



Buddhist Sin Tak College

佛教善德英文中學

Annual School Plan 周年計劃書

2018 – 2019

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健康校園計劃

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School Mission

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

辦學宗旨

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

Major concerns for the school year 2018-2019

1. To enhance junior form students' motivation towards learning and pursuing excellence.
2. To boost students' resilience.

二零一八至二零一九年重點關注事項

1. 加強初中學生的學習動機及追求卓越的動力。
2. 提升學生的抗逆力。

BUDDHIST SIN TAK COLLEGE 2018-2021

佛教善德英文中學 2018-2021

3-YEAR SCHOOL DEVELOPMENT PLAN

三年學校發展計劃

Major Concern 1: Enhancing junior form students' motivation towards learning and pursuing achievement/success				
Intended Outcomes/ Targets	Strategies/ Tasks	18-19	19-20	20-21
<p>Students with different levels of performance are motivated. They are more eager to learn and develop a sense of ownership to learning. They could participate actively in classes Their work is recognized and valued.</p> <p>不同程度及能力的學生能更積極主動學習，從而建立個人的對學習的認同感。</p> <p>同學更願意主動參與課堂活動、同學們的課業獲更多人認同和重視。</p> <p>Teachers are able to</p> <p>I. express high expectations of students and build learning and teaching on their success.</p>	<p><u>Formal Curriculum</u></p> <p>Measures in the formal curriculum should</p> <p>(1) focus on the adaptation of the central curriculum (both junior and senior forms or only junior forms) to help our students gain a sense of achievement and success. They may include adjusting the learning targets, varying the organization of contents and assessment strategies so that students are provided with tasks of appropriate challenges and timely and frequent feedback to maintain their incentives to study and improve.</p> <p>(2) emphasize that students should be given more opportunities to display their learning outcomes so as to strengthen their motivation.</p> <p><u>常規性課程</u></p> <p>(1) 聚焦調適中央課程(初中與高中)以幫助學生建立個人成就及成功感。當中包括調整學習目標，改善課堂內容及組織，評估政策等，期望能讓學生接受合理的挑戰，配以適時和頻密的回饋以維繫學生積極學習，自我改善的態度。</p> <p>(2) 強調提供充分的機會讓學生展示學習成果，以加強其學習動機。</p>	✓	✓	✓

<p>II. inspire students to reach their full potential</p> <p>III. structure the learning tasks to suit students' abilities and let them attain a goal through reasonable efforts.</p> <p>IV. recognize individual progress and improvement.</p>	<p>Strategies/ Tasks</p>	<p>18-19</p>	<p>19-20</p>	<p>20-21</p>	
<p>老師能</p> <p>I. 對同學有高期望及協助同學邁向成功</p> <p>II. 激勵同學們發展個人潛能</p> <p>III. 以有效的課堂組織幫助不同能力的同學達至個人目標</p> <p>IV. 瞭解個別同學的學習進度及付出的努力</p>	<p><u>Informal Curriculum</u></p> <p>Measures in the informal curriculum should focus on cultivating an atmosphere for active learning which may include an English immersion environment, reading culture, problem solving and cross-curricular learning. The informal curriculum can be</p> <p>(1) an extension of classroom learning with programmes having close ties with formative and summative assessment; and</p> <p>(2) regular programmes which have been running</p> <p><u>非常規課程</u></p> <p>構建主動積極的學習氛圍，包括英語沉浸環境，閱讀文化，解難能力及跨科學習等。非常規課程包括：</p> <p>(1) 延伸課堂學習部份，配合持續及總結性評估</p> <p>(2) 課堂恆常活動，增進課堂學習氛圍</p> <p>The method of evaluation may be based on the performance of students in the presentation of their learning outcomes or the comparison of pre-test and post test results through questionnaires for students and teachers.</p> <p>評估方法主要是建基於學生能展示學習成果或透過教師/學生問卷調查，比較前測後測數據。</p>	<p>Chinese, English 中文科 英文科</p>	<p>Maths and STEM 數學科及 STEM</p>	<p>LS, PSHE, Technology KLA, Arts KLA and PE 通識科、人文學科，藝術科及體育科</p>	<p>Cross-curricular 跨學科學習</p>

Major concern 2 : To boost students' resilience. 重點關注事項二：提升學生的抗逆力。							
Factors of resilience 抗逆力因素	Intended Outcomes/ Targets 預期結果/目標	Target Groups 目標對象	Strategies 策略	Committee 組別	18-19	19-20	20-21
Empathy 同理心	Knowledge level 認知層面: 1 · To strengthen students' understanding of empathy 加強同學對同理心的認識 2 · To tell students the differences between sympathy and empathy 同學能明白同理心及同情心的分別 3 · To teach students the skills in empathy 同學能認識同理心的技巧	S.1, S.2, S.3, S.4, S.5, S.6	1. Morning assembly talks 早會短講 2. S.1 15-minute empathy activity 中一 15 分鐘同你 · 同理心活動 3. Talks and workshops 講座及工作坊: 4. Focus of the month: Empathy 每月亮點-同理心 5. Dorfun Slogan design competition DORFUN 金句設計比賽	Moral and Civic Education Committee 德育及公民教育組	✓	✓	✓
	Application level 應用層面: Students are able to put their skills in empathy into practice 學生能在日常生活中運用同理心的技巧	S.2	S.2 Social Service Programme 中二服務計劃	Moral and Civic Education Committee 德育及公民教育組	✓	✓	✓
Self-confidence 自信心提升	To boost students' confidence by showing recognition of their good behavior 改善同學恆常的操行表現，肯定同學付出的努力，樹立楷模形象，提升個人形象及自信。	S.1, S.2, S.3, S.4, S.5, S.6	Student Excellence Award 優秀學生計劃:	Board of Discipline 訓導組	✓	✓	

	To boost the abilities of school prefects in carrying out daily duties and dealing with contingencies as well as strengthen team spirit. 提升領袖生處事、應變能力，增強團隊精神，更有信心應付實際工作需要。	S.2, S.3, S.4, S.5	Leadership Training camp at Pat Heung JPC 八鄉領袖訓練計劃	Board of Discipline 訓導組	✓	✓	
Personal Safety Net 個人安全網	To boost the resilience of the targets 提升抗逆力	S.2	Joy@BSTC 尊重生命，逆境同行- 好心情@佛教善德英文中學	Guidance Committee 輔導組	✓		
	To develop a supporting network among the junior and senior students 為初中及高中同學建立支援網	S.1, S.4	Peer Mentor Scheme 朋輩輔導員	Guidance Committee 輔導組	✓		
	To develop a personal safety network 建立個人安全網	S.1, S.3, S.4	Guidance Captains 大哥哥大姐姐計劃	Guidance Committee 輔導組	✓		
Positivity 正向思維	Students reflect on their situations in life. 學生專注觀察生活中覺知身心的狀態	S.1, S.2, S.3, S.4, S.5, S.6	Mindfulness training 禪修課程	Religious Committee 宗教組	✓	✓	✓
	Students understand how to deal with adversities with the right attitude and methods. 學生明白面對逆境時的方法和態度	S.1, S.2, S.3, S.4, S.5, S.6	Morning assembly talks about the right attitude and methods to deal with adversities. 早會短講：面對逆境時的方法和態度。	Religious Committee 宗教組	✓	✓	✓
	Students set their goals in life and put the Buddhist spirit "kindness, compassion, joy and equanimity" into practice.	S.1, S.2, S.3, S.4, S.5, S.6	The Little Bodhisattva Award Scheme 菩薩行	Religious Committee 宗教組	✓	✓	✓

