Plan on <u>English</u> 2015-16

Purpose: 1. To enhance students' literacy so as to enable effective communication

2. To develop students' ability to comprehend, enjoy and appreciate English literature

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
1. Enhance learning and teaching through e-learning	- To enhance students' literacy skills through various Reading and Writing Programmes using e-learning resources - To equip students with different strategies to read and write independently by using e-learning devices	- Carry on with the Primary Literacy Programme Reading/Writing (PLPR/W) in P.1 - P.3 by using i-pads or other e-learning resources - Adopt the reading and writing materials developed from Extended Literacy Programme in P.4's reading and writing lessons by introducing appropriate apps in the programme - Adopt Longman Express (2nd Edition) as students' textbooks with more e-learning resources - Gather and enrich online resources, apps, computer programmes according to levels, topics for reference and discuss the use of them in CLP meetings - Make use of i-pads (in pairs or in groups) for students to read news or other reading materials in class	- 70% of PLPR/W lessons include the use of interactive board or i-pads to enhance learning - 50% of P.4 reading or writing tasks would be completed with the help of i-pads - Longman Express (2nd Edition) would be adopted in P.1 to P.3 levels and teachers would use e-learning resources in 50% of the GE lessons - At least one lesson in each term is conducted with appropriate apps or online resources according to related topics in textbooks - Students use i-pads to read materials in class at least twice a term	- Whole Year	- English Panels - NET and English Subject Teachers	- In 100 % PLPRW lessons, i-pads were used to enhance learning. - 63% of reading or writing tasks were completed with the help of i-pads. - In 70% of the GE lessons, e-learning resources were used. - All classes made use of apps or online resources in learning. -14 classes could use i-pads to do reading at least twice a term.

Plan on <u>English</u> 2015-16 (Cont.)

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
2. Cultivate students' positive values and confidence	- To cultivate students' responsibility in learning and their participation in English activities - To boost students' confidence in using English to enhance learning effectiveness	- Conduct Recovery Reading Programme in P.1 - P.3 - Conduct Buddy Reading Programme in P.1 - P.3 - Organize a writing competition with the theme on 'Responsibility' in different text types for different levels - Train students to join and take a positive role in English Speech Festivals and other competitions - Guide and train students to participate in Broadcasting Programme and as MCs in school functions - Launch Top 10 Award Scheme to award students who can achieve good marks in dictations and quizzes	- Students joining the Recovery Reading Programme will have 80% of attendance and 75% of participants can achieve a higher reading level, with at least 2 levels up in their reading test in a year - P.1-P.3 tutees joining the Buddy Reading Programme will have 80% of attendance and can read independently - All the students participate in the writing competition and a majority of them reflect their positive attitude on responsibility - Teachers find that 90% of the participants show their positive and responsible participation in English Speech Festival and other competitions - The selected students reflect that they have developed confidence in public speaking - 50% of the students can be commended in the award scheme	- Whole Year	- English Panels - NET and English Subject Teachers	- 88% of participants achieve at least 2 levels up in the reading test. - 87% of attendance and can read independently. - Target achieved - Only 86% of applicants joined the Speech Festival. - The selected students felt more confident. - 69% of the students were commended in the award scheme.

Plan on <u>English</u> 2015-16 (Cont.)

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
3. Foster good learning attitude and study skills	- To equip students different study skills so as to enable them to become independent learners	- Teach P.4 - P.6 students to make use of graphic organizers (mind maps, tables etc) to do pre-writing tasks and provide students with checklist at the end of every writing task to make sure they have checked the spellings, tense usage or other grammatical mistakes during proof reading - Display students' good work in the classrooms for them to appreciate and learn from others' work - Introduce 'Magic Bag' exercise book to help students build up their vocabulary bank and apply the learnt vocabulary items in their reading and writing - Implement 'Error Hunt' programme for P.1 - P.6 students to correct their mistakes and master self-correction skill - Carry out 'Spelling Spy' activity to improve students' accuracy in spelling	- 70% of students make use of graphic organizers (mind maps, tables etc) to do pre-writing tasks as their scaffolding of learning and make use of checklist to proof read their work - At least 80% of students would read and learn from the writing tasks displayed in class - English teachers find that 70% students make use of the vocabulary items learnt from 'Magic Bag' and apply them in their reading and writing tasks - 80% of P.1 - P.6 students are able to apply self-correction practice to improve their writing - 80% of P.1 - P.6 students get the prize in the 'Spelling Spy' activity	- Whole Year	- English Panels - English Subject Teachers	-100% of P.4-6 students made use of graphic organizers to do the pre-writing task. However, only 60% of the writing tasks were provided with checklist for self-evaluation. - 86% of students read and learnt from the displayed work in class. - 91% of students applied the vocabulary learnt from the Magic Bag. - 87% of students could apply the self-correction practice. -91% of students achieved the spelling activity target.

