

**St. Margaret's Co-educational
English Secondary & Primary School**
聖瑪加利男女英文中小學

Annual School Report
2023 – 2024



33 Sham Mong Road, West Kowloon, HKSAR

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Guidance Note

The following points should be kept in mind when reviewing this Annual School Report:

1. Unless otherwise stated, the evidence and statistics presented in this report are exclusively reflective of the 2023-2024 academic year.
2. For the sake of brevity and readability, abbreviations have been used throughout the report. The following abbreviations are used:
 - **EDB:** Education Bureau
 - **GCE:** The General Certificate of Education
 - **PLC:** Professional Learning Community
 - **SCL:** Student-centred Learning Approach
 - **HOT:** Higher Order Thinking
 - **CPD:** Continuing Professional Development
 - **SHS:** Stakeholder Survey
 - **MOI:** Medium of Instruction
 - **KLA:** Key Learning Area
 - **ITDC:** I.T. Development Committee
 - **SDC:** Student Development Committee
 - **CLP:** Careers and Life Planning
 - **TA:** Teaching Assistant

- **ML:** Modern Languages
 - **LVE:** Life Values Education
 - **IA:** Interactive Activities
 - **SLP:** Student Learning Profile
 - **D&G:** Discipline and Guidance
 - **NCS:** Non-Chinese Speaking Students
 - **IAL:** International Advanced Level
 - **Stage 1:** P.1 – P.4
 - **Stage 2:** P.5 – S.2
 - **Stage 3:** S.3 – S.6
3. Our P.1 and P.2 students were exempt from participating in the stakeholder surveys. Hence, references to data from the student stakeholder survey under "Stage 1" pertain to data derived from P.3 and P.4 students.
4. This report primarily focuses on the evaluation of the school's two Major Concerns for the 2023-2024 academic year and the significant achievements of this period. Consequently, not every school policy, strategy, or programme may be discussed in this report.

Chapter 1. Brief Introduction of Our School

School Vision and Mission

School Vision

We provide a global education whereby students are nurtured to be all-rounders and to reach their full potential with initiative and joy. They will become excellent communicators and high achievers with a positive mindset and an international outlook, being able to rise to the challenges of the 21st Century.

School Mission Statements

With Christ's spirit and the belief to teach indiscriminately, the School

1. develops multi-lingual students with a global perspective;
2. equips students with the skills, knowledge and positive mindset necessary for life in the 21st Century;
3. instills in students a joy for learning as a life-long process;
4. empowers students to develop their potential and talents to the full;
5. helps students to acquire the fundamental skills to develop self-confidence, self-esteem, self-respect and self-discipline; AND
6. helps students to develop a caring character through good conduct, mutual respect, a sense of civic responsibility and commitment towards society.

School Motto

Pursuit of virtues to perfection with self-renewal spirit

明德新民，止於至善

School Culture

Our school wishes to establish a “Learning School” and “Positive-thinking School” culture, believing that a learning school and positive-thinking learning environment will lead to a life-long learning attitude and a positive thinking life for students.

School Curriculum Offerings

Our school provides a comprehensive curriculum catering to all students preparing for the HKDSE Examination. The lesson time allocated to each of the 9 key learning areas aligns closely with the recommendations from the EDB. The details of the school curriculum offerings are shown in Table 1. In recent years, we have introduced the International Advanced Level (IAL) curriculum as an additional, top-up curriculum, creating a supplementary educational pathway for students.

In 2024, two of our students participated in the IAL examinations. One of these students achieved grades A*A*AA in Mathematics, Biology, Chemistry, and Physics and was awarded a £12,000 scholarship from the University of Sheffield to pursue a degree in mechanical engineering. Additionally, in 2023, another student achieved outstanding IAL results with grades of A*A*A* in Mathematics, Further Mathematics, and Physics. This student has also made remarkable progress in the combined Bachelor's and Master's degree program in Mathematics at the University of Oxford, where he earned a distinction in his first-year studies. Impressively, he was only 14 years old when Oxford accepted him. He also received a scholarship from the Hong Kong Scholarship for Excellence Scheme to support his studies, covering the academic period from September 2023 to June 2027.

Table 1. Our School's Curriculum.

KLA	Subjects	P.1	P.2	P.3	P.4	P.5	P.6	S.1	S.2	S.3	S.4	S.5	S.6
English Language	English Language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Performing Arts / Drama					✓	✓	✓	✓				
	Language Arts							✓	✓				
	Literature in English									✓	✓	✓	✓
Chinese Language	Chinese Language	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Chinese as a 2 nd Language/ Adapted Chinese					✓	✓	✓	✓	✓	✓		
	Chinese as a 2 nd Language (GCE)											✓	✓
	Living Chinese											✓*	✓*
	PTH	✓	✓					✓	✓	✓			
	Performing Arts / Drama	✓	✓	✓	✓	✓	✓	✓	✓				

KLA	Subjects	P.1	P.2	P.3	P.4	P.5	P.6	S.1	S.2	S.3	S.4	S.5	S.6
Mathematics	Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓✕	✓✕	✓✕
	Extended Module 1										✓	✓	✓
	Extended Module 2										✓	✓	✓
Personal, Social and Humanities	Reading to Learn	✓	✓										
	General Studies	✓	✓^	✓^	✓^								
	General Studies (Humanities)					✓^	✓^						
	Living in Hong Kong					✓*	✓*						
	Life and Society							✓	✓	✓			
	Citizenship and Social Development / Liberal Studies										✓	✓	✓
	Values Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Religious Studies	✓	✓	✓	✓	✓	✓	✓	✓				
	Economics										✓	✓	✓
	Geography							✓	✓	✓	✓	✓	✓
	Chinese History							✓	✓	✓	✓	✓	✓
	History							✓	✓	✓	✓	✓	✓
	Tourism and Hospitality Studies										✓	✓	✓
Science	General Studies (Science)					✓	✓						
	Integrated Science							✓	✓	✓			
	Physics										✓✕	✓✕	✓✕
	Chemistry										✓✕	✓✕	✓✕
	Biology										✓✕	✓✕	✓✕
Technology	Learning to learn	✓	✓	✓	✓								
	ICT					✓	✓	✓	✓	✓	✓	✓	✓
	Business, Accounting and Financial Studies										✓	✓	✓
	Junior Technology Education							✓#	✓#	✓#			
STEAM	STEAM	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Arts	Visual Arts	✓	✓	✓	✓	✓	✓	✓#	✓#	✓#	✓△	✓△	✓△
	Dance	✓	✓	✓	✓	✓	✓						
	Music	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓△	✓△	✓△
Physical	Physical Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Modern Languages	French as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
	Japanese as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
	Spanish as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
	German as a 3 rd Language	✓	✓	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
Others	Talent Classes	✓	✓	✓	✓								
	Interactive Activities					✓	✓	✓	✓				
	Project Learning									✓			
	Integrated Business Fundamental									✓			

Key:

- * A Special Cantonese programme designed to help NCS students adapt to living in Hong Kong and learning Chinese culture.
- ^ Some Chinese History topics were covered in P.1 – P.6 and P.5 – P.6 General Studies (Humanities).
- # Students had lessons at the Arts & Technology Education Centre, EDB.
- △ Students had HKDSE lessons at the Arts & Technology Education Centre, EDB.
- + Non-through-train students were allowed to study Third Language (French, Japanese, Spanish, and German) beginner class, with some eligible to study continuing class after assessment.
- ※ IAL curriculum was offered concurrently with HKDSE as an additional, top-up curriculum, for students.

The Medium of Instruction (MOI) for all subjects except Modern Language subjects was English. However, there were a few exceptions:

- For Chinese Language, Putonghua was used at all levels. Cantonese was offered as an alternative MOI to non-through train New S.1 to Stage 3 to cater to students' learning needs. For Chinese 2nd /Adapted Chinese from P.5 to S.5, Putonghua was used as the MOI.
- For Chinese History, Living Chinese, and Living in Hong Kong, as well as some classes of Values Education and Senior Secondary Liberal Studies, Cantonese or English was used as the MOI.

Our school offered a broad and balanced curriculum that catered to the interests, abilities, and learning needs of the students. Some of the key features of the curriculum included:

- Modern Languages (ML): Starting from P.1, students were given the opportunity to learn French, German, Japanese, and Spanish through a taster course. At the end of P.2, students chose one ML to study from P.3 to S.2. Those interested in taking ML as one of the electives in Senior Secondary could continue their ML

study in S.3 to S.6. Beginner courses were provided for students joining our school in S.1, and both through-train and non-through train students could choose ML as one of their electives in HKDSE.

- Senior Secondary Elective Subjects: We offered four blocks of senior secondary elective subjects. Each block included a selection of science, social science, arts, and/or other subjects for students to choose from. In addition, we integrated 11 popular elective subjects into the S.3 school-based curriculum. This approach allowed all S.3 students to explore each of these subjects before making choices that interested them.
- School-based Putonghua (PTH) Programme: Offered for P.1 to P.2 students, elements of PTH suggested by the EDB were embedded in our Chinese curriculum with PTH as the MOI from P.1-P.6. Additional PTH classes were offered to new S.1 to S.3 students on Saturdays.
- Performing Arts: This was offered for P.1 – P.4 in Chinese and P.5– S.2 in English to boost students' confidence in their delivery and presentation skills in both languages.
- Extra-curricular Activities: To foster students' self-understanding, potential development, and self-confidence, and to provide a rich diversity of learning experiences, we have curated an engaging extra-curricular program. For our Stage 2 students, from P.5 to S.2, we offer 1 or 2 lessons of Interactive Activities (I.A.) each week. For our Stage 1 students, from P.1 to P.4, we provide a Talent Class and a Uniform Team lesson each week. Additionally, we extend a voluntary Uniform Team lesson to students in P.5 and P.6 after school hours. We also offer weekly Instrumental Classes for both Stage 1 and Stage 2 students, requiring them to learn an instrument either within or outside school.

- **Support for Non-Chinese Speaking Students (NCS):** The school-based Chinese 2nd curriculum was further refined after participating in the EDB's Project of After-school Extended Chinese Learning for Non-Chinese Speaking Students. We offer "Living in Hong Kong" to our P.5 to P.6 students, and "Living Chinese" to our S.5 and S.6 students, to facilitate their integration into the local community. In addition, we provide Chinese Drama classes in Stage 2 to enhance NCS students' presentation skills in Chinese. For P.5 to S.4 NCS students, we offer the Chinese as a Second Language GCSE course, and for S.5 and S.6 NCS students, we offer the Chinese as a Second Language GCE course. Importantly, we also offer an adapted Chinese curriculum for Stage 2 (P.5 to S.2) students. This curriculum strikes a balance between mainstream Chinese and Chinese as a second language, designed to provide a stepping stone for NCS students to potentially transition to mainstream Chinese studies in the future, thus expanding their academic opportunities.

These features of our curriculum demonstrate our commitment to providing a comprehensive and diverse learning experience for our students, catering to a wide range of interests and learning needs.

School Operation Statistics

The 2023-2024 school year officially started on 1 September 2023 and consisted of 192 school days. The school resumed normal operations with physical lessons and full-day operations. The total number of students for this academic year was 985, distributed across 30 classes (12 primary classes and 18 secondary classes).

Our Students

During the 2023-2024 school year, our students demonstrated high attendance and punctuality rates, which reflect their eagerness to learn. They consistently exhibit discipline

and readily adhere to the instructions provided by their teachers. The following table provides basic information about our students:

Table 2: Basic information about our students

Item	Primary	Secondary
No. of classes	2 per level	3 per level
Total Enrolment	396	589
Average Attendance rate	96.57%	96.35%
Punctuality Rate	99.63%	97.97%

Admission of Students

During the 2023-2024 academic year, our school observed a Primary One admission ratio of approximately 52:1, reflecting the high demand from parents for our quality Global Education programme, unique curriculum, and other features. The waiting lists for admission to different levels were long, indicating the great interest in our primary section.

Parents have been urging our school to consider expanding the primary section to increase their chance of admission, especially after the EDB's requirement to lower all P.1 enrolment in DSS schools in 2007 from classroom permitted number (45 x 2 classes = 90) to aided school P.1 enrolment (33 x 2 classes = 66).

In response to parents' support and request, our school had applied for a proposed expansion of the Primary Section, by increasing the number of classes from 2 to 3 for each level in the Primary Section. This was also accompanied by an application for a new primary school premises through the Forth School Allocation Exercise 2019 to realize a true "Through-train" mode. Unfortunately, the EDB later announced the school premises was subsequently withdrawn for bidding in the exercise. Consequently, our school will continue to make applications to the EDB for such expansion.

Our Teachers

As shown in Tables 3 to 5, over half of the teachers hold master's degrees or higher qualifications. With a total of 45 administrative staff and a favourable teacher-student ratio of

1:10, our teachers are well-equipped to address the learning and developmental needs of students.

Table 3: Manpower – Full Team

Category	Number
Principal and Teachers	104
Teaching Assistants	12
Administrative Staff	45
Total	161

Table 4: Highest Qualifications of Principal and Teachers

Qualification	Percentage
Teacher Training	71%
Bachelor Degree	96%
Master / Doctorate Degree	39%

Table 5: Teachers' Experience

Teaching Experience	Percentage
0-4 years	55%
5-9 years	17%
10 years	28%

Chapter 2. Achievements and Reflection on Major Concern 1

Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability (培育主動積極的學習者：重視自主、反思與適應力)

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
Key Achievements: During the 2023-2024 academic year, our school achieved substantial progress in fostering student autonomy, ownership, and adaptability. We implemented goal-setting frameworks for students from P.3 to S.6, which enhanced their motivation and engagement. This was supported by allowing students to select their own topics and methods of learning, particularly through cross-curricular and STEAM projects. This strategy not only promoted greater autonomy but also contributed to a significant 65.04% increase in library book checkouts. Furthermore, the use of reflective tools such as e-portfolios and learning journals deepened students' self-assessment capabilities and understanding across all KLAs. Our cross-curricular activity days, integrating STEAM, cultural learning, and national security education, enhanced student engagement and expanded their learning experiences. In addition, we advanced in areas of digital citizenship and media literacy to further develop students' critical thinking, creativity, and problem-solving skills, equipping them to adapt to future challenges.			

