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IN STRENGTH AND GRACE WE STAND UNITED

IN FAITH AND LOVE WE ARE COMMITTED

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CHAPTER 1: PORTRAIT OF HEEP YUNN SCHOOL

SCHOOL BACKGROUND

By the Grace of God, Heep Yunn School was established as an Anglican school in 1936, when two former Church Missionary Society institutions, namely Fairlea School (1886) and Victoria Home and Orphanage (1887), were joined together. The name “Heep Yunn” means “united in grace” in Chinese. Over the years, Heep Yunn has gradually grown from a Vernacular school into an English-medium school providing a high quality, all-round education for girls in Hong Kong. In 2012, the School switched its status from a government grant-in-aid school to a Direct Subsidy Scheme school.

The founders of Heep Yunn were committed to bringing education to young women and orphans in answer to the call of duty at a time of economic instability and threat of war in 1930s Hong Kong. They believed in empowering students to bring enlightenment to our nation and support to our people. To this day, the school abides by its dedication to serve our fellow men in the love of Christ.

SCHOOL VISION AND MISSION

It is the mission of the School to provide our students with a Christian education that aims to develop the whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instil in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

SCHOOL MOTTO

In strength and grace we stand united
In faith and love we are committed

SCHOOL MANAGEMENT

Heep Yunn School is operated and managed by the School Management Committee (SMC), with the Council of Heep Yunn School as the School Sponsoring Body. The Council is also the School Sponsoring Body of Heep Yunn Primary School and Heep Yunn School Private Kindergarten.

MEMBERS OF THE COUNCIL OF HEEP YUNN SCHOOL AND THE SCHOOL MANAGEMENT COMMITTEE

The Right Revd Dr. Timothy Kwok	(Chairman)
Prof. Allan Yuen	(School Supervisor)
Mr. Iain Bruce	(Hon. Treasurer)
Miss Bella Leung	(Hon. Secretary)
Mr. Roland Chow	
Mrs. Betty Cheng	
Miss Fion Lee	
Mrs. Linda Fung	
Prof. Edwin Chan	
Dr. Arnold Cheng	
Mr. Herman Tsoi	
Miss Anita Fung	
The Very Revd Franklin Lee	
Dr. Eugenie Leung	
Mr. Simon Tang	
Dr. Wai Him Kwok	
Miss Fanny Lam	

CAMPUS AND FACILITIES

Our school is located on an 11,000 sq. m. campus consisting of six building blocks, each with its unique history and purposes. These include the Lau Cheung Suet Ming Building (1936), the Chapel of St. Clare of Assisi (1957), the Chau Hau Leung & Li Shiu Ching Building (1964), the Library (1966), the Jubilee Building (1986) and the Mr. & Mrs. Au Sue Hung Building (2005). Additionally, our outdoor facilities include a 25-metre swimming pool, 4 multi-purpose games courts, a rest garden, a parking area and a lawn. Indoors, we have the School Hall, Dining Room, Student Activity Centre, Student Development Centre, 30 special rooms including the Drama Laboratory, the Innovation Laboratory, and the Lecture Theatre, 30 classrooms, and a 3-storey high sports centre.

USEFUL LINKS

For further information, please visit:

our School's homepage:

<http://www.hys.edu.hk/>

our School's Prospectus:

http://www.hys.edu.hk/school_prospectus-2/

website of the Committee on Home-School Co-operation, search "Heep Yunn School" under "Secondary School Profiles" for public reference:

https://www.chsc.hk/ssp2022/index.php?lang_id=1

CHAPTER 2: SCHOOL DEVELOPMENT (2022-2025)

SCHOOL DEVELOPMENT GOALS FOR 2022/23 - 2024/25

1. To facilitate students' learning through enhancing teachers' assessment literacy.
2. To cultivate positive values¹ among students and nurture them into becoming responsible citizens with the commitment to serve.
3. To equip students with essential future-proof skills² through strengthening Technology Education.

MAJOR CONCERNS FOR 2024 - 2025³

1. To promote quality formative assessment and adopt diversified assessment modes across various subjects. (★ Optimised in 2024-25)
2. To provide students with the opportunities to serve using their own initiatives.
3. To equip students' future-proof skills through STEM-related life-wide learning activities.

¹ The 12 priority values promoted by the EDB are:

- | | | |
|-----------------------|--------------------|------------------|
| 1. Perseverance | 6. Integrity | 11. Unity |
| 2. Respect for Others | 7. Benevolence | 12. Filial Piety |
| 3. Responsibility | 8. Law-abidingness | |
| 4. National Identity | 9. Empathy | |
| 5. Commitment | 10. Diligence | |

In addition to the 12 priority values advocated by the EDB, Heep Yunn also promotes other positive values.

² With reference to the OECD Future of Education and Skills 2030, the World Economic Forum's Future of Jobs Report and the "21st Century skills" promulgated by the Education Bureau and other organisations, Heep Yunn encapsulated four "future-proof skills" that are essential for our students, namely:

- (i) critical thinking and problem-solving skills;
- (ii) creativity and innovative thinking;
- (iii) active learning and adaptation; and
- (iv) effective teamwork.

³ For the feedback and follow-up of the major concerns in the previous year, please refer to the School Report.

CHAPTER 3: DEPARTMENT PLANS
KLA (1) CHINESE LANGUAGE EDUCATION
CHINESE (中文科)

學校每年關注事項

1. 在各科實施多元化評估模式，促進優質進展性評估。

計劃目的	策略／活動	對象	成功準則	評估方法	時間表	負責人	所需資源
教師通過與其他科目或教師交流有關進展性評估的方法，認識多元化的評估模式，然後優化教學及評估策略，以推動優質的進展性評估。	<p>推行流程：</p> <p>① 按去年學生的寫作表現及參考其他科目有關優質的進展性評估的方法，優化寫作活動安排，於一月前議定寫作課題，並討論教學及評估策略。</p> <p>② 在寫作前，教師要善用寫作教材和相關的工作紙進行寫作前指導，讓學生清楚瞭解是次寫作的重點和入品要求。</p> <p>③ 教師初步批改學生作文，並因應學生表現制定同儕互評表和課堂討論工作紙，並選取一篇或多篇有改寫空間的寫作樣本讓學生評改。</p> <p>④ 教師亦可透過學生的互評內容，了解學生的學習困難，並與同級教師商議，修訂教學策略和回饋方向。</p> <p>⑤ 學生根據討論的內容和教師的回饋分組就指定的寫作樣本進行改寫，教師跟進改寫，並指出作文提升的地方。</p>	中 四 級	<p>①完成一次寫作互評及改寫活動</p> <p>②兩次會議</p>	<p>①學生課業</p> <p>②問卷調查</p> <p>③會議紀錄</p>	下 學 期	科 主 任 及 中 四 級 老 師	/

CHINESE LITERATURE (中國文學)

學校每年關注事項

1. 優化課堂評估，提升學與教的成效。

計劃目的	策略／活動	對象	成功準則	評估方法	時間表	負責人	所需資源
教師通過與其他科目或教師交流有關進展性評估的方法，認識多元化的評估模式，然後優化教學及評估策略，以推動優質的進展性評估，並提升教師的專業能力。	<ul style="list-style-type: none"> ● 按去年學生的創作表現及參考其他科目有關優質的進展性評估的方法，優化寫作活動安排，於一月前議定創作課題，並討論教學及評估策略。 ● 在創作前教師要善用創作教材進行寫作前指導，讓學生清楚瞭解是次寫作的重點和入品要求。 ● 教師初步批改學生作文，並因應學生表現制定同儕互評表和課堂討論工作紙，並選取一篇或多篇有改寫空間的寫作樣本讓學生評改。 ● 教師亦可透過學生的互評內容，了解學生的學習困難，並與同級教師商議，修訂教學策略和回饋方向。 ● 學生根據討論的內容和教師的回饋分組就指定的寫作樣本進行改寫，教師跟進改寫，並指出作文提升的地方。 	中五級	完成一次寫作互評及改寫活動、兩次會議。	學生課業、課後問卷、會議紀錄	下學期	淦楚楚老師、林培琪老師	/

