



# Buddhist Sin Tak College

## 佛教善德英文中學

### Annual School Plan 周年計劃書

2015 – 2016

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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。

## Major concerns for the school year 2015-2016

1. To stretch students' potential and enhance their learning capacity.
2. To help students understand themselves and set their goals in life.

## 二零一五至二零一六年重點關注事項

1. 延展學生的潛能和提高他們的學習能力。
2. 協助學生認識自我並建立目標。

**BUDDHIST SIN TAK COLLEGE 2015-2018**  
**佛教善德英文中學 2015-2018**  
**3-YEAR SCHOOL DEVELOPMENT PLAN**  
**三年學校發展計劃**

<b>Major Concern 1 : To stretch students' potential and enhance their learning capacity</b> <b>重點關注事項一：延展學生潛能以增強他們的學習能力</b>				
<b>Intended Outcomes/ Targets</b> 期望成果/目標	<b>Strategies/ Tasks</b> 策略/工作	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
<p>1.1 Introduce and induce teachers' continuous professional development in questioning techniques, feedback giving and assessment tools in order to raise effectiveness of teaching and learning.            引入和介紹提問技巧，讓教師能持續從專業發展角度了解相關提問技巧，回饋策略和評估工具，從而提升教與學的成效</p> <p>1.2 Low, average and high achievers can display their learning outcomes through answering questions of different levels of difficulty during lessons.            能力稍遜、平均和高能力學生均能透過在課堂回答不同難度的問題以展示學習成果。</p> <p>1.3 Students' learning capacity is enhanced.            增強學生的學習能力</p>	<p>1. Teachers use diversified classroom questioning techniques to enhance learning and teaching efficiency and students' learning capacity.            老師能運用多元的課堂提問技巧以增強教學效能及延展學生學習潛能</p> <p>1.1) Apart from questions aim at checking students' understanding of lesson contents, more emphasis should be placed on thought-provoking questions that can stimulate students' interest in learning / high order thinking.            除了一般課堂提問以了解學生的理解程度外，老師課堂上應多強調思維、思巧式的提問，藉以幫助學生增強思考能力，並能於課堂展現高階思維的能力</p> <p>1.2) Teachers have to carry out co-planning/ professional exchange with one or more teacher(s) to discuss what questions that can achieve the objectives.            老師需要共同備課，作專業交流，以找出哪類型課堂提問，更能達至原先所訂立之課堂教學目標</p>	<p>✓</p> <p>Develop questioning skills            建立課堂提問技巧            Check list for artful questions for reference            訂立有用的提問技巧清單，供老師參考</p> <p>Able to ask different levels of questions in class            能在課堂內提出不同類型，不同難度的課堂問題</p> <p>Exemplars or trial lessons are disseminated for reference            發放一些優質課堂及實踐課堂的相關示例供老師參考</p>	<p>✓</p> <p>Hold and conduct classroom discussion among students and give Ss feedback            舉行及主持學生課堂討論的活動，加強師生及生生間之互相提問，及老師給予意見及回饋</p> <p>Training for peer assessment and evaluation</p>	<p>✓</p> <p>Continue with the criteria required in 16-17            16-17 年的要求將延續至 2017-18 學年</p> <p>Students are able to ask think-provoking and HOT questions            學生能提出高階思維的課堂問題</p> <p>Lesson observation to understand the</p>

	<p>1.3) Teachers are expected to ask a variety of questions with different levels of difficulty to cater for learner diversity. 期望老師能運用不同類型，難度的課堂提問以照顧同學之學習需要</p> <p>1.4) Quality and quantity of questions could be evaluated and measured in lesson observation. 課堂提問的質素及次數，會用課堂觀課的機會量度及評鑑</p> <p>1.5) At a later stage, students should be able to ask high order thinking questions 在後期階段，同學有能力向老師及同儕提出高階、高層次思維能力的問題</p>	<p>Analysis of questioning skills (either video-taping for self-analysis or asking a critical friend or member of the Admin group to observe the lesson) 老師可自行錄製課堂片段，分析個人在提問特質；又或邀請諍友或行政組成員觀課以協助了解個人在課堂的提問水平</p> <p>Submission of the record of analysis at end of school year 呈交個人分析紀錄及報告</p>	<p>among students 提供機會訓練學生同儕互評之鍛鍊</p> <p>Professional sharing among teachers within and across subjects. 老師間同組及跨科組之專業交流及分享</p> <p>Invite critical friends to give comments on T-S discussion 邀請諍友觀課，並就課堂師生互動討論給予意見</p>	<p>performance of students 透過觀課以了解學生之表現</p>
<p>2.1 Students know and apply the appropriate subject specific strategies to learn different subjects. 學生能運用不同的學習策略，</p>	<p>2. Further development of learning and study skills 加強建立學習及課前預習技能</p> <p>Build on what we have achieved in the last SDP, teachers have to devise and refine various kinds</p>	<p>✓ Refine the good practices and trials conducted in 2014-15 aiming at helping</p>		

