



Buddhist Sin Tak College

佛教善德英文中學

Annual School Plan 周年計劃書

2016 – 2017

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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 2016-2017

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

二零一六至二零一七年重點關注事項

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


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				
Intended Outcomes/ Targets 期望成果/目標	Strategies/ Tasks 策略/工作	15-16	16-17	17-18
<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、能力適中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、思考方法的提問，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模式，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 將 2016-17 年的要求延續至 2017-18 學年</p> <p>Students are able to ask think-provoking and HOT questions 學生能提出引發思考和高階思維的課堂問題</p> <p>Lesson</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，不同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，將會透過觀課量度及評鑑</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，分析個人在提問特徵；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</p> <p>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</p> <p>Professional sharing among teachers within and across subjects. 老師間在相同科目/組別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>observation to understand the 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.</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,</p>	<p>✓</p> <p>Refine the good practices and trials conducted in 2014-15</p>		

<p>學生能運用不同的學習策略，有效促進學習不同科目</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>teachers have to devise and refine various kinds of pre-lesson tasks that can enhance the teaching efficiency in lessons /enhance students' learning beyond classroom/ increase their motivation and participation/ cater for learner diversity. 建基於上一個學校三年發展計劃，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>aiming at helping students to learn more effectively inside and outside classroom. 優化及完善一些在2014-2015 年度的良好課堂經驗，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，學生可掌握如何改善及訂立可行之目標以作出改善</p>	<p>3. Strengthen students' learning and teaching effectiveness by making use of the results of students' assessment data. 透過恒常之評核資料數據，以檢討和回饋教學，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. 老師將透過課程剪裁、考試、練習、操練及具備鷹架遞進階梯學習等措施，藉以協助學生克服普遍的學習困難，並改正錯誤及弱點。</p>		<p>✓ Subjects are able to make use of assessment data to carry out PIE to improve L&T. 科目能運用數據進行策劃，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>

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。					
Intended Outcomes/ Targets	Level	Strategies/ Tasks	15-16	16-17	17-18
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. 發展教師作為「重要成年人」的角色和意識，以引導學生追尋自我認識。學校期望協助老師能根據學生的強弱分析支援學生，達致讓學生「自我實現」和「展現潛能」。	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，以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	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 年不再屬於重點關注事項，仍會為這些學生提供恆常措施和服務。				
	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.	✓	✓	✓

<p>學習。</p> <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>培養學生良好的自我管理意識。</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，以確保所有學生可達致成功。</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>S3-S4</p>	<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>		<p style="text-align: center;">✓</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>	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>			✓
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Major Concerns Implementation Plan 重點關注事項施行計劃 2016-2017

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

Item 1 Using questioning skills to enhance learning and teaching

提問是教學的關鍵技巧，因

Questioning is a critical skill for teachers because

(i) 它是師生間最普遍的交流

(i) it is the most common form of interaction between teacher and student,

(ii) 它是評核學習成果的最即時途徑

(ii) the most immediate way for a teacher to assess learning and

(iii) 它是最能量度課堂內學生能否深入詮釋資料、匯報資料及討論成果的方法

(iii) the most accessible way to give deep implications in the way the students assimilate the information presented and discussed in class.

然而，缺乏教學內容的提問並不可能，有效課堂應能達致適合學生程度的學習目標(而非只重視提問)。從教學法的層面看，提問技巧與學習目標密不可分，教師能以提問技巧在課堂內完成特定的教學目標。此外，提問的功用應隨課堂的不同階段改變。

However, questioning cannot be applied without referring to the context of a lesson. **An effective lesson should aim at achieving the learning objectives suitable for the students instead of questioning only.** From the pedagogical point of view, questioning skills should be connected to learning objectives and are considered as one of the pedagogical tools to meet particular teaching objectives in class. Moreover, **the purposes of questioning should vary in different stages of a lesson.**

Strategies/Tasks 策略/方法	Implementation Method 執行方法	Success Criteria 成功指標	Methods of Evaluation 評估方法	People responsible 負責人	Resources Required 所需資源
促使教師注意以下項目： To raise teachers' awareness of (i) 清晰的課堂組織/結構 (ii) 訂立清晰的學習目標 (iii) 以各種提問達致課堂目標 (i) a clear organization/structure of lesson,	教師就課堂內的不同階段訂定目標 Teachers set objectives in different stages of a lesson. 以提問形式達成目標 The lesson objectives are achieved through questioning.	學生於課堂內積極回應提問 Students give response actively during lesson QA team 成員分享觀課所見的教學良好經驗 QA team members share	課堂大概應著重 (i)課堂之不同階段(ii)各階段之教學目標 (iii)最能達致課堂目標的提問 Lesson outlines with emphasis	*教務組 *QA team *核心科目統籌 *科主任 *所有教師	/

