



**Buddhist Sin Tak College**

佛教善德英文中學

**Annual School Report**

學校報告

2013- 2014



School Address: 5 Hing Shing Road, Kwai Chung, N.T.  
Website Address: <http://www.bstc.edu.hk>

Tel. No.: 2421 2580 Fax No.: 2494 0104  
E-mail Address: [info@eclass.bstc.edu.hk](mailto:info@eclass.bstc.edu.hk)

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# Our School 我們的學校

## School Mission

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

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

## 辦學理念：

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 HoSin-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, with some from Tsuen Wan and Islands Districts. The S.1 students in the year 2013-2014 come from 39 primary schools, of which 75.8% are from Kwai Chung and Tsing Yi Districts, 9.4% from Tsuen Wan District, 10.9% from Islands Districts and 3.9% from other districts.

## 學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣及離島區。二零一三年至二零一四學年本校中一學生來自三十九間小學，百分之七十五點八來自葵青區，百分之九點四來自荃灣，百分之十點九來自離島。來自其他區域佔百分之三點九。

## Class Organisation 班級結構

Class Structure and Enrolment 班級結構及學生人數 (09. 2013)

Level 班級	S1	S2	S3	S4	S5	S6	Total
No. of Classes 班級數目	4	4	4	6	6	6	30
No. of Boys 男生數目	65	66	63	91	92	86	463
No. of Girls 女生數目	69	85	81	100	92	95	522
Total Enrolment 總學生人數	134	151	144	191	184	181	985

## Qualifications of Teachers

There are 60 teachers in our school, including the Principal. Their qualifications are shown below:

- 42% of them hold a Master's degree
- 53% of them possess a Bachelor's degree
- 5% of them hold a Teacher Certificate

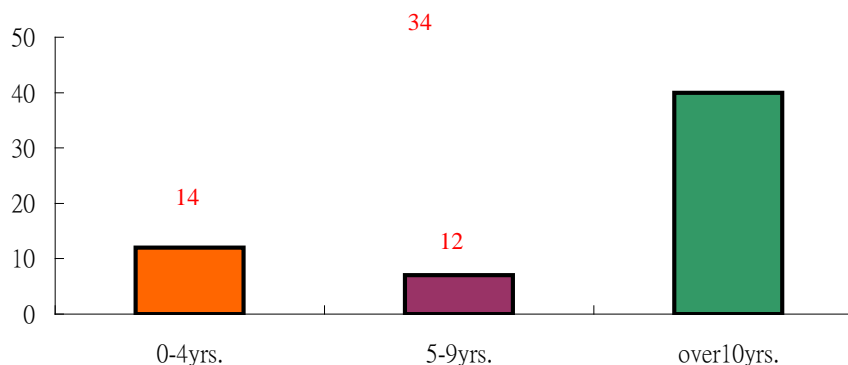
All teachers under the establishment have received professional training in teaching. All the 14 English teachers have already attained the English Proficiency Requirement for English teachers and our 3 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

## 教師資歷

全校連校長在內共有六十位教師，其中百分之四十二持碩士學位、百分之五十三持學士學位。全部常額教師均已接受專業訓練。十四位英文教師全數已達語文基準要求，三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
Rev. Sik Faren	Ms. Wan Kor Wo	Ms. Ho Hing Lan	Ms. Ho Mai Jong
Mr. Cheung Ngai Ping	Mr. Ho Moon Tim		

( Principal )

Ms. Chan Sai Wing (teacher manager) Ms. Lai Wai Chu (parent manager)

Mr. Lau Kwok Leung (alumni manager)

Three Incorporated Management Committee meetings and seven staff meetings were held. One vice-principal took care of staff promotion, community relation, the studies and catering for learners' diversity. Another vice-principal coordinated careers activities, moral and civic education, religious activities and extra-curricular activities to enhance the all-round development of students. Two Assistant Principals took care of the information system maintenance, staff appraisal, students' discipline and guidance.

## 學校行政與組織

永遠榮譽校監：釋覺光長老

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、釋法忍法師、  
溫果和居士、何慶蘭醫生、何美莊居士、張毅平居士、何滿添校長、  
陳世詠老師 (教員校董)、黎惠珠女士(家長校董)、  
劉國良先生(校友校董)

- 法團校董會本年度召開了三次會議，另外全年召開了七次全體教師會議。
- 一位副校長負責教師升職、社區關係、教務工作及照顧學生學習差異，另一位副校長負責協調升學及職業輔導、德育及公民教育、宗教活動、課外活動工作以促進學生全人發展。另有兩位助理校長負責教師考績、資訊系統管理、學生訓育及輔導工作。

# Achievements and Reflections on Major Concerns

## 重點關注事項的成就及反思

### **Major concern 1 : To integrate and apply learning strategies in different subjects**

#### 重點關注事項一：在不同學科綜合及應用學習策略

##### Achievements:

This was the second year of implementation for this major concern. Sharing sessions were held in the first year of implementation 2012-2013, teachers this year were more confident to adopt a series of strategies to refine their lessons and did help students learn better according to their needs and learning pace.

##### 成就：

這重點關注事項已是第二年推行。在2012-2013年第一年推行期間，學校曾安排經驗分享和交流，教師本學年亦有較大信心採用不同教學策略，以優化課堂，並協助學生根據他們的學習需要和步伐作更有效的學習。

##### Strategies and Measures taken by subjects:

- underline key words/ sentences/ missing words/draw diagrams/make annotations, etc.
- highlight important concepts or misconceptions
- look up in the dictionary to check those highlighted vocabulary (as one of the task for pre-lesson learning). And senior students will be provided with some reference materials to facilitate their understanding towards any new concepts/ topics.
- use more mind map and annotated diagrams to assist their understanding towards any new concepts as well as for debriefing and consolidation.
- time to time questioning to check understanding
- take notes during lessons
- worksheets and quizzes given
- dictation
- revision tests
- use daily examples / social-related issues to arouse their interest in pre-lesson preparation.

##### 部份科目曾採用的策略：

在重點詞彙/句子下劃線；尋找缺漏字詞；繪圖；寫下備註等；

在重要概念或常被錯誤理解的概念下劃線；

翻查字典，解釋重點詞彙作為課前備課工作；教師會為高年級學生準備參考資料，以幫助學生理解新概念/議題；

利用腦圖和有註釋的圖片協助學生理解新概念，授課後解說和鞏固學生的學習；

定時提問，以了解學生是否明白課堂所學；

在課堂上摘錄筆記；

給予學生工作紙和小測；

默書；

用作溫習的測驗；

利用日常例子/與社會相關例子以提高學生在課前預習的興趣；

### Reflection

The benefits of integrating and applying learning strategies in various subjects do help subjects to review their learning and strategies to think about that how they can help students to learn better in particular that teachers face with an increasing trend of learners' diversity in classroom. Measures adopted were found to be effective as proved by classroom observation and students assignment inspection. Those strategies helped both normal classroom teaching and the less able students to build up better foundation of skills and knowledge with the supports from teachers and their peers.

### 反思：

在不同科目綜合和應用學習策略的好處確實能讓不同學科檢視教與學策略，並思考如何能令學生進行更有效的學習，特別是教師在教學上將面對日益擴大的學習差異。學校透過觀課和檢查習作，已證明學科採用的策略具有成效。這些策略在教師和同儕的支持下，無論是在正常課堂或是在學生能力稍遜的課堂，均有助學生建立較穩固的基礎和知識。

## **Major concern 2: To boost students' confidence in learning**

### **重點關注事項二：增強學生學習的信心**

All teaching staff was briefed about the new initiatives in regard to this major concern before the end of 2012-2013 school year. Guidelines were provided to all subject departments about the requirements of the school before the commencement of the new school year.

在2012-13學年結束時，學校已向全體教師發佈有關這重點關注事項的新措施，學校亦在新學年開始前就校方所需文件為各學科提供指引文件。

Inspection of subject minutes in the mid-term and good practices and attempts were disseminated to all staff. Some subjects with fair performance had been followed up by the School Management to rectify the irregularities within a short period of time. Sharing of good practices and attempts were disseminated in Staff Meeting to enable staff to learn from peer as well as understand the standard of requirements laid down by the school.

學校會檢視學科中期檢討會議紀錄，發現有良好教學策略和新嘗試會和全體教師分享。至於部份表現未達理想的學科，管理層會有跟進行動，並期望在短時間內有改善。

良好教學策略和課堂情況亦會在全體教師會議中發佈，以讓教師作同儕學習，互相觀摩，並理解學校在教學要求的表現指標。

A formal sharing session was held in March. All teachers submitted an individual Implementation Record of the measures taken to help students help effectively after the meeting.

學年三月有正式分享環節，全體教師亦須在會議後呈交個人實踐教學策略紀錄，和已採取的措施如何能協助學生作更有效的學習。

All subjects needed to submit a comprehensive report to evaluate the strategies adopted so that they were proved to be effective in helping students to learn better.

各個科目亦須呈交完整報告，以評估採用的策略能否協助學生作更有效的學習。

Measures taken in 2013/2014:

2013-14學年採取的措施

The major concern of boosting students confidence came from the APASO data that students lack confidence in their learning, various measures were adopted in order to provide an holistic approach to boost students confidence.

They were as follows:

有關增強學生學習的信心這重點關注事項，再加上情意社交問卷中學生填寫的數據表達了他們欠缺學習信心，學校將採取一系列措施以提供整全支援，以增強學生學習的信心。措施現臚列如下：

#### 1. Assignment Plan and Policy

All Subjects reviewed and formulated the Assignment Policy Plan and Assessment Policy Plan according to subject nature and needs of students.

課業計劃和策略

所有學科需要根據學科需要和學生需要檢視及制訂課業政策和評估計劃。

Reflection :

Teachers are more aware of the importance of the formative assessments to facilitate students learning and giving timely feedback to students throughout the learning period instead of using the examination scores for promotion purpose only. Teachers had

adjusted their strategies and tempo in order to help students learn more effectively. Students were found to pay more attention on their homework. Fewer students failed to submit their homework. Less able students were encouraged to get more marks in those easy homework, group presentation & group projects.

