



**DMHC Siu Ming Catholic  
Secondary School**

**School Development Plan**

**(5-school-year period)**

**2021-2026**

## **1. Vision and Mission of the School**

- 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.

## **2. 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.

## **3. School Motto**

“Purity & Charity”

「純潔 仁愛」

## **4. 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

## **5. 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.

## Holistic Review

**School Development Plan (2018-2021)  
3-Year Evaluation  
Main Theme: Make Change & Go Forth (Holistic Review)**

Major concern I: 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

1. Effectiveness of the School Development Plan (2018-21)

\*\*Due to the COVID-19 pandemic, classes were conducted through a blended learning approach, which affected school operations and caused some of the objectives of School Development Plan had not been reached.

Key Concern	Achievements (2018-21)	Extent of targets achieved	Follow-up Action / Remarks
<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>	<ol style="list-style-type: none"> <li>1. Students and teachers considered that students actively participated in sharing and revision.</li> <li>2. The results of questionnaire survey for teachers and students indicated that junior students were found to be more active and willing to share than senior students.</li> <li>3. Students were active and serious to study for test / exam preparation in the Learning Buddies Programme.</li> <li>4. On the whole, students' response on the Plan were pleasing and promising.</li> </ol>	Partially achieved	<ol style="list-style-type: none"> <li>1. The Learning Buddies Programme is to allow students to understand that learning could be made more effective through mutual support and group collaboration.</li> <li>2. Before test or examination, class teachers can arrange for students to revise in small groups to create a positive learning environment.</li> <li>3. The pandemic of 2020-21 has made this programme difficult to accomplish. When the pandemic subsides and normal class resumes, this programme could be resumed and be made more effective.</li> <li>4. This programme can be executed by class teachers, therefore it will not be needed to incorporate into the school development plan thereafter.</li> </ol>
<p>1B. To arouse students' interest in learning and emphasize the importance of extensive reading</p>	<ol style="list-style-type: none"> <li>1. The results of the teachers' survey indicated that the attitudes of students in morning reading sessions were serious and active.</li> <li>2. The results of questionnaire survey for students indicated that majority of</li> </ol>	Partially achieved	<ol style="list-style-type: none"> <li>1. From the 2nd term of the 2019/20 to the 2020/21 school year, the students were always unable to attend face-to-face lessons because of the COVID-19 pandemic and so the Morning Reading Session could not be implemented as scheduled.</li> </ol>

Key Concern	Achievements (2018-21)	Extent of targets achieved	Follow-up Action / Remarks
	<p>students agreed that the morning reading sessions helped them develop reading habits and increase their knowledge and awareness of current affairs, encouraged them to read newspapers or books in spare time and enhanced the reading atmosphere in campus.</p> <p>3. Most of our students agreed that the book sharing encouraged them to read books in depth, analyze and think about the content, connected readings to other areas of study or apply them to daily lives.</p> <p>4. In conclusion, the implementation of morning reading sessions received positive feedback from most of the students and class teachers.</p>		<p>2. Morning Reading Period will be conducted regularly in the class teacher period once a week in the 2021/22 school year, it will not be needed to incorporate into the school development plan thereafter. The theme of Morning Reading Period will be “Love Reading Enjoy Sharing”.</p> <p>3. To arouse students' interest in reading, it was recommended to organize a variety of reading activities in future. Therefore, Morning Reading Period in the 2021/22 school year will include “Silent reading”, “Read-around activities” and “Reading sharing” in whole year.</p> <p>4. Moreover, teachers will invite students with outstanding performance or interested in sharing to visit bookstore and attend its workshop in the 2021/22 school year.</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>1. Effectiveness of Lessons  Different subjects could use different ways to increase students' learning motivation. According to the report by Panel minutes, most subjects were able to utilize different teaching methods to motivate and engage students. (Refer to the 3<sup>rd</sup> Panel mins meeting)</p> <p>2. Lesson observation  The Review on Lesson Observation indicated that teachers could do the lesson plan well, which was generally “good”. Most of the lessons could facilitate learning by using various teaching methods, enhance students' interest in learning and create a positive atmosphere of learning in classroom such as e-learning.</p> <p>3. Post-lesson observation</p>	<p>Partially achieved</p>	<p>1. Teachers should increase students' motivation to learn. The teachers' belief that using effective teaching strategies, learning activities, and student participation could enable students to learn more effectively.</p> <p>2. The teachers' role in facilitating students' motivation is perceived through their support for developing students' autonomy, relevance, relatedness, competence, teachers' interests, and teachers' self-efficacy about teaching their subject. Although students' motivation to learn can be affected by both intrinsic or extrinsic factors, ultimately, the role of the teachers in supporting their learning and creating the right learning is crucial in engaging the students.</p> <p>3. According to the educational needs of students, blended learning may prove to be highly beneficial in increasing students' interest in various subject matter, especially in these</p>

Key Concern	Achievements (2018-21)	Extent of targets achieved	Follow-up Action / Remarks
	<p>Teachers discussed how to improve the teaching methods at the post-lesson meeting. This 3-year focused on the ways to arouse students' motivation in learning, e.g., collaborative learning, e-learning and problem-solving. Keeping students engaged in class activities would activate the lesson and develop students' potential. Teachers catered for the learners' diversity through collaborative learning, discussion, etc.</p>		<p>times of external change. It is important for our approach of teaching to advance with the times to better equip students for the challenges of the future.</p> <ol style="list-style-type: none"> <li>4. Blended learning should be promoted to encourage teachers to develop different online learning materials to extend students' learning beyond the classroom.</li> <li>5. Teachers should be encouraged to attend professional development activities to enable them to make better use of blended learning.</li> <li>6. Professional collaboration within and among different panels will launch to be promoted.</li> <li>7. Continued to be a major concern in the next school development plan</li> </ol>
<p>1D. Active participation in after-school activities which related to subject learning to enrich students' learning experiences</p>	<ol style="list-style-type: none"> <li>1. To enrich the learning experiences of students, subject departments increased the activities outside classroom. The junior students took part in the "STEM EDU" programme and participated in various competitions. This enabled students to broaden their horizons and enrich their learning experiences.</li> <li>2. Due to social issues and the outbreak of the covid-19 pandemic, school suspension was affected the outside school activities. Some activities have been conducted through the online lessons.</li> </ol>	<p>Partially achieved</p>	<ol style="list-style-type: none"> <li>1. Being able to actively promote learning activities within lessons not only could consolidate and refine students' knowledge and skills, but this could also increase students' interest in the subject; allowing tremendous progress to be made in terms of their holistic development.</li> <li>2. Continued to be a major concern in the next school development plan.</li> </ol>

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

\*\*Due to the COVID-19 pandemic, classes were conducted through a blended learning approach, which affected school operations and caused some of the objectives of School Development Plan had not been reached.

