C.C.C. Mong Man Wai College

School Annual Plan 2021-2022

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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."

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

The Major Concerns for 2019/20-2021/22

1. To nurture students to be motivated learners

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

2. To foster positive education

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

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

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

C.C.C. Mong Man Wai College School's Major Concern (2021-2022)

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

| | Strategy | Schedule | Success Criteria | Me | thods of Assessment | | Main Responsible Person | | Resources Needed |
|---|--|-----------|--|----|--|---|---|---|-----------------------------------|
| • | Consolidating the 3-pillar mode of self-directed learning | 9/21-6/22 | Each panel modifies existing teaching and learning materials, introduces new topics / teaching | • | Evaluation by Academic Committee | • | Academic Committee (Subjects) and Panel Heads | • | Allocation of the school manpower |
| • | Increasing the number of lessons/topics using the 3-pillar mode | | and learning materials and enriching after-lesson follow-up activities | • | (Subjects) and subject panels APASO | • | Teachers | | |
| • | Using the 3-pillar mode in all junior forms to establish the SDL habit | | | • | Students' feedback | | | | |
| • | Encouraging using SDL in senior forms | | | | | | | | |
| • | Arranging more varieties of after-lesson follow-up activities | | | | | | | | |

1.2 To develop e-learning to enhance learning effectiveness

| | Strategy | Schedule | | Success Criteria | Methods of Assessment | | Main Responsible Person | | Resources Needed |
|---|--------------------------------|-----------|---|---------------------------------|-----------------------------------|---|----------------------------|---|-------------------|
| • | Setting up a task group to | 9/21-6/22 | • | A task group has been set up to | Evaluation by | • | Academic Committee | • | Allocation of the |
| | facilitate e-learning and | | | facilitate e-learning and | Academic | | (Subjects) and Panel Heads | | school manpower |
| | e-teaching | | | teaching | Committee | • | Teachers | | |
| • | Organizing training and | | • | Training and sharing sessions | (Subjects) and | | | | |
| | sharing sessions on the use | | | have been organized in Staff | subject panels | | | | |
| | of tablet computer in | | | Development Days | | | | | |
| | learning and teaching | | • | 3 to 4 subject panels use | | | | | |
| • | Designing e-learning and | | | mobile devices for learning and | | | | | |
| | e-teaching materials | | | teaching in lessons and share | | | | | |
| • | Using mobile devices (e.g. | | | their experience with | | | | | |
| | tablets) for learning and | | | colleagues | | | | | |
| | teaching in lessons | | | | | | | | |
| • | Exploring different e-learning | | | | | | | | |
| | platforms | | | | | | | | |

2. To foster positive education2.1 To cultivate a positive school climate

| | Strategy | Schedule | | Success Criteria | | Methods of Assessment | | Main Responsible Person | | Resources Needed |
|---|---|--------------------|---|---|---|--|---|--|---|--|
| • | Organizing workshops for teachers on promoting positive values | 9/2021 – 6/2022 | • | Organize at least 3 workshops on Staff Development Days | • | Feedback from colleagues Evaluation by teachers | • | Vice Principal Student Guidance Master | • | Staff Development Days |
| • | Conducting morning sharing by teachers and students on positive attitude on the theme | 9/2021 – 6/2022 | • | Hold at least 6 morning sharing sessions | • | Feedback from colleagues | • | Student Guidance Committee Student Guidance Ambassadors | • | Morning Assembly sharing IT support |
| • | Coordinating different school departments or committees to run activities and programs in theme week(s) | 9/2021 – 6/2022 | • | One committee has organized a joint-committee/department activity in its theme week | • | Feedback from colleagues | • | Student Guidance Committee | • | Coordination of different school departments/ committees |

2.2 To nurture and develop character strengths

| Strategy | Schedule | Success Criteria | Methods of Assessment | Main Responsible Person | Resources Needed |
|---|--------------------|---|--|--|---|
| Organizing class teacher trainings on conducting lessons of building up students' character strengths | 9/2021 – 6/2022 | Co-work with class teachers and conduct at least 1 class teacher period in each term related to positive values | Feedback from class teachers Evaluation by students | Vice Principal Student Guidance Committee Class Teachers | Arrangement of the class teacher periods Design lesson plans for class teacher periods |
| Running training camps and training programs for student leaders to develop their character strengths | 9/2021 – 6/2022 | Organize at least 1 training camp to develop students' character strengths | Evaluation by students | Student Guidance Committee | Camp siteSuitable training programme |
| Providing opportunities for students to nourish and stretch their strengths and potential in their school, family and community | 9/2021 – 6/2022 | Organize at least 1 activity for Student Guidance Ambassadors to stretch their strengths 70% of the Student Guidance Ambassadors attend and achieve the objectives of the program(s) | Evaluation by Student Guidance Committee Evaluation by students | Student Guidance Committee | Organise a number of student activities for students to participate |

C.C.C. Mong Man Wai College Academic Committee (Subjects) Program Plan (2021–2022)

1 Aims

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

2 Situational Analysis

2.1 Strengths

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

2.2 Weaknesses

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

3 Major Concerns for the Current Year

- 3.1 Concerns Addressed to the School 3-year Plan (2019-20, 2020-21, 2021-22)
 - 3.1.1 To sustain self-directed learning habits
 - 3.1.2 To develop e-learning to enhance learning effectiveness
 - 3.1.3 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 SDLIncreasing the number of lessons/topics using the 3-pillar modeUsing the 3-pillar mode in all junior forms to establish SDL habitEncouraging using SDL in senior formsArranging more varieties of afterlesson 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 | | (Consolidation year)having hands-on lesson for students to use e-learning devices in order to enhance learning effectivenessOrganizing training and sharing sessions on e-learning and teaching skillsDesigning e-learning and e-teaching materialsDelving 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 DaysEach 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 | / | 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 | | 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 |

| | 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 Complete the teaching survey | Nov. to Dec. 2021 MAY/2022 | WWC2, Panel Heads, Subject Teachers |
| 4.7 | 3.2.5, 3.2.6 | APASO Survey ¹ | Evaluation by Academic Committee (Subjects) | Understand the pattern of learning of students | OCT/2021 | KTK & NWH |
| 4.8 | | Each subject should implement its Coursework Policy ² 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, 3.24 | 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/2021 and APR/2022 | Subject panel heads |
| 4.11 | 3.2.2, 3.2.3 | Study room for the S.6 students. ³ 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/2021 to MAY/2022 | WWC2 + CTW |
| 4.12 | 3.2.4 | Each subject panel organizes at least one life-wide learning / co-curricular activity | Evaluation by Academic Committee (Subjects) and subject panels | Complete and evaluate the life-wide learning / co-curricular activities of each subject | Whole year | All panel heads |

| | Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person(s)- in-charge |
|------|------------|---|--|---|----------------------|--------------------------------------|
| 4.13 | | Co-Curricular Activities: Chinese, Maths & Sciences Weeks, English Days | Evaluation by subject panels | Complete and evaluate the planned activities. | TBC | Panels concerned |
| 4.14 | | 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/2022 to JUL/2022 | WWC2 and related subject panel heads |
| 4.15 | 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. | 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 |
| 4.16 | , | Reading Across Curriculums: Each subject panel suggest a book list or a reading plan for students of junior and senior forms. Based on the above suggestion, AC(S) and School Library devise reading plans for both junior and senior students so as to broaden their reading horizon. | Library and subject panels. | Complete and evaluate the planned activities. | Whole year | WWC2, FML, All panel heads |

Academic Committee (Subjects) – Program Plan (2021-2022)

| | Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person(s)- in-charge |
|------|------------|--|---|--|------------|-------------------------|
| 4.17 | | 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. | 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 | \$2000.00 |
| 5.2 | Purchasing 2021 HKDSE School Statistical Report | \$2800.00 |
| 5.3 | Purchasing 2021 HKDSE students marked scripts | \$4400.00 |
| 5.4 | License for Schools to Use or Copy Past HKDSE Examination Question Papers, Sample Papers and Practice Papers | \$4160.00 |
| | Total Expenditure | \$13360.00 |

6 Team Members

6.1 Academic Committee (Subjects)

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

¹ APASO

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

² Coursework and Evaluation Policies /Strategies

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

³ Study Room

- Study room will be open from morning to evening for S6 students starting from October up to the end of the study leave. (This plan 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] <u>Program Plan (2021-2022)</u>

1 Aims

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

2 Analysis of the present situation (SWOT analysis)

2.1 Strengths

- 2.1.1 Macroscopic or generic measures of learning can be further implemented.
- 2.1.2 Human-based programme(s) can be implemented.
- 2.1.3 There has been consensus among the teaching staff that enhancing students' learning should be one of our major concerns in the school 3-year plan.
- 2.1.4 We can build on our strength, i.e. 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.

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 the logbooks for the 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 / 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 education.
- 2.3.6 The added manpower of a new member on top of 5 ones in the Committee from the School since last year 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 due to the practice of half-day schooling caused by the prolonged

unstable pandemic situation of COVID-19 and intermittent class suspensions. Some academic activities had to be further postponed or even cut whereas some 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. alumni sharing, 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 not have 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 always happen. This may affect students' motivation and participation in academic activities including those after-school tutorial or enhancement classes.
- 2.4.4 As the work allocation may need to be greatly restructured caused by staff turnover rate which may be getting higher in recent years, there may be a chance that the membership of the Committee may have some changes. Changing committee members may affect the overall implementation of the work and 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 (2019-2022):

3.1 To nurture students to be motivated learners (3-pillar-mode in lessons) [積極學習]

- 3.1.1 To sustain self-directed learning habits [持續鼓勵學生培養自主學習的習慣]
- 3.1.2 To develop e-learning to enhance learning effectiveness [透過電子學習以加强學習效能]

3.2 To foster positive education [正向教育]

- 3.2.1 To cultivate a positive school climate [培養學生正向思維]
- 3.2.2 To nurture and develop character strengths [發展學生性格强項]

4 Major concerns of ACA in the current year (2021-2022) in response to the school's major concerns (2019-2022)

| | 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

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

6. Implementation Plan of ACA (2021-2022)

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|-----|-----------------|---|---------------------|--|--|---|--|--|
| | | Acad | lemic ac | tivities or progran | nmes at form leve | els | | |
| | | S1 Theme: Cu | ltivatin | g good learning | habits <i>建立良</i> | 好學習習慣 | | |
| 6.1 | S1 | "3-week Self-directed learning programme" Study Skills Courses (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 7-8 11/2021 (3 days; 1 hour each session OR a one-off 3 hours session on Saturday) | 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. 2021 | | *FMY & WFT (S1 ACA Form Coordinator) |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|-----|-----------------|--|-------------|--|---|--|--|--|
| 6.3 | | "Self-directed learning" S1 Class Teacher Period (CTP) (4) S1 Lessons on 'How to Devise Your Own Study Plan' | 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 (1-8/12/2021) | \$1 Form teacher & Class teachers | WFT (Material design & modification) |
| 6.4 | | "Self-directed learning" (5) S1 Self-actualization Scheme (Study Plan) | 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) |
| 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 |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------------|-----------------|---|---------------------|---|--|--|--|---|
| 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 | | Cycle 17 (7-15/3/2022) | S1 Form teacher & Class teachers | WC (Material design & modification) |
| 6.7 NEW | | "Self-directed learning" (8) Application of note-taking/reading skills Reflection on the key learning points in the lessons using graphic organisers [Collaboration work with I.S. panel] | 4.1, 4.2, 4.4 | Evaluation by ACA & I.S panel based on observation, students' performance in their work | Positive feedback; satisfactory students' performance in their work | 2 nd term | S1 IS teachers & ACA | FMY |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|-----|-----------------|--|-----------------------------|---|--|--|--|---|
| 6.8 | (22-23) | Support measures to new S1 students in preparation for the EMI learning environment: 1. S1 Summer Bridging Course 2021 [Collaboration work with a service supplier] 2. Briefing session to Pre-S1 parents & students on New Information Day [Collaboration work with School Promotion Committee & other parties] 3. Talk to S1 parents on the students' learning (difficulties and expectations) [Collaboration work with PTA & other parties] | 4.1, 4.2, 4.3, 4.4 | questionnaires collected 2. & 3. Evaluation by ACA | of the participants find that it can help; Positive feedback & recommendation 2. & 3. Positive feedback and observation | Summer Bridging Course 2022 [in mid Aug. 2022] 2. 17/7/2022 3. Summer 2022 | History, I.S., etc. | 1. (Summer Bridging Course) *FMY, WFT, WC 2. & 3. FMY |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|---------------------|--|---|--|---|---|
| | | S2 Theme: Fos | tering | good learning at | titudes 培育良 | 好學習態度 | | |
| 6.9 | | "Self-directed learning" S2 Class Teacher Period (CTP) 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) | 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 13 (20-27/1/2022) | S2 Form teacher & Class teachers | |
| 6.10 | | "Self-directed learning" S2 Academic Mentoring Program [a joint-party program with ACS & form teacher] | 4.1, 4.3, 4.4 | Evaluation by ACA based on observation, students' academic performance and the feedback from the target students & their parents | Positive feedback & some good signs of showing efforts by target students | Whole year (different stages) | S2 Form teacher, Class teachers & ACS | _ |

S3 Theme: Preparing for electives selection in senior forms 為高中選科做好準備

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|-------------|-----------------|--|---------------------|--|---|--|--|--|
| 6.11 NEW | S3 | S3 Class Teacher Period (CTP) 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 (1/12-8/12/2022) | S3 Form teacher & Class teachers | WFT (Material design & modification) |
| 6.12 | | S3 Class Teacher Period (CTP) 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 15 (16-24/2/2022) [before the start of S3 Elective Subjects Talks] | S3 Form teacher & Class teachers | WFT (Material design & modification) |

S4 Theme: Planning senior-form studies 適應及規劃高中學習生活

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|-------------|-----------------|--|---------------------|--|---|--|--|--|
| 6.13 | | S4 Class Teacher Period (CTP) 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 6 27/10/2021 (Day 1) | S4 Form teacher & Class teachers | NWH (Material design & modification) |
| 6.14 NEW | S4 | S4 Class Teacher Period (CTP) 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 19 23/3/2022 (Day 1) | S4 Form teacher & Class teachers | WFT (Material design & modification) |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator | | | | |
|------|---|---|-------------------------------------|---|---|--|--|--|--|--|--|--|
| | S5 Theme: Consolidating effective study skills 認識有效學習技巧 | | | | | | | | | | | |
| 6.15 | | 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 | 4.5 hours in total | S5 Form teacher & Class teachers | FMY | | | | |
| 6.16 | | S5 Class Teacher Period (CTP) Alumni Sharing [tbc] Time management during the busy S5 study life (Modified) | 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 | from class teachers & their recommendation | | \$5 Form teacher & Class teachers | FMY (Material design & modification) | | | | |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|-----------------------------|--|--|---|---|---|
| | | S6 Theme: Prepa | ring fo | r the public exar | minations 為公 | 開試做好準備 | | |
| 6.17 | | S6 Public exam preparation programme (1) S6 Alumni Sharing Session on Study Skills & Public Exam Preparation and (2) the follow-up reflections | 4.1, 4.3, 4.4, | observation, students' questionnaires | of the participants find that it can help; Positive feedback from class | Alumni sharing: 6/9/2021 [1st cycle, during class teacher periods) | S6 Form teacher & Class teachers | *FMY, CWY |
| 6.18 | | S6 Public exam preparation programme (2) S6 Mock Result Release Day (Setting up the booths of 'Application for rechecking / remarking (ACA), repeating S6' & repeating S6 at other tutorial schools [tbc] (ACS) & ACA members helping with group discussions [Collaboration work with ACS & OLE] | 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) | 18/9/2021 (Sat.) [Reserve: 19/9/2021 (Sun)] | S6 Form teacher, S6 class teachers & other parties, (OLE, Guidance, Religious Committee, ACS, etc.) | * |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|--|---------------------|--|--|---|--|---|
| 6.19 | | S6 Public exam preparation programme (3) The follow-ups of S6 Mock Result Release – Study plan & time Management (Revised) | 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 3 27/10/2021 [It would be better if an earlier date could be arranged if possible.] | S6 Form teacher, S6 class teachers | FMY |
| 6.20 | | S6 Public exam preparation programme (4) Application for S6 Hok Yau Club Mock Examinations | 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 | Application: Sept-Oct., 2021 Release of results: Feb., 2022 | S6 Form teacher, S6 class teachers, host organiser: Hok Yau Club | NWH |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|--|------------|--|--|--|--|--|
| 6.21 | | S6 Public exam preparation programme (5) S6 Stress Management Programme [Modified] [Collaboration work with School social worker(s), Student Guidance Committee & B.K Panel] | 4.3 | committees (e.g. | Positive feedback from class teachers, form teacher, students & school social worker(s) | 11/1/2022 (Day 1 during 1st term Exam period) & Dec., & Jan. (BK lessons) Before mock exam | S6 Form teacher, S6 class teachers, School social worker, Guidance & Religious Committee | *FMY, NWH |
| 6.22 | | Follow-up work of HKDSE Result Release Day 1. Application for Rechecking and remarking public examination papers (2021-2022) 2. Briefing session on Application for Rechecking and remarking public examination papers (2021-2022) | | Evaluation by ACA based on observation | Positive feedback | | | 1. Rechecking & remarking applications: *NWH, CWY, MWM 2. Briefing session: FMY |

Academic activities across different forms

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|-------------|--|--|--|---|---|
| 6.23 | | "Self-directed learning" S1-2 'Application of Reading Skills' Reading Award Scheme using e-books/library books & graphic organisers [Collaboration work between AC (Affairs) and School Library] | 4.2, 4.4 | 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 nd term | ACA & School Library | *FMY S1 & S2 ACA Form Coordinators (WFT & MWM) |
| 6.24 | S1-3 | Good Learning Atmosphere Promotion Activities (1) Term 1: S1-3 Inter-class Good Learning Atmosphere Contest | 4.3, 4.4 | Evaluation by ACA based on the feedback from class teachers & form teacher, results of the class performance records | results shown | 1 st term 10/11/2021 to 10/12/2021 (about 1 month) | S1-3 Subject teachers, Class teachers, Form teachers | *FMY & S1-3 ACA Form Coordinators (WFT, MWM & WC) |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|--|-------------|---|---|--|---|---|
| | S1-2 | (2) Term 2: S1-2 Good Learning Attitude Award Scheme & Prize presentation | | feedback from class teachers & form | from class teachers, form teachers & their recommendation; | 1st term Nomination due date: 14/1/2022 Prize presentation To be held in CTP Cycle 15 (16/2-24/2/2022) | S1-2 Subject teachers, Class teachers, Form teachers | (2) *WFT (awards), CWY (CTP materials design & modification) & S1-2 ACA Form Coordinators (WFT & MWM) |
| 6.25 | S2-5 | (1) 動力學堂-課後學業輔導班 After-school Tutorial Classes S2/3 English S2/3 Mathematics x (1-2 classes) S2/3 Chinese S5 BAFS (tbc) S5 Chemistry (tbc) | 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 [18/10/21 – 10/6/2022] (tbc) | Collaborating with an NGO | FMY, WFT & MWM & S2-5 ACA Form Coordinators |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|-------------|--|--|--|--|---|
| | | (2) 動力學堂-興趣技能工作坊OLE Workshops (Unless specified, each student participant from after-school tutorial classes need to join at least 1 OLE workshop.) [Collaboration work with OLE Committee] | | Evaluation by OLE based on class observation & student questionnaires collected | To be set by OLE [Please refer to the related document of the concerned committee (OLE)] | On Saturdays (tbc) | OLE | FMY (ACA) & LHL (OLE) |
| 6.26 | | ACA Game stall on English Day [Collaboration work with English Department] | 4.3, 4.5 | Evaluation by ACA based on observation; the feedback from teachers & participants | Positive feedback from both teachers & student participants | 11/5/2022 (2 nd English Day) | English panel | WC |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|------------|--|---|--|---|---|
| 6.27 | S1-3 | S1-3 Pre-exam tutorial classes (試前溫習班) (whether all the lower-form ones will be held depending on the needs at form levels) | 4.5 | & 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, 2022 | S1-3 form teachers & class teachers | *WFT, MWM & WC (S1-3 ACA Form Coordinators) |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|---------------------|----------------------|--------------------------------|--|---|--|
| 6.28 | | "Self-directed learning" S1-6 Class Teacher Period (CTP) 第一學期測驗後學習反思 Theme-based Post-test Reflections in the first term Themes: S1: EMI learning & Adaptation to secondary school studies S2: Self-directed learning habits (自我檢視及反思學習習慣) S3: Adaptation to S3 studies when compared with those in S1-2 S4: Adaptation to higher-form studies S5: Study skills / strategies (學習技巧) S6: Reflections on S6 studies in preparation for HKDSE | 4.1, 4.2, 4.4 | & form level based | from class teachers & their | After the 1 st term test week | S1-6 Form teachers & Class teachers | ALL ACA form coordinators ***** S1: WFT S2: FMY S3: WC S4: CWY S5: FMY S6: NWH (Material design & modification) |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|--|-------------|----------------------|------------------|---|---|---|
| 6.29 | | "Self-directed learning" S1-2 Class Teacher Period (CTP) (第一學期考試後學習反思及良好學習態度頒獎典禮) Reflections on the first term studies in S1-2 & S1-2 Good Learning Attitude Awards Presentation (Presenting the prizes to the awardees of Good Learning Attitude Award & Reflection worksheet) | 4.3, 4.4 | | | After the 1 st term exam week 1/2022 Prize presentation to be held in CTP Cycle 15 (16/2-24/2/2022) | S1-2 Form teachers & Class teachers | S1 & 2 ACA form Co. (WFT & MWM) & CWY (Material design & modification) |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|------------|--|---|--|--|--|
| 6.30 | S3-5 | "Self-directed learning" S3-5 Class Teacher Period (CTP) 第一學期考試後學習反思 Post-exam reflections (S3-5) Themes: S2: Reflections on 1 st 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 (modified) | 4.3, | on the feedback | Complete the plan smoothly; positive feedback from class teachers & their recommendation | After the 1st term exam week | S2-5 Form teachers & Class teachers | S2-5 ACA form coordinators & S2: FMY S3: WC S4: CWY S5: FMY (Material design & modification) |
| 6.31 | S1-S5 | Nomination of Arch Youth Improvement Awards [2021-2022] | | Evaluation by ACA based on observation & feedback; student participation | Results of the school nominations; Positive feedback; Satisfactory participation rate | Applications: mid August, 2022 | External organization: Arch Youth Foundation | Application: MWM (Aug., 2022) |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|---|-----------------------------|--|---|---|---|---|
| 6.32 | S2-S6 | Learning activities: during 2021-2022 held by Arch Youth Foundation Prize Presentation of Arch Youth Improvement Awards (Target participants: Awardees of Arch Youth Improvement Awards 2020-2021) | | | Positive feedback; Satisfactory participation rate | Whole year Learning Celebrations Week (tbc) | External organization: Arch Youth Foundation | 1) MWM 2) *WC & MWM |
| 6.33 | S2-S6 | "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 |
| 6.34 | S1-5 NEW | Elite training program: (In-house training) 1) In-house elite training course for HKAGE existing members | 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 | External organisations, e.g. HKAGE | *FMY, WFT |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|--------------------|-----------------|---|-----------------------------|---|---|--|--|---|
| | | 2)Elite sharing sessions / sharing sessions by scholarship awardees 3)Elite sharing sessions during the week of Learning Celebrations (tbc) | | | Positive feedback from both teachers & student participants who may conduct experience-sharing sessions with their fellow schoolmates | 3) 1-4/3/2022 | 3)ECA, ACA (&ACS-tbc) | FMY, MWM |
| 6.35 NEW | | Sharing sessions on study skills in the morning assemblies by ACA members | 4.1, 4.2, 4.3, 4.4 | Evaluation by ACA based on observation Routine wor | Positive feedback | Whole year | ACA | ALL ACA members |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|--|---------------------|---|--|--|--|---|
| 6.36 | Whole school | SEN Services [SEA] | 4.5 | Evaluation by ACA based on observation & feedback | Positive feedback | Whole year | Student Support Group (SST) | WC |
| 6.37 | Whole school | Elite training programme: (Nominations) 1. Nomination of the Hong Kong Academy for Gifted Education (HKAGE) (2021-2022) | 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, CWY |
| | | 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 |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|---------------------------------|--|------------|---|--|--|--|---|
| | | 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 & ACS | *CWY, WC (SENs) |
| 6.38 | 6.38 S1-S5 Prize-giving Ceremor | Prize-giving Ceremony | | | | After 1st term exam Learning Celebrations Ceremony 4/3/2022 (Day 1) | ACS & ECA | |
| | S6 | | | | | Graduation Ceremony (28/5/2022) | ACS & Religious Committees | ALL ACA members |
| | Whole school | | | | | After 2 nd term exam (End-of-year Ceremony – 14/7/2022) | ACS & Religious Committees | |
| 6.39 | Whole school | Data analysis of APASO & Teaching survey | 4.5 | Evaluation by ACA based on the results shown | Some feedback made & significant findings | Oct., 2022 (APASO) | I.T. | NWH |

| | Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|------|-----------------|--|------------|----------------------|---|--|--|---|
| | | | | | highlighted | May, 2022 (Teaching Survey) | | |
| | T | Manpower allocation of AC prefects: | | T | T | | T | T |
| 6.40 | Whole school | Inter-house Academic Knowledge Quiz Competition (AC prefects help with hosting the session as MCs) | 4.3 | ACA based on | Positive feedback, observation from teachers involved & evaluation report from the host party | 17/5/2022 | ECA | CWY (Manpower allocation of AC prefects) |

| Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|-----------------|---|------------|----------------------|----------------------|--|--|---|
| | Morning assembly sharing & announcements | o fe | | Positive feedback | Whole year | | |
| | Board displays for AC prefects and Roll of Honour | | | Positive feedback | Whole year | | |

| Forms concerned | Plans/Strategies | Objectives | Method of Evaluation | Success Criteria | Time scale (tentative) [To be confirmed] | Collaboration with concerned party/ies | Person(s)-in-charge *Chief coordinator |
|-----------------|---|------------|--------------------------------|---|--|--|---|
| | Supervising lunchtime or after-school quizzes | | ACA (This can be | Positive feedback; Satisfactory utilization rate (if any) | Whole year | ACS | |
| S3 | Talks on Introduction to Elective Subjects | | ACA based on observation & the | participation rate | 14/2 /2022– 8/3/2022 | 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 (CWY)
- SEN (WC)
- Data Analysis & IT support (NWH)
- Tutorial classes (*WFT & MWM)
- Elite training (*FMY, MWM & WFT)

7.2 ACA Form coordinators

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

8 Budget of ACA (2021-2022)

C.C.C. Mong Man Wai College Financial Plan for the Year 2021/2022 [Simplified version] [For details, please refer to the excel file submitted to the school office.]

Academic Committee (Affairs) [ACA] [2021-2022]

| A | School Events / Items f | or Application | | | |
|-----|---|----------------|---|--------------------------|----------|
| No. | Items | Budget (\$) | Breakdown (if any) | Remarks | Approved |
| 1 | Stationery | 200 | | No specific grant Others | |
| 2 | Buying book coupons for the prize presentation at End-of-year Ceremony | 19000 | | School events | |
| 3 | Buying book coupons for the prize presentation at Graduation Ceremony | 4600 | | School events | |
| 4 | Buying gifts or book coupons for the AC prefects (heads & vice-heads) of the last academic year | 600 | \$100 x 6 (1 head x 5 vice-heads) | School events | |
| 5 | Buying book coupons for the prize-giving ceremony | 13500 | | School events | |

| | (1 st term academic awards) | | | |
|---------|--|------------------|------------------|---------|
| 6 | Buying Principal's | 12000 | School events | |
| | trophies & book coupons | | | |
| | for the awardees of the | | | |
| | best performance in | | | |
| <u></u> | HKDSE subjects | | | |
| 7 | Competition application | 2000 | Others | |
| | fees | * = 1 000 | | |
| | (A) Sub-total: | \$51,900 | | |
| B | Student Activity (Boos | ting Academic | Results) | |
| 1 | Pre-exam Tutorial Classes | \$15000 | Others | \$15000 |
| | [試前溫習班] | | CEG | |
| | | | S1, 2, 3 | |
| | | | ACA & Form | |
| | | | levels (S1-3) | |
| | | | Approved | |
| | (D) Sub totals | φ 1 7 000 | | |
| | (B) Sub-total: | \$15,000 | | 1 |
| C | Student Activity (Not b | | | |
| 1 | S1 Reading Strategies | \$22000 | PRG- | |
| | Training Workshop | | LWLG | |
| | | | Others | |
| | | | Fixed cost | |
| 2 | S6 Stress Management | \$600 | No specific | |
| | Program Program | \$600 | grant | |
| | Trogram | | Others | |
| | | | Joint activities | |
| 3 | S5 Elite training workshop | \$12000 | DLG | \$12000 |
| | [Applied strategic | \$12000 | Others | φ14000 |
| | thinking, e.g. critical | | \$12000 | |
| 1 | umiking, c.g. citucai | | Ψ12000 | |

| 4 | thinking skills & Effective Study Skills Program (DLG) S6 Elite training workshop [Applied strategic thinking, e.g. critical thinking skills & Effective Study Skills Program (DLG) For S5 Elites (2019-2020) whose course was suspended due to unstable epidemic system | \$12000 | approved by School before S5 elites DLG Others \$12000 for those S5 elites (2019-2020) | |
|---|--|---------|---|---------|
| 5 | S4 Elite training for the HKAGE students in our school (DLG) | \$6000 | Others \$12000 approved by School before S4-6 elite students | \$15000 |
| | 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 | \$3000 | DLG Others | |

| 1 | Training Camp(s) | • | 9000 | grant | 1 |
|----------|-----------------------------|---------|------------|---------------------|---|
| 7 | Academic Prefect | \$16000 | Camp fees: | No specific | |
| | | | | 2020-08 | |
| | | | | 2020-07 & | |
| | | | | students | |
| | ` ' | | | S4-6 elite | |
| | institutions (DLG) | | | School before | |
| | organized by the tertiary | | | approved by | |
| | academic courses | | | \$15000 | |
| | courses or some short | φ3000 | | Others | |
| \dashv | S6 Summer Elite training | \$3000 | | DLG | |
| | | | | Whole year | |
| | | | | S4-6 elite students | |
| | | | | School before | |
| | tertiary institutions (DLG) | | | approved by | |
| | courses organized by the | | | \$15000 | |
| | or some short academic | | | Others | |
| | S6 Elite training courses | \$5000 | | DLG | |
| | | | | 2020-08 | |
| | | | | 2020-07 & | |
| | | | | students | |
| | ` , | | | S4-6 elite | |
| | institutions (DLG) | | | School before | |
| | organized by the tertiary | | | approved by | |
| | academic courses | | | \$15000 | |
| | courses or some short | ΨΨΟΟΟ | | Others | |
| | S5 Summer Elite training | \$4000 | | DLG | - |
| | | | | Whole year | |
| | | | | S4-6 elite students | |

| | | | Materials: 1000 | Others AC Prefect Board | |
|---|---|------------------|-----------------|---|--|
| 8 | Academic Prefect Training Sessions | \$3000 | (\$1000 x 3) | No specific grant Others AC Prefect Board | |
| 9 | Good Learning Atmosphere Promotion Activities | \$2500 | | No specific grant Others | |
| | (C) Sub-total: | \$124,100 | | | |
| | TOTAL | \$191,000 | | | |

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

8.2 Academic Prefect Board

| Coordinator from ACA | CWY |
|----------------------|----------------|
| Members | LSW, YLS, CWY2 |

Fok Mei Yi, Head of Academic Committee (Affairs) 2021-2022



CCC Mong Man Wai College Discipline Committee

Program Plan 2021-2022

1 Objectives

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

2 SWOT Analysis

2.1 Strength

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

2.2 Weakness

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

2.3 Opportunities

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

2.4 Threats

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

3. School's Major Concerns

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

4. Three Year Plan: Positive Education

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

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. | LKC |
| 5.2 | Obeying law and rules | (Social Development- Avoiding Crimes) (Character Strength-Justice and Self- regulation) | S.1-S.3 Talk: The Prevention of Theft (Discipline Com and Correctional Services Department) | Questionnaires and teacher's observation | 60% students reflect their understanding the consequence of committing crimes has been raised | 2021/11/22 | LKC |
| | | (Social Development- Avoiding Crimes) | S3-S.6 Talk: The Prevention of Theft (Discipline Com and | Questionnaires and teacher's observation | 60% students reflect their understanding the | 2021/11/23 | WP |

| 5.3 | Helping the students to understand the school daily operations and rules | (Character Strength-Justice and Self- regulation) Advoiding breaking school rules (Character Strength-Self- regulation) | Correctional Services Department) S1 Orientation Day (Student Guidance Com. and Discipline Com.) | An oral question and answer quiz. | consequence of committing crimes has been raised Students can answer more than half of the questions given by the speaker correctly | 2021/8/23 | LKC |
|-----|--|--|---|---|--|--------------------|-----|
| 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 | 2021/9/15 | LKC |
| 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 | SKC |
| 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 | SKC |

6. Members of the Committee

| THE MISTING OF THE COMMITTEE | | | | | |
|------------------------------|-------------------------------------|--|--|--|--|
| Chairman | MR LEUNG KWOK CHEUNG | | | | |
| Vice-Chairman | MISS WONG POR | | | | |
| Members | MR LAI POK MAN, MISS WONG SAU YING, | | | | |
| | MR WONG SIU HONG, MISS SIU KAI CHIT | | | | |

7. The distribution of Work:

a. Daily Work

| MR LEUNG KWOK CHEUNG | Assembly Arrangement, De-merit Records, Follow student's |
|----------------------|---|
| | attendance records, S1 Adaptation talk, Computer system of |
| | Discipline Committee, member of National Security Education |
| | Task Group and member of Student Support Team. |
| MISS WONG POR | Merit Records, co-ordinating Detention Class Affairs, declare the |
| | records of continuous absentees and amending the Discipline |
| | Handbook for Teachers. |
| MISS WONG SAU YING | Prefect Team Advisor, assisting the Detention Class, follow -up the |
| | students who do not summit parent letters |
| MR WONG SIU HONG | Prefect Team Advisor and assisting the Detention Class |
| MR LAI POK MAN | Follow-up late comers, Fire Drills, Monitors and Monitress |
| | Training and S.1 and S.2 Reward Stickers Scheme |
| MISS SIU KAI CHIT | Self-reflection Scheme, assisting the Detention Class, |
| WIISS SIU KAI CIIII | Good Conduct Awards Scheme |
| | Good Conduct Awards Scheme |

b. Form Discipline Teachers

| S.1 | MR LAI POK MAN | S.4 | MISS WONG POR |
|-----|--------------------|------------|----------------------|
| S.2 | MISS SIU KAI CHIT | S.5 | MR LEUNG KWOK CHEUNG |
| S.3 | MISS WONG SAU YING | S.6 | MR WONG SIU HONG |

8 Financial Budgeting (Refer to the excel file of DC_2021-22_Annual Budget)

中華基督教會蒙民偉書院 學生生活輔導委員會 2021-2022 年度全年工作計劃

1 宗旨:

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

2 目標:

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

3 現況:

3.1 強項:

3.1.1 老師方面

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

3.1.2 學生方面:

- 3.1.2.1 大部份學生喜歡和樂意與老師和社工傾談,傾訴自己的感受。
- 3.1.2.2 學生普遍樂意接納社工和輔導老師之協助,並沒有負面標籤效應。

3.1.3 其他方面:

- 3.1.3.1 學校重視與家長聯繫,例如:安排家長日,成立家長教師會,並鼓勵班主任於有 需要時主動接觸家長。
- 3.1.3.2 學校願意利用校外社區資源,讓學生可以參與更多活動。

3.2 弱點:

- 3.2.1 老師方面:
 - 3.2.1.1 組內老師要兼顧其他行政工作及課外活動,因此,工作量頗重及壓力大,難以令推行的活動更廣泛全面及更深入。
 - 3.2.1.2 人手不足,委員會需要更多人手處理學生問題。

3.2.2 學生方面:

- 3.2.2.1 部分學生學習較被動,並稍欠自信心和改變動力。
- 3.2.2.2 少部分學生自我形象較低,家庭的支援也不足,對讀書或參加活動都不容易 提起動力。

3.3 契機:

- 3.3.1.1 部份老師曾進修有關照顧不同學生習需要之基礎及高級課程、過度活躍症、 精神健康深造課程及有關自閉症之專題課程以作有關學生的支援。老師也願意修 讀有關的課程。
- 3.3.1.2 2019年度開始,本校有兩位駐校社工,讓有需要的學生能得到更多照顧。
- 3.3.1.3 教育局舉辦不同的輔導課程,以加強輔導老師的專業知識。

3.4 危機:

- 3.4.1 學生情緒壓力較大。
- 3.4.2 學生的家庭支援較弱。
- 3.4.3 疫情影響學生的學習動力,以及學生的家庭關係

4 本年度學校關注事項

- 4.1 電子學習
- 4.2 下向教育

5 本年度委員會關注事項

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

的態度。

- 5.7 建立關愛文化,學習互相尊重,讓學生在一個互相尊重的環境中成長。
- 5.8 與學生支援小組合作,為特殊學習需要的學生建立適切的培訓、改善特殊學習需要的學生 在學習上的困難、建立有效的社交活動,並與其他學習經歷委員會合作,提升學生彼此支 持的意識及能力。
- 5.9 引導學生探索生命意義和價值,尊重及珍惜生命。
- 5.10 加強學生正確運用網絡媒體,健康用網。

6 全年工作計劃

- 6.1 學生方面:
 - 6.1.1 協助重讀生積極面對及處理學習上的問題及挫折,並增強其對學習的自信心。
 - 6.1.2 透過「學生輔導大使」,讓學生能欣賞自己,並透過參與訓練及協助推行活動,發展其 潛能。
 - 6.1.3 透過「學生輔導大使」,讓學生們能增強自信心,找到自己的潛能與夢想,主動關心學 弟妹並建立關愛的校園文化。
 - 6.1.4 透過性教育活動及精神健康推廣,使各級學生能學習面對及處理不同階段成長中之問題、壓力與挑戰。
 - 6.1.5 透過性教育工作坊,讓中二及中四學生學習男女相處之技巧和色情文化對青少年的影響,從而建立良好人際關係。
 - 6.1.6 藉著學生資料問卷、加強師生間之了解及聯繫,從而使學生能得到適當的協助,及學 習面對和處理成長中的問題。

6.2 老師方面:

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

6.3 家長方面:

- 6.3.1 於家長日舉辦家長活動。
- 6.3.2 家長小組

7 全年工作大綱:

7.1 關愛共融

| 策略 | / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|-------|-----------------------------|-----------------|-------|----------|-------|---------------|
| 7.1.1 | 共融體驗學習坊(中學)一權利你我有份 | (待定) | 老師觀察、 | 70%學生同意能 | FML | |
| | (#5.7) (中二級) | | 學生問卷 | 了解各人有自 | | |
| | 讓學生親身體驗世界及社會上的不公平狀況,明白 | | | 己的權利 | | |
| | 權利的價值,並反思作為世界公民如何關注和實踐 | | | | | |
| | 兒童權利和平等社會。 | | | | | |
| 7.1.2 | 共融教育講座(中學) (IETS)一我們是一家 | 中一至中三 | 老師觀察、 | 70%學生同意認 | FML | |
| | (#5.7) | (待定) | 學生問卷 | 識各人的強項 | | 親切 |
| | 社會人士對殘疾人士的認識十分狹隘,甚至對他們 | | | | | 祝り (LSG: |
| | 的特性及能力存有誤解。本節旨在增加學生對殘疾 | | | | | (LSG. \$8000) |
| | 人士的了解及認識,打破普遍的謬誤,明白人的價 | | | | | \$0000) |
| | 值不會被自身的特徵而影響,不同能力的人也可享 | | | | | |
| | 有平等的機會發揮所長。 | | | | | |
| 7.1.3 | 共融教育講座(中學) (IETS)一香港人 香港的特色 | 中四至中六 | 老師觀察、 | 70%學生同意認 | FML | |
| | (#5.7) | (待定) | 學生問卷 | 識各人的強項 | | |
| | 讓學生認識不同背景文化的獨特性,從而學習尊重 | | | | | |
| | 多元文化的價值。 | | | | | |
| 7.1.4 | 畢業情緣 | 中一及中六 | 老師觀察、 | 80%學生能出席 | CWY2, | \$1500 |
| | (#5.7) | 2021-12-13 (L9) | 學生問卷 | 活動 | LYH | |
| | 讓中一同學能關心中六同學面對公開考試的壓力, | | | | | |
| | 以及鼓勵中六同學。 | | | | | |

7.2 藥物資訊

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|---------------------------|------------------------------|-------|----------|-----|------|
| 7.2.1 參觀藥物資訊天地 或 參觀其他戒毒機構 | 2022-04-01 AM 藥物資訊 | 老師觀察、 | 80%學生能出席 | FML | |
| (#5.4) (中一) | 天地 (安排中) | 學生問卷 | 活動 | | |
| 讓學生認識不同的藥物。 | (路德會已確認) | | 70%學生能認識 | | |
| | | | 危險藥物 | | |
| 7.2.2 路德會青怡中心入班講座 (借堂) | S2:2021-09-06 (10:45-12:15) | 老師觀察、 | 80%學生能出席 | FML | |
| (#5.4) (中二) | | 學生問卷 | 活動 | | 路德會 |
| 讓學生認識不同的藥物。過來人分享。 | | | | | 青怡中 |
| 7.2.3 路德會青怡中心講座 | S3: 2021-09-03 (10:45-12:15) | 老師觀察、 | 70%學生能認識 | FML | 心 (免 |
| (#5.4) (中三) | | 學生問卷 | 危險藥物 | | 費) |
| 讓學生認識不同的藥物。過來人分享。 | | | | | |
| 7.2.4 其他藥物資訊 (聰明藥) | S6: 2022-01-07 (16:00-17:00) | 老師觀察、 | 70%學生能認識 | FML | |
| (#5.4) (中六) | | 學生問卷 | 危險藥物 | | |
| 讓學生認識不同的藥物。畢業後有機會面對的危險 | | | | | |
| 藥物。 | | | | | |

7.3 性教育

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|--------------------------|--------------------------|-------|----------|-----|-----------|
| 7.3.1 初中護苗 (借堂) | 2021-11-22 (11:15-12:15) | 老師觀察、 | 70%學生能認識 | YKH | 護苗基 |
| (#5.3) (中二) | 2021-11-22 (12:30-13:30) | 學生問卷 | 性教育知識 | | 金 |
| 互動形式進行,透過多媒體的運用、啟發性的遊戲 | 2021-11-23 (08:15-09:15) | | | | (\$10*120 |
| 和角色扮演,令青少年學會如何保護自己的身體及 | 2021-11-23 (11:15-12:15) | | | | 人 |
| 尊重別人。 | | | | | =\$1200) |
| 7.3.2 高中護苗 (借堂) (S4 2 班) | 2021-11-29 (11:15-12:15) | 老師觀察、 | 70%學生能認識 | YKH | 護苗基 |
| (#5.3) | 2021-11-29 (12:30-13:30) | 學生問卷 | 性教育知識 | | 金 |
| 互動形式進行,透過多媒體的運用、啟發性的遊戲 | | | | | (\$10*120 |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|-------------------------|------------------------------|-------|----------|-----|----------|
| 和角色扮演,令青少年學會如何保護自己的身體及 | | | | | 人 |
| 尊重別人。 | | | | | =\$1200) |
| 7.3.3 F&M (小組) (約 20 人) | (待定) | 老師觀察、 | 70%學生能認識 | YKH | |
| (#5.3) | | 學生問卷 | 性教育知識 | | \$4500 |
| 以小組分享形式學習有關性的各個課題。 | | | | | |
| 7.3.4 衛生署性教育入班活動 (借堂) | S1:2022-04-06 (14:30-15:40) | 老師觀察、 | 70%學生能認識 | YKH | 衛生署 |
| (#5.3) (中一及中四) | S4: 2022-04-26 (14:30-15:40) | 學生問卷 | 性教育知識 | | (免費) |
| 以小組分享形式學習有關性的各個課題。 | | | | | (光質) |

7.4 精神健康 / 壓力處理

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|--|------|-------|---------|------|----|
| 7.4.1 Open Studio (已確定) (全校、各級) (#5.5) | (待定) | 老師觀察、 | 70%參與學生 | NTY, | |
| 第一層:(a) 建立連繫,識別學生 | | 學生問卷 | 能認識精神 | LYH | |
| (a) 課堂工作坊 | | | 健康 | 社工 | |
| 一次每班 1.5 小時 | | | | | |
| 中三至中五 | | | | | |
| (b) 「開放藝術工作室」工作坊 | | | | | |
| 每星期一次 | | | | | |
| 全校學生 | | | | | |
| | | | | | |
| 第二層:抒發情緒,識別學生 | | | | | |
| 每月一次(1.5 小時) | | | | | |
| 全校 | | | | | |
| | | | | | |
| 第三層:關注有較大情緒困擾的學生 | | | | | |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|---|------------|-------|---------|----------|-------|
| (a) 表達式藝術治療小組 | | | | | |
| 全年2個小組 | | | | | |
| 每個小組6小時(每次1.5小時) | | | | | |
| 情緒受困擾學生 | | | | | |
| (b) 表達式藝術治療個案輔導 | | | | | |
| 全年舉行 | | | | | |
| 每次約1小時 | | | | | |
| 情緒受困擾的學生 | | | | | |
| | | | | | |
| 其他支援 | | | | | |
| 教師工作坊 | | | | | |
| 全年一次 (2 小時) | | | | | |
| 安 巨 工 <i>你</i> 软 | | | | | |
| 家長工作坊 | | | | | |
| 全年兩次(每次 1.5 小時) | | | | | |
| 展覽 | | | | | |
| 為期一星期 | | | | | |
| (A) | | | | | |
| 7.4.2 葵涌醫院—Fun Fun 計劃 (#5.5) | | | | CWY2, | |
| 2,000 | | | | NTY, LYH | |
| 7.4.2.1 問卷 (hardcopy) | 中一級:10月 | | 80%學生完成 | NTY | 葵涌醫 |
| 1 227 | | 學生問卷 | 問卷 | | 院(免費) |
| 7.4.2.2 壓力處理及臨床心理學家工作 | 2021-09-20 | 老師觀察、 | 80%學生了解 | CWY2, | |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|-----------------------|----------------|---------|---------|-------|----|
| (中六) | | 學生問卷 | 自己的壓力 | LYH | |
| 讓學生能認識壓力處理及醫院內的工作 | | | 來源及處理 | | |
| | | | 方法 | | |
| 7.4.2.3 壓力處理及臨床心理學家工作 | 2021-12-10 | 老師觀察、 | 80%學生了解 | CWY2, | |
| (中五) | (放學) | 學生問卷 | 自己的壓力 | LYH | |
| 讓學生能認識壓力處理及醫院內的工作 | | | 來源及處理 | | |
| | | | 方法 | | |
| 1.1.1.1 中一 FUN FUN | 2021-02-24 | 老師觀察、 | 80%學生滿意 | CWY2, | |
| 認識精神健康 | 2021-03-03 | 學生問卷 | 70%學生能了 | LYH | |
| 壓力處理 | 2021-03-10 | | 解自己的壓 | | |
| 了解壓力來源 | 2021-03-17 | | 力來源 | | |
| 1.1.1.2 中二 FUN FUN | 2021-11-11 | 老師觀察、學生 | 80%學生滿意 | CWY2, | |
| 認識精神健康 | 2021-11-18 | 問卷 | 70%學生能了 | LYH | |
| 壓力處理 | 2021-12-02 | | 解自己的壓 | | |
| 了解壓力來源 | 2021-12-09 | | 力來源 | | |
| 1.1.1.3 中二 GT | 2021-11-09 | 老師觀察、學生 | 70%學生學習 | CWY2, | |
| 讓學生能認識精神健康及推廣精神健康 | 2021-11-16 | 問卷 | 精神健康的 | LYH | |
| | (16:00-17:30) | | 需要 | | |
| 1.1.1.4 中一至中三班主任備課會 | 2021-11-02 | 老師觀察、學生 | 70%教師能增 | CWY2, | |
| (收集老師問題) | (14:00-15:00) | 問卷 | 加信心照顧 | LYH | |
| | | | 有需要學生 | | |
| 1.1.1.5 全校家長講座 | 2022-02-19 家長日 | 老師觀察、學生 | 70%教師能增 | CWY2, | |
| (全校) | | 問卷 | 加信心照顧 | LYH | |
| 認識精神健康及學生的壓力來源 | | | 有需要學生 | | |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|----------------------------|---------------|---------|---------|-------|----|
| 1.1.1.6 中一家長講座 | 2021-10-13 | 老師觀察、家長 | 70%家長能認 | NTY | |
| (中一家長晚會) | (19:15-20:00) | 問卷 | 識精神健康 | | |
| 1.1.1.7 中一中二 FUN FUN 家長工作坊 | 2022-04-02 | 老師觀察、家長 | 70%家長能認 | CWY2, | |
| 讓家長了解子女的壓力及情緒 | | 問卷 | 識精神健康 | LYH | |
| | | | 70%家長能認 | | |
| | | | 識與子女相 | | |
| | | | 處 | | |
| 1.1.1.8 班主任課 | 下學期 | | | NTY | |
| (2節) 每級主題不同(加備課會) | | | | | |

