



**DMHC Siu Ming Catholic
Secondary School**

Annual School Plan

2023/24

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1. School Vision and Mission

1.1 School Profile

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

1.1.1 School Goals

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

1.1.2 School Motto

“Purity & Charity”

「純潔 仁愛」

1.1.3 School Spirit

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

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

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

Be loving and caring towards others
仁厚關愛待人

1.2 Core Values of Education

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

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

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

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

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

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

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

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

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

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

2. Major Concerns

2.1 Abstract :

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

1.	(Teacher Professional Development) To optimize teachers as Salesian and Professional Educators (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
2.	(Student Academic Development) To develop the curriculum with multiple pathways catering for learning diversity (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
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 (學生發展及支援) 建立正向學習經驗，讓學生活出正向人生

2.2 School Development Plan 2023-24

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

2.2 Major Concern 1: (Teacher Professional Development) To optimize teachers as Salesian and Professional Educators

The feedback and follow-up actions from the previous school year 2022-23:

1. The school would continue to provide opportunities for teachers to deepen their knowledge and skills in Salesian Family Spirit and Catholic education.
2. The school would continue to provide opportunities for Middle Managers to learn and grow. The plan would help nurture Salesian and Professional Educators who could provide the best education to students.
3. Further reflection and follow-up were needed to identify and improve areas of weakness, such as enhancing the content and quality of teacher professional development activities, improving the fairness and transparency of the performance evaluation system, and further promoting professional exchange and collaboration among teachers.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 Learning Goals
1A To enhance and fortify Salesian Family Spirit	To equip teachers with Salesian Family Spirit and put into practice in the day-to-day routine. 1.Talk and sharing during SDD 2.Sharing among CTs by forms during SDD	Questionnaire survey for teachers	Evaluation of teachers	Sept 2023 -May 2024	* Sr. Anita Kwok	/	values education, media and information literacy, a healthy lifestyle and balanced physical and mental development
1B To optimize Middle Managers	To equip Middle Managers with the necessary skills and features	Questionnaire survey for middle managers	Evaluation of middle managers	Sept 2023 -May 2024	* Sr. Anita Kwok	To invite experienced principal to the school to	

<p>as a role model in becoming Salesian and Professional Educators</p>	<p>Talk and sharing during SDD Sharing among Middle Managers during SDD</p>					<p>share and give lectures to middle managers</p>	
<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>Teachers' Comments</p>	<p>Evaluation of teachers</p>	<p>Sept 2023 -May 2024</p>	<p>* Tang SL</p>	<p>Talks and/or workshops during SDD</p>	

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

2A

The feedback and follow-up actions from the previous school year 2022-23:

1. In order to further enhance the generic skills of students,
2. More STEM workshops and visits could be provided for students to broaden their horizons.
3. Economics and BAFS (Mgt) may look for different topics for collaboration.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
2A To motivate students to deepen and broaden their learning	<ol style="list-style-type: none"> 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. Collaboration among some subjects and design a theme for cross-curricular learning in junior forms Enhance the cross-curricular learning through LWL activities and school resources 2. Different learning modes will 	80% of students could increase their understanding of cross-curricular topics and could be able to present their views according to the skills they learn in subjects.	<ol style="list-style-type: none"> (1) Qualitative assessment: Students' opinions in questionnaires (2) Quantitative assessment: Students' work Survey based on observation and opinions given by subject teachers	Sept 2023 - May 2024	*Leung PS, Lam CS, Chun KY Related persons: Panel heads & subject teachers	Professional training for teachers such as seminars, workshops, and visits Study tours, workshops, visits, talks provided for students	Healthy lifestyle Life planning National and global identity Information literacy Generic skills Language proficiency Breadth of knowledge

	allow students to stretch their potentials in multiple intelligences.						
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2B

The feedback and follow-up actions from the previous school year 2022-23:

1. The teaching and learning materials will be revised.
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.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
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) Revising handouts and test / examination papers Collaboration between	Qualitative Assessment : Teachers' observations and feedback based on students' performance in worksheets and note-taking Quantitative Assessment: Comparing student performances between the first term examination and the	Teachers' observations and feedback Comparing student performances	Sept 2023 - May 2024	Kung CL, Tsang KM, Shu NC, Chan CM, and Subject Teachers	/	Language Proficiency Breadth of knowledge Generic Skills

	English teachers and content subject teachers	final examination, OR the same examination of the previous year				
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2C

The feedback and follow-up actions from the previous school year 2022-23

1. Teachers of all subjects need to establish ways of extending learning through mixed-mode learning, such as makeup classes, enrichment training, and video-based learning, to deepen classroom learning, encourage students to cultivate self-regulated learning, and discover or develop more suitable materials and techniques for online teaching.
2. Students need to enhance their information literacy, and in the classroom, teachers have established and implemented rules for the use of electronic tools, so that students can use electronic information in a moral and responsible manner at school and cultivate their ability to distinguish truth from falsehood, exhibit an exploratory spirit, and discover and solve problems.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time-Scale	Responsible persons	Resource Required	7 learning Goals
To optimize the learning and teaching process with blended learning	<ol style="list-style-type: none"> 1. Use of blended learning to establish ways of extending learning* 2. Choice of suitable Learning Management System (LMS), e.g. Microsoft Teams, Moodle, Google Workspace for Education, in each subject 3. To enhance students' information literacy and cultivate their ability to 	<ol style="list-style-type: none"> 1. Lesson observation for appraisal with a focus on blended learning 2. 75% of students and teachers believe that blended learning can 	<ol style="list-style-type: none"> 1. Teachers' Comments 2. Questionnaire survey for teachers and students 3. The lesson observation performance for Appraisal on 	Sept 2023 -May 2024	Leung PS (VP) Tang SL (VP) All Panel Heads & Subject Teachers	Professional training for blended learning	Breadth of knowledge Information Literacy Generic Skills

2.4 Major Concern 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.

The feedback and follow-up actions from the previous year 2022-2023

1. Ways to better implement mindfulness and journal writing should be pondered.
2. Gifted Education Team will broaden the target group of Gifted Education (e.g. Music) in the next year.
3. Guidance should be provided when students practice mediation.

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
3A To foster a positive psychological, social and physical environment for students	Design activities to enhance students' appreciation of each other's strengths, foster a sense of gratitude and inner peace.* To enhance students understanding of happiness by designing activities in CTP and organizing special school activity day.*	Student and teacher survey. 75 % of students and teachers agree that the designed activities and program can achieved the target. Feedback from class teachers' observation on students' participation in activities.	Teacher and student survey Teacher observation	Sept 2023- May 2024	Fong PF (VP) Class teachers School target promotion team	Professional training for teachers	Breath of knowledge Healthy lifestyle Generic Skills
3B Broaden the horizons of the students, enabling them	To enrich the learning experiences of the students through experiential learning: in real context and	Quantitative Assessment: Student survey. 75% of students agree that the designed activities and	Student survey Focus group meeting	Sept 2023- May 2024	Li CY LWL team, Life planning Education &		Breath of knowledge Life Planning

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
to understand their own strengths and weaknesses, personalities, and abilities, and helping them to search for meaning in their lives.	authentic settings like universities, government departments and business corporations.	program can achieved the target. Qualitative Assessment: Opinions obtained from focus group meetings			Careers Guidance Group S.1 to S.5 class teachers Subject panels		
	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.	Quantitative Assessment: Student survey. 70% of students agree that the selected subject contents explained by the teachers can help them understand the linkage between subject and their future career. Qualitative Assessment: Opinions obtained from focus group	Student survey Focus group meeting		S3 subject panel heads & subject teachers		

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
		meetings					
	Encourage and recruit students to attend gifted or professional courses according to their interests and potentials, in order to stretch their potential giftedness and help them develop their competence in different areas	Quantitative Assessment: No of students participated in gifted or professional courses	Teacher and students survey		Tang WM Chu CH Wong CM Wong Connie Coordinators , CTs, Panel Heads & Functional Group Heads		
3C To establish a sustainable lifestyle and foster spiritual well-being	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. Adopt Catholic Social Teaching (CST) framework in ERE	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. 2) Feedback from subject teachers :	Quantitative assessment: Students' survey	Sept 2023- May 2024	Chan Annie Chan CM		Healthy Lifestyle Breath of knowledge Generic skills National and Global Identity

Targets	Implementation Strategy	Success Criterion	Method of Evaluation	Time - Scale	Responsible person	Resources required	7 Learning Goals
	lessons to increase students' ecological concern	100% of S2 and S5 ERE teachers have taught environmental issues using Catholic Social Teaching (CST) framework	lesson feedback		ERE teachers		
		Questionnaire: 80% of S2 and S5 students agree that their ecological awareness has been increased	Quantitative assessment: Students' survey				
	Improve students' physical and mental well-being through connection with nature in different activities.	3) Qualitative assessments: feedback from students' reflective journals (心靈札記)	Students' reflective journal		Chan Annie		

2.2 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

簡略說明上學年有關範疇回應與跟進 2022-23:

- 學校將繼續為教師提供深化慈幼家庭精神和天主教教育知識及技能的機會、為教師提供持續的支持和指導，幫助他們將慈幼價值觀融入教學中，進一步深化學校的使命和願景。
- 學校將繼續為中層管理人員提供學習和成長的機會。此外，學校將為科主任提供更多培訓和支持，鼓勵教師之間的協作，並為科主任和教師提供個別支持，以幫助他們更好地理解學校的政策和發展計畫。這些行動將有助於培養慈幼教育家和專業教育家，為學生提供最好的教育。
- 進一步反思及跟進有助找出弱項並加以改善，例如提升教師專業發展日活動內容及質素、改善績效評估系統的公平性及透明度，以及推展教師間專業交流及協作。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
1A 以提升和鞏固慈幼的精神	以裝備教師具備慈幼家庭精神，並在日常工作中付諸實踐 1. 在教師發展日進行講座及分享 2. 在教師發展日進行班主任互相分享及交流	老師問卷調查	教師的評價	由 9-2023 至 5-2024	* Sr. Anita Kwok	/	價值觀教育、媒體和訊息素養、健康的生活方式和平衡的身心發展
1B 以優化中層管理人員成為慈幼教育者的優秀榜樣	以裝備中層管理教師具備應有的技巧、能力及特質 1. 在教師發展日中層管理教師人員進行講座及分享 2. 在教師發展日進行中層管理教師人員互相分享	中層管理老師問卷調查	教師的評價	由 9-2023 至 5-2024	* Sr. Anita Kwok	邀請有經驗的校長到校向中層老師講座及作分享	

1C 以優化教師成為慈幼的教育團隊	及交流 以裝備教師使用混合模式學習的相關技巧及在數學及科學相關科目使用 Rasch Model	教師的意見	教師的評價	由 9-2023 至 5-2024	* Tang SL	在教師發展日進行講座及工作坊
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2.3 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

2A.

簡略說明上學年有關範疇回應與跟進 2022-23:

為了進一步加強學生的共通能力，於下學年可以從以下兩方面跟進:

- 增加多些 STEM 工作坊及參觀展覽來擴闊學生的視野。
- 經濟科及企業、會計與財務概論(商業管理單元)可開拓新課題作協作。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
2A 以激勵學生深化和拓寬學習	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	80%學生能加強跨學科課題的理解和應用有關匯報去幫助他們學習相關學科知識。	(1) 質化評估: - 學生問卷調查、意見 (2) 量化評估: - 學生功課 - 老師觀察及意見	由 9-2023 至 5-2024	*Leung PS, Lam CS, Chun KY 相關老師、科主任及科主任老師	老師專業訓練如參加研討會及工作坊 學生可參與考察、工作坊、講座	健康的生 活方式 生涯規劃 資訊素養 共通能力 語文能力 寬闊的知 識基礎 國民和全

	<p>習的主題</p> <p>b. 通過全方位學習活動和學校資源，以加強跨課程學習</p> <p>2. 以不同的學習模式讓學生在多元智能中發揮潛能</p>					<p>全球公民身份認同</p>
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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

2B

簡略說明上學年有關範疇回應與跟進 2022-23:

1. 老師將會修改及調整現有的學習材料。
2. 英文科老師及科主任老師會參與課前及課後會議。
3. 中二英文科老師將於來年與歷史科合作。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
<p>2B</p> <p>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。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</p>	<p>a. 質化評估： 教師觀察是基於學生的回應、功課及筆記</p> <p>b. 量化評估：</p>	<p>a. 教師觀察</p> <p>b. 比較學生表現</p>	<p>由 9-2023 至 5-2024</p>	<p>Kung CL, Tsang KM, Shu NC, Chan CM, 相關老師、科主任及科主任老師</p>	<p>/</p>	<p>寬廣知識基礎、語文能力、共通能力</p>

科任老師	比較學生表現 -上學期考試 及 或 -與上年考試 互相比較					
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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

2C

簡略說明上學年有關範疇回應與跟進:

- 各科老師需在混合模式學習訂立延伸學習教學的途徑, 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。
- 學生需要提升資訊素養, 並且在課堂上老師已訂明及執行使用電子工具的規則, 使學生在學校裡在符合道德地及負責任地使用電子資訊, 並培養學生能分辨真偽, 具備探究精神、發現問題及解決之能力。

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
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	<ol style="list-style-type: none"> 在課前、課堂及課後運用不同的混合式學習教學法, 以達至延伸學習* 不同學科運用合適的學習管理平台幫助學生學習(例如: Microsoft Teams, Moodle, Google Workspace for Education) 提升學生信息素養, 培養辨別真假、探索精神、發現問題和解決問題的能力* 	<ol style="list-style-type: none"> 考績性觀課-混合式教學法 有 75% 學生及老師認為混合式學習能提升學習成效 靈活、有效和合乎道德地運用資訊科技 	<ol style="list-style-type: none"> 教師的觀察及意見 老師及學生的問卷調查 考績性觀課--混合式教學法 	由 9-2023 至 5-2024	梁佩珊(VP), 鄧紹龍(VP), 科主任及科任老師	有關混合式學習的專業訓練	寬廣知識基礎、資訊素養、共通能力

2.4 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

簡略說明上學年有關範疇的回應和跟進：2022-2023

1. 如何有效推行感恩日誌及靜觀，讓同學從中得到應有的果效。
2. 資優教育組來年度將擴闊推展範疇 (如：音樂)。
3. 可邀請多一些學科加入消費行為及生活模式有關的課題

目標	推行策略	成功準則	評估方法	時期	負責人	所需資源	7 個學習宗旨
3A 為學生建立正面的心理、社交及外在環境	<ol style="list-style-type: none"> 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。 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 	<ol style="list-style-type: none"> 1. 有 75% 學生及老師同意活動有效達到目標。 2. 老師觀察學生在班主任課及正向教育體驗日中的表現，同意活動可以達到目標。 	學生及老師問卷調查 班主任的觀察及意見	由 9-2023 至 5-2024	方佩芬 (VP) 核心小組 班主任 學校目標推廣組	有關正向教育的專業訓練	健康的生活方式 寬廣的知識基礎 共通能力
3B 擴闊學生視野，讓學生了解自己	<ol style="list-style-type: none"> 1. 透過體驗式學習：以真實情境例如參觀大學、專業機構、政府部門及商業機構豐富學生的學習經驗。 	量化評估 <ol style="list-style-type: none"> 1. 有 75% 學生同意活動有效達到目標。 2. 焦點小組意見 	學生問卷	由 9-2023 至 5-2024	李俊逸 全方位學習組 生涯規劃教育及升學就業輔導組		寬廣的知識基礎 生涯規劃

<p>的性 格、能 力及強 弱項， 從而尋 找生命 的意義</p>	<p>3. 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>量化評估 1. 有70%學生同意老師的講解有助她們將學科關係聯繫她們的未來人生規劃。 2. 焦點小組意見</p>	<p>學生問卷</p>		<p>中三及中五 班主任 各科組</p>	
	<p>4. 鼓勵學生根據個人興趣及潛能參與資優及專業課程，建立自信，從而發揮潛能，建立在不同領域的能力。</p>	<p>學生參加資優教育課程的數目</p>	<p>量化評估 班主任及學生問卷調查</p>		<p>鄧穎雯 朱靜嫻 黃楚瑋 黃寶琮 班主任、科 主任及功能 組別負責人</p>	<p>寬廣的知識基 礎 共通能力</p>
<p>3C 建立可 持續的 生活模</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</p>	<p>1) 問卷： 70%學生於這學年曾經驗多於一種心靈教育活動</p>	<p>學生問卷</p>	<p>由9-2023 至5-2024</p>	<p>陳浩華 陳翠明</p>	<p>健康的生活方 式 寬廣的知識基</p>

<p>式和促進靈性健康發展</p>	<p>靜的藝術、及加強學生身心鬆弛的鍛鍊。</p>	<p>70% 學生同意她們身心靈教育活動有助她們身心鬆弛的鍛鍊</p>	<p>教師回饋</p>	<p>陳浩華 中二及中五級倫理宗教老師</p>	<p>基礎 共通能力</p>
<p>2. 以天主教社會訓導的原則，加強學生對受造物物的關注</p>	<p>2) 教師回饋 100% 中二及中五級倫理宗教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>學生問卷</p>	<p>伍小嫻</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繫提高學生身心靈健康</p>	<p>3) 質化評估：透過心靈教育後的反思（心靈札記）了解學生在活動中的得着及感受</p>	<p>分析學生心靈札記的內容</p>			

3. School-based Medium of Instruction Plan for Junior Secondary Level in 2023-2024

School year

Our school has been using English as the medium of instruction progressively up the different levels since 1994. In 1998, our school has been approved by the Education Department and listed among the 114 EMI schools which gave the final push for the school to adopt the Foreign Language Immersion Education Approach with the vision that our graduates should be able to communicate both verbally and literally in English at such a level of proficiency that they can either continue their studies or enter the job market both locally and abroad without language difficulties. An EMI committee was set up in 1998/1999 to formulate a practical and effective plan, which calls for commitment of all staff for successful implementation.

