



**Buddhist Sin Tak College**  
**佛教善德英文中學**

**School Development Plan**  
**學校發展計劃**

**2024/25 – 2026/27**

Updated in June 2025

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# Buddhist Sin Tak College

## 佛教善德英文中學

### School Mission:

1. To instil Buddhist values and create a caring and supportive community for learning.
2. To provide students with extensive development opportunities that help them excel and make them citizens of integrity and capable leaders of tomorrow.

### 辦學理念：

1. 以佛化教育營造關愛及相互支持的學習團體。
2. 為學生提供足夠學習經驗，讓他們全面發展，追求卓越，成為具誠信、能力的未來領，並能承擔不同責任，回饋社會。

### School Motto:

To illumine wisdom, manifest compassion and pursue kindness and virtue

### 校訓：

明智顯悲、至善達德

## Holistic Review of School Performance

### a. Effectiveness of the School Development Plan in the cycle of 2021/22 - 2023/24

Major Concern 1: To nurture self-initiated learners 重點關注事項一：培育自覺學習者				
Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
(1) To raise student's confidence in learning  提昇學習自信	Strategy One: Optimizing the assessment policy  策略一： 改良考評制度	<p>The passing rates of each subject in junior forms have increased significantly in 2021-2022. The passing rates of each subject of S.1 are over 80%, and that of S.2 Geography and Buddhist Studies have increased by 19.38% and 11.07% when compared with that of last year. The improvement of S.3 is the most obvious. Last year, the passing rates of Biology and Chemistry were only 43.2% and 59.2% respectively. This year, the passing rates have increased to 62.1% and 68.18%, which are in line with the expected goal of attaining a passing rate of 50% or above for each subject in the junior forms.</p> <p>根據各科試後檢討報告，2021-2022 學年初中各科合格率有明顯提升。中一級各科合格率在 80% 以上，中二級地理科及佛學科比去年合格率分別提昇 19.38% 及 11.07%。中三級情況尤為顯著，去年生物科及化學科分別只有 43.2% 及 59.2% 的合格率，今年成績提昇至 62.1% 及 68.18%，符合初中每級各科合格率達 50% 或以上之預期目標。</p>	Fully achieved  全部達標	<p>Improving the school evaluation system, with the principle of "easy to pass but difficult to score high", has achieved certain results since its implementation. Especially in junior high school subjects such as biology, geography, and chemistry, the passing rate has increased significantly compared to before 2021. Students have also regained confidence in their learning, so this measure will be included in the school's regular mechanism, targeting junior high school students. The measures include:</p> <ol style="list-style-type: none"> <li>1. Each subject drafts the assessment scope two weeks before the tests and exams.</li> <li>2. The final exams only need to cover the content of the current semester. If individual subjects require covering the full-year content, clear guidelines must be provided to avoid students feeling overwhelmed by the extensive scope.</li> <li>3. Continue to implement the "easy to pass, difficult to get high scores" safety net concept to enhance students' learning motivation.</li> </ol> <p>改良校評制度，以易合格難高分為原則，實行以來取得一定果效，初中科目，尤其在生物、地理、化學科，合格相較 2021 年前提升不少。同學亦對學習重拾信心，因此是項措施將列入學校恆常機制內，以初中同學為對象，其措施包括：</p> <ol style="list-style-type: none"> <li>1. 測驗及考試前兩星期各科擬定評核範圍。</li> <li>2. 期終考試只須考下學期範圍，若個別科目考全年範圍，須給予清晰指引，避免因範圍過多，令學生無所適從。</li> <li>3. 繼續實行「易合格難高分」安全網理念，提昇學生學習動機。</li> </ol>
	Strategy Two: Optimizing the assessment methods  策略二： 優化課業評估	<p>The school held a meeting on June 27, 2022 to report how to deal with difficult topics and students' learning difficulties. During the meeting, teachers from departments of Chinese, English, Mathematics, Liberal Studies and History reported how they tackle difficult topics in class. Teachers first found out students' common mistakes. Then, students could gradually master the methods to handle the difficult parts. Most of the students revealed that they could better master the difficult parts and improve their confidence in learning.</p>	Fully achieved  全部達標	<p>Deconstructing the difficult points and using step-by-step teaching to boost students' learning confidence, allowing students to gradually master the subject matter under the guidance of teachers. Each subject also showcased their teaching methods for difficult course materials at the teacher meetings, achieving certain results. After three years of implementation, the course design of each subject has basically grasped the requirements of difficult course materials, including: identifying the difficult points, step-by-step teaching, pre- and post-lesson reflection, and knowledge construction. Due to the good results, the optimized course</p>

**Major Concern 1: To nurture self-initiated learners 重點關注事項一：培育自覺學習者**

Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
		<p>本校已於 2022 年 6 月 27 日舉辦難點課業報告。席間中文科、英文科、數學科、通識科及歷史科分別匯報難點課業推行之成果。各科掌握課業難點的要求，先找出同學一般常出現的錯處，通過不同的教學方法，讓同學逐步掌握拆解難點的方法。經過課前、課後比較，普遍同學均表示能更清楚掌握課題，提昇學習自信。</p>		<p>material measures will continue to be implemented. In the next academic year, special course materials will be developed based on the foundation of difficult course materials, using diverse and creative course formats to enhance students' learning interest.</p> <p>拆解難點，以小步子教學提昇學生學習自信，讓學生在老師引導下循序漸進，掌握課題。各科亦在教師會議上亦展示了難點課業教學方法，取得一定成果。經過三年推行，現時各科在課業設計上已基本掌握難點課業的要求包括：發掘難點、小步子教學、課前課後反思、建構知識。由於成效不錯，優化課業措施將繼續推行。下一周年將在難點課業的基礎上發展特色課業，以多元、創意課業形式提昇學習積趣。</p>
	<p>Strategy Three: Raise students' interest in learning through organizing co-curricular activities, let Students interact with teachers in a relaxing atmosphere, and share with peers.</p> <p>策略三： 營造學習氛圍，讓同學能在輕鬆的氣氛下，與師生互動交流，同儕分享。</p>	<p>At the beginning of 2021-2022, various activities were initially carried out to enhance students' learning interests, such as Chinese group reading. However, due to the pandemic, face-to-face teaching was suspended in January, and the activities had to be cancelled. Some subjects, however, made use of electronic resources to continue organizing online extracurricular activities. Continuing in 2022-2023, various departments held activities to boost students' learning interests. Since 2023, the National Education Team even launched a series of activities with the theme of "Chinese Tofu and Chinese Sentiment". The activities aimed to promote the Chinese intangible cultural heritage of "Tofu" in an all-round way, allowing students to understand Chinese tofu from different perspectives and enhance their understanding of Chinese culture.</p> <p>2021-2022 年初，各科組均按計劃進行不同類型的活動，藉以提昇同學學習興趣，例如中文科圍讀活動，以讓同學投入校園學習生活之中。然而，由於疫情關係，學校於 1 月開始停面授課。原先計劃的活動須告取消；個別科目則利用電子媒體繼續實行線上活動。2022-2023 年再度在課堂外舉辦不同類型活動以延展學生興趣。在 2023-2024 學年，國安教育組更以中國豆腐中國情為主題，展開一連串活動，全方位為中國非物質文化遺產——「豆腐」作宣傳，讓同學從不同方面認識豆腐，提昇對中國文化的認識。</p>		<p>Learning activities outside the classroom often can stimulate students' greater interest, so in the next academic year, we will continue to create a learning atmosphere through extracurricular extension activities. In order to implement the spirit of national education, thematic activities can be organized, such as the "Chinese Tofu, Chinese Sentiment" theme for the 2023-2024 academic year to carry out all-round national education activities. It is recommended that in the next cycle, each subject can take Chinese culture as the theme and organize different types of activities.</p> <p>課堂以外的學習活動往往能激發學生更大的興趣，因此下一周年將繼續透過課外延伸活動營造學習氛圍。為了貫徹國民教育教育精神，可定主題式活動，例如 2023-2024 年以「中國豆腐中國情」為主題推行全方位國民教育活動，建議下一周期各科可配合中華文化為主題，舉辦不同類型活動。</p>