PUTONGHUA (普通話)

學校每年關注事項

1. 推動優質的進展性評估，並在各科採用多元化的評估模式。

計劃目的	策略/活動	對象	成功準則	評估方法	時間表	負責人	所需資源
加強聽說教學	鼓勵學生完成課前預習，留意拼音難點，預習正確發音，課堂利用不同形式進行聽寫訓練	中一 中二	提高小測及考試分數	小測 課堂工作紙	全年	各班 普通話 任教老師	
	分小組安排上課時間進行篇章難點分析，促進同儕學習	中二 中三	每組學生可按照要求合作分析指定篇章	分組篇章難點分析			
	上課分析個人短講題目	中一、 中二	學生可按照短講評分要求簡單分析指定短講題目	隨堂提問			
	分組準備並完成短講	中三	學生可按照短講評分要求完成指定題目	下學期個人短講評估			
增加小測次數，提升學與教成效；	中一中二上下學期設定合共三次小測，並在小測前三個星期或之前告知每部分（聆聽、拼寫、譯寫等）測考範圍，提高溫習動力；第二次小測為聆聽，可用教圖評估資源 中三除兒化字小測之外，增加一次聆聽小測；與考試組協商調整持續評估與考試比例	初中學生	提高小測及考試分數	小測； 考試	全年	各班 普通話 任教老師	
鼓勵課外學習，瞭解社區和國家發展	向學生推介課外自學參考資源，如中央電視台製作精良的紀錄片，供學生自學用； 通過普藝社舉辦的活動，鼓勵學生多運用普通話溝通	初中學生	/	/	全年	各班 普通話 任教老師	/

KLA (2) ENGLISH LANGUAGE EDUCATION**ENGLISH & ENGLISH LITERATURE****School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
<ul style="list-style-type: none"> To adopt a formative assessment to enhance students' learning To heighten teachers' and students' awareness of learners' strengths and weaknesses in tackling the SBA 	<ul style="list-style-type: none"> Students will be scaffolded in acquiring the SBA Individual Presentation skills with the use of resources including teaching materials, the HKEAA assessment guides, sample videos etc. A trial SBA will be conducted with discussions of various levels of the assessment criteria and the relevant skills Video submission and peer assessments will take place. Teachers' feedback will be offered. The IP SBA will constitute 5% of the CA marks in the second term 	<ul style="list-style-type: none"> All F.4 teachers and students 	<ul style="list-style-type: none"> All F.4 students would participate in the trial SBA At least 80% of F.4 students find the preparation process and trial SBA useful in equipping them with the relevant skills and heightening their awareness of the different assessment criteria 	<ul style="list-style-type: none"> Statistics on students' responses Sharing session by teachers 	<ul style="list-style-type: none"> Once a year 	<ul style="list-style-type: none"> Subject teachers 	

KLA (3) MATHEMATICS EDUCATION**MATHEMATICS****School Annual Major Concerns**

1. **School goal:** To facilitate students' learning through enhancing teachers' assessment literacy.

Major concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in-charge	Resources Required
To promote effective use of assessment data within the department.	To promote understanding of diversified assessment modes through teachers' professional development programmes.	Encourage colleagues to attend relevant courses by EDB and share what they learn in Math regular meetings.	At least 2 sharing sessions are held during the year 2425.	Year-end survey	The whole year	YCW, CHY, LKW	N/A
To advance students' learning and teaching effectiveness by enhancing the classroom assessments.	To review and adopt apt assessment modes in formative assessment to enhance students' learning.	We plan to implement at least three assessments in F5 to assess prior knowledge. Previously, most assessments focused solely on the current syllabus. The purpose of the new assessments is to provide students with a more comprehensive understanding of the curriculum.	The passing rate is at least 70% in each assessment.	Score in each assessment.	The whole year	YCW, CHY	N/A
	To conduct and facilitate a professional exchange on practices of high-quality formative assessment.	At least 1 Inter-departmental sharing is held between different departments.	Positive feedback from panel heads	Year-end survey	The second term	YCW, CHY	N/A

KLA (4) SCIENCE EDUCATION**BIOLOGY****School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To adopt diversified formative assessment modes (projects, quizzes, practical works) in Biology.	Using diversified formative assessment modes to evaluate students' learning and aid teachers' teaching. Short quizzes will be arranged regularly to probe students' understanding. Ecological study project for F.5 students as formative assessment. Practical works for different topics will also be arranged as appropriate.	F.4 - F.6 students	- All teaching members agree that the diversified formative assessment modes help them adjust their teaching strategies. - Over 70% of students agree that the diversified formative assessment modes have enhanced their learning.	Teacher's observation & students' feedback	Whole year	LHC, BO, YLH	\$2400 for the arrangement of ecological study for F5 students.

3. Development Goal: To equip students with the future-proof skills through strengthening Technology Education.

Major Concern: To equip students' future-proof skills through STEM-related life-wide learning activities.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to participate more actively in STEM-related competitions and activities	Students will be recruited to participate in various STEM-related competitions and activities: <ul style="list-style-type: none"> - Hong Kong Biology Literacy Award - Brain Bee Challenge - Specimen Drawing Competition - Hong Kong Joint School Biology Olympiad - Secondary Science Project Competition 	F.4 - F.5 students	At least one team or individual participated in each of the competitions and activities	Teacher observation	Whole year	LHC, BO, YLH	/
To showcase outstanding works of students in various STEM-related activities on campus.	Outstanding students work will be displayed outside the Biology Laboratory	F.4 - F.5 students	At least one outstanding work is displayed by the end of the year.	Teacher's observation	Whole year	LHC, BO, YLH	/

CHEMISTRY

School Annual Major Concerns

1. **Development Goal:** To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects

Programme Details:

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To adopt diverse modes of formative assessment by providing students with more hands-on practice through conducting experiments and building models.	<p>1. More experiments will be arranged for each form throughout the year to strengthen the experimental skills of students. More advanced instruments (e.g. wireless colorimeters, wireless pH sensors) will be purchased so that students will be able to perform more sophisticated experiments. Also, Students will be given opportunities to design experiments.</p> <p>2. Tasks of building ball and stick models of different structures will be given to students.</p> <p>For F.4 (Section 2.4: Structures and properties of substances): diamond, graphite, sodium chloride</p> <p>For F.5 (Section 5.2: Homologous series): alkanes, alkenes, alkynes, alkanols, alkanolic acids, esters</p>	F.4 – F.6	Over 70% of students agree that the experiments and model-building activities help them understand abstract concepts in Chemistry and improve their psychomotor skills.	Teachers' observation, students' feedback and questionnaire	Sept, 2024- Jun, 2025	CYC, YLH	