反思：

教師已更醒覺形成性評估的重要，也明白形成性評估能有助學生學習。教師也多透過在學習過程中給予學生適時回饋，以代替純為升留班排名次用途而進行的考試。教師也有調節教學策略和步伐，以協助學生更有效地學習。學校發現學生上課時更專心。少部份學生未能呈交課業。教師亦鼓勵能力稍遜學生透過完成較淺易功課、參與課堂展示成果和以小組形式進行的專題研習以取得分數。

2. Continuous Assessment Report

To promote the use of formative assessment to facilitate student learning, a Continuous Assessment (CA) Report was issued to all students in November 2013 and early May 2014.

持續評估報告

為了增加形成性評估以協助學生學習，學校在2013年11月和2014年5月向全體學生發放持續評估報告。

Reflection :

Students had a better understanding of their learning progress. Their parents also knew more about the learning performance of their children and urged them to take early remedial actions to help their children overcome learning difficulties. For students with weaker foundation were also followed up by teachers concerned. This would reduce the chance of creating failure experience to students.

反思：

學生對學習進度有更深理解。學生家長也對子女的學習表現有更多掌握，並會提早協助子女採取補救措施克服學習上的困難。對於學科基礎較弱的學生，教師也會藉這持續評估報告跟進，這會減少對學生造成持續失敗經歷。

3. Provision of better studying environment

S4-S6 Study Room was provided and two assistant teachers took turn to look after S4 to S6 students after school till 7:00 p.m. every day.

提供較佳的學習環境：

專為中四至中六級學生提供的自修室去年開始使用，學校亦聘請兩位助理教師輪值看管學生放學後使用自修室直至晚上七時。

Reflection :

Positive feedback was received by the study room users. The improved learning environment attracted many students to stay after school doing revision till 7:00 p.m. S1 and S2 students had to stay at school in the 9<sup>th</sup> period every Monday, Wednesday and Friday doing homework and pre-lesson preparation under the supervision of teachers. The practice was much welcomed by parents that their children had chances to consolidate what they learned in a day and established a better studying habit. Some senior students formed themselves into study groups. Peer learning and inference could stimulate their motivation and created a better learning atmosphere among themselves.

反思：

使用自修室溫習的學生給予學校正面回饋，學校改善了溫習環境，吸引了很多學生留校溫習至晚上七時。由於中一和中二級學生每逢星期一、三和五均要在第九

節功課堂留校，除在教師督促下完成功課外，亦會為翌日的課堂備課。家長對這功課堂的安排一般反應良好，因為學生有機會可以在同一日內鞏固所學，並逐漸建立良好學習習慣。有部份高年級學生會自行組成讀書小組。同儕學習和互動會提高學生的學習動機，亦能在學生群中形成良好讀書的氣氛。

#### 4. Support programs to cater for students with low confidence

##### 4.1 Peer tutor scheme for S6 students

The scheme was found to be supportive for those S4 and S5 less able students.

##### 4.2 Saturday Class for S2 & S3 students

As previous year, this scheme was helpful for those less able junior students.

##### 4.3 Exam booster

S4 and S5 students were recruited to provide 1:1 tutorial support to junior form (S1-S3) students who have difficulties in studies after lessons. Some of the senior form students helped teachers in answering questions raised by S1 and S2 students in the after-school study periods. Most junior form students were thankful for senior form students who scarified their leisure time to provide them support after school or during lunch hour.

#### 支援自信心較低的學生

##### 4.1 朋輩輔導員計劃

這計劃對中四中五級能力稍遜同學能夠達到支援目的。

##### 4.2 為中二中三級同學而設的星期六班

一如往年，這計劃對初中成績稍遜同學的幫助最大。

##### 4.3 試前加油站

學校招募了中四中五級同學為初中課後有學習困難的同學在考試前作一對一的輔導。在課後的功課堂中，部份高年級同學亦會協助教師解答中一中二級同學功課上的疑難問題。絕大部份的初中同學均感激高年級同學犧牲了寶貴的空餘時間，在午膳或放學後為他們提供學習支援。

#### Reflection :

Most junior form students were thankful for senior form students and alumni who scarified their invaluable time to provide tutorial to them after school or during lunch hour or Saturday morning.

#### 反思：

大部份初中同學均感激高年級學長和舊生犧牲了寶貴時間，在放學後、午膳或星期六早上為他們提供學習支援。

#### 5. Learning and Teaching

##### Strategies and Measures taken by subjects :

- graded exercises and tasks
- Five minute revision period for the consolidation of easy and fundamental concepts of pervious lessons.
- provision of examples and illustrations
- extra lessons
- frequent practice, assessment and feedback loops
- extra support programs in the lunch time, small group tutorials or by alumni after school or in Saturday.
- less able students had to stay in the Study Room as a means of tutorial.

- re-adjust the mode of continuous assessments to help students gain a sense of achievement.
- prompt and immediate feedback given to help students understand their weaknesses and motivate them to improve themselves.
- forming study groups to facilitate peer learning.
- Revision materials, questions bank, reading profile were provided 2 weeks before the revision test. Peer learning, preparation and questions skills are required to finish the questions in the questions bank.
- video-taping of some lessons were uploaded to the YouTube to help less able to catch up and extend their learning capacity.
- Student self-evaluation after annual examinations.

## **學與教**

### **部份學科採用的策略和措施**

分層遞進的課業和工作；

每堂均設五分鐘的溫習時段，以鞏固上一課節較容易和簡單的概念；

提供習作例子和解說；

額外課堂；

安排恆常練習、評估和回饋的循環；

午膳期間的額外支援計劃；由學校或舊生提供的小組輔導或星期六課程；

能力稍遜同學需要留在自修室溫習作為輔導策略；

調節持續評估課業模式以協助學生取得成功感；

教師給予學生迅速和即時回饋，以協助學生認識自己的不足，並鼓勵學生改善；

為學生組成讀書小組以鼓勵同儕學習；

溫習測驗前兩星期，教師會將溫習資料、題目庫和閱讀資料冊派發予學生。學生需要透過同儕學習、準備工作和解答題目的技巧來完成題目庫的題目；

將部份課堂錄影後上載至 Youtube 網站，以協助能力稍遜學生追上進度和增強他們的學習效能；


學生在年終考試後進行自我檢討；

### **Overall reflection**

Surveys conducted in the past among Hong Kong schools revealed that students were more confident if they could learn better and had better academic results in school. Based on this idea in mind, we believe that our students will be more confident if they can excel in their study. A survey was conducted this year with a questionnaire to all students; the results are shown as below:

整體反思：

香港中學過去調查結果顯示學生如能有良好的學習過程和成績，他們會較具自信。根據這意念，我們相信我們的學生如能在學業取得較佳成績，他們會更具自信。本年學校亦為此向全校學生進行了問卷調查，結果請參閱下表：

2013-2014 Major concern 2: To boost student confidence in leaning		Strongly disagree		Strongly agree	
Results of questionnaire on student confidence in learning		1  5			
		Term 1 September 2013	Term 2 May 2014		
1	I think I can achieve anything once I know how to go about it.	3.24	3.32	0.07	✓
2	I make mistakes because I am not very smart.	3.10	3.11	0.01	insignificant
3	Even if I want to learn something I usually fail.	2.78	2.76	-0.02	insignificant
4	I can learn anything if I put my mind to it.	3.53	3.62	0.09	✓
5	I do not have the support of my classmates in learning.	2.41	2.48	0.07	✓
6	Better academic results	3.85	3.81	-0.03	
7	More assignments	2.49	2.28	-0.22	
8	More tests	2.53	2.39	-0.14	
9	More support from peers	3.37	3.46	0.09	
10	More encouragement from teachers	3.59	3.56	-0.03	
11	Teachers are stricter and push me harder	2.91	2.81	-0.10	

The results of the survey showed that there was a positive correlation between “Students confidence” with the items of “Better academic results”, “More support from peers” and “More encourage from teachers”. All these items gain much higher scores. The results further prove that students learn better if teachers can devise more ways, use more approaches and strategies, and provide better supports and encouragement to students. Students cannot learn once they attend a lesson, there should be some pre-lesson tasks, group work, discussions, exercises, quizzes, assessments and most importantly teachers’ feedback to students.

調查結果顯示「學生自信」和下列選項：包括「較佳學業成績」、「朋輩支援」和「教師更多的鼓勵」應有相連關係，這些項目全部獲學生給予較高評分。這結果進一步顯示如果教師能設計更多方法，採用合適的教學模式和策略，給予學生更多的支援和讚賞鼓勵，學生的學習應有更高效能。學生不能在上課後馬上有效學習，教師應有課前預習工作、小組活動、討論、練習、小測、課業和最重要的教師回饋以協助學生。

Many subjects reveal in their minutes and reports about the importance of breaking tasks into smaller chunks and provision of scaffoldings to students. Teachers’ immediate feedback and the awarding system do motivate students learn and excel themselves.

很多學科在會議紀錄均指出將繁複工作拆成較微細的概念和重點，以造成層級學習效應會有助學生學習。教師的即時回饋和計算平時分制度亦會鼓勵學生學習和追求進步。

Peer support is also important. Forming study group, mentorship supporting scheme, examination booster were proved to be effective. Both mentors and learners gain and grow for themselves in the process of support and learning. Last but not least, a better study environment can create a better atmosphere to help student develop better and sustainable study habits that enable to be life-long learners.