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
1. Empower Students to Take Ownership of their Learning			
(i) Engage P.3 to S.6 students in setting personal goals aligning with the concept of ownership • Develop a revised goal-setting framework for P.3 to P.4 students, taking into account their aspirations and interests. • Refine the current goal-setting framework for P.5 to S.6 students to better align with the concept of ownership.	Attained	Throughout the 2023-2024 academic year, our school has made considerable progress in empowering students to take ownership of their learning. Students across all levels have successfully engaged with the revised goal-setting framework. This initiative has led to enhanced student engagement and self-directed learning. • The implementation of a revised goal-setting framework, particularly for younger students (P.3 to P.4), tailored to their developmental stages and interests, has shown positive outcomes, including increased motivation and engagement. For older students (P.5 to S.6), refinements in the goal-setting framework have resulted in the setting of more strategic learning objectives. Moreover, they have demonstrated a clear understanding of their goals and progress. • The introduction and refinement of goal-setting frameworks across various KLAs have led to increased student engagement and a deeper understanding of personal academic goals. For instance, in the English	Reflecting on the outcomes of the past academic year, it is evident that while substantial progress has been made, there is a clear need for ongoing enhancements to better support our students' diverse learning paths. Feedback from students, parents, and teachers has highlighted the effectiveness of our initiatives in enhancing student autonomy and

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
Organize workshops and coaching sessions for students to help them set meaningful personal goals and understand the importance of taking ownership of their learning.	Attained	Language KLA, the goal-setting framework was successfully integrated within their curriculum. Students engaged actively in selecting reading materials aligned with their interests, which fostered a personalized and ownership-driven approach to learning. In the Chinese Language KLA, the curriculum for mainstream Chinese focused on deepening their understanding of Chinese literature and culture through comprehensive reading and interpretation of classical and modern texts. For the Chinese as a second language stream, the emphasis was on cultural integration and personalized goal setting. Efforts in both streams have led to significant improvements in students' abilities to connect learning with cultural appreciation, enhancing their motivation and engagement in mastering the language. In the Mathematics KLA, the implementation of goal-setting forms has helped students articulate and pursue their mathematical competencies, resulting in improved problem-solving skills due to targeted goal-setting activities.	engagement. For the 2024-2025 academic year, to further align our efforts with the seven learning goals, the plan includes refining the goal-setting frameworks with updated tools and resources to better serve the needs of our diverse student body. For example, introducing age-appropriate goal-setting tools that cover various aspects such as positive values, career and life

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
	Attained	Workshops and coaching sessions have been pivotal in providing both students and teachers with the necessary skills and understanding to apply the concepts of ownership effectively within the educational setting. These interventions have not only enhanced students' ability to set realistic and meaningful personal goals but also improved their engagement and participation in the learning process.	planning, and national and global identity. This prepares them to meet the challenges of the 21st century with confidence and capability.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(ii) Empower students to select their own topics and methods of learning • Conduct a stocktake and review of the current projects in each KLA for each level and their timeline. • Enhance existing cross-curricular projects for S.1 to S.3 and P.1 to P.6, allowing students to choose topics of their interest.	Attained	The school has successfully enhanced the autonomy of students in choosing their learning topics and methods, particularly noted in cross-curricular projects and STEAM activities. This initiative has led to increased engagement and deeper learning across various subjects, with significant achievements in terms of increased student engagement and participation in the learning process. • Conducting a stocktake and reviewing current projects across all KLAs helped assess the effectiveness and alignment of projects with educational goals. These reviews have identified areas for enhancement and ensured that projects were timely and relevant to both curricular demands and student interests. We significantly enhanced our cross-curricular projects and activity days across grades P.1 to P.6 and S.1 to S.3, incorporating more opportunities for students to choose topics that reflect their learning progress.	Reflecting on the past academic year, the successful implementation of student-driven learning initiatives represents significant progress and highlights the necessity for ongoing enhancements and adaptations. We have observed sustained growth in student engagement, which underscores the effectiveness of our strategies and the importance of empowering students to choose their learning topics and methods. By creating environments that foster reflection, students have been able

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
Strengthen S.3 STEAM personal projects to cultivate students' self-directed learning (SDL) and creativity.	Attained	- A notable achievement was the 65.04% increase in library book checkouts, rising from 8,485 in 2022-2023 to 14,004 in 2023-2024. Additionally, the average number of books checked out per student rose by 63.22% from 8.6 to 14.1. These statistics not only reflect a substantial increase in student engagement with learning resources but also highlight the effectiveness of our strategies to promote reading and research across the student body. - Students across various KLAs such as Science, PSHE, and English demonstrated increased engagement and motivation by selecting their own topics and methods of learning. For example, in the English KLA, students produced creative video projects that integrated cross-curricular themes, showing significant improvement in their communicative competencies and creativity. In Mathematics, STEAM projects allowed students to apply theoretical knowledge in practical contexts,	to articulate their learning goals and adopt strategies to take ownership of their learning outcomes. For the 2024-2025 academic year, our plans include: - Enhancing cross-curricular and S.3 students' SDL STEAM projects by integrating elements of entrepreneurship, the 17 Sustainable Development Goals (SDGs), National Security Education, and values education. - Incorporating structured reflection sessions during the primary cross-curricular

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(Continued from the previous page)	Attained	fostering critical thinking and problem-solving skills. Classroom observations and project involvement data showed active participation, especially in S.3 students' SDL STEAM projects. These projects required students to devise practical solutions to real-world challenges. This outstanding performance in our STEAM curriculum was recognized with several awards from the University of Hong Kong, under the Centre for Information Technology in Education (CITE) Teacher and Student Award Scheme 2023-2024.	activity day to help students identify learning outcomes and areas for improvement. These sessions will also support the development of language skills and generic skills through guided discussions and peer feedback mechanisms.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
2. Foster Reflection and Self-Assessment			
Engage students to reflect on their progress and achievements in all KLAs - Develop and implement reflection tools tailored to the needs of each KLA, such as learning journals, guided reflection prompts, and e-portfolios. - Utilize S.1 to S.3 learning progress data for each S.4 student,	Attained	During the 2023-2024 academic year, our school made substantial developments in integrating reflective practices across our curriculum. This initiative has significantly increased student engagement and improved learning outcomes throughout all KLAs. Our strategic application of e-portfolios, error books, and data-driven assessments has greatly enhanced students' understanding of their subjects and empowered them to take meaningful ownership of their learning trajectories. Moreover, data from S.1 to S.3 was presented and shared with respective KLA heads to inform curriculum adjustments and student support interventions. Detailed achievements by KLAs include: - Chinese: Implementation of goal-setting frameworks significantly improved targeted skill development and autonomy in learning. - English: Goal-setting worksheets promoted critical thinking about personal learning strategies. Encouraging oral presentations as	Reflecting on the 2023-2024 academic year, it is evident that our initiative to integrate reflective practices across all KLAs has notably enhanced student engagement and enriched their educational experiences. Leveraging these successes, our strategy for the 2024-2025 academic year focuses on further enhancing and expanding these reflective practices: Building on the effective use of S.1 to S.3 data for

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
with statistical big data analysis.	Attained	alternative forms of reflection catered to diverse learning preferences and strengthened communication skills. • Mathematics: Adoption of data-driven interventions through goal-setting forms enhanced students' reflections on their performance across various topics, contributing to more tailored educational experiences. • PSHE: Effective use of journals to reflect on societal impacts and personal growth enhanced students' understanding of their roles within the community, promoting civic responsibility. • Science: Implementation of e-portfolios for S.1 students enabled effective self-assessment and reflection on their understanding. Error books in Physics and Chemistry helped students identify and learn from their mistakes, fostering a growth mindset. • Technology Education: Utilization of Online Question Bank data refined learning approaches for S.4 students, improving both comprehension and application of technical skills.	S.4 interventions, we plan to broaden this data-driven approach across S.1 to S.5. This systematic utilization of data will provide targeted support for students requiring additional assistance and tailor educational strategies to meet individual learning needs. • We will develop and standardize a reflection template that can be utilized across all KLAs.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
3. Promote Cross-KLA Learning and National Security Education			
Offer cross-KLA learning activities to students, broadening their horizons and promoting active learning such as activity day and cross-curricular projects Organize activity days and cross-curricular projects that encourage students to apply their knowledge and skills from multiple KLAs in a real-world context,	Attained	The successful integration of STEAM and cultural elements through cross-curricular activities this academic year has significantly increased student engagement and proactive learning attitudes. National Security Education has been seamlessly integrated into these activities, significantly enriching students' national identity and sense of civic responsibility. Key achievements included: We successfully conducted two activity days for P.1 to S.5 students, focusing on hands-on STEAM applications, Career and Life Planning, and interactive National Security Education. These activities were designed to extend learning beyond the classroom and included language immersion experiences that allowed	Moving forward, we aim to build on these successful initiatives by expanding experiential learning opportunities and enhancing National Security Education, STEAM, and Career and Life Planning. Plans include: We plan to further embed National Security Education, CLP and STEAM elements into our Cross-Curricular Days. By doing so, we aim to provide a richer, more integrated learning experience that not only enhances academic knowledge but also fosters a deeper understanding of national

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
incorporating learning, teaching and curriculum (LTC) elements such as Chinese Culture, Western Culture, STEAM, CLP and Service Learning.	Attained	students to apply their language skills in authentic contexts. - Numerous projects across different subjects have incorporated elements of STEAM, Chinese Culture, Western Culture, and themes like sustainable goals, nurturing active learners capable of applying academic concepts in diverse contexts. This experiential approach has facilitated deeper retention of learning, broadened student horizons, and enabled a comprehensive understanding of complex subjects. - Over 20 study tours were organized across different KLAs, including Service Learning in Sichuan, Science and Technology explorations in Singapore, Shanghai, and Nanjing, and cultural immersion tours to countries like Australia, Spain, France, and our sister school in Beijing.	identity and civic responsibilities. - Our Basic Law ambassadors will regularly present on the 20 Major Fields of National Security and developments in China during morning assemblies. Additionally, we will involve more students in flag-raising ceremonies and expand the role of our flag guard team to cultivate a sense of pride and responsibility. - Each student will be encouraged to master at least one traditional Chinese skill, such as embroidery, guzheng, paper cutting, or traditional Chinese robe design.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
4. Enhancing Students' Adaptability to the Ever Changing World			
(i) Develop Presentation Skills and Promote Project Based Learning Integrate opportunities for developing presentation skills into lessons across English, Chinese, Mathematics, PSHE and Science KLAs. This includes students presenting their learning outcomes during lessons and presenting findings after group discussions on case study topics.	Attained	Across multiple KLAs, students demonstrated improved presentation skills and increased confidence in communication. For example, English and Chinese students performed well in reciting and presenting literary analysis, while Mathematics and Science students effectively used digital tools to present complex concepts. The integration of presentation skills across various subjects has fostered a substantial enhancement in students' communicative abilities, which is indispensable for their adaptability in the ever-changing global landscape. The success of this initiative is particularly evident in the results from cross-curricular project assessments, where more than 50% of students achieved scores of 80% or higher.	The positive outcomes observed this year reaffirm the importance of presentation skills in our education. Students are not only becoming more adept at presenting academic content but are also developing key soft skills that are critical in today's globalized world. To build on this success, and in alignment with the seven learning goals, future planning will continue to refine the integration of presentation skills across all KLAs by incorporating more diverse technologies and real-world contexts into the curriculum.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(ii) Promote Digital Citizenship and Media Literacy - Review current practices in digital citizenship education across different KLAs. - Propose updates to the digital citizenship education plan. - Implement a cyber security awareness initiative to instruct students on online safety, privacy, and responsible digital conduct.	Attained	The school has made significant progress in enhancing digital literacy across the curriculum. Achievements and evidence include: - A thorough review was conducted to assess and enhance digital citizenship education within the ICT curriculum. - An AI literacy course was successfully delivered to all student leaders, senior management, and middle leaders of our teaching staff, including 54 student leaders and 29 teachers. This initiative aimed to equip leaders with advanced digital skills and foster a culture of digital fluency across the school community. - All students in S.1 to S.3 participated in practical workshops such as “Little Reporter”, which focused	Facilitating factors such as strong support from school leadership and positive engagement from both students and teachers have been instrumental. On the other hand, challenges like the rapid pace of technological change persist. To further develop our students' capabilities in alignment with the seven learning goals for primary and secondary education, the following measures are suggested: - Continue to develop and enhance our cybersecurity education initiatives. - Keep the digital literacy curriculum up-to-date with the latest developments in technology and cybersecurity.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(Continued from the previous page)	Attained	on developing essential digital citizenship skills in a real-world context. • Cybersecurity education was established within the Stage 2 to 3 ICT, CSD, and PSHE curricula to raise awareness among students about critical topics such as online safety, privacy, and responsible digital behaviour.	• Based on the success of the initial AI literacy course, we plan to expand these offerings to include more students and teachers, thereby widening the impact.

Strategies / Targets	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
(iii) Strengthen STEAM Education Conduct a review and strengthen the incorporation of STEAM elements, with a focus on problem-based learning, across respective KLAs.	Attained	The implementation of STEAM-focused strategies has evidently fostered an environment of active learning and adaptability among students. The evidence suggests that students are not only engaging with the curriculum content more deeply but are also developing essential 21st-century skills such as critical thinking, creativity, and collaboration. Achievements across various subjects demonstrate a successful integration of STEAM education. For instance, In Mathematics, Science and Technology Education, students engaged in cross-curricular activities including a STEAM week and STEAM tour, which encouraged problem-solving and active learning. Science Education saw the development of cross-curricular STEAM projects enhancing students' investigative skills. Mathematics introduced problem-based learning aspects that were well-received by students, showing an improvement in engagement and understanding of mathematical concepts through practical applications.	In 2024-2025, we will establish collaborations with local businesses to bring practical industry insights into our cross-curricular STEAM projects. These partnerships will provide a platform for students to work directly with industry professionals and understand the real-world applications of their STEAM projects. Students will engage in projects that address community needs and challenges by integrating STEAM-based solutions. These projects will encourage students to consider the social, economic, and environmental impacts of their innovations. By focusing on community service and problem-solving, we aim to nurture students' civic responsibility.

Chapter 3. Achievements and Reflection on Major Concern 2

Strengthening Positive Education (強化正向教育)

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
Key Achievements: This year, our school accomplished notable achievements by fostering leadership, inclusivity, and a supportive community. We prioritized mental health and well-being through curriculum enhancements and diverse activities, and celebratory events recognised student efforts, strengthening teamwork and perseverance. Emphasising positive education across subjects, we helped students develop essential life skills such as empathy and resilience. Our commitment to creating a nurturing environment has empowered students to embrace core values, ensuring that everyone feels valued and connected. Overall, these initiatives reflected our dedication to cultivating a positive and engaging school culture conducive to personal growth and collaboration.			
1. Review school policies and strategies to emphasise the recognition and appreciation of students' efforts and good will.	Attained	○ The Student Development Committee organised meetings with the school prefects to review the current school policies, such as the iPad policy. To show appreciation for the prefects' efforts, appreciation days were organised for both primary and secondary prefects before the school year ended. ○ The Healthy Information Ambassadors scheme was implemented to provide students with leadership opportunities in promoting health activities at school. Students gained valuable leadership skills by organizing health-related initiatives, such as mental well-being programmes. Participating students were recognised and awarded the title of Student Healthy Information Ambassadors for their efforts and positive impact on the school community. ○ Celebratory gatherings were held with the sports teams to recognise their hard work during training sessions and competitions, as well as to honor their never-give-up spirit. These gatherings provided an opportunity for teammates, coaches, and supporters to come together and acknowledge the dedication and perseverance each athlete demonstrated throughout the school year. Their commitment not only contributed to their individual growth but also fostered a deep bond among the team members. ○ A year-end celebration was held with the new joiners of this school year to acknowledge their hard work and efforts throughout their initial months at the school. The event aimed to make them feel welcomed and appreciated, allowing them to reflect on their achievements and the friendships they had formed.	In the past year, various Committees, Teams, and Key Learning Areas (KLAs) dedicated their efforts to integrating the 15 core values into students' learning experiences, with the goal of fostering student wellness. To further advance our strategies to strengthen positive education, we are committed to combining our individual efforts to collaboratively promote the twelve priority values and attitudes advocated by the Education Bureau (EDB): "Perseverance," "Respect for Others," "Responsibility," "National Identity," "Commitment," "Integrity," "Benevolence" (optimized in December 2023), "Law-abidingness," "Empathy," "Diligence" (newly added in November 2021), "Unity," and "Filial Piety" (newly added in December 2023). By prioritizing the cultivation of these values and attitudes, our school aims to leverage everyday life events to enhance the integration of learning activities.

