



# Buddhist Sin Tak College

佛教善德英文中學

## Annual School Plan 周年計劃書

2017 – 2018

1. *School Mission* 辦學宗旨
2. *School development plan* 三年發展計劃 2015-18
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
7. *Health education programme*  
健康校園計劃

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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 2017-2018

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

## 二零一七至二零一八年重點關注事項

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、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 <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</p>	<p>3. Strengthen students' learning and teaching effectiveness by making use of the results of students' <b>assessment data</b>. 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&amp;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>

<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>	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>		✓	✓

<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 2017-2018

### 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	Implementation Method	Success Criteria	Method of Evaluation	People Responsible
<p>1. Apart from setting clear learning objectives like the 3-stage teaching approach and various scaffoldings launched last year, teachers should also provide ample opportunities for higher-order thinking and student-student interaction.</p> <p>承去年推行的要求，三段式課堂教學及相關的教學部署，老師今年另需提供足夠機會提昇學生邁向高階思維能力。教學流程亦需要增強學生與學生的互動及交流。</p>	<p>A teacher should have at least one lesson in each of the subject taught observed by panel heads/QA team members. 每位老師應最少接受科主任或質素保證組成員觀課一次</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. 至少一個星期前，老師需提交教案詳列課堂步驟，教學目標，預期間題等，讓觀課同事初步掌握課堂教學內容。</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. 觀課老師及被觀者應於觀課後進行詳盡的課後討論及意見交流，找出課堂的亮點及尚可以改善的地方。</p>	<p>Students give response actively during lesson 同學能積極回應老師的提問</p> <p>The professional development among teachers is enhanced through sharing after the lesson observation. 老師能於課後進行專業交流及分享意見以促進專業發展</p> <p>Experience and good practices could be internalized as classroom teaching routine. 優秀課堂的經驗及事例可轉化及內化成為課堂常規</p>	<p>Results of Lesson observation. 觀課的成果與成效</p> <p>Core subjects and elective subjects should be observed before the end of March 2018 and December 2017 respectively. 選修科目應在 2017 年 12 月內完成、核心科則需最遲於 2018 年 3 月完成觀課</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 March 2018. 科組須在年終 2018 年 3 月的檢討會議上評估是次計劃的成功竅門及如何克服困難</p>	<p>QA Team 質素保證組</p> <p>Board of Studies 教務組</p> <p>Subject Heads 科組主任</p> <p>All Teachers 所有老師</p>

