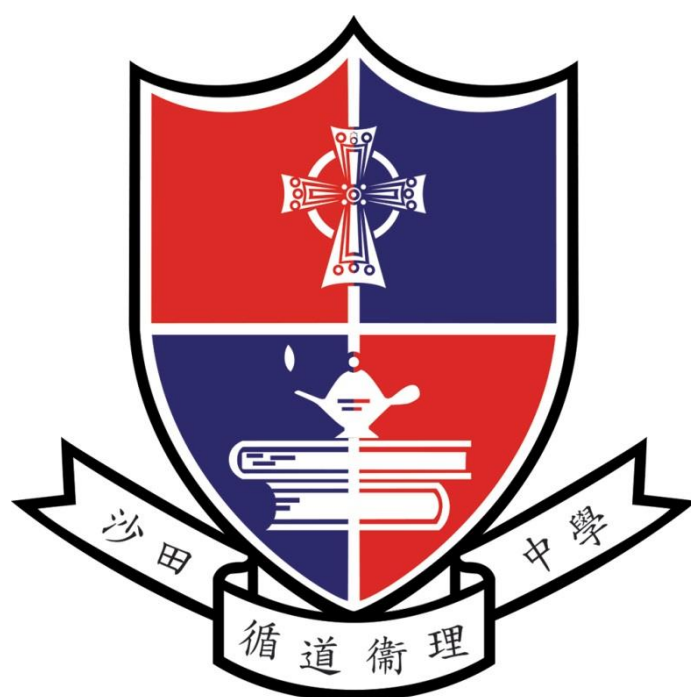


Sha Tin Methodist College

沙田循道衛理中學



2021-22 Annual School Plan

Sha Tin Methodist College
2021-2022 ASP Annual School Plan

Theme

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

Major Concerns

- 1. To strengthen students' self-directed learning and peer learning capacity**
- 2. To facilitate experiential learning with flexible and lively application of knowledge and creativity**
- 3. To cultivate the spirit of grit, thankfulness and the attitude of embracing challenges with optimism**

Action Plans

Concern 1 : To strengthen students' self-directed learning and peer learning capacity

| Objectives | Strategies & Action Plans | In-charge | Success criteria |
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| 1.1 To strengthen students' self-directed learning attitude and ability | 1. To foster in students self-directed learning attitude, i.e. 'First establish their goals appropriately, then implement them actively, review them regularly and improve them gradually' through: <ol style="list-style-type: none"> a. Form Teacher lessons & Class meetings, morning or cyclic assemblies, reading materials b. 'Self-Regulated Learning' lessons to promote reflective learning: create space for students to learn solitude, to reflect on themselves, to seek and explore the essence of learning and their life directions | Form Teachers Affairs AG ADC Reading Group | a. 70% of students and teachers would agree that Form teacher lessons, Class meetings, assemblies and reading materials could reinforce students' self-learning attitude b. 70% of teachers and students would concur that self-regulated lessons could fulfill its purposes, namely promoting reflective learning and self-regulated learning |

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| | <p>2. To enhance students' Self-directed learning ability:</p> <p>a. Enrich students' understanding of self-directed learning strategies & nurture the habits of pre-study, notetaking, information-searching in the internet and proper use of BYOD</p> <p>b. Remark and highlight self-directed learning tasks and the daily marks of such tasks in the subjects' schemes of Work clearly</p> <p>c. Optimize and design learning tasks of "Language across the curriculum" (LaC) and "Reading across the curriculum" (RaC) in related subjects</p> | <p>ADC Subject Panels Reading Group ITC</p> | <p>a. 70% of students and teachers agree that pre-study, note-taking and information-searching tasks enhance their self-learning ability and agree that the BYOD in F.1-3 are used properly</p> <p>b. Each subject panel has highlighted the self-learning tasks and daily marks of such tasks in the Schemes of Work clearly and subject teachers follow the schemes of work closely</p> <p>c. LaC and RaC learning tasks are designed to facilitate students' self-directed learning</p> |
| | <p>d. To raise the initiatives of students and reduce the test anxiety, subject panels</p> <p>a. Adjust the quality and quantity of all assignments and diversify the objectives of Pre-study for boosting their curiosity; Class work for solving challenging problems together; homework for consolidating their learning foundation</p> <p>b. Fix the number of each Form's daily assessments, i.e. No more than TWO quizzes and ONE dictation a day in the Junior form; while No more than TWO quizzes or TWO dictations a day in Senior form</p> <p>c. Set up learning communities/peer study Groups/learning circles to cater for students' diverse needs</p> | <p>ADC Subject Panels Gifted education Group GC</p> | <p>a. 70% of students find the arrangements of the various types of assignments raise the initiative of students and reduce the test anxiety</p> <p>b. 70% of students find the assessments' arrangements appropriate in general and reduce the test anxiety</p> <p>c. Participants find the peer study groups or learning circles can facilitate enquiry learning, co-construction of knowledge and strengthen self-regulated learning capacity</p> |