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
2. Strengthen the Life Value Education curriculum to promote well-being and appreciation of life and people among students.	Attained	○ The topic of Mental Health was strengthened in our S.3 and S.6 LVE curriculum. ○ Various activities were organised to enhance students' awareness, such as stress management programs and teacher-student bonding activities. ○ Appreciation cards were sent from students to janitors, from teachers to students, and from parents to teachers, which helped promote a culture of love and care within the school campus. Through the recognition of everyone's contribution, the school environment became more supportive and encouraging. This initiative inspired recognition and mutual respect, enhancing the spirit of the school.	To provide our students with more authentic experiences, the school has joined two Positive Education Projects. The training aims to cultivate students' responsibility, cooperation, and respect for people and the environment. It will be conducted in the LVE lessons, with both LVE teachers and Class Teachers involved. i. 賽馬會眾心行善 - 義工推廣校園夥伴計劃 JC VOLUNTEER TOGETHER – School-Based Programme ii. 教育局訓育及輔導組「WE」正向動力計劃
3. Provide training for teachers and parents on positive education and positive parenting. Utilise: Parent Education Grant (Primary)	Attained	A series of parent and teacher training were held, with a majority of participants providing positive feedback: Parenting with the Brain in Mind Programme (Theme 1: Children's Brain Development and Future Success & Theme 2: Brain Chemicals and Character Development). A parent-child STEAM workshop was conducted to enhance parents' understanding of their children's learning experiences in the STEAM program.	Teachers' and parents' suggestions on the topic of training: Positive Language (Benefits of positive language: enhances parent-child relationships by strengthening emotional bonds, encouraging development and language skills, building confidence, reducing conflicts, and promoting emotional intelligence. Through affirming communication, parents can create a supportive environment that fosters cooperation, self-esteem, and a growth mindset, contributing to their children's overall well-being and healthy development.)

Target 1: Foster student well-being through the integration of the 15-core-value-system

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
4. Incorporate elements of positive education into at least one level of all Key Learning Areas (KLAs). - Design learning activities and internal competitions that encourage students to delve into the different core values and reflect on their learning - Foster student well-being through different reading activities, such as book sharing, book fair, world book day - Encourage recognition for students' core values by their peers through peer assessment after the learning activities Utilise: LWL Grant	Attained	Science - S.1 students read and selected their favorite quotes related to core values from different scientists. The quotes were shared and displayed in the science laboratories. - S.1 students reflected on the core values embedded in selected scientific stories as a reading assignment. - During STEAM weeks, teachers and helpers distributed core value tickets to students to recognise their efforts in exhibiting the related core values in the booth games. English - The English Society organised a Love Letter writing competition that fosters students' positive values and attitudes. The activity encouraged students to appreciate and explore the idea of "love and gratitude" in relation to different targets, including but not limited to family, friends, themselves, and the community. - The Inter-class Writing Competition 2024 placed emphasis on the core values promoted by our school as part of the celebration of our school's 60th Anniversary. Modern Languages: - Using their respective target languages, some P.3 to P.6 students sent a 'Thank-You' letter to their parents on Mother's Day or Father's Day, relating to one of the core values in the 'I Believe I Can' Scheme. - The ML Society planned an "ML Day/Week" that includes various activities to promote active participation.	Over the past year, various Committees, Teams, and Key Learning Areas (KLAs) have made commendable progress in integrating the 15 core values into students' learning experiences to enhance student wellness. To further advance our strategies for strengthening positive education, it would be beneficial to unite our individual efforts to collaboratively strengthen connections across various cross-curricular domains in values education. This could include moral and civic education, national security education, anti-drug education, life and values education, sex education, and media and information literacy education. By adopting this comprehensive strategy, we could provide our students with a holistic learning experience that supports their wellness and overall development.

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		Chinese ○ In-school Chinese Writing Competition Both primary and secondary sections set topics with positive values, allowing students to reflect on the meaning of each value and how to embody them in their lives through writing. For example: "Support from ____" (Love & Care), "The Power to Overcome Difficulties" (Perseverance), "A Thank You Letter to the School" (Appreciation). ○ Chinese Drama Competition The Chinese drama competition, which incorporated elements of reading, not only cultivated students' spirit of independent learning but also enhanced their self-confidence, cooperation, and leadership skills. ○ World Book Day Through various activities, World Book Day cultivated students' interest in reading and enhanced their understanding of different values. Mathematics ○ Through project learning, intensive reading assignments, cross-curricular projects, and other mathematics-related activities, the core values were embodied in each key stage: self-management (Key Stage 1), appreciation (Key Stage 2), and perseverance (Key Stage 3). ○ Different projects and intensive reading assignments were designed to incorporate the above core values in each key stage. For example, P.1 students made a paper blanket for the bear to explore the concept of length; the summer holiday homework for P.5 was to design a poster to appreciate the history of some famous mathematicians. For the project on mathematical modelling, S.3 students analysed data on Covid-19 to design a model related to Covid-19. Technology Education: Different learning activities were designed to include the core values. Below are some examples: ○ Primary students developed essential life skills such as responsibility, self-discipline, love and care, and self-management through learning Scratch, a visual programming language. P.1 students designed thank-you cards, and P.4 students created timetables and to-do lists. ○ S.1 students were equipped with iPad tools and video-making techniques. Cooperation, mutual respect, and active participation were developed through these learning experiences. ○ For S.3 students, knowledge of app creation helped them learn and demonstrate the values of commitment, integrity, and perseverance.	

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		Physical Education: ○ The SportAct Programme encouraged students (Key Stage 1 & 2) to develop their own physical activity habits and promoted self-discipline and responsibility among them. ○ The sports activities, such as Sports Day, Charity Run, inter-house competitions, and sports team training enhanced students' confidence and cooperation skills. ○ Students (mainly Key Stage 3) were involved in the planning, implementation, and decision-making for various sports events, such as inter-house competitions, Sports Day, demonstrations at the School Briefing Session, and inter-school sports competitions. These learning experiences developed students' leadership, communication, and problem-solving skills. Arts Education (Dance): ○ In-class peer appreciation was implemented to encourage recognition among students (Key Stage 1-3). ○ Leader roles were established in Dance Teams (P.2 - S.4) and the Dance Club to foster leadership, communication, as well as problem-solving skills among students. ○ Dances about the values of appreciation (2023-2024 Lower Primary Dance Team - appreciation for janitors) and support (P.2 Cheerleading Dance - support for schoolmates) were created. Arts Education (Visual Arts): A positive learning environment, including morale, teamwork, productivity, and overall well-being, was developed through the following implementations: ○ Positive education themes were introduced in lessons, activities, and competitions, including how to share art with the disabled, protect social resources, and preserve animals, among others. ○ Positive themes and messages such as kindness, appreciation, a sense of belonging, and well-being were integrated into different artwork projects and competitions. ○ Gratitude and appreciation were enhanced among students through valuing their own and their peers' artwork.	

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		Arts Education (Music): - Students demonstrated proper performance and audience manners in in-class activities and group music assessments to develop respect and appreciation towards their peers (Key Stage 1-3). - The Music Instrumental Programme was organised to enhance students' resilience and confidence through group music training (Key Stage 1 & 2). - Student-led activities were organised by the Arts Education Society, including the Music Contest and lunchtime concerts. Students actively engaged in these music events and gained a sense of belonging to the school (Key Stage 3). - Music elite students were encouraged to join the Choir (primary and secondary) and Orchestra to receive professional music training and aim for higher achievements, enhancing the musical atmosphere of the school. Music groups performed in major school events, including the School Re-opening Mass, PTA AGM, "The Power of Love" Christmas Charity Show, and the Teachers Have Got Talent (Key Stage 1-3). Arts Education (Drama) The achievements regarding nurturing students to embrace the core values include: - Appreciating the uniqueness of students' work or performance during class showcases. - Emphasising empathy, teamwork, effort, and improvement rather than solely focusing on outcomes. - Students being more willing to perform and try new things. - Students focusing on their own values and their classmates' feelings rather than just their abilities.	

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		PSHE ● Reading to learn ○ In Reading to Learn lessons, books about positive education were shared with students. Students created their own storybooks, posters, and bookmarks about love and care. They also shared their creations in front of the class and gave feedback to their peers. ○ In the storytelling sessions on Mondays and Fridays, mindfulness activities, reflection, and discussions related to the book's themes were conducted. These learning activities helped students connect emotionally with the reading material and develop empathy and understanding. ○ In the eReading programme on Thursdays, P5 and P6 students explored eBook platforms and engaged in various reading activities. They created book quizzes for their schoolmates to play and enjoy. They also recommended books through poster designs and morning assembly presentations to spread the message of reading and well-being in school. ○ The yearly theme for World Book Day 2024 is “The Journey of Literary Wonders,” highlighting the book “Wonder” by R. J. Palacio. Kindness is the main theme in "Wonder." A book video, reading activities, and booth games related to the theme were created by students. ● GS ○ The use of original writing books has been ongoing. More open-ended questions were added to promote critical thinking and learning ownership. Students designed posters on different topics, and drawings were also included in the writing books. ○ Students displayed creativity and verbal communication skills by creating presentations on a core topic in the syllabus. ○ The core values of responsibility, self-discipline, self-management, active participation, cooperation, and respect were emphasised.	

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		RS Love and Care worksheets were designed to allow students to reflect on others' behaviour in helping people and showing empathy. The Ten Commandments helped students learn to be responsible and respectful toward others. The group projects and Bible stories board game-making activity encouraged active collaboration. CES and L&S Topics on time management, goal setting, and media literacy were discussed, and reflections were completed. Worksheets and questions posted on online platforms allowed students to seek relevant information themselves (active participation) and present their ideas in class. Classmates were required to give feedback (cooperation). These learning activities enabled students to learn how to respect different ideas (respect). Chi History The core values were covered in various topics, such as: Respect - integration of different ethnic groups; Cooperation - the Sui, Tang, and Song Dynasties; Participation - the Qing Dynasty and the topic of the 1911 Revolution. Commitment, optimism, and perseverance were also integrated into the above topics and the topic of the History of Modern China.	

Target 1: Foster student well-being through the integration of the 15-core-value-system			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		History Students were engaged in reflections about their own and their peers' performance. This learning process emphasised a positive attitude among students, including encouragement, respect, and cooperation. THS School-based materials were prepared for students revolving around the topic of achieving global sustainability through tourism (3Ps: People, Profit, Planet). The values of commitment and perseverance were covered. Economics The core values of commitment, optimism, and perseverance were addressed. Students were empowered to tackle more challenging assessment questions and to remain optimistic about their improvement in the future. Geography - S.1-S.6 students demonstrated the value of active participation by taking part in activities offered by the Planning Department (talks in assembly, mobile exhibition centre, and exhibition panels). - S.3 students actively participated in a project to design a city applying the principles of sustainable development. Their cooperation skills were demonstrated in the oral presentation for the project. - S.5 students took part in field trips offered by the Student Environmental Protection Ambassador (SEPA) Scheme. They committed to promoting environmental protection and conservation. - S.4 Geography students showed their active participation in the fieldwork studies in Sham Shui Po and the reflection session afterward.	

Chapter 3. Achievements and Reflection on Major Concern 2

Strengthening Positive Education (強化正向教育)

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
Key achievements: This year, our school community achieved remarkable growth through enhanced student leadership, engagement, and support initiatives. Students actively participated in various programs that fostered a sense of belonging and ownership and developed essential skills for personal success. Collaborative efforts among students, alumni, parents and staff created a supportive environment that emphasized mental well-being and inclusivity. The focus on community service and cultural heritage strengthened bonds among all members, promoting unity and shared values. Overall, these achievements reflect our commitment to nurturing a vibrant school culture that encourages connection, personal development, and collective responsibility within our community.			
1. Organize activities to promote greater student involvement - Regular core values sharing by student leaders - Set up the SA community subcommittee and collaborate with the Community Service Team to hold volunteer work for grassroot children, elderly as well as the needy. - Include debriefing session as part of the programme to promote students' reflection skills - Set up an MC team for morning assemblies/weekly assemblies & other school functions	Attained	Assembly Team: The Student MC Team was established with S.5 student leaders selected as pioneers to assist in training new members. An evaluation questionnaire and interviews were conducted with the Student MC Team leaders and teachers. The MC team leaders took charge of morning assemblies during prize presentations and selected weekly assemblies. This involvement not only empowered students to develop leadership and organizational skills but also fostered a stronger sense of belonging within the school community. By actively participating in school events, students felt valued and built connections with their peers and teachers, enhancing their engagement and commitment to the school. During the morning assemblies, students and teachers participated in sharing sessions focused on values, with students sharing news and teachers sharing cultural experiences. Additionally, National Sharing was conducted after the flag-raising ceremonies. These practices fostered a sense of belonging by encouraging open communication and mutual respect in the school community. Mathematics: The Math Society committee members played an active role in planning and conducting Math and STEAM activities. KS3 students significantly contributed by organizing events for their schoolmates during STEAM Week and the Inter-House STEAM Competitions. Student involvement in these activities not only fostered a sense of ownership and responsibility but also enhanced teamwork and leadership skills.	To provide students with more authentic experiences regarding community service, the school has joined "JC VOLUNTEER TOGETHER – School-Based Programme 賽馬會眾心行善 - 義工推廣校園夥伴計劃". The training emphasises on developing students' commitment to community service, teamwork, and appreciation for the diverse needs of individuals and the environment. It will be conducted in the LVE lessons, with both LVE teachers and Class Teachers involved.

