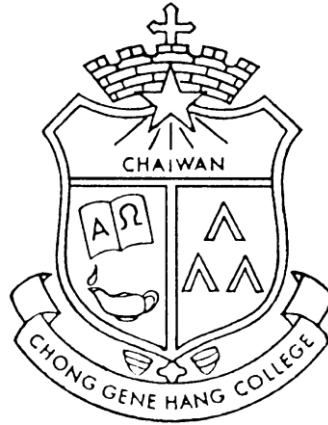


天主教 喇沙會
張振興伉儷書院
CHONG GENE HANG COLLEGE
(Conducted by the De La Salle Brothers)



School Development Plan

學校發展計劃

2024/25 – 2026/27

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School Mission

辦學使命

**To impart a Human and Christian Education
to those entrusted to our care.**

**To help our students:
to learn how to learn,
to develop themselves fully as persons of integrity,
and
to learn to live as brothers and sisters.**

本校的使命是向學生傳授人文和基督教育，
幫助他們學會學習，
並與人和睦相處，
更培育他們成為正直不阿的善人。

School Vision

**Based on our Christian belief and the Lasallian Spirit
“Faith and Zeal” rendered to us by our Founder
St. John Baptist De La Salle, our vision is to provide
a human and Christian education.**

**With the motto “Labore et Virtute”,
we intend to cultivate on our campus
an ambience of sincerity, openness and enthusiasm;
instill in students
a sense of loyalty and integrity; and most of all,
promote the development of students’ potential,
while fostering the five virtues: ethics, intellect, physique,
social skills and aesthetics.**

**We want our students to be able to
excel in their pursuit of work and studies,
serve the community and
create a world of peace and justice.**

辦學理念

本校以信德熱誠為辦學宗旨，
本著基督及會祖聖若翰喇沙的仁愛精神，
推行人文和基督教育，
以「行健自強」為校訓，
建立真誠、開放、積極的校園文化，
勗勉學生在學習及工作上追求卓越，
培育學生忠誠、廉潔的德行，
並推動學生發展五育及
開拓個人潛能，
服務社會，
建立和平與正義的世界。

上周期學校發展計劃關注事項檢討 (2021/22 - 2023/24)

關注事項 1: 推動自主學習及互動學習，以提升學習效能

目標	預期成果	策略	成功指標	評估方式	時間表		
					21-22	22-23	23-24
<p>學校</p> <p>1. 各項教學活動中加入自主學習/互動學習元素，讓有不同需要的學生更有效地學習</p>	<p>1.1 老師於各項教學活動中協助學生進行規劃，實踐及評估的程序</p>	<p>1.1.1 專題研習 (i/c YY COS EW)</p> <p>第一年(2021-2022)</p> <ul style="list-style-type: none"> - 專題研習以科目為本進行，每位老師會得到一份包含 P-I-E 指引、步驟及表格的手冊 - 本組會負責協調各科專題研習進行，以免各科專題研習時間上有重疊。 <p>第二年(2022-2023)</p> <ul style="list-style-type: none"> - 中二及中三級以全校性主題進行跨課程專題研習，主要分為兩個組別： 第一組別：英文+數學+科學+科技 第二組別：中文+人文+視藝+體育 - 中一及中四級會分別進行一次以科目為本的專題研習 - 完成全年專題研習項目後，將舉辦專題研習日以展示學生作品 <p>第三年(2023-2024)</p> <ul style="list-style-type: none"> - 中一及中二級會以全校性主題進行跨課程/跨學科語文的專題研習 - 中三及中四級會分別進行一次以科目本專題研習 - 完成全年專題研習項目後，將舉辦專題研習日以展示學生作品 	<ul style="list-style-type: none"> -90%學生參與專題研習 -70%學生認同專題研習能提升學習效能 -80%老師同意自主學習/互動學習能提升學習效能 	<ul style="list-style-type: none"> -需按照 P-I-E (規劃-實踐-評估)模式(可參閱指引) -中一至中三級專題研習的評估分數會列入持續性評估內 -參與專題研習中四級學生均獲頒發獎項 -其餘各科專題研習評分比重由科組自行決定 -收集學生及老師問卷意見 	<p>√</p>	<p>√</p> <p>√</p>	<p>√</p> <p>√</p>

目標	預期成果	策略	成功指標	評估方式	時間表		
					21-22	22-23	23-24
學校(續)		<p>1.1.2 德育及國民教育(LCL SY)</p> <ul style="list-style-type: none"> - 於 2021 年 10 月舉行與自主學習和互動學習相關的德育及國民教育課(待定) 	-70%參與者認同講座及課堂有助他們認識自主學習及互動學習	-老師觀察 -學生及老師問卷	√	√	√
		<p>1.1.3 生涯規劃 (HTO FMW JEL)</p> <ul style="list-style-type: none"> - 引導學生思考及計劃未來學業及職業發展路向 - 高中生會開設教育局-我的生涯規劃歷程平台的個人帳戶，並參與平台提供的“E-課堂”(電子課堂) - 初中生會收到一份與個人發展有關的工作紙，有助學生加深自我認識. - “Try-程-尋”計劃 (HTO) 	<p>-70%高中生嘗試登入及參與網上學習平台的電子課堂</p> <p>-70%初中生完成並提交工作紙</p>	-老師觀察 -學生及老師問卷	√		
		<p>1.1.4 培養學生 (中四級) (EW)</p> <ul style="list-style-type: none"> - 老師於教學計劃中包含自主學習及互動學習元素(預想-實踐-自評) 	-80% 參加者同意活動有助提升學習效能	-老師填寫學習表現記錄冊 (Google Classroom)	√		
				-表現報告 -老師及學生問卷 -學生考試成績	√	√	√

目標	預期成果	策略	成功指標	評估方式	時間表		
					21-22	22-23	23-24
學校 (續) 2. 從不同渠道引入自主學習及互動學習	2.1 學生有機會於課堂中及課堂以外學到自主學習及互動學習的策略	2.1.1 從閱讀中學習(Reading to Learn) (EW CKH) <ul style="list-style-type: none"> - 學生需擁有讓他們獨立地閱讀及學習的閱讀材料及誘因： - 舉行與自主學習相關的暑期閱讀比賽 - 圖書館及 e-Read 電子平台提供自主學習相關閱讀材料 - 準備晨讀時間的自主學習相關閱讀材料(待定) - 於書展中展出自主學習相關書籍 - 以閱讀卡記錄學生閱讀書本數目及提供獎勵作為誘因 2.1.2 午間自主學習室 (JL TA) <ul style="list-style-type: none"> - 下午時段開放 202 室予學生作自修用途 - 學生可於 202 室使用個人電子器材 - 教學助理及老師負責當值及保留出席記錄 - 提供獎勵作誘因 	-70%學生同意活動有助認識自主學習/互動學習，從而提升學習效能	-學生比賽參與率及表現 -借還書記錄 -學材成效問卷	√	√	√
			-70%學生認同安排有助提升學習效能	-出席記錄 -學生及老師問卷	√	√	√

