

Principal's Report 2015-2016
二零一五至二零一六年度
校務報告

何振傑校長
2016年9月

辦學宗旨

「本基督精神，發展全人教育；藉宣講福音，培育豐盛生命。」

我們相信：

- 每一個學生，都是上帝所愛，並有上帝所賦予不同的恩賜。所以，我們尊重每一個學生，幫助他們發揮潛能，各展所長。
- 藉著德、智、體、群、美、靈的全人教育，每一個學生都可效法耶穌基督的榜樣，就是「智慧和身量，並上帝和人喜愛他的心，都一齊增長。」(路加福音二：52)
- 生命的意義，不在乎物質生活的富裕，而是生命的質素。主耶穌基督的福音是培育整全生命的基礎：「我來是要叫人得生命，並且得的更豐盛。」(約翰福音十：10)
- 教育是以生命影響生命，正如主耶穌在教導門徒時所作的榜樣。

學校資料

背景

沙田循道衛理中學創立於一九八三年，乃循道衛理聯合教會所主辦之政府津貼全日制男女中學。

班級結構及收生

中一至中五各四班，中六五班，學生共 822 人。本學年中一學生有 86.6%來自沙田區小學。

教師資歷

- 本學年聘有教師 59 人，58 人(98.3%)持有大學學位，25 人(41.4%)持有更高學位，58 人(98.3%)已完成師資培訓。另有教育心理學家、駐校社工及學生輔導員各 1 人。
- 教學經驗：
 - 15 年或以上有 36 人(61%)
 - 10-14 年有 10 人(17%)
 - 5-9 年有 7 人(12%)
 - 0-4 年有 6 人(10%)

校務發展計劃

2015-18 年度校務發展計劃以「學得有智慧，活得更豐盛」(Learn Wisely, Live Amply)為主題，重點如下：

- (1) 燃點學習熱情，掌握學習之道
- (2) 提升抗逆能力，實踐正向人生
- (3) 建構延伸校舍(豐盛校園)，為本校課後學習及活動中心

經訓

敬畏耶和華是智慧的開端，認識至聖者便是聰明。(箴言九章十節)

管理與組織

- 本校法團校董會成員包括教育界、建築界、商界等專業人士及教牧人員，法團校董會內常設「校董教師諮議會」、「校務計劃小組」、「教師聘請及晉升小組」、「新生遴選小組」、「校長考績小組」及「採購批標小組」等，以支援及監察學校的運作。
- 為鼓勵持份者參與制訂學校目標及增加校政的透明度及向公眾問責，校董會內設有家長及教師代表各 2 人，校友校董 2 人及獨立人士校董 1 人。
- 校內設有「學校行政委員會」協助校長處理日常校務，各學科及功能小組定期召開會議，推展學校發展。

教師專業發展

- 本校設有教師發展組統籌培訓工作，並設立啓導教師計劃幫助新同事、實習老師及代課老師融入學校生活。
- 年內教師發展組舉辦多次校本教師專業發展活動，包括：「教育的召命」講座、「大埔滘及南生圍生態教育及保育之旅」、「認識及處理焦慮工作坊」及「PowerLesson & Flipping Classrooms」教學實踐分享及專業講座。此外，於教職員會議或教師發展日中設專業分享環節，讓教師分享教育專業心得。今年作專業分享同事包括外籍英語老師 Mrs. P. Dayal，教會足球事工教練羅治山先生、楊海文老師及張貫老師。
- 本年度教育局個人、社會及人文教育學習領域的課程發展主任及中華基督教協和書院分別到本校探訪，與本校通識科、中國歷史科、世界歷史科、經濟科、地理科及宗教及德育公民教育科科主任及老師交流，了解各科教學情況及發展計劃，當中教育局對本校宗教及德育公民教育科為中六同學舉辦的成人禮，能結合價值教育與宗教儀式，甚表欣賞，並將有關項目加以撰寫，納入最新的課程文件中，介紹給業界人士參考。
- 本學年教育局推動 STEM(Science, Technology, Engineering and Mathematics)教育，本校數理科老師積極探索及參與有關之專業發展活動，期望在未來為同學提供更多學習活動，有效結合科學、科技與數學知識，發揮同學探究創新能力。同事曾到澳門培正中學及深圳出席 STEM 教學交流活動及高新科技考察團，其間參觀澳門培正中學樂高教育實驗室、深圳華為(Huawei)科技及大疆(DJI)創新科技，從中吸取了不少寶貴教學經驗，亦與本校同事分享交流。
- 何振傑校長於 9 月 25 日聯同本會各中小學校長參觀深圳華為科技城，以了解有關資訊科技教學方案應用之安排。
- 何振傑校長及本校負責生命教育的教師獲香港教育學院「協助中學／小學規劃生命教育計劃」邀請，於 11 月 7 日與參加此計劃的學校代表分享本校推行生命教育的經驗。
- 本校同事與天水圍循道衛理中學同工交流，以了解電子改卷的安排。
- 邀請中華基督教協和書院朱啓榮校長與中層老師分享「知識管理」理念與實踐，促進教師團隊專業發展。
- 校長及負責生命教育的教師合共八人，於 2016 年 1 月 12 日出席本會舉辦之「中學生命教育教師分享會」，與本會各屬校交流實踐生命教育之經驗，獲益良多。
- 何振傑校長於 4 月 22 日聯同本會各中小學校長往順德考察，除參觀當地樂從紅棉小學及大良順峰中學外，亦與當地校長交流推動生命教育之經驗。
- 蕭皓聲老師於 2016 年 4 月參與通識科專業發展學校計劃活動，與其他參與學校同工分享如何透過「一課兩教」提升教學質素。

課程發展

- 本校新高中同學均修讀中、英、數、通識教育四個核心科目及 2-3 個選修學科。至於新高中的「其他學習經歷」，如德育及公民教育、社會服務、體育發展、藝術發展及與工作有關的學習活動，則繼續於正規課堂內或課外時間進行，種類繁多，以提供多元化的學習經歷予同學。此外，為配合新高中課程的需要，今年繼續調適上課時間表，修訂各科課時，以確保各科均有足夠授課時數。
- 本學年中四有 11 個選修學科及接近 103 個科目組合，大部份中三同學均能成功入讀自己選修的科目。
- 於初中設立經濟科及中三級中史科之博覽學習課程，以擴闊同學視野、加強同學高階思維與創意能力及配合銜接新高中課程的需要。
- 為提升學生對科學探究的精神與興趣，於四月中舉辦數理週，活動包括：科學講座、實驗活動、數理問答比賽及數理遊蹤等，讓同學從科學活動中經歷學習數理科的樂趣。
- 英文科今年於中一及中二級推行校本語文藝術課程，邀得本校校董，浸會大學英文系講師溫梁詠裳女士帶領，透過閱讀名著‘A Christmas Carol’及‘Les Misérables’，並配合不同活動，包括話劇欣賞、讀者劇場 (Readers’ Theatre)、創意寫作 (Creative Writing) 等，培養學生對英國文學的興趣，並加強對英語運用的能力。中一課程更設計社區服務活動，讓全級學生把書中展示的人生哲理實踐在生活中，以加深對生命的體驗。除此之外，為提高中一學生英語閱讀能力，英文科老師亦透過參與「英語外籍教師(NET)專業發展計劃」，在課程上共同協作和設計教材，以提升中一學生閱讀不同文章體裁的策略和能力。
- 本學年不少科目積極嘗試運用資訊科技，以促進自主學習及互動教學，如平板電腦、「翻轉課室」及 PowerLesson，學生反應熱烈。
- 本校與中國內地及海外學校常作交流，今年繼續組織不同學習團，帶領同學到新加坡、台灣、北京、黃山及東莞等地，作語文、歷史、地理環保及科學等考察或比賽，透過這些活動，同學均有深刻體會與學習。

