

Leung Shek Chee College



Annual School Plan 2021-2022

Leung Shek Chee College

School Mission Statement

In pursuit of the Catholic educational principles, we endeavour to provide an all-round and holistic education in accordance with the spirit of the Gospel by facilitating a balanced development of our students in the spiritual, moral, intellectual, physical, social, and aesthetical aspects.

We, therefore, seek to create an environment conducive to learning, to assist our students to acquire knowledge, to develop their potentials to the full, to foster good character, to cultivate a positive outlook on life and acquire virtues, and to motivate them to know their country and its culture. Guided by the School Motto ‘The LORD is My Strength’, our students are expected to strive to return their best to society and help to build a world full of love and justice.

Leung Shek Chee College

Annual School Plan

2021-2022

Major Concerns (2021-2024):

1. To nurture reflective learners who can develop their potential to the highest to face future challenges.
培養同學在反思中學習，讓其能盡展潛能，以迎向未來挑戰。
2. To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life.
培養同學銳意進取，開拓的創新，持守天主教的核心價值及建立正向人生。
3. To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become good law-abiding citizens.
制定並落實推行措施，以維護安全有序的校園環境，並培育同學成為守法的良好公民。

Educational Theme (2021-2022)

The Lord is My Strength 主為我佑

Major Concern 1: To nurture reflective learners who can develop their potential to the highest to face future challenges.

培養同學在反思中學習，讓其能盡展潛能，以迎向未來挑戰。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To strengthen language and learning competence via collaboration among subjects	<ul style="list-style-type: none"> Build students' ability and confidence in the use of English, Chinese, and PTH (across subjects), both inside and outside classroom, including English Week, ECA activities, dramas, script writing, movies, debates, speech competitions, loud speaking activities, documentaries, performances, book display, book promotion through Campus TV, book fairs, oral practices, newspapers and magazines subscriptions, online reading, reading schemes, creative writing, reading competitions, overseas tours, speech festival, cultural research activities, learning of other languages and so on. 	Whole year / S1-6	<ul style="list-style-type: none"> English, Chinese and other subject panels, Curriculum and Academic Affairs Committee, LAC Team, school library, ECA clubs 	<ul style="list-style-type: none"> Students improved in confidence and motivation in using and studying English, Chinese, and in various circumstances 	<ul style="list-style-type: none"> Student self-evaluation and teacher observation, Exam results 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Encourage students to attend inter-school activities / visits / competitions / exchange programmes and university courses 	Whole year / S1-S6 (Eng)	<ul style="list-style-type: none"> English panel 	<ul style="list-style-type: none"> Students show improvement in English 	<ul style="list-style-type: none"> Students' performance 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Extra classes for brighter and weaker students at junior forms 	Oct-May / all forms	<ul style="list-style-type: none"> English panel 	<ul style="list-style-type: none"> 80% attendance, 80% find it useful 	<ul style="list-style-type: none"> Attendance, student performance, teacher observation 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Promote e-reading through online resources, Summer Reading Scheme, book fairs, book display, book promotion through Campus TV, reading across curricula, ebooks and so on. 	Whole year / S1-6	<ul style="list-style-type: none"> Language and other panels, IT teachers and library 	<ul style="list-style-type: none"> Students read books online and complete specific tasks 	<ul style="list-style-type: none"> Collect data like borrow records, panel reports 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Collaboration among subjects and committees to use English as a medium of learning, reference book reading in library, SLP, NGO talks, mock interviews, board display, life planning talks and so on. 	Whole year / S1-6	<ul style="list-style-type: none"> Language subjects, EMI subjects, Careers and Life Planning Committee, 	<ul style="list-style-type: none"> Students learn to present their ideas fluently in reading, writing, listening, and speaking 	<ul style="list-style-type: none"> Students' performance and teacher observation 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Subscribe to English newspapers and magazines 	Whole year / S1-6	<ul style="list-style-type: none"> English and LS panel 	<ul style="list-style-type: none"> 90% students submit their reflection 	<ul style="list-style-type: none"> Teacher observation, student performance 	<ul style="list-style-type: none"> Subscription fee
	<ul style="list-style-type: none"> Assist non-Chinese students in learning Chinese by adopting suitable learning materials, understanding requirements of different exam boards, after class training, etc. 	Whole year / S1-2, 4-6	<ul style="list-style-type: none"> All CMI subjects 	<ul style="list-style-type: none"> Non-Chinese students have better performance in CMI 	<ul style="list-style-type: none"> Students' performance and teacher observation 	<ul style="list-style-type: none"> EDB and School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
b. To guide students to apply the reflective learning mode in different learning activities	<ul style="list-style-type: none"> Plan and implement learning tasks in Science, Technology, Engineering and Mathematics (STEM) for strengthening students' ability to integrate and apply knowledge and skills 	Whole year / S1-3	<ul style="list-style-type: none"> STEM Team S1 and S2 IS and STEM curricula Science KLA Technology KLA Mathematics KLA 	<ul style="list-style-type: none"> Completion of STEM projects by students Students demonstrate interests in STEM learning Students have good performance in STEM activities 	<ul style="list-style-type: none"> Students' performance in S1 and S2 IS & STEM subject Observations Self-evaluation by students Meeting minutes of subject panels Results of project work 	<ul style="list-style-type: none"> EDB funding School funding
	<ul style="list-style-type: none"> Incorporate elements of reflective learning model in teaching, assessment, and other learning activities 	Whole year / S1-6	<ul style="list-style-type: none"> All subject panels, Values Formation Committee 	<ul style="list-style-type: none"> Students can evaluate their learning experience and take actions to improve 	<ul style="list-style-type: none"> APASO, SHS, student performance, teacher observation 	<ul style="list-style-type: none"> Exhibitions Courses Workshops Talks Experience sharing sessions Competition EDB and school funding
	<ul style="list-style-type: none"> Collect and disseminate STEM-related information to teachers and students Organize in-school STEM activities as formal curriculum and ECA (during school days and long holidays) 	Whole year / S1-5	<ul style="list-style-type: none"> STEM Team S1 and S2 IS and STEM curricula Science KLA Technology KLA Mathematics KLA PSHE KLA 	<ul style="list-style-type: none"> Students participate in STEM activities both inside and outside schools Students produce STEM research results or models 	<ul style="list-style-type: none"> Students' performance and response 	
	<ul style="list-style-type: none"> Use Content-gap-analysis and Performance Track Record System to provide quantitative information for students and teachers to improve their work 	Whole year / all students	<ul style="list-style-type: none"> Subject panels and teachers 	<ul style="list-style-type: none"> Students can evaluate their learning experience and take actions to improve 	<ul style="list-style-type: none"> Teacher observation, student performance and self-evaluation 	
	<ul style="list-style-type: none"> Organize pull-out STEM programmes to nurture interests in junior and senior forms 	Whole year / senior forms	<ul style="list-style-type: none"> Related subject teachers 	<ul style="list-style-type: none"> Students have genuine interest in STEM activities 	<ul style="list-style-type: none"> Teacher observation, student 	

