



# Buddhist Sin Tak College

## 佛教善德英文中學

### Annual School Plan 周年計劃書

2019-2020

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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 2019-2020**

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

### **二零一九至二零二零年重點關注事項**

3. 加強初中學生的學習動機及追求卓越的動力。
4. 提升學生的抗逆力。

**BUDDHIST SIN TAK COLLEGE**  
**佛教善德英文中學**  
**3-YEAR SCHOOL DEVELOPMENT PLAN (2018-2021)**  
**三年學校發展計劃 (2018-2021)**

<b>Major Concern 1: Enhancing junior form students' motivation towards learning and pursuing achievement/success.</b> <b>重點關注事項一：加強初中學生的學習動機及追求卓越的動力。</b>				
<b>Intended Outcomes / Targets</b> 預期結果 / 目標	<b>Strategies / Tasks</b> 策略	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>
<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。 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> 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><b>Informal Curriculum</b></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>Chinese, English 中文科 英文科</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><b>非常規課程</b></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>Maths and STEM 數學科及 STEM</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>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 / Tasks 策略	Committee 組別	18-19	19-20	20-21
Empathy 同理心	<p>Knowledge level 認知層面：</p> <ol style="list-style-type: none"> <li>To strengthen students' understanding of empathy 加強同學對同理心的認識</li> <li>To tell students the differences between sympathy and empathy 同學能明白同理心及同情心的分別</li> <li>To teach students the skills in empathy 同學能認識同理心的技巧</li> </ol>	S.1, S.2, S.3, S.4, S.5, S.6	<ol style="list-style-type: none"> <li>Morning assembly talks 早會短講</li> <li>S.1 15-minute empathy activity 中一 15 分鐘同你·同理心活動</li> <li>Talks and workshops 講座及工作坊</li> <li>Focus of the month: Empathy 每月亮點 - 同理心</li> <li>Dorfun Slogan design competition DORFUN 金句設計比賽</li> </ol>	Moral and Civic Education Committee 德育及公民教育組	✓	✓	✓
	<p>Application level 應用層面：</p> <p>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</p>	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. 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, S.4, S.5, S.6	The Little Bodhisattva Award Scheme 菩薩行	Religious Committee 宗教組	✓	✓	✓
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	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. 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</li> <li>3. Inauguration Ceremony for Student Leaders 領袖就職禮</li> <li>4. 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</li> </ol>	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	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. Leadership training for junior form leaders 為初中學生領袖提供領袖訓練</li> </ol>	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	✓	✓	✓

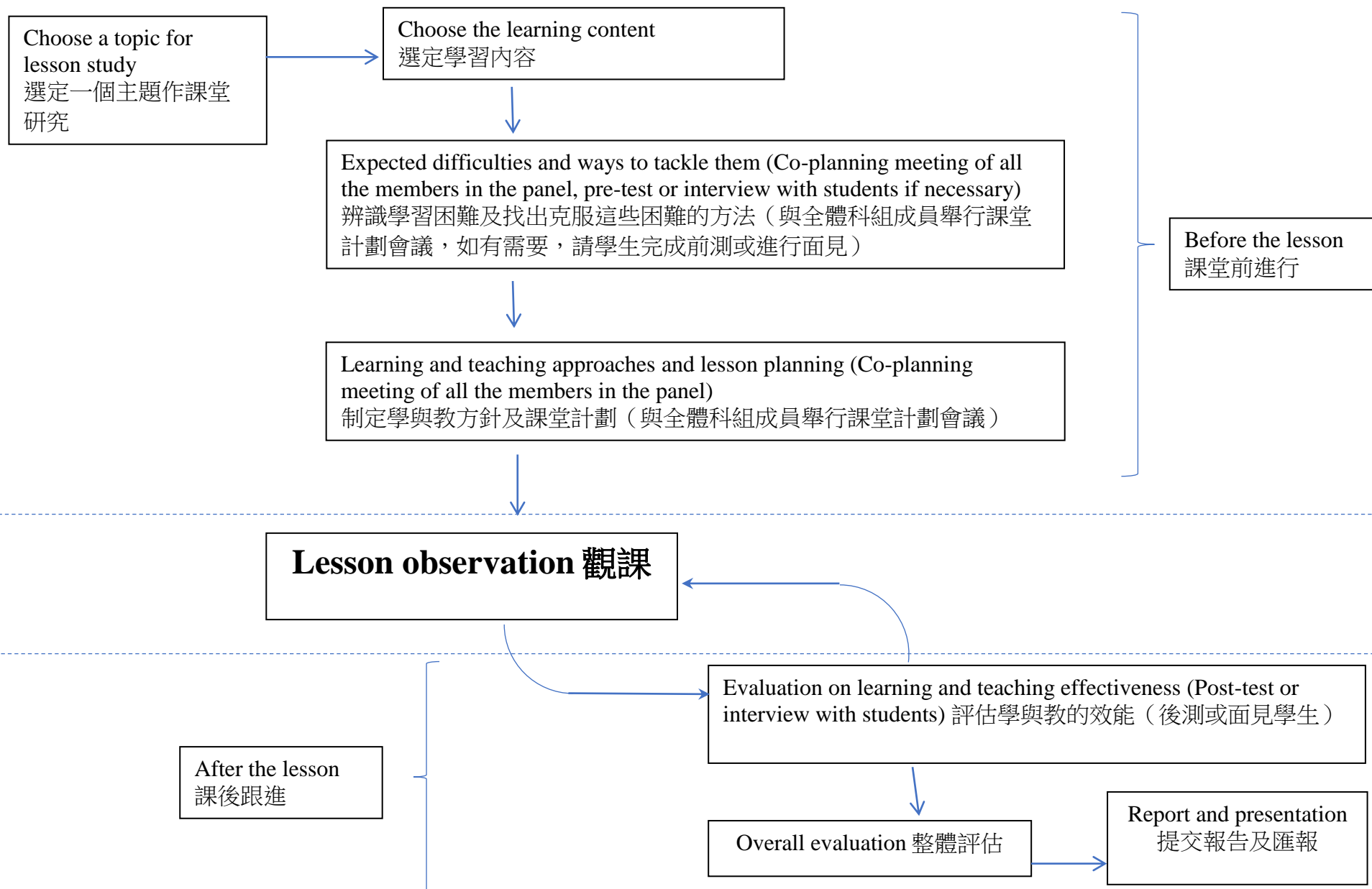
	<p>To provide continuous support to students, class teachers and parents 向學生、班主任和家長提供持續性支援</p>	<p>S.2, S.3, S.4, S.5, S.6</p>	<ol style="list-style-type: none"> <li>1. <b>Parents' Talk: setting reasonable expectations and goals for your child</b> 家長講座：如何訂定合理期望及目標</li> <li>2. <b>Goal setting activity for Junior form students</b> 教導初中學生訂定合理目標</li> <li>3. <b>Providing information and support to senior form students and class teachers</b> 向高中學生及班主任提供足夠的資訊及支援</li> <li>4. <b>Mentorship Program</b> 夥伴計劃</li> </ol>	<p>Careers Committee 升學及職業輔導組</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
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**BUDDHIST SIN TAK COLLEGE**  
**佛教善德英文中學**  
**Major Concern Implementation Plan (2019-2020)**  
**重點關注事項施行計劃 (2019-2020)**

**Major Concern 1: Enhancing junior form students' motivation towards learning and pursuing achievement/success.**  
**重點關注事項一：加強初中學生的學習動機及追求卓越的動力。**

<b>Targets/Aims</b> 目標	<b>Strategies/Tasks</b> 策略	<b>Success Criteria</b> 成功指標	<b>Evaluation Methods</b> 評估方法
<p>(1) <u>Formal Curriculum</u> 常規課程</p> <p>Through lesson study, teachers could identify students' potential problems in learning before the lesson. With appropriate approaches to address these problems, students will be less likely to lose motivation to learn due to these problems.</p> <p>透過課堂研究，教師可在上課前預早辨識學生可能遇到的學習問題，制定合適的解決方法，減低學生因困難而失去學習動力的機率。</p>	<p>(i) Hold subject meetings to identify a topic, with priority given to junior form curriculum, for lesson study and choose the suitable learning content as well as the appropriate learning and teaching approaches. 舉行科組會議，優先在初中課程中選出課堂研究的主題、合適的學習內容和適切的學與教方針。</p> <p>(ii) Provide pre-lesson tasks, tests or interview with students to identify the potential difficulties encountered by students followed by discussion with all members in the panel the effective strategies to overcome these difficulties. 先請學生完成課前練習、測驗或會面，辨識他們可能遇到的學習困難。全體科組老師商討出能夠幫助學生克服這些困難的策略。</p> <p>(iii) Have lesson observation followed by post-tests or interviews with students to evaluate the learning and teaching effectiveness. 安排觀課，並在課後進行後測或會面，評估學與教的效能。</p> <p>(iv) Lesson evaluation report 課堂評估報告</p> <p>(v) Present to all teachers during a staff meeting / Monday Gathering 在教師會議或星期一集會上向全體教師匯報課堂評估情況。</p>	<p>(i) Every subject could carry out a lesson study in a junior form (or senior form in case there are no junior form classes). 每個學科於初中課堂上進行一次課堂研究（如該學科沒有初中課堂，以高中課堂代替）。</p> <p>(ii) Teachers could evaluate the teaching and learning effectiveness through lesson researches for continuous improvement and enhancing the quality of teaching. 教師利用課堂研究評估教與學效能，持續改善及提高教學質素。</p> <p>(iii) Lesson study could enhance students' motivation to learn and the learning and teaching effectiveness 課堂研究有助提升學生的學習動機及教與學效能。</p>	<p>Scrutinize 審視：</p> <p>(1) lesson co-planning meeting records 課堂計劃會議紀錄</p> <p>(2) minutes of panel meetings 科主任會議紀錄</p> <p>(3) assignments 功課</p> <p>(4) lesson study reports 課堂研究報告</p> <p>(5) Lesson observation 觀課</p> <p>(6) Presentations of the lesson study 課堂研究口頭匯報</p> <p>(7) Questionnaire / focus group meetings 問卷／焦點小組會議</p>

