



Buddhist Sin Tak College

佛教善德英文中學

Annual School Report

學校報告

2018- 2019



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Our School 我們的學校

School Mission

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

辦學理念：

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

School Background

- Our school was founded in 1973 with the generous donation of Dr. Ho Sin-Hang and Madam Ho Sin-Hang.
- We are a government-subsidized secondary school sponsored by the Hong Kong Buddhist Association.
- We commit ourselves to instilling Buddhist values in youngsters.
- We are an aided secondary school in Hong Kong using English as the medium of instruction (EMI).

創校緣起：

- 本校由何善衡博士伉儷於一九七三年慷慨捐贈善款成立。
- 本校為政府資助津貼中學，辦學團體為香港佛教聯合會。
- 我們承諾會以佛教慈悲的價值觀培育學生。
- 本校為其中一間獲准以英語作為授課語言的資助英文中學。

S.1 Admission

Our students mainly come from Kwai Chung and Tsing Yi, and some are from Tsuen Wan and Islands districts. The S.1 students in the year 2018-2019 come from 36 primary schools, of which 83.3% are in Kwai Chung and Tsing Yi districts, 9.5% in Tsuen Wan district, 4.0% in Islands district and 3.2% in other districts.

學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣及離島區。二零一八至二零一九學年本校中一學生來自三十六間小學，83.3%來自葵青區，9.5%來自荃灣，4.0%來自離島，3.2%來自其他地區。

Class Organization

班級結構

Class Structure and Enrolment (班級結構及學生人數 09.2018)

Level 班級	S1	S2	S3	S4	S5	S6	Total
No. of Classes 班級數目	4	4	4	5	4	5	26
No. of Boys 男生數目	71	55	57	70	47	63	363
No. of Girls 女生數目	58	72	70	52	77	62	391
Total Enrolment 總學生人數	129	127	127	122	124	125	754

Qualifications of Teachers

There are 53 teachers in our school, including the Principal. Their qualifications are shown below:

- 58% of them hold a Master's degree
- 96% of them possess a Bachelor's degree

All teachers in the establishment have received professional training. All the 11 English teachers have already attained the English Proficiency Requirement for English teachers and our 3 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

教師資歷

全校連校長在內共有五十三位教師，其中 58%持碩士學位，96%持學士學位。全部常額教師均已接受教學專業訓練。11 位英文教師全數已達語文基準要求，3 位普通話教師亦已通過普通話語文測試。

Experience of Teachers 教師經驗

Teaching experience 教學年資	Number of teachers 教師數目
0 – 4 years	8
5 – 9 years	7
10 years or above	38

School Management and Organization 學校行政與組織

Permanent Honorary Supervisor: Rev. Sik Kok Kwong

Supervisor: Rev. Sik Ku Tay

Members of the Incorporated School Management Committee:

Rev. Sik Ku Tay	Mr. Lai Sze Nuen	Rev. Sik Guo Ngai	Rev. Sik To Ping
Rev. Sik Faren	Ms. Wan Kor Wo	Ms. Ho Hing Lan	Ms. Ho Mai Jong
Mr. Cheung Ngai Ping	Mr. Ho Moon Tim (Principal)	Ms. Chan Sai Wing (Teacher manager)	Ms. Lam Hiu Lui (Teacher manager)
Mr. Tse Tsz Chiu (Parent manager)	Ms. Lu Ying Qing (Parent manager)	Dr. Cheng Fat Ting (Alumni manager)	

- Three Incorporated Management Committee meetings and six staff meetings were held.
- One vice-principal took care of staff promotion, community relation, teaching and learning and policies to cater for learners' diversity. Another vice-principal coordinated careers activities, moral and civic education, religious activities and extra-curricular activities to enhance the all-round development of students. Besides, she was also responsible for staff appraisal, information systems management and students' guidance. There were four Assistant Principals who helped with policy making.

永遠榮譽校監：釋覺光法師

校監：釋果德法師

法團校董會成員： 釋果德法師、黎時煖居士、釋果毅法師、釋道平法師、釋法忍法師、
溫果和居士、何慶蘭醫生、何美莊居士、張毅平居士、何滿添校長、
陳世詠老師（教員校董）、林曉蕾老師（教員校董）、
謝子朝先生（家長校董）、呂映青女士（家長校董）、
鄭發丁博士（校友校董）

- 法團校董會本年度召開了三次會議，另外全年召開了六次全體教師會議。
- 一位副校長負責教師升職、社區關係、教務工作及照顧學生學習差異，另一位副校長負責協調升學及職業輔導、德育及公民教育、宗教活動、課外活動工作以促進學生全人發展，她亦負責教師考績、資訊系統管理及學生輔導工作。另外，四位助理校長協助制定學校政策。

Achievements and Reflections on Major Concerns

重點關注事項的成就及反思

Major Concern 1: Enhancing junior form students' motivation towards learning and pursuing achievement/success.

重點關注事項一：加強初中學生的學習動機及追求卓越的動力。

Implementation 執行策略	Success Criteria 成功指標	Achievements and Evaluation 成就及評估
<p>Formal Curriculum 常規性課程</p> <p>(1) Every subject should carry out a comprehensive review of the junior form curriculum which includes 每科須在初中課程作全面檢視，包括</p> <p>(i) identifying problems in learning, what students are facing and what makes students lack motivation to learn, 分辨現刻初中同學的學習困難，什麼因素導致同學缺乏學習動機</p> <p>(ii) working out suggestion to help students cope with those problems and 尋找合適的方法協助同學面對問題</p> <p>(iii) giving implementation details including a list of tasks to be taken in the coming 3 years. 提供詳盡的有效方法包括未來三年可考慮的措施等</p>	<p>1. Subject departments could provide exemplars showing subject specific strategies to enhance students' motivation towards learning / pursuing achievement/success. 科組能提供範例，以顯示有效的策略增強學習動機/學生願意追求成功及滿足感</p> <p>2. Students' learning attitude is improved according to the results in the year-end self-reflection survey or focus group meetings. 從學期末之問卷調查及小組面談反映學生學習態度有所改善</p>	<p>With reference to the subject minutes and evaluation reports submitted by various subjects, some common problems identified that students in our school are facing that hinder their learning are as follows: 參考各科組的會議紀錄及評估報告，發現本校學生學習時均有以下常見的難題：</p> <p>1. Students spend too much time on social media and play games in digital devices. 學生花費太多時間使用社交媒體及玩電子遊戲。</p> <p>2. Some have rather weak foundation particularly the English standard is below the standard to learn EMI subjects. 部分學生的基礎較弱，尤其是英語水平未達到學習英語教學科目的要求。</p> <p>3. Lack perseverance; easy to give up if they encounter difficulties. 缺乏堅持，遇到困難時容易放棄。</p> <p>4. Many of them have short attention span, do not concentrated in their study. 大部分學生的注意力只能維持短時間，不能專注在學習上。</p>

<p>(2) To achieve effective lessons, the following lesson objectives/considerations should be achieved. 為達到高效的課堂，老師同時需要考慮加入下列元素：</p> <p>(i) Students could develop a sense of achievement. 學生能建立成功感</p> <p>(ii) The organization of contents is properly adjusted to keep students concentrated on the tasks provided. 課堂組織能配合學習需要，務求同學能聚焦所學</p> <p>(iii) Assessment strategies including formative and summative approaches should be adopted. 評估政策需包括持續及總結性評估</p> <p>(iv) Appropriate challenges and timely feedback should be given. 課堂需鋪設適當的挑戰題，老師能給予同學即時回饋</p> <p>* Subjects without junior form classes have to fulfil the same requirements in senior forms.</p> <p>* 個別學科如沒有初中級別則需按上列要求運用於高中級別</p>		<p>5. Students have only short-term memory, do not like to do revision, lack patience and determination and prefer to instant visual stimulations. 部分學生只能維持短期記憶，不喜歡溫習，缺乏耐性及決心，偏好即時的視覺刺激。</p> <p>6. Poor self-management skills; cannot organize their own study plan, do revision whenever there are quizzes and examinations ahead. They think they can pass the tests and examination with quick revision. 自我管理能力弱，難以製作學習計劃，只有在小測或考試臨近時才溫習，認為快速溫習可以在測驗考試中合格。</p> <p>7. Slow learners lack the sense of achievement as they have much failure experience. They think that even they work harder but still keep the bottom position. 學習遲緩的學生曾多次失敗，缺乏成就感，認為即使加倍努力學習，成績亦只會維持在下游。</p> <p>8. Some students lack the proper learning skills to master subject contents well and are able to achieve the required standard. 部分學生不知道適當的學習技巧，未能妥善掌握學科內容及達到要求的水平。</p> <p>9. Language obstacles - students are not ready to learn subjects in a second language. They pay little effort in spelling, reading and build up their vocabulary. 語言障礙：學生沒有使用第二語言學習的準備，很少花功夫拼字、閱讀及累積詞彙。</p> <p>10. Their way of learning is in cluster. Connection between topic to topic, level to level is weak to enable them to overcome learning difficulties when they are promoted to higher forms; 學生常切割學習內容，主題或程度之間的連繫很弱，令學生升班後較難克服學習問題。</p>
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		<p>11. Non-core subjects face with a very tight and stressful curriculum, teaching contents are cut into small sections to help the slow learners. This impedes and slows down the pace and continuity of learning. 非核心科目的課程非常緊湊，教學內容常被分割成小段，以協助學習遲緩的學生，惟此舉會影響學習的連貫性及拖慢學習進程。</p> <p>12. Students in general are too personalized, they have a narrow social cycle so that they are not getting along well with their classmates and many of them have weak family support, etc. 學生普遍太自我中心，社交圈子狹窄，與同學相處不融洽，家庭支援亦較弱。</p> <p>To cope with problems identified, strategies adopted by subjects are: 為了幫助學生解決上述問題，各科組採用了以下策略：</p> <p>1. Curriculum tailoring, e.g. school-based learning materials, school-based assignments are designed to cover most fundamental topics and questions, data-based questions and creative questions are set to boost learning activities, there are more situational-based tasks for students, streaming the teaching materials make easier for students to build up their confidence. 為學生度身設計課程，包括覆蓋大部分基礎主題及題目的校本學習材料和校本評估，亦有以數據為本或創意性的題目，提升學習活動成效。情景題、將教學材料分類等方法亦有助學生建立自信。</p> <p>2. Use of daily examples, applications, multimedia and short videos help them to visualize concepts and knowledge, case study, authentic and social relevance materials, etc. to arouse their interest and boost learning motivation.</p>
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		<p>使用日常事例、軟件、多媒體及短片，將概念、知識、個案研究、真實及社會材料等具像化，激發學生興趣及提高學習動機。</p> <p>3. Short and focused quiz/tasks were given once after a few lessons to help students consolidate concepts and knowledge as students always have short term memory and are not willing to do revision regularly. 有見學生擅短期記憶，又不願定時溫習，每完成幾節課堂，他們需完成簡短而主題清晰的小測或任務，以鞏固學習到的概念和知識。</p> <p>4. E-Platforms are used to enhance learning e.g. Kahoot for checking students understanding before lesson, Google for information search, EDpuzzle for pre-lesson learning, Google classroom for submission of assignments and tasks. 使用電子平台協助學習：上課前利用Kahoot了解學生對教學主題的理解、經Google搜尋資訊、EDpuzzle作為課前學習工具、經Google Classroom提交功課等。</p> <p>5. Theme-based project learning plus on-site visit is arranged. e.g. The subject of life and society launched the cross-curricular program in two-year base. Students paid visits to nearby locations. 中一級學生擬定了題目，題目也涵蓋了人文學科 (PSHE)領域，如歷史科、中史科 (如分析三棟屋的特色和歷史; 參觀三棟屋是否有助學生認識傳統客家文化)、經濟科(如分析葵興區的經濟活動)、地理科 (如活化工廈、探討葵興區的污染問題)、生活與社會科 (如分析葵興區的公屋發展歷史、葵興區的生活素質等)。</p>
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		<p>6. More visits and activities outside classroom are arranged e.g. LS (中二級參觀大館；中四級參觀大館及長洲的實地考察；中五級綠匯學院), Economics (Hong Kong Monetary Authority), Chinese (西貢戶外閱讀營), Science (Hong Kong Science Museum) 安排更多參觀及課堂以外的活動，例如通識科（中二級參觀大館；中四級參觀大館及長洲的實地考察；中五級參觀綠匯學院）、經濟科（參觀香港金融管理局）、中文科（西貢戶外閱讀營）、科學科（香港科學館）。</p> <p>7. Post-examination guidance and remedial help after school, Retest for students who fall behind the tests and examinations. 舉行試後輔導及補課，為在測驗及考試中落後的學生安排重測或重考。</p> <p>8. More competitions and hands-on activities are introduced to enhance participation and interaction. 增設更多比賽及體驗活動，促進學生參與及互動。</p> <p>9. Tailor and simplify learning tasks that students are able to manage to gain more successful experience. 為學生定制及簡化學習任務，使學生能夠掌握，累積更多成功經驗。</p> <p>10. Illustrations and worked examples are provided for students to follow; immediate feedback is given with assignment given. 為學生提供可遵行的實證及示例；發還功課時馬上給予評語。</p> <p>11. Emphasize the students' common mistakes in lesson as a precautionary measure to avoid repetitive errors. 上課時重點關注學生常犯的錯誤，防止他們重覆犯錯。</p> <p>12. Making good use of encouragements, e.g. little gifts, verbal praise, some snacks, etc. to recognise their effort being paid.</p>
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善用小禮物、口頭讚賞、零食等鼓勵學生，認可學生付出的努力。

A number of subjects had conducted the peer lesson observation as a form of pedagogical lesson study. In order to sustain the quality of learning and teaching, a series of peer lesson observations were also launched in order to establish empirically some good lesson practices, so as to meet students' needs and thus enhance learning effectiveness. At the same time, it could create a culture of sharing and mutual support in striving for pedagogical advancement in subjects.

多個科目曾進行同儕觀課，作為其中一種教學法的課堂研究。為保持教與學的質素，校方亦進行了另一種同儕觀課，以按照實際經驗建立良好的課堂實踐方法，滿足學生需求，提升學習效能。觀課亦能建立分享及互助的文化，促進各科的教學發展。

Peer lesson observations among members were arranged. The exercise aimed at exploring good lesson practices and models of effective teaching. Preparatory meetings will be held before the lesson. These meetings enabled members to share their views on matters such as students' needs, direction for classroom reforms, teachers' needs, focused areas for pedagogical improvement, personal strengths, ways to secure a friendly atmosphere during peer evaluation, etc., A post-lesson discussion would be arranged soon after lesson observation. Some subjects e.g. English Language; Chinese Languages were invited to share the good practices during the staff meetings.

