

1. Major Concern : Being positive towards learning and life

Feedback and follow-up actions from the previous school year: <ul style="list-style-type: none"> • Good results in ASP questionnaire, showing that most students can use learning skills well. • Excessive strategies for subject departments to focus on with limited time and resources. • The high percentage in the ASP questionnaire indicates that most students have positive values, understand their strengths, and possess optimistic attitudes towards life. Additionally, the students have declared that they comprehend the teachings and values of the Bible.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Students are able to apply study skills and learning strategies with a positive mindset.	<ul style="list-style-type: none"> • Enrich students' LWL Intellectual development with learning through learning by doing, such as hands-on experiences and experiential learning. • Introduce a new STEM subject in S1-3. • Provide learning opportunities with collaborative learning, explorations and investigations. • strengthen e-learning to further enhance interactivity, and facilitate self-directed learning. 	<ul style="list-style-type: none"> • Students enjoy and show more interest in learning. • Students are able to learn by doing hands-on experiences in STEM and good applications in PBL. • Teachers observe students are able to apply these learning strategies in their learning. 	Questionnaires (ASP and SHS) Teachers' observations Inspections of students' work Evaluations and reports of subject departments	All the year	ACA, CDLT, KLAs, subject departments, all subject teachers	
Facilitating school members to love God, themselves, and others with positive attitudes	<ul style="list-style-type: none"> • Organizing assembly / home class / talk / workshop on positive education, growth mindset and character strengths • Reinforcement of HTYC Spirit through sharing, assemblies, activities, and campaigns • Strengthening this notion and practice through thematic weeks • Cultivating love and care through regular activities and social service • Encouraging caring actions through special campaigns on community concerns (e.g. 溫情加油站) • Encouraging teachers to cultivate thanksgiving, love for God, and love for their students. 	<ul style="list-style-type: none"> • ≥70% of students agree that they know more about their strengths and try to stretch their potential • ≥70% of students agree that there is a good school atmosphere and positive T-S/S-S relationships. • ≥70% of students agree that they are more engaged in caring actions • ≥70% of teachers feel more confident and capable in cultivating thanksgiving, love for God, and love for their students through teaching 	Questionnaire survey Teachers' observations Feedback from students	All the year	PSA (CE, CHS, DE, ECA)	

Strengthening students' awareness of and abiding by proper moral values, law-abiding ethics, social responsibility, and the importance of national security	<ul style="list-style-type: none"> Talk/ home class/ morning assemblies (weekly motto) on proper moral values, law-abiding ethics, social responsibility Cultivating students' citizenship, national identity, and sense of national security via related subjects 	<ul style="list-style-type: none"> ≥70% of students show a stronger awareness of moral values, law-abiding ethics and social responsibility. ≥70% of students show a stronger sense of national identity and national security Students exhibit the sense of national security in their assessments of the related subjects 	Questionnaire survey Student behavioural records of DE Teachers' observations Feedback from students	All the year	PSA (CE, DE, CHS), CN, ACA	
Strengthening students' ability to self-reflect and self-evaluate.	<ul style="list-style-type: none"> Reinforce students' ability to self-reflect and self-evaluate by providing them with more opportunities for self-reflection and self-evaluation, as well as chances to share their learning experiences after various learning activities such as educational visits, programs, projects, competitions, and so on. 	<ul style="list-style-type: none"> ≥70% of students agree that the self-reflection/self-evaluation practice or debriefing sessions of the learning activities helped them improve their self-reflection and self-evaluation skills. Students exhibit the abilities of self-reflection and self-evaluation in the learning activities 	Teachers' observations Feedback from students	All the year	PSA, ACA, Class Teachers	

2. Major Concern : Professional development of teachers

Feedback and follow-up actions from the previous school year:

- The Collaborative Lesson Planning (CLP) was initiated last year and is expected to be extended to more KLAs to facilitate greater professional sharing.
- The training of middle management was initiated last year, and it is expected to be further developed in a more systematic and practical manner.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
Strengthening teachers' professional development atmosphere and ability by professional sharing, lesson observations, appraisal, and training of middle management	<ul style="list-style-type: none"> Promoting professional sharing Strengthening the effectiveness of lesson observations by CLP Further developing the appraisal system for all teachers to participate in and deepening the self-evaluation culture Strengthening training for middle management Fostering a supportive environment for teachers to maintain a healthy lifestyle. 	<ul style="list-style-type: none"> ≥70% of teachers agree that they have more confidence and competence in their professional development. ≥70% of middle managers agree that they have improved in their leadership skills and abilities. ≥70% of teachers agree that the school can foster a supportive environment for teachers to maintain a healthy lifestyle. 	Questionnaire Survey Records of lesson observation Evaluation of CLP Feedback from teachers	All the year	P, PD, SE, all teachers	