015-16 年度中文科科務計劃

目標：　　　　　1. 培養學生的閱讀能力及興趣，增進語文基礎知識，培養學習中文的能力

　　　　　　　　2. 培養學生主動學習和負責任的態度，建立正面的價值觀

關注事項	目標	策略	成功指標	時間	負責人	檢討
1. 以電子學習提升學與教	-利用電子教材，提升學生學習中文的能力及興趣	-與教科書的出版社洽商，發展切合校本課程的電子書，以輔助課堂的學與教 -利用電子應用程式於小息及午息時讓學生進行語文遊戲 -鼓勵學生運用網上資源在課餘時進行閱讀，以提高他們的閱讀能力	-出版社能製作兩冊電子書，以助提高教學效能 -百分之七十的學生喜歡參與在小息及午息進行的語文遊戲 -所有學生曾自行上網學習，並曾經進行網上閱讀	-全年	-中文科主任 -中文科老師	-由於發展切合校本課程電子書的費用頗昂貴，使發展切合各級校本課程電子書所需的時間變得漫長，因此本科決定於下學年由低年級起逐步轉用新的教科書以助提高教學效能。 -由於本年度學校安排教學助理與科任老師一起進入課室教學及於功課節時進行以個人或小組形式的說話訓練，因此未能騰出空間讓教學助理利用電子應用程式於小息及午息時協助學生進行語文遊戲。對此，本科安排教學助理於下學期利用電子應用程式在功課節時進行有關聽說的語文遊戲。 -各班同學皆曾在老師的指導下進行網上閱讀。
2. 建立學生的正面價值觀及自信	-培養學生負責任的態度 -培養學生的自信心，以提升學習成績	-透過以「負責任」為主題進行聽說讀寫等教學活動，讓學生明白負責任是達致成功學習的要素 -鼓勵學生參與校際中文朗誦節，以增強他們利用廣東話朗誦詩歌的信心	-老師根據學生的能力安排適當的教學活動讓全校學生參與，並對每班表現良好的學生予以獎勵 -百分之八十的參與學生能完成朗誦比賽	-全年	-中文科主任 -中文科老師	-每班能以「負責任」為主題按照課題訂定適當教學活動，同學在老師的引導下，都能認真地參與學習。 -百分之九十五的參與學生能完成朗誦比賽，他們皆能取得良好或優良的成績。

2015-16 年度中文科科務計劃 (續)

關注事項	目標	策略	成功指標	時間	負責人	檢討
		-透過每週一次的午間廣播，提升學生說廣東話的信心 -舉行「中文日」，讓學生以廣東話與同學交談或進行語文遊戲 -於每班設立「中文龍虎榜」，以鼓勵學生在日常評估中取得良好的成績	-百分之七十的學生喜歡午間廣播這活動 -百分之七十五的學生能積極參與「中文日」活動 -百分之四十的學生能登上「中文龍虎榜」	-全年	-中文科主任 -中文科老師	-百分之八十的學生表示他們喜歡觀看午間廣播。參與演出的學生對說廣東話的信心也被提升了。 -本學年有百分之八十的學生能完成全部八次「中文日」活動，顯示他們能積極參與。 -超過百分之八十的學生能登上「中文龍虎榜」，顯示他們在日常評估中取得良好的成績。
3. 培養良好的學習態度及學習技巧	-培養學生良好的學習態度 -學生能運用不同的學習技巧來提升學習成果	-在課室的壁報板展示學生的優異作品，供同學欣賞及學習 -透過隔月逢週五的早讀課及每週閱讀課推行廣泛閱讀計劃，為學生提供更多閱讀中文圖書的訓練，讓他們掌握閱讀的技巧及培養閱讀的興趣 -於短文及實用文寫作中加入「自我評估表」，培養學生自我糾正的能力	-百分之七十的老師認同展示學生的佳作有助培養學生良好的學習態度 -百分之七十的學生有定期參閱優異作品 -學生能在早讀課及閱讀課專心閱讀，並積極回答老師的提問 -百分之七十的老師認同「自我評估表」能提升學生自我糾正的能力	-全年	-中文科主任 -中文科老師	-百分之一百的老師認同展示學生的佳作有助培養學生良好的學習態度。超過百分之七十的學生有定期參閱優異作品，欣賞及學習同學的佳作。 -逢週五的早讀課於隔月進行，使學生有更充裕的閱讀時間。本科已配置適合的圖書入班，讓活動能進行得更暢順。其餘各項閱讀計劃皆能按預期進度推行，高、低年級各班均能達標。 -超過百分之九十的老師認同「自我評估表」能提升學生自我糾正的能力。