	同學能透過菩薩行的宗教計劃，為人生訂立積極的目標，實踐佛教慈悲喜捨的精神。						
Self-efficacy 自我效能感	To provide junior form students with more opportunities in nurturing their self-efficacy, self-discipline and perseverance. 希望透過這展示才能的機會增加同學的自我效能感，自律和堅毅。。	S.1, S.2	To show learning outcomes from the Sin Tak's "SUM" scheme by board displays or performance of musical instruments during S.2 Thanksgiving Night in post-exam period. 在中二成長禮，讓同學以展板或音樂表演展示於善德一心計劃中所學。	Extra-Curricular Activities Committee 課外活動組	✓	✓	✓
	To cultivate and foster their sense of achievement by showing recognition to their contribution 透過肯定學生的貢獻提升學生的成功感	S.1, S.2	Sin Tak's "SUM" Award Scheme 善德一心獎勵計劃	Extra-Curricular Activities Committee 課外活動組	✓	✓	✓
	To cultivate and strengthen self-efficacy in senior form students by fostering leadership training 藉由領袖訓練提升高中同學的自我效能感	S.3, S.4, S.5	-- Leadership training programmes for student leaders 為學生領袖提供以提升自我效能感為主題的領袖訓練 -- Game booth organized by junior form students with the help of senior form students 高中同學協助初中同學籌辦攤位遊戲 -- Inauguration Ceremony for Student Leaders 領袖就職禮 -- Teachers' evaluation on the performance of student leaders 老師評估學生領袖的表現以提高學生的升功感	Extra-Curricular Activities Committee 課外活動組	✓	✓	✓
	To nurture more junior form students to become leaders 栽培初中同學成為學生領袖	S.1, S.2, S.3	-- A requirement of the minimum number of S. 2 and S.3 committee members in clubs or houses 初中領袖於學會和社中的數目要求 -- Leadership training for junior form leaders 為初中學生領袖提供領袖訓練	Extra-Curricular Activities Committee 課外活動組		✓	✓

Reasonable expectations 合理期望	To help students understand themselves 幫助學生了解自己	S.2, S.4, S.5, S.6	We would help our students understand their interest, aptitude, value and life goals with the help of career assessments. 透過職業評估，幫助學生了解他們的興趣、能力、價值和人生目標。	Careers Committee 升學及職業輔導組	✓	✓	✓
	To help parents develop reasonable expectations on their children 幫助家長訂定合理期望	S.2, S.3, S.4, S.5, S.6	We would help parents of students to set 'reasonable expectations' on their children. 指導家長如何訂定合理期望。	Careers Committee 升學及職業輔導組	✓	✓	✓
	To provide continuous support to students, class teachers and parents 向學生、班主任和家長提供持續性支援	S.2, S.3, S.4, S.5, S.6	<ul style="list-style-type: none"> ● Parents' Talk: setting reasonable expectations and goals for your child ● Goal setting activity for Junior form students ● Providing information and support to senior form students and class teachers ● Mentorship Program ● 家長講座：如何訂定合理期望及目標 ● 教導初中學生訂定合理目標 ● 向高中學生及班主任提供足夠的資訊及支援 ● 夥伴計劃 	Careers Committee 升學及職業輔導組	✓	✓	✓

Buddhist Sin Tak College Major Concern Implementation Plan 2018-2019

Major Concern 1: Enhancing junior form students' motivation towards learning and pursuing achievement/success.				
Strategies/ Tasks	People responsible	Resources required	Evaluation methods	Success criteria
<p>Formal Curriculum 常規課程</p> <p>(1) Every subject should carry out a comprehensive review of the junior form curriculum which includes 每科須全面檢視初中課程，包括</p> <p>(i) identifying problems in learning, what students are facing and what makes students lack motivation to learn, 分辨現況初中同學的學習困難，什麼因素導致同學缺乏學習動機</p> <p>(ii) working out suggestions to help students cope with those problems and 尋找合適的方法協助同學面對問題</p> <p>(iii) giving implementation details including a list of tasks to be taken in the coming 3 years. 提供詳盡的有效方法，包括未來三年可考慮的措施等</p> <p>(2) To achieve effective lessons, the following lesson objectives/considerations should be achieved. 為達到高效的課堂，老師同時需要考慮加入下列元素：</p> <p>(i) Students could develop a sense of achievement. 學生能建立成功感</p>	<p>Board of Studies, Panel heads and all subject teachers.</p> <p>教務處，科主任及所有科任老師</p>	<p>Curriculum & Assessment Guides, reference materials on curriculum review, teachers' lesson plans and observation forms</p> <p>課程及評估指引，教育局出版之檢討報告，老師設計之教案及觀課表</p>	<p>1. Student's participation rate & performance in lessons 學生參與程度及課堂表現</p> <p>2. Teacher's formative and summative evaluation of the quality of their teaching & learning 老師的持續及總結性之教與學評估量表</p> <p>3. Peer lesson observation (Lessons in junior form are preferred.) 同儕觀課</p> <p>4. Evaluation in form meetings 科組會議</p> <p>5. Evaluation during the KLA meetings 各學習領域之評估會議</p> <p>6. Junior form students' self-reflection &</p>	<p>1. Subject departments could provide exemplars showing subject specific strategies to enhance students' motivation towards learning / pursuing achievement/success. 科組能提供範例，以顯示有效的策略以協助學生增強學習動機/學生願意追求成功及滿足感</p> <p>2. Students' learning attitude is improved according to the results in the year-end self-reflection survey or focus group meetings. 從學期末之問卷調查及小組面談，反映學生學習態度有所改善</p>