**Major Concern 1: To nurture self-initiated learners 重點關注事項一：培育自覺學習者**

Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
<p>(2) To promote self-reflection and encourage students to learn from peers and themselves instead of comparing to others</p> <p>重視自我反思，鼓勵學生跟別人和自己學習，而並非跟別人比較</p>	<p>Strategy Four: To optimize the teaching strategies on the difficult parts of assignments with emphasis on the construction of knowledge through self-reflection</p> <p>策略四： 優化難點課業教學策略，以反思建構學習歷程。</p>	<p>In 2022-2023 academic year, each subject puts emphasis on the construction of knowledge through self-reflection. Besides completing survey, students also did self-reflection after finishing the assignments. Teachers agree that students' learning confidence can be enhanced as shown in their pre-test and post-test results. To boost students' learning effectiveness through self-reflection, feedback has been provided. Students find it useful and they are more confident in handling similar questions. Also, a self-reflection booklet was given to make them reflect on their performances of the 2 tests and exams. Class teachers can then provide guidance to students with lower learning motivation. Moreover, class teachers can comment on their performance after the final exam.</p> <p>Three S.6 teacher meetings were held to help identify students who need special care in 2022-2023. Afterwards, teachers can provide suitable guidance and make appropriate teaching arrangements. Finally, 88.2% students can fulfil the university entrance requirement. Students' performance is encouraging because the number has increased by 6.8% compared with that of last year (81.4%).</p> <p>2022-2023 學年，各科組以「反思建構學習歷程」為關注焦點，除了完成課業後的問卷外，亦另設反思部分，引導同學從反思中建構學習歷程。各科組均認同難點課業教學策略透過前測後測的課業對照，有效提昇學生學習自信。是次加強反思部分，在課後加設學生回饋，大部分同學均認為難點課業協助同學拆解題目，對於日後處理同一類問題有明顯的信心。本校亦印製了「評估促進學習—試後檢討反思問卷調查」。每位學生因應校內 2 次統測及 2 次考試結果進行自我學習調整，班主任可評估表內從中找出學習動力較弱的同學進行輔導。此外，班主任亦於期終試後就每位學生整體表現給予評語。</p> <p>中六級於 2022-2023 學年共召開 3 次教師會議，並根據中六公開試預測成績辨識需要特別照顧的同學。中六級班主任及科任老師針對個別同學進行輔導及教學安排。最終今年公開試成績為疫情以來成績最佳的一屆。取得入大學資格為 88.2%，較去年 81.4%，提昇了 6.8%，成績令人鼓舞。</p>	<p>Partly achieved</p> <p>部分達標</p>	<p>The school distributed the "Assessment for Learning Post-exam Review and Reflection Questionnaire" to the entire school, and held an academic affairs workshop at the beginning of the semester to introduce the booklet. Class teachers reported that the measure had a greater impact on junior secondary students. However, there were some areas for improvement. Some class teachers felt that the assessment booklet was kept by the teachers, and students rarely reflected on the set goals, so it was suggested that next year the measures could be optimized:</p> <ol style="list-style-type: none"> <li>1. Change to having the students keep the booklet</li> <li>2. Strengthen the role of class teachers, set up class teacher periods, and have class teachers guide students to follow up on their learning progress</li> <li>3. Select outstanding students or those with significant improvement to share their reflections</li> </ol> <p>As for the meetings for Secondary 6 teachers, they will be included in the school calendar and held twice a year.</p> <p>是次向全校派發「評估促進學習—試後檢討反思問卷調查」，又在學期初舉辦教務工作坊，介紹以上小冊子。班主任反映對於初中同學影響力較大。惟是項措施亦有未盡善之處，有班主任認為評估冊由老師保管，學生鮮能就所訂下的目標作反思，故建議來年可作優化：</p> <ol style="list-style-type: none"> <li>1. 改為由學生保管</li> <li>2. 加強班主任角色，設置班主任堂，由班主任指導同學跟進個人學習歷程</li> <li>3. 選優異成績或有明顯進步的學生就反思報告作分享</li> </ol> <p>至於中六教師會議將列入校曆表內，每年舉行兩次。</p>

**Major Concern 1: To nurture self-initiated learners 重點關注事項一：培育自覺學習者**

Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
	<p>Strategy Five: Role models in learning - Little Teacher Pilot Program</p> <p>策略五： 學習楷模：小導師先導計劃</p>	<p>In 2022-2023, Chinese Literature, English Language, Mathematics and History has implemented Little Teacher Pilot Program. A student interview has been conducted and videotaped. Little teachers believe that this program allow students to better understand the topic. As they are no longer students, besides conducting research and oragnising information, they also need to have a more thorough understanding. Thus, they can know more about the topic. Also, some students think that they are passive learner before, but they learn more actively after they become little teachers. This greatly affect students' learning mode in the future.</p> <p>The Little Teacher Pilot Program Sharing was successfully held in the school auditorium in April 2024. The target audience was Form 1 and Form 2 students. Students were all attentive, and the question-and-answer session also aroused their interest. Nearly 80% of the students were satisfied with the content of the lectures, and thought the instructors' expressions were clear. As for the questionnaire filled out by the Little Teacher Pilots, the response was very good. 90% of the students believed that the tutors' teaching could improve their self-confidence and establish a model of independent learning. Students also believed that the tutors' teaching was helpful and gave them a broader understanding of scientific knowledge.</p> <p>始於 2022-2023 學年，本校共有以下科目參與小導師先導計劃：文學、英文、數學、歷史。其中文學科在完成小導師計劃後進行了一次學生訪談錄影，受邀的導師均認為是次計劃令同學對於課題更認識，由於身份改變，在搜集及整理資料的同時亦須對課題有更深入認識，因此是次計劃有效提昇他們對課題的認識。有同學認為以往自己是被動學習，自從成了小導師，在學習上更主動、積極，對他們日後學習模式也有很大影響。</p> <p>小導師教學分享已於 2024 年 4 月在學校禮堂圓滿舉辦。過程中，同學表現專注，而活動中的答問環節亦引起同學興趣。大部分同學對於是次講座的内容感滿意，亦認為小導師表達清晰。至於小導師所填的問卷回應甚佳，同學都認為有助提升自信心及建立自主學習的模式，及對學科知識有更深廣認識。</p>	<p>Partly achieved</p> <p>部分達標</p>	<p>In principle, the Little Teacher Pilot Program has been successfully implemented across all subjects. Teachers also reported that they have grasped the concept of peer tutoring teaching. However, there is still room for improvement in the peer tutoring teaching measures, so the following two principles will be implemented to optimize the peer tutoring teaching next school year:</p> <ol style="list-style-type: none"> <li>1. Expand the peer tutoring from just one or two tutors to allowing all students to potentially become peer tutors</li> <li>2. Enhance the interactivity of the peer tutoring teaching, encouraging peer tutors to facilitate discussions and questions in the classroom, allowing other students to actively participate and stimulate classroom discussion</li> </ol> <p>原則上小導師教學計劃已成功於各科目推行。老師亦表示掌握小導師教學理念，惟小導師教學措施仍有進步空間，下學年將優化小導師教學，並從以下兩原則推行：</p> <ol style="list-style-type: none"> <li>1. 由個別一兩位小導師延展至所有同學均可成為小導師</li> <li>2. 加強小導師教學的互動性，鼓勵小導師可在課堂上進行討論、提問，讓其他同學亦可參與其中，激活課堂討論氣氛</li> </ol>

