

**C.C.C.**  
**Mong Man Wai College**  
School Annual Plan  
2022-2023

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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 - 2022/23**

The Major Concerns for 2019/20-2022/23

## **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 2022/23)

Major Concerns	Targets	Time Scale (Please insert ✓)				A General Outline of Strategies
		2019/20	2020/21	2021/22	2022/23	
<b>1</b> To nurture students to be motivated learners	<b>1.1</b> To sustain self-directed learning habits (3-pillar mode in the lessons)	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Consolidating the 3-pillar mode of self-directed learning</li> <li>• Increasing the number of lessons/topics using the 3-pillar mode</li> <li>• Using the 3-pillar mode in all junior forms to establish the SDL habit</li> <li>• Encouraging using SDL in senior forms</li> <li>• Arranging more varieties of after-lesson follow-up activities</li> </ul>
	<b>1.2</b> To develop e-learning to enhance learning effectiveness	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Setting up a task group to facilitate e-learning and e-teaching</li> <li>• Organizing training and sharing sessions on the use of tablet computers in learning and teaching</li> <li>• Designing e-learning and e-teaching materials</li> <li>• Using mobile devices (e.g. tablets) for learning and teaching in lessons</li> <li>• Exploring different e-learning platforms</li> </ul>
<b>2</b> To foster positive education	<b>2.1</b> To cultivate a positive school climate	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Organizing workshops for teachers on promoting positive values.</li> <li>• Conducting morning sharing by teachers and students on positive attitude as the theme.</li> <li>• Coordinating different school departments and committees to run activities and programs in their theme weeks.</li> </ul>
	<b>2.2</b> To nurture and develop character strengths	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Organizing class teacher trainings on conducting lessons of building up students' character strengths.</li> <li>• Running training camps and training programs for student leaders to develop their character strengths.</li> <li>• Providing opportunities for students to nourish and stretch their strengths and potential in their school, family and community.</li> </ul>

**C.C.C. Mong Man Wai College**  
**School's Major Concern (2022-2023)**

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- 1. To nurture students to be motivated learners
- 1.1 To sustain self-directed learning habits

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
<ul style="list-style-type: none"> <li>• Consolidating the 3-pillar mode of self-directed learning</li> <li>• Increasing the number of lessons/topics using the 3-pillar mode</li> <li>• Using the 3-pillar mode in all junior forms to establish the SDL habit</li> <li>• Encouraging using SDL in senior forms</li> <li>• Arranging more varieties of after-lesson follow-up activities</li> </ul>	9/22-6/23	Each panel modifies existing teaching and learning materials, introduces new topics / teaching and learning materials and enriching after-lesson follow-up activities	<ul style="list-style-type: none"> <li>• Evaluation by Academic Committee (Subjects) and subject panels</li> <li>• APASO</li> <li>• Students' feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee (Subjects) and Panel Heads</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of the school manpower</li> </ul>

1.2 To develop e-learning to enhance learning effectiveness

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
<ul style="list-style-type: none"> <li>• Setting up a task group to facilitate e-learning and e-teaching</li> <li>• Organizing training and sharing sessions on the use of tablet computer in learning and teaching</li> <li>• Designing e-learning and e-teaching materials</li> <li>• Using mobile devices (e.g. tablets) for learning and teaching in lessons</li> <li>• Exploring different e-learning platforms</li> </ul>	9/22-6/23	<ul style="list-style-type: none"> <li>• A task group has been set up to facilitate e-learning and teaching</li> <li>• Training and sharing sessions have been organized in Staff Development Days</li> <li>• 3 to 4 subject panels use mobile devices for learning and teaching in lessons and share their experience with colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation by Academic Committee (Subjects) and subject panels</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Committee (Subjects) and Panel Heads</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of the school manpower</li> </ul>

- 2. To foster positive education
- 2.1 To cultivate a positive school climate

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
<ul style="list-style-type: none"> <li>• Organizing workshops for teachers on promoting positive values</li> </ul>	9/2022 – 6/2023	<ul style="list-style-type: none"> <li>• Organize at least 3 workshops on Staff Development Days</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from colleagues</li> <li>• Evaluation by teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Vice Principal</li> <li>• Student Guidance Master</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Development Days</li> </ul>
<ul style="list-style-type: none"> <li>• Conducting morning sharing by teachers and students on positive attitude on the theme</li> </ul>	9/2022 – 6/2023	<ul style="list-style-type: none"> <li>• Hold at least 6 morning sharing sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Student Guidance Committee</li> <li>• Student Guidance Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Morning Assembly sharing</li> <li>• IT support</li> </ul>
<ul style="list-style-type: none"> <li>• Coordinating different school departments or committees to run activities and programs in theme week(s)</li> </ul>	9/2022 – 6/2023	<ul style="list-style-type: none"> <li>• One committee has organized a joint-committee/department activity in its theme week</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• Student Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Coordination of different school departments/committees</li> </ul>

2.2 To nurture and develop character strengths

Strategy	Schedule	Success Criteria	Methods of Assessment	Main Responsible Person	Resources Needed
<ul style="list-style-type: none"> <li>Organizing class teacher trainings on conducting lessons of building up students' character strengths</li> </ul>	9/2022 – 6/2023	<ul style="list-style-type: none"> <li>Co-work with class teachers and conduct at least 1 class teacher period in each term related to positive values</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from class teachers</li> <li>Evaluation by students</li> </ul>	<ul style="list-style-type: none"> <li>Vice Principal</li> <li>Student Guidance Committee</li> <li>Class Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Arrangement of the class teacher periods</li> <li>Design lesson plans for class teacher periods</li> </ul>
<ul style="list-style-type: none"> <li>Running training camps and training programs for student leaders to develop their character strengths</li> </ul>	9/2022 – 6/2023	<ul style="list-style-type: none"> <li>Organize at least 1 training camp to develop students' character strengths</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by students</li> </ul>	<ul style="list-style-type: none"> <li>Student Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>Camp site</li> <li>Suitable training programme</li> </ul>
<ul style="list-style-type: none"> <li>Providing opportunities for students to nourish and stretch their strengths and potential in their school, family and community</li> </ul>	9/2022 – 6/2023	<ul style="list-style-type: none"> <li>Organize at least 1 activity for Student Guidance Ambassadors to stretch their strengths</li> <li>70% of the Student Guidance Ambassadors attend and achieve the objectives of the program(s)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation by Student Guidance Committee</li> <li>Evaluation by students</li> </ul>	<ul style="list-style-type: none"> <li>Student Guidance Committee</li> </ul>	<ul style="list-style-type: none"> <li>Organise a number of student activities for students to participate</li> </ul>

**CCC Mong Man Wai College**  
**Academic Committee (Subjects) Program Plan (2022–2023)**

- 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 and vice principal attend the AC(S) 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 Teachers make a great effort to enhance teaching proficiency and care a lot about students.
  - 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 Development Plan (2019-20, 2020-21, 2021-22, 2022-23)
    - 3.1.1 To sustain self-directed learning habits
    - 3.1.2 To develop e-learning to enhance learning effectiveness
    - 3.1.3 To help promoting positive education.
  - 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
4.1	3.1.1	--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	Evaluation by Academic Committee (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	Whole year	Subject panels
4.2	3.1.2	(Consolidation year) --having hands-on lesson for students to use e-learning devices in order to enhance learning effectiveness. --Organizing training and sharing sessions on e-learning and teaching skills. --Designing e-learning and e-teaching materials. --Delving in more sophisticated techniques of different e-learning platforms.	Evaluation by Academic Committee (Subjects) and subject panels through ACS meetings	--Training and sharing sessions have been organized in Staff Development Days  --Each subject have at least one hands-on lesson in each form (except S.6)  --All subject panels use mobile devices for learning and teaching in lessons and share their experience with colleagues	Whole year	Subject panels
4.3	3.1.1, 3.2.1, 3.2.5, 3.2.6	Focus lesson observation on “e-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	3.1.1, 3.2.5	Each subject panel should implement its own elite students policy	Evaluation by subject panels	Complete and evaluate the plan of each subject	Whole year	Related subject panel heads

Academic Committee (Subjects) – Program Plan (2022-2023)

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
4.5	3.1.1, 3.1.2, 3.2.1	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
4.6	3.2.5, 3.2.6	Teaching Surveys	Evaluation by Academic Committee (Subjects)	Every teacher finishes the teaching survey	Nov to Dec 2022	WWC2, Panel Heads, Subject Teachers
				Complete the teaching survey	MAY/2023	
4.7	3.2.5, 3.2.6	APASO Survey <sup>1</sup>	Evaluation by Academic Committee (Subjects)	Understand the pattern of learning of students	OCT/2022	KTK & NWH
4.8	3.2.1, 3.2.5, 3.2.6	Each subject should implement its Coursework Policy <sup>2</sup> accordingly	Evaluation by Academic Committee (Subjects) and subject panels	Complete the coursework policy properly	Whole year	All panel heads
4.9	3.2.3, 3.2.5, 3.2.6	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
4.10	3.2.2, 3.2.3, 3.2.4	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 and evaluate the plan	Between OCT/2022 and APR/2023	Subject panel heads
4.11	3.2.2, 3.2.3	Study room for the S.6 students. <sup>3</sup> DSE reference books and exercise books can be provided for students to use in their classrooms.	Review of the usage of study room	At least 50% of the dates are used by students. One to two books will be provided for each S.6 class by each DSE subject.	OCT/2022 to MAY/2023	WWC2 + CTW
4.12	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

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
4.13	3.1.2, 3.2.3	S.3 Elective Subject Selection Process	Evaluation by Academic Committee (Subjects) and subject panels	Subject teachers provide relevant information to students for them to choose their elective subjects.	FEB/2023 to JUL/2023	WWC2 and related subject panel heads
4.14	3.2.7	Each panel should adopt two or more of the following as the mode of implementation: 1. Empower students on further study exploration 2. Experience the possible relationship between subject and occupations 3. Integrate the subject learning into life skills.	Evaluation by Academic Committee (Subjects) and subject panels	Each panel can pick two or more modes and continue to implement the modes in the future.	Whole year	All panel heads and members
4.15	3.1.1, 3.2.2, 3.2.4	Reading Across Curriculums: Each subject panel suggest a book list (including eBooks) or a reading plan for students of junior forms. Based on the above suggestion, AC(S) and School Library devise reading plans for S.1 students as a pilot scheme.	Evaluation by Academic Committee (Subjects), Library and subject panels.	Complete and evaluate the planned activities.	Whole year	WWC2, FML, All panel heads
4.16	3.1.3	Integrate one or two of the following elements of values education into each subject's syllabus: Care for Others & Empathy; Respect for Others; Responsibility & National Identity; Integrity & Law-Abidingness; Perseverance; Commitment.	Evaluation by Academic Committee (Subjects) and subject panels	Each panel can at least integrate one element for junior forms and one for senior forms.	Whole year	All panel heads

5 Budget

	Items	Expenditure
5.1	Reference Books for Students	\$1000.00
5.2	Purchasing 2022 HKDSE School Statistical Report	\$2871.00
5.3	Purchasing 2023 HKDSE students marked scripts	\$4500.00
5.4	License for Schools to Use or Copy Past HKDSE Examination Question Papers, Sample Papers and Practice Papers	\$4200.00
5.5	EdCity Online Question Bank	\$15200.00
	Total Expenditure	\$27771.00

6 Team Members

6.1 Academic Committee (Subjects)

Advisors	KTK (Vice-principal)
Chairperson	WWC2
Members	CWK, CWY, NWH, FKW, FMS, MSH, TLM, TWP, WSH, WWC, YFL

<sup>1</sup> APASO

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

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

- 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.

<sup>3</sup> Study Room

- 1 Due to the renovation work on campus this year, S.6 classrooms will be used as their study rooms and the opening time will be arranged later. (The use of study rooms is subject to change because of the EDB COVID-19 Preventive Measures.)
- 2 Books provided for the S.6 classes will be managed by their own class committees.

**C.C.C. Mong Man Wai College**  
**Academic Committee (Affairs) [ACA]**  
**Program Plan (2022-2023)**

**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 We can build on our strength, i.e. *our alumni's strong sense of belonging to school and the close relationship between the teachers and students* 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 so.
- 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 and the tight teaching schedule.

### **2.3 Opportunities**

- 2.3.1 As one of our school major school concerns is to sustain self-directed learning habits, students can be nurtured to become motivated learners by encouraging them to explore new learning experiences, for example, joining some academic courses organized by both the School and external organisations or tertiary institutions apart from those existing academic activities.
- 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 still need to be greatly encouraged to participate in academic activities and enhance their motivation in learning and the learning effectiveness.
- 2.3.4 The implementation of using the logbooks in the class teacher periods in recent years is able to offer a chance to add some academic elements in class teacher periods at different form levels and provide a platform of holding some learning activities which can be in line with the main themes or major directions for academic development throughout students' six years of their studies.
- 2.3.5 Due to the present 3-year-plan cycle, there will be more opportunities for the Committee to explore some new academic activities which can be in line with the concerned school major concerns, e.g. e-learning & positive values education.
- 2.3.6 The added manpower of a new member on top of 5 ones in the Committee from the School since last 2 years can give positive support to the Committee in terms of the implementation of some new developmental plans and some ad-hoc programmes required by the School even though it may take time for the new manpower to get used to the work at committee level and the new teaching environment at the same time and also there may be a chance of manpower mobility.

### **2.4 Threats**

- 2.4.1 These years the implementation of a number of academic activities, especially those after-school tutorial classes and those in the class teacher periods, has been disrupted by the changing timetables and the practice of half-day schooling caused by the prolonged unstable pandemic situation of COVID-19 and intermittent class suspensions. In the previous academic year, due to the introduction of special / 'early summer' holidays, some academic activities still had to be further postponed and needed to be much modified or rescheduled in order to be in line with the practice of half-day schooling and the policy of not staying at school for lunch. Some activities were conducted in the mode of zoom lessons in the previous year, e.g. after-school tutorial classes, etc. The learning effectiveness might be adversely affected to a certain extent and more workload in terms of administration and manpower allocation

was also added. The pandemic situation most likely seems to be unstable for a period of time in the foreseeable future. It means that the above-mentioned situations may happen in the new academic year as well.

- 2.4.2 Some members in the Committee are taking up some other important administrative duties. In addition, the overall teaching and non-teaching load has been increasing in recent years. These may affect the teachers' capacity in carrying out further more activities especially when ACA has been taking up a number of ad-hoc academic activities initiated at form levels or school level in recent years.
- 2.4.3 It seems that on the whole students are getting a much busier school life and they may have less capacity to participate in academic activities when they have many opportunities to have other learning experiences. Clashes with a wide range of after-school activities may always happen. This may affect students' motivation and participation in academic activities including those after-school tutorial classes or study skills courses.
- 2.4.4 As the work allocation may need to be greatly restructured caused by the staff turnover rate which has been getting higher in recent years, there may be a chance that the membership of the Committee may have some frequent changes. Changing committee members may affect the overall implementation of the work as it takes time for the new member(s) to be familiar with the work at the committee level.

### **3 Major concerns addressed to the school \*'3-year' plan (2019-2023):**

*\*It was reported that the School has extended this to one more year – [Final year (2022-2023): Further consolidation year]*

#### **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 [透過電子學習以加強學習效能]

#### **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 [發展學生性格強項]

**4 Major concerns of ACA in the current year (2022-2023) in response to the school's major concerns (2019-2023)**

Committee's yearly objectives	
4.1	To help students establish and sustain good learning attitude and habits
4.2	To equip students with a series of generic skills
4.3	To help cultivate positive learning atmosphere at school
4.4	To help students develop and sustain self-directed learning habits
4.5	To enrich students' learning experiences
4.6	To develop a strategic plan on elite training

**5. Setting themes across different forms**

Themes throughout students' 6 years of studies		學業發展方面 -- 級主題
S1	<i>Cultivating good learning habits</i>	建立良好學習習慣
S2	<i>Fostering good learning attitudes</i>	培育良好學習態度
S3	<i>Preparing for electives selection in senior forms</i>	為高中選科做好準備
S4	<i>Planning senior-form studies</i>	適應及規劃高中學習生活
S5	<i>Consolidating effective study skills</i>	認識有效學習技巧
S6	<i>Preparing for the public examinations</i>	為公開試做好準備

**6. Implementation Plan of ACA (2022-2023)**

Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator	
<b>Academic activities or programmes at form levels</b>								
<b><i>S1 Theme: Cultivating good learning habits 建立良好學習習慣</i></b>								
6.1	<b>S1</b>	<b><i>“3-week Self-directed learning programme”</i></b> <b><i>Study Skills Courses</i></b> (1) S.1 Reading Strategies Training Workshop	4.1, 4.2, 4.4	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) Cycle 7 12/11/2022 (Sat.) (a one-off 3 hours session on Saturday) [19/11 – Reserve]	S1 Form teacher, Class teachers, concerned subject teachers	WFT (S1 ACA Form Coordinator)
6.2		“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	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. 2022	S1 Form teacher, Class teachers, concerned subject teachers	*FMY & WFT (S1 ACA Form Coordinator)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.3		<p>“Self-directed learning”  <b>S1 Class Teacher Period (CTP)</b>                      (4) S1 Lesson(s) on ‘How to Devise Your Own Study Plan’ [Planning the revision time for the 1<sup>st</sup> term exam]                      訂立考試溫習時間表、目標成績及具體溫習策略</p>	4.1, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the school	Positive feedback from class teachers & Students’ performance in their work	Cycle 9 (30/11-8/12/2022) & Cycle 21 (26/4-8/5/2023)	S1 Form teacher & Class teachers	WFT (Material design & modification)
6.4		<p>“Self-directed learning”                      (5) S1 Self-actualization Scheme (Study Plan)</p>	4.1, 4.4	Evaluation by ACA based on observation & students’ performance	Positive feedback; satisfactory students’ performance in their work, the number of awardees	Preparation for 1st Term Exam, 2nd Term Exam	S1 Form teacher & Class teachers	WFT (S1 ACA Form Coordinator)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.5		“Self-directed learning” (6) S1 Academic Follow-up Scheme	4.1, 4.4	Evaluation by ACA based on observation, students’ academic performance and the feedback from the target students, their parents & class teachers at form level	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
6.6		“Self-directed learning” S1 Class Teacher Period (CTP) (7) Learn Smart! (聰明學習法)	4.1, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the School	Positive feedback from class teachers & their recommendation	Cycle 14 (8-15/2/2023)	S1 Form teacher & Class teachers	WC (Material design & modification)
6.7		“Self-directed learning” (8) Application of note-taking/reading skills Reflection on the key learning points in the lessons using graphic organisers  <i>[Collaboration work with one panel or subject teacher(s)]</i>	4.1, 4.2, 4.4	Evaluation by ACA & concerned panel/subject teachers based on observation, students’ performance in their work	Positive feedback; satisfactory students’ performance in their work	Starting from late Nov. or Dec. (after the Reading Strategies Training Workshop)	S1 subject teachers & ACA	FMY

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.8	S1 (23-24)	<p>Support measures to new S1 students in preparation for the EMI learning environment:</p> <ol style="list-style-type: none"> <li>1. S1 Summer Bridging Course 2023</li> </ol> <p><i>[Collaboration work with a service supplier]</i></p> <ol style="list-style-type: none"> <li>2. Briefing session to Pre-S1 parents &amp; students on New Information Day</li> </ol> <p><i>[Collaboration work with School Promotion Committee &amp; other parties]</i></p> <ol style="list-style-type: none"> <li>3. Talk to S1 parents on the students' learning (difficulties and expectations)</li> </ol> <p><i>[Collaboration work with PTA &amp; other parties]</i></p>	4.1, 4.2, 4.3, 4.4	<ol style="list-style-type: none"> <li>1. Evaluation by ACA based on class observation &amp; the questionnaires collected</li> <li>2. &amp; 3. Evaluation by ACA and the concerned hosting parties (e.g. PTA &amp; School Liaison Committee)</li> </ol>	<ol style="list-style-type: none"> <li>1. Not less than 70% of the participants find that it can help; Positive feedback &amp; recommendation</li> <li>2. &amp; 3. Positive feedback and observation from teachers involved</li> </ol>	<ol style="list-style-type: none"> <li>1. Pre-S1 Summer Bridging Course 2023 [in mid Aug. 2023]</li> <li>2. 16/7/2023</li> <li>3. Summer 2023</li> </ol>	<ol style="list-style-type: none"> <li>1. English, Geography, History, I.S., etc.</li> <li>2. School Promotion Committee &amp; other parties</li> <li>3. PTA, Chinese Panel, English Panel, ACS</li> </ol>	<ol style="list-style-type: none"> <li>1. (Pre-S1 Summer Bridging Course 2023) *FMY, WFT, WC</li> <li>2. &amp; 3. FMY</li> </ol>

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
<b>S2 Theme: Fostering good learning attitudes 培育良好學習態度</b>								
6.9	<b>S2</b>	“Self-directed learning” <b>S2 Class Teacher Period (CTP)</b> Getting to know why we study & the importance of good learning attitude (了解讀書的目的及積極讀書態度的重要性) ( <i>modified</i> )	4.1, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the School	Positive feedback from class teachers & their recommendation	Cycle 16 (24/2-3/3/2023)	S2 Form teacher & Class teachers	FMY (Material design & modification)
6.10 <b>NEW</b>		Time management (Getting to know how to get rid of procrastination) [如何改掉拖延習慣]	4.1, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the School	Positive feedback from class teachers & their recommendation	Cycle 21 (26/4-8/5/2023)	S2 Form teacher & Class teachers	WFT (Material design & modification)
<b>S3 Theme: Preparing for electives selection in senior forms 為高中選科做好準備</b>								

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.11	<b>S3</b>	<b>S3 Class Teacher Period (CTP)</b> Time management	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	Positive feedback from class teachers & their recommendation	Cycle 9 (30/11-8/12/2022)	S3 Form teacher & Class teachers	WFT (Material design & modification)
6.12		<b>S3 Class Teacher Period (CTP)</b> Getting to know more about different elective subjects (認識高中選修科)	4.1, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the School	Positive feedback from class teachers & their recommendation	Cycle 16 (24/2/-3/3/2023) [before the start of S3 Elective Subjects Talks]	S3 Form teacher & Class teachers	WFT (Material design & modification)
<b>S4 Theme: Planning senior-form studies 適應及規劃高中學習生活</b>								

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.13	<b>S4</b>	<b>S4 Class Teacher Period (CTP)</b> Planning senior form studies  (適應及規劃高中生活)	4.1, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the School	Positive feedback from class teachers & their recommendation	Cycle 1 6/9/2022 (Day 1)	S4 Form teacher & Class teachers	NWH (Material design & modification)
6.14		<b>S4 Class Teacher Period (CTP)</b> Time management	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	Positive feedback from class teachers & their recommendation	Cycle 8 or 19 18/11/2022 or 22/3/2023 [Rescheduled]	S4 Form teacher & Class teachers	WFT (Material design & modification)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
<b><i>S5 Theme: Consolidating effective study skills 認識有效學習技巧</i></b>								
6.15	<b>S5</b>	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; Positive feedback & recommendation	2 <sup>nd</sup> term (4.5 hours in total)	S5 Form teacher & Class teachers	FMY

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.16		<p><b>S5 Class Teacher Period (CTP)</b></p> <p>Time management during the busy S5 study life (<i>Powerpoint slides given by 2 alumni on what can be done in S5 in preparation for HKDSE</i>)</p>	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	Positive feedback from class teachers & their recommendation	<p>*Cycle 19 22/3/2023 (Day 1)</p> <p><i>*[Date was arranged at form level/SG; It would be better if an earlier date could be arranged if possible next year.]</i></p>	S5 Form teacher & Class teachers	FMY (Material design & modification)
<b>S6 Theme: Preparing for the public examinations 為公開試做好準備</b>								
6.17	<b>S6</b>	<p><b>S6 Public exam preparation programme</b></p> <p>(1) S6 Alumni Sharing Session on Study Skills &amp; Public Exam Preparation and (2) the follow-up reflections</p>	4.1, 4.3, 4.4,	Evaluation by ACA based on observation, students' questionnaires collected, feedback from class teachers, form teacher & alumni	Not less than 70% of the participants find that it can help; Positive feedback from class teachers & their recommendation	<p>Alumni sharing: 6/9/2022</p> <p>[1<sup>st</sup> cycle, during class teacher periods)</p>	S6 Form teacher & Class teachers	FMY

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.18		<p><b>S6 Public exam preparation programme</b></p> <p>(3) Study plan &amp; time Management</p> <p><i>[This year this will be conducted before S6 Mock Result Release Day due to the rearrangements caused by the special/ 'early summer' holidays]</i></p>	4.1, 4.2, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected from S6 ACA form coordinator	Positive feedback from class teachers & their recommendation	Cycle 6 26/10/2022	S6 Form teacher, S6 class teachers	FMY

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.19		<p><b>S6 Public exam preparation programme</b></p> <p>(4) S6 Mock Result Release Day (Setting up the booths of ‘Application for rechecking / remarking (ACA), repeating S6’ (ACS) &amp; ACA members helping with group discussions</p> <p><i>[Collaboration work with ACS &amp; OLE]</i></p>	4.1, 4.3, 4.4, 4.5	Evaluation by ACA & the concerned committees (e.g. OLE, ACS, etc.) based on observation & questionnaires collected	Positive feedback from teachers & students, Observation from teachers involved, Evaluation report from the host party (OLE)	26/11/2022 (Sat.)  [Reserve: 27/11/2022 (Sun)]	S6 Form teacher, S6 class teachers & other parties, (OLE, Guidance, Religious Committee, ACS, etc.)	ALL members * FMY, CHT (Application of rechecking & remarking),  NWH, LSW, WC, WFT (helping with group discussions)
6.20		<p><b>S6 Public exam preparation programme</b></p> <p>(5) Application for S6 Hok Yau Club Mock Examinations</p>	4.4, 4.5	Evaluation by ACA based on observation; the feedback from participants & the concerned subject panels	Positive feedback from class teachers, concerned subject teachers & panel heads	<b>Application:</b> Sept-Oct., 2022 <b>Release of results:</b> Feb., 2023	S6 Form teacher, S6 class teachers, host organiser: Hok Yau Club	*LSW, NWH

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.21		<p><b>S6 Public exam preparation programme</b> (6) S6 Stress Management Programme</p> <p><i>[Collaboration work with School social worker(s), Student Guidance Committee &amp; B.K Panel]</i></p>	4.2, 4.3	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	Positive feedback from class teachers, form teacher, students & school social worker(s)	<p><b>10/1/2023</b> <b>(Day 1 during 1<sup>st</sup> term Exam period)</b> &amp; Dec., &amp; Jan. (BK lessons) Before mock exam</p>	S6 Form teacher, S6 class teachers, School social worker, Guidance & Religious Committee	*FMY, WFT
6.22		<p><b>Follow-up work of HKDSE Result Release Day</b></p> <ol style="list-style-type: none"> <li>Application for Rechecking and remarking public examination papers (2022-2023)</li> <li>Briefing session on Application for Rechecking and remarking public examination papers (2022-2023)</li> </ol>	4.5	Evaluation by ACA based on observation	Positive feedback	July 2023	2. S6 Form teacher, S6 Class teachers, LHL (OLE), WWC2 (ACS)	<ol style="list-style-type: none"> <li>Rechecking &amp; remarking applications: *NWH, LSW, CHT</li> <li>Briefing session: FMY</li> </ol>
<b>Academic activities across different forms</b>								

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.23	<b>S1-2</b>	<p>“Self-directed learning” S1-2 ‘Application of Reading Skills’ -- Reading Award Scheme using <u>e-books/library books &amp; graphic organisers</u></p> <p><i>[Collaboration work between AC (Affairs) and School Library]</i></p>	4.1, 4.2, 4.4	Evaluation by ACA & School Library based on students’ performance & library borrowing record	Masterpieces made by the winners of the award scheme & satisfactory library borrowing record	2 <sup>nd</sup> term	ACA & School Library	*FMY S1 & S2 ACA Form Coordinators (WFT & CHT)
6.24	<b>S1-3</b>	<p>Good Learning Atmosphere Promotion Activities</p> <p>(1) Term 1:  <i>S1-3 Inter-class Good Learning Atmosphere Contest</i></p>	4.1, 4.3, 4.4	Evaluation by ACA based on the feedback from class teachers & form teacher, results of the class performance records	Satisfactory results shown from class performance records; Positive feedback from class teachers, form teachers & their recommendation	1 <sup>st</sup> term 8/11/2022 – 9/12/2022 (about 1 month)	S1-3 Subject teachers, Class teachers, Form teachers	*FMY & S1-3 ACA Form Coordinators (WFT, CHT & WC)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
		<p>(2) <i>Term 2:</i></p> <p><i>S1-3 Good Learning Attitude Award Scheme &amp; Prize presentation</i></p>		Evaluation by ACA based on the feedback from class teachers & form teacher, results shown on the award lists	Positive feedback from class teachers, form teachers & their recommendation; Satisfactory results shown by the award lists	<p>2<sup>nd</sup> term Nomination due date: 29/3/2023</p> <p>Prize presentation To be held in CTP Cycle 21 (26/4-8/5/2023)</p>	S1-2 Subject teachers, Class teachers, Form teachers	(2) *WFT (awards), CWY (CTP materials design & modification) & S1-3 ACA Form Coordinators (WFT, CHT, WC)
6.25	<b>S2-5</b>	<p>(1) 動力學堂-課後學業輔導班 After-school Tutorial Classes 5 classes only</p> <p>S2 English x (1-2 classes) S3 Mathematics x (1-2 classes) S3 Chinese S5 Chemistry</p> <p>[Classes – to be confirmed]</p>	4.3, 4.4, 4.5	Evaluation by ACA based on class observation & student questionnaires collected; Student Participation rate	Not less than 70% of the participants find that it can help; Positive feedback & recommendation	Whole year [17/10/2022 – 9/6/2023] [tbc]	Collaborating with an NGO	FMY, WFT & LSW & S2-5 ACA Form Coordinators

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
		<p>(2) 動力學堂-興趣技能工作坊 OLE Workshops</p> <p>(Unless specified, each student participant from after-school tutorial classes need to join at least 1 OLE workshop.)</p> <p><i>[Collaboration work with OLE Committee]</i></p>		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)]	On Saturdays (tbc)	OLE	FMY (ACA) & LHL (OLE)
6.26	<b>S1-S5</b>	<p>ACA Game stall on English Day</p> <p><i>[Collaboration work with English Department]</i></p>	4.3, 4.5	Evaluation by ACA based on observation; the feedback from teachers & participants	Positive feedback from both teachers & student participants	2 <sup>nd</sup> English Day	English panel	<b>WC</b>

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.27	<b>S1-3</b>	S1-3 Pre-exam tutorial classes (試前溫習班) (whether all the lower-form ones will be held depending on the needs at form levels)	4.3, 4.5	Evaluation by ACA & Form teachers based on class observation; student participation rate & feedback from student participants	Not less than 70% of student participation rate; Positive feedback from student participants	May & June, 2023	S1-3 form teachers & class teachers	*WFT, LSW & (S1-3 ACA Form Coordinators)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.28	<b>S1-6</b>	<p>“Self-directed learning”  <b>S1-6 Class Teacher Period (CTP)</b>                      第一學期測驗後學習反思  <b>Theme-based Post-test Reflections in the first term</b></p> <p><b>Themes:</b>                      S1: EMI learning &amp; 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)                      S6: Reflections on S6 studies in preparation for HKDSE</p>	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	Positive feedback from class teachers & their recommendation	After the 1 <sup>st</sup> term test week	S1-6 Form teachers & Class teachers	ALL ACA form coordinators  ***** <b>S1: WFT</b> <b>S2: FMY</b> <b>S3: WC</b> <b>S4: CWY</b> <b>S5: FMY</b> <b>S6: NWH</b> <i>(Material design &amp; modification)</i>

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.29	<b>S1-5</b>	<p>“Self-directed learning”  <b>S1-2 Class Teacher Period (CTP)</b>                      (第一學期考試後學習反思)</p> <p>Reflections on the first term studies in S1-5</p> <p><b>Themes:</b>                      S1: Reflections on 1<sup>st</sup> term studies                      S2: Reflections on 1<sup>st</sup> term studies                      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</p>	4.1, 4.3, 4.4	Evaluation by ACA & form level based on the feedback from class teachers & form teacher collected centrally by the School	Positive feedback from class teachers & their recommendation	After the 1 <sup>st</sup> term exam week 2//2023	S1-5 Form teachers & Class teachers	S1-5 ACA form coordinators & S1: CWY S2: FMY S3: WC S4: CWY S5: FMY (Material design & modification)
6.30	<b>S1-5</b>	Nomination of Arch Youth Improvement Awards [2022-2023]	4.5	Evaluation by ACA based on observation & feedback; student participation	Results of the school nominations; Positive feedback; Satisfactory participation rate	Applications: mid August, 2023	External organization: Arch Youth Foundation	Application: *CHT, NWH (Aug., 2023)

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.31	<b>S2-S6</b>	1) Learning activities: during 2021-2022 held by Arch Youth Foundation 2) Prize Presentation of Arch Youth Improvement Awards  <i>(Target participants: Awardees of Arch Youth Improvement Awards 2022-2023)</i>			Positive feedback; Satisfactory participation rate	1) Whole year 2) Learning Celebrations Week	External organization: Arch Youth Foundation	1) *FMY, CHT 2) WC
6.32	<b>S2-S6</b>	“Self-directed learning” Study plan for self-access learning  [Providing a platform for self-access learning]	4.4	Evaluation by ACA based on observation	Positive feedback	Whole year	Soft copy – e-class platform; hard copy – School Library	FMY
6.33	<b>S1-5</b>	<i>Elite training program: (In-house training)</i>  (1) In-house elite training course for HKAGE existing members  (2) Elite sharing sessions / sharing sessions by scholarship awardees  (3) Elite sharing sessions during the week of Learning Celebrations	4.3, 4.4, 4.5, 4.6	Evaluation by ACA based on observation & student participants’ feedback	Not less than 70% of the participants find that it can help; Positive feedback & recommendation	Whole year & 3) 24/2/2023	External organisations, e.g. HKAGE 3) ECA & ACA	*FMY, WFT & CHT

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale [to be confirmed]	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.34	---	Sharing sessions on study skills in the morning assemblies by teachers (ACA members & *other teachers to be invited)  *NEW	4.1, 4.2, 4.3, 4.4	Evaluation by ACA based on observation	Positive feedback	Whole year	ACA	ALL ACA members
<b><i>Routine work</i></b>								
6.35	Whole school	SEN Services [SEA]	4.5	Evaluation by ACA based on observation & feedback	Positive feedback	Whole year	Student Support Group (SST)	WC
6.36	Whole school	<b><i>Elite training programme: (Nominations)</i></b>  1. Nomination of the Hong Kong Academy for Gifted Education (HKAGE) (2022-2023)	4.4, 4.5, 4.6	Evaluation by ACA based on observation & feedback	Satisfactory results of the school nominations; Positive feedback	Whole year	HKAGE & ACS	*FMY, CHT

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
		2. Nomination of elite students to attend the short academic courses organized by the tertiary institutions		Evaluation by ACA, student participation & feedback from student participants	Results of school nominations & students' attendance	Whole year	Tertiary organisations, ACS & other parties (e.g. OLE)	FMY
		3.Nomination and Applications for scholarships		Evaluation by ACA based on the results of school nominations	Satisfactory results of school nominations	Whole year	External Organisations	WC
6.37	S1-S5	Prize-giving Ceremony	4.3	Evaluation by ACA based on observation & the feedback from the concerned preparatory committee(s)	Satisfactory results of the awardees	<b>After 1st term exam Learning Celebrations Ceremony 24/2/2023 (Day 1)</b>	ECA	ALL ACA members
	S6					Graduation Ceremony (27/5/2023)	Religious Committees	
	Whole school					After 2 <sup>nd</sup> term exam (End-of-year Ceremony – 14/7/2023)	Religious Committees	

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.38	Whole school	Data analysis of APASO & Teaching survey	4.5	Evaluation by ACA based on the results shown	Some feedback made & significant findings highlighted	Oct., 2023 (APASO)	I.T.	NWH
						May, 2023 (Teaching Survey)		
<b><i>Manpower allocation of AC prefects:</i></b>								

Program Plan of Academic Committee (Affairs) [2022-2023]

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
6.39	Whole school	Inter-house Academic Knowledge Quiz Competition (AC prefects help with hosting the session as MCs)	4.3	Evaluation by ACA based on observation & the feedback collected	Positive feedback, observation from teachers involved & evaluation report from the host party	19/5/2023	ECA	LSW (Manpower allocation of AC prefects)
		Morning assembly sharing & announcements		Evaluation by ACA based on observation & the feedback collected	Positive feedback	Whole year	---	
		Board displays for AC prefects and Roll of Honour		Evaluation by ACA based on observation & the feedback collected	Positive feedback	Whole year	---	

	Forms concerned	Plans/Strategies	Objectives	Method of Evaluation	Success Criteria	Time scale <i>[to be confirmed]</i>	Collaboration with concerned party/ies	Person(s)-in-charge *Chief coordinator
		Supervising lunchtime or after-school quizzes		Evaluation by ACA (This can be based on observation & the feedback collected or its utilization rate)  [Please note that this will be carried out upon request from subject teachers.]	Positive feedback; Satisfactory utilization rate (if any)	Whole year	Subject panels	
	S3	Talks on Introduction to Elective Subjects		Evaluation by ACA based on observation & the feedback collected; students participation rate	Positive feedback; Satisfactory participation rate	13/2 /2023– 6/3/2023	ACS, S3 Form teacher	

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

### **7.1 Division of work**

- **Administration and Coordination (FMY)**
- **Academic Prefects (LSW)**
- **SEN (WC)**
- **Data Analysis & IT support (NWH)**
- **Tutorial classes (\*WFT & LSW)**
- **Elite training (\*FMY, WFT & CHT)**

### **7.2 ACA Form coordinators**

- **S.1 (WFT)**
- **S.2 (CHT)**
- **S.3 (WC)**
- **S.4 (LSW)**
- **S.5 (NWH)**
- **S.6 (FMY)**

**8 Budget of ACA (2022-2023)**

**C.C.C. Mong Man Wai College**  
**Financial Plan for the Year 2022/2023 [Simplified version]**  
**[For details, please refer to the excel file submitted to the school office.]**

**Academic Committee (Affairs) [ACA] [2022-2023]**

<b>A School Events / Items for Application</b>					
<b>No.</b>	<b>Items</b>	<b>Budget (\$)</b>	<b>Breakdown (if any)</b>	<b>Remarks</b>	<b>Approved in Sept. [ALL – approved by the School]</b>
1	Stationery	200	---	No specific grant Others	<b>200</b>
2	Buying book coupons for the prize presentation at End-of-year Ceremony	19000		School events	<b>19000</b>
3	Buying book coupons for the prize presentation at Graduation Ceremony	4600		School events	<b>4600</b>
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	<b>600</b>

5	Buying book coupons for the prize-giving ceremony (1 <sup>st</sup> term academic awards)	13500		School events	<b>13500</b>
6	Buying Principal's trophies & book coupons for the awardees of the best performance in HKDSE subjects	12000		School events	<b>12000</b>
7	Competition application fees	2000		Others	<b>2000</b>
	<b>(A) Sub-total:</b>				<b>\$51,900</b>
<b>B</b>	<b>Student Activity (Boosting Academic Results)</b>				
1	Pre-exam Tutorial Classes [試前溫習班]	<b>\$15000</b>		Others <b>CEG</b> S1, 2, 3 ACA & Form levels (S1-3) Approved	<b>\$15000</b>
	<b>(B) Sub-total:</b>				<b>\$15,000</b>
<b>C</b>	<b>Student Activity (Not boosting academic results)</b>				
1	S1 Reading Strategies Training Workshop	\$24000		<b>LWLG</b> Others Fixed cost	<b>\$24000</b>
2	S6 Stress Management Program	\$600		No specific grant Others Joint activities	<b>\$600</b>
3	S5 Elite training workshop [Applied strategic	\$12000		<b>DLG</b> Others	<b>\$12000</b>

	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)	\$6000		DLG Others \$12000 approved by School before S4-6 elite students	<b>\$15000</b>
	S5 Elite training for the HKAGE students in our school (DLG)	\$6000		DLG Others \$12000 approved by School before S4-6 elite students	
	S6 Elite training for the HKAGE students in our school (DLG)	\$3000		DLG Others \$12000 approved by School before S4-6 elite students	
	S1-3 Elite training for the HKAGE students in our school	\$6000		No specific grant Others S1-3 elite students	<b>\$6000</b>
6	S4 Elite training courses	\$10000		<b>DLG</b>	<b>\$35000</b>

	or some short academic courses organized by the tertiary institutions (DLG)			Others \$15000 approved by School before S4-6 elite students Whole year
	S4 Summer Elite training courses or some short academic courses organized by the tertiary institutions (DLG)	\$3000		DLG Others \$15000 approved by School before S4-6 elite students 2020-07 & 2020-08
	S5 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)	\$10000		DLG Others \$15000 approved by School before S4-6 elite students Whole year
	S5 Summer Elite training courses or some short academic courses organized by the tertiary institutions (DLG)	\$4000		DLG Others \$15000 approved by School before S4-6 elite students 2020-07 &

				2020-08	
	S6 Elite training courses or some short academic courses organized by the tertiary institutions (DLG)	\$5000		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)	\$3000		DLG Others \$15000 approved by School before S4-6 elite students 2020-07 & 2020-08	
7	<b>Academic Prefect Training Camp(s)</b>	\$16000	<b>Camp fees: 15000 Materials: 1000</b>	<b>No specific grant Others  AC Prefect Board</b>	<b>\$23000</b>
8	Academic Prefect Training Sessions	\$3000	(\$1000 x 3)	No specific grant Others AC Prefect Board	<b>\$3000</b>
9	Good Learning	\$2500		No specific	<b>\$2500</b>

	Atmosphere Promotion Activities			grant Others	
	<b>( C ) Sub-total:</b>				<b>\$121,100</b>
	<b>TOTAL</b>				<b>\$188,000</b>

*Notes:*

*For details of the above financial plan, please refer to the info submitted to the School in the Mark Entry System.*

## 9. Team Members

### 8.1 Academic Committee (Affairs)

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

### 8.2 Academic Prefect Board

Coordinator from ACA	LSW
Members	YLS, CWY2

*Fok Mei Yi,  
Head of Academic Committee (Affairs)  
2022-2023*



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**CCC Mong Man Wai College**  
**Discipline Committee**  
**Program Plan 2022-2023**

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**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. Good co-operations between Discipline teachers.
- 2.1.3. We have good co-operation between social workers, Student Guidance Committee, Form-masters and class teachers.
- 2.1.4. 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 Hok Yau Club 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 The increasing rate of teaching staff and non teaching staff attrition is results in inexperienced.
- 2.4.3 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

#### 4. Three Year Plan: Positive Education

Program	Goal	Character Strengths	Method of Evaluation	Successful criteria	Date	Teacher-in-charge
Prefect Training (co-work with Hok Yau Club)	Strengthen correct values, maintain school discipline and strengthen the sense of obeying law and rules.	Justice (Being an active team member who is responsible, Fairness and Leadership) Courage (Bravery)	Questionnaire and Teachers' observation	70% students attend the training 70% students agree that the activity can attain the aims and they can have reflection on their character strengths	Whole year	WSY SKC

#### 5. Measures and Programs

	Goal	In Response To Major Concern To foster Positive Education	Program	Method of Evaluation	Successful criteria	Date	Teacher-in-charge
5.1	Raising students' self-initiative of correcting their mis-behavior	Students will take the initiative to improve their 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 homework detention records of the students between this year and last year.	Students have 5% less homework detention records than last year.	Period of Supervision: Since the students come back to school. It last for one month first and evaluate afterwards.	WP
5.2	Obeying law and rules	(Social Development-Avoiding Crimes)  (Character Strength-Justice and Self-regulation)	S4-S.6 Talk: The Prevention of Theft (Discipline Com and Police Public Relation Bureau)	Questionnaires and teacher's observation	60% students reflect their understanding the consequence of committing crimes has been raised	2022/11/17	WP
5.3	Helping the students to understand the school daily operations	Advoiding breaking school rules (Character Strength-Self-regulation)	S1 Orientation Day (Student Guidance Com. and Discipline Com.)	An oral question and answer quiz.	Students can answer more than half of the questions given by the	2022/8/26	WP SKC

	and rules				speaker correctly		
5.4	Helping the students to understand the schools rules	Advoiding breaking school rules (Character Strength-Self-regulation)	S.1 Talk: S.1 Adaptation/ ((Discipline Com. and S.1 Form Master and Police Public Relations Bureau)	An oral question and answer quiz.	Students can answer more than half of the questions given by the speaker correctly	2022/09/01	WP
5.6	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	LKS
5.7	Raise students' self-initiative of behaving well	Development-Self-Discipline) (Character Strength-Self-regulation)	S.1-S.6 Good Conduct and Industry Award Scheme (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

## 6. Members of the Committee

Chairman	MS. WONG POR
Members	MR. LAM KING SHING, MS. WONG SAU YING, MR. WONG SIU HONG, MS. SHIU KAI CHIT, MR. CHEUNG CHUN YEE MICHAEL

## 7. The distribution of Work:

### a. Daily Work

MS. WONG POR	Merit Records, De-merit Records, Follow student's attendance records, S1 Adaptation talk, Computer system of Discipline Committee, amending the Discipline Handbook for Teachers, member of National Security Education Task Group and member of Student Support Team.
MS. WONG SAU YING	Prefect Team Advisor ,test & exam remind and Assembly Arrangement
MS. SHIU KAI CHIT	Prefect Team Advisor , uniform checking and Preparing administrative documents
MR. WONG SIU HONG	Monitors and Monitress Training, S.1 and S.2 Reward Stickers Scheme and Good Conduct Awards Scheme
MR. LAM KING SHING	Fire Drills , co-ordinating Detention Class Affairs and self-reflection Scheme
MR. CHEUNG CHUN YEE MICHAEL	Follow-up late comers , co-ordinating Detention Class Affairs and checking students' record

### b. Form Discipline Teachers

S.1	MS. WONG POR	S.4	MR. CHEUNG CHUN YEE MICHAEL
S.2	MS. SHIU KAI CHIT	S.5	MR. WONG SIU HONG
S.3	MR. LAM KING SHING	S.6	MS. WONG SAU YING

## 8. Financial Budgeting ( Refer to the excel file of DC\_2022-23\_Annual Budget )

涉及學生領袖培訓可以向學校申請全方位學習津貼，而學生出席率必須達 80%或以上。

學校事宜/行政項目		
教師參考用書(參考書、教科書)	全年	\$200
文具	全年	\$300
班際活動	全年	\$1200
班長訓練及班長章	全年	\$1200
領袖生章	全年	\$3500
學生活動(非提升學業成績)		
領袖生訓練(活動所需物資)	全年(S.3-S.5)	\$2000
領袖生訓練(聘請教練)	全年(S.3-S.5)	\$12000
合共		<b>\$20400</b>

**C.C.C. Mong Man Wai College**  
**Student Guidance Committee [GC]**  
**2022-2023 Program Plan**

**1. Visions**

- 1.1. To help students adapt to physical, psychological, social, and interpersonal changes in adolescence, so that they can grow and develop healthily
- 1.2. To help students affirm themselves and unleash their potential
- 1.3. To equip students with skills to serve, care for and support others
- 1.4. To establish positive life goals and instill the right values throughout students' secondary school journey

**2. Aims**

- 2.1. To help students know, accept, respect, and appreciate themselves from which they can build a healthy self-image and develop a positive outlook on life, and cherish life
- 2.2. To help students develop good interpersonal relationships with others
- 2.3. To equip students with skills to care for others
- 2.4. To enhance students' willingness and skills to help others
- 2.5. To enrich students' life experiences
- 2.6. To teach students how to positively face growing or learning problems, setbacks, and adversities
- 2.7. To help students build habits to appreciate themselves
- 2.8. To encourage students to take the initiative to develop their individual potential
- 2.9. Guidance teachers carry out different types of preventive or remedial measures to aid the all-round development of students.
- 2.10. Guidance teachers act as facilitators to allow parents and teachers to better understand the situations of students and effectively assist students in their growth.
- 2.11. Guidance teachers support teachers by increasing their understanding of students and serve as mediators to improve teacher-student relationships.

**3. SWOT Analysis**

3.1. Strengths

Aspect	Strength
Teachers	3.1.1 Teachers are motivated and enthusiastic about their work. 3.1.2 Teachers are willing to take the initiative to take on the work. 3.1.3 Teachers have good contact, communication, and cooperation with teachers from other committees, and have team spirit among GC. 3.1.4 Some teachers have already attended the counselling courses organized by the Education Bureau. 3.1.5 Teachers are creative and adaptable. 3.1.6 Teachers and social workers get along well, cooperate closely, and are willing to exchange ideas. 3.1.7 Teachers and social workers are welcomed and liked by students.

	<p>3.1.8 Social workers actively participate in students' extracurricular activities and lead a wide range of activities.</p> <p>3.1.9 Social workers can handle different types of cases and offer help instantly.</p> <p>3.1.10 Social workers can provide a variety of counseling resources to teachers.</p> <p>3.1.11 Guidance teachers have established good cooperative relationships with discipline teachers, class teachers and form masters, which can deal with students' problems more effectively.</p> <p>3.1.12 Various activities are planned early. Before the start of the school year, the program plan for the whole year is drawn up.</p> <p>3.1.13 The planned activities have been updated, and the content is also in line with the needs of students. Teachers often review the activities.</p> <p>3.1.14 The educational psychologist and social workers can provide professional advice and counseling services to students and teachers in need.</p>
Students	<p>3.1.15 Most of the students are willing to reveal their problems to trustworthy guidance teachers and social workers in school.</p> <p>3.1.16 Students who accept the assistance from social workers and guidance teachers are not stigmatized.</p>
Others	<p>3.1.17 The school values every opportunity to liaise with parents. Arranging two Parents' Days, setting up the Parent-Teacher Association, and encouraging class teachers to reach out to parents when necessary are cases in point.</p> <p>3.1.18 The school makes good use of off-campus community resources enabling students to participate in more practical and meaningful activities.</p>

### 3.2. Weaknesses

Aspect	Weakness
Teachers	<p>3.2.1 Guidance teachers who need to deal with a large amount of administrative work and oversee many extracurricular activities suffer from heavy workload and tremendous pressure. It is difficult to make the implementation of activities more comprehensive and in-depth.</p> <p>3.2.2 There is a shortage of staff in GC. The committee needs more staff to tackle students' issues.</p>
Students	<p>3.2.3 Some students are passive in learning and lack self-confidence and motivation to improve themselves.</p> <p>3.2.4 More efforts should be put in motivating students, especially those who have a low self-image and with insufficient family support, to study or participate in activities.</p>

### 3.3. Opportunities

Aspect	Opportunity
Teachers	3.3.1 Some teachers have taken basic and advanced courses on catering for diverse learning needs, advanced courses on attention deficit hyperactivity disorder (ADHD), mental health courses and courses on autism spectrum disorder (ASD). Many teachers are willing to take relevant courses.
Social workers	3.3.2 Starting from 2019, the school has had two social workers enabling students in need to receive more care and instant support.
Education Bureau	3.3.3 The Education Bureau organizes different courses to broaden the professional knowledge of teachers.

### 3.4. Threats

Aspect	Threat
Students	3.4.1 Students are under great emotional stress from different parts of their lives including family, study, friends, and relationship. 3.4.2 Family support for students especially those living in Kwun Tong District is weak. 3.4.3 The COVID-19 pandemic adversely affects students' motivation to study, as well as students' family relationships.

