C.C.C.

Mong Man Wai College

School Annual Plan 2019-2020

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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 2019-2022, we are upholding the school vision of "A future brightened with positivity cultivation; a chapter unveiled with IT in education."

Three-year School Development Plan for Major Concerns 2019/20 - 2021/22

The Major Concerns for 2019/20-2021/22

1. To nurture students to be motivated learners

- 1.1 To sustain self-directed learning habits (3-pillar mode in lessons)
- 1.2 To develop e-learning to enhance learning effectiveness

2. To foster positive education

- 2.1 To cultivate a positive school climate
- 2.2 To nurture and develop character strengths

School Development Plan (2019/20 to 2021/22)

	Major Concerns		Targets		Fime Scale ease insert		A General Outline of Strategies
				2019/20	2020/21	2021/22	
1	To nurture students to be motivated learners	1.1	To sustain self-directed learning habits (3-pillar mode in the lessons)	V	~	V	 Consolidating the 3-pillar mode of self-directed learning Increasing the number of lessons/topics using the 3-pillar mode Using the 3-pillar mode in all junior forms to establish the SDL habit Encouraging using SDL in senior forms Arranging more varieties of after-lesson follow-up activities
		1.2	To develop e-learning to enhance learning effectiveness	~	~	~	 Setting up a task group to facilitate e-learning and e-teaching Organizing training and sharing sessions on the use of tablet computers in learning and teaching Designing e-learning and e-teaching materials Using mobile devices (e.g. tablets) for learning and teaching in lessons Exploring different e-learning platforms
2	To foster positive education	2.1	To cultivate a positive school climate	~	~	~	 Organizing workshops for teachers on promoting positive values. Conducting morning sharing by teachers and students on positive attitude as the theme. Coordinating different school departments and committees to run activities and programs in their theme weeks.
		2.2	To nurture and develop character strengths	V	V	V	 Organizing class teacher trainings on conducting lessons of building up students' character strengths. Running training camps and training programs for student leaders to develop their character strengths. Providing opportunities for students to nourish and stretch their strengths and potential in their school, family and community.

C.C.C. Mong Man Wai College School's Major Concern (2019-2020)

1. To nurture students to be motivated learners

1.1 To sustain self-directed learning habits

	Strategy	Schedule	Success Criteria	Methods of Assessment	t	Main Responsible Person		Resources Needed
•	Consolidating the 3-pillar mode of self-directed learning Increasing the number of lessons/topics using the 3-pillar mode Using the 3-pillar mode in all junior forms to establish the SDL habit	9/19-6/20	Each panel modifies existing teaching and learning materials, introduces new topics / teaching and learning materials and enriching after-lesson follow-up activities	 Evaluation by Academic Committee (Subjects) and subject panels APASO Students' feedback 	•	 Academic Committee (Subjects) and Panel Heads Teachers 	•	Allocation of the school manpower
•	Encouraging using SDL in senior forms Arranging more varieties of after-lesson follow-up activities							

1.2 To develop e-learning to enhance learning effectiveness

	Strategy	Schedule		Success Criteria	Me	ethods of Assessment		Main Responsible Person		Resources Needed
•	Setting up a task group to	9/19-6/20	•	A task group has been set up to	•	Evaluation by	•	Academic Committee	•	Allocation of the
	facilitate e-learning and			facilitate e-learning and		Academic		(Subjects) and Panel Heads		school manpower
	e-teaching			teaching		Committee	•	Teachers		
•	Organizing training and		•	Training and sharing sessions		(Subjects) and				
	sharing sessions on the use			have been organized in Staff		subject panels				
	of tablet computer in			Development Days						
	learning and teaching		•	3 to 4 subject panels use						
•	Designing e-learning and			mobile devices for learning and						
	e-teaching materials			teaching in lessons and share						
•	Using mobile devices (e.g.			their experience with						
	tablets) for learning and			colleagues						
	teaching in lessons									
•	Exploring different e-learning									
	platforms									

To foster positive education
 To cultivate a positive school climate

	Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
•	Organizing workshops for teachers on promoting positive values	9/2019 – 6/2020	Organize at least 3 workshops on Staff Development Days	 Feedback from colleagues Evaluation by teachers 	 Vice Principal Student Guidance Master 	Staff Development Days
•	Conducting morning sharing by teachers and students on positive attitude on the theme	9/2019 – 6/2020	Hold at least 6 morning sharing sessions	Feedback from colleagues	 Student Guidance Committee Student Guidance Ambassadors 	 Morning Assembly sharing IT support
•	Coordinating different school departments or committees to run activities and programs in theme week(s)	9/2019 – 6/2020	One committee has organized a joint-committee/department activity in its theme week	Feedback from colleagues	Student Guidance Committee	 Coordination of different school departments/ committees

2.2 To nurture and develop character strengths

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
 Organizing class teacher trainings on conducting lessons of building up students' character strengths 	9/2019 – 6/2020	 Co-work with class teachers and conduct at least 1 class teacher period in each term related to positive values 	 Feedback from class teachers Evaluation by students 	 Vice Principal Student Guidance Committee Class Teachers 	 Arrangement of the class teacher periods Design lesson plans for class teacher periods
• Running training camps and training programs for student leaders to develop their character strengths	9/2019 – 6/2020	 Organize at least 1 training camp to develop students' character strengths 	 Evaluation by students 	Student Guidance Committee	 Camp site Suitable training programme
 Providing opportunities for students to nourish and stretch their strengths and potential in their school, family and community 	9/2019 – 6/2020	 Organize at least 1 activity for Student Guidance Ambassadors to stretch their strengths 70% of the Student Guidance Ambassadors attend and achieve the objectives of the program(s) 	 Evaluation by Student Guidance Committee Evaluation by students 	• Student Guidance Committee	 Organise a number of student activities for students to participate

C.C.C. Mong Man Wai College Academic Committee (Subjects) Program Plan (2019–2020)

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 (2019-20, 2020-21, 2021-22)
 - 3.1.1 To sustain self-directed learning habits
 - 3.1.2 To develop e-learning to enhance learning effectiveness
 - 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
 - 3.2.7 Sustaining Career and Life Planning Education (CLPE)

4 Implementation Plan and the Division of Work

(Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
<u>4.1</u>	<u>3.1.1</u>	Consolidating the 3-pillar mode of SDL Increasing the number of lessons/topics using the 3-pillar mode Using the 3-pillar mode in all junior forms to establish SDL habit Encouraging using SDL in senior forms Arranging more varieties of after-lesson follow-up activities	<u>Evaluation by</u> <u>Academic Committee</u> (Subjects) and subject panels by means of sharing ACS meeting, mid-year review and annual report	Each panel modifies existing teaching and learning materials, introduces new topics / teaching and learning materials and enriching after-lesson follow-up activities	<u>Whole year</u>	<u>Subject panels</u>
4.2	<u>3.1.2</u>	(Preparation Year) Setting up a task group to facilitate e-learning and e-teaching Organizing training and sharing sessions on the use of tablet computer in learning and teaching Designing e-learning and e-teaching materials Using mobile devices (e.g. tablets) for learning and teaching in lessons Exploring different e-learning platforms	<u>Evaluation by</u> <u>Academic Committee</u> (Subjects) and subject panels through ACS meetings	A task group has been set up to facilitate e-learning and teaching Training and sharing sessions have been organized in Staff Development Days 3-4 subject panels use mobile devices for learning and teaching in lessons and share their experience with colleagues	<u>Whole year</u>	<u>e-learning task group</u> <u>and subject panels</u>

Academic Committee (Subjects) – Program Plan (2018-2019)

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
4.3		Focus lesson observation on "Self-directed learning" in the classroom	Evaluation by Academic Committee (Subjects) and subject panels	Panel members can discuss among themselves after class observation	Whole year	All panel heads
4.4		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	Teaching Surveys	Evaluation by Academic Committee (Subjects)	Every teacher finishes the teaching survey	Nov. to Dec. 2019	LWL, Panel Heads, Subject Teachers
				Complete the teaching survey	2020/05	
4.9	3.2.5, 3.2.6	APASO Survey ¹	5	Understand the pattern of learning of students	2019/10	KTK & NWH
4.10	3.2.6	Each subject should implement its Coursework Policy² 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

Academic Committee (Subjects) – Program Plan (2018-2019)

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
4.12		Buy the new examination reference books for the elite students and to the library	Check the library records and Evaluation by the Subject panels	Complete the plan	Between 2019/10 and 2020/04	Subject panel heads
4.13	3.2.2, 3.2.3	Study room for the S.6 students ³	Review of the usage of study room	At least 50% of the dates are used by students	2019/10 to 2020/05	LWL + CTW
4.45	3.2.4	Each subject panel organizes at least one life-wide learning / co-curricular activity	Committee (Subjects)	Complete and evaluate the life-wide learning / co-curricular activities of each subject	Whole year	All panel heads
4.15	3.2.4	Co-Curricular Activities: Chinese, Maths & Sciences Weeks, English Days	Evaluation by subject panels	Complete and evaluate the planned activities	TBC	Panels concerned
4.16		S.3 Elective Subject Selection Process	Committee (Subjects) and subject panels	Subject teachers provide relevant information to students for them to choose their elective subjects	2020/02 to 2020/07	LWL and related subject panel heads
4.17	3.2.7	Each panel should adopt two or more of the following as the mode of implementation:1. Empower students on further study exploration2. Experience the possible relationship between subject and occupations3. Integrate the subject learning into life skills.	<u>Academic Committee</u> <u>(Subjects) and subject</u> <u>panels</u>	<u>Each panel can pick two or</u> <u>more modes and continue to</u> <u>implement the modes in the</u> <u>future</u>	<u>Whole year</u>	<u>All panel heads and</u> <u>members</u>

]	Budg	jet						
		Items						
!	5.1	Reference Books						
!	5.2	Purchasing 2019 HKDSE School Statistical Report						
!	5.3	Purchasing 2020 HKDSE students marked scripts	\$3300.00					
!	5.4	License for Schools to Use or Copy Past HKDSE Examination Question Papers, Sample Papers and Practice Papers	\$4160.00					
		Total Expenditure	\$10760.00					

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

¹ APASO

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

- ² Coursework and Evaluation Policies /Strategies
 - 1 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.
 - 2 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.
- ³ Study Room
 - 1 Study room will be open from morning to evening for S6 students starting from October up to the end of the study leave.

C.C.C. Mong Man Wai College Academic Committee (Affairs) [ACA] <u>Program Plan (2019-2020)</u>

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 habits
- 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 one of our major concerns in the school 3-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 and when they are busy with different extra-curricular activities and interest classes after school.
- 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.
- 2.2.3 It is not easy 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 conventional subject-based remedial or enhancement courses.
- 2.2.4 It may be very challenging to ask our teachers to teach the study skills in the class as we may not have professional expertise in teaching these study skills and may not have capacity to do so due to the increasing workload among teachers in recent years.

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 room for further academic development as the focus of the school has long 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.
- 2.3.5 As there is a new 3-year-plan cycle and some new school major concerns (e.g. e-learning & positive education), there will be more opportunities to explore some new academic activities which can be in line with these school major concerns.

2.4 Threats

- 2.4.1 Some members in the Committee are taking up some other important administrative duties and this may affect the teachers' 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 has been increasing in recent years.
- 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.
- 2.4.4 It seems that on the whole students are getting a much busier school life and they may not have capacity to participate in academic activities when they have many opportunities to have other learning experiences. Clashes with different after-school activities always happen. This may affect students' motivation and participation in academic activities and after-school tutorial or enhancement classes.

3 Major concerns addressed to the school 3-year plan (2019-2022):

- 3.1 To nurture students to be motivated learners (3-pillar-mode in lessons) [積極學習]
 - 3.1.1 To sustain self-directed learning habits [持續鼓勵學生培養自主學習的習慣]
 - 3.1.2 To develop e-learning to enhance learning effectiveness [透過電子學習以加强學習效能]
- 3.2 To foster positive education [正向教育]
 - 3.2.1 To cultivate a positive school climate [培養學生正向思維]
 - 3.2.2 To nurture and develop character strengths [發展學生性格强項]

4 Major concerns of ACA in the current year (2019-2020) in response to the school's major concerns (2019-2022)

• Major Concerns of ACA for the Current Year (2019-2020)

C	committee's yearly objectives	In respor	nse to the	Strategic plans (2019-2020)
		school's maj	or concerns	(For details, please refer to the implementation plans.)
	(2019-2022)		-2022)	
		3.1 3.2		
	To nurture To foster		To foster	
		students to	positive	
		be motivated	education	
		learners		
4.1	To help students establish			To equip students with a series of note-taking skills,
	and sustain good learning			to help students to devise their own study plans, set their learning goals,
	attitude and habits			to offer some management courses, (e.g. stress management, time
				management, etc.),
				to integrate different academic activities or elements into some class
				teachers periods at various forms, etc.
4.2	To equip students with a		\checkmark	To equip students with a wide range of <i>generic skills</i> (e.g. reading
	series of generic skills			strategies, higher-order thinking skills, different study skills,

Program Plan of Academic Committee	(Affairs) [2019-20	20]
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C	ommittee's yearly objectives		nse to the jor concerns •2022)	Strategic plans (2019-2020) (For details, please refer to the implementation plans.)
	1	3.1 To nurture students to be motivated learners	3.2 To foster positive education	problem-solving skills, etc.)
4.3	To help cultivate positive learning atmosphere at school	V	7	To show an attempt of having the alignment of the existing ACA activities or programs and the correlated part (Wisdom & Knowledge) chosen from the 6 elements of the pie chart OR those 24 character strengths under the framework of Positive Education in the first year of the implementation of the new 3-year plan, 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 and sustain self-directed learning habits	V	\checkmark	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, to devise a strategic plan of helping students sustain their self-directed learning habits, etc.
4.5	To enrich students' learning experiences	\checkmark	\checkmark	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. higher-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,

Committee's yearly objectives	In respon	nse to the	Strategic plans (2019-2020)
	school's maj	jor concerns	(For details, please refer to the implementation plans.)
	(2019-	-2022)	
	3.1 3.2		
	To nurture	To foster	
	students to	positive	
	be motivated education		
	learners		
			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 (2019-2020)

	Forms ncerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator			
	Academic activities or programmes at individual form levels										
S1 Theme: Cultivating good learning habits 建立良好學習習慣											

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.1	S1	"3-week Self-directed learning programme" Study Skills Courses (1) S.1 Reading Strategies Training Workshop	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	(1) In Nov. 2019 5-7/11/2019 (3 days; 1 hour each session)	S1 Form teacher, Class teachers, concerned subject teachers	WFT (S1 ACA Form Coordinator)
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) 	4.1, 4.2, 4.4, 4.5	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S1 ACA form coordinator	Positive feedback from class teachers & form teacher and their recommendation for the next year	(2) & (3) in Nov & Dec. 2019	S1 Form teacher, Class teachers, concerned subject teachers	*FMY & WFT (S1 ACA Form Coordinator)
5.3		"Self-directed learning" S1 Class Teacher Period (CTP) (4) S1 Lessons on 'How to Devise Your Own Study Plan'	4.1, 4.2, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the school	Complete the plan smoothly; positive feedback from class teachers & their recommendation		S1 Form teacher & Class teachers	

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.4		"Self-directed learning" (5) S1 Self-actualization Scheme (Study Plan)	4.1, 4.2, 4.4	Evaluation by ACA based on observation & students' performance	Positive feedback; satisfactory students' performance	Preparation for 1st Term Exam, 2nd Term Exam	S1 Form teacher & Class teachers	WFT (S1 ACA Form Coordinator)
5.5		"Self-directed learning" (6) S1 Academic Follow-up Scheme	4.1, 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 teacher & Class teachers	*WFT & FMY
5.6		"Self-directed learning" S1 Class Teacher Period (CTP) (7) Learn Smart! 聰明學習法	4.1, 4.2, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the school	Complete the plan smoothly; positive feedback from class teachers & their recommendation	Cycle 19 (20-27/3/2020)	S1 Form teacher & Class teachers	WC (Material design & modification)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.7	S1 (19-20)	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 [Summer Bridging Course 2019 14/8-16/8]	English, Geography, History, I.S., I.T, etc.	*FMY, WFT, WC (Summer Bridging Course)
	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	14/7/2019	Promotion Committee, ACA & related parties	FMY
	S1 (20-21)	Pre-S1 Summer Bridging Course 2020		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 2020 Summer Bridging Course 2020 mid Aug.]	English, Geography, History, I.S., I.T, etc.	FMY, WFT, WC (Summer Bridging Course)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
		Briefing session to Pre-S1 parents & students on New S1 Information Day		concerned committees (ACA,	Complete the plan smoothly; positive feedback	12/7/2020	Promotion Committee, ACA & related parties	FMY
5.8		A talk to S1 parents on the students' learning (difficulties and expectations)		concerned committees (ACA	Complete the plan smoothly; positive feedback	Summer 2019 (14/8/2019)	ACS, PTA, English & Chinese Panels	FMY

Objectives Person(s)-in-charge Collaboration with Time & Date(s) Forms Plans/Strategies Method of Evaluation Success Criteria (tentative) concerned party/ies (tentative) concerned *Chief coordinator **S**1 A talk to S1 parents on the students' Evaluation by the Complete the ---(20-21)concerned learning (difficulties and expectations) plan smoothly; committees (ACA positive & concerned feedback parties, e.g. PTA, ACS, Chi. & Eng. Panels) Summer 2020 ACS, PTA, (the first day of S1 English & FMY Summer Bridging Chinese Panels Course) S2 Theme: Fostering good learning attitudes 培育良好學習態度 "Self-directed learning" Evaluation by ACA 5.9 4.1. **S2** FMY & form level based Complete the plan S2 Class Teacher Period (CTP) 4.3, (Material design on the feedback smoothly; positive Getting to know why we study & the 4.4 Cycle 13 & modification) from class teachers feedback from importance of good learning attitude (20-21/1 & S2 Form teacher & form teacher class teachers & [了解讀書的目的及積極讀書態度的 4/2/2020) collected centrally & Class teachers their 重要性] by the school recommendation

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.10 NEW		"Self-directed learning" S2 Academic Mentoring Program		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	2 nd term	S2 Form teacher & Class teachers	ALL ACA members (*FMY, WFT, WC, CWY, NWH)
		S3 Theme: Preparing	for electi	ives selection in	senior forms 🥻	為高中選科做好準	Ĕ 備	
5.11	83	S3 Class Teacher Period (CTP) Getting to know more about different elective subjects (認識高中選修科)	4.3, 4.4	on the feedback from class teachers & form teacher collected centrally	Complete the plan smoothly; positive feedback from class teachers & their recommendation	Cycle 14 (5/2/2020) [before the start of S3 Elective Subjects Talks]	S3 Form teacher & Class teachers	WFT (Material design & modification)
	·	S4 Plannin	g senior	-form studies 適	應及規劃高中	學習生活		
5.12	S4	S4 Class Teacher Period (CTP) Planning senior form studies (適應及規劃高中生活)	4.1, 4.3, 4.4	on the feedback from class teachers & form teacher collected centrally	Complete the plan smoothly; positive feedback from class teachers & their recommendation	2/10/2019 Day 1	S4 Form teacher & Class teachers	NWH (Material design & modification)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.13 NEW		A talk on motivation and goal setting [About 60 S4 target student participants] Venue: N201-202 [Supervised by T.A] Speaker: Dr. Beeto Leung from Education and Psychology of the School of Arts and Humanities at Tung Wah College [東華學院人文學 院的應用心理學教學團隊] Workshop B: [訂立有效目標,積極管 理時間]		observation; feedback from	Not less than 70% of the participants find that it can help; Positive feedback	11/10/2019 [1-2 pm.] Friday (Staff Development Day)	S4 Form teacher & Class teachers	
		S5 Theme: Co.	nsolidati	ng effective stud	yskills 認識有	方效學習技巧		

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.14	S5	S5 Elite Training Workshop (Applied Strategic Thinking, e.g. critical thinking skills & Effective Study Skills Program for S5 elites)	4.1, 4.2, 4.4, 4.5, 4.6	Evaluation by ACA based on class observation; students' participation rate; students' questionnaires collected	Not less than 70% of the participants find that it can help; Not less than 80% student participation rate; Positive feedback & recommendation	4.5 hours in total [8/5/2020: 9-12 nn; 20/5: 2:30-4 pm.]	S5 Form teacher & Class teachers	
5.15		S5 Class Teacher Period (CTP) Time management during the busy S5 study life	4.1, 4.2, 4.3, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the school	Complete the plan smoothly; positive feedback from class teachers & their recommendation		S5 Form teacher & Class teachers	FMY (Material design & modification)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
		S6 Theme: Prep	aring for	r the public exam	ninations 為么	除人用試做好準備		
5.16		S6 Public exam preparation programme (1) S6 Alumni Sharing Session on Study Skills & Public Exam Preparation and (2) the follow-up reflections [NEW]	4.1, 4.2, 4.3, 4.4, 4.5	observation, students' questionnaires collected, feedback from class teachers,	of the participants find that it can help; Positive feedback from class	Alumni sharing: 4/9/2019 Follow-up reflections: 5/9/2019 [1 st cycle, during class teacher periods)	S6 Form teacher & Class teachers	*FMY, CWY
5.17		S6 Public exam preparation programme (2) S6 Mock Result Release Day (Setting up the booths of 'Application for rechecking / remarking (ACA), repeating S6' & <i>repeating S6 at other</i> <i>tutorial schools</i> (ACS) & ACA members sitting in group discussions Collaboration work between AC (Affairs) and AC (Subjects)]	4.3, 4.4, 4.5	Evaluation by ACA & the concerned committees (e.g. OLE, ACS, etc.) based on observation & questionnaires collected	Complete the plan smoothly; positive feedback	21/9/2019 (Sat.) [Reserve: 22/9/2019 (Sun)]	S6 Form teacher, S6 class teachers, OLE, Guidance, Religious Committee, ACS, etc.	ALL * FMY (Application of rechecking & remarking), NWH, WFT, WC (sitting in group discussions) [CWY – taking the role of an S6 CT]

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.18		S6 Public exam preparation programme (3)The follow-ups of S6 Mock Result Release – Study plan & time Management	4.1, 4.2, 4.3, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S6 ACA form coordinator	Complete the plan smoothly; positive feedback from class teachers & their recommendation	2/10/2019 [Day 1]	S6 Form teacher, S6 class teachers	FMY
5.19		S6 Public exam preparation programme (4) Application for S6 Hok Yau Club Mock Examinations	4.2, 4.5	Evaluation by ACA based on observation; the feedback from participants & concerned subject panels	Complete the plan smoothly; positive feedback	Application: SeptDec., 2019 Release of results: Feb., 2020	S6 Form teacher, S6 class teachers, Co-organiser: Hok Yau Club	NWH
5.20		S6 Public exam preparation programme (5) S6 Stress Management Programme [Collaboration work with School social worker(s), Student Guidance Committee & B.K Panel]	4.1, 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 & student participants	Complete the plan smoothly; positive feedback	16/1/2020 (Day 1 during 1 st term Exam period) & Dec., & Jan. (BK lessons) Before mock exam	S6 Form teacher, S6 class teachers, School social worker, Guidance & Religious Committee	*FMY, NWH

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.21		Application for Rechecking and remarking public examination papers (2019-2020)	4.5	Evaluation by ACA based on observation	Complete the plan smoothly & positive feedback	July 2020		*NWH, CWY (Rechecking & remarking)
		Briefing session on Application for Rechecking and remarking public examination papers (2019-2020)		Evaluation by ACA based on observation	Complete the plan smoothly & positive feedback	July 2020	S6 Form teacher, S6 Class teachers, CST (OLE Committee), LWL (ACS Committee)	FMY

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
		Ac	ademic	activities across	different form	IS		
5.22	S1-2	 "Self-directed learning" S1-2 'Application of Reading Skills' Reading Award Scheme <u>using</u> <u>e-books/library books & graphic</u> <u>organisers</u> [Collaboration work between AC (Affairs) and School Library] 	4.1, 4.2, 4.4	based on students' performance & library borrowing record	Masterpieces made by the winners of the award scheme & satisfactory library borrowing record	2 nd term	ACA & School Library	S1 (WFT) S2 (FMY)
5.23	S1-2	English Across Curriculum Lessons (EAC Lessons) [mainly deal with the coordination work]	4.1, 4.2, 4.4, 4.5	Evaluation by ACA based on observation and the feedback from EAC teachers	plan smoothly &	Whole year	EAC subject teachers, concerned panel heads or subject teachers (e.g. Geography, Mathematics, I.S., History, etc.)	*WFT, FMY

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.24		Good Learning Atmosphere Promotion Activities (1) Term 1: S1-3 Inter-class Good Learning Atmosphere Contest	1.5,	teacher, results of	results shown	1st term 11/11 to 13/12/2019 (5 weeks) [tbc]	S1-3 Subject teachers, Class teachers, Form teachers	(1) FMY & S1-3 ACA Form Coordinators
	~	(2) Term 2: S1-2 Good Learning Attitude Award Scheme & Prize presentation			smoothly; Positive feedback from class teachers, form teachers &	2 nd term Nomination due date: 7/2/2020 Prize presentation To be held in CTP Cycle 16 (21-28/2/2020)	S1-2 Subject teachers, Class teachers, Form teachers	(2) *WFT (awards), CWY (CTP materials design & modification) & S1-2 ACA Form Coordinators (WFT & FMY)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.25		 動力學堂-課後學業輔導班 After-school Tutorial Classes S2 English S3 Mathematics x (1-2 classes) S3 Chinese (tbc) S5 BAFS S5 Chemistry (tbc) 	4.3, 4.4, 4.5	observation & student	Not less than 70% of the participants find that it can help; Not less than 80% student participation rate; Positive feedback & recommendation	Whole year [14/10/19 – 9/6/2020] (tbc)	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)]	tbc	Collaborating with OLE Committee	FMY (ACA) & CST (OLE)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.26		ACA Game stall on English Day (Collaboration work with English Department)	4.5	Evaluation by ACA based on observation; the feedback from teachers & participants	Satisfactory students participation rate & positive feedback from both teachers & student participants	3/12/2019 (1 st English Day)	English panel	WFT
5.27	510	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]	4.5	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, 2020	S1-3 form teachers & class teachers	*WFT & S1-3 ACA Form Coordinators

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.28 NEW		 "Self-directed learning" S1-6 Class Teacher Period (CTP) 第一學期測驗後學習反思 Post-test reflections Themes: S1: EMI learning & Adaptation to secondary school studies S2: Self-directed learning habits (自我 檢視及反思學習習慣) S3: Adaptation to S3 studies when compared with those in S1-2 S4: Adaptation to higher-form studies S5: Study skills / strategies 學習技巧 (modified) S6: Reflections on S6 studies in preparation for HKDSE 	4.1, 4.3, 4.4	on the feedback from class teachers & form teacher collected centrally	Complete the plan smoothly; positive feedback from class teachers & their recommendation		S1-6 Form teachers & Class teachers	ALL ACA form coordinators S1: WFT S2: FMY S3: WC S4: CWY S5: FMY S6: NWH (Material design & modification)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.29	S1-2	"Self-directed learning" S1-2 Class Teacher Period (CTP) 第一學期考試後學習反思及良好學 習態度頒獎典禮 Reflections on the first term studies & S1-2 Good Learning Attitude Awards Presentation (Presenting the prizes to the awardees of Good Learning Attitude Award & Reflection worksheet)	4.1, 4.3, 4.4	on the feedback	Complete the plan smoothly; positive feedback from class teachers & their recommendation	After the 1 st term exam period Nomination due date: 7/2/2020 Prize presentation To be held in CTP Cycle 16 (21-28/2/2020)	S1-2 Form teachers & Class teachers	S1 & 2 ACA form Co. (WFT & FMY) & CWY (Material design & modification)
5.30 NEW	83-5	 "Self-directed learning" S3-5 Class Teacher Period (CTP) 第一學期考試後學習反思 Post-test reflections Themes: S3: 18 Shaolin Bronzemen (18 subjects) (主題: 面對 18'少林銅人'18 個中三學科 的反思) S4: Reflections on S4 studies S5: Study skills / strategies 學習技巧 (modified) 	4.1, 4.3, 4.4	on the feedback	Complete the plan smoothly; positive feedback from class teachers & their recommendation	After the 1 st term exam period	S2-5 Form teachers & Class teachers	S2-5 ACA form coordinators S2: FMY S3: WC S4: CWY S5: FMY (Material design & modification)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.31	S1-S5	Nomination of Arch Youth Improvement Awards & learning activities [2018-2019]	rch Youth Improvement Awards & based on		Complete the plan smoothly & Results of the school	Applications: mid August, 2019	External organisation	Application: NWH (Aug., 2019)
		Nomination of Arch Youth Improvement Awards & learning activities [2019-2020]	1	participation r F f S	nominations; Positive feedback; Satisfactory participation rate	Applications: mid August, 2020	External organisation	Application: NWH (Aug., 2020)
5.32	S2-S6	Learning activities: during 2019-2020 (if any)			Positive feedback; Satisfactory participation rate	Whole year	External organisation	FMY, WC
5.33	S2-S6	"Self-directed learning" Study plan for self-access learning [Providing a platform for self-access learning]	4.1, 4.2, 4.4	Evaluation by ACA based on observation	Complete the plan smoothly	Whole year	Soft copy – e-class platform; hard copy – school library	FMY

Objectives Person(s)-in-charge Collaboration with Time & Date(s) Forms Plans/Strategies Method of Evaluation Success Criteria (tentative) concerned party/ies (tentative) concerned *Chief coordinator Evaluation by ACA Positive feedback 5.34 Elite training program 4.2, S2-5 based on from both (to try out a more strategic plan of 4.4, observation & teachers & student offering more elite training 4.5, student participants who programmes to those target elite 4.6 participants' may conduct students with nominations from Whole year FMY, WFT ___ feedback experienceteachers or recognition from HKAGE) sharing sessions with their fellow schoolmates Routine work Evaluation by ACA Complete the 5.35 Whole SEN Services [SEA] 4.5 school based on plan smoothly; observation & Positive feedback feedback Student Support WC Whole year Group (SST) 5.36 Whole Nomination of the Hong Kong Evaluation by Complete the 4.4. school Academy for Gifted Education 4.5. ACA based on plan smoothly; (HKAGE) (2019-2020) 4.6 observation & Satisfactory feedback results of the *CWY, FMY HKAGE, school Whole year ACS nominations; Positive feedback

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.36	Whole 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, students participation & feedback from student particpants	Complete the plan smoothly; Results of school nominations & students' attendance	Whole year	Tertiary organisations, ACS & other parties (e.g. OLE)	FMY
5.37	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, ACS	*CWY, WC (SENs)
5.38	S1-S5 S6	Prize-giving Ceremony	4.3, 4.5	Evaluation by ACA based on observation & the feedback from the concerned preparatory	Complete the plan smoothly	After 1st term exam 12/3/2020 (Day 1) + recess time (about 20 mins.)	ACS & ECA ACS &	ALL ACA members
				committee(s)		Graduation Ceremony (23/5/2020)	Religious Committees	

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
	Whole school					After 2 nd term exam (End-of-year Ceremony – 13/7/2020)	ACS & Religious Committees	
5.39	Whole school	Data analysis of APASO & Teaching survey	4.5	ACA based on the results shown	Some feedback made & significant findings	Oct., 2020 (APASO)		
					highlighted	May, 2020 (Teaching Survey)		
							I.T	NWH
		Manpower allocation of AC prefects:						
5.40	Whole school	Inter-house Academic Knowledge Quiz Competition (AC prefects help with hosting the session as MCs)	4.3, 4.5	ACA based on observation & the	Complete the plan smoothly; Positive feedback	15/5/2020	ECA	CWY (Manpower allocation of AC prefects)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.41	school	Morning assembly sharing & announcements	4.5	ACA based on observation & the	Complete the plan smoothly; Positive feedback	Whole year		
5.42		Board displays for AC prefects and Roll of Honour	4.5	ACA based on observation & the	Complete the plan smoothly; Positive feedback	Whole year		

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time & Date(s) (tentative)	Collaboration with concerned party/ies	Person(s)-in-charge (tentative) *Chief coordinator
5.43	Whole school	Supervising lunchtime or after-school quizzes	4.3, 4.5	ACA (This can be	Positive feedback; Satisfactory utilization rate (if any) [N.A – No requests from any teachers this year]	Whole year	ACS	
5.44	S3	Talks on Introduction to Elective Subjects	4.5	ACA based on observation & the feedback collected; students	Complete the plan smoothly; Positive feedback; Satisfactory participation rate	Feb., & Mar. 2019 (10/2 – 3/3/2020)	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 (CWY)
- S.5 (FMY)
- S.6 (NWH)

7 Budget of ACA (2019-2020)

C.C.C. Mong Man Wai College Financial Plan for the Year 2019/2020 [Simplified version] [as at 10/9/2019] [For details, please refer to the excel file submitted to the school office.]

Academic Committee (Affairs) [ACA] [2019-2020]

A	School Events / Items f	or Application			
No.	Items	Budget (\$)	Breakdown (if any)	Remarks	Approved [as at 10/9/2019]
1	Stationery	200		No specific grant Others	
2	Buying book coupons for the prize presentation at End-of-year Ceremony	18800		School events	
3	Buying book coupons for the prize presentation at Graduation Ceremony	4600		School events	
4	Buying gifts or book coupons for the AC prefects (heads & vice-heads) of the last academic year	600	\$100 x 6 (1 head x 5 vice-heads)	School events	
5	Buying book coupons for the prize-giving ceremony (1 st term academic awards)	13500		School events	

6	Buying Principal's trophies & book coupons for the awardees of the best performance in HKDSE subjects	11000	School events	
7	Competition application fees	2000	Others	
	Sub-total:	\$50700		
B	Student Activity (Boost	ting Academic I	Results)	
1	Pre-exam Tutorial Classes [試前溫習班]	\$15000	Others S1, 2, 3 ACA & Form levels (S1-3) Approved	\$15000
С	Student Activity (Not b	oosting acaden	nic results)	
1	S1 Reading Strategies Training Workshop	\$20952	No specific grant Others Fixed cost	
2	S6 Stress Management Program	\$600	No specific grant Others Joint activities	
3	S6 Alumni sharing session	\$100	No specific grant Others	
4	S5 Elite training workshop [Applied strategic	\$12000	DLG Others	\$12000

Program 1	Plan of	Academic	Committee	(Affairs)	[2019-2020]
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	thinking, e.g. critical thinking skills & Effective Study Skills Program (DLG)		\$12000 approved by School before S5 elites	
5	S4 Elite training for the HKAGE students in our school (DLG)	\$5000	DLG Others \$12000 approved by School before S4-6 elite students	\$12000
	S5 Elite training for the HKAGE students in our school (DLG)	\$5000	DLG Others \$12000 approved by School before S4-6 elite students	
	S6 Elite training for the HKAGE students in our school (DLG)	\$2000	DLG Others \$12000 approved by School before S4-6 elite students	_
	S1-3 Elite training for the HKAGE students in our school	\$5000	No specific grant Others S1-3 elite students	
6	S4 Elite training courses or some short academic	\$2500	DLG Others	\$15000

courses organized by the tertiary institutions (DLG)\$15000 approved by School before S4-6 elite students Whole yearS4 Summer Elite training courses or some short academic courses organized by the tertiary institutions (DLG)\$2500DLG Others \$15000 approved by School before \$4-6 elite students 2020-07 & 2020-08S5 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)\$2500DLG Others \$15000 approved by School before S4-6 elite students 2020-08S5 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)\$2500DLG Others \$15000 approved by School before S4-6 elite \$15000 approved by School before S4-6 elite students Whole yearS5 Summer Elite training S5 Summer Elite training\$2500DLG Others S1500 S15000 S15000 S15000 S2500				
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organized by the tertiary institutions (DLG)approved by School before S4-6 elite students 2020-07 & 2020-08S5 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)\$2500 State S2500DLG Others \$15000 approved by School before S4-6 elite \$4-6 elite \$15000 approved by School before S4-6 elite \$4-6 elite Students Whole year		·	Others	
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S5 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)\$2500DLG Others \$15000 approved by School before S4-6 elite students Whole year	organized by the tertiary		approved by	
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S5 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)\$2500DLG Others \$15000 approved by School before S4-6 elite students Whole year			students	
S5 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)\$2500DLG Others \$15000 approved by School before S4-6 elite students Whole year			2020-07 &	
or some short academic courses organized by the tertiary institutions (DLG) School before S4-6 elite students Whole year			2020-08	
or some short academic courses organized by the tertiary institutions (DLG) School before S4-6 elite students Whole year	S5 Elite training courses	\$2500	DLG	
tertiary institutions (DLG) School before S4-6 elite students Whole year	or some short academic	+	Others	
School before S4-6 elite students Whole year	courses organized by the		\$15000	
S4-6 elite students Whole year	tertiary institutions (DLG)		approved by	
students Whole year			School before	
Whole year			S4-6 elite	
			students	
S5 Summer Elite training \$2500 DI G			Whole year	
55 Summer Line training 52500 DEC	S5 Summer Elite training	\$2500	DLG	
courses or some short Others		•	Others	
academic courses \$15000	academic courses		\$15000	
organized by the tertiary approved by	organized by the tertiary		approved by	
institutions (DLG) School before	institutions (DLG)		School before	
S4-6 elite			S4-6 elite	
students			students	
2020-07 &			2020-07 &	
2020-08			2020-08	

	S6 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)	\$2500		DLG Others \$15000 approved by School before S4-6 elite students Whole year	
	S6 Summer Elite training courses or some short academic courses organized by the tertiary institutions (DLG)	\$2500		DLG Others \$15000 approved by School before S4-6 elite students 2020-07 & 2020-08	
7	Academic Prefect Training Camp(s)	\$10000	Camp fees: 9000 Materials: 1000	No specific grant Others (MNE) AC Prefect Board	
8	Academic Prefect Training Sessions	\$3000	(\$1000 x 3)	No specific grant Others AC Prefect Board	
9	Good Learning Atmosphere Promotion Activities	\$2400		No specific grant Others	

		(PTA Grant)	
TOTAL	\$146,752		

Notes:

- 1. For details of the above financial plan, please refer to the info submitted to the School online.
- 2. Buying 5 MP3 speakers for SEA from IT Committee Account (CELT) [NWH]
- 3. Buying 5 timers (with hours, minutes, seconds) for SEA from SST Account (LST) [NTY]
- 4. PTA Grant included in both the budget (online) & a year plan submitted to FPS (VP) & AKC (PTA)

8. Team Members

8.1 Academic Committee (Affairs)

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

8.2 Academic Prefect Board

Coordinator from ACA	CWY
Members	*LKT, YLS, CWY2

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

Program Plan 2019-2020

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 the Society for Truth and Light 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 outside the school may cause some problems in the law and order in the estate.