In 2009, the Education Bureau decided to fine-tune the recommendations on MOI arrangements for secondary schools with a view to allowing secondary schools the flexibility to decide professionally the appropriate MOI arrangements. The MOI policy for our school, starting from September 2010 at S1 level progressing each year to a higher level of the junior secondary forms, will be the same as being an EMI school in the past years.

The non-language subjects to be taught in EMI for students admitted to S1 in the 2023-2024 School year and when the same cohort of students proceeds to S2 and S3 in the 2024-2025 and 2025-2026 school years respectively are as follows:

- Mathematics
- Science (Physics, Chemistry, Biology in S3)
- Computer Literacy
- Technology and Living
- Geography
- History
- Music
- P.E.

A language-rich environment both inside and outside the classroom promotes learning through the English medium by maximizing students' exposure to English and by providing an atmosphere in which English becomes accepted as the normal language of communication.

A. For Students

1. English is to be used in notices, instructions and directions put up in the school premises for various purposes, except public notices and notices from non-EMI subjects.
2. English is to be used in announcements, morning prayers and routine work during class teacher periods, talks and assemblies.
3. English is to be used in posters, notice boards and displays related to students' work and achievements, which provide materials and activities for sharing among students (e.g. English Corner in the classroom)
4. School circulars and student handbooks have adopted the use of the English medium.
5. English is to be used in sections of the School newsletters and magazines (Chinese is available as parents are the general readers.)
6. The bilingual school web page and school intranet have been set up.
7. An English version of the school rules is available.

B. For Staff / Administration

English is to be used in

1. School Policy and Implementation Plan
2. Circulars
3. Notices
4. Memoranda

5. Agenda of meetings
6. Minutes / Reports of meetings (e.g. staff meetings, panel meetings)
7. Other documents submitted by EMI teachers

C. School Functions

English is to be used in school functions such as Sports Day, Speech Day, AGM of Student Association and most of the morning assemblies, etc.

D. Extra-curricular Activities

Students are encouraged to participate in extra-curricular activities which are organized in English, and all these activities should be interesting, challenging and sustainable. For example,

1. Speech contests, debates, dramas, scrabbles, games, English Week, tongue-twister competitions, etc. can be organized by the English Club.
2. Reading Schemes, book report competitions, etc. (Materials should cover a broad range of topics.)
3. Writing competitions / Quizzes
4. Video / film shows / TV viewing
This can be preceded or followed by simple discussions led by teachers. Further reading of materials will help develop students' interest and study skills.
5. English Corner
Students have easy access to materials in English including books, newspapers, magazines audio tapes, as well as English games on the computer. These materials enable a broad English language input and resources for tasks and projects of the EMI subjects. Teachers and senior students can run English-speaking activities in this Corner at lunchtime.
6. The clubs of EMI subjects can also conduct activities in English, e.g. preparation for and writing a report of a field trip or doing an experiment, the display of a poster and making an announcement for a contest, preparing a magazine article on a major school event, writing up a scrap-book on different professions in H.K. or the introduction of the life of a prominent politician, etc.
7. Students are encouraged to join English-related activities outside the school, e.g. Speech Festival, Drama Festival, essay competitions, slogan design competitions, etc.

E. Class Libraries

Class libraries are administered and used by the students themselves, e.g. the Class Committee. Materials kept may consist of English readers, students' projects, newspaper clippings, magazines, reference books, etc.

F. Using the media in assignments / projects

Since the media in H.K. provide a good range of English language exemplary models and plenty of opportunities for language learning, assignments / projects using the media should be given to students. Students studying through EMI must use English for conceptual development, data collection and presentation.

G. Using English for Communication

Teachers and students are strongly encouraged to use English for communication within the school premises.

4. Budget Summary 23/24

School Fund																					
Information Technology Staffing Support Gr	Gr for Sister School Scheme	Promotion of Reading Gr	School Executive Officer Gr	Student Activities Support Gr (JCF)	Quality Education Fund (QEF) - Mobile Device	Quality Education Fund (QEF)	School-based Speech Therapy Gr	One off Subject Citizenship & Social Development	Life Skills Learning Gr	HK Drama Festival	IT Innovation Lab Project	Approved for Specific Purposes A/C	General Fund / Subscription / TF A/C	Ratified Principals Scholarship Fund	St. Savic Scholarship Fund	May Chan Scholarship Fund	Dr. Gerald Siu Scholarship	Mother Moreno Scholarship	Music Development Fund	Funding for Overseas Studies & ECA	Total
0	156,955	48,525	321,848	0	0	11,400	10,866	278,530	703,660	0	270,000	388,482	1,955,675	20,300	15,000	22,000	132,650	46,742	23,548	46,151	6,123,710
513,000	100,000	85,000	575,000	100,000	200,000	100,000	100,000	0	1,198,413	4,000	0	184,000	1,445,000	0	0	22,000	80,000	0	1,000	10,000	6,497,413
E01 SB After School Learning																					
E02 Guidance																					
E03 Careers Guidance																					
E04 Information Technology																					
E05 Student Foundation																					
E06 Life Wide Learning																					
E07 Discipline																					
E08 Foundation	0																				
E09 Art Activities																					
E10 Video Recording																					
E11 Library																					
E12 Students Activities																					
E14 Anniversary																					
E15 Sch Promotion																					
E17 Academic Week																					
E18 Leadership Training Proj																					
E19 Aesthetic Development																					
E21 SS Project																					
E23 SEM & Global Education P																					
E24 Social Education Need (SEN)																					
S01 Music																					
S02 Ping Pong																					
S03 Visual Art																					
S04 Bioboy																					
S05 Chemistry																					
S06 IS																					
S07 Chinese Language																					
S08 Chinese History																					
S09 English Language																					
S10 Computer																					
S11 Economics																					
S12 Geography																					
S13 Technology & Litera																					
S14 Psychology																					
S15 Maths																					
S16 Physical Education																					
S17 BAFS																					
S18 Ethics & Religious Education																					
S19 Preparation Room																					
S20 Liberal Studies / Citizenship & S																					
S21 Chinese Literature																					
S22 Life & Society																					
S23 Civic Edu																					
S24 Inclusion																					
(C) E-revenue																					
(D) = (B) - (C)																					
Surplus for the year			9,000	0	0	0	0	111,000	(451,567)	0	1,969,000	138,000	197,500	13,000	110,000	1,600	0	0	14,000	0	11,700,000
(E) = (A) * (D)			330,848	0	0	0	154,000	154,000	254,123	0	(30,000)	372,482	1,758,175	17,300	6,000	21,000	132,650	36,742	19,548	45,151	7,357,143
Balance off to next year			45,525	0	0	0	0	0	254,123	0	(30,000)	372,482	1,758,175	17,300	6,000	21,000	132,650	36,742	19,548	45,151	7,357,143

Remarks:

Note 1. All the deficit item will be transferred to ECEBEG A/C

Note 2. To be funded by IS7/CI/MS

Appendix (a) Annual Program Plan for All Subjects & Functional Groups 2023-24

(A) Subject Departments' Programme Plans

1. English Language

Head of Department: Tsang Kar Man (Senior form coordinator) &

Kung Choi Lam (Junior form coordinator)

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:

Forms	Targets and Outline of strategies	Implementation and Success Criteria	Time scale	Person(s) in-charge	Persons involved	Mode of Assessment and 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, S. 1 & 2: Integrated Science, S. 2: History)	9/2023-5/2024	Kung CL Chan CM Shu NC	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
1-2	To boost students' vocabulary	To make use of word lists according to frequency of use.	9/2023-5/2024	Tsang KM	S. 1 & 2 English teachers	Teachers' observation of students' work. Students are able to make use of some of the vocabulary in their writing.

Target 2:

Forms	Targets and Outline of strategies	Implementation and Success Criteria	Time scale	Person(s) in-charge	Persons involved	Mode of Assessment and Evaluation
1-6	To enhance students' writing skills through short tasks Short pre-writing tasks with a specific focus will be designed for students before they write the long tasks.	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. 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.	9/2023-5/2024	Tsang KM Form Coordinators	All English teachers	Teachers will keep track of students' writing performance during the year. 60% of students show an improvement in their writing score during the term.

Target 3: To achieve better public exam results

Forms	Targets and Outline of strategies	Implementation and Success Criteria	Time scale	Person(s) in-charge	Persons involved	Mode of Assessment and 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.
5	5** Class (to be conducted by all S. 5 English teachers)	12-14 students from S. 5 who are the top in English will be invited to attend the 5** class respectively. Challenging tasks will be given to boost their 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.	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)
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	Tsang KM	Chan CM Chan Annie Tsang KM 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.
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	Chan CM Chan Annie Tsang KM Tsai LF & S. 6 Small Class Oral teachers	Students' attendance and comparison of their score in Mock II and DSE Paper 4.

2. Chinese Language – Chinese Language

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
運用「混合學習」照顧學生學習多樣性	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。 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。	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。

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
將所學與學生將來事業發展所需的態度作連繫	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。	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。	老師透過課堂觀察，對學生的表現作評價。

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
提升學生成績	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)	梁婉珊	中文科老師	全年	1. 中三級全港性系統評估 100%達到水平 2. 中六級中學文憑試： 5或以上： 20% 4或以上： 56% 3或以上： 90%	統計公開試成績

目標四：拔尖補底計劃

目標／策略	行動	聯絡員	有關人士	時間	成功指標	結果及評估
	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) 全年各級訓練 約4-7次	70%參加校際朗誦比賽的同學，能於比賽中取得優良或良好等級	學生比賽成績等級統計、學生表描述
提升學生成績	中一至中三級(各級)小組指導 中一指導內容： 配合記敘文閱讀、古代漢語二個單元，每個單元2次 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	梁婉珊	中文科老師	中一 全年4次 中二 全年4次 中三 全年4次	1 中一級至中三級：其中有60%參加的學生成績有提升 2 中四級至中六級：其中有50%參加的學生成績有提升	統計參加計劃的學生校內測考成績、學生表現描述

	<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>中一至中六級 (各班)小組指導或個別指導</p> <p>各班任課老師以個別指導或 小組指導模式，就讀、寫、 聽、說、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>			全年		

2. Chinese Language – Chinese Literature

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	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。 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。	鄧穎雯 及 中國文學科 老師	「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。	1 老師統計運用「混合式學習」模式設計的課堂數目。 2 就學生習作和參與課堂討論的表現進行描述。

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

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。	老師透過課堂觀察和學生習作，對學生的表現進行描述。

2. Chinese Language – Putonghua

科主任：鄧倩婷

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。

年級	行動	負責老師	有關人士	時間表	成功指標	評估模式
中一及中二級	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。	鄧倩婷	鄧倩婷、(N)	上、下學期至少一節課	大部份學生投入課堂活動，認真學習，勇於表達。	老師評價學生投入及樂於以普通話溝通的表現。
中一至中五級	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。	鄧倩婷	鄧倩婷、吳紅麗、(N)	全年	全年至少八名學生曾參與校外比賽。	教師觀察學生表現，參與普通話比賽時，學生是否投入。
中一及中二級	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」。	鄧倩婷	鄧倩婷、(N)	全年	大部份學生能認真完成「說話訓練」。	教師查看學生的「說話訓練」工作紙，並就學生的說話內容、結構及發音咬字各方面評分。

目標二：透過混合式學習，提升教學效能。

年級	行動	負責老師	有關人士	時間表	成功指標	評估模式
中一及中二級	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。	鄧倩婷	鄧倩婷、(N)	全年	大部份學生投入課堂活動，認真學習或完成相關練習。	老師評價學生投入參與、認真完成相關練習的表現。

3. Mathematics

Head of Department: Chik Ching Yiu

Target 1: To develop the curriculum with multiple pathways catering for learning diversity (Major Concern I)

Forms	Tasks	Person-in-charge	Persons involved	Time Scale	Success Criteria
S.2	To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning. <ul style="list-style-type: none"> To enhance students' interests and integrate their knowledge and skills across STEM education. 	Chik CY	S.2 Mathematics Teachers	Whole school year	Students' work. Observations and opinions given by subject teachers and students.
S.1 – S.6	To optimize learning and teaching process with blended learning. <ul style="list-style-type: none"> Use of blended learning Google Classroom will be used as the Learning Management System (LMS) 	Chik CY	S.1 – S.6 Mathematics Teachers	Whole school year	Successful use of blended learning through lesson observation. Use of LMS in teaching.

Target 2: To foster better academic performance

Tasks	Person in-charge	Persons involved	Time scale	Success Criteria	Mode of Assessment
Re-test after each Chapter (S4 – S.6)	Chik CY	All Mathematics Teachers	Whole school year	70% of the students pass the re-test.	Test Results
Practice of past exam paper. (S.6)	Chik CY	All S.6 Mathematics Teachers	Whole school year	85% of the students achieve satisfactory performance in their practices.	Q & A in the lessons. Past paper assignment.
After-school / Lunch time tutorial classes (Plan A & Plan C)	Chik CY	All Mathematics Teachers	Whole school year	85% of the students achieve satisfactory performance in their practices/assignment / quiz & test. 85% of the students who attend agree that these classes help them to study, practice and learn.	Attendance Record Teacher Assessment
Math Olympiad Training	Chik CY	Mok WY Fan KC	Whole school year	Active participation in the training classes	Competition Results

4. Citizen and Social Development

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
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	<p>— 就上學年的混合教學計劃進行深化：</p> <ol style="list-style-type: none"> 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。 	<ol style="list-style-type: none"> 1. 中五級每個課題均有網上練習作預習之用； 2. 中四級每個課題均有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；

5. Personal, Social & Humanities Education – Civic Education (Life & Society)

科主任：陳葆穎

1. 配合學校發展目標

目標一：透過混合學習(Blended Learning)提升教學效能

年級	目標	聯絡員	時間	成功指標	評估模式
中一至中三	<p>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。</p> <p>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。</p>	各級聯絡員	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

目標二：擴闊學生視野，讓學生了解自己的性格、能力及強弱項

年級	目標	聯絡員	時間	成功指標	評估模式
中一至中三	<p>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 中二：理財及時間管理 中三：全球化的議題</p>	各級聯絡員	全年	<ul style="list-style-type: none"> 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

5. Personal, Social & Humanities Education – Chinese History

科主任：梁佩珊

(甲) 配合學校發展目標(2021-2026)：

目標：以多元的策略以照顧學生多樣性

策略	行動	聯絡員	有關人士	時間	成功指標	評估模式
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)	中一、中二、中三級聯絡員	中一、中二及中三科任老師	九月至四月	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

(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	聯絡員	成功指標	評估模式
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	各級聯絡員	課堂表現及學生的學習反思	功課表現

(丙) 本科目標—中五、中六級提升成績計劃

行動	聯絡員	時間	資源/備註	成功指標	評估模式
高提升計劃 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 (中五、中六)	九月至五月	高中試題訓練	同學該年成績比上年度成績進步	比較校內或公開考試成績

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

Forms	Task	Person in charge	Persons involved	Time Scale	Success criteria	Mode of assessment
S.4	A. To motivate students to deepen and broaden their learning.	Li CY Chun KY (Econ)	Li CY Chun KY (Econ)	Study tour in 2 nd term	70% of the students agree that the program can benefit them in studying Econ and BAFS (Mgt).	Survey, Performance of project

Target 2: To foster better academic performance

Task	Person in charge	Persons involved	Time Scale	Resources	Success criteria	Mode of assessment
Encourage students to pay attention to tests and examinations	Chun KY	Chun KY	September – December, 2023	***	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 92.5%	By Mock Exam / Public Exam Results

*** In order to foster better academic results, Plan A will be carried out. Extra exercises will be provided to strengthen the problem solving skill of capable students. Plan C will be done for clarifying basic concepts for those less capable S.6 students. Chun KY will be responsible for the class(es). The maximum number of student in each class is restricted to 15 only. Both attendance and progress will be emphasized.

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	Time Scale	Resources	Success Criteria	Mode of Assessment
(a) To optimize learning and teaching process with blended learning 1. Use of blended learning 2. Unexpected school suspension may be enforced, it is better to include blended learning to enhance students' learning.	Hui SF (Classes 3A & 3B, S4 & S5)	Ng SH (Classes 2A, 2B, 2C, 2D, 3C, 3D & S6) Hui SF (Classes 3A & 3B, S4 & S5)	Teaching: whole year	Youtube video, google classroom, google form, publisher resources, online polling platform.	Successful use of blended learning through lesson observation.	Lesson observation and questionnaire survey

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	Time Scale	Resources	Success Criteria	Mode of Assessment
Students are asked to carry out projects and complete the FBQ/field trip manual	Hui SF (Form 4 and 5)	Ng SH (Form 6)	S5: 23-24 Nov 2023 (Cheung Chau)	Reference books, internets, Fieldwork manual prepared by the field study center , overseas case studies, TV programmes, magazines, newspapers, etc. 2-days-1-night field study camp in Cheung Chau	90% students can hand in their field trip manual on time. 80% students know how to use the proper research techniques and can present their findings of their chosen topics with IT aids effectively. 80% students obtain a Grade D or above in the manual.	S5: Complete the assigned manual with own findings or data Teacher assessment Oral feedback of teachers and peer evaluation.

