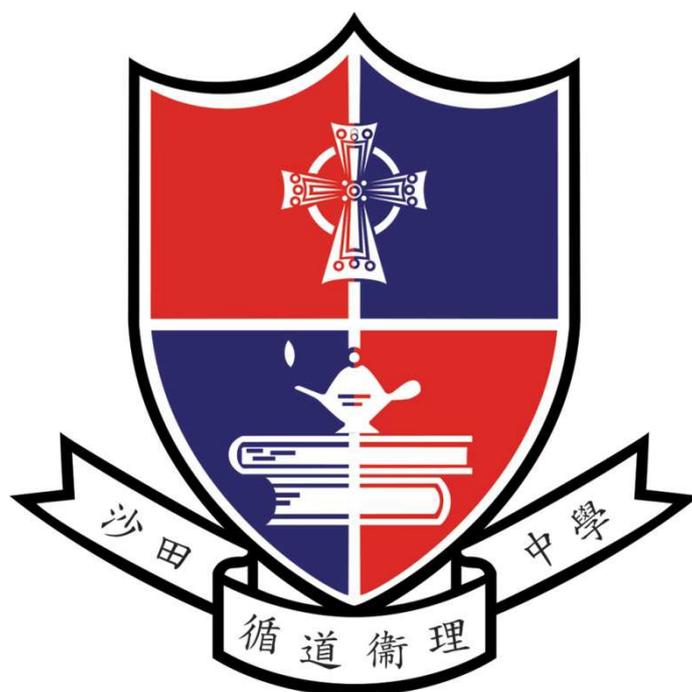


Sha Tin Methodist College

沙田循道衛理中學



2020-21 School Report

Principal's Report 2020-2021

二零二零至二零二一年度

校務報告

張翠儀校長
2021年7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。

校訓

敬畏耶和華是智慧的開端，認識至聖者便是聰明。(箴言九章 10 節)

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。
- 藉著靈、德、智、體、群、美的全人教育，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：「我來了，是要人得生命，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

簡介

沙田循道衛理中學是一所由循道衛理聯合教會主辦的政府津貼男女中學，創立於一九八三年。本校中一至中六各有四班，合共二十四班。學生共 712 人。本學年中一學生有 91.1% 來自沙田區小學。

教師資歷

本校教師 57 名。全部(100%)持有大學學位，24 人(42.1%)持有碩士或以上學位，55 人(96.5%)已完成師資培訓。另有教育心理學家、學生輔導員各一名，及駐校社工三名。在本校教學年資：

- 15 年或以上有 33 人(58.93%)
- 10-14 年有 10 人(17.86%)
- 5-9 年有 3 人(5.36%)
- 0-4 年有 10 人(17.86%)

校務發展計劃

2018-21 年度校務發展計劃以「同創 共享 齊探索；堅毅 感恩 共成長」(To Create, Share & Explore Together; To Persevere, Be Grateful & Grow Together)為主題，重點如下：

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

學校管理

本校實行校本管理，全體老師均可參與學校的決策。校內設有「學校行政委員會」協助校長處理日常校務，並審議及推行校內政策。各學科及功能小組亦定期召開會議，推進學校發展。

學校每三年制定「學校發展計劃」，並制定每學年的「周年校務計劃」。學年結束前檢視計劃實施成效，並根據各科組提交的檢討報告撰寫「學校報告」，交法團校董會審批。

本校法團校董會成員包括教育界、醫學界、工程界、商界等專業人士。法團校董會每年召開三次會議。成員組合如下：

辦學團體成員數目	12
校本校董	
獨立人士	1
校長	1
教師代表	2
家長代表	2
校友代表	2

法團校董會內常設「校本管理小組」、「人力資源統籌小組」、「財務小組」、「新生遴選小組」、「校長考績小組」、「標書批核小組」、及「校董教師諮議會」等，以支援及監察學校的運作。

教師專業發展

- 本校設有教師發展組統籌教師專業發展工作，並設立啓導教師計劃協助新同事、實習老師及代課老師適應教學工作及融入學校生活。
- 學年內教師發展組舉辦多次校本教師專業發展活動，包括教師個人成長工作坊、課室管理、善用網上平台及各種應用程式，有效提升教學質素的策略及「自攜裝置於初中電子教學的使用」工作坊、「透過藝術了解情緒」工作坊、「共融之路，從心出『法』」經驗分享，也有由辦學團體主辦的「未來世界發展與現今香港教育變革」講座，以及科本專業發展活動等。此外，教師發展日設有老師分享環節，讓教師分享教育心得。今年的分享包括由楊余明思老師及魏雋老師分享教導「特殊學習需要」學生的心得、王麗君老師分享「班級經營」等。

