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I. School Vision, School Mission and Major Concerns

1. School Vision

We hope all our graduates, in addition to achieving value-added academic performance, will develop a well-balanced character and value systems compatible with Catholicism.

2. School Mission Statement

We follow our school motto ‘Ora et Labora (Pray and Work)’: We encourage our students to do their best in academic pursuits and glorify the Creator with their work.

We provide students with quality education, which prepares them to become citizens with independent thinking and full social awareness in order to play a positive role in the ever-changing world.

3. Major Concerns for 2007-2009

- ❖ To build teachers’ professional capacity in the aspect of curriculum and assessment change for a smooth migration to ‘334’.
- ❖ To help students take initiative and responsibility for their own learning.
- ❖ To provide an ever caring and congenial and school environment that fosters self-esteem, good manners and the Christian faith.

Biology Department

I. Evaluation on Programme plan 2007-2008

1. Evaluation on the results of Public Examinations

(1) Analysis of the public examinations results :

a. H.K.A.L.Examination

Total no. of candidates	No. of candidates getting the Grade					Passing rate / %
	A	B	C	D	E	
11	2	0	5	3	1	100

Teacher in charge : TW Wong

- ❖ The result is quite good this year, though there is one less distinction when compared with last year.
- ❖ This is mainly due to one of the student who was so sick on the day of exam, so he could not do as well as he is in school! This is really a rare 'accident'.
- ❖ Generally speaking, the majority of students could perform well in the public exam.
- ❖ In order to keep this good performance in the public exam, in the future, exercises and tests are still suggested, at the same time more reference books are to be purchased to train students' examination techniques. On the other hand, post-test tutorials were really meaningful to the less capable students, and a re-test will still be organized after the tutorial for those who failed. If the students failed again in the re-test, supplementary tutorials will also be given to them during long holidays (e.g. Christmas, Easters, etc.) as in this academic year.
- ❖ Teachers are encouraged to attend seminars for the new syllabus. The teaching materials will also be refreshed to meet the requirements of the syllabus and with the changing world.

b. H.K.C.E.Examination

As a total :

Total no. of candidates	No. of candidates getting the Grade					Pass rate / %
	A	B	C	D	E	
84	9	11	25	22	16	98.8

Teacher in charge : TW Wong

Total no. of candidates	No. of candidates getting the Grade					Passing rate / %
	A	B	C	D	E	
41	4	8	12	10	7	100

Teacher in charge : YL Ko

Total no. of candidates	No. of candidates getting the Grade					Passing rate / %
	A	B	C	D	E	
43	5	3	13	12	9	97.7

- ❖ The total percentage of distinction, credit and pass were 10.7, 53.6 and 98.8 respectively, the results are much better than last year though it is still unable to meet our expectation. On the whole, the results have improved a lot, we will keep on hard working to upgrade the students' academic achievements.
- ❖ In general, students were not hardworking enough. They are weak in data comprehension, analysis and interpretation. Students encountered difficulties and did not perform well in questions which required analysis, correlation and reasoning.
- ❖ More exercises and reference books are to be purchased to train students' examination techniques. More revision tests will be given to monitor their

progress. For the less capable students, tutorial lessons and individual guidance are very useful, especially re-test organized after the tutorial for those who failed were really helpful to upgrade those students academic achievement, so we will continue to carry out this procedure this year. Furthermore, supplementary tutorials will also be given to those less capable students from time to time when necessary.

- ❖ On the other hand, more verbal encouragement will be given to students to strengthen their confidence and interest in studying Biology.

2. Evaluation on major concern of the school in 2007-2008

Objectives	Strategies	Performance indicators
<p>1. To reinvent our institution to be in line with education reform through effective pedagogical changes and continuous professional and curriculum development.</p>	<ul style="list-style-type: none"> ◆ Teachers are will be required to participate in all the seminars or refresher courses related to the new 334 syllabus. ◆ More reference books, VCD /DVDs related to the new topics (e.g. biotechnology, etc.) will be purchased. ◆ Overseas past exam papers will be purchased so as to broaden the techniques in setting exercises and exam questions. ◆ To enhance teaching and learning effectiveness through peer lesson observation and communal lesson planning. 	<ul style="list-style-type: none"> ◆ TW Wong attends 2 seminars or courses (6 hrs) ◆ YL Ko attends 4 seminar or courses (30 hrs) <i>(details refer to the CPD records)</i> ◆ 1 set of DVD are purchased as teaching aids ◆ 3 different copies of GCSE past papers are purchased for teacher reference ◆ 4 effective peer observations have been carried out and meaningful ideas are exchanged.
<p>2. To provide an ever caring and congenial school environment where self-esteem is enhanced, manners polished, authority respected, and the spirit of Christianity actualized.</p>	<ul style="list-style-type: none"> ◆ Blood Donation and Organ Donation card signing activity will be organized. ◆ Individual guidance will be given to less capable students and students ◆ Study groups are encouraged to form. ◆ More verbal encouragement will be given. 	<ul style="list-style-type: none"> ◆ 71 and 45 students participating in the first and second Blood Donation respectively ; over 100 students singing Organ Donation cards ◆ In general, students are satisfy with the tutorials arranged, especially the after-test tutorials.
<p>3. To upgrade the results in public examinations :</p> <ul style="list-style-type: none"> ◆ To maintain the passing percentage of S5 classes and maintain the credit percentage to 60% in HKCEE ◆ To maintain the passing percentage of S7 class and increase the credit percentage to 50% in HKALE 	<ul style="list-style-type: none"> ◆ Tutorial lessons and extra lessons will be arranged for S5 students. ◆ Tests will be given in each cycle. Reassessments are required for less capable students. ◆ Students are encouraged to form study groups, proper guidance will be given by teachers at initial stage. ◆ More practice in public exam papers ◆ Extra-lessons and practices will be offered to less capable S.5 & 	<ul style="list-style-type: none"> ◆ Both of the passing and credit percentage of HKCEE cannot meet the requirement. (98.8% 53.6% respectively) however the performance are better than last year. ◆ But for HKALE, we have 100% pass and 63.6% credit, which are much higher than our expectation. ◆ These means the strategies are really work, however teachers still need to pay more effort on

	S.7 students after mock examinations	certificate level students.
4. Maintain not less than 40% of lessons are conducted by using multimedia facilities	<ul style="list-style-type: none"> ◆ More useful CD ROMs, sensors of data-logging systems and laboratory equipment will be purchased to enhance the effectiveness of teaching and learning. 	<ul style="list-style-type: none"> ◆ 1 set of DVD are purchased as teaching aids ◆ e-book provider by publisher are used every lessons.
5. To develop students' appreciation of the wonders of the living world and to promote respect for all living organisms	<ul style="list-style-type: none"> ◆ Wide varieties of activities are to be organized by Biology Club in order to supplement teaching ◆ Field trips are to be arranged for senior form students 	<ul style="list-style-type: none"> ◆ Visits and after-school activities (e.g. key-ring production, rat dissection, etc.) organized by Bio Club always have 100% participation. ◆ 3 field study trips are organized for AL students to enhance their studying about ecology.
6. To broaden and stimulate student's interest in learning Biology and help them to acquire self-initiative in the study	<ul style="list-style-type: none"> ◆ Projects will be given to S.4 & S.6 students to motivate their interest in learning Biology. ◆ 'Project Presentation Day' will be organized to appreciate, to share the new knowledge learned by students and to introduce this technique to Form tree students. ◆ To develop the reading habit of students, so more newspaper cutting exercises will be given to students this year as to develop students' ability to search information about Biology in their everyday life. 	<ul style="list-style-type: none"> ◆ Generally, S6 students can handle and learn from their project works probably. For S4 students, more advice and help should be given, however, through the projects, students can learn more about Biology study. ◆ Since this is the first year of plan implementation, so the standard of projects varies a lot, therefore, after discussion among teachers, 'project presentation day' is canceled this year. ◆ Students awareness to the knowledge about biological in their everyday life is raised. ◆ On the whole, it is very successful and we plan to invite S3 students to attend the sharing session with the higher form students in the coming academic year!
7. To develop an inquiring mind, the skills and attitudes for scientific investigation, and the ability to apply biological knowledge to solve problems	<ul style="list-style-type: none"> ◆ S.6 and S.7 students will be arranged to do experiments individually. ◆ S.4-7 students are encouraged to carry out scientific investigation to solve problems set by themselves. 	<ul style="list-style-type: none"> ◆ Generally, students ability of writing laboratory reports are increased, however, there are still rooms for the standard of projects to improve.

II. Implementation Plan of 2008-2009

Objectives	Strategies	Performance indicators
1. To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"	<ul style="list-style-type: none"> ◆ Teachers are will be required to participate in all the seminars or refresher courses related to the new 334 syllabus. ◆ More reference books, VCD /DVDs related to the new topics (e.g. biotechnology, etc.) will be purchased. ◆ Overseas past exam papers will be purchased so as to broaden the techniques in setting exercises and exam questions. ◆ To enhance teaching and learning effectiveness through peer lesson observation and communal lesson planning. 	<ul style="list-style-type: none"> ◆ Records of teachers attending seminars and related courses. ◆ Report of peer lesson observation and communal lesson planning.
2. To help students take initiative and responsible for their own learning.	<ul style="list-style-type: none"> ◆ Newspaper cutting group are assigned in S6 to collect more useful everyday cases for study. ◆ Small project about newspaper cutting will be given to S3 students as to develop students' ability of self learning and preparing them for the NSS Liberal Studies. ◆ S.6 and S.7 students will be arranged to do experiments individually. ◆ S.4-7 students are encouraged to carry out scientific investigation to solve problems set by themselves. ◆ Projects will be given to S.4 & S.6 students to motivate their interest in learning Biology. ◆ 'Project Presentation Day' will be organized to all biology students to appreciate, to share the new knowledge learned. 	<ul style="list-style-type: none"> ◆ Evaluation based on student's projects and newspaper cutting ◆ Assessments on laboratory reports and projects. ◆ Feedback from teachers and students.
3. To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.	<ul style="list-style-type: none"> ◆ 2 Blood Donation Days and one Organ Donation card signing activity will be organized. ◆ Individual guidance will be given to less capable students and students ◆ Study groups are encouraged to form. ◆ More verbal encouragement will be given. 	<ul style="list-style-type: none"> ◆ No. of students participating in Blood Donation and Organ Donation card signing activity ◆ Feedback from students
4. To upgrade the results in public examinations : ◆ To improve the passing	<ul style="list-style-type: none"> ◆ Tutorial lessons, especially after each tests, will be arranged for less capable S5 students. 	<ul style="list-style-type: none"> ◆ Attainment in public examinations (HKCEE and HKALE results).

<p>percentage of S5 classes and push up the credit percentage to 60% in HKCEE</p> <ul style="list-style-type: none"> ◆ To maintain the HKALE passing and the credit percentage to 90% and 60% respectively. 	<ul style="list-style-type: none"> ◆ Quizzes will be given in each cycle. Pre-mock tests will be arranged to modulate students' revision progress. Reassessments are required for less capable students. ◆ Students are encouraged to form study groups, proper guidance will be given by teachers at initial stage. ◆ More practice in public exam papers (at least 10 years) are given. ◆ Extra-lessons and practices will be offered to less capable students after mock examinations ◆ Proper guidance will be given to students of higher learning ability as to push up their answering techniques in the examination. 	
<p>5. To develop students' appreciation of the wonders of the living world and to promote respect for all living organisms</p>	<ul style="list-style-type: none"> ◆ Wide varieties of activities are to be organized by Biology Club in order to supplement teaching ◆ Field trips and field study camps are to be arranged for all and senior form students respectively. 	<ul style="list-style-type: none"> ◆ Feedback from students. ◆ Evaluation meetings with Biology teachers.

III. Budget

Items	Particulars	Amount
Equipment	Apparatus, visual aids, etc (please give details at the back of this page)	110,000
Furniture	cabinet, computer desk, etc (please give details at the back of this page)	0
Class Grants	Students Books	1000
	Teaching Aids, etc	1500
	Teachers Books	1000
	Stationery & Photo copies	300
	Newspaper / Magazine	500
Subsidies to Activities	Sports Day	-
	Visit (transportation, etc)	10,000
	50 th year Anniversary Open Day	1000
	Competition subsidy (enrolment fees for Choral Speaking, Sports, etc)	-
	Project	300
	Prizes / Certificates	300
	Talks	-
Consumable article	Consumable	4500
	Chemical	2500
Grants	Subject Grants from EMB per year (ERS, Computer Studies, IS, Chin Lit & C, etc)	3,600
	Others	-

Total 136,500

IV. Program Team

Ms. Wong Tan Wah (Head of Department)
 Ms. Ko Yee Lin
 Ms. Wong Choi Lin (laboratory technician)

Chemistry Panel

(A) EVALUATION

(a) Programmes related to Major Concerns

(i) To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to '334'

1. Assessment on public exam results

HKALE	A	B	C	D	E	F	A-C %	Passing %	Teacher
07/08	4	1	3	10	1	0	42.1	100	P.F. Law
06/07	1	3	4	10	2	0	40	100	L.S. Tsin
05/06	0	2	2	9	4	1	22.2	98.8	P.C. Wong
HKCEE	A	B	C	D	E	F	A-C %	Passing %	Teacher
07/08	3	11	23	32	17	0	43.0	100	L.S. Tsin
06/07	6	9	27	24	15	0	51.9	100	P.C. Wong
05/06	10	12	25	27	8	1	55.6	98.8	P.F. Law

The HKALE result was acceptable. Four students got As and the A-C% was about 42%.

However, the HKCEE result was not so good when compared with last year result. This year the number of As dropped from 6 to 3, which was a 50% decrease whereas the A-C% dropped 51.9% to 43%. Due to the hard work of the teacher, the passing % of both HKCEE and HKALE were 100%.

We all agreed that we emphasize more on training students' exam skills and study methods. For the weak students, we needed to give them extra lessons after school or help them to form peer study groups so that they could overcome their learning difficulties easily. More revision tests and tutorial lessons should also be given to them before they sat for the public exam.

2. Book inspection

An exercise book inspection carried out by the panel chairman this year. For S.5 & S.7, the inspection was done in December whereas the exercise books in other forms were inspected in

late May. Five sets of test books, exercise books and lab books from each class were randomly collected for the inspection. It was found that all the teachers could meet the minimum requirements mentioned in the first panel meeting.

3. Communal Lesson Planning

Several communal lesson planning meetings were held. The following were the details:

Level	Topics	To be reported by
S.3	Periodic Table & Ions	Ms. IP
S.3	Metals	Mr. Tsin
S.3	- Lab Safety &- Covalent Bonding	Mr. Law
S.4	- Acid and Bases & Rate of Reactions	Mr. Law
S.4	- Rusting of Iron & Redox	Mr. Tsin
S.5	- Chlorine Bleach	Mr. Tsin
S.6	- Hess's Law	Mr. Tsin
S.7	Free radical reactions	Mr. Law

4. Seminars and Workshops

All the panel members have attended many seminars and workshops, details could be found in the CPD record forms of the teachers. Also, Mr. Tsin and Mr. Law attended the Public Exam Paper Review organized by the HK Association for Science & Maths. on 5/7/2008 & 12/7/2008.

5. TAS

The assessment results of S.6 and S.7 TAS were prepared and sent to the HKEAA by Mr. L.S. Tsin and Mr.P. F Law respectively.

(ii) To help students take initiative and responsibility for their own learning.

1. The following activities were organized by the Chemistry Club:

Date	Activities	No. of students	Teacher(s)
Oct. 2007	Joint Club Halloween Party	20	Mr..Law
Nov.2007	Polylite Making Workshop	15	Mr..Law
Dec.2007	Visit to Science Museum (Joint Clubs activity)	10	Mr. Tsin &Ms. IP

Jan. 2008	Visit to Organic Farm	20	Ms. IP & Mr..Law
Mar. 2008	1. Visit to Sewage Treatment Plant	18	Mr. Tsin & Mr..Law
	2. Workshop for S.4 on how to use the data-loggers	10	
April 2008	Science Week (Junior Form Science Quiz and Lab Tour)	S.1 Class representatives	Mr. Tsin

2. Post-Mock Revision for S.5 students

A post mock revision class was held by Mr. P.F. Law for the weak students who needed intensive revisions. The class began on 20/4/2008 and ended on 3/4/2008. The course lasted for about 20 hours.

3. Tutorial Classes During Summer Holiday

Class	Date (July)	Topic
4P	15,16,17,18,24 & 25	Fossil Fuels and carbon Compounds
4S	2,4,11,14,18& 21	
6S	27/6, 2, 11, 14, 18, 22, 25 & 4/8	Chemistry of functional groups.

(iii) To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

- Golden Jubilee Celebration

Mr. L.S. Tsin and Mr.P.F. Law would be responsible for organizing activities in the IS.Lab on the open day. Everything was in progress. An article of the review of the Chem. department was submitted to the Publicity and Promotion Committee for the publication of the school magazine.

- Students were recruited to organize an exhibition in the lab on the open day. This provided students the opportunities to build up their self-esteem and learn all the good manners.

II. Objectives:

1. To encourage students to take an active part in class.
2. To encourage students to develop curiosity and a spirit of enterprise.
3. To teach good laboratory practice and skills.

4. To teach students to be aware of the safety of oneself and others in the laboratory and be committed to safe practices in daily life.
5. To teach students to analyze data from experiments or from other sources.
6. To acquire students a readiness in becoming responsible citizens in a changing world.
7. To provide students with some insight into future career prospect in the fields related to Chemistry.

III. Work Plan in Line with the Major Concerns of the School for 2007-2009

1. Major concern: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Objectives			Strategies	Performance indicators
1.			<ul style="list-style-type: none"> • Assignment and tests • Regular revision tests • Extra lessons will be arranged after school for revision. • Teachers are encouraged to share the teaching materials. • Students will be trained to have better examination techniques. They will be asked to do at least the last five years' examination papers. Teachers should give suitable guidance and discussion 	<ul style="list-style-type: none"> • Public Examination Results
	Passing %	Credit %		
S 5	About 95	> 50		
S 7	About 90	> 30		
2. Curriculum integration or tailoring			<ul style="list-style-type: none"> • Core parts will be taught to all students. • Students will be encouraged to do self-study of some extensive parts with the guidance of teachers. • Weaker students of P & S will be grouped together to have some tuition course after school. 	<ul style="list-style-type: none"> • Attitude of students in learning chemistry. • Result of internal and public examinations.
3. To teach good laboratory practices and skills and to be aware of the safety of people in the laboratory and be used to safe practices in daily life.			<ul style="list-style-type: none"> • Teachers will conduct at least one lesson on laboratory safety at the beginning of the school term . • Remind students from time to time of the necessary precautions in doing experiments. 	<ul style="list-style-type: none"> • Correct attitude in doing experiments. • Some questions on examination paper regarding laboratory safety.
4. To teach students to analyze data from experiments or from other sources.			<ul style="list-style-type: none"> • Students will be encouraged to record observation and experimental data honestly, comment on any discrepancies that arise, and suggest ways of improving the experiment. Worksheets for all Chemistry experiments and 	<ul style="list-style-type: none"> • Laboratory Reports • Questions answered by students when doing experiments.

	demonstrations will be assigned.	
5. To implement I.T. in teaching and leaning in order to help students understand abstract concepts and assist them to learn by themselves.	<ul style="list-style-type: none"> Teachers should make use of I.T. in teaching 40 % of the course, including the use of data loggers. Some interactive materials will be put in the school intranet for students to use. <p>Some more experiments using data loggers will be designed.</p> <ul style="list-style-type: none"> The problem related to com port / USB and interface of data logger would try to be solved. Teachers are encouraged to ask students to use the data-loggers to do some experiments in class or projects. 	<ul style="list-style-type: none"> Attainment in tests and examinations. Comments from students and colleagues. Teachers may access the statistical result from web.

2. Major Concern: To help students take initiative and responsibility for their own learning

1. To motivate students to take an active part in class and to encourage students to develop curiosity.	<ul style="list-style-type: none"> Question and answer will be more frequently used. Try to integrate theories with practical work. This subject will be taught largely with a guided discovery approach in which the students are not told all the facts but as far as possible guided to discover them through practical investigation. In order to increase the opportunity of doing practical work , this year, each class of S 3 to S 5 would be divided into 12 groups for doing experiments. Project work will be assigned. Students are allowed to design a few experiments. Students are aroused to find information from the library or the internet. S6 students will be encouraged to join some inter-school activities. Teachers will assist the Chemistry club in organizing activities such as interest groups and visits in order to promote their interest in Chemistry. 	<ul style="list-style-type: none"> Attitude of students in learning chemistry. Result of internal and public examinations.
2. Cross-curricular activities - visit to medical museum- jointly held by chemistry and Biology Clubs	Arrangement made by clubs involving	

- Science quiz, Science week and End-of-year Exhibition jointly held by chemistry, Biology and Physics Clubs		
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3. Major Concern: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

7. To develop in students a readiness in becoming responsible citizens in a changing world.	<ul style="list-style-type: none"> Teachers will incorporate relevant social issues and daily life approach of Chemistry in the lessons 	<ul style="list-style-type: none"> Students can handle the chemical wastes in the proper waste beakers and not to throw them into sinks.
8. To provide students with some insight into future career prospects in the fields related to Chemistry.	<ul style="list-style-type: none"> Video clips or CD Roms about these topics will be shown. Visits to some Plants will be arranged by Chemistry Club. Subscription of Magazines 	<ul style="list-style-type: none"> Attitude of students through facial or verbal expressions.

C. Program Team

Mr. Law Pit Fung (Team Leader)

Mr. L.S. Tsin

Ms . W.P. Ip

Ms. Wong Kit Yee (Laboratory technician)

D. Proposed Budget for 2008-09

Items	Particulars	Amount
Equipment	Apparatus, visual aids, etc	20,000
Class Grants	Students Books	1,000
	Teaching Aids, etc	
	Teachers Books	2,000
	Stationery & Photo copies	150
Subsidies to Activities	Visit (transportation, etc)	1,500
	End of Exhibition	1,500
	Prizes / Certificates	1,000
Consumable article	Consumable	6,000
	Chemical	4,000
Grants	Subject Grants from EDB per year (ERS, Computer Studies, IS, Chin Lit & C, etc)	5,000
Total		42,150

Equipment	Item to be purchased	Main usage	Quantities	Unit price (estimation)	Amount	Replacement /New item /Addition
1	Data-loggers	For TAS	-----	----	17,600	N
2	Burette clamps	For TAS	10	150	1,500	R
3	Burettes	For TAS	6	150	900	R

Consumable	Item to be purchased	Main usage	Quantities	Unit price (estimation)	Amount	Replacement /New item /Addition
1	Deionizer resin	For preparing solutions	1	2,500	2,500	R
2	Distilled water	For preparing solutions	---	---	1,000	N
3	Printer ink	For printing the experimental results	2	300	600	R
4	Plastic tubing	---	20	50	1000	R
5	Sundry	---	---	---	900	R

中文科工作計劃

I. 2007-2008 工作計劃檢討

一、檢視 07 年公開試的成績，加強本科的教學策略及應試技巧，以提昇學生的成績。

1. 檢討 07-08 年度公開試成績

1.1 本年度 AS 文化科，優良率達 63.9%，合格率仍保持 100%，成績甚為理想。而中學會考優良等級的百分比比較去年升百分之七。（詳情見下表）

		A	B	C	D	E	F	U	ABS	優良率	合格率
高考	文化科										
	06-07	2	12	16	27	4	0	0	0	49.2%	100%
	07-08	5	17	17	15	7	0	0	0	63.9	100%
	文學科										
	06-07	2	1	0	4	3	1	0	0	27.3%	90.9%
	07-08	2	2	6	8	3	0	0	0	47.6	100%
中學會考	語文科										
	06-07	5	17	51	96	33	7	0	0	34.9%	96.7%
	07-08	8	19	61	111	35	2	0	0	42.1%	99.0%
	文學科										
	06-07	0	4	14	24	29	8	3	0	22.0%	86.6%
	07-08	2	4	13	27	23	6	0	2	25.3%	92.0%

2. 閱讀能力訓練

2.1 中四及中五級於各單元均滲入閱讀能力策略練習，加強學生對六種不同的擬題模式的認識。可惜部分中五學生不認為此類閱讀練習對應試是有幫助，加上練習的目標不清晰，同學感沉悶，做練習時態度欠積極。有個別老師反映若就練習訂下目標時，部份同學未能達到老師的要求時又會有挫敗感，故閱讀能力策略練習未能修預期的效果。

2.2 07-08 年度會考閱讀卷的合格率为 91.9%，較去年的 97.1% 少 5.2%，故本學年實施的閱讀能力訓練仍有改善的空間。

2.3 老師建議可於一篇閱讀理解練習中設計不同模式的試題，使課程變得比較生動，亦能貼近公開試的模式。科主任印製公開試題予各老師參考，讓初中老師對公開的題型亦有所掌握。

3. 寫作練習

3.1 中五級派發 1992 至 2005 年歷屆作文試題的題目及寫作大綱，讓學生能多接觸不同的題目及多思考命題的要交。

3.2 大部份學生的審題能力較弱，寫作時容易離題，初中有些學生甚至只根據自己的想法去寫作，全不理會題目的要求。

- 3.3 學生大多完成文章後才草草補回大綱，以致他們扣題能力不足。
- 3.4 學生喜歡閱讀佳作，建議課堂多做佳作分享，可善用實物投影機顯示佳作，進行分享及檢討時既省時又方便。
- 3.5 檢視 07-08 年度公開試作文卷成績，發現平時表現良好的學生於公開試中未能取得理想的成績，有些甚至不合格；相反表現一般的則能獲得佳績。老師應針對過往兩年的評卷參考，找出新課程於作文卷的評卷要求，加強寫作教學。

4. 聆聽練習

- 4.1 中一至中三級聆聽練習內加入 100-150 字作答之歸納題。
- 4.2 07-08 年度會考聆聽卷的合格率为 94.7%，較去年的 89.5% 多 5.2%。

5. 口語溝通

- 5.1 高中每個循環周能安排兩次朗讀，兩次小組討論，比上學年之學生有更多機會練習。老師做小組討論時可採用不同的模式，例如學生分組做討論，老師巡視各組的表現，或老師聆聽一組學生做討論，然後給予評語。老師宜因應上課時間調節準備及討論的時間，如八分鐘準備 / 十八分鐘討論。
- 5.2 會考班老師能有系統地進行拔尖保底的工作，不單有個別的点撥，還善用模擬試至公開考試前的一段時間，編訂時間表，加強學生口語溝通的訓練，學生亦願意在模擬試後至應考期間回校溫習，心態較佳。
- 5.3 07-08 年度會考口語溝通卷成績最突出，優良率較去年高 20.7%，合格率高 7.2%，可見小班上說話課是有其成效的。
- 5.4 中一至中二之學生於個人演講部分時間太短，內容空洞，言之無物，態度不認真。中一學生大多不能於限時一分鐘三十秒內完成個人短講，只能大概描述事件，不能表達意見或影響。有部分學生並沒有認真思考考題內容，只把把資料平鋪直敘地表達，表現因而變得不突出。學生於說明圖片方面表現亦不出色，不能理解圖畫的內容，故演講內容並不豐富。
- 5.5 初中學生於小組討論的表現有欠理想，有學生缺乏自信，不能勇於表達自身意見，人云亦云，誤以為只要有機會發言，就會獲得分數；部分學生本身表達自己的意見已相當困難，更莫過於與其他人討論。

6. 綜合能力訓練

- 6.1 中三級嘗試加入綜合能力訓練，惜資料較難尋找，學生掌握未能掌握練習的要求，成效欠理想。
- 6.2 高中科任老師逐漸掌握該卷評分的要求，能指導學生寫作的要點。
- 6.3 本卷合格率跟去年一樣是 88.5%，但優良率則較去年高 3.3%。

二、加強初中的語文教學，以銜接新高中課程的要求。

1. 上課多採用小組形式，以提昇學生於課堂的參與，加強其自學及表達的能力。
- 1.1 學期初時間協調較佳，上課可採用小組形式，多進行分組討論及匯報，但到學期中段時可能部分班別需趕及課程進度，由於設計及進行小組活動較花時間，活動亦相對較少。