<p>(ii) The organization of contents is properly adjusted to keep students attention on the tasks provided. 課堂組織能配合學習需要，務求同學能聚焦課堂學習活動</p> <p>(iii) Assessment strategies including formative and summative approaches should be adopted. 評估政策需包括持續及總結性評估</p> <p>(iv) Appropriate challenges and timely feedback should be given. 課堂需鋪設適當的挑戰題，老師能給予同學適時回饋</p> <p>* Subjects without junior form classes have to fulfill the same requirements in senior forms.</p> <p>*個別學科如沒有初中級別則需按上列要求運用於高中級別</p>			<p>evaluation of their learning attitude based on the strategies taken in core subjects at the end of the school year as reflected in the questionnaires. 初中學生在學期終填寫核心科目之評估問卷調查中反映之自我反思、評估學習態度和學生在核心科目所採用的策略</p>	
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Strategies/ Tasks	People responsible	Resources required	Evaluation methods	Success criteria
<p>Informal Curriculum 非常規課程 Cultivating an atmosphere for active learning which may include an English immersion environment, reading culture, problem solving and cross-curricular learning. The informal curriculum can be 構建主動積極學習氛圍，包括英語沉浸環境，閱讀文化，解難能力及跨科學習等。課程可以分為</p> <ul style="list-style-type: none"> (1) an extension of classroom learning with programmes having close ties with formative and summative assessment; 課堂延伸部份，積極配合持續及總結性評估 (2) regular programmes which have been running 課堂恆常活動，增進學習氛圍 	<p>Board of Studies, Panel heads and subject teachers of Chinese, English, Mathematics, Science and Computer Department. 教務處，中、英、數、科學及電腦科科主任</p>	<p>Resources are available inside and outside school. 所有校內外的資源</p>	<p>Performance of students in the presentation of their learning outcomes 學生在展示學習成果時的表現</p> <p>Comparison of pre-test and post test results through questionnaires for students and teachers. 問卷調查之前後表現</p> <p>Focus group meetings with students to assess the effectiveness of activities. 與學生作小組面談的表現</p>	<p><i>See the subject specific criteria for success below</i> 請參考下列之成功指標(待補回)</p>
<p>(a) ENGLISH Objectives 英文科學習領域 宗旨：</p> <ol style="list-style-type: none"> 1. To enhance the English atmosphere through speaking by means of some enriching activities such as Funtastic English Fridays, Friday English Speaking Days and Featured English Days, etc. 透過不同活動加強英語氛圍，如每星期五之特色英語活動、英語日、主題英語日等等； 	<p>The English Department and all EMI teachers 英文科及所有使用英語為教學語言之科目</p>	<p>The English Corner, The English Club, and departments concerned 英語天地、英語學會及相關部門</p>	<ol style="list-style-type: none"> 1. Participation records 參與紀錄 2. Reward system: stamps, signatures and prizes 獎勵：如印章、簽名及獎品。 3. Active involvement of student committee members in organizing activities 	<p>Student participation rate in various activities 學生參與各類活動的出席率</p>

			積極主動參與組織活動的學生人數	
<p>2. To develop confidence in students in pursuing artistic achievements using English such as debates, drama festival, radio drama, Filmit ,etc. 培養學生使用英語來發展藝術成就，如辯論、話劇節、 電台話劇、電影欣賞等</p>	The English Department 英文組	Fees for participating in competitions 參與各項活動之費用	<p>1. At least 80 students will enroll in the Speech Festival. 最少有八十位同學參與校際朗誦節</p> <p>2. Former debate team and drama team members will stay on to train new members. 前辯論隊及話劇組成員能協助培訓新成員</p>	<p>Student participation rate in various activities 學生參與各活動的出席率</p>
<p>3. To promote English activities online – construction of BSTC English Websites with monthly articles and activity round up such as photos and videos. 於網上推廣英語活動- 建立善德英文網站，內裡包括每月的文章、相片及短片等</p>	The English Department 英文組	IT support and English Web Team 電腦支援及英文網站製作小組	<p>A school-based English website will be launched by the end of October 2018. 在 2018 年十月底建立校本英文網站</p> <p>A student website management team will be established. 英文校網管理小組成立</p>	<p>Regular refreshing rate in English website 英文網站更新率</p>
<p>4. To create opportunities for students to have fun using English, a series of activities will be held with the help of the LS and Science departments to enrich English immersion environment in the school campus. 創造機會讓學生有趣地學習英語。與通識、科學、科技學科等科目共同協辦活動以加強校園英</p>	The English, LS and Science Departments 英文、通識、科學部門	Expenditure for the activities in the LS Week and STEM Week STEM 周活動之支出	<p>Participation rate 統計及評估學生參與人數，投入程度</p> <p>Student audience will find the activities interesting. 參與學生對活動感興趣</p>	<p>Participation rate and students enjoy the activities organized 學生參與度及享受個中活動</p>

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Strategies/ Tasks	People responsible	Resources required	Evaluation methods	Success criteria
<p>(b) Chinese Department 圍讀計劃(初中)</p> <ol style="list-style-type: none"> 1. 中文科閱讀計劃—圍讀・每周一篇：以高中同學為對象，同時邀請初中同學參與，從點到面，以小撮人為目標，循序提昇高中閱讀氣氛。預設共 10 次圍讀，由高中科任老師領讀。圍讀形式以輕鬆講讀為主，配以茶點共享，務求令同學在輕鬆的環境下互相分享閱讀心得。 2. 以高中同學為對象，同時邀請初中同學參與，從點到面，以小撮人為目標，循序提昇高中閱讀氣氛。預設共 10 次圍讀，由高中科任老師領讀。圍讀形式以輕鬆講讀為主，配以茶點共享，務求令同學在輕鬆的環境下互相分享閱讀心得。 3. 學生茶藝班 參加羅桂祥茶藝學堂「香港中學茶文化推廣計劃」，於中三精進班上學期預留 4 教節開辦茶藝工作坊。暫為 16 人參加，4 人至 5 人一組。 	中文科	圍讀室 205 室	<ol style="list-style-type: none"> 1.圍讀以同學出席率為指標 2.茶藝坊的學生將接受簡單考試評估 3.茶藝班的校外延展活動 	<ol style="list-style-type: none"> 1.參與學生人數符合預期 觀察同學對閱讀的投入度 2.評估成績 3.校外延展活動報告

