



Buddhist Sin Tak College

佛教善德英文中學

Annual School Plan 周年計劃書

2013-2014

1. *School Mission* 辦學宗旨
2. *School development plan* 三年發展計劃 2012-2015
3. *Major concerns for the school year*
本年度重點關注事項
4. *Budget Summary* 財政預算
5. *Plan on the Use of Capacity Enhancement Grant*
學校發展津貼使用計劃
6. *Programme plan for School-based After-school Learning and Support Programmes*
課後學習及支援計劃

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School Mission

To instil Buddhist values and create a caring and supportive community for learning.

To provide students with extensive development opportunities that help them excel and make them citizens of integrity and capable leaders of tomorrow.

辦學宗旨

以佛化教育營造關愛及相互支持的學習團體。為學生提足夠學習經驗，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。

Major concerns for the school year 2013-2014

1. To integrate and apply learning skills/strategies in different subjects
2. To boost student confidence in learning
3. To instill in our students positive values and attitudes of perseverance and self- management
4. To develop in our students respect for themselves, our school and society to make them socially competent

二零一三至二零一四年重點關注事項

1. 在不同學習科目綜合及應用學習技巧/策略
2. 提升學生學習信心
3. 為學生建立正面價值觀、堅毅態度及自我管理技巧
4. 培養學生尊重自己、尊重學校、尊重社會，以便有更佳的人际溝通技巧

3-year School Development Plan

三年發展計劃

2012 - 2015

| | | 2012- 2013 | 2013- 2014 | 2014- 2015 |
|--|--|---------------|---------------|---------------|
| Learning and Teaching 教與學 | | | | |
| 1 | To integrate and apply learning skills/strategies in different subjects 在不同學習科目綜合及應用學習技巧/策略 | ✓ | ✓ | |
| 2 | To boost student confidence in learning 提升學生學習信心 | | ✓ | ✓ |
| Student support and development 學生支援及成長 | | | | |
| 1 | To instill in our students positive values and attitudes of perseverance and self-management 為學生建立正面價值觀、堅毅態度及自我管理技巧 | ✓ | ✓ | |
| 2 | To develop in our students respect for themselves, our school and society to make them socially competent 培養學生尊重自己、尊重學校、尊重社會，以便有最佳的社交人際溝通技巧 | | ✓ | ✓ |

Major Concerns Implementation Plan 2013-2014

Major concern 1: To help students integrate and apply learning skills/strategies in different subjects

協助學生在不同學習科目綜合及應用學習技巧/策略

Major concern 2 : To boost student confident in learning 增強學生學習信心

| Strategies/Tasks 策略/工作 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | People responsible 負責教師 | Resources Required 所需資源 |
|---|---|--|-------------------------------|----------------------------|
| <p>1. Pre-lesson preparation and Note-taking skills 建立預習、擇錄課堂筆記的技能</p> <p>1.1 Continue to help students develop the habit of doing pre-lesson preparation and jotting down notes during lessons. All subjects need to address this issue in the annual plan of this year</p> <p>繼續協助學生發展及建立預習、擇錄課堂筆記及課後溫習的習慣。各科須在周年計劃書中明確指出及回應如何幫助學生建立良好的學習習慣。</p> | <p>i) Most students do pre-lesson preparation</p> <p>大部分同學能完成課前預習</p> | <p>i) Teachers' observation</p> <p>老師課堂觀察</p> | <p>*ALL Teachers 所有老師</p> | |
| | <p>ii) Most students jot down notes during lessons.</p> <p>大部分同學能擇錄課堂筆記</p> | <p>ii) Inspection of subject subject reports submitted by panel heads</p> <p>檢閱由科主任呈交之學科報告</p> | | |