Annual Departmental Target

Target: To achieve better public examination results (2023-24)

Subject	Person-in-charge	Person involved	Task	Academic Target on HKDSE Result (in percentage)		
				Level 5+	Level 4+	Level 2+
Geography	Ng SH (Form 6)	Ng SH (Form 6)	Practice of practical work / map reading exercises Practice of past examination paper Tutorial classes	11.7%	35%	100.0%

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

Department-Based Target

Target 2: To foster better academic performance

From	Task	Person in charge	Persons involved	Time Scale	Resources	Success criteria	Mode of assessment
S6	Past Paper practice and discussion meeting	Leung HW	Leung HW	September, 2023 – May, 2024	Past Papers	70% of the low achievers can get improvement in their mock exam 2023 HKDSE 5 or above 15% 4 or above 60% 3 or above 85%	By Mock Exam / Public Exam Results

5. Personal, Social & Humanities Education – Social Studies

Head of Department: Leung Hoi Wai

Target 1: School Target: Build Together “Amoris Laetitia” Family

Student Academic Development : 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
1	To cooperate with English department. English teachers help students drill new vocabulary and basic format in short essay writing	Chan SM	S1 SS teachers S1 English teachers	1 topic (Unit 7)	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.

Target 2: Annual Subject Program Plan

Task	Person in charge	Persons involved	Time Scale	Resources	Success criteria	Mode of assessment
To develop generic skills in PSHE subjects in the future	Chan SM	SS 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

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

科主任：陳浩華

一. 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。

二. 配合學校發展目標：

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。

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
剪報	陳浩華 翁嫻瑞 黃梓彤* 翁逸薰 曾家雯	中二及中三	全年	報章	90%或以上學生在上下學期完全最少一次剪報。	期終問卷
小型專題研習：好青年由我做起	翁嫻瑞* 曾家雯 翁逸薰	中一	二月至四月	人物傳記、訪問、	90%或以上學生完成研習，並能訂立個人成長目標。	從習作中作出評估
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	中一至中六	九月至六月	報章、互聯網、簡報、電影、書籍、文章等	90%或以上學生學習各種解難方法，並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，在不同級別中螺旋式地逐年深化，並透過不同的方式如小組討論、口頭匯報、文字個別報告、工作紙、不同的習作模式等表達不同深度及富創意的個人立場和價值取向。	從習作中作出評估
以「環境」為題推行生命教育活動	陳浩華* 翁嫻瑞 翁逸薰	中二	下學期		80%中二級學生認同其環境保育意識有所提。	活動後問卷
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	中一至中六	九月至六月		80%或以上學生曾參加一次宗教體驗活動。	期終問卷

三. 本科目標：

B.目標二：促進閱讀文化

目的：協助及鼓勵同學培養良好的閱讀習慣

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
提供不同慈幼聖者的生平作為課外讀物，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	陳浩華* 翁嫻瑞 黃梓彤 翁逸薰 曾家雯	中一至中三	九月至六月	圖書館及網上取材	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。	期終問卷

中一、二、三：「縱放喜樂人生－聖女瑪沙利羅」

中一：「瑪利亞·陶美尼亞·瑪沙利羅」

中二：「聖若望鮑思高－兒童及青年的朋友」(聖若望鮑思高生平)

中三：「羅蘭之歌」(聖多明我沙維豪生平)

C.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

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
加入心靈教育課節	陳浩華*	中五、中六	九月至六月	學校提供的資源	70%或以上學生於這學年曾經驗多於一種心靈教育活動 70%或以上學生同意心靈教育活動有助她們身心鬆弛的鍛鍊	期終問卷
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	中二	九月至六月	香港中文大學文化及宗教研究系		期終問卷
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	中二、中五	九月至六月	學校提供的資源	100%或以上中二及中五級倫宗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 80%或以上中二及中五級學生認同其環境保育意識有所提高	期終問卷

D.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。

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
小型專題研習：天主教的宗教特色	翁幗瑞* 翁逸薰	中二	上學期	網上取材、書籍的資源	90%或以上學生能掌握天主教的獨特之處	從習作中作出評估
積極推動宗教活動	陳浩華* 翁幗瑞* 黃梓彤* 翁逸薰* 曾家雯	中一至中五	九月至六月	學校提供的資源	最少 50 位非公教學生參與宗教活動	統計數字
全校朝聖活動	陳浩華* 黃梓彤* 翁逸薰* 牧民助理	中一至中五	七月	學校提供的資源	90%或以上學生認同全校朝聖活動有助她們認識天主教信仰	活動後問卷
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	全校教師	九月至六月	學校提供的資源	觀察學生在早會及習練善終時的外顯態度，80%或以上的學生態度良好	觀察學生參與活動時所表現的投入、尊重及虔誠
Call to Holiness 宗教活動印花計劃	陳浩華* 黃梓彤* 翁逸薰* 牧民助理	中一至中三	九月至六月	學校提供的資源	最少 50 位非公教學生參與宗教活動	統計數字

E.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

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
每級均設性教育講座	陳浩華* 翁幗瑞* 黃梓彤* 翁逸薰* 曾家雯	中一至中五	九月至六月	學校提供的資源	90%或以上中一至中五學生曾參與最少一次教育講座 80%或以上學生認同性教育講座有助她們正確的性愛價值觀	期終問卷

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
S3 & S4 Practical work	Teacher 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. Teachers had post-lesson meetings for evaluation.	Assess the percentage of students who can follow the learning platforms.

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 biology.

Task	Implementation	Persons Involved	Time scale	Success Criteria	Results & Evaluation												
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 complete. Each form should carry out the following no. of cross-curricular learning activity: <table border="1" data-bbox="734 1456 1165 1590"> <tr> <td></td> <td>Collaborated with subject:</td> <td>Total no. of cross-curricular learning activity</td> </tr> <tr> <td>S3</td> <td>Computer (AR)</td> <td>1</td> </tr> <tr> <td>S4</td> <td>Computer (Coding)</td> <td>1</td> </tr> <tr> <td>S5</td> <td>Computer / Geography</td> <td>1</td> </tr> </table>		Collaborated with subject:	Total no. of cross-curricular learning activity	S3	Computer (AR)	1	S4	Computer (Coding)	1	S5	Computer / Geography	1	Assess the no. and quality of activities completed.
	Collaborated with subject:	Total no. of cross-curricular learning activity															
S3	Computer (AR)	1															
S4	Computer (Coding)	1															
S5	Computer / Geography	1															
S4 Heart rate & exercises S5 Growth & development	S4: Students will learn about coding to set up sensors for monitoring the factors in greenhouse / doing exercises.	Lam CS, Wong CM	2 nd term, 2024	<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. 													

6. Science – 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
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.

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
S1 & S2	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 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.
	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.

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
S1 & S2	To cooperate with English department. English teachers help students drill new vocabulary and answering skills in S.1 & S.2 Science.	English teachers use the content of certain science topics in order to teach students about vocabulary and sentence structure.	English teachers and Science teachers	Whole year	<p><u>Students' Questionnaire:</u> 80% of students agree that the training of English for Science is useful.</p> <p><u>Students' performance:</u> 70% of students have improvement in answering skills by comparing their test and exam performances.</p>	<p>Assess the percentage of the students who agree that the training of English for Science is useful.</p> <p>Collect teachers' feedback & markings.</p>

6. Science – Chemistry

Head of Department: Tang Siu Lung

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

A	To develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning
B	To integrate subject-specific knowledge and English skills in enhancing the students' language proficiency and performance in selected subjects (LaC)
C	To optimize learning and teaching process with blended learning

Forms	Tasks (A/B/C)	Persons in-charge	Persons involved	Time scale	Success criteria
3	C	Wong TT	Wong TT Ho MG	2023-2024 At least 1 topic for each form	Successful use of blended learning through lesson observation <u>Assessment:</u> Students showing improvement in exams
4	C	Tang SL	Tang SL Wong TT		
5	C	Ho MG	Ho MG		
6	C	Tang SL	Tang SL Wong TT		

6. Science – 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	Person involved	Time Scale	Success Criteria	Results & Evaluations
S3 & S4	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.	Chan CK Ngan KC	Whole Year	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.	Evaluate the proportion of students capable of engaging with the learning platforms

7. Technology Education – Business, Accounting & Financial Studies

Head of Department: Li Chun Yat

Target 1: 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	A. The develop the interdisciplinary curriculum so as to motivate students to deepen and broaden their learning	Li CY Chun KY (Econ)	Li CY, Cheng YC Chun KY (Econ)	2 weeks in 2 nd term	70% of the students agree that the program can benefit them in studying Econ and BAFS (Mgt).	Survey

Subject-based Target

Target 2: 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	Resources	Success Criteria	Mode of Assessment
Students are asked to participate more visits and seminars organized by department	Li CY	Li CY Cheng YC	Whole year	Visits or competition organized by different organizations	50% of students have joined at least one activity	Record of activity

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

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
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.	Li WT	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.

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
S3: Design an AI project	S3: Students will integrate programming knowledge from Computer Literacy and Science to design an AI project by using Python.	Li WT Chan CK	Whole year	85% of students complete the project.	Evaluate the percentage of students who completed the projects.

7. Technology Education – Technology & Living

Head of Department: Tang Sze Man

Implementation of the Programme Plan (2021 – 2025)

Main Theme: Build Together “Amoris Laetitia” Family

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

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

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 T&L.

Forms	Task	Person(s) in-charge	Persons involved	Time Scale	Success Criteria
1	Personal Development	Tang SM	Tang SM Teachers of (Junior Science)	23-24	100% S1 students understand puberty, calculate the period and how to take care of herself during the puberty.
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.

2C. To optimize 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.

Forms	Task	Person(s) in-charge	Persons involved	Time Scale	Success Criteria
2	Use of Labour saving devices	Chan CF	Chan CF	23-24	100% S.2 students can use one of the labour saving devices to make a dish and form a 2-course meal. Students use Flipgrid to show their videos about the procedures of cooking the dish.
3	Meal planning	Tang SM	Tang SM	23-24	100% S3 students use the google form or other online resources, accompanied with classroom teaching, to design and complete a meal plan.
1	Embroidery work	Tang SM	Tang SM	23-24	95-100% S1 students can apply the skills from the zoom lessons, or videos from other online resources, accompanied with classroom teaching, to design embroidery work.
3	Dressing tips for different body figure types	Chan CF	Chan CF	23-24	100% S.3 students could search 5 pictures of models from the fashion websites and analysed the principles and elements of fashion design for the chosen pictures. They could hand in 5 model pictures with the detailed explanation on the principles and elements of fashion design. They discussed with other students in the zoom breakout rooms during online lessons. Then they presented their ideas in class via Google Classroom.

8. Arts 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 horizon.

Forms	Implementation	Person in-charge	Persons involved	Success Criteria	Assessment
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

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

Forms	Implementation	Persons in-charge	Persons involved	Success Criteria	Assessment
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 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

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
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

8. Arts Education – Visual Arts

科主任：陳佩玲

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
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。

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
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、藝術的情境、掌握創作技巧及過程，並培養創意思維能力)。	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練，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。

9. Physical Education

Head of Department: Chu Ching Han

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
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.

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

Forms	Implementation	Person involved	Success Criteria	Assessment
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.

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
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

(B) Functional Groups' Programme Plans**1. Student Formation and Student Support****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
<p>中一 融入校園、自律樂群</p> <p>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。</p>	翁嫻瑞	<p>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)</p>	70% 培育內容如期進行	計算實際活動完成數目
<p>中二 正面思維、發掘興趣</p> <p>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。</p>	黃梓彤	<p>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</p>	70% 培育內容如期進行	計算實際活動完成數目

		(Student Affairs) 課堂：美好的家 (ERE) 班主任課：興趣成就自己(ECA)		
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
中四 面對挑戰、靈活反思 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。	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) 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	70% 培育內容如期進行	計算實際活動完成數目
中五 堅定意志、積極向上 讓中五同學訂立生涯目標及確認發展方向，以堅忍	李俊逸	班主任課：Introduction of Multiple Pathways + Mentor time (LPECG) Career express: (LPECG) Introduction of JUPAS System and Iteration Process (LPECG) Planning for JUPAS (LPECG) Analyzing JUPAS Statistics (LPECG) 全方位學習活動日(嘗試及調整) (LWL)	70% 培育內容如期進行	計算實際活動完成數目

<p>態度面對學業或升學壓力。</p>		<p>早會：減壓(認識自己的壓力源)(社工) 班主任課：延續減壓 (Fong PF) 課堂：身心鬆弛 + 靜中行 (ERE) 課堂：禪繞 (ERE) 中五起動計劃 (Counselling) 班主任課：甚麼力推動我?(Fong PF) 早會：恆毅力 (ECA) 29/1/2023 班主任課：後續恆毅力 (Civic Education) 全方位學習活動日(嘗試及調整) (LWL)</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>

2. Civic Education

負責老師：郭鳳玲

項目	行動	聯絡員	有關人士	時間	資源 / 備註	目的	成功指標	評估模式
一	國民教育講座暨中華文化體驗 註：講座題目及工作坊待定	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	認識國家文化力量，提升國民身份認同。	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
二	透過參加不同類型的培訓、活動、比賽等。	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	擴闊學生視野，培養他們敢於冒險、創新突破、堅毅自信等開拓創新精神，從而建立「尊重」、「堅毅」、「責任」、「承擔」、「關懷」等不同的價值觀。	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
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。	讓學生認識自己國家歷史、文化、經濟、科技、政治體制、法律，提升國民身份認同。	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
四	十大新聞選舉	郭鳳玲	公民教育組老師	1/2024	IPAD 進行投票	認識本地、中國及全球時事，有助建立國民和全球公民身份認同。	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
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。	發展大使的領袖才能，成為德才兼備、有承擔、具備國家觀念及愛國愛家的良好公民。	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

3. Discipline

Head of Team: 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
To help students to develop self-discipline and integrity	HUI YW	Discipline teachers Disciplinary prefects Mentors Student Formation team	Through-out 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

4. Spiritual Formation and Ethics & Religious Education

負責聯絡人：陳浩華老師

一. 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

二. 目標：培養學生的宗教情操

目的：培養學生的宗教感及提供祈禱的經驗

行動	聯絡員	有關人士	時間	成功指標	評估模式
於習練善終時由老師進行與德育主題有關的短講	陳浩華 吳詠雯	全體公教老師	九月至五月	觀察學生聆聽短講時的外顯態度，85%或以上的學生態度良好	學生聆聽短講時所表現的投入程度
天主教同學會常會	黃梓彤 吳詠雯	中一至中六	九月至五月	平均出席率為70%或以上	統計實際數字
慈青日 2024 (24/2/2024)	吳詠雯 翁逸薰修女	中一至中六	二月	30 人或以上參加慈青日	統計實際數字
慕道班	黃梓彤 翁逸薰修女	中一至中五	十月至六月	20 人或以上參加慕道班	統計實際數字
教友班	陳浩華 吳詠雯	中一至中六	十月至五月	全校 90%教友出席教友班	統計實際數字
宗教周	陳浩華 黃梓彤	中一至中六	十二月	觀察學生參與活動時的外顯態度。	老師及學生回饋
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	-有 200 名學生可於瞻禮日換取禮物	統計實際數字
海外朝聖	黃梓彤 陳浩華 翁逸薰修女	中一至中五 同學	三月	觀察學生參與活動時的外顯態度。	老師及學生回饋

三：目標：增加公教老師的宗教、使命及團體

行動	聯絡員	有關人士	時間	成功指標	評估模式
教職員慕道班	黃梓彤	教職員	全年	平均出席率為 80%或以上	統計實際數字
公教老師聚會	陳浩華	公教教職員	上下學期各一次	90%公教教職員出席	統計實際數字
牧民常會	陳浩華	倫宗科老師	全年	每位倫宗科老師每年最少出席一次	統計實際數字
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	統計實際數字

