



DMHC Siu Ming Catholic Secondary School

School Development Plan

(3-school-year period)

2018-2021

1. 3-year School Development Plan (2018-2021)

1.1 School Profile & the Core Values of Education

- a. Our school is a subsidized grammar girls' school run by the Daughters of Mary Help of Christians. Founded in 1973, it has incorporated the educational philosophy of St. Mary Mazzarello and St. John Bosco of educating the young with a harmonious and joyous family spirit of loving kindness, reason and religion.
- b. With the teaching of Christ and values of the Gospel, we create an educational environment that is full of joy, love and care. We help our students to live with a clear sense of direction and to find the true meaning of life.

1.1.1 School Goals

- a. We commit ourselves to the all-round formation of our students, putting equal stress on the importance of spirituality, virtue, wisdom, physique, sociability and aesthetic appreciation.
- b. We encourage our students to participate actively in the life-long learning process, to apply the acquired knowledge to everyday situations, to cherish their lives and to contribute to the community.

1.1.2 School Motto

“Purity & Charity”

「純潔 仁愛」

1.1.3 School Spirit

Be wise in distinguishing between right and wrong and be trustworthy
明辨是非盡責

Be positive, forward-looking and hopeful
積極進取樂觀

Be genuine and sincere with oneself. Always maintain one's integrity and honesty.
純樸廉潔律已

Be loving and caring towards others
仁厚關愛待人

1.1.4 Core Values of Education

- a. *Truth – It is what the human intellect is searching for.*

Human reason's capacity for truth must be upheld. The desire for truth about God and about the meaning of life must always be encouraged and kept alive. Wisdom which enables us to distinguish right from wrong, good from evil, must be treasured above all kinds of knowledge. Honesty demands us to tell the truth and put it into practice even at the cost of great sacrifices.

b. *Justice – It consists of a constant and resolute will to give to God and one's neighbours their due.*

We pursue justice towards God as the "virtue of religion" and towards men as respecting the rights of others, establishing in human relationships the harmony that promotes equity with regard to individual persons and to the common good, and undertaking responsibilities at individual, family and society levels, thereby achieving the wellbeing of society, promoting and protecting human dignity.

c. *Love – It is the greatest of all virtues.*

We are to love God above all things and love our neighbours as brothers and sisters, taking our Saviour Jesus Christ as the model of selfless love and humble services to others. Love urges us to care for the poor and the needy, and to make a preferential option for the underprivileged and marginalized in society.

d. *Life – It is a priceless gift from God and is sacred in itself.*

Everyone is created in the image of God and has the right to life, which must be respected from its conception to its natural end. Tribulations and adversities in life are to be faced with serenity and hope. Every person is entitled to have whatever is necessary for a decent and dignified existence.

e. *Family – It is the basic unit of society.*

Only pure love, the unreserved mutual self-giving between husband and wife, is truly gratifying. Marriage, prepared by the practice of chastity, sustained by fidelity and an indissoluble lifelong commitment, is the foundation of a family which is a permanent support for husband and wife, for parents and children, in achieving their life goals and the wellbeing of the human society.

1.2 A Holistic Review of School Administration

Effectiveness of the previous School Development Plan 2015-2018

Major Concerns	Extent of targets achieved, e.g. : Fully Achieved ; Partly achieved ; Not achieved	Follow-up action, e.g. : Incorporated as routine work ; Continue to be major concerns in the next SDP ; Others	Remarks
1. To enhance students' English proficiency and to widen their subject and general knowledge	Partially achieved	Continue to be a major concern in the next SDP cycle (2018-2021 Major Concern IB)	Reading across Curriculum (RaC) through Morning Reading Period with periodic sharing among students.
2. To strengthen students' learning skills / strategies in different subjects	Mostly achieved	Continue to be a major concern in the next SDP cycle as one of the strategies to improve student's learning initiative. (2018-2021 Major Concern IA)	Enhancing positive learning attitudes through the development of good learning habits, build resilience against adversity and manage stress (Learning Buddies Programme).
3. To cater for learner diversity in classroom	Mostly achieved	Continue to be a major concern in the next SDP cycle (2018-2021 Major Concern 1C)	Enhancing students' motivation to learn and their learning effectiveness.
4. To enhance students' leadership and self-confidence	Mostly achieved	Incorporated as routine work especially among student leaders and to be extended to each student academically.	Monitoring the use of PIE, ASK and Student-LED model by teacher advisers of ECA groups and CTs in each class.

Evaluation of the School's Overall Performance (Refer to interflow meeting booklet II 20/6/2018 for detailed evaluation, especially data evidence cited.)

PI Areas	Major Strength	Area for Improvement
1. School Management	<p>Planning</p> <ul style="list-style-type: none"> - Effective mechanism of self-evaluation appraisal system - Systematic discussion and decision making through SDC and SPET respectively on different levels and various items - Good and effective use of APASO and stakeholder survey to formulate appropriate development priorities especially the 3-Year School Development Plan <p>Implementation</p> <ul style="list-style-type: none"> - An overall consensus has been reached for effective coordination and monitoring - Effective use and monitoring of documents submitted and collected e.g. homework inspection record, lesson observation record, subject panel minutes and stakeholder survey etc. - Cross curriculum cooperation is conducted yearly and regularly e.g. junior learning carnival, S2 Project, Study Tours, STEM project, BAFS with T&L etc. - Modified school time-table to facilitate Reading Across Curriculum and student learning - Employment of more TAs to assist in editing, modifying and complying reading materials of all forms and to interact with students during free time. - Purchase of high-speed photocopying machine from Enhanced Administration Grant - School has constantly updated and reminded students of transport and personal safety e.g. road improvement work, cyber bully etc. <p>Evaluation</p> <ul style="list-style-type: none"> - Well-planned mechanism for annual school target review meeting for both 	<p>Planning</p> <ul style="list-style-type: none"> - Increased transparency of decision and policy making to help teachers and students understand the decision making process desirable - Teachers should be reminded to voice out different opinions on different domains / policies through Teachers-School Managers Consultative committee before reflecting to the school management team. <p>Implementation</p> <ul style="list-style-type: none"> - Coordination and monitoring should cross reference with accountability - More support for study tours e.g. manpower and financial support <p>Evaluation</p> <ul style="list-style-type: none"> - Priority should be clearly set after