3. School's Major Concerns

- 3.1 To nurture students to be motivated learners
- 3.2 To foster Positive Education

	Goal	In Response To Major Concern To foster Positive Education	Program	Method of Evaluation	Successful criteria	Date	Teacher- in- charge
4.1	Raising students' self- initiative of correcting their mis- behavior	Students will take the initiative in the process of helping himself to improve his behavior. (Character Strength-Self- regulation)	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 de- merit records in certain aspects than last year.	Period of Supervision 1/9/19- 30/11/19	LKC
4.2	The Prevention of Bullying	(Social Development- Coping with Bullying and Avoiding Committing Crimes) (Character strength : Respect each other)	S.1-2 Talk: The Prevention of Bullying (Discipline Com. and The Society for Truth and LIght)	Questionnaires and teacher's observation Questionnaires, teacher's observation and reflection from school social workers.	60% students reflect their understanding of Bullying has been raised	2019/9/12 Day 6	LKC
4.3	The Prevention of Theft	(Social Development- Avoiding Crimes) (Character Strength-Justice and Self- regulation)	S.1-S.3 Talk: The Prevention of Theft (Discipline Com and the Playground Association of Hong Kong)	Questionnaires and teacher's observation	60% students reflect their understanding the consequence of committing crimes has been raised	2019/12/10 Day 2	WP
4.4	Helping the students to understand the school daily operations and rules	Advoiding breaking school rules (Character Strength-Self- regulation)	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	2019/08/22	*LKC \ LPM WP WSH
4.5	Helping the students to understand the schools	Advoiding breaking school rules (Character	S.1 Talk: S.1 Adaptation/ ((Discipline Com. and S.1 Form	An oral question and answer quiz.	Students can answer more than half of the questions	2019/09/17 Day 3	LKC

4. Measures and Programs arranged by Discipline Committee

	rules	Strength-Self- regulation)	Master)		given by the speaker correctly		
4.6	Train the prefects so that they can perform their duties	(Social Development- Leadership Skills) (Character Strength- Leadership and Team Work)	S.3-S.5 Prefect Training Camp/ (Discipline Com. -Christian 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	2019/09/6-7	WSY WWC2
4.7	Raise students' self-initiative of correcting their behavior	Development- Self-Reflection) (Character Strength-Self- regulation)	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	Development- Self-Discipline) (Character Strength-Self- regulation)	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 ,
	handling Good Conduct Awards and assisting the
	Detention Class
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
MR WONG WA CHEONG	Prefect Team Advisor, assisting the Detention Class

b. Form Discipline Teachers

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

7 Financial Budgeting (Refer to the excel file of DC_2019-20_Annual Budget)

中華基督教會蒙民偉書院 學生生活輔導委員會 2019-2020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 強項:
 - 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 老師具創意及應變能力。
 - 3.1.1.6 老師和社工相處融洽,合作愉快,樂意交流意見。
 - 3.1.1.7 老師和社工受學生歡迎和接納。
 - 3.1.1.8 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。
 - 3.1.1.9 社工能提供多種輔導資源。
 - 3.1.1.10 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。
 - 3.1.1.11 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。
 - 3.1.1.12 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。
 - 3.1.1.13 本校教育心理學家及社工能提供專業意見及輔導資源。
 - 3.1.2 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,委員會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,並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。
- 3.3 契機:
 - 3.3.1.1 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。老師也願意修讀有關的課程。
 - 3.3.1.2 本校實習社工能協助帶領不同類型輔導活動。本年度上、下學習有多達四位 實習社工在校實習,可以協助輔導舉辦不同的活動以切合學生需要。
- 3.4 危機:
 - 3.4.1 學生情緒壓力較大。
 - 3.4.2 學生的家庭支援較弱。
- 4 本年度學校關注事項
 - 4.1 積極學習
 - 4.2 正向教育
- 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。從而協助學生 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 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。
 - 6.1.2 透過「學生輔導大使」,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。
 - 6.1.3 透過「學生輔導大使」,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。
 - 6.1.4 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。
 - 6.1.5 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。
 - 6.1.6 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。
 - 6.2 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 關愛共融

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.1.1 共融體驗學習坊(中學)一權利你我有份	2A: 10/9/2019 (15:00-16:00)	老師觀察、問卷	70%學生同意能	NTY	
	2B: 11/9/2019 (15:00-16:00)		了解各人有自		
			己的權利		
7.1.2 共融教育講座(中學) (IETS)—我們是一家	中一至中三	老師觀察、問卷	70%學生同意認	NTY	親切
	16/3/2020 (16:00-17:00)		識各人的強項		(LSG:
7.1.3 共融教育講座(中學) (IETS)一香港人 香港的顏色	中四至中六	老師觀察、問卷	70%學生同意認	NTY	\$4800)
	19/3/2020 (16:00-17:00)		識各人的強項		
7.1.4 共融攤位遊戲 及 借用展板	18/3/2020 - 20/3/2020	老師觀察、問卷	學生能認識共	NTY	
	(12:35-13:35)		融		
7.1.5 畢業情緣	11/12/2019 (15:05-16:00)	老師觀察、問卷	80%學生能出席	CWL+GC	\$500
			活動		

7.2 藥物資訊

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.2.1 參觀藥物資訊天地 或 參觀其他戒毒機構	S1: (TBC) 3/4/2020	老師觀察、問卷	80%學生能出席	CWL	
			活動		
7.2.2 路德會青怡中心入班講座 (借堂)	S2: 4/9/2019 (11:25-12:35)	老師觀察、問卷	80%學生能出席	NTY	路德會
			活動		青怡中
7.2.3 路德會青怡中心講座	S3: 18/9/2019 (15:00-16:00)	老師觀察、問卷	70%學生能認識	LWS2	心 (免
			危險藥物		費)
7.2.4 其他藥物資訊 (聰明藥)	S6: 9/12/2019 (16:00-17:00)	老師觀察、問卷	70%學生能認識	NTY	
			危險藥物		

7.3 性教育

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.3.1 初中護苗 (借堂)	2A: 25/11/2019 (13:40-15:05)	老師觀察、問卷	70%學生能	CWL,	護苗基
	2B: 25/11/2019 (15:05-16:30)		認識性教育	CWY2	金
	2C: 26/11/2019 (08:35-09:45)		知識		(\$10*120
	2D: 26/11/2019 (10:00-11:30)				人
					=\$1200)
7.3.2 F&M (小組) (約 20 人)	(TBC)	老師觀察、問卷 323	70%學生能	CWL	
			認識性教育		\$200
			知識		
7.3.3 衛生署性教育入班活動 (借堂)	S1: 02/03/2020 (14:30-15:40)	老師觀察、問卷	70%學生能	CWL	告开型
	S4: 28/04/2020 (14:30-15:40)		認識性教育		衛生署
			知識		(免費)

7.4 精神健康

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.4.1 青少年精神健康問卷	2019年10月中五及中六	老師觀察、問卷	80%學生	NTY	
			完成問卷		
7.4.2 TEEN 情計劃 - 工作坊 (借堂)	6A: 25/09/2019 (14:30-15:30)	老師觀察、問卷	70%學生	CWY2+	
	(30人)(N201室)CWY2		能從藝術	LWS2	
	6B: 16/10/2019 (15:05-16:05)		了解自己		愛群
	(30人)(N201室)LWS2				(免費)
	6C: 04/11/2019 (15:05-16:05)				
	(20人)(N201室)CWY2				
	6D: 12/11/2019 (15:05-4:05)				
	(30人)(N201室)CWY2				
7.4.3 聖雅各福群會一Mission E	25/09/019 (16:00-17:30)	老師觀察、問卷	70%學生	LWS2	聖雅各

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
精緒健康小組	02/10/2019 (16:00-17:30)		能出席活		福群會
	16/10/2019 (16:00-17:30)		動		(免費)
	06/11/2019 (16:00-17:30)				
	20/11/2019 (16:00-17:30)				
	(後備: 04/12/2019)				
	outing: 12/10/2019]				
	camp: 16-17/11/2019				
7.4.4 「喜樂同行 - 尊重生命、逆境同行」計劃	S1: 09-10/2019	老師觀察	80%學生	NTY	
中一中二 FUNFUN 小組 (學生需要調查 HKSIF			完成問卷		
1.1):					
7.4.5 「喜樂同行 - 尊重生命、逆境同行」計劃	7/1/2020	老師觀察、問卷	80%學生	NTY	
中一中二 FUNFUN 小組 (建立正面文化 - 逆境同			能出席活		香港遊
行老師培訓工作坊)			動		 省
7.4.6 「喜樂同行 - 尊重生命、逆境同行」計劃	04/10/2019 (19:00-19:45)	老師觀察、問卷	80%學生	NTY	
正向情緒健康家長講座	(星期五)		能出席活		會(QEF)
			動		
7.4.7 「喜樂同行 - 尊重生命、逆境同行」計劃	20/3/2020 (17:00-19:00)	老師觀察、問卷	80%學生	NTY	- +
正向思維家長工作坊	(星期五)		能出席活		\$16000
			動		
7.4.8 「喜樂同行 - 尊重生命、逆境同行」計劃	S1: 20/4/2020 (16:00-17:00)	老師觀察、問卷	80%學生	NTY	- (LSG)
中一級學生講座「逆風飛揚」			能出席活		
			動		
			70%學生		
			滿意		

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.4.9 「喜樂同行 - 尊重生命、逆境同行」計劃	S4: 21/4/2020 (16:00-17:00)	老師觀察、問卷	80%學生	NTY	
中四級學生講座情緒健康多面睇			能出席活		
			動		
			70%學生		
			滿意		
7.4.10 「喜樂同行 - 尊重生命、逆境同行」計劃	26/11/2019 (13:40-15:05)	老師觀察、問卷	80%學生	NTY	
中一級班主任課「升中新動力」			能出席活		
(2堂)(借堂)			動		
			70%學生		
			滿意		
7.4.11 「喜樂同行 - 尊重生命、逆境同行」計劃	24/10/2019 (13:40-15:05)	老師觀察、問卷	80%學生	NTY	
中四級班主任課「EQ 情緒管理」 (借堂)			能出席活		
			動		
			70%學生		
			滿意		
7.4.12 「喜樂同行 - 尊重生命、逆境同行」計劃	18/11/2019 (16:00-17:30)	老師觀察、問卷	80%學生	CWY2,	
中一 FUNFUN 小組	25/11/2019 (16:00-17:30)		能出席活	WKY2	
	9/12/2019 (16:00-17:30)		動		
	3/2/2020 (16:00-17:30)		70%學生		
	24/2/2020 (16:00-17:30)		滿意		
	6/4/2020 (16:00-17:30)				
	29/2/2020 (13:00-17:00)				
	(星期六) (義工)				
	8/2/2020 (9:00-16:00)				

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
	(星期六) (挑戰營)				
	14/3/2020 - 15/3/2020				
	12:00 至翌日 15:30				
	(星期六至日)				
	(成長挑戰營)				
7.4.13 「喜樂同行 - 尊重生命、逆境同行」計劃	02/10/2019 (16:00-17:30)	老師觀察、問卷	80%學生	CWY2,	
中二 FUNFUN 小組	16/10/2019 (16:00-17:30)		能出席活	WKY2	
	20/11/2019 (16:00-17:30)		動		
	20/01/2020 (16:00-17:30)		70%學生		
	04/03/2020 (16:00-17:30)		滿意		
	30/11/2019 (13:00-17:00)				
	(義工)				
	2/11/2019 (9:00-16:00)				
	(再戰營)				
	15/2/2020-16/2/2020				
	12:00 至翌日 15:30				
	(星期六至日)				
	(再戰營會)				
7.4.14 中一級「生命之旅」工作坊	3/7/2020(星期五)	老師觀察、問卷	80%學生	NTY	香港遊
	9:00-11:00 (Set up)		能出席活		百心远 樂場協
	11:30-13:00 (1A, 1B)		動		未吻励 會
	14:00-15:30 (1C, 1D)		70%學生		曾 (\$16000)
			滿意		(\$10000)
7.4.15 葵涌醫院精神健康大使	(TBC)	老師觀察、問卷	70%學生	NTY,	葵涌醫

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
			能認識精	CWY2	院(免費)
			神健康		

7.5 生命教育課

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.5.1 循道一中一生命教育課	1A: 20/05/2020 (08:35-09:45)	老師觀察、問卷	70%學生	NTY	
人物欣賞(2堂)	1B: 18/05/2020 (08:35-09:45)		能從歷史		
	1C: 20/05/2020 (08:35-09:45)		人物		
	1D: 21/05/2020 (11:25-12:35)				
7.5.2 循道一中二生命教育課	S2: 06/04/2020 (13:40-15:05)	老師觀察、問卷	70%學生	NTY	
人物欣賞(2堂)			能認識精		免費
			神健康		
7.5.3 循道一中三生命教育課	3A: 06/02/2020 (10:00-11:10)	老師觀察、問卷	70%學生	NTY	
人物欣賞(2堂)	3B: 07/02/2020 (11:25-12:35)		能認識精		
	3C: 10/02/2020 (14:30-15:40)		神健康		
	3D: 12/02/2020 (10:00-11:10)				
7.5.4 循道一中一電影欣賞「反轉腦朋友」	02/04/2020 (1:30-4:30)	老師觀察、問卷	70%學生	NTY	
			能認識精		\$5100
			神健康		
7.5.5 循道二中一電影欣賞「非同凡響」	1/11/2019 (9:00-12:00)	老師觀察、問卷	70%學生	NTY	
			能認識精		\$5100
			神健康		
7.6 欺凌/和諧校園					

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.6.1 共融體驗學習坊(中學)敢於不同,我有 SAY	1A: 9/9/2019 (15:00-16:00)	老師觀察、問卷	70%學生	LWS2,	親切

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
	1B: 9/9/2019 (15:00-16:00)		能避免欺	WKY2 &	(7.1.1 已
	1C: 10/9/2019 (15:00-16:00)		凌	NTY	計算)
	1D: 10/9/2019 (15:00-16:00)				
7.7 正向教育					
策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.7.1 中一班主任課	去愛和被受的能力	老師觀察、問卷	70%學生	NTY	
	1A: 13/11/2019 (08:35-09:10)		滿意		
	1B: 11/11/2019 (08:35-09:10)				
	1C: 13/11/2019 (09:10-09:45)				
	1D: 14/11/2019 (12:00-12:35)				
	對世界的好奇與興趣				
	1B: 27/11/2019 (08:35-09:10)				
	1C: 03/12/2019 (09:10-09:45)				
	1D: 04/12/2019 (12:00-12:35)				
	對美麗和卓越的欣賞				免費
	1A: 10/02/2020 (08:35-09:10)				
	1B: 06/02/2020 (08:35-09:10)				
	1C: 10/02/2020 (09:10-09:45)				
	1D: 11/02/2020 (12:00-12:35)				
	自我控制和自我規範				
	1A: 17/03/2020 (08:35-09:10)				
	1B: 13/03/2020 (08:35-09:10)				
	1C: 17/03/2020 (09:10-09:45)				
	1D: 18/03/2020 (12:00-12:35)				

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.7.2 中二班主任課	喜愛學習	老師觀察、問卷	70%學生	NTY	
	2A: 07/11/2019 (14:30-15:05)		滿意		
	2B: 05/11/2019 (08:35-09:10)				
	2C: 07/11/2019 (11:25-12:00)				
	2D: 04/11/2019 (13:40-14;15)				
	公民感、團隊精神和忠心				
	2A: 05/12/2019 (14:30-15:05)				
	2B: 03/12/2019 (08:35-09:10)				
	2C: 05/12/2019 (11:25-12:30)				
	2D: 02/12/2019 (13:40-14:15)				
	勤奮、用功和堅毅				
	2A: 27/03/2020 (14:30-15:05)				
	2B: 25/03/2020 (08:35-09:10)				
	2C: 27/03/2020 (11:25-12:00)				
	2D: 24/03/2020 (13:40-14:15)				
	小心、謹慎、審慎				
	2A: 22/05/2020 (14:30-15:05)				
	2B: 20/04/2020 (08:35-09:10)				
	2C: 22/05/2020 (11:25-12:00)				
	2D: 08/04/2020 (13:40-14:15)				
7.7.3 中三班主任課	希望	老師觀察、問卷	70%學生	NTY	
	3A: 16/09/2019 (09:50-10:20)		滿意		
	3B: 17/09/2019 (11:05-11:35)				
	3C: 18/09/2019 (14:00-14:30)				

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
	3D: 20/09/2019 (09:50-10:20)				
	未來意識				
	3A: 19/11/2019 (10:00-10:35)				
	3B: 20/11/2019 (11:25-12:00)				
	3C: 21/11/2019 (15:05-15:40)				
	3D: 25/11/2019 (10:00-10:35)				
	領導才能				
	3A: 14/02/2020 (10:00-10:35)				
	3B: 17/02/2020 (11:25-12:00)				
	3C: 18/02/2020 (15:05-15:40)				
	3D: 20/02/2020 (10:00-10:35)				
	感恩				
	3A: 18/05/2020 (10:00-10:35)				
	3B: 19/05/2020 (11:25-12:00)				
	3C: 20/05/2020 (15:05-15:40)				
	3D: 22/05/2020 (10:00-10:35)				

7.8 義工服務

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.8.1 中二 GT	(TBC)	老師觀察、問卷	70%學生	WKY2	\$200
			滿意		φ200
7.8.2 中三 GT	(TBC)	老師觀察、問卷	70%學生 滿意	WKY2	\$200

7.9 網絡成癮

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.9.1 中二級班主任課(2節)	第一節:	老師觀察、問卷	70%學生	NTY	
	2A: 20/09/2019 (14:00-14:30)		滿意		
	2B: 18/09/2019 (08:35-09:05)				
	2C: 20/09/2019 (11:05-11:35)				
	2D: 17/09/2019 (13:15-13:45)				
	第二節:				
	2A: 16/12/2019 (14:30-15:05)				
	2B: 12/12/2019 (08:35-09:10)				
	2C: 16/12/2019 (11:25-12:00)				
	2D: 13/12/2019 (13:40-14:15)				
7.9.2 中一級小組	(TBC)	老師觀察、問卷	80%學生	CWY2	
			能出席活		
			動		\$7300
			70%學生		
			滿意		
7.9.3 中二級小組	(TBC)	老師觀察、問卷	80%學生	WKY2	
			能出席活		
			動		\$7300
			70%學生		
			滿意		
7.9.4 中三級班主任課(2節)	2/10/2019	老師觀察、問卷	70%學生		
			滿意		

7.10 校園適應

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.10.1 中一迎新日營	24/8/2020	老師觀察、問卷	80%學生		
	25/8/2020(後備日)		能出席活		\$23306
			動		(暑期活
			70%學生		動)
			滿意		
7.10.2心繫青苗(Phase 1)		老師觀察、問卷	80%學生	NTY,	
中一心繫青苗之緣來自你	25/9/2019 12:00-13:00		能出席活	CWY2	
(自我介紹,破冰,互相認識)			動		
中一心繫青苗之沿途有你	14/10/2019 16:00-17:30		70%學生		
(適應課時段入班活動,定目標及互相認識)			滿意		
中一心繫青苗之同行有你	11/11/2019 12:35-13:30				\$1000
(了解中一同學面對測驗周壓力,互相認識遊戲)					\$1000
中一心繫青苗之同行有你	25/11/2019 12:35-13:30				
(測驗周後反思、遊戲、鼓勵咭)					
中一心繫青苗之有緣與你	11/12/2019 12:35-13:30				
(反思所定的目標、組長設計全級遊戲、大合照、大食					
會)					
7.10.3 心繫青苗(Phase 2)	10/02/2020 (12:35-13:30)	老師觀察、問卷	80%學生	NTY,	
	24/02/2020 (12:35-13:30)		能出席活	CWY2	
	16/03/2020 (12:35-13:30)		動		\$1000
	06/04/2020 (12:35-13:30)		70%學生		
	20/04/2020 (12:35-13:30)		滿意		
7.10.4 中四日營	簡介日:	老師觀察、問卷	80%學生	NTY	\$25000
	05/09/2019 (14:00-15:00		能出席活		(LSG)

推行時間	評估方法	成功準則	負責人	資源
日營:		動		
28/9/2019 (8:30-17:30)		70%學生		
		滿意		
推行時間	成功準則	評估方法	負責人	資源
18/03/2020 - 20/03/2020	老師觀察、問卷	70%學生	NTY & GC	
(12:35-13:35)		滿意		
				\$8300
	日營: 28/9/2019 (8:30-17:30) 推行時間 18/03/2020 - 20/03/2020	日營: 28/9/2019 (8:30-17:30) 推行時間 成功準則 18/03/2020 - 20/03/2020 老師觀察、問卷	日營: 動 28/9/2019 (8:30-17:30) 70%學生 滿意 満意 推行時間 成功準則 18/03/2020 - 20/03/2020 老師觀察、問卷 70%學生	日營: 動 28/9/2019 (8:30-17:30) 70%學生 満意 海意 推行時間 成功準則 諸/03/2020 - 20/03/2020 老師觀察、問卷 70%學生 NTY & GC

7.12 家長活動

策略 /	工作	推行時間	評估方法	成功準則	負責人	資源
7.12.1	正向情緒健康家長講座	04/10/2019 (19:00-20:00)	老師觀察、問卷	70%家長	NTY	香港遊
	認識抗逆力觀念	(星期五)		滿意		樂場協
	掌握培養子女面對逆境的方法	中一家長晚會				會 (QEF)
7.12.2	正向思維家長工作坊(參加中一中二 FUNFUN	20/3/2020 (19:00-20:00)	老師觀察、問卷	70%家長	NTY	香港遊

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
之家長)			滿意		樂場協
認識抗逆力基礎理論					會 (QEF)
掌握子女心裡成長需要及精神健康知識					
掌握協助子女處理情緒困擾的方法					
7.12.3 網絡與情緒	15/11/2019 (晚上)	老師觀察、問卷	70%家長	NTY	*PTA
			滿意		TIA
7.12.4 家長日	22/02/2020	老師觀察	家長家長	NTY & GC	
讓家長與老師彼此交流及溝通			與老 師		\$500
共同協助學生身心靈成長		滿意家長 \$500		\$JUU	
			日的安排		

7.13 恆常活動

策略 / 工作	推行時間	評估方法	成功準則	負責人	資源
7.13.1 全校學生問卷	9月	老師觀察	所有學生	*NTY	(免費)
-於九月及十月進行輔導組之網上問卷調查	10月		完成問卷		
讓班主任能認識及了解學生之狀況及需要					
(級輔導收回及保存)					
7.13.2 級輔導	全學年				
作輔導組及班主任之溝通橋樑並支援班主任					
7.13.3 輔導活動推廣	18/9/2019-20/9/2019	能按時完成活動		CWY2 &	
推廣委員會活動				GC	\$1600
派愛心咭					\$1000
學生分享活動感受和得著					
7.13.4 輔導老師分享會	07/01/2020	老師問卷	70%滿意	*NTY	\$2000
主題: 建立正面文化 - 逆境同行老師培訓工作坊	(上學期考試第二日)		講座內容		\$3000

7.14 學生輔導大使

日期	時間	DAY	地點	活動	備註	評估方法	成功準則	負責人
09/08/2019	09:00-17:00		禮堂	學生輔導大使組長訓練營	聖雅各福群會	老師觀察、	80%學生能出	地區青年活動
12/08/2019	14:00-15:30		禮堂	小組(營前會)	聖雅各福群會	問卷	席活動	資助
14-15/08/2019	14:00-翌日		校外	學生輔導大使領袖生訓練營	聖雅各福群會			
	15:00							\$13,677.78
02/09/2019	13:00-14:00		禮堂	小組(營後會)	聖雅各福群會			
16/09/2019	15:00-16:30	2	MM	小組(照顧低年級同學技巧)	聖雅各福群會			
			LC					War game
30/09/2019	15:00-16:30	1	MM	小組(帶領低年級同學設計目標)	聖雅各福群會			\$17,850.00
			LC			_		
2/11/2019	08:30-17:00		戶外	War Game 三軍外展中心				\$1000
				元朗逢吉鄉新村		_		\$1000
04/11/2019	16:00-17:30	3	MM	小組(帶領遊戲技巧)	聖雅各福群會			
			LC					
18/11/2019	16:00-17:30	1	MM	小組(義工服務技巧)	聖雅各福群會			
			LC					
20/1/2020	16:00-17:30	3	MM	小組(義工服務技巧)	社工			
			LC			_		
3/2/2020	16:00-17:30	5	MM	小組(義工服務技巧)	社工			
			LC			_		
17/2/2020	16:00-17:30	3	MM	小組(義工服務技巧)	社工			
			LC			_		
04/05/2020	16:00-17:00	6	MM	小組(結業禮)				
			LC					

日期	時間	DAY	地點	活動	備註	評估方法	成功準則	負責人
7/2020	全日			海洋公園 / 迪士尼訓練	(待定)			

*為該項活動統籌老師

- 8 級輔導
- 中一級輔導張惠愉老師
- ☺ 中二級輔導 吳騰耀老師
- 中三級輔導張偉良老師
- 成員: 顧問:霍碧珊副校長

教育心理學家:佘文基博士

社工: 陳錦欣, 李永健

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,尹家恩老師

教學助理:馬海靜小姐

\odot	中四級輔導
	尹家恩老師
\odot	中五級輔導
	吳騰耀老師
\odot	中六級輔導
	李詠詩老師

中華基督教會蒙民偉書院

<u>委宗教委員會</u>

<u>2019 至 2020 年度工作計劃</u>

- 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 强化校内宗教氣氛,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:正向培育耀人生
- 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,連同梁發堂其他弟兄姐妹,一同服侍學生、家長與同事。
 - 2.1.2 部份於梁發堂聚會的舊生成為校園福音工作的幫手,協助學生進入教會。
 - 2.1.3 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。
 - 2.2.3 同事的基督徒比例大約一半,氣氛不強。
- 3 本年度關注事項
 - 3.1 配合本校關注事項:正向培育耀人生
 - 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 引導學生多勤讀及認識聖經話語。
 - 3.2.3 強化校內宗教氣氛。
 - 3.2.4 培養學生對信仰更堅定,回應時代的需要。
 - 3.2.5 推行家長教育,以聖經教導為基礎。

4 計劃內容及工作分配

4	計劃內谷及工	作分配				
	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	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	年五月	
	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		2 X . Y . Y . Y . Y			
	初步工艺动旗人					
	心眠主性的的					
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
4.0	点。 氛。	契小組聚會	· 我安只音音哦 一 的 論,團契導師會中討	想,準時完成及清楚表	九 <u>万</u> 王-57 年五月	函天寸 師
	, 加強對初中學生	大小組承習	·····································	恐, 平时元成及月定衣 達信息	十五月	чIн
				连信忌		
	在生活層面的信		參與時的表現			
	仰分享與服待。	The set of the set of the set			1 1 11 11	5 T I
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			
			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,強化	如:	論,觀察學生出席及	信息	年七月	
	校內宗教氣氛	開學禮崇拜(九月),	參與時的表現,聚會			
		聖誕節崇拜(十二	的決志表及調查表			
		月),				
		45 週年崇拜(三月)				
		復活節崇拜(四月),				
		星 業崇拜(五月),				
		# 亲 示 升 (五 万)) / / / / / / / / / / / / / / / / /				
4.7	增强基督徒老師	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
ч.1	墙油壶自使之叫 間的聯繫及與神	教師制得習、近修習及教師團契聚會	示 教 安 兵 曽 曽 職 干 的 論, 觀察教師出席及	多兴谷頃 水 曾八 数 庄 想	九万主·57 年八月	谷女只
		教師图矢本曾		忠	平八月	
1.0	的關係。	T	參與時的表現 	台本与于职人;赵- 四		5 T
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	明年一	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		參與時的表現			學生、校
	导学生多勤读及					牧
	認識聖經話語。					
4.9	强化校内宗教氣	午餐小組、協助模擬放	宗教委員會會議中討	參與各項聚會人數理	九月開	各委員
	氛、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	
	學		參與時的表現		六月	
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		卷	回答	二月	及梁發
	小組,讓家長學習		-ت <u>-</u>		-/1	及 未 發 堂 同 工
	小組, 嵌象長字首 與學生有效溝通					王门上
1 1 2	的方法	业人派士 (上山山)	御窗山府七口店 明	田相仏山府亦고明史	任应	上山山
4.12	認識區會福音工	教會探訪 (校牧計劃	觀察出席者反應、問	理想的出席率及問卷	待定	校牧與
	作	中)	卷	回答		各委員
1 1 2	的咕田从 御 12~ #	線山石立岡初山 ありりカ	御窗山山北口亦 明	田田山山立立口田史	L 12 HE //	力士
4.13	與曉明街學校建	學生福音團契計劃協	觀察出席者反應、問	理想的出席率及問卷	九月開始	各委日日
	立宗教支援網	助觀塘基督徒老師,有	卷	回答		員、校外
		培訓和信仰支援				機構同
						I
4.13	強化校內宗教氣	書展 (需與家教會商	從銷售量和售出書籍	學生願意買書	三月 (需	宗委、家
	氛,以基督精神建	討)	觀察		與家教會	教會、書
	立正面積極的校				商討)	商)
	園文化,鼓勵積極					-

的人生觀		

<u> 宗教委員會成員</u> 5.1 <u>委員會成員</u> 5

<u>~</u>	
顧 問	吕以敏校長
主席	朱得怡老師
成員	陳淑媚、鍾淑婷、黎俊勇、曾素玲老師
圃 籾 道 価	

5.2 <u>團契導師</u>

初中團契	曾素玲、葉麗珊、張偉良
高中團契	陳淑媚、朱得怡老師

7.2019-2020 週會與節期崇拜			(19/8/2019 version)		
	週會	СТ	主題	負責人	
2/9	開學禮			LCY	
13/9	區會教育日			CSM+PELE	
23/9	雄辩 - ECA				
2/10	Х	СТ			
14/10	就職 – AC				
24/10	Х	CT UT 前			
8/11	宗		新同事介紹	CTY	
18/11	宗		形象	PELE	
26/11	Х	СТ			
9/12	宗		平等分享	CTY	
17/12	Х	CT Exam 前			
19/12	聖誕崇拜		Eternity	TSL CTY	
8/1	Х	S6 CT	中一至中五考試		
16/1	Х	S6 CT	中一至中五考試		
5/2	Х	СТ			
13/2	宗 (LOVE		曖昧的味道	TSL	
	ED)				
21/2	Х	CT 家長日前			
2/3	宗		MARCO	CSM	
6/3	45 週年			CST + TSL	
12/3	宗		舊生 - 陳鈞漢	CTY	
20/3	宗		唐 SIR - 從 2013 波士	CTY	
			頓馬拉松開始		
6/4	Х	CT (having			
		dse)			
8/4	復活節崇拜		徐偉賢	TSL	
23/4	X	СТ	DSE 期間		
5/5	宗		黎明 – 身份認同	CTY	
15/5	健康校園 s1-3	S4-5 CT	S1-3 於禮堂有周會		
25/5	宗		梁發人	CSM	
2/6	宗 原諒		劉進圖	CSM +	
10/5				PELE	
10/6	X	СТ		LCV	
13/7	結業禮			LCY	

C.C.C. MONG MAN WAI COLLEGE

CIVIC EDUCATION COMMITTEE

WORKING PLAN (2019-2020)

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 SLP

- 3.1.1 ITE
- 3.1.2 Value Education

4 Targets of this year

4.1 Enhancement of environmental and health education

- 4.2 Promotion of students' understanding of HK society and community
- 4.3 Promotion of National education and Basic Law
- 4.4 Promotion of health education

回		計劃/措施	時間	對象	統	預算	評估	成功
應					籌		方法	準則
目								
標								
4.2	認	早會:認識基本法/	全年	全校	TWP	/	會議檢	參與者
4.3	識	大灣區/一帶一路					討/	的满意
	時	明報小記者	全年	中		/		感
	事/			四、			觀察學	
	公			中五			生進度	
	民/			學生			/ 口頭	
	威	認識基本法(壁報	全年	全校	TWP	200	查詢	完成計
	民	板主題,約兩次)						劃
	教	初中基本法比賽	2020年4月20	全校	LYF	300		完成計
	育		日-4月21日					劃
3.1		民間學堂	11月1日(全	中二	TWP	(津貼)		

		I	1					
(見中國歷			方位學習日)					
史科計劃)								
4.2		認識香港各級選舉	2020年2月6	中一	TWP			問卷調
4.3			日(DAY2)					查
			(1:05-1:45)					(約有%
								參與者
								感满
								意)
4.3		大澳漁村歷史文化	2019年10月17	高中:	TWP	5000		完成計
			日(DAY4)	中五				劃
		之旅		中六				-1
		1 VE VE		× 11-	LVD	,	<u>کر کار ا</u>	,
4.3		升旗禮	2019年9月30日	全校	LYF	/	會議檢	/
						4	討/問	
4.3		長洲太平清醮及平	11月22日	高中	TWP	4500	卷調查	持分者
		安包工作坊	(DAY 5)待定				/頭調	不少於
		鴨靈遊踪	2019年9月27	高中	TWP		查	60%對
			曰 (DAY5)			5020		活動感
								滿意
		沙田民間風俗考察	2019年10月或	中一	YFL	735		
			11月	至中	II D	100		
			11 / 1	E E				
4.3			2019 年 5 月 91	一 中四	TWP	4500		
4.0		十五日"	日	中五	1 "1	4000		
4.2			-		CE	100		
		突發時事專欄/分	全年	全校	CE	100		
4.3		享	2.4		VDI	500	A 14 1A	
4.1	環	環保袋設計比賽	全年	中二	YFL	500	會議檢	完成作
	境				/		討	
	教	講座(主題:謝絶塑	19年11月15	初中	TWP			講者對
	育	膠產品)	日(第九節)			/	由有關	學生反
						,	老師評	子工众 應回饋
							估成效	 心口頃 正面
							/	止 <u>山</u> 參與人
							學生回	<u> 多兴八</u> 數符機
							饋	
								構合要
		它扣旗前夕石口儿	<u>入</u> 左	入上				求
		定期舉辦各項回收 活動(利是封、食	全年	全校		1000		

		- 44.						
		品、教科書、文具						
		及其他。)						
		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	20年3月16	初中	YWL	300	學生比	分數達
			日至20日				賽表現	評判的
								要求
		協助推動本校環保		全校	全		與校方核	 合 計
		政策			體			
4.1		西貢鹽田梓生態遊	19年11月或	中一	YFL	1800	由老師	持分者
4.2			12月曆(待定)	至中			按學生	不少於
				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	20年8月23	高中	YWL	300	學生繳	信興及
3.2	涯		日 (暫定)	(挑選			交「自	學生回
	規			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	
		未來職人講座	19年9月12	中三		/	導師回	持分者
		(主動認識己理想	日				饋/	不少於
		職業的要求)	3:00 -4:00				學生問	60%對
			p.m.				卷調查	活動感
								满意
4.4	健	無糖飲食講座	原定19年9月	中一	LWS	1000		完成
	康		5 日					
	教							
	育	無糖體驗日	聖誕暖流	全校			導師及	
		-無糖飲食攤位遊					協作機	
		戲					構回饋	

Green Monday 無	聖誕暖流	全校		
綠不歡校園計劃				
-展覽及攤位遊戲				
(踏出果昔)				
Green Monday 無	2020年1月20	中三		
綠不歡校園計劃	日			
-講座及綠色小食				
工作坊				
校園健康大使計劃	2020年3月	全校		
推廣形式:攤位遊	18-20日(健康			
戲	成長及性教育			
	週)			
「營印未來」健康	2019年11月-	全校		完成有
推廣計劃	12 月			關培訓
- 青少年培訓工作	-學校課室(4			/參考
坊(共6小時)	小時)			家政科
	-香港專業教育			科務檢
	學院(葵涌)(2			討
	小時)			

Chairperson :		Tsang Wai Ping
Vice Chairperson :		Yeung Wai Ling
Members :		Lai Wai Sze, Lew Yuk Fong, Yeung Fung Ling

C.C.C. MONG MAN WAI COLLEGE EXTRA-CURRICULAR ACTIVITIES (ECA) COMMITTEE ANNUAL PLAN 2019-20

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

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	\checkmark 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, rope-skipping team and dance	development of certain
	group.	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.
2.2.2	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
0.0.0		manpower
	Students are quite passive.	 ✓ To strengthen the 'One Student One Sport / Art" Scheme with a recognition scheme ✓ To encourage students to develop an all-round reflective profile by means of SLP ✓ To let students knowing themselves by positive education. ✓ To better utilize the
2.2.7	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.
2.2.5	Number of ECA committee members was reduced. We may not have enough manpower to carry out some program.	 To better utilize the manpower and simplify 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.

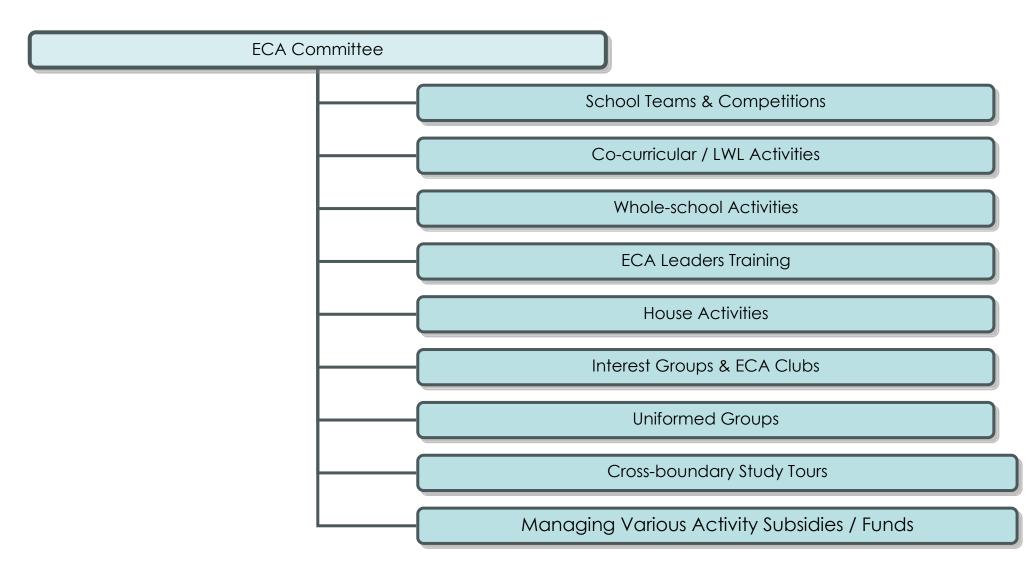
- 2.3.3 The introduction of Student Learning Profile [SLP] serves as an impetus for both schools and students to emphasize more ECA for student's whole-person development.
- 2.3.4 Some ECA groups, e.g. bowling team, Scrabble Team, Dance Group and rope-skipping teak performed very well in external competitions 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 Program of ECA leaders training are developing these few years. Students have a clear goal and target to be a leader at different positions.
- 2.3.8 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.
- 2.3.9 Life-wide learning grant can be used directly on enriching students' learning experiences.

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.

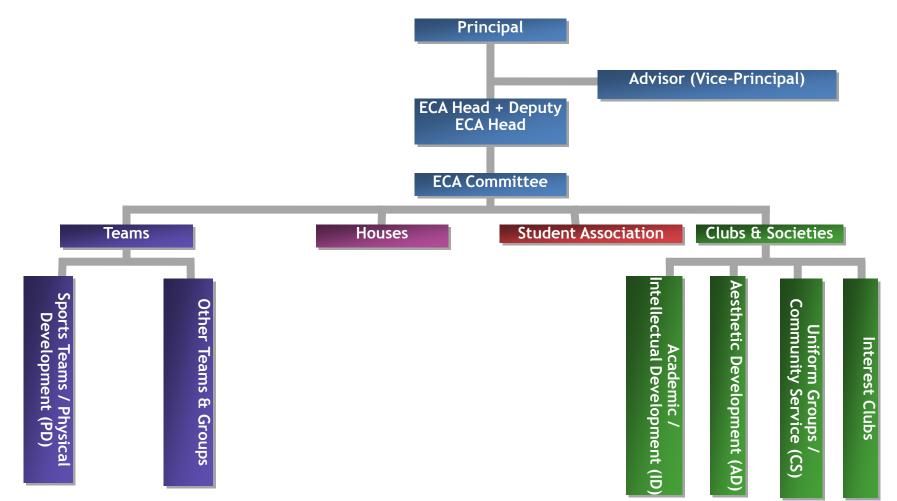
3. COMMITTEE MAJOR DUTIES

Major Duties of ECA Committee (19-20)



4. STRUCTURE OF VARIOUS ECA GROUPS

Structure of Various ECA Groups 19-20



5. SCHOOL'S MAJOR CONCERNS

- 5.1 To sustain self-directed learning habits
- **5.2** To foster positive education
- 5.3 To develop e-learning to enhance learning effectiveness(Academic)

6. COMMITTEE OBJECTIVES:

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

7. ALLOCATION OF DUTIES

	N	IEMB	ERS		ACTION CALDENDAR	MONTHS 8 9 10 11 12 1 2 3 4 5 6									\neg			
SLY	WYP	CWY	LCY	CYY	WORK	10	11					4	5	6	7	8		
*					1. Annual plan, budget & report		-	-					-		-	-		-
*		0			2. Updating various ECA forms												\square	
\bigcirc	\bigcirc	*	0		3. Collecting and tidying up enrolment lists,												\square	
					annual plans, budgets & reports from													
					different ECA groups (with School IT													
					Committee)													
*	\bigcirc	\bigcirc	\bigcirc		4. Monitoring & managing various ECA groups													
*	0			0	5. Supervising 'ECA prefects'													
*		\bigcirc			Updating ECA committee board													
*	\odot	0	0		7. ECA Enrolment Days													
\bigcirc		*			 SA Election & Co-ordination 													
*		0			9. Student Leaders Inauguration Ceremony													
		*			10. Co-ordination of Uniformed Groups													
*					11. Co-ordination of School Picnic													
*					12. Co-ordination of Sports Teams													
\bigcirc			*		13. External performances													
	\bigcirc			*	14. House activities													
*	\bigcirc				15. ECA Leaders Training													
\bigcirc			*		16. "One Student One Sport Art (OSOSA)"													
					Scheme													
*		*			17. SA activities													
*	\odot		\odot		18. Nominations for external competitions /													
					awards													
*	O	\bigcirc	O	\bigcirc	19. S1-S2 Life-wide Learning Days													
*	\bigcirc	\bigcirc	*	\bigcirc	20. Post-exam Activities													
*					21. EXCO meetings & Form Masters' meetings													
*					22. Appraisals of committee members													
*	\odot	0	0	\odot	23. Appraisals of ECA teachers-in-charge													
*					24. Student Activities Support Grant &													
					School-based After-school Learning &													
					Support Programme													
*					25. Mr Mui Ho-kuo Memorial Scholarship, Dr													
					Yeung Kai-ching Scholarship and Diagos	1												
					Scholarship													
*	<u> </u>			<u> </u>	26. Assigning ECA duties for next year													
*				\bigcirc	27. Outstanding Students' Award													
҃ӂ (OVF	RAI	I PFI	RSO	N-IN-CHARGE OTHER S	IJ	ЪР	OR		IG (C)	E.	Δ(-	ЗU	F.S	5	

* OVERALL PERSON-IN-CHARGE

© OTHER SUPPORTING COLLEAGUES

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	Time		Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
8.1.1	To continue to organize and co-ordinate 45 th Anniversary and talent show for students to celebrate and recognize their achievements.	5.1 5.2	1/20-7/20	•	Different modes of performance are included Both academic and non-academic sharing in morning assembly and hall during 45 th Anniversary.	*	participation	*SLY *CWY LCY	Please refer to budget of 45 th Anniversary \$3,500
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	9/19-8/20	•	Students are encouraged and subsidized by school to join more external training, competitions	•	participation Student achievements	*SLY LCY	\$ 40,775

	Strategy / Work	In Response to	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
				 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 and experience to	5.1 5.2	1/19-7/20	 Fill in the entire time slot in Life-wide learning and post-exam activities days. 	 Student participation Teacher observation & feedback 	*SLY ALL	\$10,500

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

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

	Strategy / Work	In Response to	Time		Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
8.2.1	To collaborate with subject panels for more co-curricular / LWL activities that supplement classroom learning	5.1	9/19-8/20	•	At least 3 activities are co-organized with subject panels or committiees throughout the year	•	Teacher observation & feedback	*SLY ALL	\$ 3,200
8.2.2	To organize / co-organize cross-boundary study tours for senior formers	5.1 & 5.2	9/19 - 8/20	•	At least 1 cross-boundar y study tours is successfully organized	٠	Teacher feedback Student feedback + sharing	*SLY *CYY ALL	Subsidy on teacher's fees \$3,300

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

Strategy / Work	In Response to	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
8.3.1 To further strengthen the 'One Student One Sport / Art' Scheme for S1	5.2	9/19-8/20	 Each S1 student is engaged in at least one long-term 	 Student participation Analysis the percentage of student 	*LCY SLY	Sports Team: \$114,018 Music Classes: \$114,300

Strategy / Work	In Response to	Time	Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
			training		participated in		
					ECA in S1		
				٠	Teacher		
					observation		
8.3.2 To organize tasting course	5.2	9/19-8/20	♦ 40 targeted	٠	Questionnaire	*SLY LCY	
for S1 Students			students join	٠	Student	LCT	Funding from
			the S1 tasting		participation		Community-based
			course	٠	Teacher		Project
					observation &		
					feedback		
8.3.3 To organize different	5.2	9/19-8/20	♦ 80%	٠	Statistical	*LCY SLY	Sports Team:
sports team and			attendance		analysis	SLI	\$114,018
instrument courses			rate	٠	Student		Music Classes:
					participation		\$114,300
				٠	Teacher		
					observation &		
					feedback		

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

Strategy / Work	In Response to	Time	Success Criterion	Evaluation Method	Person(s)- in-charge	Required Resources
8.4.1 To organize students leaders' training program	5.1 5.2	9/19-8/20	 Participated Students 	 Number of students that 	*LCY SLY	/
for S3 as foundation			become	become		

	Strategy / Work	In Response to	Time	Success Criterion		Evaluation Method	Person(s)- in-charge	Required Resources
	course. • Adventure-Ship			student leaders in senior form		student leaders. Student participation Teacher observation		
8.4.2	To further develop leadership training by providing more student centered learning and leaders role as first-tier leaders thru ECA Prefects • SCI student leaders training course	5.1 5.2	9/19-8/20	 ECA Prefects become head of houses, SA or interest group. Students take more active role in organizing activities 	*	participation	*SLY CYY	\$18,000
8.4.3	To develop student autonomy by giving chances for student organizations to conduct different events.(SA, houses, club and society)	5.1	9/19-8/20	 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	\$2,000

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

**For details, please refer to the budget plan of ECA committee.

9. COMMITTEE MEMBERS

Advisor: FPSHead: SLYMembers: CWY, CYY, LCY, WYP

C.C.C. MONG MAN WAI COLLEGE OTHER LEARNING EXPERIENCES (OLE) COMMITTEE ANNUAL PLAN 2019-20

1 <u>Vision</u>

- 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 <u>Strengths</u>

2.1.1 Career-related Experiences

- 2.1.1.1 Students have developed a sense of career and life planning and proactive participation of OLE after the implementation of school major concern 'Career and Life Planning Education' in last 5 years.
- 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 S2 S6 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 S4-S6 have provided the platform for aesthetics development, career-related education and community services under the structured time table.

