



**Buddhist Sin Tak College**

**佛教善德英文中學**

**Annual School Report**

**學校報告**

**2014- 2015**



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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 subsidized 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 and Islands districts. The S.1 students in the year 2014-2015 come from 39 primary schools, of which 80% are from Kwai Chung and Tsing Yi districts, 11% from Tsuen Wan district, 7% from Islands district and 2% 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。二零一四年至二零一五學年本校中一學生來自三十九間小學，百分之八十來自葵青區，百分之十一來自荃灣，百分之七來自離島。來自其他區域佔百分之二。

## Class Organisation 班級結構

Class Structure and Enrolment 班級結構及學生人數 (09. 2014)

Level 班級	S1	S2	S3	S4	S5	S6	Total
No. of Classes 班級數目	4	4	4	5	6	6	29
No. of Boys 男生數目	52	67	65	69	84	85	422
No. of Girls 女生數目	76	69	84	86	96	90	501
Total Enrolment 總學生人數	128	136	149	155	180	175	923

## Qualifications of Teachers

There are 57 teachers in our school, including the Principal. Their qualifications are shown below:

51% of them hold a Master's degree

44% of them possess a Bachelor's degree

5% of them hold a Teacher Certificate

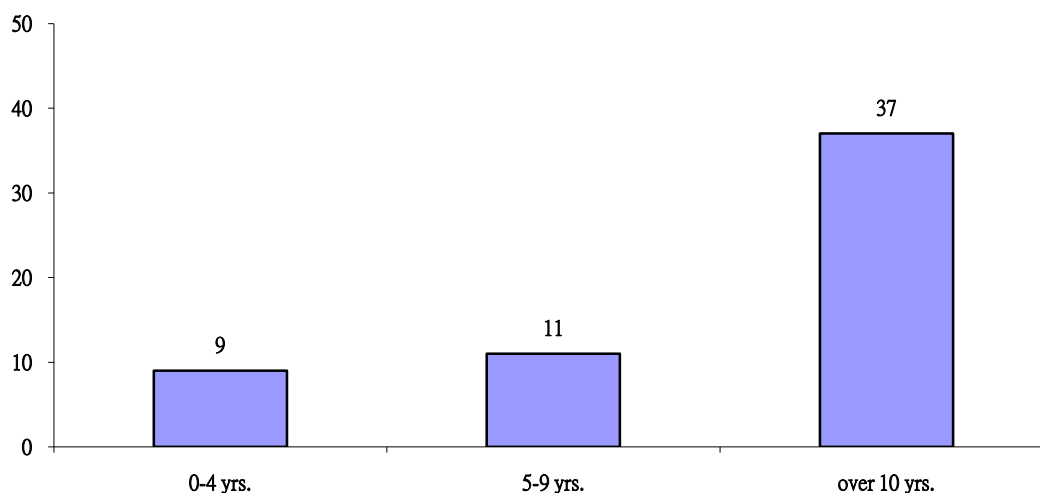
All teachers under the establishment have received professional training in teaching. All the 14 English teachers have already attained the English Proficiency Requirement for English teachers and our 3 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

## 教師資歷

全校連校長在內共有五十七位教師，其中百分之五十一持碩士學位、百分之四十四持學士學位。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. SikKokKwong

**Supervisor :** Rev. Sik Ku Tay

**Members of the Incorporated School Management Committee :**

Rev. Sik Ku Tay	Mr. Lai Sze Nuen	Rev. SikMiuKwong	Rev. Sik To Ping
Rev. SikFaren	Ms.WanKor 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.Wong Yuet Ying (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. Three Assistant Principals took care of the students' assessment affairs, staff appraisal, information system maintenance, 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)、黃月影女士(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。另有三位助理校長負責考評工作、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 boost students' confidence in learning

#### 重點關注事項一：增強學生學習的信心

Implementation 執行策略	Success Criteria 成功指標	Achievements and Evaluation 成就及評估
<p><b>1 Enhancing teaching and learning effectiveness in classroom</b> 加強課堂教與學效能</p> <ul style="list-style-type: none"> <li>“Students should learn before teachers teach” - teachers should devise ways or provide opportunities for students to do pre-lesson tasks. “學生須先學後教” 教師須就其課堂及教學預先設計，提供機會讓學生進行課前預習。</li> <li>Pre-lesson tasks should be connected and related to the lesson and can provoke learning. Students are able to display learning outcomes and demonstrate what they have prepared and done at home before they attend a class the following day. This is to enhance their learning capacity in and beyond the classroom and increase their motivation and participation. 課前預習須與課堂內容緊密聯繫，並須能激發學習。透過預習，學生於課堂內能展示出學習成果及其於課前準備的內容。這促進他們於課堂內外的學習效能，亦大大提升學習動機和參與度。</li> </ul>	<ul style="list-style-type: none"> <li>Teachers of each subject should design and use at least one pre-lesson task per month. ( If a teacher teaches 3 subjects, she/he should carry out one pre-lesson task for each respective subject) 各科任老師須設計課前預習教材，並於每月使用不少於一份預習教材。(如教師負責教授三科，則須為每科分別準備一份課前預習教材)</li> <li>Scrutinize lesson plans or schemes of work submitted by subjects/teachers 仔細審視科組／老師提交的教案或工作計劃</li> <li>Increased students' participation and motivation through on-going teachers' observations, students' assignments an</li> </ul>	<p>Pre-lesson tasks allowed students to study and explore independently. The pre-assigned homework or tasks allowed teachers to identify the learning difficulties of students and adjusted learning contents and teaching objectives in order to meet majority learning needs of the students. With pre-lesson tasks, the follow-up presentations in class enabled students to present confidently and give feedback to one another, contributing to active participation. 課前預習讓學生能獨立學習和探索知識。同時，教師亦透過課前預習／家課辨識到學生的學習困難，因應情況調整教學內容和目標，從而切合大部份學生的學習需要。配合課前預習，學生便能有信心地進行課堂匯報及互相回饋，積極參與課堂。</p> <p>Teachers evaluated that the strategies of pre-lesson tasks did help motivate a larger percentage of students to participate actively in learning. Students were activated to learn the new knowledge and they attended the lesson with questions in mind. Less-able students were better prepared for the lesson. Besides, tasks given to students beforehand could enable students to extend the learning capacity outside school hours. 據過往的教師意見調查，課前預習策略的確能推動較大多數的學生積極參與學習。學生會主動學習新知識和積極提問。而能力稍遜的學生對課堂有較佳準備。此外，課前練習亦讓學生將學習空間及容量延展至課堂以外。</p>