同儕觀課旨在觀摩良好的課堂實踐方法及行之有效的教學模式。觀課前會舉行預備會議，讓參與觀課的老師分享意見，例如學生與教師的需求、課堂改革的方向、教學發展的關注點、個人強項、如何在同儕評估時保持良好氣氛等；觀課後亦會盡快安排課後討論。部分學科（例如中英文科）會在教師會議上分享值得參考的課堂實踐方法。

<p>Informal Curriculum 非常規課程 Cultivating an atmosphere for active learning which may include an English immersion environment, reading culture, problem solving and cross-curricular learning. The informal curriculum can be: 構建主動積極學習氛圍，包括英語沉浸環境，閱讀文化，解難能力及跨科學習等。課程可以分為：</p> <p>(1) an extension of classroom learning with programmes having close ties with formative and summative assessment; 課堂延伸部份，積極配合持續及總結性評估</p> <p>(2) regular programmes which have been running 課堂恆常活動，增進學習氛圍</p>	<p><i>See the subject specific criteria for success below</i></p> <p>請參考下列科目所定立之成功指標</p>	<p>Classroom is the only learning place for contemporary education. Students also learned beyond the classroom which could be more diversified, interesting, social-related and applicable to their daily life. 在當代教學中，課室是唯一的學習場所。然而，學生亦可在課室以外學習，令學習變得更多元化、有趣、與社會息息相關，並更貼合生活。</p> <p>In this year, in order to build a better learning atmosphere in campus, regular activities and programmes were organized and run on monthly basis by the English, Chinese Department as well as the STEM to enrich students' learning opportunities among the school campus. 為了在校園營造更佳的學習氛圍，今年英文科、中文科及 STEM 均定期舉辦學習活動及計劃，增加學生在校內的學習機會。</p>
<p>(i) English 英文科學習領域</p> <p>Objectives 宗旨： (a) To enhance the English atmosphere through speaking by means of some enriching activities such as Funtastic English Fridays, Friday English Speaking Days and Featured English Days, etc. 透過不同活動加強英語氛圍，如每星期五之特色英語活動、英語日、主題英語日等等。</p>	<p>Student participation rate in various activities</p> <p>學生參與各類活動的出席率</p>	<p>(a) English Speaking Fridays (ESDs) 周五英語日</p> <p>The ESDs were met with limited success due to inadequate promotion and lack of general participation. The department would re-launch the English Speaking Fridays in 2019-2020 with all 3D students to be English Ambassadors and English Club members. 周五英語日因宣傳不足及缺少學生參與，算不上十分成功。來年會再次舉辦周五英語日，由 3D 班學生擔任英語大使及英文學會成員。</p> <p>One theme of the English-Speaking Fridays would be world cultures. So, the days will be named "Cultural Fridays". 周五英語日其中一個主題為世界各地的文化，凡是使用該主題的日子，會稱為「周五英語文化日」。</p>

		<ul style="list-style-type: none"> ➤ There would be at least 2 activities every Cultural Fridays, one at the English Corner and one at a more open venue. 周五英語文化日會舉辦至少兩項活動，分別在英語天地及較開放的場地舉行。 ➤ It was hoped that at least 50 students would take part at each Cultural Friday in Term 1 and more students would do so in Term 2. 上學期的目標為每個周五英語文化日吸引至少五十名學生參與，期望下學期的參與人數會更多。 <p>(b) Spectacular Science Fridays 偉大科學星期五</p> <ul style="list-style-type: none"> ➤ There would be 2 such days, one in Term 1 and one in Term 2. 上下學期各設一天。 ➤ Two to four venues would be open. All S1 students would participate in the activities while all other students would be welcome. 開放二至四個活動場地，所有中一生將會參與活動，歡迎其他學生自由參加。 ➤ At least 50 students would attend each of the activities in Term 1 and more would do so in Term 2. 上學期每個活動有至少五十名學生參加，期望下學期的參與人數更多。 <p>(c) Year-end surveys 年終調查</p> <p>Surveys would be carried out in Term 2 to gauge how students and teachers feel regarding the English immersion environment. 下學期會進行調查，了解學生及老師對英語沉浸環境的感受。</p> <ul style="list-style-type: none"> ➤ The level of interest of activities 活動的有趣程度 ➤ Suggestions for activities 對活動的建議
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<p>(b) To develop confidence in students in pursuing artistic achievements using English such as debates, drama festival, radio drama, Filmit, etc. 培養學生使用英語來發展藝術成就，如辯論、話劇節、電台話劇、電影欣賞等。</p>	<p>Student participation rate in various activities 學生參與各活動的出席率</p>	<p>Drama: Drama Festival and Improvised Drama 話劇：話劇節及即興話劇</p> <p>(a) The English Drama Team enrolled in the annual Drama Festival. It was hoped that there would be around 10-20 new members in 2019-2020. 英語話劇組參加了一年一度的話劇節。期望 2019-2020 學年招收到約 10 至 20 名新成員。</p> <p>(b) The more experienced Drama Team members competed in the Improvised Drama Competition, with one actor winning the Best Actor Award. It was hoped that their good performance over the years could be sustained. 較具經驗的組員參加了即興話劇比賽，奪得最佳演員獎。期望組員能保持多年來的優秀表現。</p> <p>(c) Class drama competitions 班際話劇比賽</p> <ul style="list-style-type: none"> ➤ S4 – S5 competed together while S1, S2 and S3 separately. 中四及中五級共同比賽，中一至中三級分級比賽。 ➤ It was hoped that students had gained more confidence in using English outside the classroom and develop generic skills like collaboration, communication and team-spirit. 期望學生透過課堂以外的學習增強自信，培養合作、溝通、團隊精神等技巧。

<p>(c) To promote English activities online – construction of BSTC English Websites with monthly articles and activity round up such as photos and videos. 推廣英語網上活動 - 建立善德英文網站，內裡包括每月的文章、相片及短片等。</p>		<p>The NET created a website devoted to English activities with photos, videos and articles. The website was updated not as frequently as planned. 外籍英語教師建立了網站，上載英語活動的相片、影片及文章。然而網站未有按計劃頻繁更新。</p>
<p>(d) To create opportunities for students to have fun using English, series of activities will be held and co-operated with LS and Science departments to enrich English immersion environment in the school campus. 創造機會讓學生在有趣地學習英語。與通識、科學、科技學科等科目共同協辦活動以加強校園英文沉浸環境。</p>	<p>Participation rate and students enjoy much activities organized 學生參與度及享受個中活動</p>	<p>(a) LS-English Week 通識英語周 A quiz booth on environmental and globalization issues was set up during the LS Week in April 2019. Both senior and junior students took questions and the overall response was satisfactory. 校方在 2019 年 4 月的通識周舉行攤位，邀請學生參與環境及全球化相關的小測驗。初中或高中學生均有參與，整體反應令人滿意。 <ul style="list-style-type: none"> ➤ A workshop on pest repellent making was held at the chemistry laboratory in April 2019. Around 30 students took part in the workshop. Apart from making the ointment, students learnt the ingredients and recipe in English. 化學實驗室舉辦了一場驅蟲工作坊，約有三十名學生參與。製作驅蟲藥膏時，學生亦用英語學習了原材料及藥膏的製作方法。 ➤ The LS and English Department decided to re-run the activities and enhanced the language element of the activities. 通識科及英文科決定再次舉辦有關活動，並加強活動中的英語學習元素。 <p>(b) Funtastic Fridays 樂趣星期五 <ul style="list-style-type: none"> ➤ The English Department collaborated with science teachers to run workshops where mainly S.1 students had hands-on experience in applied science. The science </p> </p>

		<p>activities would be organized on a larger scale given their popularity with students. 英文組與科學科老師協作，為中一學生舉辦工作坊，讓他們親身體驗應用科學。有見活動廣受學生歡迎，有關科學活動將會大規模舉辦。</p>
<p>(ii) Chinese Department 中文科 (a) Group Reading Scheme 圍讀計劃</p> <p>Chinese Reading Scheme – Group reading (one article per week) 中文科閱讀計劃—圍讀·每周一篇</p> <p>The scheme targeted at senior form students but S.1-3 students were also welcome to join. It aimed to gradually enhance the reading atmosphere in senior forms by focusing on a small group of students first. Ten group reading lessons had been scheduled and guided by S.4-6 Chinese teachers. Students were allowed to exchange their views and comments on reading in a relaxing environment with refreshment served.</p> <p>以高中同學為對象，同時邀請初中同學參與，從點到面，以小撮人為目標，循序提昇高中閱讀氣氛。預設共 10 次圍讀，由高中科任老師領讀。圍讀形式以輕鬆講讀為主，配以茶點共享，務求令同學在輕鬆的環境下互相分享閱讀心得。</p>	<ol style="list-style-type: none"> 1. Student participation rate; teachers' observation 參與學生人數符合預期，觀察同學對閱讀的投入度 2. Evaluation 評估成績 3. Report on activities outside of schools 校外延展活動報告 	<p>Analysis on the activities' effectiveness: 成效分析：</p> <ol style="list-style-type: none"> 1. Positive results gathered from student survey 學生問卷調查結果正面 <p>Students had positive feedbacks towards the Group Reading Scheme. They agreed that group reading could successfully enhance their interests in Chinese. With teachers' hints and instructions, students learnt to read between the lines of some articles and found it interesting. Some of the students also thought that group reading was an extend activity after school so they felt more relax and comfortable than having regular lessons. They particularly appreciated the explanations of the teachers, which had broadened their perspectives and enhanced their understanding of the articles.</p> <p>同學對於中文科所推行的圍讀活動有正面回應。同學認為圍讀有效提昇他們對中文的興趣，尤其一些含弦外之音的文章經老師點撥後發現有新趣，亦有同學認為圍讀是課後延展活動，有別於一般的課堂，感覺輕鬆自在。同學尤為欣賞老師的講解，認為老師的指導拓寬同學的思考角度，提昇同學對文章的理解。</p> <ol style="list-style-type: none"> 2. Positive feedback from teachers on the workshops 老師對工作坊結果正面 <p>In general, teachers agreed that group reading could enhance students' interest in reading and broaden their reading horizons</p>

<p>(b) Tea Culture Classes for Students 學生茶藝班</p> <p>Four lessons of S.3 elite class had been reserved for Tea Culture Classes organized by “Tea Culture Promotion Scheme for Local Secondary Schools” of K.S. Lo Tea Culture Campus. 16 students would be divided into groups of 4-5 people for the lessons.</p> <p>參加羅桂祥茶藝學堂「香港中學茶文化推廣計劃」，於中三精進班上學期預留 4 教節開辦茶藝工作坊。暫為 16 人參加，4 人至 5 人一組。</p>		<p>by appreciation of articles, introduction of the authors and recommendation on other works by the same authors. Some teachers thought that S.3 students could also join the group reading activities so that they could taste the joy of reading in an earlier stage. This would help reduce students’ resistance to the Chinese subject, nature their interest in reading and develop good reading habits. Colleagues looked forward to cooperation with other subjects in organizing group reading activities, for example, cooperated with English department and provide reading materials with the same topic but in different languages. It could made group reading activities a reading platform to attract students’ participation and get prepared for the school to organize activities across curriculum.</p> <p>整體來說，老師認同圍讀有助提昇學生閱讀興趣，從文章欣賞到作者介紹，甚至推介有關作者所著的其他書目作品，的確可拓寬同學閱讀視野。同事甚至認為圍讀的對象可開放至中三級，讓同學及早感受閱讀的滋味，減低對中文科的抗拒，較易萌生興趣，養成良好的閱讀習慣。同事期待圍讀能與其他科組合作，例如與英文科合作，以同一主題不同語言作比讀。讓圍讀成為一個閱讀平台，吸引同學參與，也為學校推行跨課活動作部署。</p> <p>Overall comments 整體評語</p> <p>In response to the above comments from students and teachers, a meeting was held on 31 May 2019 to explore the direction and form of the Group Reading Scheme in future: 就以上同學與老師的意見，老師在 5 月 31 日召開了會議，會上對於未來圍讀的方向及模式作了探討：</p>
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<p>(iii) STEM 科學、科技、電腦、數學學習領域</p> <p>Objectives 目標：</p> <p>(a) To arouse students' motivation to learn the science and mathematics and nurture students' creativity, collaboration and problem-solving skills. 提昇同學對科學及數學的學習興趣及培養他們的創意、合作及解難技巧及能力。</p>	<p>1. More than half of the teachers of the science, the computer and the mathematics departments agree that student' performances in and motivation in learning related subjects have been improved. 超越一半數理老師認同學生對科學及數理學習上有提升學習動機</p>	<p>(a) The Robot building activity provided chances for students to gain knowledge about screws and gears, which are not covered in the syllabus. However, some students were not interested in building a robot on his/her own and wasted the materials. The activity would be on a voluntary basis in future. 機械人製作活動讓學生有機會學習螺絲及齒輪的知識，這些知識在課程中沒有涵蓋。然而，部分學生對獨自製作機械人不感興趣，浪費了材料。此活動未來會改為自願參加。</p> <p>(b) The LED board making activity was carried out during S2 integrated Science lessons. Unlike the traditional practice in which students can only assembly the circuits according to the circuit diagrams in the textbooks, this was the first time for the students to build their own circuits. When building the circuits,</p>

<p>(b) To provide more opportunities for cross-curricular cooperation between the Mathematics, Science and Computer departments by Identifying elements in Mathematics curriculum, Integrated Science curriculum, and Information Communication and Technology curriculum that is essential to the new school-based S2 STEM curriculum so that those elements would be covered in an appropriate time. 以中二級 STEM 課程為平台，提供更多機會作跨科跨領域的協作。</p> <p>(c) To provide hands-on challenges to explore students' potential in related fields. Various activities and competitions, such as solar car competition, VexIQ robotics competition, solar charging station designing activity, creative mountain bike competition and etc., will be held. 舉辦不同活動如太陽能車比賽、機械人大賽、太陽能充電站設計比賽、創意爬山單車比賽等，透過動手活動的挑戰來發掘學生在相關領域的潛能。</p>	<p>2. More than half of the admin group members agree that the new school-based S2 STEM curriculum can boost students' creativity and potential. 超越一半學校行小組成員同意中二 STEM 課程能加強同學的學習潛能及創造能力</p> <p>3. More than 30% of the junior form students participating in STEM activities. 超過 30%初中同學有參與 STEM 活動</p>	<p>they have to apply what they have learnt and use their creativity to build their own LED boards. Good LED boards were displayed in the laboratory as recognition of the students' efforts. As the feedback from the students and the teachers were positive, we will provide the same activity in the next year. 中二學生在綜合科學課上參與了LED電路板製作活動。學生以往只能參照課本上的電路圖組裝電路，今次是首次讓他們自行組裝。學生需運用習得的知識，發揮創意，組裝屬於自己的電路板。設計優良的電路板會放在實驗室中展示，以示鼓勵。有見學生及老師反應良好，來年會繼續舉辦活動。</p> <p>These activities have achieved their goals as 以上活動達成了下列目標：</p> <ol style="list-style-type: none"> 1. all the science teachers agreed that students' performances and motivation in learning science have been improved after the activities; 所有科任老師同意，學生學習科學的意願及表現在參與活動後有所提升。 2. the participation rate of these activities was high (a lot of S1 students and all S2 students participated actively in these activities); 活動參與率高(有很多中一及所有中二學生參加了活動)。 3. all the teachers in charge of these activities agree that students' creativity and problem-solving skills are nurtured by these activities. 所有負責活動的老師均同意，活動培養了學生的創意及解難能力。 <p>(c) The Lego designing activity was carried out from September to December during S1 Computer lessons. Most of the students were interested in building their own 3D structure by the software "ProDesktop". Some students even print their design out by the 3D printer. As the feedback from the students and the</p>
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		<p>teachers were positive, the same activity would be carried out in the next year.</p> <p>中一學生在九至十二月的電腦課參與Lego設計比賽，大部分學生對使用ProDesktop軟件創作3D模式很感興趣，有學生甚至利用3D打印機將作品打印出來。有見學生及老師反應良好，來年會繼續舉辦活動。</p> <p>(d) The multiplication exercise designing activity was carried out from September to December during S2 Computer lessons. Most of the students were interested in designing their own multiplication exercises by MIT Apps Inventor which is easy and convenient software for writing Apps. Most of the participated students were able to write simple Android Apps after the activity. As the feedback from the students and the teachers were positive, the same activity will be carried out in the next year.</p> <p>在九至十二月期間，中二級電腦課舉辦了乘數練習設計比賽，邀請學生使用 MIT Apps Inventor 設計乘數練習。該軟件令編寫應用程式變得容易及方便，大部分學生均很感興趣，活動後亦能寫出簡單的安卓系統應用程式。有見學生及老師反應良好，來年會繼續舉辦活動。</p> <p>These activities have achieved their goals as 以上活動達成了下列目標：</p> <ol style="list-style-type: none"> 1. all the Computer teachers agreed that students' performances and motivation in learning Computer have been improved after these activities; 所有電腦科老師同意，參與活動後，學生學習電腦知識的表現和動力有所進步。 2. the participation rate of these activities was high (all S1 and S2 students participated actively in these activities); 活動的參與率高（所有中一及中二學生均積極參與）。 3. all the computer teachers agree that students' creativity and problem-solving skills are nurtured by these activities, and students' potential in STEM was explored.
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		<p>所有電腦科老師同意，這些活動有助培養學生的創意及解難能力，有助發掘學生在STEM科目的潛能。</p> <p>The STEM week was arranged to enhance cross-curricular collaboration between ICT, Science and Mathematics departments.</p> <p>學校舉辦「STEM周」，目的是增進資訊及通訊科技、科學及數學科之間的跨學科合作。</p> <p>The following activities were included in the STEM week: STEM周包括以下活動：</p> <ol style="list-style-type: none"> 1. Interclass class competition: 抬起一百億（班際比賽） 2. Exhibition board, games and activities 展版、遊戲及活動 3. Orienteering 野外定向 4. Pie chart <p>The activities were much welcome by students. Besides, providing opportunities for cross-curricular cooperation, they also aroused students' STEM awareness and motivation to learn STEM-related subjects. They also helped to nurture students' creativity, collaboration and problem-solving skills.</p> <p>上述活動不但廣受學生歡迎，亦讓各科組有機會跨科合作，成功激發學生對STEM的關注和修讀STEM學科的動機，並培養學生在創意、合作、解難等方面的技能。</p>
<p>(iv) Mathematics 數學學習領域</p> <p>The Mathematics department will work collaboratively with the Science Department and the IT Department to organize a large-scaled STEM week during the mid of March 2019. During the STEM Week, the mathematics department will provide following activities:</p>	<p>Student participation rate in various activities</p> <p>學生在各活動的參與度</p>	<p>For the activities on the orienteering activities, game stalls, all Mathematics teachers were involved. It was a real team effort as everyone contributed something to the success of the first STEM week in our school. Students engaged actively in the activities. About 100 students participated in the orienteering activities while over 20 students participated in each game stalls. For the evaluation of activities, there are several suggestions for improvement:</p>