目標	預期成果	策略	成功指標	評估方式	時間表		
					21-22	22-23	23-24
<p>科組</p> <p>3. 於課程中加入自主學習及互動學習元素，以提升學生學習效能</p> <p>4. 以自主學習及互動學習提升學生學習效能</p>	<p>3.1 修訂課程讓學生於日常課堂能夠接觸自主學習及互動學習</p> <p>4.1 老師於課堂前、中、後推行自主學習(大規模至小規模)</p>	<p>3.1.1 中一至中五課程(COS EW)</p> <ul style="list-style-type: none"> - 教學計劃中加入自主學習及互動學習元素：翻轉課堂、電子學習(BYOD)、協作學習、用 Google Form 互評/自評、分層工作紙、分組協作、課前預習、筆記等等 (20-30% → 50% → 70%) - 中一至中三級自主學習/互動學習佔課程 30% ;中四至中五級自主學習/互動學習佔課程 20% <p>4.1.1 同儕指導 (YING)</p> <ul style="list-style-type: none"> - 第一年觀課需包含自主學習/互動學習元素 - 第二年觀課需進行一次翻轉課堂 - 第三年觀課可以選擇自主學習/互動學習/ 翻轉課堂 - 期間有機會進行多於一次觀課 	<p>-80%老師於課堂加入自主學習/互動學習/翻轉課堂元素並完成相關評核</p> <p>-70%學生同意自主學習有助提升學習效能</p> <p>-80%老師同意自主學習有助提升學習效能</p>	<p>-科組會議紀錄 -學生及老師問卷 -學生測驗/小測/作業表現</p> <p>-老師觀察 -觀課 -學生及老師問卷</p>	<p>20-30</p> <p>√</p>	<p>50</p> <p>√</p>	<p>70</p> <p>√</p>

目標	預期成果	策略	成功指標	評估方式	時間表		
					21-22	22-23	23-24
科組 5. 加強老師作為促導者的角色，以提升學生學習效能	5.1 老師修讀與課堂內外應用自主學習/互動學習相關的課程或工作坊	5.1.1 教師專業發展 (SY YING) <ul style="list-style-type: none"> - 所有老師需參加與自主學習/互動學習相關課程(電子學習、學科知識、自主學習、協作學習等等) 4.1.2 科組會議及教師專業發展日會有專業分享環節 (例如: 如何網上進行自主學習、利用 Whatsapp 群組進行翻轉課堂、抄寫筆記技巧等等) <ul style="list-style-type: none"> - 老師參與講座及工作坊 (例如：香港貿易發展局講座) 5.1.2 教育局校本支援計劃 <ul style="list-style-type: none"> - 鼓勵各科組於第二及第三年參加校本支援計劃 	-70%老師參加至少一個與自主學習/互動學習相關的講座/工作坊 -80%參加者同意講座/工作坊有助他們於課堂內外推行自主學習/互動學習	-科組會議記錄 -科組會議中的專業分享 -科組會議記錄 -科組會議中的專業分享	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
特殊學習需要 (SEN) 6. 在課程中加入自主學習/互動學習元素，以加強有特殊學習需要學生的學習動機	6.1 學生於課堂以外活動亦能接觸自主學習/互動學習	6.1.1 課程 (JL) <ul style="list-style-type: none"> - 在活動中加入自主學習/互動學習元素 (20%-->50%-->70%)，例如電子學習 (BYOD)、協作學習等等 	-80%老師及參與者同意活動活動有助提升學習效能	-會議記錄 -老師及學生問卷	20	50	70

Achievements

Below were the main items implemented in 2023-2024:-

1. To conduct Service Learning in S2 and S3.
2. To organize a Visual-Auditory-Kinesthetic (VAK) workshop for students in S4.
3. To implement SDL in the School Library during lunchtime.
4. To instill SDL/IL/Flipped Classroom into the S1-S5 curriculum.
5. To carry out Lesson Observation with SDL/ IL/ Flipped Classroom/ AI.
6. To let teachers attend courses related to SDL/IL (E-Learning; Subject-based; SDL; Collaborative Learning, Flipped classroom, etc.).

Teachers' Feedback:

Between 92% and 100% of teachers (strongly) believed that conducting Service Learning in S2 and S3 was appropriate. Similarly, 90% to 100% of participating teachers (strongly) agreed that most arrangements in the curriculum, career and life planning, student grooming, reading for learning, and special educational needs (SEN) were suitable.

Students' Feedback:

Three Self-Directed Learning (SDL) days were organized, offering streams in Elderly Care, Youth Care, and Animal Care. According to questionnaires completed by participating students after each SDL day, 93% of participants (strongly) agreed that they enjoyed the visits and related activities. Between 83% and 91% of students (strongly) felt they were able to "generate new ideas," "handle difficulties," "express ideas clearly," and "apply knowledge learned to daily life issues." Additionally, 87% of participants (strongly) believed they learned to share workloads and communicate and cooperate effectively with teachers and group members.

In terms of student feedback, 89% and 81% of junior students (strongly) agreed that they were "proactive in exploring new issues" and "liked taking the initiative to join discussions," respectively, compared to 77% and 62% of senior students who (strongly) agreed with these statements. Concerning learning strategies, between 84% and 91% of both junior and senior students (strongly) agreed that they "reflected on their learning strategies to assess effectiveness," "checked for and corrected previous learning mistakes," and "adapted their assignment approaches to meet different requirements."

Regarding critical thinking and learning motivation, 76% to 91% of both junior and senior students (strongly) believed that they "incorporated others' ideas based on experience," "considered questions from multiple perspectives," and "corrected biases in their opinions." Moreover, 78% to 88% of students (strongly) agreed that "effort across subjects was worthwhile" and that what they learned would be valuable for their future work and career prospects.

Reflection

Teachers' Feedback

33% of the teachers faced difficulties when conducting and evaluating Service Learning. It was suggested to have more sessions, such as the ninth lesson on Day 3, for instructors to meet with student members. Additionally, 27% of the teachers faced challenges when designing and conducting lessons involving SDL/IL/Flipped Classroom, while 38% encountered difficulties with AI. Furthermore, 30% of the respondents claimed that their workload increased due to participating in supporting programs organized by the Education Bureau (EDB).

Students' Feedback:

69% of junior students and 74% of senior students read only when necessary. 54% of younger students and 51% of older students considered reading a waste of time. Between 73% and 76% of junior and senior students read solely to acquire required information. Additionally, 48% to 59% of senior and junior students agreed that reading was one of their favorite hobbies, while 45% to 52% considered themselves lovers of books and reading.

In terms of learning aims, 59% of junior students (45% in 22-23) and 59% of senior students (39% in 22-23) agreed that their goal was to learn as much as possible. Similarly, 62% of junior students (43% in 22-23) and 57% of senior students (40% in 22-23) aimed to completely master the material presented in their classes. Additionally, 60% of junior students (47% in 22-23) and 57% of senior students (46% in 22-23) aimed to understand the content of their classes as thoroughly as possible.

Regarding teaching (Clear Instruction), 65% of young students (56% in 22-23) and 51% of older students (49% in 22-23) agreed that teachers set clear goals for their learning. Moreover, 74% of junior students (67% in 22-23) and 62% of senior students (53% in 22-23) agreed that teachers asked questions to check for understanding. Additionally, 67% of young students (57% in 22-23) and 50% of older students (49% in 22-23) agreed that teachers presented a short summary of the previous lesson at the beginning of each class. Lastly, 72% of students in junior forms (70% in 22-23) and 66% of students in senior forms (60% in 22-23) agreed that teachers clearly outlined what they needed to learn.

Way Forward

In hindsight, both teachers and students believe that, based on statistics and feedback, there is a need for more time and opportunities for meetings, counseling, and sharing sessions. This would enable teachers to provide sufficient and appropriate instructions on how to prepare, cooperate, search, and analyze information from online and offline sources, including hard and soft copies. These skills are crucial for Service Learning, Subject Projects, and effective teaching and learning.

Teachers must set clear goals and work objectives for students, providing summaries before and after lessons to assist weaker learners in keeping up with the curriculum.

