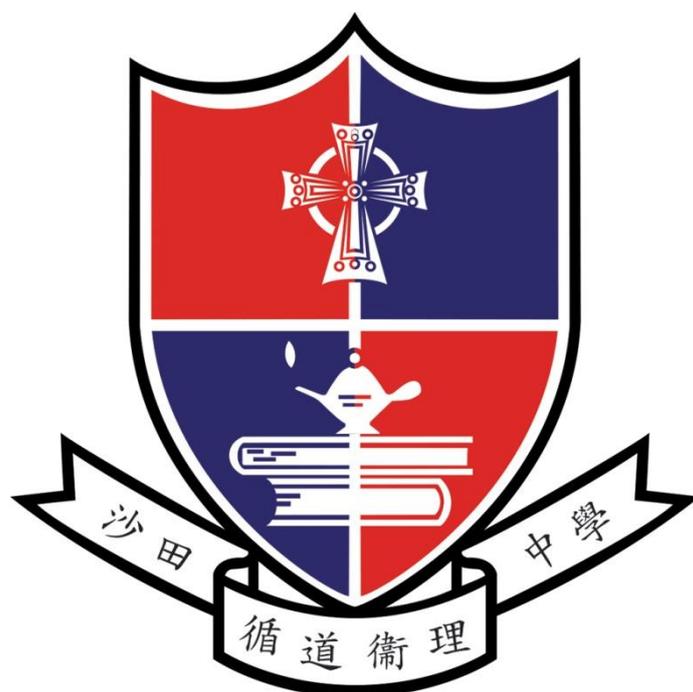


Sha Tin Methodist College

沙田循道衛理中學



2019-20 Annual School Plan

Sha Tin Methodist College
2019-2020 ASP Annual School Plan

1. Theme

To Create, Share & Explore Together; To Persevere, Be Grateful & Grow Together

2. Major Concerns

- i. To strengthen students' self and peer learning ability**
- ii. To facilitate experiential learning with flexible application of knowledge and creativity**
- iii. To cultivate the spirit of grit, thankfulness and the attitude of embracing challenges with optimism**

3. Details

Concern 1 : To strengthen students' ability of self-learning and peer learning

Objectives	Strategies & Action Plans	In-charge	Success criteria
1.1 To strengthen students' self-learning ability	1. To foster students' attitude to first establish their goals appropriately, then implement them actively, review them regularly and improve them gradually through the following means: <ul style="list-style-type: none"> a. Form teacher lessons, cyclic assemblies, morning assemblies b. 'Self-Regulated Learning' lessons on Fridays to create space for students to learn solitude, to reflect on themselves, to seek and explore the essence of learning and their life directions. 	ADC Form Teachers Group AG	<ul style="list-style-type: none"> a. 70% of teachers and students would concur that self-regulated lessons could fulfill its purposes b. 70% of students and teachers would agree form teacher lessons, cyclic assemblies and morning assemblies could reinforce students' self-learning ability
	2. To enhance students' self-learning ability, subject panels will: <ul style="list-style-type: none"> a. instruct students to form the habit of adopting various methods of note-taking (e.g. graphic organizers) b. review the arrangements of instruction and assignments to elevate students' research skills: <ul style="list-style-type: none"> ● internet searching (googling) ● comprehending, summarizing and analyzing data using their logical thinking 	ADC Subject Panels	<ul style="list-style-type: none"> a. 70% of students support the idea that note-taking methods could facilitate their learning b. Each subject panel would integrate components of research skills into their curriculum, with similar % compared with last year's. Also, 70% of teachers would believe that this could stretch students' research ability