<ul style="list-style-type: none"> <li>• Circulars and talks to parents and students to highlight the importance of the pre-lesson practice. 透過家長學生座談會及通告，介紹課前預習，強調它的重要性。</li> </ul>	<p>assessments 透過持續的教師觀察、課業及課堂評估增加學生的參與度及學習動機</p>	<p>However owing to increasing student learners' diversity, pre-lesson tasks were not easy designed to meet different needs of students and the effectiveness varied with chapters, topics and themes, etc. Some students lacked motivation to do pre-lesson preparation, some did not do pre-lesson preparation due to their laziness while some of them lacked the ability in self-learning. As a result, teachers needed to spend a lot of efforts to motivate them through giving bonus point, giving encouragement and following up students who failed to submit to do pre-lesson preparation after classes. Nevertheless, , some subjects gave positive feedback that with pre-lesson preparation, less able students could follow teachers' instruction in class more easily and they could identify the objectives and difficult parts before the lesson and attended the lesson with questions in their mind.</p> <p>然而，因現今的學習差異不斷增加，設計一份能滿足不同學習需要的教材並不容易。而且，教材的果效亦往往隨不同單元、課題或主題而有所變化。部份學生缺乏學習動機去完成預習；部份因怠惰而不作預習；某些學生則缺乏自主學習的能力。結果，教師須花大量精力去推動他們。透過各種獎勵方式、鼓勵說話和課後跟進工作，方能稍為收效。幸而，個別科目對課前預習反應正面。預習能使能力較遜者更容易依循老師的指示，他們亦能於課前辨清學習目標和學習的難點。</p>
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<p><b>2 Recognition of students' efforts/successes</b> 肯定學生努力／成果</p> <ul style="list-style-type: none"> <li>• Display student work inside and outside classrooms 於課室內外展示學生的作品</li> </ul>	<ul style="list-style-type: none"> <li>• Number/Record of displays 展示數目／紀錄</li> <li>• Frequency of updates 更新作品的次數</li> </ul>	<p>Core subjects installed their subject-related notice boards near the tuck-shop to display students work. It aimed at raising the awareness and boosting students' interest in subjects and social awareness of current issues. The contents were monthly updated to grasp students' attention. Additional notice boards were set up as request by subjects like Biology, TH near the corridors in order to provide subject news and display students' exemplar work and learning outcomes.</p> <p>於小賣部附近會安裝核心科目的相關壁報版，展示學生佳作。它能引起注目，激發學生的學習興趣和對時事的關心。壁報版內容會每月更新，確保能吸引學生注目。此外，校方亦已因應個別科目（如生物科，旅遊科）的要求，加裝壁報版設於樓層走廊，提供科目資訊和展示學生作品和學習成果。</p> <p>Core subjects displayed the students work in classrooms to let students understand strengths of classmates and know the standard for them to follow in order to improve themselves. 核心科目的模範課業亦會置於課室展示，讓學生認識同學的長處及課業的要求標準，從而改善自身學業表現。</p> <p>More subjects such as Liberal Studies, Geography, and Mathematics kept students' work stored in digital format and uploaded the work in some e-platforms to be retrieved by students for revision and self-learning.</p> <p>個別科目如通識教育、地理及數學將學生的作品以電子形式儲存，並將它們上載至電子平台，以供同學溫習和自學。</p>
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<p><b>3 Professional development among teachers</b> <b>教師專業發展</b></p> <ul style="list-style-type: none"> <li>Collaborative learning among teachers - subject panels will take turn sharing their effective strategies in using pre-lesson tasks and their effectiveness in classroom in staff meetings. 同儕協作學習——教員會分享各自的課前預習教學策略，於教職員會議中分享其成效。</li> </ul>	<ul style="list-style-type: none"> <li>Each subject should give a 15 minutes presentation to all staff 每一科目須進行約 15 分鐘的匯報</li> </ul>	<p>Sharing sessions for different KLAs were arranged to let them share their trials, attempts, successful experience and difficulty encountered in some staff meetings. Most teachers gave constructive feedback and mentioned that it broadened their views and ideas and understood more the successful elements of other subjects. 於教職員會議的分享環節中，不同的學習領域會分享他們的策略，成功經驗和面對的困難。大部份老師均給予建設性的回應，這大大擴闊教師團隊的眼界及教學意念，並從中認識其他科目的成功之道。</p> <p>A series of teacher meetings were arranged for subject teachers from the same subject to share how they planned and implemented the pre-lesson tasks. 設有一些共同備課議會課節，讓科任老師與同工分享他們策劃及推行課前預習的方法。</p>
<p><b>4 Cultivating a serious attitude towards learning in junior levels</b> <b>於初中建立認真學習的態度</b></p> <ul style="list-style-type: none"> <li>Online daily assignment record for S1 to S3 上載每天之家課紀錄於網上平台</li> <li>Collection of homework completed before the 1st recess for S1 to S3. 於每天第一節小息前完成初中級別的家課收集</li> <li>Detention class on the same day once students fail to hand in homework 欠交家課的學生須於同日課後出席留堂班</li> <li>Talks and reminders to parents and students of the policy 與家長溝通及發出提示，說明學校政策</li> <li>An eClassApps to facilitate school and family communication. 以網上平台促進家校聯繫</li> </ul>	<ul style="list-style-type: none"> <li>Total no. of failure to hand in homework drops 整體欠交家課人數下降</li> </ul>	<p>Central homework collection scheme was exercised in junior forms this year. In addition to mass collection, daily homework information was uploaded to the school web for parents' information. It built a better link between parents and school in helping students to develop a serious attitude towards learning 中央家課收集計劃自本年度起於初中推行。除集體收集家課外，每日家課紀錄亦會上載至學校網站供家長查閱。這建立較好的家校聯繫，有助建立認真的學習態度。</p> <p>Though the total number of demerit for no homework issued increased compared with previous year. This was perhaps due to stringent requirements imposed to expect all students to submit their homework on time during the morning assembly. Feedback from teachers revealed that this new policy was well-received by parents and was beneficial to students to cultivate sustainable studying habit.</p>

		<p>去年因欠交功課而被記過的學生人數有所上升，這可能與於早會時段內集齊家課的要求有關。然而，據老師反映，家長對此政策反應甚好，均認為對學生能幫助建立持續的學習習慣。</p> <p>The e-ClassApps was found to be not user-friendly enough in the sense of communication between the school and parents. Notifications to parents about student cases without homework was finally back to using mobile phone SMS. 網上平台 e-Class Apps 不易使用，尤其於家校聯繫方面不夠方便。故此，將回復以電話短訊通知欠交家課之學生家長。</p>
<p><b>5 Post-examination self-evaluation by Students</b>  <b>學生試後自評</b></p> <ul style="list-style-type: none"> <li>Extend to NSS elective subjects to conduct post-examination self-evaluations by students(Select one form in either junior levels and senior levels; core subjects should choose one level in both junior and senior levels)  學生試後自評延伸至新高中選修課程 (一般科目須選取一個初中級別或一個高中級別;核心科目則須選取一個初中級別及一個高中級別)</li> </ul>	<ul style="list-style-type: none"> <li>Submission of analyses of post-examination self-evaluations  提交考試後自評數據的分析</li> </ul>	<p>Post-examination evaluation extended to all senior form NSS subjects this year. As reflected by subjects, it was a useful tool for teachers to have thorough understanding some learning difficulties of students that were not easy to be identified in daily teaching and learning and formal written examination. With careful designed questionnaires, teachers could understand how students revised and learned e.g. some students spent 1-2 hours in revision in the hope they could pass the examination. Besides, most students knew how to do but they were too lazy to study hard and keep a sustainable learning habit.</p> <p>本學年，試後評估的推行延展至所有新高中科目。據科任老師反映，此評估有效讓老師對學生的學習困難有更全面掌握，尤其於日常教學及測考中難以察覺的困難。透過謹慎設定的問卷，教師能理解學生自身溫習及學習的方法（如：某些學生每天以 1-2 小時溫習課堂所學，而希望能於考試中取得合格成績。）</p> <p>此外，大部份學生雖明白溫習之法，但知易行難，於勤奮學習和保持學習習慣方面仍有改進空間。</p>

## Reflections 反思：

The last 3-year school development plan and major concerns aim at cultivating a serious attitude of students towards learning as well as enhancing teacher professional development in order to boost learning and teaching effectiveness of classroom. Many sharing during staff meetings, lesson observation, post-lesson discussion, evaluation are arranged during school terms supported with students exemplars do cultivate a better collaborative learning atmosphere among teachers. In fact, there is a paradigm shift of teaching mode to more interactive classroom as praised by the ESR team conducted this year, this also serves as the recognition for our achievements.

過去三年學校發展計劃及關注事項旨在建立學生認真學習的態度及加強老師專業發度，藉以提昇及改善教與學效能。在學期不同階段，設立教師會議的分享環節，課後觀課、評課，檢討等環節讓老師培養及建立互動協作學習的氛圍。期間老師需提供學生課業作為他們作的例證。在過去數年間，我們的教學已由傳統單向模式範式轉換至現在大多以學生為中心的互動教學課堂。去年的外評報告內的讚賞，進一步肯定我們的成就。

However the ever-increasing learners' diversity hinders and impedes learning and teaching. It paves many difficulties to teacher. In addition to tailor-made learning materials, graded exercises, remedial tutorial classes and frequent but smaller-scale tests, etc., many extra lessons are arranged during the school holidays. All these make teachers exhausted and no rooms to review the effectiveness of their work. Catering for LD is still a big challenge for teachers to face with in coming years. However, if we want to make use of the assessment data to inform our teaching and enhance the teaching effectiveness, the tasks above are important and worthwhile to implement.

然而，持續增加的學習差異，亦同時妨礙教與學的發展，對老師教學構成困難。老師除要剪裁教材，亦要預備分階、分層的練習，為能力稍遜的同學加開課後輔導班，準備課後小型但頻密的小測等不同工作。假期間另加補課等不同的措施，令老師疲於奔命，未能讓老師有空間反思教學，照顧學習差異是我們未來需要面對的極大困難及挑戰。儘管如此，如果我們期望從評估數據回饋教與學的策劃並提升教學效能，上述措施仍非常重要，也值得我們實施。

For cultivating better learning habit, pre-lesson preparation is introduced this year. From teachers feedback, a well-designed pre-lesson preparation does not only help students develop an active learning attitude, but also provide opportunities for peer interaction which in turns can help us cater for the learner diversity in classroom level. With implementation of pre-lesson preparation, most students complete the pre-lesson tasks given by teachers seriously. More students can present their answers/ideas confidently in class than that in the past. Most students show respect to their peers when they present their ideas in class. To better use pre-lesson tasks as a means to enhance learning and teaching, teachers should place more effort in designing tasks that can arouse students' interest and at the same time most students are manage to complete the tasks. Complicated tasks have to be broken down into small tasks that can motivate students to explore more about new knowledge. Under the school major concern next year, teachers may check students' level of mastery of the pre-lesson tasks and help them construct new knowledge/ skills through various questioning skills, so as to further improve the pre-lesson preparation task.