Over the past three years, self-directed learning, interactive learning, and the flipped classroom model have been introduced. Most teachers and students have been actively engaged in these methodologies. Teachers are encouraged to enhance their teaching repertoire by participating in workshops and courses. Meanwhile, students with diverse learning needs require tailored learning strategies and modes (such as visual, auditory, reading, and kinesthetic approaches) to facilitate broader student development and progress.

22-23

Achievements

Below were the main items implemented in 2022-2023:-

1. To conduct subject-based PL in S1 and S4 and Cross-curricular Project Learning in S2 and S3.
2. To organize a Visual-Auditory-Kinesthetic (VAK) workshop for students in S1.
3. To implement SDL in the School Library during lunchtime.
4. To instill SDL/IL/Flipped Classroom into the S1-S5 curriculum.
5. To carry out Lesson Observation with SDL/IL/Flipped Classroom.
6. To let teachers attend courses related to SDL/IL (E-Learning; Subject-based; SDL; Collaborative Learning, Flipped classroom, etc.).

80% to 99% of the teachers agreed that conducting most items like cross-curricular project learning was appropriate, and most students attained different skills. 75% of the teachers claimed that they did not face difficulties when carrying out SDL, IL, and Flipped Classroom in the curriculum.

86% of the students in S1-S3 and 77% of the students in S4-S5 agreed that they were proactive in exploring new ideas, and 76% of the junior students agreed that they liked taking the initiative to join in the discussion. 75% to 88% of the students agreed that they reflected upon their learning strategies to see if they were effective, checked if they had corrected the mistakes in learning that they had made previously, and modified the way they completed their assignments according to the different requirements. 70% to 78% of the students generally had fun when they were learning different subjects. 72% to 83% of the students tried to get the main ideas first and then dive into the details later and organized the contents logically along a theme when they read. They agreed that they made use of titles and headings to master the essence of the text and took a break to reflect upon the main points of what they had read after reading for a while.

Reflection

50% of the teachers agreed that they did not face any issues while implementing project learning and assessing students' performance. 41% of the teachers believed that joining the school-based support programs and other programs about SDL, IL, and Flipped Classroom run by the EDB increased workload. 68% of the teachers agreed that joining the above programs facilitated the implementation of SDL/IL and Flipped Classroom, but 59% of the teachers agreed that these programs helped students learn independently and interactively in and outside the classroom.

76.22% of the students in junior forms and 62.71% of students in S4-S5 liked taking the initiative to join in the discussion (Learning – Self-initiative). 61.21% of the students in junior forms and 50% of the students in S4-S5 seemed to value cooperation. 66.67% of the junior students and 57.50% of the older students were cooperating with each other. 64% of junior students and 52% of senior students seemed to share the feeling that cooperating with each other was important

(Learning Atmosphere – Cooperation).

78% of junior students and 69% of senior students liked reading about different subjects. 85% of junior students and 73% of senior students enjoyed acquiring new knowledge in different subjects. 78% of junior students and 68% of senior students were interested in learning about different subjects (Learning Motivation – Intrinsic).

56% of junior students and 49% of senior students agreed that the teacher set clear goals for their learning. 67% and 54% of the junior and senior students agreed that the teacher asked questions to check whether they had understood what had been taught. 57% and 49% of the junior and senior students agreed that at the beginning of the lesson, the teacher presented a short summary of the previous lesson. 71% and 60% of the junior and senior students agreed that the teacher told them what they had to learn (Teaching – Clear Instructions).

Feedback and Follow-up

It is suggested that, in addition to the two SDL Days, more half or whole days be arranged for cross-curricular Project Learning so that both students and teachers can meet to work on the project efficiently. More time should be allowed so that teachers can share with and instruct students on how to engage in discussion and cooperation. Besides, spending sufficient time doing all the researches, plus reading and going over different materials online and offline, does facilitate students' reading and learning skills, which reinforce their learning in various subjects in their daily lives. Teachers also have to help some students set goals, check understanding and progress 'superficially'. Presenting a concise summary of the lesson is also highly recommended because all these assist weaker learners and students who have SEN in their work. The school should also organize talks and workshops about SDL, IL, and Flipped Classroom for students and teachers.

21-22

SCHOOL

1.1 Project Learning (PL)

Partly completed.

77-80% of the students and 77% of the teachers agreed conducting subject-based project learning in S1-S4 allowed students the opportunities to learn the skills which enhance learning effectiveness.

'One student One PL' was conducted during the said period and most subject panels completed the PL, except Chemistry and 經濟 since the teachers were not able to allocate sufficient time to run the PL with the students after class resumption in May 3rd 2022.

1.2 Moral & National Education

77% of the students agreed that the talks helped them learn more about SDL and IL.

1.3 Careers and Life Planning (HTO FMW JEL)

Completed.

The said procedure was completed.

350 students discovered at least one character strength. On average, each student could discover eleven character strengths and each teacher offered 81 character strengths to students in this school year. In the 2nd term, 4A and 4C were selected as pilot classes to implement the 'Try' and set goals in Try-程-尋 Programme. 23 students set their goals at Easter and class teachers closely followed their progress and gave feedback accordingly. Although the data collected in the questionnaire in increasing their well-being is insignificant, the results were remarkable, which was published in Kung Kao Pao of the Catholic diocese.

1.4 Grooming Students

Completed.

79% of the students stated that Grooming Students Programme with SDL/ IL helped improve their learning effectiveness. For details, refer to the evaluation report of the Grooming Students Programme 2021-2022.

1.5 Reading to learn

Partly completed.

Only 67% of the students believed the reading materials and activities drove them to take the initiative to read and learn.

S1-5 Class teachers helped deliver the Summer Reading Competition Form to students and will collect them in September 2022.

1.6 Afternoon SDL Room

Completed.

78% of the students agreed that the SDL Room (202) allowed them more chances to learn and work effectively and efficiently.

The SDL Study room opened on 18 October 2021 after half-day school ended on 15 October 2021. There were 28 seats provided for students in S1 to S4 to self-study, and do school work and revision using their own devices. The utilization rate ranged from 10 % to 96 %, from 18 Oct 2021 to 03 January 2022. The most stable and highest utilization rate took place in November 2021.

PANEL

2.1 S1-5 Curriculum

Completed.

98% of the teachers included SDL/ IL in their teaching and completed assessments according to the evaluation reports submitted by the panels. 92% of the respondents also agreed adding SDL/ IL into the curriculum (SDL/ IL took up 30% of the junior curriculum and 20% of the senior curriculum) was appropriate.

81 % of the students agreed the revised curriculum enhanced learning effectiveness.

2.2 Peer Coaching

Completed.

98% of the teachers thought that lesson observation with SDL/ IL enhanced learning and teaching effectiveness.

For details, refer to the evaluation report of Peer Coaching.

3.1 Teacher Professional Training

Partly completed.

Only teachers of 9 panels (Chinese Language, English Language, Life and Society, Science, Physics, Chemistry, Geography, D & T, ICT. And Economics) joined courses related to SDL/ IL and completed professional sharing in panel meetings.

4.1 Curriculum

Completed.

85% of the teachers and 75% of the students agreed the programmes helped facilitate learning effectiveness.

100% of the class teachers in junior forms agreed that the content and format of the Inclusiveness Workshop (S1-S3) were appropriate and helped convey the idea and message of inclusiveness.

100% of the teachers and social workers who were responsible for conducting the Social Training Group (S1-S5) agreed that the content and format of the programme were suitable for ASD students and helped enhance their social skills.

100% of the teachers and 90% of the participants of the Figure Building Workshop (S1-S3) agreed that the format of the programme entertained their learning needs.