Major Concern 1: To nurture self-initiated learners 重點關注事項一：培育自覺學習者				
Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
(3) To facilitate systematic learning  促進有系統學習	(F) Strategy Six: Set learning goals and optimize learning skills  策略六： 定立目標學習、優化學習技巧	<p>Since 2023, the Academic Team has distributed a "Post-Exam Review and Reflection Report" to students in September. In order to cultivate students' independent learning abilities, the report included "setting learning goals", "Establish good study habits" and "SQ4R reading method". Lectures were also held to explain relevant content and the school's expectations for students. There were also 4 class teacher classes, where students were asked to fill in reflection reports after each test and assessment. Class teacher would give suggestions on the students' learning progress.</p> <p>自 2023 年開始，教務組於 9 月學期初向中一至中五級學生派發「試後檢討反思報告」，為培養學生自主學習能力，報告內加入「訂立學習目標」、「建立良好的學習習慣」及「SQ4R 讀書方法」。教務部亦於學期初舉辦講座，講解有關內容以及學校對學生的期望。另加設 4 節班主任課，讓同學於每次測考評估後填寫反思報告，學期考試完結後，班主任就同學學習進程給予建議。</p>	Partly achieved  部分達標	<p>Regarding the goals set in the 3-year plan for improving learning and optimizing learning skills, there is still room for improvement. As mentioned earlier, the "Post-exam Review and Reflection Report" can be optimized by strengthening the reflection content, and through class teacher periods before tests and exams, revisiting the goals set with students to regularly review the objectives.</p> <p>Over the past three years, the focus has been more on addressing challenging coursework and Little Teacher Pilot Program, with less emphasis on learning skills. However, each subject area has also been incorporating different learning techniques tailored to the nature of the subject to reinforce what students have learned. Therefore, next school year, the approach will still be subject-based, but with a more systematic development of learning methods aligned with the characteristics of each subject.</p> <p>就三年計劃中定立目標學習、優化學習技巧方面仍有改善空間。如上所述可優化「試後檢討反思報告」，加強反思內容，並在測考前透過班主任堂與學生重溫所訂的目標，時刻與同學回顧所訂目標。</p> <p>過去三年關注重點多聚焦於難點課業及小導師教學，對於學習技巧較少提及。然各科亦有針對科本性質讓同學運用不同的學習技巧鞏固所學。因此，下學年仍由科本為單位，配合各科特色針對性地建立有系統的學習方法。</p>

**Major Concern 2: To enhance students' self-esteem and a sense of belonging to the school 重點關注事項二：提升學生自尊感及對學校的歸屬感**

Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
(1) To enhance students' self-esteem  提昇學生自尊感	<p>Strategy One: To equip teachers with the necessary knowledge and skills about the ways to improve students' self-esteem</p> <p>策略一： 為教師提供提昇學生自尊感的相關知識與技巧</p>	<p>In the teachers' meeting in late August 2022, the Social Worker of the Youth Service Office was invited to explain how teachers can help improve students' self-esteem and self-confidence.</p> <p>於 2022 年 8 月教師會議中，邀請青少年服務處社工向教師講解如何協助提昇學生自尊感和自信心以及相關注意事項。</p>	Fully achieved  全部達標	<p>Continuing to liaise with external organizations and host professional training sessions.</p> <p>繼續聯繫校外團體，舉辦專業培訓。</p>
	<p>Strategy Two: To equip students with the necessary knowledge and skills about the ways to improve their self-esteem</p> <p>策略二： 教導同學提昇學生自尊感的相關知識與技巧</p>	<p>1. Workshops or talks (e.g. a talk about a healthy self-esteem and the traps about online teenage romance, and a talk about online addiction): Participants agreed the talk helped them understand the importance of a healthy life style, enhancing self-efficacy and developing a positive attitude towards life. 工作坊或講座（例如：以自信心及網上情緣陷阱為主題的講座，以及網路成癮講座）：參與者表示講座可了解健康生活方式的重要性，提高自我效能及發展正面生活態度。</p> <p>2. Training for students: Students participated in various competitions, training, and visits, etc., both inside and outside the school in 2021-2022. The students believed that the activities successfully broadened their horizons, developed their personal strengths, developed their self-image in different aspects, and enhanced their self-confidence. 學生訓練活動：同學於 2021-2022 年參加了大大小小不同的比賽、活動、校內外的義工、訓練及參觀，同學均認為以上活動能擴闊學生視野、發展個人長處，讓學生的不同能力得以發揮，增強自信心。</p>		<p>Continuing to connect with external organizations through lecture and sharing sessions, and hosting workshops or seminars.</p> <p>繼續以講座分享會形式聯繫校外團體，舉辦工作坊或講座。</p>
	<p>Strategy Three: Help students to develop a sense of responsibility and competence</p> <p>策略三： 幫助學生培養責任感和能力感</p>	<p>1. In Guidance Captain Program and Quality leadership training programs, most participants expressed that the activities enabled them to enhance their leadership skills, self-efficacy and team spirit. 大部分參加者分別於輔導組學長計劃及優質的領導能力培訓計劃中，表示活動讓他們提升了領導能力、自我效能及團隊精神。</p> <p>2. The social service project for S.4 was carried out in July 2021, and the partners included the Boys and Girls' Clubs Association of Hong Kong and the Hong Kong Society for the Deaf. The students actively engaged with the activities. The instructors expressed that our students had a high learning ability, were cooperative, and appreciative of each other. Students also expressed that this activity was very meaningful and they have gained a better understanding of the hearing-impaired.</p>	Partly achieved  部分達標	<p>Despite initial pandemic-related challenges, the school found certain programs were still effective in enhancing students' sense of responsibility and competence; Continuing to organize similar activities and training going forward.</p>

