

**Sha Tin Methodist College**  
**Annual School Plan 2017-2018**  
**Theme: Learn Wisely, Live Amply**

**Major Concern 1: Ignite the passion for knowledge; Embrace the essence of learning**

Objectives	Strategies	Implementation Plans	Parties concerned (*chief)	Success Criteria #
<b>1. Ignite the passion for knowledge</b>	1.1 Organize more interesting and challenging learning activities	<ol style="list-style-type: none"> <li>1. Organize more cross-subject and KLA based creative, experiential and interactive learning tasks and activities</li> <li>2. Encourage more students to join inter-school, regional, international activities and study trips so as to broaden their horizons, stretch their potentials and motivate them</li> <li>3. Review and coordinate homework, projects, and F.1-2 Extensive Reading Scheme (ERS) arrangements to help students develop an interest in learning and a reading habit.</li> <li>4.               <ol style="list-style-type: none"> <li>a. Cancel Day 1 and Day 4 Lunch Sharing but keep Day 6 English Lunch Talk, which will focus on student book review;</li> <li>b. Arrange more inspiring talks in the assemblies to nurture curiosity about knowledge, raise understanding of social and science issues as well as develop critical and independent thinking</li> </ol> </li> </ol>	*VP, ADC, All Panels, AG	<ol style="list-style-type: none"> <li>1. More cross-subject or KLA based creative and interactive learning activities are organized especially for junior form students. Participants enjoy the activities. PSHE week and STEM education and STEM (STEAM) Week are arranged and students find the activities interesting and enjoyable.</li> <li>2. External academic activities are explored and arranged throughout the year. Participants find the experience exciting and enjoyable, interesting and challenging.</li> <li>3. All subject panels review their homework and projects arrangements to encourage in-depth learning. A greater awareness, better coordination of homework, projects and ERS and a better reading habit are achieved</li> <li>4. Most students agree they are inspired and the assemblies help nurture their curiosity, raise their understanding of social and science issues and develop critical thinking.</li> </ol>
	1.2 Improve lesson plans to facilitate enquiry learning and curiosity about knowledge	<ol style="list-style-type: none"> <li>1. Set action plans to apply IT and eLearning resources such as iPad, flipped classroom, Power Lesson and educational apps to facilitate a more interactive classroom, to raise students' interest in learning and facilitate feedback to students.</li> <li>2. Improve professional development plans:               <ol style="list-style-type: none"> <li>a. Promote collaborative lesson planning on selected topics and improve the lesson plans by peer class visits</li> <li>b. Fix common time-slots to facilitate collaborative lesson planning, if possible</li> <li>c. Encourage peer and cross-subject class</li> </ol> </li> </ol>	*VP, IT, SDC, ADC, All Panels	<ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>i. Most panels set concrete action plans to apply IT teaching strategies such as iPad, Power Lesson and 'flipped classroom' and different educational apps.</li> <li>ii. Most teachers use IT teaching at least once per term and find IT teaching useful in raising students' motivation and effectiveness in learning.</li> <li>iii. Most students are happy with IT learning and Enquiry learning. They find themselves more engaged in learning and teachers understand their learning progress and needs more.</li> </ol> </li> <li>2. Subject panels have tried at least one collaborative lesson plan in each Form and conduct class visits with one another. Some panels fix common</li> </ol>

		visits		time-slots for lesson planning. Most teachers find the class visits within panel or cross-subjects inspiring.
	1.3 Create a more inviting learning atmosphere to facilitate discussion, digestion and consolidation of knowledge	<ol style="list-style-type: none"> <li>1. Design display boards to stimulate learning</li> <li>2. Continue reserving homerooms for F.1 to F.6 students after school for study so as to promote learning</li> <li>3. Start School Renovation Project Phase III: <ol style="list-style-type: none"> <li>a. Promote the use of the expanded library in the main campus for learning</li> <li>b. Continue to beautify the main campus to facilitate a positive learning atmosphere</li> </ol> </li> </ol>	* VP, All committees and Panels, RC, OLC, Renovation Team, Library	<ol style="list-style-type: none"> <li>1. Most students find the display boards interesting and stimulating.</li> <li>2. Most students have positive feedback on the new measure of reserving homerooms for study.</li> <li>3. Most students find the expanded library and the beautified school campus conducive to their positive learning.</li> </ol>
2. <b>Embrace the essence of learning (Learn confidently)</b>	2.1 Facilitate students to grasp the key points, skills and strategies of learning to cultivate self-learning habits and enhance confidence in learning	<ol style="list-style-type: none"> <li>1. Adopt a wide range of teaching and learning strategies: <ol style="list-style-type: none"> <li>a. Nurture students' pre-study habit before lessons; ask questions, design interactive activities &amp; facilitate discussion of high-order thinking questions in the lessons, consolidate learning outcome by students' presentation, or reflecting what have been learnt in the lesson</li> <li>b. Promote peer learning so that students can learn from one another</li> <li>c. Provide DSE guidebooks or guidelines about study techniques</li> <li>d. Teachers state clearly the learning objectives and key points in each lesson</li> <li>e. Increase students' sense of achievement and confidence by recognising their effort, providing successful experiences and showing care for their study progress</li> </ol> </li> <li>2. Assignments &amp; assessments: <ol style="list-style-type: none"> <li>a. Review homework schedule and reduce unnecessary homework</li> <li>b. Set learning tasks at different levels of difficulty, such as basic, advanced,</li> </ol> </li> </ol>	*VP, ADC, all Panels, SDC, Reading Group	<ol style="list-style-type: none"> <li>1. Adopt a wide range of teaching and learning strategies: <ol style="list-style-type: none"> <li>a. Most teachers nurture students' pre-study habits, ask questions, adopt interactive activities, encourage discussion and presentation, consolidate students' learning by inviting them to present and reflect on what have been learnt</li> <li>b. Most panels and teachers try peer learning and find it useful in enhancing students' confidence</li> <li>c. All panels distribute and explain the guidelines to students in September. Students have positive feedback on the guidebooks or guidelines about study techniques.</li> <li>d. In most of the lessons, teachers state clearly the learning objectives and key points.</li> <li>e. Most students agree that the teachers care for their study progress, and always recognise their effort and give them sense of achievement.</li> </ol> </li> <li>2. Assignments &amp; assessments: <ol style="list-style-type: none"> <li>a. The subject panels review and reduce unnecessary homework, and lightens students' burden</li> <li>b. The majority of students show greater confidence in handling assignments and learning tasks and are satisfied with teachers' guidelines and feedback</li> <li>c. Most teachers conduct regular quizzes and timely</li> </ol> </li> </ol>