1.2 生命教育課

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|------------------------|--------------------|---------|-----------|------|--------|
| 1.2.1 循道一中一生命教育課 | 2022-02-16 至 | 老師觀察、問卷 | 70%學生 | NTY, | |
| 人物欣賞(2堂) | 2022-02-24 | | 能從歷史 | WKY2 | |
| (#5.2) | (2堂) | | 人物中學 | | |
| | | | 習 | | |
| 1.2.2 循道一中二生命教育課 | 2022-02-16 (4 班同時) | 老師觀察、問卷 | 70%學生 | NTY, | |
| 人物欣賞(2堂) | (2堂) | | 能從歷史 | WKY2 | \$100 |
| (#5.2) | | | 人物中學 | | \$100 |
| | | | 習 | | |
| 1.2.3 循道一中三生命教育課 | 2022-02-25 至 | 老師觀察、問卷 | 70%學生 | NTY, | |
| 人物欣賞(2堂) | 2022-03-04 | | 能從歷史 | WKY2 | |
| (#5.6, 5.9) | (2堂) | | 人物中學 | | |
| | | | 717 El | | |
| 1.2.4 循道一中一電影欣賞 (電影待定) | 2022-03-31 | 老師觀察、問卷 | 70%學生 | NTY, | \$5100 |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|--------------------------------|--------------------|---------|-------|------|--------|
| (#5.6, 5.9) | (14:00-17:00)(安排中) | | 能從電影 | WKY2 | (LSG) |
| | | | 中學習 | | |
| 1.2.5 循道一中二電影欣賞 (電影待定) | 2021-11-05 (上午) | 老師觀察、問卷 | 70%學生 | NTY, | \$5100 |
| (#5.6, 5.9) | | | 能從電影 | WKY2 | (LSG) |
| | | | 中學習 | | (=2 0) |
| 1.2.6 家長講座(一小時)(每校一次) | | 老師觀察、問卷 | 70%家長 | NTY, | |
| 目的: | | | 能從講座 | WKY2 | |
| 讓家長認識子女的獨特性,發掘子女潛能,肯定子 | 2021-10-15 | | 中了解子 | | |
| 女的價值,協助他們探索生涯 | (19:30-20:15) | | 女獨特性 | | |
| 透過人物故事,欣賞生命多元的美好,啟發家長以 | 45mins | | | | |
| 正向思維教養子女 | 中二家長晚會 | | | | |
| 為子女提供發展潛能的機會,鼓勵子女接受挑戰, | | | | | |
| 視失敗為成長的機會 | | | | | |
| 1.2.7 Failure Talk (每校一次) (中六) | | 老師觀察、問卷 | 70%學生 | NTY, | |
| 舉辦「Failure Talk」活動,中心協助學校邀請不同 | 2021-09-25 (SAT) | | 能積極人 | WKY2 | 循道 |
| 嘉賓、校內的不同持分者或學長,分享其經歷失敗 | 09:00-11:00 | | 生 | | |
| 及成長的經歷,以及如何面對人生中的逆境,讓同 | 07.00-11.00 | | | | |
| 學承傳不畏挑戰的精神,活出積極人生 | | | | | |
| 1.2.8 失敗教育體驗活動(每校一次)(4小時)(中四) | | 老師觀察、問卷 | 70%學生 | NTY, | |
| 到校舉辦失敗教育體驗式活動,包括失敗課、失敗 | 2022-01-29 (SAT) | | 能從培養 | WKY2 | |
| 日等活動,讓學生從挑戰活動中經歷失敗體驗,以 | 08:30-12:30 | | 出抗逆力 | | |
| 培養學生「成長思維」及「抗逆力」,建立正向價 | 00.30-12.30 | | | | |
| 值觀 | | | | | |
| 1.2.9 「反敗為 Grow」模擬人生生涯規劃活動(每校一 | 2021-11-20 (SAT) | 老師觀察、問卷 | 70%學生 | NTY, | |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|---|---|---------|-----------------------------------|--------------|---------------------------------------|
| 次)(4小時)(中五) 到校舉辦「反敗為 Grow」模擬人生生涯規劃活動,讓學生探索個人強項及興趣,認識自我潛能與熱誠,鼓勵學生以正向思維面對挫敗,勇於成長 | 08:30-12:30 | | 能從了解 自我潛能 | WKY2 | |
| 1.2.10 中一級「生命之旅」工作坊(更新中) (#5.9) S1 "Life Journey" | 2022-07-04 (一) 預備: 07:00-09:00 1A: 09:00-10:30 1B: 10:30-12:00 1C: 13:00-14:30 1D: 14:30-16:00 | 老師觀察、問卷 | 80%學生 能出席活 動 70%學生 滿意 | NTY, WKY2 | 香港遊 樂場協 會 (\$16000) (LSG) |

1.3 欺凌/和諧校園

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|------------------------------|------|---------|-------|-----|----------|
| 1.3.1 共融體驗學習坊(中學)敢於不同,我有 SAY | 待定 | 老師觀察、問卷 | 70%學生 | FML | 親切 |
| (#5.1) | | | 能避免欺 | | (7.1.1 己 |
| 建立和諧校園,學生能了解被欺凌者的心情 | | | 凌 | | 計算) |

1.4 正向教育

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|--------------------|----------|-------|-------|------|-----|
| 1.4.1 正向教育班主任課統籌 | 全年 | | | NTY, | |
| | | | | WKY2 | |
| 1.4.2 中一班主任課(10 堂) | (待級主任安排) | 老師觀察、 | 70%學生 | NTY, | 城市大 |
| (#5.6) | | 學生問卷 | 滿意 | WKY2 | 學提供 |
| | | | 活動能達 | | 教材 |
| | | | 到目的 | | |
| 1.4.3 中二班主任課(10 堂) | (待級主任安排) | 老師觀察、 | 70%學生 | NTY, | |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|-------------------|----------|-------|-------|------|---------|
| (#5.6) | | 學生問卷 | 滿意 | WKY2 | |
| | | | 活動能達 | | |
| | | | 到目的 | | |
| 1.4.4 中三班主任課(10堂) | (待級主任安排) | 老師觀察、 | 70%學生 | NTY, | |
| (#5.6) | | 學生問卷 | 滿意 | WKY2 | |
| | | | 活動能達 | | |
| | | | 到目的 | | |
| 1.4.5 正向校園推廣 | 全年 | 老師觀察 | 校園環境 | NTY, | |
| | | | 能有正向 | WKY2 | \$19000 |
| | | | 風氛 | | |

1.5 網絡成癮

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|----------------------|------|-------|-------|-----|--------|
| 1.5.1 中二級班主任課(2 節) | (待定) | 老師觀察、 | 70%學生 | NTY | |
| (#5.10) | | 學生問卷 | 滿意 | | |
| | | | 活動能達 | | |
| | | | 到目的 | | |
| 1.5.2 健康網「樂」講座 (中一級) | (待定) | 老師觀察、 | 70%學生 | YKH | |
| (#5.10) | | 學生問卷 | 滿意 | | \$2400 |
| 讓學生正確使用互聯網 | | | 活動能達 | | \$2400 |
| | | | 到目的 | | |
| 1.5.3 健康網「樂」課堂活動 | (待定) | 老師觀察、 | 70%學生 | YKH | |
| (入中二級四班) (#5.10) | | 學生問卷 | 滿意 | | \$2400 |
| 讓學生正確使用互聯網 | | | 活動能達 | | \$2400 |
| | | | 到目的 | | |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|--------------------|-----------------------|-------|-------|-----|--------|
| 1.5.4 中一級網絡小組 | (待定) | 老師觀察、 | 80%學生 | YKH | |
| (#5.10) | | 學生問卷 | 能出席活 | | |
| 讓學生正確使用互聯網及網絡遊戲的影響 | | | 動 | | |
| | | | 70%學生 | | \$3600 |
| | | | 滿意 | | |
| | | | 活動能達 | | |
| | | | 到目的 | | |
| 1.5.5 中二級網絡小組 | (待定) | 老師觀察、 | 80%學生 | YKH | |
| (#5.10) | | 學生問卷 | 能出席活 | | |
| 讓學生正確使用互聯網及網絡遊戲的影響 | | | 動 | | |
| | | | 70%學生 | | \$3600 |
| | | | 滿意 | | |
| | | | 活動能達 | | |
| | | | 到目的 | | |
| 1.5.6 中三級班主任課(2節) | (待級主任安排) | 老師觀察、 | 70%學生 | NTY | |
| (#5.10) | | 學生問卷 | 滿意 | | 免費 |
| | | | 活動能達 | | 九貝 |
| | | | 到目的 | | |
| 1.5.7 「愛・連線」家長講座 | (待定) 2022-02-19 (家長日) | 老師觀察、 | 70%家長 | YKH | |
| (#5.10) | 全校家長 | 家長問卷 | 滿意 | | 2000 |
| 讓學生正確使用互聯網及網絡遊戲的影響 | (10:00-11:30) | | 活動能達 | | 2000 |
| | | | 到目的 | | |

1.6 校園適應

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|----------------------------|------------------|---------|-------|-------|----------|
| 1.6.1 中一迎新日營 | 2022-08-22 (全日) | 老師觀察、問卷 | 80%學生 | NTY, | |
| (#5.1) | 2022-08-23 (後備日) | | 能出席活 | WKY2, | |
| 中一新生能適應中學生活 | | | 動 | GC | |
| | | | 70%學生 | | \$20,000 |
| | | | 滿意 | | |
| | | | 活動能達 | | |
| | | | 到目的 | | |
| 1.6.2 心繋青苗(Phase 1) (#5.2) | 2021-2022 (上學期) | 老師觀察、問卷 | 80%學生 | NTY, | |
| 中一新生能適應中學生活 | | | 能出席活 | WKY2 | |
| | | | 動 | | |
| | | | 70%學生 | | 見 7.13 |
| | | | 滿意 | | |
| | | | 活動能達 | | |
| | | | 到目的 | | |
| 1.6.3 心繋青苗(Phase 2) (#5.2) | 2021-2022 (下學期) | 老師觀察、問卷 | 80%學生 | NTY, | |
| 讓有需要的中一新生能適應中學生活 | | | 能出席活 | WKY2 | |
| | | | 動 | | |
| | | | 70%學生 | | 見 7.13 |
| | | | 滿意 | | |
| | | | 活動能達 | | |
| | | | 到目的 | | |

1.7 健康成長及性教育周

| 策略 / 工作 | 推行時間 | 成功準則 | 評估方法 | 負責人 | 資源 |
|---------------------------------------|-------------------------|---------|-------|------|--------|
| 1.7.1 推廣正向教育,健康成長及性教育(#5.4, 5.5, 5.6, | 2022-05-11 - 2022-05-13 | 老師觀察、問卷 | 70%學生 | NTY, | \$8300 |

| 策略 / 工作 | 推行時間 | 成功準則 | 評估方法 | 負責人 | 資源 |
|------------------------------|---------------|------|------|-------|----|
| 5.7) | (12:35-13:35) | | 滿意 | WKY2, | |
| 機構: | | | 活動能達 | GC | |
| ● 基督教協基會社會服務部網絡康全教育計(\$3600) | | | 到目的 | | |
| ● 中二 GT_精神健康推廣攤位 (免費) | | | | | |
| ● 共融攤位遊戲 (SGA) | | | | | |

1.8 家長活動

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|---------------|------------|------|------|-------|-------|
| 1.8.1 家長日 | 2022-02-19 | 老師觀察 | 家長家長 | NTY, | |
| 讓家長與老師彼此交流及溝通 | | | 與老 師 | WKY2, | ¢500 |
| 共同協助學生身心靈成長 | | | 滿意家長 | GC | \$500 |
| | | | 日的安排 | | |

1.9 其他活動

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|---------------------|------|------|------|-------|--------|
| 1.9.1 全校學生問卷 | 10月 | 老師觀察 | 所有學生 | *NTY | |
| -於十月進行輔導組之網上問卷調查 | | | 完成問卷 | | |
| 讓班主任能認識及了解學生之狀況及需要 | | | | | |
| (級輔導收回及保存) | | | | | |
| 1.9.2 級輔導 | 全學年 | 老師觀察 | 級主任出 | GC | |
| 作輔導組及班主任之溝通橋樑並支援班主任 | | | 席所有班 | | |
| | | | 主任會議 | | |
| 1.9.3 活動推廣 | | 老師觀察 | 能按時完 | WKY2, | |
| 推廣委員會活動、派愛心咭 | | | 成活動 | FML | \$4000 |
| | | | | GC | |
| 1.9.4 壁報版 | 全學年 | 老師觀察 | 按時完成 | NTY | \$1000 |

| 策略 / 工作 | 推行時間 | 評估方法 | 成功準則 | 負責人 | 資源 |
|------------------------|------|------|------|-----|----|
| 張貼同學參與活動的花絮或勵志格言,加強同學自 | | | | | |
| 信,促進學習,並增加對學校的歸屬感。 | | | | | |

*為該項活動統籌老師

2 三年計劃:正向教育

| 策略 / 工作 | 目的 | 性格強項 | 推行日期 | 負責老師 | 評估方法 | 成功準則 |
|---------|----------------|--------|------|------|-------|-----------------|
| 學生輔導大使 | 讓學生們能增強自信心,找到自 | 仁愛 | 全年 | NTY, | 老師觀察、 | ● 70%學生出席活動 |
| | 己的潛能與夢想,主動關心學弟 | (社交智慧) | | WKY2 | 學生問卷 | ● 70%學生認同達到活動目的 |
| | 妹,並建立關愛的校園文化。 | 公義 | | | | ● 學生能反思及發揮自己的性 |
| | | (領導才能) | | | | 格強項 |

- 3 級輔導
- ② 中一級輔導 張惠愉老師
- 中二級輔導 方文蘭老師
- ② 中三級輔導 尹家恩老師

- 中四級輔導吳騰耀老師
- ② 中五級輔導 李曄熹老師
- 中六級輔導 葉嘉豪老師

4 成員:

學生生活輔導委員會主席:吳騰耀副校長

學生生活輔導委員會副主席: 尹家恩老師

組員:張惠愉老師,方文蘭老師,李曄熹老師,葉嘉豪老師

教育心理學家: 佘文基博士

社工: 陳錦欣姑娘, 李永健先生

附件

4.1 學生輔導大使 (負責老師:NTY, WKY2) (見附件)

| | Date & Time | Venue | Activity | Preparation Work | Participant |
|---|---|-------------------|---|--|---|
| 0 | 13/9/2021 (Mon) 1:30 p.m.– 1:50p.m. | Hall | -Introduction of Caring Heart 心繁青 苗 -Ice-breaking /Self- introduction time for S.1 students and SGAs in group | | S.1 students, SGAs, GC teachers |
| 1 | 27/9/2021 (Mon) 1A & 1B: 1st Recess 1C & 1D: 2nd Recess | S.1 Classrooms | Pen Pal Program: Getting to know each other 互相認 識 | In the Gratitude Journal 感恩誌, SGAs 1. introduce yourselves by using 24-character strengths 2. remind S.1 students to finish the personality test 九 型人格性格測試 *SGAs pass the journals to S.1 students | S.1 students, SGAs, GC teachers *SGA leaders take attendance and report the absentees to GC teachers |
| 2 | 11/10/2021 (Mon) 1A & 1B: 1st Recess 1C & 1D: 2nd Recess | S.1 Classrooms | Pen Pal Program: Personality Test 九型人格 性格測試 | In the Gratitude Journal 感恩誌, S.1 students 1. reply to the messages from SGAs 2. introduce yourselves by using 24-character strengths | S.1 students, SGAs, GC teachers *SGA leaders take attendance and report the absentees to GC teachers |

| | | | | 3. finish the personality test 九型人格性格測試 *S.1 students pass the journals to SGAs | |
|-----|---|-------------------|---|---|--|
| 3.1 | 1- 10/10/2021 | | Video (Production of wood keychains) | 5B So Chin Ngo prepares a video for teaching all SGAs to produce the wood keychains. | 5B So Chin Ngo, WKY2, NTY |
| 3.2 | 11- 21/10/2021 Recesses /After school | Staff Room | Production of wood keychains | SGAs can find Mr. Lo for help. | Mr. Lo Shi Ngon (TA), SGAs |
| 3.3 | 11- 21/10/2021 | Home | | SGAs write messages/ quotes on the wood keychains for encouraging S.1 students. Details will be stated in the video. | |
| | | | | *SGAs please submit the finished products to Mr. Lo Shi Ngon by 21/10/2021 (Thursday). | |
| 3.4 | 25/10/2021 (Mon) 1A & 1B: 1st Recess 1C & 1D: 2nd Recess | S.1 Classrooms | Pen Pal Program: Test Week is Approaching 測驗周 | In the Gratitude Journal 感恩誌, SGAs 1. reply to the messages from S.1 students 2. remind S.1 students to do revision for | S.1 students, SGAs, GC teachers *SGA leaders take attendance and report the absentees to GC teachers |

| | | | | the coming 1st Term Test 3. share your revision experience and effective study skills/methods *SGAs pass the journals to S.1 students | |
|-----|---|-------------------|---|---|---|
| 3.5 | 25- 29/10/2021 Class Teacher Period | | S.1 students receive the wood keychains. | | Mr. Lo Shi Ngon |
| 4 | 8/11/2021 (Mon) 1A & 1B: 1st Recess 1C & 1D: 2nd Recess | S.1 Classrooms | Pen Pal Program: My life in MMWC 蒙記 生活 | In the Gratitude Journal 感恩誌, S.1 students 1. reply to the messages from SGAs 2. share your feelings/problems during the Test Week 3. share your life in MMWC *S.1 students pass the journals to SGAs | S.1 students, SGAs, GC teachers *SGA leaders take attendance and report the absentees to GC teachers |
| 5 | 22/11/2021 (Mon) 1A & 1B: 1st Recess 1C & 1D: 2nd Recess | S.1 Classrooms | Pen Pal Program: A Grateful Heart 感恩 | In the Gratitude Journal 感恩誌, SGAs 1. reply to the messages from S.1 students 2. write down the things in MMWC/ your life you are grateful for | S.1 students, SGAs, GC teachers *SGA leaders take attendance and report the absentees to GC teachers |

| 6 | 6/12/2021 (Mon) 1A & 1B: 1st Recess 1C & 1D: 2nd Recess | S.1 Classrooms | Pen Pal Program: A Grateful Heart & Planning ahead 感恩及計劃溫 習時間表 | *SGAs pass the journals to S.1 students In the Gratitude Journal 感恩誌, S.1 students 1. reply to the messages from SGAs 2. write down the things in MMWC/ your life you are grateful for 3. plan your revision schedule during Christmas Holiday *S.1 students pass the journals to SGAs *After reading the journals, all SGAs can | S.1 students, SGAs, GC teachers *SGA leaders take attendance and report the absentees to GC teachers | |
|-----|--|-------------------|---|---|---|--|
| | | | | leave some comments to encourage S.1 students and MUST return the journals to GC teachers by 10/12/2021 (Fri). | | |
| 7.1 | 29/11/2021- 5/12/2021 | | Video (Production of Bottles of 24 Character Strengths) | | 5D Lau Sum Yi & 5D Tam Hoi Ching, WKY2, NTY | |

| 7.2 | 6- | Home | Production of | SGAs make the bottles | SGAs, |
|-----|---|------|---|--|-----------------|
| | 10/12/2021 | | Bottles of 24 | for S.1 students, vice | S.1 students, |
| | | | Character | versa. 2 messages | Mr. Lo Shi Ngon |
| | | | Strengths | written inside the bottles: | 100 |
| | | | | 1. Praise (character strengths of SGAs & S.1 students) 2. Hope (character strengths SGAs hope S.1 students possess | |
| | | | | & S.1 students | |
| | | | | hope SGAs | |
| | | | | have) | |
| | | | | Details will be stated in the video. | |
| | | | | *SGAs & S.1 students | |
| | | | | please submit the | |
| | | | | finished products to | |
| | | | | Mr. Lo Shi Ngon by | |
| | | | | 10/12/2021 (Friday). | |
| 7.3 | 13- 17/12/2021 Class Teacher Period | | SGAs & S.1 students receive the Bottles of 24 Character Strengths | | Mr. Lo Shi Ngon |

Activity 4: Board Game Arena

| Date & Venue Time | | Activity | | | |
|----------------------|------------------------------|--|--|--|--|
| All Recesses | Room 102A Room 202A | Board Game Arena: Welcome all SGAs & S.1 students to Room 102A & 202A to play board games during all recesses. | | | |

Activity 5: Growing Together (Planting tomatoes/ vegetables)

| Date & Time | Venue | Activity | Participant | | |
|--|--------------------------|--|---------------------------------|--|--|
| 27/9/2021 (Mon) 1:30pm - 2:00pm | Canteen, Outside Canteen | Seeding | S.1 students, SGAs, GC teachers | | |
| Every day 1st/ 2nd/ 3rd Recess or After school | Outside Canteen | Watering | S.1 students, SGAs | | |
| 10/12/2021 (TBC) 1:30pm - 2:00pm | Outside Canteen | Harvesting (Planting Competition) Details will be announced in due course. | S.1 students, SGAs, GC teachers | | |

中華基督教會蒙民偉書院 宗教委員會 2021 至 2022 年度工作計劃

1 宗旨/目標

- 1.1 引導學生透過勤讀聖經、認識三位一體的神。
- 1.2 強化校內宗教氣氛,以基督精神建立正面積極的校園文化,鼓勵積極的人生觀。
- 1.3 引導學生體驗信仰中的真善美,實踐福音真理。
- 1.4 回應學校目標: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 (正向教育中: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 | 週會 | 宗教委員會會議中 | 準時完成及清楚表達 | 九月至明 | 各委員 |
| | 位一體的神,強 | | 討論,觀察學生出席 | 信息 | 年五月 | |
| | 化校內宗教氣氛 | | 及參與時的表現 | | | |
| 4.2 | 引導學生認識三 | 早會分享,逢星期二與 | 宗教委員會會議中 | 準時完成及清楚表達 | 逢 Day4 | 各老師 |
| | 位一體的神,強 | 學生靈修時間 | 討論,觀察學生出席 | 信息 | 及 Day6 | |
| | 化校内宗教氣 | Tuesdays with Jesus | 及參與時的表現 | | 早會時間 | |
| | 氛,引導學生多 | (7:40 – 7:55am) | | | | |
| | 勤讀及認識聖經 | | | | | |
| | 話語。 | | | | | |
| 4.3 | 強化校內宗教氣 | 定期的初中及高中團 | 宗教委員會會議中 | 參與各項聚會人數理 | 九月至明 | 團契導 |
| | 氛。 | 契小組聚會 | 討論,團契導師會中 | 想,準時完成及清楚表 | 年五月 | 師 |
| | 加強對初中學生 | | 討論,觀察學生出席 | 達信息 | | |
| | 在生活層面的信 | | 及參與時的表現 | | | |
| <u></u> | 仰分享與服待。 | | | | | |
| 4.4 | 引導學生認識三 | 聖誕節及復活節崇拜 | 宗教委員會會議中 | 準時完成及清楚表達 | 十二月,明 | 各委員 |
| | 位一體的神,強 | 之學生福音佈道會 | 討論,觀察學生出席 | 信息 | 年四月 | |
| | 化校內宗教氣氛 | | 及參與時的表現,聚 | | | |
| | | | 會的決志表及調查 | | | |
| | | | 表 | | | |
| 4.5 | 引導學生認識三 | 節日特別崇拜聚會,例 | 宗教委員會會議中 | 準時完成及清楚表達 | 九月至明 | 各委員 |
| | 位一體的神,強 | 如: | 討論,觀察學生出席 | 信息 | 年七月 | |
| | 化校內宗教氣氛 | 開學禮崇拜(九月), | 及參與時的表現,聚 | | | |
| | | 聖誕節崇拜(十二月), | 會的決志表及調查 | | | |
| | | 復活節崇拜(四月), | 表 | | | |
| | | 畢業崇拜(五月), | | | | |
| 4.0 | 114.74. H kg /L la 4- | 結業禮崇拜(七月) | ウルチ ロ | A | 1 11 7 21 | b 4 D |
| 4.6 | 增強基督徒老師 | 教師祈禱會、退修會及 | 宗教委員會會議中 | 參與各項聚會人數理 | 九月至明 | 各委員 |
| | 間的聯繫及與神 | 教師團契聚會 | 討論,觀察教師出席 | 想 | 年八月 | |
| 4.7 | 的關係。 | 工以放力作业放小公 | 及參與時的表現 | A 45 A - T TO A 1 N - m | nn 6 | h 4 |
| 4.7 | 引導學生認識三 | 聖誕節及復活節佈道 | 宗教委員會會議中 | 參與各項聚會人數理 | 明年一 | 各委 |
| | 位一體的神,強 | 會後信仰小組聚會 | 討論,觀察學生出席 | 想 | 月,五月 | 員、團契 學生、校 |
| | 化校內宗教氣 氛,引導學生多 | | 及參與時的表現 | | | |
| | , 引导学生多 勤讀及認識聖經 | | | | | 牧 |
| | 勤頑及祕鹹圣經 | | | | | |
| 4.8 | | 午餐小組、協助模擬放 | 宗教委員會會議中 | 參與各項聚會人數理 | 九月開 | 各委員 |
| 7.0 | 無 1 | 榜、放榜祈禱會 | 示教安員 曹 爾 T 計論,觀察學生出席 | 想 | 九万 册 始,至明年 | 分 女只 |
| | 别 為公開毗班 同學 | 1/2 //2/2/11 1时 日 | 及參與時的表現 | ,0 | 六月 | |
| 4.9 | 認識區會福音工 | 帶領團契學生參與梁 | 觀察出席者反應、問 | 理想的出席率及問卷 | 十二月 | 校牧與 |
| | 作 | 章 · · · · · · · · · · · · · · · · · · · | 卷 | 回答 | 1 = -71 | 各委員 |
| 4.10 | 與曉明街學校建 | 學生福音團契計劃協 | 觀察出席者反應、問 | 理想的出席率及問卷 | 九月開始 | 各委 |
| | 立宗教支援網 | 助觀塘基督徒老師,有 | 卷 卷 | 回答 | 2 2 2 4 10 2 2 2 | 員、校外 |
| | - 1/19/2/2001 | 培訓和信仰支援 | | | | 機同工 |
| | | 一四叫个口口义级 | | | | 八八十 |

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、曾素玲老師 |

7. 2021-2022 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 | 14/9 | 區會教育日 | | |
| 3 | 23/9 | 雄辯雷台 | ECA | |
| 4 | 4/10 | 新同事分享 | LCY | |
| 5 | 15/10 | 學生領袖就職典禮 | ECA | |
| 6 | 27/10 | 統測前班主任課 | | |
| 7 | 11/11 | 生命教育(1)[初中] | G.C. | 高中班主任課 |
| 8 | 19/11 | 新校監 - 盧厚敏博士分享 | WSY | |
| 9 | 1/12 | 班主任課 | | |
| 10 | 9/12 | 唐蘭生老師分享 | YLS | |
| 11 | 17/12 | 聯歡前班主任課 | | |
| | 21/12 | 聖誕崇拜,方文聰(玻璃海) | TSL | |
| 12 | 11/1 | 1/1 1st Term Exam | | |
| 13 | 19/1 | 1st Term Exam | | |
| 14 | 27/1 | 鄭安然,明光社(網絡安全) | TSL | |
| 15 | 16/2 | 班主任課 | | 中六 Mock 用禮堂 |
| 16 | 25/2 | Thomas 黃偉然宣教師 | WSY | |
| 17 | 7/3 | Leo (嗎哪餐廳) | LCY | |
| 18 | 15/3 | 香港消防員 | CSM | |
| 19 | 23/3 | 統測前班主任課 | | |
| 20 | 8/4 | 生命教育(2)[高中] | G.C. | 初中班主任課 |
| | 13/4 | 復活節崇拜 - 基恩敬拜 | TSL | |
| 21 | 27/4 | 公平點 Anthony | TSL | |
| 22 | 11/5 | 突破機構 | CSM | |
| 23 | 19/5 | Cindy 梁少芬 (環保) | LYM | |
| 24 | 27/5 | 考試前班主任課 | | |
| | 28/5 | 畢業典禮 | CSM | |
| 25 | 7/6 | 考試前班主任課 | | |
| | 14/7 | 結業禮 | LCY | |

C.C.C. MONG MAN WAI COLLEGE

CIVIC EDUCATION COMMITTEE

WORKING PLAN (2021-2022)

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 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. necessity of making timely adjustments with respect to the students will create uncertainties.
- 2.4.2 It is emphasized that moral and civic education should be closely relevant to students' lives. This adds to the teachers' workload as they have to keep abreast of the latest developments.

3 Major concern of the current year

Adaptation will be made with regard to school needs.

- 3.1 SLP
 - 3.1.1 ITE
 - 3.1.2 Value Education

4 Targets of this year

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

| 回應 | 計劃/措施 | | 時間 | 對象 | 統籌 | 預算 | 老(導)師對有 | 學習成果/成功準 |
|------|-------|------------|-----|----|-----|-----|-----------|----------|
| 目標 | | | | | | | 關活動的意見 | 則 |
| | | | | | | | / | |
| | | | | | | | 評估方法 | |
| 4. 2 | 認 | 早會:認識基本法/ | 全年 | 全校 | TWP | / | 會議檢討/ | 參看者對有關主題 |
| 4.3 | 識 | 大灣區/一帶一路 | | | | | | 有初步接觸。 |
| | 時 | 賽馬會「傳・創」非 | 上下學 | 全校 | | / | 觀察學生進度 | 學生從親身學習 |
| | 事 | 遺教育計劃」(與VA | 期各一 | | | | / | 中,培養學生對民 |
| | / | 科合作) | | | | | | 日間藝術的認知 |
| | 公 | | | | | | 口頭查詢/ | |
| | 民 | 認識基本法/國安法 | 全年 | 全校 | TWP | 300 | | 完成預定次題數 |
| | / | (壁報板主題一至兩 | | | | | 網上 google | |
| | 國 | 次) | | | | | form 完成評 | |

| | 民 | 初中基本法比賽 | 2021年 | 全校 | LYF | 600 | 估 | 增進參加者對基本 |
|------|------------|-----------------|------------|-----|-----|-------|-------------------------|----------------|
| | 教育 | (與 LAS 科合 作) | 11 月 | | | | | 法的認識 |
| | | | | | | | | 每班有70%同學參 |
| | | 基本法展板展覽及 | | | | | | 與 |
| | | 問答遊戲 | | | | | | |
| | | | | | | | | |
| 4.3 | | 民間學堂 | 全方位 | 中一 | TWP | 13500 | | 學生對學習民間藝 |
| | | | 學習日 | | | | | 術有簡單體會 |
| | | | (上學 期) | | | | | |
| | | | <i>荆 〕</i> | | | | | |
| 4. 3 | - | 升旗禮 | 2021 年 | 全校 | LYF | / | 會議檢討/問 | 加強學生對國民身 |
| | | | 9月30 | | | | 卷調查/頭調 | 分的認同 |
| | | | 日 | | | | 查/ | |
| | | | | | | | 以主題式 | |
| 4.3 | | 集古村及中華藝術 | 2022 年 | 全校 | TWP | 65000 | | 認識中國傳統技 |
| | | 推廣 | 1月24 | | | | | 藝 |
| | | | 日 | | | | | 欣賞中國傳統藝 |
| | | | | | | | | 術之美 |
| | | | | | | | | 學習基本技術 |
| 4.3 | | 基本法教育小組 | 全年 | 全校 | TWP | | | 收集各科組推行基 |
| | | | | | | | | 本法教育的紀錄, |
| | | | | | | | | 組織成報告 |
| 4. 2 | | 突發時事專欄/分享 | 全年 | 全校 | CE | 100 | | |
| 4. 3 | 環 | 社區文化導賞- 灣 | 2022 年 | 中五 | YWL | 1600 | 會議檢討/ | 認識香港早期發 |
| 4.1 | · 現 · 境 | 任 | 4月 | T # | IWL | 1000 | 曾 職 做 的 / 由 有 關 老 師 評 | 認識督港十期發 展區域保育發 |
| | 教 | | T /1 | | | | 估成效/ | 展現況及居民 |
| | 育 | | | | | | 學生回饋 | 的生活變遷,加 |
| | | | | | | | | 深對香港時代 |
| | | | | | | | | 蜕變的理解和 |
| | | | | | | | | 認同 |

| | | 講座「現代膠災」 | 2021 年 | 初中 | YFL | | | 講者對學生反應回 |
|------|-------|--|---------|----|-----|--------|--------|------------|
| | | 透過借堂/課後 | 11 或 12 | | | 800 | | 饋正面 |
| | | Z00M/早會進行(待 | 月份(待 | | | | | |
| | | 與機構探討) | 機構回 | | | | | |
| | | | 覆) | | | | | |
| | | 定期舉辦各項回收 | 全年 | 全校 | | | | 完成計劃 |
| | | 活動(利是封、食 | | | | 1000 | | |
| | | 品、教科書、文具及 | | | | | | |
| | | 其他。) | | | | | | |
| | | 各項回收活動/ | 全年 | | | | | |
| | | 宣傳各項環保日 | | 全校 | | | | |
| | | | | | | | | |
| | | 早會環保訊息分享 | | | | | | |
| | | (約三至五次) | | | | | | |
| | | 以環保為主題的繪 | 視藝科 | 按科 | YFL | 300 | 學生實踐、導 | 完成作品 |
| | | 畫及藝術品 (如海 | 課程及 | 本決 | | | 師回饋 | |
| | | 報,貼紙等)設計比 | 課業編 | 定 | | | | |
| | | 賽 | 排訂定 | | | | | |
| | | | (1-2 | | | | | |
| | | | 次) | | | | | |
| | | | | | | | | |
| 4.1 | | 鹽田梓保育及文化 | 2022 | 中一 | YFL | 1900 | 由老師按學生 | 持分者不少於 60% |
| 4. 2 | | 考察活動 | 年 (待 | 至中 | | | 在當天的表現 | 對活動感滿意,表 |
| | | | 定 | 六 | | | 來評估成效 | 示對保育有更深刻 |
| | | | | | | | | 的認識 |
| 3. 1 | 生 | 信興參觀(工作影子 | 2021 年 | 中三 | YWL | / | 學生繳交「自 | 信興及學生回饋正 |
| 3. 2 | 涯 | 計劃) | 8月23 | 至中 | | | 主學習」報告 | 面 |
| | 規 | | 日 9 | 中五 | | | 參觀工作紙 | 參與者對職場工作 |
| | 劃 | | a.m | 學生 | | | 反思寫作 | 有新的認識 |
| | (CLPE | | 4 p.m. | | | | | |
| |) | | (暫定) | | | | | |
| 4.4 | 健 | 無糖體驗日 | 2021 年 | 全校 | LWS | 免費 | 導師及協作機 | 通過不同的體驗, |
| _, _ | 康 | | 聖誕暖 | | | 活動 | 構回饋 | 學生較前掌握健康 |
| | 教 | -無糖飲食攤位遊戲 | 流 | | | | | 教育的知識 |
| | 育 | Green Monday 無綠 | 2021 年 | 中三 | | 免費 | 導師及協作機 | |
| | | The state of the s | 聖誕暖 | | | 活動 | 構回饋 | |

| | | | <i>:</i> * | | | | | |
|----|---|-----------------|-------------|----|-----|--------|---------|-------------------------------|
| | | 不歡校園計劃 | 流 | | | | | |
| | | -展覽及攤位遊戲 | | | | | | |
| | | (待機構回覆年度撥 | | | | | | |
| | | 款是否批核才有最 | | | | | | |
| | | 終決定) | | | | | | |
| | | 如以上项目取消則 | | | | | | |
| | | 借用紅十字會資源 | | | | | | |
| | | 向學生推廣糖尿病 | | | | | | |
| | | 的認識。以展板及互 | | | | | | |
| | | 動遊戲形式進行。 | | | | | | |
| | | Green Monday 無綠 | 2022 年 | 中三 | | 免費 | 導師及協作機 | 學生製造天然清潔 |
| , | | 不歡校園計劃 | 1月,於 家政堂 | 級 | | 活動 | 構回饋 / 學 | 劑 |
| | | -講座及工作坊 | 進行 | | | | 生問卷調查 | |
| | | | | 全校 | | 免費 | 導師及協作機 | 學生透過展覽及攤 |
| | | 「五星健康五星家」 | 2022 年 | 主权 | | 活動 | 事 | 全 生 远 被 見 及 娜 位 遊 戲 (癌 症 概 覽 |
| | | 社區健康教育計劃 | 4-5 月 | | | 伯到 | 押口员 |) ,學習防癌小知 |
| , | | | (健康成 | | | | |),于自 为强小风 識 |
| , | | | 長及性 | | | | | |
| | | | 教育 | | | | | |
| | | | 週),於 | | | | | |
| | | | 午膳時 | | | | | |
| | | | 間進行 | | | | | |
| | | 健康飲食講座 | 2022 年 | 中一 | | 3000 | | 學生了解更多健 |
| | | | 7月6日 | | | | | 康的生活方式 |
| | | (基督教聯合那打素 | | | | | | |
| | | 社康服務) | | | | | | |
| | | | | | | | | |
| | | 參與籌辦成長及性 | 2022 年 | 全校 | | / | | 透過展板及攤位讓 |
| | | 教育周部分活動 | 4月或5 | | | | | 學生加深有關主題 |
| | | | 月 | | | | | 的認識 |
| 提升 | 其 | 「顧己及人中學 | 2021 年 | 高中 | TWP | / | 協作機構回饋 | 建立「保護自己— |
| 職業 | 他 | 生職業安全意識推 | 11月 | | | | | 關愛他人」的意識 |
| ėλ | 1 | 帝 41. 妻1 | | | | | | |
| 安全 | | 廣計劃」 | | | | | | |

| 正向 | 戰區 90 | 2021 年 | YW | \$3, 750 | 學生回饋 | 超山大雕瓜江和悠 |
|----|------------|--------|-----|----------|--------|----------|
| | 戦 | , | | | 字生凹領 | 學生在體驗活動後 |
| 教育 | | 11 月 | L | 每團人 | | 透過探索活動,建 |
| | | (測驗 | | 數為12 | | 立人道視野,實踐 |
| | | 週後) | | 至 30 | | 「保護生命、關懷 |
| | | | | 人 | | 傷困、維護尊嚴」 |
| | | | | | | 的仁愛美德 |
| | | | | | | |
| | 青協未來律師系列- | 四月報 | YWL | HK\$260 | 會議檢討,導 | 通過團體活動及角 |
| | 吾係法官 (暑期)— | 名,七 | | . 00-42 | 賞意見 | 色扮演讓學生明白 |
| | 學生領袖體驗活動 | 月舉行 | | 0.00/ | | 法治的基本概念及 |
| | | | | 人 | | 以虛擬處境方式測 |
| | | | | (視乎 | | 試並挑戰參加者對 |
| | | | | 學生人 | | 法治的了解。 |
| | | | | 數) | | 學生在體驗活動 |
| | | | | 暫定12 | | 中深化「智慧與 |
| | | | | 人, | | 知識」、「公義」 |
| | | | | 12*420 | | 的性格強項。 |
| | | | | =5400 | | |
| | | | | | | |

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 2021-22

1. AIMS

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

2. SWOT ANALYSIS

2.1 STRENGTHS

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

2.2 WEAKNESSES

| | WEAKNESSES | WAYS OF IMPROVING |
|-------|---|---|
| 2.2.1 | The recent focus of the school has been placed on 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 program. | ✓ To better utilize the manpower and simplify the complicated administration works. ✓ To seek resources from outside program. |

2.3 OPPORTUNITIES

- 2.3.1 Ample external resources (e.g. various organizations, external competitions and performance opportunities) are available.
- 2.3.2 Universities are now recognizing students' OLE, SLP and OEA (Other Experiences & Achievements) as part of their consideration for admission.
- 2.3.3 The introduction of Student Learning Profile [SLP] serves as an impetus for both schools and students to emphasize more ECA for student's whole-person development.
- 2.3.4 Some ECA groups, e.g. bowling team, Scrabble Team, Dance Group and

- rope-skipping 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 The Voluntary Optimization of Class Structure Scheme (VOCSS) has given an edge to the 'One Sport / Art for One Student' Scheme, which enables monitoring over quality and attendance.
- 2.3.7 Program of ECA leaders training are developing these few years. Students have a clear goal and target to be a leader at different positions.
- 2.3.8 Life-wide learning grant can be used directly on enriching students' learning experiences.

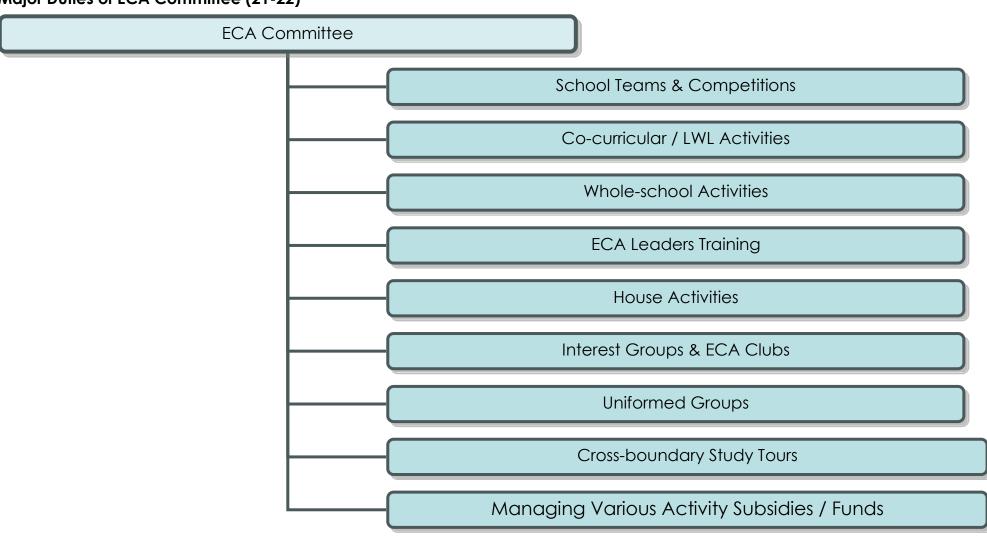
2.4 THREATS

- 2.4.1 ECA might be marginalized if the school focus is overly towards academic performance.
- 2.4.2 More experienced ECA advisors have been assigned other administrative duties and have to withdraw from taking up an ECA group.
- 2.4.3 The Voluntary Optimization of Class Structure Scheme (VOCSS) reduces the number of teachers. Teachers have to share the workload.
- 2.4.4 Students are too busy with many leading posts, e.g. Prefect, AC prefect, student ambassador and Houses committee member.
- 2.4.5 Most of the activities need to be cancelled or rescheduled because of COVID-19.
- 2.4.6 The School Sports Programme Coordinator (SSPC) Scheme ended this year.

 Manpower and financial support for sports team will be reduced.

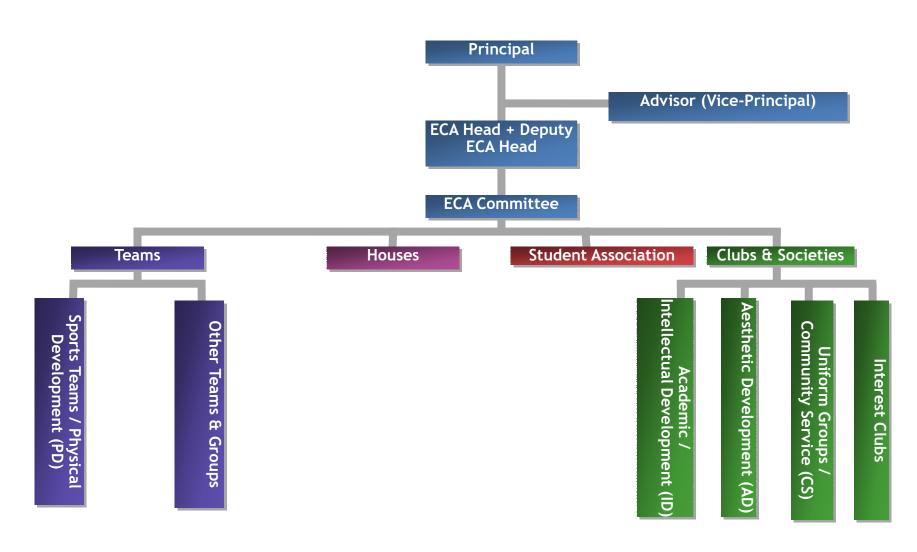
3. COMMITTEE MAJOR DUTIES

Major Duties of ECA Committee (21-22)



4. STRUCTURE OF VARIOUS ECA GROUPS

Structure of Various ECA Groups 21-22



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:

| | IN RESPO | NSE TO |
|---|------------------------|--------------------|
| OBJECTIVES | Major Concern 5.1 | Major Concern 5.2 |
| | Self-directed Learning | positive education |
| 6.1 To help students develop healthy interest and | √ | √ |
| explore their potential | Y | Y |
| 6.2 To strengthen 'One Sport One Art for One | √ | 1 |
| Student' Scheme in junior forms | Y | Y |
| 6.3 To encourage students develop their interest | | 1 |
| and strength in different areas in senior forms | Y | Y |
| 6.4 To increase students motivation by | | |
| experiential learning | V | |
| 6.5 To increase the competence of students by | | ./ |
| celebrating their achievements | V | • |
| 6.6 To enhance students autonomy by student | | ./ |
| centered leadership development | V | V |

7. ALLOCATION OF DUTIES

| | 7. <i> </i> | | MBERS | | | ACTION CALDENDAR | | | | | N | 101 | ITH | S | | | | |
|-----|-------------|-----|-------|-----|-----|--|------------------------------|--|--|--|---|-----|-----|---|--|---|---|--|
| SLY | WYP | YKY | LCY | мѕн | LPM | WORK | 8 9 10 11 12 1 2 3 4 5 6 7 8 | | | | | | | | | 8 | | |
| * | | | | | | 1. Annual plan, budget & report | | | | | | | | | | | | |
| * | | | | | | Updating various ECA forms | | | | | | | | | | | | |
| * | 0 | 0 | | | | 3. Collecting and tidying up enrolment lists, annual | | | | | | | | | | | | |
| | | | | | | plans, budgets & reports from different ECA | | | | | | | | | | | | |
| | | | | | | groups (with School IT Committee) | | | | | | | | | | | | |
| * | 0 | 0 | 0 | 0 | 0 | 4. Monitoring & managing various ECA groups | | | | | | | | | | | | |
| * | 0 | | | | 0 | 5. Outstanding Student Election | | | | | | | | | | | | |
| * | 0 | | | | | 6. Updating ECA committee board | | | | | | | | | | | | |
| * | 0 | 0 | 0 | 0 | 0 | 7. ECA Enrolment Days | | | | | | | | | | | | |
| 0 | | * | | | | 8. SA Election & Co-ordination | | | | | | | | | | | | |
| * | | 0 | | | | 9. Student Leaders Inauguration Ceremony | | | | | | | | | | | | |
| | | * | | | | 10. Co-ordination of Uniformed Groups | | | | | | | | | | | | |
| * | | | | | | 11. Co-ordination of School Picnic | | | | | | | | | | | | |
| * | | | | | 0 | 12. Co-ordination of Sports Teams | | | | | | | | | | | | |
| | | | * | | | 13. Co-ordination of Instrument Classes | | | | | | | | | | | | |
| 0 | | | * | | | 14. External performances | | | | | | | | | | | | |
| | 0 | * | | | | 15. House activities | | | | | | | | | | | | |
| * | 0 | | | 0 | | 16. ECA Leaders Training | | | | | | | | | | | | |
| 0 | | | * | | | 17. "One Student One Sport Art (OSOSA)" Scheme | | | | | | | | | | | | |
| * | 0 | | | | | 18. SA activities | | | | | | | | | | | | |
| * | | 0 | 0 | | | 19. Nominations for external competitions / | | | | | | | | | | | | |
| | | | | | | awards | | | | | | | | | | | | |
| * | 0 | 0 | 0 | 0 | 0 | 20. S1-S2 Life-wide Learning Days | | | | | | | | | | | | |
| * | 0 | 0 | * | 0 | 0 | 21. Post-exam Activities | | | | | | | | | | | | |
| * | | | | | | 22. EXCO meetings & Form Masters' meetings | | | | | | | | | | | | |
| * | | | | | | 23. Appraisals of committee members | | | | | | | | | | | | |
| * | 0 | 0 | 0 | 0 | 0 | 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, Dr | | | | | | | | | | | | |
| | | | | | | Yeung Kai-ching Scholarship and Diagos | | | | | | | | | | | | |
| | | | | | | Scholarship | | | | | | | | | | | | |
| * | | | | | | 27. Assigning ECA duties for next year | | | | | | | | | | | | |
| * | 0 | | | | 0 | 28. Outstanding Students' Award | | | | | | | | | | | L | |
| * | | | | 0 | | 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-c harge |
|-------|--|----------------------|---------------|---|--|--|-----------------------------|
| 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 | 1/21 -7/22 | * | Different modes of performance are included Both academic and non-academic sharing in morning assembly and hall during Learning Celebrations. More students are encouraged to develop their interest and strength in different areas. | ◆ Student participation ◆ Teacher observation & feedback | *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 | 9/21-8/22 | * | Students are encouraged and subsidized by school to join more external training, competitions and performances. About 50% of clubs and teams organize various | Student participation Student achievements Teacher observation | *SLY LCY |

| | Strategy / Work | In Response to | Time | Success Criterion | Evaluation Method | Person (s)-in-c harge |
|-------|---|----------------------|-----------|--|-------------------|-----------------------------|
| 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 | 1/21-7/22 | inter-school & external competitions ◆ Students can build up their confidence by participating different competitions. ◆ Fill in the entire time slot in Life-wide learning and post-exam activities days. | | *SLY ALL |

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

| | Strategy / Work | In Response to | Time | Sı | uccess Criterion | Evaluation Method | Person(s)-in-char ge |
|-------|---|----------------------|-------------|----------------------------------|---|---|-------------------------|
| 8.2.1 | To collaborate with subject panels for more co-curricular / LWL activities that supplement classroom learning | 5.1 | 9/21-8/22 | co-oro | st 3 activities are ganized with subject s or committiees ghout the year. | Teacher observation & feedback | *SLY ALL |
| 8.2.2 | To organize / co-organize cross-boundary study tours for senior formers | 5.1 & 5.2 | 9/21 – 8/22 | study organ Stude chara partici | st 1 cross-boundary tours is successfully ized. nts can develop their cter strengths by pating the boundary study tour. | Teacher feedback Student feedback + sharing | *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-ch arge |
|---|---|----------------------|-----------|--|---|-------------------------|
| • | To further strengthen the 'One Student One Sport / Art' Scheme for S1 | 5.2 | 9/21-8/22 | Each S1 student is engaged in at least one long-term training Students start realizing their potential | Student participation Analysis the percentage of student | *LCY SLY |

| | Strategy / Work | In Response to | Time | | Success Criterion | | Evaluation Method | Person(s)-in-ch arge |
|-------|--|----------------------|-----------|---|--|----------|---|-------------------------|
| | | | | | | * | participated in ECA in S1 Teacher observation | |
| 8.3.2 | To organize tasting course for S1 Students | 5.2 | 9/21-8/22 | * | 40 targeted students join the S1 tasting course Students start realizing their potential | * * | participation | *SLY LCY |
| 8.3.3 | To organize different sports team and instrument courses | 5.2 | 9/21-8/22 | * | 80% attendance rate | * * | participation | *LCY *LPM SLY |

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

| | Strategy / Work | In Response | Time | | Success Criterion | | Evaluation Method | Person(s)-in-ch arge |
|-------|--|----------------|-----------|----------|---|---|-------------------------|-------------------------|
| 8.4.1 | To organize students leaders' training program | 5.1 5.2 | 9/21-8/22 | * | Participated Students become student leaders in senior form | • | Number of students that | *SLY WYP |
| | for S3 as foundation | | | ♦ | More opportunities are | | become student | |

| | Strategy / Work | In Response to | Time | Success Criterion | Evaluation Method | Person(s)-in-ch arge |
|-------|---|----------------------|-----------|--|---|-------------------------|
| | ourse. ◆ Adventure-Ship | | | provided for character formation. | leaders.Student participationTeacher observation | |
| 8.4.2 | To further develop leadership training by providing more student centered learning and leaders role as first-tier leaders thru 4C Youth Volunteer Leadership Project | 5.1 5.2 | 9/21-8/22 | Student participated in the programme can organize a volunteer activities. Students take more active role in organizing activities Students can realize their character strength | Student participationTeacher | *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 | 9/21-8/22 | Student can conduct events by themselves Each club or society can conduct at least 4 events each year. Students can realize their character strength | ◆ Student participation ◆ Teacher observation & feedback ◆ Analyze the annual reports of clubs and societies. | *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 programme to develop student's character strengths.