<p>有效促進學習各個不同的科目</p> <p>2.2 Students can acquire subject-based analytical skills and discussions on subject knowledge. 學生能掌握科目為本的分析技巧及討論相關學科知識內容</p>	<p>of <b>pre-lesson tasks</b> that can enhance the teaching efficiency in lessons /enhance students' learning beyond classroom/ increase their motivation and participation/ cater for learner diversity. 建基於上個學校發展計劃，老師需優化及完善課堂，提供不同的課前預習課業，提升課堂效能/加強課堂以外的學習機會，增強學生學習動機及課堂參與等，藉以有效照顧學生學習差異</p>	<p>students to learn more effectively inside and outside classroom. 優化及完善一些在2014-2015 年度的良好操作及嘗試提升學生在課堂及課外的有效學習</p>		
<p>3.1 Teachers use assessment data to improve learning and teaching mode and teaching tempo. 老師運用評核數據以改善教學，教學模式及教學佈置</p> <p>3.2 Students' weaknesses have to be incorporated into the scheme of work of subject department. 學生的弱項，學習困難須寫入部門及科組之工作計劃及在文件中註明</p> <p>3.3 Students know the areas for improvement and set achievable goals after assessments. 於評核後，學生掌握如何改善及訂立可行之目標作出改善</p>	<p>3. <b>Strengthen students' learning and teaching effectiveness by making use of the results of students' assessment data.</b> 透過恒常之評核、分數資料、數據、檢討等回饋教學，藉以加強學生之學習效能</p> <p>Teachers have to provide students with opportunities to overcome the common weaknesses found from examinations through curriculum tailoring, examination, drill and practice, provision of appropriate scaffoldings, etc. to help them tackle their common mistakes or weaknesses. 透過課程剪裁、考試、練習、操練及遞進階梯學習等措施，老師協助學生克服普遍的個人學習困難，以改正個人的錯誤及弱點。</p>		<p>✓ Subjects are able to make use of assessment data to carry out PIE to improve L&amp;T. 科目能運用數據進行計劃，實施及檢討的循環模式以改善教學成效 Improvement plans are suggested. 提供及呈交改善行動計劃</p>	<p>✓ Holistic review of junior/senior curriculum in order to meet the increasing learner diversity among students. 全面檢視初中及高中課程，藉以應付及照顧不斷擴大之學習差異</p>

<b>Major concern 2 : To help students understand themselves and set their goals in life</b> 重點關注事項二：協助學生認識自我並建立目標。					
<b>Intended Outcomes/ Targets</b>	<b>Level</b>	<b>Strategies/ Tasks</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
To develop teachers' awareness of their role as "significant adults" to guide students in their quest for self-understanding as well as their readiness to support students in their self-actualization and potential-realization process based on that self-understanding. 發展教師"重要成年人"的角色和意識，以引導學生追尋自我認識。期望達致老師在學生們根據自己的強弱自我實現和潛力實現的過程中提供支援。	S1-S6	1.1 Organize continuous professional development activities for teachers to attain relevant skills and knowledge on the delivery of life-education and careers guidance to the students. 舉辦持續教師專業培訓活動，讓老師取得有關技能和知識去指導學生實踐生命教育和生涯規劃。	✓	✓	✓
Students are equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations as well as connecting their career/academic aspirations with whole-person development and life-long learning. 裝備學生的知識、技能和態度，使他們能根據自己的興趣，能力和取向做出明智選擇，以及使他們能將職業生涯 / 學術抱負結合全人發展和終身學習。	Even though there are levels that will not be under the spot light in year 15-16 and 16-17, regular practices and services are provided for those students. 儘管有些級別在 15-16 和 16-17 年不會在聚光燈下，仍會為這些學生提供常規做法和服務。				
	S1- S2	2.1 Provide chances for students to explore and be exposed to various activities. 提供機會讓學生探索和參與各種活動。 2.2 Help students to understand their strengths and weaknesses, ways of improvement through daily interaction. 通過日常的接觸，幫助學生瞭解自己的強項和弱項、和改進的方法。 2.3 To cultivate a good sense of self-management for students. 培養學生良好的自我管理意識。	✓	✓	✓