## Framework for lesson study 課堂研究流程



**Major Concern 1: Enhancing junior form students' motivation towards learning and pursuing achievement/success.**

重點關注事項一：加強初中學生的學習動機及追求卓越的動力。

Targets/Aims 目標	Strategies/Tasks 策略	People responsible 負責人	18-19	19-20	20-21	Success Criteria 成功指標	Evaluation Methods 評估方法
2. <u>Informal Curriculum</u> <u>非正規課程</u> Cultivating an atmosphere for active learning which may include an English immersion environment, reading culture, problem solving and cross-curricular learning. 營造主動學習的氛圍，包括英語沉浸環境、閱讀文化、解難、跨學科學習等。	The informal curriculum can be an extension of classroom learning: 非正規課程作為課堂學習的延伸，舉行以下兩類活動：  (1) having close ties with formative and summative assessment; 與促進性及總結性評估有密切關係的活動；  (2) regular programmes 定期進行的活動。	Chinese 中文科 English 英文科	✓	✓	✓	Student participation rate in various activities 各個活動的參與率	(1) Performance of students in the presentations of their learning outcomes 學生在匯報學習成果時的表現。  (2) Comparison of pre-test and post-test results through questionnaires for students and teachers. 向學生及教師派發問卷，比較前、後測的成績。  (3) Focus group meetings with students to assess the effectiveness of activities. 邀請學生參與焦點小組會議，評估活動成效。
		Maths 數學科 STEM 數理科技	✓	✓	✓		
		LS, PSHE, Technology KLA, Arts KLA and PE 通識、個人、社會及人文教育、科技、藝術、體育		✓	✓		
		Cross-curricular (e.g. LS+PSHE, LS +English, .....) 跨學科（例如通識+個人、社會及人文教育、通識+英文等）		✓	✓		

Strategies / Tasks 策略	People responsible 負責人	Resources required 所需資源	Success Criteria 成功指標	Evaluation Methods 評估方法
<p>(a) <u>ENGLISH 英文科學習領域</u> Objectives 宗旨： 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>	<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>	<p>Student participation rate in various activities 學生參與各類活動的出席率</p>	<p>(a) Participation records 參與紀錄 (b) Reward system: stamps, signatures and prizes 獎勵，如印章、簽名及獎品 (c) Active involvement of student committee members in organizing activities 積極主動參與組織活動的學生人數</p>
<p>1. 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>	<p>The English Department 英文組</p>	<p>Fees for participating in competitions 參與各項活動之費用</p>	<p>Student participation rate in various activities 學生參與各活動的出席率</p>	<p>(a) 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。 (b) 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>2. To promote English activities online – construction of BSTC English Websites with monthly articles and activity round up such as photos and videos. 推廣英語網上活動 - 建立善德英文網站，內裡包括每月的文章、相片及短片等。</p>	<p>The English Department 英文組</p>	<p>IT support and English Web Team 電腦支援及英文網站製作小組</p>	<p>Regular refreshing rate in English website 英文網站更新率</p>	<p>(a) A school-based English website will be launched by the end of October 2019. 在 2019 年十月底建立校本英文網站。 (b) A student website management team will be established. 英文校網管理小組成立。</p>
<p>3. To create opportunities for students to have fun using English, series of activities will be held and co-operated with LS and Science departments to enrich English immersion environment in</p>	<p>The English, LS and Science Departments 英文、通識、科學部門</p>	<p>Expenditure for the activities in the LS Week and STEM Week STEM 周活動之支出</p>	<p>Participation rate and students enjoy much activities organized 學生參與度及享受箇中活動</p>	<p>(c) Participation rate 統計及評估學生參與人數、投入度。 (d) Student audience will find the activities interesting.</p>

<p>the school campus. 創造機會讓學生在有趣地學習英語。 與通識、科學、科技學科等科目共同協辦活動以加強校園英文沉浸環境。</p>				<p>參與學生對活動感興趣。</p>
<p><b>(b) Chinese Department 中文科</b> 1. 圍讀計劃 (初中) 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。</p>	<p>中文科</p>	<p>圍讀室</p>	<p>以同學出席率為指標</p>	<p>1. 參與學生人數符合預期。 2. 觀察同學對閱讀的投入度。</p>
<p>2. 中三精進班 中三級加設中文精進班，聘任校友導師及知名作家舉辦閱讀及寫作工作坊。全期共 18 堂，旨在提昇學生閱讀及寫作興趣。</p>	<p>中文科</p>	<p>505 室</p>	<p>以同學出席率為指標，另設問卷調查</p>	<p>1. 中三精進班維持 80% 出席率。 2. 問卷調查數據正面，能展示學生在精進班中有所提昇。</p>
<p><b>(c) Mathematics Department 數學科</b> 1. STEM Week STEM 周 The Mathematics department will work collaboratively with the Science Department and the IT Department to organize a large-scaled STEM week in mid-March 2020 and provide the following activities: 數學科與科學科、資訊科技科合作，於 2020 年 3 月中舉辦大型的 STEM 周，為學生提供以下活動： (i) Game stalls 攤位遊戲</p>	<p>The Mathematics Department 數學科</p>	<p>Expenditure for the activities in the STEM Week STEM 周活動之支出</p>	<p>Students participate actively in the activities 學生積極參與活動  Students will have deeper understanding on Pi. 學生對圓周率有更深了解</p>	<p>Participation rate 活動參與率  Accuracy of students' answers 學生回答的準確度</p>

<p>Teaching students how to apply strategies related game theories in different situations. 教導學生在不同情境下使用博弈論的策略。</p> <p>(ii) Pi-Day 圓周率日 Introduce the history of pi. Various games related to the properties of pi will be introduced. 介紹圓周率的歷史。舉辦各個與圓周率屬性有關的遊戲。</p>				
<p>2. IT-Tools 運用資訊科技工具 Mathematics-related electronic reading passages, games and apps in iPad will be introduced to S1 and S2 students during Moring Reading Sessions on some Wednesdays. 在晨讀時段及個別星期三，向中一及中二學生提供平板電腦，內有以數學為主題的網上閱讀文章、遊戲及應用程式，供學生使用。</p>	<p>The Mathematics Department 數學科</p>	<p>iPads 平板電腦</p>	<p>Students' scores in the worksheets for the activities 學生完成活動工作紙取得的分數</p>	<p>Worksheets for students 向學生派發工作紙</p>
<p>(d) 通識教育科 目標：提升學生的解難能力 1. 人文科專題研習比賽 (去年中一級試後活動開展，至 2019/20 年中二級下學期完成) 參與科組：生活與社會科、通識科、歷史科、地理科、中史科、經濟科 透過專題研習比賽，運用不同人文學科的知識，讓同學就所選議題進行探索和分析，加強同學的解難能力、推論能力、判斷能力。</p>	<p>通識教育科</p>	<p>參與各項活動之費用</p>	<ol style="list-style-type: none"> <li>1. 作品質素</li> <li>2. 課業反映對獨立專題研習的掌握</li> <li>3. 同學問卷</li> </ol>	<ol style="list-style-type: none"> <li>1. 學生參與各活動的出席率</li> <li>2. 教師回饋：課業反映對獨立專題研習的掌握</li> <li>3. 90%以上的作品能達到 B 或以上的成績</li> </ol>

<p>2. 配合課程之參觀和考察 根據各級的課程，每級設計一項校外考察活動，如中四級配合生活素質課程，帶領學生到貧窮的區域考察；中五級配合能源科技與環境，帶領學生到 T-Park 了解最新的相關政策等。</p>	通識教育科	參與各項活動之費用	<ol style="list-style-type: none"> <li>1. 同學參與程度</li> <li>2. 教師觀察</li> </ol>	<ol style="list-style-type: none"> <li>1. 教師觀察同學在參與時的表現</li> <li>2. 同學問卷：90%以上的同學認為能鞏固相關議題的認識</li> </ol>
<p>3. 強化通識研習社的運作 通識學會將舉辦不同類型的活動：如通識週、基本法自由論、基本法問答大賽、班際辯論比賽、辯論培訓班、考察研究等。</p>	通識教育科	參與各項活動之費用	<ol style="list-style-type: none"> <li>1. 同學參與程度</li> <li>2. 教師觀察</li> <li>3. 活動導師回饋</li> </ol>	<ol style="list-style-type: none"> <li>1. 同學參與人數</li> <li>2. 通識研習社籌委／活動導師的回饋：對同學的參與和表現正面</li> <li>3. 同學問卷：80%以上的同學認為其活動能提升他們不同能力</li> </ol>
<p>(e) <u>STEM Education 數理科技教育</u> 1. STEM week STEM 周 Science Departments will work collaboratively with the Mathematics Department and the IT Department to organize a large-scaled STEM week in mid-March 2020 and provide the following activities: 科學科與數學科、資訊科技科合作，於 2020 年 3 月中舉辦大型的 STEM 周，為學生提供以下活動： (i) Orienteering 野外定向 (ii) Interclass competition 班際比賽：抬起一百億 (iii) Learning science through singing 唱歌學科學</p>	Science Departments 科學科	Expenditure for the activities in the STEM Week STEM 周活動的開支	<ol style="list-style-type: none"> <li>1. Participation rate 活動參與率</li> <li>2. Feedbacks from teachers and students 教師及學生的反饋</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 10% of the junior form students participate in the activities. 最少有 10%初中學生參與活動。</li> <li>2. The feedbacks are positive. 參加者反應正面。</li> </ol>