Objectives	Strategies/Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	(Section 6.1: Molecular substances): BeCl ₂ , CO ₂ , BF ₃ , CH ₄ , NH ₃ , H ₂ O, PCl ₅ , SF ₆ , C ₆ H ₆ , C ₆ H ₁₂ For F.6 (Section 11.2: Isomerism): cis-trans isomers and enantiomers						
To adopt diverse modes of formative assessment by helping students recognise that chemistry plays a significant role in their everyday lives.	1. Students have to take photos of the items they encounter in daily life that are related to the topics they are learning and explain the chemistry principles behind. For F.4 (Section 3.1: Occurrence and extraction of metals) (Section 4.1&4.2: Acids and Alkalis) For F.5 (Section 5.4: Addition polymers) For F.6 (Section 11.5: Detergents and Condensation polymers) 2. Newspaper cutting on current science issues and explaining the chemistry principles behind.	F.4 – F.6	Over 70% of students agree that the assignments help them understand the connection between chemistry and their everyday lives, as well as raise their awareness of current scientific issues.	Teachers' observation, students' feedback and questionnaire	Sept, 2024- Jun, 2025	CYC, YLH	

3. Development Goal: To equip students with the future-proof skills through strengthening Technology Education

Major Concern: To equip students' future-proof skills through STEM-related life-wide learning activities

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to participate in STEM-related competitions	<ol style="list-style-type: none"> Encourage F.4 and F.5 students to participate in the International Chemistry Quiz (ICQ) Recruit students to participate in STEM-related competition (e.g. Hong Kong Student Science Project Competition (SSPC)) 	F.4 – F.5	<ol style="list-style-type: none"> Over 90% of F.4 and F.5 students participate in ICQ. At least 1 team participate in STEM-related competitions 	Competition record	Sept, 2024-Jun, 2025	CYC, YLH	
To encourage students to participate in STEM-related activities	Organise visit to the Construction Industry Council-Zero Carbon Park	F.4 – F.6	Over 70% of students agree that the activities enhance their awareness of science, technology, and society in daily life.	Teachers' observation, students' feedback and questionnaire	Sept, 2024-Jun, 2025	CYC, YLH	

JUNIOR SCIENCE**School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To foster students' independent learning through online self-learning assignments	Self-learning videos on selected topics will be assigned to students. Students need to watch the videos and answer the follow-up questions to assess their learning.	F.1	More than 60% of students agree that the videos and follow-up questions are effective in enhancing their learning.	Feedback from students will be collected through End-of-term questionnaire	Term 1	CWC, BO, MHC	Google Form, EdPuzzle videos
To enhance students' learning by using peer assessment as one of the modes of formative assessments	Teachers will arrange peer evaluation activities in class, allowing students to evaluate and comment on each other's work from selected assignments	F.2	More than 60% of students agree that the peer evaluation activities are effective in enhancing their learning.	Feedback from students will be collected through End-of-term questionnaire	Term 2	CWC, TTT, YLH	Google Form, peer evaluation worksheet

- 3. Development Goal:** To equip students with the future-proof skills through strengthening Technology Education.
Major Concern: To equip students' future-proof skills through STEM-related life-wide learning activities.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage students to participate more actively in STEM-related competitions and activities.	A promotion assembly will be conducted by students from the awarding teams in the Hong Kong Student Science Project Competition (HKSSPC). They will share their experience and encourage fellow schoolmates to join more STEM-related competitions.	F.1 to F.3, and F.5	More students apply to join HKSSPC in 2024/25 school year compared to the 2023/24 school year.	Compare the total number of teams of students applied and enrolled in joining HKSSPC 2025.	Sept, 2024	CWC	Promotion PowerPoint
	Science teachers will introduce and promote science competitions in class and encourage students to join.	F.1, F.2, F.4 and F.5			Whole-year	CWC, TTT, YLH, BO, LHC, KP	Promotion PowerPoint
	A corner in the Junior Science Laboratory is designated to showcase some awarding projects in Hong Kong Student Science Project Competition (HKSSPC). Project overviews and product samples are placed there for exhibition.	F.1, F.2			Whole-year	CWC, TTT, YLH, BO, WFY	Foamboards, project overview, product samples

PHYSICS**School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To help students consolidate the concepts of Physics learnt and scientific investigative skills, and foster the development of generic skills such as creativity, critical thinking, communication and problem-solving.	Use smartphones with motion apps (e.g Phyphox and MVA) to study one dimensional and two-dimensional motions.	F.4 – F.6	<ol style="list-style-type: none"> 70% of students agree that phone experiment helps consolidate the concepts of Physics learnt and enhances their scientific investigative skills. 70% of students agree that phone experiment fosters the development of generic skills such as creativity, critical thinking, communication and problem-solving. 	Teacher's observation, students' feedback and questionnaire	Sept, 2024- May, 2025	TWK	NIL

- 3. Development Goal:** To equip students with the future-proof skills through strengthening Technology Education.
Major Concern: To equip students’ future-proof skills through STEM-related life-wide learning activities.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To encourage student to apply different skills and knowledges of physics as well as other subjects to solve and complete the tasks.	STEAM project Design a simple solar cooker / soundproof study room	F.4 – F.5	70% of students agree that the project encourages them to apply different skills and knowledges of physics as well as other subjects to solve and complete the tasks.	Teacher’s observation, students’ feedback and questionnaire	Sept, 2024- May, 2025	TWK	NIL

KLA (5) TECHNOLOGY EDUCATION
BUSINESS, ACCOUNTING & FINANCIAL STUDIES

School Annual Major Concerns

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote understanding of diversified assessment modes through teachers' professional development programmes	Teacher will attend workshop(s) on diversified assessment modes provided by the school or external parties.	Subject Teacher	Subject teachers understand how to design diversified assessment modes which are effective to assess student's learning in the subject.	Qualitative oral feedback from subject teachers	Whole year	CT	
To review and adopt apt assessment modes in formative assessment to enhance students' learning.	Subject teachers will design different assessment modes in formative assessment to enhance students' learning.	Subject Teacher	Over 70% students think that the assessment modes in formative assessment can enhance their learning.	Evaluation questionnaire Qualitative oral feedback from subject teacher	Whole year	CT	
To facilitate students' mutual learning through diverse modes of formative assessment.	In some lessons, students will be given a minute before the end of the lesson to write down what they have learned. In certain topics, students will be required to prepare a concept map.	F.4 – F.6 students	Over 70% students think that the classroom assessments are effective and can facilitate student's learning.	Evaluation questionnaire	Whole year	CT	

COMPUTER LITERACY & INFORMATION AND COMMUNICATION TECHNOLOGY**School Annual Major Concerns**

Development Goal 1: To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern 1: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To advance students' learning and teaching effectiveness by adopting different assessment modes	Former examination results analysis indicated that many students did not get the correct answers. Adopt different assessment modes accordingly.	F.1 – F.6 students	An increase in percentage of students who are able to answer similar questions in the final examination.	The increase of marks and percentage of passing rate in a specific type of question	Whole-year	F.1 – F.3 CKL F.4 – F.6 KP	

Development Goal 3: To equip students with the future-proof skills through strengthening Technology Education

Major Concern 3: To equip students' future-proof skills through STEM-related life-wide learning activities.

*The three future proof-skills are: (i)Cognitive and metacognitive skills; (ii)Social and emotional skills (such as such as empathy, self-awareness and respect for others); (iii)Physical and practical skills

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To equip students with the future-proof skills through Technology Education.	Review and refine the school-based content as well as the syllabus	F1 – F6 students	Successful if more than 80% of the students indicate that their future-proof skills have been enhanced through Technology Education.	Assessing the result through questionnaire.	Whole year	F.1 – F.3 CKL F.4 – F.6 KP	

TECHNOLOGY AND LIVING

School Annual Major Concerns

1. **Development Goal:** To equip students with future-proof skills through strengthening Technology Education.