<p>To help students understand their own personal qualities. 幫助學生理解他們自己的個人素質。</p> <p style="text-align: center;">↓</p> <p>Cultivate a good sense of self-management and interest building. 培養良好的自我管理和建立興趣的意識。</p> <p style="text-align: center;">↓</p> <p>To help students explore their potential. 協助學生發掘自己的潛能。</p> <p style="text-align: center;">↓</p> <p>To develop students' personal interests in career. 培養學生訂立職業取向。</p> <p style="text-align: center;">↓</p> <p>To empower students to set responsible short-term goals and long-term careers goals. 促使學生建立負責任的短期目標和長期生涯規劃目標。</p>		<p>2.4 To allocate more resources to consolidate the foundation of the student in junior forms to ensure the success for all. 分配更多資源以鞏固初中學生的基礎，以確保所有學生的成功。</p>			
	S3-S4	<p>3.1 Provide students with more chances to take up leadership roles in different school activities in order to help students explore their potential (identify ways they can use their strengths to help themselves and others). 給學生提供更多的機會擔任學校活動中的領導角色，以協助學生發掘自己的潛能（讓他們找到利用自己的長處來幫助自己和他人的途徑）。</p> <p>3.2 Provide students with more chances to participate in inter-school/external competitions to stretch their potentials. 為學生提供更多的機會參加校際/校外比賽，以發展他們的潛能。</p>		✓	✓
	S5-S6	<p>4.1 Establish careers information platform for both teachers and students. 為教師和學生建立就業資訊平台。</p> <p>4.2 Implement processes for students to share the development of their career/life planning in a scheduled review with the Class Teachers in Senior Secondary (S5 to S6). 在預定檢討日期讓學生與高中班主任教師分享規劃他們的職業生涯發展計劃(S5 到 S6)。</p> <p>4.3 To facilitate all students develop their potential to the full and find their most suitable pathways for further education. 促進所有學生充分發揮潛能，和找到自己最合適的途徑繼續深造。</p>			✓

## Major Concerns Implementation Plan 重點關注事項施行計劃 2015-2016

### Major concern 1 : To stretch students' potential and enhance their learning capacity

#### 重點關注事項一：延展學生潛能以增強他們的學習能力

Strategies/Tasks 策略/方法	Success Criteria 成功指標	Methods of Evaluation 評估方法	People responsible 負責人	Resources Required 所需資源
<p><b>1. Teachers use diversified classroom questioning techniques to enhance learning and teaching efficiency and students' learning capacity.</b>  <b>教師以多樣的課堂提問技巧增進教與學的果效，提升學生學習能力</b></p> <p>1.1 Provide teachers with information and exemplars of effective questioning skills.            向教師提供有效提問技巧的資料及範例</p> <p>1.2 Teachers develop effective questioning skills through various means:            (i) Workshops conducted by expertise on 25<sup>th</sup> September, 2015            (ii) Articles about principles of questioning, examples of good questions, techniques for asking effective questioning, a taxonomy of question types            教師透過不同方式發展有效的提問技巧：            (i) 由專家舉辦培訓工作坊(25/9/2015)            (ii) 相關文章，提問的原則、優秀提問示例、高效提問的技巧、問題分類</p> <p>Each teacher should observe one lesson of his/her peer. The teacher pairing will be assigned by subject head(s). Teachers are welcome to invite one member of the Quality Assurance Team of our school as an additional observer.</p> <p>每位老師和同儕伙伴各自觀對方一節課，同儕伙伴之人選則由科主任編排。校方歡迎老師邀請質素保證組成員陪同一起觀課，並給予意見。</p>	<p>Introduced and induced teachers' continuous professional development in questioning techniques, 介紹教師於提問技巧方面的持續專業發展</p> <p>Teachers have deeper understanding of effective questioning skills 教師對高效提問技巧有更深刻的認識</p>	<p>Teachers' individual lesson analysis report 教師的個人課堂分析報告</p> <p>Subject teachers (KLAs representatives) should evaluate the effectiveness of the first trial, share among panel members and make suggestions for improvement 科任老師（學習領域的代表）應評估首次試行的果效，與科組內的成員分享及提出改善建議</p>	<p>Board of Studies 教務組 Board of Studies 教務組</p> <p>All teachers 全體教師</p> <p>All KLA representatives 所有學習領域的代表</p>	<p>Fees for inviting Expertise to conduct workshops 邀請工作坊專家之費用</p>