朋輩同儕的支援同樣重要。讀書小組、朋輩輔導員計劃和試前加油站均證明有助學生學習。輔導員和獲得輔導的學生在教學過程中均可獲益，因為教學相長。最後，較佳的學習環境亦有助學生建立良好和可持續的讀書習慣，令他們最終成為終生學習者。

## Major concern 3 :

### 重點關注事項三：To instill in our students positive values and attitudes of perseverance and self-management.

為學生建立正面價值觀、堅毅態度及自我管理技巧

#### Achievements 成就：

- S.3 MCE lessons focused on life education and the recognition and appreciation of life. After reading or watching video-clip, students could share their views on the adversity of life freely and have discussion with their teachers. Students were attentive in watching the video and willing to share their personal feelings. They also showed an understanding of the burden in life and to overcome those obstacles would be part of personal growth. Through perseverance, their passion towards life would not be stopped by the obstacles.
- After school study rooms were provided for S.5 and S.6 students until 7:00 pm during school days. More than 60 S.6 students came to have self-study and the overall % of 4+ in HKDSE has increased from 57.9% in 2013 to 60.4% in 2014.
- An overnight camp of 'Rich Mate Poor Mate' was organized for S.3 by the Guidance Committee. They could have a real taste of living under the poverty line and the life of scavengers. They also visited 'Ming Gor' (明哥) in Shum Shui Po and saw how he did his charity work with a warm heart and an attitude of perseverance. The students could cherish what they had and would not give up easily when facing difficulties in the future.
- 中三德育課集中生命教育，例如以認識生命，欣賞生命為題。同學在閱讀材料或觀看短片後，可自由發言，與教師一起探討及分享對生命及逆境的看法。內容包括肌肉萎縮的李偉霸、失去雙臂的楊佩、要靠嘴唇摸字讀書的曾芷君、預備了三年，考了兩次才成功作為紅十字國際委員會（ICRC）駐外代表的本校舊生葉維昌以及五體不滿足的力克等。學生觀看短片投入，亦願意分享個人感受。同學表示明白生命必然會面對轉變，克服困難是成長的一部份，只要堅持，困難並不阻礙自己對生命的熱愛及對個人理想的追尋。
- 每個上課天，學校都開放自修室直至晚上 7 時，每天都有多於 60 名中六學生到來自修。中學文憑試的 4 等及以上的百份率由 2013 年的 57.9% 增加至 2014 年的 60.4%.
- 輔導組為中三組織「社區深度行」夜宿活動，參加同學能真正嘗到活在貧窮線下和拾荒的生活。他們亦探訪深水埗明哥瞭解他如何以愛心和堅毅進行他的慈善工作。學生從而珍惜自己所擁有的，遇到困難也不會輕易放棄。

#### Reflections 反思

- Although the committees under the Student Support Division have provided a great varieties of activities for our students to develop their healthy morals, good attitudes, perseverance and good self-management skills, quite a number of students were found to be easy to give up in their learning and poor time-management and self-management.
- We should keep trying new methods and activities to motivate our students and to instill in their mind-set positive values. It would be a never-ending battle for the goodness of our students.
- We should find speakers with passion whose speech would be convincing, impressive and lively so that our students are willing to accept their views.
- 雖然支援學生成長的各個組別提供很多不同類型活動給學生以建立健康價值觀、良好態度、堅毅及良好自我管理技能。還是有一定數量的學生很易放棄他們的學習，時間管理和自我管理都很差。
- 我們要不斷嘗試新的方法和活動去誘導學生，建立有正面價值觀的思維模式。這會是為著學生的好處而打一場永不會完的仗。
- 我們要邀請有熱誠的講者，講話會有說服力、有感染力和生動，使學生易於接受他們的見解。

## Major concern 4 :

**重點關注事項四：To develop in our students respect for themselves, our school and society to make them socially competent.**

促使學生懂得尊重自己、學校及社會，使他們成為良好公民

### Achievements 成就：

- MCE committee produced short video with the themes: “Election” and “Civil Disobedience”. The video was used as a platform to raise the awareness of our students towards being a responsible citizen and also learn the concept of democracy, rule of law and human rights. The effect of the shooting was lively and the content was easy to understand and was well-received by our students.
- 15 student helpers provided services on school promotion day; 18 student helpers served in the Commendation Ceremony and 45 student helpers served in the S.1 registration day. Students were responsible for organizing the activity; reception; logistics; computer support and as MC of the activities. Their performance was well praised and appreciated by the teacher-in-charge.
- MCE committee invited a puppet performing group to play the puppets and taught our students the symptoms of patients suffering from attention-deficit and how to get along well with the patients. Students indicated that the play was very impressive and they had a better understanding of the sufferers and a caring and tolerance culture could be cultivated.
- Every early spring right after the Lunar New Year, all S.4 students would form groups of two and visit the elderly who live alone in Kwai Shing, Kwai Hing and Kwai Chung Estate. They would chat with them and see what they need. Students would develop a sense of responsibility to the community and to their family from this activity.
- A forum for Student Union election cabinets was held by ECA Committee and MCE Committee. Members of the cabinets had a chance to express their ideas face to face with their fellow schoolmates and also responded to questions raised by the schoolmates. This activity has raised the awareness of the students towards their responsibility in the election process in being a responsible citizen.
- 本年度德育及公民教育組推出的公民短片主題為【選舉】及【公民抗命】，以短片作為平台，提高同學的公民意識和責任，學習普世價值民主自由法治及人權。短片拍攝效果活潑，內容淺白易明，同學反應熱烈。
- 學校推廣日共超過 15 位學生參與服務；家長日- 學業成績嘉許禮共有 18 位學生參與服務；中一註冊日亦有 45 位同學參與及協助。同學於活動中參與籌劃、接待、物流、電腦及司儀等工作，均得到負責項目的老師高度的評價及欣賞
- 德育及公民教育組於 12/12/2013 邀請了街坊小子木偶劇場單位以木偶主角帶出專注力失調的症狀及與這些患者的相處方法。同學表示對於該劇印象深刻，認為有助他們對專注力失調的患者多了一份了解，培養尊重、包容及關懷的文化。
- 每年春節假期後，中四同學以兩人一組探望葵盛邨、葵興邨、葵涌邨的獨居老人，藉著和老人交談以了解他們的需要。透過此活動，學生建立對社會和家庭的責任感。
- 課外活動組及公民教育組舉辦一次學生會候選內閣的選舉論壇，讓候選內閣成員可向同學表達他們的參選及即時解答同學提問。此活動能提升學生對在選舉過程中的公民責任。

## Reflections 反思

- Our students are willing to join voluntary service; we would look for more opportunities for our students to serve the society, the elderly or the underprivileged.
- Some of our students are enthusiastic in joining political movements. They have the passion to fight for democracy, human rights, justice and rule of law. Do they really know what they are fighting for or are they brain-washed by some media. What should teachers do to let our students have balanced perspectives on controversial and hot social issues?
- Politeness of our students and cleanliness of school campus are areas of improvements. Teachers may take the initiative to greet our students warmly when we meet in the school campus. Students in each class may be assigned with the responsibility of keeping the classroom clean and tidy.
- 我們的學生很樂意參加義務服務，我們要為學生尋找更多機會去服務社會、長者或是弱勢社的機會。
- 部份同學熱衷參與社會運動。他們充滿熱誠去爭取民主、人權、公平及法治。他們是否真的認識自己所爭取的是甚麼，還是被某些傳媒洗腦？老師應該做甚麼讓同學對具爭議和熾熱的社會議題有客觀持平的立場。
- 學生的禮貌和校園清潔都是要改善的地方。老師在校園內可主動親切地和同學打招呼。每班學生都要負責保持課室整齊清潔。

## 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. Students could also practice the Buddhist teachings and be able to differentiate right from wrong. Ultimately our students will build up the virtues.

- ◆ Besides having formal lessons on Buddhism, creative activities which instill the Buddhist life concepts were arranged for our students. The Buddhist activities included Religious Adventure, Buddhist Drama, Bodhi Leaves which are lively and inspiring. And also incense offering ceremony, sharing in morning assemblies, blessing through lighting lamps, Buddha Bathing Ceremony, visiting temples to Buddha Birthday Writing Competition.
- ◆ Our Buddhist Spiritual Centre allowed the Buddhist Youth Club to run different types of activities promoting Buddhism for fellow schoolmates.
- ◆ Buddhist Youth Committee was formed by our students and was responsible for organizing various in-school and outside school religious activities under teachers' supervision. E.g. As volunteers in Tsuen Wan Buddha Bathing Ceremony and also master of ceremony in territory-wide Buddhist Story-telling competition.
- ◆ In order to cope with the senior secondary meditation curriculum, two meditation programmes had been organized. Students were led by the teachers to participate in activities inside different Buddhist monastery. Eventually the students would have a better understanding of the development of Buddhism in Hong Kong.
- ◆ Hold a "Religious Adventure" activity – [B generation], an external agent 「青一釋」 was invited to organize the activity. Through playing games and drawing, students were instilled with positive thinking and Buddhist wisdom.
- ◆ Our students participated in the 2014 Tsz Shan Monastery Summer Camp. Through Buddhist education and various religious activities, we aim to instill in students the real essence of the Buddha's teaching and apply them in life. Students can then become more intelligent and lead a fruitful life. Meanwhile, by practicing the Buddha's teachings, students can tell right from wrong and cultivate a positive attitude towards life.
- ◆ 24 S.6 students sat for the Ethics & Religious Studies Examination in HKDSE. One of them obtained 5\*\*, two obtained level 5\* and one obtained 5. Besides, ten obtained level 4.

#### 宗教教育

我們希望透過佛化教育及舉辦宗教活動，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，並使學生在生活中實踐佛理，明辨世事是非黑白，從而建立正確人生觀。

- 除了日常的佛學課堂，學校還舉辦了不同具創意及融入佛化生活理念的活動。學生參與的弘法活動有：宗教歷奇、佛誕話劇、菩提葉等活潑生動的宗教活動。還有上香會、早會分享、點燈祝願活動、浴佛大典、寺院體驗生活、佛誕徵文比賽等。
- 「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。
- 佛青團是一個由學生組織的弘法團體，協助宗教組老師舉辦校內及校外不同弘法活動。例如擔任荃灣區浴佛大典工作人員及全港佛教故事演繹比賽 2014 司儀。
- 爲了配合高中禪修課程發展，本年度宗教組舉行兩次校外禪修課程，由老師帶領中一至中六級同學到不同派別的道場參加活動，並借此認識香港道場及佛教在香港的發展。
- 舉辦宗教歷奇活動「B 世代」：邀請校外弘法組織「青一釋」來校舉辦活動，活動主要透過遊戲及繪畫「曼陀羅」來向學生灌輸正確價值觀，成功令他們認識佛教智慧的一面。
- 本校參加由慈山寺舉辦的慈山寺青少年夏令營，夏令營透過多元化的活動設計，指引學生以正見認識自己，了解生命的規律，以正念處理壓力。參加同學反映夏令營活動內容豐富，而且有趣吸引，例如透過托水鉢遊戲讓同學明白專注力及定力的重要。
- 中六級二十二位同學報考中學文憑試倫理與宗教，其中一位考獲 5\*\*及兩位考獲 5 \* 級，一位考獲 5 級，另外十位同學考獲 4 級成績。

## **Exposure to and experiences of using English**

- ◆ Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
- ◆ 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.
- ◆ 37 S.1 to S.4 students stayed in Brighton, England from 12 July, 2014 to 26 July, 2014 for a summer English Immersion Tour organized by the Australian Education Association.
- ◆ We hosted one female exchange student this year. The girl came from Austria. She was allocated to a S.4 class and she had lessons in S.4 and S.2 as well. Our overseas friend helped a lot to motivate our students to speak English in authentic situations.
- ◆ All S5 and S6 students took turns to announce news of school activities in English at morning assemblies and students of all forms have the chance to make announcements in English at various 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.