為能協助學生建立良好的學習習慣，本年實施了課前預習的策略。根據教師的意見回饋，用心設計的課前預習，不但能協助學生建立主動積極學習態度，更能促進同儕互動及學習的機會，在課室層面上更能協助照顧能力稍遜的同學。今年所推動的課前預習的檢討報告反映，大部分同學也能認真完成指定的課業。大多數同學較從前更願意作課堂報告及更具自信地表達個人見識及意見。如能有效運用課前預習為學與教的工具，老師需要多花心思設計教案及練習，藉以提昇學生的學習興趣並同時能讓學生有能力完成及處理課業。相對比較複雜的課業，需要分拆成較簡易的小型課業，讓學生在能力範圍內主動探索新的知識。明年學校擬訂的重點關注事項，須要求老師檢視同學在課前預習的質素及掌握程度，並透過有效的提問技巧，協助同學建構知識及掌握有效的學習技能，藉以進一步完善課前預習這良好措施。

## Major concern 2 :

重點關注事項二：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

Strategies/Tasks 策略/工作	Success Criteria 成功準則	Achievements and Evaluation 成就及評估
1. Kwai Tsing Districts Youth Services 葵青區青少年服務計劃	The services provided are well-received. 提供的服務獲讚賞。	The students won the outstanding award in the Kwai Ching Youth Social Service Scheme. 本校學生在參與葵青區青少年服務計劃中被評為優勝隊伍
2. S.4 students will participate in the delivery of daily necessities to the elderly. 中四學生參與愛心送暖大行動	Students would actively participate in the activity. 學生能踴躍參與	Students showed eagerness in the blessing bag delivery. 學生在愛心送暖大行動中表現積極，充滿熱忱。
3. S.5 Social etiquette workshop: 中五級社交禮儀工作坊	Students would find the activity interesting and practical. 學生覺得這活動有趣及實用。	S.5 students learnt how to take good care of their appearance and social manners. This activity was well praised by the S.5 students. 中五學生學得如何更好照顧自己的儀容和社交禮儀。參加的中五學生都非常稱頌此活動。
4. S.1 Sexual Harassment Workshop 中一性騷擾工作坊	Students would know how to avoid sexual harassment. 學生學懂如何防止性騷擾。	S1 students have learnt how to behave properly in the interaction with classmates of opposite sex. 中一學生學懂如何和異性同學相處時有合宜行為。
5. Dialogue in the Dark (Drama) - S.5 students 黑暗中對話(話劇) - 中五學生	Participants will understand more deeply the difficulties encountered owing to blindness. 學生更深刻認識失明所帶來的困難。	The students have learnt to be more considerate and caring for people suffering from blindness. 學生學習了如何更體諒和關顧地和失明人士相處。
6. S.1 – S.3 education talk 中一至中三級‘好面膳’教育講座	Participants will treasure the face to face communication. 學生更珍惜面對面的溝通。	Students could realize the importance of face to face communication and treasure the time/chance for the face to face communication. 學生認識面對面溝通的重要，並且會珍惜面對面溝通的機會。
7. Life Education Talk for S.4 and S.5 classes 中四、中五級生死教育講座	Students will find the talk inspiring and reflective. 學生覺得這活動發人深省。	Talks about life and death could add new thoughts to students. 生死教育講座能刺激學生思考新的課題。

<p>8. <b>Micro-movie Talk which allows the students to reflect on meaning of dating.</b>          微電影佛學講座：本組邀請校外弘法組織「弘法使者」及法師到校主持講座，活動借播放一段約30分鐘關於愛情的電影，以當中的道理來作為講座的主題，讓學生從中思考戀愛的意義，以培養出正確的愛情觀。</p>	<p>Attentiveness of participants.          學生認真聆聽</p>	<p>140 S.5 students participated in this hall activity. The activity was interesting and attracted the students to participate actively in the discussion. From this activity, students got to know the meaning of love.          當日全級中五級學生(140人)前往禮堂參與活動，活動內容活潑有趣，成功吸引學生投入當中的討論，並明白真愛的意義。</p>
<p>9. <b>Students would learn different forms of meditation to establish their positive values.</b>          透過設立禪修課程，讓學生借此反思人生，從而增強信心去面對逆境，建立正面價值觀。          (a) 法性講堂正念禪修活動          (b) 慈山寺正念禪修夏令營</p>	<p>Students would be able to relieve their pressure through meditation.          學生能透過禪修舒緩壓力。</p>	<p>(a)The making of lotus lanterns was used as the propaganda and 60 students had been attracted to join the activity. Through the Reverend's words of wisdom, meditation and lantern-making activities, students learn more about Buddhism.          法性講堂活動以製作蓮花燈為名宣傳，成功吸引六十名學生參加，當日學生透過法師開示、禪修、過堂飯及蓮花燈製作認識佛教，獲益良多。          (b)Because of the limited quota, only 8 students were able to join the summer camp organized by Tsz Shan Monastery. This camp put emphasis on relieve of pressure through Buddha's teaching and have hand-on experience in experiencing Tsz Shan and Buddhism.          Through the multiple activities, students were led to understand themselves and recognize the rhythm of the life, and to manage the stress through self-confidence.          由於名額有限，只有8名學生參加慈山寺正念禪修夏令營。夏令營的重點包括佛法減壓、品味慈山及宗教體驗，以透過多元化的活動設計，接引學生以正見認識自己，了解生命的規律，以正念(自信心)處理壓力。</p>
<p>10. <b>宗教歷奇活動「B世代」</b>：邀請校外弘法組織「青一釋」來校舉辦活動，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。</p>	<p>Students would have a better understanding of their strength and ability and also the importance of cooperation with the others.          此活動能提升參加者自信心，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的重要。</p>	<p>The response to this activity was satisfactory and around 40 S.4 – S.6 students participated in the activity. This activity did enable the participants to recognise the wisdom of Buddhism.          是次活動反應理想，約40位中四至中六學生參加，活動成功令他們認識佛教智慧的一面。</p>

<p>11. Light a lantern and send your wish activity – our students would send their wishes to those in needs in our society. 點燈祝願活動：讓學生為自己誠心發願外，更可借此帶出「祝福別人、關心社會」的意義。</p>	<p>Not less than 180 participants. 不少於 180 人</p>	<p>There were 167 students participated in the activity. From the feedback of the committee members of the Buddhist Youth Club, majority of the participants (especially those S.6 students) treasured this activity and wish it would be continued next year. 本年度共 167 人次參加活動。佛青團幹事反映，大部份同學(尤其其中六同學)都十分珍惜是次活動，故希望來年繼續舉行活動。</p>
<p>12. Launch a students' services programme which allows our S.4 and S.5 students to serve the school as a starting point for caring our <u>community and country</u>. 推行中四、中五學生服務計劃－【認識國家，從關心社區及學校開始】</p>	<p>Many S.4 and S.5 students will enrol as student helpers and they are eager to serve the school. 很多中四及中五學生加入此服務計劃，並且熱心服務。</p>	<p>111 S.4 and S.5 students were enrolled in school promotion activities which included school promotion day, P6 students interview day, new S1 students' registration day. These student helpers were highly praised by our teachers and they learnt to be cooperative and to respect others. 43 S.4 students participated in the New S1 Registration Day, those student helpers were kind to the new S1 students and their parents and also answered their questions patiently. Our students, whether they are good academically or not, should be provided with ample opportunities to organize various school activities so as to develop their talents and build their confidence. 年初共招募了 111 位中四至中五同學參與及協助學校推行活動 同學共參與了學校推廣日、小六生面試日及中一新生註冊日 服務同學得到老師高度的評價及欣賞；同學亦從參與活動的過程中學習與別人合作、尊重他人 15-16 年度中一新生註冊日，共有 43 位中四同學參與。同學對家長新生表現親切，對各種查問均能細心解答與耐性。 對於本校的學生，本組認為其可塑性甚高，無論學業成績佳與否，均應提供足夠機會讓學生參與和籌劃學校的活動，以發展同學不同的才能及從表現中建立信心。</p>
<p>13. Through the morning assemblies, teachers and students from MCE Committee and Religious Committee will share their views on current policies and universal values. Hopefully students will pay attention to what's happening in their community, country and the world. And students will study a problem from multiple perspectives and prepare themselves as world citizens.</p>	<p>Attentiveness of participants. 學生認真聆聽</p>	<p>Students were attentive and listened quietly. The MCE committee members prepared too many materials for the monthly of "when today", they should sorted out the more important events which are relevant to our daily life. The contents of the talks had multiple themes which included political review, social phenomena and also moral values. Hopefully students could study the social phenomena from different perspectives and also paid attention to their own personal qualities. The</p>