2.2 <u>Weaknesses</u>

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 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).
- 2.3.2 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.
- 2.3.3 The advent of Life-wide Learning Grant could support the expense of some of CRE activities outside the classroom, after the completion of Career and Life Planning Grant (CLP Grant).

2.4 Threats

- 2.4.1 Turning Career and Life Planning Grant (CLP Grant) into regular teaching post was effective in 2017-18. No cash grant directly supports the employment of non-teaching staff and lesson exemption of committee members.
- 2.4.2 Programme Coordinator Assistant would be shifted to Teacher Assistant in 2019-20, bear the workload of lesson substitution, test/examination invigilation, detention classes and etc. This weaken the manpower of committee, including the support of CRE and OLE lesson during normal school days.
- 2.4.3 With the support of school authority, the turning does not affect the existing pooling of resources on CLP and OLE Committee in academic year 2019-20. It ensure the current support on Career-related experiences (CRE) and Career and Life Planning (CLP) in 19-20, 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.
- 2.4.4 The school authority projected that the lesson exemption will be greatly reduced or removed starting from 2020-21. This implied that no resource will be used to empower and enhance the capacity of the teaching team for life planning education after the Turning Career and Life Planning Grant (CLP Grant) into regular teaching post. Subsequently, the school-based CRE curriculum in S2 and S3 could not be conducted by committee members and no support will be given to advisor of Career Ambassador Team. The possible arrangement starting from 2020-21 have to be further discussed in 2019-20.
- 2.4.5 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.
- 2.4.6 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.
- 2.4.7 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 <u>3-year Development Plan (2019-2022) and Major Concern (2019-2020) of school</u>

3.1 3-year Development Plan

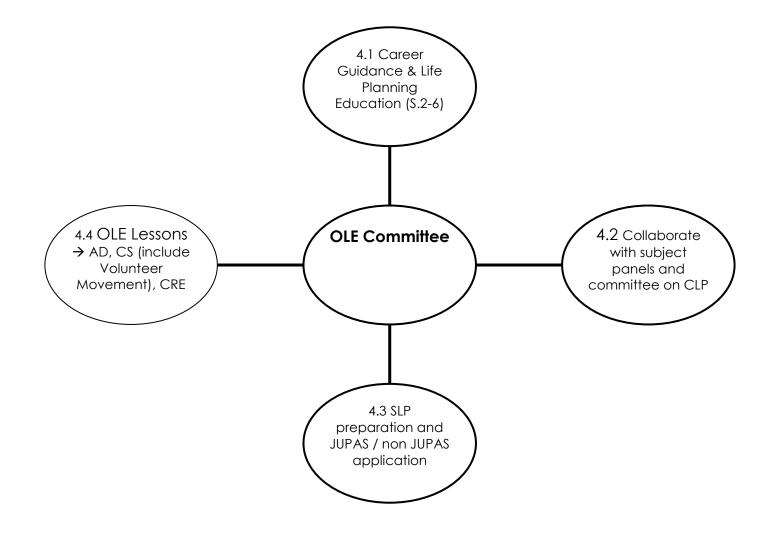
3.1.1 A future brightened with positivity cultivation; a chapter unveiled with IT in education.
 正向培育耀人生,科技學習揭新章。

3.2 Major Concern (2019-20)

- 3.2.1 To nurture students to be motivated learners
 - 3.2.1.1 To sustain self-directed learning habits (3-pillar-mode in lessons)
 - 3.2.1.2 To develop e-learning to enhance learning effectiveness
- 3.2.2 To foster positive education
 - 3.2.2.1 To cultivate a positive school climate
 - 3.2.2.2 To nurture and develop character strengths

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

- 4.1 To continue the work of life planning education and careers guidance and education for \$.2-\$.6 with the use of Life-wide Learning 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 Life-wide Learning 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 19-20

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 (徳 勤)	Throughout the year	 S4: ~15 students S5: 17 students S6: 10students (recruited by BAFS) teachers and via OLE webpage)
Student Training in Entrepreneurship Program	 ICT Jockey Club CoCoon 	09/2019 – 08/2020	S4 Students (Whole Form) During S4 OLE Lessons
南丁格爾生命導師計劃	基督教聯合醫院	(TBC by United Christian Hospital)	(TBC by United Christian Hospital)

5.1.2 Catering diversified students' needs (CST, Cynthia)

Scheme / Activity Project Bridge	Concerned Subject Panel and Organization	Duration	Concerned Students
職橋 計劃目標 1. 探索及認識不同職業,讓SEN 學生擴調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 計劃內容 1. 校內生涯規劃工作坊2次 2. 歷奇 1次 3. 校外行業探索 6次 4. 個人輔導 1次	 HKFYG 香 港青年協會 SEN Coordinat or 	Throughout year	 7-8 SENs students from S3-4 (TBC) Participants are recommended by SEN Coordinator. Due to the cut off of CLP Grant, the cost of the scheme (\$38,700) and transportation expenses would be subsidized by Learning Support Grant (SEN Grant).
「動力學堂」興趣技能工作坊 Under 19-20 After-school Learning and Support Programme 6 個工作坊: - 酒店房務 - 咖啡沖調/西式糕點 - 醫護初探 - 美容護理 - 化妝及美甲 - 寵物美容 (待定)	 Caritas Institute of Communit y Education (Tsui Ping) AC (Affairs) 	11/2019 – 6/2020	Less privileged students from Junior and Senior Forms (total: 58 students)

5.2 Plan in respective forms

5.2.1 2019-20 Form Career Guidance Teacher (Junior Form Coordinator: KLP; Senior Form Coordinator: CST)

FORM	Form Coordinator	Role of Form Career Guidance Teacher:		
S2	Miss Wu KY	 Attend Corresponding Form Meetings (4 times/year) 		
\$3	MISS KWOK LP	 Release/announce the updated career-related information in Class Teachers' Meetings 		
\$4	Mr. Lee HL	 Spot student who needs further career counseling 		
\$5	Miss Chung ST	 Provide individual career guidance to students in need or referred by Class Teachers or Form Master/Mistress 		
S6	Miss Chung ST			

5.2.2 For whole school

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
Throughout the year			Career Ambassadors 升學及擇業大使 - Alumni Sharing @ Morning Assembly - Activities Promotion - Newsletters - Parents Night / HKDSE Result Release	LHL, CST	Cynthia
22/02/2020 (1 st 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
13/07/2020 (2 nd Parents' Day)	14:00 - 16:30	Rm 109-110	Support on 2 nd Parents Day 出路諮詢	CST	Cynthia

5.2.3 For respective form

5.2.3.1 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
3/04 (last day of 2 nd Term Test)	Whole day After exam session	TBC	Life-wide Learning Activity "Connecting Students with Nature through STEAM" Programme 2019-2020 2019-2020 年度「連繫學生與大自然 - STEAM 學習計劃」	FKW (STEM), LPM (IS), CST (OLE)	S2 Form Master, Class Teachers, WKY, LHL, KLP, CST, Cynthia

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff	
5/09/2019	12:00-12:35 (Period 6)	Hall	Subject Selection Briefing Session 高中選科簡介	KLP, LWL	S3 Form Master, Class Teachers, Cynthia	
2/11/2019 (HKU)	TBC	HKU	Visiting HKU (Voluntary Basis, 30 quota) 探索香港大學 (自行報名,30 個名額)	CST	Cynthia, KLP, WKY, LHL, CST, Alumni	
16/11/2019 PTA AGM	After the AGM	Hall	NSS Introductory Talk For S3 Parents @ PTA AGM 高中選科簡介中三家長	KLP, LWL	CST	
4/05/2020	15:40 - 17:00	Hall	Talk on Mechanism of Subject Selection (for S3 Ss) 中三選科機制講 座	KLP, LWL	S3 Form Mistress, Class Teachers, CST, Cynthia	
8/05/2020 (Staff Development Day)	19:00 - 20:30	Hall	S3 Parents Night - Talk on NSS Subject Selection & Mechanism(for S3 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	6-8 CT Lessons	Classro oms	Preparatory Lessons for NSS Curriculum + Alumni Sharing + Group Counselling	KLP	S3 Class Teachers, WKY, LHL, CST, Cynthia	

5.2.3.2 S3 Career Guidance Teacher: MISS KWOK LP

5.2.3.3 S4 Career Guidance Teacher: Mr. Lee HL

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
5/09/2019	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 2020 (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
9/11/2019 23/11/2019	09:30 - 12:00	明 觀 塘 長者 心	中四級耆義承傳義工服務	CST	LHL, Cynthia
Feb – May /2020 (TBC)	during OLE Lesson	Respective Classroom	「恒生-聖雅各福群會青年職學平 台」-「Iam」 By St. James' Settlement 聖雅各福群 會 (Subsidized by Hang Seng Bank) (由恒生銀行資助)	CST	Cynthia
Whole Year	~ 3-4 CT lessons	Classro oms	School-based CRE Material @ Class Teacher Period	CST	S4 Class Teachers
Whole Year	OLE lessons	Classro oms	Coordination of OLE Lessons	LLM	

5.2.3.4	S5 Career Guidance Teacher: Miss Chung ST
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DATE	TIME	VENUE		PIC	Supporting Staff
DAIE	II/V\E	VENUE		FIC	supporting stati
4/09/2019	11:25-12:35 (P5-6)	Hall	S5 NSS Briefing Session 中五高中簡介 (University Exploration + SBA)		S5 Form Master , Class Teachers , Cynthia
<mark>15/05/2020</mark> (D1, TBC)	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	S5 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, LHL	Cynthia
30/06/2020 <mark>(Amended)</mark>	13:30 – 16:30	Classro oms 101-104	Workshop on JUPAS/SLP Preparation ONE (Writing) 學生學習概覽工作坊一 (寫作)	KLP, WKY, LHI	_, LLM
6/07/2020 (5A+5C) 7/07/2020 (5B+5D) (TBC)	13:00 – 17:00	Wan Chai	Career Live 職業體驗遊戲	CST, LHL	S5 Form Master, Class Teachers, Cynthia
Whole Year	~ 3-4 CT lessons	Classro oms	School-based CRE Material @ Class Teacher Period	CST, LHL	S5 Class Teachers
Whole Year	OLE lessons	Classro oms	Coordination of OLE Lessons (4 classes)	LLM	

5.2.3.5 S6 Career Guidance Teacher: Miss Chung ST

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
2/09/2019	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
3/09/2019	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	Sé Form Master, Class Teachers, Cynthia
21/09/2019 (sat) (Reserve: 22/09/2019)	1:30 – 16:30 (Sign-in time: 12:30PM)	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: FKW
Oct – Nov	NA	NA NA	Guidance on JUPAS and non JUPAS Decision 選科輔導	CST, KLP, WKY, LHL, LLM	6B: CWY
					6C: CYY
					6D: WSY

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff	
26/11/2019 (D1, TBC)	Period 7 – 9	HALL	Sharing on non-JUPAS programmes 非聯招選科分享	CST, Cynthia	S6 Form Master, Class Teachers (Period 7 ONLY)	
4/07/2020 (sat)	14:00-16:30	Hall	Pre D-day Announcement of HKDSE Result (for students & parents) 文憑試放榜準備講座	CST	S6 FM, CTs , ACS, ACA, Cynthia	
8/07/2020 (wed)	07:45–11:30	Hall, Rm101- 110, 201-202	D-day Guidance for Ss on the Day of Release of 2020 HKDSE Results 2020 文憑試放榜輔導	CST	S6 FM, CTs , ACA, Guidance Teachers, ALL OLE Teachers	
9-11/07	09:00 - 12:00	Rm109	Post D-day Guidance on JUPAS	TBC TBC	TBC TBC	
/2020	2020 1:30-4:30		re-prioritization 聯招改選輔導	ТВС		

6 <u>19-20 Implementation Plan</u>

6.1 <u>To enhance the work of life planning education and careers guidance and education for S.2-S.6 (respond to Objective 4.1 and</u>

<u>4.</u>	<u>2)</u>					
Target Level	Strategy / Work	Success Criterion	Evaluation Method		on(s)-in harge	Required Resources
	6.1.1 To provide careers guidance activities which are aligned with their developmental needs in different forms (S2-S6)	 At least one careers activity is organized for each target form 	 Student Feedback forms and worksheets Teacher observation 	\$2	CST	\$ 7000 ("Connecting Students with Nature through STEAM" Programme 2019-2020 @ Ocean Park)
				\$3	KLP	\$ 300 Visiting CUHK / HKU
lent				S4	LHL	\$ 500 (I'm portal by St. James Settlement)
Student				\$5	CST	\$ 0 (Interview Workshop by St. James Settlement) Under funding of MPFA \$ 100 (Interview Workshop by St. James Settlement) Under Funding Scheme for Youth Life Planning Activities by Youth Development Commission
				S6	CST	\$ 600 (Teacher Guide Books for Individual

Target Level	Strategy / Work		Success Criterion		Evaluation Method		on(s)-in harge	Required Resources
								Counselling)
	6.1.2 To collaborate with external organizations for work-related experiences and schemes and	•	At least two schemes are introduced to students of our school	* *	Student Feedback forms Teacher observation	EDB	CST	\$500
	opportunities for further studies					hkfyg, hkacm gm, HYC	CST	\$500
	6.1.3 To implement school-based materials for CRE lesson (S2-S3) and Material for Class	•	Review teaching schedule, powerpoint & teacher notes		Student Feedback forms Teacher observation	\$2	KLP, WKY	\$ 500 (souvenir in lessons) *WKY: 3-lesson exemption
Student	Teacher Periods (S1-6)		provided for class teachers			\$3		\$ 500 (souvenir in lessons) *KLP: 6-lesson exemption
						S4		
						\$5	CST	*CST: 6-lesson exemption
						S6		
Student	6.1.4 To disseminate career information and promoting outside school activities	•	(By OLE webpage) To maintain online platform for online application (By OLE Display Board) To display update-to information and share the past activities	* * *	promoted in online platform		CST nia (PCA)	\$ 0 (OLE webpage) \$ 800 (OLE Display Board) \$ 60000 (Develop a new OLE webpage, in 2 nd Term)

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in -charge	Required Resources
Student	6.1.5 To employ 1 Full Time Project Coordinator Assistants	 Support Online platform operation Support CRE lessons and activity Promote career-related activity from external organization Support clerical work 	 OLE Teachers' Evaluation 	CST	\$ 0 (Supported by school)
	6.1.6 Support to SENs 職穚	 At least ONE workshop for SENs on self-understanding At least TWO workplace visits were arranged At least ONE debriefing/individual guidance session for participants after workplace visit 	 Teacher Feedback Participants' Feedback 	CST Cynthia (PCA)	\$ 0 (Supported by Student Learning Grant – SEN Grant)
Student	6.1.7 To provide training to Career Ambassador Team	 Disseminate information related to work and further studies Promote activity related to work and further studies inside and outside school 	 Ambassadors' Feedback Advisors' Feedback 	LHL Cynthia (PCA)	\$ 1000 Under Funding Scheme for Youth Life Planning Activities by Youth Development Commission *LHL: 3-lesson exemption
	6.1.8 U-programme Subsidizing Scheme	 Subsidize students in applying university 	 Number of participants applied 	CST Cynthia (PCA)	\$ 20000 (TBC)

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in -charge	Required Resources
		programmes	 70% of budget could be used Participants' Feedback 		
Parents	6.1.9 Mock Result Release	 Completion of Mock Result Release in sep 	 Committee Heads' and Teachers' Feedback S6 FT/CT Feedback S6 Parents' Feedback S6 students' Feedback 	KTK, OLE, ACA, Guidance, Religious Committee,	\$16800 (Programme Fee) \$ 1000 (Material)
	6.1.10 Parents Support in Regular Meetings (S3 Parents Night and	 Provide consultation support in S3 Parents Night, 1st and 2nd 		S3: CST, KLP	
	Parents Days)and special days (Parents' Days and HKDSE Result	Parents Days and Day of HKDSE Result Release		Parents Days CST	\$ 1000 (Drinks)
	Release)			Day of HKDSE Result Release: Whole Team	
Teacher	6.1.11 Teachers' Training & Professional Sharing	 At least one workshop for related parties/class teachers on JUPAS guidance sharing for S5 class teacher 	 Teachers' Feedback 	CST	\$ O
Tec	6.1.12 To collaborate with subject panels and committee in organizing CLP engagement activities	 At least three schemes/activities are organized 	 Student Feedback forms / Reflection Worksheets Teachers Feedback 	CST Cynthia (PCA)	\$ 5000
			Total Estimate	d Use in 2019-20	\$ 156100

*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 Career Education Curriculum for S2-3, support career education curriculum in S2

WKY (3-Lesson exemption) – review and conduct Career Education Curriculum for S2, support S3 Group Counselling

LHL (3-Lesson exemption) – coordinate Career Ambassador Team, support S3 Group Counselling and OLE Lesson Extended Activity - Community Service

6.2 <u>To provide students balanced exposure and experiences in different areas of OLE, especially aesthetic development,</u> <u>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
6.2.1 To implement \$4-\$6		• AD, CS and CRE could	 Student feedback & 		\$ 10720
curriculum in S4-6 OLE	9/19-8/20	be covered in the	performance	LLM	(Budget for OLE
Lessons		curriculum.	 Teachers observation 		Lesson)
6.2.2 To promote Volunteer		 One promotion of the 	 Number of submission of 		
Movement	9/19-8/20	scheme by Community	booklet	CST	\$500
	9/19-0/20	Service Group	 Number of service hours 	CSI	(For printing stickers)
		 Collection of booklet 			

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 <u>4.4)</u></u>

Str	rategy / Work	Time		Success Criterion		Evaluation Method	Person(s)- in-charge		Required Resources
uplo achi self-c	ssist the S6 and S5 to bad the external ievements and accounts on the rtfolio	9/19-8/20	•	SLP/JUPAS workflow are provided for students during S5 and S6 OLE (CRE) Lessons	٠	i-portfolio platform Teacher feedback Student performance	CST KLP	*	Support from advisor, FPS Technical and clerical support of a teaching assistant (TA)
prep OLE JUPA	oach students on paring SLP (selection of and self-account) and AS/non-JUPAS lication (decision of		* *	Two writing workshops for students preparing self-account A school-based curriculum is designed	•	Student response and performance Teacher observation	Writing workshops: KLP, WKY, LLM, LHL	* *	Support from advisor, FPS Technical and clerical support of a teaching assistant
OEA	ect priority, selection of and JUPAS Additional mation)	9/19-8/20		for multiple study pathways during S6 OLE lessons.			Multiple Pathways: (During S6 OLE Lesson) CST, KLP	•	(TA) Involvement from Class Teachers, Chinese Teachers and English Teachers

7 <u>Allocation of Re-current / Routine Duties</u>

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	√ (S5, 6)	✔ (S3)	✓ (S2)		✓ (S4)	
7.1.3	Reviewing and tidying up careers resources in library						1
7.1.4	Collecting statistics of \$6 graduates						1
7.1.5	Handling student credentials		1	1	1	1	
7.1.6	Updating committee information at online platform						1
7.1.7	Updating committee boards						-
7.1.8	Coordinating OLE Lessons				1		
7.1.9	JUPAS administration (Briefing, data submission, SPN arrangement)	1					1
7.1.10	ApL administration (Briefing, info submission, screening interview)	5	1				•
7.1.11	Material editing for students writing self-account		1	1	4	1	
7.1.12	Organizing Institution/Workplace Visit	1					1
7.1.13	Collaborating with subject panels and committee	1					1
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 '19-20_OLE_Budget_Form'

9 <u>Committee Members</u>

Advisor	: FPS
Head	: CST
Deputy Head	: KLP
Members	: WKY, LLM, LHL
Non-teaching Staff	: CTW2 (Cynthia)

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.
 - 2.1.1.2.1All 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.
 - 2.1.1.2.3There 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 Student IT Fund
 - 2.3.1.1.1 Provide more capital for upgrade the internet services

2.3.1.2 Information Technology Staffing Support Grant

- 2.3.1.2.1 Provide 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 to sustain self-directed learning habits and develop e-learning to enhance learning effectiveness
 - 3.1.2 To foster positive education
 - 3.2 Essential Concerns
 - 3.2.1 To facilitate the effectiveness of school administration by information technology

4. Implementation Plan and the Division of Works

т . 1	Inpiement					<u> </u>
Item	Objective	Plan/Strategy	Time scale	Person in-	Method of	Success
	j			charge	evaluation	criteria
1	3.2.1	Academic Report - First Term	2020/01	LSW	Evaluate by	-
-		Examination			Committee	the plan
2	3.2.1	Academic Report - First Term Test	2019/10	WWC	Evaluate by	-
		-			Committee	the plan
3	3.2.1	Academic Report - Form 6 Mock	2020/01	FKW	Evaluate by	Complete
_		Examination			Committee	the plan
4	3.2.1	Academic Report - Second	2020/07	LSW	Evaluate by	Complete
		Examination			Committee	the plan
5	3.2.1	Academic Report - Second Term	2020/04	WWC	Evaluate by	Complete
		Test			Committee	the plan
6	3.2.1	Call System	2019/09	WWC	Evaluate by	Complete
0					Committee	the plan
7	3.1.1	Campus TV	2019/09	NWH	Evaluate by	Complete
,	0.111		2017/07		Committee	the plan
8	3.2.1	Certificate	2019-2020	CSM	Evaluate by	Complete
0	3.1.2		2017 2020		Committee	the plan
9	3.2.1	Class Photo Taking	2019/12-4	NWH	Evaluate by	Complete
	5.2.1		2019/12/5		Committee	the plan
10	3.2.1	DSE Application	2019/10	NWH	Evaluate by	Complete
10	5.2.1		2017/10		Committee	the plan
11	3.2.1	eClass Sport day	2019/10	FKW, CSM	Evaluate by	Complete
	5.2.1		2017/10		Committee	the plan
12	3.1.1	eClass Teaching and Learning	2019/09	NWH	Evaluate by	Complete
12	5.1.1		2019/09		Committee	the plan
13	3.1.1	EES	2019/09	NWH	Evaluate by	Complete
15	5.1.1		2017/07		Committee	the plan
14	3.2.1	Email Denfense system	2019/09	NWH	Evaluate by	Complete
17	5.2.1		2017/07		Committee	the plan
15	3.2.1	Eservices	2019/09	NWH	Evaluate by	Complete
15	5.2.1		2017/07	1 1 1 1 1	Committee	the plan
16	3.2.1	Examination Invigilation - First	2020/01	FKW	Evaluate by	Complete
10	J.2.1	Term Examination	2020/01	1 17 44	Committee	the plan
17	3.2.1	Examination Invigilation - First	2019/10	NWH	Evaluate by	Complete
1/	5.2.1	Term Test	2017/10	11111	Committee	the plan
18	3.2.1	Examination Invigilation - Mock	2020/01	NWH	Evaluate by	Complete
10	5.2.1	Examination	2020/01		Committee	the plan

19	3.2.1	Examination Invigilation - Second Term Examination	2020/06	NWH	Evaluate by Committee	Complete the plan
20	3.2.1	Examination Invigilation - Second Term Test	2020/04	NWH	Evaluate by Committee	Complete the plan
21	3.2.1	Form 3 elective subject assignment	2020/06	<u>wwc</u>	Evaluate by Committee	Complete the plan
22	3.2.1	Hardware and software	2019-2020	NWH	Evaluate by	Complete
23	3.1.1	Hkedcity	2019/09	WWC	Committee Evaluate by	the plan Complete
24	3.1.2	IT Perfect	2019/09	FKW, NWH	Committee Evaluate by	the plan Complete
	3.2.1				Committee Evaluate by	the plan Complete
25	3.1.1	Library Master	2019/09	WWC	Committee	the plan
26	3.2.1	Mark Entry System	2019/09	NWH*, FKW, LSW	Evaluate by Committee	Complete the plan
27	3.1.1	MMLC	2019/09	FKW	Evaluate by Committee	Complete the plan
28	3.2.1	OLE report	2020/07	CSM	Evaluate by Committee	Complete the plan
29	3.2.1	e-Admin Platform	2019-2020	NWH, FKW	Evaluate by Committee	Complete the plan
30	3.2.1	Photo Taking	2019-2020	LSW	Evaluate by	Complete
31	3.2.1	Questionnaire - First Term APASO	2019/10	CSM*, WWC	Committee Evaluate by	the plan Complete
					Committee Evaluate by	the plan Complete
32	3.2.1	Questionnaire - Guidance	2019/09	NWH*, <u>CSM</u>	Committee Evaluate by	the plan Complete
33	3.2.1	Questionnaire - Personal Information	2019/09	NWH	Committee	the plan
34	3.1.1 3.2.1	Questionnaire - Second Term APASO and Teaching Survey	2020/05	CSM*, WWC	Evaluate by Committee	Complete the plan
35	3.2.1	School homepage and Facebook	2019-2020	NWH, LSW	Evaluate by Committee	Complete the plan
36	3.2.1	Server and intranet	2019-2020	NWH	Evaluate by Committee	Complete the plan
37	3.2.1	Shun Hing Education and Charity	2019-2020	NWH	Evaluate by	Complete
38	3.2.1	Fund Project Single Login	2019/09	NWH	Committee Evaluate by	the plan Complete
		0 0			Committee	the plan

39	3.1.2	SI D remort	2020/01	CSM*, NWH,	Evaluate by	Complete
39	5.1.2	SLP report	2020/01	$CSIM^*$, IN W H,	Committee	the plan
40	2 2 1	Smart Cand and Octomus sustain	2010/00		Evaluate by	Complete
40	3.2.1	Smart Card and Octopus system	2019/09	WWC	Committee	the plan
41	3.2.1	SMS	2010/00	WWC	Evaluate by	Complete
41	5.2.1	51415	2019/09	wwc	Committee	the plan
42	2 2 1	Staff Cand and Student Cand	2019/09	WWC	Evaluate by	Complete
42	3.2.1	Staff Card and Student Card	2019/09	<u>WWC</u>	Committee	the plan
43	3.1.1	Staff room computer and classroom	2019/09		Evaluate by	Complete
45	5.1.1	computer	2019/09	FKW	Committee	the plan
44	3.2.1	Stock Taking	2020/07	FKW	Evaluate by	Complete
44	5.2.1	Stock Taking	2020/07	LVN	Committee	the plan
45	3.2.1	Testimonial	2020/05	CSM	Evaluate by	Complete
45	3.2.1	Testimonial	2020/05	<u>CSM</u>	Committee	the plan
16	2 2 1	Timetable	2020/08	NWH*, FKW,	Evaluate by	Complete
46	3.2.1	Timetable	2020/08	LSW	Committee	the plan
47	2 2 1	WebSAMS	2010 2020		Evaluate by	Complete
47	3.2.1	wedsAMS	2019-2020	NWH	Committee	the plan
40	222	Window Misnorhous Sustan	2010/00		Evaluate by	Complete
48	3.2.2	Wireless Microphone System	2019/09	NWH	Committee	the plan

- 5 Budget
 - 5.1 Composite IT (EDB Composite IT Grant: (\$420,652)

No.	Item	Expenditure	Remarks
1	Computer (\$5,500 x 8)	44,000	Equipment
	- Staff Room	++,000	Lquipinent
2	Email defense system maintenance	5,400	Services
3	School homepage maintenance	2,000	Services
4	Microsoft open license for academic (\$318 x 76)	24,168	Equipment
5	Consumable Goods		
	- Hard disk (4T x 6) (\$1300 x 6)		
	- Cable (\$500)		
	- Desktop case (\$1000)	23,300	Consumable
	- Monitor Protect (\$1000 x 2)		
	- CPU and motherboard for campus TV (\$8,000)		
	- Others (4,000)		
6	22 inches Monitors (\$1000 x 20)		
	- General Office CCH, HK, TYL, NEW (4)		
	- Computer Room computer for teacher (2)		
	- Library computer for student (4)	24,000	Equipmont
	- MMLC computer (10)	24,000	Equipment
	25 inches Monitor (1500 x 1)		
	- Principal Room		
	15.6 inches Portable Monitor (\$2,500)		
7	Server	40,000	Equipment
	- HV Server	40,000	Equipment
8	Visualizer (\$4,500 x 17)		
	- Room 101- 107 (7)	76,500	Equipmont
	- Room 401-405 (5)	70,300	Equipment
	- N201, N301, N302, N401, N402 (5)		
9	Door access system (\$8,000 x 17)		
	Replace		
	- 102A, 202A, 302A,		
	STEM Room, COMP Room, MMLC		
	IT Office , English Center, Campus TV	13,600	Equipment
	3/F Preparation Room, 4/F Preparation Room, VA Room		
	Music		
	New		
	- 307A, H02, Library, New Resources Room		
10	Campus TV Course (\$500 x 10)	5,000	Equipment
11	IT Prefect Coupon	300	Consumable

12	WIFI Module for Big TV	2,000	Equipment
13	Air server license / Chromecast (\$300 x15)		
	- HE room and Needle work room (2)		
	- 4 Labs (4),		
	- Music Room, VA (2)	4,500	Equipment
	- N201, N301, N302, N401, N402 (5)		
	- Hall (1)		
	- English Center (1)		
14	Campus TV equipment and Software		
	Microphone for video camera (\$1,000)		
	One year license fee for Adobe Premier (\$1,870)	10.470	Eastingenet
	Camera stabilizer (\$2,500)	10,470	Equipment
	Microphone for Camera and tablet computer (\$800 x 3)		
	Osmo Pocket (\$2,700)		
15	Walkie Talkie and accessories (\$450 x 10)	4,500	Equipment
16	Projector (\$5500 x 10)		
	- MMLC (1)	55,000	Equipmont
	- 101-105, N201, N401 (7)	55,000	Equipment
	- Hall (2)		
17	IP phone (\$1,500 x 4)	6 000	Equipmont
	- 302A, 307A, STEM Room, New Resources Room	6,000	Equipment
18	Installation fee for laser cutter	10,000	Equipment
19	Sensor for mBot (20)	30,000	Equipment
20	Notebook (1)	10,000	Equipment
21	Printer	2500	Eastancest
	- Principal Room	2500	Equipment
22	Hall screen (\$2,000 x 2)	4,000	Equipment
23	Staff Card (\$12 x 15)	180	
24	Infrared wireless receiver (\$1,000 x 2)	2,000	Equipment
25	Amplifier (\$1,500 x 2)	3,000	Equipment
26	Bar Code scanner for library	1,500	Equipment
	Total	403,918	
	Balance	16,734	
udant	TT Fund (\$21.5 x 733=\$15.759.5)	1	

5.2 Student IT Fund (\$21.5 x 733=\$15,759.5)

No.	Item	Expenditure	Remarks
1	200M Internet Services (\$988 x 12)	11,856	Services
2	eClass maintenance (\$4800)	4,800	Services
	Total	16,656	
	Balance	-896.5	

5.3 Information Technology Staffing Support Grant (\$317,338)

No.	Item	Expenditure	Remarks
1	IT Office General Expenses	\$317,338	Salary
	Total	\$317,338	

5.4 WIFI Upgrade (\$66,403+\$66,740)

No.	Item	Expenditure	Remarks
1	WIFI upgrade	129,543	
2.	WIFI (\$300 x 12)	3,600	
	Total	133,143	
	Balance	0	

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 Head)			
	Mr. Law Ka Leong (IT Assistant)			
	Mr. Hong Pak Kin (IT Assistant)			

C.C.C. Mong Man Wai College School Promotion Committee Annual Programme Plan (2019-2020)

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

Ν	Aeasures/ Strategies	Objectives	Schedule	Evaluation methods	Success criteria	PIC(s)	Budget
1.	Publishing school pamphlet	1.3 3.1	10/2019	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	*CMT (CHI) * WYP (ENG) LSW(ph oto) WSY	\$12000 3500 copies Stamps \$1500
2.	Publishing school newsletter	1.3 3.1	11/2019	Amount of newsletters distributed to target schools	-School newsletter published -School newsletters delivered to 80% of target primary schools	*WYP (ENG) *CMT (CHI) WSY LMY LSW	\$ 10000 3500copies
3.	Holding S.1 Admission Talk	1.1 1.2 3.1 3.2	9/11/2019	-No. of participants -Parents' questionnaires	 - 600 or more parents and students attend the talk -Positive feedback from parents 	* WSY LSW CMT LMY WYP	\$ 6000
4.	S.1 students sending Christmas cards to their primary schools	3.2	Before 14/12/2019	-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	\$3000
5.	Admission Interview for S.1 Discretionary Places	1.1 3.4	21/3/2020	-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	25/4/2020 afternoon	No. of participating schools	8 or more primary schools participate	*LSW WSY CMT LMY WYP	\$4500
7.	S.1 Information Day	1.1 1.3 3.1	12/07/2020	-Teachers' observation -attendance rate of parents and students	80% (or above) parents attend the talk	*WSY WYP CMT	
8.	S.1 Registration Day	1.2	9/7/2020 10/7/2020	Teachers' observation	-Smooth rundown -All documents are completed and submitted	*LSW LMY	
9.	Sending thank you letters to primary schools when students get good academic results	3.2	2/9/2019	-No. of thank you letters sent to primary schools after final exam	Ten thank you letters sent to primary schools	*WSY	\$20
10.	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	Over 50 copies of school pamphlets/ newsletters distributed for each event	*LSW (Booths) *WSY (Talk) CMT	\$1000

11.	Issuing press releases regularly	1.1 1.3 3.3	Whole year	No. of press releases issued	Press releases issued	*WYP (ENG) *CMT (CHI)	
12.	Training Camp and training days for student ambassadors	3.1	<pre>①14/9/2019 ②2/11/2019 ③3/4/2019 ④3/7/2020- 4/7/2020 ⑤8/2020</pre>	-Students' questionnaires -Teachers' observation	Positive feedback from SAs	*LSW CMT	\$2500 (14/9/2019) \$2500 (2/11/2019) \$8600 (3/4/2020) \$50000 (3/7-4/7/2202) \$6000(8/2020)
13.	Decoration of staircases with students' achievements	3.1	Whole year	-Number of photo frames	-Photos frames at staircases updated once a year	*CMT	\$500
14.	45 th anniversary celebration: briefing & training sessions	3.1	Whole year	-Students' verbal feedback -Teachers' observation	Positive feedback from SAs -Smooth implementation of activities and programmes	*LSW CMT	\$500

Committee members:

Chairperson: Miss Wong Sau Ying (WSY) Committee members: Mr. Cheung Man Tak (CMT), Miss Lau Mei Ying (LMY), Mr. Lee Siu Wing (LSW), Miss Wong Yin Ping (WYP)

C.C.C. Mong Man Wai College General Affairs Committee Year Plan (2019 – 2020) 4th September, 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.

2.2 Weaknesses

- The campus is not big enough to provide sufficient space for storage.
- The aging problems of the school campus (about 50 years) and facilities require frequent inspections and repairs.

2.3 **Opportunities**

• 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.