<p>2. Experiment video 實驗片段</p> <ul style="list-style-type: none"> <li>● Books related to experiments will be provided to S1 students. 向中一學生提供以科學實驗為題材的書籍。</li> <li>● Students have to read the books and choose an experiment that seems interest to them. 學生需閱讀這些書籍，從中選出一個感興趣的科學實驗。</li> <li>● Students have to perform the experiment themselves and produce a video (about 5 minutes long) explaining the scientific knowledge related to the experiment. 學生自行進行該實驗，並拍攝一段五分鐘的短片，解釋實驗中應用到的科學知識。</li> <li>● The video will be shown weekly followed by an Q-and-A section. 這些片段會每周播放，並設問答環節。</li> <li>● Their classmates will rate the performance based on the richness of scientific knowledge, presentation skills and fun. 同學會就科學知識的豐富程度、評分，匯報技巧及趣味性評分。</li> </ul>	<p>Integrated science teachers 綜合科學科老師</p>	<p>Promotion of Reading Grant 推廣閱讀撥款</p>	<p>Questionnaires covering the following factors will be distributed to the students: 向學生派發問卷，問題覆蓋以下範疇：</p> <ul style="list-style-type: none"> <li>● Interest in science 對科學的興趣</li> <li>● Cooperative skills 合作技巧</li> <li>● Presentation skills 匯報技巧</li> <li>● Problem-solving skills 解難技巧</li> <li>● Hands-on ability 實踐能力</li> </ul>	<p>More than 50 % of students agree that their interest, skills and abilities have been aroused and improved respectively. 超過 50% 學生認同活動能激發他們對科學的興趣，提升了運用科學的技巧及能力。</p>
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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 / Measures to address the Major Concern 策略 / 應對重點關注事項的措施	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
Guidance Committee 輔導組	Personal Safety Net 個人安全網	S.1 overnight camp: All S.1 students will stay overnight at HKFYG Jockey Club Sai Kung Outdoor Training Camp and have a variety of mass activities to foster their team spirit and enhance their resilience. 中一宿營：中一同學會於香港青年協會賽馬會西貢戶外訓練營參加兩日一夜的活動，提升團隊合作精神，增強抗逆力。	1. To help students to understand themselves and their classmates better 幫助學生了解自己和同學  2. To enhance their resilience 提升學生的抗逆力	S.1	2019-2020	Students can actively participate in the camp. They show better understanding of themselves and their classmates and they have more confidence to face challenges. 學生積極參加訓練營活動，之後能更了解自己和同學，並且能更有信心面對困難。	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應， b. Participation rate 透過統計參與人數，以評估學生是否積極投入 c. Feedback of students 學生回饋 d. Questionnaires 問卷
Guidance Committee 輔導組	Personal Safety Net 個人安全網	Guidance Captains 「大哥哥大姐姐計劃」	To develop a personal safety network among the S.1 students and the senior form students 透過高中學生的協助，為中一同學建立個人安全網。	S.1	2019-2020	Form one students can develop a relationship with the senior form students and get used to the new environment. 中同學了能與高中學生建立良好關係，並能適應新環境。	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入

							<p>c. Feedback of students 學生回饋</p> <p>d. Questionnaires 問卷</p>
Board of Discipline 訓導組	Self-confidence 自信心提升	Continuous Follow-up Scheme 持續跟進計劃	<p>Through meeting students concerned and their parents, we aim to monitor their behavior regularly, giving advice and assistance when needed. Target students will have greater ability to face problems. Besides, they will have fewer discipline problems.</p> <p>透過面見有關同學和家長，及提供建議，幫助有關學生面對困難，和減少行為問題。</p>	Selected students with discipline problems 部分有紀律問題的學生	2019-2020, 2020-2021	Students concerned will have fewer punishment records and an improvement in conduct grades. 有關學生能減少處分紀錄，改善操行。	<p>a. Comparing their previous and current school reports 比較他們以前和當前的學校報告</p> <p>b. Interviewing parents and guardians 訪問父母和監護人</p>
Board of Discipline 訓導組	Self-confidence 自信心提升	Student Excellence Award 優秀學生計劃	<p>We aim to improve students' general performance and conduct and give credit to students who behave properly and be role models of other students by speaking cautiously, acting reasonably and respecting others.</p> <p>此計劃目的為改善學生行為表現及操行，若學生行為良好，例如慎言謹行，尊重別人，均會被加以表揚。</p>	S.1 - S.6	2019-2020, 2020-2021	<p>Junior Group: 60 students will not have any record of No Homework and 70 students will not have any record of Written Warning in the whole school year. Senior Group: 70 students will not have any record of lateness in the whole school year.</p> <p>初中組：整個學年中，有 60 名學生沒有任何欠交功課記錄，有 70 名學生沒</p>	Counting the number of students meeting the requirements. 計算符合要求的學生人數。

						有書面警告。 高年級組：70 個學生在整個學年內沒有任何遲到記錄。	
Board of Discipline 訓導組	Self-confidence 自信心提升	Prefect Team Training 領袖訓練計劃	To boost school prefects' abilities in taking up prefect duties, responsiveness to emergency and raise team spirit so that they will be more confident in daily operations. 提升領袖生的能力、處理突發事件的反應、以及團隊精神，使他們能更有自信履行領袖生的職責。	30 school prefects 30 名領袖生	2019-2020, 2020-2021	School prefects will gradually be more confident and skillful in being a leader. 領袖生逐漸成為領導者，變得更加自信和熟練。	Questionnaires 問卷
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To strengthen "Sin Tak's SUM" Scheme: S.1 students are required to be recruited in the scheme when they are promoted to S.2. 為加強善德一心獎勵計劃的成效，中一同學升致中二時，必須再次參加善德一心獎勵計劃。	To provide junior form students with more opportunities in nurturing their self-efficacy, self-discipline and perseverance 希望給予初中同學多些機會，以增加同學的自我效能感，自律和堅毅。	S.1 - S.2	2019-2020, 2020-2021	60% of students reflected that their self-efficacy, self-discipline and perseverance can be enhanced through the participation in the scheme. 60%的學生反映，通過參與該計劃可以提高他們的自我效能感，自律能力和毅力。	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入 c. Feedback of students 學生回饋 d. Questionnaires 問卷
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To demonstrate learning outcomes from the "Sin Tak's SUM" Scheme on the S.2 Thanksgiving Day 在中二成長禮，讓同學以展板或音樂表演展示於	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	S.1 - S.2	2019-2020, 2020-2021	60% of students reflected that their self-efficacy, self-discipline and perseverance can be enhanced through the	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應

		「善德一心計劃」中所學。	會增加同學的自我效能感，自律和堅毅。			participation in the scheme 60%的學生反映，通過參與該計劃可以提高他們的自我效能，自律和毅力	b. Participation rate 透過統計參與人數，以評估學生是否積極投入， c. Feedback of students 學生回饋 d. Questionnaires 問卷
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 the scheme by introducing an award scheme in which certificates will be giving to them on the S.2 Thanksgiving Day 設立獎勵計劃鼓勵予「善德一心計劃」中表現出眾的同學，並於「中二成長禮」中頒發獎狀予得獎者。	To cultivate and foster their sense of achievement by showing recognition to their performance 透過獎勵來鼓勵予「善德一心計劃」中表現出眾的同學，增加他們的成就感。	S.1 - S.2	2019-2020, 2020-2021	60% of students reflected that their self-efficacy, self-discipline and perseverance can be enhanced through the participation in the scheme 60%的學生反映，通過參與該計劃可以提高他們的自我效能，自律和毅力	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入 c. Feedback of students 學生回饋 d. Questionnaires 問卷
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	1. To provide quality leadership training programmes to potential student leaders. 為有潛質的學生提供領袖訓練 2. To show recognition to those student leaders in the Inauguration Ceremony	To cultivate and strengthen self-efficacy in senior form students by fostering leadership training 透過領袖訓練，增加高中學生的自我效能感。	S.4 - S.5	2019-2020, 2020-2021	Over 40 students taking up key posts in various student organizations undergone leadership training every year. More than 75% of S.4 and S.5 students take up ECA posts in various student organizations. Over 60% of student	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入