## 4. School's Major Concerns

- 4.1. To nurture students to be motivated learners
  - 4.1.1 To sustain self-directed learning habits
  - 4.1.2 To develop e-learning to enhance learning effectiveness
- 4.2. To foster positive education
  - 4.2.1 To cultivate a positive school climate
  - 4.2.2 To nurture and develop character strengths

## 5. Committee's Concerns for Year 2022-2023

- 5.1. To help S.1 students adapt to the new school life
- 5.2. To help students explore their potential and strengths through various activities in the hope that their lives can be enriched
- 5.3. To enhance sex education by providing students with correct sexual knowledge, especially on self-protection and respecting one's body
- 5.4. To enhance mental health education by raising students' awareness towards one's mental condition and by equipping students with strategies to cope with emotional challenges
- 5.5. To encourage positive thinking among students by highlighting the importance of appreciation, gratitude, mutual support, and perseverance
- 5.6. To cooperate with the Student Support Team to foster social integration and promote a caring culture in which students grow in mutual respect
- 5.7. To guide students to explore the meanings of life, to respect and cherish life
- 5.8. To address all facets of students' over-reliance on technology and the mental health issues that result, and promote the importance of proper use of the Internet and social media

**6. Synopsis of Implementation Plan**

Role	Implementation Plan
6.1 Students	<p>6.1.1 To assist repeaters in adapting to the new school life, mingling with classmates, positively dealing with learning problems and setbacks, and enhancing their self-confidence in learning</p> <p>6.1.2 All repeaters will be counselled by social workers. Form Guidance Masters will counsel the repeaters in need earlier at the start of the school term upon Form Masters' or Class Teachers' request.</p> <p>6.1.3 Through "Student Guidance Ambassador Team (SGA)", students can learn to appreciate themselves and develop their potential and leadership by participating in regular training sessions and assisting in holding activities.</p> <p>6.1.4 Through SGA, students can enhance their self-confidence, find their potential and dreams, take the initiative to care for the junior schoolmates and build the caring campus culture.</p> <p>6.1.5 Through sex education activities and the promotion of mental health, students from all forms can learn to face and deal with problems, pressure, and challenges during different stages of their lives.</p> <p>6.1.6 Through sex education activities, S.1-5 students can learn the negative influence of improper sexual activities on young people and the social skills of getting along with the opposite sex.</p> <p>6.1.7 Through whole-school student questionnaires, teachers can understand and connect with students more closely and identify at-risk students earlier. Students in need can receive appropriate assistance at the right time and learn to be resilient when facing life setbacks.</p>
6.2 Guidance Teachers	<p>6.2.1 To assist and support class teachers in handling students' problems</p> <p>6.2.2 To strengthen communication, coordination, and cooperation with various committees</p> <p>6.2.3 To foster the sharing and supportive culture among the committee</p> <p>6.2.4 To polish the counseling and activity-organizing skills of guidance teachers</p> <p>6.2.5 To have a deeper understanding of the difficulties and challenges faced by the younger generation</p> <p>6.2.6 To cooperate with different organizations to enrich the content of activities</p> <p>6.2.7 To find more suitable resources to help students thrive along their life journeys</p>
6.3 Parents	<p>6.3.1 To organize Parents' Day which allows parents and teachers to communicate with each other in order to help students grow healthily</p> <p>6.3.2 To conduct parents' groups regularly to equip parents with appropriate parenting skills</p> <p>6.3.3 To have a deeper understanding of the difficulties and challenges faced by the younger generation</p> <p>6.3.4 GC has established a systematic communication mechanism and a case referral system to strengthen communication and co-operation with parents</p>

7. Allocation of Activities & Duties (According to the dates of activities/ work)

\*= whole month

Guidance Committee (*=TIC)							Activity/ Work	Year 2022					Year 2023							
WKY2 (Head)	CWY2 (Deputy)	FML	YKH	YCY	YWM	YCF (TA)		8	9	10	11	12	1	2	3	4	5	6	7	8
		*					1. Welcoming cards, gifts & board (Start of year)	*	1,2											
							2. 正向藝術閣(H02) 工程及裝置	*	*	*	*	*	*							
							3. Schedule S.1-6 Class teacher periods (S.1-3 WKY2)(S.4-6 CWY2)	*										*	*	
							4. (TA) Collect CT Periods folders & USBs	*										13	*	
							5. (TA) Put new CT period materials inside folders and save new materials in USB	*											*	*
							6. Check S.1-6 logbooks (S.1-3 WKY2) (S.4-6 CWY2)	*										*	*	
							7. (TA) Print & distribute S.1-6 logbooks, folders & USBs	*											*	*
							8. (TA) Collect big brown envelopes of students' questionnaires from all CTs & Shred questionnaires	*											*	*
*							9. Provide sample pictures of Gratitude Corner & Resolutions of 22-23	17												
							10. (TA) Prepare next year's students' questionnaires & envelopes		*											*
*							11. (TA) Stock taking		*	*	*	*								
		*					12. Positive education banners & stair riser decals		*	*	*	*	*	*	*	*	*			

2022-2023 GC Program Plan

Guidance Committee (*=TIC)							Activity/ Work	Year 2022					Year 2023							
WKY2 (Head)	CWY2 (Deputy)	FML	YKH	YCY	YWM	YCF (TA)		8	9	10	11	12	1	2	3	4	5	6	7	8
					*		13. GC board decoration		9(TBC)											
			*				14. 共融講座-打破圍牆 (S.2-3) 4-5pm		29											
							15. Mid-Autumn Pop-up Event (Ann & Victor)		9											
*							16. SGA Summer Training	15,16, 22,23, 30												14,15, 22,23, 28(TBC)
							17. GC morning assemblies (Promotion of mental health)		29	28	30	16		24	24	28	31			
*							18. 正向教育課程共同備課會 (2:30-4:30pm)		15				10 (TBC)							
*							19. GC 全校問卷		*											
							20. TA types information of questionnaires in files		*	*										
*							21. 心繫青苗			6,17	14	9, 13		20	16	20	25, 30			
*							22. 循道反敗為 GROW			15										
		*					23. 性在謎網 Screening Test (S.1-3)			*										
*							24. 循道中一家長講座			7										
*							25. 循道中二家長講座			14										
	*						26. 藝力對焦 - 表達藝術抒壓工作坊 (藝術治療師) (30 S.1 ss in need)			*	*									
*							27. SGA Regular Training (康 Sir)			11,18 (TBC)	8,15, 22,29 (TBC)	6,13 (TBC)								
		*					28. 性在謎網治療小組 (2 groups – 8 ss per group) (S.1-3)				8,15, 22,29 (TBC)	6,13 (TBC)								

2022-2023 GC Program Plan

Guidance Committee (*=TIC)							Activity/ Work	Year 2022					Year 2023							
WKY2 (Head)	CWY2 (Deputy)	FML	YKH	YCY	YWM	YCF (TA)		8	9	10	11	12	1	2	3	4	5	6	7	8
							29. Modify materials of 1 S.1-6 class teacher period which can be conducted in H02 in Term 2				*									
*							30. Touch Mood – Zoom Talk X2 (調教你壓力) (S.3-4)				16									
*							31. Interest Class (Leather Products) (12 SGAs)				9,16, 23,30 (TBC)									
*							32. Interest Class (Light Panels) (12 SGAs)					1,8 (TBC)								
*							33. SGA Positive Education Xmas Card Competition					1								
*							34. Term 1 Class Teacher Period Evaluation Form					12								
*							35. Christmas GoGoFriend (S.1-6)					12,16								
	*						36. 畢業情緣 (S.1 & 6)					5, 13								
*							37. Touch Mood –桌桌友娛 (10 S.1-4 ss in need)					1,8								
		*					38. 性在謎網教師課程第一層 (2 hrs) Staff Dev. Day					2 (TBC)								
		*					39. 性在謎網教師課程第二層 (2 hrs) (GC, SST, S.1-3 CTs & others)						16 (TBC)							
*							40. Parents' Day						18							
		*					41. 性在謎網家長工作坊 (20 parents) (1.5-2 hrs)						18 (TBC)							
			*				42. 協基 - 愛連線網絡家長講座						18 (TBC)							
			*				43. 協基網絡小組 (Upon Form Masters' or Class Teachers' request)								(TBC) *	(TBC) *	(TBC) *			

2022-2023 GC Program Plan

Guidance Committee (*=TIC)							Activity/ Work	Year 2022					Year 2023							
WKY2 (Head)	CWY2 (Deputy)	FML	YKH	YCY	YWM	YCF (TA)		8	9	10	11	12	1	2	3	4	5	6	7	8
			*				44. 教大同理一班桌遊工作坊 (中一入班) 9:45am – 11:15nn							30 (TBC)						
	*						45. 神託會我友你朋輩支援計劃 (GT) (12-20 S.2) 3:50-5:30pm						27	6,13	17,24					
	*						46. 童心藝行 畫動心情表達藝術治療小組 (8-10 S.1-3 students in need)						7,14, 21,28	7,14	4,18					
		*					47. 性在謎網中三講座 (ZOOM)						27 (TBC)							
	*						48. 循道生命教育班主任課觀課 (1D)							(TBC)						
		*					49. 性在謎網 SGA Training (20 SGAs)						21,28 (TBC)	7,14 (TBC)		16-18 (TBC)				
*							50. 循道失敗節 (SGA)							31	1					
*							51. Positive Edu. Board Decoration Competition						13							
*							52. Touch Mood – Art Like (8-12 students)									16,23				
	*						53. 童心藝行 - 藝力對焦 - 表達藝術抒壓工作坊 (教師)										5 (TBC)			
		*					54. 衛生署中四入班性教育活動 - 寧缺勿濫 (借堂) (L8-9)										11			

2022-2023 GC Program Plan

Guidance Committee (*=TIC)							Activity/ Work	Year 2022					Year 2023							
WKY2 (Head)	CWY2 (Deputy)	FML	YKH	YCY	YWM	YCF (TA)		8	9	10	11	12	1	2	3	4	5	6	7	8
*							55. Mental Health & Sex Edu. Week 56. Touch Mood – 1-2 stalls, display boards 57. 我友你 (GT) – stalls, stress test 58. 6 display boards from Kwai Chung Hospital 59. 性在謎網 - logo									16-18				
*							60. Term 2 Class Teacher Period Evaluation Form											5		
*							61. Update S.1-6 GC logbook materials & fill in the application form											*	*	
*							62. Draft quotations	*										*	*	*
*							63. Draft program plan	*										*	*	*
*							64. Draft financial budget	*										*	*	*
*							65. 中一生命之旅 (遊樂場協會)												4 (set hall) & 5	
*							66. Briefing Session- 循道中三升中四失敗體驗活動													1 (TBC)
							67. 循道中三升中四失敗體驗活動													19 (TBC)
*							68. 循道閉幕典禮-失敗教育													* (TBC)
*							69. New S.1 Orientation Days													24,25 (TBC)

## 8. Implementation Plan of GC (2022-2023)

\*TBC/ To be done

## 8.1 Social Integration &amp; Caring Culture 關愛共融

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.1.1	5.5 5.6 5.7	同理一班 - 桌遊工作坊 <b>The Same Class – Board Games Workshop</b> (6-8 students/ group; 1 leader from EdU/ group) Through playing board games designed by EdU, in 5 different scenarios, students will reflect on their roles in getting along with others, explore their own values, learn empathy, promote personal growth, and learn to live in harmony with classmates.	Classrooms (1 hr 30 mins) 30/3/2023 (Life wide learning day) 9:45-11:15am (in Act. Table)	S.1	Teachers' observation, questionnaires collected from students	70% of students agree to learn ways to get along with classmates well.	YKH*	\$4500	教大 欺零融異校園共融計劃 98450567 馬 SIR/ 94339774 Eric
8.1.2	5.5 5.6 5.7	共融教育講座(中學) – 打破圍牆 <b>Social Integration Talk – Break the Wall</b> Students will understand the causes and negative effects of prejudice and stereotypes, which triggers personal reflection, and they learn how to break down the walls of discrimination.	Zoom (in Act. Table) 29/9/2022 4-5pm	S.2-3	Teachers' observation, questionnaires collected from students	70% of students agree to understand the negative effects of prejudice and stereotypes.	YKH*	\$800	親切 Kate Tang 28891217/ 28891332 kate_tang@treats.org.hk
8.1.3	4.2.1 5.5	畢業情緣 (借中一、中六堂) (Borrowed 中一適應課 from WYP) <b>Heartfelt Encounter with Graduates</b> S.1 students show care and support to the pressured S.6 students who will soon attend the public examination.	Hall & Classrooms 13/12/2022 (Day 3) (L9) 1:00-2:00pm (in Act. Table)	S.1 S.6	Teachers' observation, questionnaires collected from students	70% of S.6 students can feel care and support from S.1 students.	CWY2*, YCY, 區姑娘, GC	\$2000	/
		Preparation day for Heartfelt Encounter with Graduates 畢業情緣 (borrowed 中一適應課 from WYP) (in Act. Table)	Classrooms 1:30-2:00 5/12/2022 (D3)	S.1					
8.1.4	4.2.1	<b>Promotion of caring culture on campus</b> - Welcoming cards & gifts (see if any gifts in GC) - Board display (Theme: Welcome back to school)	Whole Year 1-2/9/2022	SGA	Teachers' observation	All students are welcomed at the start of the school year.	FML* WKY2	\$ 5000	/
8.1.5		GC teachers finish writing/ drawing a card.	17/8/2022*	GC					
8.1.6		12 SGA leaders finish buying and packing gifts. (\$500 & 60 gifts /leader) (CASH*) (720 gifts in total)	27/8/2022	SGA leaders					
8.1.7		Mid-Autumn Pop-up event 中秋快閃活動 (in Act. Table)	9/9/2022 All recesses	Whole school					

## 8.2 Sex Education

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.2.1	5.3	衛生署入班性教育活動 – 寧缺勿濫 (借堂) <b>Sex Edu. Activity – Love the Right One</b> Students will recognize the consequences of sexual promiscuity and bring out the importance of safe sexual activities.	Classrooms 11/5/2023 (Day 3) (L8-9) (in Act.Table) (12:30-1:30pm)	S.4	Teachers' observation, questionnaires collected from students	70% of students agree to learn importance of safe sexual activities.	FML*	\$0	27178052 Confirm the time with 衛生署
8.2.2	5.3 6.3	性在謎網 - 支援學生網絡欺凌及性暴力預防教育計劃 <b>Sex on the Mysterious Internet – Education Program on the Prevention of Cyberbullying and Sexual Violence (Females &amp; Males - F&amp;M)</b>	Start from Oct 2022		Participants' observation, questionnaires collected from students, teachers, and parents	70% of participants agree to understand the negative effects of cyberbullying and sexual violence.	FML* WKY2 YWM	\$0	25802626  54981963 (WhatsApp) (Sent letter of confirmation)  Katie 李姑娘 明愛籽程 性在謎網
		<b>1. Screening Test</b> Students fill out questionnaires about life satisfaction to identify high-risk students.	10/2022	S.1- 2					
		<b>2. Treatment Groups X2</b> At-risk students will join treatment groups to cultivate their positive self-image and increase their motivation to seek help.	(8,15,22,29/11/2022 & 6,13/12/2022) (Tue) (TBC) Classrooms	8 students per group (S.1-2)					
		<b>3. Talk/ Workshop (ZOOM)</b> Topic: Cyberbullying and sexual violence (TBC)	27/2/2023 (TBC)	S.3					
		<b>4. Ambassador Training Group (4 sessions)</b> To make a logo with a designer for fighting against sexual violence and cyberbullying (will be used in Mental Health & Sex Edu. Week)	(21,28/2/2023 & 7,14/3/2023) (Tue) (TBC) 16-18/5/2023 (TBC)	20 SGAs					
		<b>5. Teacher Training Course [Level 1] (2 hrs)</b> To understand the phenomena of cyberbullying and sexual violence, and the needs of adolescents, and explore preventive sex education topics such as information literacy, online sex traps and self-protection.	(2/12/2022 – Staff Development Day) (TBC) Hall	All teachers					
		<b>6. Teacher Training Course [Level 2] (2 hrs)</b> To learn 3 steps of evaluating and handling cases, have practices on handling cases and receive relevant teaching materials for conducting talks and workshops on sex education.	(16/1/2023 – 1 <sup>st</sup> Exam) N201 (TBC)	GC, SST, S.1-3 CTs & others					
		<b>7. Parent Workshop (20 parents)</b> It will arouse parents' awareness of cyberbullying and sexual violence. Parents will learn about the virtual world, pop culture and the needs of adolescents. Practical experiential exercises will be done to learn the right attitudes and skills in the face of cyberbullying and sexual violence.	(1.5-2 hrs) (18/2/2023) (Parents' Day) (TBC)	Parents					

## 8.3 Mental Health &amp; Stress Management

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.3.1	4.2 5.4	<b>Promotion of Mental Health</b> - GC Morning Assembly (3 mins) (Video/presentation) - All stated morning assemblies are reserved for GC.	29/9/2022 (WKY2) 28/10/2022 (CWY2) 30/11/2022 (YCY) 16/12/2022 (YWM) 24/2/2023 (FML) 24/3/2023 (YKH) 28/4/2023 (WKY2, 區姑娘) 31/5/2023 (CWY2, 區姑娘)	GC	Teachers' observation	All students can get access to mental health knowledge.	GC	-	「每天好精神」資源下載區 將「每天好精神」標語創作比賽的得獎標語製作成電子海報、鼓勵卡、簡報及社交軟件貼圖，方便學校在校園內推廣學生的精神健康，營造正向關愛的校園氣氛。下載區連結： <a href="https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/77.html">https://mentalhealth.edb.gov.hk/tc/promotion-at-the-universal-level/promotional-resources-for-schools/77.html</a>
8.3.2	5.2 5.4 5.5 5.7	<b>童心藝行 - 學生情緒健康計劃 Act with Your Hearts – Anxiety Relief Projects for Students</b>  1. <b>藝力對焦 - 表達藝術抒壓工作坊 (藝術治療師)</b> <b>Focus on Arts - Expressive Arts Workshop</b> Through meditation practice, expressive arts and other therapeutic activities, students can understand themselves, learn to express and process emotions.  2. <b>畫動心情 表達藝術治療小組</b> <b>Drawing Moods – Expressive Arts Therapy Group</b> (Conducted by social workers) Through artistic expression, students can explore the emotional changes and inner needs of participants, increase self-awareness, and learn self-care skills  3. <b>藝力對焦 - 表達藝術抒壓工作坊 (教師專業培訓工作坊) (藝術治療師)</b> <b>Focus on Arts - Expressive Arts Workshop</b> Through artistic expression, teachers can explore the emotional changes and inner needs of participants, increase self-awareness, and learn self-care skills	  <b>10-21/10 (1 day)</b> <b>(after S.1 MI Test)</b> <b>(TBC)</b>  7,14,21,28/2/2023 & 7,14/3/2023 & 4,18/4/2023 (Tue) (8 sessions) (4:00-5:30pm) 正向藝術閣(H02) (in Act. Table)  <b>5/5/2023 – Staff</b> <b>Development Day</b> <b>9am -12nn OR</b> <b>1pm – 4pm (TBC)</b>	  30 S.1 students in need  8-10 S.1-3 students  All teachers	  Participants' observation, questionnaires collected from students and teachers	  70% of students and teachers agree to understand the importance of mental health and learn ways to release negativity.	  CWY2* YKH	  \$0	基督教家庭服務中心  彭姑娘*/ 王姑娘 25808354/ 27065776

## 2022-2023 GC Program Plan

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.3.3	5.2 5.4 5.5 5.7	<b>Touch Mood 中學生精神健康支援服務</b>			Teachers' observation, questionnaires collected from students	70% of students agree to understand the importance of mental health and learn ways to release negativity.	WKY2* YCY	\$300 (桌桌友娛) & \$800 (Art Like)	香港心理衛生會賽馬會 恆健坊  28349618 彭勵妍姑娘(Candy) <a href="mailto:apkts@mhahk.org.hk">apkts@mhahk.org.hk</a>
	<b>1. Talk (調教你壓力)</b> To understand the main sources of stress faced by students and their impacts on mental health, and improve students' skills in coping with stress	Zoom X 2 sessions (1 for S.3; 1 for S.4) 16/11/2022 4:00-5:00pm (in Act. Table)	S.3-4						
	<b>2. Boardgame 桌桌友娛</b> To strengthen participants' social skills through board games	1,8/12/2022 (Thu) (2 sessions) 4:00-5:30pm (in Act. Table)	10 S.1-4 students						
	<b>3. Art Like</b> Through artistic expression, students can explore the emotional changes and inner needs of participants, increase self-awareness and learn self-care skills	16,23/5/2023 (2 sessions) 正向藝術閣(H02) 4:00-5:30pm (in Act. Table)	8-12 S.4-5 students						
	<b>4. 1-2 stalls &amp; display boards</b> Setting up game booths and exhibitions to raise students' awareness of mental health	16-18/5/2023 Health & Sex Edu. Week (1:30-2:30pm)	Whole school						
8.3.4	5.2 5.4 5.5 5.7	<b>我友你 - 朋輩支援計劃 (Guidance Team) My Friends – Peer Support Program</b>	Recruited around 20 S.2 students by CWY2		Teachers' observation, questionnaires collected from students	70% of students agree to understand the importance of mental health and learn ways to release negativity.	CWY2* YKH	\$4000	香港神託會  26474992 陳先生
	<b>1. 5 training sessions (1hr 40 mins)</b> Through lectures, group discussions, role-playing, video demonstrations, students can learn to appreciate each other, support their classmates' emotional needs, enhance their sense of belonging to the school and share common interests.	27/2/2023 6,13/3/2023 17,24/4/2023 (Mon) 3:50pm – 5:30pm (In Act. Table)	12- 20 S.2 students						
	<b>2. Stalls &amp; Stress Test</b> To raise students' awareness of mental health	16-18/5/2023 Health & Sex Edu. Week (TBC)	Whole school						

## 8.4 Life Education

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.4.1	5.7	<b>S.1 Life Education class teacher period</b> (Appreciation of a famous figure) (Double lessons) (Topic: Walt Disney)	6-13/3/2023  Arranged by S.1 form master	S.1	Teachers' observation, questionnaires collected from students	70% of students can learn character strengths and positive values from historical figures.	WKY2* CWY2	\$0	循道衛理優質生命教育中心  Miss Chan 92155416  (WhatsApp group)
8.4.2	5.7	<b>Lesson observation</b> S.1 Life Education class teacher period	Arranged by S.2 form master	S.2					
8.4.3	5.7	<b>S.2 Life Education class teacher period</b> (Appreciation of a famous figure) (Double lessons) (Topic: Mother Teresa)	Arranged by S.3 form master	S.3					
8.4.4	5.7	<b>S.3 Life Education class teacher period</b> (Appreciation of a famous figure) (Double lessons) (Topic: Cheung Ka Long)							
8.4.5	5.2 5.7 6.3	<b>Parent Talk (S.1)</b> Parents can recognize the uniqueness of their children, explore their potential, affirm their children's value, and help them explore their careers. Through the stories of characters which inspire parents to raise their children with positive thinking, parents can appreciate the diversity of life.	Hall S.1 Parents' Night 7/10/2022  7-7:45pm	S.1 parents	Teachers' observation, questionnaires collected from parents	70% of parents can learn positive parenting skills.	WKY2*	\$0	
8.4.6	5.2 5.7 6.3	<b>Parent Talk (S.2)</b> Parents should provide opportunities for children to develop their potential, encourage children to accept challenges, and regard failure as an opportunity for growth.	Hall S.2 Parents' Night 14/10/2022 7-7:45pm	S.2 parents	Teachers' observation, questionnaires collected from parents	70% of parents can learn positive parenting skills.	WKY2*	\$0	

## 2022-2023 GC Program Plan

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.4.7	5.2 5.7	<b>失敗教育體驗活動 (S.3 → S.4)</b> <b>Failure Education Experiential Activities</b> Students can experience failure through challenging activities, so as to cultivate students' growth mindset and resilience, and establish positive values.	Hall 19/8/2023 9am – 1pm (4 hrs) (TBC)	New S.4, S.4 Class teachers & Form Master	Teachers' observation, questionnaires collected from students	70% of students can develop resilience from the activity.	WKY2* CWY2 YCY	\$ 24000	循道衛理優質生命教育中心  Miss Chan 92155416  (WhatsApp group) Lok Sir
		<b>Briefing Session of 失敗教育體驗活動 (S.3 → S.4)</b> - CTs write messages to students - Contact repeaters	2 weeks before the activity						
8.4.8	5.2 5.7	<b>「反敗為 Grow」模擬人生生涯規劃活動</b> <b>Turning Failure into Growth</b> This life-simulation activity allows students to explore their personal strengths and interests, recognize their potential and enthusiasm, and encourage students to face setbacks with positive thinking.	Covered playground 15/10/2022 (Sat) 9am-1pm (In Act. Table)	S.5	Teachers' observation, questionnaires collected from students	70% of students can develop resilience from the activity.		\$30000	
		<b>Briefing Session of 「反敗為 Grow」模擬人生生涯規劃活動</b>	2 weeks before the activity	S.5 FM & CTs					
8.4.9	5.2 5.7	<b>聯校失敗節嘉年華</b> <b>Joint School Failure Festival Carnival</b> (3 sessions) (27 schools) MMWC will hold a game stall about failure.	31/3/2023 (last day of 2 <sup>nd</sup> Test) - 1/4/2023 2-4 pm (TBC) (In Act. Table)	SGA, 1-2 GC teachers	Teachers' observation	70% of students understand they can grow from failure.		\$ 1000	
8.4.10	5.2 5.7	<b>聯校閉幕典禮—失敗教育 (27 schools)</b> <b>Joint-school Closing Ceremony – Failure Education</b> Sharing session by MMWC students/ teachers	Aug 2023 (TBC)	SGA, 1-2 GC teachers	Teachers' observation	70% of students understand they can grow from failure.		\$0	
8.4.11	5.2 5.7	<b>中一級「生命之旅」工作坊</b> <b>S.1 Life Journey Workshop</b> To recognize the difficulties and challenges faced in personal growth 1A & 1B: 8:45am - 10:30am 1C & 1D: 10:45am - 12:30pm (Confirmed date & time with SLY)	Hall 5/7/2023 (In Act. Table) 4/7/2023 Set hall 3-4:30pm (1.5 hrs)	S.1	Teachers' observation, questionnaires collected from students	70% of students can learn skills to cope with life challenges.	WKY2* YKH	\$21000	香港遊樂場協會 23512611 陳姑娘

## 8.5 Positive Education

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.5.1	6.2.6 4.2	<b>Coordinator</b> (Teaching materials of positive education class teacher periods)	Whole year	S.1-6	-	-	WKY2* CWY2	\$0	CityU Eric / Remus  (WhatsApp group)
8.5.2	6.2.6 4.2	<b>S.1-3 Positive Education Class Teacher Periods</b> (10 lessons/ form)	Arranged by S.1-3 form masters	S.1-3	Teachers' observation, questionnaires collected from teachers	Students can learn positive values.	WKY2* CWY2		
8.5.3	6.2.6 4.2	<b>S.1, S.2 &amp; S.3 Collaborative lesson preparation meeting</b> – Positive Education class teacher periods	15/9/2022 (Lessons 1-5) 10/1/2023 (Lessons 6-10) 2:30-4:30pm	S.1 -3 class teachers, S.1-3 Form Masters & GC	Teachers' observation	Teachers can learn how to conduct positive education lessons.	WKY2*		
8.5.4	5.5 4.2	<b>Outing to CityU Positive Education Laboratory</b> To learn more about how CityU has implemented positive education in students' lives	TBC Term 2 9am-1pm (4 hours)	SGA, GC Teachers	Teachers' observation, questionnaires collected from teachers	Students can learn positive values.	WKY2*	\$2000 (Coach)	
8.5.5	5.5 4.2	<b>Promotion of Positive Education on Campus</b> - Positive Education Banners (TBC) - Stair riser decals (TBC)	Whole Year	-	-	-	FML* WKY2	\$30000	TBC
8.5.6	5.5 4.2	<b>Positive Education Xmas Card Competition</b>	1/12/2022 (in Act. Table)	SGA	Teachers' observation	Teachers/ Students feel love and care.	WKY2* FML	\$500	-
8.5.7		<b>Christmas GoGoFriends</b> Students write positive messages on Xmas cards designed by schoolmates and deliver it with a gift to friends/teachers.	12,16/12/2022 (in Act. Table)	SGA, Student helpers	Teachers' observation		Ann	\$2000	-
8.5.8	5.2 5.5 4.2	<b>Positive Education Board Decoration Competition</b> - Character Strengths Awards	13/2/2023	S.1-5 classes & class teachers	Teachers' observation	Students' character strengths are positively reinforced and widely	WKY2* YKH	\$1000	-

## 2022-2023 GC Program Plan

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
		- Awardees will be given a certificate of appreciation.				recognized.			
8.5.9	4.2	<b>Gratitude Corner &amp; Resolutions of 22-23 (Classroom Display Board)</b> - Samples pictures and examples are provided by WKY2.	by 17/8/2022 completed	S.1-6 Class teachers	Teachers' observation	Class teachers know how to decorate the classroom display board for these 2 themes.	WKY2*	-	-

## 8.6 Prevention of Internet Addiction

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.6.1	5.8	<b>S.2 Class teacher Periods</b> (2 lessons) (Topic: 至正網絡)	Arranged by S.2 form master	S.2	Teachers' observation, questionnaires collected from teachers	Students can learn ways to prevent internet addiction.	WKY2*	\$0	-
8.6.2	5.8	<b>網絡小組 – Smart Netizens Group</b> (It will only be organized upon Form Masters' or Class Teachers' request.) Students who are addicted to technology learn to use the Internet properly.	Term 2 (TBC)	S.1-5 students who are addicted to technology	Teachers' observation, questionnaires collected from students	70% of students can learn ways to prevent internet addiction.	YKH* FML	\$16000	協基 23633719 關德美姑娘
8.6.3	6.3 5.8	<b>"Love • Connect" Parent Talk</b> The talk enables parents and students to learn the negative impacts of playing online games and how to correctly use the Internet.	18/2/2023 (Parents' Day) (1.5 hrs) (TBC)	Parents & Students	Teachers' observation, questionnaires collected from participants	70% of parents and students can learn ways to prevent internet addiction.	YKH*	\$2000	

## 8.7 Adaptation to New School Life

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.7.1	5.1 5.2 5.5	<b>中一迎新日 New S.1 Orientation Days</b> Secondary 1 freshmen adapt to new secondary school life with the help of Student Guidance Ambassadors. - invite the principal to deliver an opening speech - liaise with Discipline Committee	Hall <b>24,25/8/2023 (AM)</b> (in Act. Table)	S.1, S.1 class teachers, form master	Teachers' observation, questionnaires collected from students	70% of students can learn ways to adapt to new school life.	WKY2* GC	\$20000	香港遊樂場協會 93231297 康 SIR
8.7.2	5.1 5.2 5.5	<b>心繫青苗 Caring Heart (Details TBC)</b> Secondary 1 freshmen adapt to new secondary school life with the help of Student Guidance Ambassadors.	Whole Year 1A: FML 1B: YCY & WKY2 1C: YWM & YKH 1D: CWY2	S.1, SGAs, GC teachers	Teachers' observation, questionnaires collected from students	1. 80% of SGAs think the activities can improve their leadership skills. 2. 70% of students think the activities can help S.1 to adapt to new school life.	WKY2* YCY GC	\$ 9000	-
		<b>1. 1<sup>st</sup> meeting: self-introduction</b> <b>(Borrowed 中一適應課 from WYP)</b> (in Act. Table)	6/10/2022 (Day 3) 1:30-2pm (classrooms)						
		<b>2. Pen Pal Program: Gratitude Journal</b> <b>3. Boardgames Arena</b> (1 time/month) <b>(Borrowed 中一適應課 from WYP)</b> <b>(Term 2 activities → Parents' circular is needed)</b>	1:30-2pm (classroom) (Day 3) 17/10/2022, 14/11/2022 13/12/2022 (畢業情緣), 28/2/2023, 16/3/2023, 20/4/2023, 30/5/2023 (in Act. Table)						
		<b>4. Production of wood keychains by SGAs</b> (Before 2 <sup>nd</sup> Test)	By 6/3/2023 16/3/2023 (S.1 receive the keychains.)						
		<b>5. Production of 24-character strengths bottles by SGAs</b> (Before 2 <sup>nd</sup> Exam)	By 25/5/2022 30/5/2023 (S.1 receive the 24-character strengths bottles.)						

## 8.8 Student Guidance Ambassadors 學生輔導大使

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.8.1	5.1 5.2 5.5	<b>SGA Summer Training</b> To prepare all SGAs to organize activities on New S.1 Orientation Days 1. Leaders Training 2. All SGA Training 3. FUN DAY (Adventure Activity)	Hall (in Act. Table) (TBC) 10,11,23,28/8 AM & 22/8 PM 九龍旺角奶路臣街 38 號麥 花臣匯 3 樓 香港遊樂場協會- 優才發展 及交流中心	SGA	Teachers' observation, questionnaires collected from students	70% of students can learn ways to take care of S.1 students and develop leadership skills.	WKY2* GC	\$4000 \$6000 \$16000	香港遊樂場 協會 93231297 康 SIR
8.8.2	5.1 5.2 5.5	<b>SGA regular training</b> (8 sessions) OR (7 sessions & 1 FUN Day) To prepare all SGAs to organize activities for S.1 students throughout the year	1.5 hrs (Tue) (TBC) 27/9/2022, 11/10/2022 8/11/2022, 14/2/2023 7/3/2023, 18/4/2023, 23/5/2023 & FUN DAY (TBC)	SGA	Teachers' observation, questionnaires collected from students	70% of students can learn ways to take care of S.1 students and develop leadership skills.	WKY2* YCY YWM	\$16000	香港遊樂場 協會 93231297 康 SIR
8.8.3	5.1 5.2 5.5 4.2	<b>SGA Interest Class (Neon Word Light)</b> 1. Single-color neon word light 2. 2-color neon word light (Total: 24 products) (12 products for H02 – school names, positive education, patterns/ shapes) (12 products for SGAs)	2 lessons 4-5:30pm 1,8/12/2022 (in Act. Table) 	12 SGAs	Teachers' observation, questionnaires collected from students	70% of students can produce the neon word lights successfully and learn positive values.	WKY2* YCY YWM	\$16000	
8.8.4	5.1 5.2 5.5 4.2	<b>SGA Interest Class (Total: 24 products)</b> <b>(Small Leather Products – purse/ passport holders/ bookmarks – to show appreciate to S.1 students)</b>	4 lessons 4-5pm 9,16,22,30/11/2022 (in Act. Table)	12 SGAs	Teachers' observation, questionnaires collected from students	70% of students can learn to show appreciation to others.		\$10000	

## 2022-2023 GC Program Plan

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.8.5	5.2 5.5 4.2	<p><b>Student Guidance Ambassador Team</b> (School's major concern: Positive Education)</p> <p>It enables students to enhance their self-confidence, find their potential and dreams, take the initiative to care for their younger schoolmates, and establish a caring campus culture.</p>	<p>Whole year</p> <p>1A: FML 1B: YCY &amp; WKY2 1C: YWM &amp; YKH 1D: CWY2</p>	SGAs	Teachers' observation, questionnaires collected from students	<p>- 70% of students can reflect on and develop their character strengths.</p> <p>- 70% of students can learn ways to take care of S.1 students and develop leadership skills.</p>	WKY2* GC	\$ 0	-

## 8.9 Health and Sex Education Week 精神健康及性教育週

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.9.1	5.3 5.4 5.5 5.7	<p><b>Mental Health &amp; Sex Education Week</b></p> <p>To promote positive education, healthy growth and sex education</p> <ol style="list-style-type: none"> <li>1. Touch Mood – 1-2 stalls, display boards (TBC)</li> <li>2. 我友你朋輩支援 (GT) – stalls, stress test</li> <li>3. 6 display boards from Kwai Chung Hospital (醫管局兒情計劃)</li> <li>4. 性在謎網 - 支援學生網絡欺凌及性暴力預防教育計劃 - Make a logo with a designer for fighting against sexual violence &amp; cyberbullying (20 SGAs)</li> </ol>	<p>16-18 /5/2023 (in Act. Table)</p> <p>Confirm the dates with organizations</p>	SGA GT S.1-5	Teachers' observation, questionnaires collected from students	70% of students can be aware of the importance of mental health and learn sex education knowledge.	WKY2* GC	\$4000	<p>- Touch Mood</p> <p>- 神託會</p> <p>- 兒情計劃</p> <p>- 性在謎網</p>

## 8.10 Parents' Day

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.10.1	6.3	<b>家長日 Parents' Day</b> To allow parents and teachers to communicate with each other in order to help students grow healthily 1. 「愛・連線」家長講座 (1.5 hrs) (refer to 8.6.3) 2. 性在謎網家長工作坊 (20 parents) (1.5-2 hrs) (refer to 8.2.2)	18/2/2023	Whole school, Parents	Teachers' observation	After communicating with teachers, parents can know more about their children and sort out ways to facilitate the development of their children.	WKY2* CWY2 GC	\$500	- 性在謎網 - 協基

## 8.11 Duties for GC

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.11.1	6.2	<b>Whole School Student Questionnaire</b> - General situation of students (Google Form) - Physical Health (hard copy) - Mental Health (Kwai Chung Hospital) (hard copy – S.1 only) (19/9/2022 – 中一適應課)			Teachers' observation	All students complete the questionnaires. Teachers can know more about their students. At-risk students can be identified early and offered counselling services.	WKY2* CWY2 TA	-	-
		1. Ask students to complete all 3 questionnaires	9/2022	S.1-6					
		2. TA types information in files	9-10/2022	TA					
		3. To enable class teachers to recognize and understand the situation and needs of students	By 10/2022	-					
		4. Form Guidance Masters keep the hard copies	Whole year	Form Guidance Masters					

2022-2023 GC Program Plan

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
		5. TA collect and shreds the hard copies	7-8/2023	TA					
		6. TA prepares next year's envelopes and questionnaires (Physical Health Survey)	9/2022 & 8/2023	TA					
8.11.2	4.2	<b>Class teacher period Evaluation (Term 1 &amp; 2)</b>	12/12/2022 5/6/2023	All class teachers	Teachers' comments	All class teachers' opinions are collected from which GC can improve the teaching materials.	WKY2	-	-
8.11.3	4.2	<b>正向藝術閣(H02) 工程及裝置</b> <b>Construction work and decoration of Art Gallery</b> - projector, computer, speaker, lights, tables, chairs, drawing tools, cushions/ dolls, plants, cabinets, carpet	正向藝術閣 9-12/2022 1/2023	-	Teachers' observation	The Art Gallery is ready to use in 2023.	WKY2 CWY2	\$156800	王先生
8.11.4	4.2	<b>Stock taking &amp; Tidy up GC space</b>		TA	Teachers' observation	The inventory of all GC resources is ready.	WKY2* TA	-	-
		1. cabinets behind the seats of TA in staff room	By 10/2022						
		2. cabinets in social worker rooms	By 12/2022						
8.11.5	4.2	<b>Modify materials of 1 S.1-6 class teacher periods which can be conducted in the Art Gallery in Term 2</b>	By 12/2022	Whole school	Teachers' observation	All students will have lessons at least once in H02 in 2023.	WKY2 CWY2	-	-
8.11.6	4.2	<b>Production of S.1-6 Logbooks &amp; Class Teacher Periods Schedules</b>			Teachers' observation			-	-
8.11.7		1. <b>Schedule S.1-6 Class Teacher Periods for the next academic year</b>	June/ July 2023	Whole school		All schedules are ready by July 2023.	WKY2 CWY2		
8.11.8		2. <b>Check S.1-6 logbooks</b>	June/ July 2023	S1-6 form masters		All logbooks are ready by the 1 <sup>st</sup> form meeting.	WKY2 CWY2		
8.11.9		3. <b>Collect Class teacher Periods folders &amp; USB</b>	13/6/2023	Whole school		All CT folders and USBs are collected by July 2023.	TA		
8.11.10		4. <b>Put new class teacher period materials inside folders and save new materials in USB</b>	July/ Aug 2023	-		Folders and USBs are ready by the 1 <sup>st</sup> form meeting.	TA		
8.11.11		5. <b>Print &amp; distribute new S.1-6 logbooks, folders &amp; USBs</b>	July/ Aug 2023	-		All logbooks, folders and USBs are received by new class teachers.	TA		
8.11.12		6. <b>Update S.1-6 GC logbook materials and fill in application form for CT periods in 23-24</b>	June/July 2023	-		Application form is filled.	WKY2 CWY2		

## 2022-2023 GC Program Plan

	Aims	Strategy/ Program	Date, Time, Venue	Participant	Evaluation Method	Success Criteria	TIC	Budget	Organization / Contact
8.11.13	4.2	<b>Draft quotations, program plan, financial budget</b>	June/July/Aug 2023	-	-	-	WKY2	-	-
8.11.14	6.2	<b>級輔導 Form Guidance Masters</b> - To attend all form meetings throughout the year - To act as a bridge between GC and the class teachers and to support the class teachers - Please tell WKY2 the dates of the coming Form Meetings.	Whole year 1 <sup>st</sup> :31/8/2022 S.1: 1-2pm S.2: 2-3pm S.3: 3-4pm S.4: 9-10am S.5: 10-11pm S.6: 11-12nn	-	Teachers' observation	Form Guidance Masters who attend all form meetings can identify at-risk students in each form and offer help instantly to students in need or refer them to social workers if necessary.	GC	-	-
8.11.15	4.2	<b>GC Board Decoration</b> To introduce GC members and post photos of GC activities or motivational quotes to promote positive values and mental health.	9/9/2022 Whole year	SGA	Teachers' observation	Students can know more about GC teachers and gain access to GC activities and information about mental health and positive education.	YWM* WKY2	\$300	-
8.11.16	6.2.6 6.2.7	<b>Membership subscription for 香港輔導教師協會</b>	Whole year	GC & OLE	Teachers' observation	To cooperate with different organizations to enrich the content of activities and find more suitable resources to help students thrive along their life journeys	WKY2*	\$400	-

## 8.12 Helping teachers in activities organized by other committees

	Activity	Date, time, venue	Participants	Committee
<b>8.12.1</b>	S.6 Mock Exam Results Release Day	<b>26/11/2022 (Sat) (TBC)</b>	<b>S.6</b>	<b>OLE</b>
<b>8.12.2</b>	DSE Results Release Day	<b>19/7/2023 (Hall) (Classrooms)</b>	<b>S.6</b>	<b>OLE</b>
<b>8.12.3</b>	Add Oil Station	<b>TBC</b>	<b>S.6</b>	<b>ACA (Affairs)</b>

**9. Form Guidance Master (2022-2023)**

S.1	CWY2	S.4	YCY
S.2	FML	S.5	WKY2
S.3	YWM	S.6	YKH

**10. Members of Student Guidance Committee (2022-2023)**

<b>Advisor:</b>	Ms. Fok Pik Shan
<b>Chairperson:</b>	Ms. Wan Ka Yan
<b>Vice Chairperson:</b>	Ms. Cheung Wai Yu
<b>Member:</b>	Ms. Fong Man Lan, Mr. Yip Ka Ho, Mr. Yip Chung Yuen, Ms. Yik Wing Man
<b>Educational psychologist:</b>	Mr. Chui Chun Hei
<b>Social Worker:</b>	Ms. Chan Kam Yan (Ann) & Mr. Lam Chi Kin (Victor)

**11. Common Periods for GC Meetings**

**Common Periods:** Day 3 Lessons 8-9

**12. GC Meetings**

	<b>Date</b>	<b>Time</b>	<b>Venue</b>
<b>1.</b>	16-8-2022 (Program Plan and preparation for all GC activities)	9:00am – 12:00nn	Room 104
<b>2.</b>	27-9-2022 (Day 3) (Preparation for 心繫青苗 – 6/10/2022 and all GC activities)	Lessons 8-9	TBC
<b>3.</b>	5-12-2022 (Day 3) (Preparation for Parents' Day – 18/2/2023)	Lessons 8-9	TBC
<b>4.</b>	16-3-2023 (Day 3) (Evaluation on Parents' Day & other GC activities)	Lessons 8-9	TBC
<b>5.</b>	28-4-2023 (Day 3) (Preparation for Health & Sex Education Week – 16-18/5/2023)	Lessons 8-9	TBC
<b>6.</b>	23-6-2023 (Evaluation of all GC activities)	2:00pm – 5:00pm	TBC

中華基督教會蒙民偉書院  
宗教委員會  
2022 至 2023 年度工作計劃

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1 宗旨/目標

- 1.1 引導學生透過勤讀聖經、認識三位一體的神。
- 1.2 強化校內宗教氣氛，以基督精神建立正面積極的校園文化，鼓勵積極的人生觀。
- 1.3 引導學生體驗信仰中的真善美，實踐福音真理。
- 1.4 回應學校目標：正向培育耀人生

2 現況分析

2.1 優點：

- 2.1.1 與區會梁發堂同工團隊合作良好，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 同事的基督徒比例不足一半，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
- 3.1.2 善用電子平台
- 3.1.3 生涯規劃

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

## 4 計劃內容及工作分配 (正向教育：靈性及超越主題將涉及不同活動)

	目標	計劃 / 策略	評估方法	成功準則	時間表	負責人
4.1	引導學生認識三位一體的神，強化校內宗教氣氛	週會	宗教委員會會議中討論，觀察學生出席及參與時的表現	準時完成及清楚表達信息	九月至明年五月	各委員
4.2	引導學生認識三位一體的神，強化校內宗教氣氛，引導學生多勤讀及認識聖經話語。	早會分享，逢星期二與學生靈修時間 Tuesdays with Jesus (7:40 – 7:55am)	宗教委員會會議中討論，觀察學生出席及參與時的表現	準時完成及清楚表達信息	逢 Day4 及 Day6 早會時間	各老師
4.3	強化校內宗教氣氛。加強對初中學生在生活層面的信仰分享與服侍。	定期的初中及高中團契小組聚會	宗教委員會會議中討論，團契導師會中討論，觀察學生出席及參與時的表現	參與各項聚會人數理想，準時完成及清楚表達信息	九月至明年五月	團契導師
4.4	引導學生認識三位一體的神，強化校內宗教氣氛	聖誕節及復活節崇拜之學生福音佈道會	宗教委員會會議中討論，觀察學生出席及參與時的表現，聚會的決志表及調查表	準時完成及清楚表達信息	十二月，明年四月	各委員
4.5	引導學生認識三位一體的神，強化校內宗教氣氛	節日特別崇拜聚會，例如： 開學禮崇拜（九月）， 聖誕節崇拜（十二月）， 復活節崇拜（四月）， 畢業崇拜（五月）， 結業禮崇拜（七月）	宗教委員會會議中討論，觀察學生出席及參與時的表現，聚會的決志表及調查表	準時完成及清楚表達信息	九月至明年七月	各委員
4.6	增強基督徒老師間的聯繫及與神的關係。	教師祈禱會、及教師團契聚會	宗教委員會會議中討論，觀察教師出席及參與時的表現	參與各項聚會人數理想	九月至明年八月	各委員
4.7	引導學生認識三位一體的神，強化校內宗教氣氛，引導學生多勤讀及認識聖經話語。	聖誕節及復活節佈道會後信仰小組聚會	宗教委員會會議中討論，觀察學生出席及參與時的表現	參與各項聚會人數理想	明年一月，五月	各委員、團契學生、校牧
4.8	強化校內宗教氣氛、為公開試班同學	午餐小組、協助模擬放榜、放榜祈禱會	宗教委員會會議中討論，觀察學生出席及參與時的表現	參與各項聚會人數理想	九月開始，至明年六月	各委員

## 5 宗教委員會成員

## 5.1 委員會成員

顧問	呂以敏校長
主席	黎俊勇老師
成員	陳淑媚、曾素玲、黃秀英、葉麗珊、蔡恒翔老師

## 5.2 團契導師

初中團契	曾素玲、葉麗珊老師
高中團契	陳淑媚、蔡恒翔老師

## 7. 2022-2023 週會與節期崇拜安排

周次	日期	內容	負責人	備註
1	1/9	開學崇拜	LCY	
2	15/9	區會教育日	YLS	禮堂維修
3	23/9	雄辯雷台	ECA	禮堂維修
4	3/10	新同事分享	LCY	禮堂維修
5	13/10	學生領袖就職典禮	DC	禮堂維修
6	26/10	統測前班主任課		
7	10/11	逃出升呢的地獄	TSL	高中班主任課
8	18/11	旅行日前班主任課		
9	30/11	神學生的見證	LYM	
10	9/12	OLE 周會(Career & Life Plan)	OLE	
11	19/12	聯歡前班主任課		
	20/12	聖誕崇拜, 微光音樂	LCY	
12	10/1/2023	上學期考試		
13	18/1	上學期考試		
14	8/2	班主任課		
15	16/2	Pele P 牧	CSM	中六 Mock 用禮堂
16	24/2	班主任課		
17	6/3	職場與信仰(一)	CSM	中三除外
18	14/3	職場與信仰(二)	LCY	
19	22/3	統測前班主任課		
20	4/4	復活節崇拜(基恩敬拜)	TSL	
	18/4	房大衛牧師分享	WSY	
21	26/4	鍾志求傳道人分享	WSY	
22	9/5	OLE 周會(Career & Life Plan)	OLE	
23	17/5	各級輔導活動	GC	
24	25/5	考試前班主任課		
	27/5	中六畢業禮		
25	5/6	考試前班主任課		
	14/7	結業禮	YLS	

**C.C.C. MONG MAN WAI COLLEGE****CIVIC EDUCATION COMMITTEE****WORKING PLAN (2022-2023)**

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**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/Positive Education

## 4 Targets of this year

- 4.1 Promotion of National education and Basic Law
- 4.2 Promotion of students' understanding of HK society and community
- 4.3 Promotion of health education/positive education/law-abidingness and empathy
- 4.4 Enhancement of environmental education

回應目標	計劃/措施	時間	對象	統籌	預算	老(導)師對有關活動的意見/ 評估方法	學習成果/成功準則	
w4.2 4.3	認識時事	早會：認識基本法/ 大灣區/一帶一路	全年	全校	TWP	/	會議檢討/ 觀察學生進度/ 口頭查詢/ 網上 google form 完成評估	參看者對有關主題有初步接觸。
	/	•升旗禮及日常升旗 •旗隊訓練 •旗隊活動 •裝備	全年	全校	CHT LYF	37000		學生從親身學習中，培養學生對民日間藝術的認知
	/	認識基本法/國家安全/憲法(壁報板主題三至四次)	全年	全校	CHT	500		完成預定次題數
	國民教育	國家安全日/憲法日 相關活動 憲法日：12月4日 國安日：4月15日	國家安全日/憲法日	全校	TWP	1000		

	初中基本法比賽/參與校外比賽(如有合項目。) (與 LAS 科合作)	2022 年 11 月	全校	LYF	600		增進參加者對基本法/國民教育的認識
	圖書館專題展覽(五四青年節/中國共產黨建黨 102 周年) (協助與圖書館/中國歷史科舉辦)			TWP			初中基本法比賽)每班有 70% 同學參與
	國家安全日活動班際壁報比賽	國家安全日前		CHT	600		
4.3	民間學堂	全方位學習日 (上學期)	中一	TWP	18500		學生對學習民間藝術有簡單體會
4.3	早會演說 (於學校早會闡述南京大屠殺/九一八事件的史實及歷史意義，讓學生有所認識)	全年	全校	CHT	/	會議檢討/問卷調查/口頭調查/ 以主題式	加強學生對國民身分的認同
4.3	集古村及中華藝術推廣	2022 年 11 月 23 日	全校	TWP	65000		認識中國傳統技藝 欣賞中國傳統藝術之美 學習基本技術
	四川變臉 (變臉歷史講解及導賞、表演、分享、互動環節)	2023 年 6 月 30 日(第一日的試後活動)	初中	TWP	6000		
	國安講座 (溫霽國校長主講)		高中	CHT	2000		
4.3	基本法教育小組 提名學生參與《基本法》學生校園大使培訓計劃，並指導學生校園大使於校內組	全年	全校	CHT			收集各科組推行基本法教育的紀錄，組織成報告

		織活動，協助推廣《憲法》、《基本法》及國家安全等訊息						
4.2 4.3		突發時事專欄/分享	全年	全校	CE	100		
	認識香港	社區文化導賞- 灣仔保育團 (英文團)	2022 年上學期	高中	YWL	800	會議檢討/ 由有關老師 評估成效/ 學生回饋	認識香港早期發展區域、歷史變遷、保育發展及居民的生活變化，加深對香港時代蛻變的理解和認同
		藍屋牛棚怪獸大廈維港歷史文化體驗		高中	TWP	13650		
		大澳歷史漁民生活體驗團		高中	TWP	13950		
		鹽田梓宗教文化考察活動		初中	YFL	2200		
		看見香港：城市的元素 (M+藝術館)	待定。視乎預約情況。	高中	YWL	/		
4.1	環境教育	講座之主題為珍貴的水資源	待機構回覆 (環保觸覺)	初中	YFL	800	講者對學生反應回饋正面	
		環保大使培訓	全年	全校		1000		完成計劃
		各項回收活動/ 宣傳各項環保日	全年	全校				
		早會環保訊息分享 (約三至五次)						
		以環保為主題的繪畫及藝術品 (如海報, 貼紙等) 設計比賽 (1-2 次)	視視藝科課程及課業編排訂定(1-2 次)	按科本決定	YFL	300		

3.1 3.2	生涯 規劃	信興參觀(工作影子 計劃)	2023 年 (待定)	中三 至中 中五 學生	YWL	/	學生繳交「自 主學習」報告 參觀工作紙 反思寫作	信興及學生回饋 正面 參與者對職場工 作有新的認識
4.4	健康 教育	無糖體驗日 -無糖飲食攤位遊戲	2022 年 聖誕暖 流	全校	LWS	免費活 動	導師及協作 機構回饋	通過不同的體 驗，學生較前掌 握健康教育的知 識
		Green Monday 無綠 不歡校園計劃 -展覽及攤位遊戲。	2022 年 聖誕暖 流	中三		免費活 動	導師及協作 機構回饋	
		Green Monday 無綠 不歡校園計劃 -講座及工作坊	2023 年 1 月，於 家政堂 進行	中三 級		免費活 動	導師及協作 機構回饋 / 學生問卷調 查	學生製成天然清 潔劑
		「五星健康五星家」 社區健康教育計劃	2023 年 3-5 月 (健康成 長及性 教育 週)，於 午膳時 間進行	全校		免費活 動	導師及協作 機構回饋	學生透過展覽及 攤位遊戲(癌症 概覽)，學習防 癌小知識
		健康飲食講座 (基督教聯合那打素 社康服務)	2022 年 11 月 4 日	中一		1200		學生了解更多健 康的生活方式
正向 教育		戰禍無辜	中四班 主任課/ 週會/放 學後(如	中四	YWL	/		

			全日課) 四月份					
		戰區 90	2022 年 (測驗 週後)		YWL	\$3,750 每團人 數為 12 至 30 人	學生回饋	學生在體驗活動 後透過探索活 動，建立人道視 野，實踐「保護 生命、關懷傷 困、維護尊嚴」 的仁愛美德
		青協未來律師系列- 吾係法官 (暑期)- 學生領袖體驗活動	待定		YWL	HK\$26 0-420/ 人 (視乎 學生人 數) 暫定 12 人， 12*420 =5400	會議檢討，導 賞意見	通過團體活動及 角色扮演讓學生 明白法治的基本 概念及以虛擬處 境方式測試並挑 戰參加者對法治 的了解。 學生在體驗活動 中深化「智慧與 知識」、「公義」 的性格強項。

主席： 曾慧萍老師

成員： 楊鳳玲老師、黎慧施老師、楊慧玲老師、廖玉芳老師

**C.C.C. MONG MAN WAI COLLEGE**  
**EXTRA-CURRICULAR ACTIVITIES (ECA) COMMITTEE**  
**ANNUAL PLAN 2022-23**

**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**

<b>STRENGTHS</b>	<b>WAYS OF KEEPING</b>
2.1.1 Our enthusiastic and committed members are from various backgrounds, which enrich the overall capacity of our team.	✓ To keep and boost morale of the team for better performance
2.1.2 The school administration attaches great importance to our committee and thus gives us enormous support and freedom.	✓ To maintain and enhance communication with the school administration
2.1.3 The Student Association and other clubs are quite well-established, which enables the smooth implementation of ECA.	✓ To better the quality of the ECA organized
2.1.4 Our teachers are quite versatile and talented, providing opportunities for quite distinctive ECA, e.g. Scrabble team, bowling team, rope-skipping team, debate team and dance group.	✓ To create more capacity for teachers for strategic development of certain ECA groups
2.1.5 A culture of inter-departmental co-operation has been established.	✓ To seek more 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 students' academic learning and students are not highly encouraged to participate in ECA.	✓ To strengthen academic ECA as a means to 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 manpower
2.2.3 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.
2.2.4 Number of ECA committee members was reduced. We may not have enough manpower to carry out some programs.	✓ To better utilize the manpower and simplify the complicated administration works. ✓ To seek resources from outside programs.