	<p>3. To motivate students to prepare before lessons, subject panels will:</p> <ol style="list-style-type: none"> stimulate their learning curiosity through setting up expectations and encouraging inquiries in class implement the scheme of awards and prizes as a measure of motivation 	ADC Subject Panels	<ol style="list-style-type: none"> 70% of teachers would concur that students could mostly take the initiative to learn 70% of students would recognize the learning benefits of the note-taking methods
	<p>4. To optimize the arrangements of assignments and activities to raise the initiative of students, subject panels will:</p> <ol style="list-style-type: none"> adjust the quality and quantity of all types of assignments in each form: <ul style="list-style-type: none"> preparation work: boost their interest in learning class work: solve challenging problems homework: consolidate their learning foundation modify the form, scale and number of each form's assessment <ul style="list-style-type: none"> ➤ junior form: no more than two quizzes and one dictation a day ➤ senior form: no more than two quizzes or dictations a day diversify the choices of project learning and other learning activities to cater for individual differences and thus increase students' sense of ownership of learning. 	ADC Subject Panels	<ol style="list-style-type: none"> 70% of students would be satisfied with the arrangements of all types of assignments of each subject 70% of students would be satisfied with the assessment arrangements of each subject 70% of students would believe that project learning could enhance their learning ownership and interest in learning
	<p>5. To enrich teachers' knowledge and experience of self-learning and BYOD through corresponding staff development activities and sharing in the subject panels' meetings</p>	SDC	<ol style="list-style-type: none"> 70% of teachers would reflect that their knowledge and experience of self-learning and BYOD could improve
1.2 To strengthen students' peer learning	<p>1. To optimize teaching to develop students' confidence and sense of satisfaction in collaborative learning, subject panels will:</p> <ol style="list-style-type: none"> conduct group learning at least once in each 	ADC Subject Panels I.T AG	<ol style="list-style-type: none"> Inter- and intra- group learning activities would be similar in each form. 70% of teachers would feel satisfied with students' performance in group learning

	<p>learning module either intra-group or inter-group</p> <p>b. employ various teaching tools such as little blackboards, e-learning software/apps (e.g. Padlets, Moodles, Forum, Google Doc) at least once in a term to let students learn collaboratively</p> <p>c. give students chances to display their co-learning products in different platforms: morning assemblies, cyclic assemblies and subject/KLA based project learning exhibition days</p>	SDC	<p>b. The frequency of using multi-teaching tools would be similar in each form</p> <p>c. 70% of teachers and students would agree that the display and sharing of the learning outcome in various platforms would enhance their peer learning capacity, increase their confidence, satisfaction and sense of achievement</p>
	<p>2. To carry out the 'Bring your own devices' (BYOD) in F.1</p> <p>a. each subject panel gradually engages in e-learning activities, especially Form one students</p>	ADC Subject Panels I.T.	<p>a. In F.1, iPad learning activities would be conducted in at least 50% of the lessons</p>

Concern 2 : To facilitate experiential learning with flexible application of knowledge and creativity

Objectives	Strategies	In-charge	Success Criteria
<p>2.1 To facilitate experiential learning with flexible application of knowledge and problem-solving skills</p>	<p>1. Subject panels integrate the idea of experiential learning into their curriculum and hold activities to let students learn by doing. Examples:</p> <ul style="list-style-type: none"> a. Scientific experiments (e.g. Science, Technology, Engineering and Mathematics) b. Community exploration (e.g. Humanities) c. Service exploration (e.g. RME, LS) d. Business and careers exploration (e.g. BAFS, Economics, CC) e. Language exposure (e.g. English, Japanese, French/Spanish and Putonghua) f. Nature excursion (e.g. Geography, Biology, Science) g. Aesthetic experience (e.g. Music, VA, EC Committee) h. Physical Education experience (e.g. PE, EC Committee) 	<p>ADC ExpL Group ECA KLAs/ Committees/ Subject Panels/ Groups/ Clubs</p>	<ul style="list-style-type: none"> a. Overall experiential learning activities would be similar with those of last year b. 70% of students would agree with the functions of experiential learning activities
	<p>2. To formulate, synthesize and coordinate all school activities to strengthen the cooperation among different units</p> <ul style="list-style-type: none"> a. The Experiential Learning Group (ExpL Gp) plans and carries out <ul style="list-style-type: none"> ✧ F.1 Service Experiential learning in the Post-exam days ✧ F.2 Fridays' after-school experiential learning ✧ F.3 cross-border excursions overseas so as to widen students' horizon and ✧ to oversee all overseas trips at school b. The ECAC optimizes the large-scale whole-school level activities through better arrangements of venues and targeted audience 		<ul style="list-style-type: none"> a. 70% of teachers and students would agree that experiential learning activities could widen students' horizons and facilitate the application of knowledge and problem-solving skills b. The number of local and overseas excursions would be similar with last year's. 70% of teachers would be satisfied with the arrangements of the experiential learning activities c. 70% of teachers would feel satisfied about the coordination of the time, venue, targeted audience and arrangement of large scale activities