<p>1.3 After lessons, teachers have to analyze the questioning skills used for self-analysis. In Term 1, each Key Learning Area (KLA) should assign at least 2 teachers as pioneer in effective questioning. They have to <b>submit an analysis report</b> to the school at the end of term 1, The report should consists of</p> <ul style="list-style-type: none"> <li>(i) Questions types</li> <li>(ii) Reflection</li> <li>(iii) Effectiveness</li> <li>(iv) Suggestion for improvement etc.</li> </ul> <p>於課後，教師需要分析課堂中運用的提問技巧，以作自評之用。於上學期，每個學習領域應安排不少於兩位老師作嘗試「有效提問」的先鋒。他們須於學期末提交一份分析報告予校方，報告須包含：</p> <ul style="list-style-type: none"> <li>(i) 問題類型</li> <li>(ii) 反思</li> <li>(iii) 成效</li> <li>(iv) 改善建議</li> </ul>	<p>Teachers can apply questioning skills to achieve the intended lesson objective 老師能將提問技巧運用於課堂及能達至預期課堂目標</p>	<p>(Term1 ) Analysis report submitted by KLA representatives (上學期)分析報告(由各學習領域之代表提交)</p>		
<p>1.4 After scrutinizing the reports submitted by representatives of all KLAs, good practices found will be disseminated to all staff. KLA representatives take turns to present them during staff meetings in Term 1. 審察由各學習領域提交的報告，報告中反映的優良實踐方法會發佈予全體教職員。各學習領域的代表會於上學期的教職員會議中輪流匯報。</p> <p>1.5 In Term 2, each teacher has to analyze their own questioning skills and submit a lesson observation form provided by the Board of Studies to the subject head. 於下學期，各教師須提交一份由教務組設計之報表，於報表中分析其個人的提問技巧。</p> <p>1.6 Raise students' awareness of learning through asking questions. Students should be equipped with basic skills such as bridging materials, language support, etc. in asking questions. 透過課堂提問，提升學生的學習意識。透過適切的教學，學生應能掌握基本的學習技巧(如提問時連繫學習材料，運用語言技巧支援等)</p>	<p>Successfully held presentations of good practices by all KLAs 各學習領域均能順利進行教學分享匯報</p> <p>All teachers evaluate the use of questions skills 所有教師評估提問技巧的果效</p>	<p>Presentations by representatives of all KLAs. 各學習領域代表的匯報</p> <p>(Term 2) Peer Lesson observation Evaluation reports submitted by all departments 各科目於下學期呈交同儕觀課檢討報告</p>	<p>Board of Studies 教務組</p> <p>All teachers 全體教師</p>	