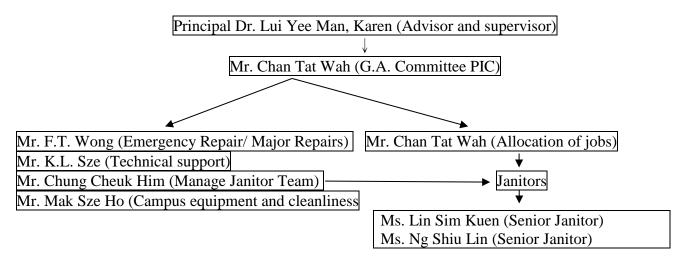
2.4 Threats

- Aging campus and spalling ceiling concrete endanger the safety of all staff and students.
- 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 meet the orders given by government departments
- 3.9 To maintain the trees in campus
- 3.10 To take precaution against infectious diseases
- 3.11 To maintain the lift in the New Wing
- 3.12 To provide clean water to students and staff
- 3.13 To print examination/test papers, notes and other documents

4. STRUCTURE OF GENERAL AFFAIRS COMMITTEE



5. ALLOCATION OF DUTIES

PICs	Duties
Mr. T.W.Chan	Planning and coordination
(CTW)	 Renting of classrooms and hall
	 Leading janitor team
	 Supervision of canteen, lunch/catering service
Mr. C.H. Chung	 Supervision of janitor team
(CCH)	 Clerical, Courier, Tendering support
Mr. F.T. Wong	 Major Repairs / Emergency Repair, safety assurance
(WFT)	 Supervision of canteen
Mr. S.H. Mak	 Supervision of school environment
(MSH)	Maintenance of equipment
Mr. K.L. Sze	• Maintenance and purchase of equipment and electrical devices
(SKL)	Technical support
Ms. S.K. Lin (娟) &	• Allocation of tasks
Ms. S.L. Ng (蓮)	• Cleaning
	• Training of new janitors

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	Objec- tives	Plan/Strategy	Dura- tion	PICs	Method of evaluation	Success criteria
1	3.3	Supervision of canteen caterer (Danny Catering Services Ltd. Contract lasts from Sept 2018 to Aug 2021)	2019- 2020		1	Positive feedback in questionnaire
2	31	Procurement of furniture and equipment (Including all items under the Composite F&E)		CTW CCH	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	Aug 2020	CTW SKL CCH		Finish the updated stock list on or before August 2020

		(Including the equipment and furniture in all classrooms, courts, hall, stairs corridors and special rooms)				
4	3.7	Lease Hall and Classrooms (including HKDSE and other public examinations)	2019- 2020	CTW Janitors	Evaluate by committee	Avoid any clash of school activities and pubic examinations which are mostly taken place at hall
5	3.2	Janitor team (roster, evaluations, contract, training and supervision)	2019- 2020	CTW CCH 娟	Janitors' Evaluation Form	Janitors' performance should reach 70 marks or above
6	3.5	School security (security alarm system, recording visitors' information at the Information Counter and roof top supervision)	2019- 2020	CTW Janitors	Evaluate by committee	Change the alarm system and avoid intruders
7	3.1	Major Repairs and Emergency Repairs (funded and carried by ASD)	2020 Jul/ Aug	CTW WFT CCH	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)	2019- 2020	CTW CCH	Evaluate by committee	Keep the air-conditioners in proper function.
9	3.9	Tree inspection and trimming (prepare annual tree report and trim overgrown trees)	2019- 2020	CTW CCH	Evaluate by committee	Prepare the annual tree report and trim the trees with potential dangers
10	3.10	Diseases Precaution, pest control and Sterilization (cleaning, broadcasting information of infectious diseases, measures against mosquito breeding)	2019- 2020	CTW CCH Janitors	Evaluate by committee	Take immediate measures against infectious diseases if there are cases of students infection
11	3.6	Study room (Room 303 cleaning and supervision)	2019- 2020	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	3.8	Mandatory Inspection of Building (requested by Building Department)	2018	CTW	Evaluate by committee	Complete the two orders by the end of September 2019.
13	3.1	Install rolling shutters and air- conditioners in the Covered Playground (donated by Shun Hing Charity Fund)	2019- 2020	CTW SKL	Evaluate by committee	Complete the installations on or before Dec 2019
14	3.7	Setting and moving furniture (including all activities in hall and other locations in the campus)	2019- 2020	CTW SKL	Evaluate by committee	Finish all setting before the activities and provide air- conditioning during the activities
15	3.1 3.4 3.10	Clean the campus (including all venues both indoor and outdoor)	2019- 2020	CTW MSH Janitors	Evaluate by committee	Keep all the equipment and facilities in good conditions
16	3.6	Courier Service (deliver documents to banks and pick up items from all locations in HK)	2019- 2020	CTW CCH	Evaluate by committee	To be able to assist all committees and departments for business outside the school
17	3.1 3.5	Carpark (cleaning, issue carpark permits and maintain the canopies)	2019- 2020	CTW SKL Janitors	Evaluate by committee	Keep the carpark safe and clean Record visitors' vehicles
18	3.1 3.5	Minor Repairs (fix the items not included in the MR or ER)	2019- 2020	CTW MSH WFT Janitors	Evaluate by committee	Keep all the equipment and facilities in good conditions

19	3.11	Maintenance and repair the Lift in the New Wing (tendering of maintenance, regular check and annual testing by registered service provider)	2019- 2020	CTW MSH	Evaluate by committee	Up-date the 'Lift Use Permit' and conduct annual test
20	3.12	Water fountains and distilled water (include all the 16 water fountains in the campus, tendering of water fountain maintenance and periodic sterilization)	2019- 2020	CTW MSH Janitors	Evaluate by committee	Keep the fountain clean and in good condition
21	3.1	Student Lockers (include all the lockers in classrooms, special rooms and corridors)	2019- 2020	CTW MSH Janitors	Evaluate by committee	Keep the lockers clean and in good shape. Replace the broken one if necessary
22	3.4 3.9	Gardening and fish tank (including all trees, potted plants and the small farm near the carpark exit)	2019- 2020	CTW Janitors	Evaluate by committee	Keep the fish tank in good condition. Work with Bio Department to keep the organic farm in good condition.
22	3.13	Printing (including exam/test papers, notes and other documents)	2019- 2020	CTW Janitors	Evaluate by committee	Support all departments and committee to print necessary documents

~ End ~

中華基督教會蒙民偉書院

中國語文科

2019-2020 年度周年工作計劃

(2019-2022 三年工作計劃:第一年)

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;
- 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。
- 2. 現況分析
 - 2.1 優點
 - 2.1.1 在編班方面,本校初中不設精英班,減少標籤效應;高中方面,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、測驗及拔尖補底小組等。
 - 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,少部分學生對辯論有濃厚興趣。本科設辯論 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;轉英中以來, 部份學生對學習中國語文頗感畏懼,學習欠信心。
- 2.2.4學生閱讀、寫作能力較弱。
- 2.2.5 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

- 2.3.1 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。
- 2.3.2 配合校方步伐推行自主學習,期望能加強學生自學能力。
- 2.3.3 近年不斷推動學生參與校內外課外活動及比賽,不少學生奪取佳績及獲 得寶貴的經歷,加強對學習中文的信心。
- 2.4 危機
 - 2.4.1各科對尖子抱有期望,未能協調時間,造成師生壓力。
 - 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 持續鼓勵學生培養自主學習的習慣
 - 3.1.2 透過發展電子學習以加強學習效能
- 4. 計劃內容及工作分配

	目	計劃/策略	評估	成功準則	時間表	負責人
	標		方法			
4.1	自主	學習				
4.1.1	1.1	維持自主學習的習慣:通過課	檢查教材	教師達到	全年	全體同事
	1.4	前讓學生準備;課堂讓學生多	庫、觀課、	本科指標,		
	1.6	參與及互動;課後跟進等模	課後交流	全年每位		
	1.7	式;並以電子教學提高教學效		教師 1 次		
		能,高中班別開發文言文十二		同儕觀課。		
		篇,初中不限開發範疇,設計				
		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。				
4.1.2	1.1	作家研究:讓學生以自主學習	檢查教材	任教老師	全年	任教初中
	1.2	的模式探究,以工作紙輔助,		製作教材,		的老師
	1.4	導讀後由學生自行探索老師		學生作品		
	1.5	選定的篇章 (輸入),進行匯		結集成冊,		
	1.6	報,以讀帶寫,進行仿作(輸		在校内分		
	1.7	出)。加強閱讀訓練,發掘尖		享學習成		
		° ∽		果。		
4.1.3	1.6	除了在電子教室上載值得推薦	檢視	上載新的	全年	WSY

		的網頁外,還在校本教材新增		推薦網址		
		QR code,方便學生瀏覽,以鼓		评资吗?正		
		勵學生善用網上資源及自主學				
		習。				
4.1.4	1 4	- 新課程著重語文積累,針對教	檢查及	學生完成	全年	WWC2 及
		科書之不足,初中增設自習篇		, 工 元 风 老 師 指 定		任教老
	1.0	章,為學生積累語文知識;另		課業及完		師
		外,製作校本自習研修資料冊,		成科本要		
		以打好同學的古詩文基礎,並		水背誦詩		
		在测考中進行評核,提升學生		詞的數量		
		自學能力。		的故主		
4.1.5	13	在中二級進行專題習作,培養	检視及少	展示學生	2019-	CWK 及任
4. 1. 0		學生自學,搜集資料,共同協		化 小子王 作品	2015	教同事
	1.0	作,提升溝通、領導等能力。通	MA K	1100	2022	我 闩 争 對象:中
		過專題習作滲入新高中選修單				三
		元的元素,為高中作準備。				-
		題目:中國傳統文學作品及現				
		代流行曲如何體現中國傳統人				
1		(公之信。)				
4 2	雷子	倫之情。 舉翌				
4.2	電子 15	學習 	检查雪子	注 到 木 科	今年	今 禮同事
4. 2 4. 2. 1	1.5	學習 電子學習首年為探索階段,嘗			全年	全體同事
	1.5 1.6	學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用		達到本科 指標	全年	全體同事
	1.5	學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立			全年	全體同事
	1.5 1.6	學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年100%老			全年	全體同事
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電子學習的不同模式,在班試<紀錄	
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升學生學習語文的興趣。試辨 閱讀分享會,推動閱讀風氣。 統計 出席率或 冬奧度符 合預期 4.3.2 1.5 香港學校朗誦節 問卷及 統計 90%以上參 加者均能 取得良好 或優良獎 狀。 9-12 LYF 4.3.3 1.1 辨論隊 檢查 文件 参與比賽 前訓練 全年 LHL 4.3.4 1.5 藉推動校外語文活動及比賽, 為尖子提供學習機會。 統計及 檢視數據 70%學生參 換校內外 語文活動。 全年 WSY 4.3.5 1.6 為尖子提供學習機會。 統計及 位視數據 70%學生參 集校內外 語文活動。 全年 WSY 4.3.5 1.5 鼓勵獲獎學生參加學習成果 展示日。 檢視 展示學生 全年 WSY 4.3.6 1.5 初中各級會否配合教學,推行 一項活動或比賽,讓學生走出 課室學習。(見附件) 檢查文件 初中每級 每年舉辦 指要 1文 會議 中二 中二 4.3.7 1.2 運用中國歷史及文化撥款,舉 數中國文化講座及中國文化 學生抽樣 70% 學生 4月 CWK	
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4.3.4 1.5 藉推動校外語文活動及比賽, 為尖子提供學習機會。 統計及 檢視數據 70%學生參 奧校內外 語文活動。 全年 嬰校內外 語文活動。 WSY 體下 4.3.5 1.6 為尖子提供學習機會。 統計及 檢視數據 70%學生參 與校內外 語文活動。 愛年 WSY 體下 4.3.5 1.5 鼓勵獲獎學生參加學習成果 展示日。 檢視 展示學生 作品 全年 四項或兩 項校外語 文活動。 WSY 4.3.6 1.5 初中各級會否配合教學,推行 一項活動或比賽,讓學生走出 課室學習。(見附件) 檢查文件 和中每級 指要 葡萄 中二 中二 4.3.7 1.2 運用中國歷史及文化撥款,舉 影, 拍攝及展示文化影音錄 學生抽樣 問卷 70%學生 正面回應 4月 CWK	
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日(兩天),讓同學通過攤位遊 戲、拍攝及展示文化影音錄	
戲、拍攝及展示文化影音錄	
像、穿著古代漢服、品茗、淺	
曾中國色小食等親身體驗,加	
深對祖國歷史及文化的認識。	
4.4 價值教育	
4.4.1 1.2 通過各級課程達至價值教育, 檢 查 教 任 教老師 全年 全體	老師

		選篇如中一《岳飛之少年時 代》、《愚公移山》;中二《最苦 與最樂》、《生於憂患,死於安 樂》;中三《中國的牛》、《讓》; 高中《論仁論孝論君子》、《岳陽 樓記》等;培養學生仁愛、勇氣、 節制等美德。選修單元「中國文 化專題」教導儒家思想中仁、 義、禮、智等概念,反思傳統思	表	製作教材 及評改學 生課業		
		想的價值,以期內化建立學生 的價價觀。				
4.5	從民	い。 現論中學習 TSL , YLS				
		修訂各級閱讀書目,提升閱讀	檢查	70%同學	全年	TSL, YLS
		質量。	數據	完成閱讀		及全體同
				圖書,並		事
				缴交指定		
				數量的讀		
				書報告。		
4.5.2	1.4	善用廣泛閱讀的資源,購置書	檢查	70%初中同	全年	TSL, YLS
	1.6	本。學生須在書目上選書,閱	庫存表	學達到要		及全體
		讀後完成讀書報告。		求。		同事
4.5.3	1.4	科任老師從各級「傳閱書目」	檢查	100 %初中	全年	TSL, YLS
	1.6	中,選取合適的書籍,在初中		同學閱讀		及全體
		班內傳閱。		1本「傳		同事
				閱書籍」		
4.5.4		沿用現時的教協普及閱讀獎勵			全年	TSL, YLS
		計劃,鼓勵同學多閱讀,爭取				L及全體
	1.6	獲得青、藍、紫章。跟進其他科		紫章7		同事
		填寫讀書報告的情況,鼓勵更		位。		
		多學生升章。				
4. 5. 5	1.5	舉行「你想的書」活動,鼓勵同			學期終	TSL, YLS
		學多閱讀並用心完成讀書報	計、檢查	活動。		
	1 -	告。	16.51	「01/「日日」	2 4	
4.5.6		使用「看漢中文網」,鼓勵同學	統計	50%同學能	全年	TSL, YLS
	1.0	多閱讀,並培養每天閱讀的習		達標。		
		價。中一至中五同學達到既定 約冊书, 可於測驗業和問讀等				
		的要求,可於測驗卷和閱讀能 力卷加1-3分。中四、中五按				
		力 态加 1-3 分。 平四、 平五 按 教學進度完成文言指定篇章練				
		秋子 進 反 兀 成 入 言 拍 火 扁 早 練				

			1	1		
		習。中六同學須於本學年完成				
		十二篇文言指定篇章練習。				
4.5.7	1.5	邀請初中各級同學在早會中分	早會分享	完成活動	每學期	LYF, WSY
		享讀書心得,加強推動閱讀風			一次	, CMT
		氣 °				
4.6	拔头	2策略				
4.6.1	1.1	中三級設一班精英班,由任教	檢查課業	任教精英	全年	增加篇章:
	1.3	老師增加篇章;在課業選題、	及在教材	班老師每	2019-	任教中三
	1.4	設題上亦會提高對學生要求,	庫中檢查	單元選一	2020	精英班同
	1.6	每單元工作紙設挑戰題,由負	學生作品	篇程度較		事
		責該單元的教師設題,精英班		深的文章		工作紙設
		學生必須完成挑戰題,以提升		施教,並附		挑戰題及
		質量上的要求。精英班以分組		設工作紙。		選題:中三
		形式自學導讀或自習篇章,在				老師
		課堂以簡報進行試教活動,教				
		師及其他學生提問。				
4.6.2	1.4	中五、六4班,其中兩班設3	觀課、檢	多以互動	全年	任教老師
		組,進行小班教學,設16人	查教材庫	教學模式		
		尖子組,任教老師因應尖子組		上課		
		情況, 增潤適合教材, 其餘兩				
		組為中游組。				
4.6.3	1.1	各級按需要開設拔尖補底班。	問卷	學生問卷	全年	WSY 及各
	1.3	(見附件)		調查		级级联络
4.6.4	1.5	追蹤各班尖子,任教老師邀請	參與者回	學生問卷	全年	全體同事
		參加校外參觀及語文活動,加	應、問卷或	調查		
		強對尖子的培育。	檢視工作			
			紙			
4.7	生涯	E規劃教育				
4.7.1	1.5	體驗科目與職業的可能關係:	參與者回	成功參與	全年	全體同
		舉辦與本科有關的職業探索活	饋或分享	1項活動		事
		動。				
4.7.2	1.5	整合科目學習到生活技能之	檢查進度	完成相關	全年	中四級
		中:藉綜合能力選修單元讓學	表及課業			任教老
		生掌握自薦信的要求及寫作				師
		方法				,

附件

4.3 全方位學習

- 4.3.6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LYF
 - 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。CMT

4.6 拔尖策略

- 4.6.3 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、說話班 LYF
 - 中二級:文言文訓練班 WSY
 - 中三級:初中口語溝通 CMT
 - 中四級:寫作能力訓練 TSL
 - 中五級:寫作能力提升訓練班 YLS

中六級:文憑試寫作能力應試班、文憑試說話能力應試班 WWC2

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:\$650)	\$1050
5.6	印刷及文具	\$300
5.7	活動:	\$4200
	寫作獎勵計劃: \$500	
	中文科徵文比賽:\$800	
	語文活動獎品:\$800	
	書法培訓工作坊:\$1600	
	初中尖子培訓活動津貼: \$500	
5.8	交通費:	\$3000
	朗誦交通費:\$1500	
	尖子參觀中文大學車費:\$1500	
5.9	全方位學習活動	\$1000
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	\$5500
5.13	中國文化日(中國歷史及文化撥款)	\$26400
	預算總支出	\$93450

6. 科組成員

6.1 科組成員

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

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	曾素玲老師(中四級校本評核統籌)、
	葉麗珊老師(中五級校本評核統籌)、
	黄華昌老師(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 2019-2020 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 There are ample opportunities for students to use English in class in our school, a EMI institution.

2.2 Weaknesses

- 2.2.1 The English standard of the S.1 intake has not 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 The use of English has been encouraged on more school occasions with the new school leadership.

- 2.3.2 The two English teachers granted due to the switch of medium of instruction will be kept in the foreseeable future.
- 2.3.3 Manpower resources are re-deployed in order to cater for the learner diversity in junior forms.

2.4 Threats

- 2.4.1 The English ability of this S.1 cohort is unsatisfactory as reflected by the results of the English attainment test, which may hinder their learning in an EMI school.
- 2.4.2 The External School Review conducted by the Education Bureau is highly possible in the coming year that needs preparation work.
- 2.4.3 Some manpower has to be allocated to the preparation work for the 45th school anniversary.

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

- 3.1 To sustain self-directed learning (SDL) habits
- 3.2 To develop e-learning to enhance learning effectiveness

Departmental objectives / Objectives of Academic Committee

- 3.3 To enrich life-wide learning
- 3.4 To incorporate values education (including MCE and Basic Law Education)
- 3.5 To enhance language across the curriculum (including Reading)
- 3.6 To incorporate STEM education and ITE (Information and Technology Education)
- 3.7 To cater for learner diversity/ To strengthen elite teaching
- 3.8 To enhance careers and life planning education
- 3.9 To enhance teaching effectiveness
- 3.10 To enhance assessment for/as learning

	Object	Measures/Strategies	Evaluation	Success criteria	Schedule	PICs
	ives		methods			
4.1	3.1	Teachers will develop their own class-based lesson plans and	Class visit records	At least once in	Whole	All English
		teaching materials that integrate SDL.	and/or materials	each term by each	year	teachers
			designed	teacher		
4.2		Teachers will integrate SDL in the lessons for peer and/or	Class visit records	At least once by	Whole	All English
		appraisal class visits.		each teacher	year	teachers
4.3		Teachers will assign a wide variety of post-lesson SDL tasks to	Teaching	At least once in	Whole	All English
		students e.g. self/peer (online) feedback, extended reading,	materials	each term by each	year	teachers
		writing, listening or speaking tasks, etc.	designed	teacher		
4.4		S.2-3 elites will take part in elite training activities that require	Feedback from	Positive feedback	2 nd term	YWL,
		them to play an active role throughout.	participants and	from participants		teachers
			teachers	and teachers		concerned
4.5		Students will take part in SDL activities organized by the	Participation and	All students	Whole	WKY, S.1-4
		English Centre e.g. S.1-2 reading activity, S.3-4 oral practices,	feedback of	concerned	year	teachers
		etc.	students	participate in it		
4.6		Students will take part in English activities with the incentives of	Activity marks	Over 80% of	Whole	All English
		the English learning passport in S.1-5 and the activity marks in		students obtain a	year	teachers
		S.1-3.		pass in activity		
				marks		

4. Implementation plan, work allocation and evaluation

4.7		Students will utilize the resources available at the English Centre	Utilization of	Satisfactory	Whole	WKY, all
		for SDL e.g. books, DVDs, tablets, etc.	English Centre	utilization of	year	English
				English Centre		teachers
4.8		S.1-3 students will complete the self-access online learning	Completion rate	Most classes can	Whole	All English
		programme i.e. i-Learner beyond class time while S.4-6 students	of practices	achieve the	year	teachers
		will be encouraged to do the TVnews practices.		following rates:		
				S.1-3: 60%		
4.9		E-readers run by the school library will be available for students	Access /	Selected elite	Whole	English
		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
4.10	3.2	Teachers will try to incorporate e-learning elements e.g. utilizing	Tryouts and	At least 3 teachers	Whole	All English
		resources from publishers, e-learning tools/apps and platforms in	sharing by	completed the	year	teachers
		their teaching and share the experiences in post-exam form	teachers	tryouts and		
		meetings.		sharing		
4.11		Teachers will attend the professional activities on e-learning e.g.	Participation of	At least once by	Whole	All English
		in-house training sessions, workshop of seminars by EDB, visits	teachers	each teacher	year	teachers
		to other schools, etc.				
4.12		Further discussions on how to integrate e-learning in English	Discussions done	Possible measures	Whole	TLM, all
		teaching will be done in panel meetings.		suggested	year	English
						teachers

4.13	3.3	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. in collaboration with other school parties e.g. English		activities		
		Society, English debate team, ACA, PTA, STEM group, etc.				
4.14		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		
4.15		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
4.16	3.4	Students will write on topics related to the positive values	Writing practices	At least once by	Whole	S.1-5
		advocated in S.1-5.	done	each student	year	teachers
4.17		Students will read books and/or watch movies with embedded	ERVS or SBA	At least once by	Whole	S.1-5
		positive values and character strengths for ERVS (S.1-3) and	reports completed	each student	year	teachers
		SBA (S.4-5).				
4.18		Films featuring positive values and character strengths will be	Film shows	At least once in	Whole	WKY
		chosen for some film shows by the English Centre.	concerned	each term	year	
			completed			

4.19		Selected positive values will be used as the themes for some	Activities	Participation in	English	TLM, YWL
		activities on the English days.	concerned	the activities	days	
			completed	concerned		
4.20		The theme of the English writing competition for the 45 th school	The competition	Participants'	1 st term	TLM (TBC)
		anniversary will be 'Connect' that is related to some positive	held	performance		
		values such as love, gratitude, spirituality, social intelligence,		concerned in the		
		etc.		competition		
4.21		Students will subscribe to the English newspapers and read	Subscription of	All the students	Whole	All English
		about social issues and current affairs. Regular coursework like	newspapers and	subscribed to the	year	teachers
		news comments and news quizzes will be done.	completion of	newspapers and		
			coursework	completed the		
			concerned	coursework		
				concerned		
4.22		A project on social issues will be done by S.5.	Completion of	Satisfactory	2 nd term	S.5 English
			project	performance of		teachers
				students		
4.23	3.5	The extensive reading and viewing scheme (ERVS) covering e-	Number of	90% of students	Whole	All S.1-5
		readers will be implemented in S.1-5.	reports completed	meet the	year	English
			by students	minimum		teachers,
				requirements		school
						library

4.24		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%		
4.25		All S.1-6 students will be required to subscribe to the newspaper	Students'	Students utilize	Whole	S.1-6
		on a regular basis and read across the curriculum.	utilization of	newspapers for	year	English
			newspapers	coursework		teachers
4.26	3.6	STEM-related activities will be organized by English Centre e.g.	Students'	Satisfactory	1 st term	WKY
		opening activity for S.2, demonstration of board games by	participation and	participation and		
		STEM group.	feedback	positive feedback		
4.27		Non-fiction readers and textbook units related to STEM topics	Completion of	Satisfactory	Whole	S.1-3
		will be covered in S.1-3.	book reports and	completion of	year	English
			teaching of the	book reports and		teachers
			units concerned	textbook units		
				concerned covered		
4.28		Online resources/platforms and electronic devices are utilized	Utilization of	Satisfactory	Whole	All English
		for teaching and students' self-access learning e.g. e-class, e-	resources and	utilization by	year	teachers
		readers, i-Learner English practices for S.1-3, TVnews for S.4-6,	platforms	students		
		tablets at English Centre, etc.				
4.29	3.7	Manpower resources will be allocated to cater for learner		Arrangement	Whole	TLM, YWL
		diversity e.g. smaller classes in S.2,4-6, specialization teaching		made and	year	
		for S.1-3, 5-6, etc.		reviewed		

S.1-6 form coordinators, teachers of
coordinators,
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teachers of
elite classes
Teachers of
elite and
remedial
classes.
TLM, YWL
TLM, YWL
WKY, TLM

4.36		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
4.37		Measures will be carried out for the marginal students who have	Participants'	Some participants	1 st term	S.6 teachers
		potential to attain L4 in HKDSE in S.6 with school subsidy e.g.	performance in	achieving L4		
		enhancement course.	HKDSE			
4.38		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		
4.39		E-class will be utilized for students to access the internal past		Some papers from	Whole	All form
		papers individually.		the previous year	year	coordinators
				uploaded		
4.40	3.8	S.5 students will be required to take an elective module	Participation in	Satisfactory	2 nd term	S.5 teachers
		'Learning English through Workplace Communication' and	class and	participation in		
		complete a project, which helps them identify personal	performance in	class and		
		aspirations and learn useful workplace knowledge.	project work	performance in		
				project work		
4.41		The writing syllabus of S.1-6 will cover practical writings	Correction by	Correction done	Whole	S1-6
		related to workplace communication e.g. S.6 self-account, letter	students and	and positive	year	teachers
		of complaint, letter of application, etc.	comments by ST	comments given		

4.42		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 nd term	S.3 teachers
4.43		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
4.44		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
4.45	3.9	S.1-3 curriculum will be refined e.g. adopting new textbooks, consolidating grammar, vocabulary and writing, adding bonus marks in daily writing practices, etc.	Feedback from teachers and students	Positive feedback received	Whole year	YWL, CYW2, teachers concerned
4.46		Daily marks will be incorporated in S.1-4 in order to encourage students to make consistent effort on studying English.	Performance of students and feedback from teachers	Satisfactory scored of students and positive feedback from teachers	Whole year	All English teachers
4.47		Teachers will share their own teaching materials with the other panellists by uploading them onto the subject server.		Materials uploaded	Whole year	All English teachers

4.48		Measures that enhance exam performance will be carried out in		Lessons or	Whole	Teachers of
		S.3-6 e.g. extra lessons and intra/inter-class/school oral		practices	year	S.3-6
		practices, uniform quizzes, uniform practices, etc.		conducted		
4.49		There will be pre-DSE oral practices in S.6 with the help from		Practices held	2 nd term	S.6 teachers
		subject teachers and the tutors hired.				
4.50		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		
4.51		Teachers will serve as markers or examiners for public exam e.g.	Number of	3 teachers serve as	2 nd term	Teachers of
		TSA, DSE, etc., which allows them to be familiar with the exam	teacher markers	markers / oral		S.3-6
		trend.		examiners for		
				TSA, DSE and AL		
4.52		Teachers will attend professional development activities on	CPD records	At least once by	Whole	All English
		English Language teaching e.g. SDL and e-learning, etc.	submitted by	each teacher	year	teachers
			teachers			
4.53	3.10	Teachers will include elements of assessment as learning (AaL)	Class visits record	Elements of AaL	Whole	All English
		in the peer and appraisal class visits e.g. goal-setting, reflecting		included by some	year	teachers
		on learning progress, goal-adjusting, etc.		teachers		
4.54		Self-assessment and peer-assessment will be carried out in		Work completed	Whole	All English
		writing and speaking in all forms.			year	teachers

4.55	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
4.56	SBA will be carried out in S.5.		Work completed	Whole	S.5 teachers
				year	
4.57	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	

5. Budget (To be finalized in September 2019)

	Types / Accounts	Amounts (\$)	Items / Details	PICs	Due dates
1	CEC	22000	Speech factivel	SC VWI	(m/yy)
1	CEG	22000	Speech festival	SC, YWL	5/20
	22000				
2	DLG	15000	Public speaking training	YWL, SC	5/20
	15000	(S.4: 5000;	- S.4		
		S.5: 5000;	- S.5		
		S.6: 5000)	- S.6		
3	F & E	2000	English centre furniture and equipment	WKY	5/20
	2000				
4	Library grant	1300	Library books	TLM	5/20
	2700	1400	Books for elites / exam ref	TLM	10/19
5	Teachers' reference	2000	Reference books and DVDs for teachers	TLM, YWL	5/20
	3000	1000	Teaching aids bought from textbook publishers	TLM	5/20
6	Stationery	100	Stationery	TLM	5/20

	100				
7	Newspapers &	900	English centre	WKY	5/20
	magazines 1000	100	Panel reference	TLM	5/20
8	Teaching aids	2000	S.1-3 readers	YWL	5/20
	29500	1000	S.4-5 readers	TLM	5/20
		3000	General	TLM	5/20
		21500	S.1-3 Online reading programme (i-Learner)	CWY2	5/20
		2000	English centre books, DVDs, board games, etc.	WKY	5/20
9	Activities	1600	English days		5/20
	7600		- English Day 1	YWL	
			- English Day 2	TLM	
		3500	Inter-class competitions		5/20
			- S.1 Vocabulary competition	WFT	
			- S.3 Vocabulary competition	CWL	
			- S.4 Singing contest	KLP	
			- S.5 Debate competition	FMY	
			- 45 th school anniversary writing competition	CWY2	
			S.2 elite training activity 2000	CTW	
		2000	English outings and workshops		5/20
			- S.1-2 elite outings/workshops	CWY2	
			- S.3 outings/workshops	YWL	
			- S.4-5 outings/workshops	TLM	

			- S.6 outings/ oral practice (travelling)	TLM	
		500	English Centre activities		5/20
			- Opening activity	WKY	
			- S.1-3 activity	WFT	
			- S.4-6 activity	FMY	
10	Activities (Partly	24000	- S.1-3 ELIC English summer camp (A subsidy of \$1200	CWY2	5/20
	subsidized)		for each participant)		
	31000	10000	- S.2 drama outing (3000 travelling; 7000 ticket)	YWL	
	Courses for DSE	2500	Enhancement course for S.6 marginal students	CWY2, TLM	5/20
11	7500	2500	Intensive listening course for S.6		
	7500	2500	Pre-DSE oral practices for S.6		

6. Programme team

Panel head: TLM	Deput	Deputy panel head: YWL			Junior forms coordinator: CWY		
Teams/ Groups		Members					
English Centre	WKY*	FMY	SC	WFT	WKY2	WYP	
(TLM#)							
Speech Festival	SC*	CWL	KLP	WC	WKY2	WYP	
(YWL#)							
Form Coordinators	(S1) WF	Г (S2) СТ	W (S3) C	WL (S4) I	KLP (S5)	FMY	
(S.4-6: TLM#)	(S6) CW	(S6) CWY2 (S1-3) CWY2					
(S.1-3: YWL#)							

#Adviser

C.C.C. MONG MAN WAI COLLEGE MATHEMATICS ANNUAL PLAN (2019-2020)

1 Aims

- 1.1 To promote the interest of Mathematics
- 1.2 To expose the practice of mathematics in our daily life and in the nature.
- 1.3 To develop a logical and systematic way of presentation
- 1.4 To prepare the students for the public examinations
- 1.5 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 have knowledge on the application of information technology which give help to the development of IT in education
- 2.1.6 Some students are interested in mathematics

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 head, 2 committee head among the 9 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 have not increase since there is a change from CMI to EMI nine years ago
- 2.2.8 The numbers of actual teaching lesson of math teachers are relative high among KLA subject.
- 2.2.9 Although SDL lessons have been implemented in S1 to S3 for some years, the teaching times are still 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 5A, 6A are great among the form because of the class structure
- 2.2.11 School have not provide extra resources for remedial class so that some teachers needs to spend their own time for extra lessons when implementing S6 remedial class
- 2.3 Threats and opportunities
 - 2.3.1 S2 students are the weakest among recent years as reflected by their pre-S1 attainment test result
 - 2.3.2 AS SDL programs have been implemented for some years, all S2 to S5 students have experienced the SDL lessons
 - 2.3.3 One non-math-major new teacher has joined our team this year
 - 2.3.4 The learner diversity of each class of S2 would be larger than before since there is no elite class
- 3 Concerns for the current year and the corresponding work done
 - 3.1 Major Concerns from ACS
 - 3.1.1 School major concern
 - 3.1.1.1 To sustain self-directed learning habits
 - 3.1.1.2 To develop e-learning to enhance learning effectiveness
 - 3.1.2 Life-wide Learning (co-curricular activities, visits, field trips, etc)
 - 3.1.3 Values education (including MCE and Basic Law education)

- 3.1.4 Language across the curriculum (including Reading)
- 3.1.5 STEM education and ITE (Information and Technology Education)
- 3.1.6 Strategies for Elite Teaching
- 3.1.7 Showcase Items and sharing (e.g. study tour) for Learning Celebrations
- 3.1.8 CLPE

3.2 Essential concerns of the Panel

- 3.2.1 Promoting the interests of Mathematics
- 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 Implementation Plan and the Division of Works

	Plan/Strategy	Objective/	Method of evaluation	Success criteria	Time scale	Person	
		Concerns				in-charge	
4.1	Cooperate with Mathematics	3.1.2	Verbal report from corresponding	At least one activity has been	Whole year	LSW & LKT	
	club to carry out	3.2.1	teacher Evaluate in the panel meeting	carried out			
	extra-curricular activity						
4.2	Nominate student to join	3.1.2	Verbal report from corresponding	At least once	Whole year	LSW	
	external mathematics activity	3.1.6	teacher Evaluate in the panel meeting				
	or competition	3.2.1					
4.3	Reading report for S1	3.1.4	Evaluate in the panel meeting	Plan have carry out	Second term	S.1 teachers	

						I I	
		3.1.7					
		3.2.1					
		3.2.4					
4.4	Prepare information about	3.1.5	Materials are prepared	Plan have carry out	Whole year	LKT	
	STEM education and						
	investigate different mode of						
	engagement of Math in						
	STEM education						
4.5	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	3.2.3	teacher Evaluate in the panel meeting			teacher	
	public examination after	3.2.4					
	school						
4.6	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			
4.7	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		Supporting	
				the attendance is over 70%		Team	
4.8	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		teacher Evaluate in the panel meeting	this plan			
4.9	Conduct in-class elite	3.1.6	Verbal report from corresponding	All classes have carry out	Whole year	S.2 teachers	
	teaching for S.2 students		teacher Evaluate in the panel meeting	this plan			
4.10	Teach S3 elite class the	3.1.6	Verbal report from corresponding	Corresponding classes have	Whole year	CWY	
	enrichment part		teacher Evaluate in the panel meeting	carry out this plan			
4.11	Compulsory part 5* tutorial	3.1.6	Evaluate in the panel meeting	The attendance is over 70%	Oct-Dec,	FKW	
	class	3.2.3			2019		
		3.2.4					

4.1	2 Buy reference	3.1.6	Verbal report from corresponding	Plan have carry out	Whole year	LKT and S6	
	books/exercises for the elite	3.2.4	teacher Evaluate in the panel meeting			teachers	
	students						
4.1	3 Nominate student to perform	3.1.7	Verbal report from corresponding	Plan have carry out	Prepare for	All teachers	
	in the learning celebration		teacher Evaluate in the panel meeting		next year		
	day or prepare students' work						
	to exhibit in Learning						
	Celebration						
4.1	4 Review topics about CLPE in	3.1.8	Verbal report from corresponding	Plan have carry out	Whole year	All teachers	
	whole year		teacher Evaluate in the panel meeting				
4.1	5 Using examples/exercises to	3.1.8	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						
4.1	6 Give Elective Subject Talk of	3.1.8	Verbal report from corresponding	Plan have carry out	27/02/2020	LKT	
	M1/M2 to all S.3 students	3.2.4	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						
4.1	7 Hold school base seminar or	3.1.8	Attendance	The attendance is over 70%	Whole year	FKW & LKT	
	visit to the relative faculty of	3.2.1					
	the university or invite						
	representative from university						
	to give students briefing						

4.18	Project for S2	3.2.1	Verbal report from corresponding	Plan have carry out	Whole year	S.2 teachers	
		3.2.4	teacher Evaluate in the panel meeting				
4.19	Conduct M1, M2 tasting	3.2.2	Student feedback	Positive feedback	Feb. to May	КТК	
	course and screening test to	3.2.4			2020		
	S3 students						
4.20	Mock examination and	3.2.3	Verbal report from corresponding	At least once	Whole year	S.3 and S.6	
	revision exercise to help	3.2.4	teacher Evaluate in the panel meeting			teachers	
	student to prepare for the						
	TSA and HKDSE						
4.21	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	
4.22	S.6 Lunch time tutorial class	3.2.3	Attendance	The attendance is over 70%	Oct. to Dec.	CWY	
		3.2.4			2019		
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 2019 to	S1 and S2	
	prefect team to give tutorial			that the program is useful or	May 2020	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.2020	FKW, KTK,	
				that the program is useful or		LKT, NTY	
				the attendance is over 70%			

	Each junior form have collaborative lesson planning on new topics and keep the material in subject server	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	Modify and update all SDL programs for sustainability	3.1.1.1	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	Corresponding teachers
4.30	Increasing the number of lessons using SDL (preferably consecutive lessons)	3.1.1.1	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	Corresponding teachers
4.31	Sharing by pilot colleague (those who have been using e-learning in their class	3.1.1.2	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	All teachers
4.32	Encourage colleague to try e-learning in clas	3.1.1.2	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	All teachers
4.33	Panel heads and members collect e-learning materials from publisher	3.1.1.2	Verbal report from corresponding teacher Evaluate in the panel meeting	Plan have carry out	Whole year	All teachers

5 Budgets

中華基督教會蒙民偉書院 數學科 財政預算 (2019-2020)

項目	日期	對象	預算
學校事宜 / 行政項目			
圖書館藏書 - 圖書館書籍	全年		HK\$900.00
圖書館藏書 - 尖子書	全年		HK\$900.00
教師參考用書 (參考書、教科書)	全年		HK\$500.00
教具、學與教相關的資源	全年		HK\$1000.00
書商提供之教師參考用書或教材	全年		HK\$5000.00
文具	全年		HK\$200.00
P6-S1 Mathematics Bridging Course	2020-08		HK\$100.00
Inter-secondary School Rummikub Competition Judges Prize	全年		HK\$3600.00 \$1800.00 \$1800.00
Nominate students to join External Mathematics Competition	全年		HK\$2000.00
學生活動(提升學業成績)			
Tutorial class for higher ability student 專家 / 導師 / 教練費用(課程 / 校隊)	全年	S6	HK\$1000.00 \$1000.00
Tutorial class for lower ability student 專家 / 導師 / 教練費用(課程 / 校隊)	全年	S6	HK\$2000.00 \$2000.00
		合共	ŧ HK\$17,200.00
		合力	HK\$17,200.00

6 Members

6.1	MR. LO KING TAK* (PANELCHAIRMAN)	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*
6.9	MR. YIP KA HO		

*Math major

中華基督教會蒙民偉書院

通識教育科

工作計劃(2019-2020)

- 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9年教授高中通識教育科的經驗
 - 2.1.4 團隊中部份教師有8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
 - 2.1.6 書商提供的教材、試卷題目資源豐富
 - 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 答題技巧多變,學生難以掌握各項的技巧
 - 2.2.4 公開考試題目較多,學生難以於指定時間內完成
 - 2.2.5 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、電子教學)及有關答 題技巧訓練的資料得到充實,亦鼓勵同儕協作、交流及觀課, 以提高教學的效能。
 - 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 通識科課程內容將會調整,有機會刪減部份內容,學生較易掌

握

2.4 危機

- 2.4.1 通識教育科常要更新教材內容,加重任教老師工作壓力
- 2.4.2 公開考試的評核方法常作更新,教師教難掌握作答技巧
- 2.4.3 本科常受外界的質疑,未來發展不明朗
- 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 持續鼓勵學生培養自主學習的習慣(SDL)
 - 3.1.2 透過發展電子學習以加強學習效能(預備年)
 - 3.1.3 培養及發展學生正向思維及性格強項(預備年)
 - 3.1.4 生涯規劃(CLPE)
 - 3.1.5 加強學生答題技巧的訓練//拔尖計劃
 - 3.1.6 運用有效的教學法
 - 3.1.7 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(ITE)

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兩		
		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	成立籌備小組,分享使用電子應	會議討論	籌備小組成員可於會議上分享	全年	教師
		用程式教學的經驗		教學經驗		
		鼓勵學生使用 GOOGLE DRIVE 以		40%學生使用 GOOLGE DRIVE 以		
		繳交專題研習報告,與老師交流		繳交專題研習報告		
4.3	3.1.3	本科在教學內容上教授與個人	檢查教材庫、觀課、會	任教老師需在課堂上緊扣個人	全年	教師
		成長及生活技能相關的課題,使學	議討論 、觀課	成長及今日香港課題,與學生分		

		生更了解個人的特性,教授學生如 何面對生活的困境,以培養他們的 解難能力及正向思維模式 本科亦教授青少年價值觀相關 課題,以培養學生的正面價值觀 本科教授今日香港社會民生相 關課題,使學生更了解香港社會的 狀況及關心社會,加強他們對弱勢 社群的同理心		享香港年青人生活模式與個人性 格特質的關係 全年至少一次參與校外活動 (探訪社區的活動)		
4.4	3. 1. 4	 本科在教學內容上教授與個人成長及生活技能相關的課題,使學生更了解個人的特性。 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。 	檢查教材庫、觀課 參與者及教師回饋或 問卷	 中四任教老師需在課堂上緊扣個人成長課題,全年需至少一次與學生分享社會上職業的種類及特性,與個人性格特質的關係 全年至少一次參與校外活動(與職業及生涯規劃相關的活動) 	全年	教師
4.5	3.1.5	 制訂有系統的統一課業政策,讓 學生掌握公開試各種提問用語的 作答方法 一增加學生回答歷屆公開試試題 的機會 統一課業加上作答指引、相關概 	檢查教材庫、觀課、會 議討論 、觀課	 中四同學需完成答題技巧訓練 冊上冊,以提升學生的答題技巧 中五同學需完成答題技巧訓練 冊下冊,以提升學生的答題技巧 中四下學期至中六將以公開考 試卷為統一課業,以增加學生回 	全年	教師