Key Concern	Achievements (2018-21)	Extent of targets achieved	Follow-up Action / Remarks
<p>2A. To strengthen the intrinsic value and attitude of students, and to foster in them a sense of responsibility</p>	<ol style="list-style-type: none"> <li>1. From the year of 2018 to 2020, when students learning were not affected by the pandemic, a diverse of activity can be held as scheduled. These activities allowed teachers and students to clearly understand the theme of this year's school development targets, 90% of students and 95% of teachers agreed that they knew more about the importance of responsibility through the activities (including the class teacher periods). The talk helped them face challenges, thereby reflecting on their own attitudes toward life.</li> <li>2. The 2020-2021 academic year was seriously disruption by the pandemic. Most of the planned programs could not be carried out as schedule. The school target activities were mainly conducted through the Siumingian Handbook during class teacher periods.</li> <li>3. According to teachers' survey, over 90% of class teachers agreed that the content in the handbook enabled students to understand the attitude of being positive, around 75% of class teachers agreed that the content in handbook enabled students to have an in-depth understanding of the positive attitude in life, around 78% agreed that the handbook fostered students' self-reflection on enthusiasm towards life, around 80% agreed that the content of the handbook helped students understand the meaning of caring and inspired students of</li> </ol>	<p>Partially achieved</p>	<ol style="list-style-type: none"> <li>1. Feedback from 2018 to 2020 revealed that Students appreciated the efforts of others, but not to themselves. 60% of class teachers reported that they had sufficient time to use the Siumingian Handbook and 40% of them remained neutral. This shows that students were unable to have an in-depth reflection.</li> <li>2. In the year of 2020-2021, school target were implemented mainly through class teacher period. Feedback from class teachers revealed that time allocation for teachers to deliver the content from booklet were still not enough. Future implementation of school target will take note on this and sufficient time will be arranged for efficient learning of concepts in school target.</li> <li>3. For the part of achieving personal goals in the year of 2018 to 2020, students tried to achieve their goals, but mostly was partial success. Class teachers should explain to students that goals could be achieved in stages as long as they have the mind of surmounting difficulties and keeping promises. In response to the advice, the relevant content should be added to the Siumingian Handbook within one week after the talk for whole school in order to allow class teachers to discuss those issues with students. It was cancelled due to the situation of COVID-19 pandemic.</li> <li>4. Synergy effect: Subject departments and Student Formation and Student Support Group were cooperative and able to change and influence unobtrusively and imperceptibly. The same practice will be adopted in future school target</li> </ol>

Key Concern	Achievements (2018-21)	Extent of targets achieved	Follow-up Action / Remarks
	<p>their own behavior towards others or the society.</p> <p>4. There were also across the board support from class teachers on the usefulness, content and instruction of materials provided by the school. The only area needed improvement was the time allowed for teachers to deliver content in class teacher period.</p> <p>5. Results from students' survey revealed that students had learned the concept of positive attitude and caring of others through discussion and sharing in class teacher period. These lessons also inspired them to behave positively in their day to day living and care for others whenever chances arise.</p> <p>6. In the first two years of school target implementation, the performance of student leaders had a positively impact on junior students. Subject departments were able to tie in the curriculum with the theme of the school target and developed synergy effect. Functional groups were able to tie in with the theme of the school target, and 80% of the activities received positive feedback.</p>		implementation.
2B. To create a spirit of innovation and change without fear of difficulties	1. Tiered-level Activities like Open Day for P6, School ambassador of S1 Interview Day, We are Siumingians for Junior secondary level students and PIE & student LED methods, and S4 AsD for students to host these program could not be arranged owing to this year's pandemic. However these program were proved to be effective in the past to allow students to practice their spirit of innovation and change. The same method	Partially achieved	1. Student learned effectively by taking part of different school's activities. Different activities also cater for different students' needs. Therefore, according to the success of our past experiences, similar program will be arranged to maximize students' chances of learning.

Key Concern	Achievements (2018-21)	Extent of targets achieved	Follow-up Action / Remarks
	<p>will be adopted in the future whenever appropriate.</p> <p>2. S4 &amp; S5 Junior Achievement Programme proceeded as planned through the use of online digital platform. Students were able to create and sell their products.</p>		

**Evaluation of the School's Overall Performance** (Refer to interflow meeting booklet II 30/6/2021 for detailed evaluation, especially data evidence cited.)

PI Areas	Major Strength	Areas for Improvement
<p>1. School Management</p>	<p>Planning</p> <ul style="list-style-type: none"> <li>● Wide-sectored participatory and generally effective planning, e.g., changes in school time table and school targets. Decision making by middle management opened to basic-rank colleagues for discussion during interflow meetings. Development plans formulated according to results of stake holder survey, APASO with clear schedules, concrete implementation strategies and consulted manpower deployment.</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>● Effective coordination and timely monitoring of implementation of priority tasks (Lesson Observation and homework inspection), fostering beneficial sharing and collaboration among panels for enhancement in school-target-achievement, e.g. national education, AsD programme, S3 Project has involved multiple departments such as Chinese, English and STEM, Chinese History and Chinese Literature</li> <li>● Resources effectively deployed in helping (iPads has been provided for every teacher and extra iPads for needed students, intelligent smartboards for all classrooms and special rooms, AR sandbox for Geography )</li> <li>● Ad hoc or standing committees ready to handle exigencies affecting student learning and safety, e.g., Mentoring system such as asking teachers to have in-depth discussion with mentees during suspension of schooling in Mar 2020; widespread cleaning of school in preparation of school reopening and sharing of online teaching experience among staff are effective in handling contingency issues.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>● Regular and effective use of all EDB's tools in school self-evaluation system at functions, committees, panels and the school levels, qualitative (focus group inspection) and quantitative (pre/post-tests) data, year-end review, etc. which feed into the next PIE cycles especially of the SDP. Comprehensive lesson observation including peer, top</li> </ul>	<p>Planning</p> <ul style="list-style-type: none"> <li>● Consultation for important and urgent changes can be done by inviting more teachers even during school holidays.</li> <li>● School target cycle can be extended for dealing with large number of concerns and arranging appropriate staff trainings and promotions.</li> </ul> <p>Implementation</p> <ul style="list-style-type: none"> <li>● Better coordination with interim evaluations of various school policies to avoid overlapping workloads and deadline, e.g., checking of assignment and lesson observation, cross curriculum implementation of STEM education.</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>● Interim evaluations arranged on special event days are preferred for minor adjustment and improvement.</li> <li>● Informative meeting materials can be</li> </ul>