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| <p>2.Review on assignment policy 檢討家課政策</p> <p>2.1 Subject heads have to review on the current assignment policy of their subjects to see whether the assignments given to students are sufficient to cater for the needs of students with low confidence and increasing learners' diversity. A separate detailed Assignment Policy Plan has to be submitted to the school at the beginning of the school year with the following details :</p> <p>科主任須檢討現有的家課政策，務求家課能照顧不同能力學生的學習需要及能協助自信心較弱的學生完成家課。在學期開始前各學科須向學校提交獨立之科目家課政策以供校長及教務組審閱，內容包括：</p> <p>(a) Types of Homework -- various kinds of assignment should be provided to cater for different needs of students and provide chances for gaining satisfaction. 家課類型需提供不同類型的家課以照顧不同學生的學習需要並提供機會讓學生增強自信。</p> <p>(b) Quality of work 家課質素</p> <p>(c) Quantity of work - no. of assignment by the time of Assignment Inspection 家課數量 -指出於查簿截止日期內，需被查閱的功課次數</p> <p>(d) Main assignment to be inspected by subject heads/ admin group 核心家課將由資深科主任及行政組查核</p> | <p>i)Balanced and justified assignment plans are formulated 設立平衡合理恰當的家課政策</p> | <p>i) Scrutiny of Assignment Policy Plan 審閱由科主任呈交之家課政策</p> | <p>*Panel Heads/ Admin Group *Board of Studies 科主任/行政小組/教務組</p> <p>*ALL Teachers 所有老師</p> |
| | <p>ii)Better management of HW as reflected by subject panels 科主任反映學生功課交收管理有所改善</p> | <p>ii) Test/ Exam performance 檢閱學生在測考中的表現</p> | |
| | <p>iii) Improvement in Test/ Exam performance by students 學生測考成績有所改善及進步</p> | <p>iii) Assignment Inspection 在學期查簿檢閱常規考核期間，查核老師批改及學生之功課表現</p> <p>iv) Subject reports 檢閱由科主任呈交之學科報告</p> | |
| <p>2.2 Further improve the quality and quantity of assignment 持續改善家課質量</p> | <p>Improvement in Assignment design 學生功課有所改善</p> | <p>Assignment Inspection 檢閱查核學生之功課表現</p> | <p>*ALL Teachers 所有老師</p> |

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| <p>3. Assessment for learning 透過評估以促進學習</p> <p>3.1 Subject panels have to review the adequacy of 科主任須檢視下列項目是否足夠及恰當</p> <p>(a) assessment items; 評核項目</p> <p>(b) assessment quantity and frequency 評核次數及頻率</p> <p>(c) To ensure ways, amount and time of feedback given to students throughout the term will enhance learning. 確保評改及回饋方法，數量能有效促進學習</p> <p>Subject panels have to address the above items in the minutes of the first panel meeting and submit a separate assessment plan to the school at the beginning of this school year. 科主任須在科務會議上討論，明確指出及回應如何幫助學生 透過評估以促進學習。另科主任須就上述討論的結果，於學年開始前呈交獨立計劃書。</p> | <p>i) Percentage of student gaining confidence in learning is raised between the pre and post questionnaire survey conducted in the first and the second term</p> <p>透過問卷調查，比較學生自信心於學期前後百分比是否有所提昇</p> | <p>i) Scrutiny of Assessment Plan 審閱由科主任呈交之評估政策</p> <p>ii) Questionnaires 問卷調查</p> | <p>*Panel Heads/ Admin Group *Board of Studies 科主任/行政小組/教務組</p> | |
| <p>3.2 Provide various assessments formats that can cater for different students' learning needs 提供不同的評核方式、方法以確保能照顧不同學生的學習需要。</p> | <p>ii) Students can identify the areas for improvement 學生辨識可以改善的範疇</p> <p>iii) Improvement in Test/ Exam performance by students 學生測考成績有改善及進步</p> | <p>iii) Inspection of Subject reports 檢閱由科主任呈交之學科報告</p> <p>iv) Teachers' observation 老師觀察</p> | <p>*ALL Teachers 所有老師</p> | |

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| <p>3.3 Issue Interim Continuous Assessment (C.A) Report after the Uniform Test in each term. 在統測後派發中期學業持續評估成績報告 Teachers have to enter the marks of different continuous assessments in the middle of each term. 老師須在學期內輸入學生持續評估分數 To avoid accidentally loss of records, teachers are recommended to keep updating students' C.A. marks on the mark sheets in Aerodrive. 為確保不會因意外遺失學生分數記錄，老師須將學生分數定時輸入電腦系統 Aerodrive。</p> | | | <p>*ISMT 電腦組</p> | |
| <p>3.4 Provide an additional objective test for all junior form students in the summer vacation (English, Chinese and Mathematics only) 中英數主科於暑期中設立測驗，確保初中學生能善用暑期溫習功課。</p> | <p>Objective tests done 暑期測驗順利推行</p> | <p>Evaluation by subjects concerned 各科呈交之評估報告</p> | <p>* Board of Studies 教務組 *Core subjects 核心科</p> | |