**Major Concern 2: To enhance students' self-esteem and a sense of belonging to the school 重點關注事項二：提升學生自尊感及對學校的歸屬感**

Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
		<p>中四的社會服務計劃則已於 2021 年 7 月進行，合作機構包括香港小童群益會及聾福會。合作機構認為本校同學學習能力高，彼此間合作，互相幫助，亦會互相欣賞。學生亦表示這項活動甚有意義，對聽障人士多了認識。</p> <p>3. Students were recruited to assist as helpers at school events, such as Sports Days, Parents Nights, and S.1 Parents Day, etc. However, the plan was cancelled due to the pandemic. 招募學生協助本校推行活動。然而，於 2021 至 2023 年，可提供給同學參與的服務項目如陸運會、家長日、中一面試、學校推廣日等均因疫情關係而無法如常進行。</p>		縱使前期因疫情關係而無法進行，仍可見部分活動有效提昇學生責任感和能力感；將繼續舉辦類似活動及培訓。
	<p>Strategy Four: To establish closer bonds among classmates</p> <p>策略四： 建立更緊密的同學關係</p>	<p>1. In S.1 Day Camp, most S.1 students expressed that they made new friends in the day camp, knowing more about the new environment, their class teachers, and their seniors. 中一學生表示在日營中結交了新朋友，亦對新環境和班主任、學長加深認識。</p> <p>2. Among three school years, a wide range of inter-class and inter-house activities were organized, which successfully aroused students' enthusiasm and create a strong bonding. 三年間，本校舉辦多項班際及社際活動，成功引起學生的興趣和熱情，協助班級之間建立深厚的感情。</p>	<p>Fully achieved</p> <p>全部達標</p>	<p>Continuing to organize class-level and school club-level activities..</p> <p>繼續舉辦班際及社際活動，連繫校群。</p>
	<p>Strategy Five: To show recognition to student efforts</p> <p>策略五： 認同學生的成就及努力</p>	<p>1. An award and recognition scheme is to praise students who had outstanding leadership qualities through taking up ECA posts. In 2021-2022, 41 students were nominated by club advisors and were awarded certificates. 學生領袖獎勵計劃旨在表揚表現突出的學生領袖。2021-2022 學年，41 名學生幹事獲得顧問老師提名，並將獲頒發證書。</p> <p>2. An award scheme is to present awards to commend students on their improvement in studies and conduct / with exemplary performance. In 2021-2022, a total of 342 students met the criteria in Term 2, at least 100 students more than in Term 1. Despite the fact that it might be easier for a student to meet the requirements as a result of school suspension, there were still two months' of face-to-face lessons, and it could be concluded that there was an improvement in students' conduct. 學生獎勵計劃旨在嘉許在學習和行為方面有進步的學生/表現卓越的學生。2021-2022 學年，第 2 學期共有 342 名學生達到標準，比第 1 學期至少多 100 名學生。儘管期間網課而只有兩個多月的面授課程，但學生的行為操行不但可保持，而且更有所改善。</p> <p>3. Gratitude Week is to provide opportunities for students to show their appreciation and gratitude to their classmates and teachers, and to appreciate themselves for their efforts, learning to accept and tolerate themselves and having a positive attitude. 「欣賞及感恩週」活動為學生提供向師長和同學表達欣賞及感恩的機會，並希望同學多些感謝自己的付出，學會接納和包容自己，培養及擁有積極的心態。</p>		<p>Continuing to implement relevant award programs and activities to encourage and recognize students.</p> <p>繼續推行相關獎勵計劃及活動，鼓勵及表揚學生。</p>

**Major Concern 2: To enhance students' self-esteem and a sense of belonging to the school 重點關注事項二：提升學生自尊感及對學校的歸屬感**

Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
	<p>Strategy Six: Help students to discover and acknowledge their own unique qualities</p> <p>策略六： 幫助學生發現並承認自己的獨特性</p>	<p>1. A specific theme for mindfulness was set for senior secondary students so that students could perceive their emotions, and understand and recognize their strength through the activity. Through the Mindfulness Meditation activities (such as "Disappearance of Voice", "Being Your Best Friend" and "ALONE and LONELY"), students were encouraged to be more aware of their emotions and to recognize their own qualities and strengths. 於高中進行特定主題的禪修，學生從活動中覺察自己的情緒，認識自己的特質和優點。雖然受到仍然受到疫情影響，但大致能按計劃完成計劃，學生透過主題禪修活動中（例如「聲音的消失」、「做自己最好的朋友」及「ALONE 與 LONELY」），學生從活動中覺察自己的情緒，並認識自己的特質和優點。</p> <p>2. DORFUN's monthly highlight is to identify students' strengths and further develop them to overcome their weaknesses and improve self-images, to understand and learn from one's mistakes, as well as deal with adversities and positive thinking. 多分每月亮點旨在讓學生明白及學習欣賞自己的優點、接納和改進自己的弱點、接受稱讚與提升自我形象，並認清成功和失敗的正確歸因方式，及應對逆境與確立正向思維。</p>	<p>Fully achieved 全部達標</p>	<p>Continuing to implement relevant programs and activities to help students understand themselves better and set goals accordingly. 繼續推行相關計劃及活動，幫助學生認識自己並從而制定目標。</p>
	<p>Strategy Seven: Help students to set realistic expectations</p> <p>策略七： 建立可實現的期望</p>	<p>Careers talks equipped students and their parents with the skills and knowledge to re-examine their goals and plans in order to set realistic goals. The talk helped parents realized the unique qualities and abilities of their child. 家長及學生的升學及就業講座提供足夠資訊讓學生和他們的家長掌握如何審視個人目標和計劃的技巧和知識。父母意識到他們孩子的獨特品質和能力。</p>		
	<p>Strategy Eight: Fine-tuned activities and programmes for students</p> <p>策略八： 調整學生活動或課程的內容</p>	<p>1. Equipping students with skills and techniques to set realistic long-term and short-term goals through formal and informal curriculum (i.e. JUPAS operations, mentorship workshops and talks). Throughout the event, S.6 students found the JUPAS events useful. 通過正式和非正式的課程（即 JUPAS 工作坊及講座），讓學生掌握訂立現實的長期和短期目標的技能和技巧。參與後，學生認同活動有助他們進行聯招選科。</p> <p>2. To show recognition to student efforts, and to review the current rewards system and set up a centralized rewards system. For instance, Commendation Scheme for outstanding students was carried out by Board of Discipline, whilst student leaders meetings were arranged with the Principal, VPs and Aps. 認同學生付出的努力；檢檢討現行的獎勵制度，並建立中央獎勵制度，例如訓導組的優秀學生表彰計劃、安排學生領袖與校長、副校長和助理校長會面等。</p>		<p>The school will continue to regularly adjust and improve the content of student activities and courses, in order to remain relevant, effective and beneficial for the students' learning and development. 為了保持其相關性、成效和對學生學習與發展的裨益，將繼續定期調整和改善學生活動或課程的內容。</p>

