



**Buddhist Sin Tak College**

**佛教善德英文中學**

**Annual School Report**

**學校報告**

**2010 - 2011**



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# Our School 我們的學校

## School Mission

Instill Buddhist values and create a caring and supportive community for learning.

To provide students with extensive development opportunities that help them excel and make them citizens of integrity and capable leaders of tomorrow.

## 辦學理念：

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

## School Background

- Our school was founded in 1973 with the generous donation of Dr. Ho Sin-Hang and Madam Ho Sin-Hang.
- It is a government-subsidised secondary school sponsored by the Hong Kong Buddhist Association.
- We commit ourselves to instilling Buddhist values in youngsters.
- It is a subsidised secondary school in Hong Kong using English as the medium of instruction (EMI).

## 創校緣起：

- ◆ 本校由何善衡博士伉儷於一九七三年慨捐善款成立。
- ◆ 本校為政府資助津貼中學，辦學團體為香港佛教聯合會。
- ◆ 我們承諾會以佛教慈悲的價值觀培育學生。
- ◆ 本校為其中一間獲准以英語作為授課語言的資助英文中學。

## S.1 Admission

Our students mainly come from Kwai Chung and Tsing Yi, and some are from Tsuen Wan, Sham Shui Po and Islands districts. The S.1 students in the year 2010-2011 came from 49 primary schools, of which 72% were from Kwai Chung and Tsing Yi districts, 11% from Tsuen Wan district, 11% from Islands district, 6% from other districts.

## 學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣、深水埗及離島區。二零一零至一一學年本校中一學生來自四十九間小學，百分之七十二來自葵青區，百分之十一來自荃灣，百分之十一來自離島。來自其他區域佔百分之六。

## Class Organisation 班級結構

### Class Structure and Enrolment 班級結構及學生人數 (09. 2010)

Level 班級	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys 男生數目	87	92	94	99	80	37	30	519
No. of Girls 女生數目	92	97	102	99	111	34	31	566
Total Enrolment 總學生人數	179	189	195	198	191	71	61	1084

## Qualifications of Teachers

There were 63 teachers in our school, including the principal. Their qualifications were shown below:

31.7% of them hold a Master's degree

63.5% of them possess a Bachelor's degree

4.8% hold a Teacher Certificate

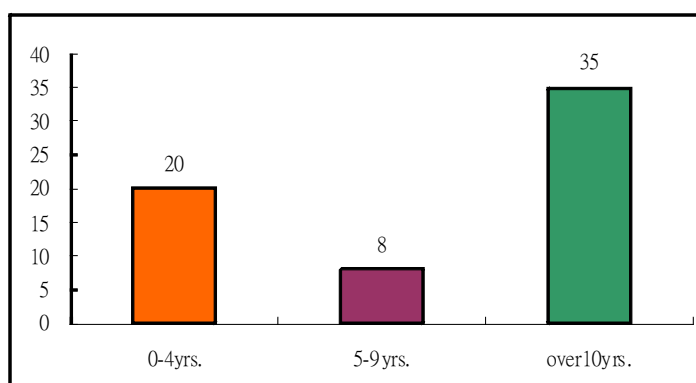
All teachers under the establishment had received or were receiving professional training in teaching. All the 12 English teachers had already attained the English Proficiency Requirement for English teachers and our 2 Putonghua teachers had also passed the Putonghua Proficiency Test for Putonghua teachers.

## 教師資歷

全校連校長在內共有 63 位教師，其中 31.7% 持碩士學位、63.5% 持學士學位，另 4.8% 持教師證書。全部常額教師均已接受或正接受專業訓練。12 位英文教師中全數已達語文基準要求，2 位普通話教師亦已通過普通話語文測試。

## Experience of Teachers 教師經驗

### Teaching experience of teachers 教師年資



# School Management and Organisation

Permanent Honorary Supervisor : Rev. Sik Kok Kwong

Supervisor : Rev. Sik Ku Tay

Members of the Incorporated School Management Committee :

Rev. Sik Ku Tay   Mr. Lai Sze Nuen   Rev. Sik Miu Kwong   Rev. Sik To Ping

Ms Wan Kor Wo   Ms Ho Hing Lan   Ms Ho Mai Jong   Mr. Ho Moon Tim ( Principal )

Ms Lai Wai Chu (parent manager)   Mr. Luk Chi Kong (teacher manager)

Mr. Lau Kwok Leung (alumni manager)

Three School Management Committee meetings and six staff meetings were held.

One vice-principal took care of the studies and community relationship. Another vice-principal coordinated discipline, guidance and extra-curricular activities to enhance the all round development of students.

## 學校行政與組織

永遠榮譽校監：釋覺光法師

校監：釋果德法師

法團校董會成員：釋果德法師、黎時煖居士、釋妙光法師、釋道平法師、  
溫果和居士、何慶蘭醫生、何美莊居士、何滿添校長、  
陸志剛老師 (教員校董)、黎惠珠女士(家長校董) 、  
劉國良先生(校友校董)

- 校董會本年度召開了三次會議，另外全年召開了六次全體教師會議。
- 一位副校長負責教務工作及社區關係，另一位副校長協調訓育、輔導、課外活動工作以促進學生全人發展。

# Achievements and Reflection on Major Concerns

## 重點關注事項的成就及反思

### Major concern 1 : *To enhance learning effectiveness through developing students' thinking skills*

#### 重點關注事項一：通過發展學生思考技能提升學習效能

##### Achievements 成就：

1. The major direction this year was providing opportunity for students to develop their thinking skills in daily teaching. Subject panels continued to incorporate the **21 core thinking skills** introduced in the workshops last year into their curriculum. Panel members shared experience in a workshop and also informally in daily contact. Panel Heads prepared reports on achievements and reflection on developing thinking skills for sharing among subjects.

本學年方向是於日常教學為學生提供更多機會以建立思考技能。各科繼續將去年工作坊介紹的 **21 項基本思考技能** 融入課堂教學。科組於工作坊及組員日常接觸分享教授思考技能的寶貴經驗。科主任撰寫報告書讓不同科組交流經驗。

2. Reading materials on developing thinking skills were supplied for students to read during morning reading sessions (twice per term) as in the previous year. Readings related to current issues and daily life were used.

For example, in one reading session, students were provided with information on population ageing from various sources including information from the Census & Statistics Department and opinions of people from various sectors from newspapers and publications. Students were guided to apply the **core thinking skills related to analyzing and representing** to discuss and propose ways of tackling the problem of population ageing in Hong Kong. The information sheets and questions for discussion (with suggested answers) were distributed to teachers well before the reading sessions for the convenience of teachers.

一如去年，學校繼續於上、下學期各 2 次向學生提供訓練思考技能的閱讀材料，並在晨讀時間內使用。有關閱讀材料題材多為時事或與學生的日常生活相關。此外，閱讀材料附討論問題、相關基本思考技能的應用及建議答案會在晨讀前數天發放予教師以供參考。

例如於其中一節晨讀時間，學生須就提供的有關香港人口老化的資料及各界人士的意見分析人口老化的原因及影響，並建議如何處理人口老化問題。教師則就 21 種思考技能 引導學生思考、分析圖表資料及提出可行的建議。

3. Each subject focused on developing several core thinking skills which were of importance in their subject. Some more common core thinking skills being focused on are : analysing skills (identifying attributes and components, identifying relationships and patterns, identifying errors), organizing skills (comparing, classifying, ordering and representing, remembering skills (encoding and recalling) and integrating skills (summarizing and restructuring). Strategies of

developing thinking skills employed include questioning, group discussion and presentation, going through problematic answers, peer learning, etc.

各科因應其特點集中發展不同的思考技能。較常集中發展的思考技能包括：**分析技巧**(確認特質屬性和成份、確認關係和組型確認主旨、確認錯誤)、**組織技巧**(比較、分類、排序、呈現)、**記憶技巧**(編碼、回憶)、**統整技巧**(摘取要點、重組主旨)。採用策略包括：提問、小組討論、審視有待商榷的答案、同儕學習等。

### Reflection 反思

1. In the first year of implementation, some teachers expressed difficulties in relating the 21 core thinking skills to student learning. However, this year, the majority of subjects could use the 21 core thinking skills in their plan and evaluation reports and also could express explicitly how each thinking skill could be developed among students.

去年，部份教師表示對聯繫 21 種思考技能和學生的學習有困難。然而，本年度大部份科組均能於其發展學生思考技能計劃書及教學評估內適當地使用 21 項基本思考技能及闡述如何發展每項技能。

2. There is no doubt that student's awareness on the importance of employing various thinking skills in learning had been raised in general although the impact of this major concern on the learning effectiveness of students had yet to be confirmed.

雖然，此重點關注事項對學生學習效能的影響仍有待證實，無可置疑，學生應用各種思巧技能於學習的意識提高了。

3. In the coming year, teaching of thinking skills will cease to be our major concern. However, it will continue to form part of the curriculum of all subjects.

來年，發展思考技能將不再是重點關注事項，但學科會繼續將思考技能融入課程中。

## Major concern 2 : *To enhance students' classroom participation through promoting cooperative learning skills*

### 重點關注事項二：通過合作學習技巧提升學生的課堂參與

#### Achievements 成就

Objective in year 2010/2011 : To understand the skills of 'Co-operative Learning'

2010/2011 目標：認識「合作學習」的技巧

1. Seminars and workshops to enhance the understanding of Co-operative Learning skills among teachers were held as planned.