語文教育

- 本校以英語作為主要授課語言。除中國語文、普通話、中國文學、中國歷史、通識教育、體育及宗教及德育科外，其他學科及術科均採用英語授課。學校活動如早會、陸運會、水運會等均以英語宣佈。此外，每週有英語早讀及英語日，以營造豐富英語環境。
- 教育局兩次校外評核報告均認為本校選取了適當有效的授課語言。
- 為照顧差異及提升學生英語能力，本校英文科今年於中一、五、六級均設分組教學，以提升學生學習成效。
- 英文科招募了 40 多位英語大使，協助學校舉辦不同的英語活動，包括電影欣賞、校園廣播、攤位遊戲等，以營造英語環境及推動英語學習氣氛。
- 此外，英文科亦鼓勵同學參與校外舉辦的不同類型學術活動，包括 English Speech Festival、Debate Competition、CUHKMUN、SCMUN。部分英文尖子近年更自發舉辦校內及聯校模擬聯合國 (Model United Nations)，包括 iMUN 2014 及 STMC MUN 2015, 2016，當中約有 20 間學校參與，參加者超過 100 人，活動成果令人鼓舞。
- 本校中文科於初中設立校本經典文學課程，亦籌辦不少語文活動，如視讀、演講、朗誦及辯論等，以提升學生對中國語文的興趣及能力，學習成果顯著。
- 推動普通話學習方面，除於初中列為必修科目外，部份早會及午間講話亦以普通話進行，並由同學擔任普通話大使，舉辦一系列活動，提升同學的普通話水平。

生命教育

- 本校獲辦學團體支持，發展生命教育，編訂生命教育課程，確立同學正面人生觀和價值觀，使同學能知行合一，立己立人。課程融滲於宗教及德育科，以及班主任課；延伸活動包括中一祝福禮、中四服務學習活動、中六成人禮等，使同學學會感恩，欣賞生命、建立人生目標，服侍他人，活出豐盛生命。
- 各級設有宗教及德育科，透過聖經的教導，培育仁愛和公義的價值觀，效法耶穌基督。
- 本校舉辦不同形式的宗教活動，包括福音週、高低年級團契、基督徒大會、基督女少年軍、靈修小組、福音小組、音樂敬拜隊、福音足球隊、福音籃球隊、校園電視台信仰小組等，培育同學關愛精神，承傳過去所建立的基督化價值觀。
- 本校與沙田堂合辦初中「生命好友營」及高中「中四歷奇福音營」等營會，讓同學認識基督信仰。
- 每循環週設有早禱時間，由同學主領，為學校、香港及世界各地需要祈禱，積極培育同學關愛鄰舍、國家及世界的胸懷。
- 每循環週均有校長、副校長及老師分享時段，培育學生品德。
- 中四全級同學以班為單位到不同社區機構服務；中五每一班同學則分成多個小組進行專題研習，關心社會各種與生命及生活相關的議題。
- 輔導組推廣正向思維、正向心理學快樂人生的概念，幫助學生發揮優點，活出意義人生。
- 訓導組舉辦「多元智能挑戰」工作坊及訓練營，訓練學生的堅毅精神。
- 足球隊於去年7月前往馬來西亞交流及服務，體驗關愛服侍的精神。
- 本學年，本校的通識教育科與宗教及德育科，透過一連串教育活動，帶領學生認識香港的社會狀況，反思及探討作為社會公民如何客觀及理性地回應時代議題，學生從中有深刻的體會，家長亦對學校的教育活動表示信任和支持。此外，本校與屬會學校交流相關的教育規劃，亦深獲認同與讚賞。

2016年中學文憑試成績與升學情況

- 共有166名中六學生應考第五屆(2015年)香港中學文憑試，應考達16科。
- 考獲4-5**級平均比率為62.2%；考獲2級或以上比率為98.7%。
- 87.4%中六同學達大學聯合招生基本入學要求(33222)；98.8%中六同學達政府資助副學位課程基本入學要求(22222)或以上。
- 四科核心科目成績

科目	4級以上比率 (日校4級以上比率)	3級以上比率 (日校3級以上比率)	2級以上比率 (日校2級以上比率)
中國語文科	65.1% (28.0%)	89.8%(55.2%)	99.4% (85.2%)
英國語文科	53.0% (28.6%)	97.6%(55.1%)	100.0% (80.3%)
數學科	69.7% (38.6%)	87.3%(58.5%)	98.8% (81.3%)
通識教育科	56.4% (36.3%)	93.3%(67.7%)	99.4% (89.4%)
整體	62.3%	91.3%	98.7%

- 表現最佳五科的成績

科目	5級以上比率%	4級以上比率%	3級以上比率%
數學延伸單元二	54.5%	95.5%	100.0%
數學延伸單元一	47.8%	78.3%	95.7%

生物	40.4%	80.8%	94.2%
數學	23.0%	69.7%	87.3%
中史	30.3%	84.8%	97.0%
經濟	18.0%	72.0%	92.0%

- 86.5 % 中六同學獲「大學聯招辦法」(JUPAS) 派位
- 超過 95% 中六同學於本地及海外繼續升讀學士學位、副學位或高級文憑等課程
- 最佳成績首五名同學及升讀課程

	成績	總積點	修讀課程
6C 周德煊	5 科 5**+2 科 5*+1 科 5	52	Oxford University: Bachelor of Social Sciences (Phil, Politics, Econ)
6B 吳琬琳	3 科 5**+2 科 5*+1 科 5+1 科 4	42	HKU: Bachelor of Social Sciences (Government and Laws) and Bachelor of Laws (double degree)
6C 賴達威	1 科 5**+4 科 5*+1 科 5+1 科 4+1 科 3	43	HKPU: BSc (Hons) in Physiotherapy
6C 任霽昕	1 科 5**+4 科 5*+1 科 5+2 科 4	44	CUHK: Pharmacy
6B 麥楚翹	1 科 5**+2 科 5*+4 科 5	39	HKU: Bachelor of Science in Speech and Hearing Sciences

優質教育之持續發展

- 2003 年起推行「學校自評」(SSE)，2009 年教育局到本校進行校外評核(ESR)，對本校的管理、校風、學生支援、學術發展及學生表現均給予十分正面的評價，而有關之各項建議亦已全面跟進，努力延續優質教育的實踐和不斷進步的文化。
- 多年前已開始以「學生表現報告」(Student Performance Report)取代傳統之成績表，全面紀錄個人成長計劃、學生各方面的表現。
- 以「我的檔案」(My-ile)配合，在師生溝通、家校合作的情況下，讓學生自訂目標，自擬計劃，自我檢討評估，策勵成長，達致全人教育。
- 上下學期均設有學生表現晤談日，由班主任與每位同學面談，檢視各項目標和進展，關愛學生，引導學生反思和規劃生涯歷程。
- 教育局升學及就業輔導組於 2 月探訪本校，與本校校長、助理校長、升學及就業輔導主任交流「生涯規劃課程」的規劃及活動成果，並對本校「生涯規劃課程」的理念及活動，以及個別輔導中六學生升學選科方面的工作，予以肯定與讚賞，學生亦在訂立目標、規劃人生方向等方面，更為清晰。
- 年前本校與課程發展處、馮漢柱資優教育中心合作採用 Renzuli 的資優教育理念，為資優同學開辦中、英、數、自然科學、創意發明、領袖培訓等資優教育活動，校本課程現已趨成熟，深受家長歡迎。本學年共有 73 名學員。同時，本校每年均推薦於科學、人文學科、數學及領導才能範疇之資優同學參加香港資優教育學院課程，本年度共有 15 位學生參加。
- 本校通識教育科的發展歷史悠久，扮演全港先導角色。自 2008 年起，獲教育局邀請擔任「專業發展學校」，支援友校推展通識教育科教學。教育局已邀請本校於來年繼續擔任「專業發展學校」。
- 本校獲教育局撥款推行「沙循創新資訊科技 STEM 活動計劃」增潤活動，在本學年

及下學年舉辦 mBot 機械人編寫程式課程，期望在校園營造資訊科技氛圍，激發學生對資訊科技的興趣。學生除學習編寫程式外，還會出外參觀業界，在學習知識的同時，亦了解業界運作。