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| <p>1.2 To increase peer learning capacity to boost up self-confidence, satisfaction and fulfilment</p> | <p>1. To promote collaborative learning, enquiry learning and co-construction of knowledge, subject panels</p> <p>a. Employ various e-learning software, apps, and eLearning platforms in the lessons regularly to engage students in collaborative meaningful learning tasks</p> <p>b. Demonstrate students' co-learning outcome (collaborative learning) frequently</p> <p>c. Promote interdisciplinary learning activities and projects especially in junior forms</p> | <p>ADC Subject Panels ITC FT group</p> | <p>a. 70% of teachers remark that they employ various teaching tools regularly in the lessons to engage students in collaborative enquiry learning tasks</p> <p>b. 70% of teachers and students would agree that the display and sharing of the learning outcome can strengthen peer learning, boost up confidence and ownership of knowledge</p> <p>c. 70% of teachers and students would agree that interdisciplinary learning activities and projects facilitate enquiry learning and co-construction of knowledge</p> |
| | <p>2. Continue the BYOD policy in junior forms to provide a favorable e-learning environment for students to learn collaboratively</p> <p>a. engages students in meaningful e-learning collaborative activities by making use of the BYOD and e-learning interactive TVs</p> <p>b. strengthen ITE education and literacy</p> | <p>Subject Panels; ITC Computer Panel RC</p> | <p>a. iPad collaborative learning activities would be conducted in the lessons in all junior Forms. 70% of teachers and students agree that the e-learning iPads and interactive TVs facilitate students' learning</p> <p>b. 70% of teachers and students agree that IT education can cater for their e-learning needs</p> |

Concern 2 : To facilitate experiential learning with flexible and lively application of knowledge, problem solving skills and creativity

| Objectives | Strategies | In-charge | Success Criteria |
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| <p>2.1 To implement experiential learning activities to deepen, focus and sustain students' essential (five) learning experiences</p> | <p>1. Experiential activities are organized to let students learn by doing, to apply what they learn in the lessons, to deepen the learning knowledge, focus on problem-solving skills and sustain creativity.</p> <p>a. Subject panels, Committees and Groups should integrate the idea of experiential learning into their curriculum and highlight the activities in the Schemes of Work or Action Plans clearly.</p> <p>b. Five essential learning experiences and examples of experiential learning activities are as follows:</p> <p>Moral and Civil Education:</p> <ul style="list-style-type: none"> ✓ 'Poverty and care for the Needy' experiential learning activities (e.g. FG.2 PSHE activity in Sham Shui Po) <p>Intellectual Development:</p> <ul style="list-style-type: none"> ✓ Authentic language exposure (e.g. English, Putonghua) ✓ Entrepreneurship & Business learning (e.g. BAFS, Economics, Technology) ✓ Nature excursion, field trips (e.g. Geography, Physics, Biology, Science) ✓ Scientific experiments and STEM hands-on experiences (e.g. Science exhibition and competitions and STEM Week) | <p>Committees/ Subject Panels/ KLAs/Groups/ Clubs; LWLC; ECA</p> | <p>a. Each subject would conduct not less than 2 experiential activities for all in each Form and highlight the activities in the Schemes of Work or Action Plans clearly</p> <p>b. 70% of students find the experiential learning activities deepen their subject knowledge, focus on problem-solving skills and sustain creativity throughout the whole year</p> |