四：本年靈性培育組的工作分配

內容	*負責人
恆常工作	
早禱	*Chan Annie, Sr. Domenica (Wed), Ng WM (Mon)
Prayer Service	*Chan Annie (English), Tsang KM (English), Ng WM
習練善終 (Happy Death)	*Chan Annie, Ng WM
Happy Death Sharing 29/9/2022 (Classroom)	Sr. Anita
Happy Death Sharing 30/11/2022 (Classroom)	Wong TT
Happy Death Sharing 09/04/2024 (Classroom)	Chun KY
Happy Death Sharing 16/05/2024 (Classroom)	Sr. Domenica
天主教同學會	*Wong TT, Ng WM, Sr. Domenica
羊棧 Sheepfold	*Chan Annie, Sr. Domenica
慈青活動	*Ng WM, Sr. Domenica
慕道班	*Wong TT, Sr. Domenica
教友班	*Chan Annie, Ng WM
教職員慕道班	*Sr. Anita, Wong TT
Call to Holiness	*Chan Annie, Sr. Domenica, Ng WM
宗教活動及禮儀	
開學彌撒 (22/9/2023)	*Yung KS
明愛賣物會 (19/11/2024)	*Chan Annie
聖母無原罪瞻禮 (5/12/2023)	*Chan Annie
聖誕彌撒 (20/12/2023)	*Chun KY
鮑思高瞻禮 (31/1/2024)	*Chan Annie
中二成長營(3/2/2024)	*Yung KS, Sr. Domenica
感恩節彌撒 (6/2/2024)	*Chan Annie
苦路禮儀 (20/2/2024)	*Chan Annie, Ng WM
中六成人禮 (23/2/2024)	*Chan Annie, Wong TT
宗教周 (26/2 - 1/3/2024) SpTT (27/2/2024)	*Wong TT, Chan Annie (SpTT)
Major Concern III - 願你受讚頌 週會 (17/10/2023, 14/5/2024)	*Chan Annie, Yung KS
全方位學習日 (27/3/2024)	
學生週年退省 (28/3/2024 - 29/3/2024)?	*Chan Annie, Sr. Domenica
進教之佑彌撒 (24/5/2024)	*Tsang KM
各級朝聖活動 (25/6/2024)	* Tsang KM (S1), Yung KS (S2), Wong TT (S3), Sr. Domenica (S4), Chan Annie (S5)
公教老師聚會	*Wong TT (上學期), Chan Annie (下學期)
中一預備班	*Yung KS, Wong TT
海外朝聖 (台灣? 試後活動?)	*Chan Annie

5. Life Planning Education and Careers Guidance

Head of Team: Chun KY

Purpose: To create a sense of hope, internal locus of self-control or aspiration from students

Form	Development Theme	Implementation Strategies	Time	coordinator	Person involved	Success criteria
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)
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)
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)
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 perseverance in times of uncertainty. 	Mar-Apr 2024	Chun KY	new members	- 80% of students completed the tasks assigned (checked by teachers in the Team)
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 	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

		<p>into exploration of study, training and work options</p> <ul style="list-style-type: none"> -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. 				once within three years of NSS
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)

6. Counseling – Formation Program and Personal Guidance

Head of Department: Yung Kwok Sui

	Tasks	Coordinator	Person(s) involved	Time	Resources	Purpose	Success Criteria	Mode of Assessment
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
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
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
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
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
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
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
8	S1 Counselling	Yung KS	S1 Class	12/1/2023	Buy	Increase sense of	Over 80% students	Results of

	Activity		teachers	4	service from HKFYG	self-efficacy.	agree this camp helped them to know more about how to deal with their different emotions and keep mental health.	survey
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
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
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 help them to understand the skills, attitude and knowledge about social service	Results of survey
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
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
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

7. Information Technology

Head of Team: Tang Siu Lung

Task	Person in-charge	Person involved	Time scale	Resources	Success Criteria	Mode of Assessment
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.
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.
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.
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

8. Library

圖書館主任：伍人壯（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
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。 - (請中、英文科老師配合，在班中選出廣泛閱讀班代表，負責向同學推介圖書。)	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； 圖書館助理	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

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
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，該學生必須達到成功指標。六級(上學期)/ 五級(下學期) 共11。 - 獎勵全校借閱量最高的10位學生，該學生必須達到成功指標。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一班，該班學生必須達到成功指標。 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 每個學 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中平均擁有至少2次紙質圖書/資料借閱記錄的班級。	按資料數據評估
3. 讀後感寫作比賽(金閱閣中、英文電子書/ Britannica School 大英百科全書 / Gale 電子書 / eClass 電子書) 語文老師(中文/英文科目)在每班作業中選出最佳讀書報告，並於2024年3月25日(復活節假期前)交給圖書館老師。 中一、中三同學參加中文讀後感寫作比賽； 中二、中四參加英文讀後感寫作比賽。	圖書館主任	圖書館主任； 中、英文科主任； 科任老師	同上	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。	同上

行動	聯絡員	有關人士	時間	資源	成功指標	評估模式
C. 營造校內閱讀氣氛	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)	按資料數據評估
1. 張貼海報及活動資訊，營造校園閱讀氣氛						
2. 組織讀書會	圖書館主任	伍人壯；陳樹鳴；吳詠雯	平均每學期3個		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。	
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。	按活動參與情況及資料數據評估
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>圍讀活動</u> (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。	按活動參與情況及資料數據評估
D. 校內外有關閱讀的活動	圖書館主任	伍人壯；陳樹鳴；吳詠雯	全年6次	圖書館；學校資助	讀書會舉行6次	按活動參與情況並拍幾張照片及資料數據評估
1. 一讀書會：上、下學期最少各3次						
2. 一我(學生)的讀書會：1-2次		伍人壯	全年1-2次		舉行1-2次	
3 書商書展：1次	伍人壯	吳詠雯	全年1次		按活動參與情況評估	按活動參與情況及資料數據評估
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	伍人壯	吳詠雯	全年2次	NIL	按活動參與情況及資料數據評估	按資料數據評估
5 圖書館推廣閱讀固定壁報2塊： 其中兩塊1-2次	吳詠雯	圖書館學長		圖書館；各主辦機構；及學校資助	每兩個月更新1次 共4次	按資料數據評估
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	伍人壯	圖書館學長			上、下學期最少各2次	按資料數據評估
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		中文科及英文科老師；	5/3 6/3 8/3	圖書館；學校資助	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	按活動參與情況評估並拍幾張照片
11- 早會： (學校安排 6/9, 19/12 早會時段 2次，	伍人壯	圖書館學長；	6/9, 19/12	圖書館；學校資助	圖書館學長能夠 1. 激發學生的閱讀興趣，	按活動參與情況評估

為全校推廣閱讀。						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	
12. 閱讀/作家講座 6/2/2024: 1次		圖書館主任; 圖書館學長;	6/2	學校資助		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	按活動參與情況評估
13. 參觀書店 / 與作家見面 / 與作家研討會/ 閱讀散步 1次	圖書館主任	鄧穎雯老師; 圖書館主任; 圖書館學長;	復活節假期	學校資助		學生積極參與活動	按活動參與情況評估
14. 培養中一、二資訊素養	方佩芬老師 電腦老師	社工;	9-10月	NIL	NIL		NIL
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	全年	圖書館		成功使用電郵發放遲還及領取預訂書籍通知	
F. 圖書館課 中一至中三圖書館課:	圖書館主任	圖書館助理	9-10月	圖書館		中一至中三圖書館課	

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
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
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 一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

9. Morning Assembly

Head of Department: Fong Pui Fan

Target 1: To cooperate with various school's departments

Task	Person in-charge	Persons involved	Time Scale	Resources	Success Criteria	Mode of Assessment
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.

10. Students' Activities

Head of Team: 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
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 organizations	External organizations	- 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
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.
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 Inter-Class Competition - ECA promotion & sharing by student leaders	- At least 3 Inter-class competitions	- Focus group and class meetings - Student leaders' meetings

11. Life-wide Learning

Head of Department: Li Chun Yat

I. Implementation Plan

A. Team Vision and Mission:

- Broaden the horizon of the students.
- Develop students to have a growth mindset.
- Build up the students' entrepreneurial spirit through overcoming difficulties.
- Improve the academic performance of the students eventually with a higher motivation to learn and a better self-management skill.
- Enhance the sense of belongings of the students through creating the students' sense of ownership in different aspects.

B. Objectives:

- Finding Life-Wide Learning opportunities in the school.
- Helping the school to provide Life-Wide Learning activities effectively and efficiently.
- Creating linkage with external organizations for opportunities for our students.
- Providing the knowledge, skills and attitude required to the students.

C. Major Tasks:

1. Coordinate the use of the Life-wide Learning Grant.

Period	Task	PIC
Apr – June 2023	Collect information from KLAs/functional groups/individuals about the Life-wide Learning activities they are going to organize and the amount of money they are planning to use in 2022-2023.	WCM
July 2023	Prepare the proposal for the whole year plan 2022-2023 and submit to the School Principal.	LCY, WCM
July 2023	After the approval from the School Principal/SDMC/SPET/Student Formation/Staff Meeting, prepare the documents needed to seek consent from the IMC.	LCY, WCM
Aug 2023	Prepare the documents needed to submit to EDB.	LCY
Sep 2023 - Aug 2024	Coordinate the use of the grant, answer questions about Life-wide Learning, collect reports from different activities (submit to EDB).	LCY, SCY
Apr 2024	Prepare the report of the use of the LWL Grant (balance as at 31/3/2022) and submit to the School Principal.	SCY
June 2024	After the approval from the School Principal/SDMC/SPET/Student Formation/Staff Meeting, prepare the documents needed to submit to the IMC.	SCY
Aug 2024	Prepare the report of the use of the LWL Grant (balance as at 31/8/2022) and submit to the School Principal.	SCY
Sep 2024	After the approval from the School Principal/SDMC/SPET/Student Formation/Staff Meeting, prepare the documents needed to submit to the IMC.	SCY
Sep 2024	Prepare the documents needed to submit to EDB.	LCY

Priorities of using the grant

- Match with the major needs of the school (School major concern).
- A large group of students can be benefited from the program (Whole School / Form).

- Students are required to participate in the activities / representing the school to participate in a certain kind of event or competition.

Procedures for colleagues to apply for the grant

Application Procedure:

1. Submit the application form (google form) (Wong CM).
2. Organize an internal meeting in the Life-wide Learning Team for the process of the application.
3. Submit the application for the Principal's approval.
4. All the applications will be stored on the server. All the successful applications will be sent to the school accountant (Angus) as a reference.

Suggested use of the grant in 2023-2024:

Life Wide Learning Proposed Grant Summary	Opening Grant Balance	Planned Value	Planned Percentage
Category 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.		\$1,368,980	73%
Category 1.2 Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons.		\$146,000	8%
Category 2 To procure equipment, consumables and learning resources for promoting life-wide learning.		\$135,000	7%
Balance b/d from Academic Year 2022-2023	\$685,080		
LWL Grant 2023-2024	\$1,195,413		
Total	\$1,880,493	\$1,649,980	88%
Remaining Amount		\$230,513	12%

2. Teachers Training
 - A 1.5-hour new staff training is suggested to hold in the second half of the school year.
 - 3-hour Extended Learning can be provided by organizing a taster program for teachers. (Optional)
3. Students Training (Co-operate with the ECA and Student Leaders Training Teams)
 - Leadership Training
 - Emphasize the Student L-E-D model
 - Enhance the debriefing skills of the student leaders
 - Require student leaders to have quality reflection continuously.
4. Whole school LWL Excursion Day
 - a) S1-S5 students will be participated in different activities that take them to the authentic learning environment for half or one day.
 - b) This activity will be used as part of the major concern Three 2021-2026.

c) The Excursion Day is proposed to be schedule on 4/4/2023, before the Easter Holiday.

d) The proposed themes for each form are as follow:

Form	Theme	Learning Objectives	Venue / Program Examples
1	Cultural & Heritage	Students to understand the history and the culture of the place that they are living in. Enhance the sense of citizenship of the students.	PMQ/Tai Kun/Museum etc.
2	Life and Nature	Students to understand the important of lives and how to make their lives meaningful.	Life Education: Environment Education Program
3	Interests Development	Students to explore their interest and goal through understanding the development of China and STEM's practical skills.	STEM workshop /National Education
4	Career Exploration	Students to develop their career goals and learnt to be flexible in making their life's choices.	Program related to "Flexibility & Jumping out of comfort zone" / University Visits
5	Experiential Learning	Students to put their subject knowledge into practice. Students to understand the character and skills that are needed in nowadays job market within or outside Hong Kong.	Workplace learning: Company Visit / Job shadowing / Business Partnership Program / Interview Workshop / Career Express Program/CSD programs / Study Tour

e) Each form students will be divided into small groups. All students are suggested to share their experiences during CTP with other classmates after the excursion day.

D. Implementation Plan

Task	Persons in-charge	Persons Involved	Resources	Strategies	Success Criteria	Mode of Assessment
1. To broaden the horizons of the students	Li CY Siu CY Wong CM	LWL Team, Life-Edu and Career Guidance Team, School Target Core Group	External organizations	- Whole school excursion day	- A minimum of 70% participants agreed or strongly agreed that the excursion has broadened their horizons. - At least one whole school excursion day has organized.	Specially designed questionnaire or reflection form. Evaluation by students
2. To find life-wide learning opportunities in the school	Li CY Siu CY Wong CM	LWL Team, Subject panels	Subject panels	- All subject panels will organize at least one LWL activities for their	- At least one LWL activity has organized by each subject panel.	-Counting the no. of the subject-based activity

				subject. - Supporting subject panels with the LWL Grant.		
3. To create linkage with external organizations for opportunities for our students.	Li CY Siu CY Wong CM	LWL Team	External organizations	- Team members should participate in LWL related course.	- Team member should join at least 3-hour LWL course organized by EDB or Tertiary Industry.	- Courses taken by the team members - Evaluate by team members

E. General Work Distribution

	Li CY	Kung CL	Siu CY	Wong CM
Meeting Agenda	✓	✓		
Meeting Minutes		✓		
Website Update		✓		✓
LWL Grant Proposal	✓			✓
LWL Grant Report	✓		✓	
Teachers' Training	✓		✓	
Whole school excursion day:	✓	✓	✓	✓
Overall Coordination	✓			
Documents and Contracts preparation				✓
S.3				✓
S.4		✓	✓	
Post exam	✓			

12. Special Education Needs

Head of Department: Kwok Fung Ling

II. Implementation Plan

Item	Correspondents	Period	Resource	Indicatot of achievement and evaluation
Case(s) follow-up	SEN team, CTs, subject teachers, EP, Social workers	Whole year	---	All cases should be followed. Report at the end of year. (Questionnaire)
Special arrangement in examinations	Kwok FL, Leung PS , Chu CH, Subject Panel Head & teachers	Whole year	---	All cases should be followed. Report at the end of year. (Questionnaire)
Homework allowance	Kwok FL, Leung PS, Subject teachers	Whole year	---	Evaluation from different teachers and students
Individual guidance on some SEN students	Kwok FL, Fong PF, EP, Social workers	Whole year	Learning Support Grant	Evaluation from students
Expressive Arts Therapy Classes service	Kwok FL, Therapist	Whole year	Learning Support Grant	Individual report by therapist & Students' and parents' evaluation
Clinical Psychological Services	Kwok FL, Clinical Psychologist	Whole year	Learning Support Grant	Individual report by Clinical Psychologist
Tutorial class	Kwok FL, past pupils	Whole year	Learning Support Grant	Evaluation from students and parents (Questionnaire)
Student Gatekeeper Training Programme	Kwok FL	Whole year	Learning Support Grant	Evaluation from students (Questionnaire)

13. Gifted Education

Head of Department: Tang Wing Man Connie

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 will share with the all students.	---
Students participating into school-based gifted education programme	School-based programmes may include: -thinking skill training -creative writing -or other programmes	Students with teacher recommendation / self-recommendation	Participant's reflections
Students participating into gifted education activities	Activities according to corresponding teacher(s)	Students with teacher recommendation / self-recommendation	Participant's reflections
Students participating into gifted education competitions	Competitions according to corresponding teacher(s)	Students with teacher recommendation / self-recommendation	Participant's reflections
Students participating into external Gifted Education programmes	<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 ➤ 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 HKU Academy for the Talented ➤ EDB Gifted Education Fund: Off-school Advanced Learning Programmes ➤ and / or other programme providers 	Students with teacher recommendation / self-recommendation	Participant's reflections
Establishment of the School Talent Database	Trial application of the Talent Database	Members of gifted education team	---

5. Appendixes

(b) Staff Development Program 2023-24

Aims:

- To help teachers implement the school targets and the core values of Catholic schools including Salesian spirit of education and leadership
- To help teachers implement the school development plan Build Together "Amoris Laetitia" Family

	Date	Time	Themes
(1)	Thu 24/8/2023	09:15-10:00	Pastoral theme of the year 2023-2024
(2)	Fri 25/8/2023	14:00-16:00	Careers Planning Input for Class Teachers
(3)	Fri 22/9/2023	13:00-16:00	Mental Illness (Ed Psy)
(4)	Tue 21/11/2023	09:00-12:00	Joint-school Staff Development Day
(5)	Thu 21/12/2023	09:00-17:00	Visit to Yim Tin Tsai
(6)	Wed 31/1/2024	14:00-17:00	FMA Joint-school Staff Development Day
(7)	Thu 21/3/2024	09:00-17:00	Visit to Mai Po Nature Reserve
(8)	Wed 24/5/2024	14:00-16:00	School Target Review

5. Appendix

(c) Three-year plan -- Measures to broaden students' choices of elective subjects and provision of gifted education programmes for the 14th cohort of senior secondary students (from 2021/22 to 2023/24 school year)

The following programmes are adopted with the support of EDB's Diversity Learning Grant (DLG):