Leadership Training Programme: 4C Youth Volunteer Leadership Project

- ♦ Focus on nurture and develop character strengths
- ♦ Students are encouraged to nurture and develop their charter 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.

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

9. COMMITTEE MEMBERS

Advisor : FPS Head : SLY Deputy : WYP

Members : LCY, MSH, YKY, LPM

C.C.C. MONG MAN WAI COLLEGE OTHER LEARNING EXPERIENCES (OLE) COMMITTEE ANNUAL PLAN 2021-22

1 Vision

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

2 **SWOT Analysis**

2.1 Strengths

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

- 2.1.1.1 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, careerrelated education and community services under the structured time table.

2.2 Weaknesses

2.2.1 <u>Career-related Experiences</u>

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

2.2.2 **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 Turning Career and Life Planning Grant (CLP Grant) into regular teaching post was effective in 2017-18. No cash grant directly supports the employment of non-teaching staff and lesson exemption of committee members.
- 2.4.2 Programme Coordinator Assistant was shifted to Teacher Assistant starting from 2019-20, bearing the workload of lesson substitution, test/examination invigilation, detention classes and etc. This weaken the manpower of committee, including the support of CRE and OLE lesson during normal school days.
- 2.4.3 Lesson exemption would be from 18 to 0 starting from 2020-21. This implied that no extra resource will be allocated to empower and enhance the capacity of the existing team for life planning education. Subsequently, the school-based CRE curriculum in S2 and S3 could not be delivered by committee members, form-based group counselling/individual consultation

- could not be arranged and no support will be given to advisor of Career Ambassador Team. The effectiveness of the work/programs would be affected.
- 2.4.4 The committee head is changed in this academic year. The development of the CLP and OLE of the school would be affected.
- 2.4.5 The consideration of University admission, including the minimum requirement of elective subjects, options of UGC-funded programmes and calculation formula, still keep changing, especially of the implementation of the optimizing proposals of the four senior secondary core subjects in the 2021/22 school year. Responsive supports to teachers and students are required to response these changes.
- 2.4.6 The wide range of academic performance of students requires our high level of variety on career guidance support, ranging from HD/Asso to Degree and Self-financed programme to UGC-funded programmes.

3 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

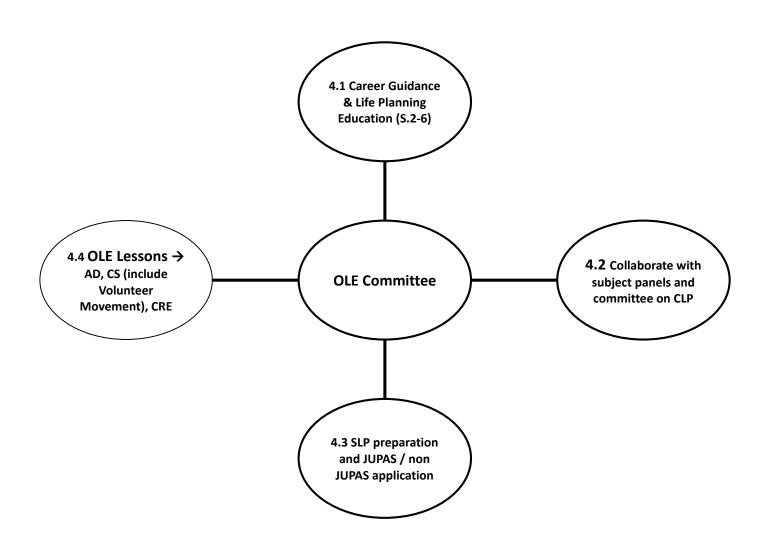
- 3.3.1 School advocates committee to 'start from small' in echoing positive education in 2020/21.
- 3.3.2 Implementations in LPE will be formulated to apply on character strength development. (Implementation plan stated in 6.1)



- Love of Learning: Loves learning new things. Has always loved school, reading, and museumsanywhere and everywhere there is an opportunity to learn.
- Teamwork: Excels as a member of a group. A loyal and dedicated teammate, always does sharing, and works hard for the success of group.

4 Committee's Year Objectives

- 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 time table.
- 4.4 To establish the mechanism on SLP preparation and JUPAS / non JUPAS application with class teachers, form masters and other committees (AC committee, IT committee, Chinese Panel, English Panel and Clerical support, etc).



5. Proposed Program Plan in 2021/22

5.1 Plan for target groups

5.1.1 Collaboration with other subject panels and external organizations (LHL, Anna Tsui)

| Scheme / Activity | Concerned Subject Panel and Organization | Duration | Concerned Students |
|--|--|---------------------|--|
| Life Buddies 「友。導向」師友計劃 | ● BAFs ● Deloitte hk (德勤) | Throughout the year | S4: 20 studentsS5: 10 studentsS6: 16 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) | ● ECA Committee ● St. James Settlement 聖雅各 福群會 | April - May | Potential candidates of Kwun Tong Outstanding Students |
| Student Training in Entrepreneurship Program | ICTJockey ClubCoCoon | 2021 – 2022 | S4 Students (Whole Form) During 1st Term S4 OLE Lessons |

5.1.2 Catering diversified students' needs (LHL, Anna Tsui)

| Scheme / Activity | Concerned Subject Panel and Organization | Duration | Concerned Students |
|--|---|-------------|---|
| 「動力學堂」興趣技能 工作坊 Under 20-21 After-school Learning and Support Programme 5個工作坊: - 酒店房務 - 咖啡沖調/西式糕點 - 醫護初探 - 美容護理 - 化妝及美甲 | Caritas Institute of Community Education (Hung Hom) AC (Affairs) | 2021 – 2022 | Less privileged students from Junior and Senior Forms (around 50 students) |

5.2 Plan in respective forms

5.2.1 2021-22 Form Career Guidance Teacher

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

| Form | Form Coordinator | Role of Form Career Guidance Teacher: | | | | |
|------------|------------------|--|--|--|--|--|
| S2 | Miss Wu KY | Attend Corresponding Form Meetings (4 times/year) | | | | |
| S3 | MISS KWOK LP | Release/announce the updated career-related information in Class Teachers' Meetings | | | | |
| S4 | Mr. Wong PW | > Spot student who needs further career counseling | | | | |
| S 5 | Mr. Mak SH | Provide individual career guidance to students in need or referred by Class Teachers or Form Master/Mistress | | | | |
| S6 | Mr. LEE HL | referred by class reactions of Form Master/Mistress | | | | |

5.2.2 For whole school

| DATE | TIME | VENUE | ACTIVITY | PIC | Supporting Staff |
|---|---|--------|--|-----------------------|---------------------|
| Throughout the year | | | Career Ambassadors 升學及擇業大使 - Alumni Sharing @ Morning Assembly - Activities Promotion - Newsletters - Parents Night / HKDSE Result Release | LHL, MSH | Anna Tsui |
| 20/11/2021 (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 |
| 19/02/2022 (1 st 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) | Anna Tsui |
| 14/07/2022 (2 nd Parents' Day) | 14:00 – 16:30 | Rm 109 | Support on 2 nd Parents Day 出路諮詢 | LHL, KLP, MSH | Anna Tsui |

5.2.3 For respective form

S.2 Career Guidance Teacher: Miss Wu KY

| 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 | Anna Tsui |

S.3 Career Guidance Teacher: MISS KWOK LP

| DATE | TIME | VENUE | ACTIVITY | PIC | Supporting Staff |
|---|---------------------|------------|---|----------|--|
| 06/09/2021 | 11:30 – 12:15 | Hall | Subject Selection Briefing Session 高中選科簡介 | KLP, ACS | S3 Form Master, Class Teachers, Anna Tsui, LHL |
| 20/11/2021 (PTA's AGM) | After the AGM | Hall | NSS Introductory Talk For Parents @PTA AGM 高中選科簡介 | KLP, ACS | LHL |
| 03/05/2022 | 15:40 - 17:00 | Hall | Talk on Mechanism of Subject Selection 中三選科機制講座 | KLP, ACS | S3 Form Mistress, Class Teachers, LHL, Anna Tsui |
| 06/05/2022 (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 | S3 Form Mistress, Class Teachers, LHL, Anna Tsui |
| 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 | S3 Class Teachers, LHL, Anna Tsui |

S.4 Career Guidance Teacher: Mr. Wong Pak Wing

| DATE | TIME | VENUE | ACTIVITY | PIC | Supporting Staff |
|---|---|-------|---|-----------------------------------|---|
| 06/09/2021 | 06/09/2021 10:45 – Hall Feb 2022 13:20 Rm109 | | S4 NSS Briefing Session 中四高中簡介 (OLE Arrangement + Add/drop) | LHL, ACS | S4 Form Master, Class Teachers, Anna Tsui |
| 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 | | | Briefing Session on ApL 應用學習課程簡介 (not compulsory, 自選) | LHL | KLP, Anna Tsui |
| Whole Year | Career Guidance Lessons (Conducted by Class Teachers) | | LHL, WPW | WPW , S4 Class Teachers | |
| Whole Year | Whole Year OLE lessons Classrooms Coordination of OLE Lessons | | Coordination of OLE Lessons | LLM | |

S.5 Career Guidance Teacher: Mr. Mak SH

| | S Career Guidance reaction. IVII. IVIAN 511 | | | | | | | |
|--|--|----------------------------------|---|-------------|---|--|--|--|
| DATE | TIME | VENUE | ACTIVITY | PIC | Supporting Staff | | | |
| 03/09/2021 | 10:45- 12:15 | Hall | S5 NSS Briefing Session 中五高中簡介 (University Exploration + SBA) | LHL, ACS | S5 Form Master, Class Teachers, Anna Tsui | | | |
| 07/06/2022 | 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 | S5 Form Master, Class Teachers, Anna Tsui | | | |
| 07/07/2022 (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 | , WPW, MSH, LHL, LLM | | | |
| 11/07/2022 (5A+5B) 15/07/2022 (5C+5D) | Career Live 職業體驗遊戲 (Subsidized by Funding Schen for Youth Life Planning Activitie Home Affairs Bureau) (由青年發展委員會贊助,每位 | | 職業體驗遊戲 (Subsidized by Funding Scheme for Youth Life Planning Activities - | LHL, MSH | S5 Form Master, Class Teachers, Anna Tsui | | | |
| 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 | /hole Year OLE lessons Classrooms Coordination of OLE Less (4 classes) | | Coordination of OLE Lessons (4 classes) | LLM | | | | |

S.6 Career Guidance Teacher: Mr. LEE HL

| DATE | TIME | VENUE | ACTIVITY | PIC | Supporting Staff |
|---|---------------------------|--------------------------------|---|----------|---|
| 02/09/2021 | 10:45- 12:15 | Hall | S6 NSS Briefing Session 中六高中簡介 (SLP preparation + JUPAS application +HKDSE Application) | LHL, ACS | S6 Form Master, Class Teachers, Anna Tsui |
| 18/09/2021 (Reserve: 19/09/2021) | 14:00 – 17:00 | Hall, Rm 101-110 | 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 |
| 16/07/2022 (sat) (To be announced by HKEAA) | 14:00- 16:30 | Hall | Pre D-day Seminar on Announcement of HKDSE Result (for students & parents) 文憑試放榜準備講座 | LHL | S6 FM, CTs, ACS, ACA, Anna Tsui |
| 20/07/2022 (wed) (To be announced by HKEAA) | 08:15- 11:30 | Hall, Rm101-110, 201-202 | D-day Guidance for Ss on the Day of Release of 2021 HKDSE Results 2022 文憑試放榜輔導 | LHL | S6 FM, CTs , ACA, Guidance Teachers, ALL OLE Teachers |
| | 09:00 – 21-23/07 12:00 | | | ТВС | TBC |
| • | | | Post D-day Pathways & JUPAS Consultation | ТВС | ТВС |
| /2022 | 1:30- 4:30 | | 出路及聯招改選諮商 | | ТВС |

6 2021-22 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 |
|---------------------------------------|---|---|--|--|------------------------|--|--|
| 6.1.1 Career Ambassador Team | ◆ To provide students an opportunity to work in a team through promoting CRE information ◆ To equip students with knowledge and/or skill | ◆ Wisdom & Knowledge (Love of learning) ◆ Justice (Teamwork) | ◆ Responsibility◆ Commitment◆ Respect for others | Throughout year (9/2021 – 8/2022) | LHL MSH | ◆ Teachers' observation ◆ Accomplishment of tasks ◆ Tailor-made worksheet and questionnaire will be used to qualitative feedbacks. | ◆ Excels as a member of a group. A loyal and dedicated teammate, always does sharing, and works hard for the success of group ◆ Appreciate the new knowledge and/or skill learnt |

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 |
|-----------------|---|---|--|---|-----|--|
| | 6.2.1 To provide careers guidance lesson/activity and responsive support which are aligned with their developmental needs in | At least one LPE lesson/activity is organized for each target form Review teaching material, powerpoint & teacher notes | Student Feedback forms and worksheets Teachers' feedback and observation | | | \$4300 Mock Interview for elite students |
| Student | different forms (S2-S6) | provided for class teachers | | \$5 | LHL | \$ 16000 (Career Live) Under Funding Scheme for Youth Life Planning Activities by Youth Development Commission |
| S | | | | | | \$ 500 (SLP Workshop ONE) |
| | | | | S6 | LHL | \$ 0 (SLP Workshop TWO) |
| | 6.2.2 To collaborate with external organizations for work-related experiences and schemes and opportunities for further studies | ◆ At least two schemes are introduced to students of our school | Student Feedback formsTeacher observation | EDB, HKACMGM, HYC, Deloitte, HKFYG | LHL | \$ 3000 |
| Student | 6.2.3 To disseminate career information and promoting outside school activities | (By OLE webpage) To maintain online platform for online application (By OLE Display Board) To display update-to information and share the past activities | Number of Activity promoted in online platform Enrolment Rate of activities View Records Student feedback | LH Anna | | \$ 5000 (OLE webpage Maintenance) \$ 1000 (OLE Display Board) |
| Stu | 6.2.4 To employ 0.5 Full Time Project Coordinator Assistants | ◆ Support Online platform operation ◆ Support CRE lessons and activity ◆ Promote career-related activity from external organization | ◆ OLE Teachers' Evaluation | LH | L | \$ 0 (Supported by CEG) |

| Target Level | Strategy / Work | Success Criterion | Evaluation Method | Person(s)-in- charge | Required Resources | | |
|---|--|---|---|---|--|--|--|
| | | ♦ 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 | \$ 20000 (TBC) | | |
| | 6.2.6 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, | \$19,200 (Programme Fee) \$ 1000 (Material) | | |
| Parents | 6.2.7 Parents Support in Regular Meetings (S3 Parents Night and Parents Days)and special | Provide consultation support in S3 Parents Night, 1st and 2nd Parents Days and Day of HKDSE | ◆ Parents Feedback◆ Teachers Feedback | S3: LHL, KLP | | | |
| | days (Parents' Days and HKDSE Results Release) | Results Release | | Parents Days LHL, KLP | \$ 1000 (Drinks) | | |
| | | | | Day of HKDSE Results Release: Whole Team | | | |
| | 6.2.8 Teachers' Training & Professional Sharing | ◆ At least one workshop for related parties/class teachers on JUPAS guidance sharing for S5 class teacher | ◆ Teachers' Feedback | LHL | \$ O | | |
| Teacher | 6.2.9 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 Anna Tsui | \$ 5000 | | |
| Budget for life planning education and careers guidance and education in 2021-22 \$ | | | | | | | |

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

| Strategy / Work | Time | Success Criterion | Evaluation Method | Person(s)-in- charge | Required Resources |
|---|---------------------|--|---|-------------------------|--|
| 6.3.1 To implement S4-S6 curriculum in S4-6 OLE Lessons | 09/2021 -08/2022 | ◆ AD, CS and CRE could be covered in the curriculum. | ◆ Student feedback & performance◆ Teachers observation | LLM | \$5800 (Teaching aids and tutor fee) |
| | | | Budget f | or OLE in 2021-22 | \$ 5800 |

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

| Strategy / Work | Time | Success Criterion | Evaluation Method | Person(s)- in-charge | Required Resources |
|---|---------------------|---|---|--|--|
| 6.4.1 To assist the S6 and S5 to upload the external achievements and self-accounts on the i-portfolio | 09/2021 -08/2022 | ◆ SLP/JUPAS workflow are provided for students during S5 and S6 OLE (CRE) Lessons | i-portfolio platform Teacher feedback Student performance | LHL | Support from advisor, FPS Technical and clerical support of a teaching assistant (TA) |
| 6.4.2 To coach students on preparing SLP (selection of OLE and selfaccount) and JUPAS/non-JUPAS application (decision of subject priority, selection of OEA and JUPAS Additional Information) | 09/2021 -08/2022 | Two writing workshops for students preparing self-account A school-based curriculum is designed for multiple study pathways during S6 OLE lessons. | ◆ Student response and performance ◆ Teacher observation | Writing workshops: KLP, WKY, WPW, MSH, LLM, LHL Multiple Pathways: (During S6 OLE Lesson) LHL | Support from advisor, FPS Technical and clerical support of a teaching assistant (TA) Involvement from Class Teachers, Chinese Teachers and English Teachers |

7 Allocation of Re-current / Routine Duties

| Recurrent / Routine Duties Teacher(s)-in-charge | | | | | | | | Non- teaching Staff |
|---|--|-----------------|------------------|---------------|----------|--------|---------------|---------------------------|
| | | LHL | KLP | WKY | LLM | MSH | WPW | Anna Tsui |
| 7.1.1 | Purchasing teacher and student references | ~ | | | | | | |
| 7.1.2 | Dissemination of updated information for staff and | ✓ (S6) | ✓ (S3) | ✓ (S2) | | (S5) | ✓ (S4) | |
| 7.1.3 | Reviewing and tidying up careers resources in library | (30) | (33) | (32) | | (33) | (34) | V |
| 7.1.4 | Collecting statistics of S6 graduates | ~ | | | | | | v |
| 7.1.5 | Handling student credentials | | ✓ | ~ | V | | ~ | |
| 7.1.6 | Updating committee information at online platform | ~ | | | | | | V |
| 7.1.7 | Updating committee boards | | | | | | | V |
| 7.1.8 | Coordinating OLE Lessons | | | | ~ | | | |
| 7.1.9 | JUPAS administration (Briefing, data submission, SPN arrangement) | ~ | | | | | | V |
| 7.1.10 | ApL administration (Briefing, info submission, screening interview) | • | • | | | • | | V |
| 7.1.11 | Material editing for students writing self-account | ~ | ✓ | • | • | ~ | • | |
| 7.1.12 | Organizing Institution/Workplace Visit | ~ | | | | ~ | ✓ | v |
| 7.1.13 | Collaborating with subject panels and committee | ~ | | | | ~ | | V |
| 7.1.14 | Developing School-Based Career Guidance Material | ✓ (S4-6) | ✓ (S3) | (S2) | | (S4-6) | | |
| 7.1.15 | (S2-S6) Coordinating CRE support to cater learners' diversity (e.g. elite and students underprivileged) | <i>'</i> | () | () | | () | | ~ |

8 Budget

See separated sheet.

9 Committee Members

Advisor : Ms Fok Pik Shan

Head : Mr. Lee Him Lai

Deputy Head : Ms Kwok Lai Ping

Members : Ms Wu Ka Yin, Miss Lau Lai Mei, Mr. Mak Sze Ho, Mr. Wong Pak Wing

 $\textbf{Non-teaching Staff} \ : \mathsf{Ms Tsui \ Long \ Yin \ Anna}$

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

Program Plan (2021-2022)

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 classrooms can be connected to the intranet and internet with high speed. All mobiles devices can be connected to the wireless network
 - 2.1.1.2.2All 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 TVs and a LED wall.
 - 2.1.1.2.3 There are 1 computer room, 1 MMLC and 1 Campus TV Center.
 - 2.1.1.2.4Enough 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 IT ability in teaching.

2.1.3 Students

- 2.1.3.1 Students are interested in using 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 always changes.
- 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 socio-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

| | Implement | ation Flan and the Division of works | _ | | | |
|-------|------------|--------------------------------------|------------|---|-------------|----------|
| Item | Objective. | Plan/Strategy | Time scale | Person in- | Method of | Success |
| rtein | Objective | Train Strategy | Time seare | charge | evaluation | criteria |
| 1 | 3.2.1 | Academic Report - First Term Test | 2021/11 | LSW (FKW) | Evaluate by | Complete |
| | 0,2,1 | | | | Committee | the plan |
| 2 | 3.2.1 | Academic Report - First Term | 2022/01 | WWC (NWH) | Evaluate by | Complete |
| _ | 0,2,1 | Examination | | (11112) | Committee | the plan |
| 3 | 3.2.1 | Academic Report - Form 6 Mock | 2022/01 | YKY2 (NWH) | Evaluate by | Complete |
| | 0,2,1 | Examination | | 1112 (11111) | Committee | the plan |
| 4 | 3.2.1 | Academic Report - Second Term | 2022/04 | LSW (NWH) | Evaluate by | Complete |
| · | 0,2,1 | Test | | 22 (2 | Committee | the plan |
| 5 | 3.2.1 | Academic Report - Second Term | 2021/06 | WWC (NWH) | Evaluate by | Complete |
| | 0,2,1 | Examination | | (11112) | Committee | the plan |
| 6 | 3.2.1 | Call System | 2020/09 | WWC | Evaluate by | Complete |
| | 0.2.1 | | 2020, 03 | 1,,,,, | Committee | the plan |
| 7 | 3.1.1 | Campus TV | 2020/09 | NWH, KKH | Evaluate by | Complete |
| | 01111 | | 2020/09 | 1 , , , , , , , , , , , , , , , , , , , | Committee | the plan |
| 8 | 3.2.1 | Certificate | 2020-2021 | KKH | Evaluate by | Complete |
| | 3.1.2 | 0.000 | | | Committee | the plan |
| 9 | 3.2.1 | Class Photo Taking | 2020/12 | NWH, LSW | Evaluate by | Complete |
| | 0,2,1 | | | 1 () (12, 22 () | Committee | the plan |
| 10 | 3.2.1 | DSE Application | 2020/10 | NWH | Evaluate by | Complete |
| | 3.2.1 | 202 rippiiouson | 2020/10 | 111111 | Committee | the plan |
| 11 | 3.2.1 | eClass Sport day and Swimming | 2020/10 | FKW, YKY2 | Evaluate by | Complete |
| | 3.2.1 | Gala | 2021/05 | 1111112 | Committee | the plan |
| 12 | 3.1.1 | eClass Teaching and Learning | 2020/09 | WWC | Evaluate by | • |
| | 01111 | Course Touring use Domining | 2020/09 | 1,,,,, | Committee | the plan |
| 13 | 3.1.1 | EES | 2020/09 | NWH | Evaluate by | Complete |
| | 3.1.1 | | 2020/09 | 111111 | Committee | the plan |
| 14 | 3.2.1 | Email Defense system | 2020/09 | NWH | Evaluate by | Complete |
| | 3.2.1 | Zinan Zerense system | 2020/09 | 111111 | Committee | the plan |
| 15 | 3.2.1 | Eservices | 2019/09 | NWH | Evaluate by | Complete |
| | 3.2.1 | List vices | 2019/09 | 11111 | Committee | the plan |
| 16 | 3.2.1 | Examination Invigilation - First | 2020/11 | NWH | Evaluate by | Complete |
| 10 | 3.2.1 | Term Test | 2020/11 | 100011 | Committee | the plan |
| 17 | 3.2.1 | Examination Invigilation - First | 2021/01 | NWH | Evaluate by | Complete |
| 1, | 3.2.1 | Term Examination | 2021/01 | 100011 | Committee | the plan |
| 18 | 3.2.1 | Examination Invigilation - Mock | 2021/01 | NWH | Evaluate by | Complete |
| 10 | J.2.1 | Examination | 2021/01 | 111111 | Committee | the plan |
| 19 | 3.2.1 | Examination Invigilation - Second | 2021/04 | NWH | Evaluate by | Complete |
| 17 | J.2.1 | Term Test | 2021/UT | 111111 | Committee | the plan |

| 20 | 3.2.1 | Examination Invigilation - Second Term Examination | 2021/06 | NWH | Evaluate by Committee | Complete the plan |
|----|----------------|---|-----------|------------------|------------------------|-------------------|
| 21 | 3.2.1 | Form 3 elective subject assignment | 2021/05 | NWH | Evaluate by Committee | Complete the plan |
| 22 | 3.2.1 | Hardware and software | 2020-2021 | NWH | Evaluate by Committee | Complete the plan |
| 23 | 3.1.1 | Hkedcity | 2020/09 | WWC | Evaluate by Committee | |
| 24 | 3.1.2 3.2.1 | IT Perfect | 2020-2021 | FKW, NWH | Evaluate by Committee | |
| 25 | 3.1.1 | Library Master | 2020/09 | WWC | Evaluate by Committee | |
| 26 | 3.2.1 | Mark Entry System | 2020/09 | NWH, FKW | Evaluate by | Complete |
| 27 | 3.1.1 | MMLC | 2020-2021 | YKY2, LSW FKW | Committee Evaluate by | • |
| 28 | 3.2.1 | OLE report | 2021/07 | KKH | Committee Evaluate by | the plan Complete |
| | | | | | Committee Evaluate by | the plan Complete |
| 29 | 3.2.1 | e-Admin Platform | 2019-2020 | NWH, YKY2 | Committee Evaluate by | the plan Complete |
| 30 | 3.2.1 | Photo Taking | 2019-2020 | LSW, KKH | Committee Evaluate by | the plan Complete |
| 31 | 3.2.1 | Questionnaire - First Term APASO | 2020/10 | WWC, YKY2 | Committee | the plan |
| 32 | 3.2.1 | Questionnaire - Guidance | 2020/10 | WWC, YKY2 | Evaluate by Committee | Complete the plan |
| 33 | 3.2.1 | Questionnaire - Personal Information | 2020/10 | WWC, YKY2 | Evaluate by Committee | Complete the plan |
| 34 | 3.1.1 3.2.1 | Questionnaire - Second Term APASO and Teaching Survey | 2021/05 | WWC, YKY2 | Evaluate by Committee | Complete the plan |
| 35 | 3.2.1 | School homepage and Facebook | 2020-2021 | NWH, YKY2 | Evaluate by Committee | _ |
| 36 | 3.2.1 | Server and intranet | 2020-2021 | NWH | Evaluate by Committee | _ |
| 37 | 3.2.1 | Shun Hing Education and Charity Fund Project | 2020-2021 | NWH | Evaluate by Committee | Complete |
| 38 | 3.2.1 | Unique Login | 2020/09 | FKW | Evaluate by | • |
| 39 | 3.1.2 | SLP report | 2021/01 | KKH | Committee Evaluate by | the plan Complete |
| | = | · r · · | - / - | | Committee | the plan |

| 40 | 3.2.1 | Smart Card and Octopus system | 2020/09 | WWC | Evaluate by | Complete |
|----|-------|-----------------------------------|-----------|------------------|-------------|----------|
| 40 | 3.2.1 | Smart Card and Octopus system | 2020/09 | W W C | Committee | the plan |
| 41 | 3.2.1 | SMS | 2020/09 | WWC | Evaluate by | Complete |
| 41 | 5.2.1 | SIVIS | 2020/09 | wwc | Committee | the plan |
| 42 | 3.2.1 | Staff Card and Student Card | 2020-2021 | WWC | Evaluate by | Complete |
| 42 | 3.2.1 | Starr Card and Student Card | 2020-2021 | W W C | Committee | the plan |
| 43 | 3.1.1 | Staff room computer and classroom | 2020-2021 | FKW | Evaluate by | Complete |
| 43 | 5.1.1 | computer | 2020-2021 | FKW | Committee | the plan |
| 44 | 3.2.1 | Stook Toking | 2021/07 | NWH, FKW | Evaluate by | Complete |
| 44 | 5.2.1 | Stock Taking | 2021/07 | 1 VV 11, 1 1X VV | Committee | the plan |
| 45 | 3.2.1 | Testimonial and Graduation | 2021/05 | KKH | Evaluate by | Complete |
| 43 | 3.2.1 | Certificate | 2021/03 | ККП | Committee | the plan |
| 46 | 3.2.1 | Timetable | 2021/07 | FKW, LSW | Evaluate by | Complete |
| 40 | 3.2.1 | Imetable | 2021/07 | YKY2, KKH | Committee | the plan |
| 47 | 3.2.1 | WebSAMS | 2020-2021 | NWH | Evaluate by | Complete |
| 47 | 5.2.1 | WebSAMS | 2020-2021 | NWH | Committee | the plan |
| 49 | 2 1 1 | BVOD Project | 2020-2021 | NWH, WWC | Evaluate by | Complete |
| 49 | 3.1.1 | BYOD Project | 2020-2021 | IN WITH, WIWC | Committee | the plan |
| 50 | 2 1 1 | Coople classman | 2020/00 | NIWILI ERW | Evaluate by | Complete |
| 30 | 3.1.1 | Google classroom | 2020/09 | NWH, FKW | Committee | the plan |

5 Budget

5.1 Composite IT (EDB Composite IT Grant: (\$494,240)

| | Item | Amount | Туре |
|----|--|---------|------------------|
| 1 | Consumable Goods | 30,000 | Consumable Goods |
| 2 | Staff card and student card | 300 | Consumable Goods |
| 3 | Projector (QTY: 12) | 120,000 | Equipment |
| 4 | Monitor (QTY: 4) | 6,000 | Equipment |
| 5 | Hall listening ampler | 5,000 | Equipment |
| 6 | Wireless mic for meeting | 12,000 | Equipment |
| 7 | Notebook charger for 48 notebooks | 24,000 | Equipment |
| 8 | iPard charger for 32 iPads | 25,000 | Equipment |
| 9 | Web camera | 1,000 | Equipment |
| 10 | IP Phone (Gigabit Model) (QTY: 2) | 4,000 | Equipment |
| 11 | Amplifier with Infra-Red Wireless Receiver | 4,000 | Equipment |
| 12 | Display Panels (QTY: 2) | 62,000 | Equipment |
| 13 | Podium mic for hall | 3,500 | Equipment |
| 14 | Electronic bell timer for school bell | 7,000 | Equipment |
| 15 | Video camcorder | 18,800 | Equipment |
| 16 | Interchangeable Lens camera | 7,500 | Equipment |
| 17 | IT Prefect coupon | 300 | GIF |
| 18 | Email defense system maintenance | 5,400 | Service |
| 19 | eClass maintenance | 6,000 | Service |
| 20 | Campus TV training for student | 5,000 | Service |
| 21 | Re-cabling of hall AV system | 70,000 | Service |
| 22 | Microsoft open license for academic | 27,740 | Software |
| 23 | New school homepage | 27,988 | Software |
| 24 | Procreate - VA (QTY: 157) | 6,843 | software |
| 25 | Maths Type (QTY: 5) | 2,000 | software |
| 26 | CoSpaces (QTY:45) | 26,000 | software |
| 27 | Adobe Premier (2 users year license) | 4,000 | software |
| 28 | Nearpod (26 users year license) | 10,000 | software |
| 29 | RakugakiAR Apps (QTY: 157) | 828 | software |
| 30 | MC software | 12800 | software |
| | Total | 534,999 | |

Remarks:

Projector (203, 205, 207, 301, 302, 303, 304, 305, 306, 307, ISLAB, CLAB)

Monitor (MMLC - 2, Computer 2), Web camera (Principal Room)

IP Phone (Vice Principal Room), Display Panels (Cover Playground)

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

| No. | Item | Expenditure | Remarks |
|-----|--|-------------|----------|
| 1 | 200 MB Internet Services (\$1150 x 12) | 13,800 | Services |
| 2 | 200 MB WIFI (\$280x 12) | 3,360 | Services |
| | Total | 17,160 | |

6. Members

| Professional Consultant | Mr. Kong Tak Kai (Vice Principal) |
|-------------------------|-----------------------------------|
| Committee Head | Mr. Ng Wai Hong |
| Vice Committee Head | Mr. Fung Ka Wai |
| Members | Mr. Wong Wing Chuen |
| | Mr. Lee Siu Wing |
| | Mr Yiu Ka Yam |
| | Mr Kwok Kin Hang Kelvin |
| | Mr. Sze King Lap (IT Office Head) |
| | Mr. Ma Ho Sum (IT Assistant) |
| | Mr. Chan Chi Yuen (IT Assistant) |

C.C.C. Mong Man Wai College School Liaison Committee Annual Programme Plan (2021-2022)

1 Aims:

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

2 Situational analysis:

2.1 Strengths:

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

2.2 Weaknesses:

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

2.3 Opportunities:

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

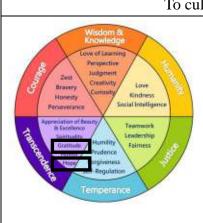
2.4 Threats:

- 2.4.1 A lot of other EMI schools are available in Kwun Tong for the top students in the district.
- 2.4.2 Some primary schools do not accept promotion materials from our school.
- 2.4.3 Immigration has triggered a "musical chair" effect between different types of schools.

3 Annual objectives

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

3.5 Responding to the school's major concerns 2021-2022



To cultivate a positive school climate

- Training programmes

Student Ambassadors

- Organising activities involving external guests It is hoped that students can be able to reduce their negative emotions and enhance their satisfactions towards their lives through being thankful and hopeful. By experiencing more diversified group activities, students can understand more about different team members and discover positive traits from each other and also themselves. At the same time, they can establish positive beliefs and emotions and thus apply them to their daily life.

4 Implementation plan and work allocation

| N | Measures/ Strategies | Objectives | Schedule | Evaluation methods | Success criteria | PIC(s) | Budget |
|----|--|------------|-------------------|--|--|------------|--------------------|
| 1. | Publishing school | 1.3 | 11/2021 | Amount of newsletters | -School newsletter | *WYP | \$ 18000 |
| | newsletter | 3.1 | | distributed to target | published | (ENG) | 3500copies |
| | | | | schools | | * LYH | |
| | | | | | -School newsletters | (CHI) | |
| | | | | | delivered to 80% of | WP | |
| | | | | | target primary schools | LMY | |
| | II 11' C 1 | 1 1 | 04/12/2021 | NT C / · · | 600 | LSW | Φ 6000 |
| 2. | Holding S.1 | 1.1 | 04/12/2021 | -No. of participants | - 600 or more parents and students attend the talk | * WP | \$ 6000 |
| | Admission Talk | 1.2 3.1 | | -Parents' questionnaires | students attend the talk | LSW LYH | Included Souvenirs |
| | | 3.1 | | -Farents questionnaires | -Positive feedback from | LMY | (folders, bags, |
| | | 3.2 | | | parents | WYP | pens ,memo |
| | | | | | parents | ** 11 | pads) |
| | | | | | | | pads) |
| 3. | S.1 students sending Christmas cards to their primary schools | 3.2 | Before 14/12/2021 | -No. of Christmas cards sent -Teachers interviewing some students | -90% of S1 students' Christmas cards sent to primary schools -Positive feedback from primary school teachers | *LMY | \$3000 |
| 4. | Admission | 1.1 | 19/03/2022 | -Teachers' observation | Positive feedback from | *WP | |
| '' | Interview for S.1 | 3.4 | | -Parents' questionnaires | parents and teachers | LSW | |
| | Discretionary | | | 1 | | | |
| | Places | | | | | | |
| 5. | Organizing | 1.1 | 27/3/2021 | No. of participating | 8 or more primary | *LSW | \$6000 |
| | Rummikub | 1.2 | afternoon | schools | schools participate | WP | |
| | competition for | 3.2 | | | | LYH | |
| | primary schools in | 3.4 | | | | LMY | |
| | Kwun Tong | | | | | WYP | |
| | | | | | | | |

| 6. | S.1 Registration Day | 1.2 | 14/07/2022 15/07/2022 | Teachers' observation | -Smooth rundown -All documents are completed and submitted | *LSW LMY | |
|-----|--|--------------------------|----------------------------------|--|--|--|----------------------|
| 7. | S.1 Information Day | 1.1 1.3 3.1 | 17/07/2022 | -Teachers' observation -attendance rate of parents and students | 80% (or above) parents attend the talk | *WP WYP LYH | |
| 8. | Sending thank you letters to primary schools when students get good academic results | 3.2 | 2/ 9/2021 | -No. of thank you letters sent to primary schools after final exam - No. of thank you letters sent to primary schools after JUPAS | Thirty five thank you letters sent to primary schools | *WP | \$70 |
| 9. | Setting up booths for different organizations and primary schools or attending events organized by primary schools | 1.1 1.3 3.1 3.4 | Whole year | No. of school pamphlets and newsletters distributed | Over 50 copies of school pamphlets/ newsletters distributed for each event | *LSW (Booths) *WP (Talk) LYH | \$1200 |
| 10. | | 3.5 | ①10/2021 ②01/2022 ③07/2022 | -Students' questionnaires -Teachers' observation | Positive feedback from SAs | *LSW | ①\$18000 ②\$18000 |
| | | | | | | | ③\$42000 |

| 11. | Decoration of | 3.1 | Whole year | -Number of photo | -Photos frames at | * LYH | \$2600 |
|-----|-----------------|-----|------------|------------------------|---------------------------|-------|---------|
| | staircases with | | | frames | staircases updated once a | | |
| | students' | | | | year | | |
| | achievements | | | | | | |
| 12. | Workshop in | 1.3 | 03-04/2022 | -Students' | Positive feedback from | *WP | \$20000 |
| | Graphic Design | | | questionnaires | SAs | LMY | |
| | with Adobe | | | -Teachers' observation | | | |
| | Illustrator | | | | | | |

5 Budget

| 學校事宜 / 行政項目 | | | |
|---|--------------|----------------------------|----------------|
| Holding S.1 Admission Talk | HK\$6000.00 | Transportation Fee | HK\$1500.00 |
| Rummikub competition | HK\$6000.00 | 學生活動(非提升學業成績) | |
| S.1 students sending Christmas cards to their | HK\$3000.00 | Training Camp for student | HK\$42000.00 |
| primary schools | | ambassadors | |
| Decoration of staircases | HK\$2600.00 | Training days for student | HK\$18000.00 |
| | | ambassadors 1 | |
| Publishing school newsletter | HK\$18000.00 | Training days for student | HK\$18000.00 |
| | | ambassadors 2 | |
| Sending thank you letters to primary schools | HK\$70.00 | 學生活動(提升學業成績) | |
| Setting up booths | HK\$1200.00 | Workshop in Graphic Design | HK\$20000.00 |
| | | with Adobe Illustrator | |
| Souvenirs | HK\$12000.00 | Total | HK\$148,370.00 |

6 Committee members:

Chairperson: Ms. Wong Por (WP)

Committee members: Ms. Lau Mei Ying (LMY), Mr. Lee Siu Wing (LSW), Ms. Wong Yin Ping (WYP), Mr. Li Yip Hei (LYH)

C.C.C. Mong Man Wai College General Affairs Committee Year Plan (2021 – 2022)

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. Yip Ka Ho

Ms. Yeung Chau Wai

• Senior Janitor: Ms. Lin Sim Kuen

5. ALLOCATION OF DUTIES

| PICs | Duties |
|-------------------|--|
| Mr. T.W.Chan | Planning and coordination |
| (CTW) | Renting of classrooms and hall |
| | Leading janitor team |
| Mr. F.T. Wong | Major Repairs / Emergency Repair, safety assurance |
| (WFT) | Supervision of canteen, lunch/catering service |
| Mr. K.H. Yip | School equipment |
| (YKH) | School security |
| Ms. C.W. Yeung | Supervision of janitor team |
| (YCW) | Purchasing |
| Ms. S.K. Lin (娟姐) | Allocation of tasks |
| LSK | Training of new janitors |

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 | Dura- tion | PICs | Method of evaluation | Success criteria |
|------|------------|--|---------------|------------|---|--|
| 1 | 3.7 | Assist National Flat raising ceremony (To maintain the poles in good conditions) | 2021- 2022 | CTW | Evaluate by committee | Assist the Civic Ed Committee to launch activities |
| 2 | 3.4 | Supervision of canteen caterer (Vitaland Services limited Contract lasts from Sept 2021 to Aug 2024) | 2021- 2022 | WFT | Student questionnaire (by Student Union) | Positive feedback in questionnaire |
| 2 | | Procurement of furniture and equipment (Including all items under the Composite F&E) | 2021 | YCW | Evaluate by committee | Complete all the approved procurements requested by departments and committees with proper tendering procedures and within budgets |
| 3 | 3.3 | Stock taking (Including the equipment and furniture in all classrooms, courts, hall, stairs corridors and special rooms) | Aug 2022 | CTW YCW | Evaluate by committee | Finish the updated stock list on or before August 2022 |
| 4 | | Lease Hall and Classrooms (including HKDSE and other public examinations) | 2021- 2022 | CTW LSK | Evaluate by committee | Avoid any clash of school activities and pubic examinations which are mostly taken place at hall |

| 5 | 3.3 | Janitor team (roster, evaluations, contract, training and supervision) | 2021- 2022 | YCW LSK | Janitors' Evaluation Form | Janitors' performance should reach 70 marks or above |
|----|--------------------|--|----------------|------------|---------------------------|---|
| 6 | 3.6 | School security (security alarm system, recording visitors' information at the Information Counter and roof top supervision) | 2021- 2022 | YKH | Evaluate by committee | Change the alarm system and avoid intruders |
| 7 | 3.2 | Major Repairs and Emergency Repairs (funded and carried by ASD) | 2021 - 2022 | CTW WFT | Evaluate by committee | Maintain the campus in proper condition and avoid any spalling found in campus |
| 8 | 3.2 3.3 | Air-conditioning (maintenance, replacement and management) | 2021- 2022 | YKH LSK | Evaluate by committee | Keep the air-conditioners in proper function. |
| 9 | 3.10 | Tree inspection and trimming (prepare annual tree report and trim overgrown trees) | 2021- 2022 | CTW YCW | Evaluate by committee | Prepare the annual tree report and trim the trees with potential dangers |
| 10 | 3.11 | Diseases Precaution, pest control and Sterilization (cleaning, broadcasting information of infectious diseases, measures against mosquito breeding) | 2021- 2022 | YCW LSK | Evaluate by committee | Take immediate measures against infectious diseases if there are cases of students infection |
| 11 | 3.7 | Study room (Study Room cleaning and supervision) | 2021- 2022 | YCW LSK | Evaluate by committee | Keep the log book and provide night-shift if there are request for the extension of opening hours until 8:30 p.m. during school day |
| 12 | 3.9 | Mandatory Inspection of Building (requested by Building Department) | 2021 | CTW WFT | Evaluate by committee | Complete the two orders ASAP |
| 13 | 3.8 | Setting and moving furniture (including all activities in hall and other locations in the campus) | 2021- 2022 | YCW LSK | Evaluate by committee | Finish all setting before the activities and provide airconditioning during the activities |
| 14 | 3.2 3.5 3.11 | Clean the campus (including all venues both indoor and outdoor) | 2021- 2022 | YCW LSK | Evaluate by committee | Keep all the equipment and facilities in good conditions |
| 15 | 3.7 | Courier Service (deliver documents to banks and pick up items from all locations in HK) | 2021- 2022 | YCW | Evaluate by committee | To be able to assist all committees and departments for business outside the school |
| 16 | 3.2 3.6 | Carpark (maintain carpark gate, issue carpark permits and maintain the canopies) | 2021- 2022 | YKH | Evaluate by committee | Keep the carpark safe and clean Record visitors' vehicles Extend the warranty period |
| 17 | 3.2 3.6 | Minor Repairs (fix the items not included in the MR or ER) | 2021- 2022 | CTW WFT | Evaluate by committee | Keep all the equipment and facilities in good conditions |
| 18 | 3.12 | Maintenance and repair the Lift in the New Wing (tendering of maintenance, regular check and annual testing by registered service provider) | 2021- 2022 | YKH | Evaluate by committee | Up-date the 'Lift Use Permit' and conduct annual test |
| 19 | 3.13 | Water fountains and distilled water (include all the 16 water fountains in the campus, tendering of water fountain maintenance and periodic sterilization) | 2021- 2022 | ҮКН | Evaluate by committee | Keep the fountain clean and in good condition |

| 20 | 3.2 | Student Lockers (include all the lockers in classrooms, special rooms and corridors) | 2021- 2022 | YCW YKH | Evaluate by committee | Keep the lockers clean and in good shape. Replace the broken one if necessary |
|----|------------|---|---------------|------------|-----------------------|---|
| 21 | 3.5 3.7 | Gardening and fish tank (including all trees, potted plants and the small farm near the carpark exit) | 2021- 2022 | CTW | Evaluate by | Keep the fish tank in good condition. Work with Bio Department to keep the organic farm in good condition. |
| 22 | 3.14 | Printing (including exam/test papers, notes and other documents) | 2021- 2022 | YCW 英姐 | Evaluate by committee | Support all departments and committee to print necessary documents |

C.C.C. Mong Man Wai College STEM Education Task Group

Annual Plan (2021 - 2022)

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 | Person |
|-----|-----------|--------------------------|----------|--------|-----------|-----------|
| | | | | | with | in charge |
| 3.1 | 1.1 | Develop school-based | Whole | Junior | ICT, IS, | *FKW, |
| | 1.2 | junior forms | year | Forms | MATH, | *FMS, |
| | 2.1 | cross-curricular STEM | | | #Music | CWY, |
| | 2.2 | learning packages | | | | #LCY |
| 3.2 | 1.1 | Implement subject-based | Whole | Junior | ICT, IS, | Subject |
| | 1.2 | STEM learning in regular | year | Forms | MATH | teachers |
| | 2.1 | curriculum (Disciplinary | | | | |
| | 2.3 | Level) | | | | |
| 3.3 | 1.2 | Electric Car Assembling | Nov 21 – | S2 | ICT, | *NTY |
| | 2.1 | Course (ECA) | Dec 21 | | Guidance | |
| | 2.2 | | | | | |
| 3.4 | 1.2 | CAD course using laser | Nov 21 – | S2–S5 | ICT, VA | *FKW, |
| | 2.2 | cutter | May 22 | | | LMY |
| | 2.3 | (ECA) | | | | |
| 3.5 | 1.2 | Lego Robotic Course and | Apr 22– | S1–S2 | ICT | *NWH |
| | 2.2 | competition (ECA) | Jun 22 | | | |
| | 2.3 | | | | | |
| 3.6 | 1.2 | Create your AI Projects | Feb 22 – | S3–S5 | ICT | *FKW |
| | 2.2 | with Azure Computer | Apr 22 | | | |
| | 2.3 | Vision & Raspberry Pi | | | | |
| | | Course (Elite) | | | | |

| 3.7 | 1.2 | Food Diotochnology | Jul 22 | S3–S5 | IS, BIO | *FMS |
|------|----------|-------------------------------------|----------|-------|----------|----------|
| 3.7 | | Food Biotechnology | Jul 22 | 33-33 | 15, 610 | LIMIS |
| | 2.2 | Workshop | | | | |
| | 2.3 | | | | | |
| 3.8 | 1.2 | Participation of external | Whole | S1–S5 | ICT, IS, | *FMS, |
| 3.6 | 2.2 | scientific / innovation / | | 31–33 | BIO | FKW |
| | | | year | | ыо | LV AN |
| 2.0 | 2.3 | maker competition (Elite) | A 22 | C1 | ICT | *W/VD |
| 3.9 | 1.2 | S1 whole form learning | Apr 22 | S1 | ICT | *WYP, |
| 2.10 | 2.2 | activity | (01/04) | G.2 | IG A IGE | FKW |
| 3.10 | 1.2 | S2 whole form learning | Jul 22 | S2 | IS & ICT | * FMS, |
| | 2.2 | activity | | | | LPM, |
| | | | | | | WYP, |
| | | | | | | FKW |
| 3.11 | 1.2 | Life-wide learning | Whole | S2 | IS | *FMS, |
| | 2.2 | outside school campus | year | | | LPM, |
| | 2.3 | | | | | MWM |
| 3.12 | 1.2 | Join the Jockey Club | Whole | S4 | OLE, ICT | *FKW, |
| | 1.3 | Student Training in | Year | | | *LHL |
| | 2.2 | Entrepreneurship | (08/11, | | | |
| | 2.5 | Program (STEP) (Whole | 16/11 & | | | |
| | | form) | 24/11) | | | |
| | | Lectures about | | | | |
| | | Ideation and | | | | |
| | | Pitching (Creativity) | | | | |
| | | Job Shadow | | | | |
| | | Corporate Challenge | | | | |
| | | Innovation Camp | | | | |
| | | Startup Internship | | | | |
| | | Fair | | | | |
| 3.13 | 2.6 | STEM Week | May 22 | / | BIO, | *FMS, |
| | | More competitions | | | CHEM, | *LYL |
| | | | | | ICT, IS, | |
| | | | | | MATH, | |
| | | | | | PHY | |
| 3.14 | 1.2 | Enrichment courses | May 22 | / | ICT | *WYP |
| | 2.1 | during STEM Week |] | | | |
| | 2.2 | 2 1211 11001 | | | | |
| 3.15 | 2.3 | Installation of STEM and | Whole | / | / | *FKW |
| | | Maker Room | year | , | | |
| L | <u> </u> | 1.131101 1100111 | 1 1 2 41 | 1 | l | <u> </u> |

4 Budget (Tentative at 2021/09/09)

| | Item | Expenditure | | | | | |
|-------|--|-------------|--|--|--|--|--|
| Schoo | School Events / Items for Administration | | | | | | |
| 4.1 | Teaching aids for developing STEM learning packages | \$8000.00 | | | | | |
| Stude | nt Activity (Not Boosting Academic Result) | • | | | | | |
| 4.2 | Electric Car Assembling Course (Nov 21 – Dec 21) | \$24000.00 | | | | | |
| 4.3 | CAD course using laser cutter (Nov 21 – May 22) | \$27000.00 | | | | | |
| 4.4 | *Lego Robotic Course and competition (Apr 22 – Jun 22) | \$12000.00 | | | | | |
| 4.5 | S1 Whole form life-wide learning activity (Apr 22) | \$26000.00 | | | | | |
| 4.6 | S2 Whole form life-wide learning activity (Jul 22) | \$3000.00 | | | | | |
| 4.7 | **S2 Life-wide learning outside school campus (Jul 22) | \$20000.00 | | | | | |
| 4.8 | Food Biotechnology Workshop (Jul 22) | \$1000.00 | | | | | |
| 4.9 | Digital Art Fair Asia 2021 Tickets (Sep 21 – Oct 21) | \$2500.00 | | | | | |
| 4.10 | Enrichment course during STEM Week (May 22) | \$30000.00 | | | | | |
| 4.11 | STEM Week expenses (May 22) | \$5000.00 | | | | | |
| 4.12 | Miscellaneous for activities and external competitions | \$5000.00 | | | | | |
| | Total expenditure | \$163500.00 | | | | | |