		舉辦「領袖就職禮」以肯定學生的供獻。				leaders claim that their self-efficacy can be enhanced. 每年有 40 多位擔任各個學生組織關鍵職位的學生接受領導力培訓。中四和中五學生中超過 75 %擔任各種學生組織的 ECA 職位。超過 60%的學生領導者聲稱可以提高自我效能。	c. Feedback of students 學生回饋 d. Questionnaires 問卷
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To empower senior form student leaders to assist junior form students in organizing various activities. 讓高中同學有多些協助初中同學組織活動的機會。	To cultivate and strengthen self-efficacy in senior form students by fostering leadership training 透過領袖訓練，增加高中學生的自我效能感。	S.4 - S.5	2019-2020, 2020-2021	Over 40 students taking up key posts in various student organizations undergone leadership training every year. More than 75% of S.4 and S.5 students take up ECA posts in various student organizations. Over 60% of student leaders claim that their self-efficacy can be enhanced. 每年有 40 多位擔任各個學生組織關鍵職位的學生接受領導力培訓。中四和中五學生中超過 75 %擔任各種學生組織的 ECA 職位。超	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入 c. Feedback of students 學生回饋 d. Questionnaires 問卷

						過 60%的學生領導者認為可以提高自我效能。	
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To provide junior form students with opportunities to serve others by introducing a new post "Junior Leader" (S.2-S.3) in the committee members of each club. 在各學會中設立「初中領袖」一職，使初中同學有更多服務他人的機會。	To nurture more junior form students to become potential leaders by providing them with leadership training 透過領袖訓練，培訓初中學生成為未來領袖。	S.2 - S.3	2019-2020, 2020-2021	Up to 70% of junior form leaders are willing to take up ECA posts when they promote to senior forms. Over 60% of junior form student leaders claim that their self-efficacy can be enhanced. Each club can recruit at least one junior form student taking up posts. 高達 70%的初級領導者願意晉升為高級職位時擔任 ECA 職位。超過 60%的初中學生領導者聲稱可以提高自我效能。每個俱樂部可以招募至少一名初中生上崗。	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入 c. Feedback of students 學生回饋 d. Questionnaires 問卷
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To enhance student leaders' sense of achievement by teachers' evaluations on their performance in organizing activities 學會老師會就學生領袖的表現作評估，以提升他們的成就感。	To cultivate and strengthen self-efficacy in senior form students by fostering leadership training 透過領袖訓練，增加高中學生的自我效能感。	S.4 - S.5	2019-2020, 2020-2021	Over 60% of student leaders claim that their self-efficacy can be enhanced. 超過 60%的學生領導者聲稱可以提高自我效能。	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Feedback of students 學生回饋

							c. Questionnaires 問卷
Extra-Curricular Activities Committee 課外活動組	Self-efficacy 自我效能感	To provide junior form students with leadership training either by senior form leaders or teachers 高中領袖或老師會為初中領袖提供領袖訓練。	To nurture more junior form students to become potential leaders by providing them with leadership skills 透過領袖訓練，培訓初中學生成為未來領袖。	S.1 - S.3	2019-2020, 2020-2021	Up to 70% of junior form leaders are willing to take up ECA posts when they promote to senior forms. Over 60% of junior form student leaders claim that their self-efficacy can be enhanced. 高達 70% 的初級領導者願意晉升為高級職位時擔任 ECA 職位。超過 60% 的初中學生領導者聲稱可以提高自我效能。	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入 c. Feedback of students 學生回饋 d. Questionnaires 問卷
Religious Committee 宗教組	Positivity 正向思維	1. 5-minute mindfulness training during morning assemblies: A Buddhist monk will lead all students to do some mindfulness practice by concentrating on their breathing from October to March. 早會 5 分鐘禪修：於 10 月至 3 月安排老師或法師帶領全體師生進行聽禪或專注呼吸的禪修	To increase students' concentration levels 學生能從禪修中培育專注力	S.1 - S.6	2020-2021	90% of the students are able to focus on the activity. 9 成學生能投入活動中	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Meeting to review the strategies 召開會議作出檢討

Religious Committee 宗教組	Positivity 正向思維	2. S.1 Mindfulness training camp: To enhance students' understanding of mindfulness and provide them with some practice opportunities, all S.1 students will visit a Buddhist Temple called 佛光淨舍 in September. 中一禪修體驗日：於九月安排全體中一學生前往佛光淨舍，初嘗試認識及實踐禪修	To increase students' concentration levels and their awareness of the surroundings. 學生能從禪修中培育專注力及覺察力	S.1	2020-2021	80% of participants can have basic understanding of mindfulness training and are interested in it. 8成參加者對禪修有了初步認識，並生起好感	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Participation rate 透過統計參與人數，以評估學生是否積極投入 c. Questionnaires 問卷
Religious Committee 宗教組	Positivity 正向思維	3. Having a Buddhist monk as a tutor of S.1 and S.3 Buddhist studies lessons so as to help junior form students understand Buddhism and mindfulness training more. 法師授課：湛遠法師走入中一及中三課室，與學生一起上課，認識佛法及禪修	To help junior form students understand Buddhism and mindfulness training more. 學生能從法師授課中認識禪修的好處	S.1, S.3	2020-2021	90% of students pay attention to the teaching of the Buddhist monk. 9成學生投入法師講課	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應 b. Feedback of students 學生回饋
Religious Committee 宗教組	Positivity 正向思維	4. Outdoor mindfulness training: There will be an outdoor mindfulness training in winter. Teachers of Buddhist Studies will take 20 students to the	To help students relax and improve their emotional intelligence quotient. 學生能從禪修中放鬆身心，培養情緒智商	S.5	2020-2021	90% of the students are able to focus on the activity. 9成學生能投入活動中	a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應

		<p>countryside for mindfulness training. Through the activity, students would be able to relax and reflect on their lives.</p> <p>野外禪：擬於本學年冬季舉行一次校外禪修活動，宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生借活動放鬆身心並反思生命。</p>					<p>b. Feedback of students 學生回饋</p>
<p>Religious Committee 宗教組</p>	<p>Positivity 正向思維</p>	<p>5. Visiting temples: This activity will be co-organized by the Religious committee and History Club. Students will pay a visit to Tung Lin Kok Yuen in Happy Valley to understand more about the development of Buddhism in Hong Kong and the history about World War II.</p> <p>寺院參觀：與歷史學會合作，於來年三月參訪位於跑馬地的東蓮覺苑，了解本地佛教的發展及二次大戰時港島的歷史。</p>	<p>To make students understand the advantages of mindfulness training. 學生能透過寺院參觀，了解禪修的好處</p>	<p>S.1 - S.2</p>	<p>2020-2021</p>	<p>90% of the students are able to focus on the activity. 9 成參加者投入活動中</p>	<p>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</p> <p>b. Participation rate 透過統計參與人數，以評估學生是否積極投入</p>

Careers Committee 升學及職業輔導組	Reasonable expectations 合理期望	Careers & JUPAS counselling 職業及升學輔導	Reasonable expectations based on their projected grades 基於估計的成績作出合理的期望	S.5 - S.6	2020-2021	Make well informed decision. 做出明智的決定。	<ul style="list-style-type: none"> <li>a. Participation rate 透過統計參與人數，以評估學生是否積極投入</li> <li>b. Feedback of students 學生回饋</li> <li>c. Interviews with students 訪問學生</li> <li>d. Meeting to review the strategies 召開會議作出檢討</li> </ul>
Careers Committee 升學及職業輔導組	Reasonable expectations 合理期望	Mentorship Program: Mock interview, BBQ with CEO, Mock release of DSE result 朋輩輔導員計劃：內容包括模擬面試、與 CEO 燒烤、模擬放榜	they are well prepared for challenges ahead 他們為迎接未來的挑戰做好了充分的準備	S.5 - S.6	2020-2021	Students were well-informed with updated and useful information. 學生充分了解最新和有用的信息。	<ul style="list-style-type: none"> <li>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</li> <li>b. Participation rate 透過統計參與人數，以評估學生是否積極投入</li> <li>c. Questionnaires 問卷</li> <li>d. Meeting to review the strategies 召開會議作出檢討</li> </ul>
Careers Committee 升學及職業輔導組	Reasonable expectations 合理期望	Parents' Nights 家長晚會	Parents can have a better understanding on JUPAS, and multiple careers or study pathway 家長可以對 JUPAS，升學和多元職業出路有更多的	S.4 - S.6	2020-2021	Parents and students got the most updated information on further study and multiple careers pathway.	<ul style="list-style-type: none"> <li>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</li> </ul>

			了解			家長和學生獲得了有關升學和多元職業出路的最新信息。	<ul style="list-style-type: none"> <li>b. Participation rate 透過統計參與人數，以評估學生是否積極投入</li> <li>c. Feedback of students 學生回饋</li> <li>d. Interviews with students 訪問學生</li> </ul>
Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	<b>Morning assembly talk 早會短講</b> 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係的關係、同理心的運用技巧等。	Knowledge level: 認知層面： <ol style="list-style-type: none"> <li>1. Students know more about what empathy is. 加強同學對同理心的認識</li> <li>2. Students can differentiate empathy from sympathy. 同學能明白同理心及同情心的分別</li> <li>3. Students know the skills of showing empathy. 同學能認識同理心的技巧</li> </ol>	S.1 - S.6	2019-2020	Students pay attention to the talks and give positive comments on them. 學生能在早會期間專心聆聽演講，及作出正面回應。	<ul style="list-style-type: none"> <li>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</li> <li>b. Feedback of students 學生回饋</li> <li>c. Interviews with teachers 訪問老師</li> <li>d. Meeting to review the strategies 召開會議作出檢討</li> </ul>
Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	<b>S.1 15-minute empathy activity 中一 15 分鐘同你·同理心活動</b>  Target group: S.1 students 目標對象為中一同學	Knowledge level: 認知層面： <ol style="list-style-type: none"> <li>1. Students know more about what empathy is. 加強同學對同理心的認識</li> </ol>	S.1	2019-2020	Students take an actively role in the activities in class and make constructive comment; The number of complaints about	<ul style="list-style-type: none"> <li>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</li> </ul>