## 2.3 OPPORTUNITIES

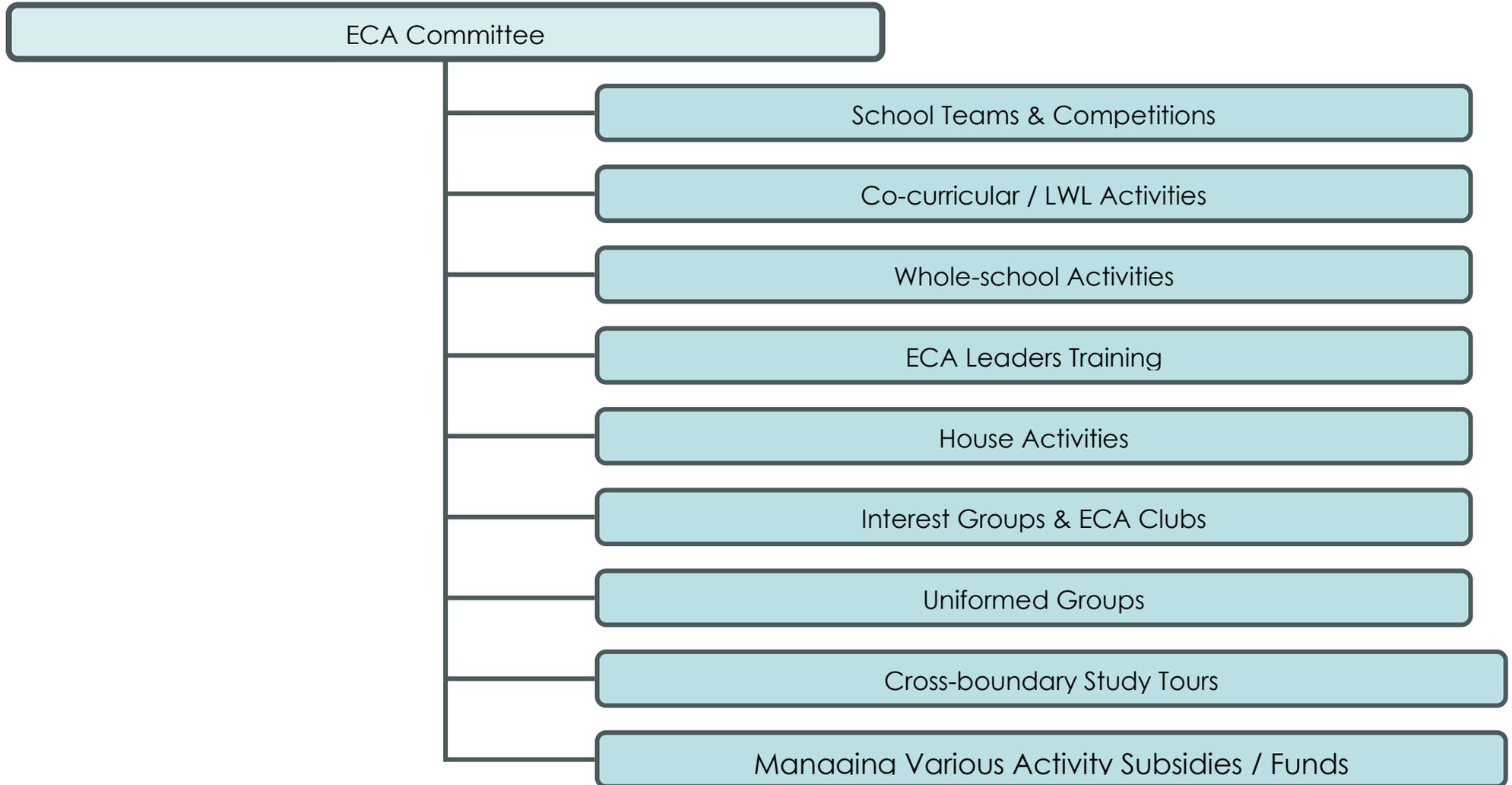
- 2.3.1 Ample external resources (e.g. various organizations, external competitions and performance opportunities) are available.
- 2.3.2 Universities are now recognizing students' OLE, SLP and OEA (Other Experiences & Achievements) as part of their consideration for admission.
- 2.3.3 The introduction 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 team 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 Programs of ECA leaders training are developing these few years. Students have a clear goal and target to be a leader at different positions.
- 2.3.7 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 Students are too busy with many leading posts, e.g. Prefect, AC prefect, student ambassador and Houses committee member.
- 2.4.4 Most of the activities need to be cancelled or rescheduled because of COVID-19.
- 2.4.5 Many personnel changes in these few years, some programs and activities cannot be developed sustainably.

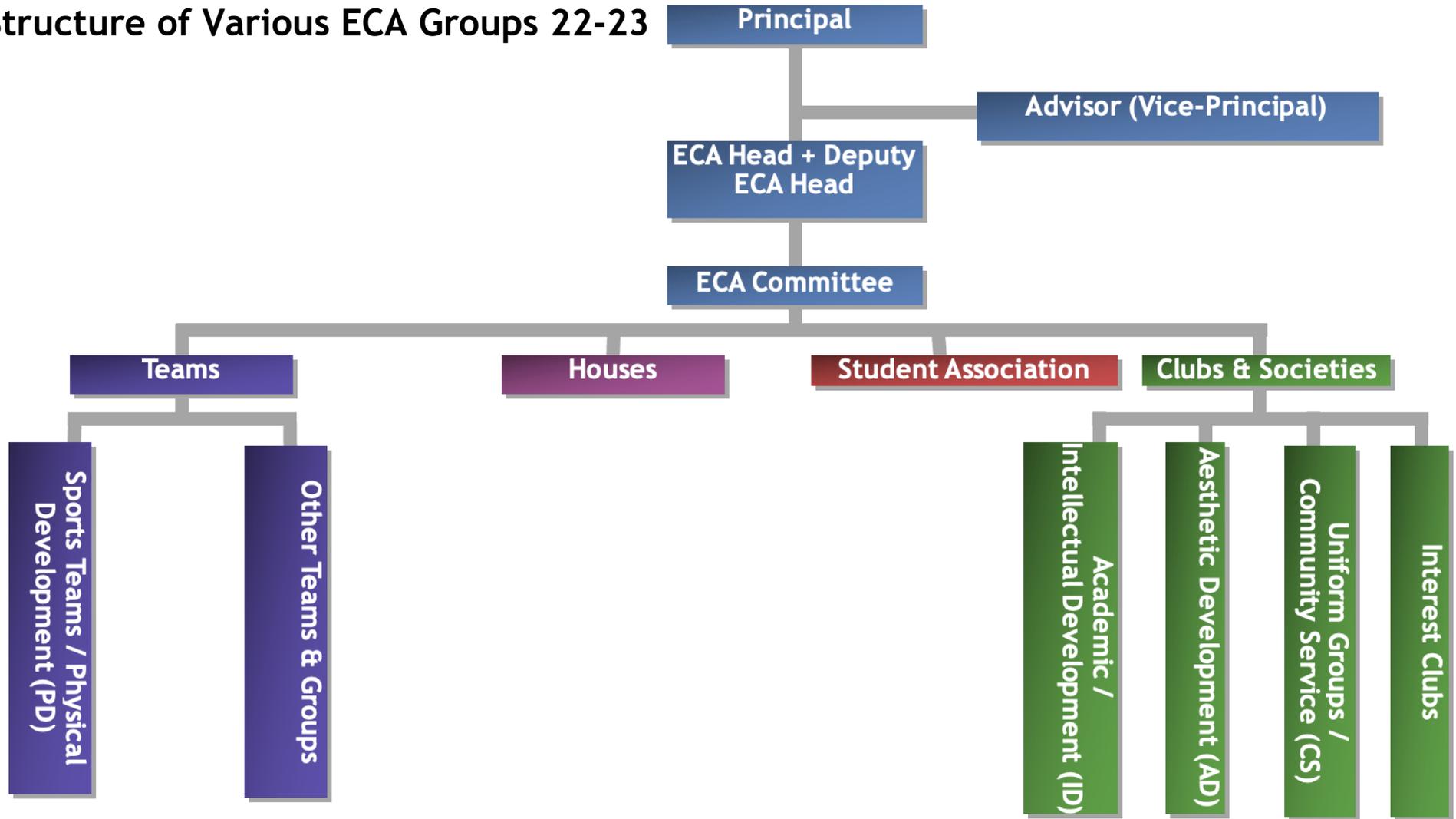
### 3. COMMITTEE MAJOR DUTIES

#### Major Duties of ECA Committee (22-23)



4. STRUCTURE OF VARIOUS ECA GROUPS

Structure of Various ECA Groups 22-23



5. **SCHOOL'S MAJOR CONCERNS**

5.1 **To nurture students to be motivated learners**

5.1.1 **To sustain self-directed learning habits**

5.1.2 **To develop e-learning to enhance learning effectiveness**

5.2 **To foster positive education**

5.2.1 **To cultivate a positive school climate**

5.2.2 **To nurture and develop character strengths**

6. **COMMITTEE OBJECTIVES:**

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

## 7. ALLOCATION OF DUTIES

MEMBERS						ACTION CALDENDAR WORK	MONTHS															
SLY	WYP	YKY	LCY	MSH	LWT		8	9	10	11	12	1	2	3	4	5	6	7	8			
※						1. Annual plan, budget & report																
※						2. Updating various ECA forms																
※	◎	◎				3. Collecting and tidying up enrolment lists, annual plans, budgets & reports from different ECA groups (with School IT Committee)																
※	◎	◎	◎	◎	◎	4. Monitoring & managing various ECA groups																
※	◎	◎				5. Outstanding Student Election																
※	◎					6. Updating ECA committee board																
※	◎	◎	◎	◎	◎	7. ECA Enrolment Days																
◎		※				8. SA Election & Co-ordination																
※	◎					9. Student Leaders Inauguration Ceremony																
		※				10. Co-ordination of Uniformed Groups																
※						11. Co-ordination of School Picnic																
※					◎	12. Co-ordination of Sports Teams																
			※			13. Co-ordination of Instrument Classes																
◎			※			14. External performances																
	◎	※				15. House activities																
※	◎			◎		16. ECA Leaders Training																
◎			※			17. "One Student One Sport Art (OSOSA)" Scheme																
※	◎					18. SA activities																
※		◎	◎			19. Nominations for external competitions / awards																
※	◎	◎	◎	◎	◎	20. S1-S2 Life-wide Learning Days																
※	◎	◎	※	◎	◎	21. Post-exam Activities																
※						22. EXCO meetings & Form Masters' meetings																
※						23. Appraisals of committee members																
※	◎	◎	◎	◎	◎	24. Appraisals of ECA teachers-in-charge																
※						25. Student Activities Support Grant & School-based After-school Learning & Support Programme																
※						26. Mr Mui Ho-kuo Memorial Scholarship and Diagos Scholarship																
※						27. Assigning ECA duties for next year																
※	◎	◎				28. Outstanding Students' Award																
※				◎	◎	29. Exchange Programme																

※ 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
8.1.1 To continue to organize and co-ordinate learning celebration sessions for students to celebrate and recognize their achievements	5.1 5.2	9/22-7/23	<ul style="list-style-type: none"> <li>◆ Different modes of performance are included</li> <li>◆ Both academic and non-academic sharing in morning assembly and hall during Learning Celebrations.</li> <li>◆ More students are encouraged to develop their interest and strength in different areas.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student participation</li> <li>◆ Teacher observation &amp; feedback</li> </ul>	*SLY LCY
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	9/22-8/23	<ul style="list-style-type: none"> <li>◆ Students are encouraged and subsidized by school to join more external training, competitions and performances.</li> <li>◆ About 50% of clubs and teams organize various inter-school &amp; external competitions</li> <li>◆ Students can build up their confidence by participating different competitions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student participation</li> <li>◆ Student achievements</li> <li>◆ Teacher observation</li> </ul>	*SLY LCY
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 students.	5.1 5.2	9/22-7/23	<ul style="list-style-type: none"> <li>◆ Fill in the entire time slot in Life-wide learning and post-exam activities days.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student participation</li> <li>◆ Teacher observation &amp; feedback</li> </ul>	*SLY ALL

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

Strategy / Work	In Response to	Time	Success Criterion	Evaluation Method	Person(s)-in-charge
8.2.1 To collaborate with subject panels for more co-curricular / LWL activities that supplement classroom learning	5.1	9/22-8/23	<ul style="list-style-type: none"> <li>◆ At least 3 activities are co-organized with subject panels or committees throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher observation &amp; feedback</li> </ul>	*SLY ALL
8.2.2 To organize / co-organize cross-boundary study tours for senior formers	5.1 & 5.2	9/22 – 8/23	<ul style="list-style-type: none"> <li>◆ At least 1 cross-boundary study tours is successfully organized.</li> <li>◆ Students can develop their character strengths by participating the cross-boundary study tour.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teacher feedback</li> <li>◆ Student feedback + sharing</li> </ul>	*SLY *MSH ALL

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
8.3.1 To further strengthen the ‘One Student One Sport / Art’ Scheme for S1	5.2	9/22-8/23	<ul style="list-style-type: none"> <li>◆ Each S1 student is engaged in at least one</li> <li>◆ long-term training</li> <li>◆ Students start realizing their potential</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student participation</li> <li>◆ Analysis the percentage of student participated in ECA in S1</li> <li>◆ Teacher observation</li> </ul>	*LCY SLY
8.3.2 To organize tasting course for S1 Students	5.2	9/22-8/23	<ul style="list-style-type: none"> <li>◆ 40 targeted students join the S1 tasting course</li> <li>◆ Students start realizing their potential</li> </ul>	<ul style="list-style-type: none"> <li>◆ Questionnaire</li> <li>◆ Student participation</li> <li>◆ Teacher observation &amp; feedback</li> </ul>	*SLY LCY
8.3.3 To organize different sports team and instrument courses	5.2	9/22-8/23	<ul style="list-style-type: none"> <li>◆ 80% attendance rate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Statistical analysis</li> <li>◆ Student participation</li> <li>◆ Teacher observation &amp; feedback</li> </ul>	*LCY *LWT SLY

8.4 ***To enhance students autonomy by leadership development (School Major Concern; 5.1 & 5.2)***

Strategy / Work	In Response to	Time	Success Criterion	Evaluation Method	Person(s)-in-charge
8.4.1 To organize students leaders' training program for S3 as foundation course. <ul style="list-style-type: none"> <li>Adventure-Ship</li> </ul>	5.1 5.2	9/22-8/23	<ul style="list-style-type: none"> <li>Participated Students become student leaders in senior form</li> <li>More opportunities are provided for character formation.</li> </ul>	<ul style="list-style-type: none"> <li>Number of students that become student leaders.</li> <li>Student participation</li> <li>Teacher observation</li> </ul>	*SLY WYP
8.4.2 To further develop leadership training by providing more student centered learning and leaders role as first-tier leaders thru <ul style="list-style-type: none"> <li>4C Youth Volunteer Leadership Project</li> </ul>	5.1 5.2	9/22-8/23	<ul style="list-style-type: none"> <li>Student participated in the programme can organize a volunteer activities.</li> <li>Students take more active role in organizing activities</li> <li>Students can realize their character strength</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher observation &amp; feedback</li> </ul>	*SLY WYP
8.4.3 To develop student autonomy by giving chances for student organizations to conduct different events.(SA, houses, club and society)	5.1	9/22-8/23	<ul style="list-style-type: none"> <li>Student can conduct events by themselves</li> <li>Each club or society can conduct at least 4 events each year.</li> <li>Students can realize their character strength</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher observation &amp; feedback</li> <li>Analyze the annual reports of clubs and societies.</li> </ul>	*SLY
8.4.4 To develop senior students potential by participating a challenging program <ul style="list-style-type: none"> <li>Outward Bound Leaders Training Programme</li> </ul>	5.1 5.2	1/23-4/23	<ul style="list-style-type: none"> <li>Students can realize their character strength</li> <li>Positive feedback from students' questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Teacher observation &amp; feedback</li> <li>Students' feedback</li> </ul>	*LWT SLY

8.5 To nurture and develop character strengths (School Major Concern; 5.2)

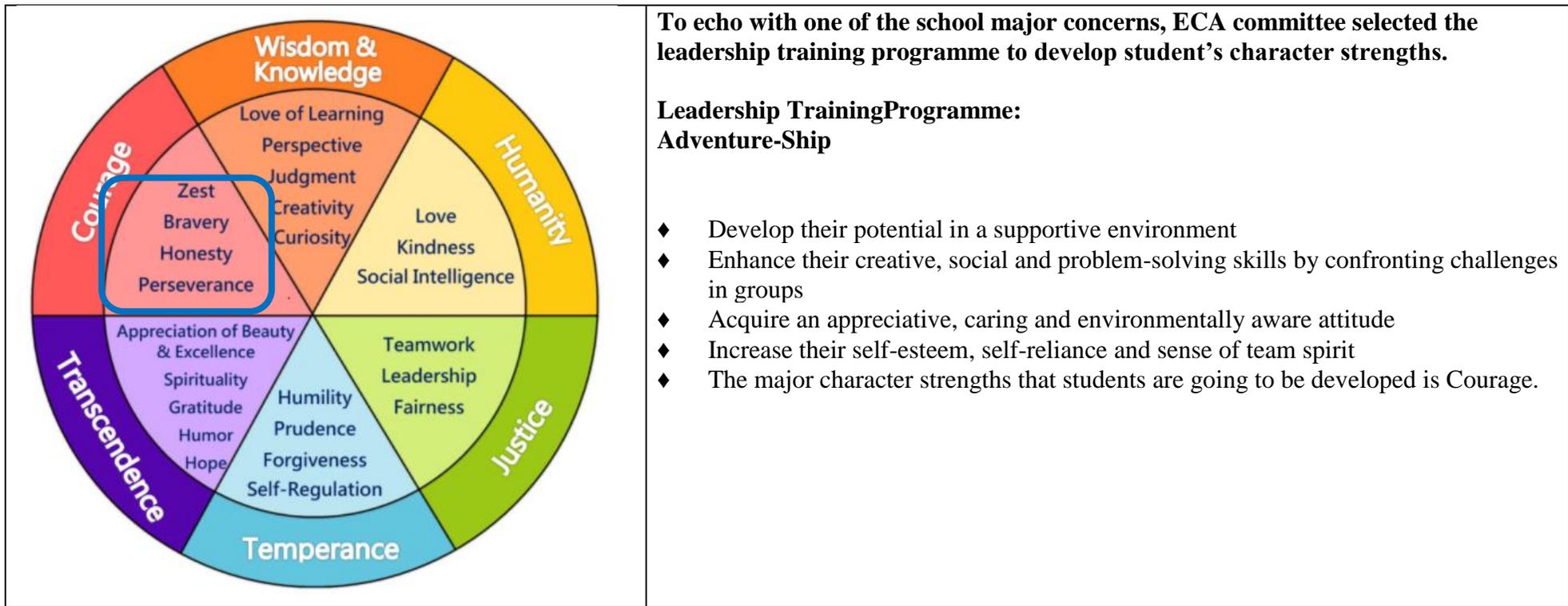
**To nurture and develop character strengths**



To echo with one of the school major concerns, ECA committee selected the leadership training team to develop student's character strengths.

**Leadership Training Team:  
4C Youth Volunteer Leadership Project**

- ◆ Focus on nurture and develop character strengths
- ◆ Students are encouraged to nurture and develop their character strengths through experiential learning
- ◆ Through the 4C (Confidence, Care, Commitment, Courage) development model, it fosters the youth's holistic development and nurtures their healthy personalities and civic awareness.
- ◆ The major character strengths that students are going to be developed are Teamwork and Leadership.



To echo with one of the school major concerns, ECA committee selected the leadership training programme to develop student’s character strengths.

**Leadership Training Programme:  
Adventure-Ship**

- ◆ Develop their potential in a supportive environment
- ◆ Enhance their creative, social and problem-solving skills by confronting challenges in groups
- ◆ Acquire an appreciative, caring and environmentally aware attitude
- ◆ Increase their self-esteem, self-reliance and sense of team spirit
- ◆ The major character strengths that students are going to be developed is Courage.

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

**9. COMMITTEE MEMBERS**

Advisor : FPS

Head : SLY

Members : LCY, MSH, YKY, LWT, WYP

**C.C.C. MONG MAN WAI COLLEGE**  
**OTHER LEARNING EXPERIENCES (OLE) COMMITTEE**  
**ANNUAL PLAN 2022-23**

**1 Aims**

- 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 etc.

**2 SWOT Analysis**

**2.1 Strengths**

**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.
- 2.1.1.2 Our committed members come from different subject department, they have different specialty and 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 under the structured timetable.

## **2.2 Weaknesses**

### **2.2.1 Career-related Experiences**

2.2.1.1 The importance of career guidance has 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 The manpower of the committee is limited, form-based group counselling/individual consultation could not be arranged. The effectiveness of the work/programs would be affected.

2.2.1.3 Family supports of most students are very limited. They lack role model, network, and resources to boost up their study and career aspirations. Students' awareness on study and career planning could be further enhanced.

2.2.1.4 Career and Life Planning education were not provided in S1. It would affect the development of the students' values, skills, personality characteristics.

### **2.2.2 Other Learning Experiences**

2.2.2.1 Some of the function and role duplicate with ECA Committee. Integration of other learning experiences components with extra-curriculum activity development could be developed.

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. HKFYG, HKACMGM, Deloitte).

2.3.2 The advent of Life-wide Learning Grant could support the expense of some of CRE activities outside the classroom.

## **2.4 Threats**

2.4.1 Programme Coordinator Assistant was shifted to Teacher Assistant starting from 2019-20, bearing the workload of lesson substitution, test/examination invigilation, detention classes etc. This weakens the manpower of committee, including the support of CRE and OLE lesson during normal school days.

2.4.2 Because of the nature and the prospect of the job, it would be more difficult to employ the Programme Coordinator Assistant, or the candidate may not be capable to the job. The administration of the committee would be affected obviously.

2.4.3 The consideration of university admission, including the minimum requirement of elective subjects, options of UGC-funded programmes and calculation formula, keep changing. Responsive supports to teachers and students are required to response these changes.

### 3 3-year Development Plan and Major Concern for 2019/20 – 2022/23

#### 3.1 3-year Development Plan

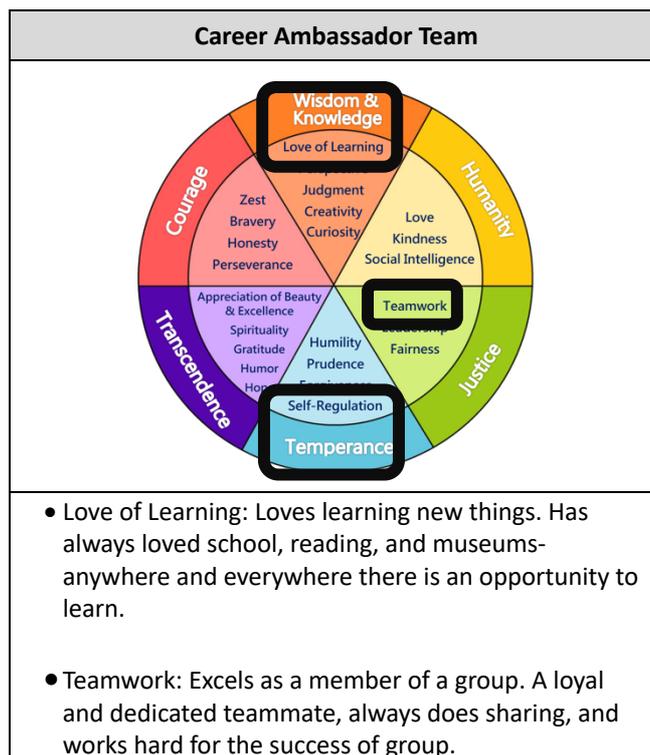
3.1.1 A future brightened with positivity cultivation; a chapter unveiled with IT in education.  
*正向培育耀人生，科技學習揭新章。*

#### 3.2 Major Concerns

- 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

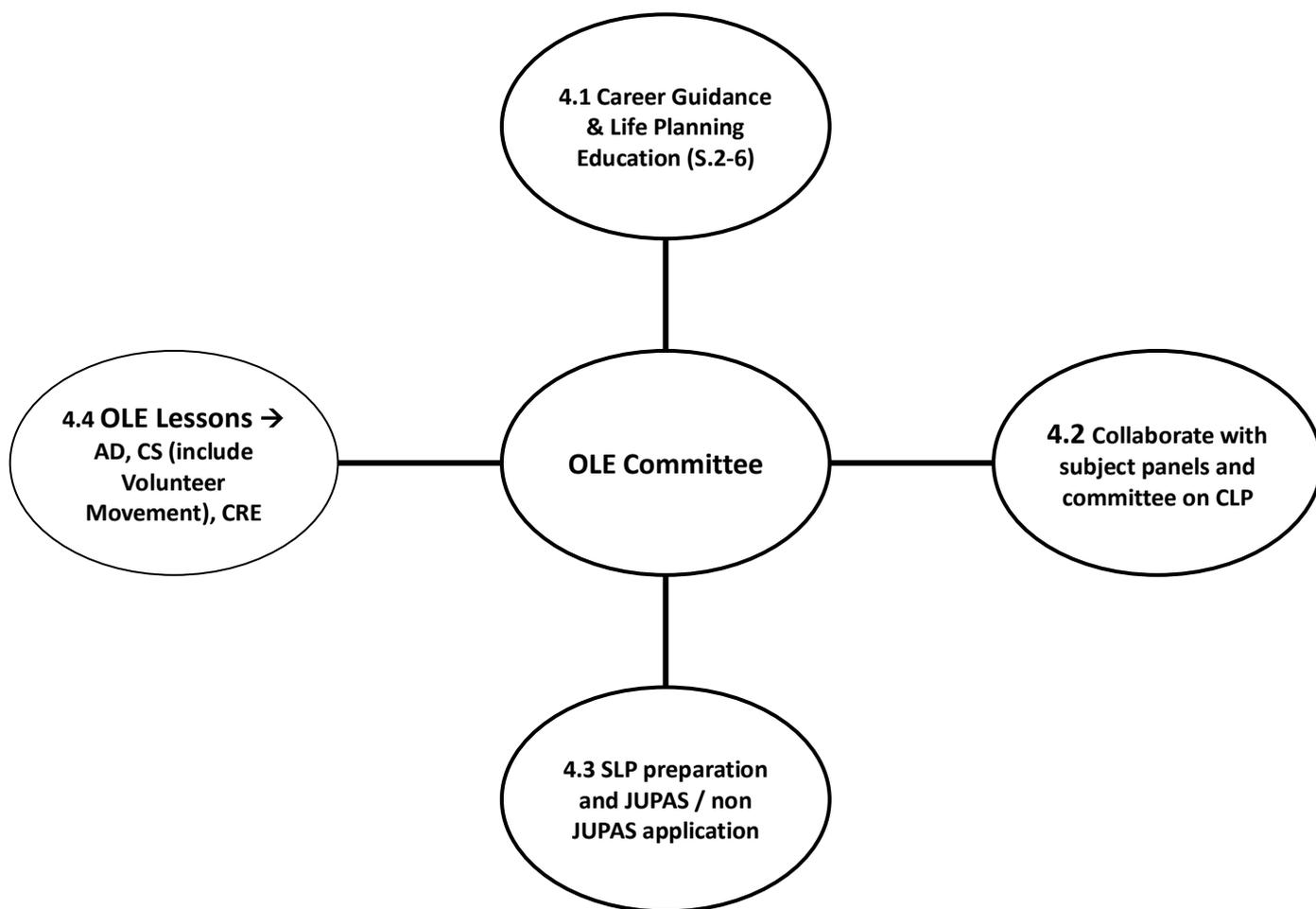
#### 3.3 Echo to Major Concerns

- 3.3.1 School advocates committee to ‘start from small’ in echoing positive education in 2020/21.
- 3.3.2 Implementations in LPE will be formulated to apply on character strength development.  
(Implementation plan stated in 6.1)



#### **4 Committee's Major Duties**

- 4.1 To continue the work of life planning education and careers guidance and education for S.2-S.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 timetable.
- 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 Program Plan in 2022/23

### 5.1 Plan for target groups

#### 5.1.1 Collaboration with other subject panels and external organizations (LHL)

Scheme / Activity	Concerned Subject Panel and Organization	Duration	Concerned Students
Life Buddies 「友。導向」師友計劃	<ul style="list-style-type: none"> <li>● BAFs</li> <li>● Deloitte (德勤)</li> </ul>	Throughout the year	<b>S4:</b> 10-12 students <b>S5:</b> 18 students <b>S6:</b> 8 students (recruited by BAFS teachers and via OLE webpage)
Mock Interview for elite students (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)	<ul style="list-style-type: none"> <li>● ECA Committee</li> <li>● St. James Settlement 聖雅各福群會</li> </ul>	April - May	Potential candidates of Kwun Tong Outstanding Students
Student Training in Entrepreneurship Program	<ul style="list-style-type: none"> <li>● ICT</li> <li>● Jockey Club CoCoon</li> </ul>	2022 – 2023	S4 Students (Whole Form) During 1 <sup>st</sup> Term S4 OLE Lessons

#### 5.1.2 Catering diversified students' needs (LHL)

Scheme / Activity	Concerned Subject Panel and Organization	Duration	Concerned Students
「動力學堂」---興趣技能工作坊 Under 22-23 After-school Learning and Support Programme 5 個工作坊: - 新媒體製作 - 醫護初探 - 魔術師工作坊 - 領導/導遊	<ul style="list-style-type: none"> <li>● Caritas Institute of Community Education (Hung Hom)</li> <li>● AC (Affairs)</li> </ul>	2022 – 2023	Less privileged students from Junior and Senior Forms (around 50 students)

### 5.2 Plan in respective forms

#### 5.2.1 2022-23 Form Career Guidance Teacher

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

Form	Form Coordinator	Role of Form Career Guidance Teacher:
S2	Ms. WU KY	<ul style="list-style-type: none"> <li>➤ Attend Corresponding Form Meetings (4 times/year)</li> <li>➤ Release/announce the updated career-related information in Class Teachers' Meetings</li> <li>➤ Spot student who needs further career counseling</li> <li>➤ Provide individual career guidance to students in need or referred by Class Teachers or Form Master/Mistress</li> </ul>
S3	Ms. KWOK LP	
S4	Ms. MA SW	
S5	Mr. MAK SH	
S6	Mr. LEE HL	

### 5.2.2 For whole school

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
Throughout the year	---	---	<b>Career Ambassadors 升學及擇業大使</b> - Alumni Sharing @ Morning Assembly - Activities Promotion - Newsletters - Parents Night / HKDSE Result Release	LHL, MSH	TA
19/11/2022 (PTA's AGM)	To be assigned by PTA	---	NSS Introductory Talk For S3 Parents @ PTA AGM 高中選科簡介	KLP, AC(S)	LHL
09/12/2022 (Day 1 Assembly)	Period 7	Hall	Sharing of Career and Life Planning 生涯規劃分享會 (中四至中六)	LHL	TA
18/02/2023 (1 <sup>st</sup> Parents' Day)	Identical Sessions 11:00 – 12:00 14:30 – 15:30	Rm 109	NSS Introductory Talk For Parents 高中學制及出路講座	LHL, KLP, AC(S)	TA
26/04/2023 (Day 1 Assembly)	Period 7	Hall	Sharing of Career and Life Planning 生涯規劃分享會 (中一至中三)	LHL	KLP, TA
14/07/2023 (2 <sup>nd</sup> Parents' Day)	14:00 – 16:30	Rm 109	Support on 2 <sup>nd</sup> Parents Day 出路諮詢	LHL, KLP, MSH	TA

### 5.2.3 For respective form

#### S.1 Career Guidance Teacher: Mr. Lee Him Lai

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
Whole year	1 CT Lessons (24/2)	Classroom	Career Guidance Lessons (Conducted by Class Teachers) Topic: - 自我認識	LHL	TA

#### S.2 Career Guidance Teacher: Ms. Wu Ka Yin

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
Whole year	2 CT Lessons	Classroom	Career Guidance Lessons (Conducted by Class Teachers) Topic: - 行業行情問答比賽 - 發現與發夢	KLP, WKY	TA

### S.3 Career Guidance Teacher: Ms. Kwok Lai Ping

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
03/09/2022	Period 5	Hall	Subject Selection Briefing Session 高中選科簡介	KLP, ACS	<b>S3 Form Master, Class Teachers, LHL, TA</b>
19/11/2022 (PTA's AGM)	After the AGM	Hall	NSS Introductory Talk For Parents @PTA AGM 高中選科簡介	KLP, ACS	LHL
02/05/2023	15:40 - 17:00	Hall	Talk on Mechanism of Subject Selection 中三選科機制講座	KLP, ACS	<b>S3 Form Mistress, Class Teachers, LHL, TA</b>
05/05/2023 (Staff Development Day)	19:00 - 20:30	Hall	S3 Parents Night - Talk on NSS Subject Selection & Mechanism 中三家長晚會 - 選科機制講座	KLP, ACS	<b>S3 Form Mistress, Class Teachers, LHL, TA</b>
Whole year	4 CT Lessons	Classrooms	Career Guidance Lessons (Conducted by Class Teachers) Topic: - 高中學制及出路 - 自我認識 - 阿明的煩惱 - 初中學科檢討 - 學長選科分享	KLP	<b>S3 Class Teachers, LHL, TA</b>

### S.4 Career Guidance Teacher: Ms. Ma San Wai

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
02/09/2022	Period 6	Hall	S4 NSS Briefing Session 中四高中簡介 (OLE Arrangement + Add/drop)	LHL, ACS	<b>S4 Form Master, Class Teachers, TA</b>
Feb 2023 (TBC by EDB)	12:40- 13:20 Lunch	Rm109	Briefing Session on ApL 應用學習課程簡介 (not compulsory, 自選)	LHL	KLP, TA
Whole Year	2 CT lessons	Classrooms	Career Guidance Lessons (Conducted by Class Teachers) Topic: - 初中回顧及高中展望 - 行業之最	LHL	<b>MSW, S4 Class Teachers</b>
Whole Year	OLE lessons	Classrooms	Coordination of OLE Lessons	LLM	---

### S.5 Career Guidance Teacher: Mr. Mak Sze Ho

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
06/09/2022	Period 5,6	Hall	S5 NSS Briefing Session 中五高中簡介 (University Exploration + SBA)	LHL, ACS	<b>S5 Form Master, Class Teachers</b>
17/05/2023	Period 7	Hall or Covered Playground	S5 Summer Centralized Arrangement 中五級暑期補課、模擬考試及 模擬放榜簡介	LHL, ACS	<b>S5 Form Master, Class Teachers</b>
06/07/2023 (To be approved)	13:30 – 16:30	Classrooms 101-104	Workshop on JUPAS/SLP Preparation ONE (Writing) 學生學習概覽工作坊一 (寫作)	KLP, WKY, MSW, MSH, LHL, LLM	

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
05/07/2023 (5A+5B) 13/07/2023 (5C+5D)  TBC	13:00 – 17:00	Wan Chai	Career Live 職業體驗遊戲 (Subsidized by Funding Scheme for Youth Life Planning Activities - -- Home Affairs Bureau) (由青年發展委員會贊助, 每位學生 HKD100)	LHL, MSH	S5 Form Master, Class Teachers, TA
Whole Year	1 CT lesson	Classrooms	Career Guidance Lessons (Conducted by Class Teachers) Topic: - 認識大學課程	LHL, MSH	S5 Class Teachers
Whole Year	OLE lessons	Classrooms	Coordination of OLE Lessons (4 classes)	LLM	---

### S.6 Career Guidance Teacher: Mr. Lee Him Lai

DATE	TIME	VENUE	ACTIVITY	PIC	Supporting Staff
05/09/2022	Period 5, 6	Hall	S6 NSS Briefing Session 中六高中簡介 ( SLP preparation + JUPAS application +HKDSE Application)	LHL, ACS	S6 Form Master, Class Teachers
26/11/2022 (Reserve: 27/11/2022)	14:00 – 17:00	Hall, Rm 101-109	Mock Result Release + S6 Parents' Meeting 中六模擬放榜暨家長講座	KTK, LHL	S6 FM, CTs, OLE, Guidance, Religious, AC(Affairs)
Whole Year	2 CT lesson	Classrooms	Career Guidance Lessons (Conducted by Class Teachers) Topic: - 模擬放榜準備 - 生涯軌跡	LHL	S6 Class Teachers
15/07/2023 (sat) (To be announced by HKEAA)	14:00- 16:30	Hall	<b>Pre D-day</b> Seminar on Announcement of HKDSE Result (for students & parents) 文憑試放榜準備講座	LHL	S6 FM, CTs, ACS, ACA
19/07/2023 (wed) (To be announced by HKEAA)	08:15– 11:30	Hall, Rm101-109	<b>D-day</b> Guidance for Ss on the Day of Release of 2023 HKDSE Results 2023 文憑試放榜輔導	LHL	S6 FM, CTs, ACA, Guidance Teachers, ALL OLE Teachers
20-21/07 /2023	09:00 - 17:00	Rm109	<b>Post D-day</b> Pathways & JUPAS Consultation 出路及聯招改選諮詢	TBC	TBC
				TBC	TBC
				TBC	

## 6 2022-23 Implementation Plan

### 6.1 To foster positive education and values education

Strategy / Work	Aim	Character Strength(s)	Values Education	Duration	Responsible Teacher	Evaluation Method	Success Criteria
<b>6.1.1 Career Ambassador Team</b>	<ul style="list-style-type: none"> <li>◆ To provide students an opportunity to work in a team through promoting CRE information</li> <li>◆ To equip students with knowledge and/or skill</li> </ul>	<ul style="list-style-type: none"> <li>◆ Wisdom &amp; Knowledge (<b>Love of learning</b>)</li> <li>◆ Justice (<b>Teamwork</b>)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Responsibility</li> <li>◆ Commitment</li> <li>◆ Respect for others</li> </ul>	Throughout year (9/2022 – 8/2023)	LHL MSH	<ul style="list-style-type: none"> <li>◆ Teachers' observation</li> <li>◆ Accomplishment of tasks</li> <li>◆ Tailor-made worksheet and questionnaire will be used to qualitative feedbacks.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Excels as a member of a group. A loyal and dedicated teammate, always does sharing, and works hard for the success of group</li> <li>◆ Appreciate the new knowledge and/or skill learnt</li> </ul>

**6.2 To enhance the work of life planning education and careers guidance and education for S.3-S.6 (respond to Objective 4.1 and 4.2)**

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in-charge		Required Resources
Student	6.2.1 To provide careers guidance lesson/activity and responsive support which are aligned with their developmental needs in different forms (S2-S6)	<ul style="list-style-type: none"> <li>◆ At least one LPE lesson/activity is organized for each target form</li> <li>◆ Review teaching material, powerpoint &amp; teacher notes provided for class teachers</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student Feedback forms and worksheets</li> <li>◆ Teachers' feedback and observation</li> </ul>	S5	LHL	\$4300 Mock Interview for elite students
						\$ 16000 (Career Live) Under Funding Scheme for Youth Life Planning Activities by Youth Development Commission
				S6	LHL	\$ 500 (SLP Workshop ONE)  \$ 0 (SLP Workshop TWO )
	6.2.2 To collaborate with external organizations for work-related experiences and schemes and opportunities for further studies	<ul style="list-style-type: none"> <li>◆ At least two schemes are introduced to students at our school</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student Feedback forms</li> <li>◆ Teacher observation</li> </ul>	EDB, HKACMGM, HYC, Deloitte, HKFYG	LHL	\$ 3000
Student	6.2.3 To disseminate career information and promoting outside school activities	<ul style="list-style-type: none"> <li>◆ (By OLE webpage) To maintain online platform for online application</li> <li>◆ (By OLE Display Board) To display update-to information and share the past activities</li> <li>◆ (By OLE Bookshelf in S6 Classroom) To promote information of institutions.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Number of Activity promoted in online platform</li> <li>◆ Enrolment Rate of activities</li> <li>◆ View Records</li> <li>◆ Student feedback</li> </ul>	LHL		\$ 5000 (OLE webpage Maintenance)  \$ 1000 (OLE Display Board & other stationery)
						6.2.4 To employ 0.5 Full Time Project Coordinator Assistants

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in-charge	Required Resources
		activity ♦ Promote career-related activity from external organization ♦ Support clerical work			
Student	6.2.5 U-programme Subsidizing Scheme	♦ Subsidize students in applying university programmes	♦ Number of participants applied ♦ 70% of budget could be used ♦ Participants' Feedback	LHL	<b>\$ 20000 (TBC)</b>
CA	6.2.6 Newsletter (升職)	♦ Publish Newsletter to all form students	♦ Students' feedback	LHL, MSH	<b>\$2000</b>
	6.2.7 Training Programme	♦ To provide training to CA, such as video recording & Editing, interview skill, career & life planning, etc.	♦ Number of participants applied ♦ Students' feedback ♦ Instructors' feedback ♦ Students' Assessment	LHL, MSH	<b>\$10000</b>
Parents	6.2.8 Mock Results Release	♦ Completion of Mock Results Release in sep	♦ Committee Heads' and Teachers' Feedback ♦ S6 FT/CT Feedback ♦ S6 Parents' Feedback ♦ S6 students' Feedback	KTK, OLE, ACA, Guidance, Religious Committee,	<b>\$20,000</b> (Programme Fee)  <b>\$500</b> (Material)
	6.2.9 Parents Support in Regular Meetings (S3 Parents Night and Parents Days) and special days (Parents' Days and HKDSE Results Release)	♦ Provide consultation support in S3 Parents Night, 1 <sup>st</sup> and 2 <sup>nd</sup> Parents Days and Day of HKDSE Results Release	♦ Parents Feedback ♦ Teachers Feedback	S3: LHL, KLP  Parents Days LHL, KLP  Day of HKDSE Results Release: Whole Team	<b>\$1000</b> (Drinks)

Target Level	Strategy / Work	Success Criterion	Evaluation Method	Person(s)-in-charge	Required Resources
	6.2.10 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	LHL	\$ 5000
<b>Budget for life planning education and careers guidance and education in 2022-23</b>					<b>\$ 88,300.00</b>

***6.3 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. (respond to Object 4.3)***

Strategy / Work	Time	Success Criterion	Evaluation Method	Person(s)-in-charge	Required Resources
6.3.1 To implement S4-S6 curriculum in S4-6 OLE Lessons	09/2022 -08/2023	◆ AD, CS and CRE could be covered in the curriculum.	◆ Student feedback & performance ◆ Teachers observation	LLM	\$5600 (Teaching aids and tutor fee)
<b>Budget for OLE in 2022-23</b>					<b>\$ 5600</b>

**6.4 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) (respond to Object 4.4)**

Strategy / Work	Time	Success Criterion	Evaluation Method	Person(s)-in-charge	Required Resources
6.4.1 To assist the S6 and S5 to upload the external achievements and self-accounts on the i-portfolio	09/2022 -08/2023	<ul style="list-style-type: none"> <li>◆ SLP/JUPAS workflow are provided for students during S5 and S6 OLE (CRE) Lessons</li> </ul>	<ul style="list-style-type: none"> <li>◆ i-portfolio platform</li> <li>◆ Teacher feedback</li> <li>◆ Student performance</li> </ul>	LHL	<ul style="list-style-type: none"> <li>◆ Support from advisor, KTK</li> <li>◆ Technical and clerical support of a teaching assistant (TA)</li> </ul>
6.4.2 To coach students on preparing SLP (selection of OLE and self-account) and JUPAS/non-JUPAS application (decision of subject priority, selection of OEA and JUPAS Additional Information)	09/2022 -08/2023	<ul style="list-style-type: none"> <li>◆ Two writing workshops for students preparing self-account</li> <li>◆ A school-based curriculum is designed for multiple study pathways during S6 OLE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Student response and performance</li> <li>◆ Teacher observation</li> </ul>	Writing workshops: KLP, WKY, MSW, MSH, LLM, LHL  Multiple Pathways: (During S6 OLE Lesson)  LHL	<ul style="list-style-type: none"> <li>◆ Support from advisor, KTK</li> <li>◆ Technical and clerical support of a teaching assistant (TA)</li> <li>◆ Involvement from Class Teachers, Chinese Teachers and English Teachers</li> </ul>

## 7 Allocation of Re-current / Routine Duties

<i>Recurrent / Routine Duties</i>	<i>Teacher(s)-in-charge</i>						<i>Non-teaching Staff</i>
	<i>LHL</i>	<i>KLP</i>	<i>WKY</i>	<i>LLM</i>	<i>MSH</i>	<i>MSW</i>	
7.1.1 Purchasing teacher and student references	✓						
7.1.2 Dissemination of updated information for staff and students	✓ (S6)	✓ (S3)	✓ (S2)		✓ (S5)	✓ (S4)	
7.1.3 Reviewing and tidying up careers resources in library							✓
7.1.4 Collecting statistics of S6 graduates	✓						✓
7.1.5 Handling student credentials		✓	✓	✓		✓	
7.1.6 Updating committee information at online platform	✓						✓
7.1.7 Updating committee boards							✓
7.1.8 Coordinating OLE Lessons				✓			
7.1.9 JUPAS administration (Briefing, data submission, SPN arrangement)	✓						✓
7.1.10 ApL administration (Briefing, info submission, screening interview)	✓	✓			✓		✓
7.1.11 Material editing for students writing self-account	✓	✓	✓	✓	✓	✓	
7.1.12 Organizing Institution/Workplace Visit	✓				✓	✓	✓
7.1.13 Collaborating with subject panels and committee	✓				✓		✓
7.1.14 Developing School-Based Career Guidance Material (S2-S6)	✓ (S4-6)	✓ (S3)	✓ (S2)		✓ (S4-6)		
7.1.15 Coordinating CRE support to cater learners' diversity (e.g. elite and students underprivileged)	✓						✓

## **8 Budget**

See separated sheet.

## **9 Committee Members**

**Advisor** : Mr. Kong Tak Kai

**Chairperson** : Mr. Lee Him Lai

**Vice Chairperson** : Ms. Kwok Lai Ping

**Members** : Ms. Wu Ka Yin, Ms. Lau Lai Mei, Mr. Mak Sze Ho, Ms. Ma San Wai

**Non-teaching Staff** : ---

C.C.C. Mong Man Wai College  
School Administration and IT Committee  
Program Plan (2022-2023)

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## 1 Aims

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

## 2 Situational Analysis

### 2.1 Strengths

#### 2.1.1 School

2.1.1.1 The establishment of IT Office can facilitate the development of school administration by information technology.

2.1.1.2 Many IT infrastructures have been set up in our school.

2.1.1.2.1 All devices in the classroom can be connected to the intranet and internet with high speed. All mobile devices can be connected to wireless network

2.1.1.2.2 All classrooms have computers, projectors and visualizers, tablet computers and a wireless microphone system. Classrooms 101-104, Visual Arts room and Computer room have been installed smart blackboards. Phy lab, Bio lab and Chem lab, IS lab, Music room have been installed some TVs. Hall has been installed more TV and a LED wall.

2.1.1.2.3 There are 1 computer room, 1 MMLC and 1 Campus TV Center.

2.1.1.2.4 Enough servers provide different services.

#### 2.1.2 Teacher

2.1.2.1 Teachers are willing to learn information technology by self-study and use the information technology in the lessons.

2.1.2.2 Teachers are willing to share their experience in using information technology in teaching with other colleagues.

2.1.2.3 Teachers have enough in using 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 demand of IT support in the school is increasing.

2.2.2 **IT staff and Committee members always change.**

2.2.3 Difficult to manage the data that stored in different system platforms.

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 is low.

## 2.3 Opportunities and Threats

2.3.1 Some grants and funding such as Composite Information Technology Grant and Information Technology Staffing Support Grant provide much capital for the sustainable development of our school information technology projects and 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 Concerns

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 Concern

3.2.1 To facilitate the effectiveness of school administration by information technology

#### 4. Implementation Plan and the Division of Works

Item	Objective	Plan / Strategy	Time Scale	Person in-charge	Method evaluation	Success criteria
1	3.2.1	Academic Report - First Term Exam	2023/01	WWC, NWH	Evaluate by Committee	Complete the plan
2	3.2.1	Academic Report - First Term Test	2022/11	LKS, FKW	Evaluate by Committee	Complete the plan
3	3.2.1	Academic Report - S6 Mock Exam	2023/02	YKY2, NWH	Evaluate by Committee	Complete the plan
4	3.2.1	Academic Report - Second Term Exam	2023/06	WWC, NWH	Evaluate by Committee	Complete the plan
5	3.2.1	Academic Report - Second Term Test	2023/04	LKS, FKW	Evaluate by Committee	Complete the plan
6	3.1.1	BYOD Project	2022/10	WWC	Evaluate by Committee	Complete the plan
7	3.2.1	Call System	2022/09	WWC	Evaluate by Committee	Complete the plan
8	3.1.1	Campus TV	2022-2023	KKH, NWH	Evaluate by Committee	Complete the plan
9	3.1.2	Certificate	2022-2023	KKH	Evaluate by Committee	Complete the plan
10	3.2.1	Class Photo Taking	2022/12	KKH, NWH	Evaluate by Committee	Complete the plan
11	3.1.1	Classroom computer	2022-2023	FKW	Evaluate by Committee	Complete the plan
12	3.2.1	DSE Application	2022/10	NWH	Evaluate by Committee	Complete the plan

Item	Objective	Plan / Strategy	Time Scale	Person in-charge	Method evaluation	Success criteria
13	3.2.1	eClass Admin Platform	2022-2023	NWH, YKY, LKS, KKH	Evaluate by Committee	Complete the plan
14	3.1.1	eClass Sport day	2022/10	FKW, YKY, NWH	Evaluate by Committee	Complete the plan
15	3.1.1	eClass Swimming Gala	2023/05	FKW, LKS, NWH	Evaluate by Committee	Complete the plan
16	3.1.1	eClass Teaching and Learning	2022/09	WWC	Evaluate by Committee	Complete the plan
17	3.1.1	EES	2022/09	NWH	Evaluate by Committee	Complete the plan
18	3.2.1	Email Defense system	2022/09	NWH	Evaluate by Committee	Complete the plan
19	3.2.1	Eservices	2022/09	NWH	Evaluate by Committee	Complete the plan
20	3.2.1	First Term Questionnaire	2022/10	WWC, YKY	Evaluate by Committee	Complete the plan
21	3.1.1	Google classroom	2022/09	NWH, LKS	Evaluate by Committee	Complete the plan
22	3.2.1	Graduation Certificate	2023/05	NWH	Evaluate by Committee	Complete the plan
23	3.1.2	Hardware Purchase	2022-2023	NWH, FKW	Evaluate by Committee	Complete the plan
24	3.1.1	Hkedcity	2022/09	WWC	Evaluate by Committee	Complete the plan

Item	Objective	Plan / Strategy	Time Scale	Person in-charge	Method evaluation	Success criteria
25	3.2.1	Schedule of Invigilation - First Term Exam	2023/01	NWH	Evaluate by Committee	Complete the plan
26	3.2.1	Schedule of Invigilation - First Term Test	2022/11	NWH	Evaluate by Committee	Complete the plan
27	3.2.1	Schedule Invigilation - S6 Mock Exam	2023/02	NWH	Evaluate by Committee	Complete the plan
28	3.2.1	Schedule of Invigilation - Second Term Exam	2023/06	NWH	Evaluate by Committee	Complete the plan
29	3.2.1	Schedule of Invigilation - Second Term Test	2023/04	NWH	Evaluate by Committee	Complete the plan
30	3.2.1	IT Perfect	2022-2023	FKW, LKS	Evaluate by Committee	Complete the plan
31	3.1.1	Library Master	2022/09	WWC	Evaluate by Committee	Complete the plan
32	3.2.1	Mark Entry System	2022/09	NWH, FKW, YKY, KKH	Evaluate by Committee	Complete the plan
33	3.1.1	MMLC	2022-2023	FKW	Evaluate by Committee	Complete the plan
34	3.2.1	OLE report	2023/07	KKH	Evaluate by Committee	Complete the plan
35	3.2.1	Photo Taking	2022-2023	KKH, LKS	Evaluate by Committee	Complete the plan
36	3.2.1	S3 Subject Selection	2022/06	YKY	Evaluate by Committee	Complete the plan

Item	Objective	Plan / Strategy	Time Scale	Person in-charge	Method evaluation	Success criteria
37	3.2.1	School homepage and Facebook	2022-2023	NWH, KKH	Evaluate by Committee	Complete the plan
38	3.2.1	Server and intranet	2022-2023	NWH	Evaluate by Committee	Complete the plan
39	3.1.2	SLP report	2023/01	KKH	Evaluate by Committee	Complete the plan
40	3.2.1	Smart Card and Octopus system	2022/09	WWC	Evaluate by Committee	Complete the plan
41	3.2.1	SMS	2022/09	WWC	Evaluate by Committee	Complete the plan
42	3.1.1	Software Management	2022/09	NWH, WWC	Evaluate by Committee	Complete the plan
43	3.2.1	Second Term Questionnaire	2023/05	WWC, YKY	Evaluate by Committee	Complete the plan
44	3.2.1	Staff Card and Student Card	2022/09	WWC	Evaluate by Committee	Complete the plan
45	3.2.1	Stock Taking	2022-2023	NWH, FKW	Evaluate by Committee	Complete the plan
46	3.2.1	Student Information	2022/09	NWH	Evaluate by Committee	Complete the plan
47	3.2.1	Testimonial	2023/05	KKH	Evaluate by Committee	Complete the plan
48	3.2.1	Timetable 2023-2024	2023/08	FKW, LKS, YKY, KKH	Evaluate by Committee	Complete the plan

Item	Objective	Plan / Strategy	Time Scale	Person in-charge	Method evaluation	Success criteria
49	3.2.1	Unique Login	2022/09	FKW	Evaluate by Committee	Complete the plan
50	3.2.1	WebSAMS	2022-2023	NWH	Evaluate by Committee	Complete the plan

5. Budget (CITG \$503,136)

No	Item	QTY	Amount	Committee	Location
1	Padlet (Platinum Unlimited padlets 500MB/Upload)	6	3468	CHI	
2	CoSpaces	45	3000	ICT	
3	Matterport License (1 year)	1	4000	ICT	
4	RFID Scanner for Library Stock Take	1	1000	Library	Library
5	Short Distance Projector + Soundbar + Computer	2	48000	GC and RC	H01, H02
6	Wi-Fi multifunction printer for Library	1	3000	SAIT	Library
7	Smart Blackboard	1	60000	SAIT	Music Room
8	Campus TV training	1	4000	SAIT	
9	Computer	4	24000	SAIT	Library (3), Bio Lab (1)
10	Consumable Goods	1	30000	SAIT	
11	eClass Teacher App	1	6000	SAIT	
12	eClass System Hosting Service	1	19000	SAIT	
13	Email Defense System Service	1	5400	SAIT	
14	Green Background	1	1000	SAIT	Campus TV
15	Hard Disk	10	16000	SAIT	
16	Hyper-V Server	1	40000	SAIT	IT Office
17	Interchangeable Lens camera	1	10000	SAIT	Campus TV
18	iPad pencil (Momax)	32	8000	SAIT	IT Office
19	iPad and Apple Pencil (Teacher)	3	18000	SAIT	IT Office
20	MC scanner	1	15980	SAIT	Staff Room
21	Microsoft Open License for Academic	1	27740	SAIT	
22	Monitor	3	4500	SAIT	Library (3)
23	Nearpod Site year license	1	34320	SAIT	
24	Notebook	2	20000	SAIT	IT Office
25	Projector	4	28000	SAIT	B Lab, ENG Center, 303, 305
26	School homepage Hosting Service	1	1800	SAIT	
27	Staff card and student card	20	400	SAIT	
28	Visualizer	1	4000	SAIT	English Center
29	Label Printer	1	1000	SAIT	
30	Internet Services (Difference)	1	1000	SAIT	
31	Burshes for Procreate	40	3120	VA	
32	Stop motion App	40	1920	VA	

Total: \$447,648

Student IT Fund (\$22 x 745=16390)

No.	Item	Expenditure	Remarks
1	200 MB Internet Services (\$1430 x 12)	17160	Services

6. Members

Post	Name
Professional Consultant	Mr. Kong Tak Kai (Vice Principal)
Committee Head	Mr. Ng Wai Hong
Vice Committee Head	Mr. Fung Ka Wai
Members	Mr. Kwok Kin Hang Kelvin Mr. Lam King Shing Mr. Wong Wing Chuen Mr Yiu Ka Yam Mr. Sze King Lap (IT Office Head) Mr. Chan Chi Yuen (Campus TV and IT Assistant) Mr. Ma Ho Sum (IT Assistant)

**C.C.C. Mong Man Wai College**  
**School Liaison Committee (SLC)**  
**Annual Programme Plan (2022-2023)**

**1 Aims:**

- 1.1 To announce school information through various means
- 1.2 To promote school activities to primary schools and the community
- 1.3 To work with various organizations and primary schools and promote school information to Kwun Tong District
- 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 1 students.
- 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 All press releases have been uploaded to the school website.
- 2.1.5 Various parties in the school are willing to organize activities for primary school students.
- 2.1.6 Students get excellent results in external competitions.
- 2.1.7 Parents show a positive attitude towards the school.
- 2.1.8 School leaflets and 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:

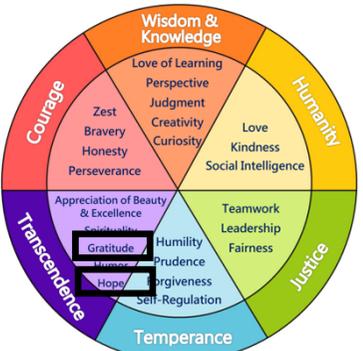
- 2.3.1 More primary schools have invited us to conduct talks in their schools.
- 2.3.2 More parents and students have attended our S.1 Admission Talk in recent years.
- 2.3.3 An increasing number of applications have been received for S.1 discretionary places in recent years.

