HO FUNG COLLEGE

(Sponsored by Sik Sik Yuen)

School Development Plan (2019/20 to 2021/22)

High Efficacy in Learning and Teaching
高效能學與教

Positive Values
正面價值觀

Good Attitutes
良好態度

SCHOOL MOTTO

"To act benevolently and to teach benevolence"
普濟勸善

MISSION STATEMENT

Our school is committed to providing our students with an all-round quality education so that they can make valuable contributions to the well-being of our community.

Following the guiding principle of Sik Sik Yuen, our school observes closely the teachings of Confucianism, Buddhism and Taoism in our moral training. In line with our School Motto: "To act benevolently and to teach benevolence", we aim to inculcate in our students a strong sense of probity and civic duty. We emphasise a balanced development through moral, intellectual, physical, social and aesthetic education which will help our students to become competent and responsible citizens.

Our school places great emphasis on helping our staff to develop professionally, acquiring ample teaching resources, promoting close links with parents and alumni, and collaborating with other social services organisations, so as to create a congenial environment for providing quality education for our students.

Our school aims to achieve the following goals:

A. Character and Values
    1. To help our students develop sound moral character with the proper values and the right attitude towards life;
    2. To help our students appreciate their own uniqueness, and become confident and conscientious individuals;
    3. To encourage our students to develop independent thinking, analytical power, and the ability to distinguish right from wrong, to solve problems, to shoulder responsibility, and to express their views confidently;
    4. To help our students develop harmonious relationships with others, and to learn to respect and understand other people; and
    5. To teach our students to be adaptable to changes, and become versatile and well-balanced intellectuals.

B. Learning and Growth
    1. To provide a happy and disciplined learning environment for our students and inculcate in them a strong sense of belonging;
    2. To help our students master self-learning skills and arouse their intellectual curiosity;
    3. To raise our students' level of proficiency in two languages (English language and Chinese language) and three dialects (English, Cantonese and Putonghua); to help them lay a solid foundation in their academic work, and to enhance their political, economic, cultural and technological awareness;
    4. To help our students fully develop their potential so that they can excel in both academic work and extra-curricular activities;
    5. To help our students understand the importance of physical fitness and adopt a healthy life-style;
    6. To help our students develop their creative and aesthetic abilities and to teach them to take pride in their cultural heritage; and
    7. To help our students understand and show concern for the community, and take on a much wider perspective of the world so that they can shoulder their fair share of responsibility towards their family, community, nation and the world.

1. Effectiveness of the previous School Development Plan (2016 – 2019)

Major Concerns	Achievements	Follow-up action
To develop a highly effective school	◆ The school has incorporated some major renewed emphases (MRE) of the latest curriculum development as implementation strategies, such as promotion of Information Technology (IT) in Education, implementation of an interdisciplinary Science, Technology, Engineering and Mathematics (STEM) education, and extension of Reading to Learn. Constant reviews have been made with continuous adjustments in building up a learning community in the school. ◆ Funding for School-based After-school Learning and Support Programmes was utilised to launch supplementary tutorials from S1 to S6, and was found to be successful. DLG funding was used to offer supplementary learning opportunities in various subjects such as Music, Liberal Studies, Chinese debate, English debate, English speaking and English writing. ◆ "Student-centred" teaching/learning paradigm was widely adopted at all levels. The results were commendable, as the strategy could cater for learner diversity, promote greater participation, and provide a variety of learning experiences. ◆ In light of students' diversity, students with mixed ability were assigned to different learning groups in some classrooms to cultivate their self-directed learning ability. One S4 LS class employed English as the medium of instruction and the others were administered in Chinese. The purpose of the review was to better cater for students' needs, giving them a choice to choose between Chinese and English as the medium of instruction. Students' efficacy in learning was enhanced.	◆ Collaborative Learning will be further promoted in the junior forms. Teachers will further encourage the sharing of good practices in collaborative learning. ◆ Continuous adjustments in building up an effective learning community in the next 3 years. ◆ Workshops and staff development programmes on e-learning will be conducted to bring about a paradigm shift among teachers. ◆ A culture of greater collaboration and professional sharing among teachers is promoted through lesson observation. ◆ Grouping arrangement will be optimised to facilitate self-directed learning ability and confidence building.
	◆ With concerted efforts among teachers, subject-based learning strategies were carefully devised to enhance students' study skills and examination skills. Extra tutorial groups were also arranged for students dropping elective subjects in S6. In a continued effort to support students, Study Room was open to S6 students, and it was well utilised. This was deemed critical for administering extra guidance and advice. Students favoured the plan and showed enhanced awareness of their responsibility for their own learning.	◆ Incorporated as routine work.
	◆ Students' regular and self-directed reading habit was gradually built up through the Morning reading periods, various reading schemes and library visits, and thus initiating them to map out academic pursuits.	◆ Incorporated as routine work.