<p>數學組會與科學科技部門合作，在明年三月份舉辦大型 STEM 周活動，如：</p> <p>(a) Game stalls teaching students to use strategies like the game theory in various games. 數學攤位教導學生策略如博弈論於不同活動</p> <p>(b) Display boards to introduce some interesting stories of great Mathematicians. 設立展板介紹一些數學家有趣故事</p> <p>(c) In the past, the participants of Mathematics activities were often the high-achievers of Mathematics. They had strong interest in Mathematics. However, the low-achievers did not participate in any activities. This year, some Mathematics activities which include knowledge in Arts will be held. It might attract more students who are not good at Mathematics to take part in (integrating arts elements into STEM activities (STEAM)). 過去數學科活動一般只能吸引能力較高的同學，能力稍遜的同學一般較少參與。本年會將數學科加入視藝元素，務求活動也包含美術成分之 STEAM 活動。</p>		<p>所有數學科老師均參與了野外定向及遊戲攤位等活動，每位老師的團結和付出令首次舉辦的 STEM 周非常成功。學生踴躍參與活動，約有一百名學生參加野外定向，每個攤位遊戲亦有超過二十名學生參與。經評估，有關活動建議作以下改善：</p> <p>(i) The time for each game should be limited to less than 30 seconds to allow more students to join the game. Therefore, the games should not be too complicated. 每項遊戲的時間應限制在 30 秒內，務求令更多學生可以參與。因此，遊戲的設計不應太複雜。</p> <p>(ii) It was not easy to integrate the Arts elements into the short tasks in game stalls. However, the Arts element could be integrated through assessing the design or appearance of the products in some games. 將藝術元素融入攤位小遊戲並不容易。部分遊戲需要學生評估設計或產品的外觀，這部分可加入藝術元素。</p> <p>(iii) The display boards to introduce some interesting stories of great Mathematicians were not very attractive to students. Instead, some songs or videos related to Mathematics or Science knowledge may be broadcasted to attract more students to join the activities. 介紹數學家有趣故事的展板不太吸引學生。可向學生播放與數學或科學知識有關的歌曲或短片，引發他們參加活動的興趣。</p>
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Reflections 反思：

As mentioned in the evaluation above, students nowadays spend a lot of time on social media, communication apps like WhatsApp and videos on YouTube. With the great leap of information technology and availability of mobile devices, traditional classroom learning is not as crucial as before. Students can now learn anytime, anywhere. On the other hand, students have shorter attention span in class. Many of them do not have proper self-management and time-management skills. All these pose great difficulties to their learning. Moreover, the difference between the junior and senior curriculum is so great that students find it hard to build connection between them. The demanding HKDSE takes up nearly 70% of teachers' time. About 30% of their time is spent on bridging the gap between the senior and junior curriculum. Still some less able students find it hard to catch up and gradually lose their learning motivation. Therefore, teachers tried various strategies to motivate students to learn both inside and outside the classroom.

Curriculum tailoring was adopted to address the problems of great learners' diversity, poor learning skills and non-sustainable learning habits. In addition to providing campus-rich learning activities, effective teaching strategies can definitely help students learn better and overcome their learning difficulties. Teaching time of most non-core subjects is not enough. However, some cross-curricular projects were done. Teachers worked collaboratively in order to enhance students' learning motivation.

Classroom is the core element in education. We propose that teachers carry out lesson study to develop some empirical models and effective methods which can boost students' learning motivation. By doing so, both teachers and students can be benefited. If junior form students are equipped with skills and knowledge, they will be better prepared for studying the DSE syllabus and they will have a better chance to do well in public exams.

如上述評估提及，學生比以前花更多時間使用社交媒體，例如即時通訊軟件、影音串流平台等，佔用了大部分的學習時間。隨著資訊科技大幅進步，行動裝置亦愈見普及，傳統課堂學習不如以前重要；學生現在可以隨時隨地學習。另一方面，學生學習的專注時間愈來愈短，亦缺乏正確的自我管理及時間管理技巧。即使學生早在初中時期下定決心好好學習，這些因素亦會妨礙他們學習及培養成就感。加上初中與高中的程度相差太遠，學生銜接時更覺困難。教授中學文憑試課程十分耗時費力，佔用了老師近七成工作時間，餘下三成時間則用作銜接初、高中學生的學習程度。部分能力較弱的學生較難跟上進度，長此下去，他們會失去成就感和學習動力。作為老師，我們嘗試了各種不同策略，激勵學生在課堂內外學習。

我們經常運用課程設計來解決學生學習差異大、學習技巧不足、學習斷續等問題。除了為學生提供豐富的校內學習活動，有效的教學策略亦能讓老師了解如何幫助學生有效學習和克服學習困難。雖然非核心科目的授課時間非常不足，我們仍進行了多個跨學科合作的項目，增強學生的學習動機。

課室是教育的核心元素。我們建議老師進行課堂研究，以建立經驗模式及行之有效的教學方法，提升學生的學習動機。透過這個做法，老師及學生均有得益。當初中學生掌握充足的技巧及知識，應付文憑試課程會更容易，在公開考試取獲得好成績的機會更大。

Major Concern 2: To boost students' resilience

重點關注事項二：提升學生的抗逆力

Factors of resilience 抗逆力因素	Strategy / Measures to address the Major Concern 策略 / 應對重點關注事項的措施	Extent of targets achieved 目標完成度	Follow-up actions / Recommendations 跟進行動 / 建議
Empathy 同理心	<p>Morning assembly talk 早會短講</p> <p>2-3 morning assembly talks: Making use of news or short stories to tell students the differences between sympathy and empathy; the relationship between empathy and interpersonal relationships; the skills of putting empathy into practice, etc.</p> <p>選取二至三節早會短講，透過一些新聞素材、德育故事，與同學分享同理心與同情心的分別、同理心與優化人際關係的關係、同理心的運用技巧等。</p>	<ol style="list-style-type: none"> In 2018-19, there were 3 morning assembly talks about empathy given by MCE team members. Members also promoted the Dorfun Slogan Design Competition. 組員於 18/19 學年，選取了三節早會短講向全校講解何謂同理心，並宣傳同理心金句創作比賽。 Many students understood the talks and showed good understanding of empathy in the slogans they made for the slogan design competition. 學生表示對短講內容的理解，並在金句創作比賽作品中反映學生對同理心有高度理解。 	
Empathy 同理心	<p>15-minute empathy activity (S.1) 中一 15 分鐘同你·同理心活動</p> <p>Target group: S.1 students 目標對象為中一同學</p> <p>The teaching materials on empathy for 3 to 4 lessons will be prepared for teachers to use. 預備 3-4 節有關同理心的學習教材，讓同事在有需要時採用。</p> <ol style="list-style-type: none"> Lesson 1: Discussions on news showing some conflicts stemming from the lack of empathy and some news or information 	<p>The activity was planned to be held in the second term; However, due to limited time of the class teachers periods and numerous class work of S.1, the activity has been suspended after discussion.</p> <p>計畫於下學期進行，但鑒於班主任課節時間太短以及中一班務繁多，故經商議後，計劃擱置。</p>	<p>In the following year, information and teaching materials will be put on the MCE's database for teachers' use.</p> <p>來年度將預備一些資料教材放在德育組的資料庫中，讓同事班主任有在需要和空間時應用。</p>

	<p>showing the importance of empathy to the building of interpersonal relationships. 第一節：派發一些因缺乏同理心而引起紛爭的負面新聞與及和同理心有關的正面訊息/新聞/資料給同學討論，從而帶出同理心在建立人際關係上的重要性。</p> <p>2. Lesson 2: Through discussions on conflicts / unpleasant experiences / worries in students' daily lives, students would be able to learn the correct attitude and manners to deal with conflicts. 第二節：將同學平日生活中遇到的爭執/不快/困擾作為討論材料，教導同學面對衝突時，同學應以甚麼態度和言語去面對及處理才不會失去友誼。</p> <p>3. Lesson 3: Provide sample responses for students so that they know what to say when facing conflicts. 第三節：設計學習單及範例句子，讓學生作應對的練習。</p> <p>4. Lesson 4: Conclusion and reflection 第四節：總結及反思</p>		
Empathy 同理心	<p>Talks and workshops 講座及工作坊</p> <p>(a) What do street children have? (World Vision) (S.1) ➤ 27/09/2018 (Thu) ➤ Periods 7 and 8 擁有什麼(街童)體驗工作坊 (香港世界宣明會) (中一)</p>	<p><u>What do street children have? (S.1)</u> The workshop aimed to encourage students to be aware of the needs of poor children by experiencing the hard and unsecured life of the street children.</p> <p>The workshop was a great success. Students said they could feel the difficulties, pain and helplessness of the street children's life. They hoped to help those children when they had the capability in future, and promised to</p>	

	<ul style="list-style-type: none"> ➤ 27/09/2018 (四) ➤ 第七、八節 <p>(b) Unusual Deals (World Vision) (S.2-S.3)</p> <ul style="list-style-type: none"> ➤ 28/09/2018 (Fri) ➤ Period 7 <p>另類買賣 (香港世界宣明會) (中二、三)</p> <ul style="list-style-type: none"> ➤ 28/09/2018 (五) ➤ 第七節 <p>(c) Talk by Stanley Cheung (S.3-S.5)</p> <ul style="list-style-type: none"> ➤ 18/12/2018 (Tue) ➤ Periods 5 and 6 <p>張潤衡講座 (中三至中五)</p> <ul style="list-style-type: none"> ➤ 18/12/2018 (二) ➤ 第五、六節 	<p>pay more attention to the news about poverty.</p> <p>In view of the excellent feedback of the workshop, the activity is planned to be held the next year.</p> <p><u>擁有什么(街童)體驗工作坊 (中一)</u> 工作坊乃透過模擬街童拾荒維生，體驗街童艱辛、感受在沒有安全感的處境下生活，目的在於鼓勵同學關注貧困孩童的需要。</p> <p>工作坊非常成功，同學表示工作坊能具體表達活動的重要訊息，體會到街童生活的困難和痛苦，感受到他們的無助，了解到其他地方存在着不少需要幫助的人。活動後，同學均表示希望將來有能力的時候能幫助這些小朋友，並承諾多留意有關貧窮的資訊。</p> <p>由於活動反應極佳，亦能緊扣關注項目，故下一學年會再申請舉辦。</p> <p><u>Unusual Deals (S.2-S.3)</u> The talk aimed to introduce the situation of human trafficking and its influence to the child victims. Our students gave positive feedback to the talk that it could make them understand the said situation and feel the helplessness of the child victims. But it was disappointing that in depth discussion and reflection had been restricted by limited time.</p> <p><u>另類買賣 (中二、三)</u> 講座在於讓同學認識全球化之下人口販賣情況及對受害兒童的影響。學生反應良好，認為可讓他們了解兒童人口販賣情況正在每天發生，亦感到該群被販賣的兒童的無助。唯一美中不足者為時間不</p>	
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		<p>足，讓講者及同學深入討論並反思，最為可惜。</p> <p><u>Talk by Stanley Cheung (S.3-S.5)</u> The guest was expected to share his views on resilience, but it was disappointing that the speaker's sharing was quite empty and strayed from the subject with vulgar wordings. This speaker would not be invited in next year.</p> <p><u>張潤衡講座 (中三至中五)</u> 本邀請嘉賓講解抗逆力，但講者演說內容比較空洞，捉不緊主題，東拉西扯，用字顯詞庸俗，令人失望。來年應不會再邀請相同嘉賓，免浪費時間。</p>	
Empathy 同理心	<p>Focus of the month: Empathy 每月亮點：同理心</p> <p>Illustrations on the skills in empathy will be posted on the walls of the tuck shop and classrooms. They will be sent to students and teachers by email as well.</p> <p>邀請舊生以插畫的形式，向同學介紹同理心的技巧，並於每月上旬張貼於食物部及課室，亦會通過 eClass 發放給全校師生。</p>	<p>1. As the Dorfun Slogan Design Competition was held in the first term, MCE Team was too busy with the selection and voting process. Therefore, the Focus of the month activity was postponed to February. Starting from February, posters showing the “Focus of the month: Empathy” was posted at the tuck shop and classrooms every month. Those posters were also uploaded to the school webpage.</p> <p>由於上學期集中推行 DORFUN 金句設計比賽，及遴選與投票，故每月金句延遲至二月進行，並於每月上旬張貼於食物部及課室，亦將作品上載於學校網頁讓全校師生隨時參考。</p> <p>2. Around 40% of students viewed those posters via eClass.</p> <p>接近 40%同學通過 eClass 查看有關作品。</p>	
Empathy	DORFUN Slogan Design Competition	The competition was held in October 2019 and more	

同理心	<p>DORFUND 金句設計比賽</p> <p>(a) A slogan design competition on the theme empathy will be held.</p> <p>舉辦同理心金句設計比賽，以推廣同理心。</p> <p>(b) Vote for your favourite slogan about empathy in mid-November. The winning slogan will be used in the designs for single-lined paper and a file. This activity will be promoted to the public on the school promotion day.</p> <p>十一月中旬將舉辦一連三天【我最喜歡的金句創作 - 同理心】的選舉活動，以投票形式從作品中選取人氣最強的句子，再由作者畫成插圖，製成單行紙及文件夾。在學校推廣日亦會向公眾人士推廣此活動。</p>	<p>than 700 slogans were received. The quality of the slogans was good and most of them could show the students' understanding of empathy.</p> <p>It was encouraging that more than 380 students, which exceeded half of the total no. of students in our school, voted for their favourite slogans.</p> <p>This activity was also promoted to and received overwhelming response from the public on the School Promotion Day.</p> <p>已於十月舉辦全校同理心金句創作比賽，德育組收到超過 700 份參賽作品，作品水準不錯，大部分作品均能顯示對同理心的理解。</p> <p>又，於十一月中旬舉辦一連五天【我最喜歡的金句創作- 同理心】的選舉活動。參選作品乃由幹事們從接近 700 份作品中選取，並給予全校師生投票，選取人氣最強的句子。超過 380 位同學參與投票，超過參全校的 50% ，成績令人鼓舞。</p> <p>此外，在學校推廣日中，亦向公眾人士推廣此活動，反應亦熱烈。</p>	
Empathy 同理心	<p>S.2 Social Service Programme 中二服務計劃</p> <p>Through organizing a social service programme, S.2 students put their skills in empathy into practice.</p> <p>中二級同學透過籌辦活動，合作、服務去學習/實踐同理心的技巧。</p>	<p>The programme was a great success with the cooperation of the JC South Kwai Chung C&Y ISC and the assistance of parent volunteers.</p> <p>Students found themselves had deeper understanding of the elderly and their difficulties in daily living, especially for those who were living alone.</p> <p>Students participated in the activities actively in an engaged and positive manner. The host from the elderly</p>	<p>The programme is anticipated to be held next year and be incorporated to the S.2 curriculum or be expanded to S.3.</p> <p>It was disappointing that the class teachers were unable to coordinate and join the activities most of the time due to heavy workload. As the programme requires great amount of</p>