- 本校一向重視全人教育，關注每名學生的身心健康。近年積極配合香港融合教育的發展，成立「照顧特別學習需要學生小組」，成員包括助理校長、教育心理學家、社工及輔導主任和老師，以統籌有關工作，如訂定個人成長計劃、Board Game Master、躍動義工服務小組、舉辦合作及解難活動，並引入外間服務等，讓有關學生能發展個人潛能，亦透過舉辦體驗活動促進學生尊重個別差異，共同締造和諧共融的校園。
- 本學年參加教育局「優化學校投訴管理先導計劃」，完善校本投訴管理政策。

家庭與學校合作

- 本校家長一直積極支持學校發展，有優良的家庭與學校合作傳統。
- 自 2001 年起家長已選派代表出任校董，參與學校管理工作。
- 每年舉辦分級「家校懇談會」，促進家校溝通。
- 家長教師會定期舉辦多元化活動，例如家長講座、同級聚會、家長課程、旅行、燒烤晚會、敬師活動、家長義工聚餐等，並出版刊物，參與校巴和食物部管理、學校批標事務等。
- 家長經常參加學校活動，如陸運會、水運會、中一家長日、升中選校家長講座、閱讀日等。
- 今年家教會在敬師日中分享「家長也敬師」的感受，師生同感受益，多位家長更傾力烹調了豐富的午膳予全校教職員享用，當天佳餚滿桌，氣氛歡暢。
- 學校在家長日當天派發問卷，收集家長意見，有助學校制定各項政策，與家長攜手共同培育學生。

校友動態和與母校聯繫

- 根據法團校董會章則，校友會今年經選舉產生幹事會和校友校董，讓校友更積極和投入學校事務，回饋母校。
- 今年校友會舉辦的兩項大型活動，分別為周年會員大會和春茗。兩次活動得到不同屆別的校友踴躍參與，氣氛溫馨、熱鬧，校友共聚一堂，並與老師細話當年。
- 校友會配合學校的發展計劃，以堅毅為主題，邀請校友於週會中分享個人歷練，由此鼓勵師弟妹永不放棄的人生態度。
- 校友會積極為校友提供租借場地服務，方便校友預約回校燒烤、拍攝畢業照，結婚照等，讓校友延續對母校的歸屬感。

校外比賽獲得獎項
(2015年9月至2016年8月)

1. 體育

A. 香港學界體育聯會 - 個人項目

活動名稱	姓名	獎項
50米自由泳	余穎彤(1B)	冠軍
100米背泳	史昕桐(1C)	亞軍
100米自由泳	李松兒(1D)	亞軍
	史昕桐(1C)	季軍
劍擊比賽	梁天晴(2A)	季軍
長跑比賽	許鈞程(1D)	第六名
體操比賽	楊卓泓(3D)	男子初級組單槓 第二名 男子初級組自由體操 第三名 男子初級組個人全能 第四名

B. 香港學界體育聯會 - 團體項目

籃球比賽 (女甲)	季軍
足球比賽 (男甲)(男乙)	第四名
游泳比賽 (女丙)	第五名

C. 其他

主辦機構及活動名稱	姓名	獎項
香港劍擊總會 公開劍擊錦標賽 (14歲以下)	梁天晴(2A)	季軍
屈臣氏集團 屈臣氏集團香港學生運動員 獎 2015-2016	梁天晴(2A)	香港學生運動員獎
中國香港閃避球聯會 全港學界閃避球分區挑戰賽- 新界東	劉焯盈(1A)、楊妙琳(1B) 陳穎欣(1C)、余君豪(1C) 馬穎心(2A)、陳致伸(2A) 周卓行(2A)、何冠糠(2A) 林思喆(2B)、馬晉祺(2B) 周雋燁(2C)、鄭尚泓(2C) 程祉諾(2C)、鍾皓信(2C) 付廷豪(2C)、邱舜凱(2C) 陳睿仁(2D)、蔡延旭(2D) 蒲允祈(2D)、葉朗煥(3A) 李沛怡(3A)、陳筱愉(3B) 張雅諾(3B)、鄒淑淋(3B) 李穎欣(3B)、黃嬋欣(3B) 曹滿紅(3C)、楊倩妮(3C) 關淑儀(4A)、梁婉兒(4A) 關朗謙(4A)、何敬禧(4B)	亞軍 (男子組及女子組)

	高昊言(4B)、虞凱欣(5D) 高昊恩(6E)	
中國香港閃避球聯會 全港學界閃避球精英賽	虞凱欣(5D)、梁婉兒(4A)	最佳陣容
	鄒淑淋(3B)	最佳防守
	劉焯盈(1A)、楊妙琳(1B) 陳穎欣(1C)、馬穎心(2A) 林思喆(2B)、葉朗煖(3A) 李沛怡(3A)、陳筱愉(3B) 張雅諾(3B)、鄒淑淋(3B) 曹滿紅(3C)、楊倩妮(3C) 關淑儀(4A)、梁婉兒(4A) 虞凱欣(5D)、高昊恩(6E)	殿軍 (女子組)
中國香港閃避球聯會 全港閃避球錦標賽	周雋燁(2C)、梁婉兒(4A)	最佳陣容
	劉焯盈(1A)、楊妙琳(1B) 陳穎欣(1C)、洪靖婷(1C) 馬穎心(2A)、林思喆(2B) 葉朗煖(3A)、陳筱愉(3B) 張雅諾(3B)、鄒淑淋(3B) 曹滿紅(3C)、關淑儀(4A) 梁婉兒(4A)、虞凱欣(5D)	季軍 (女子組)
	余君豪(1C)、陳致伸(2A) 周卓行(2A)、何冠糠(2A) 馬晉祺(2B)、周雋燁(2C) 鄭尚泓(2C)、程祉諾(2C) 鍾皓信(2C)、付廷豪(2C) 邱舜凱(2C)、陳睿仁(2D) 蔡延旭(2D)、蒲允祈(2D) 關朗謙(4A)、何敬禧(4B) 高昊言(4B)、鄭浩楷(4B)	殿軍 (男子組)
中國香港閃避球總會 全港學界閃避球錦標賽 - 新界東	張諾然(1A)、劉焯盈(1A) 楊妙琳(1B)、陳穎欣(1C) 洪靖婷(1C)、文梓珊(1D) 林思喆(2B)、葉朗煖(3A) 陳筱愉(3B)、張雅諾(3B) 鄒淑淋(3B)、曹滿紅(3C) 關淑儀(4A)、梁婉兒(4A) 虞凱欣(5D)	冠軍 (女子組)
	余君豪(1C)、陳致伸(2A) 周卓行(2A)、何冠糠(2A) 馬晉祺(2B)、周雋燁(2C) 鄭尚泓(2C)、程祉諾(2C) 鍾皓信(2C)、付廷豪(2C) 邱舜凱(2C)、蔡延旭(2D)	冠軍 (男子初中組)
	李俊燁(1A)、卓藝朗(1C) 鍾浩傑(1C)、陳煜星(4A)	亞軍 (男子高中組)