- ◆ Introduction session on the concept of 'Co-operative Learning' (by the Board of Studies) - 15<sup>th</sup> November, 2010

- ◆ Panel Head Meeting to reflect on feasibility of introducing the skills of ‘Co-operative Learning’ in teaching - 17<sup>th</sup> December, 2010
  - ◆ Seminar on ‘Cooperative Learning’ (by Mr. Tsoi of Chiu Lut Sao Memorial Secondary School) – Cooperative Learning in Practice 』 28<sup>th</sup> January, 2011 (Friday)
  - ◆ Lesson observation on ‘Cooperative Learning’ in Chiu Lut Sau Memorial Secondary School - 18<sup>th</sup> March, 2011 (Friday),
  - ◆ Workshop to discuss the feasibility of incorporating the skills of ‘Cooperative Learning’ in teaching - 30<sup>th</sup> April, 2011(Sat)
1. 爲了令提升全體教師對合作學習的認識，學校在 2010/2011 年度舉辦了下列的研討會及教師工作坊：
    - 2010 年 11 月 - 「合作學習基本概念」- 由教務組主持
    - 2010 年 12 月 - 科主任分享會 - 初步分享各科引入合作學習教學的可行性
    - 2011 年 1 月 - 「合作學習實踐篇」- 邀請趙聿修紀念中學經濟科主任到校爲教師舉行研討會
    - 2011 年 3 月 - 三十多位教師前往趙聿修紀念中學觀課，實際體驗合作學習於課堂進行情況
    - 2011 年 4 月 - 舉辦工作坊，各科組討論採用合作學習教學的可行性
  2. Teachers got to know some of the skills in ‘Co-operative Learning’ and some of them even tried out some cooperative learning methods or activities
 

教師對合作學習的技巧有一定認識，部份教師更嘗試使用合作學習教學，並與同儕分享經驗。

### Reflection 反思

1. In the coming year, every teacher will be required to employ cooperative strategies in at least one lesson and record and reflect on the effectiveness in a record sheet. Teachers will share experience on a staff development day.
 

來年，每位老師均會嘗試於課堂採用應用學習的方法教學，並評估效能。
2. Many of the methods or activities of Cooperative Learning can cater for learner diversity at the same time. Teachers will be encouraged to employ some of these methods in their teaching.
 

合作學習方法或活動往往能同時照顧學生學習差異。未來，學校將鼓勵教師多採用合作學習教學以照顧學習差異。



**Major concern 3 : To provide support for academically less able students**  
**重點關注事項三：為學習能力稍遜學生提供更多支援**

Measures taken 採取措施	Achievements and reflection 成就及反思
1 Support programme for junior form students 對初中學生的支援計劃	
<p><b>A. After school Homework Guidance for S.1 to S.3 students and Failure to Hand-in Homework Offset Scheme</b> 中一至中三級課後功課指導班 及 欠交功課註銷計劃 (Students can apply to have one “Failure to hand in homework record” cancelled if they go to the After school Homework Guidance Class 3 times. (如學生出席 3 次課後功課指導班，學生可以申請註銷一次欠交功課紀錄))</p>	<ul style="list-style-type: none"> <li>◆ Fifty-three S.1 students, eight S.2 students and one S3 students applied to waive their “Failure to hand in homework record with a total of 99 applications</li> <li>◆ 53 位中一學生 8 位中二學生及 1 位中三學生於出席課後功課指導班後申請註銷功課欠交紀錄，學校一共收到 99 份申請。</li> <li>◆ A teacher and an Assistant Teacher were appointed to provide support for students who had difficulties in completing their homework. This Homework Guidance Class was held every school day from 3:50p.m. – 4:50p.m.</li> <li>◆ 由 1 位教師及 1 位助理教師協助學生解決功課上的疑難。功課指導班於每天放學後 3:50p.m 至 4:50p.m 舉行。</li> <li>◆ To facilitate the follow up work on students’ progress, the class next year would be taken care by one Assistant Teacher only. Those students who habitually fail to hand in homework would receive extra support from the Assistant Teacher in completing their homework. They were also recommended to have their homework finished before leaving the class.</li> <li>◆ 為更方便跟進學生的進度，下年席的功課指導班由一位助理教師專責擔任。助理教師將為慣性欠交功課的學生於堂上提供額外指導，並勸勉該批學生主動放學後留校完成功課。</li> <li>◆ The number of participation was over 1400(about 10-20 students every day), within which 70-80% of them attended this class on a voluntary basis. This class was particularly popular among S1 students. To promote the use of the Homework Guidance Class by S2 and S3 students, class teachers were asked to urge students in need to join this class.</li> <li>◆ 本年席總參與次數超過 1400 次(每次約 10-20 人)，當中約 70-80% 為自願參與。此功課指導班尤其受中一學生歡迎。為鼓勵更多中二及中三學生使用本班，來年將由班主任老師勸勉有需要的學生參加。</li> </ul>

<p><b>B. Saturday Tutorial Class for S.1 to S.3</b>  <b>中一至中三級周末補習班</b></p> <ul style="list-style-type: none"> <li>◆ Two classes of 8 two-hour sessions per term for S.1. Two class each for S.2 and S.3, each of them 1.5 to 2 hours</li> <li>◆ 中一級開設兩組，每次兩小時，中二及中三各開設一組，每次約 1.5 至 2 小時。</li> <li>◆ Two recruitments (one each term)</li> <li>◆ 上下學期各招募學生一次</li> </ul>	<p>The majority of students who attended the first term Saturday Tutorial Class showed improvement and were not recommended by teachers for the second term programme. 大部份出席周末補習班的學生均能在學業成績有進步，並在下學期毋須教師繼續推薦他們出席周末補習班</p> <p>One additional class was provided to each form in S2 and S3 this year. Besides, the lesson time of the S3 Science class was also increased from 1.5 hours to 2 hours. In S2, one of the classes was for the low achievers in Mathematics and Integrated Science and the other one for EPA and Geography, while one S3 class concentrated on Integrated Humanities and the other S3 class on Physics , Chemistry and Biology.</p> <p>本年度中二及中三均開辦多一班。此外，中三級照顧理科科目的課時由 1.5 小時增至 2 小時。中二級中，一班照顧數學及綜合科學成績較弱的學生；另一班補習經公及地理科。而中三方面，一班集中補習綜合人文；而另一班則補習物理，化學及生物科。</p> <ul style="list-style-type: none"> <li>◆ Out of the 44 participants in the second term S.1 Saturday Class, 39 (88%) of them showed improvement in at least one of the subjects being taught. The majority of them were ranked over 10 orders better than their position before joining the class. The highest jump was 77 (Maths: from position 158 to 81)</li> <li>◆ 於 44 位參加中一周末補習班的學生中，39 位學生(88%)最少獲得一科補習科目或以上的進步。普遍學生獲得 10 名以上的進步。最佳的學生進步 77 名(數學科：由 158 名升至 81 名)</li> <li>◆ In S.2, 26 out of 32 (81%) participants showed improvement in at least one of the subjects being taught with the highest jump from 167 to 93 and 154 to 80 in Geography. Also, the majority of them were ranked over 10 orders better than their position before joining the class. 中二方面，32 位參加學生中，26 位(81%)獲最少獲得一科補習科目或以上的進步。普遍學生獲得 10 名以上的進步。最佳的學生於地理科的名次由 167 名獲提升至 93 名 及 154 名獲提升至 80 名</li> <li>◆ 41 S3 students took part in the Saturday Class. The attendance rate was raised significantly. Two teachers were in charge of the S3 Saturday Class. The two teachers monitored the attendance record closely and followed up those students who were absent/ late in class from time to time. The improvement shown was not as significant as the other two forms, 28 participants (68%) showed improvement in at least</li> </ul>
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<p><b>C. Small Group Guidance for S.2</b>  <b>中二級小組輔導計劃</b></p> <ul style="list-style-type: none"> <li>◆ two groups each of 6 students</li> <li>◆ 共開設四小組，每組 5-6 名學生</li> <li>◆ 3 after school meetings of around 1 hour per week for each group</li> <li>◆ 小組每星期會面兩次，每次一小時</li> </ul>	<p>one of the subjects being taught. However, the result was better than those years with only one S3 Saturday Class which provided tutorials for all the above subjects in 1.5 hours.</p> <ul style="list-style-type: none"> <li>◆ 本年度有 41 位中三學生參加。出席率有很大的提升。本年之中三級補習班由兩位老師負責，負責老師緊密監察學生出席記錄，並時刻提醒缺席/遲到的學生。雖然，學生的進步不及其餘兩年級，28 位(68%)參加學生獲得一科補習科目或以上的進步，但該表現相對以往數年，已進步不少。</li> <li>◆ Overall speaking, the Saturday Tutorial Class successfully helped students to improve academically and boosted their confidence.</li> <li>◆ 整體來說，周末補習班能成功協助學生改善學業成績，亦能提高他們的自信。</li> <li>◆ This programm targeted at students with poor self-management. It was successful in keeping target students on the right track to study. Their motivation to study was also boosted. This year, 4 groups were formed, one for each class from S.2A to S.2D.</li> <li>◆ 這計劃期望能幫助自我管理能力較差的學生。計劃能成功協助學生在學年內跟上學習進度，亦能提昇學習動機。中二級開設 4 個輔導小組，2A 至 2D 各開設 1 個。</li> <li>◆ In terms of the student improvement, the result varied from class to class. One of the classes got 4 out of 6 students overall rank raised with two of them having over 30 rises. In the other 3 classes, the rises in the rank of some students varied from 3 to 15. Drops within 10 positions were found in a few of the students of those 3 classes.</li> <li>◆ 有關學生的進步，不同組別表現有所差異。當中一組的 6 位學生中，有 4 位獲 30 名以上的進步。但在其他組別中，學生進步 3-15 名不等。小部份於其他三班的學生則錄得 10 名內的退步。</li> <li>◆ Some students did not attend for the class punctually. Teachers in charge spent lots of effort in providing encouragement to students. To have a better understanding on students' need, next year, students will be asked to fill out questionnaires at the end of each term. Also, teachers in charge will contact with the class teacher of students more closely to provide a more comprehensive support to students.</li> <li>◆ 部分學生不準時出席，負責老師因而花了很多時間為他們提供鼓勵。為更了解學生的需要，來年學生將於每一學期完期時填寫調查問卷。此外，負責老師亦會更緊密聯絡學生班主任以為學生提供更全面的支援。</li> </ul>
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<p><b>D. Exam Booster ( for bottom 10% students in S.1 to S.3)</b>          試前加油站 (對象為中一至中三成績最低百分之十同學)</p>	<ul style="list-style-type: none"> <li>◆ The programme was launched in early October when most students have stronger desires to make improvement in the coming examination. Instead of meeting with teachers in the Board of Studies as in previous years, students are provided with guidance and support from some of the senior form students.              試前加油站提早於 10 月舉行，讓同學於學期初段、較有決心提升考試分數的時候作出努力。本年試前加油站不再是透過教務組老師面見學生，輔導工作交由高中學生負責。</li> <li>◆ A matching of 40 S1 – S3 students(as mentees) with 24 S4- S6 students (as mentors) was made.              老師為 40 位中一至中三同學(接受輔導者)，及 24 位高中同學(輔導員)作配對。</li> <li>◆ We received good response for this programme not only from the mentees (S.1 – S.3 students), but also the mentors (senior form students). It also started the building :of a culture of looking after the junior form students by senior form students.              此計劃不但收到接受輔導者(中一至三同學)的良好反應，也得到輔導員(高中同學)的支持。這亦開始建立一種由高年級同學為低年級同學提供學習上輔導的文化。</li> <li>◆ However, both mentees and mentors raised their opinions that the 2 meetings scheduled were insufficient. They also found difficulties in looking for suitable places for meetings.</li> <li>◆ 然而，接受輔導者及輔導員均表示 2 次的會面並不足夠。而他們往往不易於校內找到合適的地方進行輔導。高中同學面對一些較懶散的學生感覺無奈，他們建議來年只照顧一些有決心改善的同學</li> <li>◆ The number of meeting will be increased to 5 next year. After December, classrooms in 3/F may be used as the place for carrying out meetings. We should not give up providing support to the low achievers. Instead, teachers of the Board of Studies will provide help to the mentors handling those low achievers.</li> <li>◆ 來年的會面次數將增至 5 次。輔導員亦可考慮於 12 月以後使用 3 樓的課室作會面場地。我們不打算放棄那些懶散的學生。相反，教務組老師會為處理那些學生的輔導員提供協助。</li> </ul>
<p>2. Support programme for NSS 新高中學制的支援計劃</p>	
<p><b>Peer Tutor Scheme (for elective subjects only)</b>          小導師計劃 (只適用於選修科)</p> <ul style="list-style-type: none"> <li>◆ several alumni studying in universities are employed to provide tuition to</li> </ul>	<ul style="list-style-type: none"> <li>◆ Generally, improvement of students was not very significant except for the subject Biology. It might be due to change in the curriculum from S4- S7 mode to the 3 years NSS mode. The alumni might not have in depth understanding of the main focuses of the new curriculum. Also, they did not have the experience of the taking part in the new HKDSE. Some low achievers after were dropped out of some subjects after the annual examination because</li> </ul>