		<p>extended/challenging. Continue to provide useful guidelines and feedback of assignments to strengthen students' confidence and performance</p> <ol style="list-style-type: none"> <li>c. Conduct regular quizzes (once per chapter) or timely checking to assess the learning effectiveness of students</li> <li>d. Utilize different data of attainment tests, TSA, DSE, value-added, APASO, test and exams etc. to analyse students' study problems</li> </ol> <ol style="list-style-type: none"> <li>3. Strengthen the continuity of the junior to senior form curriculums in all subjects; organize appropriate camps, FT lessons or class meetings to facilitate a smooth transition</li> <li>4. Assign a Chinese reader for F.1 and an English reader for F.2 to read in the reading session of Day 4 &amp; 6 to inspire students to love learning</li> </ol>		<p>checking to assess the learning effectiveness of students</p> <ol style="list-style-type: none"> <li>d. Most teachers use appropriate and related data to analyse students' learning problems and tackle them.</li> <li>3. A better continuity of junior to senior form curriculums of all subjects is achieved. Appropriate camps, FT lessons or class meetings are designed to facilitate a smooth transition.</li> <li>4. Most of the F.1 and F.2 students find the readers inspiring.</li> </ol>
	2.2 Utilize remedial and gifted classes to consolidate students' learning and stretch their potential	<ol style="list-style-type: none"> <li>1. Continue to arrange extra Mathematics, English or Chinese lessons for F.4 students who are free in the 3rd elective time slot to consolidate their foundation.</li> <li>2. Continue the "Star Reaching Scheme" in F.5 and F.6 to enhance high achievers' confidence and ability in public examination</li> <li>3. Start a Junior Form HW Support Class for students who meet difficulties in doing HW</li> </ol>	* ADC, All Panels	<ol style="list-style-type: none"> <li>1. Most students find the enhancement programs of core subjects useful. Teachers of the three subjects are satisfied with students' performance in the extra lessons.</li> <li>2. Most panels agree that the "Star Reaching Scheme" is useful in raising students' confidence to attain their expected results in DSE.</li> <li>3. Both teachers and students in concern find the support class helpful to solve students' learning difficulties, build study habit and increase confidence of learning.</li> </ol>

**Major Concern 2: Strengthen students’ resilience to adversity; promote a positive life**

Objectives	Strategies	Implementation Plans	Parties concerned (*chief)	Success Criteria #
<p><b>3. Strengthen resilience to adversities</b></p>	<p><b>3.1 Increase students’ sense of belonging</b></p>	<ol style="list-style-type: none"> <li>1. Strengthen teacher-student relationship:               <ol style="list-style-type: none"> <li>a. Organise more class-based activities to enhance the relationship between Form teacher and students, such as birthday party, lunch chatting etc.</li> <li>b. Organise more activities to strengthen the teacher-student relationship, e.g. ball games.</li> <li>c. Promote more sharing in the Form teacher meetings to exchange ideas on the use of form teacher periods and experiences in class management.</li> <li>d. Nurture caring atmosphere and conduct teacher training in understanding the emotional need of teenagers and enhancing counselling skills of teachers.</li> </ol> </li> <li>2. Promote visual display of shared life episodes in class:               <ol style="list-style-type: none"> <li>a. Show episodes of class life regularly with the themes of school life experiences. Update photos and information of the class life.</li> <li>b. Make video shows of the collective memories of class activities.</li> <li>c. Provide resources and support for board display production work, such as colour printing photos and poster production of class flags.</li> </ol> </li> <li>3. Facilitate the use of form rooms: Encourage students to take care and take charge of their homeroom’s environment and resource management by writing a class charter. F.1-F.4 students could use their own form room without reservation at least once a week after school for class activities.</li> <li>4. Organise Classroom Cleaning Day to enhance the responsibility and sense of belonging of students.</li> </ol>	<p>FT Affairs</p> <p>*ECAC , SU</p> <p>FT Affairs</p> <p>SDC</p> <p>*FT Affairs VA Panel</p> <p>IT Com.</p> <p>RC</p> <p>RC</p>	<ol style="list-style-type: none"> <li>1. Students show a stronger sense of belonging to their own class.               <ol style="list-style-type: none"> <li>a. At least one class-based activity is organised by each class to enhance the teacher-student relationship.</li> <li>b. At least one teacher-student large-scale activity is organised in junior forms to facilitate interaction between teachers and students.</li> <li>c. Form teachers find the sharing inspiring and useful for class management and enhancing relationship with students.</li> <li>d. One Staff Development Day on understanding the emotional need of teenagers and counselling skills is organised.</li> </ol> </li> <li>2. All classes complete the theme-based class bulletin board display tasks on time. Students are proud of their own bulletin board and believe that the board can effectively highlight their class spirit and shared experiences.</li> <li>3. F.1-F.4 students find that the Priority Scheme for Use of Form Rooms can allow convenient use of their homeroom.</li> <li>4. Organise 2 Classroom Cleaning Days. Proper care and cleaning of the homeroom environment can give students a sense of belonging to the class and the school.</li> </ol>