		<p>home appreciated our students for their kindness. The performance of the preparation committee members was also acceptable.</p> <p>本計劃與香港小童群益會賽馬會南葵涌青少年綜合服務中心合辦，加上家長義工團隊的協助，此活動非常成功。</p> <p>同學認為此次活動令他們對長者的了解多了，亦認識到長者生活上的難處，尤其獨居長者更需要我們的關懷與支持。整個活動裏、同學要運用聆聽與陪伴的技巧去與長者或低收入的長者相處，家長義工、教師、社工均一致認為同學表現優秀，而同學亦揚言將來會繼續參加。</p> <p>學生於活動當日表現投入，亦能主動及積極投入活動，院舍中心主持均讚賞同學友善及親切；而各籌委表現亦可。</p>	<p>manpower involvement, it is suggested that more promotion could be done to attract more teachers' support and participation.</p> <p>祈望明年能再次舉辦並成為中二課程之一，或進一步推廣至中三。</p> <p>活動需要大量的教師帶領，但可惜教師工作較為繁忙，在籌備以至行動，班主任大多未能參與，實在非常可惜。希望將來能再多點宣傳這計畫的成效，以吸引多些同事支持與參與。</p>
<p>Self-confidence 自信心提升</p>	<p>Student Excellence Award 優秀學生計劃</p> <p>Phase 1: September to October Phase 2: November to January Phase 3: February to May</p> <p>Students will work hard not to get any records of fixed penalty. Students who can meet the requirements in each phase will receive little presents and lists of achievers will be uploaded to the school's website. Students who can meet the requirements in all the three phases will be awarded two merits.</p>	<p><u>S1 to S3 students</u></p> <ul style="list-style-type: none"> ◆ No written warning: <ul style="list-style-type: none"> ➢ Target: 50 students ➢ Result: 141 students ◆ Full homework submission: <ul style="list-style-type: none"> ➢ Target: 40 students ➢ Result: 130 students <p><u>S4 to S6 students</u></p> <ul style="list-style-type: none"> ◆ No lateness record: <ul style="list-style-type: none"> ➢ Target: 40 students ➢ Result: 111 students <p>初中</p>	<p>The Student Excellence Award will continue in 2019-2020 to recognize students' effort.</p> <p>明年將繼續有關計劃，以肯定為品行付出努力的同學。</p>

	<p>計劃分為三階段： 第一階段：9-10 月 (兩個月) 第二階段：11-1 月 (三個月) 第三階段：2-5 月 (四個月)</p> <p>每階段由級訓導統計數字，將名單及禮物交由班主任發放，另外亦會於內聯網公佈，以表讚譽。</p>	<ul style="list-style-type: none"> ◆ 0 書面警告： <ul style="list-style-type: none"> ➢ 目標：全年有 50 人達標 ➢ 成績：共 141 位同學達標 ◆ 0 欠交功課： <ul style="list-style-type: none"> ➢ 目標：全年有 40 人達標 ➢ 成績：共 130 位同學達標 <p>高中</p> <ul style="list-style-type: none"> ◆ 0 遲到： <ul style="list-style-type: none"> ➢ 目標：全年有 40 人達標 ➢ 成績：共 111 位同學達標 	
<p>Self-confidence 自信心提升</p>	<p>Leadership Training camp at Pat Heung JPC 八鄉領袖訓練計劃</p> <p>A total of 30 school prefects will take part in a 2-day leadership training camp between 5 October and 6 October. There will be high rope course, simulated crime scene training room, workshop on fingerprint authentication, school cases and personality analysis.</p> <p>本校領袖生 (30 人) 5-6/10/2018 高空繩網及飛索、模擬罪案現場訓練室、指紋鑑證工作坊、學校個案處理、個人性格分析等。</p>	<p>The camp was completed smoothly on 5-6 October 2019.</p> <p>The questionnaire aimed to seek comments from students on different activities in the camp. In general, students found the activities useful in understanding more about themselves and the importance of team work. On the whole, they are satisfied and found the camp useful.</p> <p>八鄉領袖訓練營順利於 2019 年 10 月 5 至 6 日舉行。</p> <p>就是次訓練營所進行之問卷調查顯示，大部分學生均認為訓練營能幫助他們了解自己和團隊精神的重要性。整體來說，參加者對訓練營感到滿意和有意義。</p>	<p>Participants find the leadership training camp helpful in discharging their duties as school prefects. So, Prefect Training Camp will continue to be held in 2019-20.</p> <p>由於參加者對訓練營感到滿意和有意義，領袖訓練計劃會繼續於 2019-20 年度舉行。</p>

<p>Personal Safety Net 個人安全網</p>	<p>Joy@BSTC 尊重生命，逆境同行—好心情@佛教善德英文中學</p> <p>The school will continue to organize the Joy@BSTC Programme in 2018-19. It is designed for S.2 students with a focus on fostering their resilience. There will be a booster for S.3 students who joined this project in the year 2017-18. It will be a secondary intervention program. About twenty S.2 students will be selected by a series of questionnaires filled in by themselves. The program will include training for teachers, an S.1 to S.3 talk, an S.2 growth group, an S.3 growth group, visits and a day camp.</p> <p>此計劃專為提升中二同學的抗逆能力而設。另外，設有一個為去年曾參加計劃的同學而設的加強計劃。屬於次級介入的措施。透過問卷調查甄選出二十名中二同學參加計劃，計劃內容包括老師培訓、初中講座、中二成長小組、中三成長小組、探訪及日營。</p>	<p>There were a wide variety of activities for participants to develop positive relationships with themselves and others, e.g. a talk, a day camp, a growth group, visits, zentangle workshops, a course about mental health.</p> <p>Both S.2 and S.3 participants were eager to join some services at school, for example, the school promotion day.</p> <p>About 80% of the S.2 participants thought that the program could help them strengthen their resilience and help them develop a peer network, which was very encouraging.</p> <p>Some students' improvement was encouraging.</p> <p>本計劃安排了多種活動，協助參加者與自己及他人建立良好關係。活動包括講座、日營、成長小組、探訪、禪繞畫工作坊、心理健康課程等。</p> <p>中二及中三級學生積極參與校內服務，例如學校宣傳日。</p> <p>約 80%參與計劃的中二學生認為本計劃有助提升其抗逆力及協助他們與同儕建立安全網。</p> <p>部分學生的表現大有進步，令人鼓舞。</p>	<p>下年度會繼續在中二進行計劃，但由於缺乏資助，活動會由來年在「一校兩社工」政策下所新聘的女社工負責。</p>
<p>Personal Safety Net 個人安全網</p>	<p>Peer Mentor Scheme 朋輩輔導員</p> <p>1. Peer mentors join the S.1 summer orientation day and help to answer questions concerning the new school life.</p>	<p><u>Feedback from the guidance captains:</u> They expressed that they enjoyed being together with the S.1 schoolmates, though they found it not easy at the beginning. They said the S.1 schoolmates had already been quite familiar with the new school setting. Thus, their role might not be very significant.</p>	<p>1. To have better coordination, the peer mentor scheme would be combined with the Guidance Captains. 朋輩輔導員和大哥哥大姐姐計劃將會合併，以便統籌。</p>

	<p>朋輩輔導員於中一迎新活動中陪伴中一同學及解答他們有關中學生活的各種問題。</p> <p>2. Peer mentors prepare games and snacks and have fun with the S.1 students. 朋輩輔導員於中秋佳節為中一同學準備小食及遊戲，陪伴他們歡渡中秋。</p> <p>3. Peer mentors join the overnight camp and become an assistant in groups. They would play a role as a senior buddy. 朋輩輔導員以朋友角色於中一迎新營與中一同學一起玩遊戲，在需要時提供協助。</p>	<p><u>輔導學長（大哥哥大姐姐）的回饋：</u> 即使一開始擔當輔導學長的角色並不容易，各位大哥哥大姐姐仍表示享受與中一同學一起活動的時光。然而，中一生在參與計劃時已相當適應新學校的環境，使大哥哥大姐姐的作用較不明顯。</p> <p><u>Feedback from the social workers:</u> The attitude of the guidance captains was positive. Yet, they were quite busy with their school work and other extracurricular activities. The arrangement of the lunch gathering was a bit chaotic as there were many people in the classroom. Yet, guidance captains had a nice chit-chat with their S.1 counterparts.</p> <p><u>社工的回饋：</u> 儘管擔任輔導學長的學生忙於學習及課外活動，他們對於計劃的態度仍正面。惟午餐聚會時課室人太多，安排有點混亂，不過無阻輔導學長與中一生聚會傾談。</p> <p><u>Feedback from the teachers:</u> It took time for the seniors to develop a closer relationship with their S.1 students. Some S.1 students are more special and the guidance captains found it a bit challenging. But they were patient and acted as role model with a positive attitude.</p> <p><u>老師的回饋：</u> 高年級學生需要一點時間才能與中一生建立較熟稔的關係。部分中一生較特別，令輔導學長感到挑戰。不過輔導學長仍能保持耐性及正面態度，為中一同學作好榜樣。</p>	<p>2. The guidance captains could be recruited earlier so that they could start to take care of the S.1 students earlier, say in July. 可提早於七月招募輔導學長，令他們可以早一點開始輔導及照顧中一新生。</p>
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<p>Personal Safety Net 個人安全網</p>	<p>Guidance Captains 「大哥哥大姐姐計劃」</p> <p>S.3-S.4 guidance captains take care of all S.1 students. 中三及中四的大哥哥大姐姐負責全級中一學生。</p> <ol style="list-style-type: none"> (1) Training of guidance captains 為輔導學長提供訓練 (2) Kick off and ice-breaking in the hall 計劃啟動禮（禮堂） (3) Follow-up after the first exam 第一期考後跟進活動 (4) Guidance captains and members meet up 與中一同學聚會 (5) Follow-up after the second Uniform Test 統測後跟進活動 (6) Guidance captains and members meet up 與中一同學聚會 (7) Post-exam period: a fun day to share and evaluate 第二期考後分享及評估活動 <p>Partner: Hong Kong Children and Youth Services 合作伙伴：香港青少年服務處</p>	<ol style="list-style-type: none"> 1. The program of the Guidance Captains received some positive feedback from the participants. From the questionnaire, about 45% of the respondents said that they could get accustomed to the new S.1 school life more easily with the help of the Guidance Captains. About 44% of the students expressed that the Guidance Captains gave them a sense of security and encouragement. They were willing to tell their Guidance Captains their own problems. About 45% of the students thought that the program of the Guidance Captains was meaningful. 學生對「大哥哥大姐姐計劃」的反應正面，在問卷調查中有 45%同學認為「大哥哥大姐姐」有助他們適應中學生活；44%同學認為「大哥哥大姐姐」能給予他們安全感和鼓勵，他們願意告訴「大哥哥大姐姐」他們的問題；45%同學認為計劃有意義。 2. The participants had some opinions about the program. About 59% of the respondents said that they wanted the school to organize the program in the next academic year. About 50% of the students suggested an earlier start of the program. They would like to have more face to face contact with the Guidance Captains. 在問卷調查中，59%同學希望計劃能於明年繼續，50%同學建議提前開始，並增加他們與「大哥哥大姐姐」的見面次數。 	<ol style="list-style-type: none"> 1. In order to let the guidance captains and the S.1 students have more time to get to know each other, the program of the Guidance Captains will start in July. 為了讓中一同學能早些認識「大哥哥大姐姐」並建立友誼，來年計劃會提前至七月開始。 2. To equip the guidance captains better, there will be a training session in July before the S.1 orientation day camp and a training day camp in early September. Guidance captains would be taught with interpersonal skills and communication skills. They will have more confidence to break the ice with the S.1 students. 為了早些裝備「大哥哥大姐姐」，他們會七月進行培訓，並會在九月參加訓練營。培訓內容包括社交技巧和溝通技巧，希望能使他們更有效地與中一同學建立關係。 3. To provide more opportunities for the guidance captains and the S.1 students to get together, the guidance captains will organize mass games with the S.1 students in the kick-off in September. They will go to the S.1 overnight camp
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<p>Positivity 正向思維</p>	<p>Mindfulness training 禪修課程</p> <p>There various mindfulness activities for all students. They aim at helping students to focus on the present moment, relax, realize what problems they have and face them positively. Through mindfulness training, students' positivity and resilience will be boosted.</p> <p>全校各級設禪修課程，讓學生透過坐禪、攝影禪及慈心觀等不同禪修活動，讓學生學會專注</p>	<p>(1) Upon the completion of the programme, the co-organizer failed to provide the statistics of the pre-test and post-test. However, teachers evaluated the effectiveness of the programme by the participation rate, observation and the reflections written by students.</p> <p>計畫已順利完成，但鑒於計劃負責單位未能提供有效的前測及後測數據，故擱置以問卷作評估方法。然而，老師嘗試從統計活動人數、觀察活動、從禪修手冊中了解學生感受這三方面來評估活動成效。</p>	

於當下，放鬆身心之餘，更能覺知自身的情緒及面對的問題，並正面思考解決方法，建立樂觀積極人生來反思人生，從而增強信心去面對逆境。

(2) 24 S.5 students participated in the Mindfulness Training Camp. They were focused in the whole training process and was praised by the Buddhist master. Students were glad that the programme enabled them to know the Buddhist master better and understand different ways of mindfulness training.

在禪修日營中，共 24 位中五學生參加，禪修過程表現專心投入，並得到法師嘉許，而學生在活動中表示該活動讓他們可以親近法師，認識不同的禪修(如把氣功滲入動禪中)，拓闊了他們對禪修的知識。

(3) 23 S.3 students joined the mass mindfulness training. As the venue was huge, students could not have close contact with the Buddhist master. Besides, the environment was quite noisy, which was not ideal for mindfulness training. Some students chatted or took a nap in the training programme.

在萬人禪修體驗活動中，有 23 位中三學生參加，由於場地太大，位置遠離法師，加上不少在場人士產生嘈音，學生難以安靜投入活動，結果學生表現未如理想，或偷偷聊天，或打瞌睡，鮮能專注靜坐。

(4) 20 students participated in an outdoor mindfulness training session. Those passive and inattentive students focused in the training and finished all the activities according to the instructions of the tutor. In the debriefing session, they said that through the training, they found peace in mind and were aware of the details in the surroundings.

在野外禪中，共有 20 位中五同學參加。該班學生平日在課室表現被動及容易分心，但超過九

		成學生在當日活動中表現投入及專注，能聽從法師指示完成活動。在其後的分享中，他們表現在大自然中禪修可以令他們感到身心寧靜，並覺察身邊平日未觀察到的細微事情。	
Positivity 正向思維	<p>Morning assembly talks 早會短講</p> <p>The religious committee will give a morning assembly talk once every two weeks. In the talks, teachers of Buddhist Studies talks about different stories to teach students the right attitude and methods to deal with adversities.</p> <p>與公民教育組分工，輪流每星期一次於星期一早會負責專題演講，由佛學科老師與學生從宗教角度分析時人時事，讓學生明白不少人面對逆境時的方法和態度。</p>	<p>A total of nine morning assemblies were finished as planned. Topics of the talks included daily trifles in school and the stories of our alumni, aiming to encourage our students to face their lives with a positive attitude and pursue their goals.</p> <p>Teachers of the committee recognized the effectiveness of the morning assemblies. In addition to disseminating positive messages to students and teachers, the school can also give immediate response to social issues or emergency, in order to prevent students from bad values or false news.</p> <p>按計劃的 9 次早會已如期完成，其中題材或透過學校日常小事，或舊生故事，從而鼓勵同學積極面對人生，尋找理想。</p> <p>組內老師認同早會成效，除可借此機會向全校師生宣揚正面訊息外，更可因應社會現況或突發事宜作即時回應，以免令學生受社會的不良風氣或網上流言或不實資訊影響。</p>	
Positivity 正向思維	<p>The Little Bodhisattva Award Scheme 菩薩行</p> <p>Through the Little Bodhisattva Award Scheme, students set their goals in life and put the Buddhist spirit “kindness, compassion, joy and equanimity” into practice.</p>	<p><u>Target</u> More than 70% of S.1-S.3 students getting at least 2 stamps per term</p> <p><u>目標</u> 中一至中三各班約有 70% 學生每學期獲得 2 個印章。</p>	

學校希望同學能透過菩薩行的宗教計劃，為人生訂立積極的目標，實踐佛教慈悲喜捨的精神。

Results 成績：

Class	Term 1	Term 2
1A	78.1%	68.8%
1B	96.9%	73.8%
1C	71.9%	75%
1D	84.8%	69.7%
2A	68.8%	59.4%
2B	58.1%	45.2%
2C	71.9%	78.1%
2D	43.8%	28.1%
3A	58.1%	58.1%
3B	80%	73.3%
3C	58.1%	54.8%
3D	80.6%	83.3%

1. Some teachers thought that there were some similar programmes in the school which might cause the participation no. to reduce as the students could choose which programme to join. There were also some teachers thought that students might still not join the programme even they were interested as their time was fully occupied by academic works.