<p>(ii) setting up clear learning objectives at different stages of a lesson and</p> <p>(iii) setting a variety of questions that make the lesson objectives can be achieved.</p> <p>Stage 1 Setting the scene (A) 引入學生的前備知識 (A) To elicit learners' prior knowledge</p> <ul style="list-style-type: none"> • 建基於過往所學、補充資料、解釋/有助應用知識的提問 • Questions that can build on previous learning or give further information, explanations and applications <p>第二階段: 教學科目的核心內容</p> <p>Stage 2 Teaching the core subject matter</p> <p>(B) 提升學習興趣 (B) To arouse students' interest</p> <ul style="list-style-type: none"> • 以提問吸引學生注意/延續學習興趣 • Grasp students attention and arouse/sustain interest through questioning techniques <p>(C) 刺激討論及推動同儕互評 (C) To stimulate discussion and promote peer evaluation</p>	<p>教師於課後評核課堂的提問是否恰當 Teachers evaluate the appropriateness of the questions asked after lessons.</p> <p>教師應透過觀課展示提問可如何達致課堂目標 Teachers should demonstrate how questioning can be adopted to achieve the lesson objectives through lesson observation.</p> <p>所有教師都須由科主任觀課至少一次 Each teacher should be observed by panel heads/QA team members at least once a year.</p> <p>被觀課者須於觀課前至少一星期將教案交予觀課者, 教</p>	<p>good practices found in the lesson observation.</p> <p>以觀課互評促進教師之間的專業發展 The professional development among teachers is enhanced through sharing after the lesson observation.</p> <p>能內化良好的課堂經驗及習慣, 令其成為課堂的教學常規 Experience and good practices could be internalized as classroom teaching routine.</p> <p>完成本三年學校發展計劃的重點關注事項後, 能出版小冊子記錄各核心學習範疇善用提問技巧的成果 A booklet showing the outcome of effective questioning skills in all KLAs of our school could be issued after the completion of this major concern in the 3-year development cycle.</p>	<p>on (i) the different stages of lessons; (ii) objectives of each stage; (iii) questions that are most effective to achieve the lesson objectives</p> <p>同儕觀課 (於 2017 年 4 月前完成) Lesson observation (To be completed before the end of April 2017)</p> <p>觀課後討論 Post observation discussion</p>	<p>*Board of Studies *QA Team *KLA coordinators *Subject Heads *ALL Teachers</p>	
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<ul style="list-style-type: none"> • 以開放形式提問、鼓勵學生發揮創意或表達己見 • Questions that have multiple possible answers and encourage students to be creative or express insights <p>(D) 激發創意思維/批判思考/洞見</p> <p>(D) To provoke insights/creative thinking/ critical thinking</p> <ul style="list-style-type: none"> • 分析--將整體剖析成不同部份 • Analysing-separating or breaking a whole into parts <ul style="list-style-type: none"> • 邏輯論證 -- 以理據證立結論 • Logical Reasoning - drawing inferences or conclusions that are supported in or justified by evidence <ul style="list-style-type: none"> • 預估 - 預先訂定計劃及評估其結果 • Predicting - Envisioning a plan and its consequences <ul style="list-style-type: none"> • 辨識 - 洞悉各種情況之間的異同 • Discriminating - Recognizing differences and similarities among things or situations <ul style="list-style-type: none"> • 評核其他觀點 • Commenting and evaluating the others' points of view 	<p>案須包含課堂的各個必要階段、箇中教學目標以及在課堂內將提出的問題</p> <p>A lesson plan with the necessary stages of the lesson, the objectives involved and the questions to be asked during the lesson should be submitted by the teacher to be observed to the observer at least one week before the lesson observation.</p> <p>教師能自由選擇合適的課堂教學目標。雖然教師未必能完成(B)-(F)部份的所有提問,但校方期望教師能結合提問及其他必要教學策略,以達致各課堂階段的教學目標。</p> <p>Each teacher in general has the flexibility to choose suitable learning objectives in his/her lesson. Teachers may not be able to ask all questions stated in (B) - (F). However, the school expects that teachers should apply questioning together with other necessary teaching strategies so that learning objectives set for the stages can be achieved.</p>				
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<p>(E) 給予有效的回饋 (E) To give effective feedback</p> <ul style="list-style-type: none"> 於課堂練習/匯報後給予回饋 Give feedback subsequent to drill/ practice/ exercise <ul style="list-style-type: none"> 透過轉問/追問和激發思考的問題, 並給予優質的回饋, 以增進學生的學習能力 Ask prompting/probing/ thought-provoking questions together with giving quality debriefing/ feedback to enhance students' learning capacity <p>(F) 照顧學習差異 (F) To cater for learning diversity</p> <ul style="list-style-type: none"> 設計一系列引導問題, 以幫助學生逐步發展學習策略 A series of guidance questions that can gradually help learners develop strategies for learning in a focused way. <ul style="list-style-type: none"> 善用多元化的策略照顧學生不同的學習風格/學習需要/語文需要 Diversified strategies catering for different learning styles / learning needs/language needs <ul style="list-style-type: none"> 調整內容/策略/步伐 Adjust content/ strategies/pace 	<p>預期教師於精英班中能作高階思維的提問(如(D)-(F)部所示)</p> <p>High order thinking questions, such as those in (D) - (F), are expected to be asked in .elite classes.</p> <p>觀課者及被觀者於觀課後都應評核課堂的提問</p> <p>Both the observer(s) and the teacher of the lesson should evaluate on the quality of the questions asked in a post-observation discussion</p> <p>每個科組均須於 2017 年 5 月的期末評核會議中討論這學年的成果, 並商討未來解決提問困難的策略。</p> <p>A year-end evaluation meeting will be arranged for each panel to discuss what have been achieved and how to tackle difficulties encountered in May 2017.</p>				
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<ul style="list-style-type: none"> • 為不同學生提供學習機會 • Opportunities for different learners to participate • 設計富挑戰性的任務來發掘學生潛能 • Challenging tasks to stretch learners' potential and capacity • 鼓勵學生闡釋或延伸其過短的答案 • Encourage further explanations or elaboration of answers whenever short answers are provided by students <p>第三階段: 概括及延展</p> <p>Stage 3 Recap and more</p> <p>(G) 鞏固知識 (G) Consolidation of knowledge</p> <ul style="list-style-type: none"> • 要求學生重溫、覆述、強調及/或總括課堂重點 • 將學習延展至課堂外 • Ask student to review, restate, emphasize, and/or summarize what is important • Extend learning beyond lesson 					
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重點關注事項二: 評核學習成果 - 以評核數據來促進學與教