**Major Concern 2: To enhance students' self-esteem and a sense of belonging to the school 重點關注事項二：提升學生自尊感及對學校的歸屬感**

Targets	Key Concern	Achievements	Extent of targets achieved	Follow-up Action / Remarks
(2) To enhance students' sense of belonging 提升學生歸屬感		<p>1. In "Qualities of SinTakers" Election, a total of 359 valid votes were received, which is close to 55% of the number of voters. The top 5 traits that classmates think is the most important, which is: Respect others, Kindness, Hard-working, Helpful, and Positive and Optimistic. 善德人特質選舉中，共收到 359 有效票，接近可投票人數的 55%。同學認為最重要的頭 5 位特質：尊重他人、善良、勤奮、樂於助人及積極樂觀。</p> <p>2. Cheers for Our S6-ers were organized by Religious groups and PTAs in 2021-2022. Cheer cards could be filled in online, so that everyone could express their support and encouragement to Secondary 6 students through text or pictures. The members of the MCE Team collected all the greetings from the students, teachers and parents and made a video for the Secondary 6 students. A short film was made for the S6 students by MCE Team. Both Form 6 students and teachers expressed their appreciation, and the overall reception was very positive. 於 2021-2022 年，宗教組及家教會合辦中六打氣活動。通過佛學課堂以及於網上填寫打氣卡，讓家長、校友、學生與教師等，可透過文字或圖畫表達對中六同學的支持及鼓勵。德育組組員集合了同學、老師及家長的打氣說話後製成短片送給中六同學留念。德育組另外亦製作了一段中六成長短片送給中六同學。中六同學及老師均表示欣賞及感動，整體效果很好。</p> <p>3. The MCE Team, together with the music, sports, Chinese and Chinese history, English, history, astronomy, computer club, and the Alumni association, organized the "SinTakers' Challenge". Students and teachers could deepen their understanding of Sin Tak and increase their sense of belonging to the school. Alumni and current students expressed that they learnt more about the history and conditions of the school through the challenge, which increased the sense of belonging. MCE 聯同音樂、體育、中文及中史、英文、歷史、天文、電腦學會及舊生會合辦「善德達人挑戰」，望師生藉此加深對善德的認識及對學校的歸屬感。校友，現屆同學均表示通過挑戰賽能進一步了解學校的歷史、校情，增加對學校歸屬感。</p> <p>4. It is to organize more whole school activities to enhance students' sense of belonging. Poster design competition, logo design competition, and writing competition were organized to celebrate the school's 50th anniversary in 2022-2023. The activities were well-received by students. On the other hand, the voting of Sintaker qualities was carried out and students who demonstrated the qualities of a Sintaker were given an annual award. 旨在多組織全校活動，增強學生歸屬感；為慶祝 50 週年校慶，學校於 2022-2023 學年間舉辦了海報設計、LOGO 設計和寫作比賽等活動，吸引學生參加。另外，邀請學生投票選出善德人特質，具備這些特質且表現優異的同學獲頒獎項以作鼓勵。</p>	Fully achieved 全部達標	Continuing to implement relevant programs and activities to enhance students' sense of belonging.  繼續推行相關計劃及活動，提升學生歸屬感。

- ◆ Based on the above holistic review of school performance, the major concerns in order of priority are:
  1. **To enable students to fully unleash their potential through diverse learning experiences and enhance their sense of belonging to the nation**  
讓學生藉多元學習體驗盡顯潛能，並提升對國家的歸屬感
  2. **To foster a healthy campus environment and promote a healthy lifestyle among students**  
營造健康校園環境，促進學生健康生活

## Evaluating Our School's Progress: Insights to Guide the Next Phase of Development

Major Concern 1: To enable students to fully unleash their potential through diverse learning experiences and enhance their sense of belonging to the nation 重點關注事項一：讓學生藉多元學習體驗盡顯潛能，並提升對國家的歸屬感

We believe that each student has unique strengths, and the traditional single-mode learning model may not adequately cater to their diverse needs. Providing multiple learning experiences, with a focus on diversity, allows students to explore and develop their strengths, thereby building their learning confidence. Additionally, enhancing students' sense of national identity and cultural pride, and being proud of their Chinese identity, is an important aspect of the school's education. From the KPM data, we can see that students' average responses are lowest for "I have confidence in my learning" and "I enjoy learning." This indicates that learning confidence and enjoyment of learning are areas that still require our attention. In the 2023-2024 school year, we focused on the "Peer Mentor" teaching approach, and according to the mentor survey, 90% of students found the peer mentor teaching effective in enhancing their learning confidence. However, peer mentors have always been a small group of higher-ability students, and other students have not been able to fully benefit from this program in building their learning confidence. Therefore, one of the items in the next three-year plan is to optimize the peer mentor teaching, so that students of different abilities can all have opportunities to develop their potential. Furthermore, students have reflected that they do not enjoy learning. Upon reviewing their work, we found that the main assessment formats in our school are traditional paper-and-pencil tasks, such as assignments, long-form answers, and essay writing, with the majority being text-based. Other assessment formats, such as videos, images, or other unique tasks, are less common. This indicates that our school has been more focused on traditional paper-and-pencil assessment modes, which are relatively limited in format. Considering more diverse and innovative assessment tasks will be a focus in the next three-year development plan.

我們相信每個學生各有不同長處，而傳統單一的學習模式未必能照顧不同學生需要，多元學習體驗，重點在「多元」性，讓學生透過不同的學習平台認識及發揮自己的長處，以建立學習自信。此外，提升學生對國民身份的認同感，建立對國家民族的自尊和自信，並以中國人身份為傲，乃學校教育重要的一環。從 KPM 數據可見，學生對於「課堂內外，我對學習有自信」以及「課堂內外，我享受學習」的回應平均值為 3.2。同意排序為最低及次低。此兩項數據反映學習自信與學習樂趣仍是日後需要關注的地方。23-24 年關注事項推小導師教學，根據小導師問卷調查，有 9 成同學認為小導師教學有效提昇學習自信，然而小導師始終為一小撮能力較高的同學，未能全面地讓其他同學也可從中建立學習自信，故下一個三年計劃其中一項為優化小導師教學，使不同能力的同學均可有發揮的機會。再者，同學反映未能享受學習，從查簿可見，本校的課業形式主要在紙筆書寫，而紙筆書寫中課業類別較傳統，例如作業、長問答、命題寫作，文字佔比例最多，其他課業形式，例如文字外的錄像、圖像或其他特色課業較少。凡此種種均可見本校較注重傳統紙筆評估模式，形式較單一，可考慮特色課業作為下一個三年的發展方向。

Here is the summary of the key priority items for the 2024-2027 three-year development plan:

(1) Distinctive Student Assignments:

- i. Compared to the traditional assessments focused on question-answering, exercises, and distinctive assignments place greater emphasis on unleashing students' creativity. The distinctive assignments are more closely aligned with real-life scenarios, such as story adaptations and problem-solving challenges. The assignments formats are not limited to written work, but can also include oral presentations, drawings, dances, and musical performances. These distinctive assignments can be counted towards continuous assessment, with the specific implementation decided by each subject department.
- ii. To foster students' sense of belonging to the nation, the themes of the unique distinctive assignments should be connected to Chinese culture, in order to enhance students' understanding of their national heritage.