		<p>The teaching materials on empathy for 3 to 4 lessons will be prepared for teachers to use.          預備 2-3 節有關同理心的學習教材，讓同事在有須要時採用。</p> <p>The materials will be some news about conflicts caused by the lack of empathy or information about empathy. Students will also be required to discuss worries or unhappy experiences in the daily lives of students so that they can understand the importance of empathy in interpersonal relationships. From the discussions, students can also learn the correct attitudes for handling conflicts.          材料包括一些因缺乏同理心而引起紛爭的新聞與及和同理心有關的正面訊息/新聞/資料、同學平日生活中遇到的爭執/不快/困擾給同學討論，從而帶出同理心在建立人際關係上的重要性，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等。</p>	<p>2. Students can differentiate empathy from sympathy.          同學能明白同理心及同情心的分別</p> <p>3. Students know the skills of showing empathy.          同學能認識同理心的技巧</p>		<p>bullying drops; There is a harmonious atmosphere in class. 學生能積極參與課堂活動，及作出積極的回饋，班上因欺凌的投訴次數減少，同學表示班中氣氛和諧、與同學相處融洽</p>	<p>b. Feedback of students          學生回饋</p> <p>c. Interviews with teachers          訪問老師</p> <p>d. Meeting to review the strategies          召開會議作出檢討</p>
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Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	<b>Talks and workshops</b> 講座及工作坊	<p>Knowledge level: 認知層面：</p> <ol style="list-style-type: none"> <li>1. Students know more about what empathy is. 加強同學對同理心的認識</li> <li>2. Students can differentiate empathy from sympathy. 同學能明白同理心及同情心的分別</li> <li>3. Students know the skills of showing empathy. 同學能認識同理心的技巧</li> </ol>	S.1 - S.5	2019-2020	<p>Students take part in the activities actively. 50% or more students agree that the activities provide them with opportunities to reflect on themselves and understand that they should put themselves in others' shoes when dealing with conflicts. 學生能積極參與活動及作出積極的回饋。有 50% 或以上的學生在工作坊後的自我評估中顯示出活動能給予他們反思的機會，要隨時切身處地去思考事情。</p>	<ol style="list-style-type: none"> <li>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</li> <li>b. Feedback of students 學生回饋</li> <li>c. Questionnaires 問卷</li> <li>d. Interviews with teachers 訪問老師</li> </ol>
Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	<p><b>Focus of the month:</b> <b>Empathy</b> 每月亮點-同理心</p> <p>Bookmarks and stickers. 書籤及貼紙</p> <p>Illustrations on the skills in empathy will be posted on the walls of the 2nd floor and classrooms. They will be sent to students and teachers by email as well.</p>	<p>Knowledge level: 認知層面：</p> <ol style="list-style-type: none"> <li>1. Students know more about what empathy is. 加強同學對同理心的認識</li> <li>2. Students can differentiate empathy from sympathy. 同學能明白同理心及同情心的分別</li> </ol>	S.1 - S.6	2019-2020	<p>Students are attracted to the posters and slogans of Dorfun. 同學會駐足觀看多分的海報及金句</p>	<ol style="list-style-type: none"> <li>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</li> <li>b. Questionnaires 問卷</li> </ol>

		<p>邀請舊生以以插畫的形式，向同學介紹同理心的技巧，並於每月上旬二海報形式張貼於課室及 2 樓樓層，亦會通過校網頁發放給全校師生</p> <p>Slogans created by students will be made into bookmarks and stickers which will be distributed to students as gifts. 設計及印刷以學生創作之金句作為設計書籤及貼紙，派發給學生</p>	<p>3. Students know the skills of showing empathy. 同學能認識同理心的技巧</p>				
Moral and Civic Education Committee 德育及公民教育組	Empathy 同理心	<p><b>Dorfun comic strips design competition</b> <b>DORFUN 四格漫畫對白設計比賽</b></p> <p>The theme of the comic strips is “empathy”. 舉辦同理心四格漫畫對白設計比賽，推廣同理心。</p> <p>A voting activity called “My favorite Dorfun comic strips” will be held in November. 十一月中旬將舉辦一連三天【我最喜歡/對我最的四格漫畫對白創作- 同理心】的選舉活動，以投票形式從作品中選取人氣最</p>	<p>Application level: Students apply their knowledge about empathy in their daily lives. 應用層面：學生能在日常生活中運用同理心的技巧</p>	S.1 - S.6	2019-2020	<p>More than 50% of students join the competition; 40% of these contestants can display their understanding of empathy in their works; more than 20% of students vote in the voting activity. 超過 50% 同學交回創作表格並從中有 40% 的參與者能充分應用同理心的技巧去完成創作 超過 20% 同學參與投票活動</p>	<p>a. Participation rate 透過統計參與人數，以評估學生是否積極投入</p> <p>b. Questionnaires 問卷</p> <p>c. Final products 作品質素</p>

		<p>強的對白。</p> <p>Winning entries of the competition will be displayed on School Promotion Day. 此外，在學校推廣日亦會向公眾人士展示成果。</p>					
<p>Moral and Civic Education Committee 德育及公民教育組</p>	<p>Empathy 同理心</p>	<p><b>S.2 Social Service Programme</b> 中二服務計劃</p> <p>All S.2 students will join the activity. They will learn about empathy and contribute themselves to society by doing voluntary services.</p> <p>This will be carried out in March with the Boys' &amp; Girls' Clubs Association of Hong Kong being our partner.</p> <p>An organizing committee will be formed. The programme will include 2 workshops, hall assemblies, voluntary work and evaluation.</p> <p>全級同學透過服務去建立貢獻感、同理心</p>	<p>Application level: Students apply their knowledge about empathy in their daily lives. 應用層面：學生能在日常生活中運用同理心的技巧</p>	<p>S.2</p>	<p>2019-2020</p>	<p>In the evaluation of the activity, students express that the skills of showing empathy enable them to cooperate better with their classmates and serve the elderly. 同學須填寫服務後問卷，並於問卷中表達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</p>	<p>a. Observation of teachers 透過老師的觀察，了解學生對不同活動的反應</p> <p>b. Participation rate 透過統計參與人數，以評估學生是否積極投入</p> <p>c. Questionnaires 問卷</p>

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|  |  | <ul style="list-style-type: none"><li>● 聯同香港小童群益會機構合作，於三月期間進行</li><li>● 計畫包括成立學生籌委會、2次工作坊、禮堂集會、服務及檢討等</li></ul> |  |  |  |  |  |
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**Budget Summary 財政預算  
(2019-2020)**

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/(Deficit)
<b>I. Government Fund</b>				
<b>A. EOEBG Grant</b>				
Original Baseline Reference		1,927,491.52		
Expanded Operating Expenses Block Grant			1,608,041.52	
Integrated Science			26,500.00	
Visual Art			59,750.00	
Home Economics			29,300.00	
Computer Studies			2,300.00	
Putonghua			1,600.00	
Chinese Language & Culture			60,000.00	
Biology			41,400.00	
Chemistry			14,200.00	
Moral and Civic Education			21,000.00	
Chinese Extensive Reading			10,000.00	
English Extensive Reading			13,000.00	
Guidance and Discipline Programme Funds			40,400.00	
Sub Total (A)		1,927,491.52	1,927,491.52	-
<b>School Specific Grants</b>				
Administration Grant	-	3,826,272.00	4,350,000.00	(523,728.00)
Air-Conditioning Grant	-	588,451.00	588,451.00	-
Composite Information Technology Grant	690,162.13	420,652.00	700,000.00	410,814.13
Capacity Enhancement Grant	98,083.46	634,017.00	700,000.00	32,100.46
Sub Total (B)	788,245.59	5,469,392.00	6,338,451.00	(80,813.41)
Grand Total: (A) + (B)	788,245.59	7,396,883.52	8,265,942.52	(80,813.41)

## **B. Outside EOEBG Grant**

Teacher Relief Grant	812,623.61	211,000.00	400,000.00	623,623.61
Teacher Relief Grant - Vacant Post (Over 90)	1,445,281.25	1,730,160.00	1,800,000.00	1,375,441.25
Committee on Home-School Co-operation Project	13,469.14	15,474.00	22,000.00	6,943.14
Cash Grant for School-based After-school Learning and Support Programmes	64,436.61	172,800.00	230,000.00	7,236.61
Diversity Learning Grant (Other Programmes)	-	28,000.00	28,000.00	-
Learning Support Grant for Secondary Schools	15,973.00	180,000.00	195,973.00	-
Moral and National Education Support Grant	273,320.15	-	-	273,320.15
Grant for the Sister School Scheme	67,930.00	154,950.00	222,880.00	-
Extra Recurrent Grant Under ITE4	8,751.00	66,740.00	75,491.00	-
Diversity Learning Grant (Other Language)	-	35,100.00	35,100.00	-
One-off Grant for Promotion of Chinese History and Culture	14,783.10	-	14,783.10	-
One-off IT Grant for E-Learning in Schools	133,632.00	-	133,632.00	-
Information Technology Staffing Support Grant	40,950.00	317,338.00	358,288.00	-
Promotion of Reading Grant	52,271.20	60,000.00	112,271.20	-
Life-wide Learning Grant	-	1,158,000.00	1,158,000.00	-
SBM Top-up Grant	-	50,000.00	50,000.00	-
School Executive Officer Grant	-	507,960.00	379,980.00	127,980.00
School-based Speech Therapy Administration Recurrent Grant	-	8,000.00	8,000.00	-
	<u>2,943,421.06</u>	<u>4,695,522.00</u>	<u>5,224,398.30</u>	<u>2,414,544.76</u>