Major Concern: To review and refine the technology-related curriculum.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students diagram the mental connections of their learnt concepts.	Students diagram concept map, assessed by peers with teacher's advice.	All Form 1 students (hand stitching) and Form 2 students (fabrics construction)	Each student completes their concept map, peers give comments.	Assessed by peers.	Apr – May 25	LYK	learning and teaching materials Examples of students' concept maps.
Students focus attention on a single concept by using focused list	Students make a focused list, assessed by peers with teacher's advice.	All Form 1 students (food nutrition) and Form 2 students (cake making)	Each student completes their focused list, peers give comments.	Assessed by peers.	Oct 24 (Form 1) Nov 24 (Form 2)	LYK	learning and teaching materials Examples of students' focus list.
Students apply the design thinking method in their works.	Students apply the design thinking method in fashion design assignments.	All Form 1 students	Each student designs outfits.	Assess the outcome	Mar - Apr 25	LYK	learning and teaching materials Google Classroom, e-platform

3. Development Goal: To equip students with the future-proof skills through strengthening Technology Education

Major Concern: To equip students' future-proof skills through STEM-related life-wide learning activities.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Students engage in the hydro farming activity.	Students use the indoor hydro farming system for planting the vegetables.	All Form 1 students	Each student plants the vegetable, comparing the self-planting with the market product.	Assess the outcome by the tasting report.	Sept 24 - Feb 25	LYK	learning and teaching materials Google Classroom, hydro farming system
Students apply innovative skills in the design work.	Students apply innovative skills through interactive learning platforms.	All Form 2 students	Each student conducts interior room design.	Assess the outcome	Mar - May 25	LYK	learning and teaching materials Google Classroom, e-platform

SCIENCE AND TECHNOLOGY

School Annual Major Concerns

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To review and adopt apt assessment modes in formative assessment to enhance students' learning.	To introduce novel assessment modes, such as project journals and peer assessments, in the F.1 to F.3 S&T curriculum to reflect the skills and knowledge demonstrated by students throughout the progression of projects or lesson tasks. This aims to obtain evidence for refining the S&T curriculum in terms of assessment literacy and to acknowledge the efforts made by students, particularly those of lower ability.	F.1-F.3	Panel members agree that the novel assessment modes can reflect the skills and knowledge demonstrated by students throughout the progression of projects or lesson tasks.	By panel members' comments.	Dec 2024, Jul 2025	TTT	NA
To conduct and facilitate a professional exchange on practices of high-quality formative assessment.	To share the assessment modes adopted by S&T Department to other teaching staff on the Staff Development Day.	Teaching staff	Over 80% of audience (representatives from different KLA) agree that the sharing by S&T Department provides insightful ideas of assessment design.	By questionnaire done by representatives from different KLA.	Aug 2024 to Oct 2025	TTT	NA

3. Development Goal: To equip students with the future-proof skills through strengthening Technology Education
Major Concern: To equip students' future-proof skills through STEM-related life-wide learning activities.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To organise a whole school STEM-based Fun Fair.	To provide a Fun Fair game design guide book to all classes. To arrange intensive skills sharing sessions before the preparation week of Fun Fair.	Game design teams of each class	Over 70% of game design students agree that the activities help them build STEM-based games.	By questionnaire	Dec 2024 to Jan 2025	TTT, KP	Fun Fair game design guide book
To encourage students to participate more actively in STEM-related competitions and activities.	To organise three themed training programmes subsidised by OGCI0 (collaborating with Computer Department)	F.1-F.3	Over 80% of students agree that the activities help unleash their creativity and provide them learning in the latest advanced technology.	By questionnaire	Oct 2024 to Jun 2025	TTT, KP	Computers, IT Innovation Lab in Secondary Schools Programme Fund
To encourage students to participate more actively in STEM-related competitions and activities.	To lead STEM Team students to join STEAM competitions concerning engineering, IT technology, and inventions. Joint school sharing sessions are arranged for mutual benefits.	F.1-F.3	Over 80% of students agree that the activities help unleash their creativity, allow them to exercise collaboration, and share ideas with other schools.	By questionnaire	Oct 2024 to Jun 2025	TTT, KP	Tools provided in Innovation Lab
To showcase outstanding works of students in various STEM-related activities on campus.	To create more organised display areas for showcasing student work in the Innovation Lab	Students/ Visitors	Visitors agree that the showcasing contents reflect the quality and standard of works of students.	By interviews and comments from visitors.	Oct 2024 to Jun 2025	TTT, KP	Renovation of display areas in Innovation Lab

KLA (6) PERSONAL, SOCIAL AND HUMANITIES EDUCATION**CHINESE HISTORY (中國歷史)****學校每年關注事項**

1. 發展目標：提升教師的評估素養，促進學生的學習

關注事項：在各科實施多元化評估模式，促進優質進展性評估

本科計劃內容：

目的	策略或活動	對象	成功準則	評估方法	時間表	負責人	所需資源
提升教師的評估素養，促進學生的學習。	由科主任分享從優質學校改進計劃(QSIP)取得的資源，協助各級任教老師製作評分表、擬訂題目及製作筆記。	各級任教老師	各級科任老師能根據優質學校改進計劃的建議，製作評分表、擬訂題目及製作筆記。	各級科任老師製作評分表、擬訂題目及製作筆記能否符合要求。	全年	陳齊洪	
	進行同儕觀課，讓各級科任老師在課堂上實踐優質學校改進計劃提供的教學策略及建議。		各級科任老師能夠在課堂上實踐優質學校改進計劃提供的教學策略及建議。	同儕觀課			
幫助學生建立正面的價值觀，成為負責任公民，致力服務社群。 讓學生了解國家的優秀文化傳統。	要求學生閱讀關於中國文化的書籍或文章完成專題報告，或要求學生到博物館參觀並完成相關的工作紙，讓學生對中國文化有更深入的了解，並欣賞傳統文化、學習古人的正面價值觀，維護文化安全。 要求初中級學生完成專題研習報告，讓學生對不同課題有更深入的了解，同時加速教學進度。	中一至中五級學生	50%的學生在專題報告或閱讀工作紙取得4/5的分數。 校外比賽獲得獎項。	專題報告或工作紙的成績 校外比賽的成績	全年	陳齊洪	/
為學生提供不同種類的練習，實行多元化評估模式	老師以線上表格、網上練習或其他電子應用程式，要求學生完成功課或課堂練習。	中一至中三級學生	50%的學生在網上練習、課堂練習取得4/5的分數。	不同習作的內容會作為測驗或考試的考核範圍。	全年	陳齊洪	/