<p>mediocre students in S.4 and S.5</p> <ul style="list-style-type: none"> <li>◆ 數位現正在大學攻讀學位課程的舊生獲聘回校，為有需要的中四及中五同學補習</li> <li>◆ implemented for Chemistry (2 alumni as tutor), Biology (1 alumnus as tutor) Chinese Literature (1 alumnus as tutor) and BAFS (S.6 students as tutors)</li> <li>◆ 在化學科(2位舊生)、生物科(1位舊生)、中國文學(1位舊生)及會計及企業概論(中六學生作導師)推行</li> </ul>	<p>of their poor results.</p> <ul style="list-style-type: none"> <li>◆ 普遍來說，除生物科外，學生進步並非十分明顯。這可能與學制轉變有關(由中四至中七四年制高中轉變成三年的新學制)。舊學制導師對新課程的重點並沒有深入的了解。再者，他們都沒有新的中學文憑試經驗。部分接受補習的學生更於期考後，因成績欠佳而被要求退修該科目。</li> <li>◆ After a discussion among the members of the Board of Studies, the Peer Tutor Scheme will be suspended next year. The scheme may resume after the first batch of NSS students has finished the HKDSE when suitable tutors could be recruited. Moreover, it will also be dependent on the updated entry requirement of the Universities such as the number of pre-requisite elective subjects and the required grades. 經教務組成員作討論後，小導師計劃將於來年停辦。留待第一批新高中畢業生完成中學文憑試後才考慮重辦。再者，此計劃是否再辦，亦受大學收生對選修科數目及成績的要求所影響。</li> </ul>
<p>3. Support programme for all levels 全校的支援計劃</p>	
<p>A. To raise the awareness of catering for LD among teachers, each teacher was required to have a <b>Personal Plan on catering for learner differences</b>. The target may be one student or a group of students. 提昇教師團隊中照顧學生個別差異的意識，每位教師均需要安排個人照顧學習差異計劃，受惠學生可以是個人或小組形式。</p>	<ul style="list-style-type: none"> <li>◆ All teachers worked on one or more target students in the year and provided them with extra help to improve academically. They had to fill in a form - <b>Personal Plan on catering for LD</b> – to record the progress of the target students.</li> <li>◆ 每位教師每年均需就一位或更多目標學生提供個別指導輔助，目的是希望能提供額外協助予學生，讓學生的成績有進步。教師須填寫個人照顧學習差異檔案，紀錄目標學生的學習進展。</li> <li>◆ Every teacher is required to fill out this Personal Plan on catering for LD in the next year</li> <li>◆ 每位教師將於來年繼續填寫個人照顧學習差異檔案表格。</li> </ul>
<p>B. <b>Commendation Tea Gathering</b> on the Parents' Day to give recognition to academic high achievers 在家長日舉行學業成績嘉許禮及茶會，以表揚學業成績優異的同學</p>	<ul style="list-style-type: none"> <li>◆ The gathering proved to be very successful and was well received by parents.</li> <li>◆ 學業成績嘉許禮非常成功，深受家長認同</li> <li>◆ The gathering will also be provided in the next year</li> <li>◆ 嘉許禮將於來年繼續舉辦。</li> </ul>

## **Major Concern 4 : To heighten student morality through developing in our students a sense of respecting others**

### **重點關注事項四：透過培養學生尊重他人，提升學生的道德情操**

#### **Achievements 成就**

- Slogan design competition on “respecting others” was organized and awards were presented to winners in junior forms and senior forms. Together with the talk conducted by the Police Liaison Officer on bullying, students’ awareness on being respectful to the others had been raised.  
透過舉辦主題為「尊重他人」的標語設計比賽，並頒發獎項予初級組及高級組得獎者；同時邀請葵青警區學校聯絡主任到校鼓勵學生建立同儕間的良好關係，得以提升學生尊重他人意識。
- There were only a few reported cases of violence and bullying.  
校園只有極少數欺凌及打架個案。
- The School did organize “Blessing Bags Delivery” voluntary services right after the Chinese New Year. Students learnt to help those elderly in needs.  
學校在春節過後舉辦愛心送暖活動，學生得以學習協助需要幫助的長者。
- Two of our S.4 students with good characters were nominated by the School and won the awards of going to Beijing and Wuhan during their Easter Holidays. The awards were granted by the Home Affairs Department District Office.  
兩位品格優良的中四學生，經學校推薦，成功獲得在復活節假期到武漢及北京參觀和學習的獎項。該獎項由民政事務處評審頒發。
- The school co-organized a sex education week with The Family Planning Association of Hong Kong in March, our students’ awareness and recognition of equality and mutual respect between opposite sexes was raised.  
學校在今年三月和家庭計劃指導會合辦性教育週，提昇學生對兩性平等和互相尊重的認知及認同。
- The teaching of Personal Growth in Liberal Studies provided opportunities for students to have open discussion on the importance of respecting others and a peaceful and caring campus was established.  
在通識教育的個人成長單元，學生有機會開放地討論尊重別人的重要性，營造和諧和關愛的校園。

#### **Reflection 反思：**

- It has been found that some students only respect their class teachers and subject teachers and this indicates that they do not really realize the value of respecting others.
- 部份學生只對班主任及科任老師表現禮貌，這顯示這些學生未有真正了解尊重他人的意義。
- Besides educating our students the value of respecting others, appropriate punishments may be given to students who don’t respect others. However an award scheme may also be set up to praise those who do well.
- 除了教導學生認識尊重他人，要對不尊重他人的學生施予適度處分。但也要設獎勵計劃以表揚做得好的學生。
- The content for MCE lesson and sex education talk should be more in-depth to educate our students how to get along well with each other.

- 德育課及性教育講座的内容可更深入，以便更好教導我們的學生如何和異性融洽相處。
- To foster the implementation of the school major concerns, the school may consider taking some measures reminding our students and staff its importance from time to time. It may include lifting banners with the major concerns of the year in the school.
- 為促進落實各個重點關注事項，校方應考慮設立措施不時提醒老師及學生。例如在校園內展示印有重點關注事項的宣傳橫額。
- Implement measures promoting students' proper manners like greeting to teachers and school managers or apology to the whole class for being late to classroom.
- 推行措施以改善學生尊重他人的態度，例如對老師及校董行禮；遲入課室要對全班同學致歉等。
- The expectations on students' behaviour should be clear, specific and achievable.
- 對學生的行為要求須要明確、具體及可行。

# Our Learning and Teaching

## 我們的學與教

### Religious education

- ◆ Regarding our religious mission, we help our students understand the meaning and relevance of Buddhist teachings, acquire wisdom and live a fulfilling life.
- ◆ Besides having formal lessons on Buddhism, students participate in many Buddhist activities : incense offering ceremony, sharing in morning assemblies, blessing through lighting lamps, Buddha Bathing Ceremony, etc.
- ◆ Our Buddhist Spiritual Centre allowed the Buddhist Youth Club to run different types of activities promoting Buddhism for fellow schoolmates.
- ◆ 5 S.7 students sat for the Ethics & Buddhist Studies Examination in HKALE. Two of them obtained distinction and two obtained credits.