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • Guide SA, House, school teams, and club committees to plan, promote, implement, and evaluate activities • Exhibit STEM learning outcomes & STEM daily life examples in STEM Expo • Sourcing appropriate packages from companies and educational bodies to diversify STEM learning opportunities • Students help to create eLearning lessons, including 3D models (Math), VR/AR images (Chin Hist, Geog, ICT), iOS apps (ICT) • Introduce new ECA activities, incl. Korean, ukulele, tea art, floral art, ceramic and photography • Subjects and committee collaborate to hold academic-related programs, talks, workshops, alumni sharing and advice 	<p>Whole year / student organizations committees</p> <p>2-day activity / S1-5</p> <p>Whole year / S1-2</p> <p>Whole year / all students</p> <p>Whole year / S 2-6</p>	<ul style="list-style-type: none"> • STEM Team, ECA Committee, teacher advisors • Subject panels, Careers and Life Planning Committee, Values Formation Committee 	<ul style="list-style-type: none"> • Student can fulfil the duties as person-in-charge • Student complete and present projects in STEM Expo • Students actively participate in Expo • Audiences have comprehensive understanding on items exhibited • Students actively participated in class activities • Students master skills and gain wider horizon • Improvement in academic results 	<p>performance and self-evaluation</p> <ul style="list-style-type: none"> • APASO, ECA club documents • Observation • Responses of participants • Popularity of STEM booths • Students' performance and teachers' observation • Evaluation reports, student performance, questionnaire, teacher observation 	<ul style="list-style-type: none"> • School hall • Prizes for winners including Most Popular Project, Most Creative / Useful Invention, etc. • School funding • Service charge • Tuition fee

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize talks, workshops, personal guidance, sharing, Rainbow Scheme 勵進計劃, "Weave a Dream" Conduct news analysis, discussion, topic analysis and role play during lessons Conduct Life Planning programmes e.g., Life Buddies Scheme 	<p>Whole year / S3-6</p> <p>Whole year / whole school</p>	<ul style="list-style-type: none"> Careers Committee, Guidance Committee, Life Planning Committee Values Education Team, Guidance Committee, and all subjects Guidance Committee (SEN) 	<ul style="list-style-type: none"> Students' improvement Students can analyse and understand different perspectives of all stakeholders, view issues from macro and micro angles, reflect with a historical view. Actively pursue answers, make objective judgement and communicate clearly. 80% Attendance rate, student performance improves 	<ul style="list-style-type: none"> Students' and teachers' feedback Teacher observation and student performance, progress report 	<ul style="list-style-type: none"> Alumni, Guest speakers, NGOs and tertiary institutions School funding School resources and funding
c. To enhance learning and teaching efficacy through the use of eLearning in curricula	<ul style="list-style-type: none"> Collaboration of subject panels and eLearning Development Committee to provide guidance in using technology to aid learning 	Whole year / S1-6	<ul style="list-style-type: none"> Subject panels Curriculum and Academic Affairs Committee 	<ul style="list-style-type: none"> Students are able to learn with the help from technology 	<ul style="list-style-type: none"> Students' performance and teachers' observation 	<ul style="list-style-type: none"> School funding, and student own finance

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Special programmes organized to meet high- and low-achievers' learning needs 	Whole year / S1-6	<ul style="list-style-type: none"> Subject panels Curriculum and Academic Affairs Committee 	<ul style="list-style-type: none"> High- and low-achievers are motivated to achieve their personal highest in studies Acquisition of academic skills 	<ul style="list-style-type: none"> Students' performance and teachers' observation 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Organize talks, workshops, personal guidance, sharing, Rainbow Scheme 勵進計劃, "Weave a Dream" 	Whole year / S3-6	<ul style="list-style-type: none"> Careers Committee, Guidance Committee, Life Planning Committee 	<ul style="list-style-type: none"> Students' improvement 	<ul style="list-style-type: none"> Students' and teachers' feedback 	<ul style="list-style-type: none"> Alumni, Guest speakers, NGOs, and tertiary institutions School funding
	<ul style="list-style-type: none"> Organize online platforms and real time online teaching to provide additional support to students beyond classroom 	Whole year / S1-6	<ul style="list-style-type: none"> IT Committee, eLearning Development Team, STEM Team, subject panels 	<ul style="list-style-type: none"> Students use the facilities 	<ul style="list-style-type: none"> Student participation, performance, teacher evaluation 	<ul style="list-style-type: none"> EBD and school funding
	<ul style="list-style-type: none"> Conduct news analysis, discussion, topic analysis and role play during lessons 	Whole year / whole school	<ul style="list-style-type: none"> Value Education Team, Guidance Committee, and all subjects 	<ul style="list-style-type: none"> Students can analyse questions, understand different perspectives of all stakeholders, view issues from macro and micro angle, reflect with historical view. Actively pursuit answers, make objective judgement and communicate ideas clearly. 	<ul style="list-style-type: none"> Teacher observation and student performance 	<ul style="list-style-type: none"> School resources