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| <p>3.5 Promote students' self-evaluation after examinations in core subjects and some elective subjects on a voluntarily basis (Select one form in both junior levels and senior levels) 嘗試引入以自願性質為基礎，於試後讓學生自我評估及反思 如何改善學習 (初中及高中各選一級參與此計劃)</p> | <p>Inspection of self evaluation reports submitted after post examination 審閱學生試後自我評估評估報告</p> | <p>i) Students' post-examination Self Evaluation forms. 學生自我評估及反思評估量表</p> <p>ii) Teachers' observation 老師觀察</p> | <p>* Teachers concerned 有關老師</p> | |
| <p>4.Helping students cultivate better learning habits 協助學生建立良好的學習習慣</p> <p>4.1 Provide adequate constructive tasks/ homework assignments to extend students' learning beyond the lessons 延長學生課堂以外的學習機會及學習時間，老師須提供充分 及具建設性的課業讓同學在課後完成</p> | <p>Improved teachers' impression on students' Failure to hand in HW Record 改善老師對處理同學欠交功課的負面印象</p> | <p>i) Teachers' observation 老師觀察</p> <p>ii) Contact and conversation with Parents 與家長面談獲得的印象</p> | <p>*All Teachers 所有老師</p> | |
| <p>4.2 Provide an additional Homework Class period for S.1 and S.2 students. Teachers-in-charge understand their roles to facilitate students to make best use of time in the Homework Class 中一中二級加設課後功課班並由老師指導學生以協助他們養成即日處理功課的習慣</p> | | | <p>*Teachers-in-charge of the Homework Class. 功課班負責老師</p> | |
| <p>4.3 Provide a favourable learning environment for students to carryout self-study after school. (Room 209 and 210 will be used as study room for S.4- S.6 until 7:15p.m. every day.) 改善自修自習的學習環境，延長 209 及 210 室的開放時間至每日晚上 7:15 藉以建構最佳的學習氛圍</p> | <p>Attendance rate of student using the study room 學生使用自修室的使用率</p> | <p>i) Teachers' observation 老師觀察</p> <p>ii) Attendance record sheet 出席紀錄表</p> | <p>* Board of Studies and Assistant Teachers 教務組/助理教師</p> | <p>*Overtime payment to Assistant Teachers 助理教師超時工作薪金</p> |

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| <p>5. Support programs to cater for students with low confidence 支援自信心較低的學生的學習計劃</p> <p>5.1 Alumni Network to provide tuition support to fellow schoolmates in</p> <p>(a) Private Tutorial class (b) Saturday Class (c) Peer Tutor Scheme for S6 students</p> <p>善用校友網絡支援自信心稍遜的學生如：</p> <p>(a) 私人補習 (b) 星期六小組功課輔導 (c) 中六級小導師計劃</p> | <p>i) Positive Parents' feedback (for (a) only) 家長的正面評價只適用於(a)項</p> | <p>i) Teachers' observation 老師觀察</p> | <p>*Catering for LD Team 照顧學生差異小組</p> | |
| | <p>ii) Participants of support programs show improvement in test/exam (for (b) & (c) only)</p> <p>參與學習計劃者能在測考中成績有所改善及進步(只適用(b)及(c)項)</p> | <p>ii) Comparing student performance in test/exam before and after joining the program. 比較參與學習計劃前後的測考表現</p> | <p>* Board of Studies 教務組</p> | |
| | <p>iii) Student confidence towards study raised (for (a), (b) & (c))</p> <p>學生對學習的自信心於項目(a), (b) & (c)有所提昇</p> | | <p>*Teachers concerned 有關老師</p> | |
| <p>5.2 Set up best improving awards for students in all academic subjects 建立更有系統的機制以獎勵成績有進步的學生</p> | <p>Criteria for granting the best improving awards defined</p> <p>確立最佳進步獎遴選準則</p> | <p>Students' and Parents' responses towards the award 家長及學生對設立最佳進步獎的觀感</p> | <p>* Board of Studies 教務組</p> | |

Major concern 3: To instill in our students positive values and attitudes of perseverance and self-management

