



DMHC Siu Ming
Catholic Secondary School

ANNUAL SCHOOL REPORT



2023-2024

<https://www.dmhcsm.edu.hk/>

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I. Our School

A. Mission of the School

- With the teaching of Christ and values of the Gospel, we create an educational environment which 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.
- By putting equal stress on the importance of spirituality, virtue, wisdom, physical development, sociability and aesthetic appreciation, we demonstrate our commitment to ensuring that these ideas are integral to our students' all round development.
- 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 community.

B. School Background

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School is a subsidized girls' grammar school run by the Daughters of Mary Help of Christians. Founded in 1973, the School has incorporated the educational philosophy of St. Mary Mazzarello and St. John Bosco, that is educating young people with love, reason, religion and in a family spirit of joy and harmony.

C. School Motto

- Purity and Charity (Integrity and Honesty; Love and Concern)

D. Class Organization and Enrolment

There are altogether 24 classes with 4 classes each from S.1 to S.6. Including Chinese Language, English Language, Mathematics and Citizenship and Social Development, there are 17 subject modules of 13 different electives offered to each level of S.4 to S.6.

Form	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total no. of enrolment	104	107	109	115	103	99	657

E. Medium of Instruction

English is uniformly used as the medium of instruction at all form levels except for the

subjects of Chinese Language, Chinese History, Putonghua, Chinese Literature, Citizenship and Social Development, Ethics & Religious Education, Life & Society and Visual Arts where Chinese is used instead.

F. Qualifications of Teachers

The total number of teaching staff members is 58 with 55.2% of them holding Master's degrees as their highest education level, 44.8% holding Bachelor's degrees as their highest education level and 89.7% of teachers have received professional qualifications.

G. Curriculum of our school

In order to cater for the needs of an ever-changing society and the diverse interests and abilities of students, our School offers a diversified curriculum e.g. Life and Society in S.1 to S.3, English Literature lessons from an integral part of the junior English curriculum and the drama training is incorporated into the S.2 English Language curriculum. Students' thinking skills, generic skills, positive values and attitudes are developed through the implementation of subject-based or cross-curricular project-based learning at all levels, and by the integration of thinking skills and preliminaries of Citizenship and Social Development into different subjects at the junior secondary levels. With regard to elective subjects at senior levels, combinations of subjects in the arts, science and business streams are offered to students. Flexibility of timetabling enables the school to conduct a wide variety of activities. Other Learning Experiences e.g. Aesthetic Education and Career-related Experiences, etc are offered to senior secondary students both within and outside of school hours, which help students broaden their horizons.

The following table shows the subjects offered in 2023-2024 :

S.1 – S.3	S.4 – S.6
English Language	English Language
Chinese Language	Chinese Language
Putonghua (S.1 – S.2)	Mathematics
Mathematics	Mathematics (Extended Module)
Ethics & Religious Education*	Citizenship and Social Development
Chinese History	Ethics & Religious Education*
Life & Society (S.1-S.3) *	Chinese History
Social Studies*	History
History (S.2 – S.3)	Geography
Geography (S.2 – S.3)	Chinese Literature
Science (S.1 – S.2)	Economics
Biology (S.3)	Ethics and Religious Studies

S.1 – S.3	S.4 – S.6
Chemistry (S.3)	Visual Arts
Physics (S.3)	Music
Computer Literacy	Business, Accounting and Financial Studies
Technology & Living	Biology
Music	Chemistry
Visual Arts	Physics
Physical Education	Music*
	Aesthetic Development*
	Physical Education*

H. School Awards and Scholarships

- Outstanding Performance in Subject Awards
- Improvement Awards
- Conduct Awards
- Best Service Awards
- Outstanding Leadership Awards
- St. Mary Mazzarello Award and the Retired Principal's Scholarship
- May Chan Scholarship of Future Scholars
- Gerald Siu Scholarship Scheme
- Parent-Teacher Association Scholarship
- Past Pupils' Association – Laura Vicuña Award
- St. Dominic Savio Award
- Lau Cheuk Yin Charitable Fund Scholarship

I. Parent-Teacher Association

The committee members of the Parent-Teacher Association (PTA) meet regularly to organize or participate in various activities such as the Classroom Open Day, Orientation Barbecue, seminars and Parenting Courses. The PTA offers parents a good chance for interaction among themselves and with the School. The PTA also recognizes students' efforts in academic studies by granting scholarships and promotes students' balanced development by sponsoring activities.

II. Achievements and Reflection on Major Concerns; Feedback and Follow-up

(Refer to Major Concern Implementation Report 2023-2024 Appendix 1)

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

- **Major Concern 1**
Teacher Professional Development: To optimize teachers as Salesian and Professional Educators

Achievements and Reflection

- The school has successfully conducted various staff development activities covering diverse topics relevant to the school's development plan and students' needs (Q. 31).
- Teachers feel affirmed by the school, with a strong sense of professional exchange and support (Q. 32, 34).
- The appraisal system is perceived as fair and conducive to professional development (Q. 35, 36).
- The high scores in Q. 31, 33, 35, and 36 indicate that the school is on the right track in optimizing teachers as professional educators.
- The school's focus on Salesian spirit and "Amoris Laetitia" Family values is commendable and aligns with the Catholic school ethos.
- The diverse range of staff development activities caters to different needs and interests, fostering a culture of continuous learning.

Feedback and Follow-up

- While the overall feedback is positive, there is room for improvement. The school will organize more collaborative activities and provide platforms for teachers to share best practices and learn from each other.
- The score for Q. 34 (3.5) suggests that the school could further enhance the ambience of professional exchange. This could be achieved by creating more opportunities for collaboration, knowledge sharing, and peer-to-peer learning. The school will continue to provide opportunities for teachers to engage in ongoing professional development aligned with the school's development plan and students' needs.
- Additionally, the school could consider conducting more in-depth evaluations of the staff development activities to assess their effectiveness and impact on teachers' professional growth. The school will conduct regular evaluations of staff development activities to ensure they are meeting teachers' needs and contributing to their professional development.

- **Major Concern 2**
Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

Achievements

2A

(1) The results of questionnaire survey for students indicated that STEAM activity could show a connection to the knowledge of different subjects and increase their understanding of how several subjects are used to solve the real-world problems. Students could develop better problem-solving skill.

(2) Through study tour, students can learn BAFS(Mgt) and Economics through real life examples. It provides a valuable opportunity for students to apply what they learnt in lessons. The presentation during the tour provides them a timely chance to review what they grasp during the tour. Overall, they were highly engaged and enthusiastic about the activities.

(3) Students were active to participate in each part of STEAM/ PSHE and TE project.

2B

(1) S. 1 students have developed a deeper understanding of the skills required in Integrated Science. They gave an overall mark of 4.52 out of 6 in the survey conducted.

(2) S. 1 students had a smoother and faster learning process in the Social Studies lessons. They gave an overall mark of 4.96 out of 6 in the survey conducted.

(3) S. 2 students have developed a deeper understanding of the skills required in Science. They gave an overall mark of 4.67 out of 6 in the survey conducted.

(4) S. 2 students have become more familiar with the organisation of an essay. They gave an overall mark of 4.1 out of 6 in the survey conducted.

2C

(1) Teachers believed that blended learning could enhance students' motivation and engagement in learning (42%) and enrich their learning experiences while encouraging self-directed learning (48%).

(2) By utilizing electronic teaching tools, teachers could enhance the interactivity of the classroom and cater for the diverse learning needs, and further develop students' self-directed and collaborative learning skills.

(3) Teachers implemented blended learning by combining online and offline learning activities to improve students' learning experiences.

(4) Students expressed agreement with increased classroom interactivity, collaborative learning among peers, and presentation of learning achievements in blended learning. They also believed that blended learning enhanced their interest in learning and increased their motivation and

enjoyment to learn.

(5) The majority of students complied with the school's requirements to bring their electronic devices to school and install the school's device management system.

Reflection

2A

(1) Optimizing the curriculum and selecting different workshops could achieve better learning outcomes.

(2) BAFS (Mgt) and Economics may look for different topics/ different ways for collaboration.

2B

(1) Teachers could provide further support for students on how to write a well-organized essay in Science, such as including a clear topic sentence and support ideas with relevant explanation and/or data.

(2) For the collaboration with IS, more advanced content of the topic and the corresponding application of language structures could be taught, especially for more abled students.

(3) For the collaboration with History, more vocabulary drilling could be given for History-related terms (e.g. Enlightenment, Monarchy and Feudalism).

2C

(1) Teachers believe that organizing teaching seminars or workshops provides opportunities for teachers to share and learn best practices.

(2) They also believe that the school should provide teaching resources and guidance to assist teachers in extending and deepening their learning.

(3) Regarding students' digital literacy, the survey revealed that some students lack self-control and tend to use electronic devices for entertainment purposes. Therefore, there is still room for improvement in students' digital literacy.

Feedback and Follow-up

2A

(1) STEAM visits to mainland or different countries could be planned for students to broaden their horizons.

(2) BAFS (Mgt) and Economics may invite new subjects for collaboration.

2B

(1) The existing teaching and learning materials will be revised if needed.

(2) Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.

(3) S.2 English teachers will also collaborate with the History teachers in the coming school year.

2C

(1) Digital Literacy Programs: Implement digital literacy programs to teach students how to effectively use online resources, critically evaluate information, and maintain digital safety. In addition, teachers need to consistently enforce the rules for using iPads in school, ensuring that students understand that there are guidelines for iPad use to prevent using iPads for entertainment more than for learning.

(2) Teachers can explore the use of AI to help students learn, especially English language.

(3) Enhancing Blended Learning to Deepen and Extend Learning: To deepen the utilization of different cutting-edge pedagogical strategies, including (a) Blended Learning, (b) Flipped Classroom, (c) Cooperative Learning, (d) Digital Good-note (e) traditional teaching and others in lessons. Teachers should use different teaching methods according to different topics to improve teaching effectiveness

- Major Concern 3**
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.

<p>Achievements</p> <p>3A</p> <ol style="list-style-type: none"> (1) A generally positive psychological, social and physical environment was established for students. (2) Students' awareness on a positive attitude of life was heightened. (3) Students have deeper understanding of different positive elements of happiness and different character strengths. (4) Students were introduced with different ways / skills of positivity. <p>3B</p> <ol style="list-style-type: none"> (1) By providing financial support, school could encourage more students to participate in gifted education programs that helped nurture students with exceptional talent in a particular subject or area. (2) Through participation in gifted education courses, students could gain a deeper understanding of their gifted areas. <p>3C</p> <ol style="list-style-type: none"> (1) Students' sense of awareness towards the nature was enhanced. (2) A variety of life-wide learning activities were provided to students to encourage students to get close to nature. (3) Students were given abundant opportunities to practice mindfulness to reduce their stress and anxiety level, and increase their emotional self-regulation ability.
<p>Reflection</p> <p>3A</p> <ol style="list-style-type: none"> (1) Activities both in CTP and in Positive Education Program need to be more interactive and interesting. <p>3B</p> <ol style="list-style-type: none"> (1) Teachers of Gifted Education Team will continue to explore the feasibility of developing "Gifted Education for All" in our school. <p>3C</p> <ol style="list-style-type: none"> (1) More subjects could introduce topics related to sustainability.

(2) Provide more opportunities for students to be exposed to different dimensions of mindfulness.

Feedback and Follow-up

3A.

(1) More guidance and instructions should be given to class teachers in the weekly quote activity.

3B

(1) Gifted Education Team will broaden the target group of Gifted Education (e.g. Physical Education · Debate) in the next year.

3C

(1) Guidance should be provided when students practice mediation.

(2) A wider variety of mindfulness activities could be introduced.

III. Student Performance

(A) An introduction to this year's students' behavior and attitude:

Our school is proud to have a group of outstanding students who demonstrate exceptional behavior and attitudes towards their studies. These students hold themselves to high academic standards and exhibit focus, seriousness, and dedication in the classroom, resulting in excellent academic performance. Our students have demonstrated outstanding academic performance in the 2024 HKDSE, showcasing their exceptional abilities and dedication to their studies. The results are as follows:

1. University Admission Requirements:

- An impressive 95.9% (94 out of 98) of our students met the general admission requirements for local bachelor's degree programs. This means they achieved the '332A' standard or better in the core subjects (English Language, Chinese Language, Mathematics, and Citizenship and Social Development).
- An exceptional 98% (96 out of 98) of our students attained the requirements for local sub-degree programs, achieving Level 2 or above in five subjects ('222A2' standard).

2. JUPAS offer:

- We are proud to report that 91.8% (90 out of 98) of our S.6 graduates were admitted to JUPAS undergraduate programs, demonstrating the high caliber of our students and their readiness for tertiary education.

These results highlight the academic excellence of our students and reflect the high standards of education provided by our school. The near-perfect percentages across all categories underscore our students' exceptional performance and their strong foundation for future academic and professional success.

Our school community takes great pride in these achievements, which are a testament to the hard work of our students, the dedication of our teaching staff, and the support of parents and guardians. These results not only meet but exceed expectations, positioning our students favorably for their future educational and career endeavors.

Furthermore, our students possess good character, constantly extend their help to teachers and peers, and often engage in diligent self-study outside of class. They have developed a strong work ethic and consistently achieved outstanding results. This positive behavior is a testament to their commitment to academic excellence. Evidence of our students' exceptional abilities extends beyond their academic performance. Their outstanding achievements can be clearly

seen in their participation and performance in various student activities and external competitions. These extracurricular engagements provide a platform for our students to apply their knowledge, develop critical thinking skills, and showcase their talents in diverse fields.

Our students have consistently excelled in a wide range of competitions, including Science Fairs, Mathematics Olympiads, Debating Tournaments, Sports Events, and Arts Exhibitions. These achievements not only demonstrate their academic prowess but also highlight their ability to apply classroom learning to real-world challenges. Furthermore, active participation in these activities fosters important skills such as teamwork, leadership, time management, and resilience, which are crucial for their future success.

Moreover, our students proudly embrace values such as honesty, reliability, and maintaining good relationships with their parents, which align with our school motto of "Purity and Charity." Many students display confidence levels and set personal goals for themselves, showcasing their determination and self-belief. As evidenced by the Students' Stakeholder Survey (2023-24), over 94% of students reported that our school helps cultivate good character both inside and outside the classroom.

Both students and teachers share the view that our students possess a commendable attitude towards learning. They approach classroom activities and assignments with seriousness, apply effective learning strategies, and actively review their progress based on teachers' feedback and comments. This demonstrates their ability to engage in independent learning, which aligns with our school's objectives. According to the Stakeholder Survey (2023-24), over 94% of students reported that they diligently complete their homework. Notably, teachers concurred with this assessment, affirming the students' commitment to their academic responsibilities.

Throughout the academic year, our students have demonstrated exemplary attitudes towards learning and interaction with both teachers and peers. They consistently show obedience and respect in the classroom, attentively listening to the guidance provided by their teachers. This willingness to absorb advice and feedback not only enhances their learning experience but also fosters a positive classroom environment where everyone feels valued and heard. Their eagerness to learn is evident in their participation and engagement during lessons, reflecting a genuine desire to excel academically.

Discipline is another area where our students shine. Senior girls, for example, utilize their lunch hours to revise their studies, displaying discipline and dedication. Most students return to school on time for classes, which reflects their positive attitude towards learning. The incidents of serious misbehavior are rare, as reported by the Discipline Team.

The implementation of the “Leadership Programme”, "One Person One Post" scheme and the "Apprenticeship System" has had a positive impact on students' confidence, leadership skills, and sense of responsibility. These initiatives have further enhanced their overall development.

Moreover, the introduction of positive education initiatives in recent years has significantly contributed to the development of our students' interpersonal skills and emotional well-being. They have learned valuable techniques to manage stress, build strong relationships, and discover meaningful perspectives in their lives. As a result, the attitudes students exhibit towards one another and their teachers have improved remarkably. This nurturing environment encourages maturity and personal growth, aligning with the expectations of our society and preparing them to become responsible and empathetic individuals.

Parents also acknowledge and appreciate the school's role in nurturing the moral character of their children. They recognize the efforts made by our institution to instill values and contribute to their children's personal growth.

In conclusion, our students exhibit exemplary behavior and attitudes towards their studies. Their dedication, academic focus, positive character traits, and leadership skills contribute to the overall positive environment within the school. We are proud to have such outstanding students as a part of our school community.

c. Non-academic performance. (Appendix 2)

Our girls made outstanding achievements in various competitions in different key learning areas and won numerous prizes, for examples, art and design, speech and music, science projects and sports.

The school's Gifted Education Programme has provided numerous opportunities for students to learn outside the school curriculum. Cherry Fan of 5A and Leona Li of 4D won the champion and the second runner-up respectively in “文裕盃--全港校際徵文大賽 2023” which was organized by the Hong Kong Children Arts Exchange Association. In the “Central Safari Drawing Competition” held by the Hong Kong Playground Association, seven students were awarded several prizes including the champion, 2nd runner-up, creative awards, silver and bronze awards.

This year our students achieved exceptional excellence in the field of sports. In the Inter-School Athletics Competition (Kwai Ching) organized by the Hong Kong Sports Federation, our girls were awarded 1st Runner-up in Overall Girls Grade B and 3rd Runner-up in Overall Girls Grade C. It is worth mentioning that Janice Chan of 3A and Eden Pang of 2C were the champions in both 100M and 200M Run in Girls B Grade and C Grade respectively. Apart from that, in the Inter-School Swimming Competition (Kwai Ching), our girls also won 1st Runner-up of Girls B Grade Overall, 2nd Runner-up of Girls A Grade Overall as well as 1st Runner-up of Girls' Overall. Iris Chang of 5A and Jessica Chan of 4C were the champions of Girls A Grade 100M Freestyle and Girls B Grade 200M Freestyle respectively. Both the Grade A and Grade B team of our girls came in first in the 4X50M Freestyle Relay. Moreover, six students represented the school in the Inter-School Table-tennis Competition (Kwai Ching) and got the champion of Girls A Grade Overall. The badminton team of our school also won the Girls B Grade Overall.

In terms of science project, Charlotte Ng, Cathy Lam, Rachel Yang of 6C and Stella Kwong of 6D obtained the Best Video Award in “The 3rd Hong Kong Secondary School Cosmetic Formulation Competition” organized by Department of Chemistry, City University of Hong Kong. Besides, Natalie Cheung of 6A, Karen Lai and Tammy Leung of 6C participated in the MTR's Student Race of the Hong Kong Bird Watching Day cum Bird Race held by the Hong Kong Birdwatching Society and received the 1st Runner-up award. Results were encouraging and rewarding.

In addition, our students were awarded scholarships from various external organizations. This year NG Wai Lam of 5C was awarded the Scholarship to the Most Outstanding Students in Tsuen Kwai Tsing Districts by the Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung & Tsing Yi Districts. Chen Man Yan of 6C and Chan Wai Yee of 6D had the honour of receiving the Sir Edward Youde Memorial Prizes. Our students achieved academic success and performed well in every aspect.

IV. Annual School Report of Subject Departments and Functional Groups (Appendix 3)

(A) Subject Departments' Programme Reports

1. English Language
2. Chinese Language – Chinese Language (中國語文科)
Chinese Language – Chinese Literature (中國文學科)
Chinese Language – Putonghua (普通話科)
3. Mathematics
4. Citizenship and Social Development (公民興與社會發展科)
5. Personal, Social and Humanities Education – Life and Society (生活與社會)
Personal, Social and Humanities Education – Chinese History (中國歷史科)
Personal, Social and Humanities Education – Social Studies
Personal, Social and Humanities Education – Economics
Personal, Social and Humanities Education – Geography
Personal, Social and Humanities Education – History
Personal, Social and Humanities Education – Ethics / Religious Education (倫理與宗教科)
6. Science – Biology
Science – Integrated Science
Science – Chemistry
Science – Physics
7. Technology Education – Business, Accounting & Financial Studies
Technology Education – Computer Literacy Department
Technology Education – Technology & Living
Technology Education – Business, Accounting & Financial Studies
8. Art Education – Music
Art Education – Visual Arts (視覺藝術)
9. Physical Education

(B) Student Formation and Student Support Team Programme Reports

1. Student Formation and Student Support Team
2. Civic Education
3. Discipline
4. Spiritual Formation
5. Life Planning Education and Career Guidance

- 6.General Guidance Team
- 7.Information Technology Team
- 8.Library
- 9.Morning Assembly Team
10. Students' Activities Team
- 11.Special Education Needs Team
- 12.Gifted Education Team

V. Financial Summary

- Use a table to summarise the school's financial position of the school year 23/24. Items for reporting include the total amount of subsidy received from the government (excluding staff's salaries), balance in the Subscription Account, salaries of administrative staff and workmen, daily running cost and the accumulated surplus/deficit brought forward from the current school year and carried forward to the next school year, etc.
- The use of grants/funds should be elaborated with reference to the circular memoranda or circulars regarding their disbursement and use. Relevant documents could be attached if necessary.

	Income \$	Actual Expenditure \$	Surplus / (Deficit) \$
I. Government Fund			
(1) EOEBG			
Basic Baseline	2,306,491	(20,720)	2,285,771
Composite Furniture & Equip. Grant A/C	0	(293,352)	(293,352)
School & Class Grant	0	(1,456,855)	(1,456,855)
Lift Maintenance Grant	0	(106,220)	(106,220)
Administration Grant	4,024,884	(3,756,253)	268,631
Training & Development	0	(64,191)	(64,191)
Composite IT Grant	512,696	(523,741)	(11,045)
Air Conditioning Gr	598,594	(270,150)	328,445
Consolidated Subject Grant	0	(197,274)	(197,274)
Prog Fund for Whole-Sch Ap to Guid & Dis	0	(22,834)	(22,834)
Capacity Enhancement Grant	666,935	(402,594)	264,341
School-based Speech Therapy Administration Recurrent Gr	8,415	0	8,415
SB Management Top Up Gr	52,596	(4,000)	48,596
(A)	8,170,611	(7,118,184)	1,052,427
(2) Outside OEBG			
Other Recurrent Grant A/C	594,200	(594,200)	0
Committee on Home-Sch Co-op Proj Gr. A/C	25,978	(25,978)	0
Fringe Benefits under NET	250,421	(250,421)	0
School-based After-school Learning & Support Programme	127,800	(198,086)	(70,286)
Learning Support Gr Secondary School	378,696	(373,055)	5,641
Diversity Learning Grant - Applied Learning (Apl)	107,950	(107,950)	0
Diversity Learning Grant - Other Language	38,700	(38,700)	0
Diversity Learning Grant - Other Programmes	84,000	(82,964)	1,036
Moral and National Education Subject Gr	0	(177,318)	(177,318)
IT Staffing Support Gr	333,812	(947,133)	(613,321)
Gr for the Sister School Scheme	162,994	(24,997)	137,997
Promotion of Reading Gr	65,198	(79,462)	(14,264)
Cash Gr for Executive Officer	580,739	(572,620)	8,119
Enhancing Support for Learn. & Teach. Chinese for NCS	156,691	(194,694)	(38,003)
Life Wide Learning Gr	1,218,131	(1,040,196)	177,935
Prov of Subject Citizenship & Social Development	0	(12,503)	(12,503)
One-off Grant for Mental Health at School	60,000	(1,200)	58,800
One-off Grant for Mental Health of Parents & Students	20,000	0	20,000
One-off Grant on Parent Education	200,000	0	200,000
One-off Gr. For Prom. Of Chinese Culture Immersion Activities	300,000	0	300,000
One-off Gr. For Prom. Of a Sports Ambience & MVP A60 in Sch	150,000	0	150,000
One off School-based Speech Therapy Set up Gr	0	(2,750)	(2,750)
HK School Drama Festival	3,850	(3,890)	(40)
QEF Project	721,949	(118,520)	603,429
IT Innovation Lab Project	0	(270,000)	(270,000)
Salaries Grant A/C	42,191,508	(42,148,508)	43,000
Employer's Cont to PF/MPF Scheme for NT A/C	433,946	(381,935)	52,011
Teacher Relief Grant	5,270,120	(5,422,625)	(152,505)
Student Activities Gr	91,000	(19,780)	71,220
(B)	53,567,682	(53,089,485)	478,197
(A+B=C)	61,738,292	(60,207,668)	1,530,624
II. School Fund			
Approved Coll. For Specific Purposes A/C	185,820	0	185,820
General Fund / Subscription / TF A/C	1,400,735	(1,594,337)	(193,601)
May Chan Scholarship Fund	20,500	(20,500)	0
Dr Gerald Siu Scholarship Fund	100,000	(79,250)	20,750
St. Savio Scholarship Fund (KMS)	0	(6,473)	(6,473)
Mother Morano Scholarship	0	0	0
Lau Cheuk Yin Charitable Fund	18,000	(24,600)	(6,600)
Retired Principal's Scholarship Fund	219	(8,000)	(7,781)
Music Development Fund	6,800	(900)	5,900
Funding for Overseas Study Tour & ECA	12,790	0	12,790
(D)	1,744,865	(1,734,060)	10,805
(C+D=E)	63,483,157	(61,941,728)	1,541,429

Appendix 1: Major Concern Implementation Report 23/24

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
Evaluation of the School Development Plan in 2023-2024

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

Major Concern I: (Teacher Professional Development) To optimize teachers as Salesian and Professional Educators

1. Review of the objectives, implementation process and outcomes of the school development plan in 2023-2024

Targets	Outline of Strategies	Implementation Methods	The Implementation (2023-24)	Outcomes
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	<ol style="list-style-type: none"> 1. Talk and sharing during SDD 2. Sharing among CTs by forms during SDD 3. Sharing of good practices during SDD 	<ul style="list-style-type: none"> ● Staff Development Day (1): Pastoral Theme of the year 2023-2024. ● Staff Development Day (2): Career Planning Input for Class Teachers ● Staff Development Day (5): Visit to Yim Tin Tsai ● Staff Development Day (6): FMA Joint-school Staff Development Day ● Staff Development Day (7): Visit to Mai Po Nature Reserve 	<ul style="list-style-type: none"> ● The implementation methods, such as talks, sharing during Staff Development Days (SDDs), and sharing of good practices, seem to be effective in equipping teachers with the Salesian Family Spirit. ● The Stakeholder Survey responses indicate that the professional development activities organized by the school are generally perceived as catering to the school's development and students' needs, with an average score of 3.7 out of 5 in Q.31. ● The school also seems to have developed an ambience of professional exchange, with a score of 3.5 out of 5 in Stakeholder Survey Q.34. ● The regular sharing and discussions during SDDs, as well as the visits to Yim Tin Tsai and Mai Po Nature Reserve, provide opportunities for teachers to apply and practice the Salesian Family Spirit in their day-to-day routines. ● The evaluation survey responses suggest that the school's appraisal system is generally perceived as fair and conducive to teachers' professional development, with average scores of 3.7 out of 5 in Stakeholder Survey Q.35. ● However, the relatively lower scores of 3.6 out of 5 in Stakeholder Survey Q.32. for "The school affirms teachers' performance" and "The professional development activities are very helpful to my work" indicate that there may be room for improvement in these areas.
1B To optimize Middle Managers as a role	To equip Middle Managers with the necessary skills and features	<ol style="list-style-type: none"> 1. Talk and sharing during SDD 2. Sharing among Middle Managers during SDD 	<ul style="list-style-type: none"> ● Development Day for Middle Managers ● Taking the Group Leader Role in the Staff Development Days Group Discussions 	<ul style="list-style-type: none"> ● The Stakeholder Survey results of Q.24-30 (Teachers' views on subject panel/committee heads professional leadership) indicate that the strategies

<p>model in becoming Salesian and Professional Educators</p>		<p>3. Formulation of Rubrics and revision of appraisal form</p>		<p>implemented to optimize Middle Managers as role models in becoming Salesian and Professional Educators have been highly effective, with all the relevant questions scoring 4.1 or 4.2 out of 5.</p> <ul style="list-style-type: none"> ● These high scores suggest that the Middle Managers (i.e., subject panel/committee heads) are perceived as effectively collaborating with one another, taking forward the development of their respective panels and committees, monitoring the work of their teams, supporting teachers, evaluating work effectiveness, promoting professional exchange and collaboration, and maintaining amicable working relationships with teachers. ● Overall, the implementation of the strategies appears to have yielded very positive outcomes in optimizing Middle Managers as role models in becoming Salesian and Professional Educators. The high evaluation survey scores across various aspects of Middle Managers' professional leadership indicate that the targeted strategies have been successful in equipping them with the necessary skills and features to effectively fulfill this role.
<p>1C To optimize teachers as Professional Educators</p>	<p>To utilize Blended Learning and the required skills and Rasch Model for Mathematics and Science subjects</p>	<p>1. Talks and/or workshops during SDD 2. Peer lesson observation.</p>	<ul style="list-style-type: none"> ● Staff Development Day (4): Joint-school Staff Development Day ● Staff Development Day (8): School Target Review ● Induction for New Teachers ● New Teachers Development Days ● More than 58 sessions of lesson observation and post-lesson meeting. 	<ul style="list-style-type: none"> ● The school has made efforts to equip teachers with the required skills for blended learning and the Rasch Model in Mathematics and Science subjects. ● The number of more than 58 sessions of lesson observation and post-lesson meeting indicates that the school has invested significant resources in providing feedback and support to teachers to improve their teaching practices. ● The evaluation survey results show that the school's professional development activities for teachers are generally perceived to be catering to the school's development and students' needs (scale 3.7). ● The survey also suggests that the school is making efforts to affirm teachers' performance (scale 3.6) and that the professional development activities are helpful for teachers' work (scale 3.6). ● The school has developed an ambience of professional exchange, as indicated by the scale of 3.5 for the corresponding survey question. ● The school's appraisal system is perceived to be evaluating teachers' work performance fairly (scale 3.7) and is conducive to their professional development (scale 3.7).

2. Evaluation of the school development plan
Methods of assessments of school development target 1A:

Stakeholder Survey (Teacher) on Impression of middle management's professional leadership (questions 24-30) and Teachers' Professional Development (questions 31-36) and based on observations during and after the activity.

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1 Achievements	
1	The school has successfully conducted various staff development activities covering diverse topics relevant to the school's development plan and students' needs (Q. 31).
2	Teachers feel affirmed by the school, with a strong sense of professional exchange and support (Q. 32, 34).
3	The appraisal system is perceived as fair and conducive to professional development (Q. 35, 36).

3.2 Reflection	
1	The high scores in Q. 31, 33, 35, and 36 indicate that the school is on the right track in optimizing teachers as professional educators.
2	The school's focus on Salesian spirit and "Amoris Laetitia" Family values is commendable and aligns with the Catholic school ethos.
3	The diverse range of staff development activities caters to different needs and interests, fostering a culture of continuous learning.

3.3 Feedback and Follow-up	
1	While the overall feedback is positive, there is room for improvement. The school will organize more collaborative activities and provide platforms for teachers to share best practices and learn from each other.
2	The score for Q. 34 (3.5) suggests that the school could further enhance the ambience of professional exchange. This could be achieved by creating more opportunities for collaboration, knowledge sharing, and peer-to-peer learning. The school will continue to provide opportunities for teachers to engage in ongoing professional development aligned with the school's development plan and students' needs.
3	Additionally, the school could consider conducting more in-depth evaluations of the staff development activities to assess their effectiveness and impact on teachers' professional growth. The school will conduct regular evaluations of staff development activities to ensure they are meeting teachers' needs and contributing to their professional development.

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

1. Review of the objectives, implementation process and outcomes of the school development plan in 2023-2024

Targets	Outline of Strategies	Implementation Methods	The Implementation (2023-24)	Outcomes
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	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 b. Enhance the cross-curricular learning through LWL activities and school resources 2. Different learning modes will allow students to stretch their potentials in	<u>STEAM Education:</u> 1. S2 Drone coding for aerial dance was collaborated with Science and Mathematics to teach the topics such as forces, electricity, algebraic fractions and formulas. Each group recorded a video and evaluated their learning in the assignment to display and share their learning outcomes in the Science lessons. A drone competition training course was held during the post-exam period, allowing students to learn advanced drone coding skills and gain more experience in competitions. Additionally, S2 students joined CLP STEM talk and visited E-playground for further understanding of electricity and the career of engineer.	<u>STEAM Education:</u> Subject teachers agreed that 65% of students could integrate knowledge and skills across disciplines in the projects. 77% of S2 students and 71% of S3 students agreed that STEAM activity could show a connection to the knowledge of different subjects. 75% of S2 students and 78% of S3 students agreed that STEAM activity could increase their understanding of how several subjects are used to solve the real-world problems and develop better problem-solving skill. <u>PSHE & TE:</u>

Targets	Outline of Strategies	Implementation Methods	The Implementation (2023-24)	Outcomes
	apply knowledge in different domains	multiple intelligences.	<p>2. The S3 AR course enabled students to utilize Unity to create 3D models that incorporated elements from various subjects such as Biology, Chemistry, Geography, and Visual Arts. The advanced AR course allowed students to focus on the theme of 'Smart AI' to conduct project presentations and participate in the competitions.</p> <p><u>PSHE & TE:</u> BAFS(Mgt) and Economics organized a Taipei study tour for S.4 students during the Easter holiday. During the tour, students were required to finish a presentation in the morning on the last day of visit. They had to make use of their BAFS and Economic knowledge to (i) finish a Vlog to introduce business opportunities for Hong Kong investors in Taipei, (ii) conclude ONE industry they would like to invest by using "Seven External Factors" and (iii) show how they would make use of a limited budget to visit Night Market in Taipei and recommend the best way for tourists to visit Night Market.</p>	For BAFS(Mgt) and Economics, 100% of students agreed the study tour helped them achieved the learning objectives set for the trip. Nearly 93% of students agreed the itinerary and activities were relevant to the learning objectives.
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 Collaboration between English teachers and content subject teachers	<p>S.1 Collaboration: <u>Social Studies</u> English teachers taught vocabulary and sentence structures for making comparisons and describing trends after the Social Studies teachers have gone through the topics. Students were given classwork and homework which required them to form comparisons and describe charts and trends.</p> <p><u>Integrated Science</u> English teachers did a recap on the vocabulary related to vertebrates' classification (e.g. mammals, fish, birds)</p>	<p>S.1 Collaboration: <u>Social Studies</u> According to the survey results, most students have developed a better understanding of the language to form comparisons and describe trends. They were able to compare things that have changed over time. They were able to use comparative adjectives to make the comparison. They were able to describe the figures in graphs and charts using appropriate adjectives. Besides, they were able to use appropriate verbs and adverbs (e.g.</p>

Targets	Outline of Strategies	Implementation Methods	The Implementation (2023-24)	Outcomes
			<p>and the different body parts of vertebrates. Emphasis was placed on the spelling as well as memorization of the distinct features. Students were given chances to practise the structures to describe the functions of the body parts of vertebrates.</p> <p>S.2 Collaboration: <u>Integrated Science</u></p> <p>The LaC lesson was a combination of the science topic, specifically focused on <i>Common Acids and Alkalis: Applications of Neutralization</i>, and English skills such as word classes, connectives, and simplifying nouns. Students were asked to identify different word classes, use appropriate connectives to link ideas together and simplify certain nouns for science essay writing.</p> <p><u>History</u></p> <p>The LaC lesson with History focused on essay writing skills, by training students to use cause-and-effect verb phrases and the PEEL (Point, Examples, Elaboration and Link). Students were asked to identify questions keywords that are common in essay writing questions, the causes and impacts of each historical event and write topic sentences for their long questions in History. Moreover, students also learnt about the prefixes and suffixes of vocabulary of nations, nationalities and language (e.g. -ism, -ment, -ian).</p>	<p>increased rapidly) to summarize the trends.</p> <p><u>Integrated Science</u></p> <p>The LaC lesson served as an opportunity for students to link up the vocabulary about vertebrates learnt in IS lessons with the English language. Not only were most students more familiar with the types of vertebrates, they were also able to identify the different body parts and their respective functions. Last but not least, according to the survey results, some students expressed that they found this cross-curriculum approach useful (“I think it is good to combine them to study.”).</p> <p>S.2 Collaboration: <u>Integrated Science</u></p> <p>The lesson served as a good opportunity to provide students with targeted English language support and practice, specifically to prepare them for the upcoming Science test/exams. According to the survey results, nearly 80% of students found that the lesson was useful for deepening their knowledge in Science and about 70% agreed that they could apply the skills in Science and/or English assignments and tests. Therefore, the integration of these language skills was proven to be successful.</p> <p><u>History</u></p> <p>The lesson serves as a consolidation exercise for students to practice writing topic sentences that adhere to the essay writing framework applicable to both English and History essays. According to</p>

Targets	Outline of Strategies	Implementation Methods	The Implementation (2023-24)	Outcomes
				the survey results, approximately 80% of the students reported that they had learned how to write effective topic sentences and identify key question words. Therefore, the integration of essay writing skill development across the curriculum was proven to be a successful instructional approach.
<p>2C To optimize the learning and teaching process with blended learning</p>	<p>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</p>	<p>Lesson Observation with a focus on blended learning Lesson Observation with a focus on blended learning</p>	<p>(1) <u>Staff Development Day (24/5/2024)</u> A staff development day focused on blended learning was arranged. The school organized a sharing session on blended learning skills, inviting three teachers to introduce and explain the use of different teaching tools such as Kahoot and Desmos. One of the teachers introduced the methods catering for the diversity in learning. The purpose of this event was to encourage teachers to use these tools in order to achieve mutual observation and mutual learning, and to improve teaching skills through collaboration.</p> <p>(2) <u>Learning and Teaching</u> (a) This year, in order to promote blended learning, the school encouraged students to bring their own devices (BYOD). Teachers could enhance the interactivity of the classroom and cater for diverse learning needs of students through electronic teaching tools, further developing students' self-directed and collaborative learning skills. (b) By implementing a blended learning mode of e-learning that combines online and offline learning activities, teachers aimed to improve students' learning experiences. (c) In order to enhance students' digital literacy this year, effective</p>	<p>In this academic year, the status and results of blended learning among teachers and students were shown and evaluated through the results of the <u>stakeholder survey</u>:</p> <ul style="list-style-type: none"> ● Teachers mainly used blended learning strategies at S.4 and S.5 levels (S.4: 56%; S.5: 44%). ● Before the lesson, teachers mainly used the flipped classroom strategy (66%) and online exercises (62%) to enhance students' pre-lesson knowledge and preparation. ● The teacher believed that blended learning could enhance students' learning motivation (42%), followed by encouraging students to learn autonomously (48%). ● Difficulties encountered by teachers in collaborative learning: teachers need more time for preparation (58%); there are large learning disparities between students (52%); students are not well-prepared (30%) and weak on self-learning ability (39%). ● Teaching tools / Apps used by most of the teachers: (1) Facilitating interactive teaching tools: Mentimeter, Desmos; (2) Sharing and displaying tools: Padlet, Interactive Smartboard; (3) Assessment: Kahoot. ● LMS (Learning Management System) used by most of the teachers: Google Classroom /

Targets	Outline of Strategies	Implementation Methods	The Implementation (2023-24)	Outcomes
			<p>methods of utilizing electronic learning tools have been consistently emphasized in various gatherings and in the classroom by teachers.</p> <p>(d) In addition to implementing blended learning this year, the focus in teaching has been on extending learning and strengthening certain subject areas. For example, makeup classes, enrichment training, and video-based learning have been utilized to deepen classroom learning, encourage students to cultivate self-regulated learning, and explore or develop more suitable online teaching materials and techniques.</p> <p>(3) Lesson Observation This year marks the school's instructional accountability Appraisal year. As per the school-established mechanism, all teachers should undergo accountability teaching evaluations to ensure the effectiveness of their instruction, with blended learning being one of the evaluation indicators.</p>	<p>Google Form / Google Doc</p> <ul style="list-style-type: none"> Students agreed that blended learning increased interaction in the classroom, collaborative learning among classmates, or showing learning outcomes to classmates: Junior Forms (80% agreed); Senior Forms (85% agreed). <p>From the teachers' meetings, it is generally acknowledged that blended learning is effective, and teachers emphasize the positive impact on students' learning outcomes. However, students' self-control in terms of digital literacy still needs improvement. Therefore, there is a need to further enhance students' digital literacy in this regard.</p>

2. Evaluation of the school development plan

Methods of assessments of school development target –

2A	Quantitative: (1) Questionnaire survey on cross-curricular programs (2) Survey conducted for students working on the Econ and BAFS project Qualitative: Subject teachers' meetings
2B	Survey: All S1 and S2 students were asked to fill out a Google Form and give their comments on the LaC content covered in the English lessons in order to review the effectiveness. Teachers' Observation and Evaluation Meeting
2C	Quantitative: (1) Questionnaire survey on the situation regarding the use of blended learning in subjects and its developmental direction of learning and teaching (2023-24) (2) Students' Questionnaire survey on Blended Learning Qualitative: (1) Sharing on Teachers' Development Day (24-5-2024); (2) Teachers' Interflow Meeting (3-6-2024)

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1	Achievements
2A	(1) The results of questionnaire survey for students indicated that STEAM activity could show a connection to the knowledge of different subjects and increase their understanding of

3.1 Achievements	
	how several subjects are used to solve the real-world problems. Students could develop better problem-solving skill.
2A	(2) Through study tour, students can learn BAFS(Mgt) and Economics through real life examples. It provides a valuable opportunity for students to apply what they learnt in lessons. The presentation during the tour provides them a timely chance to review what they grasp during the tour. Overall, they were highly engaged and enthusiastic about the activities.
2A	(3) Students were active to participate in each part of STEAM/ PSHE and TE project.
2B	(1) S. 1 students have developed a deeper understanding of the skills required in Integrated Science. They gave an overall mark of 4.52 out of 6 in the survey conducted.
2B	(2) S. 1 students had a smoother and faster learning process in the Social Studies lessons. They gave an overall mark of 4.96 out of 6 in the survey conducted.
2B	(3) S. 2 students have developed a deeper understanding of the skills required in Science. They gave an overall mark of 4.67 out of 6 in the survey conducted.
2B	(4) S. 2 students have become more familiar with the organisation of an essay. They gave an overall mark of 4.1 out of 6 in the survey conducted.
2C	(1) Teachers believed that blended learning could enhance students' motivation and engagement in learning (42%) and enrich their learning experiences while encouraging self-directed learning (48%).
2C	(2) By utilizing electronic teaching tools, teachers could enhance the interactivity of the classroom and cater for the diverse learning needs, and further develop students' self-directed and collaborative learning skills.
2C	(3) Teachers implemented blended learning by combining online and offline learning activities to improve students' learning experiences.
2C	(4) Students expressed agreement with increased classroom interactivity, collaborative learning among peers, and presentation of learning achievements in blended learning. They also believed that blended learning enhanced their interest in learning and increased their motivation and enjoyment to learn.
2C	(5) The majority of students complied with the school's requirements to bring their electronic devices to school and install the school's device management system.