- 1.2 小組匯報雖然有上述的成效，但所需的教學時間較長，老師須於學生匯報後加以訂正及補充。而學生的表現亦頗參差，部分學生不熱衷於課堂活動，更不願主動搜集資料。
- 1.3 各級科任老師多利用級會交流教學心得及討論各單元的教學重點。
2. 課程有系統地融入德育及公民教育元素。
- 2.1 教師能就課文的內容，有機滲入德育的講題，與學生分享個人的體會，以擴闊其視野，豐富其識見。從教學的過程中，可知學生對時事興趣不大，故日後可加強公民教育，多滲入時事元素。
3. 初中成績評核加入校本評核，以銜接新高中課程的要求。
- 3.1 初中校本評核已實施兩年，能適切地銜接高中的課程要求，又可從小培養學生將課業存檔的能力。但仍有一些學生經常欠帶及遺失課業，以致在收集上頗有困難。
4. 初中課程適切地滲入新高中的選修課程，讓學生對選修課程有初步的認識
- 4.1 在中二級的課程中加入新高中「新聞與報導」選修單元的教學資料，學生未能於短時間內掌握「新聞與報導」的教學重點。
- 4.2 教學資料內容繁多，學生篩選資料能力不足。下學年可重新整理教學資料，以加強教學果效。
- 4.3 下學年中三級宜滲入小說與文化選修單元。

II. 配合學校關注項目而訂定的目標

- 一、加強教師專業培訓，讓教師能掌握高中課程的教學及評估策略。
- 二、調適本科的教學策略，讓學生能主動學習，以提昇學生的成績。

III. 施行計劃

目標	策略/方法	評估
一、加強教師專業培訓，讓教師能掌握高中課程的教學及評估策略。	1. 本科已有六位老師完成任教新高中中國語文科必修的工作坊——課程詮釋及課程評估，餘下兩位老師將於本學年報讀有關的工作坊。 2. 中國文學科亦有兩位老師完成課程詮釋及課程評估，有一位老師尚餘課程詮釋未完成。 3. 其餘選修單元的課程的工作坊亦有老師完成，對各選修單元的教學重點有初步的認識。 4. 去年報讀各工作坊較集中在某些老師，本學年將鼓勵去年未有報讀工作坊的老師積極報讀，讓更多老師掌握新高中選修單元的教學要求。 5. 科主任將安排每兩個月一次的例會，讓於	—09 年課程設計及評估策略。 —選修課程的設計。

	<p>期間曾報讀工作坊的老師分享學習的成果，令未有機會報讀的老師對新高中的教學亦有初步的認識，又可加強科組老師的交流。</p>	
<p>二、調適本科的教學策略，讓學生能主動學習，以提昇學生的成績。</p>	<p><u>閱讀能力訓練</u></p> <ol style="list-style-type: none"> 1. 閱讀練習文章的篇幅不宜過長，題目的數量貴精不貴多。而擬題應具針對性，讓學生熟習各類題型的提問方式，如複述內容重點、解釋、伸展、重整、評價及創意的六類擬題模式。 2. 可參考公開試題的擬題方式，不宜針對某類題型作過分操練，以免顧此失彼。 3. 閱讀理解題型可多訓練學生伸展及重整資料的能力。 4. 讓學生分組研習精讀課文，找出段旨、主旨、寫作技巧及修辭等，然後報。透過學生自學及老師補充，提昇學生的理解能力。課堂上多做此類活動，自然能提升學生對文章重整及伸展的能力。 5. 鼓勵學生上啟思閱讀網，加強學生自習篇章的能力。將啟思閱讀網的超連結放在中文科網頁上。 <p><u>寫作訓練</u></p> <ol style="list-style-type: none"> 1. 由曾參與批改公開試試卷的老師於科會上講解寫作卷的要求，以及考生常犯的問題。 2. 多做審題的訓練，可利用舊課程的試題，著學生找出題目的重點字眼，繼而寫出大綱。 3. 本學年雖然減少命題寫作的次數，但仍需加強寫作教學。透過共同備課，多構思能提升學生寫作興趣及能力的課堂活動。 4. 學生寫作前必須寫大綱，若時間許可，每次寫作前老師可選出幾位學生的大綱，利用實物投影機，著學生給予意見。 5. 各級老師必須向學生強調扣題的重要，不論以任何體裁寫作，內容必須扣緊本體的特質。 6. 中文科網頁設「好文推介」，將過往默言集的佳作，專欄文章及本學年學生佳作上載網頁，讓學生有更多機會欣賞佳作。 <p><u>聆聽訓練</u></p> <ol style="list-style-type: none"> 1. 中一級的科任老師於課堂上講解複句句式的關係，如因果、並列、從屬、遞進等，有助學生認識判斷題的特點。 2. 中一級下學期聆聽練習應滲入歸納及發揮題。 	<ul style="list-style-type: none"> — 校內及公開試成績。 — 教師及學生的回響。 — 學生課堂的表現。 — 學期中的進展性評估及總結性評估。 — 中文自學室的借書數量。

	<p>3. 在核對答案時，老師須向學生分析各題的重點。</p> <p><u>口語溝通</u></p> <ol style="list-style-type: none"> 1. 初中強調基礎訓練，中一級應掌握朗讀技巧，個人短講能言之有物；中二級在中一的基礎上滲入小組討論，中三級在朗讀及小組討論的方面以有一定的水平。 2. 初中說話能力訓練可加入一些時事討論，緊貼現實，多認識社會事物，以提升學生的新聞觸覺及關注身邊的人和事。 3. 高中每個循環周必須安排口語訓練，以提昇其應試能力。 4. 口語訓練課堂，各協助老師需依該班的說話活動提供適當的協助： <ol style="list-style-type: none"> i. 維持秩序 ii. 觀察學生的表現或反應 iii. 小組討論 iv. 朗讀訓練 5. 可將全班學生分為兩組，安排另一組到別的課室上課（老師須事先找到合適的課室，如 122 室、222 室、125 室或中文自學室），課堂活動須一致。 6. 老師應於課堂前交流說話教學的意見，並了解該課堂的教學目的，對如何展開課堂活動達成共識，務求令課堂活動進行更見效率。 <p><u>綜合能力訓練</u></p> <ol style="list-style-type: none"> 1. 中一至中三級於本學年將增設綜合能力考卷，考核內容包括實用文、成語及文化常識。 2. 實用文寫作可加入資料夾，讓學生逐步掌握提取重要資料的能力。 3. 初中實用文寫作教學宜作螺旋式的遞進，以銜接綜合能力寫作的要求。 <p><u>初中中國語文資料冊</u></p> <ol style="list-style-type: none"> 1. 本學年中一至中三級學生除購買教科書外，還需購買由科組老師編訂的中國語文資料冊。 2. 學生須自習資料冊中的成語、文化知識、古代漢語常識、文言文閱讀理解等，以提升學生的自學能力。 3. 老師須定時檢閱學生有否完成資料冊的練習，可安排小測以測試學生有否自習各練習。 <p><u>加強閱讀風氣</u></p> <ol style="list-style-type: none"> 1. 鼓勵學生訂閱報章，多吸收時事及世界資訊。 	
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	2. 更新各班圖書，讓學生能多閱讀。 3. 鼓勵學生課餘到中文自學室借閱圖書。 4. 於中文網頁增設閱讀龍虎榜。各班學生需先填寫閱讀紀錄表，每月教學助理會上載各班的閱讀數量，學期終結頒發最高閱讀數量獎。 5. 增設好書討論區，讓學生及老師發表書評，交流閱讀心得。	
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IV. 多媒體教學

1. 初中可善用書商提供的網頁及光碟，教師可向學生提供有關學習語文的網址。
2. 中六及中七級文化科亦可利用簡報、網頁，讓學生欣賞中國文化，如建築、書法、繪畫等的特色。

V. 財政預算

1. 圖書館學科書籍	\$ 1,000
2. 教師參考書	\$ 1,000
3. 文具 / 影印	\$ 1,100
4. 交通費	\$ 2,000
5. 中文周 (佈置 / 展覽)	\$ 600
6. 朗誦比賽	\$ 500
7. 獎品 / 獎狀	\$ 1,500
8. 學科津貼	
i. 中國語文及文化	\$ 2,520
ii. 普通話	\$ 1,575
iii. 廣泛閱讀計劃	\$13,094
9. 文集	\$ 5,000

 合計 \$ 29,889

VI. 本科成員

1. 張佩芬老師 (科主任)	6. 許頌然老師	11. 黃智華老師
2. 巫芬芳老師 (科主任)	7. 林慧恩老師	12. 黃家怡老師
3. 陳潔瑩老師	8. 梁遐齡老師	13. 楊雅詩老師
4. 陳惠華老師	9. 吳少芳老師	14. 袁滿堂老師
5. 蔡倩儀老師	10. 伍穎麟老師	

中史科關注計劃

甲・目標

- 一、加強本科老師的專業培訓，讓所有任教本科的老師皆能掌握新高中中國歷史科的課程詮釋、教學與評估方法。
- 二、培養學生自學的習慣，令同學們在主動學習中成長，藉以提升同學的學習的表現。
- 三、培養學生個人的品德情操及身份認同。

乙・施行計劃

- 一、加強本科老師的專業培訓，讓所有任教本科的老師皆能掌握新高中中國歷史科的課程詮釋、教學與評估方法。

策略/工作	時限表	評估方法
1. 本科已有兩位老師完成新高中中國歷史科課程詮釋及教學及評估方法工作坊；短期內安排其餘兩位老師報讀相關之課程。	2009年6月前完成。	完成相關工作坊。
2. 有關本科之選修單元課程之工作坊，本科老師基本上已完成基本需要。惟希望相關老師能報讀餘下之課程。	2009年6月前完成。	完成相關工作坊。
3. 決定本校學生將會修讀之選修單元。	2009年2月前完成。	-

- 二、培養學生自學的習慣，令同學們在主動學習中成長，藉以提升同學的學習的表現。

策略/工作	時限表	評估方法
1. 中一至中三級同學在本學年內須完成一個報告。	2009年4月前完成。	由級任老師評核。
2. 中四至中五級同學在本學年內各須完成兩份校本評核報告。	中四：2009年6月前完成。 中五：2009年2月前完成。	由級任老師評核。
3. 中三及中四級同學參與本區史蹟文物考察。	2008年12月前完成。	由級任老師評核。

- 三、培養學生個人的品德情操及身份認同。

策略/工作	時限表	評估方法
1. 透過上課隨機灌輸。	-	由級任老師負責。
2. 因應國家大事隨機與學生分析討論。	-	由級任老師負責。
3. 透過中史學會舉辦之活動，加深同學對中國的認識。	2009年6月前完成。	-

Computer and Information Technology

I. Evaluation

Evaluation of the Program Plan 2007-2008

1. *To build teachers' professional capacity in the aspect of curriculum and assessment.*

Teachers teaching CIT have participated in seminars organized by EDB and other computer organizations. This does not only help colleagues to have better understanding in the NSS ICT curriculum, but also keep our computer knowledge updated. All the CIT teachers have been school based assessment advisors in the past few years. So, we are very confident and know how to assess students in the NSS curriculum.

2. *To help students take initiative and responsibility for their own learning.*

In the 2007-2008 school year, we recommended S4 and S5 students to subscribe a computer magazine every week. We hope that this practice will help students be more interested in CIT and take initiative to acquire more computer related knowledge. Besides, students have to finish a SBA project in the CIT curriculum. Teachers will provide guidance to students to help them start working, however, students need to spend time finding suitable information from the Internet. This practice helps students to build up their responsibility for their own learning.

3. *To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.*

Teachers teaching Computer Literacy have designed different types of project for students. Many students enjoy using the computer knowledge they have learned in the lessons to create a product by themselves. This helps students build up their self-esteem through the completion of the projects.

4. *Students' performance in the public examination.*

HKCEE CIT 2008 (overall result)

	A	B	C	D	E	F	U	Pass %
5JLM	0	0	0	1	3	5	1	40
5PS	2	11	11	15	6	1	0	98
Total	2	11	11	16	9	6	1	87.5

HKCEE CIT 2007 (overall result)

	A	B	C	D	E	F	U	Pass %
5JLM	0	0	3	0	1	1	0	80
5PS	5	7	12	6	3	0	0	100
Total	5	7	15	6	4	1	0	97.4

HKCEE CIT 2006 (overall result)

	A	B	C	D	E	F	U	Pass %
5JLM	0	0	0	2	5	3	0	70
5PS	7	7	11	14	3	0	0	100
Total	7	7	11	16	8	3	0	94.2

The passing rate of CIT has declined. 7 students fail, one from the science stream and the other from the art stream.

Teachers have offered help to students in S4 during the summer holiday in order to help them finish their coursework project. We have gone through the past papers with students during the lessons. In order to improve their results, we have shared and discussed the common mistakes made by students in the past and also some useful examination skills.

The performance of the art students is not good because students did not spend enough time studying this subject. In fact, most of the CIT intake from the art stream is among the bottom 20 students in recent years. For this year, the 7 students who fail in CIT have an average score of 6.9 among their best 6 subjects. Teachers will try to give more pressures and push the students to work harder so as to help more students pass this subject.

II. Implementation Plan

- To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Teachers should attend the seminars and workshops organized by EMB in related to the NSS ICT (Information and Communication Technology) curriculum, and update the S1 – S3 CL curriculum accordingly.	09/08 - 08/09	<ul style="list-style-type: none"> Students should be well-prepared for the new ICT curriculum in the coming NSS curriculum. Students should learn effectively in class. 	<ul style="list-style-type: none"> Students' performance in classroom. Students' class work and homework. Students' performance in examinations. 	All Computer Teachers	Some teachers may need substitution if they join whole day seminars organized by the EMB

- To help students take initiative and responsibility for their own learning

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
For S4 CIT students, teachers should give more chances for students to think and	09/08 - 08/09	<ul style="list-style-type: none"> Students should be able to enhance their 	<ul style="list-style-type: none"> Students' performance in classroom. Students' class 	All Computer and Information	Teachers will help S5 CIT students to order computer

work before giving instructions and comments. Teachers should also encourage students to have more discussion among peers. Finally, we will suggest students to explore more computer knowledge by themselves through watching computer magazines.		fundamental IT skills. <ul style="list-style-type: none"> • Students should learn effectively in class. • Students should be able to have a better understanding in the coursework project. 	work and homework. <ul style="list-style-type: none"> • Students' performance in examinations. • Students' CIT SBA result 	Technology Teachers	magazine.
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3. To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Teachers will design different types of individual project for CL. We will help students build up their self-esteem through the completion of their individual projects.	09/08 - 08/09	<ul style="list-style-type: none"> • Students should be able to foster their self-esteem. 	<ul style="list-style-type: none"> • Students' performance in individual projects. 	All Computer Literacy Teachers	

III. Budgets

Items	Particulars	Amount
Equipment	Repairs & Maintenance	2,000
Class Grants	Students Books	1,000
	Student files	1,000
	Teachers Books	500
	Newspaper / Magazine	500
Subsidies to Activities	Competition subsidy	1,000
Consumable article	Consumable (printer paper, toner, ink)	12,000
Total		18,000

Grants	Subject Grants from EMB per year (ERS, Computer Studies, IS, Chin Lit & C, etc)	12,804
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IV. Program Team

K. Y. Tung	S1 (5 classes), S2 (4 classes), S3 (5 classes)	(S1 coordinator)
P. K. Chan	S1 (2 classes), S2 (4 classes)	(S2 coordinator)
C. Y. Chan	S3 (5 classes), 5S	(S3 coordinator)
B. Sham	S2 (2 classes), 4JLM, 4S	(S4 coordinator)
B. Wong	4P, 5JLM, 5P	(S5 coordinator)
W.P. Ip	S1 (3 classes)	

Design & Technology Panel

Evaluation of Programme Plan 2007-2008

Since I am a new teacher, and I had not enough information to do the evaluation.

Implementation Plan in three major concerns.

To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies	Success Criteria
Change DT as a generic skill training for NSS subject Take part in NSS seminars organized by EDB to find out what NSS needed.	Student can finish different individual and group problem solving project. Doing presentation and communication within class Teacher know the basic information about the NSS curriculum.

To help students take initiative and responsibility for their own learning

Objectives	Strategies/Tasks
-To develop a variety of teaching and learning strategies - To discuss current technology issues in the lessons - To develop a habit of finding new information of technology on different media - To handle individual differences and offer special assistance to the weaker students after lessons	- More students are interested in studying design and technology. - Students are keen on learning new technology and understanding current issues about technology. -Students can seek different information and present what they find in the media. - Students gain success in studying design and technology

To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

Strategies/Tasks	Success Criteria
- Positive think and good manner is inclusive in lesson -Verbal and non verbal feedback in class	- Students showing positive action and good manner in the class.

Budgets

Items	Particulars	Amount
1.	Subject Consumables	\$33000.00
	Total:	\$33000.00

Programme Team

Subject Teacher: Mr. Li Ka Lung

Economics Panel

I. EVALUATION OF PROGRAMME PLAN 2007-2008

1. Evaluation of public examination results

	no. of A	no. of B	no. of C	Passing %
AL Econ	1/13	4/13	5/13	100%
CE Econ	9/105	18/105	30/92	99%

Students' attainment in ALE 2008 was similar to what was expected. The passing rate was 100%.

Although the number of distinctions was reduced, 77% of students got 'C' or above. No students got 'E'. Several students were too nervous in the examination and so they could not perform well. The questions in paper 2 (Macroeconomics) were as usual 'new' and 'out of expectation'.

The result of CEE 2008 was satisfactory. 54% of students got distinctions and credits and the passing percentage was 99%. One very weak students in 5J failed. The result was better than what was expected. Several lazy but clever students could get credits. Several hardworking students could only get 'D' because their mind was not quick enough to response to what the question ask.

2. Extra lessons and tests :

Extra lessons were held for S.4 and S.6 students during long holidays and on Saturday mornings. Students' attendance rate was high and the lessons were effective.

Four revision tests were held for S.5 students on Saturday mornings. Most students did the tests seriously. Overall speaking, students showed improvement in these tests. However, students performed not so well in the weekly tests.

Small group tutorials for the more outstanding S.5 students were held after school or during long holidays.

3. Preparation for the "NSS" curriculum

The panel members attended seminars and workshops to get familiar with the "NSS" curriculum and assessment change. Seminars attended included courses about "NSS enriching knowledge for the Economics curriculum" and "NSS Assessing student learning for the Economics curriculum".

II. IMPLEMENTATION PLAN IN LINE WITH THE MAJOR CONCERNS OF THE SCHOOL FOR 2008-09

Major Concerns:

1. To build teachers' professional capacity in the aspect of curriculum and assessment for a smooth migration to "334".
2. To help students take initiative and responsibility for their own learning.
3. To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

Objectives	Strategies	Performance Indicators
1. to maintain the high passing percentage and increase the credit rate in public examinations.	<ol style="list-style-type: none"> a. Small group tutorials would be arranged for the S.5 more outstanding students on holidays so as to upgrade their public examination results and prepare them for further study of economics in S.6. b. Teachers would discuss ten years of past papers with students and analyse the techniques of the examination pattern. c. Teachers would discuss the common mistakes made by the candidates in public examinations. d. Four revision tests will be arranged for S.5 students on Saturday mornings. e. More practices of multiple choice questions. 	i. Attainment in public examinations.
2. To help students develop better skills in problem solving, high order thinking and presentation of economic reasoning.	<ol style="list-style-type: none"> a. Teachers will guide students how to understand and interpret economic data. b. Teachers will ask students to pay attention to current economic issues. c. More practices of application type of questions. d. Teachers will guide students on effective use of economic terminology, concepts and principles. e. Teachers will guide students on effective use of economic terms, concepts and principles. f. Teachers will guide students how to 	<ol style="list-style-type: none"> i. Students' performance in the tests. ii. Students' response in class discussion.

	organize answers logically by using verbal, graphical and numerical means.	
3. To help students develop economic awareness.	<ul style="list-style-type: none"> a. Teachers will guide students on effective use of economic terminology, concepts and principles. b. Teachers will guide students how to organize answers logically by using verbal, graphical and numerical means. c. Teachers will arrange visits to talks of famous economists organized by universities. 	i. Students' performance in tests and assignments.
4. To be in line with the new senior secondary school education	a. Teachers will attend seminars and courses related to the new curriculum and the assessment of student learning.	

III. BUDGET

Items	Particulars	Amount
1.	Teachers' books	\$500
2.	Students' books	\$500
Total		\$1000

IV. TEAM MEMBERS

Ms. Tam Mei Tong (Team Leader)

Mr. Ho Lok Lai

English Department

Evaluation of implementation plan 2007/2008 in line with major concerns

The evaluation of the programme plan of 2007/2008 will be examined in line with the major concerns set by the school.

SDP Concern 1: to reinvent our institution to be in line with education reform through effective pedagogical changes and continuous professional development

Strategies/Tasks	Success Criteria	People Involved	Resources Required
To give more exposure to Language Arts. ❖ A formal language arts book have been included in the lower secondary curriculum	❖ Increased knowledge in the area ❖ Increased interest in English ❖ Attitude to the language and attitude in classes ❖ Positive feedback from teachers and students ❖ Positive feedback from assessments (peer, self and teacher)	❖ All secondary 1 to 3 teachers ❖ ARC	
To prepare our S1 students for the new modules in the NSS English curriculum, and provide opportunity for our teachers to familiarize themselves with the same curriculum. ❖ Debate classes, story telling events and drama contests	❖ Increased knowledge in the area, both students and teachers ❖ Increased interest in English ❖ Better attitude to the language and attitude in classes ❖ Positive feedback from teachers and students ❖ Attitude and feelings of English teachers	❖ All S. 1 teachers ❖ ARC	❖ Honoriam payments to adjudicator ❖ Payment to qualified personnel to offer training classes and classes directly to some of the students ❖ Prizes ❖ Incentives
To ensure that students taking the new syllabus HKCEE exam 2007, are sufficiently prepared for the S5 new English exam.	❖ Performance in public exams ❖ Feedback from students and teachers	❖ All Secondary 5 teachers	

To help senior students explore English Literature.	<ul style="list-style-type: none"> ❖ Performance in public exams ❖ Feedback from students and teachers 	<ul style="list-style-type: none"> ❖ Secondary 4 and 5 Literature teachers 	
To improve students' writing skills and foster their analytical thinking, logical organization and presentation ability.	<ul style="list-style-type: none"> ❖ Performance in public exams ❖ Performance in class, tests and exams during the school year across all levels ❖ Feedback from students and teachers 	<ul style="list-style-type: none"> ❖ All teachers 	
To give time, space and opportunity for our teachers to develop the skills needed to efficiently manage and teach the new syllabus.	<ul style="list-style-type: none"> ❖ Number of courses enrolled on/hours of professional development ❖ Involvement in projects and new initiatives from outside sources 	<ul style="list-style-type: none"> ❖ All teachers 	<ul style="list-style-type: none"> ❖ Substitute teachers

Evaluation:

Efforts have been made to start building a foundation in literary appreciation in the junior years. Eight classes from the F.1. curriculum was devoted to introducing students to the language of poetry and its different forms. Ms. Penny Wu co-taught and planned these lessons alongside English teachers. Students showed a willingness to experiment with language in more creative ways and were able to incorporate the knowledge gained from these lessons in cross curriculum activities such as slogan writing for English For All Day. Ms Wu was able to make use of poetry from Anthology 1 in her lessons.

It is hoped that through careful planning teachers will be able to better integrate the use of the anthology, Spider, Chips and Rocket Ships into their language art lessons. Teachers have already discussed the range of creative language activities, from writing and performing poetry to drama.

In line with the demands of the new modules in the NSS English curriculum, F.1 teachers looked for opportunities to train students in discussion skills. Informal class debates were popular among F.1 students. Teachers noted that many students had demonstrated basic problem solving, critical thinking and increased confidence in talking in front of an audience. Teachers will build on this initiative in the upcoming year. With the demands of SBA in mind, students watched films and worksheets were designed with response style tasks.

It is necessary to devote time to language arts activities in F.1 – F.3 to better equip students with the knowledge and skills required to study literature as an exam subject in the future. The department has made good progress, as it has now been able to secure a place in the full curriculum, for the subject of Literature in English.

The Book, *English Anthology Level 1, 2 and 3*, was adapted in the S.1, 2 and 3 curriculum. Teachers continued to carry out different kinds of language arts tasks, such as writing poems, formal and informal letters, designing bookmarks, new book covers, creating new characters, ending of a story, etc. in S.1 to S.3 classes. Students gained the opportunity of getting more exposure to the English language and a wide variety of reading genres and texts. However, teachers could only select limited texts to teach throughout the term because of the tight schedule and syllabus. As a result, teachers had to assign certain chapters and design written tasks for students to do as a summer assignment. It's decided that since the book added to the burden and was not thoroughly used, alternative language arts activities will be planned so that songs and these modules will be better incorporated.

We were unable to arrange drama classes and the debate classes as planned because it was difficult to get the help of outside organizations. Other challenges included: competition for time to finish the syllabus, limited time to train students for the Speech Festival, and time to get prepared for new syllabus. This inevitably meant that a lot of events were put aside to give time to other 'more' important events. It was good that the ARC did run some short story telling competitions.

Results this year for Literature in English are very encouraging. Given the timetabling challenges and limited number of contact hours of teaching, due to disruptions, students performed very well with Literature receiving one of the top places for performance in terms of credits and A's. Shung Tak clearly has a growing number of students capable of handling the demands of studying literature at this senior level. Students showed commitment to the course, the ability to work independently and appreciation of the literary texts studied. Continued teaching of language arts material in junior forms will help to prepare students for study of literature at the senior level. The subject has also been given a formal place on the curriculum, effective September 2008.

Regarding training in preparation for NSS, the number of teachers receiving formal training in the Assessment Course for NSS and Understanding the Curriculum is small as they are either rejected or the teachers will need to miss so many periods that they do not want to affect the teaching progress of the class. The panel will ensure that at least half of the members receive this basic training in the next academic year, and also work hard to ensure the teachers attend workshops and courses for the other modules of the electives part. Sharing sessions after teachers attendance and a more formal collection of the materials from the workshop will be collected so that all members will have access to the materials.

SDP Concern 2: To help students take initiative and responsibility for their own learning.

Strategies/Tasks	Success Criteria	People Responsible	Resources Required
To provide opportunities for students to engage in community services. <ul style="list-style-type: none"> ❖ Operation Santa Claus ❖ Primary Interest classes ❖ English Fun Day for Primary Six students 	<ul style="list-style-type: none"> ❖ Improvement in self-esteem ❖ Becoming a more caring person 	Whole school	
To provide more opportunities of self-learning and peer learning in all aspects of the English language. <ul style="list-style-type: none"> ❖ Newspaper commentaries ❖ Quizzes ❖ Contests ❖ Participation in Speech Festival 	<ul style="list-style-type: none"> ❖ Improvement in self-esteem ❖ Becoming a more caring person 	Whole school	
To incorporate values of respect of self and others, and mannerisms in lessons.	<ul style="list-style-type: none"> ❖ Improvement in manners ❖ Conduct grades 	Whole school	

Evaluation:

Students continue to be as enthusiastic as ever in all activities. For Operation Santa Claus, we continue to work very well with the Music Department in arranging a variety of events for students to participate in. This was extended even further this year as our Music Department can be said to be one of the ‘features’ of Disney at Christmas.

We are also happy that students have become more aware of the needs of others in the society as promotional activities are carried out to publicise the cause that we are raising funds for. For Christmas 2007, the school learnt more about the organisation “Against Child Abuse’ from the representative who presented a very informative talk of the work of the organisation.

On the whole, all the activities offered for both students of our school and neighbouring schools provided the opportunity to grow in organisation, discipline and leadership skills and at the same time allowed students to grow in their awareness of others and helped them to empathise with people in different situations, different ages and groups.

Students participation and organisation for quizzes, other competitions in particular the speech festival give them the chance to truly show their ability to take initiative for their own learning as they work with peers. They also need to approach teachers using their own imitative. The use of Penny online readings is also invaluable resources to the students. It was noted that other schools are also making use of this resource so all materials will only be accessible through the intranet from Sept 08. Our performance in the Think Great Competition must also be mentioned as students came through in spite of this being a competition just before the final examination of the year. This can especially seen in the fact that our school has won the 1ST RUNNER-UP place for the HIGHEST NUMBER OF ENTRIES AWARD, JUNIOR SECTION. We were also happy to be awarded the Best Caption Award (Senior Section) and Best Photo Award (Junior Section), both second runners-up in the same English Builder Think Great Competition.

SDP Concern 3: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

Strategies/Tasks	Success Criteria	People Responsible	Resources Required
To provide opportunities for students to engage in community services. <ul style="list-style-type: none"> ❖ Operation Santa Claus ❖ Primary Interest classes ❖ English Fun Day for Primary Six students 	<ul style="list-style-type: none"> ❖ Improvement in self-esteem ❖ Becoming a more caring person 	Whole school	
To provide more opportunities for self-learning and peer learning in all aspects of the English language. <ul style="list-style-type: none"> ❖ Newspaper commentaries ❖ Quizzes ❖ Contests ❖ Participation in Speech Festival 	<ul style="list-style-type: none"> ❖ Improvement in self-esteem ❖ Becoming a more caring person 	Whole school	

Evaluation:

As most of the tasks are similar to the one above, the evaluation done holds. The department will continue in carrying out these activities, as they are able to successfully meet the mission.