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize Rainbow Scheme and recruit alumni to provide academic support and tailor-made support and achieve integrated education Subject teachers adopt more IT in learning and teaching. Regular training is provided to students and teachers. e.g. AR, VR, Google Drive, Microsoft Teams, Moodle, Google Classroom, Apple TV, YouTube, eClass, Kahoot!, Microsoft Teams, Moodle and so on. 	<p>Whole year / S1 to S6 SEN students</p> <p>Whole year / S1-6 (individual subjects)</p>	<ul style="list-style-type: none"> Guidance Committee (SEN) eLearning Development Committee, IT Committee, Subject panels, and teachers 	<ul style="list-style-type: none"> Attendance rate 80% Students' academic performance shows improvement Teachers and students becoming more confident and competent in using IT to facilitate learning. 	<ul style="list-style-type: none"> Tutors' and teachers' feedback, academic performance Teachers' and students' feedback 	<ul style="list-style-type: none"> School funding EDB and school funding
d. To create a better learning environment with upgraded school facilities to facilitate effective learning	<ul style="list-style-type: none"> Use online platforms for assessment Upgrade IT facilities, relocation of STEM/ICT materials, set up an audio and visual system. Maintenance of virtual desktops for teachers Provide training for teachers to promote ideas and approaches in eLearning and to help adopting effective practises in the lessons 	<p>Whole year / S1-6</p> <p>Whole year / all teachers</p> <p>Whole year / all teachers</p>	<ul style="list-style-type: none"> eLearning committee and subject panels IT committee eLearning Development Committee, IT Committee, Staff Capacity 	<ul style="list-style-type: none"> Provide analysis data to students and teachers, understand strengths and weaknesses, and increase learning effectiveness Teachers use virtual desktops for teaching and administrative tasks Teachers becoming confident in using eLearning approaches in their teaching 	<ul style="list-style-type: none"> Students' performance and teachers' feedback Teachers' feedback Teachers' feedback 	<ul style="list-style-type: none"> School funding School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • Collect hardware and software requests from different panels • Provide assistance on setting up IT infrastructures and Apps installation • Purchase iPads and Apple TV • Identify teachers' training and development needs, provide staff development programmes that facilitate students' learning, personal growth, formation of moral values and character development • Various measures to introduce and promote school characters to the community by different channels, including leaflet, yearbook, S1 Info Day, visits, Learning Experience Day and so on 	<p>Whole year / all teachers</p> <p>Before beginning of school year</p> <p>Whole year / all teachers</p> <p>Whole year / public, students, and parents of primary schools</p>	<p>Enhancement Committee</p> <ul style="list-style-type: none"> • IT Committee, eLearning Development Committee, IT technicians, School Environment Enhancement Committee • IT Committee • Staff Capacity Enhancement Committee • External Relations Committee 	<ul style="list-style-type: none"> • Teachers receive timely and appropriate assistance • Students and teachers can use IT in learning activities • Teachers achieve professional growth and acquire solid and practical skills • Number of visitors, distribution, participants' feedback 	<ul style="list-style-type: none"> • Teachers' feedback • Students' and teachers' feedback • Post-activity teacher survey • Teacher observation 	<ul style="list-style-type: none"> • School funding • EDB and school funding • Speakers, trainers, school funding • School funding

Major Concern 2: To cultivate enterprising and innovative students who uphold Catholic Core Values and lead a positive life.