3.2 Reflection	
2A	(1) Optimizing the curriculum and selecting different workshops could achieve better learning outcomes.
2A	(2) BAFS (Mgt) and Economics may look for different topics/ different ways for collaboration.
2B	(1) Teachers could provide further support for students on how to write a well-organized essay in Science, such as including a clear topic sentence and support ideas with relevant explanation and/or data.
2B	(2) For the collaboration with IS, more advanced content of the topic and the corresponding application of language structures could be taught, especially for more abled students.
2B	(3) For the collaboration with History, more vocabulary drilling could be given for History-related terms (e.g. Enlightenment, Monarchy and Feudalism).
2C	(1) Teachers believe that organizing teaching seminars or workshops provides opportunities for teachers to share and learn best practices.
2C	(2) They also believe that the school should provide teaching resources and guidance to assist teachers in extending and deepening their learning.
2C	(3) Regarding students' digital literacy, the survey revealed that some students lack self-control and tend to use electronic devices for entertainment purposes. Therefore, there is still room for improvement in students' digital literacy.

3.3 Feedback and follow-up	
2A	(1) STEAM visits to mainland or different countries could be planned for students to broaden their horizons.
2A	(2) BAFS (Mgt) and Economics may invite new subjects for collaboration.
2B	(1) The existing teaching and learning materials will be revised if needed.
2B	(2) Pre and post-lesson meetings will be arranged for the English and subject teachers concerned.
2B	(3) S.2 English teachers will also collaborate with the History teachers in the coming school year.
2C	(1) Digital Literacy Programs: Implement digital literacy programs to teach students how to effectively use online resources, critically evaluate information, and maintain digital safety. In addition, teachers need to consistently enforce the rules for using iPads in school, ensuring that students understand that there are guidelines for iPad use to prevent using iPads for entertainment more than for learning.
2C	(2) Teachers can explore the use of AI to help students learn, especially English language.
2C	(3) Enhancing Blended Learning to Deepen and Extend Learning: To deepen the utilization of different cutting-edge pedagogical strategies, including (a) Blended Learning, (b) Flipped Classroom, (c) Cooperative Learning, (d) Digital Good-note (e) traditional teaching and others in lessons. Teachers should use different teaching methods according to different topics to improve teaching effectiveness

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.

1. Review of the objectives, implementation process and outcomes of the school development plan in 2023-2024

Key concern	Strategy	Implementation methods	The implementation (2023-24)	Outcomes
<p>3A To foster a positive psychological, social and physical environment for students</p>	<p>1. Design activities to enhance students' appreciation of each other's strengths, foster a sense of gratitude and inner peace.*</p>	<p>Utilize class teacher periods and assemblies for class activities designed for students to show their appreciation, gratitude and gain a sense of inner peace.</p>	<p>Students were required to assess their character strengths through questionnaires at the beginning of the school year and to upload to Google Classroom.</p> <p>Classmates Appreciation Activity was also arranged in CTP.</p> <p>Class activities and discussion were held in different CTPs for students to learn how character strength can be applied in working situation, managing relationship and overcoming obstacles.</p> <p>Students were arranged to write gratitude journal CTP according to special themes related to their concurrent experiences.</p> <p>Guided meditation was arranged for students on a daily basis.</p>	<p><u>Classmates Appreciation Activity</u> A majority of students (80.5%) agreed that they appreciate others character strength while 57% students appreciate their own character strength. Both teachers (70.8%) and students (50.6%) welcome sharing their appreciation in class after the activity.</p> <p><u>Class activities</u> Both teachers (90%) and students (65%) agreed that the messages delivered in class teacher periods were well understood by students. While 45.7% of students enjoyed the activities, 70.8% of teachers agreed that students' responses and participation in class discussions are satisfactory.</p> <p><u>Gratitude Journal</u> 33.3% of students agreed and 13.3% of students strongly agreed that they enjoyed writing the gratitude journal very much. Teachers held a different perception. The majority of teachers (72%) agreed that their students enjoyed the activity. Students agreed (38%) or strongly agreed (12.3%) that writing the gratitude journal helps in cultivating a grateful heart. Teachers' rating on this is also higher (77% agreed). Regarding sharing after writing the journal, the teachers are more optimistic than the students. 60% of teachers agreed that their students are willing to share, while only 37% of students agreed to share.</p> <p><u>Guided Meditation</u> Based on the results of surveys of both teachers and students, a majority of teachers (68.8% agree to strongly agree) agreed that students were engaged in meditation. The student survey showed that 38.6% agreed and 18.4% strongly agreed that meditation helped them relax. 51.2% of them agreed or strongly agreed that meditation reminded them to take care of themselves.</p>

Key concern	Strategy	Implementation methods	The implementation (2023-24)	Outcomes
	2. To enhance students understanding of happiness by designing activities in CTP and organizing special school activity day.*	Special school activity day devoted to allow students to learn how different elements of happiness can be experienced, lengthened and co-created.	For the part of developing students' understanding of the six elements of happiness, students were provided a chance to deepen their understanding of positive meaning through the Positive Education Program. Students of different forms were allocated with different learning activities. .	Students' perception of the program (52.5% agree to strongly agree that is it enjoyable) and learning from it (56.2% agree to strongly agree that they have learned some concepts) is neutral. While teachers' feedback is more positive (83.3% agree to strongly agree that the program helped in enhancing students' understanding of the concept of positive meaning)
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.	1. To enrich the learning experiences of the students through experiential learning: in real context and authentic settings like universities, government departments and business corporations.	<ul style="list-style-type: none"> - Life-wide Learning activity day were organized to provide experiential learning opportunities to all students. - All S.5 students participated 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.) 	<ul style="list-style-type: none"> - To broaden the horizons of the students, a whole school life-wide learning excursion day was organized on 27 March 2024. All S.1-S.5 students participated in various experiential learning activities outside school on 27-3-2024. - Nine study tours were arranged in 2023-2024. 	<ul style="list-style-type: none"> - 15 different programs were provided to S.1-S.5 students. All activities can basically achieve the objectives; Students have positive feedback to the activities provided; in average they gave 3.75/5 marks to the programs they have participated.
	2. 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.	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.	<ul style="list-style-type: none"> - 13 out of 16 S.3 subjects have selected subject contents which can help students understand how they can prepare for their future career. 	<ul style="list-style-type: none"> - A survey has been done in S.3. Students showed positive feedback in the subject contents that they have learned. Moreover, more than 80% of students understand how the subject contents are related to their future career. - More than 70% of the students agreed that if they understand the linkage between the subject content with their future career, they will be more interested in the subject content.
	3. 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	Encourage gifted students to participate in gifted education programmes Recruit students to participate in gifted or professional courses	<p><u>Mode of Implementation</u> Gifted Education Team broadened the target group of Gifted Education to encourage students with outstanding performance in individual subjects or specific areas to join our Team. The school hoped to</p>	<p>No of participated students Total 55 students participated in the gifted education courses.</p> <p>List of Courses of Gifted Education</p> <ul style="list-style-type: none"> ➤ The Hong Kong Academy for Gifted Education Nomination Scheme 2023/24 (Total 13 students)

Key concern	Strategy	Implementation methods	The implementation (2023-24)	Outcomes
	in different areas		<p>make use of the Diversity Learning Grant for senior form students and the Life-wide Learning Grant to subsidize students to participate in gifted education courses, so as to identify and nurture students with outstanding talents in individual subjects or specific areas and allow them to realize their individual potential.</p> <p>Implementation Areas</p> <ul style="list-style-type: none"> ➤ Chinese Language and Chinese Literature (Reading and Writing) ➤ Mathematics ➤ Science ➤ Visual arts ➤ Historical and Cultural areas ➤ Music 	<ul style="list-style-type: none"> ➤ The Hong Kong Academy for Gifted Education (Current Members) (Total 16 students) ➤ The Chinese University of Hong Kong Faculty of Education Winter/Spring/Summer Program for the Gifted and Talented 2024 (Total 11 students) ➤ The Chinese University of Hong Kong Faculty of Science Science Academy of Young Talent Autumn /Summer Program (Total 4 students) ➤ Secondary Schools – The Hong Kong University of Science and Technology Dual Program 2023 (1 student) ➤ The Hong Kong University of Science and Technology –The Enrichment Program for Gifted Learners (Summer Program 2024) (Total 5 students) ➤ The University of Hong Kong Summer Institute—Secondary School Programmes (1 student) ➤ The University of Hong Kong Junior Science Institute (Total 3 students) ➤ The University of Hong Kong Summer Institute—Secondary School Programmes (1 student) <p>Effectiveness</p> <ul style="list-style-type: none"> ➤ All participating students have taken an active and committed attitude in completing courses, competitions or activities and seized the opportunity to learn more systematically, striving to develop their potential and enhanced their abilities in individual subjects or specific areas. ➤ Through participation in gifted education courses, competitions or activities, students could gain a deeper understanding of their gifted areas and the following skills or effectiveness: learning skills; thinking skills; creativity skills; consolidation of the knowledge / concept / theory; clarification of the concept or theory;

Key concern	Strategy	Implementation methods	The implementation (2023-24)	Outcomes
				<p>broaden the horizons; develop their potential or talent.</p> <ul style="list-style-type: none"> ➤ Students are encouraged to make good use of their leisure time, to actively enhance their potential for excellence, and to cultivate a persistent and persevering learning attitude. ➤ 91.7% of participated students agreed they could gain different soft skills for their future development in the Gifted Education Programme. ➤ 91.7% of participated students agreed they appreciated the Gifted Education Programme.
3C To establish a sustainable lifestyle and foster spiritual well-being	<p>1. Introduce spiritual practices in ERE lessons and CTP to improve students' self-insight, ability to embrace the beauty of silence, and enhance students' mental and physical wellness through a variety of spiritual practices.</p> <p>2. Adopt Catholic Social Teaching (CST) framework in ERE lessons to increase students' ecological concern</p> <p>3. Improve students' physical and mental well-being through connection with nature in different activities.</p>	<p>1) Questionnaire: - 70% students have experienced more than one spiritual practices - 70% students agree that the spiritual practices in ERE lessons and CTP have improved their mental and physical wellness.</p> <p>2) Feedback from subject teachers: 100% of S2 and S5 teachers have taught environmental issues using Catholic Social Teaching (CST) framework</p> <p>Questionnaire: 80% S2 and S5 students agree that their ecological awareness has been increased.</p> <p>3) Qualitative assessments Feedback from students' reflective journals.</p>	<p>1. Incorporate Catholic Social Teaching (CST) framework in S2 and S5 ERE lessons to increase students' ecological concern</p> <p>2. S2 life-wide learning excursion day on 27 March (Bio-diversity eco-tour 生態行, Beach-cleaning activity 淨灘活動, Nature well-being day 大自然體驗, visit to Greenhub 綠匯學苑)</p> <p>3. A study tour to Tainan was conducted in April, with cultural exchanges with local students about recycling and green initiatives. Students then shared about their learning with the whole school during assembly on 14 May.</p> <p>4. Intensive mindfulness activities were introduced in S6 ERE curriculum.</p>	<p>72.9% students strongly agree and agree that mindfulness practices have improved their mental and physical wellness. 77% S6 students strongly agree and agree that mindfulness practices have improved their mental and physical wellness. 80% S1-S5 enjoy mediation activities, while only 62% of them think mindfulness practices have improved their mental and physical wellness. A variety of mindfulness practices were incorporated in the S6 ERE curriculum, including mindful walking (80%), tea appreciation (79%), breathing practice (87%) art therapy (88%), total relaxation (87%). *percentage in brackets refers to overall satisfaction rate</p> <p>86% S2 and S5 agree that their ecological awareness has been increased. Feedback on LWL excursion day: 96% students were happy about the trip they were assigned to. 78% students think the activity has increased their environmental awareness. 76% students think the activity has increased their knowledge about environmental protection.</p>

2. Evaluation of the school development plan
 Methods of assessments of school development target –
3A Survey for both teachers and students and observation.
3B Learning reflection from the participating students.
3C Survey for students, students' reflections and observation.

3. Review of the school development plan – achievements, reflection, feedback and follow-up

3.1 Achievements	
1	<ul style="list-style-type: none"> ➤ A generally positive psychological, social and physical environment was established for students. ➤ Students' awareness on a positive attitude of life was heightened. ➤ Students have deeper understanding of different positive elements of happiness and different character strengths. ➤ Students were introduced with different ways / skills of positivity.
2	<ul style="list-style-type: none"> ➤ By providing financial support, school could encourage more students to participate in gifted education programs that helped nurture students with exceptional talent in a particular subject or area. ➤ Through participation in gifted education courses, students could gain a deeper understanding of their gifted areas.
3	<ul style="list-style-type: none"> ➤ Students' sense of awareness towards the nature was enhanced. ➤ A variety of life-wide learning activities were provided to students to encourage students to get close to nature. ➤ Students were given abundant opportunities to practice mindfulness to reduce their stress and anxiety level, and increase their emotional self-regulation ability.

3.2 Reflection	
1	Activities both in CTP and in Positive Education Program need to be more interactive and interesting.
2	Teachers of Gifted Education Team will continue to explore the feasibility of developing "Gifted Education for All" in our school.
3	<ul style="list-style-type: none"> ➤ More subjects could introduce topics related to sustainability. ➤ Provide more opportunities for students to be exposed to different dimensions of mindfulness.

3.3 Feedback and Follow-up	
1	More guidance and instructions should be given to class teachers in the weekly quote activity.
2	Gifted Education Team will broaden the target group of Gifted Education (e.g. Physical Education ∨ Debate) in the next year.
3	<ul style="list-style-type: none"> ➤ Guidance should be provided when students practice mediation. ➤ A wider variety of mindfulness activities could be introduced.

天主教母佑會蕭明中學
2023-24 年度 學校發展計劃年終報告

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

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2023-24)

目標	策略	推行方法	實行情況(2023-24)	結果
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	<ol style="list-style-type: none"> 1. 在教師發展日進行講座及分享 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 	<ul style="list-style-type: none"> ● 教師發展日 (1): 2023-2024 年度牧養主題。 ● 教師發展日 (2): 班主任職業規劃。 ● 教師發展日 (5): 參觀鹽田仔。 ● 教師發展日 (6): 聖母進教之佑聯校教師發展日。 ● 教師發展日 (7): 參觀米埔自然保護區。 	<ul style="list-style-type: none"> ● 在教師發展日期間進行的演講、分享以及分享良好實踐,似乎有效地裝備老師們具備慈幼會家庭精神。 ● 持份者問卷調查的回應顯示,學校舉辦的專業發展活動普遍能夠迎合學校的發展和學生的需求,在問題 31 中的平均分為 3.7 分(總分為 5 分)。 ● 學校似乎也已經培養出一種專業交流的氛圍,在持份者問卷調查問題 34 中的分數為 3.5 分(總分為 5 分)。 ● 在教師發展日期間的恆常分享和討論,以及參觀鹽田仔和米埔自然保護區,皆為教師提供了在日常工作中應用和實踐慈幼會家庭精神的機會。 ● 評估調查的回應表明,普遍教師認為學校的考核制度是公平及有利於老師的專業發展,在持份者問卷調查問題 35 中的平均分為 3.7 分(總分為 5 分)。 ● 然而,在持份者問卷調查問題 32 中,「學校肯定老師的表現」和「專業發展活動對我的工作非常有幫助」的分數相對較低,只有 3.6 分(總分為 5 分),這表明這些方面或有改進的空間。
1B 以優化中層管理教師人	以裝備中層管理教師具備	<ol style="list-style-type: none"> 1. 在教師發展日中層管理教師人員進行講座及分享 	<ul style="list-style-type: none"> ● 中層管理人員發展日 ● 在教師發展日小組討論中擔任 	<ul style="list-style-type: none"> ● 持份者問卷調查問題 24-30(老師對科組長/委員會主席專業領導的看法)的結果

<p>員成為慈幼專業教育者的優秀的榜樣</p>	<p>應有的技巧、能力及特質</p>	<p>2. 在教師發展日進行中層管理教師人員互相分享及交流</p> <p>3. 製訂教師/中層管理教師人員的指標和考核表的修訂</p>	<p>組長的角色</p>	<p>顯示，實施的策略以優化中層管理人員成為慈幼會和專業教育工作者的模範非常有效，相關問題的平均分均為 4.1 或 4.2 分（總分為 5 分）。</p> <ul style="list-style-type: none"> ● 這些高分表明，中層管理人員（即科主任／部門負責人）能有效地相互合作，推動各自科組和部門的發展、監督團隊工作、支援老師、評估工作成效、促進專業交流和協作，並與老師維持融洽的工作關係。 ● 總括而言，實施這些策略以優化中層管理人員成為慈幼會和專業教育工作者的模範獲得正面的成果。從評估中層管理人員各方面專業領導能力調查獲得的高分數可見，這些策略成功使他們具備所需的技巧和特點以有效地履行職責。
<p>1C 以優化教師成為慈幼的專業教育團隊</p>	<p>以裝備教師使用混合模式學習的相關技巧</p> <p>及在數學及科學相關科目使用 Rasch Model</p>	<p>1. 在教師發展日進行講座及工作坊</p> <p>2. 同儕課堂觀課。</p>	<ul style="list-style-type: none"> ● 教師發展日(4)：聯校教師發展日 ● 教師發展日(8)：學校目標檢討 ● 新教師入職培訓 ● 新教師發展日 ● 超過 58 節次的課堂觀察及課後會議 	<ul style="list-style-type: none"> ● 學校已努力裝備教師掌握混合式學習和數學與科學科 Rasch Model 所需的技能。 ● 從超過 58 節次的課堂觀察及課後會議中可見，學校投入了大量資源，為教師提供反饋和支援，以改善其教學實踐。 ● 評估調查結果顯示，學校為教師提供的專業發展活動普遍能滿足學校發展和學生需求（3.7 分）。 ● 調查也表明，學校正努力肯定教師的工作表現（3.6 分），專業發展活動有助於教師的工作（3.6 分）。 ● 學校已形成專業交流的氛圍，相應問題的分數為 3.5 分。 ● 學校的考核制度被認為公平評估教師的工作表現（3.7 分），有利於他們的專業發展（3.7 分）。

(2) 本年度學校發展計劃的評估方法

本年度學校發展目標 1A 的評估方法如下：

持份者問卷（教師）有關中層管理的專業領導(問題 24-30)和教師的專業發展(問題 31-36)之觀感，以及基於活動期間和之後的觀察。

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	學校成功舉辦各項主題多元化、與學校發展計劃和學生需求相關的教師發展活動(問題 31)。
2	教師從專業交流和支援方面感受到學校的肯定(問題 32、34)。
3	教師年度評核體系被視為公平及有利於專業發展(問題 35、36)。

3.2 反思	
1	問題 31、33、35 和 36 得分較高，表明學校在優化教師作為專業教育工作者的工作上方向正確。
2	學校對慈幼家庭精神和愛的喜樂家庭的價值觀的重視值得肯定，並與天主教學校的精神相符。
3	教師發展活動涵蓋範圍廣泛，照顧了教師不同的需求和興趣，培養了持續學習的風氣。

3.3 回應與跟進	
1	儘管整體反饋正面，當中仍有改進的空間。學校將舉辦更多協作活動和提供平台，讓教師分享最佳實踐並互相學習。
2	問題 34 的得分(3.5)表明，學校可以進一步加強專業交流的氛圍，這可透過創造更多的協作、知識共享和同儕學習機會來實現。學校將繼續提供機會，讓教師參與持續的、與學校發展計劃和學生需求一致的專業發展活動。
3	此外，學校可以更深入評估教師發展活動，以評核其有效性和對教師專業發展的影響。學校將定期評估教師發展活動，以確保它們能滿足教師的需求，並有助他們的專業發展。

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

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2023-24)

目標	策略	推行方法	實行情況(2023-24)	結果
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) 2. 以培養學生的共通能力, 能靈活運用不同領域的知識	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能	<u>STEAM 教育:</u> 1. 中二級「無人機編程課程——空中飛舞」, 與科學科及數學科一起協作教授「力」、「電」、「代數式」及「數據的表達」, 學生並在科學堂上拍攝影片和完成工作紙來分享學習成果及展示作品。此外, 試後活動的無人機編程比賽訓練課程來給予學生機會學習進階編程技巧, 並透過參與比賽來得到更多的學習經驗。與此同時, 中二學生參與中電舉辦的「校園工程師」講座和參觀 E-playground, 以繼續學習「電」的知識和了解工程師的工作。 2. 中三擴充實景課程讓學生使用 Unity 來設計 3D 模型, 當中嘗試融合不同科目元素, 例如生物、化學、地理及視藝。進階 AR 課程可使學生以 Smart AI 為主題來做專題報告及參加比賽。 <u>PSHE & TE:</u> 在復活節假期期間, 企會財(商業管理)科和經濟科為中四學生舉辦了一次台北遊學活動。在參觀期間, 學生需於活動的最後一天早上完成匯報。他們必須利用自己於企會財(商業管理)和經濟知識來完成三部份工作: 完成一個 Vlog 來介紹香港投資者在台北的商機, 通過「七個外部因素」總結出他們想要投資的一個行業, 以及展示他們如何利用有限的預算遊覽台北夜市, 並為遊客推薦	<u>STEAM 教育:</u> 學科老師在會議上都認為 65%學生在課堂時, 能綜合和應用跨學科的知識和技能在題目和報告上。 根據問卷調查結果顯示, 有 77%中二級學生及 71%中三級學生同意 STEAM 活動能連結不同學科的知識。 75%中二級學生及 78%中三級學生同意 STEAM 活動能令他們更明白如何運用各類學科的知識來解決現實世界的問題, 並發展出較佳的解難能力。 <u>PSHE & TE:</u> 對於企會財(商業管理)科和經濟科, 100%的學生認為遊學活動能實現學習目標。近 93%的學生認為行程和活動與學習目標有關。

目標	策略	推行方法	實行情況(2023-24)	結果
<p>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)</p>	<p>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</p>	<p>全年部分英語課堂與特定科目的合作</p> <p>a. 修訂有關測考試卷的講義</p> <p>b. 同儕合作--英語老師及特定科主任老師</p>	<p>遊覽夜市的最佳方式。</p> <p>中一協作： <u>社會科學</u> 當社會科學科老師教授了相關主題後，英文老師便會教授用於比較和描述趨勢的詞彙和句型。學生需要完成相關課堂作業和家課，要求他們進行比較並描述圖表和趨勢。</p> <p><u>綜合科學</u> 英文老師回顧了與脊椎動物分類（如哺乳動物、魚類、鳥類）相關的詞彙和脊椎動物不同身體部位的名稱。重點放在拼寫和記住各種特徵。學生亦得到機會練習描述脊椎動物身體部位功能的句型。</p> <p>中二協作： <u>綜合科學</u> LaC 課程結合了科學主題，特別是常見的酸和鹼：中和反應的應用，與英語技能如詞類、連接詞和簡化名詞。學生須識別不同的詞類，使用適當的連接詞來連結想法，並簡化某些名詞以進行科學文章寫作。</p> <p><u>歷史</u> LaC 歷史課程側重於學生的寫作技巧，訓練他們使用因果動詞短語和 PEEL（觀點、例子、闡述和連接）。學生須識別歷史作文問題中的關鍵詞，了解每個歷史事件的原因和影響，並為歷史長問題撰寫主題句。此外，學生還學習了有關國家、民族和語言的詞彙前綴和後綴（如-ism、-ment、-ian）。</p>	<p>中一協作： <u>社會科學</u> 根據問卷結果，大多數學生對比較和描述趨勢的語言有了更好的理解。他們能夠比較隨時間變化的事物，並能夠使用比較級形容詞進行比較。他們能夠使用適當的形容詞描述圖表中的數據。此外，他們還能使用適當的動詞和副詞（例如「迅速增加」）來總結趨勢。</p> <p><u>綜合科學</u> LaC 課程為學生提供了一個將綜合科學課上學到的脊椎動物詞彙與英語語言聯繫起來的機會。大多數學生不僅更熟悉各類脊椎動物，他們還能夠識別不同的身體部位及其相應的功能。最後，根據問卷結果，一些學生表示他們認為這種跨學科的學習方法很有用（「我認為將它們結合起來學習很好。」）。</p> <p>中二協作： <u>綜合科學</u> 課堂為學生提供針對性的英語支援和練習的機會，讓他們更好應對即將到來的科學科測驗／考試。根據問卷結果，近 80%的學生認為這節課對深化他們的科學知識很有幫助，約 70%的學生認為他們可以將所學的技能應用於科學和/或英文作業和測驗上。這證明了這些語言技能的整合是成功的。</p> <p><u>歷史</u> 這節課作為鞏固練習，讓學生練習撰寫符合英文和歷史作文框架的主題句。根據問卷結</p>

目標	策略	推行方法	實行情況(2023-24)	結果
				果，大約 80%的學生表示他們學會了如何撰寫有效的主題句並識別關鍵問題詞。因此，這種跨學科的作文寫作技巧是一種成功的教學方法。
<p>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</p>	<p>1. 評估現行混合學習的程度教學實踐的狀況</p> <p>2. 運用混合式學習教學法</p> <p>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</p>	<p>1 & 2. 運用 Google form 做問卷調查</p> <p>焦點觀課--混合式學習教學法</p>	<p>(1) <u>教師發展日</u> (24/5/2024)</p> <p>本年度學校安排了一次以混合式教學為重點的教師發展日，透過舉辦混合教學分享會，邀請了3位老師介紹及說明使用不同的教學工具，如 Kahoot 及 DESMOS，其中一位老師介紹照顧學習多樣性的方法，推動老師使用相關工具及方法，以達到互相觀摩、互相砥礪，達到教學相長的目的。</p> <p>(2) <u>學與教</u></p> <p>(a) 今年，為了推動混合式學習，學校鼓勵學生自攜裝置 (BYOD)，老師透過電子教學工具可加強課堂的互動性和照顧學生學習的多樣性，進一步發展學生的自主學習和協作學習能力。</p> <p>(b) 老師透過推行混合模式的電子學習，結合線上和線下的學習活動以改善學生的學習體驗。</p> <p>(c) 本年度為了加強學生的資訊素養，在不同集會或老師在課堂上，都不斷強調運用電子學習工具的有效方法。</p> <p>(d) 本年度在教學上除了運用混合式學習法之外，還強調學習延伸，強化部分課題學習。例如：補課、增潤訓練、錄影學習等，以深化課堂學習、鼓勵學生培養自我調適學習及發掘或開發更多適合網上教學的教材及技巧。</p> <p>(3) <u>觀課</u></p> <p>今年是學校教學問責性評估周年，按學校訂立機制，所有老師會進行問責性教</p>	<p>本年度透過<u>持份者問卷調查</u>了解及分析老師及學生對混合式學習的狀況及結果：</p> <ul style="list-style-type: none"> ● 老師主要使用混合式教學策略的級別是中四及中五(中四:56%;中五:44%)。 ● 在課堂前，老師主要是運用翻轉教室的策略(66%)及網上練習(62%)模式作為學生加強預習及前設知識輸入。 ● 老師認為混合式學習可以提升學生學習積極性(42%);其次是能鼓勵學生自主學習(48%)。 ● 老師在混合式學習上所遇到的困難：老師需要較多的準備時間(58%);學生學習差異大(52%);學生的準備不足(30%)或自學能力薄弱(39%)。 ● 最多老師使用教學工具/課件：(1) 促進互動教學工具：Mentimeter 及 Desmos; (2) 分享展示成果工具：Padlet 及 Interactive Whiteboard (3) 評測:Kahoot ● 最多老師使用 LMS(Learning Management System): Google Classroom / Google Form / Google Doc 。 ● 學生對混合式學習增加課堂的互動性、同學間合作學習或向同學展示學習成果等表示認同: 初中(80%表示同意); 高中(85%表示同意) <p>從教師的交流會中，老師普遍認同混合式學習的成效，並且強調對學生的學習成果有正面影響。然而，學生在資訊素養方面的自制</p>

目標	策略	推行方法	實行情況(2023-24)	結果
			學評估，以確保教學的成效，而混合式學習是其中一項評量指標之一。	力需要改善，所以日後在這方面仍須加強學生的資訊素養。

(2) 本年度學校發展計劃的評估方法

本年度學校發展目標的評估方法如下：

2A	量化：(1) 跨學科計劃的問卷調查 (2) 企會財科和經濟科的學生問卷調查 質化： 科任老師會議
2B	問卷調查：所有中一及中二學生均須就跨學科英文課程填寫一份 Google Form，以檢示課堂的成效及給予回饋。 老師觀察及檢討會議
2C	量化：(1) 混合式教學在學科使用狀況及在學與教的發展方向之老師問卷調查 (2023-24) (2)混合式學習學生問卷調查 質化：(1) 教師發展日交流分享活動 (24-5-2024) (2) 3-6-2024 教師交流會

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
2A	(1) 問卷調查顯示學生認為 STEAM 活動能連結不同學科的知識，令他們更明白如何運用各類學科的知識來解決現實世界的問題，並發展出較佳的解難能力。
2A	(2) 透過遊學，學生可以透過現實生活中的例子來學習 BAFS 和經濟學。它為學生提供了應用所學的寶貴機會。活動期間的匯報為他們提供了及時回顧和檢視所掌握知識的機會。整體而言，學生對活動的參與度及投入度都很高。
2A	(3) 學生能投入參與 STEAM/PSHE 活動的每部份。
2B	(1) 中一學生對綜合科學所需的技能有了更深的理解。他們在問卷中給出了 4.52 (滿分 6 分) 的總分。
2B	(2) 中一學生在社會科學課堂上的學習過程更加順暢和快速。他們在問卷中給出了 4.96 (滿分 6 分) 的總分。
2B	(3) 中二學生對科學所需的技能有了更深的理解。他們在問卷中給出了 4.67 (滿分 6 分) 的總分。
2B	(4) 中二學生對作文的組織結構更加熟悉。他們在問卷中給出了 4.1 (滿分 6 分) 的總分。
2C	(1) 老師認為混合式學習能提升學生的積極性 / 投入程度(42%); 豐富了學生的學習經驗及鼓勵自學(48%)。
2C	(2) 老師透過電子教學工具可加強課堂的互動性和照顧學生學習的多樣性，進一步發展學生的自主學習和協作學習能力。
2C	(3) 老師透過推行混合模式的電子學習，結合線上和線下的學習活動以改善學生的學習體驗。
2C	(4) 學生對混合式學習增加課堂的互動性、同學間合作學習或能向同學展示學習成果等表示認同，同時認為混合式學習能增加學習興趣，提升學習動機及趣味性。
2C	(5) 大部分學生在自攜電子設備已按學校要求，安裝自攜電子設備學校管理系統。

3.2 反思	
2A	(1) 優化課程及選擇不同的工作坊，來讓學生能得到更好的學習成果。
2A	(2) 企會財(商業管理)科和經濟科或會尋找不同的主題/不同的合作形式。
2B	(1) 老師可以進一步支持學生如何撰寫結構良好的科學文章，例如包含明確的主題句並用相關的解釋和/或數據支持論點。
2B	(2) 在與綜合科學的協作中，可以教授更高階的主題內容及相應的語言結構應用，特別是針對能力較強的學生。
2B	(3) 在與歷史的協作中，可以進行更多的歷史相關術語的詞彙訓練（例如啟蒙運動、君主制和封建制度）。
2C	(1) 老師認為要舉辦教學研討會或工作坊，讓老師分享和學習最佳實踐機會。
2C	(2) 老師認為學校應該提供教學資源和指引，以協助他們進行延伸學習和深化學習。
2C	(3) 學生的資訊素養方面，在問卷之中得悉部分學生自制能力不足，將電子工具作為娛樂用途，所以，學生的資訊素養仍有待改善。

3.3 回饋與跟進	
2A	(1) 舉辦內地或其他國家 STEAM 考察團來擴闊學生的視野。
2A	(2) 企會財(商業管理)科和經濟科或會邀請其他學科合作。
2B	(1) 現有的教學材料將在需要時進行修訂。
2B	(2) 將為相關的英語老師和科任老師安排課前和課後會議。
2B	(3) 中二的英語老師在下學年也會與歷史老師合作。
2C	(1) 資訊素養：實施資訊素養計畫，教導學生如何有效使用線上資源、嚴謹地評估資訊並維護數位安全。此外，教師需要持續執行使用 iPad 的規則，確保學生明白使用 iPad 時應遵守指引，以避免將 iPad 用於娛樂而非學習。
2C	(2) 教師可以探索運用人工智慧來協助學生學習，尤其是英文。
2C	(3) 加強混合式學習以深化並延伸學習：為了深化利用不同教學策略，包括(a)混合式學習、(b)翻轉教室、(c)合作學習、(d)數位筆記以及(e)傳統教學等，教師應根據不同主題使用不同的教學方法，以改善教學成效。