2015-16 年度中文科科務計劃 (續)

關注事項	目標	策略	成功指標	時間	負責人	檢討
		-培養學生利用「語文百寶袋」來自發地收集詞彙的習慣，從而增加識字量 -訓練學生利用備課工作紙進行備課	-百分之五十的學生能自發地按時收集各類的詞彙 -百分之六十的學生能達到備課的要求	-全年	-中文科主任 -中文科老師	-約有百分之五十的學生能自發地按時收集各類的詞彙，從而增加識字量。 -接近百分之六十的學生能利用備課工作紙進行備課，達到備課的要求。

Evaluation of Plan on <u>Mathematics</u> 2015-16

Purpose: 1. To equip students with good competency in the mastery of the generic skills related to Mathematics
2. To enable students to have a greater exposure to use the mathematical skills to solve daily life problems

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
1. Enhance learning and teaching through e-learning	- To facilitate students' mastery of mathematical skills through e-learning	- Introduce GeoGebra to teachers and students - Apply GeoGebra in teaching Mathematics - Motivate students to use the e-learning materials, such as Modern Maths webpage to facilitate the learning of Mathematics - Gather and enrich online resources, apps, according to levels/ topics for reference - Discuss the use of e-learning resources in teaching through CLP meetings	- P.3-P.6 Maths teachers apply GeoGebra in their teaching at least 1 topic in each term - 70% of the students have used e-learning materials to facilitate learning of Mathematics - Students use i-pads to learn some topics in Maths lessons and Maths Support Group at least once a term	- Whole Year	- Maths Panels and Maths Subject Teachers	-66.6% P.3-P.6 Maths teachers applied GeoGebra in their teaching at least 1 topic in each term -62.46% of the students have used e-learning materials to facilitate learning of Mathematics -86.6% Maths teachers reported that Students used i-pads to learn some topics in Maths lessons -100% Maths teachers reported that students in Maths Support Group use i-pads to learn some topics in Maths lessons at least once a term
2. Cultivate students' positive values and confidence	To foster students' responsibility and confidence in learning Mathematics	- Launch Top 10 Award Scheme to award students who can achieve high marks in quizzes in class - Implement "Fun with Maths" Activity for students to find enjoyment and develop confidence in Mathematics	- 50% the students can be commended in the Award Scheme - Most of the students reflect that they like "Fun with Maths" and show confidence in their participation of the activity			-93.3% Maths teachers reported that over 50% the students could be commended in the Award Scheme. -73.3% Maths teachers reported that students like "Fun with Maths" and show confidence in their participation of the activity