重點關注事項三：為學生建立正面價值觀、堅毅態度及自我管理技巧

| Strategies/Tasks 策略/工作 | Time Scale 時間表 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | People responsible 負責教師 | Resources Required 所需資源 |
|--|---|--|---|----------------------------|----------------------------|
| 1. S.5 Peer Mentor Scheme to enhance leadership and self-management skills of S.5 peer mentors. 中五朋輩輔導計劃以提昇學生領導及自我管理技巧。 | Oct., 2013 – Feb., 2014 2013年10月至2014年2月 | Attendance 出席率 | Teachers' and participants' feedback 老師和參加者的回饋 | Guidance Committee 輔導組 | Financial support 財務資助 |
| 2. Dialogue in the Dark for S.5 participants 中五參加者 - 在黑暗中對話 | Oct., 2013 2013年10月 | Eagerness of participants. 出席學生能踴躍參與 | Teachers' feedback 老師的回饋 | Guidance Committee 輔導組 | Financial support 財務資助 |
| 3. Event Management Training for S.4 mentors. 給予中四輔導員項目管理訓練。 | Nov., 2013 2013年11月 | Attendance and attentiveness of participants. 出席率及學生認真聆聽 | Teachers' feedback 老師的回饋 | Guidance Committee 輔導組 | Financial support 財務資助 |
| 4. Financial Management Talk for S.3. 中三級財務管理講座。 | Jan., 2014 2014年1月 | Attentiveness of participants. 學生認真聆聽 | Teachers' observation 老師觀察 | Guidance Committee 輔導組 | Financial support 財務資助 |
| 5. Training provided for S.4 and S.5 participants by some physically handicapped trainers. 中四及中五參加者 - 傷健演義 | Jan., - Feb., 2014 2014年1月至2月 | Participants can master the skills being trained. 參加者能掌握所學技巧。 | Teachers' observation 老師觀察 | Guidance Committee 輔導組 | Financial support 財務資助 |

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| 6. Life Education Talk for junior forms. 中一至中三生命教育講座 | Mar., 2014 2014年3月 | Attentiveness of participants. 學生認真聆聽 | Teachers' observation 老師觀察 | Guidance Committee 輔導組 | Financial support 財務資助 |
| 7. Health Education Talk on eating disorder for senior forms provided by Hong Kong Eating Disorders Association Limited. 中四及中五健康教育講座 - 香港進食失調康復會有限公司 | Mar., 2014 2014年3月 | Attentiveness of participants. 學生認真聆聽 | Teachers' observation 老師觀察 | MCE Committee 德育及公民教育組 | Financial support 財務資助 |
| 8. Health Education Talk on anxiety for junior forms provided by the Hong Kong Hospital Authority. 中一至中三青少年焦慮問題講座 - 醫院管理局兒情計劃 | April, 2014 2014年4月 | Attentiveness of participants. 學生認真聆聽 | Teachers' observation 老師觀察 | MCE Committee 德育及公民教育組 | ----- |
| 9. Education Talk on attentiveness disorder for S.1. 中一健康教育講座 - 專注力失調 | Dec., 2013 2013年12月 | Attentiveness of participants. 學生認真聆聽 | Teachers' observation 老師觀察 | MCE Committee 德育及公民教育組 | Financial support 財務資助 |
| 10. A continuous approach to follow cases of individual students 持續跟進個別學生個案 | Whole school year 全學年 | Improvement in behaviour and learning attitude and/ or academic performance an 學生於行為及學習態度及/或學業有所進步 | 1.Discipline records and academic performance of students concerned 2.Comments from teachers and parents 1.學生的訓導紀錄及學業表現 2.老師及家長的評語 | Board of Discipline 訓導處 | |

Major concern 4: To develop in our students respect for themselves, our school and society to make them socially competent