關注事項 2: 共建健康校園，提升學生個人素養

目標	預期成果	策略	時間表		
			21/22	22/23	23/24
1 確立主題，制訂健康校園計劃	訂立有輔導理論基礎的計劃，確保同學在健康校園的概念上，有所認識。	<p>1、在2008年，社會上出現一個令人憂慮的現象，就是青少年吸食危害精神毒品的人數有上升及年輕化的趨勢。為了確保青少年健康成長，教育局於2008年呼籲學校制訂健康校園校本政策以構建校園禁毒文化，並公布有關政府部門為學校提供的支援措施。</p> <p>教育局於2010年2月發出通告第2/2010 號，公布「健康校園政策」的施行詳情及介紹學校禁毒資源套，鼓勵學校於2010/11學年開始制訂校本「健康校園政策」，透過整合校內資源，營造一個健康愉快的學習環境，幫助學生從小養成良好的健康生活習慣、正面的價值觀和積極上進的生活態度，加強他們的正面能量及抗逆力，使他們健康愉快成長。</p> <p>2、「健康校園政策」的目標是要幫助學生達致生理上、心理上及社交上的良好狀態。重點在幫助學生發展健康的生活習慣、建立正面的人生觀與價值觀、學習實用的生活技能及抗拒誘惑的技巧等。</p> <p>3、幫助學生健康成長是學校發展的一個長遠而持久的目標，因此，教育局建議學校把「健康校園政策」納入學校的發展計劃和周年計劃。</p> <p>「健康校園政策」包括四個元素：</p> <p>(一) 發展一個統籌健康事務的管理與組織系統；</p> <p>(二) 營造健康的校園環境；</p> <p>(三) 發展學生的健康生活習慣；和</p> <p>(四) 辨識可能需要幫助的學生和建立相關轉介機制。</p> <p>https://www.edb.gov.hk/tc/edu-system/primary-secondary/healthy-sch-policy/index.html</p> <p>4、本組會在早會、晨讀課，先向師生簡介本三年計劃的精神及重點。每年的計劃重點都是幫助學生培養健康生活，以建立健康的身體和心靈，建立正面的人生觀與價值觀、學習實用的生活技能及抗拒誘惑的技巧等。</p> <p>5、「健康校園」小組恆常活動以教育身體健康為主(針對煙、酒、毒)，而本組則側重心靈健康，建立正面的人生觀</p>	✓		

目標	預期成果	策略	時間表		
			21/22	22/23	23/24
		與價值觀、學習實用的生活技能及抗拒誘惑的技巧等。			
2 凝聚組內外的力量，舉辦活動，推展計劃	透過協調及宣傳，成功爭取各科組支持，推展計劃	<ol style="list-style-type: none"> 1. 本組將協調校內不同組別，以活動為主導，作出協調，以便同學由身心健康出發，建立正向的人生態度，積極面對生活上各項挑戰。 2. 透過活動、上課、網頁、壁報、晨讀、張貼金句海報、各項比賽、學生閱讀計劃等途徑，宣傳校園健康之餘，也藉著具體的活動，將理念立體化，輕鬆地營造校園健康愉快的氣氛。 	✓	✓	✓
3 由同學的身心健康出發，延至社交層面，建立正面的人生觀與價值觀、學習實用的生活技能及抗拒誘惑的技巧	幫助學生養成健康的生活習慣	<p>a在健康身體及作息範疇方面：</p> <ol style="list-style-type: none"> 1.與健康校園小組合作，針對「煙、酒、毒」，協助同學遠離惡習，建立良好的生活習慣。 2.與體育科協調，舉辦有益身心的體育項目，強身健體。 3.與輔導組協調，從「戒機」出發，協助同學建立健康的作息時間。 4.透過社工及輔導組活動，認識精神健康的重要。 	✓ ✓	✓ ✓	✓ ✓
	延至社交層面，建立正面的人生觀與價值觀	<p>b在正面的人生觀與價值觀方面：</p> <ol style="list-style-type: none"> 1. 舉辦「閱讀「閱」快樂」活動，學生進行閱讀活動，建立個人閱讀檔案，豐富精神生活。 透過師生早會及網上分享，以特定強調正向想法主題的書籍，作重點推廣，推動閱讀風氣之餘，也強化正向思維的主題。 同時設有投稿比賽，通過比賽鼓勵同學閱讀訊息正面的書籍，寫下感想，深化同學的思考層面。 2.舉辦「健康校園週」活動，加強身心健康的重要。 3.以「正向」為題，舉辦活動鼓勵同學有正向的人生態度，如感恩卡的設計及餽贈，「正向大使」選舉等。(可參與校外的活動，動用校外資源協助) 4.走出校園，以發展社交、服務及回饋為宗旨，教育同學有培養關心社群的積極人生態度。 	✓ ✓	✓	✓

目標	預期成果	策略	時間表		
			21/22	22/23	23/24
		(以初中三級為小主題對象，中一為「關愛」Caring，中二是「感恩」Gratitude，中三「和諧」Harmony) (每年計劃完成，檢討成效之後部份活動會於第二年繼續，務求保持計劃之延續性，並內化同學所學。新同學也有機會接受本年的健康校園教育。)			
	學習實用的生活技能及抗拒誘惑的技巧	<p>c在學習實用的生活技能範疇方面</p> <ol style="list-style-type: none"> 以環保活動、生涯規劃組活動及輔導組活動等加強教育實用的生活技能，同時也讓同學自我認識，從而為將來打好基礎。 舉辦不同的興趣小組活動，如烹飪比賽、書法班、山藝訓練課程等，發展同學各項潛能。 <p>d在抗拒誘惑的技巧方面</p> <ol style="list-style-type: none"> 與關注事項1合作，加強同學自發學習的能力，並教導同學抗拒誘惑，培養自律的生活習慣。 與不同的組別如輔導組、健康校園小組等協調，從遠離惡習出發，協助同學抗拒誘惑。 <p>(每年計劃完成，檢討成效之後部份活動會於第三年繼續，務求保持計劃之延續性，並內化同學所學。新同學也有機會接受本年的健康校園教育。)</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>	
	辨識可能需要幫助的學生和建立相關轉介機制。	<p>e在辨識可能需要幫助的學生和建立相關方面轉介機制</p> <ol style="list-style-type: none"> 辨識方面，與班主任及科任老師通力合作，及早發現有身心健康問題同學。 與家長保持聯絡，加強家校合作。 與社工及外間機構保持聯絡，有需要時可即時轉介。 	✓	✓	✓

成就

- ◆ 節目豐富(貫穿全年，數量適中，形式多樣)
- ◆ 跨功能小組協作，減省人力物力及資源
- ◆ 符合以活動帶動訊息的目標
- ◆ 改良了第一、二年運作時遇上的困難，去蕪存菁
- ◆ 初中三小主題今年混合進行，對高中的關顧以生涯規劃為主，讓同學減少對未來的擔憂，回應了上年的反思
- ◆ 回應教育局 11 月時的緊急號召，11 月最後一個星期有「精神健康週」，5 月時有「正向週」，本年度共有兩次大型活動
- ◆ 同學問卷方面，回覆人數不理想，但根據回饋，每提問的滿意度都有約 8 成，只有張貼海報一項得分 7 成。
- ◆ 至於老師方面，問卷得分 9 成以上，符合了學校發展計劃訂定的目標/學校周年計劃的成功準則。其中精神健康週的評分是 100%同意及極同意活動能帶出「健康校園」的訊息