目的	策略或活動	對象	成功準則	評估方法	時間表	負責人	所需資源
	針對高中學生，製作一些選擇題、填充題、短答題，協助學生掌握基礎史實。	中四至中六級學生	80%的學生能在基礎練習中取得80%以上的分數；程度較弱的學生在測驗及考試的分數有所提高。	測驗及考試中，高中學生減少援引錯誤的基礎史例。			
提供具難度的習作令學生了解自己的潛力。	向高中級學生派發一些模擬答卷的答案，並要求學生進行評卷、給予不同答案一個模擬分數，讓學生了解高中中史科的評分標準及要求。 製作答題技巧筆記，介紹不同類型的提問用語及答題技巧，協助高中級學生應付文憑試	中四至中六級學生	70%的學生能分辨不同答案的質素或等級，並給予接近的分數。 學生能在測驗、考試中以堂上學習的答題技巧回答問題。	學生嘗試評改部份模擬答案或試卷，並能指出不同答案的優劣。 高中級測驗及考試，超過50%的學生能取得60%或以上的分數。	全年	陳齊洪	
	要求學生完成中學文憑試中國歷史科試題，或與文憑試相似的題目。 要求學生完成不同設有不同提問用語的題目，例如貢獻、比較、評估成效等。		70%的學生能在不同類型的題目取得超過70%的分數。	老師給予不同類型的題目，要求學生完成。			
讓學生了解國家安全的重要性。	參與校外關於《基本法》、《國安法》的比賽，並製作關於《基本法》、《國安法》的工作紙，讓學生了解《基本法》及《國安法》的內容。	中一至中三級學生	90%的學生參與校外關於《基本法》、《國安法》的比賽，參賽學生平均能取得60%的分數。	校外比賽的成績。	全年	陳齊洪	/
提高學生國民身份認同。	與其他科組或學會合作，參觀本地歷史古蹟、參與本地導賞計劃及關於中華文化的比賽，了解本地社區的變遷及國家近年的發展。例如，與中國語文科科組合辦文學散步活動；與中國語文學會合辦文化週活動。	中一至中六級學生	超過60%的學生曾經參加關於中國歷史科的活動	學生對參與中國歷史科活動的比率	全年	陳齊洪	/

ECONOMICS

School Annual Major Concerns

1. **Development Goal 1:** To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern 1: To promote quality formative assessment and adopt diversified assessment modes across various subjects

Programme Plan:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources required
To enhance teachers' understanding and implementation of diverse assessment methods through targeted professional programmes.	1.1 To promote understanding of diversified assessment modes through teachers' professional development programmes.	F.4 - F.6	Teachers are encouraged to increase the use of varied assessment methods in their classrooms, which will be assessed through observations and lesson plans. There should also be more collaboration among teachers, reflected in joint planning sessions, shared resources, and peer observations. Additionally, teachers should demonstrate reflective practices regarding assessment data and its impact on instruction, as noted in their professional development logs or portfolios.	Evidence of enhanced student participation and engagement in learning activities will be collected through student surveys using Google Forms. Positive feedback from teachers regarding the relevance and applicability of the training will be provided by lesson observers, leading to continuous improvement in the professional development programmes. Conduct regular observations of	Sept 2024- June 2025	CM, THM and YY	Microsoft Office, Google Classroom

	<p>1.2 To review and adopt apt assessment modes in formative assessment to enhance students' learning</p>	<p>F.4 - F.6</p>	<p>All students should increase their engagement and participation in learning activities in class.</p> <p>Positive feedback from teachers regarding the effectiveness and ease of use of the adopted assessment modes will be gathered through individual meetings after the F.4- F.5 mid-year exam and the F.6 mid-term assessment. Evaluation of student learning outcomes will be assessed through formative assessment results and overall academic performance.</p> <p>Also, teachers should reflect on assessment data and make instructional adjustments based on student performance. There should be more collaboration among teachers to share best practices and resources related to formative assessment.</p>	<p>classrooms to assess the implementation of formative assessment strategies and student engagement.</p> <p>Encourage discussions with teachers and students to gain deeper insights into their experiences with the assessment methods.</p> <p>Review formative assessment results and overall academic performance data to identify trends and improvements in student learning outcomes.</p> <p>Collect and analyze formative assessment results before and after the adoption of new practices to identify trends in student performance. Use student surveys to gauge changes in</p>	<p>Sept 2024- June 2025</p>	<p>CM, THM and YY</p>	<p>Microsoft Office, Google Classroom</p>
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	<p>1.3 To conduct and facilitate a professional exchange on practices of high-quality formative assessment</p>	<p>F.4 – F.6</p>	<p>Analyze changes in student engagement and learning outcomes resulting from the adoption of high-quality formative assessment practices, using formative assessment results and academic performance data.</p> <p>Conduct follow-up meetings or check-ins to discuss progress, challenges, and successes in implementing the practices learned during the exchange.</p> <p>Measure the extent of ongoing collaboration among participants, such as sharing resources, strategies, and experiences in subsequent panel meetings.</p> <p>Evaluate the development of individual or group action plans by participants for implementing high-quality formative assessment practices in their classrooms through lesson observations.</p>	<p>engagement levels and attitudes towards learning.</p> <p>Collect and review individual or group action plans developed by participants to assess their completeness and feasibility.</p> <p>Implement a peer review process where participants provide feedback on each other’s action plans, fostering collaboration and accountability.</p>	<p>Sept 2024- June 2025</p>	<p>CM, THM and YY</p>	<p>Microsoft Office, Google classroom</p>
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FAMILY AND LIFE EDUCATION

School Annual Major Concerns

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major concern 1: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To advance students' learning and improve teaching effectiveness by promoting quality formative assessment and adopting diversified assessment modes.	<p>Student's PPT presentation: Students will be asked to form into groups. Each group will be responsible for doing a PPT presentation and conduct the presentation on a topic in class. Teacher will evaluate the work of the students with rubrics set out. Students will be required to do peer evaluation of their classmates' presentations. A Google Form will be prepared for each student to evaluate the performance of the presenters.</p> <p>Apart from doing peer evaluation of the PPT presentations, students will be required to do self-evaluation and peer evaluation for their participation in the subject. A Google Form will be prepared for this purpose.</p> <p>Apart from the PPT presentation, students will be required to do reflections after each lesson / topic. They will need to summarise their learning, reflect on how the matters taught in class can be applied in daily life etc.</p> <p>MC quizzes will be given to students after teaching a topic. Teachers will look at the statistics of the students' responses and do further explanations and clarifications for the students if misconceptions are identified.</p>	Forms 1-3	70% of the students agree that students' learning and improve teaching effectiveness by promoting quality formative assessment and adopting diversified assessment modes	Year-end evaluation done by students	Whole Year	IY, MHC	MC Quizzes designed by the teachers using Google Form.

GEOGRAPHY

School Annual Major Concerns

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<ul style="list-style-type: none"> To promote understanding of diversified assessment modes through teachers' professional development programmes To review and adopt apt assessment modes in formative assessment to enhance students' learning To conduct and facilitate a professional exchange on practices of high-quality formative assessment 	<p><u>USE OF FORMATIVE ASSESSMENT DATA</u> F.1 to F.3</p> <ul style="list-style-type: none"> incorporate tasks in the formative assessments involving students' peer feedback and questioning incorporate variations in the assessment modes of different formative assessments in the same form (e.g. multiple-choice questions, individual data-response written tasks, group projects) teachers provide comments and suggestions for improvement after each formative assessment based on students' results and/or questions follow-up work will be done to address the students' learning difficulties and to improve the learning outcomes (e.g. new lesson plans/ notes/ classwork/ flipped videos) the next formative assessment is to be set with reference to teachers' comments and students' peer feedback in the previous one 	F.1-F.3	<ul style="list-style-type: none"> the Q1 marks of the formative assessments have constantly reached 50% of the full marks the Q1 marks of the Mid-year exam and final exam have reached 50% of the full marks 	<ul style="list-style-type: none"> scrutiny of students' work results and statistics of the formative assessments and summative assessments 	Throughout the year	Form coordinators	E-learning tools, YouTube (for follow-up work)