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		• Other Learning Experiences Team: Debriefing sessions led by teachers and student leaders were conducted for a range of activities, such as training for school sports teams. These sessions provided valuable opportunities for reflection and feedback. By discussing experiences and sharing insights, students and teachers were able to identify strengths and areas for improvement. • Student Development Committee: 12 S.4 and S.5 students were recruited to join a service tour in Sichuan, China. They were required to complete a range of community services, such as teaching junior form students English by preparing a drama competition and visiting local elderly residents. Upon returning, the students conducted a post-tour sharing session at the weekly assembly, reflecting on how the tour enhanced their service mindset. This activity fostered a deeper connection to their own community back home. By engaging in service projects, students developed an understanding of diverse perspectives, which enhances their sense of belonging both within the school and the broader community. • Student Association: The Student Association (SA) members organized a community service program through open recruitment, where they visited elderly homes to engage with residents and provide companionship. Additionally, a Lunch Time Radio event was held before the final examinations to encourage fellow students. The themes for this initiative included love and care, celebration of cultural diversity, and optimism. By actively participating in community service, students developed connections with residents, facilitating intergenerational understanding. The Lunch Time Radio event further strengthened community ties by creating a supportive environment.	

Target 2: Promote a stronger sense of belonging among students towards the school and society

Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
2. Promote a healthy atmosphere in school • Launch a “Mindfulness” campaign • Promote the culture of “Good Students and Good Deeds” • Present Award Stars of “Good Students with Good Deeds” to students • Carry out the “Buddy Scheme” to take care of the newcomers • Form a “Peer Counsellor” team to train senior level students to take care of junior level students	Attained	• Student Development Committee: During the morning assemblies, students' good deeds were recognized and appreciated. For example, students demonstrated team spirit, a serving mindset, sportsmanship, and a "never give up" attitude at the Annual Athletics Meets, which were acknowledged by the SDC. The “Cheer You Up” Projects were conducted during Tuesday CT Period and lunchtime with the support of our school social workers. The theme for Secondary students focused on mutual support among classmates before the final examinations, while the theme for Primary students emphasised on being supportive of others. Appreciation cards/messages were sent from students to janitors, from teachers to students, and from parents to teachers, which helped promote a culture of love and care within the school campus. These heartfelt notes fostered stronger relationships and a sense of community among everyone involved. • Student Health Care Team: Mental Health Week was successfully carried out. Mental well-being booth games were organized by members of the Student Health Care Team and school social workers. An exhibition board with mental health information was displayed in the covered playground, and souvenirs and leaflets were distributed to the students. These activities enabled students to better understand mental health issues, reduce stigma, and learn coping strategies. By gaining knowledge and resources related to mental well-being, students were empowered to prioritize their mental health, which contributed to a more positive school culture. • Staff Welfare Team: Several wellness programs promoting mindfulness were conducted, including a floral arrangement workshop, yoga training workshops, a bee wax rose with aroma stone workshop, and open access to the gym room and swimming pool for staff members. Engaging in these activities enabled staff members to relax and be creative, which are essential for maintaining a balanced and healthy mindset. • Buddy Scheme The Buddy Scheme paired class teachers with students who support new joiners in adapting to the school environment. Each assigned buddy provided companionship, guidance, and encouragement, demonstrating a strong sense of love and care. This initiative fostered inclusivity, promoted a sense of belonging for the student buddy and the new joiner, and helped create a welcoming atmosphere in the school community.	Suggestions for future planning: The bulletin boards in Harmony Lane will serve as a public platform to showcase team efforts and recognize achievements. This initiative allows students to share their experiences, fostering a sense of pride and belonging. Anticipated outcomes include improved teamwork skills, heightened motivation, celebration of process, and a strengthened school community through shared accomplishments.

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
		• Peer Counsellor The initial phase of meetings with the Peer Counsellor Team (mainly composed of S.2 to S.4 buddy students) were successfully completed. Training included discussions on the needs of newcomers and strategies to accommodate those needs. Additionally, the team collaborated on ideas and planned programs for the next phase to support both new students and incoming members of the peer counselling team.	
3. Enhance collaboration and support from alumni • Expand the pilot scheme of Mentorship Programme to lower levels • Further expand alumni database	Attained	• Alumni Association Regarding the Alumni Mentorship Programme, 12 S.5 students became mentees and were mentored by our alumni: Mr. Addison Mok, Ms. Jamie Lo, and Dr. Nisha Mohamed. Enhanced support for current students was provided by alumni through tutorials and assistance with school activities. For example, alumni conducted Math Problem Solving classes for S.1 to S.6 students and assisted with the S.3 Subject Selection booths. This mentorship not only offered academic support but also reinforced a shared identity and pride in the school. The involvement of alumni in various school activities cultivated a sense of belonging within the school. These connections helped create a vibrant school community where both current students and alumni feel a strong attachment and commitment to their shared experiences and goals.	Suggestions for Future Planning: -Expand Mentorship Reach: Extend the mentorship programme to include more students, particularly those in lower grades, to foster early connections and support. -Regular Alumni Engagement Events: Organize regular events, such as networking nights or panel discussions, to strengthen relationships between alumni and students and encourage ongoing involvement. -Alumni Success Stories: Highlight alumni achievements and success stories in newsletters or on school platforms to inspire current students and reinforce the value of mentorship. -Recognition and Appreciation: Develop a recognition programme to celebrate the contributions of alumni mentors, reinforcing their importance in the school community. - Enhance Alumni Association Structure: Forming an Alumni Committee for every graduating class, consisting of students from each class, for better communication and engagement among graduates.

Target 2: Promote a stronger sense of belonging among students towards the school and society			
Strategies & Tasks	Target Attainment	Achievements and Evidence	Reflection, Feedback and Follow-up
4. Launch programmes regarding National Security Education ● Maintain cooperation with the EDB ● Collaborate with the KLAs to hold NSE exhibitions and NSE Day activities to enhance understanding of the NSE among Secondary and Primary students ● Transmit NSE information to all teachers (internal circulars and staff meetings) to cultivate teachers' and students' knowledge and a sense of belonging towards our society	Attained	NSE adhered to the policy outlined in the circular issued by the EDB. Information about NSE was communicated to all teachers through internal circulars and staff meetings. A Staff National Talk was held with assistance from Ms. Maria Tam Wai Chu, and a Basic Law and NSE seminar for parents was conducted by the Endeavour Education Center. Exhibitions and booth games were organized to enhance understanding of the NSE among Secondary and Primary students. The intangible Chinese cultural heritage, including Chinese Shadow Puppetry and the 12 Chinese Zodiac Signs, was incorporated into the Tuesday CT periods with the collaboration of the Chinese, Arts Education and Chinese History KLAs. Other NSE-related learning activities offered to our students included Flag Guards Training, Media & Technology Experience Learning, a Reporter Training Workshop, and Media Information Literacy. Additionally, an exhibition was successfully held on National Security Education Day to promote NSE. These activities collectively boosted the sense of belonging within the community. By engaging students, teachers, and parents in the National Security Education framework, the activities fostered a shared understanding and appreciation of cultural heritage, which strengthened communal ties. This collaborative engagement promoted unity and cultivated a strong sense of belonging and commitment to shared values.	Suggestions for Future Planning: -To enhance students' understanding of Hong Kong's role in China's development through the News Ambassador team's sharing of China's headlines. - To prepare content on the 20 major fields of National Security for student sharing. - To provide resources related to key dates in the EDB's National Education Event Planning Calendar, supplemented by mini-games for reflection. -The Basic Law Student Ambassadors Scheme will be improved to promote understanding of the Basic Law's role in safeguarding rights and security. -A Mainland study tour will be organized for secondary students to explore China's recent developments and strengthen national identity.

Chapter 4. Major Concerns and Foci for 2024-2025

In the upcoming academic year, our school aims to continue fostering educational excellence by nurturing active learners and strengthening positive education. Building on our previous achievements and considering the evolving educational landscape, we have identified key focus areas for 2024-2025. These concerns were formed with careful consideration of our school's management, learning and teaching practices, and support mechanisms for student development.

Major Concerns	Targets
1. Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability	• Empower Students to Take Ownership of their Learning • Foster Reflection and Self-Assessment • Promote Cross-KLA Learning and National Security Education • Enhancing Students' Adaptability to the Ever-Changing World
2. Strengthening Positive Education	• Foster student well-being through the integration of the 15-core-value system • Promote a stronger sense of belonging among students towards the school and society

Remarks on Major Concern 1: Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability in Education

Introduction

As a DSS school providing a global education, it is our goal to nurture students to be all-rounders who are able to rise to the challenges of the 21st Century. One of the major concerns we have identified in our 2023-2028 SDP is to nurture students to be active learners. This involves developing students who take ownership of their learning, reflect on their progress, and adapt to the ever-changing world. Active learners are students who take an active role in their own learning process, exhibiting ownership, reflection, and adaptability. In this document, we outline the attributes of active learners we aim to cultivate in our students and the practices we will implement to achieve this goal.

Attributes of Active Learners

To develop active learners, we have identified the following attributes to focus on:

1. **Ownership of learning:** Active learners exhibit ownership of their learning, setting short- and long-term goals and striving to achieve them. (Fullan, 2013) They are also reflective learners, consistently assessing their learning strategies, evaluating their effectiveness, and making necessary adjustments to achieve their goals. (Education Bureau, 2017) Our school aims to instill these attributes in our students, to foster their growth as lifelong learners.
2. **Reflection:** Active learners engage in regular reflection to evaluate their learning progress (Kolb, 1984; Schön, 1983). They consider the purpose of their learning, the strategies they have employed, the effectiveness of those strategies, and any necessary adjustments to enhance their learning experiences (Gibbs, 1988). This reflective process allows learners to better understand their strengths and weaknesses, promoting continuous growth and improvement in their learning journey.

3. **Adaptability:** Active learners are adaptable to the ever-changing world. They have strong presentation skills, are proficient in STEAM education, and practice digital citizenship (OECD, 2022).

Preparing Students for the 21st Century:

In addition to ownership, reflection, and adaptability, our school recognizes the importance of preparing students for the challenges of the 21st century. We aim to enhance their adaptability by providing STEAM education, improving presentation skills, and encouraging digital citizenship. (OECD, 2022) Through STEAM education, students can develop creativity, critical thinking, and problem-solving skills that are crucial for success in the modern world. (OECD, 2022) Digital citizenship, meanwhile, is critical in the digital age, as it enables students to understand multiple perspectives, communicate and collaborate effectively, and act empathetically and respectfully online. (Education Bureau, 2017)

Practices to Develop Active Learners:

In continuation of our school's commitment to fostering student-led learning, as highlighted in our previous school development plans, we will implement the following practices to further promote active learners:

1. **Encourage Student-Centered Learning:** Building on the success of our previous development plans centered on student-led learning, we will continue to promote student-centered learning, which shifts the focus from teacher-led instruction to students taking an active role in their educational journey (Weimer, 2002). In this approach, learners set goals, monitor their progress, and reflect on their performance, following the principles of self-regulated learning (Zimmerman, 1989). By adopting student-centered learning strategies, we empower students to become active learners, fostering their sense of ownership and self-efficacy (Fullan, 2014). This approach also resonates with the

constructivist theories of Piaget (1950) and Vygotsky (1978), emphasizing the importance of individual exploration and social interactions in the learning process.

2. **Enhance Presentation Skills:** Presentation skills are essential for effective communication and self-expression. We will provide students with opportunities to refine their presentation abilities in diverse contexts, supported by constructive feedback (Fullan, 2014), thus encouraging ownership of their learning and continuous self-reflection.
3. **Provide STEAM Education:** STEAM education integrates science, technology, engineering, arts, and mathematics, promoting innovation, creativity, and problem-solving skills in students (Piaget, 1950). We will create a STEAM-rich environment that encourages learners to explore, experiment, and set personal goals for their development (OECD, 2022).
4. **Promote Digital Citizenship:** Digital citizenship involves the responsible use of technology to engage with others respectfully and ethically (Gee, 2007). We will support students in using digital tools to understand different perspectives, collaborate with peers, communicate empathetically, respect digital privacy and intellectual property, avoid sharing non-credible resources, and practice mindfulness regarding physical, emotional, and mental health while using digital tools. This approach aligns with Vygotsky's (1978) social constructivist theory, emphasizing the importance of social interactions in learning.

Formulating the Plan

Our school formulated this plan through extensive consultation with different stakeholders such as student leaders, parents, teachers, and the school management committee. We held meetings to discuss the major concerns and goals of our SDP and conducted research on the latest educational practices and scholarly works from academic

scholars. We consulted Hong Kong Education Bureau's Key Issues and Strategies on curriculum development to align our practices with the latest educational trends.

Conclusion

In conclusion, nurturing active learners is a major priority for our school, as we aim to provide a global education that prepares students for the challenges of the 21st century. By prioritizing ownership, reflection, and adaptability, and providing opportunities for STEAM education and digital citizenship, we hope to instill the necessary attributes and skills in our students, so that they may thrive in the ever-changing world.

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Remarks on Major Concern 2: Strengthening Positive Education

Introduction

The global pandemic COVID-19 has greatly impacted students' learning, physical activities, personal development, and psychological well-being (Chen et al., 2021). As a response to these challenges, our school has established a student-led culture and a 15-core-value-system, which were recognized in our school's ESR Report 2021 (Education Bureau, 2021). In our School Development Plan (SDP) 2023-2028, we aim to strengthen positive education to promote students' well-being, appreciation of life and people, and sense of belonging. This document outlines our positive education practices and strategies, as well as our goals and student learning outcomes.

Addressing Students' Needs

To ensure that our positive education initiatives meet the needs of our students, we conducted a review of available research and consulted with various stakeholders, including student leaders, teachers, parents, and the school management committee. We also referred to the Hong Kong Education Bureau's guidelines on value education (Education Bureau, 2021) and considered the needs of our society and students. In addition, we reviewed the results of the Student Wellness Survey conducted by the Hong Kong University's Centre for Suicide Research and Prevention in 2020, which highlighted the importance of addressing students' mental health and well-being during the pandemic (Chan et al., 2020).

Positive Education Practices and Strategies

Our positive education practices and strategies include the following:

A) Promoting well-being and appreciation of life and people among students through

1. **Refining school policies and practices** to align with positive education principles, such as promoting a positive school culture, fostering positive relationships between students and teachers, and creating a supportive learning environment (Leff et al., 2018).

2. **Classroom learning** in various subjects that integrate positive psychology principles and values (Seligman et al., 2009).
3. **Life value education curriculum** that promotes positive attitudes, ethical values, and character development (Waters, 2011).
4. **Personal growth and development activities and programs** that help students develop resilience, coping skills, and emotional intelligence (Durlak et al., 2011).

B) Enhancing students' sense of belonging and social connectedness through

1. **Promoting a culture of inclusivity and respect**, where all students feel valued and supported (Goodenow et al., 2003).
2. **Providing opportunities for students to engage in community service and social activities**, both within and outside the school (Oesterle et al., 2004).
3. **Encouraging positive peer relationships** through peer mentoring programs and team-building activities (Huang and Invernizzi, 2020).
4. **Creating opportunities for students to connect with alumni, industry professionals, and other community members** to broaden their networks and career prospects (Goss et al., 2019).