- ◆ Besides, students also participated in reception of foreign visitors (e.g. teachers and headmasters from US secondary schools) and international cultural day so as to improve their English speaking competency.
- ◆ Native English Teacher and S.4 helpers from the English Club organized 30 minutes of English Focused Activity each week for our S.1 students during the lunch time. S1 students took part in interactive activities that focused on a general theme or a topic related to English learning. Past topics had included world cuisine, technology, the environment, and English passive sentences. In order to learn more about each topic, students would watch videos, work on group writing tasks, prepare group presentations, or compete in small competitions. The NETs and student helpers ensure that students speak as much English as possible.

### 浸洗沉英語學習環境

- ◆ 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。
- ◆ 透過參與英語話劇課程、英語話劇演出及比賽，學生之聽說能力、創造力、協作能力及溝通能力等得以提升。一如往年，學生在校際英語話劇比賽中取得多個獎項。
- ◆ 37 位中一至中四的學生參加了由澳洲教育協會主辦為期 14 天，由七月十二日至七月廿六日的英國布萊頓英語體驗營。
- ◆ 本年度我們接待一位來自奧地利的交流生，獲安排於中二及中四的班別上課，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。
- ◆ 所有中五及中六級學生在早會以英語宣布學校活動，各級學生亦能在各項學校活動中使用英語擔任司儀。
- ◆ 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，學生亦參與接待外國訪客(例如七月三十一日的十多位美國中學校長及老師探訪團)及國際文化交流主辦的文化日等活動，提升英語能力。
- ◆ 外籍英語老師在數位英文學會幹事的協助下，每周和中一學生在午飯時間進行 30 分鐘的英語活動。中一同學參加圍繞特定專題的互動英語學習活動。過往的話題包括世界美食、科技、環境、英語句法等。為了增強學習效果，同學會觀看影像、進行分組寫作活動、分組匯報及參與小型比賽。

## 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. Besides, there are also S1 students sharing the good books that they have read.
- ◆ Regular news work for subscribed newspapers and online English and Chinese schemes were other ways to sustain reading.
- ◆ Students were encouraged to participate in reading and writing competitions and won awards.
- ◆ Chinese Language teachers also provided subject-based reading materials and post-reading exercises to develop the students' reading skills and reading habit.
- ◆ Collaboration with the Chinese Language Department in
  - (i) implementation of S.1 to S.5 "Student Self Purchase Book" reading scheme. Every student would borrow five books from the library in turn.
  - (ii) implementation of S.1 to S.3 "extensive reading scheme" and library was responsible for printing and distributing the reading record forms.
  - (iii) "Chinese Book Report competition".
- ◆ The school library organized three talks by professional writers, two were held in the school hall and one in library and two book exhibitions in the school hall.
- ◆ The library set up an account in the face-book to provide updated information such as new books released every month for students.

## 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，並設有 4 節閱讀時段供同學分享閱讀書籍的心得；另外亦有中一級同學作好書分享和推介。
- ◆ 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。
- ◆ 鼓勵學生參加閱讀及寫作比賽並取得獎項。
- ◆ 中文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。
- ◆ 與中國語文科合作：
  - (i) 推動中一至中五級「學生自購書」閱讀計劃，每位學生輪流往圖書館借閱五本圖書。
  - (ii) 推動中一至中三級「廣泛閱讀計劃」，圖書館負責印刷及派發閱讀紀錄表。
  - (iii) 合辦「中文閱讀報告比賽」。
- ◆ 學校圖書館本年度舉辦了三次作家閱讀分享演講，兩次在禮堂、一次在圖書館；兩

次禮堂書展。

- ◆ 圖書館在臉書設立網頁，讓學生知悉最新的資訊，例如每月新書。

## **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 four classes divided into five groups.
- ◆ S.4 to S.6 students were grouped into 6 classes with a smaller class size of 33 each.
- ◆ After school Mathematics tutorial classes were organized to help S.1 to S.5 students to catch up and S.6 students to tackle with the HKDSE examination.
- ◆ Saturday classes were organised for S.1, S.2 and S.3 students experiencing difficulties in using English to learn, so that they could be equipped with more efficient learning strategies to adapt to using English to learn effectively.
- ◆ S.2 small group guidance was tailor-made to help students in need of special care.
- ◆ Every Monday, Wednesday and Friday, after-school homework classes were arranged for S.1 to S.2 students to do their homework under the guidance of a teacher.
- ◆ 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 to enroll in related courses.
- ◆ Elite students were encouraged to participate in Secondary Schools Biology Olympiad and they obtained satisfactory results which would boost their confidence in learning.

## **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採用小班教學，四班學生分別分成五組上課(其中一組爲拔尖組、一組爲補底)。中四至中六每級學生編成六班上課，每一班人數減少至三十三人。
- 數學科中一至中五設課後輔導班。
- 每逢週末安排中一、中二及中三級「週六輔導班」，旨在提升部分未

能適應用英語學習

- 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。
- 中二級設課後小組輔導班，旨在對個別有需要同學提供協助。
- 每逢星期一、三、五放學後安排功課指導班給中一至中二同學，由老師指導完成功課。
- 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。
- 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修讀相關課程。
- 鼓勵精英學生參加中學生物奧林匹克比賽，讓他們取得滿意成績以增強他們學習的自信。

## S.1 Learning Support

- ◆ The Secondary School Life Adaptation Course was organised from 16 July, 2014 (Wednesday) to 23 July, 2014 (Wednesday) for S.1 students. The programme included crucial areas such as breaking the barrier of learning in English medium, study skills development, familiarization with the new environment and school life, self-management as well as communication. The basic learning skills for English, Chinese, Mathematics, Life & Society, Integrated Science and History were also provided. The programme was delivered in the form of workshops, lectures, peer-guidance and games. Students also acquired knowledge through co-operative learning activities.
- ◆ Secondary One language had smaller class size to give each student more individual attention and to cater to the needs of students with mixed abilities.
- ◆ Saturday Classes were organized to help students adapt to learning in English medium.
- ◆ The Peer Mentor Scheme of the Guidance Committee allowed senior form students to organize activities that could help the adaptation of S.1 students to secondary school life.
- ◆ S.1 Class teachers are patient and caring. They maintained good communication with parents, guidance teachers and school social worker for early identification of students with adaptive problems and provision of necessary support.

## 中學生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十六日至七月廿三日舉行的中學生生活適應課程。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。課程亦包括英文、中文、數學、社會與生活、綜合科學及歷史科的基礎學科學習技巧，亦從合作學習活動中獲得知識。
- 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。
- 2013-2014 學年每逢週末學校安排週六輔導班協助有需要的中一同學適應使用英語學習。
- 輔導組的朋輩輔導計劃讓高年班學生透過活動協助同學盡快適應中學校園生活。
- 中一班主任老師都是很有耐性及關懷學生，他們和家長、輔導老師、學校社工保持良好溝通，以便更快辨別有適應困難的學生和提供合適援助。

## Support for Student Development

- ◆ The Religious Committee organized activities for our students to enrich their spiritual life and to create a more harmonious school climate. Students were provided with meditation activities which could help them relieve stress. Other activities also helped students improve their self-confidence and a better understanding of their capabilities and strength.
- ◆ The Guidance Committee organized activities which aimed to enhance students' organizing skills, problem solving skills, communication skills and interpersonal skills, which could indirectly help students polish their learning strategies. The Guidance Committee also empowered students to be in charge of guidance programs and encouraged students to explore their leadership potentials. In order to boost the spirit of S.6 students and help them to reduce their academic stress, the Guidance Committee organized a sweet soup gathering regularly in this year. Guidance Committee would provide individual career counseling to S.6 students. There was a close collaboration between the Guidance Committee and the Board of Discipline so that updated information about students in need could be exchanged more timely.
- ◆ ECA Committee would encourage students to join more external training, competitions and performances and the fees were partly subsidized. ECA Committee and Careers Committee jointly organized a leadership training session for S.3 and S.4 students during the post-examination period for training future ECA leaders. To encourage S.1 students to join uniform groups, they were subsidized on buying uniforms.

- ◆ The Board of Discipline would find out students with behavioral problems and would provide tailor-made correction schemes for some of them continuously. Each student would be followed for 2 years and after this, if the student was not involved in any serious misbehavior, the follow-up would be terminated or passed to the Guidance Committee.
- ◆ The School-based After-school Learning and Support Programmes provided financial support to students with financial difficulty to participate in various learning activities.

## 我們對學生成長的支援

- ◆ 宗教組透過佛學課及所舉辦的活動，令學生享受到更充實的精神生活，令學校有更和諧的學習氣氛。校外禪修活動能幫他們釋放壓力。舉辦宗教歷史活動「B世代」，向參加者灌輸「佛法正能量」，推動他們重新出發，提升其自信心，並更明瞭自己的能力與專長，也明白到人與人的互相扶持與合作，是達致成功、圓滿的重要因素。早會短講由佛學科老師與學生從宗教角度分析時人時事，借此認識及關心社會。
- ◆ 輔導組舉辦活動以增進學生的組織力、解難能力、溝通能力和人際關係技巧，從而間接改善學生的學習技能。輔導組亦讓學生統籌活動，從而發展他們的領導潛質。為替中六同學打氣和減壓，輔導組定期舉辦糖水會。輔導組又會為中六同學提供個別選科輔導。輔導組和訓導處緊密合作，快速互通學生的最新資料。
- ◆ 課外活動組鼓勵同學參加更多校外訓練班、比賽和表演，並資助部份費用。課外活動組又和升學及就業輔導組合作，在試後組織一次領袖培訓活動給中三及中四同學，培訓未來的學會領袖。為了鼓勵中一新生參加制服團隊，校方資助部分制服費用。
- ◆ 訓導處找出有行為問題學生，並為個別同學提供持續改善計劃。跟進以2年為限，如同學於第二學年未有嚴重違規行為，則停止跟進或轉交輔導組跟進。訓導處又會舉辦支援學生需要的禮堂周會。
- ◆ 課後學習支援計劃提供援助予有財政困難的學生，使他們可以參加各種學習活動。