	<b>3.2 Recognize students' performance</b>	<ol style="list-style-type: none"> <li>1. Recognize students' performance and effort through board displays on their participation in various activities.</li> <li>2. Provide more opportunities for all students with different abilities to shine and learn the right attitude towards participation of any events. <ol style="list-style-type: none"> <li>a. More chances to join activities and competitions.</li> <li>b. Fix a proportion of junior form students to be the committee members of clubs and SU so that they can learn how to organise activities.</li> <li>c. Provide more detailed guidance and debriefing for students who take up any posts or participate in events/competitions so that they can learn about right attitudes, values, personal growth and gain recognition even from mistakes.</li> <li>d. Offer a 'post' for each student in the junior forms in class so that everyone will have the chance to serve the class.</li> </ol> </li> </ol>	*ECAC, OLC,  *ECAC, Club and activity advisors, All subjects  FT Affairs	<ol style="list-style-type: none"> <li>1. Displays on bulletin boards outside the classrooms gives more students the feeling of being recognized.</li> <li>2. Opportunities to participate in activities or to make contribution are shared among students with different abilities, and students feel sufficient support and acceptance during the process. More students are given the chance to participate in activities and demonstrate their talents. More junior form students become committee members of clubs. Each student in the junior forms has a 'post' in class.</li> </ol>
	<b>3.3 Nurture the quality of perseverance</b>	<ol style="list-style-type: none"> <li>1. Provide more chances, e.g. in RME lessons, FT lessons, morning and cyclic assemblies or services for teachers and students to share their experience on the theme 'Developing a positive life and overcoming adversities by the Christian faith'.</li> <li>2. Organise activities to nurture perseverance and resilience: <ol style="list-style-type: none"> <li>a. Organise more extra-curricular activities, experiential learning or adventure-based opportunities, such as camping, hiking, experiential projects throughout the year, e.g. on the Outdoor Activity Day, Post-exam Activities Day</li> <li>b. Strengthen perseverance and resilience training in leadership training activities.</li> <li>c. Organise resilience training for F.1 students.</li> <li>d. Organise the Enhanced Smart Teen Project by EDB for F.2 and F.3 students.</li> <li>e. Organise resilience training for F.4 students.</li> </ol> </li> <li>3. Inculcate the value of perseverance through: <ol style="list-style-type: none"> <li>a. Designing formal subject-based curriculum</li> <li>b. The 'Read their Lives' curriculum in the Chinese subject</li> </ol> </li> </ol>	*REC, RME, AG  *ECAC, SU,  ECAC, SU, DC, GC, REC GC, DC  SDLEC  C. Hist. Panel, Chin.	<ol style="list-style-type: none"> <li>1. Students (audience and those responsible) recognize the power of Christian faith in building their resilience to adversity through their own religious sharing or those of others.</li> <li>2. More activities are organised to nurture students' perseverance. Participants become more persistent in achieving their goals and are able to exercise positive influence on others.</li> <li>3&amp;4. Students find that the subject-based curriculum and life experiences of speakers inspiring, enabling them to face difficulties with determination and perseverance.</li> </ol>

		and the F.1-2 English Language Arts curriculum	Panel, Eng. Panel *AG, Alumni Association	
		4. Invite alumnus and influential speakers to share their life experiences about perseverance:		
<b>4. Promote a positive life value</b>	<b>4.1 Foster self-understanding and setting personal goals</b>	<ol style="list-style-type: none"> <li>1. Promote the concept and practice of future planning for F.3 students through : <ol style="list-style-type: none"> <li>a. aptitude tests</li> <li>b. students or alumni sharing on F.4 subject selection</li> <li>c. career talks</li> </ol> </li> <li>2. Motivate senior form students (F.4-6) to set life goals through: <ol style="list-style-type: none"> <li>a. career guidance on tertiary studies and future work</li> <li>b. aptitude tests and life planning workshops for F.5 students to understand their own ability, personality and aptitudes, identify suitable courses for further studies and explore possible career directions.</li> <li>c. JUPAS talks, interview workshops and individual guidance for students in their choice of faculties</li> <li>d. Provide Taster Programs for junior form students to try out senior form subjects, e.g. BAFS, to help them make better choice</li> </ol> </li> <li>3. Inspire students to set goals and actualize a meaningful life through : <ol style="list-style-type: none"> <li>a. Learning about Great Souls offered by the Methodist Church Life Education Curriculum</li> <li>b. interactive teaching approach, form teacher sharing of life experience.</li> </ol> </li> <li>4. Train up leaders in junior forms to fulfil their goals of personal development through the Junior Leadership Scheme</li> </ol>	<p>CC</p> <p>CC</p> <p>RME, FT Affairs ECAC, SU</p>	<ol style="list-style-type: none"> <li>1. Students have a better understanding of their own ability, personality and aptitudes and can make a preliminary plan for their future study or career path.</li> <li>2. Students find the activities of the Careers Committee helpful in enhancing their self-understanding and future planning.</li> <li>3. Students are touched by the great souls they come across in the lessons and are inspired to live a meaningful life. Students find the form teacher sharing helpful in self-understanding, goal setting and actualization of a meaningful life.</li> <li>4. Participants of the Junior Leadership Scheme find the scheme effective in training their leadership and fulfilling their personal development.</li> </ol>

