LMY 5A, LCY 5B, LLM 5C, KLP 5D			TL 2D	課室: DA	Y 2 3-4
循環周	日期	5A	5B	5C	5D
1	6/9	LMY	KLP	LLM	LCY
2	17/9	LMY	KLP	LLM	LCY
3	26/9	LCY	LMY	KLP	LLM
4	5/10	LCY	LMY	KLP	LLM
5	16/10	LLM	LCY	LMY	KLP
6	25/10	LLM	LCY	LMY	KLP
		29/10-2/11	上學期測驗周		
7	9/11	KLP	LLM	LCY	LMY
8	19/11	KLP	LLM	LCY	LMY
9	4/12	LMY	KLP	LLM	LCY
10	13/12	LMY	KLP	LLM	LCY
24/12/2017 - 1/1/2018 聖誕節及元旦日					
11	3/1	LCY	LMY	KLP	LLM
7/1-18/1 上學期考試					
13	21/1	LCY	LMY	KLP	LLM
14	29/1	LLM	LCY	LMY	KLP
		1/2-12/2 月	<b></b>		
15	18/2	LLM	LCY	LMY	KLP
16	26/2	KLP	LLM	LCY	LMY
17	6/3	KLP	LLM	LCY	LMY
18	14/3	LMY	KLP	LLM	LCY
19	22/3	LMY	KLP	LLM	LCY
		29/3-4/4 下	學期測驗周		
20	9/4	LCY	LMY	KLP	LLM
21	17/4	LCY	LMY	KLP	LLM
		19/4-27/4	復活節假		
22	6/5	LLM	LCY	LMY	KLP
23	16/5	LLM	LCY	LMY	KLP
24	24/5	KLP	LLM	LCY	LMY
25	3/6		面試工作坊(	聖雅各福群會	)
		12/6-27/6	下學期考試		
世紀記書書:IMV 5A 5D・IIM 5C 5D					

時裝設計課:LMY-5A,5B,LLM-5C,5D

# 附件三 18-19 年度 中四級 其他學習經歷 - 服務學習

服務計劃名稱:	智活無限 - 耆青腦訓練
服務單位:	明愛觀塘長者中心
服務對象:	長者、青年人

### 計劃目的:

- 利用電話應用程式 Brainastic 及/或桌上遊戲的腦力訓練,由學生教授老友記,加強老友記的腦 部及認知能力訓練。
- 透過老友記與學生的互動交流,推動長幼共融。

### 中四級各班分布:(暫定)

	4A	4B	4C	4D
女生人數	9	19	5	20
男生人數	25	15	15	14
總人數	34	34	20	34
組數 (4-5 人一組)	8	8	5	8
松丘安以 (4-5 / 八   松丘)	(6組4人,2組5人)	(6組4人,2組5人)	(5組4人)	(6組4人,2組5人)

### 服務安排 及 日程:

### 上學期

	日期	時間	地點
課堂 -溝通技巧加長者生活日常	13/09/2018	10:00 - 11:10	學校
課堂 -認知及 App 介紹	21/09/2018	10:00 - 11:10	学仪
第一次服務 連 Debriefing	6/10/2018	9:30 – 12:00	
第二次服務 連 Debriefing	3/11/2018	9:30 – 12:00	中心
第三次服務連 Debriefing	1/12/2018	9:30 – 12:00	

### 下學期

	日期	時間	地點
課堂 -溝通技巧加長者生活日常	22/02/2019	10:00 - 11:10	學校
課堂 -認知及 App 介紹	4/03/2019	10:00 - 11:10	字仪
第一次服務 連 Debriefing	9/03/2019	9:30 – 12:00	
第二次服務 連 Debriefing	13/04/2019	9:30 – 12:00	中心
第三次服務連 Debriefing	11/05/2019	9:30 – 12:00	