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

Tong Fai	502,360.00	92,800.00	300,000.00	295,160.00
Approved Collection for Specific Purposes Account	<u>960,489.09</u>	<u>10,000.00</u>	<u>80,000.00</u>	<u>890,489.09</u>
Grand Total	<u>1,462,849.09</u>	<u>102,800.00</u>	<u>380,000.00</u>	<u>1,185,649.09</u>

## Buddhist Sin Tak College

### Plan on the Use of Capacity Enhancement Grant, 2019/2020

#### 學校發展津貼使用計劃 2019/2020

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	<p>A. To continue to run the Secondary School Life Adaptation Programme for newly admitted S.1 students. Tutors will be employed to 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。</p>	Teachers' workload in summer will be partly reduced, S.1 students rapidly adapted to school life 減輕教師部份工作量，中一學生可以更快適應學習生活。	July, 2020 2020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 is boosted. Students can rapidly adapt to secondary school life 中一級學生自信提高，更快適應學習生活	Teacher 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
	<p>B. To alleviate the teaching workload of STEM teachers, Liberal Studies teachers, one Assistant Teacher (AT) and one GM teacher will be employed. They will 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，將聘請一位助理教師和一位學位教師。他</p>	Mathematics teachers, STEM teachers and Liberal Studies teachers are relieved from part of the remedial teaching tasks Other teachers may be	From September, 2019 to August, 2020 由2019年9月至2020年8月	Salaries of 1 Assistant Teacher and 1 GM teacher for one year including school's contribution to MPF (\$583,000) 聘請兩位助理教師薪酬包括	The new staff take up duties assigned by teachers and assisting in preparing teaching materials 新聘的助理教師和學位教師能履行負責之	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

	們將協助教師準備教學材料及進行補底工作，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。		學校之強積金供款 (約港幣五十八萬三千元)	工作		
Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要	C. To employ coaches for school swimming team, basketball team, badminton team, table tennis team and other sports teams. 聘請體育校隊教練包括泳隊、籃球、羽毛球及乒乓球及其他。	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, 2019 to August, 2020 由 2019 年 9 月至 2020 年 8 月	Salaries of the coaches for one year \$100,000. 全年教練費約港幣十萬元。	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 (2019-2020) + Surplus (2018-19): HK\$613,766 + HK\$100,000**

**Total expenditures for items (A + B + C) = HK\$713,000**

**Estimated Surplus: HK\$713,766 - HK\$713,000.00 = HK\$766**

佛教善德英文中學  
健康校園計劃 2019-20  
活動計劃

活動名稱	活動目的	活動內容	大約節數	對象	人數
學兄學姐計劃	<ul style="list-style-type: none"> <li>培養學生輔導才能，促進同儕間的互助精神；</li> <li>通過預設的團體訓練活動，提升學生的應變能力，以裝備學生迎接未來朋輩輔導任務。</li> </ul>	<ul style="list-style-type: none"> <li>訓練日營：建立學長間的團隊凝聚力及朋輩支援技巧</li> <li>中期檢討：跟進學長在上學期遇到的困難及鞏固其朋輩支援的技巧</li> <li>檢討及展望：協助學長檢討一年以來的表現，展望及計劃來年的朋輩支援活動</li> </ul>	<ul style="list-style-type: none"> <li>訓練日營：2</li> <li>Fun Fun 中相聚：1</li> <li>生命體驗農莊探訪：2</li> <li>檢討及展望：1</li> </ul>	中一同學和中三、中四學生	約 168 人
乘風航	培養學生領導才能，促進同儕間的互助精神。	<ul style="list-style-type: none"> <li>透過 1 日海上生活，培養學生領導才能，促進同儕間的互助精神；</li> <li>通過預設的團體訓練活動，學習如何藉着溝通以加強團隊的協作技巧，促進彼此的互助精神，以裝備學生迎接未來領袖生任務。</li> </ul>	<ul style="list-style-type: none"> <li>活動前集會：1</li> <li>活動：2</li> </ul>	高中學生	40 人
初中手機成癮講座	讓學生明白如何正確使用手機	透過互動講座幫助學生培養正確習慣	1	中一至中三學生	約 389 人
高中兩性關係講座	讓學生明白兩性合宜相處之道	透過互動講座令學生反思兩性正確的相處之道	1	中四至中五學生	約 389 人
性格透視工作坊	讓學生增加對自己的了解	透過富趣味的互動工作坊幫助學生加強對自己的認識，知己知彼	1	中五學生	約 130 人
中二級社會服務計劃	透過計劃和實踐讓同學親身參與社會服務	學生會一起構思和策劃社會服務計劃，互相合作幫助社會上有需要的人士	6	高中學生	約 130 人
禪修課程	通過禪修幫助學生減壓	透過校內的早會，禪修課和郊外禪修，培養學生平和的心	10	中一至中六學生	約 770 人
職業導向興趣小組	通過探訪增加學生對各種行業的認識	項目統籌訓練 / 拉花 / 寵物美容 / 髮型	2	高中學生	約 20 人

\*驗毒測檢模式：頭髮測試

佛教善德英文中學

2019/20 學年「全方位學習支援津貼」計劃書

學習經歷	科目/ 負責教師	活動簡介	目標	評估方法	成功準則	對象	舉行日期	預算開支
體藝發展/ 校隊訓練	體育科 李惠貞老師	<b>添置訓練體適能器材</b> <ul style="list-style-type: none"> <li>購買有氧訓練器材以增強耐力、心肺功能等</li> <li>購買核心訓練器材，主要是針對腹部、下背部肌肉的訓練</li> </ul>	<ul style="list-style-type: none"> <li>透過專業器材以提升校隊體能質素</li> </ul>	<ul style="list-style-type: none"> <li>教練及老師觀察</li> <li>運動員體能測試成績</li> </ul>	<ul style="list-style-type: none"> <li>教練/老師認同運動員因體能上的改善而讓技術及比賽上的表現有所提升</li> <li>體能測試成績能提升10%-20%</li> </ul>	約200位校隊隊員	全年	划艇機2部 \$ 12,000 x 2 = \$ 24,000 健身單車2部份 \$ 6,000 x 2 = \$ 12,000 <b>合共：\$36,000</b>
		<b>聘請專業教練訓練本校各體育校隊</b>	<ul style="list-style-type: none"> <li>透過專業訓練提升運動員的技術水平</li> <li>透過專業訓練提高運動員對該項運動的興趣和更深層的認識</li> <li>發掘有天份的學生並加以訓練</li> <li>提升運動員的團體意識及自信</li> </ul>	<ul style="list-style-type: none"> <li>校隊比賽表現</li> <li>隊員出席次數</li> <li>教練及老師觀察</li> <li>運動員人數</li> <li>訪問球員</li> </ul>	<ul style="list-style-type: none"> <li>教練/老師認同運動員在技術及比賽上的表現較2018-19年度有所提升</li> <li>運動員除事假外，其出席chuo認同專業教練的訓練讓他們對該項的運動有更深的認識</li> <li>退隊人數不超過全隊人數的30%</li> </ul>	約200位校隊隊員	全年	教練/導師費： 籃球訓練/帶隊比賽 \$600（2小時） X40節 = \$ 24,000 排球訓練/帶隊比賽 \$600（2小時） X40節 = \$ 24,000 乒乓球訓練/帶隊比賽 \$600（2小時） X40節 = \$ 24,000 羽毛球訓練/帶隊比賽 \$600（2小時） X30節 = \$ 18,000