	張廣新(4A)、關朗謙(4A) 鄧卓祈(4A)、鄭浩楷(4B) 何敬禧(4B)、高昊言(4B)	
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沙田體育會 沙田武術錦標賽 2016	陳俊豪(3B)	男子拳術組(自選拳) 第一名 男子短兵器組 第一名
義連班 優秀學生運動員獎(沙田區)	楊卓泓(3D)	優秀學生運動員獎
香港中文大學校友會聯會 陳震夏中學 全港混合閃避球錦標賽	劉焯盈(1A)、洪靖婷(1C) 陳致伸(2A)、林思喆(2B) 馬晉祺(2B)、周雋燁(2C) 程祉諾(2C)、鍾皓信(2C) 張雅諾(3B)	冠軍
	鄺天寶(1C)、冼卓穎(1A) 李俊燁(1A)、陳傲童(1C) 陳穎欣(1C)、洪靖婷(1C) 卓藝朗(1C)、鍾浩傑(1C) 馮承杰(1C)、許桐(1D) 文梓珊(1D)、趙樂賢(1D)	第四名
中國香港閃避球總會 全港學界閃避球精英賽	陳傲童(1C)、陳穎欣(1C) 洪靖婷(1C)、許桐(1D) 文梓珊(1D)、張諾然(1A) 劉焯盈(1A)、楊妙琳(1B) 林思喆(2B)、張雅諾(3B) 葉朗煖(3A)、陳筱愉(3B) 曹滿紅(3C)、鄒淑淋(3B) 梁婉兒(4A)、虞凱欣(5D) 卓藝朗(1C)、鍾浩傑(1C) 陳致伸(2A)、周卓行(2A) 何冠糠(2A)、馬晉祺(2B) 周雋燁(2C)、程祉諾(2C) 鍾皓信(2C)、付廷豪(2C) 鄭尚泓(2C)、邱舜凱(2C) 蔡延旭(2D)、蒲允祈(2D)	第四名

2. 音樂

A. 第六十八屆香港校際音樂節

i. 團體項目

項目	獎項
高級男聲合唱 - 外語歌曲	冠軍
高級女聲合唱 - 中文歌曲	亞軍
高級女聲合唱 - 外語歌曲	亞軍
牧歌小組	亞軍

木笛合奏 (中學組)	亞軍
高級男聲合唱 - 中文歌曲	季軍
高級混聲合唱 - 中文歌曲	季軍
高級混聲合唱 - 外語歌曲	季軍

ii. 個人項目

項目	姓名	獎項
高音木笛獨奏 (十六歲或以下)	黃諾晞(5B) 鋼琴伴奏：林家朗(5B)	冠軍
鋼琴獨奏五級	陳愉行(2A)	冠軍
男中音獨唱 - 外語歌曲 (十九歲或以下)	林家朗(5B) 鋼琴伴奏：何子寧(5D)	亞軍

B. 其他

主辦機構及活動名稱	姓名	獎項
香港童聲合唱協會 2015 世界青少年合唱節 - 香港	孫海瑤(4A)、黃愷琳(4A) 趙心怡(4A)、李意欣(4A) 鄧皓琳(4A)、陳穎芯(4A) 鄭心悅(4B)、崔睿玲(4B) 鄭浩楷(4B)、余俊禧(4B) 余海亮(4C)、郭日朗(4C) 潘曉瑜(4C)、許凱晴(4D) 梁宇(4D)、冼棹婷(4D) 陳樂恒(5A)、葉獻晴(5A) 余曉欣(5A)、陳萬通(5A) 蔡海林(5A)、陳靜儀(5B) 林家朗(5B)、陳靜琳(5D) 何子寧(5D)、姜希琳(5D) 林穎婷(5D)、李卓妍(5D) 殷孝琳(5D)、蔡頌浩(6A) 梁嘉樂(6A)、張樂君(6B) 李沛儀(6B)、陳智琛(6C) 周天樂(6C)、莊志德(6C) 張頌生(6C)、何俊賢(6C) 何柏華(6C)	銀獎

3. 朗誦

A. 第六十七屆香港校際朗誦節比賽

i. 中文朗誦

項目	姓名	獎項
女子詩詞獨誦	劉昕悅(1D)	冠軍
女子詩詞獨誦	謝慧盈(1B)、湛晞彤(1C) 蔡賢泳(1D)、李松兒(1D) 施樂怡(2D)、吳念心(4A)	優異
女子散文獨誦	林卓萱(1D)、胡焯喬(2B)	亞軍

女子散文獨誦	莊惠芯(1C)、許桐(1D) 黃嬋欣(3B)	優異
男子散文獨誦	何卓衡(1C)	優異
男子詩詞獨誦	鄺天寶(1C)、李峻森(3A) 韋藍(3A)	優異
二人朗誦	鄺梓熒(2B)、文卓琳(2B)	季軍

ii. 英文朗誦

項目	姓名	獎項
詩詞獨誦	劉倅騏(2B)	冠軍
	鄺天寶(1C)、麥原真(3B)	亞軍
	呂浚業(3B)、陳穎芯(4A)	季軍
	莊惠芯(1C)、湛晞彤(1C) 吳浩摯(1C)、余君豪(1C) 陳愉行(2A)、陳天慧(2A) 胡天麗(2B)、胡焯喬(2B) 馮沛謙(2B)、黃睿熙(4B) 譚嘉琦(5C)	優異

iii. 普通話朗誦

項目	姓名	獎項
女子詩詞獨誦	李松兒(1D)	冠軍
女子詩詞獨誦	吳卓姿(2A)	亞軍
女子散文獨誦	叶媛殷(5B)、林穎婷(5D)	亞軍
女子散文獨誦	林卓萱(1D)、陳穎芯(4A)	季軍
女子詩詞獨誦	劉恩諾(1A)、陳梧筠(2C)	優良
女子散文獨誦	歐燕瑩(1C)、許桐(1D) 劉倅騏(2B)、梁錫雲(4C)	優良
男子散文獨誦	丘學儒(4A)	優良

B. 第二十二屆漢語聖經朗誦節 - 漢語聖經協會

項目	姓名	獎項
初中廣東話二人對誦	吳卓姿(2A)、施樂怡(2D)	優異

4. 領袖才能及服務

主辦機構及活動名稱	姓名	獎項
香港基督教女青年會 (沙田綜合社會服務處) 沙田區中學聯校領袖培育計劃	石期舟(4C)	我最喜愛領袖 最具潛質領袖
教育局 公益少年團	麥嘉怡(6C)	中學一等榮譽級
	王安彤(6E)	中學二等榮譽級
	何佩琪(6E)、王安彤(6E)	中學三等榮譽級
	鄭雅盈(4A)、林穎荷(6E)	中學中級

「我都得」教育基金有限公司 「原來我得嘍」獎學金	簡志安(4A)	獎學金 (往美國交流一年)
香港社會服務聯會 「明日之星-上遊獎學金」	簡志安(4A)、趙珮伶(5C) 麥楚翹(6B)	獎學金
教育局及消防處 多元智能躍進計劃	馮沛謙(2B)	最佳學員獎
	陳俊豪(3B)	最佳進步獎
	何冠棟(2A)、蔡延旭(2D) 劉信霆(3B)	躍進獎
萬鈞教育基金 「卓越今天，成就將來」 青少年領袖獎勵計劃	管曉峰(5B)	表現卓越

5. 學術

主辦機構及活動名稱	姓名	獎項
哈佛大學校友會及教育局 哈佛圖書獎	謝樂容(5A)	冠軍
	馮潔桐(5A)	亞軍
	蔡海林(5A)	季軍
SKHTSTSS Scrabble Team The 3 rd Shatin Inter-School Scrabble Competition 2016	陶梓亨(3A)、沈卓頤(3B) 黃穎芝(3C)、周煜煒(5A)	亞軍
Stan Dyer Hong Kong Secondary Schools Debating Competition	徐美宜(3A)、葉沛林(3A) 劉信霆(3B)	最佳辯論員
亞洲兒童教育協會 香港中學英文作文比賽	羅潔盈(4A)	最佳作家 - 銀獎
香港學生文藝月刊有限公司 第五屆《香港中學生文藝月刊》 「校園創作擂台陣」比賽	李貫玉(6D)	亞軍
靈糧堂劉梅軒中學 華文微型小說學會 第四屆「全港學界微型小說創作比賽」	殷孝琳(5D)	優異
中國中學生作文大賽香港籌委會 中國中學生作文大賽	馮沛謙(2B)、陳智樂(3C) 邱植(3C)、馬樂頤(6C) 鄧卓翹(6C)、廖志豪(6C)	優異
自由行言論 「敢言有夢」拍住上 2016 辯論比賽	沈卓頤(3B)、黃穎芝(3C) 朱子健(3C)	最佳合作獎
新市鎮文化教育協會 第十八屆全港中小學 普通話演講比賽 2016	蕭杏芝(2C)	優異星獎
	李松兒(1D)、陳梧筠(2C)	良好獎
香港大學 中國歷史研究文學碩士同學會	余思維(6D) (2015 畢業)	香港青年史學家年 獎嘉許獎
奧數之星國際聯合會 2016「華盃」全國數學奧林匹克 (香港選拔賽)	李俊燁(1A)	一等獎

