Annual School Plan 2019 – 2020

Emphases: Helping students develop interests and be engaged in meaningful learning

Theme: Active engagement in our school life – Proactive learning for a new future

Major Concern	Major Strategies	Major Tasks	Persons / Dept in-charge	Targets	Evaluation
Students' engagement in learning	1. Maintaining an inviting atmosphere	➢ Upholding Christian love and values of every individual in God's eyes (through regular practices and thematic activities (Evangelistic Week, morning assemblies, Text-of-the-Cycle, etc.) ➢ Recognizing individual differences, diverse talents, and diverse achievements ➢ Strengthening teacher-student and student-student relationships	SE, ACA, PSA, CE, E/RE, all teachers	1. 70% students agree to inviting atmosphere 2. 70% students express confidence in linguistic competence in learning, and in academic achievement 3. 60% of lessons observed incorporate authentic materials, hands on activities, problem-solving activities or challenging tasks, strategies to cater for learners' diversity 4. Teachers' reviews and evaluation of students'	1. EDB stake-holder surveys at year end 2. School-based Questionnaire Survey 3. Statistical data on extensive reading 4. Lesson observations and analyses
	2. Building strong connection between learning and real-life experiences	➢ Adopting authentic topics and learning materials ➢ Helping students to explore global resources through e-learning ➢ Designing exercises and homework related to real-life scenarios ➢ Helping students in applying acquired knowledge / skills to solving real-life problems	ACA, Subject panels, all teachers		
	3. Helping students continually involved in meaningful learning activities	➢ Involving students in meaningful pre-lesson learning activities ➢ Designing hands-on learning experiences in lessons or after lessons ➢ Designing meaningful applications of acquired knowledge or skills	ACA, subject panels, all teachers		
	4. *Engaging students in investigation, discovery, and problem-solving experiences in their learning process*	➢ *Restructuring of time table to accommodate suitable pedagogy* ➢ *Incorporating investigative, exploratory, and problem-solving related learning activities in teaching* ➢ *Incorporating investigative, exploratory, and problem-solving related learning activities in relevant extra-curricular activities* ➢ *Encouraging students to participate in activities or competitions requiring students' involvement in investigative, exploratory, and problem-solving related learning activities*	ACA, PSA, HODs, all teachers		
	5. *Helping students develop the sense of competence in learning through pedagogical strategies and challenges*	➢ *Recognizing students' efforts and performance in their learning process* ➢ *Awarding students with impressive efforts and outstanding performance in activities* ➢ *Designing and helping students to overcome challenging tasks*	ACA, PSA, HODs, all teachers		

Major Concern	Major Strategies	Major Tasks	Persons / Dept in-charge	Targets	Evaluation
	6. Developing students' ability in higher-order learning	➤ Designing lessons that involve higher-order thinking or higher-order learning activities, like analyses, comparisons, applications, etc. ➤ Designing / including exercises or homework which involve higher-order learning	ACA, subject panels, all teachers	performance in learning or extra-curricular activities 5. 70% teachers express understanding of using IT in learning and teaching 6. 50% teachers express mastery of basic IT platforms and tools for learning and teaching 7. Compliance with expected SEN training %	
	7. Inspiring students to have aspirations for learning	➤ Inspiring students to have aspirations through exposure, sharing and modelling ➤ Helping students set goals and plans for achieving their goals ➤ Recognition of students' achievements and goal-attainment by multiple means	ACA, PSA, all departments, all teachers		
	8. Strengthening students' linguistic competences through reading extensively and intensively	➤ Strengthening students' interests, participations in activities, and the use of English, Chinese & PTH ➤ Strengthening students' linguistic skills in various subjects through pedagogical designs (especially in EMI subjects) ➤ Encouraging reading across curriculum ➤ Promoting extensive reading in English and Chinese ➤ Arrangement reading award schemes and activities ➤ Arranging book sharing of students, teachers, alumni…	ACA, PSA, RTL, ITE, ENG, EMI, CHI, STEAM, subject panels, all teachers		
	9. Strengthening the use of information technology in learning	➤ Strengthening IT infrastructure ➤ Helping teachers equip themselves with understanding and mastery of basic platforms and tools for e-Learning ➤ Departmental planning on using e-Learning in learning and teaching ➤ Cross-subjects collaboration in learning projects using IT ➤ Professional sharing among teachers on ITE	ACA, subject panels, all teachers		
	10. Professional development of teachers	➤ Briefing, and trainings on "students' engagement in learning" ➤ Professional sharing on pedagogy and lesson design ➤ Collaborative lesson preparation ➤ Professional trainings on catering for learners' diversity	Principal, PD, Subject Panels, all teachers		

Note 1: 3 key dimensions of engagement: emotional engagement, cognitive engagement, behavioral engagement (Ref. Fredricks JA et al, 2004)

Note 2: Some commonly agreed strategies for building engagement: inviting schools, learning by doing, higher-order thinking, real-world connection, students' autonomy, continuous improvement, etc.