重點關注事項四：促使學生懂得尊重自己、學校及社會，使他們成為良好公民

| Strategies/Tasks 策略/工作 | Time Scale 時間表 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | People responsible 負責教師 | Resources Required 所需資源 |
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| 1. An election forum for the Student Union will be held. 舉辦學生會選舉論壇 | Sept., 2013; 2013年9月 | Students would actively participate in the activity. 學生能踴躍參與 | Teachers' observation. 老師觀察。 | MCE Committee 德育及公民教育組 | |
| 2. A camp for S.3 & and S.4 mentors to experience the life of the under-privileged citizens. 舉辦社區深度行給中三及中四輔導導致員。 | Oct., 2013 2013年10月 | Participants will treasure what they have. 參加者會珍惜自己所擁有。 | Teachers' observation. 老師觀察。 | Guidance Committee 輔導組 | Financial support 財務資助 |
| 3. Launching a students' services programme which allows our S.4 and S.5 students to serve the school as a starting point for caring our community and country. 推行中四、中五學生服務計劃－【認識國家，從關心社區及學校開始】 | 10/2013 – 7/2014 2013年10月至2014年7月 | Many S.4 and S.5 students will enrol as student helpers and they are eager to serve the school. 很多中四及中五學生加入此服務計劃，並且熱心服務。 | Teachers' observation. 老師觀察。 | MCE Committee 德育及公民教育組 | |
| 4. S.4 students will participate in the delivery of daily necessities to the elderly. 中四學生參與愛心送暖大行動 | Feb., 2014 2014年2月 | Students will actively participate in the activity. 學生能踴躍參與 | Teachers' observation. 老師觀察。 | Guidance Committee 輔導組 | Financial support 財務資助 |
| 5. Through morning assemblies, teachers and students share their views on current policies | Sep. 2013 – May 2014 | Attentiveness of participants. 學生認真 | Teachers' observation | MCE Committee & Religious | |

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| <p>and universal values. Hopefully students will pay attention to what happens in their community, country and the world. And students can learn to study a problem from multiple perspectives and prepare themselves as world citizens.</p> <p>透過早會，與同學分享對時事政策、普世價值的看法，期望同學能更加留意關心我們的社區、國家以至全球發生的事情，最後並可多角度去思考各方面的問題，為將來作為良好世界公民的準備</p> | <p>2013年9月至2014年5月</p> | <p>聆聽</p> | <p>老師觀察</p> | <p>Committee 德育及公民教育組及宗教組</p> | |
| <p>6. Promoting the civic educational activities organized by various organizations and students will be encouraged to participate actively beyond their classrooms. The activities include:</p> <p>Election of ten pieces of important news; Ten most important government policies; visit to the Legislative Council (co-organized with the Liberal Studies Department) Civic Education Ambassadors Training Scheme; A training programme for young politicians; Privacy Protection Student Ambassadors Programme 2014.</p> <p>推介不同機構主辦的公民教育活動及比賽，並鼓勵學生走出校園，積極參與相關的活動。如： 十大新聞選舉</p> | <p>Sep. 2013 – May 2014</p> <p>2013年9月至2014年5月</p> | <p>Students will participate and voice their opinions actively. 學生能踴躍參與及作積極回饋。</p> | <p>The number of participants in each activity. 各項活動參加人數。</p> <p>Teachers' observation. 老師觀察。</p> | <p>MCE Committee 德育及公民教育組</p> | |

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| <p>十大施政報告 參觀立法會（與通識科合辦） 公民教育大使培訓計劃 政壇新秀訓練班 保障私隱學生大使計劃2014</p> | | | | | |
| <p>7. Some S.5 students will be led by our principal and teachers to visit the Sun Yat-sen University and the Guangzhou No. 1 Secondary School. 中五學生由校長及老師帶領參觀中山大學及廣州第一中學</p> | <p>Dec., 2013 2013年12月</p> | <p>Students will actively participate in the activity. 學生能踴躍參與</p> | <p>Teachers' observation. 老師觀察。</p> | <p>Board of Studies and Careers Committee 教務組及升學輔導組</p> | <p>Financial support 財務資助</p> |
| <p>8. Establishing a video production team and produce videos related to moral and civic education. 成立短片製作組，攝製有關德育及推廣公民教育短片</p> | <p>Sept., 2013 – Apr., 2014 2013年9月至2014年4月</p> | <p>A large number of hits and students giving feedback actively. 高點擊率及學生踴躍地回饋</p> | <p>Counting the number of hits and reading students' feedback. 獲取點擊率及閱讀學生的回饋</p> | <p>MCE Committee 德育及公民教育組</p> | |
| <p>9. Students will stay in a monastery to experience the life of monks and learn meditation. 學生住在寺院以體驗僧侶的生活及學習禪修。</p> | <p>Nov., 2013 – Apr., 2014 2013年11月至2014年4月</p> | <p>Students can master the skills of meditation. 學生能掌握禪修的技巧。</p> | <p>Teachers' observation. 老師觀察。</p> | <p>Religious Committee 宗教組</p> | |
| <p>10. Kwai Ching District Anti-crime and Anti-drug Campaign 葵青區千人冬防滅罪抗毒運動</p> | <p>Dec., 2013 2013年12月</p> | <p>Students are more aware of protecting themselves and their personal belongings and caring about their communities 學生能提高警覺保護個人安全及財物及關心社區。</p> | <p>1.The number of participants 2.Feedback from participants 1.參加人數 2. 參加者的回饋</p> | <p>Board of Discipline 訓導處</p> | |