DLG funded Programs	Strategies & benefits anticipated	Name of programmes /course(s) and provider(s)	Duration of program / course	Target students	Est. No. of students involved			Evaluation of student learning / success indicators	Teacher-in-charge
					S4	S5	S6		
Other Programs – Network School Program	A more diverse curriculum: ERS network school program with 6 other schools	Ethics and Religious Studies (network programme)	3 years	S4-6 Students of this cohort	12	4	4	Students will take the HKDSE Examination	Jointly organize the program at our school with 4 other schools: 1. Pope Paul VII College 2. St. Francis Xavier's College 3. St. Paul's School (Lam Tin) (*Teachers with Saturday ERS teaching duties are entitled one full day-off during weekdays.)
	Music Program (Paper 1 & Paper 3 only) with about 3 other schools (Total of 4 papers)	Music Course offered by Institute of Hong Kong Senior Secondary Music Education			1	2	0	<Approx. rate for each student at external institute: \$16,200 for each of S.4 and S.5, \$8,100 for S.6> Hourly rate: \$1,250 / no. of students Course contact- hour: 270 hr/3 year	Music Course co-participating schools: including CNEC Christian College, Buddhist Sin Tak College, Pui Kiu College
Other Languages	To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education			Students with suitable proficiency level in German / Japanese	0	5	4	Pass in Cambridge International AS level examination of the language. (For S6 students) Students studying Japanese are required to achieve at least a level N3 proficiency. (For S4 & S5 students)	AVP (Tang WM)
Applied Learning	-To offer a range of Applied Learning courses for students with different learning needs and interests - Students acquire diversified learning experiences and develop career aspirations	Courses in the following areas of studies: - Taking a Chance on Dance - The Essentials of Theatre Arts - Fundamental Cosmetology - Health Care Practice - Medical Laboratory Science - Western Cuisine - Applied Psychology - Fashion Image Design - Accounting for e-business	180 hours in 2 years	S5 & S6 students of this cohort	0	8	4	- Students successfully completing Applied Learning courses as shown in the record of student learning - Survey / evaluation report on students' feedback - Assessment of students' performance	Vice Principal (Leung PS) / AVP (Tang WM)

5. Appendix

(d) Plan on the use of Capacity Enhancement Grants (CEG), Diversity Learning Grant (DLG) & After School Learning & Support Grant, Promotion of Reading Gr, Sister School Scheme in HK & Mainland, Citizenship & Social Development Grant 23/24

Plan on the use of (Estimated CEG - \$667,000) Capacity Enhancement Grant

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 and Chinese to release workload of teachers: 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 \$437,000	99% of students achieving basic competency in TSA	TSA results	Principal, Head of Departments concerned

Plan on the use of (Estimated DLG - \$84,000) Diversity Learning Grant (Other Programme) to relieve teachers' workload and to facilitate continual effective teaching for NSS

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 Music, ERE & Teacher to help in pastoral care of students	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	Course Fee \$105,000)	100% level 2 in DSE ERS	DSE results	Principal, Head of Departments concerned

Programme Plan for School-based After-school Learning and Support Programmes 2023/24

Name of School: DMHC Siu Ming Catholic Secondary School

Project Coordinator: Ms Chu Ching Han

Contact Telephone No.: 24241796

Information on Activities to be subsidised/complemented by the grant (Estimated ASLS \$120,000)

Name of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of grant beneficiaries#	Estimated expenditure (HK\$)	Name of partner/ service provider (if applicable)
Music Instrument Classes	Build up the capacity for arts	80% of students agree that they like the activities	Questionnaires	Sep 2023 – Jun 2024	\$2,000 X 22	\$44,000	
Dance Classes	Build up the capacity for arts	80% of students agree that they like the activities		Sep 2023 – Jun 2024	\$1,500 X 4	\$6,000	
Sports Classes / Training Program	Build up the capacity for sports	80% of students agree that they like the activities		Sep 2023 – Jun 2024	\$1,000 X 10	\$10,000	
Subjects Classes	Math enhancement Enhance students' English proficiency	75% of students agree their grades have improved after they complete the classes		Sep 2023 – Jun 2024	\$400 X 5	\$2,000	
Study Tours	Cultural exchange	80% of students agree that they like the activities		Within School year	\$1,000 X 32	\$32,000	
Leadership Training	Build up the Leadership	80% of students agree that they like the activities		Within School year	\$200 X 10	\$2,000	
Total						\$150,000	

Plan on the Use of Promotion of Reading Grant

Amount of Grant: Estimated Prom of Reading Gr \$65,000

Teacher in Charge: Leung PS (VP)

Period: 09/2023-08/2024

Members: Wong OW (Panel Head of English Department, Leung Yuen Shan (Panel Head of Chinese Department, Lam CS (STEM Education), Tang Wing Man (Panel Head of Chinese Literature Department) and Librarian

The Major objectives for Promotion of Reading: To arouse students' interest in learning & emphasize the importance of extensive reading.

	Item	Estimated Expenses (HK\$)
1	Purchase Books <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.....) + Reading Activities - STEM Education—Reading Books & Magazines	\$30,000
2	Web-based Reading Schemes <input checked="" type="checkbox"/> e-Read Scheme <input checked="" type="checkbox"/> Others	\$20,000
3	Reading Activities <input checked="" type="checkbox"/> Hiring writers, Professional Storytellers, etc to conduct talks <input checked="" type="checkbox"/> Hire of service from external service providers to organize student activities related to promotion of reading <input checked="" type="checkbox"/> Paying the Application Fees for activities & competitions related to the promotion of reading <input checked="" type="checkbox"/> E-Books <input checked="" type="checkbox"/> Subsidizing students for their participation in and application for reading related activities or courses	\$18,000
Total		\$68,000

Plan on the Use of Sister School Scheme Grant

Amount of Grant: \$100,000 Period: 09/2023-08/2024

Teacher in Charge: Ms Leung Pui Shan (Vice Principal) and Tang Siu Lung (Vice Principal) and Tang Sin Ting (Teacher)

Name of the Mainland Sister School: The High School Affiliated to University of Science & Technology Beijing 北京科技大學附屬中學 / 其他國內中學

Item No	Name and Content of The Exchange Activity	Intended Objectives	Monitoring / Evaluation	Estimated Expenditure
1	<p>Visit to Sister School Teacher Level: a. Teaching experience sharing Student Level: a. Presentation and sharing b. Learning experience sharing</p>	<p>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</p>	<p>a. Student will write reflection and sharing of the visit b. A presentation and sharing session will be held in front of all schoolmates in HK</p>	<p>Visit to Sister School \$80,000 Salary for supporting staff for handling work of sister school exchange activities \$20,000</p>

Plan on the Use of Citizenship & Social Development Grant 22/23
 Amount: Grant Income \$300,000
 Teacher in Charge: Chan Shu Ming
 Period: 09/2021-08/2025

Area	Budget			Total
	21/22	22/23	23/24	
1. Developing or procuring relevant learning and teaching resources	\$10,000	\$5,000	\$8,500	\$23,500
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
3. Organising school-based learning activities relating to the CS curriculum	\$5,500	\$5,250	\$5,250	\$16,000
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

Appendix

(e) Plan on the Use of the Life-wide Learning Grant

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.
 Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Completion of this part is not mandatory														
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Brief Description of the Monitoring / Evaluation Mechanism	Essential Learning Experiences (Please put a <input type="checkbox"/> in the appropriate box(es); more than one option can be selected)				Subject Panel / Teacher-in-charge
			Level	Estimated Number of Participants						Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	
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													
e.g.	Career Experience Activity	Nov 2022	S1-S3	200	\$20,000.00	\$100.00	For hiring tutors to organise community services and competitions.	Others, please specify: Personal guidance	Post-activity questionnaire; teachers' evaluation meeting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wong CM
1	OLE-Community service programme	Whole year	S4	120	\$35,000.00	\$291.67				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2	Positive Education Programs	Mar 2024	S1-S5	500	\$50,000.00	\$100.00	Positive Education Programs for students to learn positive experiences.	Values Education	Post-activity questionnaire; teachers' evaluation meeting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fong PF

3	Prefects Leadership Training	Sept 2023	S1-S6	80	\$30,000.00	\$375.00	Fees for students attending courses, activities or training organised by external organisations recognised by the school.	Leadership Training	Post-activity questionnaire; teachers' evaluation meeting	✓	✓	Flui YW
4	香港學校朗誦節(普通話組)	Sept-Dec 2023	S1-S6	30	\$4,000.00	\$133.33	提升學生說普通話的能力和信心、學習朗誦技巧、掌握表演藝術等。	Arts (Others)	Students' performance in inter-school competitions; Teachers' evaluation meeting	✓	✓	Tang ST
5	F.1 Sex Education 護苗計劃	Oct-Nov 2023	S1	124	\$1,980.00	\$15.97	Workshop fee	Values Education	Post-activity questionnaire; teachers' evaluation meeting	✓	✓	Wong TT
6	Sex Education Workshop (F2-6)	Whole year	S2-S6	556	\$10,000.00	\$17.99	Workshop fee	Values Education	Post-activity questionnaire; teachers' evaluation meeting	✓	✓	Wong TT
7	Whole school pilgrimage	Jun-Jul 2024	S1-S6	667	\$30,000.00	\$44.98	Offering for the church and transportation fee	Values Education	Post-activity questionnaire; teachers' evaluation meeting	✓	✓	Wong TT
8	Katso leadership training	Jun-Jul 2024	S1-S6	60	\$40,000.00	\$666.67	Program and tutor fee	Leadership Training	Post-activity questionnaire; teachers' evaluation meeting	✓	✓	Wong TT

9	Salesian Youth Day	Mar-Apr 2024	S1-S6	50	\$3,000.00	\$60.00	Program and transportation fee	Values Education	Students' performance in their assessments; Teachers' evaluation meeting	√	√	√	√	Wong TT
10	ERE experiential learning	Whole year	S1-S6	667	\$30,000.00	\$44.98	\$5000 for each form *6 (Form1-6)	Values Education	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	Wong TT
11	Chinese debate competition	Whole year	S1-S6	24	\$20,000.00	\$833.33	Hiring coach for debate training course and preparation of competitions.	Chinese Language	Students' performance in inter-school competitions; Teachers' evaluation meeting	√	√	√	√	Leung YS
12	校際粵語誦誦比賽	Nov 2023	S1-S6	20	\$4,000.00	\$200.00	Fee for attending the competition	Chinese Language	Students' performance in inter-school competitions; Teachers' evaluation meeting	√	√	√	√	Leung YS
13	S5 Cheung Chau 2-day-1-night field camp	Nov 2023	S5	15	\$3,000.00	\$200.00	Field studies, accommodation, transportation and meals	Geography	Students' performance in their assessments; Teachers' evaluation meeting	√	√	√	√	Hui SF

14	Boat trip visit to Sai Kung Volcanic region	Jul 2024	S1-S6	150	\$30,000.00	\$200.00	Field studies, transportation fee	Geography	Students' performance in their assessments; Teachers' evaluation meeting	√							Hui SF
15	Life-wide Learning Excursion Day	Apr 2024	S1-S6	560	\$60,000.00	\$107.14	Transportation Fees, Program Fees	Others, please specify: Life-Wide Learning	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	√	Li CY
16	Student Leadership Training Camp	Jul 2024	S1-S6	140	\$50,000.00	\$357.14	Camp fee, transportation, program fee	Leadership Training	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	√	Ng SH
17	House Training	Jul 2024	S1-S6	45	\$10,000.00	\$222.22	Program fee and activity fee	Leadership Training	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	√	Ng SH
18	S3 Leadership Program	Feb 2024	S3	120	\$10,000.00	\$83.33	Tutor's fee	Leadership Training	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	√	Ng SH

19	寫作工作坊	Whole year	S1-S6	30	\$16,000.00	\$533.33	Fees for hiring professionals	Chinese Language	Students' performance in inter-school competitions; Teachers' evaluation meeting	√							Tang W/M	
20	文學活動	Jul 2024	S4-S6	30	\$10,000.00	\$333.33	Activity fees and transportation fees	Arts (Others)	Post-activity questionnaire; teachers' evaluation meeting	√								Tang W/M
21	S1 Learning Strategies Program	Whole year	S1	120	\$80,000.00	\$666.67	Fees for hiring professionals	Others, please specify: student support	Post-activity questionnaire; teachers' evaluation meeting	√								Tang W/M
22	Gifted Programs	Whole year	S1-S6	100	\$150,000.00	\$1,500.00	Fees for students attending courses, activities or competitions	Gifted Education	Post-activity questionnaire; teachers' evaluation meeting	√								Tang W/M
23	Activities subsidies reserved for Half-subsidize students	Whole year	S1-S6	50	\$40,000.00	\$800.00	Activities subsidies reserved for Half-subsidize students	Others, please specify: Student support	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	√		Ng SH

24	Chinese orchestra and string ensemble team	Whole year	S1-S6	40	\$60,000.00	\$1,500.00	Tutor fee (Chinese orchestra: \$36,000, String ensemble: \$24,000)	Arts (Music)	Students' performance in their assessments; Teachers' evaluation meeting	√				PunTY
25	HK Interschool Choral Festival, HK Schools Music Festival and other competitions	Whole year	S1-S6	100	\$15,000.00	\$150.00	HK Interschool Choral Festival, HK Schools Music Festival and other competitions	Arts (Music)	Students' performance in their assessments; Teachers' evaluation meeting	√				PunTY
26	Vocal training/masterclass/workshops for choir	Whole year	S1-S4	65	\$30,000.00	\$461.54	Vocal training/masterclass/workshops for choir	Arts (Music)	Students' performance in their assessments; Teachers' evaluation meeting	√				PunTY
27	S. 5 English Drama Appreciation Activity	Feb-Mar 2024	S5	110	\$12,000.00	\$109.09	Fee for drama show tickets and partial transportation fee	English Language	Students' performance in their assessments; Teachers' evaluation meeting	√				Wong OW

28	Hong Kong Schools Speech Festival (English Speech)	Sept-Nov 2023	S1-S6	50	\$7,000.00	\$140.00	Entry fee for the Hong Kong Schools Speech Festival (English Speech)	English Language	Students' performance in inter-school competitions; Teachers' evaluation meeting	√					Wong OW
29	SCMP Journalist/Anchor Course	Jul-Aug 2024	S1-S6	15	\$15,000.00	\$1,000.00	To subsidize students' course fee (\$1,000 each)	English Language	Post-activity questionnaire; teachers' evaluation meeting		√				Wong OW
30	本地參觀	Jul 2024	S1-S6	30	\$20,000.00	\$666.67	參觀/團費、交通費	Moral, Civic and National Education	Students' performance in their assessments; Teachers' evaluation meeting	√					Kwok FL
31	Birdwatching Team training and competition fee	Whole year	S1-S6	30	\$15,000.00	\$500.00	Tutor fee, transportation fee, competition fee	Others, please specify: ECA	Students' performance in their assessments; Teachers' evaluation meeting	√					Ng SH
32	Various activities like Art Tour, courses, workshops, etc.	Whole year	S1-S6	140	\$150,000.00	\$1,071.43	Organize various activities for students	Arts (Visual Arts)	Students' performance in their assessments; Teachers' evaluation meeting	√			√		Chan PL

33	STEM visits, workshop and competition	Whole year	S1-S6	300	\$60,000.00	\$200.00	Buy materials, transportation, competition/workshop fee	Cross-Disciplinary (STEM)	Students' performance in their assessments; Teachers' evaluation meeting	√	√	√	√	√	√	Lam CS
34	S.1 Adventure-Based Counselling Camp	20-26 Aug 2023	S1	120	\$20,000.00	\$166.67	To buy services and related materials	Others, please specify: personal guidance	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	Yung KS
35	S.1 Counselling Activity	Jan 2024	S1	120	\$20,000.00	\$166.67	To buy services and related materials	Others, please specify: personal guidance	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	Yung KS
36	S2 Growth Scheme	Feb 2024	S2	120	\$20,000.00	\$166.67	To buy services and related materials	Others, please specify: personal guidance	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	Yung KS
37	S.4 Motivation Program	Sept-Oct 2023	S4	120	\$40,000.00	\$333.33	To buy services and related materials	Others, please specify: personal guidance	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	Yung KS
38	S.5 Motivation Program	Mar 2024	S5	120	\$20,000.00	\$166.67	To buy services and related materials	Others, please specify: personal guidance	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	√	Yung KS

39	Ocean Park Academy Programme for S5 Biology students	Feb-Mar 2024	S5	48	\$10,000.00	\$208.33	Programme fee for students to participate the career-related experiences organized by the Ocean Park.	Science	Students' performance in their assessments; Teachers' evaluation meeting	√	√	√	√	√	Wong CM
40	中醫國語計劃	Whole year	S1-S6	100	\$50,000.00	\$500.00	Cooperative educational program with HKBU about traditional Chinese medicine	Others, please specify: ECA	Students' performance in their assessments; Teachers' evaluation meeting	√	√	√	√	√	Wong CM
41	PE activities (sports events)	Whole year	S1-S6	667	\$40,000.00	\$59.97	Sports events, assembly, sports team training	Physical Education	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	Chu CH
42	Career Live 職業體驗遊戲 (organised by St James' Settlement)	Sept-Nov 2023	S6	220	\$40,000.00	\$181.82	For programme fee and transport cost	Others, please specify: Life Planning Education & Careers Guidance	Post-activity questionnaire; teachers' evaluation meeting	√	√	√	√	√	Leung SK
43	樂滿溢大使	Whole year	S1-S2	20	\$8,000.00	\$400.00	Program and tutor fee for the related activities	Others, please specify: personal guidance	Students' performance in their assessments; Teachers' evaluation meeting	√	√	√	√	√	Ms. Patchu Chan, Ms. Jane Hung (Social worker)