<p><b>4.2 Promote a balanced life-style</b></p>	<ol style="list-style-type: none"> <li>1. Provide more multifarious and interesting extra-curricular activities during the year especially for junior form students in order to develop students' personal interest and help them experience a balanced life-style.</li> <li>2. Organize activities to inculcate in students the concept, needs and ways to develop a balanced life-style, positive thinking and a happy life.</li> <li>3.             <ol style="list-style-type: none"> <li>a. Enhance the importance of a balanced lifestyle in PE, Art and Music lessons.</li> <li>b. Organize multifarious sports, art and music activities</li> </ol> </li> </ol>	<p>ECAC</p> <p>GC</p> <p>PE, Art and Music Panel</p>	<ol style="list-style-type: none"> <li>1. Students find that the school has provided sufficient and multifarious extra-curricular activities for them. Students can develop an interest and experience a balanced lifestyle through participating in the extra-curricular activities.</li> <li>2. Students find the GC activities, subject panel activities and curriculum inspiring and helpful in helping them understand the importance of positive thinking and the need for a balanced life.</li> <li>3. Students find experiential learning in sports, art and music effective in enhancing the development of a balanced lifestyle.</li> </ol>
<p><b>4.3 Cultivate the readiness to serve</b></p>	<ol style="list-style-type: none"> <li>1. Implement service-learning to actualize a meaningful life :             <ol style="list-style-type: none"> <li>a. Design a subject-based service curriculum to help all F.1 students practise service-learning;</li> <li>b. Organize service-learning activities for some F.3 and F.4 students</li> </ol> </li> </ol>	<p>Eng. Panel</p> <p>RME</p>	<ol style="list-style-type: none"> <li>1. Students develop a deeper understanding of the serving spirit through service learning.</li> </ol>

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

Objectives	Strategies	Implementation Plans / Parties concerned (*chief)	Parties concerned (*chief)	Success Criteria #
<b>5. Fully utilize the Ample Campus to foster whole-person development of students</b>	<b>5.1 Make good use of Ample Campus to foster student learning and develop their potentials</b>	<ol style="list-style-type: none"> <li>Encourage more clubs to use the Ample Campus afterschool and make it a student activities centre.</li> <li>Make better use of the hall in Ample Campus so that large-scale activities can be held simultaneously, in main campus and in Ample Campus.</li> </ol>	*ECAC,  *AG, ADC, CC	<ol style="list-style-type: none"> <li>More clubs to use the Ample Campus and more regular club meetings as well as large scale activities to be held there</li> </ol>
	<b>5.2 Make good use of church resources to promote students' spiritual growth</b>	Enrich students' spiritual life and actualize religious teachings <ol style="list-style-type: none"> <li>Make better use of the Prayer Room and Religious Activity Room for regular religious activities for students such as faith exploration groups and day camps to foster their understanding of the essence of the Christian faith in relation to their daily life.</li> <li>Collaborate more with Shatin Methodist Church for the spiritual growth of the students and continue to invite members of the Church to share their spiritual life experiences with our students.</li> </ol>	*REC	<ol style="list-style-type: none"> <li>More student fellowship gatherings to be held in Ample Campus</li> <li>Shatin Methodist Church organizes religious activities in Ample Campus for our students.</li> </ol>
	<b>5.3 Strengthen collaboration with community institutions to develop service learning and other learning experiences</b>	Make good use of community resources to broaden students' horizons  Continue to serve the community by cooperating with different NGOs, including Methodist Evangelistic Ministry (MEM) and Yang Memorial Methodist Social Service, through which, our students can also enrich their service learning and other learning experiences.	*RC, P & VP	<ol style="list-style-type: none"> <li>Increase usage of Ample Campus, when available, by the community</li> </ol>

#### Methods of Evaluation:

- ASP School-based Questionnaires (Students)
- APASO
- SHS
- Evaluation reports of Panels and Committees
- Mid –year evaluation meeting