培養同學銳意進取，開拓的創新，持守天主教的核心價值及建立正向人生。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To train students into highly effective teens	<ul style="list-style-type: none"> Broaden students' exposure and horizons by participating in competitions, exchange programmes, visits, field study tours, ambassador programs and so on Regular Activity Periods for whole school as OLE activities to widen students' exposure Organize and participate in house activities and competitions, sports and music training, interschool, and territory wide competitions Organize local and overseas cross-subjects learning activities Provide opportunities for students to cooperate and collaborate with fellow students and teachers in school activities, including Big Sisters, Prefects, SA, IT prefects, ECA committees, librarians and so on Organize social skills training workshop 	Whole school / whole year	<ul style="list-style-type: none"> Values Education Committee and various subjects Subject panels including Chin Hist, Hist, RE, Geog, IS, Bio, BASF 	<ul style="list-style-type: none"> Students develop soft skills, interests in local and global issues, concern global topics, including poverty, conservation, human rights and so on 	<ul style="list-style-type: none"> Teacher observation, student performance APASO 	<ul style="list-style-type: none"> Funding from external organizations, school resources
		Whole year / S1-6	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Harmonious relationship among teachers and students 	<ul style="list-style-type: none"> Teachers and students' feedback ECA evaluation reports 	<ul style="list-style-type: none"> School funding
		Whole year / all students	<ul style="list-style-type: none"> Values Education Committee, Careers and Life Planning Committee 	<ul style="list-style-type: none"> Students acquire social skills and improve interpersonal relationship 	<ul style="list-style-type: none"> 80% students willing to participate 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Organize interclass and whole school activities, including 自我提升計劃、禮貌約章、禮貌大使選舉、班規設計、班際學行比賽、班際天才表演、記功名單及獎狀、守時及勤到獎等 Arrange field activities to nurture problem solving and teamwork. e.g., camp to Cheung Chau and Tsuen Wan Encourage students to join outside activities, competitions, exchange programmes, and university courses. Conduct values education and Life Planning programmes for senior forms, e.g., life education, respect of intellectual property, legal knowledge, anti-bullying, anti-corruption, job tasting program, university, field visits and company visits Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect to promote spirit of serving others 	<p>Whole year / whole school</p> <p>2nd term / S5</p> <p>Whole year / S1-6</p> <p>Whole year / whole school</p>	<ul style="list-style-type: none"> All teachers / various panels & Discipline Committee Geography, Biology, History, 中史, RE panels & various committees Careers Committee, ECA Committee, Guidance Committee, subject panels All teachers 	<ul style="list-style-type: none"> Good manner of students, mutual respect, unison, and compassionate campus. Active participation in class and eager to serve others Complete assigned tasks successfully and safely Students become more confident and better informed of the outside world Students understand their duties, meaning of their work, developing talents, work execution, leadership training, nurture sense of responsibility, 	<ul style="list-style-type: none"> Teacher observation and student performance Teacher observation and student questionnaire Teachers' observation, students' attendance, and self-evaluation Students' performance Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding for prizes Camp fee paid by students and school EDB and school funding School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Promote (Positive Education), arts therapy workshop to develop students' character strengths Implement “一體、一藝、一服務” development programme 	<p>Whole year / all students</p> <p>Whole year / S1-2</p>	<ul style="list-style-type: none"> Guidance, Discipline, Values Formation, Careers, Life Planning Committee, School Social Workers ECA Committee 	<p>serving students and teachers</p> <ul style="list-style-type: none"> Students understand and appreciate individual strengths Nurture will power and ability to conquer life difficulties S1-2 students will join one sports/arts/service activity 	<ul style="list-style-type: none"> Teacher observation, students' performance, and feedback APASO Eclass record, club advisors' evaluation APASO 	<ul style="list-style-type: none"> Learning packages from Positive Education and Character Strengths development School funding
b. To help students improve their self-image and resilience, turning weaknesses to strengths	<ul style="list-style-type: none"> Organize social skills training workshop 舉行升旗儀式，唱國歌及國情認識活動 Refine school curricula to promote self-appreciation 	<p>Whole school / all students</p> <p>Whole school / all students</p>	<ul style="list-style-type: none"> Values Education Committee, Form Teachers, Guidance Committee 	<ul style="list-style-type: none"> Students develop self-confidence and self-realization Students cooperate with fellow students, acquire solid communication skills, soft skills, and interpersonal skills 80% attendance, students willing to participate Students understanding and appreciation of the ceremonies and activities 	<ul style="list-style-type: none"> Attendance, teacher observation and student feedback Teacher observation 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • Collaboration among teachers and committees to host interview skills talks, workshops, job tasting, and individual guidance • Organize QET Workshops (Teen Angels) • Facilitate Applied Learning Courses (ATEC) DSE Visual Arts and Music. To develop students' talents beyond academic learning • Various subjects adopt student-centered learning approaches by involving students in interactive learning activities like group discussion, set group targets, peer teaching, peer mediation, group cooperation in classroom and outdoor activities • Encourage students to form study groups in various subjects • Individual or group guidance and counselling • Students have ample opportunities in organizing student activities, including inside and outside school, house, and class activities. • Foster students' cooperation and rapport 	<p>Whole school / S3-6</p> <p>Whole year / S2</p> <p>Whole year / S4-6</p> <p>Whole year / all students</p> <p>Whole year / all students</p>	<ul style="list-style-type: none"> • Careers and Life Planning Committee • Guidance Committee, social workers • Academic Affairs Committee, subject panels, • Subject panels, Guidance Committee, social workers, Education Psychologist, Form Teachers • Student leaders and teacher advisors 	<ul style="list-style-type: none"> • Improvement in students' self-image • Completion of the tasks of the programme • Student attains higher sense of success • Students form mutual respect, trust, and team spirit. Enable peer teaching. They acquire soft skills, persuasion and communication skills, cooperation, etc. • Students show improvement • Students are confident in interpersonal relationship. Students have mutual support. 	<ul style="list-style-type: none"> • Questionnaires, Teachers' observation, students' performance • Questionnaire, attendance, APASO • Teacher observation, student participation and performance • Teacher observation, student feedback and performance • APASO, parents' and students' feedbacks, teacher observation • Teacher observation and student feedback 	<ul style="list-style-type: none"> • School funding • School funding • School funding • Professional assistance and school funding • EDB and school funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
c. To promote among students a spirit of serving others and doing small things in great ways	<ul style="list-style-type: none"> Promote development of non-academic abilities via subject learning (e.g., through renowned musicians, artists, scientists, historic figures, use of media and IT in AV production, stage performance and management and so on) and extra-curricular activities 	Whole year / all students	<ul style="list-style-type: none"> ECA committees, teacher advisors and subject panels 	<ul style="list-style-type: none"> Students develop all round abilities 	<ul style="list-style-type: none"> Teacher observation and student confidence 	<ul style="list-style-type: none"> EDB and school funding
	<ul style="list-style-type: none"> Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect to promote spirit of serving others 	Whole year / whole school	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students understand their duties, meaning of their work, developing talents, work execution, leadership training, nurture sense of responsibility, serving students and teachers 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Promote development of academic abilities via subject learning, using interactive approaches, and group learning activities 	Whole year / all students	<ul style="list-style-type: none"> Subject teachers 	<ul style="list-style-type: none"> Good student performance in tests, exams, TSA, and public exams 	<ul style="list-style-type: none"> Results of tests, exams, TSA, and public exams 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Organize Caritas Bazaar and Love Express to provide opportunities of service to community 	Whole year / various forms	<ul style="list-style-type: none"> Guidance Committee, Religious Education Committee, social workers 	<ul style="list-style-type: none"> Students complete the tasks 	<ul style="list-style-type: none"> APASO, attendance, questionnaire 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Set up service duties, including monitress, class club, prefect, SA, Big Sister, librarian, lunch monitress, key monitress, IT prefect, house committee and subject prefect 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students understand the meaning of their duties, develop their talents, effective execution of their offices, nurture leadership and responsibility, willing to serve others 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Establish clear conduct guidelines and punishment routine, well explained criteria and standards 	Whole year / all students	<ul style="list-style-type: none"> All teachers 	<ul style="list-style-type: none"> Students exercise self-discipline in their deeds, understand their strengths and weaknesses, establish self-esteem, and build confidence 	<ul style="list-style-type: none"> Attendance record and sharing Teacher observation and student feedback 	<ul style="list-style-type: none"> School funding School funding
	<ul style="list-style-type: none"> Organize S1 Adventure Camp 	Sept / S1 students and Big Sisters	<ul style="list-style-type: none"> Guidance Committee 	<ul style="list-style-type: none"> 80% attendance, S1 students start transition to secondary school student's identity smoothly 	<ul style="list-style-type: none"> Teachers' observation and students' feedback 	<ul style="list-style-type: none"> Meeting venues, school funding
d. To guide students in establishing personal goals and formulate strategies in pursuing their goals	<ul style="list-style-type: none"> Provide structured music & arts education and Physical education curricula with pull-out programmes for elite students to form school choir, instrument classes, musical teams and bands, and sports teams 	Whole year / all students	<ul style="list-style-type: none"> Music, Visual Arts, PE panels 	<ul style="list-style-type: none"> Students develop abilities and talents in non-academic areas. Provide variety in learning. Students realize their talents and abilities in different 	<ul style="list-style-type: none"> Teacher observation, students' performance, feedbacks, and attendance 	<ul style="list-style-type: none"> School funding and tuition fees