Major Concerns	Achievements	Follow-up action
	◆ School bag cabinets were installed in classrooms to favour students' grouping during lesson time. A survey was carried out. It was found that students' learning attitudes were generally enhanced, and the feedback from students was positive. ◆ The pilot scheme of Collaborative Learning was launched in the junior forms, mainly in S1, S2 and S3, in a bid to further foster the culture of a student-centred classroom and cultivate students' self-learning ability.	
	◆ The NSS curriculum structure and the combination of subject choices in the senior forms were continually refined. Students' performance indicators and assessment data were used to evaluate curriculum planning.	◆ Incorporated as routine work.
	◆ With the funding granted by the EDB specially designated to IT in Education, the school is able to be equipped with better learning platforms and hardware devices. In addition to the current hardware facilities provided to teachers and students, 45 Microsoft Surface Pros and 4 tablet PCs were purchased to facilitate the use of mobile devices in classrooms and learning activities of students studying HKDSE Music. Four interactive touch display boards were installed in all S1 classrooms. The IT Support Section offered their guidance and resources to help familiarise teachers with the new IT equipment and platforms that were implemented. ◆ In addition to the infrastructure development, there has been sharing of good practices on e-learning among teachers. Online resources and platform are well in place in the school to support learning and teaching. The online platform has been well used by some teachers to provide timely feedback for students to improve, as well as for students' self and peer evaluation.	◆ The school will join the "Community Care Fund Assistance Programme – Provision of subsidy to needy Primary and Secondary students" for purchasing mobile computer devices to facilitate the practice of e-learning. ◆ Teachers will be encouraged to explore the possibility of innovative and alternative pedagogies by having more lesson observation and post-lesson sharing, particularly on the use of IT equipment. ◆ It is worth further exploring the use of IT in Education to empower students and stretch their potential in learning.
	◆ Various measures have been adopted to promote STEM education in the school. Different project studies were designed in the junior forms in the related subjects, for example, Rock candy stick (IS), Styrofoam cutter (IS), hot spring egg (Phy and Bio), Geogebra investigation (Maths and C&T), Mobile phone holographic projection (Maths and Phy), Linear regression analysis and processing of experimental data (Maths, IS and C&T), molecular cuisine and food science (Phy, Chem and Bio). Advanced equipment was purchased and widely used to enhance scientific investigation or competition, which include using Makeblock to design catapult device in learning projectile motion (Phy), using data logger to collect and interpret experimental data instantly (Phy, Chem, Bio). An aquaculture was built in the Biology Laboratory. New species were added at different stages to demonstrate different ecosystems. Also, different	◆ The school will further promote STEM education in the junior forms.