### 宗教教育

- 我們希望透過佛化教育，使學生明白佛教的義理，並能適切應用於人生，藉此培育學生智慧，讓他們享有豐盛人生。
- 除了日常的佛學課堂，學校還舉辦了不同種類的弘法活動：上香會、早會分享、鳳凰觀日、點燈祝願活動、浴佛大典等。佛誕慶祝活動更提供機會讓學生反思生命的價值，認識人生的意義。
- 「心靈覺」宗教中心提供場地讓佛教青年團舉辦不同類型的弘法活動。
- 中七級五位同學報考高級程度會考倫理與宗教，其中二位考獲 A 級，另二位分別考獲 B 或 C 級。

### Exposure to and experiences of using English

- ◆ Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
- ◆ We encourage students to speak English out of class. They can chat with the NET and other teachers.
- ◆ The rigorous use of English in drama activities contributed much to the enhancement of students' oral ability and creativity, collaboration and other generic skills. As in the past years, students won many awards in the Hong Kong School Drama Festival.
- ◆ 29 S.1 to S.3 students spent 23 days in Liverpool, UK from 5 July, 2011 to 27 July, 2010 for a summer English Immersion Tour organized by the Australia Education Association. Besides, one S.4 student participated in a one-year AFS exchange programme in US. They all found that this once in a life time experience had important positive influence on their personal development.



- ◆ We host one exchange student from Austria this year. He took Use of English in S.6 Arts and studied Mathematics, History, Economics and Chemistry in S.4. Besides, he also participated actively in extra-curricular activities. Our overseas friend helped a lot to motivate our students to speak English in authentic situations.
- ◆ Student MCs learned to make announcements in English at morning assemblies and school functions.
- ◆ Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days and other official activities.
- ◆ Students also benefited from out-of-school activities such as the Cultural Activity Day organized by the AFS Hong Kong and English drama appreciation.

### 浸沈英語學習環境

- ◆ 英語為本校授課語言（中國語文、中國歷史、普通話、中國文學、佛學、視覺藝術、通識教育和體育除外）。
- ◆ *我們為學生提供完善的英語浸沉環境，積極鼓勵同學在課堂以外使用及練習英語。學生於課堂以外有極多機會說英語，如與外籍教師、學校其他老師。*
- ◆ 29 位中一至中三的學生參加了由澳洲教育協會主辦為期 23 天，由七月五日至七月廿七日的英國利物浦英語體驗營。此外，一位中四學生參加了國際文化交流中心主辦為期一年的交流計劃，並在美國學習一年。所有參與的學生都覺得交流活動對他們拓闊視野及個人成長有莫大幫助。
- ◆ 本年度我們接待一位來自奧地利的交換生。他被安排於中六上英語課，並於中四上數學、歷史、經濟及化學。通過與交換生在課堂上及課外活動的接觸，同學於日常生活上用英語交談的興趣與動機得以大大提升。
- ◆ 此外，透過參與眾多的英語活動，如英語話劇課程、英語話劇演出及比賽、本港及外地英語營、校際朗誦節、文化交流活動、擔任司儀、聯校英語小組討論及比賽等等，學生之聽說能力得以提升，說英語之自信亦逐漸建立。
- ◆ 學生在眾多場合均需鍛鍊聆聽英語的能力，例如早會、禮堂集會、運動會、畢業禮、學生會選舉及學校宣佈等。
- ◆ 此外，學生亦可通過參加暑期英語營、英語話劇欣賞及國際文化交流主辦的文化日等活動，提升英語能力。

# Life Wide Learning

## 全方位學習活動

### 本校推行全方位學習活動的目的

- 切身體驗、豐富學習、擴闊視野
- 通過活動的實踐，提升學生搜集資料、分析與比較的能力
- 透過靈活運用社區和自然環境的資源，讓學生在真實情景和實際環境中獲得課堂以外的學習機會
- 讓學習能力稍遜的學生，可在真實的環境中體驗，以鞏固其學習，以達至照顧不同能力之學生的所需
- 配合新高中課程- 豐富學生的「其他學習經歷」

### 推行情況

- 學校以全方位學習必須緊扣課程發展為目標，連結各科老師一起策劃可伸延的課堂學習：
  - 體育科、公民教育：於九月份，體育組為中一同學舉辦了「中一迎新小奧運」，旨在通過運動比賽讓同學體會奧林匹克的精神和價值 — 團結友誼、進步、和諧、參與和夢想。此外，體育組亦鼓勵同學參與不同的運動賽事如學界及公開賽事，旨在讓同學通過不同的體育平台與各項的運動員切磋和比較，以擴闊同學的運動視野和比賽經驗。
  - 體育科：體育組於試後活動期間，邀請了香港草地滾球總會及板球球會到本校進行運動示範，以擴闊同學的視野、豐富同學的體育知識和發展同學運動的潛能。
  - 音樂、藝術及舞蹈：本校中二同學在三月份參加了由康樂及文化事務署舉辦的學校文化日計劃之城市當代舞蹈團「光影之間- 舞蹈與舞蹈錄像」，目的在於豐富學生在「藝術發展」之學習經歷。同時，亦透過此活動讓同學了解現代舞豐富多變的特色和提升同學文化修養及掌握舞蹈美學概念。
  - 音樂、藝術及通識：本校中一同學在三月份參加了由康樂及文化事務署舉辦的學校文化日計劃之學校文化日計劃- 香港中樂團「中樂導賞音樂會」。透過樂團 85 位樂師，利用四類樂器- 拉弦、彈撥、吹管及敲擊，演奏多首中國傳統名曲及經典歌曲。此活動讓同學了解中樂和豐富同學對中樂的認識，體會中樂有趣及多變的一面。
  - 社會服務及公民教育：在七月份，本校邀請了香港唐氏綜合症基金會到校向同學講解唐氏綜合症。目的在於透過機構的講解及通過與患上唐氏綜合症的人士的親身對話，讓同學了解如何與患有唐氏綜合症的朋友相處，以達至社會共融。

## Reading

- ◆ To nurture a reading culture, reading sessions of 15 minutes were arranged every Tuesday, Wednesday and Friday from 8:15 am to 8:30 am. Students were encouraged to read a wide variety of materials during the fifteen-minute reading sessions. Students also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.
- ◆ Regular news work for subscribed newspapers and online English and Chinese schemes were other ways to sustain reading. Moreover, students were encouraged to participate in many reading competitions and won many awards.
- ◆ To go in line with the major concern of the year, four reading sessions were assigned to provide training on thinking skills during which students were required to read and reflect on articles related to thinking skills.
- ◆ The school library organized one talks by writers, two book exhibitions.

## 閱讀

- ◆ 爲了建構閱讀文化，每逢星期二、三及五八時十五分至八時三十定爲閱讀時段。學生可自由選擇閱讀多元化材料。學生會和同學分享閱讀報告，亦在其中 4 節閱讀時段和同學分享閱讀書籍的心得。
- ◆ 學生平日訂閱報章，並會進行在線的閱讀練習及撰寫新聞評論以延續閱讀習慣。科任教師亦會提供科本閱讀材料及精心設計的閱讀練習以協助學生培養閱讀習慣及建構閱讀技巧。
- ◆ 爲配合本年度重點關注事項：通過發展學生思考技能提升學習效能，閱讀組於全年其中 4 節閱讀時段提供閱讀材料，訓練學生的思考技能。
- ◆ 學校圖書館本年度舉辦了一次作家閱讀分享演講和二次書展。

## Catering for Learner Difference

To cater for the diversified academic needs of students, the following support measures were provided :

- ◆ S.1 English and Chinese teaching and learning were conducted in small groups, with five classes divided into seven and six groups respectively. Small group teaching in English Language and Mathematics was also provided in some S.4 classes and in Chinese Language in S.5.
- ◆ After school Mathematics tutorial classes helped S.1 to S.4 students in need to catch up.
- ◆ Saturday classes were organised for S.1, S.2 and S.3 students experiencing difficulties in using English to learn, so that they can be equipped with more efficient learning strategies to adapt to using English to learn effectively.
- ◆ Daily After-school Homework Guidance Sessions were arranged for S.1 to 3 students to do their homework under the guidance of a teacher. Students attended the sessions on a voluntary basis.

Students having a strong aptitude towards Mathematics received training in the Mathematics Olympiad Group and were also encouraged to participate in Mathematics competitions and courses for elite students organised by universities and international schools. Students showing talents in science, humanities, mathematics and leadership qualities were also recommended to join the Hong Kong Academy for Gifted Education.

### 拔尖保底措施

爲了更全面照顧學生的個別學習差異，本校採取下列措施：

- 中一英文科及中文科五班學生共分別分 7 及 6 組上課，中四部分班級的英文/數學科及中五中文科亦分組上課，方便拔尖保底。
- 數學科中一至中四設課後輔導班。
- 每逢週末安排中一、中二及中三級「週六輔導班」，旨在提升部分適應英語學習有困難的同學的學習能力，改善其學習方法，使其能適應數學科，綜合人文科及科學學習。
- 每日放學後安排功課指導班，中一至中三同學可自由參加，由老師指導完成功課，讓有需要的學生能追上進度。

對數學有興趣及天份的同學可獲推薦參加奧林匹克數學小組。奧數小組成員會獲校方推選參加數學比賽及參與由大學及國際學校主辦的資優數學課程。十位於科學、人文學科、數學及領袖才能各領域有天份的同學獲推薦進入香港資優教育學院。

## S.1 Learning Support

- ◆ The Secondary School Life Adaptation Course was organised from 11 July, 2011 (Monday) to 23 July, 2011 (Saturday) for S.1 students. All S.1 new students joined the course and performed in the closing ceremony held on 23 July, 2011. The programme included areas such as breaking the barrier of learning in English medium, study skills development, familiarization of the new environment and school life, self-management, communication, etc. The programme was delivered in the form of workshops, talks, peer-guidance and games. Students also gained knowledge through co-operative learning activities. A Closing Ceremony was launched at the end of the course to allow students to show with their parents what they had learnt in the form of performances. Both the course and Closing Ceremony were well received by students and parents alike.
- ◆ Secondary One had smaller language classes to give each student more individual attention and to cater to the needs of mixed ability students.
- ◆ Saturday Classes were organized to help students adapt to learning in English medium.
- ◆ After-school homework guidance sessions provided timely help to needy students in catching up with school work.
- ◆ The Peer Mentor Scheme also helped S.1 students adapt to school life.