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant, 2013/2014
學校發展津貼使用計劃 2013/2014

| Critical Target Areas 特定目標對象 | Implementation Plan 實施計劃 | Benefits Anticipated 預期效益 | Implementation Schedule 實施日程 | Resources Required 所需資源 | Performance Indicators 表現指標 | Assessment Mechanism 評估機制 | Person-in-Charge 負責同工 |
|--|--|---|--|---|---|------------------------------|--------------------------|
| Keeping IT equipment and computer network in good condition to facilitate teachers' use of IT in teaching 維持資訊科技器材及系統正常，以方便老師使用資訊科技教學 | A. To employ an IT Assistant to facilitate the use of IT in teaching by teachers and ease teachers' workload 聘請一位資訊科技教學助理，以協助教師使用資訊科技教學 | IT equipment and computer network is kept in good condition and repair work of IT equipment is done efficiently so that teachers can use IT for teaching. | From September, 2013 to August, 2014 由2013年9月至2014年8月 | A. Salary of IT Assistant for one year including school's contribution to MPF (~HK\$140,000) 聘請一位資訊科技助理，薪酬包括學校之強積金供款(約為港幣十四萬元) | - Repair work of IT equipment is done efficiently. - IT systems are set up properly. | Observation 觀察 | Ms SW Chan 陳世詠老師 |

| Critical Target Areas 特定目標對象 | Implementation Plan 實施計劃 | Benefits Anticipated 預期效益 | Implementation Schedule 實施日程 | Resources Required 所需資源 | Performance Indicators 表現指標 | Assessment Mechanism 評估機制 | Person-in-Charge 負責同工 |
|---|--|--|--|---|--|--|------------------------------|
| <p>Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要</p> | <p>A. To operate tutorial programmes: 開辦輔導班</p> <p>A1. Saturday Tutorial Class for students having difficulties in using English as the learning medium in S.1, S.2 and in the core subjects for S.3 專為中一至中二級同學而設的星期六輔導班，讓對使用英語作為學習語言有困難的學生參加。專為中三級同學而設的星期六輔導班則教導學生中、英、數三科核心科目。</p> <p>A2. Peer Tutor Scheme and after school Maths Tutorial Classes – tutorial groups (5 students per group) are arranged with graduates currently studying in the university as tutors to help students to catch up 朋輩輔導計劃及課後數學科支援計劃： 每組 5 位的輔導小組將安排學生與現正於大學就讀的學長會面，協助學生追上預期進度</p> | <p>To assist teachers in caring for students with special learning needs 協助教師照顧學生的特別學習需要</p> | <p>From October, 2013 to May, 2014 由 2013 年 10 月至 2014 年 5 月</p> | <p>A1. Operation expenses for Saturday Classes [\$80,000] A1. 開辦星期六輔導班費用：港幣 \$80,000 元；</p> <p>A2. Peer Tutor Scheme and after school Mathematics Tutorial Classes [\$25,000] A2 朋輩輔導計劃及課後數學科支援計劃導師薪酬 [港幣 25,000 元]</p> | <p>Students improving academically, confidence of students boosted 學生在學習上顯示進步，學生自信亦有提高</p> | <p>Teachers' observation of student performance 教師觀察學生的學習表現 Analysing students' academic results (ranking) 分析學生的學習表現(全級排名) Questionnaire survey 問卷調查</p> | <p>Mr. SW Pang 彭成瑋老師</p> |