基督教女青年會丘佐榮中學
學校周年計劃 2023 – 2024

1. 關注事項：對學習的追求和對生命的熱愛

簡列上學年的回饋與跟進：

- ASP 問卷調查結果良好，證明大多數學生能夠很好地運用學習技巧。
- 科組在有限時間和資源下需要關注的策略過多。
- ASP 問卷中的高百分比顯示大多數學生有積極的價值觀、了解自己的強項、並擁有樂觀的生活態度。此外，學生宣稱他們理解聖經的教導和價值觀。

目標	推行策略	成功準則	評估方法	時間表	負責人	所需資源
學生能夠以積極的成長心態運用學習技巧和學習策略。	<ul style="list-style-type: none"> ● 透過動手做(例如：親自動手的歷程、實作學習活動等)，豐富學生的全方位學習智能發展 ● 於中一至中三新增 STEM 科目 	<ul style="list-style-type: none"> ● 學生享受學習並表現更多學習的興趣 ● 學生能夠通過 STEM 及專題式學習動手做的良好應用來學習 ● 教師觀察學生能夠在學習中應用這些學習策略 	問卷 (ASP 及持分者問卷) 教師觀察 學生課業 各科目檢討及文件	全年	ACA, CDLT, 各學習領域, 各科目, 所有教師	
	<ul style="list-style-type: none"> ● 提供協作學習和探索學習的機會 					
	<ul style="list-style-type: none"> ● 加強電子學習以進一步增強互動性，並促進自主學習 					
促進丘中人以積極的態度愛神、愛自己、愛別人	<ul style="list-style-type: none"> ● 舉辦有關正向教育、成長心態和性格強項的週會/班主任課/講座/工作坊 ● 透過分享、集會、活動、主題活動強化丘中精神 ● 透過主題週強化和實踐「愛神、愛自己、愛別人」的信念和行動 ● 透過常規活動及服務培養關愛精神 ● 透過關心社區的活動鼓勵關愛的行為(例如：溫情加油站) ● 鼓勵教師培養感恩之心、對上帝的愛和對學生的愛。 	<ul style="list-style-type: none"> ● ≥70%學生同意他們更加了解自己的強項並努力發揮自己的潛力 ● ≥70%學生同意學校有正面的氣氛和丘中人有良好的關係(師生/生生) ● ≥70%學生同意他們更加積極地參與關愛行動 ● ≥70%教師同意他們更有信心和能力通過教學培養感恩、愛上帝和愛學生的能力 	問卷 教師觀察 學生回饋	全年	PSA (CE, CHS, DE, ECA)	

強化學生的正確價值觀，教導學生恪守正確價值，守法，對社會負責任，對國家安全重視	<ul style="list-style-type: none"> 有關正確價值觀、守法精神、社會責任和國家安全的講座/班主任課/早會(每週格言) 透過適切的學科培養學生的公民責任、國民身份的認同感和國家安全的意識 	<ul style="list-style-type: none"> ≥70%學生表現出更強的價值觀、守法精神和社會責任的意識 ≥70%學生表現出更強的國民身份認同感和國家安全感 學生在相關科目的評估中表現出國家安全感 	問卷 DE 學生行為記錄 教師觀察 學生回饋	全年	PSA (CE, DE, CHS), CN, ACA	
加強學生反思及自省的能力	<ul style="list-style-type: none"> 讓學生在各種學習活動後有更多的反思、自省和學習經驗分享的機會(如教育探訪、計劃、專題、比賽等)，藉此加強學生的反思和自省 	<ul style="list-style-type: none"> ≥70%學生同意學習活動中的反思/自省練習或解說會幫助他們提高了反思和自省的能力 學生在學習活動中表現出反思和自省的能力 	教師觀察 學生回饋	全年	PSA, ACA, 班主任	

2. 關注事項：教師專業發展

簡列上學年的回饋與跟進：

- 去年啟動了共同備課節（CLP），預計將系統化並擴展到更多學習領域，以促進更廣泛的專業交流。
- 去年啟動了中層管理人員培訓，預計將進一步發展得更系統化和實用化。

目標	推行策略	成功準則	評估方法	時間表	負責人	所需資源
通過專業交流、觀課、考績、中層管理培訓，增強教師專業發展氛圍和能力	<ul style="list-style-type: none"> 促進專業交流 透過共同備課節加強觀課的效能 進一步擴大考績系統至全體教師，深化自評文化 加強中層管理人員培訓 為教師營造一個支援的環境，以保持健康生活方式 	<ul style="list-style-type: none"> ≥70%教師同意他們對專業發展更有信心和更有能力 ≥70%中層管理人員同意他們的領導技巧和能力有所提高 ≥70%教師同意學校能為教師營造一個支援的環境，以保持健康的生活方式 	問卷 觀課記錄 共同備課節檢討 教師回饋	全年	P, PD, SE, 所有教師	