



Buddhist Sin Tak College

佛教善德英文中學

Annual School Plan

學校周年計劃書

2020-2021



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I. 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 2020-2021

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

2020-2021 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。

II. 3-YEAR SCHOOL DEVELOPMENT PLAN (2018-2021) 三年學校發展計劃 (2018-2021)

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。

Intended Outcomes / Targets 預期結果 / 目標	Strategies / Tasks 策略	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。 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 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>	✓	✓	✓

Intended Outcomes / Targets 預期結果 / 目標	Strategies / Tasks 策略	18-19	19-20	20-21	
II. inspire students to reach their full potential III. structure the learning tasks to suit students' abilities and let them attain a goal through reasonable efforts IV. recognize individual progress and improvement. 老師能 I. 對同學有高期望及協助同學邁向成功 II. 激勵同學們發展個人潛能 III. 以有效的課堂組織幫助不同能力的同學達至個人目標 IV. 瞭解個別同學的學習進度及付出的努力	<u>Informal Curriculum</u> 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: (1) an extension of classroom learning with programmes having close ties with formative and summative assessment; and (2) regular programmes which have been running <u>非常規課程</u> 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： (1) 延伸課堂學習部份，配合持續及總結性評估 (2) 課堂恆常活動，增進課堂學習氛圍 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. 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。	Chinese, English 中文科 英文科	✓	✓	✓
		Maths, STEM 數學科 STEM	✓	✓	✓
		LS, PSHE, Technology KLA, Arts KLA and PE 通識科、人文學科、藝術科及體育科		✓	✓
		Cross-curricular 跨學科學習		✓	✓

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	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- Empathy DORFUN 金句- 同理心設計比賽及投票活動	Moral and Civic Education Committee 德育及公民教育組	✓	✓	✓
			6. Dorfun comic strips design competition- Empathy and voting activity DORFUN 同理心對白設計比賽及投票活動		✓	✓	✓
	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	S.1, S.2, S.3, S.4, S.5,	Student Excellence Award 優秀學生計劃	Board of Discipline 訓導組	✓	✓	

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
	楷模形象，提升個人形象及自信。	S.6					
	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 S.1 Overnight Camp 中一宿營	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	✓	✓	✓

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
	Students understand how to deal with adversities with the right attitude and methods. 學生掌握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. 提供更多機會，讓初中學生參與，以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	✓	✓	✓

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
	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"> 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成功感 	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	<ol style="list-style-type: none"> 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	✓	✓	✓

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
	Students can obtain more information on jobs they are interested in. Increase their curiosity towards the job-market. 中四及中五同學能獲得他們有興趣的職業資訊，同時增加對職場的好奇心	S.4, S.5	Alumni Career Sharing 校友職業分享	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	<ol style="list-style-type: none"> 1. Parents' Talk: setting reasonable expectations and goals for your child 家長講座：如何訂定合理期望及目標 2. Goal setting activity for Junior form students 教導初中學生訂定合理目標 3. Providing information and support to senior form students and class teachers 向高中學生及班主任提供足夠的資訊及支援 4. Mentorship Program 夥伴計劃 	Careers Committee 升學及職業輔導組	✓	✓	✓

III. MAJOR CONCERN IMPLEMENTATION PLAN (2020-2021) 重點關注事項施行計劃 (2020-2021)

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。

1. Lesson Study 課堂研究

Due to the epidemic situation, Mathematics Department were not available in time for the lesson study prepared last year, and will be completed this academic year. Chinese, English and Liberal Studies have completed last year. The Chinese Department will extend the Lesson Study Scheme to Form 2 in this school year.

由於疫情關係，去年預備的課研尚有科目未及開展，留待本學年完成。中文科、英文科及通識科已於去年完成課研工作，中文科將於本學年延展課研計劃至中二級，數學科將繼續完成去年已開始的課研工作，有關詳情如下：

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>To enhance teachers' teaching effectiveness and professional development through the practice of lesson study to better cater for the needs of students and increase their active participation in learning.</p> <p>透過實踐課堂研究計劃提升教師的教學效能，教師專業發展，使教學能更切合學生需要，學生能更主動積極參與學習。</p>	<p>Two core subjects including Chinese and Mathematics will conduct lesson study with:-</p> <p>(a) Lessons to be based on anticipated learner difficulty and corresponding measures to address it</p> <p>(b) Evaluation of effectiveness through pre- and post-tests</p> <p>(c) Systematic planning and careful implementation.</p> <p>在中文、數學兩科目延續去年課堂研究計劃：</p> <p>(a) 具針對性：須針對學生學習問題作課研基礎。</p> <p>(b) 具比對性：通過前測、後測來加強教學效能。</p> <p>(c) 具系統性：課前課後有步驟地推展。</p>	<p>(a) Each core subject can conduct ONE round of lesson study with the requirements to be fulfilled.</p> <p>(b) There will be progress in target areas in post-tests.</p> <p>(c) The feedback and evaluation can help the planning of the next round of lesson study.</p> <p>(d) Students can actively participate in learning activities.</p> <p>(a) 各主科都能完成一次符合要求的課堂研究。</p> <p>(b) 從比較前測與後測課業，學生表現有進步。</p> <p>(c) 回饋和檢討中修整下一次的課堂研究。</p> <p>(d) 學生能主動積極參與學習活動。</p>	<p>(a) Lesson observation: peer observation live or online</p> <p>(b) Scrutiny of reports of pre-lesson preparation meetings and post-lesson evaluation meetings</p> <p>(c) Inspection of student work and comparison of pre-test and post- test results</p> <p>(d) Sharing sessions in staff meetings</p> <p>(a) 同儕觀課(可利用網上教學)</p> <p>(b) 審閱反思報告 (透過課前、課後會議撰寫報告)</p> <p>(c) 查核學生習作/比較前測後測成績</p> <p>(d) 教員會議上分享教學心得</p>

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
(a) 中文科	<ul style="list-style-type: none"> ● 中二級配合上學期人物描寫單元，複溫人物描寫的基本手法，通過不同篇章教材，分析人物形象與文章立意的關係。課研包括前測（完成一篇題為「雪中送炭的人」的文章）、後測（通過課研重新修改作文）、課堂核心講學（選用楊絳〈老王〉一文分析人物形象塑造如何突出文章立意）。 ● 中三級上學期配合記敘單元，加入記敘文寫作工作坊，以「選材」及「立意」為教學重點。透過篇章閱讀掌握材料與立意的關係，加強記敘文寫作的的能力。課研包括前測（完成一篇題為「一件小事」的文章）、後測（通過課研重新修改作文）、課堂核心講學（選用魯迅〈一件小事〉掌握深化立意的方法）。 	<ul style="list-style-type: none"> (a) 教師能在編定的進度中完成課研工作（參考進度表及會議紀錄）。 (b) 學生明白深度立意的方法，以及有意識在文章中運用以上方法（參考問卷調查及面見紀錄）。 (c) 學生明白剪材與立意的關係，並能在文章中按立意剪裁。 (d) 教師能在教研中察覺學生的問題，並能針對其問題作出教學調整。 (e) 教師能妥善紀錄教學資料、會議紀錄。 	<ul style="list-style-type: none"> (a) 透過前測、後測比對，評估學生對課題的掌握。 (b) 試卷二寫作部分設長文，透過學生寫作表現評估學生在課研中所得之成效。 (c) 試卷二寫作部分設課研考核題，透過學生作答表現以測試學生對課研內容的認知程度。 (d) 透過訪談及學生反思問卷調查，整合學生對課研的觀感。
(b) Mathematics 數學科	<ul style="list-style-type: none"> (a) January 2020 (Completed) 2020年1月份(已完成) ● Hold subject meetings and form meetings with subject members to review the subject curriculum and the areas of weaknesses of most students. 已召開科務會議及各級會議，根據大部分學生較弱的範圍，鎖定課研焦點。 ● Refer to the data obtained from the HKDSE question analysis report issued by the HKEAA and the TSA report. 此外，亦從文憑試及分析報告中找出學生的弱點。 	<p>Able to identify the areas of weakness of most students based on the examination data.</p> <p>透過考試數據辨識學生表現較弱的範疇。</p>	<ul style="list-style-type: none"> (a) HKDSE question analysis report 文憑試成績報告 (b) TSA report 全港性系統評估報告

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>(b) February 2020 (Completed) 2020年2月份(已完成)</p> <p>Choose several topics and divide members into groups. In each group, members have to share their teaching approaches. All members give comments to each approach and come up with the most effective approach to each class. 選擇幾個課題，以小組形式討論教學方法，同儕間互相交流，並選出了最有效的教學方法。</p> <p>(c) November 2020 (Expected) 2020年11月(實踐計劃)</p> <p>Adopt the chosen teaching approach in the class. One teacher will join the class as his peer. The lesson will be video-taped for post-lesson study. 採用經甄選的教學方法，一位教師加入課堂進行同儕互觀，錄影課堂片段方便進行課後討論。</p> <p>(d) February 2021 (Expected) 2021年2月(實踐計劃)</p> <p>The whole process of the lesson study including the planning, implementation details and the evaluation after the study will be disseminated to all teachers in a staff meeting. 整合課研資料，包括計劃，推行細節，評估供全體老師參考。</p>	<p>Consensus reached. Teachers are willing to share their good ideas in learning and they are able to learn from others. 教師樂意分享教學經驗，亦能從交流中有所得。</p> <p>The lesson objectives can be achieved. 成功完成教學目標。</p> <p>The evaluation and feedback can provide insight for both the Mathematics Department and other departments to formulate plans for enhancing teaching and learning effectiveness. 評估及檢討能提供予數學組及其他學科教學上的點子，以提昇教學效能。</p>	<p>Panel meetings 科主任會議</p> <p>Results of students in the assessment on the teaching content. 學生在課堂的小測成績</p> <p>Teachers' feedback 教師回應</p>