	<p>down, bottom up.</p> <ul style="list-style-type: none"> <li>● School performance adequately conveyed to public or stake holders via web-posting or print-publications of annual school reports, school profiles, newsletters, etc. or parents meeting, SEC meetings, PPA meetings, etc.</li> </ul>	<p>uploaded to e-platform (e.g., MS Team) for circulation.</p> <ul style="list-style-type: none"> <li>● Students' award information can be updated more frequently.</li> </ul>
<p>2. Professional Leadership</p>	<p>Leadership and Monitoring</p> <ul style="list-style-type: none"> <li>● Systematic maturation of ideas on school development initiated by the school management into common vision by a preliminary discussion during the year-end staff review, subsequent consensus on a more defined and refined mission, step-wise down the SDC-SPET-Staff Meeting chain.</li> <li>● The school management provided reports, evaluation or research findings to teachers and implement suitable strategies to help students improve the academic performance, some data were timely and frequent, so it was quite effective. (e.g. the monthly counselling results &amp; discipline reports)</li> <li>● Numerous student events for leadership training and cross-cultural / cross-boundary exposures for all round development of students.</li> <li>● Frequent professional training (e.g. knowledge management courses), external professional services taken up by top and middle management for benefit of the school and colleagues to keep abreast of educational trends. Middle management takes charge of new ventures and share their experiences.</li> <li>● Well established system of meetings, channels for team planning, coordinating and monitoring for effective functions e.g. junior learning carnival.</li> </ul> <p>Collaboration and Support</p> <ul style="list-style-type: none"> <li>● Good staff morale as majority of staff with (very) good working relationship with Principals and middle managers.</li> <li>● Mentors provided to new colleagues. Professional peer observation provided support.</li> </ul>	<p>Leadership and Monitoring</p> <ul style="list-style-type: none"> <li>● To meet the needs of the new school targets, relevant staff development plans or days could be organized.</li> <li>● Coordination of students participating in different academic booting plans are preferred to avoid overlapping.</li> <li>● Encourage colleagues to share their knowledge got from external professional development.</li> <li>● Communication between top, middle management and colleagues could still be enhanced for making important decision</li> </ul> <p>Collaboration and Support</p> <ul style="list-style-type: none"> <li>● More mutual communication is needed before making important decision to promote learn spirit and morale.</li> <li>● Non-academic type of development can be arranged for staff development</li> <li>● Could formalize mentoring system for teachers based their need.</li> </ul>

	<p>Professional Development</p> <ul style="list-style-type: none"> <li>● Opportunities for professional exchange provided by partners teaching same subject in same form.</li> <li>● According to school development needs, relevant staff development days, joint school staff development days or seminars were provided.</li> <li>● Teachers were encouraged to participate various training courses</li> <li>● Appraisal forms are effective for staff to improve performance with feedback from appraisal and self-evaluation.</li> </ul>	<p>Professional Development</p> <ul style="list-style-type: none"> <li>● Could arranged mentoring program of senior to junior staff earlier to ensure smooth transition of duties.</li> <li>● Could arrange more cross-KLA sharing on teaching method.</li> </ul>
<p>3. Curriculum and Assessment</p>	<p>Curriculum Organization</p> <ul style="list-style-type: none"> <li>● Clear curriculum goals to provide an all-around education with preparation for further studies. In designing formal curricula and learning experiences, due consideration given to students' interests &amp; capacities, the school mission and EDB's curricular trends.</li> <li>● Broad and balanced curriculum (15/16/17/ 4+15 elective subjects for S.1-3 &amp; senior levels) with plenty of school-based diversified common learning experiences (S1 &amp; S4 Adventure-based Camp, S2 drama curriculum, life induction camp, cheering team training, community service and service-design projects, intra-class and intra-form debate competitions, cross-curricular team project, English theatre-going, aesthetic development programs, levelled life-plan education programs, civic educational talks, etc.) for students' all round development.</li> <li>● Flexible and open senior curriculum framework (choice of either 2 or 3, or a maximum of 4 elective subjects out of 15), meeting various needs of students with diverse interests and abilities (joint-school curriculum options for ERS, other language, Music and Applied Learning)</li> <li>● Catholic Education core values are instilled in both formal and informal curricula.</li> <li>● Gifted education programmes are launched at different levels to cater for diversified interests and learning needs.</li> <li>● Numerous additional exposures on top of speech &amp; music festivals, sports competitions, e. g. mainland and overseas study tours, English immersion study tour, local excursions, JA Company Program, etc. to broaden students' experience.</li> <li>● Enrichment and enhancement programs in most subjects regularly offered to students at</li> </ul>	<p>Curriculum Organization and Implementation</p> <ul style="list-style-type: none"> <li>● Following the stipulation of EDB on the optimization of the four core subjects in S4 starting in 2021/2022, and substitution of the Liberal Studies with new subject Citizenship and Social Development, senior form's curriculum review and renewal will be conducted. The preparation of new curriculum and teaching materials, and the curriculum planning and structure for senior form, is a challenge to the school and teachers.</li> <li>● With the good response of Ongoing Renewal of the School Curriculum, different departments should review their subject curriculum regularly and look for collaboration opportunities with other subject departments, and any enrichment of the curriculum that meeting the development needs of the society or future generation.</li> <li>● More collaboration among different Mathematics and Science subject panels is</li> </ul>

the high and low ends. Junior-elite training class, external project competitions as continual elite-training programs, pre-S.1 bridging classes, small-sized language oral classes, etc. all pertaining to addressing learners' diversity.

#### Curriculum Implementation

- Curriculum effectively coordinated and monitored through channels including the 3 regular panel meetings applying the PIE cycle, the second and third of which review and adjust panel progress, by the central arrangement for developmental and evaluative lesson observation, and by the comprehensive inspection of whole-year assignments (SHS Q30-32 >80%).
- School can effectively monitor the implementation of its curriculum.
- Cross-curricular cooperation among different KLAs / panels help provide students with various learning activities / experience such as STEM education.

#### Performance Assessment

- The school continue to monitor the curriculum implementation through the well-established mechanism of Class Observation and School Assignment Inspection. All subject departments comply with the school policy and deliver quality education to students according to the school development goals and Major Concerns. Parents and Students are well informed of the academic requirement and promotion criteria through various channels such as parents' circulars, Parents' Day, student handbook; etc.
- SHS showed 93% of teachers concluded that assessment measures effectively assessed students' performance.
- Various formats of performance assessments employed including written, oral, experimental, drama, etc. Performance assessment also by different stakeholders including teachers, peer and parents.
- Both continuous and summative assessments well exercised with teachers giving very helpful feedback in the former case, resulting in significant improvement in students' performance, e. g. SBA in English, S.3 Cross-curricular projects polished by teachers' relevant comments at rehearsals of presentation.
- An additional assessment mark on students' learning attitude in S.1-2 highlighted significance of the item. An additional report on students' performance in learning in the

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.

	<p>first term was especially informative for S.1 parents.</p> <p>Curriculum Evaluation</p> <ul style="list-style-type: none"> <li>● Appropriate monitoring of curriculum effectiveness by assignment record sheets, assignment inspection, reporting in panel minutes, analysis of students' performance in internal examinations, TSA, SVAIS in DSE.</li> <li>● Analysis of MC in internal and public examinations for immediate adjustment in emphases and pedagogies during class.</li> <li>● Tracking changes in learning performance of students attending enrichment and enhancement classes for evaluation of their effectiveness.</li> <li>● Data above might affect curriculum planning of the following year.</li> </ul>	
<p>4. Student Learning and Teaching</p>	<p>Learning Process</p> <ul style="list-style-type: none"> <li>● In general students interested in learning, very attentive, cooperative, well behaved, following instructions well, willing to participate actively in class activities and receptive to teachers' feedback, less so in English language writing assignments but more so in language speaking and especially receptive to teachers' comments on S.3 team projects.</li> <li>● Majority of students set learning goals, employed strategies learnt to facilitate learning, e.g. note-taking, pre-lesson preparation, using tools such as graphic organizers, building vocabulary bank, etc. thus enhancing learning effectiveness.</li> <li>● Majority of students completed their assignments seriously (SHS-T Q43 at 75%) and reviewed their own learning through test results / exam results and teachers' feedback.</li> </ul> <p>Learning Performance</p> <ul style="list-style-type: none"> <li>● Through academic performance and results, assignments and attentiveness in lessons, students are able to acquire and apply the knowledge and skills.</li> <li>● 75% of teachers and 75% students thought students were serious in doing assignments.</li> <li>● From the 2nd term of the 2019/20 to the 2020/21 school year, the students were always unable to attend face-to-face lessons because of the COVID-19 pandemic and so the Morning Reading Session could not be implemented as scheduled. (SHS Teacher Q44-45, Student Q11, 5).</li> </ul>	<p>Learning Process</p> <ul style="list-style-type: none"> <li>● The COVID-19 pandemic hammered the teaching and learning by imposing big disturbance to the face-to-face classes and duration of class period. Teachers and students took some time to adapt to the "new normal" of attending class and submitting assignments online. The subject departments and teachers have accumulated experience and expertise on online class. It is expected that switching between online and face-to-face classes will be continued in COVID-19 times, the school will implement "BYOD" (Bring Your Own Device) policy in phases in the coming years, starting from S4-S6 in 2021-2022.</li> <li>● Some of the students have problem in managing their time. Actually, most of the</li> </ul>