### 中學生活適應及對中一學生的支援

- 所有預備入讀本校的中一學生均參加了由七月十一日至七月廿三日舉行的中學生活適應課程並於舉行的結室業禮演出。學生透過講課及遊戲提升學習英文能力及技巧、解決問題的能力、自我管理能力及溝通技巧等，學生亦學習從合作學習活動中獲得知識。中一學生及家長對適應課程均有極高評價。
- 本校中一級中、英語文科均採用小班教學，讓每個學生得到更充份照顧，也可以更有效處理個別差異問題。
- 每逢週末學校安排週六輔導班協助有需要的同學適應使用英語學習。
- 每日放後的功課指導班讓同學於老師指導下完成功課。
- 朋輩輔導計劃協助同學盡快適應學校生活。

# Student Performance 學生表現

2011 HKALE Grade C or above percentage

高級程度會考各科平均優良率： 48.4%

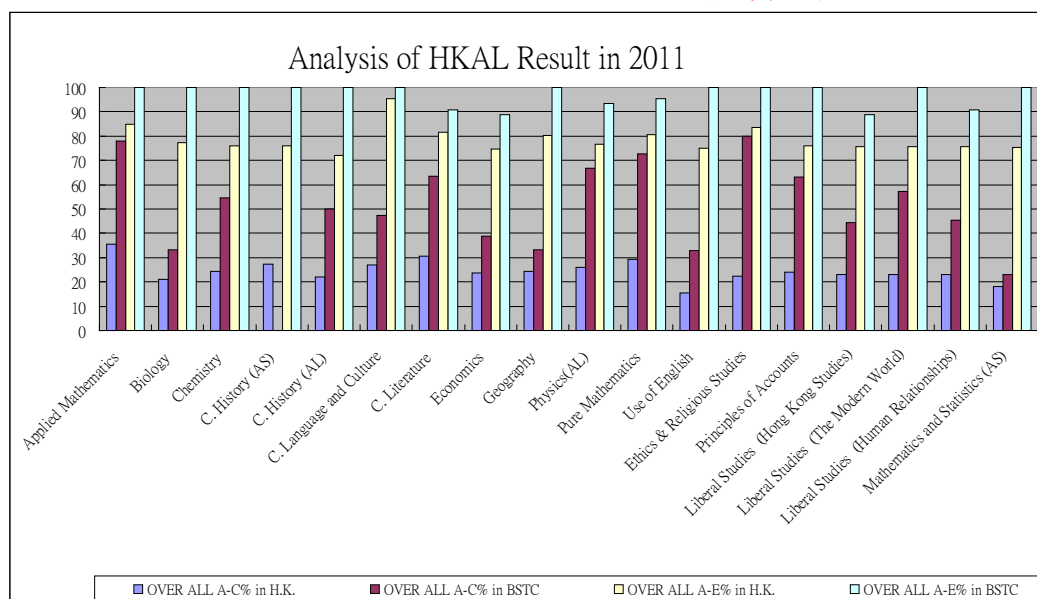
2011HKALE Best Score

高級程度會考最佳成績 – 4A1B

98% of S.7 graduates enter local universities

百分之九十八中七畢業同學升讀本地大學

## HKALE Results 高級程度會考成績



## Scholarships 獎學金 2010/2011

<i>Name of Awards</i>	<i>Number of Awardees</i>
<b>External 校外:</b>	
● Shum Heung Lam Foundation Scholarship 沈香林基金獎學金	16
● Shum Heung Lam Foundation Special Scholarship 沈香林基金特別獎學金	1
● Cheung Miu Yuen Scholarship 張妙願居士獎學金	3
● Tsuen Wan Rural Committee Scholarship 荃灣鄉事委員會獎學金	3
● The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung & Tsing Yi District Best Student Award 荃葵青中學校長會傑出學生獎	1
● Sir Edward Youde Memorial Prize 尤德爵士紀念基金獎	2
● Youth Arch Student Improvement Award 青苗學界進步獎	16
● Hong Kong Buddhist Association Buddhist Studies Award 香港佛教聯合會佛學獎	2
● Hong Kong Buddhist Association Advanced Level Ethics & Religious Studies (Buddhism) Award 香港佛教聯合會高級程度會考宗教及倫理(佛學部份)獎學金	5
<b>Internal 校內 :</b>	
◆ Dr. Ho Sin Hang Foundation Academic Award 何善衡夫人獎學金	81
◆ Madam Ho Sin Hang Buddhist Studies Award 何善衡夫人佛學獎	5
◆ Conduct Award 操行獎	58
◆ Service Award 服務獎	58
◆ The Alcuin Li Wai Keung ECA Scholarship 利偉強課外活動獎學金	8
◆ The Silver Jubilee Memorial Scholarship 銀禧校慶紀念獎學金	2
◆ Mathematics Award 數學獎	15

## Support for Student Development

- ◆ The religious committee provided spiritual enlightenment for our students through Buddhist Studies lessons and various activities held in our “Spiritual Centre”.
- ◆ The Board of Discipline established a Prefect Team. Head Prefects and Prefects were provided with sufficient mentoring by the Discipline Masters in carrying out their duties. Members of the Prefect Team had their self-confidence, self-esteem and devotion boosted to serve schoolmates.
- ◆ The Guidance Team organized various activities to cultivate in students a sense of social and emotional well-being. The activities included a leadership training day camp for S.6 students during the summer holidays, sex education workshops for S.2 students, finance management as well as stress management programmes for S.3 students during the post-examination period.
- ◆ The S.1 and S.4 peer-mentor scheme was launched to help new S.1 students in adapting to their new secondary school life. At the same time, those S.4 mentors had their inter-personal communication skills improved and leadership quality enhanced.
- ◆ Our Guidance Mistress and the School Social Worker organized self-image and social etiquette workshops for our S.5 and S.6 students and the students were taught how to dress properly for an interview and proper table manners.
- ◆ The careers committee provided S.7 students and other NSS students with information on the Youth Employment Start centres in Kwai Fong and Mongkok. Students were encouraged to visit the centres on their own and enroll as members for aptitude tests and guidance on their careers paths from professionals like social workers and Labour Officers.
- ◆ The moral and civic education committee nominated five S.4 students to participate in the “Leaders for Tomorrow” programme initiated by Hok Yau Club. The programme aimed at nurturing future leaders of Hong Kong and developing their courage to become responsible leaders in future.
- ◆ In order to cultivate multiple intelligence in our students, tutors and coaches were employed to provide musical instruments classes, dance classes as well as basketball, badminton and table-tennis trainings. Conductors of the school choir and the Chinese orchestra were employed as well.
- ◆ A dual-class-teacher system was introduced in S.2, S.4 and S.5. Students in S.2 might suffer from anxiety in their personal growth and early



identification of students' problems would allow provision of timely individual counseling. Class Teachers of S.4 and S.5 provided advice on the dropping of elective subjects and preparations for the HKDSE and JUPAS.

## 我們對學生成長的支援

- ◆ 宗教組透過佛學課及課後在「心靈閣」進行的活動，增進學生的心靈健康。
- ◆ 訓育組建立領袖生隊伍。訓導主任提供足夠指導給首席領袖生們和各領袖生，讓他們在工作中增加自信、自尊感及服務他人的信念。
- ◆ 輔導組舉辦多樣活動以培育學生成為有良好人際關係及情緒穩定的青少年。活動包括在暑期舉辦的中六領袖訓練日營；在試後活動給中二學生的性教育工作坊和給中三學生的理財有道教育計劃和「輕鬆抗壓」活動。
- ◆ 中一和中四的朋輩輔導計劃可幫助中一新生適應中學新生活。同時，中四同學也能改善他們的人際溝通技巧和領袖素質。
- ◆ 輔導主任及學校社工安排了數個社交禮儀工作坊給中五和中六的學生，教導他們如何穿著合宜的服飾參加面試及一般的餐桌禮儀。
- ◆ 升學及就業輔導組為中七及新高中同學提供「青年就業起點」葵芳及旺角中心的資料，並鼓勵同學前往參觀及成為中心的會員，便可參加職業性向測試及獲得中心內專業社工及勞工事務主任的職業輔導。
- ◆ 德育及公民教育組推薦了五位中四學生參加由學友社舉辦的明日領航計劃。這個計劃的目的，是為培養一些具備能為未來香港而領航的人才，讓他們能敢於承擔香港的未來。
- ◆ 為了培育學生各方面的才能，學校聘請了樂器班導師、舞蹈組導師、籃球、羽毛球和乒乓球教練；還有學校歌詠團和中樂團的指揮。
- ◆ 在中二、中四及中五級設有雙班主任。有些中二學生會在成長階段產生焦慮，若能及早發現學生的問題，有助學校提供適時的個人輔導。中四及中五級的班主任就學生退修科目、如何準備中學文憑考試和大學聯合招生給予適切意見。

# Students' Participation in Extra-curricular Activities

- ◆ The 27 clubs/interest groups/uniform groups had a total membership of around 3,000.
- ◆ A total of 39 Chinese or Western musical instrument classes were offered to students and the total enrolment was 257 for the year.
- ◆ A concert, the Summer Serenade, was held in the School Hall.
- ◆ Our school sports teams played in various matches during the year ranging from athletics, table tennis, badminton, volleyball, basketball, football, to swimming.
- ◆ Inter-house and inter-class competitions in basketball, table tennis, badminton, volleyball and other ball games were held during the year
- ◆ Over 800 athletes and student helpers participated in the Annual Sports Day making the event a great success.
- ◆ One Jazz Dance training course was offered in the year which was well received by participants.
- ◆ The Student's Union held various kinds of activities both inside and outside school such as Lunar New Year celebration, rhyming couplet competition, stationery sales, festival food workshop. Also, students actively participated in inter-school activities, like oral practice, singing contest, putting up a democratic wall for students to express their opinions, etc.