2. Real-time Online Learning 實時網上學習

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
(a) Students can learn at home systematically. 學生在家能有系統地學習	Each subject devises an online teaching schedule to ensure teaching and learning progress. 各科設定網上教學進度，確保能按進度完成學習內容。	Teaching progress will be maintained as scheduled. 能按進度完成教學內容。	Scrutiny of minutes and reports 審閱會議紀錄／報告。
English 英文科	There are detailed schemes of work for each form with the emphasis on reading. <ul style="list-style-type: none"> ● S1-S3: Participation and interaction ● S4-S5: Laying a solid foundation for the HKDSE ● S6: Structured and well-paced revision and exam practice cycles 設定詳細的教學進度表，以加強閱讀為要務。 <ul style="list-style-type: none"> ● 中一至中三重在參與及交流 ● 中四至中五重在鞏固學習基礎以應付公開考試 ● 中六重在重溫應試題目 	Subject teachers can carry out and revise the schemes of work as required. 科任老師按教學進度編排完成教學工作。	(a) Schemes of work 查看進度表 (b) Minutes of form meetings 查看會議紀錄 (c) Lesson study exercises 課堂習作
中文科	(a) 學期初編寫網上教學進度，確保各級能按進度完成學習內容。 (b) 各級須列寫具體教學進度，每學段評估進度是否能按期完成。 (c) 進度表列明網上寫作、測默評估安排。每學期不少於兩次寫作、測驗及默書安排。	能按進度表完成各項工作，包括教學進度、閱讀及寫作練習。	以上透過科主任查簿及審查紀錄文件作跟進。

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Mathematics 數學科	<p>(a) Revised the teaching schedules of all forms with focuses on enhancing the effectiveness of online teaching. Topics involving abstract concepts or live demonstration by teachers will be taught after class resumption. 重整教學時間表，重在加強網上實時教學。課題包括講授數學抽象概念，或復課後由老師示範解題。</p> <p>(b) The whole S2 curriculum is revised. More teaching time has been reserved for following up students' learning progress during the online teaching. 重新剪裁中二課程，預留足夠時間跟進學生網上學習進度。</p>	<p>(a) Teaching progress will be maintained as scheduled. 確保教學進度能如期完成。</p> <p>(b) Majority of students got satisfactory results in test and examinations. 大部分同學滿意測驗及考試成績。</p> <p>(c) Assignments of appropriate levels that can cater for the various needs of students. 課業難度符合不同水平的學生。</p>	<p>(a) Test and examination scores 測驗及考試成績</p> <p>(b) Teachers' observation 老師觀課</p> <p>(c) Assignments Inspection 查簿</p>
通識科 提高實時網上課堂的投入感，按進度完成學習	每位同事於年終會議分享一項提升學生學習動機的策略，如邀學生作短講，報告最近發生的新聞，設提問及回饋；要求同學在課堂完成實時的小練習；在 Google Classroom 上載備課文章、短片等，並請同學透過留言回應等。	<p>(a) 於同儕觀課中，觀察到教師跟學生至少有三次師生互動；</p> <p>(b) 在科組交流中，每位成員也能分享至少一個方法。</p>	<p>(a) 同儕觀課</p> <p>(b) 科組專業交流</p> <p>(c) 學生課業質素</p>
Chemistry 化學科	Students need to take turns to answer questions during online teaching. 網課時，學生能輪流回應問題。	>70% of students can answer the questions correctly. 超於七成學生可準確回答問題。	The number of students that can answer the questions. 能有一定數量的學生回應問題。
中史科	跟進網上教學進度，同級老師商討，按課題內容和性質調節，確保按進度完成學習內容。	各級能按進度完成預定課題。	召開會議。
Biology 生物	Set up an online teaching schedule. 訂立網上教學進度。	Teaching progress maintained as scheduled. 教學進度如期完成。	Check the percentage complete of the curriculum at the end of the term and end of the academic year. 學期尾檢查教學進度。

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>Economics 經濟</p> <p>History 歷史</p>	<p>Enable students to learn at home systematically. 讓學生在家中仍能有系統地學習。</p> <p>(a) The teachers teaching S.1 classes have decided to adjust the teaching pace. Teachers are expected to cover up to the “Cheung Chau Jiao Festival” only for the first UT. 教學進度將作適切的調整，統測前將完成「Cheung Chau Jiao Festival」課題。</p> <p>(b) “Medieval Times” will be deleted from the curriculum this year if we cannot cover the political development of ancient Rome at the end of the First Term. 取消「Medieval Times」的課題。</p> <p>(c) Upload all the learning materials to the Google Classroom. Ensure students have access to the resources like the PowerPoint files. 上載所有教學材料，確保同學可以下載有用的材料。</p>	<p>Finished Assignment as scheduled. 能完成指定課業。</p> <p>(a) All teachers can keep the teaching progress as expected. 所有老師按進度表完成教學進度。</p> <p>(b) The passing rates are kept as satisfactory level (i.e. 60% of junior form students passed the final exam). 有滿意的合格率，例如初中可達60%合格。</p> <p>(c) Satisfactory performance in continuous assessment (e.g. students can answer the questions in the workbook properly). 持續性評估取得滿意成績。</p>	<p>Online assignments and tests will be arranged. 設置網上課業及測驗。</p> <p>(a) All S1 subject teachers have a short meeting at least once a week to make sure the teaching progress can be maintained. 教師每星期召開會議。</p> <p>(b) Teachers’ observations. 透過教師觀察。</p> <p>(c) Assignment inspection. 查簿。</p>
<p>(b) The feedback on assignments can facilitate self-evaluation and active learning. 課業回饋能引發學生反思，使學生更主動學習</p>	<p>Explore the appropriate modes of teaching, learning and assessment for online learning 探索網上促進學習的評估方式。</p>	<p>(a) Each subject decides on types of online assignments. (b) Each subject designs assessment tasks based on subject characteristics. Quantity: one form/class in a junior forms of senior forms</p> <p>(a) 各科編定網上習作類別 (b) 各科能就學科特色設計教學評估練習(初中/高中其中一級/班)</p>	<p>(a) Checking the types of online assignments set by each subject and the frequency of marking (b) Assignment inspection (c) Scrutiny of minutes and reports (d) Sharing of experience with all teachers in staff meetings</p> <p>(a) 查閱各科編定網上習作類別(包括批改次數) (b) 每學期查簿</p>

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
			(c) 審閱會議紀錄／報告 (d) 設分享平台，安排各科進行教學分享
English 英文科	(a) Homework and real-time practice will be collected via Google classrooms with electronic feedback to be given. 透過學校所設網上平台交收課業及給予回饋。 (b) Teachers will review the work done with students in lessons using multimedia resources. 教師以多媒體評講學生課業。	Teachers will take turns to present on effective ways to give feedback to facilitate assessment for learning. 輪流進行教學分享促進評估學習的成功方案。	(a) Samples of homework and exam practice for inspection 學生習作及考試樣本 (b) Minutes of form meetings 級聯絡會議 (c) Professional dialogue between teachers 教師之間的專業交流
中文科	(a) 探索網上促進學習的評估方式，透過課業回饋引發學生反思。設計不同類型的課業以引起學生學習動機。 (b) 透過網上平台增加與學生互動機會。	(a) 召開科務會議，分享網上促進學習的評估方式。 (b) 該評估方式有效提昇學生學習效能。	(a) 科主任查簿 (b) 分享平台
Mathematics 數學科	Teachers give more frequent and timely feedback to students. Through the use of Google classroom, teachers are able to mark students' assignments and give feedback to students immediately after students have submitted the assignments. 教師給予足夠次數及時間的回饋。透過學校所設的網上平台，批改學生習作，並給予適時及適切的回饋。	Students' are able to receive feedback for improvement earlier. 學生能從回饋中改善所學。	Assignment inspection 查簿

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
通識科	<p>(a) 上學期初中查簿安排，同學透過 Google Classroom 呈交功課，教師批改後，需要在課業作出回饋，並要求學生作改正。科組同事由二月停課以來也是按時收集學生課業，在復課前大部分課業已完成批改並發還學生。 中一：作業頁 5, 7-12 中二：作業頁 4-7 中三：7, 8, 10-12</p> <p>(b) 而高中方面，中五和中六的課業量足夠（見附件），因此按以往做法，運用 Google Classroom 呈交課業，教師批改回饋。</p> <p>(c) 科主任會透過 Google Classroom 作網上查簿。</p>	<p>在課業檢查上，抽查的課業的質素也反映同學用心完成，教師能運用不同方法作出回饋。</p>	<p>(a) 同儕觀課 (b) 科組專業交流 (c) 學生課業質素</p>
中史	<p>初中方面，作業的問答及資料題透過 Google Classroom 交收，作業的其餘部分及剪報則交實體功課。</p>	<p>所有老師能在 Google Classroom 完成課業批改。</p>	<p>科主任查簿。</p>
Biology 生物	<p>(a) Mode of teaching: Worksheets with some simple questions will be given to students after the lesson so that they can check their understanding of the lesson materials. 教學模式：工作紙附設簡單題目以確保同學對課題的認識。</p> <p>Mode of assessment: Quizzes will be given after lessons to check their understanding of what they have learnt. 評估模式：提供課後小測確保同學明白課題。</p>	<p>More than 50 % of the students pass the quiz. 多於 50% 的同學合格。</p>	<p>Students' performances on the quizzes. 學生測驗表現</p>

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Economics 經濟	<p>(b) Mode of teaching:</p> <ol style="list-style-type: none"> 1. Interesting books related to the topic being taught will be offered to students to arouse their interest in the topic. Teacher will then further expand students' understanding on the topic by discussing the content of the book with the students. 2. Some lesson time will be spent on discussion the common mistakes found in students' assignments and quizzes. <p>教學模式：提供相關的有趣書目，以引起學習動機。老師透過與學生閱讀，從而進一步擴闊學生對課題的認知。</p> <p>Mode of assessment:</p> <ol style="list-style-type: none"> 1. Quizzes will be given after lessons to check their understanding of what they have learnt. 2. The assessments (assignments and quizzes) will be carried out before the lesson to found out the mistakes commonly made by the students. <p>評估模式：提供課後小測確保同學明白課題。課前先進行小測，以辨識學生對課題的誤解。</p> <p>Facilitate active learning of students 促進自主學習</p>	<p>Positive Feedback from teachers, lesson observation 老師有正面回應</p>	<p>Questions will be asked and tasks will be arranged to engage students. 設提問及習作要求學生完成，以確保學生專注學習。</p>