Strategies/Tasks 策略/方法	Success Criteria 成功指標	Methods of Evaluation 評估方法	People responsible 負責人	Resources Required 所需資源
<p><b>2. Further development of learning and study skills 學習技巧的進階發展</b></p> <p>Build on what we have achieved in the last SDP, teachers have to devise and refine various kinds of pre-lesson tasks that serve multiple purposes: enhance teaching efficiency in lessons/ enhance students' learning beyond classroom/ increase their motivation and participation/ cater for learner diversity</p> <p>教師須以上一個教師發展計劃的成果為基礎，修訂出各類型的課前預習教材，以達致數個主要目標：增加課堂內的教學成效、促進學生的課外學習、增加他們的學習動機及課堂參與、照顧學習差異</p> <p><b>2.1 Teachers devise suitable pre-lesson tasks with adequate challenges. However, the pre-lesson tasks must be followed by peer evaluation or student-student interactions within lessons such as students asking each other questions.</b>            教師設計合適的課前預習課業，課業須包含適切的挑戰性。然而，課前預習後必須輔以同儕互評、生－生互動，以讓學生建立互相提問的習慣。</p> <p><b>2.2 All teacher submit 3 samples of students work on a pre-lesson task (one come from each of the high, average , medium ability group) of a pre-assigned subject to the school. (A centralized scheme will be prepared so that each teacher needs to submit samples of one subject only).</b>            全體教師提交三份學生的課前預習範例（高、中、低各一份），課業科目由校方預先編定。（將以中央收集計劃形式進行，每位教師只須提交一個科目的範例）。</p>	<p>Students learn better through pre-lesson preparation            學生透過課前預習獲得較佳的學習果效</p> <p>Students can acquire subject-based analytical skills and discussions on subject knowledge.            學生能掌握科本分析技巧及進行學科知識討論</p>	<p>Teachers' observation            教師觀察</p> <p>Lesson observation            課堂觀察</p> <p>Samples of student work            學生作品範例</p>	<p>All Teachers            全體教師</p> <p>All Teachers            全體教師</p> <p>All Teachers            全體教師</p>	

**Major concern 2: : To help students understand themselves and set their goals in life**

**重點關注事項二：協助學生認識自我並建立目標。**

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.1 camp 中一成長營	10-11 Sept 2015 2015 年 9 月 10 日 - 11 日	Students would learn how to get along with the peers and get to understand themselves. 學生習得如何和同儕相處和自我認識。	Students' and teachers' oral feedback. 學生及老師的口頭回饋。	Mr. HY Wong, Ms. HM Wong, Mr. HL Ma, Ms. SW Chan, S.1 Class Teachers	Financial support 財務支援
2. Sin Tak's "SUM" Scheme: each S1 student has to join any one of the three categories of ECA (including: Sport teams, Uniform groups and Musical Instrument Classes) 「善德一心」計劃：每一位中一學生需要參加課外活動以下其中一項(包括運動校隊、制服團隊及樂器班)	Sept 2015 – May 2016 2015 年 9 月至 2016 年 5 月	Each S.1 student is engaged in any one of the three categories of ECA . 每一位中一學生都參加了指定三項課外活動的其中一項。	Student enrolment rate of Sin Tak's SUM Scheme 學生在「善德一心」計劃的參加率。	Ms. WS Cheung	Financial support 財務支援
3. An Alumnus has been invited to design the character 'Dolphin', and together with words of encouragement , pictures will be drawn and sent to students and teachers at the beginning of each month through the e-class. Students will be encouraged to set goals for different stages of their life. 邀請了舊生為學校設計了「多芬」的角色，並會以多芬的角色配合鼓勵性的句子，以插畫的形式，於每月的上旬，通過 e-class 發放給全校師生，鼓勵同學為人生的不同階段確立目標。	Oct 2015 – May 2016 2015 年 10 月至 2016 年 5 月	Students learnt to set their goals and overcome the difficulties they encountered. 學生學會確立目標及解決面對的困難。	Students' and teachers' oral feedback. 學生及老師的口頭回饋。	Ms. WC Lee	

<p>4. Provide careers planning lessons to S.3 and S.4 students. 提供生涯規劃課給中三及中四學生。</p>	<p>Sept 2015 – May 2016 2015 年 9 月至 2016 年 5 月</p>	<p>Students have a better understanding of their interests and inclinations. 學生對自己的興趣及發展傾向有更好的認識。</p>	<p>Students' evaluation questionnaire. 學生評估問卷。</p>	<p>Mr. KM Yung &amp; Ms. KM Yu</p>	
<p>5. S.3 harmony experience workshop 飛躍和諧陣學生體驗工作坊 (S.3)</p>	<p>Sept 2015 2015 年 9 月</p>	<p>Students learnt to respect the others and build a harmonious school campus. 學生學會尊重別人及建設和諧校園。</p>	<p>Teachers' oral feedback. 老師的口頭回饋。</p>	<p>Mr. YW Faan</p>	<p>Financial support 財務支援</p>
<p>6. Gender relations talk 今 Teen 談戀愛</p>	<p>14 Oct, 2015 2015 年 10 月 14 日</p>	<p>Students learnt to respect the others in a relationship 學生學會尊重別人</p>	<p>students' and Teachers' oral feedback. 學生及老師的口頭回饋。</p>	<p>Mr. YW Faan</p>	<p>Financial support 財務支援</p>