## 學生參與課外活動情況

- ◆ 本年度學校設有 27 個學會/興趣小組，會員人數約 3,000 人次。
- ◆ 本校開設 39 項中樂/西樂樂器小組，校內學習樂器學生人數 257 人
- ◆ 舉辦的夏日情調音樂會。
- ◆ 一如往年，學校的體育校隊，包括田徑、乒乓球、羽毛球、排球、籃球、足球及游泳隊，積極參與校際比賽，並獲取不少獎項。
- ◆ 此外，學校亦舉辦社際、班際籃球、足球及乒乓球比賽等。
- ◆ 超過 800 位同學參與本校陸運會比賽及工作。
- ◆ 開辦爵士舞班共一班，廣受學生歡迎。
- ◆ 學生會舉辦了多項不同類型的活動，如新春聯歡會、對聯比賽、文具展銷、節日食品製作、設立民主牆等。並聯同不同學校合辦聯校口試練習、歌唱比賽等，廣受同學歡迎。

## Prizes won in Inter-school Competitions 校際比賽獎項 (2010-2011)

Organization 主辦機構	Competition 比賽	Award / Prize 獎項	
The Hong Kong Schools Sports Federation (Kwai Tsing Secondary Schools Area Committee) 香港學界體育聯會 (葵青區中學分會)	<b>Inter-School Swimming Competition</b> <b>校際游泳比賽</b> Boys Grade B 50M Back Stroke 男子乙組 50 米背泳 Girls Grade A 100M Freestyle 女子甲組 100 米自由泳 Girls Grade A 200M Breast Stroke 女子甲組 200 米胸泳 Girls Grade A 女子甲組團體	2 <sup>nd</sup> Runner-up 季軍 Champion 冠軍 1 <sup>st</sup> Runner-up 亞軍 Merit 優異獎	
	<b>Inter-school Athletics Meet</b> <b>校際田徑比賽</b> Girls Grade A 4X400M Relay 女子甲組 4X400 米接力 Girls Grade A High Jump 女子甲組跳高 Girls Grade B 4X100M Relay 女子甲組 4X100 米 接力 Boys Grade B Triple Jump 男子乙組三級跳遠	3rd Runners -up 殿軍 2nd Runner -up 季軍 3rd Runners -up 殿軍 Champion 冠軍	
	<b>Inter-School Basketball Competition</b> <b>校際籃球比賽</b> Boys Grade B (Division one) 男子乙一組 Boys Grade C (Division one) 男子丙一組	2 <sup>nd</sup> Runners-up 季軍 Merit 優異獎	
	<b>Inter-school Volleyball Competition</b> <b>校際排球比賽</b> 男子乙組 Boys Grade B	亞軍 1st Runners-up	
	<b>Inter-school Badminton Competition</b> <b>校際羽毛球比賽</b> Boys Grade B 男子乙組	2 <sup>nd</sup> Runners -up 季軍	
	PLK 1983 Board of Directors' College 保良局八三年總理中學	<b>Silver Jubilee Invitation Tournament- Badminton</b> <b>Boys Team</b> 銀禧友校羽毛球比賽男子組	2 <sup>nd</sup> Runners -up 季軍
	A.S. Watson Group 屈臣氏集團	A.S. Watson Group HK Student Sports Awards 2010-2011 屈臣氏集團香港學生運動員獎 2010 -2011	One Awardee (5A Chan Pui Ying) 一位得獎學生 (5A 陳佩瑩)

THE ARTS 藝術		
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	63rd Hong Kong Schools Music Festival 第六十三屆香港學校音樂節 Zheng Solo (Junior) 古箏獨奏(初級組) Liuqin Solo (Senior) 柳琴獨奏(高級組) Vocal Solo in Chinese Soprano (Age 17 or Under) 中文歌曲高音獨唱 -高音(十七歲或以下) Piano Duet (Intermediate) 鋼琴二重奏 (中級組) Erhu Solo (Intermediate) 二胡獨奏(中級組) Erhu Solo (Senior) 二胡獨奏(高級組)	Champion 冠軍 First Runner-up 亞軍 Second Runner-up 季軍 First Runner-up 亞軍 First Runner-up 亞軍 Second Runner-up 季軍
Yuen Long Town Hall 元朗大會堂	2011 Hong Kong Youth Piano Competition 2011 全港青少年鋼琴大賽 Piano Solo (Open) 鋼琴獨奏(公開組)	Silver Award 銀獎
LCSD & Music Office 康樂文化事務處及音樂事務處合辦	2011 Chinese Orchestra Competition (Open) 2011 中樂團比賽(中學組)	Bronze Award 銅獎
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	62 <sup>nd</sup> Hong Kong Schools Speech Festival 第六十二屆香港校際朗誦節 English Solo Verse Speaking 英語個人獨誦	First prize, second prize, third prize and merits 冠軍、亞軍、季軍及優異獎
	中二級粵語散文朗誦(女子組) 中一至中三級歌詞朗誦 中三、四級普通話散文朗誦(女子組) 中一級粵語詩詞朗誦(女子組) 中一級粵語散文朗誦(女子組) 中五至中七級粵語散文集誦	冠軍 冠軍 亞軍 季軍 季軍 冠軍
Native English-speaking Teachers' Association 外籍英語教師協會	English Solo Verse Speaking 英語個人獨誦	1st Runner-up 亞軍 Best speaker 最佳講員
The Boys' & Girls' Association of Hong Kong 香港小童群益會	T- Shirt design competition 創意無限、抗毒我畫起 T-SHIRT 設計創作比賽	Merit 團隊合作獎
Metro Info FM99.7 新城資訊台	Imago x Metroinfo FM99.7 Backpack Design Competition 至潮 Backpack 設計比賽	Merit 優異
Osaka, Japan, the Japan-China Cultural Exchange 第 27 屆日本大阪日中文化交流會主辦	China - Japan International painting Competition 中國 - 日本國際書畫大賽	Gold medal 金獎
Salvation Army Social Services 救世軍大窩口綜合服務大窩口青少年中心主辦	Stamp design competition 家、友正能量齊健康社區計劃 - 郵票設計比賽	Champion, First runner up, Second runner up 冠軍、亞軍、季軍
香港青年協會 賽馬會葵芳青年空間	「識諗。惜食」葵青 GUY 四格漫畫比賽	亞軍及優異獎

葵青民政事務處 葵青區議會	「識諗。惜食」葵青 GUY 至營便當設計比賽	亞軍及優異獎
公益少年團葵青區委員會	「推己及人為環保敬老扶幼建和諧」主題活動 繪畫比賽 初中組 高中組	冠軍、亞軍及優異 三個 冠軍、亞軍、季軍 及優異兩個
International Youth Cultural Exchange Association 國際青年文化交流中心、香 港海峽兩岸文化藝術交流 協會、澳門中華學生聯合總 會及香港學界書畫協會	Mainland, Taiwan, China Children's Painting Competition 兩岸四地中國青少年兒童書畫大賽	First Class Award 一等獎
ACADEMIC & OTHERS 學術及其他		
香港佛教聯合會	會屬中學中文即席演講比賽	第一組 亞軍 第二組 亞軍
香港仔街坊福利會與南區 撲滅罪行委員會	「關懷接納助更生」全港學生演講比賽「預科 組即時演講比賽」	季軍
中國中學生作文大賽 香港賽區比賽委員會	永隆文學之星 初中組 高中組	銅獎及優異獎兩 個 優異獎三個
全港青年學藝比賽大會與 港島獅子會	全港青年中文寫作（即席寫作）比賽	中學組殿軍
香港青少年服務處	「珍惜家人，愛裡同行」標語創作比賽	優異獎
妙法寺劉金龍中學	妙法盃「聯校」短講比賽	優異獎
Po Leung Kuk and the Hong Kong Association for Science and Mathematics Education 保良局及香港數理教育學 會合辦	The 13 <sup>th</sup> Hong Kong High Achievers Selection 第十三屆香港青少年數學精英選拔賽	Third-class Honours 三等獎
Pui Ching Academy 培正專業書院	Pui Ching Invitational Mathematics Competition 2011 培正數學邀請賽 2011	Silver Award 銀獎 Merit 優異獎 Merit 優異獎
The Hong Kong Mathematical Olympiad Association 香港數學奧林匹克協會	Hong Kong & Macao Mathematical Olympiad Open Contest 2011 港澳數學奧林匹克公開賽<<港澳盃>>	Gold Prize 金獎
華夏奧數之星教育研究學 會 全國小學數學教改研究會	2011 華夏杯數學奧林匹克初賽	First-class Honour 一等獎
Hang Lung Properties and the Institute of Mathematical Sciences and Department of Mathematics 恒隆地產、香港中文大學數 學科學研究所和香港中文 大學數學系	Hang Lung Mathematics Awards 恒隆數學獎	Bronze Medal 銅獎