# Student Performance 學生表現

2014 HKDSE total no. of subject score with level 4 or above: 657 (60.4%)

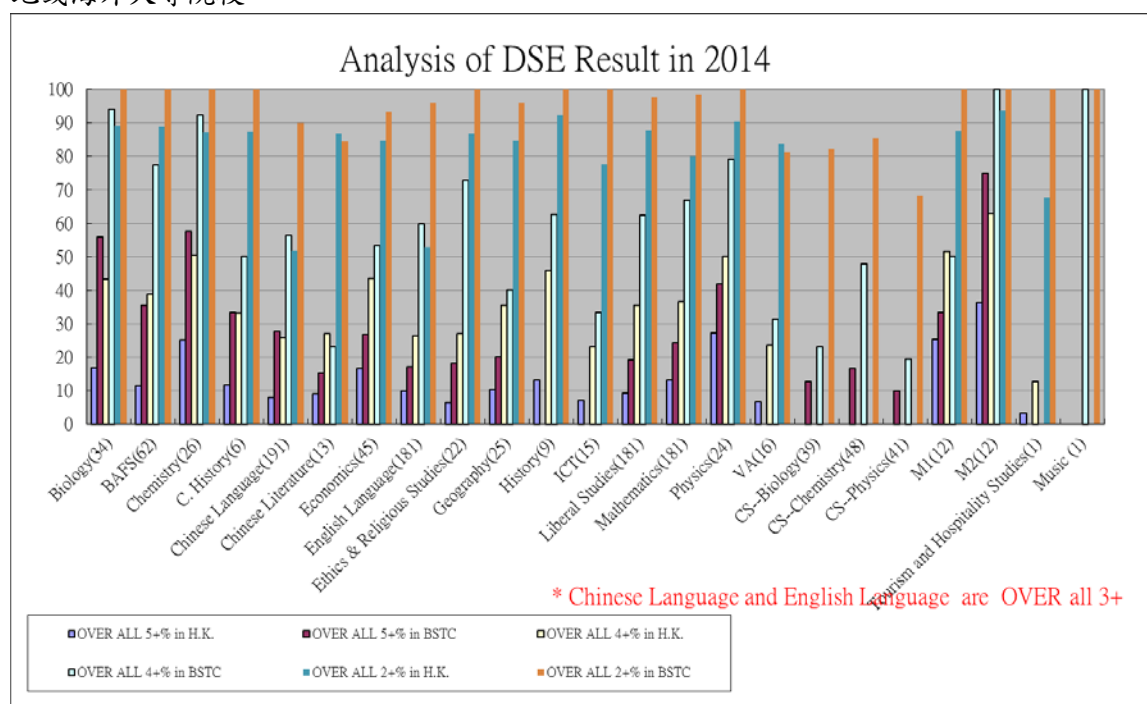
2014 中學文憑試各科達四級或以上的總科次：657 (60.4%)

2014 HKDSE Best Score 中學文憑試最佳成績

- 3 X 5\*\* + 1 X 5\* + 3 X 5
- 3 X 5\*\* + 1 X 5\* + 2 X 5

63% of S6 graduates entering JUPAS undergraduate programmes and 92.3% going to local or overseas tertiary institutions.

百分之六十三的中六畢業同學獲分派聯招大學學士學位；百分之九十二的中六畢業同學升讀本地或海外大專院校



## 2013 年全港性系統評估 (TSA)

科目 Subject	完成紙筆評估 的學生人數 Number of students completing written assessment (A)	已達基本水平 的學生人數 Number of students achieving Basic Competency (B)	學校已達基本水平 的學生百分率 School percentage of students achieving Basic Competency (B/A x 100%)	全港已達基本水平 的學生百分率 Territory-wide percentage of students achieving Basic Competency
中國語文 Chinese Language	176	172	98	77
英國語文 English Language	176	175	99	69
數學 Mathematics	177	173	98	80

## Scholarships 獎學金 2013/2014

<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	13
● Shum Heung Lam Foundation Special Scholarship 沈香林基金特別獎學金	0
● Cheung Miu Yuen Scholarship 張妙願居士獎學金	3
● Sir Edward Youde Memorial Prize 尤德爵士紀念基金獎	0
● 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
● Hong Kong Buddhist Association Buddhist Studies Award 香港佛教聯合會佛學獎	3
<b>Internal 校內 :</b>	
◆ Dr. Ho Sin Hang Foundation Academic Award 何善衡夫人獎學金	90
◆ Madam Ho Sin Hang Buddhist Studies Award 何善衡夫人佛學獎	3
◆ Conduct Award 操行獎	60
◆ Service Award 服務獎	60
◆ The Alcuin Li Wai Keung ECA Scholarship 利偉強課外活動獎學金	12
◆ The Silver Jubilee Memorial Scholarship 銀禧校慶紀念獎學金	2
◆ Mathematics Award 數學獎	15

## Prizes won in Inter-school Competitions 校際比賽獎項 (2013-2014)

THE ARTS 藝術		
Organization 主辦機構	Competition 比賽	Award / Prize 獎項
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	The 66th Hong Kong Schools Music Festival 第六十六屆香港學校音樂節 Piano Solo (grade 8) 8 級鋼琴獨奏  Guitar Solo (Junior) 結他獨奏 (初中組) Foreign Language Age 14 or under Vocal Solo (Girl) 英語 14 歲或以下女聲獨唱 Erhu Solo (Junior) 初級組二胡獨奏 Clarinet Solo(Junior) 初級組單簧管獨奏	First, Second and Third 第一、二、三名 First 冠軍 First 第一名 Third 第三名 Third 第三名
International Musical Cultural Centre/ Hong Kong Music Development Centre 國際音樂文化聯合會 / 香港音樂發展中心	2013 Hong Kong International Youth Music Competition Piano Solo 2013 香港國際青少年器樂大賽鋼琴獨奏	Youth Group B Bronze Award 少年 B 組銅獎
Yuen Long Town Hall 元朗大會堂	2014 Hong Kong Children and Youth Piano Contest 2014 全港青少年鋼琴大賽	Second and Bronze Award 第二名及銅獎
Hong Kong Schools Dance Association Limited and the Education Bureau 香港學界舞蹈協會有限公司及教育局聯合主辦	The 50 <sup>th</sup> School Dance Festival Jazz and Street Dance 第 50 屆學校舞蹈節爵士舞及街舞	Highly Commended Award 甲級獎
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	65th Hong Kong Schools Speech Festival (English) 第六十五屆香港學校朗誦節(英文)	Two Champion, nine 1st Runner-Up, seven 2nd Runner-Up And seventy three Merits 兩個冠軍、九個亞軍、七個季軍及七十三個優異
	65th Hong Kong Schools Speech Festival (Chinese Speech) 第六十五屆香港學校朗誦節(中文)	Five Champions, two 1st Runner- Up, two 2nd Runner-Up&twenty six Merits 五個冠軍、兩個亞軍、兩個季軍及二十六個優異，並獲中五級男女粵語集誦冠軍
Leisure and Cultural Services Department 康樂及文化事務處	2013 Hong Kong Youth Music Interflows-Chinese Orchestra Contest 2013 香港青年音樂匯演中樂團比賽	Bronze award 銅獎
Buddhist Kam Lai Kindergarten 佛教金麗幼稚園	File cover design competition 創意快勞封面設計比賽	Champion 冠軍
Hong Kong Association for Economics Education 香港經濟教育協會	Interschool Comics Design Competition 全港經濟漫畫設計比賽	Champion 冠軍

China Youth & Children Research Association 中國青少年研究會	13 <sup>th</sup> Star River National Children's Fine Arts Calligraphy & Photography Contest Chinese Children's Fine Arts Calligraphy & Photography Works 第十三屆星星河全國少年兒童美術書法攝影大賽	Grand Prize 特等獎 1 名 Five First Class Honor 壹等獎 5 名 Three Second Class Honor 貳等獎 3 名 Two Third Class Honor 叁等獎 2 名 Two merits 優異獎 2 名
The Kwai Ching Committee of the Community Youth Club 公益少年團葵青區委員會	Drawing Competition 「活出關懷與尊重推動和諧與共融」主題活動繪畫比賽	Outstanding Award 優異獎
The Chinese Manufacturers' Association of Hong Kong 香港中華廠商聯合會	The 48th Hong Kong Brands and Products Expo Fair - inter-school video making competition 第 48 屆工展會-全港中學生廣告短片創作比賽	Merit award 優異獎
Mega Ice	Inter-school drawing competition 聖誕夢幻冰 FUN 樂園全港校際創意繪畫比賽	18 merits 優異獎 18 名
Native English Speaking Teachers' Association (NESTA)	Speak Out-Act Up Improvised Drama Competition 2012/13 即興話劇創作比賽	Best Use of Dramatic Technique 最佳話劇技巧獎 Superstar Performer 最佳演員
<b>ACADEMIC &amp; OTHERS 學術及其他</b>		
English Builder (Pearson) 培生智慧門	English Builder Student of the Year 智慧門英文網上學習年度學生	Junior Forms First Runner-up 初級組第二名
The Cultural and Educational Association of the New Towns 新市鎮文化教育協會	The 16th Hong Kong Schools Mandarin Speaking Contest (Junior Secondary, New Territories) 第十六屆全港中小學普通話演講比賽 2014(新界區初中組) 18th Hong Kong Inter-school Couplet Competition 第 18 屆全港學界對聯創作比賽	Silver Award 銀獎  merit 優異獎
JCI Peninsula 半島青年商會	Youth Letter Writing Competition 「青年家書」寫作比賽	Senior form first-runner up. 高中組亞軍 Junior form champion, first runner-up and merit award 初中組冠軍、亞軍及 1 個優異獎
Committee On Respect Our Teachers Campaign 敬師運動委員會	Salute To Teachers 2013 Writing Competition 「向老師致敬 2013」中文徵文比賽	One merit award 1 個優異獎
The Hong Kong Institute for Promotion of Chinese Culture 香港中華文化促進中心	China Essay Competition for Secondary Students (Hong Kong Region) 中國中學生作文大賽 (香港賽區)	3 merits in Senior Form 高中組 3 個優異獎 One silver award and 2 merits in Junior Form 初中組 1 個銀獎及 2 個優異獎