5 Members

| 5.1 | Fung Ka Wai | (FKW) |
|-----|--------------|-------|
| 5.2 | Fu Man Sing | (FMS) |
| 5.3 | Lai Pok Man | (LPM) |
| 5.4 | Mok Wing Man | (MWM) |

中華基督教會蒙民偉書院 學生支援小組 周年計劃 2021-2022 年度

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、學務委員會(學科)主任、學務委員會(事務)代表、輔導主任

2 小組活動

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 | 下學期 | 老師觀察、 | ●80%學生出席 | SENCO | Edvenue |
| | SEN | 6 堂@1.5 小時 | 學生問卷 | ●70%學生能提升 | | |
| | | | | 答題技巧 | | |
| 中文寫作技巧班 | S4-5 | 上學期 | 老師觀察、 | ●80%學生出席 | SENCO | Edvenue |
| | ASD | 6 堂@1.5 小時 | 學生問卷 | ●70%學生能提升 | | |
| | | | | 寫作技巧 | | |
| 食品科學與科學探 | S1-S3 | 上學期 | 老師觀察、 | ●80%學生出席 | SENCO | Edvenue |
| 證(提升學生的學 | SEN | 8 堂@1 小時 | 學生問卷 | ●70%學生能提升 | | |
| 習動力及自信) | | | | 自信 | | |

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 | ASD | 全年(共分2 | 老師觀察、 | ●80%學生出席 | SENCO | 新生精神康 |
| 有自閉症的學生 | | 組) | 學生問卷 | ●70%學生能提升 | | 復會 |
| | | 毎組6人 | | 與人相處的技巧 | | |
| 社交小組 | 社交 | 中一:下學期 | 老師觀察、 | ●80%學生出席 | SENCO | 香港遊樂場 |
| | 需要 | 中二:上學期 | 學生問卷 | ●70%學生認能提 | | 協會 |
| | | | | 升與人相處的技 | | |
| | | | | 巧 | | |
| 自理能力訓練營 | 中一 | 2022 年 7 月 | 老師觀察、 | ●80%學生出席 | SENCO | 香港遊樂場 |
| | ADHD | | 學生問卷 | ●70%學生能加強 | | 協會 |
| | | | | 自理能力 | | |

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 | 老師觀察 | ●學生行為上有 | SENCO | |
| | | (21 小時) | 老師問卷 | 明顯改進 | | |

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 |
|--------------|------|------|-------|----------|-----|----|
| 共融體驗學習坊(中 | 中二 | (待定) | 老師觀察、 | ●70%學生同意 | GC | |
| 學)—權利你我有份 | | | 學生問卷 | 能了解各人有 | | |
| | | | | 自己的權利 | | |
| 共融教育講座(中 | 初中 | (待定) | 老師觀察、 | ●70%學生同意 | GC | 親切 |
| 學)(IETS)—我們是 | | | 學生問卷 | 認識各人的強 | | 规切 |
| 一家 | | | | 項 | | |
| 共融教育講座(中 | 高中 | (待定) | 老師觀察、 | ●70%學生同意 | GC | |
| 學)(IETS)—香港人 | | | 學生問卷 | 認識各人的強 | | |
| 香港情 | | | | 項 | | |

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 |
|-------------|------|------|-------|----------|-----|------------|
| Open Studio | 全校 | 全年 | 老師觀察、 | ●70%學生能改 | GC | CFSC |
| (見附件) | | | 學生問卷 | 善情緒 | | CFSC |
| FUNFUN | 全校 | 全年 | 老師觀察、 | ●70%學生能改 | GC | 葵涌醫院 |
| (見附件) | | | 學生問卷 | 善情緒 | | 关 用 |

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 | ADHD | 上學期 | 老師觀察、 | ●80%學生出席 | SENCO | Edvenue |
| 訓練 | | | 學生問卷 | ●70%學生能提 | | Edvenue |
| | | | | 升專注力 | | |

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、精緒、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 | 中一 | (待級主任安排) | 老師觀察、 | ●70%學生能 | GC | |
| 課 | | | 問卷 | 從歷史人物 | | |
| 人物欣賞(2堂) | | | | 中學習 | | |
| 循道—中二生命教育 | 中二 | (待級主任安排) | 老師觀察、 | ●70%學生能 | GC | |
| 課 | | | 問卷 | 從歷史人物 | | |
| 人物欣賞(2堂) | | | | 中學習 | | |
| 循道—中三生命教育 | 中三 | (待級主任安排) | 老師觀察、 | ●70%學生能 | GC | |
| 課 | | | 問卷 | 從歷史人物 | | |
| 人物欣賞(2堂) | | | | 中學習 | | |

| 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—中一電影欣賞 | 中一 | 1/4 | 老師觀察、 | ●70%學生能 | GC | |
| (電影待定) | | (9:00-12:00) | 問卷 | 從電影中學 | | |
| | | | | 羽白 | | |
| 循道一中二電影欣賞 | 中二 | 5/11 | 老師觀察、 | ●70%學生能 | GC | |
| 「非同凡響」 | | (9:00-12:00) | 問卷 | 從電影中學 | | |
| | | | | 羽白 | | |
| 中一級「生命之旅」 | | (待定) | 老師觀察、 | ●80%學生能 | GC | 无 |
| 工作坊(更新中) | | | 問卷 | 出席活動 | | 香港遊 |
| | | | | ●70%學生滿 | | 樂場協 |
| | | | | 意 | | 會 |

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 |
|---------|------|------|-------|-----------|-----|----|
| 心繋青苗 | 中一 | (待定) | 老師觀察、 | ●80%學生能出席 | GC | |
| | SEN | | 學生問卷 | 活動 | | |
| | | | | ●70%學生滿意 | | |
| | | | | ●活動能達到目的 | | |

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 | 中三 | 全年 | 老師觀察、 | 80%學生能 | SENCO | |
| 輔導 | SEN | | 問卷 | 出席活動 | | |
| | | | | 70%學生滿 | | 173h 1.56 |
| | | | | 意 | | 職橋 |
| | | | | 活動能達到 | | |
| | | | | 目的 | | |

3 言語治療 (簡短版)

2021-2022 展望

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. 在學期初向中文及班主任派發「中學生語能甄別問卷」給老師,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. 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. 觀察功課輔導班的同學表現/中一學習技巧課

治療:

- 1. 學生透過電子日記 App, 記錄每次治療的表現, 及根據訓練目標, 由學生自訂家居訓練, 並記錄在 App 內。
- 2. 安排老師諮詢時間。
- 3. 定時與家長作諮詢。

提升:

- 1. 與中文科合作,根據學生的需要提供小組支援。
- 2. 參與生涯規劃工作坊/正向教育活動,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 |
|--------|-------------------------------|------------|
| 2021 年 | ● 聯絡各中一新生家長 | SENCO |
| 八月 | ● 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 學校年終文件與教育局 | SENCO |
| | ● 於教師發展日,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 學生資料與教育局 | SENCO |
| | ● 教育局第四組會議 | SENCO, ACA |
| 十二月 | ● 學生支援組會議 | SENCO |
| | ● 檢討學生學習進度 | SENCO, ACA |
| | ● *召開「上學期考試」考測調適會議 | ACA |
| 2022 年 | ● 「上學期考試」特別考測安排流程 | ACA |
| 一月 | ● 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 |
| 五月 | ● *召開「下學期測考試」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 | SENCO, ACA |
| 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

2021-2022 年度周年工作計劃

(2019-2023 四年工作計劃:第三年)

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、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實貴的經歷,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 | 計劃/策略 | 評估 | 成功準則 | 時間表 | 負責人 | | |
|---------|-----|----------------|-------|-------|-----|------|--|--|
| | 標 | | 方法 | | | | | |
| 4. 1 | 自主 | 自主學習 | | | | | | |
| 4. 1. 1 | 1.1 | 維持自主學習的習慣:通過課 | 檢查教材 | 教師達到 | 全年 | 全體同事 | | |
| | 1.4 | 前讓學生準備;課堂讓學生多 | 庫、觀課、 | 本科指標, | | | | |
| | 1.6 | 參與及互動;課後跟進等模 | 課後交流 | 全年每位 | | | | |
| | 1.7 | 式;並以電子教學提高教學效 | | 教師1次, | | | | |
| | | 能,高中班別開發文言文十二 | | 配合同儕 | | | | |
| | | 篇,初中不限開發範疇,設計 | | 觀課。 | | | | |
| | | 教學流程,尋找該節課的難 | | | | | | |
| | | 點。在級的層面或跨級進行觀 | | | | | | |
| | | 課,並在課後交流意見。 | | | | | | |
| 4.1.2 | 1.1 | 作家研究:讓學生以自主學習 | 檢查教材 | 任教老師 | 全年 | 任教初中 | | |
| | 1.2 | 的模式探究,以工作紙輔助, | | 製作教材, | | 的老師 | | |
| | 1.4 | 導讀後由學生自行探索老師 | | 學生作品 | | | | |
| | 1.5 | 選定的篇章 (輸入),進行匯 | | 結集成冊, | | | | |
| | 1.6 | 報,以讀帶寫,進行仿作(輸 | | 在校內分 | | | | |
| | 1.7 | 出)。加強閱讀訓練,發掘尖 | | 享學習成 | | | | |
| | | 子。 | | 果。 | | | | |
| 4.1.3 | 1.6 | 除了在電子教室上載值得推薦 | 檢視 | 上載新的 | 全年 | WSY | | |

| | | | 1 | | | |
|------------------------|--|---|----------------------------|--|-------|--------|
| | | 的網頁外,還在校本教材新增 | | 推薦網址 | | |
| | | QR code,方便學生瀏覽,以鼓 | | | | |
| | | 勵學生善用網上資源及自主學 | | | | |
| | | 羽。 | | | | |
| 4.1.4 | 1.4 | 新課程著重語文積累,針對教 | 檢查及 | 學生完成 | 全年 | WWC2 及 |
| | 1.6 | 科書之不足,初中增設自習篇 | 測考評分 | 老師指定 | | 任教老 |
| | | 章,為學生積累語文知識;另 | | 課業及完 | | 師 |
| | | 外,製作校本自習研修資料冊, | | 成科本要 | | |
| | | 以打好同學的古詩文基礎,並 | | 求背誦詩 | | |
| | | 在測考中進行評核,提升學生 | | 詞的數量 | | |
| | | 自學能力。 | | | | |
| 4. 1. 5 | 1.3 | 在中二級進行專題習作,培養 | 檢視及老 | 展示學生 | 2019- | CWK及任 |
| | 1.6 | 學生自學,搜集資料,共同協 | 師評改 | 作品 | 2022 | 教同事 |
| | | 作,提升溝通、領導等能力。通 | | | | 對象:中 |
| | | 過專題習作滲入新高中選修單 | | | | 1 |
| | | 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。 | | | | |
| | | 一 | | | | |
| 4. 2 | 電子 | | | | | |
| 4. 2 4. 2. 1 | | | 檢查電子 | 達到本科 | 全年 | 全體同事 |
| | | 學習 電子學習首年為探索階段,嘗 | | 達到本科指標 | 全年 | 全體同事 |
| | 1.5 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 | | | 全年 | 全體同事 |
| | 1. 5 1. 6 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 | | | 全年 | 全體同事 |
| | 1. 5 1. 6 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 | | | 全年 | 全體同事 |
| 4. 2. 1 | 1. 5 1. 6 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年 100%老 | 教室 | 指標 | 全年 | 全體同事 |
| 4. 2. 1 | 1. 5 1. 6 1. 7 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年 100%老 師設立 Google 教室。 | 教室检查本科 | 指標 | | |
| 4. 2. 1 | 1. 5 1. 6 1. 7 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年100%老 師設立 Google 教室。 科任老師儲存課前、課中、課 | 教室 檢查本科 Google | 指標 達到本科 | | |
| 4. 2. 1 | 1. 5 1. 6 1. 7 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年100%老 師設立 Google 教室。 科任老師儲存課前、課中、課 後教學資源到本科 Google drive,與同儕分享。首年30%; | 教室 檢查本科 Google | 指標 達到本科 | | |
| 4. 2. 1 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 | 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。 科任老師儲存課前、課中、課後教學資源到本科 Google drive,與同儕分享。首年 30%;第二年 100%。 | 教室 檢查本科 Google | 指標 達到本科 | 全年 | |
| 4. 2. 2 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 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。 科任老師儲存課前、課中、課後教學資源到本科 Google drive,與同儕分享。首年30%;第二年60%;第三年100%。 | 教室 檢查本科 Google 教室 | 指標 達到本科 指標 | 全年 | 全體同事 |
| 4. 2. 2 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 1. 7 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年100%老 師設立 Google 教室。 科任老師儲存課前、課中、課 後教學資源到本科 Google drive,與同儕分享。首年30%; 第二年60%;第三年100%。 善用中文科網頁 | 教室 檢查本科 Google 教室 | 指標 | 全年 | 全體同事 |
| 4. 2. 2 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 1. 7 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年100%老 師設立 Google 教室。 科任老師儲存課前、課中、課 後教學資源到本科 Google drive,與同儕分享。首年30%; 第二年60%;第三年100%。 善用中文科網頁 鼓勵學生多用中文科網頁,透 | 教室 檢查本科 Google 教室 | 指標 達 | 全年 | 全體同事 |
| 4. 2. 2 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 1. 7 | 學習 電子學習首年為探索階段,嘗 試不同電子學習平台和應用 程式;第二年 50%老師設立 Google 教室;第三年100%老 師設立 Google 教室。 科任老師儲存課前、課中、課 後教學資源到本科 Google drive,與同儕分享。首年30%; 第二年60%;第三年100%。 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 | 教室 檢查本科 Google 教室 | 指標 達指 全考時本科 上或文 | 全年 | 全體同事 |
| 4. 2. 2 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 1. 7 | 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。 科任老師儲存課前、課中、課 後教學資源到本科 Google drive,與同儕分享。首年 30%; 第二年 60%;第三年 100%。 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 | 教室 檢查本科 Google 教室 | 指 達指 全考時作 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 | 全年 | 全體同事 |
| 4. 2. 2 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 1. 7 | 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。 科任老師儲存課前、課中、課 後教學資源到本科 Google drive,與同儕分享。首年 30%; 第二年 60%;第三年 100%。 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 | 教室 檢查本科 Google 教室 | 指達指 全考時作徵 年試作10文 年 4 年 4 年 4 年 4 年 4 年 4 年 4 年 4 年 4 年 | 全年 | 全體同事 |
| 4. 2. 2 | 1. 5 1. 6 1. 7 1. 1 1. 3 1. 4 1. 7 | 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。 科任老師儲存課前、課中、課 後教學資源到本科 Google drive,與同儕分享。首年 30%; 第二年 60%;第三年 100%。 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 | 教室 檢查本科 Google 教室 | 指達指 全考時作徵得標 年試作10文獎上或文篇比獎 | 全年 | 全體同事 |

| | | | • | 1 | 1 | |
|---------|-----|----------------|-----------|--------|---------|----------|
| 4. 2. 4 | 1.3 | 上載教材及練習到電子教室, | 檢視 | 上載教材 | 全年 | WSY及全 |
| | | 讓學生自習。 | | 或練習 | | 體同事 |
| 4. 2. 5 | | 通過講座、友校探訪等,探索 | 檢查 | 全年在科 | 全年 | 全體同事 |
| | | 電子學習的不同模式,在班試 | 紀錄 | 會議分享 | | |
| | | 行,並在會議上分享。 | | 最少1次 | | |
| 4. 3 | 全方 | 位學習 | | | | |
| 4. 3. 1 | 1.5 | 中文學會舉辦多元化活動,提 | 問卷及 | 完成活動 | 全年 | CWK, SKC |
| | | 升學生學習語文的興趣。試辦 | 統計 | 出席率或 | | |
| | | 閱讀分享會,推動閱讀風氣。 | | 參與度符 | | |
| | | | | 合預期 | | |
| 4. 3. 2 | 1.5 | 香港學校朗誦節 | 問卷及 | 90%以上參 | 9-12 | SKC |
| | | | 統計 | 加者均能 | 月 | |
| | | | | 取得良好 | | |
| | | | | 或優良獎 | | |
| | | | | 狀。 | | |
| 4. 3. 3 | 1.1 | 辩論隊 | 檢查 | 參與比賽 | 全年 | SKC |
| | 1.5 | | 文件 | 前訓練 | | |
| | 1.6 | | | | | |
| 4. 3. 4 | 1.5 | 藉推動校外語文活動及比賽, | 統計及 | 70%學生參 | 全年 | WSY 及全 |
| | 1.6 | 為尖子提供學習機會。 | 檢視數據 | 與校內外 | | 體同事 |
| | | | | 語文活動 | | |
| | | | | 或比賽各 | | |
| | | | | 一項或兩 | | |
| | | | | 項校外語 | | |
| | | | | 文活動。 | | |
| 4. 3. 5 | 1.5 | 鼓勵獲獎學生參加學習成果 | 檢視 | 展示學生 | 全年 | WSY 及全 |
| | | 展示日。 | | 作品 | | 體同事 |
| 1 2 0 | | | 11 h | | \$ A | 1 777 |
| 4. 3. 6 | 1.5 | | | | | 中一 LYF |
| | | 項活動或比賽,讓學生走出課 | | 毎年舉辦 | 摘要 | 中二WSY |
| 4 0 7 | 1 0 | 室學習。(見附件) | da 1 1 12 | 1次 | 0001 /8 | 中三WP |
| 4. 3. 7 | | 運用全方位學習津貼,舉辦中 | • | · | | CWK |
| | 1.5 | 國文化講座及中國文化日(兩 | 問卷 | 正面回應 | | |
| | | 天),讓同學通過攤位遊戲、拍 | | | 動期間 | |
| | | 攝及展示文化影音錄像、穿著 | | | 舉行, | |
| | | 古代漢服、淺嚐中國色小食等 | | | 圓滿結 | |
| | | 親身體驗,加深對祖國歷史及 | | | 束 | |
| | | 文化的認識。 | | | | |

| 4. 4 | 從员 | 引讀中學習 TSL, YLS | | | | |
|---------|-----|------------------|---------|---------|-------|----------|
| 4.4.1 | 1.1 | 修訂各級閱讀書目,提升閱讀 | 檢查 | 70%同學 | 全年 | TSL, YLS |
| | 1.2 | 質量。 | 數據 | 完成閱讀 | | 及全體同 |
| | | | | 圖書,並 | | 事 |
| | | | | 繳交指定 | | |
| | | | | 數量的讀 | | |
| | | | | 書報告。 | | |
| 4.4.2 | 1.4 | 善用廣泛閱讀的資源,購置書 | 檢查 | 70%初中同 | 全年 | TSL, YLS |
| | 1.6 | 本。學生須在書目上選書,閱 | 庫存表 | 學達到要 | | 及全體 |
| | | 讀後完成讀書報告。 | | 求。 | | 同事 |
| 4. 4. 3 | 1.4 | 科任老師從各級「傳閱書目」 | 檢查 | 100 %初中 | 全年 | TSL, YLS |
| | 1.6 | 中,選取合適的書籍,在初中 | | 同學閱讀 | | 及全體 |
| | | 班內傳閱。 | | 1本「傳 | | 同事 |
| | | | | 閱書籍」 | | |
| 4. 4. 4 | 1.4 | 沿用現時的教協普及閱讀獎勵 | 圖書館統 | 青、藍章 | 計劃至 | TSL, YLS |
| | 1.5 | 計劃,鼓勵同學多閱讀,爭取 | 計、檢查 | 各10位; | 2020- | L及全體 |
| | 1.6 | 獲得青、藍、紫章。跟進其他科 | | 紫章7 | 2021 | 同事 |
| | | 填寫讀書報告的情況,鼓勵更 | | 位。 | 年度結 | |
| | | 多學生升章。 | | | 束 | |
| 4. 4. 5 | 1.5 | 舉行「你想的書」活動,鼓勵同 | 圖書館統 | 能完成此 | 學期終 | TSL, YLS |
| | | 學多閱讀並用心完成讀書報 | 計、檢查 | 活動。 | | |
| | | 告。 | | | | |
| 4. 4. 6 | 1.5 | 使用「看漢中文網」,鼓勵同學 | 統計 | 50%同學能 | 全年 | TSL, YLS |
| | 1.6 | 多閱讀,並培養每天閱讀的習 | | 達標。 | | |
| | | 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 | | | | |
| | | 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 | 早會分享 | 完成活動 | 每學期 | |
| | | 享讀書心得,加強推動閱讀風 | | | 一次 | WP |
| | | 氣。 | | | | |
| 4.5 | | 之策略 | | I | l | |
| 4. 5. 1 | 1.1 | 中三級設一班精英班,由任教 | | 任教精英 | | 增加篇章: |
| | 1.3 | 老師增加篇章;在課業選題、 | , , , , | 班老師每 | | 任教中三 |
| | 1.4 | 設題上亦會提高對學生要求, | | 單元選一 | | 精英班同 |
| | 1.6 | 每單元工作紙設挑戰題,由負 | 學生作品 | 篇程度較 | | 事 |

| | | 責該單元的教師設題,精英班 | | 深的文章 | | 工作紙設 |
|---------|-----|---------------|-------|-------|----|--------|
| | | 學生必須完成挑戰題,以提升 | | 施教,並附 | | 挑戰題及 |
| | | 質量上的要求。精英班以分組 | | 設工作紙。 | | 選題:中三 |
| | | 形式自學導讀或自習篇章,在 | | | | 老師 |
| | | 課堂以簡報進行試教活動,教 | | | | |
| | | 師及其他學生提問。 | | | | |
| 4. 5. 2 | 1.4 | 中五、六4班,其中兩班設3 | 觀課、檢 | 多以互動 | 全年 | 任教老師 |
| | | 組,進行小班教學,設16人 | 查教材庫 | 教學模式 | | |
| | | 尖子組,任教老師因應尖子組 | | 上課 | | |
| | | 情況,增潤適合教材,其餘兩 | | | | |
| | | 組為中游組。 | | | | |
| 4. 5. 3 | 1.1 | 各級按需要開設拔尖補底班。 | 問卷 | 學生問卷 | 全年 | WSY 及各 |
| | 1.3 | (見附件) | | 調查 | | 級級聯絡 |
| 4. 5. 4 | 1.5 | 追蹤各班尖子,任教老師邀請 | 參與者回 | 學生問卷 | 全年 | 全體同事 |
| | | 參加校外參觀及語文活動,加 | 應、問卷或 | 調查 | | |
| | | 強對尖子的培育。 | 檢視工作 | | | |
| | | | 紙 | | | |
| 4.6 | 生涯 | E規劃教育 | | | | |
| 4. 6. 1 | 1.5 | 體驗科目與職業的可能關係: | 參與者回 | 成功參與 | 全年 | 全體同 |
| | | 舉辦與本科有關的職業探索活 | 饋或分享 | 1項活動 | | 事 |
| | | 動。 | | | | |
| 4. 6. 2 | 1.5 | | 檢查進度 | 完成相關 | 全年 | 中四級 |
| | | 中:藉綜合能力選修單元讓學 | 表及課業 | 課業 | | 任教老 |
| | | 生掌握自薦信的要求及寫作 | | | | 師 |
| | | 方法 | | | | . 1. |
| | | | | | | |

5. 財政預算

| | 項目 | 預算款額 |
|-------|--------------------------|----------|
| 5. 1 | 廣泛閱讀津貼 | \$2500 |
| 5. 2 | 圖書館津貼(尖子、圖書各\$1500) | \$3000 |
| 5. 3 | 教師參考書 | \$800 |
| 5. 4 | 教具 | \$1000 |
| 5. 5 | 購買教科書(啟思:\$500;朗文:\$650) | \$1150 |
| 5.6 | 印刷及文具 | \$300 |
| 5. 7 | 活動: | \$4200 |
| | 寫作獎勵計劃: \$500 | |
| | 中文科徵文比賽:\$800 | |
| | 語文活動獎品:\$800 | |
| | 書法培訓工作坊:\$1600 | |
| | 初中尖子培訓活動津貼:\$500 | |
| 5.8 | 交通費: | \$3000 |
| | 朗誦交通費:\$1500 | |
| | 尖子參觀中文大學車費:\$1500 | |
| 5. 9 | 全方位學習活動 | \$1000 |
| 5. 10 | 全方位學習津貼(朗誦報名費及導師費) | \$27500 |
| 5. 11 | 多元學習津貼(辯論隊) | \$17500 |
| 5. 12 | 拔尖補底班課程費用 | \$8100 |
| 5. 13 | 閱讀津貼:(校本評核書籍) | \$24000 |
| 5. 14 | 看漢網上閱讀平台 | \$11000 |
| | 小禮物 | \$2000 |
| 5. 15 | 科本閱讀獎勵計劃 | \$2000 |
| | 預算總支出 | \$109550 |

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 | 黄華昌老師 |
| 成員 | 黄秀英老師 (初中統籌、中二級聯絡)、 |
| | 邵佳婕老師、 |
| | 李謙禮老師 (中五級聯絡)、 |
| | 劉麗媚老師、 |
| | 廖玉芳老師(中一級聯絡)、 |
| | 曾素玲老師、 |
| | 王波老師(中三級聯絡)、 |
| | 葉麗珊老師 (中四級聯絡) |

6.2 校本評核小組成員

| 主席 | 周慧君老師 (校本評核統籌員) |
|----|-------------------|
| 成員 | 葉麗珊老師(中四級校本評核統籌)、 |
| | 李謙禮老師(中五級校本評核統籌)、 |
| | 周慧君老師(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 | |
|----|-------------|--|
|----|-------------|--|

附件

4.3全方位學習

4.3.6 各級會否配合教學,推行一項活動或比賽,讓學生走出課室學習。

中一級:班際短講比賽 LYF

中二級:人倫之情匯報活動 WSY

中三級:班際辯論比賽:與辯論隊合作,在上學期舉行。WP

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:中二級:文言文訓練班 WSY

中三級:中三級:文言或寫作訓練班 WP

中四級:寫作能力訓練 YLS

中五級:寫作能力提升訓練班 LHL 中六級:文憑試寫作能力應試班 CWK

C.C.C. Mong Man Wai College English Department Annual Programme Plan (2021-2022)

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 E-learning will be integrated in English teaching to enhance interactions in class and teaching effectiveness.

2.3.2 More e-learning resources like e-readers will be promoted and available for self-access of students.

2.4 Threats

- 2.4.1 Students' learning from the previous two years was hindered by the social movement, pandemic and intermittent class suspensions.
- 2.4.2 Continual and partial class suspensions owning to the unresolved pandemic is expected, which will interfere with normal teaching.
- 2.4.3 The English ability of the S.1 intake has significantly dropped as informed by the results of the attainment test.
- 2.4.4 The resources that are equivalent to one English teacher have been cut, which implies bigger English classes and less manpower.

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 and Basic Law 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, work allocation and evaluation

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

| 4.6 | | Students will utilize the resources available at the | Utilization of English | Satisfactory | Whole | WKY, all |
|------|-------|--|------------------------|--------------------|-----------|-----------|
| | | English Centre for SDL e.g. books, DVDs, tablets, etc. | Centre | utilization of | year | English |
| | | | | English Centre | | teachers |
| 4.7 | | S.1-3 students will complete the self-access online | Completion rate of | Most classes can | Whole | All |
| | | learning programme i.e. i-Learner beyond class time | practices | achieve the | year | English |
| | | while S.4-6 students will be encouraged to do the | | following rates: | | teachers |
| | | TVnews practices. | | S.1-3: 60% | | |
| | | | | S.4: 50% | | |
| 4.8 | | More e-readers will be purchased by the school library | Utilization of | Some | Whole | All |
| | | and will be available for students to access beyond | e-readers | students/classes | year | English |
| | | class time on a voluntary basis. | | read the e-readers | | teachers, |
| | | | | | | school |
| | | | | | | library |
| 4.9 | | Online resources provided by the school library and | Completion of the | Briefing session | September | TLM, |
| | | the public libraries will be introduced to students. | measure concerned | held | 2021 | CWY2, |
| | | | | | | S.1-4 |
| 4.10 | 3.1.2 | Teachers will incorporate e-learning elements e.g. | Utilization and | At least twice in | Whole | All |
| | | utilizing resources from publishers, e-learning | sharing by teachers | each term by each | year | English |
| | | tools/apps and platforms in their teaching and share | | teacher | | teachers |
| | | the experiences in post-exam form meetings. | | | | |
| 4.11 | | Teachers will integrate e-learning elements in the | Class visit records | At least once by | Whole | All |
| | | lessons for peer and/or appraisal class visits. | | each teacher | year | English |

| | | | | | teachers |
|------|---|-----------------------|-------------------|-------|------------|
| 4.12 | Teachers will attend the professional development | Participation of | At least once by | Whole | All |
| | activities on e-learning e.g. in-house training sessions, | teachers | each teacher | year | English |
| | workshop of seminars by EDB, visits to other schools, | | | | teachers |
| | etc. | | | | |
| 4.13 | Further discussions on how to integrate e-learning in | Discussions done | Possible measures | Whole | TLM, all |
| | English teaching will be done in panel meetings. | | suggested | year | English |
| | | | | | teachers |
| 4.14 | Students will present their assignments with | Completion of | Assignments | Whole | YWL, S.3 |
| | multi-modal texts in S.3. | assignments | concerned | year | teachers |
| | | concerned and | completed with | | |
| | | feedback from | positive feedback | | |
| | | students and teachers | from students and | | |
| | | | teachers | | |
| 4.15 | E-learning resources in each form will be uploaded | Completion of the | Resources | Whole | YWL, |
| | and stored on the LMS platform of google classroom | measure concerned | concerned stored | | S.1-6 form |
| | for future access and sustainability. | | | | coordinato |
| | | | | | rs and all |
| | | | | | English |
| | | | | | teachers |

| 4.16 | 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 |
|------|-----|--|--|--|----------------------|--|
| 4.17 | | Selected positive values 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 |
| 4.18 | 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 coordinato rs |
| 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 | | A project on social issues will be done by S.5. | Completion of project | Satisfactory performance of | 2 nd term | S.5 English |

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

| 4.26 | | Students will be encouraged to take part in the | Participation rate of | 80% of the | 2 nd term | Library, |
|------|-----|--|------------------------|-------------------|----------------------|-----------|
| | | Reading Across Curriculum (RAC) scheme centrally | students in the scheme | students in S.1-5 | | all S.1-5 |
| | | coordinated by the school library. | concerned | meet the | | English |
| | | | | requirement | | teachers |
| 4.27 | | S.1-3 students will be required to complete regular | Completion rate of | Most classes can | Whole | All |
| | | English online / reading practices i.e. i-Learner. | practices | achieve the | year | English |
| | | | | following rates: | | teachers |
| | | | | S.1-3: 60% | | |
| 4.28 | | All S.1-6 students will be required to subscribe to the | Students' utilization | Students utilize | Whole | S.1-6 |
| | | newspaper on a regular basis and read across the | of newspapers | newspapers for | year | English |
| | | curriculum. | | coursework | | teachers |
| 4.29 | 3.6 | Non-fiction readers and textbook units related to | Completion of book | Satisfactory | Whole | S.1-3 |
| | | STEM topics will be covered in S.1-3. | reports and teaching | completion of | year | English |
| | | | of the units concerned | book reports and | | teachers |
| | | | | textbook units | | |
| | | | | concerned | | |
| | | | | covered | | |
| 4.30 | | Online resources/platforms and electronic devices are | Utilization of | Satisfactory | Whole | All |
| | | utilized for teaching and students' self-access learning | resources and | utilization by | year | English |
| | | e.g. e-class, e-readers, i-Learner English practices for | platforms | students | | teachers |
| | | S.1-3, TVnews for S.4-6, tablets at English Centre, | | | | |
| | | etc. | | | | |

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

| | abilities and interests. | | | | |
|------|---|--------------------------|---------------------|----------------------|------------|
| 4.36 | Elite students will be nominated to take part in the | Students' participation | Students take part | Whole | TLM, |
| | external/ public competitions for exposure e.g. writing | in external | in 3 external | year | YWL |
| | competitions, public speaking competition, speech | competitions | competitions | | |
| | festival, debating competition, etc. | | | | |
| 4.37 | Elite students will be given the opportunities to serve | Feedback from | Positive feedback | Whole | WKY, |
| | at English Centre as role models of their peers. | students | by students | year | TLM |
| 4.38 | There will be at least one academic course organized | Feedback from | Positive feedback | Whole | S1-6 |
| | for weak or average students in each form of S.1-6. | participants, tutors and | by students, tutors | year | form |
| | | teachers | and teachers | | coordinato |
| | | | concerned | | rs and |
| | | | | | teachers |
| | | | | | concerned |
| 4.39 | Measures will be carried out for the marginal students | Participants' | Some participants | 1 st term | S.6 |
| | who have potential to attain L4 in HKDSE in S.6 with | performance in | achieving L4 | | teachers |
| | school subsidy e.g. enhancement course. | HKDSE | | | |
| 4.40 | There will be a variety of types of coursework catering | Completion of | A variety of | Whole | All |
| | for learner diversity e.g. compositions, news | measures concerned | coursework | year | English |
| | comments, reading and viewing report, workbook, | | completed | | teachers |
| | listening report, etc. | | | | |
| 4.41 | Class-based google classroom will be utilized for | Completion of the | Some papers | Whole | All form |
| | students to access the internal past papers individually. | measure concerned | uploaded and | year | coordinato |

| | | | | utilized | | rs |
|------|-----|---|------------------------|-------------------|----------------------|----------|
| 4.42 | | Regular morning assemblies will be utilized for | Completion of the | Positive feedback | Whole | TLM, |
| | | English-related sharing/activities/events, etc. | measures concerned in | from students | year | YWL, all |
| | | | morning assemblies | concerned and | | English |
| | | | | teachers | | teachers |
| 4.43 | 3.8 | S.5 students will be required to take an elective | Participation in class | Satisfactory | 2 nd term | S.5 |
| | | module 'Learning English through Workplace | and performance in | participation in | | teachers |
| | | Communication' and complete a project, which helps | project work | class and | | |
| | | them identify personal aspirations and learn useful | | performance in | | |
| | | workplace knowledge. | | project work | | |
| 4.44 | | The writing syllabus of S.1-6 will cover practical | Correction by students | Correction done | Whole | S1-6 |
| | | writings related to workplace communication e.g. S.6 | and comments by | and positive | year | teachers |
| | | self-account, letter of complaint, letter of application, | ST | comments given | | |
| | | etc. | | | | |
| 4.45 | | Elements of workplace communication will be | Participation in class | Active | 2 nd term | S.3 |
| | | integrated in the teaching and speaking assessment of | and performance in | participation in | | teachers |
| | | S.3 e.g. writing application letters. | exam | class and | | |
| | | | | satisfactory | | |
| | | | | performance in | | |
| | | | | exam | | |
| 4.46 | | Selected students will be invited to take part in | Feedback by students | Positive feedback | Whole | TLM, |
| | | activities or outings organized by the tertiary | and teachers | received | year | 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 nd 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 |

| ated in | |
|------------------------------|---|
| | |
| es and | |
| | |
| s serve 2 nd term | Teachers |
| rs / oral | of S.3-6 |
| rs for | |
| DSE | |
| of AaL Whole | All |
| by some year | English |
| | teachers |
| | |
| mpleted Whole | All |
| tive year | English |
| | teachers |
| Feedback Whole | All |
| lized year | English |
| tive | teachers |
| | |
| mpleted Whole | S.5 |
| tive year | teachers |
| | |
| done and After each | All form |
| r l s | rs for DSE s of AaL Whole by some year mpleted Whole itive year feedback Whole ilized year itive mpleted Whole year |

| | be conducted at form level and students will be | evaluation meetings | follow-up work | test and | coordinato |
|--|---|---------------------|----------------|----------|------------|
| | informed of ways for improvement. | | carried out | exam | rs |

5. Budget (To be finalized in September 2021)

| | Types / Accounts | Amounts (\$) | Items / Details | PICs | Due dates |
|---|---------------------|--------------|---|----------|-----------|
| | | | | | (m/yy) |
| 1 | LWLG | 23000 | Speech festival | YWL, SC | 5/22 |
| | 23000 | | | | |
| 2 | DLG | 16000 | Public speaking training | YWL, SC | 5/22 |
| | 16000 | (S.4: 6000; | - S.4 | | |
| | | S.5: 5000; | - S.5 | | |
| | | S.6: 5000) | - S.6 | | |
| 3 | CFEG | 500 | English centre furniture and equipment | WKY | 5/22 |
| | 500 | | | | |
| 4 | Library grant | 1400 | Library books | TLM | 5/22 |
| | 2900 | 1500 | Books for elites / exam ref | TLM | 5/22 |
| 5 | Teachers' reference | 2000 | Reference books and DVDs for teachers | TLM, YWL | 5/22 |
| | 3000 | 1000 | Teaching aids bought from textbook publishers | TLM | 5/22 |
| 6 | Stationery | 100 | Stationery | TLM | 5/22 |
| | 100 | | | | |
| 7 | Newspapers & | 900 | English centre | WKY | 5/22 |
| | magazines | 100 | Panel reference | TLM | 5/22 |

| | 1000 | | | | |
|---|---------------|--------|---|------|------|
| 8 | Teaching aids | 2000 | S.1-3 readers | YWL | 5/22 |
| | 29500 | 1000 | S.4-5 readers | TLM | 5/22 |
| | | 2000 | General | TLM | 5/22 |
| | | 21500 | S.1-3 Online reading programme (i-Learner) | CWY2 | 5/22 |
| | | 2000 | English centre books, DVDs, board games, etc. | WKY | 5/22 |
| | | 1000 | S.6 exam reference books placed in classrooms | TLM | 5/22 |
| 9 | Activities | 1600 | English days | | 5/22 |
| | 7600 | | - English Day 1 | YWL | |
| | | | - English Day 2 | TLM | |
| | | 1500 | Inter-class competitions | | 5/22 |
| | | (LWLG) | - S.1 Vocabulary competition | WYP | |
| | | | - S.3 Vocabulary competition | WC | |
| | | | - S.4 Singing contest | KLP | |
| | | | - S.5 Debate competition | FMY | |
| | | 2000 | English outings and workshops | | 5/22 |
| | | | - S.1 elite outings/workshops | CWY2 | |
| | | | - S.3 outings/workshops | YWL | |
| | | | - S.4-5 outings/workshops | TLM | |
| | | | - S.6 outings/ oral practice (travelling) | TLM | |
| | | 500 | English Centre activities | | 5/22 |
| | | | - Opening activity | WKY | |

| | | | - S.1-3 activity | WKY | |
|----|--------------------|--------|---|-----------|------|
| | | | - S.4-6 activity | WKY | |
| 10 | Activities (Partly | 24000 | - S.1-3 ELIC English summer camp (A subsidy of \$1200 for | CWY2 | 5/22 |
| | subsidized) | (LWLG) | each participant) | | |
| | 31000 | 10000 | - S.2 drama outing (3000 travelling; 7000 ticket) | YWL | |
| | | (LWLG) | | | |
| | Carrage for DGE | 2500 | Intensive listening course for S.6 | CWY2, TLM | 5/22 |
| 11 | Courses for DSE | 2500 | Level-up course for S.6 | | |
| | 7500 | 2500 | Pre-DSE oral practices | | |

6. Programme team

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

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

S.2: SC, WKY, WPW*

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

S.4: CTW, KLP*, TLM, WPW

S.5: FMY*, WFT, WYP, YWL

S.6: CWY2*, TLM, WKY, WKY2

English Centre: WKY*, CTW, SC, WFT, WKY2

Speech Festival: FMY, KLP, SC*, WFT, WPW

* Form coordinator / team head

C.C.C. Mong Man Wai College

Mathematics

Program Plan (2021 – 2022)

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 regard 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 numbers of actual teaching lessons of mathematics teachers are relatively high among different KLA subjects.
- 2.2.4 The learner diversity of senior form class is great because of the class structure.

- 2.3 Threats and opportunities
 - 2.3.1 The learning effectiveness of students was not satisfactory in the last two years. There is a long period of the suspension and on-line lessons due to the COVID-19.
 - 2.3.2 There is a BYOD program start from the last year so that it is more convenience for students to use their own devices for e-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 | Preparation of materials for | Evaluate by panel | Rather than meetings for evaluating the | Whole year | All teachers |
| | 3.1.2 | SDL, CLPE and e-learning and | members | tests or exams result, 4 meetings for | | |
| | 3.2.1 | sharing of teaching experience | | preparation and sharing should be | | |
| | 3.2.7 | in the collaborative lessons | | arranged. | | |
| | 3.2.8 | | | | | |
| 4.2 | 3.1.1 | Suggest a book list for students | Check the records | Two book lists are suggested | First term | All teachers |
| | 3.2.2 | in each of junior and senior | form the library | | | |
| | 3.2.4 | forms | | | | |
| 4.3 | 3.1.1 | Reading scheme for S1, S2, S3 | Evaluate by panel | At least two passages are delivered and | Second | S1 (S2, S3) teachers |
| | 3.2.2 | | members with | each student needs to finish a simple | term | |
| | 3.2.4 | | teachers' observation | reading report and positive feedback is | | |
| | | | | shown from the reports. | | |
| 4.4 | 3.1.1 | Buying reference books / | Check the records | The purchase is completed. Students can | Sept, 2021 | CWY, S6 teachers |
| | 3.2.3 | exercises for elite students | form the library and | circulated the reference books. | | |
| | | | evaluate by panel | | | |
| | | | members | | | |
| 4.5 | 3.1.2 | Sharing by colleagues about | Evaluate by panel | One or two sharing is arranged in the | Whole year | All teachers |
| | 3.2.1 | using e-learning in their classes | members | panel meeting and teachers have positive | | |
| | | | | feedback on it. | | |
| 4.6 | 3.1.2 | Each colleague try e-learning | Evaluate by panel | Each colleague should try at least one e- | Whole year | All teachers |
| | 3.2.4 | lesson(s) | members | learning lesson. Self-evaluation should | | |
| | | | | undergo for the sustainability. | | |

| 4.7 | 3.1.3 | Integrate elements of values | Evaluate by panel | Integrate one or two elements of values | Whole year | All teacher |
|------|-------|-----------------------------------|--------------------------|--|------------|---------------------|
| | | education into the syllabus | members with | education into the syllabus and students | | |
| | | | teachers' observation | have positive feedback on the related | | |
| | | | | lessons. | | |
| 4.8 | 3.2.1 | Teacher peer class visits | Check record about | Every colleague visits and is visited at | Whole year | All teachers |
| | | | peer class visits in the | least one each. Teachers reinforce | | |
| | | | mark entry system | teaching by self-evaluation. | | |
| 4.9 | 3.2.2 | Modification and adjustment of | Evaluate by panel | Modify and adjust the assessments base | Whole year | All teachers |
| | | quizzes and examinations for | members with | on the needs of the concerned students | | |
| | | SEN students | teachers' observation | and there are positive outcomes. | | |
| 4.10 | 3.2.2 | Cooperate with AC prefect team | Evaluate by panel | Materials of the classes are delivered by | Whole year | S1, S2 teachers and |
| | | to conduct tutorial classes to S1 | members | panel members. There is positive | | LSW |
| | | and S2 students | | feedback from teachers in charge of AC | | |
| | | | | prefect team. | | |
| 4.11 | 3.2.2 | Bridging course for S1 | Evaluate by panel | Hold a two half-day course include lesson | Aug 2022 | *YKY, FKW, KTK, |
| | 3.2.4 | | members or with | and activities, the attendance is over 70% | | CWY |
| | | | survey done by | and more than 70% students feel the | | |
| | | | students | course is useful. | | |
| 4.12 | 3.2.3 | Using e-platforms to help | Evaluate by panel | Deliver revision materials on e-platforms | Whole year | All teachers |
| | | students prepare for the public | members with | in order to facilitate students' preparation | | |
| | | examination | teachers' observation | for the public examination. Students have | | |
| | | | | positive feedback on this practice. | | |
| 4.13 | 3.2.3 | helping student to prepare for | Evaluate by panel | Mock examinations are arranged and | Whole year | S3 and S6 teachers |
| | | TSA and HKDSE | members with | revision exercise is provided. Students are | | |
| | | | teachers' observation | well equipped for the public | | |
| | | | | examinations. | | |
| | | | | | | |

| 4.14 | 3.2.3 | S6 lunch time tutorial class | Evaluate by panel | Tutorial class is arranged for low-ability | Oct 2021 – | FKW |
|------|-------|---------------------------------|------------------------|---|-------------|-----------------|
| | | | members with | students, students are well equipped for | Jan 2022 | |
| | | | teachers' observation | the DSE. Students have positive feedback | | |
| | | | | on the class. | | |
| 4.15 | 3.2.3 | Compulsory part 5* tutorial | Evaluate by panel | Tutorial class is arranged for elite | Sept – Dec, | CWY |
| | | class | members with | students, students are well trained for the | 2021 | |
| | | | teachers' observation | challenging questions. Students have | | |
| | | | | positive feedback on the class. | | |
| 4.16 | 3.2.3 | Providing DSE related books or | Evaluate by panel with | One or two books or exercises are | Whole year | S6 teachers |
| | | exercises for each S6 class | teachers' observation | provided. Students can go through | | |
| | | | | various topics in junior and senior forms. | | |
| | | | | Students borrow books for revision based | | |
| | | | | on their needs. | | |
| 4.17 | 3.2.3 | Organize school base elite | Evaluate by panel | The attendance is over 70% or more than | Whole year | Junior form |
| | 3.2.5 | training program and remedial | members or with | 70% students feel the program is useful. | | supporting team |
| | | classes | survey done by | | | |
| | | | students | | | |
| 4.18 | 3.2.4 | Cooperative with Mathematic | Evaluate by panel | The attendance of each activity is over | Whole year | CWY |
| | | society to carry out extra- | members or with | 70% or more than 70% students feel they | | |
| | | curricular activities | survey done by | broaden their Math concepts. | | |
| | | | students | | | |
| 4.19 | 3.2.4 | Organize inter secondary school | Evaluate by panel | Teams from at least two school join the | Mar, 2022 | LSW |
| | | Rummikub competition | members or with | competition | | |
| | | | survey done by | OR | | |
| | | | students | more than 70% participants feel | | |
| | | | | satisfactory. | | |
| | | | | | | |

| 4.20 | 3.2.4 | Nominate students to join external mathematics activities or competitions | Evaluate by panel members with teachers' observation | Elite students are selected and participants broaden their Math concepts. Students have positive | Whole year | CSM |
|------|-------|---|--|--|------------------------|--------------------|
| | | | | feedback. | | |
| 4.21 | 3.2.4 | Nominate students to perform | Evaluate by panel | Students are selected and they share their | Prepare for | All teachers |
| | | in the learning celebration day | members with | learning and knowledge. Students have | next year | |
| | | or prepare students' work for | teachers' observation | positive feedback. | | |
| | | exhibition in Learning | | | | |
| | | Celebrations | | | | |
| 4.22 | 3.2.4 | Teaching the enrichment parts | Evaluate by panel | The enrichment parts are taught based on | Whole year | Junior form |
| | 3.2.5 | in junior form according to | members with | students' ability and students feel they | | teachers |
| | | students' ability | teachers' observation | broaden their Math concepts. | | |
| 4.23 | 3.2.6 | Modify the materials and | Evaluate by panel | Teachers organize all materials used in the | Whole year | All teachers |
| | | upload new materials in the | members with | lessons for sustainability. Students have | | |
| | | subject server | teachers' observation | positive feedback on the lessons related. | | |
| 4.24 | 3.2.7 | Modify the materials and | Evaluate by panel | Teachers sustain the implementation of | Whole year | S3 and S6 teachers |
| | | conduct the lessons about CLPE | members with | CLPE and students learn better. | | |
| | | | teachers' observation | | | |
| 4.25 | 3.2.7 | Talk on the introduction to | Evaluate by panel | Students get information about M1, M2, | 3 rd March, | CWY |
| | | elective subjects (M1, M2) for | members or with | students' future studies and paths of | 2022 | |
| | | S3 students | survey done by | career and life. | (THUR) | |
| | | | students | | | |

| 4.26 | 3.2.7 | M1, M2 tasting course | Evaluate by panel | Students get information about M1, M2, | Feb to | KTK |
|------|-------|-----------------------------|---------------------------------------|--|------------|--------------|
| | | | members with | students' future studies and paths of | May, 2022 | |
| | | | teachers' observation | career and life and 70% students think the | | |
| | | | or with survey done by course useful. | | | |
| | | | students | | | |
| 4.27 | 3.2.8 | Merge "Stem education" into | Evaluate by panel | At least one lesson is merged with "Stem | Whole year | All teachers |
| | | Mathematics curriculum | members with | education". Students have positive | | |
| | | | teachers' observation | feedback on the lessons related. | | |

5 Panel Members

- 5.1 MS CHENG WAI YEE* (PANEL CHAIRPERSON)
- 5.2 MR KONG TAK KAI*
- 5.3 MR FUNG KA WAI*
- 5.4 MS CHAN SHUK MEI*
- 5.5 MR LEE SIU WING*
- 5.6 MR NG WAI HONG*
- 5.7 MISS KWOK MEI WAN
- 5.8 MR YIU KA YAM
- 5.9 MISS MOK WING MAN

^{*} Math major

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(2021-2022)

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語文、人文及科學 學習領域,可互補不足
- 2.1.2 教師曾修讀通識教育科課程,也曾參與中文大學主辦的校本 支援服務,對通識教育科的教學及評估方法有基本認識
- 2.1.3 大部份團隊教師具有 11 年教授高中通識教育科的經驗
- 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、試卷題目資源豐富

2.2 弱項

- 2.2.1 通識教育科課題涉獵面廣,教師未能對所有的課題均有深入 理解
- 2.2.2 學生思考能力不高,答題技巧有待改善
- 2.2.3 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
- 2.2.5 學生未能完全掌握相關概念
- 2.2.6 公民與社會發展科教學資源有限

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, 學生不用死記繁瑣資料
- 2.3.2 本年度**設有共同備課節(DAY1 第 9 堂)**,可進行教學經驗交流活動,以回應學校的關注事項(自主學習、電子教學)及有關答題技巧訓練的資料得到充實,亦鼓勵同儕協作、交流及觀課,以提高教學的效能。
- 2.3.3 通識教育科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

- 2.4 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
 - 2.4.3 本科常受外界的關注,中四開始轉為公民及社會發展科,同事需重新適應

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
- 3.1.6 運用有效的教學法
- 3.1.7 照顧學習差異

3.2 其他關注事項:

- 3.2.1 充實教學資源
- 3.2.2 檢討課程架構
- 3.2.3 專題習作
- 3.2.4 從閱讀中學習
- 3.2.5 全方位學習
- 3.2.6 資訊科技(ITE)
- 3.2.7 價值觀教育