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

(1) 檢討本年度學校發展計劃的宗旨、推行過程及結果(2023-24)

目標	策略	推行方法	實行情況(2023-24)	結果
3A 為學生建立正面的心理、社交及學習環境	1. 設計學習活動, 讓學生欣賞彼此的品格強項、強化學生感恩的心及內在平安。	透過班主任課及早會, 讓學生實踐互相欣賞, 感恩及感受內在平安。	<p>學生在開學初期完成有關品格強項的問卷調查, 上載 Google Classroom。</p> <p>同學透過恩賞里活動, 向班上同學表達欣賞。</p> <p>透過班主任課中播放短片、小組討論及分享, 讓同學認識品格強項如何在不同的工作上應用、管理關係和解決生活困難。</p> <p>學生在班主任課撰寫特別主題的感恩日誌, 反思在學業、個人形象等方面值得感恩的地方。</p> <p>日常安排學生進行靜觀活動</p>	<p><u>恩賞里活動</u> 大部分學生(80.5%)同意她們欣賞同學的品格強項, 也有 57%學生欣賞自己的品格強項。老師(70.8%)及學生(50.6%)願意在活動後分享她們對別人的欣賞。</p> <p><u>品格強項活動</u> 90%的老師及 65%的同學同意學生明白在課主任課上有品格強項的內容。45.7%的學生及 70.8%的老師同意學生在課堂上的討論及回應理想。</p> <p><u>感恩日誌</u> 有 33.3%同學同意及 13.3%非常同意她們享受活動, 然而, 大部分老師(72%) 同意學生享受感恩日誌的活動。 38%學生同意及 12.3%學生非常同意寫感恩日誌幫助她們培養一顆感恩的心。老師的評分也相當高(77%)。 有關同學分享她們感恩的部分, 60%老師認同同學願意分享而有 37%的同學同意自己願意分享。</p> <p><u>靜觀活動</u> 就師生問卷調查結果, 大部分老師(非常同意及同意佔 68.8%)認為學生投入參與活動。有 38.6%的同學同意及 18.4%的同學非常同意靜觀可以讓她們輕鬆下來, 亦有 51.2%同學同意及非常同意這項活動可以加強她們自我關懷。</p>
	2. 在班主任課及特別上課日, 安排正向活動, 讓學生了解如何實踐不同的正向元素	設計正向活動, 讓學生了解如何實踐不同的正向元素。	透過正向教育體驗活動讓同學深入認識正向元素之一: 正向意義。活動當日學生被安排參與不同的工作坊及活動, 學習有關正向意義的課題及思考相關方向。	學生對正向教育體驗日的觀感屬中性, 有 52.5%同學同意享受所安排的活動及同意從活動中學到了技巧(56.2%)。反而大部分老師(83.3%)同意正向教育的活動可以加深同學對正向意義的理解。

<p>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</p>	<p>1. 透過體驗式學習：以真實情境例如參觀大學、專上學院、政府部門及商業機構豐富學生的學習經驗。</p> <p>2. 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</p> <p>3. 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。</p>	<ul style="list-style-type: none"> - 所有同學都參加全方位學習體驗日，透過體驗式學習。 - 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。 - 舉辦或參與不同的校外活動(如境內/境外遊學團、比賽、實地考察等)以豐富學生學習經驗。 <p>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</p> <p>招募學生參加資優或專業課程</p> <p>鼓勵資優學生參加資優教育課程</p>	<ul style="list-style-type: none"> - 為擴闊學生視野，本校在 2024 年 3 月 27 日舉辦全校全方位學習校外體驗日。所有中一至中五學生於 27/3/2024 當天參與不同校外體驗式活動。 - 2023-2024 學年共舉辦 9 個交流團。 - 中三 16 科中的 13 科於今年揀選了一些學科內容，在教授過程中重點提及內容與學生將來職涯發展的關係，以提升學習的興趣。 <p>推行模式 本年度學校繼續擴闊資優教育的推展對象，鼓勵在個別學科或某特定範疇表現出色的學生，加入本校資優教育組。學校善用「高中學生多元學習津貼」及「全方位學習津貼」，資助學生參與資優教育課程，藉此發掘和培育在個別學科或特定範疇資賦優異的學生，讓她們發揮在個別學科或特定範疇的潛能。</p> <p>推行範疇</p> <ul style="list-style-type: none"> ➢ 中國語文及中國文學 (閱讀及寫作) ➢ 數學 ➢ 科學 ➢ 視覺藝術 ➢ 歷史文化 ➢ 音樂 	<ul style="list-style-type: none"> - 全個活動日，有 15 個活動提供給中一至中五的學生參加。所有活動基本上能達到預期目標，學生都給予正面回饋，學生對所有活動平均評分為 3.75/5 分。 - 中三問卷發現，學生都對她們所學的知識有正面回饋，80%以上學生明白學科內容與她們將來職涯發展的關係。 - 70%以上學生認同她們若能明白學科內容與她們將來職涯發展的關係，她們會對學科內容更有興趣。 <p>參與學生人數 修讀資優教育課程：55 位學生</p> <p>學生參與的資優教育課程</p> <ul style="list-style-type: none"> ➢ 香港資優教育學苑提名計劃 2023/24 (共 13 位學生) ➢ 香港資優教育學苑課程 (現有學員) (共 16 位學生) ➢ 香港中文大學教育學院資優計劃 冬季/春季/暑期 課程 2024 (共 11 位學生) ➢ 香港中文大學少年英才科學院 秋季/夏季 課程 (共 4 位學生) ➢ 香港科技大學中學雙修課程 2023 (1 位學生) ➢ 香港科技大學優才增益課程 (暑期課程 2024) (共 5 位學生) ➢ (English Version only)

				<p>The University of Hong Kong Summer Institute—Secondary School Programmes (1位學生)</p> <ul style="list-style-type: none"> ➤ (English Version only) The University of Hong Kong Junior Science Institute (共3位學生) ➤ 香港教育大學 人工智能及數碼能力教育中心 (1位學生) <p>成效</p> <ul style="list-style-type: none"> ➤ 所有參與學生以積極、投入的態度，認真完成課程，抓緊機會進行有系統的學習，努力發展自己在個別學科或特定範疇的潛能，提升能力。 ➤ 學生能透過參與資優教育的課程，深入瞭解自己資賦優異的範疇，以助學生發展潛能，達致以下成效： 提升學習能力、發展思維能力、發揮創造力、鞏固知識/概念/理論、釐清概念/理論、擴闊視野、發展資賦才能。 ➤ 本組計劃能鼓勵學生善用餘閒時間，積極提升資賦優異的潛能，培養學生堅毅、持之以恆的學習態度。 ➤ 91.7%參與資優教育課程、比賽或活動的學生，同意她們能從中學習不同的技能，以助將來發展。 ➤ 91.7%參與的學生，表示十分欣賞本校資優教育組推薦給她們的課程、比賽或活動。
<p>3C 建立可持續的生活模式和促進靈性健康發展</p>	<p>1. 引入「心靈教育」(倫宗科堂及班主任節) 透過不同的「心靈教育」活動，培養學生覺醒的能力，幫助學生學習安靜的藝術、及加強學生身心鬆弛的鍛鍊。</p>	<p>1) 問卷 - 70% 學生於這學年參加多於一種靜觀活動 - 70% s 學生同意靜觀活動有助她們身心鬆弛的鍛鍊</p>	<p>1. 中五級宗教及倫理科：課題「環境倫理」及「發展與保育」。</p> <p>2. 中二級宗教及倫理科：課題「願祢受讚頌」，並配合3月27日的全方位學習活動日(包</p>	<ul style="list-style-type: none"> ➤ 72.9%中一至中五同學認同靜觀活動有助她們身心鬆弛的鍛鍊。 ➤ 77% 中六同學覺得靜觀活動對她們有幫助。 ➤ 80%中一至中五同學喜歡午間靜觀但只有62%覺得午間靜觀對她們有幫助。

	<p>2. 以天主教社會訓導的原則，加強學生對受造物的關注</p> <p>3. 透過不同型式的課外活動/學習活動，讓同學接觸大自然加強學生與大自然的連結以提高學生身心靈健康</p>	<p>2) 教師回饋 100% 中二及中五級宗教及倫理科老師曾以天主教社會訓導的原則教授環境保育相關議題</p> <p>問卷: 80% 中二及中五級學生認同其環境保育意識有所提高</p> <p>3) 質化評估: 透過學生的心靈札記了解學生在活動中的得著和感受</p>	<p>括生態行, 淨灘活動, 大自然體驗, 參觀綠匯學苑)。</p> <p>3. 4 月份舉辦「台灣保育靈修體驗團」, 一行 33 人到訪台南、高雄及墾丁, 除了到訪自然生態公園參加大自然體驗課程, 亦到不同學校交流, 以了解當地的環保和保育文化。同學亦於 5 月 14 日周會中向全校同學分享。</p> <p>4. 於中六級宗教及倫理科舉辦密集式的靜觀活動。</p>	<ul style="list-style-type: none"> ➤ 86% 中二及中五級同學認同自己對環境保育的意識有所提高。 ➤ 全方位學習活動日的回饋: 96% 同學喜歡此活動 ➤ 78% 同學同意活動能增加她們對環境保育的意識。 ➤ 76% 同學同意活動能增加她們對環境保育的知識。 ➤ 於中六級宗教及倫理科舉行密集式的靜觀活動。包括: 品味花茶(79%)、靜中行(80%)、正念呼吸 (87%)、和諧粉彩靈修(88%)和深度放鬆(87%)。 <p>*()內%表示很喜歡及喜歡該活動的比例</p>
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(2) 本年度學校發展計劃的評估方法

本年度學校發展目標的評估方法如下:

3A 學生及老師問卷調查、觀察

3B 參與學生的學習反思。

3C 學生問卷、觀察及學生反思

(3) 檢討本年度學校發展計劃—成就、反思及跟進

3.1 成就	
1	<ul style="list-style-type: none"> ➤ 建立正面的心理、社交及實體環境。 ➤ 學生對正向生活態度的意識提高了。 ➤ 學生對於不同的正向元素及品格強項有較深入的了解。 ➤ 學生認識了不同的正向技巧及方法。
2	<ul style="list-style-type: none"> ➤ 學校提供資助, 能鼓勵更多學生參與資優教育課程, 以助培育在個別學科或特定範疇資賦優異的學生。 ➤ 學生能透過參與資優教育的課程, 深入認識自己資賦優異的範疇。
3	<ul style="list-style-type: none"> ➤ 加強了學生對環境的覺察

	<ul style="list-style-type: none"> ➤ 透過不同活動鼓勵了學生接觸大自然 ➤ 透過靜觀活動幫助學生減輕壓力及焦慮、以及她們自我調節情緒的能力
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3.2 反思	
1	正向體驗日及班主任課的活動需加入多些學生互動的時段，亦需要安排更有趣的活動。
2	資優教育組老師會繼續探究「資優教育普及化」在本校發展的可行性。
3	<ul style="list-style-type: none"> ➤ 可邀請多一些學科加入消費行為及生活模式有關的課題 ➤ 可向學生提供其他面向的靜觀練習

3.3 回應與跟進	
1	需要提供更多指示給班主任在每周金句的活動上。
2	資優教育組來年度將擴闊推展範疇（如：體育、演辯）。
3	<ul style="list-style-type: none"> ➤ 靜觀練習可加入引導，優化練習的成效 ➤ 可向學生提供其他面向的靜觀練習

Appendix 2: Student Performance

1. Prizes & Awards (Activities)

Student Performance

CLASS	NAME	Prize	Activity	Organization			
Language							
5D	WONG WING YIN EUNICE 黃穎妍	Best Debater (Promotion Round)	55th Joint School Chinese Debating Competition	55th Joint School Chinese Debating Society			
5D	NG CHING YAU CLORIE 吳靖悠						
4D	SO PAK IN PHYLLIS 蘇柏妍	1st place (Champion) of Secondary 4 English Solo Verse Speaking	75th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association			
5D	WONG WING YIN EUNICE 黃穎妍	Best Debater (Eighth-Final)	Talent Cup (Chinese Debating) 2023	Hong Kong Chamber of Speech and Debate			
5D	WONG WING YIN EUNICE 黃穎妍	Best Debater	The 1st Hong Kong Joint School Community Debating Competition	Joint School Welfare Union			
2C	YUE HIU YING KELLY 余曉熒	Best Debater (Preliminary Contest)	The 2nd Crisscross Chinese Debating Competition	Regal International Limited			
5D	NG CHING YAU CLORIE 吳靖悠						
5D	WONG WING YIN EUNICE 黃穎妍	Best Debater (Third Place Match)	The 2nd Crisscross Chinese Debating Competition	Regal International Limited			
2C	MAN CHIU SHUN CHARMAINE 文肖淳	Second Runner Up	The 2nd Crisscross Chinese Debating Competition	Regal International Limited			
4B	LIU CHING LAM JAMIE 廖靖琳						
4C	LOO WING KA JASMINE 盧詠珈						
4D	TAI HIU LAM CARMEN 戴曉霖						
4D	TAI HEI TUNG KIONA 戴熾焯						
5D	NG CHING YAU CLORIE 吳靖悠						
5D	WONG WING YIN EUNICE 黃穎妍						
2C	YUE HIU YING KELLY 余曉熒						
2A	NG PUI KA ESTHER 吳珮嘉						
5D	WONG WING YIN EUNICE 黃穎妍				Best Debater (Preliminary Contest)	The 4th Hong Kong Inter School Debate Competition	Hong Kong Schools Debate Federation
5D	WONG WING YIN EUNICE 黃穎妍				Best Debater (Promotion Round)	The 4th Hong Kong Inter School Debate Competition	Hong Kong Schools Debate Federation
5C	YEUNG HOI LAM TORI 楊凱琳	Best Debater (Preliminary Contest)	The 8th United College Debating Competition (Secondary Group)	United College Cantonese Debateing Team of CUHK			
5D	WONG WING YIN EUNICE 黃穎妍	Best Debater (Promotion Round)	The 8th United College Debating Competition (Secondary Group)	United College Cantonese Debateing Team of CUHK			
6C	CHAN KA YIN CARMEN 陳嘉妍	First Place	第一名	Hong Kong Schools Music and Speech Association			
6C	WONG MAN HANG MANDY 王敏行						
6C	CHEN MAN YAN HAZEL 陳文茵						
National Education							
3C	LIN HEQUAN PHOEBE 林荷權	「校本國情電影欣賞會」短片比賽優異獎	「校本國情電影欣賞會」短片比賽	教育局			
6D	YU YAN LAM ANGEL 余欣琳	高級組三等獎	第十四屆「全港中學中國歷史研習獎勵計劃」	國史教育中心			
5C	ZHOU HIU LAAM AMY 周曉嵐	高級組嘉許獎	第十四屆「全港中學中國歷史研習獎勵計劃」	國史教育中心			
3B	SUM SHEUNG YU SHARON 沈尚渝	EDB	傳承·想創—積極推廣中國歷史與中華文化學校年度大獎 (2022/23)	EDB			
3C	LIN HEQUAN PHOEBE 林荷權						
4A	TAN YUET SZE TANSY 談玥詩						
4D	LI CHING CHING AURORA 李晴晴						
4C	NG YEE CHING MANDY 吳依靜						
Sport and Art							
1A	LAM TSZ YAU VONITA 林子榛	2nd Runner-up of Latin 5-dance - Age 13	2023 Hong Kong Team Audition cum Youth Open Dance Competition - Stage 6	Hong Kong Dancesport Association			
6C	LAM WING LAN DOROTHY 林泳蘭	1st Place (winner)	75th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association			
3A	CHOW TSZ YAN DOROTHY 周梓欣	1st Runner-up of Girls B Grade Long Jump	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
3D	TSE SING HOI KAIA 謝星海			HK School Sports Federation			

4A	LEE TSZ CHING VALERIE 李芷澄	1st Runner-up of Girls B Grade Overall	Inter-School Athletics Competition (Kwai Ching)				
4C	LEE KA YIN EMILY 李珈諺						
4C	CHOY CHEUK YAN SARA 蔡卓恩						
4C	CHAN HOI KIU JESSICA 陳愷翹						
4D	NG KA KA DORIS 吳家家						
2D	LIU MAN KI CANDY 廖曼淇						
3A	CHAN SZE CHING JANICE 陳思澄						
4A	CHAN YEUK SEE MINNIE 陳若詩						
3A	CHOW TSZ YAN DOROTHY 周梓欣						
1A	LAM TSZ YAU VONITA 林子榛	1st Runner-up of Girls C Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
1C	SIU YUI NAM BERNICE 蕭蕊藍						
1D	TUNG HOI CHING BELLA 董海晴						
2C	PANG YEE TING EDEN 彭依庭						
2C	LAM WING TUNG CHLOE 林穎彤						
3A	CHAN YUI CHING KARENA 陳睿晴	2nd Runner-up of Girls B Grade 800M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
3A	CHAN YUI CHING KARENA 陳睿晴	3rd Runner-up of Girls B Grade 1500M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
1B	HUI SZE YI IVY 許詩沂	3rd Runner-up of Girls C Grade 1500M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
1B	HUI SZE YI IVY 許詩沂	3rd Runner-up of Girls C Grade Overall	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
2C	PANG YEE TING EDEN 彭依庭						
1A	LAM TSZ YAU VONITA 林子榛						
1C	SIU YUI NAM BERNICE 蕭蕊藍						
1D	LAU PUI YAN HAILEY 劉珮茵						
2C	LAM WING TUNG CHLOE 林穎彤						
1A	CHENG LOK YAN EMMA 鄭樂欣						
1C	LEE TZI LAM GINNY 李旨臨						
1D	LEUNG MEI YI SUSANA 梁美怡						
1D	WU YING YI AIMEE 吳映誼						
2B	LEE LOK YIN EMMA 李潔諺						
2C	HO HIN FEI SOPHIE 何衍霏						
3A	CHAN SZE CHING JANICE 陳思澄				Champion of Girls B Grade 100M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	CHAN SZE CHING JANICE 陳思澄				Champion of Girls B Grade 200M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation
3A	CHAN SZE CHING JANICE 陳思澄	Champion of Girls B Grade 4X100M relay	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
3A	CHOW TSZ YAN DOROTHY 周梓欣						
3D	TSE SING HOI KAIA 謝星海						
4C	CHOY CHEUK YAN SARA 蔡卓恩						
2D	LIU MAN KI CANDY 廖曼淇						
2C	PANG YEE TING EDEN 彭依庭	Champion of Girls C Grade 100M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
2C	PANG YEE TING EDEN 彭依庭	Champion of Girls C Grade 200M	Inter-School Athletics Competition (Kwai Ching)	HK School Sports Federation			
3B	LUI SHAN SUSAN 呂珊	10th of Girls A Grade Individual	Inter-School Cross-country Competition (Kwai Ching)	HK School Sports Federation			
1B	HUI SZE YI IVY 許詩沂	2nd Runner-up of Girls C Grade Individual	Inter-School Cross-country Competition (Kwai Ching)	HK School Sports Federation			
3A	CHAN YUI CHING KARENA 陳睿晴	3rd Runner-up of Girls B Grade Overall	Inter-School Cross-country Competition (Kwai Ching)	HK School Sports Federation			
4C	CHAN HOI KIU JESSICA 陳愷翹						
3D	TSE SING HOI KAIA 謝星海						
4A	LEE TSZ CHING VALERIE 李芷澄						
4C	LEE KA YIN EMILY 李珈諺						
4B	LEUNG OI KI KATIE 梁瓊淇						
4D	NG KA KA DORIS 吳家家						
3A	CHAN YUI CHING KARENA 陳睿晴	5th of Girls B Grade Individual	Inter-School Cross-country Competition (Kwai Ching)	HK School Sports Federation			
4C	CHAN HOI KIU JESSICA 陳愷翹	7th of Girls B Grade Individual	Inter-School Cross-country Competition (Kwai Ching)	HK School Sports Federation			
3C	WONG SING YUET ESTHER 黃星月	1st Runner-up of Girls B Grade 4x50m Medley Relay	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation			
4A	LEE TSZ CHING VALERIE 李芷澄						
3C	HO SZE CHING MAGGIE 何思澄						
4C	CHAN HOI KIU JESSICA 陳愷翹						
3A	CHAN YUI CHING KARENA 陳睿晴	1st Runner-up of Girls B Grade Overall	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation			
3C	HO SZE CHING MAGGIE 何思澄						
3B	MOK WAI CHING VINCY 莫蔚晴						

4D	LIU HIU CHING SUMMER 廖曉晴			
4B	LEUNG OI KI KATIE 梁瓊淇			
4A	LEE TSZ CHING VALERIE 李芷澄			
4C	CHAN HOI KIU JESSICA 陳愷翹			
3D	YUAN HEI TING AMY 袁曦婷			
4B	CHAN MAN YAN HANNAH 陳玟茵			
3C	WONG SING YUET ESTHER 黃星月			
1B	HUI SZE YI IVY 許詩沂	1st Runner-up of Girls C Grade 100M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5C	LAU HAYNEE 劉佳林	2nd Runner-up of Girls A Grade 200M Individual medley	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5A	CHANG CHO WING IRIS 鄭楚穎	2nd Runner-up of Girls A Grade	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5C	LAU HAYNEE 劉佳林	Overall +1st runner-up of Girls' Overall		
6C	CHAN KA YIN CARMEN 陳嘉妍			
6C	CHEUNG WAN YING DAISY 張蘊瑩			
6D	MAK WING SHAN VANESSA 麥穎珊			
3C	HO SZE CHING MAGGIE 何思澄	2nd Runner-up of Girls B Grade 100M Back stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4A	LEE TSZ CHING VALERIE 李芷澄	2nd Runner-up of Girls B Grade 200M Breast stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4D	LIU HIU CHING SUMMER 廖曉晴	2nd Runner-up of Girls B Grade 50M Back stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4C	CHAN HOI KIU JESSICA 陳愷翹	2nd Runner-up of Girls B Grade 50M Butterfly stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1B	HUI SZE YI IVY 許詩沂	2nd Runner-up of Girls C Grade	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
1A	NG PO YI ESTHER 吳葆怡	4x50M Freestyle Relay		
1C	TAN SHUN YI LUCIA 覃順怡			
1A	LIU YAN KIU MIKIMIE 廖茵蓓			
1B	HUI SZE YI IVY 許詩沂	2nd Runner-up of Girls C Grade 50M Back stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6C	CHEUNG WAN YING DAISY 張蘊瑩	3rd Runner-up of Girls A Grade 100M Back stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5C	LAU HAYNEE 劉佳林	3rd Runner-up of Girls A Grade 50M Back stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5A	CHANG CHO WING IRIS 鄭楚穎	3rd Runner-up of Girls A Grade 50M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
4A	LEE TSZ CHING VALERIE 李芷澄	3rd Runner-up of Girls B Grade 100M Breast stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
3A	CHAN YUI CHING KARENA 陳睿晴	3rd Runner-up of Girls B Grade 50M Breast stroke	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
5A	CHANG CHO WING IRIS 鄭楚穎	Champion of Girls A Grade 100M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6C	CHAN KA YIN CARMEN 陳嘉妍	Champion of Girls A Grade	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
6C	CHEUNG WAN YING DAISY 張蘊瑩	4x50M Freestyle Relay		
6D	MAK WING SHAN VANESSA 麥穎珊			
5A	CHANG CHO WING IRIS 鄭楚穎			
5C	LAU HAYNEE 劉佳林			
4C	CHAN HOI KIU JESSICA 陳愷翹	Champion of Girls B Grade 200M Freestyle	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
3A	CHAN YUI CHING KARENA 陳睿晴	Champion of Girls B Grade	Inter-School swimming Competition (Kwai Ching)	HK School Sports Federation
3B	MOK WAI CHING VINCY 莫蔚晴	4x50M Freestyle Relay		
4D	LIU HIU CHING SUMMER 廖曉晴			
4B	LEUNG OI KI KATIE 梁瓊淇			
3D	YUAN HEI TING AMY 袁曦婷			
4B	CHAN MAN YAN HANNAH 陳玟茵			
6B	HO KIT YING SELINA 何潔瑩	Champion of Girls A Grade	Inter-School Table-tennis Competition (Kwai Ching)	HK School Sports Federation
4B	TAM MING SUM ELLIE 譚茗心	Overall		
5A	LAW TING YAN CLORIS 羅梓焮			
5D	TAM CONSTANCE 譚晴			
3C	CHU YAN TUNG JANICA 朱茵彤			
3C	LIN HEQUAN PHOEBE 林荷權			
5D	TAM CONSTANCE 譚晴	1st Runner-up of 15-16F Individual 3-3-3	WSSA Asian Open Sport Stacking Championship	World Sport Stacking Association (WSSA)
5D	TAM CONSTANCE 譚晴	1st Runner-up of 16U Timed 3- 6-3 Relay	WSSA Asian Open Sport Stacking Championship	World Sport Stacking Association (WSSA)
5D	TAM CONSTANCE 譚晴	2nd Runner-up of 16U Head-To- Head 3-6-3 Relay	WSSA Asian Open Sport Stacking Championship	World Sport Stacking Association (WSSA)

5D	TAM CONSTANCE 譚晴	2nd Runner-up of 16U Head-To-Head Cycle Relay	WSSA Asian Open Sport Stacking Championship	World Sport Stacking Association (WSSA)
3A	CHAN SZE CHING JANICE 陳思澄	Champion	香港四邑商工總會 陳南昌紀念中學 友校 4X100 米接力邀請賽	The H.K.S.Y.C. & I.A. Chan Nam Chong Memorial College
3A	CHOW TSZ YAN DOROTHY 周梓欣			
3D	TSE SING HOI KAIA 謝星海			
2C	PANG YEE TING EDEN 彭依庭			
STEM				
6C	NG CHARLOTTE 吳司睿	Best Video Award	城大化學系第三屆中學生化妝品配方比賽	Department of Chemistry, City University of Hong Kong
6D	KWONG TSZ YAU STELLA 鄭祉柔			
6C	LAM NGA YAU CATHY 林雅柔			
6C	YANG WING RACHEL 楊泳			
5C	LUO YIK KWAN TIFFANY 羅弈珺	Award of Distinction	春夏秋冬 天氣與氣候問答遊戲比賽 2023	Hong Kong Observatory and Ho Koon Nature Education cum Astronomical Centre
5C	LU TSZ CHING KRISTIE 呂芷澄			
5D	WONG SUM YUET GEMMA 黃心悅			
5D	NG WING YIU (WING) 吳泳瑤			
3C	CHU HIU TUNG KATY 朱曉彤	Bronze Award	泰國國際數學競賽初賽 2023-2024	Thailand International Mathematical Olympiad
4D	NGAN SAU LAAM HAZEL 顏秀嵐			
5C	NG WAI LAM JASMINE 吳蕙霖	Honourable Mention	International Biology Olympiad-Hong Kong Contest 2023	The Hong Kong Academy for Gifted Education, Co-organized by Education Bureau
Others				
3A	LI AN QIAO ERIN 李安蕎	Most Inspiring "Spiritual Energy" Photography	「SHOW CARE III」能量攝記---攝影比賽	Hong Kong Children & Youth Services – Sane Centre
3A	WONG YUK CHIT YUKI 王毓捷			
3B	LAM PUI LING MELODY 林沛鈴			
3B	ZHANG PAK HAM DODO 張柏涵			
3C	THYAGARAJAN NIVEDHA 王紫桐			
3D	SHEK TING HUEN CHLOE 石庭萱			
3A	CHAN YUI CHING KARENA 陳睿晴	Secondary Champion	「SHOW CARE III」能量攝記---攝影比賽	Hong Kong Children & Youth Services – Sane Centre
3D	YUAN HEI TING AMY 袁曦婷	「SHOW CARE III」能量攝記---攝影比賽 "SHOW CARE III" Capturing Energy --- Photography Competition	「SHOW CARE III」能量攝記---攝影比賽 "SHOW CARE III" Capturing Energy --- Photography Competition	香港青少年服務處 心弦成長中心 Hong Kong Children & Youth Services – Sane Centre
6A	CHEUNG KIU NATALIE 張翹	1st Runner-up	香港觀鳥日觀鳥比賽 - 港鐵中學生組	Hong Kong Birdwatching Society
6C	LAI KA YEE KAREN 黎家儀			
6C	LEUNG SZE NGA TAMMY 梁思雅			
5B	YU WING LAM LORENA 余穎琳	Merit Award	葵青區青少年服務計劃比賽	Kwai Tsing District, Youth Programme Committee
5B	CHUNG KA PUI TAVIA 鍾嘉珮			
5A	YU CHI NGA JOSIE 余智雅			
5A	WONG CHUNG CHING HAILEY 黃頌晴			
5B	TANG TSZ CHING CLAIRE 鄧子晴	Winning Team & Best Video Award	葵青區青少年服務計劃比賽	Kwai Tsing District, Youth Programme Committee
5B	CHAU TSZ YAN GIANNA 周芷恩			
4A	LEE KING YIU MICHELLE 李敬謠			
4A	CHAN SIN YU ALICE 陳蒨渝			
6C	CHEN MAN YAN HAZEL 陳文茵	Sir Edward Youde Memorial Prizes for Senior Secondary School Students		Sir Edward Youde Memorial Fund
6D	CHAN WAI YEE WINNIE 陳慧頤			

2.Student Award Scheme (Academic)

A. Internal Awards

a. 服務及領導獎：

	得獎學生人數					
	服務獎			領導獎		
	金	銀	銅	金	銀	銅
S.1	0	2	5	0	0	5
S.2	0	8	23	0	0	4
S.3	0	12	33	0	2	7
S.4	0	28	39	1	30	14
S.5	7	25	34	8	37	11
S.6	2	5	4	1	9	0

b. 蕭志成獎學金：

I. 學業成績獎

級別	得獎學生姓名	班別	獎勵標準	獎勵金額
S.1	劉心妍	1C	全級第一名	\$1000
	李旨臨	1C	全級第二名	
	陳美璇	1C	全級第三名	
	翟心妍	1C	全級第四名	
	陳亭菲	1C	全級第五名	
S.2	劉曉敏	2C	全級第一名	\$1000
	郭雯琳	2C	全級第二名	
	馬穎訢	2C	全級第三名	
	方熙允	2C	全級第四名	
	陳樂兒	2C	全級第五名	
S.3	王紫桐	3C	全級第一名	\$1000
	黃凱琳	3C	全級第二名	
	陳詩穎	3C	全級第三名	
	王梓晴	3C	全級第四名	
	廖希悠	3C	全級第五名	
S.4	馮日晴	4D	全級第一名	\$1500
	顏秀嵐	4D	全級第二名	
	甘麒琪	4D	全級第三名	
	黃珈榕	4C	全級第四名	
	吳家家	4D	全級第五名	
	歐靖祈	4C	全級第六名	
	陳玥潼	4D	全級第七名	
	楊怡璇	4C	全級第八名	
S.5	吳蕙霖	5C	全級第一名	\$1500
	馮穎汶	5D	全級第二名	
	鄭楚鉞	5D	全級第三名	
	黃思穎	5D	全級第四名	
	張月涵	5C	全級第五名	
	余欣倩	5D	全級第六名	
	林聖兒	5C	全級第七名	
	朱嘉雯	5C	全級第八名	
S.6	羅佩珊	6D	5**(2), 5*(2), 5(1), 4(1)	\$5000
	吳嘉儀	6C	5**(1), 5*(3), 5(2)	
	陳慧頤	6D	5(5), 5(1)	

II. 傑出學生獎

c. 聖瑪沙利羅獎暨校長榮休獎學金

吳蕙霖 (5C)

d. 舊同學會羅蘭衛冠納獎學金

黃思穎 (5D)

e. 聖道明沙維獎

周芷妍 (4B)

f. 家長教師會獎學金計劃：

年級	學生姓名	班別	獎勵金額
1	林穎怡	1D	\$500
	張幸兒	1A	\$500
	洪可妍	1A	\$500
2	司徒凱琳	2D	\$500
	廖亦菲	2D	\$500
	吳珮嘉	2A	\$500
3	唐梓妍	3A	\$500
	沈尚淪	3B	\$500
	陳睿晴	3A	\$500
4	沈焯喬	4A	\$500
	陸珈怡	4B	\$500
	梁少寧	4A	\$500
5	鍾嘉珮	5B	\$500
	陳斯婷	5B	\$500
	方梓盈	5D	\$500
6	王敏行	6C	\$1000
	夏卓楹	6D	\$1000
	陳文茵	6C	\$1000
	蔡澄嘉	6D	\$1000
	何靄慈	6D	\$1000

g. 陳楊美熙獎學金計劃：

科目	學生姓名	班別	獎勵金額
數學	劉心妍	1C	\$500
中國歷史 / 社會教育	陸滿芝	1A	\$500
綜合科學	方心言	1A	\$500
數學	王素琪	2A	\$500
中國歷史 / 歷史 / 地理	韋心悠	2C	\$500
綜合科學	劉穎晴	2C	\$500
數學	王梓晴	3C	\$500
中國歷史 / 歷史 / 地理	廖希悠	3C	\$500
物理	黃凱琳	3C	\$500

化學	王梓晴	3C	\$500
生物	陳詩穎	3C	\$500
數學	甘麒琪	4D	\$500
中國歷史 / 歷史 / 地理 / 經濟 / 倫理與宗教	歐靖祈	4C	\$500
物理	甘麒琪	4D	\$500
化學	顏秀嵐	4D	\$500
生物	顏秀嵐	4D	\$500
數學	馮穎汶	5D	\$1000
中國歷史 / 歷史 / 地理 / 經濟 / 倫理與宗教	黎善桐	5C	\$1000
物理	吳蕙霖	5C	\$1000
化學	張月涵	5C	\$1000
生物	鄭楚鉞	5D	\$1000
數學	羅佩珊	6D	\$1000
中國歷史 / 歷史 / 地理 / 經濟 / 倫理與宗教	陳慧頤	6D	\$1000
物理	陳慧頤	6D	\$1000
化學	楊泳	6C	\$1000
生物	楊泳	6C	\$1000

B. 校外獎項

獎勵計劃名稱	獎勵計劃內容	得獎學生
荃灣鄉事委員會獎學金	獎勵帶領課外活動有顯著表現的同學	5D 方梓盈 4C 黃珈榕
荃葵青區十二大傑出學生獎	傑出學生獎選自入圍荃葵青區傑出學生獎學金的學生。	5C 吳蕙霖
2023 哈佛書籍獎	整體學業成績優異，英語能力佳，操行品德及對學校或社會的貢獻	5C 吳蕙霖(Finalist) 5D 鄭楚鉞(Finalist) 5B 余蒨彤

Appendix 3: Annual School Report of Subject Departments & Functional Groups

3III. Annual Subject Programme Review

a. Subject Departments' Programme Reports

1. English Language

Panel head of Department: Tsang KM

Major Concern I: To develop the curriculum with multiple pathways catering for learner diversity

B*	To integrate subject-specific knowledge and English skills in enhancing the students' language proficiency and performance in selected subjects (LaC)
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Target 1: To promote Language across the Curriculum and Reading across the Curriculum

Forms	Targets & Outline of strategies	Implementation	Time scale	Persons in-charge	Persons involved	Success Criteria and Mode of Assessment	Evaluation
1	B* (LaC) To collaborate with Social Studies and Integrated Science teachers and devise lesson plans and design teaching and learning materials to highlight useful language features for the subjects	Teachers discuss with content subject teachers and select certain topics for collaboration. English teachers either pre-teach some vocabulary or consolidate some language features that are necessary for the subjects. (S. 1: Social Studies, Integrated Science, S. 2: Integrated Science and history) <u>Social Studies (1st Term)</u> Students were taught the vocabulary and sentence structures required for describing trends after the Social Studies lessons. They were given classwork and homework which required them to describe the charts and trends. <u>Integrated Science (2nd Term)</u> English teachers pre-taught the	9/2023-5/2024	Kung CL Shu NC Chan CM	S. 1 & 2 English teachers Tsang KM	Teachers' observation of students' work in specific formats to be marked by English teachers and/or subject teachers Google Form Survey for students	<u>S. 1 Social Studies (1st Term)</u> <ul style="list-style-type: none"> Most students have developed a better understanding of the language to form comparisons and describe trends. They were able to compare things that have changed throughout time. They were able to use comparative adjectives to make the comparison. They were able to explain the figures in authentic graphs and charts. They were able to use appropriate verbs and adverbs to summarize the trends. <u>S. 1 Integrated Science (2nd Term)</u> <ul style="list-style-type: none"> Students learnt the vocabulary linked to vertebrates classification. They became familiar with the 5 types of vertebrates. They were able to identify the different body parts and list their respective functions.