<p>Teaching Organization</p> <ul style="list-style-type: none"> <li>● Teachers employed a variety of teaching content with an array of teaching strategies to cater for learners' diversity and to align with the school targets (SHS-T Q29, 33-38; SHS-S Q1-7).</li> </ul> <p>Teaching Process</p> <ul style="list-style-type: none"> <li>● Teachers displayed effective communication skills (~90% T Q33, 35, 38; S Q4-7, 16-19), employing various strategies e.g. role play, drama, debate, presentations, etc.</li> <li>● Teachers adjusted teaching pace and strategies according to students' needs (T Q34, 37 at &gt;95%, Q35 at 90.2%). There were also enhancement and enrichment classes, supplementary classes. Enrichment and enhancement classes are given to cater for different learning needs and more than 90% students' performance is improved.</li> <li>● Good to excellent classroom learning environment and classroom management (SHS-T Q39 at 99%; S Q4-7 ~70%), providing opportunities for students' participation, interaction, sharing, reporting and peer evaluation.</li> <li>● Good professional attitude and knowledge in teachers as reflected in CPD record, appraisal and some staff with qualification of Master Degrees. They have high expectation of students as shown by SHS-S Q26 as well as S Q4,7,15 as teachers were concerned with all round development of students, both academic, moral and personal growth.</li> </ul> <p>Feedback &amp; Follow-up</p> <ul style="list-style-type: none"> <li>● General commitment of teachers in timely and individualized remarks in students' assignments, or peer evaluation in projects and English composition as feedback for reinforcement and encouragement. (T Q34, S Q3,7,14.)</li> <li>● 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. Precise and effective feedback especially in marking assignments is given for improvement.</li> <li>● Through the quality and timely feedback from teachers, plus various reflective tools and e-learning tools, students are able to refine themselves, improve and strive for excellence.</li> </ul>	<p>students are high achievers academically in comparison to students in Hong Kong as a whole but still they lack self-confidence in themselves. More attention could be given to low achievers if there are more resources in hiring TAs.</p> <p>Learning Performance</p> <ul style="list-style-type: none"> <li>● Students are not flexible enough to transfer knowledge and skills to other areas. Therefore, some senior students are hard to score high in DSE.</li> <li>● More and more diverse learning diversity especially in junior forms.</li> <li>● Weakening reading habits in recent years. Need to push for more news reading, especially in English.</li> <li>● Students' proficiency in Science is weak</li> <li>● General lacking of initiative and confidence in the majority of students</li> </ul> <p>Teaching Organization</p> <ul style="list-style-type: none"> <li>● Rather difficult to thoroughly address diversity due to constraints in time and assessment formats of DSE curriculum</li> </ul> <p>Teaching Process</p> <ul style="list-style-type: none"> <li>● Individual students, especially in senior forms were passive. Teaching time was a real constraint in adjusting teaching pace.</li> <li>● Regretfully students who knew answers to teachers' questions lacked confidence and</li> </ul>
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	<ul style="list-style-type: none"> <li>● Various study tours are being organized providing different opportunities for students to widen their horizon and extend their learning. Due to social issues and the outbreak of the covid-19 pandemic, school suspension was affected the outside school activities. Some activities have been conducted through the online lessons.</li> </ul>	<p>initiatives to voice out.</p> <ul style="list-style-type: none"> <li>● Teachers' care for students with middle level of ability is insufficient.</li> </ul>
5.  Student Support	<p>Support for Student Development</p> <ul style="list-style-type: none"> <li>● School identified students' need for support in development by a mentoring system with each teacher building relationship with and taking care of 15 to 21 students.</li> <li>● S.1 survey identified students with deprived living environment, scarce parental attention and undesirable habits developed that may hamper their adaptability to their secondary education. Counseling team and class teachers were alerted to those students and planned on follow up action.</li> <li>● S.4 survey identified students with similar problems as S.1 survey and compared their changes with their S.1 situations.</li> <li>● Student Formation team meets regularly to update latest students' phenomenon and synchronize effort whenever prompt response or action is required to assist their needs.</li> <li>● There has been a rich and comprehensive set of stratified personal development programs (namely S.1 ABC camps, Big-Sister Scheme; S.2 Growth Scheme, Cheering Team Training, Life-Education &amp; Service Programs; S.3 Cross-curricular Team Project, Fashion Show &amp; Catwalk Training, Debate Training; S.4 Service Planning Program, Assembly Program, Work Reality Program; S.5 Social Issues Mentoring Session for S.2), and a set of life and career planning education programs for S.1-6 (namely S.1 Dream Job, S.2 Understanding Self &amp; Goal Setting, S.3 Finding the Colours of Life, S.4-5 Career Mapping, S.6 Multiple Pathways for My Future), giving strong in-puts in nurturing students' development, including self-management capacities, problem solving skills, self-discipline, setting personal goals, building positive values, attitudes, interpersonal relationships, cooperation as well as a sense of social responsibility.</li> <li>● In addition the junior and senior Students Learning Profile, the policy of "one-person-one post", the junior Gifted Education Program, the "senior mentoring junior" policy, all help to ensure their own awareness and effort in personal growth.</li> <li>● Good coordination stems from members of the student formation team also sits on the</li> </ul>	<p>Support for Student Development</p> <ul style="list-style-type: none"> <li>● Each form's supportive programs can be systematically recorded and made known to class teachers. Mentors can make use of these programs to further educate mentees.</li> <li>● Teachers could be better equipped with counselling skills handling emotions, skills in addressing needs of SEN students in classroom learning.</li> <li>● More job-shadowing and workplace experiences are desirable.</li> </ul>

school SPET team to assist the planning or design of school academic policy, thus a whole person approach can be adopted when making such a plan or policy which serves the best interest of students.

- Constant review and evaluation of developmental program by various departments enables better planning on such programs.
- Various departments like the discipline, counselling team and subject department e.g. ERE, the counseling and career team coordinate their effort and response smoothly to students' developmental needs.
- An annual special meeting "Understanding Our Students" briefs and prepares teachers on various special developmental, emotional, and physical needs of individual students before the new term starts. Students of special concern including SEN students are given special arrangements during tests and examinations.
- Results of APASO, SHS, SEN data, findings of S.1 survey by Personal Guidance Team, of mentoring processes by mentors, of counseling processes by the school social worker, opinions voiced at SA forums, etc. all help to identify various needs of students.
- Special class and test arrangements are made for SEN students. Special curricular of CMI subjects were designed after numerous teachers' meetings for NCS in the school. Special discretionary decisions were made for students with health problems.
- Junior students designed their revision plan ahead of each examination with a personal goal and target set.