反思

- ◆ 今年將活動分散全年，不用集中一兩週內完成，活動質素及同學的投入程度也明顯提升。慶生活動不少班級也舉辦得相當成功，是學生問卷中得分最高的項目。
- ◆ 同學參與度不錯，「精神健康週」多項活動參與人數眾多，下學期「正向週」「師生同行午間音樂會」及「正向人生午間嘉年華」都有約 200 人次參與。其他活動如感恩樹、麻糬速遞等，也舉辦成功，能將正向信息帶給同學。
- ◆ 校園活動多姿多彩，學生在學校環境之中，感到開心愉快，與投入校園活動，大有關係。
- ◆ 師生關係是十分重要的，尤其是對初中同學來說，因此此項目的經營必須保持甚至加強。
- ◆ **個別活動舉辦成功是事實，然而 APASO 數據顯示結果發現學生有正向情緒的較少，本組各類活動可能只可以短時間讓同學感受到校園的歡樂氣氛，未能長線改變同學在學校的滿足程度。**

回饋

- ◆ 健康的生活方式在關注事項 2 的活動中，佔有重大的比重。我們的活動涵蓋了健康的生活習慣，健康飲食，也有不煙酒毒的資訊，減重計劃以及街跑少年等，健康精神明年也成為了推廣對象，第三年的「精神健康」元素，正好讓同學追求身體健康之餘，同樣重視精神健康。以後這方面的資訊可以交由學生發展組以恆常的方式進行，讓同學對此加以認識及重視
- ◆ 由於高中同學的情緒極需受到關顧，活動會多加與生涯規劃組協調，希望可以減輕同學對前景的憂慮，從而增加了生活上的挫敗感。
- ◆ 資訊素養在各項網上活動之中，可以考慮多些興辦以健康校園為題的線上活動，供同學參與。
- ◆ 共通能力在本組各項活動之中，輕而易見。如同學有協助籌組活動，更加容易培養。上年開始，學生發展組活動之中取得重大成長，經由兩位社工推薦，可成為年度「正向大使」，有獎狀獎品以作表揚。今年此推薦繼續，讓同學能夠將正向活動中學會的靈活運用到其他範疇。
- ◆ 語文能力方面，各科組舉辦徵文比賽、標語創作比賽等活動，應對培養同學的語文能力。
- ◆ 寬廣的知識方面，健康校園活動的多元化，拓闊了同學的視野之餘，也能增加他們的知識。建議介紹精神健康的活動明年繼續，好讓同學全方位吸收健康訊息。
- ◆ 國民及全球公民身分的認同，作為國家人民及地球居民，我們會繼續在各活動中，讓同學學會尊重別人、愛護環境。

跟進

三年的變化：

第1年：回應APASO，整體滿足感及負面情緒方面，分數反映高年級同學表現較低年級為佳 → **決定為初中同學特定小主題以強調情緒教育**

第2年(疫後)：負面情緒(恐懼、痛苦、擔心、難過) 初中40-55%、高中50-70%；擔心、懷疑：初中50-70%、高中70-75%；局外人、尷尬、不自在：初中30-40%、高中40-50% → **高中生涯規劃**

第3年：根據APASO，學校滿足感及正向情緒得分較低(F.2、3、4、5尤甚)，抑鬱焦慮及負面情緒反而取分不低 →→ **下個三年計劃，即將保留這三年的發展，再延續營造滿足校園生活。以下方向會是下一個三年計劃需要注意的。**

- 正向氣氛須延續(未臻完善)
- 師生關係不可少(不可或缺)
- 校園和諧齊推動(學生發展)
- 感恩之心要彰顯(學生發展)
- 注意飲食不煙毒(健康校園)
- 精神健康尤重要(學生發展)
- 再加可持續發展(保護環境)
- 滿足生活振興始

成就

- ◆ 節目豐富(貫穿全年，數量適中，形式多樣)
- ◆ 跨功能小組協作，減省人力物力及資源
- ◆ 符合以活動帶動訊息的目標
- ◆ 改良了第一年運作時遇上的困難，去蕪存菁
- ◆ 然而運作上仍然有可改進的地方，如初中三小主題可以再強化，對高中的關顧仍嫌不足等
- ◆ 本以年終問卷調查七成滿意度為成功準則，但 APASO 問卷沒有針對個別活動，只針對學生的整體改變，結果發現學生有 正向情緒的較多，尤以初中同學為甚。各項目差異性低(1及4都沒有同學選擇)。平均得分2-3之間，而且較接近3。初中得分六項之中有兩項超過3，第三項2.97，三個項目包括師生關係、朋友關係及正向思維得分顯示同學得分8成以上。高中7成。
- ◆ 然而負面情緒方面，恐懼、痛苦、擔心、難過同學都有 5-7 成不等。高中也有一半同學感到尷尬、不自在。
- ◆ 至於老師方面，問卷得分 7 成以上，符合了學校發展計劃訂定的目標/學校周年計劃的成功準則。

反思

- ◆ 上年度「健康校園雙週」節目及活動太多，師生疲於奔命，影響效果。今年將活動分散全年，不用集中一兩週內完成，活動質素及同學的投入程度也明顯提升。
- ◆ 同學參與度不錯，兩個網上投票與比賽參加人次超過全校人數 30%，上年度因疫情未能完成項目「師生同行音樂會」今年補辦。「師生同行午間音樂會」及「正向人生午間嘉年華」都有約 200 人次參與。其他班際比賽也舉辦成功，能將正向信息帶給同學。
- ◆ 校園活動多姿多彩是 APASO 師生關係、朋友關係及正向思維得分理想的原因，學生在學校環境之中，感到開心愉快，與投入校園活動，大有關係。
- ◆ 師生關係是強項，尤其是對初中同學來說，因此此項目的經營必須保持甚至加強。
- ◆ APASO 數據顯示對高中的關顧仍嫌不足。
- ◆ 高中得分較低原因：DSE 壓力、同學欠方向、容易面對失敗、課程艱深、初中目標較易完成所以得分也高。
- ◆ 加上疫情三年，同學回歸正軌，也意味著學業上的壓力也回歸了。因此，高中同學在師生關係、朋友關係及正向思維得分雖然仍屬理想，但難免有恐懼、痛苦、擔心、難過等情緒。

回饋與跟進

- ◆ 健康的生活方式將會在來年關注事項 2 的活動中，佔有重大的比重。第一二年我們的活動涵蓋了健康的生活習慣，健康飲食，也有不煙酒毒的資訊，減重計劃以及街跑少年等，健康精神明年將也會成為推廣對象，好讓同學追求身體健康之餘，同樣重視精神健康。
- ◆ 由於高中同學的情緒極需受到關顧，明年活動會多加與生涯規劃組協調，希望可以減輕同學對前景的憂慮，從而增加了生活上的挫敗感。
- ◆ 資訊素養在各項網上活動之中，包括「日日好心情」網上問答比賽及「最受歡迎感恩歌曲選舉」都有涉及。如配合整體的資訊素養的培育，可以考慮多些興辦以健康校園為題的線上活動，供同學參與。
- ◆ 共通能力在本組各項活動之中，輕而易見。如同學有協助籌組活動，更加容易培養。本年開始，在輔導組活動之中取得重大成長，經由兩位社工推薦，可成為年度「正向大使」，有獎狀獎品以作表揚。來年此推薦將會繼續，讓同學能夠將正向活動中學會的靈活運用到其他範疇。
- ◆ 語文能力方面，將會繼續推動各科組舉辦徵文比賽、標語創作比賽等活動，應對培養同學的語文能力。
- ◆ 寬廣的知識方面，健康校園活動的多元化，拓闊了同學的視野之餘，也能增加他們的知識。如「健康校園雙週」的「日日好心情」網上問答比賽，同學需要先閱讀材料，方可作答，無形中各類健康的知識也增長了。建議此類活動明年繼續，好讓同學全方位吸收健康訊息。
- ◆ 國民及全球公民身分的認同，作為國家人民及地球居民，我們會繼續在綠色活動，也有以初中三個小主題籌組個別活動，讓同學學會尊重別人、愛護環境。