		<p>vocabulary related to vertebrates classification and different body parts of vertebrates. Emphasis was put on teaching students to pronounce and spell the vocabulary. Students also practiced using the structures to describe the functions of the body parts of vertebrates.</p> <p>History (2nd Term) Students were asked to identify questions keywords that are common in essay writing questions, the causes and impacts of each historical event and write topic sentences for their long questions in History. Moreover, students also learnt about the prefixes and suffixes of vocabulary of nations, nationalities and language (e.g. -ism, -ment, -ian).</p>					<p><u>S. 2 Integrated Science (2nd Term)</u></p> <ul style="list-style-type: none"> • Most students have developed a better understanding of the language to write an essay based on the topic of neutralization. <p><u>S. 2 History (2nd Term)</u></p> <ul style="list-style-type: none"> • Most students have developed a better understanding of the language to write topic sentences that adhere to the essay writing framework applicable to both English and History essays <p><u>Changes in 2024-25:</u></p> <ul style="list-style-type: none"> • Some modifications will be made in the next school year according to students' needs and the skills needed for the content subjects. • Specific terms and the description of trends will be simplified. • More daily life examples will be provided to boost students' understanding of the skills. • Can provide more support on how to write a well-organized essay in Science. • More in-depth content and application for the science topic will be included, especially for 1C and 2C students. • The existing teaching and learning materials will be revised. • Pre and post-lesson meetings will be arranged for the English and subject teachers concerned. • The Geography Department has expressed interest in collaborating with the English Department in the coming academic year (2024-2025) and develop a cross-curriculum plan to help students brush up their English proficiency and answering
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							<p>skills throughout the year. Since this would require a long planning and decision-making process, further details will be discussed at a later stage.</p> <ul style="list-style-type: none"> Proposed implementation of LAC for 2024-2025 <p>S.1—Geography and Integrated Science S.2—Integrated Science and History</p>
1-6	To boost students' vocabulary	To make use of academic word lists according to frequency of use and academic idioms.	9/2023-5/2024	Tsang KM	All English teachers	<p>Teachers' observation of students' work</p> <p>Students are able to make use of some of the vocabulary in their writing.</p>	<ul style="list-style-type: none"> The scheme was only piloted in S. 6 due to limited time. Students were given academic word lists and played games on Blooket to enhance their vocabulary. Students found the lists useful but still needed to actively use them in their writing.

Target 2: To enhance students' writing skills through short tasks

Forms	Targets and Outline of strategies	Implementation	Time scale	Persons in-charge	Persons involved	Success Criteria and Mode of Assessment	Evaluation
1-6	<p>To enhance students' writing skills through short tasks</p> <p>Short pre-writing tasks with a specific focus will be designed for students before they write the long tasks.</p>	<p>During the school year, each of the 4 subject teachers of the form will design one short writing task that match the focus of one of the long writing tasks. Students will be guided to concentrate on one or two items (e.g. descriptive adjectives, topic sentences, figurative language) and complete a short pre-writing task.</p>	9/2023-5/2024	Tsang KM and Form Coordinators	All English teachers	<p>Teachers will keep track of students' writing performance during the year.</p> <p>60% of students show an improvement in their writing score during the term.</p>	<p>Specific focus has been chosen for each short writing task and general feedback was given to students before they started writing the long writing task.</p> <p>Most of the time, the topic of the short task and the actual writing task was the same to save students' time. However, it would be good to ask the students to submit both tasks to ensure that they have made adequate changes.</p> <p>It was found that students became more aware of the writing focus. Some misconceptions have also been clarified so students would not make the same mistake without realizing.</p> <p>Teachers may also match grammar items with the focus of the writing task next year.</p>

		<p>Teachers will go through students' work and review their weaknesses with the whole class. Then, students will be instructed to proceed with the long writing task.</p> <p>N. B. The content of the pre-writing task does not have to be identical to the actual writing task.</p>					
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Target 3: To achieve better public exam results

Forms	Targets and Outline of strategies	Implementation and Success Criteria	Time scale	Persons in-charge	Persons involved	Success Criteria and Mode of Assessment	Evaluation
5	Credit Class (to be conducted by subject teachers)	More tasks given to around 20 S.5 students to pull up their marks in the HKDSE exam to Level 5 or above All 4 skills can be included at subject teacher's discretion 5-6 meetings after school	3/2024–5/2024	Shu NC	Shu NC Kung CL Chang CL Li NT	Students' pre-test and post-test performance will be compared. Improvement in students' work during the after the class by teachers' observation.	<ul style="list-style-type: none"> 4 lessons with a focus on Papers 1, 2 & 3 for around 10 students in F. 5 Students were more eager to improve their writing. Focus was placed on Part A short task. Students were given a list of reminders of what teachers look for, esp. sentence structures and grammatical structures that students can apply. Students brainstormed ideas properly but they still had to work on using relevant structures. Students' performance was satisfactory.
5	5** Class (to be conducted by all S. 5 & 6 English teachers)	16 students from S. 5 and S. 6 who are the top in English will be invited to attend the 5** class respectively. Challenging tasks will be given to boost their skills	4/2024 – 5/2024	Shu NC	Shu NC Kung CL Chang CL Li NT	80% of Level 5 or above attained in each paper (4 skills)	<ul style="list-style-type: none"> 4 sessions for a group of elite students. All 4 skills have been covered. Notes were given to raise students' awareness. Paper 1 – More practice with the use of challenging texts and questions with highlight on more advanced skills.

		in reading, writing, listening and speaking. There will also be a regular weekly class to boost the results of a group of students with potential.					<ul style="list-style-type: none"> • Paper 2 – Overview of various text types covered in the DSE. • Notes were also given and students were told the structures they can use for different text types. Text analysis was also done. • Paper 3 past papers were also used, with specific highlights on certain skills students are weak in. • Extra speaking practice was conducted and instant feedback was given.
6			11/2023 – 12/2023	Tsang KM	Tsang KM Chan HW Chan CM Tsai LF	80% of Level 5 or above attained in each paper (4 skills)	<ul style="list-style-type: none"> • Students had more practice in all 4 skills in the 2 two-hour sessions. • Results to be evaluated after the release of HKDSE 2023 results.
6	Supplementary post-mock English lessons	All S. 6 students will be asked to attend 2-3 sessions of supplementary English lessons, with a special focus on reading, writing and listening skills.	3/2024 or 4/2024	Tsang KM	Tsang KM Chan HW Chan CM Tsai LF	Students develop a better understanding of the skills they should possess for the papers and are given notes and tips for last-minute revision.	<ul style="list-style-type: none"> • Paper 1 and 3 pra Extra ctice both at school and at home. Teachers went through the answers with students right after they have finished their exercises. Answer keys were also uploaded to Google Classroom for self-access. • Students became more familiar with the skills required for the DSE and had more last-minute practice. • A booklet with reminders and exemplars has also been printed for all F. 6 students.
6	Whole form oral practice	All S. 6 students will be asked to attend at least one oral practice (2 rounds) before the DSE speaking exam. Students in different classes will be arranged in the same group to simulate the public examination situation. On-the-spot feedback will be given to individual students.	3/2024	Tsang KM	Tsang KM Chan HW Chan CM Tsai LF Kanyu Wong & S. 6 Small Class Oral teachers	Students' attendance and comparison of their score in Mock II and DSE Paper 4.	<ul style="list-style-type: none"> • Each student had 2 rounds of oral practice in random groupings with S. 6 oral teachers. • To be evaluated after the release of HKDSE 2024 results.
6	Inter-School Oral Practice for S.6 Students	20 students from S. 6 who are the top in English were invited to attend the Inter-School Oral Practice at STFA Lee Shau Kee College.	2/2024	Tsang KM	Tsang KM Chan CM Shu NC	Students develop a better understanding of the skills they should possess for the papers	<ul style="list-style-type: none"> • Each student had 2 rounds of oral practice in random groupings with different oral teachers. • To be evaluated after the release of HKDSE 2024 results.
6	SCMP HKDSE	The SCMP HKDSE Mock Exam	11/2023	Tsang KM	Tsang KM	Students	<ul style="list-style-type: none"> • More opportunities were provided for students to achieve a better

	Mock Examination 2023-24	was given to 38 S.6 students before their Mock Examination II to pull up their marks in the HKDSE exam.			Chan HW Chan CM Tsai LF	develop a better understanding of the skills they should possess for the papers	result in the English Language HKDSE examination, the SCMP HKDSE Mock Examination 2023-24 is organized (Paper 1,2 and 3) for S.6 students.
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2. Chinese Language – Chinese Language (中國語文科)

科主任：梁婉珊

目標一：以多元的策略以照顧學生多樣性

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估	反思及改善方法
運用「混合學習」照顧學生學習多樣性	<p>1 運用網上平台助學生作課前預習、讓學生展現所學或作延伸學習。</p> <p>2 老師安排其中一節課堂進行觀課，觀課後/會就「混合學習」應用進行/評課交流。</p>	梁婉珊	中文科有關老師	全年	混合模式有助 70% 學生處理學習多樣性。	老師透過課堂觀察和學生習作，對學生的表現作評價。	<p>中一：</p> <p>1. <u>完成/進度</u>： 混合模式有助 <u>70</u> % 學生處理學習多樣性。</p> <p>2. <u>反思</u>： <u>由於大部分學生尚未適應及熟習電子應用程式，老師需花不少時間加以指導；整體學習果效尚算滿意。對於中一級學生運用網上平台學習的技巧仍有待教導及實踐。</u></p> <p>中二：</p> <p>1. <u>完成/進度</u>： 混合模式有助 <u>80</u> % 學生處理學習多樣性。</p> <p>2. <u>反思</u>： <u>由於部分學生未熟習使用電子應用程式，以致未能完全有助處理學習多樣性。日常課堂上各班會透過網上平台配合同質、異質分組，能以強帶弱照顧不同的學生及使同儕相互協作。</u></p> <p>中三：</p> <p>1. <u>完成/進度</u>： 混合模式有助 <u>100</u> % 學生處理學習多樣性。</p> <p>2. <u>反思</u>： <u>學生已熟習運用平板電腦和網上平台，進行課前預習和課後延伸練習。整體而言，混合模式能提昇學與教的成效。</u></p> <p>中四：</p> <p>1. <u>完成/進度</u>： 混合模式有助 <u>70</u> % 學生處理學習多樣性。</p> <p>2. <u>反思</u>： <u>以人工智能工具，把學生想法以具體圖片呈現，以圖片豐富學生寫作素材，有助加強學生的學習動機，掌握課堂重點。</u></p> <p>中五：</p> <p>1. <u>完成/進度</u>： 混合模式有助 <u>70</u> % 學生處理學習多樣性。</p> <p>2. <u>反思</u>： <u>學生大致熟悉不同的網上平台。運用網上平台進行課前預習，可以讓學生提前準備課堂或評估所學，及後老師可在課堂中展示及檢視學生的學習成果，有助進行課堂教學或活動。 學生於網上互相評賞同學佳作，有助學生多參考同儕的不同佳作，並反思自身課業的可改進之處。</u></p> <p>中六：</p> <p><u>完成/進度</u>： 混合模式有助 <u>70</u> % 學生處理學習多樣性。</p> <p>2. <u>反思</u>： <u>中六同學可在電子平台上預習及思考長答題不</u></p>

同考生的示例表現。透過觀摩學習，有助學生掌握答題技巧。

目標二：建立正向學習經驗，讓學生活出正向人生

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估	反思及改善方法
將所學與學生將來事業發展所需的態度作連繫	<p>透過篇章閱讀，老師讓初中學生認識有利將來事業發展的良好態度：要建立良好習慣、善盡責任、豁達面對人生及做事要努力不懈。</p> <p>相關篇章如下： 中一： 《歪兒》 《晨》 《岳飛少年時代》 《木蘭辭》 《賣油翁》 中二： 《海倫》 《管寧、華歆共園中鋤菜》 中三： 《習慣說》 《最苦與最樂》 《快樂》 《為學一首示子姪》</p>	梁婉珊	梁婉珊及初中任課老師	全年	80%初中學生能透過篇章閱讀，認識有利將來事業發展的良好態度。	<p>老師透過課堂觀察，對學生的表現作評價。</p>	<p>中一：</p> <p>1. <u>完成/進度</u>： 100%中一學生能透過篇章閱讀，認識有利將來事業發展的良好態度。</p> <p>2. <u>學生表現描述及反思</u>： 學生能透過學習《歪兒》體會友誼的可貴，學習《晨》感悟人間的溫情，學習《岳飛之少年時代》《木蘭辭》領悟忠、孝的情操，不畏艱辛、刻苦學習、尊師重道的品德。</p> <p>中二：</p> <p>1. <u>完成/進度</u>： 100%中二學生能透過篇章閱讀，認識有利將來事業發展的良好態度。</p> <p>2. <u>學生表現描述及反思</u>： 同學能在《管寧、華歆共園中鋤菜》一文中了解到做事要專心致志的重要性，而在《海倫》中體會做人要勇於嘗試以及虛心受教。</p> <p>中三：</p> <p>1. <u>完成/進度</u>： 100%中三學生能透過篇章閱讀，認識有利將來事業發展的良好態度。</p> <p>2. <u>學生表現描述及反思</u>： 通過篇章學習，學生明白良好習慣、努力不懈、立下志向、承擔責任，有利於將來事業發展。課堂討論，表現積極，學生主動反思生活陋習。</p>

目標三：預計要達到的成績目標

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估	反思及改善方法
提升學生成績	<p>拔尖補底計劃各級拔尖補底將配合本科課外活動、以及課後個別或小組指導。 (詳見本科拔尖補底計劃)</p>	梁婉珊	中文科老師	全年	<p>1. 中三級全港性系統評估 100%達到水平</p> <p>2. 中六級中學文憑試： 5或以上： 20% 4或以上： 56% 3或以上： 90%</p>	統計公開試成績	<p>1. 中三級全港性系統評估： 100%達標 (不包括非華語學生) (檢討見 2023-2024 年度第二次科務會議紀錄)</p> <p>2. 中六級中學文憑試成績： 有待公佈 (檢討見 2024-2025 年度第一次科務會議紀錄)</p>

目標四：拔尖補底計劃

行動	聯絡員	有關人士	時間	資源/備註	成功指標	結果
校際朗誦比賽	梁婉珊	梁婉珊 連梓晴 郭之蕾 李兆婷	(中一至中五級) 各級參賽學生平均參與 4-7 次練習	顧問老師揀選各級朗讀說話能力良好的學生，參加校際朗誦比賽訓練，提升學生的朗讀能力	70%參加校際朗誦比賽的同學，能於比賽中取得優良等級	能有助對朗誦有興趣的同學提升朗讀技巧，增加演說信心。超過 94.4%參加校際朗誦比賽的學生，於比賽中取得優良等級。
中一至中三級(各級)小組指導	梁婉珊	中文科老師	<p><u>中一</u> 全年 4 次 19/4/2024、 22/4/2024、 23/4/2024、 26/4/2024</p> <p><u>中二</u> 全年 4 次 5/12/2023、 13/12/2023、 06/05/2024、 07/05/2024</p> <p><u>中三</u> 全年 4 次 29/11/2023、 01/12/2023、 02/05/2024、 03/05/2024</p>	<p>中一指導內容： 配合記敘文閱讀、古代漢語兩個單元，每個單元 2 次</p> <p>中二指導內容： 配合人物描寫、景物描寫、古代漢語單元，合共 4 次</p> <p>中三指導內容： 配合說明文閱讀、議論文閱讀兩個單元，每個單元 2 次</p>	<p>1 中一級至中三級： 其中有 60%參加的學生成績有提升</p> <p>2 中四級至中六級： 其中有 50%參加的學生成績有提升</p>	<p><u>中一至中三級</u> <u>小組指導</u></p> <p>參與人數 中一(20 人) 中二(20 人) 中三(20 人)</p> <p>成效</p> <p><u>中一級</u> 參與學生態度認真，力求進步，75%參與學生下學期考試成績比測驗或平日練習的成績提升。大部分學生能小心審題；歸納段旨的能力有所提升；文言基礎知識也有明顯改進。</p> <p><u>中二級</u> 人物描寫閱讀指導 60% 學生分數提升。學生在掌握描寫手法的能力相對較測驗時有進步。學生能嘗試解讀文言字詞，及回應相關題目。惟部分學生審題仍欠謹慎。</p> <p>下學期景物描寫閱讀指導整體學生的學習態度認真，在課堂前已完成指定練習，亦在課堂中嘗試回應提問。70%參與學生下學期考試成績比測驗或平日練習的成績提升。學生在概括段意、理解篇章中修辭手法的含意、回答長題目、語譯及理解文言篇章時遇到較大困難。 在下學期卷一閱讀考試中，部分題目考問指定篇章，學生可以透過溫習取得一定分數。部分學生表現用功，然而部分學生溫習尚未仔細用心。 學生在審題、扣題作答、</p>

						<p>解說寫作手法及其效果、闡述觀點方面仍有待提升。</p> <p><u>中三級</u> 上學期說明文閱讀指導，學生上課認真，能改善閱讀和作答技巧。50%同學達標。</p> <p>下學期議論文閱讀指導，參與學生上課認真，能改善閱讀和作答技巧，成績明顯進步。100%參與學生下學期考試成績比測驗或平日練習的成績提升。</p>
中六級 (各級) 小組 指導	梁婉 珊	中文科 老師	10/10/2023、 13/10/2023、 30/10/2023、 03/11/2023	指導內容： 閱讀能力、寫作能力指導。		<p>參與人數 中六(35人)</p> <p>成效 同學態度認真，積極改善閱讀卷、寫作卷的技巧。51%參與學生的畢業試二成績，比畢業試一成績提升。</p>
中一至 中六級 (各班) 小組 指導 或 個別 指導	梁婉 珊	中文科 老師	<p><u>中一</u> 4月-5月 (寫)</p> <p><u>中二</u> 11月-6月 (寫)</p> <p><u>中四</u> 4A: 9-5月 (寫) 4B: 9-5月 (讀、寫)</p> <p><u>中五</u> 5A: 3-5月 (寫) 5B: 1-5月 (寫) 5C: 11-5月 (寫)</p>	<p>各班任課老師以個別指導或小組指導模式，就讀、寫、聽、綜合各項語文能力，針對個別學生需要提升的範疇，利用小息、午膳或放學時間，與學生面談或進行增潤練習，對學生的語文技巧進行針對性的指導。</p> <p>備註： 1. 每位任課老師全年指導對象不少於15人； 2. 每位參與的同學全年接受指導的總時數不少於1小時。 3. 任課老師全年進行課後指導的總時數合共不少於4小時。 4. 若任課老師同時兼教高中與初中，宜多投放課後指導時間予高中同學。</p>	<p>1 中一級至中三級： 其中有60%參加的學生成績有提升</p> <p>2 中四級至中六級： 其中有50%參加的學生成績有提升</p>	<p>拔尖計劃 參與人數 中一(17人) 中二(1人) 中四(8人) 中五(17人) 中六(22人)</p> <p>成效 中一至中二同學認真投入，積極提升寫作能力。50%參與計劃的學生，下學期考試成績，比上學期考試成績或平日測驗練習成績提升。</p> <p><u>中四級</u> 同學認真投入，87.5%參與計劃的學生下學期考試成績，比上學期考試成績或平日測驗練習成績提升。</p> <p><u>中五級</u> 同學認真投入，積極提升寫作能力76.5%參與計劃的學生，下學期考試成績，比中五級上學期考試成績或平日測驗練習成績提升。</p>

		<p><u>中六</u> 6B：9-2 月 (讀、寫、綜) 6C：9-3 月 (寫) 6D：9-2 月 (讀、寫)</p> <p><u>中二</u> 5 月 (讀、寫)</p> <p><u>中三</u> 5 月 (讀)</p> <p><u>中四</u> 4A：9-5 月 (讀、寫) 4B：9-5 月 (讀、寫)</p> <p><u>中五</u> 5A：9-4 月 (寫) 5B：4-5 月 (寫) 5C：11-5 月 (讀)</p> <p><u>中六</u> 6A：9-2 月 (讀、寫、綜) 6B：9-2 月 讀、(寫、綜) 6C：10-2 月 (寫、綜) 6D：9-2 月 (讀、寫、綜)</p>			<p><u>中六級</u> 同學態度認真，積極提升語文能力，特別是改善寫作構思技巧，無論在審題、立意、結構等方面，都能努力求進。64%參與學生的畢業試成績，比中五下學期考試成績、或比平日測驗練習成績提升。</p> <p>補底計劃 參與人數 中二(9 人) 中三(5 人) 中四(14 人) 中五(22 人) 中六(15 人)</p> <p>中二至中三同學認真投入，積極提升閱讀能力、寫作能力。78.6%參與計劃的學生，下學期考試成績，比上學期考試成績或平日測驗練習成績提升。</p> <p><u>中四級</u> 參與提升計劃的學生在閱讀卷和寫作卷，均努力改善審題技巧、立意選材及佈局謀篇等技巧。100%參與計劃的學生成績提升，下學期考試成績，比中四級上學期考試成績或平日測驗練習成績提升。</p> <p><u>中五級</u> 參與提升計劃的學生在閱讀卷和寫作卷，均努力改善審題技巧、立意選材及佈局謀篇等技巧。77.2%參與計劃的學生，下學期考試成績，比中五級上學期考試成績或平日測驗練習成績提升。</p> <p><u>中六級</u> 同學態度認真，積極改善閱讀卷、寫作卷的應試技巧。60%參與學生的畢業試成績，比中五級下學期考試成績或平日練習或測驗成績提升。</p>
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2. Chinese Language – Chinese Literature (中國文學)

科主任：鄧穎雯

目標一：配合學校發展目標

運用「混合式學習模式」，照顧學生學習的多樣性，提升學與教的效能。

目標／策略	行動	聯絡員／ 有關老師	成功指標	評估模式	結果及反思
混合式學習	<p>1 老師以「混合式學習」模式，配合網上學習及實體課堂，引導學生就文學創作或文學賞析課程，進行課前網上課業及實體課堂活動。</p> <p>2 老師安排其中一節課堂進行觀課，觀課後會就「混合式學習」模式進行評課交流。</p>	鄧穎雯	「混合式學習」模式能提升70%學生的學習動機，並能照顧學生學習的多樣性。	老師透過課堂觀察和學生習作，對學生的表現進行描述。	<p>老師設計文學導賞課，透過元雜劇《法場·竇娥冤》(節錄)與影視作品《竇娥奇冤》(節錄)比讀，讓學生利用Padlet軟件進行文學導賞互評活動，著學生分組協作學習，完成以下導賞題目，並在課堂內相互評賞，交流分享，最後每位同學按同儕的評賞意見，改寫答案：</p> <p>1 就「竇娥與蔡婆婆訣別」的一幕，你認為元雜劇《法場·竇娥冤》與影視作品《竇娥奇冤》，哪個劇本較能突顯竇娥「善良體貼」、「孝順細心」的形象？試抒己見。</p> <p>2 影視作品《竇娥奇冤》，加插了在刑場裏「衙門差役宣告竇娥罪狀」的一幕。就情節推展上，竇娥被處斬的因由，你認為元雜劇《法場·竇娥冤》與影視作品《竇娥奇冤》，哪個劇本的構思較為合理？試抒己見。</p> <p>3 就監斬官一角，元雜劇《法場·竇娥冤》與影視作品《竇娥奇冤》的設計截然不同。你認為哪一篇在刑場裏監斬官的反應，更能有助突顯《竇娥冤》一劇的主題？試抒己見。</p> <p>任課老師透過觀察學生在文學評賞活動及作答的表現，90%學生能配合「混合式學習」課堂設計，更積極、投入於課堂學習，及配合評賞策略、啟發法和討論法，加強互動氣氛，提升學生學習動機</p>

目標二：預計要達到的成績目標

行動	聯絡員	有關人士	時間	資源/備註	成功指標	評估模式
拔尖補底計劃	鄧穎雯	中國文學科老師	全年	各級拔尖補底計劃將配合本科課外活動、以及課後個別或小組指導。 (詳見本科拔尖補底計劃)	中六級中學文憑試： 5或以上：11% 4或以上：55% 3或以上：80%	統計 公開試 成績 見 23-24

						年度 第一次 科務會議 紀錄
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目標三：本科拔尖補底計劃

行動	聯絡員	有關人士	時間	資源/備註	成功指標	評估模式
中四至中六級小組指導或個別指導	鄧穎雯	中國文學科老師	全年	任課老師以個別指導或小組指導模式，就文學創作或文學賞析，針對個別學生需要提升的範疇，利用小息、午膳或放學時間，與學生討論或進行增潤練習，對學生的創作或賞析技巧進行針對性的指導。	50%修讀中國文學科的學生，在文學創作或文學賞析的技巧上有所提升。	拔尖計劃 參與人數： 中四(4人) 中五(4人) 中六(6人) 成效： 同學態度認真，透過老師個別指導，能積極提升文學創作和文學賞析的能力，特別是加強審題、結構、積累創作素材、構思創作立意及創作技巧等方面，以豐富文學內涵。 <u>中四級</u> 75%參與學生下學期的考試成績與上學期的考試成績作比較，有所提升。 <u>中五級</u> 50%參與學生下學期的考試成績，與上學期的考試成績作比較，有所提升。 <u>中六級</u> 83.3%參與學生畢業試(二)的成績，與平日練習或測驗成績作比較，有所提升。

2. Chinese Language – Putonghua (普通話)

科聯絡員：鄧倩婷老師

總目標：

配合學校發展目標二：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。

目標一：透過跨科學習，以激勵學生深化和拓寬學習。

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思 (明年如何改善) Reflection and improvement
1. 善用不同的學習資源，例如欣賞普通話詩詞曲朗誦的影片、改編古典詩詞的普通話流行歌曲、觀看古典文學改編的戲劇等，提升學生的學習興趣。並以不同的形式，如朗誦、誦唱、配合中國舞蹈、戲劇表演、遊戲或比賽等，讓學生從不同途徑以有趣的方法學習普通話，感受學習及運用普通話的樂趣；並同時提升學生學習詩詞曲的動機，以培養學生賞析文學的興趣。	課本 本科參考材料 出版社資源 網上視頻 課堂活動	鄧倩婷	本科老師	1. 教師利用不同網上資源，例如相聲表演、成語故事影片、「商貿普通話趣談」、歌曲等，提升學生的學習興趣。 2. 在課堂上進行角色扮演、學生訪問、對話設計、翹口令朗讀活動等，引發學生說普通話的意欲；並以有趣的方法讓學生學習普通話，感受學習及運用普通話的樂趣。 3. 學生全年能在不同課題中投入不同形式的課堂活動，樂於說普通話。	大部份學生投入課堂活動，認真學習，勇於表達。	達標。 大部份學生能投入課堂活動，對學習資源的反應正面，亦能配合老師要求，以普通話表達/溝通、進行課堂活動等。	1. 在課堂上，整體學生具投入感及樂於以普通話溝通。明年可繼續推行計劃。 2. 本科可繼續搜集及運用有趣的學習資源，提升學生學習普通話的興趣，也豐富學生的詞彙運用。
2. 在課堂以外，鼓勵學生積極參與普通話校外比賽，如「校際朗誦節」、「普通話電台四大名著廣播劇比賽」等，提升學生對學習及運用普通話的興趣，亦提升學生對中國文學及文化的認識。	校外比賽	鄧倩婷	本科老師、朗誦指導老師	學生在不同的課外活動中運用普通話及演繹作品，提升普通話表達技巧，以及提升學生對中國文學及文化的認識。	全年至少八名學生曾參與校外比賽。	達標。 1. 本學年共十三位學生報名參加校際朗誦比賽，練習表現大致投入，其中三位同學分別獲一冠一亞一季的成績，表現令人鼓舞。 2. 本學年共四位中二學生報名參加「廣播劇比賽」，並成為入圍隊伍，於電台中進行錄音。	本科老師可多鼓勵學生參與有關普通話的活動，並嘗試邀請具潛能的學生參與校外比賽。

<p>3. 配合藝術作品或藝術知識(中一)、中華文化或科學知識(中二)，供學生自行選擇主題，並就個人的認識或心得作分享，以完成普通話科的「說話訓練」。</p>	<p>課堂說話訓練</p>	<p>鄧倩婷</p>	<p>本科老師</p>	<p>1. 學生可在指定範圍內選擇題目，自行搜集資料，組織說話內容，準備簡報作輔助，並在說話訓練前在家中作反覆練習。</p> <p>2. 在中一級，每位學生在全班面前分享一分鐘至一分半鐘的內容。在中二級，分為二人小組，每組在全班面前分享三至五分鐘的內容。</p> <p>3. 學生進行說話訓練時，其他學生需作筆錄。完成訓練後，老師會就學生表現稍作補充，師生皆可給予回饋。</p>	<p>大部份學生能認真完成說話訓練，亦提升了對著同學說普通話的信心。</p>	<p>達標。</p> <p>1. 整體學生能完成說話訓練。學生能因應藝術作品或藝術知識、中華文化或科學知識的題材作個人短講，增進有關知識。有些學生更能具體表達看法及欣賞心得。</p> <p>2. 有些學生準備的簡報精美，又能輔以圖片及說明，態度認真。</p> <p>3. 整體學生皆表示能提升在群眾面前說普通話的信心。</p>	<p>1. 整體學生能認真準備及完成說話訓練，但仍有小部份學生的說話能力較弱，學生差異較大，需要教師再個別指導。另有個別學生的準備不足，短講未能符合時間要求；或有個別學生忘記了準備短講，老師可以多加提醒。</p> <p>2. 繼續推行說話訓練，讓學生增進相關知識，提升說普通話、短講的信心。</p>
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目標二：透過混合式學習，提升教學效能。

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功指標 Success Criteria	結果 Results	反思 (明年如何改善) Reflection and improvement
<p>嘗試結合混合式教學，例如以網上自學方式進行課前預習、課堂期間善用分享平台、課後提供網上延伸練習等。</p>	<p>網上學習平台、平板電腦</p>	<p>鄧倩婷</p>	<p>本科老師</p>	<p>使用網上學習平台，在課堂前或課堂期間完成指定活動，鞏固或溫習所學知識。</p>	<p>大部份學生投入課堂活動，認真學習或完成相關練習。</p>	<p>尚達標。</p> <p>透過遊戲方式完成練習，可增加課堂的趣味性。部分普通話的語音知識適宜運用混合式教學方式，照顧不同學生的學習需要。</p>	<p>1. 課時有限，未能時常運用混合式學習。</p> <p>2. 對於自律能力不足或普通話能力稍弱的學生而言，或需使用其他教學方式。</p> <p>3. 可配合所授的課題，利用不同的學習平台，設計多樣化的練習。</p>

3. Mathematics

Head of Department : Chik Ching Yiu

Target 1 : To enhance students' motivation to learn and their learning effectiveness

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思(明年如何改善) Reflection and improvement
<p>S.2: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning.</p> <p>To enhance students' interests and integrate their knowledge and skills across STEM education.</p>	Textbook, reference book and worksheet	Chik CY	S.2 Mathematics Teachers	<ul style="list-style-type: none"> A STEM project about programming the drones was organized in the lesson and after school in the second term. Students applied the knowledge taught in Chapter 3 (Algebraic Fractions and Formulas) and Chapter 7 (Rate, Ratio and Proportion) in the project. 	<ul style="list-style-type: none"> Students' work. Observations and opinions given by subject teachers and students. 	<ul style="list-style-type: none"> Students could apply the Math knowledge they learnt in the STEM project. 	<ul style="list-style-type: none"> More Math-related STEM projects could be done next year.

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思(明年如何改善) Reflection and improvement
<p>S.1 – S.6: To optimize learning and teaching process with blended learning.</p> <ul style="list-style-type: none"> Use of blended learning Google Classroom will be used as the Learning Management System (LMS) 	Textbook, reference book, LMS and apps for blended learning	Chik CY	S.1 – S.6 Mathematics Teachers	<ul style="list-style-type: none"> Google Classroom was set up for each Math class. Blended Learning was applied in the Math teaching. Lesson observation on Blending Learning was carried out in May and June. Post-lesson sharing meetings were held to evaluate the lesson. Nearpod, Desmos, Kahoot, YouTube and Google Form were used by teachers for Blended Learning before, during and after the lesson. 	<ul style="list-style-type: none"> Successful use of blended learning through lesson observation. Use of LMS in teaching. Professional sharing of peer lesson observation. 	<ul style="list-style-type: none"> Eight lesson observations were held on the topics "S1: Introduction to Coordinates", "S1: Corresponding Angles on Parallel Lines", "S1: Distance between Two Points lying on a Horizontal/Vertical Line", "S2: Simplifying Algebraic Fractions", "S2: Total Surface Areas of Right Circular Cylinders", "S.3: Successive Percentages", "S5: Angles and Lines in 3-D figures" 	<ul style="list-style-type: none"> The lesson plan and teaching materials of each lesson could be kept in the "Teacher Server" for those who did not observe the lesson. A sharing session could be held after all the lesson observation was finished.

							<ul style="list-style-type: none"> After each lesson observation, post-lesson evaluation meetings were held to evaluate for improvements. 	
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Target 2 : To foster better academic performance

Objective : Students to have better results in the tests, examinations and public examinations.

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思(明年如何改善) Reflection and improvement
Re-test after each Chapter (Plan C) (S.4 – S.6)	Textbook and reference book	Chik CY	S.4 – S.6 Mathematics Teachers	<ul style="list-style-type: none"> Students who failed in each chapter test will be required to attend a re-test on the same chapter after school. The final test mark of the chapter will be amended by taking the average of the original test mark and the re-test mark if the re-test mark is higher up to a maximum of the passing mark of the test. 	Test Results	<p>S.4:</p> <ul style="list-style-type: none"> The number of participants was around 5-10 depending on the number of students fail in the chapter test. It was conducted 8 times in this year after school. The passing rate of the re-test is 62%. The total number of participants is 55. <p>S.5:</p> <ul style="list-style-type: none"> The number of participants was around 5-10 depending on the number of students fail in the chapter test. It was conducted 8 times in this year after school. The passing rate of the re-test is 73%. The total number of participants is 87. <p>S.6:</p> <ul style="list-style-type: none"> No students failed the test. 	<ul style="list-style-type: none"> Most students' performance in the re-test was improved. The attendance of the re-test is nearly 100%. Students showed enthusiasm in taking the re-test.
Practice of past exam paper. (S.6)	Textbook and reference book	Chik CY	All S.6 Mathematics Teachers	<ul style="list-style-type: none"> Students were required to complete the pass paper questions by topics. 	Q & A in the lessons. Past paper assignment.	<ul style="list-style-type: none"> Different topics of past exam papers were discussed with students. Students were willing to do the past exam papers by topics. 	<ul style="list-style-type: none"> It was suggest to spend more time in practicing the past paper questions.

				<ul style="list-style-type: none"> Some key questions were discussed in the lessons. 			
After-school / Lunch time tutorial classes (Plan A & Plan C)	Textbook and reference book	Chik CY	All Mathematics Teaches	<ul style="list-style-type: none"> In junior form, student who failed in each chapter test will be required to attend a tutorial class in the lunch time or after school. In the tutorial class, the subject content of the chapter will be revised. In S.6, the less able students were invited to join a Math enhancement program. The top 10 - 15 students in each form were invited to join the Plan A program in the lunch time or after class. In the Plan A program, HOT questions or questions related to public math competitions will be discussed. 	Attendance Record Teacher Assessment	<p>Plan A</p> <p>S.1:</p> <ul style="list-style-type: none"> The total number of participants is 10. It was conducted 3 times in the second term. <p>S.2:</p> <ul style="list-style-type: none"> The total number of participants is 15. It was conducted 3 times in the second term. <p>S.3:</p> <ul style="list-style-type: none"> The total number of participants is 10. It was conducted 3 times in the second term. <p>S.5:</p> <ul style="list-style-type: none"> The total number of participants is 9. It was conducted 7 times this year. <p>S.6:</p> <ul style="list-style-type: none"> Two classes of tutorial classes were conducted. The class size was around 20 students each. It was conducted 8 times after school. <p>Plan C</p> <p>S.1:</p> <ul style="list-style-type: none"> The total number of participants was 57. It was conducted 7 times this year. <p>S.2:</p> <ul style="list-style-type: none"> The total number of participants was 83. 	<p>Plan A</p> <ul style="list-style-type: none"> The attendance rate was high. Students showed enthusiasm in the class. But some students did not have enough time to do the pre-lesson preparation for the class. More time could be given to students to do the pre-lesson preparation next year. <p>Plan C</p> <ul style="list-style-type: none"> The attendance rate was nearly 100%. Students showed enthusiasm for the program.

						<ul style="list-style-type: none"> It was conducted 18 times this year. <p>S.3:</p> <ul style="list-style-type: none"> The total number of participants was 102. It was conducted 9 times this year. <p>S.5:</p> <ul style="list-style-type: none"> The total number of participants was 21. It was conducted 3 times this year. <p>S.6:</p> <ul style="list-style-type: none"> Two classes of tutorial classes were conducted. The class size was around 20 students each. It was conducted 8 times this year. 	
Math Olympiad	Textbook and reference book	Chik CY	Wong SF, Fan KC, Mok WY	<ul style="list-style-type: none"> The top students in different forms were invited to join the public Math competitions. 	Competition Results	<ul style="list-style-type: none"> Five S.3 students participated in The Hong Kong Mathematical High Achievers Selection Contest on 27/1/2024. Four S.5 students participated in The 41st Hong Kong Mathematics Olympiad on 3/2/2024. Nine S.4 students participated in the 2023/24 Statistical Project Competition for Secondary School Students on 23/2/2024. Ten S.1 students participated in Mathematics Elite Competition – Junior on 28/06/2024. 	<ul style="list-style-type: none"> It helps to develop students' problem solving skills and high order thinking skills.