# C. C. C. Mong Man Wai College Plan On Use Of Capacity Enhancement Grant (2018–2019)

Area Of Concern	Implementation Plan	Benefits Anticipated		Success Criteria
			Required	
Various newly	Employing a 0.5 contract teacher to share the	To share the workload of the	\$280,000	Smooth running of various
launched programmes	workload of teachers to support the	teachers in charge of the various		programmes
	implementation of following programmes:	programmes		
	<ul> <li>Five-year plan mentoring scheme for senior</li> </ul>			
	form students			
	<ul> <li>Programs organized by STEM task group</li> </ul>			
	<ul> <li>Preparation of anniversary celebration</li> </ul>			
Teacher assistant	Employing a TA to supervise detention classes,	Relieve teachers from non-	\$180,000	Most of the teachers agree that
	prepare teaching materials and as substitute	teaching work so as to enhance		their non-teaching workloads are
	teacher	teachers' effectiveness in		relieved
		teaching		
Campus TV	Employing an I.T. assistant to train students and	Relieve I.T. teachers from some	\$75,000	Smooth running of campus TV by
	maintain the normal operation of campus TV.	nonteaching routine workload in		teachers and student helpers
		running campus TV		
Speech festival	Employing tutors from outside to train students	To alleviate English teachers'	\$22,000	Over 80% attendance in training
training (English)	to prepare for English speech festival	workload on training students		and good results in competition
S1-3 Public speaking	Employing tutors from outside to train students	To alleviate English teachers'	\$15,000	Over 80% attendance in training
training	to prepare for English speech festival	workload on training students		and good results in competition
PTH Speech festival	Employing tutor from outside to train students to	To alleviate PTH teachers'	\$10,200	Over 80% attendance in training
training (solo)	prepare for speech festival	workload on training students		and good results in competition
Speech festival	Employing tutors from outside to train students	To alleviate Chinese teachers'	\$28,500	Over 80% attendance in training
training (Chinese)	for speech festival	workload on training students		and good results in competition
Remedial Classes	Employing tutors from outside to help the	To alleviate teachers' workload	\$15,000	Over 80% attendance in the
	students needed to review and consolidate the	on monitoring students drilling		course and good students
	basic knowledge learned			feedback
			\$625,700	

### C. C. C. MONG MAN WAI COLLEGE SCHOOL-BASED AFTERSCHOOL LEARNING & SUPPORT PROGRAMME 2018-19

AREA OF CONCERN	IMPLEMENTATION PLAN	TEACHER / COMMITTEE RESPONSIBLE	RESOURCES REQUIRED	SUCCESS CRITERIA	METHOD OF EVALUATION
Leadership Development	To provide a Prefect Training Camp	Discipline Committee	\$12,000	Students' positive comment on the programmes	Students' attendance records & feedback
Leadership Development	To provide training for potential leaders	ECA committee	S10,000	Students' positive feedbacks	Students' attendance records Teachers' and students' feedback
Sports' team training	To provide training of school bowling team, basketball team and football team	PE Panel	\$18,000	Good performance in competitions	Student attendance records Teachers' feedback
Aesthetic Development – Dance	To provide students with life learning experience outside the classroom in the field of aesthetic development	Dance Group	\$12,000	Over 80% participation rate Joining the Open Dance competition, e.g. School dance Festival	Student attendance records Teachers' feedback Awards obtained in the Open Dance Competition
Aesthetic Development Music	To provide students with life- wide learning experiences outsides the classrooms in the category of aesthetic development – music courses include cello, violin, flute, orchestra, keyboard classes.	Music Panel	\$70,000	Over 80% attendance of students trained	Student attendance records Teachers' feedback
Aesthetic Development – Visual Arts	To provide a platform for students to learn from local artists Foundation courses included:	Visual Arts Panel	\$15,000	Over 80% attendance Students hand in artworks of good quality	Students' attendance records Teachers' feedback Exhibition of students'

	Chinese painting, Chinese Calligraphy, Elementary figure drawing and elementary still life drawing				artworks
Intellectual Development – KLA English	To organize elite training for top & elite students To organize tutorials for remedial groups To provide out-of-class practices to students	English Panel	\$6,000	Students' positive comment on the programmes	Student attendance records Teachers' feedback
Intellectual Development – KLA Chinese language	To offer afterschool tutorials	Chinese Panel	\$10,000	Students' positive comment on the programmes	Students' attendance records & questionnaires or feedback forms
Intellectual Development – KLA S1 Reading strategies and tutorial classes	To offer reading strategy courses	S1	\$10,000	Students' positive comment on the programmes	Students' attendance records & questionnaires or feedback forms
Personal growth training	To organise training camps to help students to adapt to new stages in their lives.	S1	\$10,000	Students' positive feedback.	Questionnaires or feedback forms
Cultural visits	To organise cultural visits to broaden students' horizon.	S1-S6	\$10,000	Students' positive feedback.	Questionnaires or feedback forms
		Total:	\$183,000		