- 由許翠紅副校長帶領，與電腦科及視覺藝術科的五位老師，包括陳一棋老師、張華生老師、蔡麗君老師、胡嘉爵老師及俞戩駿老師，參與由教育局統籌，委托理工大學合辦的一項校本支援科技教育學習領域的計劃，名為 TAPE(School-based Support Program for Technology Education, Arts Education and Physical Education) 計劃，透過觀課及課堂研究，給予教師專業意見，在教學的範疇中得到莫大的啟迪。
- 中文科老師參與賽馬會「觸境生情」虛擬實境語文教學計劃的啟動禮、VR 公開課等，豐富教學點子。另外，中文大學的教授及陳志堅副校長今年亦親臨我校為老師作兩次的專業發展，談電子學習實踐與文本細讀、與中一級共同備課（文本細讀）、更為科本作電子教學的支援，介紹實際操作，為中一、中二進行 VR 寫作教學作準備，啟迪同學思維。
- 通識教育科連續第四個學年榮獲優質教育基金(QEF)「主題網絡計劃」(QTN)撥款，協助四所中學發展通識教育。通識科藉此於科內實踐「一案多教」及體驗學習活動，透過協作及專業交流提升教學質素。

課程發展

- 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。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，則於正規課堂內或課外時間進行，以提供多元化的學習經歷予同學。
- 初中設立 STEM 科、生活及社會科 I(資源與經濟)、生活及社會科 II(社會體系與公民精神)、中醫藥課程(中二級)及博覽學習課程(中三級)等，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。
- 本學年中四有 12 個選修學科及超過 200 個科目組合，九成以上中四同學能成功入讀自己選修的科目組合。本年於中四級增設的歷史科(History) 選修科，以切合學生多元學習的需要及提供更均衡寬闊的科目組合，亦順利開展。
- 電腦科和設計與工藝科在中一級的課程發展上繼續緊密協作，結合電腦科技知識(如 3-D Printing, Coding, Arduino)，應用於設計理念與創作工程上，以促進同學綜合和解決問題的能力，同時引入新元素，讓同學探索智能科技發展。
- 本學年中一及中二級推行「自攜電子學習工具(BYOD)」計劃，各科積極運用資訊科技，如平板電腦、使用 Padlet、Kahoot、模擬實境(Virtual Reality)、「翻轉課室」及 PowerLesson，以促進自主學習及互動教學，學生反應正面，來年初中三級均會推行「自攜電子學習工具(BYOD)」計劃。
- 本校為學生提供豐富多元的體驗式學習，在疫情期間，生物科及地理科仍能舉辦田野考察、經濟科及財企科亦順利完成舉辦公平貿易週，在 STEM Week 期間，網上科學及科技體驗活動均能順利推行，學生從體驗中建構知識，用以致學，提升能力和培養品德情意。今年因疫情緣故，原本擬定的各個境外交流團，均被迫取消，中二級的體驗學習課也未能如期舉行。不過，本校仍善用十一月陸運會被取消後的日子，舉辦 Fun Day，讓各班班會組織活動，也邀請外間機構到校為學生提供體驗或學習經歷，包括攝影、插花、地球體驗，亦有 War Game 讓高中同學共同合作，面對挑戰。七月的試後活動亦將舉辦各項體驗活動，擴闊學生視野、豐富學習體驗。