4. Citizenship and Social Development (公民與社會發展科)

CSD Program Plan (2023-24)

科主任: 陳樹鳴

學校發展目標一:

目標: Blended Learning 混合教學

策略	班級	聯絡員	推行方法	成功指標	檢討
以資訊科技輔助教學, 有效運用課前知識掌握的評估	中四至中六	陳樹鳴	- 就上學年的混合教學計劃進行深化: 1. 網上練習延伸至中六級; 2. 就中四級及中五級現有練習作修訂及補充, 以配合課程發展; 3. 就考察活動設計網絡學習計劃, 以協助學生了解活動背景及進行前期資料搜集, 及嘗試透過網站展示學生學習成果	1. 中六級每個課題均有網上練習作預習之用; 2. 中四級及中五級每個課題均按教科書進度調整網上練習作預習之用; 3. 中五級境內或境外考察, 設計網絡教學網站, 讓學生展示學習成果。	1. 已完成相關練習, 並已上載至學科分享網絡分享空間; 2. 部份練習已作調整, 但個別題計劃轉以專題研習形式進行, 或因教學進度關係未及整理; 3. 已設計相關教學網站, 會於學生完成報告後作進一步更新。

5. Personal, Social & Humanities Education –Life & Society (生活與社會)

科主任: 陳葆穎

1. 全年工作計劃檢討

目標一: 透過混合學習(Blended Learning) 提升學習效能

年級	目標	聯絡員	時間	成功指標	評估模式	結果及反思
中一至中三	備註: 混合式教學 (Blended Learning) 透過結合兩種學習方法 (傳統的面對面教學和遙距網上教學) 的優點, 加強學生們的學習效率。 充分利用網絡科技幫助學生學習新知識例如善用網上教學資源, 揀選當中適合各級別的課題, 讓學生自行觀看並完成網上課業。完成網上練習後便與其他同學在課堂上進一步深入討論課題。期望能夠激勵學生們自主學習。	各級級聯絡員	全年	<ul style="list-style-type: none"> 教師能每個學期至少完成一份網上課業設計 教師邀請同儕就網上課業的設計及成效給予回饋, 之後加以改進 全級至少 90% 學生完成網上課業 	課業設計及學生學習表現	按計劃完成, 上下學期各級均有設計及完成課上課業。學生均有完成, 另外課堂亦有就著課業作出跟進。

曾使用混合學習模式的課題

中一	利用 Kahoot 作 Q&A 問答
中二	利用歌曲教授中國傳統的家庭結構。
中三	影片播放 (經濟全球化)

3.2 配合學校發展目標: 推廣正向教育

年級	目標	聯絡員	時間	成功指標	評估模式	結果及反思
中一至中三	各級適切課題進行滲透式的正向價值培育: 中一: 認識自我、抗壓、理財及時間管理 中二: 與社會及國家相關的議題 中三: 全球化的議題	各級級聯絡員	全年	教學活動包含正向的元素, 建立學生之間互相鼓勵及欣賞的渠道。	教師觀察學生的回應。	各課題也能適時滲透正向價值元素, 培養學生正向的價值觀, 學生態度正面。

5. Personal, Social & Humanities Education – Chinese History (中國歷史)

科主任：梁佩珊

全年工作計劃檢討

1. 配合學校發展目標(2021-26):

(甲) 目標(一): 以多元的策略以照顧學生多樣性

策略	行動	成功指標	評估模式	結果及反思
運用混合教學模式來以照顧學生多樣性	(1) 配合新課程的有趣課題 (2) 運用翻轉教室、教學平台等作預習，提升學生學習主動性 (3) 期望老師能運用多元方式來評核學生學習(延伸學習部分)	由老師設計或出版社的「翻轉教室、教學平台」作為學生預習部分，並配合教學內容，以提升同學的前備知識。 同學預習成績為準(作為一部分的平時分) 學生的延伸功課的表現	老師評價 學生預習的成績分數	中一： (1) 以網上資料影片配合工作紙，讓同學先行預習「魏晉南北朝人口南遷」，並完成mentimeter預習題目。藉此縮短課堂知識輸入時間，讓課堂可以進行更多討論，深化知識。 (2) 老師運用padlet設計課堂活動，鼓勵學生就「赤壁之戰」課題，在「人才、策略、軍事」各方面，思考孫劉聯軍以弱勝強的原因。 (3) 學生能於課堂前，透過小組課業思考孫劉聯軍的戰略，配合在課堂內分組討論互評，以深化對課題的認識及思考。學生表現透入、積極，能推動互動協作學習。 中二： 大部份學生認真完成習作。 學生能欣賞同輩習作。 中三： (1) 運用翻轉教室、教學平台等作預習，提升學生學習主動性，學生自主學習分數成績滿意。 (2) 運用混合式學習能提升學習效能及興趣。 (3) 延伸學習為中日改革的比較，同學表現認真，在互聯網上尋找答案。可惜，學生對日本的改革不太認識，使部分學生作答時內容空洞，缺乏史證。

(乙) 目標(二): 建立正向學習經驗，讓學生活出正向人生

目標/策略	行動	成功指標	評估模式	結果及反思
透過不同的歷史人物經歷，讓學生認知及了解他們面對逆境，仍以正面的態度來面對，迎難而上的堅毅精神。	有關課題： 中一：張騫 中二：鄭和 中三：孫中山革命事業與香港	課堂表現及學生的學習反思	功課表現	中一： 大部分學生能就歷史人物張騫出使西域的故事，學習張騫堅忍、勇毅的精神。 中二： 學生認同鄭和處世態度。 中三： 大致完成。學生的功課表現不俗，亦能配合堅毅、鍥而不捨的價值教育，效果理想。

(丙) 本科目標—中五、中六級提升成績計劃：

行動	聯絡員	結果及反思
高階提升計劃 1 提升同學應試技巧能力 2 增強同學考試信心	梁佩珊老師(中六)	中六： 全體中六中史科學生逢星期二中午十二時進行訓練，多針對必答題，將二十題的必答題由學生完成，並在此時段由學生報告，老師作提點及指導。大體上學生會預先完成練習，經老師提點後，學生尚能掌握作答必答題技巧。
中五精英計劃	郭鳳玲/ 導師：黃麗璇	中五： 放學時間約見同學，強化不同題型的作答方向及技巧。同學能逐步掌握及改善作答。

5. Personal, Social & Humanities Education – Economics

Head of Department : Chun Kit Yin

Target 1: Main Theme of School Target: Build Together “Amoris Laetitia” Family

Objective 2: Student Academic Development: To develop the curriculum with multiple pathways catering for learning diversity

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思(明年如何改善) Reflection and improvement
A. To motivate students to deepen and broaden their learning	--	Li CY Chun KY	Li CY Chun KY Au KS	Economics and BAFS (Mgt) organized a 5-day Taipei study tour for 30 S.4 students during the Easter holiday. On the last day of tour, students had to finish a presentation by using BAFS and Economic knowledge.	70% of the students agree that the program can benefit them in studying Econ and BAFS (Mgt).	100% of students agreed the study tour helped them achieved the learning objectives set for the trip. Students could finish the presentation by using the subject knowledge.	The plan be continued in next year. Teachers may look for other topics/ subjects for collaboration or in other format.

Target 2: To foster better academic performance

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思(明年如何改善) Reflection and improvement
Encourage students to pay attention to tests and examinations	Past paper exercises, Supplementary exercises, tests	Chun KY	Chun KY	Both Plans A and C had been done in the first term for capable and weak students respectively.	80% of the low achievers can get improvement in their mock exam 2024 HKDSE 5 or above 20% 4 or above 55% 2 or above 95.2%	2024 HKDSE result 5 or above 4 or above 2 or above	The whole class was split into two and supplementary classes were arranged on alternative Saturdays. Each class came back for three to four times and they worked mainly on the problem solving skill.

5. Personal, Social & Humanities Education – Geography

Head of Department: HUI Sen Fai

School Targets at Department Level

Target II: Student Academic Development: to develop the curriculum with multiple pathways catering for learning diversity

Task	Person-in-charge	Persons Involved	Evaluation
<p>a. To optimize learning and teaching process with blended learning</p> <p>1. Use of blended learning</p> <p>2. Unexpected school suspension may be enforced, it is better to include blended learning to enhance students' learning</p>	Hui S.F., (Classes 3A, 3B, S4 and S5)	<p>Ng S.H. (Classes 2A, 2B, 2C, 2D, 3C and 3D)</p> <p>Hui S.F., (Classes 3A, 3B, S4 and S5)</p>	<p><u>Completion</u></p> <p>Blended learning is regularly integrated into junior form lessons. In most lessons, students are asked to utilize iPads for online voting and to complete Google forms related to the lesson's content.</p> <p><u>Reflection</u></p> <p>The majority of students actively participated in the lesson activities, displaying higher levels of attentiveness and engagement compared to direct teaching methods. However, it is important for teachers to be mindful of potential disciplinary issues associated with iPad usage. Some students may be tempted to use their iPads for unrelated tasks during the lesson. Additionally, teachers should consider adjusting the amount of blended learning incorporated into their lessons. Certain blended learning activities may require more time compared to traditional teaching methods, potentially impacting the pace of instruction.</p>

Departmental-based Target

Target: To achieve better academic performance.

Objectives: 1. To cultivate students' outdoor field work abilities and to familiarize students with proper fieldwork techniques

Task	Person-in-charge	Persons Involved	Evaluation
Students are asked to carry out projects and complete the FBQ/ field trip manual	<p>Ng S.H. (Form 6)</p> <p>Hui S.F. (Form 4 and 5)</p>	<p>Ng S.H. (Form 6)</p> <p>Hui S.F. (Form 4 and 5)</p>	<p><u>Completion</u></p> <p>A two-day-one-night field study tour to Cheung Chau was conducted for S5 students from 23-11-2023 to 24-11-2023. Students were required to complete fieldtrip manual during the tour and finish a FBQ assignment after the tour.</p> <p><u>Reflection</u></p> <p>All students completed the manual and submitted their assignments on time. From their performance on the assignments, it is believed that students could understand the basic concepts of conducting a fieldwork, such as choosing the most appropriate data collection method, using different instruments to collect data, presenting the data and plotting statistical graphs.</p>

5. Personal, Social & Humanities Education – History

Head of Department : Leung Ho Wai

School Targets at Department level

- **Main Theme of School Target:** Build Together “Amoris Laetitia” Family
- **Objective 2 - Student Academic Development:** To develop the curriculum with multiple pathways catering for learning diversity

Forms	Task	Person in charge	Persons involved	Resources	Time Scale	Success criteria	Mode of assessment
S.3, S.4, S.5	To optimize the learning and teaching process with blended learning	Leung HW (Classes 3A, 3B, S4 and S5) Chan SM (Classes 3C and 3D)	Leung HW Chan SM	Youtube video, Google Classroom, Quizzz, etc.	Whole academic year	Successful use of blended learning through lesson observation	Lesson Observation and Survey

Evaluation

- Blended learning components were incorporated into the lessons, utilizing various apps and online tools for assignments, in-class exercises, pre-lesson and post-lesson training, among others. For instance, in senior forms, YouTube videos were frequently played in class, while Desmos was used to train students' DBQ answering skills and assign political cartoon analysis exercises. In junior forms, regular exercises were assigned through Google Forms. The majority of students agreed that the adoption of blended learning had made the class less one-dimensional.
- The teacher had provided students with a full set of DSE past papers, along with comprehensive notes on answering skills for both the DBQ and essay sections.
- One-on-one and small-group consultations about examination skills were conducted regularly (3-4 times a week) to equip students with a better understanding of the examination. Students were encouraged to submit their answers to DSE past papers, and the teacher received more than 70 papers throughout the study leave period. Efforts were made to mark these papers until the day of the 2024 History DSE examination.
- In 2023 DSE, the percentage of candidates obtaining level 5* or above increased significantly this year, and it is the highest since 2020 (2020: 5.9%; 2021: 4.5%; 2022: 0%). There were 2 girls who scored 5*, which is an unexpectedly good performance.
- The percentage of candidates who attained level 5 or above also increased significantly from 7.7% in the previous year to 20% this year. The percentage is also the highest since 2021(4.5%). The actual number of students attaining level 5 or above increased from 2 (2021) and 1 (2022), to 4 this year (2023). However, the percentage of candidates who attained level 4 or above (45%), and level 3 or above (90%) decreased slightly and it is lower than expected. 100% of our girls secured level 2 or above.
- To sum up, we successfully improved and boosted the academic performance of higher achievers this year, yet the needs of lower achievers might not be well catered. The overall performance of our students has improved in these few years since 2020, as both the number of students obtaining level 5* or above, and level 5 or above increased. The percentage of students obtaining level 5 or above is the highest in recent years. (2023: 20%; 2022: 7.7%; 2021: 4.5%).

5. Personal, Social & Humanities Education – Social Studies

Head of Department : Chan Shu Ming

Target 1: Main Theme of School Target: Build Together “Amoris Laetitia” Family

Objective 2: To integrate subject-specific knowledge and English skills in enhancing the students' language proficiency and performance in Junior Science (LAC)

Forms	Task	Person in charge	Persons involved	Time Scale	Success criteria	Mode of assessment	Result and evaluation
S.1	To cooperate with English department. English teachers help students drill new vocabulary and basic format in short essay writing	Chan SM	SOCS teachers and S1 English coordinator and teachers	9/2023-5/2024	Students developed the essential language skills for the target subjects.	Teachers' observation of students' work in specific formats to be marked by English teachers and/or subject teachers	Most students could reply the questions setting based on the training.

Target 2: To foster better academic performance

Forms	Task	Person in charge	Persons involved	Time Scale	Resources	Success criteria	Mode of assessment	Result and evaluation
S.1	To develop generic skills in PSHE subjects in the future	Chan SM	Chan SM and other SOCS teachers	9/2023-5/2024	School-based notes	In tests and exams, 80% of students can pass the skill-based question section	Test and exam	Most students could show the basic skills. However, some students' performance had been limited by their overall language skill

5. Personal, Social & Humanities Education – Ethics/Religious Education

組聯絡人：陳浩華老師

行動 Tasks	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功指標 Success Criteria	結果 Results	反思 Evaluation
目標一：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						
剪報	黃梓彤*	陳浩華 翁嫻瑞 翁逸薰 曾家雯	中二及中三報章或以上學生在上下學期完全最少一次剪報	從習作中作出評估	老師表示大部份學生均有如期繳交功課	可優化工作紙，以鼓勵學生多反思
小型專題研習：好青年由我做起中一	翁嫻瑞*	曾家雯 翁逸薰	中一學生於二月至四月期間進行人物傳記、訪問	從習作中作出評估	老師表示大部份學生均的研習均十分用心	
持續灌輸正確的價值觀和生活態度	陳浩華*	翁嫻瑞 黃梓彤 翁逸薰 曾家雯	全年於中一至中六課堂中使用報章、互聯網、簡報、電影、書籍、文章等	從習作中作出評估	老師表示大部份學生能從週遭人的生活現況及不同的社會議題，反思並確立正確價值觀和生活態度，和價值取向	可以更新議題
以「環境」為題推行生命教育活動	陳浩華*	翁嫻瑞 翁逸薰	與 Life Wide Learning Team 合作，中二以「環境」為題舉辦參觀活動 (27/03/2024) 配合「願祢受讚頌」課題	活動後問卷	100%中二級學生認同其環境保育意識有所提高	
豐富學生的學習經驗，可加入宗教體驗活動	陳浩華*	翁嫻瑞 黃梓彤 翁逸薰 曾家雯	中二：「內在和平與外在和平：敘事學與和平教育」計劃 參觀綠匯學苑 Visit to Greenhub、生態行 (小樹林自然教育)、淨灘活動及自然體驗 中四：靜觀活動 中五：靜觀活動 中六：靜觀活動 藝術靈修 生死教育(遺書導讀工作坊)	老師觀察	老師表示大部份學生能投入活動當中。 85%中六學生喜歡遺書導讀工作坊 88%中六學生喜歡藝術靈修活動	

目標二：促進閱讀文化						
提供不同慈幼聖者的生平作為課外讀物	陳浩華*	翁幗瑞 黃梓彤 翁逸薰 曾家雯	本科均在每級每學期提供一本閱讀書籍 並從中吸取培養正確價值觀和道德觀的方法和生活的模式	老師觀察	90%或以上中一至中三學生閱讀最少一本有關慈幼聖者課外讀物，包括「縱放喜樂人生－聖女瑪沙利羅」、「瑪利亞·陶美尼亞·瑪沙利羅」、「聖若望鮑思高－兒童及青年的朋友」以及「羅蘭之歌」	期終問卷
目標三：配合新的學校發展目標(三)，讓學生建立正向思維，了解人與自然的關係 目的：讓學生建立正向思維，透過環保的訊息了解人與自然的關係						
加入心靈教育課程	陳浩華	黃梓彤	中四至中六課程上下學期有最少一次靜觀活動	活動後問卷	83%學生喜歡品味花茶 80%學生喜歡靜中行 89%學生喜歡禪繞畫 87%學生喜歡正念呼吸	
參與「內在和平與外在和平：敘事學與和平教育」計劃(2023-24)	翁幗瑞	翁逸薰	「內在和平與外在和平：敘事學與和平教育」計劃(2023-24)(香港中文大學文化及宗教研究系)(翁逸薰修女)	老師觀察		老師表示敘事部分太長，以致未有足夠時間帶出訊息，而且工作紙太多
配合學生培育組活動，在課堂及學校生活上透過環保了解環境與人之間的關係	陳浩華*	翁幗瑞 翁逸薰	「願祢受讚頌」課題(中二) 環境倫理(中五)	老師觀察	老師表示大部份學生上課投入 中二級在活動後的報告分享認真 中五級在班中辯論比賽亦十分用心	
目標四：培養學生的宗教情操 目的：培養學生的宗教感、了解天主教在香港的發展，擴闊學生的眼界						
小型專題研習：天主教的宗教特色	翁幗瑞*	翁逸薰		老師觀察 從習作中作出評估	老師表示大部份學生在報告中掌握天主教的獨特之處	
全校朝聖活動	陳浩華*	黃梓彤 翁逸薰 牧民助理	6月25日進行	老師觀察	老師表示大部份學生專心，介紹內容有助她們認識天主教信仰	參觀之聖堂可配合教學內容
營造校園宗教文化，由公教老師負責「習練善終」的短講部分。	陳浩華*	黃梓彤 翁逸薰 牧民助理		老師觀察	老師觀察學生在早會及習練善終時的外顯態度，大部份學生態度良好	分享內容可配合價值觀教育 「堅毅」、「尊重他人」、「責任感」、「國民身份認同」、「承擔精神」、「誠信」、「仁愛」、「守法」、「同理心」、「勤勞」、「團結」和「孝親」

Call to Holiness 宗教活動印花計劃	陳浩華*	黃梓彤 翁逸薰 牧民助理		統計數字	有 92 位學生參與足夠次數之宗教活動而換取禮物	學生不見了印花卡的問題嚴重，建議上下學期各一張，老師亦可加簽及填寫日期
目標五：加強性教育 目的：建立、培育、教導學生正確的性愛價值觀						
每級均設性教育講座	陳浩華*	翁嫻瑞 黃梓彤 翁逸薰 曾家雯	中一至中五學生曾參與最少一次教育講座	活動後問卷	91.3%中四學生認同講座內容對我增加了我對「性」的理解及知識。 79.7%中五學生講座內容對我增加了我對「生命」的理解及知識。	沒有時間安排給中六學生 中五學生表示對以下題目有興趣： 性騷擾及避孕

6. Science – Biology

Head of Department : Lam Chor Sheung

Departmental-based Target

Major concern I: Teacher Professional Development: To optimize teachers as Salesian and Professional

Target 1C: To optimize teachers as Professional Educators

Objective of task:

To utilize blended learning and the required skills in teaching biology.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & improvement
S3 Practical work (Absorption)	Teachers used different learning platforms such as Nearpod / Padlet for checking students' misunderstanding and expressing their ideas.	S3: Wong CM S4: Lam CS	Whole year	Assess the percentage of the students to participate in the platforms and evaluate their responses. 85% of students can follow the learning platforms.	More than 90% of students could follow the learning platforms.	Satisfactory Students were able to use their own apps / platforms during the lessons and for their self-study. This practice will be conducted next year.
S4 Practical work (Transpiration)				Teachers had post-lesson meetings for evaluation.	Teachers could follow the teaching progress by using blended learning and more than 90% of students could express their ideas and showed their performance in these platforms.	
S5 Practical work (Organic farming)						

Major concern II: To develop the curriculum with multiple pathways catering for learning diversity

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & improvement	
S3: Design a meal plan	S3: Students will integrate knowledge from food nutrition and design a healthy meal for special needs by using AR.	Wong CM	1 st term, 2023	<ul style="list-style-type: none"> Assess the number of the activities completed. Each form should carry out the following no. of cross-curricular learning activity:	All S3 students did presentation on their designs and 70% of students could integrate the concepts in their AR project.	The ideas for cross-curricular including STEAM elements can arouse students' interest. New equipment will be installed and similar tasks will be modified and carried out next year.	
				Collaborated with subject:			Total no. of cross-curricular learning activity
S.4 Heart rate & exercises	S4: Students will learn how to set up sensors for monitoring the factors in doing exercises.			Lam CS, Wong CM			2 nd term, 2024
S5 Growth & development	S5: Students work on the farming activities (planting tomatoes) in the school garden, using different measurement method to record	S4 PE (Heart rate sensor)	1				
		S5 Geography (Ecosystem)	1				
				<ul style="list-style-type: none"> By carrying out scientific investigation and cross-curricular activity, 70% of students can integrate different kinds of knowledge and skills to deepen and broaden their learning. 	S4 students could not collect the data from PE lessons as technical problems of sensors but they used the data from textbook for analysis only.	All S5 students could carry out the	

	the abiotic factors that affect plant growth.				practical and discuss the common problems with concepts such as habitats from Geography during planting.	
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6. Science – Integrated Science

Annual Subject Programme Report of Science Department 2023-2024

Department : Science (Junior)

Head of Department : Wong Tsz Tung

School Target

Major concern I: Teacher Professional Development: To optimize teachers as Salesian and Professional

Target 1C: To optimize teachers as Professional Educators

Objective of task:

To utilize blended learning and the required skills in teaching Science(Junior).

Task	Implementation	Persons Involved	Time scale	Success Criteria	Method of Evaluation / Assessment	Results & Evaluation	Reflections & Improvement
S1 & S2 Apply 'Blended learning' in chosen topic	Teachers used more different learning platforms or apps to check students' misunderstanding and enhance their interest.	All Science teachers	2 nd term, 2024	85% of students should follow the learning platforms and show their performance in the platforms.	Assess the percentage of the students to participate in the platforms and evaluate their responses. Collect teachers' feedback & markings.	Almost 100% of students could follow the learning platforms. Teachers could flow the teaching progress by using blended learning and almost 100% of students could showed their performance in the platforms.	Using different apps or learning platforms (e.g. Kahoot, padlet, JSSOSS) could encourage students to have self-study and show their understanding to teachers during the lessons. This practice will be conducted next year.

Departmental-based Target

Major concern II: To develop the curriculum with multiple pathways catering for learning diversity

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

Form	Task	Implementation	Persons involved	Time scale	Success Criteria	Method of Evaluation / Assessment	Results & evaluation	Reflections & Improvement
	1. To enhance students' interests and integrate their knowledge and skills across disciplines through STEM projects.	<u>S1:</u> Collaboration with Biology / Physics and designing a STEM model. <u>S.2:</u> Collaboration with Maths & Computer to do STEM project.	All S.1 & S.2 Science teachers	<u>S1:</u> 1 st term, 2023 <u>S2:</u> 1 st term, 2023	<u>Students' Questionnaire:</u> 75 % of students agree that STEM projects can enhance their interest in Science, Biology, Computer & Maths fields.	Assess the percentage of the students who agree that STEM project can enhance their interest in different subjects. Collect teachers' feedback & markings.	According to teachers' assessment, 80% of S1 students enjoyed the lessons very much and designed their STEM model. According to the result of students' questionnaire, about 75% of S2 students enjoyed the lessons very much and the project enhanced their interest in Science & Maths fields.	Students could integrate their knowledge and skills across disciplines through the project. The STEM project in S1 can be modified to include topics related to the syllabus which students can apply their knowledge. The level of the coding task may be difficult for some students. Catering the learning diversities should be addressed in the next year
	2. To develop generic skills in students to have flexible application of knowledge in different domains.	Representatives of each class will do the scientific demonstration or present STEM project in School Open Day.	ALL S.1 & S.2 Science teachers	1 st term, 2023	<u>Students' performance:</u> 75% of student helpers present the scientific demonstration fluently in School Open Day.	Assess the percentage of the students who agree that the presentation of STEM project develop their generic skills. Collect teachers' feedback & markings.	According to teachers' assessment, 80% of the students could present their written project precisely and have oral presentation fluently.	Students could develop generic skills. This practice will be conducted next year.

Target 2B: To integrate subject-specific knowledge and English skills in enhancing the students' language proficiency and performance in Junior Science (LAC)

Form	Task	Implementation	Persons involved	Time scale	Success Criteria	Method of Evaluation / Assessment	Results & Evaluation	Reflections & Improvement
S1 & S2	To cooperate with English department. English teachers help students	English teachers use the content of certain science topics in order to teach students about vocabulary	English teachers and Science teachers	Whole year	<u>Students' Questionnaire:</u> 80% of students agree that the training of English for	Assess the percentage of the students who agree that the training of	According to teachers' assessment, 80% of the students who agreed that the	Students agreed that the training of English for Science is useful.

	drill new vocabulary and answering skills in S.1 & S.2 Science.	and sentence structure.			Science is useful. <u>Students' performance:</u> 70% of students have improvement in answering skills by comparing their test and exam performances.	English for Science is useful. Collect teachers' feedback & markings.	training of English for Science is useful. 80% of the students had improvement in answering skills by comparing their test and exam performances.	Moreover, they find the improvement in answering skills for test and exam. This task will be carried out in S1 and S2 next year.
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6. Science – Chemistry

Head of Department : **Tang Siu Lung**

1. Evaluation of implementation of Program Plan

Target 1: Major Concern II : To develop the curriculum with multiple pathways catering for learning diversity.

Forms	Tasks (A/B/C)	Persons in-charge	Persons involved	Time scale	Success criteria	Results and Evaluation	Reflections and Improvement
3	C	Wong T T	Wong T T, Ho M G	2023-24	Successful use of blended learning through lesson observation Assessment: Students showing improvement in exams	Successfully implemented the strategies and witnessed improvements in exam outcomes.	Moving forward to extend students' learning beyond school.
4	C	Tang S L	Tang S L, Wong T T	2023-24			
5	C	Ho M G	Ho M G	2023-24			
6	C	Tang S L	Tang S L, Wong T T	2023-24			

Target 2: Academic performance targets

	HKDSE		
	5 or above (%)	4 or above (%)	3 or above (%)
Academic performance targets for 2024	21	54	81
2024 Public Exam Results	29.6	51.9	85.2
Achievement Report	Achieved partially		

Evaluation of students' performance in the examination:

In light of the COVID-19 pandemic and social unrest, the learning of students in Secondary 4 to Secondary 6 was significantly impacted. However, their overall performance remained satisfactory, and the results of the HKDSE examination were consistent with the performance observed in the Mock exams.

6. Science – Physics

Subject: Physics

Head of Department : Chan Chun Kai

Departmental-based Target

Major concern I: Teacher Professional Development: To optimize teachers as Salesian and Professional

Target 1C: To optimize teachers as Professional Educators

Objective of task:

To utilize blended learning and the required skills in teaching physics.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement
S3: Introduction of heat	The teacher employed a variety of learning platforms, including videos, simulations, and airdrop, to assess students' comprehension gaps and encourage them to articulate their thoughts.	S3 Chan CK Ngan KC	2 nd term, 2024	Gauge the proportion of students engaging with the platforms and appraise their feedback. An 70% student participation rate was observed on the learning platforms. Subsequent to lessons, teachers held meetings for assessment and reflection.	The learning platforms were successfully adopted by over 90% of students. Through blended learning, teachers were able to seamlessly advance the teaching process. More than 90% of students effectively conveyed their ideas and demonstrated their performance on the platforms	Satisfactory Employing various applications and learning platforms can motivate students to engage in self-directed study and showcase their work to teachers. This approach will be implemented in the upcoming year.

Major concern II: To develop the curriculum with multiple pathways catering for learning diversity

7. Technology Education – Business, Accounting & Financial Studies

Head of Department: Li Chun Yat

School Target (2021-2026)

Target 2: To develop the curriculum with multiple pathways catering for learning diversity.

Forms	Task	Person in-charge	Persons involved	Time scale	Success Criteria	Results and Evaluation
S4	The develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning	Li CY Chun KY	Li CY Chun KY Au KS	Study tour in 2nd term	70% of the students agree that the program can benefit them in studying Econ and BAFS (Mgt).	100% of students agreed the study tour helped them achieved the learning objectives set for the trip. Students could finish the presentation by using the subject knowledge. The plan will be continued in next year. Teachers may look for other topics/ subjects for collaboration or in other format

Subject-based Target

Target 3: To create positive learning experience for our students with the ability to live and think positively towards themselves and search for the meaning of their lives.

Task	Person in-charge	Persons involved	Time scale	Success Criteria	Results and Evaluation	Reflections and Improvement
Students are asked to participate more visits and seminars organized by department	Li CY	Li CY, Au KS, Cheng YC	Whole year	Visits or competition organized by different organizations	50% of students have joined at least one activity	All students have joined at least one activity.

7. Technology Education – Computer Literacy / Computer and Information Technology

Department : Computer Literacy

Head of Department: Chiu Tat Fat

Departmental-based Target

Major concern I: Teacher Professional Development: To optimize teachers as Salesian and Professional

Target 1C: To optimize teachers as Professional Educators

Objective of task:

To utilize blended learning and the required skills in teaching computer literacy.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement
S1 to S2: Use 'Blended Learning' in the selected topic.	To assess students' understanding and boost their engagement, teachers used more varied learning online platforms or apps.	Chiu TF	Whole year	85% of students used the learning platforms and demonstrate their progress there.	Evaluate the percentage of students who use the platforms and assess their responses.	Completed

Major concern II: To develop the curriculum with multiple pathways catering for learning diversity

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

Objective of task:

Through collaboration with another subject, students are able to integrate different kinds of knowledge and skills and enhance students' interest on studying computer literacy.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation	Reflections & Improvement
S3: Design an AI project	S3: Students will integrate programming knowledge from Computer Literacy and Science to design an AI project by using Python.	Chiu TF Chan CK	Whole year	85% of students complete the project.	Evaluate the percentage of students who completed the projects.	Completed

7. Technology Education – Technology & Living

Head of Department: Tang Sze Man

Objectives of this year (2021-25)

Main Theme: Build Together “Amoris Laetitia” Family

Major Concern II: To develop the curriculum with multiple pathways catering for learning diversity

2A: To motivate students to deepen and broaden their learning

Objective of task:

Through collaboration with another subject, students are able to integrate different kinds of knowledge and skills and enhance students' interest in studying T&L.

Form	Task	Person(s) in-charge	Persons involved	Time Scale	Success Criteria	Results and Evaluation	Reflections and improvement
1	Personal Development	Tang SM	Tang SM and Junior Science teachers	23-24	100% S1 students understand puberty, calculate the period and how to take care of herself during the puberty.	Students understood puberty, knew how to calculate the period and took care of themselves.	Students found interested on the topics and wanted to know more. This part was conducted in Chinese and students could ask questions easily if they did not understand or had problems.
2	Fashion Design	Tang SM	Tang SM and VA teachers	23-24	95-100% students understand the basic concept of fashion design and try to apply it in their own skirt drawing.	All students have used the “Procreate” in designing skirts for their fashion dance show.	This was the first time to coordinate lessons with VA, students learnt how to use procreate to design skirts, transfer the design and make the skirts in TL lessons. However, students had great idea in the design but it's hard for them to make it on the skirt due to their poor time management and finished their skirt in the last moment. The subjects (TL and VA) would cooperate next year and plan the lessons well in order to help students show their products.
3	Design a dish	Tang SM	Tang SM and Biology teachers	23-24	95-100% students design a food product by applying the scientific principle and nutrition knowledge.	The theory on nutrients was taught and students had good understanding on the scientific principle and nutrition knowledge.	100% students completed the food product project and most of them felt interested in cooking food. However, most of them just cooked the sample dish, so more insights had to be given so that they would have more ideas for the project.

2C. To optimize the learning and teaching process with blended learning

Objective of task:

Students are able to utilize the blended learning and the required skills to optimize their learning.

Form	Task	Person(s) in-charge	Persons involved	Time Scale	Success Criteria	Results and Evaluation	Reflections and improvement
1	Desmos: Unit 13 Cleaning Home with cleaning equipment and cleaning agents	Chan CF	Chan CF	23-24	100% S1 students can use Desmos in lessons. They follow the instructions in applying Desmos to understand	The theory on cleaning home with different cleaning equipment and agents was taught. Students had a thorough understanding on the basic concept of cleaning home.	Students were found interested in using Desmos in the lessons. They were easier to understand the difficult vocabularies about cleaning equipment and cleaning agents.

					the difficult vocabularies about cleaning equipment and cleaning agents.		
3	Meal planning	Tang SM	Tang SM	23-24	100% S3 students can use the google form or other online resources, accompanied with classroom teaching, to design and complete a meal plan.	Students were familiar in using the google form in doing the project and sending the pics to the teacher.	It was good to use the google form to do the assignments and easy for students to do amendments. It would be continued to use in the future lessons.
3	Embroidery work	Tang SM	Tang SM	23-24	95-100% S1 students can apply the skills from the lessons, or videos from other online resources to design embroidery work.	All students have learnt the embroidery stitches and the design work was done on their apron and the door knob hanger.	Few students have used the stitches from the videos or other online materials. They would be encouraged to practise and try more stitches to decorate the designs in the future.
4	Dressing tips for different body figure types	Chan CF	Chan CF	23-24	100% S3 students could search 3 pictures of models from the fashion websites and analysed the principles and elements of fashion design for the chosen pictures. They could hand in 3 model pictures with the detailed explanation on the principles and elements of fashion design.	All students analyzed the principles and elements of fashion design for their chosen 3 model pictures. The result was found satisfactory.	More hints and examples should be given in labelling the model pictures. Students were told to write more principles and elements of fashion design on the pictures in order to score more marks.

8. Art Education – Music

Head of Department : Pun Tsz Yan

Main Theme of School Target: Build Together “Amoris Laetitia” Family

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning

Forms	Implementation	Person in-charge	Persons involved	Success Criteria	Assessment	Results & Evaluation
S.5	Students are encouraged to explore music they found in daily life. Topics related to music affecting world cultures and society, business and communication are discussed in class. Students are asked to do group presentation to investigate the development and formation of genres of music that they are interested in. Examples are given to arise interests of students to appreciate a wide variety of music genres.	Pun TY	Pun TY	History and Formation of the genres is introduced. Examples are given with elaboration and explanation. Good presentation skills.	Teacher evaluation	Most of the groups presented very well in the end-term presentation. Different types of music from different cultures were discussed and the interactions with the classmates were great. Students could often relate music business with other industries and pointed out the effects of on social, economic and environmental aspects.

Target 2C: To optimize the learning and teaching process with blended learning.

Forms	Implementation	Persons in-charge	Persons involved	Success Criteria	Assessment	Results & Reflection
S.1-4	Students need to preview the lives and music of some composers, Western and Chinese music instruments through YouTube. During the lessons, music Apps, music e websites, E-book, online quizzes, iPad and Google classroom would be applied for the topics learnt.	Pun TY	Pun TY music club committee members	100% of students participate in blended learning.	Continuous assessment, Music assignments	Notes and assignments were discussed and submitted with the aids of iPads and Google Classroom. Most of the students showed confidence in using these technologies and the efficiency was increased.

Target 3B: Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, ability, and helping them to search for their lives.

Forms	Implementation	Persons in-charge	Persons involved	Success Criteria	Assessment	Results & Reflection
S.1-5	Provide opportunities and channels for students to join different music activities / instrumental classes / performances in school and outside, to join music school teams and to participate in various music competitions.	Pun TY	Pun TY music club committee members	Over 80% of students join at least one of these musical activities.	- No. of students' participation and their attendance rate - Results / prizes attained	Over 90% of students from Junior form is learning an instrument or joining the choir. Students were enthusiastic in joining music activities such as singing contest and piano masterclass. Results from public competitions such as The Hong Kong Schools Music Festival were outstanding.