The Kwai Ching Committee of the Community Youth Club 公益少年團葵青區委員會	Movie Review Writing Competition 電影欣賞徵文比賽	Two Outstanding Awards 2 個優異獎
ChocoChannel 巧·克·力網上學習平台	A Midsummer Night's Dream Crossover (writing competition) 仲夏夜之夢 Crossover (寫作比賽)	Five Outstanding Essay in School 5 個各校最受歡迎文章獎 One Overall Outstanding Essay 1 個整體最受歡迎文章獎
Hong Kong Public Libraries 香港公共圖書館	2014 Chinese Story Writing Competition 2014 年學生中文故事創作比賽	Second runner-up and one merit 季軍及 1 個優異獎
The Hong Kong Buddhist Association 香港佛教聯合會	2013-2014 Buddha's Birthday Writing Competition (Secondary Schools) 中學組 2013-2014 年度佛誕徵文比賽 Buddhist Story-telling competition 2014 佛教故事演繹比賽 2014 21st Joint-school Chinese Group Discussion Competition 第 21 屆中文科聯校小組討論比賽	Champion 冠軍  First Runner-up 亞軍  Outstanding Performance Award 卓越表現大獎
The Leo Club of Hong Kong 香港青年獅子會主會	Learning--I have my say! 「學乜我話事」自學計劃	Open Group Section Champion 公開團體組冠軍
Hong Kong Red Cross 香港紅十字會	Best unit (Kwai Tsing District) 葵青區傑出青年團	Champion 冠軍
	Divisional Best unit (WNTD) 新界西總部傑出青年團	Champion 冠軍
	Departmental Unit of Year 部門傑出青年團(全港)	1st Runners-up 亞軍
	Departmental Service Shield 部門服務盾(全港)	2 <sup>nd</sup> Runners-up 季軍
	Hong Kong Red Cross Division (WNTD) First Aid Competition 新界西總部急救比賽	1st Runners-up 亞軍
	Hong Kong Red Cross Division(WNTD) Nursing Competition 新界西總部護理比賽	1st Runners-up 亞軍
	Divisional International Friendship Album Design Competition (WNTD) 新界西總部國際交誼品設計比賽	1st Runners-up 亞軍
	Divisional Training Shield (WNTD) 新界西總部訓練盾	Champion 冠軍
	Divisional Service Shield(WNTD) 新界西總部服務盾	Champion 冠軍
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
Hong Kong Secondary Schools Debating Society	Hong Kong Secondary Schools Debating Competition 2013-2014 香港中學辯論比賽 2013-2014	First Place (Regional) & Second Place (Regional) 第一名及第二名
Po Leung Kuk and Hong Kong Association for Science and Mathematics Education 保良局及香港數理教育學會合辦	The 16th Hong Kong High Achievers Selection 第十六屆香港青少年數學精英選拔賽	Second-class Honor & Third-class Honor 二等獎及三等獎

PuiChing Academy 培正專業書院	PuiChing Invitational Mathematics Competition 2014 培正數學邀請賽 2014	Four Merit 4 個優異獎
Hong Kong Buddhist Association Secondary Schools 香港佛教聯合會會屬中學	The Twenty-eighth Joint Buddhist Schools Mathematics Competition, 2014 第二十八屆香港佛教中學數學比賽	Group Event Champion, Individual Event Champion & First-runners Up 團體賽冠軍、隊際賽冠軍及亞軍
Hong Kong Biology Olympiad for Secondary Schools 香港中學生物奧林匹克	Biology Olympiad Contest 生物奧林匹克比賽	3 First-class Honor, 4 Second-class Honor, 2 third-class Honor & 4 merits 3 個一等獎、4 個二等獎、2 個三等獎及 4 個優異獎
Hong Kong Museum of History, Hong Kong Institute for Promotion of Chinese Culture 香港歷史博物館香港中華文化促進中心	The Second Inter-school Competition of Project Learning on Hong Kong's History and Culture 第二屆校際香港歷史文化專題研習比賽	Junior form first runners-up 初級組亞軍
The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung & Tsing Yi District 荃灣葵涌及青衣區中學校長會	Outstanding Students Award 2013-14 荃灣、葵涌及青衣區傑出學生選舉(2013-2014)	Outstanding Student Award 2013-14 荃葵青區傑出學生 2013-14
<b>SPORTS 體育</b>		
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)	Inter-School Swimming Competition 校際游泳比賽 Girls Grade A 50M Breast Stroke 女子甲組 50 米胸泳	2nd Runner-up 季軍
	Inter-School Basketball Competition 校際籃球比賽 Boys Grade B 男子乙組	2nd Runners-up 季軍
	Inter-school Badminton Competition 校際羽毛球比賽 Boys Grade A 男子甲組	Champion 冠軍 The Most Valuable Player 最有價值運動員 1st Runner-up 亞軍
	Inter-school Athletics Meet 校際田徑比賽 Boys Grade C Long Jump 男子丙組跳遠 Boys Grade C 100M Hurdle 男子丙組 100 米跨欄 Boys Grade C 4 x 100M Relay 男子丙組 4 x 100 米接力	1st Runner-up 亞軍 2nd Runner-up 季軍 2nd Runner-up 季軍

<p><b>The Hong Kong Buddhist Association</b> 香港佛教聯合會</p>	<p>The Hong Kong Buddhist Schools' 25th Joint School Sports Competition 全港佛教中學第廿五屆聯合運動大會 Girls Grade B Team Championships 女子乙組團體賽 Girls Grade B Long Jump 女子乙組跳遠 Girls Grade B 100M Hurdle 女子乙組 100 米跨欄 Girls Grade B 400M 女子乙組 400 米 Girls Grade B 4 x 100M Relay 女子乙組 4 x 100 米接力 Boys Grade A Discus 男子甲組擲鐵餅 Boys Grade A High Jump 男子甲組跳高  Boys Grade C Long Jump 男子丙組跳遠 Boys Grade C 100M Hurdle 男子丙組 100 米跨欄 Boys Grade C High Jump 男子丙組跳高 Boys Grade C 400M 男子丙組 400 米 Boys Grade C Individual Championship 男子丙組個人全場</p>	<p>2nd Runners-up 季軍 Champion 冠軍 Champion 冠軍 2nd Runner-up 季軍 2nd Runner-up 季軍 Champion 冠軍 1st Runner-up &amp; 2<sup>nd</sup> Runner-up 亞軍及季軍 1st Runner-up 亞軍 Champion 冠軍 1st Runner-up 亞軍 2nd Runner-up 季軍 2nd Runner-up 季軍</p>
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## 佛教善德英文中學

### 健康校園政策施行報告 2013-2014

本校一向注重同學的身心發展，希望同學擁有積極正面的態度面對問題及挑戰、強健的體魄以應付學業和生活上的需要，並建立良好的人際關係及正面的價值觀。

本校於 2013-2014 施行以下措施，為同學提供一個關愛、健康和安全的校園：

#### 1 派發健康資訊刊物及單張

- 定期及更換張貼宣傳海報及派發健康資訊單張。
- 在當眼處張貼宣傳衛生資訊之海報，在校務處外放置衛生單張，以吸引同學注意，效果良好。
- 通過 e-Class 將一些健康活動比賽或資訊發放給學生，由於發放者能監察收看電郵訊息的人數及班別，故能跟進進程。

#### 2 學生健康服務計劃

- 全校 990 位學生，共 866 人參與，參與人數超越 87%。不參與者多為已參與私人醫療公司計劃或時間未能配合。
- 由於反應良好，明年將繼續參與

#### 3 註校護士計劃

- 由於註校護士關姑娘等工作忙碌，直至學期完結亦未能抽空與本校商討合作及有關項目，只好寄望明年會否有合作的空間。

#### 4 建立健康大使團隊

- 大使的職責在於參與及計劃學年的健康活動。
- 今年學生團隊的表現及責任感較去年為佳，但策劃籌備以至實施，仍欠缺周詳的計劃，以致往往未能按時完成工作，要老師多番查詢及提點。
- 由於下半年的工作主要以講座為主，組員可參與度較低；此外，同學於下學年功課繁忙又或是忙於補課，故未有再統籌及進行新的活動。
- 尚未與學生組員檢討本年度之工作成效及作感想分享，期望下年度開學時能安排新內閣與舊成員作一次深入的分享及交流，使將來在籌辦及運作上增加效率。
- 已邀請部份中四甲班同學參與來年的工作團隊，並將於下學年初與今年的組員見面，互相交流。

#### 5 講座及戲劇系列

- 由於學校禮堂須作出緊急維修，故中一至中三的修身文化講座一再延期，最終於 28/2/2014 完成。由於主題貼近學生生活，又加上講者取材生活化，多以大家認識的知名人士作例子，亦有充滿互動性的問答遊戲，故同學反應熱烈，表現投入
- 中四及中五級的瘦身文化講座亦已於 27/3/2014 完成。講座內容與初中組相似，但因應校方要求在尾段加插了一些情緒與壓力及瘦身的關係。由於講者風趣、內容生動又貼近學生的需要，故同學在講座中表現投入，特別在發問環節中更表現積極，不斷向講者提出飲食與瘦身的問題，非常投入。
- 29/4/2014 為初中準行了情緒管理的講座，由於健康教育組兩位同事均須於當日上課，未能參與講座，但詢問其他同事認為內容適合同學需要，同學的反應及投入尚可。

- 嘉賓的說話技巧及講座內容對學生的適切性，影響同學的投入度。幸好今年所邀請的講者及選擇的內容均切合同學的需要，故明年會更加小心選擇，讓同學更加得益。另外 8/7/2013 邀請了義工護士為中一同學進行心臟病的講座，期間設立問答環節，同學反應熱烈。

## 6 流感疫苗注射

- 16/10/2012 進行了全校性疫苗注射，由於校方事前準備充足，有關機構亦派了 5 位護士及職員到校為教職員學生注射，故在人手充足下縮短了預定時間。
- 來年之運作程序將依據今年度的情況，但會以學校工友到各班傳遞注射疫苗訊息，儘量避面運用中央廣播，以免所發聲響騷擾各班上課。
- 本年度共約 500 人參與，但部份同學最終未有繳交同意書或患病而沒有進行注射，故實際有 461 位學生及 32 位教職員參與。

## 7 健康攤位及展覽

- 12-15/12/2013 為健康週，主要以攤位及展板形式介紹動物傳染病給及其預防方法
- 學生團隊製作進展緩慢，時間管理欠佳，但表現認真
- 開放日當天，同學均主動向家長介紹展板內容，或向小學生教導遊戲攤位玩法。同學表現投入，亦見耐性。
- 14-15/12 的攤位遊戲日，兩天共派出 340 張遊戲券，星期六的校外參與生（小六生），亦見投入參與。
- 建議明年主題可更大眾化，以發揮推動大眾注意健康的目的。