	<p>teachers and students + focus group interview; release of online and printed version of Annual School Report + School Principal Report + Release of DSE results; lesson observation and debriefing meeting, self-appraisal, inteflow meeting, functional group evaluation.</p> <ul style="list-style-type: none"> - Modified implementation strategies based on feedback e.g. reading of newspaper in the 2nd and 3rd year of school target. - Well-established culture for lesson observation. 	<p>collection of suggestions from different stakeholders.</p>
<p>2. Professional Leadership</p>	<p>Leadership and Monitoring</p> <ul style="list-style-type: none"> - Staff Development Day and SDC helped build up common vision e.g. core values on Catholic Education. - Consensus arrived through collection of suggestion even from students and discussed in SDC, SPET and staff meetings. - In order to enhance school effectiveness with a focus on students' learning outcomes and whole-person development, understanding our student meeting, ad hoc SEN meeting, counselling meeting and S3 subject selection survey has been carrying out. - The 3-Year School Development Plan is formulated based on the needs of students through observation and according to the stakeholder survey putting emphasis on Students' spiritual formation and Core values of Catholic Education. - All school management and middle managers are well equipped with knowledge and experience; are devoted and committed in their tasks e.g. participate in EDB and HKEAA examiners or advisory committee, textbook selection committee etc.; are able to fulfill their roles and contribute to the school with additional duties e.g. open day for primary students or junior learning carnival etc. - About 60% of stakeholders agreed that School Principal, Vice Principals and middle managers could fulfill their functions. <p>Collaboration and Support</p> <ul style="list-style-type: none"> - About 60% of stakeholders agreed good team spirit and enhance morale among the teaching staff. - Annual individual staff interview with School Principal, top-down appraisal and irregular panel gathering facilitates thorough understanding for all stakeholders and proper job allocation. - There is good interpersonal relationship and the Salesian Family Spirit is also strong. 	<p>Leadership and Monitoring</p> <ul style="list-style-type: none"> - Too much administrative work for teachers needs to be looked into to facilitate and maintain quality of teaching. - Encourage school management and middle managers to join or participate professional development seminars especially on STEM and e-learning. - \$500 subsidy for professional training has to be announced over and over again to encourage teachers for continual professional training. <p>Collaboration and Support</p> <ul style="list-style-type: none"> - More systematic and coherent centralized policies by Vice Principals could facilitate more collaboration and effectiveness which improves morale among teaching staff.

	<ul style="list-style-type: none"> - Teacher mentor scheme, induction of new teachers, peer lesson observation and lesson co-planning provides effective support to basic rank teachers <p>Professional Development</p> <ul style="list-style-type: none"> - About 70% of stakeholders agreed that the School Principal can effectively deploy teaching staff so that they can optimize their potentials. - Most subject panels have at least 2 teachers teaching the same form to enhance teaching effectiveness and inspiration by exchanging teaching ideas. - Some teachers would self-nominate teaching duties or further studies arrangement. - Almost all teachers are teaching only 1 subject which is their professional. - The school facilitates effectively professional development by setting up participation of at least 6-hour professional training, arranging Joint-school Staff Development and sharing of teaching skills by various teachers based on their own profession inside and outside school. - The school makes use of staff appraisal, annual individual staff interview with the School Principal and feedback from subject panel heads through lesson observation and homework inspection to identify the strengths and weaknesses of teaching staff for continuous improvement. 	<p>Professional Development</p> <ul style="list-style-type: none"> - Not enough qualified manpower for SEN. More teachers should be encouraged. - Encourage teaching staff to participate various professional development and platforms e.g. Massive Open Online Courses - Learning community is still in the making.
3. Curriculum and Assessment	<p>Curriculum Organization</p> <ul style="list-style-type: none"> - The school is able to align the planning of its curriculum with the trends in education development, the school's development goals and students' learning needs by embedding hidden curriculum formal curriculum e.g. STEM, e-Learning (Twigs, BrainPop and EdPuzzle) and LAC in all subjects. - All teachers are well aware and familiar with the curriculum set by EDB CDI emphasizing whole-person development with width and depth based on the diversity of students' interests, needs and potentials bearing in mind the Ongoing Renewal of School Curriculum especially for senior form students. - Workplace Communication in English Language, S3 Project Learning, L&S curriculum all point to this trend. - The 3-Year School Development Plan is formulated based on the statistics collected in APASO. - A wide range of choices in subject selection is provided. - S4 AsD, Bio / Geog fieldtrips, English study tour, English drama, Musical concerts all enrich and enlarge students potentials and talents. 	<p>Curriculum Organization</p> <ul style="list-style-type: none"> - There is quite a big gap between junior and senior curriculum. An S4 adaptation programme should seriously be implemented. - Previous reading materials should be replaced according to the interests and needs of the students. - There is a lack of attention for students with average ability. The Enrichment and Enhancement programmes (Plan A and Plan C) are only for the top and bottom students. It has to be looked into. - Mentorship scheme and buddy scheme desirable for students with average

	<ul style="list-style-type: none"> - Positive reinforcement in junior curriculum emphasizing positive values and attitudes besides the basic knowledge also contributes to whole-person development. - Rich Other Learning Experiences including JA Company, study tours, S3 Chinese and English debate training for the whole form, S3 Project Learning, Civic Education talks, S2 English Drama, S2 Overnight Growth Scheme, S4 Adaptation Programme are provided for whole-person development. - Flexible time-tabling facilitates various combination of elective subjects in senior forms. - Enrichment and Enhancement programmes (Plan A and Plan C) are provided for all forms and all subjects. - SEN policy formulated and monitored by a group of trained teachers giving individual assistance and support to SEN. - Gifted Education programmes provided to talented students with different potentials and abilities with extra and additional training arranged outside school to form their own peer group. - Small class Chinese and English oral lessons is arranged all through the year for all forms. <p>Curriculum Implementation</p> <ul style="list-style-type: none"> - School-based curriculum is gradually, progressively and successfully implemented in the following various subjects: L&S, ERE, Social Studies, Senior form English elective modules, Chinese project, STEM education, drama etc. - PIE in all subjects, the 3-time annual panel meetings, pre and post lesson observation meetings, homework inspection all strategically enhance effectiveness in the implementation of teaching and learning. - External resources, e.g. Hong Kong Jockey Club Life-wide Learning Fund, School-based After-school Learning and Support Programmes, is fully utilized for the implementation to assist students to participate in different subjects, ECA or OLE activities. - Cross curriculum cooperation is gradually promoted and implemented e.g. LS & PSHE study tour, S3 Project Learning, Science & Computer Literacy STEM activities, S4 AsD etc. - Regular lesson observation with post lesson observation meeting is carried out annually for all teaching staff for improvement. - More than 80% teachers agreed that the school is able to effectively monitor the 	<p>ability.</p> <p>Curriculum Implementation</p> <ul style="list-style-type: none"> - More collaboration among different Mathematics and Science subject panels is desirable for the effective implementation of STEM Education. - More cross curriculum cooperation and various activities are desirable to widen students' horizon and arouse their interests in various subjects and their ability for its application. - More TAs are desirable to lessen the administrative workload.
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	<p>implementation of its school-based curriculum.</p> <p>Performance Assessment</p> <ul style="list-style-type: none"> - The school assignment and assessment policy is strategically and effectively implemented through thorough homework inspection including notes, WS, exercises, test, exam, quiz, project etc. - Aside from the traditional assessment, other methods like self-assessment programme, Read Aloud and English Builder, lesson observation, sudden quiz before the end of the lesson, written, oral, experimental, dramatic continuous assessment, SBA and summative assessment are all effective tools. - APASO, stakeholder survey, Self-School Evaluation, SVAIS, DSE results and analysis are all fully utilized in understanding the effectiveness of teaching and learning with its assessment policy. <p>Curriculum Evaluation</p> <ul style="list-style-type: none"> - Annual homework inspection, regular lesson observation, DSE results evaluation are used as mechanism for the school to evaluate the effectiveness of curriculum implementation. - PIE mechanism in all levels especially in every subject panel is well implemented especially in the year-end review. 	<p>Performance Assessment</p> <ul style="list-style-type: none"> - More follow-up is desirable to reinforce students' self-motivation, reflection and responsibility in their learning.
4. Student Learning and Teaching	<p>Learning Process</p> <ul style="list-style-type: none"> - Most of the students are willing to learn, attentive, well-behaved and respect the teachers. - In the eyes of the teachers, 62.7% students are interested in learning. - Students are willing to cooperate with the teachers and follow their instructions. - About 57% students are able to set up their learning targets. About 75.9% students seriously finish their assignments. - Students are able to apply different strategies and resources through S3 Project Learning. - Students are able to make use of the assessment results to improve themselves. - Feedbacks given by teachers in marking assignments does help a lot students how to improve themselves especially in the rehearsal for S3 Project Learning presentation and LS IES for senior forms. 	<p>Learning Process</p> <ul style="list-style-type: none"> - There is a lack of initiatives, self-confidence and self-directed learning in students. They don't grasp every opportunity to learn and don't put much effort in surfing in the internet as part of self-directed learning. - Some of the students have problem in managing their time. - Actually most of the students are high achievers academically in comparison to students in Hong Kong as a whole but still they lack self-confidence in themselves.