8. Art Education – Visual Arts(視覺藝術)

科主任：陳佩玲

2023-2024 視覺藝術科配合學校發展目標計劃檢討

1 共建喜樂愛的家庭

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思 Evaluation
從各級課題設計上配合主題，滲透相關價值觀，培育正面、積極的人生觀，帶出學校就是「家庭」的意識。	利用視覺日記簿紀錄創作過程、自我反思，及在創作中滲透「喜樂」、「愛」及「家庭」的價值觀。	陳佩玲	陳佩玲、王寶琮	建議中一至中三起碼有一次創作主題圍繞此項學校發展目標，課題可訂為「喜樂」、「愛」或「家庭」。	70%學生能根據創作主題搜集相關資料，紀錄創作過程，自我反思，並能有效地、投入地進行創作。	達標。學生在創作過程中都曾以這些價值觀作為探索的方向。 中一級(「我的獨特畫簿」配合「喜樂」的主題) 中二級(「正能量動態貼圖」配合「愛」的主題) 中三級(「心靈能量攝影」及「塗鴉玩樂無窮」能配合「喜樂」及「愛」的主題)	本學年能在初中實踐此目標。 例如在中三攝影創作中，學生會拍攝校園，欣賞校園不同角度和細微的美，從中擴闊學思考和探索的空間，以助她們更強化作品意念與價值觀的連繫與契合。

2 靈活運用不同的學習模式，照顧學生學習的多樣性，提升學與教成效。

行動 Tasks	資源/備註 Resources	負責老師 Person(s) in-charge	相關老師 Persons involved	推行過程(詳述) Implementation (in details)	成功 指標 Success Criteria	結果 Results	反思 Evaluation
善用不同的學習模式，讓不同的學生都有機會發揮所長，提升其學習興趣，繼而提升學與教(知識、技能、態度)。	利用視覺日記簿紀錄創作過程及自我反思，以不同的學習模式學習，認識藝術的情境、掌握創作技巧及過程，並培養創意思維能力。	陳佩玲	陳佩玲、王寶琮	善用多樣化的學習模式，例如創意思維技巧、五感教學法、資訊科技教學、實驗性質教學法、協作教學法、參觀活動等等，加強學生對創作技巧及右腦思考的鍛鍊，並照顧學生學習的多樣性。 在創作過程中，要讓學生明白創意思維的四個階段(準備、醞釀、豁朗、驗證)及學習運用水平思考和垂直思考模式，以促進學與教成效。	70%學生能開放地，以不同的學習模式學習並創作，更能以積極、投入、認真的態度學習，從中獲得愉悅、享受和滿足；並培養對藝術創作的興趣。	達標。學生一般都能對自己的創作有信心，並且有創作熱誠。 教師不斷從旁鼓勵及作出適切的指導(意念及技巧上)，以提高學生創作的信心；並引導學生嘗試不同的創作形式以鍛鍊其創意思維能力。	學生普遍能開放地，以不同的學習模式學習並創作，更能以積極、投入、認真的態度學習，從中獲得愉悅、享受和滿足；並培養對藝術創作的興趣。 日後需要繼續以不同的方式教學，善用資訊科技教學，提升學生的學習興趣、動機與效能。

9. Physical Education

Head of Department: Chu Ching Han

2023-2024

Annual Report of Physical Education

Target 2A: To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their horizon.

Forms	Implementation	Person involved	Success Criteria	Assessment	Results & Reflection
S.1 – S.6	To enhance students' interests and integrated their knowledge and skills across STEM education	Chu Ching Han & Leung Sin Yu	Over 80% of students participate in the STEM related lessons. Students' assessment. Observations and opinion given by students and PE teachers.	Teacher and peer evaluation will be used to assess the performance.	STEM related knowledge has been taught in Javelin, Shot put and softball throwing lessons. All students participated in the lessons and they are interested in the material taught. They answer questions enthusiastically.

Target 2C: To optimize learning and teaching process with blended learning.

Forms	Implementation	Person involved	Success Criteria	Assessment	Results & Reflection
S.1-S.6	Use of PE related Apps. Use of Polar monitor. Choice of suitable Learning Management System like Google Classroom.	Chu Ching Han & Leung Sin Yu	Over 80% of students participate in blended lessons. Students' assessment. Observations and opinion given by students and PE teachers.	Teacher and peer evaluation will be used to assess the performance.	Learning materials like youtube videos were unloaded to google classroom for pre-lessons. And turn in assignment through google classroom. All S2, S4-S6 students use Home court App. To finish the assigned workout in class and at home.

Target 3B: Broaden the horizons of the students, enabling them to understand their own strengths and weaknesses, personalities, ability, and helping them to search for their lives.

Forms	Implementation	Person involved	Success Criteria	Assessment	Results & Reflection
S.1-S.6	Encourage and recruit students to join sports team and to participate interschool's competitions according to their interest and ability.	Chu Ching Han & Leung Sin Yu	Participation rate of competition. Result of Interschool's competition.	Participation of competitions	About 1/5 of students participated in the inter-schools sports competitions and we got the brilliant results in Kwai Tsing District. (See 3 rd panel minutes)

3IV. Annual Group Programme Review

1. Student Formation and Student Support Team

Head of Department: Fong Pui Fan

Student development program 學生發展培育計劃

年級 / 發展主題	聯絡員	培育內容 / 策略/行動	成功指標	評估模式	結果
中一 融入校園、自律樂群 讓中一同學盡快適應中學生活，及與同儕相處的技巧；並強調盡責守規價值觀，培養自律精神。	翁幗瑞	班主任課：盡責任 (Discipline) 中一級訓導講話_警長講話 (Discipline) 中一新生預備班+歷奇 (Counselling) 情報管理工作坊 (Counselling) 班主任課：維繫友誼_大姐姐活動 早會：分組工作技巧(Civic Education) 中一學習技巧工作坊 (Academic) 早會:中一二學習反思 (Academic) 護苗講座 (性教育) (Spiritual Formation) 教導整理校服、個人衛生、家庭及學校角色與責任及禮貌待人等課題 (學生事務組 - 於科技與生活科剛開學課堂) (Student affairs, T&L) 早會: 資訊素養工作坊_網上沉溺行為(社工) 早會/班主任課；認識不同的興趣 (ECA) 班主任課：善用閒暇(Civic Education)	70% 培育內容如期進行	計算實際活動完成數目	達標
中二 正面思維、發掘興趣 讓中二同學深化自我管理技巧，包括時間管理、情緒管理，並在正面的人際關係中，嘗試參與不同活動，發掘興趣。	黃梓彤	課堂：自由與責任，信守誠諾 (ERE) 早會/班主任課: 德育/品德 (Civic Education) 學長講話/班主任課:自律(Discipline) 早會/班主任課：溝通技巧/處理衝突 (Counselling) 課堂：尊重他人 (ERE) 班主任課：情緒管理 (Counselling) 早會：不再拖延 (Fong PF) 早會：我與社群 中二成長營：從失敗中成長 (甚麼才算成功?) 早會/班主任課:中二學習反思 (Academic) 生命教育活動(環保_人與大自然連結) (Spiritual Formation) 中二級啦啦隊比賽(ECA) 早會:資訊素養工作坊_網上購物行為(社工) 課堂：自由與責任，信守誠諾 (ERE) 工作坊：Life education planning activity (LPECG) 課堂/班主任課：建立健康飲食習慣(Student Affairs) 課堂：美好的家 (ERE) 班主任課:興趣成就自己(ECA)	70% 培育內容如期進行	計算實際活動完成數目	達標
中三 勇於嘗試、突破自我 鼓勵同學參與不同活動，深化中三同學對自己的了解，包括自我的興趣、強弱項等，在過程中學習解決困難的方法並突破自我。	秦潔賢	班主任課：自我認識 (Li CY) 早會:自我認識：Understanding self and goal setting, follow up (LPECG) 早會/班主任課:課外活動與工作能力/共通能力(ECA) 班主任課：決策能力(社工) 全方位學習活動日(尋找方向) (LWL) 中三級領袖訓練(ECA) 中三級專題研習、時裝表演 (Academic) 早會:認識精神健康(社工) 課堂：心靈教育-正念呼吸 (ERE) 課堂：無懼壓力身心鬆弛 (ERE)	70% 培育內容如期進行	計算實際活動完成數目	達標
中四 面對挑戰、靈	黃楚苗	中四啟航(1) 學習方法+補習好嗎?(團隊建立) (Counselling) 班主任：完成一個班會活動 (ECA)	70% 培育內	計算實際活動	達標

<p>活反思</p> <p>讓中四同學盡快適應高中生活及學業要求，鼓勵不斷靈活嘗試及探索生涯方向。</p>		<p>容如期進行</p>	<p>完成數目</p>	
<p>中五堅定意志、積極向上</p> <p>讓中五同學訂立生涯目標及確認發展方向，以堅忍態度面對學業或升學壓力。</p>	<p>李俊逸</p> <p>班主任課：人生的裝備(Spiritual Formation)>壁報主題.(ECA) 課堂：團體中成長(ERE) 班主任課/早會：補習好嗎？(Academic) 課堂：學會做決定 (ERE) 班主任課；學習方法及態度,如何處理每日所學(學姐分享) (Academic) 班主任課：建立及推行學習小組 中四啟航(2) 學習技巧 (Academic) 早會：不再拖延(二) (Fong PF) 早會：還未學會! (Fixed and Growth mindset) (Fong PF) 生涯地圖-檢視我的學習經歷 (LPECG) 全方位學習活動日(訂立目標) (LWL) 班主任課：處理壓力 (社工) 課堂：心靈教育 大自然靈修 (ERE) 課堂：人生的渴求 生命的召叫(ERE) 早會/班主任課 (Fong PF)：提升抗逆力 早會/班主任課 (Fong PF)：社聯家居樂活：健腦手指操 早會/班主任課 (Fong PF)：24 即時通：由聆再出發>心靈滋養站</p>	<p>70% 培育內容如期進行</p>	<p>計算實際活動完成數目</p>	<p>達標</p>
<p>中六互相勉勵、感恩珍惜</p> <p>讓中六同學回顧過往經歷與學習，鞏固個人價值觀，為貢獻社會做好準備。</p>	<p>陳葆穎</p> <p>Briefing on JUPAS Application (LPECG) JUPAS Application:(LPECG) Introduction of EApps, and i-pass (LPECG) Create EApps account (LPECG) School talk (Multiple Pathway) (LPECG) 早會：維持(談)狀態/ 你準備好未？ (Fong PF) 班主任課：面對公開考試 (Civic education) 班主任課；健康的身心靈 (Fong PF) 課堂：藝術花茶_身心鬆弛 (ERE) 宗教堂：堅定自我價值 (Spiritual Formation / ERE) 宗教堂：藝術靈修(Spiritual Formation / ERE) 成人禮(感恩) (Spiritual Formation)</p>	<p>70% 培育內容如期進行</p>	<p>計算實際活動完成數目</p>	<p>達標</p>

2. Civic Education

負責老師：郭鳳玲老師

項目	行動	聯絡員	有關人士	時間	資源 / 備註	成功指標	評估模式	評估結果
一	國民教育週暨中華文化體驗 講座題目：在世界發展中的中華文明	郭鳳玲	公民教育組老師	22/1/2024 to 26/1/2024	1. 週會時向學生簡介講座主題內容 2. 國民教育週，有展板及遊戲介紹相關主題 3. 中華文化體驗設工作坊/攤位遊戲	1. 60%的同學認為透過相關的講座及活動能加深他們對該議題的認識。 2. 60%的同學認同該活動能提升他們對中華文化的認識	問卷調查	1. 80%的同學認為透過相關的講座及活動能加深他們對該議題的認識。 2. 100%的同學同意及非常同意該活動能提升他們對中華文化的認識
二	透過參加不同類型的培訓、活動、比賽、工作坊等、國情電影。	郭鳳玲	公民教育組老師	全年	活動類型包括以下，但不限於 1. 工作坊 2. 參觀 3. 比賽 4. 服務 5. 考察 6. 探訪 7. 電影欣賞會	參與活動的同學，有80%完成活動，並得到發揮機會。	隊員出席率 / 活動完成率	1. 中秋燈籠DIY(78.5%同學同意及非常同意活動能提升他們的國民身分認同) 2. 參觀香港新聞博覽館(86.7%同學同意及非常同意參觀活動有助你辨識資訊的真偽，建立慎思明辨的能力) 3. 文物修復工作坊(84.1%同學同意及非常同意活動能加深他們對中國歷史及中華文化的認識) 4. 點點星光國情電影欣賞會(87.5%同學同意及非常同意國情電影能提升他們對國家的認知及國民身分認同。) 5. 教大欺零融異半天工作坊(97.1%同學同意及非常同意工作坊幫助他們反思與別人相處時的態度及行為。94.2%同學同意及非常同意喜歡這個工作坊。) 6. 不同機構舉辦的網上問答比賽 7. 本地考察—東江縱隊抗日史蹟考察之旅(100%同學同意及非常同意活動能提升他們對國家歷史的認識及國民身分認同。)

								8. 荃葵青國家安全教育日攤位遊戲(出席人數：7位學生)
三	旗下講話 本組幹事及由基本法大使就國家不同方面的新聞進行分析，並與全校同學分享，藉此強化同學對國家發展及中華文化的了解與關注，從而提高國民身份認同。	郭鳳玲	公民教育組老師	全年	同學自行擬題、搜集資料及分析，並於升旗禮後與同學分享。	80%的旗下講話均由同學自發擬題及撰稿。	統計「旗下講話」次數	共進行9次「旗下講話」，100%由學生自選議題及分析。 (達標)
四	十大新聞選舉	郭鳳玲	公民教育組老師	1/2024	IPAD 進行投票	60%的同學認為透過投票活動能加深他們對該新聞的認識。	問卷調查	75%的同學認為透過投票活動能加深他們對該新聞的認識。 (達標)
五	《憲法》及《基本法》學生校園大使培訓計劃	郭鳳玲	公民教育組老師	10/2022 to 7/2023	參加由教育局舉行的培訓、參觀活動，並進而在學校協助老師推廣憲法及基本法活動。	60%的大使參加活動並協助老師推廣憲法及基本法活動。	統計校園大使出席活動的次數	大使參與了以下活動： 1. 國情電影欣賞會 2. 校園內推動基本法及憲法活動 3. 旗下講話

3. Discipline

Head of Department: Hui Yuk Wah

Target 2: To help students to develop self-discipline and integrity

Objectives /Programme	Person in-charge	Person involved	Time scale	Resources	Success Criteria	Mode of Assessment	Evaluation
To help students to develop self-discipline and integrity	HUI YW	Discipline teachers Disciplinary prefects Mentors Student Formation team	Throughout the year	1. Talks offered by discipline teachers, prefects. 2. Teaching materials of moral education would be provided to the class teachers so as to improve the self-discipline and integrity of the students. 3. Identifying students with problems of conduct and discipline at earlier stage by class teachers.	Number of cases of dishonesty dropped by 3% compared with the cases in last year	1. Record system 2. Grades obtained by students for their study attitude in Report cards	Satisfactory

4. Spiritual Formation

組聯絡人：陳浩華老師

目的：

- 使學生認識，及輔導學生尋求一種宗教信仰和宗教生活的方式。
- 引導學生尋找生命的意義，並在生活的際遇中體驗天主的臨在和祂的慈愛。
- 使學生認識宗教式信仰體系對人類文化和個人生命意義探求的貢獻。
- 對宗教和道德問題作出理性和明智的判斷。
- 提升在靈性、道德及社會方面的觸覺。
- 抱持積極的態度與其他宗教信仰者交往，並尊重他人信仰的權利。
- 循序漸進地讓學生領略天主教信仰的知識及內涵

目標(一)：培養學生的宗教情操

目的：培養學生的宗教感及豐富學生的祈禱經驗

行動	聯絡員	有關人士	時間	評估
天主教同學會常會	*黃梓彤 吳詠雯	中一至中六	全年	學生表現積極投入活動，大部分幹事都十分盡責
慈青日 2024 (24/2/2024)	*吳詠雯 翁逸薰修女	中一至中六	二月	由於與家長日同一天，故參加人數未能達標，只有 13 位學生參與
慕道班	*黃梓彤 翁逸薰修女	中一至中五	全年	共 19 位學生領受收錄禮
教友班	*陳浩華 吳詠雯	中一至中六	全年	學生出席率未能達標，除中六級外，全校出席率 81.4%，同學缺席原因大多因為需出席其他活動
宗教周	*陳浩華 黃梓彤	中一至中六	十二月	學生積極投入活動，宗教講座邀請了郭蕙漩醫生分享及獻唱，同學反應正面。
Call to Holiness	*陳浩華 吳詠雯 翁逸薰修女	中一至中三 中四至中六 自由參與	全年	參與人數未能達標，只有共 86 位學生換取禮物 老師反映學生遺失印花卡情況嚴重
海外朝聖	*黃梓彤	中一至中五	三月	為回應教宗方濟各《願祢受讚頌》通諭，學校

陳浩華 翁逸薰修女	同學		<p>於 4 月初舉辦了為期四天的「台灣保育靈修體驗團」，一行 33 人到訪台南、高雄及墾丁，除了到不同聖堂朝聖，亦到訪自然生態公園參加大自然體驗課程，及到不同學校交流，以了解當地的環保和保育文化。</p> <p>此行還安排同學到慈幼高級工商職業學校，與該校學生討論如何回應《願祢受讚頌》通諭。她們亦參觀了母佑幼兒園和隔鄰的羅蘭青少年中心，幼兒園每位學生須飼養小毛蟲，園內亦設有種植了不同植物的大果園，讓小朋友從小便接觸大自然。</p> <p>同學表現卓越投入，分享有深度，並於 5 月 14 日周會中與全校同學分享學習成果。</p>
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目標(二)：以多元化學習經歷推動生命教育及價值觀教育

目的：培育學生正確的價值觀、建立積極的人生態度

行動	聯絡員	有關人士	時間	成功指標	評估模式
推行靜觀活動 - 班主任節 - 宗教及倫理課堂	*陳浩華	中一至中六 倫宗科老師 及班主任	全年	未能達標，只有 65.6% 學生同意靜觀活動有助我身心鬆弛的鍛鍊 同學表達較喜歡純音樂的靜觀練習 同學表達不能投入午間靜觀的主要原因是	
舉辦午後靜觀活動	*陳浩華	中一至中六 科任老師 及班主任	全年	1. 太多雜念(53.1%) 2. 太累(40%) 3. 不想(27%) 4. 覺得不習慣(24.8%) 5. 覺得沒有用(24.1%)	
舉辦習練善終	*陳浩華 吳詠雯	中一至中六	全年(29/9, 30/11, 9/4, 16/5)	全年共進行了四次習練善終。透過老師分享，幫助學生認識生命的意義、積極面對逆境和挑戰及尊重和愛惜生命	
透過宗教活動及禮儀 中加強價值觀教育	*陳浩華 吳詠雯 黃梓彤 翁逸薰修女	中一至中六	全年	宗教活動及禮儀中傳遞了天主教價值觀	
舉辦主題早會以配合 學校發展目標(三): 讓學生建立正向思 維，了解人與自然的 關係	陳浩華	中一至中六	全年(17/10, 14/5)	於 5 月 14 日周會中與全校同學分享學習成果，以增加學生對環境保育的知識及提高她們對環境保育的意識 另外，7 位學生參加了慈青環保日	
明愛賣物會	陳浩華	中一至中五	九月至十一月 (19/11)	共 58 位學生協助籌辦明愛賣物會，共籌得善款 \$5492，幹事表示活動為她們提供了實踐服務學習的機會並實踐正面價值觀和態度(關愛、同理心)	
全方位學習日(跨組 活動)以提供學生與 大自然連結的學習經 歷	*陳浩華 翁嫻瑞	中二倫宗科 老師及班主 任	二月至三月	77.7% 學生同意活動能增加自己對環境保育的意識。 85.7% 中二及中五學生同意對環境保育的自己意識有所提高。	

目標(三)：增加公教老師的宗教、使命及團體感

行動	聯絡員	有關人士	時間	評估
教職員慕道班	黃梓彤	教職員	全年	共 3 位教職員參與，出席率為 95%
公教老師聚會	陳浩華 黃梓彤	公教教職員	上下學期 各一次	上下學期各一次，上學期為黃梓彤分享朝聖之旅；下學期由嘉賓分享「如何面對天主給人的磨難」
牧民常會	陳浩華	倫宗科老師	全年	每位倫宗科老師各參加了最少出席一次
修會聯會週年退省日	陳浩華	公教老師	六月	90%公教老師出席 6 月 14 日之修會聯會週年退省日

1. Life Planning Education and Career Guidance Team

Head of Team: Chun Kit Yin

Form	Development Theme	Implementation Strategies	Time	coordinator	Person involved	Success criteria	Evaluation
S.1	From Interest to Dream	<ul style="list-style-type: none"> - find out the personal qualities of successful people in different fields and the reasons why they are successful - explore own interests to build dream and devise a plan to make dream come true -foster positive attitude towards developing qualities of possessing creativity and innovativeness 	Jan 2024	Wong TT Chun KY	Fan KC & new member	- 80% of students completed the tasks assigned in the “Life Planning Education’ booklet (checked by teachers in the Team)	-due to time constraint and the feedback from the EDB, the program was divided into 2 parts. One was held after the first term exam (15/01/2024) and the other one was held in July (09/07/2024). - for part 1, the comments of students have been uploaded to S.1 SDP google classroom for reference and more than 80% of them could finish the tasks inside the booklet -around 65% of students agreed interest and dream can motive them to strive for success.
S.2	Setting SMART Goals	<ul style="list-style-type: none"> - be aware of the importance of life skills/transferable skills for future life-long learning - formulate short and medium term goals by goal setting, review, reflection and planning - foster positive spirit emphasizing the qualities of taking initiatives and responsibilities 	Mar 2024	Wong TT	Li CY new member	- 80% of students completed the tasks assigned in the “Life Planning Education’ programme (checked by teachers in the Team)	-the program was conducted on 25/03/2024 after the uniform test -3 hours once seems to be too long for students, so in next year, the program is suggested to take

							place in two separate dates -more than 80% of students completed the tasks in the booklet -nearly 70% of students agreed the program could help them understand the future trend and the way to equip themselves.
S.3	Making RIGHT Choices	<ul style="list-style-type: none"> - make a realistic self-assessment of interests, personal traits, achievements, academic aptitudes and abilities - relate results of self-assessment to academic and career goal setting - understand and apply decision making techniques to make informed and responsible senior secondary subject choices of study - be aware of and prioritize impacts of external influences (e.g. parents and peers) in making decisions - be aware parents of the close relation between subject selection, further study and occupation options** - foster positive attitude emphasizing the qualities of taking responsibilities and calculated risks 	Oct 2023 – Apr 2024	Fan KC	Chun KY & new members	<ul style="list-style-type: none"> - over 90% of students completed the Life Planning Education Project (checked by teachers in the Team) - more than 70% of students agreed that the talks, tasks, sharing sessions and group counseling were useful (by questionnaire) 	-nearly 90% of students agreed the program could help them understand how to make choice on elective subjects
S.4	Plans into Action	<ul style="list-style-type: none"> - be aware of the importance of life planning in senior secondary - gain better understanding of own personalities, skills, career interests and values towards work -recognise employment trends and associated learning opportunities through joining Career-Related Experience -foster positive attitude emphasizing the qualities of upholding 	Mar-Apr 2024	Chun KY	new members	- 80% of students completed the tasks assigned (checked by teachers in the Team)	-more than 80% of students agreed the tasks are useful.

		perseverance in times of uncertainty.					
S.5	Working Reality	<ul style="list-style-type: none"> - integrate personal growth and change into career development - relate and integrate learning outcomes from Career-Related Experience or work-based learning into exploration of study, training and work options -be aware of the university admission system (JUPAS) and multiple pathways to facilitate goal setting -foster positive attitude emphasizing the qualities of upholding perseverance in times of uncertainty and seizing the best of the opportunities ahead. 	whole year round	Li CY	new members	<ul style="list-style-type: none"> - 70% of students completed the tasks assigned (checked by teachers in the Team) - Every senior student has to join Career-Related Experience activity at least once within three years of NSS 	<ul style="list-style-type: none"> -98% of students joined the Career Live organized by St. James Settlement in March, 2024 -Around 90% of students agreed the talks are useful
S.6	Choices, Chances & Changes	<ul style="list-style-type: none"> -reflect personal growth over the past few years to refine their academic and career plan and realize the limitations to actualize their personal goals -understand the qualification system and comprehend qualifications required and offered by various study or training options -evaluate and make critical use of unbiased, impartial and updated information and guidance from various sources to make informed choices about future pathways -be aware parents of the strategies of making and modifying JUPAS choices and multiple pathways -foster positive attitude emphasizing the qualities of upholding perseverance in times of uncertainty and seizing the best of the opportunities ahead. 	<p>Sept – Dec 2023</p> <p>Jul 2024</p>	Chun KY	Li CY & new members	<ul style="list-style-type: none"> - 70% of students completed the tasks assigned (checked by teachers in the Team) - 70% of students agree that the talks, tasks, sharing sessions and individual counseling are useful (by questionnaire) 	<ul style="list-style-type: none"> -nearly 90% of students completed the tasks assigned (the worksheet for them to rank 20 program choices) -more than 88% of students agreed the talks, tasks, sharing sessions and individual counseling are useful - more than 86% of parents agreed Parents' Talk to them are useful

6. General Guidance Team

Head of Team : Yung Kwok Sui

	Tasks	Coordinator	Person(s) involved	Time	Resources	Purpose	Success Criteria	Mode of Assessment	Results:
1	Personal guidance	Yung KS	Vice-principal Counseling team School Social Worker Class teachers	Whole Year	School social workers	Increase life skills for student to handle day-to-day problems. Increase sense of self-efficacy.	Support received by the students in need.	Individual emotional status	Students received emotional support. Total no. of cases until 23/5/2024: 24 Counselling teachers: 30 Social workers: 89
2	Senior Student Helper Scheme	Yung KS	Vice-principal Counseling team	Whole Year	School based support	Create positive social environment. Increase life skills for student to handle day-to-day problems.	Students' degree of participation in the activities. Over 80% students agree this plan can help them in problem solving and to care for each other more.	Observation Results of survey	Target achieved. Senior student helpers arranged different kinds of activities. Participants were enthusiastic in joining the activities.
3	Self-Improvement program	Yung KS	Class teachers	Whole Year	/	Create positive social environment. Increase sense of self-efficacy.	Students who received 1 Black Mark were helped	No. of completion cases	9 participants joined in first term and 3 participants joined in second term. All of them met the requirement of the program successfully.
4	Student mental health survey (DASS21)	Yung KS	Counseling team Class teachers School Social Worker	9/2023	Questionnaires	Increase sense of self-efficacy.	Students who received counselling services have their stress release.	Students emotional status	6 students scored high in the severe or extremely severe categories. 7 students indicated the need to talk to school's counselling personnel. All of them were followed by counselling teachers and social workers.
5	Student Development Program	Fong PF	Counseling team School Social Worker Class teachers	Whole Year	Student Formation and Student Support School social workers	Create positive social environment. Increase sense of self-efficacy.	Prepare materials to be used in class teachers period or arrange presentations for school assembly in different themes	Observation	All materials required were well prepared and were used by CT in CTP. Students learned the messages delivered in CTP.

6	Survey on the S.1 students' and parents' familial and living conditions	Yung KS	S1 Class teachers	8/2023	Questionnaires	/	Completion of Questionnaires	No. of completion of Questionnaires	Target achieved.
7	S1 Adventure Camp	Yung KS	/	24/7/2023	Buy service from The Salvation Army	Increase life skills for student to handle day-to-day problems.	Students' degree of participation in the activities. Over 80% students agree this camp helped them to know more about themselves and to improve their interpersonal skills.	Observation Results of survey	Adventure Camp was held during the preparatory class in August. Participants were enthusiastic in joining the activities. They agreed this camp helped them to know more about themselves and to improve their interpersonal skills.
8	S1 Counselling Activity	Yung KS	S1 Class teachers	12/1/2024	Buy service from HKFYG	Increase sense of self-efficacy.	Over 80% students agree this camp helped them to know more about how to deal with their different emotions and keep mental health.	Results of survey	Participants agreed that the activity helped them to know more about different emotions. They received encouragement the activity.
9	S.1 Preparatory class	Yung KS Fong PF	SSH	18-24/7/2024	/	Create positive social environment. Increase life skills for student to handle day-to-day problems.	Students degree of participation on the day of program	Observation	S.1 students familiarize themselves with the school campus and people from different groups
10	S.2 Growth Scheme	Yung KS	S.2 Class teachers Counseling team	3/2/2024	Buy service from organizations, such as The Hong Kong Federation of Youth Groups	Increase sense of self-efficacy. Increase life skills for student to handle day-to-day problems.	Students' degree of participation in the activities. Over 80% participants agree that this program can achieve its aims.	Observation Results of survey	The program was held in school for two hours. Participants agreed that the program facilitate positive attitude towards difficulties, and also understand how to use the past experience for chasing better future.
11	S.4 Social service program	Wong CM	S.4 class teachers	Whole Year	NGOs	Increase sense of self-efficacy.	Over 80% of participants agreed that the program	Results of survey	Of all S. 4 students, a total of 16 groups were formed this year. With the help of

							help them to understand the skills, attitude and knowledge about social service		two organizations. All of them, completed the basic requirement of having a total of 20 - hour service experiences including training and actual practice. Programs still progressing. The online survey will be conducted on June 2024.
12	S4 Students Adaptation program	Yung KS	S.4 class teachers	23/9/2023	Buy service from organizations, such as The Salvation Army	Create positive social environment. Increase life skills for student to handle day-to-day problems.	Students' degree of participation in the activities. Over 80% of participants agreed that the program help them to understand the skills, attitude, and knowledge about senior school life.	Observation Results of survey	The first part of the program was held in school for half day. Students' feedback and participations met the success criteria. The Second part of program was held online. 6 subjects were offered for students.
13	S.5 Motivation program	Yung KS	S.5 class teachers	25/3/2024	Questionnaires	Increase sense of self-efficacy. Increase life skills for student to handle day-to-day problems.	Students' degree of participation in the activities. Over 80% of participants agreed that they have a clearer sense of direction, received emotional support from others and are better prepared psychologically for the exam.	Observation Results of survey	Majority of participants agreed that the program facilitate positive learning attitude and planning towards examination. They received encouragement from teachers and classmates.
14	Counselling on S6 HKDSE results release	Yung KS	Vice-principal Counseling team School Social Worker	17/7/2024	Career team	/	Mental cares to students with unsatisfactory results	Observation	Students with negative emotion were taken care of.

	項目	聯絡員	有關人士	時間	資源	目的	成功指標	評估模式	結果
1	個人輔導	翁愷瑞	副校長 輔導組成員	全年	學校社工	提升學生生活技能以 應付每天面對的各種	接受輔導的同學情緒及 其他方面得到支援	同學的情緒行為表現	同學能夠獲得情緒上的支援。

			學校社工 班主任			難題。 提升學生自我效能感。			直至 23/5/2024, 輔導學生個案總數：有待確認 老師：24 社工：89
2	大姐姐計劃	翁嫻瑞	副校長 輔導組成員	全年	學校資助	營造正向社交環境。 提升學生生活技能以應付每天面對的各種難題。	學生投入參與活動 有 80%的同學表示這個活動能夠幫助她們解決疑難	觀察 問卷	達標。 大姐姐舉辦了不同類型的活動照顧中一新生，參加者都能投入活動。
3	改過遷善計劃	翁嫻瑞	班主任	全年	/	營造正向社交環境。 提升學生自我效能感。	因為特定原因而被記一個缺點的同學能夠順利完成計劃	完成計劃同學的數目	上學期 9 個學生參加計劃，均成功申請。 下學期共 3 個學生參加計劃。
4	精神健康問卷	翁嫻瑞	輔導組成員 班主任 學校社工	9/2023	問卷	提升學生自我效能感。	同學完成該問卷及有壓力的同學得到關心	同學的情緒行為表現	6 個學生的結果呈現在壓力、焦慮、緊張三方面均較嚴重；而有 7 個學生指明要見輔導人員，所以社工及輔導老師約見了以上所有學生。
5	學生發展培育計劃	方佩芬	輔導組成員 學校社工 班主任	全年	學生培育及支援部門 學校社工	營造正向社交環境。 提升學生自我效能感。	配合學生培育及支援部門的培育主題及活動製作相關材料及安排週會活動	觀察	達標。所有資料完成及供各級班主任使用，同學均學習了不同的課題及相關的概念。
6	中一學生及家長家居生活問卷調查	方佩芬	中一級班主任	8/2023	問卷	/	中一級學生及其家長完成有關問卷	完成問卷的數目	達標。
7	中一歷奇訓練	翁嫻瑞	/	24/7/2023	坊間機構	提升學生生活技能以應付每天面對的各種難題。	學生投入參與活動 有 80%的同學表示這個活動能夠幫助她們認識自我及學習與人相處	觀察 問卷調查	歷奇訓練在 7 月中一新生預備班期間進行，學生反映活動有助她們認識自我及學習與人相處的技巧。
8	中一輔導活動	翁嫻瑞	中一級班主任	12/1/2024	坊間機構	提升學生自我效能感。	有 80%的同學表示這個活動能夠幫助她們認識不同的情緒，並了解如何面對以保持精神健康	問卷調查	同學表示這個活動能夠幫助她們認識不同的情緒，並了解如何面對，得到了正面的鼓勵。
9	中一新生預備班	翁嫻瑞 方佩芬	大姐姐	18-24/7/2024	/	營造正向社交環境。 提升學生生活技能以	讓中一同學認識校園環境及學校的大姐姐計劃	觀察 同學投入程度	中一同學在預備班中認識不同團隊及校舍設施。

						應付每天面對的各種難題。			
10	中二級成長營	翁幗瑞	中二級班主任 輔導組成員	3/2/2024	坊間機構	提升學生自我效能感。 提升學生生活技能以應付每天面對的各種難題。	學生投入參與活動 有 80%的同學表示這個活動能夠達到預期目標	觀察 問卷調查	活動有助學生以正向思維面對困難，並且體會到如何轉化過往經歷成為動力。
11	中四級社會服務	黃楚苗	中四級班主任	全年	盛恩中心 葵芳青協	提升學生自我效能感。	有 80%同學同意活動能讓她們認識社會上人士的需要，策劃及推行服務時能掌握技巧及態度	問卷調查	學生分 16 組到兩間機構服務，全部學生能完成 20 小時的服務練習外，其他學生均已完成。 活動仍進行中，6 月才完成活動後問卷評估。
12	中四級啟航營	翁幗瑞	中四級班主任	23/9/2023	坊間機構	營造正向社交環境。 提升學生生活技能以應付每天面對的各種難題。	學生投入參與活動 有 80%同學同意活動能夠令她們認識高中生活應有的態度	觀察 問卷調查	第一部分在校活動，學生問卷結果顯示同學在活動中了解高中生活的要求並會努力嘗試適應。 第二部分活動由舊生分享各科讀書心得，共有六科參與活動，大部份中四同學均有參加活動。
13	中五起動計劃	翁幗瑞	中五級班主任	25/3/2024	問卷	提升學生自我效能感。 提升學生生活技能以應付每天面對的各種難題。	學生投入參與活動 有 80%同學同意活動能夠令她們認清方向、做互相鼓勵中增加面對壓力的勇氣	觀察 問卷調查	學生同意活動能夠令她們認清方向、做互相鼓勵中增加面對壓力的勇氣，繼續前行。
14	中六文憑試放榜輔導	翁幗瑞	副校長 輔導組成員 學校社工	17/7/2024	升學就業輔導組	/	情緒激動及成績欠佳同學受到安撫	觀察	有情緒需要的同學得到照顧。

7. Information Technology Team

Head of Team : Tang Siu Lung

Functional Group : IT Assisted Education Teacher-in-charge : Tang S L Year : 23 / 24

Evaluation and Reflection

We aim to cultivate in our students a thirst for 21st-century knowledge and strive to align with the Education Bureau's strategies on IT in Education.

Led by the IT Steering Committee and supported by the IT Secretary (student group), the IT Implementation Team promotes and facilitates the integration of IT in both teaching and learning processes.

Our entire campus is covered by a wireless local area network (WLAN), and all classrooms and special rooms are equipped with networked computers and smartboards, facilitating the "Bring Your Own Device" (BYOD) and blended learning and teaching strategies. The school also provides additional iPads for mobile learning, ensuring uniformity of devices.

To support IT-assisted learning and teaching, we have the Multimedia Learning Center (MMLC) and Information Technology Learning Center (ITLC) available for conducting lessons across all subjects. Moreover, these centers remain open after school hours for students to engage in individual learning.

Our School Intranet systems (myITSchool and eClass) provide accounts for teachers, students, and parents, serving as a platform for communication, learning and teaching, and school administration.

We have subscribed to Microsoft Office 365 for Education, enabling students and teachers to effectively organize learning and teaching materials for personalized and collaborative learning experiences. Additionally, they can freely install the latest version of MS Office applications on their computers and mobile devices.

Our school utilizes the open-source Learning Management System - Moodle, as well as MS Teams and Google Classroom, to provide a Virtual Learning Environment for students to engage in learning activities both inside and outside the school. We have also subscribed to various online e-learning resources such as HKedCity Online Question Bank (OQB), BrainPOP, Playposit, Edpuzzle, Canva, Padlet, and Goodnotes for Education.

To enhance the efficiency of school data collection and management, our school has adopted the E-platform for School Development & Accountability (ESDA), a web-based application. This platform promotes data-driven school self-evaluation under the School Development and Accountability framework, enabling us to gain a deeper understanding of our school's developmental trajectory and formulate context-specific development plans.