<p>透過早會，德育及公民教育組及宗教組的老師和學生幹事與同學分享對時事政策、普世價值的看法，期望同學能更加留意關心我們的社區、國家以至全球發生的事情，最後並可多角度去思考各方面的問題，為將來作為良好世界公民的準備</p>		<p>speaker besides pointed out the problems, they also suggested solutions from the perspectives of different stakeholders, and this provided more opportunities for the listeners to think about.</p> <p>學生表現投入專注，安靜聆聽。</p> <p>每月的當年今日，組員皆準備甚多的資料，建議同學精選一些重大事件，並須與現今的社會狀況息息相關。今年的短講的內容題材趨多元，除評論政治外、也有討論社會現象、孝悌尊重等的德育題材，希望同學能從不同的層面、角度去看自己的社會之餘，亦能注重個人素質。負責早會講座的老師在點出社會現象的問題後，可提出從不同持份者角度考慮的解決問題建議，以讓聆聽的學生增加思考機會。</p>
<p>14. S.2, S.3, S.4 and S.5 MCE lessons and S.1 Buddhist Studies lessons would promote our students' awareness of respecting himself, the family and the society.</p> <p>中二至中五的德育課和中一的佛化德育課培養學生尊重自己、家庭及社會。</p>	<p>Students would actively participate in class activities and eager to express their views.</p> <p>學生能積極參與課堂活動，及作出積極的回饋</p>	<p>S2 students actively participated in the MCE lessons. Short clips of film were shown to enrich the content and add more fun. Feedback from S3 students was fair as they were not interested in the stories concerning the struggle of the disable. It might due to the distance from their daily life. In preparing the teaching materials, those people and events that S3 students might interest in should be chosen so as the improve the students' participation.</p> <p>中二同學反應良好，能積極回應，部份課題加插短片，豐富內容，增加趣味。中三同學反應一般，對於以傷殘人士作為主角的奮鬥故事，顯得並不在意。這或許與他們的真實生活有所距離，難以投入。建議在設計教案時，儘量找回一些與中三學生年紀相若的人與事作為主角及內容，以增強同學投入感及效果。</p>
<p>15. Board display on moral and civic education with the following topics: war and poverty; fair trade; shortage of food; sustainable development of the society. These will help to prepare our students as world citizen and have global perspectives.</p> <p>德育及公民教育壁報追蹤世界熱門新聞及話</p>	<p>Students would express their view on the topics posted.</p> <p>學生能踴躍參與及作積極回饋</p>	<p>There were only two main themes in this year. The main theme in the 2nd term was zero waste, hopefully it would arouse the students' awareness of the environmental protection. As the number of main theme was too few, the board display was not fully utilized. The number might be increased to three next year and a</p>

<p>題，包括戰爭與貧窮、公平貿易、糧食短缺、社區持續發展等，讓同學放眼世界，為作為地球公民作好準備。</p>		<p>column for posting golden phrases every season would be introduced. The celebrities' golden phrases could guide the students to reflect on the influence on their personal characters and the society by the values and attitudes revealed by those golden phrases.</p> <p>全年主題共有二，下學期為零廢物，期望能加強同學對環保的意識。主題較少，未能發揮壁報板的效用。明年可考慮將主題增至全年3次，並加入每季金句專欄，以充滿哲理的名人金句去鼓勵同學，又或是引導同學思考金句所展示的價值觀/態度對個人性格和整體社會的影響。</p>
<p>16. Students' forum: choose controversial issues for students to express their views. 善德論壇：選取具爭議性議題，通過討論，越辯越明</p>	<p>Students would express their view actively on the proposed issues. 學生能踴躍參與及積極回應</p>	<p>For the forum held in October and December, students were active in expressing their view and asking questions. But for the third forum, only a few students participated and there were two possible reasons: firstly clashing with other activities; secondly the venue was changed to covered playground and some teachers and students were not aware of. On the whole, the forum could play its expected functions which included: provided channel for students to express their views; learn to be an active listener; analyzed different opinions; provided opportunities to boost students' confidence. The forum will encourage rational, peaceful, multiple perspectives discussion.</p> <p>在十月及十二月的論壇中，學生在表達意見及發問時表現積極，參與度頗高。第三次論壇參與學生較少，原因可能有二：這或因當天遇上足球賽事及其他組織舉辦活動；其二或是場地移師至有蓋操場，在缺乏『曝光』之下，部份老師學生觀眾『忘記到場支持』。整體而言，善德論壇能發揮最初預期的效用：提供學生表達意見、學習聆聽、分析不同意見、訓練信心的機會。論壇鼓勵理性、和平和多角度的思考討論。</p>

<p>17. Talks, drama are arranged to develop in our students respect for themselves, our school and society to make them socially competent. 通過戲劇及講座，分享逆境如何自強、尊重自己、尊重生命、對自己負責等理念與價值觀。</p>	<p>Attentiveness of participants. 學生認真聆聽</p>	<p>In the first term, a painter suffered from slurred speech and severe spasm came to share her difficulties in her life and how she overcame those difficulties with perseverance. Students found her sharing meaningful and they appreciated the painter's perseverance and power in facing the adversity in her life. In March, speaker from "Health Action Group" came to give a talk on cyber-bullying to S.1 and S.2 students. The speakers were experienced and the content could meet the needs of our students. The feedback from our students and teachers were very positive, therefore we have planned to invite this organization again in the coming year. 上學期邀請了一位語言不清、患有嚴重痙攣的女畫家與中三同學分享她的心路歷程及困難，以及她為理想而堅持並克服重重的困難。講座效果極佳，同學認為分享會有意義，表示欣賞嘉賓的堅毅及面對逆境的能力。 於3月份邀請了健康行動組織到校主持網絡欺凌講座，對象為中一及中二。講者經驗豐富，材料適合及能抓緊學生的需要，學生及老師的反應也非常好，故明年計劃再與該機構合作。</p>
<p>18. S.2 students will be lead to watch an inspirational movie. Students would reflect on their attitude towards their own growth. 帶領中二同學欣賞勵志電影【爭氣】，希望透過電影中各位主角的蛻變，讓同學反思成長過程中所抱持的態度：對自己尊重、對別人尊重。德育組將在活動後的德育課中，與同學討論戲中各人所面對的困境、如何自處，分享同學看法。</p>	<p>Students would share their view openly in the follow-up MCE lesson. 學生能活動後的德育課中，踴躍分享自己的看法</p>	<p>This activity was held on 23/10, altogether 150 teachers and students participated in the activity. The content of the film should be appropriate for secondary students. But some S.2 students were found by teachers to be indifferent to this film and their performance was unsatisfactory. This film was considered to be more suitable for more mature students such as senior secondary students which allowed them to reflect on the meaning of their life. 本跨科活動已順利於23/10完成，當日共有150位師生參加；老師認為是次電影選取恰當，內容勵志，適合中學生觀看；可是，老師們指出部份中二學生未珍惜是次活動，表現未如理想，並認為本電影較適合思想比較成熟，方向較明確的高中學生，讓他們反思生命價值</p>

**Through cross departmental collaboration, activities and education plans, the school attempts to help students in different forms construct correct values and attitudes, so as to help students respect themselves, the school and in turn the community, so that they will become responsible citizens in future. The activities and education plans above involve students in different forms, the platforms include morning assembly sharing, hall assemble talks/sharing from guest speakers, school forum, extra-curricular activities, film show, religious and spiritual education and teaching in normal lessons, so as to provide opportunities for students to understand, apply and reflect from different teaching materials, so as to consolidate the relevant attitudes and values. Some activities will evaluate according to the number of participants as the evaluation criteria, while some activities will adopt the qualitative approach to evaluate if the activities may help students construct the relevant values. Through the comparison of the relevant data, teachers' observation and feedback from students, the teachers responsible for the activities may further improve the success factors of the activities. Teachers may also reflect how the activities may align with the major concern of the academic year for implementation, so as to apply and implement on students level, so that students may benefit w.r.t. the understanding, reflection, implementation and internalization of the values.**

透過跨部門協作和活動及教育計劃，學校嘗試為不同年級學生建構正確態度和價值觀，從而促使學生懂得尊重自己、學校及社會，使他們成為良好公民。上述教育和活動計劃涵蓋面涉及不同年級學生，平台包括早會講座、級集會/講座、校內論壇、課外活動、電影欣賞、宗教靈育和恆常課時讓學生從不同素材中認識、實踐和思考，期望學生能鞏固相關價值觀和態度。部份活動以參與人數作衡量標準，亦有活動透過質性評估以了解活動能否協助學生建構相關價值觀，在比較相關數據、教師觀察和學生回饋後，負責教師將可再完善優化日後籌組活動之成功因素，亦可思考活動如何能配合該學年之重點關注事項推展，並能落實在學生層面推行，從認知、思考、實踐和內化價值層面均有得著。