4. 計劃內容及工作分配

| | 目標 | 計劃/策略 | 評估方法 | 成功準則 | 日期 | 負責人 |
|------|---------|-----------------------|-----------|------------------------|----|-----|
| 4. 1 | 3. 1. 1 | 本科老師分享使用電子應用程 | 會議討論 、觀課 | 每位老師於會議上分享電子教 | 全年 | 教師 |
| | | 式教學的經驗 | | 學經驗 | | |
| | | 鼓勵學生使用 GOOGLE DRIVE 以 | | 80%學生使用 GOOLGE DRIVE 以 | | |
| | | 繳交專題研習報告,與老師交流 | | 繳交專題研習報告及功課 | | |
| | | 教師運用平板電腦教學,以增 | | 每位老師全年至少兩次於課堂 | | |
| | | 加與學生的互動性,提高學生學 | | 上使用平板電腦教學 | | |
| | | 習動機 | | 任教老師課堂觀察學生學習的 | | |
| | | | | 成效 | | |
| 4. 2 | 3. 1. 2 | 本科在教學內容上教授與青年 | 檢查教材庫、觀課、 | 任教老師需在課堂上緊扣個人 | 全年 | 教師 |
| | | 人的身份認同相關的課題,使學 | 會議討論 、觀課 | 成長及今日香港課題,與學生分 | | |
| | | 生更了解個人的特性,教授學生 | 參與者及教師回饋或 | 享香港年青人生活模式與個人性 | | |
| | | 如何面對生活的困境,以培養他 | 問卷 | 格特質的關係 | | |
| | | 們的解難能力及正向思維模式 | | 全年至少一次參與探訪社區的 | | |
| | | 本科亦教授青少年價值觀相關 | | 活動,能培養學生「感恩」、 | | |
| | | 課題,以培養學生的正面價值觀 | | 「愛與被愛」及「仁慈」等性格 | | |
| | | 本科教授今日香港社會民生相 | | 強項 | | |
| | | 關課題,使學生更了解香港社會 | | 帶隊老師觀察學生探訪時的表 | | |
| | | 的狀況及關心社會,加強他們對 | | 現 | | |
| | | 弱勢社群的同理心 | | | | |
| 4.3 | 3. 1. 3 | 學生能於學前備課,積極參與 | 檢查教材庫、觀課、 | 中四至中六同學全年至少兩次 | 全年 | 教師 |
| | | 課堂分享,培養學生自主學習 | 會議討論 | 課堂分享的機會,並需完成課前 | | |
| | | 教師可安排以知識及技巧並重 | | 預習工作紙 | | |
| | | 的鞏固課業,以鞏固學生的已有 | | 中四至中六同學全年需完成兩 | | |

| | | 知識 | | 次的鞏固課業 | | |
|-----|---------|-----------------|-----------|-----------------|----|----|
| | | , | | | | |
| | | 教師在會議分享自主學習的教 | | 每位教師需全年一次在會議上 | | |
| | | 學經驗 | | 分享教學經驗 | | |
| | | 中五級有一次共同備課,開 | | 中五任教老師需於 12 月進行 | | |
| | | 一發、設計自主學習的教材,持續 | | 共同備課,加入價值觀教育及電 | | |
| | | 性地進行自主學習的教學模式 | | 子教學元素,題目與今日香港相 | | |
| | | | | 關,課後檢討 | | |
| 4.4 | 3. 1. 4 | 在校外活動方面,任教老師帶 | 檢查教材庫、觀課 | 全年至少一次參與校外活動 | 全年 | 教師 |
| | | 領學生到不同的機構參觀,協助 | 參與者及教師回饋或 | (與職業及生涯規劃相關的活動) | | |
| | | 他們探索升學出路,使學生更了 | 問卷 | 带隊老師觀察學生探訪時的表 | | |
| | | 解各樣職業的特性。 | | 現 | | |
| 4.5 | 3. 1. 5 | 制訂有系統的統一課業政策, | 檢查教材庫、觀課、 | 中五同學需完成答題技巧訓練 | 全年 | 教師 |
| | | 讓學生掌握公開試各種提問用語 | 會議討論、問卷 | 册下册,以提升學生的答題技巧 | | |
| | | 的作答方法 | | 中四至中六全部的統一課業必 | | |
| | | 增加學生回答歷屆公開試試題 | | 需加上作答指引,並列出相關的 | | |
| | | 的機會 | | 概念詞,使學生更明白回應試題 | | |
| | | 統一課業加上作答指引、相關 | | 的技巧 | | |
| | | 概念圖及相關概念詞,使學生更 | | 全年至少一位老師於會議中分 | | |
| | | 明白回應試題的技巧 | | 享閱卷心得 | | |
| | | 邀請批改公開試的老師於會議 | | 中五上下學期各一次統一測驗 | | |
| | | 中分享閱卷心得 | | 中六上學期一次統一測驗 | | |
| | | 中五至中六均設有統一測驗 | | 中五或中六全年至少一次作答 | | |
| | | | | | | |
| | | 因應需要於中四至六加設作答 | | 技巧訓練班,每個作答技巧訓練 | | |
| | | 技巧訓練班,以鞏固學生的答題 | | 班需有五次的課堂 | | |
| | | 技巧 | | 中六需於 12 月前完成「師徒 | | |
| | | 中五、六設「師徒制」,各由 | | 制」 | | |

| | | 三位老師作深入的輔導,重點教授他們取分的秘訣 中六設「拔尖班」 中五、六加設答題技巧訓練班 | | 一中五需於 5 月前完成「師徒制」 一中六任教老師需於 10 月至 12 月完成中六「拔尖班」,由四位 老師教授答題技巧 一中五答題技巧訓練班需於 5 月 前完成 一中六答題技巧訓練班需於 12 月前完成 一學生問卷,檢討學習成效 | | |
|------|---------|--|-----------------------------------|---|----|----------------|
| 4.6 | 3.1.6 | 一教師可按學生的不同能力,運用不同的教學方法過其他活動,如為學者對於,如為人人。 一教學的教能,如為其他活動,如為人人。 一教學者對,教師可按學生的人人。 一教學活動,在適切的情況下引入 是於一人。 是述一一。 是述一一。 是一、 是一、 是一、 是一、 是一、 是一、 是一、 是一、 | 任教老師在通識教育 科科務會議上分享不同 | 教師全年需至少一次在會議上 | 全年 | 教師 |
| 4. 7 | 3.1.7 | 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。 | 教師在課堂就學生的 | 堂分享) | 全年 | 教師 |
| 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 | 的書本及練習 | 全年 | 科主 任、教 師 |

| | | | 教學助理協助素描並 | 試卷 | | |
|-------|---------|------------------|--------------|---------------------|----|-----|
| | | | 儲存相關的檔案 | 每年需素描 80%的相關練習於 | | |
| | | | | 本科內聯網內 | | |
| 4. 9 | 3. 2. 2 | 每年檢示各級的教學進度,中 | 教學進度表 | 80%教師能在指定時間完成教 | 全年 | 科主 |
| | | 四級需完成主題一「一國兩制的 | | 學內容 | | 任、教 |
| | | 香港」;中五級需完成今日香 | | | | 師 |
| | | 港、現代中國、公共衛生首三課 | | | | |
| | | 及獨立專題探究,中六級需於 12 | | | | |
| | | 月完成公共衛生及全球化 | | | | |
| 4.10 | 3. 2. 3 | 學生需於中五完成校本評核報 | IES 學生手冊 | 90%學生需按學生手冊的進度 | 全年 | 科主 |
| | | 告(專題習作) | IES 評核表 | 完成 IES | | 任、教 |
| | | | | 90%學生需於 2022/06 提交習 | | 師 |
| | | | | 作,教師亦需於 2022/09 前完成 | | |
| | | | | 評改程序 | | |
| 4.11 | 3. 2. 4 | 鼓勵學生訂購與通識科相關的 | 訂購表 | 30%中四至中六學生訂購相關 | 中四 | 科主 |
| | | 報章(網上或紙本) | IES 文獻回顧報告表格 | 的報章(網上或紙本) | 及中 | 任、教 |
| | | 中五學生需於專題研習第一階 | | 80%中五學生進行獨立專題探 | 五級 | 師 |
| | | 段完成 IES 文獻回顧報告 | | 究時,按自己選擇的題目尋找相 | (全 | |
| | | 中四學生需閱讀相關的周刊或 | | 關的書籍,並需完成一份約 500 | 年) | |
| | | 月刊,並完成工作紙 | | 字的閱讀文獻回顧報告 | | |
| | | | | 70%中四學生需完成相關的閱 | | |
| | | | | 讀資料及完成工作紙 | | |
| 4. 12 | 3. 2. 5 | 中四、中五舉辦探訪社區活動 | 參與者及教師回饋或 | 80%同學對活動有正面評價 | 全年 | 教師 |
| | | | 問卷 | 教師觀察學生的表現,能踴躍 | | |
| | | | | 参與其中 | | |
| 4.13 | 3. 2. 6 | 教師亦可善用多媒體教學,從 | 觀課評估表 | 80%的同事能於課堂上運用資 | 全年 | 教師 |

| | | 互聯網上找到不同的教材,如短 | | 訊科技教學 | | |
|------|---------|----------------|-----------|----------------|----|----|
| | | 片、紀錄片及電影等,讓有不同 | | 教師在課堂上觀察學生的表 | | |
| | | 學習需要的同學投入課堂 | | 現,學習動機提升 | | |
| 4.14 | 3. 2. 7 | 本科在教學內容上教授「一國 | 檢查教材庫、觀課、 | 任教老師需在課堂上緊扣相關 | 全年 | 教師 |
| | | 兩制」、「基本法」、「國家情 | 會議討論 、觀課 | 課題,與學生分享《基本法》與 | | |
| | | 況與國民身份認同」,從而教導 | | 「國家安全法」的內容,以培養 | | |
| | | 學生「守法」的精神及培養「國 | | 他們「守法」的精神及培養「國 | | |
| | | 民身份認同」 | | 民身份認同」 | | |

5. 其他政策

5.1 家課政策

- 5.1.1 中四級,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,題目將取材自 教育局及課程發展議會教材套
- 5.1.2 所有統一課業需附上答題指引、相關概念圖及概念 詞

具體政策如下:

- 5.1.2.1 每兩個循環周安排一次家課,由一位教師負責印題 目、編寫答題指引、概念圖/詞及提供答案
- 5.1.2.2 收回學生家課後,擬題老師在其任教班級中選取上中下答案各一題,影印給所有任教老師進行試改, 分數經任教老師同意後,作為評核其他學生課業的標準,藉此拉近各任教老師的分數
- 5.1.2.3 統一課業評分會議只在中五級進行,但統一測驗及 考試的評分會議,仍會在各級進行
- 5.1.2.4 本學年的共同備課節安排在 DAY1 第九堂,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;中五級第一份家課在第 2 循環周 DAY3 派發,以後逢雙數循環周 DAY3 派發課業;中四級第一份家課在第 2 循環周 DAY3 派發,以後逢雙數循環周 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 (只設一卷):40 分鐘

資料回應題(設1題,必答)

考試 (只設一卷):1小時

資料回應題(設2題,必答)

中五

測驗周 (只設一卷):80 分鐘

只考資料回應題(設2題,必答)

考試 (設兩卷)

卷一:資料回應題,共設2題,全部必答(80分鐘)

卷二:延伸回應題,共設2題,同學只答一題,20

分(1 小時 15 分鐘)

中五升中六 (即中六第一次模擬考試)(只設一卷) 其中一題是資料回應題,另一道題目是延伸回應題

計分方法:中五級下學期成績佔 70%,中六級第一次模擬考試 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)

計分辨法

考試佔總成績 70% 測驗佔總成績 20% 持續評估(**統一測驗**) 佔總成績 10%

5.3 觀課

- 5.3.1 上年度沒有被觀課的同事需由科主任進行觀課。觀課時期為 2021/10/4 至 2022/05/27
- 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 2022/2/16 **至** 2022/2/24
 - 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 |
|------|---------------------|---------|
| 5. | 參觀活動(中四、中五探訪社區活動車費) | \$10000 |
| | (兩次中五參觀活動車費) | |
| 5. | 教師參考用書(參考書、教科書) | \$1000 |
| 5. 3 | 圖書館藏書 | \$1000 |
| 5. 4 | 圖書館藏書—尖子書 | \$1000 |
| | 預算總支出 | \$13000 |

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:

- 一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!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 學書籍 人 以 課 體 是 資 資 資 。 。 。 。 。 。 。 。 。 。 。 。 。 。 。 。 | \$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 | \$176,00 0 (雨 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 |
|-----------------------------|--|-------|--|---|----------------------|-------|
| 本察觀題 其合進探 地話博覽 :的多數 選團觀 取體觀 | \$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 | 陳綺瑩 |
| 級聯絡 | 陳綺瑩(中四)、李謙禮(中五)、司徒樂欣(中六) |
| 教師 | 陳綺瑩、李謙禮、司徒樂欣、梁國璋、李曄熹 |

中華基督教會蒙民偉書院

2021-2022 年度

中國歷史科工作計劃

1 學科長遠目標(宗旨):

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

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- 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 初中任教老師常有變動。
 - 2.2.3 修讀本科的新高中的學生成績較弱,文字能力及學習動機弱。
 - 2.2.4 高中課程繁多艱深,且課時所限難以有限施教。
 - 2.2.5 高中考題型類/分數比重時有更改。
 - 2.2.6 「推動中國歷史及文化一筆過津貼」己用罄,恐怕資源沒前充裕。
 - 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。
- 2.4 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。學生自學能力和自發性不高,理解及表達能力較弱。
 - 2.4.3 家長及學生多視為不設實用的科目,成績較佳的一般多不選讀本科。
- 3 發展目標
 - 3.1 配合學校的發展目標及關注事項:
 - 3.1.1 自主學習:
 - 3.1.2 正向教育;
 - 3.1.3 電子學習。
 - 3.2 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。
 - 3.3 本年度推行目標
 - 3.3.1 配合學校年度計劃發展「自主學習」的目標。
 - 3.3.2 渗入認識基本法/人文學科的核心元素/國民教育(認識祖國,從民族歷史文化、法精神、政治制度、人民基本權利開始,培養學生成有負任感的公民)元素於學科中;並融合香港國家安全教育課程框架於其中。
 - 3.3.3 推展初中新修訂課程至中二,加強文化史和香港史元素
- 3.4 本學年關注事項:
 - 3.4.1 透過電子學習,
 - 3.4.1.1提高學生的學習效能和參與程度(延續自主學習)。
 - 3.4.1.2 推展正向教育,提升人文素養。
 - 3.4.2 加強基本法教育/人文學科的核心元素/國民教育/國家安全教育的推廣。

- 3.4.3 檢示新課程的開展
- 3.4.4 其他(改善教學,培育學生學習興趣、配合資優培訓及取消初中精英班後的拔尖保底的工作等)
- 3.4.4.1 多提供學習機會予資優及高能力學生。
- 3.4.4.2 加強學生的學習效能。適時配合 STEM 教學。
- 3.4.4.3 因應疫情發展,製定合宜課業及教學策略時。

**()本年新修訂

- 4 推行策略措施
- 4.1 調適教學法教育

| | 策略/措施 | 統籌 | 參與 | 目標 | 評估方法 | 成玏準則 |
|----|---------------|----|----|---------|---------------|-------------|
| | | | 者 | | | |
| 1) | 多給予正面的回饋,多標示學 | 科主 | 所有 | 3. 4. 4 | -教學表現評估表(或同儕觀 | -區會「教學表現評 |
| | 生課業優點。 | 任 | 任教 | | 課) | 估」 |
| | | | 老師 | | | (有關項目滿意或以上) |
| | | | | | -課業檢查報告 | -課業檢查及觀課後面 |
| | | | | | | 談正面 |
| 2) | 教師宜依據學生的程度、興趣 | | | | -教學表現評估表(或同儕觀 | -學生明白其課業的優 |
| | 學習能力,給予適量功課,並 | | | | 課) | 劣 |
| | 作適當的指導。 | | | | | |
| 3) | 配合教育目,適時透過提問引 | | | | -課業檢查報告 | |
| | 導學生思考;於教學過程中進 | | | | | |
| | 行不同層次提問及互動學習。 | | | | | |
| | | | | | | |
| 4) | 利用教學問卷調查,改善教 | | | | 教學表現評估表(或同儕觀 | |
| | 學。 | | | | 課) | |
| 5) | 多舉辦多元延伸活動,並鼓勵 | 1 | | | -教學表現評估表(或同儕觀 | |
| | 學生參與其中,一齊動手,訓 | | | | 課) | |
| | 丁工多分六 | | | | -觀課後面談 | |

| | | 1 | T | T |
|-----|-------------------------------|-----------------------|----------------------|------------|
| | 練其合作精神,互相砥礪。 | | | |
| | | | | |
| 6) | 照顧學生學習的多樣性,施予 | | 科務會議檢討 | -檢討正面 |
| 0) | | | 7 7 7 7 6 45 7 1 2 1 | -在學年中安排一定數 |
| | 適切關注及協助。 | | | 量的多樣性活動 |
| | | | | |
| 7) | 安排富彈性的延伸活動和環 | 3. 4. 4 | 科務會議檢討 | - -檢討正面 |
| | 境,讓具個別潛能的學生得以 | 3. 4. 4. 1 | | -學生參與程度 |
| | 發揮。 | 3. 4. 4. 2 | | |
| | | 5. 4. 4. 2 | | |
| 8) | 鼓勵同儕觀課,課後交流。 | | | -學生了解課題重點 |
| 9) | 多標示學生學習重點。 | | | |
| 10) | 避免只作抄錄或記憶訓練 。 | | | |
| 11) | 繼續延續「自主學習」的措 | 3. 1. 1/3. 3. 1 | 科務會議檢討 | -檢討正面 |
| | 施。 | | | -在年度的基礎上有所 |
| | | | | 進展 |
| 12) | 推行初中修訂課程,加強文化 | 3. 3. 3/3. 3. 2 | 科務會議檢討 | -檢討正面 |
| | 史和香港史元素。(見後頁) | | | -符合新課程要求 |
| 13) | 渗入正向/價值教育的推廣:舉辦 | 3. 1. 1. 1/3. 4. 1. 2 | -上下學期於課堂完用有關電 | -完成目標 |
| | 有關的學科活動;設計有關的工作 | | 子學習的工作紙 | -檢討正面 |
| | 紙。(見後頁) | | -科務會議檢討 | -在年度的基礎上有所 |
| | | | | 進展 |
| 14) | 利用電子教學促進正向/價值教 | 3. 1/3. 4. 1. 2 | | -在年度的基礎上有所 |
| | 育 | | | 進展 |
| | 例: Edu Venture、Google | | | |
| | Classroom · Edpuzzle · Sutori | | | |
| | Classicom Edpazzic Satori | | | |

| 15) 因應疫情發展,製定合宜課業 及教學策略 | 3. 4. 4 | . 3 | 科務會議檢討 | 本年課業政策因時制 宜,在檢討上取得正面 評價 |
|----------------------------|---------|-----|--------|-------------------------------|
| | | | | |

4.2 照顧學生學習多樣性及資優培訓

| | 策略/措施 | 統籌 | 參與 | 目標 | 評估方法 | 成玏準則 |
|-----|----------------|----|----|--------------------|----------------|-------------|
| | | | 者 | | | |
| 1) | 多利用電子教學或不同媒體促進 | 科主 | 任教 | 3. 1. 1. 2/3. 2/ | -區會「教學表現評估」(或同 | -區會「教學表現評估」 |
| | 自主學習及互動學習。 | 任 | 老師 | 3. 4. 1/3. 4. 1. 1 | 齊觀課) | /觀課表(有關項目達滿 |
| 2) | 修訂初中及高書目錄供學生選讀 | | | | -觀課後面談及觀課表 | 意或以上) |
| | | | | | -課業檢查報告 | -面談正面 |
| 3) | 利用延伸活動/增潤課程協助學 | | | 3. 2 | | -觀課後面談及觀課表 |
| | 生學習(見後頁)。 | | | 3. 4. 1 | | (指標達滿意或以上選 |
| 4) | 活用課堂活動及教學策略,如多 | | | 3. 4. 4 | | 項) |
| | 使 | | | | | |
| 5) | 用互聯網、利用聯想法、諧音法 | | | | | -課業檢查正面 |
| | 等協助學生整理及轉化資料,加 | | | | | |
| | 強印象、鞏固所學。 | | | | | |
| 6) | 適時透過不同題型的設計,建構 | | | | | |
| | 學生作答的基本技巧和能力,以 | | | | | |
| | 自己語言自由地解釋、連接和表 | | | | | |
| | 達觀點。 | | | | | |
| 7) | 照顧學習多樣性,因應學生的程 | | | | | |
| | 度調適課業的深淺程度及功課 | | | | | |
| | 量。 | | | | | |
| 8) | 適時整理工作紙及教材,輔助學 | | | | | |
| | 生對史事作出分析及評論。 | | | | | |
| 9) | 善用提問及正面的回饋,提升學 | | | | | |
| | 生的自我效能感。 | | | | | |
| | 針對學生特性和學習需要採用合 | | | | | |
| | 適的教學策略 | | | | | |
| 10) | 推薦優秀或合適的學生參與外課 | | | 3. 4. 4. 1 | -會議檢討 | -有同學成功取錄有關課 |
| | 程/培訓/交流。 | | | | -學生報名 | 程 |

4.3「生涯規劃教育」及推行正向的推行

| 策略/措施 | 統籌 | 參與 | 目標 | 評估方法 | 成玏準則 |
|---------------------|----|----|-----------------|----------------|-------------|
| | | 者 | | | |
| 1) 中一、二級以歷史人物/歷史 | 級統 | 任教 | 透過歷史人物的 | -科會議檢討 | -科會議檢討正面 |
| 故事為題材設計 e-worksheet | 等 | 老師 | 事蹟,了解不同 | -科任老師檢討,適時附以學生 | |
| | | | 的正向品格強 | 回饋。 | |
| | | | 項。回應學校價 | | |
| | | | 值教學 | | |
| 2) 中一民間學堂 - 透過初步認 | 科主 | 任教 | 3.2/3.3.3/3.4.4 | -科會議檢討/回 | -科會議檢討正面 |
| 識傳統工藝,多接觸傳統工藝 | 任 | 老師 | | 饋 | |
| 行業;發揮學生的想像,讓年 | | | | - 問卷調查 | -能選取優秀作品張貼於 |
| 青人有機會學習為傳統手藝, | | | | | 學習成果日 |
| 祈為傳統工藝注入活力。 | | | | | |
| | | | | | -問卷調查有6成感到滿 |
| | | | | | 或以上 |
| | | | | | -大部分學生認為達致活 |
| | | | | | 動目標 |

4.4學科活動,加強學生的學習興趣(延伸活動),透過不同教學活動提升學生學習效能,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 | 發展目標 | 評估方法 | 成玏準則 |
|-------------------------------------|--------|----|-----------------------------|--------------|--------------------------------|
| | | 者 | | | |
| 1) 住 1 11 7 3 | 級統籌 | 任教 | 3.2/3.3.2/3.3.3 | -科會議檢討 | -科會議檢討,回饋正 |
| 1)集古村及雜耍藝術推廣 | | 老師 | /3.4.3 | | 面 |
| | | | | | -對民間藝術較前感興 |
| | | | | | - 對氏间雲帆牧朋感 典 - 趣 |
| | 科主任 | | 3.2/3.3.2/3.3.3 | -科會議檢討 | -科會議檢討,回饋正 |
| 2) 民間學堂 | 111212 | | | - 問卷調查 | 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)賽馬會「傳創」非遺教育計劃 | | | 3.2/3.3.2/3.3.3 | -科會議檢討 | -科會議檢討,回饋正 |
| 0) 食 何 智 「 得 剧 」 非 退 教 月 司 画 | | | | | 面 |
| (與公民教育委員會、視覺藝術科及 | | | | | |
| 世史科合作) | | | | | |
| | | | | | |
| 4)與本校 STEM 小組合作,製作投石 | | | 3.4.4.2 | -科會議檢討 | |
| 機 | | | | | |
| 5)鹽田梓保育及文化考察活動 | YFL | | 3.3.3 | -科會議檢討 | -科會議檢討,回饋正 |
| | | | | | 面 |
| | | | | | |
| () 海、河州甘土江 千地国户中人 | | | 2 2 2 /2 2 4 / | 日从万 | 日从万 |
| 6) 滲入認識基本法、香港國家安全教育框架元素的活動(見後頁 4.6) | | | 3.3.2/3.3.4/ 3.4.2/3.4.3 | 見後頁 | 見後頁 |
| 仪月11年末几条时位期(元夜只4.0) | | | 3.7.2/3.7.3 | | |
| | | | | | |
| | | | 1 | | |

4.5 協助延伸本校的三年計劃

推動電子學習,提高學生的學習效能和參與程度,延續自主學習的目標。

| 作功也1寸日 化四寸工切寸日从1017岁 | | | 工于自动口协 | 1 | 1 |
|----------------------|----|----|----------------------|---------------|-------------|
| 發展目標 | 統籌 | 參與 | 策略/措施 | 評估方法 | 成玏準則 |
| | | 者 | | | |
| 1)多利用電子教學進行課前預習及 | 科主 | 任教 | 3. 1. 1 | -科會議檢討 | -回饋正面 |
| 課後延伸。並在本年度的基礎上 | 任 | 老師 | 3. 1. 1. 2 | | -在年度的基礎上有所進 |
| 擴展內容。 | | | | | 展 |
| 2) 中史通的使用延伸至中二 | | | | | -學生能透過其布置的軟 |
| | | | | | 件、網頁等進行課堂學 |
| | | | | | <u> </u> |
| 3)鼓勵老師參加初中中國歷史科修 | | | 3. 1/3. 3. 2/3. 4. 2 | -科會議檢討 | -回饋正面 |
| 訂及有關中國歷史科國家安全教 | | | | | -老師參與情況 |
| 育課程教師培訓系列 | | | | | |
| | | | | | |
| | | | 0.1.1.0 | 61 A 14 IA 11 | Ab |
| 4)強化課堂的實踐,鼓勵學生多參 | | | 3. 1. 1. 2 | -科會議檢討 | 一回饋正面 |
| 與,建構他們的思考和分析,並 | | | | -觀課後面談及觀課表 | -學生起碼有一次學習應 |
| 提供課堂機會讓他們運用電子學 | | | | | 用或利用電子學習主導 |
| 習與同儕分享學習經成果或經 | | | | | 課堂的經驗 |
| <u> </u> | | | | | |
| | | | 0 1 1/0 4 4 0 | ~1 ^ ¥ 1 ^ 1 | Nb |
| | | | 3. 1. 1/3. 4. 4. 2 | -科會議檢討 | -回饋正面 |
| 5) 教導學生如何撰寫筆記 | | | | -學生須繳交筆記予老師檢 | -學生了解撰寫的技巧 |
| | | | | 視 | |
| | | | | | |
| | | | | | |

4.6 基本法/中國歷史科國家安全教育課程

| 策略/措施 | 統籌 | 參與 者 | 目標 | 評估方法 | 成玏準則 |
|--|---------------------------|---------|-------------------|-------------------------------------|-----------------------|
| 1) 於教授過程中滲入基本法/國家安全教學的元素 | 級統籌 | 任教老師 | 3.3.2/3.4.2/3.4.3 | -於進度表中列明有關基本法的課題/重點、基本法相關章節及條文或學習時數 | -完成有關籌措 -與學生訪談回饋正面 |
| 2)鼓勵本科老師報讀《基本法》中學教師知識增益網上課程或參加有關基本法的增潤活動。 | 科主任 | | 3.3.2/3.4.2/3.4.3 | -科會議檢討 | -回饋正面 -老師參與情況 |
| 3)中二基本法問答比賽。4)基本法展覽5)全民國家安全教育日 | 級統籌 (與 LAS 科合 作) | 任教老師 | 3.3.2/3.4.2/3.4.3 | -比賽形式 -會議檢討 | -回饋正面 |
| 6) 加插基本法教育時數,內容包括課題/ 重點/《基本法》相關章節及條文/學習時數/目標/評估等。7) 融入中國歷史科國家安全教育課程 | | | 3.3.2/3.4.2 | -會議檢討 | -完成有關工作項目 |

- 6 中一、中二新課程。
 - 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。
 - 並可達至本校正向教育的推行。

| 策略/措施 | 統籌 | 參與 | 目標 | 評估方法 | 成玏準則 |
|---------------------------------|-----|----|---------|-------|------------|
| | | 者 | | | |
| 1) 選取電子教學資源豐富,課本編制符合 | 級統籌 | 任教 | 3.1.1.2 | -會議檢討 | -任教老師完成編制中 |
| 本校學生能力的教科書。 | | 老師 | 3.3.4 | | 一教材,並繼續進行 |
| 2)編定學習紀要,聚焦每個時期的歷史特 | | | 3.4.3 | | 更新修訂 |
| 色。 | | | 3.4.4.3 | | -以今年經驗為籃本開 |
| | | | | | 始編定來年中三課程 |
| 3) 教師可因應學生所學,協助學生分別從 | | | | | |
| 歷史及文化角度了解國家政治安全及文 | | | | | |
| 化安全的重要性。 | | | | | |
| 1) 27 (F. V. b GOOGLE, GLAGEDON | | | | | |
| 4) 於開學前建立 GOOGLE CLASSROOM,以 | | | | | |
| 備上載相關教材,方便學生學習。 | | | | | |
| | | | | | |

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

本科科任老師名單:楊鳳玲老師、司徒樂欣老師、廖玉芳老師、陳綺瑩老師、曾慧萍老師

C.C.C. Mong Man Wai College History Year Plan (2021 - 2022)

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 enhance students' examination skills.

3. Major Concerns for the Current Year

- 3.1 The Three Year Plan of the School
 - 3.1.1 To sustain self-directed learning habits
 - 3.1.2 To develop e-learning to enhance learning effectiveness
 - 3.1.3 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

| | Objective | Plan / Strategy | Method of Evaluation | Success Criteria | Time Scale | Person in charge |
|-----|-----------|-----------------------------------|---------------------------|--------------------------------|------------|------------------|
| 3.1 | 3.1.1 | To cultivate SDL habits through | Class visit | Modify existing teaching | | |
| | | adding more SDL topics or | Inspection of exercise | materials | Whole year | Subject teachers |
| | | modifying existing SDL topics | books | | | |
| | | | Sharing in panel meetings | | | |
| 3.1 | 3.1.2 | Subject teachers have to enhance | Class visit | E-learning materials are | | |
| | | interaction with students through | Monitoring the content of | collected from publishers and | | |
| | | some e-learning platforms such as | History subject folder | uploaded to subject folder. | Whole year | Subject teachers |
| | | Kahoot!, Nearpod, PearDeck and | Sharing in panel meetings | | | |
| | | Padlet. | | Every subject teacher should | | |
| | | | | attempt to use any one of the | | |
| | | | | online platforms in each term. | | |

| 3.1 | 3.13 | To arouse students' curiosity on learning History and enhance their | Feedback from teachers and students | 80% attendance | To be confirmed | Subject teachers |
|-----|------|--|---|---|-----------------|------------------|
| 3.7 | 3.7 | creativity, about 30 junior form students will join a workshop about Galvanized iron products making technique organized by Jockey Club. | Artists' and teachers' observation Artworks | Positive feedback | | |
| | | 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. | | | | |
| 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 | Improvement in passing percentage in tests and exams | Whole year | Subject teachers |
| | | | before test and examination; teaching examination skills | | | |
| 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 | CLPE lessons have been | Whole year | Subject teachers |
|------|-------|-------------------------------|---------------------------|------------------------------|---------------|------------------------|
| | | | Homework inspection | conducted with sharing | | |
| | | | Sharing in panel meetings | | | |
| 3.9 | 3.9.1 | Class visit | Observation and sharing | Successfully conducted with | 2021/10/04 to | Panel head and subject |
| | | | | sharing | 2022/05/27 | teachers |
| | 3.9.2 | Inspection of exercises books | Filling in the Feedback | Successfully conducted with | 2021/11/19 to | Panel head and subject |
| | | | form | sharing | 2021/11/30 | teachers |
| | 3.9.3 | Implementation of Homework | Inspection of exercise | Colleagues follow the policy | Whole year | Subject teachers |
| | | policy | books | | | |

5. Details of Implementation Plan

- 5.1 Three Year Plan of the School
 - 5.1.1 Sustaining self-directed learning habits
 - 5.1.1.1 It is believed that students can develop SDL habits through more exposure to SDL style. Therefore, if more SDL lessons are conducted in class, students will gradually get used to this learning style until SDL can become intrinsic in students' mind.
 - 5.1.1.2 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.2 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 must 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 / 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 In this coming academic year, subject teachers can enhance their interaction with students through the following e-learning platforms such as Kahoot!, Nearpod and Padlet. The AC committee suggested that each subject should have at least one hands-on lesson in each form (except S.6) for students to use e-learning devices (i.e. iPad) in order to enhance learning effectiveness.
 - 5.1.2.2 Subject teachers should explore any e-learning materials provided by the publisher and select those that can be handled more easily for trial lesson. Such materials should be uploaded to the subject folder.

5.1.3 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 Extracurricular activities can arouse students' curiosity in learning history and enhance their creativity. The History department collaborates with Chinese History department and MCE in launching a programme. About 30 junior form students will join a white iron craft workshop organized by Jockey Club. (賽馬會「傳. 創」非遺教育計劃課程—白鐵工作坊) The details are yet to be confirmed.
- 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 panel head has made some suggestions 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

- 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 text 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.2 History is going to be implemented in this academic year. The subject panel and subject teacher had attended a seminar organized by the publisher. Subject teachers should pay more attention to seminar organized by EDB this year so as to get themselves familiarized with the new trends and new topics (e.g. the US history). They should also 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 each member in every two years. No class visit was conducted last year. Time for class visit in this year is from 2021/10/04 to 2022/05/27. 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., 2021/11/19 to 2021/11/30.

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

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, the powerpoint 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 |
|------------|----------------------------------|--|---|
| | Worksheet* | Marked by teacher using | Students have to |
| S.1 to S.3 | Frequency: Once every 5-6 cycles | marks. Date of marking attached. | Students have to do corrections. |
| S.4 to S.5 | Frequency: DBQ: 5 Essay: 4 | Marked by teacher score. by Date of | provide suggested |
| S.6 | Frequency: DBQ: 4 Essay: 3 | Marked by teacher using score. Date of marking attached. Maximum mark for essay is 25. | 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

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

7. Members

| Adviser | Dr. Lui |
|-------------|-----------|
| Chairperson | YFL |
| Members | CWY2, CMS |

C.C.C. Mong Man Wai College Geography

Program Plan (2021-2022)

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 Increasing 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 Some teachers are new to the subject
- 2.2.5 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 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 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)
 - 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/curricul um-development/kla/pshe/national-security-

education/nse_subject_framework_geography.pdf)"can be used as a reference.

4. Implementation Plan

| | Objec | Refer to | Plan/Strategy | Method of | Success | Time | Person |
|-------|----------|-------------------|---|---------------|---------------|--------|---------|
| | tive | the <u>annual</u> | | Evaluation | Criteria | Scale | in |
| | | report | | | | | charge |
| | | <u>2020-2021</u> | | | | | |
| (FOI | R STUDE | ENTS) | | | | | |
| Self- | directed | Learning | | | _ | | |
| 4.1 | 3.1.1 | 2.1 | (S.1) | Collect the | Dominantly | Whole | Subject |
| | 3.2.3 | | • Students need to prepare for the lesson activities, | related | in positive | school | Teacher |
| | 3.2.6 | | e.g. Question / Answer Competition in the lessons. | information | feedback | year | |
| | | | • Frequency: ≥ 1 in each school term | by | | | |
| | | | | questionnaire | | | |
| 4.2 | 3.1.1 | 2.2 | (S.2-3) | -Check/mark | -Fulfill the | Whole | Subject |
| | 3.2.3 | | • Students need to finish the integrated exercises | the | requirement | school | Teacher |
| | 3.2.6 | | (Part 1: Pre-unit preparation | worksheets | of | year | |
| | | | Part 2: Learning activities in the lessons | regularly | coursework | | |
| | | | Part 3: Exercises for consolidation/assessment) | | policy | | |
| | | | of each unit | -Collect the | -Dominantly | | |
| | | | • Students need to practice taking notes in the | related | in positive | | |
| | | | lessons. | information | feedback | | |
| | | | | by | | | |
| | | | | questionnaire | | | |
| 4.3 | 3.1.1 | 2.3 | (Senior forms) | Mark the | -Fulfill the | Whole | Subject |
| | 3.2.7 | | • S. 4, S.5 students will have pre-unit quiz of each | quizzes | requirement | school | Teacher |
| | | | unit. (1) | | of | year | |
| | | | | | coursework | | |
| | | | | | policy | | |
| | | | | | -With | | |
| | | | | | improvement | | |
| | | | | | in the result | | |
| | | | | | of academic | | |

| | | T | | T | assassments | <u> </u> | |
|-------|-----------|--------------|---|----------------------------|--------------------------|-----------|--------------------|
| Com | oon and I | ifo Dlanning | | | assessments | | |
| • Car | | ife Planning | further study exploration (a) | | | | |
| • | | | | | | | |
| • | - | - | le relationship between subject and occupation (b) | | | | |
| 4.4 | 3.2.5 | 2.4 | earning into life skills (c) (S. 4) | Observe the | Students | To be | Cybiaat |
| 4.4 | 3.2.5 | 2.4 | • Video show and discussion. From the video, the | | | determine | Subject Teacher |
| | 3.2.0 | | , | performance of students in | show positive feedback | _ | Teacher |
| | | | students may identify the contribution of studying | the lesson | in/after the | d | |
| | | | geography in their personal development, the students and the teacher discuss about the issue | the lesson | | | |
| | | | | | activities. | | |
| 4.5 | 2.2.5 | 2.5 | after the video show. (c) | Observe the | C. 1 | Tr. 1 | G 1 ' 4 |
| 4.5 | 3.2.5 | 2.5 | (S. 6) | | Students | To be | Subject |
| | | | • The subject teacher introduces the geography | performance | show positive | determine | Teacher |
| | | | department of different universities in HK and the | of students in | feedback in/after the | d | |
| | | | possible prospect of a geography graduate. | the lesson | | | |
| 1.6 | 2.2.1 | 2.6 | (a) | G 11 1 | activities. | 2021/11/1 | 0.1. |
| 4.6 | 3.2.1 | 2.6 | (S. 6) | Collect the | Dominantly | 2021/11/1 | Subject |
| | 3.2.2 | | • Some students will be arranged to have visits to | related | in positive | 9 | teachers |
| | 3.2.5 | | Mai Po with the topic "Urban Planner @ Deep | information | feedback | | |
| | 3.2.6 | | Bay" which may be one of the occupation of | by | | | |
| | 0.1.0 | | geography graduate. (b) | questionnaire | | | ~ |
| 4.7 | 3.1.3 | 2.7 | (S.4, S.5) | Collect the | Students | To be | Subject |
| | 3.2.1 | | Our school becomes partnership school of the Hong | related | show positive | determine | teachers |
| | | | Kong Geopark, online exchange activities will be | information | feedback | d | |
| | | | organized. | by | in/after the | | |
| | | | | questionnaire | activities. | | |
| 4.8 | 3.1.3 | 2.8 | (S1 -,S.6) | Collect the | Students | 2021/10/4 | Subject |
| | 3.2.1 | | Our school will join the Planning Department Outreach | related | show positive | - 2021/1- | teachers |
| | | | Programme 2021-22. | information | feedback | /5) | |
| | | | Activities include Panel Exhibition, Mobile Exhibition | by | in/after the | | |
| | | | Centre, School talk will be organized | questionnaire | activities. | | |

| Othe | rs | | | | | | |
|------|----------------------------------|------|--|---|---|--------------------------|---|
| 4.7 | 3.2.4 3.2.7 3.2.8 | 2.7 | Extra tuition classes (The tutors are subject teachers and alumni(TBC)) are provided to the S.6 (or S.5) students in need. In order to avoid time crash between tuition activities and other after-school activities, in addition to after-school tuition classes, online tuition classes will be set up. | Collect the related information by questionnaire | Dominantly in positive feedback | To be determine d | 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 coordina tors |
| 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 | Try to find out high potential students for elite training. Provide appropriate training (the courses provided by the H.K. Academy for Gifted Education) to the selected elite students. | Evaluated by subject teachers | To be determined | Whole year | Subject Head / Related subject teachers |
| 4.11 | 3.2.3 3.2.6 | 2.11 | By using the library grant, teachers try to give students 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. | Collect the related information by questionnaire | Dominantly in positive feedback | Second school term | Related subject teachers |
| 4.12 | 3.2.1 3.2.4 3.2.6 | | Strengthen cross-subject cooperation: Geography and Biology will cooperate to carry out extracurricular activities focusing on agriculture. | Collect the related information | Dominantly in positive feedback | Second school term | MSH |

| 4.13 3 | 3.2.7 | | At least one extra uniform mock examination will be | by questionnaire | | | |
|----------|---------|-----------|---|---------------------|---------------|------------------------|----------|
| 4.13 3 | 3.2.7 | | At least one extra uniform mock examination will be | | | | |
| 4.13 3 | 3.2.7 | | At least one extra unitorm mock examination will be | | 3371.1 | T | |
| | | | | Compare the | With | First | |
| | | | held | academic | improvement | school | MSH |
| | | | | result with | in academic | term | |
| | | | | the one of the | result of the | | |
| | | | | formal Mock | formal Mock | | |
| | | | | Examination | Examination | | |
| (FOR T | ГЕАСН | HERS) | | | | | |
| e-Learn | ning Pr | eparation | | | | | |
| 4.14 3 | 3.1.2 | 2.12 | Preparation work 1: | Evaluated by | To be | Whole | Panel |
| | | | Collect the information/knowledge/reference | panel | determined | year | Head / |
| | | | materials/teaching materials of e-learning by different | members | | | panel |
| | | | ways as possible. | | | | members |
| 4.15 3 | 3.1.2 | 2.13 | Preparation work 2: | Collect the | Dominantly | Second | Related |
| 3 | 3.2.6 | | Try to use some basic and popular e-learning means in | related | in positive | school | subject |
| | | | the lessons to accumulate related experience. | information | feedback | term | teachers |
| | | | For example: Students can use electronic devices, such | by | | | |
| | | | as i-pad, in the lessons for interactive learning activities. | questionnaire | | | |
| Others | | | | 1 | | | |
| 4.16 3 | 3.2.2 | | Concern the elements of positive education and basic | Sharing in | Dominantly | Whole | Subject |
| | | | law education in the lesson preparation works | panel | in positive | year | Head / |
| | | | | meeting | feedback | • | Subject |
| | | | | C | | | teachers |
| 4.17 A | All | 2.14 | Attending seminars or courses offered by EDB / | Sharing in | Keep records | Whole | Subject |
| | | | HKEAA / other related institutions | panel | after each | year | Head / |
| | | | | meeting | seminars or | • | Subject |
| | | | | C | courses | | teachers |
| 4.18 A | All | 2.15 | Class visit and related discussion, or / and | Evaluated by | Keep | 1 st term / | Subject |
| | | | sharing of teaching experience or information from | the class | completed | whole year | Head / |
| | | | seminars in the panel meetings. | visitors / Peer | forms / | | all |

| | | | | sharing | records after | | subject |
|------|--------|------|---|---------------|----------------|----------------------|-----------|
| | | | | | each class | | members |
| | | | | | visit | | |
| 4.19 | All | 2.16 | Teaching Survey | Self- | Every teacher | 1 st term | Subject |
| | | | | evaluation | finishes the | | Teachers |
| | | | | | teaching | | |
| | | | | | survey | | |
| 4.20 | For | 2.17 | Implement Homework policy | Evaluated by | Colleagues | Whole | Subject |
| | quanti | | | subject panel | follow the | year | head |
| | ty | | | head | coursework | | |
| | contro | | | | policy | | |
| | 1 | | | | | | |
| 4.21 | For | 2.18 | Inspection of exercise book of all panel members. | Evaluated by | Complete the | 2021/ | Subject |
| | qualit | | | subject panel | plan of the | 11 or 12 | Head |
| | У | | | head | subject | 2022/3 or | |
| | contro | | | | coursework | 4 | |
| 4.22 | 1 | 2.10 | 0.11 - 202 | . | policy | **** | G 1 |
| 4.22 | 3.2.7 | 2.19 | Subject DSE target setting | Evaluated by | Improved | Whole | Subject |
| | | | 1) Minimum target: (level 2 – level 5**) not lower than | subject head | performance | year | head and |
| | | | the mean of day schools; | and the | of students in | | the |
| | | | 2) Progressive target: (level 2 – level 5**) keep the | subject | the DSE | | subject |
| | | | DSE result of CCCMMWC in 2015. | teachers of | | | teachers |
| | | | | senior forms | | | of senior |
| | | | | | | | forms |

5. Budget

| | Items | Expenditure |
|-----|--|-------------|
| 5.1 | Library Books | \$300 |
| 5.2 | Books for elite students and exam oriented books | \$400 |
| 5.3 | Teaching aids (e.g. DVD) and teachers' reference books | \$400 |
| 5.4 | Extra tuition classes | \$0 |
| 5.5 | Transport allowance of | |
| | 1) Mai Po Visit (Two-way journey) | |
| | $2400 \text{ x} \frac{1}{3} = 800$ | \$800 |
| | 2) Other Field Trips | |
| | (Proposed fieldtrip: the School Program of HK Geo Park | |
| | Fee for land transport: $\$2100 \times 1/3 \times 2 = \1400 or | |
| | Fee for water transport: $$100x1/3x41 = $1366 \approx 1370$) | \$2770 |
| 5.6 | License fee for teaching materials to the text book publisher | \$500 |
| | (Oxford) | |
| 5.7 | Equipment and learning tools | \$4070 |
| 5.8 | Expenditure for cross-subject (Geography and Biology) | \$500 |
| | activities | |
| | Total: | \$9740 |

6. Member

6.1

| Professional Consultant | LYM (The Principal) |
|-------------------------|---------------------|
| Chairperson | MSH |
| Member | LWS, CTW, WKY2, WTH |

The End

Economics Program Plan (2021–2022)

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 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. Close relationship exists between other social science subjects.
- 2. All panel members are familiar with or open to use E-learning tools
- 3. Some members of the panel did participate in HKDSE Examination and acquired good exam results
- 4. Some members maintain a relatively closer relationship or good relationship with the experienced teachers /AE in Economics

2. Weaknesses

- 1. Maths is a barrier to less able students
- 2. All panel members are new employed staff and therefore they are not familiar with the school and students
- 3. All panel members did not participate in the marking of HKDSE Economics

3. Opportunities

- 1. Students are relatively more competitive in general after cutting one class
- 2. Department has certain degree of freedom in tailoring the curriculum.
- 3. The time of practicing public exams has been given more because of the reduction of DSE curriculum for S.6 Students

4. Threats

- 1. Students face keen competition in striving remarkable results in DSE.
- 2. The learning of students may be hindered by the suspension of class in 2019/20, 2020/21 and zoom teaching.