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| | <p>Community Service:</p> <ul style="list-style-type: none"> ✓ Community Services activities (e.g. Chinese, English, RME, PSHE subjects' collaborative projects) <p>Physical and Aesthetic Development:</p> <ul style="list-style-type: none"> ✓ Aesthetic experiences (e.g. Music, VA, ECA) ✓ Physical Education experiences (e.g. PE, ECA) <p>Career-related Experiences:</p> <ul style="list-style-type: none"> ✓ Careers shadowing activities and ApL taster programs (CC) | | |
| | <p>2. To set up the Life-Wide Learning Committee (LWLC) to formulate, coordinate and synthesize experiential learning activities with ECAC activities</p> <p>a. LWLC would be responsible for</p> <ul style="list-style-type: none"> ✧ F.1 Experiential learning in the Post-exam days ✧ F.2 Fridays' after-school experiential learning ✧ F.4 Mainland/cross-border excursions etc. <p>b. ECA optimizes large-scale/whole-school level activities through better arrangements of venues and targeted audience</p> | | <p>a. LWLC design and implement various experiential learning activities smoothly and as scheduled</p> <p>b. 70% of teachers would be satisfied with the arrangement of the experiential learning activities and the coordination of the time, venue, targeted audience and arrangement of large-scale activities organized by LWLC and ECAC</p> |

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

| Objectives | Strategies | In-charge | Success Criteria |
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| <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, reduce their test anxiety</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 ✧ See mistakes as a part of learning. Encourage students to embrace failure and reframe mistakes into learning opportunities ✧ The process is more important than the outcomes <p>b. Inculcate the value of perseverance through 'Read their Lives' curriculum to enable students to overcome challenges and failures with courage and strive in the face of hardship</p> <p>c. Strengthen growth mindset and grit through teaching</p> <ul style="list-style-type: none"> ✧ Encourage students to embrace challenges by setting appropriate goals (slightly higher than students' ability) ✧ Assist students to make concrete steps to reach their goal ✧ Subject Panel equip students with study skills to enhance students' self-learning ability ✧ Design extended tasks that ignite learning passion ✧ Subject Panel teach students study strategies and ways to deal with difficult parts of the topics to | <p>SDLEC; Subject Panels</p> | <p>a. 70% of teachers and students value effort in learning. Students can learn from mistakes.</p> <p>b. 70 % students find 'Read their Lives' curriculum inspiring that encourage them to face difficulties with determination and perseverance</p> <p>c. 70 % of students agree that the design of teaching and assignments can ignite learning passion and boost their learning confidence</p> <p>d. 70 % of students agree that the study skill taught by each subject can enhance their self-learning ability</p> <p>e. 70% of students agree that they have confidence to deal with difficult parts in each subject.</p> <p>f. 70% of students agree that teachers' feedback is appropriate and can raise their examination confidence</p> <p>g. Highlight good points and areas of improvement during marking as an item of book observation</p> |

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| | <p>enhance students' learning effectiveness</p> <ul style="list-style-type: none"> ✧ Provide suitable support for students with learning difficulties, e.g. concepts breakdown, graded materials etc. ✧ Facilitate students in the pursuit of challenges <p>d. Reinforce the value of hard work with positive and concrete feedback in the assignments and assessments</p> <ul style="list-style-type: none"> ✧ Highlight good points and areas of improvement during marking to boost the examination confidence of students ✧ 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>2. Through continuous training in activities to enforce students' self-discipline and encourage companionship to face challenges collaboratively,</p> <ul style="list-style-type: none"> a. Encourage the participants of Round Estate Run, Sports Days and Swimming Gala to set their individual goals and train themselves regularly towards the goals b. Design whole-form activities (e.g. : F.1 Adventure Day Camp, F.3 Hiking, F.4 Growth Camp, F.5 Embracing Failure Activities) highlighting the theme above c. Regular training (e.g. competitions, school teams, extra-curricular activities) | <p>SDLEC; Committees/ Subject Panels/ Groups/ Clubs PE Panel AG Form Teachers Affairs</p> | <ul style="list-style-type: none"> a. 70% of students would agree that regular PE training could strengthen their perseverance b. 70% of students would concur that the form level activities could enhance companionship c. The attendance of participants in regular training activities would be more than 70% d. 70% of students would agree they could learn how to handle adversity through the sharing of their peers |