Evaluation of Plan on <u>Mathematics</u> 2015-16

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
3. Foster good learning attitude and study skills	- To build up students' study skills and problem solving skills	- Implement Maths Support Group in P.2-P.3 to equip them with different Maths skills and help pupils recite multiplication table - Seek support from School-based Support Services of CDI to investigate effective teaching strategies to better the learning of Maths and strengthen the numeric skills in P.5 - Strengthen the numeric skills in P.1-P.6 through mental Maths training (Speed test) and the online resources (Challenging questions) provided by the textbook publisher - Encourage P.1- P.3 students to use the learning kits for self-learning and conduct games sessions with them during lunch time - Train students to take notes / collect materials using a "Maths Smart Notes" (Compiled Maths handouts) for self-learning - Discuss teaching strategies on teaching word problems in CLP meetings: Encourage P.1-6 students to solve problem solving questions by drawing number line method	- 80 % of the P.2 -3 students finish the assigned activities within the designated time duration in the Maths Support Group - 70% of the P.5 students show improvement in their numeric skills - 70% of the P.1 – P.6 students improve in the Speed test - All the students in the lower levels use the learning kits for self-learning during lunch time - 80% of the students participate actively in the games - Most of the students can make good use of "Maths Smart Notes" - 40% of P.1-P.6 students pass in problem solving questions in Final Exam - 50% of P.1-P.3 students pass in the quiz on word problems involving comparison	- Whole Year	- Maths Panels and Maths Subject Teachers	-76.6% and 83.3 % of P.2 & P.3 Maths Support Group pupils could finish the assigned activities which helped learning. -80.45% of the P.5 students showed improvement in numeric skills when comparing the students' results of the first test and the last test. -66.53 % of the P.1 – P.6 students showed improvement in the Speed Test by the end of the school year. -77.7% Maths teachers reported that students in the lower levels used the learning kits for self-learning during lunch time. -100 % of P.1-P.6 Maths teachers agreed that most of the students could take notes in the "Maths Smart Notes" and used it for revision.

		Equip P.1-P.3 students the skills of analyzing word problems involving comparison and be able to use a table to record the relevant information to solve the problem	-	-	- 45.78% of P.1-P.6 students pass in problem solving questions in Final Exam - 67.5 % of P.1-P.3 students could pass in word problems involving comparison in the quizzes.

Evaluation of Plan on <u>General Studies</u> 2015-16

Purpose: 1. To equip students' different generic skills so that they can become independent learners

2. To cultivate students' positive values so as to become healthy well-beings

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
1. Enhance learning and teaching through e-learning	To enhance students' learning and teaching through e-learning	<u>Adopt e-Textbook for IT teaching</u> -implement e-Textbook for IT teaching to enhance students' learning	- 70% of students will use e-Textbook for IT learning	Whole year	-G.S. Panels and Subject Teachers	95% of students used e-Textbook for IT learning.
		<u>Gather and enrich on-line resources</u> - apps, computer programmes according to subjects/levels/topics will be gather and implement for easy reference	-60% of students will use apps, computer programmes	-Whole year	-G.S. Panels and Subject Teachers	50% of students usedApps, iPad for GS learning
		<u>Introduce the use of i-pads for GS Quiz</u> -i-pads will be used by students during GS Quiz	-60% of students can make use of i-pad for GS Quiz	-2nd Term	-G.S. Panels and Subject Teachers	38.25% of students used iPad for GS Quiz (the WiFi in SAC room is not strong enough, it is rather slow to show the answer)

Evaluation of Plan on <u>General Studies</u> 2015-16 (Cont.)

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
2.Cultivate students' positive values and self confidence	To foster students' study skills and problem solving skills so as to enhance positive values and self confidence	<u>News discussion</u> To encourage students to voice out their opinion. To train students to look into news in different aspect. To have a positive value judgement. News can be discussed or shared on i-pad	60% of students can participate into the news discussion through iPad	-Whole year	Subject Teachers	For News discussion, 78.9% students used iPad for news discussion. For the current affair in GS exam, many students still don't know the news around them. It is suggested to make them read news as a habit. Cutting news and discussing it with classmates may help them to concern about world affairs.

Evaluation of Plan on <u>General Studies</u> 2015-16 (Cont.)

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
3.Foster good learning attitude and study skills	To foster students' good learning attitude ,study skills and problem solving skills	<u>Cross-Curricular Project</u> -Implement cross-curricular project so as to equip P.1 –P.6 students with study skills and problem solving skills	-90% of students can acquire study skills and problem solving skills	-1st Term	- G.S. Teachers and other Subject Teachers	For the Cross-Curricular Project, only 79.5% of students could acquire study skills and problem solving skills.
		<u>Note Taking and Lesson Preparation</u> -Introduce different note-taking skills in GS lessons -Encourage students to prepare lessons by checking the unknown words in dictionary	-85% of students can complete their notes in their note books	-Whole year	- G.S. Teachers	For note Taking 93.97% of students completed their notes in their note books. For Lesson Preparation, 70.4 % of students prepared their lesson or revised their lesson at home. This was a bit below the target.
		<u>Design and Technology</u> -Arrange D& T workshop for pupils to apply the learnt principle and design their own invention	-80% of students can solve the problem by participating in D&T and designing a new invention	-2nd Term -	- G.S. Teachers	For Design and Technology 91% of students could solve the problem by participating in D&T workshop.
		<u>Case Study</u> -Discuss the teaching strategies in CLP on case study and experiments to develop students' problem solving skills.	-80% of students can handle the case study/experiments	-Whole year	- G.S. Teachers	For Case Study/experiments, around 50 % of students could handle the experiments. Some experiments could not be done due to the bad weather.