# C. C. C. Mong Man Wai College Plan on DLG-funded Other Programmes (Gifted Education) (2018–2019)

Programme	Implementation Plan	Teacher Responsible	Budget	Approved	Success Criteria	Method of Evaluation
S.4 Figure Drawing and Oil Painting Course	10 students of S.4 VA elective will be selected by interview and artworks. An artist will be invited to teach figure drawing and painting concepts and techniques.	LMY	\$17,000	\$12,000	Students are able to acquire advanced skills and knowledge in painting human forms. Students hand in high quality artworks to be displayed in the school campus.	Exhibition of students' artworks
S.5 Acrylic Painting Workshop	10 students of S.5 VA elective will be selected by interview. An artist will be invited to inspire students through observation and teach acrylic painting techniques.	LLM	\$17,000	\$12,000	Students are able to acquire skills and knowledge in acrylic painting. Students hand in high quality artworks to be displayed in the school campus.	Exhibition of students' artworks
S.4-6 Chinese debate training	Around 10 S.4-6 students will be selected for the training. Experienced private tutors will be hired for the training	CWK	\$15,580	\$15,580	debate competitions on behalf of the school.	Students' and tutors' feedback and achievement in competitions
S4-6 Public speaking training	Around 10 students from S4-6 will be selected to receive the public speaking training before taking part in the English Speech Festival	TLM	\$15,000	\$10,000	speaking event in English Speech festival	Students' and tutors' feedback and achievement in competitions
S4-6 Editorial training	Around 10 students from S4-6 will be selected to receive the editorial training before the production of an English newsletter	TLM	\$6,000	\$4,000	Students will produce and publish an	Students' and tutors' feedback
S.4-6 English debate training	Around 10 S.4-6 students will be selected for the training. Experienced private tutors will be hired for the training	English Debate team	\$5,000	\$5,000	debate competitions on behalf of the school.	Students' and tutors' feedback and achievement in competitions

Programme	Implementation Plan	Teacher Responsible	Budget	Approved	Success Criteria	Method of Evaluation
	Around 30 S5 student leaders in ECA & elite students will be selected	FMY	\$12,000	\$12,000	Students improve their learning effectiveness	participants' feedback
courses	Select elite students to attend courses organized by tertiary institutions	FMY	\$40,000	\$10,000	Students may conduct experience- sharing session(s) with their fellow schoolmates about what they have acquired in their courses	participants' feedback
summer elite training course (learning styles and critical thinking skills)	About 30 S4 (Pre-S5) students with very good academic performance throughout the year will be selected and nominated by the form teacher and class teachers. These elites should be the top 30-40 students academically in the form. A service supplier will be hired to provide the course	FMY	\$15,000	\$12,000	Students are able to get the awareness of their own learning styles and how this can facilitate their learning habits. In addition, they can acquire skills in critical thinking, which can help cultivate their proactive learning	Evaluation by Academic Committee (Affairs) and feedback collected from participants
	10 S4-S5 students will be selected for the training Experienced private tutors will be hired for training	FKW	\$6,000	\$4,000	Students will take part in programming competition on behalf of the school.	Questionnaire
Music network programme	One S5 student will be selected to join a network programme to attend courses prepared for DSE music in year 2019.	LCY	\$10,000	\$10,000	Student will take part in the programme by learning the materials outlined by the DSE music syllabus.	Successfully passed all the course requirements provided by the institute.
			\$158,580	\$106,580		