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，其他科目均採用英語授課。
- 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，英文科在中一級設分組教學，以幫助中一學生適應新的英語學習環境。另一方面，為提高初中級學生英語表達能力，英語外籍教師(NET)設計校本課程，以小組互動形式教授說話技巧，為學生營造有趣的學習環境，運用英語和同學溝通。
- 英文科在中一、二級繼續推行校本語文藝術(Language Arts Program)課程。中一級透過閱讀名著 'A Christmas Carol'，配合本校校董浸會大學英文系講師溫梁詠裳女士設計的閱讀課程，透過不同學習活動加深對文本的理解；透過創意寫作，學生代入不同角色表達自己的觀點和感受，當中運用創意思維，展示他們豐富的想像力及培養同理心。
- 為加強英語學習環境及擴闊學生視野，英文科為學生提供參與校內(Digital Stories)外各類型的學術活動及比賽的機會，包括中二級英文數碼故事比賽、香港校際英文朗誦節、校際英文辯論比賽、參加 Harvard Book Prize 及由 Singapore Chinese Girls' School 舉辦的線上模擬聯合國會議(Model United Nations)等，以加強及延伸學生學習英語的動機、興趣和能力。
- 中文科於初中設立校本《經典文學》課程，以提升同學的文學涵養；另外參加了賽馬會「觸境生情」虛擬實境語文教學計劃，通過閱讀不同香港地景文學的作品，提升同學的觀察力和描寫能力，並培養對社區的關懷。而高中文學科則舉辦了「新詩創作工作坊」、「小說創作工作坊」，邀請不同作家到校與同學圍讀作品，親自指導同學創作。
- 在校內語文活動方面，本科每年均舉辦級際比賽，如級際徵文比賽，讓同學互相觀摩及競拼；另會出版文集——《軒翥》，成為同學創作的平台，由同學編輯評賞，鼓勵創作，分享心得。此外，中文科亦舉辦學術周會，今年的主題是「大小易辯」，分享辯論技巧，為日後初中級際辯論比賽作準備。最後，中文科亦鼓勵同學參與不同的校外語文活動，包括：香港校際朗誦節、星島辯論比賽、陳贊一博士聯校微型小說創作比賽、全港中小學中文硬筆書法比賽、中學生閱讀報告比賽等；另參加了聯校講座活動：光影激盪——許鞍華說電影、狂舞足道——黃修平導演的信念，豐富同學的語文體驗，擴闊視野。
- 普通話方面，除於初中列為必修科目外，本科每年三月亦有舉辦普通話周以提升同學的普通話水平和興趣，並由同學擔任普通話大使，肩負推廣普通話工作。

生命教育

- 本周期校務發展計劃以強化學生堅毅及感恩精神，培養「成長心態」，讓學生重視努力及建立擁抱挑戰、無懼挫敗的態度為目標。
- 在早會及週會中，學生及嘉賓分享在成長過程或活動中，面對挑戰、挫敗及克服困難的經驗，培養學生堅毅精神。
- 舉辦全級性活動如：中一歷奇日營、中三遠足活動、中四成長營等，強調友伴同行，強化學生共同面對困難與挑戰的能力，培養堅毅精神。

- 透過不同活動如：中一祝福禮、中六成人禮、向非教職員致敬等，培養學生知恩、感恩之情。
- 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。
- 舉辦不同形式的宗教活動，包括福音週、學生團契、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，承傳過去所建立的基督化價值觀。
- 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。
- 本校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。

2020中學文憑試成績與升學情況

- 有 118 名中六學生應考第九屆(2020)香港中學文憑試，共應考 16 科。
- 考獲成績達 4 級或以上的比率為 56.6%。
- 87.3% 中六同學成功達大學基本入學要求 33222 或以上。
- 96.6% 中六同學成功達大學副學士基本入學要求 22222 或以上。
- 93% 同學成功獲取大學聯合招生課程學額。
- 90% 同學獲取學士學位課程學額，其中 30% 同學成功獲得香港大學、香港中文大學、香港科技大學取錄。
- 整體而言，本屆公開試成績表現理想，超過 97% 中六同學成功升讀大學及大專學院進修，當中包括大學聯合招生及自資學士學位、副學士學位及高級文憑課程。
- 四科核心科目成績

	4 級或以上比率 (日校比率)	3 級或以上比率 (日校比率)	2 級或以上比率 (日校比率)
中國語文科	61.2% (32.6%)	90.5% (58.3%)	99.1% (86.9%)
英國語文科	60.3% (29.6%)	94.0% (55.0%)	100% (80.3%)
數學科	64.7% (39.0%)	88.8% (58.7%)	99.1% (81.9%)
通識教育科	41.4% (31.1%)	89.7% (65.6%)	97.4% (88.4%)

- 表現最佳的科目成績

	4 級或以上比率 (日校比率)	2 級或以上比率 (日校比率)
數學延伸單元二	80.0% (59.4%)	100% (92.8%)
化學	73.3% (45.8%)	96.7% (90.2%)
ICT	64.7% (28.1%)	100% (81.1%)
數學	64.7% (39.0%)	99.1% (81.9%)
中國歷史	62.5% (36.8%)	93.8% (91.3%)