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • Arrange in-school and outside competitions, visits, performances, and overseas coaching tours for students • To plan and implement learning tasks in Science, Technology, Engineering and Mathematics (STEM) for strengthening students' ability to integrate and apply knowledge and skills • Regular activity periods for whole school as OLE activities to widen students' exposure 	Whole year / S1-3	<ul style="list-style-type: none"> • STEM Team • S1 and S2 IS and STEM curricula • Science KLA • Technology KLA • Mathematics KLA 	<p>areas and have proper ways to explore further</p> <ul style="list-style-type: none"> • Completion of STEM projects by students • Students demonstrate interests in STEM learning • Students have good performance in STEM activities 	<ul style="list-style-type: none"> • Students' performance in S1 and S2 IS & STEM subject • Observation • Self-evaluation by students • Meeting minutes of subject panels • Results of project work 	<ul style="list-style-type: none"> • EDB funding • School funding
	<ul style="list-style-type: none"> • Conduct values education and Life Planning programmes for senior forms, e.g., life education, respect of intellectual property, legal knowledge, anti-bullying, anti-corruption, job tasting programme, university, field / company visits 	Whole year / S1-6	<ul style="list-style-type: none"> • Careers Committee, ECA Committee, Guidance Committee, subject panels 	<ul style="list-style-type: none"> • Students become more confident and better informed of the outside world 	<ul style="list-style-type: none"> • Teachers' observation, students' attendance, and self-evaluation • Students' performance 	<ul style="list-style-type: none"> • EDB and school funding
	<ul style="list-style-type: none"> • Nurture students' abilities to handle life problems through organization of various ECA activities and assumption of various student leadership roles 	Whole year / all students	<ul style="list-style-type: none"> • All teachers 	<ul style="list-style-type: none"> • Students develop good character and have high ability to deal with pressure and life adversity 	<ul style="list-style-type: none"> • Teacher observation • Students' feedback in APASO, SHS 	<ul style="list-style-type: none"> • EDB and school funding • Student training
	<ul style="list-style-type: none"> • Organize alumni sharing, join Life Buddies Scheme, personal guidance and organize job tasting programmes 	Whole year / all students	<ul style="list-style-type: none"> • Alumni Association, Careers Committee, Life Planning Committee 	<ul style="list-style-type: none"> • Students have better understanding of the environment outside school and future challenges 	<ul style="list-style-type: none"> • Teacher observation • Students' feedback • APASO, SHS 	<ul style="list-style-type: none"> • School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Facilitates Student Mental Health Support Scheme (SMHSS) Refinement of school curricula to strengthen career education and personal growth of students Conduct life planning programmes Career talks and seminars Broaden students' horizons and exposure by participating in competitions, exchange programs, visits and so on Host interview skills talks and writing workshops, job tasting programme, and offer individual guidance Join Life Buddies Scheme to help underprivileged students Various talks on moral values and character formation, e.g. self-understanding programme, Equal Opportunity, Respect of Intellectual Property, UNICEF talk, World Vision, anti-corruption, 新超凡學生閱讀計劃 	<p>Whole year / S1-5</p> <p>Whole year / all students</p> <p>Whole year / S3-6 students</p> <p>Whole year / all students</p>	<ul style="list-style-type: none"> Guidance Committee and social workers Guidance Committee, subject panels, Careers and Life Planning Committee, ECA Committee Values Education Committee, Guidance Committee 	<ul style="list-style-type: none"> Students' willingness to participate Students become more confident of their future development and better informed of the outside world Students are able to establish personal goals and formulate strategies in pursuing their goals Students understand their talents and develop desirable characters, strive for excellence, handle hardships and challenges in study and work with positive attitudes Instill Catholic Education Core Values 	<ul style="list-style-type: none"> Teachers' observation and students' feedback APASO Teachers' observation and students' feedback APASO Teachers' and students' feedback APASO 	<ul style="list-style-type: none"> Reference from EDB, HKACMGM, school funding School funding, programme costs