## 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 teaching, 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 and visiting temples. We won the champion and two merits in the Buddhist Birthday writing competition and in the Buddhist Birthday Card Design Competition, we have won the junior group champion and first-runner up.
- ◆ 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 intra-school and outside school religious activities under teachers' supervision. E.g. As helpers in Tsuen Wan Buddha Bathing Ceremony.
- ◆ 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.
- ◆ Eight S.6 students sat for the Ethics & Religious Studies Examination in 2015 HKDSE. One of them obtained 5\*\*, three obtained level 5 and three obtained 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、佛誕徵文比賽並取得冠軍及 2 個優異。在佛誕咭設計比賽，本

校學生贏得初中組冠軍及亞軍。

- 「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。
- 為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。
- 中六級八位同學報考 2015 中學文憑試倫理與宗教，其中一位考獲 5\*\*及三位考獲 5 級，另外三位同學考獲 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 English Debating Competition (Kowloon Senior Division One) and our students won the first runners-up.
- ◆ 13 S.1 to S.4 students stayed in Melbourne, Australia from 11 July, 2015 to 26 July, 2015 for a summer English Immersion Tour organized by the Australian Education Association.
- ◆ We hosted one female exchange student this year. The girl came from Finland. She was allocated to a S.5 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 turn 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) on 1<sup>st</sup> August, 2015, improving their speaking and listening skills.
- ◆ 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.

## 浸沈沉英語學習環境

- ◆ 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。
- ◆ 透過參與英文辯論比賽（九龍區高中組第一組），我校學生取得第二名佳績。
- ◆ 13 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，由七月十一日至七月廿六日的澳洲墨爾本英語體驗營。
- ◆ 本年度我們接待一位來自芬蘭的交流生，獲安排於中二、中四及中五的班別上課，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(例如八月一日的十多位美國中學校長及老師探訪團)，提升他們的英語聽說能力。
- ◆ 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.
- ◆ Students recommended good books from different KLAs every Thursday morning.
- ◆ 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 two talks by professional writers, one was 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

- ◆ 為了建構閱讀文化，每逢星期二、三及五，八時十五分至八時三十定為閱讀時段。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
- ◆ 同學於星期四早上作不同學習領域的好書分享和推介。
- ◆ 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，並擬設不同層次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兩次作家閱讀分享演講，一次在禮堂、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 with one remedial group.
- ◆ S.5 to S.6 students were grouped into 6 classes with a smaller class size of 33 each; S.4 students were grouped into 5 classes with 28 students in a 4+2X class.
- ◆ After school Mathematics tutorial classes were organized to help S.4 and 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

為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(其中一組為保底)。
- 中五至中六每級學生被編成六班上課，每一班人數減少至三十三人;中四級學生則被編成五班上課，選二個選修科的學生班別人數為 28 人。
- 數學科中四至中六設課後輔導班。
- 每逢週末安排中一、中二及中三級「週六輔導班」，旨在協助部分未能適應用英語學習的同學，提昇他們的學習能力，改善其學習方法，使其能適應數學科，英文科及科學學習。
- 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 organized from 16 July, 2015 to 23 July, 2015 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, Geography 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 learn core subjects.
- ◆ 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、地理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。
- 每逢週末學校安排週六輔導班協助有需要的中一同學學習主修科。
- 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 sweet soup gatherings regularly in this year. Guidance Committee would also 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.
- ◆ The number of students who participated in musical instrumental classes in SIN TAK's "SUM" Scheme increased significantly from 44 (Year 2013-14) to 55 (Year

2014-15).The total number of S.1 students who participated in any one of the three uniform groups in the scheme has increased slightly from 56(Year 2013-14) to 59(Year 2014-15).

- ◆ Students have been provided with ample opportunities to develop their potentials through participating in and becoming leaders in various students' organizations, e.g. Students' Union, Houses, Clubs, Class Committees, etc. More than 80% of S.5 students took up posts in various student committees.

Class	No. of students who held posts / Total no. of students
5A	30 / 31
5B	31 / 34
5C	22 / 30
5D	25 / 28
5E	27 / 29
5F	23 / 28
<b>Total</b>	<b>158 / 180 (87.8%)</b>

- ◆ The Board of Discipline had arranged talks for S.1 – S.3 students which included a talk on cyber-crime, sex offences and the punishment associated with drug trafficking given by our School Police Liaison Officer. Another talk was given by a social worker from the Hong Kong Youth Services on the avoidance of drug abuse. From the talk delivered by the school's Liaison Police Officer, students clearly understood the common crimes that would be committed by youths and protect themselves from being lured. Through the social worker's talk, students learnt the knowledge about drugs such as harmful effects associated with drug addiction and how youths would fall prey to criminals. So students would know how to refrain themselves from various temptations.
- ◆ The School-based After-school Learning and Support Programmes provided financial support to students with financial difficulty so that they could 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。舉辦宗教歷奇活動「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。
- ◆ 參加「善德一心」樂器班的同學人數明顯增加，由 13-14 年度 44 人至 14-15 年度 55 人。中一參加制服團隊的人數由 13-14 年度 56 人輕微增加至 14-15 年度 59 人。
- ◆ 透過參加各類學生組織和成為組織的領袖，學生有多樣機會去發展潛能。多於百份之八十的中五學生在各個學生組織擔當領導崗位。

- ◆ 訓導處舉辦支援學生需要的禮堂周會包括由警長主講網上罪行、性罪行、毒品刑責問題；及香港青少年服務處社工主講預防學生濫藥講座。透過警長講座，學生清楚明白青少年容易干犯的罪行，透過認知避免受到引誘。透過社工講座，學生清楚了解與毒品有關的知識，例如吸食毒品對身體的影響、毒犯引誘青少年的手法等，從而避免受到引誘，誤入歧途。  
領袖生隊主辦跳大繩班際比賽，學生都積極參與其中，期望學生參與活動後，能團結友愛。
- ◆ 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

2015 HKDSE total no. of subject score with level 4 or above: 677 (64.2%)

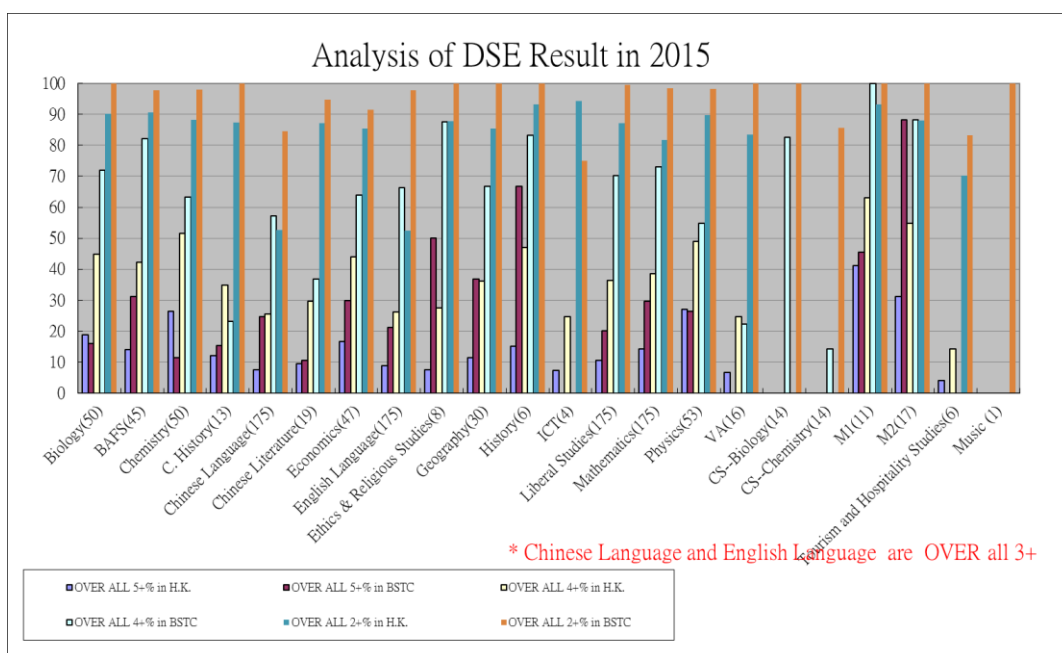
2015 中學文憑試各科達四級或以上的總科次 : 677 (64.2%)

2015 HKDSE Best Score 中學文憑試最佳成績

- 3 x 5\*\* + 3x5\* + 1x5
- 2x5\*\* + 4x5\* + 1x5

70% of S6 graduates entering JUPAS undergraduate programmes.