- 最佳成績首十名同學

學生姓名	最佳五科積點	修讀學系及升讀大學
6A 劉嘉勇	33	Social Science, CUHK 香港中文大學 社會科學學士
6A 陳愉行	32	Medicine (MBChB) Programme, CUHK 香港中文大學 內外全科醫學士課程
6D 馮沛謙	30	Bachelor of Business Administration in Accounting and Finance, HKU 香港大學 會計及財務學工商管理學士
6B 陳睿仁	29	BSc(Hons) in Radiography, Poly University 香港理工大學 放射學(榮譽)理學士學位
6C 黃德聖	29	Psychology, CUHK 香港中文大學 心理學學士
6B 葉向傑	28	International Research Enrichment, HKUST 香港科技大學 國際科研學士
6B 林家浩	28	Enrichment Stream in Theoretical Physics, CUHK 香港中文大學 理論物理精研學士
6B 何望華	28	Chinese Language and Literature, CUHK 香港中文大學 中國語言及文學學士
6B 蔡昀宸	27	International Research Enrichment, HKUST 香港科技大學 國際科研學士
6B 謝誠謙	27	Enrichment Stream in Theoretical Physics, CUHK 香港中文大學 理論物理精研學士

優質教育之持續發展

- 本校採用 Renzulli 的資優教育理念，推行課後校本資優課程，培育在中、英、數、科學創意發明、機械人等不同範疇具潛能的學生發揮所長，本學年共有 100 多名學員。
- 本校通識教育科的發展歷史悠久，扮演全港先導角色。自 2008 年至今，獲教育局邀請擔任「專業發展學校」及「主題網絡計劃」(QTN)，支援友校推展通識教育科教學。
- 本校一向重視全人教育，關注學生的身心健康。近年成立「照顧特別學習需要學生小組」，成員包括副校長、教育心理學家、社工、學生輔導員及輔導老師，以統籌有關工作，如訂定個人成長計劃、Board Game Master、歷奇教室、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。

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。本年度更舉辦家長職業分享，與同學分享不同職業的工作情況，協助同學作生涯規劃。

校友動態和與母校聯繫

- 今年校友會於九月舉辦周年會員大會，得到不同屆別的校友積極參與支持，除了順利選出校友校董，也藉著會員大會讓校友歡聚，探訪母校，重遊舊地，回憶當年。
- 校友會積極為校友提供借用學校場地，校友可預約回校燒烤、拍攝畢業照、結婚照等，讓校友延續對母校的歸屬感。
- 校友會與時並進，善用網上社交平台聯繫校友和學校，發放校友和學校最新訊息。
- 校友會定期出版刊物，發放校友和學校的最新動向，聯繫學校和校友情誼。
- 校友會推出專屬的紀念品，讓同學和校友購買，既實用又藉此表現對身為沙循人的自豪。

校外比賽獲得獎項
(2020年9月至2021年8月)

1. 學術

主辦機構及活動名稱	姓名	獎項
香港資優教育學院及香港科技大學 國際生物奧林匹克 - 香港區比賽	張希晴(5D)、王翔熙(6A)	銅獎
	區永耀(6A)	優異獎
新加坡華人女子學校 新加坡模擬聯合國會議	梁子禧(5B)	最佳立場書
Hong Kong Secondary Students Debating Competition (HKSSDC) Hong Kong Secondary Schools Debating Competition	梁子禧(5B)、陳卓堯(5D)	最佳辯論員
	阮俊樂(5B)、孔卓賢(5D)	Award
尤德爵士紀念基金、教育局 尤德爵士紀念基金高中學生獎	蔡學兒(6B)、曾嘉恩(6C)	獎學金
香港理工大學香港專上學院 HKCC 卓越商業大賽 2020/21	許卓然(5B)、林澤謙(5B) 梁子禧(5B)、陳卓堯(5D)	銅獎
奧冠教育中心 香港國際數學競賽初賽(香港賽區)	劉俊言(3C)、于皓哲(6B)	銀獎
	曾子航(1C)、許卓然(5B)	二等獎
	羅峻謙(2D)	三等獎
香港浸會大學 全港中學生市場推廣大賽 2021	許卓然(5B)、林澤謙(5B) 陳卓堯(5D)	Top 30
香港公共圖書館 世界閱讀日創作比賽	黃樂澄(5A)	Award
香港電腦教育學會 香港電腦奧林匹克競賽	區嘉朗(3D)	優異獎
創行香港 青年時事論壇及社創提案	林澤謙(5B)	最佳辯論員
	許卓然(5B)、林澤謙(5B) 林致遠(5B)、蘇嘉恩(5B)	最佳表現隊伍
教育局 第三十八屆香港數學競賽	林致遠(5B)	一等獎
香港大學饒宗頤學術館 及 香港浸會大學宗頤國學院及饒學匯聯 饒宗頤的故事 - 展覽專題報告比賽	曹丹娜 (1920-6A) 黃楸燁 (1920-6A) 潘啓迪 (1920-6A)	高中組亞軍「饒學獎 學金」港幣四萬五千 元正、獎盃乙個及獎 狀