經與會老師討論，有老師認為學校裏有不少同類計劃，學生或許根據個人意願而選擇參與，因此出現數字回落情況；亦有老師表示學生學業工作繁忙，即使在午膳或放學後也有默書、測驗、補課等事宜，即使有興趣也無暇參加。

		<p>2. According to teachers' observation, most senior form students performed the flower offering and lamp lighting rituals during lunch time, despite their tight schedules and huge amount of homework. 至於高中方面，從老師觀察可見，他們大多選擇出席供花會或點燈活動，可見學生雖然忙於應付功課，仍會抽空出席午間的宗教活動。</p> <p>3. The total number of students who have attended 10 stamps is 41 which is 3 students more than last year. (10 S2 students, 15 S3 students, 13 S4 students, 1 S5 student and 2 S6 students). This shows that the scheme is getting more well received by students. 此外，老師統計在活動中取得十位印章的學生數目，今年共有 41 人(中二：10 人 中三：15 人 中四：13 人 中五：1 人 中六：2 人)，獲嘉許者人數比往年多了 3 人，可見計劃發展已有穩定成效。</p>	
<p>Self-efficacy 自我效能感</p>	<p>To show learning outcomes from the Sin Tak's "SUM" scheme by board displays or performance of musical instruments during S.2 Thanksgiving Night in post-exam period. 在中二成長禮，讓同學以展板或音樂表演展示於善德一心計劃中所學。</p>	<p>From teachers' observations, positive values and attitudes of perseverance could be instilled into our students. This scheme could provide opportunities for students to develop their interests and explore their potentials in various aspects. Their self-confidence can thus be boosted. 老師觀察所見，計劃可將正面價值觀及態度逐漸灌輸給學生。計劃讓學生有機會培養各方面的興趣及發掘潛能，從而提升自信。</p> <p>Training in sports teams, uniform groups and musical instrument classes have provided students with opportunities for character and interest formation, realization of potentials and training of self-discipline.</p>	<p>1. An evaluation form will be filled in by S.2 students at the beginning of next school year and one for them at the end of next year to evaluate the effectiveness of the scheme in enhancing their self-efficacy. 在學年初及年末向中二學生派發問卷，了解學生對計劃提升自我效能感的成效。</p> <p>2. Students' participation rate in the scheme will be recorded by teachers-in-charge and handled</p>

		運動、制服團隊、樂器班等訓練讓學生建立個性和興趣，意識到自己的潛能所在，並學習自律。	<p>by an assistant teacher. 負責老師及助理教師會紀錄及跟進學生的出席率。</p> <p>3. Those students with full participation rate and outstanding performances will be awarded with certificates which will be presented on the S.2 Thanksgiving Day. 從未缺席又表現出色的學生會在中二感謝日獲頒獎狀。</p> <p>4. Learning outcomes from the scheme, e.g. parade of uniform groups, will be recorded in videos which will be shown on the S.2 Thanksgiving Day in post-exam period. 學生的學習成果會被錄影並在中二感謝日播放。</p> <p>5. Good examples of Student Activity Handbooks will be displayed to show students' achievement in the scheme on the S.2 Thanksgiving Day. 內容出色的學生活動手冊會在中二感謝日展出。</p>
Self-efficacy 自我效能感	To give praise and recognition to those participants who have outstanding performance in Sin Tak's "SUM" scheme by introducing an award scheme 善德一心獎勵計劃	See Above 同上	See Above 同上

<p>Self-efficacy 自我效能感</p>	<ol style="list-style-type: none"> 1. To provide quality leadership training programmes to potential student leaders; the theme is "Self-efficacy" 為學生領袖提供以提升自我效能感為主題的領袖訓練計劃 2. To empower senior form student leaders to assist junior form students in organizing activities, e.g. organizing a game booth on School Promotion Day 高中同學協助初中同學於學校簡介日籌辦攤位遊戲 3. To show recognition to those student leaders in an Inauguration Ceremony 舉辦學生領袖就職禮 4. To enhance student leaders' sense of achievement by teachers' evaluation on their performance in organizing activities 老師評估學生領袖的表現以提高學生的成功感 	<ol style="list-style-type: none"> 1. Committee Members of Students' Union and S.1 representatives were responsible for two game stalls on the Home Coming Day and School Promotion Day. Their game stalls were well liked by alumni and visitors. SU committee members have demonstrated great leadership skills in assisting S.1 representatives in organizing works of the game stalls. S.1 representatives have showed great initiatives in holding the games and have learnt how to organize an activity for other schoolmates. 學生會及中一生代表負責在校友日及學校簡介日舉辦兩個攤位，均受校友及訪客喜愛。學生會成員展示了良好的領導技巧，協助中一生代表籌備活動。中一生亦主動學習安排及主持攤位活動。 2. An Inauguration Ceremony was held by the school on 15/10/2018. Student leaders had their badges given by the Principal. 就職禮於 15/10/2018 舉辦，由校長向學生領袖頒授證章。 3. There were 86.5% and 88.7% of S.4 and S.5 students who took up ECA posts in various student organizations this year and that could meet the success criteria (more than 75%) of our target. 分別有 86.5%及 88.7%的中四及中五學生擔任課外活動學會或組織的學生領袖，目標達成。 4. A survey was conducted to assess students' reflection on their self-efficacy by filling in a self-evaluation form. Average scores for S.3, S.4 and S.5 students were 3.55, 3.526 and 3.734 out of 5 respectively. A majority of S.3-S.5 students agreed 	<ol style="list-style-type: none"> 1. The Inauguration Ceremony will be organized by ECA Committee at the first period on 14/10/2019. Student leaders had their badges given by the Principal. 就職禮會由課外活動組於 2019 年十月初籌辦，由校長向學生領袖頒授證章。 2. An external service provider of leadership training will be recruited to provide courses or workshops for student leaders taking up ECA posts. The provider will be Adventure-Ship next year and the workshop will be held on 6/10/2019 (Sun). 聘請乘風航為擔任課外活動組織的學生領袖提供訓練。 3. Evaluation forms will be distributed to participants of the leadership training workshop to assess the effectiveness of the workshop in training them to be leaders. 向參加訓練的學生派發問卷，以評估訓練效果。 4. Some club advisors have not yet submitted the year-end reports and evaluation forms. Hence, reminders will be sent through eClass emails to them.
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		<p>that their “communication skills” have been improved after taking up ECA posts from various student organizations. Most of them thought that there are still rooms for improvement in their creativity and problem-solving skills.</p> <p>根據調查，5 分之中，中三至中五的平均分分別為 3.55、3.526 及 3.734。大部分中三至中五學生同意擔任課外活動領袖後，溝通技巧有所提升，並認為自己在創意及解難技巧上尚有改進空間。</p> <p>5. Teacher advisors have to fill in an evaluation form to assess the performance of chairperson and vice-chairpersons of clubs. The forms will be given to the students concerned so that they can improve themselves in response to teachers’ comments.</p> <p>教師需填寫評估表，評估學會正副主席的表現。相關學生會收到評估表，可參考老師的意見，改進表現。</p>	<p>部分學會導師尚未提交年終報告及評估表，會通過 eClass 發出提示。</p>
<p>Self-efficacy 自我效能感</p>	<p>1. To provide junior form students with opportunities by taking posts in clubs, and houses by requiring them to recruit more junior form students in their committees, e.g. set a minimum number of S. 2 and S.3 committee members</p> <p>讓更多初中同學擔任學會和社中的學生領袖職位，設定一個初中領袖的學生數目要求</p> <p>2. To provide junior form students with leadership training either by external service providers or senior form leaders</p> <p>聘請外間服務供應商或安排高中學生領袖為初中同學提供領袖訓練</p>	<p>1. Workshops were arranged for S.1 and S.2 class committee members.</p> <p>為中一及中二學生舉辦工作坊。</p> <p>2. Some junior forms students have been recruited as the committee members of clubs and houses. They were given chances to learn how to organize activities for their schoolmates.</p> <p>有部分初中學生招募成為學會、社委員會成員，有機會學習如何籌辦學生活動。</p>	<p>1. It is not feasible to set the minimum number of S.2 and S.3 students to be recruited as the committee members of clubs. Instead, a new post “Junior Leader” will be introduce in the board of committee of each club so as to equip more junior form students to become the potential key leaders in various student organizations.</p> <p>設定初中領袖的學生數目要求並不可行，建議設立新職位「初級領袖」，培養他們日後成為各學生組織的重要領導人物。</p>

			<p>2. Evaluation forms will be distributed to junior form students who take up the post of committee members of clubs, houses or committees to reflect their own performances in organizing activities for their schoolmates. 向擔任學會及社中領袖職位的初中生派發問卷，調查他們籌辦活動的表現。</p> <p>3. The number of “Junior Leader” filled up by students will be checked once the club advisors submitted their committee lists. 一旦社導師提交社委員名單，馬上檢視「初級領袖」的數目。</p> <p>4. Junior form leaders are advised to fill in their self-reflections in their Student Activity Handbooks to assess their performance in taking up the ECA posts. 建議初中學生領袖在學生手冊中紀錄擔當職位的反思。</p>
Reasonable expectations 合理期望	<p>1. We would help our students understand their interest, aptitude, value and life goals with the help of career assessments. 透過職業評估，幫助學生了解他們的興趣、能力、價值和人生目標。</p>	<p>1. They got better understanding on their personal characteristics, and interest, which can help them to make a better decision towards subject selection and further studies.</p>	<p>1. Students enjoy the personality test and games. 學生喜歡個性測試和遊戲。</p>

	<p>2. We would help parents of students to set “reasonable expectations” on their children. 指導家長如何訂定合理期望。</p>	<p>他們對自己的個人特徵和興趣有了更好的理解，這有助於他們更好地決定選擇科目和進一步學習。</p> <p>2. Parents and students can make well-informed decision. Instead of just choosing the “big-3” universities, they would spend more time to listen to their children and choose a faculty that their children is interested in. 家長和學生可以做出明智的決定。他們會花更多時間傾聽孩子的意願，選擇一個孩子感興趣的課程，明白「三大」並不是必然之選。</p>	<p>2. We should provide more opportunities for them to have presentation and sharing. 我們應該為他們提供更多展示和分享的機會。</p> <p>3. Further information should be disseminated to parents and students. 更多信息應傳播給家長和學生。</p>
<p>Reasonable expectations 合理期望</p>	<ul style="list-style-type: none"> ◆ Parents' Talk: setting reasonable expectations and goals for your child ◆ Junior students: Setting realistic goals, and breaking their goals into mini-steps. ◆ Senior classes: information and supports for students and class teachers. (e.g. class teachers will use dummy JUPAS accounts to go through the JUPAS application process together with their students, and with the same schedule.) ◆ Mentorship Program ◆ 家長講座：如何訂定合理期望及目標 ◆ 初中學生：訂定合理目標，並將目標化為較易達成的小目標 ◆ 高中學生：向同學及班主任提供足夠的資訊及支援（例如：向班主任提供大學聯招的戶口，使班主任可與學生一起經歷報名過程） ◆ 夥伴計劃 	<p>1. Many of the parents and students do not prefer the degree of SSSDP, as they believed those courses are of inferiority when compare with degree under the UGC-funded. 許多家長和學生不喜歡 SSSDP 的程度，因為他們認為這些課程與政府資助的學位相比較差。</p> <p>2. This year, we had the S5 JUPAS counselling program on 9 Sep. Feedbacks from teachers are as follow: 今年，我們於 9 月 9 日舉辦了 S5 JUPAS 輔導計劃。教師的反饋如下：</p> <ul style="list-style-type: none"> ◆ A student made up his/her mind in dropping one elective after the counselling session. 在諮詢會議結束後，一名學生決定放棄一門選修課。 ◆ Teachers are too busy at early Sep, they would prefer to have this counselling session during the post exam period. 教師在 9 月初太忙，他們寧願在試後活動期間進行這個輔導工作。 	<p>1. More information about SSSDP should be percolate to S5 and S6 students. 有關 SSSDP 的更多信息應該滲透到 S5 和 S6 學生。</p> <p>2. S5 JUPAS counselling should be done before the summer holiday, thus students can have better preparation. S5 JUPAS 諮詢應在暑假前進行，這樣學生就可以有更好的準備。</p>

Reflections 反思：

Different departments have launched a wide range of activities to address the school major concerns --- to boost students' resilience. Each department focuses on one of the six contributory factors of resilience, namely Empathy, Self-confidence, Personal Safety Net, Positivity, Self-efficacy, Reasonable expectations.

The strategies adopted were diversified. For example, there were talks, award scheme, mentor scheme, competitions, leadership training programmes, mindfulness training programmes and many other activities. The target groups included all forms, high achievers, low achievers, new students and student leaders. Most of the activities were well received by students and teachers. Through participating the activities, some students were able to understand themselves and others more, develop proper behaviours, cultivate a positive outlook on life, extend their social network, enhance their leadership and set appropriate life goals for themselves.

Some programmes will continue in the coming year, e.g. S.2 Social Service Programme, Student Excellence Award, Joy at BSTC programme, Guidance Captains Programme, Mindfulness Training Programme, The Little Bodhisattva Award Scheme, Sin Tak "SUM" Scheme, Parents' Talks but they would be modified to further improve the effectiveness. With the concerted efforts made by different departments, we hope that our students can become healthy, empathetic and confident individuals.

就著重點關注事項二(提升學生的抗逆力)，本校學生支援部舉辦了很多不同的活動，每個部門負責一項提升抗逆力的因素：同理心、自信心、個人安全網、正向思維、自我效能感及合理期望。

它們所採用的策略多元化,包括講座、獎勵計劃、朋輩輔導員計劃、比賽、領袖訓練、禪修等，活動廣受歡迎，受惠各級同學，其中有學業成績優異學生、學業成績稍弱學生、新入學中一新生及學生領袖。透過這些不同活動，部份學生能更了解自己和其他人的需要，亦能建立正確的行為和正面的人生觀，擴闊社交圈子，提升領袖能力和定立適切的人生目標。

當中有些活動會於明年繼續舉行，例如中二級社會服務計劃、優秀學生計劃、好心情計劃、學兄學姐計劃、禪修、菩薩行計劃、善德一心獎勵計劃、家長講座等，但部份執行細節會加以改善，使計劃能更有效益。憑著不同部門的共同努力，我們希望每個學生都能健康成長，成為有同理心和有自信的人。

Our Learning and Teaching

我們的學與教

Religious education

Goals

- Our school motto is to illumine wisdom, manifest compassion and pursue kindness and virtue. By instilling Buddhist values into students, we help them build a positive outlook on life and cultivate kindness and empathy.
- Through joining Buddhist activities, students will be able to enjoy a more fulfilling spiritual life and harmonious learning environment.

Major concerns 2018-19

- To enhance students' confidence and to teach them that wisdom and compassion are equally important.
- To instil positive values, perseverance and good self-management skills into students and to teach them to respect themselves, the school and society so that they will become good citizens in the future.

Buddhist Activities

- Mindfulness training:
There are different types of mindfulness training activities for students to enhance students' awareness of the present, relax and focus on their emotions and problems. Through joining the programmes, students will also be able to think positively when facing difficulties, which can then boost their resilience.
- Morning talks:
The Religious Committee and the Moral and Civic Education Team take turns to give talks during morning assemblies. Buddhist teachers analyze current affairs from the perspective of Buddhism, which aim at helping students find their life goals.
- "Little Bodhisattva Award Scheme":
 - The scheme aims at:
 - ◆ encouraging students to participate in different religious activities and community activities and to reflect on their life goals;
 - ◆ setting goals which will benefit not only the students themselves but others;
 - ◆ instilling the virtues of respecting others, helping the needy and caring about society in students; and
 - ◆ putting the Buddhist spirit of kindness, compassion, joy and equanimity into practice.

- Students can get stamps for the award scheme by joining the following activities:

Activities	No. of stamps
Offering flowers to the Buddha	1
Wishing Lamp activity	1
Bathing the Buddha activity	1
Buddhist Talk / Buddhist film shows	1
Vegetarian lunch	2
Mindfulness programme	3
Visit to temples	3
Writing an essay / Writing a reflection after a Buddhist activity / writing a book report	1-3
Voluntary service or community service	1-3
Conversion Activity to Buddhism	5

- Junior form students who have got 2 stamps in a term will get 10 coursework marks for Buddhist Studies which is equivalent to 4 marks for Buddhist Studies in the student report card.
- S.2 to S.5 students who have got 8 stamps in a year can enjoy a free vegetarian buffet at school in the following school year.
- Students who have got 10 stamps in a year can get a beautiful gift.
- Wishing Lamp activity:
Students can make wishes in the activity which also teaches them to care about others and our society.
- Buddhist Spiritual Centre:
Throughout the year, different Buddhist activities are organized at the centre to promote Buddhism.
- Buddhist Youth Club:
It helps the Religious Committee to organize different Buddhist activities, e.g. “Offering flowers to the Buddha”, “Wishing Lamp activity”, “Buddha Bathing Ceremony”, “Buddhist drama”, “Public Buddha Bathing Ceremony” and assisting the Buddha Bathing Ceremony at Western Monastery. It also helps with the promotion of Buddhism outside the school.