Hong Kong Buddhist Association Secondary Schools 香港佛教聯合會會屬中學	The Twenty-Fifth Joint Buddhist Mathematics Competition, 2011 第二十五屆香港佛教中學數學比賽	Individual Event Champion 隊際賽冠軍
Hong Kong Buddhist Association Secondary Schools 香港佛教聯合會會屬中學	The Twenty-Fifth Joint Buddhist Mathematics Competition, 2011 第二十五屆香港佛教中學數學比賽	Group Event Champion 團體賽冠軍
香港珠算協會 香港多元智能教育與研究學會	多元智能盃 2011 中一組	個人三等獎
The Gifted Education Section of EDB 教育局	The Hong Kong Budding Scientists Award 香港科學青苗獎	二等獎
教育局公益少年團葵青區委員會	「環保為公益」慈善清潔活動籌款個人獎	嘉許狀 籌款個人獎
The Hong Kong Award for Young People 香港青年獎勵計劃		Two Silver Awards 銀章級兩個 Four Bronze Awards 銅章級四個
Hong Kong Red Cross 香港紅十字會	The Best unit (WNTD) 09-10 傑出青年團(新界西總部)09-10 年度	Second runners-up 亞軍
	Hong Kong Red Cross Division (WNTD) First Aid Competition 新界西總部急救比賽	First runners-up 亞軍
	Hong Kong Red Cross Division (WNTD) First Aid Competition 新界西總部急救比賽	Second runners-up 季軍
	Hong Kong Red Cross Departmental First Aid Competition 部門急救比賽	Second runners-up 季軍
	Hong Kong Red Cross Division (WNTD) Nursing Competition 新界西總部護理比賽	Champion 冠軍
	Hong Kong Red Cross Division (WNTD) Nursing Competition 新界西總部護理比賽	First runners-up 亞軍
Home Affairs Bureau 民政事務局	Kwai Tsing District Youth Community Services Scheme 葵青區青少年社區服務計劃	Outstanding Award 優勝隊伍
Shek Wu Lutheran Community Development Project Hong Kong Lutheran Social Service, LC-HKS 路德會石湖社區發展計劃	'Experience in Squatter Huts' Essay Competition 寮屋生活體驗計劃後感徵文比賽	First runner-up 亞軍

## Financial Summary 財務報告

學校周年財務狀況：

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f
<b>A. <u>EOEBG Grant</u></b>				
<i>Original Baseline Reference</i>				
Integrated Science		11,000.00	9,806.30	1,193.70
Visual Art		26,300.00	29,923.40	-3,623.40
Home Economics		16,800.00	16,598.30	201.70
Computer Literacy		5,000.00	2,756.50	2,243.50
Putonghua		1,350.00	596.00	754.00
Chinese Language & Culture		2,600.00	890.30	1,709.70
Biology		6,800.00	3,027.50	3,772.50
Teacher Assessment of Advanced Level Chemistry		5,200.00	5,129.80	70.20
SBM Supplementary		163,939.00	930.00	163,009.00
Moral and Civic Education Grant		12,120.00	9,995.50	2,124.50
Chinese Extensive Reading		13,000.00	9,187.05	3,812.95
English Extensive Reading		15,000.00	9,025.70	5,974.30
Guidance and Discipline Programme Funds		10,970.00	4,368.00	6,602.00
Lift Maintenance Grant		47,900.00	47,900.00	0.00
School & Class Grant		900,000.00	902,570.48	-2,570.48
Sub Total (A)		1,237,979.00	1,052,704.83	185,274.17
Administration Grant	2,521,089.76	3,134,809.00	3,034,893.25	2,621,005.51

Noise Abatement Grant	0.00	407,040.00	407,040.00	0.00
Composite Information Technology Grant	96,802.81	344,696.00	284,253.30	157,245.51
Capacity Enhancement Grant	101,847.00	471,771.00	416,080.00	157,538.00
Sub Total (B)	2,719,739.57	4,358,316.00	4,142,266.55	2,935,789.02
Grand Total (A) + (B)	2,719,739.57	5,596,295.00	5,194,971.38	3,121,063.19

### **B. Outside EOEBG Grant**

Committee on Home-School Co-operation Project	19,971.50	9,224.00	0.00	29,195.50
Composite Furniture & Equipment Grant	436,574.10	0.00	377,587.00	58,987.10
Substitute Teacher Grant	153,384.39	0.00	2,607.00	150,777.39
SB After School Learning	53,558.30	109,550.00	52,995.90	110,112.40
Teacher Professional Preparation Grant	656,530.19	0.00	0.00	656,530.19
New Senior Secondary Curriculum Migration Grant	244,460.00	0.00	244,460.00	0.00
One-off Cash Grant for Establishment of Incorporated Management Committee	197,015.15	62,309.68	259,182.00	142.83
Enhanced Senior Secondary Curriculum Support Grant	115,700.00	635,220.00	675,379.50	75,540.50
One-off Grant for Websams Upgrading	8,250.00	0.00	8,250.00	0.00
Fractional Post Cash Grant	0.00	297,118.50	355,430.00	-58,311.50
Special One-off IT Grant under Third Strategy on IT in Education	44,014.00	0.00	12,990.00	31,024.00
Diversity Learning Grant	0.00	49,500.00	68,370.00	-18,870.00
Liberal Studies Curriculum Support Grant	0.00	320,000.00	255,470.75	64,529.25
One Off Grant for Procurement of e-Learning Resources	0.00	58,940.00	0.00	58,940.00
Grand Total	1,929,457.63	1,541,862.18	2,312,722.15	1,158,597.66

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

Tong Fai	127,890.00	136,010.00	0.00	263,900.00
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Donations	0.00	3,251.00	0.00	3,251.00
Approved Collection for Specific Purposes Account	<u>666,838.65</u>	<u>134,460.00</u>	<u>53,496.80</u>	<u>747,801.85</u>
Grand Total	<u><u>794,728.65</u></u>	<u><u>273,721.00</u></u>	<u><u>53,496.80</u></u>	<u><u>1,014,952.85</u></u>

## Feedback and reflection 回饋及反思

As the new Senior Secondary curriculum has come to the third year of implementation, the continuous enlargement of the learners' diversity among the S4, S5 & S6 students who are preparing for the new HKDSE curriculum causes great difficulties for classroom teaching and learning. Though the class optimization policy allows our school to provide more support for the senior form students by lowering the number of students per class to 33 in year 2011-2012, we still expect the learners difference will continuously be our major concern. The last A-Level examination will take place next year. In order to cater for the NSS students' needs, the school recommends that "To provide support for academically less able students" be adopted as one of the major concerns in the coming academic year. Resources would be allocated to cater for the learners' differences so that this important task can be done better with greater effectiveness. We will also explore the multiple pathways for NSS students and help them realize their potentials.

As the 334 NSS curriculum requires students to develop generic skills and apply effective thinking skills in public assessments, which indirectly imposes drastic changes in learning and teaching in classrooms. It is recommended that the school management should continue to equip different subject panels and middle managers with effective strategies for teaching. Cooperative learning had been introduced last year and through this teaching strategy, we hope to equip our students with better learning tools to meet the changing needs in the new academic system, consequently our students will be able to overcome the challenges brought about by the new examination format for HKDSE starting 2012, in turn they can continue to pursue excellence in different aspects.

334 新高中學制本學年已是第三年推行，由於學生個別差異持續擴大，學校為準備應屆新高中學生應付中學文憑考試新評核模式將對恆常課堂的教與學造成困難。優化班級結構計劃容許學校為新高中學生提供更多支援，讓學校由中四開始將每班人數下調至 33 人，我們仍然預期照顧學習差異將繼續成為學校的重點關注事項。最後一屆高級程度會考明年舉行。為了照顧新學制學生的學習需要，學校來年將繼續將照顧學習能力稍遜學生列為學校重點關注事項，並繼續調撥資源讓照顧學生個別差異的工作能更有效進行。學校亦準備為新高中畢業生提供多元出路的資訊，讓學生能發展潛能，盡展所長。

334 新高中學制要求學生掌握共通能力及能應付有效思考技能，以應付公開評核模式的轉變，這也會間接為課堂的教與學帶來急劇轉變。建議學校領導需要為不同科主任及中層管理繼續裝備相關教學思考技能的策略，以便課堂的學與教能在新學制下更有效進行。上學年開始學校引入協作學習作為重點關注事項，並期望透過掌握協作學習技能，學生能為應付新學制的需零盡早裝備，並能克服由 2012 年舉行的中學文憑考試的挑戰，繼續在不同範疇追求卓越。