#### School Climate

- Teachers are professional in their interaction with students so that an overall acceptance, fair and democratic atmosphere is maintained and co-created in the school.
- Strong rapport built among teachers, students and parents in alignment with the school motto "Purity & Charity" and the family spirit of the Salesian tradition.
- Alumni are well appreciated in society.
- The emphasis on the 5 core values of Catholic education (Truth, Justice, Love, Life and Family) was gradually enhanced and would be projected as strengthened mentorship, more sharing of daily life in the light of faith by Catholic staff and students, more structured focus of the Student Formation Team, etc.

#### School Climate

- Need to help students to actively solve daily problems, physical, emotional and academic.
- Teachers should echo the moral of each morning assembly so as to establish a culture of reflection in students.

<p>6. Partnership</p>	<p>Home-school Cooperation</p> <ul style="list-style-type: none"> <li>● Parents' participation in and support to school were numerous, mostly through PTA e.g. examination invigilation, facilitation of the S.1-S.2 Lesson Observation Day, organizing Family Picnic Day, arranging flower-purchase for Mothers' Day, organizing talks on parents' role in upbringing of youngsters, attending talks together with teachers on social issue and voicing the need to arranging talks/classroom teaching for senior students, recycling of old school uniforms, receiving parents on Sports Days, giving out gifts on Christmas Celebration Day, selection of catering service agents, participation in tender vetting, in participation as school managers in IMC, etc.</li> <li>● The school closely followed up parents' opinion or enquiries during the various Parents' Days in the school year. Mentors of all classes promptly contacted parents by phone, emails, etc. whenever necessary.</li> <li>● Good communication with parents as indicated by SHS-P.</li> </ul> <p>Links with External Organizations</p> <ul style="list-style-type: none"> <li>● Solid and continuous support from public, commercial or private (Siu's family) sectors providing input and resources for students' development.</li> <li>● Strong community network offering wide range of various opportunities for students' exposure, especially in community services e.g. Hong Kong Federation of Youth Groups, Caritas, projects and moot court competitions e.g. consumer Council, IVE; workplace visits e.g. JA, FSES (Fullness Social Enterprise Society); in-puts at school management levels e.g. Catholic Education Office, HK Catholic Religious Schools Council etc.</li> <li>● Sufficient exchanges among staff (joint SDD with TKT EMI schools, Salesian schools, ERS network schools, teachers serving in CDI, HKEAA) and students (joint activities with SA network schools) to widen students' horizons.</li> <li>● Good contacts with external coaches for music instrumental classes, ball games in Sports Club, Dance Groups, with alumni for mock interviews, free music (Hawaii guitar) lessons, etc.</li> </ul>	<p>Home-school Cooperation</p> <ul style="list-style-type: none"> <li>● Thematic talks by external speakers e.g. "Effective Communication with Daughters", "Enneagram" etc. to be arranged especially for S.1</li> <li>● Further involvement of parents e.g. in life planning education by introducing their career paths to students, in policy formulation, in discussion on the all-round development of their daughters when mentors give out report cards.</li> <li>● Make use of technology like google form to collect feedback or opinions from parents.</li> </ul> <p>Links with External Organizations</p> <ul style="list-style-type: none"> <li>● Could widen the variety of external organizations for partnership to support students' learning needs.</li> </ul>
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<p>7.</p> <p>Attitude and Behaviour</p>	<p>Affective Development and Attitude</p> <ul style="list-style-type: none"> <li>● Students' positive self-image of being "honest and reliable, with a good relationship with parents" realizes the school motto "Purity and Charity." More able students had greater confidence and set goals for themselves.</li> <li>● Students viewed themselves as having a very good attitude to learning while most teachers shared the same view. Students were serious in classroom learning and assignments, applied learning strategies acquired, reviewed ones' learning at teachers' feedback and comments, showing fair independent learning capacity which had been the school targets.</li> <li>● Students were courteous, cooperative and respectful, had good self-image morally</li> </ul> <p>Social Development</p> <ul style="list-style-type: none"> <li>● Students' leadership, interpersonal and social skills were fair, especially in junior forms. They performed well e.g. in leading programs when visiting home for the aged.</li> <li>● Students were well-disciplined, senior girls revising their studies during lunch hours. Those arriving school after 7:58 am were few and no serious cases of misbehavior were recorded in the Discipline Team.</li> <li>● The "One person one post" scheme and the "Apprenticeship system" enhanced students' confidence, leadership skills and sense of responsibility.</li> <li>● Parents acknowledge that the school helps to build the moral characters of their children.</li> </ul>	<p>Affective Development and Attitude</p> <ul style="list-style-type: none"> <li>● Low emotional stability, inadequate confidence and initiatives, high test-anxieties, overly short-termed focused. Probably due to heavy academic demand in senior forms and inability to adapt to secondary school life in S.1. More encouragement from teachers could help. The school could arrange a stress management talk or workshop.</li> <li>● Occasional distractions, drowsiness, passivity in lessons, little self-initiated supplementary reading, last minute rush in completing project assignments or even their late submission evident in some students.</li> <li>● Generally seriousness in assignments and taking teachers' instruction, yet over-reliance on teachers.</li> </ul> <p>Social Development</p> <ul style="list-style-type: none"> <li>● There was room for improvement in senior students' social skills as displayed during joint-school functions, lacking confidence in their own leadership capacity.</li> <li>● Some students' social skills were depleted by online schooling. More class activities could help in enhancing their sense of belongings. Talk on social skills could enhance students' interpersonal relationships.</li> </ul>
<p>8.</p> <p>Participation</p>	<p>Academic Performance</p> <ul style="list-style-type: none"> <li>● Junior form students quite well in school with Grand Average of 91%, 96% and 98% for</li> </ul>	<p>Academic Performance</p> <ul style="list-style-type: none"> <li>● Number of S4 not meeting the promotion</li> </ul>