	<p>Learning Performance</p> <ul style="list-style-type: none"> - Through academic performance and results, assignments and attentiveness in lessons, students are able to acquire and apply the knowledge and skills. - TSA results are always or nearly 100% (98% in Chinese Language, 99% in English Language, 98% in Mathematics). - Daily reading time, library reading scheme and reading in internet develop students' reading habits which is to be fortified in the next school target by using self-initiated choice of books. <p>Teaching Organization</p> <ul style="list-style-type: none"> - The last 3-year school target focused on Questioning which enhanced self-motivation in students and teachers' improvement in using different strategies. - High achievers assisting low achievers and small group learning circles organized are effective methods to improve students' academic performance. <p>Teaching Process</p> <ul style="list-style-type: none"> - Different teaching skills are used in promoting student learning. They include drama, debate, role play, presentation etc. - Enrichment and enhancement classes are given to cater for different learning needs and more than 90% students' performance is improved. - Teachers design worksheets and assignments with different levels of difficulties. - Teachers are able to provide various opportunities for students to participate and share experiences, with a view to promoting class interaction and enhancing learning effectiveness. 	<ul style="list-style-type: none"> - Interaction among students desirable. - Application of knowledge is to be improved. - More attention could be given to low achievers if there are more resources in hiring TAs. <p>Learning Performance</p> <ul style="list-style-type: none"> - Girls are most likely weak in Mathematics & Science subjects.. - Pursuit of excellence is needed though DSE results is quite good. More advanced levels could be obtained if students are self-motivated. - Self-motivation is needed in developing reading habits. <p>Teaching Organization</p> <ul style="list-style-type: none"> - Too many students in a class is an obstacle to cater for learning diversity. - Exam-oriented curriculum limits the diversity in teaching and learning. - Teaching time is limited. <p>Teaching Process</p> <ul style="list-style-type: none"> - The time for interaction between teacher and students is not enough - Generally students are passive in learning. - Skills for application are not enough. - Lack of initiative in students to deepen their knowledge and planning for the future prospect.
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	<ul style="list-style-type: none"> - Teachers are equipped with subject knowledge and continuously update themselves with professional training. - 66.7% teachers acquire a Master Degree with another 33.3% a Bachelor Degree with 100% teacher training. <p>Feedback and Follow-up</p> <ul style="list-style-type: none"> - Precise and effective feedback especially in marking assignments is given for improvement. - There are many different occasions and opportunities for students to present what they have learnt e.g. learning carnival, open day, submission of articles in young post, S3 Project Learning etc. - Various study tours are being organized providing different opportunities for students to widen their horizon and extend their learning. 	<p>Feedback and Follow up</p> <ul style="list-style-type: none"> - More appreciation and applause from the teachers is needed. - Low achievers need more encouragement e.g. submission of articles in young post.
5. Student Support	<p>Support for Student Development</p> <ul style="list-style-type: none"> - The school identifies students' varied needs in the area of support for student development from stakeholders survey and APASO, we can get teachers', students' and parents' opinion about the school on various aspects. - Other relevant information can also be collected from form meetings, mentoring scheme evaluation and Big-sister scheme evaluation, S1 & S4 students' household survey, S5 & S6 Stress-management survey, S3 subject selection survey, Understanding our students meeting, General Parents' Day, Joyful@school Project provided by QEF etc. - School-based student support services is effective especially in fostering their virtues and leadership, as shown in the stakeholder survey. - Special examination arrangement is provided for SEN - There is also a systematic programme for gifted students. - The school arranges different learning experiences to cater for students' personal development needs in order to foster students' self-management ability and help them set personal goals for learning e.g. S1 Adventure-based Day Camp, S2 Growth Scheme, S2 Life Education, S3 Leadership Training, S4 Social Service training and participation, Study Tours etc. - There are various theme-talks, speeches under the National flag etc. There are civic education activities, flag-raising and S4 social service programme to cater for students' social needs with a view to fostering their positive values and attitudes and enhancing their interpersonal relationships and social responsibility. 	<p>Support for Student Development</p> <ul style="list-style-type: none"> - Students' response tends to be less positive. They thought their opinions were not valued by the school and the school had not provided enough opportunities for them to learn outside school. Students hoped the school could support them to learn more about making friends and social skills. Our school should really analyze the data and outcomes and be more responsive to the survey results. - The school may address the current issues more promptly, like forming a small group to provide feedback to the students immediately. - The school target can be more short-termed so as to address students' latest/upcoming needs and problems, like their emotional and mental problems. - The concept and practice of