Implementation Plan 2008/2009

The programme plan for 2008/2009 will be examined in line with the major concerns. Most of these are very similar to those set last year and changes will be made in line with the evaluation made. It is hoped that with these changes that the entire task set will be able to meet the concerns of the school.

SDP Concern 1: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334".

Strategies/Tasks	Success Criteria	People Involved	Resources Required
To give more exposure to Language Arts as it will be part of the NSS syllabus. <ul style="list-style-type: none"> ❖ A more formal curriculum will be set alongside the main course book 	<ul style="list-style-type: none"> ❖ Increased knowledge in the area ❖ Increased interest in English ❖ Attitude to the language and attitude in classes ❖ Positive feedback from teachers and students ❖ Positive feedback from assessments (peer, self and teacher) 	All secondary 1 to 3 teachers ARC	
To prepare our S1 students for the new modules in the NSS English curriculum, and provide opportunity for our teachers to familiarize themselves with the same curriculum. <ul style="list-style-type: none"> ❖ Debate classes, story telling events and drama contests 	<ul style="list-style-type: none"> ❖ Increased knowledge in the area, both students and teachers ❖ Increased interest in English ❖ Better attitude to the language and attitude in classes ❖ Positive feedback from teachers and students ❖ Attitude and feelings of English teachers 	All S. 1 teachers ARC	<ul style="list-style-type: none"> ❖ Honoriam payments to adjudicator ❖ Payment to qualified personnel to offer training classes and classes directly to some of the students ❖ Prizes ❖ Incentives

To ensure that students are fully prepared for the SBA, students will be trained as soon as they start with us, to be able to read and view and subsequently to give presentations.	<ul style="list-style-type: none"> ❖ Performance in the oral exams and all other parts of the syllabus ❖ Feedback from students and teachers 	All teachers	
To help senior students explore English Literature.	<ul style="list-style-type: none"> ❖ Performance in public exams ❖ Feedback from students and teachers 	Secondary 4 and 5 Literature teachers	
To improve students' writing skills and foster their analytical thinking, logical organization and presentation ability.	<ul style="list-style-type: none"> ❖ Performance in public exams ❖ Performance in class, tests and exams during the school year across all levels ❖ Feedback from students and teachers 	All teachers	
To engage in assessment that is both formative and summative. Continuous assessment will be used especially with regard to SBA.	<ul style="list-style-type: none"> ❖ SBA portfolios that are being used from Secondary 1 	All Secondary 1 to 5 teachers	
To give time, space and opportunity for our teachers to develop the skills needed to efficiently manage and teach the new syllabus.	<ul style="list-style-type: none"> ❖ Number of courses enrolled on/hours of professional development ❖ Involvement in projects and new initiatives from outside sources 	All teachers	❖ Substitute teachers
To give in-house sessions on the new syllabus and to prepare teachers by explaining scenario that they may face in 2-years time. To determine the electives that the school will offer and the time-line that they will be offered in.	<ul style="list-style-type: none"> ❖ Understanding of the expectations of 3,3,4 ❖ A clear outline of what is to be offered 	All teachers	

SDP Concern 2: To help students take initiative and responsibility for their own learning.

Strategies/Tasks	Success Criteria	People Responsible	Resources Required
To provide opportunities for students to engage in community services. <ul style="list-style-type: none"> ❖ Operation Santa Claus ❖ Primary Interest classes 	<ul style="list-style-type: none"> ❖ Improvement in self-esteem ❖ Evident independent skills in preparing tasks and improving the quality of activities offered 	Whole school	
To provide more opportunities for self-learning and peer learning in all aspects of the English language. <ul style="list-style-type: none"> ❖ Newspaper commentaries ❖ Quizzes ❖ Contests ❖ Participation in Speech Festival 	<ul style="list-style-type: none"> ❖ Improvement in self-esteem ❖ Ability to take the initiative in organizing activities ❖ Ability to successfully carry out activities ❖ More active in class and in school events and activities 	Whole school	
To provide opportunities for self-learning in SBA tasks, newspaper tasks and TV tasks.	<ul style="list-style-type: none"> ❖ Ability to grade own performance and understand self and other's strengths and weaknesses in grading SBA work that requires self and peer learner assessment ❖ Borrowing activities of the library ❖ Initiative and ability to start up new schemes and activities in the school 	Whole school	Movies, documentaries, books, SBA portfolio, prizes for new initiatives of the school

SDP Concern 3: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

Strategies/Tasks	Success Criteria	People Responsible	Resources Required
To provide opportunities for students to engage in community services. <ul style="list-style-type: none"> ❖ Operation Santa Claus ❖ Primary Interest classes 	<ul style="list-style-type: none"> ❖ # of students interested in joining the scheme ❖ Students wanting to participate and looking forward to the activities 	Whole school	
To provide more opportunities to learn about God through Bible stories	<ul style="list-style-type: none"> ❖ Participation rate and audience attendance 		

Geography Department Programme Plan 2008 - 2009



I. Evaluation of the last year Programme Plan 2007 - 2008

Fieldwork and visits

Field trips and visits were organized for students so as to reinforce the knowledge they had learnt in classroom. The following table shows the field trips and visits organized in 07-08

Date	Activity	Theme	No. of Participants	Remarks
20/10/07	Visit to the HK Organic Farm	Sustainable farming	20 F.7A Geography Students	It was a half-day visit to the organic farm in Kam Tin. Knowledge about organic farming and agricultural ecosystem were learnt. It was useful to their AL exam.
8/12/07	Field trip to the High Island Reservoir in Sai Kung	Geology of HK	10 S7A Geography students	It was a good chance for the S7 student to relax. Students were able to enjoy the beautiful scenery of Sai Kung and learnt the geological structure there. The experience of passing through the sea cave was unforgettable.
31/6/08	Field trip to Tung Ping Chau	HK Geology	About 90 F.4 and F.6 students	Students learnt the marine ecology and had a chance to enjoy the beautiful scenery of Tung Ping Chau.

Tutorials and tests

Extra lessons / tutorial classes were arranged for S.4 - S.7 students after schools and during long holidays so as to catch up with the CEE and ALE syllabuses. Students have made improvement in basic geographic knowledge and concepts as well as their examination skills.

Uniform tests / Revision tests were given to S.4 - S.7 students after school / at weekends so as to drill their examination skills and help their revision.

S. 1 Bridging Programme

S.1 bridging programme was carried out from September to November. They were smoothly run by the S.1 geography teachers.

Students' performance in examinations

The result of ALE was desirable. The passing percentage of ALE was 96.6% and only 50 % of the students got credits or above.

The result of CEE was undesirable. The passing rate was 85%, similar to last year and the number of students getting a credit and above was only 25%.

The reason for poor CEE result was the change of Geography teacher. Students were not familiar with her teaching style and their learning motivations were seriously affected.

The target of next academic year is to increase the passing and credit percentages in ALE and CEE and to teach students to work independently.

NSS Seminars joint by teachers

NSS Enriching Knowledge for the Geography Curriculum: (4) Hazards, River and Management Series – (Part 3) Managing coastal environments: A continuing challenge

NSS Enriching Knowledge for the Geography Curriculum:(9) Zhujiang Delta Series (Part 2) Zhujiang Delta as a manufacturing region

NSS Enriching Knowledge for the Geography Curriculum:(9) Zhujiang Delta Series (Part 3) Environmental issues of the Zhujiang Delta

Elementary Course in Using Geographic Information System in Geography Curriculum

NSS Learning and Teaching Strategies for the Geography Curriculum (5): Using GIS and GPS for Enquiry Learning Series

NSS Assessing Student Learning for the Geography Curriculum:(1) Public Assessment

II. Work Plan in Line with the Major Concerns of the school for 07-09

Major concern: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> - To take part in NSS seminars organized by EDB and other organizations - To join GIS workshops organized by EDB and tertiary institutes - To introduce the concepts and ideas in the new curriculum in daily teaching and learning 	Sept 08 – July 09	<ul style="list-style-type: none"> - Teachers understand the curriculum requirements, methods of assessment and teaching strategies in the new curriculum - Teacher get the basic understanding of using GIS in teaching - Teachers put what they have learnt into practice in daily teaching and learning - Students have acquired some of the skills and values in the new curriculum and show them through their exercises and tests 	<ul style="list-style-type: none"> - The major ideas and suggestions in the new curriculum are found in teaching and learning processes in classrooms 	All panel members.	<ul style="list-style-type: none"> - GIS equipments to be installed in the Geog room and computer rooms -subsidies from school authority
<ul style="list-style-type: none"> - Communal lesson planning will be held among teachers to facilitate the changes in NSS curriculum. 	Sept 08 – June 09	<ul style="list-style-type: none"> - A well organized curriculum planning to facilitate the learning of students. 	<ul style="list-style-type: none"> - Record keeping. 	All panel members	

2. Major concern: To help students take initiative and responsibility for their own learning

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> -To develop a variety of teaching and learning strategies - To discuss current geographical issues in the lessons - To develop a habit of reading newspaper - Continuous assessment will be used in class 	Sept 08- June 09	<ul style="list-style-type: none"> - More students are interested in studying geography. - Students are keen on learning geographical concepts and understanding current issues - Students have their own record of newspaper cutting 	<ul style="list-style-type: none"> - Teacher's observation - Internal and external examination results - Checking the newspaper record file 	All panel members	<ul style="list-style-type: none"> - Internet search for interesting questions bank.
<ul style="list-style-type: none"> - To organize field trips/ camps and visits - To invite speakers to hold Geog. talks during the 9th period - To carry out small scale project learning in junior forms 	Sept 08 – June 09	<ul style="list-style-type: none"> - Students are keen on participating in field studies. - Students know how to apply geographical concepts in explaining real world situations. - Students' self-learning and inquiry skills will be improved. 	<ul style="list-style-type: none"> - Internal and external examination results - No. of students taking CEE and ALE geography - No. of students participating in field trips or visits 	All panel members	<ul style="list-style-type: none"> - Subsidies for club activities
<ul style="list-style-type: none"> - To handle individual differences and offer special assistance to the weaker students after lessons 	Sept 08 – June 09	<ul style="list-style-type: none"> - More students are interested in studying geography. - Fewer Students are frustrated and have sense of failure. - A positive learning atmosphere is built up among students. 	<ul style="list-style-type: none"> - Teacher's observation - Internal and external examination results 	All panel members	<ul style="list-style-type: none"> - Revised teaching materials - Revised test papers

3. Major concern: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> - Activities will be organized to promote environmental conservation. 	Sept 08 – June 09	<ul style="list-style-type: none"> - Students' will be more environmentally friendly. - A positive and 	<ul style="list-style-type: none"> - Teachers' observation - Feedback from the participants of activities 	- All panel members	<ul style="list-style-type: none"> - Subsidies for club activities

- Environmental conservation concepts will be integrated and strengthened in the curriculum - Cooperative learning strategies will be adopted. - To have individual counseling with students with learning difficulties		cooperative learning atmosphere is built up in class.			
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III. Budget (08-09)

Items	Amount (\$)
Students Books	500
Teaching Aids, etc	2000
Teachers Books	500
Stationery & Photo copies	300
Visit (transportation, etc)	3,000
Exhibition	500
Prizes / Certificates	300
Talks	500
Batteries, Field trip materials etc.	100
Total	\$7,700

IV. Team members

Ms W.C. Koo (panel chairperson)

Mr. S.I. Liu

Mr. S.Y. Wong

Mr. C.L. Wong

Ms. S.L.Suen

History Panel

1. Effective Learning and Teaching

a. S1 Bridging Program

In September, our members conducted a continual bridging programme to help S1 students master the use of English in learning History and prepare them well for the new school life. The programme completed in October was on the whole satisfactory and useful.

For the mixed ability mode in ShungTak, the panel members worked successfully to make it an achievable experience. We gave extra lessons to low-achievers with patience and love. Appropriate materials were tailor-made to meet their demands. Students found the subject easier to learn and they were more confident of doing well in examinations. More and more S3 students chose to take History in S4 and so did the S5 students. Another encouraging evidence was their achievements in both internal and public examinations.

b. Tutorial classes for S5 and S7

Tutorial class for S5 was fixed every Monday after school while S7 had their respective tutorial classes in summer and after school. This was one of the strategies to enhance their confidence and prepare them well for the public examinations. Usually, more intensive explanation of difficult topics and drillings on examinations skills were done.

c. IT Teaching

We continued to maintain 25% in the application of IT in our teaching. It did help arouse the students' interest in History and make the lessons more interesting and easier to learn. Students could also use power-point for presentation effectively.

d. Communal Lesson Plans and Co-teaching strategy

Apart from having Communal Lesson Plans among the panel members, an additional resource this year was the student teacher from HKU who had his practice teaching in two S3 classes basically. Very often, he worked with the panel members in teaching S1-S3 in order to gain more experience in teaching and classroom management. This was for mutual benefit because he could exert positive influence on the students and bring new elements to how to learn History more effectively. For two times, he did share his experience of learning History with the S6 students who found him a role model for them. His attitude and success in learning did impress the students a lot.

2. Preparation for the “NSS” curriculum

The panel members attended relevant seminars and workshops to get familiar with the “NSS” curriculum and assessment change. This was done to facilitate a smooth migration to the new system and prepare well for the challenges ahead.

3. Public Examination Results

The panel members worked very hard to enhance the effectiveness of History study in Shung Tak. A pleasing result was achieved in both the HKALE and HKCEE. For AL Examination, there were 1 A, 1B and 4 credits out of 11 students. The pass rate of AL History was 87.5% whereas that of AS History was 100%. For HKCEE, there were 2As, 8 Bs and 12Cs out of 43 students. The pass rate was 97.7% and the credit rate was 51.2%.

Examination	Grade A	Grade B	Grade C	Grade D	Grade E	Grade F	Pass rate
HKALE(AL)	1	1	2	2	1	1	87.5%
HKALE (AS)			1	2			100%
HKCEE	2	8	12	9	11	1	97.7%

4. Learning beyond the classroom

As learning was not confined to classroom teaching, several visits were organized to broaden students’ horizon and promote the understanding of human activities and culture in the past. The Museum of Art was visited two times for its special exhibition of “Treasures of the World's Cultures from the British Museum” which was priceless and unique. For the visit to the Museum of History, " The Development of Banks in Shanghai and Hong Kong “ and the Development of Hong Kong were the main attractions.

A cross-curriculum outing was organized on 2nd July 2008 in collaboration with the Civic and Moral Education committee. All S1 students went to the Hong Kong Heritage Museum at Shatin and there was a sharing session right after the visit. Through this activity, students could get collaborative and interactive learning experience.

III . IMPLEMENTATION PLAN OF 06-09 FOR THE MAJOR CONCERNS OF SCHOOL DEVELOPMENT PLAN

Major Concerns:

1. To build teachers' professional capacity in the aspect of curriculum and assessment for a smooth migration to "334".
2. To help students take initiative and responsibility for their own learning.
3. To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

Objectives	Strategies	Performance
To build teachers' professional capacity in the aspect of curriculum and assessment for a smooth migration to "334".	<ul style="list-style-type: none"> • <i>Teachers share their teaching experience through Communal Lesson Plans, Peer Observation and Collaborative teaching.</i> • Teachers attend NSS and other related seminars. 	<ul style="list-style-type: none"> - Teachers' reflections - Implementation of NSS smoothly - <i>Examination results</i>
The passing percentage of S7 class will be 100%	<ul style="list-style-type: none"> • Small-group tutorial classes are conducted regularly. • Students are encouraged to read more references and develop insights in historical issues. • Students are encouraged to approach teacher so that individual care is given. • Topics are tailor-made to meet the needs of the public examination. • Students do more exercises on DBQ. • Students are encouraged to do past examination papers for at least ten years. • Examination skills are drilled more in class. • Writing skill is also drilled in daily exercises. • Students' works can be shared for mutual benefit. 	Attainment in ALE examination
The passing percentage of S5 will be 90% or higher	<ul style="list-style-type: none"> • Tutorial class for the weakest students will be conducted. • Assignments must meet the requirements of CEE. 	Attainment in CEE shows its value-addedness

	<ul style="list-style-type: none"> • Examination skills are taught in class frequently. • More practices on DBQ are given in class. • Students are encouraged to share the best answer of the assignments. • Students have to do past examination papers. • Best students are assigned to help the weakest ones. Peer tutoring groups can be formed. • Small study groups are formed if necessary. • Teachers other than S5 teachers will help conduct tuition class if possible 	
Students should perform well	<ul style="list-style-type: none"> • Private tutorship for the able students is given. • Detailed notes for this special group of students are provided. • Frequent contact between teachers and this group of student is scheduled to give them special guidance. • Students are encouraged to do more independent learning to enhance their confidence and ability. 	At least one distinction and ten credits in CEE and some credits in ALE
Students should understand the concepts of cause and consequence, continuity and change, similarity and difference	<ul style="list-style-type: none"> • Students are encouraged to present their ideas in class. • Student are trained to analyse some important issues in history. • Students are grouped together to discuss debatable topics and share their views for more interactive learning experience. • Students are trained to develop insights in relevant historical issues. 	<p>-Quality of students' essays</p> <p>-Quality of group presentation</p>
Students are able to work independently and think critically.	<ul style="list-style-type: none"> • Series of activities like dramas, oral presentation, power-point presentation, movies show, cartoon drawing, group discussion, role play in class will be organized with respect to different topics. • Open-ended questions or questions related to students' personal experience are asked to provoke their thinking. • Group work is implemented in class. • To organize visits to museums, historical sites and exhibitions in small group setting. 	<p>-Students will actively participate in class activities and pay attention in class.</p> <p>-Students' co-operation and self-learning will be improved.</p> <p>-Students develop their own judgment on debatable historical issues.</p> <p>-Students are confident of voicing their opinions.</p>

	<ul style="list-style-type: none"> • Students of mixed abilities work together in class and prepare presentation on their own. • Students are asked to discuss to give an answer to an essay-typed question or DBQ question. in group. • Thought-provoking questions are asked in class. • Students are asked to do mini-project on their own. • Students are asked to do newspaper clippings on current issues. 	-Students' social awareness will be strengthened
Students should find interest in studying History	<ul style="list-style-type: none"> • Varied teaching strategies are adopted in class. • Students are encouraged to join club activities. • History club has to promote its activities and attract students of all forms to participate. • Activities like visits to museums and other historical sites will be organized. 	<p>-Active involvement of students in history lessons</p> <p>-Increased number of best students taking history in S4 & S6</p> <p>-A pleasing number of students taking part in activities organized by history club</p>
S1 students should adjust themselves to study history in the medium of English and maintain a pleasing performance	<ul style="list-style-type: none"> • A bridging programme is run for all new S1 in Aug. • S1 are taught to learn a list of vocabulary commonly used in history. They should be taught how to read and spell the words effectively. • Varied teaching strategies are employed to arouse their interest and to teach them how to learn the new relevant new words in the subject. 	<p>-Students have no difficulties in recognizing and using the common vocabulary in history.</p> <p>-Students can understand the questions asked in English.</p> <p>-Students can write in short paragraphs for simple questions.</p>
Students are exposed to IT and kept their	<ul style="list-style-type: none"> • Power-point presentation is encouraged to summarize the points of 	- Students are found more

motivation to learn history through IT	topics. • Relevant videos or documentary are shown to arouse their interests in the subject.	attentive in class - Students find it easier to learn History.
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BUDGET

Particulars	Amount
Students Books	\$1,000
Teaching Aids, etc	\$1,000
Teachers Books	\$1,000
Stationery & Photo copies	\$200
Visit (transportation, etc)	\$3,000
Prizes / Certificates	\$200
Consumable	\$100
TOTAL	\$6,500

V. Programme Team

Ms Y.M. Tsang (Team Leader)

Mr. C.M. Wong

Mr. SL Lam Alan

Home Economics

I. Evaluation

Curriculum

Both the food, diet and health and the needle work curriculum had been covered evenly. Consumer education needs to be strengthened especially on the food labeling aspects.

The cooking exams of S2 and S3 students were successfully carried out. Most of them could try out their dishes according to their meal plans. Many of them were able to manage some simple cooking skills. Some of them were very creative in presenting their dishes. From their presentation, basically they could apply the nutrition knowledge learnt but more in-depth nutrition knowledge needs to be strengthened.

For cushion making, some S2 students failed to follow the schedule in lessons because of the poor stability of some sewing machines. Therefore, the quality of sewing machines must be improved in order to facilitate the smoothness of lessons.

For the fashion design project, most of them could finish their work on time and the fashion show could also be held as scheduled. For the portfolio making, a majority of them could fulfill the basic requirement and some students had shown originality and potential in fashion design. Moreover, most of the working groups could cooperate smoothly except some boys who were not very interested in making garment. Besides, some groups had spent too much money on the project. So budget planning is also an important issue to be focused next year.

Cooperation with D&T

All S1 students were required to finish a wooden rack project collaborated by the Home Economics Department and D&T Department. They spent 4 H.E. lessons and 5 D.T. lessons on the project. The schedule was suitable and the shifting of lessons was smooth. All students had worked out the project on time. A majority of them had acquired basic sewing techniques and applied to their product. Their oral presentation was also a great success. Most of them reflected that they learnt how to solve problems and were interested in the learning process. More importantly, their confidence was built up during the presentation. The cooperation is very successful and meaningful that it is suggested to be continued.

Assessment

Students were assessed by both individual work and group work project. Written meal planning and also practical cooking exam were used to assess students' nutrition knowledge and cooking

techniques. Oral presentation was used to enhance communication skills. Portfolios were used to carry out continual assessment. Marks should also be given to students' daily performance.

II. Implementation Plan

Objectives	Strategies	Performance
<p>Across the curriculum, students will be able to:</p> <p>Understand, identify, apply and develop on-going learning process to meet the identified needs</p> <p>Generate up-to-date ideas, generic skills and be aware of competence</p> <p>Appreciate, communicate & cooperate with positive value and attitude in a community</p> <p>Encourage students to create and think independently</p>	<p>Practical cooking examination and projects including the cross-subject project will be done.</p> <ul style="list-style-type: none"> ● Students learn through the integrative discovery “process-approach” to nurture students’ generic skills across knowledge context of food, garment, home management and impact of technology. ● Students participate in practical work to make various dishes and needlework product with room for differentiation under supervision. ● Use of IT (over 50%) in teaching and learning ● Discussion and presentation (verbal and non-verbal) ● Creativity of students are enhanced through various project learning ● Students are allowed to think and evaluate their own work through the learning process 	<ul style="list-style-type: none"> ● Project learning with D&T. (S1) ● Use of IT ● Display of dishes & needlework product ● Presentation & communication skills ● case studies report ● Practical cooking exam. ● group arranging in a sequence and mind-mapping skills as part of assessed assignment ● sharing verbal and non-verbal comment among classmates as evaluation

Solve and cope with complex target in real life situation	<ul style="list-style-type: none"> ● Positive cooperative performance will be continuously assessed ● Include a wider range of knowledge context, especially the cooperation with D& T for students to expose to various technologies ● Case studies ● Display of discussion materials with the skill of mind-map ● Assessment and evaluation are followed 	<ul style="list-style-type: none"> ● Use of skills to finish better quality product within the project work
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III. Budget

Items	Amount
Predicted Budget Grant from E.D.	\$ 26,000.00
Planned Expenditure:	
Consumable materials for S.1	\$7,000.00
Consumable materials for S.2	\$7,500.00
Consumable materials for S.3	\$7,500.00
Water purifiers	\$2,000.00
Small cooking utensils	\$1,000.00
Teaching Resources (magazines, books, Vcds)	\$800.00
Stationery	\$200.00
Total (planned expenditure):	\$26,000.00

Program Team

Miss Li Yuen Ching

Integrated Science Panel

I. EVALUATION

(a) Programmes related to Major Concerns

(i) To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to '334'

- Communal lesson planning meetings were done last year so that we had a continuous evaluation of the teaching syllabus, teaching methods and the learning outcomes of the students.
- Peer observations were conducted mainly in the second term. Details were as follows:

Teacher	Class	Date	Topics
K.Y. Tung	1S	26/2/2008	Revision 1. Purification methods 2. Water treatment methods 3. Water cycle
W.P. Ip	2S	13/5/2008	Sense of touch, pain and temperature - P.185 - Expt: 11.12
K.C. Cheung	2L	15/5/2008	Effects of alcohol, drugs and solvents on our senses
K.Y. Tung	1S	23/5/2008	1. Revision Exercise 2. Section 3.6 Family Planning
W.P. Lam	1M	23/5/2008	Birth Control
Y.L. Ko	1P	26/5/2008	Puberty (P.44) - Secondary Sexual Characteristics - Class work - Menstruation
W.P. Lam	1M	23/5/2008	Birth Control

It was found that most teachers could conduct the lessons effectively with the help of the teaching aids. And there were enough student- teacher interactions in the class. However, it was reported that there were serious discipline problems in classes taught by the new IS teachers. To cope with this, we hoped that more IS lessons would be allocated to the experienced IS teachers. Also there should be a trim in the size of the teaching force so that all S.1 & S.2 classes were taught by experienced teachers.

- In December 2008, the IS panel head and other science department heads had a sharing session with the representatives of a Singapore Sports School in the conference room. In the meeting, we shared our teaching experiences and exchanged some of the teaching resources.
- The panel head had attended some courses and seminars about NSS Independent Enquiry Study of Liberal Studies. After the meetings, the panel head shared the news,

the new teaching methods and discussed the possibilities of changing the current curriculum to meet the new changes.

- Two book inspections were carried out in February and early June. It was found that all teachers have reached the minimum requirements set at the beginning of the academic year. However, the variety of the assignments, exercises and tests was very limited. It was suggested that

(ii) To help students take initiative and responsibility for their own learning.

- The S.1 bridging program was successfully completed last year. We found that students could learn and communicate effectively in English. We also found that they took initiative to help others to learn by peer teaching.
- We provided learning experiences outside the classroom. The details were as follows:

Date	Activity	No. of students	Teacher-in-charge
22/12/2007	Science Museum Visit	20	K.C. Cheung
1/3/2008	Attended a lecture in Science Museum	20	W.P. IP & K.Y. Tung
15/3/2008	Shatin Sewage Treatment Work Visit	18	P.F. Law
25/3/2008	Mai Po Visit (Jointly organized activity) I.S Dept+ Geog. Dept +Library club	32	P. F. Law, S.Y. Wong& Ms. Mak
6/3/2008	Hong Kong Museum of Medical Science Visit	16	W.P. Lam & Y.L. Ko

- It was found that both teachers and students spent a lot of time on completing exercises and checking the answers in the class, which would hinder students' learning progress and kill their motivation to learn. To cope with this problem, we would not use the assignment workbook starting from 2008/09. Instead, a concise and simplified "workbook" would be ordered for the students. Also, starting from 2008/09, students needed to do on-line tests for continuous assessment.

- A change in teaching strategies:

- During the lessons, ask students more 'HOT' questions which require the students more analytical and creative abilities.
- Give students more opportunities to make oral presentations in the class.
- Teaching students how to learn by introducing some methods to help them to remember vocabularies more efficiently.
- Improve the quality and quantity of the exercises given.
- Purchase more student reference books for students to read.

(iii) To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

- Some students were invited to joint some science workshops and some were invited to organize end-of-year exhibition. These activities provided students the opportunities to build

up their self-esteem and learn all the good manners when they needed to cooperate to their partners to finish the task.

II OBJECTIVES

Objectives	Strategies	Performance indicators
1. To introduce students some facts and concepts in science. 2. To help S.1 students familiar with the vocabulary required in learning I.S 3. To train S.1 students to be able to communicate with teachers in English.	<ul style="list-style-type: none"> • Class exercises and workbook, at least one for each chapter taught, will be assigned on a regular basis. • To let students watch the ETV programs • To run the S.1 Bridging program during the summer vocation for pre-S.1 students and a two-month intensive program for the S.1 students at the beginning of the academic year. 	<ul style="list-style-type: none"> • Feedback from the students • The results of organized tests and exams • Inspecting the workbook, assignments and exercises in the textbook. • Notes and tutorials
4. To teach good laboratory practice and to develop good laboratory skills. 5. To arouse students' awareness of the importance of the safety in the laboratory.	<ul style="list-style-type: none"> • To give students a talk of laboratory safety at the beginning of each academic year. • An investigated approach is adopted in teaching. Each chapter is taught by means of experiment-oriented approach. • Teachers should be firm to students during the laboratory work. • Supervise students and give them guidance when they do the experiments. • Experiments should be finished on time. 	<ul style="list-style-type: none"> • The number of violations reported • Exercise books should be neat and should be handed in punctually. • All topics should be adequately covered. • The number of accidents reported each year.
6. To help students develop the ability to enquire and to solve problems. 7. To equip students with the skills in communicating ideas in science related contexts. 8. To teach students how to make objective judgments based on data and arguments presented with scientific, ethical, economic, political and social considerations.	<ul style="list-style-type: none"> • Teachers should be firm to students during the laboratory work. • Supervise students and give them guidance when they do the experiments • To let students present their findings after each investigation. 	<ul style="list-style-type: none"> • Assess students' laboratory work • Oral questioning by teachers.