Student Learning Outcomes

Our positive education initiatives aim to promote the following student learning outcomes

1. **Improved well-being and mental health**, including reduced stress, anxiety, and depression (Suldo et al., 2014).
2. **Enhanced social-emotional skills**, including empathy, self-awareness, and self-regulation (Durlak et al., 2011).
3. **Increased sense of meaning and purpose in life** (Steger et al., 2009).
4. **Improved academic performance and motivation** (Durlak et al., 2011).
5. **Strengthened sense of community and belongingness** (Goodenow et al., 2003).

Goals

Our school's SDP 2023-2028 aims to achieve the following goals:

Goal 1: Strengthening Positive Education Curriculum

We will review and enhance our existing positive education curriculum by integrating the latest research and best practices. We will also collaborate with external experts and organizations to provide training and professional development opportunities for our teachers.

Goal 2: Developing a Comprehensive Wellness Program

We will develop a comprehensive wellness program that addresses the physical, social, emotional, and spiritual aspects of students' well-being. This program will include a range of activities and resources, such as mindfulness practices, counselling services, and health education.

Goal 3: Enhancing Student Engagement and Leadership

We will provide more opportunities for students to engage in leadership and community service activities, as well as to participate in decision-making processes that affect their learning and well-being. We will also develop a mentorship program that connects students with alumni and industry professionals.

Goal 4: Strengthening School-Home-Community Partnerships

We will strengthen our partnerships with parents, community organizations, and local businesses to create a supportive network that enhances students' learning and well-being. We will also collaborate with these partners to provide internship and career opportunities for our students.

Conclusion

Our school is committed to promoting positive education and enhancing students' well-being, appreciation of life and people, and sense of belonging. Through our SDP 2023-

2028, we will continue to develop and implement evidence-based positive education practices and strategies that meet the needs of our students and community. We believe that by working together, we can create a school culture that fosters positive growth and development for all our students.

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Appendix 1: 2023/24 Report on Capacity Enhancement Grant (CEG)

	Action / Task	Expenses	Evaluation	Suggestions for next year
1.	A Teaching Assistant (TA) has been employed, with 70% of their salary funded by the CEG grant, to provide essential academic support. Their responsibilities included: • Preparation of teaching materials. • Management of teaching equipment and materials. • Uploading teaching and learning materials to the school's Intranet. • Video recording and photographing student activities. • Preparation of materials for formative assessment. • Collecting data for self-evaluation. • Ordering of consumables. • Assisting in the daily operation of the Homework Club. • Providing support for SEN students both inside and outside the classroom. • Handling administrative tasks for the KLA.	HK\$218,292.80	• The TA rendered invaluable support to our teaching staff, providing a smooth learning experience for our students and alleviating the teachers' workload. • Significantly, the TA played a crucial role in curating and managing teaching materials, allowing teachers to focus more on honing their teaching skills and developing the curriculum. Consequently, we observed an improvement in the quality of handouts, tests, and examination papers. • The TA also relieved teachers of often tedious and time-consuming administrative work, such as arranging substitute teachers. Furthermore, the TA assisted in revising and fine-tuning the curriculum for all subjects to better suit student needs. • The TA is a university graduate currently studying for an Education Course, which enhances their capability in handling more complex tasks.	We plan to employ TAs with high qualifications, if available, as they can assist with more complex tasks. We also plan to enhance the responsibilities of the TA, ensuring they provide more specialized support in areas that will maximize the learning outcomes for our students.
2.	An Administrative Assistant was employed to: • Enhance administrative work. • Assist teachers with administrative work for learning activities outside school. • Support non-academic administrative duties. • Assist with dance and arts-related tasks. • Assist in the day-to-day operation of the library.	HK\$212,630.25	The Administrative Assistant rendered significant improvements to our administrative operations. They provided critical support across different areas of the school, including non-academic tasks, dance, arts, and library operations. Furthermore, they were instrumental in assisting teachers with the administrative tasks for learning activities conducted outside of school.	Based on the needs of the school, we may consider expanding their responsibilities to include other areas where administrative support is needed.
3.	An Assistant Administrator was employed to: • Manage meetings and daily school operations. • Assist with the administration of issuing circulars and parents' notices. • Prepare documents for the staff and management. • Handle messages and information from the EDB platforms. • Support academic administration, such as managing the booklist.	HK\$426,955.00	The Assistant Administrator played an integral role in the smooth functioning of high-level administrative tasks, school operations, staff document management, booklist oversight, and the handling of information from the EDB platforms, all contributing to the operational efficiency of our school.	To meet our school library's operational needs, we plan to hire a Library Assistant. This role will enhance library operations and support teachers in promoting reading activities among students.
		HK\$857,878.05		

Appendix 2: 2023/24 Evaluation Report on Educational Support Measures for Non-Chinese Speaking Students

支援非華語學生學習

Annual Report 2023 - 2024

本校已採用《中國語文校內評估工具》評核非華語學生的整體學習情況，並根據學生的評估成績規劃課程，2023-2024 學年中國語文或中文為第二語言科的安排如下：(數據截算日期：27/11/2023)

小學部

年級	學生人數
小一	16 (全部融入主流)
小二	14 (全部融入主流)
小三	20 (全部融入主流)
小四	16 (全部融入主流)
小五	11 (融入主流：4；調適中文：4；中文為第二語言：3)
小六	21 (融入主流：5；調適中文：7；中文為第二語言：9)

中學部

年級	非華語學生人數	修讀主流中文課程的非華語學生人數	修讀中文為第二語言課程的非華語學生人數
中一	23	3 (粵) 5 (普)	8 (調適中文) 7 (中文為第二語言)
中二	23	2 (粵) 3 (普)	5 (調適中文) 13 (中文為第二語言)
中三	21	3 (粵) 1 (普)	17
中四	14	0	14
中五	21	1 (普)	20
中六	20	0	20

一、Major Concern 1: Nurturing Active Learners: Prioritizing Ownership, Reflection, and Adaptability in Education (關注項目一：培育主動積極的學習者：重視自主、反思與適應力)

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
作為一所提供全球教育的直資學校，我們的目標是培養學生成為能夠迎接 21 世紀挑戰的通才。本科將從以下方向，配合學校和發展科本的需要。 <u>學生學習成果的總體成就</u> 本年度是學校五年計劃中的第一個學期年度，透過不同的策略，師生對於學校的關注事項「培育主動積極的學習者」及「強化正向教育」均加深了認識及理解。學生在學習過程中，逐步掌握「重視自主、反思與適應力」的理念及不同價值觀，並運用在學習，以至其生活中。而本年度本科各級均適度滲入此主題，而跨科學習報告及多元化的學科活動，便是其中的顯證。			
1.1 本科定期舉辦教師培訓，以提升教師的文化知識、語文素養，並為教師提供實用的教學資訊和策略。此外，本年度加入學校關注事項「終生學習」為主題，從而加強教師對「終生學習」的認識及理解。培訓活動不少於 6 小時。 1.1.1 繼續鼓勵教師修讀與任教非華語學生相關的課程或出席相關工作坊 1.1.2 繼續鼓勵教師互相觀課，促進專業交流，優化課堂設計	100% 達標	全部任教非華語學生的教師均需要出席以下教師培訓： 中、小學朗誦訓練：本科組邀請了羅老師教授科組老師朗誦技巧，並與老師分析誦材的賞析點。 - 本年度安排老師們參與不同的進修活動，當中包括自主學習、國安、價值觀、AI 等主題，讓老師進一步認識相關的概念，並鼓勵教師把所學習的融入於教學之中，以提升教學效能。 - 有關教學實踐方面，除中文科主任及小學統籌外，更邀請了李蘭苑校長、副校長、助理副校長或課程統籌老師(小學部)參與觀課，每一次觀課後均設討論環節，除了探討教學流程外，也十分重視有關教學素材、教學設計和教學技巧如何能提升學生對中國文化（包括價值觀）的領悟，並增強教師培育學生對終生學習/自主學習的意識。 - 全部任教非華語學生的教師都修讀了有關教授非華語學生的課程或出席相關工作坊，教師進修後於校內作分享。 - 任教小一、二、三、四中文科的教師教授每個單元前，皆與 Co teaching 老師進行共同備課，商討如何令非華語學生學習有效，並於會議後商討教學進度及教學內容。	- 由於課程重整，故建議任教非華語學生的教師可多出席有關講座及工作坊。 - 科組可邀請嘉賓／本校具經驗老師舉行工作坊，讓老師有在忙碌的工作情況下，亦有機會汲取最新的教學資訊，以提升教學效能。 - 同級學習圈，能加強同級老師的連繫外，亦能互相分享教學心得，制定更切合學生需要的教程。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
1.2 訓練學生訂立學習目標，並定期進行檢討 1.2.1 學生填寫「學習計劃」 1.2.2 學生自行完成「學生自學冊」 1.2.3 面見計劃：教師約見學生，協助他們制定學習目標，並定時檢討其學習進度，以調適學生的學習策略。	100% 達標	- 學生於每學年的9月、中12月、5月三個時段，均需要填寫「學生計劃」，此計劃讓學生為自己訂定學習目標，並檢視個人在中文科學習的特性、進度等，以促進中文學習的成效。 - 小學部的「學生自學冊」，上學期為試驗階段，小一至小六學生均需要完成，下學期為調整階段，小四至小六學生需要完成。 - 小一至小四級中文為第二語言班每天均由 Co teaching 老師為成績稍遜的學生提供補課。此外，教師亦會與績稍遜的學生定期會面，商討並訂立學習目標。為協助小一、小二、小三、小四非華語學生融入主流課堂，老師已為他們提供課前、課堂上以及課後的協助，例如設分層教學目標及工作紙、中英對照生字表、默書及練習調適、朗讀日誌等	- 希望繼續加強 KS1 非華語學生對主流課堂的融入，建議繼續於課前、課後對他們提供支援，例如增設課後補課班，協助他們進行預習及溫習，鼓勵學生繼續留在主流班別學習中文。 - 計劃有助學生推動學習之餘，亦有助師生建立良好的關係，值得延續推行。
1.3 優化課程和教學法，增強學生「終生學習」的能力。 1.3.1 課程規劃——重新審視及修訂中、小學中文為第二語言課程，進行全面的課程規劃，以配合教育局及學校的關注事項主題。 1.3.2 各級課程相關單元內，安排與「終生學習」／「自主學習」相關的教學內容及活動。 1.3.3 在中一至中三進行跨學科報告，以訓練自學的能力。	100% 達標	- 各級課程規劃：已參照教育局的課程指引，包括國家安全教育、中國語文建議篇章(文言文)、價值觀教育等，訂定本校課程，以配合教育發展的方向及需要。 - 為鼓勵中四、中五級非華語學生參與國際考試，以得到認可的資歷，本年度中五及中六級開設了 GCE 課程，學生於中六上學期參與 GCE 考試。 - 本年度中一及中三級學生需完成跨學科專題報告活動。活動由學生主導，定下主題及相關學科的諮詢老師，完成計劃書，並按部就班地完成中期及最終報告已按時順利完成一至中三級的跨學科報告。	- 本科組各級均能引入 EDB 資源，並進行適切的調適，以優化課程和教學法，豐富學生的學習領域。 - 科組在充足的人力資源下，可再考慮參加 EDB 的學與教支援計劃，讓教師進一步優化教材之餘，亦令教師的教學生涯有所成長。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
1.4 優化說話教學 1.4.1 舉行不同形式的科組活動，讓學生有更多機會進行報告及討論，提升學生說話能力。 1.4.2 以表演藝術課提高小一至小四學生的中文能力，非華語學生與華語學生每兩星期，以普通話進行一節表演藝術課。	100% 達標	- 全部小一至小四學生以普通話上表演藝術課，非華語學生與華語學生互相交流，透過戲劇活動學習中文，並在課堂上完成了演出。 - 小五至小六學生於下學期開始參加每周一次的粵語表演藝術課，加強非華語學生與華語學生對中文的興趣及增加他們運用中文的機會，透過戲劇活動學習中文，並在課堂上完成了演出。	- 明年將會繼續以表演藝術課提高小一至小四學生的中文能力。 - 明年將會繼續以表演藝術課提高小五至小六學生的中文能力。
1.5 推廣閱讀 1.5.1 除了擴大學生閱讀面外，亦希望透過閱讀，豐富學生對中國文化和他文化的認識，培養學生自學的能力。 - 對象：小一至中三非華語學生 - 小一至小三：全年3本圖書教學 - 小四至小六：全年閱讀不少於8本圖書 - 中一至中三：全年閱讀不少於6本圖書 1.5.2 好書推介 1.5.3 閱讀分享：讓學生分享閱讀心得，提升學生匯報的能力。 1.5.4 世界閱讀日：透過大型的閱讀活動，學生可自訂展示學習成果的方式，提升自學能力及匯報能力。	100% 達標	- 閱讀報告 鼓勵小一至中三非華語學生每年閱讀一定數量的書籍，學生須以不同形式，如文字報告、個人分享、討論、戲劇等分享讀後感 小一至小三：全年3本圖書;小四至小六：全年閱讀不少於8本圖書;中一至中三：全年閱讀不少於6本圖書 - 電子閱讀 小五至中五：提供額外的電子圖書、電子課本及電子錄音檔，供學生於課餘時間自行閱讀及學習全部非華語學生都有閱讀中文書籍，惟受疫情影響，學生只能完成部分的閱讀計劃： - 世界閱讀日 中一及中二級「世界閱讀日」舉行大型攤位活動，非華語學生以小組形式，進行自主式學習，最後以攤位形式向小五及小六學生展示及分享學習成果。 - 中文問答比賽 是次比賽，加入了閱讀的元素，學生須閱讀著名作家的選篇，再進行比賽，藉以提升學生對閱讀的興趣。	- 大量增加閱讀活動，豐富學生對中國文化及其他文化的認識外，亦能培養他們的閱讀興趣，提升他們的自學能力。 - 下年度，在書籍及閱讀活動主題上，可多配合校方的關注議題上。 - 透過不同形式的教學和活動，讓學生對中國文化有更多的認識，同時，亦透過不同分享的機會，令學生學會欣賞不同的文化。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
1.6 學科活動 1.6.1 善用社區資源，安排非華語學生參與校外的文化活動，更鼓勵他們自發參與校外活動，老師只從旁指導，以發揮非華語學生主導學習的能力。 1.6.2 校內舉辦比賽和活動，鼓勵非華語學生自發舉行小型的校內科組活動，老師只從旁指導，以發揮非華語學生主導學習的能力。	100% 達標	- 本年度科組老師鼓勵學生善用社區資源，多參與校外活動及比賽，例如徵文比賽、朗誦節及非華語學生演講比賽等。部分曾得獎的學生自發參與不同的賽事，老師只從旁指引，以初步建立以學生為主導的學習模式。 - 校內活動已順利完成，包括新年活動、中文寫作比賽、中文問答比賽、世界閱讀日、中文戲劇比賽，活動滲入了不少以學生為主導的元素。 「中國文化室」旨在宣揚中國文化，同時亦讓師生有一個良好的環境進行不同的活動及學習。 - 非華語學生恆常的學科活動包括： - 舞獅隊（以非華語生為主） - 中國文化節慶活動（猜燈謎／中國傳統菜色製作） - 香港本地遊 - 非華語學生才藝比賽	透過不同的學科活動，豐富非華語學生的學習經歷，亦提升他們探知欲，進一步培養他們主導學習的精神。