Concern 3: To cultivate the spirit of grit, thankfulness and the attitude of embracing challenges with optimism

Objectives	Strategies	In-charge	Success Criteria
<p>3.1 To cultivate the spirit of grit, develop their growth mindset, assist students to treasure effort and foster the attitude of embracing challenges</p>	<p>1. Strengthen students' learning confidence and grit</p> <p>a. Convey the core messages of growth mindset and grit in lessons</p> <ul style="list-style-type: none"> ✧ "Everyone can learn" and "I believe you can" ✧ The crux of success lies in passion and efforts rather than talents and IQ ✧ With meaningful goals plus planned and persistent practices, abilities can be enhanced ✧ Not to be afraid of setbacks, which are unavoidable. See mistakes as a means to growth. ✧ The process is more important than the outcomes <p>b. Strengthen growth mindset and grit through the teaching design</p> <ul style="list-style-type: none"> ✧ Encourage students to embrace challenges by setting appropriate goals (slightly higher than students' ability) ✧ Design extended tasks that ignite learning passion ✧ Provide suitable support for students with learning difficulties, e.g. concepts breakdown, graded materials etc. <p>c. Reinforce the value of hard work with positive and concrete feedback.</p> <ul style="list-style-type: none"> ✧ Recognize and praise students' efforts, learning strategies and actions ✧ Provide concrete comments on the strengths of students' work and highlight the areas "not yet" mastered by providing opportunities and methods for improvements 	<p>Subject Panels</p>	<p>a. 70% of teachers agree that students' growth mindset and grit are improved</p> <p>b. 70 % of students agree that the design of teaching and assignments can ignite learning passion and boost their learning confidence</p> <p>c. 70% of students agree that teachers' feedback is appropriate and can encourage students to work persistently</p>

	<p>2. Through continuous training in activities to enforce students' self-discipline and encourage companionship to face challenges collaboratively,</p> <ol style="list-style-type: none"> Encourage the participants of Round Estate Run, Sports Days and Swimming Gala to set their individual goals and train themselves regularly towards the goals Design whole-form activities (e.g. : F.1 Adventure Day Camp, F.2 Companionship Activities, F.3 Trekking or hiking, F.4 Growth Camp) highlighting the theme above Regular training (e.g. competitions, school teams, extra-curricular activities) Assemblies and form meetings to let students share about their challenges in the activities they have joined 	<p>Student Growth Com. ; Committees/ Subject Panels/ Groups/ Clubs PE Panel AG Form Teachers Group</p>	<ol style="list-style-type: none"> 70% of students would agree that regular PE training could strengthen their perseverance 70% of students would concur that the form level activities could enhance companionship The attendance of participants in regular training activities would be more than 70% 70% of students would agree they could learn how to handle adversity through the sharing of their peers
	<p>3. To reinforce independence and the spirit of grit through the design and implementation of activities</p> <ol style="list-style-type: none"> Leadership training focusing on problem-solving ability Emphasize the leading role of students in activities to improve their sense of ownership and commitment Provide explanations of activities to develop students' Growth Mindset <ul style="list-style-type: none"> ✧ Before activities, students should be assisted to set achievable targets and fulfill them step by step ✧ During activities, students could review, look forward, appreciate their learning products and then further adjust their targets and strive for excellence ✧ After activities, a debriefing session would be offered to let students reflect on what they have learned ✧ Try the "Step-by-step Improvement Scheme" 	<p>Student Growth Com. ; Student Union ; Committees/ Subject Panels/ Groups/ Clubs</p>	<ol style="list-style-type: none"> 70% of students who take part in leadership training would agree that it could improve their problem-solving skills 70% of activities would be led by students 70% of activities would be explained. 70% of students would concur that the explanations of activities would help students to reflect on what they have gained; 70% of students would agree the "Step-by-step Improvement Scheme" could push students to pursue their goals