Conclusion

The Religious Committee of our school uses creative ways to promote Buddhism so that students can learn Buddhist concepts in a relaxed atmosphere. In recent years, the Religious Committee has put great effort into boosting resilience of students through organizing mindfulness training programmes. These programmes can ease their study pressure too.

宗教教育

宗旨

- 秉承本校「明智顯悲，至善達德」的辦學宗旨，以佛化教育培育下一代的積極人生觀，並養成他們慈悲喜捨的生活態度、自利利他的人生理想。
- 藉著本組舉辦的活動，令學生享受到更充實的精神生活，令學校有更和諧的學習氣氛。

2018-19 年度關注目標

- 小組能借舉辦宗教活動來增強學生的信心，並營造一個「悲智並重」的佛化校園。
- 小組能借舉辦宗教活動來為學生建立正面價值觀、堅毅態度及自我管理技巧，並促使學生懂得尊重自己、學校及社會，使他們成為良好公民。

工作概述

- 禪修課程：
全校各級設禪修課程，讓學生透過坐禪、攝影禪及慈心觀等不同禪修活動，讓學生學會專注於當下，放鬆身心之餘，更能覺知自身的情緒及面對的問題，並正面思考解決方法，建立樂觀積極人生來反思人生，從而增強信心去面對逆境。
- 早會時事短講：
與公民教育組分工，輪流每星期一次於星期一早會負責專題演講，由佛學科老師從宗教角度分析時人時事，幫助學生尋找人生目標。
- 菩薩行積分計劃：
 - 宗教組借推行菩薩行積分計劃，鼓勵學生參與不同宗教及社區活動，從中反思心靈成長中的方向和目標。
 - 學校希望同學能透過菩薩行的宗教計劃，學會為人生訂立自利利他的目標，並懂得尊重及幫助別人、關心社會，實踐佛教慈悲喜捨的精神。
 - 學生參加以下項目，則可獲蓋上菩薩印章：為鼓勵學生投入計劃，宗教組將以下中期獎勵及學年獎勵吸引他們積極參與。
 - 初中同學每學期取得兩個小印記，即可被嘉許佛學科平時分 10 分(等同成績表內佛學科 4 分)；中二至中五同學凡儲齊八個印章，可於來年四月免費出席素食自助餐；學生於全年儲齊十個印章，可獲精美禮物一份。

活動	印章數目
供花會「花緣 GUIDE」	1
點燈祝願活動	1
浴佛活動	1
佛學講座 / 心靈電影分享	1
素食午膳	2
正念修習活動	3
寺院遊賞	3
心靈分享投稿 / 活動感受 / 閱讀報告	1-3
義工服務及社區服務	1-3
皈依活動	5

- 點燈祝願活動：
透過點燈祝願活動，讓學生為自己誠心發願外，更可借此帶出「祝福別人、關心社會」的意義。

- 禪修室「心靈覺」：
「心靈覺」是本校宗教活動中心，其取名乃是「心靈醒覺的地方」之意思；校方透過建立本中心作為弘法工作的大本營。
- 佛青團：
佛青團是一個由學生組織的弘法組織，協助宗教組老師舉辦校內及校外不同活動。舉辦供花會、點燈會、校內浴佛典禮、佛誕話劇、坊眾浴佛、協助舉辦西方寺浴佛典禮。宗教組老師及佛青團學生幹事不定時參與校外弘法工作，從工作經驗中增加弘法的信心。

總結：

本校以具創意及融入佛化生活理念的宗教活動，務求令學生在輕鬆愉快的氣氛下認識佛教，並漸漸對佛教產生興趣。近年，本校致力推廣禪修活動，希望學生能透過正念思維的修行以提升抗逆能力，以正能量來面對公開考試的壓力。

Exposure to and experiences of using English

- ◆ Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
- ◆ 14 S.1 to S.3 students stayed in Auckland, New Zealand from 14 July, 2019 to 29 July, 2019 for a summer English Immersion Tour organized by the Australian Education Association.
- ◆ All S5 and S6 students took turns to announce news of school activities in English at morning assemblies and students of all forms have the chance to make announcements in English at various school functions.
- ◆ Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days, Closing Ceremony and other official activities.
- ◆ The Native English Teacher organized 30 minutes of English Focused Activity each week for our S.1 students during the lunch time. The NET also organized special activities before the Halloween Day, the Winter Holidays, the Australian National Day and the Easter Holidays. She also trained students to participate in the English drama competitions.

浸沈沉英語學習環境

- ◆ 我們為學生提供完善的英語浸沉環境，積極鼓勵同學在課堂以外使用及練習英語。
- ◆ 14 位中一至中三學生參加了由澳洲教育協會主辦為期 15 天，由七月十四日至七月日的新西蘭奧克蘭英語體驗營。
- ◆ 所有中五及中六級學生在早會以英語宣布學校活動，各級學生亦能在各項學校活動中使用英語擔任司儀。
- ◆ 學生在眾多場合均需鍛鍊聆聽英語的能力，例如早會、禮堂集會、運動會、學生會選舉、畢業禮、散學禮及學校宣佈等。

- ◆ 外籍英語老師每周和中一學生在午飯時間進行 30 分鐘的英語活動。外籍英語老師也會在一些節日前及澳洲國慶日前舉辦特別活動。她也有訓練學生參加英語話劇比賽。

Reading

- ◆ To nurture a reading culture, reading sessions of 15 minutes were arranged every Tuesday, Wednesday and Friday from 8:15 am to 8:30 am. Students also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.
- ◆ Through the reading of selected articles every week by the Chinese Language Department, students could set their reading targets and finished the reading within the time limit.
- ◆ Junior form students were required to read English newspapers every Tuesday so that they could cultivate a reading habit and appreciate some English texts with good quality. Senior form students could choose the reading materials they like. They may make use of every Tuesday to read texts for their English SBA.
- ◆ Chinese Language started to implement the “assigned books” reading scheme this year. A reading list for each form and the reading booklet were disseminated at the beginning of the school year. Students were asked to buy the books or borrow them from the library and complete some book reports within the time limit. Junior secondary students were asked to read 3 books in each term and get a total of 6 books within the school year. Senior secondary students were asked to read 2 books in each term and one book during the summer vacation and get a total of 5 books yearly.
- ◆ One lesson was used as the English reader class for S1-3 every week. Students were asked to read one or two set readers each year and take reader tests on those set readers every term.
- ◆ S.1 to S.3 students were required to do a set number of book reports each term.
- ◆ S.1 to S.6 students had regular English reading quizzes on different reading passages selected by English teachers.

閱讀

- ◆ 為了建構閱讀文化，每逢星期二、三及五，八時十五分至八時三十定為閱讀時段，並設有 4 節閱讀時段供同學分享閱讀書籍的心得。
- ◆ 中文科透過每周閱讀，學生能訂立閱讀目標，於指定限期內完成閱讀冊。
- ◆ 初中同學每個星期二均需閱讀英文報紙，以培養良好的閱讀習慣，高中同學可以自由選擇晨讀材料，以滿足英文校本評核的要求。
- ◆ 中文科於本學年首推指定書目閱讀計劃：學期初派發每周閱讀冊，內附各級指定閱讀書目一覽表。同學須按各級所列書目自行購買或於圖書館借閱，並於指定日期完成讀書報告。初中上下學期各閱 3 本圖書，全年共 6 本；高中上下學期各閱 2 本圖書，另於暑假完成 1 本圖書，全年共 5 本。
- ◆ 中一至中三設有每星期一堂英語閱讀課，同學需完成閱讀指定書目，每學期設有一個相關測驗。

- ◆ 中一至中三學生需於每學期完成指定數目之閱讀報告。
- ◆ 中一至中六設有定期英文閱讀測驗，學生需閱讀老師所選的指定篇章為測驗作準備。

Catering for Learner Diversity

To cater for the diversified academic needs of students, the following support measures were provided:

- ◆ S.1 English and Chinese teaching and learning are conducted in small groups, with four classes divided into five groups (including one remedial group for English and one remedial group for Chinese. Besides, there is one English elite group). S.4 and S.6 students were grouped from 4 classes into 5 groups with a smaller class size
- ◆ After school /Saturday Mathematics tutorial classes were organized to help S.1 to S.5 students to catch up and S.6 students to tackle with the HKDSE examination.
- ◆ Saturday classes were organized for S.1, S.2 and S.3 students experiencing difficulties in learning English, Chinese or Mathematics, so that they could be equipped with more efficient learning strategies.
- ◆ S.3 Chinese Elite Class: The teaching emphasized on reading and writing skills.
- ◆ S.6 Chinese Language Saturday Remedial Class: Four tutors who excelled in HKDSE (got 5** in both paper 4 and paper 5) were employed to give remedial teaching to 40 S.6 students.
- ◆ S6 English Remedial Class: Old students were hired to give lessons on reading, writing and listening to 24 students.
- ◆ Students having a strong aptitude towards Mathematics received training in the Mathematics Olympiad Group and were also encouraged to participate in Mathematics competitions and courses for elite students organized by universities and international schools.
- ◆ Students showing talents in science, humanities, mathematics and leadership qualities were also recommended to join the Hong Kong Academy for Gifted Education to enroll in related courses.
- ◆ Elite students were encouraged to participate in Secondary Schools Biology Olympiad and they obtained satisfactory results which would boost their confidence in learning.

拔尖保底措施

- ◆ 為了更全面照顧學生的個別學習差異，本校採取下列措施：
- ◆ 中一英文科及中文科採用小班教學，四班學生分別分成五組上課(中英文科均設一組補底班，英文另設有精英班)。
- ◆ 中四及中六每級學生被編成五組上課，每班人數都有減少。
- ◆ 數學科中一至中六設課後/週末輔導班。
- ◆ 每逢週末安排中一、中二及中三級「週六輔導班」，旨在提升部分對英文，中文或數學學習有困難的同學的學習能力，改善其學習方法。

- ◆ 中三中文精進班：教學內容以寫作、閱讀為訓練重點。
- ◆ 中文科中六級星期六保底班：聘任四位文憑試成績優異(卷四及卷五均獲 5**)的學生擔任導師，為 40 名同學進行保底訓練。
- ◆ 英文科中六級星期六保底班：聘任文憑試成績優異的學生擔任導師，為 24 名同學進行保底訓練。
- ◆ 對數學有興趣及天份的同學可獲推薦參加奧林匹克數學小組。奧數小組成員會獲校方推選參加數學比賽及參與由大學及國際學校主辦的資優數學課程。
- ◆ 於科學、人文學科、數學及領袖才能各領域有天份的同學獲推薦進入香港資優教育學院修讀相關課程。
- ◆ 鼓勵精英學生參加中學生物奧林匹克比賽，讓他們取得滿意成績以增強他們學習的自信。

Support for Student Development

我們對學生成長的支援

- ◆ Students have been provided with ample opportunities to develop their potentials through participating in and becoming leaders in various students' organizations, e.g. Students' Union, Houses, Clubs, Class Committees, etc. 88.7% of S.5 students and 86.5% of S.4 students took up posts in various student committees. A new post "Junior Leader" has been created in the board of committee of each club so as to equip more junior form students to become leaders in the future.
- ◆ To recognize the contribution of student leaders, an Inauguration Ceremony for Student Leaders where student leaders received Appointment of Certificates or badges in front of all the students.
- ◆ To provide a platform for S.1 students, students of musical instrumental classes and uniform groups to showcase their talents, an S.2 Thanksgiving Ceremony was held at the end of the school year. S.2 students performed on stage and made board displays to show what they had learnt in their secondary school life and how they felt about their school life.
- ◆ A Mountaineering Training Course was co-organized by the Board of Discipline. Last year, six students participated in the course and five of them completed the training and obtained the certificates. On 10th June 2019, a Leadership Training Camp was held to enhance the team spirit and leadership of the prefect team. Moreover, a Student Excellence Award Scheme was held to encourage students to cultivate good habits like not being late, submitting homework on time and behaving properly.
- ◆ The School-based After-school Learning and Support Programmes and the Hong Kong Jockey Club Life Wide Learning Fund had provided financial support to students with financial difficulty so that they could participate in various learning activities including musical instrument classes and uniform groups.
- ◆ An additional female social worker has been employed and would be on duty every Wednesday. The support to female students with emotional problems would be greatly enhanced.
- ◆ An S.1 overnight camp and Guidance Captains Programme were held to build a personal safety net for S.1 students so that they were able to adapt to secondary school life faster.
- ◆ A new project called "Joyful@school Programme"「尊重生命，逆境同行- 好心情@佛教善德英文中學」was launched. It was especially designed for S.2 students with a focus on fostering their resilience. It was a secondary preventive programme. Participants showed positive changes in attitude.

- ◆ 透過參加各類學生組織和成為組織的領袖，學生有眾多機會發展潛能。百份之八十八點七的中五學生及百份之八十六點五的中四學生在各個學生組織擔當領導崗位。為了培訓初中學生成為未來領袖，學校於每個學生組織中增設「初中領袖」一職，邀請部份有潛質的初中同學擔任不同學生組織的幹事。
- ◆ 為了嘉獎同學擔當領導崗位、提升他們的自信心和自我效能感，本校在年初舉辦了一個「學生領袖就職典禮」，在全校學生面前向學生領袖頒發委任狀。
- ◆ 為了讓中二各班、中二樂器班和制服團隊有展示他們才華的機會，學校在年終舉辦「中二成長禮」讓他們在台上表演和製作展板反思在兩年的中學生活中所學所得，盡展所能。
- ◆ 本校設有「善德一 SUM 計劃」，鼓勵中一及中二同學參加運動團隊、制服團隊和樂器班。
- ◆ 訓導處訓導處協辦的山藝 I 課程，去年有 6 名學生參與活動，有 5 名成功考獲山毅一級證書。在 2019 年 6 月 10 日舉行了一個領袖訓練營，提升領袖生的團隊精神及領袖能力。另外，為幫助學生建立良好習慣，本年度新增了一個「學生卓越表現計劃」，鼓勵學生準時交功課，不遲到和不違規。
- ◆ 課後學習支援計劃及香港賽馬會全方位學習基金提供經濟援助予有財政困難的學生，使他們可以參加各種學習活動包括樂器班及制服團隊。
- ◆ 學校除了原來的男社工外，額外聘請了一位女性社工，加強支援有情緒困擾的女學生。
- ◆ 「中一成長營」和「大哥哥大姐姐計劃」能為中一同學建立一個人際安全網，幫助他們更快適應中學生活。
- ◆ 學校推行了「尊重生命，逆境同行- 好心情@佛教善德英文中學」的新計劃。它是為中二學生而設計，聚焦在加強他們的抗逆力。那是一個二級預防計劃，參加者在態度上都顯現正面的轉變。

Student Performance 學生表現

香港中學文憑試 2019

1. 2019 HKDSE total no. of subject score with level 4 or above: 535 (71%)
2019 中學文憑試各科達四級或以上的總科次：535 (71%)
2. No. of students fulfilling the minimum university admission requirement: 116 (92.8%)
符合大學收生成績要求的學生人數：116 人 (92.8%)
3. 2019 HKDSE Best Scores:
中學文憑試最佳成績：
 - ◆ $3 \times 5^{**} + 2 \times 5^* + 2 \times 5$
 - ◆ $2 \times 5^{**} + 3 \times 5^* + 1 \times 5 + 1 \times 4$
 - ◆ $2 \times 5^{**} + 3 \times 5^* + 2 \times 5$
4. S6 graduates admitted to JUPAS undergraduate programs: 93.6%
93.6% 的中六畢業同學獲分派聯招大學學士學位。

2018 年全港性系統評估 (TSA)

科目 Subject	完成紙筆評估 的學生人數 Number of students completing written assessment (A)	已達基本水平 的學生人數 Number of students achieving Basic Competency (B)	學校已達基本水平 的學生百分率 School percentage of students achieving Basic Competency (B/A x 100%)	全港已達基本水平 的學生百分率 Territory-wide percentage of students achieving Basic Competency
中國語文 Chinese Language	122	110	90	77
英國語文 English Language	125	122	98	70
數學 Mathematics	125	116	93	80

Prizes won in Inter-school Competitions 校際比賽獎項 (2018-2019)