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| | <p>d. Assemblies and form meetings to let students share about their challenges in the activities they have joined</p> | | |
| | <p>3. To reinforce independence and the spirit of grit through the design and implementation of activities</p> <p>a. Leadership training focusing on problem-solving ability</p> <p>b. Emphasize the leading role of students in activities to improve their sense of ownership and commitment</p> <p>c. Provide explanations of activities to develop students' Growth Mindset</p> <p>✧ Before activities, students should be assisted to set achievable targets and fulfill them step by step</p> <p>✧ During activities, students could review, look forward, appreciate their learning products and then further adjust their targets and strive for excellence</p> <p>✧ After activities, a debriefing session would be offered to let students reflect on what they have learned</p> | <p>SDLEC; Student Union; Committees/ Subject Panels/ Groups/ Clubs</p> | <p>a. 70% of students who take part in leadership training would agree that it could improve their problem-solving skills</p> <p>b. 70% of activities would be led by students</p> <p>c. 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</p> |
| <p>3.2 To build a thankful ambience to let students count their blessings and have a grateful</p> | <p>1. To promote life education to convey the values of being thankful and grateful</p> <p>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)</p> | <p>SDLEC; Committees/ Subject Panels/ Groups/ Clubs RME</p> | <p>a. 75% of teachers would agree that they have instilled positive values or life education in their students</p> <p>b. 70% of students would concur that participation in thanksgiving activities can foster a grateful heart</p> |

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| heart to face difficulties | b. Hold life education activities (e.g. F.1 Benediction, Brother and Sister Thanksgiving Ceremony, F.4 Volunteer Team Thanksgiving Ceremony, F.6 Adulthood ceremony) | | |
| | <p>2. To build a thankful ambience and teach students to be thankful</p> <p>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.</p> <p>b. Teach students to be thankful, for example</p> <ul style="list-style-type: none"> ✧ Service (e.g. F.2 & 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) | SDLEC; Form Teachers Affairs RME LS, CYC Student Union GC | <p>a. 70% of teachers and students would agree that a thankful ambience is being built in the campus</p> <p>b. 70% of teachers and students would agree that participation in voluntary work can let students engage in thankful acts</p> <p>c. 70% of teachers and students express that they could show their love and care to others through caring activities</p> <p>d. 70% of students believe that the thanksgiving activities can help them to engage in thankful acts</p> |

Evaluation Methods/Tools:

1. School-based ASP Teachers' and Students' Questionnaires; APASO; SHS
2. Evaluation Reports of each Subject Panel and committee

沙田循道衛理中學
2021-2022 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

1. 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 <ul style="list-style-type: none"> a. 透過班主任課、班主任時間、週會早會及閱讀材料建立學生確立目標、積極實踐、建立自覺、主動積極的學習態度。 b. 設立星期五「學思課」，為學生締造空間，在安靜環境中促進反思學習；學會自處及自我審視，尋找學習意義，發掘人生方向。 | 學術發展組 班主任事務組 早會週會組 閱讀小組 | <ul 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%學生及老師認同透過班主任課、班主任時間、週會早會及閱讀材料有助建立學生強化自學的學習態度。 |

