

Computer & Information Technology

I. AIMS

1. In the 21st century, technology has become an integral part of our life. Citizens of today require much more than a basic ability to read, write, and do simple mathematics. To live in the modern world, the students must understand how technology affects us. The students will be equipped to use technology effectively and flexibly to solve daily problems with positive attitude at home, in the community, and around the world; and to create new solutions.
2. The ICT curriculum equips students with the knowledge, skills and attitudes necessary to address rapid change. It should also be a means to develop students' intellectual capacity and lifelong learning.
3. The ICT curriculum also provides opportunities for the development of key generic skills such as critical thinking, communication, creativity and problem-solving, in contexts that derive naturally from the learning objectives, outcomes and experiences.

II. SITUATIONAL ANALYSIS

A. Strengths

1. Most of the students show keen interest in computer subjects. They demonstrated their talents in homepage writing, photo editing and video editing skills.
2. The students have a good performance in HKCEE and HKASL. The number of students gaining Pass and Merits is higher than the Hong Kong Standard.
3. We have a good division of labor and team spirit. The 4 computer major teachers specialize in different areas such as hardware, web authoring, programming/Database and networking.
4. We have a school-based ICT curriculum for junior form and is revised every year.
5. Junior Form (F1-3) students have two computer lessons every 7-day cycle.

B. Weaknesses

1. The computer panel has to spend more time and effort in preparing the new ICT curriculum and School Based Assessment for both HKCE and HKAS syllabus.

III. MAJOR CONCERNS 2008-09

Committee/Subject Major Concerns	Address to School Major Concern
1. To strengthen students' speaking skills in English inside and outside the classroom	1
2. To foster students' skills and attitudes to be life long learners	2
3. To prepare the school for 334 NSS curriculum	3

III. OPERATIONAL STRATEGIES

Task	Description	Expected Outcomes	Success Criteria/ Evaluation Method	Time Scale	Resources Required/ Budget	Person-in-charge
Major Concern 1: To strengthen students' speaking skills in English inside and outside the classroom						
Upgrade English Proficiency/ EMI	Prepare a glossary for each topic	Students learn to prepare one's own glossary for each topic	Students make correct spellings & explain phenomena using glossary learnt	Whole year	Textbooks, reference books and dictionaries	CHK LTM LWM YUKH
	Arrange group	Students learn to lead	Students			

	discussions for each topic	group discussion and present it in a proper & logical way	communicate effectively in English			
Major Concern 2: To foster students' skills and attitudes to be life long learners						
IT in interactive learning & teaching	Upload the outstanding students' work to Web	The best students' work of each application will be posted on the Intranet as demonstration.	Other Students are stimulated by the outstanding work and they will work better.	Whole year	ITA Support	CHK LTM LWM YUKH
	Develop Student's IT Portfolio	Students choose their favorite IT assignments and those with the highest scores to compile personal portfolios demonstrating their IT competence	Students can have a better understanding on their IT competence	April to May	ITA Support	CHK LTM LWM YUKH
	Search & collect relevant materials in websites	Students are introduced to different topics	Students will learn about information systems and processes in real-life contexts	Whole year	Subject grant, ITA support	CHK LTM LWM YUKH
	Upload QUESTIONS BANK (MCQ) to the intranet	Students can be exposed of different style of HKCE and HKAS MCQ Questions	Students shows improvement in the marks of each Online Quiz	Whole year	ITA support	CHK LTM LWM YUKH
Project learning	F1 Chinese, Mathematics & Computer Project – (PowerPoint presentation & Spreadsheet)	Students conduct interview and studies on a selected topic and gather data for analysis. Finally they have to present their findings and compile a report.	Students demonstrate the integrated use of office automation software, and the appropriate processing and presentation of different types of information	Feb to Apr		CHK
	F2 IS & Computer Project – Web Page Design	Students design their own stories and scripts. They do the sound recording, video editing and present the story in video format	Students learn the incorporation of multimedia elements in web pages, and the fundamentals of designing, developing web pages on the Internet.	Jan to April		LWM
	F3 English & Computer Project – Radio Play (Video Editing)	Students design their own stories and scripts. They do the sound recording, video editing and present the story in video format	Students learn the different kinds of multimedia elements; and the integrated use of multimedia elements in an interesting multimedia application.	Oct to Mar		YUKH
	F5 School Based Assessment – Platform Design	Students go through the project development cycle starting from	Students apply the IT skills they	Septemb	Reference	CHK LTM YUKH