Strategies / Tasks	Implementation Method	Success Criteria	Method of Evaluation	People Responsible
<p>2. Making use of assessment data to prepare junior students for the senior form studies. The assessment could be quantitative and/or qualitative.</p> <p>運用學生成績或評核數據以裝備初中學生應付高中的學習需要。評核數據可以用量化及或質化為基礎</p>	<p>All departments have to carry out inventory check of the following:</p> <p>(i) analyses the assessment data which includes the internal examinations and public examination results,</p> <p>(ii) performance and findings in students' assignments</p> <p>(iii) students' performance in lesson, etc.</p> <p>所有科組部門可以由下列各項數據做一次全面檢視：</p> <p>(i) 分析校外、校內考試成績</p> <p>(ii) 學生在課業及</p> <p>(iii) 課堂上的表現等</p> <p>Each subject panel should formulate measures to address the learner diversity and varied learning needs of junior form students, such as adjustment/fine-tuning of curriculum, enhancing students' examination skills, helping students to establish active learning habits, assignment /assessment optimization, etc.</p> <p>每個科組應設計相關的方案及措施以回應學習差異及初中學生的不同學習需要如微調課程及進度、加強學生的應試技巧、協助學生建立自主學習的習慣、優化課業設計及評核模式等。</p>	<p>Each panel should draft a plan to address how to narrow down the gap between the junior and senior levels. This plan should be included in the annual plan. For easy retrieval, a copy of the plan should be submitted separately to the Board of Studies (submit to Kei in General Office.)</p> <p>每個科組應草擬計劃書回應如何收窄初中及高中的學習差距。此計劃書應附加於周年計劃書內。為方便取閱，計劃書的副本應同時交付教務組存檔</p> <p>The contents and scale vary from subject to subject which depend on teaching time and subject curriculum, however, the plan should be justified and agreed by the Board of Studies and/or the Principal.</p> <p>各科組之計劃書內容及規模應有所不同，須要視乎課程及所佔教學時間的比重而定，但該計劃書由校長及或教務組評審通過。</p>	<p>Scrutiny of plans submitted by all departments.</p> <p>審查科組呈交之計劃書</p> <p>Professional dialogues among members and to be addressed in panel minutes and reports submitted at the end of school year.</p> <p>審閱年終會議紀錄，提供平台讓老師作專業交流對話，以了解各科組如何落實執行計劃</p> <p>Teachers' observation; assignment inspection; students' performance in school assessment.</p> <p>課堂觀課，查簿，學生評核表現等</p>	<p>Board of Studies 教務組</p> <p>Subject Heads 科主任</p> <p>All Teachers 所有老師</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 overnight camp 中一成長營	28 and 29/9/2017	Students actively participate in the camp, students show improvement in their inter-personal skills in the camp. 學生積極投入營內活動。學生能改善人際關係技巧。	Feedback from students, teachers and trainers. 學生、老師及訓練員的回饋。	Ms. KW Fung 馮健慧老師	Financial support 財務支援
2. Provide careers and life planning counseling lessons for S.2 and S.4 students. 提供生涯規劃輔導課給中二及中四的學生。	9/2017 – 5/2018	Students will actively participate in the classroom activities. 學生能積極參與課堂活動。	Reflection from students' assignment. 由學生作業反映。	Mr. KM Yung and Ms. KM Yu. 容啟謀老師及余嘉文老師。	
3. Students' services programme (within the school): Students are recruited to assist the school in carrying out activities such as Parents' Day, Open Day, Registration of new S.1 students and S.1 Parents' Day etc. One aspect is to allow students of different abilities to provide services and to be certain about self-ability and contributions. At the same time, through the services to school, students' sense of helping each other, respecting the others, forgiveness and caring culture will be developed. 學生服務計劃 (校內)： 招募學生協助本校推行活動如家長日、開放日、	10/2017 – 7/2018	No. of student helpers and their eagerness in assisting the activities. 學生參與人數、學生積極協助活動。	Teachers' observation and oral feedback. 老師的觀察及口頭回饋。	Ms. WC Lee 李惠貞老師	

<p>新生註冊和中一家長日等，一方面可讓不同能力的學生在參與服務，肯定自己的能力及貢獻，同時亦希望透過學校服務，讓同學建立互助、尊重、包容及關懷的文化。</p>					
<p>4. 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。</p>	9/2017 – 6/2018	<p>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。</p>	<p>Student enrolment rate of Sin Tak's SUM Scheme 學生在「善德一心」計劃的參加率。</p>	<p>Ms. WS Cheung 張慧嫻老師</p>	<p>Financial support 財務支援</p>
<p>5. Provide Leadership Training Programme for ECA leaders 為學生會、學會幹事提供領袖訓練。</p>	30/9/2017	<p>ECA leaders could organize activities effectively. 學生會、學會幹事能有效率地組織活動。</p>	<p>Teachers' observation . 老師的觀察。</p>	<p>Ms. WS Cheung 張慧嫻老師</p>	<p>Financial support 財務支援</p>
<p>6. Mountaineering training I 山藝課程 I</p>	11/2017 – 4/2018	<p>Participants would complete the course and display perseverance. 參加學生能完成課程及表現堅毅。</p>	<p>Trainers' oral feedback. 教練的口頭回饋。</p>	<p>Ms. HM Wong 黃曉雯老師</p>	<p>Financial support 財務支援</p>
<p>7. 菩薩行 programme Through the implementation of this programme, Religious Committee encourages students to participate in various Buddhist activities and community activities, and reflect their direction and targets in their spiritual development. The School would like the students to set up a goal of helping others and will respect others, care their society and practice the Buddha's spirit of being merciful. Students will get a certain number of stamps by</p>	9/2017 – 5/2018	<p>All students from S.1 to S.3 could get two or more stamps. 所有中一至中三級學生都會取得兩個或以上蓋印。</p>	<p>Count the number of stamps obtained by S.1 to S.3 students for the evaluation of the effectiveness of the programme. 統計中一至中三級學生蓋印數目，以評估計劃成效。</p>	<p>Ms. LY Lee 李麗儀老師</p>	

participating in the following activities:

Activity	No. of stamps
Flowering offering activity: 「花緣 GUIDE」	1
Lighting for blessing activity	1
Bathing the Buddha activity	1
Buddhist Talk/ spiritual movie sharing	1
Vegetarian lunch	2
Mindfulness activity	3
Visiting the monastery	3
Sharing of activity /Book Report	1-3
Voluntary service and community service	1-3
Conversion activity	5

〔菩薩行計劃〕

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：

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

## Budget Summary 財政預算, 2017/2018

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/(Deficit)
<b>I. Government Fund</b>				
<b>A. EOEBG Grant</b>				
<i>Original Baseline Reference</i>		1,822,183.87		
School & Class Grant			1,500,000.00	
Integrated Science			24,700.00	
Visual Art			59,800.00	
Home Economics			26,000.00	
Computer Studies			4,000.00	
Putonghua			1,900.00	
Chinese Language & Culture			45,900.00	
Biology			36,900.00	
Chemistry			12,200.00	
Moral and Civic Education			17,300.00	
Chinese Extensive Reading			10,000.00	
English Extensive Reading			20,000.00	
Guidance and Discipline Programme Funds			35,000.00	
Sub Total (A)		1,822,183.87	1,793,700.00	28,483.87
<i>School Specific Grants</i>				
Administration Grant	826,870.47	3,634,128.00	4,150,000.00	310,998.47
Noise Abatement Grant	-	517,180.00	517,180.00	-
Composite Information Technology Grant	630,689.70	397,670.00	400,000.00	628,359.70
Capacity Enhancement Grant	231,525.90	599,381.00	700,000.00	130,906.90
Sub Total (B)	1,689,086.07	5,148,359.00	5,767,180.00	1,070,265.07
Grand Total: (A) + (B)	1,689,086.07	6,970,542.87	7,560,880.00	1,098,748.94

## **B. Outside EOEBG Grant**

Teacher Relief Grant	670,595.42	194,634.00	200,000.00	665,229.42
Committee on Home-School Co-operation Project Cash Grant for School-based After-school Learning and	11,433.40	15,267.00	20,000.00	6,700.40
Support Programmes	149,996.96	104,800.00	220,000.00	34,796.96
Fractional Post Cash Grant	197,307.25	-	197,307.25	-
Diversity Learning Grant (Applied Learning)	-	32,250.00	32,250.00	-
Extra Senior Secondary Curriculum Support Grant	416,277.50	-	400,000.00	16,277.50
Diversity Learning Grant (Other Programmes)	89,531.92	28,000.00	117,531.92	-
Learning Support Grant for Secondary Schools	27,080.40	73,000.00	100,080.40	-
Moral and National Education Support Grant	273,320.15	-	50,000.00	223,320.15
Senior Secondary Curriculum Support Grant	394,798.50	680,256.00	900,000.00	175,054.50
Career and Life Planning Transition Grant	114,888.27	100,000.00	214,888.27	-
Pilot Sche Promote Inter b/w Sis Sch HK				
Mainland	45,417.74	120,000.00	165,417.74	-
One-off Grant to Secondary School for Promotion of				
STEM Education	173,889.04	-	173,889.04	-
Information Technology Staffing Support Grant	-	300,000.00	300,000.00	-
Extra Recurrent Grant for Under ITE4		66,740.00	66,740.00	-
One-off Grant for Promotion of Chinese History and				
Culture		150,000.00	50,000.00	100,000.00
Diversity Learning Grant (Other Language)		23,400.00	23,400.00	-
One-off Grant for Under ITE4		95,430.00	95,430.00	-
Extra One-off IT Grant		200,000.00	200,000.00	-
	<u>2,564,536.55</u>	<u>2,183,777.00</u>	<u>3,526,934.62</u>	<u>1,221,378.93</u>
<b>II. School Funds (General Funds)</b>				
Tong Fai	807,160.00	100,000.00	200,000.00	707,160.00
Approved Collection for Specific Purposes Account	925,066.65	50,000.00	250,000.00	725,066.65
Grand Total	<u>1,732,226.65</u>	<u>150,000.00</u>	<u>450,000.00</u>	<u>1,432,226.65</u>