Major Concerns	Achievements	Follow-up action
	monitoring and measuring facilities were installed to equip students with both scientific knowledge and data application. ◆ Robotic programming workshops and competitions were organised by C&T Department for students. To facilitate students' understanding of different scientific processes, slow motion videos and time lapse video were captured and edited, for instance, melting of ice, rusting in nails, food decaying process, growth process of young seedlings, changing of shape under batting. These measures help to enhance students' interest, knowledge and skills in STEM education. ◆ A "science in life" learning atmosphere in school has been successfully fostered through STEM education and the foundation of having STEM Education in school in the long term has been established.	
	◆ Various functional groups were organised. The activities included debates, speech contests, writing competitions, book report competitions, music events, sports competitions and environmental protection programmes. Each of these activities was successful in building a highly effective school constructively.	◆ Incorporated as routine work.
	◆ Various award and scholarship programmes were continued to celebrate academic prowess and recognise students' distinguished performances in other areas.	◆ Incorporated as routine work.
	◆ In the past three years, the percentage points of students meeting the general entrance requirements for local undergraduate university programmes and sub-degree courses in the HKDSE Examination were well above the territory averages of day school students. With reference to the S1 intake, it can be concluded that the students performed well in the HKDSE Examination in the past three years.	
To enhance students' positive personal attributes	◆ A diverse array of competitions and requirements like English and Chinese Debating Competitions, the Reading Scheme, Science Week, English Week, Chinese Week, Mathematics Week, the Inter-house Drama Competition, Fun Fun Show, Fashion Show X Dance Competition, Music Contest, Sports Day, Swimming Gala and Cross Country Run, to name but a few, helped to enhance students' positive personal attributes as they become more well-rounded citizens. Most students engaged in the competitions and activities. ◆ Students were nurtured to be morally and civically responsible youngsters through co-curricular/volunteer services and the "Leadership Training" Programmes. Most students displayed perseverance in completing the tasks assigned to them.	◆ A new Physical Fitness Club will be established to promote sports science and medical knowledge to students. ◆ Other measures are to be incorporated as routine work

Major Concerns	Achievements	Follow-up action
	◆ The school has recently revised the Student Performance Grading System and Co-Curricular Activity Award Scheme. The former has become an effective tool in helping students develop a more balanced outlook on their learning experiences.	◆ There could be better alignments in the scoring standard among teachers.
	◆ CCA Award Scheme awards students for their achievements and making good progress in CCA. Through greater recognition given to their attitudes, such as persistence and perseverance, students display greater confidence and commitment.	◆ The excel tools will be further modified to collect data from different aspects (e.g. activity record, award record, leadership record, scholarship record and service record) and a summary report will be generated to each student at the end of year.
	◆ Starting from S1, there is "one student one sport/music programme". Morning assemblies are deliberated with talks, sharing and flag-raising ceremony. There are formal lessons on moral education in both the junior and senior levels. Elements of moral education are embedded across different subjects. Basic Law education is incorporated into Life and Society and Chinese History; and students are given the first-handed opportunities of joining the Mainland study tours to foster their national identity. Visits and overseas study tours are also arranged to integrate students' subject knowledge and skills and to build up students' positive self-perception.	
	◆ There is a close and effective collaboration among functional committees in providing support on student development. A wide range of life planning education programmes have been organised for students across different forms, including life education form period for S1 and S2, subject selection talk for S3, and talks on career and further studies in the senior forms. Solid support elicited from the alumni for experience sharing, delivery of career and subject selection talks. There are also visits to and consultation sessions held by the tertiary institutes. The life planning education strengthens students' self-understanding and helps them to have a clearer focus on their career and academic pursuit. This in turn fosters students' realisation of their academic aspirations. With the use of assessment data, students are well informed of their choice of electives in the senior forms. The senior form students also have a good understanding of their performance in school in meeting with their aspirations in local tertiary institutes.	◆ A whole-school approach conducive to the inculcation of positive values and attitudes will be incorporated as routine work. ◆ Life planning education should be enhanced by further exploration of multiple pathways for students with different talents.
	◆ Related workshops are organised to help students tackle life difficulties and lead a healthy life. Student voices are given proper attention. Students have chances to express their opinions on school policies through the questionnaire survey and consultative meetings with teachers. Their views on the arrangements of some co-curricular activities have been suitably addressed.	