主辦機構及活動名稱	姓名	獎項
香港數學奧林匹克協會 2016 亞洲國際數學奧林匹克 公開賽香港賽區初賽	符 哲(1B)、陳昕希(2C) 蕭凱軒(2C)	銀獎
	李俊燁(1A)、林映希(1C) 于皓哲(1D)、葉向傑(2C) 謝誠謙(2D)	銅獎
教育局／香港教育工作者聯會 第七屆香港中學數學創意解難比賽	鍾穎彤(1B)、馮承杰(1C) 陳昕希(2C)、謝誠謙(2D)	銀獎
保良局／香港數理教育學會 第十八屆香港青少年數學精英選拔賽	蒲允祈(2D)、羅文謙(3D)	二等獎
	朱子健(3C)	三等獎
教育局數學教育組／香港教育學院 數學與資訊科技學系 第三十三屆香港數學競賽	呂展希(4B)	二等獎
	鄭心悅(4B)、崔睿玲(4B) 黎南君(4B)、呂展希(4B) 陳旭輝(5B)、張逸然(5B)	優異獎
國際專業無人機學會 沙田區校際「無人機」障礙賽	林灝勤(4B)、余國俊(4B) 伍恩圖(4B)	團體計分賽冠軍 (高中組) 團體冠軍(高中組)
	林灝勤(4B)	個人計分賽亞軍 全場總亞軍 (高中組)
	余國俊(4B)	個人計分賽季軍 (高中組) 全場總季軍 (高中組)
	于皓哲(1D)、謝誠謙(2D) 劉嘉勇(2D)、曾皓謙(3C)	團體亞軍(初中組)
	謝誠謙(2D)	個人計分賽冠軍 (初中組) 全場總冠軍 (初中組)
香港青年協會 青協「2015/16 香港 FLL 創意機械人大賽」	江智恒(3A)、麥原真(3B) 黃浚源(3B)、陳恩望(3C) 曾皓謙(3C)、羅文謙(3D)	項目研究獎
西覓亞 世界奧林匹克機械人競賽(WRO) 香港區選拔賽足球賽	江智恒(3A)、麥原真(3B) 黃浚源(3B)	殿軍
教育局 科學青苗獎	簡志安(4A)、李昊(4B)	一等獎
香港科學英才會 科學英才盃 2015	蕭凱軒(2C)	創意設計獎 優異獎
保良局方樹福堂兒童及 青少年發展中心 「綠色發明家學院」計劃	譚焯禧(1D)	最具綠色意義獎
	盧枳晴(2D)	卓越環保個人獎

主辦機構及活動名稱	姓名	獎項
香港地理學會 香港地理奧林匹克	張曉麟(5D)、歐悅明(6B)	優異
	歐悅明(6B)	香港代表隊成員
香港數理教育學會 香港生物奧林匹克	溫卓羚(6B)、劉雋賢(6B) 蔡力行(6C)	一級榮譽
	管曉峰(5B)、黃雋琛(6B) 何嘉熙(6C)、賴達威(6C)	二級榮譽
	謝樂容(5A)、李沛儀(6B) 盧宏峰(6B)	三級榮譽
	陳萬通(5A)、蔡嘉新(6B) 何穎雯(6B)、麥家瑜(6B) 陳智琛(6C)、何俊賢(6C) 區津鉞(6C)、周天樂(6C) 鄧卓翹(6C)	優異
資訊科技教育領袖協會 「3D 打印創意培育計劃」之 「千人 3D 打印創作解水困」	鄭浩漢(3A)、楊弘毅(3A) 李芷晴(4C)、李紫盈(4D) 麥靖琳(4D)、余佩敏(4D) 陳君俊(4D)、馮俊豪(4D) 鄺國澄(4D)、黎晉賢(4D) 李泓軒(4D)、李嘉樂(5A) 張穎欣(5C)、楊佩儀(5C) 張曉麟(5D)、劉志昇(5D) 羅星朗(5D)	健力士世界紀錄
宣道會鄭榮之中學 「刮住學」初中編程體驗比賽	于皓哲(1D)、陳恩望(3C)	優異

6. 藝術創作及表演

主辦機構及活動名稱	姓名	獎項
香港青年協會 M21 青年主持選拔大賽	胡焯喬(2B)	冠軍
教育局香港作曲家聯會 15-16 學校音樂創藝展	黃睿熙(4B)	個別傑出音樂作品
	陳茂盛(3D)、伍桑靈(4A) 黃愷琳(4A)、李意欣(4A) 鄧卓祈(4A)、鄭心悅(4B) 黃睿熙(4B)、鄧樂心(4B) 許凱晴(4D)、關梓希(4D) 林家朗(5B)、何子寧(5D) 姜希琳(5D)、殷孝琳(5D)	最佳音樂金獎 最佳意念銀獎 最佳演出銀獎

主辦機構及活動名稱	姓名	獎項
香港學界舞蹈協會有限公司 第五十二屆學校舞蹈節	歐陽梓恩(1A)、劉焯盈(1A) 楊千熹(1B)、鍾穎彤(1B) 楊妙琳(1B)、陳穎欣(1C) 林卓萱(1D)、郭彥霖(2A) 關芍晞(2B)、馮苑榕(3D) 馮利珊(4A)、黃芊琳(4B) 高芷穎(5A)、陳穎昕(5A) 蔡小彤(5A)、何頌萱(5B)	甲級獎
中國教育電視協會 中國校園影視節	李子薇(3C)、盧芷晴(3D) 曾靜雯(4C)、張志燊(6A) 林嘉怡(6D)	二等獎
	賴啓軒(2B)、梁倬維(2C) 葉沛林(3A)、程君喬(3B) 李穎欣(3B)、李詠恩(3C) 李子薇(3C)、盧芷晴(3D)	三等獎
香港青年協會 代代合拍家家有愛 - 24 小時短片比賽	胡焯喬(2B)、賴啓軒(2B) 馮鈺喬(2C)、程君喬(3B) 李穎欣(3B)、楊倩妮(3C) 李子薇(3C)、陳穎芯(4A) 陳樂兒(4C)	觀眾至 Like 大獎
香港藝術學院 香港學校戲劇節	鍾浩傑(1C)、何卓衡(1C) 林卓萱(1D)、譚嘉琦(5C) 甘雪圓(5C)	傑出演員獎
	謝慧盈(1B)、湛晞彤(1C) 鄧韻希(1C)、鍾浩傑(1C) 何卓衡(1C)、劉睿行(1C) 林卓萱(1D)、劉御天(1D) 郭彥霖(2A)、李伊晴(2A) 梁詠珩(2A)、鄭浣泯(2B) 鄺梓熒(2B)、文卓琳(2B) 簡志安(4A)、曾靜雯(4C) 蔡曉彤(5C)、鍾詠怡(5C) 甘雪圓(5C)、譚嘉琦(5C) 朱韻樺(5D)、劉志昇(5D) 羅星朗(5D)	傑出合作獎

7. 其他

主辦機構及活動名稱	姓名	獎項
康樂及文化事務署 香港花卉展覽 2016 中學盆栽種植／培植比賽	盧焯珊(5A)、葉曉雯(5A) 叶媛殷(5B)、林穎婷(5D)	冠軍
	何衍庭(2C)	亞軍
	彭可盈(1C)、楊恂如(1C) 陳梧筠(2C)	季軍

境外交流與考察活動

日期	活動名稱	帶隊老師	地點
4/12-7/12	影視節頒獎禮及學生手牽手交流活動	俞馥駿	深圳
12/3-17/3	模擬聯合國會議(MUN)	鄭秋麗	新加坡
23/3-24/3	東莞歷史文化考察團	周紅影、許文忠、陳靜華	廣州沙面
23/3-26/3	黃山生態農務文化體驗團	程美倫、霍玉萍	黃山
28/3-31/3	台灣遊學團	黎淑儀、張貫、蕭皓聲、楊凱宜	台灣
27/6-2/7	敦煌、西安歷史文化及藝術探索之旅	許文忠	敦煌、西安
2/7-5/7	清境星空拍攝交流團	俞馥駿	台灣
6/7	南沙前海經濟發展和粵港合作探索之旅	許文忠	深圳、南沙

Sha Tin Methodist College
2015-2016 Annual School Plan Evaluation Report
Theme: 'Learn Wisely, Live Amply'

Major Concern 1: Igniting the passion for knowledge; Embracing the essence of learning

Objective 1: Igniting the passion for knowledge

1.1 Create more invitational learning atmosphere, organize more interesting and meaningful learning activities

Review:

The strategy had a good start for the first year. All suggested implementation plans were carried out which responded positively to the needs of students as reflected in the APASO and SHS.