2. 朗誦

A. 第七十二屆香港校際朗誦節比賽

i. 中文朗誦

項目	姓名	獎項
散文獨誦	陳依琳(2A)	亞軍
	陳恩陶(2B)	優良
	彭梓鏘(1B)、程巧嵐(2D)	良好
詩詞朗誦	湛曉藍(2A)、李芷朗(4C)	季軍
	周鎰迪(1A)、馮一心(3A)	良好

ii. 英文朗誦

項目	姓名	獎項
英詩獨誦	湛曉藍(2A)	冠軍

iii. 普通話朗誦

項目	姓名	獎項
詩詞獨誦	彭梓鏞(1B)	冠軍
	胡彥祺(1C)	優良
散文獨誦	陳依琳(2A)、吳芊苒(2D)	優良
	劉頌晞(1A)	良好

3. 藝術創作及表演

主辦機構及活動名稱	姓名	獎項
香港藝術學院 香港學校戲劇節	程雪雯(5D)	傑出影音效果獎、 傑出導演獎、 傑出劇本獎
	趙淑淇(2A)、劉懿(2A) 馮景悠(2B) 梁嘉慧(3A)、馮嘉浚(3B) 張展滔(3D) 翟安琪(4A)、余東浩(4C) 葉穎君(4D) 何蘊懿(5A)、程雪雯(5D)	傑出合作獎
	趙淑淇(2A)、劉懿(2A) 翟安琪(4A)、余東浩(4C) 何蘊懿(5A)	傑出演員獎

4. 音樂

第七十三屆香港學校音樂節
個人項目

項目	姓名	獎項
鋼琴獨奏六級	曾雨婷 (2B)	金獎 (冠軍)
	蕭柏宇 (1D)	銀獎
	池樂曦 (5B)	銅獎
鋼琴獨奏八級	張顯揚 (5B)	金獎 (季軍)
弦樂獨奏	沈嘉曦 (2C)	銀獎
木管樂獨奏	曾懿淳 (1D)	銀獎

5. 體育

主辦機構及活動名稱	姓名	獎項
香港心臟專科學院 「世界心臟日」心動連線	方諾恒(1B)、陳樂軒(1B)	金獎

6. 環境保育

主辦機構及活動名稱	姓名	獎項
康樂及文化事務署 綠化香港運動	沙田循道衛理中學	綠化校園工程獎 大園圃種植(中學組) 冠軍

Sha Tin Methodist College
2020-2021 Annual School Plan (ASP) - Evaluation Report

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	Evaluation (evidence can be provided by APASO, SHS, ASP surveys)
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 teachers' 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 	<p>According to the ASP 20-21 survey, the students' perspective on this aspect was positive. More than 90% students in average as seen from the ASP survey agreed that their self-learning attitude and ability, including 'first establish their goals appropriately, then implement them actively, review them regularly and improve them gradually' was greatly improved. This was delightful news.</p> <p>-It could be explained that when students found that the absence of face-to face teaching was a new normal, they had to help themselves and seek help from their peers. This enhanced the self-learning ability and peer learning habits. From observation, most teachers agreed that the senior form students had done great in their self-directed learning but displayed worry towards the learning of junior forms students. Remedial classes</p>