## Budget Summary 財政預算, 2015/2016

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/
<b>I. Government Fund</b>				
<b>A. EOEBG Grant</b>				
<i>Original Baseline Reference</i>		1,888,317.16		
School & Class Grant			1,590,000.00	
Integrated Science			31,650.00	
Visual Art			58,800.00	
Home Economics			23,500.00	
Computer Studies			2,100.00	
Putonghua			1,850.00	
Chinese Language & Culture			39,430.00	
Biology			30,000.00	
Chemistry			11,800.00	
Moral and Civic Education			14,300.00	
Chinese Extensive Reading			13,000.00	
English Extensive Reading			20,000.00	
Guidance and Discipline Programme Funds			51,500.00	
Sub Total (A)		1,888,317.16	1,887,930.00	
<i>School Specific Grants</i>				
Administration Grant	1,823,981.05	3,683,219.00	4,200,000.00	
Noise Abatement Grant	-	495,632.00	495,632.00	
Composite Information Technology Grant	492,129.88	419,709.00	550,000.00	
Capacity Enhancement Grant	683,516.79	574,415.00	900,000.00	
Sub Total (B)	2,999,627.72	5,172,975.00	6,145,632.00	
Grand Total: (A) + (B)	2,999,627.72	7,061,292.16	8,033,562.00	

## **B. Outside EOEBG Grant**

Teacher Relief Grant	563,004.42	189,964.25	200,000.00
Committee on Home-School Co-operation Project	3,949.50	15,129.00	15,000.00
Cash Grant for School-based After-school Learning and Support Programmes	38,657.80	223,200.00	200,000.00
Fractional Post Cash Grant	336,949.75	216,624.00	450,000.00
Diversity Learning Grant (Applied Learning)	-	29,700.00	29,700.00
Extra Senior Secondary Curriculum Support Grant	591,593.25	250,000.00	-
Diversity Learning Grant (Other Programmes)	82,346.92	91,000.00	173,346.92
Learning Support Grant	40,000.00	37,528.00	77,528.00
Moral and National	273,320.15	-	50,000.00
Senior Secondary Curriculum Support Grant	56,444.00	704,028.00	400,000.00
One-off Grant for Upgrading of WebSAMS and Technical Specifications of the Standard Hardware and Software	500.00	-	500.00
Career and Life Planning Grant	29,367.47	541,560.00	570,927.47
Grand Total	<u>2,016,133.26</u>	<u>2,298,733.25</u>	<u>2,167,002.39</u>

## **II. School Funds (General Funds)**

Tong Fai	793,040.00	120,000.00	-
Approved Collection for Specific Purposes Account	1,009,332.49	80,000.00	35,000.00
Grand Total	<u>1,802,372.49</u>	<u>200,000.00</u>	<u>35,000.00</u>

## Buddhist Sin Tak College

### Plan on the Use of Capacity Enhancement Grant, 2015/2016

#### 學校發展津貼使用計劃

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>Keeping IT equipment and computer network in good condition to facilitate teachers' use of IT in teaching</p> <p>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</p>	<p>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。</p>	<p>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.</p>	<p>From September, 2015 to August, 2016 由 2015 年 9 月至 2016 年 8 月</p>	<p>Salary of IT Assistant for one year including school's contribution to MPF (~HK\$190,000) 聘請一位資訊科技助理薪酬包括學校之強積金供款 (約為港幣十九萬元)</p>	<p>- Repair work of IT equipment is done efficiently. - IT systems are set up properly.</p>	<p>Observation 觀察</p>	<p>Ms SW Chan 陳世詠助理校長</p>