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>Geography 地理</p> <p>History 歷史</p>	<p>(a) Marking for all worksheets and review in the next lesson. 紀錄工作紙得分，課堂上先仍溫習。</p> <p>(b) Students should do their correction during the lesson. 課堂上學生能自行訂正課業。</p> <p>(a) Teachers mark student's assignments with feedback whenever they find it necessary (they can write or type on the online assignments). 教師批改學生習作，有需要時給予評語。</p> <p>(b) Answers can be uploaded to the Google Classroom. Teachers from different classes may decide the time of uploading assignments. 答案上載教學平台。由教師自行決定上載的時間。</p>	<p>(a) Satisfactory performance in summative assessments (i.e. final exams) 學生總結性評估，表現令人滿意。</p> <p>(b) Teachers have attempted to give feedback to students. 教師有嘗試給評語。</p>	<p>Use the google form to set some google test, which can help brain storming and consolidation of new terminologies. 用網上問卷進行小測，以鞏固所學。</p> <p>Assignment inspection (e.g. if the teachers have made appropriate use of workbooks). 查簿</p>
<p>(c) Better support for students studying at home 學生在家學習能有更佳支援</p>	<p>Provide extended learning materials (e.g. videos or notes) for home learning 延伸網上教學 (如影片或筆記)，支援學生在家學習。</p>	<p>Each subject provides extended learning materials (e.g. videos or notes) for one form/class in a junior form/senior form. 各科推行網上延伸教學 (初中／高中其中一級／班)</p>	<p>(a) Scrutiny of minutes 查閱會議紀錄，審視各科相關安排</p> <p>(b) Sharing sessions in staff meetings 設分享平台，安排各科進行教學分享</p>
<p>English 英文科</p>	<p>Teachers will form social media groups with students to maintain good contact with students. Teachers will also contact some students in need by phone. Self-learning notes and videos will be available. 教師將與學生組成社交媒體小組，以保持與學生的良好聯繫。教師通過電話聯繫一些有需要的學生。提供自學筆記和有關的視頻。</p>	<p>Students in need will be able to follow the pace of learning and timely help is offered.</p>	<p>(a) Minutes of form meetings</p> <p>(b) Sharing of resources among form teachers</p> <p>(c) Presentation of notes and videos in meetings</p> <p>(d) Close cooperation with class teachers concerned</p>

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
中文科	<p>延伸網上教學，支援學生在家學習。老師可製作教學影片上載平台供同學下載瀏覽，促進自主學習。</p>	<p>(a) 召開科務會議，分享網上促進學習的評估方式。 (b) 該評估方式有效提昇學生學習效能。</p>	<p>科主任可透過 Google Classroom 查閱同事所製作的影片，此外亦可透過校方所設的平台作同儕分享。</p>
Mathematics 數學科	<p>Suitable self-study videos will be uploaded to the Google classroom or YouTube, students can learn anytime and at their own pace. 於網上平台上載適合的自主學習影片、視頻，學生可按需要隨時學習。</p>	<p>Students give positive feedback on the self-study videos. 學生給予正面回應。</p>	<p>(a) View counts of videos 觀看影片的次數 (b) Feedback from students 學生回饋</p>
通識科	<p>(a) 提供延伸閱讀／播放短片 (b) 在復課後預備更多小測、整體溫習去鞏固所學</p>	<p>每課題在 Google Classroom 均為成員提供至少一次額外的補充資料、短片等。</p>	<p>(a) 同儕觀課 (b) 科組專業交流 (c) 學生課業質素</p>
中史科	<p>按網上學習情況及需要，安排最少一次小測，內容及形式班本處理。</p>	<p>過 60% 同學合格。</p>	<p>小測</p>
Biology 生物科	<p>Teaching videos will be sent to students. 向學生提供教學影片</p>	<p>More than 50 % of the students can answer the questions raised by the teachers and other students. 超過 50% 的學生能回答問題</p>	<p>Whether students can answer teachers' questions relating to the videos. 學生能回答教學影片的問題</p>
Economics 經濟科	<p>(a) Better support for students studying at home. 支援學生在家學習 (b) Self-learning materials such as videos or notes will be uploaded in google classrooms. 提供自學資料例如教學影片或筆記上載於教學平台</p>	<p>Positive Feedback 有正面回應</p>	<p>Feedback from teachers, google classroom inspection 教師回應</p>

Targets/Aims 目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>Geography 地理科</p> <p>History 歷史科</p>	<p>(a) Sets of past papers of various topics had been provided for their revision. 提供不同题目的歷屆試題以供學生溫習。</p> <p>(b) For junior form, all assignments are short and easy. They can finish in 15 mins time. 初中同學，所有課業設計以篇幅精簡為要，務求讓同學可在 15 分鐘內完成。</p> <p>(a) Teachers prepare PowerPoint files according to the school-based textbooks. Teachers are encouraged to highlight important words, put relevant photos / cartoons / illustrations to provide visual stimulation to students. 教師為校本教冊提供電子簡報。電子簡報內圈註重點詞彙，加插圖片/卡通，透過視象激發學生興趣。</p> <p>(b) Upload links of videos and ask students to watch the videos for deeper understanding on the topics covered. 上載影片連結，學生須預先觀看影片，加深對課題的認識。</p> <p>(c) Use online exercises during classes (e.g. Kahoot) or questioning to check if the students can catch up with the expected learning progress. 利用網上習作或提問軟件檢查學生對課題的認識，了解學生的進度。</p>	<p>Positive Feedback from teachers 老師回應正面</p> <p>(a) Student's feedback was overall positive. 學生回應正面</p> <p>(b) Satisfactory performance in summative assessments (i.e. final exams). 學生的綜合性評估(期末考)表現令人滿意</p>	<p>(a) Online resources: ● Twig ● YouTube videos 以不同的網上媒體支援學習</p> <p>(b) Quiz on map reading 進行地圖小測</p> <p>Student's feedback and performance in quizzes, tests and exams. 學生回應及小測、統測、考試的表現</p>

3. School Atmosphere 學校氛圍

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) English 英文科學習領域</p> <p>Objectives 宗旨： To enhance the English atmosphere through speaking by means of some enriching activities such as Funstastic English Fridays, Friday English Speaking Days and Featured English Days, etc.</p> <p>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。</p>	<p>The English Department and All EMI teachers</p> <p>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</p> <p>英語天地、英語學會及相關部門</p>	<p>Student participation rate in various activities</p> <p>學生參與各類活動的出席率</p>	<p>(a) Participation records 參與紀錄</p> <p>(b) Reward system: stamps, signatures and prizes 獎勵，如印章、簽名及獎品</p> <p>(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。</p> <p>(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.</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。</p>

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>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>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 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>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>(b) A student website management team will be established. 英文校網管理小組成立。</p> <p>(a) Participation rate 統計及評估學生參與人數、投入度。</p> <p>(b) Student audience will find the activities interesting. 參與學生對活動感興趣。</p>
<p>(b) Chinese Department 中文科</p>				
<p>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。疫情關係，預計下學期開展，設四次圍讀，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>306 室</p>	<p>以同學出席率為指標</p>	<p>(a) 參與學生人數符合預期。</p> <p>(b) 觀察同學對閱讀的投入度。</p>

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
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。	中文科	疫情期間轉為網上教學	以同學出席率為指標，另設問卷調查	(a) 中三精進班維持 80% 出席率。 (b) 問卷調查數據正面，能展示學生在精進班中有所提昇。
(c) Mathematics Department 數學科				
1. STEM Week The Mathematics department will work collaboratively with the Science Department and the IT Department to organize a large-scaled STEM week in mid-March 2021 and provide the following activities: <ul style="list-style-type: none"> ● Game stalls: Teaching students how to apply strategies related game theories in different situations. ● Pi-Day STEM 周 數學科與科學科、資訊科技科合作，於 2021 年 3 月中舉辦大型的 STEM 周，為學生提供以下活動： <ul style="list-style-type: none"> ● 攤位遊戲：教導學生在不同情境下使用博弈論的策略。 ● 圓周率日 	The Mathematics Department 數學科	Expenditure for the activities in the STEM Week STEM 周活動之支出	(a) Students participate actively in the activities 學生積極參與活動 (b) Students will have deeper understanding on Pi. 學生對圓周率有更深了解	(a) Participation rate 活動參與率 (b) Accuracy of students' answers 學生回答的準確度

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>2. IT-Tools Mathematics-related electronic reading passages, games and apps in iPad will be introduced to S.1 and S.2 students during Moring Reading Sessions on some Wednesdays.</p> <p>運用資訊科技工具 在星期三的晨讀時段，向中一及中二學生介紹平板電腦適用之數學文章、遊戲及應用程式。</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 強化通識學會運作，運用網絡平台加強時事觸覺</p>				
<p>1. 通識學會建立網上頻道(例如 Instagram/YouTube 頻道)，每月一次以潮流文化／抗逆力等的議題作分享點，作 15-20 分鐘直播／發帖，從議題歸納相關概念，當中附有彩蛋，完成的同學獲得獎品。</p>	<p>通識教育科</p>	<p>參與各項活動之費用</p>	<p>(a) 直播的點擊率 (b) 獎品派發數目 (c) 通識學會成員的回饋</p>	<p>(a) 直播的參與同學有最少 40 人次； (b) 每月派發最少 20 份禮物； (c) 通識學會成員(學生)對籌劃活動表示正面。</p>
<p>2. 中四下學期舉行通識擂台(班際辯論比賽)，在擂台前邀請導師教授思辯技巧(會申請全方位學習津貼)。</p>	<p>通識教育科</p>	<p>參與各項活動之費用</p>	<p>(a) 科任老師的檢討 (b) 同學的參與和投入度</p>	<p>(a) 透過問卷，超過 8 成參賽同學表達有助提升其思辯能力； (b) 科任老師觀察同學的參與投入度，八成同學在決賽中投入參與。</p>

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
3. 外出參觀	通識教育科	如疫情受控，教育局容許課外活動，建議每級舉行一次與課程有關之參觀，暫定申請全方位學習基金	(a) 同學的參與度 (b) 帶隊老師的回饋 (c) 課程導師的回饋	(a) 透過問卷，八成同學表示能有裨益； (b) 全部帶隊老師均認為參觀具質素； (c) 課程導師對同學參與的表現正面。
(e) All the Science Departments 所有理科				
<p>STEM week: All the 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:</p> <ul style="list-style-type: none"> ● School Orienteering ● Interclass class building competition <p>STEM 周： 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，以提升學生對科學科的興趣：</p> <ul style="list-style-type: none"> ● 校園遊蹤 ● 抬起一百億班際比賽 	All the Science Departments 所有理科	Expenditure for the activities in the STEM Week STEM 周活動之支出	Students participate actively in the activities 學生積極參與活動	Participation rate 活動參與率

Major concern 2: To boost students' resilience.