		念圖及相關概念詞,使學生更明白		答歷屆公開試試題的機會		
		回應試題的技巧		中四至中六全部的統一課業必		
		邀請批改公開試的老師於會議		需加上作答指引,並列出相關的		
		中分享閱卷心得		概念詞,使學生更明白回應試題		
		中四至中六均設有統一測驗		的技巧		
		因應需要於中四至六加設作答		全年至少兩位老師於會議中分		
		技巧訓練班,以鞏固學生的答題技		享閱卷心得		
		巧		中四、中五上下學期各一次統		
		中五、六設「師徒制」,各由三		一測驗		
		位老師作深入的輔導,重點教授他		中六上學期一次統一測驗		
		們取分的秘訣		中五或中六全年至少一次作答		
		中六設「拔尖班」		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		
4.6	3.1.6	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			

4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 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 次,中六級需於 12 月完成公共衛 生及全球化 報學進度表 每年需素描 80%的相關練習於 本科內聯網內 全年 科主 任、教師 4.10 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		1					
4.7 3.1.7 χ 軟 可 以 η , η 型 褶 k j k χ 默 新 d k 80% 的 β p k β k χ f χ			在適切的情況下引入不同的課堂				
$1/1$, 這過討論及分享, 學生能互相 學習,提升思考及表達等技能。 χ 師在課堂就學生的 學習差異進行不同類型 的課堂活動(分組討論、課堂 分享)類型的課堂活動(分組討論、課堂 分享) 第4.83.2.1 $bb 關 = p #] 要本科相關的教科書及參考書籍k \pi ~ ~ ~ ~ g ~ ~ g ~ ~ g ~ ~ g ~ g ~ g ~$			活動,以增加同學的學習動機				
4.8 \mathbb{P} 習,提升思考及表達等技能。 部 \mathbb{P} 習 差異進行不同類型 的課堂活動(分組討論、 課堂分享) $\hat{\mathcal{A}}$ 字) $\hat{\mathcal{A}}$ 字) $\hat{\mathcal{A}}$ 字) 4.8 $3.2.1$ $bbm \Box m m m m m m m m m m m m m m m m m $	4.7	3.1.7	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
4.8 3.2.1 鼓励同事購買與本科相關的教 科書及參考書籍 检示資源室/圖書部 的相關書本 與友校交換相關資料 教學助理協助素描並 儲存相關的檔案 每年至少購買五本與本科相關 的書本及練習 全年 日本< 科主 任、教師 4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 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 教學進度表 100%教師能在指定時間完成教 學內容 全年 平本 科主 任、教師 4.10 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			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		
4.8 3.2.1 鼓勵同事購買與本科相關的教 科書及參考書籍 檢示資源室 / 圖書館 的相關書本 與友校交換相關資料 與友校交換相關資料 與友校交換相關資料 教學助理協助素描並 儲存相關的檔案 每年至少一次與友校交換模擬 約書本及練習 每年需素描 80%的相關練習於 本科內聯網內 全年 任、教師 4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首雨課; 中五級需完成今日香港、現代中 圖、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 秋學進度表 100%教師能在指定時間完成教 學內容 全年 學內容 科主 任、教師 4.10 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			學習,提升思考及表達等技能。	學習差異進行不同類型	分享)		
4.8 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 4.8 科書及參考書籍 與友校交換相關資料 每年至少一次與友校交換模擬 ···每年至少一次與友校交換模擬 ···泰師 4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 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 ·利學進度表 100%教師能在指定時間完成教 學內容 全年 學內容 科主 4.10 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 全年 科主				的課堂活動(分組討論、			
4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 中五級需完成令日香港、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 教學進度表 100%教師能在指定時間完成教 學內容 全年 學內容 4.4 4.10 3.2.3				課堂分享)			
4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 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 教學進度表 每年需素描 80%的相關練習於 本科內聯網內 全年 科主 任、教師 4.10 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	4.8	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
4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 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 教學進度表 100%教師能在指定時間完成教 學內容 全年 (任、教師 平本 學內容 科主 (任、教師 4.10 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 (上) 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
4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 中五級需完成分日香港、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 教學進度表 100%教師能在指定時間完成教 學內容 全年 學內容 科主 任、教師 4.10 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				與友校交換相關資料	每年至少一次與友校交換模擬		
1 1				教學助理協助素描並	試卷		
4.9 3.2.2 每年檢示各級的教學進度,中四 級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 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 教學進度表 100%教師能在指定時間完成教 學內容 全年 科主 任、教師 4.10 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				儲存相關的檔案	每年需素描 80%的相關練習於		
級需完成能源科技與環境、個人成 長與人際關係、今日香港首兩課; 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 					本科內聯網內		
長與人際關係、今日香港首兩課; 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IES 學生手冊100%學生需按學生手冊的進度 全年全年	4.9	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
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 IES學生手冊 100%學生需按學生手冊的進度 全年 科主			級需完成能源科技與環境、個人成		學內容		任、教師
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 IES 學生手冊 100%學生需按學生手冊的進度 全年 科主			長與人際關係、今日香港首兩課;				
究,中六級需於 12 月完成公共衛 生及全球化 IES學生手冊 100%學生需按學生手冊的進度 全年 科主			中五級需完成今日香港、現代中				
生及全球化 生及全球化 4.10 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			國、公共衛生首三課及獨立專題探				
4.10 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			究,中六級需於12月完成公共衛				
			生及全球化				
告(專題習作) IES 評核表 完成 IES 任、教師	4.10	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 2020/06 提交習		
				• • • • • • • • • • • • • • • • • • • •		
				作,教師亦需於 2020/09 前完成		
				評改程序		
4.11	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	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	(全	
		成 IES 文獻回顧報告		究時,按自己選擇的題目尋找相	年)	
				關的書籍,並需完成一份約 500		
				字的閱讀文獻回顧報告學		
4.12	3.2.5	中四、中五舉辦探訪社區活動	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			
4.13	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 中四上學期是學習階段,教師設計統一課業,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 中四下學期、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、相關概念圖及概念詞
 - 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)

上學期考試 (只設一卷):2小時

只考資料回應題(設3題,必答)(120分鐘)
下學期考試(設兩卷)

卷一:資料回應題,共設2題,全部必答(80分鐘)
卷二:延伸回應題,共設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)

考試(設兩卷)

卷一:資料回應題,共設2題,全部必答(80分鐘)
卷二:延伸回應題,共設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)

共中一題是資料回應題,另一道題目是延伸回應題 計分方法: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)
- 模擬考試 (設兩卷):

卷一為資料回應題,共設3題,全部必答(2小時)

- 卷二為延伸回應題,共設3題,同學只答一題,20
- 分(1小時15分鐘)
- 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%
- 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 2019/10/02 至 2020/05/29
 - 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
- 5.4 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 2019/11/18 至 2019/12/5
 - 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
 - 5.4.4 各項目選取9份課業(上、中、下各3份)

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)	\$6000
	(兩次中五參觀活動車費)	
5.2	圖書館圖書	\$900
5.3	ELITE BOOKS	\$900
	預算總支出	\$7800

7. 成員

顧問	吕以敏校長
科主任	陳綺瑩
級聯絡	黎偉良(中四)、陳綺瑩(中五)、梁國璋(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、黎思榮

中華基督教會蒙民偉書院

2019-2020 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,培養優良的品格,以及個人對社會、國家及民族的歸屬威(態度)。
 - 1.1.3 培養學生對中國歷史的興趣。
 - 1.2 總原則
 - 1.2.1 以學生為主體、能力為主導,重視啟發引導;
 - 1.2.2 照顧學生學習的多樣性;
 - 1.2.3 設計均衡而多樣化的課業,促進遷移;
 - 1.2.4 連繫其他學習領域或學科學習;
 - 1.2.5 三線並行,培養學生的優良品德,以及對民族、國家的歸屬感。
 - 1.3 中一至中三:
 - 1.3.1 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;
 - 1.3.2 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;
 - 1.3.3 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;
 - 1.3.4 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。
 - 1.4 高中
 - 1.4.1 建構歷史知識:

1.4.1.1 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。

1.4.1.2 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。

- 1.4.2 掌握研習歷史的技能:
 - 1.4.2.1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。
 1.4.2.2運用各種探究方法整理史料,建立概念。
- 2 目前情況分析(強弱機危)
 - 2.1 強項:
 - 2.1.1 與不同的科組有緊密的合作,並携手安排多樣化的學習活動,如參觀博物館、考察歷史遺跡、境外交流活動等。
 - 2.1.2 科任老師能互相緊密配合。
 - 2.1.3 「推動中國歷史及文化一筆過津貼」及LWL 撥款讓本科有充分的資源推廣歷史文化活動。
 - 2.2 弱項:
 - 2.2.1 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。
 - 2.2.2 初中任教老師常有變動,本年人數由去年七人減至四人。
 - 2.2.3 修讀本科的新高中的學生成績較弱。
 - 2.2.4 高中課程繁多艱深,且課時所限難以有限施教。
 - 2.2.5 高中考題型類/分數比重時有更改。
 - 2.3 機遇:
 - 2.3.1 初中學生品性樸實。
 - 2.3.2 學校推行新的三年計劃。
 - 2.3.3 近幾年資源較充裕。本年更增添了LWL 撥款。
 - 2.4 危機:
 - 2.4.1 即將推行的初中新課程課程繁多,令課時更緊迫。
 - 2.4.2 學生自學能力和自發性不高,理解及表達能力較弱。
 - 2.4.3 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。

3 發展目標

- 3.1 配合學校的發展目標及關注事項:
 - 3.1.1 自主學習:
 - 3.1.1.1 正向教育;
 - 3.1.1.2 電子學習。
- 3.2 鼓勵學生多參與不同的歷史文化活動,啟發其對歷史的興趣。
- 3.3 本年度推行目標
 - 3.3.1 配合學校年度計劃發展「自主學習」的目標。
 - 3.3.2 渗入認識基本法/國民教育元素。

3.4 本學年關注事項:

- 3.4.1 推動電子學習,提高學生的學習效能和參與程度(延續自主學習)。
- 3.4.2 推展正向教育。
- 3.4.3 持續加強基本法教育/國民教育的推廣。
- 3.4.4 繼續生涯規劃的開展,注意其可持續的元素。
- 3.4.5 準備初中新舊課程的過渡
- 3.4.6 其他(改善教,培育學生學習興趣、配合資優培訓及取消初中精英班後的拔尖保底的工作)
 3.4.6.1多提供學習機會予資優及高能力學生。
 - 3.4.6.2探討如何加強學生的學習效能。

4 推行策略措施

4.1 調適教學法

	策略/措施	統籌	參與者	目標	評估方法	成玏準則
1)	多給予正面的回饋,多標示學生課	科主	所有任教	3.4.6	-教學表現評估	-區會「教學
	業優點。	任	老師	3. 4. 6. 2	表(或同儕觀課)	表現評估」
						(有關項目滿
					-課業檢查報告	意或以上)
						-課業檢查及
2)	教師宜依據學生的程度、興趣學習				-教學表現評估	觀課後面談
	能力,給予適量功課,並作適當的 指導。				表(或同儕觀課)	正面
	11 1				-課業檢查報告	
3)	利用教學問卷調查,改善教學。				教學表現評估表	-
					(或同儕觀課)	
4)	鼓勵學生參與活動教學,一齊動				-教學表現評估	
	手,訓練其合作精神,互相砥礪。				表(或同儕觀課)	
					-觀課後面談	
5)	照顧學生學習的多樣性,施予適切				 科務會議檢討	檢討正面
	關注及協助。					
6)	安排富彈性的延伸活動和環境,讓			3. 4. 6	科務會議檢討	檢討正面
	具個別潛能的學生得以發揮。			3. 4. 6. 1		
				3. 4. 6. 2		

 7) 鼓勵同儕觀課,課後交流。 8) 多標示學生學習重點。 9) 避免只作抄錄或記憶訓練。 10) 繼續延續「自主學習」的措施。 	3. 1. 1/3. 3. 1	科務會議檢討	檢討正面
11)調整初中課程,進行增刪,準備初中新課程。	3. 4. 5	科務會議檢討	檢討正面
12) 滲入價值教育的推廣:如於教學進 度表加入 "正向培育所需的品格"一 欄;舉辦有關的學科活動;設計有關	3. 1. 1. 1/3. 4. 2	一上下學期於課 堂完用有關電子 學習的工作紙	完成目標
欄, 半州有關的字杆佔勤, 設計有關 的工作紙。		-科務會議檢討	檢討正面

4.2 照顧學生學習多樣性及資優培訓

策略/措施	統籌	參與者	目標	評估方法	成玏準則
 多利用電子教學或不同媒體促進自 主學習。 	科主任	任教老師	3. 1. 1. 2/3. 4. 1	 -區會「教學表 現評估」(或同 儕觀課) -觀課後面談及 觀課表 -課業檢查報告 	-區會「教 學,親 (有) (有) (有) (之) (五) (五) (五) (五) (五) (五) (

		1			
2)	利用延伸活動/增潤課程協助學生學		3. 4. 6		-觀課後面
	習(見後頁)。		3. 4. 6. 2		談及觀課表
3)	活用課堂活動及教學策略,如多使				(指標達滿
4)	用互聯網、利用聯想法、諧音法等				意或以上選
	協助學生整理及轉化資料,加強印				項)
	象、鞏固所學。				
5)	適時透過不同題型的設計,建構學				-課業檢查
5)					正面
	生作答的基本技巧和能力,以自己				
	語言自由地解釋、連接和表達觀				
	點。				
6)	照顧學習多樣性,因應學生的程度				
	調適課業的深淺程度及功課量。				
7)	適時整理工作紙及教材,輔助學生				
	對史事作出分析及評論。				
8)	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適的				
	教學策略				
9)	推薦優秀或合適的學生參與外課程/		3. 4. 6. 1	-會議檢討	有同學成功
9)				-學生報名	取錄有關課
	培訓/交流。			1	程

4.3「生涯規劃教育」的推行

策略/措施	統籌	參與者	目標	評估方法	成玏準則
1) 中一民間學堂 - 透過初步認識	科主任	任教老	3. 4. 4/3. 4. 6	-科會議檢討/回	-科會議檢討
傳統工藝,了解傳統行業面對的		師		饋	正面

困境,思考社會發展如何影響行		- 問卷調查	
業的生存空間;發揮學生的想			-能選取優秀
像,為傳統手藝建議新的用途及			作品張貼於
路向。			學習成果日
			-問卷調查有
			6 成感到滿或
			以上

4.4 學科活動,加強學生的學習興趣(延伸活動),透過不同教學活動提升學生學習效能

策略/措施	統籌	參與者	發展目標	評估方法	成玏準則
 社區歷史文化考察-漫步艱辛歲月-大 澳漁村歷史文化之旅。 	級統籌	任教老師	3. 2/3. 4. 3/3. 4. 6	-科會議檢討 - 問卷調查	-科會議檢 討,回饋正面 -問卷調查有 6 成感到滿或以
 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1			3. 2/3. 4. 3/3. 4. 4/3. 4. 6	-科會議檢討- 問卷調查	上 科會議檢討, 回饋正面 -問卷調查有6 成感到滿或以 上
3)長洲太平清醮及平安包工作坊(推廣香 港歷史文化,鼓勵學生參與社區文化保 育活動,建立身份認同。	-		3. 2/3. 4. 3/3. 4. 6	-科會議檢討- 問卷調查	 科會議檢討, 回饋正面 -問卷調查有6 成感到滿或以 上
4)建國七十周年展覽。	-		3. 1. 1. 2/3. 4. 3	-科會議檢討/ 回饋	科會議檢討, 回饋正面

5) 書展。(十月/十一月)		3. 4. 6	−老師觀察−科會議檢討	回饋正面
6) 滲入認識基本法元素的活動(見後 頁)。		3. 4. 3	見後頁	見後頁

1920_CHH_工作計劃

4.5(協助推展本校的三年計劃 2019-2022)

推動電子學習,提高學生的學習效能和參與程度,延續自主學習的目標

發展目標	統籌	參與者	策略/措施	評估方法	成玏準則
	科主任	任教老	3.1.1	-科會議檢討	回饋正面
1)多利用電子教學進行課前預習及		師	3. 1. 1. 2		
課後延伸。	_				
2) 鼓勵老師參加初中中國歷史科修			3. 4. 5/3. 1. 1. 2	-科會議檢討	回饋正面
訂課程教師培訓系列:運用資訊					老師參與情
科技提升學與教效能工作坊 <u>或</u> 有					況
闗運用資訊科技促進學習的培					
訓。					
3) 強化課堂的實踐, 鼓勵學生多參			3. 1. 1. 2/3. 4. 6	-科會議檢討	回饋正面
與,建構他們的思考和分析,並				-觀課後面談及	學生起碼有
提供課堂機會讓他們運用電子學				觀課表	一次學習經
習與同儕分享學習經成果或經					驗
<u>由大田田力十十日江风水风</u> 社 驗。					
			3. 1. 1/3. 4. 6. 2	-科會議檢討	回饋正面
4) 教導學生如何撰寫筆記,及要求				-學生須繳交筆	學生完成筆
中一及中二級於課堂撰寫筆記/課				記予老師檢視	記
後整理筆記。					_

註(暫定,待機構覆)

至少於每個學期於課堂實踐一次電子教學,

因-learning 的發展日新月異,故形式不限,祈同工能與時並進。

鴨靈: 2019 年 9 月 27 日(DAY5)/10 月 4 日(DAY3)

長洲:11月22日(DAY 5)

大澳: 2019年10月25日(DAY3)/10月17日(DAY4)

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4.6 滲入認識基本法/國民教育元素

策略/措施	統籌	參與者	目標	評估方法	成玏準則
 1) 中一級/中二級/中三級:建國七十 周年活動(見註)。 	級統籌	任教老師	3. 3. 1/3. 3. 2/3. 4. 3/3. 4. 5	-學生繳交習 作,老師評選	完成有關活 動 章貼優異作 品
2) 建國七十周年展覽(網上)					
3)鼓勵本科老師報讀《基本法》中學 教師知識增益網上課程 <u>或</u> 參加有關 基本法的增潤活動。	科主任		3. 4. 3	-科會議檢討	回饋正面 老師參與情 況
4) 中一基本法問答比賽。	級統籌 (與 LAS 科合 作)	任教老師	3. 3. 2/3. 4. 3	-比賽形式 -會議檢討	學生能答對 5 成題目 回饋正面

註

中一:建國七十年間一件值得抒述的事件(例如:08北京奧運、八九六四、改革開放);

中二: 簡論中國自改革開放後的國家領導人(選擇其中一位便可);

中三:2010 至 2019 年間中國在 XX 範疇的發展(可選擇的範疇:政治、經濟、軍事、社會民生、科研、外交)。

- 科主任 : 曾慧萍
- 成員 : 廖玉芳,司徒樂欣,楊鳳玲

C.C.C. Mong Man Wai College History Year Plan (2019-2020)

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. Such situation has existed for three years consecutively.
- 3. Major Concerns for the Current Year
 - 3.1 Five Year Plan of the School
 - **3.1.1** To sustain self-directed learning habits

3.1.2 To develop e-learning to enhance learning effectiveness

- 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 works3.8 Sustaining CLPE3.9 Other concerns
- - 3.8.1 Class visits
 - Inspection of exercise books Homework policies 3.8.2
 - 3.8.3

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	To cultivate SDL habits through adding more SDL topics or modifying existing SDL topics	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	Start preparation works for e-learning	Class visit Monitoring the content of History subject folder Sharing in Panel Meetings	E-learning materials are collected from publishers and uploaded to subject folder; Subject teachers have attended at least one e-learning seminar	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 so as to arouse students' interest in the subject	Class visit	Colleague find the strategies useful and are willing to adopt them in teaching	Whole year	Subject teacher
3.7	3.7	Teachers use students' good work as example in teaching	Sharing in meeting	Colleague find the strategies useful and are willing to adopt it in teaching elite class	Whole year	Subject teachers

3.8	3.8	Enriching existing CLPE materials	Class visit Homework inspection	CLPE lessons have been conducted with sharing	Whole year	Subject teachers
			Sharing in panel meeting			
3.9	3.9.1	Class visit	Observation and sharing	Successfully conducted with sharing	2019/10/02 to 2020/05/29	Panel head and subject teachers
	3.9.2	Inspection of exercises books	Filling in the Feedback form	Successfully conducted with sharing	2019/11/11 to 2019/11/22	Panel head and subject teachers
	3.9.3	Implement Homework policy	Inspection of exercise books	Colleague follow the policy	Whole year	Subject teachers

- 5. Details of Implementation Plan
 - 5.1 Five Year Plan of the School
 - 5.1.1 Sustaining self-directed learning habits
 - 5.1.1.1 It is believed that students can develop SDL habits through more exposure to SDL style. Therefore, if more SDL lessons are conducted in class, students will gradually get used to this learning style until SDL can become intrinsic in students' mind.
 - 5.1.1.2 Suggested new topics S1: Difference in the life of rich and poor people in ancient Rome. S2: Life in medieval Europe
 - S3: The Jews in Nazi Germany
 - 5.1.1.3 Enriching existing SDL materials
 S1: Interpretation of historical sources; writing a tourist guide-book
 S2: Child labour during the Industrial Revolution
 S3: Weapons used in the First World War
 Subject teachers can provide new video clips or add more high order thinking questions to the existing exercises.
 - 5.1.2 **To develop e-learning to enhance learning effectiveness**
 - 5.1.2.1 This year is the preparation year for e-learning
 - 5.1.2.2 Subject teachers should explore any e-learning materials provided by the publisher and select those that can be handled more easily for trial lesson. Such materials should be uploaded to the subject folder.
 - 5.1.2.3 The school will invite some experts from the EDB or our colleague who are experienced in e-learning as speakers in Staff Development Days. Subject teachers should make good use of such occasions to learn new technique and put what have learned into practice through trial lessons.
 - 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 2020-2021. 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 Sustaining CLPE
 - 5.8.1 The two modes used will be:
 - (i) Empower students on further study exploration
 - (ii) Experience the possible relationship between subject and occupations
 - 5.8.2 For mode 1, CLPE will be conducted in S6. For mode 2, CLPE will be conducted in S1.
 - 5.8.3 CLPE materials will be updated and modified.
- 5.9 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. However, as all panel members were visited by panel head last year, class visit this year is optional.
 - 5.8.1.2 Time for class visit is from 2019/10/02 to 2020/05/29.

5.8.2 Inspection of exercise books

- 5.8.2.1 Date: within two weeks after the first term test week, i.e., 2019/11/12 to 2019/11/22.
- 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.

 5.0.1 Homework Foney								
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					
	Enggyonavy	teacher using	are necessary.					
C_{1} to C_{2}	Frequency:	score. Date of	Teachers should					
S4 to S5	DBQ: 5	marking attached	provide suggested					
	Essay: 4	Maximum mark	answers for the					
		for essay is 25	students					
		Marked by	No corrections					
	Englisher	teacher using	are necessary.					
56	1 1	score. Date of	Teachers should					
30	·	marking attached	provide suggested					
	Essay: 2	Maximum mark	answers for the					
		for essay is 25	students					
S6	Frequency: DBQ: 3 Essay: 2	score. Date of marking attached Maximum mark	Teachers should provide suggested answers for the students					

5.8.4 Homework Policy

*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
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	Item	Amount
6.1	Library Grant	\$800
		Library Books: \$400 Exam Oriented Books: \$400
6.2	Academic Grant (Reference books, DVD, etc)	\$1200
6.3	Purchasing reference books from the publishers (Aristo: \$400, Ling Kee: \$400)	\$800
	Total;	\$2800

7. Member

Adviser	КТК
Chairman	LWL
Members	YFL, CWY2

C.C.C. Mong Man Wai College Geography

Program Plan (2019-2020)

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 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.
- 2.2.3 Subject teachers have limited experience in the aspect of e-learning.

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 2020 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 School Major concerns
 - 3.1.1 To sustain self-directed learning habits
 - 3.1.2 To develop e-learning to enhance learning effectiveness
 - 3.2 Other essential Concerns
 - 3.2.1 Life-wide Learning (co-curricular activities, visits, field trips, etc)
 - 3.2.2 Values education (including MCE and Basic Law education)
 - 3.2.3 Language across the curriculum (including Reading)
 - 3.2.4 Strategies for Elite Teaching
 - 3.2.5 CLPE
 - 3.2.6 Increasing students' interest in studying geography
 - 3.2.7 Better results in public exam
 - 3.2.8 Catering for Learner Diversity

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	STUDEN	VTS)				
Self-di	rected L	earning				
4.1*	3.1.1	(S.1)	Collect the	Dominantly in	Whole	Subject Teacher
	3.2.3	• Students need to prepare for the lesson	related	positive feedback	school	
	3.2.6	activities, e.g. Question / Answer Competition	information by		year	
		in the lessons.	questionnaire			
		• Frequency: ≥ 1 in each school term				
4.2*#	3.1.1	(S.2-3)	-Check/mark the	-Fulfill the	Whole	Subject Teacher
	3.2.3	• Students need to finish the integrated exercises	worksheets	requirement of	school	
	3.2.6	(Part 1: Pre-unit preparation	regularly	coursework	year	
		Part 2: Learning activities in the lessons		policy		
		Part 3: Exercises for consolidation/assessment)	-Collect the	-Dominantly in		
		of each unit	related	positive feedback		
		• Students need to practice taking notes in the	information by			
		lessons.	questionnaire			
4.3*	3.1.1	(Senior forms)	Mark the quizzes	Fulfill the	Whole	Subject Teacher
	3.2.7	• S. 4 students (3X class) will have pre-unit quiz		requirement of	school	
		of each unit. (1)		coursework	year	
				policy		

Career	r and Lif	e Planning				
• Er	mpower s	students on further study exploration (a)				
• Ex	xperience	e the possible relationship between subject and occupation	on (b)			
• In	tegrate th	ne subject learning into life skills (c)				
4.4*	3.2.5	(S. 4)	Observe the	Students show	To be	Subject Teacher
	3.2.6	• 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)				
4.5*#	3.2.5	(S. 6)	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)				
4.6*	3.2.1	(S. 4)	Collect the	Dominantly in	2019/12/13	Subject teachers
	3.2.2	• Some students will be arranged to have visits to	related	positive feedback		
	3.2.5	Mai Po with the topic "Urban Planner @ Deep	information by			
	3.2.6	Bay" which may be one of the occupation of	questionnaire			
		geography graduate. (b)				
Others	5					
4.7*#	3.2.4	Extra tuition classes (The tutors are subject teachers)	Collect the	Dominantly in	To be	WSF
	3.2.7	are provided to the S.6 (or S.5) students in need.	related	positive feedback	determined	MSH
	3.2.8		information by			

			questionnaire			
4.8*	3.2.8	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			
4.9*#	3.2.1	The senior form students will be arranged to have	Collect the	Dominantly in	Whole	Related subject
	3.2.2	field trip(s) at appropriate site(s) for <u>life wide</u>	related	positive feedback	year	teachers
	3.2.5	learning. The students need to learn some related	information by			
	3.2.6	basic field trip skills before the activities.	questionnaire			
4.10*	3.2.4	• Try to find out high potential students for elite	Evaluated by	To be determined	Whole	Subject Head /
		training.	subject teachers		year	Related subject
		• Provide appropriate training (the courses				teachers
		provided by the H.K. Academy for Gifted				
		Education) to the selected elite students.				
4.11	3.2.3	Try to give students some extra articles that are less	Collect the	Dominantly in	Second	Related subject
	3.2.6	difficult, relevant to the course, and interesting as	related	positive feedback	school	teachers
		reading materials. Students will then be followed up.	information by		term	
			questionnaire			
(FOR	ГЕАСНІ	ERS)				
e-Lear	ning Pre	paration				
4.12	3.1.2	Preparation work 1:	Evaluated by	To be determined	Whole	Panel Head /
		Collect the information/knowledge/reference	panel members		year	panel members
		materials/teaching materials of e-learning by				
		different ways as possible.				

4.13	3.1.2	Preparation work 2:	Collect the	Dominantly in	Second	Related subject
	3.2.6	Try to use some basic and popular e-learning means	related	positive feedback	school	teachers
		in the lessons to accumulate related experience.	information by		term	
		For example: google form, google doc, google map,	questionnaire			
		Kahoot, explain everything, Nearpod, virtual				
		realityetc.				
Others	5					
4.14*	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		
4.15*	All	Class visit and related discussion, or / and	Evalated by the	Keep completed	1 st 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
4.16*	All	Teaching Survey	Self-evaluation	Every teacher	1 st term	Subject
				finishes the teaching survey		Teachers
4.17*	For	Implement Homework policy	Evaluated by	Colleagues follow	Whole	Subject head
7,17	quantity	implement fromework policy	subject panel	the coursework	year	Subject field
	control		head	policy	yeur	
4.18*	For	Inspection of exercise book of all panel members.	Evaluated by	Complete the plan	2018/	Subject Head
	quality		subject panel	of the subject	11 or 12	
	control		head	coursework		
				policy		

4.19*	3.2.7	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 $2 - \text{level } 5^{**}$) 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	\$0
5.5	Transport allowance of	
	1) Mai Po Visit (Two-way journey)	
	$2400 \text{ x}^{1/3} = 800$	\$800
	2) Other Field Trips	
	(Proposed fieldtrip: the School Program of HK Geo Park	
	Fee for land transport: $2100 \times \frac{1}{3} \times 2 = 1400$	
	Fee for water transport: $240x1/3x30=2400$)	\$3800
5.6	License fee for teaching materials to the text book publisher	\$400
	(Oxford)	
	Total:	\$6100

6. Member

6.1

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

The End

Economics Program Plan (2019–2020)

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 English is a barrier to less able students
- 2.3 Opportunities
 - 2.3.1 Economics opens to all students
 - 2.3.2 Department has certain degree of freedom in tailoring the curriculum.
 - 2.3.3 SBA s delayed so more time can be released.
- 2.4 Threats
 - 2.4.1 Students face keen competition in striving remarkable results in DSE.
 - 2.4.3 Wide range of ability among students still exists and brings difficulties

in teaching.

- 3 Major Concerns for the Current Year
- 3.1 To sustain self-directed learning habits
- 3.2 To develop e-learning to enhance learning effectiveness

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 Values education (including MCE and Basic Law education)
- 3.3.4 Language across the curriculum (including Reading)
- 3.3.5 STEM education and ITE (Information and Technology

Education)

- 3.3.6 Strategies for Elite Teaching
- 3.3.7 Promote teaching effectiveness
- 3.3.8 Better results in public exam
- 3.3.9 CLPE

Method of a give Person								
Objectives	Plans/Strategies	Evaluation	Success Criteria	Time Scale	in-char			
3.1	F.4	Class	80% students visited e	F4 to F6 on	AKC			
SDL	Students have to visit eclass before lesson on selected topics.	presentation	class.	selected topics				
3.2	Students do on line Ex in class	Ex in class			CTY			
E learning	F.5 and F.6		Students can complete					
	Students have to prepare lessons in advance and present in class on selected topics.	Q&A in class	Class EX					
3.3.8	Lesson observation on SDL	Peer sharing	Completed	Whole year	All par			
Promote teaching		~1			membe			
effectiveness		Class	Area of improvement					
3.3.1	EMI Teaching	observation	can be identified.					
3.3.5					All par			
ITE	After finishing one topic, students have to	Online exercise	All students participate	Whole year	membe			
3.2	do on line exercises at home as follow up	Participation of students	and complete the Ex					
3.3.3	Talks on the use of credit card conducted	Teacher	Completed the plan					
Value education	by TWGH to F.3 students	observation	Contents is relevant to daily life.	13/9				

		ECO	N Year Plan 2019	9-20		
	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
		16 F.4 students joined 'life buddies scheme' organized by EDB Talks on the use of credit card conducte by TWGH to F.3 students Talk on entrepreneurship delivered by TWGHs to all F4 students	Student feedbac	Positive students' k feedbacks	whole year 13/9 19/9	
4.1	3.3.7 CLD	Teaching and learning Lesson Observation on "Catering for Learners' Diversity"	Peer sharing	 Lesson contains the following elements: ✓ Class work ✓ Patrol in class ✓ Use of different presentation techniques (Diagrams, video) ✓ Interactive in clast (Q&A, feedback) ✓ Use of different methods of teaching (Group discussion role playing, game,etc) 	SS)	All panel members

			in test	More than 60% pass in test on that topic	F3 1 st term F.4 and F5 2 nd term	AKC
		Extra questions are given to aggressive students.	in the test.	Complete the plan Students' performance in terms of i) score ii) result in HKDSE	Whole year	АКС
4.2	3.3.8 teaching effectiveness	Teaching Survey ⁱ		Every teacher finishes the teaching survey Complete the teaching survey	Year end of 2018	ALL panel members

4.3	3.1 SDL 3.3.7 CLD	Assessment Home assignments Test and exam	Evaluation by subject panel	Students do prepare lesson in advance Guideline or hints are given in assignments. Contents of questions can cater students of different levels.	Whole year	AKC
4.4	3.3.7 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	All panel members
4.5	3.3.8 Better DSE result	Buy new examination reference books in school library	Evaluation by panel members	Complete the plan At least 2 borrowing records for the newly purchased books	Before 11/2019	All panel members
4.6	3.3.2 Life wide learning 3.3.9 CLPE	16 F.4 students joined 'life buddies scheme' organized by EDB Talks on the use of credit card conducted by TWGH to F.3 students Talk on entrepreneurship delivered by TWGHs to all F4 students	Evaluation by panel members in terms of relevance to daily life and curriculum Feedback from students	Complete the plan Relevant to daily life and curriculum Positive feedback from students	13/9/19 19/9/19	All panel members

4.7	3.3.1 EMI	Implement EMI teaching	Lesson observation	Completed Interactive in terms of (i) Q&A (ii) Discussion	Whole year	All panel members
	3.3.8 Better DSE result	HKDSE Purchase DES reference books	Borrowing records	Completed ≥ borrowing records	whole year	CTY
	3.3.4 Reading to learn		Quiz on questions drawn from the monthly journal	Completed Students' performance in terms of i) attitude ii) score	Whole year	AKC CTY
	3.3.5 STEM – on entrepreneurship 3.3.9 CLPE	Talk on entrepreneurship delivered by TWGHs to all F4 students	Feedback from students	Complete the plan Relevant to daily life and curriculum Positive feedback from students	19/9/19	All panel members

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 Wide range of ability among students still exists and brings difficulties in teaching.
 2.2.2 EMI is a barrier to less capable students
- 2.3 Opportunities
 - 2.3.1 Bafs opens to all students

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 voluminous .

- 3 Major Concerns for the Current Year
- 3.1 To sustain self-directed learning habits
- 3.2 To develop e-learning to enhance learning effectiveness
 - 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 Values education (including MCE and Basic Law education)
 - 3.3.4 Language across the curriculum (including Reading)
 - 3.3.5 STEM education and ITE (Information and Technology Education)
 - 3.3.6 Strategies for Elite Teaching
 - 3.3.7 Promote teaching effectiveness
 - 3.3.8 Better results in public exam
 - 3.3.9 CLPE

Bafs Year Plan 2019-20								
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge			
3.1 SDL3.3.5 ITEinteractivelearning3.2e - learning	Pre lesson preparation is introduced (Goodwill, overhead cost , and PV) Classwork/presentation/discussion On line exercise/home assignment as follow up	Appendix III (checklist set by Academic Committee) Peer sharing	 Students prepared lesson in advance Students are able to complete classwork Students got satisfactory scores in home exercises 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 	Applied in a particular topic	АКС			

	Bafs	Year Plan 2019-20			
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.3.9 Technology education	Business environment is introduced in F3 eco curriculum	Performance in assignment and test	scores on questions in that	F.3 1 st Term 4 th ~10th cycles	AKC
	Spare one lesson on ethical issue on accounting. (Moral and value education)	Evaluation Class exercise	Students can get 70% correct in class ex on ethical issue	One lesson	All panel members
	Extra questions are given to more aggressive students.	Students' performance in the test.	≥L4 is above territory average	Whole year	АКС
3.3.7 Teaching	Teaching Survey ⁱ	Evaluation by academic committee	Every teacher finishes the teaching survey	First Term	ALL panel
effectiveness			Identify the area of weakness of students.	Second Term	members
		•			

	Bafs Year Plan 2019-20									
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge					
3.3.1 3.3.11 Career and life wide learning	 F.4 join "Life Buddies Workshop" organized by EDB Talk on entrepreneurship is delivered to F.4 students F.5 Bafs students are going to join workshop on HK Trade Challenge organized by HKJA in May of 2020 	Feedbacks from Teachers :relevant to further studies, occupation and life skills Students feedbacks	Favourable feedback from studentsTalk	Whole year	ALL panel members					
3.1 SDL	Assessments appropriate coursework with feedbacks		Complete the coursework policy properly in terms of	Whole year	AKC					
3.3.7 Teaching effectiveness	Class works Q&A in class Quiz on on-line follow up exercise/ Home assignments Test and Exam		 (i)frequency (ii)contents- volume Style (iii)marking-accurate consistency feedback (iv)students' performance in terms of attitude and score 							

	Bafs Year Plan 2019-20					
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 plan the follow up work able to identify area of weakness.	During the academic committee meeting	All panel members	
3.3.8 Better result	Buy useful examination reference books in school library	Frequency of borrowing	At least three borrowing records	Before 11/2019	All panel members	
3.3.2 3.3.11 CLP :career	 Talk on accounting career, delivered by AAT, will be delivered to students in May 7 F.4 bafs students join "Life Buddies Workshop" organized by EDB 	Evaluation by panel members Student feedbacks	relevant to further studies, occupation and life skills students can receive the message	2 lessons	AKC	
3.3.2 Life wide learning 3.3.11 CLPE	Join "Life Buddies Workshop" organized by EDB 6 F.4 and 1 F.5 students Join workshop on HK business environment organized by HKJA in May of 2018	Feedbacks from Teachers :relevant to further studies, occupation and life skills Students feedbacks	Relevant to at least one of the module Student can have a definite answer to have career in commercial field.	Whole Year	All panel members	

	Bafs	Year Plan 2019-20			
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 panel members
3.3.8 Better result	HKDSE F. 6 students are encouraged to sit for AAT Exam in Dec 2019 Purchase DSE Mock papers for students	Performance of students DSE examinations	50% of students take part in AAT exam ≥L4 is above territory average	whole year	AKC
3.3.4 Reading to learn	F.5 students are required to do book report and the score is included in daily mark calculation.	Marking on the assignments	Completed Students' performance in terms of i) attitude ii) score	2 nd term	AKC

	Bafs	Year Plan 2019-20			
Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.3.5 STEM- entrepreneurship 3.3.9 CLPE	Talk on entrepreneurship is delivered to F.4 students by TWGHs at 19/9	Questionnaire to students	Favourable feedback	19/9	АКС

C.C.C. Mong Man Wai College Physics Annual Plan (2019–2020)

- 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 (1st year of 3-year plan)
 - 3.1.1 To sustain self-directed learning habits
 - 3.1.2 To develop e-learning to enhance learning effectiveness
 - 3.2 Other Essential Concerns
 - 3.2.1 Life-wide learning
 - 3.2.2 Values education (including MCE and basic Law education)
 - 3.2.3 Language across the curriculum (including Reading)
 - 3.2.4 STEM education and ITE (Information and Technology Education)
 - 3.2.5 Strategies for Elite Teaching
 - 3.2.6 Showcase Items and sharing (e.g. study tour) for Learning Celebrations
 - 3.2.7 CLPE
- 4 Implementation Plan and Division of Works

		Object	Plans/Strategies	Method of	Success Criteria	Time	Person
		ives		Evaluation		Scale	in-charge
4	4.1	3.2.1	Competition or	By teachers	more than 20	May 2020	LYL, NTY
		3.2.4	workshop in the STEM		participants in		
			week.		physics related		
					program		
4	4.2	3.1.1	SDL will continue to	By students'	>70% students	Sep 2019	LYL, NTY
			practice. Introduce	performance	completed tasks.	to May	

		new topics for SDL/amendment of current SDL activities or worksheet.	in the class and in worksheet.		2020	
4.3	3.1.1	Teacher should adopt SDL twice for at least one form.	By students' feedback forms	Positive feedback > negative feedback	Sep 2019 to May 2020	LYL, NTY
4.4	3.2.5	Extra topics for 3D class Eg. Extra video or printed material.	Students' performance	>70% students can answer relevant questions	Sep 2019 to May 2020	LYL
4.5	3.2.5	Special afterschool class for S5 and S6 elite students to check harder past paper questions	Students' attendance	Attendance>80%	Sep 2019 to May 2020	LYL, NTY or alumni
4.6	3.2.5	Nominating students to join external training class or program for gifted students (eg JSI)	Students' feedback form	Positive feedback > negative feedback	Sep 2019 to July 2020	LYL, NTY
4.7	3.1.2	Using tablets for e-learning in the class.	Lesson observation	at least once in one class.	Sep 2019 to May 2020	LYL, NTY
4.8	3.2.1 3.2.6 3.2.7	(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	Nov2019- July2020	LYL, NTY, OLE
4.9	3.2.1 3.2.4 3.2.6	Nominate students to take workshops for STEM competitions.	Students' feedback forms	Positive feedback > negative feedback	Sep 2019 to July 2020	LYL, NTY
4.10	3.2.1 3.2.7	Nominate students to take career-related workshops/camp	Students' feedback forms	Positive feedback > negative feedback	Sep 2019 to July 2020	LYL, NTY
4.11	3.2.3	S3 students do book reports about light/wave during the Easter holiday	Students' work	>80% complete their task with reports.	April 2020	LYL