正向氣氛須延續
師生關係不可少
校園和諧齊推動
感恩之心要彰顯
注意飲食不煙毒
精神健康尤重要
再加可持續發展
理想生活振興始

21-22

確立主題，制訂健康校園計劃

達標

老師問卷評分：以上各項的不同意及極不同意，平均是5%；學生問卷評分：以上各項的不同意及極不同意，平均是30%。

中四同學問卷中，四題有關問題不同意或極不同意佔超過六成。

檢討：張貼海報橫額、向家長學生宣傳等有其一定的效用。

播放歌曲改為「健康校園週」點唱項目，反應甚佳，為期9天，頭兩三天都是播放老師推薦歌曲，因此不少同學選擇的歌曲也來不及播放。播放初期亦遇上技術問題，聲浪控制欠佳。

「健康1分鐘」時間太少，老師覺得較難處理講話內容。進行了上學期，下學期因疫情取消。

初中三級為小主題對象，中一為「關愛」Caring，中二是「感恩」Gratitude，中三「和諧」Harmony (CGH)

建議：點唱項目受歡迎，來年可以繼續。可考慮請實驗室洪嘉隆協助解決播放時的技術問題。建議上下學期各一次，並將歌曲儲存資料庫，方便將來再用。

「健康1分鐘」改為分半至兩分鐘，一星期一次，早會完結，同學行樓梯時播放預先錄音。

繼續以初中三級為小主題對象，中一為「關愛」Caring，中二是「感恩」Gratitude，中三「和諧」Harmony (CGH)，不過每級有特定活動回應。

凝聚組內外的力量，舉辦活動，推展計劃

達標

2.1科目上深化健康校園的概念

老師問卷評分：以上各項的不同意及極不同意，平均是10%

學生問卷評分：以上各項的不同意及極不同意，平均是27%

a所有個別科目全年至少有一個特定的學科活動如徵文比賽、資料閱讀及統計遊戲，配合主題，容許跨科協作。

老師問卷評分：不同意或極不同意0%

學生問卷評分：不同意或極不同意30%

中一及三接近八成同意度

檢討：上下學期的檢討方式適合，下學期以google form進行，快捷方便。

建議：下學年可沿用。科組也可以在活動時拍照片並加上少許描述讓我組存檔，上網宣傳。

b配合MC1「自主學習」

老師問卷評分：不同意或極不同意2%

學生問卷評分：不同意或極不同意30%

(中四接近五成)

檢討：可以於活動中加強「TRY、程、尋」品格強項的元素，十月時與MC1一同舉辦啟動禮，氣氛熱鬧之餘，也可以提醒同學MC1及2的重要性。
建議：下學年可沿用。

2.2藉著具體的活動，將理念立體化，輕鬆地營造校園健康的氣氛
c為期8天的「健康校園週」老師問卷評分：不同意或極不同意2%

學生問卷評分：不同意或極不同意26%

中一及三超過八成同意度

檢討：節目及運動太多，師生疲於奔命，影響效果。

建議：可以將活動分散全年，不用集中一兩週內完成，影響活動質素及同學的投入程度。

本年度因疫情未能完成項目，下年補辦。音樂會等表演項目留待明年。

包含在「健康校園雙週」活動內，為期8天的「健康校園週」老師問卷評分：不同意或極不同意2%

學生問卷評分：不同意或極不同意26%

中一及三超過八成同意度

由同學的身心健康出發，延至社交層面，建立正面的人生觀與價值觀、學習實用的生活技能及抗拒誘惑的技巧
參考環保學會、ME小組、健康校園小組及體育組報告

3.1

檢討：體育科及健康校園委員會都有個別活動配合「幫助學生養成健康的生活習慣」一項目，包括減重活動及BMI值量度等。

建議：協調各組，並在跟進上更著力，務求令同學更加注意身體與心靈的健康。

3.2及3.3

檢討：感恩卡製作與其他活動時間上相撞，顯得急就章，影響參與人數。

正向大使變成輔導組「正向星」，由班主任推薦三位網課期間積極向上，態度認真的同學，作出嘉許。

建議：感恩卡製作可考慮來年繼續。烹飪比賽/食譜創作比賽來年補回。

「綠識生活網上環保活動」全年進行了10個左右的網上活動，效果參差。

建議：來年可以在質和量上再作平衡。

反思：

- 1) 中一及三接近八成同意度，反映初中同學十分受落本組的活動、教學內容推廣和理念。可以繼續以活動帶動，推廣「健康校園」的概念。
- 2) 中四不同意及極不同意接近五成，反映他們不太歡迎健康校園的各類活動。
- 3) 結合本校疫後進行的問卷調查，反映同學覺得復課之後，學業帶給他們有較大的壓力，我們對造一級的關顧或需更大。
- 4) 老師對本組理念認同之餘，認為科組也成功推廣了「健康校園」的訊息，評分甚至高達九成。但同學的評分和老師有顯著的落差，老師們宣傳了訊息，並不等如同學已收到。
- 5) 疫情影響「健康校園雙週」的項目形式轉為線上，但當校園內所有活動都線上舉行，同學也疲於奔命，力不從心。最後仍是草草完成，未能收應有的效果。
- 6) 質與量的較勁，須在來年的活動設計上，平衡二者，避免為活動而活動，影響質素。

「強、弱、機、危」2024分析

強項 (Strengths)

- APASO 數據顯示同學對祖國的身份認同分數很高。學校亦配以很多不同內地的交流團和活動令同學增廣見聞。(1)
- 學校提供輔導班去照顧學習差異。學生對跨學科學習和不同的比賽感興趣，同學透過圖像、影片或動感學習的吸收能力相對較高。學生富創造力，並會主動學習 AI 的使用。(2)
- 學校提供大量不同的學習活動 e.g.個人成長與服務學習(PGSL)，使同學能夠培養和提升共通能力的機會，例如服務學習使同學發展他的組織和溝通能力。(4)
- 數學和資訊科技科在課程內和課程外都有教授統計學和求真的態度。(5)
- 生涯規劃擴展至低班，有不同的工作坊、探訪和影片的分享。Try 程尋的落實讓同學得到更多老師的支持找到人生目標和方向。(6)
- 多元的班內和班制活動可以令到低年級同學和老師之間的關係提升，有助於建立團隊。學校飯堂能夠令同學在飲食上面建立良好的生活習慣。(7)
- 年青的老師能夠為整個團隊帶嚟新的力量和建議，拉近和學生之間的代溝。

弱點 (Weaknesses)

- 根據老師的觀察，雖然學生對國民身份認同表現得很好，但他們對國際和世界的議題並不感興趣。(1)
- SHS 顯示學生的自信心不足、學習動機比較低、他們對學習被動，並不享受學習。(2)
- SHS 顯示同學覺得老師在教導他們學習方法、上課時的互動學習和小組討論不太足夠，而每一堂的學習目標相對不清晰。(2)
- 同學在製造筆記經驗不足，並未養成寫筆記的習慣(2)
- APASO 和老師都反映學生不喜歡接觸文字和閱讀。而他們的自信亦影響他們用英文練習英語會話的機會。(3)
- 學校電子設備較落後。(5)
- APASO 數據顯示學生在資訊科技（少用於消遣時間）的分數不理想，他們使用電子設備時缺乏自制力而導致到濫用。同學在社交媒體往往都被困於同溫層，不能接觸更多市民和削弱他們批判性思考的能力。(5)
- 生涯規劃的資訊不太全面和集中在高年班。雖然有 Try 程尋計劃，但老師人數不足導致有很多行政工作在身，而較少時間和學生相處。(6)
- APASO 顯示學生正向情緒和不孤單的學校氣氛的分數較低，而老師能夠投放在學生的時間又有限，引致同學很容易受朋輩和不良的習慣影響。(7)
- 另外 APASO 顯示體能鍛鍊的分數低於常模，這亦有礙同學產生正向情緒和健康的生活習慣。(7)
- 校舍的樓齡日增，所需要的人力去保養和維修的資金亦越來越多。