### 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.
- 2.4.3 The immigration wave has triggered a “musical chair” effect among different types of schools in Hong Kong. Our school may be affected because of the decreasing number of students in the community.

## 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 enhance our liaison with primary schools
- 3.3 To liaise with different mass media for promoting our school
- 3.4 To extend our promotion to more new target primary schools
- 3.5 Responding to the school’s major concern (2022-2023): To cultivate a positive school climate

	<p>Team: Student Ambassadors</p> <ul style="list-style-type: none"><li>- Training programmes &amp; organising activities involving external guests</li></ul> <p>It is expected that students can reduce their negative emotions and enhance their satisfactions towards their lives through being thankful and hopeful. By experiencing more diversified group activities, students can know more about different team members and discover positive traits from each other and themselves. Thus, they can establish positive beliefs and emotions and thus apply them to their daily life.</p>
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Activity: Experiential learning activities for primary schools in Kwun Tong

Through organizing an activity, Student Ambassadors can develop teamwork and leadership skills throughout. They need to understand the importance of collaborating with team members to achieve a particular goal. A leader is vital for a team and other team members should try their best to follow the leader. As a result, the activity can be conducted smoothly.

#### 4 Implementation plan and work allocation

Measures/ Strategies	Objectives	Schedule	Evaluation methods	Success criteria	PIC(s)	Budget
1. Sending thank you letters to: - primary schools when students get good academic results (S.1 → S.2) - primary schools when students get good academic results (HKDSE & JUPAS)	3.2	9/9/2022	-No. of thank you letters sent to primary schools after final exam - No. of thank you letters sent to primary schools after JUPAS	- The number of thank you letters sent to primary schools	*WYP	\$100
2. School newsletter	1.3 3.1	11/2022	The number of newsletters distributed to target schools	- School newsletter published - School newsletters delivered to 80% of target primary schools	*WYP (ENG) *CHT (CHI) LLM SCN	\$20000 3500 copies

3. S.1 Admission Talk	1.1 1.2 3.1 3.2	03/12/2022	- No. of participants - Questionnaires from participants	- More than 600 parents and students attend the talk - Positive feedback from parents	*WYP CCY CHT LLM SCN YCY	\$6000  (Including souvenirs, e.g., folders, bags, pens, and memo pads)
4. S.1 students sending Christmas cards to their primary schools	3.2	Before 16/12/2022	- No. of Christmas cards sent - Teachers' observation	- 90% of S.1 students' Christmas cards are sent to their primary schools - Positive feedback from primary school teachers	*SCN WYP	\$3000
5. Admission Interview for S.1 Discretionary Places	1.1 3.4	18/3/2023	-Teachers' observation	- Positive feedback from parents and teachers	*WYP YCY LLM SCN	\$0
6. Experiential learning activities / competitions for primary school students, e.g. STEM activities, mock interview workshops	1.1 1.2 3.2 3.4	03/2023- 04/2023	- No. of participating schools	- 3 or more primary schools participate in the activity	*YCY CCY CHT LLM SCN WYP	\$6000

7. S.1 Registration Day	1.2	13 & 14/7/2023	- Teachers' observation	- Smooth rundown -All documents are completed and submitted	*WYP CCY CHT LLM SCN YCY	\$0
8. New S.1 students Information Day	1.1 1.3 3.1	16/7/2023	- Teachers' observation - Attendance rate of parents and students	- 80% (or above) parents and students attend the talk	*WYP CCY CHT	\$0
9. Pre-S.1 Attainment Test	1.1	18/7/2023	- Teachers' observation	- Smooth rundown - All exercise books / documents are delivered to students	*WYP	\$0
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	*YCY (Booths) *WYP (Talk) CCY	\$2000
11. Training Camp and training days for student ambassadors	3.5	24, 29- 31/8/2022	- Students' questionnaires - Teachers' / instructors observation	- Positive feedback from students	*YCY CCY WYP	\$50000

12. Decoration of staircases with students' achievements	3.1	Whole year	- Number of photo frames	-Photos frames at staircases updated once a year	*CCY SCN LLM	\$3000
13. Workshop in Graphic Design with Adobe Illustrator	1.3	01/2023-04/2023	- Questionnaires from participants - Teachers' observation	Positive feedback from students	*WYP SCN LLM	\$40000
14. Workshop in Roblox (creating a Metaverse) ( <i>cooperate with ICT Department</i> )	1.3	09/2022-11/2022	- Questionnaires from participants - Teachers' observation	Positive feedback from students	*WYP CCY YCY	\$72000 ( <i>under ICT Department</i> )
15. Sister's school	1.1 1.2 3.1 3.3	Whole year	- Questionnaires from participants - Teachers' observation	Positive feedback from students and teachers	*WYP CCY CHT LLM SCN YCY	\$2000 (for gifts and souvenirs)  ~\$150000 from EDB

## 5 Allocation of duties

MEMBERS						ACTION CALENDAR	MONTHS															
WYP	CCY	CHT	LLM	SCN	YCY		WORK	8	9	10	11	12	1	2	3	4	5	6	7	8		
※						1 Annual plan, budget & report																
※						2 Pre-S.1 Attainment Test (seating arrangement, A/V equipment and deliver exercise books to students)																
◎		※			◎	3 Student Ambassadors training																
※						4 Updating school profile (Committee on Home-School Cooperation)																
※						5 Sending thank-you letters to primary schools (S.1 → S.2 & JUPAS results)																
※	◎	◎	◎	◎	◎	6 School pamphlet and school newsletter																
◎	◎	◎	◎	◎	※	7 Rummikub competition for primary schools in Kwun Tong (or other activities for liaison purpose)																
※	◎	◎	◎	◎	◎	8 S.1 Admission Talk																
※						9 Delivering promotion materials to primary schools																
◎				※		10 S.1 students sending Christmas cards to their primary schools																
※	◎	◎	◎	◎	◎	11 Admission Interview for S.1 Discretionary Places																
※	◎	◎	◎	◎	◎	12 S.1 Registration Day																
※	◎	◎	◎	◎	◎	13 New S.1 students Information Day																
	※		◎	◎		14 Decoration of staircases with students' achievements																
※			◎	◎		15 Workshop in Graphic Design with Adobe Illustrator																
※	◎				◎	16 Workshop in Roblox																
※	◎	◎	◎	◎	◎	17 Setting up booths for different organizations and primary schools or attending events organized by primary schools																

MEMBERS						ACTION CALENDAR	MONTHS												
WYP	CCY	CHT	LLM	SCN	YCY	WORK	8	9	10	11	12	1	2	3	4	5	6	7	8
※	◎	◎	◎	◎	◎	18 Sister's school													
※						19 Gifts for colleagues who will leave MMWC													
※						20 Appraisals of committee members													
※	◎	◎	◎	◎	◎	21 Appraisals of committee chairperson													
※						22 Assigning SLC duties for next year													

※ = colleagues-in-charge    ◎ = other supporting colleagues

## 6 Budget

<b>School events / Items for administration</b>	S.1 Admission Talk	HK\$6000.00
	Experiential learning activities	HK\$6000.00
	S.1 Christmas cards	HK\$3000.00
	Decoration of staircases	HK\$3000.00
	School newsletter	HK\$20000.00
	Thank-you letters to primary schools	HK\$100.00
	Booths	HK\$2000.00
	Souvenirs	HK\$5000.00
	Sister's school	HK\$4000.00 ((HK\$150000.00))
	Matterport license	HK\$5000.00
	Transportation fee	HK\$1500.00
<b>Student Activity (Not boosting academic result)</b>	Training for student ambassadors (training camp)	HK\$50000.00
	Training for student ambassadors (training day 1)	HK\$20000.00
	Training for student ambassadors (training day 2)	HK\$20000.00

<b>Student Activity (Boosting academic result)</b>	Workshop in Graphic Design with Adobe Illustrator	HK\$40000.00
	Workshop in Roblox	HK\$72000.00 (under ICT Dept.)
	<b>Total</b>	<b>HK\$185600.00</b> <b>(HK\$335600.00)</b>

## 7 Committee members

7.1 Miss Wong Yin Ping (WYP) (Chairperson)

7.2 Mr. Cheung Chun Yee Michael (CCY)

7.3 Miss Cheng Hei Tung (CHT)

7.4 Miss Lau Lai Mei (LLM)

7.5 Miss Siu Ching Nga (SCN)

7.6 Mr. Yip Chung Yuen (YCY)

**C.C.C. Mong Man Wai College**  
**General Affairs Committee**  
**Year Plan (2022 – 2023)**

**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 campus and facilities require frequent inspections and repairs.

**2.3 Opportunities**

- The major repairs provided by E.D.B. help us to maintain the conditions of the buildings and facilities financially and technically.

**2.4 Threats**

- Spalling concrete endangers the safety of all staff and students.
- Dangers of fallen trees in the campus.
- Threats of Covid-19 pandemic, dengue fever, influenza and other types of diseases.

**3. OBJECTIVES AND MAJOR DUTIES**

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

#### 4. STRUCTURE OF GENERAL AFFAIRS COMMITTEE

- Advisor: Principal Dr. Lui Yee Man, Karen
- Supervisor: Vice-principal Mr. Ng Tan Yiu
- Committee PIC: Mr. Chan Tat Wah
- Members: Mr. Wong For Tai  
Mr. Lam Wing Tai  
Ms. Yik Wing Man  
Ms. Wong Oi Tan Ariel  
Ms. Cheung Man Chi
- Senior Janitor: Ms. Lin Sim Kuen

#### 5. ALLOCATION OF DUTIES

PICs	Duties
Mr. T.W.Chan (CTW)	<ul style="list-style-type: none"> <li>● Planning and coordination</li> <li>● MR/ER follow up</li> <li>● Flag-raising</li> <li>● Leading janitor team</li> </ul>
Mr. F.T. Wong (WFT)	<ul style="list-style-type: none"> <li>● MR/ER</li> <li>● School Security</li> <li>● Supervision of canteen, lunch/catering service</li> </ul>
Mr. K.H. Yip (LWT)	<ul style="list-style-type: none"> <li>● School facilities and equipment inspections</li> <li>● Support Major School activities (e.g. Graduation Ceremony)</li> </ul>
Ms. W.M. Yik (YWM)	<ul style="list-style-type: none"> <li>● Purchasing / tendering</li> <li>● Support Major School activities (e.g. Graduation Ceremony)</li> </ul>
Ms. O.T. Wong (WOT / Ariel)	<ul style="list-style-type: none"> <li>● Janitors' contract, insurance issues, salary, working hours</li> <li>● Tendering</li> </ul>
Ms. M.C. Cheung (CMC)	<ul style="list-style-type: none"> <li>● Purchasing</li> <li>● Distribution / purchasing miscellaneous items</li> <li>● Extension of warranties</li> </ul>
Ms. S.K. Lin (娟姐)	<ul style="list-style-type: none"> <li>● Allocation of tasks for janitors</li> <li>● Training of new janitors</li> </ul>

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

- Major Concern 1: Cultivate Positive Education
- Major Concern 2: Unveil IT Education

#### 7. IMPLEMENTATION PLAN

Item	Objectives	Plan/Strategy	Duration	PICs	Method of evaluation	Success criteria
1	3.1 3.7	<b>Assist National Flat raising ceremony</b> (To maintain the poles in good conditions)	2022-2023	CTW	Evaluate by committee	Assist the Civic Ed Committee to launch activities
2	3.4	<b>Supervision of canteen caterer</b> (Vitaland Services limited Contract lasts from Sept 2021 to Aug 2024)	2022-2023	WFT	Student questionnaire (by Student Union)	Positive feedback in questionnaire
2	3.2	<b>Procurement of furniture and equipment</b> (Including all items under the Composite F&E)	2022	Ariel YWM	Evaluate by committee	Complete all the approved procurements requested by departments and committees with proper tendering procedures and within budgets

3	3.3	<b>Stock taking</b> (Including the equipment and furniture in all classrooms, courts, hall, stairs corridors and special rooms)	2022 – 23	CTW CMC	Evaluate by committee	Finish the updated stock list on or before August 2022
4	3.8	<b>Lease Hall and Classrooms</b> (including HKDSE and other public examinations)	2022-2023	CTW 娟姐	Evaluate by committee	Avoid any clash of school activities and public examinations which are mostly taken place at hall
5	3.3	<b>Janitor team</b> (roster, evaluations, contract, training and supervision)	2022-2023	Ariel 娟姐	Janitors' Evaluation Form	Janitors' performance should reach 70 marks or above
6	3.6	<b>School security</b> (CCTV, security alarm system on the top floors of Old and New Wings)	2022	CTW WFT	Evaluate by committee	Change the alarm system and avoid intruders
7	3.2	<b>Major Repairs and Emergency Repairs</b> (funded and carried by ASD)	2022 – 2023	CTW WFT	Evaluate by committee	Maintain the campus in proper condition and avoid any spalling found in campus
8	3.2 3.3	<b>Air-conditioning</b> (maintenance, replacement and management)	2022-2023	YWM LWT	Evaluate by committee	Keep the air-conditioners in proper function.
9	3.10	<b>Tree inspection and trimming</b> (prepare annual tree report and trim overgrown trees)	2022-2023	CTW LWT	Evaluate by committee	Prepare the annual tree report and trim the trees with potential dangers
10	3.11	<b>Diseases Precaution, pest control and Sterilization</b> (cleaning, broadcasting information of infectious diseases, measures against mosquito breeding)	2022-2023	CTW CMC	Evaluate by committee	Take immediate measures against infectious diseases if there are cases of students infection
11	3.7	<b>Study room</b> (Study Room cleaning and supervision)	2022-2023	娟姐	Evaluate by committee	Keep the log book and provide night-shift if there are request for the extension of opening hours until 8:30 p.m. during school day
12	3.9	<b>Mandatory Inspection of Building</b> (requested by Building Department)	2022	CTW WFT	Evaluate by committee	Complete the MBIS orders ASAP
13	3.8	<b>Setting and moving furniture</b> (including all activities in hall and other locations in the campus)	2022	娟姐	Evaluate by committee	Finish all setting before the activities and provide air-conditioning during the activities
14	3.2 3.5 3.11	<b>Clean the campus</b> (including all venues both indoor and outdoor)	2022-2023	CTW 娟姐	Evaluate by committee	Keep all the equipment and facilities in good conditions
15	3.7	<b>Courier Service</b> (deliver documents to banks and pick up items from all locations in HK)	2022-2023	Ariel	Evaluate by committee	To be able to assist all committees and departments for business outside the school
16	3.2 3.6	<b>Carpark</b> (maintain carpark gate, issue carpark permits and maintain the canopies)	2022-2023	娟姐	Evaluate by committee	Keep the carpark safe and clean Record visitors' vehicles Extend the warranty period
17	3.2 3.6	<b>Minor Repairs</b> (fix the items not included in the MR or ER)	2022-2023	CTW 娟姐	Evaluate by committee	Keep all the equipment and facilities in good conditions
18	3.12	<b>Maintenance and repair the Lift in the New Wing</b>	2022-2023	CMC	Evaluate by committee	Up-date the 'Lift Use Permit' and conduct annual test

		(tendering of maintenance, regular check and annual testing by registered service provider)				
19	3.13	<b>Water fountains and distilled water</b> <i>(include all the 16 water fountains in the campus, tendering of water fountain maintenance and periodic sterilization)</i>	2022-2023	LWT	Evaluate by committee	Keep the fountain clean and in good condition
20	3.2	<b>Student Lockers</b> <i>(include all the lockers in classrooms, special rooms and corridors)</i>	2022-2023	YWM CMC	Evaluate by committee	Keep the lockers clean and in good shape. Replace the broken one if necessary
21	3.5 3.7	<b>Gardening and fish tank</b> <i>(including all trees, potted plants and the small farm near the carpark exit)</i>	2022-2023	娟姐	Evaluate by committee	Keep the fish tank in good condition. Work with Bio Department to keep the organic farm in good condition.
22	3.14	<b>Printing</b> <i>(including exam/test papers, notes and other documents)</i>	2022-2023	Janitors	Evaluate by committee	Support all departments and committee to print necessary documents

~ End ~

**C.C.C. Mong Man Wai College**  
**STEM Education Group**  
**Program Plan (2022-2023)**

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1 Aims:

- 1.1 Develop a solid knowledge base among students and enhancing their interests in Science, Technology and Mathematics
- 1.2 Strengthen students' ability to integrate and apply knowledge and skills, nurturing creativity, collaboration and problem solving skills of students
- 1.3 Strengthen the partnerships with community stakeholders

2 Strategies:

- 2.1 Renewing the curriculum of the Science, Technology and Mathematics Education KLAs
- 2.2 Enriching learning activities for students
- 2.3 Providing learning and teaching resources
- 2.4 Enhancing the professional development of schools and teachers
- 2.5 Strengthening partnerships with community key stakeholders
- 2.6 Conducting review and disseminating good practices

3 Activities Plan:

	Objective	Plan	Time	Target	Cooperate with	Person in charge
3.1	1.1 1.2 2.1 2.2	Develop school-based junior forms cross-curricular STEM learning packages	Whole year	Junior Forms	ICT, IS, #Music	*NTY, *FMS, LCY
3.2	1.1 1.2 2.1 2.3	Implement subject-based STEM learning in regular curriculum (Disciplinary Level)	Whole year	Junior Forms	ICT, IS, MATH	Subject teachers
3.3.	1.3 2.4 2.5	Join the BioTech programme in QTN	Whole year	Teachers	BIO, CHEM, IS, PHY	*FMS
3.4	1.2 2.2 2.3	Create your AI Projects with Azure Computer Vision & Raspberry Pi Course (Elite)	Nov 22 – Dec 22	S3–S5	ICT	*FKW
3.5	1.2 2.2 2.3	CAD course using laser cutter (ECA)	Nov 22 – May 23	S2–S5	ICT, VA	*LKS, LLM
3.6	1.2 2.1 2.2	Electric Car Assembling Course (ECA)	Feb 23 – Mar 23	S2	ICT, SST	*YWM

3.7	1.2 2.2 2.3	Lego Robotic Course and competition (ECA)	Apr 23– Jun 23	S1–S2	ICT	*WYP
3.8	1.2 2.2 2.3	RoboMaster Course and competition (ECA)	Apr 23 – Jun 23	S3-S4	ICT	*LKS
3.9	1.2 2.2 2.3	Caprikon’s workshop (farming and coding) (Elite)	Feb 23 – Jul 23	S3–S4	IS, BIO	*FMS
3.10	1.2 2.2 2.3	Biotechnology Workshop	Pending	S1 – S5	IS, BIO	*FMS
3.11	1.2 2.2 2.3	Participation of external scientific / innovation / maker competition (Elite)	Whole year	S1–S5	ICT, IS, BIO	*FMS, *THC
3.12	1.2 2.2	S1 whole form learning activity	Nov 22 (03/11)	S1	ICT	*WYP, FKW, NTY, LKS
3.13	1.2 2.2	S2 whole form learning activity	Mar 23 (Tentative 31/03)	S2	IS	*FMS, YWM
3.14	1.2 2.2 2.3	Life-wide learning outside school campus	Jul 23 (Tentative 06/07)	S2	IS	*FMS, THC
3.15	1.2 1.3 2.2 2.5	Join the Jockey Club Student Training in Entrepreneurship Program (STEP) (Whole form) ● Lectures about Ideation and Pitching (Creativity)	Whole Year (10/10 & 04/11)	S4	OLE, BAFS	*FKW, *LHL, *KKH
3.16	2.6	STEM Week ● More competitions	May 23	/	BIO, CHEM, ICT, IS, MATH, PHY	*FMS, *CWY
3.17	2.3	Installation of STEM and Maker Room	Whole year	/	/	*FKW

## 4 Budget

	Item	Expenditure
<b>School Events / Items for Administration</b>		
4.1	Teaching aids for developing STEM learning packages	\$6000.00
<b>Student Activity (Not Boosting Academic Result)</b>		
4.2	CAD course using laser cutter (Feb 23 – Mar 23)	\$35000.00
4.3	STEM Week expenses (May 23)	\$3000.00
4.4	S1 Whole form life-wide learning activity (Nov 22)	\$30000.00
4.5	S2 Whole form life-wide learning activity (Mar 23)	\$5000.00
4.6	S2 Life-wide learning outside school campus (Jul 23)	\$40000.00
4.7	Miscellaneous (e.g. STEP, competition fee)	\$5000.00
4.8	Electric Car Assembling Course (Feb 23 – Dec 23)	\$26000.00
4.9	Caprikon's workshop (farming and coding) (Feb 23 – Jul 23)	\$35000.00
	<b>Total expenditure</b>	<b>\$185000.00</b>

## 5 Members

- 5.1 Fung Ka Wai (FKW)
- 5.2 Fu Man Sing (FMS)
- 5.3 Lam King Shing (LKS)
- 5.4 Tsai Hang Cheung (THC)
- 5.5 Yik Wing Man (YWM)

## 1 學生支援小組成員

首席顧問：校長

顧問：副校長、駐校社工、教育心理學家、言語治療師

主席：特殊教育需要統籌主任

成員：訓導主任、輔導主任、學務委員會(學科)主任、學務委員會(事務)代表

## 2 支援服務

### 2.1 學習能力及技巧

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
英文寫作技巧班	S1-3 SEN	下學期 6堂@1.5小時	老師觀察、 學生問卷	● 80%學生出席 ● 70%學生能提升答題技巧	SENCO	Edvenue
中文寫作技巧班	S4-5 ASD	上學期 6堂@1.5小時	老師觀察、 學生問卷	● 80%學生出席 ● 70%學生能提升寫作技巧	SENCO	Edvenue
食品科學與科學探證 (提升學生的學習動力及自信)	S1-S3 SEN	上學期 8堂@1小時	老師觀察、 學生問卷	● 80%學生出席 ● 70%學生能提升自信	SENCO	Edvenue

### 2.2 社交技巧訓練小組

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
全校參與分層支援有自閉症的學生	ASD	全年 (共分2組) 每組6人	老師觀察、 學生問卷	● 80%學生出席 ● 70%學生能提升與人相處的技巧	SENCO	新生精神康復會
社交小組	社交需要	中一：下學期 中二：上學期	老師觀察、 學生問卷	● 80%學生出席 ● 70%學生能提升與人相處的技巧	SENCO	香港遊樂場協會
自理能力訓練營	中一 ADHD	7-8月	老師觀察、 學生問卷	● 80%學生出席 ● 70%學生能加強自理能力	SENCO	香港遊樂場協會
電動車組裝課程	社交需要	11-12月	老師觀察、 學生問卷	● 80%學生出席 ● 70%學生能提升與人相處的技巧	SENCO, STEM	

### 2.3 心理輔導

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
臨床心理學家	SEN	全年 (21小時)	老師觀察、 老師問卷	● 學生行為上有明顯改進	SENCO	

## 2.4 關愛共融

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
同理一班 - 桌遊工作坊	中一	下學期	老師觀察、學生問卷	● 70%學生同意學習到與同學相處的技巧	GC	教大 欺零融異校園共融計劃
共融教育講座 (中學) - 打破圍牆	中二、中三	29/9/2022 1530-1630 (Zoom)	老師觀察、學生問卷	● 70%學生同意認識偏見及刻板印象帶來的負面影響	GC	親切

## 2.5 情緒健康

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
<b>童心藝行 - 學生情緒健康計劃</b>						
畫動心情 - 表達藝術治療小組	中一至三 (8-10人, 有需要同學)	3-4月 (8節)	老師觀察、學生及老師問卷	● 同學及老師認同精神健康的重要性及認識如何處理負面情緒	GC	基督教家庭服務中心
藝力對焦 - 表達藝術抒壓工作坊	中一 (30人, 有需要同學)	上學期	老師觀察、學生及老師問卷	● 同學及老師認同精神健康的重要性及認識如何處理負面情緒	GC	
<b>Touch Mood 中學生精神健康支援服務</b>						
「調教你壓力」講座	中三、中四	待定	老師觀察、學生問卷	● 70%同學認同精神健康的重要性及認識如何處理負面情緒	GC	香港心理衛生會賽馬會恆健坊
桌桌友娛 (Board game) (同時加強社交技巧)	中一至中四 (10人, 有需要同學)	1, 8/12/2022 1600-1730	老師觀察、學生問卷	● 70%同學認同精神健康的重要性及認識如何處理負面情緒	GC	
Art Like (藝術工作坊)	中四至中五 (8-12人, 有需要同學)	待定	老師觀察、學生問卷	● 70%同學認同精神健康的重要性及認識如何處理負面情緒	GC	
<b>我友你 - 朋輩支援計劃</b>						
GT 訓練	中二 (12-20人)	27/2/2023 6, 13/3/2023 17, 24/4/2023 1550-1730	老師觀察、學生問卷	● 70%同學認同精神健康的重要性及認識如何處理負面情緒	GC	香港神託會

## 2.6 注意力及執行功能訓練

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
專注力及執行能力訓練	ADHD	上學期	老師觀察、 老師問卷	<ul style="list-style-type: none"> <li>● 80%學生出席</li> <li>● 70%學生能提升專注力</li> </ul>	SENCO	Edvenue

## 2.7 生命教育課

從他人不平凡的生命中，學習他人面對壓力、情緒、逆境時的態度

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
循道—— 中一生命教育課 人物欣賞 (2 堂)	中一	(待級主任安 排)	老師觀察、 學生問卷	● 70%學生能從 歷史人物中學 習	GC	循道衛理 優質生命 教育中心
循道—— 中二生命教育課 人物欣賞 (2 堂)	中二	(待級主任安 排)	老師觀察、 學生問卷	● 70%學生能從 歷史人物中學 習	GC	
循道—— 中三生命教育課 人物欣賞 (2 堂)	中三	(待級主任安 排)	老師觀察、 學生問卷	● 70%學生能從 歷史人物中學 習	GC	
循道—— 中一家長講座 (欣賞子女的獨 特性)	中一家長	7/10/2022 中一家長晚會	老師觀察、 家長問卷	● 70%家長能學 習到正面培育 子女技巧	GC	
循道—— 中二家長講座 (幫助子女發掘 潛能)	中二家長	14/10/2022 中二家長晚會	老師觀察、 家長問卷	● 70%家長能學 習到正面培育 子女技巧	GC	
失敗教育體驗活 動	中三 (升中 四)	(暑假)	老師觀察、 學生問卷	● 70%學生能提 升適應能力	GC	
「反敗為Grow」 模擬人生生涯規 劃活動	中五	15/10/2022 0900-1300	老師觀察、 學生問卷	● 70%學生能提 升適應能力	GC	
中一級「生命之 旅」工作坊	中一	5/7/2023	老師觀察、 學生問卷	<ul style="list-style-type: none"> <li>● 80%學生能出 席活動</li> <li>● 70%學生滿意</li> </ul>	GC	

## 2.8 校園適應

由學生輔導大使與特殊教育需要學生相處，並作為他們的榜樣

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
心繫青苗	中一 SEN	全年	老師觀察、 學生問卷	● 70%學生能學習到適應中學生活的方法	GC	
中一迎新日	中一	24-25/8/2023	老師觀察、 學生問卷	● 70%學生能學習到適應中學生活的方法	GC	香港遊樂場協會

## 2.9 職業訓練

策略 / 工作	主要對象	推行時間	評估方法	成功準則	負責人	資源
職業技能/生涯 規劃輔導 (待定)	中三/四 SEN	全年	老師觀察、 問卷	● 80%學生能出席活動 ● 70%學生滿意活動能達到目的	SENCO	待定

## 3 言語治療 (簡短版)

新的學年，本校計劃延續本學年在預防、治療和提升這三個範疇的校本言語治療服務，並會考慮加入下列項目：

預防：

1. 在學期初向新入職老師派發「中學生語能甄別問卷」，讓他們對照學生的表現，找出懷疑語障的同學；
2. 於早會或學生周會中向同學介紹言語治療服務；
3. 繼續在中一家長活動中安排家長講座，講解中學生的語言能力發展；
4. 透過 google site 發放言語治療資訊給學生及家長。

治療：

1. 在訂立訓練目標時加入學生自我倡導的元素，加強學生在訂目標過程中的主導性，鼓勵他們表達自己的需要及意願；
2. 安排老師諮詢時間；
3. 安排家長諮詢時間。

提升：

1. 與中文科合作，製作調適工作紙 (閱讀報告)；
2. 參與正向教育的活動，以推廣正向情緒的語言表達。

4 全年工作流程 (\*如有需要)

時段	工作計劃	負責人
2022 年 八月	● 聯絡各中一新生家長	SENCO
	● 收集及聯絡家長有關小學轉介文件	SENCO
	● 收集升中二至升中六學生的家長同意信	SENCO
	● 聯絡升中四學生有關考測調適	SENCO
	● 遞交 SST 學校年終文件予教育局	SENCO
	● 於教師會議當天下午報告 SEN 學生的學習情況	SENCO
	● 為有需要學生建立學習計劃	SENCO, ACS
	● 學生支援小組會議	SST
九月	● 將已升讀大專學生/已轉校之學生學習資料寄給有關院校	SENCO
	● 申請公開試考試調適	ACA
	● 接見所有中一 SEN 新生	SENCO
十月	● *召開「上學期測驗周」考測調適會議	ACA
	● 收集所有 SEN 學生醫生信	SENCO
十一月	● 「上學期測驗周」特別考測安排流程	ACA
	● 遞交 SEN 學生資料予教育局	SENCO
	● 教育局第四組會議	SST
十二月	● 檢討學生學習進度	SENCO, ACA
	● *召開「上學期考試」考測調適會議	ACA
2023 年 一月	● 「上學期考試」特別考測安排流程	ACA
	● 學生支援小組會議	SST
二月	● 家長日，接見個別 SEN 學生家長	SENCO
三、四月	● *召開「下學期測驗周」考測調適會議	ACA
	● 「下學期測驗周」特別考測安排流程	ACA
	● 教育局第四組會議	SST
五月	● *召開「下學期考試」考測調適會議	ACA
六月	● 聯絡機構有關下學年活動報價	SENCO
	● 「下學期考試」特別考測安排流程	ACA
	● 評估計劃執行檢討	SENCO
	● 學生支援小組會議	SST
七月	● 中一註冊日 - 新生學生支援通告	SENCO
	● 派發及收集「學生支援摘要」	SENCO
	● 教育局第四組會議	SST
全年	● 識別有需要學生，以便進行評估	SST
	● 各項小組進行	SST
	● 收集學生新症/覆診後的確診信	SENCO
	● 言語治療	ST

中華基督教會蒙民偉書院  
中國語文科  
2022-2023 年度周年工作計劃  
(2019-2023 三年工作計劃：延伸)

1. 目標

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

2. 現況分析

2.1 優點

- 2.1.1 在編班方面，本校初中不設精英班，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

#### 3.2 其他關注事項

3.2.1 正向教育

### 4. 計劃內容及工作分配

	目標	計劃/策略	評估方法	成功準則	時間表	負責人
<b>4.1</b>	<b>自主學習</b>					
4.1.1	1.1 1.4 1.6 1.7	維持自主學習的習慣：通過課前讓學生準備；課堂讓學生多參與及互動；課後跟進等模式；並以電子教學提高教學效能，高中班別開發文言文十二篇，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。	檢查教材庫、觀課、課後交流	教師達到本科指標，全年每位教師1次，配合同儕觀課。	全年	全體同事
4.1.2	1.1 1.2 1.4 1.5 1.6 1.7	作家研究：讓學生以自主學習的模式探究，以工作紙輔助，導讀後由學生自行探索老師選定的篇章（輸入），進行匯報，以讀帶寫，進行仿作（輸出）。加強閱讀訓練，發掘尖子。	檢查教材	任教老師製作教材，學生作品結集成冊，在校內分享學習成果。	全年	任教初中的老師
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QR code，方便學生瀏覽，以鼓勵學生善用網上資源及自主學習。		推薦網址		
4.1.4	1.4 1.6	新課程著重語文積累，針對教科書之不足，初中增設自習篇章，為學生積累語文知識；另外，製作校本自習研修資料冊，以打好同學的古詩文基礎，並在測考中進行評核，提升學生自學能力。	檢查及測考評分	學生完成老師指定課業及完成科本要求背誦詩詞的數量	全年	WWC2 及任教老師
4.1.5	1.3 1.6	在中二級進行專題習作，培養學生自學，搜集資料，共同協作，提升溝通、領導等能力。通過專題習作滲入新高中選修單元的元素，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倫之情。	檢視及老師評改	展示學生作品	2019-21 (2021-22取消，因不必要配合選修單元)	CWK及任教同事 對象：中二
<b>4.2</b>	<b>電子學習</b>					
4.2.1	1.5 1.6 1.7	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%老師設立 Google 教室。	檢查電子教室	達到本科指標	全年	全體同事
4.2.2	1.1 1.3 1.4 1.7	科任老師儲存課前、課中、課後教學資源到本科 Google drive 或 Nearpod School Library 或 padlet link，與同儕分享。首年 30%；第二年 60%；第三年 100%。第四年 100%。	檢查本科 Google 教室	達到本科指標	全年	全體同事
4.2.3	1.3	善用中文科網頁 鼓勵學生多用中文科網頁，透過網站了解中文科新動向、參考同學佳作及善用網頁自學資源。	統計	全年上載考試或平時作文佳作 10 篇及徵文比賽得獎作品。上載 2 條教學短片	全年	WWC2

		2021-2022 以 google site 取代網頁		開設 google site 並上載考試作文卷佳作 5 篇。		
4.2.4	1.3	上載教材及練習到電子教室，讓學生自習。	檢視	上載教材或練習	全年	WSY 及全體同事
4.2.5	1.7	通過講座、友校探訪等，探索電子學習的不同模式，在班試行，並在會議上分享。	檢查紀錄	全年在科會議分享最少 1 次	全年	全體同事
4.2.6.	1.1 1.2 1.3 1.5	探索電子教學，教師掌握電子教學平台及合用的應用程式，善用這些工具，提升教學效能。	觀課	被觀課的同事能運用應用程式授課	全年	有關同事
<b>4.3</b>	<b>全方位學習</b>					
4.3.1	1.5	中文學會舉辦多元化活動，提升學生學習語文的興趣。	問卷及統計	完成活動出席率或參與度符合預期	全年	CWK, SKC
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月	SKC
4.3.3	1.1 1.5 1.6	辯論隊	檢查文件	參與比賽前訓練	全年	SKC
4.3.4	1.5 1.6	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	50%學生參與校內外語文活動或比賽各一項或兩項校外語文活動。	全年	WSY 及全體同事
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	WSY 及全體同事
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	檢查文件	初中每級每年舉辦	會議摘要	中一 LYF 中二 SKC

		課室學習。(見附件)		1 次		中三 WSY
4.3.7	1.2 1.5	運用全方位學習津貼，舉辦中國文化講座及中國文化日(兩天)，讓同學通過攤位遊戲、拍攝及展示文化影音錄像、穿著古代漢服、淺嚐中國色小食等親身體驗，加深對祖國歷史及文化的認識。	學生抽樣問卷	70% 學生正面回應	2021/7 試後活動期間舉行，圓滿結束	CWK
<b>4.4</b>	<b>從閱讀中學習 TSL, YLS</b>					
4.4.1	1.1 1.2	修訂各級閱讀書目，提升閱讀質量。	檢查數據	70%同學完成閱讀圖書，並繳交指定數量的讀書報告。	全年	TSL, YLS 及全體同事
4.4.2	1.4 1.6	善用廣泛閱讀的資源，購置書本。學生須在書目上選書，閱讀後完成讀書報告。	檢查庫存表	70%初中同學達到要求。	全年	TSL, YLS 及全體同事
4.4.3	1.4 1.6	科任老師從各級「傳閱書目」中，選取合適的書籍，在初中班內傳閱。	檢查	100 %初中同學閱讀 1 本「傳閱書籍」	全年	TSL, YLS 及全體同事
4.4.4	1.4 1.5 1.6	沿用現時的教協普及閱讀獎勵計劃，鼓勵同學多閱讀，爭取獲得青、藍、紫章。跟進其他科填寫讀書報告的情況，鼓勵更多學生升章。	圖書館統計、檢查	青、藍章各 10 位；紫章 7 位。	計劃至 2020-2021 年度結束	TSL, YLS 及全體同事
4.4.5	1.5	舉行「你想的書」活動，鼓勵同學多閱讀並用心完成讀書報告。	圖書館統計、檢查	能完成此活動。	活動至 2020-2021 年度結束	TSL, YLS
4.4.6	1.5 1.6	使用「看漢中文網」，鼓勵同學多閱讀，並培養每天閱讀的習慣。中一至中五同學達到既定的要求，可於測驗卷和閱讀能力卷加 1-3 分。中四、中五按教學進度完成文言指定篇章練	統計	70%同學能達標。	全年	TSL, YLS

		習。中六同學須於本學年完成十二篇文言指定篇章練習。				
4.4.7	1.5	邀請初中各級同學在早會中分享讀書心得，加強推動閱讀風氣。	早會分享	完成活動	每學期一次	LYF, SKC, WSY
4.4.8	1.5 1.6	由 2021-2022 年度開始推行校本閱讀獎勵計劃，鼓勵同學多閱讀，爭取獲得金、銀、銅獎。並以優點及書券獎勵得獎同學。	圖書館統計、檢查	銅獎、銀獎各 15 位，金獎 10 位。	學期末	TSL, YLS
<b>4.5</b>	<b>拔尖策略</b>					
4.5.1	1.1 1.3 1.4 1.6	中三級設一班精英班，由任教老師增加篇章；在課業選題、設題上亦會提高對學生要求，每單元工作紙設挑戰題，由負責該單元的教師設題，精英班學生必須完成挑戰題，以提升質量上的要求。精英班以分組形式自學導讀或自習篇章，在課堂以簡報進行試教活動，教師及其他學生提問。	檢查課業及在教材庫中檢查學生作品	任教精英班老師每單元選一篇程度較深的文章施教，並附設工作紙。	全年 2019-2020	增加篇章：任教中三精英班同事 工作紙設挑戰題及選題：中三老師
4.5.2	1.4	中五、六 4 班，其中兩班設 3 組，進行小班教學，設 16 人尖子組，任教老師因應尖子組情況，增潤適合教材，其餘兩組為中游組。	觀課、檢查教材庫	多以互動教學模式上課	全年	任教老師
4.5.3	1.1 1.3	各級按需要開設拔尖補底班。（見附件）	問卷	學生問卷調查	全年	WSY 及各級級聯絡
4.5.4	1.5	追蹤各班尖子，任教老師邀請參加校外參觀及語文活動，加強對尖子的培育。	參與者回應、問卷或檢視工作紙	學生問卷調查	全年	全體同事
<b>4.6</b>	<b>生涯規劃教育</b>					
4.6.1	1.5	體驗科目與職業的可能關係：舉辦與本科有關的職業探索活動。	參與者回饋或分享	成功參與 1 項活動	全年	全體同事
4.6.2	1.5	整合科目學習到生活技能之中：藉綜合能力選修單元及實用寫作卷的訓練讓學生掌握	檢查進度表及課業	完成相關課業	全年	中四級任教老師

	自薦信的要求及寫作方法			
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## 5. 財政預算

	項目	預算款額	
5.1	Padlet Platinum 戶口 5 個	\$2890	
5.2	校本評核書籍 (閱讀津貼)	\$12000	
5.3	網上閱讀推廣：看漢網上閱讀平台 小禮物 (閱讀津貼)	\$11000 \$2000	
5.4	圖書館書籍 (圖書館津貼)	\$1500	
5.5	尖子書 (圖書館津貼)	\$1600	
5.6	教師參考書及教具	\$1000	
5.7	購買教科書 (啟思：\$500；朗文： \$650)	\$1150	
5.8	印刷及文具	\$300	
5.9	語文活動獎品	\$800	
5.10	寫作獎勵計劃	\$700	
5.11	科本閱讀獎勵計劃	\$4000	
5.12	拔尖補底班課程費用	\$7800	提升學業成績/問卷調查及導師回饋
5.13	辯論隊 (多元學習津貼)	\$17500	通過比賽與友校切磋，提高思辯能力及辯技，加強邏輯思維。/問卷調查及導師回饋
5.14	全方位學習活動	\$1000	去出課室，提升學習語文的興趣。/抽樣問卷調查
5.15	書法培訓工作坊	\$1600	提升學生對書法的興趣/抽樣問卷調查
5.16	朗誦報名費及導師費 (全方位學習津貼)	\$27500	聲入心通，體會朗誦的樂趣及建立自信。/出席率及比賽成績
	<b>預算總支出</b>	<b>\$94340</b>	

## 6. 科組成員

### 6.1 科組成員

顧問	呂以敏校長
主席	周慧君老師 (中六級聯絡)
副主席	黃華昌老師
成員	黃秀英老師 (初中統籌、中三級聯絡)、 邵佳婕老師 (中二級聯絡)、 李謙禮老師 (中六級聯絡)、 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）
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#### 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）、 李謙禮老師（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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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：班際短講比賽 SKC

中三級：班際辯論比賽：與辯論隊合作，在上學期舉行。WSY

#### 4.5 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 LYF

中二級：文言文訓練班 SKC

中三級：文言或寫作訓練班 WSY

中四級：閱讀理解能力提升訓練班 TSL

中五級：寫作能力提升訓練班 YLS

中六級：寫作能力應試班 LHL

**C.C.C. Mong Man Wai College English Department**  
**Annual Programme Plan (2022-2023)**

**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, an EMI institution.

**2.2 Weaknesses**

- 2.2.1 The English standard of the S.1 intake has not been as satisfactory as expected despite our status as 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 Extra manpower of one English teacher can be kept that is an edge over the other EMI secondary schools.

- 2.3.2 E-learning will be integrated in English teaching to enhance interactions in class and teaching effectiveness.
- 2.3.3 More e-learning resources like e-readers and e-learning apps are available for self-access of students.

## **2.4 Threats**

- 2.4.1 Students' learning from the past three years was hindered by the social movement, pandemic and intermittent class suspensions.
- 2.4.2 Continual and partial class suspensions owing to the unresolved pandemic is expected, which will interfere with normal teaching.
- 2.4.3 Half-day schooling will render a number of after-school English learning activities including exam practices impossible.

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

- 3.1 To nurture students to be motivated learners
  - 3.1.1 To sustain self-directed learning (SDL) habits
  - 3.1.2 To develop e-learning to enhance learning effectiveness
- 3.2 To foster positive education

### **Departmental objectives / Objectives of Academic Committee (Subject)**

- 3.3 To incorporate values education (including MCE, Basic Law education, National Security education)
- 3.4 To enrich life-wide learning
- 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

#### 4. Implementation plan

	<b>Objectives</b>	<b>Measures/Strategies</b>	<b>Evaluation methods</b>	<b>Success criteria</b>	<b>Schedule</b>	<b>PICs</b>
4.1	3.1.1	Teachers will incorporate SDL into daily teaching with class-based lesson plans and teaching materials.	Class visit records and/or materials designed	At least twice in each term by each teacher	Whole year	All English teachers
4.2		Teachers will assign a wide variety of post-lesson SDL tasks to students e.g. self/peer (online) feedback, extended reading, writing, listening or speaking tasks, etc.	Teaching materials designed	At least twice in each term by each teacher	Whole year	All English teachers
4.3		S.2-3 elites will take part in elite training activities that require them to play an active role throughout.	Feedback from participants and teachers	Positive feedback from participants and teachers	2 <sup>nd</sup> term	YWL, teachers concerned
4.4		Students will take part in SDL activities organized by the English Centre e.g. S.1-2 reading activity, S.3-4 oral practices, etc.	Participation and feedback of students	All students concerned participate in it	Whole year	WKY, S.1-4 teachers
4.5		Students will take part in English activities with the incentives of the English learning passport in S.1-5 and the activity marks in S.1-3.	Activity marks	Over 80% of students obtain a pass in activity marks	Whole year	All English teachers

4.6		Students will utilize the resources available at the English Centre for SDL e.g. books, DVDs, tablets, etc.	Utilization of English Centre	Satisfactory utilization of English Centre	Whole year	WKY, all English teachers
4.7		S.1-3 students will complete the self-access online learning programme i.e. i-Learner beyond class time while S.4-6 students will be encouraged to do the TVnews practices.	Completion rate of practices	Most classes can achieve the following rates: S.1-3: 60% S.4: 50%	Whole year	All English teachers
4.8		More e-readers will be purchased by the school library and will be available for students to access beyond class time on a voluntary basis.	Utilization of e-readers	Some students/classes read the e-readers	Whole year	All English teachers, school library
4.9		Online resources provided by the school library and the public libraries will be introduced to students.	Completion of the measure concerned	Briefing session held	1 <sup>st</sup> term	CWY2, S.1
4.10	3.1.2	Teachers will incorporate e-learning elements e.g. utilizing resources from publishers, e-learning tools/apps and platforms in their teaching and share the experiences in post-exam form meetings.	Utilization and sharing by teachers	At least twice in each term by each teacher	Whole year	All English teachers
4.11		Teachers will integrate e-learning elements in the lessons for peer and/or appraisal class visits.	Class visit records	At least once by each teacher	Whole year	All English teachers

4.12		Teachers will attend the professional development activities on e-learning e.g. in-house training sessions, workshop of seminars by EDB, visits to other schools, etc.	Participation of teachers	At least once by each teacher	Whole year	All English teachers
4.13		Students will present their assignments with multi-modal texts in S.3.	Completion of assignments concerned and feedback from students and teachers	Assignments concerned completed with positive feedback from students and teachers	Whole year	YWL, S.3 teachers
4.14		E-learning resources in each form will be uploaded and stored on the LMS platform of google classroom for future access and sustainability.	Completion of the measure concerned	Resources concerned stored	Whole year	YWL, S.1-6 form coordinators and all English teachers
4.15	3.2	Films featuring positive values and character strengths will be chosen for some film shows by the English Centre.	Film shows concerned completed	At least once in each term	Whole year	WKY

4.16		Selected positive values e.g. gratitude will be used as the themes for some activities on the English days.	Activities concerned completed	Satisfactory participation in the activities concerned	English days	TLM, YWL
4.17		Teachers give positive remarks in students' assignments and assessments highlighting their strengths and efforts made.	Positive remarks given in coursework	Positive remarks given by all teachers	Whole year	All English teachers
4.18	3.3	Elements of value education, namely, care for others and empathy, responsibility and national identity, perseverance, respect for others, integrity and law-abidingness and commitment, will be integrated in the syllabus e.g. writing, ERVS, SBA, etc.	Completion of the measure concerned	At least one element integrated and covered in each of S.1-5	Whole year	TLM, YWL, S.1-5 form coordinators
4.19		Students will subscribe to the English newspapers and read about social issues and current affairs. Regular coursework like news comments and news quizzes will be done.	Subscription of newspapers and completion of coursework concerned	All the students subscribed to the newspapers and completed the coursework concerned	Whole year	All English teachers
4.20		Writings on law-abidance and cybersecurity, which are related National Security Education will be done in some forms.	Completion of the writing concerned	Satisfactory performance in the writing concerned	2 <sup>nd</sup> term	The forms concerned

4.21	3.4	A wide range of life-wide learning events/activities will be provided for students e.g. English days, English summer camp, etc. in collaboration with other school parties e.g. English Society, English debate team, ACA, etc.	Feedback from participants	Positive feedback from participants	Whole year	TLM, YWL
4.22		A wide range of English training items will be provided for elite students e.g. speech festival training, public speaking training, debate training, etc.	Feedback from participants and prizes received	Positive feedback from participants received	Whole year	YWL, TLM
4.23		English learning passports will be used to encourage S.1-5 students to take part in English activities and training.	Number of activity stamps collected by students	90% of students meet the minimum requirement of stamps	Whole year	YWL, CWY2, English teachers concerned
4.24	3.5	The extensive reading and viewing scheme (ERVS) covering e-readers will be implemented in S.1-5.	Number of reports completed by students	90% of students meet the minimum requirements	Whole year	All S.1-5 English teachers, school library
4.25		Additional titles of readers will be purchased for SBA in S.4-5 in response to the optimizing arrangements suggested by EDB.	Completion of the measure concerned	New readers purchased and utilized for SBA	Whole year	TLM, S.4-5

4.26		Students will be encouraged to take part in the Reading Across Curriculum (RAC) scheme centrally coordinated by the school library.	Participation rate of students in the scheme concerned	80% of the students in S.1-5 meet the requirement	Whole year	Library, all S.1-5 English teachers
4.27		S.1-3 students will be required to complete regular English online / reading practices i.e. i-Learner.	Completion rate of practices	Most classes can achieve the following rates: S.1-3: 60%	Whole year	All English teachers
4.28		All S.1-6 students will be required to subscribe to the newspaper on a regular basis and read across the curriculum.	Students' utilization of newspapers	Students utilize newspapers for coursework	Whole year	S.1-6 English teachers
4.29	3.6	Non-fiction readers and textbook units related to STEM topics will be covered in S.1-3.	Completion of book reports and teaching of the units concerned	Satisfactory completion of book reports and textbook units concerned covered	Whole year	S.1-3 English teachers
4.30		Online resources/platforms and electronic devices are utilized for teaching and students' self-access learning e.g. e-class, e-readers, i-Learner English practices for S.1-3, TVnews for S.4-6, tablets at English Centre, etc.	Utilization of resources and platforms	Satisfactory utilization by students	Whole year	All English teachers

4.31	3.7	Manpower resources will be allocated to cater for learner diversity e.g. smaller classes in S. 4-6, enrichment teaching for S.1-3.	Completion of measures concerned	Arrangements made with positive review	Whole year	TLM, YWL
4.32		Process writing and focused marking will be carried out in S.1-5 to cater for learner diversity.	Students' writing performance and teachers' feedback	Stronger awareness of features highlighted in the writings	Whole year	All English teachers
4.33		Optional parts for elites will be included in the syllabuses of S.1-6 and taught in elite classes.	Completion of measures concerned	Optional parts included and taught with positive review	Whole year	S.1-6 form coordinators, teachers of elite classes
4.34		There will be measures catering for learner diversity carried out at class level by individual teachers.	Class visits and exercise book inspection records	Measures carried out at class level	Whole year	Teachers of elite and remedial classes.
4.35		There will be a wide range of life-wide learning or co-curricular activities or events e.g. English days,	Feedback from participants	Positive feedback from participants	Whole year	TLM, YWL