二、Major Concern 2: Strengthening Positive Education (關注項目二：強化正向教育強化正向教育)

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
作為一所提供全球教育的直資學校，我們的目標是培養學生成為能夠迎接 21 世紀挑戰的通才。本科將從以下方向，配合學校和發展科本的需要。 <u>學生學習成果的總體成就</u> 本年度是學校五年計劃中的第一個學期年度，透過不同的策略，師生對於學校的關注事項「培育主動積極的學習者」及「強化正向教育」均加深了認識及理解。學生在學習過程中，逐步掌握「重視自主、反思與適應力」的理念及不同價值觀，並運用在學習，以至其生活中。而本年度本科各級均適度滲入此主題，而跨科學習報告及多元化的學科活動，便是其中的顯證。			
2.1 本科定期舉辦教師培訓，以提升教師對「正向教育」的認識及理解	100% 達標	科組同事出席學校安排的講座、分享，進一步了解「正向教育」的概念和推行狀況。	通過培訓，科組老師對「正向教育」的概念和推行，已有基礎認識，對於在科組中施行，確有幫助。
2.2 於課堂上加入「正向教育」的教學元素，培養學非華語生正向的人生觀。	100% 達標	課堂上包含中國傳統美德元素，並探討當代中國的發展。例如：中五 GCE 課程《爸爸的花兒落了》。	除校內的 15 個價值觀外，教師須配合教育局的價值教育，讓課程更完備。鼓勵教師多參與不同的教師培訓，汲取更多的經驗，令「正向教育」的學與教更具成效。
2.3 評估方面，善用「自評」、「互評」，培養非華語學生互相欣賞的正向態度。	100% 達標	每年級設立專題報告為課業，供學生「自評」和「互評」，提升學習效能及興趣。	除課堂教學外，學科活動亦宜善用「自評」、「互評」，培養學生互相欣賞的正向態度

三、科目關注事項

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
<u>學生學習成果的總體成就</u> 本科組致力優化中文為第二語言課程，而本年度學生在此科的學習表現，包括 GCSE 及 GCE 的成績，亦令人十分滿意，此外，在參與校外活動的積極度方面，非華語學生的自信心亦明顯提升了，足見本科漸見成效。			
3.1 KS1 (小一至小四) 的非華語學生均融入主流中文課程，故需要提供更多的資源及人手以幫助小一至小四非華語學生融入主流中文課程。 3.1.1 為學生調適課程、設分層教學及工作紙、英對照生字表、默書及計分練習調適、朗讀日誌等 3.1.2 教學助理對有需要的對非華語學生提供幫助。	100% 達標	- 本年度 KS1 每級有兩位 co-teach 老師，負責協助非華語學生 - 測考及默書均會為學生調適試卷內容 - 小一至小六非華語學生有額外的課後輔導班	Co-teach 有助非華語學生逐步追上主流中文課程，故建議繼續安排 Co-teach 老師在學習差異較大的班級。
3.2 持續發展 KS2 及 KS3 中文為第二語言課程 3.2.1 融入不少於 1/3 的主流中文元素，每級至少一個單元的課程設計包含中國語文的元素(例如中國語文篇章、語文基礎知識、詩詞作品、成語等等)，以提升非華語學生的中文閱讀、寫作、聆聽及說話能力。 3.2.2 鼓勵 KS3 非華語學生參與國際考試，以得到認可的資歷。	100% 達標	- 中二級新設調適中文課程，旨在持續提升非華語學生在學習中文的表現。 - 為鼓勵中四、中五級非華語學生參與國際考試，以得到認可的資歷，本年度中五及中六級開設了 GCE 課程，學生於中六上學期參與 GCE 考試。	繼續開發調適中文課程至高中程度。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
3.3 以實體或視像形式，為 KS2 及 KS3 非華語學生舉辦「認識中國文化/香港歷史」本地遊	100% 達標	本年度，中一及中二級參觀了文化博物館及故宮文化博物館，學生十分投入，反應良好。	- 境外文化交流團能讓學生親身體驗不同地方的文化。 - 來年可考慮舉行與中國文化、中國歷史或中外交流有關的交流團，讓學生對中國的國情及發展有更深的認識。 - 參加了教育局內地姊妹學校締結計劃，遊學團均有助學生認識中國文化。
3.4 鼓勵非華語學生參與校內、校外的中文活動 / 比賽，以提升非華語學生學習中文的興趣 3.4.1 於校內舉辦不同的科組活動，如世界閱讀日、書法比賽、歌唱比賽、中國文化日、中文問答比賽等 3.4.2 鼓勵學生參與校外的中文活動 / 比賽，如中文校際朗誦節及書法比賽等 3.4.3 善用中國文化室「一書齋」舉行學習活動，讓學生感受中國文化的氛圍。	Attained (100%)	- 由上年度開始，小一至小四學生以普通話上表演藝術課，非華語學生與華語學生互相交流。在表演藝術課中加入中國表演文化藝術，包括太極扇、民歌表演、童謠、黃梅戲、三句半。帶領學生欣賞及比較不同文化的表演藝術，例如中國的傳統民歌/外國的 yodelling，中國的繞口令/外國的 rap.。此外，在新年期間老師帶領學生通過說故事、寫揮春、剪窗花等活動認識中國文化。 - 小五至中二增設一堂中文戲劇課，以提升學習中文的興趣。 - 小一至小六非華語學生亦有參加校內「詩文之星」背誦古詩文的活動	透過不同形式的教學和活動，讓學生對中國文化有更多的認識，同時，亦透過不同分享的機會，令學生學會欣賞不同的文化。

目標/策略工作	達標率	成就和證據	反思及對未來計劃的建議
		• 非華語學生在課堂上進行了寫揮春、剪紙等活動，增加他們對中國傳統文化的認識 • 設生活在香港的課程予小五至小六的非華語學生，加入衣食住行的體驗，令學生能了解中國/香港的獨有文化，並希望他們能儘快融入香港的生活方式，成為真正的香港人 • 鼓勵中一至中五學生參加非華語學生普通話朗誦比賽，讓學生對中文更有信心 • 安排非華語學生參加「非華語學生漢語學習獎學金」計劃，設最佳進步獎及優秀表現獎。	
3.5 其他：非華語學生暑期銜接課程		• 暑假期間(15/7/2024-9/8/2024)，本校為新小一非華語學生開設了一組 60 小時的「非華語學生暑期銜接課程 2024」，合共有 12 位學生參加。課程以實體面授形式進行，分二十天進行，每天 3 小時。在課程內容方面，透過非華語學生中文學習的教材、繪本閱讀教學及《語文童步》，讓學生認讀及書寫日常生活的常用字詞。此外，汲取了去年的經驗，課程內容設計上更多元化，滲入不少中國文化元素，如中國武術(太極)、中國手工藝製作等，從而提升非華語學生對中國語文的興趣。每課節亦有溫習環節，學生能鞏固所學，為新學年作好準備。(詳情可參閱附件一)	• 非華語學生暑期銜接課程有助新生適應新的學習環境，亦有助教師提前認識新生，了解其中文水平，以便提供適切的協助。

附件一

2024 年非華語學生暑期銜接課程 檢討報告

學校名稱：聖瑪加利男女英文中小學

負責老師姓名：黃怡鳴

[此報告須包括在 2023/24 學年學校周年報告內，並在 2024 年 11 月 30 日或之前上載學校網頁]

本校在 2024 年暑假期間獲教育局提供津貼，為非華語學生舉辦暑期銜接課程（下稱「該課程」）。該課程已在 2024 年 8 月完成。本校亦已檢視該課程對改善非華語學生學習中文的成效。詳情如下：

（一）實施詳情

上課日期	2024 年 7 月 15 日至 8 月 9 日
時間	9:00-12:00
上課地點	聖瑪加利男女英文中小學
承辦／協辦機構（如適用）	／

（二）參加及出席人數

非華語學生			非華語學生的家長 （只適用於有安排家長參與的學校）		
參加人數	出席人數	出席率	參加人數	出席人數	出席率
12	12	54%	／	／	／

（三）課程內容概要

運用《語文童步》教材，讓學生建立正確的筆劃、筆順概念，並按日常生活的主題，認讀和書寫簡單的詞彙。除了常規課堂，本校也安排了不少文化活動供學生參與，例如太極課堂、製作臉譜、朗誦新詩、遊覽校園等，希望令課堂更為生動，令學生享受學習中文。

（四）課程對改善非華語學生學習中文的成效評估方法（例如觀察、問卷等）及評估結果

主要透過老師的日常觀察，能看到學生在聆聽方面進步顯著，能基本聽懂老師的指令，同時透過師生的對答，能看到學生的口語表達能力有一定的提升。另外，學生亦能認讀和書寫簡單的詞彙，學習進度良好。

（五）課程需檢討的地方

本年增設了太極班的元素，令三小時的課堂更為有趣，也加深了學生對中華文化的認識。惟因上課日數較長，以致部分同學未能參與所有課堂，影響了教學進度，如來年能縮減整個課程的規限時數更佳。另外，來年也希望加入更多的傳統文化元素，讓學生在學習語文知識外，也能認識博大精深的傳統文化。

（六）其他，例如獎勵計劃的內容（包括對象、形式等）及成效〔如適用〕

本年向參與的學生頒發了課堂參與證書，能看到學生在過程中取得成就感，也能看到學生平穩地進步。如來年繼續舉辦這個活動，會考慮加入其他獎勵計劃，加強學生的參與度和投入感，以繼續激勵學生學習。

Appendix 3: 2023/24 Evaluation Report on DLG-funded Other Programmes

Programme	Objective/ In what ways students' diverse learning needs are catered for	Target students	Duration / Start Date	Method of Evaluation / success indicators	Deliverables & Evaluation	Expenditure
Enrichment tutorials for School Team Members/HK Team Representatives in S.4 to S.6	1. Cater for students' diverse learning needs by offering additional resources and learning materials. 2. Arrange tutorials to enhance the learning effectiveness of school team members/HK team representatives.	Students from S.4 to S.6 selected for the school team, the Hong Kong team, and those nominated by teachers	2 nd Term	• Student's Feedback • Teacher's observation	The tutorials have been beneficial to the students, as evidenced by their positive feedback. They have reported increased familiarity with their subjects, improved academic performance, and enhanced learning experience.	\$13,670 (Salary for tutors)
After-School Mathematics Problem Solving and Science Enrichment Tutorials, Workshops and Activities for S.4 – S.6 selected students	1. Provide additional resources for students. 2. Offer opportunities to learn advanced mathematics and science content. 3. Equip students with advanced problem-solving techniques. 4. Enhance the school library's resources to support students' learning and research needs. 5. Provide reference books for Mathematics, Physics, Biology, and Chemistry to facilitate higher-order thinking. 6. Support teachers in developing an after-school Science enrichment curriculum for S.4 – S.5 students. 7. Organize an educational trips to offer hands-on learning experiences that connect classroom learning with real-world science applications.	S.4 – S.6 students nominated by Mathematics and Science teachers	Whole Year	• Student feedback • Teachers' oral feedback	A series of learning activities, including workshops, excursions, and enrichment tutorials, were organized for selected S.4 to S.6 students. These activities, including the well-received visits to a science park and Laureate forum, have improved students' problem-solving skills and deepened their understanding of complex concepts. Enhanced participation in Math Society events like the inter-house math competition, monthly math questions, and STEAM week further reflects growing interest and improved performance in mathematical and scientific activities. These initiatives also have substantially increased library usage.	\$42,707.03 \$28,930 (Salary for tutors) + \$13,777.03 (Learning materials and educational trips for students)

Programme	Objective/ In what ways students' diverse learning needs are catered for	Target students	Duration / Start Date	Method of Evaluation / success indicators	Deliverables & Evaluation	Expenditure
Chinese Reading and Writing Class for S.5 to S.6	Foster a deeper understanding and appreciation of the Chinese language through comprehensive reading and writing modules.	S.5 to S.6 students nominated by Chinese teachers for additional support or enrichment in Chinese language.	Whole Year	- Student feedback - Teachers' oral feedback	Students have demonstrated improvement in their reading comprehension and writing skills in the Chinese language. The program was well received, and we have received positive feedback from both students and teachers.	\$15,160 (salary for tutors)
Total Expenditure DLG Received for the Year (\$70,200) and Brought Forward from Last Year (\$83.3) Excess Expenditure						\$71,537.03
						\$70,283.30
						\$1,253.73

Remarks:

To support the development and nurturing of our students' talents and adaptability, the school has implemented diverse programmes that enhance students' capacity to adapt to an ever-changing world. These initiatives aim to empower students to thrive in dynamic environments and equip them with the skills necessary for future success. The DLG has been fully utilized, and the excess expenditure of \$1,253.73 will be covered by the school.

Appendix 4: 2023/24 Evaluation Report on DLG-funded Other Languages.