重點關注事項二：提升學生的抗逆力。

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	Success criteria 成功準則	Evaluation methods 評估方法
<p>(a) Personal Safety Net 個人安全網</p> <p>Guidance Committee 輔導組</p>	<p>(a) S.1 day camp: A variety of mass activities to foster team spirit and enhance resilience. 中一日營： 通過大量不同的活動，提升同學團隊精神，增強抗逆力。</p> <p>(b) Guidance Captains 大哥哥大姐姐計劃</p>	<p>(a) To help students understand themselves 幫助學生了解自己</p> <p>(b) To enhance students' resilience 提升學生的抗逆力</p> <p>To develop a personal safety network 建立個人安全網</p>	<p>S.1</p> <p>S.1</p>	<p>Students actively participate 學生積極參加訓練營活動。</p> <p>(a) S.1 students can connect with senior form students. 中一同學能與高中學生建立良好關係。</p> <p>(b) S.1 students know how to seek help if they have problems. 中一同學在面對問題時，知道可向大哥哥大姐姐尋求協助。</p>	<p>(a) Feedback from students, colleagues and service provider 教師、學生及服務承辦商的回饋</p> <p>(b) Questionnaire 問卷</p> <p>(c) Debriefing in the camp with the students 同學於活動後的匯報</p> <p>(a) Observation from 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) Feedback from students 學生回饋</p> <p>(d) Questionnaires 問卷</p>
<p>(b) Self-confidence 自信心提升</p> <p>Board of Discipline 訓導組</p>	<p>(a) Continuous Follow-up Scheme 持續跟進計劃</p>	<p>By meeting selected students and their parents, we aim to monitor their behavior regularly, give advice and provide further assistance when needed so that they are better equipped to face problems. This may also reduce the amount of discipline problems in the middle and at the end of the school year.</p>	<p>Selected students with discipline problems 部分有紀律問題的學生</p>	<p>Students concerned have fewer punishment records and have improved conduct grades. 有關學生能減少處分紀錄，改善操行。</p>	<p>Compare selected students' previous and current school reports, and interview their parents and guardians. 比較他們以前和現時的學校報告、訪問學生父母和監護人。</p>

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	<p>(b) Student Excellence Award 優秀學生計劃</p> <p>(c) Prefect Team Training 領袖訓練計劃</p>	<p>面見有關同學和家長，以提供建議及支援，讓他們在面對困難的時候，有足夠的能力面對問題。期望同學在學年裏減少行為上的問題。</p> <p>We aim to improve students' general performance and conduct and give credit to those who act as role models by speaking cautiously, acting reasonably and being respectful of 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> <p>To boost school prefects' abilities in taking up prefect duties, responsiveness to emergencies and nurture team spirit to boost confidence.</p> <p>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。</p>	<p>S.1 - S.6</p> <p>30 school prefects 30名領袖生</p>	<p>(a) Junior Group: At least 60 students without No Homework records and at least 70 students without written warnings throughout the whole school year. 初中組：整學年最少 60 名學生沒有任何欠交功課記錄，最少 70 名學生沒有書面警告。</p> <p>(b) Senior Group: At least 70 students without late records in the whole school year. 高年級組：最少 70 名學生在整個學年內沒有任何遲到記錄。</p> <p>School prefects become more confident with better leadership skills. 領袖生因領導技巧有所改善而變得更加自信。</p>	<p>Count the number of students who meet the requirements. 計算符合要求的學生人數。</p> <p>Questionnaires 問卷</p>

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<p>(c) Self-efficacy 自我效能感</p> <p>Extra-Curricular Activities Committee 課外活動組</p>	(d) Lion Dance Team 醒獅訓練	<p>To boost self and team discipline and understand team spirit, which can improve participants' behavior. 提昇個人及團隊紀律以及精神，從而改善同學的個人行為。</p>	<p>10-15 students who lack self-management skills, lack interpersonal skills and have discipline problems 10-15 位有紀律、自我管理及人際關係出現問題的同学</p>	<p>An improvement in behavior, self-management and self-control. 能夠改善個人行為、自我管理及自制能力。</p>	<p>(a) Questionnaire 問卷調查</p> <p>(b) Participants' attendance and performance records 參加者的出席率及課堂表現</p> <p>(c) Instructors' observation 導師觀察</p>
	(a) Sin Tak's SUM Scheme 善德一 SUM 計劃	<p>To provide junior form students more opportunities to nurture 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。</p>	S.1 - S.2	<p>Have at least 60% of students claim that they have improved self-efficacy, self-discipline, and perseverance. 最少 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。</p>	<p>(a) Observation of teachers 透過老師的觀察</p> <p>(b) Participation rate 透過統計參與人數</p> <p>(c) Questionnaires 問卷</p>
	(b) Show recognition to students who have outstanding performance in the "Sin Tak's SUM" Scheme 對在善德一 SUM 計劃中表現優秀的同學給予肯定及欣賞	<p>To cultivate and foster their sense of achievement recognizing 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。</p>	S.1 - S.2	<p>(a) Have at least 60% of students claim that they have improved self-efficacy, self-discipline, and perseverance. 最少 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。</p>	<p>(a) Observation of teachers 透過老師的觀察</p> <p>(b) Participation rate 透過統計參與人數</p> <p>(c) Questionnaires 問卷</p>

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	<p>To demonstrate learning outcomes from the "Sin Tak's SUM" Scheme on S.2 Thanksgiving Day through presentation boards and music performances. 讓同學在中二成長禮中用不同形式展示於「善德一SUM計劃」的學習成果。</p> <p>To give praise and recognition to participants who show outstanding performance in the scheme, certificates will be given to them on S.2 Thanksgiving Day.</p> <p>設立獎勵計劃鼓勵予「善德一SUM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。</p> <p>(c) Leadership Training Scheme to Senior Leaders 高中領袖訓練計劃</p> <p>To provide quality leadership training programmes to potential senior student leaders. 為有潛質的學生提供領袖訓練。</p>	<p>To cultivate and strengthen self-efficacy by fostering leadership training.</p> <p>透過領袖訓練，增加學生的自我效能感。</p>	S.4 - S.5	<p>(b) Positive Feedback from teachers and instructors 教師及導師有正面的回饋。</p> <p>Have over 40 students who hold key posts in student organizations undergo leadership training every year and have more than 75% of S.4 and S.5 students take up ECA committee posts. Have over 60% of student leaders claim that their self-efficacy can be enhanced.</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</p> <p>(c) Questionnaires 問卷</p>

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	<p>To show recognition to student leaders with an Inauguration Ceremony. 舉辦「領袖就職禮」以肯定學生的貢獻。</p> <p>To empower senior form student leaders by having them assist junior form students in organizing activities. 讓高中同學有多些協助初中同學組織活動的機會。</p> <p>To enhance student leaders' sense of achievement by having teachers evaluate 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。</p>			<p>每年有 40 多位擔任各個主席或副主席職務的同學接受領袖培訓。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 % 的學生領袖認為通過擔任職務可以提高自我效能。</p>	
	<p>(d) Leadership Training Scheme to Junior Leaders 初中領袖訓練計劃</p> <p>To provide junior form students with opportunities to serve others by introducing a new post "Junior Leader" (S.2-S.3) in the committee of each club.</p>	<p>To nurture junior form students to become potential leaders by providing them with leadership training.</p> <p>透過領袖訓練，培訓初中學生成為未來領袖。</p>	S.2 - S.3	<p>Have up to 70% of junior form leaders be willing to take up ECA committee posts when they promote to senior forms and have over 60% of junior form student leaders claim that their self-efficacy are enhanced. Each club must recruit at least one junior form student to take up posts.</p>	<p>(a) Observation of teachers 透過老師的觀察了解學生對不活動的反應</p> <p>(b) Participation rate 透過統計參與人數</p> <p>(c) Questionnaires 問卷</p>

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	Success criteria 成功準則	Evaluation methods 評估方法
<p>(d) Empathy 同理心</p> <p>Moral and Civic Education Committee 德育及公民教育組</p>	<p>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。</p> <p>Training Workshops will be provided to the junior leaders. 為有初中同學提供領袖訓練。</p> <p>(a) Morning assembly talk 早會短講</p> <p>2-3 morning assembly talks: Make use of news or short stories to tell students the differences between sympathy and empathy, the relationship between empathy and interpersonal relationships, 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。</p>	<p>Knowledge level: 認知層面：</p> <p>(a) Students understand what empathy is. 加強同學對同理心的認識</p> <p>(b) Students can differentiate empathy from sympathy. 同學能明白同理心及同情心的分別</p> <p>(c) Students know how to show empathy. 同學能認識同理心的技巧</p>	<p>S.1 - S.6</p>	<p>高達 70% 的初級領導者願意在高中時繼續擔任 ECA 職位。超過 60% 的初中學生領袖認為通過擔任職務可以提高自我效能。每個學會必須招募至少一名初中生擔任職位。</p> <p>Students pay attention to the talks and give positive comments. 學生能在早會期間專心聆聽演講，及作出正面回應。</p>	<p>(a) Teacher's observation 透過老師的觀察，了解學生對不同活動的反應</p> <p>(b) Student feedback 學生回饋</p> <p>(c) Interviews with teachers 訪問老師</p> <p>(d) Meetings to review strategies 召開會議作出檢討</p>

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	<p>(b) Talk and workshop 講座及工作坊</p> <p>S.1 What do street children have? 擁有什麼(街童)體驗工作坊(中一)</p> <p>The workshop aims to raise students' awareness on the needs of poor children by experiencing the hard and unsecured life of street children. 工作坊內容包括模擬街童拾荒維生、體驗街童艱辛和感受在沒有安全感的處境下生活。透過工作坊希望喚醒同學關注貧困孩童的需要。</p> <p>(c) A voting activity called "My favorite Dorfun comic strips" will be held in November. 十一月將舉辦【我最喜歡的四格漫畫對白創作－同理心】的選舉活動。</p> <p>Focus of the month: Empathy Winning entries of the comic strips competition - "empathy" held in the last year will be displayed on School.</p>	<p>Knowledge level: 認知層面：</p> <p>(a) Students know more about what empathy is. 加強同學對同理心的認識</p> <p>(b) Students can differentiate empathy from sympathy. 同學能明白同理心及同情心的分別</p> <p>(c) Students understand the skills of showing empathy. 同學能認識同理心的技巧</p> <p>Knowledge level: 認知層面：</p> <p>(a) Students know more about what empathy is. 加強同學對同理心的認識</p> <p>(b) Students know the skills of showing empathy. 同學能認識同理心的技巧</p> <p>(c) Students thought the comic are attractive and express the concept of empathy which allow better understanding.</p>	<p>S.1</p> <p>S.1 - S.6</p>	<p>Students take part in activities actively, with 50% or more students agree that those activities provides them with opportunities to reflect on themselves and understand that they should put themselves in others' shoes when dealing with conflicts.</p> <p>學生能積極參與活動及作出積極的回饋。在完成工作坊後，有 50% 或以上的學生在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> <p>More than 20% of students join the voting activity 超過 20% 同學參與投票活動</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) Feedback of students 學生回饋</p> <p>(c) Questionnaires 問卷</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>