- 3. Major Concerns for the Current Year
 - 3.1 To sustain self-directed learning habits
 - 3.2 To develop e-learning to enhance learning effectiveness
 - 3.3 To foster Positive Education
 - 3.4 To integrate the elements of Values Education into the Economics curriculum
 - 3.5 Better results in DSE
 - 3.6 To promote National Security Education following the framework of the EDB
 - 3.7 To promote reading across curriculum
 - 3.8 To improve knowledge management of teachers
 - 3.9 To promote professional development of teachers

| | ECON Year Plan 2021-22 | | | | | |
|------------|---|----------------------|---|--------------------------------|----------------------|--|
| Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in- charge | |
| 3.1 SDL | S4 SDL project on selected topics S5 and S6 | • | S4 students must present at least once Students can complete Class Exercise | Whole year, on selected topics | KKH/LYH | |

| | Students have to prepare lessons in advance and present in class on selected topics. | Q&A in class | | | |
|------------------------------|--|---------------------------------|--|------------|---------|
| 3.2 Promote E-learning | Lesson observation on e- learning | Peer sharing Class observation | Teaching with iPad at least once in each term and there are some tasks asking students to make use its own device. | Whole year | KKH/LYH |
| | Make use of collaborative lesson preparation to prepare or share e-learning tools | Meeting | Each teacher shares an experience each term | | /ST |
| 3.3 | S3- S6 Curriculum planning | Evaluation of syllabus by | | | |
| Positive | Review the curriculum of the | AC(S) | Students showing understanding | | |
| Education | school Economics Curriculum | | of the related topics. | | |
| | 8 | Exercise in class/ | | Whole year | |
| 3.4 | Positive education (Social | Discussion worksheet | Students showing the appropriate | | LYH/KKH |
| Values | Intelligence, Fairness and | | attitudes in the lessons or | | |
| Education | | Meeting | coursework. | | |
| | (Junior Form: Integrity & Law- | | | | |
| 3.6 | abidingness. Senior Form: Care | Learning observation | | | |

| National | for Others & Empathy) and | | | |
|-----------|------------------------------|--------------|--|--|
| Security | National Security Education | Peer sharing | | |
| Education | (according to the framework) | | | |
| | into the curriculum. | | | |
| | | | | |

| Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time | Person in- |
|-------------------|---|-----------------------|--------------------------|-------|------------|
| Objectives | r fails/Strategies | Method of Evaluation | Success Citteria | Scale | charge |
| 3.5 | Extra questions are given to aggressive students and | | | | |
| Better results in | poor students (according to their level). | | | | |
| DSE | | | | | |
| | Buy new examination reference books in school library | | Result in HKDSE | | |
| | | Students' performance | improved and reach the | Whole | LYH |
| | Invite 2021 5** students to share their experience in | in the Mock/HKDSE. | target of school and the | year | |
| | practicing DSE Economics | | panel | | |
| | | | | | |
| | Share 2021 5** exam sample to students | | | | |
| | | | | | |

| | Require and arrange all S.6 students to attend Markers Seminar by HKAEE Invite old boy (John, who was invite to teach last year for the elite students) to teach remedial classes to relatively poorer students. Arrange and teach elite classes for the relatively brighter students (by S.6 Economics teachers) | Students' performance in the Mock/HKDSE. Attendance of students | Result in HKDSE improved and reach the target of school and the panel Attendance of students >80% | | |
|-----------------------------------|---|--|--|---------------|---------|
| 3.2 Teaching effectiveness | Teaching Survey Review the results of each uniform test and examination | committee / panel | Able to find out the area for improvement. | Whole year | LYH/KKH |
| 3.5 Better results in DSE | Making good use of online resources to practice DRQ | ldrawn from the monthly | Showing improvement | Whole year | LYH/KKH |
| 3.7 Reading across Curriculum 3.5 | Review the books list of Economics Subject in library and purchase some new Economics books using the funding of library Recommend some economics books for students to read | Article reading exercise | Showing updates in library booklist Showing good understanding of the designated articles | Whole year | LYH/ST |

| Better results in HKDSE | Share /Create some short-articles for students to read in the lesson/ before the participation the cartoon/article competition | | Showing higher interest n learning Economics | | |
|--|--|--|--|---------------|-----|
| 3.5 Better results in HKDSE | Recommend some panel members to apply for being the markers of 2022 Economics HKDSE | Teacher applied for 2022 HKDSE Economics marker | | Whole year | LYH |
| 3.5 Better results in HKDSE | Recommend some panel members to attend the markers (assessment) seminar of 2021 Economics HKDSE | Teacher applied and attended for 2021 HKDSE Economics assessment seminar | | Whole year | LYH |
| 3.9 Promote professional development of teachers | All panel members need to attend the professional development activities at least once a year | l Teacher applied professional development activities at least once a year | | Whole year | LYH |
| 3.6 National Security Education | Arrange HKMA visit in summer holiday/ post-exam period/UT-session (subject to the situation of COVID-19) for S.5 Students | Worksheet of Visiting | Showing good understanding of the related topics, concepts and knowledge | Whole year | LYH |

Budget:

| Library Book | \$400 |
|-------------------------------|-----------------|
| Elite Book | \$500 |
| Teaching aids | \$1700 |
| Transportation fee to HKMA | \$2500 |
| (If needed) | |
| Fee of remedial lessons | \$1707 |
| (Estimated according to the | = \$3200 X 8/15 |
| fee of last year) (8 lessons) | |
| Total | \$6807 |

Panel members: *LYH KKH; Advisor: Dr. Lui

Abstract about National Security Education in Economics Syllabus (All elements mentioned in the framework will be integrated into F5 Econ Syllabus)

| Cycle | Section(s) | Teaching objectives | Class activities / Class work/ Home work proposed |
|-------|--|--|--|
| 7 | 7.3 Banking 7.4 Hong Kong as a financial centre + National Security Education: Money & Banking (The importance of Economics Security) | Describe how central banking functions are performed in Hong Kong. Understand the importance of stable bank system (Economics Security) to the economics development of a country / the possible outcomes of bank failure. Understand the importance of Economics Security Understand the role of government, HKMA and related authorizes protecting Economics Security | Case Study: The history of HSB being acquired by HSBC. The establishment of the Hong Kong Deposit Protection Board |
| 22-23 | 12.1 Free trade versus restricted trade 12.2 Types of trade barriers 12.3 Effects of tariffs and quotas on a small open economy + National Security Education: International trade and finance (The importance of maintaining Economics Security | Describe different types of trade barriers. Understand the importance of maintain Economics Security from international trade issues Understand the close relationship between China and Hong Kong | Case Study/ 2018 DSE Question: Trade War Focus on the importance of maintaining Economics 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" |

| 23-24 | 13.1 Exchange rate | • | Explain the linked exchange rate system in Hong Kong. | Case Study: |
|---------|--------------------------------------|---|---|--|
| | 13.2 Effects of changes in exchange | • | Understand the critical role of government maintaining | 1997 Asia Financial Crisis: |
| | rates on international trade | | Economics Security | 1. Analyze how people of Hong Kong and |
| | 13.3 The linked exchange rate system | • | Understand the importance and the reasons of maintaining | some Asian countries were affected. |
| | in Hong Kong | | Economics Security of Hong Kong (the linked exchange rate | 2. Analyze the benefits to Hong Kong |
| | + National Security | | system) | brought by the work of Hong Kong and |
| | Education: International | • | Understand the degree of support and concern from Chinese | Chinese Government |
| | trade and finance | | Government to Hong Kong | |
| | | | | |
| TBC | Visit to HKMA | • | Understand the role of HKMA maintaining the stability of Hong | Case study / presentation / worksheet: |
| (After | | | Kong being an international financial centre. | 1. The work/ The history of HKMA |
| Cycle7) | | • | Understand a stable financial system or money and banking | 2. Why the establishment of HKMA can |
| | | | policy/system are critical for the smooth operation of economic | help Hong Kong to develop economy |
| | | | activities / development. | better / become the international |
| | | | | financial centre in Hong Kong |
| | | | | The importance of maintaining a stable |
| | | | | financial system / money and banking |
| | | | | system |

CCC Mong Man Wai College

Business, Accounting and Financial Studies

Program Plan (2021–2022)

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 between Economics.
- 2.2 Weaknesses
 - 2.2.1 Wide range of abilities 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 as the selective structure is changed in this academic year.
 - 2.3.2 Some topics are deleted in the syllabus due to pandemics so more time can be released.
- 2.4 Threats
 - 2.4.1 In terms of contents, the syllabus is still voluminous.
 - 2.4.2 Online lesson which is highly emphasized 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)
 - 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 the curriculum.
 - 3.2.6 To improve Knowledge Management of teachers

BAFS Year Plan 2021-2022

| Objectives | | Plans/Strategies | Method of Evaluation | | Success Criteria | Time Scale | Person in- |
|------------|---|------------------------------|---------------------------|---|-------------------------------|------------------|------------|
| 3.1.1 | • | Pre-lesson preparation to be | Checklist set by Academic | • | Students prepared lessons in | Applied in a | KKH |
| Self- | | introduced | Committee | | advance | particular topic | |
| directed | | | | • | Students are able to complete | | |
| learning | | | | | classwork | | |
| | | | | • | Students got satisfactory | | |
| | | | | | scores in homework | | |
| 3.1.2 | • | Online exercise/homework | | | exercises | | |
| E-learning | | assignment as follow up | | • | The lesson contains the | | |
| | | | | | following elements to | | |
| | | | | | enhance the T&L | | |
| | | | | | effectiveness: | | |
| | | | | • | Classwork | | |
| | | | | • | Patrol in class | | |

| Objectives | Plans/Strategies | Method of Evaluation | Success Criteria Ti | ime Scale | Person in- |
|------------|-------------------------------------|---------------------------|--------------------------------|------------|------------|
| Objectives | rians/strategies | Method of Evaluation | Success Criteria 11 | ille Scale | charge |
| | | | Use of different presentation | | |
| | | | techniques | | |
| | | | (Diagrams, video) | | |
| | | | ✓ Interactive in class (Q&A, | | |
| | | | feedback) | | |
| | | | ✓ Use of different methods of | | |
| | | | teaching such as direct | | |
| | | | teaching, flip classroom, case | | |
| | | | study and discussion, etc. | | |
| | | | | | |
| 3.2.1 | S4 - S6 Curriculum planning | Evaluation of syllabus by | • Students showing W | /hole year | KKH |
| Positive | • Review the curriculum of the BAFS | AC(S) | understanding of the related | | |
| Education | Curriculum and integrate the | | topics. | | |
| | elements of Positive education | Exercise in class/ | | | |
| 3.2.2 | (Social Intelligence, Fairness and | Discussion worksheet | Students showing the | | |
| Values | Judgment), Values education | | appropriate attitudes in the | | |
| Education | (Senior Form: Care for Others & | Meeting | lessons or coursework. | | |
| | Empathy, Responsibility & National | | | | |
| 3.2.4 | Identity) and National Security | Learning observation | | | |

| Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in- |
|-----------------------------------|---|--|-------------------|------------|------------|
| National Security Education | Education (according to the framework) into the curriculum. | Peer sharing | | | |
| 3.2.3 Better results in DSE | | Students' performance in the Mock/HKDSE. | • result in HKDSE | Whole year | KKH |

| Objectives | | Plans/Strategies | Method of Evaluation | Success Criteria Time | Scale Person in- charge |
|--|---|--|--|---|----------------------------|
| 3.1.2 Teaching effectivenes s | • | Teaching Survey Review the results of each uniform test and examination Continuing Professional Development of Teachers (CPD) Apply the training course and seminar organized by the EDB | Evaluation by Academic Committee/panel members | To check the area for improvement in student learning. At least one course/ seminar has been attained | e year KKH |
| 3.2.5 Reading across curriculum | • | Review the books list of BAFS Subjects in the library and purchase some new BAFS reference books using the funding of the library Recommend some BAFS books for students to read | Booklist of the library | Teacher update the library booklist Students show a good understanding of the designated articles and a higher interest in learning BAFS | e year KKH |

| Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in- |
|---|--|-------------------------------------|---|------------|------------|
| 3.2.6 Knowledge management of teachers | • Follow the unified structure of Subject Server by AC committee | Checklist set by Academic Committee | The better and more clear structure of the documentation. | Whole year | ККН |

4. Budget

| | Items | Expenditure (\$) |
|-----|---|------------------|
| 4.1 | Library books (elite books) | 300 |
| 4.2 | Library books (library books) | 200 |
| 4.3 | Teaching aid | 200 |
| 4.4 | Teachers' References and Teaching Aids provided by Publishers | 1,150 |
| 4.5 | S6 Remedial Class | 1,200 |
| | Total Expenditure | 3,050 |

5. Team Member

Coordinator: KKH

Department of BAFS (2021-2022)

Coordinator: KWOK KIN HANG

C.C.C. Mong Man Wai College Physics Annual Plan (2021–2022)

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 (3rd year of 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 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 CLPE
- 3.2.8 National Security Education

4. Implementation Plan and Division of Works

| | Object | Plans/Strategies | Method of | Success Criteria | Time | Person |
|-----|-------------------------|--|--|---|-----------------------------|------------------|
| | ives | | Evaluation | | Scale | in-charge |
| 4.1 | 3.1.3 | SDL will be practiced in S4. Introduce new topics for SDL or amend current SDL activities or worksheet. | performance in the class | Student performance improved or more actively participated compared with normal lesson. | Sep 2021 to May 2022 | LYL, NTY |
| 4.2 | 3.2.5 | Special afterschool 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 2021 to May 2022 | LYL, NTY |
| 4.3 | 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' questionair | Positive feedback > negative feedback | Sep 2021 to July 2022 | LYL, NTY |
| 4.4 | 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' questionaire | Positive feedback > negative feedback | Sep 2021 to May 2022 | LYL, NTY |
| 4.5 | 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' questionaire | Positive feedback > negative feedback | Nov2021- July2022 | LYL, NTY, OLE |
| 4.6 | 3.2.1 3.2.4 3.2.6 | Nominate students to take workshops for STEM competitions. Take video of the competitions. | Students' questionaire | Positive feedback > negative feedback | Sep 2021 to July 2022 | LYL, NTY |
| 4.7 | 3.2.1 3.2.7 | Nominate students to take career-related workshops/camp | Students' questionaire | Positive feedback > negative feedback | Sep 2021 to July 2022 | LYL, NTY |
| 4.8 | 3.1.2 3.2.2 | Introducing the story of Sir Charles Kuen Kao who invented optical fibre(or other scientists) | Students worksheet. | Positive feedback > negative feedback | Sep 2021 to July 2022 | LYL, NTY |
| 4.9 | 3.2.8 | S5 or S6 students need to learn the potential hazards behind a nuclear | worksheet | Students' average score > 50% | Sep 2021 to July 2022 | LYL, NTY |

| plant and the disposal of | | |
|---------------------------|--|--|
| nuclear waste. | | |

5. Budget

| | Items | Expenditure | Expenditure |
|---|--|-------------|-------------|
| | | applied | approved |
| 1 | Library book | \$1000 | |
| 2 | Exam oriented books + Reference book for elite S5/6 students | \$1100 | |
| 3 | Teachers' textbook by the publisher | \$500 | |
| 4 | Teachers' references | \$300 | |
| 5 | Consumable materials in the laboratory / teaching aids | \$4500 | |
| | 1. Diffraction gratings \$1000 | | |
| | 2. Convex / concave lenses \$1000 | | |
| | 3. Battery (AA, AAA) \$500 | | |
| | 4. Power Supply Unit \$ 2000 | | |
| 7 | Enrollment fee for SSMSC of PolyU (\$200 x 5) | \$1000 | |
| | Total | \$8400 | |

6. Team Members

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

LYL

CCC Mong Man Wai College Biology Program plan (2021 - 2022)

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 |
| To de | evelop e-learni | ng to enhance learning effectiveness | | | | |
| 4.1 | 3.1.1 | School level: | - Feedback from staff | - Professional sharing can be | Whole year | WSH |
| | | - Setting up a task group to facilitate | development day | achieved among colleagues | | FMS |
| | | e-learning and e-teaching | - Teachers' professional | - Each panel member should attend | | |
| | | - Organizing training and sharing | sharing | AT LEAST one seminar related to | | |
| | | sessions on the use of tablet | - Sharing after lesson | e-learning offered by EDB or | | |
| | | computers in learning and teaching | observation | publishers every year | | |
| | | (sharing workshop on 8 Sep on | | - AT LEAST one hands-on lesson | | |
| | | E-learning by FMS) | | for S.4 and S.5. | | |
| | | Panel level: | | - All panel members can get | | |
| | | - Designing e-learning materials and | | familarised with the using of | | |
| | | collecting e-learning materials from | | mobile device for teaching and | | |
| | | the publisher | | learning | | |
| | | - having hands-on lesson for students | | - AT LEAST one focus lesson | | |
| | | to use e-learning devices | | observation on e-learning with | | |
| | | - Delving in more sophisticated | | sharing afterwards | | |
| | | techniques of different e-learning | | | | |
| | | platform | | | | |
| To he | elp promoting | positive education | | | | |
| 4.2 | 3.1.2 | Integrate one or two of the | - Subject teachers' | - Integrate AT LEAST one element | Whole year | WSH |
| | | following elements of values | observation on students' | of value education for senior | | FMS |
| | | education into each subject's | response | forms | | |
| | | syllabus: Care for Others & | | > Care for Others & Empathy | | |
| | | Empathy; Respect for Others; | | > Responsibility | | |

| Item | Objectives | Plans / Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in-charge |
|-------|-----------------|--|--------------------------|--------------------------------------|------------|---------------------|
| | | Responsibility & National Identity; | | | | |
| | | Integrity & Law-Abidingness; | | | | |
| | | Perseverance; Commitment. | | | | |
| To su | stain self-dire | ected learning habits | | | 1 | |
| 4.3 | 3.1.3 | - To cultivate students' SDL as a | - Lesson observation: | - 90% students can learn | Whole year | WSH |
| | | habit | SDL checklist and | proactively and show peer | | FMS |
| | | - Consolidation and sustainability | appraisal form | learning in their group works | | |
| | | of the three-pillar mode on | - peer class visit | - 90% students can finish | | |
| | | SDL: | - Feedback from students | pre-lesson tasks | | |
| | | - Pre-lesson preparation | - Subject teachers' | - All students can finish follow-up | | |
| | | - Classroom teaching | observation on students' | exercises | | |
| | | - After-class follow ups | response | - Increase AT LEAST one | | |
| | | - Increasing the number of | | lesson/topic using the 3-pillar | | |
| | | lessons/topics using the 3-pillar | | mode for S.4 and S.5 | | |
| | | mode | | - AT LEAST one peer lesson | | |
| | | - Arranging more varieties of | | observation on SDL | | |
| | | after-lesson follow-up activities | | - Introduce AT LEAST one | | |
| | | | | follow-up activity other than doing | | |
| | | | | exercise for S.4 and S.5 | | |
| Othe | r Concerns | | | | | |
| 4.4 | 3.1.2, | Life-wide Learning & Values | - Evaluation by panel | - Students can learn the technique | Whole year | WSH |
| | 3.2.1, | education: | members | in sampling and data processing | | FMS |
| | 3.2.2 | - S.4 & S.5 field trip (TBC) | - Students' feedbacks | - Students can learn how to identify | | |
| | | - S.6 field trip (after 1 st Term Test) | from questionnaires | different organisms | | |
| | | | | - Students can learn the importance | | |
| | | | | of protecting the natural | | |

| Item | Objectives | Plans / Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in-charge |
|------|------------|--|-----------------------|-------------------------------------|------------|---------------------|
| | | | | environment | | |
| 4.5 | 3.2.3 | Language across the curriculum | - Evaluation by panel | - S.4 and S.5 students can complete | Whole year | WSH |
| | | (including Reading): | members | 1 book report every year | | |
| | | - Extensive reading scheme in S.4 to | | - S.4 and S.5 students can borrow | | |
| | | S.5 | | the reference books from the | | |
| | | - A reading corner was set up in | | reading corner AT LEAST one | | |
| | | Biology laboratory so that students | | time every year | | |
| | | can borrow the reference books | | | | |
| | | - suggest a book list for students for | | | | |
| | | senior form students | | | | |
| 4.6 | 3.2.4 | STEM education and ITE | - Evaluation by panel | - Students can make good use of the | Whole year | WSH, |
| | | (Information and Technology | members | organic farm in our school | | FMS |
| | | Education): | - Students' feedbacks | - STEM Education Week can be | | |
| | | - Work together with geography | from questionnaires | held once every year. Students can | | |
| | | department on Farming Workshop | | be given the chance to hold STEM | | |
| | | - organize co-curricular activity e.g | | activities | | |
| | | STEM Week together with Physics, | | - Biology students can know how to | | |
| | | Chemistry, I.S. and ICT | | use the DNA fingerprinting kits in | | |
| | | Department; Sik Sik Yuen | | Biology laboratory to promote | | |
| | | Biotechnology Mobile Laboratory | | learning of biotechnology | | |
| | | Program (May 2022) | | | | |
| | | - The using of DNA fingerprinting | | | | |
| | | kits in Biology Laboratory | | | | |
| | | - Food Biotechnology Workshop for | | | | |
| | | S.2 and S.3 students | | | | |

| Item | Objectives | Plans / Strategies | Method of Evaluation | Success Criteria | Time Scale | Person |
|------|------------|---|--------------------------|--|------------|-----------|
| | | | | | | in-charge |
| 4.7 | 3.2.5 | Strategies for elite teaching | - Evaluation by panel | - Elite students can be given the | Whole year | WSH |
| | | - Arrange enrichment opportunities | members | chance to join the Science | | FMS |
| | | for elite students | | Competition held by PolyU every | | |
| | | - Different levels of public exam | | year | | |
| | | papers and exercise can be given to | | - Elite students can finish both CE | | |
| | | elite students and non-elite students | | and AL questions and non-elite | | |
| | | - Students are allowed to borrow elite | | students can finish most of the CE | | |
| | | books from the library or Biology | | questions | | |
| | | Department | | - Elite students are asked to do extra | | |
| | | - Providing training for elite students | | mock exam papers | | |
| 4.8 | 3.2.6 | Showcase items for Learning | - Evaluation by panel | - Students can finish one group | Whole year | FMS |
| | | Celebration | members | project for learning celebration | | |
| | | - Juvenile Horseshoe Crab Rearing | | every year | | |
| | | Programme (OPCFHK) | | | | |
| | | (Dec 2021) | | | | |
| 4.9 | 3.2.7 | Careers and life planning | - Evaluation by panel | - Programme or workshop can be | Whole year | WSH |
| | | education (CLPE): | members | held in AT LEAST two out of the | | FMS |
| | | Three modes of CLPE: | - Attendance of | three modes in CLPE | | |
| | | - Mode 1: Empower students on | progammes or visit. | - Self-evaluation can be achieved at | | |
| | | further study exploration. | - Feedback from students | the end of school year | | |
| | | - Mode 2: Experience the possible | in questionnaires | - 80% of gardening club students | | |
| | | relationship between subject and | - Feedback from students | can get the certificates in the | | |
| | | occupation | | 'Organic Ambassadors Training | | |
| | | - Mode 3: Integrate the subject | | Programme' | | |

| Item | Objectives | Plans / Strategies | Method of Evaluation | Success Criteria | Time Scale | |
|------|------------|---|----------------------------|--------------------------------------|------------|-----------|
| | | learning into life skills. | | - Students can get relevant | | in-charge |
| | | Work together with gardening club | | information to choose their | | |
| | | and join the 'Organic Ambassadors | | elective subjects which are related | | |
| | | Training Programme' | | to their further studies | | |
| | | - S.3 Elective subject election talk | | to then rarther states | | |
| 4.10 | 3.2.8 | Catering for learner diversity | - Evaluation by panel | - Group leaders can help marking | Whole year | WSH |
| | | (CLD): | members; | group members' progress in a file. | | FMS |
| | | - Teachers use interactive teaching | - sharing of panel | Daily marks can be given by | | |
| | | methods to arouse the interests of | members in panel | teachers in each semester. | | |
| | | students of different abilities. | meetings | - Teachers can find students | | |
| | | - peer class visit | - Feedback from group | showing interest and motivation in | | |
| | | | leaders. | learning | | |
| 4.11 | 3.2.9 | Enhancing teaching effectiveness | - Peer class visit sharing | - Professional sharing can be | First | WSH |
| | | - Peer class visit | - Teachers' professional | achieved after class visit or | Semester | FMS |
| | | - Teachers can join in-service training | development | seminars | | |
| | | offered by EDB e.g. Briefing | - Students feedback from | - AT LEAST one peer lesson | | |
| | | Session on 2021 HKDSE | teaching survey | observation can be achieved every | | |
| | | (Biology) and implementation of | | year | | |
| | | Biology SBA in HKDSE | | - Each panel member should attend | | |
| | | - Teaching survey in first semester | | AT LEAST one Biology seminar | | |
| | | | | offered by EDB every year | | |
| | | | | - Review the results of uniform test | | |
| | | | | and examination; Identify the | | |
| | | | | common weakness of students | | |
| | | | | - Students can finish one | | |
| | | | | questionnaire in first semester so | | |

| Item | Objectives | Plans / Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in-charge |
|------|------------|---|--|---|------------|---------------------|
| | | | | that teachers can make a self-evaluation on their own teaching. | | |
| 4.12 | 3.2.10 | Improving HKDSE Results - Evaluation of HKDSE results every year - Provide elite trainings to students with higher abilities in order to raise the percentage of students getting Level 5 or above - Provide remedial classes for students with lower abilities - Students with lower abilities - Students can borrow extra exercises or reference books in library or Biology Laboratory - S.6 students will have extra lessons during summer holiday so that the exam syllabus can be completed earlier | - Analysis of HKDSE results - Feedback of students in elite class and remedial class - Records of borrowing extra exercises or reference books | 1 evaluation of HKDSE results every year Students can give positive feedback in elite class and remedial class At least 1 borrowing record for reference book or extra exercises at reading corner for S.4 and S.5 students 80% of students can attend the extra lessons during summer holiday | 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 (2021-2022)

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 well-trained.
- 2.1.2 There are sufficient visual aids and equipment in the Chemistry Laboratory.

2.2 WEAKNESSES: -

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

2.3 OPPORTUNITIES:-

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

2.4 THREATS:-

- 2.4.1 The IS performances of recent S3 students were generally poor.
- 2.4.2 Covid-19 seems to be a long-term problem.

(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:

| 4. <u>11V1</u> | | ATION PLAN AND DUTIES: | 1 | T | 1 | T |
|----------------|----------------|--|-------------|---|------------|----------------------------|
| | Concerns | Plan/Strategy | Method of | Success Criteria | Time Scale | Person-in-charge` |
| | | | Evaluation | | | |
| 4.1 | 3.1.1 | Implementation of SDL lessons - Inclusion of pre-lab materials (video + exercise) - Assessment of pre-lab work - Operations with assessments - Follow-up assignments - With an AC SDL checklist - Sharing in panel meetings - Recommended topics: 1st term S4: Properties of acids 2nd term S4: Titration S5: Chemical Equilibrium | Observation | Improvement of self-discipline in learning | Whole year | S4: WWC, MWM S5: YKH |
| 4.2 | 3.2.3 3.1.3 | S3 subject selection talk | Survey | The students can understand the reasons for studying DSE Chemistry Survey: https://forms.gle/5CQXsqA hVGrgseei8 | Feb | WWC |
| 4.3 | 3.1.2 | Implementation of e-learning - 1 lesson per teacher - Uses of iPads (students) - sharing in panel meetings - WWC: Organic Chemistry - MWM: nil - YKH: Organic Chemistry | Observation | Effective use of elearning tools (students) | Whole year | WWC MWM YKH |

| 4.4 | 3.2.4 3.1.3 | S6 VTC visit: Authentication (Career) | Survey | The students can understand the career of Analytical Chemistry. Survey: https://forms.gle/jR3Dqee1ss Lv7X3c8 | Nov | WWC |
|-----|----------------|---|-------------|--|----------------|---------|
| 4.5 | 3.2.4 | S4 CityU mini-lecture: Virtual Chemistry (Further study) | Survey | The students can understand the further study of Applied Chemistry Survey: https://forms.gle/6d5sQsRZ MxfBTRFg6 | Dec | WWC |
| 4.6 | 3.2.4 3.1.3 | S5 CityU mini-lecture: Modern Batteries (Life skills) | Survey | The students can understand the life skills of Materials and Technologies. https://forms.gle/SYxpB1W V5fvdBfKz6 | Feb | WWC |
| 4.7 | 3.2.2 | SSMSC | Observation | Greater interest in Chemistry | April | MWM/YKH |
| 4.8 | 3.2.3 | COSAS | Observation | Greater interest in Chemistry | The whole year | MWM/YKH |
| 4.9 | 3.2.2 | S6 Capture-star class - about 10 lessons - for top 10 students - practical examination skills | Exercise | Attendance The students can complete challenging exercise. | 9/2021-3/2022 | YWC |

| 4.10 | 3.2.2 | S6 Booster class - about 10 lessons | Exercise | Attendance | 9/2021- 3/2022 | a graduate, CHT & MWM |
|------|-------|---|----------|--|-------------------|--------------------------|
| | | by a graduate, CHT & MWMfor average students | | The students can complete intermediate exercise. | 3/2022 | & IVI W IVI |
| 4.11 | 3.2.1 | S6 Basic class - about 10 lessons - by YKH - for bottom 10 students - practise basic past paper questions | Exercise | Attendance The students can complete basic past paper exercise. | 9/2021- 3/2022 | YKH |

Remark

WWC: Wong Wing Chuen

YKH: Yip Ka Ho

MWM: Mok Wing Man YWC: Yu Wing Cheung CHT: Cheung Ho Tin

5. ACADEMIC GRANT AND EQUIPMENTS

| | Expenditure/Actual (Budget), \$ |
|--|---------------------------------|
| Teaching aids (Chemicals for experiments) | |
| Structural models | 1000 |
| Apparatus, especially a magnetic stirrer | 6000 |
| Organic chemicals | 3000 |
| Inorganic chemicals | 2000 |
| Teacher references | 500 |
| Library books (elite students, exam-oriented | 600 |
| books) | |
| Minor repairs | |
| Activities (less than \$3,000) | |
| CityU mini-lecture: Virtual Chemistry | 1000 |
| CityU mini-lecture: Modern Batteries | 1000 |
| VTC Authentication Workshop | 1000 |
| Elite course | 4000 |
| Booster course | 3000 |
| Equipment and Furniture in Laboratory* | 0 |
| | |
| Total | 23,100 |

6. **PANEL:**

Supervisor: Mr. Kong Tak Kai (Vice-principal) Convenor: Mr. Wong Wing Chuen (panel head) Members: Ms. Mok Wing Man & Mr. Yip Ka Ho

C.C.C. Mong Man Wai College

Integrated Science

Year Plan (2021-2022)

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 interest in Science
- 1.4 Arise their ability and interest in using English in 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 for learning different topics
- 2.1.5 Teachers using different I.T. software arise student interests in I.S.
- 2.1.6 School can provide enough hardware to provide students for e-learning

2.2 Weaknesses

- 2.2.1 It is difficult for students to understand some science concepts
- 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 are not able to use science vocabulary to present some science concept
- 2.2.5 Some students feel difficult in learning Integrated Science by using English
- 2.2.6 Family support is weak in helping students for 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 Integrated Science helps enhance S3 students' understanding of NSS physics, chemistry and biology

2.4 Attitude

- 2.4.1 Student have grown interests in learning 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
- 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.)

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 | Evaluation by peer and teacher questionnaires | Presentation and Quiz (passing rate 70%) | S1 1st Term 2nd Term S2 1st Term 2nd Term | Teachers -DNA (Mobile Microscope) - Water (Water purification)* -Investigation of hydrilla(Photosynthesis) -Force (Parachute)* |
| 4.2 | 3.2.4 | Reading Award Scheme | Book report | 90 % S1-3 students complete the (online) book report and send to teacher | Whole year | Teachers |
| 4.3 | 3.2.7 3.2.9 | Science Visit(S.2) (Ocean Park) | Worksheet | 90% students can learn proactively and finish the Experiment/ Worksheet | July | FMS LPM |
| 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 | STEM | Experiment/ | 90% students can learn | S1. | |
|-----|-------|----------------|----------------------|----------------------------|----------------------|--|
| | 3.2.7 | Project | Worksheet | proactively and finish the | 1 st Term | FMS: Design mobile microscope# |
| | 3.2.8 | | | Experiment/ Worksheet | 2 nd Term | LYL: Making water filter column |
| | | | | | | FMS: Design catapult# |
| | | | | | | *Cross curriculum with Chinese History |
| | | | | | S.2 | |
| | | | | | 1 st Term | WWC: Electric Circuit# |
| | | | | | 2 nd Term | LPM: Science in Music* |
| | | | | | | WWC: Making parachute# |
| | | | | | | *Cross curriculum with Music |
| | | | | | S.3 | |
| | | | | | 1 st Term | FMS: Are you healthy (BIO) |
| | | | | | | Food and Nutrition) |
| | | | | | | *Cross curriculum with PE |
| | | | | | 2 nd Term | LYL: Physics (TBC) |
| 4.6 | 3.2.1 | Best three | Experiment/Worksheet | 90% students can learn | TBC | S.1 to S.2 |
| | 3.2.7 | students in | | proactively and finish the | | WWC |
| | | each class are | | Experiment/ Worksheet | | S.3 |
| | | arranged to | | | | MWM |
| | | visit | | | | |
| 4.7 | 3.2.6 | E-learning | Lesson observation, | 90% students can make | Whole year | Teachers |
| | | | Project work and | good use of the tablets | | |
| | | | Students' feedbacks | for e-learning in our | | |
| | | | from questionnaires | school; | | |

中華基督教會蒙民偉書院 生活與社會 2021-2022 年度工作計劃

1. 宗旨/目標

- 1.1 配合個人、社會及人文教育學習領域的學習目標
- 1.2 配合「個人與群性發展」、「資源與經濟活動」和「社會體系與公民精神」的學習 元素
- 1.3 針對初中學生在個人成長方面的不足,制定適切的課程
- 1.4 提升學生思維能力,建立多角度及批判性思考的技能
- 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程課框架,有助學生明白國家安全的重要性

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

- 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. 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

| 1 | | 工作分配 | | | | |
|-----|-------|------------------------------|------|------------------|------|------|
| | 目標 | | 評估方法 | 成功準則 | 日期 | 負責人 |
| 4.1 | 3.1.1 | ■ 本科老師分享使 | | · | 全年 | 教師 |
| | | 用電子應用程式 | | * ' ' | | |
| | | 教學的經驗 | 課 | ■ 每位老師全年至少 | | |
| | | ■ 教師運用平板電 | | 兩次於課堂上使用 | | |
| | | 腦及教學軟件, | | 平板電腦教學 | | |
| | | 例如 Pear | | ■ 教師在課堂上觀察 | | |
| | | Deck · | | 學生的表現及學習 | | |
| | | Nearpod \ | | 動機 | | |
| | | quizlet 等,增 | | | | |
| | | 加師生的互動 | | | | |
| | | 性,提高學生學 | | | | |
| | | 習動機 | | | | |
| 4.2 | 2.12 | 1 11 22 3 3 | | 1 1 1 1 T 1 m de | > 1- | 11.7 |
| 4.2 | 3.12 | ■ 本科在教學內容 | | ■ 任教老師需在課堂 | 全年 | 教師 |
| | | 上教授與個人成 | | | | |
| | | 長及自尊感相關 | , | | | |
| | | 的課題,使學生 | | | | |
| | | 更了解個人的特 | | | | |
| | | 性,教授學生如 | | 性格特質的關係 | | |
| | | | | ■ 全年至少一次參與 | | |
| | | 境,以培養他們 | • | | | |
| | | 的解難能力及正 | | | | |
| | | 向思維模式 | 問卷 | 恩」、「愛與被 | | |
| | | ■ 本科亦教授青少 年 無 佐 朝 却 閉 謂 | | 愛」及「仁慈」等 | | |
| | | 年價值觀相關課 | | 性格強項 | | |
| | | 題,以培養學生 | | ■ 教師觀察學生的表 | | |
| | | 的正面價值觀 ■ 本科教授香港居 | | 現 | | |
| | | ■ 本科教授香港居 民的權利及義 | | | | |
| | | 於 所 權 刊 及 我 務 , 使 學 生 更 了 | | | | |
| | | 解香港社會的狀 | | | | |
| | | 况及關心社會, | | | | |
| | | 加強他們對弱勢 | | | | |
| | | 社群的同理心 | | | | |
| | | ■ 全年一次探訪活 | | | | |
| | | ■ 主十 | | | | |
| | | 「感恩」、「愛 | | | | |
| | | 與被愛」及「仁 | | | | |
| | | 慈」等性格強項 | | | | |
| Ц | 1 | 心」可仁但压快 | | | | |

| 4.3 3.1 | ■ 在合括正立利教及三及教同價程值一價中義「尊關本國「觀視」與投「有基授及有關,與人類,與人類,與人類,與人類,與人類,與人類,與人類,與人類,與人類,與人類 | 材觀會論觀參及回問事 課與教饋卷 | 個課題教授正確價 值觀。 | 全年 | 教師 |
|---------|---|------------------|----------------------|----|----|
| 4.4 3.1 | 4■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ ■ | 材 觀 議 議 論 | 年至少兩次課堂分 享機會,並需完成 | 全年 | 教師 |
| 4.5 3.2 | ■ 1 ■ 1 ■ 1 ■ 1 ■ 1 ■ 1 ■ 1 ■ 1 ■ 1 ■ 1 | 估 學 卷 | 堂就學生的學習差 | 全年 | 教師 |

| 16 | 2 2 2 | _ | 山一冬的 社厄姆 | ■ 安岛女 | | 80%同學對活動有 | 全年 | 教師 |
|------|-------|---|---|------------|---|----------------------|------------|------------|
| 4.0 | 3.2.2 | | 方一多典社 远 保 訪活動 (因疫情 | | | 正面評價 | 至十 | 秋叩 |
| | | | 动石 <u>助(四</u> 役俱 而定) | 及教師 回饋或 | | 正山可俱 | | |
| | | | 叫足) | 問卷 | | | | |
| 17 | 3.2.3 | | 中一至中三教學 | | | 化七日亩化七细 类 | 入左 | 다! + |
| 4.7 | 3.2.3 | | | | | | | 科主 |
| | | | 內容附有德育及 | | | 中、活動中帶出與 德育及公民教育相 | | 任、教 師 |
| | | | 公民教育相關的 | · · | | . = ,, | | ьη |
| | | | 課程,如中一有 | | | 關內容 | | |
| | | | | | | 任教中二及中三同 | | |
| | | _ | 立 | 回饋或 | | | | |
| | | | 中一至中三的全 | , , | _ | 本法的重要性 | | |
| | | | 方位活動,從活 | | | 完成中二級基本法 | | |
| | | | 動中使學生更關 | | _ | 問答比賽 | | |
| | | | 心社會的弱勢社 | | | 80%同學對活動有 | | |
| | | | 群及社會共融的 | | | 正面評價 | | |
| | | _ | 重要性 | | | | | |
| | | | 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 | | | | | |
| | | | 與公民教育委員 | | | | | |
| | | | 會合作,協辦舉 | | | | | |
| | | | 行中二級基本法 | | | | | |
| 4.0 | 0.0.4 | | 問答比賽 | | | トー・エト・ロウエ | 05 /4 /00 | 41 4- |
| 4.8 | 3.2.4 | | | | | 中一至中三同學需 | 25/4/22 | 教師 |
| | | | 學生閱讀電子 | | | 完成電子書閱讀計 | | |
| | | | 書,並作閱讀報 | | | 劃(下學期學生需 | | |
| | | | 告 | | | 完成一個閱讀報 | | |
| | | | | | | 告) | | |
| 4.0 | 2 2 5 | | 数 65000000000000000000000000000000000000 | ■ 銅細本 | | 000/45日亩业拟畑 | 全年 | 北 丘 |
| 4.9 | 3.2.5 | | 教師亦可善用多 媒體教學,從互 | | | 80%的同事能於課 | 至干 | 教師 |
| | | | | | | 堂上運用資訊科技 | | |
| | | | 聯網上找到不同 | | | 教學 | | |
| | | | 的教材,如短 片、紀錄片及電 | | | 教師觀察學生課堂 | | |
| | | | | | | 上的表現 | | |
| | | | 影等,讓有不同 | | | | | |
| | | | 學習需要的同學 | | | | | |
| 1 10 | 226 | | 投入課堂 | ■ 1人口力 | | 右左云小畔四一 1 | λ <i>দ</i> | 化上 |
| 4.10 | 3.2.6 | | 鼓勵同事購買與 | | | 每年至少購買五本 | 全年 | 科主 |
| | | | 本科相關的教科 | | | 與本科相關的書本 | | 任、 |
| | | | 書及參考書籍 | 圖書館 | | 及練習 | | 教師 |
| | | | 善用教育局提供 | | | 教師素描並儲存相 | | |
| | | | 的支援教材 | 書本 | | 關的檔案 | | |

| 4.11 | 3.2.7 | 中三專題研習課 | 教學進 | 80%教師能在指定 | 全年 | 教師 |
|------|-------|---------|-----|-----------|----|----|
| | | 堂,教授學生訂 | 度表 | 時間完成教學內容 | | |
| | | 立探究題目的技 | | 教師觀察學生課堂 | | |
| | | 巧,中二教授批 | | 表現及分享報告 | | |
| | | 判思考能力 | | | | |

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 | \$28000 |
| | 要學童、社企) | |
| 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 (2021 – 2022)

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 <u>Teachers are willing to learn ICT techniques to cope with the changing curriculum.</u>
 - 2.1.3 Teachers are willing to share all aspects of teaching resources, including: exercises, tests and teaching strategies, etc.

2.2 Weaknesses

- 2.2.1 Teachers' workload other than teaching is heavy.
- 2.2.2 Students are quite passive in learning.
- 2.2.3 Some students feel difficult in learning ICT using English.
- 2.2.4 Since the computer knowledge changes with each passing day, the curriculum needs to be revised periodically.
- 2.2.5 Only a few students choose ICT as elective subject in senior form in recent years.
- 2.2.6 <u>Some teachers are not experienced in teaching ICT.</u>

2.3 Opportunities and Threats

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

3 Major concerns for the current year

- 3.1 School Major Concerns
 - 3.1.1 To sustain self-directed learning habits (SDL)
 - 3.1.2 To develop e-learning to enhance learning effectiveness (e-learning)
 - 3.1.3 To help promoting positive education
- 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 National Security Education (NSE)
 - 3.2.9 Help students to prepare the public examination as to enhance their academic result

4 Implement Plan and the Division of Works

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

| 4.2 | 3.1.2 | Each teacher is required to attend at least 1 seminar related to e-learning in ICT | Verbal report from corresponding teacher Evaluate by panel | • | At least once Teacher can apply their learning in their teaching practices | Whole year | Corresponding teachers |
|------|----------------|---|--|-----|--|------------|------------------------|
| 4.3 | 3.1.2 | Each teacher is required to try e-learning strategies in his / her lesson (junior form) | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | • • | At least once Students' engagement | Whole year | Corresponding teachers |
| *4.4 | 3.1.3 | Integrate elements of Values Education into the syllabus | Verbal report from corresponding teacher Evaluate by panel | • | Integrate one elements of values education into the syllabus Students' engagement | Whole year | Corresponding teachers |
| *4.5 | 3.1.3 3.2.8 | Integrate National Security Education (NSE) into junior form syllabus | Verbal report from corresponding teacherEvaluate by panel | • | Integrate one element of NSE into the syllabus Students' engagement | Whole year | Corresponding teachers |
| 4.6 | 3.2.5 | Conduct in-class elite teaching for S.2 and S.3 students | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | • | At least one coursework with enrichment part is carried out in each form Positive feedback from students | Whole year | Corresponding teachers |

| 4.7 | 3.2.4 | Develop school-based junior forms cross-curricular STEM learning packages | Verbal report from corresponding teacher Evaluate by panel | Cooperate with IS and/or Maths Panel to finish at least 1 learning packages Positive feedbacks from teachers | Whole year | Corresponding teachers |
|------|-------|---|--|---|------------|------------------------|
| 4.8 | 3.2.9 | Learning and Teaching focus in senior forms | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | Senior Form ICT classes have carried out Students' improvement. | Whole year | Corresponding teachers |
| 4.9 | 3.2.7 | Integrate CLPE topics and life skill learning in syllabus | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | 1 topic is included in syllabus Positive feedbacks from students | Whole year | Corresponding teachers |
| 4.10 | 3.2.7 | Activities about Career and Life Planning Education (CLPE) | QuestionnaireEvaluate by panel | At least 1 activity about CLPE will be organized. More than 70% students feel that the program is useful. | Whole year | *NWH, FKW |
| 4.11 | 3.2.5 | Giving prizes for students who can finished extended part of coursework or willing to help others in learning during lesson | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | All classes in lower form have carried out Positive feedback from students | Whole year | Corresponding teachers |

| *4.12 | 3.2.2 3.2.3 | Extra-curricular readings for junior form CL students | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | • | At least 1 paragraph is shared in each junior forms. Positive feedback from students | Whole year | Corresponding teachers |
|-------|-------------------------|--|--|---|--|--------------------|------------------------|
| 4.13 | 3.2.2 3.2.3 | Extra-curricular readings for senior form ICT students | Verbal report from corresponding teacherEvaluate by panel | • | At least 10 senior form ICT students join the plan | Whole year | Corresponding teachers |
| 4.14 | 3.2.9 | Setup revision exercises (2 sets of past papers) to help S6 ICT students for HKDSE | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | • | At least two uniform quizzes carry out. Positive feedback from students | Dec 21 – Jan 22 | *NWH |
| 4.15 | 3.2.5 | Nominate elite students to participate external ICT activity or competition | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | • | At least once Students' engagement in the competition | Whole year | Corresponding teachers |
| 4.16 | 3.2.1 3.2.4 | Cooperate with Computer Society to carry out activities in STEM week | Teacher's observationEvaluate by panel | • | At least one activity will be carried out Positive feedback from students | May 22 | *WYP, NTY, FKW |
| 4.17 | 3.2.1 3.2.4 3.2.5 | Organize a C programming course for senior form ICT elite students (Elite) | • Questionnaire | • | More than 70% students feel that the program is useful | Sep 21 – Oct 21 | *FKW |
| *4.18 | 3.2.1 3.2.4 3.2.5 | Organize a "VR 360" course (ECA) | • Questionnaire | • | More than 70% students feel that the program is useful | Sep 21 – Oct 21 | *LSW |

| 4.19 | 3.2.1 | Organize a CAD course using | Questionnaire | • More than 70% | Nov 21 – | *FKW |
|-------|-------|--------------------------------|-----------------------------------|------------------------|----------|------------|
| | 3.2.4 | laser cutter (ECA) | | students feel that the | May 21 | |
| | | | | program is useful | | |
| 4.20 | 3.2.1 | Organize an Electric Car | Questionnaire | • More than 70% | Nov 21 – | *NTY |
| | 3.2.4 | Assembling Course (ECA) | | students feel that the | Dec 21 | |
| | | | | program is useful | | |
| *4.21 | 3.2.1 | Organize "Microsoft Azure AI | Questionnaire | • More than 70% | Nov 21 – | *WYP, NTY, |
| | 3.2.4 | Fundamentals Certificate | | students feel that the | Dec 21 | FKW |
| | | (AI900) Training & Exam | | program is useful | | |
| | | Preparation" Course (whole | | | | |
| | | form) | | | | |
| *4.22 | 3.2.1 | Organize "Create your App | Questionnaire | • More than 70% | Dec 21 – | *FKW |
| | 3.2.4 | using Power Apps & AI Builder" | | students feel that the | Jan 22 | |
| | | Course (ECA) | | program is useful | | |
| *4.23 | 3.2.1 | Organize "Create your AI | Questionnaire | • More than 70% | Feb 22 – | *FKW |
| | 3.2.4 | Projects with Azure Computer | | students feel that the | Apr 22 | |
| | | Vision & Raspberry Pi" Course | | program is useful | | |
| | | (Elite) | | | | |
| *4.24 | 3.2.1 | Organize "Introduction to | Questionnaire | • More than 70% | Jul 22 | *WYP, YKH, |
| | 3.2.4 | Python via Minecraft" course | | students feel that the | | FKW |
| | | (whole form) | | program is useful | | |
| 4.25 | 3.2.1 | Organize a Lego Robotic Course | Questionnaire | • More than 70% | Apr 22 – | *NWH |
| | 3.2.4 | for junior form students (ECA) | | students feel that the | Jun 21 | |
| | | | | program is useful | | |
| | | | | • | | |
| *4.26 | 3.2.1 | Organize S1 & S2 life-wide | Questionnaire | • More than 70% | Apr 22 & | *WYP, FKW |
| | 3.2.4 | learning activity (whole form) | | students feel that the | Jul 22 | |
| | | | | program is useful | | |

| 4.27 | 3.2.1 3.2.4 3.2.7 | Join the Jockey Club Student Training in Entrepreneurship Program (STEP) | Teacher's observationEvaluate by panel | • | More than 1 activity has been held successfully Positive feedback from students | Whole year | *NWH, FKW |
|------|-------------------------|--|--|---|--|--------------------|------------------------|
| 4.28 | 3.2.6 | Keep good students' works for learning celebration | Evaluate by panel | • | Junior and senior form should hand in 2 good students' works respectively Students' appreciation. | Whole year | Corresponding teachers |
| 4.29 | 3.2.7 | S3 subject selection talk | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | • | At least 15 S3 students attend Positive feedback from students | Feb 22 | *FKW |
| 4.30 | 3.2.4 | Upload the teaching materials to the server or Eclass | Verbal report from corresponding teacher Evaluate by panel | • | All forms have carried out this plan Positive feedbacks from teachers | Whole year | All teachers |
| 4.31 | 3.2.9 | Cooperate with teaching assistant to open MMLC after school | Teacher's observation Verbal report from corresponding teacher Evaluate by panel | • | MMLC opens every Wed Positive feedback from students | Oct 21 – May 22 | *FKW |

- To sustain self-directed learning habits (SDL):
 - 4.1 Sustaining Self-Directed Learning (SDL) strategies in junior form
- To develop e-learning to enhance learning effectiveness (e-learning):
 - 4.2 Each teacher is required to attend at least 1 seminar related to e-learning in ICT
 - 4.3 Each teacher is required to try e-learning strategies in his lesson (junior form)
- English as medium of instruction:
 - 4.8 Learning and Teaching focus in senior forms
- Life-wide Learning (co-curricular activities, visits, field trips, etc):
 - 4.16 Cooperate with Computer Society to carry out activities in STEM week
 - 4.26 Organize S1 & S2 life-wide learning activity (whole form)
- Values education (including MCE and Basic Law education):
 - 4.4 Integrate elements of Values Education into the syllabus
 - 4.5 Integrate National Security Education (NSE) into junior form syllabus
- Language across the curriculum (including Reading):
 - 4.12 Extra-curricular readings for junior form CL students
 - 4.13 Extra-curricular readings for senior form ICT students
- STEM education and IT Education (ITE):
 - 4.7 Develop school-based junior forms cross-curricular STEM learning packages
 - 4.17 Organize a C programming course for senior form ICT elite students(Elite)
 - 4.18 Organize a "VR 360" course (ECA)
 - 4.19 Organize a CAD course using laser cutter
 - 4.20 Organize an Electric Car Assembling Course
 - 4.21 Organize "Microsoft Azure AI Fundamentals Certificate (AI900) Training & Exam Preparation" Course (whole form)
 - 4.22 Organize "Create your App using Power Apps & AI Builder" Course (ECA)
 - 4.23 Organize "Create your AI Projects with Azure Computer Vision & Raspberry Pi" Course (Elite)
 - 4.24 Organize "Introduction to Python via Minecraft" course (whole form)

- 4.25 Organize a Lego Robotic Course for junior form students
- Strategies for Elite Teaching:
 - 4.6 Conduct in-class elite teaching for S.2 and S.3 students
 - 4.11 Giving prizes for students who can finished extended part of coursework or willing to help others in learning during lesson
 - 4.15 Nominate elite students to participate external ICT activity or competition
- Showcase Items and sharing (e.g. study tour) for Learning Celebrations:
 - 4.28 Keep good students' works for learning celebration
- Career and Life Planning (CLPE):
 - 4.9 Integrate CLPE topics and life skill learning in syllabus
 - 4.10 Activities about Career and Life Planning Education (CLPE)
 - 4.27 Join the Jockey Club Student Training in Entrepreneurship Program (STEP)
 - 4.29 S3 subject selection talk
- National Security Education (NSE)
 - 4.5 Integrate National Security Education (NSE) into junior form syllabus
- Help students to prepare the public examination as to enhance their academic result
 - 4.7 Learning and Teaching focus in senior forms
 - 4.14 Setup revision exercises (2 sets of past papers) to help S6 ICT students for HKDSE
 - 4.31 Cooperate with IT-prefects and teaching assistant to open Computer Room after school

• Budget

| | Item | Expenditure |
|-------|---|-------------|
| Schoo | l Events / Items for Administration | |
| 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, sensors) | \$4000.00 |
| 5.5 | Rights for using teaching materials (for publisher) | \$1150.00 |
| 5.6 | HKACE Annual Fee | \$500.00 |
| 5.7 | Prizes for students with good performances during lessons | \$100.00 |
| 5.8 | Others – Tendering Fee | \$400.00 |
| 5.9 | Movable table (2 pieces) (F&E) | \$2500.00 |
| Stude | nt Activity (Boosting Academic Result) | • |
| 5.10 | Senior form students' tutorial class subsidy | \$2700.00 |
| Stude | nt Activity (Not Boosting Academic Result) | • |
| 5.11 | C Programming course (LWLG) (Sep 21 – Oct 21) | \$3500.00 |
| 5.12 | VR 360 course (LWLG) (Sep 21 – Oct 21) | \$50000.00 |
| 5.13 | CLPE Activity Fee (LWLG) (Oct 21) | \$3240.00 |
| 5.14 | Simulated Flight Training Course (LWLG) (Oct 21 – Nov 21) | \$52000.00 |
| 5.15 | Courses cooperated with Campus TV (LWLG) | \$50000.00 |
| | Total expenditure | \$173090.00 |

5 Members

| 5.1 | *Mr. Fung Ka Wai (Panel Head) | (FKW) |
|-----|-------------------------------|-------|
| 5.2 | *Mr. Ng Wai Hong | (NWH) |
| 5.3 | Mr. Ng Tan Yiu | (NTY) |
| 5.4 | Mr. Lee Siu Wing | (LSW) |
| 5.5 | Ms. Wong Yin Ping | (WYP) |
| 5.6 | Mr. Yip Ka Ho | (YKH) |

中華基督教會蒙民偉書院 普通話科 2021 至 2022 年度工作計劃

1 宗旨/目標

本科作為一門言語科目,以「培養學生聽、說普通話的能力為主,培養朗讀能力、拼寫能力 及增進與本科有關的語言文化為輔」。因此,本科堅定以創造一個更好的校園聽說普通話的 語境為己任,讓不同語言能力的學生們都有發展及實踐語言能力的機會,以培養獨立、自主、 有效的普通話學習者為目標邁進。