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| | <p>2. 強化學生自主學習能力，各科</p> <p>a. 裝備學生不同的自我調節學習策略，培養學生課前預習習慣、摘錄課堂重點及網上搜索資料能力，並協助初中學生善用 BYOD。</p> <p>b. 各科進度表均明確標示培養自學能力的各種方式（如上述）及有關方式的計分方法。</p> <p>c. 設計及優化跨語文學習活動及跨課程閱讀活動。</p> | <p>學術發展組 各學科 閱讀小組</p> | <p>a. 70% 學生及老師認同課前預習習慣、摘錄課堂重點及網上搜索資料有助強化學生自主學習能力，初中學生亦能善用 BYOD。</p> <p>b. 各科進度表均明確標示培養自學能力的各種方式及有關方式的計分方法；科任老師根據教學進度培養學生自學能力。</p> <p>c. 優化跨語文學習及跨課程閱讀的活動，能促進學生自我調節學習。</p> |
| | <p>3. 提升學生的主動性及減低學生測驗焦慮，各科</p> <p>a. 調節各級課業的質量，清晰不同課業的目標，如：</p> <ul style="list-style-type: none"> • 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>b. 調節每日評估規模、數量，如：</p> <ul style="list-style-type: none"> ✓ 初中不多於兩個小測一個默書； ✓ 高中每日不多於兩個小測或默書 <p>c. 按學生不同能力及需要，推動成立同儕學習圈</p> | <p>學術發展組 各學科 資優小組 輔導組</p> | <p>a. 70% 學生認同各科在課業（預習課、堂課、家課）的安排能增強學生的主動性及減低學生測驗焦慮。</p> <p>b. 70% 學生認同各科在評估的安排減低學生測驗焦慮。</p> <p>c. 參與者認同成立同儕學習圈能增強學生共學能量，提升學習信心。</p> |

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| <p>1.2 增強共學能量，以提升學習信心，滿足感及成功感</p> | <p>1. 優化教學，促進協作學習，探究學習及共同建構知識，各科</p> <p>a. 運用電子互動的教學工具如學習軟件，電子學習平台等，讓學生共同參與有意義的協作活動。</p> <p>b. 經常展示學生協作學習成果。</p> <p>c. 於初中，舉辦促進跨學科學習活動或專題研習。</p> | <p>學術發展組 各學科 班主任事務組 資訊科技組</p> | <p>a. 70% 老師經常運用電子互動教學工具，如學習軟件，電子學習平台讓學生共學，促進協作學習，探究學習及共同建構知識。</p> <p>70%老師及學生：</p> <p>b. 認同展示同學共學成果，能增強學生共學能量，提升學習信心、滿足感及成功感。</p> <p>c. 同意跨科學習活動或專題研習促進探究學習，共同建構知識，強化自主學習能力。</p> |
| | <p>2. 繼續在初中推動學生自攜電子學習工具(BYOD)，營造良好的電子學習環境</p> <p>a. 各科初中課堂上，善用 iPad 及互動電視，促進學生參與，進行有意義的電子學習協作活動。</p> <p>b. 強化資訊教育及素養。</p> | <p>資訊科技組 各學科 電腦科 資源組</p> | <p>a. 各科初中在其課堂上有運用 iPad 及互動電視進行學與教，70%老師及學生同意電子學習促進學生學習。</p> <p>b. 70%學生認同資訊教育能切合電子學習需要。</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 |
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| <p>2.1 增加體驗學習活動，深化學生應用知識及聚焦解難能力，持續學生五大基要學習經歷</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，反思價值，深化學習知識，聚焦於解難技巧、發揮創意及持續創作。</p> <p>a. 各單位把體驗學習的構思及活動清晰列明在課程進度表或工作計劃內</p> <p>b. 持續學生五大基要學習經歷，例如：</p> <p>I. 德育及公民教育</p> <p>貧窮與關懷體驗學習活動（人文學科:中二級惜食堂社區體驗）</p> <p>II. 智育發展</p> <p>a. 真實語境（英語、普通話科）</p> <p>b. 大自然體驗、野外考察（地理、生物、物理科、科學科）</p> <p>c. 企業精神營商體驗（企會財科、經濟科）</p> <p>d. 科學實驗，STEM 實作體驗、探究發明(科學展覽，科學比賽或 STEM 周)</p> | <p>學術發展組</p> <p>各科/組/學習領域</p> <p>全方位學習組</p> <p>課外活動組</p> | <p>a. 各科各級舉辦體驗學習活動全年最少 2 次。</p> <p>b. 70%學生同意體驗式學習活動，能讓學生學以致用、用以致學，反思價值，深化學生應用知識，解難能力及持續學生五大基要學習經歷。</p> |