Evaluation of Plan on <u>Library</u> 2015-2016

Purpose: 1. To cultivate students' interest in reading and help students formulate a good reading habit

2. To nurture students' various generic skills so as to benefit self-learning

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
1. Enhance learning and teaching through e-learning	-To enhance students' literacy skills through e-learning resources	- Introduce 'e-book' websites to students to build up their literacy skills -Arrange e-reading sessions for P.1 to P.6 during some of the library lessons	- 70% students like e-reading sessions - 65% students can use 'e-book' websites for reading by themselves	- Whole Year	Teacher Librarian and Class Teachers	-The targets were achieved. - over 70% students like e-reading sessions. - over 65% students can use 'e-book' websites for reading by themselves
3. Foster good learning attitude and study skills	-To develop students' good reading and learning habits - Apply different study skills in learning	- Organize various activities to raise students' interests in reading: ● Chinese Story-Telling for P.1-P.3 once a week ● Chinese Culture Activity for P.1-P.3 once a week ● Book Recommendation ● The Most Active Borrowers - Increase the library capacity in both Chinese and English books with different topics which are suitable to students - Implement Reading Programme for all the Students - Introduce 'Story Association Method' to P.4 to P.6 students so that they can use stories memorization of learning content	- There are at least 20 students participating in 80% of the Chinese story-telling sessions and Chinese Culture Activity - At least 40 students can recommend their favourite books - There is a 10% increase in students' borrowing rate compared with last year - 70% of the students can achieve the target set in the Reading Programme - 60% of the students find story Association Method useful and apply it in learning	-		- -60% of the students could find story Association Method useful and apply it in learning Most of the targets were achieved. - About 80% of the students participating in the Chinese story-telling sessions and Chinese Culture Activity - At least 40 students had introduced books in the book recommendation activity in Campus TV Broadcasting. - 60% of the students could achieve the target set in the Reading Programme

Evaluation of Plan on <u>Music</u> 2015-16

Purpose: 1. To nurture students aesthetic development and creativity in the discipline of music

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation

1. Enhance learning and teaching through e-learning	- Enhance students' musical knowledge through e-learning resources	- Gather and enrich on-line resources, apps computer programmes for learning and teaching
		  e.g. P.1-P.2 sol-fa names
		        P.3-P.4 letter name
		        P.5 Time signature
		        P.6 Intervals and Rhythm
			- Students use i-pads in music lesson at least 2 times each term	- Whole year	- Music subject teachers	All level of students had used i-Pads in music lesson 2 times each term. Target was achieved. More e-learning lessons would be arranged to further enhance our pupils in the coming year.

2. Cultivate students' positive values and confidence	- Boost students' confidence and self esteem through trainings and competitions	- Develop student's potentials and talents through different training groups and competitions (Choir, Percussion Band, Music Festival, Broadcasting Programme) - Train student MC for School Concert, Christmas Party and Talent Show	- 80% of the students reflect that they gain confidence and skills in playing the instruments or joining the activities	- Whole year	- Music subject teachers	- Over 80% of the students reflect that they gain confidence and skills in playing the instruments or joining the activities

Evaluation of Plan on <u>Music</u> 2015-16 (Cont.)

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
3. Foster good learning habits and study skills	- To apply different study skills in learning	<u>Composing Music</u> - Teach and guide P.3 students to compose their own music with sufficient support from teachers <u>Introducing Famous Musicians</u> - Motivate and guide P. 4 students to search information from the internet to learn about famous musicians, make a poster about them and introduce them to the schoolmates through Broadcasting Programme <u>Making Musical Instruments</u> - Music teacher will introduce the structure of different instruments and explain briefly how sound is produced in these instruments - P.5 students work in groups and search information to make their own instrument with different materials - Students work together to solve the problems they may encounter during the production process	- 90% of P.3 students compose their own music and present it in the music lessons - 80% of P.4 students can make a poster about famous musicians - 90% of P.5 students participate in this activity	- Second term - Second term - 1st term	- Music teachers - Music teachers - Music teachers	-The targets were achieved. 90% of P.3 students composed their own music lesson in groups and present it in the music lessons.