# Appendix 附件

## Evaluation Report on the Use of Capacity Enhancement Grant, 2010/2011

### 2010/2011 學年學校發展津貼用途檢討報告

Target Areas	Implementation	Benefits gained	Evaluation	Person i-c
<p>(iii) Coping with students' diverse and special learning needs</p> <p>照顧學生個別差異及特別學習需要</p> <p>(i). Integration of IT in teaching</p> <p>將資訊科技融入日常教學</p>	<p>One assistant teacher (AT) and one <b>teacher assistant</b> (TA) were employed to relieve the non-teaching workload of teachers and assist teachers in using IT in teaching.</p> <p>聘請一名助理教師及一名教學助理減輕教師的非教學工作</p> <p>The AT also helped to look after the Afterschool Homework Guidance Class and substitute teachers on official leave. The TA also helped Detention Class administration.</p>	<p>- Teachers were relieved from non-teaching tasks and therefore could spend more time on taking care of students.</p> <p>減輕教師處理非教學工作後，教師能騰出更多時間照顧學生</p> <p>-Teachers used IT more efficiently in teaching.</p> <p>教師能善用資訊科技令教學更具效能</p>	<ul style="list-style-type: none"> <li>◆ The AT and TA took up a lot of non-teaching duties of teachers so that teachers could concentrate more on caring students, identifying special needs and taking measures to help them. For instance, they input student discipline records and prepared attendance lists for activities. They collected various survey forms and helped to analyse the results. They typed exercises, notes, minutes and other documents for teachers. They also served as IT help desk for teachers. The AT also looked after Afterschool Homework Guidance Class and substitute teachers on official leave. The TA also helped Detention Class administration.</li> <li>◆ 兩位助理教師/教學助理負責眾多非教學工作支援，教師能更專注照顧學生，找出學生的特別學習需要，並採取有效措施協助他們。例如教學助理會協助教師輸入學生訓導紀錄及預備課外活動的出席紀錄；教學助理也會負責欠交功課留堂班及收集不同問卷調查表格及分析結果。教學助理也會協助打字、練習工作紙、筆記、會議紀錄及其他教師文件，他們也會於教師使用資訊科技教學時提供支援。</li> <li>◆ Besides, they also assisted teachers in looking after students in music and speech festivals, excursions and visits, acted as invigilators in tests and examinations.</li> <li>◆ 此外，助理教師/教學助理亦協助教師在學校音樂節、學校朗誦節及外出參觀及探訪時照顧學生，亦會在測驗考試時協助監考工作。</li> </ul>	Ms PH Leung, 梁佩嫻副校長
<p>(iii) Coping with students' diverse and special</p>	<p><b>Saturday Tutorial Class for S.1 to S.3</b></p> <p>中一至中三的周末補習班</p> <ul style="list-style-type: none"> <li>◆ Two classes</li> </ul>	<p>Students improving academically, confidence of students boosted</p>	<ul style="list-style-type: none"> <li>◆ The majority of students who attended the first term Saturday Tutorial Class showed improvement and were not recommended by teachers for the second term programme.</li> <li>◆ 大部份出席周末補習班的學生均能在學業成績有進步，並在下學期毋須教師繼續推薦</li> </ul>	Ms PH Leung 梁佩嫻副校長

<p>learning needs 照顧學生個別差異及特別學習需要</p>	<p>of two-hour sessions per term for S.1. Two class each for S.2 and S.3, each of them 1.5 to 2 hours</p> <ul style="list-style-type: none"> <li>◆ 中一級開設兩組，每次兩小時，中二及中三各開設一組，每次約 1.5 至 2 小時。</li> <li>◆ Two recruitments (one per term)</li> <li>◆ 上下學期各招募學生一次</li> </ul>	<p>8 學生在學業成績有改善，並能提昇自信</p>	<p>他們出席周末補習班</p> <p>One additional class was provided to each form in S2 and S3 this year. Besides, the lesson time of the S3 Science class was extended from 1.5 hours to 2 hours. In S2, one of the classes was for the low achiever in Mathematics and Integrated Science and the other one for EPA and Geography, while one S3 class concentrated on Integrated Humanities and the other S3 class on Physics , Chemistry and Biology.</p> <p>本年度中二及中三均開辦多一班。此外，中三級照顧理科科目的課時由 1.5 小時增至 2 小時。中二級中，一班照顧數學及綜合科學成績較弱的學生；另一班補習經公及地理科。而中三方面，一班集中補習綜合人文；而另一班則補習物理，化學及生物科。</p> <ul style="list-style-type: none"> <li>◆ Out of the 44 participants in the second term S.1 Saturday Class, 39 (88%) of them showed improvement in at least one of the subjects being taught. The majority of them were ranked over 10 orders better than their position before joining the class. The highest jump was 77 (Maths: from position 158 to 81)</li> <li>◆ 於 44 位參加中一周末補習班的學生中，39 位學生(88%)最少獲得一科補習科目或以上的進步。普遍學生獲得 10 名以上的進步。最佳的學生進步 77 名(數學科：由 158 名升至 81 名)</li> <li>◆ In S.2, 26 out of 32 (81%) participants showed improvement in at least one of the subjects being taught with the highest jump from 167 to 93 and 154 to 80 in Geography. Also, the majority of them were ranked over 10 orders better than their position before joining the class</li> </ul> <p>中二級方面，32 位參加學生中，26 位(81%)獲最少獲得一科以上補習科目或的進步。普遍學生獲得 10 名以上的進步。最佳的學生於地理科的名次由 167 名獲提升至 93 名 及 154 名獲提升至 80 名</p> <ul style="list-style-type: none"> <li>◆ 41 S3 students took part in the Saturday Class. The attendance rate was raised significantly. Two teachers were in charge of the S3 Saturday Class. The two teachers monitored</li> </ul>
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			<p>the attendance recorded closely and followed up those students who were absent/ late in class from time to time. The improvement shown was not as significant as the other two forms, 28 participants (68%) showed improvement in at least one of the subjects being taught. However, the result was better than those years with only one S3 Saturday Class which provided tutorials for all the above subjects in 1.5 hours.</p> <ul style="list-style-type: none"> <li>◆ 本年度有 41 位中三學生參加。出席率有很大的提升。本年之中三級補習班由兩位老師負責，負責老師緊密監察學生出席記錄，並時刻提醒缺席/遲到的學生。雖然，學生的進步不及其餘兩年級，28 位(68%)參加學生獲得一科補習科目或以上的進步，但該表現相對以往數年，已進步不少。</li> <li>◆ Overall speaking, the Saturday Tutorial Class successfully helped students to improve academically and boosted their confidence.</li> <li>◆ 整體來說，周末補習班能成功協助學生改善學業成績，亦能提高他們的自信。</li> </ul>	
<p>(iii) Coping with students' special needs 照顧學生特別學習需要</p>	<p>School-based <b>Secondary School Life Adaptation Programme</b> for prospective S.1 students from 11<sup>th</sup> July to 23<sup>rd</sup> July, 2011. 由 2011 年 7 月 11 日至 2011 年 7 月 23 日舉行的校本設計「中學生活適應課程」</p>	<p>Students rapidly adapted to school life and learning in English medium 學生能很快適應學校生活及使用英語作為學習語言</p>	<ul style="list-style-type: none"> <li>◆ Parents were invited to attend the Closing Ceremony and Performance on the last day of the programme. Their feedbacks on the course (in the form of "Parents' words") at the end of the ceremony were very positive and encouraging.</li> <li>◆ 中一學生家長獲邀出席「中學習生活適應課程」的結業禮及演出，家長對課程及結業禮演出的回應非常正面及令人鼓舞。</li> <li>◆ The end-of-programme questionnaire surveys showed confidence of students enhanced.</li> <li>◆ 課程完結時的問卷調查顯示學生提昇了自信。</li> </ul>	<p>Ms PH Leung 梁佩嫻副校長</p>

# Report on School-based After-school learning and Support Programme 2010-11

## 2010/2011 學年課後學習支援計劃工作報告

**A. The number of benefitting students under this programme is 228 (including**

**A. CSSA recipients** 領取綜援人數：**83**

**B. SFAS full-grant recipients and** 學生資助計劃全額津貼人數：**142**

**C. under school's discretionary quota)** 學校使用 10% 酌情權的清貧學生人數：**3**

### B. Information on Activities under the Programmes

	Name of the activity 活動名稱	Actual no. of grant beneficiaries served 支援計劃的受惠學生人數			Average attendance rate 平均出席率	Period/ Date activity held 活動舉行日期	Actual expenses 實際支出	Methods of evaluation 評估方法	Name of partner 合作夥伴名稱
		A	B	C					
1.	S.6 Leadership Training Program 中六領袖訓練計劃	9	2	1	100%	August 2010	\$3000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Mind Operative Development 啓域訓練中心
2.	S.2 Class Day Camp 中二團隊訓練日營	13	21	0	90%	September 2010	\$5250	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Mind Operative Development 啓域訓練中心
3.	S.3 Outdoor Day Camp 中三戶外日營	4	29	0	90%	October 2010	\$6660	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Outstanding Youth Association 傑出青年協會
4.	S.4 Peer mentor training S.4 大哥哥大姐姐計劃	2	0	0	100%	October 2010	\$700	Teachers' and students' verbal feedback 教師及學生的口頭回饋 questionnaire 問卷調查	Hong Kong Children Youth Services 香港青少年服務處麗城中心
5.	S.5 and S.6 Social Etiquette workshop 中五及中六餐桌禮儀工作坊	9	45	0	91%	July 2011	\$14,000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Le Manège 木馬會
6.	S.1 English kitchen S.1 英語廚房	16	19	0	100%	March 2011	\$8430	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Town Gas 煤氣中心

7.	Art workshop 藝術工作坊	2	3	1	100%	Feb 2011	\$6000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	----
8.	English Halloween activities 英語萬聖節活動	16	19	0	100%	Oct 2010	\$2255.9	Teachers' and students' verbal feedback 教師及學生的口頭回饋	----
9.	Youth exchange voluntary program 青年交流計劃	1	1	0	100%	July 2011	\$200	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Hong Kong Children Youth Services 香港青少年服務處麗城中心
10.	Voluntary program for the mentally retarded 唐氏義工計劃	2	0	0	100%	July 2011	\$400	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Hong Kong Children Youth Services 香港青少年服務處麗城中心
11.	Voluntary services sharing camp 義工分享營	3	1	0	100%	July 2011	\$2000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Hong Kong Children Youth Services 香港青少年服務處麗城中心
12.	Music lesson 音樂課程	1	0	0	100%	Oct 2010 to Dec 2011	\$750	Teachers' and students' verbal feedback 教師及學生的口頭回饋	---
13.	A Cappella Workshop 無伴奏合唱工作坊	5	2	1	100%	Feb 2011 to March 2011	\$2600	Teachers' and students' verbal feedback 教師及學生的口頭回饋	---
<b>Total no. of activities: 13</b>									
No. of participation counts	83	142	3			Total Expenses	\$52,245.9		
Total no. of participation counts	228								

## C. Project Effectiveness

*To the benefitted students, achievements of the activities conducted are rated as follows:*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning						✓
b) Students’ study skills						✓
c) Students’ academic achievement						✓
d) Students’ learning experience outside classroom						✓
e) Your overall view on students’ learning effectiveness						✓
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community	✓					
q) Your overall view on students’ community involvements	✓					

## D. Comments on the project conducted

*Problems/difficulties encountered when implementing the project*

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_