

**Delia Memorial School
(Broadway)**

**WPBC Annual School Plan
2004/2005**

Word processing and Business Communication

School level

- Determine the amount of resources allowed for WPBC
- Purchase of books, magazines, CD-ROMs and relevant exercises Review multi-year technology plan
- Maintain school facilities and ensure that equipment level is adequate for smooth student learning
- Maintenance and cleaning of resources

Teacher level

- Panel chairperson to ensure that there are rich learning resources for students
- Regular teachers' meeting to update student progress and share teaching materials.
- Provide exam-like sessions for students to familiarize with public exams.
- Further emphasis on important teaching points assessed in public exams.
- Identify students' common mistakes
- Provide feedback and ways for improvement to students regularly

Student level

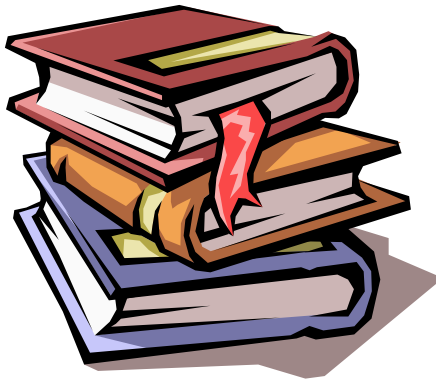
- Set homework policy
- Insertion of continuous assessment in various subjects
- Motivation in learning, reading and word processing

•

Delia Memorial School (Broadway)

Vision & Mission

We hope that our students have an understanding of the diversity of life, interrelations of organisms and their relationship with the environment. Being the important roles of human in the nature, our students have the ability to solve problem situations and to think critically. Therefore, we appreciate of the wonder of the living world and a respect for all living things. We can make the earth better and better.



Delia Memorial School (Broadway)

Biology Annual School Plan

2004/2005

Contents

Major Concerns (in order of priority)

- 1. Basic knowledge of Biology**
- 2. Analytical and critical mind**
- 3. Correct Attitudes of Studying
Biology**
- 4. Laboratory Skills & Examination
Techniques**

1. Major Concern: Basic knowledge of Biology

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<p>*Concrete and daily examples can be used for concept formation. Improving the following: *Cognition - teacher's subject knowledge and teaching skills. *Affection - the student-teacher relation. *Motivation - the motive of students in learning. *Action - their classroom behavior. *Four components were inter-related and we should think about them in our teaching. *Moreover learning was active and interactive, let the students discuss more in the class. *Questioning was important and not only let teachers knew the effectiveness of teaching, but also let students knew that they understood so as to gain confidence and achievement intermediately.</p>	<ul style="list-style-type: none"> • <i>One year</i> 	<p>Pupils should be able :</p> <ol style="list-style-type: none"> 1. to recall biological facts 2. to apply this knowledge to familiar and unfamiliar situations. 3. to recall some of the ways in which biological knowledge is applied in daily life. 4. to observe and describe objects and phenomena accurately. 5. to recognize the need for measurements, to select appropriate instruments, and to recognize limits of accuracy of such instruments and performance. 	<ul style="list-style-type: none"> • <i>Tests</i> • <i>Exam</i> 	<ul style="list-style-type: none"> • <i>Subject teachers</i> 	<ul style="list-style-type: none"> • <i>Subject teachers</i>

2. Major Concern: Analytical and critical mind

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • <i>Discussion of controversial biological issues</i> • <i>Structural questions</i> • <i>Field trip</i> • <i>Book report</i> • <i>Experiments</i> 	<ul style="list-style-type: none"> • <i>One Year</i> 	Pupils should be able : <ol style="list-style-type: none"> 1. to recognize biological problems; such problems are often characterized by a range of interacting variables. 2. to formulate working hypotheses and devise tests for them, using controls where appropriate. 3. to interpret data and to interpolate and extrapolate from them. 4. to formulate generalizations in the light of both first-hand and second-hand evidence. 	<ul style="list-style-type: none"> • <i>Tests</i> • <i>Exam</i> • <i>Project</i> 	<ul style="list-style-type: none"> • <i>Subject Teachers</i> 	<ul style="list-style-type: none"> • <i>Subject teachers</i>

3. Major Concern: Correct Attitudes of Studying Biology

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> • <i>Discussion of controversial biological issues</i> • <i>Sites Visits</i> • <i>Field trip</i> • <i>Book report</i> 	<ul style="list-style-type: none"> • <i>One year</i> 	Pupils should acquire : <ol style="list-style-type: none"> 1. an interest and enjoyment in studying living organisms and their inter-relationships. 2. a respect and feeling for living organisms 3. an objective attitude towards evidence. 4. an awareness that the body of biological knowledge is not static. 5. an awareness of the need for appropriate safety procedures. 6. an awareness of both the usefulness and limitations of hypotheses in making predictions and describing biological phenomena. 7. an awareness of the interdependence of all disciplines of science and mathematics in scientific progress. 8. an awareness of the social implications of biological knowledge and ideas. 	<ul style="list-style-type: none"> • <i>Laboratory Performance</i> • <i>Project works</i> • <i>Performance In site visits & Discussion in classes</i> 	<ul style="list-style-type: none"> • <i>Subject Teachers</i> 	<ul style="list-style-type: none"> • <i>Subject Teachers</i>

4. Major Concern: Laboratory Skills & Examination Techniques

Strategies / Tasks	Time Scale	Success Criteria	Methods of Evaluation	People Responsible	Resources Required
<ul style="list-style-type: none"> * Laboratory Skills Drilling * Examination Techniques Drilling 	<ul style="list-style-type: none"> • <i>One year</i> 	<ol style="list-style-type: none"> 1. to use instruments and apparatus to the limits of accuracy appropriate to a given problem. 2. to perform common laboratory techniques and handle living organisms with care and safety. 3. to answer the question appropriately. 	<ul style="list-style-type: none"> • <i>Tests</i> • <i>Exams</i> • <i>Observations</i> • <i>TAS</i> 	<ul style="list-style-type: none"> • <i>Subject Teachers</i> 	<ul style="list-style-type: none"> • <i>Subject Teachers</i>

* 'Cascading effect' is realized through alignment of development planning at school, department and committee levels