<p>9. To arouse students' curiosity and interest in science</p> <p>10. To help students understand, respect and love the natural environment they are living in and develop awareness on the various changes humankind has made in many humankind-environment systems under different cultures.</p> <p>11. To let students appreciate and understand the evolutionary nature of scientific knowledge.</p>	<ul style="list-style-type: none"> • To give students cross- curricular projects. • Assign some science workshops for students and ask them to present their findings in the year-end exhibition. • Group work, discussion, use of computers, video shows and slide shows will be incorporated into lessons. • To visit the Science Museum and other academic institutions. • To provide students more new reference books. • To purchase some teaching aids. 	<ul style="list-style-type: none"> • The feedback of students. • By marking students' worksheets and assignments. • Improvement in students' performance in the lessons.
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III. Work Plan in Line with the Major Concerns of the School for 2007-2009

1. Major concern: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1.To help students build up good foundation in science before they science subjects in NSS	09/08 to 08/09	<ul style="list-style-type: none"> • Improvement in experimental skills • Students actively participate in the classroom and the laboratory. Improvement in the organized tests and exams	<ul style="list-style-type: none"> • Students participate actively in the laboratories • Quizzes and tests when a chapter is finished • Exam skills improvement. • Peer observation and communal lesson planning 	All I.S teachers	
2.Encourage more IS teachers to attend the seminars and courses organized by EMB	09/08 to 08/09	<ul style="list-style-type: none"> • Teachers are eager to attend the courses or seminars and share their experiences in the panel meetings 	<ul style="list-style-type: none"> • Students' performance in the class • The minutes book 	All I.S teachers	

4. Major Concern: To help students take initiative and responsibility for their own learning

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
1. Encourage students to take an active part in class.	09/08 to 08/09	<ul style="list-style-type: none"> Improvement in experimental skills Students actively participate in the classroom and the laboratory. Students are eager to express their ideas in the class. 	<ul style="list-style-type: none"> Students participate actively in the laboratories Peer observation and communal lesson planning Students' performance in the class 	All I.S teachers	
2. Choose some students to organize an exhibition on the Golden Jubilee Celebration	09/08 to 08/09	<ul style="list-style-type: none"> Good cooperation among students 	<ul style="list-style-type: none"> Comments given by the visitors and the number of primary students visiting the stall. 	IS Panel & teachers in-charge of the activity	\$1500
3. Organize some science workshops for the students	09/08 to 08/09	<ul style="list-style-type: none"> Students actively participate in the activity Students find it interesting and fun 	<ul style="list-style-type: none"> Students' performance in activity Students' feedback 	All I.S teachers	\$1000

3. Major Concern: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

1. To help students understand, respect and love the environment they are living in and develop awareness on the various changes humankind has made	09/08 to 08/09	<ul style="list-style-type: none"> Field studies or visits at least three times per year. 	<ul style="list-style-type: none"> Students' feedback Number of participants in the activity 	All I.S teachers and Lab technicians	\$4000
2. Students with mixed abilities are grouped when they do experiments in the laboratories	09/08 to 08/09	<ul style="list-style-type: none"> Students develop interest in science. Improvement in experimental skills More able students would take care of the weak ones. 	<ul style="list-style-type: none"> Simple surveys at the end of each term Student presentations after they have finished the investigations Students quizzes and tests. 	All I.S teachers	

IV. Proposed Budget

1. Apparatus, visual aids, etc	\$4500
2. Purchases of students' reference books	\$1000
3. Purchases of teaching aids (eg.VCD, models)	\$2000
4. Stationery	\$300
5. Subject Grants from EMB per year	\$12000
6. Consumable article	\$1000
7. Year-end exhibition	\$1500
8. Purchases of stationery	\$400
9. Visits	\$4000

Total: \$26300**V. Program Team**

Mr. Law Pit Fung (Team Leader)
Ms. Ko Yee Ling
Ms. IP Eing Po
Mr. Cheung Kai Chung
Mr. Simon Leung (laboratory technician)
Ms. Wong Choi Lin (laboratory technician)
Ms. Lee Wing Man (Laboratory technician)

Liberal Studies Department

1. Curriculum Aims

The aims of Junior Liberal Studies are:

- a. to help students prepare for the 2009 senior form Liberal studies curriculum;
- b. to enhance students' understanding of themselves, the school, their society and their nation;
- c. to enable students to develop multiple perspectives on personal and contemporary issues in different context (e.g cultural, social, economic, political and technological contexts);
- d. to help students become independent thinkers so that they can construct knowledge appropriate to changing personal and social circumstance;
- e. to develop in students a range of skills for life-long learning, including critical thinking skills, creativity, problem-solving skills, communication skills and information technology skills;
- f. to help students develop positive values and attitude towards life, so that they can becoming informed and responsible citizens of society, the country and the world.

2. Strengths

- a. Most students are obedient and show interest in this subject.
- b. L.S. team members are co-operative, devoted and enthusiastic in carrying out their duties. They are willing to try new teaching methods and strategies.
- c. Seven of our team members have received professional L.S. training from the universities.
- d. Financial support from the government and the school is available.
- e. There is collaboration with the English Department and Computer Department thus students' oral presentation, writing skills and IT skills can be enhanced.
- f. Teaching assistance is available for carrying out clerical works and preparation of teaching materials, which helps reduce teachers' workload.

3. Weaknesses

- a. There is insufficient manpower in the L.S. Team for teaching NSS curriculum.
- b. As L.S. is a new subject, teachers from various departments lack experience in teaching it. They are not well prepared for and accustomed to the changing pedagogy and subject knowledge.
- c. As the coverage of the subject is broad and teachers need to carry out field studies and visits, the workload of L.S. teachers is very heavy, which may reduce the incentive of other teachers to join our team. L.S. teachers may also not be able to address all the needs of every student.
- d. Diversity in students' abilities poses problems in teaching.

4. Evaluation of F.1 & 2 L.S. curriculum 08/09

Teaching	Learning
<ul style="list-style-type: none"> ✧ Teachers are enthusiastic in teaching. ✧ Lesson observation helps improve teaching techniques. ✧ We are willing to try different teaching strategies. ✧ We are willing to try different teaching strategies ✧ I've made significant change in my teaching methods, i.e. try to adopt different teaching strategies ✧ Difficult to maintain discipline, as students need to participate in different activities in LS lessons. ✧ Need to improve classroom management. Difficult to handle less motivated students (2M) ✧ Enhanced my knowledge and be more sensitive to students' needs ✧ There were communication problems among teachers, message could not be passed smoothly and clearly 	<ul style="list-style-type: none"> ✧ Students found it interesting to have LS lessons. ✧ Good students' performance ✧ Students learnt good team-spirit. ✧ Fun Fun Fun in STC, enjoy and learn from this activity, e.g. team work ✧ Some students were very serious in preparing the interview of the Successful Shuntakian. ✧ Presentation and interview skills are of some students improved a lot. ✧ F6 helper were very supportive in assisting the F.2 outing. ✧ Students showed outstanding performance in the Stanley trip. ✧ Students showed outstanding performance in the Stanley trip. Most of them gave positive feedbacks to this learning activity. ✧ F2 video taking activity ran smoothly. ✧ The video made by S2 students were quite good ✧ Students really learnt in the LS lessons. Some of their works were of high quality. ✧ Students' improvement → build up teachers' confidence in teaching LS.

Curriculum	Team Work
<ul style="list-style-type: none"> ✦ Overall curriculum was well-planned and organized. ✦ The module of F.1 “Successful Shungtakian” was well-planned. ✦ Curriculum for F2 curriculum was a bit loose. Time was not enough to cover all the content. Refinement of the curriculum is needed. ✦ It is necessary to plan the F.2 curriculum earlier and have more time for communal lesson planning. ✦ Organization for the outing to Stanley was good. Students participated actively in the trip. There were able to finish their field trip report. ✦ There were positive feedbacks from students. ✦ Time management was not good. It was too rush to prepare teaching materials so many mistakes were found. Better time arrangement is needed. 	<ul style="list-style-type: none"> ✦ We have a high expectation on our quality of teaching. ✦ We are willing to try new things. ✦ Panel members are friendly, harmonious and supportive. ✦ Innovative. We have an open mind to accept new teaching ideas. ✦ Willing to help ✦ Good quality of our team, enthusiastic ✦ Willing to share workload & try ✦ Willing to try different teaching strategies ✦ Good team spirit and cooperation among the colleagues ✦ Everyone contributes a bit ✦ Team work, Excellence! ✦ Communication among teachers needs to be improved.

5. Implementation Plan 2008/ 2009

This plan will be examined in line with the major concerns set by the school:

Major Concern 1: to build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334".

Strategies/Tasks	Success Criteria	People Involved	Resources Required
To prepare teachers for the 2009 L.S. curriculum <ul style="list-style-type: none"> To encourage and help teachers apply for more L.S. professional development courses provided by EDB and other institutes 	<ul style="list-style-type: none"> Increased pedagogical knowledge and skills in the area Number of courses enrolled on/hours of professional development 	All LS teachers	
<ul style="list-style-type: none"> To plan the NSS LS curriculum plan 	<ul style="list-style-type: none"> Final version of the NSS curriculum plan is made 	NSS LS teachers (Ms Koo, Ms Wong, Mr.CW Wong, Mr.C.L. Wong)	9 th period for curriculum and lesson planning.
<ul style="list-style-type: none"> To have communal planning of the NSS curriculum in a regular basis 	<ul style="list-style-type: none"> Drafts of the NSS lesson materials are prepared 		

Major Concern 2: to help students take initiative and responsibility for their own learning.

Strategies/Tasks	Success Criteria	People Involved	Resources Required
To provide more opportunities for self learning and group learning in all aspects of LS <ul style="list-style-type: none"> Cooperative learning mode is practiced aiming at enhancing students learning motivation and responsibility Outings and visits will be arranged for S2 & 3 students aiming at giving students more exposure to authentic learning environment 	<ul style="list-style-type: none"> Students participate in the learning activities actively Students are interested in the subject Students have positive feedback. Positive feedback from assessments (individual and group) 	All LS teachers	<ul style="list-style-type: none"> Split class needs to be arranged for group learning Subsidies for the application & transportation fee of the outing. Manpower is needed to maintain safety.
To improve students' self learning skills and to	<ul style="list-style-type: none"> Performance in lessons and outings 	All LS teachers	- money is needed to hire

foster their analytical thinking, logical organization and presentation ability <ul style="list-style-type: none"> ● Training on writing, oral, IT and different study skills. ● Use of different graphic organizers & concept maps ● Different project skills are trained in S1 and S2 lessons such as observation techniques, interview skills, questionnaire setting etc. ● Collaborate with English & Computer Department to integrate different learning skills into the subjects 	<ul style="list-style-type: none"> ❖ Feedback from students and teachers ❖ Assessment from projects ❖ Students are able to use the skills learnt from other subjects in LS 	Extra English teacher (Ms Penny Wu)	an extra English teacher to teach students oral presentation skills.
To carry out continuous assessment <ul style="list-style-type: none"> ● Worksheets, group projects, videos are assessed continuously 	<ul style="list-style-type: none"> ❖ Students are able to hand in quality assignments on time. 	All LS teachers	

Major Concern 3: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and Christian faith .

Strategies/Tasks	Success Criteria	People Responsible	Resources Required
To provide more opportunities for group learning <ul style="list-style-type: none"> ● Cooperative learning activities ● Individual and group presentations 	<ul style="list-style-type: none"> ❖ Students are confident in learning ❖ Becoming a more caring, responsible and considerate person ❖ Able to collaborate with others 	All LS teachers	
To incorporate values of respect, trust and consideration of others and proper learning attitudes in lessons <ul style="list-style-type: none"> ● Teaching of cooperative learning skills ● Emphasis more on the value education 	<ul style="list-style-type: none"> ❖ Improvement in learning attitudes ❖ Students can work well with their group members ❖ Performance in class and outing 	All LS teachers	

6. Major activities in 2008 / 09

Date	Activities	People involved	Teachers in charge
12 - 2008	Interactive Learning activities organised by Oxfam	All F.3 students	F.3 LS teachers
18- 4 - 2009	F.2 Outing in Stanley	All F.2 students All F.6 seniors	F. 2 L.S. teachers

7. Budget for the Liberal Studies Department 2008 / 2009

Items	Particulars	Amount
Equipment	Apparatus, visual aids, etc	
	Wise news	(from IT department)
Furniture	cabinet, computer desk, etc (please give details at the back of this page)	
Class Grants	Students Books	6,000
	Teaching Aids, etc	4,000
	Teachers Books	3,000
	Stationery & Photo copies	2,500
Subsidies to Activities	Visit (transportation, etc.)	9,000
	End of year Exhibition	1,500
	Competition subsidy (project competition organized by the Consumer Council)	1,000
	Project Learning	1,000
	Prizes / Certificates	500
	Talks & Seminars	2,000
	Day Camping /	3,000
Consumable article	Consumable	
Grants	Subject Grants from EMB per year (ERS, Computer Studies, IS, Chin Lit & C, etc)	*3,000
	NSS migration grant	*10,000 (approved)
	Others	
Total		\$ 46,500

8. Programme Team 2008 / 2009

Ms. W.C. Koo	Panel Chairperson
Ms W.W. Chan	F.1 Coordinator
Mr C.W. Wong	F.2 Coordinator
Ms K.Y. Chan	F.3 Coordinator
Mr. P.K. Chan	F.1 teacher
Mr. S.I. Liu	F.1 teacher
Ms S.Y.Wong	F.2 teacher
Mr. Samson Wong	F.1,2,3 teacher
Mr. E. Wong	F. 1 teacher
Ms.Joanna Suen	F.2, 3 teacher

Mathematics Panel

I. Evaluation on the Programme Plan of Math Panel(2007-2008)

(a) Programmes related to Major Concerns

- (i) To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to '334'

We had joined the QEF "Parallel Lessons" Project (organized by HKU) and attended the Concluding Conference in Dec 2007 at Shung Lee Catholic Secondary School. There was sharing of reports of action plans by the participating schools and valuable evaluations on this project.

Teachers also attended a seminar organized by CDSC Math Education Committee on the topic "The Bridging of P6 to S1 Math Curriculum" in January 2008. There were comparisons on the past, the current and the NSS Math curricula. Teachers improved their understanding on new S1 students' fundamental knowledge of Math and thus can work out a better teaching schedule.

Besides, two officials (Mr. Ip and Mr. Chan) from CDI Math section of EDB had made a visit to our school in June 2008. There were discussions on current curriculum, NSS curriculum, Supports from EDB, teaching strategies etc.. The form-coordinators and panel heads attended the meeting. Different views and reflections were exchanged and shared. Two S5 students (Pyhllis Lau and Margaret Wong from 5S) were also present and gave valuable opinions on the above issues.

Throughout the academic year, teachers in the panel actively took part in seminars and workshops relating to NSS curriculum. They attained a deeper understanding of the content and the curriculum of the Math core part and the two modules. They will continue to do so in the coming years.

- (ii) To help students take initiative and responsibility for their own learning.

We joined the inter-school math project competition this year. Students taking part in the competition had the chance to revise their knowledge in math and decide the topic that they like to explore and investigate. They needed to plan their work and the content of the project. With the guidance of teachers, they learnt to present and deliver their product in a proper way at the end.

We had also organized special course for high math achievers through the funding from SHK. The participants mainly came from S4 science students and two students, very good at math, were from S2. Besides lecturing, students in this course were also encouraged to explore new ideas in math by themselves. They had improved in their math knowledge as well as their thinking and learning skills. They performed well in inter-school math competitions. We will continue to organize similar courses for students next year.

- (iii) To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

We organized various math activities outside classroom for students. One major event was the math days activities in May. Students were exposed to math learning in different forms like games, problem-solving and competitions. Students especially from junior forms

participated actively in this event. They became more motivated to learn math and their team spirits and inter-personal skills were also enhanced

(b) S5 Revision Programme

One enrichment class and one remedial class were held. The enrichment class was for the good students who were expected to get distinction in public exam. Difficult questions and special exam skills were taught in the lessons. The remedial class was held especially for weak students who probably fail in the public exam. The two classes were held after school once a week (Monday) starting from December and taught by our own teachers. Students in the remedial class were requested to do the past papers question in the lessons. Guidance was given and some key points were taken out for discussion. Because the class size was small in both classes and thus it was quite effective to improve students' math standard.

(c) Enrichment Course by Sun Hung Kai Fund

The course is designed for elite students in Mathematics. Teachers nominated 20 students from S4 Science classes. The nomination was based on the results of the math problem-solving test in September. In addition, two S2 students (Ben and Henry) highly recommended by teachers also attended the course. There were totally 10 lessons on Saturdays in October to February. This year we continued to hire Mr Kwun as tutor of the course. The course focus on challenging math problems of which some were those problems in the past Math inter-school competitions. The course also provided consolidation practices on those topics in Math and Add Math.

Students had improved their problem-solving skills and high order thinking skills. Some performed well were selected to participate in inter-school competitions and we got good results in them.

(d) Mathematics Days

The event was held on 22, 23 of May. Students participated actively in the lunchtime sections but relatively less students participated in the after school section. Therefore we will still arrange two lunchtime sections and one after school section next year. The second after school section will be for math Olympiad.

This year the number of stall games was increased to five. This increased the variety of math games and thus students could have more fun and learnt more from it. However the prices seemed not enough and all the prizes were redeemed at the end of the activities. More prizes will be prepared for next year.

(e) Inter-school Competitions

We participated in the following inter-school competitions:

Competition	Result
Hong Kong MO 26/1/08 12/4/08	Heat Event: 5 th position (NT West Region) 3 rd -class award: Choy Chun Yin 4S Tse Yan Tai 4P Yeung Ka Kit 4S Yeung Yu Wai 4S Final Event: Merit Award
HKMHASC 26/1/08	Group Merit Award(Top 20 schools) 2 nd class award: Wong Ka Nok 2J Li Yu Hin 2L 3 rd class award: Lee Man Hei 2L Yik Ho Yeung 1P Tong Ka Kit 1J
Pui Ching Invitational Math Comp 26/1/08 8/3/08	Finalists: Yik Ho Yeung 1P (Bronze) Choi Yiu Sing 1S (Merit) Wong Ka Nok 2J (Certificate) Li Yu Hin 2L (Merit) Chan Cheuk Wai 3J (Certificate) Ng Wai Leung 6S (Certificate) Chu Kin Leung 6S (Certificate)
CDSC Math Comp 26/4/08	5 th position: Choy Chun Yin 4S Tse Yan Tai 4P Yeung Ka Kit 4S Yeung Yu Wai 4S
The National Hua Luo-geng Cup Math Comp - S1 19/4/08	2 nd -class award: Yik Ho Yeung 1P Excellent Tutor Award: Lam Wing Ping
I.M.O. Preliminary Selection Contest - HK 2008 1/6/08	Bronze Award: Ho Chun Chau 5S

The participants of the above competitions were mainly selected from the class of Math Course for Able Students. The students learnt the skills in the course and were also trained by their math teachers a few weeks before the competitions. We obtained quite good results this year

(f) S1 Formative Assessment

This is a new policy and will be extended to S2 next year. The results of the four uniform tests of S1 were contributed to the total mark of the interim and final exams. The two uniform tests in term 1 contributed 10% of the total mark of interim exam and it was similar to term 2. It was found that students became more serious in preparing and doing the tests and hence had a good effect on their learning. However, there were problem relating absentees in the tests. After discussions, we agreed that only those absent students with special reasons like music festival will be given retest in the early morning on the next day of the uniform test. It was also suggested that MC questions will not be included in the uniform tests.

II. Objectives

Objectives	Strategies	Performance indicators
<p>1. The passing % & credit rate:</p> <p>Math : 95% 50% Add Math: 95% 50%</p> <p>Pure Math: 100% 50% App Math: 100% 50% M&S : 100% 30%</p>	<ul style="list-style-type: none"> • Enrichment and remedial classes will be arranged for S5 students after finishing the whole syllabus before Christmas holidays in order to brush up their performance in HKCEE. Mock test exercises and past papers will be given and they will be asked to do mainly on section A1 and A2 questions. • Pre-mock tests will be given to S5 students for revision purpose. • Do past papers up to 10 years. Focus will be put on section B problems for Science classes' students. • Discuss with the students the remarks in the reports of the public exams and the common mistakes and weaknesses. • Tell and share with students some useful examination skills. 	<ul style="list-style-type: none"> • Attainment in public examinations
<p>2. To improve students' fundamental calculation & presentation skills</p>	<ul style="list-style-type: none"> • Teachers will place emphasis on helping students to master the basic concepts of Mathematics and create the links between concepts. • Teachers will remind the students their common mistakes after marking their tests and homework. • Students will be asked to present orally the solutions of questions and the processes of getting the answers in the lessons. • Bridging programme will be held for S1 students in Summer Vacation. Teachers will teach them mathematics language and terms commonly used in lessons. 	<ul style="list-style-type: none"> • Improvement in students' performance in answering questions orally • Students' performance in homework and classwork exercises
<p>3. To help students develop better skills in problem solving & high order thinking</p>	<ul style="list-style-type: none"> • Teachers will give students further practices or revision exercises for long vacation holidays • Teachers will set some word problems and non-structured challenging questions in organized tests and examinations to train students the related skills in problem solving • Problem-solving quizzes (3 quizzes a year) will be given to S1 to S3 students to arouse their interest in studying math and to improve their mental arithmetic skills and problem-solving skills • Bright students will be selected to participate in inter-school competitions. We will participate in the following competitions: <ol style="list-style-type: none"> 1. HKMO 2. HKYMHA Selection Contest 3. CDSC Math Competition 4. Pui Ching Invitation Math Competition 5. The National Hua Luo-geng Cup Math Comp 6. Math/Statistics Project Comp 	<ul style="list-style-type: none"> • Results of the problem-solving quizzes • Performance in the inter-school competitions • Assess uniform tests, organized tests and exams results
<p>4. To enrich teachers' experience in using various teaching strategies in lesson</p>	<ul style="list-style-type: none"> • The teaching materials and experience will be shared among colleagues during peer observations and sharing sessions in mathematics panel meetings. • Each teacher will take peer observations to two other Mathematics teachers throughout the year. Teaching experience and methods will be shared. • Meetings of teachers in the same level will be held for communal lesson planning. Teachers will 	<ul style="list-style-type: none"> • Teachers are willing to talk and share their teaching experience and skills • Evaluation based on the peer observation forms

	<p>share their views on the schedule, teaching points and strategies of a certain topic.</p> <ul style="list-style-type: none"> • Exercise books inspections will be carried out and teachers will share their teaching experience through studying students' work and common mistakes. 	
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III. Work Plan in Line with the Major Concerns of the School for 2007-2009

1. Major concern: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Various programmes for teachers' professional development: <ul style="list-style-type: none"> • Seminars/workshops for NSS • Peer lesson observations 	09/08 - 06/09	<ul style="list-style-type: none"> • Teachers can teach more effectively in EMI • Learn more about NSS curriculum, teaching and assessment methods 	<ul style="list-style-type: none"> • More interactions in classroom • Teachers' reflections in their teaching. 	Respective project teams and math teachers	EDB and CDSC
Meetings for communal lesson planning will be held for teachers of the same level. Various teaching methods will be shared and discussed.	09/08 - 06/09	<ul style="list-style-type: none"> • Students learn more effectively the concepts and the skills of solving related math problems. 	<ul style="list-style-type: none"> • More interaction in class activities • Performance in exams. 	Math teachers	

2. Major Concern: To help students take initiative and responsibility for their own learning

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Special course will be organized for S4 gifted students to improve their problem-solving skills and high order thinking skills.	10/08 - 02/09	<ul style="list-style-type: none"> • High achievers from different classes can enrich their math knowledge and improve their skills. 	<ul style="list-style-type: none"> • Inter-school math competitions • Exam results 	Math teachers	\$7500 from SHK fund
Open-ended questions and well structured problems will be given in activities in lessons		<ul style="list-style-type: none"> • Students can their thinking skills and get solution from different methods. • Students can explore their own ideas about math theories and concepts 	<ul style="list-style-type: none"> • Students' performance in lessons. 	Math teachers	

3. Major Concern: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
To raise students'	09/08	Students develop	Students like to do	All panel	Estimated

SHUNG TAK CATHALIC ENGLISH COLLEGE PROGRAMME PLAN 2008/2009

interests in math and skills of team work by <ul style="list-style-type: none"> • Math days activities • IT learning, math project • Math history and stories • Inter-school math competitions • Open-ended questions • School-based math tasks 	- 06/09	keener interest in math. Team spirits and inter-personal skills are enhanced	and ask math problems. Students participate actively in activities	members and math club	expenditure in budget of math department.
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IV. Budget

1.	Students books	\$	500
2.	Teaching aids, etc.	\$	400
3.	Teachers books	\$	400
4.	Competition subsidy	\$	600
5.	Prizes	\$	1500
6.	Visit/Transportation	\$	1200
7.	Stationery & Photo copies	\$	300

Total \$ 4900

V. Programme Team

Mr. C. Kai	(Team leader)
Ms. F.M. Seto	(Junior forms coordinator)
Ms. W.P. Leung	(S1 coordinator)
Ms. W.P. Lam	(S2 coordinator)
Ms. S.Y. Ki	(S3 coordinator)
Mr. S.M. Wong	(S4 coordinator)
Ms. C.Y. Chan	(S5 coordinator)
Mr. P.K. Chan	
Mr. L.L. Ho	
Mr. S.B. Lau	
Mr. B Sham	
Ms M.K. Sing	
Mr. K.Y. Tung	
Mr. Y.S. Wong	

Music Panel

I. Evaluation of Program Plan 2007-2008

- A. To raise standard of vocal music in school.
- (i) Owing to the limited subject period allocation to music subject, it was not easy to allocate more time to the vocal part in lessons. The condition may be better since two periods of Music lessons was confirmed to allocate in the next academic year.
 - (ii) Apart from the choir members, there were only a few students joined the personal vocal items in the Hong Kong Schools Music Festival. Some of the instrumental items were cancelled owing to the “Flu” spreading fast amongst H.K. schools.
 - (iii) Most students were used to sing hymns in the morning assembly and they shown more interest in singing hymns they know quite well sometimes. It is worth to continue in the next academic year.
 - (iv) It was obvious that most classes chose very popular songs in the class Singing Contest by adding in too many body gestures during singing. Some of the classes didn’t choose the appropriate key for the whole class singing. These problems should prevent by informing and instructing students by music club before all classes enter the contest for this may only arise the class spirit and rhythmic feel.
 - (v) Many junior levels classes were a bit over energetic in the class Singing Contest by using some of the academic subject period or reading period to practice singing. This is not recommended and should be avoided.
- B. To upgrade the learning interest and standard of the music subject knowledge by organizing more music activities.
- (i) It was unlucky that there was no external orchestra came to our school to perform in this academic year 2007 – 2008. There was no music concert for S.3students. Substitution appreciation activity should put into implementation if this incidence happens again in the next academic year
 - (ii) Traditional Club activities may enhance the participation interest of music but not aiming at more music knowledge. New elements should be added. If the club needs to add in a bit more activity in future, the teacher –in-charge may propose expenses through the subject budget.
 - (iii) The new Percussion Band brought new elements and interest to junior levels students with or without musical training before. Jazz Drum playing and percussion instrumental playing techniques are expected to enhance to in the next academic year under the new tutorials of Mr. Au Yeung & his group of tutors.
 - (iv) The School Orchestra was formed in this academic year to enhance the interest of instrumental learning. Owing to hygienic reason, those unreasonable requests from the ex-principal could not be accepted by the school instrumental music in-charge. Systematic, effective transparent and strategic management is required in the next academic year.
- C. Help to create Catholic atmosphere.
- It is assumed to be a success in the last academic year. More new choices of hymn are essential. Hymn singing in Music subject class teaching is still necessary.
- D. To expand the coverage of subject curriculum planning of Chinese, Western popular and folk music. Since the teaching materials had been used for five years, subject teachers should

decide to start making PPT in order to cope with the new edition textbook curriculum for the next academic year.

E. Most students enjoyed outside school concert. From the music report they wrote, most of them shown that they had learnt a lot from the concert appreciation. It is worth to continue in the next academic year.

F. Effective application of Information Technology in music teaching. It really helped subject teaching a lot since both students and teachers learn and teach effectively. This should continue to in the next academic year.