THE ARTS 藝術		
Organization 主辦機構	Competition 比賽	Award / Prize 獎項
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	70 th Hong Kong Schools Speech Festival (Chinese Speech) 第七十屆香港學校朗誦節 (中文)	One Champion, One 2 nd Runner-up & Four Merits 一個冠軍、一個季軍、四個優異
	70 th Hong Kong Schools Speech Festival (English Speech) 第七十屆香港學校朗誦節 (英文)	One 1 st Runner-up & Three 2 nd Runners-up 一個亞軍、三個季軍
Education Bureau 教育局	Hong Kong School Drama Festival 2018-19 (Secondary Schools) 香港學校戲劇節 2018-19 (中學組)	Award for Outstanding Performer 傑出演員獎
		Award for Commendable Overall Performance 傑出整體演出獎
		Award for Outstanding Cooperation 傑出合作獎
	Impromptu English Drama Competition (Secondary Schools) 即興英語話劇 2018-19 (中學組)	Third Prize 季軍
		Best Acting Award 最佳演出獎
Hong Kong Schools Dance Association and the Education Bureau 香港舞蹈協會有限公司及教育局聯合主辦	55 th School Dance Festival (Chinese Dance) 第五十五屆學校舞蹈節中國舞	Commended Award 乙等獎
	55 th School Dance Festival (Jazz and Street Dance) 第五十五屆學校舞蹈節爵士舞及街舞	Highly Commended Award, Honour Award & Overall Champion 甲等獎、優等獎、團體冠軍
科學中國人雜誌社、中國少年兒童美術書法攝影作品編輯委員會	Arts, Calligraphy and Photography Competition 「華夏兒藝」全國少年兒童美術書法攝影大賽	First Prize, Second Prize & Third Prize 一等獎、二等獎、三等獎
U hearts 兩地一心	Drawing Competition 我的美好時光繪畫創作比賽	Merit 優異
Australian Consulate-General Hong Kong 澳洲駐香港總領事館	Christmas Card Design Competition 澳洲聖誕咭設計比賽	1st Runner-up 亞軍
The Hong Kong Buddhist Association 香港佛教聯合會	Buddha Birthday Card Design Competition 佛誕卡設計比賽	2nd Runner-up 季軍
Community Youth Club 公益少年團	Poster Design Competition 愛護別人關懷社區海報設計比賽	Merit 優異
Leisure and Cultural Services Department 康樂及文化事務署	2018 Hong Kong Youth Music Interflows – Chinese Orchestra Contest (Secondary Schools) 2018 香港青年音樂匯演 中樂團比賽 (中學組)	Bronze Prize 銅獎
International Zheng Contest 國際古箏比賽組織委員會	The 4th International Zheng Contest Zheng Solo (Youth) 第四屆國際青少年古箏比賽 箏獨奏 (少年組)	Gold Medal 金獎
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	71 th Hong Kong Schools Music Festival - Zheng Solo (Senior) 第七十一屆香港學校音樂節 箏獨奏 (高級組)	Champion 冠軍
Joint School Music Association 香港聯校音樂協會	Joint School Music Competition 2019 Orchestra (Secondary Schools) 香港聯校音樂大賽 2019 管弦樂隊 (中學組)	Bronze Prize 銅獎
	Choir Competition (Secondary Schools) – Foreign Languages 中學合唱團比賽 中學合唱團—外文 (中學組)	Bronze Prize 銅獎

	Chinese Instruments Ensemble (Secondary Schools) – Zheng 中樂合奏 - 中學小組合奏 (箏)	Silver Prize 銀獎
	Chinese Orchestra Competition (Secondary Schools) 中學中樂團比賽 - 中樂隊 (中學組)	Silver Prize 銀獎
ACADEMIC & OTHERS 學術及其他		
Hong Kong Baptist University 香港浸會大學	The 10 th Interschool Creative Writing Competition 第十屆大學文學獎	School Writers Award 少年作家獎
The Hong Kong Buddhist Association 香港佛教聯合會	Inter-schools Chinese Group Discussion Competition 中文科聯校小組討論比賽	Champion 冠軍
The Hong Kong Buddhist Association 香港佛教聯合會	Buddha Birthday Writing Competition 佛誕徵文比賽	Merit 優良
Hong Kong Secondary Schools Debating 香港中學辯論比賽	Hong Kong Secondary Schools Debating 香港中學辯論比賽	Term 2 Finalist & Best Speaker Term 2 決賽入圍、最佳辯論員
Po Leung Kuk & Hong Kong Association for Science and Mathematics Education 保良局及香港數理教育學會	21 st Hong Kong Mathematical High Achievers Selection Contest 第二十一屆香港青少年數學精英選拔賽	Third Prize 三等獎
Education Bureau 教育局	Hong Kong Mathematics Olympiad 香港數學競賽	Third Prize 三等獎
Pui Ching Academy 培正專業書院	Pui Ching Invitational Mathematics Competition 培正數學邀請賽	Silver Prize & Certificate of Merit 銀獎、優異獎
The Hong Kong Polytechnic University 香港理工大學	Computer App Programming Competition 2019 (Secondary Schools) 電腦應用程式盃 2019 (中學組)	1 st runner-up 亞軍
Towngas & HKedCity 香港中華煤氣有限公司及香港教育城	Green Flame Project - Inter-school VR Game Design Competition 綠火焰計劃全港中小學 VR 遊戲設計比賽	Champion 冠軍
The Hong Kong Federation of Youth Groups 香港青年協會	Neighborhood First App-building Hackathon 鄰舍第一程式設計特訓賽	2 nd Runner-up 季軍
Certiport, Inc.	Microsoft Office Specialist World Championship 2019 (Worldwide final in New York, USA) Microsoft Office 世界盃 2019 (美國紐約世界決賽)	2 nd Place in MS Word 2013 MS Word 2013 亞軍
		8 th Place in MS PowerPoint 2016 MS PowerPoint 第八名
AiTLE & Welkin Systems Limited 資訊科技教育領袖協會及天行系統有限公司	Microsoft Office / Adobe Creative Cloud Skills Competition 2019 全港學界 Microsoft Office 暨 Adobe Creative Cloud 技能大賽 2019	ACA Photoshop CC Champion (Secondary Schools) ACA Photoshop CC 冠軍 (中學組)
		MS PowerPoint 2016 Champion & 2 nd Runner-up (Secondary Schools) MS PowerPoint 2016 冠軍、季軍 (中學組)
		MS Word 2016 1 st Runner-up (Secondary Schools) MS Word 2016 亞軍 (中學組)
Home Affairs Bureau 民政事務局	Kwai Tsing District Youth Community Services Scheme 葵青區青少年社區服務計劃	Merit & Outstanding Award in Presentation 優異獎及傑出報告獎
Hong Kong Red Cross 香港紅十字會	Hong Kong Red Cross Division (WNTD) First Aid Competition 新界西總部急救比賽 Divisional Training Shield (WNTD) 新界西總部訓練盾 Divisional Service Shield (WNTD) 新界西總部服務盾 Divisional Best Unit (WNTD) 新界西總部傑出青年團	1st Runner-up 亞軍 1st Runner-up 亞軍 Champion 冠軍 Champion 冠軍

	Best Youth Member (WNTD) 新界西總部傑出青年會員比賽	Best Youth Member 傑出青年會員
Scout Association of Hong Kong South Kwai Chung District 香港童軍總會南葵涌區會	President Li Kwok Kuen Scout Cup 2019 李國權會長盃童軍技能比賽 2019	Second Prize 第二名
SPORTS 體育		
The Hong Kong Schools Sports Federation (Kwai Tsing Secondary Schools Area Committee) 香港學界體育聯會 (葵青區中學分會)	Inter-School Athletics Competition - Discus throw (Girls Grade B) 校際田徑比賽鐵餅 (女子乙組)	1 st Runner-up 亞軍
	Inter-School Swimming Competition 校際游泳比賽 Girls Grade A 200m Breast Stroke 女子甲組 200 米蛙泳 Boys Grade C 50m Free Style 男子丙組 50 米自由泳 Boys Grade C 200m Individual Medley 男子丙組 200 米個人混合四式	2 nd Runner-up 季軍 1 st Runner-up 亞軍 1 st Runner-up 亞軍
	Inter-School Badminton Competition 校際羽毛球比賽 Girls Grade B 女子乙組	Overall 1 st Runner-up 團體亞軍
	Inter-School Table Tennis Competition 校際乒乓球比賽 Girls Grade B 女子乙組 Boys 男子組	Overall 1 st Runner-up 團體亞軍 2 nd Runner-up 季軍
	Inter-School Basketball Competition 中學校際籃球比賽 U19 高級組 U15 初級組	3 rd Runner-up 殿軍 2 nd Runner-up 季軍

Health Education Programme 2018-2019

健康校園計劃 2018-2019

Our school puts great emphasis on students' physical and mental development. We hope that students can face problems and challenges with a positive attitude; deal with their studies and daily lives with a healthy body; build good interpersonal relationships with others and have a positive outlook on life. Our school adopted the following measures to build a caring, healthy and safe campus for our students in 2018-2019:

本校一向注重同學的身心發展，希望同學擁有積極正面的態度面對問題及挑戰、強健的體魄以應付學業和生活上的需要，並建立良好的人際關係及正面的價值觀。

本校於 2018-2019 施行以下措施，為同學提供一個關愛、健康和安全校園：

執行計劃

計劃評估方法：

1. 透過老師的觀察，了解學生對不同活動的反應。
2. 部份活動將透過統計參與人數，以評估學生是否積極投入，及能否作出回饋。
3. 定期召開會議作出檢討及修正。
4. 訪問學生
5. 在活動舉行過後，以問卷或口頭向老師或學生徵詢意見

目標	活動策略	成功指標	達標 <input checked="" type="checkbox"/> / 不達標 <input type="checkbox"/>	效果及檢討
1. 通過活動，學習處理壓力、掌控情緒方法 2. 積極的態度面對問題及挑戰 3. 建立健康生活模式 4. 預防傳染病	1. 建立學生健康大使團隊： - 積極推廣及籌辦校內的健康教育活動，協助策劃宣傳活動、參加其他機構的健康領袖訓練。 - 學生與老師須作定期會議，跟進各項活動。	學生能積極主動籌備活動及作出積極的回饋	達標 <input checked="" type="checkbox"/>	- 今年學生團隊成員主要由中三至中五組成，各成員表現積極有創意，做事亦勤快有條理，整體表現不錯，其中以主席鄭心潔及中四鍾茵婷表現最佳。 - 提名了 4 位同學參加友香港中文大學醫學院舉辦的生健康軍團獎勵計劃 2018/19，被提名的學生已獲中文大學邀請參與三月二日進行的嘉許禮，胡家欣老師會於當天陪同出席。 - 獲嘉許同學包括中三周柏軒、曾佩嫻、中五鄭心潔及中四鍾茵婷同學。
	2. 學生健康服務計劃 (2018-2019)： - 善用衛生署資源，於九月一日派發表格，讓中一至中六同學進行一年一度的例行身體檢查及中二級進行聽力檢查，以防範未然。 ■ 收集後初步統計參加人數 ■ 收集署方報告等候真正參加人數	超過 85%同學參與計劃		- 共 657 多位同學生交回表格申請參與健康服務計劃 (2018~2019)，接近全校 87%同學參與，但須於下學年度收到有關署方的報告才能確實真正出席人數。 - 所有預約表已於十月派發給同學。

	<p>3. 定期製作健康資訊展板 / 壁佈板、張貼及派發健康資訊刊物及單張：</p> <ul style="list-style-type: none"> - 讓學生及家長從刊物中增加健康訊息。 	能定期更新資訊	達標 <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> - 主題為認識【糖尿病】。
	<p>4. 流感疫苗注射：</p> <ul style="list-style-type: none"> - 全校 17/10/2017 	超過 25 %同學參與注射	達標 <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> - 19/10/2018 進行了全校性流感疫苗注射，今次注射的流感疫苗為四價疫苗，費用為 135 元，疫苗注射於當天上午第一節課至第五節課期間進行，地點為學生活動中心(SAC)。 - 本年度共約 364 多位同學報名參與，但部份同學最終因患病而沒有進行注射，故約有 340 多位學生及 33 位教職員參與。 - 因病或缺席而未能於當日注射疫苗的同學，胡家欣老師已給予便條通知給有關同學補回注射之日期及地點。 - 注射當日學生秩序良好，多謝何熙文老師及工友的協助。 - 該天運作極流暢，衷心感謝胡家欣老師細心的行政安排。

	<p>5. 主題攤位戲及展覽：</p> <ul style="list-style-type: none"> - 認識糖尿病（全校及公眾人士）13-18/12/2018 <ul style="list-style-type: none"> ■ 有關糖尿病認識的展覽，設立攤位遊戲及展板(外借展板)，讓本校及公眾人增加對糖尿病的認識老師須定期檢視學生進度 ■ 老師須定期檢視學生進度 	<ul style="list-style-type: none"> - 能派出 300 份遊戲券 - 學生能投入活動及作出積極的回饋 	<p>達標 <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> - 13-18/12/2018 為健康週，主題為認識【糖尿病】。主要以攤位及展板形式介紹糖尿病的趨勢成因、預防方法與病徵。 - 本校亦邀請了糖尿病組織糖尿天使在學校進行糖心行動—無糖飲食攤位遊戲，介紹各種食物的含糖量，讓同學小心選擇飲食。學生反應極佳，下次的健康周或會再邀請與主題相關的組織一起合作，推廣健康資訊。 - 除展板外，本組亦設攤位如【輪椅神射手】、【無感取物】、【半片光明】等遊戲給同學及公眾人士參與，以助同學了解【糖尿病】的健康風險及預防方法。 - 開放日當天，同學均能主動向家長介紹展板內容，或向小學生教導攤位遊戲玩法。組員對各區內人士的提問亦表現淡定及充滿信心與耐性。 - 於健康週內，共派出 500 多張遊戲券。
	<p>6. 講座系列：</p> <ul style="list-style-type: none"> - 抗抑配方工作坊 2/10/2018 中一級 		<p>達標 <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> - 邀請了衛生署為同學進行工作坊，中一同學反應良好投入。 - 衷心感謝胡家欣老師細心的行政安排。

工作分配

胡家欣：講座系列、疫苗注射安排、健康週

李惠貞：健康週及其他雜項

Financial Summary 2018-19

財務報告 2018-19

I. Government Funds		Bal b/f	Income	Expenditure	Bal c/f
A. <u>EOEBG Grant</u>					
	Original Baseline Reference		1,865,916.28		
	Integrated Science			14,908.36	
	Visual Art			60,610.25	
	Home Economics			27,992.90	
	Computer Literacy			3,200.00	
	Putonghua			1,100.00	
	Chinese Language & Culture			41,433.80	
	Biology			36,624.76	
	Chemistry			11,955.30	
	Liberal Studies			38,314.80	
	Lift Maintenance Grant			94,885.33	
	Moral and Civic Education Grant			38,970.70	
	Chinese Extensive Reading			-	
	English Extensive Reading			11,652.00	
	Guidance and Discipline Programme				
Funds				16,660.20	
Grant	Expanded Operating Expenses Block				
	Sub Total (A)		<u>1,865,916.28</u>	<u>1,800,445.46</u>	<u>(332,837.58)</u>

	Bal b/f	Income	Expenditure	Bal c/f
<i>School Specific Grants</i>				
Administration Grant	247,958.10	3,704,064.00	4,298,016.29	-
Air-Conditioning Grant	-	569,649.00	569,649.00	-
Composite Information Technology	715,839.48	407,214.00	432,891.35	690,162.13
Capacity Enhancement Grant	79,489.21	613,766.00	595,171.75	98,083.46
Sub Total (B)	1,043,286.79	5,294,693.00	5,895,728.39	788,245.59
Grand Total (A) + (B)	1,043,286.79	7,160,609.28	8,094,482.25	455,408.01

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B. Outside EOEBG Grant

	Bal b/f	Income	Expenditure	Bal c/f
Teacher Relief Grant	643,917.09	208,632.50	39,925.98	812,623.61
Teacher Relief Grant - Vacant Post (Over 90)	1,330,981.25	865,080.00	750,780.00	1,445,281.25
Committee on Home-School Co-operation Project	9,595.50	15,474.00	11,600.36	13,469.14
Cash Grant for School-based After-school Learning and Support Programmes	151,737.49	183,600.00	270,900.88	64,436.61
Extra Senior Secondary Curriculum Support Grant	6,403.57	-	6,288.76	-
Diversity Learning Grant (Other Programmes)	60,600.00	-	60,600.00	-
Learning Support Grant for Secondary Schools	13,875.00	128,898.00	126,800.00	15,973.00
Moral and National Education Support Grant	273,320.15	-	-	273,320.15

Pilot Scheme Promote Inter b/w Sis Sch HK Mainland	38,689.74	150,000.00	120,759.74	67,930.00
One-off Grant to Secondary School for Promotion of STEM Education	95,019.30	-	97,011.15	-
Extra Recurrent Grant Under ITE4	7,087.00	66,740.00	65,076.00	8,751.00
Diversity Learning Grant (Other Language)	-	31,200.00	31,200.00	-
Hong Kong Jockey Club Life-wide Learning Fund	4,226.00	126,657.00	130,883.00	-
One-off Grant for Promotion of Chinese History and Culture	-	14,783.10	-	14,783.10
One-off IT Grant for E-Learning in Schools	133,632.00	-	-	133,632.00
Information Technology Staffing Support Grant	-	307,200.00	266,250.00	40,950.00
Promotion of Reading Grant	-	60,000.00	7,728.80	52,271.20
Transitional Career and Life Planning Grant	100,000.00	-	100,000.00	-
Grand Total	<u>2,869,084.09</u>	<u>2,158,264.60</u>	<u>2,085,804.67</u>	<u>2,943,421.06</u>

	Bal b/f	Income	Expenditure	Bal c/f
II. School Funds (General Funds)				
Tong Fai	609,240.00	93,120.00	200,000.00	502,360.00
Donations	1,959,940.34	5,529.50	1,119,095.50	846,374.34
Approved Collection for Specific Purposes Account	988,986.65	44,606.50	73,104.06	960,489.09
Grand Total	<u>3,558,166.99</u>	<u>143,256.00</u>	<u>1,392,199.56</u>	<u>2,309,223.43</u>

Feedback and reflection 回饋及反思

It is of paramount importance for all secondary schools to ensure the efficiency of learning and teaching and to provide different learning experiences for students with diverse abilities and characteristics. If junior form students are motivated to learn and are determined to pursue excellence, they will be able to develop effective learning habits and be better prepared for studying the DSE syllabus in senior forms. In the light of this, the enhancement of junior form students' motivation to learn and pursue excellence as a school major concern has become a top priority in our 3-year implementation plan, which began last school year. Thanks to the dedication of our teachers, who regularly conduct professional dialogues or exchanges, the strategies to enhance students' learning motivation have been improved and the evaluation criteria for a successful lesson in different subjects are firmly in place.