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> • 毅能訓練計劃 • Organize Student Mental Health Support Scheme SMHSS 醫教社同心計劃 to show concern to mental health • Provide speech therapy assessment and training to students on speaking and hearing • Organize 正向週 activities and workshops (Positive Education Week) • Nominate prefects to join overseas tour and leadership training programmes • Implement 「共創成長路」 programme 	<p>1st term / S1 students</p> <p>S2 students and referrals</p> <p>Whole year / S1-6 students with ASD, SLI, HI</p> <p>Whole school</p> <p>Whole year / prefects</p> <p>Whole year / S1 to S3 students</p>	<ul style="list-style-type: none"> • Discipline committee • Guidance committee • Guidance committee (SEN) • Guidance committee and social workers • Discipline committee • Values Education Team 	<ul style="list-style-type: none"> • Students can manage themselves, have resilience, concentration, teamwork and cooperation • Medical professionals assess students' progress • 80% attendance • Students can elevate self-image to self-actualization level • Widen students' horizons • Nurture positive values and beliefs, establish self-esteem, respect and caring for others 	<ul style="list-style-type: none"> • Student questionnaire, 80% find it useful • Meetings with professionals to evaluate students' performance • Students' progress reports • Reflection on programme results, APASO • Student feedback • Teacher observation and student performance • APASO 	<ul style="list-style-type: none"> • School funding • Activity funding • School funding \$30000 • QEF • School subsidy and student self-finance partly • 「共創成長路」 package, small gifts, AV equipment
e. To instill in students Catholic Core Values, virtues, mutual support, and positive life	<ul style="list-style-type: none"> • Various talks on moral values and character formation, e.g., self-understanding programme, Equal Opportunity, Respect of Intellectual Property, UNICEF talk, World Vision, anti-corruption, 	Whole year / all students	<ul style="list-style-type: none"> • Values Education Committee, Guidance Committee 	<ul style="list-style-type: none"> • Students understand their talents and develop desirable characters, strive for excellence, handle hardships and 	<ul style="list-style-type: none"> • Teachers' and students' feedback • APASO 	<ul style="list-style-type: none"> • School funding, programme costs

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
attitudes	<p>新超凡學生閱讀計劃</p> <ul style="list-style-type: none"> • Provide teacher training programmes to explain the meaning of the school theme and Catholic Education Core Values • Incorporate Catholic Education Values into school curricula • 選取合適教材，例如：古訓格言、名人故事、勵志編章，以追求卓越，建立正確人生觀；同時思考人生價值 • Arrange thematic activities, including “Zero tolerance to school bullying”, Punctuality Award, Inter-class good performance competition, Self-enhancement Scheme, Courtesy ambassadors, class rules contracts • Collaboration between committees to provide individual guidance 	<p>Whole year / all students</p> <p>Whole year / all students</p> <p>全年 / 中一至六</p> <p>Whole year / all students</p> <p>Whole year / all students</p>	<ul style="list-style-type: none"> • Staff Capacity Enhancement Committee, Religious Affairs Committee • Subject panels • 中文及中國文學老師 • Discipline Committee, school prefects • Values Education Committee, Careers and Life Planning Committee, Guidance Committee 	<p>challenges in study and work with positive attitudes</p> <ul style="list-style-type: none"> • Instill Catholic Education Core Values • Teachers understand the meaning and apply the values in their work • Students internalize the values • 學生能反思人生價值，仿效名人事跡 • 30-80% students’ achievement in different items • Students can internalize Catholic Core Values and virtues to develop positive life attitudes 	<ul style="list-style-type: none"> • Teachers’ teaching • Teacher observation, students’ feedbacks, APASO • 老師觀察，同學表現，APASO • School records, questionnaires, APASO, SHS • Teacher observation, students’ response, APASO, SHS 	<ul style="list-style-type: none"> • CEO • School funding • 教育局及學校文資源 • School funding • School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Various talks on character formation, e.g., self-understanding programme, participation in ECA activities, Say no to drugs 	Whole year / S1-5	<ul style="list-style-type: none"> Careers and Life Planning Committee and ECA Committee 	<ul style="list-style-type: none"> Students understand their talents and develop desirable characters, strive for excellence, handle hardships and challenges in study and work with positive attitudes Instill Catholic Education Core Values 	<ul style="list-style-type: none"> Teachers' and students' feedback APASO 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Various subjects infuse Catholic Education Core Values, School Motto, moral values, and life virtues into their curricula e.g., Catholic faith and church development in Europe (Hist), missionaries in China (Chin Hist), purchases related book for library 	Whole year / all students	<ul style="list-style-type: none"> Subject panels, school library 	<ul style="list-style-type: none"> Students develop high moral standard and values 	<ul style="list-style-type: none"> Teacher observation and student behavior APASO 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Encourage students to join the community activities, and relate the learnt values to their lives Various services inside and outside school 	Whole year / all students	<ul style="list-style-type: none"> Values Education Committee, Discipline Committee, and other subjects 	<ul style="list-style-type: none"> A lot of students concern about local and worldwide topics, including poverty, conservation and human rights and social issues Students understand the importance of justice 	<ul style="list-style-type: none"> Teacher observation and student performance APASO 	<ul style="list-style-type: none"> School funding