		<p>and revision classes were therefore arranged for those lagged behind. They proved effective as seen in the students' feedback and the academic result. For instance, the number of underachievers, ie. Unable to reach the promotion criteria was reduced in the second term compared with the first term.</p> <p>-Nonetheless, greater diversity took place. The more motivated and more disciplined kept or even improved their study while the passive and undisciplined students lagged behind. A greater learning diversity was envisaged. According to the ADC 'Failure to submit HW' surveys, about 10% of the F.1-2 students failed to submit homework punctually respectively. Thus, Saturday Homework Support classes were held by the end of March up to May to support weaker students. The effectiveness was proved as seen in the students' feedback and the decrease of the number in failing to submit homework. In a nutshell, the class suspension due to the Covid-19 pandemic had a different impact on different students. Some had a positive impact while others had a negative impact. This also depended on the support from family.</p> <p>a. Form teacher lessons about building self-learning skills were conducted smoothly. The Guidance Committee and the Academic Development Committee also arranged different programs as mentioned to take care of the underachievers. Besides, the Form teachers and subject teachers always showed concern and followed up weaker students from time to time. This was proven by the positive feedback from students' ASP survey. More than 90% students agreed that the encouragement and reminders of the teachers facilitated their self-directed learning.</p> <p>b. Due to the class suspension, it was a pity that the Friday 'Self-regulated learning lessons' were all suspended this year too. It is hoped that the SR lessons will not be cancelled in the coming</p>
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	<p>2. To enhance students' self-learning ability, subject panels will:</p> <p>a. teach and nurture students the habit and different methods of adopting various methods and notetaking apps (e.g. graphic organizers, mind maps, One Note, Evernote and Google-keep etc.)</p> <p>b. review the arrangements of instruction and assignments to elevate students' research skills:</p> <ul style="list-style-type: none"> ● internet searches (Googling) ● comprehending, summarizing and analyzing data using their logical thinking 	<p>year and alternative timeslots will be arranged for reflective learning.</p> <p>a. According to the ADC academic prefects' surveys and ASP survey, all teachers agreed that they had nurtured students the habit and different methods of adopting various methods and notetaking apps. According to the minutes and the half-yearly interviews with the Vice Principal, all subject panels and teachers had integrated components of self-learning ability into their curriculum and learning tasks. Whether it was a Zoom lesson or a face-to-face lesson, subject teachers used different apps or platforms to enhance students' self-learning and peer learning skills. Google Docs, Padlets, polls, 'Explain everything', nearpod, graphic organizers, mind maps, One Note, Evernote and Google-keep etc. were all applied to enhance the instructions.</p> <p>b. More than 95% students agreed that the arrangements of instruction and assignments could elevate students' research skills, such as internet searches (Googling), comprehending, summarizing and analyzing data using their logical thinking.</p>
	<p>3. To motivate students to prepare before lessons, subject panels will:</p> <p>a. stimulate their learning curiosity through setting up expectations and encouraging inquiries in class</p> <p>b. implement the scheme of awards and prizes as a measure of motivation</p>	<p>a. As seen from the ASP survey, all subjects asked students to conduct pre-study and students had built the habit, especially those in the senior forms. More than 90 % students recognized the learning benefits of the note-taking methods.</p> <p>b. From the ASP survey, over 90% teachers agreed that they stimulated students' learning curiosity through setting up expectations and encouraging inquiries in class or implemented the scheme of awards and prizes as a measure of motivation.</p>

	<p>4. To optimize the arrangements of assignments and activities to raise the initiative of students, subject panels will:</p> <ul style="list-style-type: none"> a. 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 b. adopt different formats of assessments (e.g. portfolio, observation, experiments, projects, assimilation, interview, performance, report, concept maps etc.) and modify the 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 c. diversify the choices of topics, formats, methods of project learning to cater for individual interests and strengths and thus increase students' sense of ownership of learning. 	<ul style="list-style-type: none"> a. According to the ADC academic surveys and ASP survey, more than 80% students were satisfied with the arrangements of all types of assignments of each subject and with the assessment or quiz arrangements of each subject. More than 80% students agreed that they had developed a habit to arrange their time for assignments and assessments properly. b. From book inspection and schemes of work, it was found that different subjects adopted different formats of assessments (e.g. portfolio, observation, experiments, projects, assimilation, interview, performance, report, concept maps etc.). The scale and number of each form's assessment were modified. Quizzes were conducted regularly and smoothly even in Zoom lessons. But it was found that test anxiety was still high among our students in general as seen in the APASO. More concrete means might be necessary to identify the reasons to reduce such anxiety in the coming years. c. More than 80% students agreed that the choices of topics, formats, methods of project learning could cater for individual interests and strengths and thus increase students' sense of ownership of learning. But from observation, it was agreed that due to the constraints of face-to-face interaction, the project learning effectiveness and interest could not be as great as before.
	<p>5. To enrich teachers' and students' understanding of self-learning strategies and application of BYOD through corresponding staff development activities and sharing in the subject panels' meetings and Form Teachers' meetings</p>	<p>More than 90% teachers agreed that staff development days, class visits and subject meetings enhanced the application of iPad teaching and learning, and students were familiar with various self-learning strategies and application of iPad teaching and learning.</p>