	and Report	analysis to implementation. Finally, they have to submit the product and report.	acquired in the curriculum and demonstrate the project management and research writing skills throughout the process	er to Feb	materials	
	F7 School Based Assessment – Platform Design and Report	Students go through the project development cycle starting from analysis to implementation. Finally, they have to submit the product and report.	Students apply the IT skills they acquired in the curriculum and demonstrate the project management and research writing skills throughout the process	September to Feb	Reference materials	LWM
Pedagogical innovations	Group Collaboration	Students form in different groups according to their IT skills, academic performance and Gender. Different Group activities will be arranged in the lessons.	Students of different abilities may benefit from the group members	Whole year	Reference materials	CHK LTM LWM YUKH
	Arrange more problem solving activities related to daily life	Students are open minded for discussions and infuse process & thinking skills	Students apply IT knowledge to solve daily life problems		WiseNews Books. Internet	
Upgrading high achievers	Linux Workshop	Students set up Linux Server and run some applications on it	Students set up a computer with its domain and launch the information on the Internet	Whole year	Reference materials from difference resources, teachers' time	YUKH
	Pascal & Game Programming Workshop for F2 & F3 students	Students develop Programming Skills in an interesting context	Students can develop a program with selection and iteration statements	Whole year	Reference materials from difference resources, Computer Society	CHK
	Pascal Programming Workshop for F4 students	Students develop Advanced Problem Solving Skills and participate in HKOI in 2008-2009	Students can acquire advanced problem solving skills and algorithm such as sorting, searching	Whole year	Reference materials from difference resources, Computer Society	CHK
	HKUST Computer course for gifted students	Students finished the C Programming workshops of COMP 102 & COMP 103 offered by HKUST	The Programming abilities and problem solving skills of the students will be	Whole year	Subsidy on Students' course fee. \$1500 * 10 students =	CHK

			greatly improved		\$15,000	
Upgrading average students	Provide more clues and small guided steps for projects and questions	Students have extra help to identify & clarify common misconceptions	Students make better progress and become more motivated in learning	Whole year	Reference materials from different resources, teachers' time	CHK LTM LWM YUKH
	Provide Online Questions Bank in E-class for F4 & F5 students	Students consolidate their concepts and skills through MCQ Questions	Students show improvement in revision tests & examinations		ITA support	
Improving low achievers	Provide extra Lunch Time Revision Section for F4 & F5 students	Students do different questions for consolidating the basic concept	Students show improvement in the SAME revision tests	Whole year	ITA Support in the Lunch Time	CHK
Reading to Learn	Internet searching activity / News clipping for different topics	Students develop ability in retrieving relevant information, organizing it for discussion	Students participate actively in groups and class discussion; make judgments from arguments	Whole year	ITA	CHK
	Assign newspaper / articles / hot issues for Group Discussion and Presentation	Distribute interesting news / articles/ hot issues collected from various sources	Students share the new findings and proposed the Pros and Cons for each issue			
Major Concern 3: to prepare teachers for the implementation of NSS curriculum						
Teacher development	Arrange class visitation	Teachers are willing to learn from each other	Teachers find class visitation useful	Feb to Apr		CHK LTM LWM YUKH
	Attend Courses offered by EDB after HKCE & HKAS Mock Exam	Teachers acquire new skills and knowledge about the CIT curriculum	Teachers complete the course and prepare relevant notes and resources to students	Feb to Aug	EDB Training Grant from School	CHK LTM LWM YUKH
Others						
Administration	Develop and upgrade teachers' teaching competency, keep record of the training	Teachers are willing to attend relevant seminars, workshops and talks	Each teacher attends seminars / workshops in the academic year	Feb to Aug	Subject grant, additional grant, training information from EMB	CHK
	Enhance collaborative	Join preparation of different topics for new	Teachers share teaching materials	Whole Year	Reference materials,	

	teaching	HKCE CIT Curriculum			teachers' time	
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IV. EVALUATION

1. Students are more confident and ready to use English in both reading and writing.
2. Good passing rate and credit rate in both internal and external examination.
3. Number of NSS seminars attended by teachers

V. TEAM MEMBERS

[Head]	Miss Chow Hing Ki	(CHK)
	Mr. Leung Wai Man	(LWM)
	Mr. Li Tein Man	(LTM)
	Mr. Yuen Kwan Hung	(YUKH)