<p>and Achievement</p>	<p>S1, S2 and S3 students respectively (Academic Year 2020-21).</p> <ul style="list-style-type: none"> <li>● DSE results is maintained at a good level with 86% students admitted tertiary institutions in 2020 and 92.7% students admitted to a Bachelor degree course in 2021.</li> <li>● Our students were awarded scholarships from various external organizations, e.g. Sir Edward Youde Memorial Prizes, the Most Outstanding Students 2020-2021 in Tsuen Kwai Tsing Districts by the Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung &amp; Tsing Yi Districts.</li> <li>● The school's Gifted Education Programme has provided numerous opportunities for students to learn outside the school curriculum. This year our students' performance in science projects was particularly outstanding. Our girls won several awards in significant competitions at regional or international levels.</li> </ul> <p>Non-Academic Performance</p> <ul style="list-style-type: none"> <li>● Over 60 activity groups of 6 categories: subject-based, sports, skill-based, arts, service and religious. In addition to 20 more interest groups to nurture students' multiple intelligence.</li> <li>● Had started to boost students' ownership and initiatives in the design and running of these groups by a new open bidding system of leading posts through self-nomination with activity proposals.</li> <li>● Quality of leaders is improving. - Students obtained many awards in various competitions inside and outside the district and even in international level, e.g. swimming, athletic events, badminton, table tennis, Taekwondo, etc.</li> <li>● Students' level of physical fitness is good in junior and senior forms.</li> <li>● Many clubs have hosted online events, allowing students to participate in various extracurricular activities despite the ongoing pandemic. Due to the pandemic, the number of interschool competitions and events have reduced substantially. A total of 350 people has taken part in interschool activities this year, accounting for around 50% of school personnels (academic Year 2020-21)</li> </ul>	<p>criteria increased.</p> <ul style="list-style-type: none"> <li>● More time and space desirable for both teachers and students to prepare for external examination.</li> <li>● The school should provide more afterschool support such as TA.</li> </ul> <p>Non-Academic Performance</p> <ul style="list-style-type: none"> <li>● Number of students participating in competitions is decreasing due to the outbreak of the covid-19 pandemic.</li> <li>● More space and time are needed for both teachers and students.</li> <li>● Healthy lifestyle has to be reinforced.</li> <li>● Student leaders have been eager to organize various activities, showcasing extraordinary performance. However, the performance of clubs has been subpar and lacking member engagement.</li> <li>● Increase the number of channels dedicating to praising and motivating students, such as giving out electronic boards, providing live updates to websites, etc. This could allow students to be proud of their achievements, subsequently increasing student engagement.</li> </ul>
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## **SWOT Analysis**

(Refer to SDMC meeting [5-6 Jan 2021] & Staff meeting [3 March 2021] for detailed)

### **Our Strengths**

- A caring and harmonious atmosphere among students and staff which create and reinforce Salesian family spirit
- Students are well-behaved
- Held in high esteem by parents and the general public in the district
- Parents generally care much about their children
- Stable and cooperative Educating Community with open mind
- Strong Catholic culture with its core values being implemented
- Students' language ability is above average
- Teachers are willing to share common goal and mission of the school

### **Our Weaknesses**

- Students' proficiency in Science is weak
- Teachers' care for students with middle level of ability is insufficient.
- General lacking of initiative and confidence in the majority of students
- Parents from comparatively low social and economic status could not offer academic support to students
- Collaboration across curriculum could be strengthened
- Students' self-motivation needs to be further strengthened. Students tend to be over-dependent on teachers who at times work too much for the students
- Students' horizon has to be broadened

### **Our Opportunities**

- LAC
- STREAM Education (S-Science, T-Technology, R-Religion, E-Engineering, A-Arts, M-Mathematics)
- Cross-subject cooperation
- Reinforcing students' learning confidence could change learning habits and attitudes.
- More than 78% teachers are having 10 years or above teaching experience. And every year there is/are teacher/s retiring. Hence, the newly recruited young teachers with updated teaching strategies may exchange with the experienced teachers to enrich one another and optimize their teaching quality
- Various external resources e.g. LWL with the restructuring of manpower
- Online teaching equips our teachers with more opportunities to explore different teaching strategies.

**Our Threats**

- More and more diverse learning diversity especially in junior forms.
- Students' language ability tends to decline.
- Slight decline on the results of public exam DSE.
- Crisis in admission arrangements due to insufficient school-age children

**Major Concerns for a period of 5 school years (in order of priority)**

**Main Theme: Build An “Amoris Laetitia” Family Together ( 共建愛的喜樂家庭 )**

- I. Teacher Professional Development: To optimize teachers as Salesian and Professional Educators
- II. Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity
- III. Student Formation and Student Support: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.

**School Development Plan (2021 – 2026 school-year period)**

Major Concern	Targets	Outline of Strategies	School Year				
			21-22	22-23	23-24	24-25	25-26
1. Teacher Professional Development: To optimize teachers as Salesian and Professional Educators	1A To enhance and fortify Salesian Family Spirit	To equip teachers with Salesian Family Spirit and put into practice in the day-to-day routine	✓	✓	✓	✓	✓
	1B To optimize Middle Managers as a role model in becoming Salesian and Professional Educators	To equip Middle Managers with the necessary skills and features	✓	✓	✓	✓	✓
	1C To optimize teachers as Professional Educators	To utilize Blended Learning and the required skills and Rasch Model for Mathematics and Science subjects	✓		✓		

Major Concern	Targets	Outline of Strategies	School Year				
			21-22	22-23	23-24	24-25	25-26
II Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity	2A To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning	1. To enhance students' interests and integrate their knowledge and skills across disciplines such as  STEM education,  PSHE  and all subjects  2. To develop generic skills in students in order to flexibly apply knowledge in different domains	✓	✓	✓	✓	✓

Major Concern	Targets	Outline of Strategies	School Year				
			21-22	22-23	23-24	24-25	25-26
	2B To integrate subject-specific knowledge and English skills in enhancing students' language proficiency and performance in selected subjects (LaC)	To cooperate with various subjects and select relevant content or skills to be taught by English teachers and further consolidated by subject teachers.	✓	✓	✓	✓	✓
	2C To optimize the learning and teaching process with blended learning	1. Evaluate the degree of blended learning in current teaching practice	✓	✓	✓		
		2. Use of blended learning	✓	✓	✓	✓	✓
		3. Choice of suitable Learning Management System (LMS), e.g. Microsoft Teams, Moodle, Google Workspace for Education, in each subject	✓				
				✓	✓	✓	✓

Major Concern	Targets	Outline of Strategies	School Year				
			21-22	22-23	23-24	24-25	25-26
III. Student Formation and Student Support: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.	3A To foster a positive psychological, social and physical environment for students	Introduce character strengths and the six elements of happiness.	✓	✓	✓	✓	✓
		Encourage students to practise skills of positivity.			✓	✓	✓
		Linking subject content to the essential skills, knowledge and attitudes needed for the students' future career development			✓	✓	✓
		Encourage and recruit students to attend gifted or professional courses according to their interests and potentials, in order to stretch their potential giftedness and help them develop their competence in different areas	✓	✓	✓	✓	✓
	3C To establish a sustainable lifestyle and foster spiritual well-being	Catholic Social Teaching (CST) / Don Bosco Green Alliance: Seeing social situations, judging them in light of CST principles, and acting to promote justice and improve the situations of those served	✓	✓	✓	✓	✓

## Appendix: 2021-2026 年度學校發展目標 (School Development

### Target) 學校發展目標

Main Theme: **Build An “Amoris Laetitia” Family Together ( 共建愛的喜樂家庭)**

#### I. Teacher Professional Development: To optimize teachers as Salesian and Professional Educators

Targets	Outline of Strategies	Implementation	PIC	Success Criteria /method of evaluation	School Year				
					21-22	22-23	23-24	24-25	25-26
1A To enhance and fortify Salesian Family Spirit	To equip teachers with Salesian Family Spirit and put into practice in the day-to-day routine	1. Talk and sharing during SDD	* Sr. Anita Kwok	Evaluation of teachers	✓	✓	✓		
		2. Sharing among CTs by forms during SDD					✓	✓	✓
		3. Sharing of good practices during SDD						✓	✓
1B To optimize Middle Managers as a role model in becoming Salesian and Professional Educators	To equip Middle Managers with the necessary skills and features	1. Talk and sharing during SDD	* Sr. Anita Kwok	Evaluation of teachers	✓	✓	✓		
		2. Sharing among Middle Managers during SDD					✓	✓	✓
		3. Formulation of Rubrics and revision of appraisal form						✓	✓
1C To optimize teachers as Professional Educators	To utilize Blended Learning and the required skills  and Rasch Model for Mathematics and Science subjects	Talks and/or workshops during SDD	* Tang SL	Evaluation of teachers	✓				