Item 2 Assessment for learning- use assessment data to inform learning and teaching.

Strategies/Tasks 策略/方法 Implementation Method 執行方法	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>1. 反思與分析 - 各科須深入分析學生主要的強弱。各科可用以下數據或觀課來促進學與教</p> <ul style="list-style-type: none"> • 校內考試成績及學生於考試後自評的回饋 • 學生的課業表現 • 公開考試成績 • 香港考評局的數據報告 • 日常課堂觀察 等. <p>1. Reflections and analysis - subjects need to analyze deeply what the major strengths and weaknesses of the students are. Subjects are able to make use of the following data or observation to enhance learning and teaching</p> <ul style="list-style-type: none"> • school exam results and students' responses in post-examination evaluation; • students' performance in assignments; • public examination results; • statistical reports from HKEAA; • daily classroom observations, etc. <p>2. 以策略性措施去促進學習的評核</p> <p>2.Strategic measures to enhance assessment for learning</p> <p>Purposes:</p> <ul style="list-style-type: none"> •提供學習評核的機會 •於評核後評論學生的表現 •告知學生其表現如何 • provide opportunities for assessment for learning • post-evaluate the performance of students after assessment • get students informed of their performance 	<p>相關策略的總結報告及所得成果須紀錄於科目會議。</p> <p>Summary report of strategic measures done and achievements attained are submitted or addressed in the panel minutes.</p> <p>評核工具、教師意見及學生佳作範本均應附上</p> <p>Tools for assessment and teachers' feedback, exemplars of students work are attached for reference.</p> <p>佳作範本會交予教師作持續改進之用</p> <p>Exemplars of well-designed assignments are given to teachers for continuous improvement.</p>	<p>審查總結計劃書及科組會議紀錄</p> <p>Scrutiny of summary plan or subject minutes</p> <p>審查教師及學生的作品</p> <p>Scrutiny of the teachers' and students' work</p> <p>同儕互評、教師與科組成員的回饋</p> <p>Group evaluation and feedback from teachers and panel members</p> <p>課業檢查</p> <p>Assignment</p>	<p>*教務組 *科主任 *所有教師</p> <p>*Board of Studies *Subject heads *ALL Teachers</p>	<p>/</p>