我們致力於培養學生對 21 世紀知識的渴求，並努力與教育局的資訊科技教育策略保持一致。

由資訊科技領導委員會領導及資訊科技秘書組(學生小組)的協助下，資訊科技執行組促進和推動資訊科技在教學和學習過程中的整合。

我們整個校園都覆蓋著無線區域網路 (WLAN)，所有教室和特別室都配備了聯網電腦和智慧型白板，以促進「自帶設備」(BYOD)和混合學習和教學策略。學校還提供額外的 iPad 用於行動學習，確保設備的統一性。

為了支持資訊科技輔助的學習和教學，我們擁有多媒體學習中心 (MMLC) 和資訊科技學習中心 (ITLC)，可供所有科目進行課程教學。此外，這些中心在放學後仍然開放，供學生進行個人學習。

我們的學校內聯網系統 (myITSchool 和 eClass) 為教師、學生和家長提供帳戶，作為溝通、學習和教學以及學校行政管理的平台。

我們訂購了微軟 Office 365 教育版，使學生和教師能夠有效地組織學習和教學材料，以進行個性化和協作的學習體驗。此外，他們可以自由地在電腦和行動裝置上安裝最新版本的微軟 Office 應用程式。

我們的學校利用開源學習管理系統 - Moodle，以及 MS Teams 和 Google Classroom，為學生提供虛擬學習環境，讓他們可以在校內外參與學習活動。我們還訂購了各種線上電子學習資源，例如 HKedCity 線上題庫 (OQB)、BrainPOP、Playposit、Edpuzzle、Canva、Padlet 和 Goodnotes for Education。

為了提高學校數據收集和管理的效率，我們學校採用了基於網路的應用程式「學校發展與評估電子平台」(ESDA)。該平台在學校發展與評估框架下促進數據驅動的學校自我評估，使我們能夠更深入地了解學校的發展軌跡，並制定針對具體情況的發展計畫。

List of Activities/Tasks

Task	Person in-charge	Person involved	Time scale	Resources	Success Criteria	Mode of Assessment	Achievement Report
Procurement of 45 240Gb SSDs for upgrade desktop computers of ITLC	Tang S L	Thomas	9/2023-8/2024	OITG (\$14,000)	Devices work properly.	Check function of devices.	Successful
Interactive Touch Panel (Digital whiteboards) for GP Room	Tang S L	Thomas	9/2023-8/2024	School fund (\$70,000)	Devices work properly.	Check function of devices.	Successful
Wireless microphone for Hall 4 handheld X 2	Tang S L	Thomas	9/2023-8/2024	School fund (\$32,000)	Devices work properly.	Check function of devices.	Successful
Implementing new functions of "Microsoft Education" & "Google for Education"	Chik CY	Tang S L Lee K F Thomas	9/2023-8/2024	Microsoft 365 Education Google for Education	Successful implementation	Check implementation of functions	Successful

Critical Evaluation & Plan for 2024/2025

Task	Person in-charge	Person involved	Time scale	Resources	Success Criteria	Mode of Assessment
Replace malfunction IT equipment	Tang SL	Thomas TSS	9/2024-8/2025	IT Grant, School fund.	Replaced items work properly.	Check function for replaced items.
Procurement of new IT equipment for Learning & Teaching	Tang SL	Team members	9/2024-8/2025	IT Grant, School fund.	Purchased items work and used properly.	Check usage and function for purchased items.
Procurement of new e-learning resources	Tang SL	Team members	9/2024-8/2025	IT Grant, School fund.	Purchased items work and used properly.	Check usage and function for purchased items.

8. Library

2023-2024 年度圖書館工作評估

負責人: 圖書館主任伍人壯老師 (閱讀推廣組聯絡員)

目標一: 配合學校發展計劃 Main Theme: Build Together “Amoris Laetitia” Family (共建愛的喜樂家庭) - II. Student Academic Development: To develop the curriculum with multiple pathways catering to learning diversity; III. Student Formation and Student Support: To create a positive learning experience from which our students are equipped with the ability to live and think positively towards themselves, establish healthy social relationships, and adopt responsible living styles so that they will accept and appreciate their value as a human being and thereby developing a sense of contentment in their life - 積極加強促進校園跨課程閱讀文化, 鼓勵廣泛閱讀, 發展「從閱讀中學習」, 亦會配合學校發展計劃學術及學生培育方面的需要增購和推廣相關的閱讀材料

- 目的: 1. 繼續發展本校圖書館的館藏及設備, 豐富圖書館的網頁, 加入更多自學的資源
2. 教導學生認識圖書館的資源, 社會資源及掌握基本資訊技巧, 以培養學生的自學能力
3. 繼續活化圖書館內館藏, 尤其有關正向思維的書籍; 以不同形式鼓勵及協助學生閱讀不同學習領域的書, 多多思考及交流, 分享閱讀心得, 深化閱讀, 豐富人生。

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式	評估/結果																																			
A. 閱讀紀錄 - 圖書館每年代全校學生紀錄閱讀歷程 - 圖書館九月向全校介紹圖書館閱讀網頁及鼓勵學生登入網頁作閱讀分享。 -(中、英文科老師配合, 在班中選出廣泛閱讀班代表, 負責。。。)	圖書館主任老師	中、英文科老師 廣泛閱讀班代表, 每級最高借閱數量學生 圖書館學長 圖書館文員	9-4 月底 平均每 個學期 3 個月	主要是學校資源	180 位同學曾使用閱讀網頁分享心得	按活動參與情況及資料數據評估	同學於閱讀後在 google Classroom 電子平台上撰寫了 305 份書評, 作閱讀分享。 以下是第一學期/第二學期的紙本書籍借閱記錄。 全年: (共借閱紙本書 427 冊)																																			
							<table border="1"> <thead> <tr> <th>Online Bk Review</th> <th>S.1</th> <th>S.2</th> <th>S.3</th> <th>S.4</th> <th>S.5</th> <th>S.6</th> </tr> </thead> <tbody> <tr> <td>Class A</td> <td>3 / 4</td> <td>11 / 0</td> <td>0 / 0</td> <td>0 / 2</td> <td>2 / 0</td> <td>1 / 0</td> </tr> <tr> <td>Class B</td> <td>18 / 1</td> <td>23 / 36</td> <td>0 / 4</td> <td>4 / 4</td> <td>13 / 2</td> <td>0</td> </tr> <tr> <td>Class C</td> <td>35 / 49</td> <td>25 / 22</td> <td>15 / 6</td> <td>1 / 6</td> <td>7 / 0</td> <td>0</td> </tr> <tr> <td>Class D</td> <td>12 / 81</td> <td>8 / 5</td> <td>4 / 3</td> <td>3 / 5</td> <td>5 / 3</td> <td>0</td> </tr> <tr> <td>total Students</td> <td>68 / 135</td> <td>67 / 63</td> <td>19 / 13</td> <td>8 / 17</td> <td>27 / 5</td> <td>1 / 0</td> </tr> </tbody> </table>	Online Bk Review	S.1	S.2	S.3	S.4	S.5	S.6	Class A	3 / 4	11 / 0	0 / 0	0 / 2	2 / 0	1 / 0	Class B	18 / 1	23 / 36	0 / 4	4 / 4	13 / 2	0	Class C	35 / 49	25 / 22	15 / 6	1 / 6	7 / 0	0	Class D	12 / 81	8 / 5	4 / 3	3 / 5	5 / 3	0
Online Bk Review	S.1	S.2	S.3	S.4	S.5	S.6																																				
Class A	3 / 4	11 / 0	0 / 0	0 / 2	2 / 0	1 / 0																																				
Class B	18 / 1	23 / 36	0 / 4	4 / 4	13 / 2	0																																				
Class C	35 / 49	25 / 22	15 / 6	1 / 6	7 / 0	0																																				
Class D	12 / 81	8 / 5	4 / 3	3 / 5	5 / 3	0																																				
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行動	聯絡員	有關人士	時間	資源	成功指標	評估模式	評估/結果
B. 閱讀獎勵計劃 1. 個人閱讀精英獎 - 獎勵每級借閱書本數量最高的 1 位學生, 六級(上學期)/ 五級(下學期) 共 11 位 - 獎勵全校借閱量最高的 10 位學生。上、下學期共 20 位每學期結算一次, 全年結算兩次。(學生不用個別報名, 自動參加, 但要鼓勵通知她們) 2. 全年班際閱讀精英獎 獎勵每級全年累積借閱量最高的班, 下學期計算, 共 5 級。	圖書館主任	圖書館主任; 全體老師; 班主任; 圖書館助理; 圖書館學長	9-4 月底 平均每 學期 3 個 月	校內活動 由學校資助	獲獎者在學校圖書館至少擁有一個穩定頻繁的借閱記錄。 換句話說, 她每週必須至少借一本圖書館紙質書/物品。 獲得此獎勵的班級為每個學期該班同學在學校圖書館系統	按資料數據評估	見附件(一)

					中平均擁有至少 2 次紙質圖書 / 資料借閱記錄的班級。		
3. 讀後感寫作比賽(英文電子書及 Britannica School 大英百科全書)	圖書館主任	圖書館主任、中·英文科主任	9-4 月底	校內活動由學校資助	16 位同學獲得閱讀精英獎。中一至中四班平均每班一名學生獲得。於散學禮頒獎給同學。	按活動參與情況及資料數據評估	中、英文科主任在 5 月前收集了每班最佳閱後感。中一、中三同學參加了中文讀後感寫作比賽; 中二、中四則參加了英文讀後感寫作比賽。將於散學禮頒發證書及 50 元書券給 16 位得獎同學。

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式	評估/結果
C. 營造校內閱讀氣氛							
1. 張貼海報及活動資訊, 營造校園閱讀氣氛	圖書館主任	圖書館助理 吳詠雯負責	整年	圖書館各主辦機構及學校資助	全年最少張貼海報及活動資訊二次(上、下學期最少各一次)	按拍照記錄評估	有拍照記錄, 每收到適合海報均有張貼於壁佈上。
2. 組織讀書會	圖書館主任	伍人壯; 陳樹鳴; 吳詠雯	平均每 3 個學期		每個讀書會有 6 名學生參加, 由一名教師和至少一名同學領導組織。至少拍一張集體照。	按拍照記錄評估	今年共舉辦讀書會活動 8 次。學生領袖組織了兩次讀書俱樂部。一次讀書會由 3D 學生主持。Ms NgInnerve 和 Mr.Chan SM 組織了 3 次活動。EdvenueLimited 又辦了兩次。讀書會於以下日期進行: 16/9, 22/10, 24/11, 26/1, 2/2, 7/3, 11/4/3, 17/6
3. 語文科老師及圖書館主任(在圖書館堂)鼓勵學生以不同形式作閱讀分享, 填寫分享記錄表, 並參加讀後感寫作比賽, 提高學生的成功感	圖書館主任	中文科及英文科老師	全年		中一至中三學生至少提交一篇書評。		在下學期, 有 340 位同學於閱讀後在 google Classroom 電子平台上撰寫了 305 份書評, 作閱讀分享。
4. 協助推行晨讀課(星期三, 中一至中四) 每 3 次靜讀後, 佳有一次 <u>圍讀</u> 活動 (13/9, 27/9, 4/10, <u>11/10</u> , 18/10, 25/10, 1/11, <u>15/11</u> , 22/11, 29/11, 6/12, <u>13/12</u> , 24/1, 21/2, 28/2) 由 3 月份開始有 5 次閱讀分享, 同學在班上向老師同學分享書本 6/3, 20/3, 17/4, 24/4, 8/5	鄧穎雯老師負責統籌	圖書館主任、全體老師	全年		所有學生在課堂上分享一本書。班主任於 2024 年 5 月 17 日或之前上交閱讀分享記錄表。每班有一位同學不僅用敘事來分享, 他還嘗試改寫故事結局或角色扮演部分有趣的內容。		所有預定的閱讀時段均按計劃成功進行。如果其他週三也鎖定為閱讀時段, 對建立閱讀習慣上將做成積極作用。將來若能鎖定週三只進行晨讀課, 相信會有顯注效果; 學生更投入閱讀。班主任在 5 月 17 日交了讀書分享表現突出的學生名單。願意在下一學年分享她的閱讀的人六月份參觀了書店。並獲得書券以作鼓勵。
D. 校內外有關閱讀的活動							
1. 讀書會: 上、下學期最少各 3 次	圖書館	圖書館	9-4 月	圖書館	讀書會	按活動	見 C2 & 與 eco Club, STEM 合作使

	書館主任	主任、圖書館學長圖書館助理中英文科老師	底	各主辦機構及學校資助	舉行1次 我的讀書會 舉行1次 書商書展1次 圖書館小型書展/好書介紹:2次 每兩個月更新1次共4次 每約一至兩個月更新1次共5次 中文學會主持2個攤位、英文學會主持2個攤位、圖書館學長主持2個攤位進行圖書推廣活動 圖書館學長能夠 1. 激發學生的閱讀興趣, 2. 清晰介紹圖書館設施, 及週三的閱讀活動 3. 邀請老師/學生作閱讀分享 圖書館學長能夠介紹作家, 組織閱讀獎頒獎典禮。客座演講者能夠激發學生的閱讀興趣 復活節假期學生積極參與活動	參與情況及資料數據評估	用天然指示劑染布。 見C2 上學期舉行了1次書展 圖書館文員自9月至4月以來, 除2月份外, 每個月都會展出30本新的印刷版和紙本書。 全年更新了2次 每兩個月更新了1次 3月6日(三)8日(五) 中午 12:15 -12:40 pm 中文學會主持了2個攤位、英文學會主持了2個攤位、圖書館學長主持了2個攤位以攤位遊戲形式進行圖書推廣活動 圖書館學長能激發學生的閱讀興趣, 清晰介紹圖書館設施, 及週三的閱讀活動, 邀請老師/學生作閱讀分享 2月請了突破機構游欣妮作家主持分享講座。 此活動延期並於6月18日完成。參與者包括圖書館學長及那些在晨讀課期間有出色閱讀分享的同學。
2. 我的讀書會: 1-2次							
3 書商書展: 1次							
4. 圖書館小型新書書展/好書介紹: 2次所有圖書館新書先於館內展出一周, 才外借或老師組織/舉行好書推介							
5 圖書館推廣閱讀固定壁報三塊: 其中兩塊 1-2次							
6. 另一塊圖書館推廣閱讀小壁報一塊: 約一至兩個月更新1次							
7. 閱讀週: 主科學會於午膳主持「閱讀嘉年華」6個攤位 3月5日(二)、6日(三)、8日(五) 中午 12:15 -12:40 pm							
8. 早會: (學校安排 6/9, 19/12 早會時段 2次, 為全校推廣閱讀。							
9. 閱讀/作家講座 6/2/2024: 1次							
10. 參觀書店							
11- 培養中一、二資訊素養	圖書館主任	方佩芬老師 學校培育組	9-10月底				資訊素養由學校培育組負責。 9月中二參加了一次有關欺凌的講座

E. 圖書館網頁 一配合短期獎勵及年終閱讀精英獎鼓勵學生閱讀及使用閱讀網頁分享心得 一繼續更新充實網頁內容	圖書館主任	I. T. 同事 圖書館助理、圖書館學長	全年	圖書館	成功使用電郵發放遲還及領取預訂書籍通知	按活動參與情況及資料數據評估	圖書館文員每月都推出並在展覽區展示新書。並在電子閱讀平台上進行提醒與告示。
F. 圖書館課 中一至中三圖書館課：	圖書館主任	圖書館主任、圖書館助理	9-3月	圖書館	中一至中三圖書館課	按活動參與情況及資料數據評估	於10月及1月中旬舉行中一至中三圖書館課。全年利用缺席老師的課堂向同學介紹電子書並請同學撰寫書評或向學校推荐好書。

目標二：培養學生正面喜悅的社交能力及對自我及社會的承擔精神

目的：透過圖書館流通及推廣閱讀活動培訓組員正面喜悅的社交能力、領導能力、組織能力及團隊精神

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式	評估/結果
A. 新組員的訓練及管理 透過圖書館流通活動，培訓組員有正面喜悅的社交能力，以微笑禮貌地服務進館同學	圖書館主任	圖書館主任 圖書館管理組、 圖書館助理	全年	圖書館 課外活動費	會議及當值出席率達50%； 圖書館秩序良好； 推廣活動能按時完成。 圖書館主任曾在培訓中教導組員擁有正面喜悅的社交能力的重要性，並要求組員以微笑禮貌地服務進館同學	觀察 工作表現 統計 出席率	有2/3圖書館組員在參與會議及當值出席率達50% 組員知道擁有正面喜悅的社交能力的重要性，並以微笑禮貌地服務進館同學
B. 舊組員 A. 協助新組員的訓練及管理 B. 舊組員 一參與培訓新組員 組員亦擔當閱讀大使的角色，獲培訓後組員正面喜悅地協助籌辦各項推廣閱讀活動，如晨讀課，午間閱讀活動及讀書會等較學術性的推廣閱讀活動，從而提升她們的學術能力，領導組織能力，團隊精神及推廣技巧	圖書館主任	圖書館主任 圖書館管理組、 圖書館助理	全年	圖書館 課外活動費	會議及當值出席率達50%； 圖書館秩序良好； 推廣活動能按時完成。	觀察 工作表現 統計 出席率	有2/3圖書館組員在參與會議及當值出席率達50% 圖書館秩序有時不理想； 同學在討論時聲浪太大、。 推廣活動能按時完成。 包括9月及10月閱讀推廣週會、2月作家分享講座、1次書展及讀書會等等。

1) 跟據 eClass 記錄，學生今年借閱實體圖書共 415 本。

	S1	S2	S3	S4	S5	S6	Total
Books bought before 2020-	124	83	19	17	24	1	268
特藏	0	0	0	0	0	0	0
哲學總論	14	3	1	0	6	0	24
宗教總論	0	0	0	0	0	0	0
自然科學總論	1	0	0	0	0	0	1
應用科學總論	9	5	0	2	2	0	18
社會科學總論	1	0	0	0	0	0	1
中國史地總論	17	19	6	3	3	0	48
世界史地總論	1	0	0	0	0	0	1
語言文字學	17	19	6	3	3	0	48
美術總論	4	2	0	0	0	0	6
Ebook	0	0	0	0	0	0	0
Reference	0	0	0	0	0	0	0
Reference	0	0	0	0	0	0	0
total	188	131	32	25	38	1	415

2) 借閱學校圖書館紙本書次數最多的前五名學生：

上學期：(從九月到十二月共有 16 週，每兩週至少借一本書。)

17 本 2B13 LAU CHING YU KITTY 劉靖瑜
 11 本 2C10 HUANG LAM HEE KAFFY 黃林焮
 13 本 5B11 LO SZE CHING CHLOE 盧詩程
 13 本 2B15 LEE HOI CHING HEIDI 李海澄
 13 本 1C24 TAN SHUN YI Lucia 覃順怡

下學期：(從一月到五月共有 16 週，每兩週至少借一本書。)

16 本 2B13 LAU CHING YU KITTY 劉靖瑜
 16 本 2C10 HUANG LAM HEE KAFFY 黃林焮

3) 電子書 [金閱閣校園版 SJRC](#) 閱讀紀錄：

假設：全年 12 個安靜閱讀時段，每時段 25 分鐘，共 5 小時。共有 73 名學生有 5 小時或以上的記錄。

2A WONG KIT TSAM HANNAH 黃潔沁 22 小時
 3B LAM KA YI ALINA 林嘉兒 22 小時
 2C LAU HIU MAN CHARMAINE 劉曉敏 21 小時
 2B LAU TSZ WING CHLOE 劉梓穎 20 小時
 2C HUANG LAM HEE KATTY 黃林焮 18 小時
 2D KWAN KA YAN CARMEN 關家欣 17 小時
 4B NG HOI KEI KAYLI 伍海萁 16 小時

1D	CHEUNG KA WING 張嘉穎	15	小時
3C	CHAN HAU KI KIKI 陳巧祈	15	小時
2D	KWUN CHEUK YING JANET 官卓盈	15	小時
1B	CHOW TSZ CHING 周芷晴	15	小時
6C	WONG MAN HANG MANDY 王敏行	13	小時
1C	CHAK SUM YIN JOLIE 翟心妍	13	小時
2D	YIU TSZ CHING VALERIE 姚梓澄	13	小時
1B	CHUNG SHARON 鍾司朗	13	小時
1C	LEE TZI LAM 李旨臨	12	小時
4D	LI LEHAN LEONA 李樂涵	12	小時
2C	LAM WING TUNG CHLOE 林穎彤	12	小時

4) 閱讀獎勵計劃中獲得 180 分或以上的學生名單如下:

金牌：380 分；銀牌：280-379 分；銅牌：180-279 分。

電子書閱讀時間（全年；分數計入第二學期 預計 12 段安靜閱讀時間；每次 25 分鐘；每人大致讀過總共 5 小時。）：
1 小時 10 分；5 小時 50 分；10 小時 100 分...等等..

借書記錄(每學期計)：1-2 本書 3 分； 3 本書 5 分； 4-5 本書 10 分； 6-8 本書 20 分；9-11 本書 30 分；
12-14 本書 40 分；15-17 本書 50 分；18-20 本書 60 分； 21-23 本書 70 分；
24-26 本書 80 分；27-29 本書 90 分；30-32 本書 100 分；33-35 本書 110 分...

書評: 300 字以上 80 分；150-299 個單字 40 分；50-149 個單字 20 分；30-49 個單字 10 分；29 個字或以下 5 分。

閱讀比賽：參賽者 100 分；合作者 50 分。

讀書會：首席組織者 100 分；協助者 50 分；參與者 30 分。

上學期：
1 銀牌 270 分 2B13 LAU CHING YU KITTY 劉靖瑜
2 銀牌 200 分 2C10 HUANG LAM HEE KAFFY 黃林焯
3 銀牌 190 分 2D03 IP SUI HEI FIONA 葉萃稀

下學期：
1 銀牌 330 分 2C10 HUANG LAM HEE KATTY 黃林焯
2 銀牌 300 分 3B06 LAM KA YI ALINA 林嘉兒
3 銀牌 283 分 2D06 KWUN CHEUK YING JANET 官卓盈
4 銀牌 270 分 2C18 LAU HIU MAN CHARMINE 劉曉敏
5 銀牌 240 分 2A26 WONG KIT TSAM HANNAH 黃潔沁
6 銀牌 230 分 2B13 LAU CHING YU KITTY 劉靖瑜
7 銀牌 220 分 2B24 WAN LEUNG WING SUZY 溫梁穎
8 銀牌 200 分 1C01 CHAK SUM YIN JOLIE 翟心妍
9 銀牌 190 分 1D26 WU CASSIE 吳梓瑜

1 銅牌 180 分 2C21 MA WING YAN MILEY 馬穎訢

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書籍名稱	作者	出版社	閱讀人數(按每本書籍總數)	已閱讀時長(小時)(按每本書籍總數)
1 一瞬煙火	紫砂	突破出版社	105	37.3
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3 我偷看了姐姐的日記	周淑屏	突破出版社	56	19.9
4 失常罪——法醫精神科醫生的代告白	何美怡醫生	天窗出版社	64	18.8
5 一米四八(2版)	胡燕青	突破出版社	43	16.4
6 黑色信封—神秘組織與殘酷遊戲的陰謀(系列之 1)	望日	日閣堂出版社	43	15.3
7 衛斯理系列少年版——老貓(上)	倪匡(衛斯理)	明窗出版社	26	8.7
8 蝦子香	胡燕青	匯智出版	34	7.7
9 小王子(中譯本)	聖修伯里 [原著], 關亮點編輯部 [譯]	關亮點出版	19	5.7
10 千萬不要乘往堅尼地城的 137 號死亡電車(上冊)	狩獵夢的人	天行者出版	19	5.2
11 被消失的人·情·味	周淑屏	突破出版社	21	4.8
12 The Little Prince (English translated version)	Antoine de Saint-Exupéry, Katherine Wood [English Translation]	關亮點出版	22	4.8
13 魔女的謊言(香港版)	奈樂樂 Nalok Lok	LOKRAZY PLUS DESIGN	52	4.1
14 衛斯理系列少年版——老貓(下)	倪匡(衛斯理)	明窗出版社	10	3.5
15 愛上情緒化的自己 [App 版適用]	陳皓宜博士	天窗出版社	12	3.5
16 不想進入的房間	奈樂樂 Nalok Lok	LOKRAZY PLUS DESIGN	59	3.3
17 下午茶——小息生活提案	徐振邦, 羣本土青年寫作人	突破出版社	6	3.3
18 蠱惑(衛斯理小說典藏版 56)	倪匡(衛斯理)	明窗出版社	3	3.2
19 衛斯理系列少年版 22——烈火女(上)	倪匡(衛斯理)	明窗出版社	6	3.2
20 龜兔再賽跑	奈樂樂 Nalok Lok	LOKRAZY PLUS DESIGN	44	3.0
21 情動於中：生死愛慾的哲學思考	黃沐恩	香港中文大學出版社	12	3.0

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書籍名稱	作者	出版社	閱讀人數(按每本書籍總數)	已閱讀時長(小時)(按每本書籍總數)
1 一瞬煙火	紫砂	突破出版社	73	24.3
2 不在場證人——法醫精神科醫生工作手記	何美怡醫生	明窗出版社	50	23.2
3 黑色信封—神秘組織與殘酷遊戲的陰謀(系列之 1)	望日	日閣堂出版社	28	20.7
4 我偷看了姐姐的日記	周淑屏	突破出版社	63	20.3
5 據時前傳——遊樂園	游欣妮	突破出版社	34	18.5
6 千萬不要乘往堅尼地城的 137 號死亡電車(上冊)	狩獵夢的人	天行者出版	39	16.9
7 失常罪——法醫精神科醫生的代告白	何美怡醫生	天窗出版社	42	14.8
8 天才謊情式	林可盈	悅文堂	3	10.9
9 一米四八(2版)	胡燕青	突破出版社	29	10.0
10 在地上遇見天使	黃翠如	天窗出版社	11	8.5
11 我滅時心太軟	游欣妮	突破出版社	18	7.6
12 小王子(中譯本)	聖修伯里 [原著], 關亮點編輯部 [譯]	關亮點出版	12	6.6
13 羽毛不落的秘密	周子嘉	天行者出版	3	5.7
14 另一種圓滿	游欣妮	突破出版社	27	5.3
15 被消失的人·情·味	周淑屏	突破出版社	11	5.1
16 Article 109 : a novel	Peter Gregoire	Proverse Hong Kong	1	5.0
17 學校四人夜話	梁蓬峯	日閣堂出版社	8	5.0
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20 據時的餐桌	游欣妮	突破出版社	17	4.1
21 Q 版特工 2 挪亞方舟	梁科慶	突破出版社	2	4.0

9. Morning Assembly Team

1. Assembly Team

Head of Department : Fong Pui Fan

Target 1: To cooperate with various school's departments

Task	Person in-charge	Persons involved	Time Scale	Success Criteria	Mode of Assessment	Results
Allocate morning assemblies for different school's departments for their own purposes	Fong PF	Sr. Kwok Leung PS Ng SH	Whole year	Over 95% of the morning assemblies were used for their predetermined purpose.	Exact calculation of sessions used.	Target achieved. All assemblies and activities scheduled in the morning period were held as planned.

1. 早會

目標 1：統籌學校各部門在早會及早上時段的活動安排

項目	聯絡員	有晦人士	時間	成功指標	運估模式	結果
接各科組需要，安排早會及早上時段的活動	方佩芬	郭明英修女 梁佩珊 伍小嫻	全年	95%活動安排能如期進行	計算如期進行的活動數目	達標，所有早會及早上時段活動如期進行

10. Students' Activities Team

Head of Department : Ng Shiu Han

I. Target : 1. To enhance students' leadership and self-confidence

2. To enhance students' commitment and creativity

3. To enhance students' sense of belonging towards class /school /ECA clubs

II. Implementation Plan

Task	Persons in-charge	Persons Involved	Resources	Strategies	Success Criteria	Mode of Assessment	Achievement Report
1. To enhance students' leadership and self-confidence	Ng S.H. Chan C.F. Li C.Y. Chan P.W. Hui S.F. Kung C.L.	ECA Team, Teacher advisors of ECA, Four Houses, External organization s	External organization s	- Provide leadership training for student leaders. - Provide leadership training for all S3 students to prepare them to be future leaders.	A minimum of 80% participants agreed or strongly agreed that the workshop help them to enhance their leadership skills	- Specially designed questionnaire or reflection form. -Evaluation by student leaders and teacher supervisors of ECA	- A 2-day-1-night leadership camp was held on 30/6-1//7/2023 for new student leaders 2023-2024 at Wu Kai Sha Youth Camp. The organizing committee were formed by senior leaders. According to the evaluation did after the camp, student leaders agreed that the training camp was useful. - A workshop about "How to become a leader" was held on 15th

							January, 2024 to all S.3 students by “Dreamilizer Academy”. The theme of the workshop was building up self-confidence and leadership skill.
2. To enhance students’ commitment and creativity	Ng S.H. Chan C.F. Li C.Y. Chan P.W. Hui S.F. Kung C.L.	ECA Team, Teacher advisors of ECA,	External agencies which offer opportunities and funding to students	-Adopt Self-Nomination Scheme to increase the ownership and commitment of student leaders -Set up new ECA clubs	At least 100 self-nomination forms received. At least 1 new ECA club is formed.	-Counting the no. of the proposal form. -Specially designed questionnaire or reflection form.	- ECA promotion was conducted and more than 130 self-nomination forms were received. - Five new clubs , Chinese History Club, Business and Investment Club, Hong Kong Culture Club, Leo Club and Sheepfold were proposed by students.
3. To enhance students’ sense of belonging towards class /school /ECA clubs	Ng S.H. Chan C.F. Li C.Y. Chan P.W. Hui S.F. Kung C.L.	Student leaders, Teacher supervisors of ECA, Mentors	OLE Funds	- Organize FUN FUN FUN Inter-Class Competition - ECA promotion & sharing by student leaders	- At least 3 Inter-class competitions	- Focus group and class meetings - Student leaders’ meetings	Four FUN FUN FUN competitions were organized. They were well received by students. Their sense of belonging towards class were enhanced.

11. Special Education Needs Team

Head of Team : Kwok Fing Ling

- Current situation*

According to the assessment criteria for SEN students set by EDB, currently there are only a small number of SEN students in our school, but the number has increased significantly in recent years, especially in the area of mental health. Those SEN students at our school primarily have hearing impairments, autism, ADHD, and mental health issues.

- Special arrangements / actions for SEN students.

Item	Details
A. Special arrangement in tests & examinations	<ul style="list-style-type: none"> Separate classrooms for two S1 students, two S5 students and five S6 students during examinations Extra time for two S1 students, two S5 students and five S6 students in all subject tests and examinations
B. Homework allowance	Homework allowance for SEN students which include one from S3, one, from S4, one from S5 and one from S6.
C. Expressive Arts Therapy	Four junior and four senior secondary students were provided with the services of Expressive Arts Therapy. Each session lasts approximately 1.5 hours. The content focuses on improving the social skills and behavior of the students.

D. Social support groups	According to students' actual needs and situations, different types of activities and games were conducted to improve students' emotional management, social skills, and self-management skills to understand and comply with social conventions.
E. Speech Therapy services	Speech Therapist visited our school on 10/10, 24/10, 14/11, 28/11, 19/12, 20/2, 19/3, 9/4, 14/5. She provided speech training services for students at school to improve their communication skills and social abilities.
F. Clinical psychology services	<ul style="list-style-type: none"> • SEN students meet face-to-face with a clinical psychologist, enabling emotional improvement. • Reports regarding individual students will be available at the end of the program.
G. Tutorial class	This year, six former students were recruited to assist the SEN students after school to complete their homework and provide academic support from October 2023 to July 2024.
H. School-based Educational Psychology Service	Ms. Leung and Miss Wong, Educational Psychologist visited our school on the following days: 22/9, 28/9, 10/10, 26/10, 14/11, 30/11, 14/12, 25/1, 5/2, 27/2, 14/3, 26/3, 9/4, 25/4, 14/5, 30/5, 20/6, 2/7, 11/7. During Ms. Leung's and Miss Wong's visit, some SEN students, especially those with emotional issues, would be arranged to meet her.
I. Student Gatekeeper	<ul style="list-style-type: none"> • This year we continued "Peer Power – Student Gatekeeper". Student Gatekeeper" would help promote and disseminate mental health messages within the school. • Student Gatekeepers held the following activities throughout the campus in the first term: <ol style="list-style-type: none"> 1. Workshop: DIY herbarium and Mosaic (馬賽克), allowing students to calm down their emotions and temporarily forget their worries. 2. Sweetie: Distribute desserts to students at noon 3. Booth games: Students could understand different emotions and ways to relieve stress
J. "Anti-Bullying and Inclusion" Half-Day Experience Activity	• School was participated in the Inclusion Program on Campus of the Education University of Hong Kong, successfully organized the "Anti-Bullying and Inclusion" half-day experience activity.

• Teacher Professional Development

a. The EDB offers SEN training courses to teachers from 2021/22 to 2026/27 and the school should have achieved the following training targets by the end of the 2026/27 school year.

- (i) at least 80% of teachers will have completed the Basic Course;
- (ii) at least 20% of teachers will have completed the Advanced Course;
- (iii) at least 25% of teachers will have completed the Thematic Courses

The table below shows the number of teachers taking SEN courses as of 30 November, 2023

Number of teachers in our school at the time of calculation	Number of teachers who have taken Basic courses or equivalent (%)	Number of teachers who have taken Advanced courses or equivalent (%)	Number of teachers who have taken Thematic courses or equivalent (%)
59	19 (37.3%)	4 (7.8%)	5 (9.8%)

In order to meet the requirements of the Education Bureau, teachers are now arranged to receive the above training in phrases. The Basic Course will be conducted by modules online, which must be completed before proceeding to the Advanced Course. Teachers are encouraged to study training courses that enhance their professional capacity in catering for SEN students.

Requirements for teachers to take SEN Basic Course

Priority	Year of study	Years of service
1 st	2023-2024	1 year
2 nd	2024-2025	2-5 year
3 rd	2025-2026	6-9 year
4 th	2026-2027	10 years or over

Workshop for Teachers

Item	Evaluation
Promotion of Student Mental Health	Ms. Leung, Educational Psychologist visited our school on 22/9 to provide a workshop for teachers on "Promotion of Student Mental Health"

• **Evaluation of the work in 2023-2024**

In the current school year, different types of services and activities were provided for SEN students, including special arrangement in tests and examinations, expressive arts therapy and tutorial classes, and the overall feedback from participating students was positive. Consideration will be given to continuing these activities in the coming year. Details of the various evaluations are listed below:

Item	Evaluation
A. Special arrangement in tests and examinations	Arranging individual classrooms and extra time for SEN students during exams has clearly helped them to improve their grades and emotion. (Students' questionnaire survey)
B. Homework allowance	Giving SEN students extra time to complete their homework can relieve their stress in learning and improve their mental health.
C. Expressive arts therapy	Reports regarding individual students would be available at the end of the program.
D. Social support groups	Next year, social support groups would be purchased continually for students with autism and those who need to improve their social skills.
E. Speech Therapy	Some students with mild speech impairment did not participate in the group due to different reasons. It would be considered whether to continue purchasing such services in the coming year.
F. Clinical psychology services	<ul style="list-style-type: none"> • SEN students meet face-to-face with a clinical psychologist, enabling emotional improvement. • Reports regarding individual students will be available at the end of the program. • Annual student questionnaire survey to be conducted at the end of July.
G. Tutorial class	The number of missed assignments for SEN students is decreasing, and their grades are improving.
H. School-based Educational Psychology Service	The educational psychologist was able to provide support and guidance to SEN students in a variety of areas such as schoolwork, emotions, and interpersonal skills, addressing their needs physically, mentally, and spiritually.
I. Student Gatekeeper	Student Gatekeeper helped promote mental health on campus and would consider continuing the programme next year.
J. "Anti-Bullying and Inclusion" Half-Day Experience Activity	<ul style="list-style-type: none"> • Led by registered social workers and university students, the activity aimed to help form two students understand the concept of bullying and learn more about the experiences of individuals with autism spectrum disorders. Through diverse experiential activities, including group discussions, booth games, and self-reflection, students were encouraged to learn respect and appreciation for each person's uniqueness from different perspectives. This helped cultivate positive values and establish a caring and inclusive campus. • The students were highly engaged in this experiential activity and showed serious reflection during the debriefing session. We believe that they have gained valuable insights and benefited greatly from it.

12. Gifted Education Team

Head of Department: Tang Wing Man

Aspect	Task	Students involved	Evaluation
School-based sharing activities for gifted students	Assembly on September for Promotion	Students who have participated into gifted education programmes have been sharing with all students.	80 students applied for membership of the Gifted Education Team by Self-recommendation and 10 students by Teacher-recommendation. 90 students were selected as members by the teachers of Gifted Education Team.
Students participating into school-based gifted education programme	School-based programmes may include: -Thinking skill training -Creative writing class -Visual art class -Piano Master class	Students with teacher recommendation / self-recommendation	Participants Total 87 students participated in the school-based programmes of gifted education. List of Activities ➤ Flash Fiction Elite Writing Class by Writer Mr. Leung W L (22 students) (S.4-S.5) ➤ Junior Form Writing Class by Writer Mr. Tsui C Y (22 students) (S.2-S.3) ➤ Creative Tea Ware Making Class (16 students) (S.2-S.3) ➤ Piano Masterclass by Mr. William Fu (20 students) (S.1-S.4) ➤ Moot Court Workshop by Lawyer Mr. Li (7 students) (S.4-S.5) Effectiveness School-based Gifted Education Programmes can explore the talents of students.
Students participating into gifted education external activities	External activities may include: -sharing of alumni / teachers -writing scheme -talks and/or visits	Students with teacher recommendation / self-recommendation	Participants Total 8 students participated in the external activities of gifted education. List of External Activities ➤ (Chinese Version Only) 2023-2024 文學之星系列講座(一)學生講座 — 作文：怎樣突破平凡、建立巧思 (3 students) (S.2-S.4) ➤ (Chinese Version Only) 學生作家培育計劃(2023/24 學年) 「作家培訓營」(1 student) (S.2) ➤ (Chinese Version only) 校園作家大招募計劃 2023/2024 (1 student) (S.4) ➤ Mentoring Program by Hong Kong New Generation Cultural Association (3 students) (S.4-S.5) Effectiveness Students are encouraged to make good use of their leisure time, to actively enhance their potential for excellence.
			Participants Total 81 students participated in the gifted education competitions.