		English camps, English centre for students of different abilities and interests.				
4.36		Elite students will be nominated to take part in the external/ public competitions for exposure e.g. writing competitions, public speaking competition, speech festival, debating competition, etc.	Students' participation in external competitions	Students take part in 3 external competitions	Whole year	TLM, YWL
4.37		Elite students will be given the opportunities to serve at English Centre as role models of their peers.	Feedback from students	Positive feedback by students	Whole year	WKY, TLM
4.38		There will be at least one academic course organized for weak or average students in each form of S.1-6.	Feedback from participants, tutors and teachers	Positive feedback by students, tutors and teachers concerned	Whole year	S.-1-6 form coordinators and teachers concerned
4.39		Measures will be carried out for the marginal students who have potential to attain L4 in HKDSE in S.6 with school subsidy e.g. enhancement course.	Participants' performance in HKDSE	Some participants achieving L4	1 <sup>st</sup> term	S.6 teachers
4.40		There will be a variety of types of coursework catering for learner diversity e.g. compositions, news comments, reading and viewing report, workbook, listening report, etc.	Completion of measures concerned	A variety of coursework completed	Whole year	All English teachers

4.41		Class-based google classroom will be utilized for students to access the internal past papers individually.	Completion of the measure concerned	Some papers uploaded and utilized	Whole year	All form coordinators
4.42		Regular morning assemblies will be utilized for English-related sharing/activities/events, etc.	Completion of the measures concerned in morning assemblies	Positive feedback from students concerned and teachers	Whole year	TLM, all English teachers
4.43	3.8	Knowledge related to industries and trades will be covered in S.5.	Feedback from teachers and students	Positive feedback received	1 <sup>st</sup> term	S.5 teachers
4.44		The writing syllabus of S.1-6 will cover practical writings related to workplace communication e.g. S.6 self-account, letter of complaint, letter of application, etc.	Correction by students and comments by ST	Correction done and positive comments given	Whole year	S1-6 teachers
4.45		Elements of workplace communication will be integrated in the teaching and speaking assessment of S.3 e.g. writing application letters.	Participation in class and performance in exam	Active participation in class and satisfactory performance in exam	2 <sup>nd</sup> term	S.3 teachers
4.46		Selected students will be invited to take part in activities or outings organized by the tertiary	Feedback by students and teachers	Positive feedback received	Whole year	TLM, YWL,

		institutions to help them know more about future study and career opportunities.				teachers concerned
4.47		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
4.48	3.9	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 scores of students and positive feedback from teachers	Whole year	All English teachers
4.49		Teachers will share their own teaching materials with the other panellists by uploading them onto the subject server or form-based google classrooms.	Completion of the measure concerned	Materials shared	Whole year	All English teachers
4.50		Measures that enhance exam performance will be carried out in S.3-6 e.g. extra lessons and intra/inter-class/school oral practices, uniform quizzes, uniform practices, etc.	Completion of measures concerned	Lessons or practices conducted	Whole year	Teachers of S.3-6
4.51		There will be pre-DSE oral practices in S.6 with the help from subject teachers, the student teacher and/or the tutors hired.	Completion of measures concerned	Practices held	2 <sup>nd</sup> term	S.6 teachers
4.52		Elements of public exams e.g. language arts and non-language arts, DSE question types, etc. will be	S.1-3 teaching syllabuses and papers	Elements of public exams	Whole year	YWL, CWY2

		integrated into the junior form curriculum and assessment to equip students for the public exams in S.4-6.		incorporated in syllabuses and papers		
4.53		Teachers will serve as markers or examiners for public exam e.g. TSA, DSE, etc., which allows them to be familiar with the exam trend.	Number of teacher markers	3 teachers serve as markers / oral examiners for TSA and DSE	2 <sup>nd</sup> term	Teachers of S.3-6
4.54	3.10	Teachers will include elements of assessment as learning (AaL) in the peer and appraisal class visits e.g. goal-setting, reflecting on learning progress, goal-adjusting, etc.	Class visits record	Elements of AaL included by some teachers	Whole year	All English teachers
4.55		Self-assessment and peer-assessment will be carried out in writing and speaking in all forms.	Completion of measures concerned	Work completed with positive review	Whole year	All English teachers
4.56		Qualitative feedback will be given to students on writing in all forms e.g. use of rubrics.	Completion of the measure concerned	Writing feedback forms utilized with positive review	Whole year	All English teachers
4.57		SBA will be carried out in S.5.	Completion of the measure concerned	Work completed with positive review	Whole year	S.5 teachers

4.58		Post-test/exam reviews covering statistical figures will be conducted at form level and students will be informed of ways for improvement.	Post-test/exam evaluation meetings	Reviews done and follow-up work carried out	After each test and exam	All form coordinators
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**5. Budget (*To be finalized in September 2022*)**

	Types / Accounts	Amounts (\$)	Items / Details	PICs	Due dates (m/yy)
1	LWLG 23000	23000	Speech festival	YWL, SC	5/23
2	DLG 16000	16000 (S.4: 6000; S.5: 5000; S.6: 5000)	Public speaking training - S.4 - S.5 - S.6	YWL, SC	5/23
3	CFEG 500	500	English centre furniture and equipment	WKY	5/23
4	Library grant 3000	1500	Library books	TLM	5/23
		1500	Books for elites / exam ref	TLM	10/22
5	Teachers' reference 3000	2000	Reference books and DVDs for teachers	TLM, YWL	5/23
		1000	Teaching aids bought from textbook publishers	TLM	5/23
6	Stationery 100	100	Stationery	TLM	5/23
7		900	English centre	WKY	5/23

	Newspapers & magazines 1000	100	Panel reference	TLM	5/23
8	Teaching aids 31000	1500	S.1-3 readers	YWL	5/23
		1500	S.4-5 readers	TLM	5/23
		2000	General	TLM	5/23
		23000	S.1-3 Online reading programme (i-Learner)	CWY2	5/23
		2000	English centre books, DVDs, board games, etc.	WKY	5/23
		1000	S.6 exam reference books placed in classrooms	TLM	5/23
9	Activities 7600	1600 (LWLG)	English days - English Day 1 - English Day 2	YWL TLM	5/23
		1500 (LWLG)	Inter-class competitions - S.1 Vocabulary competition - S.2 Vocabulary competition - S.3 Vocabulary competition - S.4 Singing contest - S.5 Debate competition	WYP MSW WFT KLP CWY2	5/23
		2000 (LWLG)	English outings and workshops - S.1 elite outings/workshops - S.2-3 outings/workshops - S.4-5 outings/workshops	CWY2 YWL TLM	5/23

			- S.6 outings/ oral practice (travelling)	TLM	
		500 (LWLG)	English Centre activities - Opening activity - S.1-3 activity - S.4-6 activity	WKY WKY WKY	5/23
10	Activities (Partly subsidized) 35000	24000 (LWLG) 11000 (LWLG)	- S.1-3 ELIC English summer camp (A subsidy of \$1200 for each participant) - S.2 drama outing (3000 travelling; 8000 ticket)	CWY2 YWL	5/23
11	Courses for DSE 7500	3500 3500	Intensive listening course for S.6 Pre-DSE oral practices	FMY	5/23

## 6. Programme team

Panel head: TLM      Deputy panel head: YWL      Junior forms coordinator: CWY2

S.1: CWY2, FMY, SC, WYP\*

S.2: SC, MSW\*, WKY

S.3: KLP, WC\*, WFT, YWL

S.4: CTW, KLP\*, MSW, TLM

S.5: CWY2\*, TLM, WKY, WKY2

S.6: FMY\*, WFT, WYP, YWL

English Centre: WKY\*, CTW, KLP, SC, WKY2

Speech Festival: SC\*, MSW, WC, WKY

\* *Form coordinator / team head*

C.C.C. Mong Man Wai College  
Mathematics Panel (2022 – 2023)  
Program Plan

1 Aims

to develop in students:

- 1.1 the ability to think critically and creatively, to conceptualize, inquire and reason mathematically, and to use mathematics to formulate and solve problems in daily life as well as in mathematical contexts and other disciplines
- 1.2 the ability to communicate with others, express their views clearly and logically in mathematical language
- 1.3 the ability to manipulate numbers, symbols and other mathematical objects
- 1.4 number sense, symbol sense, spatial sense, measurement sense and the capacity to appreciate structures and patterns
- 1.5 a positive attitude towards mathematics learning and an appreciation of the aesthetic nature and cultural aspect of mathematics
- 1.6 a good preparation for the public examinations

2 Situational Analysis

2.1 Strengths

2.1.1 Teachers are professionally trained.

2.1.2 Teachers show high regard for assessing students' ability through formative and summative assessments.

2.1.3 Teachers are experience about adjusting the school curriculum and the learning and teaching strategies adopted.

2.1.4 Teachers are willing to organize remedial classes for students who are weak in mathematics.

2.1.5 Teachers are willing to share all aspects of teaching resources.

2.1.6 Teachers support the incorporation of information technology for effective learning, teaching and assessment.

2.1.7 Both students and parents show high regards for the Mathematics subject.

2.2 Weaknesses

2.2.1 Some students are weak in Mathematics, they may be passive, lack of initiative to improve themselves or have difficulties in using EMI.

2.2.2 There are tight schedules of teaching in junior forms.

2.2.3 The learner diversity of senior form class is great because of the class structure.

### 2.3 Threats and opportunities

2.3.1 There is a BYOD program so that it is more convenience for students to use their own devices for e-learning.

2.3.2 Use of E-platforms like OBQ from Edcity and OneEd would enhance student's learning.

2.3.3 EDB has put great emphasizes and resources on STEM.

2.3.4 There are changes of manpower in the panel.

### 3 Major Concerns 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

3.1.3 To help promoting positive education

#### 3.2 Major Concerns for AC Committee (Subject) & Panel

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)

3.2.8 Participating STEM education and ITE (Information and Technology Education)

#### 4 Implementation Plan and the Division of Work

	Objective	Plan / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person(s)-in-charge
4.1	3.1.1 3.1.2 3.2.1 3.2.7 3.2.8	Preparation of materials for SDL, CLPE and e-learning and sharing of teaching experience in the collaborative lessons	Evaluate by panel members	Rather than meetings for evaluating the tests or exams result, 4 meetings for preparation and sharing should be arranged.	Whole year	All teachers
4.2	3.1.1 3.2.2 3.2.4	Suggest a book list for students in junior forms.	Check the records form the library	A book list is suggested	First term	All teachers
4.3	3.1.1 3.2.2 3.2.4	Reading scheme for S1 , S2 , S3	Evaluate by panel members with teachers' observation	At least two passages are delivered and each student needs to finish a simple reading report and positive feedback is shown from the reports.	Second term	S1, S2, S3 teachers
4.4	3.1.1 3.2.3	Buying reference books / exercises for elite students	Check the records form the library and evaluate by panel members	The purchase is completed. Students can circulated the reference books.	Sept 2022	CWY, S6 teachers
4.5	3.1.2 3.2.1	Sharing by colleagues about using e-learning in their classes	Evaluate by panel members	One or two sharing is arranged in the panel meeting and teachers have positive feedback on it.	Whole year	All teachers
4.6	3.1.2 3.2.4	Each colleague prepare hands-on lesson to use e-learning devices in order to enhance learning effectiveness.	Evaluate by panel members	Each colleague should try at least one e-learning lesson. Self-evaluation should undergo for the sustainability.	Whole year	All teachers

4.7	3.1.3	Integrate elements of value education into the syllabus	Evaluate by panel members with teachers' observation	Integrate one or two elements of values education into the syllabus and students have positive feedback on the related lessons.	Whole year	S1 and S3 teachers
4.8	3.1.3	Integrate elements of National Security	Evaluate by panel members with teachers' observation	Integrate two elements of values education into the syllabus and students have positive feedback on the related lessons.	Whole year	S4 and S5 teachers
4.9	3.2.1	Teacher peer class visits	Check record about peer class visits in the mark entry system	Every colleague visits and is visited at least one each. Teachers reinforce teaching by self-evaluation.	Whole year	All teachers
4.10	3.2.2	Modification and adjustment of quizzes and examinations for SEN students	Evaluate by panel members with teachers' observation	Modify and adjust the assessments base on the needs of the concerned students and there are positive outcomes.	Whole year	All teachers
4.11	3.2.2	Cooperate with AC prefect team to conduct tutorial classes to S1 and S2 students	Evaluate by panel members	Materials of the classes are delivered by panel members. There is positive feedback from teachers in charge of AC prefect team.	Whole year	S1, S2 teachers and LSW
4.12	3.2.2 3.2.4	Bridging course for S1	Evaluate by panel members or with survey done by students	Hold a two half-day course include lesson and activities, the attendance is over 70% and more than 70% students feel the course is useful.	August 2023	*YKY2, FKW, KTK, THC

4.13	3.2.3	Using e-platforms to help students prepare for the public examination	Evaluate by panel members with teachers' observation	Deliver revision materials on e-platforms in order to facilitate students' preparation for the public examination. Students have positive feedback on this practice.	Whole year	All teachers
4.14	3.2.3	helping student to prepare for TSA and HKDSE	Evaluate by panel members with teachers' observation	Mock examinations are arranged and revision exercise is provided. Students are well equipped for the public examinations.	Whole year	S3 and S6 teachers
4.15	3.2.3	S6 remedial tutorial class	Evaluate by panel members with teachers' observation	Tutorial class is arranged for low-ability students; students are well equipped for the DSE. Students have positive feedback on the class.	October 2022 – January 2023	CSM, FKW
4.16	3.2.3	Compulsory part 5* tutorial class	Evaluate by panel members with teachers' observation	Tutorial class is arranged for elite students; students are well trained for the challenging questions. Students have positive feedback on the class.	September – December 2022	KTK
4.17	3.2.3	Providing DSE exercises for each S6 class	Evaluate by panel with teachers' observation	One or two exercises are provided. Students can go through various topics in junior and senior forms. Students borrow exercises for revision based on their needs.	Whole year	S6 teachers
4.18	3.2.3 3.2.5	Organize school base remedial classes	Evaluate by panel members or with survey done by students	The attendance is over 70% or more than 70% students feel the program is useful.	Whole year	Junior form supporting team

4.19	3.2.4	Cooperative with Mathematic society to carry out extra-curricular activities	Evaluate by panel members or with survey done by students	The attendance of each activity is over 70% or more than 70% students feel they broaden their Math concepts.	Whole year	CWY
4.20	3.2.4	Nominate students to join external mathematics activities or competitions and provide training for students	Evaluate by panel members with teachers' observation	Elite students are selected and participants broaden their Math concepts. Students have positive feedback.	Whole year	LKS, CWY
4.21	3.2.4	Nominate students to perform in the learning celebration day or prepare students' work for exhibition in Learning Celebrations	Evaluate by panel members with teachers' observation	Students are selected and they share their learning and knowledge. Students have positive feedback.	February 2023	All teachers
4.22	3.2.4 3.2.5	Teaching the enrichment parts in junior form according to students' ability	Evaluate by panel members with teachers' observation	The enrichment parts are taught based on students' ability and students feel they broaden their Mathematics concepts.	Whole year	Junior form teachers
4.23	3.2.6	Modify the materials and upload new materials in the subject server	Evaluate by panel members with teachers' observation	Teachers organize all materials used in the lessons for sustainability. Students have positive feedback on the lessons related.	Whole year	All teachers
4.24	3.2.7	Modify the materials and conduct the lessons about CLPE	Evaluate by panel members with teachers' observation	Teachers sustain the implementation of CLPE and students learn better.	Whole year	S3 and S6 teachers
4.25	3.2.7	Talk on the introduction to elective subjects (M1, M2) for S3 students	Evaluate by panel members or with survey done by students	Students get information about M1, M2, students' future studies and paths of career and life.	1 <sup>st</sup> March, 2023 (THUR)	CWY
4.26	3.2.7	M1, M2 tasting course	Evaluate by panel	Students get information about M1, M2,	Feb to	LSW

			members with teachers' observation or with survey done by students	students' future studies and paths of career and life and 70% students think the course useful.	May, 2023	
4.27	3.2.8	Merge "Stem education" into Mathematics curriculum	Evaluate by panel members with teachers' observation	At least one lesson is merged with "Stem education". Students have positive feedback on the lessons related.	Whole year	All teachers

5 Panel Members

5.1.	MS CHENG WAI YEE (PANEL CHAIRPERSON)
5.2.	MS CHAN SHUK MEI
5.3.	MR FUNG KA WAI
5.4.	MISS KWOK MEI WAN
5.5.	MR KONG TAK KAI
5.6.	MR LAM KING SHING
5.7.	MR LEE SIU WING
5.8.	MR NG WAI HONG
5.9.	MS TSAI HANG CHEUNG
5.10.	MR YIP CHUNG YUEN
5.11.	MR YIU KA YAM

**中華基督教會蒙民偉書院**  
**通識教育科及公民與社會發展科**  
**工作計劃 (2022-2023)**

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及公民與社會發展科的政策
  - 1.3 策劃及統籌通識教育科及公民與社會發展科的教學工作
  - 1.4 提高學生學習通識教育科及公民與社會發展科的興趣
  - 1.5 提升學生學習通識教育科及公民與社會發展科的能力，在公開試獲取優異成績
  - 1.6 關注通識教育科及公民與社會發展科的發展趨勢，改善教學工作
  
2. 現況分析
  - 2.1 強項
    - 2.1.1 通識教育科及公民與社會發展科教師來自不同學習領域，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 團隊教師當中有具備 11 年教授高中通識教育科的經驗的老師
    - 2.1.4 團隊中部份教師有 10 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、試卷題目及資源豐富
  
  - 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 本學年所有任教公民與社會發展科教師皆是首次任教此科
    - 2.2.2 學生思考能力不高，答題技巧有待改善
    - 2.2.3 公開考試題目較多，學生難以於指定時間內完成
    - 2.2.4 公開考試題目多變，學生難以掌握各項的技巧
  
  - 2.3 契機
    - 2.3.1 通識教育科及公民與社會發展科注重分析而不是背誦知識，學生不用死記繁瑣的資料
    - 2.3.2 通識教育科及公民與社會發展科較貼近社會生活的事例，學生的學習興趣較高
    - 2.3.4 學生將有機會參加內地交流活動，豐富其於公民與社會發展科的體驗
  
  - 2.4 危機
    - 2.4.1 通識教育科及公民與社會發展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，教師較難掌握作答技巧

3. 本年度關注事項

3.1 主要關注事項：

本學年將繼續深化去年的關注事項，使之更臻完善，具體項目如下：

- 3.1.1 透過發展電子學習以加強學習效能
- 3.1.2 培養及發展學生正向思維及性格強項
- 3.1.3 持續鼓勵學生培養自主學習的習慣(SDL)
- 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、師徒制
- 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 內地交流計劃
- 3.2.4 從閱讀中學習
- 3.2.5 全方位學習
- 3.2.6 利用資訊科技多媒體教學

#### 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	<ul style="list-style-type: none"> <li>鼓勵教師使用平板電腦，網上學習平台及軟件進行電子學習活動，提高學生學習動機，增加學與教的效能。教師會於會議內分享相關的教師經驗</li> </ul>	<ul style="list-style-type: none"> <li>檢視學生使用網上學習平台的情況</li> <li>會議內分享及討論相關的教師經驗</li> <li>觀課</li> <li>參與者回饋或問卷</li> </ul>	<ul style="list-style-type: none"> <li>80%學生使用網上學習平台存取教學資源或繳交功課</li> <li>每位老師於會議上分享電子教學經驗</li> <li>任教老師課堂觀察學生使用學子學習的成效</li> <li>80%學生於問卷回饋認為電子學習有助提高學生學習動機，增加學與教的效能</li> </ul>	全年	教師
4.2	3.1.2	<ul style="list-style-type: none"> <li>就公民及社會科而言，其令學生加深了解社會、國家、人文世界和物質環境及相關的知識內涵，對不同情境中作多角度思考，成為獨立思考者，能夠適應個人、社會、國家及全球不斷轉變的情況，從而建立「守法」的正向價值觀。在多元社會中傳承中華文化傳統，加深個人對中國國籍和中國公民身份的了解和認同，從而建立「尊重他人」、「身份認同」、「責任感」、「承擔」、「正直」、「關心他人」、「同情心」</li> </ul>	<ul style="list-style-type: none"> <li>檢視教學進度表、教材所寫相關的正向價值觀</li> <li>會議內分享及討論相關的教師經驗</li> <li>觀課</li> <li>參與者回饋或問卷</li> </ul>	<ul style="list-style-type: none"> <li>教學進度表上列相關課題所涉及的正向價值觀</li> <li>每位老師於會議上分享相關的教學經驗</li> <li>任教老師課堂觀察學生於課堂上吸收相關正向價值觀的情況</li> <li>80%學生於問卷回饋認為公民及社會科或通識教育科有助學生建立正向價值觀</li> </ul>	全年	教師

		<p>等正向價值觀</p> <ul style="list-style-type: none"> <li>就通識教育科而言，教授全球化相關課題，使學生更了解世界的狀況及關心全球議題，加強學生就「尊重他人」、「責任感」、「身份認同」、「守法」、「同情心」等正向價值觀</li> </ul>				
4.3	3.1.3	<ul style="list-style-type: none"> <li>學生會於課堂前備課，積極參與課堂內設計的活動並於課後完成鞏固課業，從而持續鼓勵學生培養自主學習的習慣</li> </ul>	<ul style="list-style-type: none"> <li>檢視課堂設計</li> <li>會議內分享及討論相關的教師經驗</li> <li>觀課</li> <li>參與者回饋或問卷</li> </ul>	<ul style="list-style-type: none"> <li>教學課堂設計能否做到培養自主學習的習慣</li> <li>每位老師於會議上分享自主學習教學經驗</li> <li>任教老師課堂觀察學生使用自主學習教學模式的成效</li> <li>80%學生於問卷回饋認為相關課堂能助鼓勵學生培養自主學習的習慣</li> </ul>	全年	教師
4.4	3.1.4	<ul style="list-style-type: none"> <li>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。</li> </ul>	<ul style="list-style-type: none"> <li>參與者及教師回饋或問卷</li> </ul>	<ul style="list-style-type: none"> <li>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）</li> <li>帶隊老師觀察學生探訪時的表現</li> <li>80%學生於問卷回饋認為該活動有助學生更了解各樣職業的特性</li> </ul>	全年	教師
4.5	3.1.5	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>檢查教材、課業及測考卷</li> </ul>	<ul style="list-style-type: none"> <li>中四至中六全部的統一課業必需加上作答指引，並列出</li> </ul>	全年	教師

		<p>語的作答方法，統一課業加上作答指引或相關概念圖及相關概念詞，使學生更明白回應試題的技巧，增加學生回答歷屆公開試試題的機會</p> <ul style="list-style-type: none"> <li>- 中四級至中六級均設有統一測驗</li> <li>- 中六級加設作答技巧訓練班，以鞏固學生的答題技巧</li> <li>- 中六設「師徒制」，各由三位老師作深入的輔導，重點教授他們取分的秘訣</li> <li>- 中六設「拔尖班」</li> </ul>	<ul style="list-style-type: none"> <li>- 會議內分享及討論相關的情況</li> </ul>	<p>相關的概念詞，使學生更明白回應試題的技巧</p> <ul style="list-style-type: none"> <li>- 中四級至中五級上下學期各一次統一測驗，中六上學期一次統一測驗</li> <li>- 中六全年至少一次作答技巧訓練班，每個作答技巧訓練班需有若干的課堂</li> <li>- 中六需於12月前完成「師徒制」</li> <li>- 中六任教老師需於10月至12月完成中六「拔尖班」由三位老師教授答題技巧，設學生問卷，檢討學習成效</li> </ul>		
4.6	3.1.6	<ul style="list-style-type: none"> <li>- 教師可按學生的不同能力，運用不同的教學方法，以提升學生的學習效能，如透過其他活動，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</li> </ul>	<ul style="list-style-type: none"> <li>- 觀課評估表</li> <li>- 任教老師在科務會議上分享不同的教學法，讓其他同事有所獲益</li> </ul>	<ul style="list-style-type: none"> <li>- 80%的同事能於觀課評估內展示出運用不同的教學方法</li> <li>- 教師全年需至少一次在會議上分享教學法</li> </ul>	全年	教師
4.7	3.1.7	<ul style="list-style-type: none"> <li>- 教師可以以小組學習模式進行，透過討論及分享，學生能互相學習，提升思考及表達等技能。</li> </ul>	<ul style="list-style-type: none"> <li>- 觀課評估表</li> <li>- 師在課堂就學生的學習差異進行不同類型的課堂活動(分</li> </ul>	<ul style="list-style-type: none"> <li>- 80%的同事能於課堂進行不同類型的課堂活動(分組討論、課堂分享)</li> <li>- 教師在課堂上觀察學生的表</li> </ul>	全年	教師

			組討論、課堂分享)	現，學習動機提升		
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 - 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 - 每年至少一次與友校交換模擬試卷 - 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
4.9	3.2.2	- 每年檢示各級的教學進度，中四級需完成主題一「一國兩制的香港」；中五級需完成主題二「改革開放以來」，中六級需於12月完成公共衛生及全球化	- 檢示教學進度表	- 80%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	- 為中五學生舉辦內地交流計劃及學生完成相關的考察報告	- 檢示內地交流計劃考察報告	- 90%學生需完成內地交流計劃考察報告	中五級(全年)	科主任、教師
4.11	3.2.4	- 為中四級及中五級學生製作學生閱讀篇章，著學生完成相關的工作紙	- 檢示學生閱讀篇章及相關的工作紙	- 80%中四級及中五級學生完成相關的閱讀篇章工作紙	中四及中五級(全年)	科主任、教師
4.12	3.2.5	- 為中四級舉辦一次全方位的學習活動	- 參與者及教師回饋或問卷	- 教師觀察學生的表現，能踴躍參與其中 - 80%同學於問卷上對活動有正面評價	中四級(全年)	教師

4.13	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	- 觀課評估表	- 教師在課堂上觀察學生的表現，學習動機提升	全年	教師
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## 5. 其他政策

### 5.1 家課政策

5.1.1 中四級及中五級，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，所有統一課業需附上答題指引或相關概念圖及概念詞

具體政策如下：

5.1.2.1 中四級至中五級上下學期各二次家課。中六級每兩個循環周安排一次家課，由一位教師負責印題目、編寫答題指引或概念圖/詞及提供答案

5.1.2.2 中六級收回學生家課後，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

5.1.2.3 統一課業評分會議只在中六級進行，但統一測驗及考試的評分會議，仍會在各級進行

5.1.2.4 中六級第一份家課在第 1 循環周 DAY 3 派發，以後逢單數循環周 DAY3 派發課業

5.1.2.5 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

測驗周 40 分鐘  
資料回應題（設 1 題，必答）

考試 80 分鐘  
資料回應題（設 2 題，必答）

#### 中五

測驗周 40 分鐘  
資料回應題（設 1 題，必答）

考試 80 分鐘  
資料回應題（設 2 題，必答）

模擬考試 80 分鐘  
(五升六) 資料回應題（設 2 題，必答）

模擬放榜計分方法：中五級下學期成績佔 70%，中五級升中六級模擬考試(上學期測驗周分數)佔 30%

#### 中六

測驗周（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)

中四級至中五級計分辦法

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%

中六級計分辦法

考試佔總成績 70%

測驗佔總成績 30%

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 2022/10/03 至 2023/05/26

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 2022/11/21 至 2022/12/05

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 一般而言，一級一班，各項目選取 9 份課業 (上、中、下各 3 份)。然而新老師同一級當中一班的所有習作。

6. 財政預算

	項目	預算款額
5.1	參觀活動(中四參觀活動車費)	\$6000
5.2	教材資源庫(CSD 一筆過款項)	\$3000
5.3	教師參考用書	\$1000
5.4	圖書館藏書	\$1000
5.5	圖書館藏書—尖子書	\$1000
	預算總支出	\$12000

CSD 一筆過款項

中華基督教會蒙民偉書院

公民與社會發展科一筆過津貼(2021-2024)

目標：

- 發展或採購相關的學與教資源（包括多媒體及電子教學資源）、應用程式及軟件，以及公民科的參考資料 —資助學生及教師前往內地，參加和公民科課程相關的教學交流或考察活動
- 舉辦能提升公民科學與教效能的校本學習活動
- 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校 / 跨課程活動，促進交流及觀摩

活動項目：

活動項目	預算	推行年度	活動目標	成功準則	評估方法	負責
採購相關的學與教資源（書籍、多媒體及電子教學資源）	\$8,800	21-24 (三年)	*推動閱讀，滋潤學生的公民素養 *豐富學與教資源，提升學生的學習動機	70%或以上受惠學生更了解香港及中國制度及文化	課堂觀察 周年報告	公社科老師

內地考察團	\$176,000 (兩次) \$800@學生  \$20,800 \$800@老師 26 老師	22-24	*為學生提供交流學習的經歷，加深他們對中國歷史文化的認識 *學生更了解內地的風土人情、中國歷史及文化，增加國民身份認同	校內分享 學生報告	老師觀察 學生問卷 周年報告	公社科老師
本地戶外考察活動及參觀博物館專題展覽  其他：選取合適的團體進行參觀或探訪	\$96,000 (每年兩班學生，共5次) \$300@學生	21-24	*提升學生對一國兩制及香港制度的認識 *提供不同的渠道加深學生對回歸後香港的體認	70%或以上受惠學生認同活動能便利他們學習/了解香港的歷史及文化	老師觀察 活動紀錄 周年報告	公社科老師
	總額： \$300,000					

## 7. 成員

顧問	呂以敏校長
科主任	吳偉康
級聯絡	吳偉康(中四)、吳偉康(中五)、司徒樂欣(中六)
教師	吳偉康、司徒樂欣、李謙禮、鄭希彤、張晉宜

# 中華基督教會蒙民偉書院

2022-2023 年度

## 中國歷史科工作計劃

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### 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、國家及民族的歸屬感(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。

1.2.6 通過對不同歷史事件、歷史人物的嘉言懿行的研習，讓學生認識到國家民族的歷史源遠流長，先輩奮發圖強的事蹟，從而珍視及承傳中華文化的寶貴資產。課程亦讓學生清楚理解國家從被列強侵略，以致英國佔領香港，及後國家克服困難，並恢復對香港行使主權的奮進歷程，從而強化學生對國家民族的使命感和責任心。

### 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。
- 1.3.5 推動價值/基本法教育及促進學生對國家安全的認識

## 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，並攜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。

### 2.2 弱項：

- 2.2.1 學生認為中史科內容沉悶，對本科沒甚興趣。
- 2.2.2 學生語文水平下降，表達及評論能力有待提升。
- 2.2.3 初中任教老師常有變動。
- 2.2.4 修讀本科的新高中的學生成績及學習動機較弱。
- 2.2.5 高中課程繁多艱深，近年還受疫情影響，課時更形短絀；網課對學習機弱的學生也有影響。
- 2.2.6 高中考題型類/分數比重時有更改。
- 2.2.7 部分學生及家長對本科存在一定程度的誤解，並傾向選修一些被社會人士視為熱門的科目，對本科收生有一定的影響

### 2.3 機遇：

- 2.3.1 初中學生品性樸實。
- 2.3.2 學校延伸三年計劃。
- 2.3.3 學校近年積極推動自主學習及電子學習，有助建立學生的自學習慣，對本科也有一定的裨益。

### 2.4 危機：

- 2.4.1 本年度推行的初中新課程課程繁多，令課時更緊迫。
- 2.4.2 疫情影響整體教學，也影響學生的學習習慣和根底。
- 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 積極組織課堂延伸活動，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，從而強化學生對中國文化的欣賞、國家民族的責任心。

滲入認識人文學科的核心元素/國民教育(認識祖國，從民族歷史文化、政治制度、人民基本權利開始，培養學生成為有責任感的公民)元素於學科中；並藉初中新課程的推行，加強文化史和香港史元素。

3.2 配合學校的發展目標及關注事項：正向教育（國民身份認同、敢於承擔）、科技教育(STEM)。

### 3.3 其他：

- 3.3.1 多提供學習機會予資優及高能力學生；
- 3.3.2 推展初中新修訂課程至中三。

## 3 推行策略措施

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，學生亦能從這個重要文化遺產探索中國傳統思想的底蘊與內涵，從而欣賞、體會及明白先輩的智慧，並培養對國家文化保護及承傳的意識。

策略/措施	統籌	參與者	發展目標	評估方法	成功準則
1) 集古村及中華文化藝術推廣 (講座：古代橋樑講座和實踐、古代科技市集)	科主任	科任老師	3.1 3.2	-科會議檢討	-科會議檢討，回饋正面 -對民間藝術較前感興趣
2) 民間學堂				-科會議檢討 - 學生訪問	-科會議檢討，回饋正面 -對民間藝術較前感興趣
3) 藍屋牛棚維港文化遊 4) 大澳歷史漁民生活體驗 5) 「敦煌-千載情緣的故事」(申請中)					-有 6 成學生對活動感正面

滲入認識人文學科的核心元素/國民教育(認識祖國，從民族歷史文化、政治制度、人民基本權利開始，培養學生成為有責任感的公民)元素於學科中；並藉初中新課程的推行，加強文化史和香港史元素。

策略/措施	統籌	參與者	發展目標	評估方法	成功準則
1)集古村及中華文化藝術推廣	科主任	任教師 老師	3.1 3.2	-科會議檢討	-科會議檢討，回饋正面  -對民間藝術較前感興趣
2) 民間學堂				-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 -對民間藝術較前感興趣
3) 藍屋牛棚維港文化遊 4) 大澳歷史漁民生活體驗				-科會議檢討 - 問卷調查	-有6成學生對活動感正面
5) 與 CEC/LAS 合作，推動國民教育活動：校外有關基本法/國家安全/大灣區的比賽或活動(如有合適) 附：暫參加了「尋找港灣的故事」關於「民法典」的活動及中華文化研究院有關抗日戰爭與日佔香港的展板展覽。 *於重要紀念日或特別日子安排學生領袖講話(如：九一八事變)/主持升旗禮 *早會播放關於基本法/憲法/國安/國家發展影片				-科會議檢討	-科會議檢討，回饋正面
6)國安講座 (講者：溫霈國校長)					
7)四川變臉藝術匯演					

8)圖書館專題展覽(五四青年節/中國共產黨建黨102周年) (協助與圖書館舉辦/公民教育委員會)					
9)國家安全日活動班際壁報比賽					
10) 修訂「看動畫·學歷史」的工作紙(暫定6-8篇)，並上載予中一及二學生，主要是透過視訊及工作紙加強國民教育的灌輸。				科會議檢討  完成的分量(不屬指定課業，是初中獎勵計劃的一個項目)	

#### 學生培訓

策略/措施	統籌	參與者	目標	評估方法	成功準則
1) 推薦優秀或合適的學生參與課後課程/參觀培訓/交流。(如：「敦煌-千載情緣的故事」)	科主任	科任老師	3.3.1	-會議檢討 -學生報名/回饋	-回饋正面
2) 優化獎勵計劃，購買歷史科書籍/參考書予各級成績首名的學生，以肯定學生的學習表現，進一步提升其學習積極性，豐富所學。					

初中新課程。

策略/措施	統籌	參與者	目標	評估方法	成功準則
1) 選取資源豐富的電子教學平台，協助學生學習及豐富教師的教學資源庫(商務的「中史通」及雅集的教師資源平台)  2) 中三編定預習及學習重點冊。	級統籌	任教老師	3.3.2	-會議檢討	-任教老師完成編制中中三教材，

註：初中及高中中國歷史科的課程宗旨都是讓學生認識中國重要的歷史事件、人物事蹟、民族發展概況及社會文化，培養他們對國家、民族、社會及文化的認同感、歸屬感和責任感，課程內容適與香港國家安全教育課程框架自然連繫。

[https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/national-security-education/nse\\_subject\\_framework\\_chinese\\_history.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/national-security-education/nse_subject_framework_chinese_history.pdf)

本科科任老師名單：鄭希彤老師、司徒樂欣老師、曾慧萍老師

深化學生的自學技巧，鞏固學生抄寫及摘錄筆記的學習常規，利用教師提供的筆記框架，以梳理學習所得。教師於每課堂完結前預留時間，讓學生摘錄筆記，整理本堂的學習內容，反思所學。

教師在課堂上利用不同層次的提問，刺激學生思考，促進學生應用及分析歷史課題的能力。

教師讓學生於學習新單元前，先行預習基礎史識，建立恆常的自主學習習慣，教師利用學生的預習成果啟動課堂，就歷史課題進行深入探討。

優化獎勵計劃，購買歷史科書籍予各級成績首名的學生，以肯定學生的學習表現，進一步提升其學習積極性，並鼓勵他們多閱讀本科課外書，豐富所學。

**C.C.C. Mong Man Wai College**  
**History**  
**Year Plan (2022 - 2023)**

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 Teachers are willing to attend courses and seminars organized by EDB and other agencies. This helps them to gain more experience 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.

2.2.4 The pandemic of COVID-19 is a challenge for History learning and teaching. There is a reduction of teaching time due to half-day school. Teaching schedule is tight especially for senior form students. Supplementary lessons must be conducted to train students' examination skills.

## 3. Major Concerns for the Current Year

### 3.1 The Three Year Plan of the School (2019-20, 2020-21, 2021-22, 2022-2023) (extended year)

3.1.1 To sustain self-directed learning habits

3.1.2 To develop e-learning to enhance learning effectiveness

3.1.3 To foster positive education

### 3.2 Other Concerns for the Current Year

3.2.1 Values education (including MCE and Basic Law education)

3.2.2 National Security Education

3.2.3 Sustaining Career and Life Planning Education (CLPE)

### 3.3. Teaching methods

3.4 Methods of evaluation

3.5 Enhancing students' performance in public examinations

3.6 Enhancing students' performance in junior forms

3.7 Increasing students' interest in studying history

3.8 Display of Students' good works

3.9 Other Concerns

3.9.1 Class visits

3.9.2 Inspection of exercise books

3.9.3 Homework policies

#### 4. Implementation Plan and the Division of Works

	<b>Objective</b>	<b>Plan / Strategy</b>	<b>Method of Evaluation</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Person in charge</b>
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	Modify existing teaching materials	Whole year	Subject teachers
3.1	3.1.2	Subject teachers have to enhance interaction with students through some e-learning platforms such as Kahoot!, Nearpod and Padlet.	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.  Every subject teacher should attempt to use any one of the online platforms in each term.	Whole year	Subject teachers

3.1	3.13	To arouse students' curiosity on learning History and enhance their creativity, about 30 junior form students will join a workshop about Galvanized iron products making technique organized by Jockey Club.	Feedback from teachers and students	80% attendance	To be confirmed	Subject teachers
3.7	3.7	Effective praise can provide students with the kind of positive reinforcement that builds on success, motivates them to learn and increase their participation in class.	Artists' and teachers' observation Artworks	Positive feedback		
3.3	3.3	Using various strategies in teaching	Class visit, sharing in panel meetings	Colleagues find the strategies useful and are willing to adopt in teaching	Whole year	Subject teachers
3.4	3.4	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
3.5	3.5	Class-work Teaching examination skill Individual tutoring	Assignments Lesson observation	Students complete assignments. Teachers mark and give feedback	Whole year	subject teachers
3.6	3.6	Enhancing students' performance in junior forms	Design worksheets in S.1 to S.3 so as to familiarize students with examination format; Providing study guide before test and examination; teaching examination skills	Improvement in passing percentage in tests and exams	Whole year	Subject teachers
3.8	3.8	Teachers use students' good work as example in teaching	Sharing in panel meetings	Colleagues find the strategies useful and are willing to adopt it in teaching elite class	Whole year	Subject teachers

3.2.	3.2.3	Using existing CLPE materials	Class visit Homework inspection Sharing in panel meetings	CLPE lessons have been conducted with sharing	Whole year	Subject teachers
3.9	3.9.1	Class visit	Observation and sharing	Successfully conducted with sharing	2022/10/03 to 2023/06/09	Panel head and subject teachers
	3.9.2	Inspection of exercises books	Filling in the Feedback form	Successfully conducted with sharing	2022/11/21 to 2022/12/01	Panel head and subject teachers
	3.9.3	Implementation of Homework policy	Inspection of exercise books	Colleagues follow the policy	Whole year	Subject teachers

## 5. Details of Implementation Plan

### 5.1 Three Year Plan of the School (2022-2023—an extended year)

#### 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 Enriching existing SDL materials

S1: Interpretation of historical sources; writing a tourist guide-book

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. They can scan the good work or store the Powerpoint slides of students in doing SDL tasks. These can be used as a guideline for later students to follow. There is a new S.3 History syllabus and there are more topics in comparison with the old syllabus. However, the resumption of half-day face-to-face classes greatly reduces teaching time. Subject teacher may arrange pre-lesson tasks and after-lesson follow-up tasks so as to sustain students' self-directed learning habits.

5.1.1.3 Another focus is the incorporation of core elements or essential content for learning in the subjects of Personal, Social and Humanities Education (PSHE) in subject curricula. Subject teachers must pay attention to it when teaching.

#### 5.1.2 To develop e-learning to enhance learning effectiveness

5.1.2.1 The school has purchased teaching apps like Nearpod and organized a workshop introducing its functions in the last academic year. Subject teachers can make good use of it and explore other useful apps.

5.1.2.2 Subject teachers should explore any e-learning materials provided by the publishers and select those that can be handled more easily for trial lesson. Such materials should be uploaded to the subject folder.

#### 5.1.3 To foster positive education

5.1.3.1 Teachers should use different teaching methods and various

teaching materials to make learning History more interesting.

5.1.3.2 Provide more opportunities for students to present their view in class. This not only helps students to learn independently but also enhances their sense of achievement and enthusiasm in learning.

5.1.3.3 An effective praise can provide students with the kind of positive reinforcement that builds on success, motivates them to learn, and increase their participation in class. Praise statement can be a powerful motivational tool when the phrases center on specific examples of student effort, accomplishment, and behaviour.

5.1.3.4 Teachers should be aware of 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 examination.

5.1.3.5 Extra-curricular activities can arouse students' curiosity in learning history and enhance their creativity. A half-day cultural tour to Yim Tin Tsai Village ("Little Salt Field") in Sai Kung will be held by the History and Geography Society in November or December 2022. The island embodies multi-cultural influence. Chinese tiles pitched on the village houses alongside the European architecture of St. Joseph's Chapel present a new combination of East-meets-West. Besides appreciating the architectural style of St. Joseph's Chapel, students can learn about Hakka culture by visiting the Yim Tin Tsai Heritage Exhibition Centre and the salt pans. It is hoped that these activities can strengthen students' national and cultural identity.

5.1.3.6 Display Students' good work  
Teachers should display good works of students so that students can learn from the strengths of their classmates.

## 5.2 Other concerns

### 5.2.1 Values education (including MCE and Basic Law education)

Students may encounter various life events and issues in which various and even conflicting values and attitudes are embedded. Students are encouraged to analyze these events and issues in a rational and objective manner, and adopt positive values and attitudes as one of the guiding principles to make judgements and decisions. Schools are encouraged by the EDB to nurture in their students the nine priority values and attitudes, i.e. empathy, responsibility, perseverance,

integrity, commitment, law-abidingness, care for others, respect for others and law-abidingness.

The Academic Committee suggests that each subject integrates at least one of the above-mentioned elements of value education into its junior forms and senior forms syllabuses. The panel head has given advice on the integration of these values into junior and senior syllabuses. Subject teachers can refer to the given syllabus outlines. They must continue nurturing students' positive values and attitudes through integrating some elements of values education in teaching History and Basic Law education.

The guide from EDB stated that Basic Law education aims at helping students develop critical thinking skills and adopt positive values, including national identity, the rule of law, democracy and human rights. According to the guide, secondary schools should allocate 10 hours of history classes to teach topics relevant to the Basic Law. Some topics in junior level History are chosen for teaching. Subject teachers must pay special attention to it.

Apart from classroom teaching, teachers' words and deeds, their classroom management and attitudes also have a profound influence on students' development of positive values and attitudes.

### 5.2.2 National Security Education

In mid-2021, the EDB has issued a total of 15 national security education framework covering various subjects. The new History curriculum in lower and upper secondary levels will teach students about Hong Kong's historic ties with the mainland and the fact that China, including Hong Kong, was invaded by foreign forces in the past. The course also helps students learn to cherish and inherit the precious assets of Chinese culture so as to strengthen students' sense of mission and responsibility towards the nation. Subject teachers have to incorporate lessons about national security into the topics taught in class. Some worksheets have been designed to consolidate what students have learnt. Subject teachers are advised not to promote personal political views in classrooms.

### 5.2.3 Sustaining Career and Life Planning Education (CLPE)

The two modes used will be:

- (i) Empower students on further study exploration
- (ii) Experience the possible relationship between subject and occupations

For mode 1, CLPE will be conducted in S.6. For mode 2, CLPE will be conducted in S.1. CLPE materials will be updated and modified.

### 5.3 Teaching methods

#### 5.3.1 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.

#### 5.3.2 Senior forms:

Teacher 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.

### 5.4 Methods of evaluation

5.4.1 As no workbook is used in junior form, teachers should give score rather than grades in marking assignments.

### 5.5 Enhancing EMI students' performance in public examination

5.5.1 Assignments should meet the requirement of public examinations.

5.5.2 Students should complete at least 8 years of past year examination papers. Teachers have to mark the papers and give feedbacks.

5.5.3 Teachers should teach students answering techniques and make sure they understand the marking schemes.

5.5.4 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 those question words.

5.5.5 Students are allowed to drop the subject only after studying it for two years.

5.5.6 To help students tackling essay-type questions, teacher have provided them some sample essays. It's preferable not just give them essays, but also some margin notes to explain the techniques used in writing these essays.

5.5.7 Teachers should detect students who get poor performance after the first term examination 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.

## 5.6 Enhancing students' performance in junior forms

- 5.6.1 Junior form students should have more exposure to the types of examination questions so as to learn the skills in answering these questions. To enhance their performance in tests and examinations, they should have more chances to finish these types of questions
- 5.6.2 As the questions of the workbook do not follow closely the types of questions in tests and examinations, S1 to S3 students will not use the workbook. Instead, specially made worksheets are used. The questions in these worksheets should resemble those in tests and examinations.
- 5.6.3 Teachers can make use of the question banks of the publishers to set the questions in the worksheets.
- 5.6.4 To help students in tests and examinations, teachers can modify some of the questions in the worksheets when setting test and exam papers.
- 5.6.5 Learning vocabulary is a difficult task for students. Before tests and examinations, teachers can prepare spelling lists for students, categorizing vocabularies 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).
- 5.6.6 Using scaffolding when teaching students answering long questions.
- 5.6.7 A new syllabus for S.3 History is going to be implemented in this academic year. The subject panel had attended a seminar organized by the publisher. Subject teacher should be aware of the need to modify the existing exercises. A good preparation is essential to enhance the performance of students.
- 5.6.8 Teachers should be aware of 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 examination.

## 5.7 Display students' good work

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

## 5.8 Other concerns

### 5.8.1 Class Visit

According to the rules of the school, panel heads have to conduct one class visit to each member in every two years. A class visit to CWY2 was conducted last academic year. There will be two class visits for new teacher. One class visit should be arranged in the first semester and the other in the second semester.

Time for class visit in this year is from 2022/10/03 to 2023/05/26. It is recommended that the lesson can demonstrate *elements of e-learning to enhance learning effectiveness*.

### 5.8.2 Inspection of exercise books

5.8.2.1 Date: two weeks after the first term test week, i.e., 2022/11/21 to 2022/12/05.

5.8.2.2 Items inspected:

S1 to S3 – answer sheets of test paper, worksheets

S4 to S5 – DBQs and essay exercises, answer sheets of test paper

Subject teachers should submit assignments of 9 students from two classes to panel head. New teacher should submit one whole class of assignments to panel head first and then to the Principal.

### 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 the teacher is talking in English, Powerpoint slides can show those key words or expressions simultaneously. It can help students to follow what the teacher is talking.

5.8.3.2 Notes are also useful in simplifying the wordings of the textbooks. When the topics are difficult or presentation of the textbooks is complicated, specially-made notes can help students to grasp the gist of the chapter clearly.

### 5.8.4 Homework Policy

Form	Homework	Assessment	Corrections
S.1 to S.3	Worksheet* Frequency: Once every 5-6 cycles	Marked by teacher using marks. Date of marking attached	Students have to do corrections.

S.4 to S.5	Frequency: DBQ: 5 Essay: 4	Marked by teacher using score. Date of marking attached. Maximum mark for essay is <b>25</b> .	No corrections are necessary. Teachers should provide suggested answers for the students.
S.6	Frequency: DBQ: 4 Essay: 3	Marked by teacher using score. Date of marking attached. Maximum mark for essay is <b>25</b> .	No corrections are necessary. Teachers should provide suggested answers for the students.

\*S.1 to S.3 worksheets should contain at least 1 DBQ and 1 Short Question (with similar format to tests and examinations), other questions are optional.

#### 6. Budget

	<b>Item</b>	<b>Amount</b>
6.1	Library Grant	\$700 Library books: \$300 Exam-oriented books: \$400
6.2	Academic Grant (Reference books, annual fee (\$500) for using teaching materials from publishers like Ling Kee and Aristo.)	\$1700
	Total ;	\$2400

#### 7. Members

Adviser	KTK (Vice-principal)
Chairperson	YFL
Members	CWY2, KLP, SCN

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

### Geography

#### Program Plan (2022-2023)

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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 large size of the subject panel members
    - 2.1.2 Many subject teachers are with English background
  
  - 2.2 Weaknesses
    - 2.2.1 The class sizes are large in senior forms with few elite students in the coming school year.
    - 2.2.2 English is language barrier to some students.
    - 2.2.3 Students are weak in map reading skills and data analysis skills.
    - 2.2.4 Teachers' workload other than teaching is heavy.
  
  - 2.3 Opportunities
    - 2.3.1 The subject panel has plenty of resources offered by different institutions.
  
  - 2.4 Threats
    - 2.4.1 Due to the Covid-19, decreasing of the learning hours may affect the learning of students
    - 2.4.2 Many elite students prefer to focus on science subjects rather than geography.
    - 2.4.3 Wide range of learning ability among students brings difficulties in teaching.

2.4.4 Unexpected class suspension and online lessons will bring uncertainties and difficulties to the teaching works

3. Major Concerns for the current Year

3.1 Concerns Addressed to the School 3-year Plan (2019-20, 2020-21, 2021-22, 2022-23)

3.1.1 To sustain self-directed learning habits (SDL)

3.1.2 To develop e-learning to enhance learning effectiveness (e-learning)

3.1.3 To foster positive education

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 Career and Life Planning (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

3.3 National Security Education

It is required for the school to integrate the elements of National Security Education to various subjects' curricula and indicate that in the curriculum documents. "Geography Curriculum Framework of National Security Education (Chinese version only: 地理科國家安全教育課程框架([https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/national-security-education/nse\\_subject\\_framework\\_geography.pdf](https://www.edb.gov.hk/attachment/tc/curriculum-development/kla/pshe/national-security-education/nse_subject_framework_geography.pdf)))" can be used as a reference.