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
Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要	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日常事務性工作並教授學習技能。	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。	July, 2016 2016年7月	Pay for 4 tutors (\$26,000). 聘請4位導師費用(約港幣二萬六千元)	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	Teachers' observation 教師觀察 Questionnaire survey 問卷調查 Parents' feedback 家長回饋/意見	Mr. SW Pang 彭成瑋助理校長
Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要	C. To alleviate the teaching workload of LS teachers, mathematics teachers and English Language teachers, one Assistant Teacher (AT) for each subject will be employed. ATs assist teachers in preparing teaching materials and conducting remedial lessons. They will also carry out duties assigned by other teachers. 為減輕通識科、數學科和英文科教師的教學工作負擔，每科將聘請一位助理教師。助理教師協助教師準備教學材料及進行補底工作，他們也會協助其他老師編配的工作。	- LS, Mathematics and English Teachers are relieved from part of the remedial teaching tasks - Other teachers may be relieved from some clerical work. - 減輕通識組教師的教學工作。 - 減輕其他老師的文書工作。	From September, 2015 to August, 2016 由2015年9月至2016年8月	Salaries of 3 Assistant Teachers for one year including school's contribution to MPF (\$680,400) 聘請三位助理教師薪酬包括學校之強積金供款(約港幣六十八萬零四百元)	- AT taking up duties assigned by teachers and assisting in preparing teaching materials 助理教師能履行列出之工作	Teacher observation 老師觀察	Mr. WK Leung, Mr. SW Pang, Ms. ML Hau 梁永佳副校長、彭成瑋助理校長、侯敏麗老師
	D. To employ coaches for school basketball team, badminton team, table tennis team and football team.	- To alleviate the coaching duties of PE teachers and to	From September, 2015 to August, 2016	Salaries of the coaches for one year	Coaches can provide appropriate	Teacher observation 老師觀察	Ms. WC Lee and Mr. KH

	聘請體育校隊教練包括籃球、羽毛球、乒乓球及足球等。	provide a variety of sports activities for our students. -舒緩體育老師的教練工作。提供多樣體育活動。	由 2015 年 9 月至 2016 年 8 月	\$60,000. 全年教練費約港幣六萬元。	training to our students. 教練能提供合適訓練給學生。		Man. 李惠貞老師及文嘉豪老師。
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**Estimated Income (2015-2016) + Surplus (2014-15) : ~ HK\$800,000.00**

**Total expenditures for items (A + B + C + D) = HK\$956,400**

Estimated Deficit: ~HK\$156,400

**School-based After-school Learning and Support Programmes 2015/16**  
**School-based Grant - Programme Plan**

Name of School: Buddhist Sin Tak College

Project Coordinator: Ms. FUNG Kin Wai Contact Telephone No.: 2428 8197

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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider  (if applicable)
					A	B	C		
S.1 Camp	To develop students' self-management and respect for the others.	Attendance	Teachers' and students' verbal feedback	10 – 11 Sept 2015	8	32	0	\$35,000	啟域發展中心 Mind Operative Development
S.2 Class Day Camp	To increase the cohesion of the class	Attendance	Teachers' and students' verbal feedback	September 2015	8	32	4	\$3000	香港青少年服務處 Hong Kong Children Youth Services
S.2 – S.5 Peer Mentor Scheme	To enhance leadership skills of the S.5 peer mentors	Attendance	Teachers', students' and participants' verbal feedback	Oct 2015 to April 2016	13	6	2	\$20000	香港青少年服務處 Hong Kong Children Youth Services
School Picnic Transportation Fee	To increase the cohesion of the classes	Attendance	Teachers' verbal feedback	1 Dec 2015	40	200	0	\$10000	-----
Day Camp Fee	To increase the cohesion of the classes	Attendance	Teachers' verbal feedback	1 Dec 2015	30	120	0	\$5000	-----