(2) Peer Learning Platform Sharing:

The "Little Teacher Pilot Program" will be optimized and renamed as the "Learning Platform Sharing". The emphasis on the "Little Teacher" identity will be reduced, and the "peer sharing" element will be strengthened, allowing more students to participate in explaining and presenting course topics, thereby enhancing their learning confidence.

(3) World of Words (Reading Oasis):

Led by the library and the reading group, a comprehensive reading program will be implemented, including establishing reading ambassadors, promoting reading and book recommendations, and strengthening the reading atmosphere through a reading sharing platform.

綜合而言，2024-2027 三年發展計劃優先項目如下：

(1) 特色課業：

- i. 相對於以問答、練習題、作業形式為主的傳統課業，特色課業更強調發揮學生的創意，所設課題貼近生活場景，可以是故事改編、解難題等。形式也不限於紙筆書寫，可用聲演、繪畫、舞蹈、音樂為評核形式。課業可計入平時分，由科本自行決定。
- ii. 為建立學生對國家的歸屬感，特色課業主題須與中華文化相扣，以提昇學生對國家文化的認識。

(2) 同儕學習平台分享：

優化小導師教學，將小導師教學定名為「學習平台分享」，減弱「小導師」身份，加「同儕分享」元素，讓更多同學有機會參與課題講解，增強學習自信。

(3) 文字世界（閱讀天地）：

由圖書館及閱讀小組引航，全方位推行閱讀計劃，包括成立閱讀大使、推廣閱讀/好書介紹、透過閱讀分享平台，加強閱讀氛圍。

## Major Concern 2: To foster a healthy campus environment and promote a healthy lifestyle among students

### 重點關注事項二：營造健康校園環境，促進學生健康生活

According to last year's APASO survey data, students scored a Q value of 90 (Q value of 97 in 2022-2023) in the item of "no negative emotions", which is 7 points lower than the previous year. For the item of "less use of information technology for entertainment", the Q value was 85, which is 5 points lower than the Q value of 90 in 2022-2023. For the item of "school atmosphere (not feeling lonely)", the Q value was 96, which is 1 point lower than the Q value of 97 in 2022-2023. The above data shows that there is room for improvement in the healthy lifestyle of our students. We understand that students in their adolescence face changes in physiology, psychology, and social interactions, and they also face a lot of challenges in academic pressure, getting along with peers, and interacting with parents. Healthy physique, self-disciplined lifestyle habits, and resilient mental qualities can help students cope with the difficulties of growth, which are also an important part of student support. Student support will promote a healthy lifestyle in the three categories of "physiology", "psychology", and "social interaction". Therefore, a "Healthy Campus" policy will be formulated next school year to help students achieve good physical, mental, and social well-being, and comprehensively care for their growth. In addition, the school should create a caring campus culture to help students develop healthy lifestyle habits, positive outlook on life and values, life skills, and skills to face adversity and resist temptation.

根據去年 APASO 調查數據發現，同學在無負面情緒的項目中 Q 值 90(2022-2023 年 Q 值為 97)，比過去一年指數再低(-7)。而資訊科技(少用於消遣時間) Q 值 85，2022-2023 年 Q 值為 90，比過去一年指數再低(-5) 學校氣氛(不孤單) Q 值 96，2022-2023 年 Q 值為 97，比過去一年指數再低(-1) 以上數據發現本校同學在健康生活方式上實有進步空間。我們理解青春期的同學面對生理、心理及社交的改變，對學業壓力，與朋輩及家長的相處均面對不少的挑戰。健康的體魄、自律的生活習慣、堅韌的心理素質有助同學應對成長難題，亦是學生支援的重要一環。學生支援將以「生理」、「心理」、「社交」三個範疇推動健康的生活方式。因此下學年將制訂「健康校園」政策，幫助學生達致生理上、心理上及社交上的良好狀態，全面地照顧學生的成長。此外，學校應營造一個關愛的校園文化，幫助學生發展健康的生活習慣、正面的人生觀與價值觀、生活技能及面對逆境和抗拒誘惑的技巧。

Here is the summary of the key priority items for the 2024-2027 three-year development plan:

A. Health education –

To create a safe and healthy campus and educate students on the knowledge, skills and attitude to make informed decisions about their way of life

B. Healthy eating –

To enable students to make healthy choices on food

C. Physical activity –

To provide ample opportunity for students to be physically active

D. Aesthetic activities –

To provide ample opportunity for students to participate in activities relating to the arts and appreciate the arts

E. Emotional health and well-being –

To promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize

F. Going green –

To promote a green culture among members of the school

綜合而言，2024-2027 三年發展計劃優先項目如下：

甲、健康教育——建立安全健康校園以及教育學生有關健康生活模式的知識、技巧及態度，從而建立健康生活模式。

乙、健康飲食——讓學生懂得選擇健康飲食

丙、體能活動——提供機會讓學生參與體藝活動

丁、美學活動——提供充足的機會讓學生參與與藝術相關的活動，並欣賞藝術。

戊、情緒健康與福祉——促進積極的情緒健康與福祉，幫助學生理解自己的情感、表達情感和社交。

己、綠色環保——在學校推廣綠色文化的活動。

## School Development Plan (2024/25 – 2026/27)

**Major Concern 1: To enable students to fully unleash their potential through diverse learning experiences and enhance their sense of belonging to the nation 重點關注事項一：讓學生藉多元學習體驗盡顯潛能，並提升對國家的歸屬感**

Key Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1.1. Distinctive Student Assignments  特色課業	<ul style="list-style-type: none"> <li>Unleash students' creativity through various forms of coursework to enhance their learning interest and self-confidence</li> <li>In line with national education, utilize thematic discussions to deepen students' understanding of Chinese culture</li> <li>以不同形式的課業發揮學生的創意，以提昇學習趣味及學習自信</li> <li>配合國民教育，以主題式探討提昇學生對中華文化的認識</li> </ul>	✓  (S1-S3) National Education  (中一至中三) 國民教育	✓  (S4-S5) National Education  (中四至中五) 國民教育	✓  (S1-S5) National Education  (中一至中五) 國民教育	<ul style="list-style-type: none"> <li>The target group for implementation will be junior secondary students, with encouragement for other grade levels to participate as well</li> <li>Each subject will design coursework that is challenging and creative, moving beyond the typical question-and-answer format. These assignments can be connected to real-life scenarios, and may include project-based learning, hands-on projects, role-playing, artistic creation, and the like, in order to stimulate students' creativity and learning interest</li> <li>To align with national education, one of the coursework assignments from each subject will be related to national education</li> <li>以初中年級為推行對象，鼓勵其他級別參與。由各科設計具有挑戰性和創意的課業，課業有別於一般的問答形式，可與生活場景掛鉤，包括專題研究、實作專案、角色扮演、藝術創作等，以激發學生的創造力和學習興趣</li> <li>為配合國民教育，各科所擬定的其中一項課業須與國民教育有關</li> </ul>	National and Global Identity, Breadth of Knowledge, Language Proficiency, and Generic Skills  國民和全球公民身份認同、寬廣的知識基礎、語文能力、共通能力