2 現況分析

優點:

- 2.1.1 隨著中國在世界上的影響日益重要,普通話已成為國際上常用語言的語言之一,提高了學生們學習的動力。
- 2.1.2 本校已開辦普通話科多年,學生們已習慣聽說普通話,用普通話表達及進行 交際的積極性和對民族的親和感亦有所提高,老師也積累了不少經驗、教材 和教具。
- 2.1.3 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

| | 日 日 田 | · | 五儿子山 | 上上海口山 | n± 88 ± | 夕主) |
|----------|---------|---------------------------------------|------------|--------------------|--------------|------------------|
| 課程 | 目標 | 計劃/策略 | 評估方法 | 成功準則 | 時間表 | 負責人 |
| <u>内</u> | 0 1 1 | 知 40 +0 +1 ×1 63 +1 60 +0 4 | 窗 J BB 化 | 加油水盐 | » <i>4</i> | |
| 4. 1. 1 | 3. 1. 1 | ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' ' | | * | | 韋翔老師 |
| | | 本,配合電子教學,多使 | | | | 丰翔花即 |
| | | 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 | 學) | 興趣或能 | | |
| | | 的流暢度及信心。 | | 力有所改 | | |
| | | | | 進 | | |
| 4.1.2 | 3. 1. 1 | 課堂課業以「小組說話活動 | | | 最後繳交日期 | |
| | 3. 1. 2 | /任務」為主,讓同學們按 | 觀察及作 | 項佳作 | 30/04/2022 | 韋翔老師 |
| | | 照各自的興趣、專長進行專 | 口頭匯報 | | | |
| | | 題研習,並運用不同形式呈 | | | | |
| | | 現成果,佳作將會在不同的 | | | | |
| 4. 1. 3 | 9 1 9 | 公開場合展示。 | 创作大批 | 切 : 显 业 畝 | 入左 | |
| 4. 1. 3 | J. 1. J | 按照教統局的建議,課程 | | | | 李知力红 |
| | | 設計適時加入九項正向 | | | | 半翔 老師 |
| | | 價值教育的範疇:堅 | | | 益將會在最後 | |
| | | 毅」、「尊重他人」、「責 | | | 一次科務會議 | |
| | | 任感」、「國民身份認 | | | 內進行檢討) | |
| | | 同」、「承擔精神」、「誠 | | 面的價值 | | |
| | | 信」、「關愛」、「守法」 | | 觀及態度 | | |
| 4 1 4 | 0.1.1 | 和「同理心」。 | 41.4. 1.7. | L | > <i>t</i> - | 3 716 1. / - |
| 4.1.4 | 3. 1. 1 | 積極提供學生公開展示 | 科任老師 | 每位學生 | 全年 | 全體老師 |
| | | 運用普通話表情達意的 | 觀察及記 | 有最少2 | | |
| | | 機會 | 錄 | 次公開展 | | |
| | | | | 示成果的 | | |
| 4 1 5 | 0.1.1 | | 一步小口 | 機會 | > 4 | > 1214 lo / |
| 4. 1. 5 | 3. 1. 1 | 評估設『課堂表現/自主 | , | 超過半數 | 全年 | 全體老師 |
| | | 學習活動』或『口語活動 | | 的學生在 | · | |
| | | 分數』一欄,鼓勵學生們 | | 這項目上 | 30/05/2022 前 | |
| | | 主動尋找應用普通話的 | | 及格 | 完成) | |
| | | 機會或參與不同普通話 | | | | |
| | | 學習活動的機會,調動他 | | | | |
| 4 1 0 | 0.1.1 | 們學習的主動性。 | de m - · · | <i>F</i> 1. 1. 1 . | | 3 mark 1. / - |
| 4. 1. 6 | 3. 1. 1 | 優化觀課文化,本年度措 | | | 90 /04 /0000 | 全體老師 |
| | | 施如下: | 及填寫內 | 每兩學年 | - | , , <i>f</i> c/c |
| | | 目標: | 聯網上的 | | (請科任老師於 | |
| | | 推動電子教學,內化自主 | | | · | 韋翔老師 |
| | | 學習學習習慣,促進學習 | | 最少各一 | 把觀課的日期 | |

| | | T | | | | |
|---------|---------|----------------|--------|--------|-------------------|-----------|
| | | 效能 | | 次 | 交韋翔老師) | |
| | | - 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 | | | | |
| | | | | | | |
| 4.1.7 | 3 1 1 | 透過學生課業檢查及分 | 每位老師每 | | 第一次: | 全體老師 |
| 1. 1. 1 | | 析,檢討各項課內外教學 | | | , | 工程也可 |
| | 0. 1. 2 | 措施的成效 | 最少交上一 | 改及跟進 | 第二次: | 行政及評估: |
| | | | 班的課業進 | | 30/4/2022 | 韋翔老師 |
| | | | 行檢查 | 學生課業 | | , , , , , |
| | | | (9本,上、 | | (備用) | |
| | | | 中、下各三 | | | |
| | | | 位同學們的 | | | |
| | | | 課業) | | | |
| 4.1.8 | 3. 1. 1 | 措施: | 學生問卷 | 超過半數 | 全年 | |
| | | 透過介紹不同的專業考 | | - | · · | 韋翔老師 |
| | | 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 | | 學/工作方 | 76/1/4/ | |
| | | 外, 科任老師會在課堂 | | 面可持續 | | |
| | | | | | | |
| | | 上強調考完每一個專業 | | 發展的方 | | |
| | | 試對升學或就業好處/出 | | 向了解增 | | |
| | | 路 | | 加了 | | |
| | | 目標: | | | | |
| | | 讓中三級的同學們更好 | | | | |
| | | 的掌握在升學/工作方面 | | | | |
| | | 可持續發展的方向 | | | | |
| 課外 | 目標 | 計劃/策略 | 評估方法 | 成功準則 | 時間表 | 負責人 |
| 4. 2. 1 | 3. 1. 1 | 挑選學生參加『普通話演講 | 學生問卷及 | -同學們的 | 待定 | 黄華昌老師 |
| | | 比賽』比賽,爭取表現 | 出席率 | 出席達80% | (密切留意有關 | 方文蘭老師 |
| | | (拔尖項目) | | -超過半數 | 機構以後的最新 | 韋翔老師 |
| | | | | 學生們表示 | 賽程) | , , , , , |
| | | | | 活動增加了 | | |
| | | | | 他們聽說普 | | |
| | | | | 通話的能力 | | |
| | | | | | | |
| 4. 2. 2 | 3. 1. 1 | 邀請精英當『普通話學會』 | 學生問卷 | 學生們表示 | 全年 | 韋翔老師 |
| | | 的職員,讓他們進一步演練 | | 他們應用普 | | |
| | | 語言能力,盡展所能。 | | 通話的信心 | | |
| | | | | 及能力增加 | | |
| 4. 2. 3 | 3. 1. 1 | 鼓勵同學們參加語文教育 | | | 全年 (如有合適) | 韋翔老師 |
| | | 及研究常務委員會舉辦的 | | 活動增加了 | 收合证例 1 还口从上 | |
| | | 普通話推廣活動 | | 他們學習普 | 將會預約1項目的話 劇欣賞: | |
| | | 1 | | | /かいへ 貝・ | |

普通話週年計劃

| | | | | 通話的動機 | 年級:中一至三 | |
|---------|---------|--------------|-------|---------|---------------|---------|
| | | | | 及興趣 | (日期/形式/時間正 | |
| | | | | | 在等待有關機構回 | |
| | | | | | 復) | |
| | | | | | | |
| 4. 2. 4 | 3. 1. 1 | 上下學期各設普通話活動 | -學生問卷 | -學生們表 | 上學期: | 韋翔老師 |
| | | 日兩天 | | 示活動能增 | 24/11/2021 | |
| | | | | 加他們學習 | (將會以線上遊戲 | |
| | | | | 普通話的動 | 形式進行) | |
| | | | | 機及興趣 | 下學期: | |
| | | | | | 13/05/2022 | |
| 4. 2. 5 | 3. 1. 1 | 成立『普通話大使』團隊, | 學生問卷 | 超過半數學 | 2021 年 11 月中 | 行政及統籌:方 |
| | | 協助各項班內及班外的各 | (抽樣最少 | 生同意能幫 | 旬至2021年5月 | 文蘭老師/韋翔 |
| | | 項推普活動 | | 助推動他們 | | 老師 |
| | | | 言能力的同 | 學習的積極 | | |
| | | | 學) | 性或能力有 | | |
| | | | | 所改善 | | |
| 4. 2. 6 | 3. 1. 1 | 中一級「普通話診斷室」 | 學生期考口 | 期考成績及 | 25/04/2021 至 | |
| | | 目的:針對學生說話表達 | 語能力成績 | 格率達 70% | 10/05/2022 期間 | 黄華昌老師 |
| | | 方面的難點進行輔導,提高 | | | (每星期最少一 | |
| | | 學生普通話口語應試的水 | | | 次輔導) | |
| | | 平 | | | | |
| | | | i | i | i | |

5 財政預算

| • - | **** | |
|------|------------------------|--------|
| | 項目 | 預算款額 |
| 5. 1 | 上學期普通話日線上遊戲宣傳壁報的設計及獎品 | \$500 |
| 5. 2 | 下學期普通話日推普活動的壁報設計、物資及獎品 | \$500 |
| 5. 3 | 初中推普活動之專家講座 | \$1500 |
| 5. 4 | 參考書、教具、文具及錄像教材 | \$500 |
| 5. 5 | 出版社電子教材徵費(必須項目、不可刪減) | \$650 |
| 5. 6 | 購圖書館資源(由圖書館撥款支付) | \$300 |
| | 預算總支出 | \$3950 |

| 6. 科組委員會成員 | | | | | | | |
|------------|---|---|------------|--|--|--|--|
| | 顧 | 問 | 霍碧珊副校長 | | | | |
| | 主 | 席 | 韋翔 | | | | |
| | 成 | 員 | 黄華昌 方文蘭 | | | | |
| | | | 方文蘭 | | | | |

2021-2022 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,今課程更完備、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
- 诱猧交流討論,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 |
|-------|--|--|---------------|--|--------------------|-------------|
| 4.1 | 教學及活動方面: | | | | | |
| 4.1.1 | 培養校內聖經學習及 討論信仰的正面氣 氛,營造和推動聖經科 學習風氣 | 舉辦聖經問答比賽 | 老師及同學之 口頭回饋 | 老師、同學對活動 有正面評價 | 5/2022 | LKC |
| 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 | 10/2021- 5/2022 | LKC |
| 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 | 2/2022 | LKC |
| 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 | 12/2021 | LKC/ FPS |
| 4.2 | 課程方面: | | | | | |
| 4.2.1 | 完善高中課程,讓同學 能投入課堂,對信仰發 生興趣,從日常生活的 各種課題思考信仰 | 中四級老師整理課程,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, CSM |
| | | 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 | CSM, LKC |
| | | 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 | 9/2021-1/2 022 | LKC, 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 | 級聯絡整理課程大網,並適當儲存中 央教材,完善教材庫中資料,方便其 他老師接手 | 科主任監察及 檢視 | 資料整理 完善妥當 | 全年 | LKC 及 各級統 籌 |
|-------|--|---|-----------|--------------|-------------------|---------------------|
| 4.3 | 學習成果及評估方面: | | | | | |
| 4.3.1 | 讓老師從教學問卷了 解教學可以改善之處 及學生對自己教學的 回饋,也讓科主任更客 觀的評核同事的教學 表現 | 本科自行設計的教學問卷 | 老師□頭回饋 | 回饋正面 | 1/2022, 6/2022 | LKC 及 各級 級統籌、 |

5 與宗教委員會、校牧合作

- 5.1 課程上將與校牧和宣教師合作,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 <u>科組成員</u>

霍碧珊、郭美雲、陳淑媚、葉麗珊、王波、梁國璋(科主任)

C.C.C. Mong Man Wai College

Music

Program plan (2021-2022)

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 requires blowing are still not allowed to play at school, in a sense has posed difficulties in practical skills such as singing and instrument performing.

3. Major Concern for the Current Year

(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 | S2 students will present a self-designed | Subject teacher | Students submit their |
| | | music project such as "music for a | evaluation and | works with |
| | | photo" or "music for an advertisement" | observation | requirement fulfilled |
| | | as term end creative work. | | |
| 4.2 | 3.1.2 | Tablets with interactive apps will be | Feedback from | Students deliver or |
| | | used to enhance students' participation | students and | perform their works |

| | | in music creation in class. Notational | evaluating students' | with requirement |
|-----|-------|--|-----------------------|----------------------|
| | | software (e.g. Noteflight) will be | works through online | fulfilled |
| | | introduced to facilitate music creation. | platforms. | |
| 4.3 | 3.1.3 | Incorporating the 9 Priority Values and | Student's feedback | Students' awareness |
| | | 6 domains in the Music curriculum. | and teacher's lesson | of creativity and |
| | | E.g. Group music making and | observation. | appreciation of |
| | | performance through video in S.1 and | | beauty shown in |
| | | S.2. Mini band performance for S.3 | | survey. Reflections |
| | | students. | | from students |
| | | | | presentations. |
| 4.3 | 3.2.1 | All music classes in junior forms will | Lesson observation by | 90% of medium of |
| | | use English as medium of instructions | peer and EXCO | instructions in |
| | | (except Chinese and Cantonese Opera). | members. | English. |
| | | | | |
| 4.4 | 3.2.2 | Attending concerts and performances of | Evaluation by subject | Completion of the |
| | | different genres such as Orchestra and | teacher. | visit. |
| | | Cantonese Opera. | | |
| 4.5 | 3.2.3 | Organizing presentation of music | Evaluation by subject | Written appreciation |
| | 3.1.3 | creation project by emphasizing the | teacher and feedbacks | by students. |
| | | importance of respecting other's work. | from students. | |
| 4.6 | 3.2.4 | Music book reading award scheme for | Evaluation by subject | More than 20% of |
| | | S1 and S2 students to encourage | teacher through | students join this |
| | | learning from reading. | correcting book | award scheme |
| | | | reports | |
| 4.7 | 3.2.5 | To organize singing contest (Nov 2021) | Evaluation by judge | More than 30 |
| | | and to participate in the 74th HK Music | and feedbacks from | students joining |
| | | Festival (Mar 2022). Students work will | students as audience. | these showcasing |
| | | be performed during the Music week | | events. |
| | | (May 2022) | | |

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

5. Budget

| | Items | Expenditure |
|-----|---|-------------|
| 5.1 | Library's Grant | 1700 |
| 5.2 | Teachers' textbooks | 800 |
| 5.3 | Teaching Aids: CDs & DVDs | 800 |
| 5.4 | Repairs & Maintenance: | |
| | Classroom-use instruments maintenance and replacement | 800 |

| | Electric keyboard adapters x3 | 690 |
|-----|--|-------|
| | Piano tunings (one grand piano and two upright pianos) | 2400 |
| | Guitar strings replacements | 800 |
| | Microphone replacement | 800 |
| | Tuned percussion tubes replacement | 860 |
| 5.5 | Furniture and Equipment: (CFEG) | |
| | Upright Piano | 85000 |
| 5.6 | Prize & Souvenir e.g. singing contest (November 2021) | 1400 |
| | Stationery | 200 |
| 5.7 | Activities (<\$3000): Music Week (May 2021) | 600 |
| | Total Expenditure | 96850 |

6. Summary of Music Classes and Groups in 2021-2022

| Music Class/Group | Brief content | Time | Capacity |
|--------------------|---|------------------|----------|
| Chinese Instrument | Major Chinese string bow and | Saturday | 12 |
| (中國樂器) | wind instruments in ensemble | afternoon | |
| Drum (流行鼓) | Essential rhythm section of both | Thursday | 16 |
| | band and orchestra. | afterschool | |
| Violin (小提琴) | Largest number in orchestra. | Saturday morning | 20 |
| | Divided in 1 st and 2 nd violin | | |
| Cello (大提琴) | Lower section of the string part | Tuesday | 10 |
| | | afterschool | |
| Double Bass | Bass section of the string part | Wednesday | 4 |
| (低音大提琴) | | lunchtime | |
| Guitar(結他) | Popular solo and band | Wednesday | 20 |
| | instrument | afterschool | |
| Percussion Group | Students with grade 3 or above | Tuesday | 10 |
| (敲擊小組) | can apply the group | afterschool | |
| Choir (合唱團) | Students will perform in various | Monday | 30 |
| | occasions and events. | afterschool | |

7. Team Member

Lai Chun Yung (Coordinator)

CCC Mong Man Wai College Physical Education

Program Plan (2021- 2022)

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

2.2 Weaknesses

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

2.3 Opportunity

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.

2.4 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 sustain self-directed learning habits

3.1.2 To develop e-learning to enhance learning effectiveness

- 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 3.2.1a,f | To provide a platform / software for students in SDL mode at PE lessons. | • | | ◆ Finished the SDL worksheet ◆ Students' positive feedback (by Questionnaire) | Whole year | LFM LPM |
| 4.2 | 3.1.1 3.1.2 3.2.3 | Modify Inter-class table tennis/badminton competition / football competition. Let these Competitions can be consolidation and sustainability These competitions will held in the 2 nd semester | • | Evaluation by peer and teacher Worksheet | ◆ Students can organise the competition | 2 nd Semester | LFM LPM |
| 4.3 | 3.2.1 3.2.2 | Joining to Jockey Club ' Flying High' Sports Programme(賽馬會奧翔計劃). To provide sports training opportunities, explore students' interest in sports and identify their athletic potential. And help develop their exercise habit. | * | Fitness test Evaluation by peer and teacher | ◆ The overall passing rate is 95% ◆ Students' positive feedback (by Questionnaire) | Whole year | LPM LFM |
| 4.4 | 3.2.1 3.2.2 | Through Jockey Club ' Flying High' Sports Programme(賽馬會 奧翔計劃).To introduce relevant PE activities or courses to students for personal achievements or future career. | * | Attendance Students' positive feedback | ◆ Courses completed with Certificate ◆ Students' positive feedback (by Questionnaire) | Whole year | LFM LPM |
| 4.5 | 3.2.1 3.2.2 3.2.3 | To nominate the talented athletes to take part in advanced courses held by other sports associations: | • | Attendance | ◆ Courses completed with Certificate | Whole year | LFM LPM |

| | Objectives | Plans/Strategies | Method of | Success | Time | PICs |
|-----|------------|---|--|---|---------------|------|
| | | | Evaluation | Criteria | Scale | |
| | | Some courses, like referee course, 青苗和青訓, sports volunteer scheme, run by sports association will introduce to students | | ◆ Students' positive feedback (by Questionnaire) | | |
| 4.6 | 3.2.3 | In collaboration with HE Dept. and different organising bodies for more co-curricular activities to promote "Wellness" in School. First-aid talks and workshops will be held by external organisations | ◆ Students' participation◆ Students' feedback | Work was done Students' positive feedback (by Questionnaire) | Whole year | LFM |

5. Budget

Please refer to the appendix I.

6. Team Members

6.1 Committee or Subject Panel Members

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

6.2 Other Team Members

| Member | MS Lee Fan Man |
|--------|----------------|

C.C.C. Mong Man Wai College 2021-2022 Visual Arts Panel Annual Plan

1. Aims

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

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

2. Situational Analysis

2.1 Strengths:

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

2.2 Weaknesses:

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

2.3 Opportunities:

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

2.4 Threats:

- 2.4.1 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-reflections. This requires students 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 Cross-curricular Learning
- 3.2.5 Elite Training
- 3.2.6 Showcase Items for Learning Celebrations
- 3.2.7 Enhancing students' performance in public examinations

4. Implementation Plan and Division of Works

| | Objectives | Plans/ Strategies | Methods of Evaluation | Success Criteria | Time | Person | Budget |
|-------|------------|---|--|---|------------------------------------|-----------|--|
| | Objectives | rians/ otrategies | Methods of Evaluation | ouccess criteria | Scale | In-charge | |
| E-le | earning | | | | | | |
| 4.1.1 | | Interactive Use of Smart Board and iPad in Art Learning | Teacher's observation Learning activities | Students complete learning tasks | Throughout the academic year | LMY, LLM | |
| 4.1.2 | | Art-making Using iPad Apps (Procreate, RakugakiAR) | Teacher's observation Presentation and peer discussion Self and peer evaluation Art marking | Students complete learning tasks using phone apps | Throughout the academic year | | (budget proposed by CIT Committee) |
| Pos | itive Educ | ation | | | | | |

| 4.2.1 | 3.1.2 | Incorporating 9 Priority Values and 6 | 1. | Teacher's observation | Students show positive attitudes in | Throughout | LMY, LLM | |
|-------|------------|--|----|----------------------------------|-------------------------------------|--------------|-----------|--------|
| | | Domains in VA curriculum— | 2. | Presentation and peer discussion | the process of art research, art | the academic | | |
| | | | 3. | Artworks and written assignments | making and art appreciation. | year | | |
| | | 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 : | | | | | | |
| | | | | | | | | |
| | Objectives | Plans/ Strategies | | Methods of Evaluation | Success Criteria | Time | Person | Budget |
| | Objectives | r lans, or acgres | | Motilous of Evaluation | Oddocoo Ontona | Scale | In-charge | |
| | | 1. Art Research | | | | | | |
| | | -Cultivating responsibility | | | | | | |
| | | -Curiosity in research work | | | | | | |
| | | | | | | | | |
| | | 2. <u>Art Making</u> | | | | | | |
| | | -Developing commitment, perseverance | | | | | | |
| | | -Creativity and courage | | | | | | |
| | | | | | | | | |
| | | 3. Art Appreciation | | | | | | |
| | | -Respecting and appreciating artworks | | | | | | |
| | | -Showing empathy for others' feelings | | | | | | |
| | | | | | | | | |
| 1 | 1 | 1 | | | | | | |

| 4.2.2 | 3.1.2 | Teacher Appreciation by S.1 Students – | 1. Teacher's observation | Students show positive attitudes in | September | LMY, LLM | |
|-------|---------------|---|-------------------------------------|-------------------------------------|--------------|-----------|-------------------|
| | | Sending Christmas Cards to Primary | 2. Art-making | the process of art making and card | to | | (budget proposed |
| | | School Teachers | 3. Card writing | writing. | Dec | | by School Liaison |
| | | | | | | | Committee) |
| | | (in collaboration with School Liaison | | | | | |
| | | Committee) | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | Time | Person | Budget |
| | Objectives | Plans/ Strategies | Methods of Evaluation | Success Criteria | Scale | In-charge | |
| Su | etainment | of Self-directed Learning Habit | | | Scale | in-charge | |
| | | T | A T 1 1 1 1 | | | 11071111 | |
| 4.3 | 3.1.2, | SDL for all forms—at least one SDL topic in | | Students complete pre-lesson | Throughout | LMY, LLM | |
| | 3.1.3 | each form | 2. Presentation and peer discussion | | the academic | | |
| | | 1. <u>Pre-lesson Preparation</u> | 3. Self and peer evaluation | | year | | |
| | | - research & study | 4. Art marking | art-making and get satisfactory | | | |
| | | (youtube, websites, books) | | scores in assignments. | | | |
| | | 2. Classroom Teaching | | 3. VA elective students complete | | | |
| | | - experiments | | research for their own themes in | | | |
| | | - sharing & discussion | | SBA. | | | |
| | | - exploration & discovery | | | | | |
| | | 3. Follow-up (Artwork Creation) | | | | | |
| | | -application in artwork | | | | | |
| | | -presentation and critique | | | | | |

| ST | EM and IT | in Education | | | | | | | |
|-------|------------|---|----|---------------------------------|-----|--------------------------------|--------------|-----------|-----------------|
| 4.4.1 | 3.2.1, | CAD Laser Cutting Workshop | 1. | Attendance sheets | 1. | 80% attendance | Elementary— | LMY, LLM | |
| | 3.1.1, | Elementary Course for S.3 and S.4 | 2. | Students' Self-reflection Forms | 2. | Positive feedback | 8 sessions, | | (budget |
| | 3.1.2 | Advanced Course for S.5 Elective Groups | 3. | Design works | 3. | At least 1 design work made by | Advanced— | | proposed by |
| | | | | | | each participant | 7 sessions | | STEM Committee) |
| | | (In Collaboration with STEM Committee) | | | | | (Date to be | | |
| | | | | | | | confirmed) | | |
| 4.4.2 | 3.2.1, | Digital Art Fair Asia | 1. | Photo records for references / | Stu | udents complete tasks with | Oct | LMY, LLM | |
| | 3.1.1, | (In Callab anation with STEM Committee) | 2. | Worksheet | sat | tisfactory responses. | (Date to be | | (budget |
| | 3.1.2 | (In Collaboration with STEM Committee) | | | | | confirmed) | | proposed by |
| | | | | | | | | | STEM Committee) |
| | Objectives | Plans/ Strategies | | Methods of Evaluation | | Success Criteria | Time | Person | Budget |
| | Objectives | r ians, otrategies | | methods of Evaluation | | Outdood Official | Scale | In-charge | |
| 4.4.3 | 3.2.1, | Photoshop Workshop for S.2- S.5 | 4. | Attendance sheets | 4. | 80% attendance | 8 sessions, | LMY | \$25,000 |
| | 3.1.1, | | 5. | Students' Self-reflection Forms | 5. | Positive feedback | (Date to be | | |
| | 3.1.2 | (In Collaboration with School Liaison | 6. | Design works | 6. | At least 1 design work made by | confirmed) | | |
| | | Committee) | | | | each participant | | | |
| Ca | reers and | Life Planning Education | | | | | | | |
| 4.5.1 | 3.2.2, | Business-School Partnership Programme | 1. | Attendance sheets | 1. | 80% attendance | 10 sessions, | LMY | |
| | 3.1.2, | (BSPP) | 2. | Students' Self-reflection Forms | 2. | Positive feedback | (2 hr per | | |
| | 3.2.3 | Jewelry Workshops (QF Level 1) | 3. | Artworks | | | session) | | |
| | | 教育局商校合作計劃 2021 / 22 | | | | | | | |
| | | 珠寶設計課程 (資歷架構 1級) | | | | | | | |
| | | (In Collaboration with OLE Committee) | | | | | | | |

| 4.5.2 | 3.2.2, | Talks, workshops and graduation shows | 1. | Tutor's and teacher's observation | Students get art-related | Throughout | LMY,LLM | |
|----------------|----------------------|--|----|--|-------------------------------------|-----------------------|-----------|-------------|
| | 3.1.2, | organized by universities & design | 2. | Feedback from students | information in universities | the academic | | |
| | 3.2.3 | institutes | | | 2. Students have a clear mind about | year | | |
| | | | | | preparing for the art-related | | | |
| | | | | | subjects offered by universities | | | |
| Life | Wide Lea | rning Activities | | | | | | |
| 4.6 | 3.2.3, | Museum & Gallery Visits | 3. | Photo records for references / | Students complete post-visit tasks | Throughout | LMY, LLM | Travelling: |
| | 3.1.2 | | 4. | Art criticism writing / | with satisfactory responses. | the academic | | \$1,500 |
| | | | 5. | Visual diaries / | | year | | |
| | | | 6. | Extended application in | | | | |
| | | | | art-making | | | | |
| | | | | | | | | |
| | | | | | | Time | Person | Budget |
| | Ohiootiyoo | Dlane/Stratogics | | MATRAGE AT LIVALIATION | Success Criteria | | | • |
| | Objectives | Plans/ Strategies | | Methods of Evaluation | Success Criteria | Scale | In-charge | • |
| Cro | | Plans/ Strategies lar Learning | | Methods of Evaluation | Success Criteria | Scale | In-charge | |
| | | | 1. | | Success Criteria 1. 80% attendance | Scale to be confirmed | In-charge | |
| | ss-curricu | lar Learning | 1. | | | | | |
| | ss-curricu 3.1.2, | Jockey Club ICH + Innovative Heritage | 1. | Feedback from teachers and | 1. 80% attendance | | | |
| Cro 4.7 | ss-curricu 3.1.2, | Jockey Club ICH + Innovative Heritage Education Program— | | Feedback from teachers and students Artists' and teachers' observation | 1. 80% attendance | | | |
| | ss-curricu 3.1.2, | Jockey Club ICH + Innovative Heritage Education Program— White Iron Craft Workshop | 2. | Feedback from teachers and students Artists' and teachers' observation | 1. 80% attendance | | | |
| | ss-curricu 3.1.2, | Jockey Club ICH + Innovative Heritage Education Program— White Iron Craft Workshop 賽馬會「傳.創」非遺教育計劃課程— | 2. | Feedback from teachers and students Artists' and teachers' observation | 1. 80% attendance | | | |
| | ss-curricu 3.1.2, | Jockey Club ICH + Innovative Heritage Education Program— White Iron Craft Workshop 賽馬會「傳. 創」非遺教育計劃課程— 白鐵工作坊 *Targeted for Junior Forms | 2. | Feedback from teachers and students Artists' and teachers' observation | 1. 80% attendance | | | |
| | ss-curricu 3.1.2, | Jockey Club ICH + Innovative Heritage Education Program— White Iron Craft Workshop 賽馬會「傳. 創」非遺教育計劃課程— 白鐵工作坊 | 2. | Feedback from teachers and students Artists' and teachers' observation | 1. 80% attendance | | | |

| | 3.2.5, | Training for Internal & External | Number of competitions joined | 1. | Joining at least 3 competitions | Throughout | LMY, LLM | Competition |
|-------|------------|----------------------------------|---------------------------------|----|----------------------------------|----------------------|-----------|----------------|
| | 3.1.2 | Art / Design Competitions | 2. Teachers' observation | 2. | Students are able to apply | the academic | | Enrolment |
| | | | 3. Students' feedback | | relevant knowledge and skills to | year | | Fee: \$3,800 |
| | | | | | their works. | | | |
| Elite | Training | l (for Junior Forms) | | | | | | |
| 4.8.2 | 3.2.5, | Drawing Workshop for S.1-S.3 | 1. Attendance record | 1. | 80% attendance | 10 sessions | LMY | Tutor Fees |
| | 3.1.2 | | 2. Tutor's marking and comments | 2. | Tutor's feedback | (1.5 hr per session) | | \$4,500 |
| | | | 3. Exhibition | 3. | Students' self-reflection forms | | | 8/15 Subsidie |
| | | | | 4. | Students hand in artwork of good | | | \$2,400 |
| | | | | | quality | | | (Fixed Cos |
| | Ohioativaa | Dlane/ Strategies | Methods of Evaluation | | Success Criteria | Time | Person | Budget |
| | Objectives | Plans/ Strategies | Methods of Evaluation | | Success Criteria | Scale | In-charge | |
| 4.8.3 | 3.2.5, | Painting Workshop for S.1-S.3 | 1. Attendance record | 1. | 80% attendance | 8 sessions, | LLM | Tutor Fees |
| | 3.1.2 | | 2. Tutor's marking and comments | 2. | Tutor's feedback | (1.5 hr per session) | | \$4,200 |
| | | | 3. Exhibition | 3. | Students' self-reflection forms | | | 8/15 Subsidies |
| | | | | 4. | Students hand in artwork of good | | | \$2,240 |
| | | | | | quality | | | (Fixed Cos |

| 4.8.4 | 3.2.5, | Drawing and Painting Workshop (S.4 DLG) | 1. Attendance record | 1. | 80% attendance | 8 sessions, | LMY | DLG: \$12,000 |
|-------|------------|---|---------------------------------|----|----------------------------------|--------------------|-----------|------------------|
| | 3.1.2 | | 2. Tutor's marking and comments | 2. | Tutor's feedback | (3 hr per session) | | (approved) |
| | | | 3. Exhibition | 3. | Students' self-reflection forms | | | |
| | | | | 4. | Students hand in artwork of good | | | |
| | | | | | quality | | | |
| 4.8.5 | 3.2.5, | Advanced Painting Workshop (S.4) | Attendance record | 1. | 80% attendance | 7 sessions | LMY | Tutor fees |
| | 3.1.2 | | 2. Tutor's marking and comments | 2. | Tutor's feedback | (3 hr per session) | | \$10,500 |
| | | | 3. Exhibition | 3. | Students' self-reflection forms | | | 8/15 Subsidies:: |
| | | | | 4. | Students hand in artwork of good | | | \$5,600 |
| | | | | | quality | | | (Fixed Cost) |
| 4.8.6 | 3.2.5, | Painting Workshop (S.5 DLG) | Attendance record | 1. | 80% attendance | 10 sessions, | LLM | DLG: \$12,000 |
| | 3.1.2 | | 2. Tutor's marking and comments | 2. | Tutor's feedback | (2 hr per session) | | (approved) |
| | | | 3. Exhibition | 3. | Students' self-reflection forms | | | |
| | | | | 4. | Students hand in artwork of good | | | |
| | | | | | quality | | | |
| | Ob.: | Discos / Otrosto missos | Made de ef Fredriche | | 0 | Time | Person | Budget |
| | Objectives | Plans/ Strategies | Methods of Evaluation | | Success Criteria | Scale | In-charge | |
| 4.8.7 | 3.2.5, | Advanced Painting Workshop (S.5) | 1. Attendance record | 1. | 80% attendance | 2 sessions | LLM | \$2400 |
| | 3.1.2 | | 2. Tutor's marking and comments | 2. | Tutor's feedback | (2 hr per session) | | 8/15 Subsidies:: |
| | | | 3. Exhibition | 3. | Students' self-reflection forms | | | \$1,280 |
| | | | | 4. | Students hand in artwork of good | | | |
| | | | | | quality | | | |
| | | | | | | | | |
| | | | | | | | | |

| | Objectives | Plans/ Strategies | Methods of Evaluation | | Success Criteria | Time Scale | Person In-charge | Budget |
|--------|-----------------|---|---|----------------|--|------------------------------------|---------------------|---|
| 4.8.10 | | Visual Arts Club and Photography Club Committee Members Leadership Training | Teachers' observation Activities records and evaluation forms | 2. | Students are able to initiate, plan and run 5 art activities per club Students' positive feedback | Throughout the academic year | LMY, LLM | \$1000 |
| 4.8.9 | 3.1.2 | School Art Ambassador Training | Updating and maintaining the website for VA information Sharing of art experiences through board decoration | 1. 2. 3. | Artwork and art experience sharing Students' positive feedback. | Throughout the academic year | LLM | \$1000 |
| 4.8.8 | 3.2.5, 3.1.2 | Airbrush Painting Workshop (S.4) | Attendance record Tutor's marking and comments Exhibition | 2. 3. 4. | 80% attendance Tutor's feedback Students' self-reflection forms Students hand in artwork of good quality | 8 sessions, (3 hr per session) | LMY | Tutor fees \$7,200 8/15 Subsidies: \$3,840 (Fixed Cost) |

| | Objectives | Plans/ Strategies | Methods of Evaluation | Success Criteria | Time Scale | Person In-charge | Budget |
|-------|-----------------|--|--|---|----------------------------------|---------------------|---|
| 4.9.4 | 3.2.6, 3.1.2 | S.6 VA Graduation Exhibition | Exhibition of S.6 students' artworks Written Feedback on guest book | artwork for display | May 23– May 30 (Tentative) | LMY | \$1,000 |
| 4.9.3 | 3.2.6, 3.1.2 | Learning Celebration Art Show | Exhibition of artworks of students from all forms Feedback from teachers and students | teachers' feedback students' feedback | Mar.1 – Mar.5 | LMY, LLM | \$1,000 Framing artworks for display |
| 4.9.2 | 3.1.2 | Art Show for Admission Talk Cum School Visit Day (in collaboration with School Liaison Committee) | Exhibition of artworks of students from all forms Feedback from primary school students and parents | Complete the plan Positive feedback | Dec. 4 | LMY, LLM | (budget proposed by School Liaison Committee) |
| 4.9.1 | 3.2.6, 3.1.2 | C.C.C. Joint-school Art Exhibition— "Muses,藝苗" | Artworks selection Student docent 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 | Jun. 24 –27 | LMY, LLM | Venue booking, promotion, ceremony & publication: \$15,000 |

| 4.9.5 | 3.2.6, | Classroom Outdoor Wall Painting | Artist, teachers' observation and | 1. | teachers' feedback | Mid-Oct 2021- | LLM | artist's fee + |
|-------|------------|---|-----------------------------------|----|-----------------------------------|---------------|-----|----------------|
| | 3.1.2 | | students' feedbacks | 2. | students' feedback | Feb 2022 | | tools & |
| | | | | 3. | building a sense of belonging | | | materials : |
| | | | | | | | | \$24,000 |
| 4.9.6 | 3.2.6, | Campus Wall Painting – | Artist, teachers' observation and | 4. | teachers' feedback | Mid-Oct 2021– | LLM | artist's fee + |
| | 3.1.2 | Wall Facing Hiu Ming Street | students' feedbacks | 5. | students' feedback | Feb 2022 | | tools & |
| | | | | 6. | building a sense of belonging | | | materials : |
| | | | | | | | | \$48,500 |
| Enha | Incing stu | □ □ udents' performance in public ex | caminations | | | | | |
| 4.10 | 3.2.7 | Joint-school Post-mock Examination | Sharing and discussion on exam | 1. | At least 1/3 S.6 VA students join | Date to be | LMY | \$400 |
| | | | paper | | the activity. | announced | | |
| | | | 2. Marking of Exam paper | 2. | Students show improvement after | - | | |
| | | | 3. Teachers' comments from other | | the activity. | | | |
| | | | schools | | | | | |

5. Budget

| | Item | Expenditure |
|-------|---|-------------|
| Schoo | I Events/ Items for Adminstration | |
| 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 | \$2,000.00 |
| 5.4 | Teaching Aids (consumables, art tools) | \$46,000.00 |
| 5.5 | Learning Celebration Art Show | \$1,000.00 |
| 5.6 | C.C.C. Joint-school Art Exhibition— "Muses, 藝苗" | \$15,000.00 |

| 5.7 | S.6 VA Graduation Exhibition | \$1,000.00 |
|---------|---|--------------|
| 5.8 | Prizes for students with good performances | \$500.00 |
| Studer | nt Activity (Boosting Academic Result) | |
| 5.9 | Joint-school Mock Examination | \$400.00 |
| Studer | nt Activity (Not Boosting Academic Result) | |
| 5.10 | S.4 Drawing and Painting Workshop (DLG) | \$12,000.00 |
| 5.11 | S.5 Painting Workshop (DLG) | \$12,000.00 |
| 5.12 | Campus Wall Painting – Wall Facing Hiu Ming Street (artist's fee + tools & materials) | \$48,500.00 |
| 5.13 | Classroom Outdoor Wall Painting (artist's fee + tools & materials) | \$24,000.00 |
| 5.14 | Drawing Workshop for Junior Forms (10 sessions) | \$2,400.00 |
| 5.15 | Painting Workshop for Junior Forms (8 sessions) | \$2,240.00 |
| 5.16 | S.4 Advanced Painting Workshop (7 sessions) | \$5,600.00 |
| 5.17 | S.4 Airbrush Painting Workshop (8 sessions) | \$3,840.00 |
| 5.18 | S.5 Advanced Painting Workshop (2 sessions) | \$1,280.00 |
| 5.19 | Student Training (including School Art Ambassador Training, Visual Arts Club and | |
| | Photography Club Committee Members Leadership Training) (LWLG) | \$2,000.00 |
| 5.20 | Competition enrolment fees (LWLG) | \$3,800.00 |
| 5.21 | Gallery visits (LWLG) | \$1,500.00 |
| Total E | xpenditure | \$189,160.00 |

6. Panel Members

Lau Mei Ying (Panel Head) (LMY)

Lau Lai Mei (LLM)

C.C.C. Mong Man Wai College Home Economics

Program Plan (2021–2022)

1 Aims

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

2 Situational Analysis

2.1 Strengths

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

2.2 Weaknesses

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

2.3 Opportunities

2.3.1 Various organizations e.g. Department of Health and Green Monday could provide food and nutrition or health-related activities such as talks and game booths which are free of charge.

2.4 Threats

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

3 Major Concerns for the Current Year

- 3.1 Concerns Addressed to the School Three-year Plan
 - 3.1.1 Sustain self-directed learning habits
 - 3.1.2 Develop e-learning to enhance learning effectiveness

3.2 Other Concerns

- 3.2.1 Collaborate with Physical Education Department, Civic Education Committee and other organizations to promote healthy lifestyles.
- 3.2.2 Collaborate with Civic Education Committee to recognize and celebrate students' achievements.

4 Implementation Plan and Division of Works

4.1 Self-directed Learning and e-Learning

| | Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in-charge |
|-----|----------------|--|--|--|---------------------|------------------|
| 4.1 | 3.1.1 3.1.2 | S1 Food and Nutrition - Students are to prepare for the lessons, i.e. reading the textbooks 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 2021 | 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 2022 | 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 | 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 2022 | FML |

| Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person in-charge |
|------------|---|--|---|-------------------------|------------------|
| | evaluated and marked by the subject teacher. | | | | m-charge |
| 3.1.2 | | 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 2022 | 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. | | 80% of students would be able to learn the related sewing skills and finish their articles. | Nov 2021 - June 2022 | 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 | Students are to | -70% of participants with | Nov 2021- | LWS, |
| | | P.E. Department, C.E. committee and other | participate in health | positive feedback | May 2022 | FML, |
| | | organizations, e.g. Green Monday and | education activities. | | | TWP, |
| | | United Christian Nethersole Community | | | | LPM |
| | | Health Service. | | | | |
| | | - Green Monday exhibitions and game booth | | | | |
| | | - Sugar Free Day exhibitions and game | | | | |

| Objectives | Plans/Strategies | Method of Evaluation | Success Criteria | Time Scale | Person |
|------------|--|----------------------|------------------------------|------------|-----------|
| | | | | | in-charge |
| | booth | | | | |
| | - Health Talk | | | | |
| | | | | | |
| 3.2.2 | Recognize and celebrate students' learning | Outstanding N.W. | 10% of students' work would | March – | LWS, |
| | outcomes by working with C.E. Committee. | projects would be | be displayed during Learning | June 2022 | FML, |
| | | collected. | Celebration week. | | TWP |
| | | | | | |

5 Budget 2021-2022

| Items | Approved (\$) | Applied (\$) |
|---|---------------|--------------|
| Teaching Aids (consumables) | | 50,000.00 |
| Composite Furniture & Equipment | | 22,000.00 |
| Minor Repairs | | 3,500.00 |
| (maintenance of sewing machines) | | |
| Travelling / Carriages | | 1,500.00 |
| (delivery charges for fibres and fabrics) | | |
| Teacher's Reference (reference books) | | 1,100.00 |
| Library grant | | 1,700.00 |
| Stationery | | 500.00 |
| Total Expenditure | | 80,300.00 |

6 Team Members

6.1 Committee or Subject Panel Members

Advisor : FPS Chairperson : LWS Member : FML

C.C.C. Mong Man Wai College Library

2021-2022 Annual Program Plan

1. Objectives

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

2. Situational analysis

2.1 Strengths

- 2.1.1 Grant from the school is available for the development of collections in the library.
- 2.1.2 Library has an online platform (Library Master OPAC 6.5) to provide services to staffs and students. For example, remote access to library services including web renewal service, online reservation service, which gives the staffs and students greater convenience than ever before.
- 2.1.3 Teacher-Librarian can cooperate with subject teachers to provide reading scheme and competitions.
- 2.1.4 Around 20 student-librarians can provide their service regularly.

2.2 Weaknesses

- 2.2.1 The school library is far away from the school main building.
- 2.2.2 The bookshelves are overloaded with too much old collections.
- 2.2.3 Number of student-librarians is decreasing. Students are too busy.
- 2.2.4 New library assistant without any library training and working experience in library work.

2.3 Opportunities

- 2.3.1 Starting from 2018/2019, the EDB will disburse a new Promotion of Reading Grant (\$60,000), school library can organize different types of school-based reading activities.
- 2.3.2 The library has Library Grant yearly to develop the collections.
- 2.3.3 Shun Hing Education and Charity Fund provides us a RFID system which can convenient our students to use the Library services.

2.4 Threats

- 2.4.1 The library 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 eRead Scheme, 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 are subscribed in eRead Scheme.
- 3.2.2 Positive thing 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 | | Schedule | PICs |
|-------------|-----|----|-----------------------|------------|----------------------|------------|-----------|
| | | | | | Evaluation | | |
| Optimize t | the | 1. | Write-off the updated | 1. | Record of | Whole year | FML, |
| environment | of | | and old collections. | | write-off list. | | Library |
| the library | | 2. | Reallocation of the | 2. | Floorplan of | | Assistant |
| | | | library collections. | | library collections. | | |
| | | | | | | | |

| Objectives | Plans / Strategies | Methods of | Schedule | PICs |
|--------------------|----------------------------|--------------------------|------------|-----------|
| | | Evaluation | | |
| Create a reading | 1. Cooperate with | | Whole year | FML, |
| atmosphere in the | different subjects and | | | Library |
| campus | committees to promote | | | Assistant |
| | reading | | | |
| | 1.1 Web based Reading | 1.1 Subscribed book | | |
| | Scheme, i.e. eRead | lists | | |
| | Scheme (Chinese, | | | |
| | English, Mathematics, | | | |
| | Life and Society, | | | |
| | Student Guidance | | | |
| | Committee), eLibrary | | | |
| | 1.2 School-based reading | 1.2 Statistics report | | |
| | scheme from Chinese | and Prize lists | | |
| | and English | | | |
| | department | | | |
| | 1.3 Reading Promotion | 1.3 Feedback or | | |
| | Program | statistics report | | |
| | 1.4 S1-2 Reading Award | 1.4 Prize lists | | |
| | Scheme with ACA | | | |
| | 1.5 E-readers and | 1.5 Teaching material | | |
| | e-resources promotion | 110 100011118 1110011111 | | |
| | with English | | | |
| | department | | | |
| | 1.6 OLE Corner was set | 1.6 Display of career | | |
| | up in the library to | related books and | | |
| | | information | | |
| | provide career information | iliformation | | |
| | | 1.7 Foodbook | | |
| | | 1.7 Feedback or | | |
| | Reading Day | statistics report | | |
| Award for | Top 10 Student-Librarians | Name list of | Whole year | FML, |
| Student-librarians | | student-librarian. | - | Library |
| | | | | Assistant |
| | | | | |

2021-2022 其他學習經歷課 周年計劃

第一部份 任教老師

| 其他學習經歷範疇 | 中四 | 中五 | 中六 |
|------------|---------------|---------------|-----|
| 藝術發展 | LMY, LLM, LCY | LMY, LLM, LCY | LCY |
| 與升學/工作相關經驗 | MSH | KLP | KLP |

備註: 時間表見附件一

第二部份 各級課題

| 中四級 | 任教老師 | 中五級 | 任教老師 | 中六級 | 任教老師 | | | | | |
|---------------------------|----------|-----------------------------------|----------|---------------------------|------|--|--|--|--|--|
| | 藝術發展 | | | | | | | | | |
| 音樂元素和弦應用 | | 電影藝術與其 他藝術之比較 | | 認識世界音樂 | | | | | | |
| 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 | | 流行音樂源流 | | | | | | |
| 基本歌唱技巧 | LCY | 敘事形式與場 面調度 | | 英美流行音樂 對全球流行曲 發展之影響 | LCY | | | | | |
| 認識百老匯音樂劇 | | 電影歷史與電影評論 | LCY | 認識搖滾音樂 | | | | | | |
| 節奏樂器及 敲擊樂器介紹 | | 本地電影短片 製作之現況 | | 認識音樂劇及 歌劇 | | | | | | |
| 認識本地音樂 組合/流行樂隊 | | 動畫電影/數碼 媒體電影 | | 本地流行曲 | | | | | | |
| 紙的玩意(1) 紙的玩意(2) 藍曬 | LLM | 陶器皿 | LLM | <u>→ Tretk</u> | | | | | | |
| 時裝設計 (與課外活動委 員會合作,於 | LLM, LMY | 時裝設計 (與課外活動委 員會合作,於 | LLM, LMY | | | | | | | |

| 中四級 | 任教老師 | 中五級 | 任教老師 | 中六級 | 任教老師 |
|-------------|-------|-----------|------|-------------|------|
| 試後活動 | | 試後活動 | | | |
| 班際時裝表演 | | 班際時裝表演 | | | |
| 及比賽) | | 及比賽) | | | |
| 錯視畫 | | 玻璃杯彩繪 | | | |
| | | Mandala | | | |
| | | | | | |
| Sticker 製作一 | | 木烙畫工藝 | | | |
| 用 App | LMY | | | | |
| "Comica"及 | LAVIT | | LMY | | |
| "Sticker | | | | | |
| Maker"將人像 | | | | | |
| 相片漫畫化 | | | | | |
| | | | | | |
| | | 與升學/ | 澤業相關 | | |
| 計劃人生 | | 「常識」問答 | | 多元升學出路 | |
| (SLP) | | 「常識」問答 | | | |
| | | 比賽: 多元升 | | | |
| | | 學出路 | | | |
| 選擇。前路 (I | | 認識大專課程 | | Study Plan | |
| am生涯工作 | | | | | |
| 坊) | | | | | |
| 第一節 | | | | | |
| | | | | | |
| 選擇。前路 (I | MSH | 先見之明 | KLP | JUPAS, EAPP | KLP |
| am生涯工作 | | 我的 SLP | | 戶口 | |
| 坊) | | | | | |
| 第二節 | | N | | | |
| 課題四:工作 | | 求職準備篇 | | SLP 檢閱及確 | |
| 價值 | | 履歷表 | | 認 | |
| | | | | | |
| | | 面試策略 | | 洞悉騙案 | |
| | | 自我介紹 | | | |
| | | <u>II</u> | | | |

第三部份 增潤課題/活動/工作坊 (課堂進行)

| 其他學習 | 活動/計劃名稱 | 合辦單位/機構 | 參與 | 備註 |
|------|-------------------------------|----------------|-----------|-------------------------------------|
| 經歷範疇 | | | 學生 | |
| | 香港藝術節學校巡迴表演 | 香港藝術節青少 年之友 | S5 | ● 費用\$600 |
| 藝術發展 | 基礎電影製作入門 | 外聘導師 余子明 | S5 | \$2000 撥款有待批核 |
| | 中四、五時裝表演 Fashion Show (學習及準備) | 課外活動委員會 | S4, S5 | ● 於試後活動表演 ● LLM, LMY 設計課 程及授課 |

第四部份 課堂延伸活動 (課外時間進行)

全級參與

| 活動計劃名稱 | 合辦單位/機構 | 參與學生 | 備註 |
|----------------------------|---------|--------|---------------------------------|
| 中四、五時裝表演 Fashion Show (表演) | 課外活動委員會 | S4, S5 | 於試後活動表演 LLM, LMY 設計課程 及授課 |

2021 - 22 年度 中四級 其他學習經歷課時間表

任教老師: LLM 4A, LCY 4B, LMY 4C, MSH 4D 課堂: **DAY**4 第 1 節

| 循環周 | 日期 | 4A | 4B | 4C | 4D | | | | | | |
|--|--------|-------------------|--------------------|----------------|------------|--|--|--|--|--|--|
| 1 | 9/9 | LLM | LCY | LMY | MSH | | | | | | |
| 2 | 17/9 | LLM | LCY | LMY | MSH | | | | | | |
| 3 | 28/9 | MSH | LLM | LCY | LMY | | | | | | |
| 4 | 7/10 | MSH | LLM | LCY | LMY | | | | | | |
| 5 | 22/10 | LMY | MSH | LLM | LCY | | | | | | |
| | | 1/11-5/11 <u></u> | 上學期測驗周 | | | | | | | | |
| 6 | 8/11 | 賽馬會浩觀, | 青少年創業培語 @ 廿- | 訓計劃 STE 一世紀 | P One - 創業 | | | | | | |
| 7 | 16/11 | 賽馬會浩觀清 | 青少年創業培諭 實驗室 (第- | | P Two - 創新 | | | | | | |
| 8 24/11 賽馬會浩觀青少年創業培訓計劃 STEP Two - 創新 實驗室 (第二次工作坊) | | | | | | | | | | | |
| 9 | 6/12 | LMY | MSH | LLM | LCY | | | | | | |
| 10 | 14/12 | LCY | LMY | MSH | LLM | | | | | | |
| | 23/12, | /2021 - 3/1/202 | 1 聖誕節及元 | 己旦日 | | | | | | | |
| | | 6/1-19/1 | 上學期考試 | | | | | | | | |
| 13 | 24/1 | LCY | LMY | MSH | LLM | | | | | | |
| | | 31/1-9/2 | 農曆新年假 | | | | | | | | |
| 14 | 11/2 | LLM | LCY | LMY | MSH | | | | | | |
| 15 | 22/2 | LLM | LCY | LMY | MSH | | | | | | |
| 16 | 2/3 | MSH | LLM | LCY | LMY | | | | | | |
| 17 | 10/3 | MSH | LLM | LCY | LMY | | | | | | |
| 18 | 18/3 | LMY | MSH | LLM | LCY | | | | | | |
| | | 28/3-1/4 | 學期測驗周 | | | | | | | | |
| 19 | 4/4 | LMY | MSH | LLM | LCY | | | | | | |
| 20 | 13/4 | LCY | LMY | MSH | LLM | | | | | | |
| | | 14/4-23/4 | 復活節假 | | | | | | | | |
| 21 | 3/5 | LCY | LMY | MSH | LLM | | | | | | |
| 22 | 16/5 | LLM | LCY | LMY | MSH | | | | | | |
| 23 | 24/5 | LLM | LCY | LMY | MSH | | | | | | |
| 24 | 1/6 | MSH | LLM | LCY | LMY | | | | | | |
| 25 | 10/6 | MSH | LLM | LCY | LMY | | | | | | |

15/6-30/6 下學期考試

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

2021 - 22 年度 中五級 其他學習經歷課時間表

任教老師: LLM 5A, LCY 5B, LMY 5C, KLP 5D 課堂: DAY6 3-4 節

| | | D, LIVIT JC, KLI | | m主· Dillo 3 + 以 | | | | | |
|-----|---------------|-------------------|------------|-----------------|-----|--|--|--|--|
| 循環周 | 日期 | 5A | 5B | 5C | 5D | | | | |
| 1 | 13/9 | LLM | LCY | LMY | KLP | | | | |
| 2 | 21/9 | LLM | LCY | LMY | KLP | | | | |
| 3 | 30 <i>/</i> 9 | | 香港藝術節青少年之友 | | | | | | |
| 4 | 12/10 | KLP | LLM | LCY | LMY | | | | |
| 5 | 26/10 | KLP | LLM | LCY | LMY | | | | |
| | | 1/11-5/11 上 | 學期測驗周 | | | | | | |
| 6 | 10/11 | LMY | KLP | LLM | LCY | | | | |
| 7 | 18/11 | LMY | KLP | LLM | LCY | | | | |
| 8 | 30/11 | | 運動相關職業 | 美導向講座 | | | | | |
| 9 | 8/12 | LCY | LMY | KLP | LLM | | | | |
| 10 | 16/12 | LCY | LMY | KLP | LLM | | | | |
| | 23/12 | 2/2021 - 3/1/2021 | 聖誕節及元皇 | 1日 | | | | | |
| | | 6/1-19/1 上 | 學期考試 | | | | | | |
| 13 | 26/1 | LLM | LCY | LMY | KLP | | | | |
| | | 31/1-9/2 農 | 曆新年假 | | | | | | |
| 14 | 15/2 | LLM | LCY | LMY | KLP | | | | |
| 15 | 24/2 | KLP | LLM | LCY | LMY | | | | |
| 16 | 4/3 | KLP | LLM | LCY | LMY | | | | |
| 17 | 14/3 | LMY | KLP | LLM | LCY | | | | |
| 18 | 22/3 | LMY | KLP | LLM | LCY | | | | |
| | | 28/3-1/4 下粤 | 學期測驗問 | | | | | | |
| 19 | 7/4 | LCY | LMY | KLP | LLM | | | | |
| | | 14/4-23/4 | 复活節假 | | | | | | |
| 20 | 26/4 | LCY | LMY | KLP | LLM | | | | |
| 21 | 10/5 | LLM | LCY | LMY | KLP | | | | |
| 22 | 18/5 | LLM | LCY | LMY | KLP | | | | |
| 23 | 26/5 | KLP | LLM | LCY | LMY | | | | |
| 24 | 6/6 | KLP | LLM | LCY | LMY | | | | |
| 25 | 14/6 | LMY | KLP | LLM | LCY | | | | |

15/6-30/6 下學期考試

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

C. C. C. Mong Man Wai College
Plan on the Use of the Capacity Enhancement Grant (2021–2022)

| 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 as substitute teacher | Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching | \$215,000 | Most of the teachers agree that their non-teaching workloads are relieved |
| Teacher assistant (English) | To employ a TA to supervise detention classes, prepare teaching materials and as substitute teacher | Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching | \$215,000 | Most of the teachers agree that their non-teaching workloads are relieved |
| Teacher assistant (ECA) | Employing a TA to supervise detention classes, supervise various activities, handling administrative work and as substitute teacher | Relieve teachers from non- teaching work so as to enhance teachers' effectiveness in teaching | \$215,000 | Most of the teachers agree that their non-teaching workloads are relieved |
| Teacher assistant (0.5) (OLE) | To employ a TA to support the daily operation of OLE webpage, collaboration with external organizations, coaching of students' activities, monitoring 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 | \$107,500 | 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 on monitoring students drilling | \$15,000 \$767,500 | Over 80% attendance in the course and good students' feedback |

The CEG in the current school year is \$638,461. It is expected that the CEG in the next school year is around \$641,500.