	<ul style="list-style-type: none"> - The school suitably supports SEN and students with diverse learning needs to help them integrate into campus life and develop their potential especially according to various measures set up by EDB. <p>School Climate</p> <ul style="list-style-type: none"> - In Stakeholder survey, 90% of teachers felt we had excellent teacher-teacher relationship. - 89% students felt they could get along with others well. - More than 100 past pupils joined the “We are Siumingians” Programme giving support to our S3 & S4 (S4 & S5 in the new school year) students to become quality Siumingians. - 5 core values of Catholic Education is very much emphasized, embedded in the curriculum and implemented in the school. - Training and sharing are scheduled every year on Salesianity and Preventive System of Education which enrich the implementation of the vision and mission of the school. - The culture and development of the school is shaped by the curriculum, ERE curriculum, morning prayers, activities organized by the Catholic Society, Action songs, Masses and Liturgical celebrations etc. 	<p>relationship management could be introduced.</p> <ul style="list-style-type: none"> - More professional training for teachers, resources and extra manpower is needed for SEN. <p>School Climate</p> <ul style="list-style-type: none"> - More care desirable especially students with average ability.
6. Partnership	<p>Home-School Cooperation</p> <ul style="list-style-type: none"> - Parent education is offered through S1 Orientation meeting, various Parents’ meetings serving different purposes such as S3 subject selection, S6 JUPAS and multiple pathways etc. which enhance students’ whole person development. - The school provides opportunities for parents to support the school such as inviting parents to serve as helpers in exam invigilation. - Parents can also participate open classroom for lesson observation, open day, Christmas celebration, Sports Day, S1 BBQ orientation etc. - The school assists the Parent-Teacher Association to fulfil its function as a link between parents and the school by facilitating their activities like Mother’s Day flower purchase. 	<p>Home-School Cooperation</p> <ul style="list-style-type: none"> - It is desirable to have Parents’ talk in Nov for Junior Forms which is an opportunity to share with parents on how to provide positive attitude / view towards learning.

- The school has also reserved a PTA resource room for parents to have meetings and conduct other PTA activities.
- Teachers are encouraged by school to get involved in PTA activities and 2 parent representatives are also school managers of IMC.
- Opinions survey PTA-internal meetings and REPs could voice and communicate directly with Principal and teachers in both directions, through telephone conversations and face-to-face interviews would enable effective and efficient communications.
- Regular PTA Executive Committee meetings and IMC meetings are channels for parents to express their opinions.
- Vice Principals and teacher representatives are also PTA members to consider and follow up their opinions. Parents can also reflect their opinions to the school when they talk with the class teachers during parents' days.

Links with External Organizations

- The school is able to develop good connection with external organizations such as The Hong Kong Federation of Youth Groups, community centres, JA, Salesian Youth ministry Office etc.
- All liaise with each other, e.g. Police Community Relations Officer, YMCA, etc.
- The Hong Kong Federation of Youth Groups provides leadership training scheme and social service programmes.
- The provision of various exchange programmes, like New Zealand study tour, summer course in University of St. Martin's University in America and forming sister schools with Seibi Gakuen Junior High School in Japan.
- The school regularly invites lots of speakers from different Universities and Institutes to deliver speeches to our students.
- Widen students horizon through e.g. NGO talks, museum visits, Jockey Club Life-wide Learning, Artists workshops in schools all support students extensively in all aspects.
- A mentoring programme called "We are Siumingians" is being organized to invite more than 100 alumni to be mentors for S4 & S5 students. Alumni also provide tuition services to students on individual basis.
- Past Pupils' Association has Facebook, Instagram etc. to release the most updated mentorship programme by careers team. Talks and sharing by past pupils have all been implemented successfully.

<p>7. Attitude and Behaviour</p>	<p>Affective Development and Attitude</p> <ul style="list-style-type: none"> - Self-concept and self-esteem in students is positive. - Mentoring scheme is provided to establish teacher-student relationship which facilitates confidence in learning. - Students most likely are obedient and willing to listen. - Most students show respect to teachers, school rules and regulations. - The school is able to gradually educate and equip students with leadership skills on a whole-school approach. - Students are able to gradually master self-management skills fostering a healthy lifestyle, emotional balance and ability to handle stress. <p>Social Development</p> <ul style="list-style-type: none"> - Students show much improvement when leadership training is provided in a whole-school approach. - Students generally are physically healthy and responsible. - Students are well-behaved and attend school punctually. - Good school ethos is still very much appreciated by parents inside and outside the district. - Students are decent and elegant and maintain proper manner wherever they go especially with their school uniforms. 	<p>Affective Development and Attitude</p> <ul style="list-style-type: none"> - There is still a lack of self-confidence in students. - Talent pool desirable to showcase students' talents. - More appreciation from teachers is desirable and beneficial to build up self-confidence in students. - Exposure to social context and reality desirable. - The Principal could provide more talks with quality to share on National identity. - Proper use of mobile phones is still to be educated. <p>Social Development</p> <ul style="list-style-type: none"> - Students with average or low ability need more encouragement to maintain emotional balance. - Some junior form students fail to submit their assignments on time. Proper time management skills and self-management need to be fostered. - More empathy desirable.
<p>8. Participation and Achievement</p>	<p>Academic Performance</p> <ul style="list-style-type: none"> - Junior form students quite well in school with Grand Average of 99.19%, 100% and 100% for S1, S2 and S3 students respectively. - DSE results is maintained at a good level with 93% students admitted tertiary institutions in 2017 and 85% students admitted to a Bachelor degree course in 2018. - Students obtained awards in Composition competitions and was posted in SCMP. 	<p>Academic Performance</p> <ul style="list-style-type: none"> - Number of S4 not meeting the promotion criteria increased. - Time management skills and self-management need to be reinforced in senior form students. - More time and space desirable for both teachers and students to prepare for external examination.

	<p>Non-academic Performance</p> <ul style="list-style-type: none"> - Quality of leaders is improving. - Students obtained many awards in various competitions inside and outside the district and even in international level, e.g. sports, ball games, swimming, Taekwondo, Lantin Dance, etc. - Students' level of physical fitness is good in junior forms and average in senior forms. 	<p>Non-academic Performance</p> <ul style="list-style-type: none"> - Many students don't show up in ECA activities and concentrate only in academic performance. - Number of students participating in competitions is decreasing. - More space and time is needed for both teachers and students. - Healthy lifestyle has to be reinforced. - More international competitions desirable.
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SWOT Analysis

Our Strengths

- A caring and harmonious atmosphere among students and staff
- Students are well-behaved
- Held in high esteem by parents and the general public in the district
- Parents generally care much about their children
- A stable and cooperative Educating Community with open mind
- High abilities in English & Mathematics in S1 student intake
- Strong Catholic culture with its core values implemented

Our Weaknesses

- Students' proficiency in Mathematics and Science is weak
- Teachers' care for students with middle level of ability is insufficient
- A general lacking of initiative and confidence in the majority of students
- Parents from comparatively low social and economic status could not offer sufficient support to students
- Team spirit among teachers could still be reinforced
- Teaching strategies among teachers are rather traditional but improving
- Experienced teachers are retiring year by year

Our Opportunities

- LAC
- Introduction of STEM Education
- Cross-subject cooperation
- Curriculum renewal entails change of teaching strategies
- Optimization of Class Structure provides more resources, new teachers and teaching methods
- Reinforcing students' learning confidence could change learning habits and attitudes