百分之七十的中六畢業同學獲分派聯招大學學士學位。



## 2014 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	142	131	92	77
英國語文 English Language	141	138	98	69
數學 Mathematics	141	137	97	80

## Scholarships 獎學金 2014/2015

<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	14
● 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	1
● Tsuen Wan Rural Committee Scholarship 荃灣鄉事委員會獎學金	3
● 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	87
◆ MadamHo Sin Hang Buddhist Studies Award 何善衡夫人佛學獎	3
◆ 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	10
◆ The Silver Jubilee Memorial Scholarship 銀禧校慶紀念獎學金	2
◆ Mathematics Award 數學獎	12
◆ Dr. Gary Cheng Scholarship 鄭發丁博士獎學金	6
◆ Mr. Lin Tsz Kin Best Improved Students Award 連梓堅校友學業進步獎	69

## Prizes won in Inter-school Competitions 校際比賽獎項(2014-2015)

<i>THE ARTS</i> 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 67th Hong Kong Schools Music Festival 第六十七屆香港學校音樂節 Guitar Solo (Junior) 結他獨奏(初中組) Alto Saxophone Solo Junior 中音薩克管獨奏初級組 Female Voice Solo Secondary (Age 14 or under) 女聲外文獨唱中學(14歲以下) Senior Female Voice Choir (Division Two) 高級組女聲合唱組(第二組別)	Second Runner-up 季軍 Second Runner-up 季軍 Champion 冠軍 Second Runner-up 季軍
Open University of Hong Kong, JCI 香港公開大學李嘉誠專業進修學院"	THE VOICE 葵青區中學聯校歌唱比賽 Vocal Solo Open 獨唱公開組	First Runner-up 亞軍
"LCSD / MUSIC OFFICE 康樂及文化事務處 / 音樂事務處"	Chinese Orchestra Competition (Secondary Division B (26 – 45 members)) 中樂團比賽(中學B組(26-45人))	Bronze Prize 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 51 <sup>st</sup> School Dance Festival Jazz and Street Dance 第51屆學校舞蹈節爵士舞及街舞	Honors Award 優異獎
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	66th Hong Kong Schools Speech Festival (English) 第六十六屆香港學校朗誦節(英文)	Three Champion, three 1st Runner-Up, three 2nd Runner-Up And fifteen Merits 三個冠軍、三個亞軍、三個季軍及十五個優異
	66th Hong Kong Schools Speech Festival (Chinese Speech) 第六十六屆香港學校朗誦節(中文)	One Champion, four 1st Runner- Up, five 2nd Runner- Up & twenty one Merits 一個冠軍、四個亞軍、五個季軍及二十一個優異
China Youth & Children Research Association 中國青少年研究會	14 <sup>th</sup> "Star River" National Children's Fine Arts Calligraphy & Photography Contest Chinese Children's Fine Arts Calligraphy & Photography Works 第十四屆星星河全國少年兒童美術書法攝影大賽	Two First Class Honor 壹等獎 2名 One Second Class Honor 貳等獎 1名 One Third Class Honor 參等獎 1名 Two merits 優異獎 2名
"EDB Arts Education Section 教育局藝術教育組"	Exhibition of Secondary School Students' Creative Visual Arts Work 2014/15 中學生視覺藝術創作展 2014-2015	Three merits 優異獎 3名
Australian consulate - general 澳洲駐香港總領事館"	"My Australian Christmas Card competition 2014 澳洲聖誕咭設計比賽	Two merits 優異獎 2名
The Hong Kong Buddhist Association 香港佛教聯合會青少年團	Buddhist Birthday Card Design Competition 佛誕咭設計比賽 Junior group 初中組"	Champion and First-Runner Up 冠軍及亞軍

<b>ACADEMIC &amp; OTHERS 學術及其他</b>		
Hang Lung Properties, The Institute of Mathematical Sciences, and Department of Mathematics of The Chinese University of Hong Kong 恒隆地產·中文大學數學科學研究所及數學系合辦	2014 Hang Lung Mathematics Awards 2014 恒隆數學獎	Gold Award 金獎
The Cultural and Educational Association of the New Towns 新市鎮文化教育協會	The 17th Hong Kong Schools Mandarin Speaking Contest (New Territories) 第十七屆全港中小學普通話演講比賽 2015 (新界區)	Merit 良好獎
The Hong Kong Institute for Promotion of Chinese Culture 香港中華文化促進中心	2014-2015 China Essay Competition for Secondary Students (Hong Kong Region) 2014-2015 中國中學生作文大賽 (香港賽區) Junior Form 初中	Gold Award & Silver Award 1 個金獎及 1 個銀獎
The Hong Kong Buddhist Association 香港佛教聯合會	7 <sup>th</sup> Joint-school Chinese Group Discussion Competition 第 7 屆中文科聯校小組討論比賽	Outstanding Performance Award 卓越表現大獎
	Buddhist Birthday writing competition 2015 2014-2015 年度佛誕徵文比賽	Champion & Two Merits 冠軍及 2 個優異
Faculty of Arts and Language Centre, Hong Kong Baptist University 香港浸會大學文學院、語文中心	8th Interschool Creative Writing Competition 第八屆大學文學獎 Fiction 小說	Youth Author Award 少年作家獎
The KwaiChing Committee of the Community Youth Club 公益少年團葵青區委員會	Movie Review Competition(Secondary) 電影欣賞徵文比賽 (中學組)	Two Outstanding Awards 2 個優異獎
Hong Kong Public Libraries and Hong Kong Children's Arts Society 香港公共圖書館、香港兒童文藝協會	Competition On Story Writing In Chinese For Students 2015 2015 年學生中文故事創作比賽 Junior 初中	優異獎
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 Training Shield 部門訓練盾(全港)	1st Runners-up 亞軍
	Departmental Service Shield 部門服務盾(全港)	1 <sup>st</sup> Runners-up 亞軍
	Departmental Nursing Competition 部門護理比賽(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	Champion & First Runners-up 冠軍及亞軍
	Hong Kong Red Cross Division(WNTD) Nursing Competition 新界西總部護理比賽	1st Runners-up 亞軍
	Divisional 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
	Best Youth Member (WNTD) 新界西總部傑出青年會員	Best Youth Member 傑出青年會員"
	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
Hong Kong Secondary Schools Debating Society	English Debating Competition (Kowloon Senior Division One) 英文辯論比賽 (九龍區高中組第一組)	First Runners-up 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 17th Hong Kong High Achievers Selection 第十七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 2015 培正數學邀請賽 2015	Bronze Award & Three Merit 銅獎及 3 個優異獎
Hong Kong Buddhist Association Secondary Schools 香港佛教聯合會會屬中學	The Twenty-ninth Joint Buddhist Schools Mathematics Competition, 2015 第二十九屆香港佛教中學數學比賽	Group Event Champion, Individual Event Champion 團體賽冠軍、隊際賽冠軍
Department of Mathematics and Information Technology HKIEd and Mathematics Education Section, EDB 香港教育學院數學及資訊科技學系及教育局數學教育組聯合舉辦	The 32nd Hong Kong Mathematics Olympiad 第三十二屆香港數學競賽 "	Merit Award 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 Third Inter-school Competition of Project Learning on Hong Kong's History and Culture Category A – Written Report Junior 第三屆校際香港歷史文化專題研習比賽文字報告初級組	First Prize 冠軍
<b>SPORTS 體育</b>		
Scout Association of Hong Kong, N.T. Region, South Kwai Chung District. 香港童軍總會南葵涌區會	任國釗會長盃童軍露營技能比賽 2015	Champion 冠軍
The Hong Kong Schools Sports Federation (Kwai Tsing Secondary Schools Area Committee) 香港學界體育聯合會 (葵青區中學分會)	Inter-School Swimming Competition 校際游泳比賽 Boys Grade A 200 M Individual Medley 男子甲組 200 米個人四式 Boys Grade C 50 M Freestyle 男子丙組 50 米自由式 Boys Grade C 50 M Breaststroke 男子丙組 50 米胸泳 Girls Grade A (overall) 女子甲組團體 Girls Grade A 200M Freestyle 女子甲組 200 米自由式	2nd Runner-up 季軍 2nd Runner-up 季軍 2nd Runner-up 季軍 3 <sup>rd</sup> Runners-up 第四名 2 <sup>nd</sup> and 3 <sup>rd</sup> Runner-up 亞軍及季軍
	Inter-School Table Tennis Competition 校際乒乓球比賽 Boys Grade A 男子甲組 Girls Grade B 女子乙組 Girls Grade C 女子丙組	1 <sup>st</sup> Runners-up 亞軍 2nd Runners-up 季軍 Fifth Place 第五名
	Inter-school Badminton Competition 校際羽毛球比賽 Boys Grade A 男子甲組 Girls Grade C 女子丙組	Fifth Place 第五名 Fifth Place 第五名
	Inter-school Athletics Meet 校際田徑比賽 High Jump Boys Grade A 跳高 男子甲組 Girls Grade B 400M 女子乙組 400 米	2nd Runner-up 季軍 2nd Runner-up 季軍