### 中華基督教會蒙民偉書院 18/19 德育及公民教育活動計劃預算

計劃項目名稱	工作性質/計劃性質	負責老師/團體	申請金額
中一訓練營	透過不同的歷奇活動,提升中	中一級主任	\$ 22,000
	一同學的抗逆能力,並學習與		
	同學溝通,讓他們盡快適應中		
	學生活		
會社領袖訓練	為會社領袖提供不同訓練,提	課外活動委員會	\$5,000
	升他們的自信,並建立團隊精		
	神		
中一訓練日營	透過不同的歷奇活動,提升中	課外活動委員會	\$22,000
	一同學的抗逆能力,並學習與		
	同學溝通,讓他們盡快適應中		
	學生活		
社會服務組活動	舉辦不同的義工服務,學習與	課外活動委員會	\$2,500
	不同能力人士溝通,並到訪社		
	區,為有需要人士提升支援。		
	款項用於訓練義工及購買義工		
	服務物資		
領袖生訓練	兩日一夜訓練營,目的提升領	訓導委員會	\$ 15,000
	袖生正義感及執勤技巧		
學務領袖生訓練	兩日一夜訓練營,目的提升同	學務委員會(事	\$ 9, 150
	學組織活動能力及服務同學技	務)	
	巧		
性教育課程及性教育週	透過宣傳及工作坊及日營,推	學生生活輔導委	\$6,000
活動	行性教育活動	員會	
心繫青苗學長訓練計劃	訓練日營,使學弟妹與學長更	學生生活輔導委	\$ 20,000
	多認識,建立互信關係並學習	員會	
	團隊合作的技巧,共同經歷,		
	以生命影響生命。	Ma	10.00
預防學生網絡沉迷	以工作坊及小組形式,預防學	學生生活輔導委	\$6,000
	生沉迷網絡世界,建立良好的	員會	
	價值觀。		<b>*</b> • • • • • •
鐵蹄下的香港:日治時	加強學生對香港歷史發展的認	公民教育委員會	\$2,000
期生活	識及體驗與中華民族息息相關		
— 1 11 la de la subl. la	的關連	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	<b>* * * * * * * * * *</b>
歷史軌跡考察:荃灣客	讓學生體驗香港舊風貌,認識	公民教育委員會	\$2,400
家文化考察	香港自六十年代以後急速的發		
	展;了解香港與中國會客家系		
	文化的融合與交流		
舞麒麟及麒麟紮作工作	學生透過導師的親身教授技	公民教育委員會	\$2,000
坊	巧,親身體驗或互動活動,提		
	高保存本地文化傳統的關注		

### 8-1819MNE[FLH]2018/10/16

參觀「六四紀念館」	讓學生認識一個公平正義社會	公民教育委員會	\$600
	的意義;讓學生透過專題展認		
	識八九民運		
西貢鹽田梓考察	了解香港早期宗教文化、生活	公民教育委員會	\$2,400
	面貌和廣東文化南渡的情況,		
	提高學生對香港發展的認識及		
	與中華民族文化淵源的聯繫。		
中一社區探訪	中一四班將分別探訪不同的機	生活與社會科	\$3,500
	構或社會上的弱勢社群,了解		
	他們在社會上面對的困難,並		
	建立正確的價值觀。		
中四探訪社區活動	參觀不同的社企/社福機構,了	通識科	\$1,000
	解社企的運作及社會上的弱勢		
	社群,明白他們在社會上面對		
	的困難,並建立正確的價值觀		
中五參觀活動(1)	參觀美荷樓/雷生春/大館等文	通識科	\$1,000
	物,使學生更了解保護歷史文		
	物的重要性,增加他們對香港		
	的身份認同感		
中五參觀活動(2)	參觀美荷樓/雷生春/大館等文	通識科	\$1,000
	物,使學生更了解保護歷史文		
	物的重要性,增加他們對香港		
	的身份認同感		
中五探訪社區活動	參觀不同的社企/社福機構,了	通識科	\$1,000
	解社企的運作及社會上的弱勢		
	社群,明白他們在社會上面對		
	的困難,並建立正確的價值觀		
學生大使訓練日營	總結半年的經驗,強化領袖及	學校推廣委員會	\$16,000
	溝通技巧		
新一屆學生大使日營	團隊建立	學校推廣委員會	\$16,000
		合計:	\$156, 550

# 2017-2019 [One-off Composite IT Grant Deployment Plan]

項目	施行計劃	預期期望	計劃實施日期	財政預算	成功準則	評估方法	負責人
為學科購買移動	購買移動平板電	提升課堂互動	10/2018-8/2019	\$170,632	多數學生能運用	使用率、觀察及	學校行政及資訊
平板電腦及相關	腦 64 部,作課	性,增加學生的			平板電腦有效學	問卷。	科技委員會主任
的平板電腦配件	堂教學。	學習動機,有效			習不同學科的知		
		地評估學生的學			識,投入課堂活		
		習表現,作出適			動,適時檢視自		
		切的回饋。			己的學習表現		
購買用於平板電	配合移動平板電	各學科能使用安	10/2018-8/2019	\$30,000	多數學科能使用	觀察及問卷。	學校行政及資訊
腦的學習軟件	腦購買電子學習	裝於平板電腦內			電子學習軟件進		科技委員會主任
(apps)	軟件(apps),支	的軟件,進行電			教與學的活動。		
	援各學科在課堂	子教學,增加課					
	上推行電子學習	堂的互動性。					
	教學。						
			總支出:	\$200,632			