5 Budget

	Items	Expenditure	Expenditure
		applied	approved
1	Library book	\$900	

8	Curtain Track in the rear part of the physics laboratory(F&E)	\$1300	
7	Enrollment fee for SSMSC (\$130 x 5)	\$650	
	4. Power Supply Unit \$ 2000		
	3. Battery (AA, AAA) \$500		
	2. Ray box x 10 \$1500		
	1. Gas discharge tube \$400		
6	Consumable materials in the laboratory / teaching aids	\$4400	
5	Prizes for the STEM week activities	\$200	
4	Teachers' references	\$300	
3	Teachers' textbook by the publisher	\$500	
2	Exam oriented books + Reference book for elite S5/6 students	\$1000	

6 Team Members

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

C.C.C. Mong Man Wai College Biology Program plan (2019 - 2020)

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 learning Biology in English. Students' performance is not satisfactory.
 - 2.2.2 Some students are weak in mastering scientific investigation and data analysis.
 - 2.2.3 Some 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 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 To sustain self-directed learning habits
 - 3.1.2 To develop e-learning to enhance learning effectiveness

3.2 Other concerns

- 3.2.1 Life-wide Learning (co-curricular activities, visits, field trips, etc)
- 3.2.2 Values education (including MCE and Basic Law education)
- 3.2.3 Language across the curriculum (including Reading)
- 3.2.4 STEM education and ITE (Information and Technology Education)
- 3.2.5 Strategies for elite teaching
- 3.2.6 Showcase Items and sharing (e.g. study tour) for Learning Celebrations
- 3.2.7 Careers and life planning education (CLPE)
- 3.2.8 Catering for learner diversity
- 3.2.9 Enhancing teaching effectiveness
- 3.2.10 Improving HKDSE Results

4. Implementation Plan and the Division of Work

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	
						in-charge
To su	stain self-dire	ected learning habits				
4.1	3.1.1	- Consolidation and sustainability	- Lesson observation:	- All students can finish pre-Lesson	Whole year	WSH
		of the three-pillar mode on	SDL checklist and	tasks		FMS
		SDL:	appraisal form	- 90% students can learn		
		- Pre-lesson preparation	- peer class visit	proactively and show peer		
		- Classroom teaching	- Feedback from students	learning in their group works		
		- After-class follow ups	and subject teachers'	- All students can finish follow-up		
		- Increasing the number of	observation	exercises		
		lessons/topics using the 3-pillar		- Increase At LEAST one		
		mode		lesson/topic using the 3-pillar		
		- Encouraging using SDL in senior		mode for S.3 to S.5		
		forms		- SDL should be achieved during		
				lessons AT LEAST one time in		
				each semester for S.4 to S.5		
				- AT LEAST one peer lesson		
				observation on SDL every year		
To de	velop e-learn	ing to enhance learning effectiveness				
4.2	3.1.2	School level:	- Feedback from staff	- Professional sharing can be	Whole year	WSH
		- Setting up a task group to	development day	achieved after seminars or during		FMS
		facilitate e-learning and e-teaching	- Teachers' professional	staff development day		
		- Organizing training and sharing	sharing	- Each panel member should attend		
		sessions on the use of tablet		AT LEAST one seminar related to		
		computers in learning and		e-learning offered by EDB or		
		teaching		publishers every year		

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
		Panel level:				
		- Collecting teaching materials from				
		the publisher related to e-learning				
Other	r Concerns					
4.3	3.2.1,	Life-wide Learning & Values	- Evaluation by panel	- Students can learn the technique	Whole year	WSH
	3.2.2.	education:	members	in sampling and data processing		FMS
		- Visit Maipo nature reserve on	- Students' feedbacks from	- Students can learn how to identify		
		10/12/2019 (F.5)	questionnaires	some of the microorganisms in		
				water samples		
				- Students can learn the importance		
				of protecting the natural		
				environment		
4.4	3.2.3	Language across the curriculum	- Evaluation by panel	- S.3 to S.5 students can complete 1	Whole year	WSH
		(including Reading):	members	book report every year and daily		FMS
		- Extensive reading scheme in S.3		marks should be given		
		to S.5		- S.5 students can borrow the		
		- A reading corner was set up in		reference books from the reading		
		Biology laboratory so that students		corner AT LEAST one time every		
		can borrow the reference books		year		
4.5	3.2.4	STEM education and ITE	- Evaluation by panel	- STEM Education Week can be	Whole year	WSH,
		(Information and Technology	members	held every year. Students can be		FMS
		Education):	- Students' feedbacks from	given the chance to hold STEM		
		- organize co-curricular activity e.g	questionnaires	activities		
		STEM Week together with		- Students can make good use of the		
		Physics, Chemistry, I.S. and ICT		organic farm in our school;		
		Department		- Biology students can know how to		

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
		- Work together with gardening		use the two sets of hydroponic		
		club and join the 'Organic		machine in Biology laboratory to		
		Ambassadors Training		promote hydroponic cultivation;		
		Programme'				
		- Hydroponic cultivation in Biology				
		Laboratory				
		- STEM Workshop organized by				
		STEM task group on 6/12/19 &				
		14/12/19				
4.6	3.2.5	Strategies for elite teaching	- Evaluation by panel	- Elite students can be given the	Whole year	WSH
		- Arrange enrichment opportunities	members	chance to join the Science		FMS
		for elite students		Competition held by PolyU every		
		- Different levels of public exam		year		
		papers and exercise can be given		- Elite students can finish both CE		
		to elite students and non-elite		and AL questions and non-elite		
		students		students can finish most of the CE		
		- Students are allowed to borrow		questions		
		elite books from the library or		- Elite students are asked to do extra		
		Biology Department		mock exam papers		
		- Providing training for elite		- 80% of students can attend the		
		students		extra lessons during lunch time		
		- S.5 and S.6 students will have				
		extra lessons during lunch time				
4.7	3.2.6	Showcase items for Learning	- Evaluation by panel	- Students can finish one group	Whole year	WSH
		Celebration	members	project for learning celebration		FMS
		- Students are asked to complete a		every year		

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
		group work				
4.8	3.2.7	Careers and life planning education (CLPE): Three modes of CLPE: - Mode 1: Empower students on further study exploration. Poly U visit on 11/2/2020 (occupational therapy, physiotherapy and nursing) - Mode 2: Experience the possible relationship between subject and occupation - Mode 3: Integrate the subject learning into life skills - Work together with gardening club and join the 'Organic Ambassadors Training	 Evaluation by panel members Attendance of progammes or visit. Feedback from students in questionnaires 	 Programme or workshop can be held in AT LEAST two out of the three modes in CLPE 80% of gardening club students can visit local organic farms AT LEAST one time every year Self-evaluation can be achieved at the end of school year 	Whole year	WSH FMS
4.9	3.2.8	Programme' Catering for learner diversity (CLD): - Teachers use interactive teaching methods to arouse the interests of students of different abilities. - peer class visit	 Evaluation by panel members; sharing of panel members in panel meetings Feedback from group leaders. 	 Group leaders can help marking group members' progress in a file. Daily marks can be given by teachers in each semester. Teachers can find out their students showing interest and motivation in learning 	Whole year	WSH FMS

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person
						in-charge
4.10	3.2.9	Enhancing teaching effectiveness	- Peer class visit sharing	- Professional sharing can be	First	WSH
		- Peer class visit	- Teachers' professional	achieved after class visit or	Semester	FMS
		- Teachers can join in-service	development	seminars		
		training offered by EDB e.g.	- Students feedback from	- AT LEAST one peer lesson		
		Briefing Session on 2019	teaching survey	observation can be achieved every		
		HKDSE (Biology) and		year		
		implementation of Biology SBA		- Each panel member should attend		
		in HKDSE		AT LEAST one Biology seminar		
		- Teaching survey.in first semester		offered by EDB every year		
				- Review the results of uniform test		
				and examination; Identify the		
				weakness of students		
				- Students can finish one		
				questionnaire in first semester so		
				that teachers can make a		
				self-evaluation on their own		
				teaching.		
4.11	3.2.10	Improving HKDSE Results	- Analysis of HKDSE	- 1 evaluation of HKDSE results	Whole year	WSH
		- Evaluation of HKDSE results	results	every year		
		every 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	class	remedial class		
		raise the percentage of students	- Records of borrowing	- At least 1 borrowing record for		
		getting Level 5 or above	extra exercises or	reference book or extra exercises		
		- Provide remedial classes for	reference books	at reading corner for S.5 students		
		students with lower abilities				

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person
						in-charge
		- Students can borrow extra exercises or reference books in library or Biology Laboratory				

5. Panel Members

Head : Wong Siu Hong

Member : Fu Man Sing

Advisor : Kong Tak Kai

C.C.C. MONG MAN WAI COLLEGE CHEMISTRY DEPARTMENT PROGRAMME PLAN (2019-2020)

1. <u>AIMS:</u>

- 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>SITUATIONALANALYSIS:</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 **<u>THREATS:-</u>**

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 3-yr plan

- 3.1.1 To **substain** self-directed learning habits
- 3.1.2 **To develop e-learning to enhance learning effectiveness**

3.2 Other Concerns

- **3.2.1** Support for weak students
- **3.2.2** Training for bright students (L5+)
- **3.2.3** Arouse students' interest in Chemistry
- 3.2.4 To **substain** career and life planning education

4. IMPLEMENTATION PLAN AND DUTIES:

	Concerns	Plan/Strategy	Method of Evaluation	Success Criteria	Time Scale	Person-in-charge`
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- Evaluation in panel meetings- Recommended topics:1 st termS4: Properties of acids (discussion on the worksheet before the 1 st 	Checklists and comments in pahenel meetings	At least 1 "MMWC" SDL topic for S4 & S5	Whole year	CST & WWC
4.2	3.2.3	S3 subject selection talk	Teacher observation	Completion	17/2	CST
4.3	3.1.3	Attempts of e-learning tools - 1 e-learning tool per teacher - 1 e-learning lesson per teacher - sharing in panel meeting - WWC: Nearpod - CST: suggestion later - YKH: suggestion later	Evaluation in panel meeting	Completion	3 rd meeting 4 th meeting 4 th meeting	WWC CST YKH

4.4	3.2.4	S6 VTC visit: Medical Tests and Authentication (Career)	Survey	Satisfaction of participants	1/11/19 (afternoon)	WWC
4.5	3.2.4	S4 PolyU lecture High-tech Sportswears: Materials and Technologies (Further study)	Survey	Satisfaction of participants	12/19	WWC
4.6	3.2.4	S5 PolyU lecture Future Battery (Career)	Survey	Satisfaction of participants	2/20 (after school/ weekday school holiday)	WWC
4.7	3.2.2	SSMSC	Report from PolyU	3 awards	4/20	WWC
4.8	3.2.3	COSAS	Report from virtual university	3 awards	The whole year	CST
4.9	3.2.2	 S6 Capture-star class about 6 lessons for top 10 students practical examination skills 	Exercise	Performance of exercise Attendance	10/19 - 1/20	1 st choice: YWC 2 nd choice: CST

4.10	3.2.2	 S6 Booster class about 8 lessons by YWC for L4 students and upgrade them to a Level 5 	Exercise	Performance of exercise Attendance	10/19 - 1/20	1 st choice: WWC& NHW 2 nd choice: NHW
4.11	3.2.1	 S6 Basic class 8 lessons by CST for bottom 10 students practise basic past paper questions 	Exercise	Performance of exercise Attendance	9/18 - 1/19	1 st choice: CST 2 nd choice: WWC
4.12	3.2.2	 S5 Capture-star class about 6 lessons WWC for top 10 students new examples and experiments in the new DSE curriculum 	Exercise	Performance of exercise Attendance	10, 12/19 3, 5/20	WWC

5. <u>ACADEMIC GRANT AND EQUIPMENTS</u>

	Expenditure/Actual (Budget), \$
Teaching aids (Chemicals for experiments)	9000
Library books (elite students, exam-oriented	700
books)	
Minor repairs	
Activities (less than \$3,000)	1000
EdU Nanotechnology and its applications	
PolyU High-tech Sportswears: Materials and	1000
Technologies	
VTC Medical Tests and Authentication	1000
Elite course	3000
Equipment and Furniture in Laboratory*	1200
Total	16900

6. **PANEL:**

Supervisor: Kong Tak Kai (Vice-principal) Convenor: Mr. Wong Wing Chuen (panel head) Members: Chung Shuk Ting & Yip Ka Ho

C.C.C. Mong Man Wai College Integrated Science Year Plan (2019-2020)

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 formulate 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 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 on 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 a laboratory report
- 2.2.3 Some students are entirely passive in learning
- 2.2.4 Some students cannot be 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 has grown interested in science
- 3.2.2 Students learn to do an experiment and present the results accurately and adequately
- 3.2.3 Students understand the relationship between science and other subjects.
- 3.2.4 Students should know 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 follow 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 safely and adequately
- 3.3.2 Students can use an appropriate skill in different experiments
- 4. Major concerns for the current year
 - 4.1 School Major concerns
 - 4.1.1 To sustain self-directed learning habits
 - 4.1.2 To develop e-learning to enhance learning effectiveness
 - 4.2 Other concerns
 - 4.2.1 Life-wide Learning (co-curricular activities, visits, field trips...etc.)
 - 4.2.2 Values education (including MCE and Basic Law education)
 - 4.2.3 Language across the curriculum (including Reading)
 - 4.2.4 STEM education and ITE (Information and Technology Education)
 - 4.2.5 Strategies for Elite Teaching.
 - 4.2.6 Showcase Items and sharing (e.g. study tour) for Learning Celebrations
 - 4.2.7 CLPE

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	Self-directed	Evaluation by	Presentation and	S1	Teachers
		learning	peer and	Quiz (passing rate	1 st term	FMS-DNA
			teacher	60%)	2 nd term	LPM-WATER
					S2	
					1 st term	YKH-Electricity/SD
						L
					2 nd term	WWC-Force
5.2	4.2.3	Reading Award	Book report	Complete the book	2020/04/20	LPM
	4.2.7	Scheme		report and send to		
				teacher		
5.3	4.2.4	Science Visit(S.2)	Worksheet	Complete worksheet	2020/04/03	LPM
	4.2.7	(Ocean Park)		& Questionnaire		
5.4	4.2.4	STEM week	Competition	all S.1 and S.2 classes	твс	LPM
		Project		have sent a team to		
				participate		
5.5	4.2.1	Best three	Experiment/	Complete the experiment	ТВС	WWC
	4.2.5	students in each	Worksheet	/Worksheet in the visit		(VTC)

		class are arranged				
		to visit				
5.6	4.2.4	STEM	Project	Presentation	ТВС	LPM
5.7	4.1.2	Preparatory team	Discuss in the	Share in the science	Whole	Teachers
			Science	meeting and	year	
			meeting	complete the		
				questionnaire		

Integrated Science 2019-2020 Three-year plan(1st year)

		The method of assessment	Success Criteria	Time	Person
				scale	in-charge
	1.1 Provide relevant materials for	Presentation,	1 st Term	S1	Teachers
	preparation from Aristo Educational	Quiz,	All students have	1 st term	FMS-DNA
	Press Ltd;	Peer assessments	finished the	2 nd term	LPM-WATER
4.1.1	1.2 Group discussion, study and	or	preparation		
	prepare presentation in the class;	Reports	worksheet and		
	1.3 In the 1^{st} and 2^{nd} term of the year,		Quiz (passing rate		
	select a topic in the course for		reached 60%)		
	Self-directed Learning A total of two				
	(one for each new topic and the other		2 nd Term	S2	
	for the past) will allow students to		Presentation and the	1 st term	YKH-Electricity
	understand the content of the topic		report	2 nd term	WWC-Force
	through independent learning. They		Quiz (passing rate		
	follow up through reports, peer		reached 60%)		
	assessments, quiz.				
	Establish a preparatory group to review	Discuss in the I.S.	The preparatory		
	teaching software related to the	Meeting	team members share	Whole	All panel
	courses and share experiences in using		in the I.S. Meeting	school	members
4.1.2	e-learning (cooperating with software		and complete the	year	
	and hardware for tablet and other		questionnaire at the		
	mobile communication devices in the		end of the school		
	classroom)		year		

5. Panel Members

Advisor	:	Fok Pik Shan
Head	:	Lai Pok Man
Members	:	Yip Ka Ho, Wong Wing Chuen, Lee Yuk Lun, Fu Man Sing

中華基督教會蒙民偉書院 生活與社會 2019-2020 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、態度及認識基本法
- 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通識科老師,清楚掌握課程內容
 - 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 持續鼓勵學生培養自主學習的習慣(SDL)
 - 3.1.2 透過發展電子學習以加強學習效能(預備年)
 - 3.1.3 培養及發展學生正向思維及性格強項(預備年)

- 3.2 其他關注事項
 - 3.2.1 **生涯規劃(CLPE)**
 - 3.2.2 照顧學習差異
 - 3.2.3 全方位學習
 - 3.2.4 德育及公民教育(基本法)
 - 3.2.5 從閱讀中學習
 - 3.2.6 資訊科技教育
 - 3.2.7 銜接新高中通識教育科
 - 3.2.8 擴充教學資源庫
 - 3.2.9 專題研習

4 計劃內容及工作分配

日 亘1	日標	文工作分配 計劃/策略	評估方法	成功準則	日期	負責人
4.1				中一至中三同學全年		教師
	51111			至少兩次課堂分享機	- 1	
		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		需完成雨次的 鞏固 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	成立籌備小組,分	會議討論	籌備小組成員可於會	全年	教師
		享使用電子應用程式		議上分享教學經驗		
		教學的經驗				
4.3	3.1.3			任教老師需在課堂上	全年	教師
				緊扣個人成長及今日香		
				港課題,與學生分享香		
		學生更了解個人的特		港年青人生活模式與個		
		性,教授學生如何面		人性格特質的關係		
		對生活的困境,以培		全年至少一次參與校		
		養他們的解難能力及 正向思維模式		外活動(探訪社區的活 動)		
		止回心瘫痪式 本科亦教授青少年		<i>到)</i>		
		價值觀相關課題,以				
		培養學生的正面價值				
		觀				
		本科教授今日香港				
		社會民生相關課題,				
		使學生更了解香港社				
		會的狀況及關心社				
		會 ,加強他們對弱勢				
		社群的同理心				
4.4	3.2.1	本科在教學內容上	檢查教材	全年至少一次參與校	全年	教師
				外活動(與職業及生涯		
		活技能相關的課題,				
		使學生更了解個人的				
		特性。	問卷			
		在校外活動方面,				

習模式進行,透過討表 就學生的學習差異進行 論及分享,學生能互相學習,提升思考及表達等技能。透過其他活動,如角色扮演、辩論、遊戲等不同教學活動,如角色扮演、辩論、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。 (分組討論、課堂分享) 4.6 3.2.3 中一參與社區探訪 參與者及 中一參與社區探訪 參與者及 80%同學對活動有正 面評價 4.6 3.2.3 中一今年中三參與理財工作 坊 中一參與理財工作 問卷 1 中一季與理財工作 方 中三參與理財工作 問卷 所有同事能在課堂 面評價 全年 4.7 3.2.4 中一至中三教學內 中三參與乘風航活 動 所有同事能在課堂 及公民教育相關內容 一任教中二及中三同事 及公民教育相關內容 中三年三的全方 位活動,從活動中使 學生更關心社會的弱 參與者及 死成中一級基本法問 完成中一級基本法問							1
期他們探索升學出 路,使學生更了解各 樣職業的特性。 助他們探索升學出 路,使學生更了解各 樣職業的特性。 一部課評估 二部第一個人價值贏的建 之年 就學生的學習差異進行 不同類型的課堂活動 (分組討論、課堂分享) 全年 教師 4.5 3.2.2 教師可以以小組學 習媒式進行,透過討 未 之筆技能。透過其 他活動,如角色扮 演、辩論、遊戲等不 同教學活動,教師可 接學生的興趣及能 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。 80%的同事能於課堂 就學生的學習差異進行 不同類型的課堂活動 (分組討論、課堂分享) 教師 4.6 3.2.3 中一參與社區探訪 中三參與理財工作 坊 中三參與乘風航活 動 80%同學對活動有正 全年 教師 全年 和評價 4.7 3.2.4 中一至中三教學內 建度表 「相關的課程,如中 表 小一生 三級的精神 一一有個人價值贏的建 立、中三共融的精神 化活動中使 學生更關心社會的弱 所有同事能在課堂 大師好常出與德育 及公民教育相關內容 任教中二及中三同事 之保教中主人職的正確 完成中一級基本法問 答比賽 全年 科主			任教老師帶領學生到				
路,使學生更了解各 樣職業的特性。			不同的機構參觀,協				
様職業的特性。 4.5 3.2.2 教師可以以小組學 習模式進行,透過討 款學生的學習差異進行 病及分享,學生能互相學習,提升思考及表達等技能。透過其 (分組討論、課堂分享) 相學習,提升思考及表達等技能。透過其 (分組討論、課堂分享) (分組討論、課堂分享) (分組討論、課堂分享) 表達等技能。透過其 (分組討論、課堂分享) (分組討論、課堂分享) (分組討論、課堂分享) (方組討論、課堂分享) (分組討論、課堂分享) (方名組討論、課堂分享) (分組討論、課堂分享) (方名組討論、課堂分享) (分組討論、課堂分享) (方名組討論、課堂分享) (分組討論、課堂分享) (方名組討論、課堂分享) (分組討論、課堂分享) (方名組討論、課堂分享) (分組討論、課堂分享) (方名組討論、課堂分享) (分組討論、課堂分享) (方名) (方面) (方面) (方名) (方面) (方面) (方面) (方面) (市田園) (方面) (市田園) (市田園) (方面) (市田園) (市田園) (日本) (日本) (日本) (日本) (日本)			助他們探索升學出				
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習模式進行,透過討表 就學生的學習差異進行 输及分享,學生能互 北學型的課堂活動 相學習,提升思考及 (分組討論、課堂分享) 表達等技能。透過其 (分組討論、課堂分享) (分組討論、課堂分享) (分組討論、課堂分享) (方組討論、課堂分享) (分組討論、課堂分享) (方組討論、課堂分享) (分組討論、課堂分享) (方組討論、課堂分享) (分組討論、課堂分享) (方 (方 (方 (方) (方 (方) (方 (方) (方 (方) (方 (方) (方) (方 (方) (方) (古) (方) (古) (古) </th <th></th> <th></th> <th>樣職業的特性。</th> <th></th> <th></th> <th></th> <th></th>			樣職業的特性。				
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相學習,提升思考及 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。 (分組討論、課堂分享) 4.6 3.2.3 中一參與社區探訪 中一參與裡財工作 坊 中三參與理財工作 坊 中三參與乘風航活 動 80%同學對活動有正 查評價 全年 都師 百評價 4.7 3.2.4 中一乎中三教學內 世三參與乘風航活 動 進度表 所有同事能在課堂 位活動,公民教育相關內容 所有同事能在課堂 立、中三共融的精神 教師回饋或 方器里評估 中、活動中帶出與德育 及公民教育相關內容 百個人價值觀的建參與者及 在教中二及中三同事 立、中三共融的精神 教師回饋或 方器 所有同事能在課堂 全年 中、活動中帶出與德育 及公民教育相關內容 在教中二及中三同事 查太,中三共融的精神 教師回饋或 方器里性 完成中一級基本法問 答比賽							
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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。 80%同學對活動有正全年教師 4.6 3.2.3 中一參與社區探訪二多與者及一80%同學對活動有正 全年 教師 市活動 中二參與理財工作 坊 中三參與乘風航活 動 參與者及一80%同學對活動有正 全年 教師 4.7 3.2.4 中一至中三教學內 中三參與乘風航活 動 所有同事能在課堂 全年 科主 4.7 3.2.4 中一至中三教學內 主度度表 一中二參與我師 所有同事能在課堂 全年 科主 小田信觀的課程,如中 有個人價值觀的建 參與者及 修教中二及中三同事 立、中三共融的精神 中一至中三的全方 位活動,從活動中使 學生更關心社會的弱 所有同事能在課堂 中、活動中帶出與德育 及公民教育相關內容 E教中一及基本法問			表達等技能。透過其				
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。			他活動,如角色扮				
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坊 中三參與乘風航活 中三參與乘風航活 動 中一至中三教學內 進度表 4.7 3.2.4 中一至中三教學內 字相關的課程,如中表 所有同事能在課堂 全年 ○有個人價值觀的建 參與者及 任教中二及中三同事 ○一有個人價值觀的建 參與者及 任教中二及中三同事 ○一中一至中三的全方 問卷 重要性 ○一中一至中三的全方 同卷 完成中一級基本法問 學生更關心社會的弱 答比賽			活動	教師回饋或	面評價		
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動 一 一 一 一 一 一 一 月 月 第 年 日 1			坊				
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容附有德育及公民教觀課評估 中、活動中帶出與德育 育相關的課程,如中 表 及公民教育相關內容 一有個人價值觀的建參與者及任教中二及中三同事 立、中三共融的精神 教師回饋或 於課堂中講解基本法的 中一至中三的全方 問卷 重要性 位活動,從活動中使完成中一級基本法問 學生更關心社會的弱 答比賽			動				
育相關的課程,如中表及公民教育相關內容 一有個人價值觀的建參與者及任教中二及中三同事 立、中三共融的精神教師回饋或於課堂中講解基本法的 中一至中三的全方問卷 重要性 位活動,從活動中使完成中一級基本法問 學生更關心社會的弱 答比賽	4.7	3.2.4	中一至中三教學內	進度表	所有同事能在課堂	全年	科主
 一有個人價值觀的建參與者及任教中二及中三同事 立、中三共融的精神 教師回饋或 於課堂中講解基本法的 中一至中三的全方 問卷 重要性 位活動,從活動中使完成中一級基本法問 學生更關心社會的弱 答比賽 			容附有德育及公民教	觀課評估	中、活動中帶出與德育		任、教師
 立、中三共融的精神教師回饋或於課堂中講解基本法的 中一至中三的全方問卷 重要性 位活動,從活動中使完成中一級基本法問 學生更關心社會的弱 答比賽 			育相關的課程,如中	表	及公民教育相關內容		
中一至中三的全方問卷 重要性 位活動,從活動中使 完成中一級基本法問 學生更關心社會的弱 答比賽							
位活動,從活動中使 學生更關心社會的弱 答比賽			立、中三共融的精神	教師回饋或	於課堂中講解基本法的		
學生更關心社會的弱 答比賽			中一至中三的全方	問卷	重要性		
			學生更關心社會的弱		答比賽		
			勢社群及社會共融的				
重要性							
中二至中三引入							
《基本法》相關內							
容,使學生更了解香							
港政府、社會、經濟							
狀況							
與公民教育委員會							
合作,協辦舉行中一							
級基本法問答比賽			級基本法問答比賽				

4.8	3.2.5	與圖書館合作,學 生閱讀電子書,並作 閱讀報告		中一至中三同學需完 成電子書閱讀計劃 (下學期學生需完成一個 閱讀報告)	23/4/20	教師
4.9	3.2.6	教師亦可善用多媒 體教學,從互聯網上 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	表	80%的同事能於課堂 上運用資訊科技教學	全年	教師
4.10	3.2.7	本科的課程規劃已 從知識及技巧上銜接 新高中的通識教育科	表	100%教師能在指定時 間完成教學內容	全年	教師
4.11	3.2.8	科相關的教科書及參	室 / 圖書	 每年至少購買五本與 本科相關的書本及練習 教師素描並儲存相關 的檔案 	全年	科主任、 教師
4.12	3.2.9	中三專題研習課 堂,教授學生訂立探 究題目的技巧,中二 教授批判思考能力	表	100%教師能在指定時 間完成教學內容	全年	教師

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	\$4000
	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	\$4700

6 成員

顧問	吕以敏校長
科主任	陳綺瑩老師
成員	司徒樂欣老師、張文迪老師、李謙禮老師

C.C.C. Mong Man Wai College Information and Communication Technology Annual Programme Plan (2019 – 2020)

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 willing to learn ICT techniques to cope with the changing curriculum.
 - 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.
- 2.2.6 <u>Some teachers are not experienced in teaching ICT.</u>
- 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 To sustain self-directed learning habits (SDL)
 - 3.1.2 To develop e-learning to enhance learning effectiveness (e-learning)

3.2 Essential Concerns

- 3.2.1 Life-wide Learning (co-curricular activities, visits, field trips, etc)
- 3.2.2 Values education (including MCE and Basic Law education)
- 3.2.3 Language across the curriculum (including Reading)
- 3.2.4 STEM education and IT Education (ITE)
- 3.2.5 Strategies for Elite Teaching
- 3.2.6 Showcase Items and sharing (e.g. study tour) for Learning Celebrations
- 3.2.7 Career and Life Planning (CLPE)
- 3.2.8 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 junior form		corresponding teacher	using SDL	year	teachers
			•	Evaluate by panel	measures is carried		
					out in each junior		
					forms		

*4.2	3.1.2	Each teacher is required to attend at least 1 seminar related to e-learning in ICT	•	Verbal report from corresponding teacher Evaluate by panel	• At least once	Whole year	Corresponding teachers
*4.3	3.1.2	Sharing of literatures and practices about e-learning inside panel	•	Verbal report from corresponding teacher Evaluate by panel	• At least once	Whole year	Corresponding teachers
*4.4	3.1.2	Each teacher is required to try e-learning strategies in his lesson (junior form)	•	Verbal report from corresponding teacher Evaluate by panel	• At least once	Whole year	Corresponding teachers
*4.5	3.2.1 3.2.4	Cross-curricular learning activity	•	Verbal report from corresponding teacher Evaluate by panel	• At least once	Whole year	Corresponding teachers
4.6	3.2.7	Integrate CLPE topics and life skill learning in syllabus	•	Verbal report from corresponding teacher Evaluate by panel	1 topic is included in syllabus of each form	Whole year	Corresponding teachers
4.7	3.2.7	Activities about Career and Life Planning Education (CLPE)	•	Questionnaire	 At least 1 activity about CLPE will be organized. More than 70% students feel that the program is useful. 	Whole year	*NWH

4.8	3.2.8	Learning and Teaching focus in	•	Verbal report from	Senior Form ICT	Whole	Corresponding
		senior forms		corresponding teacher	classes have	year	teachers
			•	Evaluate by panel	carried out		
*4.9	3.2.5	Adjust the coursework in junior	•	Verbal report from	S3 add extended /	Whole	*FKW
		form, as to add extended or		corresponding teacher	enriched part	year	
		enriched part	•	Evaluate by panel	<u>coursework</u>		
4.10	3.2.5	Giving prizes for students who	•	Verbal report from	All classes in	Whole	Corresponding
		can finished extended part of		corresponding teacher	lower form have	year	teachers
		coursework or willing to help	•	Evaluate by panel	carried out		
		others in learning during lesson					
4.11	3.2.2	Extra-curricular readings for	•	Verbal report from	At least 10 senior	Whole	Corresponding
	3.2.3	senior form ICT students		corresponding teacher	form ICT students	year	teachers
			•	Evaluate by panel	join the plan		
4.12	3.2.8	Setup revision exercises (2 sets of	•	Verbal report from	At least two	Dec 19 –	*FKW
		past papers) to help S6 ICT		corresponding teacher	uniform quizzes	Jan 20	
		students for HKDSE	•	Evaluate by panel	carried out		
4.13	3.2.5	Nominate elite students to	•	Verbal report from	At least once	Whole	Corresponding
		participate external ICT activity or		corresponding teacher		year	teachers
		competition	•	Evaluate by panel			

*4.14	3.2.1	Organize a talk and workshop	•	Questionnaire	More than 70%	Mar 20 –	*FKW
	3.2.4	about Blockchain			students feel that	Apr 20	
					the program is		
					useful		
*4.15	3.2.4	Cooperate with English Centre to	•	Questionnaire	More than 70%	Whole	*FKW
		promote unplugged programming	•	Teachers observation	students feel that	year	
					the program is		
					useful		
4.16	3.2.1	Cooperate with Computer Society	•	Evaluate by panel	At least one	May 20	*FKW
	3.2.4	to carry out activities in STEM			activity has been		
		week			carried out		
4.17	3.2.1	Organize a C programming course	•	Questionnaire	More than 70%	Sep 19 –	*FKW
	3.2.4	for senior form ICT elite students			students feel that	Nov 19	
	3.2.5				the program is		
					useful		
4.18	3.2.1	Organize a "Python with	•	Questionnaire	More than 70%	Nov 19 –	*FKW
	3.2.4	Raspberry Pi" Course for students			students feel that	Mar 20	
	3.2.5	who have potential in			the program is		
		programming (Elite)			useful		
*4.19	3.2.1	Organize a Quadcopters and FPV	•	Questionnaire	More than 70%	Nov 19 –	*FKW
	3.2.4	course (include driving and			students feel that	Feb 20	
		assembling) (ECA)			the program is		
					useful		

*4.20	3.2.1	Organize a CAD course using	• Questionnaire	More than 70%	Nov 19 –	*FKW
	3.2.4	laser cutter (ECA)		students feel that	Apr 20	
				the program is		
				useful		
*4.21	3.2.1	Organize an Electric Car	• Questionnaire	More than 70%	Nov 19 –	*NTY
	3.2.4	Assembling Course (ECA)		students feel that	Mar 20	
				the program is		
				useful		
*4.22	3.2.1	Organize a Lego Robotic Course	• Questionnaire	More than 70%	Nov 19 –	*YKH
	3.2.4	for junior form students (ECA)		students feel that	Apr 20	
				the program is		
				useful		
4.23	3.2.1	Join the Jockey Club Student	• Evaluate by panel	More than 1	Whole	*FKW
	3.2.4	Training in Entrepreneurship		activities has been	year	
	3.2.7	Program (STEP)		held successfully		
4.24	3.2.6	Keep good students' works for	• Evaluate by panel	Junior and senior	Whole	Corresponding
		learning celebration		form should hand	year	teachers
				in 2 good students'		
				works respectively		
4.25	3.2.7	S3 subject selection talk	• Verbal report from	At least 15 S3	Mar 19	*FKW
			corresponding teacher	students attend		
			• Evaluate by panel			

4.26	3.2.4	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		
4.27	3.2.8	Cooperate with IT-prefects and	•	Verbal report from	The Computer	Oct 19 –	*FKW
		teaching assistant to open		corresponding teacher	Room opens every	May 20	
		Computer Room after school	•	Evaluate by panel	Tue		

5 Budget

	Item	Expenditure
5.1	C Programming Course (DLG) (Sep 19– Nov 19)	\$6000.00
5.2	Lego Robotic Course (CEG) (Apr 20 – Jun 20)	\$9600.00
5.3	White Board (F&E)	\$1500.00
5.4	Materials for promoting Unplugged Programming	\$2900.00
5.5	Library grant (Books for Library)	\$600.00
5.6	Library grant (Books for Elite students and Examination oriented Books)	\$600.00
5.7	Rights for using teaching materials (for publisher)	\$1600.00
5.8	Reference Books	\$1000.00
5.9	Teaching Aids (e.g. Apparatus for 3D-printing, batteries)	\$1000.00
5.10	Prizes	\$100.00
5.11	Senior form students' tutorial class subsidy	\$1500.00
5.12	Activity for Computer Society	\$1000.00
5.13	Travelling / Carriage (Visit, competition)	\$1000.00
5.14	HKACE Annual Fee	\$500.00
	Total expenditure	\$28900.00

6 Members

6.1	*Mr. Fung Ka Wai (Panel Head)	(FKW)
6.2	*Mr. Ng Wai Hong	(NWH)
6.3	Mr. Ng Tan Yiu	(NTY)
6.4	Ms. Wong Yin Ping	(WYP)
6.5	Mr. Yip Ka Ho	(YKH)

中華基督教會蒙民偉書院

普通話科

2019 至 2020 年度工作計劃

1 宗旨/目標

本科作為一門言語科目,以「培養學生聽、說普通話的能力為主,培養朗讀能力、拼寫能力 及增進與本科有關的語言文化為輔」。因此,本科堅定以創造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發展及實踐語言能力的機會,以培養獨立、自主、 有效的普通話學習者為目標邁進。

- 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 中三設「普教中」精英班,這提供了一個進一步營造普通話聽說有氣圍的機 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 持續鼓勵學生們培養自學的習慣,調動他們學習普通話的興趣及成效,讓 們成為獨立、自主、有效的語言學習者
 - 3.1.2 透過積極推動電子教學,提供更多語言輸入及實踐的機會,促進學生們聽說及溝通能力的培養
 - 3.1.3 讓同學們認識及探討普通話專業資歷發展的方向及與個人事業發展的關係,令他們對未來自己的語言發展更有方向感

普通話週年計劃

4 計劃內容及工作分配

課程	目標	計劃/策略	評估方法	成功準則	時間表	負責人
內						
4.1.1		課程設計以學生興趣為				.
	3.1.2	本,配合電子交學,盡量	(抽樣最少	學生同意	(問卷於	韋翔老師
	3.1.3	多使用多媒體材料及互				
		聯網資源,積極營造不同			完成)	
		的語境讓同學們沉浸及	同學)	性、信心、		
		演練語言,增加他們應用		興趣或能		
		語言的流暢度及信心。		力有所改		
				進		
4.1.2	3.1.1	安排每位學生最少有二	科任老師	學生們能	全年	全體老師
	3.1.2	次公開展示運用普通話	朝安马佐	基本運用		
		表情達意的機會。	口頭匯報	普通話展		
				示他們的		
				獨特才能		
4.1.3	3.1.1	評估設『口語活動分數』	口語活動	超過半數	全年	全體老師
	3.1.2	一欄,鼓勵學生們主動尋		的學生在	(分數必須於	
		找參與不同普通話學習		這項目上	30/05/2020 前	
		活動的機會,調動他們學		及格	完成)	
		習的主動性。				
4.1.4		優化觀課文化,本年度措				全體老師
	3.1.2	施如下:		必須進行	30/04/2020 前	
		目標:	務組建議			統籌:
		如何持續鼓勵學生們內	-			韋翔老師
		化自主學習學習習慣,促				
			估表及ESR			
		- 重點: 科任老師按照				
		班本需要,自選課題/重				
		點/策略擬定一教學項目				
		習」學習模式				
4.1.5	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
		析,檢討各項課內外教學			14/2/2020	
		措施的成效	最少交上一	改及跟進	第二次:	行政及評估:
			班的課業進		30/4/2020	韋翔老師
			行檢查	1 - 11 /	(備用)	
4.1.6	3.1.1	措施:	學生問卷	超過半數		
		透過介紹不同的專業考			(問卷於	韋翔老師
		試及試做一些大部分同			· · •	
		學們能力所及的公開模		普通話升	完成)	
		擬試卷,例如:GAPSK。另	同學)	學/工作方		
		外,科任老師會在課堂		面可持續		

普通話週年計劃

		上強調考完每一個專業 試對升學或就業好處/出 路 目標: 讓中三級的同學們更好 的掌握在升學/工作方面		發展的方 向了 加了		
		可持續發展的方向				
<mark>課外</mark>	目標	計劃/策略	評估方法	成功準則	時間表	負責人
4.2.1	3.1.1	挑選學生參加『普通話演講		-同學們能		黄華昌老師
		比賽』比賽,爭取表現	及	積極投入有	(密切留意有關	韋翔老師
		(拔尖項目)	公開比賽的	關訓練	機構以後共不的	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
			成績	-同學們的	最新賽程)	
				出席達80%		
4.2.2	3.1.1	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		
		語言能力,盡展所能。				
4.2.3	3.1.1	鼓勵同學們參加語文教育	/	所有工作按	全年	韋翔老師
	3.1.2	及研究常務委員會舉辦的		時完成	(如有合適)	
	3.1.3	普通話推廣活動				
4.2.4	3.1.1	上下學期各設普通話活動	觀察報告	所有工作按	上學期:	韋翔老師
	3.1.2	日兩天		時完成	26/11/2019	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
					下學期:	
					11/05/2020	
4.2.5	3.1.1	課堂課業以「小組說話活動	/	每級最少一	最後繳交日期	行政及統籌:
	3.1.2	/任務」為主,讓同學們按		項佳作	30/04/20 20	韋翔老師
		照各自的興趣、專長進行專				
		題研習,並運用不同形式呈				
		現成果,佳作將會在不同的				
		公開場合展示。				
4.2.6	3.1.1	成立『普通話大使』團隊,	學生問卷	超過半數學	2019 年 11 月中	行政及統籌:
	3.1.2	協助各項班內及班外的各				
		項推普活動		助推動他們		
				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	23/04/2020 至	
	3.1.2	目的:針對學生說話表達	語成績	格率達70%	15/05/2020 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				

普通話週年計劃

5 財政預算

	項目	預算款額
5.1	上學期普通話日專業攤位遊戲的壁報設計、攤位設計的物資及獎品	\$1000
5.2	下學期普通話日推普活動的壁報設計、物資及獎品	\$500
5.3	初中推普活動之專家講座	\$1500
5.4	參考書、教具、文具及錄像教材	\$500
5.5	各項出外比賽項目的車費津貼	\$200
5.5	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	\$4750

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

2019-2020 年度聖經科工作計劃

1 <u>目標</u>

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 建立學生正確的宗教包容觀念
- 1.1.4 配合學校發展方向,推行正向教育

1.2 課程方面:

- 1.2.1 以聖經為本,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 <u>現況分析</u>

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 在校牧的協助下,積極檢討全校聖經課程,提升教學效能
- 2.1.5 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
- 2.1.6 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
- 2.1.7 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
- 2.1.8 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 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
- 2.2.2 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

3 本年度關注事項

3.1 回應學校三年計劃(正向培育耀人生)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:

 中一至中六及課業政策皆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

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	與學生團契會合作舉行「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/ 參與老師口頭 回饋	老師、同學對活 動有正面評價	9/2019	KMW / CSM
		舉辦聖經問答比賽	老師及同學之 □頭回饋	老師、同學對活 動有正面評價	2/2020	СТҮ
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	10/2019- 5/2020	СТҮ
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	2/2020	СТҮ
4.1.4	推動課室外學習	部份中五級將外出,體驗香港貧窮問 題,反思信仰在社會角色	學生問卷	正面評價	11/2019	CTY / PELE
		中六級將學習 mindfulness practice,協助面對壓力	學生堂課與口 頭回饋	正面評價	12/2019	FPS/ LKC

4.2	課程方面:					
4.2.1	完善高中課程,讓同學 能投入課堂,對信仰發 生興趣,從日常生活的 各種課題思考信仰	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
		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	CSM, CTY
		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	9-12/2019	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		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:					-
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	同事口頭回饋	回饋正面	1/2019, 6/2020	各級級 統籌、 CTY

5 <u>與宗教委員會、校牧合作</u>

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 <u>科組成員</u>

霍碧珊、郭美雲、梁國璋、曾素玲、黄秀英、陳淑媚、朱得怡(科主任)

C.C.C. Mong Man Wai College Music Program plan (2019-2020)

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 developing e-learning to enhance learning effectiveness.