G. To widen students' interest in instrumental learning

There are enough varieties of instrumental training for part of the students. High performance level of the Chinese instrumental playing was proved by the graded examination results the students gained and the Hong Kong Schools Music Festival results whilst the Marching Band got the Champion of The Hong Kong Marching Band Competition. It is worth to expand the capacity of the above various instrumental tuitions.

A more systematic and healthy way to expand the western instrumental learning is needed for discussion and put into implementation in a more proper way in the coming academic year.

H. To develop students' confidence in music performance.

All the Chinese Orchestra, Marching Band & Choirs members had enough chances to perform with very high standard had gained awards and valuable experiences as well. More emphasis on higher quality to all is recommended.

I. Curriculum Integration

It was unfortunate that no curriculum integration implemented in the last academic year owing to the busy preparation of the School 50th Anniversary. Hopefully something can be done in the academic year after the great celebration.

II. Implementation Plan in line with Major Concerns of STC

1. To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334".

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> - Joint seminars / workshops organized by EDB concerned. - To study courses to enhance new knowledge a linking to the subject curriculum concerned. - To pay visit to other schools of our Catholic Diocese. - To exchange opinion and teaching experiences with other secondary school teachers in the seminars organized by EDB. 	09/07 to 08/09	<ul style="list-style-type: none"> - All junior forms Students on the track to start implementing the suggested curriculum in a smooth progression. 	<ul style="list-style-type: none"> - Through subject meeting. - Through experience sharing with other schools' subject teachers in seminars organized by EDB or other organizations. 	<ul style="list-style-type: none"> - Subject teachers. 	<ul style="list-style-type: none"> - School budget. - From textbook publisher.

2. To help students take initiative and responsibility for their own learning.

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> - Subject teachers get special topics for students to find reading resources and learn. - Training in reading period set by Reading-To-Learn Committee. - Teacher-in-charge and tutors of instrumental group encourage students enter graded instrumental examinations. 	09/07 to 08/09	<ul style="list-style-type: none"> - To write reports of special topics and hand in to subject teachers for inspection. - Answer the questions correctly and to expression their point of views prepared by subject teachers. - To join music festival competitions and external graded examination. - Students start 	<ul style="list-style-type: none"> - Subject teachers discuss the results of the special topics reports written by students. - Better strategies explored through inspection and discussion of the special topics reports. - The results of Music Festival, competitions and external graded examination. 	<ul style="list-style-type: none"> - Subject teachers and the tutors of instrumental music. 	<ul style="list-style-type: none"> - To buy reference books with the school subject budget.

		self-learning under the supervision of the tutors.			
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3. *To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.*

Strategies/Tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> - More singing of hymns in the morning assembly and music lessons. - To lead singing the school song with the help of music teachers and students representatives of all classes. - More popular songs of moral enlightening, caring and to foster good manner should be added into the daily teaching curriculum and Junior singing contest or morning assembly. 	09/07 to 07/08	<ul style="list-style-type: none"> - Music teachers assist the CVED Department to lead hymn singing in the morning assembly. - Add in hymns into the school subject - teaching schedule. - Students have chances to sing together these kinds of songs that they may always bear in mind the meaning of the lyrics and carry out in daily life. 	<ul style="list-style-type: none"> - Students enjoy the singing period and behave better. 	<ul style="list-style-type: none"> - Music teachers and the CVED Department members. 	<ul style="list-style-type: none"> - Song sheets for students.

III. Budget

Subject/Committee: Music

Teacher-in-charge: Helen Leong

Items	Particulars	Amount
Equipment	Apparatus, visual aids, etc	
	(Please give details at the back of this page)	
Furniture	Cabinet, computer desk, etc	
	(Please give details at the back of this page)	
Class Grants	Students Books	\$500.00
	Teaching Aids, etc	\$2,500.00
	Teachers Books	\$500.00
	Stationery & Photo copies	\$1500.00
	Newspaper / Magazine	
	CD Library	\$2000.00
Subsidies to Activities	Sports Day	
	Visit (transportation, etc)	\$3000.00
	End of Exhibition	
	Competition subsidy (enrolment fees for Choral Speaking, Sports, etc)	\$3,500.00
	Project	
	Prizes / Certificates	
	Talks	
	Piano Tuning	\$1,800
Consumable article	Consumable	\$100.00
	Chemical	
Grants	Subject Grants from EDB per year (ERS, Computer Studies, IS, Chin Lit & C, etc)	
	Others	
	S.H.K. Fund	\$89,500
	Total	\$104,900.00

IV. Program Team

Ms. Helen Leong (Team leader)

Ms. M.K. Sing

Physical Education

I. Evaluation of the last year Program Plan

1. After introducing the running test into one of the items for the PE grading system, about 95% of students meet the basic requirement in the distance running tests in this year, which shows similar to last year. However, only about 50% of students passed the 9-minutes running test as required by the EMB.
2. As recorded in the Annual Report of PE Department, there are SEVEN inter-house sports competitions organized by PE Department throughout the academic year. More students support their respective houses by enjoying the competitions during lunch hour. But time is limited in lunch, the time was controlled more strictly in this year, so the interference to the afternoon lessons was reduced. But some students still did not follow the instructions, a further reinforcement should be taken (locking of changing room). Since, the SIP completed in this year, most of the competitions were held in school campus. Students showed a better support to their schoolmates during the games.
3. There were 34 different sports competitions taken part by our students. We won one champions, two 2nd position, three 3rd position, two 4th-positions and four out-standing performances in all the competitions.
4. In most of the PE lesson time, students were asked to do various exercise in order to achieve the aims set in program plan. So, IT teaching is limited due to the basic rationale that students should be trained physically fit. But students are encouraged to explore the updated rules and regulations in various sports by using the Internet, especially the concept in fitness.
5. In keeping the PE files, students should be aware of their performance during PE lessons, their fitness level and their BMI. Students were encouraged to keep a better record on their participation in sports activities after school.
6. Badminton, Basketball, Yoga and Volleyball courses sponsored by SHK Funding were held throughout the academic year. Besides that, table-tennis and football interest groups were organized to tailor the needs of most junior students. More than hundreds of participants took part in either one of the courses. Outstanding participants were invited to be the school team members and took part in the inter-school competitions.
7. A series of summer courses would be organized for current and new S1 students. Summer Sports Training Camp in China is under consideration in the coming academic year.

II. Implementation Plan

Objectives	Strategies	Performance indicators
1. Students should appreciate the importance of doing physical exercise.	<ul style="list-style-type: none"> • Compulsory running exercise in each PE lesson. • Attendance keeping in their daily performance. • Delivering in concepts of doing exercise. 	<ul style="list-style-type: none"> • Record of distance running result. • Record of fitness test result. • Record of daily performance. • Great improvement in physical skills and coordination. • Self-evaluation file.
2. Students are encouraged to participate actively in class.	<ul style="list-style-type: none"> • Small group activities will be conducted in order to maximize the activity time. • Game situation will be provided. • Attendance keeping in their daily performance. • Simple and challenging activities were provided to meet the needs of different ability groups. • Keeping self-evaluation after every PE lesson. 	<ul style="list-style-type: none"> • Feedback or comment from students. • Students are willing to participate in different activities. • Enjoyment found after each lesson. • Self assessment at the end of each PE lesson.
3. Able-students are encouraged to extend their ability by joining inter-school competitions.	<ul style="list-style-type: none"> • Organize various kinds of sports teams. • Students are encouraged to participate in any sports teams. 	<ul style="list-style-type: none"> • Record keeping in inter-school competitions. • Prize giving ceremony at the end of each academic year.
4. Students should create a team spirit among classmates and acquire a good sportsmanship.	<ul style="list-style-type: none"> • Game situation will be provided during PE lessons. • Fair play is emphasized during lessons and competitions. 	<ul style="list-style-type: none"> • Observing students' behavioral performance. • Interpersonal skills should be improved. • A harmonious atmosphere should be resulted in class and school level.
5. Students should acquire self-esteem by gaining extrinsic or intrinsic rewards.	<ul style="list-style-type: none"> • Providing different level of competitions, such as inter-class, inter-house, inter-school. • Self-achievement is more important than winning. • Big brother and sister scheme for lower form students. 	<ul style="list-style-type: none"> • Winning medals, trophies or merits in different levels of competitions. • Record keeping in students' report sheets as appreciation. • Praise from teachers and parents. • Enhancement with the assistance of upper form students when coaching lower form students.

III. Work Plan in Line with the Major Concerns of the school for 07-09

1. Major concern: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- Providing more various kinds of sports activities in curriculum and extra-curricular activities, coherent with NSS other learning experience.	09/08-07/09	- Various kinds of sports would be included in school curriculum. - Higher participation rate in Annual Sports Day. - Higher participation rate in Inter-school competitions.	- Statistical data in curriculum and number of entries in inter-school competition.	- PE teachers and sports coaches.	- Competition Subsidy.
- Various programs for teachers' professional development: <ul style="list-style-type: none"> • Seminars/workshops for NSS • Peer lesson Observations 	09/08-07/09	- Teachers can learn more about NSS curriculum, teaching and assessment methods.	- CPD records - Reflections made by teachers after seminars, workshops and peer lesson observations	- PE teachers	
- Communal lesson planning will be held among teachers to facilitate the changes in NSS curriculum.	09/08-07/09	- A well organized curriculum planning to facilitate the learning of students.	- Record keeping.	- PE teachers	

2. Major concern: To help students take initiative and responsibility for their own learning

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- Adoption of leadership scheme.	09/08-07/09	- Able students in various sports will help in coaching less able students during PE lessons and school team trainings. - High level of self-esteem would be inspected among leaders and school team captains.	-Skill tests results. - Self and peer evaluation.	-PE teachers and school teams captains.	
- Training courses in Self-enhancement scheme.	09/08-07/09	- Higher participation rate by new students and current school team members in Training Courses.	-Skill tests results and students' performance in competitions. - Evaluation Report on different courses.	-PE teachers and coaches.	-SHK Funding.
- Self evaluation File	09/08-07/09	- A systematic and fair School Based Assessment carried out across different levels. - High positive self-evaluation grading was given after each PE lesson. - High participation rate on physical activities on daily life.	- A good record and personal portfolio was kept by individual students in each PE lesson and after school activities.	- Students and PE teachers.	
- More interesting and practical skill training in PE lessons.	09/08-07/09	- All students will participate actively in PE lessons.	- Feedback from teachers and students.	- PE teachers.	

3. Major concern: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

Strategies/Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- Adoption of leadership scheme.	09/08-07/09	- Able students in various sports will help in coaching less able students during PE lessons and school team trainings. - High level of self-esteem would be inspected among leaders and school team captains.	-Skill tests results. - Self and peer evaluation.	-PE teachers and school teams captains.	
- Encourage students to take part in different courses or competitions outside school.	09/08-07/09	- High participation rate in the external courses and competitions.	- Records shown on self-evaluation file.	- External resources.	
- Training courses in Self-enhancement scheme.	09/08-07/09	- Higher participation rate in Training Courses.	- Statistical data in number of entries and events. - SHK report.	- PE teachers and coaches.	-SHK Funding
- Participation in Inter-house and inter-school sports competitions.	09/08-07/09	- Students' sportsmanship will be strengthened.	- Students' performance in competition.	- PE teachers and sports conveners.	

IV. Budget

<i>Items</i>	<i>Particulars</i>	<i>Approved Amount</i>
F/E	Equipment	\$ 20,000
	Repair	\$ 1,000
Class Grants	Teachers Books	\$ 0
	Students Books	\$ 0
	Stationery & Photo copies	\$ 500
Activities	Sports Day	\$ 15,000
	Competition Subsidy	\$ 25,000
	Diocesan Sports Day	\$ 0
Consumable	Equipment	\$ 15,000
	Prize for Best Athletes	\$ 1,000
Total =		\$ 77,500

IV. Program Team

Mr. S.Y. Ki	(Panel Chairman, Blue House President, Dance Coordinator, Volleyball, Cross-country & Badminton Coordinator)
Mr. S.C. Ng	(Green House President, Table-tennis, Basketball, Athletic, Handball & Football Coordinator)
Miss W.P. Leung	(Red House President, Swimming)

Physics

I. Evaluation of Programme Plan 2007-2008

1. Academic results

Analysis of the Public Examination Results:

(i) HKCEE

%	2003 Mr. Tam	2004 Mr. Tam, Ms Wong	2005 Mr. Tam, Mr. Choy	2006 Ms Woo, Ms Wong	2007 Ms. Wong	2008 Mr. B. Wong Mr. Cheung
A	5.7	5.7	16.3	12.0	13.6	6.9
A-B	18.4	21.6	34.9	41.0	34.6	18.4
A-C	48.3	55.7	62.8	71.1	72.8	55.2
A-D	79.3	77.3	84.9	94.0	92.6	87.4
A-E	93.1	94.3	97.7	100	100	98.9
A-F	100	98.9	100	100	100	100
U	0	1.1	0	0	0	0
Abs.	0	0	0	0	0	0
Score	2.45	2.55	2.97	3.18	3.14	2.67

(The calculation of score based on the weighting: A=5, B=4, C=3, D=2, E=1, F=0, U=0.)
The results of this year are satisfactory. The only student failed in the CE exam has been working hard and tried her best but is still too weak to get a pass. The credit rate could be raised a little.

(ii) HKALE

%	2003 Mr. Wong	2004 Mr. Tam	2005 Ms. Wong	2006 Ms. Wong	2007 Mr. Cheung	2008 Ms. Wong
A	6.1	10.3	17.2	0	3.3	21.4
A-B	18.2	20.7	27.5	24.1	16.7	42.9
A-C	42.4	27.6	48.2	34.5	43.3	75.0
A-D	63.6	62.1	72.3	69.0	83.3	85.7
A-E	90.9	82.8	93.1	89.7	100	100
A-F	100	100	100	100	100	100
U	0.0	0.0	0.0	0.0	0	0
Abs.	0.0	0.0	0.0	0.0	0	0
Score	2.21	2.04	2.58	2.17	2.47	3.25

The overall AL results are pretty fruitful this year. Both the credit and distinction rate have broken the record of the last few years. Students are hard working and performed pretty well in their exams.

2. Pre-Mock Tests

For S.7, two revision tests were given to student which covered the topics (i) Field, Electricity & Electromagnetism and (ii) Matter. Students showed steady performance in the tests and only very few students were required to come back for extra tutorials after the mock exam.

Four pre-mock tests had been arranged for all S.5 students in order to help them get better results in the examination. These tests are set on different topics covering the whole syllabus, including (i) Mechanics, (ii) Wave, (iii) Electricity and Electromagnetism, and (iv) Atomic Physics and Heat.

The results of the 4 tests had been counted as 30% of the mock exam so that students would revise more seriously and put more effort in the tests. The tests had started in October and the frequency is about once a month. Students had their revisions more systematically and they showed satisfactory results in the tests.

After the tests, we provided 4 tutorial lessons for students who were especially weak in Mechanics and Wave. Exercises were given to these students for consolidation.

3. Activities to enhance teaching and learning

The Physics club has organized lots of activities in the year, such as Running Horse Lantern making workshop, Egg Attack Competition, Visit to Science Museum, Astronomy Camp, inter-class science quiz competition, Solar Oven making workshop and Visit to Space Museum... etc. The club executive members were very helpful had organized many activities for students.

Externally, four S.5 students had joined the Hong Kong Physics Olympiad and four S.4 students had joined the Inter-School Straw Competition organized by City University but no prize was got.

II. Objectives:

Objectives	Strategies	Performance indicator
1. To achieve satisfactory results in public exams: HKCEE: passing % : 95% credit rate : 60% HKALE: passing % : 95% credit rate : 45%	<ul style="list-style-type: none"> ◆ Continue to provide pre-mock tests for public exam classes. ◆ Tutorial classes will be arranged after school for weaker students, In which fundamental concept and basic questions will be given to students for reinforcement of basic knowledge in the core part of syllabus. ◆ For brighter students, higher level skills and further physics in the extension part of the syllabus will be trained by providing extra challenging problems to them ◆ The whole syllabus will be finished on or before January 2009 for S.7 class, and February 2009 for S.5 classes, so that more time can be used for doing past paper practice with students. ◆ Teachers should make sure that students have sufficient practice after each topic to ensure they understand the material and get well prepared for the public examination. ◆ Discuss with students the useful examination skills and common mistakes in public exams. 	i. Public exam results
2. To enhance all students' motivation in their learning	<ul style="list-style-type: none"> ◆ Try our best to give "effective teaching, pleasurable learning and consistent drilling". ◆ Teacher should spend their lesson time effectively and introduce the important theories and their applications to students. The syllabus should be finished in time without extra lessons to leave space for students to work and to think themselves. ◆ Teachers have to arouse students' interests by relating daily life examples to the text especially the relation between science, technology and society. These could be achieved with the aid of activities, competitions, talks, or experimental work. 	i. HKCEE result ii. Performance of students in lessons
3. To work together in a collaborative way and to enrich teachers' experience.	<ul style="list-style-type: none"> ◆ Teachers can share their teaching resources, e.g., supplementary exercises, test paper,etc. ◆ Communal lesson planning will continue to be done throughout the year. Before teaching those difficult topics, teachers teaching the same level are suggested to discuss about the strategies to be used, and record that on the communal lesson planning form. ◆ There will be follow-up work after each communal lesson planning. Teachers will discuss the performance in the corresponding lesson after teaching, and peer observation will be done if possible. ◆ Two peer observations will be taken by each teacher so that we can learn from each other. 	i. Evaluation based on the peer observation form. ii. Evaluation during panel meeting.
4. To raise students' interest in Physics through different activities.	<ul style="list-style-type: none"> ◆ The Physics club will organize various activities this year, e.g., talks, competitions and visits in different learning areas. ◆ Teachers may find more suitable external competitions or activities and encourage our students to join, as to arouse students' interest in Physics. ◆ Talks that related to daily life physics could be organized for students. 	i. Students attitude in class
5. To continue teachers' professional development for the NSS development.	<ul style="list-style-type: none"> ◆ Teachers will continue to take courses and attend seminars related so that information about the NSS Physics curriculum, teaching and assessment methods can be updated. ◆ Teachers can share their resources for the NSS curriculum with each other. 	i. Number of seminars that teachers attended
6. To make sure that students are equipped with good experimental	<ul style="list-style-type: none"> ◆ Generic laboratory techniques are systematically introduced. ◆ Students are briefed on the necessary safety precautions before experiments. 	ii. Quality of laboratory report

experimental techniques	<ul style="list-style-type: none"> ◆ Laboratory safety rules are strictly enforced. ◆ Students' group performance in laboratory work will be assessed. 	iii. TAS result
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III. Implementation Plan in Line with the Major Concerns of the School:

1. To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies/Tasks	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
1. To continue teachers' professional development for the NSS development. <ul style="list-style-type: none"> ◆ Teachers will continue to take courses and attend seminars related so that information about the NSS Physics curriculum, teaching and assessment methods can be updated. ◆ Teachers can share their resources for the NSS curriculum with each other. 	09/08 – 08/09	<ul style="list-style-type: none"> • Teachers have attended various seminar and courses about the NSS Physics curriculum. • Reflection and sharing among teachers for the updated info. 	i. number and the variety of seminars attended by teachers ii. reflections of teachers	All Physics Teachers	EDB
2. To enrich teachers' teaching experience <ul style="list-style-type: none"> ◆ Teachers can share their teaching resources, e.g., supplementary exercises, test paper,etc. ◆ Communal lesson planning will continue to be done throughout the year. Before teaching those difficult topics, teachers teaching the same level are suggested to discuss about the strategies to be used, and record that on the communal lesson planning form. ◆ There will be follow-up work after each communal lesson planning. Teachers will discuss the performance in the corresponding lesson after teaching, and peer observation will be done if possible. ◆ Two peer observations will be taken by each teacher so that we can learn from each other. 	09/08 – 08/09	<ul style="list-style-type: none"> • Teachers are working under a collaborative atmosphere and are willing to share their material and experience. • Teachers can learn from each other. 	i. Evaluation based on the peer observation form. ii. Evaluation during panel meeting.	All Physics Teachers	---

2. To help students take initiative and responsibility for their own learning

1. To raise students' interest and learning motivation in Physics through different strategies and activities. <ul style="list-style-type: none"> ◆ Teachers have to arouse students' interests by relating daily life examples to the text, especially the relation between science, technology and society, with the aid of activities, competitions, talks, or experimental work. ◆ Discussion time will be given for students to answer higher-level problems, and students will take turns to 	09/08 – 08/09	<ul style="list-style-type: none"> • Students find it more interesting to study Physics. • a positive learning atmosphere is built up among students • Students can show improvements and obtain satisfactory results in examinations. 	i. students' attitude and performance in class ii. result of school tests and public exams	All Physics Teachers	Equipment and apparatus that brought from the estimated expenditure in budget of Physics department
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<p>express their own idea and learn from each other, but not just copying everything from teacher.</p> <ul style="list-style-type: none"> ◆ Senior form students would help to organize activities for junior form students, e.g., workshops and inter class competitions. ◆ Teachers may find more suitable external competitions or activities and encourage our students to join, as to arouse students' interest in Physics. 					
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3. To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

<p>1. To make students learn from each other and promote a positive learning attitude to them</p> <ul style="list-style-type: none"> ◆ Form study groups so that the gifted students and the low-achiever can have more sharing. ◆ In doing practical work, students are divided in groups and finish their work in a collaborative way. ◆ Healthy competition should be promoted between the two science classes. ◆ Teachers could praise and encourage students more whenever they show improvement. 	<p>09/08 – 08/09</p>	<ul style="list-style-type: none"> • Students can have peer learning and • Less students feel frustration and failure. • a positive learning atmosphere is built up among students 	<p>i. sharing among students ii. performance of students in class</p>	<p>All Physics Teachers</p>	<p>---</p>
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IV. Budget:

Items	Particulars	Amount (\$)
Equipment	Apparatus, visual aids, etc	---
Furniture	cabinet, computer desk, etc	---
Class Grants	Students Books	1500
	Teaching Aids, etc	---
	Teachers Books	1500
	Stationery & Photo copies	500
Subsidies to Activities	Visit (transportation, etc)	---
	Exhibition	1000
	Competition subsidy	1000
	Project	1000
	Prizes/Certificates	500
Consumable article	Consumable stores	4000
	Batteries	1500
	Laser Printer Toner	---
Total		12,500

V. Programme Team

Ms. S.M. Wong (Team leader, Subject convener, S.5 and S.6 Coordinator)
 Mr. B. Wong (S.4 Coordinator)
 Mr. K. C. Cheung (S.3 and S.7 Coordinator)
 Mr. K.Y. Leung (Laboratory technician)

Appendix: Working Schedule of the year

Month	Item
August	<ol style="list-style-type: none"> 1. 1st Science Panel meeting (27/8) 2. 1st Physics Panel Meeting (27/8) 3. Preparation of schemes of work
September	<ol style="list-style-type: none"> 1. Physics Club orientation day (3/9) 2. Submission of schemes of work 3. Ordering reference books / supplementary exercise for students 4. Update materials in the Teaching Resources
October	<ol style="list-style-type: none"> 1. 1st S.7 Pre-Mock Test 2. 1st S.5 Pre-Mock Test 3. Preparation of 1st Organized Test papers 4. 1st Organized Test (S1 – S4) (28-31/10)
November	<ol style="list-style-type: none"> 1. Submit 1st Organized Test Reports (14/11) 2. Inspection of S.7 students assignments (17/11) 3. Inspection of S.5 students assignments (21/11) 4. 2nd S.5 Pre-Mock Test 5. Preparation of 50th Anniversary Open Day
December	<ol style="list-style-type: none"> 1. Inspection of S3, 4 and 6 students assignments (5/12, 12/12, 12/12) 2. Submit students assignment inspection report (19/12) 3. Classroom observation for graduating classes (8-22/12) 4. 3rd S.5 Pre-Mock Test 5. 2nd Physics Panel Meeting 6. Preparation of Interim Exam papers
January	<ol style="list-style-type: none"> 1. 2nd S.7 Pre-Mock Test 2. Interim Exam (S1–4, S6) (6–21/1) 3. Prepare S.7 Mock Exam papers 4. 4th S.5 Pre-Mock Test
February	<ol style="list-style-type: none"> 1. Submit Interim Exam Report (13/2) 2. Prepare S.5 Mock Exam Papers 3. S.7 Mock Examination (12-24/2) 4. Remedial and Enrichment Class for S.7 students
March	<ol style="list-style-type: none"> 1. S.5 Mock Examination (23/2-9/3) 2. Prepare 2nd Organized Test papers 3. Submit Mock Exam Report 4. Remedial and Enrichment Class for S.5 students
April	<ol style="list-style-type: none"> 1. 2nd Organized Test (S1–4) (3-8/4) 2. Preparation of Textbooks lists for the next year 3. Submit 2nd Organized Test Reports
May	<ol style="list-style-type: none"> 1. Class observation of S3, S4 and S6 2. 2nd Inspection of S.3, 4 and 6 student assignments (4/5, 11/5, 11/5) 3. Prepare Final Exam papers
June	<ol style="list-style-type: none"> 1. Final Examination (S1–4, 6) (8-22/6) 2. 3rd Physics Panel Meeting 3. Submit Final Exam Report
July	<ol style="list-style-type: none"> 1. Post exam activities for students 2. Release of HKALE result 3. Preparation of the Budget Plan
August	<ol style="list-style-type: none"> 1. Annual stocking checking of equipments 2. Release of HKCEE result 3. Preparation of the Program plan & Evaluation plan

RS & REE DEPT.

Evaluation of program plan 2007-2008

- ◆ To build up teachers' professional capacity in preparation for "334", the three RS teachers had attended seminars and various enrichment courses provided by EDB for NSS E&RS. They had also attended a briefing session provided by the Diocesan RME Centre to disseminate the proposed Religious Education curriculum worked out by the Hong Kong Diocese.
- ◆ To help students take initiative for their own learning, not much could have done because RS still occupied a very low priority among students. The RS web remains the major source of self learning for motivated students.
- ◆ To provide a caring and prayerful atmosphere for the students, several things had been done:
 - The Pastoral Assistant had organized a Benediction Mass for S5 students. This had become a tradition and would be our annual functions in the years ahead.
 - The subscription of Kung Kau Pao had been extended to the whole school. Students subscribed in pairs. However, like SCMP, many senior classes did not collect their copies on Fridays.
 - The new School Chapel was still under-utilized. The Pastoral Assistant had organized a few meetings with the S1 Catholic students throughout the year there.
 - The Catholic Society had helped out the Bible Services and Religious Ceremonies. They also took part in the North-West New Territories Joint-Catholic School activities.

A. Implementation Plan:

Objective	Strategies	Performance indicators
<ul style="list-style-type: none"> ● To build teachers' professional capacity in the aspect of curriculum & assessment change for a smooth migration to 334 	<ul style="list-style-type: none"> ● To encourage teachers to attend relevant seminars and courses offered for NSS ● More systematic trial teachings of NSS ethics syllabus in S6 and S7 ● To rework the E&RE curriculum across the board (JS1 to SS3) 	<ul style="list-style-type: none"> ● Attendance records of CPD ● Peer Observation records ● Lesson plans developed for ethics teaching ● A school-based curriculum across the board
<ul style="list-style-type: none"> ● To help students take initiative & responsibility for their own learning 	<ul style="list-style-type: none"> ● To give more past papers as assignments. Students look up the marking schemes on the web ● To do group projects, such as the analysis of Passion narratives. 	<ul style="list-style-type: none"> ● A compilation of PowerPoint presentations made by students
<ul style="list-style-type: none"> ● To provide an ever caring and congenial school environment where self-esteem is enhanced, manners polished, authority respected, and the spirit of Christianity realized 	<ul style="list-style-type: none"> ● Design a moving Golden Jubilee Ceremony ● Assign Catholic teachers to speak on Mondays ● Centralize the Morning Prayers on Tuesdays and Fridays. ● Organize a whole-day retreat for all Catholic teachers and students. ● To extend the hymn singing tradition beyond morning assemblies 	<ul style="list-style-type: none"> ● See how many students take part in the section of Hymn-singing in the annual Singing Contest.