A. **More subject-based inter-class competitions during lunch time or after school were organized especially for Junior Form students.** More academic activities and initiatives were organized in junior Forms, especially for F.1-2 students as seen from the ASP panel Heads survey and Panel Heads evaluation. The following were some of the **new initiatives:**

- IS: Mobile Laboratory (Oct)
- English: F.1-2 Readers Theatre (Dec and Feb respectively)
- Visual Arts: Art museum on Wheels (Feb)
- Geography: School Running Man (March)
- PTH & C. History: A tour to mainland speaking PTH (Easter Holiday)
- Hist., LS, Geography: Taiwan trip (Easter Holiday)
- Bio. & C. Literature: A trip to Huang Shan, Mainland (Easter Holiday)
- IS, Physics, Chem., Bio.: The academic week, Science and Maths week with various activities: F.1 and F.2 Inter-class Science and Maths competitions; Maths School Trail; Inter-primary schools Mathematics competition; Physics, Chemistry and Biology hands-on experiments; A field trip and study on the HSBC building in Central from an architecture perspective were held in early April with great success. The activities and experiences were appealing to students. It was decided to organize it once again in the coming year. The scope will be bigger to include technology aspect. Therefore a STEM (Science, Technology, Engineering and Mathematics) week will be organized.
- ICT: Media technology, 3D or 4D Virtual Reality Presentation (April)
- BAFS and Economics: A new Financial activity (organized by external agent)

- LS: Debate competitions
 - PE: canoeing
 - Majority of the students especially the targeted groups, F.1-2 students found the activities interesting and meaningful. Their feedback was positive as seen from the ASP students' survey.
- B. Many external activities and inter-school events have been arranged**, such as concerts by Music Panel, exhibitions by Visual Arts Panel, drama & film appreciation by English Panel, and various competitions especially for F.1-3 students throughout the whole year. Such interesting and meaningful inter-school activities could broaden students' horizons and ignite their passion for knowledge.
- C. Day 1 lunch talks on Science issues were added.** Science teachers and students took charge of these talks. The arrangement stimulated students' interest in some science issues and motivated their quest for knowledge.
- D. The Grand Academic Award has been set up in F.1-3.** It is an award for the classes which got the highest marks among all inter-class academic competitions. Individual classes of F.1 have greater awareness of it and competed for winning the award.

In summary, the objective to create more invitational learning atmosphere, organize more interesting and meaningful learning activities has been achieved this year.

Reflection:

- A. The strategy was effective and should be continued to be implemented. More students' talent were explored and stretched. Students learned to take responsibility of their own learning.** When organizing the events, all students would be involved in either being the participants or organizers, thereby stimulating students' curiosity or igniting their passion for knowledge. But most of the activities took place in the second term this year. It would be good if some of the activities can be arranged in the first term so as to get a **balanced allocation of academic activities**.
- B.** Similarly, various lunch talks were arranged in each cycle throughout the year, namely Day 1 Lunch students' sharing on current social and science issues; Day 4 Principals and teachers' lunch sharing, Day 6 English lunch sharing. **Despite its rich content, students found it a bit too much or were unable to find the main focus** as seen from the ASP students' survey. Therefore, it would be a **good idea to state clearly the purpose and focus of the lunch sharing for each day** such as Curiosity and Awareness of the surroundings on Day 1, Values and Attitudes on Day 4, and English Proficiency on Day 6. In this way, the students will have a clearer understanding of the rationale behind and appropriate attitude towards the lunch sharing. **The benefits of the lunch sharing can then be maximized with good coordination and clear expectation.**
- C.** More promotion may be needed for the Great Academic Award so as to maintain a competitive spirit among the classes towards academic goals.

1.2 Improve teaching to facilitate enquiry learning and curiosity for knowledge

Review:

Subject panels and teachers displayed great awareness to use multi-teaching strategies to facilitate students to do enquiry learning this year.

- A. **More creative and meaningful tasks were designed in many panels especially for junior Form students**, such as F.1-2 English Readers' Theatre which combined both literature appreciation and services. IS subject conducted Water Rocket experiments in F.2. Chinese History subject conducted Museum studies in F.3. In particular, Computer Subject was successful in applying for a funding from the government and started a series of 2015-16 STMC Innovative IT and STEM Activities Programme towards robotics and smart fabrics.
- B. The WiFi 900 Phase I began this year. **eLearning was adopted on a larger scale this year. A lot of subject panels started trying iPad-learning, flipped classroom and power-lessons to facilitate a more interactive classroom, greater learning effectiveness, quicker feedback and self-learning.** The students, especially F.1, had a very positive feedback towards the IT devices and eLearning resources as seen in the ASP students' survey. Among all subjects, IS, History, Mathematics, Chinese and Chinese History have been the most outstanding making use of the IT teaching platforms.
- C. Some subject panels had tried out **collaborative lesson study** and made it the focus of class visit this year. The feedback from the teachers concerned was positive.

From the ASP students' survey, positive feedback was received from the students. Students in all Forms agreed that the teachers always encouraged them to ask questions, discuss, express opinion and the teachers can enhance their high order thinking skills. As a summary, all subject panels worked towards the improvement in teaching so as to facilitate students' enquiry learning and curiosity of knowledge.

Reflection:

- A. **iPad learning and power-lessons** were very successfully launched this year, which was very encouraging. Two reasons explained it. One was the **full back up from the IT** committee and technicians. The other was the **teachers' willingness to learn** new teaching methods for the sake of the students' learning. Without these two factors, new teaching strategies cannot be adopted. By sharing professional practices among the colleagues, it is hoped that the WIFI 900 Phase II will start in the coming year with a higher level of success and a greater involvement from the panels.
- B. iPad learning is only one of the multi teaching strategies. There is no need to use it in all

the lessons, for all Forms or for all the topics. Instead, it is to be used as a **platform for collaborative lesson study and professional sharing**.

- C. To improve teaching, teachers are to act as reflective practitioners. As **class visits with post-observation meetings has become our school culture, it is believed that a collaborative and reflective culture will be gradually established**. Inter-subjects class visits will be another focus so as to facilitate professional interflow of ideas and opinions.

1.3 Create a more invitational learning place to stimulate and facilitate discussion and learning

Review:

The strategy was successful.

- A. Students **of all forms gave positive feedback** to the new measure of reserving the **homeroom** for them as seen in the ASP students' survey. They can make use of it for revision or supplementary lessons after school.
- B. The School Renovation for learning Project Phase I has started. **The campus has become more neat and tidy**. Trees and flowers were deliberately sowed and planted. Thanks to the effort of Resource Committee, OLC and the newly set up school renovation team, eye-catching and warm banners, new cabinets and furniture highlighting the school development plans slogans 'Learn wisely, Live amply', school unity and love with one another were seen around the campus.
- C. The possibility of **enlarging the library** at the expense of the Geography room was explored and positive feedback was received from the related panel and the colleagues. It was agreed that the enlargement of the library can facilitate students to have a more pleasant and inviting venue to read and study.
- D. All the **display boards and special rooms** of subject panels were designed by students and teachers. The effect was profound displaying different students' visual art and design talent, but the content can still be enriched.