<p>Students participating into gifted education Competitions</p>	<p>Competitions according to corresponding teacher(s)</p>	<p>Students with teacher recommendation / self-recommendation</p>	<p>List of Competitions</p> <ul style="list-style-type: none"> ➤ (Chinese Version only) 「文裕盃」全港校際徵文大賽 2023 (3 students) (S.4-S.5) ➤ (Chinese Version only) 城市文學獎 2024 (2 students) (S.5) ➤ (Chinese Version only) ➤ 全港青年中文寫作比賽 2023-24 年度 (2 students) (S.4) ➤ (Chinese Version only) 萬物有文文裏尋花—— 全港中小學生文學金句徵集比賽 (10 students) (S.4-S.5) ➤ (Chinese Version only) 全港青年中文故事創作比賽 2023-24 年度 (4 students) (S.4-S.5) ➤ (Chinese Version only) 中國語文菁英計劃 2023/24 寫作比賽 (1 student) (S.2) ➤ International Biology Olympiad- Hong Kong Contest 2023 (10 students) (S.4-S.5) ➤ Hong Kong Biology Literacy Award (2023/2024) (8 students) (S.4- S.5) ➤ My Australian Christmas Card Design Competition (10 students) (S.1、S.5) ➤ (Chinese Version only) 第四屆電繪創作比賽 (5 students) (S.2- S.3) ➤ The Wharf Hong Kong Secondary School Art Competition (1 student) (S.1) ➤ (Chinese Version only) 第二十屆香港校際體育舞蹈公開賽 (1 student) (S.1) ➤ Physics Short Video Competition (4 students) (S.4) ➤ PolyU Science Young Talents Competition (4 students) (S.4) ➤ Korea Science Service (3 students) (S.4- S.5) ➤ 2024 Fun Science Competition (2 students) (S.4) ➤ Hong Kong Student Science Project Competition 2024 (3 students) (S.4- S.5) ➤ Central Safari Drawing Competition (8 students) (S.5) <p>Effectiveness All participating students have taken an active and committed attitude in the competitions and develop their potential in individual subjects or specific areas.</p> <p>Participants Total 55 students participated in the gifted education courses.</p>
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<p>Students participating into external Gifted Education programmes</p>	<ul style="list-style-type: none"> ➤ Hong Kong Academy for Gifted Education ➤ The Chinese University of Hong Kong Faculty of Education Winter/Spring/Summer Program for the Gifted and Talented ➤ The Chinese University of Hong Kong Faculty of Science Science Academy of Young Talent ➤ The Chinese University of Hong Kong, Faculty of Science Science Academy of Young Talent (Summer Course) ➤ Secondary Schools – The Hong Kong University of Science and Technology Dual Program ➤ The Hong Kong University of Science and Technology –The Enrichment Program for Gifted Learners (Summer Program) ➤ The University of Hong Kong Summer Institute—Secondary School Programmes ➤ The University of 	<p>Students with teacher recommendation / self-recommendation</p>	<p>List of Courses</p> <ul style="list-style-type: none"> ➤ The Hong Kong Academy for Gifted Education Nomination Scheme 2023/24 (13 students) (S.1-S.4) ➤ The Hong Kong Academy for Gifted Education (Current Members) (16 students) (S.1-S.5) ➤ The Chinese University of Hong Kong Faculty of Education Winter/Spring/Summer Program for the Gifted and Talented 2024 (11 students) (S.5) ➤ The Chinese University of Hong Kong Faculty of Science Science Academy of Young Talent (1 student) (S.3) ➤ The Chinese University of Hong Kong, Faculty of Science Science Academy of Young Talent (Summer Course) (3 students) (S.4) ➤ Secondary Schools – The Hong Kong University of Science and Technology Dual Program 2023 (1 student) (S.4) ➤ The Hong Kong University of Science and Technology –The Enrichment Program for Gifted Learners (Summer Program 2024) (5 students) (S.3- S.4) ➤ The University of Hong Kong Summer Institute—Secondary School Programmes (1 student) (S.4) ➤ The University of Hong Kong Junior Science Institute (3 students) (S.4) ➤ The Education University of Hong Kong Artificial Intelligence and Digital Competency Education Centre (1 student) (S.4) <p>Effectiveness</p> <ul style="list-style-type: none"> ➤ All participating students have taken an active and committed attitude in completing courses and seized the opportunity to learn more systematically, striving to develop their potential and enhanced their abilities in individual subjects or specific areas. ➤ Through participation in gifted education courses, students could gain a deeper understanding of their gifted areas and help them to think about the direction of their life planning.
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	<p>Hong Kong Junior Science Institute</p> <ul style="list-style-type: none"> ➤ The Education University of Hong Kong Artificial Intelligence and Digital Competency Education Centre ➤ and / or other programme providers 		
<p>The result of survey by participated students:</p> <ul style="list-style-type: none"> ➤ 91.7% of participated students agreed they could gain different soft skills for their future development in the Gifted Education Programme. ➤ 91.7% of participated students agreed they appreciated the Gifted Education Programme. 			
Establishment of the School Talent Database	Trial application of the Talent Database	S1 to S5 students	90 students were selected as members of the Gifted Education Team has been Established the School Talent Database.

VI. Appendix (b) Report on the use of Capacity Enhancement Grants (CEG) 23/24

Report on the use of Capacity Enhancement Grant (*Actual Income \$666,935*)

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload so that they can attend to the development of learning and teaching strategies	Teacher/TA to teach ERE to release workload of English teachers: Employ 2.0 TA	Workload of teachers would be relieved. More effort can be put into coping with the diverse and special learning needs of students	09/2023 - 08/2024	Salary (including MPF) of Teacher & TA) Budget Expenses \$417,377 (Actual Expenses: Salary of TA \$402593.77)	99% of students achieving basic competency in TSA English	TSA results	Principal, Head of Departments concerned

VI. Appendix (c) Report on the Use of SB After-school Learning & Support Programme 23/24

School-based After-school Learning and Support Programmes 2023/24 s.y. School-based Grant—Programme Report

Name of School: DMHC Siu Ming Catholic Secondary School

Staff-in-charge: Chu Ching Han / Yeung Wai Tong

Contact Telephone No.: 2424 1796

- A.** The number of students (count by heads) benefitted under this Programme is 59 (including A. 16 Comprehensive Social Security Assistance (CSSA) recipients, B. 33 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 10 under school's discretionary quota).

B. Information on subsidised activities

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Guitar Classes	2	4	0	>90%	01/09/23-31/08/24	\$18,960	Questionnaire	Rondo Music Edu	
Strings Classes	1	5	0	>90%	01/09/23-31/08/24	\$21,000	Questionnaire	HK Cantonese Orchestra	
Woodwind Classes	2	6	0	>90%	01/09/23-31/08/24	\$17,920	Questionnaire	Treble Clef Music	
Chinese Instrument Classes	4	7	0	>90%	01/09/23-31/08/24	\$45,000	Questionnaire	Vincent Music Edu	
Sports Team Training	4	2	0	>90%	01/09/23-31/08/24	\$1,400	Questionnaire	LCSD	
Tainan Study Tour	4	5	2	100%	02/04/24-05/04/24	\$45,200	Questionnaire	iTour Study	
Xian Study Tour	0	1	2	100%	10/05/24-14/05/24	\$4,856	Questionnaire	iTour Study	
Taipei Study Tour	0	4	3	100%	24/03/24-31/03/24	\$33,900	Questionnaire	Council for Int'l Cultural	
Guangzhou Study Tour	2	0	0	100%	03/03/24-04/03/24	\$522	Questionnaire	EDB	
Zhangjiajie Study Tour	0	1	0	100%	06/06/24-07/06/24	\$1,188	Questionnaire	EDB	
Greater Bay Study Tour	0	2	2	100%	24/03/24-29/03/24	\$7,140	Questionnaire	Wing On Travel	
CIAO Youth Camp	0	0	1	100%	07/24	\$1,000	Questionnaire	Salesian Youth	

Total no. of activities: <u>12</u>							
@No. of man-times	19	37	10		Total Expenses	\$198,086	
**Total no. of man-times	66						

Note:

* Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills	✓					
c) Students’ academic achievement	✓					
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills	✓					
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life	✓					
m) Your overall view on students’ personal and social development	✓					
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box.)

- unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify the reason(s) : _____);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

VI. Appendix (d) Report on the Use of Promotion of Reading Grant 23/24

Report on the Use of the Promotion of Reading Grant 23/24

Teacher-in-charge: Leung PS (VP), Tsang KM (Panel Head of English Department, Leung YS (Panel Head of Chinese Department, Lam CS (STEM Education), Tang WM (Panel Head of Chinese Literature Department) and Librarian

Part 1: Evaluation of the Effectiveness

Evaluation of the objective & Evaluation of strategies: The School has purchased a certain amount of books, online e-books & reading materials for all students.

Part 2: Financial Report

	Item*	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books	\$30,000.00	\$38,955.77
	<input checked="" type="checkbox"/> Printed books		
	Broadening students' exposure to reading (by purchasing a wide variety of fiction and non-fiction texts of different disciplines)		
	Chinese Books (語言及文學類、歷史類、哲學類、社會科學類、自然科學類、應用科學類、美術遊藝類.....)		
	Magazines		
	e-Books		
	Sub-Total	\$30,000.00	\$38,955.77
2.	Web-based Reading Schemes	\$20,000.00	\$33,459.08
	<input type="checkbox"/> e- Read Scheme		
	<input type="checkbox"/> Other scheme : _____		
	Sub-Total	\$20,000.00	\$33,459.08
3.	Reading Activities	\$18,000.00	\$7,047.2
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks		
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses		
	Sub-Total	\$18,000.00	\$7,047.20
	Total	\$68,000.00	\$79,462.05

* Please tick the appropriate boxes or provide details.

VI. Appendix (e) Report on the Use of Life-wide Learning Grant 23/24

Jun 2022 ver.

Report on the Use of the Life-wide Learning Grant
2023-2024 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	第74屆香港學校朗誦節(普通話組) To encourage students to enroll in speech activities	9/2023	S1-S5	13	\$2,015.00	\$155.00	E1	Putonghua	All the participants worked very hard for the competitions. It boosts students' confidence through trainings.	✓	✓	✓		
2	Career Live organised by St James' Settlement To provide careers exploration experience to students	07/09/2023 & 13/03/2024	S5-S6	130	\$17,892.00	\$137.63	E6	Life Planning Education and Careers Guidance Team	Students generally enjoyed the program as they could taste different careers according to their own choices.					✓
3	S.5 English Theatre Excursion (From Page to Stage® 2024 Production: Strategy) The S.5 English Theatre Excursion, organized by The Absolutely Fabulous, comprised a 40-minute pre-drama workshop at school on 29 Jan 2024 and a 1.5-hour drama appreciation activity at Yuen Long Theatre Auditorium on 6 Mar 2024. It aimed to enhance students' knowledge of Chinese cultural heritage and foster a deep passion for theater and cross-cultural exploration.	6/3/2024	S5	107	\$22,700.00	\$212.15	E1, E2	English Language	Students generally enjoyed participating in the pre-show activity and watching the drama show. The activity served as a great chance for students to appreciate drama performances, as well as knowing more about our national cultural heritage.	✓		✓		
4	F.1 Sex Education To cultivate students with the correct sexual health knowledge, socializing skills with male	7/11/2023	S1	124	\$2,000.00	\$16.13	E1	E&RE	The social worker was well-prepared and knowledgeable. Students were attentive.		✓			

5	Sex Education Workshop (F2-6) To cultivate students with the correct sexual health knowledge, socializing skills with male	8-11-2023 & 25-3-2024	S2-S5	440	\$1,000.00	\$2.27	E1	E&RE	The social worker was well-prepared and knowledgeable. Students were attentive.	✓				
6	ERE experiential learning To provide students with hand-ons experience in building relationship with God	9/2023 - 8/2024	S6	100	\$7,000.00	\$70.00	E1, E5	E&RE	Students gave positive feedback after the activities. 86% / 89% students liked the activities and thought the activities were useful for them.	✓				
7	Hong Kong Schools Speech Festival (English Speech) Entry fee for the Hong Kong Schools Speech Festivals (English Speech)	9/2023 - 11/2023	S1-S6	42	\$6,460.00	\$153.81	E1	English Language	Participants developed proficiency in speech performances by receiving coaching from the English teachers and improved after series of practice. The participants of the duologue also had better cooperation and became more expressive speakers of English.	✓		✓		
8	Visual Arts Activities 1. VA Drawing Course: The students received effective drawing training, which boosted their self-confidence, enhanced their painting skills and made their learning more beneficial. 2. Visit to HK Palace Museum: To broaden students' horizons by appreciating western fine art.	9/2023 - 2/2024	S4-S6	40	\$84,480.50	\$2,112.01	E1, E2, E5	Arts (Visual Arts)	1. Observed from the students' painting, it provided a strong evidence that their painting skills have been improved greatly. 2. The students have broaden their horizons, getting to know different Western art by appreciating different art works which made their learning meaningful and fruitful			✓		

9	中藥園計劃 Organised Chinese medicine workshop cooperated with HKBU.	9/2023 - 4/2024	S1-S5	120	\$50,313.00	\$419.28	E1, E6	Biology	The programme held was successful. Students enjoyed in workshops of making herbal bags, and to understand knowledge related to Chinese medicines.						✓
10	Prefects Leadership Training Team building learning day camp	16/9/2023	S3-S5	74	\$22,200.00	\$300.00	E6	Discipline Team	Satisfactory		✓				
11	校際朗誦節(粵語組) To encourage students to enroll in speech activities and to boost students' confidence in speaking	9/2023	S1-S5	18	\$2,790.00	\$155.00	E3	Chinese Language	All the participants worked hard for the competitions. It boosts student's confidence through trainings.	✓					
12	S1 Counselling Activity nurture students' problem solving skills	To 12/1/2024	S1	125	\$4,840.00	\$38.72	E6	Counselling Team	Most students learned how to deal with their emotional problems.		✓				
13	S2 Growth Scheme train students' how to deal with failure	To 3/2/2024	S2	111	\$4,950.00	\$44.59	E6	Counselling Team	Students learned the concept of failure and how to deal with it.		✓				
14	S4 Motivation Program To help students adapt to senior school life	23/9/2023	S4	116	\$18,560.00	\$160.00	E6	Counselling Team	Students learned the correct mentality and were mentally prepared for senior school life.		✓				
15	Positive Education Program To introduce the concept of positive meaning to students and ways to have a positive outlook in their lives.	31/1/2024	S1-S5	565	\$57,680.00	\$102.09	E6	Student Formation and Student Support Section	Students enjoyed the activities and have learned related concepts		✓				
16	S1 Learning Strategies Program To learn how to use different strategies to study different subjects	14/10/2023	S1	125	\$40,259.20	\$322.07	E1, E5	S1 Learning Strategies Program	Most of the students agreed that they learnt how to use different strategies and memorization method to study. Some of the students wanted to learn even more after the programme.	✓					
17	寫作工作坊 To boost student's creativity and writing skill and raise their interest	10/11/2023, 14/12/2023, 8/4/2024, 19/1/2024, 26/1/2024, 12/4/2024, 26/6/2024, 27/6/2024	S2-S3, S4-S5	44	\$14,000.00	\$318.18	E5	Chinese Literature	Students enjoyed and fully engaged in the activities.	✓					

18	文學活動 Visit to The House of Hong Kong Literature: To broaden students' horizon and to learn more Hong Kong Literature	11/7/2024	S4-S5	11	\$4,200.00	\$381.82	E2	Chinese Literature	Students enjoyed the exhibition.	✓				
19	Gifted Program and Competition To encourage gifted students to participate in gifted education competition.	9/2023 - 8/2024	S1-S5	63	\$52,344.00	\$830.86	E1, E6	Gifted Education	91.7% of participated students appreciated with the gifted program, activities and competitions.	✓				
20	Chinese Debate Club Training To enhance the debating skills of club members and raise their interest.	1/10/2023 - 30/6/2024	S1 - S5	18	\$25,000.00	\$1,388.89	E5	Chinese Language	The results of inter-school debating competitions this year were better than previous year.	✓				
21	STEM Education - Activities and Visit To provide opportunities for students to join STEM activities and buy STEM equipments.	9/2023 - 8/2024	S1 - S5	100	\$38,681.16	\$386.81	E1, E2, E6, E7	STEM Education	Students found that the workshops were very useful and could apply in the future or career.	✓				
22	OLE Community Service Programme To provide social service training and social services activities to students.	9/2023 - 5/2024	S4	120	\$24,000.00	\$200.00	E1	Personal Guidance	The program was successful, students were engaged in various activities.				✓	
23	Whole School LWL Excursion Day S1.S.5 students participated in various experiential learning activities to broaden their horizons and put their knowledge into practices.	27/3/2024	S1 - S5	500	\$61,500.00	\$123.00	E1, E2, E6	Life-wide Learning Team	Most of the students enjoyed the program. In the survey, over 75% of the students agreed that they enjoyed the activities provided and more than 68% students agreed that the excursion day served its purpose.					✓

24	Birdwatching Team Training and Competition Fee Students participated in three Inter-school birdwatching competition in 2023-2024, the transportation fee for training and the competition, and the registration fee for the competition were included.	9/2023 - 8/2024	S1 - S6	30	\$5,023.00	\$167.43	E1, E2	Birdwatching Team	A team won the 1st runner up in the MTR Birdwatching competition. Although not every team won awards in competitions, however, their knowledge in birds and the ecology system were enhanced during the training and competitions. All students enjoyed the programs.			✓		
25	Student Leadership Training Camp To train the chairladies and vice-chairladies to be leaders of ECA clubs. To explore their potential and set a meaningful and sustainable goal for the future. The program was run by S.6 student leaders.	28/6/2024 - 29/6/2024	S2 - S6	137	\$61,268.00	\$447.21	E1, E2, E5, E7	ECA	Students were actively participated in all the activities and demonstrated their full potential in creating the products to achieve their goals. The program was successfully done.			✓		
26	校本國情電影欣賞 To strengthen students' knowledge on Chinese history and culture and to boost their sense of belonging to national identity.	27/3/2024	S3	51	\$4,380.00	\$85.88	E1	Moral, Civic and National Education	Most students agreed that the activities allowed them learn more about Chinese culture and boost their sense of belonging.			✓		
27	Tuition fee for Chinese orchestra and string ensemble team The Chinese orchestra and string ensemble are school team which has weekly rehearsals and would participate in public competitions and performances. The program is to train student's musicianship and ensembleship.	9/2023 - 8/2024	S1 - S5	31	\$55,150.00	\$1,779.03	E5	Arts (Music)	Students are effectively trained by tutors and attend performances and public competition with good quality.			✓		
28	HK Schools Music Festival and other competitions To encourage students participating public competitions to gain stage experiences and appreciate others' performances	9/2023 - 8/2024	S1 - S5	90	\$11,995.00	\$133.28	E1, E2	Arts (Music)	Students could attend public competition without paying competition fee and thus can encourage more students to participate.			✓		

29	Whole School Pilgrimage To encourage students, staff, and families to deepen their spiritual lives and explore their beliefs	25/6/2024	S1 - S5	580	\$21,580.00	\$37.21	E1, E2	Spiritual Formation	Students were very respectful during the activities. They were very active during the Q&A session.	✓				
30	Katso Leadership Training To equip students with the skills, knowledge, and mindset needed to become effective leaders of Katso and Sheepfold	21 - 23/6/2024	S2 - S4	47	\$15,038.90	\$319.98	E1, E2	Spiritual Formation	Activities were well-received, with students expressing high levels of engagement. Teachers highlighted the effectiveness of group activities and the quality of facilitators.					✓
31	Sports Training Program To subsidize students participating in various sports events	9/2023 - 8/2024	S1 - S6	120	\$92,781.82	\$773.18	E1, E2, E5, E7	Physical Education	Successful, more students are willing to participate in sports courses in the near future.			✓		
32	Vocal training/ Masterclass A vocal coach was invited to train our choir members the vocal techniques and of singing of different kinds of songs.	9/2023 - 8/2024	S1 - S5	90	\$3,785.00	\$42.06	E1, E2	Arts (Music)	Students participated in workshops and got inspired			✓		
33	House Leadership Training workshop To build strong house spirit among Houses and a sense of belonging on individual house committee members.	12/7/2024	S1 - S5	44	\$6,600.00	\$150.00	E5, E6	ECA	All house committee members could fully participate in the whole activity. They found the activity interested.			✓		
34	S.3 Leadership Program To explore S3 students potentials and their characteristics to be future leaders.	15/1/2024	S3	109	\$9,800.00	\$89.91	E6	ECA	In just 2.5 hours, all S3 students could get involved in the activity. The activity let students learn to lead, distribute job, make decisions and perform well. The coaches and their teammates could assist S3 students to perform their leadership well and to make the leadership workshop a success.					✓

35	S5 Cheung Chau 2 day 1 night field camp To equip students research and fieldwork skills in geography	23/11/2023-24/11/2023	S5	15	\$3,825.00	\$255.00	E1	Geography	All students completed the manual and submitted their assignments on time. From their performance on the assignments, it is believed that students could understand the basic concepts of conducting a fieldwork, such as choosing the most appropriate data collection method, using different instruments to collect data, presenting the data and plotting statistical graphs.	✓					
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				4,450	\$856,091.58										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	Visual Arts Great Bay Study Tour To broaden the artistic horizons of participants	27-29/3/2024	S3	17	\$4,760.00	\$280.00	E4	Arts (Visual Arts)	The students has broaden their horizons, getting to know different kinds of art, like pottery, relief art, fine art etc, and they had a great time experiencing the beauty of architecture and digital art. Which made their learning meaningful and fruitful.			✓			
2	Taiwan Study Tour 30 BAFS and Econ S.4 students were selected to join this tour, searching for the business opportunities in Taipei from the perspective of a Hong Kong investor. Students were required to create a vlog and present their findings during the tour.	27 - 31/3/2024	S4	30	\$35,100.00	\$1,170.00	E3, E4	BAFS, Economics	100% of students agreed the study tour helped them achieved the learning objectives set for the trip. Students could finish the presentation by using the subject knowledge. Teachers were impressed about the performance of the students.	✓					

3	Oversea Pilgrimage (Taiwan) To remind students that we should protect our common home	Apr-24	S1 - S5	30	\$34,640.00	\$1,154.67	E3, E4	Spiritual Formation	Exchanges were conducted with 3 Salesian schools and institutions. Students did a sharing during school assembly to share their learning and feelings.	✓				
4	西安遊學團 To strengthen students' knowledge on Chinese history and culture and to boost their sense of belonging to national identity.	May-24	S6	27	\$13,500.00	\$500.00	E1	Chinese History	Most students enjoyed the activities and agreed that the activities allowed them learn more about Chinese culture and boost their sense of belonging.	✓				
5	CIAO Youth Camp (Philippines) Students are selected to exchange their experiences about leadership and green living in their own countries with the youth around Asia	28/7/2024 - 2/8/2024	S4 - S5	4	\$24,300.00	\$6,075.00	E1, E2, E3, E6	Spiritual Formation	Students actively participated in this oversea exchange program. They inspired by the activities and talked provided in the camp. They also evaluated their acts of green living in Hong Kong and promised that they will carry the spirit in Hong Kong.	✓				
6	Program for Never Give Up A fieldtrip to Iceland. Students were required to make documentary about environmental and geological conservation in Iceland.	5/2024 - 7/2024	S6	3	\$18,000.00	\$6,000.00	E1, E2	Geography	In the interview, students presented their learning outcomes in the fieldtrip. All of them reflected that the fieldtrip enhanced their understanding about geological features in Iceland , and the skills of making documentaries, which helped prepare them better for their future career.					✓
Sub-total of Item 1.2				111	\$130,300.00									
Expenses for Category 1				4,561	\$986,391.58									

(Please insert rows above if the space provided is insufficient.)

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	Birdwatching Equipments	A camera and binoculars were bought for the birdwatching team and science department to hold various activities related to birdwatching competition and also STEM project	\$53,804.00
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$53,804.00
Expenses for Categories 1 & 2			\$1,040,195.58

Category 3: Number of Student Beneficiaries

Total number of students in the school:	657
Number of student beneficiaries:	657
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Li Chun Yat Stephen
Post of Contact Person for LWL:	SGM

* Input using the following codes; more than one code can be used for each item.

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

VI. Appendix (f) Report on the Use of Student Activities Support Grant 23/24

DMHC Siu Ming Catholic Secondary School
Report on the Use of the Student Activities Support Grant
23/24 School Year

Jun 2022 ver.

I. Financial Overview

A	Allocation in the Current School Year:	\$91,000.00
B	Expenditure in the Current School Year:	\$19,780.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$71,220.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	0	\$0.00
Meeting the school-based financially needy criteria	12	\$19,780.00 (capped at 25% of the total allocation for the school year)
Total	12	\$19,780.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Strings Classes	Arts (Music)	2	\$3,360.00	✓		✓		
2	Chinese Instruments Classes	Arts (Music)	2	\$3,900.00	✓		✓		
3	Guitar Classes	Arts (Music)	7	\$11,400.00	✓		✓		
4	Woodwind Classes	Arts (Music)	1	\$1,120.00	✓		✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			12	\$19,780.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			12	\$19,780.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Ms. Chan CF (GM) Mr. Yeung WT Angus (EO)
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VI. Appendix (g) Report on the use of Diversity Learning Grant 23/24

Report on the use of Diversity Learning Grant (Other Prog.) to relieve teachers' workload and to facilitate continual effective teaching for NSS (*Actual Income \$84,000*)

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload For a more diverse curriculum	1. Course fee for NSS Students taking DSE Music, ERE & Teacher to help in pastoral care of students 2. Course fee for Gifted Education Program Course Fee	More of teacher's effort can be put into DSE network program of ERS Music teacher can attend to ECA of the department	09/2023 - 08/2024	Salary (including MPF) of Teacher & Course Fee) Budget Expenses \$100,000 (Actual Expenses: Course Fee \$82,964.30)	100% level 2 in DSE ERS	DSE results	Principal, Head of Departments concerned

Report on the use of Diversity Learning Grant (Other Lang.) to relieve teachers' workload and to facilitate continual effective teaching for NSS (*Actual Income \$38,700*)

Task Area	Major Area(s) of Concern	Strategies / Task To employ:	Benefits Anticipated (e.g. how teachers' workload is alleviated)	Time Scale	Resources Required	Success Criteria	Method(s) of Evaluation	People Responsible
Curriculum development	To relieve teachers' workload For a more diverse curriculum	Course fee for NSS Students taking DSE Japanese Language Course Fee	To enrich students' in language development; Prepare for HKDSE Japanese Language Reduce the teachers' workload	09/2023 - 08/2024	Course Fee Budget Expenses \$40,000 (Actual Expenses: Course Fee \$38,700)	1. S 6 (23-24 school year) Cambridge Assessment International Education 100% Grade E or above 2. S.6 (24-25 school year) Japanese-Language Proficiency Test 100% N3 or above	DSE results	Principal, Head of Departments concerned

VI. Appendix (h) Report on the Use of the Citizenship & Development Grant 23/24

Report on the Use of Citizenship & Social Development Grant 23/24

Amount: Grant Income \$300,000

Period: 09/2021-08/2025 (Circular No. 174/2023)

Teacher in Charge: Chan Shu Ming

Area	Budget				Actual
	21/22	22/23	23/24	Total	21/22-23/24
1. Developing or procuring relevant learning and teaching resources	\$10,000	\$5,000	\$8,500	\$23,500	\$26,071.60
2. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$500*81 = \$40,500	\$500*110=\$55,000	\$500*110=\$55,000	\$150,500	\$710.00
3. Organising school-based learning activities relating to the CS curriculum	\$5,500	\$5,250	\$5,250	\$16,000	\$6,391.00
4. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	\$400*110 = \$44,000	\$300*110=\$33,000	\$300*110=\$33,000	\$110,000	-
5. Others (please specify)	N/A	N/A	N/A	N/A	-
Total	\$100,000	\$98,250	\$101,750	\$300,000	\$33,172.60

VI. Appendix (i) Report on the Use of the Sister School Scheme 23/24

Report on the Use of Sister School Scheme Grant

Estimated Amount of Grant: \$100,000 (*Actual Income \$162,994*)

Period: 09/2023-08/2024

Teacher in Charge: Ms Leung Pui Shan (Vice Principal) , Ms Fong Pui Fan (Vice Principal) , Ms Tang Wing Man (AVP) and Tang Sin Ting (Teacher)

Name of the Mainland Sister School: 東莞暨大港澳子弟學校

Item No	Name and Content of The Exchange Activity	Intended Objectives	Monitoring / Evaluation	Estimated Expenditure
1	Visit to Dongguan Sister School (27-28 Mar24) Teacher Level: a. Teaching experience sharing Student Level: a. Presentation and sharing b. Learning experience sharing	Teachers: a. Exchange and share teaching experience b. Professional development of teachers Students: a. Understand the learning environment in a Mainland school b. Embrace cultural diversities in order to build harmonious relationships between HK and Mainland students c. Understand the cultural difference in two places	a. Student will write reflection and sharing of the visit b. A presentation and sharing session will be held in front of the schoolmates in HK	<ul style="list-style-type: none"> ● Visit to Sister School \$80,000 ● Salary for supporting staff for handling work of sister school exchange activities \$20,000 <p style="text-align: right;"><u>(Actual Expenses)</u></p> <p style="text-align: right;">Balance b/f \$159,955</p> <p style="text-align: right;">Income \$162,994</p> <p style="text-align: right;">Tour - \$24,997</p> <p style="text-align: right;">Clawback - \$134,958</p> <hr style="width: 100%;"/> <p style="text-align: right;">Balance b/f \$162,994</p>

VII. Appendix (j) Report on the Use of the Moral & National Education Grant 23/24

「德育及國民教育津貼」報告 23/24

計劃統籌老師：梁佩珊校長

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
學校行政	<ul style="list-style-type: none"> ● 透過教職員會議及國情教育講座，讓教職員、學生認識國家歷史、了解《基本法》及《香港國安法》的立法背景、內容和意義等，以及向教職員發放政府相關的資訊。 ● 每周舉辦升國旗儀式，又安排學生作「旗下講話」，分享國家發展近況、中華文化等議題及教導學生認識和尊重國旗、國徽和國歌的意義，培養他們的國家觀念和國民身份認同。 ● 安排校園展板展示與國家歷史發展的事件、改革開放以來國家成就各方面的成就、國家憲法日、全民國家安全教育日等的展板，讓學生了解歷史、探索國 	23/24	修訂預算 \$177,000 實際支出： 教材教具 \$167 校本教育活動 \$4,109 國民教育遊學團 \$139,996 家教會 國民教育活動 \$30,710 其他 \$2,336 <hr/> \$177,318	梁佩珊校長 郭鳳玲老師	已落實

範疇	施行策略/計劃	施行時間	所需的資源(預算)	負責老師	進度及評估
	<p>家的未來發展及反思自己對國家的貢獻。</p> <ul style="list-style-type: none"> ● 舉辦與國民教育相關的活動，如國慶日、全民國家安全教育日、五四運動等，並購置相關的國情禮物，以提升同學對該議題的認識及提升國民身份認同。 ● 與家教會合作舉辦有關國民教育的本地遊，以讓學生及家長增加認識香港於抗日戰爭中扮演的角色。 ● 舉辦內地遊學團，讓學生親身、近距離目睹國家發展的最新狀況，提升國民身份認同。 				

致： 教育局常任秘書長

經辦： 教育局非華語學生支援及教育統籌委員會事務組（第2組）

請學校透過「高效資訊傳遞系統 - 學校通訊模組 (FITS - SMM)」採用可攜式文件檔 (.pdf) 格式呈交本報告。如有查詢，請聯絡教育局非華語學生支援及教育統籌委員會事務組（第2組）：

香港島及新界東區學校：3509 8573

九龍區學校：3509 8572

新界西學校：3509 8569

（學校請於**2024年11月29日或之前**提交填妥的學校報告。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生¹的普通中學²

加強支援非華語學生的中文學與教

額外撥款

2023/24 學年學校報告（普通中學適用）

學校註冊編號：113794 (6 位數 SCRN)

學校名稱：天主教母佑會蕭明中學

學校電話號碼：24241796

學校傳真號碼：24841434

總統籌人員姓名：梁婉珊老師

總統籌人員職位： 副校長 中文科主任 中文科任教師

其他（請說明）：_____

按教育局通告第 8/2020 號，本校在 2023/24 學年獲提供額外撥款。本校確保非華語學生與華語同儕享有同等學習中文的機會，並充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 評估非華語學生的中文學習需要

本校於 2023/24 學年適時評估所有錄取的非華語學生的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(a)	<input checked="" type="checkbox"/> 已採用教育局為學校提供的《評估工具》。 <input type="checkbox"/> 未有採用教育局為學校提供的《評估工具》，原因是（可選多於一項）： 本校的非華語學生可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 本校已採用校本評估方法，評估非華語學生的中文學習表現。 其他（請說明）：_____
(b)	<input checked="" type="checkbox"/> 已實施教育局為學校提供的「學習架構」。 <input type="checkbox"/> 未有實施教育局為學校提供的「學習架構」，原因是（可選多於一項）： 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 其他（請說明）：_____

(2) 安排非華語學生考取合適的中國語文資歷

於 2023/24 學年，參加以下中國語文資歷考試的高中非華語學生人數如下：

中國語文資歷考試		參加有關考試的非華語學生人數		
		中四	中五	中六
(a)	香港中學文憑考試	/		
(b)	香港中學文憑考試應用學習中文 (非華語學生適用)			
(c)	非本地中國語文科考試，包括綜合中等教育證書(GCSE)、國際普通中學教育文憑(IGCSE)，以及普通教育文憑(GCE)高級補充程度(AS-Level)及高級程度(A-Level)的中國語文科考試			

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

- (3) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校已運用 2023/24 學年獲提供的額外撥款 A 156,691 元 / 321,799 元，以及 2022/23 學年額外撥款累積餘額³（如適用） B 0.00 元（請注意：此項資料必須與(i)本額外撥款 2022/23 學年學校報告和(ii)學校經審核的周年帳目的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施		運用 額外撥款	整合 其他資源 ⁴
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁵ （請於第(4)(a)項提供補充資料）		
	<input checked="" type="checkbox"/> 教學助理 (0.5) 名	\$ 156,691.00	<input checked="" type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	
	<input type="checkbox"/> 教師 () 名	\$	
備註（如適用）：			
(b)	<input type="checkbox"/> 購買促進非華語學生學習中文的教學資源 （請於第(4)(b)項提供補充資料）	\$	
(c)	<input type="checkbox"/> 僱用專業服務（請於第(4)(a)項及／或第(4)(c)項提供補充資料）		
	翻譯／傳譯服務	\$	
	校外導師／機構舉辦課後中文學習班	\$	
	校外導師／機構協助教師舉辦共融校園活動	\$	
	其他（請說明）：_____	\$	
(d)	<input type="checkbox"/> 由學校籌辦的推廣共融校園活動 （請於第(4)(c)項提供補充資料）	\$	
(e)	<input type="checkbox"/> 其他（請說明）：_____	\$	
運用額外撥款總支出 <input type="checkbox"/> C [(a) + (b) + (c) + (d) + (e)]		\$ 156,691.00	
（請注意：運用額外撥款總支出 <input type="checkbox"/> C 應小於或等於 <input type="checkbox"/> A 及 <input type="checkbox"/> B 的總和）			

³ 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

⁴ 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁵ 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為約 20 萬元。學校以額外撥款約 15 萬元支付其總薪金的 75%，並整合其他資源約 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(3)(a)項註明學校以額外撥款聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75%用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

- (b) 本校已購買促進非華語學生學習中文的教學資源，詳情如下：
(請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)

教學資源

(i) 《中文路路通：第二語言中文教材》(第一冊、第二冊)

(ii)

- (c) 本校已籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：

(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)

(i) 舉辦推廣共融校園／多元文化活動的例子

1. 活動內容：鼓勵非華語生與華語生共同參與語文學習活動，促進文化交流，以作推廣共融校園。

2. 活動內容：請選擇或填寫

(ii) 加強與非華語學生家長的溝通和家校合作 (可選多於一項)

- 傳譯／翻譯學校政策／學校通告／學校網頁等資訊
- 與非華語學生的家長討論其子女的學習進度 (包括中文學習)，並按需要解釋及強調學好中文的重要性
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 其他 (請說明：_____)

(三) 評鑑、問責及支援

(5) 在 2023/24 學年，本校評估落實校本支援措施的情況見下表。本校會參考 2023/24 學年的經驗，並就非華語學生的中文學習表現和需要，配合校本情況，擬備未來的支援計劃。

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- 提升教學人員教授非華語學生中文專業能力
- 促進非華語學生的中文學習進度 頗有成效
- 提升非華語學生學習中文的信心和態度
- 其他（請說明）：_____

(ii) 建構共融校園（可選多於一項）

- 提升教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- 推廣共融校園的成效 頗有成效
- 加強非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排的了解
- 其他（請說明）：_____

(6) 本校已完成以下事項：

- 本校已在 2024 年 11 月 29 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2023/24 學年如何加強支援非華語學生學習中文及建構共融校園（內容與此學校報告相符），並上載學校網頁，以供家長參閱。本校亦已在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽本校的中、英文版本學校支援摘要（網址：<https://www.dmhcs.edu.hk/academic-aspect/information-for-ncs>）。現隨學校報告夾附本校的中、英文版本學校支援摘要，以供教育局備考。
- 本校 2023/24 學年的學校報告已獲法團校董會／校董會／學校管理委員會通過。

校監簽署：_____ 

校監姓名：Sr. Kwok Ming Ying Anita

日期：05/10/2024