沙田循道衛理中學  
周年校務計劃 2017-2018  
主題：學得有智慧，活得更豐盛

關注事項一：燃點學習熱情；掌握學習之道

目標	策略	計劃	負責單位 (* 總統籌)	成功指標 #
1. 燃點學習熱情 (快樂地學)	1.1 舉辦更多有趣及富挑戰性的學術活動	<ol style="list-style-type: none"> <li>1. 組織更多跨科或以學習領域為本、具創意，體驗式及互動的活動。</li> <li>2. 鼓勵更多同學參與校際、區域，國際性學術活動，比賽及學習交流團，以擴闊視野，提昇自我要求及發展潛能。</li> <li>3. 檢視及協調功課、專題研習及中一、二級「廣泛閱讀計劃」，以建立同學學習興趣及閱讀習慣。</li> <li>4.               <ol style="list-style-type: none"> <li>a. 取消 Day 1 及 Day 4 午間分享，保留 Day 6 英文午間分享，並以學生書評為分享重點。</li> <li>b. 安排具啟發性的週會，以燃點學生求知慾，提升對社會及科學議題的理解，及培育批判性思維能力。</li> </ol> </li> </ol>	*副校長， 學術組、各學科  週會早會組	<ol style="list-style-type: none"> <li>1. 舉辦更多跨科或以學習領域為本具創意，體驗式及互動的活動。 人文學科週及 STEM week 順利完成，大部份學生認為活動有趣，並享受其中。</li> <li>2. 參與更多校際、區域，國際性學術活動，比賽及學習交流團；參與者認為有關經歷能擴闊視野，提昇自我要求及發展潛能。</li> <li>3. 各學科檢視科內功課，以騰出空間作進深學習。 各級功課質量、專題研習及中一、二級「廣泛閱讀計劃」之協調及規劃意識加強，學生學習興趣及閱讀習慣比前更能得以建立</li> <li>4. 大部分學生認為周會及午間分享能啟發好奇心，提升他們對社會及科學議題的理解，及發展批判性思維能力。</li> </ol>
	1.2 優化課堂設計，令課堂充滿求知探究	<ol style="list-style-type: none"> <li>1. 善用資訊科技教學策略: 訂定資訊科技教學策略行動計劃，運用電子教學資源，如翻轉課堂、Power Lesson、以平板電腦及教育 Apps 學等，以加強課堂互動，提升學習興趣及促進學習回饋。</li> <li>2. 優化專業發展計劃:               <ol style="list-style-type: none"> <li>a. 推動集體備課或課堂研究，以優化教學，並與同儕觀課結合(一課多教)</li> <li>b. 個別科目設立共同備課節，加強同級同事專業交流</li> <li>c. 推動進行跨學科觀課</li> </ol> </li> </ol>	*副校長， 學術組、各學科、資訊科技組、 教師發展組	<ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>i. 大部分科目均有訂定資訊科技教學策略行動計劃，運用電子教學資源，以加強課堂互動，提升學習興趣及促進學習回饋。</li> <li>ii. 大部分老師每學期最少一次試用資訊科技教學及認為資訊科技教學能促進學生主動學習及提升學習效率；</li> <li>iii. 大部分學生對資訊科技教學的推行均感滿意，認為自己能更投入課堂學習，老師也更了解他們的學習進度。</li> </ol> </li> <li>2. 各科每級最少進行一次集體備課或課堂研究，並以此為觀課重點；個別科目訂定共同備課節</li> </ol>

				作集體備課之用；大部分老師認為科內或跨科觀課能啟發及反思教學。
	1.3 創造學習空間，營造學習氣氛(討論→消化→沉澱所學)	<ol style="list-style-type: none"> <li>1. 設計學科展板，以刺激學習熱情。</li> <li>2. 繼續讓中一至中六學生放學後不用預約，便可在自己的課室內溫習，以營造學習氣氛。</li> <li>3. 開展第三期校園新設施： <ol style="list-style-type: none"> <li>a. 推廣主校舍新擴建圖書館的設施，促進學習。</li> <li>b. 繼續美化校園，營造正面學習氣氛</li> </ol> </li> </ol>	*各學科、資源組、對外聯繫組、校舍優化小組、圖書館	<ol style="list-style-type: none"> <li>1. 大部分學生認為展板的設計有趣，能刺激學習。</li> <li>2. 大部分學生對於學校預留本班課室供他們專用的新措施反應正面。</li> <li>3. 大部分學生同意擴建的圖書館有利學習；亦同意美化校園，能營造正面學習氣氛。</li> </ol>
2. 掌握學習之道(自信地學)	2.1 讓學生掌握明確的學習重點、技巧及策略，循序漸進地嘗到小步子的進步，建立自主學習習慣與信心	<ol style="list-style-type: none"> <li>1. 採用多元學與教策略，包括： <ol style="list-style-type: none"> <li>a. 推動課前預習，於課堂內透過提問、互動活動及討論高階思考題、鼓勵學生表達及反思所學，以評估及鞏固學習成果。</li> <li>b. 推動同儕學習，讓不同能力的學生彼此學習。</li> <li>c. 各科向學生提供文憑試學習技巧及溫習計劃的指引。</li> <li>d. 每堂向學生清楚說明課堂教學目標及講解學習重點。</li> <li>e. 肯定學生付出的努力，提供成功經驗，並多關注他們學習進度。以提升學生成就感及建立學習信心。</li> </ol> </li> <li>2. 課業與評估： <ol style="list-style-type: none"> <li>a. 檢視功課質量，減少不必要之功課。</li> <li>b. 擬訂不同程度的課業或筆記(基礎、進階、延伸/挑戰題)，優化課業指引及回饋，促進學生學習信心及表現。</li> <li>c. 安排定期評估(每課一次)及堂內適時檢視，以評估學習成效。</li> <li>d. 善用校內及校外學生學習表現數據，分析學生學習困難及修訂教學方法，貫徹「評估回饋學習」。</li> </ol> </li> <li>3. 增加各科初中與高中課程的聯繫；舉辦營會，班主任課，令初中與高中的銜接更為暢順。</li> <li>4. 安排中一同學於 Day 4 閱讀課閱讀同一本中文書籍，中二</li> </ol>	*副校長，學術組、閱讀組、各學科、教師發展組	<ol style="list-style-type: none"> <li>1. 採用多元學與教策略 <ol style="list-style-type: none"> <li>a. 大部分老師均採用多元學與教策略，包括推動課前預習，以促進學生自主學習的習慣。於課堂內透過提問、互動活動及討論高階思考題、鼓勵學生表達及反思所學，以評估及鞏固學習成果。</li> <li>b. 大部份科目試行同儕學習，認同能提升學生自信心及拓展學生潛能。</li> <li>c. 大部分學生對學習技巧及溫習計劃的指引書有正面評價。</li> <li>d. 大部分學生同意老師在課堂內能清楚說明學習目標及講解學習重點。</li> <li>e. 大部分學生同意老師關愛同學，常肯定學生付出的努力，並看見自己的進步。學生對學習信心增加。</li> </ol> </li> <li>2. 課業與評估： <ol style="list-style-type: none"> <li>a. 大部分老師均能檢視功課質量，減少不必要之功課，以減輕學生壓力。</li> <li>b. 大部分學生同意課業能鞏固他們的基礎，提升學習能力。筆記、課業指引及課業回饋有用，建立學習信心。</li> <li>c. 大部分科目均能提供定期及適時評估，以掌握學生學習情況。</li> </ol> </li> </ol>