B. Budget:

Items	Particulars	Amount
Class Grants	Students Books	\$1,500.00
	Subscription (NW Deanery)	\$500.00
	公教報 (5 copies) Sunday Examiner (2 copies)	\$1,050.00
Subsidies to Activities	Visit (transportation, etc)	\$500.00
	Prizes / Certificates	\$250.00
Consumable article	Consumable (Christmas Crib Decoration)	\$500.00
	Calendar	\$1,000.00
Grants	Subject Grants from EDB per year	\$3,000.00
	Teachers book (NSS reference)	
	Others: 詠讚 (400 copies for stock)	\$2,400.00
	Canticum Novum (60 copies for teachers)	\$1,800.00
	Total:	\$12,500.00

C. Programme Team:

Mr Chui Wai Hung, Edmund

Mr Kwok Chi Keung, Alex

Ms Lam Wai Yan, Agnes

Ms Brenda Lee

Mr. John Wong

HIGHLIGHTS of 2008-2009**A. Allocation of teaching periods 2008-2009**

Secondary 3 -----2 periods per cycle

Secondary 4 and 5 -----3 periods per cycle

B. Teaching duties for 2008-2009

	J	L	M	P	S
S3	Edmund Chui	Alex Kwok		Edmund Chui	
S4	Agnes	Edmund Chui	A Kwok		
S5	A Kwok	Agnes			

Form-coordinator has not been assigned

C. Students' assignment

There should be six assignments throughout the year for S3 and S4 for continuous assessment purposes. This would replace the organized tests and take up 20% of the examination marks.

There will be four to five written assignments for S5 students to enhance their examination skills.

D. Checking of students' assignments

There will be two checking of written assignments (one checking for S5). All homework and class-work books are to be sent to the panel head for inspection.

E. External competitions coordinator

Since the post of Pastoral Assistant remains vacant, all panel members are expected to nominate and enter students for the competition when the need arises.

F. Major Concerns for 2008-2009

- To work out for the Golden Jubilee Celebration
- To prepare for a smooth start of NSS E&RS

G. Setters & Markers of Exam papers

	Interim	Final
S3	Agnes Lam	Edmund Chui
S4	Edmund Chui	Alex Kwok
S5	Mock Exam	
	Alex (A)/Agnes (B)	

HIGHLIGHTS FOR REE 2008-2009**(a) Allocation of teaching periods 2008-2009**

Secondary 1 and Secondary 2 ----- 2 periods per cycle

Secondary 4 ----- one 9th period per stream per cycle

Secondary 6 and Secondary 7 ----- 1 period per cycle

(b) Assignment of teaching duties for 2008-2009

REE	J/A	L	M	P	S
S1	Edmund Chui**				
S2					
S4					
S6	Brenda	-----	-----	-----	Brenda
S7	Alex Kwok	-----	-----	-----	Alex Kwok

** Form Coordinator

S4 are students electing CIT, Economics and English Literature. They will have one period per cycle in the 9th period. John will take care of the Economics and English Literature group on Tuesdays and CIT group on Fridays. The venue is Room 122.

(c) Students' assignments

There should be eight assignments throughout the year for F1 and F2, two projects or assignments for F6, one project or assignment for F7.

(d) Checking of students' assignments

There will be two checking of written assignments (one checking for F7). All homework and class-work books are to be sent to the panel head for inspection.

(e) The teaching of Ethics in S6 & 7

This year, teachers of S6 & 7 will continue to follow the proposed NSS ethics syllabus and lessons will be conducted in English.

(f) External competition coordinator

Since the post of Pastoral Assistant remains vacant, all panel members are expected to nominate and enter students for the competition when the need arises.

(g) Major Concerns for 2008-2009

- To work out for the Golden Jubilee Celebration
- To work out teaching plans for NSS Ethics.
- To rework the E&RE curriculum across the board (JS1 to SS3)

Visual Arts

I. Evaluation of Program Plan 2007-2008

Implementation Plan 2007-2008

In this year, it was succeeded to hold the Logo Design Competition for the STC 50th Anniversary last year. There were almost 910 person-times including students, teachers and parents. Besides, students were motivated to use art activities that are related to their daily life and their cultural background. They had to develop their own theme to develop their artworks. Students enjoyed in making art and they could make quality works which will be showed on 50th Anniversary open day.

Our students had achieved good appraisal from the public, which they had achieved many art awards with positive attitudes.

S4 and S5 students have made the stained glass to decorate our school campus with the theme of Catholic beliefs since June 2008 and it has to finish before NOV 2008. It shows the students' sense of belonging to school enhanced, manners polished, authority respected, and the spirit of Christianity actualized.

The result of the HKCEE Visual Arts 2007-2008

19 students sat for the examination, the pass percentage is 100%. 8 students got 'A', 2 students got 'B', 6 students got 'C', 1 student got 'D' and 2 students got 'E'. 84.2% got C or above. The result is very satisfied.

Visual Arts Activities 2007-2008:

We provide opportunities within and outside the classroom that students can gain different experience to extent their creativities. We offered the following activities including workshops, visiting exhibitions and joining competitions, etc.

In the art panel, students were organized to visit museums and exhibition: 1) Dots Obsession, 2) 2007 Tea Ware by Hong Kong Potters, 3) Visual Arts Exhibition of the Secondary School, 4) "Hong Kong Design Series" Exhibition IV Fashion Attitude – Hong Kong Fashion Design, 5) CU Art Exhibition Open Day.

Besides, students were organized to involve in art workshops to create their art with different media: 1) Nam Shan Mask Making and Parade (18 hours), 2) Fashion Design Workshop (9 hours), 3) Chinese Craft ~ Flour Doll (6 hours), 4) Chinese Craft ~ String Node (6 hours) and 5) Fashion Workshop (16 hours)

Students were also encouraged to participate in competition and we also achieved the satisfied result.

Ng Chi Wing (S.3S) won the 2nd runner up in "The Beautiful Life in Yuen Long" organized by the Hong Kong District Council. Mo Lai Sze, Liz (S.5J) won the Excellent Award and Nam Ho Yin, Christy (S.6A), Sit Sinn Ying, Yvonne (S.5J) won the Outstanding Award in the "Exhibition of Secondary School Students' Creative Visual Arts Work (2007-08)" organized by the Arts Education Section of the Curriculum Development Institute, Education Bureau. Liu Tin Yan, Nicole (S.4J) won the Champion, Chan Wai Yee, Anita (S.4J) won the 2nd runner up, Li Kwong Shiang, Cheryl (S.4L) won the merit prize, Lam Chor Yin, Alieen (S.4M) won the best design with environmental elements, Ho Margaret (S.3M) and Tammy Yau (S.3M) won the best

performance in "The Bird Hat Design Competition 2008" organized by the Conservancy Association

Evaluation of IT Teaching:

In this year, S2 students had to use Photo Impact again as a tool to design their own calendar. As they were taught to learn Photo Impact in S1 Visual Arts lesson. So they could design and produced the quality works without worrying to work with the new software. S3 students had to search the information and visit the art exhibition though internet access. They also use Photo Impact to compose the draft. S4 and S5 students have to frequently use different software to help them to prepare and develop their good quality portfolio for the teacher assessment scheme.

II. Implementation Plan (08-09):

<i>Objectives</i>	<i>Strategies</i>	<i>Performances indicators</i>
1. To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"	<ul style="list-style-type: none"> In every theme, teachers should have appreciated the masterpieces related to the particular theme or art genre during the class. Art Criticism should be one of the included topic in the every forms' curriculum. Teacher have to design the worksheet to guide the students. Students have to learn to appreciate in a four-step process of description, analysis, interpretation and judgement.with language of art (e.g. visual element and principles of organization.) 	<ul style="list-style-type: none"> Students can appreciate in a four-step process of description, analysis, interpretation and judgement.with language of art in written form.
2. To help students take initiative and responsibility for their own learning	<ul style="list-style-type: none"> Students have to use their sketchbook as the portfolio. Students have to record the process of art making and art appreciation. Teachers have to make the sketchbook after every topic and give feedback 	<ul style="list-style-type: none"> Students should show their progress of learning in the sketchbooks as the record.
3. To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith	<ul style="list-style-type: none"> The theme related to the Christian faith should be one of the theme in art making and appreciation. The entrance and the windows will decoraterd by colour stained glass painting to enforce the atmosphere of religion. 	<ul style="list-style-type: none"> Each students have to make a art piece about the Christian faith. The good quality of the students' art works.
4. To Encourage students to participant the art competition at least once per year.	<ul style="list-style-type: none"> There are two notice boards with poster outside the VA room. Students are encouraged to participant the art competition which the extra mark will be given. 	<ul style="list-style-type: none"> At least 50% of students in each form have to participant the art competition.

III. Budget (08-09):

NIL (The plan is centralized by school based approach.)

IV. Program Team(08-09):

Ms. NL Chong (CNL) Panel Chairlady

Mr. SI Liu (LSI)

Class Allocation and Form Coordinator (with *) 2008-2009

Form	J	L	M	P	S	No. of Periods	No. of Periods of LSI	No. of Periods of CNL
1	CNL *					10	10	30
2	LSI *					10		
3	CNL *					10		
4		CNL*				5		
5	CNL *				5			

Administrative Computerization Department

1. Evaluation of Implementation Plan 2007-2008

1. Student module has been used for one year. In the first term, there were quite a lot of discrepancies between records in the system and the calculated sums from the class registers. However there was improvement in the second term and the error was reduced to an acceptable level. In addition, the system could also help identify potential drop put students as students' non-attendance records were easily recalled from the system. Hence we will continuous to use this module.
2. In recent years, we only entered the students conduct grades of term1 and term2 but not the annual grade and the 2 term grades are shown on the annual report sheets. However on the student transcript, only the annual conduct grade will be shown. Thus there will be a blank on the transcript in the item of conduct. In order to fix this problem, we modified the setup of the assessment module that we selected the option of consolidation of terms' conduct grades into annual grade in the system such that the system also has the annual conduct grade for the students once their terms grades were entered. This process was also done for the past few years to get back the records of annual conduct grades.
3. Our team was quite experience at using TESS for timetabling. However it became more difficult as the constraints requested by various departments increased and became harsh. Some examples were
 - coteaching lessons of Chinese and English lessons
 - concurrent lessons of S1 LS
 - split classes of S2 and S3 LS
 - new subjects Elit (S4 Arts classes)and Eco (for Science classes) that split with other subjects

As a result, some class and teacher timetables were not optimistic and well-balanced. Some examples were

 - 6A CLA triple could not assigned to PM section.
 - 5P 2 Chinese double were scheduled on two successive days.
 - 6A ECA has a triple lesson that is not a condition in the original plan.
4. In the current practice, services records of students are maintain by SAMS team. The procedure needed revised and it was found that some services items are quite confusing with the items of eca and awards. Therefore we will make discussions on this issue with the award committee and maybe award committee will also handle the two kinds of records with its system.

II. Implementation Plan

Objectives	Strategies	Performance indicators
To process students' non-attendance records	<ul style="list-style-type: none"> • Use 'Student Attendance' module in webSAMS. • Clerk in office enters records every day. • Modify report form to show the information on report sheets. 	Reduction of teachers' workload.
To process students'	• Capture Scores/grades and other	• Comments from

assessment scores/grades of tests & exams, and to print report sheets through websams.	<p>information into websams.</p> <ul style="list-style-type: none"> • Modify report form P so that necessary and important information can be shown clearly. • Create a report form for printing score lists for checking of marks entered into the system. 	<p>teachers & parents.</p> <ul style="list-style-type: none"> • Error free in the report sheets. • Reduction of workload of teachers.
To set well-balanced timetables for classes and teachers in line with the school curriculum.	<ul style="list-style-type: none"> • Collect constraints of the curriculum, subjects and teachers and set priority to them. • Use the standalone “Timetabling” programme STT-TESS to schedule lessons and try to make the timetables well balanced. • Arrange common free period for teachers to hold communal lesson planning meetings. They include Discipline Committee, Chinese, English, Math and the LS departments. 	<ul style="list-style-type: none"> • Comments from teachers. • Concurrent lessons to conduct project learning or other activities. • Co-teaching lessons.
<p>To extract information/data for</p> <ul style="list-style-type: none"> • Class arrangement of students of S2 & S4. • Forming the settings /remedial classes of Math, Chin and Eng in S2 to S4. 	<ul style="list-style-type: none"> • Use data query to extract useful data from the tables in websams. • Print reports of the related information to the teachers in charge (Vice-principal, panel heads) for streaming purposes. 	<ul style="list-style-type: none"> • The classes are well streamed. • Effective teaching and learning found in settings.
Provide useful information about students’ assessments to Award Committee to identify qualified students for different award schemes	<ul style="list-style-type: none"> • Use data query and report printing to extract or export related data. • Assessment data like most improved list, highest performance by subject, etc. are extracted. 	<ul style="list-style-type: none"> • Students’ achievements are recognized and thus motivation & self esteem enhanced.

III. Program Team

Kai C Coordinator
 Sham B
 Chan CY
 Lau SB
 Wong YS
 Chan PK
 Yuen MT

Award Committee

A. Evaluation

Evaluation on 2007-2008 Programme Plan

1. To let students realize that their contributions and services are recognized by the school.
 - i. The detailed information of students' services was listed in their report sheets.
 - ii. 664 merit points, 26 minor merits and 3 major merits were granted to students with contributions and services.

2. To praise students who achieve outstanding performance in extra-curricular activities and good results in inter-school competitions.
 - i. All good results in inter-school competitions were listed in their report sheets and in the school report.
 - ii. The names of the prizewinners was announced and prizes were presented to the students in the morning assembly, prize-giving day and speech day.
 - iii. 1125 merit points, 102 minor merits and 5 major merits were given to students with outstanding performance in extra-curricular activities and good results in inter-school competitions.

3. To award students with outstanding academic achievement or substantial academic improvement.
 - i. 50 and 45 commendation letters were presented to the students who got the highest score of each subject in the class teacher period after the first organized test and second organized test respectively. For the Interim-examination, 101 commendation letters were presented to the students who got the 1st to 3rd positions of each class and the highest score of each subject.
 - ii. Prizes were presented to the Most Academically Improved students from S.1 to S.4 in the morning assembly. 24 and 16 students who showed improvement in the most number of subjects in the Interim examination and second organized test were awarded respectively.
 - iii. 192 Certificates and Scholarships (cheques, book coupons or cash) were presented to the students who got the 1st to 3rd positions of each class, the highest score of each subject (Academic Award), the best performance of cultural subjects (Cultural Award) in the prize-giving day. In order to shorten the length of time spent on presenting awards and prizes in the speech day 2008 because of the 50th anniversary, 37 students (S.1-S.4 & S.6) students who had the greatest improvement (Mr. Malcolm Long Scholarship), the certificates and scholarships were also presented. For the S.5 and S.7 awardees and 15 S.5 students who had the greatest improvement (Mr. Malcolm Long Scholarship), certificates and scholarships will be presented in the Speech Day in the next academic year.
 - iv. Students with outstanding academic achievement were nominated and they got the following awards from external organizations:
 - a. Sir Edward Youde Memorial Fund

5L	Wong Sik Ah, Marissa	(Successful)
6S	Mok Kie Bong, Gilbert	(Successful)

- b. Rev. Joseph Carra Memorial Education Fund
- | | | |
|----|----------------------|--------------|
| 6A | Chan Hiu Tung, Karen | (Successful) |
|----|----------------------|--------------|
- c. Nicola Myers, Kenneth McBride Memorial Fund
- | | | |
|----|--------------------|----------------|
| 6A | Hui Sin Wa, Sylvia | (Unsuccessful) |
|----|--------------------|----------------|
- d. India Association Scholarships and Nehru Memorial & Tagore Centenary Trust Scholarship
- | | | |
|----------|------------------------|---------------|
| 6A | Chan Hui Tung, Karen | (in progress) |
| 6A | Chan Yuk Yu, Elpis | (in progress) |
| Graduate | Tsoi Sha Sha, Sara | (Successful) |
| Graduate | Chow Shuk Ling, Sharon | (Successful) |
- v. Students with substantial academic improvement were nominated and got the following awards:
- a. Yuen Long District Fight Crime Committee --- Most Improved Junior Secondary Students
- | | | |
|----|----------------------|--------------|
| 2P | Wong Chun Yin, Edwin | (Successful) |
| 3S | Chan Wai Yee, Janet | (Successful) |
- b. Lion & Globe Education Trust, Best Improved Students Award (Successful)
- | | | | |
|----|----------------------|----|-------------------------|
| 2P | Wong Oi Yi, Joyce | 4J | Chan Ho Yee, Kitty |
| 2S | Wu Pak Hei, Marco | 4S | Law Wing Yin, Evanna |
| 2L | To Kwok Leung, Kenny | 4L | Kwok Tsz Ho, Eddie |
| 2P | Yung Sin Wa, Cherry | 4M | Cheung Ka Ming, Michael |
| 2P | Wong Chun Yin, Edwin | 4J | Yau Siu Yung, Yim |
| 3L | Cheung Chi Pang, Tim | 5J | Chan Tze Ching, Candy |
| 3M | Cheung Ka Lok, Alex | 5L | Fung Sin Ting, Katie |
| 3S | Ngan Ling, Alice | 5M | Shing Man Hin, Stella |
| 3P | Yip Nga Ting, Apple | 5P | Lung Wing Sze, Tracy |
| 3S | Chan Wai Yee, Janet | 5S | Chu Suet Ngok, Sharon |
- c. 中華煤氣進步獎學金
- | | | |
|----|-----------------------|----------------|
| 4M | Shing Man Hin, Stella | (Unsuccessful) |
| 2S | Chan Wai Yee, Janet | (Unsuccessful) |

4. To help students who have financial needs to apply for the grants.
- i. Students with financial needs were helped to apply for the following grants:
- a. Grantham Maintenance Grants 葛量洪生活津貼
- | | | |
|----|-------------------------|--------------|
| 5L | Yeung Sau Kuen, Zoen | (Successful) |
| 6A | Chan Yuk Yu, Elpis | (Successful) |
| 6A | Chan Hiu Tung, Karen | (Successful) |
| 6A | Hui Sin Wa, Sylvia | (Successful) |
| 6A | Leung Suet Yu, Shirley | (Successful) |
| 6A | Ng Man Ting, Amy | (Successful) |
| 7A | Tsoi Po Kam, Ingrid | (Successful) |
| 7A | Yeung Chun Hoi, Patrick | (Successful) |
- b. Government Matriculation Maintenance Grants(GMMG) 政府大學預科生活津貼
- | | | |
|----|-------------------------|----------------|
| 6A | Chan Yuk Yu, Elpis | (Successful) |
| 6A | Chan Hiu Tung, Karen | (Successful) |
| 6A | Hui Sin Wa, Sylvia | (Successful) |
| 6A | Leung Suet Yu, Shirley | (Successful) |
| 6A | Ng Man Ting, Amy | (Successful) |
| 7A | Fan Lai Sze, Tiffany | (Unsuccessful) |
| 7A | Tsoi Po Kam, Ingrid | (Successful) |
| 7A | Yeung Chun Hoi, Patrick | (Successful) |
- c. The Hong Kong Jockey Club Education Fund 香港賽馬會助學金
- | | | |
|----|-----------------------|--------------|
| 5J | Yip Lee Ting, Connie | (Successful) |
| 5P | Lui Yat Hang, Johnson | (Successful) |

Implementation Plan 2008-09

Objectives	Strategies	Performance indicators
1. To recognize students' contributions and services.	<p>a. Students who are keen to serve will be awarded merit points and the total number of merit points will be recorded in the report sheet at the end of the school year.</p> <p>b. The detailed information of students' services will be listed in the report sheet.</p>	<p>i. Student's feedback.</p> <p>ii. Students become enthusiastic in joining more school activities.</p> <p>iii. Number of merit points given.</p> <p>iv. Evaluation meetings with the members of the Awards Committee.</p>

<p>2. To praise students who achieve outstanding performance in extra-curricular activities and good results in inter-school competitions.</p>	<p>a. The results of the inter-school competitions and students' outstanding achievement will be recorded in the report sheet at the end of the school year.</p> <p>b. Good results of the inter-school competitions will be recorded in the School Report.</p> <p>c. Winners of different competitions will be given merit points and the total number of merit points will be recorded in the report sheet.</p>	<p>a. The results of the inter-school competitions.</p> <p>b. Student's performance in extra-curricular activities.</p> <p>c. Teacher's feedback.</p> <p>d. Meetings with the members of the Awards Committee.</p>
<p>3. To award students with outstanding academic achievement or substantial academic improvement.</p>	<p>a. Suitable students will be nominated for the territory-wide awards scheme or scholarships.</p> <p>b. Commendation letters and certificates will be presented to students who have achieved outstanding academic results three times a year.</p> <p>c. Commendation letters and certificates will be presented to students who have achieved substantial academic improvement three times a year.</p> <p>d. Certificates and scholarships will be presented during the annual Prize Giving Day and the Speech Day.</p> <p>e. Commendation letters will be sent to primary schools of those students who get outstanding results in public examinations.</p>	<p>i. Teachers' feedback.</p> <p>ii. Committee members' opinions.</p> <p>iii. Parents' feedback.</p> <p>iv. Number of recipients of prizes and scholarships.</p>
<p>4. To help students who have financial needs to apply for the grants</p>	<p>a. Information of different grants from other organizations is provided to the students.</p> <p>b. Application forms and the required documents, e.g.</p>	<p>i. Number of successful applicants</p>

	<p>photocopy of academic report card, ID card, etc. are collected and checked.</p> <p>c. Application forms are sent to the corresponding organization.</p> <p>d. Grants are given to the successful applicants after receiving the cheque from the organizations.</p>	
5. To award students who get outstanding results in public examinations	<p>a. Results of HKCEE & HKALE and the list of S.7 students who can have degree courses in the universities are obtained from the school office.</p> <p>b. Scholarships are given to the first three positions in the Arts and Science stream. Results are used to decide the positions in each stream.</p> <p>c. Commendation letters are sent to the primary schools of those students who get outstanding results in public examinations.</p> <p>d. Students who get outstanding results in public examinations are nominated for scholarships from other organizations.</p>	<p>i. Teachers' feedback.</p> <p>ii. Committee members' opinions.</p> <p>iii. Parents' feedback.</p> <p>iv. Number of recipients of prizes and scholarships.</p>

III. Programme Team

Miss Yiu Fung Yee (Convener)

Miss Leung Wai Ping

Miss Yeung Nga Sze

Miss Chan Mei Yan

Mr Wong Yan Shun

Career & Guidance Committee

I. Evaluation of Program Plan 2007-2008

1. Evaluation of activities held
 - a. IVE talk for S.5 students
The talk was as usual, informative. A substantial number of students showed their interest by taking the application forms.
It was difficult to know the number of students who did apply as many were expected to do it through the Internet.
IVE has already established itself as an alternative to entering university, and therefore it is worthwhile to keep such a talk.
 - b. Talk on S.6 admissions
The S.5 students were informed of the 5 stages of S.6 admission procedure and were also reminded of the briefing session in the school hall on 2nd August before the release of HKCEE results.
 - c. Application procedures for IVE courses for S.5 student
As mentioned above, most of the students applied through the Internet. Only 13 students applied through the school.
 - d. An aptitude test for S.3 students
The test was conducted in the ninth period. It was conducted smoothly.
 - e. Sharing session on S.4 subject streams for S.3 students
The student helpers were mainly S.6 students and there were some S.5 students. We also had teachers from different S.4 elective subjects.
The helpers were very helpful and gave the S.3 students valuable opinions. Through this sharing experience, S.3 students got better understanding of the S.4 elective subjects.
 - f. S.3 Parents Day on the choice of S.4 subject streams
The whole programme was run smoothly. Some S.5 and S.7 students were invited to come back to share their experience of studying science or arts subjects. The time and effort involved in running the activity was worthwhile.
 - g. Principal's nominations for admissions to JUPAS programmes
The nominations did not seem to be useful to our nominees this year. Both Steven Siu and Eve Chow's results were not very good and so the nominations did not help. As for Kelvin Pang, his results were satisfactory and he could manage to get into university even without the nomination.
 - h. Summer work scheme by Yuen Long District Secondary School Heads Association and Hong Kong Professional Union
In the kickoff ceremony, a lot of professionals gave speeches to tell students about the nature of different jobs and how they should behave when they work during the programme. Besides, all the speakers shared their personal experiences to encourage

the students to work hard to achieve a goal. All the audience was deeply inspired by this.

2. Review of service and plan for the year 2008-2009

As most of the S.5 and S.7 graduates continue to further their studies, the careers service the committee provides mainly focuses on providing information about further studies. The committee spots a recent trend among our S.7 graduates, which is, quite a number of S.7 graduates want to study BBA in universities especially in the University of Science and Technology.

However, Chinese University of Hong Kong also runs very outstanding BBA courses. In order to help students know more about the BBA courses offered by the two universities mentioned above, in the coming year, the committee is going to invite speakers from the two universities to give talks on business studies.

The committee has also decided to arrange one or two careers visits but they will be held after the Golden Jubilee Celebration of the school. Some members suggested visiting the Immigration Department and the Aviation Department.

Concerns about NSS have also been discussed in the meeting. All members shared the feeling that there has not been sufficient information about the requirement for university entries and so not much can be done at the moment. However, the committee will keep an eye on any information regarding this aspect.

Last but not least, the website of the committee still needs to be improved. Activities should be updated and useful careers information will be posted. In order to make the website more attractive, more photos will be put on the website.

II. Implementation Plan

Objectives	Strategies	Performance indicators
1. To provide students with adequate information to help them make more informed choices on careers through career talks, sharing sessions, visits and individual counseling.	<ul style="list-style-type: none"> • Briefing on JUPAS application procedures • A talk on IVE and IED courses • A talk for S.5 students on S.6 admissions • A sharing session between S.3 students, S.6 students, S.4 subject teachers and Panel heads of S.4 subjects. • A talk on S.4 subject stream for S.3 students and parents • A talk for S.5 students on the release of HKCEE results • Providing guidance at the Yuen Long JUPAS center during the 2nd stage of S.6 admissions • Visit to Job Expo • Visits to university open days 	<ul style="list-style-type: none"> • Consultation of teachers and students • Evaluation meeting with Careers teachers • Evaluation based on the performance of students in talks and sharing sessions • Evaluation based on the number of students using the service • Evaluation based on the number of students visiting Job Expo and university open days.
2. To help students better equip themselves for further studies by knowing more about international	<ul style="list-style-type: none"> • A talk on TOEFL and IELTS • Providing TOEFL, IELTS and SAT sample tests in the library for students • TOEFL or IELTS tests for S.5-7 students 	<ul style="list-style-type: none"> •

English tests.		
3. To help students develop a better understanding of the opportunities for further studies	<ul style="list-style-type: none"> • Setting up a careers corner in the library • Upkeeping a career bulletin board 	<ul style="list-style-type: none"> • Consultation of teachers and students • Evaluation based on the number of students using the service
4. To handle matters related to JUPAS, IED, IVE and TOEFL applications.	<ul style="list-style-type: none"> • To process applications for JUPAS, IED and IVE applications • To process Principal's nominations for JUPAS and IVE courses • To collect career information from graduates of S.5 & S.7 and to process the data collected • Changes to choice of programmes on JUPAS form, if needed 	<ul style="list-style-type: none"> • Evaluation meeting with Careers teachers • Consultation of teachers and students
4. To help students to have a better understanding of themselves and various occupations in order to help them make career choices.	<ul style="list-style-type: none"> • Job Quiz by Labour Department • Aptitude test for S.3 students • Careers talk on self-enhancement • Process applications for Summer Work Experience Scheme • Help students get part-time jobs through arrangements made with some alumni 	<ul style="list-style-type: none"> • Evaluation based on the performance of students in the quiz • Consultation of teachers and students

- III. Programme Team
 Ms E. Ma (Convenor)
 Ms. M.T. Tam
 Ms. S.M. Wong
 Ms. K.Y. Chan
 Ms R. Lau
 Mr. R. Cheung
 Mr. B. Shum

Programme Plan for Student Guidance Committee 2008-2009

I. Evaluation of the programme plan 2007-08

In the academic year 2007-2008, all the planned programmes of the Counselling Committee were smoothly and successfully carried out with the cooperation of the parties involved.

1. To enhance all students' motivation in their learning, a programme called "Enhancement of Students' Learning Motivation" (ELMS) was launched for S1 students. With the joint effort of the Counselling teachers and the Social Worker, the programme was found to be very meaningful and useful though it might not be that easy to observe noted improvement in the students' performance. However, they were given some guidelines and positive concepts of how to do well. The students' feedback was rather positive. It was decided that it would be arranged for S1 students in the coming academic year. It would be held in the first term, hopefully before the First Organized Test in order to have the best effect. To enhance students' self-confidence and problem-solving skills further, a "Growth Group" was organized for selected S1 and S2 students in the second term. With these qualities, it was believed that they would be able to do well in their school work accordingly.

2. To create a caring school environment, several strategies were adopted. First of all, activities were organized to develop the Counselling Working Committee Members' leadership skills and sense of responsibility. These included Leadership Training Day Camps, Sharing Sessions and Community Service. They all benefited much while helping others. The spirit of "learning by serving" was developed. They could act as the Big Brothers and Big Sisters to help the S1 students adjust to a new environment. More than these,, activities like S1 Orientation, Parents Seminars, Peer Counselling, Adventured-based Programmes, Class Visit and Talks were organized to help the S1 students adjust to secondary school life effectively and create a caring atmosphere at school. Inter-class competitions were also organized to enhance their sense of belonging and class spirit. On the whole, it was observed that the S1 students enjoyed their school life and their performance in academic work was pleasing. The number of problem students having worries and anxieties remained relatively small.