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	<p>每月亮點- 同理心 今年將用去年四格漫畫的得獎作品，由舊生重新演繹，推廣同理心。作品會分貼於不同樓層及班房。</p> <p>(d) S.2 Social Service Programme 中二服務計劃</p> <p>All S.2 students will join the activity. They will learn about empathy and how to contribute to society by doing voluntary services. 全級同學透過服務去建立貢獻感、同理心。</p> <p>This will be carried out in March with the Boys' & Girls' Clubs Association of Hong Kong being our partner. 活動將會與香港小童群益會機構合作，並於三月期間進行。</p> <p>An organizing committee will be formed. The programme will include 2 workshops, hall assemblies, voluntary work and evaluation. 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。</p>	<p>同學認為四格漫畫的得獎作品內容吸引，並能讓他們清楚了解同理心的意思。</p> <p>Application level: 應用層面：</p> <p>Students apply their knowledge about empathy in their daily lives. 學生能在日常生活中運用同理心的技巧</p>	S.2	<p>Students express that having skills to show empathy enabled them to cooperate better with classmates when serving the elderly in evaluations.</p> <p>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之間的合作更加暢順及愉快。</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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<p>(e) Positivity 正向思維</p> <p>Religious Committee 宗教組</p>	<p>(a) 5-minute mindfulness training during morning assemblies: A Buddhist monk will lead all students practice mindfulness by concentrating on their breathing from November to March. 早會 5 分鐘禪修：於 11 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</p> <p>(b) S.1 Mindfulness training camp: To enhance students' understanding of mindfulness and provide them with practice opportunities, all S.1 students will visit a Buddhist Temple (佛光淨舍). 中一禪修體驗日：於本學年安排全體中一學生前往佛光淨舍，給同學認識及練習禪修的機會。</p> <p>(c) Having a Buddhist monk tutor S.1 and S.3 in Buddhist studies lessons to help junior form students understand Buddhism and mindfulness training. 法師授課：湛遠法師於課堂中教授同學認識佛法及禪修</p>	<p>To increase students' concentration levels 學生能從禪修中培育專注力</p> <p>To increase students' concentration levels and awareness to their surroundings. 學生能從禪修中培育專注力及覺察力</p> <p>To help junior form students understand Buddhism and mindfulness training more. 學生能從法師授課中認識佛法及禪修</p>	<p>S.1 - S.6</p> <p>S.1</p> <p>S.1, S.3</p>	<p>90% of the students are able to focus on the activity. 9 成學生能投入活動中</p> <p>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</p> <p>90% of students pay attention to the teachings of the Buddhist monk. 9 成學生投入法師講課</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) Meeting to review the strategies 召開會議作出檢討</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) Questionnaires 問卷</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) Feedback of students 學生回饋</p>

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	<p>(d) Outdoor mindfulness training: There will be an outdoor mindfulness training in winter or spring. Teachers of Buddhist Studies will take 20 students to the countryside for mindfulness training. Through the activity, students would be able to relax and reflect on their lives. 野外禪：擬於本學年冬季或春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>(e) 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 about the development of Buddhism in Hong Kong and the history of World War II. 寺院參觀：與歷史學會合作，於來年三月探訪位於跑馬地的東蓮覺苑，讓同學了解本地佛教的發展及二次大戰時港島的歷史。</p>	<p>To help students relax and improve emotional intelligence. 學生能從禪修中放鬆身心，培養情緒智商</p> <p>To let students understand about the development of Buddhism in Hong Kong. 學生能透過寺院參觀，了解本地佛教的發展</p>	<p>S.5</p> <p>S.1 – S.2</p>	<p>90% of students can focus on the activity. 9 成學生能投入活動中</p> <p>90% of the students can 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) Questionnaires 問卷</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) Questionnaires 問卷</p>

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<p>(f) Reasonable expectations 合理期望</p> <p>Careers Committee 升學及職業輔導組</p>	<p>(a) Mentorship Program 朋輩輔導員計劃</p> <p>(b) Parents' Nights 家長晚會</p>	<p>Students can make well-informed decisions with the most updated information from our alumni.</p> <p>學生因從校友中得到最新的升就資訊而做出明智的決定。</p> <p>Parents can develop reasonable expectations on their children concerning their studies, selection of elective subjects & future prospective.</p> <p>家長能對子女在升學、選科和將來的出路訂定合理的期望。</p>	<p>S.5 - S.6</p> <p>S.3 – S.6</p>	<p>(a) Students can make well-informed decisions. 學生能做出明智的決定。</p> <p>(b) Students find the mentor's advice useful. 同學認為舊生的意見有用。</p> <p>Parents and students get the most updated information on further study and career pathways. 家長和學生能獲得升學和各種職業途徑的最新信息。</p> <p>Students can make well informed decision. 學生能做出明智的決定。</p>	<p>(a) Teacher observation 透過老師的觀察</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) Student feedback 學生回饋</p> <p>(d) Interviews with students 訪問學生</p> <p>(e) Meetings to review the strategies 召開會議作出檢討</p> <p>(a) Teacher observation 透過老師的觀察</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) Student feedback 學生回饋</p> <p>(d) Interviews with students 訪問學生</p> <p>(e) Meetings to review the strategies 召開會議作出檢討</p>
	<p>(c) S2 and S4 CEDU 中二及中四級生涯規劃課程</p>	<p>(a) Use a personality test to figure out electives students are interested in to make a well-informed decision 透過性格評估，幫助學生了解他們的興趣、能力，協助同學找出自己感興趣的科目。</p>	<p>S.2, S.4</p>	<p>(a) The majority of students are able to understand their interests, aptitudes, values 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。</p>	<p>(a) Teacher observation 透過老師的觀察</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) Feedback of students 學生回饋</p>

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	(d) Alumni Career Sharing 校友職業分享	<p>(b) Help students set realistic goals and break their goals into mini steps. Place more attention into self-understanding. 協助同學建立合理及可實現的目標。教導同學將目標分成細小目標，循序漸進地達致目標。了解自我認識的重要性。</p> <p>(c) Make reasonable expectations based on all information provided to figure out their own preferred faculty. 基於提供的資訊，同學能建立合理及可實現的目標，並找出自己理想的學院。</p> <p>S4 and S5 students can obtain more information on jobs they are interested in. Increase their curiosity towards the job-market. 中四及中五同學能獲得他們有興趣的職業資訊，同時增加對職場的好奇心。</p>	S.4 – S.5	<p>(b) Students can make well-informed decisions. 學生能做出明智的決定。</p> <p>Students get the most updated information on further study and career choices. 學生能獲得多元職業出路的最新訊息。</p>	<p>(d) Student interviews 訪問學生</p> <p>(e) Meetings to review the strategies</p> <p>(f) 召開會議作出檢討</p> <p>(g) Teacher observation 透過老師的觀察</p> <p>(h) Participation rate 透過統計參與人數，以評估學生是否積極投入</p> <p>(i) Student feedback 學生回饋</p> <p>(j) Interviews with students 訪問學生</p> <p>(k) Meetings to review the strategies 召開會議作出檢討</p>

IV. BUDGET SUMMARY (2020-2021)

財政預算 2020-2021

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/(Deficit)
I. Government Fund				
A. EOEBG Grant				
<i>Non-School Specific Grants</i>				
Original Baseline Reference		1,940,983.96		
Non-School Specific Grants			1,940,983.96	
Sub Total (A)		1,940,983.96	1,940,983.96	-
<i>School Specific Grants</i>				
Administration Grant	-	3,853,020.00	3,853,020.00	-
Air-Conditioning Grant	-	592,573.00	592,573.00	-
Composite Information Technology Grant	408,783.63	490,804.00	700,000.00	199,587.63
Capacity Enhancement Grant	121,586.75	638,461.00	725,000.00	35,047.75
Sub Total (B)	530,370.38	5,574,858.00	5,870,593.00	234,635.38
Grand Total: (A) + (B)	530,370.38	7,515,841.96	7,811,576.96	234,635.38
B. Outside EOEBG Grant				
Teacher Relief Grant	945,046.61	218,211.00	200,000.00	963,257.61
Teacher Relief Grant - Vacant Post (Over 90)	958,141.90	4,560,900.00	3,729,915.00	1,789,126.90
Committee on Home-School Co-operation Project	24,092.14	25,633.00	30,000.00	19,725.14
Cash Grant for School-based After-school Learning and Support Programmes	92,461.31	174,000.00	266,461.31	-
Diversity Learning Grant (Other Programmes)	568.90	14,000.00	14,568.90	-
Learning Support Grant for Secondary Schools	77,605.10	222,044.00	299,649.10	-
Moral and National Education Support Grant	273,320.15	-	150,000.00	123,320.15
Extra Recurrent Grant Under ITE4	10,415.00	66,740.00	77,155.00	-
Diversity Learning Grant (Other Language)	-	52,650.00	52,650.00	-
One-off Grant for Promotion of Chinese History and Culture	14,783.10	-	14,783.10	-
Information Technology Staffing Support Grant	74,788.00	317,338.00	296,100.00	96,026.00
Promotion of Reading Grant	21,393.65	62,414.00	83,807.65	-
Life-wide Learning Grant	701,175.64	1,158,000.00	1,167,470.00	691,705.64
SBM Top-up Grant	50,000.00	50,350.00	100,350.00	-
School-based Speech Therapy Administration Recurrent Grant	3,950.00	8,056.00	12,006.00	-
Grant for the Sister School Scheme	154,950.00	-	154,950.00	-
One-off School-based Speech Therapy Set-up Grant	20,000.00	20,000.00	40,000.00	-
School Executive Officer Grant	669.83	534,660.00	535,329.83	-
Beat Drugs Fund - Healthy Campus	70,600.00	90,000.00	160,600.00	-
HK School Drama Festival	-	3,600.00	3,600.00	-
Student Activities Support Grant	113,620.00	150,800.00	264,420.00	-
One-off Special Support Grant	86,115.00	-	86,115.00	-
One-off Grant for Gift for Printed BK Pilot Scheme	63,900.00	-	63,900.00	-
Grand Total	3,757,596.33	7,729,396.00	7,803,830.89	3,683,161.44
II. School Funds				
General Funds	1,733,671.90	1,500,000.00	1,600,000.00	1,633,671.90
Grand Total	1,733,671.90	1,500,000.00	1,600,000.00	1,633,671.90

V. A HEALTHY SCHOOL POLICY

健康校園政策

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。

目標：

1. 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. 成立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。