Appendix

(f) Plan on the Use of the NCS Teaching & Learning Chinese 23/24

致： 教育局常任秘書長

經辦： 教育局教育統籌委員會秘書處（傳真號碼：2537 4591）

（學校請於 2023 年 11 月 30 日或之前透過傳真提交填妥的學校計劃。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 學年學校計劃（普通中學適用）

學校名稱	：	天主教母佑會蕭明中學
學校註冊編號	：	113794 (6 位數 SCRN)
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
總統籌人員電郵	：	leungys@dmhcsm.mysch.net

按 2023/24 學年收生實況調查指定的參照日期（一般為 9 月中旬）³，本校全校共錄取 1 名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在網上校管系統（WebSAMS）內核實及更新非華語學生的資料。按教育局通告第 8/2020 號，本校在 2023/24 學年獲提供額外撥款⁴。本校知悉教育局會根據收生實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在 2023/24 學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，

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。

³ 直資學校的額外撥款額一般會按學校每年 9 月底錄取的非華語學生人數而定。

⁴ 錄取 1 至 5 名和 6 至 9 名非華語學生的普通中學於 2020/21 學年分別獲提供 15 萬元和 30 萬元的額外撥款。額外撥款額會以此為基數，分別根據綜合消費物價指數變動和公務員薪酬調整幅度按學年調整。經調整後的 2023/24 學年額外撥款額（如適用）會於 2023 年 8 月中旬在教育局專題網頁（網址：https://www.edb.gov.hk/ncs_chi）公布。

教育局會在 2023 年第一季按需要調整或安排收回已發放的資助。本校承諾會在 2023/24 學年內將額外撥款差額（如適用）全數歸還教育局。

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，並將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）。

本校 2023/24 學年的學校計劃已獲法團校董會／校董會／學校管理委員會通過。

（一）整體規劃

（1）安排專責統籌人員（教師／小組）

本校已安排以下專責人員統籌加強支援非華語學生的中文學與教及建構共融校園的事宜：

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗
總統籌人員姓名： 梁婉珊老師 <input type="checkbox"/> 副校長 <input checked="" type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input checked="" type="checkbox"/> 7 年或以上	<input checked="" type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上
副統籌人員（如有）姓名： _____ <input type="checkbox"/> 副校長 <input type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上

(2) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將於 2023/24 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他（請說明）：_____

(3) 安排教學人手

本校於 2023/24 學年教授有非華語學生班別／組別中文科的教學人員及其相關經驗如下：

職位	人數	教授有非華語學生班別／組別中文科的經驗	人數
科任教師	(1) 名	1 年以下	() 名
		1 年至少於 4 年	() 名
		4 年至少於 7 年	() 名
		7 年或以上	(1) 名
教學助理	(1) 名	1 年以下	(1) 名
		1 年至少於 4 年	() 名
		4 年至少於 7 年	() 名
		7 年或以上	() 名

(4) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校將於 2023/24 學年：

- 初步計劃安排他們參加的相關培訓如下（可選多於一項）：
- 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
- 教育局專業人員／教育局委託專上院校提供的校本支援服務
- 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
- 教育局委託香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」

- 校內中文科教學人員同儕觀課，進行專業交流，分享心得
- 校內中文科教學人員共同備課，調適教學策略和教學內容等
- 其他（請說明）：_____

或

- 暫時不會安排他們參加相關培訓，原因是（可選多於一項）：
 - 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
 - 本校在照顧非華語學生的中文學習方面已有足夠經驗。
 - 其他（請說明）：_____

(5) 評估非華語學生的中文學習需要

(a) 按 2023/24 學年收生實況調查指定的參照日期，本校非華語學生的分布如下：

	中一	中二	中三	中四	中五	中六	總數
(i) 非華語學生人數 (請注意：此項資料必須與學校透過 WebSAMS 呈報的學生資料一致)			1				1
(ii) 未曾就讀提供本地課程幼稚園／小學的非華語學生人數							
(iii) 新來港（即在入讀本校前抵港不足一年，或未曾在任何本地學校（包括幼稚園及小學）就讀超過一年）的非華語學生人數							
(iv) 就讀以普通話教授中文（普教中）班別／組別的非華語學生人數							
(v) 只供有普教中班別／組別的學校填寫 本校 <input type="checkbox"/> 全部／ <input type="checkbox"/> 部分年級（如為部分年級，請說明有關級別：_____） 全面（即該年級所有班別／組別）實施普教中。 <input type="checkbox"/> 有關級別的非華語學生可選擇是否就讀普教中班別／組別。 <input type="checkbox"/> 本校為就讀普教中班別／組別非華語學生（如適用）提供的支援措施包括：_____							

(b) 本校將於 2023/24 學年適時評估所有錄取的非華語學生（特別是第(5)(a)(ii)至(iv)項所述的非華語學生）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：

(i)	<input checked="" type="checkbox"/> 已採用／將會採用《評估工具》。 <input type="checkbox"/> 未有採用《評估工具》，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生預計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。 <input type="checkbox"/> 本校已發展多元化的校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他(請說明)：_____
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(ii) 已實施／將會實施「學習架構」。

未有實施「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，預計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）：_____

(6) 安排非華語學生考取合適的中國語文資歷

本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程。本校會就非華語學生的學習進展提出以實證為本的建議，並讓就讀高中的非華語學生因應其學習進展、需要和志趣，選讀香港中學文憑考試中國語文科或應用學習中文（非華語學生適用）及／或考取國際認可的其他中國語文資歷，並提供輔導及支援。

本校於 2023/24 學年提供的中國語文資歷考試，以及預計參加有關考試的高中非華語學生人數如下：（可選多於一項）

中國語文資歷考試		提供有關考試	預計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	<input type="checkbox"/>			
(b)	香港中學文憑考試應用學習中文 （非華語學生適用）	<input type="checkbox"/>			
(c)	普通教育文憑試（GCE）高級程度（A-Level）	<input type="checkbox"/>			
(d)	普通教育文憑試（GCE）高級補充程度 （AS-Level）	<input type="checkbox"/>			
(e)	國際普通中學教育文憑（IGCSE）	<input type="checkbox"/>			
(f)	綜合中等教育證書（GCSE）	<input type="checkbox"/>			

(二) 運用額外撥款提供校本支援措施

- (7) 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。本校計劃運用 2023/24 學年獲提供的額外撥款 **A.** 160,000 元⁴，以及 2022/23 學年額外撥款累積餘額⁵（如適用）**B.** 0 元（請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2022/23 學年學校報告」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 ⁶
(a)	<input checked="" type="checkbox"/> 聘請額外員工 ⁷ （請於第(8)(a)項提供補充資料）		
	<input checked="" type="checkbox"/> 教學助理 (0.6) 名	\$160,000 (另外薪金 \$186,000 由 學校支付)	<input type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	<input type="checkbox"/>
	<input type="checkbox"/> 教師 () 名	\$	<input type="checkbox"/>
		請以小數表示 (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(8)(b)項提供補充資料）	\$	<input type="checkbox"/>
(c)	<input type="checkbox"/> 僱用專業服務（請於第(8)(a)項及／或第(8)(c)項提供補充資料）		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構協助教師舉辦共融校園活動	\$	<input type="checkbox"/>
<input type="checkbox"/> 其他（請說明）：	\$	<input type="checkbox"/>	
(d)	<input type="checkbox"/> 由學校籌辦的推廣共融校園活動 （請於第(8)(c)項提供補充資料）	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他（請說明）：	\$	<input type="checkbox"/>
運用額外撥款總支出 C.		\$160,000	
[(a) + (b) + (c) + (d) + (e)]			
（請注意：運用額外撥款總支出 C. 應小於或等於 A. 及 B. 的總和）			

⁵ 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。

⁶ 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，如學校計劃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。

⁷ 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 20 萬元。學校以額外撥款 15 萬元支付其總薪金的 75%，並整合其他資源 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(7)(a)項註明學校以額外撥款 15 萬元聘請 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。

(b)	<p>本校計劃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)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;"><u>教學資源</u></th> <th style="width: 30%; text-align: center;"><u>年級</u></th> <th style="width: 40%; text-align: center;"><u>用途</u></th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>(ii)</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	<u>教學資源</u>	<u>年級</u>	<u>用途</u>	(i)	_____	_____	(ii)	_____	_____
<u>教學資源</u>	<u>年級</u>	<u>用途</u>								
(i)	_____	_____								
(ii)	_____	_____								
(c)	<p>本校計劃籌辦／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：</p> <p>(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)</p> <p>(i) 舉辦推廣共融校園／多元文化的活動 (請簡述活動如何推廣共融校園／多元文化)</p> <p style="text-align: right;">鼓勵非華語生與華語生共同參與語文學習 年級：_____</p> <p>1. 活動內容： 活動，促進文化交流，以作推廣共融校園。 中三級</p> <p> > <input checked="" type="checkbox"/> 由學校籌辦 / <input type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p> > <input type="checkbox"/> 使用此額外撥款 / <input checked="" type="checkbox"/> 沒有使用此額外撥款</p> <p>2. 活動內容： _____ 年級：_____</p> <p> > <input type="checkbox"/> 由學校籌辦 / <input type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p> > <input type="checkbox"/> 使用此額外撥款 / <input type="checkbox"/> 沒有使用此額外撥款</p> <p>(ii) 加強與非華語學生家長的溝通和家校合作 (例如家長日、家長講座及家長教育活動等) (可選多於一項)</p> <p><input type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 年級：_____</p> <p><input type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 年級：_____</p> <p><input checked="" type="checkbox"/> 定期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)，強調學好中文的重要性 年級：中三級</p> <p><input checked="" type="checkbox"/> 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 年級：中三級</p> <p><input type="checkbox"/> 其他 (請說明： _____) 年級：_____</p>									

(三) 評鑑、問責及支援

(9) 2023/24 學年中／結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

- 透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力
- 透過多元化的校本評估結果，評估非華語學生的中文學習進度
- 透過使用《評估工具》結果，評估非華語學生的中文學習進度
- 透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小記者、朗誦、徵文比賽等），評估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）

- 透過問卷調查／自我評鑑等，評估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
- 透過非華語學生在中文課堂／課外活動的表現，評估推廣共融校園的成效
- 透過問卷調查等，評估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等的了解
- 其他（請說明）： _____

(10) 本校已知悉須按有關規定，並會依時提交以下文件：

- (i) 在 2023 年 9 月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；
- (ii) 在 2024 年 11 月 30 日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的 2023/24 學年學校報告；以及
- (iii) 在 2024 年 11 月 30 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，並上載學校網頁，以供家長參閱。學校必須在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽有關資料。

Appendix

(g) Plan on Environmental Protection in School 2023-24

Target: To reduce waste, reduce consumption of natural resources and enhance education on environmental protection

Objective 1: To reduce waste production and encourage the re-usage of used articles

Objective 2: To reduce consumption of energy and water

Objective 3: To foster among members of the school a sense of environmental protection

Tasks

1a. Economy in Use of Paper

- Keep school information on electronic files and communicate within school by E-mail to reduce consumption of paper
- Encourage students to submit their assignments through the computer network
- Avoid photocopying fax mail and use blank side of used paper for photocopying if necessary
- Print documents on both sides of paper eg. reports, exam papers and notes, and reduce the size of photocopies

1b. Usage of Used Materials and Environment-friendly Materials

- Reuse envelopes
- Donate old facilities and equipments such as computers, desks & chairs to needy people
- Organize used paper recycling and uniform giving activities
- Reuse decorative materials during major festivals, eg. Celebration of Christmas
- Use reusable utensils instead of disposable utensils at internal gatherings

2a. Economy in Use of Energy

- Encourage staff and students to make use of natural wind and sunlight, and reduce the use of electrical appliances
- Formulate guidelines for the use of air-conditioners; Use air-conditioning when the temperature is higher than 26°C and maintain the room temperature at 25.5°C
- During recesses, lunch breaks and after classes are finished, switch off lights and air-conditioners in classrooms
- Encourage staff and students to travel on foot rather than taking public transportation

2b. Economy in Use of Water

- Remind staff and students to turn off water taps properly after use
- Turn water taps to low flow to conserve water
- Check for leaks in water pipes regularly

3. Cultivation of a sense of environmental protection among members of the school

- Encourage teachers to incorporate environmental education in regular curriculum and develop students' experience in environmental protection through discussion on current issues and field trips
- Encourage students to engage in environmental protection through participation in internal extra-curricular activities, such as S2 Life Education Programme and Eco Club Activities, to develop a green culture in the campus
- Invite external environmental organizations, such as Hong Kong Bird Watching Society, to hold exhibitions or activities to foster among students a sense of protecting the environment
- Encourage students to take part in community environmental activities and pay more attention to global environmental issues

6. Appendix

(h) QEF "Enhanced My Pledge to Act" Funding Programme

SCHEDULE I

PROPOSAL

Summary of Proposal

Name of Project : Enhanced My Pledge to Act - Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

Reference Number : EDB/QEF/2021/0281

A. Objectives : Strengthening students' sense of national identity, enhancing their skills of distinguishing the authenticity of information and developing their critical thinking skills through implementing learning activities related to national education and national security education, as well as media and information literacy education

B. Action Plan

Implementation Date : 01 June 2023

Completion Date : 31 May 2025

Design of the Project : As stated on Pages 4 to 7 of Schedule I

Evaluation of the Project : As stated on Page 5 of Schedule I

C. Amount of Grant Approved

Total Amount of Grant Approved is HK\$244,000. Detailed breakdown is stated on Pages 4 to 5 of Schedule I.

**Quality Education Fund
2021/2022
Application Form**

Ref. No. (For official user) 2021/0281 (Revised)

Part A Project Particulars

1. (a) Type of Project : Other Theme
(b) Project Sub-Category : 42 - Enhanced "My Pledge to Act" Funding Programme
2. Title of Project

English Enhanced My Pledge to Act - Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
Chinese 「我的行動承諾」加強版 - 天主教母佑會蕭明中學
3. Grant sought : \$244,000
4. Project Period : From 06/2023 to 05/2025 (24 Months)
5. Beneficiary Sector : Secondary
6. (a) Applicant Sector : Secondary
(b) Applicant Type : Organisation
7. Particulars of Applicant
 - (a) Name of School / Organisation / Individual
English : Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
Chinese : 天主教母佑會蕭明中學
School Number : 113794 Session : Whole Day
 - (b) Name of Head of School / Organisation
English : Sr Kwok Ming Ying Anita
Chinese : 郭明英修女
 - (c) Correspondence Address
English : 6 Kwai Yip Street, Kwai Chung, New Territories
Chinese : 新界葵涌葵葉街六號
 - (d) Tel No. (office hours) : 24241796 (outside office hours) :
Fax No. : 24841434 Email Address : kwokmy@dmhcsm.edu.hk
8. Particulars of Project Leader
Name in English : Ms Kwok Fung Ling
Name in Chinese : 郭鳳玲女士
Post in School / Organisation : 教師
Tel. No. (office hour) : 24241796 (outside office hours) : 61224958
Fax No.: 24841434 Email Address : yeungwt@dmhcsm.edu.hk
9. Latest QEF approved project(s) undertaken by the applicant :
2018/1125 2017/0664 2016/0549

Previously funded QEF project(s) on which this application is based :

10. a. Have attended briefing sessions organised by QEF over the past three years :
 Yes No
- b. Have attended consultation sessions organised by QEF over the past three years :
 Yes No
- c. Have attended proposal writing workshops organised by QEF over the past three years :
 Yes No

Part B Project Particulars

Attached Project Summary :

Part C Project Details

Attached Proposal : emp-a-form.docx(0.01 Mbytes)

Part D Details of Collaborating / Participating Organisations

No Record found.

Supplementary Collaboration list

No Record found.