<p>各科須設計策略/措施以促進學習的評核。各科須草擬一份科本評核計劃書, 以解釋學習評核的推行方法。計劃書應與上學期考試的評估一併繳交。</p> <p>Subjects should devise strategic measures to enhance assessment for learning. Subjects need to draft a subject-based assessment plan to explain how assessment for learning. (may choose an issue to address in one form in Form 1- Form 6 or various forms) is carried out. The plan should be submitted to the school together with the evaluation of term 1 examination.</p> <p>得知學生於上學期考試之常犯錯誤後,教師須設計至少一份習作以協助學生於下學期克服相關困難。</p> <p>to students After knowing the common mistakes/weaknesses made by students in the term 1 examination, teachers should set one or more assignment(s) to help students overcome the weaknesses in term 2.</p>		<p>Inspection</p>		
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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		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. KW Fung, Mr. HL Ma, Ms. HL Lam, 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)		Each S.1 student is engaged in any one of the three categories of ECA . 每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句子，以插畫的形式，於每月上旬，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。		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.2 and S.4 students. 提供生涯規劃課給中二及中四學生。</p>	<p>Sept 2016 – May 2017 2016年9月至2017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 & 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 2016 2016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. Mountaineering training II 山藝課程 II</p>	<p>Sept 2016 – May 2017 2016年9月至2017年5月</p>	<p>All participants will get the Certificate of Completion. 所有參加者可以取得完成證書。</p>	<p>Teacher's evaluation. 老師評估。</p>	<p>Ms. HM Wong, Mr. Louis Chan</p>	<p>Financial support 財務支援</p>

Budget Summary 財政預算, 2016/2017

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/(Deficit)
I. Government Fund				
A. <u>EOEBG Grant</u>				
<i>Original Baseline Reference</i>		1,788,207.92		
School & Class Grant			1,480,000.00	
Integrated Science			29,895.00	
Visual Art			60,300.00	
Home Economics			24,500.00	
Computer Studies			7,100.00	
Putonghua			1,206.00	
Chinese Language & Culture			42,810.00	
Biology			35,900.00	
Chemistry			12,200.00	
Moral and Civic Education			17,800.00	
Chinese Extensive Reading			13,000.00	
English Extensive Reading			22,000.00	
Guidance and Discipline Programme Funds			39,900.00	
Sub Total (A)		1,788,207.92	1,786,611.00	1,596.92
 <i>School Specific Grants</i>				
Administration Grant	1,297,953.81	3,566,328.00	4,100,000.00	764,281.81
Noise Abatement Grant	-	507,538.00	507,538.00	-
Composite Information Technology Grant	586,293.42	390,255.00	444,000.00	532,548.42
Capacity Enhancement Grant	374,067.84	588,202.00	950,000.00	12,269.84
Sub Total (B)	2,258,315.07	5,052,323.00	6,001,538.00	1,309,100.07
Grand Total: (A) + (B)	2,258,315.07	6,840,530.92	7,788,149.00	1,310,696.99

B. Outside EOEBG Grant

Teacher Relief Grant	509,946.42	189,956.00	200,000.00	499,902.42
Committee on Home-School Co-operation Project	10,756.50	18,129.00	15,000.00	13,885.50
Cash Grant for School-based After-school Learning and Support Programmes	123,873.44	217,800.00	220,000.00	121,673.44
Fractional Post Cash Grant	137,228.75	230,972.00	190,000.00	178,200.75
Diversity Learning Grant (Applied Learning)	-	32,250.00	32,250.00	-
Extra Senior Secondary Curriculum Support Grant	841,593.25	-	-	841,593.25
Diversity Learning Grant (Other Programmes)	92,835.72	42,000.00	134,835.72	-
Learning Support Grant	33,959.00	86,465.00	100,000.00	20,424.00
Moral and National	273,320.15	-	50,000.00	223,320.15
Senior Secondary Curriculum Support Grant	591,726.50	680,256.00	890,000.00	381,982.50
Career and Life Planning Grant	86,152.27	566,880.00	630,000.00	23,032.27
Strengthening School Administration Management Grant	189,450.00	-	189,450.00	-
	<u>2,890,842.00</u>	<u>2,064,708.00</u>	<u>2,651,535.72</u>	<u>2,304,014.28</u>