#### II. Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

Targets	Outline of Strategies	Implementation	PIC	Success Criteria /method of evaluation	School Year				
					21-22	22-23	23-24	24-25	25-26
2A To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning	1. To enhance students' interests and integrate their knowledge and skills across disciplines such as STEM education, PSHE and all subjects	1. Stimulate students' thinking and promote flexible application of knowledge in different domains in the problem-solving process through interesting cross-curricular topics and learning activities. a. Collaboration among some subjects and design a theme for cross-curricular learning in junior forms	*Leung PS, Lam CS, Chun KY  Related persons: Panel heads & subject teachers	(1) <u>Qualitative assessment:</u> - Students' opinions in questionnaires  (2) <u>Quantitative assessment:</u> - Students' work - Survey based on observation and opinions given by subject teachers					
					✓	✓	✓	✓	✓
							✓	✓	✓
									✓

Targets	Outline of Strategies	Implementation	PIC	Success Criteria /method of evaluation	School Year				
					21-22	22-23	23-24	24-25	25-26
	2. To develop generic skills in students in order to flexibly apply knowledge in different domains	b. Enhance the cross-curricular learning through LWL activities and school resources  2. Different learning modes will allow students to stretch their potentials in multiple intelligences.							
2B To integrate subject-specific knowledge and English skills in enhancing students' language proficiency and performance in selected subjects (LaC)	To cooperate with various subjects and select relevant content or skills to be taught by English teachers and further consolidated by subject teachers.	Throughout the school year during English lessons and the lessons of the target subject(s) a. Revising handouts and test / examination papers b. Collaboration between English teachers and content subject teachers	* Lam SC, * Yim WT Wong OW, English teachers and subject teachers	(1) <u>Qualitative Assessment</u> : Teachers' observations and feedback based on students' performance in worksheets and note-taking  (2) <u>Quantitative Assessment</u> : Comparing student performances between - the first term examination and the final examination, OR - the same examination of the previous year	✓	✓	✓	✓	✓
2C To optimize the learning and teaching process with blended learning	1. Evaluate the degree of blended learning in current teaching practice	1 & 2. Survey using Google form	* Tang SL Chik CY IT Team	Complete record for all subjects and individual subject teachers	✓	✓	✓		
	2. Use of blended learning	Lesson Observation with a focus on blended learning	* Leung PS * Tang SL Panel heads & subject teachers	Successful use of blended learning through lesson observation	✓	✓	✓	✓	✓
	3. Choice of suitable Learning Management System (LMS), e.g. Microsoft Teams, Moodle, Google Workspace for Education, in each subject		* Tang SL Chik CY IT Team	- Completion of LMSs installation and smooth operation - Complete record for all subjects and individual subject teachers	✓	✓	✓	✓	✓

III. Student Formation and Student Support: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for meaning in their lives.

Targets	Outline of Strategies	Implementation	PIC	Success criteria / Method of Evaluation	School Year				
					21-22	22-23	23-24	24-25	25-26
3A To foster a positive psychological, social and physical environment for students	Introduce character strengths and the six elements of happiness.	Utilize class teacher periods and assemblies for class activities designed for students in order to know each other's strengths.	* Fong PF Class teachers  School target promotion team	Student and teacher survey	✓	✓	✓	✓	✓
	Encourage students to practise skills of positivity.	Special school activity day devoted to allow students to learn how different elements of happiness can be experienced, lengthened and co-created.  Introduce reward system: Motivate students to make an effort in achieving self-determined goals.	* Fong PF Core group Functional groups	Observation			✓	✓	✓
3B Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, abilities, and helping them to search for meaning in their lives.	Experiential learning: Enriching the learning experiences of the students in real context and authentic settings	- All S.3 students will be brought to visit various universities, tertiary education organizations, government departments and business corporations. - All S.5 students will be required to participate in job shadowing program or other career-related experiences activities. - To enrich students' learning experiences by enabling more active and participatory learning opportunities outside classroom (inbound / outbound study tour, competitions, field trips, etc.)	* Li CY LWL team,  Life planning Education & Careers Guidance Group  S.3 and S.5 class teachers  Subject panels	<u>Quantitative Assessment:</u> 1. Participation rate of the students 2. Number of teaching activities organized by each subject 3. Students' survey  <u>Qualitative Assessment:</u> 4. Opinions obtained from focus group meetings	✓	✓	✓	✓	✓
		Linking subject content to the essential skills, knowledge and attitudes needed for the students' future career development	Subject panels select appropriate content in S3 and tie in with the selected topics to help students understand how they can prepare for their future career.	S3 subject panel heads & subject teachers			✓	✓	✓
	Encourage and recruit students to attend gifted or professional courses according to their interests	Encourage gifted students to participate in gifted education programmes  Recruit students to	* Lo SK * Tang WM * Chu CH  Coordinators, CTs, Panel	<u>Quantitative Assessment:</u> 5. Survey results of CTs & students	✓	✓	✓	✓	✓

Targets	Outline of Strategies	Implementation	PIC	Success criteria / Method of Evaluation	School Year				
					21-22	22-23	23-24	24-25	25-26
	and potentials, in order to stretch their potential giftedness and help them develop their competence in different areas	participate in gifted or professional courses	Heads & Functional Group Heads						
3C To establish a sustainable lifestyle and foster spiritual well-being	Catholic Social Teaching (CST) / Don Bosco Green Alliance: Seeing social situations, judging them in light of CST principles, and acting to promote justice and improve the situations of those served	See: All students will have a sense of awareness towards the nature through mindfulness and class activities  Judge: All students review their 'consumption habits' and lifestyle through learning. (e.g. Junior secondary: ERE, Geog, L&S, PE, Science, T&L, VA; Senior secondary: BAFS, Econ, ERE, Geog, LS)  Act: - All students will be encouraged to use reusable cutlery - All S2 students will participate in bird-watching or beach cleanup activities through ERE service learning - Enriching the learning experiences of students through ECA activities	* Ng SH * Sze KC * Yeung PY  Related Panel heads & subject teachers	<u>Quantitative Assessment:</u> 6. Students' survey, 7. Participation rate of the students in ERE service learning  <u>Qualitative Assessment:</u> 8. Opinions obtained from focus group meetings	✓	✓	✓	✓	✓

Remarks: Reading Session will be implemented during Morning Assembly (e.g. every Wed) with \* Tang WM as PIC.