#### 4. Implementation Plan

	Objective	Refer to the <u>annual report 2021-2022</u>	Plan/Strategy	Method of Evaluation	Success Criteria	Time Scale	Person in charge
<b>(FOR STUDENTS)</b>							
<b>Self-directed Learning</b>							
4.1	3.1.1 3.2.3 3.2.6	2.1	(S.1) <ul style="list-style-type: none"> <li>Students need to prepare for the lesson activities, e.g. Question / Answer Competition in the lessons.</li> <li>Frequency: <math>\geq 1</math> in each school term</li> </ul>	Collect the related information by questionnaire	Dominantly in positive feedback	Whole school year	Subject Teacher
4.2	3.1.1 3.2.3 3.2.6	2.2	(S.2-3) <ul style="list-style-type: none"> <li>Students need to finish the integrated exercises (Part 1: Pre-unit preparation Part 2: Learning activities in the lessons Part 3: Exercises for consolidation/assessment) of each unit</li> <li>Students need to practice taking notes in the lessons.</li> </ul>	-Check/mark the worksheets regularly  -Collect the related information by questionnaire	-Fulfill the requirement of coursework policy -Dominantly in positive feedback	Whole school year	Subject Teacher
4.3	3.1.1 3.2.7	2.3	(Senior forms) <ul style="list-style-type: none"> <li>S. 4, S.5 students will have pre-unit quiz of each unit. (1)</li> </ul>	Mark the quizzes	-Fulfill the requirement of coursework policy -With improvement in the result of academic	Whole school year	Subject Teacher

					assessments		
<b>Career and Life Planning</b>							
<ul style="list-style-type: none"> <li>• Empower students on further study exploration (a)</li> <li>• Experience the possible relationship between subject and occupation (b)</li> <li>• Integrate the subject learning into life skills (c)</li> </ul>							
4.4	3.2.5 3.2.6	2.4	(S. 4 ) <ul style="list-style-type: none"> <li>• Video show and discussion. From the video, the students may identify the contribution of studying geography in their personal development, the students and the teacher discuss about the issue after the video show. (c)</li> </ul>	Observe the performance of students in the lesson	Students show positive feedback in/after the activities.	To be determined	Subject Teacher
4.5	3.2.5	2.5	(S. 6 ) <ul style="list-style-type: none"> <li>• The subject teacher introduces the geography department of different universities in HK and the possible prospect of a geography graduate. (a)</li> </ul>	Observe the performance of students in the lesson	Students show positive feedback in/after the activities.	To be determined	Subject Teacher
4.6	3.2.1 3.2.2 3.2.5 3.2.6	2.6	(S. 6 ) <ul style="list-style-type: none"> <li>• S.6 students will be arranged to have visits to Mai Po with the topic “Urban Planner @ Deep Bay” which may be one of the occupation of geography graduate. (b)</li> <li>• S.6 students will be arranged to have a field trip to The Caritas Chan Chun Ha Field Studies Center</li> </ul>	Collect the related information by questionnaire	Dominantly in positive feedback	2022/11/25 (pending) 2022/11/23	Subject teachers
4.7	3.1.3 3.2.1	2.7	(S.4, S.5) Our school becomes partnership school of the Hong Kong Geopark, online exchange activities will be organized.	Collect the related information by questionnaire	Students show positive feedback in/after the activities.	To be determined	Subject teachers
4.8	3.1.3 3.2.1	2.8	(S1 - S.6) Our school will join the Planning Department Outreach Programme 2022-23.	Collect the related information	Students show positive feedback	2022/11/22– 2022/11/	Subject teachers

			Activities include Panel Exhibition, Mobile Exhibition Centre, School talk will be organized	by questionnaire	in/after the activities.	23)	
4.9	3.1.3 3.2.1	2.9	(S.5, S.6) By joining the Co-win project, a team of MMWC school observatory will be established this year. Sharing will be given during the morning assembly on a regular basis.	Collect the related information by questionnaire	Students show positive feedback in/after the activities.	Whole school year	MSH
<b>Others</b>							
4.7	3.2.4 3.2.7 3.2.8	2.7	<ul style="list-style-type: none"> <li>Extra tuition classes (The tutors are subject teachers and alumni(TBC)) are provided to the S.6 (or S.5) students in need.</li> <li>In order to avoid time crash between tuition activities and other after-school activities, in addition to after-school tuition classes, <b>online tuition classes will be set up.</b></li> </ul>	Collect the related information by questionnaire	Dominantly in positive feedback	To be determined	MSH
4.8	3.2.8	2.8	The design of examination/test papers (s1 to 3): Suggested % of easy questions – about 40% Suggested % of difficult questions – about 10%	Evaluated by subject panel head and form coordinators	Fulfil the requirement of the subject panel	Whole year	Subject Head / Form coordinators
4.9	3.2.1 3.2.2 3.2.5 3.2.6	2.9	The senior form students will be arranged to have field trip(s) at appropriate site(s) for <u>life wide learning</u> . The students need to learn some related basic field trip skills before the activities.	Collect the related information by questionnaire	Dominantly in positive feedback	Whole year	Related subject teachers
4.10	3.2.4	2.10	<ul style="list-style-type: none"> <li>Try to find out high potential students for elite training.</li> <li>Provide appropriate training (the courses provided by the H.K. Academy for Gifted Education) to the selected elite students.</li> </ul>	Evaluated by subject teachers	To be determined	Whole year	Subject Head / Related subject teachers
4.11	3.2.3	2.11	By using the library grant, teachers try to give students	Collect the	Dominantly	Second	Related

	3.2.6		some extra articles from National Geographic magazine that are less difficult, relevant to the course, and interesting as reading materials. Students will then be followed up.	related information by questionnaire	in positive feedback	school term	subject teachers
4.12	3.2.7		At least one extra uniform mock examination will be held before Christmas holiday	Compare the academic result with the one of the formal Mock Examination	With improvement in academic result of the formal Mock Examination	First school term	MSH
<b>(FOR TEACHERS)</b>							
<b>e-Learning Preparation</b>							
4.14	3.1.2	2.12	Preparation work 1: Collect the information/knowledge/reference materials/teaching materials of e-learning by different ways as possible.	Evaluated by panel members	To be determined	Whole year	Panel Head / panel members
4.15	3.1.2 3.2.6	2.13	Preparation work 2: Try to use some basic and popular e-learning means in the lessons to accumulate related experience. For example: Students can use electronic devices, such as i-pad, in the lessons for interactive learning activities. 1. Google Earth 2. EduVenture VR 3. Windy 4. ArcGIS Explorer 5. Measure Tool 6. Jam Board 7. Climate Change E-learning 8. Jigspace	Collect the related information by questionnaire	Dominantly in positive feedback	Second school term	Related subject teachers
<b>Others</b>							
4.16	3.2.2		Concern the elements of positive education and basic	Sharing in	Dominantly	Whole	Subject

			law education in the lesson preparation works	panel meeting	in positive feedback	year	Head / Subject teachers
4.17	All	2.14	Attending seminars or courses offered by EDB / HKEAA / other related institutions	Sharing in panel meeting	Keep records after each seminars or courses	Whole year	Subject Head / Subject teachers
4.18	All	2.15	Class visit and related discussion, or / and sharing of teaching experience or information from seminars in the panel meetings.	Evaluated by the class visitors / Peer sharing	Keep completed forms / records after each class visit	1 <sup>st</sup> term / whole year	Subject Head / all subject members
4.19	All	2.16	Teaching Survey	Self-evaluation	Every teacher finishes the teaching survey	1 <sup>st</sup> term	Subject Teachers
4.20	For quantity control	2.17	Implement Homework policy	Evaluated by subject panel head	Colleagues follow the coursework policy	Whole year	Subject head
4.21	For quality control	2.18	Inspection of exercise book of all panel members.	Evaluated by subject panel head	Complete the plan of the subject coursework policy	2022/ 11 or 12 2023/ 3 or 4	Subject Head
4.22	3.2.7	2.19	Subject DSE target setting 1) Minimum target: (level 2 – level 5**) not lower than the mean of day schools; 2) Progressive target: (level 2 – level 5**) keep the	Evaluated by subject head and the subject	Improved performance of students in the DSE	Whole year	Subject head and the subject

			DSE result of CCCMMWC in 2015.	teachers of senior forms			teachers of senior forms
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## 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	\$5000
5.5	Transport allowance of 1) Mai Po Visit (Two-way journey) \$2400 x 1/3 = \$800 2) Other Field Trips (Proposed fieldtrip: the School Program of HK Geo Park Fee for land transport: \$2100 x 1/3x2 = \$1400 or Fee for water transport: \$100x1/3x41=\$1366 ≈ 1370)	\$800  \$2770
5.6	License fee for teaching materials to the text book publisher (Oxford)	\$500
5.7	License fee for teaching materials to the text book publisher (Aristo)	\$500
5.7	Equipment and learning tools	\$4000
5.8	Mai Po Visit Deposit	\$500
	Total:	\$15,170

## 6. Member

### 6.1

Professional Consultant	LYM (The Principal)
Chairperson	MSH
Member	LWS, CTW, WKY2, LWT

The End

**HKDSE Economics**  
**Program Plan (2022 – 2023)**

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**[1] Aims:**

1. To review and suggest the changes of curricula and methods of evaluation.
2. To review, establish and implement the policies of enhancing the academic results of the students.
3. To implement the policies of the Education Bureau (EDB) and the school.
4. To improve the teaching and learning in the school.
5. To promote and introduce different teaching and learning strategies to the school.

**[2] Situational Analysis**

1. Strength
  - 1.1 Close relationship exists between other social science subjects.
  - 1.2 All panel members are familiar with or open to use E-learning tools.
  - 1.3 Some members of the panel did participate in HKDSE Examination and acquired good exam results.
  - 1.4 Some members maintain a relatively closer relationship or good relationship with the experienced teachers in Economics.
  - 1.5 Most economics students are hardworking and they are willing to try their best in the coming examinations.
2. Weaknesses
  - 2.1 Some students might not be able to handle examination questions related to diagrams and calculations.
  - 2.2 Panel Head is a new employed staff and therefore he is not familiar with the school and students.
  - 2.3 All panel members did not participate in the marking of HKDSE Economics before.

3. Opportunities
  - 3.1 Students are relatively more competitive in general after cutting one class.
  - 3.2 Economics Department has certain degree of freedom in tailoring the curriculum.
  - 3.3 S.6 students can be more well-prepared for HKDSE Economics Examination due to the reduction of HKDSE curriculum.
  
4. Threats
  - 4.1 Students face keen competition in striving remarkable results in HKDSE.
  - 4.2 The learning progress of students may be hindered by the suspension of class in academic year 2020 – 2021, 2021 – 2022 and zoom teaching.

**[3] Major Concerns for the Current Year**

- 3.1 To sustain Self-Directed Learning (SDL) habits
- 3.2 To develop E-learning to enhance learning effectiveness
- 3.3 To foster Positive Education
- 3.4 To integrate the elements of Values Education into HKDSE Economics curriculum
- 3.5 Better results in HKDSE Economics
- 3.6 To promote National Security Education following the framework of the Education Bureau (EDB)
- 3.7 To promote reading across curriculum
- 3.8 To improve knowledge management of teachers
- 3.9 To promote professional development of teachers

### Economics Year Plan 2022 – 2023

Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.1 Self-Directed Learning (SDL)	<p><b>S4: SDL project on selected topics</b></p> <p>S5 and S6: Students have to prepare lessons in advance and present in class on selected topics</p>	<p><b>Class presentations</b></p> <p>Q&amp;A in class</p>	<p><b>S4 students must present at least once</b></p> <p>Students can complete the questions during classes</p>	Whole year, on selected topics	* CCY and KKH
3.2 Promote E-learning	Lesson observation on E-learning	Peer sharing and class observation	Teaching with iPad and students are required to complete tasks by iPad	Whole year	* CCY, KKH
3.2 Teaching Effectiveness	Teaching Survey and review the results of each uniform test and examination	Evaluation by academic committee / panel members	To check the area for improvement	Whole year	* CCY, KKH

Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
1.3 Positive Education	S3 - S6 Curriculum planning: Review the curriculum of the school Economics Curriculum and integrate the elements of <u>Positive Education</u> (Social Intelligence, Fairness and Judgment)	Evaluation of syllabus by AC(S), exercises in classes and discussion worksheets, meetings, learning observation and peer sharing	Students showing understanding of the related topics and appropriate attitudes in lessons or coursework.	Whole year	* CCY and KKH
1.4 Values Education	<u>Values Education</u> S.1 – S.3: Integrity & Law-abidingness S.4 – S.6: Care for Others & Empathy				
3.6 National Security Education	<u>National Security Education</u> (according to the framework) into the curriculum (Appendix 3)				

Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.5 Better Results in HKDSE Economics	<p>(1) Extra questions including mock exam paper sets are given to elite students and normal-standard students (according to their level)</p> <p>(2) Distribute selected by-topic exercises with answers and small group lessons to students according to their learning condition</p> <p>(3) Buy new examination reference books in school library</p> <p>(4) Invite 2021 5** students to share their experience in practicing HKDSE Economics</p>	Students' performance in the Mock / HKDSE Economics	Result in HKDSE Economics	Whole year	* CCY

Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.5 Better Results in HKDSE Economics	Making good use of online resources to practice DRQ	Quiz on questions drawn from monthly journal / publishers	Showing improvement in answering DRQ	Whole year	* CCY and KKH
1.5 Better Results in HKDSE Economics	(1) Review the books list of Economics Subject in library and purchase some new Economics books using the funding of library	Booklist of the library and article reading exercises	(1) Showing updates in library booklist  (2) Students are more willing to show good understanding of the designated articles and higher interest in learning Economics	Whole year	*CCY
3.7 Reading across curriculum	(2) Recommend some economics books for students to read  (3) Share and create some short articles for students to read in the lesson / before the participation the cartoon / article competition				

Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
3.5 Better Results in HKDSE Economics	Recommend some panel members to apply for being the markers of 2023 HKDSE Economics Examination	Teacher applies for 2023 HKDSE Economics marker	Teacher applies successfully for 2023 HKDSE Economics marker	Whole year	* CCY
3.9 Promote Professional Development of Teachers	All panel members have to attend the professional development activities at least once a year (the panel should at least send one teacher to attend the HKDSE seminar of Economics)	Teacher applies professional development activities at least once a year	Teacher applies professional development activities at least once a year successfully	Whole year	* CCY

Budget	
Library Book	HK\$ 400
Elite Book (Exercises)	HK\$ 400
Teaching aids	HK\$ 1700
S.6 Economics remedial lessons	HK\$ 1700
Transportation fees for student activity [Visit to HKMA]	HK\$ 2500
Total	HK\$ 6700

Panel members: \*CCY and KKH

Advisor: Principal Dr. Lui

## Appendix 3

### Abstract about National Security Education in S.3 Introduction to Commerce Syllabus

[All elements mentioned in the framework will be integrated into S.3 Introduction to Commerce Syllabus]

Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 14 to Cycle 19	[Chapter 01] – Hong Kong’s Business Environment	<p><b><u>National Security Education***</u></b>: Impact of Economic Integration on Economy</p> <p>Belt and Road Initiative and economic growth: Introduce the infrastructure network that China is establishing through the initiative, including Silk Road, Ice Silk Road, Super Grid. Explain how the initiative enhance economic growth and safeguard national security in different domains such as economic security and polar security</p>	Case Study Worksheet

Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 14 to Cycle 19	[Chapter 01] – Hong Kong’s Business Environment	<p><b><u>National Security Education***:</u></b> [Factors Affecting Business Decisions – Political and Legal Factors]</p> <p>Understand the importance of maintaining a politically stable environment where foreign business find it is safe to make investment. It is necessary to improve the legal system and institutional mechanisms in order to enhance our capacity to respond to riots and protest. It is also important for businesses to comply with the new laws and regulations so that it facilitates a long-lasting stability of the whole country</p>	Case Study Worksheet
Cycle 14 to Cycle 19	[Chapter 01] – Hong Kong’s Business Environment	<p><b><u>National Security Education***:</u></b> [Factors Affecting Business Decisions: Economic Factors such as Trade Policies, Overall Economic Development, Interest Rate and Rental Level.</p> <p>In order to continuously improve our country’s overall economic strength, competitiveness and the ability to protect against different internal and external shocks and threats, it is important to have economic system security, which is the foundation for the development of our country.</p>	Case Study Worksheet

Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 14 to Cycle 19	[Chapter 01] – Hong Kong’s Business Environment	<p><b><u>National Security Education***</u></b>: [Recent Development of Hong Kong Economy]</p> <p>A Economic relationship between Hong Kong and the Mainland</p> <p>B Major international trade organizations such as CEPA, WTO and APEC</p> <p>Case study: Hong Kong is a part of China and is geographically close to the Mainland. It is important to have territorial security, which includes security of territory, natural resources, infrastructure. The major ideas of territorial integrity and national unity are the basic conditions for the survival and development of a country, it is necessary to strengthen our national defense so that we can continue to strengthen international cooperation.</p>	Case Study Worksheet
Cycle 14 to Cycle 19	[Chapter 01] – Hong Kong’s Business Environment	<p><b><u>National Security Education***</u></b>: [Globalization]: Globalization refers to the reduction and removal of barriers between national borders in order to facilitate flow of goods, capital, services and labor. However, we should uphold our Chinese culture values and cultural sovereignty in order to prevent negative cultural erosion. Cultural security should be strengthened by penetrating traditional Chinese culture, cultivating positive core values and sense of national unity to strengthen the positive influence of our culture</p>	Class Presentation

## Appendix 3

### Abstract about National Security Education in S.5 Economics Syllabus

[All elements mentioned in the framework will be integrated into S.5 Economics Syllabus]

Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 01 to Cycle 03	E – Efficiency and Externality [Chapter 13]	<p><b><u>National Security Education***</u></b>: Externalities of Production and Consumption</p> <p>A Use examples from China to demonstrate how externalities can be managed by the government to safeguard national security such as ecological security, biodiversity security and polar security.</p> <p>B Tougher legislations on pollution: The Chinese government has cracked down on pollutions with great success in recent years. Legislations on pollutions includes the Soil Pollution Prevention and Control Law 2019 and Water Pollution Prevention Act in 1996. The government has also actively enforced such legislations to achieve the goal of minimizing externalities from pollution.</p>	Case Study Worksheet

		<p>C Investment in renewables [subsidies for merit goods]: Renewable energy is another area that the Chinese government has put much emphasis on. It can be seen as a merit good, as consumption lowers carbon emissions from traditional energy sources. The government has subsidized such merit goods in order to tackle market failure from positive externalities, such as solar panels.</p>	
Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 15 to Cycle 17	G – Determination of Output and Price [Chapter 18]	<p><b><u>National Security Education***</u></b>: Supply-side Policy in China in Safeguarding Economic Security</p> <p>Introduce the plans and initiative for long term development including Made in China 2025, China Standards 2035 Initiative and investment in infrastructure such as 5G networks, industrial internet, inter-city transportation and rail system, data centers, Artificial Intelligence [AI], ultra-high voltage power transmission, and new-energy vehicle charging stations. Research work on achievements made in infrastructure and their impacts on economic growth in China will be conducted.</p>	Case Study Worksheet and Presentation

Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 18	H – Money and Banking [Chapter 19]	<p><b><u>National Security Education***</u></b>: Money and Banking [The importance of Economic Security]</p> <p>A Describe how central banking functions are performed in Hong Kong</p> <p>B Understand the importance of stable banking system [Economic Security] to the economic development of a country or the possible outcomes of banking failure</p> <p>C Understand the importance of Economic Security</p> <p>D Understand the role of government, HKMA and related authorizes protecting Economic Security</p>	<p>Case study: The history of Hang Seng Bank being acquired by Hong Kong and Shanghai Banking Corporation Limited [HSBC]</p> <p>The establishment of the Hong Kong Deposit Protection Board</p>
To be continued After Cycle 18	H – Money and Banking [Chapter 19]	<p><b><u>National Security Education***</u></b>: School Visit to Hong Kong Monetary Authority [HKMA]</p> <p>A Understand the role of Hong Kong Monetary Authority [HKMA] maintaining the stability of Hong Kong being an international financial center</p> <p>B Understand a stable financial system or money and banking policy are critical for the smooth operation of economic activities and development</p>	<p>Case Study: The work and the history of Hong Kong Monetary Authority</p> <p>The importance of maintaining a stable financial system</p>

Appendix 3

**Abstract about National Security Education in S.6 Economics Syllabus**

[All elements mentioned in the framework will be integrated into S.6 Economics Syllabus]

Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 01 to Cycle 02	J – Absolute Advantage and Comparative Advantage [Chapter 23]	<p><b><u>National Security Education***</u></b>: Impact of Economic Integration on Economy</p> <p>Belt and Road Initiative and economic growth: Introduce the infrastructure network that China is establishing through the initiative, including Silk Road, Ice Silk Road, Super Grid. Explain how the initiative enhance economic growth and safeguard national security in different domains such as economic security and polar security</p>	Case Study Worksheet

Cycle	[Chapter]	Teaching Outlines	Proposed Class Activity
Cycle 03	J – Trade Barriers [Chapter 24]	<p><b><u>National Security Education***</u></b>: International Trade and Finance [The Importance of Maintaining Economic Security]</p> <p>A Describe different types of trade barriers</p> <p>B Understand the importance of maintaining economic security from international trade issues</p> <p>C Understand the close relationship between China and Hong Kong</p>	<p>Case study: 2018 HKDSE Economics past paper question: Trade War</p> <p>[Focus on the importance of maintaining economic security to Hong Kong by analyzing the possible effects to Hong Kong brought by China-US trade war and how China would be affected if Hong Kong being ‘attacked’]</p>
Cycle 04 to Cycle 05	J – Balance of payments and exchange rate [Chapter 25]	<p><b><u>National Security Education***</u></b>: International Trade and Finance</p> <p>A Explain the linked exchange rate system in Hong Kong</p> <p>B Understand the critical role of government maintaining economic security</p> <p>C Understand the importance and the reasons of maintaining economic security of Hong Kong [the linked exchange rate system]</p> <p>D Understand the degree of support and concerns from the Chinese government to Hong Kong</p>	<p>Case study: 1997 Asia Financial Crisis:</p> <p>Analyze how people of Hong Kong and some Asian countries were affected and analyze the benefits to Hong Kong brought by the work of Hong Kong and the Chinese government</p>

中華基督教會蒙民偉書院  
旅遊與款待科  
工作計劃 (2022-2023)

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 制訂及執行學校旅遊與款待科的政策
- 1.3 策劃及統籌旅遊與款待科的教學工作
- 1.4 提高學生學習旅遊與款待科的興趣
- 1.5 提升學生學習旅遊與款待科的能力，在公開試獲取優異成績
- 1.6 關注旅遊與款待科的發展趨勢，改善教學工作

2. 現況分析

2.1 強項

- 2.1.1 因應本科的性質，本科很容易與不同的科組作緊密的合作，攜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
- 2.1.4 學生在日常生活中很容易會接觸到相關旅遊與款待的行業。

2.2 弱項

- 2.2.1 旅遊與款待科涉獵面廣，當中行業因應不同的環境在經營上會作出急速的調整，科任教師需要經常透過不同的渠道，如報章新聞，教育舉辦的工作坊等，才能掌握業內最新的發展資訊。
- 2.2.2 學生思考能力不高，公開考試題目多變，學生於答題技巧上需要用上不少時間加以訓練。
- 2.2.3 因應本校第一年開辦旅遊與款待科，學生對本科的認識不多。

2.3 契機

- 2.3.1 隨著疫情開始稍有緩和，不少國家的旅遊與款待業開始復甦，本港建立了M+博物館、故宮博物館等，政府亦積極推廣文化產業，一切皆有利於本港旅遊與款待行業的就業前景得到改善，有助提升學生學習本科的動力。
- 2.3.2 旅遊與款待科注重學生分析而不是背誦知識，學生只要掌握核心的概念，不用死記太多繁瑣的資料。

2.3.2 近年不少學校也開辦此學科，多了書商提供教材、試卷題目等教學資源。

#### 2.4 危機

2.4.1 疫情影響整體教學，也影響學生的學習習慣和根底的建立，此外亦影響學生參觀及與本科相關的校外活動安排。

2.4.2 本校今年首辦旅遊與款待科，學生既對本科認識不深，成績較佳的同學一般多不選讀本科。

### 3. 本年度關注事項

#### 3.1 主要關注事項：

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

3.1.3 培養及發展學生正向思維及性格強項

#### 3.2 其他關注事項：

3.2.1 全方位學習及生涯規劃(校外參觀或活動)

3.2.2 價值觀教育(德育及公民教育)

3.2.3 從閱讀中學習

3.2.4 國家安全教育

3.2.5 照顧學習差異

3.2.6 加強學生答題技巧的訓練

3.2.7 精英培訓

#### 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	- 每一個課題皆設有課前備課工作紙、課堂活動設計及鞏固課業，持續鼓勵學生培養自主學習的習慣	- 檢查教材庫	- 就中四的課程，全年能有 20 次相關的課業設計	全年	教師
4.2	3.1.2	- 使用網上教學平台，例如：Google Classroom。使用電腦硬件，例如：平板電腦。使用電腦軟件，例如：Nearpod 增加與學生的互動性，提高學生學習動機	- 檢查 Google Classroom 上學生的使用情況 - 觀課	- 80%學生使用 Google Classroom 以存取教學資源及繳交功課。 - 老師全年至少四次於課堂上使用平板電腦及相關軟件教學	全年	教師
4.3	3.1.3 3.2.2	- 學生於課堂及課業會浸入如「尊重他人」、「責任感」等正向的價值觀	- 檢視學生課業 - 觀課	- 80%學生能完成相關的課業	全年	教師
4.4	3.2.1	- 就本科的內容如何令顧客獲得優質旅遊與款待的體驗，當中教師會安排校外參觀或活動促進全方位學習及生涯規劃	- 活動檢討問卷	- 80%學生於教學問卷上認同安排的校外參觀或活動有助促進全方位學習及生涯規劃	全年	教師
4.5	3.2.3	- 學生要求全年搜集兩則有關旅遊與款待科議題的新聞，並加以分析	- 檢視學生課業	- 80%學生能完成相關的課業	全年	教師
4.6	3.2.4	- 就教授大灣區旅遊新機遇，滲入國土安全、經濟安全、文化安全及生態安全等與國	- 檢視課業及教學設計 - 觀課	- 80%學生於教學問卷上認同該教學設計能提升學生重視國家安全的概念	全年	教師

		家安全相關的領域，從而提升學生重視國家安全的概念				
4.7	3.2.5	- 設計有不同能力程度的課業。課堂上運用多媒體的教學元素，照顧學習差異。	- 檢視課業及教學設計 - 觀課	- 80%學生於教學問卷上認同課業能配合不同的能力程度	全年	教師
4.8	3.2.6	- 制訂有系統針對不同題型的課業，讓學生掌握公開試各種提問用語的作答方法 - 利用香港教育城的公開考試的試題庫訓練學生作答卷一的選擇題，並分析學生的作答表現	- 檢視課業設計 - 學生使用香港教育城的公開考試的試題庫的情況	- 就中四的課程，全年能有 2 次相關的作答技巧訓練的課業設計 - 80%學生使用香港教育城的公開考試的試題庫	全年	教師
4.9	3.2.7	- 設立「拔尖」計劃，個別給與成績較好的同學進階練習及作出個別的分析，以幫助潛質較佳的同學於公開考試取得優異的成績	- 於會議中報告「拔尖」計劃的學生表現	- 80%學生於教學問卷上認同「拔尖」計劃能幫助其提升公開考試的成績	全年	教師

## 5. 其他政策

### 5.1 家課政策

5.1.1 中四級，教師設計課業及作答技巧訓練課業及小測，讓學生能有系統地學懂公開試各種提問用語的回答方法

5.1.2 所有課業需附上答題指引

具體政策如下：

5.1.2.1 每個課題安排 1 次家課

5.1.2.2 上下學期各有 1 次答題技巧訓練練習。

5.1.2.3 上學期有 2 次小測，下學期有 3 次小測

### 5.2 測驗周及考試

中四

測驗周（只設一卷）：80 分鐘

選擇題：15 題（15 分鐘）

資料回應題（設 1 題，必答）（30 分鐘）

論述題（設 1 題，必答）（35 分鐘）

考試（設兩卷）：110 分鐘

卷一：

選擇題：15 題（15 分鐘）

資料回應題，共設 2 題，全部必答（60 分鐘）

卷二：

論述題，共設 2 題，同學只答一題，（35 分鐘）

計分辦法

考試佔總成績 70%

統一測驗佔總成績 20%

小測佔總成績 10%

### 5.3 觀課

5.3.1 觀課時期為 2022/10/3 至 2023/5/26

### 5.4 查簿

5.4.1 查簿日期為上學期測驗周後的兩個星期，即 2022/11/21 至 2022/11/30

5.4.2 檢查項目包括經批改的上學期測驗卷、課業、小測

5.4.3 一級一班，所有學生

## 6. 財政預算

	項目	預算款額
6.1	參觀 VTC HTI/CCI/ICCI（車費）	\$3000
6.2	參觀酒店（車費）	\$3000
6.3	迪士尼款客服服務體驗坊（@\$420）	\$11,760
6.4	教師參考用書（參考書、教科書）	\$4080
6.5	圖書館藏書	\$500
6.6	圖書館藏書—尖子書	\$500
	預算總支出	\$22,840

7. 成員

顧問	呂以敏校長
科主任	吳偉康

## **1. 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

- 2.1.1 Close relationships exist with Economics and Mathematics subjects.
- 2.1.2 Students are interested to the content of business and are willing to learn by joining different activities and program.

### 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

- 2.4.1 In terms of contents, the syllabus is still voluminous.
- 2.4.2 E-learning which is highly emphasised during the pandemic may be a barrier for teaching and learning especially for the accounting module which requires deep understanding and high self-discipline of students.

## **3. Major Concerns for the Current Year**

- 3.1 Concerns Addressed to the School 3-year Plan (2019-20, 2020-21, 2021-22, 2022-23)
  - 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 To foster Positive Education
  - 3.2.2 To integrate the elements of Values Education into the BAFS curriculum
  - 3.2.3 Better results in DSE
  - 3.2.4 To promote National Security Education following the framework of the EDB
  - 3.2.5 To promote reading across curriculum
  - 3.2.6 To improve Knowledge Management of teachers

### BAFS Year Plan 2022-2023

Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
<p>3.1.1 Self-directed learning</p> <p>3.1.2 e-learning</p>	<ul style="list-style-type: none"> <li>● Pre-lesson preparation to be introduced</li>   <li>● Online exercise/homework assignment as follow up</li> </ul>	<p>Checklist set by Academic Committee</p>	<ul style="list-style-type: none"> <li>● Students prepared lesson in advance</li> <li>● Students are capable to complete classwork</li> <li>● Students got satisfactory scores in homework</li> <li>● Lesson contains the following elements to enhance the teaching and learning effectiveness :               <ul style="list-style-type: none"> <li>✓ Class work</li> <li>✓ Patrol in class</li> <li>✓ Use of different presentation techniques (Diagrams, video)</li> <li>✓ Interactive in class (Q&amp;A, feedback)</li> <li>✓ Use of different methods of teaching such as project learning and group discussion.</li> </ul> </li> </ul>	<p>Applied in a particular topic</p>	<p>KKH</p>

<p>3.2.1 Positive Education</p> <p>3.2.2 Values Education</p> <p>3.2.4 National Security Education</p>	<p>S4 - S6 Curriculum planning</p> <ul style="list-style-type: none"> <li>Review the curriculum of the BAFS Curriculum and integrate the elements of <u>Positive education</u> (Social Intelligence, Fairness and Judgment), <u>Values education</u> (Senior Form: Care for Others &amp; Empathy, Responsibility &amp; National Identity) and National Security Education (according to the framework) into the curriculum.</li> </ul>	<p>Evaluation of syllabus by AC(S)</p> <p>Exercise in class/ Discussion worksheet</p> <p>Meeting</p> <p>Learning observation</p> <p>Peer sharing</p>	<ul style="list-style-type: none"> <li>Students showing understanding of the related topics.</li> <li>Students showing the appropriate attitudes in the lessons or coursework.</li> </ul>	<p>Whole year</p>	<p>KKH</p>
<p>3.2.3 Better results in DSE</p>	<ul style="list-style-type: none"> <li>Extra questions are given to aggressive students and poor students (according to their level).</li> <li>Distribute extra exam practice / lessons to students according to their learning condition</li> <li>Buy new examination reference books in school library</li> <li>Invite 2 students who attend the HKDSE 2022 to share their experience in practicing DSE BAFS</li> <li>Share 2021 5* exam sample to students</li> </ul>	<p>Students' performance in the Mock/HKDSE.</p>	<ul style="list-style-type: none"> <li>result in HKDSE</li> </ul>	<p>Whole year</p>	<p>KKH</p>
<p>3.1.2 Teaching effectiveness</p>	<p>Teaching Survey</p> <ul style="list-style-type: none"> <li>Review the results of each uniform test and examination</li> </ul>	<p>Evaluation by academic committee / panel members</p>	<ul style="list-style-type: none"> <li>To check the area for improvement in student learning.</li> </ul>	<p>Whole year</p>	<p>KKH</p>

3.2.5 Reading across Curriculum	<ul style="list-style-type: none"> <li>● Review the books list of BAFS Subject in library and purchase some new BAFS books using the funding of library</li> <li>● Recommend some BAFS books for students to read</li> </ul>	Booklist of the library	<p>Teacher updates the library booklist</p> <p>Students show a good understanding of the designated articles</p> <p>Students show a higher interest in learning BAFS</p>	Whole year	KKH
3.2.6 knowledge Management of teachers	<ul style="list-style-type: none"> <li>● Follow the unified structure of Subject Server by AC committee</li> </ul>	Checklist set by Academic Committee	Better and more clear structure of documentation.	Whole year	KKH

#### 4. Budget

	Items	Expenditure (\$)
4.1	Library books (Library books)	200
4.2	Library books (Elite books)	200
4.3	Teachers' References and Teaching Aids provided by Publishers	1,150
4.4	Teaching aid	1,000
4.5	S6 Remedial Class	3,600
	Total Expenditure	6,150

#### 5. Team Member

Coordinator: KKH

*Department of BAFS (2022-2023)*

*Coordinator: KWOK KIN HAHG*

**C.C.C. Mong Man Wai College  
Physics Annual Plan (2022–2023)**

- 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 applying physics laws and explain precisely.
  - 2.3 Opportunities
    - 2.3.1 In general, students are hardworking.
  - 2.4 Threats
    - 2.4.1 Some S6 students are weak in physics but they refuse to drop. Their capability may be less than their expectation.
  
- 3 Major Concerns for the Current Year
  - 3.1 School's Major Concerns
    - 3.1.1 To develop e-learning to enhance learning effectiveness
    - 3.1.2 To foster positive education
    - 3.1.3 To sustain self-directed learning habits (SDL)
  
  - 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 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 Sustaining Career and Life Planning Education (CLPE)
    - 3.2.8 National Security
    - 3.2.9 Improving HKDSE Result

#### 4 Implementation Plan and Division of Works

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.1	3.1.1	At least one hands-on lesson in S4 and S5 for students to use e-learning devices in order to enhance learning effectiveness.	Lesson observation and students' questionnaire	Positive feedback > negative feedback	Sep 2022 to May 2023	NTY, THC
4.2	3.1.3	SDL will be practiced in S4. Introduce new topics for SDL or amend current SDL activities or worksheet.	By students' performance in the class and in worksheet.	Student performance improved or more actively participated compared with normal lesson.	Sep 2022 to May 2023	NTY, THC
4.3	3.2.5 3.2.9	Special afterschool elite class for S5 and S6 elite students to check harder past paper questions	Teacher observation	Students' performance in quiz improved after taking the class	Sep 2022 to May 2023	NTY
4.4	3.2.9	After school basic class for S4, S5 and S6 lower abilities students	Teacher observation	Students' performance in quiz improved after taking the class	Sep 2022 to May 2023	NTY, THC
4.5	3.2.5 3.2.7	Nominating students to join external training class or program for gifted students to facilitate entrance to tertiary education.	Students' questionnaire	Positive feedback > negative feedback	Sep 2022 to July 2023	NTY, THC
4.6	3.2.1 3.2.6 3.2.7	Arrange talks or visits to university /power station/MTR/ high tech facility to enhance CLPE	Students' questionnaire	Positive feedback > negative feedback	Nov2022- July2023	NTY, THC
4.7	3.2.1 3.2.4 3.2.6	Nominate students to take workshops for STEM competitions. Take video of the competitions. \\	Students' questionnaire	Positive feedback > negative feedback	Sep 2022 to July 2023	NTY, THC
4.8	3.2.1 3.2.7	Nominate students to take career-related workshops/camp	Students' questionnaire	Positive feedback > negative feedback	Sep 2022 to July 2023	NTY, THC

4.9	3.2.3	Extensive reading scheme in S4 to S5 students	Teacher observation	S4 and S5 students complete 1 book report every year. Students can borrow the reference books from the school library or public library at least one time every year	Sep 2022 to July 2023	NTY, THC
4.10	3.2.8	<b>S5 or S6 students need to learn the potential hazards behind a nuclear plant and the disposal of nuclear waste.</b>	worksheet	Students' average score > 50%	Sep 2022 to July 2023	NTY, THC

#### 5. Budget

	Items	Expenditure applied	Expenditure approved
1	Library book	\$1000	
2	Exam oriented books + Reference book for elite S5/6 students	\$1000	
3	Teachers' textbook by the publisher	\$500	
4	Teachers' references	\$300	
5	Consumable materials in the laboratory / teaching aids 1. Diffraction gratings \$1000 2. Convex / concave lenses \$1000 3. Battery (AA, AAA) \$500 4. Power Supply Unit \$ 2000	\$4500	
7	Enrollment fee for SSMSC of PolyU (\$200 x 5)	\$1000	

	<b>Total</b>	<b>\$8300</b>	
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5. Team Members

Chairperson	Mr. Ng Tan Yiu
Member	Ms. Tsai Hang Cheung

**CCC Mong Man Wai College**  
**Biology**  
**Program plan (2022 - 2023)**

**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 tutors could help improving students' performance.

2.4 Threats

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

### **3. Major Concerns for the Current Year**

#### 3.1 School Major Concerns

- 3.1.1 To develop e-learning to enhance learning effectiveness
- 3.1.2 To foster positive education
- 3.1.3 To sustain self-directed learning habits

#### 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	Person in-charge
<b><i>To develop e-learning to enhance learning effectiveness</i></b>						
4.1	3.1.1	(Consolidation year) School level : - Organizing training and sharing sessions on e-learning and teaching skills Panel level: - Designing e-learning materials and collecting e-learning materials from the publisher - having hands-on lesson for students to use e-learning devices - Delving in more sophisticated techniques of different e-learning platform	- Feedback from staff development day - Teachers' professional sharing - Sharing after lesson observation	- Training and sharing sessions can be organized in Staff Development Days - Each panel member should attend AT LEAST one seminar related to e-learning offered by EDB or publishers every year - AT LEAST one hands-on lesson for S.4 and S.5. - All panel members can get familiarised with the using of mobile device for teaching and learning - AT LEAST one focus lesson observation on e-learning with sharing afterwards	Whole year	WSH FMS
<b><i>To help promoting positive education</i></b>						
4.2	3.1.2	<i>Integrate one or two of the following elements of values education into each subject's syllabus: Care for Others &amp; Empathy; Respect for Others; Responsibility &amp; National Identity;</i>	- Subject teachers' observation on students' response	- Integrate AT LEAST one element for senior forms	Whole year	WSH FMS

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
		Integrity & Law-Abidingness; Perseverance; Commitment.				
<b><i>To sustain self-directed learning habits</i></b>						
4.3	3.1.3	<ul style="list-style-type: none"> <li>- To cultivate students' SDL as a habit</li> <li>- Consolidation and sustainability of the three-pillar mode on SDL:               <ul style="list-style-type: none"> <li>- Pre-lesson preparation</li> <li>- Classroom teaching</li> <li>- After-class follow ups</li> </ul> </li> <li>- Increasing the number of lessons/topics using the 3-pillar mode OR modifying the existing teaching and learning materials</li> <li>- Arranging more varieties of after-lesson follow-up activities</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation: appraisal form</li> <li>- peer class visit with sharing afterwards</li> <li>- Feedback from students</li> <li>- Subject teachers' observation on students' response</li> </ul>	<ul style="list-style-type: none"> <li>- 90% students can learn proactively and show peer learning in their group works</li> <li>- 90% students can finish pre-lesson tasks</li> <li>- All students can finish follow-up exercises</li> <li>- Increase AT LEAST one lesson/topic using the 3-pillar mode for S.4 and S.5</li> <li>- AT LEAST one peer lesson observation related to SDL</li> <li>- Introduce AT LEAST one follow-up activity other than doing exercise for S.4 and S.5</li> </ul>	Whole year	WSH FMS
<b><i>Other Concerns</i></b>						
4.4	3.1.2, 3.2.1, 3.2.2	<b>Life-wide Learning &amp; Values education:</b> <ul style="list-style-type: none"> <li>- S.4 to S.6 field trip (TBC)</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation by panel members</li> <li>- Students' feedbacks from questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>- Students can learn the technique in sampling and data processing</li> <li>- Students can learn how to identify different organisms</li> <li>- Students can learn the importance of protecting the natural environment</li> </ul>	Whole year	WSH FMS

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.5	3.2.3	<b>Language across the curriculum (including Reading):</b> - Extensive reading scheme in S.4 to S.5 - A reading corner was set up in Biology laboratory so that students can borrow the reference books - Suggest a book list for students for senior form students	- Evaluation by panel members	- S.4 and S.5 students can complete 1 book report every year - S.5 and S.6 students can borrow the reference books from the reading corner AT LEAST one time every year - S.5 and S.6 students can get a book list for elite books	Whole year	WSH
4.6	3.2.4	<b>STEM education and ITE (Information and Technology Education):</b> - Work together with ICT department on Farming Workshop - organize co-curricular activity e.g STEM Week together with Physics, Chemistry, I.S. and ICT Department - Hands on activities related to STEM: The making of bioplastics; the making use of recycled materials in the organic farm	- Evaluation by panel members - Students' feedbacks from questionnaires	- Students can make good use of the organic farm in our school - STEM Education Week can be held once every year. Students can be given the chance to hold STEM activities	Whole year	WSH, FMS
4.7	3.2.5	<b>Strategies for elite teaching</b> - Arrange enrichment opportunities for elite students - Different levels of public exam	- Evaluation by panel members	- Elite students can be given the chance to join the Science Competition held by PolyU every year	Whole year	WSH FMS

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
		<p>papers and exercise can be given to elite students and non-elite students</p> <ul style="list-style-type: none"> <li>- Students are allowed to borrow elite books from the library or Biology Department</li> <li>- Providing training for elite students</li> </ul>		<ul style="list-style-type: none"> <li>- Elite students can finish both CE and AL questions and non-elite students can finish most of the CE questions</li> <li>- Elite students are asked to do extra mock exam papers</li> </ul>		
4.8	3.2.6	<b>Showcase items for Learning Celebration</b>	<ul style="list-style-type: none"> <li>- Evaluation by panel members</li> </ul>	<ul style="list-style-type: none"> <li>- Students can finish one group project for learning celebration every year</li> </ul>	Whole year	FMS
4.9	3.2.7	<p><b>Careers and life planning education (CLPE):</b></p> <p>Three modes of CLPE:</p> <ul style="list-style-type: none"> <li>- Mode 1: Empower students on further study exploration.</li> <li>- Mode 2: Experience the possible relationship between subject and occupation</li> <li>- Mode 3: Integrate the subject learning into life skills.</li> </ul> <p>Work together with gardening club and join the ‘Organic Ambassadors Training Programme’</p> <ul style="list-style-type: none"> <li>- S.3 Elective subject election talk</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation by panel members</li> <li>- Attendance of programmes or visit.</li> <li>- Feedback from students in questionnaires</li> <li>- Feedback from students</li> </ul>	<ul style="list-style-type: none"> <li>- Programme or workshop can be held in AT LEAST two out of the three modes in CLPE</li> <li>- Self-evaluation can be achieved at the end of school year</li> <li>- 80% of gardening club students can get the certificates in the ‘Organic Ambassadors Training Programme’</li> <li>- Students can get relevant information to choose their elective subjects which are related to their further studies</li> </ul>	Whole year	WSH FMS

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.10	3.2.8	<p><b>Catering for learner diversity (CLD):</b></p> <ul style="list-style-type: none"> <li>- Teachers use interactive teaching methods to arouse the interests of students of different abilities.</li> <li>- peer class visit</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation by panel members;</li> <li>- sharing of panel members in panel meetings</li> <li>- Feedback from group leaders.</li> </ul>	<ul style="list-style-type: none"> <li>- Group leaders can help marking group members' progress in a file. Daily marks can be given by teachers in each semester.</li> <li>- Teachers can find students showing interest and motivation in learning</li> </ul>	Whole year	WSH FMS
4.11	3.2.9	<p><b>Enhancing teaching effectiveness</b></p> <ul style="list-style-type: none"> <li>- Peer class visit</li> <li>- Teachers can join in-service training offered by EDB e.g. Briefing Session on 2022 HKDSE (Biology) and implementation of Biology SBA in HKDSE</li> <li>- Teaching survey in first semester</li> </ul>	<ul style="list-style-type: none"> <li>- Peer class visit sharing</li> <li>- Teachers' professional development</li> <li>- Students feedback from teaching survey</li> </ul>	<ul style="list-style-type: none"> <li>- Professional sharing can be achieved after class visit or seminars</li> <li>- AT LEAST one peer lesson observation can be achieved every year</li> <li>- Each panel member should attend AT LEAST one Biology seminar offered by EDB every year</li> <li>- Review the results of uniform test and examination; Identify the common weakness of students</li> <li>- Students can finish one questionnaire in first semester so that teachers can make a self-evaluation on their own teaching.</li> </ul>	First Semester	WSH FMS

Item	Objectives	Plans / Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.12	3.2.10	<p><b>Improving HKDSE Results</b></p> <ul style="list-style-type: none"> <li>- Evaluation of HKDSE results every year</li> <li>- Provide elite trainings to students with higher abilities in order to raise the percentage of students getting Level 5 or above</li> <li>- Provide remedial classes for students with lower abilities</li> <li>- Students can borrow extra exercises or reference books in library or Biology Laboratory</li> <li>- S.5 students will have extra lessons during summer holiday so that the exam syllabus can be completed earlier</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of HKDSE results</li> <li>- Feedback of students in elite class and remedial class</li> <li>- Records of borrowing extra exercises or reference books</li> </ul>	<ul style="list-style-type: none"> <li>- 1 evaluation of HKDSE results every year</li> <li>- Students can give positive feedback in elite class and remedial class</li> <li>- At least 1 borrowing record for reference book or extra exercises at reading corner for S.5 and S.6 students</li> <li>- 80% of students can attend the extra lessons during summer holiday</li> </ul>	Whole year	WSH FMS

## 5. Panel members

Head: Mr. Wong Siu Hong

Member: Fu Man Sing

Advisor: Mr. Kong Tak Kai

**C.C.C. MONG MAN WAI COLLEGE  
CHEMISTRY DEPARTMENT  
PROGRAMME PLAN (2022-2023)**

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**1. AIMS:**

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

**2. SITUATIONAL ANALYSIS:**

**2.1 STRENGTHS: -**

- 2.1.1 All teachers are experienced.
- 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.

### **2.4 THREATS:-**

**2.4.1** The IS performances of recent S3 students were generally poor.

**2.4.2** Covid-19 seems to continue.

(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 sustain self-directed learning habits

**3.1.2** To develop e-learning to enhance learning effectiveness

**3.1.3** To foster positive education

### **3.2 Other Concerns**

**3.2.1** Support for weak students

**3.2.2** Training for bright students and average students.

**3.2.3** Arouse students' interest in Chemistry

**3.2.4** To sustain 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	<b>Implementation of SDL lessons</b> <ul style="list-style-type: none"> <li>- Inclusion of pre-lab materials (video + exercise)</li> <li>- Assessment of pre-lab work</li> <li>- Operations with assessments</li> <li>- Follow-up assignments</li> <li>- With an AC SDL checklist</li> <li>- Sharing in panel meetings</li> <li>- <b>Recommended topics:</b></li> </ul> <b>1<sup>st</sup> term</b> S4: Properties of acids <b>2<sup>nd</sup> term</b> S4: Titration <b>S5: Mole Calculation</b>	Teacher observation  Performance of exercise	Improvement of self-discipline in learning	Whole year	S4: WWC, <b>YWM</b> S5: YKH
4.2	3.2.3 3.1.3	S3 subject selection talk	<b>Student survey</b>	The students can understand the reasons for studying DSE Chemistry	Feb	WWC
4.3	3.1.2	Implementation of e-learning <ul style="list-style-type: none"> <li>- 1 lesson per teacher</li> <li>- Uses of iPads (students)</li> <li>- sharing in panel meetings</li> <li>- WWC: Organic Chemistry</li> <li>- MWM: nil</li> <li>- YKH: Organic Chemistry</li> </ul>	Student observation  Performance of exercise	Effective use of elearning tools (students)	Whole year	WWC  <b>YWM</b>  YKH
4.4	3.2.4 3.1.3	S6 <b>VTC/CityU event: Analytical Chemistry (Career)</b>	Student survey	The students can understand the career of Analytical Chemistry	<b>Jan, 2023</b>	WWC

4.5	3.2.4	S4 CityU mini lecture: Virtual Chemistry (Further study)	Student survey	The students can understand the further study of Applied Chemistry	Dec	WWC
4.6	3.2.4 3.1.3	S5 CityU mini lecture: Modern Batteries (Life skills)	Student survey	The students can understand the life skills of Materials and Technologies.	<b>Feb -March</b>	WWC
4.7	3.2.2	SSMSC	Observation	Greater interest in Chemistry	<b>Feb - May</b>	<b>YWM</b>
4.8	3.2.3	COSAS	Observation	Greater interest in Chemistry	The whole year	<b>YWM</b>
4.9	3.2.2	S6 capture-star class - about 12 lessons - for top 12 students - practical examination skills	Exercise	80% Attendance  The students can complete challenging exercise.	9/2022- 3/2023	YWC
4.10	3.2.2	S6 booster class - about 12 lessons - by a graduate, CHT & MWM - for 12 average students	Exercise	80% Attendance  The students can complete intermediate exercise.	9/2022- 3/2023	<b>a graduate &amp; YWM</b>
4.11	3.2.1	S6 basic class - about 12 lessons - by YKH - for bottom 12 students - practise basic past paper questions	Exercise	80% Attendance  The students can complete basic past paper exercise.	9/2022- 3/2023	YKH
4.12	3.2.1 3.2.2	<b>S6 pre-mock 1-2 times</b>	<b>Pre-mock exam results</b>	<b>The students can show progress after the pre-mock exam.</b>	<b>1/2023</b>	WWC
4.13	3.2.1 3.2.2	<b>S3 bridging course</b>	<b>Performance of exercise</b>	<b>The students can show progress after the lessons.</b>	<b>8/2023</b>	WWC YWM

**Remark**

**WWC: Wong Wing Chuen (teacher)**

**YKH: Yip Ka Ho (teacher)**

**YWM: Yik Wing Man (teacher)**

**YWC: Yu Wing Cheung (tutor)**

**5. ACADEMIC GRANT AND EQUIPMENTS**

	Expenditure/Actual (Budget), \$
Teaching aids (Chemicals for experiments)	
Structural models	1000
Apparatus, e.g. a magnetic stirrer and digital thermometers	6000
	<b>6000</b>
Organic chemicals	2000
Inorganic chemicals	500
Teacher references	
Library books (elite students, exam-oriented books)	700
Minor repairs	
Activities (less than \$3,000)	
<b>CityU mini-lecture: Virtual Chemistry</b>	<b>1000</b>
<b>CityU mini-lecture: Modern Batteries</b>	<b>1000</b>
<b>VTC Authentication Workshop</b>	<b>1000</b>
Elite course	<b>4000</b>
Booster course	<b>3300</b>
Equipment and Furniture in Laboratory*	0
<i>Total</i>	26,500

6. **PANEL:**

Supervisor: Mr. Kong Tak Kai (Vice-principal)

Convenor: Mr. Wong Wing Chuen (panel head)

Members: **Ms. Yik Wing Man** & Mr. Yip Ka Ho

CCC Mong Man Wai College  
Integrated Science  
Year Plan (2022-2023)

1. Aims

After three years of integrated science education, students will:

- 1.1 Develop abilities to inquire and solve scientific problems
- 1.2 Understand that society and culture are affected by Science. They will develop appropriate attitudes necessary for good citizenship
- 1.3 Increase interesting in Science
- 1.4 Arise their ability and interest in using English at Integrated Science through life-wide learning
- 1.5 Develop and sustain self-directed learning habits
- 1.6 Develop and use e-learning to enhance learning effectiveness

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 in a different topic.
- 2.1.5 Teachers using different I.T. software arise student interests in I.S.
- 2.1.6 The school can provide enough hardware to provide students for e-learning.

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 the 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
- 2.2.6 Weak support from student's family in e-learning

2.3 Knowledge

- 2.3.1 Students learn to apply scientific knowledge in their daily life
- 2.3.2 Students learn how to present their ideas through project work and report writing
- 2.3.3 Students learn a science vocabulary for N.S.S. curriculum
- 2.3.4 Enhancing S3 students' understanding of physics, chemistry and biology in N.S.S.