		同學於 Day 6 閱讀課閱讀同一本英文書籍，以啟迪學生為學之道。(推行時間不多於一學期)。		<p>d. 大部分科目能運用學生校內及校外學習表現數據，分析學生學習困難，為教學提供建設性的回饋。</p> <p>3. 大部分科目均加強了科內各級課程的聯繫，更能鞏固學生所學的知識及技能。 透過舉辦營會，班主任課，初中與高中的銜接亦更為暢順。</p> <p>4. 大部分中一、中二學生及有關老師均認為所閱讀的書籍能對學習之道有所啟發。</p>
	2.2 加強拔尖補底措施，以鞏固及拓展學習潛能	<ol style="list-style-type: none"> <li>1. 中、英、數三個核心科目繼續運用額外教學資源，促進中四學生善用空堂，鞏固學習。</li> <li>2. 繼續推行中五至中六摘星計劃，加強尖子應試信心及能力。</li> <li>3. 開設初中功課輔導班，協助有功課困難的學生。</li> </ol>	*學術組、核心科目、各學科	<ol style="list-style-type: none"> <li>1. 大部分學生認為核心科目提供的額外課程有助鞏固學習基礎，有關科目老師對學生的表現亦感到滿意。</li> <li>2. 大部分科目滿意尖子計劃成效，認為計劃對學生有幫助，能提升應付公開考試的信心。</li> <li>3. 學生及老師均認為初中功課輔導班能協助有功課困難的學生，建立他們的學習習慣及加強學習信心。</li> </ol>

關注事項二：提升抗逆能力，實踐正向人生

目標	策略	計劃	負責單位 (* 總統籌)	成功指標 #
3.提升抗逆能力	3.1 加強學生歸屬感	<p>1. 加強師生關係：</p> <p>a. 舉辦班本活動，加強師生關係，如生日會、班午膳聚會等。</p> <p>b. 舉辦不同的師生聯誼活動，以加強師生關係，例如：師生賽、師生同樂日等。</p> <p>c. 透過級會議，促進班主任分享如何有效運用班主任課及班級經營經驗。</p> <p>d. 促進校園關愛氣氛，透過教師培訓，加強老師了解學生情緒及掌握輔導技巧。</p> <p>2. 展示學生經歷：</p> <p>a. 善用班級壁報，以配合學生經歷為主題，並張貼班活動的相片，展示同學共同經歷及參與活動的情況。</p> <p>b. 把各班活動的相片製作為短片，在學期終結時在班上播放，回顧學生共同經歷。</p> <p>c. 學校提供製作壁報的支援，例如彩色影印服務、海報印刷、陸運會班旗。</p> <p>3. 優先使用課室： 在沒有其他單位訂房的情況下，讓中一至中四同學放學後可繼續留在課室活動。各班須討論如何妥善管理課室，以加強學生對學校及對班的歸屬感及責任感。</p> <p>4. 清潔班房： 舉辦清潔班房日，增加學生的責任感與歸屬感。</p>	<p>班主任事務</p> <p>*課外活動組、學生會</p> <p>班主任事務</p> <p>教師發展組</p> <p>班主任事務</p> <p>視藝科</p> <p>資訊科技組</p> <p>資源組</p> <p>資源組</p>	<p>1. 學生對自己班有很強的歸屬感。</p> <p>a. 全年舉辦最少一次班本活動。</p> <p>b. 初中班別全年最少舉辦一次師生聯誼活動，以加強師生關係。</p> <p>c. 班級經營的分享有助營造班風及加強師生關係。</p> <p>d. 舉辦一次(教師發展日)有關學生情緒及輔導技巧的教師培訓。</p> <p>2. 各班均按照特定主題完成壁報。學生認為壁報能有效突顯班的精神面貌和共同經歷。</p> <p>3. 中一至中四學生認為措施能讓他們更方便地使用課室，妥善管理課室有助學生建立對班的歸屬感。</p> <p>4. 全年舉辦兩次清潔班房日，以助學生建立對班的歸屬感。</p>