Our Threats

- More and more diverse learning diversity
- Students' language ability is rather weak
- There is a slight decline on the results of public exam DSE

1.3 School Development Plan (2015-2018 school-year period)

2018-2021 年度學校發展目標 (School Development Target)

Main Theme: Make Change and Go Forth (Two Aspects: Academic & Student Formation)

(A) Academic Aspect:

Major Concern 1: To help students achieve effective learning and develop positive attitude towards learning through stretching students' academic potential, developing their interest in learning and maximizing their capacities

Targets	Strategies	Implementation	PIC/Persons, Department(s) Involved	Success criteria / Method of evaluation	School Year		
					18-19	19-20	20-21
<p>1A. To improve students' learning initiative and strengthen their confidence in learning.</p>	<p>To help positive learning attitude through the development of good learning habits, build resilience against adversity and manage stress (Learning Buddies Programme)</p>	<p>Class/Subject teachers are required to help students develop positive attitudes towards learning: Perseverance, curiosity, interest, motivation, highly proactive, appreciation of others, etc.</p> <p>Class teachers help students to form groups to help each other overcome difficulties in learning and promote the Learning Buddies Programme.</p> <p><u>Implementation period:</u> ① Mondays (8:15-8:40) (students are also encouraged to do revision in groups at other times) ② The week before examination (December) or the week before summer time (May), the morning reading period will be suspended, and students will be required to do revision in groups</p> <p><u>Implementation methods:</u> ① Students are assigned by teachers to carry out the Learning Buddies Programme in groups.</p>	<p>Form Coordinators & all Class Teachers</p>	<p>(1) <u>Qualitative Assessment:</u></p> <ul style="list-style-type: none"> • Observations and opinions of class teachers • Reflection Form for Learning Buddies Programme <p>(2) <u>Quantitative Assessment:</u></p> <ul style="list-style-type: none"> • Students' opinions in questionnaire survey ① 70% of the students agree or strongly agree that the Learning Buddies Programme has a positive outcome ② 70% of the students agree or 	✓	✓	✓

		<p>②Each group has a revision/discussion topic to help each other and students are required to build a positive attitude towards learning.</p> <p>③Students can be allocated to different groups in the 1st and 2nd terms in order to achieve the learning objectives.</p> <p>④The Best Student Tutor and The Most Responsible Tutor of each class will be selected by class teachers throughout the year, and certificates will be issued to students at the end of the school year for recognition.</p> <p>⑤Arrangements for S6 students can be flexible; S1 students will start to take part in the programme from the 2nd term as they may take time to adapt to the secondary school life.</p> <p>* "Grouping Method Suggestions" for class teachers</p> <p>** "Learning Buddies Programme" Reflection Form in the Student Handbook</p>		strongly agree that the "Yes, I can" Programme has a positive outcome			
	Class teachers help students identify their strengths and weaknesses and also help them set and complete attainable academic goals and plan during CTPs	<p>Class teachers help students identify their strengths and weaknesses and fill in the tables "Yes, I can" in the Student Handbook with their learning objectives of each subject.</p> <p>Class teachers regularly review the outcome and revise the plan with the students, and help students gradually achieve the objectives.</p> <p>*** The "Yes, I can" table is printed in the Student Handbook</p>	Form Coordinators & all Class Teachers		✓	✓	✓

	<p>To establish a talent pool for reservation of potential students who are available to be chosen for the gifted education programme (for S1 students only)</p> <p>Objectives :</p> <ol style="list-style-type: none"> 1. To select talented or most capable students in individual subjects or in different levels of various aspects. Teachers can make use of the talent pool to select qualified students for the programmes which they conducted. 2. To enhance the self-confidence of S1 students in the aspects of academic, aesthetic, sport areas and personalities. We believe that every student is unique in strengths and is different in potential. Teachers should help students bring their talents and skills into full play. 	<p>Each S1 student is required to fill out the "Student's Potential Record" in detail to record the talents and personalities of the students, so that class teachers and teachers-in-charge of the groups can bring students' talents and skills into full play.</p> <p>The "Student's Potential Record" can be revised regularly so that teachers and students can make use of the relevant information. The self-confidence of students may also be strengthened.</p>	<p>PIC: Leung PS, Lo SK</p>			✓	✓
<p>1B. To arouse students' interest in learning and emphasize the importance of extensive reading.</p>	<p>Reading across Curriculum (RaC) through Morning Reading Period</p>	<p>1.To cultivate students' reading habit – Reading books or newspapers three days a week.</p> <p><u>Morning Reading Period (08:15 – 08:40)</u> Wed: Chinese Newspaper Thu: English Newspaper Fri: Odd months→Chinese reading materials Even months→English reading materials</p> <p>Reading categories: ① School library books, periodicals, magazines, teachers' recommended</p>	<p>Promoting RaC Group: PIC: Leung PS, Tang WM & Wong OW</p>	<p>(1) <u>Quantitative Assessment</u>: Sharing My Reading Record and Comments (24/5)</p> <p>(2) <u>Qualitative Assessment</u>: Results of the questionnaire survey</p>	✓	✓	✓

		<p>books from school library</p> <p>② Extensive Reading Scheme (Chinese or English)</p> <p>③ Reading materials / Extended learning materials provided by subject departments</p> <p>** If the afternoon CTP has spare time, students are encouraged to read newspapers and magazines.</p> <p><u>2. Sharing Session (1):</u> “Sharing My Reading” by students in the afternoon CTP is held once or twice a month. It is recommended that students not only share their book reading experience but also share their extended learning experiences e.g. film appreciation and reading, reading and knowledge expansion learning. Class teachers are required to complete the “Sharing My Reading Record” for school record.</p> <p><u>Sharing Session (2):</u> S4 students are encouraged to do more readings which are related to value education e.g. "sense of responsibility" for whole-school sharing.</p>					
<p>1C. To enhance students' motivation to learn and their learning effectiveness through the use of various teaching methods</p>	<p>To meet the needs of different subjects, various teaching methods are used to enhance students' motivation to learn:</p> <p>(1) E-learning (2) Collaborative learning (3) To promote STEM education (4) Problem-solving skills (5) Pre-lesson preparation (6) Other</p>	<p><u>Academic Aspect:</u> Using different teaching methods to activate the classroom, enhance students' motivation to learn and bring their potentials into full play.</p> <p><u>Teacher Professional Development Level:</u> Selective developmental class observation / lesson study (1) Individual observations—Each teacher designs a lesson plan which ties in with the development of subject. Discussion will be held after the observation. It is</p>	<p>PIC: Leung PS</p> <p>Heads of All Subjects</p>	<ul style="list-style-type: none"> • Assessment of the teaching plan of each subject • Peer sharing of teachers' professional teaching experience (e.g. lesson evaluation) 	✓	✓	✓