### C.C.C. Mong Man Wai College

### 2018/2019 Provision of One-off Grant to Secondary Schools for the Promotion of STEM Education

項目	施行計劃	預期期望	計劃實施日期	財政預算	成功準則	評估方法	負責人
購買編程及	購買5套編程及科技	學生對編程及其應用	Dec 18 – Mar	\$5,000	學生能有效運用編程	- 使用率	FKW
科技教育套	教育套件 (Makeblock	有更多體驗,從而提	19		及科技教育套件。	-觀察	(ICT)
件	Codey Rocky),以供中	升學生對編程之興					
	三及中四資訊及通訊	趣。					
	科技科課程外的精英						
	培訓。						
購買鐳射切	購買一台鐳射切割	老師及技術員能了解	Apr 19	\$29,000	老師及技術員能了解	-觀察	FKW
割機	機,以配合本校往後	相關運作。			相關運作。		(ICT)
	STEM 發展。						
購買航拍器	購買 1 台 DJI Mavic	學生能應用航拍機於	Nov 18 – Dec	\$8,500	學生能有效運用航拍	一使用率	FKW
材	Pro 航拍機,以供課外	拍攝及比賽上。	18		器材。	-觀察	(ICT)
	學習班。						
購買四軸飛	購買數台飛行器(包	學生能應用四軸飛行	Nov 18 – Dec	\$15,000	學生能有效運用四軸	一使用率	FKW
行器	含 FPV ),以供課外學	器於比賽上。	18		飛行器。	-觀察	(ICT)
	習班。						
購買中五級	購買數套電泳套件	學生能於課堂上應用	Mar 19 – May	\$10,000	學生能有效運用生物	一使用率	WSH
生物科教材	(Electrophoresis kits)	相關生物科教材。	19		科教材。	-觀察	(BIO)
	及試劑 (Reagent),以						
	供給中五生物科作增						
	潤課程之用。						
購買其他器	購買 Arduino 零件、	學生能應用有關器材	全年	\$4,500		/	FKW
材	VR cardboard 等器	於不同學習活動或比					
	材,以供不同的活動	賽上。					

項目	施行計劃	預期期望	計劃實施日期	財政預算	成功準則	評估方法	負責人
	或比賽。						
Python 應用	學生於課程上學會編	學生能體驗 Python	Dec 18 – Mar	\$9,000	學生對有關課程正面	一出席率	FKW,
於 Codey	程 (Python) 及其伸延	及其應用。	19		反應。	一問卷	NWH
Rocky 課程	應用(於 Codey Rocky					-完成製作	(ICT)
(Elite)	上)。						
無人機改裝	學生透過導師協助,	學生能於不同的情境	Dec 18 – May	\$2,000	學生能完成無人機改	-完成製作	FKW
比賽導師費	以了解改裝無人機之	下作適當之無人機改	19		裝,並參加相關比	-參加比賽	(ICT)
	技巧,並應用於比賽	裝,發揮創意及解難			賽。		
	上。	能力。					
火箭車製作	初中學生於工作坊上	學生能掌握火箭車製	Apr 19	\$15,000	學生能掌握火箭車製	一出席率	FKW,
工作坊	完成火箭車製作,並	作之技巧,並了解當			作之技巧。表現優異	-問卷	LPM,
(Whole form)	參與校內比賽。	中科學原理。			之同學能獲推薦參加	-參加比賽	NTY,
					相關之校外比賽。		KWC2
AR/VR 製	初中學生於課程上學	學生能掌握 AR/VR 製	Apr 19 – Jun 19	\$9,000	學生能掌握 AR/VR 製	- 出席率	FKW
作班 (ECA)	會應用 Cospaces edu.	作技巧。			作技巧。	一問卷	(ICT)
	作 AR/VR 製作之技					-參加比賽	
	巧。						
STEM Week	老師於 STEM Week	學生能投入於更多校	May 19	\$3,000	學生參積極參與相關	一出席率	LPM,
校內比賽籌	籌辦新的比賽,讓同	内科普比賽中,以提			比賽。	-完成製作	LYL,
辦費用	學有更多參與之機	升學生相關興趣。					KWC2
	會。						(IS)
雜項支出	雜項支出包括不同比	/	全年	\$5,000	/	/	FKW
	賽之報名費用或展覽						
	製作之支出。						
			總支出	\$115,000			