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| | <p>III. 社會服務服務體驗</p> <ul style="list-style-type: none"> - 宗教德育、生活與社會跨科合作計劃 <p>IV. 體藝發展</p> <ul style="list-style-type: none"> a. 體育體驗(體育科、課外活動組) b. 藝術體驗 (音樂、視覺藝術科、課外活動組) <p>V. 職業導向體驗活動</p> <ul style="list-style-type: none"> a. 職場體驗(升學及就業輔導組) b. 應用學習科目初試體驗活動 | | |
| | <p>3. 成立全方位學習組，規劃、統整及協調全校知識為本及課外活動，以發揮協同效應</p> <ul style="list-style-type: none"> a. 全方位學習組 <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 b. 課外活動組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，反思價值等 b. 70%老師滿意體驗活動安排及全校大型活動日期、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 |
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| <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、恆毅力及減低學生測驗焦慮</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，我信你做得好 - 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 - 讓學生知道錯誤或失敗是學習過程的一部分，鼓勵無懼挫敗，學習從錯誤中總結經驗，在改善中體驗進步 - 過程所得比最終結果重要 <p>b. 透過人物生命故事等，讓學生學習憑藉堅毅的精神，勇敢地克服挑戰和挫折，面對困難亦能努力不懈</p> <p>c. 教學上強化「成長心態」及恆毅力</p> <ul style="list-style-type: none"> - 協助學生訂立適切(較能力略高)的學習目標，鼓勵同學擁抱挑戰 - 協助學生訂定實踐目標的具體方法 - 教導學生科本學習方法，加強學生自學能力 - 設計激發學習熱情的課堂及伸延教材 | <p>學生成長及生命教育組各學科</p> <p>教師發展組</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% 學生認為學科裏不同人物能作為處世做人的榜樣，激勵他堅定和有毅力地面對困難。</p> <p>c. 70% 學生同意教學及課業計設有助加強其學習熱情和信心</p> <p>d. 70% 學生認同老師教授的科本學習策略及方法有助掌握所學。</p> <p>e. 70% 學生認同有信心處理各科難點。</p> <p>f. 70% 學生認同老師的回饋適切，有助建立測考信心。</p> <p>g. 在批改時，肯定學生優異之處同時，亦須指出需要改進之處，兩者皆列為觀簿項目</p> |

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| | <ul style="list-style-type: none"> - 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 - 教導學生學習策略，處理課題難點，協助學生掌握及應用所學，提升學生的學習效能感 - 引導學生追求並接受挑戰 <p>d. 各科在課業及評估上，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"> - 在批改時，肯定學生優異之處，及指出需要改進之處，建立學生應對測考的信心 - 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>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> <ul style="list-style-type: none"> 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。 b. 於全級性活動(如：中一歷奇日營、中三遠足活動、中四成長營、中五失敗體驗活動等)的設計，強調友伴同行，加強學生面對困難的決心。 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。 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>學生成長及生命教育組</p> <p>各科組</p> <p>各學會</p> <p>體育科</p> <p>訓導組</p> <p>輔導組</p> <p>週會早會組</p> <p>班主任</p> | <ul style="list-style-type: none"> a. 70%學生同意透過體育項目的持續訓練，能加強堅毅精神 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 c. 學生在持續訓練的活動有 70%出席率 d. 70%學生同意能從同學的分享中學習如何面對成敗得失 |

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| | <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> <ul style="list-style-type: none"> - 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 - 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 - 活動後，作總結解說，讓學生反思過程所得 - 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>學生成長及生命教育組</p> <p>各科組</p> <p>課外活動組</p> <p>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</p> <p>過程所得；70%學生有為參與活動訂立目標及努力實踐</p> |
| <p>3.2 營造感恩的校園氛圍，培養學生愛己愛人的精神</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、兄弟感謝禮、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>學生成長及生命教育組</p> <p>各科組</p> <p>宗教德育科</p> <p>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> |

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| | <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：中二共融大使、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>學生成長及生命教育組</p> <p>班主任</p> <p>班主任事務組</p> <p>宗教德育科</p> <p>通識科, 學生會, 輔導組</p> | <p>a. 70%學生認同校園的感恩氣氛有所提升</p> <p>b. 70%學生認為參與義工服務能實踐感恩</p> <p>c. 70%學生表示有透過關愛活動向別人表達關心</p> <p>d. 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