	to keep students working hard and develop their perseverance		
	4. To enrich the understanding of nurturing grit and the strategies among teachers a. Organize staff development activities	SDC	a. A workshop or sharing session about nurturing grit would be organized for teachers on Staff Development Day
3.2 To build a thankful ambience to let students count their blessings and have a grateful heart to face difficulties	1. To promote life education to convey the values of being thankful and grateful a. instill these positive values into regular curricula or lesson teaching (e.g. counting blessings from God, loving others, caring about the environment, treasuring one's own self) b. Hold life education activities (e.g. F.1 Benediction, Brother and Sister Thanksgiving Ceremony, F.4 Volunteer Team Thanksgiving Ceremony, F.6 Coming-of-age ceremony)	Student Growth Com.; Committees/ Subject Panels/ Groups/ Clubs RME	a. 75% of teachers would agree that they have instilled positive values or life education in their students b. 70% of students would concur that participation in thanksgiving activities can foster a grateful heart
	2. To build a thankful ambience and teach students to be thankful a. Build a thankful ambience: for example, in form teacher periods, students could share with others their thankful events and record those events in their weekly journals. They could also hold thanksgiving activities. b. Teach students to be thankful, for example ✧ Service (e.g. F.1 & F.4 voluntary work) ✧ Caring activities (e.g. Love and Care Week, F.6 supporting activities) ✧ Thanksgiving activities (e.g. parent and school staff thanksgiving activities)	Student Growth Com.; Form Teachers Group RME English LS, CYC Student Union GC	a. 70% of teachers and students would agree that a thankful ambience is being built in the campus b. 70% of teachers and students would agree that participation in voluntary work can let students engage in thankful acts; 70% of teachers and students express that they could show their love and care to others through caring activities; 70% of students believe that the thanksgiving activities can help them to engage in thankful acts

Evaluation Methods/Tools:

1. School-based Teachers' and Students' Questionnaires
2. APASO
3. SHS
4. Evaluation Reports of Each Subject Panel

沙田循道衛理中學
2019-2020 年度校務計劃

1. 主題

同創 共享 齊探索；堅毅 感恩 共成長

2. 關注事項

- i. 強化自主學習能力，增強自學共學能量
- ii. 推動體驗式學習，活用知識，提升創意解難能力
- iii. 培養堅毅及感恩精神，建立學生無懼挫敗，擁抱挑戰的態度