契機 (Opportunities)

- QEF 和賽馬會不同項目 e.g. V A R K 的學習策略的資助能為老師提供更多資源和訓練，使老師和學生可以有更多機會接觸新的概念和思維。
- 疫情結束，學學生有更多的機會到外國和內地交流，使他們能夠增廣見聞。
- 高才通計劃的推行，使國內的家長和學生能夠來到港島區就學，不只局限於在北區。
- 內地學生普遍較為勤奮和服從，可能為學校帶來一種新的學習氣氛。

危機 (Threats)

- 全港的適齡人口下降，而東區的人口正在老化和社會經濟地位比全港高，家長有能力把學生送去國際學校或直資學校，使學生數目進一步下降。

N.B.

- (1) 國民和全球公民身份認同 National and Global Identity
- (2) 寬廣的知識基礎 Breadth of Knowledge
- (3) 語文能力 Language Proficiency
- (4) 共通能力 Generic Skills
- (5) 資訊素養 Information Literacy
- (6) 生涯規劃 Life Planning
- (7) 健康的生活方式 Healthy Lifestyle

三年期學校發展計劃(2024/25 - 2026/27)

關注事項一：為學生提供個性化學習，以展現更優質的學習成果

目標	推行策略	成功準則	評估方法	時間表			負責人	所需資源	七個學習宗旨
				24-25	25-26	26-27			
為學生提供個性化學習，以展現更優質的學習成果	課程								
	<p>1. 善用VARK問卷數據設計課堂，並於課堂內實踐個性化學習策略，提升學生學習成效。</p> <p>2. 透過專業發展課節進行恆常共備及議課會議，建構個性化課堂及分層課業設計策略，包括： 首年以學習領域為單位進行課程設計； 次年加入跨科組及AI元素設計校本單元； 第三年將閱讀元素融入各學習領域的課程設計中； 教師將教學材料上載至學校Share，以鼓勵老師圍繞個性化學習教學策略作分享和交流，教師間建立專業學習社群。</p>	<p>70%學生及老師認同個性化學習方法能提升學習效能。</p> <p>初中分別於第一年 / 第二年 / 第三年在課程規劃上應用30% / 50% / 70% VARK策略，高中則為30% / 40% / 50%，以優化教學設計，提供適切的分層學習目標及評估策略。(VARK的應用適用於面授、電子學習平台、課前預習、課堂學習、課後學習等等。)</p> <p>每位教師每年需</p>	<p>檢視課程文件及教材</p> <p>檢視共同備課記錄</p> <p>檢視校本教材、分層課業等</p> <p>問卷調查</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>副校長</p> <p>MC1負責老師</p> <p>各學習領域統籌負責人</p> <p>各科科主任</p>	<p>VARK問卷及調查結果</p> <p>教學計劃</p> <p>學科評核</p> <p>共備及議課教學紀錄表</p>	<ul style="list-style-type: none"> • 寬廣的知識基礎 • 語文能力 • 共通能力 • 資訊素養 		

		<p>最少帶領共備、授課、議課和觀課一次。(授課老師請安排課堂錄影，並於議課環節作討論時用)</p> <p>將教學材料上載至學校Share，透過資源共享、教學分享，有效支援和優化教學策略及提升教學效能。</p> <p>70%老師認同共同備課和議課有效提升教學質素。</p> <p>另外，70%學生認同個性化課堂及課業設計策略能提升學習表現和成果。</p>							
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同儕互助觀課 凝聚專業交流和力量，以觀課及議課文化，促進團隊協作。	分別於第一年 / 第二年 / 第三年有 6% / 8% / 10%，最終累積達四分之一教師開放課堂作觀課議課切磋交流。透過賽馬會校本多元計劃，由香港教育大學教授支援，在校長及副校長帶領下，推動科組優化教學設計及個性化學習教學策略應用。	觀課 檢視觀課記錄表	24-25	25-26	26-27	校長 副校長 大學教授 MC1負責老師 各科科主任	觀課紀錄 代課安排	
			✓	✓	✓			
教師專業發展 舉辦教師專業發展工作坊，提升教師對個性化學習教學策略的認識。	專業發展工作坊主題緊扣個性化學習教學策略，90%或以上教師認同活動能提升教師對VARK教學策略的認識，並明白如何將之應用於課堂教學中。	問卷調查	24-25	25-26	26-27	副校長 MC1負責老師	相關機構	
			✓	✓	✓			

Major Concern 1: To provide personalized learning for students to showcase better learning outcomes

Aim	Strategies	Success Criteria	Assessment	Timeline			PIC	Resources	Seven Learning Goals
				24-25	25-26	26-27			
<p>To provide personalized learning for students to showcase better learning outcomes</p>	<p>Curriculum</p> <p>1. Use VARK questionnaire data to design classroom activities and to implement personalized learning strategies to enhance student learning outcomes.</p> <p>2. Make use of the professional development sessions organized by the school for regular collaborative preparation and lesson discussions to develop personalized teaching methods and tiered assignment design strategies.</p> <ul style="list-style-type: none"> ➤ In the first year, course design is organized by the key learning areas. ➤ In the second year, cross-curriculum and AI elements will be integrated into school-based units. ➤ In the third year, reading elements will be incorporated into the curriculum design of each learning area. <p>Teachers will upload teaching materials to the school Share Folder to encourage sharing and communication around personalized learning teaching strategies, fostering</p>	<p>70% of students and teachers agree that personalized learning strategies can enhance learning effectiveness.</p> <p>In junior forms, the application of the VARK strategy in curriculum planning is set at 30% in the first year, 50% in the second year, and 70% in the third year. For senior forms, the percentages are 30%, 40%, and 50% respectively. This approach aims to optimize teaching design and provide appropriate differentiated learning objectives and assessment strategies. (The application of VARK is suitable for face-to-face</p>	<p>Review curriculum documents and teaching materials</p> <p>Review collaborative planning records</p> <p>Review school-based teaching materials, differentiated assignments, etc.</p> <p>Conduct surveys</p>	24-25	25-26	26-27	<p>Deputy Principal</p> <p>MC1 Responsible Teachers</p> <p>Coordinators for Key Learning Areas</p> <p>Subject Panel Heads</p>	<p>VARK Questionnaire and Survey Results</p> <p>Teaching Plan Subject Assessment Collaborative Planning and Discussion Teaching Record Sheet</p>	<ul style="list-style-type: none"> • Breadth of Knowledge • Language Proficiency • Generic Skills • Information Literacy
				✓	✓	✓			