Major Concern 1: To enable students to fully unleash their potential through diverse learning experiences and enhance their sense of belonging to the nation 重點關注事項一：讓學生藉多元學習體驗盡顯潛能，並提升對國家的歸屬感

Key Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1.2. Peer Learning Platform Sharing  同儕學習 平台分享	<ul style="list-style-type: none"> <li>Enhance students' self-directed learning</li> <li>提昇學生自主學習</li> </ul>	✓  (a) Lessons (S1-S3)  (b) Class Teacher Periods (S1)	✓  Sharing Sessions (S1-S5)  成果分享 (中一至中五)		<ul style="list-style-type: none"> <li>In-class implementation: Teachers will incorporate peer learning components into their lesson plans, allowing students to demonstrate a spirit of mutual learning during class</li> <li>Class teacher period: During the class teacher period, a platform will be provided for 4-5 students to share their work</li> <li>Sharing of achievements: The school will gather exemplary student work and organize an achievement sharing session. Students will vote to select their favorite presentation</li> </ul> <ul style="list-style-type: none"> <li>課堂進行：老師教案設計上加入同儕學習環節，在課堂上展示互學精神</li> <li>班主任堂：於班主任時段，提供平台供 4-5 位學生分享</li> <li>成果分享：搜集優秀代表舉辦成果分享會。由同學投票選出我最喜歡的分享</li> </ul>	Breadth of Knowledge, Language Proficiency, and Generic Skills  寬廣的知識基礎、語文能力、共通能力

Major Concern 1: To enable students to fully unleash their potential through diverse learning experiences and enhance their sense of belonging to the nation 重點關注事項一：讓學生藉多元學習體驗盡顯潛能，並提升對國家的歸屬感

Key Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
1.3 World of Words (Reading Oasis)  文字世界 (閱讀天地)	<ul style="list-style-type: none"> <li>Promote a reading culture</li> <li>推廣閱讀文化</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Led by the library and reading club</li> <li>Establish "reading ambassadors" to promote reading and introduce good books</li> <li>Reading sharing platform: Organize reading circles and invite participation from different subject departments</li> <li>Online version of book recommendation</li> <li>由圖書館及閱讀小組引航</li> <li>設閱讀大使：推廣閱讀/好書介紹</li> <li>閱讀分享平台：圍讀形式閱讀，邀請不同科目出席</li> <li>好書介紹網上版</li> </ul>	Breadth of Knowledge, Language Proficiency, and Generic Skills  寬廣的知識基礎、語文能力、共通能力

Major Concern 2: To foster a healthy campus environment and promote a healthy lifestyle among students

重點關注事項二：營造健康校園環境，促進學生健康生活

Key Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2.1. Health Education 健康教育	<ul style="list-style-type: none"> <li>To create a safe and healthy campus</li> <li>建立安全健康的校園環境</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>educate students on the knowledge, skills and attitude to make informed decisions about their way of life</li> <li>教育學生有關生活方式的知識、技能和態度，以做出明智的決定健康生活方式</li> </ul>	National and Global Identity, Healthy Lifestyle 國民和全球公民身份認同、健康的生活方式
2.2. Healthy Eating 健康飲食	<ul style="list-style-type: none"> <li>To enable students to make healthy choices on food</li> <li>幫助學生做出健康的食物選擇</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Home Economics subject incorporates healthy eating information</li> <li>家政科加入健康飲食資訊</li> </ul>	Healthy Lifestyle 健康的生活方式
2.3. Physical Activity 體能活動	<ul style="list-style-type: none"> <li>To provide ample opportunity for students to be physically active</li> <li>提供充足的機會讓學生進行身體活動</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Physical Education subject incorporates regular fitness training</li> <li>體育科加入定期體能訓練</li> </ul>	Healthy Lifestyle 健康的生活方式

Major Concern 2: To foster a healthy campus environment and promote a healthy lifestyle among students

重點關注事項二：營造健康校園環境，促進學生健康生活

Key Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2.4. Aesthetic Activities 美學活動	<ul style="list-style-type: none"> <li>To provide ample opportunity for students to participate in activities relating to the arts and appreciate the arts</li> <li>提供充足的機會讓學生參與與藝術相關的活動並欣賞藝術</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Visual Arts subject incorporates experiential art activities</li> <li>美術科加入藝術體驗活動</li> </ul>	Healthy Lifestyle 健康的生活方式
2.5. Emotional Health And Well-Being 情緒健康與福祉	<ul style="list-style-type: none"> <li>To promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize</li> <li>積極促進精神健康與幸福，幫助學生理解和表達自己的感受，並參加社交活動</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Religious Education, Civic Education, and related groups incorporate positive values into the curriculum</li> <li>宗教育、公民教育組及相關組別於課程中加入正向價值觀念</li> </ul>	National and Global Identity, Healthy Lifestyle 國民和全球公民身份認同、健康的生活方式

Major Concern 2: To foster a healthy campus environment and promote a healthy lifestyle among students

重點關注事項二：營造健康校園環境，促進學生健康生活

Key Concerns	Targets	Time Scale (Please insert ✓)			Outline of Strategies	Seven Learning Goals
		Year 1	Year 2	Year 3		
2.6. Going Green  綠色生活	<ul style="list-style-type: none"> <li>To promote a green culture among members of the school</li> <li>在學校師生之間推廣綠色文化</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Implement a green campus to strengthen environmental protection concepts</li> <li>推行綠色校園，加強環保理念</li> </ul>	Healthy Lifestyle, Breadth of Knowledge  健康的生活方式、寬廣的知識基礎

以七個學習宗旨<sup>I</sup>為自評的反思點，檢視學校在促進學生全人發展和終身學習的工作做得有多好

**Based on the reflection against the seven learning goals<sup>II</sup>, conduct school self-evaluation to review how good the school is in fostering whole-person development and lifelong learning of students.**

From 2021 to 2024, our school focused on promoting self-directed learning and boosting students' confidence. We improved our assessment system to make it easier to pass but more challenging to achieve high scores, creating a safety net for junior secondary students. This encouraged those who may struggle to build their **breadth of knowledge** and gain confidence for their transition to senior secondary education. Additionally, we addressed difficult subjects using small-step teaching methods, which helped students overcome learning challenges effectively. This approach allowed some stronger students to master learning strategies. Building on this, we launched a “Little Teachers” teaching platform to enhance student leadership in learning and encourage self-reflection among peers, which yielded excellent results (as noted in the 2023-2024 Annual Report). The program required students to gather information and present it, which improved their **language proficiency and generic skills**. By collecting a significant amount of information and discerning its accuracy, students also developed their **information literacy**.