## 主題: Build An “Amoris Laetitia” Family Together (共建愛的喜樂家庭)

關注項目 (一): 教師專業發展方面--以優化本校教師成為慈幼大家庭的專業教育團隊

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				
					21-22	22-23	23-24	24-25	25-26
1A 以提升和鞏固慈幼的家庭精神	以裝備教師具備慈幼家庭精神，並在日常工作中付諸實踐	1. 在教師發展日進行講座及分享	* Sr. Anita Kwok	教師的評價	✓	✓	✓		
		2. 在教師發展日進行班主任互相分享及交流					✓	✓	✓
		3. 在教師發展日進行分享優秀例子					✓	✓	
1B 以優化中層管理教師人員成為慈幼專業教育者的優秀的榜樣	以裝備中層管理教師具備應有的技巧、能力及特質	1. 在教師發展日中層管理教師人員進行講座及分享	* Sr. Anita Kwok	教師的評價	✓	✓	✓		
		2. 在教師發展日進行中層管理教師人員互相分享及交流					✓	✓	✓
		3. 製訂教師/中層管理教師人員的指標和考核表的修訂					✓	✓	
1C 以優化教師成為慈幼的專業教育團隊	以裝備教師使用混合模式學習的相關技巧 及在數學及科學相關科目使用 Rasch Model	在教師發展日進行講座及工作坊	* Tang SL	教師的評價	✓		✓		

關注項目 (二): 學生學業發展層面--透過發展多元的課程，以照顧學生的學習多樣性，從而提升學習效能

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				
					21-22	22-23	23-24	24-25	25-26
2A 透過跨科學習，以激勵學生深化和拓寬學習	1. 透過跨科學習，以整合學生的知識、技能及綜合的能力，以提高學生的興趣；例如：  STEM education, (科學、科技、工程及數學綜合教育)  PSHE (個人、社會及人文教育)  and all subjects (其他學科)	1. 通過有趣的跨課題和學習活動，激發學生的思維，促進知識在解決問題過程中能運用不同領域的知識靈活應用 a. 由不同學科間合作，以設計一個初中跨課程學習的主題 b. 通過全方位學習活動和學校資源，以加強跨課程學習  2. 以不同的學習模式讓學生在多元智能中發揮潛	*Leung PS, Lam CS, Chun KY  相關老師、科主任及科主任老師	(1) 質化評估: - 學生問卷調查、意見  (2) 量化評估: - 學生功課 - 老師觀察及意見	✓	✓	✓	✓	✓
							✓	✓	✓
									✓

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				
					21-22	22-23	23-24	24-25	25-26
	2. 以培養學生的共通能力，能靈活運用不同領域的知識	能							
2B 以融合特定學科的知識和英語技能，以提升學生在不同學科的語言能力和表現 (LaC)	英語教師與各學科合作，由英語教師講授相關內容或技能，由學科教師再進一步鞏固	全年部分英語課堂與特定科目的合作 a. 修訂有關測考試卷的講義 b. 同儕合作--英語老師及特定科任老師	* Lam SC, * Yim WT Wong OW,  相關老師、科主任及科任老師	(1) 質化評估: 教師觀察是基於學生的回應、功課及筆記  (2) 量化評估: 比較學生表現 -上學期考試及期終試 或 -與上年考試互相比較	✓	✓	✓	✓	✓
2C 透過優化運用不同的混合式學習教學法，以激發學生的學習動機及能力，從而提升學習效能	1. 評估現行混合學習的程度教學實踐的狀況	1 & 2. 運用 Google form 做問卷調查	* Tang SL Chik CY IT Team	所有科任老師紀錄完成有關問卷	✓	✓	✓		
	2. 運用混合式學習教學法	焦點觀課--混合式學習教學法	* Leung PS * Tang SL 科主任及科任老師	透過觀課，瞭解老師實踐混合模式教學法的情況	✓	✓	✓	✓	✓
	3. 不同學科運用合適的學習管理平台 (Learning Management System; LMS), 例如: Microsoft Teams, Moodle, Google Workspace for Education		* Tang SL Chik CY IT Team	- 完成 LMS 系統安裝及運作暢順  - 個別科目紀錄使用及檢討的狀況 (紀錄於第三次科務會務)	✓		✓	✓	✓

### 關注項目 (三)：學生發展及支援：建立正向學習經驗，讓學生活出正向人生

目標	策略	推行	負責人	成功指標/檢討方法	學年				
					21-22	22-23	23-24	24-25	25-26
3A 為學生建立正面的心理、社交及學習環境	介紹品格強項及正向心理的六種元素	透過班主任課及早會，讓學生學習有關知識。	*方佩芬 核心小組 班主任 學校目標推廣組	學生及老師問卷調查	✓	✓	✓	✓	✓
	讓學生實踐正向生活的技巧	設計正向活動，讓學生了解如何實踐不同的正向元素。 建立學生之間互相鼓勵及欣賞渠道，鼓勵學生努力完成目標。	*方佩芬 核心小組	觀察	✓	✓	✓	✓	✓
3B 擴闊學生視野，讓學生了解自己的性格、能力及強弱項，從而尋找生命的意義	體驗式學習：以真實情境豐富學生的學習經驗	- 全體中三同學參觀大學、專上學院、政府部門及商業機構	*李俊逸 全方位學習組 生涯規劃教育及升學就業輔導組	量化評估 學生參與率 各學科舉辦的活動數目	✓	✓	✓	✓	✓
		- 全體中五同學參加工作影子實習活動或與工作相關經驗活動。		學生問卷調查	✓	✓	✓	✓	✓
		- 舉辦或參與不同	中三及中	質化評估 焦點小組意見					

		的校外活動(如境內/境外遊學團、比賽、實地考察等)以豐富學生學習經驗。	五班主任 各科組						
	連結學科與未來職業的知識、技巧和態度	中三學科揀選合適的課程內容讓學生明白如何為未來職涯做準備	中三學科科主任及科主任老師				✓	✓	✓
	鼓勵學生根據個人興趣及潛能參與資優及專業課程，從而發揮潛能，建立在不同領域的能力。	招募學生參加資優或專業課程  鼓勵資優學生參加資優教育課程	*盧紹傑 *鄧穎雯 *朱靜嫻 班主任、科主任及功能組別負責人	量化評估 班主任及學生問卷調查	✓	✓	✓	✓	✓
							✓	✓	✓

目標	策略	推行	負責人	成功指標/檢討方法	學年				
					21-22	22-23	23-24	24-25	25-26
3C 建立可持續的生活模式和促進靈性健康發展	天主教社會訓導/鮑思高綠色聯盟； 觀察社會狀況，以天主教社會訓導的原則作判斷，為推廣公義及改善現狀作行動	觀察： 全體學生以靜觀及班上活動提升對自然世界的覺察 判斷： 透過學科學習(如初中：宗教、地理、生活與社會、體育、科學、生活科技、視藝，高中：企會財、經濟、宗教、地理、公民)全體學生自我檢視消費行為及生活模式 行動： 鼓勵全體師生使用可重用餐具 中二級學生參加宗教科的服務學習活動 以學校課外活動豐富學生學習經驗	*伍小嫻 *施國聰 *楊佩兒  相關科主任及科主任老師	量化評估 學生問卷調查 宗教科活動參與率	✓	✓	✓	✓	✓
					✓	✓	✓	✓	✓

附註：晨讀課於早上班主任時間(例如:星期三)進行。(負責老師:鄧穎雯老師)