Another major concern of our school is to boost students' resilience. With many Hong Kong families failing to provide support for their children, and some parents lacking in effective parenting methods, students face all kinds of adversities and frustrations in their studies, relationships, extra-curricular activities or daily lives. Many of them are unable to handle their negative emotions and are unwilling to seek help. In the most extreme cases, they may resort to self-harm or suicide. Boosting students' resilience, therefore, is of utmost significance. The student support division of our school has devised a range of activities to help students overcome their emotional problems. For example, the Religious Committee has organized mindfulness training sessions to teach students how to find peace of mind. In this new academic year, at a time of social turmoil and unrest, many students are experiencing emotional fluctuations. To show our greatest support for students, our school leads considerable weight to such ideas as "company, listening, rest, respect, care and hope".

Naturally, students, as teenagers, might not be as resilient as we hope. Being vulnerable, some of them need others' help. Therefore, we try our best to identify those students in need and help them by organizing different activities. Only by understanding their genuine needs can we provide suitable services, activities or support for them. We believe that a joyful and colourful school life, enjoyable and fruitful learning experiences and treasurable peer relationships are far more meaningful than getting good academic results alone.

Our current school plan is in the second year of its implementation. I am looking forward to improvements in the detailed arrangements of different strategies to address the two major concerns. I hope that these strategies will go a long way towards enriching the learning and growth of every student at our school.

課堂教學效能和提供不同學習經歷予不同學習需要的學生，一直是每所中學的工作重點，也是極有意義的工作。如能在初中階段提升學生的課堂學習動機，並培養其追求卓越的信念，相信升上高中後，即使學生面對繁重的文憑試課程，仍可憑藉初中鞏固的知識基礎和良好的學習習慣按部就班解決問題，而不是惘然不知所措。這個三年計劃在剛過去的一年是啟動年，很多執行細節如備課標準、界定不同學科成功課堂的準則，以致在不同科組如何培養學生持續追求卓越等事項，均有賴教師團隊透過專業對話、交流、調節實踐時的準則，才能成功在學校不同學科組別中推行，這實在要感謝校內的專業教師團隊。

至於提升學生的抗逆力，在家庭支援不足或家長教育未能大規模開展的今天，無疑也算是達到基本的要求。學生或在學業範疇、交友、課外活動或其他事項遭遇挫折，倘其負面情緒未能釋懷，又欠缺可聆聽對象，實在極易讓負面情緒發酵，最終不幸的或以傷害自己或自殺作為解決問題的方法。感謝校內支援成長的不同組別，特別是宗教組也透過禪修、靜觀等活動讓學生釋放負面情緒，以達到輔導目的。同行、聆聽、休息、尊重、關愛和盼望，也是這學期學校面對社會活動給予學生的最大支援。學生的抗逆力未必如我們估計這麼強大，心靈也或因個別事件變得脆弱，惟獨透過與學生接觸（仔細的活動），才能辨識和深入了解不同學生的情緒狀況和需要，我們才有機會做到切實的提升他們的抗逆力。學校也不會只停留在籌辦活動階段，我們真正關心的仍是學生的情緒是否穩定，能否每日開心愉快，樂於回到學校上課、學習和與同學相處，這些遠比他們最終獲得的成績有更大意義！

踏入三年計劃的第二年，我期望在兩個重點關注事項也可以在細節上做得更好，讓這兩個工作重點均可協助善德每一位學生在學習和成長方面有更好的發展。

Appendix 附件

Evaluation Report on the Use of Capacity Enhancement Grant, 2018/2019

2018/2019 學年學校發展津貼用途檢討報告

Target Area 目標對象：

Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要

Strategies 策略	Evaluation 評估
<p>A. To continue to operate the Secondary School Life Adaptation Programme for newly admitted S.1 students. Some tutors were recruited to take up the roles of class teachers and responsible for the daily routines and teaching of learning skills.</p> <p>繼續舉辦中學生活適應課程，協助新入學的中一學生適應中學學習生活。導師將負責班主任工作處理日常事務性工作並教授學習技能。</p>	<p>The data obtained from the students' evaluation questionnaires showed that the majority of students (>95%) agreed that the program could help them adapt to the secondary school life. Among the study skills taught in the program, most of them agreed that the skills on reading, note-taking and memorizing were useful. All students (100%) agreed that the tutors employed could deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship. >75% of the students agreed that they had less worry about the secondary school life after attending this program.</p> <p>評估問卷結果顯示大部分同學 (>95%) 同意此課程能幫助他們適應中學生活。在教授的學習技巧中，大多數同學認為摘錄筆記及記憶技巧最為實用。所有同學 (100%) 亦同意聘任的導師能清楚傳達課程內容，安排多元化的教學活動及建立融洽師生關係，大部份同學 (>75%) 認同完成課程後，他們對適應中學生活的憂慮減低了。</p>
<p>B. To alleviate the teaching workload of STEM teachers, Liberal Studies teachers, two Assistant Teachers (AT) were employed. The ATs assisted teachers in preparing teaching materials and conducting remedial lessons. They also carried out supportive duties assigned by other teachers.</p>	<p>The Maths Assistant Teacher provided Saturday remedial classes for around 10 students in each form from S4 to S6. Most of the students were improved after joining the classes. Some of them knew the ways to learn Mathematics and did not need to attend the class in the following term / learnt some necessary examination skills. In S4 and S5, remedial classes for weaker students in each form were offered once per week focusing on the foundation parts in the Junior curriculum. To help S6 students prepare for the HKDSE, there was a mock exam preparation course every week. Individual remedial help for some low achievers was provided during the school holidays. Participants had to complete mock papers in the school with instant feedback and grading every time. The Maths Assistant Teacher also provided support in making worksheets for S1 and S2 students and exercise for students taking HKDSE.</p>

<p>為減輕數學科教師、科學及科技教師和負責其他學習經歷教師的教學工作，將聘請兩位助理教師。助理教師協助教師準備教學材料及進行補底工作，他們也會支援其他老師所分配的工作。</p>	<p>數學科助理教師為中四至中六級每級約 10 位學生提供課後補習班。大部分學生在參加此補習班後均有進步。中四及中五級方面，助理教師為數學較弱的同學提供每週一次及集中教授初中基礎部分的放學後補習班；中六級方面，助理教師每週任教一次模擬考試班並在學校假期期間為能力稍遜的同學提個別補習支援，參加的同學需要回校完成模擬試題並由助理教師即使批改及給予回饋。此外，助理教師亦負責設計每週一次具針對性的中一及中二級工作紙及文憑試試題練習。</p> <p>The LS assistant teacher was mainly responsible for administrative support for Liberal Studies and led students to outdoor activities (e.g. Cheung Chau field visit, Tai Po field trip, visit LECGO, Urban Renewal Project, LS week and cross curriculum project learning activities). Most LS teachers thought that their workload could be relieved.</p> <p>本年度通識助理教師主要負責科組的行政事務和籌備各項與科組相關的課外活動，包括市區重建導賞、通識週、長洲、立法會、跨科專題研習等。大部分通識科老師認為助理教師能減輕他們的科組行政工作。</p> <p>Besides, the assistant teacher held 2 lunch time remedial classes for Form 4 and Form 5 students. S4 class attendance was over 85% and S5 attendance was over 90%. After examining marked work by subject teachers, it was found that most students were engaged in class and completed their work seriously.</p> <p>另外，助理教師在午間舉行了為中四及中五級同學舉行溫習班，中四級的出席率超過 85%，中五級的出席率超過 90%，任教老師在檢閱同學的課業後均認為大部分同學也積極參與課堂以及認真完成小測和課業。</p>
<p>C. To employ coaches for school basketball team, swimming team, badminton team and table tennis team.</p> <p>聘請體育校隊教練包括籃球、羽毛球及乒乓球等。</p>	<p>The funding was used to pay the salaries of the coaches of the basketball team and swimming team. It was also used to pay part of the salaries of the coaches of the table tennis team and badminton team. More than 120 students were the beneficiaries.</p> <p>資助款項主要支援籃球隊及泳隊的教練費，並資助部分球隊如乒乓球隊及羽毛球隊等的教練費，受惠球員超過 120 位。</p> <p>The coaches were professional and responsible. So, they were able to enhance students' skills and team work skills. 教練們相當有質素及有責任感，故球隊無論在技術層面或在團隊合作表現上，均有所提升。</p>

	<p>The funding enabled the recruitment of coaches and the setting up of different sports team. This could cater for the diversified talents of students and ease the workload of PE teachers, so that PE teachers could have a higher capacity for holding other sports activities / competitions or doing other school administrative duties.</p> <p>聘請教練能讓學校球隊變得多樣性，以迎合不同才能的同學，同時亦能舒緩體育老師訓練的工作，釋放空間讓同事專注於發展其他體育活動、帶隊比賽的工作與及學校其他的行政工作。</p> <p>Overall speaking, the performance of all sports teams was satisfactory. The attendance of students was also satisfactory and their attitude was serious.</p> <p>在成績上，各球隊均取得不錯的成績。整體各隊出席率表現理想及穩定、練習態度亦見認真。</p>
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Report on School-based After-school learning and Support Programme 2018-19

2018/2019 學年課後學習支援計劃工作報告

A. The number of benefitting students under this Grant is (including

A. CSSA recipients 領取綜援人數 152

B. SFAS full-grant recipients and 學生資助計劃全額津貼人數 832

C. under school's discretionary quota) 學校使用酌情權的清貧學生人數 78)

B. Information on Activities subsidized / complemented by the Grant:

	Name of the activity 活動名稱	Actual no. of grant beneficiaries served 支援計劃的受惠學生人數			Average attendance rate 平均出席率	Period/ Date activity held 活動舉行日期	Actual expenses 實際支出	Methods of evaluation 評估方法	Name of partner 合作夥伴名稱
		A	B	C					
1.	Board Games Fun	11	71	2	70%	Oct to May	\$479.16	Teachers' and students' feedback	BSTC
2.	S.6 career activity	7	17	0	70%	Sept	\$474.8	teachers' observation	BSTC
3.	S.1 mooncake party	8	40	4	100%	Sept	\$1,100.00	Teachers' and students' feedback	BSTC
4.	Shan Dong Trip	5	11	0	100%	July 19	\$16,000.00	teacher and students' feedback	BSTC
5.	S.1 orientation overnight camp	8	40	4	95%	Sept	\$21,800.00	Teachers' and students' feedback	BSTC
6.	Halloween Party	8	40	4	70%	Oct	\$710.00	teachers' observation	BSTC
7.	Balloon Twisting workshop	1	2	1	80%	Oct to Dec	\$4,800.00	attendance rate and teachers' observation	BSTC
8.	Wing Chun Class	0	6	1	95%	Nov to May	\$2,000.00	Teachers' and students' feedback	BSTC
9.	School Picnic Transportation Fee	28	181	14	94%	Dec	\$11,743.7	teachers' observation	BSTC
10.	School Picnic Camp fee and lunch fee	8	40	4	95%	Dec	\$1,963.5	teachers' observation	BSTC
11.	S.3 Chinese and Speech Festival	0	6	1	85%	Oct to Dec	\$2,200.00	teachers' observation	BSTC
12.	S.6 Chinese Lit Tutorials	0	0	1	100%	Oct to Dec	\$1,000.00	Teachers' observation	BSTC

13.	S.6 Maths Tutorials	2	0	2	90%	Oct to Dec	\$7,200.00	Teachers' observation	BSTC
14.	S.1-S.3 Sat classes	9	46	8	85%	Oct to May	\$29,700.00	Teachers' observation	BSTC
15.	S.4 a talk about relationship	4	13	0	95%	March	\$1,200.00	Questionnaires	Caritas Family Crisis Support Centre
16.	Guidance Captain programme	8	40	4	95%	Dec to July	\$13,580.00	- Teachers' observation - Questionnaires - Teachers and students' feedback	HK Children and Youth Services
17.	S.4 visit coach	1	7	1	100%	Dec	\$600.00	Teachers' observation	BSTC
18.	Printing cost	0	1	0	NA	Feb	\$64.00	Teachers' observation	BSTC
19.	S.4, S.5 Joy@BSTC, a talk	9	63	4	90%	March	\$900.00	- Teachers' observation - Joy@BSTC evaluation	BSTC
20.	English Corner cooking activities	3	31	2	95%	March	\$960.5	Teachers' observation	BSTC
21.	S.1 small study groups	1	3	6	80%	March to May	\$8670.00	Teachers' observation	BSTC
22.	Sweet soup gatherings	7	17	0	80%	Nov to April	\$196.00	Teachers' observation	BSTC
23.	S.3 screening show	1	30	1	95%	July	\$4000.00	- Teachers' observation - Questionnaires	Zuni Organization
24.	Big Bay Area exchange trip	0	4	0	100%	May	\$1200.00	Teachers' observation	BSTC
25.	International rope skipping competition trip	0	0	1	100%	August	\$2000.00	Teachers' observation	HK Rope Skipping Association
26.	Chinese Lit tutorials	1	1	1	80%	Feb to April	\$4620.00	Teachers' observation	BSTC
27.	Economics Tutorials	1	8	1	90%	Feb to April	\$4860.00	Teachers' observation	BSTC
28.	ERS tutorials	1	2	2	90%	Feb to April	\$2770.00	Teachers' observation	BSTC
29.	Chinese remedial classes	0	1	1	90%	Feb to April	\$1350.00	Teachers' observation	BSTC

30.	Activities at Tai Kwun	2	12	1	95%	July	\$2550.00	Teachers' observation	BSTC
31.	Visit to the Heritage Museum	1	16	1	95%	July	\$1355.00	Teachers' observation	BSTC
32.	Sex educational program	5	29	2	95%	July	\$1280.00	- Teachers' observation - Questionnaires	End Child Sexual Abuse Foundation
33.	Hispanic culture tour	1	8	1	85%	July	\$4830	Teachers' observation	Cultural Exchange
34.	S.6 DSE Add-oil activity	6	17	1	70%	July	\$382.4	Teachers' observation	BSTC
35.	S.2 End-of-Year Celebration	5	29	2	95%	July	\$1244.82	- Teachers' observation - Teachers', students' and parents' feedback	BSTC
Total no. of activities:									
35									
@No. of man-times		152	832	78		Total Expenses	\$158,539.1		
Total no. of man-times									

C. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills	✓					
c) Students’ academic achievement	✓					
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvements		✓				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- eligible students unwilling to join the programmes;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;