Part E Declaration

- (a) I confirm that the applicant is not undertaking / participating in any QEF projects of the same project type as at the commencement date of the project under application. Confirmed
- (b) I confirm that the proposed project is not a replication (i.e. sheer copying without adaptation or new elements) of those I have been conducting / will conduct using funding for similar projects from other Government sources. Confirmed
- (c) If the project is funded or subsidised by the QEF, I pledge to participate actively in all the promotion, dissemination and publicity activities in respect of the project. Confirmed
- (d) I understand that all products / deliverables, including the records, database and materials developed in the proposed project shall remain the exclusive property of the QEF. Confirmed
- (e) I confirm that in implementing the proposed project, I will not infringe any copyright or other intellectual property rights of any party. Confirmed
- (f) I understand that any false declaration would lead to termination of the funding agreement, refund of any funds given, and the possibility of criminal charges. Confirmed
- (g) I certify that all the information given in this application is true and accurate. I understand that if I wilfully give any false information or withhold any material information, the application will become void. Any grant approved will be withheld and any payment made must be refunded to the QEF. Confirmed

Additional Declaration for School Applicant:

- (h) I understand that upon approval of the project, I shall be required to produce documentary proof of endorsement by the School Management Committee / Incorporated Management Committee that the project aligns with the needs and development of the school and the project is supported by teachers. Confirmed

Endorsement Date/Planned Endorsement Date: 08/01/2022

「我的行動承諾」加強版撥款計劃 計劃書(修訂版)

(小學、中學及特殊學校適用)

學校資料

計劃編號：2021/0281

計劃名稱：「我的行動承諾」加強版 - 天主教母佑會蕭明中學

學校類別：資助學校

受惠目標：中學生

計劃詳情

申請撥款推行計劃時期：由 06/2023 至 05/2025

目標：

- 透過推行與國民教育和國家安全教育相關的學習活動，加強學生的國民身份認同。
- 透過推行與媒體和資訊素養教育相關的學習活動，提升學生辨別資訊真偽，建立慎思明辨的能力。

計劃活動：

活動種類	國民教育和國家安全教育	媒體和資訊素養教育
學生講座/工作坊	✓	
教師講座/工作坊		
家長講座/工作坊		
校本專業支援		
發展校本學與教資源		
組織及培訓升旗校隊	✓	
參觀/主題式體驗活動 (例如：參觀解放軍駐港部隊展覽中心、 模擬新聞主播體驗活動等)	✓	✓

活動開支預算：

推行國民教育和國家安全教育相關活動的開支

開支項目	數量	單位	單項價格 (元)	金額 (元)
1. 學生講座/工作坊	10.0	小時	\$1000.00	\$10000.00
2. 本地參觀活動	700.0	人次	\$150.00	\$105000.00
3. 體驗活動	40.0	小時	\$500.00	\$20000.00
4. 校外活動交通費	31.0	程 (去程及回程 分開計算)	\$1000.00	\$31000.00
5. 購買升旗隊伍隊員制服	20.0	套	\$500.00	\$10000.00
6. 購買升旗隊伍導師制服	6.0	套	\$500.00	\$3000.00
7. 購買隊旗套裝	20.0	套	\$250.00	\$5000.00

8. 購買練習旗連短桿套裝	2.0	套	\$500.00	\$1000.00
9. 購買及安裝室內旗桿	1.0	枝	\$12000.00	\$12000.00
10. 雜項費用 (上限 5000 元)	1.0		\$5000.00	\$5000.00
				\$202000.00

推行與媒體和資訊素養教育相關活動的開支

開支項目	數量	單位	單項價格 (元)	金額 (元)
11. 本地參觀活動	80.0	人次	\$125.00	\$10000.00
12. 購買參考書籍	25.0	本	\$200.00	\$5000.00
13. 購買攝錄器材	2.0	套	\$6000.00	\$12000.00
14. 雜項費用 (上限 5000 元)	1.0		\$5000.00	\$5000.00
				\$32000.00

審計及應急費用

開支項目	金額 (元)
15. 審計費用	\$5000.00
16. 應急費用	\$5000.00
	\$10000.00

申請撥款總額：\$244,000

評鑑和預期成果：

評鑑方法：問卷調查

成功準則：

- 1 最少 75%學生認同計劃活動有助提升國民身份認同
- 2 最少 75%學生認同計劃活動有助提升辨別資訊真偽的能力

計劃預期成果：

- 1 學生學習成果短片
- 2 學與教資源
- 3 其他：學生的反思報告

聲明

本校謹此聲明：

- 本申請於 08/01/2022 (DD/MM/YYYY) (日期) 提交法團校董會傳閱通過，並獲校內教職員支持。
- 本申請計劃書填寫的資料均屬真實無訛。本校明白如蓄意虛報或隱瞞任何重要資料，申請即告無效。所有獲批准的撥款將被扣發，而已發放的任何款項亦須退還優質教育基金，本校亦需就此負上最終責任。
- 本校同意優質教育基金使用本申請計劃書的資料審批申請，並用以進行研究、評估計劃成效、以及舉辦培訓和分享活動。
- 如本申請獲批撥款，本校承諾：
 - 1 本校會妥善運用獲批的撥款，並會自行負責因推行計劃而導致的經常開支，包括維修保養費用、日常營運開支等，以及相關活動在計劃完結後的運作及開支安排。
 - 2 計劃活動會建基於全校參與的模式，並由學校教職員負責策劃和推行，培育學生正面價值觀和態度，加強國民身份的認同，提升學生辨別資訊真偽，以及建立慎思明辨的能力。
 - 3 本校確保計劃活動傳遞的知識及運用的教材 **內容正確、客觀及持平**。
 - 4 如本校向外間機構及/或人士採購服務協助推行計劃活動，會安排在相關範疇具**公信力**及豐富資歷和經驗的機構及/或人士參與，確保活動質素。
 - 5 如本校向外間機構/導師/教練/顧問/講者採購服務協助推行計劃活動，會在進行有關採購程序時清楚列明服務提供者的資歷和經驗要求，確保所提供的服務符合學校的需要。本校亦會根據教育局不時發出的通告、指示及指引的規定，當中包括教育局通告第 7/2021 號有關性罪行定罪紀錄查核機制的建議，為到校提供服務的外間機構員工/導師/教練/顧問/講者作出適當的安排，以保障學生的福祉。
 - 6 如計劃活動由外間機構及/或人士協助推行，本校會在完成相關活動後，透過優質教育基金網上計劃管理系統提交相關活動的文本資料（例如：投影片簡報、講義、工作紙等），供參考及存檔之用。本校會確保外間機構及/或人士在參與計劃活動前知悉並同意上述安排。
 - 7 本校須負責計劃活動參與者的安全，並會採取一切可行措施，以及遵守教育局《戶外活動指引》和其他相關的安全指引，確保計劃活動安全地進行。
 - 8 本校在採購服務及物品時，會遵照優質教育基金《人事管理及採購指引》進行報價或投標，確保採購程序是以公開、公平及具競爭性的方式進行。
 - 9 計劃開發所得的內容、成果和成品，包括但不限於所有文本、平面圖像、圖畫、圖片、照片、錄音和錄影記錄，以及數據或其他資料的匯編（統稱為「成品」），均受到知識產權保障。除非另有指明，否則成品的版權和其他知識產權的擁有人為教育局常任秘書長法團。
 - 10 本校會在完成計劃後，提交所有成品，並同意優質教育基金及其委託的政府部門及/或相關團體使用有關成品作宣傳及推廣之用。

遞交報告時間表

本校承諾準時按以下日期遞交合規格的報告

計劃管理 (須透過「網上計劃管理系統」提交)		財政管理 (須連同證明文件的硬複本， 以郵寄方式或親自提交)	
報告類別及涵蓋時間	報告到期日	報告類別及涵蓋時間	報告到期日
計劃進度報告 01/06/2023 - 31/05/2024	30/06/2024	/	/
計劃總結報告 01/06/2023 - 31/05/2025	31/08/2025	財政總結報告 01/06/2023 - 31/05/2025	31/08/2025

資產運用計劃

類別	項目/說明	數量	總值	建議的調配計劃
設備	室內旗桿	1	\$12000	計劃完結後，本校將會繼續善用相關設備及器材舉辦學與教活動，以豐富學生的學習經歷。
	攝錄器材	2	\$12000	

5. Appendix

(i) QEF "Interactive Digital Classrooms" Funding Programme

SCHEDULE I

PROPOSAL

Summary of Proposal

Name of Project : Interactive Digital Classrooms

Reference Number : EDB/QEF/2020/0747

A. Objectives : Enhancing students' learning interest and promoting interactive learning through the development of related student learning activities with the use of interactive whiteboards

B. Action Plan

Implementation Date : 01 December 2022

Completion Date : 01 May 2024

Design of the Project : As stated on P.4 - P.20 of Schedule I

Evaluation of the Project : As stated on P.12 of Schedule I

C. Amount of Grant Approved

Total Amount of Grant Approved is HK\$1,199,900. Detailed breakdown is stated on P.11 of Schedule I.

Quality Education Fund
2020/2021
Application Form

Ref. No. (For official user) 2020/0747 (revised) IT Project

Part A Project Particulars

1. (a) **Type of Project :** Information Technology in Education
 (b) **Project Sub-Category :** 40 - Dedicated Funding Programme for Publicly-funded Schools
 (i) Learning and teaching, involving (ii) Student Support, involving
 Construction works and/or Construction works and/or
 Purchase of supplies /equipment Purchase of supplies /equipment
2. **Title of Project**

English Interactive Digital Classrooms
Chinese 互動電子化教室
3. **Grant sought :** \$1,199,900
4. **Project Period :** From 12/2022 to 05/2024 (18 Months)
5. **Beneficiary Sector :** Secondary
6. (a) **Applicant Sector :** Secondary
 (b) **Applicant Type :** Organisation
7. **Particulars of Applicant**
 (a) **Name of School / Organisation / Individual**
 English : Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
 Chinese : 天主教母佑會蕭明中學
 School Number : 113794 Session : Whole Day
 (b) **Name of Head of School / Organisation**
 English : Sr Kwok Ming Ying
 Chinese : 郭明英修女
 (c) **Correspondence Address**
 English : 6 KWAI YIP STREET KWAI CHUNG KWAI TSING NT
 Chinese : 新界葵涌葵葉街六號 葵青
 (d) **Tel No. (office hours) :** 24241796 (outside office hours) :
 Fax No. : 24841434 **Email Address :** kwokmy@dmhcsm.edu.hk
8. **Particulars of Project Leader**
Name in English : Mr Tang Siu Lung
Name in Chinese : 鄧紹龍先生
Post in School / Organisation : Vice-Principal
Tel. No. (office hour) : 24241796 (outside office hours) : 92349450
Fax No.: 24841434 **Email Address :** tangsl@dmhcsm.edu.hk
9. **Latest QEF approved project(s) undertaken by the applicant :**
 2018/1125 2017/0664 2016/0549

Previously funded QEF project(s) on which this application is based :

10. a. Have attended briefing sessions organised by QEF over the past three years :
 Yes No
- b. Have attended consultation sessions organised by QEF over the past three years :
 Yes No
- c. Have attended proposal writing workshops organised by QEF over the past three years :
 Yes No

Part B Project Particulars

Attached Project Summary :

Part C Project Details

Attached Proposal : dfp-form.docx(0.01 Mbytes)

Part D Details of Collaborating / Participating Organisations

No Record found.

Supplementary Collaboration list

No Record found.

Part E Declaration

- | | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| (a) | I confirm that the applicant is not undertaking / participating in any QEF projects of the same project type as at the commencement date of the project under application. | <input checked="" type="checkbox"/> Confirmed |
| (b) | I confirm that the proposed project is not a replication (i.e. sheer copying without adaptation or new elements) of those I have been conducting / will conduct using funding for similar projects from other Government sources. | <input checked="" type="checkbox"/> Confirmed |
| (c) | If the project is funded or subsidised by the QEF, I pledge to participate actively in all the promotion, dissemination and publicity activities in respect of the project. | <input checked="" type="checkbox"/> Confirmed |
| (d) | I understand that all products / deliverables, including the records, database and materials developed in the proposed project shall remain the exclusive property of the QEF. | <input checked="" type="checkbox"/> Confirmed |
| (e) | I confirm that in implementing the proposed project, I will not infringe any copyright or other intellectual property rights of any party. | <input checked="" type="checkbox"/> Confirmed |
| (f) | I understand that any false declaration would lead to termination of the funding agreement, refund of any funds given, and the possibility of criminal charges. | <input checked="" type="checkbox"/> Confirmed |
| (g) | I certify that all the information given in this application is true and accurate. I understand that if I wilfully give any false information or withhold any material information, the application will become void. Any grant approved will be withheld and any payment made must be refunded to the QEF. | <input checked="" type="checkbox"/> Confirmed |
| (h) | I understand that upon approval of the project, I shall be required to produce documentary proof of endorsement by the School Management Committee / Incorporated Management Committee that the project aligns with the needs and development of the school and the project is supported by teachers. | <input checked="" type="checkbox"/> Confirmed |
| (i) | I understand that Paragraph 8.6 and other relevant paragraphs in the School Administration Guide should be observed and approval from Regional Education Office should be sought before the project commencement if structural alteration or conversion/addition works are involved in the project. | <input checked="" type="checkbox"/> Confirmed |

公帑資助學校專項撥款計劃

計劃編號：	2020/0747 (修訂版)
學校名稱：	天主教母佑會蕭明中學 Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
計劃名稱：	互動電子化教室 Interactive Digital Classrooms
受惠目標：	中學
預計直接受惠人數：	學生:720 人(1-6) 教師:62 人 家長:0 人 其他(請註明): 0 人 ()

1. 計劃需要

1.1 計劃目標

本計劃目標以新器材取代課室舊有電子器材，提高能源效益，實踐環保教學。
同時使學生享有新時代互動教學模式，更健康，更生動地學習。

1.2 校本創新元素

本計劃具備創新元素。
成立「互動電子化教室」，新增設備中設有各種工具軟件，教師可以因應各科目的需求而設計新教材，開發與學生不同的互動方式。

1.3 計劃配合學校需要 / 學生的多樣性需要

項目：電子白板備有多方投屏功能。
為校方省略了多種課室電子器材的維修保養成本，同時解決到因疫情所需的社交距離問題。
課室設有高清顯示屏幕可以免去傳統投影機『暗燈看強光』的情況，方便資訊分享亦確保了學生眼睛健康。
現代電子產品漸趨個人化，但同時亦衍生了方便管理的中央系統，可以將每日課堂的資訊經過電子白板完整地儲存起，再分享給學生與家長，強化家長與校方的溝通。

2. 計劃可行性

2.1 計劃的主要理念/依據

項目：電子白板備有多方投屏功能。
為校方省略了多種課室電子器材的維修保養成本，同時解決到因疫情所需的社交距離問題。
課室設有高清顯示屏幕可以免去傳統投影機『暗燈看強光』的情況，方便資訊分享亦確保了學生眼睛健康。

現代電子產品漸趨個人化，但同時亦衍生了方便管理的中央系統，可以將每日課堂的資訊經過電子白板完整地儲存起，再分享給學生與家長，強化家長與校方的溝通。

2.2 學校的準備程度

項目：電子白板備有多方投屏功能。

大部分科目已推行自攜電子裝置學習多年，將會在未來兩年全面落實推行（2021-22：高中四至六；2022-23：初中一至三）

未來五年(2021-26)之校本發展計劃目標之一是在各級逐步推行混合式學習

視藝科已有一件電子白板，視藝科教師均有推行互動電子學習教學的經驗，給其他老師觀摩及

參考

已有出版社能提供互動學習套件，教師可於課堂上使用

學校現有約 180 台平板電腦(iPad)供教師及學生於課堂上作互動學習之用

完善的網絡系統支援全校螢幕同步

2.3 校長和教師的參與

學校人員：校長

職責：監察督導, 擬定計劃

學校人員：副校長

職責：擬定計劃, 統籌/協調, 處理撥款, 監察督導, 帶領/參與活動, 教師培訓

學校人員：科主任

職責：課程/活動規劃, 帶領/參與活動, 教材整理

學校人員：資訊科技教育統籌主任

職責：, 技術支援、教師培訓

學校人員：課程主任

職責：課程/活動規劃, 教材整理, 帶領/參與活動

主要科目：Mathematics, English Language, 公民及社會發展科, Chemistry

2.4 計劃時期

計劃開始及完成日期：由 12/2022 至 05/2024

合共需時 1 年 6 月

2.5 計劃活動的詳情

a. 推行計劃措施

活動 1：英文科互動電子化教室

推行時期：

02/2023 - 05/2024

Item	Key learning stages and key learning areas/ subjects/ learning elements	Content	Number of sessions	Number of school personnel and/or appointed project staff involved and respective duties	Expected outcomes
Composition Writing activity	English Language – Writing Class level: S1-S5	Strategies: Self-assessment, peer assessment and assessed by the teacher. Mode of use: Individual and group work. Stage 1 (1 lesson): Brainstorming stage - students do research on the topic and the results are shared through the Interactive Whiteboard. Planning the writing is done in groups and the plans are shared through the Interactive Whiteboard. Stage 2 (2 lessons): Writing stage - students use the individual iPads to complete the writing task. Teachers utilise the Interactive Whiteboard to pinpoint any bottleneck challenges that students need to	6 lessons for each topic, at least 3 topics within the period. Total: 18 lessons needed for each class. Duration of each session 40 mins	All English teachers (4 teachers in each form)	Students make progress on their own writing based on the supported stages throughout the activity. 80% of the teachers are satisfied with the effectiveness of using the interactive whiteboard.

	<p>overcome within the task.</p> <p>Stage 3 (2 lessons): Analysis stage - Students' work is displayed through the Interactive Whiteboard and all the students assess the work, each focusing on a different aspect. The assessed work will be reviewed by the writer before sharing once again.</p> <p>Stage 4 (1 lesson): Feedback stage – students' previously assessed work is displayed through the Interactive Whiteboard. Teacher evaluates and analyses selected work together with the students and provides instant feedback.</p>			
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Sample Lesson Plan for English Language at Annex 1

活動 2：數學科互動電子化教室

推行時期：

02/2023 - 05/2024

Item	Key learning stages and key learning areas/ subjects/ learning elements	Content	Number of sessions	Number of school personnel and/or appointed project staff involved and respective duties	Expected outcomes
Mathematics HKDSE Past Paper Discussion	S.4-S.6 Mathematics	Students are required to do the HKDSE past paper questions in different topics. Students' work will be shared through the whiteboard. Teachers and students will discuss the students' work together. This will help the students to improve their performance in HKDSE.	At least 6 times with the period for each class. Duration of each session 40 mins	All Mathematics Teachers	Teachers and students are satisfied with the use of the whiteboard.