Reflection:

- A. Not only can the school recruit manpower and get ideas from the colleagues and students, but the **alumnus** is also very resourceful which the school should not forget. In the school renovation team, several art professionals who are the school alumnus are willing to contribute in the future renovation project. Their role becomes evident. It can not only lighten the burden of the teachers, but can also increase the sense of mission and heritage among the schoolmates. The **school display boards** are important platforms to help students showcase their work. Giving students chances to serve and to show off their art work is a good idea which helps build more confidence in themselves. Together with the

measure that students do not need to book their homeroom after school, students have greater sense of belonging to the school.

Objective 2: Embracing the essence of learning

2.1 Facilitate students to grasp the key points, skills and strategies of learning and achieve progress

Review:

Different implementation plans were carried out concerning the teaching strategies, homework and assessment. The students showed positive feedback as seen in various qualitative and quantitative surveys.

- A. As observed in the class visits, most of the lessons in each subject panel have explicitly informed the students about the **learning objectives**. The practices of group discussion and presentation were also commonly seen in class visits.
- B. As seen in ASP students' survey, all students agreed that **pre-study** could enhance their learning effectiveness. They are focused and engaged in lessons. Furthermore, the survey also showed that majority of students displayed serious attitude towards **assignments** and greater confidence in dealing with their homework. Majority of them found the assignments and **notes** enabled them to consolidate their foundation and build their confidence in learning, especially F.3-5 students. All Forms students agreed that **the teachers were willing to help** them solve learning problems. They found the **comments and feedback** from teachers on their assignments and **assessments** very useful in helping them learn better.
- C. As seen in ASP panel heads survey, most of the subject panels revisited the curriculum and tried to strengthen **the linkage of curriculum** between junior and senior form.
- D. The subject panels also got used to analysing students' learning effectiveness by **using the data of students' academic performance** more, such as test and exam results, Attainment tests, TSA, DSE item results as seen in the meeting minutes of different subject panels. Subject panels welcomed the introduction of the new eClass mark analysis system which was very helpful to compare and contrast students' performance and progress in different classes and Forms.

Reflection:

- A. The approach to **make use of pre-study, scaffolding assignments, frequent assessments, and constructive feedback** gradually helped students to make progress. Such practices should be continued and improved. In particular, students still need more praises and recognition from teachers as seen in the ASP students' survey. So, the

learning tasks should be deliberately designed so as to enhance students' self-esteem and create sense of achievement.

- B. Besides, from the APASO and SHS survey, many students reflected that they do not have good **study techniques** and do not know how to carry out a **revision or study plan**. Subject teachers can try out such teaching strategies as peer learning and cooperative learning. This would let students learn from their brilliant peers and through the interaction, weaker students can also increase their learning capacity and confidence. In return, the student models can stretch their potential. It is hoped that all students would set appropriate learning goals for themselves and work towards the goals.
- C. Last, **fixing a book for whole Form** students to read is a good idea. Despite the good intention, as seen from the ASP students' survey, the book may not suit the students' needs. Therefore, another book can be selected in the coming year. If the practice is to be successful, it will be better to start in F.1 instead of F.3. In this way, the habit of reading a selected book can be built.

2.2 Increase measures to stretch and consolidate learning potential

Review:

The strategy was appropriate.

- A. **The policy to limit the number of electives to 2** for those students with a position of 100 and below in the Form has had positive impact on weak students. They seem more confident in their study this year as seen in their summative assessment results and the ASP students' survey. But students who attended the **F.4 Chinese or English or Mathematics enhancement scheme** (1-lesson/cycle) reflected that they were still lack of confidence in the subjects.
- B. Different subject panels have started to implement the '**Stars-Reaching Scheme**' to increase targeted students' (top students) confidence in facing the public examination, starting from the 2nd term of F.5. The impact is not yet known.
- C. The English panel has revised the F.1-2 English Word Attack program and made use of F.1-2 Language Arts program to increase students' **English competency** and interest.

Reflection:

- A. To cater for learning diversity, **the F.4 enhancement program** may need to have new arrangement so that students' needs can be catered. In this way, the students will have a greater motivation to learn and the learning outcome will be more satisfactory.
- B. Many students admitted that they were weak in **time management and setting priorities** in their daily routine as seen in all the students' questionnaires, such as the APASO, SHS and ASP student survey. Smart students may involve themselves too

much in extra-curricular activities. Weaker students lack motivation or the ability to learn independently. So, besides the 'Stars-Reaching Scheme', form teachers' lessons and assemblies can be planned in the coming year so as to help students face the challenges and overcome the difficulty mentioned in these two aspects, namely time management and setting priority.

- C. Facing the **greater demand for English proficiency in the senior Forms** elective subjects, it will be good if the EMI subject panels and the English panel can work more closely so as to know more the English language needs of senior Form students.

As a conclusion, the major concerns in the Teaching & Learning area: *Igniting the passion for knowledge; Embracing the essence of learning are in the right direction.* Most of the implementation plans were carried out with satisfactory result.

Major Concern 2: Strengthen resilience to adversities, Promote a positive life

Objective 3: Strengthen resilience to adversities

3.1 Increase students' sense of belonging

Review:

All suggested implementation plans were carried out smoothly in this year.

Students have a strong sense of belonging as reflected in the APASO and SHS.

A. More sharing in form teacher meetings to exchange ideas on the effective use of form teacher periods and experiences in class management.

- Sharing was conducted in four form teacher meetings. The atmosphere of exchanging ideas on class management was cultivated through formal and informal sharing.

B. Class-based Classroom Board Display Award Scheme to show episodes of class life

- All classes completed the theme-based class bulletin board display tasks on time. Students kept updating photos on the board and found it effective in highlighting their class spirit.
- Video show of the common memories of the class activities were welcomed by Form Three students in this year.

C. Priority use of form rooms

- This policy was welcomed by students.

Reflection:

- A. Form teachers sharing was found useful for class management and enhancing relationship with students. This practice is worth keeping next year **Teacher - student**

interaction is the main element to enhance the sense of belonging of students. It is suggested that more class-based activities as well as large scale activities should be organized in order to strengthen the teacher-student interaction.

- B. Promoting visual displays and video show of shared life episodes in class were held smoothly. As these strategies of showing the common memories of the class activities is **effective in highlighting the class spirit and enhance the sense of belonging in class**, this practice is worth keeping and implementing in each class.
- C. Concerning the implementation plan of 'Priority use of form rooms', it was suggested that every class should discuss on the proper care of home room's environment in order to **give them a sense of belonging and responsibility to the class and the school.**

3.2 Build resilience through personal reflections on empowering religious experience

Review:

Christian Union was held on 11/9 with the theme of "Why so serious". Christian sharing and drama brought the message of how Christian faith helped them to overcome the difficulties in their daily life. Christian reunion was held on 29/1 with the theme of "Connect to God". Teachers took notice of the needs and difficulties of individual student and prayed for them. After the Easter Service, Christian students organized religious sharing in each class. **With the facilitation and guidance by teacher, students who were involved in religious sharing recognized the power of the Christian faith in building their resilience to adversity.**

Reflection:

As there was not a fixed theme in religious sharing among teachers, students may not get the message clearly. More chances should be provided, e.g. in RME lessons, FT lessons, morning and cyclic assemblies, lunch sharing sessions or Services for teachers and students to share their experience **with a theme on 'Developing a positive life and overcoming adversities by the Christian faith'.**

3.3 Recognize students' performance

Review:

This strategy was not very effective as it recognized students' performance through board display and through the mechanism to record the students' participation of activities.

- A. **Recognize students' performance through board displays on their participation in various activities:**

This strategy was not so successful. It was found that some clubs could not fully utilize their designated display boards to show episodes of their activities as well as highlight students' participation and achievements. That needs attention and improvement.