健康校園政策專責小組成員：

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。

VI. HEALTHY SCHOOL PROGRAMME 2020-2021
健康校園計劃 2020-2021

活動	活動目的	活動內容	大約節數	對象	參與人數
領袖訓練活動	<ul style="list-style-type: none"> ● 培養學生輔導才能 ● 促進朋輩間的互助精神 ● 提升學生的應變能力 ● 培養學生領導才能 	<ul style="list-style-type: none"> ● 訓練日營 ● 朋輩支援活動 ● 技巧學習小組 ● 團隊合作訓練 ● 領袖培訓工作坊 	10	全校學生	約 200 人
健康生活講座	讓學生建立健康的校園生活	透過互動講座幫助學生培養正確習慣	2 (初中及高中各一次)	全校學生	約 750 人
自我認識工作坊	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	高中學生	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	初中學生	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

VII. APPENDIX

附件

- (a) Plan on the Use of Capacity Enhancement Grant 2020-2021
學校發展津貼使用計劃 2020-2021
- (b) Plan on the Use of Life-wide Learning Grant 2020-2021
全方位學習支援津貼使用計劃 2020-2021
- (c) Plan for the School-based After-school Learning and Support Programmes 2020-2021
課後學習及支援計劃 2020-2021
- (d) Proposal for the Diversity Learning Grant 2020-2021
多元學習津貼使用計劃 2020-2021
- (e) Plan on the Use of the Promotion of Reading Grant 2020-2021
推廣閱讀計劃 2020-2021
- (f) Budget on Career and Life Planning Grant 2020-2021
生涯規劃津貼財政預算 2020-2021

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant (2020-2021)
學校發展津貼使用計劃 2020-2021

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 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。	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 2021 2021年7月	Salary of 4 tutors (\$34,000). 聘請4位導師費用(港幣三萬四千元)	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 彭成璋 副校長
	B. To alleviate the teaching workload of Math teachers and teachers of Other Learning Experience, An Assistant Teachers (AT) will be employed. The AT will assist teachers in preparing teaching materials and conducting remedial lessons. They will also carry out supportive duties assigned by other teachers.	Workload of Mathematics teachers and the teachers in charge of other learning experience is relieved.	From September 2020 to August 2021 由2020年9月至2021年8月	Salaries of 1 Assistant Teachers for one year including school's contribution to MPF (\$265,000)	The AT take up duties assigned by teachers and assisting in preparing teaching materials.	Teacher observation 老師觀察	Mr. SW Pang, 彭成璋 副校長

Critical Target Areas 特定目標對象	Implementation Plan 實施計劃	Benefits Anticipated 預期效益	Implementation Schedule 實施日程	Resources Required 所需資源	Performance Indicators 表現指標	Assessment Mechanism 評估機制	Person-in-Charge 負責同工
	<p>聘請一位助理教師減輕數學科教師和負責其他學習經歷教師的教學工作。助理教師將任教初中數學科，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。</p>	<p>Teachers are relieved from some clerical work.</p> <p>減輕數學科和負責其他學習經歷教師的工作。</p> <p>減輕其他老師的文書工作。</p>		<p>聘請兩位助理教師薪酬包括學校之強積金供款 (約港幣二十六萬五千元)</p>	<p>新聘的助理教師能履行負責之工作及協助製作教材</p>		
	<p>C. Employ two clerical assistants to assist in conducting teaching and learning surveys, setting teaching timetables, handling general student-related tasks including student attendance, student particulars, student awards, making of certificates, student information and statistical work, handle student attendance, lateness, early leave, absence records, enrollment and withdrawal records and perform other tasks assigned by the school.</p>	<p>Teachers are relieved from some clerical work.</p> <p>減輕老師的文書工作</p>	<p>From September 2020 to August 2021 由 2020 年 9 月至 2021 年 8 月</p>	<p>Salaries of 2 two clerical assistants for one year including school's contribution to MPF (\$427,000)</p> <p>聘請兩位文員薪酬包括學校之強積金供款</p>	<p>The clerical assistants take up duties assigned by teachers and assisting in preparing various student record.</p> <p>文員助理能履行負責之工作</p>	<p>Teacher observation 教師觀察</p>	<p>Mr. SW Pang, Ms. WC Lee 彭成璋副校長及李惠貞副校長</p>

Critical Target Areas 特定目標對象	Implementation Plan 實施計劃	Benefits Anticipated 預期效益	Implementation Schedule 實施日程	Resources Required 所需資源	Performance Indicators 表現指標	Assessment Mechanism 評估機制	Person-in-Charge 負責同工
	聘請兩位文員助理，協助安排進行教與學問卷調查、編訂上課時間表、處理一般與學生有關的工作包括學生學籍紀錄、考勤紀錄、得獎紀錄、制作學生獎狀、一般學生資料紀錄及統計工作等事宜及執行其他由學校指派的工作。			(約港幣四十二萬七千元)	及協助整理各項學生紀錄		

Income (2020-2021) + Surplus (2019-20): HK\$638,461 + HK\$121,586.75 = HK\$760,047.75

Total expenditures for items (A + B + C) = HK\$726,000

Estimated Surplus: HK\$760,047.75 - HK\$726,000 = HK\$34,047.75

佛教善德英文中學
全方位學習津貼
津貼運用計劃
2020- 2021 學年

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

範疇	活動簡介	目標	舉行日期	對象 (級別及 預計參與 人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可 選擇多於一項)				
							智能 發展 (配合 課程)	德育 及 公民 教育	體 藝 發展	社 會 服 務	與 工 作 有 關 的 經 驗
第 1 項	舉辦/參加全方位學習活動										
1.1	本地活動：在不同學科/跨學科/課程範疇組織全方位學習活動，提升學習效能（例如：實地考察、藝術賞析、參觀企業、主題學習日）										
中文科	文學作品賞析工作坊 - 整個課程共16堂，前5節課從趣味出發，讓學生接觸文學作品，沉浸在欣賞文學與以旅遊為主題的文章的時光中，並從中學習掌握鑑賞文學的方法；後11節課則是寫作工作坊，讓學生直接體驗創作的樂趣，導師會以活動為主，介紹創作的的方法、技巧，給予學生更多創作的機會跟提高其層次。	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。	10/2020 - 5/2021	中三級： 約 20 人	-問卷調查 -堂課與習作表現 -學生課堂表現	\$ 18,500	✓				
歷史科	「外交史料工作坊：從不平等走向平等」 - 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	同學在輕鬆的環境中增加對中國近現代史的認識，協助他們修讀中國史部分。	2021年上旬(待定)	中四及五修讀西史同學： 約25人	網上問卷	\$2,500	✓				

範疇	活動簡介	目標	舉行日期	對象 (級別及 預計參與 人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可 選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
歷史科	「香港醫療及衛生服務發展概述」導賞團 - 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。	透過參觀醫學博物館(前身為「細菌學檢驗所」), 讓中一同學親身感受香港 19 至 20 世紀對抗疫病的歷程, 提升他們對本地史的興趣、強化課堂所學有關香港鼠疫知識及透過認識抗疫工作, 提升其積極解難的意識。	2021 年上半句(待定)	中一級: 約23人	問卷調查	\$3,470	✓				
歷史科	「小足跡大腳印」 - 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 - 同學在導賞員帶領下, 考察1941年香港保衛戰的遺跡	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。	2021年上半句(待定)	全校學生, 中三同學優先: 約20人	網上問卷	\$5,000	✓				
歷史科	參觀博物館特備展覽	透過親身觀察、導賞員介紹, 提升學生對特定歷史專題的認識及興趣。	2021 年下半句(待定)	約25人	在活動後會給予同學網上問卷, 收集他們對活動的回饋	\$4,000	✓				
歷史科	歷史漫遊之歷史科創意寫作文集	將歷史科過去三年在初中推行的「創意習作」結集成書, 總結學生的學習成果, 提高同學自信及成就感, 同時, 將歷史有趣的一面呈現給其他級別與公眾人士, 引發及加強他們對學習歷史的興趣	7/2021	全校	初中學生填寫書內附簡單問卷QR Code	\$20,000	✓				

範疇	活動簡介	目標	舉行日期	對象 (級別及預計參與人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
歷史科	中一級歷史科講座「十九世紀至二十世紀初外藉人士在港活動」	本講座旨在增加中一同學對教育局初中課程歷史課題8延伸課題「歐美與其他少數族裔人士對香港的貢獻」的認識, 並期望同學透過認識本港的少數族裔史, 對不同種族群抱持包容及共融的態度。	23/2/2021	中一級: 131人	- 教師觀察學生反應 - 填寫問卷	\$1,600	✓				
通識科	辯論班/ 思辯訓練班 聘請校外的導師任教, 由中四各班的通識科任老師推薦合適的同學參與, 以準備於2021年4至5月舉辦的班際辯論比賽	透過有系統的訓練, 讓學生認識辯論和有關技巧, 從而提升批判思考、組織及應變能力, 並對時事觸覺更為敏銳。	1/2021-3/202	中四級: 20人	- 科任老師的觀察 - 同學的參與和投入度 - 培訓班導師回饋	\$5,000	✓				
通識科	ACT Social Awareness Network「社會認知網絡」活動 通過各種『社會認知』活動, 讓同學親身發現社會真像, 與不同社群接觸, 發掘自己有興趣的社會議題	安排學生參加不同社會議題的體驗式活動, 他們能實地考察及有機會與持分者直接交流, 讓學生明白社會現實的多樣性, 立體地接觸時事議題, 建立獨立思考能力	下學期	中五級: 30-40人	• 老師的觀察與檢討 • 同學的參與和投入度 • 機構導師的回饋	\$8,000	✓				
通識科	參觀/實地考察活動 配合生活與社會科課程, 安排學生前往不同的社區設施或博物館進行參觀、實地考察、訪問或其他活動	讓學生在真實的情境中學習, 從而鞏固在生社科課堂所學知識, 並提升他們的紀錄及搜集一手資料的探究能力	下學期	中一至中三級	• 帶隊老師的觀察與檢討 • 同學的參與和投入度	\$15,000	✓				