HISTORY**School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
- To promote understanding of diversified assessment modes through teachers' professional development programmes.	- Reviewing and revising all formative assessments in both junior and senior forms. - Strengthening the holistic planning of formative assessment in junior forms by keeping a proper record of formative assessment with marking schemes or assessment rubrics.	All Forms	- A proper scaffolding of subject knowledge through formative assessments is constructed at the end of the school year. - A reviewing session is to be conducted at the end of each term.	- The formative assessment record can demonstrate the strategy of scaffolding and facilitate a study of the planning in reviewing sessions.	2024/25	YLT YFL KC	Nil
- To review and adopt apt assessment modes in formative assessment to enhance students' learning.	- Revising all formative assessments in junior forms, aiming at familiarising the students with the use of historical sources in learning and teaching (F.1 and F.2), facilitating their learning of studying	All Forms	- A majority of junior students' performance in formative assessment aligns with their performance in summative assessment. - A majority of junior	- A constant study of students' performance in formative assessment will be conducted. - Revising the holistic planning of formative assessment if	2024/25	YLT YFL KC	Nil

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
	both primary and secondary sources (F.3 and F.4), and enhancing students' capability of analyzing both primary and secondary sources (F.5 and F.6).		<p>students perform well in the questions referring to historical sources in summative assessment.</p> <ul style="list-style-type: none"> - A majority of senior students perform well in data-based questions. 	<p>necessary.</p> <ul style="list-style-type: none"> - A study of the effectiveness of formative assessment is to be conducted after each summative assessment. 			
<ul style="list-style-type: none"> - To conduct and facilitate a professional exchange on practices of high-quality formative assessment. 	<ul style="list-style-type: none"> - Conducting reviewing sessions after each summative assessment to study the effectiveness and revise the teaching strategies 	All Forms	<ul style="list-style-type: none"> - At least four reviewing sessions are to be held in the school year, i.e. one session after each summative assessment. 	<ul style="list-style-type: none"> - Analysis focusing on students' study of historical sources is to be conducted, and teaching strategy is to be revised if necessary to enhance the effectiveness of learning and teaching. 	2024/25	YLT YFL KC	Nil

LIFE AND SOCIETY/ CITIZENSHIP, ECONOMICS AND SOCIETY**School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern: To promote quality formative assessment and adopt diversified assessment mode across various subject

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance students' learning by introducing diversified assessment	Students will be asked to finish self-reflection to reflect on what they have learnt in lessons.	F.1	There will be at least 4 self-reflections in each term.	Students' work Teachers' evaluation	Whole year	KC, JK	/
	Google Forms exercises will be used to check students' understanding.	F.1- F.3	There will be 4 Google Form exercises to help consolidate students' learning through the year.	Students' work Teachers' evaluation	Whole year	All teachers	/
	Data-response questions will be introduced to equip students writing skills in the subject	F.1-F.3	There will be 4 Data-response questions to help consolidate students' learning through the year.	Students' work Teachers' evaluation	Whole year	All teachers	/
	Cross-curricular project will be introduced to F3 students encouraging them to bridge knowledge learnt in different subjects,	F.3	Students are able to submit the projects with quality on time.	Students' work Teachers' evaluation	Jan - Apr	JK, THM	/

RELIGIOUS STUDIES**School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote quality formative assessment and adopt diversified assessment modes across various subjects.	In-class tasks or activities to monitor students' understanding and progress in learning	F.1-F.6	75% of students agree that in-class tasks and activities have positive effects on their learning	Year-end survey	Whole year	GF, MHC, JK, IY	/

TOURISM AND HOSPITALITY STUDIES

School Annual Major Concerns

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People-in-charge	Resources Required
<ul style="list-style-type: none"> - To refine the design of formative assessment - To develop and adopt diversified assessment modes in formative assessment 	<ul style="list-style-type: none"> - Review the designs of some of the formative assignments (e.g., projects, reports) and refine the designs based on the performance of students - Design mini-tasks on selected topics for students to consolidate their learning - Various types of assignments including task sheets, group project, written report, poster/ website design, etc. will be adopted 	F.4- F.5 students	<ul style="list-style-type: none"> - Over 75% of students are able to finish the formative assessment with satisfactory performance - Positive feedback (on the strategies/ activities used) from 75% of students 	<ul style="list-style-type: none"> - Scrutiny of students' work - Direct feedback from students 	Sept, 2024- June, 2025	TWT	

KLA (7) ARTS EDUCATION**MUSIC****School Annual Major Concerns**

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1.1.1 To enhance students' knowledge of the instruments in the orchestra. 1.1.2 Students will learn specialised techniques for playing musical instruments.	i. Pre-lesson video clips featuring different musical instruments and their specialised techniques. ii. Peer demonstrations by skilled musicians showcasing techniques and sonorities on musical instruments for non-musicians and students who do not play their instruments. iii. Post-lesson worksheets via Google Forms to facilitate easier analysis of students' understanding and recognition of timbre. iv. Extended tasks and challenging questions will be incorporated to encourage music appreciation through e-learning for more gifted musicians.	S1	- Over 90% students participate in the discussion - Students are able to recognise the sonorities of musical instruments from different families - Over 90% of students hand in post lessons Google Forms	Classroom discussion and teacher's grading	November 2024 to March 2025	QS	Video clips sharing through e-platform worksheets
1.2.1 To raise students' awareness on synchronization through multimedia	i. Video clips of music accompanied by images. ii. Warm-up exercise: Listen to a one-minute excerpt and draw a series of four pictures to represent the tempo, texture, timbre, and	S4	- Students hand in their final product and students present their ideas in	Peer-assessment as well as teacher grading. Video	January 2025 to May 2025	JY	Video clips Posters for drawings Video recorder

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
project	imagery of the excerpt in groups of 4-6, followed by sharing their ideas in class. iii. Group project: Choose a musical excerpt and develop a storyboard. Record their ideas with the music. In-class sharing and discussion will provide a platform for musicians and non-musicians to collaborate and share their different expertise and ideas.		groups	recording of student performances for evaluation			
1.3.1 To understand graphic scores in 20 th century classical-tradition	i. The teacher will prepare graphic scores and examples to be shared through eLearning channels and explained in class. ii. Students will learn how to use graphic scores. iii. Students will create a graphic score, record a music clip, and share it in class.	S5	- All students hand in assignments	Peer-assessment as well as teacher's grading. Video recording of student performances for evaluation	October 2024 to January 2025	QS JY	Music clips and video clips Graphic score ppt Video recorder

VISUAL ARTS

School Annual Major Concerns**1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.**

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To promote quality formative assessment and adopt diversified assessment modes across various subjects.	1. Introduce a sample analysis for each theme (F.1-3). 2. Each term, a theme will be selected to guide a formative analysis that includes clear critique points for improvement, accompanied by class discussions. Quality samples will be selected and explained in detail also.	F.1-3 students	1. The quality of learning improved reflected in the assignments collected.	1. Usual marking and online survey	9/2024 – 5/2025	CTP, PHL	Learning and teaching materials Exemplars of students' artwork
	1. Each term, a theme is selected to guide a formative analysis that includes clear critique points for improvement, accompanied by class discussions. Quality samples will be selected and explained in detail also. 2. Review the DSE statistical reports and refine the learning and teaching strategies. (F.4-6)	F.4-6 students	1. 30% of F.6 students achieve Level 5 in DSE 2025. 2. The quality of learning improved reflected in the exam and SBA performance.	1. DSE result 2. Usual marking and online survey	9/2024 – 5/2025	PHL	Learning and teaching materials Exemplars of students' artwork

KLA (8) PHYSICAL EDUCATION**PHYSICAL EDUCATION****School Annual Major Concerns****1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy****Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.****Programme Details:**