2021-2024 年學校以自主學習、提昇學習自信為關注事項，當中改良考評制度，以易合格難高分，為初中同學設安全網，藉以鼓勵能力較弱同學在初中階段先奠定**寬廣語文基礎知識**，讓學生建立學習自信，為升上高中作好準備。此外難點課業，針對同學學習難點，以小步子教學讓同學克服學習困難，亦取得一定成效。我們發現，難點課業讓一批較優秀的學生從課業中掌握學習的方法，在此基礎上，我們以小導師教學計劃作新一階段的發展項目，提昇學生學習的主導性，並以此帶領同儕進行學習反思，效果甚佳(參考 2023-2024 周年報告)。由於小導師教學要求同學進行資料搜集及匯報分享，此亦能促進同學**語文能力、共通能力**。在篩選材料上，同學搜羅大量資料，亦須辨別資訊真偽，對於培養同學的**資訊素養**亦起一定作用。

<sup>I</sup> 小學教育的七個學習宗旨包括：國民身份認同、正面價值觀和態度、學習領域的知識、語文能力、共通能力、閱讀及資訊素養，以及健康的生活方式；中學教育的七個學習宗旨包括：國民和全球公民身份認同、寬廣的知識基礎、語文能力、共通能力、資訊素養、生涯規劃，以及健康的生活方式。

<sup>II</sup> The seven learning goals of primary education are national identity, positive values and attitudes, knowledge of key learning areas, language skills, generic skills, reading and information literacy, and healthy lifestyle. The seven learning goals of secondary education are national and global identity, breadth of knowledge, language proficiency, generic skills, information literacy, life planning, and healthy lifestyle.

Furthermore, the National Security Education Group organized a series of activities themed "Tofu-Affection for our Chinese Heritage." The Visual Arts Group collaborated with the community to create a series of promotional posters, magnets, and cards for the well-known Kung Wo Beancurd Factory. The Religious Studies Group held a vegetarian lunch on April 26 to introduce the nutritional value of tofu. The Chinese History Group arranged visits for students to the Kung Wo Beancurd Factory to learn about tofu production. The Literature Group and library hosted a book fair and reading workshop centered on tofu. These activities allowed students to understand Chinese tofu from various perspectives. On April 29 and 30, different subject groups set up booths during lunch to comprehensively promote tofu as an intangible cultural heritage of China, enhancing students' understanding of Chinese culture and **increasing their sense of national and civic identity**. Before the workshops, only 63.6% of students recognized tofu as a possible writing topic and 54.5% saw it as a reflection of Chinese cultural virtues. After the workshops, these figures increased to 100% and 90.9%, respectively, representing an increase of 36.4% each. About 72.8% of students enjoyed the teacher's guidance and interaction. Overall, 90.9% believed that the reading workshop helped deepen their understanding of Chinese culture.

此外，國安教育組以〈中國豆腐中國情〉為主題，展開一連串活動。視藝組與社區聯繫，為老字號公和豆腐品牌設計了一系列特色海報，磁石貼及咭片，宗教組於4月26日舉行豆腐素食午餐，介紹豆腐的營養價值。中史組安排同學參觀公和荳品廠及豆腐製作，文學組及圖書館舉辦以「豆腐」為題的書展及圍讀工作坊，以上活動讓同學從不同方面認識中國豆腐。而各科組於4月29及30日午膳時間擺放攤位，全方位為中國非物質文化遺產--「豆腐」作宣傳，提昇同學對中國文化的認識，**增加同學對國家及公民身份的認同**。其中圍讀工作坊反應甚佳，問卷調查所見，同學對於工作坊持正面反應。圍讀前後對「豆腐」認知最大的不同是，圍讀前較少同學留意到「豆腐」可成為寫作題材（63.6%）及反映中華文化美德（54.5%），但圍讀後此兩項分別增至100%及90.9%，均比圍讀前增加了36.4%。72.8%同學喜歡老師啟導及師生交流。90.9%認為是次圍讀有助提昇同學對中國文化的認識。

In addition to academic performance, our school also emphasizes character development. Each subject curriculum incorporates **values education**, as emphasized by the Education Bureau. For instance, in the humanities and history subjects, we teach students to face adversity with resilience and determination, instilling a strong sense of self-improvement and a commitment to truth. According to KPM data, students feel that "the school helps us develop good character both in and out of the classroom" and "actively teaches us how to interact with others, such as respecting and being considerate of others." The average score was 3.7, indicating that our values education initiatives have been effective through various activities organized by subject groups, religious and civic education groups, and volunteer teams. Additionally, to celebrate our school's 50th anniversary, we produced an original English musical that brought together various talents to showcase student abilities. This large-scale production involved collaboration between students and teachers in music composition and scriptwriting, with the entire play performed in English. This successful production highlighted our commitment to using English as a primary language and significantly contributed to enhancing students' **breadth of knowledge, language proficiency, and generic skills**.

學校除了重視學業成績外，也注重品德情意的培養。各科課程除本科知識外，也加入教育局一貫重視的**價值觀教育**，例如文史科透過古聖先賢在艱辛歲月中，以堅毅不屈的精神及態度面對逆境，讓學生學習自強不息、追求真理，堅定不移的人生觀。根據 KPM 數字，「學校在課堂內外幫助我們培養良好品德」，「學校積極教導我們如何與人相處，例如尊重他人和為他人著想。」平均值為 3.7，可見在價值教育方面，本校過去藉各科組及宗教、公民教育組、義工組所舉辦的活動均有一定的成效。此外，除了國安組推行的中國豆腐中國情外，為慶祝我校 50 周年而設的原創英文音樂劇，也集合了各方力量，以發掘學生才能為本，設立展示才藝的平台，讓同學透過綜合表演，從劇本創作到音樂、舞蹈的排練以發揮才華。是次大型製作，雖亦邀請外間機構合作，然由譜寫音樂至劇本創作均由學生老師共同合作而成，全劇以英語為表演語言，實踐本校以英文為主要語言的特色，演出成功，口碑載道，亦是本校全方位發展的重點項目，提昇了同學**寬廣語文基礎知識、語文能力、共通能力**。

Our school's achievements stem from the mutual trust and support within our teaching team, which shares a common philosophy and direction. KPM data indicates that teachers have a positive view of the school, with ratings for the teaching atmosphere and sense of belonging above average (4.2/6). Our principal provides a clear vision for the school's development, emphasizing excellence and the cultivation of good character in students. This alignment fosters collaboration among subject groups and departments, enhancing holistic development through various thematic activities. This cooperative spirit helps prepare for cross-group initiatives, boosting students' motivation and interest in learning.

本校能取得以上成效有賴於教師團隊互信互助，緊密聯繫，本校團隊有共同理念，共同方向，KPM 數據亦可見教師對學校持正面評價，對於教學氛圍，對學校的歸屬感以及認同學校發展方向均高於一般水平 (4.2/6)。事實上，校長對於學校定位以及發展方向一直給予清晰願景及目標，我們共同的辦學理念是讓學生追求卓越，發揮所長，培養善德人的應有素質。不同的科組、部門均以此為方向，各組之間互有默契，甚或主動合作舉辦不同類型的主體活動，以促進學生全人發展。本校科組及部門間有共同願景以及融洽氛圍，在此條件下可以更進一步促進科組之間的合作，為跨組活動作更好準備，讓學生能透過多元體驗提昇學習動機及興趣。