Strategies/ Tasks	People responsible	Resources required	Evaluation methods	Success criteria
<p>(c) STEM 科學、科技、電腦、數學學習領域 Objectives 目標</p> <ol style="list-style-type: none"> To arouse students' motivation to learn the science and mathematics and nurture students' creativity, collaboration and problem-solving skills. 提昇同學對科學及數學的學習興趣及培養他們的創意、合作及解難技巧 To provide more opportunities for cross-curricular cooperation between the Mathematics, Science and Computer departments by identifying elements in Mathematics curriculum, Integrated Science curriculum, and Information Communication and Technology curriculum that are essential to the new school-based S2 STEM curriculum so that those elements would be covered in an appropriate time. 以中二級 STEM 課程為平台，提供更多機會作跨科跨領域的協作 To provide hands-on challenges to students so that they can explore their potential in related fields. Various activities and competitions, such as solar car competition, VexIQ robotics competition, solar charging station designing activity, creative mountain bike competition and etc., will be held. 舉辦不同活動如太陽能車比賽、機械人大賽、太陽能充電站設計比賽、創意爬山單車比賽等，透過動手參與活動中的提供的挑戰來發掘學生在相 	<p>The science, the computer and the mathematics departments</p> <p>科學、電腦及數學部門</p>	<p>Funding provided by EDB for the development of STEM. 教育局提供給推動 STEM 的撥款</p> <p>Expenditure for the activities in the STEM Week 各項活動開支如 STEM 周</p>	<p>Observing students' classroom performance and their performances in school assessments. 觀察學生課堂表現及其在校評估表現</p> <p>Inspecting the quality of the new school-based S2 STEM curriculum by school admin group. 學校行政小組檢視新中二 STEM 校本課程的施行質素</p> <p>Inspecting the proportion of junior form students participating in STEM activities. 檢視統計初中學生參與 STEM 活動人數</p>	<p>More than half of the teachers of the science, the computer and the mathematics departments agree that students' performance and motivation in learning related subjects have improved. 超越一半數理老師認同學生對科學及數理學習上有提升學習動機</p> <p>More than half of the admin group members agree that the new school-based S2 STEM curriculum can boost students' creativity and potential. 超越一半學校行政小組成員同意中二 STEM 課程能加強同學的學習潛能及創造能力</p> <p>More than 10% of the junior form students participate in STEM activities. 超過 10% 初中同學有參與 STEM 活動</p>

關領域的潛能。				
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Strategies/ Tasks	People responsible	Resources required	Evaluation methods	Success criteria
<p>(d) Mathematics 數學學習領域</p> <p>The Mathematics department will work collaboratively with the Science Department and the IT Department to organize a large-scaled STEM week in mid-March 2019 and provide the following activities:</p> <p>數學組會與科學科技部門合作在明年三月份舉辦大型 STEM 周活動，如：</p> <ol style="list-style-type: none"> 1. Game stalls teaching students to use strategies like the game theory in various games. 數學攤位教導學生策略如博弈論於不同活動 2. Display boards to introduce some interesting stories of great Mathematicians. 設立展板介紹一些數學家有趣故事 3. In the past, the participants of Mathematics activities were often the high-achievers of Mathematics. They had strong interest in Mathematics. However, the low-achievers did not participate in any activities. This year, some Mathematics activities which include knowledge in Arts will be held. They might attract more students who are not good at Mathematics to take part in (integrating arts elements into STEM activities (STEAM)). 過去數學科活動一般只能吸引能力較高的同學，能力稍遜的同學一般較少參與。本年會將數學科 	<p>The Mathematics Department 數學組</p>	<p>Expenditure for the activities in the STEM Week 推動 STEM 周活動的支出</p>	<p>Participation rate Student audience will find the activities interesting. 學生參與度及對活動感興趣</p>	<p>Student participation rate in various activities 學生在各活動的參與度</p>

加入視藝元素，務求活動也包含美術成分之 STEAM 活動				
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Major concern 2: To boost students' resilience.

重點關注事項二：提升學生的抗逆力。

Committee 組別	Factor of resilience 抗逆力因素	Strategy 策略	Intended outcomes / Targets 預期結果/目標	Target group 目標 對象	Year of implementation 實施年份	Success Criteria 成功準則	Evaluation Methods 評估方法
Moral and Civic Education Committee 德育及公 民教育組	Empathy 同理心	<p>1. Morning assembly talks (早會短講) :</p> <p>- 2-3 morning assembly talks: Making use of news or short stories to tell students the differences between sympathy and empathy; the relationship between empathy and interpersonal relationships; the skills of putting empathy into practice etc. 選取二至三節早會短講，透過一些新聞素材、德育故事，與同學分享同理心與同情心的分別、同理心與優化人際關的關係、同理心的運用技巧等。</p> <p>2 · S.1 15-minute empathy activity (中一 15 分鐘同你 · 同理心活動) :</p> <p>- Target group: S.1 students 目標對象為中一同學</p> <p>- The teaching materials on empathy for 3 to 4 lessons will be prepared for teachers to use. 預備 3-4 節有關同理心的學習教材，讓同事在有須要時採用。</p> <p>- Lesson 1: Discussions on news showing some conflicts stemming from the lack of empathy and some news or information showing the importance of empathy to the building of interpersonal relationships.</p> <p>第一節：派發一些因缺乏同理心而引起紛爭的</p>	<p>Knowledge level 認知層面:</p> <p>1 · To strengthen students' understanding of empathy 加強同學對同理心的認識</p> <p>2 · To tell students the differences between sympathy and empathy 同學能明白同理心及同情心的分別</p> <p>3 · To teach students the skills in empathy 同學能認識同理心的技巧</p>	S.1, S.2, S.3, S.4, S.5, S.6	2018-2019, 2019-2020, 2020-2021	<p>1. Students paid attention to the morning assembly talks and gave positive feedback on them. 學生能在早會期間專心聆聽演講，及作出正面回應。</p> <p>2. Students attended the lessons actively and gave positive feedback 學生能積極參與課堂活動，及作出積極的回饋</p> <p>3. The number of bullying cases reduced and the atmosphere in class is in general harmonious 班上因欺凌的投訴減少，同學表示班中氣氛和諧、與同學相處融洽</p> <p>4. Over 20% of students checked the email in eClass 超過 20%同學查看 eclass</p> <p>5. Over 50% of students completed the form 超過 50%同學交回創作表格</p> <p>6. Over 20% of students</p>	<p>1. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應。</p> <p>2. Participation rate and feedback of students 部份活動將透過統計參與人數，以評估學生是否積極投入，及能否作出回饋。</p> <p>3. Questionnaires or interviews 在活動舉行過後，以問卷或口頭向老師或學生徵詢意見。</p> <p>4. Regular meetings to review the strategies and make modifications to them 定期召開會議作出檢討及修正。</p> <p>5. Interviews with students 訪問學生</p>

Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	負面新聞與及和同理心有關的正面訊息/新聞/資料給同學討論，從而帶出同理心在建立人際關係上的重要性。 - Lesson 2: Through discussions on conflicts / unpleasant experiences / worries in students' daily lives, students would be able to learn the correct attitude and manners to deal with conflicts. 第二節：將同學平日生活中遇到的爭執/不快/困擾作為討論材料，教導同學面對衝突時，同學應以甚麼態度和言語去面對及處理才不會失去友誼 - Lesson 3: Provide sample responses for students so that they know what to say when facing conflicts. 第三節：設計學習單及範例句子，讓學生作應對的練習 - Lesson 4: Conclusion and reflection 第四節：總結及反思 3 · Talks and workshops 講座及工作坊: a.) 27/09/ 2018 (Thursday) Periods 7 and 8 S.1 Workshop --- What do street children have? (World Vision) - 27/09/ 2018 (星期四) 第 7、8 節 F.1 擁有什么(街童)體驗工作坊(香港世界宣明會) b.) 28/09/ 2018 (Friday) Period 7 S.2-S.3 Unusual Deals (World Vision) -28/09/ 2018 (星期五) 第 7 節(香港世界宣明會) F.2 -F.3 另類買賣 c.) 18/12/2018 (Tuesday) Periods 5 and 6 S.3 to S.5 Talk by Stanley Cheung - 18/12/2018(星期二) 第 5、6 節 F.3 -F.5 張潤衡講座			voted for their favourite slogans 超過 20%同學參與投票活動	
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Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	<p>4 · Focus of the month: Empathy 每月亮點-同理心</p> <p>- Illustrations on the skills in empathy will be posted on the walls of the tuck shop and classrooms. They will be sent to students and teachers by email as well. - 邀請舊生以以插畫的形式，向同學介紹同理心的技巧，並於每月上旬張貼於食物部及課室，亦會通過 eclass 發放給全校師生</p> <p>5 · Dorfun Slogan design competition: DORFUN 金句設計比賽</p> <p>a.) A slogan design competition on the theme empathy will be held - 舉辦同理心金句設計比賽，以推廣同理心</p> <p>b.) Vote for your favourite slogan about empathy in mid-November. The winning slogan will be used in the designs for single-lined paper and a file. This activity will be promoted to the public on the school promotion day - 十一月中旬將舉辦一連三天【我最喜歡的金句創作- 同理心】的選舉活動，以投票形式從作品中選取人氣最強的句子，再由作者畫成插圖，制成單行紙及文件夾。在學校推廣日亦會向公眾人士推廣此活動。</p>					
Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	<p>S.2 Social Service Programme 中二服務計劃</p> <p>- Through organizing a social service programme, S.2 students put their skills in empathy into practice. 中二級同學透過籌辦活動，合作、服務去學習/實踐同理心的技巧</p>	Application level 應用層面： Students are able to put their skills in empathy into practice 學生能在日常生活中運用同理心的技巧	S.2	2018-2019, 2019-2020, 2020-2021	Students believe that empathy plays an important role in interpersonal relationships and are useful in their service. 同學認同同理心技巧可協助他們與同學間合作愉快、在服務長者時更加便利	Observation of teachers 老師觀察 Debriefing and statistics 活動後分享及數據

Board of Discipline 訓導組	Self-confidence 自信心提升	<p>Student Excellence Award 優秀學生計劃: Phase1: September to October; Phase 2: November to January and Phase 3: February to May Students will work hard not to get any records of fixed penalty. Students who can meet the requirements in each phase will receive little presents and lists of achievers will be uploaded to the school's website. Students who can meet the requirements in all the three phases will be awarded two merits.</p> <p>計劃分為三階段： 第一階段：9-10 月(兩個月) 第二階段：11-1 月(三個月) 第三階段：2-5 月(四個月) 每階段由級訓導統計數字，將名單及禮物交由班主任發放，另外亦會於內聯網公佈，以表讚譽。</p>	<p>To boost students' confidence by showing recognition of their good behavior: Target of S1 to S3 students: No written warning, and Full homework submission Target of S4 to S6 students: No lateness record 改善同學恆常的操行表現，肯定同學付出的努力，樹立楷模形象，提升個人形象及自信。 初中---以不欠交功課、不記書面警告為目標 高中---以不遲到為目標</p>	S.1, S.2, S.3, S.4, S.5, S.6	2018-2019, 2019-2020	<p>S1 to S3 students (No written warning): 40 students S1 to S3 students (Full homework submission): 50 students S4 to S6 students (No lateness record): 60 students <u>初中</u> 0 欠交功課：全年有 40 人達標 0 書面警告：全年有 50 人達標 <u>高中</u> 0 遲到：全年有 60 人達標</p>	Data collection at the end of school year 人數統計
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Board of Discipline 訓導組	Self-confidence 自信心提升	Leadership Training camp at Pat Heung JPC 八鄉領袖訓練計劃: A total of 30 school prefects will take part in a 2-day leadership training camp between 5 October and 6 October. There will be high rope course, simulated crime scene training room, workshop on fingerprint authentication, school cases and personality analysis. 本校領袖生 (30 人) 5-6/10/2018 高空繩網及飛索、模擬罪案現場訓練室、指紋鑑證工作坊、學校個案處理、個人性格分析等	To boost the abilities of school prefects in carrying out daily duties and dealing with contingencies as well as strengthen team spirit. 提升領袖生處事、應變能力，增強團隊精神，更有信心應付實際工作需要。	S.2, S.3, S.4, S.5	2018-2019, 2019-2020	Participants' self-esteem and leadership skills will be boosted after the camp. 學生認為參加活動後，個人自信及領導能力均有提升	Questionnaire 問卷
Guidance Committee 輔導組	Personal Safety Net 個人安全網	Joy@BSTC 尊重生命，逆境同行- 好心情@佛教善德英文中學 The school will continue to organize the Joy@BSTC Programme in 2018-19. It is designed for S.2 students with a focus on fostering their resilience. There will be a booster for S.3 students who joined this project in the year 2017-18. It will be a secondary intervention program. About twenty S.2 students will be selected by a series of questionnaires filled in by themselves. The program will include training for teachers, an S.1 to S.3 talk, an S.2 growth group, an S.3 growth group, visits and a day camp. 此計劃專為提升中二同學的抗逆能力而設。另外，設有一個為去年曾參加計劃的同學而設的加強計劃。屬於次級介入的措施。透過問卷調查甄選出二十名中二同學參加計劃，計劃內容包括老師培訓、初中講座、中二成長小組、中	To boost the resilience of the targets 提升抗逆力	S.2	2018-2019	1. About 80% of the participants are able to establish a good relationship with the social workers who can help the students in need. 80%與社工建立良好關係，社工能為有需要的同學提供協助。 2. About 80% of the participants are able to establish a safety network with other participants who would become their buddies and provide emotional support for each other. 80%參加者能與其他參加者建立一個安全網，互相	Questionnaires, feedback from the students themselves 問卷、學生回饋