2.4 Attitude

- 2.4.1 Student has grown an interest in Science
- 2.4.2 Students learn to do an experiment and present the results accurately and adequately
- 2.4.3 Students understand the relationship between Science and other subjects.
- 2.4.4 Students should realise that there are influences between economic, environment and citizen of society with Science

- 2.4.5 Students learn to abide by the laboratory safety rules and follow them thoroughly
- 2.4.6 Students improve their learning attitude through Learning Reflection lessons
  
- 2.5 Skills in experiments
  - 2.5.1 Students can use the apparatus in Laboratory safely and adequately
  - 2.5.2 Students can use the appropriate skill in different experiments
  
- 2.6 Skills in STEM
  - 2.6.1 Students can apply and integrate knowledge acquired from Science and related subjects to explore in the projects
  - 2.6.2 Students can have the hand-on experience in STEM

### 3 Major concerns for the current year

- 3.1 School Major concerns
  - 3.1.1 To consolidate and self-directed learning habits
  - 3.1.2 To develop e-learning to enhance learning effectiveness
  - 3.1.3 To foster positive education
  
- 3.2 Other concerns
  - 3.2.1 Life-wide learning
  - 3.2.2 Values education (including M.C.E. and Basic Law education)
  - 3.2.3 National Security Education (N.S.E.)
  - 3.2.4 Language across the curriculum (including Reading)
  - 3.2.5 STEM education / Cross-curriculum
  - 3.2.6 Information and Technology Education (I.T.E.)
  - 3.2.7 Positive education
  - 3.2.8 Showcase items for learning celebrations
  - 3.2.9 Career and Life planning education (C.L.P.E)

#### 4. Implementation Plan and Division of Works

	Objective	Plan / Strategy	Method of Evaluation	Success Criteria	Time scale	Person in-charge
4.1	3.2.5	STEM Education/ Cross-curriculum	1. Evaluation by peer and teacher 2. questionnaires	Presentation and Quiz (passing rate 70%)	S1 1 <sup>st</sup> Term 2 <sup>nd</sup> Term S2 1 <sup>st</sup> Term 2 <sup>nd</sup> Term	Teachers  FMS -DNA (Mobile Microscope) WWC-Water (Water purification)*  FPS-Making Solar Cells WWC-Force (Parachute)*
4.2	3.2.4	1.Reading Award Scheme  2.IS and English Cross collaboration	Book report (Online)  Worksheet	90 % S1-3 students complete the (online) book report and send to teacher 90 % S2 students complete the worksheet and send to teacher for marking	Whole year	Teachers
4.3	3.2.1 3.2.7 3.2.9	Science Visit (S.2)	Worksheet	90% students can learn proactively and finish the Worksheet / Project	July	FMS
4.4	3.2.5 3.2.7	STEM week/ Project	Competition	all S.1 to S.3 classes (total 12 teams) have sent a team to participate and 9 teams(75%) finished the project	May	FMS
4.5	3.2.5 3.2.7	STEM Project	Experiment/ Worksheet	90% students can learn proactively and finish the	S1. 1 <sup>st</sup> Term	FMS: Design mobile microscope#

	3.2.8			Experiment/ Worksheet	2 <sup>nd</sup> Term  S.2 1 <sup>st</sup> Term 2 <sup>nd</sup> Term  S.3 1 <sup>st</sup> Term  2 <sup>nd</sup> Term	WWC: Making water filter column YWM: Design catapult# *Cross curriculum with Chinese History  FMS: Making solar cell FMS/FPS: Science in Music* WWC: Making parachute# *Cross curriculum with Music  FMS: Are you healthy (BIO) (Food and Nutrition) *Cross curriculum with PE : Physics (Periscope) : Chemistry (T.B.C.)
4.6	3.2.1 3.2.7	Visit for Best three students in each class	Experiment/Worksheet	90% students can learn proactively and finish the Experiment/ Worksheet	TBC	S.1 to S.3 WWC
4.7	3.2.6	E-learning	Lesson observation, Project work and Students' feedbacks from questionnaires	90% students can make good use of the tablets for e-learning in our school;	Whole year	Teachers
4.8	3.2.10	Collaboration with A.C.A.	Note-taking, mind map	90% students can jot notes on their note books during lessons and completed their mind map after lessons.	Whole year	Teachers

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 提升學生思維能力，建立多角度思考的技能
  - 1.5 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
  - 1.6 幫助學生認識國家的現況和發展路向，從而明白國土安全、經濟安全、資源安全、軍事安全及海外利益安全的相關內容和重要性
  - 1.7 培養學生正面價值觀，成為有識見、負責任公民，懂得尊重法治，認同國民身份，並具備世界視野，以及願意對共同維護國家安全作出貢獻
2. 現況分析
  - 2.1 優點
    - 2.1.1 大部份老師皆為經驗豐富的生活與社會科老師，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(因疫情而定)
    - 2.1.5 教育局提供支援教材亦算充足，能配合課程的持續發展。
  - 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 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
    - 2.3.3 課題學習元素能回應香港國家安全教育課程框架，有助學生明白國家安全的重要性
    - 2.3.4 課程內容能回應教育局培養學生正面價值觀的目標，並有助學生實踐良好的生活態度及行為。
  - 2.4 危機
    - 2.4.1 生活與社會科需要加入國家安全教育，老師須要適應新課題
    - 2.4.2 本科常受外界的關注
    - 2.4.3 近年人事變動幾多，影響本科持續發展的

- 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 透過發展電子學習以加強學習效能
- 3.1.2 培養及發展學生正向思維及性格強項
- 3.1.3 培育學生正面的價值觀(values education)
- 3.1.3.1 「堅毅」、「尊重他人」、「責任感」、「國民身份認同」、「承擔精神」、「誠信」、「關愛」、「守法」和「同理心」
- 3.1.4 持續鼓勵學生培養自主學習的習慣(SDL)
  
- 3.2 其他關注事項
- 3.2.1 照顧學習差異
- 3.2.2 全方位學習
- 3.2.3 德育及公民教育(基本法)
- 3.2.4 從閱讀中學習
- 3.2.5 資訊科技教育
- 3.2.6 擴充教學資源庫
- 3.2.7 專題研習

#### 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	<ul style="list-style-type: none"> <li>■ 本科老師分享使用電子應用程式教學的經驗</li> <li>■ 教師運用平板電腦及教學軟件，例如 Pear Deck、Nearpod、quizlet 等，增加師生的互動性，提高學生學習動機</li> </ul>	<ul style="list-style-type: none"> <li>■ 會議討論、觀課</li> </ul>	<ul style="list-style-type: none"> <li>■ 任教老師可於會議上分享教學經驗</li> <li>■ 每位老師全年至少兩次於課堂上使用平板電腦教學</li> <li>■ 教師在課堂上觀察學生的表現及學習動機</li> </ul>	全年	教師
4.2	3.12	<ul style="list-style-type: none"> <li>■ 本科在教學內容上教授與個人成長及自尊心相關的課題，使學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</li> <li>■ 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</li> <li>■ 本科教授香港居民的權利及義務，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</li> <li>■ 全年一次探訪活動，以培養學生「感恩」、「愛與被愛」及「仁慈」等性格強項</li> </ul>	<ul style="list-style-type: none"> <li>■ 檢查教材庫、觀課、會議討論、觀課</li> <li>■ 參與者及教師回饋或問卷</li> </ul>	<ul style="list-style-type: none"> <li>■ 任教老師需在課堂上緊扣個人成長及今日香港課題，與學生分享香港年青人生活模式與個人性格特質的關係</li> <li>■ 全年至少一次參與探訪社區的活動，培養學生「感恩」、「愛與被愛」及「仁慈」等性格強項</li> <li>■ 教師觀察學生的表現</li> </ul>	全年	教師
4.3	3.13	<ul style="list-style-type: none"> <li>■ 在課程內容上配合價值教育。包括中一課題教授正確價值觀的建立；中二有關權利與義務的課題</li> </ul>	<ul style="list-style-type: none"> <li>■ 檢查教材庫、觀課、會議討論、觀課</li> </ul>	<ul style="list-style-type: none"> <li>■ 每級最少在其中一個課題教授正確價值觀。</li> </ul>	全年	教師

		教授「責任感」及「尊重」；中三有關中國政制及基本法的課題教授國民身份認同及「守法」的價值觀。	<ul style="list-style-type: none"> <li>■ 參與者及教師回饋或問卷</li> <li>■</li> </ul>			
4.4	3.1.4	<ul style="list-style-type: none"> <li>■ 教師整理學習材料，於課堂前派發給學生，使學生能於學習前課，培養學生自主學習。課堂多以合作學習方式分組上課、小組學習模式進行。</li> <li>■ 每位同事開發、設計自主學習的教材，並在會議中分享及交流教學經驗。</li> </ul>	<ul style="list-style-type: none"> <li>■ 檢查教材庫、觀課、會議討論</li> </ul>	<ul style="list-style-type: none"> <li>■ 中一至中三同學全年至少兩次課堂分享機會，並需完成課前預習工作紙</li> <li>■ 中一至中三同學全年需完成兩次的鞏固課業</li> <li>■ 每位教師需全年一次在會議上分享自主學習的教學經驗，持續性地進行自主學習的教學模式，檢討成效</li> </ul>	全年	教師
4.5	3.2.1	<ul style="list-style-type: none"> <li>■ 教師可以以小組學習模式進行，透過討論及分享，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、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。</li> </ul>	<ul style="list-style-type: none"> <li>■ 觀課評估表、學生問卷</li> </ul>	<ul style="list-style-type: none"> <li>■ 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)</li> <li>■ 學生問卷以收集學生的意見</li> </ul>	全年	教師
4.6	3.2.2	<ul style="list-style-type: none"> <li>■ 中一參與社區探訪活動(因疫情而定)</li> </ul>	<ul style="list-style-type: none"> <li>■ 參與者及教師回饋或問卷</li> </ul>	<ul style="list-style-type: none"> <li>■ 80%同學對活動有正面評價</li> </ul>	全年	教師
4.7	3.2.3	<ul style="list-style-type: none"> <li>■ 中一至中三教學內容附有德育及公民教育相關的課程，如中一有個人價值觀的建立</li> <li>■ 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勢社群及社會共融的重要性</li> </ul>	<ul style="list-style-type: none"> <li>■ 進度表</li> <li>■ 觀課評估表</li> <li>■ 參與者及教師回饋或問卷</li> </ul>	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ 任教中二及中三同事於課堂中講解基本法的重要性</li> <li>■ 完成中二級基本法問答比賽</li> <li>■ 80%同學對活動有正面評價</li> </ul>	全年	科主任、教師

		<ul style="list-style-type: none"> <li>中一至中三引入《基本法》相關內容，使學生更了解香港政府、社會、經濟狀況</li> <li>與公民教育委員會合作，協辦舉行中二級基本法問答比賽</li> </ul>				
4.8	3.2.4	<ul style="list-style-type: none"> <li>與圖書館合作，學生閱讀電子書，並作閱讀報告</li> </ul>	<ul style="list-style-type: none"> <li>閱讀報告表格</li> </ul>	<ul style="list-style-type: none"> <li>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）</li> </ul>	25/4/22	教師
4.9	3.2.5	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>觀課評估表</li> </ul>	<ul style="list-style-type: none"> <li>80%的同事能於課堂上運用資訊科技教學</li> <li>教師觀察學生課堂上的表現</li> </ul>	全年	教師
4.10	3.2.6	<ul style="list-style-type: none"> <li>鼓勵同事購買與本科相關的教科書及參考書籍</li> <li>善用教育局提供的支援教材</li> </ul>	<ul style="list-style-type: none"> <li>檢視資源室/圖書館的相關書本</li> </ul>	<ul style="list-style-type: none"> <li>每年至少購買五本與本科相關的書本及練習</li> <li>教師素描並儲存相關的檔案</li> </ul>	全年	科主任、教師
4.11	3.2.7	<ul style="list-style-type: none"> <li>中三專題研習課堂，教授學生訂立探究题目的技巧，中二教授批判思考能力</li> </ul>	<ul style="list-style-type: none"> <li>教學進度表</li> </ul>	<ul style="list-style-type: none"> <li>80%教師能在指定時間完成教學內容</li> <li>教師觀察學生課堂表現及分享報告</li> </ul>	全年	教師

## 5. 其他政策

### 5.1 觀課

5.1.1 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 04/10/2021 至 27/05/2022 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

5.1.2 歡迎同事進行同儕觀課，分享教學心得

5.1.3 本年度以 E-LEARNING 教學為重點

### 5.2 查簿

5.2.1 本年度所有任教通識科的老師必需由科主任進行查簿。

5.2.2 查簿日期為上學期考試後，即 16/2/22 至 23/2/22

5.2.3 檢查項目包括經批改的上學期測驗卷及所有統一課業

5.2.4 各級一班，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
6.1	參觀活動(中一認識社會活動，如探訪長者、南亞裔人士、特殊需要學童、社企)	\$28000
6.2	購買圖書(圖書館)	\$200
	預算總支出	\$30000

顧問	呂以敏校長
科主任	司徒樂欣老師
成員	司徒樂欣老師、李謙禮老師、吳騰耀老師

**C.C.C. Mong Man Wai College**  
**Information and Communication Technology**  
**Annual Programme Plan (2022 – 2023)**

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**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 Some teachers are not experienced in teaching ICT.

2.3 Opportunities and Threats

- 2.3.1 Revised senior form ICT curriculum is launched.
- 2.3.2 EDB has put great emphasizes and resources on STEM and Programming (QEF, IT Innovation Lab Fund).
- 2.3.3 Due to class suspensions, teachers are adapted with different teaching modes (live-streaming lessons).
- 2.3.4 It is more convenience for students to use their own electronic devices for e-learning under BYOD programme.

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### 3 Major concerns for the current year

#### 3.1 School Major Concerns

3.1.1 To develop e-learning to enhance learning effectiveness

3.1.2 To foster positive education

3.1.3 To sustain self-directed learning habits (SDL)

#### 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	Each teacher is required to try e-learning strategies in his / her lesson (junior form)	<ul style="list-style-type: none"><li>● Teacher's observation</li><li>● Verbal report from corresponding teacher</li><li>● Evaluate by panel</li></ul>	<ul style="list-style-type: none"><li>● At least once</li><li>● Students' engagement</li></ul>	Whole year	Corresponding teachers
4.2	<u>3.1.2</u> 3.2.2	Integrate elements of Values Education into the syllabus	<ul style="list-style-type: none"><li>● Verbal report from corresponding teacher</li><li>● Evaluate by panel</li></ul>	<ul style="list-style-type: none"><li>● Integrate one elements of values education into</li></ul>	Whole year	Corresponding teachers

				<ul style="list-style-type: none"> <li>● junior form syllabus</li> <li>● Students' engagement</li> </ul>		
4.3	3.1.3	Sustaining Self-Directed Learning (SDL) strategies in <b><u>junior form</u></b>	<ul style="list-style-type: none"> <li>● Teacher's observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least 1 lesson using SDL measures is carried out in each junior forms</li> <li>● Students' engagement</li> </ul>	Whole year	Corresponding teachers
4.4	<u>3.2.1</u> 3.2.4	Organize S1 life-wide learning activity (whole form)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Nov 22	*WYP, FKW, NTY, LKS
*4.5	<u>3.2.1</u> 3.2.4	Cooperate with Computer Society to carry out activities in STEM week (including the micro:bit enrichment workshop)	<ul style="list-style-type: none"> <li>● Teacher's observation</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least one activity will be carried out</li> <li>● Positive feedback from students</li> </ul>	May 23	*WYP, NTY
4.6	<u>3.2.1</u> 3.2.4 3.2.5	Organize a C programming course for ICT elite students (Elite)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Sep 22 – Oct 22	*FKW
*4.7	<u>3.2.1</u> 3.2.4	Organize a “Metaverse Creation using Roblox” course (cooperate with School Liaison Committee)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Sep 22 – Nov 22	*WYP
4.8	<u>3.2.1</u> 3.2.4	Cooperate with Campus TV to organize a course about aerial shooting	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Nov 22 – Dec 22	*FKW
4.9	<u>3.2.1</u> 3.2.4	Organize “Create your App using Power Apps & AI Builder” Course (ECA)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Nov 22 – Dec 22	*LKS

4.10	<u>3.2.1</u> 3.2.4	Organize “Microsoft Azure AI Fundamentals Certificate (AI900) Training & Exam Preparation” Course (whole form S2)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Feb 23 – Apr 23	*WYP, NTY
*4.11	<u>3.2.1</u> 3.2.4	Organize a “Python Programming Fundamentals” course and extend the learning in CL lesson (whole form S3)	<ul style="list-style-type: none"> <li>● Questionnaire</li> <li>● Teacher’s observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Feb 23 – Apr 23	*LKS, FKW
*4.12	<u>3.2.1</u> 3.2.4 3.2.5	Organize a “Extended Course on iOS with Xcode” course (Elite)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Feb 23 – Apr 23	*FKW
*4.13	<u>3.2.1</u> 3.2.4	Organize a “Introduction to iOS with Swift playground” course (whole form S1)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Jun 23 & Jul 23	*FKW, WYP
*4.14	<u>3.2.1</u> 3.2.4	Organize a “Build your Augmented Reality with Reality Composer” course (All Pre S1)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Aug 23	*FKW, WYP
*4.15	3.1.2 <u>3.2.2</u>	Integrate National Security Education (NSE) into syllabus	<ul style="list-style-type: none"> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate one element of NSE into junior form syllabus</li> <li>● Students’ engagement</li> </ul>	Whole year	Corresponding teachers
*4.16	3.1.2 <u>3.2.2</u>	Help adopting “Media and Information Literacy Education” in junior form class teacher	<ul style="list-style-type: none"> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least one lesson related to Media and Information</li> </ul>	Feb 23 – Jun 23	*NTY, *FKW, LKS, WYP

		period (cooperate with Student Guidance Committee)		<p>Literacy is implemented in each form.</p> <ul style="list-style-type: none"> <li>● Positive feedback from students</li> </ul>		
*4.17	3.2.2 <u>3.2.3</u>	Extra-curricular readings for junior form CL students and senior form ICT students	<ul style="list-style-type: none"> <li>● Teacher's observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least 1 paragraph is shared in S1 to S5.</li> <li>● Positive feedback from students</li> </ul>	Whole year	Corresponding teachers
*4.18	3.2.4	Develop school-based junior forms cross-curricular STEM learning packages	<ul style="list-style-type: none"> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● Cooperate with IS and/or Maths Panel to finish at least 1 learning packages</li> <li>● Positive feedbacks from teachers</li> </ul>	Apr 23 – Jun 23	*NTY, WYP
4.19	3.2.1 <u>3.2.4</u>	Organize “Create your AI Projects with Azure Computer Vision & Raspberry Pi” Course (Elite)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Nov 22 – Dec 22	*FKW
4.20	3.2.1 <u>3.2.4</u>	Organize a CAD course using laser cutter (cooperate with VA Department) (ECA)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Nov 22 – May 22	*LKS
4.21	3.2.1 <u>3.2.4</u>	Organize an Electric Car Assembling Course (cooperate with Student Support Team)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Feb 23 – Mar 23	*YWM

		(ECA)				
4.22	3.2.1 <u>3.2.4</u>	Organize a Lego Robotic Course for junior form students (ECA)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Apr 23 – Jun 23	*WYP
4.23	3.2.1 <u>3.2.4</u>	Organize a “RoboMaster” course (ECA)	<ul style="list-style-type: none"> <li>● Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● More than 70% students feel that the program is useful</li> </ul>	Apr 23 – Jun 23	*LKS
*4.24	3.2.5	Conduct in-class elite teaching in junior forms	<ul style="list-style-type: none"> <li>● Teacher’s observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least one coursework with enrichment part is carried out in each form</li> <li>● Positive feedback from students</li> </ul>	Whole year	Corresponding teachers
4.25	3.2.5	Nominate elite students to participate external ICT activity or competition	<ul style="list-style-type: none"> <li>● Teacher’s observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least once</li> <li>● Students’ engagement in the competition</li> </ul>	Whole year	Corresponding teachers
4.26	3.2.6	Keep good students’ works for <u>learning celebration</u>	<ul style="list-style-type: none"> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● Junior forms should hand in a total of 2 types of good students’ works</li> <li>● Students’ appreciation</li> </ul>	Whole year	Corresponding teachers
4.27	<u>3.2.7</u>	Integrate CLPE topics and life skill learning in syllabus	<ul style="list-style-type: none"> <li>● Teacher’s observation</li> <li>● Verbal report from corresponding teacher</li> </ul>	<ul style="list-style-type: none"> <li>● 1 topic is included in syllabus</li> <li>● Positive feedbacks</li> </ul>	Whole year	Corresponding teachers

			<ul style="list-style-type: none"> <li>● Evaluate by panel</li> </ul>	from students		
4.28	3.2.1 3.2.4 <u>3.2.7</u>	Join the Jockey Club Student Training in Entrepreneurship Program (STEP)	<ul style="list-style-type: none"> <li>● Teacher's observation</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● More than 1 activity has been held successfully</li> <li>● Positive feedback from students</li> </ul>	Whole year	*FKW
4.29	3.2.7	S3 subject selection talk	<ul style="list-style-type: none"> <li>● Teacher's observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least 15 S3 students attend</li> <li>● Positive feedback from students</li> </ul>	Feb 23	*FKW
4.30	3.2.8	Setup revision exercises (2 sets of past papers) to help S6 ICT students for HKDSE	<ul style="list-style-type: none"> <li>● Teacher's observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● At least two uniform quizzes carry out.</li> <li>● Positive feedback from students</li> </ul>	Dec 22 – Jan 23	*FKW
4.31	3.2.8	Learning and Teaching focus of senior form ICT students	<ul style="list-style-type: none"> <li>● Teacher's observation</li> <li>● Verbal report from corresponding teacher</li> <li>● Evaluate by panel</li> </ul>	<ul style="list-style-type: none"> <li>● Positive feedback from students</li> </ul>	Whole year	Corresponding Teachers

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- To sustain self-directed learning habits (SDL):
    - 4.3 Sustaining Self-Directed Learning (SDL) strategies in junior form
  - To develop e-learning to enhance learning effectiveness (e-learning):
    - 4.1 Each teacher is required to try e-learning strategies in his / her lesson (junior form)
  - English as medium of instruction:
    - 4.31 Learning and Teaching focus of senior form ICT students
  - Life-wide Learning (co-curricular activities, visits, field trips, etc):
    - 4.4 Organize S1 life-wide learning activity (whole form)
    - 4.5 Cooperate with Computer Society to carry out activities in STEM week (including the micro:bit enrichment workshop)
    - 4.6 Organize a C programming course for ICT elite students (Elite)
    - 4.7 Organize a “Metaverse Creation using Roblox” course (cooperate with School Liaison Committee)
    - 4.8 Cooperate with Campus TV to organize a course about aerial shooting
    - 4.9 Organize “Create your App using Power Apps & AI Builder” Course (ECA)
    - 4.10 Organize “Microsoft Azure AI Fundamentals Certificate (AI900) Training & Exam Preparation” Course (whole form S2)
    - 4.11 Organize a “Python Programming Fundamentals” course and extend the learning in CL lesson (whole form S3)
    - 4.12 Organize a “Extended Course on iOS with Xcode” course (Elite)
    - 4.13 Organize a “Introduction to iOS with Swift playground” course (whole form S1)
    - 4.14 Organize a “Build your Augmented Reality with Reality Composer” course (All Pre S1)
  - Values education (including MCE and Basic Law education):
    - 4.2 Integrate elements of Values Education into the syllabus
    - 4.15 Integrate National Security Education (NSE) into syllabus
    - 4.16 Help adopting “Media and Information Literacy Education” in junior form class teacher period (cooperate with Student Guidance Committee)
  - Language across the curriculum (including Reading):
    - 4.17 Extra-curricular readings for junior form CL students and senior form ICT students
  - STEM education and IT Education (ITE):

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- 4.18 Develop school-based junior forms cross-curricular STEM learning packages
  - 4.19 Organize “Create your AI Projects with Azure Computer Vision & Raspberry Pi” Course (Elite)
  - 4.20 Organize a CAD course using laser cutter (cooperate with VA Department) (ECA)
  - 4.21 Organize an Electric Car Assembling Course (cooperate with Student Support Team) (ECA)
  - 4.22 Organize a Lego Robotic Course for junior form students (ECA)
  - 4.23 Organize a “RoboMaster” course (ECA)
  - Strategies for Elite Teaching:
    - 4.24 Conduct in-class elite teaching in junior forms
    - 4.25 Nominate elite students to participate external ICT activity or competition
  - Showcase Items and sharing (e.g. study tour) for Learning Celebrations:
    - 4.26 Keep good students’ works for learning celebration
  - Career and Life Planning (CLPE):
    - 4.27 Integrate CLPE topics and life skill learning in syllabus
    - 4.28 Join the Jockey Club Student Training in Entrepreneurship Program (STEP)
    - 4.29 S3 subject selection talk
  - National Security Education (NSE)
    - 4.15 Integrate National Security Education (NSE) into syllabus
  - Help students to prepare the public examination as to enhance their academic result
    - 4.30 Setup revision exercises (2 sets of past papers) to help S6 ICT students for HKDSE
    - 4.31 Learning and Teaching focus in senior forms

● **Budget**

	Item	Expenditure
<b>School Events / Items for Administration</b>		
5.1	Books for Library (Library grant)	\$700.00
5.2	Books for Elite students and Examination oriented Books (Library grant)	\$700.00
5.3	Teachers' References (including purchasing computer magazine)	\$1500.00
5.4	Teaching Aids (e.g. batteries, 3D printing materials, sensors)	\$4000.00
5.5	Rights for using teaching materials (for publisher)	\$1650.00
5.6	HKACE Annual Fee	\$500.00
5.7	Others – Tendering Fee	\$400.00
5.8	Prizes for students with good performances during lessons	\$100.00
<b>Student Activity (Boosting Academic Result)</b>		
5.9	Senior form students' tutorial class subsidy	\$3000.00
<b>Student Activity (Not Boosting Academic Result)</b>		
5.10	C Programming course (LWLG) (Sep 22 – Nov22)	\$12000.00
5.11	Microcontroller enrichment course during STEM week (LWLG) (May 23)	\$10000.00
5.12	Metaverse Creation using Roblox course (LWLG) (Sep 22 – Nov 22)	\$72000.00
5.13	Course cooperated with Campus TV (LWLG)	\$7000.00
5.14	Lego Robotic course (LWLG) (Apr 23 – Jun 23)	\$24000.00
5.15	RoboMaster course (LWLG) (Apr 23 – Jun 23)	\$67000.00
	<b>Total expenditure</b>	<b>\$204550.00</b>

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## 5 Members

- 5.1 \*Mr. Fung Ka Wai (Panel Head) (FKW)
- 5.2 Mr. Ng Tan Yiu (NTY)
- 5.3 \*Mr. Lam King Shing (LKS)
- 5.4 Ms. Wong Yin Ping (WYP)

中華基督教會蒙民偉書院  
普通話科  
2022 至 2023 年度工作計劃

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## 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 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。
- 2.1.4 隨著我校近兩年來推動電子教學的趨勢，大大提高學生接觸真實語料頻率，並有利於自主學習習慣的培養，擴寬了語言學習及應用的涉及面。
- 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，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 推動電子教學，鞏固學生自學習慣，調動學習普通話的興趣，讓他們成為獨立、自主、有效的語言學習者
- 3.1.2 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
- 3.1.3 推動正向價值教育，培養學生正面的價值觀及態度

## 4 計劃內容及工作分配

課程內	目標	計劃/策略	評估方法	成功準則	時間表	負責人
4.1.1	3.1.1	課程設計以學生興趣為本，配合電子教學，多使用多媒體材料及互聯網資源，積極營造不同的語境讓同學們沉浸及演練語言，增加他們應用語言的流暢度及信心。	學生問卷(隨機抽樣最少1/4不同語言能力的同學)	超過半數學生同意他們的積極性、信心、興趣或能力有所改進	全年 (問卷於30/05/2023前完成)	韋翔老師
4.1.2	3.1.1 3.1.2	課堂課業以「小組說話活動/任務」為主，讓同學們按照各自的興趣、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。	科任老師觀察及作口頭匯報	每級最少一項佳作	最後繳交日期 30/04/2023	行政及統籌： 韋翔老師
4.1.3	3.1.3	按照教統局的建議，課程設計適時加入九項正向價值教育的範疇：堅毅、「尊重他人」、「責任感」、「國民身份認同」、「承擔精神」、「誠信」、「關愛」、「守法」和「同理心」。	學生期末問卷/科任老師課堂觀察	超過半數的同學/科任老師同意有關項目能培養學生正面的價值觀及態度	全年 (學生的意見將會在期末問卷中收集，科任老師的意見將會在最後一次科務會議內進行討論及檢討)	韋翔老師
4.1.4	3.1.1	積極提供學生公開展示運用普通話表情達意的機會	科任老師觀察及記錄	每位學生有最少2次公開展示成果的機會	全年	全體老師
4.1.5	3.1.1	評估設『課堂表現/自主學習活動』或『口語活動分數』一欄，鼓勵學生們主動尋找應用普通話的機會或參與不同普通話學習活動的機會，調動他們學習的主動性。	日常進展性口語評估	超過半數的學生在這項目上及格	全年 (分數必須於30/05/2023前完成)	全體老師
4.1.6	3.1.1	優化觀課文化，本年度措施如下： 目標： 推動電子教學，內化自主學習學習習慣，促進學習效能	觀課、面談及填寫內聯網上的觀課紀錄	每位老師每兩學年進行觀課及被觀課最少各一次	30/04/2023前 (請科任老師於30/10/2022前把觀課的日期交韋翔老師)	全體老師 統籌： 韋翔老師

		- 重點：科任老師按照班本需要，自選課題/重點/策略，並擬定一個以自主學習模式進行的項目		(除了韋老師以外,今年所有科任老師必須進行有關項目)		
4.1.7	3.1.1 3.1.2	透過學生課業檢查及分析，檢討各項課內外教學措施的成效	每位老師每個任教年級最少交上一班的課業進行檢查 (9本,上、中、下各三位同學們的課業)	能按照科組要求批改及跟進學生課業	第一次: 17/2/2023 第二次: 30/4/2023 (備用)	全體老師 行政及評估: 韋翔老師
4.1.8	3.1.1 3.1.2	措施: 透過介紹不同的專業考試及試做一些大部分同學們能力所及的公開模擬試卷,例如:GAPSK。另外,科任老師會在課堂上強調考完每一個專業試對升學或就業好處/出路 目標: 讓中三級的同学們更好的掌握在升學/工作方面可持續發展的方向	學生問卷(抽樣最少1/4不同語言能力的同學)	超過半數學生們覺得自己對普通話升學/工作方面可持續發展的方向了解增加了	全年 (問卷於30/05/2023前完成)	韋翔老師
<b>課外</b>	<b>目標</b>	<b>計劃/策略</b>	<b>評估方法</b>	<b>成功準則</b>	<b>時間表</b>	<b>負責人</b>
4.2.1	3.1.1	挑選學生參加『普通話演講比賽』比賽,爭取表現(拔尖項目)	學生問卷及出席率	-同學們的出席達80% -超過半數學生們表示活動增加了他們聽說普通話的能力	待定 (密切留意有關機構以後的最新賽程)	全體老師 行政: 方文蘭老師
4.2.2	3.1.1	邀請精英當『普通話學會』的職員,讓他們進一步演練語言能力,盡展所能。	學生問卷	學生們表示他們應用普通話的信心及能力增加	全年	韋翔老師
4.2.3	3.1.1	鼓勵同學們參加語文教育及研究常務委員會舉辦的普通話推廣活動	學生問卷	學生們表示活動增加了他們學習普通話的動機及興趣	全年(如有合適) 將會舉辦的到校話劇表演: 年級:中一至三 日期:30/6/2022 時間:上午11:00-11:45	韋翔老師

普通話週年計劃

4.2.4	3.1.1	上下學期各設普通話活動日兩天	-學生問卷	-學生們表示活動能增加他們學習普通話的動機及興趣	上學期: 22-23/11/2022 (將會以線上遊戲形式進行) 下學期: 11-12/05/2023	韋翔老師
4.2.5	3.1.1	成立『普通話大使』團隊,協助各項班內及班外的各項推普活動	學生問卷(抽樣最少1/4不同語言能力的同學)	超過半數學生同意能幫助推動他們學習的積極性或能力有所改善	2022年11月中旬至2023年5月15日期間	行政及統籌:方文蘭老師/韋翔老師
4.2.6	3.1.1	中一級「普通話診斷室」目的:針對學生說話表達方面的難點進行輔導,提高學生普通話口語應試的水平	學生期考口語能力成績	涉及同學們的期考成績及格率達70%	6/3/2023至24/05/2023期間(每星期最少一次輔導)	黃秀英老師

5 財政預算

	項目	預算款額
5.1	上下學期推普活動的物資及獎品	\$1,500
5.2	初中推普活動之專家講座	\$1,500
5.3	參考書、教具、文具及錄像教材	\$500
5.4	出版社電子教材徵費(必須項目、不可刪減)	\$650
5.5	購圖書館資源(由圖書館撥款支付)	\$200
	預算總支出	\$4,350

6. 科組委員會成員

顧問	霍碧珊副校長
主席	韋翔
成員	黃秀英 方文蘭

# 2022-2023 年度聖經科工作計劃

## 1 目標

### 1.1 教學及活動方面：

- 1.1.1 透過多元化的教學和活動，引導學生全方位(包括知、情、意三方面) 及從多元化的角度和途徑：
  - － 思想基督教信仰中的價值觀，從而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 現況分析

### 2.1 優點

- 2.1.1 本校為基督教學校，每級均有聖經課
- 2.1.2 中一至中六級均是兩節授課，令課程更完備、老師有更充裕的時間授課
- 2.1.3 校方在資源上支持本科，提高教學質素
- 2.1.4 在校牧和宣教師協助下，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，並積極參與
- 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

### 2.2 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，本科人手愈來愈少，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，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
- 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和公平
- 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「自主學習」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，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

## 4 計劃內容及工作分配

	目標	計劃／策略	評估方法	成功準則	時間表	負責人
<b>4.1 教學及活動方面：</b>						
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學習風氣	舉辦聖經問答比賽	老師及同學之口頭回饋	老師、同學對活動有正面評價	4/2023	LCY
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	10/2022-5/2023	LCY
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	科主任正面評價	2/2023	LCY
4.1.4	推動不同形式的學習	中六級將學習靈修，協助面對壓力	學生堂課與口頭回饋	大部份學生正面評價	12/2022	CSM/ FPS
<b>4.2 課程方面：</b>						
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	中四級老師整理課程，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	大部份學生反應正面	全年	FPS, YLS
		中五級老師整理現在教材，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	大部份學生反應正面	全年	FPS, LCY
		中六級老師撰寫校本課程，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	大部份學生反應正面	9/2022 - 1/2023	LCY, FPS

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，可幫助老師容易掌握課程及適應教學	級聯絡整理課程大綱，並適當儲存中央教材，完善教材庫中資料，方便其他老師接手	科主任監察及檢視	資料整理完善妥當	全年	LCY 及各級統籌
4.3	<b>學習成果及評估方面：</b>					
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	老師口頭回饋	回饋正面	1/2023, 6/2023	LCY 及各級統籌、

## 5 與宗教委員會、校牧合作

- 5.1 課程上將與宣教師合作，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，有需要可聯絡校牧和宣教師作信仰上的支援

## 6 科組成員

霍碧珊、郭美雲、陳淑媚、葉麗珊、王波、曾素玲、周慧君、黎俊勇（科主任）

## **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 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 participate in 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 talent.
- 2.1.3 The integration of music to various art forms such as movie 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.
- 2.1.5 Alumni studying or graduated in music programs in university become a great asset to the school. They are willing to share their musical experiences with students.

## 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 had been 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.
- 2.2.4 The pandemic of COVID-19 has been a challenge for music learning and teaching. Even back to face-to-face half day mode, students still need to have their masks on. Instruments which require blowing with their mask off are being set a stricter requirement for students to practice, in a sense has posed difficulties in practical skills such as singing and instrument performing.

### 3. Major Concern for the Current Year (Last year of the 3-year plan)

(A future brightened with positivity cultivation; a chapter unveiled with IT in education)

#### 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
- 3.1.3 Building character strength in positive education

#### 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	S3 students will present a self-designed music project such as “music for minimalist genre” or “music for an advertisement” as term end creative work.	Subject teacher evaluation and observation	Students submit their works with requirement fulfilled

4.2	3.1.2	Tablets with interactive apps will be used to enhance students' participation in music creation in class. Notational software (e.g. <b>Noteflight or Cubase</b> ) will be introduced to facilitate music creation.	Feedback from students and evaluating students' works through online platforms.	Students deliver or perform their works with requirement fulfilled
4.3	3.1.3	Incorporating the 9 Priority Values and 6 domains in the Music curriculum. E.g. Group music making and performance through video in and S.2 to enhance the character of teamwork. Mini band performance for S.3 students.	Student's feedback and teacher's lesson observation.	Students' awareness of creativity and appreciation of beauty shown in survey. Reflections from students' presentations.
4.3	3.2.1	All music classes in junior forms will use English as medium of instructions (except Chinese and Cantonese Opera).	Lesson observation by peer and EXCO members.	90% of medium of instructions in English.
4.4	3.2.2	Attending concerts and performances of different genres such as Orchestra and Cantonese Opera.	Evaluation by subject teacher.	Completion of the visit.
4.5	3.2.3 3.1.3	Organizing presentation of music creation project by emphasizing the importance of respecting other's work.	Evaluation by subject teacher and feedbacks from students.	Written appreciation by students.
4.6	3.2.4	Music book reading award scheme for S1 and S2 students to encourage learning from reading.	Evaluation by subject teacher through correcting book reports	More than 30% of students join this award scheme
4.7	3.2.5	To organize singing contest (Nov 2022) and to participate in the 75th HK Music Festival (Feb/Mar 2023). Students work will be performed during the Music week (May 2023)	Evaluation by judge and feedbacks from students as audience.	More than 30 students joining these showcasing events.

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

5. Budget

	Items	Expenditure
5.1	Library's Gran	<b>1700</b>
5.2	Teachers' textbooks	<b>800</b>
5.3	Teaching Aids: CDs, Blue Rays, and accessories	<b>800</b>
5.4	Repairs & Maintenance:	
	Classroom-use instruments maintenance and replacement	<b>800</b>
	Carpet for instrument performance	<b>540</b>
	Piano tunings (one grand piano and two upright pianos)	<b>2400</b>
	Cello and Violin strings replacements	<b>1600</b>
	Microphone replacement x2	<b>880</b>
	Tuned percussion tubes replacement	<b>860</b>
	Mirrors for musical practise	<b>640</b>
	Music room decoration board accessories	<b>680</b>
5.5	Furniture and Equipment: (CFEG)	
	Upright Piano (Japan-made)	<b>94000</b>
	Acrylic transparent boards x 6	<b>7200</b>
5.6	Prize & Souvenir for Singing contest (November 2022)	<b>1000</b>
5.7	Stationery	<b>200</b>
5.8	Activities (<\$3000): Music Week (May 2023)	<b>800</b>
	<b>Total Expenditure</b>	<b>114900</b>

6. Summary of Music Classes and Groups in 2022-2023

Music Class/Group	Brief content	Time	Capacity
Chinese Instrument (中國樂器)	Major Chinese string bow and wind instruments in ensemble	Saturday afternoon	14
Drum (流行鼓)	Essential rhythm section of both band and orchestra.	Thursday afterschool	20
Violin (小提琴)	Largest number in orchestra. Divided in 1 <sup>st</sup> and 2 <sup>nd</sup> violin	Saturday morning	24
Cello (大提琴)	Lower section of the string part	Tuesday afterschool	10
Double Bass (低音大提琴)	Bass section of the string part	Thursday lunchtime	4

Flute (長笛)		Wednesday afterschool	6
Clarinet (單簧管)		Tuesday afterschool	6
Trumpet (小號)	High brass instrument, necessary for orchestra and ensemble	Friday afterschool	4
Trombone (伸縮號)	Low brass instrument, necessary for orchestra	Friday afterschool	5
Guitar(結他)	Popular solo and band instrument	Saturday afterschool	20
Orchestra	Will comprise strings, woodwind, and brass instruments for in school or outside performance	Monday afterschool	30
Choir (合唱團)	Students will perform in various occasions and events.	Monday afterschool	30

## 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 collaborate with subject panels and committee for more co-curricular activities to promote “Wellness” in School.
  
- 2 Situational Analysis
  - 2.1 Strengths
    - 2.1.1 Most of students are fond of physical activities.
    - 2.1.2 No public examination as constraints, the curriculum is diverse and flexible.
    - 2.1.3 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
    - 2.3.1 There are enough funding (Life-wide learning grant(LWLG), Student activities support grant(SASG) to develop different sports(e.g. : employ coaches, subsidizing students to participate in sports team...etc.) this year.
    - 2.3.2 “EACT Jockey Club Active School Program” (精英運動員慈善基金賽馬會動感校園計劃) support our PE lesson and develop the sport atmosphere
  
  - 2.4 Threat
    - 2.4.1 The Housing Authority has started to build a public rental house on the original site of Hiu Ming Street Sports Ground. 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.
    - 2.4.3 Due to the COVID 19, students’ participation in sports has been drastically reduced, and physical fitness has declined.
  
- 3 Major Concerns for the Current Year
  - 3.1 Concerns Addressed to the School Development Plan (19-20, 20-21, 21-22, 22-23)
    - 3.1.1 **To nurture students to be motivated learners**
      - 3.1.1.1 To sustain self-directed learning habits (3-pillar mode lesson)
      - 3.1.1.2 To develop e-learning to enhance effectiveness
    - 3.1.2 **To foster positive education**
      - 3.1.2.1 To cultivate a positive school climate
      - 3.1.2.2 To nurture and develop character strengths

### 3.2 Other Concerns for the Current Year

3.2.1 Life-wide learning.

3.2.2 Integrate elements of values education into the syllabus

It is suggested that each subject integrates one or two of the following elements of values education into its syllabus.

- a. Care for Others & Empathy;
- b. Respect for Others;
- c. Responsibility & National Identity;
- d. Integrity & Law-Abidingness;
- e. Perseverance;
- f. Commitment.

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

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	PICs
4.1	3.1.1 3.1.2	To provide a platform / software e.g Learning Fun for students in SDL mode at PE lessons.	<ul style="list-style-type: none"> <li>◆ Google form</li> <li>◆ Teachers' observation</li> </ul>	<ul style="list-style-type: none"> <li>◆ Finished the SDL worksheet</li> <li>◆ Students' positive feedback (by Questionnaire)</li> </ul>	Whole year	LWT LFM
4.2	3.1.1 3.1.2 3.2.1 3.2.2 3.2.3	Modify Inter-class table tennis/ badminton competition / dodgeball competition. Let these Competitions can be <b>consolidation and sustainability</b> These competitions will held in the 2 <sup>nd</sup> semester	<ul style="list-style-type: none"> <li>◆ Evaluation by peer and teacher</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students can organize the competition</li> </ul>	2 <sup>nd</sup> Semester	LWT LFM
4.3	3.1.1 3.1.2 3.2.1 3.2.2 3.2.3	Join the 2.3.2 “EACT Jockey Club Active School Program” (精英運動員慈善基金賽馬會動感校園計劃). To provide sports training opportunities, explore students' interest in sports and identify their athletic potential. And help develop their exercise habit.	<ul style="list-style-type: none"> <li>◆ Fitness test</li> <li>◆ Evaluation by peer and teacher</li> </ul>	<ul style="list-style-type: none"> <li>◆ The overall passing rate is 80%</li> <li>◆ Students' positive feedback (by Questionnaire)</li> </ul>	Whole year	LWT LFM
4.4	3.1.1 3.1.2 3.2.1 3.2.3	Through “EACT Jockey Club Active School Program” (精英運動員慈善基金賽馬會動感校園計劃), introduce relevant PE activities or courses to students for personal achievements or future career.	<ul style="list-style-type: none"> <li>◆ Attendance</li> <li>◆ Students' positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>◆ Courses completed with Certificate</li> <li>◆ Students' positive feedback (by Questionnaire)</li> </ul>	Whole year	LWT LFM

**C.C.C. Mong Man Wai College**  
**2022-2023 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 inquiry 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 of VA.
- 2.1.2 Panel Head has experience as both an SBA moderator and a marker for public examinations, while the new member also gains experience as a marker as well.
- 2.1.3 Teachers enhance teaching efficiency through 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 benefit 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.
- 2.1.6 The new VA teacher will stimulate the development of the subject by sharing her working experience.

## 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 an elective subject has been unstable due to the heavy workload of SBA.

## 2.3 Opportunities :

- 2.3.1 Old boys and girls studying or who graduated in art and design institutes become a great asset to the school. They are willing to share their art experiences with students or act as tutors for art workshops.
- 2.3.2 Senior form students learn with CMI. It reduces the learning difficulties due to the 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 The pandemic of COVID-19 has been a challenge for VA learning and teaching. Half day schooling squeezed lesson time which made it difficult for practical art-making teaching. Uncertainty of the pandemic situations added limitations to extra-curricular activities planning.
- 2.4.2 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-reflection. Students are required to express their ideas not only with art media, but with language skills as well.
- 2.4.3 The SBA burden is heavy and it occupies most of the VA lesson time of S.5 and S.6. Supplementary lessons must be conducted to train students for public examinations.

## 3. **Major Concerns for the Current Year** (extension of the 3-year plan—正向培育耀人生，科技學習揭新章 A future brightened with positivity cultivation; a chapter unveiled with IT in education) :

### 3.1 Major Concerns Addressed to the School 3-year Plan

- 3.1.1 To develop e-learning to enhance learning effectiveness
- 3.1.2 To foster positive education
- 3.1.3 To sustain self-directed learning habits

## 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 Reading to Learn
- 3.2.5 Cross-curricular Learning
- 3.2.6 Elite Training
- 3.2.7 Showcase Items for Learning Celebrations
- 3.2.8 Enhancing students' performance in public examinations

#### 4. Implementation Plan and Division of Works

	Objectives	Plans/ Strategies	Methods of Evaluation	Success Criteria	Time Scale	Person In-charge	Budget
<b>E-learning</b>							
4.1.1	3.1.1	Interactive Use of Smart Board and iPad in Art Learning	<ol style="list-style-type: none"> <li>1. Teacher's observation</li> <li>2. Learning activities</li> </ol>	Students complete learning tasks	Throughout the academic year	LLM, SCN	----
4.1.2	3.1.1. 3.1.3	Art-making Using iPad Apps (Procreate brush, Stop Motion, RakugakiAR)	<ol style="list-style-type: none"> <li>1. Teacher's observation</li> <li>2. Presentation and peer discussion</li> <li>3. Self and peer evaluation</li> <li>4. Art marking</li> </ol>	Students complete learning tasks using phone apps	Throughout the academic year	SCN, LLM	---- (budget (Procreate brush, Stop Motion) proposed by CIT Committee)
<b>Positive Education</b>							

4.2.1	3.1.2	<p>Incorporating 9 Priority Values and 6 Domains in the VA curriculum—</p> <p>The school-based VA curriculum incorporates at least one priority value and attitude for each junior and senior form within the School-based Priority Positive Values Education Framework in order to cultivate positive values and attitudes as well as moral judgment and rational thinking skills by:</p>	<ol style="list-style-type: none"> <li>1. Teacher’s observation</li> <li>2. Presentation and peer discussion</li> <li>3. Artworks and written assignments</li> </ol>	Students show positive attitudes in the process of art research, art making, and art appreciation.	Throughout the academic year	LLM, SCN	----
	<b>Objectives</b>	<b>Plans/ Strategies</b>	<b>Methods of Evaluation</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Person In-charge</b>	<b>Budget</b>
		<ol style="list-style-type: none"> <li>1. <b><u>Art Research</u></b> -Cultivating <b>responsibility</b> -<b>Curiosity</b> in research work</li> <li>2. <b><u>Art Making</u></b> -Developing <b>commitment</b>, <b>perseverance</b> -<b>Creativity</b> and <b>courage</b></li> <li>3. <b><u>Art Appreciation</u></b> -<b>Respecting</b> and appreciating artworks -Showing <b>empathy</b> for others’ feelings</li> </ol>					

4.2.2	3.1.2 <b>Gratitude &amp; Creativity</b>	Teacher Appreciation by S.1 Students – Sending Christmas Cards to Primary School Teachers  (in collaboration with School Liaison Committee, and Guidance Committee)	1. Teacher’s observation 2. Art-making 3. Card writing	Students show positive attitudes in the process of art making and card writing.	Sep to Nov	SCN	----  (budget proposed by School Liaison Committee)
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**STEM and IT in Education**

4.3.1	3.2.1, 3.1.1, 3.1.2	CAD Laser Cutting Workshop Elementary and Advanced Course for S.3-S.5 (Elective Groups are included)  (In Collaboration with STEM Committee)	1. Attendance sheets 2. Students’ Self-reflection Forms 3. Design works	1. 80% attendance 2. Positive feedback 3. At least 1 design work made by each participant	Elementary — 7 sessions, Advanced— 7 sessions (Nov, 2022- May, 2023)	LLM, SCN	----  (budget proposed by STEM Committee)
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	<b>Objectives</b>	<b>Plans/ Strategies</b>	<b>Methods of Evaluation</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Person In-charge</b>	<b>Budget</b>
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**STEM and IT in Education**

4.3.2	3.1.1, 3.1.2, 3.2.1, 3.2.2	Photo Zine Workshop for S3-S5 -students will learn photo skills, Adobe Photoshop and the latest printing method  (organized by <u>Lumervisum</u> 光影作坊 in collaboration with IVE)	1. Attendance sheets 2. Students' Self-reflection Forms 3. Design Works	1. 80% attendance 2. Positive feedback 3. A Photo Zine is made by each participant	10 sessions, totally 30hrs (Oct, 2022, Feb to May, 2023)	LLM	\$40,000  8/15 Subsidies: \$21,500 (Fixed Cost)
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**Sustainment of Self-directed Learning Habit**

4.4.1	3.1.2, 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	1. Teacher's observation 2. Presentation and peer discussion 3. Self and peer evaluation 4. Art marking	1. Students complete pre-lesson tasks, classwork, and homework 2. Students apply their studies in art-making and get satisfactory scores on assignments. 3. VA elective students complete research for their own themes in SBA.	Throughout the academic year	LLM, SCN	----
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	<b>Objectives</b>	<b>Plans/ Strategies</b>	<b>Methods of Evaluation</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Person In-charge</b>	<b>Budget</b>
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<b>Careers and Life Planning Education</b>							
4.5.1	3.2.2, 3.1.2, 3.2.3	Talks, workshops, and graduation shows organized by universities & design institutes	<ol style="list-style-type: none"> <li>1. Tutor's and teacher's observation</li> <li>2. Feedback from students</li> </ol>	<ol style="list-style-type: none"> <li>1. Students get art-related information in universities</li> <li>2. Students have a clear mind about preparing for the art-related subjects offered by universities</li> </ol>	Throughout the academic year	LLM, SCN	----
<b>Life Wide Learning Activities</b>							
4.6.1	3.2.3, 3.1.2	Museum & Gallery Visits	<ol style="list-style-type: none"> <li>1. Photo records for references /</li> <li>2. Art criticism writing /</li> <li>3. Visual diaries /</li> <li>4. Extended application in art-making</li> </ol>	Students complete post-visit tasks with satisfactory responses.	Throughout the academic year	LLM, SCN	Travelling: \$1,600
<b>Cross-curricular Learning</b>							
4.7.1	3.1.2, 3.2.5	100 Trees Program (學界百家樹-觀塘區) — Logo Design (in collaboration with IS Dept.)	<ol style="list-style-type: none"> <li>1. Feedback from teachers and students</li> <li>2. Artworks</li> </ol>	<ol style="list-style-type: none"> <li>1. 80% attendance</li> <li>2. Positive feedback</li> <li>3. Students hand in artwork of good quality</li> </ol>	Jan, 2023 – Dec, 2024	LLM	----

	<b>Objective s</b>	<b>Plans/ Strategies</b>	<b>Methods of Evaluation</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Person In-charge</b>	<b>Budget</b>
<b>Elite Training (for All Forms)</b>							
4.8.1	3.2.6 3.1.2	Training for Internal & External Workshops Art / Design Competitions	1. Number of competitions joined 2. Teachers' observation 3. Students' feedback 4. Participants' works	1. Joining at least 2 competitions 2. Students are able to apply relevant knowledge and skills to their works.	Throughout the academic year	LLM, SCN	Competition Enrolment Fee : \$1,000
4.8.2	3.2.3 3.2.6	Arts Ambassadors-in-School Scheme (AAiSS) organized by HKADC	1. Students' feedback and report 2. Photo taking	1. Two core activities must be joined 2. Certificate from HKADC	Nov, 2022- Aug, 2023	SCN	----
<b>Elite Training (for Junior Forms)</b>							
4.8.3	3.2.6 3.1.2	Ceramic Workshop for S.1-S.3	1. Attendance record 2. Tutor's marking and comments 3. Exhibition	1. 80% attendance 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality	8 sessions (2 hrs per session)	SCN	Tutor Fees: \$14,000 8/15 Subsidies: \$7,500 (Fixed Cost)

4.8.4	3.2.6 3.1.2	Painting Workshop for S.1-S.3	1. Attendance record 2. Tutor's marking and comments 3. Exhibition	1. 80% attendance 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality	10 sessions, (1.5 hr per session)	SCN	Tutor Fees: \$4,500 8/15 Subsidies: \$2,400 (Fixed Cost)
	<b>Objectives</b>	<b>Plans/ Strategies</b>	<b>Methods of Evaluation</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Person In-charge</b>	<b>Budget</b>
<b>Elite Training (for Senior Forms)</b>							
4.8.5	3.2.6 3.1.2	Drawing and Painting Workshop I (S.4 DLG)	1. Attendance record 2. Tutor's marking and comments 3. Exhibition	1. 80% attendance 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality	4 sessions, (1.5 hr per session)	LLM	DLG: \$13,200 (approved)
4.8.6	3.2.6 3.1.2	Drawing and Painting Workshop II (S.4 DLG)	1. Attendance record 2. Tutor's marking and comments 3. Exhibition	1. 80% attendance 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality	7 sessions (2 hr per session)	LLM	

4.8.7	3.2.6 3.1.2	Painting Workshop (S.5 DLG)	1. Attendance record 2. Tutor's marking and comments 3. Exhibition	1. 80% attendance 2. Tutor's feedback 3. Students' self-reflection forms 4. Students hand in artwork of good quality	10 sessions, (2 hr per session)	LLM	DLG: \$12,000 (approved)
	<b>Objectives</b>	<b>Plans/ Strategies</b>	<b>Methods of Evaluation</b>	<b>Success Criteria</b>	<b>Time Scale</b>	<b>Person In-charge</b>	<b>Budget</b>
4.8.8	3.2.6 3.1.2	School Art Ambassador Training	1. Updating and maintaining the website for VA information 2. Sharing of art experiences through board decoration/ sharing in the morning assembly 3. Update display artwork at school	1. Students are able to share updated exhibition messages 2. Artwork and art experience sharing 3. Students' positive feedback.	Throughout the academic year	SCN	\$1400
4.8.9	3.2.6 3.1.2	Visual Arts Club Committee Members Leadership Training	1. Teachers' observation 2. Activities records and evaluation forms	1. Students are able to initiate, plan and run 5 art activities per club 2. Students' positive feedback	Throughout the academic year	SCN	\$1400

Showcase Items for Learning Celebrations						
Objective s	Plans/ Strategies	Methods of Evaluation	Success Criteria	Time Scale	Person In-charge	Budget
4.9.1 3.2.7 3.1.2	C.C.C. Joint-school Art Exhibition— “Muses, 藝苗”	1. Artworks selection 2. Student docent 3. Group visits	1. 16 good artworks to be selected for publication of brochure and the show. 2. Student docent performance 3. Student visit attendance and feedback	Feb 24 –27, 2023	LLM, SCN	Venue booking, promotion, ceremony & publication: \$15,000
4.9.2 3.2.7 3.1.2	Art Show for Admission Talk Cum School Visit Day  (in collaboration with School Liaison Committee)	1. Exhibition of artworks of students from all forms 2. Feedback from primary school students and parents	1. Complete the plan 2. Positive feedback	Dec 3, 2022	LLM, SCN	---- (budget proposed by School Liaison Committee)
4.9.3 3.2.7 3.1.2	Learning Celebration Art Show	1. Exhibition of artworks of students from all forms 2. Feedback from teachers and students	1. teachers’ feedback 2. students’ feedback	Feb.20 –24, 2023	LLM, SCN	----
4.9.4 3.2.7 3.1.2	S.6 VA Graduation Exhibition	1. Exhibition of S.6 students’ artworks 2. Written Feedback on guest book	1. All S.6 students set up their artwork for display 2. Positive feedback from guests	May 22–30, 2023 (Tentative)	LLM	\$1,000

4.9.5	3.2.7 3.1.2	Classroom Outdoor Wall Painting	Artist, teacher's observation and students' feedback	1. teachers' feedback 2. students' feedback 3. building a sense of belonging	Mid-Oct 2022– Feb 2023	LLM, SCN	artist's fee + tools & materials: \$36,752 prizes for students: \$600
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### Enhancing students' performance in public examinations

4.10.1	3.2.8	Joint-school Post-mock Examination	1. Sharing and discussion on exam paper 2. Marking of Exam paper 3. Teachers' comments from other schools	1. 80% S.6 VA students join the activity. 2. Students show improvement after the activity.	Date to be announced	LLM	\$400
4.10.2	3.2.4 3.2.8	Subscription to an art magazine: - 《美紙》 (\$408 per year)	1. Teachers and students get updated art information and news	1. Students take resources from the magazines to build up their VA portfolios	Throughout the academic year	LLM	Subscription + Delivery Fees: \$516 (Fixed Cost)

## 5. Budget

	Item	Expenditure
<b>School Events/ Items for Administration</b>		
5.1	Library Grant (Books for Library)	\$800.00
5.2	Library Grant (Books for elite students and examination-oriented books)	\$900.00

5.3	Teachers' References	\$1,500.00
5.4	Magazine	\$516.00
5.5	Teaching Aids (consumables, art tools)	\$46,000.00
5.6	Learning Celebration Art Show	\$1,000.00
5.7	C.C.C. Joint-school Art Exhibition—“Muses, 藝苗”	\$15,000.00
5.8	S.6 VA Graduation Exhibition	\$1,000.00
5.9	Prizes for students with good performances	\$600.00
5.10	Kiln (F & E)	\$55,000
<b>Student Activity (Boosting Academic Result)</b>		
5.12	Joint-school Mock Examination	\$400.00
<b>Student Activity (Not Boosting Academic Result)</b>		
5.13	S.4 Drawing and Painting Workshop (DLG)	\$13,200.00
5.14	S.5 Painting Workshop (DLG)	\$12,000.00
5.15	Classroom Outdoor Wall Painting (artist's fee + tools & materials + prizes)	\$37,352.00
5.16	Ceramics Workshop for Junior Forms (8 sessions)	\$7,500.00
5.17	Painting Workshop for Junior Forms (10 sessions)	\$2,400.00
5.18	Photo Zine Workshop (30hrs) (LWLG)	\$21,500.00
5.19	Student Training (including School Art Ambassador Training, Visual Arts Club Committee Members Leadership Training) (LWLG)	\$2,800.00
5.20	Competition enrolment fees (LWLG)	\$1,000.00
5.21	Gallery visits (LWLG)	\$1,600.00
<b>Total Expenditure</b>		<b>\$222,068.00</b>

## 6. Panel Members

Lau Lai Mei (Panel Head) (LLM)

Siu Ching Nga (SCN)

C.C.C. Mong Man Wai College  
Home Economics  
Program Plan (2022–2023)

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- 1 Aims
  - 1.1 To 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 To allow students to acquire and develop the skills required for the use, care and safe operation of cooking and sewing tools / equipment.
  - 1.3 To 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 To 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 To sustain self-directed learning habits
    - 3.1.2 To develop e-learning to enhance learning effectiveness
    - 3.1.3 To foster positive education
  
  - 3.2 Other Concerns
    - 3.2.1 To collaborate with Physical Education Department, Civic Education Committee and other organizations to promote healthy lifestyles.
    - 3.2.2 To 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 3.1.3	S1 Food and Nutrition  - Students are to prepare for the lessons, i.e. reading the textbooks and finishing worksheets. - Students are to submit the worksheets which will be checked and marked by the subject teacher.	Evaluation of students' performance by subject teachers.	Students would be able to know about nutrients in our food and drink and why they are important for our health.	Sep - Oct 2022	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.	Students would be able to learn relevant knowledge and apply food preparation and cooking skills, and finish the learning tasks.	April - May 2023	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. - The N.W. worksheets and projects will be evaluated and marked by the subject teacher.	Evaluation of students' performance by subject teachers.	80% of students would get pass grade and 15% of student would get 35 out of 50 marks in their final results.	March - May 2023	FML

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
	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.	Students would be able to apply food preparation and cooking skills, and finish the learning tasks.	Feb - June 2023	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.	Evaluation of students' performance by subject teachers.	80% of students would be able to learn the related sewing skills and finish their articles.	Nov 2022 - June 2023	FML

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

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
4.2	3.2.1	- Promote healthy lifestyles by working with P.E. Department, C.E. committee and other organizations, e.g. Green Monday and United Christian Nethersole Community Health Service. - Green Monday exhibitions and game booth - Sugar Free Day exhibitions and game booth - Health Talk	Students are to participate in health education activities.	-70% of participants with positive feedback	Nov 2022- May 2023	LWS, FML, TWP, LFM

	Objectives	Plans/Strategies	Method of Evaluation	Success Criteria	Time Scale	Person in-charge
	3.2.2	Recognize and celebrate students' learning outcomes by working with C.E. Committee.	Outstanding N.W. projects would be collected.	10% of students' work would be displayed during Learning Celebration week.	March – June 2023	LWS, FML, TWP

## 5 Budget 2022-2023

<b>Items</b>	<b>Approved (\$)</b>	<b>Applied (\$)</b>
Teaching Aids (consumables)		50,000.00
Composite Furniture & Equipment		25,000.00
Minor Repairs (maintenance of sewing machines)		4,000.00
Travelling / Carriages (delivery charges for fibres and fabrics)		1,500.00
Teacher's Reference (reference books)		1,100.00
Library grant		1700.00
Stationery		500.00
<b>Total Expenditure</b>		<b>83,800.00</b>

## 6 Team Members

## 6.1 Committee or Subject Panel Members

Advisor : FPS  
 Chairperson : LWS  
 Member : FML

C.C.C. Mong Man Wai College  
School Library  
2022-2023 Annual Program Plan

## **1. Objectives**

- 1.1 To enhance the reading atmosphere by providing a favourable reading environment to cultivate students' reading interests and habits.
- 1.2 To support school-based reading schemes of different subjects to enable students to read to learn systematically.
- 1.3 To provide and recommend quality reading materials (including e-resources) to encourage students to read extensively, widen their reading horizons and raise their interest in reading.
- 1.4 To organize reading-related activities (e.g. book fair, writer's talk etc.) to foster students' reading interests and skills.
- 1.5 To provide encouragement to help students gain a sense of achievement and become engaged in reading.
- 1.6 To recruit and train students to be the Student-librarians, to share their experiences in reading, so as to develop their sense of responsibility and confidence.