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To divide the levels of DSE past papers by the DSE analysis report.	1. To provide online quizzes to identify their abilities in doing DSE past papers revision regularly. 2. To recruit graduated students helpers to enhance the revision papers.	F.6 elective students	- 90% of students hand in their online revision quizzes regularly. - 80% of students meet the standard of level 3 or above. - 50% of students meet the standard of level 5 or above.	Google form	Sept, 2024- Apr, 2025	VL	/
2. To review and adopt apt assessment modes in formative assessment to enhance students' learning.	1. To improve performance analysis by utilizing video analysis tools to assess students' performance in practical exams. 2. Provide feedback on techniques, strategies, and areas for improvement.	all PE elective students	- 90% of students conduct video recording regularly (once every month) - 50% of students are able to point out the areas and ways of improvement	Google form submission	Sept 2024 – May 2025	VL, CNW and WKL	Ipads
3. To conduct collaborative projects to enhance students'	To conduct projects that require students to research and apply sports	F.4 and F.5 PE elective students	100% of students are able to apply PE related topics and theories in	Projects (F.4: nutrition; F.5:	Second term	VL, CNW	/

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
learning.	science concepts such as biomechanics, nutrition and exercise physiology to real-world scenarios		projects.	Biomechanics and sports physiology)			
4. To provide formative assessment regularly	1. To conduct formative assessment (quizzes) after every section	all PE elective students	All students achieve a 'pass' or above in all quizzes	In-class quiz and lunch re-quiz	Sept 2024 – May 2025	VL	/
5. To adopt diversified assessment modes in test and exam	1. To include questions of different levels in tests and exams. 2. To include bonus score questions with higher difficulty in tests and exams.	F.4 and F.5 PE elective students	80% of students attempt the bonus score question; 50% of students score in those questions; and 20% of students score more than 50%	Test and Exam	Oct, Dec 2024 and Mar, Jun 2025	VL	/
6. To promote understanding of diversified assessment modes through teachers' professional development programmes.	1. Participate in the annual HKDSE paper review workshop. 2. Join the annual paper setting course conducted by EDB.	VL	Participate in at least one of the courses	/	Sept 2024 – Jun 2025	VL	/

CROSS-KLA
CITIZENSHIP AND SCIOAL DEVELOPMENT

School Annual Major Concerns

1. Development Goal: To facilitate students' learning through enhancing teachers' assessment literacy.

Major Concern: To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
Adopt diversified assessment modes to cater for learners' diversity	Students to work in groups to develop a business proposal for a market in Mainland China. Each group should present a brief written proposal and an oral presentation	Form 5	80% of students agree that the assessment cater for their aptitudes and abilities	End-of-term survey	Term 2	GF, YLT, JK, QS, THM	N/A

SERVICE-LEARNING**School Annual Major Concerns**

2. Development Goal: To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

Major Concern: To provide students with the opportunities to serve using their own initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To prepare students to serve the community and promote partnerships with non-governmental organizations through the Service-Learning lessons	Visits to institutions and workshops by NGOs to enhance students' understanding of the needs of the community	All Form 4 students	In the modified POSL (Process and Outcomes from Service-Learning) survey, in a ten-point scale, the average score for "understanding of the needs, potentials, and resources of the community that you served" and "empathy for disadvantaged people" reach 7.0 or above.	Modified POSL (Process and Outcomes from Service-Learning) survey developed by PolyU	Term 1 and 2	All teachers	/
To allow students to plan and implement the community services programme for the counterparts in the community	Under the guidance of teachers and social workers, students will plan and deliver services in different themes	All Form 4 students	In the modified POSL (Process and Outcomes from Service-Learning) survey, in a ten-point scale, the average score for "ability to apply the knowledge and skills learned in school to real-life situations" and "ability to work with others in a team to achieve common goals" reach 7.0 or above.	POSL (Process and Outcomes from Service-Learning) survey developed by PolyU	Term 1 and 2	All teachers	/
To provide opportunities for students to share their reflections after serving others.	Debriefings will be conducted after each service. Written reflections will be collected after the conclusion of each project.	All Form 4 students	In the modified POSL (Process and Outcomes from Service-Learning) survey, in a ten-point scale, the average score for "understanding of your own values, strengths and weaknesses" reach 7.0 or above.	POSL (Process and Outcomes from Service-Learning) survey developed by PolyU	Term 1 and 2	All teachers	/

FUNCTIONAL GROUPS
COUNSELLING COMMITTEE

School Annual Major Concerns

1. **Development Goal:** To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

Major Concern: To provide students with the opportunities to serve using their own initiatives.

Programme Details:

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>To promote positive development in the Form 1 students (especially those with special needs).</p> <p>To provide F.3, F.4 students opportunities to serve the others and to foster positive values and nurture them into becoming responsible citizens through some volunteer services.</p>	Big Sisters Scheme	Forms 1, 3 and 4	70% of the participants agree that the activity can promote positive development among them, provide them opportunities to serve using their own initiatives and cultivate positive values among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, HLY, WLF, Kylie	\$5000 (Training) \$30,000 (overnight camp fee and coach fee) \$5760 (Reward activity fee)

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
To enhance girls' mental health. To provide students opportunities to serve by organizing activities related to enhancement of well-being and resilience.	Challenge Accepted Programme	Forms 2 to 3	70% of the participants agree that the activity can enhance students mental health, provide them opportunities to serve using their initiatives and cultivate positive values among students.	Teachers' and social workers' observation and year-end evaluation	Whole year	LSL, GF, Teresa	\$5,500 (Activities) \$3600 (Rewarding program fee) Venue for activities
Collaborate with a non-governmental organization (TWGH) to provide students opportunities to serve as ambassadors to promote positive well-being through photography.	Whole-school Mental Health Project	F.3 to F.5 girls (mainly from Psychology and Counselling club)	70% of the participants agree that the activity can provide them opportunities to serve using their initiatives and cultivate positive values among students.	Teachers' observation and year-end evaluation		CYY, WLF	Venue for promotion and training

HEALTHY SCHOOL AND CAMPUS MANAGEMENT COMMITTEE

School Annual Major Concerns

Development Goal (22-25): To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

Major Concern (24-25): To provide students with the opportunities to serve using their own initiatives

Programme Details:

1. Environmental Conservation

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To strengthen the recycling measures on campus	Enhance the promotion among staff and students on proper ways of recycling	Whole school	70% of staff and students consider the recycling meaningful and effective in promoting recycling on campus	- Quantitative and qualitative feedback from evaluation	10/2024 - 7/2025	TWT, SYK, MHC, HC	Recycling bins & material recycling services
To enhance the awareness on the importance of environmental conservation	Organise talks or education during assembly on related topic	Whole school	70% of students are aware of the importance of environmental conservation	- Observation - Professional judgment	10/2024 - 7/2025	TWT, HHT	
	Promote hydroponics to junior form students (<i>in collaboration with Technology and Living Department</i>)	F.1-2 students	70% of students understand the advantages of hydroponics		10/2024 - 7/2025	TWT, LYK	Equipment for hydroponics
	Introduce "Green Ambassador Programme" in the junior forms	F.1 students	70% of students are aware of the importance of environmental protection		10/2024 - 7/2025	TWT, SYK, MHC, HC	

2. Promotion of Healthy Eating Habit and Living Style

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To promote healthy eating habit / healthy living style concept	Organise “Joyful Fruit Day” to promote the eating habit of fruits	Whole school	70% of students consider that they have gained understanding of healthy eating habit	- Quantitative and qualitative feedback from evaluation	10/2024 – 7/2025	LYK, TWT, HC	\$2,000-\$2,200
	Organise talks or education during assembly on related topic	F.1-5 students	70% of students are aware of the importance of healthy eating habit/ living style	- Observation	10/2024 – 7/2025	TWT, HHT	

3. Anti-drug and related anti-addiction education

Objectives	Strategies/ Activities	Targets	Success criteria	Methods of evaluation	Time scale	People-in-charge	Resources required
To enhance students’ awareness of anti-drug/ anti-addiction	Organise anti-drug/ anti-addiction talks by corresponding organizations	F.1-5 students	70% of students consider that they have gained understanding of the consequences of drug addiction	- Quantitative and qualitative feedback from evaluation - Observation	10/2024 – 7/2025	MHC, HHT	

MORAL AND CIVIC EDUCATION TEAM**School Annual Major Concerns**

Development Goal: To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve

Major Concern: To provide students with the opportunities to serve using their own initiatives.