學校週年計劃 2019 – 2020

重點: 協助學生發展對學習的興趣及提升他們對學習的投入

主題：互勉互勵，探創新知

關注項目	主要策略	主要工作	負責人/負責部門	計劃目標	檢討
學生對學習的投入	1. 保持良好的校園氣氛，促進學習	➢ 實踐基督教信仰，倡導對每一個人的關愛和尊重 (透過恆常練習和專題活動，如福音週、早會、每周金句等) ➢ 肯定及欣賞每位學生的能力、各種的天賦和不同範疇的成就 ➢ 加強師生關係和學生朋輩關係	SE, ACA, PSA, CE, E/RE, 全體教師	1. 70%的學生認同學校有良好的校園氣氛。 2. 70%的學生對自己學習語文的能力和學業成績有信心。 3. 為照顧學習的多樣性，60%的觀課需包括貼近現實生活的題材、積極動手學習活動、解難學習活動和具挑戰性的習作。 4. 老師就學生學業表現和課外活動的表現所作的觀察及評核。 5. 70%的老師明白怎樣於學與教上好好利用資訊科技。 6. 50%的老師掌握學與教上使	1. 期末教育局的持份者問卷 2. 校本問卷調查 3. 廣泛閱讀的統計數據 4. 觀課及數據分析
	2. 讓學習與生活有緊密的連繫	➢ 課堂上使用貼近現實生活的題目和教材 ➢ 幫助學生利用電子學習工具搜尋資訊和發掘資源 ➢ 製作貼近現實生活情境的練習和家課 ➢ 協助學生利用學會的知識/技能解決生活上的問題	ACA, 各科主任, 全體教師		
	3. 為學生提供連貫的有意義的學習活動	➢ 讓學生參與有意義的課前學習活動 ➢ 給予學生於課堂上或課後積極動手的學習經驗 ➢ 給予機會讓學生應用學會的知識或技能	ACA, 各科主任, 全體教師		
	4. 讓學生參與探究性、發現性、解難性學習活動，使他們投入學習過程	➢ 製定新時間表以優化教學方法 ➢ 於學習活動中加入查究、探索、解難的元素 ➢ 於課外活動中加入查究、探索、解難的元素 ➢ 鼓勵學生多參與查究、探索、解難的學習活動和比賽	ACA, PSA, HODs, 全體教師		
	5. 透過教學策略和挑戰，協助學生提高對學習的信心，建立學生的能力感	➢ 於學生的學習過程中，對他們的努力和表現加以肯定和欣賞 ➢ 獎勵學生的不斷努力和傑出表現 ➢ 製作和協助學生應付具挑戰性的學習活動	ACA, PSA, HODs, 全體教師		
	6. 協助學生發展高階學習的能力	➢ 設計課堂以推行高階學習，如分折、比對、應用等，訓練高階思維能力 ➢ 加入高階學習的練習或家課	ACA, 各科主任, 全體教師		

關注項目	主要策略	主要工作	負責人/負責部門	計劃目標	檢討
	7. 激發學生在學習上追求高遠的目標	➢ 啟發學生透過自身的經歷、與他人的分享和良好的學習對象，定下對自己的期望 ➢ 協助學生定立計劃和達成目標 ➢ 以不同的方式讚揚學生的成就和學習成果	ACA, PSA, 各科組, 所有教師	用的基本電子平台和工具 7. 符合特殊教育培訓比率	
	8. 透過閱讀，協助學生提升語文能力	➢ 加強學生對語文的興趣，鼓勵學生積極參與語文的活動，增加中英文和普通話的使用 ➢ 各科利用課堂設計,提升學生的語文能力(尤其以英語教學的科目） ➢ 鼓勵跨學科閱讀 ➢ 推廣中英文廣泛閱讀 ➢ 安排閱讀獎勵計劃和活動 ➢ 安排學生、老師或舊生分享閱讀心得	ACA, PSA, RTL, ITE, ENG, EMI, CHI, STEAM, 各科主任, 所有教師		
	9. 發展電子學習	➢ 加強資訊科技基礎設施 ➢ 協助老師裝備自己，加強他們對基本電子學習平台和工具的掌握 ➢ 各科規劃如何於學與教中善用資訊科技 ➢ 利用資訊科技推動跨學科的協作學習 ➢ 老師專業交流，分享有關電子學習的經驗	ACA, 各科主任, 所有教師		
	10. 老師的專業發展和培訓	➢ 安排有關「如何令學生積極投入學習」的交流和培訓 ➢ 安排有關教學法和課堂設計的專業分享 ➢ 安排共同備課 ➢ 安排有關照顧學習多樣性的專業培訓	校長, PD, 各科主任, 所有教師		

註 1: 投入分為三個主要層面: 情緒投入、認知投入和行為投入。 (Ref. Fredricks JA et al, 2004)
註 2: 良好的學校氣氛、多讓學生動手做和在實踐中學習、進行高階學習及訓練高階思維、讓學習扣連現實生活、訓練學生自主學習、鼓勵學生不斷進步等，都是一般令學生投入學習的重要元素。