Programme	Objective	Evaluation	Expenditure
Regular French Lessons	To teach students the CIE AS Level French Curriculum and prepare them for the HKDSE French Exam and DELF exam.	Four students passed the HKDSE French (October 2023), two of which obtained Grade A with Distinction in Speaking, one student passed with Distinction in Speaking, and another student passed with Merit in Speaking. One of the HKDSE French candidates also attained B2 level in DELF exam. In addition, in S.5, four students attained B1 level, while in S.4, five students attained A2 level in the DELF exam.	\$81,700.00
Regular Japanese Lessons	To teach students the CIE AS Level Japanese Curriculum and prepare them for the HKDSE Japanese Exam and JLPT exam.	Six students passed the HKDSE Japanese (October 2023), three of which obtained Grade A with Merit in Speaking, and another obtaining Grade A with a pass in speaking. In addition, in S.5, one student achieved N2 level, while in S.4, one student reached N2 level and two other students achieved N3 level in the JLPT exam.	\$86,000.00
Regular German Lessons	To teach students the FIT in Deutsch curriculum and prepare them for the FIT in Deutsch exam (HKDSE New Category C German).	In S.5, two students attained B1 level, and two other students attained A2 level in the FIT in Deutsch exam.	\$47,300.00
Regular Spanish Lessons	To teach students the CIE AS Level Spanish Curriculum and prepare them for the HKDSE Spanish Exam and DELE exam.	Two students passed the HKDSE Spanish (October 2023), obtaining Grade A with Distinction in Speaking. One of the HKDSE candidates also attained B2 level in the DELE exam. In addition, in S.4, two students attained B1 level and three students attained A2 level in the DELE exam.	\$60,200.00
Total			HK\$275,200

Appendix 5: 2023/24 Evaluation Report on Sister School Scheme

姊妹學校交流報告書
2023 / 2024 學年

中學部

學校名稱：	聖瑪加利男女英文中小學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	鄧珮珊

本學年已與以下內地姊妹學校進行交流活動：

1.	舉行內地交流團
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本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
A1	☒	探訪/考察	B1	☒	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☒	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☒	與姊妹學校進行簽約儀式/商討交流計劃	B4	☒	擴闊學校網絡
A5	☐	其他(請註明):	B5	☒	擴闊視野
			B6	☒	建立友誼/聯繫
			B7	☒	訂定交流細節/活動詳情
			B8	☐	其他(請註明):

管理層面 達至預期目標程度	C1 ☒ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
D1	☒	探訪/考察	E1	☒	增進對內地的認識和了解
D2	☒	觀課/評課	E2	☒	增加對國家的歸屬感/國民身份的認同
D3	☒	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☒	提升教學成效
D6	☐	專業發展日	E6	☒	擴闊視野
D7	☐	其他(請註明):	E7	☒	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☒ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☒	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☒	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☒	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明):	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下:

編號	☒	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☒	報告
M8	☐	其他(請註明):

全年財政報告:

編號	☒	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	中學 HK\$ 213020
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$---
N3	☐	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$---
N4	☐	視像交流設備及其他電腦設備的費用	HK\$---
N5	☐	交流物資費用	中學 HK\$ 380
N6	☐	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	HK\$---
N7	☐	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	中學 HK\$ 0
N8	☐	其他(請註明):	HK\$---
N9	☐	學年總開支	中學 HK\$ 213400
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☒	內容
O1	☐	有關交流活動的層面 [如適用，請註明]
O2	☒	有關交流活動的形式/內容 內地交流團 ■ 兩校師生第二次面對面交流，學生能通過參觀姊妹學校校園和於校內午膳，進一步了解內地的校園文化。 ■ 學生於姊妹校內上課，課題包括中國武術、中國剪紙藝術等，學生亦參與了常識問答及競技活動等，這讓學生學到不同範疇的中國文化外，亦親身體驗內地的課堂氣氛。 ■ 本校亦安排外籍老師跟姊妹學校的學生上課，促進教學上的交流。 ■ 本次探訪，除了交流中國文化方面，亦涉獵不同範疇，如常識、外語等，使兩校的交流面向更為廣泛。 ■ 建議多安排外籍學生參與姊妹學校的交流活動，讓外籍學生對中華文化有更深入的认识，同時，進一步促進不同地方、不同文化的交流。
O3	☐	有關交流活動的時間安排 [如適用，請註明]
O4	☐	有關交流活動的津貼安排 [如適用，請註明]
O5	☐	有關承辦機構的組織安排 [如適用，請註明]
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_0_人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	_25_人次
P3	☐	本校學生參與交流的總人次	__25__總人次
P4	☐	本校教師參與交流的總人次	__3__總人次
P5	☐	本校學校管理人員參與交流的總人次	__1__總人次

備註：

姊妹學校交流報告書

2023 / 2024 學年

小學部

學校名稱：	聖瑪加利男女英文中小學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	鄧珮珊

本學年已與以下內地姊妹學校進行交流活動：

1.	舉行內地交流團
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本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☐	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明):	B5	☑	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/活動詳情
			B8	☐	其他(請註明):

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (*已舉辦/*未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
D1	☒	探訪/考察	E1	☒	增進對內地的認識和了解
D2	☒	觀課/評課	E2	☒	增加對國家的歸屬感/國民身份的認同
D3	☒	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☒	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☒	提升教學成效
D6	☐	專業發展日	E6	☒	擴闊視野
D7	☐	其他(請註明):	E7	☒	建立友誼/聯繫
			E8	☐	其他(請註明):

教師層面 達至預期目標程度	F1 ☒ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到
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丙. 學生層面 (*已舉辦/*未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
G1	☒	探訪/考察	H1	☒	增進對內地的認識和了解
G2	☒	課堂體驗	H2	☒	增加對國家的歸屬感/國民身份的認同
G3	☒	生活體驗	H3	☒	擴闊視野
G4	☐	專題研習	H4	☒	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☒	促進文化交流
G6	☒	文化體藝交流	H6	☒	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☒	提升自理能力/促進個人成長
G8	☐	其他(請註明):	H8	☒	豐富學習經歷
			H9	☐	其他(請註明):

學生層面 達至預期目標程度	I1 ☒ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	☒	描述	編號	☒	描述
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明):	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明):

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到
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監察/評估方法如下:

編號	☒	監察/評估方法
M1	☒	討論
M2	☒	分享
M3	☐	問卷調查
M4	☐	面談/訪問
M5	☐	會議
M6	☒	觀察
M7	☒	報告
M8	☐	其他(請註明):

全年財政報告:

編號	☒	交流項目	支出金額
N1	☒	到訪內地姊妹學校作交流的費用	小學 HK\$ 218280
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$---
N3	☐	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$---
N4	☐	視像交流設備及其他電腦設備的費用	HK\$---
N5	☐	交流物資費用	小學 HK\$ 380
N6	☐	在香港進行交流活動時的茶點開支 (註: 不可超過學年津貼額的 2%)	HK\$---
N7	☐	老師的一次入出境簽證的費用 (註: 不可超過學年津貼額的 1%)	小學 HK\$ 1320
N8	☐	其他(請註明):	HK\$---
N9	☐	學年總開支	小學 HK\$ 219980
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☒	內容
O1	☐	有關交流活動的層面 [如適用，請註明]
O2	☒	有關交流活動的形式/內容 內地交流團 ■ 兩校師生第二次面對面交流，學生能通過參觀姊妹學校校園和於校內午膳，進一步了解內地的校園文化。 ■ 學生於姊妹校內上課，課題包括中國武術、中國剪紙藝術等，學生亦參與了常識問答及競技活動等，這讓學生學到不同範疇的中國文化外，亦親身體驗內地的課堂氣氛。 ■ 本校亦安排外籍老師跟姊妹學校的學生上課，促進教學上的交流。 ■ 本次探訪，除了交流中國文化方面，亦涉獵不同範疇，如常識、外語等，使兩校的交流面向更為廣泛。 ■ 建議多安排外籍學生參與姊妹學校的交流活動，讓外籍學生對中華文化有更深入的認識，同時，進一步促進不同地方、不同文化的交流。
O3	☐	有關交流活動的時間安排 [如適用，請註明]
O4	☐	有關交流活動的津貼安排 [如適用，請註明]
O5	☐	有關承辦機構的組織安排 [如適用，請註明]
O6	☐	其他(請註明)：

交流參與人次：			
編號	☒	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_0_人次
P2	☐	本校學生到訪內地與姊妹學校交流的人次	_27_人次
P3	☐	本校學生參與交流的總人次	__27__總人次
P4	☐	本校教師參與交流的總人次	__4__總人次
P5	☐	本校學校管理人員參與交流的總人次	__0__總人次

備註：

Appendix 6: 2023/24 Evaluation Report on Learning Support Grant (Secondary)

聖瑪加利男女英文中小學 「全校參與」模式照顧有特殊教育需要的學生 年終檢討表

(2023 / 2024 學年)

(1) 本校在照顧有特殊教育需要學生方面的情況如下：(請在適當的方格內加上‘✓’)

		十分滿意	滿意	尚可	有待改善
I	校園文化				
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化	✓			
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任	✓			
c)	學生朋輩間能接納彼此的獨特性及個別差異		✓		
d)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度	✓			
II	學校政策				
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效	✓			
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		✓		
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標		✓		
d)	靈活地統合和調配資源，確保資源善用以便為學生提供適切的支援服務		✓		
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要		✓		
b)	已成立「學生支援組」(或相關組別)，並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施	✓			
c)	已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效		✓		
d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等	✓			
e)	透過專業交流，提升教職員的教學技巧		✓		
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習		✓		
g)	按學生的需要而訂立多元化的評估調適策略	✓			
h)	為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃		✓		

(二) 2023 / 2024 學年「學習支援津貼」財政報告

上學年可保留的累積盈餘：\$ 152076.41 (a)

本學年總撥款：\$ 374223 (第一期撥款) (b) + \$ 198567 (第二期撥款) (c) = \$572790

本學年可用金額(總收入)：\$ 724866.41 (d) = (a) + (b) + (c)

本學年總支出：\$ 564559.3 (e)

支出細項如下：

項目	金額(\$)
1. 增聘教學助理	435591 (Item 1)
2. 外購專業服務	44475 (Item 3, 4, 5, 7)
3. 購置學習資源	4564.3 (Item 5, 9)
4. 安排學習/共融文化活動、校本教師培訓及家校合作支援活動	79929 (Item 2, 6, 8)
5. 其他：(請列明：_____)	

本學年年終累積津貼餘款：\$ 160307.11 (f) = (d) - (e)

餘款佔本年度撥款的百分比(%): 28.0% (g) = (f) / [(b) + (c)] x 100%

	支援項目 名稱	服務目的	推行時間 (包括活動/上課總時數或每小時 所需的平均費用)	服務對象	表現指標 評估方法	成效檢討	實際支出
1.	增聘 1.7 位 融合教學助理	支援推行融合教育的相關教學及課後的工作	聘請 1 名全職及 1 名兼職 (70%)教學助理 總數: \$ 435591	支援全校有特殊教育需要的學生	特殊教育統籌老師的回饋及觀察	能有效減輕推行融合教育教學及課後的工作	費用總數: \$435591
2.	中一至中六學習, 輔導課程及購買相關教材	讓讀寫障礙或成績稍遜的學生改善中英數及各科能力	節數/次數:7 組中一至中六級中英數及各科 總節數: 76 節 聘請 7 名兼職導師費用總數: \$42759	中一至中六讀寫障礙或成績稍遜的學生	學校畢業生能指導學生完成課堂功課及導師回饋	整體而言, 學生認真參與, 能跟隨指示完成課堂功課, 學生認為輔導課程對他們的學習有不同程度的幫助。不過部分學生沒有出席課堂。	費用總數: \$42759
3.	中二至中五攝影學會加畫展	協助 ADHD/MI 同學提升專注力及幫助他們舒緩情緒及學習壓力	每節時數:1 小時 總時數:10 小時 聘請導師費用總數: \$22000 購買相關教材費用總數: \$225	9 位中二至中五的學生	教師評語及觀察 學生上課表現及學生問卷	學生能夠從中學學習到如何專注去做一件事及學習從多方面去看每一件事。	費用總數: \$22225
4.	義工服務溝通技巧課程	讓學生辨別情緒和控制自己的情緒、改善社交能力	節數/次數: 8/8/9 每節時數:1 小時 20 分鐘 總時數:41 小時 40 分鐘 (包括 2 小時義工服務) 聘請導師費用總數: \$8750	3-4 位中一至中二 ADHD/ASD 學生或情緒控制或社交能力較弱的學生	導師評語及學生問卷	整體而言, 學生都積極參與, 在情緒控制沒有太大困難, 所有學生都明白在社交方面要注意的細節, 包括談話技巧及表達方法。同學表示課程能幫助他們學習從多角度觀察及分析別人想法和感受。	費用總數: \$8750

	支援項目 名稱	服務目的	推行時間 (包括活動/上課總時數或每小時 所需的平均費用)	服務對象	表現指標 評估方法	成效檢討	實際支出
5.	桌遊小組	協助學生透過桌遊學習到如何與人合作，提升溝通技巧	節數/次數: 8 每節時數: 1 小時 20 分鐘 總時數: 13 小時 20 分鐘 聘請導師費用總數: \$12000 購買相關教材費用總數: \$2351.8	3-4 位中二 ADHD/ ASD 學生 或情緒控制或社交能力較弱的學生	導師評語及學生問卷	整體而言，學生都積極參與，但回應表當中見到學生聯繫不到桌遊遊戲與社交技巧有任何關係。	\$14351.8
6.	中文暑期班	讓讀寫障礙或成績稍遜的學生改善中文能力	節數/次數: 8X2=16 每節時數: 1 小時 15 分鐘 總時數: 20 小時 聘請導師費用總數: \$19200+15000 \$34200	3-4 位初中及中五、升中六 SLD 學生	導師評語及學生功課	整體而言，學生都積極參與，能跟隨指示完成課堂功課，學生認為輔導課程對他們的學習有不同程度的幫助。	\$34200
7.	港大暑期班	讓一些於科學方面能力較好的 ASD/ADHD 的學生參加港大 summer course, 提升自信心及表達能力	聘請導師費用總數: \$1500	1 位中二學生	導師評語及學生問卷	整體而言，學生都積極參與，能跟隨指示完成課堂功課，學生認為輔導課程對他們的學習有不同程度的幫助	\$1500

(三) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援:

- ☒ 派發學生支援摘要
- ☒ 為需要加強支援的學生訂定結構化的支援方案/個別學習計劃
- ☒ 在學校報告及學校概覽中清楚列明支援措施及服務
- ☒ 「學生支援組」定時與家長檢視學生的學習進展
- ☐ 其他，請註明：()

2. 本校恆常與家長溝通的機制，包括：

- | | |
|--|---|
| ☒ 通告 | ☒ 電話/電子平台 |
| ☒ 家長日 | ☐ 學生支援摘要 |
| ☒ 家長培訓 | ☒ 學生評估/進展報告 |
| ☒ 家長面談 | ☐ 其他(請列明：) |

(四) 支援有特殊教育需要的非華語學生(如適用)

本校為有特殊教育需要的非華語學生提供以下支援:

- ☒ 運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
- ☐ 運用「有特殊教育需要非華語學生支援津貼」外購專業服務協助翻譯
- ☒ 推動共融文化活動以建構共融校園
- ☒ 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
- ☐ 其他，請註明：()

(五) 本校在推行融合教育方面仍須加強或改善的地方是:

(a) 共融校園文化方面：

- 本校有 14%的學生來自不同族裔，華語和非華語學生能和平相處、共同參與、齊心發展共融校園文化。學生及老師對特殊學習需要的學生加以體諒。
- 學校於非正規課時舉辦多元化的共融活動，在價值教育課加強教育學生關愛共融精神，接納別人不同之處，讓學生學會尊重個別差異，關懷身邊的人。

- 學校及科組會繼續鼓勵教師參加專題課程，讓更多教師了解學生的不同學習需要，照顧學習差異，營造關愛校園文化。

(b) 共融政策方面：

學校重視每位學生的全人發展。每一名有特殊教育需要的學生都具有自己獨特的興趣，知識和技能。為有需要的學生提供支援——"這是學生應有的權利"，並不是額外的施予。

(c) 共融措施方面：

- i. 學校及科組會繼續鼓勵教師參加專題課程。科組會推薦老師參加教育局提供的特殊教育專題課程，讓每科會每年會有最少 1 位老師參加。
- ii. 課堂照顧學生的不同的學習形式。
- iii. 課後提供不同的特殊教育支援。
- iv. 每名有特殊學習需要的學生會有 1 位老師或專業人士跟進。