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. The celebration of 45th anniversary will provide a great opportunity to showcase students' musical talent.
- 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 has 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 To sustain self-directed learning habits
 - 3.1.2 To develop e-learning to enhance learning effectiveness
 - 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 Showcase students work

4. Implementation Plan

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria
4.1	3.1.1	S2 and S3 students will present a self-	Subject teacher	Students submit
		designed music project such as "music	evaluation and	their works with
		for a photo" or "music for an	observation	requirement
		advertisement" as term end work.		fulfilled
4.2	3.1.2	Tablets will be used to enhance students'	Feedback from students	Students deliver
		participation in music creation in class.	and evaluating students'	or perform their
		Notational software such as Musescore	works through different	works with
		will be introduced to facilitate music	platforms and channels.	requirement
		creation.		fulfilled
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	To organize singing contest (Nov 2019)	Evaluation by judge and	More than 40	
		and to participate in the 72 nd HK Music	feedbacks from students	students joining	
		Festival (Feb 2020). Students work will	as audience.	these showcasing	
		be performed during the Music week		events.	
		(May 2020) and 45 th Anniversary			
		concert.			

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

5. Budget

	Items	Expenditure
5.1	Library's Grant	1500
5.2	Teachers' textbooks	1000
5.3	Teaching Aids: CDs & DVDs	1000
5.4	Repairs & Maintenance:	
	Cello strings and bridge replacement (3 sets)	1800
	Clarinet and Saxophone maintenance fee	1800
	Piano tunings (one grand piano and two upright pianos)	2400
	Guitar strings replacement and maintenance (4 sets)	800
	Music stand, ePiano pedal and adaptor replacement	1600
5.5	Furniture and Equipment:	
	Concert Chimes (18 notes) – for orchestra	44200
	Timpani cover 23' – for orchestra	2400
5.6	Prize & Souvenir e.g. singing contest	800
	Activities (<\$3000)	
5.7	Music Week (May 2020)	800
	Anniversary student concert (May 9, 2020)	1600

Total Expenditure

6. Summary of Music Classes and Groups in 2019-2020

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	Wednesday	8
	instrument in orchestra	afterschool	
Flute (長笛)	Woodwind member, main	Thursday	10
	instrument in orchestra	afterschool	
Violin (小提琴)	Largest number in orchestra.	Saturday morning	20
	Divided in 1^{st} and 2^{nd} violin		
Trumpet / Trombone	Brass instrument of the	Thursday	6
(小號/長號)	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	20
	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	Monday	40
	occasions and events.	afterschool	

7. Team Member

Lai Chun Yung (Coordinator)

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, the curriculum is diverse and flexible.
 - 2.13 Many sports 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

School Sports Programme Coordinator Scheme (SSPCS) support our school team and develop the sports atmosphere.

2.4 Crisis

- 2.4.1 The Housing Authority will build a 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 School Major concerns
 - 3.1.1 <u>To sustain self-directed learning habits</u>
 - 3.1.2 <u>To develop e-learning to enhance learning effectiveness</u>

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 organized 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	To provide a platform for students	٠	Competition did	٠	Students'	Whole	LFM
	3.1.2	to organise sports activities or				achievements	year	LPM
	3.2.2	competitions in SDL mode at PE	٠	Teachers'	٠	Awards		
		lessons.		feedback	٠	Questionnaire		
		Select the related software for PE in SDL				S		
	3.1.1	Modify Inter-class table tennis/	۲	Evaluation by	۲	Awards	2^{nd}	LFM
	3.2.3	badminton competition / football competition. Let these		peer and teacher	•	Practical test	Semester	LPM
		Competitions can be	٠	Worksheet				
		consolidation and sustainability						
		These competitions will held in						
		the 2 nd semester						
4.1	3.2.1	To introduce relevant PE activities	٠	Attendance	٠	Courses	Whole	LFM
	3.2.2	or courses to students for personal	٠	Worksheet		completed	year	LPM
		achievements or future career.				with		
		Some activities run by sports				Certificate		
		association or university, like				Students'		
		school tour, alumni sharing, will				feedback		
		be introduced to students			(Q	uestionnaires)		
4.1	3.2.1	To nominate the talented athletes	٠	Attendance	٠	Courses	Whole	LFM
4.2	3.2.2	to take part in advanced courses				completed	year	LPM
		held by other sports associations :				with		
						Certificate		
		Some courses, like referee course,						
		青苗和青訓, sports volunteer			٠	Students'		
		scheme, run by sports association				feedback		
		will introduce to students			(Q	uestionnaires)		

	Objectives	Plans/Strategies		Method of Evaluation	Success Criteria	Time Scale	PICs
4.2	3.2.1	Make use of the fitness equipment to enhance students' fitness	•	Fitness test	• The overall passing rate is 95%	Whole year	LFM LPM
	3.2.1	To raise the sports ranking in HKSSF	•	Students' attendance Completion status	 Establishment completed Fitness training completed Jackets bought Results and awards 	Whole year	LFM LPM
	3.2.3	In collaboration with HE Dept. and different organising bodies for more co-curricular activities to promote "Wellness" in School. Health talks and workshops will be held by external organisations	* *	Students' participation Students' feedback	 Work was done Positive students' feedback 	Whole year	LFM

5. Budget

Please refer to the appendix I.

6. Team Members

6.1 Committee or Subject Panel Members

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

6.2 Other Team Members

Member	MS Lee Fan Man
Member	MS Lee Wing Yan

C.C.C. Mong Man Wai College 2019-2020 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.
- 3.1 Major Concerns for the Current Year (the 3-year plan—正向培育耀人生,科技學校揭新章 A future brightened with positivity cultivation; a chapter unveiled with IT in education): Major Concerns Addressed to the School 3-year Plan
 - 3.1.1 Self-directed Learning
 - 3.1.2 E-learning
 - 3.1.3 Positive Education
- 3.2 Other Concerns
 - 3.2.1 STEM and IT in Education
 - 3.2.2 Career and Life Planning Education
 - 3.2.3 Life-wide Learning
 - 3.2.4 Project Learning
 - 3.2.5 Elite Training
 - 3.2.6 Showcase Items for Learning Celebrations
 - 3.2.7 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
Su	stainment	of Self-directed Learning Habit			Scale	III-chaige	
4.1	3.1.1, 3.1.3	SDL for all forms—at least one SDL topic in each form 1. <u>Pre-lesson Preparation</u> - research & study (youtube, websites, books) 2. <u>Classroom Teaching</u> - experiments - sharing & discussion - exploration & discovery 3. <u>Follow-up (Artwork Creation)</u> -application in artwork -presentation and critique	 Teacher's observation Presentation and peer discussion Self and peer evaluation Art marking 	 Students complete pre-lesson tasks, classwork and homework Students apply their studies in art-making and get satisfactory scores in assignments. 	Throughout the academic year	LMY, LLM	
E I 4.2	earning foi 3.1.2. 3.1.3	r S.4 and S.5 Elective Groups Mosaic Making Through App: Andrea Mosaic	 Teacher's observation Presentation and peer discussion Self and peer evaluation Art marking 	Students complete learning tasks using the app (Andrea Mosaic)	2 nd Term	LMY, LLM	

	Objectives	Plans/ Strategies		Methods of Evaluation	Success Criteria	Time Scale	Person In-charge	Budget
Pos	itive Educa	ation						
4.3.1		School-based VA Curriculum to cultivate positive value by: 1. cultivating creativity and curiosity in learning 2. respecting and appreciating artworks and the environment around us 3. building up confidence and creating positive self-image through art-making	1. 2.	Teacher's observation Presentation and peer discussion	Students complete pre-lesson tasks, classwork and homework.	Throughout the academic year	LMY, LLM	
4.3.2	3.2.3	Art in School Partnership Scheme 《共創校園藝術空間》 (sponsored by HK Arts Development Council)	1. 2. 3. 4.	feedback from teachers, students and the public artists' observation comments from the HK Arts Development Council art making	Two arts activities will be held A series of workshops, talks & exhibitions will be organized for students or both students and the public	19 Aug 2019 – 18 Aug 2020	LLM	 Grant from HK Arts Development Council

	Objectives	Plans/ Strategies	Methods of Evaluation	Success Criteria	Time Scale	Person In-charge	Budget
ST	EM and IT	in Education					
4.4.1	3.2.1, 3.1.3	Cross-curricular Learning Activity— S.1 Packaging Design for a Soap (In Collaboration with STEM Committee, I.S. Dept. and H.E. Dept.)	 Students understand and choose appropriate materials to match with the shape of the soap. Tutor's and teacher's observation Feedback from students 	appropriate materials to match with the shape of the soap.	May (tentative)	LMY,LLM	
4.4.2	3.2.1, 3.1.3	Laser Cutting Workshop for S.4 and S.5 Elective Groups (In Collaboration with STEM Committee)	 Attendance sheets Students' Self-reflection Forms Feedback from students 		12 sessions, (2 hr per session) (tentative)	LMY,LLM	 (budget proposed by STEM Committee)

4.4.3	3.2.1,	3D Printing Workshop for S.4 Elective	1.	Attendance sheets	1.	80% attendance	2 sessions,	LMY	
	3.1.3	Group	2.	Students' Self-reflection Forms	2.	Positive feedback	(2 hr per		
		(In Collaboration with STEM Committee)					session)		
							(tentative)		
		Diana / Otracta nina		Mathada of Frankration	1	0	Time	Person	Budget
	Objectives	Plans/ Strategies		Methods of Evaluation		Success Criteria	Scale	In-charge	
Ca	reers and I	Life Planning Education							
4.5.1	3.2.2,	教育局商校合作計劃 2018 / 19	3.	Attendance sheets	3.	80% attendance	Elementary:	LMY, LLM	
	3.1.3,	「商襄校園親親社群」計劃	4.	Students' Self-reflection Forms	4.	Positive feedback	5 sessions,		
	3.2.3	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							
		(In collaboration with OLE Committee)							

4.5.2	3.2.2,	Talks, workshops and graduation shows	3.	Tutor's and teacher's observation	5.	Students get art-related	Throughout	LMY,LLM	
	3.1.3,	organized by universities & design	4.	Feedback from students		information in universities	the academic		
	3.2.3	institutes			6.	Students' positive feedback	year		
Life	Wide Lea	rning Activities							
4.6	3.2.3,	Museum & Gallery Visits	1.	Photo records for references /	Stu	idents complete post-visit tasks	Throughout	LMY, LLM	Travelling:
	3.1.3		2.	Art criticism writing /	with	h satisfactory responses.	the academic		\$1,500
			3.	Visual diaries /			year		
			4.	Extended application in					
				art-making					
							Time	Person	Budget
	Objectives	Plans/ Strategies		Methods of Evaluation		Success Criteria	Scale	In-charge	
							•	•	•
Elit	e Training	(for All Forms)							
Elit 4.7.1	e Training 3.2.5,	(for All Forms) Training for Internal & External	1.	Number of competitions joined	1.	Joining at least 3 competitions	Throughout	LMY, LLM	Competition
	-		1. 2.	· •	1. 2.	Joining at least 3 competitions Students are able to apply	Throughout the academic	LMY, LLM	Competition Enrollment
	3.2.5,	Training for Internal & External	1. 2. 3.	· •		•	ů,	LMY, LLM	
4.7.1	3.2.5, 3.1.3	Training for Internal & External		Teachers' observation		Students are able to apply relevant knowledge and skills to	the academic	LMY, LLM	Enrollment
4.7.1	3.2.5, 3.1.3	Training for Internal & External Art / Design Competitions	3.	Teachers' observation		Students are able to apply relevant knowledge and skills to	the academic	LMY, LLM	Enrollment
4.7.1 Elit	3.2.5, 3.1.3 e Training	Training for Internal & External Art / Design Competitions (for Junior Forms)	3.	Teachers' observation Students' feedback	2.	Students are able to apply relevant knowledge and skills to their works.	the academic year		Enrollment Fee:\$1,200
4.7.1 Elit	3.2.5, 3.1.3 e Training 3.2.5,	Training for Internal & External Art / Design Competitions (for Junior Forms) Drawing Workshop	3. 1. 2.	Teachers' observation Students' feedback Attendance record	2.	Students are able to apply relevant knowledge and skills to their works. 80% attendance	the academic year 12 sessions		Enrollment Fee:\$1,200 Tutor Fees: \$8,640
4.7.1 Elit	3.2.5, 3.1.3 e Training 3.2.5,	Training for Internal & External Art / Design Competitions (for Junior Forms) Drawing Workshop	3. 1. 2.	Teachers' observation Students' feedback Attendance record Tutor's marking and comments	2. 1. 2.	Students are able to apply relevant knowledge and skills to their works. 80% attendance Tutor's feedback	the academic year 12 sessions per class (1.5 hr per session,		Enrollment Fee:\$1,200 Tutor Fees:

4.7.3	3.2.5,	Painting Workshop	1. Attendance record	1.	80% attendance	14 sessions,	LLM	Tutor Fees:
	3.1.3	(Class A)	2. Tutor's marking and comments	2.	Tutor's feedback	(1.5 hr per		\$4,620
			3. Exhibition	3.	Students' self-reflection forms	session)		1/3 Subsidies:
				4.	Students hand in artwork of good			\$1,540
					quality			(Fixed Cost)
4.7.4	3.2.5,	Painting Workshop	1. Attendance record	1.	80% attendance	10 sessions,	LLM	Tutor Fees:
	3.1.3	(Class B)	2. Tutor's marking and comments	2.	Tutor's feedback	(1.5 hr per		\$3,300
			3. Exhibition	3.	Students' self-reflection forms	session)		1/3 Subsidies:
				4.	Students hand in artwork of good			\$1,100
					quality			(Fixed Cost)
	Objectives	Plans/ Strategies	Methods of Evaluation		Success Criteria	Time Scale	Person In-charge	Budget
4.7.5	3.2.5,	Mixed Media Workshop	1. Attendance record	1.	80% attendance	4 sessions,	LLM	Tutor Fees:
	3.1.3		2. Tutor's marking and comments	2.	Tutor's feedback	(1.5 hr per		\$4,800
			3. Exhibition	3.	Students' self-reflection forms	session)		1/3 Subsidies:
				4.	Students hand in artwork of good			\$1,600
					quality			(Fixed Cost)

4.7.6	3.2.5,	Oil Painting Workshop (S.4 DLG)	1. Attendance record	1.	80% attendance	8 sessions,	LMY	DLG: \$12,000
	3.1.3		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			
4.7.7	3.2.5,	Advanced Oil Painting Workshop	1. Attendance record	1.	80% attendance	4 sessions	LMY	Tutor fees
	3.1.3		2. Tutor's marking and comments	2.	Tutor's feedback	(3 hr per		\$6,000
			3. Exhibition	3.	Students' self-reflection forms	session)		1/3 Subsidies:
				4.	Students hand in artwork of good			\$2,000
					quality			(Fixed Cost)
						Time	Person	Pudaat
	Objectives	Plans/ Strategies	Methods of Evaluation		Success Criteria			Budget
470	2.0.5	Deinting Warkshan (C.E.D.L.C.)	1 Attendence record	1	200/ attendance	Scale	In-charge	
4.7.8	3.2.5,	Painting Workshop (S.5 DLG)	1. Attendance record	1.	80% attendance	12 sessions,	LLM	DLG: \$12,000
	3.1.3		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			+ ¢5000
					quality	5 sessions		\$5000
						(2 hr per		1/3 Subsidies:
						session)		\$1,670

4.7.9	3.2.5,	Airbrush Painting Workshop	1. Attendance record	1.	80% attendance	8 sessions,	LMY	Tutor fees
	3.1.3		2. Tutor's marking and comments	2.	Tutor's feedback	(3 hr per		\$12,000
			3. Exhibition	3.	Students' self-reflection forms	session)		1/3 Subsidies:
				4.	Students hand in artwork of good			\$4,000
					quality			(Fixed Cost)
4.7.10	3.2.5,	School Art Ambassador Training	1. Updating and maintaining the	1.	Students are able to share	Throughout	LLM	\$1000
	3.1.3		website for VA information		updated exhibition messages	the academic		
			2. Sharing of art experiences	2.	Artwork and art experience	year		
			through board decoration		sharing			
				3.	Students' positive feedback			
	Objectives	Plans/ Strategies	Methods of Evaluation		Success Criteria	Time	Person	Budget
						Scale	In-charge	
4.7.11	3.2.5,	Visual Arts Club and Photography Club	1. Teachers' observation	1.	Students are able to initiate, plan	Throughout	LMY, LLM	\$1000
	3.1.3	Committee Members Leadership Training	2. Activities records and evaluation		and run 5 art activities per club	the academic		
			forms	2.	Students' positive feedback	year		

	1	s for Learning Celebrations			1			1	
4.8.1	3.2.6, 3.1.3	Art Show for Admission Talk Cum School Visit Day (in collaboration with School Promotion Committee)	1. 2.	Exhibition of artworks of students from all forms Feedback from primary school students and parents	1. 2.	Complete the plan Positive feedback	Nov.9	LMY, LLM	
4.8.2	3.2.6, 3.1.3	45 th Anniversary Decoration and Art Exhibition	1.	Decorate the school campus in accordance with the theme of 45 th Anniversary Celebration Exhibition of artworks of students from all forms	1. 2.	teachers' feedback students' feedback	Mar.5 – Mar.21	LMY, LLM	
	Objectives	Plans/ Strategies		Methods of Evaluation		Success Criteria	Time Scale	Person In-charge	Budget
4.8.3	3.2.6, 3.1.3	S.6 VA Graduation Exhibition Week		Exhibition of S.6 students' artworks Written Feedback on guest book	1. 2.	All S.6 students set up their artwork for display Positive feedback from guests	May 18– May 23 (Tentative)	LMY	\$500

Enha	ncing stu	dents' performance in public exa	minations				
4.9.1	3.2.7,	Subscription of two art magazines:	Teachers and students get updated	Students take resources from the	Throughout	LMY, LLM	Subscription
	3.1.1,	-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)
4.9.2	3.2.7	Joint-school Post-mock Examination	1. Sharing and discussion on exam	1. At least 1/3 S.6 VA students join	Date to be	LLM	\$300
			paper	the activity.	confirmed		
			2. Marking of Exam paper	2. Students show improvement after			
			3. Teachers' comments from other	the activity.			
			schools				

5. Budget

Non-EOEBG (eg. DLG, CLP, NME)	Applied	Approved
Diversity Learning Grant (Other Programme)		
2019-2022 (S4)		
S.4 Oil Painting Workshop	12000	12000
2018-2021 (S5)		
S.5 Painting Workshop	12000	12000
Total	: 24000	24000

B. EOEBG

Baseline (Individual Subject/Committee)

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

Library Books (allocated and recorded by LWS2)		
-Library Books	800	800
-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)	46000	
* Stationery (below \$200 per annum, if more than \$200 pls specify)		
* Newspaper and Magazine (Library)	(fixed cost) 540	
* Travelling allowance for Speakers		
Artist Sharing		
* Travelling / Carriage (Visit, Competition)		
1 Gallery visit	1500	
* Student Training (Academic)		
1 Art Ambassador Training	1000	
2 VA Club and Photography Club Leadership Training	1000	
* Prizes		
Activities (Partly subsidized by school) (Please refer to Note2)		
1 Drawing Workshops (Class A and B) (Total 24 sessions)	(fixed cost) 2280	
2 Painting Workshop (Class A) (14 sessions)	(fixed cost) 1540	
3 Painting Workshop (Class B) (10 sessions)	(fixed cost) 1100	

4	Mixed Media Workshop (4 sessions)	(fixed cost) 1600	
5	S.4 Oil Painting Advanced Workshop (4 sessions)	(fixed cost) 2000	
6	S.5 Painting Workshop (5 sessions)	(fixed cost) 1670	
7	Airbrush Painting Workshop (8 sessions)	(fixed cost) 4000	

Activities (\geq \$3000 with breakdown)		
Activities (<\$3000)		
1 Competition Enrolment Fees	1200	
2 S6 Graduation Exhibition Week	500	
3 Joint-school Post Mock Exam	300	
Total:	68,830	

* Other than activity expense

\$

Note 1: Teaching Aids

1. Consumable materials	44000
2. Tools	2000
Total	46000

Note 2: Activities (Partly subsidized by school)

	Total Cost	School subsidized
1 Drawing Workshops (Class A and B) (Total 24 sessions)	8640	2880
2 Painting Workshop (Class A) (14 sessions)	4620	1540
3 Painting Workshop (Class B) (10 sessions)	3300	1100
4 Mixed Media Workshop (4 sessions)	4800	1600
5 S.4 Oil Painting Advanced Workshop (4 sessions)	6000	2000
6 S.5 Painting Workshop (5 sessions)	5000	1670
7 Airbrush Painting Workshop (8 sessions)	12000	4000

Panel Members

Head : Lau Mei Ying Member : Lau Lai Mei

C.C.C. Mong Man Wai College Home Economics Program Plan (2019–2020)

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 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.
- 2.4 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 Sustain self-directed learning habits
 - 3.1.2 Develop e-learning to enhance learning effectiveness
 - 3.2 Other Concerns
 - 3.2.1 Collaborate with Physical Education and I.C.T. Departments, Civic Education Committee and other organizations to promote healthy lifestyles.
- 3. 2. 2 Collaborate with Civic Education Committee to recognize and celebrate students' achievements.

4 Implementation Plan and Division of Works

4.1 Self-directed Learning and e-Learning

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.1	3.1.1 3.1.2	 S1 Food and Nutrition Students are to prepare for the lessons, i.e. reading the textbooks, having discussion and finishing worksheets in groups. Students are to submit the worksheets which will be checked and marked by the subject teacher. 		Completion of learning tasks, i.e. worksheets.	Sep - Oct 2019	LWS
		 S2-S3 Meal planning Students are to create a healthy dish for different groups of people, i.e. watching online cooking videos, reading recipe books and textbooks, having discussion, writing a recipe and preparing a dish in groups. The dishes will be evaluated and marked by the subject teacher. 	Evaluation of students' performance by subject teachers.	Completion of learning tasks, i.e. worksheets and preparing dishes.	April - May 2020	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 / garments. 	Evaluation of students' performance by subject teachers.	Completion of learning tasks, i.e. worksheets and N.W. assignments.	March - May 2020	LWS2

		- The N.W. worksheets and projects will be evaluated and marked by the subject teacher.				
	3.1.2	S1-S3 Cooking lessons -Students are to watch online cooking videos to learn simple food preparation skills and prepare certain ingredients at home for the cooking lessons.	Evaluation of students' performance by subject teachers.	Completion of learning tasks, i.e. worksheets and preparing ingredients.	Feb - June 2020	LWS
		 S1-3 Needlework lessons Students are to watch online sewing videos to learn different sewing skills and use different accessories to decorate their N.W. articles / garments. 	Evaluation of students' performance by subject teachers.	Completion of learning tasks, i.e. worksheets and N.W. assignments.	Nov 2019 - June 2020	LWS2
		Collaborate with I.C.T. Department and I.V.E. (Kwai Chung) to recruit students to attend a 3D food printing workshop.		-Students participate in the workshop.	Nov - Dec 2019	LWS, LWS2 FKW

4.2 Collaboration with other subjects, committees and organizations, and Learning Celebrations

4.2	3.2.1	- Promote healthy lifestyles by working with	Students are to	-Students participate in the	Dec 2019-	LWS,
		P.E. Department, C.E. committee and other	participate in health	health education activities.	May 2020	LWS2,
		organizations, e.g. Green Monday and	education activities.			TWP,
		Angel of Diabetic.				LPM
		- Green Monday Exhibitions and game				
		booth (Smoothie Bike 踏出果昔)				

	 Sugar Free Day Exhibitions and game booth A nutritionist will be invited to conduct a healthy snack workshop. 				
	Recognize and celebrate students' learning outcomes by working with C.E. Committee.	projects will be collected	Outstanding N.W. projects will be displayed in glass-door cabinets and an exhibition will be held during the 45 th Anniversary.	Feb – March 2020	LWS, LWS2, TWP

5 Budget 2019-2020

Items	Approved (\$)	Applied (\$)
Teaching Aids (consumables)		50,000
Composit Furniture & Equipment		18,000
Minor Repairs		3,500
(maintenance of sewing machines)		
Travelling / Carriages		1,500
(delivery charges for fibres and fabrics)		
Teacher's Reference (reference books)		1,000
Library grant		1,500
Stationery		200
Total Expenditure		75,700

- 6 Team Members
 - 6.1 Committee or Subject Panel Members

Advisor	:	FPS
Chairperson	:	LWS
Member	:	LWS2

C.C.C. Mong Man Wai College Library 2019-2020 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 20 student-librarians can provide their service regularly.
- 2.1.6 A new library assistant is assigned for the routine work of school library.

2.2 Weaknesses

- 2.2.1 No library lessons in this academic year.
- 2.2.2 The school library is far away from the school main building.
- 2.2.3 The bookshelves are overloaded with too much old collections.
- 2.2.4 Number of student-librarians is decreasing. Students are too busy.

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 (\$7600) 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 Positive Thinking

There is a Guidance Corner in the library which provides a lot of information about positive thinking to students.

Objectives		Plans / Strategies	Methods of	Schedule	PICs
			Evaluation		
Optimize the	1.	Write-off the updated	Feedback from	Whole year	LWS2
environment of		and old collections.	students and teachers.		
the library	2.	Reallocation of the			
		library collections.			
Create a reading	1.	Popular Reading	1.1 Count the no. of	Whole year	LWS2
atmosphere in		Award Scheme	participants and		
the campus		1.1 教協普及閱讀獎	award		
		關計劃	(Green, Blue,		
			Purple Badge of		
			Honour)		
		1.2 Online Reading Scheme (Chinese)	1.2 Count the no. of participants and award		
	2.	Promote reading			
		activity	2.1 Count the no. of		
		2.1 借書有賞活動	participants		
			2.2.1 Count the no. of		
			participants		
		2.2 專題書展	2.2.2 Feedback from		
			participants		

4. Implementation plan, work allocation and evaluation

Collaborate with committee (OLE)	1. A OLE Corner was set up promote in the library to provide career information	Feedback from participants	Whole year	LWS2
Collaborate with committee (ACA)	 S1 Searching skills in CT lessons S1, S2 Reading strategies skill 	Feedback from participants	 Nov, 2019 Apr 2020 	LWS2, FMY
Collaborate with Subject (VA)	 Book Mark Design Competition 	Count the no. of participants and award	(1) Nov, 2019 - Mar, 2020	LWS2 & VA (LMY, LLM)
Promote Reading	Reading Day 1. Book Fairs, Book recommendation, Writer's sharing session, 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

Library Teacher: Li Wing Sze

2019-2020 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

備註:時間表見附件一

第二部份	各級課題								
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								
音樂元素和弦 應用 音樂編輯及打 譜軟件 基本歌唱技巧	LCY	電影藝術與其 他藝術之比較 畫外音與畫內 音之分別 敘事形式與場 面調度	LCY	認識世界音樂 流行音樂源流 英美流行音樂 對全球流行曲 發展之影響	LCY				
認識廣東粵劇 節奏樂器及 敲擊樂器介紹		電影歷史與電 影評論	LCY	設設之影響 認識搖滾音樂 認識音樂劇及 歌劇					
印章雕刻 (1、2)	LLM	本地電影短片 製作之現況		本地流行曲	-				
時裝設計 (與課外活動委 員會合作,於 試後活動 班際時裝表演 及比賽)	LLM, LMY	時裝設計 (與課外活動委 員會合作,於 試後活動 班際時裝表演 及比賽)	LLM, LMY						
迷你拉坯陶件 創作	LMY	小碟子設計 全景拍攝 IQ Light 製作	LLM						
		iQ Light 表IF 沙畫	LMY						

中四級	任教老師	中五級	任教老師	中六級	任教老師			
與升學/擇業相關								
「耆義承傳」社 會服務計劃 智慧傳承		「常識」問答 「常識」問答 比賽:多元升 學出路		多元升學出路				
 計劃人生 (SLP) 選擇。前路 第一節 選擇。前路 第二節 選擇。前路 第二節 選擇。前路 第二節 	CST	認識大專課程 先見之明 我的 SLP 求職準備篇 履歷表 面試策略 自我介紹	KLP	JUPAS, EAPP 戶口 SLP 檢閱及確 認 認識暑期工及 升學課程陷阱	CST, KLP			

第三部份 增潤課題/活動/工作坊 (課堂進行)

其他學習	活動/計劃名稱	合辦單位/機構	參與學生	備註
經歷範疇				
	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\$600
	資助 34 位中五同學(5B 班)參加香	香港藝術節青少	S5B	\$40 x 34 = \$1360
	港藝術節兩項藝術活動	年之友	DCC	撥款有待批核
	香港流行音樂行業狀況及錄音室	外聘導師	S4	\$2000
	軟件製作	倪朗殷	54	撥款有待批核
藝術發展	基礎電影製作入門	外聘導師	S5	\$2000
		余子明		撥款有待批核
				● 於試後活動
	中四、五時裝表演 Fashion Show			表演
	(學習及準備)	課外活動委員會	S4, S5	• LLM, LMY
				設計課程及
				授課

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



2019-20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	12/9	LLM	LCY	LMY	CST			
2	20/9	LLM	LCY	LMY	CST			
3	30/9	CST	LLM	LCY	LMY			
4	10/10	CST	LLM	LCY	LMY			
5	23/10	賽馬會注	告觀青少年創業	業培訓計劃講	座(禮堂)			
28/10-1/11 上學期測驗周								
6	7/11	賽馬會浩	觀青少年創業	培訓計劃工作	葶坊(禮堂)			
7	15/11	LMY	CST	LLM	LCY			
8	25/11	LMY	CST	LLM	LCY			
9	5/12	LCY	LMY	CST	LLM			
10	16/12	LCY	LMY	CST	LLM			
23/12/2019 - 1/1/2020 聖誕節及元旦日								
	6/1-17/1 上學期考試							
22/1-1/2 農曆新年假								
13	4/2	LLM	LCY	LMY	CST			
14	12/2	LLM	LCY	LMY	CST			
15	20/2	CST	LLM	LCY	LMY			
16	28/2	CST	LLM	LCY	LMY			
17	11/3	LMY	CST	LLM	LCY			
18	19/3	LMY	CST	LLM	LCY			
19	27/3	區域鏈工作坊(禮堂)						
30/3-3/4 下學期測驗問								
20	22/4	LCY	LMY	CST	LLM			
21	4/5	LCY	LMY	CST	LLM			
22	14/5	LLM	LCY	LMY	CST			
23	22/5	LLM	LCY	LMY	CST			
24	1/6	CST	LLM	LCY	LMY			
25	9/6	CST	LLM	LCY	LMY			
12/6-30/6 下學期考試								

2019-20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:	DAY5 3-4 堂			
循環周	日期	5A	5B	5C	5D		
1	11/9	LMY	LCY	LLM	KLP		
2	19/9	LMY	LCY	LLM	KLP		
3	27/9	KLP	LMY	LCY	LLM		
4	9/10	KLP	LMY	LCY	LLM		
5	22/10	LLM	KLP	LMY	LCY		
28/10-1/11 上學期測驗周							
6	6/11	LLM	KLP	LMY	LCY		
7	14/11	香港藝術節青少年之友					
8	22/11	LCY	LLM	KLP	LMY		
9	4/12	LCY	LLM	KLP	LMY		
10	13/12	LMY	LCY	LLM	KLP		
23/12/2019 - 1/1/2020 聖誕節及元旦日							
		6/1-17/1	上學期考試				
		22/1-1/2	豊曆新年假		-		
13	3/2	LMY	LCY	LLM	KLP		
14	11/2	KLP	LMY	LCY	LLM		
15	19/2	KLP	LMY	LCY	LLM		
16	27/2	LLM	KLP	LMY	LCY		
17	10/3	LLM	KLP	LMY	LCY		
18	18/3	LCY	LLM	KLP	LMY		
19	26/3	LCY	LLM	KLP	LMY		
30/3-3/4 下學期測驗周							
20	21/4	LMY	LCY	LLM	KLP		
21	29/4	LMY	LCY	LLM	KLP		
22	13/5	KLP	LMY	LCY	LLM		
23	21/5	KLP	LMY	LCY	LLM		
24	29/5	求積攻略工作坊					
25	8/6	求積攻略工作坊					

12/6-30/6 下學期考試

LLM-5C,5D 時裝設計課 ; LMY-5A,5B 時裝設計課

C. C. C. Mong Man Wai College Application of Capacity Enhancement Grant (2019–2020)

Area Of Concern	Implementation Plan	Benefits Anticipated	Resources Required	Success Criteria
Implementation of new school major concern	Employing a 0.5 contract teacher to share the workload of teachers to support the implementation of the new school major concern	To share the workload of the teachers in charge of the new school major concern	\$240,000	Smooth implementation of the new school major concern
Teacher assistant (Chinese)	Employing a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$215,000	Most of the teachers agree that their non-teaching workloads are relieved
Teacher assistant (English)	Employing a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$215,000	Most of the teachers agree that their non-teaching workloads are relieved
Speech festival training (English)	Employing tutors from outside to train students to prepare for English speech festival	To alleviate English teachers' workload on training students	\$22,000	Over 80% attendance in training and good results in competition
Speech festival training (Chinese)	Employing tutors from outside to train students for speech festival	To alleviate Chinese teachers' workload on training students	\$27,500	Over 80% attendance in training and good results in competition
LEGO Programming and Robot Making Course	A service provider will be hired to teach students about the LEGO Programming and Robot Making	To alleviate ICT teachers' workload on training students	\$9,600	Over 80% attendance in the course and good students feedback
Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	To alleviate teachers' workload on monitoring students drilling	\$15,000	Over 80% attendance in the course and good students feedback
			\$744,100	

It is expected that the CEG in the next school year is around \$625,000.

C. C. C. Mong Man Wai College Plan on Use of Capacity Enhancement Grant (2019–2020)

Area Of Concern	Implementation Plan	Benefits Anticipated	Resources Required	Success Criteria
Teacher assistant (Chinese)	Employing a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$215,000	Most of the teachers agree that their non-teaching workloads are relieved
Teacher assistant (English)	Employing a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$215,000	Most of the teachers agree that their non-teaching workloads are relieved
Teacher assistant (LS)	Employing a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching	\$215,000	Most of the teachers agree that their non-teaching workloads are relieved
Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	To alleviate teachers' workload on monitoring students drilling	\$15,000 \$660,000	Over 80% attendance in the course and good students feedback

It is expected that the CEG in the next school year is around \$625,000.

C. C. C. MONG MAN WAI COLLEGE SCHOOL-BASED AFTERSCHOOL LEARNING & SUPPORT PROGRAMME 2019-20

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	\$13,000	Students' positive comment on the programmes	Students' attendance records & feedback
Leadership Development	To provide training for potential leaders	ECA committee	S20,000	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	\$8,000	Students' positive comment on the programmes	Student attendance records Teachers' feedback
Intellectual Development – KLA Chinese language	To offer afterschool tutorials	Chinese Panel	\$8,000	Students' positive comment on the programmes	Students' attendance records & questionnaire or feedback form
Intellectual Development – KLA S1 Reading strategies and tutorial classes	To offer reading strategy courses	ACA	\$20,000	Students' positive comment on the programmes	Students' attendance records & questionnaire or feedback form
Personal growth training	To organise training camps to help students to adapt to new stages in their lives.	S1	\$14,000	Students' positive comment on the programmes	Students' attendance records & questionnaire or feedback form
Cultural visits	To organise cultural visits to broaden students' horizon.	S1-S6	\$10,000	Students' positive comment on the programmes	Students' attendance records & questionnaire or feedback form
	·	Total:	\$20,8000		

C. C. C. Mong Man Wai College Plan on DLG-funded Other Programmes (Gifted Education) (2019–2020)

Programme	Implementation Plan	Teacher Responsible	Budget	Approved	Success Criteria	Method Of Evaluation
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
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
debate training	Around 10 S.4-6 students will be selected for the training. Experienced private tutors will be hired for the training	СШК	\$17,500	\$17,500	Students will take part in external debate competitions on behalf of the school.	Students' and tutors' feedback and achievement in competitions
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	\$15,000	Students will take part in the public speaking event in English Speech festival	Students' and tutors' feedback and achievement in competitions
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	Students will take part in external debate competitions on behalf of the school.	Students' and tutors' feedback and achievement in competitions
	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	\$16,000	\$15,000	Students may conduct experience- sharing session(s) with their fellow schoolmates about what they have	participants' feedback

Programme	Implementation Plan	Teacher Responsible	Budget	Approved	Success Criteria	Method Of Evaluation
					acquired in their courses	
Elite training for the HKAGE students in the school	About 20 S4-S6 students, who are the HKAGE members. A service supplier will be hired to provide the course on high-order thinking skills		\$15,000		problem-solving skills, critical thinking, etc.,	Evaluation by Academic Committee (Affairs) and feedback collected from participants
C programming language training	10 S4-S5 students will be selected for the training Experienced private tutors will be hired for training	FKW	\$6,000		Students will take part in programming competition on behalf of the school.	Questionnaire
			\$120,500	\$106,500		

It is expected that the DLG in the next school year is around \$84,000.