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|---|--|--|--|---|--|---|--|
| <p>Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要</p> | <p>B. To continue to operate the Secondary School Life Adaptation Programme for newly admitted S.1 students. Tutors will take up the roles of class teachers and responsible for the daily routines and teaching of learning skills. 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學生遲到/請假事宜並教授學習技能。</p> | <p>Teachers' workload in summer will be partly reduced, S.1 students rapidly adapted to school life 減輕教師部份工作量，中一學生可以更快適應學習生活。</p> | <p>July, 2014 2014年7月</p> | <p>B. Pay for 4 tutors (\$20,000). 聘請4位導師費用(約港幣二萬元)</p> | <p>S.1 students' confidence boosted, Students rapidly adapted to school life 中一級學生自信提高，更快適應學習生活</p> | <p>Teachers' observation 教師觀察 Questionnaire survey 問卷調查 Parents' feedback 家長回饋/意見</p> | <p>Mr. SW Pang 彭成瑋 老師</p> |
| <p>Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要</p> | <p>C. To alleviate the non-teaching workload of teachers, two Assistant Teachers (AT) will be employed and assist teachers in preparing teaching materials. They will also take up the following tasks : a. looking after Self-study Periods b. substituting teachers on official leave c. handling discipline records d. assisting teachers in using IT in teaching. e. updating the school website from time to time f. handling reply slips to circulars to parents C. 聘請兩位助理教師，以減輕教師的非教學工作負擔，協助教師準備教學材</p> | <p>Teachers are relieved from non-teaching tasks and therefore can concentrate more on caring for students' needs 減輕教師的非教學工作，讓教師能更專注於照顧學生學習需要。</p> | <p>From September, 2013 to August, 2014 由2013年9月至2014年8月</p> | <p>C. Salary of 2 Assistants Teacher for one year including school's contribution to MPF (\$300000) 聘請兩位助理教師薪酬包括學校之強積金供款(約港幣三十萬元)</p> | <p>AT taking up non-teaching duties of teachers and assisting in preparing teaching materials 助理教師能履行列出之工作</p> | <p>Teacher observation 老師觀察</p> | <p>Mr. HL Ma & Mr. HY Wong 馬學禮 助理校長及王希賢副校長</p> |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | 料。助理教師也會負責下列工作： 1. 照顧學生自修課堂 2. 代替因公事外出之教師課堂 3. 處理訓導紀錄 4. 協助教師使用資訊科技教學 5. 不時更新學校網址 6. 處理及收取學校通告回條 | | | | | | |
|--|--|--|--|--|--|--|--|

Income (2013-2014) : \$530,000.00 (estimate)

Total expenditures for items (A + B + C + D+ E) = HK\$566,120

(The deficit will be covered by surplus of CEG 2012-2013)

Budget Summary 財政預算, 2013/2014

| | Bal b/f | Estimate Income | Estimate Expenditure | Estimate Surplus/(Deficit) |
|--|--------------|--------------------|-------------------------|-------------------------------|
| I. Government Fund | | | | |
| A. <u>EOEBG Grant</u> | | | | |
| <i>Original Baseline Reference</i> | | 1,792,513.68 | | |
| School & Class Grant | | | 1,500,000.00 | |
| Integrated Science | | | 11,000.00 | |
| Visual Art | | | 59,200.00 | |
| Home Economics | | | 21,000.00 | |
| Computer Studies | | | 3,500.00 | |
| Putonghua | | | 2,340.00 | |
| Chinese Language & Culture | | | 18,920.00 | |
| Biology | | | 36,000.00 | |
| Teacher Assessment of Advanced Level Chemistry | | | 10,000.00 | |
| Moral and Civic Education | | | 14,000.00 | |
| Chinese Extensive Reading | | | 11,000.00 | |
| English Extensive Reading | | | 19,000.00 | |
| Guidance and Discipline Programme Funds | | | 41,050.00 | |
| Sub Total (A) | | 1,792,513.68 | 1,747,010.00 | 45,503.68 |
| <i>School Specific Grants</i> | | | | |
| Administration Grant | 2,426,441.76 | 3,531,798.00 | 3,800,000.00 | 2,158,239.76 |
| Noise Abatement Grant | 0.00 | 464,020.00 | 464,020.00 | 0.00 |
| Composite Information Technology Grant | 373,962.40 | 392,943.00 | 400,000.00 | 366,905.40 |
| Capacity Enhancement Grant | 512,866.46 | 537,792.00 | 350,000.00 | 700,658.46 |
| Sub Total (B) | 3,313,270.62 | 4,926,553.00 | 5,014,020.00 | 3,225,803.62 |