Buddhist Sin Tak College  
**Plan on the Use of Capacity Enhancement Grant, 2017/2018**

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
Keeping IT equipment and computer network in good condition to operate so as to facilitate teachers' use of IT in teaching 維持資訊科技器材及系統正常操作，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, 2017 to August, 2018 由 2017 年 9 月至 2018 年 8 月	Salary of IT Assistant for one year including school's contribution to MPF (~HK\$200,000) 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 20 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
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, 2018 2018年7月	Salary of 4 tutors (\$29,200). 聘請4位導師費用(約港幣29,200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
	C. To alleviate the teaching workload of English teachers, Mathematics teachers and Chinese 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. 為減輕英文科、數學科和中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。	- Chinese, Mathematics and English Teachers are relieved from part of the remedial teaching tasks - Other teachers may be relieved from some clerical work. - 減輕中文科、數學科和英文科教	From September, 2017 to August, 2018 由2017年9月至2018年8月	Salaries of 3 Assistant Teachers for one year including school's contribution to MPF (\$630,000) 聘請三位助理教師薪酬包括學校之強積金供款(約港幣六十三萬元)	- 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	Ms. HL Lam, Mr. SW Pang, Ms. ML Hau 林曉蕾助理校長、彭成瑋助理校長、侯敏麗老師

		師的教學工作。 - 減輕其他老師的文書工作。					
	D. To employ coaches for school basketball team, badminton team, table tennis team and football team. 聘請體育校隊教練包括籃球、羽毛球、乒乓球及足球等。	- To alleviate the coaching duties of PE teachers and to 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。	From September, 2017 to August, 2018 由 2017 年 9 月至 2018 年 8 月	Salaries of the coaches for one year \$80,000. 全年教練費約港幣 80,000 元。	Coaches can provide appropriate training to our students. 教練能提供合適訓練給學生。	Teacher observation 老師觀察	Ms. WC Lee and Mr. KH Man. 李惠貞老師及文嘉豪老師。

**Estimated Income (2017-2018) + Surplus (2016-17): ~HK\$750,000.00**

**Total expenditures for items (A + B + C + D) = HK\$939,200**

**Estimated Deficits: HK\$189,200**

**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

**I. 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)**

**II. 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 learning evaluation (e.g. test, questionnaire, etc)	Period/Date of activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
S.1 overnight camp	To enhance the resilience	Attendance, behavioral change	Teachers', students' and participants' verbal feedback	20 -21 Sept	29	39	5	\$40000	香港青少年服務處 Hong Kong Children Youth Services
English corner activities	To enhance confidence of using English	Attendance	Feedback from teachers and students	Sept to May	14	105	10	\$20000	BSTC
Outward Bound Training	To enhance the confidence	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	2	29	3	\$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	15	89	26	\$50000	BSTC
S.6 DSE cheer-up activities	To provide psychological support for students	Attendance	Teachers' and students' verbal feedback	Oct to March	7	32	5	\$1000	BSTC
Mindfulness workshop	To release stress of students	Attendance	Teachers' and students' verbal feedback	July	2	15	2	\$3000	BSTC
School picnic	To enable students to participate in social activities	Attendance	Teachers' and students' verbal feedback	Dec	29	194	10	\$10000	BSTC

Drama contest	To boost students' confidence in English	Attendance	Teachers' and students' verbal feedback	May	29	194	10	\$2000	BSTC
Visits and outings	To widen students' horizons	Attendance	Teachers' and students' verbal feedback	Sept to July	29	194	10	\$10000	BSTC
<b>Total no. of activities:</b>				<b>@No. of man-times</b>	160	895	85		
				<b>**Total no. of man-times</b>	1140				

## **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食習慣、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	100,000