3. 具體計劃及內容

關注事項一：強化自主學習能力，增強自學共學能量

目標	策略及行動計劃	負責單位	成功指標
1.1 強化自學能力，建立學生自覺、主動、積極的學習態度	1. 培養學生「確立目標、積極實踐、定時檢討、適時改進」的學習態度 <ol style="list-style-type: none"> a. 設立星期五「學思課」，為學生締造空間，在安靜環境中學會自處及自我審視，尋找學習意義，發掘人生方向。 b. 透過班主任課、週會、早會教導及鼓勵學生建立自覺、主動積極的學習態度 	學術發展組 班主任事務組 早會週會組	<ol style="list-style-type: none"> a. 70%老師及70%學生認同「學思課」能為學生締造空間，在安靜環境中學會自處及自我審視，尋找學習意義，發掘人生方向 b. 70%學生及老師認同班主任課、週會、早會有助學生強化自學能力
	2. 強化學生自主學習能力，各科 <ol style="list-style-type: none"> a. 教導及培養學生摘錄課堂重點的不同方法和習慣(如圖表組織法, 腦圖, One Note, Ever-note) b. 檢視各級教學及課業安排，提升及展現學生 <ul style="list-style-type: none"> ● 資料搜索力 ● 資料理解及整理力，預測力、辨識觀點、因果關係、推理邏輯能力等 	學術發展組 各學科	<ol style="list-style-type: none"> a. 70%學生認同摘錄課堂重點的方法及習慣有助學習 b. 各科提升資料搜索力的課業，與去年相約；70%老師認同學生有關能力得到提升
	3. 促進學生課前主動預習，各科 <ol style="list-style-type: none"> a. 培養同學帶着「期望」和「問題」上課，強化課前學習好奇心 b. 訂立獎勵同學積極預習及適切提問的措施 	學術發展組 各學科	<ol style="list-style-type: none"> a. 70%老師認同學生大多能主動預習 b. 70%學生認同獎勵措施能促進學生課前主動預習

	<p>4. 優化課業及活動的安排，提升學生的主動性，各科</p> <p>a. 調節各級課業(預習課、堂課、家課)的質與量，預習以提升學習興趣為主、堂課以拆解難題為本、家課以鞏固為先</p> <p>b. 調節各級評估形式、規模、數量</p> <p>➢ 初中每日不多於兩個小測一個默書</p> <p>➢ 高中每日不多於兩個小測或默書</p> <p>c. 加強專題研習或活動的選擇元素，讓學生能按自己的興趣進行研究，增強對學習的擁有感及興趣</p>	學術發展組 各學科	<p>a. 70%學生滿意各科在課業 (預習課、堂課、家課)的安排</p> <p>b. 70%學生滿意各科在評估的安排</p> <p>c. 70%學生認同專題研習能增強對學習的擁有感及興趣</p>
	<p>5. 加強老師對自主學習策略及 BYOD 的認知及實踐經驗</p> <p>a. 舉辦自主學習策略及 BYOD 相關的教師發展活動，並鼓勵各科組內部多分享實踐經驗</p>	教師發展組 各科組	<p>a. 70%老師表示加深了自主學習策略及 BYOD 的理解及應用於教學上</p>
<p>1.2 增強共學能量，以提升學習信心，滿足感及成就感</p>	<p>2. 優化教學，增強學生共學能量，提升學習信心、滿足感及成就感</p> <p>a. 各科課堂內，推動小組學習，在每一個單元最少作一次組內共學或組間共學的學習活動;</p> <p>b. 各科每級每個學期最少運用一次多元化的教學工具如小黑板、電子互動學習軟件,如 Padlets, Moodles, Forum, Google Doc 等，讓學生進行共學</p> <p>c. 透過不同途徑，如早會、週會、科本專題研習成果展示日等，讓學生展示共學成果</p>	學術發展組 各學科 資訊科技組 週會早會組 教師發展組	<p>a. 70%老師及學生認同小組學習表現能增強學生共學能量，提升學習信心</p> <p>b. 各級運用多元化的教學工具與去年相約</p> <p>c. 70%老師及學生認同在早會或週會、科本專題研習成果展示日等展示同學共學成果，能增強學生共學能量，提升學習信心、滿足感及成就感</p>
	<p>3. 各科推行電子學習活動，特別是中一級加強電子學習元素</p> <p>a. 中一級推行學生自攜電子學習工具(BYOD)進行學習活動</p>	學術發展組, 資訊科技組 各學科	<p>a. 中一各科在其 50%課堂上有運用 Ipad 進行學與教</p>