		<p>expected that teaching effectiveness will be improved.</p> <p>Or</p> <p>(2) Lesson study—To improve and optimize teaching, teachers who teach the same level will be involved together in the collaborative lesson preparation, peer observation, evaluation & review, optimization of lesson plans, swapping a class for teaching and assessment purposes.</p> <p>To invite teachers to share their professional teaching experiences on the Staff Development Day.</p> <p>** Refer to the Table below for the teaching methods and implementation of the lesson observation and class study. (Appendix 1) ** Appraisal for all teaching staff members will be conducted in 2020-21</p>					
<p>1D. Active participation in after-school activities which related to subject learning to enrich students' learning experiences</p>	<p>Life-wide Learning: To enrich the learning experiences of students through inbound/outbound study tour, competitions, field trips, etc.</p>	<p>To enrich students' learning experiences by enabling more active and participatory learning opportunities outside classroom (inbound/outbound study tour, competitions, field trips, etc.)</p>	<p>PIC: Leung PS, Ng SH</p> <p>Heads of All Subjects</p>	<p>(1) <u>Qualitative Assessment</u>: Number of teaching activities for each subject</p> <p>(2) <u>Quantitative Assessment</u>: Feedback from teachers and students</p>	✓	✓	✓

(B) Student Formation and Support

Major Concern 2: To foster in students a sense of responsibility, to demonstrate the character of Quality Siumingian, and enhance their entrepreneurial spirit in response to the new direction of education development

Objective	Strategy	Implementation Method		Person-in-charge / Group	Success criteria	Method of Evaluation	School Year		
		Nature	Content				18-19	19-20	20-21
2A. To strengthen the intrinsic value and attitude of students, and to foster in them a sense of responsibility 2B. To create a spirit of innovation and change without fear of difficulties	Participation in various activities will enable students to 'understand', 'appreciate' and 'introspect' about their sense of responsibility and continuously improve themselves. ⌚ Whole-school activity – 'understand', 'appreciate' and 'introspect' about their sense of responsibility: ➤ Class Teacher Period ➤ Talk	Whole-school activity:	➤ Class Teacher Period : a. To provide diverse teaching materials such as Chinese cultural stories, case sharing, games, videos, etc. (To let students learn from 'cognitive' to 'introspection') b. Junior secondary students (2 nd Term): To let students learn from 'introspection' and 'practice' to 'sharing' ➤ Talk : Guest talks / sharing session by S4 (current affairs and social characters) / sharing by teachers / books recommendation ➤ Others: a. 'Happy Death' Twice a year with	*Core Group and Class Teachers	<u>Quantitative assessment:</u> ⌚ In students' survey, there are at least 70% of our students 'agreed' and 'strongly agreed' that the whole-school activities are able to enhance their understanding and reflection on sense of responsibility ⌚ In teachers' survey, there are at least 70% of our class teachers make use of the teaching materials in CTPs and teachers believe that the materials help enhancing	Questionnaire Focus Group	(Individual & School)	(Family & School)	(Community & Country)
			✓	✓			✓		
			✓	✓			✓		
				Core group, S4 class teachers			✓	✓	✓
				Spiritual Formation Group			✓	✓	✓

Objective	Strategy	Implementation Method	Person-in-charge / Group	Success criteria	Method of Evaluation	School Year				
						18-19	19-20	20-21		
				students' understanding of sense of responsibility						
		the theme of biblical truth to shape students' personalities b.Cross-group activities e.g. inter-class quiz contest and stage show on the theme of historical or current issues	Core group, SA and teacher-in-charge of AsD	<u>Qualitative assessment:</u> ①In focus groups, at least 70% of senior secondary students believe that activities help enhancing their reflection and carry-out of sense of responsibility		✓	✓	✓		
	② Pull-out and cross-level activities – To understand and put into practice the character of Quality Siumingian ➤ “Inheritance of Merit” Siumingians sharing their virtues	Pull-out and cross-level activities	“Inheritance of Merit” Siumingians sharing their virtues(CTP) (Senior secondary students demonstrate the character of Quality Siumingian to junior students): ➤ S1, S2: to understand Siumingian : Sharing by Senior students: sharing session for junior class by student leaders; ➤ School Target Promotion Team and members: Team members	Core group and class teachers of S1 & S2	Core group and teacher-in-charge of the activities	believe that activities help enhancing their reflection and carry-out of sense of responsibility	②In focus groups, at least 70% of senior secondary students believe that the school can provide a platform for practicing and fostering the entrepreneurial spirit of students	✓	✓	✓
						✓	✓	✓		

Objective	Strategy	Implementation Method		Person-in-charge / Group	Success criteria	Method of Evaluation	School Year		
							18-19	19-20	20-21
			will lead the student leaders to organise S1 & S2 activities in CTPs						
			<ul style="list-style-type: none"> ➤ For S1 & S2: Sharing on the topic related current affairs / characters by S5 students (in CTPs) 	Class teachers of S5			✓	✓	
	③ 'Synergy effects between subjects' – Students are enabled to understand the importance of 'sense of responsibility' and 'entrepreneurial spirit' in different fields, through the collaboration of arts, science and business streams	Synergy effects between subjects:	Junior secondary: ERE, Chi Hist, L&S, Science	Heads of Subject Depts			✓	✓	✓
Senior secondary: BAFS, ERE, Chi Lang, LS Select appropriate courses and tie in with the topics to help students understand the importance of 'sense of responsibility' and 'entrepreneurial spirit' in different fields			✓				✓	✓	
	④ 'Tiered-level Activities' provide students with practical opportunities to perform	Tiered-level Activities	<p>Students participate in or host the related activities</p> <ul style="list-style-type: none"> ➤ Junior secondary students: <p>❖ Open Day for P6</p>	Subject depts, clubs, student affairs, Life planning edu and careers guidance, AsD			✓	✓	✓
							✓	✓	✓

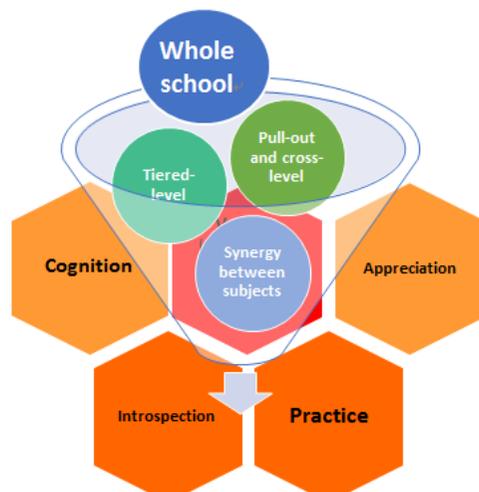
Objective	Strategy	Implementation Method		Person-in-charge / Group	Success criteria	Method of Evaluation	School Year		
							18-19	19-20	20-21
	duties of Siumingian and fulfill the entrepreneurial spirit		<ul style="list-style-type: none"> ◇ School ambassador of S1 Interview Day ◇ S3: We are Siumingians <ul style="list-style-type: none"> ➤ Senior secondary students: ◇ PIE & student LED methods ◇ S4 AsD ◇ S4 & S5 Junior Achievement Programme 				✓	✓	✓
							✓	✓	✓