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Catholic week 	2 nd term / all students	<ul style="list-style-type: none"> Religious Affairs Committee & Pastoral Assistant 	<ul style="list-style-type: none"> Students receive religious information and develop interests in religion 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> Gifts, religious information, game cards
	<ul style="list-style-type: none"> Various activities for P6 and S1 students, including subject introduction, student sharing, S1 orientation, S1 students' letter of thanks to their primary schools 	1 st & 2 nd term / S1	<ul style="list-style-type: none"> External Relation Committee 	<ul style="list-style-type: none"> Maintain good relationships with primary schools in the district 	<ul style="list-style-type: none"> Parents and primary school feedback 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> Organize catechumenate 	Whole year / Whole school	<ul style="list-style-type: none"> Religious Affairs Committee & Pastoral Assistant 	<ul style="list-style-type: none"> Students understand Catholic faith and plan to be baptized 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> RE room, AV equipment
	<ul style="list-style-type: none"> S1 orientation 	Aug / S1 Catholic students and parents	<ul style="list-style-type: none"> Religious Affairs Committee & Pastoral Assistant 	<ul style="list-style-type: none"> Students understand Faith Garden activities 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Computers
	<ul style="list-style-type: none"> Faith Garden activity, Catholic students “查聚” 及 Committee training of Faith Garden and Catholic Society (LSCC 羊棧) 	Whole year / all Catholic students	<ul style="list-style-type: none"> Religious Affairs Committee & Pastoral Assistant 	<ul style="list-style-type: none"> Growth of spiritual life, mutual understanding, team building and nurture friendship. 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> Activity room, game tools, venue, gifts
	<ul style="list-style-type: none"> Caritas Bazaar and joint school visiting activities 	1 st term / Big Sister, Social Service Group, Faith Garden	<ul style="list-style-type: none"> Catholic teachers, Pastoral Assistant, Guidance Committee 	<ul style="list-style-type: none"> Respecting others, develop talents, cultivate caring spirit 	<ul style="list-style-type: none"> Teacher observation and student feedback 	<ul style="list-style-type: none"> Gifts, games and transportation
	<ul style="list-style-type: none"> Prayer gathering and Mass 		<ul style="list-style-type: none"> Catholic teachers and Pastoral Assistant 	<ul style="list-style-type: none"> Students take part in prayer gathering and mass, understand the meaning of these ceremonies 	<ul style="list-style-type: none"> Teacher observation and student questionnaire 	<ul style="list-style-type: none"> Hall, computer and VA equipment

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	• Morning prayer and life sharing	1 st term / Catholic students	• All teachers	• Students are positively influenced by religious and life sharing	• Teacher questionnaire	• Religious books, VA equipment
	• Student retreat	1 st term / Catholic students	• Religious Affairs Committee and Pastoral Assistant	• Students receive religious formation and reflect on their relationships with God	• Teacher observation and student feedback	• Spiritual director, church
	• Confession	Whole year / Catholic students	• Religious Affairs Committee and Pastoral Assistant	• Students reflect on their lives and improve the relationships with their neighbours	• Teacher observation and student feedback	• Liturgy, VA equipment and computer
	• Passover feast	2 nd term / Catholic students	• Religious Affairs Committee and Pastoral Assistant	• Students understand the meaning of Passover rituals	• Teacher observation and student feedback	• Food, questionnaire, VA equipment
	• Teacher retreat	2 nd term / Catholic teachers	• Religious Affairs committee and Pastoral Assistant	• Teachers receive religious formation and reflect on their relationships with God	• Teacher feedback	• Spiritual director, suitable venue
	• The Way of the Cross	2 nd term / Catholic students 2 nd term / Catholic teachers	• Religious Affairs committee and Pastoral Assistant • Religious Affairs committee and Pastoral Assistant	• Students understand the meaning of the Way of the Cross, reflect on the meaning of life	• Teacher observation and student feedback • Teacher feedback • Teacher and student feedback	• Liturgy, questionnaire, VA equipment

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Community service e.g., Caritas Bazaar, visit elderly home and so on Broadcast Catholic faith and activities clips on Canteen TV Promote school Core Values and Motto in teaching, ECA, other school activities 部份相關科包含時事及社會課題，鼓勵同學反省 	2 nd term / Catholic students Whole year / all students Whole year / whole school 全校 / 全部學生	<ul style="list-style-type: none"> Religious Affairs committee and Pastoral Assistant Religious Affairs committee and Pastoral Assistant, IT Committee All staff 中史、通識、公民與社會、中文、History, IS, Biology, Economics, Geography, RE, Mathematics, English panels 	<ul style="list-style-type: none"> Students are willing to join service activities Exposure to Catholic religion related information Students understand school Core Values and Motto 同學能深入認識及體會社會不同階層觀點，中國及世界公民身份的權利和義務 	<ul style="list-style-type: none"> Teacher observation and student feedback Student response, teacher observation Teacher observation, students' performance, APASO, SHS 同學功課及評核表現 	<ul style="list-style-type: none"> School funding AV equipment School funding 學校資源

Major Concern 3: To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become good law-abiding citizens.

制定並落實推行措施，以維護安全有序的校園環境，並培育同學成為守法的良好公民。

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
a. To formulate and implement measures to maintain a safe and orderly learning environment in school and nurture students to become law-abiding citizens	<ul style="list-style-type: none"> Evaluate previous efforts and formulate plans to implement National Security Education in school curricula 	Whole year / all students	<ul style="list-style-type: none"> All teachers and staff 	<ul style="list-style-type: none"> Students have better understanding of National Security 	<ul style="list-style-type: none"> Teacher observation, student performance APASO 	<ul style="list-style-type: none"> School funding
	<ul style="list-style-type: none"> 從中文及文學作品、通識、公民及社會、課外活動等，認同中國的優秀文化，加強國民身份認同 	全年 / 全校	<ul style="list-style-type: none"> 全體老師 	<ul style="list-style-type: none"> 同學對中國文化加深了解和欣賞，認同國民身份 	<ul style="list-style-type: none"> 學生課堂表現及態度 	<ul style="list-style-type: none"> 學校自訂教材、網上資源、課外書、課外活動
	<ul style="list-style-type: none"> Introduce One Country Two Systems concept in various subjects e.g., mathematics, economics (different tax regulations) 	Whole year / all related parties	<ul style="list-style-type: none"> Related subject teachers 	<ul style="list-style-type: none"> Student understanding 	<ul style="list-style-type: none"> Student performance, Teacher observation, APASO, SHS 	<ul style="list-style-type: none"> School-based materials
	<ul style="list-style-type: none"> Arrange road safety talks and police talks 	1 st term / junior forms 2 nd term / senior forms	<ul style="list-style-type: none"> Discipline Committee 	<ul style="list-style-type: none"> Development of law-abiding behaviour 	<ul style="list-style-type: none"> Teacher observation and student performance 	<ul style="list-style-type: none"> Various Government Departments
	<ul style="list-style-type: none"> Renovate and refurbish Student Activity Rom with added STEM equipment 	1 st term / all students	<ul style="list-style-type: none"> STEM Team and STEM teachers 	<ul style="list-style-type: none"> Arrange various STEM activities 	<ul style="list-style-type: none"> Student participation and performance, questionnaire 	<ul style="list-style-type: none"> QEF and School funding
	<ul style="list-style-type: none"> Arrange opportunities of exposure to justice system (including Civic Education Group, Debate Team, visiting law courts, and Legislative Council) 	Whole year / respective club members and committees	<ul style="list-style-type: none"> Club advisors 	<ul style="list-style-type: none"> APASO, SHS, number of participants, student reflection 	<ul style="list-style-type: none"> Teacher observation and student questionnaire, collected data 	<ul style="list-style-type: none"> Respective organizations, school funding
	<ul style="list-style-type: none"> Collect data on school efficacy 	Whole year / all students,	<ul style="list-style-type: none"> School Development and 	<ul style="list-style-type: none"> Complete the processes of data 	<ul style="list-style-type: none"> Various reports 	<ul style="list-style-type: none"> School IT support