		三成長小組、探訪及日營。				提供情緒支援。 3. About 80% of the participants are willing to seek help if necessary. 80% 參加者願意有需要時尋求協助。	
Guidance Committee 輔導組	Personal Safety Net 個人安全網	Peer Mentor Scheme 朋輩輔導員 1. Peer mentors join the S.1 summer orientation day and help to answer questions concerning the new school life. 朋輩輔導員於中一迎新活動中陪伴中一同學及解答他們有關中學生活的各種問題。 2. Peer mentors prepare games and snacks and have fun with the S.1 students. 朋輩輔導員於中秋佳節為中一同學準備小食及遊戲，陪伴他們歡渡中秋。 3. Peer mentors join the overnight camp and become an assistant in groups. They would play a role as a senior buddy. 朋輩輔導員以朋友角色於中一迎新營與中一同學一起玩遊戲，在需要時提供協助。	To develop a supporting network among the junior and senior students 為初中及高中同學建立支援網	S.1, S.4	2018-2019	S.1 students could have positive feedback on the help from the peer mentors and they would feel less stressed facing the new school life. 中一同學對朋輩輔導員的協助有正面的回饋，而且於面對新的學習環境時表示不會感到焦慮。	Feedback from the students and teachers 學生及老師回饋
Guidance Committee 輔導組	Personal Safety Net 個人安全網	Guidance Captains 大哥哥大姐姐計劃 S.3-4 guidance captains take care of all S.1 students. 中三及中四的大哥哥大姐姐負責全級中一學生。 1. Training of guidance captains 為輔導學長提供訓練 2. Kick off and ice-breaking in the hall 計劃啟動禮(禮堂) 3. Follow-up after the first exam 第一期考後跟進活動 4. Guidance captains and members meet up 與中一同學聚會 5. Follow-up after the second Uniform Test 統測後跟進活動	To develop a personal safety network 建立個人安全網	S.1, S.3, S.4	2018-2019	1. About 80% of the participants share their feelings with their guidance captains. 80%參加者會與大哥哥大姐姐分享他們的感受， 2. About 80% of the participants are willing to seek help from others when they have problems. 80%參加者會願意於有需要時尋找協助。	feedback from the students and sharing at the end of the school year 學生回饋、年終分享

		<p>6. Guidance captains and members meet up 與中一同學聚會</p> <p>7. Post-exam period: a fun day to share and evaluate 第二期考後分享及評估活動</p> <p>Partner: Hong Kong Children and Youth Services 合作伙伴：香港青少年服務處</p>					
Religious Committee 宗教組	Positivity 正向思維	<p>Mindfulness training 禪修課程：</p> <p>There various mindfulness activities for all students. They aim at helping students to focus on the present moment, relax, realize what problems they have and face them positively. Through mindfulness training, students' positivity and resilience will be boosted.</p> <p>全校各級設禪修課程，讓學生透過坐禪、攝影禪及慈心觀等不同禪修活動，讓學生學會專注於當下，放鬆身心之餘，更能覺知自身的情緒及面對的問題，並正面思考解決方法，建立樂觀積極人生來反思人生，從而增強信心去面對逆境。</p>	<p>Students reflect on their situations in life. 學生能專注觀察生活中覺知身心的狀態</p>	S.1, S.2, S.3, S.4, S.5, S.6	2018-2019, 2019-2020, 2020-2021	<p>80% of students in each class participate in the training actively 各班有 80%學生能投入禪修課堂</p>	<p>A pre-test and a post-test will be given to S.1 students to find out the effectiveness of the course 中一:透過前測及後測問卷了解學習成效</p> <p>Students' mindfulness handbook 透過禪修功課冊了解情況</p>
Religious Committee 宗教組	Positivity 正向思維	<p>Morning assembly talks: The religious committee will give a morning assembly talk once every two weeks. In the talks, teachers of Buddhist Studies talks about different stories to teach students the right attitude and methods to deal with adversities.</p> <p>早會短講：與公民教育組分工，輪流每星期一次於星期一早會負責專題演講，由佛學科老師與學生從宗教角度分析時人時事，讓學生明白不少人面對逆境時的方法和態度。</p>	<p>Students understand how to deal with adversities with the right attitude and methods. 學生明白面對逆境時的方法和態度</p>	S.1, S.2, S.3, S.4, S.5, S.6	2018-2019, 2019-2020, 2020-2021	<p>Teachers make use of more than 70% of morning assemblies allocated to the religious committee to talk about how to build a positive outlook in life. 70%以上的早會老師可透過分享來建立樂觀人生觀</p>	<p>Feedback from teachers and students 從老師及學生意見中了解成效</p>

Religious Committee 宗教組	Positivity 正向思維	Through the Little Bodhisattva Award Scheme, students set their goals in life and put the Buddhist spirit "kindness, compassion, joy and equanimity" into practice. 學校希望同學能透過菩薩行的宗教計劃，為人生訂立積極的目標，實踐佛教慈悲喜捨的精神。	Students set their goals in life and put the Buddhist spirit "kindness, compassion, joy and equanimity" into practice. 同學能透過菩薩行的宗教計劃，為人生訂立積極的目標，實踐佛教慈悲喜捨的精神。	S.1, S.2, S.3	2018-2019, 2019-2020, 2020-2021	More than 70% of students can meet the minimum requirement of getting at least 2 stamps per term). 各班大約有 70%學生完成基本要求(即每學期完 2 個印章)	The number of stamps collected by students. 統計完成基本要求的數字
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To show learning outcomes from the Sin Tak's "SUM" scheme by board displays or performance of musical instruments during S.2 Thanksgiving Night in post-exam period. 在中二成長禮，讓同學以展板或音樂表演展示於善德一心計劃中所學。	To provide junior form students with more opportunities in nurturing their self-efficacy 希望透過這展示才能的機會增加同學的自我效能感。	S.1, S.2	2018-2019, 2019-2020, 2020-2021	Majority of students reflected that their self-efficacy, self-discipline and perseverance can be enhanced through their participation in the scheme. 多數同學表示自我效能感，自律和堅毅得以提升。	-- Qualitative evaluation by students' self-reflection 學生反思 -- Records of student activity handbooks 學生活動手冊 -- Feedback from teachers and instructors 老師及導師回饋
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To give praise and recognition to those participants who have outstanding performance in Sin Tak's "SUM" scheme by introducing an award scheme 善德一心獎勵計劃	To foster students' sense of achievement 透過肯定學生的貢獻提升學生的成功感	S.1, S.2	2018-2019, 2019-2020, 2020-2021	Positive feedback from teachers and instructors on the performance of participants in the scheme 老師和導師對參加同學有正的評價	Feedback from teachers and instructors 老師和導師的回饋