	<p>the establishment of a professional learning community among teachers.</p>	<p>instruction, e-learning platforms, pre-class preparation, classroom learning, and post-class learning, etc.)</p> <p>Each teacher is required to lead collaborative planning, teaching, discussion, and classroom observation at least once a year. (Teachers are asked to arrange for classroom recordings to be used during the discussion segment.)</p> <p>Uploading teaching materials to the school Share Folder facilitates resource sharing and teaching collaboration, effectively supporting and optimizing teaching strategies and enhancing teaching effectiveness.</p> <p>70% of teachers agree that collaborative planning and</p>							
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		<p>discussion effectively enhance the quality of teaching.</p> <p>In addition, 70% of students agree that personalized classroom and assignment design strategies can enhance learning performance and outcomes.</p>							
	<p>Peer Coaching Fostering professional exchange and collaboration through a culture of classroom observation and discussion to enhance teamwork.</p>	<p>In the first, second, and third years, the participation rates are 6%, 8%, and 10% respectively, ultimately resulting in a quarter of teachers opening their classrooms for peer observation and discussion. University professors, as well as the principal and deputy principals, will also participate to provide support, promoting the optimization of teaching design and the application of personalized learning strategies within the subject</p>	<p>Classroom Observation</p> <p>Review Classroom Observation Record Sheet</p>	<p>24-25</p> <p>✓</p>	<p>25-26</p> <p>✓</p>	<p>26-27</p> <p>✓</p>	<p>Principal</p> <p>Deputy Principals</p> <p>University Professors</p> <p>MC1 Responsible Teachers</p> <p>Subject Panel Heads</p>	<p>Observation Records</p> <p>Substitute Teaching Arrangements</p>	

		departments.							
	Teacher Professional Development Organize professional development workshops for teachers to enhance their understanding of personalized learning teaching strategies.	The themes of professional development workshops are closely aligned with personalized learning teaching strategies. Over 90% of teachers agree that the activities enhance their understanding of the VARK teaching strategy and how to apply it in classroom instruction.	Survey Questionnaire	24-25 ✓	25-26 ✓	26-27 ✓	Deputy Principal University Professors	Relevant Organizations	

關注事項 2：培養學生的成長型思維，以建構正向人生(To cultivate students' growth mindset in building a positive life)

目標	推行策略	成功準則	評估方法	時間表			負責人	所需資源
				24-25	25-26	26-27		
確立主題，制訂成長型思維計劃	<ol style="list-style-type: none"> 成立專門小組，負責規劃、推行、檢視及評估計劃，提升教職員的推動能力 向教職員簡介何謂「成長型思維」，讓同事也一同成長 籌辦相關課題的教師發展日 引入外間團隊作出培訓 安排教職員出外進修，並於校內分享、交流及領導發展 	第一年有70%或以上、進展至第二年75%，計劃完成後，80%或以上老師認同成長型思維能有助學生建構正向人生。	問卷調查	✓	✓	✓	副校長 MC2負責老師	問卷及調查結果 相關書籍、資料 外間機構及相關課程
全校推行成長型思維教育，將此元素融入學習之中	<ol style="list-style-type: none"> 各學科將成長型思維融入日常教學之中 透過課外活動及學生發展組活動，讓同學學習迎接挑戰 配合「TRY程尋」，建立同學的自信 	第一年有60%或以上、進展至第二年65%、第三年70%學生認同成長型思維能有助他們促進學習，建構正向學習態度。	問卷調查	✓	✓	✓	副校長 MC2負責老師 各科科主任 各班班主任	問卷及調查結果 活動資源 TRY程尋小冊子、獎勵計劃

目標	推行策略	成功準則	評估方法	時間表			負責人	所需資源
				24-25	25-26	26-27		
凝聚組內外的力量，舉辦活動，營造成長型校園	<ol style="list-style-type: none"> 1. 透過班級經營策略，塑造良好的校園氣氛，培養同學的實踐能力 2. 老師分享科組及班級經營的經驗，資源分享 3. 佈置校園環境，加強宣傳成長型校園訊息 4. 透過協調校內活動，協助建立成長型思維 5. 推動閱讀，添購勵志書籍供師生借閱 	第一年有60%或以上、進展至第二年65%、第三年70%學生認同學校成功營造成長型校園，氣氛有助成長型思維的發展，有助他們訂立目標，建構正向人生。	問卷調查	24-25 ✓	25-26 ✓	26-27 ✓	副校長 MC2負責老師	問卷及調查結果 活動資源 TRY程尋小冊子、獎勵計劃相關書籍、資料
推展家長成長型思維教育，營造成長型文化	<ol style="list-style-type: none"> 1. 與家教會合作舉辦活動，推動成長型文化 	第一年有70%或以上、進展至第二年75%，計劃完成後，80%或以上家長認同成長型思維能有助學生建構正向人生，並願意嘗試於家中實行。	問卷調查	24-25 ✓	25-26 ✓	26-27 ✓	副校長 MC2負責老師 PTA	家教會

Major Concern 2 : To cultivate students' growth mindset in building a positive life

Target	Implementation Strategy	Success Criteria	Methods of evaluation	Time Scale			Responsible persons	Resource Required
Establish project theme, formulating the plan of cultivating students' growth mindset	<ol style="list-style-type: none"> 1. Set up staff committee, which is responsible for planning, implementing, reviewing and assessing the plan. It also aims at enhancing the execution capabilities of teaching staff. 2. Introduce the concept of growth mindset which also enable the growth of teaching staff 3. Organize the subject-related staff development day 4. Organize training programme conducted by external organizations 5. Arrange external training for relevant staff, who will engage in the subsequent sharing activities and lead the development 	In the first year/second year/upon the completion of the plan,70% or above/75% or above/80% or above of teachers will agree that growth mindset will help students build positive values	Questionnaires	24 25	25 26	26 27	Vice-principal MC2 responsible teachers	<p>Questionnaires and assessment result</p> <p>Related textbooks and resources</p> <p>External institutes and relevant courses</p>

Target	Implementation Strategy	Success Criteria	Methods of evaluation	Time Scale			Responsible persons	Resource Required
Implement growth mindset education and incorporate it into learning process	<ol style="list-style-type: none"> 1. Incorporate growth mindset into teaching routine of each subject 2. Students will learn how to confront challenges through joining extra-curricular activities and students development board activities 3. Alongside 「TRY 程尋」, which help build students' self-confidence 	<p>In the first year/second year/third year of the plan,</p> <p>60% or above/ 65% or above/ 70% or above of students will agree that growth mindset is conducive to learning and cultivating a positive learning attitude</p>	Questionnaires	24 25	25 26	26 27	Vice Principal MC2 responsible teachers Subject Panels Class Teachers	Questionnaires and assessment results Activities resources TRY 程尋 booklet, reward scheme
				✓	✓	✓		

Target	Implementation Strategy	Success Criteria	Methods of evaluation	Time Scale			Responsible persons	Resource Required
Collaboration on organizing activities to promote vibe of growth mindset education	<ol style="list-style-type: none"> 1. Through class building strategies, we shape a positive campus atmosphere and cultivate students' practical abilities 2. Sharing from teachers about subject teaching and class building experience 3. Decorate school campus to promote growth mindset education 4. Coordinate school activities to incorporate growth mindset education 5. Encourage reading habit among students and staff and purchase books relevant to growth mindset education 	<p>In the first year/second year/third year of the plan,60% or above/65% or above/70% or above of students will agree that growth mindset has been effectively promoted at school, which plays an important role in helping them set personal goals and achieve positive values</p>	Questionnaires	24 25	25 26	26 27	Vice Principal MC2 responsible teachers	<p>Questionnaires and assessment results Activities resources TRY 程尋 booklet, books and materials related to reward scheme</p>
				✓	✓	✓		

Target	Implementation Strategy	Success Criteria	Methods of evaluation	Time Scale			Responsible persons	Resource Required
Implement and promote parents' growth mindset education	1. Collaborate with PTA to organize activities to promote growth culture	In the first year/second year/upon the completion of the plan,70% or above/75% or above/80% or above of parents would agree growth mindset helps students build positive values, and consent to apply such method into parenting	Questionnaires	24-25	25-26	26-27	Vice Principal MC2 responsible teachers PTA	PTA
				✓	✓	✓		