<p><b>3.2 肯定學生表現</b></p>	<ol style="list-style-type: none"> <li>1. 展示活動花絮，肯定學生表現： 各單位包括組別、學科、學生會及學會等，透過展板展示活動花絮，凸顯學生的參與情況。</li> <li>2. 平均分配參與機會，人人展現才華，教導學生參與活動合宜的態度： <ol style="list-style-type: none"> <li>a. 提供更多活動及比賽，讓不同興趣與能力的學生有參與、展現才華及被肯定的機會。</li> <li>b. 訂定並執行學會及學生會高低年級的職員比例，讓一定數量的初中學生有機會成為學會幹事，學習如何籌備活動。</li> <li>c. 學生參與比賽時，給予他們足夠的指導及活動後共同檢討，教導學生參與活動合宜的態度，讓學生在參與活動的過程中被肯定，看到自己的成長及得著；接納學生表現的不足，讓學生能錯誤中學習。</li> <li>d. 設立「一人一班職務」，把班長、班會幹事、科長、壁報組長等職位平均分配給學生，讓每位學生均有機會參與服務。</li> </ol> </li> </ol>	<p>*課外活動組、對外聯繫組</p> <p>*課外活動組、學會及活動顧問老師、各學科</p> <p>*課外活動組、學會及活動顧問老師、各學科</p> <p>*課外活動組、學會及活動顧問老師、各學科</p> <p>班主任事務</p>	<ol style="list-style-type: none"> <li>1. 課室以外的展板內容能令更多學生自覺被肯定。</li> <li>2. 不同興趣與能力的學生均能獲得參與活動或展現才華的機會，學生也感到自己獲支持、肯定和接納。 有更大百份比的學生獲得參與活動和展現才華的機會。 更多初中學生成為學會幹事。 落實各班「一人一班職務」計劃。</li> <li>3.</li> </ol>
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<p><b>3.3 培養堅毅精神</b></p>	<ol style="list-style-type: none"> <li>1. 分享信仰經歷： 提供更多機會，讓老師及學生分享信仰如何協助自己實踐正向人生及對抗逆境的經驗。如：班聚會、宗教及德育科、周會、早會、崇拜、午間分享等。</li> <li>2. 舉辦不同的活動，讓學生學習堅毅精神： <ol style="list-style-type: none"> <li>a. 舉辦不同的課外活動、善用戶外學習日及試後活動日，透過經驗學習，例如：歷奇訓練、行山活動等，在活動中引入經驗堅毅的元素。</li> <li>b. 在領袖訓練活動中，加入堅毅及抗逆元素。</li> <li>c. 舉辦中一「尊重生命、逆境同行」計劃。</li> <li>d. 舉辦中二、中三多元智能訓練營。</li> <li>e. 舉辦中四建立團隊精神、提升抗逆力營會。</li> </ol> </li> <li>3. 學習堅毅精神 <ol style="list-style-type: none"> <li>a. 在課程中向不同的歷史人物或名人學習堅毅精神。</li> <li>b. 透過中、英文科的閱讀計劃及課程，學習名人的堅毅精神。</li> </ol> </li> <li>4. 學習校友及周會嘉賓的堅毅精神： 透過不同形式的分享，讓學生從校友或嘉賓身上學習如何在逆境中自強不息。</li> </ol>	<p>*宗教教育組、宗教及德育科、周會早會組</p> <p>*課外活動組、學會及活動顧問老師、學生會</p> <p>學生會、課外活動組、輔導組、訓導組、團契</p> <p>輔導組 訓導組 學生成長及生命教育組</p> <p>中史科、中文科、英文科</p> <p>*周會早會組、校友會</p>	<ol style="list-style-type: none"> <li>1. 學生從別人的分享或自己的經歷中，明白或體會信仰能協助對抗逆境。</li> <li>2. 舉辦更多體驗毅力的活動。參與活動的學生能更堅持達成目標，並能正面地影響他人。</li> </ol> <p>3 &amp; 4. 學生認為學習不同人物處世做人的態度、校友及周會嘉賓的分享，能激勵他們堅定和有毅力地面對困難。</p>
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<p><b>4. 實踐正向人生</b></p>	<p><b>4.1 促進自我認識，訂定目標志向</b></p>	<ol style="list-style-type: none"> <li>1. 協助中三學生規劃前路： <ol style="list-style-type: none"> <li>a. 為中三學生安排自我認識及性向測驗。</li> <li>b. 邀請高年級學生或校友與中三學生分享選擇科目的經驗。</li> <li>c. 舉辦升學及職業輔導周、前途講座，並於家長日和家長分享學生的升學問題。</li> </ol> </li>   <li>2. 鼓勵高中學生訂定人生目標： <ol style="list-style-type: none"> <li>a. 為高年級學生提供選科輔導、職業探索講座與工作坊、大學及職場考察、職業影隨計劃等，以擴闊學生視野。</li> <li>b. 為中五學生提供性向測驗，並安排生涯規劃工作坊等，讓學生認識自己的能力、性格與性向，探索適合自己的升學課程和未來事業的發展方向。</li> <li>c. 為中六學生舉辦大學聯招講座及個別輔導學生選擇學系、舉辦面試技巧講座及工作坊，以及指導學生撰寫聯招文件，協助學生順利升學。</li> <li>d. 為低年級學生提供高年級科目課程試讀機會。</li> </ol> </li>   <li>3. 協助學生認識自我、建立目標志向和實踐有意義的人生： <ol style="list-style-type: none"> <li>a. 配合循道衛理聯合教會的生命教育課程，透過向不同人物學習，讓學生被偉大心靈所感染，進而願意並學習實踐有意義的人生。</li> <li>b. 透過互動教學方法、班主任分享，讓學生對自我認識、訂定目標志向、實踐有意義的人生有更多體會。</li> </ol> </li>   <li>4. 培育初中領袖，實踐發展目標：透過「明日之星」計劃，促進初中學生設定服務崗位，裝備自己成為未來領袖。</li> </ol>	<p>升學及就業輔導組</p> <p>升學及就業輔導組</p> <p>宗教及德育科</p> <p>班主任事務</p> <p>課外活動組、學生會</p>	<ol style="list-style-type: none"> <li>1. 學生對自己的能力、性格及性向有更多認識，並開始探索適合自己的升學及就業方向。</li>   <li>2. 學生認為升學及就業輔導組的活動有助其對自己的認識及規劃個人前路。</li>   <li>3. 宗教及德育科透過向不同人物的學習，學生受偉大心靈感染，願意並學習實踐有意義的人生。透過班主任的分享，學生對認識自我、訂定目標志向、實踐有意義的人生有更多體會。</li>   <li>4. 參與「明日之星」計劃的學生認為計劃能有效地提升自己領導才能，裝備自己成為未來學生團體的領袖。</li> </ol>
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<p><b>4.2 促進均衡姿采生活</b></p>	<p>1. 豐富初中學生課外生活：提供多元化和具趣味的課後及試後活動，透過活動拓展學生的興趣，體驗均衡生活。</p> <p>2. 幫助學生策劃成長路，鼓勵均衡生活：透過輔導組活動，推廣均衡生活、正向思維及快樂人生。</p> <p>3. a. 體育科、音樂科及視藝科加強運動、藝術對均衡生活的教育及體驗。 b. 組織多元化的運動、藝術及音樂活動，拓展學生的興趣，體驗均衡生活。</p>	<p>*課外活動組、學會及活動顧問老師</p> <p>輔導組</p> <p>體育科、音樂科、視藝科</p>	<p>1. 學生認為學校提供了足夠及多元化的課外活動予他們，認為活動有助其發展興趣，體驗均衡生活。</p> <p>2. 學生認為輔導組推行的正向思維、快樂人生活動有助自己學懂均衡生活，並培養正向思維。</p> <p>3. 學生認為運動、音樂與藝術有助實踐均衡生活。</p>
<p><b>4.3 培養服務精神</b></p>	<p>1. 透過服務學習，實踐有意義的人生</p> <p>a. 推展校本語文藝術課程，讓中一全體學生參與服務學習。</p> <p>b. 安排部分中三及全體中四學生參與服務學習。</p>	<p>英文科</p> <p>宗教及德育科</p>	<p>透過服務學習活動，加深學生體會服務精神。</p>