## 8 壁報板

- 上半年主題為【瘦身 傷身】、計算卡路里以及動物傳染病為題，下半年為季節流感。效果一般，同學及有關老師均認為可用輕鬆及生動的漫畫去表達訊息，太多文字版會令人覺得沒趣，減低吸引力。

## 9 徵文比賽

- 4C 班同學蔣泳桐參加了世界糖尿病日 2013 香港站活動【寫你我糖心】徵文比賽，並取得高級組優異獎。

## 10 利用網上平台宣傳健康活動

- 由於各機構寄來資訊豐富繁多，為能讓同學更方便接觸更多有用的健康資訊及比賽等活動，本組會以 eClass 發放訊息，有不少同學以 eClass 回覆或查詢活動的內容或報名方法，成效不俗。

- 11 健康教育組推薦了 4 位中三的同學參加由香港吸煙與健康委員會舉辦的無煙青年大使領袖訓練計劃，並於 12/8-13/8 入營受訓。同學在參與訓練營同時亦須學以致用，於 9 月至 12 月期間須將禁煙訊息在社區或學校推廣，詳細計劃將於下年度商討。參加學生：謝盈康 3D 莊熙樺 3D 林瑋素 2D 王倩雅 3C

- 12 本校於三月份參加了由香港青少年服務處心弦成長中心所舉辦的【國際禁毒日】標語設計比賽，通過 eClass 發放比賽訊息，共收到 25 份參賽作品，4C 班劉雅欣同學奪得優異獎。



## Financial Summary 財務報告 (2013 - 14)

### 學校周年財務狀況 (2013- 14) :

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f
A. EOEBG Grant				
Original Baseline Reference		1,792,513.68		
Integrated Science			8,068.30	
Visual Art			50,674.40	
Home Economics			20,599.80	
Computer Literacy			1,111.50	
Putonghua			0.00	
Chinese Language & Culture			2,218.50	
Biology			73,550.43	
Chemistry			7,604.30	
Lift Maintenance Grant			69,770.10	
Moral and Civic Education Grant			5,070.10	
Chinese Extensive Reading			9,273.20	
English Extensive Reading			14,508.25	
Guidance and Discipline Programme Funds			31,645.65	
School & Class Grant			1,733,262.89	
Sub Total (A)		1,792,513.68	2,027,357.42	(234,843.74)
School Specific Grants				
Administration Grant	2,426,441.76	3,531,798.00	3,764,912.17	2,193,327.59
Noise Abatement Grant	0.00	464,020.00	464,020.00	0.00
Composite Information Technology Grant	373,962.40	392,943.00	350,429.01	416,476.39

Capacity Enhancement Grant		512,866.46	537,792.00	509,020.00	541,638.46
Sub Total (B)		<u>3,313,270.62</u>	<u>4,926,553.00</u>	<u>5,088,381.18</u>	<u>3,151,442.44</u>
Grand Total (A) + (B)		<u><u>3,313,270.62</u></u>	<u><u>6,719,066.68</u></u>	<u><u>7,115,738.60</u></u>	<u><u>2,916,598.70</u></u>
B. Outside EOEBG Grant					
Teacher Relief Grant		404,326.83	182,699.00	50,243.00	536,782.83
Committee on Home-School Co-operation Project Cash Grant for School-based After-school Learning		14,899.50	14,811.00	12,700.00	17,010.50
and					
Support Programmes		201,060.20	129,600.00	265,533.00	65,127.20
Fractional Post Cash Grant		413,453.50	0.00	390,150.00	23,303.50
Diversity Learning Grant (Applied Learning)		138,117.00	0.00	140,404.00	(2,287.00)
Liberal Studies Curriculum Support Grant		110,282.37	0.00	59,335.87	50,946.50
Extra Senior Secondary Curriculum Support Grant		500,000.00	250,000.00	372,348.00	377,652.00
Diversity Learning Grant (Other Programmes)		105,807.96	0.00	65,637.15	40,170.81
Learning Support Grant		24,200.00	0.00	0.00	24,200.00
Moral and National		443,846.15	0.00	170,526.00	273,320.15
Senior Secondary Curriculum Support Grant		366,230.00	741,510.00	1,108,895.75	(1,155.75)
Grant Upgrade Websams	50,000.00	0.00	50,000.00	50,000.00	0.00
	0			0	0
Grand Total		<u><u>2,722,223.51</u></u>	<u><u>1,368,620.00</u></u>	<u><u>2,635,772.77</u></u>	<u><u>1,455,070.74</u></u>
II. School Funds (General Funds)					
Tong Fai		544,910.00	128,470.00	0.00	673,380.00
Donations		5,751.00	382,536.94	355,540.00	32,747.94
Approved Collection for Specific Purposes Account		902,159.35	83,218.75	23,080.00	962,298.10
Grand Total		<u><u>1,452,820.35</u></u>	<u><u>594,225.69</u></u>	<u><u>378,620.00</u></u>	<u><u>1,668,426.04</u></u>

## **Feedback and reflection 回饋及反思**

**Taking into consideration of the expected increase of the students' diversity in the coming few years, the school is committed to handle the problem in a holistic approach through both subject-based strategies as well as boosting students' confidence in learning on the whole. The major concerns for the past few years mainly emphasize on the effectiveness of learning and teaching, which is also the consensus of the teaching team to make our school campus a supportive learning community. By arranging the opportunities for more professional sharing and dialogues among teachers from different subjects, we expect we may further improve the effectiveness of the lessons and learning experiences we provide for our students.**

**As for the HKDSE 2014, the improvements of the DSE results provided the opportunity for the school to reflect on the importance of boosting students' motivation and confidence. The S6 students in 2013-2014 actually were not so brilliant and their performance in S4 & S5 were only fair. However, by providing the self-study rooms until 19.00 as well as some encouraging activities like the "Sweet soup gathering", it was proved that students took the initiative to revise and stay behind after school to do the revision, as well as asking teachers for advice to improve. Hence the school will continue to use various strategies to boost students' confidence and morale so that they will have more support in handling the broad curriculum of HKDSE.**

考慮到學生個別差異在未來數年將持續擴大，學校決意要從科本多元策略和提升學生學習信心的整體層面應對這問題。過去數年，學校的重點關注事項主要集中關注學與教的效能，這也是教師團隊的共識，期望能讓學校成為相互支持的學習社群。透過校方安排的眾多專業交流和對話機會，任教不同科目的教師均可作經驗交流，校方亦期望藉此分享能進一步提升果堂效能和為我們的學生安排更豐富的學習經歷。

2014 年的中學文憑試成績有改善給予學校反思機會，特別是在加強學生的學習動機和學習信心。去屆中六同學在中四和中五時學習表現只屬一般，但隨著校方去年為他們提供開放至晚上七時的自修室和打氣的「糖水聚會」後，這些安排已獲證明能令學生更積極主動留校溫習，或尋找教師詢問學習上的疑難。未來學校會繼續利用多元策略提升學生學習信心和士氣，令他們面對寬廣的中學文憑試課程時可以有更大支持。

# Appendix 附件

## Evaluation Report on the Use of Capacity Enhancement Grant, 2013/2014

### 2013/2014 學年學校發展津貼用途檢討報告

Target Areas	Implementation	Benefits gained	Evaluation
<p>The use of IT in teaching 使用資訊科技教學</p>	<p>To employ an IT Assistant to facilitate the use of IT in teaching by teachers and ease teachers' workload 聘請一位資訊科技教學助理，以協助教師使用資訊科技教學 Setting up of IT systems like e-payment so as to ease teachers' non-teaching workload. 設立電子付款系統以減輕老師非教學工作負擔。</p>	<p>IT equipment and computer network was kept in good condition and repair work of IT equipment was done efficiently. 電腦器材及網絡的狀態都能保持良好，維修工作亦有效率。 Teachers' workload was eased as they were freed from collecting fees in class. 因為老師不用收費，老師非教學工作得到減輕。</p>	<p>The IT Assistant could largely raise the maintenance efficiency and speed up the repairing work. 資訊科技教學助理能很大程度提升管理效能及維修速度。 As the e-payment system was still on trial period, it was not open to all forms yet. 因為電子付款系統仍在試行階段，還未全面實施。</p>
<p>Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要</p>	<p>A. To offer tutorial programmes: 開辦輔導班 A1. Saturday Tutorial Class for students having difficulties in using English as the learning medium in S.1, S.2 and in the Chinese and English for S.3 專為中一至中二級同學而設的星期六輔導班，讓對使用英語作為學習語言有困難的學生參加。專為中三級同學而設的星期六輔導班則教導學生中、英文科。</p>	<p>To assist teachers in caring for students with special learning needs 協助教師照顧學生的特別學習需要</p>	<p>A1. Most of the students who attended the first term Saturday Tutorial Class showed improvement after completing the tutorial programme. 大部份出席周末補習班的學生均能在學業成績有所進步。 Out of the 26 participants of S.1 Saturday Class, 23 (88%) of them showed improvement in at least one of the subjects being taught. Most of them got 10 positions in form better than that in the first term. The best improving student got 36 positions in form better than that in the first term. (History: from position 114 to 78) 於 26 位參加中一周末補習班的學生中，23 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</p>