範疇	活動簡介	目標	舉行日期	對象 (級別及 預計參與 人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可 選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
通識科	專題研習培訓課程 聘請校外的導師/校友任教, 於放學後時間進。	<ul style="list-style-type: none"> 課程圍繞人文學科的內容, 教授同學的共通能力(如分析能力、資料搜集、匯報能力), 為日後參與專題研習比賽作好準備 	11/2021-12/2021	中一及中二級	<ul style="list-style-type: none"> 作品的質素 同學的主動性 導師的回應 	\$10,000	✓				
視覺藝術科	藝術家到校講座、工作坊	<ul style="list-style-type: none"> 讓同學於課外有更多機會接觸不同類型的藝術工作者 了解藝術工作的出路 引發對藝術的興趣 	1. 18/12/20 2. 9/4/21	S.4-S.6 30人 S.1-S.5 50人	<ul style="list-style-type: none"> 出席人數 活動問卷調查 	\$6,000	✓				
視覺藝術科	參觀大型藝術展覽—ART BASEL 2021	<ul style="list-style-type: none"> 讓同學於課外有更多機會接觸不同類型的藝術展 了解不同地區的藝術文化 引發對藝術的興趣 	4/2021	中一至中五級: 約40人	<ul style="list-style-type: none"> 出席人數 活動後問卷調查 學生參觀報告 	\$11,000	✓				
視覺藝術科	初中視覺藝術科課外閱讀計劃	<ul style="list-style-type: none"> 讓初中同學於課外延伸藝術學習 養成閱讀文化 引發對不同範疇藝術興趣 	10/2020-6/2021	中一至中三級: 約390人	<ul style="list-style-type: none"> 借書人數 學生完成藝術書籍閱讀報告 	\$10,000	✓				
視覺藝術科	青年藝術家推廣計劃 <ul style="list-style-type: none"> 預算出版 2 份刊物 出版中六畢業作品習小冊子, 1000 份 出版藝術畫冊徵集作品計劃結集畫冊, 印刷 500 本畫冊 	<ul style="list-style-type: none"> 讓對藝術有興趣的同學於課外延伸藝術學習經驗 推廣參與藝術展覽文化 觀摩其他同學的藝術創作 引發同學對發表自己藝術創作的自信心 	2/2021-7/2021	學生約300人	<ul style="list-style-type: none"> 藝術畫冊徵集作品計劃徵收學生作品 	\$20,000	✓				

範疇	活動簡介	目標	舉行日期	對象 (級別及預計參與人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
音樂科	音樂文化推廣 組織不同類型音樂活動供本校學生參與。如合唱團、單簧管、音樂會導賞、音樂舞台技術培訓、文化交流活動、中樂分部訓練等	<ul style="list-style-type: none"> 讓學生擴闊視野, 讓基層同學能在資助下繼續參加活動 	10/2020-7/2021	全校	<ul style="list-style-type: none"> 比賽及活動後的報告及學生回饋 	\$78,000	✓				
英文科	English Speech Festival District-based Speech Festival contests to be held online	<ul style="list-style-type: none"> To arouse interest in public speaking To nurture an interest in the beauty of the English Language 	Dec2020	80 participants	<ul style="list-style-type: none"> Participation numbers and prizes 	\$8,000	✓				
英文科	English Drama and Drama Festival	<ul style="list-style-type: none"> To widen students' exposure to act and culture through English To cater for the students' interest 	11/2020-3/2021	20 participants	<ul style="list-style-type: none"> Participation in the Drama Festival Prizes in acting and script writing 	\$12,600	✓				
英文科	English Debate Inter-school English debate contest	<ul style="list-style-type: none"> To cater for the elite students To develop cultural thinking in students 	11/2020-7/2021	10 participants	<ul style="list-style-type: none"> Participation in inter-school debate contest 	\$200	✓				

範疇	活動簡介	目標	舉行日期	對象 (級別及預計參與人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
STEM	STEM Week	引發同學對 STEM 的興趣, 培育同學的創意、協作及解難能力	03/2021	初中 約 100 人	與同學面談	\$10,000	✓				
STEM	智能產品齊製作	引發同學對 STEM 的興趣、培育同學的創意、協助及解難能力	05/2021	中二100人	計算成功製作智能產品的人數比例	\$20,000	✓				
STEM	魚缸生態探索	引發同學對 STEM 的興趣, 培育同學的創意、協作及解難能力	3/2021	中一130人	工作紙評核分數	\$8,000	✓				
STEM	STEM校隊	引發同學對 STEM 的興趣, 培育同學的創意、協作及解難能力	全學年	10人	與參與的同學面談	\$50,000	✓				
第 1.1 項預算總開支						\$326,870					

範疇	活動簡介	目標	舉行日期	對象 (級別及預計參與人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.2	本地活動：按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營）										
體育科	聘請專業教練訓練本校各體育校隊	-透過專業訓練提升運動員的技術水平 -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 -發掘有天份的學生並加以訓練	全年	約 200 位校隊隊員	- 校隊比賽表現 - 隊員出席次數 - 教練及老師觀察 - 運動員人數 - 訪問球員	\$ 202,000			✓		
體育科	邀請不同體育機構到校推介及示範運動	擴闊同學對不同體育運動的認識	全年	全校	- 教師觀察 - 訪問同學	\$ 6,000			✓		
德育及公民教育組	快樂工程之 同理心·同你心連心活動	同學在一系列的校本活動下，進一步認識及應用同理心	全年	全校	五月的大型問卷調查	\$ 40,000		✓			
升學及就業輔導組	生涯規劃活動 工作坊、課程、參觀、其他學習經歷、校友職業世界分享會	按學生的興趣和能力，發掘他們的升學和就業出路	11/2020-03/2021	中二至中六學生	學生填寫檢討表	\$28,800					✓
升學及就業輔導組	師友計劃	加強同學與校友聯繫、為應考同學在升學及就業上作出支援	全學年	中六	學生填寫檢討表與參與的同學面談	\$70,000					✓
輔導組	中一級訓練營	加強學生的抗逆力 通過活動讓同學認識自己及對同學的了解	9/10/2020	中一級：132 人	訪問老師、導師及學生 導師對學生的回饋匯報	\$40,000		✓			

範疇	活動簡介	目標	舉行日期	對象 (級別及預計參與人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
輔導組	好心情計劃 計劃內容包括講座、禪繞畫工作坊、成長小組、野外烹飪訓練等	<ul style="list-style-type: none"> - 灌輸同學正確價值觀 - 協助同學以積極的態度面對逆境 - 協助同學發展朋輩網絡 	10/2020-7/2021	中一至中三級	<ul style="list-style-type: none"> - 訪問老師 - 服務承辦商導師的回饋 - 學生問卷 	\$25,000		✓	✓		
訓導處	領袖訓練計劃一	<ul style="list-style-type: none"> ▪ 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 ▪ 透過小組協作學習方式, 讓同學經歷不同挑戰 ▪ 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 	11/2020-12/2020	領袖生 20位	問卷調查	\$18,000		✓		✓	
訓導處	領袖訓練計劃二	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	3/2021-4/2021	領袖生 30位	<ul style="list-style-type: none"> - 問卷調查 - 老師觀感 	\$18,000		✓		✓	
訓導處	醒獅隊 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	提升紀律訓練、認識團隊精神以改善個人行為	11/2020-1/2021	中二至中五級: 12位學生	<ul style="list-style-type: none"> - 問卷調查 - 學生行為紀錄 - 教練及老師觀察 	\$24,800		✓			✓
女童軍學會	興趣班 外聘導師任教興趣班如烹飪, 繩結, 扭汽球, 手工藝製作等	讓女童軍隊員發展多方面才能	11/2020-05/2021	女童軍隊員中一至中五級: 60人	導師給予的功課	\$10,000	✓		✓		

範疇	活動簡介	目標	舉行日期	對象 (級別及預計參與人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
女童軍學會	參觀活動	讓女童軍隊員發展多方面才能, 認識社會	11/2020-05/2021	女童軍隊員中一至中五級: 60人	- 觀察學生表現 - 統計學生的出席情況	\$10,000	✓		✓		
課外活動組	初中領袖訓練班	<ul style="list-style-type: none"> 強化同學自我效能感 教導初中同學領導技巧, 協助老師組織課外活動 	11/2020-4/2021	50位初中同學	- 同學、教師及服務承辦商的回饋	\$15,000	✓	✓			
紅十字會	暑期急救訓練計劃	<ul style="list-style-type: none"> 讓同學於暑期能參與有益身心的活動 提升同學急救技能, 以服務他人提升領袖才能 	7/8/2021-9/8/2021	S.1-S.6 : 60人	- 出席人數 - 活動後問卷調查	\$24,000	✓			✓	
紅十字會	義工探訪活動	<ul style="list-style-type: none"> 讓同學於課外有更多機會接觸不同類型的有需要人士 培養同理心, 服務他人的精神 通過籌備活動提升領導才能 	3/2021	S.1-S.5 : 25人	- 出席人數 - 活動後問卷調查 - 活動後檢討會	\$2,000				✓	
第 1.2 項預算總開支						533,600					

範疇	活動簡介	目標	舉行日期	對象 (級別及預計參與人數)	監察/評估方法	預算 開支 (\$)	基要學習經歷 (請於適用方格加上✓號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.3	境外活動：舉辦或參加境外活動/境外比賽，擴闊學生視野										
宗教組及中國歷史科	台灣交流團 通過五天的台灣交流團，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，探索佛教與歷史文化的關係。	- 提升學生對中國文化及歷史的興趣和認識 - 讓學生認識佛教在台灣的發展 - 讓學生體驗不同種類的禪修	28/6-2/7/2021	中四及中六級： 約 40 人	- 學生問卷 - 老師觀察	\$195,000	✓				
英文科	Summer English Tour An annual Tour to an English speaking country	To widen students' exposure to the authentic cultural and language environment of an English - speaking country	July2021	20 participants	Questionnaires	\$20,000	✓				
						第 1.3 項預算總開支	\$215,000				
1.4	其他										
						第 1.4 項預算總開支	----				
						第 1 項預算總開支	\$1,075,470				

範疇	項目	用途	預算開支 (\$)
第 2 項	購買推行全方位學習所需的設備、消耗品或學習資源		
STEM	STEM 之深度遊- 購買立體打印機和消耗品	購買立體打印機和消耗品供發展 STEM 之用	\$90,000
體育	為「運動抗逆. 疫 .」活動及校隊體適能訓練添置訓練器材	- 透過專業器材以提升校隊體能質素 - 為有興趣及有潛質的同學提供不同的運動體驗	\$72,000
藝術			
其他			
		第 2 項預算總開支	\$162,000
		第 1 及第 2 項預算總開支	\$ 1,237,470

預期受惠學生人數

全校學生人數：	761
預期受惠學生人數：	761
預期受惠學生人數佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人 (姓名、職位)： 李惠貞副校長