Major Concerns	Achievements	Follow-up action
	◆ The theme of student participation in various social service activities was considered to be a valued step in driving students' personal development. Such activities included elderly home visits and volunteering schemes. Group Gold Certificates, Individual Gold Certificates, Individual Silver Certificates and Individual Bronze Certificates were given to student participants as a gesture to honour their selfless acts.	◆ Incorporated as routine work
	◆ Formal award recognition ceremonies were held to acknowledge academic performance and CCA performance. The school does not only recognise the achievements of outstanding students, but also creates positive examples of many different student role models. As a result, students were able to relate to certain qualities and attributes whilst refining their own approach to life and study.	◆ Incorporated as routine work
	◆ Students participate actively in a wide array of activities and competitions both within and outside school. They have won numerous individual and group awards in district and territory-wide competitions, including Chinese and English debates, sports, music, speech, and social services. They have obtained outstanding achievements in the international activity "Odyssey of the Mind", won the championships at regional level and the first and second runners-up in the world finals in recent years.	
	◆ Greater attention is now given to the more average students to recognise their efforts and build up their confidence. This development is on the right track as there could be more success celebrated among a larger group of students.	
	◆ The "class management scheme" has been successful in internalising students' self-discipline. Class rules are set by the students themselves. Their team spirit and sense of belonging to the class have been enhanced. Students are also provided with ample opportunities to organise various types of activities. Through organising these activities, students can develop and make use of their knowledge and generic skills.	
	◆ Students are smart, self-disciplined and committed to learning. Students also enjoy a good relationship with both their peers and teachers. They are proud of their school and exhibit a strong sense of self-reflection on their performance to strive for excellence. Most are confident, eloquent and presentable. Student leaders show a great sense of responsibility and dedication to serving the school and their junior counterparts.	

2. Evaluation of the School's Overall Performance

Performance Indicator Areas	Major Strengths	Area for Improvement
School Management	◆ A number of changes have been promulgated by the Principal, focusing on school management and organisation. ◆ Every year the school conducts an evaluation of the major concerns in School Development Plan (SDP) and the "Major Concern of the Year", summarising the key achievements, reflections made and the feedback for subsequent development. ◆ The systemic documentation has been established to enhance the PIE (Planning, Implementation, Evaluation) process. ◆ There is a thorough and honest evaluation of the yearly programmes of the subjects and functional groups, which forms the basis of the comprehensive year-end school report (SR). ◆ A strong data-driven approach is adopted for the school development. The school has made frequent use of surveys and questionnaires at school level to help map out the improvement needs. ◆ Teachers play a fundamental role in student learning. Efforts are put not only on maintaining staff stability through utilisation of different grants, but also on making long-term planning in optimising teacher expertise for the senior form teaching. ◆ With open dialogues kept between the Principal and teachers, teachers' consensus in school development is generally high.	◆ There is room for improvement in the monitoring mechanism. ◆ There is room for improvement in the application of the PIE (Planning, Implementation, Evaluation) strategies at the department and functional group level ◆ There are places to be filled for both the senior and middle management. To continue with the current success of the school and for its future development, deliberation could be given by the SSB on the succession plan with greater recognition given to teachers with good potential.
Professional Leadership	◆ The Principal demonstrates strong and effective leadership, and the changes brought along are with discernible positive outcomes. ◆ The school has adopted a developmental approach in striving for self-improvement. ◆ There has been restructuring of the school organisation into four domains (academic, school management, pastoral care, school publicity and partnership) for more effective collaboration. ◆ Since 2017, the organisational structure of the school has further been modified to an emerging hierarchy where more teachers should take the responsibility for school development. ◆ The school has been focusing on building on strengths, cascading the concerns at school levels and individual levels, enhancing collaboration among staff and improving corporate ownership.	◆ The senior staff should be given more training to improve their guidance and leadership skills. More good management practices, such as regular meetings to identify problems, documentation of issues and resolutions for proper follow-up, and close monitoring of the change processes as well as their outcomes, could be implemented. ◆ The roles of KLA coordinators should be further consolidated. Collaboration among subject teachers in the same KLA should be strengthened. ◆ The appraisal system, which often serves to identify the strengths and areas for improvement of individuals, can be used to identify and prioritise the training needs of the school as a whole.