	<b>Inter-school Volleyball Competition</b> 校際排球比賽 <b>Boys Grade A</b> 男子甲組 <b>Boys Grade C</b> 男子丙組 <b>Girls Grade B</b> 女子乙組	4th Runners-up 第五名 4th Runners-up 第五名 4th Runners-up 第五名
Hong Kong Buddhist Association 香港佛教聯合會	<b>Inter-School Table Tennis Competition</b> 校際乒乓球比賽 <b>Boys</b> 男子組 <b>Girls</b> 女子組	2nd Runners-up 季軍 1 <sup>st</sup> Runners-up 亞軍
Federation of Tsuen Wan District Sports & Recreation Association Ltd. 香港荃灣乒乓球體育會荃灣區體育康 樂聯會	<b>1<sup>st</sup> Inter-school Table Tennis Competition (Tsuen Wan and          Kwai Chung Secondary and Primary Schools) Secondary          Section.</b> 第一屆荃葵區中小學聯校乒乓球錦標賽中學組	1 <sup>st</sup> Runners-up 亞軍
A.S.Watson Group 屈臣氏集團	<b>A.S.Watson Group HK Student Sports Awards 2014-2015</b> <b>屈臣氏集團香港學生運動員獎 2014-2015</b> <b>Secondary Section</b> 中學組	<b>A.S.Watson Group          HK Student Sports          Awards 2014-2015</b> <b>屈臣氏集團香港學生          運動員獎 2014-2015</b>



	<ul style="list-style-type: none"> <li>■ 收集後初步統計參加人數</li> <li>■ 收集署方報告等候真正參加人數</li> </ul>		
	<p>4 講座系列</p> <p><b>視障講座</b> 中一 27/10/2014 注意眼睛健康、認識眼睛病變；避免沉迷網絡世界，關懷視障人士。</p> <p><b>拒煙達人</b> 中一 -中三 13/5/2015 以互動手法，讓學生進一步了解吸煙害處，學懂如何拒絕吸煙。</p> <p><b>一拮OK</b> 中四至中五 10/3/2015 以互動手法，講解有關吸毒害處，拒絕引誘。</p>	學生能投入活動及作出積極的回饋。	<p>4. 講座系列</p> <p><b>視障講座</b> 中一 於 27/10 邀請了香港視網膜病變協會到校為中一同學進行視障及眼睛保護的專題講座，內容加插手機及電子產品對眼睛的影響，適合學生的需要，再加上有趣的互動遊戲，氣氛熱切。</p> <p>- <b>拒煙達人</b> 中一至中三 講者以互動手法，讓學生深入了解吸煙害處、如何拒絕吸煙引誘。主講者除邀請同學上台以嗅覺及親身觸摸受尼古丁影響的豬肺外，又以最近期的新聞資料及網上短片顯示吸煙的害處，讓人印象深刻。 老師及學生均表示講座能展示吸煙會對身體構成嚴重的影響。學生反應積極、老師亦對講者及講座內容非常滿意</p> <p>- <b>一拮OK</b> 等講座 中四至中五 講座多提問多互動、資料新鮮，切合學生程度及需要，講者表達技巧佳，能帶領同學深入認識吸毒的後果。 學生表現專注投入，對於講者的提問亦積極回答。</p>
	5 定期製作健康資訊展板 / 壁佈板、張貼及派發健康資訊刊物及單張，讓學生及家長從刊物中增加健康訊。	能定期更新資訊。	5. 未能定期更新資訊，下學年度會大力改善。

## Financial Summary 財務報告(2014 - 15)

### 學校周年財務狀況 (2014- 15) :

#### I. Government Funds

##### A. EOEBG Grant

	Bal b/f	Income	Expenditure	Bal c/f
<i>Original Baseline Reference</i>		1,883,698.44		
Integrated Science			8,141.80	
Visual Art			49,920.80	
Home Economics			21,598.80	
Computer Literacy			320.00	
Chinese Language & Culture			1,176.00	
Biology			26,486.27	
Chemistry			4,157.90	
Lift Maintenance Grant			70,818.33	
Moral and Civic Education Grant			5,127.60	
Chinese Extensive Reading			4,394.40	
English Extensive Reading			16,026.95	
Guidance and Discipline Programme Funds			574.50	
School & Class Grant			1,522,974.44	
Sub Total (A)		1,883,698.44	1,731,717.79	151,980.65
 <i>School Specific Grants</i>				
Administration Grant	2,193,327.59	3,615,674.00	3,985,020.54	1,823,981.05
Noise Abatement Grant	-	480,728.00	480,728.00	-
Composite Information Technology Grant	416,476.39	407,089.00	331,435.51	492,129.88
Capacity Enhancement Grant	541,638.46	557,148.00	358,298.71	740,487.75
Sub Total (B)	3,151,442.44	5,060,639.00	5,155,482.76	3,056,598.68

	Grand Total (A) + (B)	<u>3,151,442.44</u>	<u>6,944,337.44</u>	<u>6,887,200.55</u>	<u>3,208,579.33</u>
<b>B. Outside EOEBG Grant</b>					
	Teacher Relief Grant	536,782.83	189,964.25	163,742.66	563,004.42
	Committee on Home-School Co-operation Project	17,010.50	14,989.00	28,050.00	3,949.50
	Cash Grant for School-based After-school Learning and Support Programmes	65,127.20	116,800.00	143,269.40	38,657.80
	Fractional Post Cash Grant	23,303.50	376,106.50	62,460.25	336,949.75
	Diversity Learning Grant (Applied Learning)	-	72,000.00	72,000.00	-
	Extra Senior Secondary Curriculum Support Grant	377,652.00	250,000.00	36,058.75	591,593.25
	Diversity Learning Grant (Other Programmes)	40,170.81	98,000.00	55,823.89	82,346.92
	Learning Support Grant	24,200.00	52,000.00	36,200.00	40,000.00
	Moral and National	273,320.15	-	-	273,320.15
	Senior Secondary Curriculum Support Grant	-	724,668.00	668,224.00	56,444.00
	One-off Grant for Upgrading of WebSAMS and Technical Specifications of the Standard Hardware and Software	50,000.00	-	49,500.00	500.00
	Career and Life Planning Grant		517,620.00	488,252.53	29,367.47
	Grand Total	<u>1,407,566.99</u>	<u>2,412,147.75</u>	<u>1,803,581.48</u>	<u>2,016,133.26</u>
<b>II. School Funds (General Funds)</b>					
	Tong Fai	673,380.00	119,660.00	-	793,040.00
	Donations	32,747.94	2,975.20	-	35,723.14
	Approved Collection for Specific Purposes Account	<u>962,298.10</u>	<u>78,087.75</u>	<u>31,053.36</u>	<u>1,009,332.49</u>
	Grand Total	<u>1,668,426.04</u>	<u>200,722.95</u>	<u>31,053.36</u>	<u>1,838,095.63</u>

## **Feedback and reflection 回饋及反思**

本學年選取了增強學生學習信心和促使學生尊重自己、學校和社會，以便將來成為良好公民。

**This year we select to boost students' confidence in learning as well as to help students respect for themselves, the school and the community so that they will become good citizens in future.**

在增強學生學習信心方面，教師團隊需要從課堂教學、課程設計、評估課業和如何利用評估數據回饋教學策劃，最終令課堂教學更有效率，才能成功增強學生學習信心。特別是學校內班級層面、課室層面和學科層面均存在嚴重學習差異，能力較高的學生和能力稍遜的均需在課堂參與學習活動和取得成功感，學生才會建立更強動機持續努力學習。

**To boost students' confidence in learning require the teaching team to inform teaching planning on teaching strategies in lessons, curriculum design, assessment of assignments as well as the assessment for learning by making use of the assessment data, so as to enhance the teaching and learning effectiveness, so that in turn we can boost students' confidence in learning. Especially we face great learners' differences in the form level, classroom level and the subject level, both the high ability students and the less able ones need to participate in the learning activities in lessons so as to achieve success, and hence students will be motivated and establish even stronger initiative to learn harder.**

新學制強調學生需要轉移共通能力和融匯貫通不同學習領域的知識，而非死記硬背資料數據，因此學生的解難和思維技巧在教學過程中也非常重要。一旦學生能在學習活動或課堂取得成功，自有更大信心和動機作課前預習備課，令翌日課堂教學更有效率。2014年10月本校接受教育局質素保證組外評隊訪校，外評報告亦指出本校教師團隊和學生均能善用課前預習以延展課時，讓教學能以更具效率進行。透過科組周年報告、學校觀察和外評報告顯示，學校在增強學生學習信心已初見成效，惟課前預習的成功仍可繼續優化持續，讓課堂教學更具效率。

**The new curriculum emphasizes that students need to transfer generic skills and to incorporate knowledge from different key learning areas, but not the rote memorization of the fact and data, hence students' problem solving skills and the thinking skills are both very important during the teaching and learning process. Once students can achieve success during the learning activities or lessons, gradually they will be further motivated to have greater confidence and motivation to complete the pre-lesson task, so that the lesson the next day will be conducted in a smooth way with greater effectiveness. In October 2014 our school had undergone the External School Review by the Quality Assurance Section of the Education Bureau, the ESR report clearly pointed out that our teaching team and students**

could make good use of the pre-lesson task to extend the learning time beyond lessons, so that the teaching and learning will be conducted more smoothly. Through the annual report from the academic subjects and the functional groups, observation from school and the ESR report, we may conclude that the major concern of boosting students' confidence in learning has achieved preliminary success, yet the pre-lesson preparation task can be further improved and consolidated, so as to sustain the effectiveness of the lessons.