Evaluation of Plan on <u>Visual Arts</u> 2015-16

Purpose: 1.To cultivate students' positive attitude and confidence in the discipline of Visual Arts

2. To encourage self-learning in Visual Art through enhancing students' study skills and good learning attitude

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
1. Enhance learning and teaching through e-learning	- To enhance students' visual arts knowledge through e-learning resources	- Gather and enrich online resources, apps, computer programmes according to levels/ topics for reference - Use V.A. soft ware (e.g. Paint or Photo Impact) or other apps available in the V.A. lessons for P.2-P.6 levels	- 80% of VA Teachers use e-learning resources during VA lessons - 70% students can use the V.A. soft ware or apps to design one artwork in each term	- Whole Year	- V.A. Subject Teachers	- The target was achieved. - 100% of VA Teachers use e-learning resources during VA lessons -100% students can use the V.A. soft ware or apps to design one artwork in each term
2. Cultivate students' positive values and confidence	- To foster students' positive attitude on responsibility and appreciation	- Display students' artworks in classrooms and upload them onto the school website for peer learning and appreciation - Develop student's potentials and talents	- 75% of teachers agree that displaying students' artworks in the classroom and uploading onto the school website build up students' confidence - 70% of teachers agree that the joined VA	- Whole Year	- V.A. Subject Teachers	- The target was achieved. - All teachers agree that displaying students' artworks in the classroom and uploading onto the school website build up students' confidence - 100% of teachers agree that the

		through different VA activities and competitions - Encourage students to join at least one external competition each term -Award Whole School Approach chops to students who can keep their colours properly at the end of each month	activities and competitions develop students' potentials and talents - 85% of students join at least one external competition each term - 70% of the students are able to keep their colours properly			joined VA activities and competitions develop students' potentials and talents - 85.03% of students join at least one external competition each term - 83.53% of the students are able to keep their colours properly
3. Foster good learning habits and study skills	- To build up students' good learning habits and study skills in Visual Arts	- Motivate students to search for specific art knowledge before lessons through internet or library books - Guide P.4 to P.6 students to do self-evaluation and peer- evaluation at least 2 topics per term by completing the record sheets and sharing in the class.	- 70% V.A. teachers find that students are able to search information from the internet or library books for the preparation of the V.A. lessons - 70% of students agree that self-evaluation and peer- evaluation can help them to understand more about their artwork and appreciate the beauty of different artwork	- Whole Year	- V.A. Subject Teachers	- The target was achieved. - 70% of V.A. teachers reflected that pupils could search information from the internet or library books for the preparation of the lessons. -87.5% of students agreed that self-evaluation could help them understand more about their artwork.

Evaluation of plan on <u>Physical Education</u> 2015-16

Purpose: 1. To develop students' positive attitudes in sports

2. To build up students' (with sporting talent) self confidence by advanced trainings & competitions

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
1. Cultivate students' positive attitude so that they will strive for excellence with focus on commitment	- To foster students' positive attitude in doing exercise	- Encourage students to do exercise everyday to keep good health - Demonstrate and lead students to do simple stretching exercise once a month during morning assembly - Implemented sportACT Award Scheme to encourage students to set their sports participation plan and participate in physical activities regularly and constantly in order to build up a healthy life style and actively engage in sports activities over a consecutive eight-week period	- Majority of students participate actively in doing exercise during the morning assembly - 25% of the students are able to get the sportACT award	- whole year - (2 times)	- P.E. Subject Teachers and Class Teachers	-Simple stretching exercise was done at the end of the first recess once a month this year. -35% of the students got the sportACT award this year.
2. Motivate students of school teams to participate in inter-schools competitions	- To build up students' (with sporting talent) self confidence through advanced trainings & competitions	- Recruit students with sporting talent to different school teams. - Provide advanced training by outside coach to improve their techniques - Encourage the team members to participate in inter-schools competitions.	- 80% of the students feel that their self confidence have been improved. - 100% of the school team members participate in inter-school competitions.	- whole year	P.E. Subject Teachers and Class Teachers	- 92% of the students felt that their self confidence have been improved. - 100% of the school team participated in inter-school competitions.