關注事項二：推動體驗式學習，活用知識，提升創意解難能力

目標	策略及行動計劃	負責單位	成功指標
<p>2.1 增加體驗學習活動，提升學生應用知識及解難能力</p>	<p>1. 各科組課程，引入適切體驗學習活動，讓學生能學以致用、用以致學，深化學習，解難及創作。例如：</p> <ul style="list-style-type: none"> a. 科學實驗，探究發明(科學、科技、工程與數學科) b. 社區體驗、文化考察(人文學科) c. 服務體驗(宗教德育、通識科) d. 營商或職場體驗(企會財科、經濟科、升學及就業輔導組) e. 真實會話體驗(英語、日語、普通話等) f. 大自然體驗(地理、生物、科學科) g. 藝術體驗(音樂、視覺藝術科、課外活動組) h. 體育體驗(體育科、課外活動組) 	<p>學術發展組 各科組 各學習領域 體驗學習小組 課外活動組</p>	<ul style="list-style-type: none"> a. 全校體驗學習活動與去年相約 b. 70%學生同意體驗式學習活動，能活用知識
	<p>2. 規劃、統整及協調全校活動，以發揮協同效應</p> <ul style="list-style-type: none"> a. 體驗學習小組 <ul style="list-style-type: none"> - 規劃初中體驗活動，豐富學生學習經歷，包括：中一級試後活動日之社會服務體驗；中二級(星期五)一小時的「體驗學習課」；中三級境外遊 - 規劃、統整及協調全校內地及境外遊學團的安排 b. 課外活動組課加強協調各科組全校大型活動日期、時間，場地及對象的安排 		<ul style="list-style-type: none"> a. 70%老師及學生認同體驗學習課豐富學生學習經歷，並能擴闊學生視野，提升應用知識及解難能力 b. 全校內地及境外遊學團與去年相約，70%老師滿意協調安排 c. 70%老師滿意全校大型活動日期、時間，場地及對象的協調安排

關注事項三：培養堅毅及感恩精神，建立學生無懼挫敗，擁抱挑戰的態度

目標	策略及行動計劃	負責單位	成功指標
<p>3.1 強化堅毅精神，培養「成長心態」，讓學生重視努力及建立擁抱挑戰、無懼挫敗的態度</p>	<p>1. 培養學生學習信心和恆毅力</p> <p>a. 課堂內傳遞「成長心態」及恆毅力的核心信息</p> <ul style="list-style-type: none"> ✧ 人人皆能學，我信你做不到 ✧ 成功的關鍵，不在天賦與智商，而是熱情和努力 ✧ 訂立有意義的目標及有計劃地持續不斷地練習，能力便會提昇 ✧ 從錯誤中成長，別害怕挫折，挫折是達到目標前的障礙，是每人都會遇到的 ✧ 過程所得比最終結果重要 <p>b. 教學設計強化「成長心態」及恆毅力</p> <ul style="list-style-type: none"> ✧ 訂立學生適切(較能力略高)的學習目標，鼓勵同學擁抱挑戰 ✧ 設計激發學習熱情的伸延教材 ✧ 提供適切的支援予學習遇到困難的同學，如：拆解概念、分層教材等 <p>c. 多用正面具體的回饋，強化學生努力的價值</p> <ul style="list-style-type: none"> ✧ 肯定及讚賞學生的努力、學習策略和行動 ✧ 就學生「做得好」和「還沒做到」的地方，給予學生明確的評語，並提供改進的方法及機會 	<p>各學科</p>	<p>a. 70%老師及學生在學習上重視努力，學生能在改進錯誤中進步</p> <p>b. 70%學生同意教學及課業計設有加強其學習熱情和信心</p> <p>c. 70%學生認同老師的回饋適切，有助鼓勵學生持續努力</p>
	<p>2. 透過持續訓練的活動，加強學生自律精神，鼓勵友伴同行及共同面對挑戰</p> <p>a. 鼓勵環邨長跑、陸運會及水運會的參與者訂立個人目標，持續訓練，體驗堅毅精神</p> <p>b. 於全級性活動(如：中一歷奇日營、中二結伴同行活動、中三遠足活動、中四成長營等)的設計，強調友伴同行，加強學生面對困難的決心</p>	<p>學生成長組 各科組 各學會 體育科 訓導組 輔導組 週會早會組 班主任</p>	<p>a. 70%學生同意透過體育項目的持續訓練，能加強堅毅精神</p> <p>b. 70%學生同意參與全級性的活動有助加強友伴同行的體驗</p>