II. School Funds (General Funds)

Tong Fai	900,920.00	100,000.00	-	1,000,920.00
Approved Collection for Specific Purposes Account	<u>983,555.97</u>	<u>60,000.00</u>	<u>350,000.00</u>	<u>693,555.97</u>
Grand Total	<u>1,884,475.97</u>	<u>160,000.00</u>	<u>350,000.00</u>	<u>1,694,475.97</u>

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant, 2016/2017

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運作，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</p> <p>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</p> <p>由 2016 年 9 月至 2017 年 8 月</p>	<p>Salary of IT Assistant for one year including school's contribution to MPF (~HK\$200,000)</p> <p>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 20 萬元)</p>	<p>- Repair work of IT equipment is done efficiently.</p> <p>- IT systems are set up properly.</p>	<p>Observation 觀察</p>	<p>Ms SW Chan 陳世詠老師</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, 2017 2017年7月	Pay for 4 tutors (\$28,000). 聘請4位導師費用(約港幣28,000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, Maths 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, 2016 to August, 2017 由2016年9月至2017年8月	Salaries of 3 Assistant Teachers for one year including school's contribution to MPF (\$600,000) 聘請三位助理教師薪酬包括學校之強積金供款(約港幣六十萬元)	- 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

	<p>D. To employ coaches for school basketball team, badminton team, table tennis team and football team.</p> <p>聘請體育校隊教練包括籃球、羽毛球、乒乓球及足球等。</p>	<p>To alleviate the coaching duties of PE teachers and to provide a variety of sports activities for our students.</p> <p>舒緩體育老師的教練工作。提供多樣體育活動。</p>	<p>From September, 2015 to August, 2016</p> <p>由 2016 年 9 月至 2017 年 8 月</p>	<p>Salaries of the coaches for one year</p> <p>\$80,000.</p> <p>全年教練費約港幣 80,000 元。</p>	<p>Coaches can provide appropriate training to our students.</p> <p>教練能提供合適訓練給學生。</p>	<p>Teacher observation</p> <p>老師觀察</p>	<p>Ms. WC Lee and Mr. KH Man.</p> <p>李惠貞老師及文嘉豪老師。</p>
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Estimated Income (2016-2017) + Surplus (2015-16) : ~HK\$960,000.00

Total expenditures for items (A + B + C + D) = HK908,000

Estimated Surplus: HK\$52,000

School-based After-school Learning and Support Programmes 2016/17
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 [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
S.1 overnight camp	To enhance the resilience of new students	Attendance, behavioral change	Teachers', students' and participants' verbal feedback	20 -21 Sept	19	40	1	\$40000	香港青少年服務處 Hong Kong Children Youth Services
English corner activities	To enhance confidence of speaking	Attendance,	Feedback from teachers and students	Sept to May	25	45	4	\$30000	BSTC
Outward Bound Training	To enhance the confidence of participants	Attendance, reports from students	Teachers', students' and instructors' feedback	March 2017	4	4	4	\$20000	Outward Bound 香港外展訓練學校
S.1 Peer mentor schemes	To develop a social support network for S.1 students	Attendance, attitude	Teachers' and students' verbal feedback	Oct to Apr	25	45	4	\$15000	香港青少年服務處 Hong Kong Children Youth Services
Tutorial lessons	To facilitate students' learning	Attendance, academic results	Teachers' and students' verbal feedback	Oct to Apr	12	20	4	\$50000	BSTC
Total no. of activities: 5				[@] No. of participation counts	85	154	17		
				^{**} Total no. of participation counts	256				

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

Budget on Career and Life Planning Grant

Item No.	Purposes	Amount (HK\$)
1	Employing extra staff	374,566.5
2.	Purchase 'Finding Your Colours of Life' Booklet by HKCMGM & Education Bureau	2,250
3.	Purchase 'Career Mapping: Career Development Tools for Senior Secondary Students' Booklet by HKCMGM & Education Bureau	4,350
4.	Alumni Mentoring Program	65,000
5.	明報 Website Program	18,800
6	Career counseling Program by external counseling agent 2016/17 For:	S1 29400 S2 29400
7	中五性格透視問卷(社工 工作坊)	6,300
	Total:	530066.5