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2015-16 年度普通話科科務計劃

目標：　1.　透過各種普通話活動和比賽建立學生的正面價值觀及自信

　　　　2.　透過語音基礎知識，培養學生良好的學習態度及普通話能力

關注事項	目標	策略	成功指標	時間	負責人	檢討
1. 建立學生的正面價值觀及自信	- 創造普通的語境，培養學生說普通話的信心	- 在午膳時段，進行普通話午間廣播 - 訓練及推薦普通話程度較高的學生參加不同類型的普通話比賽如朗誦節和天才表演等 - 進行校內普通話才藝表演讓學生建立運用普通話的信心	- 百分之八十的學生喜歡午間廣播活動，並認同此活動能增強其聽說普通話的信心 - 百分之八十的學生能順利完成各種比賽 - 百分之五十的學生能踴躍參與普通話才藝表演	- 全年 - 試後活動	- 普通話科主任及科任老師	學生喜歡普通話午間廣播活動並認同此活動能增強其聽說普通話的信心。超過 90%的參加學生順利完成比賽，全部學生均獲取證書。
3. 培養學生良好的學習態度及學習技巧	- 運用語音知識，培養學習普通話能力	- 設計普通話說話練習及工作紙給予各級學生進行說話訓練、預習和溫習，以培養學生的普通話能力	- 百分之七十學生能夠以工作紙定期進行預習和溫習	- 全年	- 普通話科任老師	大多數學生均能運用說話練習及工作紙溫習。預習相對較難，下年鼓勵學生運用網上資源預習。

Evaluation of Plan on <u>Moral & Civic Education</u> 2015-16

Purpose: To cultivate students' positive values and attitude so that they become a responsible person

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
2. Cultivate students' positive values and confidence	- To cultivate positive values and attitude with emphasis on responsibility	- Further revise the school based Moral and Civic Education Curriculum by using the visual technology - Arrange talks on " Responsibility" and other values education topics during the* Moral and Civic Education Lessons or CCA lessons - Integrate self-management programme into P.1-P.3 MCE curriculum to help students take care of their belongings and pack their homework bag properly - Arrange a Pledge Day on "Responsibility" and encourage students to commit to their pledge - Guide students set smart targets with an emphasis on "Responsibility" and evaluate their progress on working towards their targets twice a year	- 90% of students show positive responses to the talks and follow-up activities - 90% of teachers agree that the MCE curriculum is helpful in building up students' positive values and attitude - Most of the students are able to keep their pledge. 80% of students can set appropriate targets and try their best to work towards them.	- Whole year	- Moral and Civic Education Team - Student Guidance Personnel - Class Teachers	-91% of students showed positive responses to the follow-up activities. Students enjoy the videos that we produced. -100% of the teachers agreed that the curriculum is helpful in building up students' positive values and attitude. -83% of pupils achieved the targets that they set. Teachers were reminded to guide students to set achievable targets at the beginning of the school term.

Evaluation of Plan on Student Guidance 2015-16

Purpose: To develop a school-based guidance programme to enhance the whole person development of students

Major Concern	Targets	Strategies	Success Indicator	Time Scale	People in Charge	Evaluation
2. Cultivate students' positive values and confidence	- To enhance students' positive attitude and behaviours - To identify and nurture student leaders - To foster a better grasp of interpersonal skills through guided small group learning	Whole-school Approach Award Scheme - Implement "Be a Good Kadoorian" Programme to award students' positive behaviours with a focus on "Responsibility". Students need to demonstrate responsibility, especially in managing their homework and duties - Correlate the Programme with "Chops Ahoy". Students could exchange a gift with 10 chops on a monthly basis Understanding Adolescent Project (UAP) - Arrange talks and activities to enhance the value of life and their roles in family and school among all students - Enhance students' self esteem and help them develop resilience skills through a series of adventure-based activities for those joining the Intensive Programme(IP) Special Group Learning Activities - Provide leadership training for student leaders on a monthly basis - Provide social skills cum cultural sensitivity training sessions in CCA periods	- 80% of all students get Bronze Award - 95% of all students exchange a gift or more - 70% of students agree that they benefit from the talks as in becoming more aware of their own responsibilities in different contexts - Students have 80% attendance in Intensive Programme of UAP - 80% of the students who join the Intensive Programme agree that they can benefit from the UAP activities in the evaluation forms - 80% of all student leaders attend the monthly leadership training activities - 70% of the students who join the social skills cum cultural sensitivity training sessions show improvement in both self tests and evaluation by the group facilitators compared to their pre-test results	-Whole Year	- Student Guidance Personnel	