## **2. Situational analysis**

### **2.1 Strengths**

- 2.1.1 Promotion of Reading Grant and grant from the school is available for the development of collections, implementation of reading-related activities and resources in the library.
- 2.1.2 Library has an online platform (Library Master OPAC 6.5) to provide services to staffs and students.
- 2.1.3 Teacher-Librarian can work collaboratively with subject teachers to support RaC, and promoting the use of library service or e-resources.
- 2.1.4 Student-librarians can provide their service regularly.
- 2.1.5 Shun Hing Education and Charity Fund provides us a RFID system which can convenient our students to use the Library services.

### **2.2 Weaknesses**

- 2.2.1 Less book shelves can be placed in the new library, book collection is much less than before.
- 2.2.2 Number of student-librarians is decreasing. Students are too busy.
- 2.2.3 New library assistant without any library training and working experience in library work.

## **2.3 Opportunities**

- 2.3.1 “Jockey Club Joy of E-Reading Scheme” provides extra resources for school to subscribe e-platform or e-books.
- 2.3.2 The new library is in the main building and students can come library in a shorter time.

## **2.4 Threats**

- 2.4.1 The library assistant have to share the work from the General Office and other committees.
- 2.4.2 The service of library is highly restricted, especially the opening hour, as there is a special timetable according to the influence of COVID-19 and announcement from EDB.

## **3. Library concerns addressed to the School’s major concerns.**

### **3.1 To cultivate self-directed learning**

A promotion session of using e-books and, eLibrary and e-resources is planned to encourage students to read ebooks through all these platforms.

### **3.2 To enhance Positive Thinking**

- 3.2.1 Books about positive thinking will be subscribed, including the printed books and e-books.
- 3.2.2 Positive thinking related books are displayed in a special bookshelf which is easily accessed by students.

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

Objectives	Plans / Strategies	Methods of Evaluation	Schedule	PICs
To enhance the reading atmosphere by providing a favourable reading environment to cultivate students' reading interests and habits	Newly placed small furniture (e.g. students' desks and chairs) and decoration in the new library.	Floorplan of the new library	Whole year	FML, Library assistant
To support school-based reading schemes of different subjects to enable students to read to learn systematically.	School-based reading scheme from Chinese and English department	Statistic Report of Reading Scheme.	Whole year	Library assistant Subject teachers
To provide and recommend quality reading materials (including e-resources) to encourage students to read extensively, widen their reading horizons and raise their interest in reading	Purchase quality print and non-print resources for reading and viewing, including e-books.	Accession record and Purchase record	Whole year	FML Library assistant Subject teachers
To organize reading-related activities (e.g. book fair, writer's talk etc.) to foster students' reading interests and skills.	Organize book fair and writer's on Reading Day Reading Programme provided by service provider (Edvenue)	Related documents of book fair. Evaluation of Reading Day. Evaluation report of Reading Programme.	Whole year	FML

<b>Objectives</b>	<b>Plans / Strategies</b>	<b>Methods of Evaluation</b>	<b>Schedule</b>	<b>PICs</b>
To provide encouragement to help students gain a sense of achievement and become engaged in reading.	S1-2 Reading Award Scheme with ACA Good performance in reading e-books	Statistics report and Prize lists	Whole year	FML ACA
To recruit and train students to be the Student-librarians, to share their experiences in reading, so as to develop their sense of responsibility and confidence.	Award for Student-librarians Sharing in Morning Assembly.	Name list of awarded student-librarian.	Whole year	FML, Library assistant

2022-2023 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	LCY, LLM, SCN	LCY, LLM, SCN	SCN
與升學/工作相關經驗	LHL	LHL	LHL

備註：中四、五時間表見附件一

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
<b>藝術發展</b>					
音樂元素和弦應用	LCY	電影藝術與其他藝術之比較	LCY	小型花牌製作	SCN
音樂編輯及打譜軟件		認識電影中之音樂、及不同電影工作者工作內容		簡易 Procreate 繪畫及 STICKER 製作	
基本歌唱技巧		敘事形式與場面調度			
認識百老匯音樂劇		電影歷史與電影評論			
節奏樂器及敲擊樂器介紹 介紹新興樂器		本地電影短片製作之現況			
認識本地音樂組合/流行樂隊		電影編劇基本概論			
認識香港文化藝術活動，介紹香港藝術節		動畫電影/數碼媒體電影			
城市闡誌 -Fotomo	LLM	城市闡誌 -Fotomo	LLM		
紙的玩意 I, II		英文書法			

中四級	任教老師	中五級	任教老師	中六級	任教老師
酒精畫		IQ Light 製作			
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		
城市闡誌 -Fotomo	SCN	城市闡誌 -Fotomo	SCN		
和諧粉彩		扎染工藝			
<b>與升學/擇業相關</b>					
計劃人生 (SLP)	LHL	「常識」問答 比賽：多元升 學出路	LHL	多元升學出路	LHL
選擇。前路 (I am...生涯工作 坊) 第一節		認識大專課程		Study Plan	
選擇。前路 (I am...生涯工作 坊) 第二節		先見之明 --- 我的 SLP		JUPAS, EAPP 戶口	
選擇。前路 第三節		求職準備篇 --- 履歷表		SLP 檢閱及確 認	
		面試策略 --- 自我介紹		洞悉騙案	

第三部份 增潤課題/活動/工作坊 (課堂進行)

其他學習 經歷範疇	活動/計劃名稱	合辦單位/機構	參與 學生	備註
藝術發展	中四、五時裝表演 Fashion Show (學習及準備)	課外活動委員會	S4, S5	<ul style="list-style-type: none"> <li>● 於試後活動表演</li> <li>● LLM, SCN 設計課程及授課</li> </ul>
與升學/擇 業相關	中六 面試工作坊	聖雅各福群會	S6	/

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, SCN 設計課程 及授課

2022 – 23 年度 中四級 其他學習經歷課時間表

任教老師：SCN 4A, LCY 4B, LLM 4C, LHL 4D

課堂：DAY4 第 1 節

循環周	日期	4A	4B	4C	4D
1	9/9	SCN	LCY	LLM	LHL
2	20/9	SCN	LCY	LLM	LHL
3	28/9	LHL	SCN	LCY	LLM
4	10/10	賽馬會浩觀青少年創業培訓計劃 -- STEP One - 創業 @ 廿一世紀			
5	18/10	LHL	SCN	LCY	LLM
31/10-4/11 上學期測驗周					
6	7/11	LLM	LHL	SCN	LCY
7	15/11	LLM	LHL	SCN	LCY
8	23/11	LCY	LLM	LHL	SCN
9	6/12	LCY	LLM	LHL	SCN
10	14/12	SCN	LCY	LLM	LHL
22/12/2021 - 2/1/2021 聖誕節及元旦日					
5/1-18/1 上學期考試					
19/1-31/1 農曆新年假					
13	3/2	SCN	LCY	LLM	LHL
14	13/2	LHL	SCN	LCY	LLM
15	21/2	LHL	SCN	LCY	LLM
16	1/3	LLM	LHL	SCN	LCY
17	9/3	LLM	LHL	SCN	LCY
18	17/3	LCY	LLM	LHL	SCN
27/3-31/3 下學期測驗周					
19	3/4	LCY	LLM	LHL	SCN
6/4-15/4 復活節假					
20	21/4	SCN	LCY	LLM	LHL
21	2/5	SCN	LCY	LLM	LHL
22	12/5	LHL	SCN	LCY	LLM
23	22/5	LHL	SCN	LCY	LLM
24	31/5	LLM	LHL	SCN	LCY
25	8/6	LLM	LHL	SCN	LCY
13/6-29/6 下學期考試					

SCN – 4A, 4B 時裝設計課 ; LLM – 4C, 4D 時裝設計課

2022 – 23 年度 中五級 其他學習經歷課時間表

任教老師：LLM 5A, LCY 5B, SCN 5C, LHL 5D

課堂：DAY5 第 1 節

循環周	日期	5A	5B	5C	5D
1	13/9	LLM	LCY	SCN	LHL
2	21/9	LLM	LCY	SCN	LHL
3	29/9	LHL	LLM	LCY	SCN
4	11/10	LHL	LLM	LCY	SCN
5	24/10	SCN	LHL	LLM	LCY
31/10-4/11 上學期測驗周					
6	8/11	SCN	LHL	LLM	LCY
7	16/11	LCY	SCN	LHL	LLM
8	28/11	LCY	SCN	LHL	LLM
9	7/12	LLM	LCY	SCN	LHL
10	15/12	LLM	LCY	SCN	LHL
22/12/2021 - 2/1/2021 聖誕節及元旦日					
5/1-18/1 上學期考試					
19/1-31/1 農曆新年假					
13	6/2	LHL	LLM	LCY	SCN
14	14/2	LHL	LLM	LCY	SCN
15	22/2	SCN	LHL	LLM	LCY
16	2/3	SCN	LHL	LLM	LCY
17	10/3	LCY	SCN	LHL	LLM
18	20/3	LCY	SCN	LHL	LLM
27/3-31/3 下學期測驗周					
19	4/4	LLM	LCY	SCN	LHL
6/4-15/4 復活節假					
20	24/4	LLM	LCY	SCN	LHL
21	3/5	LHL	LLM	LCY	SCN
22	15/5	LHL	LLM	LCY	SCN
23	23/5	SCN	LHL	LLM	LCY
24	1/6	SCN	LHL	LLM	LCY
25	9/6	LCY	SCN	LHL	LLM
13/6-29/6 下學期考試					

LLM – 5A, 5B 時裝設計課 ; SCN – 5C, 5D 時裝設計課

C. C. C. Mong Man Wai College  
Plan on the Use of the Capacity Enhancement Grant (2022–2023)

Area Of Concern	Implementation Plan	Benefits Anticipated	Resources Required	Success Criteria
Teacher assistant (Chinese)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a 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)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a 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 (ECA)	Employing a TA to supervise detention classes, supervise various activities, handle administrative work and serve as a 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 (0.5) (OLE)	To employ a TA to support the daily operation of OLE webpage, collaborate with external organizations, coaching of students' activities, monitor whole school OLE records, implementation of specific schemes and related clerical work.	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	Alleviate teachers' workload by monitoring students' drilling	\$15,000	Over 80% attendance in the course and good student feedback
			\$875,000	

The CEG in the current school year is \$642,934. It is expected that the CEG in the next school year is around \$654,500.

**School-based After-school Learning and Support Programmes 2022/23 s.y.**  
**School-based Grant - Programme Plan**

Name of School: C.C.C. Mong Man Wai College

Staff-in-charge: Fok Pik Shan

Contact Telephone No.: 2727 6371

A. The estimated number of students (count by heads) benefitted under this Programme is 239 (including A. 22 CSSA recipients, B. 124 SFAS full-grant recipients and C. 93 under school's discretionary quota).

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

Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Intellectual Development	To organize training for top & elite students and remedial groups.	Students' positive comment on the program.	Questionnaires	Whole year	50	150	40	70000	
Moral and Civic Education and Leadership	To organize cultural visits to broaden students' horizon. To organize leadership training.	Students' positive comment on the program.	Questionnaires	Whole year	50	150	40	50000	
Physical and Aesthetic Development	To provide students with life learning experiences outside the classrooms in physical and aesthetic development.	Students' positive comment on the program.	Questionnaires	Whole year	50	150	40	50000	
Community Service	To enrich life experiences by serving the community.	Over 80% attendance of students	Questionnaires	Whole year	50	150	40	10000	
Career-related Experiences	To help students explore career paths.	Students' positive comment on the program.	Questionnaires	Whole year	50	150	40	10000	
<b>Total no. of activities: _</b>				<sup>@</sup> No. of man-times	250	750	200		
				<sup>**</sup> Total no. of man-times	1200				

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C)

C. C. C. Mong Man Wai College  
Plan on the Use of DLG-funded Other Programmes (Gifted Education) (2022–2023)

Programme	Implementation Plan	Teacher Responsible	Budget	Approved	Success Criteria	Method Of Evaluation
S.4 Figure Drawing and Oil Painting Course	<ul style="list-style-type: none"> <li>– 10 students of S.4 VA elective will be selected by interview and artworks.</li> <li>– An artist will be invited to teach figure drawing and painting concepts and techniques.</li> </ul>	LLM	\$13,200	\$13,200	<ul style="list-style-type: none"> <li>– Students are able to acquire advanced skills and knowledge in painting human forms.</li> <li>– Students hand in high-quality artworks to be displayed in the school campus.</li> </ul>	Exhibition of students' artworks
S.5 Acrylic Painting Workshop	<ul style="list-style-type: none"> <li>– 10 students of S.5 VA elective will be selected by interview.</li> <li>– An artist will be invited to inspire students through observation and teach acrylic painting techniques.</li> </ul>	LMY	\$12,000	\$12,000	<ul style="list-style-type: none"> <li>– Students are able to acquire skills and knowledge in acrylic painting.</li> <li>– Students hand in high quality artworks to be displayed in the school campus.</li> </ul>	Exhibition of students' artworks
S.4-6 Chinese debate training	<ul style="list-style-type: none"> <li>– Around 10 S.4-6 students will be selected for the training.</li> <li>– Experienced private tutors will be hired for the training</li> </ul>	CWK	\$17,500	\$17,500	<ul style="list-style-type: none"> <li>– Students will take part in external and inter-class debate competitions on behalf of the school.</li> </ul>	Students' and tutors' feedback and achievement in competitions
S4-6 Public speaking training	<ul style="list-style-type: none"> <li>– Around 10 students from S4-6 will be selected to receive public speaking training before taking part in the English Speech Festival</li> </ul>	TLM	\$16,000	\$16,000	<ul style="list-style-type: none"> <li>– Students will take part in the public speaking event in the English Speech festival</li> </ul>	Students' and tutors' feedback and achievement in competitions
Applied Strategic Thinking & Effective Study Skill Course	<ul style="list-style-type: none"> <li>– Around 30 S5 student leaders in ECA &amp; elite students will be selected</li> </ul>	FMY	\$12,000	\$12,000	<ul style="list-style-type: none"> <li>– Students improve their learning effectiveness</li> </ul>	participants' feedback

Programme	Implementation Plan	Teacher Responsible	Budget	Approved	Success Criteria	Method Of Evaluation
Elite training courses	– Select elite students to attend courses organized by tertiary institutions	FMY	\$35,000	\$35,000	– Students may conduct experience-sharing session(s) with their fellow schoolmates about what they have acquired in their courses	participants' feedback
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	FMY	\$15,000	\$15,000	– Students can acquire skills in problem-solving skills, critical thinking skills, creative thinking, etc., which can help cultivate their proactive learning	Evaluation by Academic Committee (Affairs) and feedback collected from participants
			\$120,700	\$120,700		

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

**Plan on the Use of the Life-wide Learning Grant**  
**2022/23 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.**

**Category 1: To organise / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Academic Prefect Training Camp(s) - To equip academic prefects with leadership skills & cultivate team spirit	Academic Committee (Affairs)	2023-02, 2023-04	S3, S4, S5	53	Evaluation by Academic Prefect Board based on observation, student participation & feedback from student participants	\$23,000.00	✓					
2	Academic Prefect Training Sessions - To further equip academic prefects with leadership skills & cultivate team spirit	Academic Committee (Affairs)	2022-10, 2023-04, 2023-05	S3, S4, S5	53	Evaluation by Academic Prefect Board based on observation, student participation & feedback from student participants	\$3,000.00	✓					
3	Good Learning Atmosphere Promotion Activities - To promote good learning atmosphere, motivate students' learning & cultivate a positive learning environment	Academic Committee (Affairs)	Whole year	S1, S2, S3	378	Evaluation by ACA based on the feedback from class teachers & form teacher, results of the class performance records & results shown on the award lists	\$2,500.00	✓					
4	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	Academic Committee (Affairs)	2022-11	S1	128	Evaluation by ACA based on observation & the questionnaires collected	\$24,000.00	✓					
5	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.)	Academic Committee (Affairs)	Whole year	S1, S2, S3	20	Evaluation by ACA based on observation, student participation rate & feedback from participants	\$6,000.00	✓					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
6	S6 Stress Management Program - To raise students' awareness of the symptoms of stress & suitable stress management strategies	Academic Committee (Affairs)	2023-01	S6	106	Evaluation by ACA & the concerned committees (e.g. Students Guidance Committee, BK, etc.) based on observation & feedback from class teachers, form teacher & participants	\$600.00	✓					
7	水資源講座 - 提升對環保的認識	Civic Education Committee	2023-02	S1, S2, S3	400	會議檢討	\$800.00		✓				
8	昇旗活動 - 推行昇旗儀式	Civic Education Committee	2022-11	S1, S2, S3, S4	35	導師意見	\$42,000.00		✓				
9	集古村及民間雜耍推廣 - 認識傳統文化	Civic Education Committee	2022-11	S1, S2, S3, S4, S5, S6	700	學生意見; 會議檢討	\$65,000.00	✓	✓				
10	環保比賽(以繪圖或其他藝術形式進行) - 推動環保意識	Civic Education Committee	Whole year	S4, S5, S6	120	VA老師評估作品	\$300.00		✓	✓			
11	藍屋牛棚怪獸大廈維港歷史文化體驗 - 提升學生對香港的認識	Civic Education Committee	2022-11	S5	32	學生意見; 會議檢討	\$13,650.00		✓				
12	大澳漁民生活體驗團 - 提升學生對香港的認識	Civic Education Committee	2022-11	S5, S6	47	學生意見; 會議檢討	\$13,950.00		✓				
13	全民國家安全教育/憲法日/基本法頒布周紀念日相關活動 - 認識基本法展覽	Civic Education Committee	Whole year	S1, S2, S3, S4, S5, S6	700	老師觀察	\$1,000.00	✓	✓				
14	定期舉辦各項回收活動/培訓環保大使 - 提升環保意識	Civic Education Committee	Whole year	S1, S2, S3, S4, S5, S6	700	會議檢討	\$1,000.00		✓				
15	社區文化導賞- 灣仔保育團 - 認識香港早期發展區域保育發展現況及居民的生活變遷, 加深對香港時代蛻變的理解和認同	Civic Education Committee	2023-04	S4, S5	30	導賞員及導師回饋	\$800.00		✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
16	青協未來律師系列--學生領袖體驗活動 - 教導學生守法的重要	Civic Education Committee	2023-04	S4, S5, S6	12	教師觀察	\$5,400.00		✓			
17	國安講座 - 提升學生對中國發展與國家安全的認識	Civic Education Committee	2023-06	S1, S2, S3	240	老師觀察	\$2,000.00		✓			
18	基本法/國安法/大灣區相關比賽 - 認識基本法/國安法/大灣區	Civic Education Committee	Whole year	S1, S2, S3, S4, S5, S6	400	老師觀察	\$600.00	✓	✓			
19	健康飲食講座 - 認識健康飲食	Civic Education Committee	2022-12	S1	120	老師觀察	\$1,200.00		✓			
20	戰區九十 - 建立人道視野，實踐「保護生命、關懷傷困、維護尊嚴」的仁愛美德	Civic Education Committee	2022-12	S4, S5, S6	30	導師檢討	\$3,750.00		✓			
21	四川變臉 - 提升對中國文化藝術的欣賞	Civic Education Committee	2023-06	S1, S2, S3	400	會議檢討	\$6,000.00		✓			
22	全民國家安全日班際壁報比賽 - 於國安日推行相關活動	Civic Education Committee	2023-04	S1, S2, S3, S4, S5	700	會議檢討	\$600.00		✓			
23	基本法/國安法/大灣區壁報(三至四次) - 提升對基本法/國安法等等的認識	Civic Education Committee	Whole year	S1, S2, S3, S4, S5, S6	700	會議檢討	\$500.00		✓			
24	領袖生訓練(活動所需物資) - 訓練領袖生的團隊合作，安排有關的活動。	Discipline Committee	Whole year	S3, S4, S5	50	問卷調查	\$2,000.00		✓			
25	領袖生訓練(聘請教練) - 訓練領袖生的團隊合作，安排有關的活動。	Discipline Committee	Whole year	S3, S4, S5	50	問卷調查	\$12,000.00		✓			
26	74th 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。	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5, S6	30	老師觀察	\$5,200.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
27	Scrabble Team - 提升同學的scrabble技巧，讓學生透過比賽增價自己	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5, S6	20	老師觀察、學生表現	\$18,000.00	✓					
28	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	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5, S6	250	老師觀察	\$237,712.00			✓			
29	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	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5, S6	250	老師觀察	\$44,000.00			✓			
30	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	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5, S6	250	老師觀察	\$30,900.00			✓			
31	中文辯論隊 - 透過辯論訓練，提升學生思辯能力，建立正確價值觀。	Extra-Curricular Activities Committee	Whole year	S3, S4, S5	20	老師觀察	\$12,100.00	✓	✓				
32	全方位活動日 - 讓學生參與不同活動，接觸多元化的活動，擴闊眼界	Extra-Curricular Activities Committee	2022-11, 2023-03	S1, S2	300	老師觀察	\$3,200.00	✓	✓				
33	全方位學習活動日 - 全校學生到不同的訓練營或活動地點接受訓練，認識社區，增加與人的溝通能力。	Extra-Curricular Activities Committee	2022-11	S1, S2, S3, S4, S5, S6	730	老師觀察	\$148,600.00		✓				
34	社會服務團活動 - 與不同能力人士交流，建立同理心。透過義務工作，建立正確價值觀。	Extra-Curricular Activities Committee	Whole year	S2, S3, S4, S5	50	老師觀察	\$700.00				✓		
35	活動體驗 - 為同學提供不同活動的體驗課程，讓同學了解自己所長，並加以發展。	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5, S6	400	老師觀察	\$5,000.00	✓	✓	✓			

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				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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36	英文辯論隊 - 透過英文辯論的訓練，提升學生思辯能力及英語表達能力。	Extra-Curricular Activities Committee	Whole year	S3, S4, S5	30	老師觀察	\$15,000.00	✓				
37	英文歌舞劇 - 透過英文歌舞戲，提升同學英文及歌舞表現技術，增強學生自信。	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5	30	老師觀察	\$180,000.00			✓		
38	面試技巧工作坊 - 讓學生掌握面試技巧，提升自信，增強面試信心。	Extra-Curricular Activities Committee	Whole year	S2, S3, S4, S5	40	老師觀察	\$5,000.00	✓	✓		✓	
39	校際戲劇節 - 讓學生了解戲劇，提升自信，了解個人強項	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5	50	老師評估、學生表現	\$21,500.00	✓				
40	球隊訓練課程 - 學生學習不同的運動相關課程，提升學生在運動方面的專業知識。	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5	5	老師觀察，考試評核	\$2,000.00			✓		
41	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	Extra-Curricular Activities Committee	Whole year	S2, S3, S4, S5	20	老師觀察	\$20,000.00	✓	✓			✓
42	試後活動 - 讓學生參與多元化的學習活動，發展不同才能	Extra-Curricular Activities Committee	2023-06	S1, S2, S3, S4, S5	600	老師觀察	\$3,500.00	✓	✓			✓
43	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	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5	623	老師觀察	\$7,000.00	✓	✓			
44	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	Extra-Curricular Activities Committee	2022-12	S1, S2, S3, S4, S5, S6	730	老師觀察	\$2,500.00	✓	✓			

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45	運動同樂日 - 透過不同的運動競技，提升學生體能及對運動的興趣，並加強同學對學校的歸屬感。	Extra-Curricular Activities Committee	2022-10	S1, S2, S3, S4, S5, S6	730	老師觀察	\$18,500.00		✓	✓		
46	舞蹈節表演服 - 透過舞蹈表演，提升同學舞台表演經驗，提升自信	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5	30	老師觀察	\$3,750.00			✓		
47	樂器班 - 讓學生接觸不同樂器，提升同學對音樂的興趣	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5, S6	100	老師觀察	\$211,500.00			✓		
48	課外活動領袖訓練 - 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	Extra-Curricular Activities Committee	Whole year	S4	20	老師觀察	\$11,000.00	✓	✓			
49	學界舞蹈節 - 提升學生跳舞技巧，增強自信	Extra-Curricular Activities Committee	Whole year	S1, S2, S3, S4, S5	30	老師觀察、學生表現	\$15,300.00			✓		
50	CLP engagement activities - To collaborate with subject panels and committee in organizing CLP engagement activities	Other Learning Experience Committee	Whole year	S1, S2, S3, S4, S5, S6	120	Student Feedback forms / Reflection Worksheets; Teachers Feedback	\$5,000.00	✓				✓
51	Mock Results Release - To get students to understand their career/academic aspirations and develop positive attitudes towards work and learning	Other Learning Experience Committee	2022-11	S6	120	Committee Heads and Teachers Feedback; S6 FT/CT Feedback; S6 Parent Feedback; S6 students Feedback	\$20,200.00	✓				✓
52	Career Live 職業體驗遊戲 - To enhance students to integrate their career awareness with whole-person development and life-long learning	Other Learning Experience Committee	2023-07	S5	120	Student Feedback forms and worksheets; Teachers feedback and observation	\$16,000.00		✓			✓
53	Mock Interview for elite students by St James Settlement - For some potential candidates of Kwun Tong Outstanding Students to join.	Other Learning Experience Committee	2023-04	S3, S4, S5, S6	30	Can be successful in the election	\$4,300.00	✓				

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54	Newsletter Publishing - Publish Newsletter to all form students	Other Learning Experience Committee	Whole year	S1, S2, S3, S4, S5	623	1. Students Feedback; 2. Ambassadors Feedback; 3. Advisors Feedback	\$2,000.00						✓
55	OLE webpage & board display - To disseminate career information and promoting outside school activities	Other Learning Experience Committee	Whole year	S1, S2, S3, S4, S5, S6	729	Number of Activity promoted in online platform; Enrolment Rate of activities; View Records; Student feedback	\$6,000.00	✓					✓
56	SLP Workshop - To enhance students to integrate their career awareness with whole-person development and life-long learning	Other Learning Experience Committee	2023-07	S5	120	Student Feedback forms and worksheets; Teachers feedback and observation	\$500.00						✓
57	Collaborate with external organizations for work-related experiences and schemes and opportunities for further studies - To get students to understand their career/academic aspirations and develop positive attitudes towards work and learning	Other Learning Experience Committee	Whole year	S2, S3, S4, S5, S6	601	Student Feedback forms; Teacher observation	\$3,000.00						✓
58	U-programme Subsidizing Scheme - Subsidize students in applying university programmes	Other Learning Experience Committee	Whole year	S4, S5, S6	30	Number of participants applied; Participants Feedback	\$20,000.00	✓					✓
59	初中學生團契(15次) - 靈性教育、正向教育	Religious Committee	Whole year	S1, S2	40	老師評估	\$500.00		✓				
60	高中學生團契 - 培訓服侍團隊和服侍校園	Religious Committee	Whole year	S3, S4, S5	60	老師評估	\$500.00		✓			✓	
61	週會 - 宗教教育	Religious Committee	Whole year	S1, S2, S3, S4, S5, S6	640	年終意見調查	\$4,600.00		✓				
62	聖誕及復活崇拜 - 宗教教育	Religious Committee	2022-12, 2023-04	S1, S2, S3, S4, S5, S6	680	意見反映	\$5,300.00		✓				

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63	Training Camp for student ambassadors - Students can be able to reduce their negative emotions and enhance their satisfactions towards their lives through being thankful and hopeful.	School Liaison Committee	2023-07	S2, S3, S4, S5	40	Positive feedback from SAs	\$50,000.00	✓	✓			
64	Training days for student ambassadors 1 - Students can be able to reduce their negative emotions and enhance their satisfactions towards their lives through being thankful and hopeful.	School Liaison Committee	2022-11	S2, S3, S4, S5	40	Positive feedback from SAs	\$20,000.00	✓	✓			
65	Training days for student ambassadors 2 - Students can be able to reduce their negative emotions and enhance their satisfactions towards their lives through being thankful and hopeful.	School Liaison Committee	2023-01	S2, S3, S4, S5	40	Positive feedback from SAs	\$20,000.00	✓	✓			
66	Workshop in Graphic Design with Adobe Illustrator - 學生初步了解顏色修正 (Colour Enhancement)、相片修正 (Photo Retouch)、設計圖片 (Design Photo)、藝術性插畫 (Artistic Illustration)、排版設計 (Layout Design) 的概念。	School Liaison Committee	2023-03, 2023-04	S2, S3, S4, S5	40	Students' questionnaires ; Teachers' observation	\$40,000.00	✓				
67	CAD 結合鐳射打印課程 - 提供學生於課後作 STEM 學習之機會	STEM Education Task Group	2022-11, 2022-12, 2023-01, 2023-02, 2023-03, 2023-04, 2023-05	S3, S4, S5	10	問卷	\$45,000.00	✓		✓		
68	STEM Week 支出 - 提供課後跨學科學習體驗	STEM Education Task Group	2023-05	S1, S2, S3, S4, S5, S6	300	教師觀察	\$3,000.00	✓				
69	中一級際全方位學習活動 - 提供學生於課後作STEM 學習之機會	STEM Education Task Group	2022-11, 2023-03	S1	130	問卷	\$47,000.00	✓				
70	中二級際全方位學習活動 - 提供學生於課後作STEM 學習之機會	STEM Education Task Group	2023-03	S2	130	問卷	\$5,000.00	✓				
71	中二級際校外全方位學習活動 - 提供學生於課後作STEM 學習之機會	STEM Education Task Group	2023-07	S2	130	問卷	\$40,000.00	✓				

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72	跨科活動及參與校外比賽 - 提供學生於課後作STEM 學習之機會	STEM Education Task Group	Whole year	S1, S2, S3, S4, S5, S6	100	教師觀察	\$5,000.00	✓				
73	電動車組裝班 - 提供學生於課後作STEM 學習之機會	STEM Education Task Group	2023-02, 2023-03	S2	10	問卷	\$26,000.00	✓				
74	遙距種植監控製作課程 - 學生透過種植及編程之結合，對STEM學習有更進一步之了解。	STEM Education Task Group	2023-02, 2023-03, 2023-05, 2023-06, 2023-07	S3, S4	15	問卷	\$35,000.00	✓				
75	聯校失敗節嘉年華 Joint School Failure Festival Carnival - Through organising a game stall, students will convey positive messages and help participants to recognise the difficulties and challenges faced in personal growth	Student Guidance Committee	2023-03, 2023-04	S3, S4, S5	8	Teachers' evaluation; observation	\$1,000.00		✓			
76	Mental Health and Sex Education Week 精神健康及性教育週 - To promote positive education, healthy growth and sex education	Student Guidance Committee	2023-05	S1, S2, S3, S4, S5	100	Teachers' evaluation; observation	\$4,000.00		✓			
77	Positive Education Board Decoration Competition - Students' character strengths will be recognised and all awardees will be given a certificate of appreciation	Student Guidance Committee	2023-02	S1, S2, S3, S4, S5, S6	660	Teachers' evaluation; observation	\$1,000.00		✓	✓		
78	Positive Education Xmas Card Competition & Christmas GoGoFriends - Students write positive messages on Xmas cards designed by schoolmates and deliver it with a gift to friends/teachers. Teachers/ Students feel love and care when receiving the Xmas cards and gifts.	Student Guidance Committee	2022-12	S1, S2, S3, S4, S5, S6	50	Teachers' evaluation; observation	\$2,500.00		✓	✓		
79	Promotion of Caring Culture on Campus - All students are welcomed and feel loved and cared by teachers and schoolmates throughout the academic year.	Student Guidance Committee	Whole year	S1, S2, S3, S4, S5, S6	766	Teachers' evaluation; observation	\$5,000.00		✓	✓	✓	
80	Promotion of Positive Education on Campus - To promote positive education and values on campus	Student Guidance Committee	Whole year	S1, S2, S3, S4, S5, S6	15	Teachers' evaluation	\$30,000.00		✓	✓		

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81	中一級生命之旅工作坊 - To recognize the difficulties and challenges faced in personal growth	Student Guidance Committee	2023-07	S1	128	Teachers' evaluation, observation, questionnaires collected from students	\$24,000.00		✓			
82	心繫青苗 Caring Heart & Student Guidance Ambassadors - Secondary 1 freshmen adapt to new secondary school life with the help of Student Guidance Ambassadors	Student Guidance Committee	Whole year	S1, S3, S4, S5	180	Teachers' evaluation, observation, questionnaires collected from students	\$9,000.00		✓	✓	✓	
83	桌桌友娛 Boardgame Workshop - To strengthen participants' social skills through board games	Student Guidance Committee	2022-12	S1, S2, S3, S4	10	Teachers' evaluation, observation, questionnaires collected from students	\$300.00		✓			
84	參觀城市大學正向教育研究所 - To learn more about how CityU has implemented positive education in students	Student Guidance Committee	2023-04	S3, S4, S5	47	Teachers' evaluation, observation, questionnaires collected from students	\$2,000.00		✓			
85	畢業情緣 Heartfelt Encounter with Graduates - S.1 students show care and support to the pressured S.6 students who will soon attend the public examination	Student Guidance Committee	2022-12	S1, S6	270	Teachers' evaluation, observation, questionnaires collected from students	\$2,000.00		✓			
86	網絡小組 Smart Netizens Group - Students who are addicted to technology learn to use the Internet properly	Student Guidance Committee	2023-03, 2023-04, 2023-05	S1, S2, S3	45	Teachers' evaluation, observation, questionnaires collected from students	\$16,000.00		✓			
87	學生輔導大使訓練 - To prepare all Student Guidance Ambassadors to organize activities for S.1 students throughout the year	Student Guidance Committee	Whole year	S1, S3, S4, S5	200	Teachers' evaluation, observation, questionnaires collected from students	\$100,000.00		✓	✓		
88	參觀活動 - 培育靈性發展	Biblical Knowledge	Whole year	S4	30	回應表	\$2,500.00		✓			
89	聖經問答比賽 - 讓學生更有興趣學習聖經	Biblical Knowledge	2023-05	S1, S2, S3, S4	30	老師聽取學生意見	\$1,000.00		✓			
90	S.4 Field Trip - Life-wide learning and values education	Biology	Whole year	S4	55	Students' feedback	\$7,000.00	✓	✓			

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91	S.5 Field Trip - life-wide learning and values education	Biology	Whole year	S5	40	Students' feedback	\$5,000.00	✓	✓			
92	S.6 Field Trip - life-wide learning and values education	Biology	Whole year	S6	35	Students' feedback	\$5,000.00	✓	✓			
93	Science Competition (Poly U) - Elite teaching	Biology	Whole year	S4, S5	4	Students' feedback	\$500.00	✓				
94	CityU lecture: Modern Batteries - Further study exploration	Chemistry	2023-03	S5	25	Survey	\$1,000.00		✓			
95	CityU lecture: Virtual Chemistry - Life skills exploration	Chemistry	2022-12	S4	15	Survey	\$1,000.00		✓			
96	VTC visit: Authentication - Career exploration	Chemistry	2023-01	S6	20	Survey	\$1,000.00		✓			
97	敦煌-千載情緣的故事 - 提升學生對國家文化的驕傲	Chinese History	2022-11	S1, S2, S3	30	教師觀察	\$2,000.00	✓				
98	全方位學習活動 - 去出課室，提升學習語文的興趣	Chinese Language	Whole year	S1, S2, S3, S4	40	抽樣問卷調查	\$1,000.00	✓				
99	書法培訓工作坊 - 提升學生對書法的興趣	Chinese Language	Whole year	S1, S2, S3, S4	40	抽樣問卷調查	\$1,600.00	✓				
100	朗誦訓練及比賽 - 聲入心通，體會朗誦的樂趣及建立自信	Chinese Language	Whole year	S1, S2, S3, S4, S5, S6	40	出席率達80%或以上及比賽成績	\$27,500.00	✓				
101	組織探訪: 香港金融管理局 - 提升中五級經濟科學生對香港貨幣及金融系統的認識	Economics / Economics and Public Affairs	Whole year	S5	30	出席活動和填寫活動問卷	\$2,500.00	✓				
102	English activities by English Centre - To enrich students' English learning experiences	English Language	Whole year	S1, S2, S3, S4, S5, S6	400	Participation of students; feedback from participants and teachers	\$500.00	✓				

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1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
103	English days - To enrich students' English learning experiences	English Language	2022-12, 2023-05	S1, S2, S3, S4, S5, S6	500	Participation of students; feedback from students and teachers	\$1,600.00	✓					
104	English outings, workshops and visits - To enrich students' English learning experiences	English Language	Whole year	S1, S2, S3, S4, S5, S6	15	Feedback from students and teachers; performance of students	\$2,000.00	✓					
105	English speech festival training - To enrich students' English learning experiences	English Language	Whole year	S1, S2, S3, S4, S5, S6	15	Feedback from participants and coaches; performance of participants	\$23,000.00	✓					
106	Inter-class English competitions - To enrich students' English learning experiences	English Language	Whole year	S1, S2, S3, S4, S5	600	Feedback from students and teachers; performance of students	\$1,500.00	✓					
107	S.2 English drama outing - To enrich students' English learning experiences	English Language	2023-02	S2	120	Feedback from students and teachers	\$10,000.00	✓					
108	野外考察活動(考察香港地質公園) - 配合課程要求, 讓學生掌握有關野外考察技巧	Geography	Whole year	S4, S5	40	問卷調查	\$2,770.00	✓					
109	野外考察活動(參觀米埔自然保護區)按金 - To understand what is ecosystem	Geography	2022-11	S6	40	feedback form	\$500.00	✓					✓
110	野外考察活動(參觀米埔自然保護區) - 配合課程要求, 讓學生更能認識「生態系統」的組成及運作	Geography	2022-11	S6	40	問卷調查	\$800.00	✓					
111	C 編程班 - 提供學生於課後學習C 編程之機會	Information and Communication Technology	2022-09, 2022-10, 2022-11	S3, S4, S5	10	問卷	\$12,000.00	✓					
112	STEM Week 課後增潤班 - 提供學生微控制器增潤學習之機會	Information and Communication Technology	2023-05	S2	15	問卷	\$10,000.00	✓					
113	運用 Roblox 建構元宇宙課程 - 提供學生學習 Roblox 建構元宇宙之機會	Information and Communication Technology	2022-09, 2022-10, 2022-11	S2, S3, S4, S5	15	問卷	\$72,000.00	✓					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
114	與校園電視台合辦之學習課程 - 提供學生體驗不同的拍攝學習機會	Information and Communication Technology	2022-11, 2022-12	S1, S2, S3, S4, S5, S6	10	問卷	\$7,000.00	✓					✓
115	Lego 機械人班 - 提供學生體驗機械人學習機會	Information and Communication Technology	2023-04, 2023-05, 2023-06	S1, S2	12	問卷	\$24,000.00	✓					
116	媒體及資訊素養學生講座 - 讓學生了解媒體及資訊素養	Information and Communication Technology	Whole year	S1, S2, S3	400	80%學生認同計劃能幫助了解媒體及資訊素養	\$4,200.00		✓				
117	媒體及資訊素養學生工作坊 - 讓學生了解媒體及資訊素養	Information and Communication Technology	Whole year	S1, S2, S3	400	80%學生認同計劃能幫助了解媒體及資訊素養	\$21,000.00		✓				
118	機甲大師大賽準備班 - 提供學生體驗機械人學習機會	Information and Communication Technology	2023-04, 2023-05, 2023-06	S3, S4	10	問卷	\$67,000.00	✓					
119	Field Visit	Integrated Science	Whole year	S2	130	學生問卷調查	\$5,000.00	✓					✓
120	Best 3 students in each class are arranged to visit	Integrated Science	2023-04	S1, S2, S3	40	學生問卷調查	\$6,000.00	✓					✓
121	Reading Promotion Programme - To raise students' reading interest	Library	Whole year	S2	258	Evaluation report	\$32,000.00	✓					
122	中一社區探訪活動 - 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	Life and Society	Whole year	S1	128	學生問卷	\$28,000.00		✓				
123	Nomination fee for external mathematics competitions - arouse students' learning interest	Mathematics	Whole year	S1, S2, S3, S4, S5	623	Elite students are selected and participants broaden their mathematics concepts. students have positive feedback	\$2,500.00	✓					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
124	P6 - S1 mathematics activity - help students to cultivate good learning attitude and habits and arousing students' learning interest	Mathematics	2023-08	S1	130	the attendance is over 70% and more than 70% students feel the course is useful	\$200.00	✓				
125	Mathematics Club Activity - help students to cultivate good learning attitude and habits and arousing students' learning interest	Mathematics	Whole year	S1, S2, S3, S4, S5, S6	50	the attendance is over 70% and more than 70% students feel the course is useful	\$400.00	✓				
126	Music Week Performance - To enhance students' aesthetic appreciations	Music	2023-05	S1, S2, S3, S4, S5	120	Students' evaluation	\$800.00			✓		
127	Singing contest - To enhance aesthetic awareness	Music	2022-11	S2, S3, S4, S5, S6	300	Participants' evaluations	\$1,000.00			✓		
128	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	Other Learning Experience	Whole year	S4	120	Teachers' Observation; Students' feedback	\$1,200.00			✓	✓	✓
129	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	Other Learning Experience	Whole year	S5	120	Teachers' Observation; Students' Feedback	\$3,010.00			✓		
130	S6 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	Other Learning Experience	Whole year	S6	120	Teacher's Observation; Students' Feedback	\$940.00			✓		
131	Health program - Promote Health Lifestyle	Physical Education	Whole year	S1, S2, S3	390	Survey	\$1,000.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
132	Pilates - Promote Health Lifestyle	Physical Education	Whole year	S5	100	Survey	\$5,000.00			✓		
133	Thai Boxing - Promote Health Lifestyle	Physical Education	Whole year	S6	100	Survey	\$8,000.00			✓		
134	迪士尼款客服務體驗坊 - 提升學生對本科的興趣	Tourism and Hospitality Studies	Whole year	S4	30	問卷	\$11,760.00	✓				✓
135	參觀VTC HTI/CCI/ICCI - 提升學生對本科的興趣	Tourism and Hospitality Studies	Whole year	S4	28	問卷	\$3,000.00	✓				✓
136	參觀酒店 - 提升學生對本科的興趣	Tourism and Hospitality Studies	Whole year	S4	28	問卷	\$3,000.00	✓				✓
137	Competition Enrolment Fees - 1. To foster positive education; 2. Elite training	Visual Arts	Whole year	S1, S2, S3, S4, S5, S6	5	1. Joining at least 3 competitions ; 2. Students are able to apply relevant knowledge and skills to their works	\$1,000.00			✓		
138	Gallery Visits - 1. To foster positive education; 2. Life-wide Learning	Visual Arts	Whole year	S1, S2, S3, S4, S5, S6	50	Students complete post-visit tasks with satisfactory responses	\$1,600.00			✓		
139	Ceramics Workshop for Junior Forms - 1. Elite Training; 2. Positive education	Visual Arts	Whole year	S1, S2, S3	10	1. Attendance record; 2. Tutor's marking and comments ; 3. Exhibition	\$15,000.00			✓		
140	Classroom Outdoor Wall Painting - 1. Elite Training; 2. Positive education	Visual Arts	Whole year	S1, S2, S3, S4, S5	30	1. Attendance record; 2. Tutor's marking and comments ; 3. Exhibition	\$37,500.00			✓		
141	Painting Workshop for Junior Forms - 1. Elite Training; 2. Positive education	Visual Arts	Whole year	S1, S2, S3	10	1. Attendance record; 2. Tutor's marking and comments ; 3. Exhibition	\$2,400.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences	
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
142	S.3, 4, 5 Photo Zine Workshop - 1. Elite Training; 2. Positive education	Visual Arts	Whole year	S3, S4, S5	15	1. Attendance record; 2. Tutor's marking and comments ; 3. Exhibition	\$21,500.00			✓		✓	
143	Student Training (including School Art Ambassador Training, Visual Arts Club and Photography Club Committee Members Leadership Training) - 1. Elite Training; 2. Positive education	Visual Arts	Whole year	S4, S5	12	1. Attendance record; 2. Tutor's marking and comments ; 3. Exhibition	\$2,800.00			✓			
144	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	Form 1	2022-10	S1	130	老師觀察、學生問卷	\$5,000.00	✓					
145	中四級活動 (獎品) - 感謝同學積極參與級活動	Form 4	Whole year	S4	128	完成級活動後於學年尾可獲得獎品	\$500.00		✓				
146	課室壁報設計 - 加強正向教育及價值教育概念	Form 4	Whole year	S4	128	展示的壁報作品	\$800.00		✓				
147	球類比賽 - 提升學生歸屬感及改善行為	Form 5	Whole year	S5	128	比賽	\$500.00			✓		✓	
148	影班大相 - 提升學生歸屬感	Form 5	Whole year	S5	128	將貼相片	\$300.00	✓	✓				
149	壁報設計比賽 - 提升學生歸屬感	Form 5	Whole year	S5	128	比賽	\$1,200.00	✓				✓	
150	中六級班際球類比賽 - 增進同儕情誼	Form 6	2022-10	S6	120	老師觀察	\$500.00			✓			
<b>(Please insert rows above if the space provided is insufficient.)</b>													
<b>Sub-total of Item 1.1</b>							<b>\$2,396,192.00</b>						
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1													
2													

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Estimated Number of Participants			Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes											
3												
4												
5												
<b>(Please insert rows above if the space provided is insufficient.)</b>												
<b>Sub-total of Item 1.2</b>							<b>\$0.00</b>					
<b>Expenses for Category 1</b>							<b>\$2,396,192.00</b>					

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1				
2				
3				
<b>(Please insert rows above if the space provided is insufficient.)</b>				
<b>Expenses for Category 2</b>				<b>\$0.00</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>\$2,396,192.00</b>

**Category 3: Estimated Number of Student Beneficiaries**

Total number of students in the school:	730
Number of student beneficiaries:	730
Percentage of students benefitting from the Grant (%):	100%
<b>(Please insert rows above if the space provided is insufficient.)</b>	
Contact Person for LWL (Name & Post):	Ms Fok Pik Shan (Vice Principal)

**C.C.C. Mong Man Wai College**  
**Plan on the Use of School Executive Officer Grant 2022/23**

Area of Concern	Implementation Plan	Resources Required	Success Criteria	Method of Evaluation	Person-in-charge
To employ an Executive Officer to provide the administrative support to the school	<ul style="list-style-type: none"> <li>● To support the operation of IMC</li> <li>● To assist in the executive functions of financial resources management</li> <li>● To supervise and manage duties of non-teaching staff</li> </ul>	\$474,831	<ul style="list-style-type: none"> <li>● Smooth running of the administrative work</li> </ul>	Feedback from the Principal and Vice-principals	NTY
To employ a clerk to assist the school in administrative work	<ul style="list-style-type: none"> <li>● To take minutes of school functional team(s)</li> <li>● To issue parents' letters and messages in parents' App</li> <li>● To stock check the school materials</li> <li>● To take up general clerical work</li> </ul>	\$182,700	<ul style="list-style-type: none"> <li>● Have adequate stock of materials for the school operation</li> <li>● Update parents of the school news</li> <li>● Smooth running of the administrative work</li> </ul>	Feedback from the Principal and Vice-principals	WOT
Total Amount		\$657,531			

中華基督教會蒙民偉書院

公民與社會發展科一筆過津貼(2021-2024)

目標：

- 發展或採購相關的學與教資源（包括多媒體及電子教學資源）、應用程式及軟件，以及公民科的參考資料 —資助學生及教師前往內地，參加和公民科課程相關的教學交流或考察活動
- 舉辦能提升公民科學與教效能的校本學習活動
- 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動，促進交流及觀摩

活動項目：

活動項目	預算	推行年度	活動目標	成功準則	評估方法	負責
採購相關的學與教資源（書籍、多媒體及電子教學資源）	\$8,800 (三年)	21-24	*推動閱讀，滋潤學生的公民素養 *豐富學與教資源，提升學生的學習動機	70%或以上受惠學生更了解香港及中國制度及文化	課堂觀察 周年報告	公社科老師
內地考察團	\$176,000 (兩次) \$800@學生  \$19,200 \$800@老師	22-24	*為學生提供交流學習的經歷，加深他們對中國歷史文化的認識 *學生更了解內地的風土人情、中國歷史及文化，增加國民身份認同	校內分享 學生報告	老師觀察 學生問卷 周年報告	公社科老師

<p>本地戶外考察活動及參觀 博物館專題展覽</p> <p>其他：選取合適的團體進行參觀或探訪</p>	<p>\$96,000 (每年兩班學生，共5次) \$300@學生</p>	<p>21-24</p>	<p>*提升學生對一國兩制及香港制度的認識 *提供不同的渠道加深學生對回歸後香港的體認</p>	<p>70%或以上受惠學生認同活動能便利他們學習/了解香港的歷史及文化</p>	<p>老師觀察 活動紀錄 周年報告</p>	<p>公社科老師</p>
	<p>總額： \$300,000</p>					

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

*[Schools can adapt the format of this template to cater for their school-based needs.]*

### Plan on the Use of the Promotion of Reading Grant

**2022 – 2023 School Year**

The major objectives of promoting reading: (e.g. creating a reading culture)

1. To create the reading atmosphere.

2. To collaborate with different subjects and committees for the promotion of reading.

	Item*	Estimated Expenses (\$)
1.	Purchase of Books	<b>\$37,900.00</b>
	<input checked="" type="checkbox"/> Printed books (Library books for all subjects)	\$25,900.00
	e-Books	
	<input checked="" type="checkbox"/> Books for SBA (Chinese department)	\$12,000.00
2.	Web-based Reading Schemes	<b>\$13,000.00</b>
	eRead Scheme	
	<input checked="" type="checkbox"/> Other scheme : 中文科網上閱讀推廣	\$13,000.00
3.	Reading Activities	<b>\$5,000.00</b>
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	\$5,000.00
	Hire of service from external service providers to organize learning activities related to the promotion of reading	
	Paying the application fees for students to participate in reading activities and competitions	
	Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others : <u>Gift coupons for the award of reading related activities / programmes.</u>	<b>\$8,000.00</b>

\*Please tick the appropriate boxes or provide details.