Performance Indicator Areas	Major Strengths	Area for Improvement
Curriculum and Assessment	◆ Academic domain has been overseeing the academic development in the school, including enhancing EMI, assessment, teachers' professional development, as well as facilitating and monitoring the functioning of KLA/subject panels. ◆ The curriculum framework is broad and balanced. It encompasses all KLA and provides students with adequate life-wide learning experiences through a good range of co-curricular activities and educational visits. ◆ There has been restructuring of subjects offered at the junior levels, with a broad curriculum to help students build a strong knowledge foundation. The widening of elective subjects in the senior forms enables students to pursue areas of their own interests and abilities. The smaller class size also enhances a more interactive learning environment, which is conducive to more effective learning. ◆ The school curriculum is characterised by practising the teachings of Confucianism, Buddhism and Taoism. ◆ Data evidence approach by analysing the internal and external assessment results is adopted in the evaluation of student learning.	◆ The culture of lesson observation as a whole-school practice is developing, more school-based consideration could be given to the implementation of "collaborative learning". The school could assess the suitability of this strategy in the school context and deliberate how this strategy could be utilised to encourage students' independent learning capabilities. ◆ There is room for improvement for most subject departments to make a better use of assessment information to provide feedback to inform curriculum planning, learning and teaching. ◆ The KLA coordinators are playing a proper role in ensuring the quality of curriculum implementation, their curriculum leadership could be strengthened, such as the capacity building of the KLA members.
Student Learning and Teaching	◆ A number of changes have been promulgated by the Principal, focusing on student learning. There is strengthened use of government funds to enrich students' learning experiences and cater for their learning differences. ◆ The planning, implementation and evaluation (P-I-E) cycle is well in place among all KLAs/subjects. Evaluation reports are prepared by different subject panels to review and reflect on their progress with follow-up measures. ◆ Students possess very good learning attitudes and are interested in learning. They are attentive and positive, observe class discipline well and show respect to teachers and peers. They respond well to challenges and participate eagerly in learning activities. ◆ Some students, especially those at senior levels, demonstrate good communication and critical thinking skills. ◆ Students believe that teachers often tell them about their progress and problems in learning, often make them inquire into/investigate different issues in lessons and often arrange learning activities such as group discussion and oral presentation in lessons. These have been reflected in the stakeholder survey.	◆ In view of students' good potential, the school could explore making a good use of "assessment as learning" to strengthen students' SDL through self-reflection and goal setting. ◆ More diversified learning and teaching strategies should be adopted in lesson delivery in response to students' learning progress and to cater for their learning differences. ◆ More thought-provoking questions could be asked to stimulate students' higher order thinking, followed with specific feedback for students to make improvements. ◆ More opportunities should be opened up for students' demonstration of learning and self-reflective learning. ◆ In line with the school's development focus on promoting IT in Education, a wider application of e-resources in facilitating assessment for learning should be explored. ◆ Teachers' professional capacity could be further strengthened with greater exchange of professional dialogues both within and beyond the school. ◆ Specific and constructive feedback has to be given to students to extend their learning in classroom learning and teaching.

Performance Indicator Areas	Major Strengths	Area for Improvement
	◆ The school has successfully created an English-rich learning environment. Teachers are eloquent in using English in lesson delivery, and most students can communicate fluently and confidently in English both in and outside class. ◆ Student data has been widely used to effectuate greater learning and teaching effectiveness, such as the matching of student interest/abilities with their elective subjects in the senior forms, and the use of assessment data to enhance student learning through different types of grouping of students in the junior forms. ◆ The school assessment and assignment policies are clear, there is a good variety of assignments designed to extend students' knowledge and skills, such as creativity and problem-solving skills. Teachers' use of feedback to aid students' learning is also discernible.	
Student Support	◆ Students' positive values and attitudes are cultivated through co-curricular activities, morning assemblies and school-based moral education curriculum. ◆ To better address students' learning needs, there is small group English teaching in S1, and ability grouping of students in S2 and S3 according to their performance in English, Chinese and Mathematics. Various enhancement and remedial programmes such as elite class, remedial classes and supplementary tutorials are also in place to cater for learner diversity. ◆ The school climate is positive. Students can maintain harmonious relationships with their peers. Teachers are hard-working and have good rapport with students. Students believe that the school actively fosters their virtues. They like the school and get along well with their schoolmates. ◆ Teachers are competent. They love the school and focus on nurturing benevolence of students. With the concerted efforts of all teaching and non-teaching staff, and with student voices heard, the school is making pleasing and steady progress. ◆ The formulation of annual programme plans for students' pastoral care is devised according to data drawn from Assessment Program for Affective and Social Outcomes (APASO), programme evaluation reports, questionnaire survey findings and meetings with students. Suggested measures in evaluation reports and meetings are properly followed up.	◆ Parents have high expectation in the school in view of student support. ◆ More teachers should be trained to tackle the learning problems associated with students with special education needs (SEN).