Evaluation of Plan on <u>Discipline</u> 2015-16

Purpose: To nurture and develop students' responsibility to complete all tasks to the best of their abilities

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
2. Cultivate students' positive values and confidence	- To develop students' responsibility in serving the school - To develop students' responsibility in learning and behaviour	- Create chances for students to serve in the school through 'A Kid A Job' scheme (Class teachers and teachers in-charge of different service groups or activity teams have to assign a duty for each pupil to take up and keep a service record for them) - Implement 'Responsibility Award' scheme to encourage students to be responsible to the service groups and activity teams. Teacher's in-charge has to recommend responsible members at the end of each term to be the winner. Recommended students will be awarded with a credit. - Implement the Superkid Programme in 4 different phases with 4 different focus: First Term : Phase I – *Homework Phase II – Punctuality Second Term : Phase III – *Homework Phase IV – Self-discipline The winners of each phase would be arranged to have high table lunch with the headmistress in the school hall. *Class teachers have to keep a weekly record on those students who have no missing homework records in their handbook through their weekly handbook checking.	- 80% of the students serve properly in or outside the classroom during the school year. - About 70 credits are given out in the year to acknowledge good service - 40% of the students meet the criteria in each phase	- Whole year	- Class teachers - Subject teachers	- 94% of the students served properly. Teachers reflected that more recognition should be given. - 78 credits were given to students. Teachers agreed that is encouraging to academic low achievers - 52.6% of the students meet criteria in average. Pupils showed weakness in homework aspect. More support should be given to them.

Plan on <u>Student Support</u> 2015-16

Purpose: 1.   To cater for students' individual differences in learning

2.   To offer support to students with Special Educational Needs (SEN)

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
1.Enhance learning and teaching through e-learning	- To enhance ALAs' learning through e-learning resources.	- Arrange ALAs to have individual/ small group support by extra teachers during lessons, recesses and after school by using e-learning materials.	- 80% pupils show improvements in their learning.	- Whole Year	- Student Support Team	- Although not many sessions were arranged using e-learning materials, all pupils showed interests whenever using e-learning resources.
2. Cultivate students' positive values and self-confidence	- To enhance pupils positive values focusing on self-confidence.	- Organize peer support group, the Little Tutor Group for them to show confidence in helping the junior students in studies and enhancing SEN pupils' self-confidence in communicating with others.	- 80% pupils show confidence while performing their duties. - 80% pupils with SEN show improvement in their daily performance.	- Whole Year	- Student Support Team	- All pupils showed improvement in confidence while performing their duties. 100% pupils with SEN show improvement in daily performance.
3. Foster good learning attitude and study skill	- To cultivate students' study skills.	- Join Jockey Club Autism Support Network to organize small group training for Autistic pupils to enhance their social skills and study skills.	- 80% of the SEN pupils show improvement in their daily performance after training sessions.	- Whole Year	- Student Support Team	- This year the program mainly focuses on social skills training. However, with intensive classroom routine training, all pupils show improvement in the classroom routine which enhances their learning during normal lessons.

Evaluation of Plan on <u>CCA</u> 2015-16

Purpose: To nurture and develop students' responsibilities and confidence

Major Concern	Targets	Strategies	Success Criteria	Time Scale	People in Charge	Evaluation
2. Cultivate students' positive values and confidence	- To cultivate students' sense of responsibility in post-lesson activities	- **Set up an award system to encourage students to be responsible in their tasks in post-lesson activities** - Reward students with an appreciation certificate and a prize for having achieved 100% attendance in their post-lesson activities - Appreciate students achieving 80% attendance in their post-lesson activities by reporting their participation in their report cards	- 40% of the students can achieve 100% attendance and 85% can achieve 80% attendance in their post-lesson activities	- Whole year	- CCA Mistress	50% of the students achieved 100% attendance and 92% achieved 80% attendance in their post-lesson activities
	- To cultivate students' confidence	- **Develop students' potentials and talents in post-lesson activities** - Provide trainings to strengthen students aesthetic and physical development in different areas - Arrange performance and competitions for students to showcase their abilities and talents	- 60% of the participants find that their participation in post-lesson activities help build up their skills and confidence	- Whole year	- CCA Mistress	About 86% of the participants agreed with the post-lesson activities could help build up their skills and confidence

THE END