* Core group: Yau WP, Chan KM, Fong PF, Ng SH, Chan HW, Chun KY

Appendix 1 :Implementation methods of the Lesson Observation / Lesson Study:

1	Developmental observation / lesson study is conducted in two phases, from Oct to Dec and from Feb to Apr.
2	The school will schedule the lesson observation for each subject and the same subject will be arranged in the same month.
3	Each subject teacher will arrange one day within a specific month for developmental observation / lesson study. Panel heads are required to collect and arrange for the lesson observations and also fill in the schedule for lesson observation.
4	Teacher designs a lesson plan (Form_A) to enhance students' learning motivation through various teaching methods in class. Two teachers (Principal/Vice-principal/Panel Head or Subject Teacher at the same level) will observe the teaching process of the teacher, and conduct the post-lesson discussion (Form B) <u>within one week</u> to evaluate whether the lesson can achieve the learning effectiveness.
5	Teachers attend the meeting for post-lesson discussion and integrate the skills discussed at the post-lesson meeting. The meeting is mainly focused on improving the teaching effectiveness in class and the strategies of diversified learning, and thereby deconstructing the learning difficulties and optimizing teaching effectiveness.
6	After the meeting, the teacher will collect the Lesson Plan and the Review on Lesson Observation (Form_B).
7	The teacher will be required to return the "Lesson Plan" (Form_A) and the teacher's two sets of "Review on Lesson Observation" (Form_B) to the School Office <u>within two weeks</u> .

Appendix 2 : Practice guidelines for Major Concern 2



學校發展計劃 (2018-21)

主題:從今天出發—勇於求變、挑戰自我

關注項目 (一): 透過引發學習興趣、釋放學生潛能, 以提升學生的學與教學習效能, 從而建立正面的學習態度

目標	策略	推行方法	聯絡人/部門負責人	成功指標/方法	推行年份		
					18-19	19-20	20-21
(一)A 提升學生的學習主動性, 以增強學習的信心	通過培養良好的學習習慣來幫助建立積極的學習態度, 以增強抵禦逆境的能力和 management 壓力 (「學生夥伴計劃」)	<p>各教師 (班主任/科任老師) 需要幫助學生培養積極的學習態度: 堅毅, 好奇, 興趣, 動力, 積極主動, 欣賞別人等</p> <p>班主任透過班主任課幫助同學分組, 推動「學生夥伴計劃」, 幫助學生克服學習上困難, 讓學生發揮「助人自助」的精神, 從而建立學習的自信。</p> <p><u>推行時間:</u> ①每週星期一(8:15-8:40)進行(鼓勵同學於延伸分組溫習) ②在考試前(十二月)或夏令時間表前(五月)一星期, 會暫停晨讀課, 改為分組溫習考試範圍, 準備考試</p> <p><u>方法:</u> ①由老師安排同學分組進行「學生夥伴計劃」, ②每組訂立溫習/討論課題, 互相幫助, 建立學習正面態度。 ③上、下學期可以分成不同的小組, 以達成訂立學習目標。 ④全年每班將由老師選出兩位「最優秀學生導師」(The Best Student Tutor) 及「最具責任感學生導師」(The Most Responsible Tutor), 於學期終結頒發證書, 以示嘉許。 ⑤中六同學可以彈性處理; 中一同學由於需時適應中學的生活, 因此, 此計劃由下學期開始。</p> <p>*「分組方法建議」作班主任參考之用</p>	各級級聯絡員及班主任	<p>(1)質化評估: ●班主任的觀察及意見 ●「學生夥伴計劃」反思表</p> <p>(2)量化評估: ●學生問卷調查的意見 ①有 70%同學在「學生夥伴計劃」問卷調查「同意」或「非常同意」對同學學習有著正面的幫助。 ②有 70%同學在「Yes, I can」計劃問卷調查「同意」或「非常同意」對同學學習有著正面的幫助。</p>	✓	✓	✓

		<p>**「學生夥伴計劃」反思表於學生手冊內頁</p> <p>班主任透過班主任課幫助同學發掘自己的優點和缺點，將自訂學科目標填寫在學生手冊的「Yes, I can」。</p> <p>班主任定期與學生檢視成果及訂正計劃，幫助學生逐步實踐及完成。</p> <p>***「Yes, I can」計劃表於學生手冊內頁</p>	各級級聯絡員及班主任		✓	✓	✓
	<p>建立人才庫——以發掘學生的潛能，藉此提升學生的自信心（中一學生）</p> <p>1. 教師可以運用人才庫為學生提供不同的比賽及訓練，以釋放學生的潛能</p> <p>2. 增強中一學生在學術、藝術、體育、性格等不同領域的自信心。我們相信每個學生都有獨特的優勢和潛力，教師應該有責任幫助學生充分發揮他們的才能和技能</p>	<p>每位中一學生要填寫一份詳細的「學生潛能表」，具體記錄學生不同的才能及性格的特點，讓班主任及各組別老師，能運用同學的才能，充分發揮他們的才能和技能</p> <p>「學生潛能表」能定期修訂，讓教師及學生能充分掌握及運用有關資料，藉此提升學生的自信心</p>	負責人:Leung PS, Lo SK			✓	✓
(一)B 強化廣泛閱讀 以提升學生的 學習興趣	透過晨讀課進行「跨課程閱讀」(RaC)	<p>1. 培養學生閱讀習慣——每週閱讀書籍或閱讀報紙三天</p> <p><u>晨讀課時段(早上 8:15-8:40)</u></p> <p>星期三:中文報章</p> <p>星期四:英文報章</p> <p>星期五:單月→中文閱讀材料/雙月→英文閱讀材料</p> <p>閱讀材料類型:</p> <p>①學校圖書館書籍、期刊、雜誌、老師建議閱讀的圖書館書籍</p> <p>②中、英文科廣泛閱讀</p>	晨讀推動小組— 負責人:Leung PS, Tang WM 及 WONG OW	(1)質化評估: 「閱讀分享紀錄及 意見表」(24/5 進行)	✓	✓	✓
				(2)量化評估: 問卷調查結果			