2020- 2021 全方位學習支援津貼

	學科/ 部門/領域	活動	預算
1	體育科	添置訓練體適能器材	36,000
		聘請專業教練訓練本校各體育校隊	202,000
		「運動抗逆.疫.」	36,000
		邀請不同體育機構到校推介及示範運動	6,000
			280,000
2	德育及公民教育組	快樂工程之 同理心·同你心連心活動	40,000
			40,000
3	中文科	文學作品賞析工作坊	18,500
			18,500
4	宗教組及中國歷史科	台灣交流團	195,000
			195,000
5	STEM	購買立體打印機和消耗品供發展STEM之用	90,000
		魚缸生態探索	8,000
		STEM校隊	50,000
		STEM Week	10,000
		智能產品齊製作	20,000
			178,000
6	升學及就業輔導組	生涯規劃活動	28,800
		師友計劃	70,000
			98,800
7	輔導組	中一級訓練營	40,000
		好心情計劃	25,000
			65,000
8	歷史科	「外交史料工作坊：從不平等走向平等」	2,500
		「香港醫療及衛生服務發展概述」導賞團	3,470
		「小足跡大腳印」	5,000
		參觀博物館特備展覽	4,000
		歷史漫遊之歷史科創意寫作文集	20,000
		中一級歷史科講座「十九世紀至二十世紀初外籍人士在港活動」	1,600
			36,570
9	訓導處	領袖訓練計劃一	18,000
		領袖訓練計劃二	18,000

		醒獅隊	24,800	
10	課外活動組	女童軍學會外聘導師任教興趣班	10,000	60,800
		女童軍學會參觀活動	10,000	
		初中領袖訓練班	15,000	35,000
11	通識科	辯論班/ 思辯訓練班	5,000	
		ACT Social Awareness Network 「社會 認知網絡」活動	8,000	
		參觀/實地考察活動	15,000	
		專題研習培訓課程	10,000	38,000
12	紅十字會	暑期急救訓練計劃	24,000	
		義工探訪活動	2,000	26,000
13	視覺藝術科	藝術家到校講座、工作坊	6,000	
		參觀大型藝術展覽—ART BASEL 2021	11,000	
		初中視覺藝術科課外閱讀計劃	10,000	
		青年藝術家推廣計劃	20,000	47,000
14	音樂科	音樂活動	78,000	78,000
15	英文科	英語話劇訓練	12,600	
		遊學團	20,000	
		校際英語辯論	200	
		英語朗誦節	8,000	40,800
預計總支出			1,237,470	

2020- 2021 政府撥款額：	1,158,000.00
2019- 2020 盈餘：	701,175.64
2020- 2021 總撥款合共：	1,859,175.64
2020- 2021 預計總支出：	1,237,470
2020- 2021 預計盈餘：	621,705.64

School-based After-school Learning and Support Programmes 2020/21 s. y.
School-based Grant - Programme Plan

Name of School: Buddhist Sin Tak College

Staff-in-charge: Mr. LAU Sik Hung

Contact Telephone No.: 2421-2580

A. The estimated number of students (count by heads) benefitted under this Programme is 222 (including (A) 30 CSSA recipients, (B) 190 SFAS full-grant recipients and (C) 2 under school's discretionary quota).

B. 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 [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
S.1 day camp (S.1)	To enhance the resilience	Attendance, behavioral change	Teachers', students' and participants' feedback	9 Oct (updated)	10	27	0	\$20000	BSTC
English corner activities (S.1, S.2)	To enhance confidence of using English	Attendance	Feedback from teachers and students	Oct to July	16	69	1	\$5000	BSTC
Outward Bound Training (S.4 participants)	To enhance the confidence	Attendance, reports from students	Teachers', students' and instructors' feedback	Feb or March	2	9	1	\$5000	Outward Bound 香港外展訓練學校
Guidance Captains (All S.1 students, S.3 and S.4 guidance captains)	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	29	1	\$20000	香港青少年服務處 Hong Kong Children Youth Services
Tutorial lessons (S.1 to S.6 participants)	To facilitate students' learning	Attendance, academic results	Tests, quizzes	Nov to April	16	87	2	\$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	5	34	1	\$2000	BSTC
School picnic (S.1 to S.6)	To enable students to participate in social activities	Attendance	Teachers' and students' feedback	Dec	30	190	2	\$10000	BSTC
Drama contest (S.1 to S.5)	To boost students' confidence in English	Attendance, attitude	Teachers' and students' feedback	April/ May	25	156	1	\$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	2	\$5000	BSTC
Total no. of activities: 9				[@] No. of man-times	120	680	11		
				^{**} Total no. of man-times	811				

**Proposal of Diversity Learning Grant for the 12th Cohort of New Senior Secondary Students
(from 2020-2021 to 2022-2023 school year)**

Three-year Plan: Measures to broaden students' choices of Elective Subject for 2020/21 to 2022/23 DSE Students (Other Languages)

DLG funded Programme	Strategies and anticipated benefits	Name of the programme and provider	Duration of the programme	Estimated no. of students	Evaluation of student learning / Success indicators	Success Criteria	Teacher-in-charge
Other Languages (Japanese)	Course fee for NSS Students taking NSS Japanese Studies. Students have a chance to learn another language. A more diverse curriculum. NSS Other Languages (Japanese)	Pui Ching Academy	3 years	21 (S.4)	Students' results in the Cambridge International AS level examination	Pass in Cambridge International AS level examination of the language	Mr. Pang Shing Wai Ms. Ching Ka Kei

Buddhist Sin Tak College
Plan on the Use of the Promotion of Reading Grant
推廣閱讀計劃
2020-2021

We have received 4 proposals in promoting reading this year with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while enhancing further their reading abilities. The 4 proposals are listed below for IMC endorsement.

English Department (2020-2021)

I. Aims and objectives

- To cultivate a reading habit in students
- To widen students' exposure to authentic English
- To develop a wide range of general knowledge
- To understand Western culture
- To nurture love for the English language

II. Measures

Measure	Target group	Content	Success criteria	Budget
1) Class readers scheme	Secondary 1-3	Each junior class will have 1 set of class readers each term.	1) Students will complete book reports concerned. 2) A poll on the popularity of the readers will be carried out in Term 2.	Reader purchase for S1-S3: HKD 20,000
2) Reading circles	Secondary 3-5	There will be critical appreciation sessions on selected literary works to be hosted by English teachers. Each session can host no more than 10 students.	1) Students will actively enroll in the sessions. 2) Post-session interviews will be held to gauge the reception of the sessions for improvement.	Refreshments: HKD 500 Book coupons as gifts to active participants: HKD 100 x 5 = HKD 500

Measure	Target group	Content	Success criteria	Budget
3) Extensive reading scheme	Secondary 1-3	Each student has to read 6 books of both fiction and non-fiction genres and view 2 films in order to fulfil the reading requirements.	Over 90% of students will meet the minimum requirements.	Book coupons as prizes to high-achievers: HKD 100 x 4 classes x 3 forms = HKD 1,200

Estimated total:

HKD 22,200

III. Evaluation

Evaluation will be carried out at the end of Term 1 and Term 2.

中文科閱讀計劃 (2020-2021)

一、計劃背景

根據課程發展議會所訂的中國語文課程指引，定明中國語文科作為所有學生修讀的核心科目，旨在提高學生的語文能力，透過良好的學習態度和習慣，培養學生的審美情趣，陶冶性情。本校一向重視培養學生的閱讀興趣，各級亦備有校本編選的閱讀冊，初中更將閱讀課編入恆常的課程中，成為其中一項教學重點。本年度受疫情影響，學生未能到公共圖館借閱圖書，因此本科希望發展網上閱讀，讓學生隨時隨地都可以進行閱讀。

二、計劃目標

學生能利用手提電話、平板電腦等進行網上閱讀；每位學生每年至少實行一次網上閱讀，之後完成閱讀報告。本計劃亦會鼓勵家長與子女共同閱讀。

三、計劃項目

計劃名稱	對象	內容	成效指標	預算經費
時空無限閱讀計劃。	全校師生及家長。	1) 學校提供 100 本網上圖書，供學生閱讀。 2) 不設借閱及歸還時間，家長可與學生共讀，分享閱讀心得。	中一至中五學生，全年最少進行一次網上閱讀，並提交閱讀報告。	\$17,500
			總費	\$17,500

四、檢視成效的模式

老師批改閱讀報告。

五、計劃的預期成果

學生初試網上閱讀的體驗，除了到圖書館借實體書外，亦樂於利用不同媒體作出網上閱讀。日後不會因為各種實際環境問題而影響日常閱讀習慣。

科學科閱讀計劃 (2020-2021)

目的：

- 促進閱讀並鼓勵學生養成良好的閱讀習慣
- 激發學生對科學的興趣

計劃名稱	對象	內容	成效指標	預算經費
提供實驗書籍給每位同學閱讀	中一至中二同學	購買 150 本書給予全體同學，鼓勵學生養成良好的閱讀習慣。	1) 進行測驗以測試同學對書本的理解 2) 超過 50% 的學生測驗合格	\$20,000
			總費	\$20,000

圖書館運用推廣閱讀津貼計劃 (2020-2021)

1. 計劃目標：

推廣及購買英文電子書：部分學生的閱讀模式已轉變，由閱讀紙本圖書轉為網上閱讀和閱讀電子書，為了鼓勵學生多閱讀電子書，圖書館在已購買的 GVRL 電子書平台上增購大約二十本英文書。亦因為上年疫症關係，有不少學生透過閱讀 GVRL 的電子書繳交英文閱書報告（詳情可看運用推廣閱讀津貼計劃書 2019-2020 年），所以今年會繼續增購書籍。

計劃名稱	對象	內容	成效指標	預算經費
推廣及購買英文電子書	全校同學	1) 推廣及購買英文電子書 2) 可向同學每月推廣一本有趣的電子書籍可在圖書館外的壁報宣傳	GVRL 平台的統計報告能得悉學生閱讀電子書的情況及數目	\$8,000
			總費	\$8,000

2. Overall Budget 運用推廣閱讀津貼總結：

Person-in-charge	Subject	Brief description of the plan	Budget
TM Wong	圖書館	推廣及購買英文電子書	\$8,000
YW Faan	科學	提供實驗書籍給每位同學閱讀	\$20,000
ML Hau	English	Reading scheme: cultivate a reading habit in students; widen students' exposure to authentic English	\$22,200
HM Wong	中文科	時空無限閱讀計劃	\$17,500

Total: \$67,700

Budget on Career and Life Planning Grant 2020-2021**生涯規劃津貼財政預算**

Item	Amount
1. Workshops and OLE	\$18,800
2. Station visits, course fee, transports	\$10,000

Total: \$28,800