Second, talks of various themes were organized for students of different levels to cater for their needs. There were also Monthly Moral Talks given by different functional committees to raise the moral standards of the students. Other meaningful mass programmes like Respect Teachers' Week and Dress Special Day were organized successfully with the support of the students and parents as well. The students' social awareness was strengthened and they learnt the importance of extending love and care to others.

Last but not least, about the activities for parents, several workshops on parent-child relationship, sex education, parenting and communication skills were organized for the parents. The Family Fun Day jointly organized with the PTA was held in May 2008. It aimed to enhance home-school cooperation and parent-child relationship. It was well-supported by more than 120 participants. The feedback of the participants was rather positive.

3. Students were given opportunities to be exposed to the other learning areas. About thirty S3 and S4 students participated in the “Accountant Ambassadors Program” which included visits to Accounting Companies and a project competition. It was found to be an eye-opening experience and the feedback of the participants was very positive. Also, a group of senior form students volunteered to do community services and learnt how to work with others and care for the needy.

As the Counselling Committee is always aware of the changing needs of society, the programmes designed are, to a certain extent, modified every year for the major concerns of the school as well as to ensure the quality of service for the benefit of both students and parents. One of the major concerns next year is still parent education because the role of parents has become increasingly important in bringing up their children effectively. Another area of concern will be the enhancement of students’ learning motivation. Particular attention will be paid to S1 classes since a good foundation is crucial to future success. Added to these, more emphasis will be put on raising students’ moral standards by organizing moral talks and sex education activities for different levels of students. The last concern which has become growingly important is the support and guidance for those students who need special care and attention.

III. Objectives

1. To help S.1 students adapt to secondary school life and overcome their learning difficulties and to assist S.4 and S6 students to adjust to new curricula and examination requirements in order to achieve a positive value-addedness in all subjects in all public exams.
2. To develop peer counselling by recruiting higher form students to be Counselling Working Committee Members. This aims to create a caring school environment.
3. To raise students' self-esteem through a wide range of activities.
4. To organize talks on study skills and stress management for S.5 and S.7 students in order to achieve a positive value-addedness in all subjects in all public exams.
5. To run sex education programmes to help students develop a balanced character.
6. To create team spirit among Guidance teachers and enhance their enthusiasm for and devotion to guidance services at school.
7. To enhance students' civic responsibility, social awareness and problem-solving skills.
8. To co-operate with the Social Worker to carry out the programmes planned.
9. To enhance liaison with parents by arranging activities for parents for the sake of better guidance effects.
10. To provide guidance support and front-line intervention in helping students cope with their problems.
11. To keep in touch with the Educational Psychologist to seek advice on guidance matters.
12. To arrange talks of various themes for students of different levels to meet the changing needs of the students.
13. To enhance students’ learning motivation.
14. To give support to the students who have special educational needs.

VI. Implementation Plan 2008-2009

Objectives	Strategies	Performance indicators
1. S1 students learn to adapt to secondary school life	<ul style="list-style-type: none"> ● Activities like S1 Orientation, S1 Class Visit, S1 Fun Day , Peer Counselling and inter-class competitions will be designed to enhance their self-confidence and sense of belonging. ● The “Academic Enhancement Class” will be launched in the first term to help students cope with their school work more effectively. ● Visits / Community services will be organized for them to broaden their mental horizon and enrich their life experience. ● A Growth Group will be organized for those students who have low self-esteem and poor communication skills. ● A programme called “Enhancing Students’ Learning Motivation” will be launched to help them learn more effectively. ● Seminars will be organized for parents to give them support and guidance in helping their children. Mutual help among parents can be fostered. ● The School Social Worker will take an active part in organizing activities of S1 students. 	<ul style="list-style-type: none"> ● Evaluation meetings with Guidance teachers and the School Social Worker. ● Questionnaires to collect participants’ opinions after activities. ● Evaluation based on the attendance rate. ● Consultation with class teachers and parents. ● Number of students having adjustment problems. ● Test and examination results.
2. Counselling Working Committee Members will be trained as efficient peer guiders.	<ul style="list-style-type: none"> ● S3-S6 students will be recruited as members who will help the teachers to implement developmental activities. ● Training Sessions and Day Camps will be organized to enhance their team spirit, communication skills and self- confidence. ● Certificates and merit points will be awarded to the dedicated members as a kind of appreciation at the end of the school year. 	<ul style="list-style-type: none"> ● Evaluation meetings with Guidance Teachers and the School Social Worker. ● Evaluation meetings with the CWC members.
3. Parenting skills would be enhanced in order to develop better parent-child relationship and harmonious family relationship.	<ul style="list-style-type: none"> ● A series of seminars and workshops will be organized for parents of different forms to enhance their parenting skills and establish a peer support network. ● The School Social Worker and workers of other organizations will play an active part in running these seminars. ● Executive Members of the PTA or enthusiastic parents will be invited to share their experience of educating their children. ● Family Fun Day will be organized 	<ul style="list-style-type: none"> ● Evaluation with the Guidance teachers and the School Social Worker. ● Evaluation based on the attendance rate. ● Post-activity questionnaires

	to enhance parent-child understanding and cooperation.	
4. Students would be civic-minded and have positive outlook of life.	<ul style="list-style-type: none"> ● Through participating in the Dress Special Day and other community service, students will be more concerned about the less fortunate groups in society. ● Talks on different themes will be arranged for students of different levels according to their needs. ● Community services will be strengthened to broaden their views and enrich their life experience. ● The School Social Worker will give talks on social and moral issues e.g. drug abuse, sexual abuse, stress management etc. to all classes. ● “Monthly Moral Talks” will be jointly organized with other functional committees to cater for the special needs of different forms of students. ● Students are encouraged to participate in a programme called “Accountant Ambassadors Program” to broaden their horizons. 	<ul style="list-style-type: none"> ● Evaluation by Guidance teachers and School Social Worker. ● Participants’ feedback.
5. Students with low self-esteem and weak motivation to learn and work would be helped.	<ul style="list-style-type: none"> ● A Growth Group will be organized for the selected students to enhance their self-confidence, strengthen their sense of belonging and explore their potential. ● Social Workers of other organizations will arrange these activities. ● A programme called “Enhancing Students’ Learning Motivation” will be launched for S1 classes. 	<ul style="list-style-type: none"> ● Questionnaires to collect participants’ opinions after seminars. ● Evaluation by Guidance teachers and the School Social Worker. ● Consultation with class teachers and parents to check participants’ improvement. ● Test and examination results.
6. The spirit of “Respect Teachers and Love Students” would be developed.	<ul style="list-style-type: none"> ● Students and parents will be encouraged to show their respect and love to teachers. 	<ul style="list-style-type: none"> ● Evaluation by Guidance teachers and the School Social Worker. ● Consultation with other teachers.
7. The moral standards of students would be raised.	<ul style="list-style-type: none"> ● Monthly moral talks on different topics will be organized for different levels of students. ● Other committees will be involved. 	<ul style="list-style-type: none"> ● Evaluation with the Guidance Teachers, Class Teachers, Other Committees and the School Social Worker.
8. Guidance and advice would be rendered to those students who have family, peer relationship or learning problems	<ul style="list-style-type: none"> ● There are Form Coordinators to give more direct and effective guidance to students. ● They also attend Form Meetings with other teachers. ● The School Social Worker will play an active role in helping students. ● The Educational Psychologist will give support and advice to both teachers and students. 	<ul style="list-style-type: none"> ● Evaluation by Guidance teachers and the School Social Worker. ● Students’ improvement would be observed. ● Consultation with class teachers and parents.

III. Budget :**1) School Subsidies**

Talks and Seminars	\$5,000
Students Books	\$200
Prizes (Certificates)	\$300
Leadership Training, Peer Counselling & S1 Fun Day & other programmes	\$9,000
Teachers books	\$500
Stationery & Photocopies	\$200

Total : \$11,700
2) Government Grant**app.\$3,000****IV. Evaluation**

1. Evaluation meetings with Committee teachers, Social Worker and members of the Counselling Working Committee were held several times a year.
2. Questionnaires were sent out to collect participants' opinions after talks, seminars, activities and Family Fun Day.
3. Evaluation based on the number of parents attending Seminar and Family Fun Day.
4. Consultation with teachers and parents.

III. Programme Team

Miss YM Tsang (Team Leader)	Miss YL Ko	Mr CL Wong
Miss WP Lam	Miss A. Lam	Mr. SB Lau
Miss LF Chung	Mr CW Wong	Miss NS Yeung

Discipline Committee

I. EVALUATION OF THE PROGRAMME PLAN 2007 –2008

A. Prefects

The Prefect Board recruited a total of 64 prefects including the 2 nominated head prefects, 15 deputy-head prefects and 47 prefects. Prefects were selected from Form Three to Six according to their performance in an interview held at the beginning of the school year. The functions of Deputy head prefects need to refine in the next year. We hope they can show concrete service to the school. Prefects continue to help with overall discipline in the school, helping as lunch prefects for S1 students, uniform checks and overall maintenance of discipline for major school functions and activities.

Overall, the prefects have helped substantially to help the school maintain good discipline. The sense of belonging and the morale of prefects, though, need to be worked on and the school needs to give a higher recognition to this group as they continuously work on a daily basis to help in the successful running of the school. The prefects have finally been assigned a room but the use of the room can be improved. The teacher-in-charge and head prefects have been working to make the room homier. More regular meetings could possibly help to increase awareness and use of the room.

B. Late comings

The new policy for latecomers introduced at the start of the year is working effectively. Persistent latecomers, in fact, usually would not come late after the fourth time, as they understand that their parents will be reluctant to come to school to see the teacher-in-charge. The specific consequences have also been laid out in the student handbook. The effectiveness of the policy is good in deterring students from coming late to school. However, the increase in workload is high, as a prefect(s) need to be on duty at lunchtime even if 1 student is being punished for being late more than 3 times. The teacher-in-charge also needs to take time to see parents, but as this measure is very effective in deterring students from coming late to school and keeps parents informed of the consequences of continued late coming, it is worth the time and effort put into carrying out this measure.

We will look at the policy again after another year of trial to see if a more effective measure can be worked out especially in light of the amount of workload for the prefects. We hope we can adopt a better recording system to improve the accuracy of recording and simplify the complexity of recording procedure.

More specific guidelines as to what constitutes coming late to school have been formulated but the office staff, the guard at the gate and all colleagues need to ensure that they are familiar with the policy and procedures to ensure that people do not slip through the system. There is also a concern that some students are deliberately absent from school as they do not want to get a demerit point. There is already coordination between the teacher-in-charge and class teachers but again a clear school policy on absences from school need to be implemented. Class teachers also need to inform the teacher-on-duty so that action can be taken and measures put in place to prevent such kind of cases in the future.

The prefect board continues to be an important part of the school and it is hoped that the school can work to give more recognition to the prefects. The team also hopes to be able to provide more leadership courses to prefects so that they can improve their skills to help the school work on an even more effective policy of discipline.

C. Bad habit and bad behaviour

This year there were only six students committing bad behavior and the number of students committing bad habit was four. The overall number of demerit point students receiving is 15 which is quite similar to last year's number 16.

The setting up of detention class by school authority is not an effective measure in reducing the number of students violating bad habit in S.1 and S.2. Many offenders of bad habit and bad behaviour were S.1 students. More attention and caring work have to be taken in S.2 next school year. The refinement of Detention Class on follow up work is needed. We will take measures to improve the effectiveness of it.

Quite a considerable no. of teachers only either wrote down the offences in the student handbooks or wrote down the offences in the record file. They failed to carry out both steps of the procedures. They also forgot to report to the teacher-in-charge and thus no immediate action could be taken. It states that we need to change the recording system.

D. Incomplete uniform

The number of students receiving demerit points increased from 3 to 11. The overall appearance of the students was acceptable in this year. Only few students from S3 classes did not follow the rules. We need to pay special attention on them in the next academic year.

Generally speaking, students had no specific problems with their uniform and appearance. Only a few girls in S.4 and S. 5 sometimes wear accessories, not tie up their hair, dye and perm their hair, wear make-up, etc. Some boys in S.3 didn't like to tuck in their shirts, wear belts, and gel and dye their hair.

E. Overall discipline

The number of students receiving demerit points has increased from 33 to 54. It has increased by 1.6 times. The number of demerit points issued to the students has increased from 42 to 114.

Top 3 offences committed by students were bad habit (10 offenders), late (8 offenders) and truancy (7 offenders).

There were several major offences like theft, cheating in the examination and smoking occurred this year.

Reasons for the increase in the number of offenders and number of demerit points issued are:

1. Several major offences like theft, cheating in the examination and smoking occurred this year. This resulted in the drastic increase in the number of demerit points.
2. 48% of the demerits issued are related to the computer crimes.

3. Detention class is not effective in reducing the number of S.1 and S.2 students violating bad habit.

F. Atonement Act Scheme

No student participated in this scheme. We need to assess the scheme in next year.

G. Partnership

Students who had psychological and family problems were referred to the school counseling committee, school social worker and the school's educational psychologist for follow up work.

Conduct Meetings are held to review and assess students' behavior and conduct.

Joint-committee monthly moral talks for students were conducted two times by discipline committee during class teacher periods.

Case conferences for students who have psychological / behavior / health problems were held to work out measures catering the need of the students and give support to the class teachers.

Class teacher meetings were held four times. This enabled class teachers, social worker, form counseling and discipline coordinators to be aware of the problems of their form / class and to work out some preventive measures or give support to the class teachers and the possible problem students.

II. Implementation Plan

Objectives	Strategies	Performance indicators
<p>1. To develop and maintain school culture, order and discipline in school conducive to (i) effective teaching and learning in school and (ii) safety of students.</p> <p>To ensure that students have respect for school authority and follow directions given in a fair situation.</p> <p>To praise and encourage students for good behavior in school</p>	<ul style="list-style-type: none"> - Student handbooks are distributed and class teachers explain the school rules at the beginning of the school year. - Minor offences like bad habit, bad behavior, late and incomplete uniform are recorded in the student handbook to notify the parents the behavior of the students at school. - Character Excellence Award 	<ul style="list-style-type: none"> -Advice is sought from the school authority concerning disciplinary matters in school. - Feedback or comment from external bodies - Willingness and readiness of students to observe rules and regulations are observed. - Conduct Meetings are held to review and assess students' behavior and conduct.
<p>2. To nurture values of good citizenship among students and to help students develop the values of</p> <ul style="list-style-type: none"> (i) self-discipline (ii) self-respect (iii) a responsibility for one's own behavior and conduct (iv) respect for school and others 	<ul style="list-style-type: none"> - Class teacher meetings to enable form discipline coordinators to be fully aware of the behavior of their form and provide support to class teachers and possible problem students - Atonement Act Scheme enables students to make up for major wrong doings through giving them opportunities to make amends. Students are asked to provide service to the community / school and not to offend any school rules in a specific time. -Talks during assembly and class teacher periods -Joint-committee monthly moral talk 	<ul style="list-style-type: none"> - Willingness and readiness of students to cooperate, to provide service and to show concern for others are observed. - Questionnaires to collect participants' opinions after talks.
<p>3. To ensure that school regulations are observed and to take necessary actions against persistent offenders.</p>	<ul style="list-style-type: none"> - Horizontal structure basis will be used for assignment of duties <ul style="list-style-type: none"> i.e. 1 teacher in charge of one form 1 teacher will be assigned to be in charge of boys uniform 1 teacher will be in charge of the minor offences 1 teacher will be in charge of prefects - Regular discipline meetings are held to discuss disciplinary cases - Meeting with parents of problem students to discuss students' behavior - Conference with class teachers, educational psychologist, school social work, head of counseling committee and the vice-principal to discuss the overall discipline of the school -Prefects as helpers to maintain order 	<ul style="list-style-type: none"> - Evaluation meetings with the class teachers, educational psychologist, school social work, head of counseling committee and the vice-principal, are held to review situations - Records of misdemeanor committed by students in the areas of late coming, bad habits, bad behavior and incomplete uniform will be examined in order to make evaluation for the formation of future policy. - Evaluation meetings with prefects

III. Discipline Committee Implementation Plan in line with Major Concerns of STC

3. Major concern: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
- Character Excellence Award is given to students who have outstanding conduct.	09 / 08 & 07 / 09	- No. of students nominated	- Conduct meetings with class teachers and subject teachers	- All teachers	- Subsidies for certificates and book coupons
- Prefects will be recruited and trained.	09 / 08 – 07 / 09	- The prefects will become more confident and helpful.	- Evaluation meetings with prefects and discipline teachers - Evaluation from other teachers	- Discipline teachers	- Subsidies for prefect training course
- Talks on disciplinary matters will be given during assembly and after school - Monthly moral talks on discipline will be given during class periods for S.1 – S.4 students	09 / 08 – 07 / 09	- Fewer students violating school rules.	- Evaluation meetings with discipline teachers - Feedback of teachers and students	- Discipline teachers	

IV. Budget

Prizes	\$ 1,500
Training Subsidies	\$ 1,500
Total	\$ 3,000

V. Program Team

Mr. Ki Shu Yin	(Team leader, i/c of Boys' uniform and appearance)
Ms Leung Wai Ping	(i/c of S.1 discipline, latecomers and Girls' uniform and appearance)
Ms Li Yuen Ching	(i/c of S.2 discipline)
Mr. Li Ka Lung	(i/c of S.3 discipline)
Ms Wong Suk Yee	(i/c of S.4 discipline)
Mr. Chan Chun Yung	(i/c of S.5 discipline and Date Handling)
Mr. Cheung Kai Chung	(i/c of S6 & 7 discipline and prefects)

English for All Day Committee

I. Purposes

1. To create a fun and relaxing English speaking atmosphere during the English for All Day.
2. To provide more chances for all schoolmates to practise their spoken English and help them to build up good English speaking habit.
3. To promote the importance of good communication skill and encourage them to equip themselves for their future.

II. EVALUATION OF THE PROGRAMME PLAN 2007-2008

1. The English Speaking League was set up to assist the organization and running of various activities. They are also responsible for encouraging students to speak in English during the English for All Day. It helped to enhance students' motivation and adopted student-centered approach.
2. Various activities were carried out included English speaking café, tongue twister competition, interview with foreigners (the Italian students) and pronunciation competition. It provided chances to students to practise their spoken English. More interesting and creative activities will be organized by our team to enhance the English speaking atmosphere around the school campus.
3. More banners and posters were posted around the school campus. Teachers and students were invited to take photos for making posters. It contributed to promote the English speaking environment.
4. The Slogan Design Competition collected creative slogans for promotion in the past two years, but new elements needed to make the competition become more interesting. Activities like lyric filling competition, English karaoke, and scrabble competition can be organized this year.
5. Students' announcement of each class in the morning assembly found less creative and repetition occurred. Teachers (class teachers and English teachers) should encourage their teachers to prepare a creative and interesting performance. Our committee also can select students to show demonstration to remind students the importance of English communication skill.
6. There is room to improve students' English speaking performance during the recess and lunch time on Mondays and Wednesdays. Cooperation from all teachers is needed to enforce the policy of English for All Day. Teachers-on-duties on each floor should help to monitor and encourage students to speak in English. Daily patrol by our committee members can be adopted to motivate students to improve their performance. Radio STC also can be used to promote English speaking atmosphere on the school campus. Our committee also can

provide some area on the school campus for students to practise English, i.e. English Speaking Corner.

III. IMPLEMENTATION PLAN OF 2008-2009

Objectives	Strategies	Performance indicators
1. To help students take initiative and responsibility for their own learning. 2. To build a fun and relaxing atmosphere during the English for All Day.	<ul style="list-style-type: none"> • Recruit S4 and S3 students to form the English Speaking League. • To recruit members from the club orientation day to gain more support. • The English Speaking League will organize various activities like lyric filling competition, English speaking café, interview with foreigners, pronunciation and tongue twister competition, etc. 	<ul style="list-style-type: none"> • Students are willing to take up the responsibility to encourage schoolmates to build English speaking habits.
3. To give chances to students to encourage other classmates to speak in English. 4. students should realize the importance of good English communication skills	<ul style="list-style-type: none"> • To arrange selected students or invite teachers to make speeches for promotion of the English for all Days. 	<ul style="list-style-type: none"> • Students show initiative to encourage each other to speak in English and able to promote the English speaking atmosphere in school.

<p>5. To provide an ever caring and good English environment that fosters self-esteem, good manners.</p>	<ul style="list-style-type: none"> • To use banner and poster to enhance the English speaking atmosphere. • Prizes and encouragement should be given to students with good performance and active participation. 	<ul style="list-style-type: none"> • Students are able to show proper manner during the EFAD. • Improvement in students' creativity and communication skills
<p>6. To ensure students participate actively in the English for All Day.</p> <p>7. To promote students' good habits in speaking English</p>	<ul style="list-style-type: none"> • Teachers-on-duty on each floor should help to monitor and encourage students to speak in English. • All teachers should communicate with students in English and encourage them to speak more. • Monitor and petrol to check students' performance. 	<ul style="list-style-type: none"> • Students are willing to communicate with others in English. • Active participation during the EFAD .

IV. Major activities

Month	Activities
<i>Year 2008</i>	
September	1. Club Orientation Day 2. F.1 – F.7 English For All Day Lyric Filling Competition
October	3. English Speaking Café (F.1)
November	4. Public Speaking Competition(F.3- F.4) / Christmas songs Singing Contest (F.1-F.3)
<i>Year 2009</i>	
February	5. Interview with foreigners(in Stanley /at the Peak/ in Tsim Sha Tsui)
March	6. Tongue Twister Competition(F.1-F.2)
April	7. Pronunciation Competition(F.2-F.3)
May	8. 1-minute Individual Response Competition(F.3- F.4)

V. Allocation of Duties

Overall-in-charge: Mr. C.W. Wong

Teacher-in-charge	Duties
C.W. Wong	<ul style="list-style-type: none"> • Club Orientation Day • English Speaking League • Radio STC (trial) • Activities in charge: 1, 3, 4, 5, 8 (please refer to the table above)
Ms. Atkins, Ms. M.Y. Chan	<ul style="list-style-type: none"> • Announcement • Parent's letters • Student's training • Activities in charge: 3, 4, 5, 6
Ms Ip, C.L. Wong	<ul style="list-style-type: none"> • Organization of activities • Banners and posters design • Prizes and certificates • Activities in charge: 2, 5, 7,8

VII. The Budget

Items	Budget
Visit (transportation, etc)	\$500
Promotion (banner/poster)	\$1000
prizes/certificates	\$1000
Total	\$2500

VIII. Programme Team

Mr. C.W. Wong (Team Leader)
Ms. Donna Atkins
Ms. M.Y. Chan
Mr. C.L. Wong
Ms. W.P. Ip

Extra-Curricular Activities Committee

I. Evaluation on Programme plan 2007-2008

In the academic year 2007-2008, with the co-operation of the members, planned programmes organized by the ECA Committee were held smoothly.

A. S1 Orientation Camp

- It was held on August 30 & 31, 2007 (Thursday and Friday) organized by the members of Leadership Training Programme. In total, more than 78 S1 students joined the program and all of the participants were given the positive feedback about the activity.
- However, we noticed that there were insufficient barbecue oven. Mr. Ng had made 10 new barbecue ovens for the use of students activity.

B. Club Orientation Day

- It was held on September 3, 2007.
- The clubs had decorated the boards so that information could be provided to help students choose the clubs.
- Students' handbooks would be used and the club representatives would put a chop on p19 of students' handbooks.
- The budget for the program was \$400 and it would be listed in the budget of the club.
- Mr. Law and Ms. WW Chan would be responsible for the program.

C. Self development project

- The activities ran smoothly.
- The attendance was satisfactory,

D. Christmas Celebration

- The activity ran smoothly and successfully.
- Students might have found the lucky draw section boring.
- Table prizes were suggested. However, providing table prizes is not environmentally friendly and students cannot get their prizes immediately. This idea was already rejected in previous meetings.
- The sound system in the hall was not ideal.

E. School picnic

- There was special arrangement for the school picnic for 8th November 2007 due to bad weather.
- An emergency meeting was held by the principle, the deputy vice principles, ECA committee representatives, Ms.W.W.Chan, Mr. Law and Mr. Lau.
- A emergency staff meeting were held afterwards to discuss new arrangements.
- Special arrangements are as follows:
- Students remained in school until 3.15p.m. due to safety reason.
- Three sessions were arranged for students to have barbecues and hotpot in the car park and covered playground.
- The hall was opened for the students to watch movies.
- The library was opened to students.
- Teachers were assigned duties to ensure the safety of students in school.
- The company provides no refund for transportation.
- School can held the meeting more efficiently so as to shorten the waiting time of students in the classroom.

F. The Life Wide Fund

- The grant was not fully used. Reasons are as follows:
- Even though \$50,000 was given as a grant for students, not all students in Comprehensive Social Security Assistance (CSSA) Scheme applied for the grant.
- Some students that did apply failed to provide the receipt so they could not claim the grant.
- Suggestions:
- It is suggested that teachers who organize activities be given the names of the students in CSSA Scheme living in welfare receiving families who need financial help. The teachers in charge will not need to collect the fees from those students, the school office will help the students pay for the fees. This suggestion was rejected because it may cause too much trouble for the teachers-in-charge. Also, teachers should not know the names of the students in the scheme because of privacy. Moreover, students may be confused about the budget that they could use. The present procedure will remain unchanged.
- It is suggested that ECA should remind the teacher in the coming summer staff meeting to inform the students to keep their receipts properly.

II. Implementation Plan 2008-2009

Objectives	Strategies	Performance indicators
To enhance the quality and the uniqueness of extra-curricular activities	<ul style="list-style-type: none"> ● To use school-based training course to help student helpers understand the school system, its tradition and features ● To request clubs, houses and the Union Council to organize activities that are relevant to the nature of their units ● To choose the best 3 clubs and activities in a year ● To hold student-in-charge to be accountable to the voices and comments from their members 	●
To provide training to student helpers and develop potential leaders in school	<ul style="list-style-type: none"> ● To further improve the school based leadership training program (S3, S4 & S6) ● To use the resources from outside organizations for training purpose ● To offer opportunities for students to participate in school services ● To provide sharing sessions ● To help leaders develop other potential leaders 	●
To further develop the system of evaluation and to strive for data-driven improvement	<ul style="list-style-type: none"> ● To strengthen the effectiveness of the evaluation system ● To generate data for the yearly plans ● To establish a culture of life-long learning and reflection ● To collect data through questionnaires and consultative meetings ● <i>To computerize the data of all activities</i> 	●

III. The Budget of ECA Committee 2008-09

ITEMS	PARTICULARS	INCOME	AMOUNT
SU FEE	1193 X \$30	35,790	
	Union Council		7,790
	4 houses		10,000
	25 clubs		17,000
	Subsidies to the nominated cabinets and 4 house captains		1000
		35,790	35,790
Class Grants	Students Books		500
	Stationery & Photocopies		500
Subsidies to Activities	S1 Orientation Camp		1000
	Christmas Celebration		2000
	Leadership training program (S3, S4 & S6)		9000
	Prize/ Certificates		2000
		Total	15,000

* The Student Fee\$**35,790** (\$30 per head) is spent on students' activities in SU. The rest would be subsidized from the fund of the school.

IV. Programme Team

TEACHERS	DUTIES
Ms WW Chan	Convener, In charge of consultative meeting and ECA working committee and the evaluation of the programs
Mr Law	The record system of clubs and houses (year plan, half year report and final report)
Mr Suen	The finance of ECA and minutes taking, class associations
Mr Lau	AYP & the S3 and S4 leadership training programs
Mr Ng	Houses
Ms KY Chan	Publicity of SU (web-site)
Ms Choy	Life Wide Learning Fund, the work of coordinating monthly activities
Mr PK Chan	S3 and S4 leadership training programs, computerize ECA record system
Mr LL Ho	Self development project, the booking of boards

IT Support Committee

I. Evaluation

New IT Procurement and School Facilities

- We have bought 3 sets of Targa machines and LCD monitors because some of the new teachers don't have Targa machines on their desktop.
- We have bought a new digital camera together with a flash light, because the old one has been bought and used for more than 5 years and its function is already outdated. The new Canon EOS 400D supports photo taking with about 1000 mega pixels whereas the old one only supports 300 mega pixels.
- New LCD projectors have been bought to replace the old and malfunction ones in the Computer Room (204), Art Room and Music Room. An extra projector is also added in the Biology lab for displaying images from the visualizer (the old one in Biology lab displays images from the computer).
- Two new scanners are added to the Art Room, so that students can use them to finish their student portfolios for the S4/S5 visual arts.
- A 24-port switch has been bought. This is used as a teaching tool for S4/S5 CIT networking module.
- Eight new desktop computers and LCD monitors are bought to replace the old computers in the Library. The old computers in the library have been in service for more than 7 years.
- A new light bulb for the projector in Physics lab have been bought to replace the damaged one.
- We have purchased 30 sets of wireless keyboard, mouse and rechargeable batteries, which can be used in each classroom.
- Two black and white laser printers have been bought to replace the one in the two staff rooms. This new laser printer can print on both pages automatically.
- One NAS (Network Attached Storage) has been bought for the LS department, as they require more and more storage for multimedia teaching materials.
- Six new computers have been bought, one for LS, the other five for Geography department in order to carry out the GIS in NSS Geography curriculum.
- We received a donation of about 100 old desktop computers from SITA. The configuration of these computers is P4 with 256 MB RAM. We used these computers to replace the Targa system for better performance.