Objectives	Strategies/ Activities	Targets	Success Criteria	Methods of Evaluation	Time Scale	Person-in-charge	Resources Required
To promote students' understanding of our community and our country's development and nurture them into becoming responsible citizens.	Value education during class periods to foster positive values in students and to nurture them into becoming responsible citizens. <ul style="list-style-type: none"> Materials for the activities will be provided for Class teachers Themes included: politeness, perseverance, integrity, respect for others, empathy, commitment 	F.1 - F.5	Class teachers and students agree that the lessons help in developing positive values as responsible citizens	Year-end evaluation and Form teacher's observation	October 2024, March 2025	GF	
	Talks, exhibition boards, drama performance from different organizations (e.g. ICAC and World Vision), on topics related positive values and to the life experiences of different people from the community or the world. (1. Interactive drama given by ICAC: 2:30-3:30pm, 21/2/2025 (2. Talk on Rule of Law during Co-curricular Activities Fortnight in 2025 (3. Talk on poverty or food insecurity in the world given by World Vision during post-exam period in 2025 (4. 'Love Your Life Film Festival organised by the Hong Kong Film Art Alliance on 7/7/ 2025)	F.1 - F.5	<ul style="list-style-type: none"> Students are able to empathise with people who may have come from different backgrounds or cultures. Students are willing to show kindness, care and to do good deeds for others. Students have a better understanding of the positive values one should have in becoming responsible citizens. 	Year-end evaluation and Form teachers' observation	2 nd Term	GF	

CHAPTER 4: BUDGET PLANS FOR GRANTS

CAPACITY ENHANCEMENT GRANT

Plan on Use of Capacity Enhancement Grant for 2024-25

Income:

Balance brought forward:	\$(45,083.40)
Grant for 2024/ 2025:	\$753,000.00
Total:	\$707,916.60

Expenditure:

2 Administrative Officers:	\$843,060.00
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Balance	\$ (135,143.4)
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Task Area: Enhancement of Administration’s efficiency	
To relieve teachers’ workload so that they can concentrate on developing effective learning and teaching strategies, to prepare eLearning materials, and to conduct remedial teaching to deal with learning diversity among students.	Two administrative officers will be employed to shoulder part of the administrative work of the teachers so that they can commit more of their time to learning and teaching.

SCHOOL-BASED AFTER-SCHOOL LEARNING AND SUPPORT PROGRAMMES**(2024-2025)****Name of School: Heep Yunn School****Staff-in-charge: Mandy Leung Man Yui****Contact Telephone No.: 2711 0862**

A. The estimated number of students (count by heads) benefitted under this Programme is 40 (including A. 8 CSSA recipients, B. 22 SFAS full-grant recipients and C. 10 under the School's discretionary quota).

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

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students #			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
After-school Enhancement or Language classes	To consolidate students' learning or to provide them with opportunities to learn a third language.	Students will show improvement in assessments.	Summative and Formative assessments	Sep 2024– May 2025	2	10	4	\$ 24,000	
Art / Cultural Activities	To enhance students' aesthetic development.	Students will acquire the skills in using musical instruments or develop their senses aesthetically.	Teachers' observation and feedback	Sep 2024– Aug 2025	2	4	2	\$ 10,000	
Personal Growth Training or related co-curricular activities	To help students to develop positive life skills & communication skills.	Students will show confidence in solving daily life problems or better interact with their peers.	Teachers' observation and feedback	Sep 2024 – Aug 2025	2	4	2	\$ 2,400	
Sports Training	To help students build up a strong body and build the team spirit of mutual support.	Students' relative skills will be improved and strengthened.	Teachers' observation and feedback	Sep 2023 – Aug 2024	2	4	2	\$ 11,000	
Total no. of activities: <u>4</u>				[@] No. of man-times	8	22	10		
				**Total no. of man-times	40				

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

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

**Total no. of man-times: the aggregate of man-times (A) + (B) + (C) # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the School under the discretionary quota (not more than 25%) (C)

DIVERSITY LEARNING GRANT**Annual Programme Proposal for Diversity Learning Grant
For the 2024/2025 school year****Other Languages (DLG-OL)**

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher in-charge
To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	French, Japanese, Korean, Spanish (Academy of the Baptist Convention of HK)	3 years	S4-6 students who are going to take HKDSE examinations on the languages	50	Examinations endorsed by HKDSE and students' feedback	WPL

Network Programmes (DLG-NP)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher-in-charge
To cater for students' diverse learning need	Music (Network with Wah Yan College Kowloon)	3 years	S4-6 students who are going to take the HKDSE examination	20	HKDSE Examination	JY

Applied Learning (DLG-APL)

Objective(s)	Name of programme(s) / course(s) and provider(s)	Duration of the programme / course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning / success indicators	Teacher-in-charge
To cater for students' diverse learning need and interests	Enlisted ApL courses provided by VTC, HKU SPACE, etc.	180 hours in 2 years for each course	Selected S4-6 students	25	Assessment conducted by course providers and moderated by HKEAA	YFL

Other Programmes: Gifted Education (DLG-OP)

Domain	Programme	Objective(s)	Targets	Duration / Start Date	Deliverables	Teacher in-charge	Budget
All subjects	Academic Support for Sports Students (ASSS)	To give tailor-made academic support to elite sports students who have lagged behind regular lessons because of trainings, competitions or other events representing the school or Hong Kong	50 students nominated by respective school teams based on their specific needs	Weekly 2-hour sessions x 14 weeks and longer sessions during long holidays Oct 2024 to May 2025	Reflection log at the end of each lesson on the materials covered	KWL	\$40000 (\$200/hour x 200)
Visual Arts	Design workshop	To give students an opportunity to develop an interest in graphic, fashion and packaging design	20 students taking Visual Arts as an HKDSE elective subject, and other self-nominated students	12 sessions from Nov 2024 to Apr 2025	Individual design portfolios at the end of the workshop for exhibition	PHL	\$30000
Physical Education	New sports experience programme	To diversify students' experience in sports to new types of sports such as kayaking, indoor triathlon, and rock climbing	45 students taking PE as HKDSE elective subject, and other self-nominated students	2 afternoons in Feb/Mar 2025	Design an internal workshop for students or demonstrations to F1 girls during orientation programmes	VL	\$5000
Tourism and Hospitality Studies & History	Excursion to Tai O and Ngong Ping	To encourage students to appreciate local culture and demonstrate organisational skills at the same time	40 students taking THS or History as elective subjects, and students nominated by other teachers, that demonstrate good organisational skills	A day in Jan-Mar 2025	Design of a day-trip itinerary or multimodal materials for promotions of Tai O and Ngong Ping	TWT	\$25000