<p>Extra-Curricular Activities Committee 課外活動組</p>	<p>Self-efficacy 自我效能感</p>	<p>-- To provide quality leadership training programmes to potential student leaders; the theme is "Self-efficacy" 為學生領袖提供以提升自我效能感為主題的領袖訓練計劃 -- To empower senior form student leaders to assist junior form students in organizing activities, e.g. organizing a game booth on School Promotion Day 高中同學協助初中同學於學校簡介日籌辦攤位遊戲 -- To show recognition to those student leaders in an Inauguration Ceremony 舉辦學生領袖就職禮 -- To enhance student leaders' sense of achievement by teachers' evaluation on their performance in organizing activities 老師評估學生領袖的表現以提高學生的升功感</p>	<p>To cultivate and strengthen self-efficacy in senior form students by fostering leadership training 藉由領袖訓練提升高中同學的自我效能感</p>	<p>S.3, S.4, S.5</p>	<p>2018-2019, 2019-2020, 2020-2021</p>	<p>-- Student leaders' self-efficacy can be enhanced 高中同學的自我效能感得以提升 -- More than 75% of S.4 and S.5 students take up ECA posts in various student organizations 超過 75%中四及中五學生擔任課外活動學會或組織的學生領袖 -- Positive feedback by teachers on the student leaders' performance 老師對學生領袖的表現有正面評價</p>	<p>-- Teachers' evaluations on leaders 老師對學生領袖的表現作評估 -- Students' self-reflection 學生自我反思 -- Records of Student Activity Handbook 學生手冊紀錄</p>
<p>Extra-Curricular Activities Committee 課外活動組</p>	<p>Self-efficacy 自我效能感</p>	<p>-- To provide junior form students with opportunities by taking posts in clubs, and houses by requiring them to recruit more junior form students in their committees, e.g. set a minimum number of S. 2 and S.3 committee members 讓更多初中同學擔任學會和社中的學生領袖職位，設定一個初中領袖的學生數目要求 -- To provide junior form students with leadership training either by external service providers or senior form leaders 聘請外間服務供應商或安排高中學生領袖為初中同學提供領袖訓練</p>	<p>To nurture more junior form students to become leaders 栽培初中同學成為學生領袖</p>	<p>S.1, S.2, S.3</p>	<p>2019-2020, 2020-2021</p>	<p>-- Student leaders' self-efficacy is enhanced 同學的自我效能感得以提升 -- Positive feedback from junior form leaders 初中領袖對計劃有正面回饋 -- 70% of junior form leaders are willing to take up ECA posts when they are promoted to senior forms 超過 70%初中領袖於就讀高中時願意擔任學生領袖職位</p>	<p>-- Teachers' observations and feedback 老師觀察和回饋 -- Records of Student Activity Handbooks 學生手冊紀錄 -- Students' self-reflection 學生自我反思</p>

Careers Committee 升學及職業輔導組	Reasonable expectations 合理期望	We would help our students understand their interest, aptitude, value and life goals with the help of career assessments. 透過職業評估，幫助學生了解他們的興趣、能力、價值和人生目標。	To help students understand themselves 幫助學生了解自己	S.2, S.4, S.5, S.6	2018-2019, 2019-2020, 2020-2021	The majority of the students are able to understand their interest, aptitude, value and life goals 大部分同學能了解自己的興趣、能力、價值和人生目標。	Evaluation forms from CEDU CEDU 提供的評估表格
		We would help parents of students to set 'reasonable expectations' on their children. 指導家長如何訂定合理期望。	To help parents develop reasonable expectations on their children 幫助家長訂定合理期望	S.2, S.3, S.4, S.5, S.6	2018-2019, 2019-2020, 2020-2021	Parents can develop 'reasonable expectations' on their children concerning their studies, selection of elective subjects & multiple pathways 家長能對子女在升學、選科和多種出路訂定合理的期望	Evaluation forms from CEDU CEDU 提供的評估表格
		<ul style="list-style-type: none"> ● Parents' Talk: setting reasonable expectations and goals for your child ● Junior students: Setting realistic goals, and breaking their goals into mini-steps. ● Senior classes: information and supports for students and class teachers. (e.g. class teachers will use dummy Jupas accounts to go through the Jupas application process together with their students, and with the same schedule.) ● Mentorship Program ● 家長講座：如何訂定合理期望及目標 ● 初中學生：訂定合理目標，並將目標化為較易達成的小目標 ● 高中學生：向同學及班主任提供足夠的資訊及支援(例如：向班主任提供大學聯招的戶口，使班主任可與學生一起經歷報名過程) ● 夥伴計劃 	To provide continuous support to students, class teachers and parents 向學生、班主任和家長提供持續性支援	S.2, S.3, S.4, S.5, S.6	2018-2019, 2019-2020, 2020-2021	Parents and junior form students realize the importance of setting reasonable expectations and realistic goals 家長和初中同學明白訂定合理期望和目標的重要性 Senior form students and class teachers understand the Jupas application process. 高中同學和班主任了解大學聯招的申請過程 Students find the mentor's advice useful. 同學認為舊生的意見有用	Evaluation forms from CEDU CEDU 提供的評估表格

Budget Summary 財政預算, 2018/2019

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/(Deficit)
I. Government Fund				
A. <u>EOEBG Grant</u>				
<i>Original Baseline Reference</i>		1,822,183.87		
Expanded Operating Expenses Block Grant			1,500,000.00	
Integrated Science			15,000.00	
Visual Art			60,800.00	
Home Economics			28,000.00	
Computer Studies			4,000.00	
Putonghua			1,600.00	
Chinese Language & Culture			56,700.00	
Biology			37,300.00	
Chemistry			12,200.00	
Moral and Civic Education			39,000.00	
Chinese Extensive Reading			10,000.00	
English Extensive Reading			20,000.00	
Guidance and Discipline Programme Funds			30,900.00	
Sub Total (A)		1,822,183.87	1,815,500.00	6,683.87
 <i>School Specific Grants</i>				
Administration Grant	247,958.10	3,704,064.00	3,950,000.00	2,022.10
Air-Conditioning Grant	-	569,649.00	569,649.00	-
Composite Information Technology Grant	715,839.48	407,214.00	600,000.00	523,053.48
Capacity Enhancement Grant	79,489.21	613,766.00	690,000.00	3,255.21
Sub Total (B)	1,043,286.79	5,294,693.00	5,809,649.00	528,330.79
Grand Total: (A) + (B)	1,043,286.79	7,116,876.87	7,625,149.00	535,014.66
 B. <u>Outside EOEBG Grant</u>				