關注事項三：發展延伸校舍(豐盛校園)為本校課後學習及活動中心

目標	策略	計劃	負責單位 (* 總統籌)	成功指標 #
5. 善用豐盛校園延伸校舍，促進學生全人發展	5.1 善用豐盛校園，以促進學生學習及發展學生潛能	1. 鼓勵更多學會課後使用豐盛校園進行活動，發展豐盛校園為本校課後活動中心。 2. 善用豐盛校園的禮堂，以致大型活動可於主校園及豐盛校園同時舉行。	課外活動組  *周會早會組、各科組	有更多學會活動及大型活動於豐盛校園進行
	5.2 善用教會資源，促進學生靈命成長。	1. 善用祈禱室及宗教活動室，定期舉辦學生信仰探索小組／日營會等信仰活動，促進學生認識基督信仰要義，並與生活結合。 2. 加強與沙田堂之協作，支援學生靈命成長及邀請沙田堂教友與同學分享信仰經歷。	*宗教組	1. 更多學生團契活動於豐盛校園進行 2. 沙田堂安排宗教活動給同學參加
	5.3 加強與社區機構合作，拓展服務學習及其他學習經歷。	善用社區資源，開拓學生視野。 繼續與不同非牟利組織合作(如：循道衛理佈道團、楊震社會服務處等)服務社區，以及拓展學生服務學習及其他學習經歷。	*資源組、 校長、副校長	1. 有更多社區機構使用豐盛校園

評估方法／工具：

1. 校本教師問卷及學生問卷
2. (教育局)情意及社交表現評估
3. (教育局)持分者問卷調查
4. 年中檢討會議
5. 各科組評估報告