Life-wide Learning Grant Plan on the Use of the Grant <u>2019/2020</u> School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(F appr that I: Inte (close curric M: M P: Ph Deve S: Co	Exp Please ropria an one se M ellectua ely link culum) foral ar ysical copmen mmun	al Les perien put a ✓ te box(e option elected) al Devel- ted with ad Civic and Aesint ity Service elated Ex-	ces (in the es); mo (a can be) S opment Educati thetic ice	ore e C
Category 1	To organise / participate in life-w	vide learning activities	<u> </u>	<u> </u>							
1.1	To organise life-wide learning a appreciation, visits to enterprises	activities in different KLAs / cross-KL , thematic learning day)	A / curricu	lum areas	to enhance learning o	effectiveness	(e.g	. fie	ld tri	ps, ai	rts
Civic Education Committee	沙田民間風俗考察	認識香港社會變遷與傳承文化	2019-10	S1, S2, S3, S4, S5, S6	由老師按學生在當天的 表現來評估成效	HK\$735.00		~			
Extra- Curricular Activities Committee	中文學會活動	透過舉辦不同的中文活動以提升同學對中文的興趣	wholeyear	S1, S2, S3, S4, S5	老師觀察	HK\$800.00	~				
Other Learning Experience Committee	'Connecting Students with Nature through STEAM' Programme 2019- 2020 @ Ocean Park	To enhance the work of life planning education and careers guidance and education	2020-04	S2	Student Feedback forms and worksheets; Teacher observation;	HK\$7,000.0 0	~				~
Other Learning Experience Committee	CLP Collaboration with subject panels and committee	To enhance the work of life planning education and careers guidance and education	wholeyear	S1, S2, S3, S4, S5, S6	Student Feedback forms / Reflection Worksheets; Teachers Feedback	HK\$5,000.0 0	~				~

				Target		Brief Description of		(F appi	Essential Learni Experiences (Please put a ✓ in ti appropriate box(es); r than one option can selected) I M P S				
Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(close curric M: M P: Ph Deve S: Co	I M P S I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Educati P: Physical and Aesthetic Development S: Community Service C: Career-related Experienc					
Other Learning Experience Committee	S6 Mock Result Release	To enhance the work of life planning education and careers guidance and education	2019-09	S6	Committee Heads' and Teachers' Feedback; S6 FT/CT Feedback; S6 Parents' Feedback; S6 students' Feedback;	HK\$17,800. 00				~			
STEM Education Task Group	STEM Week	購買學習材料或獎品,用於校內比賽或活 動中。	2020-05	S1, S2, S3, S4, S5, S6	老師觀察	HK\$5,000.0 0	~						
STEM Education Task Group	四軸機駕駛及組裝課程	學生透過課程,學會無人機組裝之技巧及 相關理論。	2019-11, 2019-12, 2020-01, 2020-02, 2020-03	S2, S3, S4, S5	問卷(駕駛及組裝)	HK\$33,000. 00	~						
STEM Education Task Group	校外比賽支出	校外比賽所需物支所支出。	wholeyear	S1, S2, S3, S4, S5, S6	會議檢討	HK\$5,000.0 0	~						
Biology	S.4 field trip	To learn the importance of protecting the environment	2020-03	S4	Teacher's observation	HK\$1,200.0 0	~	~					
Biology	S.5 field trip	To learn the importance of protecting the environment	2019-12	S5	Teacher's observation	HK\$1,200.0 0	~	~					
Biology	Science Competition (Poly U)	To provide traning for elite students	2020-05	S5	Teacher's observation	HK\$500.00	~						

					lent Evaluation		(F appi	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)		Estimated Expenses (\$)	(close curric M: M P: Phy Devel S: Co	ely link culum) loral an ysical a lopmer mmun	al Develop and With and Civic Ec and Aesthe	ducation etic			
English Language	45th school anniversary writing competition	To celebrate the 45th school anniversary through sharing in writing	2019-09, 2019-10, 2019-11, 2019-12	S1, S2, S3, S4, S5, S6	Participants performance in competition	HK\$300.00	~	~					
English Language	Activities by English Centre	To create opportunities for self directed learning of students	wholeyear	S1, S2, S3, S4, S5, S6	Participation of students ; Feedback from participants and teachers	HK\$500.00	~	~					
English Language	CCC ELIC English summer camp	To help students learn English in summer in a fun way	2020-07, 2020-08	S1, S2, S3	Feedback form participants and organizers	HK\$24,000. 00	~						
English Language	English days	To arouse students interest in learning English and create an English speaking environment	2019-12, 2020-05	S1, S2, S3, S4, S5, S6	Feedback from participants and teachers; Participation of students	HK\$1,600.0 0	~	~					
English Language	English drama outing	To help students learn English through drama appreciation	2020-03	S2	Feedback from participants and teachers	HK\$10,000. 00	~			~			
English Language	English outings and workshops	To help students learn English through a wide variety of activities held outside of school	wholeyear	S1, S2, S3, S4, S5, S6		HK\$2,000.0 0	~			~			
English Language	Inter class Enlgish competitions	To help students consolidate their learning from class in a fun way	wholeyear	S1, S3, S4, S5	Participants performance in competitions	HK\$1,500.0 0	~						
Geography	香港地質公園學校計劃(海路)	提高學生對地球科學的認識	2020-05	S5	用問卷收集學生意見	HK\$3,600.0 0	~	~					

	Brief Description of the Activity Objective			Target	Brief Description of the Monitoring / Evaluation Mechanism		Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)		Estimated Expenses (\$)	(close curric M: M P: Ph Deve S: Co	I M P S C I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experience					
Geography	香港地質公園學校計劃(陸路)	提高學生對地球科學的認識	2020-04	S5	用問卷收集同學意見	HK\$2,100.0 0	~	~					
Geography	參觀米埔自然保護區	使中四級地理科同學有全方位學習活動, 加強對自然生態的認識	2019-12	S4	用問卷收集同學意見	HK\$1,200.0 0	~	~			~		
Information and Communicatio n Technology	區域鏈講座	透過舉辦不同的全級講座,讓學生了解現 今電腦技術及科技發展趨勢。	wholeyear	S4, S5	至少成功舉辦一次	HK\$1,000.0 0	~						
Information and Communicatio n Technology	提升學生運算思維活動	與英語中心合作,利用英語中心平台,透 過桌上遊戲,讓學生於遊戲中得到「不插 電編程」之學習體驗。	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察及相關桌上遊 戲之借用率	HK\$2,900.0 0	~						
Other Learning Experience	S4 OLE Lesson	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	wholeyear	S4	Teachers' Observation; Students' feedback	HK\$3,560.0 0			~	~	~		
Other Learning Experience	S4 OLE Lesson - employing tutor	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	wholeyear	S4	Teacher's Observation; Students' Feedback	HK\$2,000.0 0			~				

	Brief Description of the Activity	ity Objective	Date	Date Target Student (Level)	Evaluation		(Pl appr	arnir ces í in the es); me can b	le lore		
Other Learning						Estimated Expenses (\$)	(closel curricu M: Mc P: Phy Develo S: Cor	ly link ulum) oral an vsical a opmen nmuni	P l Develo ed with d Civic nd Aest t ty Servi lated Ex	Educa thetic	ttion
Other Learning Experience	S5 OLE Lesson	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	wholeyear	S5	Teachers' Observation; Students' Feedback	HK\$1,200.0 0			~		
Other Learning Experience	S5 OLE Lesson - employing tutor	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	wholeyear	S5	Teacher's Observation; Students' Feedback	HK\$2,000.0 0			~		
Other Learning Experience	香港藝術節學校巡迴表演	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	2019-11	S4, S5	Teachers' Observation; Students' Feedback	HK\$1,960.0 0			~		
Putonghua	下學期普通話日	推廣普通話,令學生多聽多講多接觸	2019-11	S1, S2, S3, S4, S5, S6	教師觀察	HK\$500.00	~				
Putonghua	上學期普通話日	推廣普通話,令學生多聽多講多接觸	2019-11	S1, S2, S3, S4, S5, S6	教師觀察	HK\$1,000.0 0	~				
Putonghua	初中推普活動之專家講座	推廣普通話,令學生多聽多講多接觸	2019-11	S1, S2, S3, S4, S5, S6	教師觀察	HK\$1,500.0 0	~				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(F appr that I: Inte (close curric M: M P: Ph Devel S: Co	Exp Please copriat an one se M Ellectua elly link culum) coral an ysical a lopmen mmuni	al Learni periences put a ✓ in ti te box(es); r c option can elected) P S al Developme ed with d Civic Educ and Aesthetic at ity Service lated Experie	the more be compared by the more be compared by the compared b
Form 1	中一學習技巧課	提升中一同學學習技巧,有助他們盡快適 應中學生活	wholeyear	S1	老師觀察、學生問卷	HK\$8,160.0 0	~			
Form 2	中二級旅行	提升學生合作能力	2019-11	S2	學生問卷,老師觀察	HK\$11,558. 00		~		
1.2	positive values and attitudes (e.g.	learning activities to cater for students' in activities on multiple intelligences; physical ag; uniformed groups; military camps)								
Civic Education Committee	環保袋設計比賽	提高環保意識	wholeyear	S2	老師揀取優勝作品	HK\$500.00		~		
Civic Education Committee	六四舞台- `五月三十五日	加強對近代歷史的認識	2020-05	S4, S5, S6	教師觀察	HK\$4,500.0 0		~		
Civic Education Committee	西貢鹽田梓生態遊	認識香港早期行業及相關發展	2019-11	S1, S2, S3, S4, S5	教師觀察	HK\$1,800.0 0	~	~		
Civic Education Committee	定期舉辦各項回收活動	提升環保意識	wholeyear	S1, S2, S3, S4, S5, S6	會議檢討	HK\$1,000.0 0		~		
Civic Education Committee	信興影子計劃	認識不同類型的職業	2020-08	S5, S6	信興回饋	HK\$300.00				~

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Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(close curric M: M P: Phy Devel S: Cor	ly link ulum) oral an ysical a opmen mmuni	P S 1 Developme ed with d Civic Educ nd Aesthetic t ty Service lated Experie	cation c
Civic Education Committee	突發時事專欄/分享	時事分享	wholeyear	S1, S2, S3, S4, S5, S6	教師回饋	HK\$100.00		*		
Civic Education Committee	無糖飲食講座	認識健康飲食	2020-07	S1	老師觀察	HK\$1,000.0 0		*		
Civic Education Committee	課室清潔比賽	提升學生愛護校園的意識	2020-03	S1, S2, S3	評判評分	HK\$300.00		*		
Discipline Committee	教育學生如何預防偷竊	教育學生如何預防偷竊	2019-12	S1, S2, S3	問卷調查	HK\$600.00		~		
Discipline Committee	預防校園欺凌講座費用	教育學生如何預防校園欺凌	2019-09	S1, S2	問卷調查	HK\$900.00		~		
Discipline Committee	領袖生訓練	建立團隊,學習如何執行職務	wholeyear	S3, S4, S5	問卷調查	HK\$13,600. 00		~		
Extra- Curricular Activities Committee	72nd Music Festival Enrolment Fee	讓學生參加不同音樂比賽,廣闊視野,提 升個人音樂技巧。	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察	HK\$4,400.0 0			~	
Extra- Curricular	Scrabble Team	提升同學的 scrabble 技巧,讓學生透過比 賽增價自己	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察、學生表現	HK\$18,000. 00	~			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(P appr tha I: Inte (close curric M: M P: Phy Devel S: Con	Exp Please copriation an one se M Ellectua ely link ulum) oral an ysical a opmer mmun	al Le erier put a vice box(c option elected P Il Deve ed with d Civic and Aes it ity Serv lated E	in the formation of the	he nore be C nt ation
Activities Committee							0.04				
Extra- Curricular Activities Committee	體育校隊	提供不同的校隊讓不同能力的同學能發揮 個人強項,建立良好的生活習慣	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察	HK\$115,018 .00			~		
Extra- Curricular Activities Committee	體育校隊場地預訂	讓同學在良好的環境下訓練體育運動,提 升他們的技巧	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察	HK\$11,750. 00			✓		
Extra- Curricular Activities Committee	體育學界報名費	透過參與不同比賽,與其他學校交流,提 升個人水平	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察	HK\$4,800.0 0			✓		
Extra- Curricular Activities Committee	交流團	讓學到走出香港,認識世界不同文化,廣 闊視野	wholeyear	S2, S3, S4, S5, S6	老師觀察	HK\$160,407 .00	~	>	~	~	~
Extra- Curricular Activities Committee	全方位活動日	讓學生參與不同活動,接解多元化的活 動,擴闊眼界	2019-11, 2020-04	S1, S2	老師觀察	HK\$3,200.0 0	~	~			

				Target	Brief Description of	Estimated	(F appi tha	Exp Please ropriat an one se	al Learn eriences put a ✓ in t e box(es); i option can elected)	the more
Domain	Brief Description of the Activity	Objective	Date	Student (Level)	the Monitoring / Evaluation Mechanism	Expenses (\$)	(close curric M: M P: Phy Devel S: Co	ely link culum) coral an ysical a lopmen mmuni	P S 1 Developme ed with d Civic Educ and Aesthetic t ty Service lated Experior	ent cation c
Extra- Curricular Activities Committee	社會服務一我係小廚師	與不同能力人士交流,建立同理心	2020-02	S2, S3, S4, S5	老師觀察	HK\$600.00			V	
Extra- Curricular Activities Committee	校際戲劇節	讓學生了解戲劇,提升自信,了解個人強 項	wholeyear	S1, S2, S3, S4, S5	老師評估、學生表現	HK\$11,275. 00	~			
Extra- Curricular Activities Committee	會社領袖訓練	教授學生籌組活動須注意事項,學習自行 組織活動,建立學生的領袖才能	wholeyear	S2, S3, S4, S5	老師觀察	HK\$20,000. 00	~	~		*
Extra- Curricular Activities Committee	試後活動	讓學生參與多元化的學習活動,發展不同 才能	2020-07	S1, S2, S3, S4, S5	老師觀察	HK\$3,500.0 0	~	~		~
Extra- Curricular Activities Committee	跨科或委員會活動	與其他學術及非學術組織舉辦活動,讓學 生接觸多元化的事物	wholeyear	S1, S2, S3, S4, S5	老師觀察	HK\$7,000.0 0	~	~		
Extra- Curricular	聖誕暖流	讓學生自主組織活動,並學習關心社會有 需要人士	2019-12	S1, S2, S3, S4, S5, S6	老師觀察	HK\$2,500.0 0	~	~		

				Target	Brief Description of the Monitoring /	Estimated	(P appr	Exp lease copriat	al Le erien put a v e box(option elected P	nces ✓ in th (es); n n can	he nore
Domain	Brief Description of the Activity	Objective	Date	Student (Level)	Evaluation Mechanism	Expenses (\$)	(close curric M: M P: Phy Devel S: Co	ellectua ely link ulum) oral an ysical a opmen mmuni	l Devel ed with d Civic and Aes	lopmen n c Educa sthetic vice	nt ation
Activities Committee											
Extra- Curricular Activities Committee	樂器班	讓學生接解不同樂器,提升同學對音樂的 興趣	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察	HK\$114,300 .00			~		
Extra- Curricular Activities Committee	課外活動領袖生訓練	與世界各地的義工交流,並學習自行籌組 活動,建立領袖風範	wholeyear	S4	老師觀察	HK\$18,000. 00	~	~			
Extra- Curricular Activities Committee	學界舞蹈節	提升學生跳舞技巧,增強自信	wholeyear	S1, S2, S3, S4, S5	老師觀察、學生表現	HK\$2,300.0 0			~		
Extra- Curricular Activities Committee	學會訓練計劃	讓學生學習自發舉辦活動,培養自主學習 的能力	wholeyear	S2, S3, S4, S5	老師觀察	HK\$2,000.0 0	~	>		~	
Other Learning Experience Committee	I'm portal 恒生-聖雅各福群會青年 職學平台	To enhance the work of life planning education and careers guidance and education	wholeyear	S4	Student Feedback forms and worksheets; Teacher observation;	HK\$500.00					~

				Target	Brief Description of the Monitoring /	Estimated	(P appi	Exp Please ropriat	al Lea erience put a ✓ e box(e option elected) P	ces in the s); mo can b	e ore
Domain	Brief Description of the Activity	Objective	Date	Student (Level)	Evaluation Mechanism	Expenses (\$)	(close curric M: M P: Phy Devel S: Co	ely link culum) coral an ysical a lopmer mmun	l Develo ed with d Civic und Aest t ty Servia lated Ex	Educat hetic	tion
Other Learning Experience Committee	Interview Workshop (By St. James Settlement)	To enhance the work of life planning education and careers guidance and education	2020-05, 2020-06	S5	Student Feedback forms and worksheets; Teacher observation;	HK\$100.00					~
Other Learning Experience Committee	School-based CRE lesson	To enhance the work of life planning education and careers guidance and education	wholeyear	S2, S3	Student Feedback forms; Teacher observation	HK\$1,000.0 0					~
Other Learning Experience Committee	Training for Career Ambassador Team	To enhance the work of life planning education and careers guidance and education	wholeyear	S3, S4, S5	Ambassadors' Feedback; Advisors' Feedback	HK\$1,000.0 0					~
Other Learning Experience Committee	U-programme Subsidizing Scheme	Subsidize students in applying university programmes	wholeyear	S2, S3, S4, S5, S6	Participants' Feedback	HK\$20,000. 00	~				~
Other Learning Experience Committee	Visiting HKU	To enhance the work of life planning education and careers guidance and education	2019-11	S3	Student Feedback forms and worksheets; Teacher observation;	HK\$300.00					~
Religious Committee	初中學生團契(15次)	靈性教育、正向教育	wholeyear	S1, S2	老師評估	HK\$500.00		~			
Religious Committee	高中學生團契	培訓服待團隊和服待校園	wholeyear	S3, S4, S5	老師評估	HK\$500.00		~		~	
STEM Education Task Group	CAD 結合鐳射切割課程	學生於課程中學會 CAD 軟件,並應用鐳射 切割技巧及相關知識,讓學生有更完整的 創客體驗。	2019-11, 2019-12, 2020-01,	S3, S4, S5	問卷	HK\$48,000. 00	~		~		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(F appr tha I: Inte (close curric M: M P: Ph; Devel S: Co	Exp Please ropriat an one so M Ellectua	d Civic Edu and Aesthetic	the more in be
			2020-02, 2020-03, 2020-04							
STEM Education Task Group	Python 結合 Raspberry Pi 編程班	學生於課程上學會高階編程 (Python) 及其 伸延應用 (Raspberry Pi),以提升學生於 STEM 學習體驗。	2019-11, 2019-12, 2020-01, 2020-02, 2020-03, 2020-04	S3, S4, S5	問卷	HK\$34,000. 00	~			
STEM Education Task Group	火箭車製作工作坊	中一學生於工作坊上完成火箭車製作並了 解相關理論,並參與校內比賽。	2019-11	S1	問卷	HK\$18,000. 00	~			
STEM Education Task Group	電動車組裝課程	學生於有關課外課程中,除了學習電動車 組裝技巧及相關 STEM 原理外,亦可提升 溝通及團體合作精神。	2019-11, 2019-12, 2020-01, 2020-02, 2020-03	S2	問卷	HK\$34,000. 00	~	~		
Student Guidance Committee	2020-21 中一迎新日營預備活動小 組	建立領導才能,學習設計活動及帶領活動 技巧	2020-08	S3, S4	老師觀察,問卷	HK\$4,000.0 0		~		
Student Guidance Committee	2020-21 學生輔導大使訓練營	建立領導才能,發展潛能	2020-08	S3, S4	老師觀察,問卷	HK\$40,000. 00		~	~	

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Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	I: Intel (closel) curricu M: Mo P: Phys Develo S: Con	y linko lum) ral ano sical a opmen nmuni	P S 1 Developmed with d Civic Ec nd Aesthet t ty Service lated Expe	ment ducation
Student Guidance Committee	2020-21 學生輔導大使組長訓練營	建立領導才能,發展潛能	2020-08	S3, S4	老師觀察,問卷	HK\$20,000. 00		~	v	
Student Guidance Committee	F&M	讓學生認識異性相處	wholeyear	S2	老師觀察、學生問卷	HK\$10,000. 00		~		
Student Guidance Committee	GT	提升學生關心社會	wholeyear	S2, S3	老師觀察,學生問卷	HK\$1,000.0 0		~		
Student Guidance Committee	Health and Sex Education Week	提升學生正向思維,認識自己成長的需要	2020-03	S1, S2, S3, S4, S5, S6	老師觀察	HK\$8,300.0 0		✓		
Student Guidance Committee	中一藥物資訊日營	學生能學習危險藥物	2020-01	S1	老師觀察,學生問卷	HK\$17,000. 00		✓		
Student Guidance Committee	中一級「生命之旅」工作坊	建立正面價值觀	2020-07	S1	老師觀察、問卷	HK\$16,000. 00		✓		
Student Guidance Committee	中一級網絡成癮	認識網絡世界,善用 INTERNET	wholeyear	S1	老師觀察、問卷	HK\$7,300.0 0		~		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(Pl appro tha: I: Intel (closel curricu M: Mc P: Phy Develo S: Com	Exp lease j opriat n one se M lectua y linko ilum) oral an sical a opmen	al Learn eriences put a \checkmark in e box(es); option ca elected) P S 1 Developm ed with d Civic Edu nd Aesthet t ty Service lated Exper	s the more n be C entry with the second seco
Student Guidance Committee	中二級網絡成癮	認識網絡世界,善用 INTERNET	wholeyear	S2	老師觀察、問卷	HK\$7,300.0 0		~		
Student Guidance Committee	心繋青苗 (Phase I)	讓中一學生適應學校生活	wholeyear	S1	老師觀察,學生問卷	HK\$1,000.0 0		~		
Student Guidance Committee	心繋青苗 (Phase II)	讓中一學生適應學校生活	wholeyear	S1	老師觀察,學生問卷	HK\$1,000.0 0		~		
Student Guidance Committee	正向教育推廣	推廣正向教育	wholeyear	S1, S2, S3, S4, S5, S6	老師觀察	HK\$13,000. 00		~		
Student Guidance Committee	初中護苗	認識正確的性教育	2019-11	S2	老師觀察、問卷	HK\$1,200.0 0		~		
Student Guidance Committee	畢業情緣	讓學生認識感恩	2019-12	S1, S6	老師觀察,學生問卷	HK\$1,000.0 0		~		
Biblical Knowledge	參觀活動	培育靈性發展	wholeyear	S4, S5	回應表	HK\$1,500.0 0		~		
Biblical Knowledge	聖經問答比賽	讓學生更有興趣學習聖經	2020-05	S1, S2, S3, S4	老師聽取學生意見	HK\$600.00		~		

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Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(close curric M: M P: Phy Devel S: Co	ly link ulum) oral an /sical a opmen mmuni	l Develop ed with d Civic E nd Aesth t ty Servic	Education
Chemistry	S4 PolyU lecture: High-tech Sportswears (Materials and Technologies)	To explore further studies.	2019-12	S4	survey	HK\$1,000.0 0				~
Chemistry	S5 PolyU lecture: Future Battery	To explore career opportunities.	2020-02	S5	survey	HK\$1,000.0 0				~
Chemistry	S6 VTC visit: Medical Tests & Authentication	To explore career opportunities.	2019-11	S6	survey	HK\$1,000.0 0				~
Chinese History	簡論中國領導人	增加對國家認識	wholeyear	S2	教師評改	HK\$300.00		~		
Chinese History	中一級基本法比賽	提升對基本法認識	2020-04	S1	比賽分數	HK\$300.00		~		
Chinese History	建國七十年專題研習	加強對國家認識	wholeyear	S3	教師評選	HK\$300.00		~		
Chinese Language	「你想的書」活動	鼓勵同學開卷有益,獎勵達紫章的同學為 圖書館選購書籍。	wholeyear	S3, S4, S5, S6	閱讀紀錄獲得紫章	HK\$2,500.0 0	~			
Chinese Language	中一尖子參觀中文大學	培育中文科尖子,訂立升讀大學的目標。	wholeyear	S1	老師選拔	HK\$1,500.0 0	~			
Chinese Language	全方位學習活動	走出課室,提升語文能力。	wholeyear	S1, S2, S3, S4	比賽	HK\$1,800.0 0	~			

					Brief Description of		(P appi	Exp lease copriat	erieno put a ✓	in the s); more
Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(close curric M: M P: Phy Devel S: Co	ly link ulum) oral an ysical a opmen mmun	1 Develo ed with d Civic 1 and Aestl t ty Servio	Education netic
Chinese Language	初中尖子培訓活動津貼	提供機會,鼓勵尖子參與坊間活動或比賽	wholeyear	S1, S2, S3, S4, S5	老師選拔及推薦	HK\$500.00	~			
Chinese Language	書法工作坊	承傳國粹	wholeyear	S1, S2, S3, S4	鼓勵學生參加公開比賽	HK\$1,600.0 0	~			
Chinese Language	寫作獎勵計劃	鼓勵學生參加徵文比賽,入圍或得獎學生 得到書券 100 元作獎勵。	wholeyear	S1, S2, S3, S4, S5	老師推薦	HK\$500.00	~			
English Language	English speech festival training	To help the elite students to enhance their speaking ability and confidence	2019-09, 2019-10, 2019-11, 2019-12	S1, S2, S3, S4, S5, S6	Participants performance ; Feedback from participants and tutors	HK\$22,000. 00	~			
Information and Communicatio n Technology	Lego 機械人製作班	透過學習機械人製作及編程,提升參加者對 STEM 學習之興趣,表現良好之學生會代表學校參加相關之校外比賽。	2020-04, 2020-05, 2020-06	S1, S2	問卷	HK\$9,600.0 0	~			
Information and Communicatio n Technology	電腦學會活動	透過與電腦學會合作,舉辦抽離式課外活 動,讓更多學生參與學習。	wholeyear	S1, S2, S3, S4, S5, S6	至少成功舉辦一次	HK\$1,000.0 0	~			~
Integrated Science	Best 3 students in each class are arranged to visit	認識 VR 技術及應用	2020-04	S1, S2	問卷調查	HK\$2,000.0 0	~			~

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(P appr tha I: Inte (close curric M: M P: Phy Devel S: Co	Exp Please copriat an one se M Ellectua ellectua ellectua iopmer mmun	nd Civic Edu and Aestheti	the more n be C
Liberal Studies	中四、五級社區探訪活動	讓學生認識社區,了解弱勢社群所需,培 養關愛文化	wholeyear	S4, S5	問卷調查	HK\$20,500. 00		~		~
Life and Society	中一社區探訪活動	讓學生認識社區、了解弱勢社群所需,培 養關愛文化	wholeyear	S1	問卷調查	HK\$28,000. 00		~		~
Mathematics	Inter Secdonary School Rummikub Competition	Join school competition to arouse the interest of students on Mathematics	2020-04	S2, S3, S4, S5	Number of students joining the competition	HK\$3,600.0 0	~			
Music	Anniversary student concert	Provide a platform for students to showcase their musical talents and to foster team work.	2020-05	S1, S2, S3, S4, S5	Student participation rates and teacher's observation	HK\$1,600.0 0			~	
Music	Music week performance	To enhance appreciations of peers musical creativity.	2020-05	S1, S2, S3, S4, S5	No. of audience and participants. Teacher's observations.	HK\$800.00			~	
Music	Singing Contest	To promote students' aesthetic awareness and creativity.	2019-11	S1, S2, S3, S4, S5, S6	By students' participation rates and teachers observations.	HK\$800.00			~	
Visual Arts	Art Ambassador Training	1. To enhance art atmosphere in school; 2. To update art exhibition info through facebook & website. ; 3. To share students' art experience through board decoration and internet.;	wholeyear	S3, S4, S5	1. Setting up and maintaining a website for VA information. ; 2. Sharing of art experiences through board decoration.;	HK\$1,000.0 0			~	
Visual Arts	Competition Enrollment Fees	1. To provide chances for sharing art experiences with students from other schools.; 2.	wholeyear	S4	Students are able to apply relevant knowledge and skills to their works.	HK\$1,200.0 0			~	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(F appr that I: Inte (close curric M: M P: Ph Devel S: Co	Exp Please ropriation an one so M Ellectua ely link culum) foral ar ysical a lopmer mmun	erien put a v te box(coption elected P al Devel ad Devel ad Civic and Aes at	(in the es); more can be) S C opment Education thetic
		To encourage students to create artworks with confidence.;								
Visual Arts	S6 Graduation Exhibition Week	1. To appreciate and share the artwork experiences of fellow schoolmates.; 2. To enhance students' confidence in artwork creation.;	wholeyear	S1, S2, S3, S4, S5, S6	 Exhibition of S.6 students’ artworks; Written Feedbacks on guest book ; 	HK\$500.00			~	
Visual Arts	VA Club & Photography Club Leadership Training	1. To enhance self-motivated art atmosphere in school; 2. To train students to initiate, plan and run art activities.; 3. To provide a platform for senior form students to share art experiences with junior form students;	wholeyear	S2, S3, S4, S5	 Teachers observation; Activities records and evaluation Students are able to initiate, plan and run art activities; 	HK\$1,000.0 0			~	
Form 1	中一訓練日營	提升參加者的團隊合作精神及互相認識	2019-11	S1	老師觀察、學生問卷	HK\$13,697. 00	~	~		
Form 5	級活動經費	建立團結氣氛	wholeyear	S5	-	HK\$200.00		~		
1.3	To organise or participate in non	-local exchange activities or competitions	s to broaden	students'	horizons				<u> </u>	
Religious Committee	馬來西亞信仰學習交流團	開拓學生視野,認識信仰	wholeyear	S3, S4, S5	問卷	HK\$55,000. 00		~		
Chinese Language	朗誦比賽	掌握朗誦技巧,聲入心通,提升說話信 心。	wholeyear	S1, S2, S3, S4, S5, S6		HK\$29,000. 00	~			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(Please put a v appropriate box(than one option selected I M P I: Intellectual Devel (closely linked with curriculum) M: Moral and Civic P: Physical and Aes Development S: Community Serv		Experiences (Please put a ✓ in a ppropriate box(es); than one option can selected) I M P S Intellectual Development losely linked with inriculum) : Moral and Civic Edu Physical and Aesthetic	
Chinese Language	徵文比賽	鼓勵學生寫作	wholeyear	S1, S2, S3, S4, S5	老師擔任評判	HK\$800.00	~			
Mathematics	Nominate students to join External Mathematics Competition	Arouse the interest of students on Mathematics	wholeyear	S1, S2, S3, S4, S5	Attendence	HK\$2,000.0 0	~			
Visual Arts	Drawing Workshops (Class A and Class B)	1. To develop interests in drawing.; 2. To provide basic drawing skills training.; 3. To cultivate positive value by art-making and appreciation.	wholeyear	S1, S2, S3	1. Attendance record; 2. tutor's marking and comments ; 3. exhibition;	HK\$2,880.0 0			✓	
Visual Arts	Gallery Visits	1. To increase exposure to local and international artists and artworks.; 2. To widen students' scope by visiting art exhibitions.; 3. Cultivating positive education.;	wholeyear	S1, S2, S3, S4, S5, S6	Students are able to appreciate and record artists' and designers' works.	HK\$1,500.0 0			✓	
Visual Arts	Mixed Media Workshop	1. To develop interests in drawing.; 2. To provide basic drawing skills training.; 3. To cultivate positive value by art-making and appreciation.	wholeyear	S1, S2, S3	1. Attendance record; 2. tutor's marking and comments ; 3. exhibition;	HK\$1,600.0 0			✓	
Visual Arts	Painting Workshop (Class A)	1. To develop interests in drawing.; 2. To provide basic drawing skills training.; 3. To cultivate positive value by art-making and appreciation.	wholeyear	S1, S2, S3	1. Attendance record; 2. tutor's marking and comments ; 3. exhibition;	HK\$1,540.0 0			✓	
Visual Arts	Painting Workshop (Class B)	1. To develop interests in drawing.; 2. To provide basic drawing skills training.; 3. To	wholeyear	S1, S2, S3	1. Attendance record; 2. tutor's marking	HK\$1,100.0 0			~	

				Torrest	, Brief Description of		Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
Domain	Brief Description of the Activity	Objective	ctive Date Date Target Student (Level) Date Ctive Date Date Student (Level) Date Student (Level) Mechanism (\$)				(close currie M: M P: Ph Deve S: Co	ely link culum) loral ar ysical a lopmer	P Il Devel ed with d Civic and Aes it ity Serv lated Es	Educa thetic	tion
		cultivate positive value by art-making and appreciation.			and comments ; 3. exhibition;						
Visual Arts	S.4 Airbrush Painting Workshop	1. To develop interests in drawing.; 2. To provide basic drawing skills training.; 3. To cultivate positive value by art-making and appreciation.	wholeyear	S4	1. Attendance record; 2. tutor's marking and comments ; 3. exhibition;	HK\$4,000.0 0			✓		
Visual Arts	S.4 Oil Painting Advanced Workshop	1. To develop interests in drawing.; 2. To provide basic drawing skills training.; 3. To cultivate positive value by art-making and appreciation.	wholeyear	S4	1. Attendance record; 2. tutor's marking and comments ; 3. exhibition;	HK\$2,000.0 0			✓		
Visual Arts	S.5 Painting Workshop	1. To develop interests in drawing.; 2. To provide basic drawing skills training.; 3. To cultivate positive value by art-making and appreciation.	wholeyear	S5	1. Attendance record; 2. tutor's marking and comments ; 3. exhibition;	HK\$1,670.0 0			~		
1.4	Others										
Academic Committee (Affairs)	Academic Prefect Training Camp(s)	To equip academic prefects with leadership skills & cultivate team spirit	2019-12, 2020-01	\$3, \$4, \$5	Evaluation by Academic Prefect Board based on observation, student participation & feedback from student participants	HK\$10,000. 00	~				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	(Please put a appropriate bo than one opti selecter I M P I: Intellectual Dev (closely linked wi curriculum) M: Moral and Civ P: Physical and A Development S: Community See		Experience (Please put a ✓ ir appropriate box(es) than one option ca selected) I M P S Intellectual Developr closely linked with urriculum) I: Moral and Civic Ed Physical and Aesther evelopment : Community Service		Experiences (Please put a ✓ in appropriate box(es); than one option car selected) I M P S Intellectual Developm closely linked with arriculum) f: Moral and Civic Edu : Physical and Aestheti	
Academic Committee (Affairs)	Academic Prefect Training Sessions	To further equip academic prefects with leadership skills & cultivate team spirit	2019-10, 2020-04, 2020-06	S3, S4, S5	Evaluation by Academic Prefect Board based on observation, student participation & feedback from student participants	HK\$3,000.0 0	~					
Academic Committee (Affairs)	Good Learning Atmosphere Promotion Activities	To promote good learning atmosphere, motivate students' learning & cultivate a positive learning environment	wholeyear	S1, S2, S3	Evaluation by ACA based on the feedback from class teachers & form teacher, results of the class performance records & results shown on the award lists	HK\$2,400.0 0	✓					
Academic Committee (Affairs)	S1 Reading Strategies Training Workshop	to equip students with a series of effective reading strategies in order to enhance their understanding of reading and retention of what they read and learn	2019-11	S1	Evaluation by ACA based on observation & the questionnaires collected	HK\$20,952. 00	~					
Academic Committee (Affairs)	S1-3 Elite training for the HKAGE students in our school	To equip elite students with different higher- order thinking skills (e.g. critical thinking, problem-solving, creative thinking, etc.)	wholeyear	S1, S2, S3	Evaluation by ACA based on observation, student participation rate & feedback from participants	HK\$5,000.0 0	*					
Academic Committee (Affairs)	S6 Alumni Sharing Session on Study Skills & Public Exam Preparation and the follow-up reflections	To let students reflect on their preparation for HKDSE, their study strategies & time	2019-09	S6	Evaluation by ACA based on observation, the questionnaires collected,	HK\$100.00	~					

		Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); mor than one option can be selected)					
Domain	Brief Description of the Activity						(close curric M: M P: Phy Devel S: Co	ly link ulum) oral ar ysical a opmer mmun	I Develo ed with and Civic I and Aesti at ity Servio	Education hetic		
		management by listening to the alumni's experience sharing			feedback from class teachers, form teacher & alumni							
Academic Committee (Affairs)	S6 Stress Management Program	To raise students' awareness of the symptoms of stress & suitable stress management strategies	2020-01	S6	Evaluation by ACA & the concerned committees (e.g. Students Guidance Committee, BK, etc.) based on observation & feedback from class teachers, form teacher & participants	HK\$600.00	~					
Other Learning Experience Committee	CLP Collaboration with external organizers	To collaborate with external organizations for work-related experiences and schemes and opportunities for further studies	wholeyear	S1, S2, S3, S4, S5, S6	Student Feedback forms; Teacher observation;	HK\$1,000.0 0	~			~		
Other Learning Experience Committee	S6 Individual Counselling	6.1 education and careers guidance and education	2019-12	S6	Student Feedback forms and worksheets; Teacher observation;	HK\$600.00				~		
Religious Committee	十次週會	宗教教育	wholeyear	S1, S2, S3, S4, S5, S6	年終意見調查	HK\$6,000.0 0		~				
Religious Committee	家長小組	支援家長	wholeyear	S1, S2	組員意見反映	HK\$500.00		~				

					Brief Description of		Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	IMPSCI: Intellectual Development (closely linked with curriculum)I: Intellectual DevelopmentI: Intellectual DevelopmentM: Moral and Civic Education P: Physical and Aesthetic DevelopmentI: Intellectual DevelopmentS: Community Service C: Career-related Experiences				
Religious Committee	聖誕及復活崇拜	宗教教育	wholeyear	S1, S2, S3, S4, S5, S6	意見反映	HK\$5,000.0 0		~			
School Promotion Committee	新一屆學生大使組長歷奇日營	加強學生帶領活動技巧,提升執行職務能 力,成為具特色及信念的領袖	2020-08	S4, S5	問卷、老師觀察	HK\$3,000.0 0				~	
School Promotion Committee	學生大使領袖及團隊訓練營	加強學生帶領活動技巧,提升執行職務能 力,成為具特色及信念的領袖。	2020-07	S2, S3, S4, S5	問卷、老師觀察	HK\$25,000. 00				~	
School Promotion Committee	學生大使領袖及團隊訓練日營	加強學生帶領活動技巧,提升執行職務能力,成為具特色及信念的領袖	2019-09	S2, S3, S4, S5	問卷、老師觀察	HK\$2,500.0 0				~	
School Promotion Committee	學生大使領袖及團隊訓練日營2	加強學生帶領活動技巧,提升執行職務能 力,成為具特色及信念的領袖	2019-11	S2, S3, S4, S5	問卷、老師觀察	HK\$2,500.0 0				~	
School Promotion Committee	學生大使_海洋公園工作體驗活動	讓學生了解良好的工作態度,增強接待技 巧	2020-04	S3, S4, S5	老師觀察	HK\$4,300.0 0				~	
Mathematics	P6-S1 Mathematics Bridging Course	Help new S1 students to cope with the change in MOI in Mathematics	2020-08	S1	Attendence	HK\$100.00	~				
Music	Music Instrument Classes	To enhance students aesthetic awareness and team spirit	wholeyear	S1, S2, S3, S4, S5	By teacher's observation	HK\$16,200. 00			~		

					Brief Description of		Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	IMPSCI: Intellectual Development (closely linked with curriculum)I: Intellectual DevelopmentI: Intellectual DevelopmentM: Moral and Civic Education P: Physical and Aesthetic DevelopmentI: Intellectual DevelopmentI: Intellectual DevelopmentS: Community Service C: Career-related ExperiencesI: Intellectual DevelopmentI: Intellectual Development					
Form 6	Inter-class ball game competition	To release the pressure from the DSE; To bush up the class sprit spirit and belongingness	2019-12	S6	Evaluation in meeting	HK\$100.00			~			
Form 6	Inter-class Board Decoration Completion	To release the pressure from the DSE; To bush up the class sprit spirit and belongingness ;	wholeyear	S6	Evaluation in meeting	HK\$50.00	~					
Form 6	Inter-class Sport Day Completion	To bush up the class sprit spirit and belongingness	2019-10	S6	Evaluation in meeting	HK\$50.00			~			
			Es	stimated E	xpenses for Category 1	1,324,962						

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources	for promoting life-wide learning	
STEM			
PE			
Arts			
Others			
		Estimated Expenses for Category 2	0
		Estimated Expenses for Categories 1 & 2	1,324,962.00

Estimated Number of Student Beneficiaries

Total number of students in the school:	730
Estimated number of student beneficiaries:	730
Percentage of students benefitting from the Grant (%):	100%

C.C.C. Mong Man Wai College Plan on the Use of School Executive Officer Grant 2019/20

Area of Concern	Implementation Plan	Resources	Success	Method of	Person-
		Required	Criteria	Evaluation	in-charge
	• To support the	\$315,000	Smooth	Feedback	LYM
	operation of IMC		running of the	from the	
To provide the	 To assist in the 		administrative	Principal and	
To provide the administrative	executive functions		work	Vice-	
	of financial			principals	
support: Executive Officer has a local	resources				
	management				
bachelor's degree	• To supervise and				
	manage duties of				
	non-teaching staff				
To strengthen the	• One report displays	\$20,000	Enhance the	Feedback	NWH and
administrative	all discipline		efficiency of	from SAIT	SKL
support: Data	records of students		the school	Committee	
recording for	 One text file or 		administration		
students' discipline	excel file to migrate				
record migration	all discipline data				
	 One file to upload 	\$16,000	More analysis	Feedback	NWH and
	the attendance		can be	from	SKL
	records in different		obtained to	Discipline	
	time slots		identify	Committee	
To enhance the	 Increase the 		students'		
school	category of absence		needs		
administrative	reason				
capacities: Statistics	• Statistical reports to				
analysis of students'	compare the				
absence records	discipline records				
and discipline	with that of				
records	different years				
	 Report of specific 				
	period, month and				
	year report of				
	discipline records				
To strengthen the	• Input the detention	\$8,500	Enhance the	Feedback	NWH and
administrative	records without any		efficiency of	from SAIT	SKL
support: Detention	pre-setting		the school	Committee	
system modification	• Report of detention		administration		
system moundation	of one student				

	record in details				
	• Report to compare	\$4,500	Detail	Feedback	NWH and
To enhance the	the award and		students'	from	SKL
school	punishment record		records for	Discipline	
administrative	with different years		tracking the	Committee	
capacities: Award	 Input the award 		effectiveness		
and Punishment	and punishment		of award or		
system modification	records by class and		punishment		
	class number		measures.		
Total Amount		364,000			

Funding 507,960