Teacher Relief Grant	643,917.09	211,000.00	350,000.00	504,917.09
Teacher Relief Grant - Vacant Post (Over 90)	1,330,981.25	-	1,330,981.25	-
Committee on Home-School Co-operation Project Cash Grant for School-based After-school Learning and Support Programmes	9,595.50	15,474.00	20,000.00	5,069.50
Fractional Post Cash Grant	151,737.49	183,600.00	330,000.00	5,337.49
Diversity Learning Grant (Applied Learning)	89,796.50	-	89,796.50	-
Extra Senior Secondary Curriculum Support Grant	-	-	-	-
Diversity Learning Grant (Other Programmes)	6,403.57	-	6,403.57	-
Learning Support Grant for Secondary Schools	60,600.00	-	60,600.00	-
Moral and National Education Support Grant	13,875.00	80,201.00	94,076.00	-
One-off Grant to Secondary School for Promotion of STEM Education	273,320.15	-	-	273,320.15
Extra Recurrent Grant Under ITE4	95,019.30	-	95,019.30	-
Diversity Learning Grant (Other Language)	7,087.00	66,740.00	73,827.00	-
Hong Kong Jockey Club Life-wide Learning Fund	-	17,550.00	17,550.00	-
One-off Grant for Promotion of Chinese History and Culture	-	130,000.00	130,000.00	-
One-off IT Grant for E-Learning in Schools	-	14,783.10	14,783.10	-
Information Technology Staffing Support Grant	133,632.00	-	133,632.00	-
Promotion of Reading Grant	-	179,200.00	179,200.00	-
Transitional Career and Life Planning Grant	-	60,000.00	60,000.00	-
	100,000.00	-	100,000.00	-
	2,915,964.85	958,548.10	3,085,868.72	788,644.23
II. School Funds (General Funds)				
Tong Fai	609,240.00	100,000.00	300,000.00	409,240.00
Approved Collection for Specific Purposes Account	988,986.65	60,000.00	250,000.00	798,986.65
Grand Total	1,598,226.65	160,000.00	550,000.00	1,208,226.65

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant, 2018/2019

學校發展津貼使用計劃 2018/2019

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	A. 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 2019 年 7 月	Salary of 4 tutors (\$30,000). 聘請 4 位導師費用(港幣三萬元)	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
	B. To alleviate the teaching workload of STEM teachers, Liberal Studies teachers, two Assistant Teachers (AT) will be employed. ATs assist teachers in preparing teaching materials and conducting remedial lessons. They will also carry out supportive duties assigned by other teachers. 為減輕數學科教師、科學及科技教師和負責其他學習經歷教師的教學工作，將聘請兩位助理教師。助理教師協助教師準備教學材料及進行補底工	Mathematics teachers, STEM teachers and Liberal Studies teachers are relieved from part of the remedial teaching tasks Other teachers may be	From September, 2018 to August, 2019 由 2018 年 9 月至 2019 年 8 月	Salaries of 2 Assistant Teachers for one year including school's contribution to MPF (\$460,000) 聘請兩位助理教師薪酬包括學校之強積金供款 (約港幣四十六	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. SC Yeung 梁永佳副校長、彭成瑋助理校長、楊小珠老師

	作，他們也會支援其他老師所分配的工作。	relieved from some clerical work. 減輕數學科、科學及科技教師和通識科教師的補底教學工作。 減輕其他老師的文書工作。		萬元)			
	C. To employ coaches for school basketball team, badminton team and table tennis team. 聘請體育校隊教練包括籃球、羽毛球及乒乓球等。	- 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, 2018 to August, 2019 由 2018 年 9 月至 2019 年 8 月	Salaries of the coaches for one year \$80,000. 全年教練費約港幣八萬元。	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 (2018-2019) + Surplus (2017-18): ~HK\$600,000.00

Total expenditures for items (A + B + C) = HK\$570,000.00

Estimated Surplus: HK\$30,000.00

School-based After-school Learning and Support Programmes 2018/19

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 students (count by heads) benefitted under this Programme is 244 (including A. 27 CSSA recipients, B. 197 SFAS full-grant recipients and C. 20 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 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	Oct	4	39	2	\$20000	香港青少年服務處 Hong Kong Children
English corner activities	To enhance confidence of using	Attendance	Feedback from teachers and	Oct to July	4	39	2	\$5000	BSTC
Outward Bound Training	To enhance the confidence	Attendance, reports from	Teachers', students' and	Feb or March	2	9	2	\$5000	Outward Bound 香港 外展訓練學校
S.4 Peer mentor schemes	To develop the leadership of senior	Attendance, attitude	Teachers' and students' feedback	Nov to March	12	75	4	\$10000	BSTC
Big brothers and sisters program	To develop a personal safety network	Attendance, attitude	Sharing, debriefing, feedback from teachers and students	Nov to April	4	39	2	\$10000	BSTC
Tutorial lessons	To facilitate students' learning	Attendance, academic results	Tests, quizzes	Nov to April	16	87	20	\$30000	BSTC
S.6 DSE cheer-up activities	To provide psychological support for students	Attendance, popularity	Teachers' and students' feedback	Nov to April	1	32	3	\$2000	BSTC
School picnic	To enable students to participate in social activities	Attendance	Teachers' and students' feedback	Dec	27	197	2	\$10000	BSTC
Drama contest	To boost students' confidence in English	Attendance, attitude	Teachers' and students' feedback	April/ May	26	165	4	\$1000	BSTC
Visits and outings	To widen students' horizons	Attendance, attitude	Teachers' and students' feedback	Nov to July	6	77	4	\$5000	BSTC
Total no. of activities: 10				[@] No. of man-times	98	820	37		
				^{**} Total no. of man-times	955				

A healthy School Policy

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 healthy school policy aims at creating a health-conscious and safe school environment as well as facilitating students' development of healthy living habits, positive values and critical thinking.
2. A task force for formulating a healthy school policy was set up.

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 used for a comprehensive school-based plan
- ❖ To ensure that all school staff are informed of and support the healthy school policy
- ❖ To implement, monitor, evaluate and revise the healthy school policy on a regular basis

Members of the task force

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

Content of the healthy school policy

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 correct concepts and righteous attitude regarding sex into students;
5. Creating a safe school environment;
6. Creating an environmentally friendly school: 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，利用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
1.	Purchase 'Finding Your Colors of Life' Booklet by HKCMGM & Education Bureau	\$ 2,500
2.	Alumni Mentorship Program	\$ 65,000
3.	明報 Website Program	\$ 18,800
4.	中五性格透視問卷(社工 工作坊)	\$ 6,500
5.	Station visits: Course fee & transportation	\$ 10,000
	Budget on consumables	
6.	Stationery-for decoration of notice board, careers corner, filing and printing notes, booklets to students and parents.	\$ 3,000
7.	Photocopying & Computer laser printing - Printing for testimonial	\$ 4,000
8.	S4 & S5 OLE: careers exploration day (善德校友)	\$ 1,000
	Total:	\$ 110,800