<i>Chinese Writing Class for S.3 Elite Students</i>	To improve the Chinese writing skills of the S.3 elite students.	Attendance	Teachers' verbal feedback	<b>Oct 2015</b>	2	2	0	<b>\$2000</b>	----
<i>Chinese Reading Camp</i>	To cultivate a better reading culture.	Attendance	Teachers' verbal feedback	<b>Dec2015</b>	3	3	0	<b>\$1500</b>	----
<i>Outward Bound Training</i>	To enhance the confidence of participants	Attendance	Teachers', students' and instructors' feedback	<b>March 2015</b>	11	11	2	<b>\$20000</b>	Outward Bound 香港外展訓練學校
<i>Social Etiquette Workshop</i>	To broaden students' horizons	Attendance	Teachers' and students' verbal feedback	<b>July 2016</b>	7	20	0	<b>\$13000</b>	<i>Le Manège</i> 木馬會
<i>S.6 Study Scheme</i>	To provide remedial teaching for students in need.	Attendance	Students' academic results	<b>Oct 2015 – May 2016</b>	3	15	0	<b>\$40000</b>	
<i>S.5 Study Scheme</i>	To provide remedial teaching for students in need.	Attendance	Students' academic results	<b>Oct 2015 – May 2016</b>	2	3	0	<b>\$2500</b>	
<i>S.4 Study Scheme</i>	To provide remedial teaching for students in need.	Attendance	Students' academic results	<b>Oct 2015 – May 2016</b>	2	3	0	<b>\$3000</b>	
<i>S.1 – S.3 Saturday Tutorial Class</i>	To provide remedial teaching for students in need.	Attendance	Students' academic results	<b>Oct 2015 – May 2016</b>	6	20	0	<b>\$30000</b>	
<i>S.4 – S.6 Maths. Tutorial Class</i>	To provide remedial teaching for students in need.	Attendance	Students' academic results	<b>Oct 2015 – May 2016</b>	4	11	0	<b>\$7500</b>	
<i>S.5 Geography Tutorial Class</i>	To provide remedial teaching for students in need.	Attendance	Students' academic results	<b>Oct 2015 – May 2016</b>	1	5	0	<b>\$3000</b>	
<b>Total no. of activities: 16</b>				<sup>©</sup> No. of participation counts	140	483	8		
				<sup>**</sup> Total no. of participation counts	556				



## **Policies of a healthy school campus**

Health is life's fortune and a pre-requisite for everything. To a student, being healthy physically and psychologically can boost learning efficiency.

1. Our policies of a healthy school campus aim at creating an health-conscious and safe school campus as well as facilitating students in cultivating healthy living habits, positive values and critical thinking along with psychological and physiological states for socializing with others.
2. A task force for preparing healthy school campus policies was set up.

### **Coverage of duties**

- ❖ To identify students' needs and pay close attention to social changes and issues in order to define the focus of the school's work. Resources from both the school and the community will also be considered for a comprehensive school-based plan.
- ❖ To ensure all school staff are informed of and support the healthy school campus policies
- ❖ To implement and monitor on a regular basis the healthy school campus policies and evaluate those policies as well as follow up.

### **Members of the task force**

They include the principal, vice principal, discipline master, guidance master, extra-curricular activities master, moral and civic education master, health education master, crisis intervention committee and social worker.

### **Contents of the healthy school campus policies**

1. Implementing anti-drugs and drug prevention education: *Prevention is the key to resisting the temptation;*
2. Introducing and encouraging healthy eating habits;
3. Fostering a healthy lifestyle: *To cater for learners' differences and provide a spectrum of extra-curricular activities; to pay close attention to students' physical and psychological health so as to reduce stress from school life and to prevent students from addiction to the Internet and drugs;*
4. Implementing sex education: *to instill students with correct concepts and righteous attitude regarding sex;*
5. Creating a safe school campus;
6. Making the school campus environmentally friendly: *to use resources sparingly to avoid wastage and to live a green life.*

## 健康校園政策

健康是人生的財富、是生活的基本要素 擁有良好的身心狀態，可以提升學習的效果

一．目標：營造關愛健康和安全的校園，協助學生建立健康的生活習慣、正面的價值觀、獨立的思辨能力，以及良好的心理及生理的社交狀態

### 二．健康校園政策專責小組

#### 職責：

- ❖ 識別學生的需要，密切關注社會的變化及議題，釐定學校的工作重點，參考校內及社區可用資源，以制訂一個周詳的校本計劃
- ❖ 確保學校所有員工認識及支持健康校園政策
- ❖ 落實健康校園政策，定期作出檢視、評估及跟進

#### 組員：

校長、副校長、訓導主任、輔導主任、活動主任、德育及公民教育主任、健康教育主任、危機小組及社工

### 三．健康校園政策內容

- 1．推行禁毒及防止濫藥教育：遠離毒品，重在預防
- 2．關注健康飲食習慣：鼓勵學生養成良好飲銀習慣、推廣素食
- 3．推行健康生活：照顧學生差異，提供多元課外活動，照顧學生身心健康，以減少他們的學習壓力，同時避免學生上網成癮或染上吸食毒品的惡習
- 4．性教育政策- 建立正確的性觀念及態度
- 5．安全校園政策
- 6．環保校園：善用資源，避免浪費，推動綠色生活