Grand Total: (A) + (B) 3,313,270.62 6,719,066.68 6,761,030.00 3,271,307.30

| | Bal b/f | Estimate Income | Estimate Expenditure | Estimate Surplus/(Deficit) |
|---|---------------------|---------------------|-------------------------|-------------------------------|
| B. Outside EOEBG Grant | | | | |
| Committee on Home-School Co-operation Project | 14,899.50 | 14,626.00 | 20,000.00 | 9,525.50 |
| Cash Grant for School-based After-school Learning and Support Programmes | 201,060.20 | 129,600.00 | 300,000.00 | 30,660.20 |
| Extra Secondary Curriculum Support Grant | 500,000.00 | 250,000.00 | 750,000.00 | 0.00 |
| Enhanced Senior Secondary Curriculum Support Grant | | | | |
| Diversity Learning Grant (Applied Learning) | 138,117.00 | 154,065.00 | 292,182.00 | 0.00 |
| Diversity Learning Grant (Other Programmes) | 105,807.96 | 105,000.00 | 210,807.96 | 0.00 |
| Fractional Post Cash Grant | 413,453.50 | 351,480.50 | 764,933.50 | 0.50 |
| Liberal Studies Curriculum Support Grant | 110,282.37 | | | 110,282.37 |
| Learning Support Grant | 24,200.00 | 21,000.00 | 45,200.00 | 0.00 |
| Moral and National | 443,846.15 | 0.00 | 150,000.00 | 293,846.15 |
| Senior Secondary Curriculum Support Grant | 366,230.00 | 741,510.00 | 1,107,740.00 | 0.00 |
| Grand Total | <u>2,317,896.68</u> | <u>1,767,281.50</u> | <u>3,640,863.46</u> | <u>444,314.72</u> |

II. School Funds (General Funds)

| | | | | |
|---|---------------------|-------------------|------------------|---------------------|
| Tong Fai | 544,910.00 | 162,690.00 | 0.00 | 707,600.00 |
| Approved Collection for Specific Purposes Account | 902,159.35 | 138,600.00 | 60,000.00 | 980,759.35 |
| Grand Total | <u>1,447,069.35</u> | <u>301,290.00</u> | <u>60,000.00</u> | <u>1,688,359.35</u> |

School-based After-school Learning and Support Programmes 2013/14

School-based Grant - Programme Plan

Project Coordinator: Ms. FUNG Kin Wai

計劃統籌: 馮健慧老師

Contact Telephone No.: 2428 8197

Information on Activities to be subsidised/complemented by the grant. 計劃支援的活動

A. The estimated number of benefitting students under this Programme is (including A. CSSA recipients, B. SFAS full-grant recipients and C. under school's discretionary quota)

B. Information on Activities to be subsidised/complemented by the grant.

| *Name/type of activity | Objectives of the activity | Success criteria (e.g. learning effectiveness) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Period/Date activity to be held | Estimated no. of participating target students [#] | | | Estimated expenditure (\$) | Name of partner/service provider (if applicable) |
|--|--|--|---|---|---|----|----|----------------------------|--|
| | | | | | A | B | C | | |
| S.5 Peer Mentor Scheme | To enhance leadership skills of the S.5 peer mentors | Attendance | Teachers', students' and participants' verbal feedback | Oct 2013 to April 2014 | 6 | 6 | 1 | \$5000 | 香港青少年服務處 Hong Kong Children Youth Services |
| S.2 Class Day Camp | To increase the cohesion of the class | Attendance | Teachers' and students' verbal feedback | September 2013 | 7 | 38 | 4 | \$4000 | 香港青少年服務處 Hong Kong Children Youth Services |
| Outward Bound Training | To enhance the confidence of participants | Attendance | Teachers', students' and instructors' feedback | Jan 2014 | 6 | 6 | 1 | \$20000 | Outward Bound 香港外展訓練學校 |
| S.1 Peer Mentor Scheme | To develop a social support network for S.1 students | Attendance | Teachers' and students' verbal feedback | Oct 2013 to April 2014 | 10 | 3 | 1 | \$15000 | 香港青少年服務處 Hong Kong Children Youth Services |
| Social Etiquette Workshop | To broaden students' horizons | Attendance | Teachers' and students' verbal feedback | July 2014 | 13 | 41 | 5 | \$20000 | 香港青少年服務處 Hong Kong Children Youth Services |
| Total no. of activities: <u> 5 </u> | | | | [©] No. of participation counts | 42 | 94 | 12 | | |
| | | | | ^{**} Total no. of participation counts | 148 | | | | |