	<p>c. 鼓勵學生恆常出席持續訓練的活動(如：各項比賽、校隊、課外活動)，鍛練學生持續不懈的自律精神</p> <p>d. 透過早會、週會、班聚會等，讓學生分享於活動中，面對挑戰、挫敗及克服困難等的經驗</p>		<p>c. 學生在持續訓練的活動有 70% 出席率</p> <p>d. 70% 學生同意能從同學的分享中學習如何面對成敗得失</p>
	<p>3. 科組在活動設計及推行上，肯定過程中的努力，培養「成長心態」，強化自主及堅毅精神</p> <p>a. 透過領袖訓練，加強學生解難能力</p> <p>b. 加強學生於活動中的主導角色，提升學生對活動的擁有感及投入感</p> <p>c. 提供活動的解說，培養「成長心態」</p> <p>◇ 活動前，協助學生訂立具挑戰性且能力可及的目標，並循序漸進實踐</p> <p>◇ 活動中，作出回顧及展望，肯定成果，並讓學生修訂目標，努力改進</p> <p>◇ 活動後，作總結解說，讓學生反思過程所得</p> <p>◇ 鼓勵學生為參與活動訂立目標，並努力實踐，體驗持續努力、克服困難</p>	<p>學生成長組 各科組 課外活動組 學會，學生會，班主任 事務組</p>	<p>a. 從參與領袖訓練學生的問卷中，70% 學生認同訓練有助提升解難能力</p> <p>b. 70% 老師及學生認同學校活動的籌備工作多由學生主導</p> <p>c. - 70% 的活動老師有提供活動前後解說 70% 學生同意活動解說有助學生反思過程所得；70% 學生有為參與活動訂立目標及努力實踐</p>
	<p>4. 加強老師培養學生堅毅精神的(活動及學習)策略</p> <p>➤ 舉辦培養學生堅毅精神的教師發展活動</p>	<p>教師發展組</p>	<p>舉辦了一次相關的教師培訓</p>
<p>3.2 營造感恩的校園氛圍，培養學生愛己愛人</p>	<p>1. 推動生命教育，讓學生建立知恩、感恩的價值觀，讓學生發現和珍視內在的生命價值和外在的生命資源</p> <p>a. 課堂教學融滲「數算主恩(天)、關愛他人(人)、愛護大地(物)、珍愛自己(我)」等價值觀</p> <p>b. 透過生命教育活動(如：中一祝福禮、兄姊感謝禮、中四義工兵團感恩禮、中六成人禮等)加強知恩、感恩的情意教育</p>	<p>學生成長組 各科組 宗教德育科 輔導組</p>	<p>a. 75% 老師表示有在教學中強化生命教育</p> <p>b. 70% 學生認同參與感恩的活動能培養感恩的心</p>
	<p>2. 營造感恩的氛圍，培養學生感恩的心、實踐感恩</p> <p>a. 營造感恩的氛圍，如：在班聚會時間，學生分</p>	<p>學生成長組 班主任</p>	<p>a. 70% 學生認同校園的感恩氣氛有所提升</p>

	<p>享感恩的事、在週記中記錄值得感恩的人與事、學生策劃班內感恩活動等</p> <p>b. 讓學生實踐感恩，如：</p> <ul style="list-style-type: none"> ◇ 服務體驗(如：中一義工、中四義工兵團等) ◇ 關愛活動(如：關愛週、為中六打氣等) ◇ 感恩活動(如：家長感恩活動、向職工致敬活動等) 	<p>班主任事務組 宗教德育科 英文科，通識科，學生會，輔導組 公民教育組</p>	<p>b. 70%學生認為參與義工服務能實踐感恩；70%學生表示有透過關愛活動向別人表達關心；70%學生認為透過感恩活動能實踐感恩</p>
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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. 各科組檢討報告