Sample Lesson Plan for Mathematics at Annex 2

活動 3：通識教育科 / 公民與社會發展科互動電子化教室

推行時期：

02/2023 - 05/2024

項目	學習階段及學習範疇 / 學科 / 學習元素	內容	節數	參與學校人員及 / 或受聘計劃人員數目及職責	預期成效
加強概念運用	通識教育 / 公民與社會發展科	配合學校發展目標「混合式教學 (Blended Learning)」，本科同事已嘗試使用類似軟件 (如Google Jamboard) 加上BYOD進行分散式課堂活動，互動電子白板的使用，可以使這些討論形式更多元化，如能使討論集中進行，加強學生之間的交流；再者，本科強調概念及意念的運用及配合，互動白板的運用能使這些思考過程視象化，使學生們能更具體掌握思考過程。	中五、中六的議題探究及重溫 整項計劃期間 每班15次 每節時數 40分鐘	中五及中六級科任教師	統計課堂使用電子學習的次數及80%老師滿意使用效果。

公民與社會發展科 教案見附件 3

b. 教師培訓 (如適用)

活動 1：參觀其他運用互動電子學習及混合式學習作教學活動的學校

推行時期：

12/2022 - 01/2023

內容：

- 參觀其他運用互動電子學習及混合式學習作教學活動的學校，汲取經驗，讓老師掌握其課堂教學法。

節數：

- 1(3 小時)

校內/受聘 培訓人員：

- 由校內人員負責

預期成效：

- 教師明白互動電子學習及混合式學習課程規劃、學習活動的設計和重點，以及運用軟硬件相關設備的技巧

活動 2：工作坊推行時期：

01/2023 - 02/2023

內容：

- 為互動電子學習及混合式學習相關科目的教師提供教師培訓活動，內容如下：
 1. 互動電子學習及混合式學習的課程規劃
 2. 互動電子學習及混合式學習教材制作
 3. 軟硬件及有關設備的運用技巧
 4. 老師互相實習及分享教材制作及運用軟硬件的心得

節數：

- 3 節 每節 3 小時

校內/受聘 培訓人員：

- 由校內人員負責

預期成效：

- 教師明白互動電子學習及混合式學習課程規劃、學習活動的設計和重點，以及運用軟硬件相關設備的技巧

c. 其他措施與活動 (如適用)

2.6 財政預算

a. 設備開支

項目	設備規格	單項價格	數量	單位	預算開支	理據
互動觸控顯示屏 24 台	擬採購的 75 吋互動電子白板，需具備觸控、書寫、批注、繪畫、同步交互等功能，融合高清顯示、多媒體信息處理和網絡傳輸等多項技術。	30,150	24		723,600	
組合式趟路白板 24 台		14,800	24		355,200	
設備開支預算總額：					1,078,800	

b. 工程開支

項目	工程內容	預算開支	理據
清拆工程	原有的黑板會阻礙互動觸控顯示屏的安裝穩固性。	60,000	透過有關工程，有助重新規劃現在教室的用途，發展成為「互動電子化教室」。
工程開支預算總額：		60,000	

c. 一般開支

項目	預算開支	理據
雜項(包括影印、電子教材制作及學生活動教材等。)	7,511	
一般開支預算總額：		7,511

d. 應急費用

項目	預算開支 (下調至最近的整數)	
工程應急費用	6,000	
計劃應急費用	32,589	
應急費用預算總額：		38,589

e. 審計費用

項目	預算開支	
審計費用	15,000	
審計費用總額：		15,000
申請撥款總額：		1,199,900

3. 計劃的預期成果

3.1 成品 / 成果及對學校發展正面的影響

項目：提升學校教師團隊的課程設計及教學能力

教師進一步運用資訊科技於課堂進行教學活動，使課堂教學更有趣和更有效能。學生專注課堂學習，更積極投入學習活動。

項目：計劃對優質教育 / 學校發展的正面影響

本計劃透過硬件設置、課程發展及教師專業培訓，有助學校有系統地 規劃及發展校本互動電子學習及混合式學習，培育學生成為二十一世紀學習者。

3.2 評鑑

評鑑方法：問卷+重點小組訪問

成功準則：

- 1. 推行校本互動電子學習計劃的成效 (表現指標: 80%教師及學生同意該計劃有助學校推展互動電子學習)
- 2. 推行五年校本發展計劃目標: 混合式教學的成效 (表現指標: 80%教師及學生同意該計劃有助學校推展混合式學習)
- 3. 提升學生的學習興趣 (表現指標: 80%教師及學生同意該計劃能有助引起學生學習相關科目的興趣)
- 4. 提升學生的專注力、協作及主動性(表現指標: 80%教師及學生同意該計劃能有助提升學生的相關能力)
- 5. 提升教師專業能力(表現指標: 80%教師認為該計劃有助提升他們推行互動電子學習的信心)
- 6. 課堂設計能提升學生的學習效能(表現指標: 透過觀課及課程監察,80%教師課堂能提升學生的學習效能)

3.3 計劃的可持續發展 (只適用於申請撥款總額超過 20 萬元的申請)

- 課程於計劃完結後會持續推行及不斷優化

3.4 推廣 (只適用於申請撥款總額超過 20 萬元的申請。)

項目：座談會/分享會

- 本校會在計劃完結前，舉辦一次計劃分享會，邀請區內的中學教師參加，展示學生的學習成果，並由參與教師分享計劃內容及推行互動電子學習及混合式學習的心得。

- 成品將上載學校網頁及香港教育城供教師參考。

學校在撰寫本計劃書時，有否參考優質教育基金(基金)網頁的公帑資助學校專項撥款計劃計劃書示例/已獲批撥款計劃

沒有

本校

1. 會於英文科、數學科及通識教育／公民與社會發展科運用互動電子白板，並確保會善用新購的電子互動白板及維持高的使用率；
2. 會加強教師的專業培訓，讓他們掌握各活動的設計和教學法，以確保計劃完結後的延續性；
3. 確保所有貨品(包括設備)及服務的採購是以公開、公平和具競爭性的方式進行，並須採取措施以避免採購過程中出現任何實際或被視為有利益衝突的情況；
4. 確認計劃成品的版權屬優質教育基金所有，並嚴禁服務供應商複製、改編、分發、發布或向公眾提供成品作商業用途；
5. 明白優質教育基金的資助是一次性的，申請學校須承擔往後的支出，包括維修費用、日常運用作費用及其他可能引致的支出/後果；及
6. 確保擬發展的學與教材料切合學生的學習需要、程度、年齡和能力，並確保有關內容及資料正確、完整、客觀和持平。

5. 資產運用計劃

類別	項目／說明	數量	總值	建議的調配計劃
電腦硬件	互動觸控顯示屏	24	\$ 723,600	計劃完成後供學校使用
其他	組合式趟路白板	24	\$ 355,200	

6. 遞交報告時間表

本校承諾準時按以下日期遞交合規格的報告

計劃管理 (須透過「網上計劃管理系統」提交)		財政管理 (須連同證明文件的硬複本， 以郵寄方式或親自提交)	
報告類別及涵蓋時間	報告到期日	報告類別及涵蓋時間	報告到期日
計劃進度報告 01/12/2022 - 31/05/2023	30/06/2023	/	/
計劃進度報告 01/06/2023 - 30/11/2023	31/12/2023	中期財政報告 01/12/2022 - 30/11/2023	31/12/2023
計劃總結報告 01/12/2022 - 31/05/2024	31/08/2024	財政總結報告 01/12/2023 - 31/05/2024	31/08/2024

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
QEF Interactive Whiteboard Project
Sample Lesson Plan for English Language

Annex 1

Topic/Issue	Writing (The topic varies every time, could be on social issues, popular culture, or any topics that are closely linked to students' daily life)	Prepared by	
Knowledge previously obtained by students	Students are familiar with the basic genres of writing and the use of iPads for doing research and collaborative work. They have also become accustomed to sharing their work on the Interactive Whiteboard.	Subject	English Language
Aims/Expected learning outcomes	Students make progress on their own writing based on the supported stages throughout the activity. Teaching and learning is enhanced through the use of various apps and the Interactive Whiteboard.	Level	
Teaching Pedagogy/Strategies	Self-assessment, peer assessment and assessed by the teacher	Date	
Mode of interaction	Individual and group work	Period(s)	

Lesson Plan 教學計劃:

Time / Phase	Teaching Processes / Learning Activities	Teaching & Learning Strategies	Teaching Resources/apps/LMS	Expected Outcome
8 min.	Stage 1: Brainstorming (1-2 lessons) The teacher introduces the topic to the students and elicits initial responses from them. Students are asked to input their ideas on Mentimeter, which is instantly shown on the Interactive Whiteboard	Lecturing Question and Answer Brainstorming	<u>Interactive Whiteboard</u> (throughout the lesson) Mentimeter (or other response tracking app)	Students are able to provide adequate response and vocabulary related to the topic.
10 min.	The teacher shows some guiding questions on the Interactive Whiteboard and demonstrates how to conduct research on the topic real-time. Annotations can be made or important key points can be highlighted to draw students' attention.	Teacher's demonstration Notetaking	Interactive Whiteboard Computer / iPad Internet	Students become more familiar with how to look for useful information related to the topic.

15 min.	Students do research on the topic individually (either prior to the lesson or during the lesson) and the results are shared through the Interactive Whiteboard. Then students can also share their findings in pairs / small groups.	Research	iPad Internet	Students try their hands at conducting research and learn to select what is appropriate for their writing task.
10 min.	Students share the results of their research on the Interactive Whiteboard while explaining the main ideas and/or details. Both the teacher and other students may comment on them.	Oral presentation Feedback/assessment by peers/the teacher	Interactive Whiteboard iPad	Students share and compare their findings with what others have got. Then they learn to select the best materials for their task.
20 min.	Students plan their writing collaboratively and share the plans through the Whiteboard.	Processing information and organizing ideas Using mind maps Collaborative work	Any apps for planning writing, e.g. Google Docs, Evernote, etc. iPad Interactive Whiteboard	Students prepare a well-structured plan based on what they have just learnt.
128				
1 hr – 1 hr 20 min.	Stage 2: Writing Stage (1-2 lessons) Students use the individual iPads to complete the writing task. Teachers utilise the Interactive Whiteboard to pinpoint any bottleneck challenges that students need to overcome within the task.		iPad Interactive Whiteboard	
1 hr – 1 hr 20 min.	Stage 3 Analysis stage (1-2 lessons) Students' work is displayed through the Interactive Whiteboard and all the students assess the work, each focusing on a different aspect, e.g. content, language, organization, use of special features, etc. The teacher can also share some writing rubrics on the Whiteboard for easy access and evaluation. The assessed work will be reviewed by the writer before sharing once again.	Peer review Self-reflection	iPad Interactive Whiteboard Writing rubrics	Students learn to appreciate the work of others and offer constructive feedback. They also develop a heightened awareness towards the requirements of the task.
40 min.	Stage 4 Feedback stage (1 lesson)	Review by the teacher	iPad	Students are able to understand the merits and

<p>Students' previously assessed work is displayed through the Interactive Whiteboard. Teacher evaluates and analyses selected work together with the students and provides instant feedback.</p>	<p>Free response from students</p>	<p>Interactive Whiteboard</p>	<p>room for improvement for their writing. They can then further polish their work.</p>
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DMHC Siu Ming Catholic Secondary School
Mathematics -- Lesson Plan

Solving Quadratic Inequalities in One Unknown by the Graphical Method
Subject 科目 : Mathematics
Quadratic Graph, Compound Linear Inequalities in One Unknown
Level 班別 : S.5
Lessons 教節 : 1

Knowledge previously obtained by students 學生已有知識

Aims/Expected learning outcomes 教學目標

Solve quadratic inequalities in one unknown by the graphical method.

Related Concepts/content 相關概念

Lesson Plan 教學計劃:

Time 時間	Teaching processes 具體教學流程	Teaching Resources 教學素材	Evaluation 評估
3 mins	Introduction of quadratic inequalities in one unknown		
5 mins	Revision of quadratic graphs <ul style="list-style-type: none"> Students are asked to sketch the graph on their iPad. Teachers will show their answers on the smart whiteboard for discussing. 	Smart whiteboard	Students' response
5 mins	Solving quadratic inequalities by graphical method with two x-intercepts. <ul style="list-style-type: none"> The graphs are projected on the smart whiteboards. Students are asked to mark the answers on the smart whiteboard. 	Smart whiteboard	Students' response
5 mins	Solving quadratic inequalities by graphical method with one x-intercept. <ul style="list-style-type: none"> Students are asked to solve the problems on their iPad. Teachers will show their answers on the smart whiteboard for discussing. 	Smart whiteboard	Students' response
5 mins	Solving quadratic inequalities by graphical method with no x-intercepts. <ul style="list-style-type: none"> Students are asked to solve the problems on their iPad. Teachers will show their answers on the smart whiteboard for discussing. 	Smart whiteboard	Students' response
5 mins	Summary of different cases	Textbook	
10 mins	Classwork on solving quadratic inequalities.	Smart whiteboard	

2 mins	Conclusion	<ul style="list-style-type: none"> • Students are asked to solve the problems on their iPad. • Teachers will show their answers on the smart whiteboard for discussion. 			

Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
 QEF Interactive Whiteboard Project
 Sample Lesson Plan for 公民及社會發展科

Annex 3

Topic/Issue 課題 / 議題	個人對全球化的回應		Prepared By 撰訂者:	Chan SM
Knowledge previously obtained by students 學生已有知識	1. 對經濟全球化、文化全球化的一些現象已有所掌握 2. 中國及香港單元內提及貧窮循環		Subject 科目:	公民及社會發展科
Aims/Expected learning outcomes 教學目標	1. 讓學生運用經濟全球化及文化全球化的概念； 2. 讓學生思考如何個人及社會回應全球化的議題；		Level 班別:	中六
Basic learning strategy(ies)/ Thinking Skill(s) 基本思考策略/思維技巧	1. 觀察 2. 反思 3. 概念歸納及串連		Lessons 教節:	2
Related Concepts/content 相關概念	跨國企業、文化全球化、經濟全球化、公平貿易			

Lesson Plan 教學計劃:

Time 時間	Teaching processes 具體教學流程	Teaching Strategies to keep students motivated 運用不同教學策略以提升學生的學習動機	Teaching Resources 教學素材	Evaluation 評估
5 mins	簡介：經濟全球化及文化全球化的關係			

10 mins	<p>品嘗咖啡</p> <ul style="list-style-type: none"> - 試品嘗兩款咖啡 - 試為咖啡訂價 	製造討論話題	咖啡：廉價 / 公平貿易	
15 mins	<p>討論</p> <ul style="list-style-type: none"> - 咖啡的訂價受甚因素影響？ - 你接受多少的訂價差異？ 	個人反思引發討論興趣	電子白板：紀錄課堂討論	課堂討論、概念圖
10 mins	<p>了解</p> <ul style="list-style-type: none"> - 跨國企業如何壓低價格 	應用議價能力的概念	電子白板：透過討論工具如 Miro 或 Jamboard 作討論論點紀錄及整理	課堂討論、概念圖
15 mins	<p>了解</p> <ul style="list-style-type: none"> - 貧窮循環如何產生？ - 公平貿易理論上如何打破這個循環？ 	應用貧窮概念 使用概念圖作整理 儘量運用所有同學的意見作整理	電子白板 / 筆記： 預載貧窮循環的圖表，讓學生說明公平貿易如何突破貧窮循環的不同環節，以致可能解決貧窮問題	
10 mins	<p>討論</p> <ul style="list-style-type: none"> - 標示真實價格差異後及理解背後的運作，你認為消費者是否值得額外消費支持這些貿易方式？ 	以筆記內容作回應，鞏固概念及提升學習信心	電子白板，筆記： 以正反角度作討論，可以分組討論形式進行，並在電子白板展示成果	
5 mins	<p>總結：這些個人回應與可持續發展單元及個人成長單元的關係</p>	以不同單元聯繫學習內容		功課： 下載討論紀錄，回應問題：如何鼓勵市民願意付出較高代價，以改善社會整體的生活素質？

5. Appendix

(j) Principal's Continual Professional Development Plan 2023-2024

Core areas of leadership

I	Strategic direction & policy environment
II	Teaching, learning & curriculum
III	Teacher professional growth & development
IV	Staff & resource management
V	Quality assurance and accountability
VI	External communication and connection to the outside world

Targets	Priority	Core Areas	Development Strategies
A. To better familiarize with the Education system and the role as the Principal especially in decision making in the day-to-day routine of the school	1	I-VI	Attending relevant training courses, seminars etc. organized by EDB or professional organizations.
B. To better facilitate the implementation of the school target with the main theme of "Make change and go forth"	2	II, V	1. Attending relevant training courses, seminars or experience-sharing sessions.
C. To better facilitate teachers' professional development especially in the measures addressing growing learners' diversity, e-learning and the mentoring of all-round development of students.	3	I, II, III, V, VI	2. Inter-school professional 3. Interactions. 4. Reading relevant articles.
D. To sharpen personal views in education-related social issues and good practices in other Secondary Schools	4	IV VI	To serve in various educational bodies, e.g. RSC ExCom & SubCom, HKAHSS task force member etc.