Performance Indicator Areas	Major Strengths	Area for Improvement
Partnership	◆ The Parents-Teachers Association (PTA) serves as an effective bridge between the school and parents. Parents have good knowledge of the school and can provide constructive advice for school development. There are adequate channels for both the school and the PTA to disseminate school information to parents. Parents are supportive of the school and are willing to serve as volunteers in the school library and in various activities. ◆ The alumni are supportive of the school. Alumni scholarships have been set up and careers talks by alumni are arranged regularly.	◆ To enhance teachers' professional capacity, more links with stakeholders and other education organizations should be initiated. ◆ Stronger links, in terms of dialogue and professional exchange, with other schools could be forged to further initiate pedagogical changes among teachers.
Attitude and Behaviour	◆ Students are polite, active, positive, well-disciplined and are conscientious in their work. ◆ Students possess good social skills and maintain harmonious relationships with their peers. They enjoy their school life and have a strong sense of belonging to the school. They take an active role in school activities and community service and exhibit mature leadership skills, including the ability to organise activities independently.	◆ To develop students' positive attitude in enhancing their: (a) sense of responsibility (b) correct attitude in time management
Participation and Achievement	◆ Students have good academic performance in public examinations. ◆ The percentages of students awarded with the minimum entrance requirement for local degree courses are significantly above the territory averages for day-school students. ◆ Apart from leadership training programmes provided by the school, students develop their leadership skills through playing an active role in organising activities. ◆ Students participate in a wide range of activities, including trips to the mainland, cultural visits, sports, service and aesthetic activities. They have attained good achievements in competitions including sports, dance, music, verse speaking and those concerning the environment, which suit students' expectations in the Stakeholder survey.	◆ The process of recording students' activities and awards can be further streamlined to increase accuracy and reduce repetitive input of data.

3. SWOT Analysis

Our Strengths
1. Our school has an excellent reputation and ethos.
2. The overall atmosphere of our school is good. Staff are able to work well in a good environment; the students like the school and have a strong sense of belonging; rapport between our teachers and students is good; the parents trust the school; school alumni are concerned with and support the school development.
3. Parent resources which support the school development are rich.
4. Our school provides positive support to students and organizes diversified learning activities, developing their multiple intelligences and facilitating their all-round development.
5. Our school has an excellent team of teachers. The staff team is stable with low wastage and staff changes. Teachers are experienced and independent in their teaching.
6. Our students have a pleasant school life. They are polite, diligent in their studies, maintaining good classroom order and being attentive in various learning activities.
7. Students support each other and learn among peers.
8. In recent years, more young teachers have joined our school, bringing in vitality and new elements. Their contribution, together with invaluable experience of senior teachers, contributes to sustainable development of the school.

Our Weaknesses
1. There is a need for improvement in enhancing students' confidence in learning.
2. Students' motivation in learning needs to be further enhanced.
3. Self-care abilities of students need to be further strengthened.

Our Opportunities
1. Our students mostly belong to the band one group in Hong Kong. They generally have high learning ability and great potential.
2. More deliberation and collaboration within and across departments, regarding effective implementation of the strategies, are in place.
3. More resources are given by EDB to facilitate better learning and teaching activities.
4. IT infrastructure in our school is well implemented, which provides good opportunities for e-learning.
5. Alumni are concerned about school development and most of them have achievements in their own careers. Our school may make use of such alumni resources to assist our students in their personal growth.
6. With the new IMC composition, greater mutual support and understanding between the IMC and school management are expected.