<p>1.2 To strengthen students' peer learning</p>	<p>1. To optimize teaching to develop students' confidence and sense of satisfaction in collaborative learning, subject panels will:</p> <ul style="list-style-type: none"> a. conduct group learning at least once in each topic, either intra-group or inter-group b. employ various teaching tools such as little blackboards, e-learning software/apps (e.g. PowerLesson, Padlets, Moodles, Forum, Google Doc) at least once in a term to let students learn collaboratively c. give students chances to display their co-learning products in different platforms: morning assemblies, cyclic assemblies and subject/KLA based project learning exhibitions/shows 	<ul style="list-style-type: none"> a. Due to covid-19 pandemic, group face-to-face learning activities this year was fewer. But peer learning still existed. More than 80% students as seen in the ASP survey agreed that collaborative learning could enhance their confidence and sense of satisfaction. b. There were a lot of online collaborative learning activities in each form. 100% teachers agreed that they employed various teaching tools such as little blackboards, e-learning software/apps (e.g. PowerLesson, Padlets, Moodles, Forum, Google Doc) at least once in a term to let students learn collaboratively. About 75% of students as seen in ASP survey even agreed that the online interactive apps or platforms could facilitate self-learning and peer learning and enabled students to learn better. c. Although some assemblies were cancelled due to covid-19 pandemic, the display and sharing of the learning outcomes in various platforms were still conducted in all subjects which enhanced peer learning capacity, increased students' confidence, satisfaction and sense of achievement. It was found that setting up peer study groups was an effective way to strengthen peer learning from observation and could reduce test anxiety. If the situation improves in the coming year, it is hoped that such groups can be promoted.
	<p>2. To carry out the 'Bring your own device' (BYOD) in F.1 and F.2</p> <ul style="list-style-type: none"> a. each subject panel gradually engages in e-learning activities, especially Form 1 students 	<ul style="list-style-type: none"> a. According to the teachers' ASP survey, iPad learning activities were fully conducted in F.1-2 due to the need to use them during class suspension and resumption of school.

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

Objectives	Strategies	Evaluation (evidence can be provided by APASO, ASP surveys)
<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, apply what they learn, deepen the learning concepts and increase problem-solving skills and creativity. Examples:</p> <ul style="list-style-type: none"> a. Scientific experiments (e.g. Science subjects, Technology, Engineering and Mathematics) b. Community exploration (e.g. Chinese, English, Humanities) c. Service exploration (e.g. RME, LS) d. Business and careers exploration (e.g. BAFS, Economics, CC) e. Authentic language exposure (e.g. English, Putonghua) f. Nature excursion, field trips (e.g. Geography, Physics, Biology, Science) g. Aesthetic experience (e.g. Music, VA, ECA Committee) h. Physical Education experience (e.g. PE, ECA Committee) 	<p>Due to the Covid-19 pandemic and class suspension, face-to-face experiential learning in subjects was limited. But subject teachers showed in the ASP survey that they did their best to provide the experiential activities for students to engage in. For instance,</p> <ul style="list-style-type: none"> - Geography field trip was made possible in the 1st term. - Coral-nurturing activity organized by IS subject, - the participation in the Speech and Music Festivals by students' video-shoots, the participation in the Singapore Model United Nations Conference, Chinese and English Debate online or face-to-face competitions were all commendable activities. - VR experiences were utilized in History or Chinese language lessons. - Fair trade sales were organized by Economies and BAFs subjects at school despite the shorter school hours. - Experiential STEM activities were organized in STEM week. Students could do the STEM experiments at home through Zoom workshops after getting a pack of learning kits at school. - Community service was also conducted for the elderly by RME subject although there was no real face-to-face contact - Day camps, such as F.6 gospel camp in May, were held in accordance with the EDB regulations upon the Covid-19 pandemic etc.

	<p>2. To formulate, synthesize and coordinate all school activities to strengthen the cooperation among different units</p> <p>a. The Experiential Learning Group (ExpL Gp) plans and carries out</p> <ul style="list-style-type: none"> ✧ F.1 Service Experiential learning during the Post-exam days ✧ F.2 Fridays' after-school experiential learning ✧ F.3 cross-border excursions overseas so as to broaden students' horizons and ✧ to oversee all overseas trips at school <p>b. The ECAC optimizes the large-scale whole-school level activities through better arrangements of venues and target audiences</p>	<p>a. Due to the Covid-19 pandemic and class suspension, the experiential learning activities in all forms and local and overseas excursions were limited and cancelled. Yet, A FUN DAY was organized in November and it created fond memories, and all agreed that it was a very joyful experiential learning activity.</p> <p>b. The ECA Committee has optimized large-scale whole-school level activities and organized several post-examination activities for students smoothly and successfully. From observation, both teachers and students enjoyed the activities very much.</p>
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Concern 3: To cultivate the spirit of grit, thankfulness and the attitude of embracing challenges with optimism