- Teachers have used the eClass and Wisenews system and find it very useful. We have paid the maintenance fee for the eClass and the subscription fee of Wisenews. These two systems will continue to be available for teachers and students in the next academic year.

II. Implementation Plan

Objectives	Strategies	Performance indicators
Purchase, upkeep and maintain IT equipment in the school.	<ul style="list-style-type: none"> • To provide advice to the school for purchasing IT teaching aids or software. • To check and maintain existing IT equipment in the school. 	Teachers can use the IT equipment to carry out their lesson effectively.
Allow teachers to effectively carry out their lessons with the help of IT.	<ul style="list-style-type: none"> • To provide IT support to teachers. 	Teachers can apply IT in their lessons for effectively delivering the new curriculum to students.
Allow our students to develop independent learning through the use of IT	<ul style="list-style-type: none"> • Upload learning materials to the eClass system so that students can learn by themselves. 	Students can access more learning materials prepared by teachers through the Internet connection.
Allow our students to respect the spirit of Christianity.	<ul style="list-style-type: none"> • To provide and maintain “scripture of the day” in the school web page. • To include the script of father’s assembly talk in the school web page. 	Our students can enhance their spirit of Christianity.

III. Budgets 2008 - 2009

Items	Particulars	Amount
Equipment	Apparatus, visual aids, etc	
	(please give details at the back of this page)	165,000
	1 Laser Printer for school office	7,500
	8 new LCD Monitors for staff room	12,000
	30 visualizers in classroom	105,000
	30 video splitters in classroom (projector and monitor)	3,000
	3 DV Camcorders (approved in 07/08, NSS grant)	37,500
Repairs & Maintenance		25,300
	Hardware Maintenance fee (Projectors replacement, DVD-ROM replacement, Display card)	22,000
	eClass maintenance fee	3,300
Furniture	cabinet, computer desk, etc	115,000

	(please give details at the back of this page)	
	30 new computer desk for classrooms	90,000
	New air conditioners in old and new server room	25,000
Consumable article	Consumable (printer paper, toner, ink)	40,000
Others		348,036
	Wiseneews fee (for Liberal Studies)	12,000
	Broadband Internet service	48,000
	TSS salary (Z)	162,036
	TSS salary (Yan) – from TPPG	126,000
Grants	Subject Grants from EMB per year (ERS, Computer Studies, IS, Chin Lit & C, etc)	312,463
	Others	

Total 693,336

IV. Team member

Sham Bun (head of sub-committee), CY Chan, B Wong, M Cheung, Z Tam, CY Chui

Health and Civic Education Committee

I. Evaluation of Implementation Plan and Program Plan of 2007 – 2008

- Most of the activities were successfully carried out. Various kinds of activities like quiz, competition, stall games, talks, exhibition, visits, community service were organized and introduced to all students. Through these activities, we promote civic education, national education, health education and environmental education. Students not only gained knowledge from these activities, but also widened their horizon, developed positive civic attitude and values. Positive self-concept, values and civic attitude were shown in APASO.
- In order to help students take initiative and responsibility for their own learning, we held various kinds of activities. Two special activities were successfully held. One was Inter-class Rap Competition. Students used the format of rap to tell others be a responsible Shungtakian. The competition was very positive and creative. Another one was Inter-class Election of Most Responsible Students. The students took part seriously in the election. It was worthwhile to hold these kinds of competition and hoped that the winners could set good example to all students.
- For community service, we helped different kinds of organizations to sell flags, cookies, dolls and raffles. We also organized visit to the home of elderly. We encouraged students to participate in community service so as to enrich their experience and show their care and love to the needy in society.
- For national education, a ‘Chinese Culture Day’ was held before the Chinese Lunar New Year. Many students participated and liked the activities. Besides, we held exhibition related to Olympic Games and national affairs. Through these activities, we could let our students know more about Chinese culture and history and their national identity was enhanced. It is worthwhile to organize same kind of activities next year.
- For environmental education, much effort was played in this year. Environmental Protection Day, Inter-class Cleaning Competition, Visit to Wet Land Park and Mai Po, 一人一花計劃, 綠化校園計劃 were held. Through these activities, we not only strengthened the sense of environmental protection among students, but also tried to create a caring environment in the school campus and enhanced the sense of responsibility of students.

II. Implementation Plan

Objectives	Strategies	Performance Indicators
<p>1. Civic education and community service</p> <ul style="list-style-type: none"> - To establish a harmonious and caring atmosphere. - To educate students to respect others. - To strengthen students' sense of responsibility. - To encourage students to participate in community service so as to enrich their experience and provide more other learning experience to students in the NSS curriculum. 	<ul style="list-style-type: none"> - Activities like competition, exhibition, talks, painting flowers etc. will be held in order to promote politeness and sense of responsibility. - To help voluntary organizations in selling flags, raising fund and provide services. - To visit the poor who need care and love. - We will co-operate with school social worker, peer counselors and social service society. We will offer training workshop to the students. After that, the leaders can lead other form students to do different kinds of services. 	<ul style="list-style-type: none"> - Students show mutual respect to each others. - Students take initiative to care for others. - The number of participating community service increase. - Teachers' feedback. - Positive civic attitude shown in APASO - Evaluation of HCEC members.
<p>2. National education</p> <ul style="list-style-type: none"> - To let our students know more about Chinese culture and history. - To let our students recognize their national identity. - To cultivate students' sense of belonging to China. 	<ul style="list-style-type: none"> - To hold National Flag Hoisting Ceremony. - To provide national education through board display (culture heritage, news of the Olympic Games etc), quiz (national affairs/history), visit, speech, invite specialist to display traditional culture. - To organize 'Chinese Culture Day'. 	<ul style="list-style-type: none"> - Students understand more about China and concern for their mother country. - Students are able to show proper manner when attending the National Flag Hoisting Ceremony. - Students' sense of belonging to China is strengthened. - Evaluation of the HCEC members.
<p>3. Environmental education</p> <ul style="list-style-type: none"> - To strengthen the sense of environmental protection among students. - To promote good habits in conservation resources. 	<ul style="list-style-type: none"> - To recruit environmental ambassadors. - To post posters/slogans around the school campus to remind the students to save resources. - To organize environmental protection days which include stall games, quiz, exhibition etc. - To organize cleaning competition. - To invite speaker to give talk to students. 	<ul style="list-style-type: none"> - Students know the importance of environmental protection and have the initiative to take action. - High participation in environmental protection activities.

<p>4. Health education</p> <ul style="list-style-type: none"> - To prevent disease. - Help students to develop proper attitude towards sex education and dating. 	<ul style="list-style-type: none"> - To make use of posters, stickers, board display, competition, speech, pamphlets etc. to keep the school clean and personal hygiene. - To implement contingency measures under the instruction of EDB during the peak of flu/bird flu or other disease. - To give talks to students. - To organize quiz, stall games, exhibition etc. 	<ul style="list-style-type: none"> - The environment of the school is clean. - The attitude of students towards sex/dating is positive. - Evaluation of the HCEC members.
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II. Budget

Teacher Reference Books	\$200
Teaching Aids	\$200
Stationery / Photo copies/Photos	\$500
Visit (transportation)	\$4500
Competition subsidy	\$200
Prizes/Certificates	\$2500
Talk & Seminars	\$2000
Medical	\$2000

Total: \$12100

III. Team Members

FFMo(Team Leader) Chui WH Lam WY Sing MK Wong KY Wong SY Wong TW

Publicity & Promotion Committee

1. Evaluation of Programme Plan for 2007-2008 (completed by Ms SF Ng, head of committee for 2007-2008)

As we did in the previous years, the committee organized the promotion STC campaign and started early in September. First, we revised school pamphlets that were ready for printing in October. The schedule for our principal to visit the neighbouring primary schools in Yuen Long and Tin Shui Wai were submitted. Finally, six primary schools were visited. Moreover, decoration of a mini-board exhibiting general information of the school was completed.

In collaboration with the English Department, the English Fun Day for primary 6 students was also successfully held on 1st December, 2007, in which over four hundred primary students from 30 schools participated the activity. Our school is made wide known to the primary schools in the district through this activity. Through being the student helpers of English Fun Day, our students were exposed to more opportunities to speak English outside classroom.

In December, February and June, the committee organized social gatherings such as the Christmas Lunch Party, the Spring Gatherings (Tuan Bei) and the farewell party & long-service annual dinner. They were successfully run. All the staffs enjoyed and shared their happiness together. Throughout the whole academic year, press all important school activities were made known to the public both in Chinese and English edition of which Chinese articles are the majority. Most important of all, a student who got 7 distinctions in CEE was published immediately after the release of the result.

In collaboration with the English Department and Chinese Department, we successfully arranged the S1 Discretionary Places Candidates Interview on 15th March, 2007. Over 500 candidates turned up on that day.

2. Major Concern: To build teachers' professional capacity in the aspect of curriculum and assessment change for a smooth migration to "334"

Strategies/tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Through teachers input in promotion and publicity materials, teachers are able to put the knowledge that they have acquired, or build the knowledge that they do not have in the area of curriculum and assessment change to sell the school.	Sept 08 to Aug 09	Teachers are able to use knowledge about change in curriculum in publicity material successfully	Promotion materials and content to show understanding	All members of P & P	Budget for promotion activities and materials

2. Major Concern: To help students take initiative and responsibility for their own learning.

Strategies/tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students of different forms are recruited to help suggest and write promotion materials. A core group among students will be created for this purpose	Sept 08 to Aug 09	Students are active in promotion the school and get things published and/or are able to carry out promotion projects in schools.	Things published and programmes carried out	Committee members and student core group in publicity.	Budget to carry out such activities

3. Major Concern: To provide an ever caring and congenial school environment that fosters self-esteem, good manners and the Christian faith.

Strategies/tasks	Time scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
Students are helpers of various functions organized by the committee.	09/07-08/09	Through students' Participation and contribution to the success of the various functions, students have a good sense of belonging to the school and willingness to help others.	Students are ready to help if requested.	Committee members	Clerk assistance

Programme Team

B. Lee (Co-head), CY Hui (Co-head), D Atkins, R Cheung, NL Chong, J DeGuzman, H Leong, KY Leung, SI Liu, SF Ng.

Reading to Learn Committee

Evaluation of the Program Plan 2007-2008:

1. To cultivate students' reading habit and arouse their reading interest in junior secondary level.

(A)Library

(a) Orientation

Library facilities and procedures of borrowing books were introduced to S.1 students in class teacher period. Prizes were given to those students who could answer the teacher's questions correctly at the end of the lesson.

(B)Reading Scheme

(a) ERS

(i) Chinese

Students could finish the task which was set by the Chinese Department.

Although they could read at least 16 books and completed worksheets, they were not enthusiastic in the reading scheme. They always regarded as a kind of the homework and were not willing to read any more.

(ii) English

ERS program implemented from Secondary One to Secondary Three with the use of a portfolio which can record students' reading progress. Students have become more interested in reading in school as well as at home and built up the habit of reading every day. ERS has also made students expose to more English so as to improve their English proficiency and has enhanced their confidence in using English by making use of a wide variety of reading materials.

(b) Subscription of newspapers

In the 2007-08 academic year, different subject departments subscribed SCMP, 明報、經濟日報、公教報。 Last year, Chinese Department put the 明報 in the library to make sure all the students got their subscriptions. School Pastoral Assistant also helped the R.S. Department to distribute the 公教報. The change of the distribution methods were more effective to avoid the students to waste the subscriptions.

(c) Morning Assembly

In the 2007-08 academic year, we arranged three groups of students (two from S. 6 and another from S.3) to introduce their favorite books to their schoolmates. One of the S.6 group used English to do the presentation. It is a good start for the students to have more chances for sharing.

(d) Book Fair

(i) Book exhibition -1 (20-09-2007 to 21-09-2007)

2 bookstores (Scholar Book Service Centre/ Violet Books Co. Ltd.) were jointed together to display their books in the school hall. More variety of books can be found in this exhibition. Plenty of books were purchased . Students responded enthusiastically.

(ii) Book exhibition - 2 (15-05-2008 to 16-05-2008)

Joint Publishing (HK) Co. Ltd. was the only one exhibitor. Books were displayed in the school hall. Students are quite interested in it.

(e) Talk by authors

(i) Talk by Miss Chow Suk Ping (18-09-2007)

The theme is about “Creativity and Writing” (創意與寫作). Delivered to S1-3 students. The content of the talk was not related to the theme but something about publishing. The author only gave a short speech around 25 minutes. Students were not eager to ask questions.

(ii) Author talk by 梁科慶 and 關夢南 in Ju Ching Chu Secondary School (01-03-2008)

We were invited to join the author talk and to see the books exhibition in the reading week of Ju Ching Chu Secondary School. The theme was “廿一世紀的青年人應該閱讀甚麼書”. Students showed very interested in it. The authors were willing to share their experience in writing and reading and even taking photos with our students after the talk. Some books were given to them by one of the author.

(iii) Talk by Mr. Alan Leong (15-04-2008)

The theme was “閱出有情天”. S.3- S.6 students were compulsory to join. Prizes (books) were given to those students who could answer questions from the author after the talk. Students are eager to ask questions. Therefore, the talk was overrun. It would be better to limit the time and the number of questions to be asked next time.

(f) Avid Reader Club

The ARC has always put in effort to promote reading for pleasure and encourage students to use English in and outside the classroom.

The lunchtime activities and drama competitions held this year were based on four themes – Fairy Tales, Travel, Jokes and Celebrities. They were successfully held and particularly invited more enthusiasm from S.1 and S.2 as competition between classes was tight in activities such as poem and prose-reading competitions. Students demonstrated their insight into and interpretation of the texts given. The series of mini-debates were well received by S.3 after reading for research and general reading.

Besides the promotion of reading, with the use of the ARC library’s video collection, the ARC has also established a culture of watching English videos to give them a wider platform for exploring their thoughts on themes and expressing themselves through the S.1 to S.3 drama competitions in English.

We organized a book exhibition with Scholastic and received a satisfactory response by means of the number of students purchasing books. We have added more books of variety, magazines and videos into the library’s collection to invite more students to visit the library. We will continue to promote a reading culture and ensure we provide students an even wider variety of types of reading texts and themes and make the library a more comfortable and appealing place to visit.

(g) Library

(i) New Books Display

It was held in the school library in every 2 weeks to promote new books to the students. A high reservation rate was recorded.

(i) Various activities were held for students by the library club (sometimes collaborate

with other clubs). Apart from book exhibitions and author talks, other activities were listed below:

- (a) 2 Old Books Giving (20-09-2007 to 21-09-2007 and 08-05-2008 to 09-05-2008)
All disposed books of the school library were displayed in the library. Students were welcome to take at most 2 books and 1 magazine as they liked. The activity was popular and the students' response is positive as usual. Books were nearly all given out but there were many magazines left.
- (b) Books Borrowing competition (every 2 months)
Class circulation statistics were posted in the board in the school library for every 2 months. Prizes were given to those classes that borrowed the most no. of books. This scheme could enhance students' reading habit. 2L and 4S usually got the highest rank in the competition. However, a very poor reading atmosphere could be found in 1P – usually borrowed less than 10 books for every 2 months.
- (c) Quiz about the Olympics (06-05-2008)
It aimed at to enhance students' reading habit through activity. Students were encouraged to read some information about the Olympics before the quiz. A very good response from students could be found. They enjoyed the activity very much.

2. To promote whole-school participation in promoting reading to learn.

(A) Reading period in the morning

(B) Thematic Reading

- (i) Our committee collaborated with different subject panels to prepare thematic materials for reading at 9th period. Each subject panel was responsible for providing one times reading materials for the junior forms. This academic year, our committee set the theme for each two months and asked the subject panels to provide the reading materials according to the theme which set by our committee. The reading materials were in theme based not in subject based. Our committee considered the suggestion that given by the ESR team last year.
- (ii) The themes of this year were The Memory of the Half Century, The Environmental Protection and The Olympic Games.
- (iii) The reading materials in this academic year were quite interesting but some of them still liked the comprehension exercises.
- (iv) It was not easy for the Committee to book the reading period for the whole form.

School Major Concerns:

1. To build teachers' professional capacity in the aspects of curriculum and assessment change for a smooth migration to "334".
2. To help students take initiative and responsibility for their own learning.
3. To provide an ever caring and congenial school environment that foster self-esteem, good manners and the Christian faith.

Aims:

1. To cultivate students' reading habit and arouse their reading interest in junior secondary level.
2. To promote whole-school participation in promoting reading to learn.

Implementation Plan:

Aim	Strategies/Tasks	Evaluation Method
<p>1.To cultivate students' reading habit and arouse their reading interest in junior secondary level.</p>	<p>A.Orientation Teacher librarian to conduct lesson to S1 students in class teacher period to introduce the library facilities and relevant procedures to borrow books.</p> <p>B. Reading Scheme (a) ERS (i) Chinese Each S1-3 student has to read at least 16 books and complete worksheets. Prizes (3 for each grade) will be presented to students who have completed reading reports in addition to the worksheets with good quantity and quality. (ii) English Student in S1-3 will be required to purchase a portfolio for completion of writing tasks. Their ERS grade will depend on whether they read the appropriate number of books (24 per level) and do the correct number of tasks. Students are also required to borrow and read an ARC book every 2 cycles. (b) Subscription of newspapers relevant to different subjects.</p> <p>C. Morning Assembly To invite some students and teachers to share their favorite books with students.</p> <p>D. Book Fair Chinese Language panel and librarian co-operate to organize two large scale book fairs in Sept and May.</p>	<p>Survey on quantity of library resources on loan</p> <p>Teachers' evaluation on students work/ students' feedback</p> <p>Teachers' assessment of students' performance</p> <p>Number of subscriptions</p> <p>Teachers' evaluation of students' feedback</p> <p>Sales quantity</p> <p>Evaluation form filled by students</p>

	<p>E. Talk by authors To invite renowned writers well-received by students to deliver talks once in each term.</p> <p>F. Avid Reader Club (ARC) Every student has the privilege to borrow English books (novel, comics, magazines, biographies, etc.) and video discs to encourage and motivate students to use English in their everyday life. Students can also lounge in the video-viewing room during lunch time and after school, and enjoy quiet reading in the library, sofas provided.</p> <p>G. Library Librarian to encourage parents and students to suggest good books to be collected in the library.</p> <p>H. Participation in various external reading-related competitions The school will encourage students to participate in various reading activities and competitions, e.g. Annual Book Report Competition organized by Commercial Press.</p> <p>I. Reading Related Activities Library Club will organize reading related activities, e.g. visit to Central Library, to create a more favorable reading atmosphere.</p>	<p>Quantity of resources on loan</p> <p>Number of suggestions collected</p> <p>Number of participants</p> <p>Number of participants/students feedback</p>
2. To promote whole-school participation in promoting reading to learn.	<p>A. Reading period in the morning The class teacher period on Tuesday will be the reading period. Class teachers will read with the students quietly and</p>	Teachers' observation on students' feedback

	<p>observe student's reading performance. Class teachers will help the committee to carry out the book sharing program after the 1st Organized Test .</p> <p>Students with outstanding performance will be recommended by the class teachers and the committee will arrange them to share their reading experience with the whole school in the morning assembly.</p> <p>B. Thematic Reading and Book Exhibition</p> <p>Reading to Learn Committee to collaborate with Panels of Chinese, English, Mathematics, Sciences, Arts Education and PSHE to prepare thematic materials for reading in the 9th period and organize book exhibition in library.</p> <p>C. The 9th period of every Tuesday must be the reading period to lead the students has more chances to read the books together with the classmates and teachers in order to arouse the reading atmosphere.</p>	<p>Survey on quantity of relevant library resources on loan after exhibition</p> <p>Evaluation form filled by students</p>
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Budget:

1. Prize	\$1,000
2. Stationary & Photo copies	\$200
3. Talk	\$2,000
Total	\$3,200

Committee Members:

Ms Cheung Pui-fun (Convenor)

Mr Liu Sheung-i

Mr Chan Pak-kei

Mr Yuen Moon-tong

Miss Lam Wing-ping

Miss de GUZMAN Jesuszette R

School Functions Committee

I. Evaluation on Programme plan 2007-2008

In the academic year 2007-2008, with the co-operation of the members, all planned programmes organized by the School Functions Committee were held smoothly and successfully.

- (1) Evaluation on Speech Day
 1. Among 56 graduates from S.7 and 209 graduates from S.5, there were 8 and 25 absentees respectively. Over 80% of the graduates and about 100 parents attended the Speech Day held on 24 November 2007. The guest of honour was Dr. John Po Shan Li (Alumni & Specialist in Cardiology).
 2. The performances of students were smooth. The function has further built the relationship between graduates and the school and enhanced their sense of belonging to the school.
 3. However, it was a bit messy at the procession and the kick-off ceremony. It seemed that the communication among former and present principals was not so good during the kick-off.

- (2) Evaluation on Parents Day
 - ◆ There were two Parents Days in this academic year. The first one was held on 3 February 2008 and second one on 8 July 2008. Both of them were held in the morning.
 - 4. S.1-S.4 and S.6 class teachers were requested to have an interview with the parents and distribute students' report sheets to the parents. Class teachers discussed the academic performance, conduct and other problems of the students with the parents. The students were also requested to set up their self-improvement targets in the interview.
 - 5. The attendance percentages of parents were about 95%.

- (3) Evaluation on Prize Giving Day
 6. The Prize Giving Day & Closing Ceremony were held on 9 July 2008. It was rainy heavily on that day and it was a bit messy for prize winners to line up in the badminton court at the beginning.
 7. Our supervisor, Principal, Vice-principals and panel heads were invited to present prizes to recognize achievements of the students in the last academic year. Some parents also attended the Ceremony to share the happiness with their children.
 8. For S.1 and S.2, only prize winners were required to come back and the program started at about 9 a.m. (1 hour later than the past few year) This new arrangement is successful and the seats in the hall was just enough and the program ends at about 11 a.m.
 9. Teachers patrolled in the hall and students were a bit noisy but

still having much better discipline than that of last year.

- (4) Evaluation on S.1 Orientation Day
10. About 600 new S.1 students and their parents (200 + 400) attended the S.1 Orientation Day held on 23 August 2008.
 11. Pamphlets of A5 size were prepared for parents, which provided sufficient information from different committees.
 12. Unfortunately, typhoon signal number 9 was hoisted on Friday and the setting of the event was not finished thoroughly. It was a bit messy before the program starts.
 13. The principal, vice-principals and chairpersons of various committees introduced the mission and the school policy to the new S.1 students and their parents. However, they delivered speech longer than the scheduled one and the event overran for about 40 minutes.

II. II. Implementation Plan

Objectives	Strategies	Performance indicators
1. To present certificates and scholarships to S.5 and S.7 graduates and to increase students' sense of belonging to school.	<ul style="list-style-type: none"> ◆ Organize Speech Day in November. ◆ Invite all S.5 & S.7 graduates and their parents to attend this ceremony. 	<ul style="list-style-type: none"> ◆ Feedback from graduates and their attendance record. ◆ Evaluation meeting with committee members ◆ Consultation with the School Administration.
2. To establish better communication between parents and the school and to cooperate with parents in helping their children grow.	<ul style="list-style-type: none"> ◆ Hold Parents Days in February and July. ◆ Distribute report sheets to parents ◆ Class teachers will discuss the academic performance, conduct and other problems of the students with the parents. ◆ Principal and vice-principals will interview the low-achievers and their parents. 	<ul style="list-style-type: none"> ◆ Feedback from parents. ◆ Post-activity questionnaire ◆ Evaluation meeting with committee members ◆ Consultation with the School Administration.
3. To promote STC to parents, teachers and students of primary six schools in Yuen Long District	<ul style="list-style-type: none"> ◆ Organize events for the Golden Jubilee of Shung Tak. 	<ul style="list-style-type: none"> ◆ Feedback from teachers and students of primary schools. ◆ Evaluation meeting with committee members ◆ Consultation with the School Administration.
4. To maintain a good relationship with schools in Yuen Long.		
5. To nurture the outstanding students for	<ul style="list-style-type: none"> ◆ Organize Prize Giving Day in July. 	<ul style="list-style-type: none"> ◆ Feedback from students. ◆ Evaluation meeting with

other students to model on by giving prizes and praises to them		committee members ◆ Consultation with the School Administration.
6. To facilitate new S.1 students to adapt to new school life.	◆ Organize S.1 Orientation Day in August for the new S.1 students and their parents.	◆ Feedback from parents of new S.1 students. ◆ Evaluation meeting with committee members ◆ Consultation with the School Administration.

III. Budget

1.	Speech Day	\$15,000
2.	Parents Day	\$200
3.	Prize Giving Day	\$200
4.	S.1 Orientation	\$200
5.	Flag	\$1000
Total		\$ 16,600

IV. Program Team

Ms. Wong Suk Mei	(Team Leader)
Ms. Hui Chung Yin	
Ms. Chan Kit Ying	
Ms. Chan Mei Yan	
Ms. Huen Ka Yu	
Mr. Cheung Kai Chung	
Ms. Li Yuen Ching	
Ms. Chong Nga Lui	
Ms. Sing Man Kin	

Trading & Tuck Shop Committee

1. Evaluation of the Program Plan 2007-2008

Since this committee is a new committee, there is no evaluation can be made.

II. Implementation Plan 2008-2009

Objectives	Strategies	Performance Indicator
1. To conduct smooth trading operations in school	1. To provide clear and Simple guidelines to all colleagues. 2. To start all trading operation a bit earlier prior to the date of delivery expected. 3. Enough assistance from T&T Committee & School Accounts Dept.	1. All colleagues follow the tendering procedures as instructed. 2. To get sufficient verbal / written quotation in advance. 3. Colleagues feel easy to handle trading operation.
2. To monitor, to help the tuck shop striving for very smooth implementation & provide good service.	1. More regular spot-Checking. 2. More communication with the manager and parents. 3. More evaluation 4. More suggestion & advice given as feed back.	1. Positive data & feed-back from students questionnaires 2. Least complaint from parents & students

Besides, our committee has to work in line with the major concerns of the school for 2008-2009. Since our committee is a functional one, we cannot also adopt the following plan simultaneously. We have now changed our major concerns as follows:

1. Major Concern: Help to develop high and transparent quality management in school trading operation.

Strategies/tasks	Time scale	Success criteria	Methods of Evaluation	People Responsible	Resources Required
To enhance the sense of Integrity amongst all the colleagues	09/08-08/09	1. Teachers are conscious and familiar with the guidelines of purchasing from the EDB	Smooth and proper trading operations are conducted	Members of the T&T Committee and colleagues concerned	1. Information from the EDB 2. Instructions from the SMC

2. Major Concern: To help all the colleagues to develop proper attitude in dealing with school trading operations.

Strategies/tasks	Time scale	Success criteria	Methods of Evaluation	People Responsible	Resources Required
To strengthen the traditional management of purchasing operation	09/07-08/09	All colleagues are accustomed to follow and use the operation procedures provided	Smooth trading operations are implementing through out the whole school year	T&T Committee, subject departments and all other committees chair-persons	Clear instructions & requirement from the school management & assistance of T&T committee

3. Major Concern: To enhance the implementation of the school tuck shop service in order to provide more caring to the health of students.

Strategies/tasks	Time scale	Success criteria	Methods of Evaluation	People Responsible	Resources Required
To enhance effectiveness & efficiency in monitoring	09/08-08/09	<ol style="list-style-type: none"> 1. Smooth trading operation of school uniform, textbook, furniture & equipment, etc. 2. Tuck shop maintains good service 3. Less complaint from parents & students 	<ol style="list-style-type: none"> 1. Meetings & reports from T&T Committee &Accounts Depts. 2. Good co-ordination & co-operation with tuck shop managers & Students Affairs Committee 	Committee members	Support from the school management

IV. Budget

No expenses needed.

V. Program Team

Team Leader: Ms. Leong Helen

Team Member: Ms. W.W. Chan

Ms. S.F.Ng

Mr. Lam,Alan