								足球訓練/帶隊比賽 \$600 (2小時) X30節 = \$ 18,000 游泳訓練/帶隊比賽 \$700 (2小時) X10節 = \$ 7,000 田徑隊制服 \$ 100 x 90 = \$ 9,000 爵士舞訓練/帶隊比賽 \$900 (1.5小時) X12節 = \$10,800 <b>合共：\$134,800</b>
智能發展/ 提升學習 效能	中文科 林曉蕾老師	<b>文學作品賞析工作坊</b> <ul style="list-style-type: none"> <li>整個課堂共16節，首5節乃從趣味出發，讓同學接觸古典文學作品、掌握鑑賞古典文學的方法；之後的11節則介紹各種寫作技巧，通過仿作，實踐創作理念</li> </ul>	<ul style="list-style-type: none"> <li>透過閱讀評賞的課節及寫作工作坊的實踐，引發同學對文學藝術的興趣，同時提升其寫作及鑑賞文章的能力</li> </ul>	<ul style="list-style-type: none"> <li>問卷調查</li> <li>課堂習作表現</li> </ul>	<ul style="list-style-type: none"> <li>導師滿意學生表現</li> <li>學生認為課堂有助提升他們對文學的興趣</li> </ul>	中三級： 24人	9/2019 至 5/2020	首5節導師費： \$400x 5節= \$ 2000 第6節至第16節 \$1500x 11節 = \$16,500 <b>合共：\$18,500</b>
智能發展/ 舉辦境外 交流活動，擴闊 學生視野	宗教組及 中國歷史科 李麗儀老師 吳艷嫦老師	<b>台灣交流團</b> <ul style="list-style-type: none"> <li>通過五日的台灣交流團，老師帶領高中中史科及倫理宗教科學生參觀寺院及歷史建築，促進探索佛教與歷史文</li> </ul>	<ul style="list-style-type: none"> <li>提升學生對中國文化及歷史的興趣和認識</li> <li>讓學生認識佛教在台灣的發展</li> <li>讓學生體驗不同種類的禪修</li> </ul>	<ul style="list-style-type: none"> <li>學生問卷</li> <li>老師觀察</li> </ul>	<ul style="list-style-type: none"> <li>八成或以上的學生持正面的評分</li> <li>老師普遍抱正面的評值</li> </ul>	中四、六級： 40人	28/6至 2/7/2020	機票食宿資助： 學生： \$3,000 X 40人 = \$120,000 老師及法師： \$5,000 X 6人 = \$30,000

		化的關係						雜項(團刊及團衫等): = \$5,000 <b>合共: \$155,000</b>
智能發展/ 購買推行 全方位學 習所需的 設備、學 習資源	STEM及 美術科 范殷榮老 師 歐兆偉老 師	<b>購買平面切割軟件、硬件 和消耗品供發展STEAM 之用</b>	加深對STEAM的認識	• 與參與的同學 面談	• 過半數受訪者 認為對STEAM 的認識有所加 深	初中學生	04/2020	軟件: \$ 20,000 硬件: \$ 150,000 消耗品: \$ 10,000 <b>合共: \$180,000</b>
智能發展/ 舉辦境外 交流活 動, 擴闊 學生視野	STEM 范殷榮老 師	<b>STEM交流團</b>	加深對STEM的認識及開 拓視野	• 專題研習報告	• 過半數同學在 專題研習報告 中表示他們對 STEAM的認識 有所加深並且 拓闊了視野	初中: 40 人	04/2020	資助學生及隨團 教師交通食宿費 用: = \$10000 <b>合共: \$10,000</b>
智能發展/ 購買推行 全方位學 習所需的 設備、學 習資源		<b>STEM Week</b>	引發同學對STEM的興 趣, 培育同學的創意、協 作及解難能力	• 與參加STEM Week 的同學 面談	• 過半數收訪同 學認為他們的 創意、協助和 解難能力有所 提升	初中: 約380人	03/2020	消耗品: \$ 10,000 <b>合共: \$10,000</b>
		<b>認識水體生態系統</b>	引發同學對水體生態系統 的興趣	• 與參與的同學 面談	• 過半數收訪同 學認為他們對 水體生態系統 的認識有所加 深	初中: 40 人	04/2020	工具: \$5,000 消耗品: \$5,000 魚缸保養: \$20,000 <b>合共: \$30,000</b>
智能發展 / 按學生 的興趣和 能力, 組 織多元化 全方位學 習活動		<b>STEM校隊</b> • 參加不同類型的比 賽 • 預計參加5個比賽	引發同學對STEM的興 趣, 培育同學的創意、協 作及解難能力	• 與參與的同學 面談	• 過半數收訪同 學認為他們的 創意、協助和 解難能力有所 提升	初中: 20 人	全學年	參加比賽費用: \$5000 訓練班: \$10000 軟件: \$5000 硬件: \$10000 消耗品: \$10000 <b>合共: \$40,000</b>
與工作有 關工作經 驗/ 按	升學及就 業輔導組 余嘉文老	<b>生涯規劃活動: 職場參觀 及工作坊</b>	讓學生擁有不同的學習經 歷 讓學生認識不同的職業	• 與參與的同學 面談	• 參與者認為活 動有意義並表 示會繼續參與	中二四及 中五學生	11/2019 及 03/2020	課程及交通費資 助: \$ 10,000

學生的興趣和能力，組織多元化全方位學習活動	師				及會推介給其他同學 <ul style="list-style-type: none"> <li>參與者認為活動有助他們深入認識各項行業及面試技巧等</li> </ul>			合共： <b>\$10,000</b>
德育及公民教育/ 按學生的興趣和能力，組織多元化全方位學習活動	輔導組 馮健慧老師	<b>中一級訓練營</b>	<ul style="list-style-type: none"> <li>加強學生的抗逆力</li> <li>通過活動讓同學認識自己</li> <li>培養責任感及團隊精神，更快適應新的學校生活</li> </ul>	<ul style="list-style-type: none"> <li>訪問老師</li> <li>訪問導師</li> <li>學生匯報</li> </ul>	<ul style="list-style-type: none"> <li>學生積極參與</li> <li>同學認為活動有助他們認識自己</li> <li>同學認同活動有助他們增強信心並面對挑戰</li> </ul>	中一級： 132人	3/10- 4/10/2019	資助訓練營費用： \$60,000 合共： <b>\$60,000</b>
社會服務/ 按學生的興趣和能力，組織多元化全方位學習活動		<b>好心情計劃</b> <ul style="list-style-type: none"> <li>計劃內容包括講座、禪繞畫工作坊、成長小組、參與社會服務計劃等</li> </ul>	<ul style="list-style-type: none"> <li>灌輸同學正確價值觀</li> <li>協助同學以積極的態度面對逆境</li> <li>協助同學發展朋輩網絡</li> </ul>	<ul style="list-style-type: none"> <li>訪問老師</li> <li>訪問導師</li> <li>學生匯報</li> </ul>	<ul style="list-style-type: none"> <li>學生積極參與</li> <li>學生能夠培養出積極及樂觀的態度以面對人生的挑戰</li> <li>朋輩間能互相支持，之間能形成互助關愛的網絡</li> </ul>	中一至中 三級		活動費用： \$60,000 合共： <b>\$60,000</b>
德育及公民教育/ 按學生的興趣和能力，組織多元化全方位學習活動	英文科 陳世詠老師	<b>參觀「生命·歷情」體驗館</b>	<ul style="list-style-type: none"> <li>讓參加者反思及明白人生歷程，從而珍惜時間及關心身邊的人，減少對年老的負面看法，並以正面角度看長者</li> </ul>	<ul style="list-style-type: none"> <li>訪問學生</li> </ul>	<ul style="list-style-type: none"> <li>大部份學生對參觀感到有意義</li> </ul>	中六級： 63人	10- 11/2019	入場費津貼： \$100 x 63人 = \$6,300 交通費： \$2500 合共： <b>\$8,800</b>
智能發展/ 舉辦全方位學習活	歷史科 李偉傑老	<b>「外交史料工作坊：從不平等走向平等」</b> <ul style="list-style-type: none"> <li>長春社文化古蹟資</li> </ul>	<ul style="list-style-type: none"> <li>同學在輕鬆的環境中增加對中國近現代史的認識，協助他們修</li> </ul>	<ul style="list-style-type: none"> <li>問卷調查</li> </ul>	<ul style="list-style-type: none"> <li>90%或以上已報名同學出席</li> <li>同學積極參與</li> </ul>	中四及五 修讀西史 同學：	2020年上 旬 待	活動報名費、導師費： \$2500 合共： <b>\$2,500</b>

動，提升學習效能	師	<p>源中心舉辦</p> <ul style="list-style-type: none"> <li>學生透過校內工作坊及遊戲，共同研讀有關中國在近代外交史上曾簽署的文件，並了解中國在外交地位上的轉變</li> </ul>	讀中國史部分。		<p>活動</p> <ul style="list-style-type: none"> <li>70%或以上同學認同活動能促進他們對中國近現代史的認識及興趣</li> </ul>	約29人		
		<p><b>蒲窩青少年中心「愛香港愛文物」計劃：</b></p> <ul style="list-style-type: none"> <li>同學將參觀中上環一帶，包括東華醫院、廣福義祠、文武廟、卜公花園、新聞博覽館，增進他們對香港近代史的認識。</li> </ul>	<ul style="list-style-type: none"> <li>讓同學透過實地考察增加對香港近代史的認識，加強學習歷史的氛圍</li> </ul>	問卷調查	<ul style="list-style-type: none"> <li>90%或以上已報名同學出席</li> <li>同學積極參與活動</li> <li>70%或以上同學認同活動能促進他們對中國近現代史的認識及興趣。</li> </ul>	全校學生：約20人	10/2019-3/2020年3月 待定	<p>導賞及旅遊車費用：</p> <p>\$800</p> <p><b>合共：\$800</b></p>
		<p><b>「小足跡大腳印」</b></p> <ul style="list-style-type: none"> <li>香港歷史及文化教育協會本地歷史考察團舉辦：鯉魚門及魔鬼山</li> <li>同學在導賞員帶領下，考察1941年香港保衛戰的遺跡</li> </ul>	<ul style="list-style-type: none"> <li>讓同學透過實地考察增加對香港近代史的認識，加強學習歷史的氛圍。</li> </ul>	問卷調查	<ul style="list-style-type: none"> <li>90%或以上已報名同學出席</li> <li>同學積極參與活動</li> <li>70%或以上同學認同活動能促進他們對中國近現代史的認識及興趣</li> </ul>	全校學生，中三同學優先：約20人	2020年上半年 待定	<p>活動報名費，已包括導賞員及資料費用：\$2,000</p> <p>車費津貼：\$2,500</p> <p><b>合共：\$4,500</b></p>
德育及公民教育/ 按學生的興趣和能力，組織多元化全方位學習活動	<p>訓導處</p> <p>馬學禮老師</p> <p>黃曉雯老師</p>	<p><b>領袖訓練計劃一</b></p> <ul style="list-style-type: none"> <li>透過小組協作學習方式，讓同學經歷不同挑戰</li> <li>透過小組訓練，提升學生自信心自我認同、正面思考能力、以及領袖潛質</li> </ul>	<ul style="list-style-type: none"> <li>提升領袖生處事及應變能力、增強團隊精神，更有信心應付實際工作需要</li> </ul>	問卷調查	<ul style="list-style-type: none"> <li>學生認同參加活動後，個人自信及領導能力均有提升</li> </ul>	領袖生30位	12/10/2019	<p>導師費、材料費及活動設計費：</p> <p>\$13,000</p> <p><b>合共：\$13,000</b></p>