	<p>A2. Peer Tutor Scheme and after school Maths Tutorial Classes – tutorial groups are arranged with graduates currently studying in the university as tutors to help students to catch up</p> <p>朋輩輔導計劃及課後數學科支援計劃：每組 5 位的輔導小組將安排學生與現正於大學就讀的學長會面，協助學生追上預期進度</p>	<p>學生進步 36 名(歷史科：由 114 名升至 78 名)</p> <p>In S.2, 18 out of 39 (46%) participants showed improvement in the subjects being taught. The best improving student got 18 positions in form better than that in the first term. (Integrated Science: from position 140 to 122)</p> <p>中二方面，39 位參加學生中，18 位(46%)最少獲得一科補習科目或以上的進步。最佳的學生於綜合科學生科的名次由 140 名獲提升至 122 名。</p> <p>Among the 25 S3 students who took part in the Saturday Class, 16 participants (64%) showed improvement in the subjects being taught. The best improving student got 13 positions in form better than that in the first term. (Chinese: from position 138 to 125)</p> <p>本年度共有 25 位中三學生參加。16 位(64%)參加學生獲得進步。最佳的學生中文科名次由 138 名獲提升至 125 名，進步 13 名。</p> <p>Overall speaking, the Saturday Tutorial Class successfully helped students improve their academic results and boosted their confidence. The number of S2 students improved was less than the same figures in S1 and S3. It may be due to the insufficient number of lessons assigned to each subject taught. Sufficient number of lessons will be assigned to each subject next year.</p> <p>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。</p> <p>中二級同學進步人數較其餘兩級少，原因與該級補習堂數較少或有關係。來年會將安排足夠課堂予各補習科目。</p> <p><u>A2 Peer Tutor Scheme</u></p> <p>7 subjects, including Chinese, English, Liberal Studies, Geography, Ethics and Religious Studies, Biology and Chemistry, recruited alumni to provide after-school/ Saturday tutorial</p>
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		<p>lessons to students. Subject teachers and tutors prepared notes and exercise to students for the preparation of HKDSE. All subjects reviewed the effectiveness of the scheme and they agreed that students learnt more skills in answering examination questions after completing the tutorials. Subjects joined this scheme have either over 50% of number of students getting level 4 or above in 2014 HKDSE, or over 50% of number students improved in the school examination results.</p> <p>本年度共有 7 科，包括中文、英文，通識教育、地理、宗教及倫理、生物及化學科，透過小導師計劃聘請校友提供課後或星期六補習班。科任老師及小導師為學生設計重點筆記及練習，使學生能為文憑試作更充足之準備。各科於完成此計劃後已檢視計劃成效，各科同意學生完成此計劃後能掌握更多考試答題技巧。參與科目，整體學生能於 2014 年文憑試考獲 4 級或以上百分率超高 50% 或多於 50% 學生對比上學期學業成績能有所進步。</p> <p><u>A2 After-school Maths Tutorial Class</u></p> <p>36 students participated in the After-school S3-S5 Maths tutorial class last year. There were 10 S3 students, 14 S4 students, 12 S5 students. Most of them showed improvement in their position in form compared with that in the first term. 5 S3 students (50%), 8 S4 students (57%) and 6 S5 students (50%) got position in form improved in the second term. All S6 participants of the tutorial class got level 2 or above in the HKDSE.</p> <p>However, the attendance rate of S5 students was lower than that in other forms. The S5 tutorial class was arranged on Saturday. They were not willing to attend lessons on Saturday. The S5 tutorial class will be arranged after school on weekdays next year.</p> <p>36 名學生參加中三至中五課後數學科支援計劃的，當中有 10 位中三學生，14 位中四學生</p>
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			<p>及 12 位中五學生。5 位中三學生(50%), 8 位中四學生(57%)及 6 位中五學生(50%)相對於上學期在數學科名次有所提升。所有中六級參與輔導班的同學在中學文憑試數學科考獲 2 級或以上。</p> <p>然而，中五級出席率較其餘兩級低。由於該級輔導班在星期六舉行，同學參與意欲較低，下年度中五級輔導班將改於上課日放學後舉行。</p>
<p>(iii) Coping with students' diverse and special learning needs 照顧學生個別差異及特別學習需要 (i). Integration of IT in teaching 將資訊科技融入日常教學</p>	<p>Two assistant teachers (AT) and were employed to relieve the non-teaching workload of teachers and assist teachers in using IT in teaching. 聘請二名助理教師減輕教師的非教學工作 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. 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 -Teachers used IT more efficiently in teaching. 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 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>
<p>Coping with students'</p>	<p>B. To continue to operate the Secondary School Life Adaptation</p>	<p>Teachers' workload in summer reduced,</p>	<p>The data obtained from the collection of the evaluation questionnaires showed that all the participants had a good impression on the</p>

<p>diverse and special learning needs 照顧學生多元及特別學習需要</p>	<p>Programme for newly admitted S.1 students. Tutors will take up the roles of class teachers and be 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學生遲到/請假事宜並教授學習技能。</p>	<p>S.1 students rapidly adapted to school life 教師工作量減輕，中一學生可以更快適應學習生活。</p>	<p>Adaptation Programme. Most of them strongly agreed that the memory skills and the note-taking skills are the most useful skill they have learnt. They rated 6 -7 in a 1-7 scale. And they appreciated their class teachers much as they found that the class teachers could clearly disseminate the course content and they employed diversified teaching methods in teaching. They also agreed that there was a harmonious relationship among teachers and students. Most of them agreed that they gained more confidence in using English to learn. They rated this item 5 -6 in a 1-7 scale. 評估問卷結果顯示普遍同學對課程整體印象良好，大部份同學對此課程的整體評分爲 6-7 分(7 分滿分)。大多數同學同意記憶技巧和做筆記技巧十分實用。同學亦覺得班主任能清楚傳達課程內容和使用多元化的教學方法，師生關係融洽。他們對用英語作爲學習語言的信心亦有所提升，大部份同學對此項評分爲 5-6 分(7 分滿分)。</p>
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# Report on School-based After-school learning and Support Programme 2013-14

## 2013/2014 學年課後學習支援計劃工作報告

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

**A. CSSA recipients** 領取綜援人數

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

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

### 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.1 mooncake party 中一中秋慶祝活動	1	32	0	100%	19/9/2013	\$1390	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
2.	S. 2D 方芷欣	1	0	0	100%	7-8/2013	\$2100	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Canada Culture Centre 加拿大文化中心
3.	Sex education workshop 性教育講座	4	35	0	100%	6/2013	\$735	Teachers' and students' verbal feedback 教師及學生的口頭回饋	護苗基金 End Child Abuse Foundation
4.	Dialogue in the Dark 黑暗中的對話	2	4	1	100%	10/2013	\$1700	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Dialogue in the Dark 黑暗中的對話
5.	Magic Class 魔術班	6	3	1	60%	12/2013	\$3200	students' verbal feedback 教師及學生的口頭回饋	Private tutor 私人導師

6.	Outward Bound Training 外展訓練	1	1	0	100%	March 2013	\$500	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Outward Bound 香港外展訓練學校
7.	Poor Mate Rich Mate 社區深度行	0	5	1	100%	2/2014	\$1632	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
8.	S.2 Day Camp 中二日營	5	37	0	98%	23-26 Sept 2013	\$1700	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
9.	5D Field Trip 5D 考察	2	4	1	100%	Feb 2014	\$882	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
10.	Field Trip to China 通識考察	1	0	0	100%	March 2014	\$1400	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
11.	Strategic thinking workshop 思考工作坊	0	3	0	100%	March 2014	\$1950	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Edvenue
12.	面試工作坊 Statement Writing and Interview	1	3	0	100%	March 2014	\$2364	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Edvenue
13.	學習策略 Learning Strategy	5	37	0	100%	March 2014	\$7202	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Edvenue

								饋	
14.	Board Games Fun+ BBQ Night 棋樂天地+BBQ 之夜	11	37	0	85%	Nov, 2013 March 2014	<b>\$6651.1</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
15.	Trip to Beijing 3A 區曉茵同學北京學藝活動	0	1	0	100%	Feb 2014	<b>\$3331</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
16.	English Course 英語工作坊	2	1	1	100%	April 2014	<b>\$990</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
17.	Bakery Workshop 蛋糕工作坊	2	1	1	100%	March 2014	<b>\$1280</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Rarecake Bakery
18.	School Picnic Transportation Fee 學校旅行車費	48	184	0	100%	19/11/2013	<b>\$8761</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
19.	Life Education 生命探索之旅	0	4	0	100%	10 July 2014	<b>\$576</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
20.	Tea and Pui Choi Appreciation 茶娛飯後	2	9	2	100%	1 July 2014	<b>\$2184</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	GingKok 銀杏館
21.	S.5 Social Etiquette workshop 中五餐桌	11	37	0	98%	3 July 2014	<b>\$16,992.4</b>	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Le Manège 木馬會

	禮儀工作坊							饋	
22.	Film Making Course 短片製作	2	1	0	100%	July 2014	\$4600	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
23.	Private Tutor 私人補習	1	0	0	100%	Feb -March	\$490	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
24.	Chinese Literature Sat Class 星期六文學班	0	4	0	90%	Oct -Dec	\$4800	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
25.	Chinese Elite Course 中三中文精進班	3	4	0	100%	Sept -Nov	\$6400	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
26.	Putonghau Speech Training 普通話朗誦訓練	0	2	0	100%	Sept-Nov	\$4500	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
27.	BAFS Peer Tutor Scheme BAFS 小導師計劃	2	5	0	90%	Feb	\$1920	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
28.	Maths Peer Tutor Scheme Maths 小導師計劃	3	14	0	90%	March -April	\$4720	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
29.	Bio Peer Tutor Scheme Bio 小導師計劃	4	5	3	90%	Feb - May	\$4960	Teachers' and students' verbal feedback 教師及	BSTC 本校

								學生的口頭回饋	
30.	Geo Peer Tutor Scheme Geo 小導師計劃	0	3	0	90%	Oct to Jan	\$960	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
31.	S.1 to S.3 Sat Class 中一至中三星期六班	3	6	0	90%	March	\$12,000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
32.	ERS Peer Tutor Scheme ERS 小導師計劃	0	6	0	90%	Oct-Jan	\$9160	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
33.	Chem Peer Tutor Scheme Chem 小導師計劃	1	4	0	90%	March-May	\$4800	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
34.	S.6 Maths Peer Tutor Scheme S.6 Maths 小導師計劃	0	2	0	70%	Nov-Apr	\$8800	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
35.	S.6 Oral Eng Class 中六英文口試班	2	37	0	90%	Oct-Jan	\$24,640	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
36.	S.6 study class scheme 支援中六同學學習計劃	0	11	5	70%	March	\$8160	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
37.	Maths: after school and Sat Class	0	8	0	80%	Oct- Nov	\$6560	Teachers' and students' verbal feedback 教師及	BSTC 本校

								學生的口頭回饋	
38.	S.1 to S.3 Sat Class 中一至中三星期六班	1	7	0	80%	Oct-Dec	\$13,120	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
39.	S.6 Peer Tutor Scheme 中六小導師計劃	1	13	0	80%	Sept -Dec	\$19,200	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
	<b>Total no. of activities:</b> 23								
	@No. of participati on counts	128	536	16		<b>Total Expenses</b>	\$204,114.5		
	<b>Total no. of participatio n counts</b>								

## 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*

*(You may tick more than one box)*

- 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): \_\_\_\_\_