B. Provide equal opportunities for all students to shine

Students reflected that they have equal opportunities to participate in different activities, especially the junior form students. However, it was reiterated that teachers should also fully utilize the updated students' information provided to ensure students with less participation would be given the opportunities to shine and be given recognition.

Reflection:

- A. Students **should be recognized during the participation in activities**, not only by the photos showed in display boards. It is suggested that **more chances to join activities and competitions can be shared among students** so that a higher percentage of students are given the chance to participate in activities and display their talents.
- B. Fix **a proportion of junior form students to be the committee members** of clubs and **offer a 'post' for each student in the junior forms** in class so that more students can get recognition during their participation and service.

3.4 Nurture the quality of perseverance

Review:

All suggested implementation plans were carried out smoothly this year. The effectiveness of this strategy was reflected in the positive feedback in the students' survey through a questionnaire.

A. Develop students' multiple intelligences to train persevering leaders:

Students' quality of perseverance could be nurtured on the whole through camping activities and related preparation and post-activity work based on students' feedback in the questionnaire. **Students who joined the smart teen project organized by EDB became more persistent in achieving their goals and the level of their perseverance and resilience increased.** It was proved that experiential learning was effective in nurturing the level of perseverance.

B. Inculcate perseverance through examples of persevering people and characters in famous writings

Students' feedback on inculcating their perseverance through examples of persevering people and characters in videos was also positive.

C. Provide opportunities for students to learn from alumni stories of perseverance

An assembly was organized where three alumni shared how to overcome adversity with positive attitude towards life, and with the help of teachers and schoolmates. The

sharing was interactive and gained positive feedback from both teachers and students.

Reflection:

- A. In order to nurture the quality of perseverance, **experiential learning is needed**. It is suggested that more extra-curricular activities be organized, experiential learning or adventure-based opportunities, such as camping, hiking, experiential projects should be held throughout the year, e.g. on the outdoor activity day, post-exam activities day.
- B. Inculcate perseverance through examples of persevering people will be integrated in the reading scheme and the formal subject-based curriculum of Chinese History Panel.
- C. It is suggested that more alumni and influential speakers be invited to share their life experiences about perseverance on different occasions.

Objective 4: Promote a positive life

4.1 Foster self-understanding; Facilitate the future planning of F.3 students

Review:

All suggested implementation plans were carried out smoothly in this year. Questionnaire result revealed that more than 70% of F.3 students found the activities of the Careers Committee helpful in not only enhancing their self-understanding but also their future planning.

Reflection:

As the strategy was effective, these activities are worth keeping for the next academic year. More involvement of the Form Teachers to facilitate the future planning of F.3 students is expected.

4.2 Promote a balanced and vibrant life

Review:

It was a good start to introducing the importance of a balanced and vibrant life. However, the concept of a balanced life needs further implementation and emphasis.

A. Enrich the extracurricular life of junior form students

New interest clubs were set up this year and they were welcomed by students. More variety of post-exam activities was organized this year.

B. Help junior form students to pave their path of growth and encourage the development of a balanced life

The form teacher lessons of ‘positive thinking’, ‘happy and meaningful life’ were carried out smoothly this year. Some experiential activities had positive impact

on students e.g. ‘Show and tell’ in Form One, ‘Let’s shine together’ activity in Form Two and ‘Live yourself, contribute yourself’ activities for the whole school.

C. Instill in students the concept of a balanced life and promote its application

The form teacher lessons of ‘a balanced life’ were carried out in all classes of Form one to five this year. However, it was not very effective as they were too theoretical with no practice to attain a balanced life.

Reflection:

For the strategy of promoting a balanced and vibrant life, on top of keeping the activities held this year, it was suggested that ECAC would also help to organize activities for students to promote a balanced and vibrant life next year.

4.3 Nurture integrity

Review:

A. Encourage manifestation of integrity to foster positive growth:

Students who joined the smart teen project organized by EDB became more responsible and with integrity.

B. Promote learning of integrity from exemplary stories of people or characters in famous writings

Reading scheme was completed. Students were inspired by the characters of the famous writings. However, students only read one book on this topic throughout the year; the strategy was not very effective.

Reflection:

As the above strategies were integrated in other objectives, this objective will be cancelled in the coming academic year.

4.4 Set personal goals and aspirations

Review:

The strategies were carried out smoothly this year. Students learnt to set life goals through different activities. The result is satisfactory.

A. Encourage senior form students to set their life goals:

Questionnaire result revealed that more than 80% of the participants found the activities of the Careers Committee helpful in not only finding the goals towards which they should direct their personal development but also in their setting of life goals.

B. Encourage students to learn from great souls about how to set goals and aspirations and actualize a meaningful life:

Concerning encouraging students to learn from great souls about how to set goals and aspirations and actualize a meaningful life with the life education curriculum developed by the church, it was suggested that the corresponding activities could be held to better help students develop the readiness to live a meaningful life and learn how to materialize it.

C. Train leaders in junior forms to fulfil their goals of personal development:

It was revealed that it was successful to train up leaders in junior forms to fulfil their goals of personal development. What should be tackled in the next academic year was to encourage the students concerned to target posts for their future service and equip themselves for assuming leadership in future.

Reflection:

As the strategy is effective, these activities were worth keeping for the next academic year. It is hope that with the integration of the life education curriculum developed by the church, students will be inspired by great souls and encouraged them to actualize a meaningful life.

4.5 Cultivate readiness to serve

Review:

Different implementation plans were carried out to cultivate students' readiness to serve. The students showed positive feedback as seen in questionnaire and teachers' observation.

Implement service-learning to actualize a meaningful life

For the strategy of cultivating readiness to serve, service-learning for all F.1 students had been implemented successfully. Furthermore, full-scale participation of all F.4 students in service-learning in association with the RME curriculum had been arranged and that for all F.3 students would be held after the final examination.

Reflection:

The above strategies were worth keeping in the coming year in order to develop a deeper understanding of the serving spirit through service learning.

As a conclusion, the major concerns in student development and growth area: ***Strengthen resilience to adversities, Promote a positive life.*** Most of the implementation plans were carried out smoothly. More experiential activities are expected in the coming academic year.

Major Concern 3: Develop the school annex (Ample Campus) as an after-school learning and activity centre

Objective 5: Fully utilize the school annex to foster whole-person development of students

5.1 Install equipment and facilities and plan for the usage of the annex premises to foster student learning and develop their potentials

Review:

The room allocation and equipment installation were implemented as planned. G02 is made available for student activities, e.g. Joint School MUN. Information on careers is also filed for the use of students. A study room was set aside for F.6 students with an average daily usage of about 6 students. The highest number recorded is 20 students. A new AV system was installed in the hall. It has been used for table tennis, Taiji class for teachers as well as a HKEAA Exam Centre. Rooms on the third floor were allocated to the Robot Club, Chess Club and Magic Club. The after school F.4 M2 Class is also held there. Respective classrooms on 3/F and 4/F were furnished for small group teaching.

5.2 Make good use of church resources to promote students' spiritual growth

Review

The Prayer Room and the Religious Room have been set up. More activities can actually be organized here by the Sha Tin Church. Similarly, more student fellowship activities can be held in the Ample Campus. The "Life Mentor Scheme" has yet to be launched.

5.3 Strengthen collaboration with community institutions to develop service learning and other learning experiences

Review

Opportunities to cooperate with MEM to promote students' interest in drama were explored. MEM offered a drama course and a competition, but unfortunately, the clashed with the schedules of school activities. In terms of cooperation with Yang Memorial, students have served the SEN children on the Volunteer Squad Service Day held in the Ample Campus. The venues also served primary school students in the district, e.g. the hall was leased to a nearby primary school for their activities.

Overall Reflection

Since this is the first year that the Ample Campus was launched, the staff and students may not be too familiar with it and they may not be used to visiting the place or organizing activities there. More promotion within the school can be done so that more staff and students will make use of the new venues. With time, the usage of the Ample Campus will surely increase.