聖瑪加利男女英文中小學

2023/2024 學年「學習支援津貼」財政報告 (非華語特殊學習困難學生) (中學)

上學年可保留的累積盈餘：\$ 97358.6 (a)

本學年總撥款：\$ 105191 (b)

本學年可用金額(總收入)：\$ 202549.6 (c) = (a) + (b)

本學年總支出：\$ 99075.3 (d)

支出細項如下：

項目	金額(\$)
1. 增聘教學助理	77265.3
2. 外購專業服務	16200
3. 購置學習資源	0
4. 安排學習/共融文化活動、校本教師培訓及家校合作支援活動	5610
5. 其他：(請列明：_____)	

本學年年終累積津貼餘款：\$ 103474.3 (e) = (c) - (d)

餘款佔本年度撥款的百分比(%): 98.4% (f) = (e) / (b) x 100%

	支援項目 名稱	服務目的	推行時間	服務對象	表現指標 評估方法	成效檢討	實際支出
1.	融合教育工作	支援推行融合教育的相關工作	聘請 1 名兼職(30%)行政及教學助理 總數: \$ 77265.3	支援全校有特殊教育需要的非華語學生	特殊教育統籌老師的回饋及觀察	能有效減輕推行融合教育的工作	費用總數： \$77265.3

Appendix 7: 2022/23 Evaluation Report on Learning Support Grant (Primary)

聖瑪加利男女英文中小學

「全校參與」模式照顧有特殊教育需要的學生

年終檢討表

(2023 / 2024 學年)

(一) 本校在照顧有特殊教育需要學生方面的情況如下：(請在適當的方格內加上‘✓’)

		十分滿意	滿意	尚可	有待改善
I	校園文化				
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化		✓		
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任	✓			
c)	學生朋輩間能接納彼此的獨特性及個別差異		✓		
d)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度		✓		
II	學校政策				
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效	✓			
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		✓		
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標		✓		
d)	靈活地統合和調配資源，確保資源善用以便為學生提供適切的支援服務	✓			
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要	✓			
b)	已成立「學生支援組」(或相關組別)，並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施	✓			
c)	已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效		✓		
d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等	✓			
e)	透過專業交流，提升教職員的教學技巧	✓			
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習	✓			
g)	按學生的需要而訂立多元化的評估調適策略	✓			
h)	為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃	✓			

(二) 2023/2024 學年「學習支援津貼」財政報告(參考樣本)

上學年可保留的累積盈餘: \$ 97,504.5 (a)

本學年總撥款 : \$ 133,651 (第一期撥款) (b) + \$76,372 (第二期撥款) (c) = \$210,023

本學年可用金額(總收入) : \$ 307,527.5 (d) = (a) + (b) + (c)

本學年總支出 : \$ 248,588.1 (e)

支出細項如下:

項 目	金額 (\$)
1. 增聘全職和／或兼職教師 0.2 人	\$94,500
2. 增聘教學助理 0.2 人	\$84,000
3. 外購專業服務	\$50,600
4. 購置學習資源	\$3,688.1
5. 安排學習／共融文化活動、校本教師培訓及家校合作支援活動	\$15,800
6. 其他：(請列明：)	

本學年年終累積津貼餘款: \$ 58,939.4 (f) = (d) - (e)

餘款佔本年度撥款的百分比(%): 28.1% (g) = (f) / [(b) + (c)] x 100%

	支援項目 名稱	服務目的 (例如:分班或小組教學/共 融活動、讀寫訓練、社交 訓練、培養專注力等)	推行時間 (包括活動/ 上課總時 數或每小時 所需的平均 費用)	服務對象 (例如有特 殊教育需要 的學生人數 及其類別、 家長人數)	表現指標 評估方法	成效檢討	實際 支出
1.	正向管教家 長工作坊	介紹正向管教技巧和親子伴讀 技巧，引導家長找出孩子的問 題，用正面的管教方式來處理 孩子的行為問題，加強家長和 孩子的溝通，建立正面親子關 係。	節數/次 數：5 節 每節時 數：1hr 總時數： 5hrs	特殊教育需 要的學生人 數及類別： 家長人數： 8 人	家長能運用正向 管教方式來處理 孩子的問題，和 孩子建立親密的 關係/ 家長回饋	家長認為工作坊內容有助家 長改善親子關係，實踐正向 管教孩子的方法，來處理孩 子行為問題。看到孩子的改 變，家長也認識和實踐親子 伴讀的技巧。	費用 總數： \$7,000
2.	教師好精神 工作坊	提昇教師好精神，建立積極和 正面的心態。	節數/次 數：1 節 每節時 數：1hr 總時 數:1hr	特殊教育需 要的學生人 數及類別： 教師人數： 全校老師 114 人	教師認為講座內 容有幫助/ 教師回應	教師明白用正面的思維能加 強處理問題的能力，老師說 會運用學習的方法來改善自 己的想法。	費用 總數： \$1,400
3.	成長思維學 生活動日	透過活動，讓學生感受失敗， 理解失敗是學習過程，用積極 的態度，正向的思維來看待成 長過程中的困難、挑戰。	節數/次 數：1 節 每節時 數：4hrs 總時 數:4hrs	特殊教育需 要的學生人 數及類別： 學生人數： P.5 全級 66 人	學生能以積極的 態度，正向的思 維來應付成長過 程中的困難，挫 折/學生反思，討 論	學生能學到正向思維，要積 極面對困難，也能分享自己 的挑戰，再次遇上困難會用 學到的方法處理。但有學生 認為活動較沈悶，老師也認 為遊戲不夠挑戰，學生未感 到失敗感。	費用 總數： \$7,400
4.	學生中文讀 寫訓練小組	讓學生運用方法，理解文章故 事的起因，經過和結果，提昇 學生的閱讀理解的能力。	節數/ 次：6 節 共兩組	特殊教育需 要的學生人 數及類別：	學生能運用方法 分析文章主旨內 容，認識詞語的	100%學生說學到文章主旨 內容，認識詞語的性質和意 義，能用學到的技巧改善閱 讀理解能力。	費用 總數： \$21,600

	支援項目 名稱	服務目的 (例如:分班或小組教學/共 融活動、讀寫訓練、社交 訓練、培養專注力等)	推行時間 (包括活動/ 上課總時 數或每小時 所需的平均 費用)	服務對象 (例如有特 殊教育需要 的學生人數 及其類別、 家長人數)	表現指標 評估方法	成效檢討	實際 支出
			每節時 數：1 hr 總時數: 8 hrsx2	11 人/懷疑 讀寫障礙或 中文較弱的 學生的學生 P.1 至 P.3 P.4 至 P.6	特質，用詞語造 句/ 問卷調查，老師 觀察	上課導師觀察高年班的學生 掌握較好，學生實踐的情況 有待收集家長和老師意見。	
5.	學生社交情 緒訓練小組 'Little Master'	讓學生能表達自己，改善溝通 和社交能力	節數/次 數：8 節 每節時 數：1 hr 總時數:8 hrs	特殊教育需 要的學生人 數及類別： 8 人/ P.3-P.6 ASD 學生和 溝通、社交 能力較弱的 學生	學生能表達自 己、改善溝通和 社交能力/ 導師評語，學生 問卷	導師以故事模式的情節設計 課程，學生都很投入活動， 很有興趣，學生問卷調查顯 示 97.5%學生表示非常滿意 /滿意活動。透過導師觀 察，學生和小組同學建立良 好關係，參加小組活動投 入。有兩個較被動的同學， 也因為強調團隊的合作變得 更加積極主動，在小組環境 學生學習與其他同學相處的 技巧，提昇學生社交能力。	費用 總數： \$8,000
6.	'Pastel Nagomi Art'學生 工作坊	透過塗畫藝術，訓練讓學生專 注力，改善和同學溝通和互相 合作的能力	節數/次 數：3 節 每節時 數：1 hr 總時數:	特殊教育需 要的學生人 數及類別:6 人/	學生能專注，和 同學溝通、和平 相處、合作/ 導師評語，學生 問卷	在活動中觀察到學生能專注 做好作品，也有耐性等待和 同學分享用具。100%學生 認為這個活動幫助他們更專 注，相信如他們專心去做一 件事，會做得更好，也說他	費用 總數： 免費

	支援項目 名稱	服務目的 (例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	推行時間 (包括活動/ 上課總時 數或每小時 所需的平均 費用)	服務對象 (例如有特 殊教育需要 的學生人數 及其類別、 家長人數)	表現指標 評估方法	成效檢討	實際 支出
			3 hrs	P.3-P.6 ADHD 或 AD 或專注 力較弱的學 生		們在其他事情上會更專注。但因為一節只有一小時，未有足夠的時間和學生檢討和分享感受。	
7.	學生情緒社交個別訓練	輔導學生情緒控制及改善社交能力	節數/次 數：15 節 每節時 數： 1 小時 總時數： 15 hrs	特殊教育需要的學生人數及類別：5 人 / P.3-P.6 情緒控制，及社交能力較弱的學生	學生能改善情緒社交/ 日常觀察課堂表現，家長的回饋	跟據教師觀察，學生社交有改善，能和同學、老師溝通，減少焦慮。	費用 總數： \$21,000
8.	聘請教師 0.2 人	協助 SENCO 1. 安排有特殊學習需要的學生家長和教師支援會議 2. 聯絡教師安排在班內外第一，二層支援有特殊學習需要的學生 3. 聯絡教師為有特殊學習需要的學生安排功課和測考的調適 4. 跟進 SEN 課程，聯絡導師	在校工作時間	P1-P6 有特殊學習需要的學生	能給有特殊學習需要的學生合適的支援 /學生家長的回饋	家長很滿意子女在課堂內外的支援、功課和測考的調適。	費用 總數： \$94,500

	支援項目 名稱	服務目的 (例如:分班或小組教學/共 融活動、讀寫訓練、社交 訓練、培養專注力等)	推行時間 (包括活動/ 上課總時 數或每小時 所需的平均 費用)	服務對象 (例如有特 殊教育需要 的學生人數 及其類別、 家長人數)	表現指標 評估方法	成效檢討	實際 支出
9.	聘請教職員 0.2 人	協助 SENCO,SENT 1. 聯絡教學助理安排在班內外 第一，二層支援有特殊學習需 要的學生 2. 為教師安排有特殊學習需要 的學生功課和測考的調適 3. 跟進 SEN 課程	在校工作時 間	P1-P6 有特 殊學習需 要的學生	能給有特殊學習 需要的學生合適 的支援 /學生家長和教師 的回饋	家長很滿意子女在課堂內外的 支援、功課和測考的調 適，教師滿意教職員的協助	費用總 數： \$84,000

(三) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援：

- ☒ 派發學生支援摘要
- ☒ 為需要加強支援的學生訂定結構化的支援方案／個別學習計劃 ☒ 在學校報告及學校概覽中清楚列明支援措施及服務
- ☒ 「學生支援組」定時與家長檢視學生的學習進展
- ☐ 其他，請註明：()

2. 本校恆常與家長溝通的機制，包括：

- | | |
|--|---|
| ☒ 通告 | ☒ 電話／電子平台 |
| ☒ 家長日 | ☒ 學生支援摘要 |
| ☒ 家長培訓 | ☒ 學生評估／進展報告 |
| ☒ 家長面談 | ☐ 其他（請列明： ） |

a(四) 支援有特殊教育需要的非華語學生(如適用)

本校為有特殊教育需要的非華語學生提供以下支援：

- ☒ 運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
- ☐ 運用「有特殊教育需要非華語學生支援津貼」外購專業服務協助翻譯
- ☒ 推動共融文化活動以建構共融校園
- ☐ 設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
- ☐ 其他，請註明：()

(五) 本校在推行融合教育方面仍須加強或改善的地方是：

(如有需要，請參考《照顧學生個別差異～共融校園指標》)

(a) 共融校園文化方面：

本校教職員很有愛心，在三層支援中能照顧有特殊學習需要學生。大部份學生都樂於幫助有特殊學習需要同學，而高年班的學生也會教導低年班的同學，能看到同學懂得主動關懷有特殊需要的學生。往後期望校內各個持分者繼續關心及協助有特殊學習需要學生，使他們有愉快的學習環境。

共融政策方面：

及早為個別特殊學習需要的學生提供輔導，開展個別支援計劃，可在收到專業報告前進行。個別學生在情緒控制方面較弱，可安排全級參與有關推廣健康身心的活動。

(b) 共融措施方面：

推行共融家長講座，和家長建立密切關係，讓家長認識特殊學習需要的孩子具備甚麼特質，鼓勵家長及早識別和接納孩子的學習需要，幫助家長了解如何從不同方面幫助有特殊教育需求的孩子，並向家長推薦各種符合學生需要的校內、外工作坊。在生命教育課上透過不同的教學活動加強學生的同理心，建立關愛校園。為老師舉辦講座和工作坊，讓老師對支援特殊學習需要的學生有更深入認識。

(六) 轉交有特殊教育需要小六學生資料往中學的情況(小學適用)

1. 本校在本學年轉交有特殊教育需要小六學生(不包括「成績稍遜」的小六學生)的相關文件(如醫療報告、評估報告/摘要、學生支援摘要、簡要的學習記錄和教學建議等)至其將入讀中學的情況如下：

(a) 本學年有特殊教育需要小六學生數目	(a) 4_____	(100%)
	[= (b)+(c)]	
(b) 家長同意轉交相關文件往中學的學生數目	(b) 4_____	(100%)
(c) 家長不同意轉交相關文件往中學的學生數目	(c) 0_____	(0 %)

2. 本校在下學年會採取下列措施鼓勵家長同意轉交其子女的特殊教育 需要資料：

✓ 接觸有關家長，解釋轉交其子女特殊育需要資料的重要性

✓ 舉辦家長教育活動，當中讓有關家長明白轉交其子女特殊育需要 資料的重要性

☐ 安排家長分享經驗，讓有關家長明白轉交其子女特殊育需要資料 的重要性

☐ 其他(請註明)：

St. Margaret's Co-educational English Secondary and Primary School
Financial Summary for the 2022 – 2023 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	62.66%	N.A.
School Fees	N.A.	35.27%
Donations, if any	N.A.	N.A.
Other Income, if any	0.01%	2.06%
Total	62.67%	37.33%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Teaching Staff Remuneration	61.67%	
Non-teaching Staff Remuneration	13.22%	
Operational Expenses (including those for Learning and Teaching)	12.02%	
Fee Remission / Scholarship ¹	8.24% <i>(Represent 20.23% of the total school fee income)</i>	
Repairs and Maintenance	1.84%	
Depreciation	3.01%	
Miscellaneous	0.00%	
Total	100.00%	
Surplus/Deficit for the School Year [#]	2.29 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	11.23 months of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works, if any:

Installation of the school optical network

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).