Objectives	Strategies	Evaluation (evidence can be provided by APASO, ASP surveys)
<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>a. According to the ASP survey, it was revealed that teachers had a good understanding of the concepts of a growth mindset. Both teachers (100%) and students (95%) totally agreed that emphasis was placed on the importance of making constant effort and learning from mistakes.</p> <p>b. According to the ASP survey, 100% teachers and 86% students agreed that the design of teaching and assignments could ignite learning passion and boost their learning confidence.</p> <p>c. According to the ASP survey, 100% teachers and 94% students</p>

	<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' abilities) ✧ Design extended tasks that ignite learning passion ✧ Provide suitable support for students with learning difficulties, e.g. concepts breakdown, graded materials etc. ✧ assist students to set appropriate learning goals ✧ teach students study strategies and ways to deal with difficult points in the topics ✧ facilitate students in the pursuit of challenges <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 improvement 	<p>agreed that teachers' appropriate and positive feedback could encourage students to work persistently.</p> <p>d. According to SHS, students reflected that teachers were concerned about their study progress and always let them know their learning weaknesses. However, students' perception of their learning confidence was still not very high.</p> <p>e. According to the APASO, students' growth mindset and grit were yet to be improved. Test anxiety was still a common phenomenon among students of all forms.</p> <p>It is essential to help students develop a growth mindset and grit to meet students' needs. In response to students' learning confidence, assisting students to acquire study skills and build up their learning confidence is needed.</p>
	<p>2. Through continuous training in activities to enforce students' self-discipline and encourage companionship to face challenges collaboratively,</p> <p>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</p>	<p>a. F.4 Growth camp and some extra-curricular activities were held over the internet.</p> <p>b. "Grit Week" was held this year. According to the ASP survey, both teachers (92%) and students (80%) agreed that the sharing of how to embrace failure and overcome challenges among teachers and students in assemblies and class was inspiring.</p>

	<ul style="list-style-type: none"> b. Design whole-form activities (e.g. : F.1 Adventure Day Camp, F.3 Trekking or hiking, F.4 Growth Camp) highlighting the theme above c. Regular training (e.g. competitions, school teams, extra-curricular activities) d. Assemblies and form meetings to let students share their challenges in the activities they have joined. 	<ul style="list-style-type: none"> c. According to the APASO, the social support among teachers and students is positive, the companionship enhances students' resilience in facing difficulties. d. Due to the outbreak of Coronavirus in Hong Kong, some of the extra-curricular activities, including Round Estate Run, Athletic Meet, Swimming Gala and Outdoor Activities Day were cancelled. To cultivate students' spirit of grit, it was expected that all of these activities can be organized in the following year.
	<p>3. To reinforce independence and the spirit of grit through the design and implementation of activities</p> <ul style="list-style-type: none"> a. Leadership training focusing on problem-solving ability b. Emphasize the leading role of students in activities to improve their sense of ownership and commitment c. 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 	<ul style="list-style-type: none"> a. Students' problem-solving ability has been strengthened through the leadership training programs. b. Activities organized by class committees on Fun Day, school clubs and Student Union were student-initiated. According to the ASP survey, both teachers (92%) and students (87%) agreed that students' sense of ownership and commitment was improved by organizing activities. c. According to the ASP survey, both teachers (94%) and students (93%) totally agreed that debriefing sessions were conducted which could help students reflect on their learning outcomes. <p>According to the ASP survey, 73% teachers and 85% students agreed that students' growth mindset of embracing failure was nurtured but still need to be stretched.</p>

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 and to convey the values of being thankful and grateful <ul style="list-style-type: none"> 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 Adulthood ceremony) 	According to the ASP survey, 100% teachers and 86% students agreed that life education activities such as F.1 Benediction Ceremony, F.4 Volunteer Team Thanksgiving Ceremony and F.6 Adulthood Ceremony could nurture the values of being thankful and grateful. Students expressed sincere gratitude and appreciation to their parents and teachers in their reflections.
	2. To build a thankful ambience and teach students to be thankful <ul style="list-style-type: none"> 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 <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) 	<ul style="list-style-type: none"> a. F.2 and F.4 Volunteer activities were organized via internet. Students prepared gifts for children and the elderly. According to the ASP survey, both teachers (98%) and students (84%) agreed that students could show their love and care to others through caring activities. b. According to the ASP survey, both teachers (89%) and students (93%) would agree that a thankful ambience is being built in the campus.

Evaluation Methods/Tools:

1. School-based Teachers’ and Students’ Questionnaires; APASO; SHS
2. Evaluation Reports of Each Subject Panel