		<b>領袖訓練計劃二</b>	<ul style="list-style-type: none"> <li>為上學期未能參加活動的領袖生提供訓練，包括個性分析，團隊合作等</li> </ul>	<ul style="list-style-type: none"> <li>問卷調查</li> <li>老師觀感</li> </ul>	<ul style="list-style-type: none"> <li>學生認同參加活動後，對自己有更深的了解</li> <li>首席領袖生認同同學在參加活動後，有助提升及改善團隊間的默契</li> </ul>	領袖生30位	2/2020	導師費、材料費及活動設計費： \$13,000 <b>合共：\$10,000</b>
體藝發展/ 按學生的興趣和能力，組織多元化全方位學習活動		<b>醒獅隊</b>	<ul style="list-style-type: none"> <li>主要訓練基礎鼓樂及動作技巧，亦配合運動理論及體能訓練，讓學生了解現代龍獅運動</li> </ul>	<ul style="list-style-type: none"> <li>問卷調查</li> <li>學生行為紀錄</li> <li>教練及老師觀察</li> </ul>	<ul style="list-style-type: none"> <li>學生認同參加活動後，個人為及自我控制均有改善</li> </ul>	中二至中五級： 12位學生	上學期	導師費： \$3,600 器材： \$13,400 <b>合共：\$17,000</b>
		<b>初中醒獅隊訓練（第二學段）</b>	<ul style="list-style-type: none"> <li>藉活動提升學生的專注力、紀律性、團隊合作精神、亦增加學校的歸屬感</li> </ul>	<ul style="list-style-type: none"> <li>問卷調查</li> <li>學生紀律表現</li> <li>老師觀察</li> </ul>	<ul style="list-style-type: none"> <li>參加者於第二學段的違規行為較第一學段減為少</li> <li>參加者於自評表現中認同個人行為有改善</li> </ul>	初中生： 12位學生	2/2020-5/2020	導師費： \$5,000 <b>合共：\$5,000</b>
	智能發展/ 按學生的興趣和能力，組織多元化全方位學習活動	女童軍學會 張慧嫻老師	<b>外聘導師任教興趣班（繩結, 扭汽球, 手工藝製作等）</b>	<ul style="list-style-type: none"> <li>讓女童軍隊員發展多方面才能</li> </ul>	<ul style="list-style-type: none"> <li>導師給予的功課</li> </ul>	<ul style="list-style-type: none"> <li>能成功完成導師給予的功課</li> </ul>	女童軍隊員中一至中五級： 60人	11/2019-05/2020
智能發展/ 舉辦全方位學習活動，提升學習效能		<b>參觀活動</b>	<ul style="list-style-type: none"> <li>讓女童軍隊員發展多方面才能, 認識社會</li> </ul>	<ul style="list-style-type: none"> <li>觀察學生表現</li> <li>統計學生的出席情況</li> </ul>	<ul style="list-style-type: none"> <li>活動適合學生的能力及興趣</li> <li>參加率達 80%</li> <li>學生積極參與活動，從活動中獲得樂趣</li> </ul>	女童軍隊員中一至中五級： 60人	11/2019-05/2020	入場費及車費津貼： \$10,000 <b>合共：\$10,000</b>

智能發展 / 按學生的興趣和能力，組織多元化全方位學習活動	通識科 楊小珠老師	思辨訓練班	<ul style="list-style-type: none"> <li>提升同學演講能力、分析能力及思辨技巧</li> </ul>	<ul style="list-style-type: none"> <li>透過觀察：比賽及技巧之運用</li> <li>訪問學生</li> </ul>	<ul style="list-style-type: none"> <li>評判的評價</li> <li>80%或以上的同學表示相關技巧有所改善</li> </ul>	中四級： 25人	2/2020-4/2020	導師費： \$ 5000 合共： <b>\$5,000</b>
德育及公民教育/ 提升學習效能		街坊帶路-社區考察工作坊	<ul style="list-style-type: none"> <li>引發同學對所處社區的關心，提升同理心</li> </ul>	<ul style="list-style-type: none"> <li>教師觀察</li> <li>同學問卷</li> </ul>	<ul style="list-style-type: none"> <li>80%或以上的同學表示自己對所處社區及環境有更深刻的體會</li> </ul>	中三、四、五級： 130人	下學期	導賞費用及車費津貼： \$1,3000 合共： <b>\$13,000</b>
		走出課室：社區尊賞及參觀	<ul style="list-style-type: none"> <li>透過觀察關心社會的能力及建立同理心</li> </ul>	<ul style="list-style-type: none"> <li>教師觀察</li> <li>同學問卷</li> </ul>	<ul style="list-style-type: none"> <li>80%或以上的同學表示自己對所處社區及環境有更深刻的體會</li> </ul>	中四級： 130人	下學期	導賞費用及車費津貼： \$20000 合共： <b>\$20,000</b>
		參觀綠匯學院	<ul style="list-style-type: none"> <li>透過參觀，讓同學更認識活化建築及農業的可持續發展</li> </ul>	<ul style="list-style-type: none"> <li>填寫工作紙</li> </ul>	<ul style="list-style-type: none"> <li>80%或以上的同學反思自己及社區的關係</li> </ul>	中五級： 30人	上學期	入場費及車費津貼： \$4000 合共： <b>\$4,000</b>

2019/20 學年	政府撥款額：	<b>\$ 1,158,000</b>
	預計總支出：	<b>\$ 867,900</b>
	預計盈餘：	<b>\$ 290,100</b>

**School-based After-school Learning and Support Programmes 2019/2020**  
**School-based Grant - Programme Plan**

**Information on Activities to be subsidized/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 <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
S.1 overnight camp (S.1)	To enhance the resilience	Attendance, behavioral change	Teachers', students' and participants' feedback	3 – 4 Oct	8	40	2	\$20000	BSTC
<i>English corner activities (S.1, S.2)</i>	To enhance confidence of using English	Attendance	Feedback from teachers and students	Oct to July	15	71	4	\$5000	BSTC
<i>Outward Bound Training (S.4 participants)</i>	To enhance the confidence	Attendance, reports from students	Teachers', students' and instructors' feedback	Feb or March	2	9	2	\$5000	Outward Bound 香港外展訓練學校
<i>Guidance Captains (All S.1 students, S.3 and S.4 guidance captains)</i>	To develop a personal safety network between S.1 students and S.3, S.4 students	Attendance, attitude	Sharing, debriefing, feedback from teachers and students	Sep to July	10	50	4	\$20000	香港青少年服務處 Hong Kong Children Youth Services
<i>Tutorial lessons (S.1 to S.6 participants)</i>	To facilitate students' learning	Attendance, academic results	Tests, quizzes	Nov to April	16	87	20	\$30000	BSTC
S.6 DSE cheer-up activities (S.6)	To provide psychological support for students	Attendance, popularity	Teachers' and students' feedback	Nov to April	7	17	3	\$2000	BSTC
School picnic (S.1 to S.6)	To enable students to participate in social activities	Attendance	Teachers' and students' feedback	Dec	29	183	2	\$10000	BSTC
Drama contest (S.1 to S.5)	To boost students' confidence in English	Attendance, attitude	Teachers' and students' feedback	April/ May	22	166	4	\$1000	BSTC
Visits and outings (S.1 to S.6 participants)	To widen students' horizons	Attendance, attitude	Teachers' and students' feedback	Nov to July	6	77	4	\$5000	BSTC
<b>Total no. of activities: 9</b>				@ No. of man-times	115	700	45		
				**Total no. of man-times	860				

## **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。

1. 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
2. 健康校園政策專責小組

### 職責：

1. 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
2. 確保學校所有員工認識及支持健康校園政策
3. 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

### 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 2019-2020

### 生涯規劃津貼財政預算 2019-20

Item No.	Purposes	Amount	全方位 / 驗毒	Amount Approved
1.	Purchase “Finding Your Colors of Life” Booklet by HKCMGM & Education Bureau	\$2,500		
2.	Alumni Mentorship Program	\$65,000		
3.	Workshops and Other Learning Experiences		\$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	
<i>Budget-on-consumable</i>				
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:   \$82,000    \$28,800**