		<p>③由各學科提供閱讀材料/上課課本以外的參考資料 **如在下午班主任課有餘下的時間,鼓勵同學善用時間閱讀報刊。</p> <p>2.分享環節(1): 在下午班主任課,班主任安排每月一至兩次「閱讀分享」環節,建議學生不單分享閱書心得,更鼓勵學生進行擴展性閱讀分享,如:電影欣賞與閱讀、閱讀與知識擴展學習等。班主任填寫「閱讀分享紀錄表」,交由學校存檔。</p> <p>分享環節(2): 鼓勵中四同學閱讀有關價值教育,如「責任感」的書籍作全校性分享。</p>					
(一)C 透過運用不同的教學法,以啟發學生的學習動機,提升學習效能	<p>因應不同學科的需要,運用不同的教學法,以提升學習動機:</p> <p>(1) e-learning (2) 合作學習 (3) 推動 STEM EDU (4) 解難能力 (5) 課前預習 (6) 其他</p>	<p>學科層面: 運用不同的教學法,激活課堂,提升學生學習動機及釋放學生潛能</p> <p>教師專業發展層面: 焦點式發展性觀課/課堂研習 (1)個別觀課--每位老師設計一個教案以配合學科發展,觀課後進行研討,期望達至改善教學。 或 (2)課堂研習—任教同一級的老師,共同備課,共同觀課,之後作出評估及檢討,再進行優化教案,然後在另一班進行施教、評課;以優化教學。</p> <p>在教師發展日邀請老師分享專業的教學經驗</p> <p>**有關各學科推行教學法及本計劃觀課/課堂研習的推行方法詳見下表</p> <p>**2020-21 將進行全體教員考績報告</p>	<p>負責人:Leung PS 各科組科主任</p>	<ul style="list-style-type: none"> ●各科的教學計劃的評估方法 ●同儕老師專業的教學經驗交流及分享(如:課後評課) 	✓	✓	✓
(一)D 積極鼓勵同學參加學科的課外活動,以豐富學	<p>全方位學習:透過課堂以外的活動及考察學習活動(境內/境內考察、比賽、實地考察等)以豐富</p>	<p>各科老師積極提供機會及鼓勵同學參加課堂以外的活動及考察學習活動(境內/境內考察、比賽、實地考察等),以豐富同學的學習經歷</p>	<p>負責人:Leung PS, Ng SH 各科組科主任</p>	<p>(1)質化評估: 各科教學活動報告的數量</p>	✓	✓	✓

生的學習經歷	同學的學習經歷			(2)量化評估: 老師及同學的意見			
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附件一:觀課/課堂研習的推行方法:

1	發展性觀課/課堂研習分為兩期推行，分別為十月至十二月及二月至四月。
2	學校將設定各科觀課日程，以便安排，同一科目將安排在同一個月份進行。
3	每科老師於設定的月份安排一天作發展性觀課/課堂研習，由科主任收集及安排觀課事宜，並填寫於觀課日程表上。
4	老師設計一次課堂教案(Form_A)，在課堂上透過不同教學法強化學生的學習動機。兩位觀課的老師(校長/副校長/科主任或同級任教老師擔當)共同觀摩施教老師教學過程，然後在 <u>一個星期內</u> ，進行課後討論(Form_B)，以反思課堂能否達到學習的效能。
5	老師參與課後會議的討論，並融入課後會議技巧，以改進課堂的教學及學生學習多樣化的策略為主，解構學習的難點，以優化教學。
6	課後會議後，由老師收集有關「教案」及老師「觀課交流表」(Form_B)。
7	於 <u>兩星期內</u> ，老師將有關「教案」(Form_A)及老師兩份「觀課交流表」(Form_B)交回校務處。

關注項目(二):提升學生「責任承擔」精神，展現出「優質蕭明人」的品格，並提升其「開拓與創新精神」以回應教育發展新方向。

目標	策略	推行方法		負責人/組別	成功指標	評估方法	學年				
							18-19 (個人及學校)	19-20 (家庭及學校)	20-21 (社會及國家)		
①強化學生「責任承擔」的內在價值及態度。 ②營造不怕困難氛圍、嘗試創新求變精神。	透過不同性質活動，讓學生「認識」、「欣賞」、「反思」責任感，並嘗試以求變精神實踐： ①「全校性活動」--認識、欣賞及反思「責任承擔」： ➢ 班主任課 ➢ 講座	性質	內容舉隅	*核心小組及班主任	量化評估： ①學生問卷調查中，至少70%同學「同意」及「非常同意」 「全校性活動」能加強對「責任感」的認識及反思。 ②老師問卷調查中，至少70%老師應用班主任課材料及認為能加強學生對「責任感」的認識。 質化評估： ①聚焦小組中至少	問卷調查 聚焦小組	✓	✓	✓		
							全校性活動： ➢ 班主任課 ➢ 講座	核心小組、中四級班主任	✓	✓	✓
							靈性培育組	靈性培育組	✓	✓	✓

		合主題以聖經真理塑造學生的品格	核心小組、學生會及 AsD 負責老師	70%(高年級同學)認同活動能加強對「責任感」的反思及實踐。				
		<p>➢ 跨組別合作活動，例如：</p> <p>➢ 以歷史或時事作主題，進行班際問答比賽、舞台劇等活動培育學生創意及承擔責任精神，發揮氛圍與實踐的相互效用</p>						
②「抽離式跨級活動」--認識及實踐「優質蕭明人」的品格。	抽離式跨級活動：	<p>傳『蕭』。有方（班主任課）〔以大帶小，讓高年級同學肩負承傳「優質蕭明人」責任〕：</p> <p>➢ F.1,F.2：認識「蕭明人」學姐分享：由高年班領袖到初中班級分享</p>	核心小組及中一、二級班主任	②聚焦小組中至少至少 70%(高年級同學)認為學校能提供實踐平台，培養學生「勇於創新嘗試」精神。				
		<p>➢ 學校發展目標學生統籌小組及委員：由學生統籌小組帶領不同領域領袖生，籌劃及協助中一、二進行班主任課活動</p> <p>➢ 中五級到中一、二班中分享與主題相關的時事/人物（班主任課）</p>	核心小組及各活動組別負責老師					
			中五級班主任					
③「課程協同效應」--透過文、理、商各科的配合，讓學生認識「責任感」及「開拓與創新精神」在不同領域的重要性	課程協同效應：	<p>初中:ERE、中史、L&S、SCI</p> <p>高中:BAFS、ERE、中文、LS</p> <p>選取適切課程，配合主題，讓學生認識「責任感」及「開拓與創新精神」在不同領域的重要性。</p>	各科組科主任					
④以「分層級別活動」--提供實踐機會，讓學生履行盡責「蕭明人」及勇於創新嘗試精神	分層級別活動	<p>學生參與或主持有關活動</p> <p>➢ 初中：</p> <p>◇ 小六開放日</p> <p>◇ 中一新生面試日學校大使</p>	各科組、各學會、學生事務組、生涯規劃教育及升學就業輔導小					

			<ul style="list-style-type: none"> ◇ 中三：We are Siumingians ➤ 高中： ◇ PIE & student LED methods ◇ F.4 ASD ◇ F.4,5 JA 學生營商體驗計劃 	組、ASD					
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***核心小組：Yau WP, Chan KM, Fong PF, Ng SH, Chan HW, Chun KY**

實踐方針示意圖