Targets	Strategies	Time Scale / Student Group	People-in-charge	Success Criteria	Methods of Evaluation	Resources Required
	<ul style="list-style-type: none"> Arrange teacher training programs, including use of interactive whiteboard, mental health, first aid, mediation, school motto, Catholic School Teachers' Day, Basic Law, and National policy. Target to equip teachers with knowledge and skills to cater students' needs 	teachers, and parents Whole year / all teachers	Accountability Committee • Staff Capacity Enhancement Committee	collection through various platforms • Complete the programmes	• Questionnaires, APASO, SHS	• Guest speakers, school funding
	<ul style="list-style-type: none"> 配合最新公民，基本法及國安法教育，安排相關活動給同學和老師。同時在課堂中加入認識中國的課題及問答比賽 	全年 / 全體	• 公民教育組，價值教育組及相關科目教師	• 同學能認識及關心中國	• 同學表現	• 學校資源
	<ul style="list-style-type: none"> 舉行升旗儀式，唱國歌及國情認識活動 	在特定日子	• 公民教育組，價值教育組及相關科目教師	• 同學能建立國民身份，認識及關心中國	• 同學表現	• 學校資源

二零二一至二二學年

維護國家安全及國家安全教育相關措施的工作計劃

學校名稱：梁式芝書院

範疇	措施	評估方法	推行時間	負責人	所需資源
學校行政	(1) 成立「維護國家安全及國家安全教育」工作小組： - 策劃及統籌有關政策； - 協調各科組盡快落實有關措施； - 促進不同持份者的溝通和協作，加強學生品德培養和相關的訓育輔導工作；及 - 制定策略和應變措施防止政治活動入侵校園。	問卷／觀察	2021/22 全學年	歐陽美儀副校長 陳民洛老師 鄭志文老師 馮秀華老師 葉凱恩老師	
	(2) 完善校舍管理機制及程序（包括租借校園設施及定期檢視圖書館藏書），確保學校活動不會涉及危害國家安全的行為和活動。	觀察／活動 檢討	2021/22 全學年	趙國信老師 陳瑞龍老師 謝振蓉老師	
	(3) 完善學校舉辦活動的機制和程序，確保以學校名義舉辦的活動（包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等），不會涉及危害國家安全的行為和活動。	觀察／活動 檢討	2021/22 全學年	吳寶儀副校長 梁仁昌老師 黃慧儀老師 潘子霞老師	

範疇	措施	評估方法	推行時間	負責人	所需資源
人事管理	完善學校對教職員的操守要求和期望，修訂教職員專業操守守則，並適時及適當地跟進員工的工作表現及操守	問卷／觀察	2021/22 全學年	周淑敏校長 歐陽雅清老師 羅劍雄老師	
	完善學校對以購買服務形式聘用的非教學人員（包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等）的操守要求和期望，檢視招標文件及服務合約，列明其工作表現和操守須符合要求	問卷／觀察	2021/22 全學年	周淑敏校長 吳寶儀副校長	
教職員培訓	透過教育局舉辦的培訓課程、講座或研討會，安排教職員接受適當的國家安全教育培訓	觀察／活動 檢討	2021/22 全學年	周淑敏校長 歐陽雅清老師	
學與教	檢視及增潤相關學習領域／科目、德育、公民及國民教育，以及有關《憲法》和《基本法》等課程內容，按學生的認知能力，加強學生國家安全的觀念，培養學生成為具國家觀念、尊重法治和守法的良好國民	觀察／活動 檢討	2021/22 全學年	歐陽美儀副校長 陳民洛老師	
	強化監察機制，定期檢視課堂教學及教學資源的內容和質素，確保符合課程發展議會於各學習階段課程所訂定的課程宗旨、目標和內容，選用的資料合宜，並切合學生的程度和學習需要	觀察／活動 檢討	2021/22 全學年		

範疇	措施	評估方法	推行時間	負責人	所需資源
	將有關《憲法》、《基本法》教育及國家安全教育的校本學與教資源存檔，並加入年期規定，存檔三年	問卷／觀察	2021/22 全學年		
學生訓輔及支援	優化訓輔機制，以配合社會的發展及《香港國安法》的實施，加強正向教育，培養守法守規的良好公民	問卷／觀察	2021/22 全學年	吳寶儀副校長 陳毅妍老師 謝振蓉老師	
	落實就教育局通函第 83/2020 號「關顧學生 重回正軌」所提交的跟進支援計劃	問卷／觀察	2021/22 全學年		
家校合作	與家長保持緊密溝通，尋求家長的支持、理解和配合，加強家校合作，與學校攜手以促進學生有效學習及健康成長	觀察／活動 檢討	2021/22 全學年	吳寶儀副校長 潘子霞老師	
其他					