School-based After-school Learning and Support Programmes 2021/22 s.y. School-based Grant - Programme Plan

| Name of School: | C.C.C. Mong Man Wai College | | | |
|-----------------------------|-----------------------------|------------------------|-----------|--|
| | | | | |
| Staff-in-charge: Fok Pik Sh | a n | Contact Telephone No.: | 2727 6371 | |

- A. The estimated number of students (count by heads) benefitted under this Programme is <u>263</u> (including A. <u>22</u> SSA recipients, B. <u>143</u> SFAS full-grant recipients and C. <u>98</u> 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, | Period/Date activity to be held | Estimated no. of participating eligible students# | | | Estimated expenditure (\$) | Name of partner/service provider (if applicable) |
|---|--|---|---|---------------------------------------|---|----------|---------|----------------------------|---|
| Intellectual Development | | | Questionnaires | Whole year | A 50 | В 150 | C 20 | 40000 | |
| interiectual Development | | Students' positive comment on the program. | Questionnanes | vviiole year | 30 | 130 | 20 | 40000 | |
| Moral and Civic Education and Leadership | | Students' positive comment on the program. | Questionnaires | Whole year | 50 | 150 | 20 | 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 | 20 | 90000 | |
| Community Service | To enrich life experiences by serving the community. | Over 80% attendance of students | Questionnaires | Whole year | 50 | 150 | 20 | 10000 | |
| Career-related Experiences | To help students explore career paths. | Students' positive comment on the program. | Questionnaires | Whole year | 50 | 150 | 20 | 10000 | |
| Total no. of activities: | | L | 1 | [®] No. of man-times | 250 | 750 | 100 | | |
| | _ | | | **Total no. of | 1100 |) | • | | |

man-times

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) (2021–2022)

| Programme | Implementation Plan | Teacher Responsible | Budget | Approved | Success Criteria | Method Of Evaluation |
|--|--|---------------------------|----------|----------|---|--|
| S.4 Figure Drawing and Oil Painting Course | 10 students of S.4 VA elective will be selected by interview and artworks. An artist will be invited to teach figure drawing and painting concepts and techniques. | LMY | \$12,000 | \$12,000 | Students are able to acquire advanced skills and knowledge in painting human forms. Students hand in high quality artworks to be displayed in the school campus. | Exhibition of students' artworks |
| S.5 Acrylic Painting Workshop | 7 students of S.5 VA elective will be selected by interview. An artist will be invited to inspire students through observation and teach acrylic painting techniques. | LLM | \$12,000 | \$12,000 | Students are able to acquire skills and knowledge in acrylic painting. Students hand in high quality artworks to be displayed in the school campus. | Exhibition of students' artworks |
| S.4-6 Chinese debate training | Around 10 S.4-6 students will be selected for the training. Experienced private tutors will be hired for the training | CWK | \$17,500 | \$17,500 | Students will take part in external and inter-class debate competitions on behalf of the school. | Students' and tutors' feedback and achievement in competitions |
| S4-6 Public speaking training | Around 10 students from S4-6 will be selected to receive the public speaking training before taking part in the English Speech Festival | TLM | \$16,000 | \$16,000 | Students will take part in the public speaking event in English Speech festival | Students' and tutors' feedback and achievement in competitions |
| S.4-6 English debate training | Around 10 S.4-6 students will be selected for the training. Experienced private tutors will be hired for the training | English Debate team | \$5,000 | \$5,000 | Students will take part in external debate competitions on behalf of the school. | Students' and tutors' feedback and achievement in competitions |
| Applied Strategic Thinking & Effective Study Skill Course | Around 30 S5 student leaders in ECA & elite students will be selected | FMY | \$12,000 | \$12,000 | Students improve their learning effectiveness | 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 | |
| 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 | Evaluation by Academic Committee (Affairs) and feedback collected from participants |
| | | | \$124,500 | \$124,500 | | |

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 _2021/22_ 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

| | | Domain (Please select or | | Target S | Students | Brief Description of the | Estimated Expenses | | (Please put | l Learning Exp a ✓ the approprione option can | riate box(es); | |
|-----|---|---|------------------------------|---------------|--|---|-----------------------|---|---------------------------|--|---------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Monitoring / Evaluation Mechanism | (\$) | <u>I</u> ntellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>S</u> ervice | <u>C</u> areer-related Experiences |
| 1.1 | 1.1 Local Activities: 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) | 2022-02, 2022-04 | \$3, \$4, \$5 | | Evaluation by Academic Prefect Board based on observation, student participation & feedback from student participants | \$16,000.00 | √ | | | | |
| 2 | Academic Prefect Training Sessions-To further equip academic prefects with leadership skills & cultivate team spirit | Academic Committee (Affairs) | 2021-10, 2022-04, 2022-06 | S3, S4, S5 | | 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) | wholeyear | \$1, \$2, \$3 | | 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) | 2021-11 | S1 | | 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) | wholeyear | \$1, \$2, \$3 | | Evaluation by ACA based on observation, student participation rate & feedback from participants | \$6,000.00 | √ | | | | |

| | | Domain (Please select or | | Target S | Students | . Brief Description of the | Estimated Expenses | | (Please put a | l Learning Exp | iate box(es); | |
|-----|---|---|---------------------------------------|---------------------------|--|--|-----------------------|---|---------------------------------|------------------------------------|------------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Monitoring / Evaluation Mechanism | (\$) | <u>I</u> ntellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>S</u> ervice | <u>C</u> areer-related Experiences |
| 1.1 | <u>Local</u> Activities: To organise life-wide learning abilities for stretching students' potential and nu | | | | n areas to enh | ance learning effectiveness, o | or to organise diver | rsified life-wide | learning activ | ities to cater for | students' inter | rests and |
| 6 | S6 Stress Management Program-To raise students' awareness of the symptoms of stress & suitable stress management strategies | Academic Committee (Affairs) | 2022-01 | S6 | | Evaluation by ACA & the concerned committees (e.g. Students Guidance Committee, BK, etc.) based on observation & feedback from class teachers, form teacher & participants | \$600.00 | √ | | | | |
| 7 | 参觀活動-培育靈性發展 | Biblical Knowledge | wholeyear | S4 | | 回應表 | \$2,000.00 | | ✓ | | | |
| 8 | 聖經問答比賽-讓學生更有興趣學習聖經 | Biblical Knowledge | | S1, S2, S3, S4 | | 老師聽取學生意見 | \$1,000.00 | | ✓ | | | |
| 9 | S.6 Field Trip-Live-wide learning | Biology | | S6 | | Questionnaires | \$3,100.00 | ✓ | | | | |
| 10 | S4, S5 field trip-Value education | Biology | | S4, S5 | | Questionnaires | \$4,000.00 | ✓ | | | | |
| 11 | Science Competition (Poly U)-Elite training | Biology | | S5 | | Competition results | \$600.00 | ✓ | | | | |
| 12 | Sik Sik Yuen Biotechnology Mobile Laboratory-STEM Education | Biology | | S1, S2, S3, S4, S5, S6 | | Students' feedback | \$20,000.00 | ✓ | | | | |
| 13 | CityU lecture: Modern Batteries-Further study exploration | Chemistry | 2021-02 | S5 | | Survey | \$1,000.00 | | ✓ | | | |
| 14 | CityU lecture: Virtual Chemistry-LIfe skills exploration | Chemistry | 2020-12 | S4 | | Survey | \$1,000.00 | | ✓ | | | |
| 15 | VTC visit: Authentication-Career exploration | Chemistry | 2020-11 | S6 | | Survey | \$1,000.00 | | ✓ | | | |
| 16 | 民間學堂-加深學生對社區文化歷史的認識 | Chinese History | 2021-11 | S1 | | 問卷調查 | \$13,500.00 | | ✓ | | | |
| 17 | 中一尖子參觀中文大學-加強尖子學習自信, 提早訂立目標 | Chinese Language | 2022-04 | S1 | | 學生回饋 | \$1,500.00 | ✓ | | | | |
| 18 | 全方位學習活動-走出課室學習 | Chinese Language | wholeyear | S1, S2, S3 | | 比竇性質 | \$1,000.00 | ✓ | | | | |
| 19 | 你想的書-鼓勵學生閱讀 | Chinese Language | | S1, S2, S3, S4, S5 | | 閱讀計劃得獎學生可選購 喜歡的書籍,在周年報告 註明成果。 | \$2,000.00 | ✓ | | | | |
| 20 | 書法培訓工作坊-培養學生對書法的興趣 | Chinese Language | wholeyear | S1, S2, S3, S4, S5 | | 問卷 | \$1,600.00 | ✓ | | | | |
| 21 | 朗誦訓練及比賽-聲人心通,體會朗誦的樂趣 及建立自信。 | Chinese Language | 2021-09, 2021-10, 2021-11, 2021-12 | | | 出席率及比賽成績 | \$29,000.00 | ✓ | | | | |

| | | Domain (Please select or | | Target S | Students | . Brief Description of the | Estimated Expenses | | (Please put | l Learning Exp a ✓ the appropr one option can | riate box(es); | |
|-----|--|---|-----------|---------------------------|------------------------------|--------------------------------------|-----------------------|---|---------------------------------|---|---------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Level Number of Participants | Monitoring / Evaluation Mechanism | (\$) | Intellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>S</u> ervice | <u>C</u> areer-related Experiences |
| 1.1 | Local Activities: 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 | | | | | | | | | | | |
| 22 | 升旗活動-推行升旗儀式 | Civic Education Committee | wholeyear | S1, S2, S3 | | 導師意見 | \$12,000.00 | | ✓ | | | |
| 23 | 集古村及變臉推廣-認識傳統文化及 | Civic Education Committee | 2022-01 | S1, S2, S4, S5, S6 | | 問卷調查 | \$65,000.00 | ✓ | ✓ | | | |
| 24 | 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 | wholeyear | S4, S5, S6 | | VA老師評估作品 | \$400.00 | | ✓ | √ | | |
| 25 | 環保利是封設計比賽-推動環保意識 | Civic Education Committee | wholeyear | S2 | | 由HE老師進行評審,定出 得獎作品 | \$500.00 | | ✓ | | | |
| 26 | 西貢鹽田梓生態遊-認識香港早期行業及相關 發展 | Civic Education Committee | 2021-11 | S1, S2, S3, S4, S5 | | 教師觀察 | \$1,900.00 | ✓ | ✓ | | | |
| 27 | 定期舉辦各項回收活動-提升環保意識 | Civic Education Committee | wholeyear | S1, S2, S3, S4, S5, S6 | | 會議檢討 | \$1,000.00 | | ✓ | | | |
| 28 | 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 | 2022-04 | S5 | | 導賞員及導師回饋 | \$1,600.00 | | ✓ | | | |
| 29 | 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 | 2022-04 | S4, S5, S6 | | 教師觀察 | \$5,400.00 | | √ | | | |
| 30 | 信興影子計劃-認識不同類型的職業 | Civic Education Committee | 2022-08 | S5, S6 | | 信興回饋 | \$300.00 | | | | | ✓ |
| 31 | 基本法比賽-認識基本法巡 | Civic Education Committee | 2021-03 | S2 | | 老師觀察 | \$300.00 | ✓ | √ | | | |
| 32 | 基本法巡迴展覽-認識基本法展覽 | Civic Education Committee | 2022-03 | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$300.00 | ✓ | ✓ | | | |

| | | Domain (Please select or | | Target S | Students | Brief Description of the | Estimated Expenses | | (Please put a | Learning Exp | iate box(es); | |
|-----|---|---|-----------|---------------------------|--|---|-----------------------|---|---------------------------------|------------------------------------|---------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Monitoring / Evaluation Mechanism | (\$) | Intellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>S</u> ervice | <u>C</u> areer-related Experiences |
| 1.1 | <u>Local</u> Activities: To organise life-wide learning abilities for stretching students' potential and number of the stretching students. | | | | n areas to enh | ance learning effectiveness , | or to organise diver | rsified life-wide | learning activi | ities to cater for | students' inter | rests and |
| 33 | 健康飲食講座-認識健康飲食 | Civic Education Committee | 2022-07 | S1 | | 老師觀察 | \$3,000.00 | | ✓ | | | |
| 34 | 現代膠災講座-提升學生環保意識 | Civic Education Committee | 2021-12 | S1, S2, S3 | | 老師觀察 | \$800.00 | | ✓ | | | |
| 35 | 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 | 2021-11 | S4, S5, S6 | | 導師檢討 | \$3,750.00 | | ✓ | | | |
| 36 | 國安日活動-於國安日推行相關活動 | Civic Education Committee | 2022-04 | S1, S2, S3, S4, S5 | | 會議檢討 | \$300.00 | | √ | | | |
| 37 | 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 | wholeyear | S3, S4, S5 | | 問卷調查 | \$2,000.00 | | ✓ | | | |
| 38 | 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 | wholeyear | S3, S4, S5 | | 問卷調查 | \$12,000.00 | | ✓ | | | |
| 39 | 組織探訪:香港金融管理局-回應教育局國家安全教育課程框架,讓學生認識香港金融管理局的工作,加深同學對金管局以及銀行業的認識,了解銀行體系是社會及活動的重要支持,最終明白維持貨幣及銀行體系穩定對經濟安全的重要性 | Economics / Economics and Public Affairs | wholeyear | S5 | | 學生出席人數及工作紙 | \$2,500.00 | √ | | | | ✓ |
| 40 | English activities by English Center-To raise students' interest in English and enhance students' self-directed learning | English Language | wholeyear | S1, S2, S3, S4, S5 | | Students' participation and feedback on the activities concerned | \$500.00 | √ | | | | |
| 41 | English days-To increase students' exposure to English and raise students' interest in English | English Language | wholeyear | S1, S2, S3, S4, S5, S6 | | Students' participation and feedback on the activities concerned | \$1,600.00 | ✓ | | | | |
| 42 | English drama outing of S.2-To increase students' exposure to English drama | English Language | wholeyear | S2 | | Students' participation and feedback on the outing | \$10,000.00 | √ | | | | ✓ |
| 43 | English outings, visits and workshops of S.1-6- To increase students' exposure to English and broaden students' horizon | English Language | wholeyear | S1, S2, S3, S4, S5, S6 | | Students' participation and performance in the activities concerned | \$2,000.00 | ✓ | | | | ✓ |
| 44 | English speech festival training-To raise students' interest and ability in English speaking | English Language | wholeyear | S1, S2, S3, S4, S5, S6 | | Students' performance in English speech festival | \$23,000.00 | ✓ | | | | ✓ |

| | | Domain (Please select or | | Target S | Students | | Estimated | | (Please put a | l Learning Exp a ✓ the appropr | iate box(es); | |
|-----|--|---|------------------|---------------------------|--|--|----------------------|---|---------------------------|------------------------------------|-------------------|----------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Brief Description of the Monitoring / Evaluation Mechanism | Expenses (\$) | Intellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 1.1 | <u>Local</u> Activities: To organise life-wide learning abilities for stretching students' potential and nur | | | | n areas to enh | ance learning effectiveness, | or to organise diver | rsified life-wide | learning activ | ities to cater for | students' inter | rests and |
| 45 | Inter-class English competitions-To raise students' motivation in learning English | English Language | wholeyear | S1, S2, S3, S4, S5 | | Students' participation and performance in the competitions | \$1,500.00 | √ | | | | |
| 46 | 中華文藝日-透過舉辦不同的中文活動以提升 同學對中文的興趣。活動與視藝學會合作, 同事提升校園的藝術氣氛。 | Extra-Curricular Activities Committee | wholeyear | S1, S2, S3, S4, S5 | | 老師觀察 | \$31,900.00 | ✓ | | | | |
| 47 | 73rd 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 | wholeyear | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$4,500.00 | | | ✓ | | |
| 48 | 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 | wholeyear | S1, S2, S3, S4, S5, S6 | | 老師觀察、學生表現 | \$18,000.00 | ✓ | | | | |
| 49 | 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 | wholeyear | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$208,188.00 | | | ✓ | | |
| 50 | 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 | wholeyear | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$44,000.00 | | | ✓ | | |
| 51 | 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 | wholeyear | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$30,900.00 | | | √ | | |
| 52 | 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 | wholeyear | S3, S4, S5 | | 老師觀察 | \$9,800.00 | ✓ | ✓ | | | |
| 53 | 全方位活動日-讓學生參與不同活動,接解多 元化的活動,擴闊眼界 | Extra-Curricular Activities Committee | 2021-11, 2022-03 | S1, S2 | | 老師觀察 | \$3,200.00 | ✓ | ✓ | | | |

| | | Domain (Please select or | | Target S | Students | Brief Description of the | Estimated Expenses | | (Please put a | l Learning Exp a ✓ the approprione option can | riate box(es); | |
|-----|---|---|-----------|---------------------------|--|--------------------------------------|-----------------------|---|---------------------------------|--|---------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Monitoring / Evaluation Mechanism | (\$) | Intellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>S</u> ervice | <u>C</u> areer-related Experiences |
| 1.1 | <u>Local</u> Activities: To organise life-wide learning abilities for stretching students' potential and nu | | | | n areas to enha | ance learning effectiveness, | or to organise diver | rsified life-wide | learning activ | ities to cater for | r students' inter | rests and |
| 54 | 全方位學習活動日-到海洋公園參觀不同的 教育及保育景點,讓學生按能力及興趣探索 ,從而提高學習興趣。 | Extra-Curricular Activities Committee | 2021-11 | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$73,100.00 | | ✓ | | | |
| 55 | 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 | wholeyear | S2, S3, S4, S5 | | 老師觀察 | \$700.00 | | | | ✓ | |
| 56 | 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 | wholeyear | S3, S4, S5 | | 老師觀察 | \$5,000.00 | ✓ | | | | |
| 57 | 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 | wholeyear | S1, S2, S3, S4, S5 | | 老師觀察 | \$145,000.00 | | | ✓ | | |
| 58 | 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 | wholeyear | S2, S3, S4, S5 | | 老師觀察 | \$5,000.00 | ✓ | ✓ | | ✓ | |
| 59 | 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 | wholeyear | S1, S2, S3, S4, S5 | | 老師評估、學生表現 | \$17,600.00 | ✓ | | | | |
| 60 | 剪紙工作坊-學生參與剪紙工作坊後,在中華 文藝日帶領同學學習中華文化 | Extra-Curricular Activities Committee | 2022-07 | S1, S2, S3, S4, S5 | | 老師觀察 | \$5,000.00 | ✓ | ✓ | | | |
| 61 | 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 | wholeyear | S1, S2, S3, S4, S5 | | 老師觀察,考試評核。 | \$2,000.00 | | | ✓ | | |
| 62 | 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 | wholeyear | S2, S3, S4, S5 | | 老師觀察 | \$20,000.00 | ✓ | √ | | | ✓ |

| | | Domain (Please select or | | Target S | students | Brief Description of the | Estimated Expenses | | (Please put a | l Learning Exp a ✓ the appropr one option can b | iate box(es); | |
|-----|---|---|-----------|----------------------------|--|--------------------------------------|-----------------------|---|---------------------------------|---|--------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Monitoring / Evaluation Mechanism | (\$) | <u>I</u> ntellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>Service</u> | <u>C</u> areer-related Experiences |
| 1.1 | <u>Local</u> Activities: To organise life-wide learning abilities for stretching students' potential and number of the stretching students. | | | | n areas to enh | ance learning effectiveness , | or to organise diver | sified life-wide | learning activ | ities to cater for | students' inter | rests and |
| 63 | 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 | 2022-07 | S1, S2, S3, S4, S5 | | 老師觀察 | \$3,500.00 | ✓ | ✓ | | | ✓ |
| 64 | 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 | wholeyear | S1, S2, S3, S4, S5 | | 老師觀察 | \$7,000.00 | ✓ | ✓ | | | |
| 65 | 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 | 2021-12 | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$2,500.00 | ✓ | ✓ | | | |
| 66 | 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 | 2021-10 | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$8,500.00 | | ✓ | ✓ | | |
| 67 | 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 | wholeyear | S1, S2, S3, S4, S5 | | 老師觀察 | \$3,750.00 | | | ✓ | | |
| 68 | 樂器班-讓學生接解不同樂器,提升同學對音 樂的興趣 | Extra-Curricular Activities Committee | wholeyear | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$83,528.00 | | | ✓ | | |
| 69 | 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 | wholeyear | S4 | | 老師觀察 | \$10,000.00 | ✓ | ✓ | | | |
| 70 | 學界舞蹈節-提升學生跳舞技巧,增強自信 | Extra-Curricular Activities Committee | wholeyear | \$1, \$2, \$3, \$4, \$5 | | 老師觀察、學生表現 | \$3,300.00 | | | ✓ | | |
| 71 | 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 | 2021-10 | S1 | | 老師觀察、學生問卷 | \$5,000.00 | √ | | | | |
| 72 | 中一訓練日營-提升參加者的團隊合作精神及 互相認識 | Form 1 | 2021-11 | S1 | | 老師觀察、學生問卷 | \$22,000.00 | ✓ | ✓ | | | |

| | | Domain (Please select or | | Target S | Students | . Brief Description of the | Estimated Expenses | | (Please put a | l Learning Exp a ✓ the approprone one option can | riate box(es); | |
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| 73 | All Round Development Cup-Brush up class spirit | Form 4 | wholeyear | S4 | | Observation by class teachers in Form meeting | \$200.00 | √ | ✓ | ✓ | | |
| 74 | Windows Display - Class Big Photo-Brush up Class spirit | Form 4 | wholeyear | S4 | | Observation by class teacher in Form Meeting | \$400.00 | | ✓ | | | |
| 75 | Inter-class Competition-To cultivate class spirit and belongingness | Form 5 | wholeyear | S5 | | Evaluation by Class Teachers | \$300.00 | | ✓ | ✓ | | |
| 76 | S.5 Secret Angel-To cultivate class spirit and belongingness; To encourage students to take care and support the classmates | Form 5 | wholeyear | S5 | | Evaluation by Class Teachers and Form master | \$500.00 | | ✓ | | | |
| 77 | Co-WIN project with Hong Kong Observatory- To enhance students' understanding of weather and climate | Geography | wholeyear | S3, S4, S5, S6 | | Google form | \$20,000.00 | ✓ | | | | ✓ |
| 78 | 地理科及生物科跨科課外活動-讓學生能活用 不同學科的知識,融會貫通。 | Geography | wholeyear | S4, S5 | | 問卷調查 | \$500.00 | ✓ | | | | |
| 79 | 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 | wholeyear | S4, S5 | | 問卷調查 | \$2,770.00 | ✓ | | | | |
| 80 | 野外考察活動(參觀米埔自然保護區)按金-TO understand what is ecosystem | Geography | 2021-11 | S6 | | feedback form | \$500.00 | √ | | | | ✓ |
| 81 | 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 | 2021-11 | S6 | | 問卷調查 | \$800.00 | ✓ | | | | |
| 82 | C 編程班-提供學生於課後學習C 編程之機會 | Information and Communication Technology | 2021-09, 2021-10, 2021-11 | S3, S4, S5 | | 問卷 | \$3,600.00 | ✓ | | | | |
| 83 | VR 360 課程-提供學生學習 VR 360 之機會 | Information and Communication Technology | 2021-10 | \$2, \$3, \$4, \$5 | | 問卷 | \$50,000.00 | √ | | | | |
| 84 | 資訊科技職場探索活動-透過參觀SKY100及 由該公司代表舉辦的講座,讓同學了解最新 的資訊科技如何應用在職場上,提升學生對 資訊科技的興趣。 | Information and Communication Technology | 2021-10 | S4, S5 | | 問卷 | \$3,240.00 | √ | | | | √ |

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| 85 | 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 | wholeyear | S1, S2, S3, S4, S5, S6 | | 問卷 | \$50,000.00 | ✓ | | | | ✓ |
| 86 | 模擬飛行培訓課程-提供學生體驗航空業之機會 | Information and Communication Technology | 2021-10, 2021-11, 2021-12 | S4, S5 | | 問卷 | \$52,000.00 | ✓ | | | | ✓ |
| 87 | Best 3 students in each class are arranged to visit-Best 3 students in each class are arranged to visit | Integrated Science | 2022-04 | S1, S2, S3 | | Student survey | \$6,000.00 | √ | | | | |
| 88 | 中四及中五参觀活動-透過探訪社區活動,使 學生了解更多香港不同的社區,關心不同階 級的社群,培養同理心、尊重他人的精神 | Liberal Studies | wholeyear | S4, S5 | | 學生問卷、老師觀察 | \$10,000.00 | | ✓ | | ✓ | ✓ |
| 89 | Reading Promotion Program-Hire of service from external service providers to organise student activities related to the promotion of reading | Library | wholeyear | S1, S2 | | Evaluation of activities | \$32,000.00 | ✓ | | | | |
| 90 | 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 | wholeyear | S1 | | 學生問卷 | \$28,000.00 | | ✓ | | | |
| 91 | Nomination fee for external mathematics competitions-arouse students' learning interest | Mathematics | wholeyear | \$1, \$2, \$3, \$4, \$5 | | Elite students are selected and participants broaden their mathematics concepts. students have positive feedback. | \$2,500.00 | √ | | | | |
| 92 | Rummikub Competition-Arouse students' learning interest | Mathematics | wholeyear | S1, S2, S3, S4, S5, S6 | | more than 70% participants feel satisfactory | \$4,000.00 | √ | | | | |
| 93 | P6 - S1 mathematics activity-help students to cultivate good learning attitude and habits and arousing students' learning interest | Mathematics | 2022-08 | S1 | | the attendance is over 70% and more than 70% students feel the course is useful | \$200.00 | ✓ | | | | |
| 94 | Music Week Performance-To enhance students' aesthetic appreciations | Music | 2022-05 | S1, S2, S3, S4, S5 | | Students' evaluation | \$600.00 | | | ✓ | | |

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| 95 | Singing contest-To enhance aesthetic awareness | Music | 2021-11 | S3, S4, S5, S6 | | Participants' evaluations | \$1,400.00 | | | ✓ | | |
| 96 | 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 | wholeyear | S4 | | Teachers' Observation; Students' feedback | \$300.00 | | | ✓ | ✓ | ✓ |
| 97 | 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 | wholeyear | S5 | | Teachers' Observation; Students' Feedback | \$3,500.00 | | | ✓ | | |
| 98 | S5 OLE Lesson - Video Production-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 | wholeyear | S5 | | Teacher's Observation; Students' Feedback | \$2,000.00 | | | ✓ | | |
| 99 | CLP engagement activities-To collaborate with subject panels and committee in organizing CLP engagement activities | Other Learning Experience Committee | wholeyear | S1, S2, S3, S4, S5, S6 | | Student Feedback forms / Reflection Worksheets; Teachers Feedback | \$5,000.00 | ✓ | | | | √ |
| 100 | Mock Results Release-To get students to understand their career/academic aspirations and develop positive attitudes towards work and learning | Other Learning Experience Committee | 2021-09 | S6 | | Committee Heads' and Teachers' Feedback; S6 FT/CT Feedback; S6 Parents' Feedback; S6 students' Feedback; | \$20,200.00 | √ | | | | ✓ |
| 101 | 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 | 2022-07 | S5 | | Student Feedback forms and worksheets; Teachers' feedback and observation; | \$16,000.00 | | √ | | | ✓ |
| 102 | Mock Interview for elite students by St James Settlement-For some potential candidates of Kwun Tong Outstanding Students to join. | Other Learning Experience Committee | 2022-05 | S3, S4, S5, S6 | | Can be successful in the election | \$4,300.00 | ✓ | | | | |

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| 103 | OLE webpage & board display-To disseminate career information and promoting outside school activities | Other Learning Experience Committee | | S1, S2, S3, S4, S5, S6 | | Number of Activity promoted in online platform; Enrolment Rate of activities; View Records; Student feedback; | \$6,000.00 | √ | | | | ✓ |
| 104 | SLP Worshop-To enhance students to integrate their career awareness with whole-person development and life-long learning | Other Learning Experience Committee | 2022-07 | S5 | | Student Feedback forms and worksheets; Teachers' feedback and observation; | \$500.00 | | | | | ✓ |
| 105 | To 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 | wholeyear | S2, S3, S4, S5, S6 | | Student Feedback forms; Teacher observation; | \$3,000.00 | | | | | ~ |
| 106 | U-programme Subsidizing Scheme-Subsidize students in applying university programmes | Other Learning Experience Committee | wholeyear | S4, S5, S6 | | Number of participants applied; Participants' Feedback; | \$20,000.00 | ✓ | | | | ✓ |
| 107 | Health program-促進學生認識健康與體適能 的關係 | Physical Education | IWholevear | S1, S2, S3, S4, S5, S6 | | 完成工作紙 | \$1,000.00 | √ | | ✓ | | |
| 108 | Student Training-學生能夠認識不同種類的消閒體育活動,讓學生培養在畢業後對運動的 興趣 | Physical Education | wholeyear | S5, S6 | | 完成評估 | \$27,800.00 | | | √ | | |
| 109 | 初中學生團契(15次)-靈性教育、正向教育 | Religious Committee | wholeyear | S1, S2 | | 老師評估 | \$500.00 | | ✓ | | | |
| 110 | 高中學生團契-培訓服待團隊和服待校園 | Religious Committee | wholeyear | S3, S4, S5 | | 老師評估 | \$500.00 | | ✓ | | ✓ | |
| 111 | 週會-宗教教育 | Religious Committee | | S1, S2, S3, S4, S5, S6 | | 年終意見調査 | \$5,200.00 | | ✓ | | | |
| 112 | 聖誕及復活崇拜-宗教教育 | Religious Committee | | S1, S2, S3, S4, S5, S6 | | 意見反映 | \$5,000.00 | | ✓ | | | |

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| 113 | 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 | 2022-07 | \$2, \$3, \$4, \$5 | | Positive feedback from SAs | \$42,000.00 | ✓ | ✓ | | | |
| 114 | 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 | 2021-11 | \$2, \$3, \$4, \$5 | | Positive feedback from SAs | \$18,000.00 | √ | ✓ | | | |
| 115 | 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 | 2022-01 | \$2, \$3, \$4, \$5 | | Positive feedback from SAs | \$18,000.00 | √ | ✓ | | | |
| 116 | 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 | 2022-03, 2022-04 | S2, S3, S4 | | Students'questionnaires ; Teachers'observation | \$20,000.00 | √ | | | | |
| 117 | *LEGO 機械人製作班-提供學生於課後作 STEM 學習之機會 | STEM Education Task Group | 2022-04, 2022-05, 2022-06 | S1, S2, S3 | | 問卷 | \$12,000.00 | ✓ | | | | |
| 118 | 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 | 2021-10, 2021-11, 2021-12, 2022-01, 2022-02, 2022-03, 2022-04, 2022-05 | S3, S4, S5 | | 問卷 | \$27,000.00 | ✓ | | √ | | |
| 119 | Digital Art Fair Asia 2021 參觀活動-提供學生 於課後作STEAM 學習之機會 | STEM Education Task Group | 2021-10 | S2, S3, S4, S5 | | 問卷 | \$2,500.00 | ✓ | | ✓ | | |
| 120 | STEM Week 支出-提供課後跨學科學習體驗 | STEM | 2022-05 | S1, S2, S3, S4, S5, S6 | | 教師觀察 | \$5,000.00 | √ | | | | |

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| 121 | STEM Week 課後增潤班-提供學生於課後作 STEM 學習之機會 | STEM Education Task Group | 2022-05 | S2 | | 問卷 | \$30,000.00 | ✓ | | | | |
| 122 | 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 | 2022-04 | S1 | | 問卷 | \$26,000.00 | ✓ | | | | |
| 123 | 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 | 2022-07 | S2 | | 問卷 | \$3,000.00 | ✓ | | | | |
| 124 | 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 | 2022-07 | S2 | | 問卷 | \$20,000.00 | ✓ | | | | |
| 125 | 食品生物技術工作坊-學生可以對生物技術的 概念和技術有基本的了解及掌握,並於真實 生活中實踐相關知識。 | STEM Education Task Group | 2022-07 | S2, S3, S4 | | 問卷 | \$1,000.00 | ✓ | | | | |
| 126 | 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 | wholeyear | S1, S2, S3, S4, S5, S6 | | 教師觀察 | \$5,000.00 | ✓ | | | | |
| 127 | 電動車組裝班-提供學生於課後作STEM 學習 之機會 | STEM Education Task Group | 2021-11, 2021-12 | S2 | | 問卷 | \$24,000.00 | ✓ | | | | |
| 128 | 2021 中一迎新日營-讓中一新生能認識自己 及學校的新環境,盡快投入本校生活 | Student Guidance Committee | 2021-09 | S1 | | 老師觀察、問卷 | \$20,000.00 | | ✓ | | | |
| 129 | 2022 中一迎新日營-讓中一新生能認識自己 及學校的新環境,盡快投入本校生活 | Student Guidance Committee | 2022-07 | S1 | | 老師觀察、問卷 | \$20,000.00 | | ✓ | | | |
| 130 | 2022-2023 中一迎新日營預備活動小組-建立領導才能,學習設計活動及帶領活動技巧 | Student Guidance Committee | 2022-08 | S3, S4 | | 老師觀察,問卷 | \$4,000.00 | | ✓ | | | |
| 131 | 2022-2023 學生輔導大使訓練營-建立領導才能,發展潛能 | Student Guidance Committee | 2022-08 | S3, S4 | | 老師觀察,問卷 | \$40,000.00 | | ✓ | | ✓ | |
| 132 | 2022-2023學生輔導大使組長訓練營-建立領導才能,發展潛能 | Student Guidance Committee | 2022-08 | S3, S4 | | 老師觀察,問卷 | \$20,000.00 | | ✓ | | ✓ | |

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| 133 | F&M-讓學生們能對性有正確的認識,並學 懂保護自己和尊重別人的身體,作預防性工 作。 | Student Guidance Committee | wholeyear | S2 | | 老師觀察、學生問卷 | \$4,500.00 | | ✓ | | | |
| 134 | Health and Sex Education Week-提升學生正向 思維,認識自己成長的需要 | Student Guidance Committee | 2022-05 | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$8,300.00 | | ✓ | | | |
| 135 | 中一級網絡小組-加強學生正確運用網絡媒體 ,健康用網 | Student Guidance Committee | 2021-12 | S1 | | 老師觀察、學生問卷 | \$3,600.00 | | ✓ | | | |
| 136 | 中二級網絡小組-加強學生正確運用網絡媒體 ,健康用網 | Student Guidance Committee | 2021-12 | S2 | | 老師觀察、學生問卷 | \$3,600.00 | | ✓ | | | |
| 137 | 本年度學生輔導大使小組fun fun day-建立 領導才能,發展潛能 | Student Guidance Committee | wholeyear | S3, S4, S5 | | 老師觀察,問卷 | \$18,000.00 | | ✓ | | ✓ | |
| 138 | 正向教育推廣-推廣正向教育 | Student Guidance Committee | wholeyear | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$56,000.00 | | ✓ | | | |
| 139 | 初中護苗-讓學生們能對性有正確的認識,並 學懂保護自己和尊重別人的身體,作預防性 工作。 | Student Guidance Committee | 2021-11 | S2, S4 | | 老師觀察、學生問卷 | \$2,400.00 | | √ | | | |
| 140 | 健康網「樂」講座-加強學生正確運用網絡媒體,健康用網 | Student Guidance Committee | 2022-05 | S1 | | 老師觀察、學生問卷 | \$2,400.00 | | √ | | | |
| 141 | 健康網「樂」課堂活動-加強學生正確運用網絡媒體,健康用網 | Student Guidance Committee | 2022-05 | S2 | | 老師觀察、學生問卷 | \$2,400.00 | | √ | | | |
| 142 | 畢業情緣-以心影響心和服務別人之時,也能 豐富其人生。 | Student Guidance Committee | 2021-12 | S1, S6 | | 老師觀察、學生問卷 | \$1,500.00 | | √ | | | |
| 143 | 輔導活動-推廣委員會活動、派愛心咭 | Student Guidance Committee | | S1, S2, S3, S4, S5, S6 | | 老師觀察 | \$8,000.00 | | ✓ | | | |

| | | Domain (Please select or | | Target S | Students | Brief Description of the | Estimated Expenses | | (Please put a | l Learning Exp a ✓ the approprione option can | riate box(es); | |
|-----|--|---|-----------|---------------------------------|--|--|-----------------------|---|---------------------------------|--|---------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Monitoring / Evaluation Mechanism | (\$) | <u>I</u> ntellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>S</u> ervice | <u>C</u> areer-related Experiences |
| 1.1 | <u>Local</u> Activities: To organise life-wide learning abilities for stretching students' potential and nur | | | | n areas to enh | ance learning effectiveness, o | or to organise diver | rsified life-wide | learning activ | ities to cater for | r students' inter | rests and |
| 144 | Competition Enrolment Fees-1. To foster positive education; 2. Elite training | Visual Arts | wholeyear | \$1, \$2, \$3, \$4, \$5, \$6 | | 1. Joining at least 3 competitions; 2. Students are able to apply relevant knowledge and skills to their works.; | \$3,800.00 | | | ✓ | | |
| 145 | Gallery Visits-1. To foster positive education; 2. Life-wide Learning | Visual Arts | wholeyear | S1, S2, S3, S4, S5, S6 | | Students complete post-visit tasks with satisfactory responses. | \$1,500.00 | | | ✓ | | |
| 146 | Campus Wall Painting - Wall Facing Hiu Ming Street-1. To foster positive education; 2. Showcase Items for Learning Celebrations | Visual Arts | wholeyear | S2, S3, S4, S5 | | 1. Teachers' observation; 2. Tutor's feedback | \$48,500.00 | | | ✓ | | |
| 147 | Classroom Outdoor Wall Painting-1. Elite Training; 2. Positive education;; | Visual Arts | wholeyear | S2, S3, S4, S5 | | 1. Attendance record; 2. Tutor's marking and comments; 3. Exhibition; | \$24,000.00 | | | ✓ | | |
| 148 | Drawing Workshop for Junior Forms-1. Elite Training; 2. Positive education;; | Visual Arts | wholeyear | S1, S2, S3 | | 1. Attendance record; 2. Tutor's marking and comments; 3. Exhibition; | \$2,400.00 | | | ✓ | | |
| 149 | Painting Workshop for Junior Forms-1. Elite Training; 2. Positive education;; | Visual Arts | wholeyear | S1, S2, S3 | | 1. Attendance record; 2. Tutor's marking and comments; 3. Exhibition; | \$2,240.00 | | | ✓ | | |
| 150 | S.4 Advanced Painting Workshop-1. Elite Training; 2. Positive education;; | Visual Arts | wholeyear | S4 | | 1. Attendance record; 2. Tutor's marking and comments; 3. Exhibition; | \$5,600.00 | | | ✓ | | |
| 151 | S.4 Airbrush Painting Workshop-1. Elite Training; 2. Positive education;; | Visual Arts | wholeyear | S4 | | 1. Attendance record; 2. Tutor's marking and comments; 3. Exhibition; | \$3,840.00 | | | ✓ | | |
| 152 | S.5 Advanced Painting Workshop-1. Elite Training; 2. Positive education;; | Visual Arts | wholeyear | S5 | | 1. Attendance record; 2. Tutor's marking and comments; 3. Exhibition; | \$1,280.00 | | | ✓ | | |
| 153 | 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 | wholeyear | S4, S5 | | Attendance record; 2. Tutor's marking and comments; 3. Exhibition; | \$2,000.00 | | | ✓ | | |
| | | | | | | | | | | <u> </u> | | |

| | | Domain (Please select or | | Target S | Students | Brief Description of the | Estimated Expenses | | (Please put | I Learning Exp a ✓ the appropr one option can | riate box(es); | |
|-----------|---|---|------------------------|----------------|--|--------------------------------------|-----------------------|---|---------------------------------|---|---------------------------|---------------------------------------|
| No. | Brief Description and Objective of the Activity | fill in the domain of the activity as appropriate) | Date | Level | Estimated Number of Participants | Monitoring / Evaluation Mechanism | (\$) | Intellectual Development (closely linked with curriculum) | Moral and Civic Education | Physical and Aesthetic Development | Community <u>S</u> ervice | <u>C</u> areer-related Experiences |
| 1.1 | <u>Local</u> Activities: To organise life-wide learning abilities for stretching students' potential and nu | | | | n areas to enha | ance learning effectiveness, | or to organise diver | rsified life-wide | learning activ | ities to cater for | students' inter | ests and |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| (Please i | nsert rows above if the space provided is insufficier | nt.) | | | | Sub-total of Item 1.1 | #2.012.C0C.00 | | | | | |
| 1.2 | Non-Local Activities: To organise or participate | o in non local avak | anna activities er n | on local compe | ntitions to broo | | \$2,012,686.00 | | | | | |
| 1.2 | Activities: 10 organise or participate | in non-iocai exci | lange activities of no | on-rocar compe | THOUS TO Broa | den students Horizons | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| (Please i | nsert rows above if the space provided is insufficier | nt.) | | | | | | | | | | |
| | | | | | Sub-total of Item 1.2 | \$0.00 | | | | | | |
| | | | | | Estimate | ed Expenses for Category 1 | \$2,012,686.00 | | | | | |

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 | Estimated Expenses (\$) |
|---|---|--|----------------|-------------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| (Please i | nsert rows above if the space provided is insufficien | ıt.) | | |
| Estimated Expenses for Category 2 | | | \$0.00 | |
| Estimated Expenses for Categories 1 & 2 | | | \$2,012,686.00 | |

Category 3: Estimated Number of Student Beneficiaries

| Total number of students in the school: | 728 |
|--|------|
| Estimated number of student beneficiaries: | 728 |
| Percentage of students benefitting from the Grant (%): | 100% |

| Contact Person for LWL (Name & Post): | Miss Fok Pik Shan (Vice Principal) |
|---------------------------------------|---------------------------------------|
|---------------------------------------|---------------------------------------|

C.C.C. Mong Man Wai College Plan on the Use of School Executive Officer Grant 2021/22

| Area of Concern | Implementation Plan | Resources | Success Criteria | Method of | Person- |
|-------------------|--|-----------|------------------|------------|---------|
| | | Required | | Evaluation | in- |
| | | | | | charge |
| To employ an | To support the | \$420,210 | Smooth running | Feedback | LYM |
| Executive Officer | operation of IMC | | of the | from the | |
| to provide the | • To assist in the | | administrative | Principal | |
| administrative | executive functions | | work | and Vice- | |
| support to the | of financial resources | | | principals | |
| school | management | | | | |
| | To supervise and | | | | |
| | manage duties of | | | | |
| | non-teaching staff | | | | |
| To employ a clerk | • To take minutes of | \$207,900 | Have | Feedback | LYM |
| to assist the | school functional | | appropriate | from the | and |
| school in | team(s) | | stock and | Principal | YCW |
| administrative | • To issue parents' | | materials to | and Vice- | |
| work | letters and messages | | combat the | principals | |
| | in parents' App | | epidemic | | |
| | To stock check the | | Update parents | | |
| | materials for | | of the school | | |
| | epidemic | | news | | |
| | • To take up general | | Smooth running | | |
| | clerical work | | of the | | |
| | | | administrative | | |
| | | | work | | |
| Total Amount | | \$628,110 | | | |

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:

- 一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
- 一舉辦或資助學生參加和公民科課程相關在本地或在!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 |

| 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 (毎年兩班學 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 惠 數 學 動 學 數 學 的 們 香 文 化 他 者 文 是 的 們 香 的 代 者 的 代 者 的 代 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人 人 | 老師觀察 活動紀錄 周年報告 | 公社科老師 |
|---|--|-------|---|--|----------------------|-------|
| | 總額: \$300,000 | | | | | |

C.C.C. Mong Man Wai College Plan on the Use of the Promotion of Reading Grant 2021 – 2022 School Year

The major objectives for Promotion of Reading:

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 | \$49,900.00 |
| | ☑ Printed books (Library Books for all subjects) | \$25,900.00 |
| | e-Books | |
| | ☑ Books for SBA (Chinese department) | \$24,000.00 |
| 2. | Web-based Reading Schemes | \$8,640.00 |
| | ☑ e-Read Scheme | \$8,640.00 |
| | Other scheme: | |
| 3. | Reading Activities | \$5,000.00 |
| | ☐ Hiring writers, professional storytellers, etc. to conduct talks | \$5,000.00 |
| | Hire of service from external service providers to organise student activities related to the promotion of reading | |
| | Paying the application fees for activities and competitions related to the promotion of reading | |
| | Subsidising students for their participation in and application for reading related activities or courses | |
| 4. | Other: | |

^{*} Please tick the appropriate boxes or provide details.