Our Threats
1. We have to find ways to properly arrange six-year consistent learning experience for students, to cater for learner diversity, to enhance students' self-management, learning confidence and sense of accomplishment.
2. Our students are devoted so much to electronic devices. If they have improper time management, their academic development may be affected and their learning potential may be hindered.

Major Concern	Targets	A General Outline of Strategies/Tasks	19/20	20/21	21/22

1. To enhance efficacy in learning and teaching	◆ To train students to be confident learners.
	◆ To cultivate a good study atmosphere and enhance learning motivation.
	◆ To cultivate an appreciative culture and give more positive feedback to students.
	◆ To build up a learning community which shares passion for academic excellence.
	◆ To share teaching experience and resources among teachers to enhance teachers' professional development.
	◆ To increase teachers' professional capacity.
		1. To cultivate a strong reading culture through implementing various reading schemes.
		2. To equip students with subject-based learning strategies focusing on:
		   a. various study skills in the junior forms; and
		   b. examination skills in the senior forms.
		3. To optimise the award scheme system and establish new measures to recognise students' outstanding performance and remarkable improvements.
		4. To establish students' good learning practices by enforcing rules to maintain good discipline.
		5. To further promote and develop e-learning.
		6. To further promote and develop STEM education.
		7. To encourage a student-centered paradigm in learning and teaching.
		8. To encourage teachers to engage in teaching training and workshops.
		9. To build up a culture of collaboration and enhance experience sharing among teachers through lesson observation.
		10. To build a learning community among students and teachers.
			✔	✔	✔

2. To develop students' sense of responsibility and empathy	◆ To develop empathy in students. ◆ To build resilience in students and sharpen their sense of responsibility ◆ To tighten students' discipline and foster positive values as well as attitudes.	1. To cultivate students' sense of responsibility and develop their empathy through the quest for pursuing academic excellence, and commitment to community services/co-curricular activities. 2. To optimise various life planning programmes. 3. To cultivate junior form students' self-care abilities. 4. To enhance students' discipline and time management skills in school. 5. To develop and make good use of various school-based data management systems to promote students' self-management, and facilitate their personal growth. 6. To implement school-based moral and civic education in a bid to inculcate positive core values and attitudes in students, like honesty, commitment, time management, consideration, caring for others, etc.	✔	✔	✔

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Major Concern	Targets	A General Outline of Strategies/Tasks	19/20	20/21	21/22

1. 提高學與教效能	◆ 培養學生成為自信的學習者。
	◆ 營造良好的學習氛圍,提升學習動機。
	◆ 給予學生更多正面回饋,建立欣賞文化。
	◆ 齊心追求卓越,建立學習社群。
	◆ 分享教學經驗和資源,促進教師專業發展。
	◆ 提高教師的專業能力。
		1. 實施各種閱讀計畫,營造濃厚的閱讀文化。
		2. 各科教授學生不同策略:
		   - 於初中階段,掌握各種學習技能;和
		   - 於高中階段,掌握各種應試技巧。
		3. 優化獎勵制度及制定新措施,表揚有傑出表現和進步顯著的學生。
		4. 加強學生紀律,建立良好學習習慣。
		5. 進一步推動和發展電子學習。
		6. 進一步推動和發展 STEM 教育。
		7. 鼓勵以學生為中心的學與教模式。
		8. 鼓勵教師參與培訓和研討會。
		9. 通過觀課,建立協作文化,加強教師之間交流。
		10. 在學生和教師間建立學習社群。
			✔	✔	✔

2. 培養學生的責任感和同理心	◆ 培養學生的同理心。 ◆ 提升學生的抗逆力和責任感。 ◆ 加強學生紀律,培養正確的價值觀及態度。	1. 鼓勵學生在學術上追求卓越,並積極參與社區服務、課外活動,培養學生的責任感和同理心。 2. 優化各項生涯規劃計劃。 3. 培養初中學生的自理能力。 4. 加強學生校內的紀律和時間管理能力。 5. 發展及善用不同的校本數據管理系統,讓學生建立自我管理能力,促進個人成長。 6. 實施校本德育及公民教育,培養學生正向積極的價值觀和良好態度,包括誠信、承擔精神、時間管理、體諒、關懷別人等等。	✔	✔	✔

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