在為學生建構正確價值觀和態度，促使他們尊重自己、學校和社會，從而成為良好公民這重點關注事項在短時間內暫時較難衡量成果，因為學生是否尊重自己、學校和社會也受當前政治氛圍和社會具爭議事件影響。學校涉及不同持份者，學校能否提供平台空間讓學生以開明態度從不同角度認識、了解、思考、實踐和內化相關態度和價值觀，最終達致尊重自己、學校和社會也需時間蘊釀培養才能衡量。特別是近年社會對爭議事件意見紛云，學生不一定會盲目附和成年人的判斷和價值觀，反而學校應著力思考如何在校園建構「和理非非」的環境：和平、理性、非暴力和非污言穢語，讓爭議事件也得以理性和平討論才是較理想的應對之道。

學校教懂學生尊重他人不同意見是非常重要的，否則日後無從建立公民社會，也更容易令學生更趨激進，這情境對教導學生尊重自己、學校和社會並無正面幫助。

For the major concern of cultivating positive values and attitude, so that students will respect for themselves, the school and community, and in turn become good citizens cannot be evaluated within such a short time, as whether students respect themselves, the school and community or not depends much on the political context and the controversial issues in society, students will be influenced by these context and issues. The school involves different stakeholders and whether the school may provide an open platform to let students to understand, reflect, apply and internalize the corresponding attitude and values from multiple perspectives in an open manner needs a much longer time to evaluate. Especially the society has diversified views on controversial issues, students will not follow without reflection on adults' judgements and values, however the school should reflect how to establish a peaceful, rational, non-violent and non-profanity environment, so as to allow students to discuss the controversial issues in such a context will be a proper way to handle the situation.

It is very important that the school will teach students to respect different opinions from other people, otherwise we will never be able to provide a society will good citizens, and may in turn make students more radical, and this context will not bring any positive impact for teaching students to respect for themselves, the school and community,

# Appendix 附件

## Evaluation Report on the Use of Capacity Enhancement Grant, 2014/2015

### 2014/2015 學年學校發展津貼用途檢討報告

Target Areas	Implementation	Benefits gained	Evaluation
The use of IT in teaching 使用資訊科技教學	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	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。	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。 The IT Assistant could also help with Inter-year processing to set up IT systems properly so that they are ready for use in the new academic year. 資訊科技教學助理能幫助進行電腦系統之年中過度以備新學年使用。
Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要	A. To operate 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 core subjects 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、數三科核心科目。 A2. Peer Tutor Scheme for all S6 subjects – tutorial groups (about 4 students per group) are arranged with graduates currently studying in the university as tutors to help students in the preparation for the HKDSE. 中六級朋輩輔導計劃：由現正於大學就讀的學長擔任輔導小組導師，任教每組約 4 位	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	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。 All the 28 participants (100%) of S.1 Saturday Class have improved in at least one of the subjects being taught. Most of them got more than 10 positions improved in their rank in form. The best improving student got 55 positions improved in the rank in form. (Maths: from position 83 to 28) 所有 28 位(100%)參加中一周末補習班的學生獲得一科補習科目或以上的進步。普遍學生獲得超過 10 名以上的進步。最佳的學生進步 55 名(數學科：由 83 名升至 28 名) In S.2, 16 out of 32 (50%) participants have improved in the subjects being taught. The best improving student got 79 positions improved in their rank in form. (Maths: from position 95 to 16) 中二方面，32 位參加學生中，16 位(50%)學生獲得進。最佳的學生於數學科的名次由 95 名獲提升至 16 名。 Among the 55 S3 students who took part in the Saturday Class, 27 participants (49%) have improved in the subjects being taught. The best improving student got 48 positions improved in the rank in form. (Chinese: from position 140 to 92) 本年度共有 55 位中三學生參加。27 位(49%)參加學生獲得進步。最佳的學生中文科名次由

	<p>學生，協助學生準備應考中學文憑試。</p> <p>(ii) After school Maths Tutorial Classes in different forms – tutorial groups (about 20 students per group) are arranged with graduates currently studying in the university as tutors to help students catch up with their learning progress.</p> <p>各級課後數學精班：由現正於大學就讀的學長擔任輔導小組導師，任教每組約 20 位學生，協助學生追上</p>	<p>140 名獲提升至 92 名，進步 48 名。</p> <p>Overall speaking, the Saturday Tutorial Class successfully helped students improve their academic results and boosted their confidence.</p> <p>S1 students improved a lot after joining the tutorial class. However, it is more difficult to help S2 and S3 students improve. It may be due to the lack of teaching experience of the course tutor who are alumni of our school studying University Year 1. Assistant teachers of core subjects who have received teacher training and more teaching experience will be the teachers of Saturday Class 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。中一級學生進步極佳。但中二及中三級的學生則較難取得進步。原因可能是任教導師經驗不足有關(導師為本校舊生，現正修導大學一年級)。來年開始，星期六班將由本校完成教師訓練及有較多教學經驗的主修科助理教師任教。</p> <p><u>A2Peer Tutor Scheme</u></p> <p>6 subjects, including Biology, Chemistry, Economics, Ethics and Religious Studies ,Geography, Mathematics recruited alumni to provide after-school/ Saturday tutorial lessons to students. Subject teachers and tutors prepared notes and exercise to students for the preparation of HKDSE. In the past, the tutorial programmes were mainly provided for S6 students. Participants received more intensive training and did more revision before the HKDSE. Teachers reported that the learners' diversity was great in S4 and S5. Therefore, most of the tutorial class offered this year were provided for S4 or S5 students.</p> <p>Since most of the tutorial classes were provided for S4 and S5 student. They still haven't taken the HKDSE. Therefore, the analysis of results was based on their results in the school examination. It was revealed that S5 students got more significant improvement. The attendance rate was high. But the performance of S4 students was fair. The attendance rate still have room for improvement. Teachers revealed that it was due to the time clash with activities organized by other departments. To improve the attendance rate, teachers have to pay more attention to the date and time of other activities in school. Participants might also be required to pay a deposit which would be returned to them if they have a satisfactory attendance record.</p>
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			<p>All subjects reviewed the effectiveness of the scheme and they agreed that students learnt more skills in answering examination questions after completing the tutorials.</p> <p>The S6 Mathstutorial class was arranged after school on weekdays. Students were eager to attend the after-school tutorials. The level 2+ of 2015 HKDSE Mathsis 98%.</p> <p>本年度共有 6，包括數學、經濟、地理、宗教與倫理科、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。以往補習對象集中中六級學生，在文憑試前為學生加緊重溫及操練。然而，本年度大部份科目都發現中四及中五級學生學習差異大，故改於中四級及中五級開設補習班。</p> <p>由於本年度大部份參加此計劃學生尚未參與文憑試，成績檢討改以校內成績作比較。中五級學生表現較佳及出席率較高，中四級則表現一般，出席率亦有改善空間。負責老師發現部份補習班與其他組別舉辦的活動撞期，導致學生未能出席。來年應提醒參加計劃老師留意活動日期並考慮要求參加學生繳付按金，出席率滿意方可退回。</p> <p>各科於完成此計劃後已檢視計劃成效，同意學生完成此計劃後能掌握更多考試答題技巧。</p> <p>本年度中六級數學輔導班將改於上課日放學後舉行。同學參與意欲有所提昇。文憑試數學科考獲 2 級或以上百分比達 98%。</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>C. To continue to operate the Secondary School Life Adaptation Programme for newly admitted S.1 students. Tutors will take up the roles of class teachers and 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</p>	<p>Teachers' workload in summer reduced, 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>The data obtained from the collection of the evaluation questionnaires showed that all the participants had a good impression on the Adaptation Programme. Most of them strongly agreed that the problem solving skills and the reading skills are the most useful skills they have learnt. 90% of students rated 6 -7 in a 1-7 scale (the best 7). And they appreciated their class teachers much as they found that the class teachers could clearly teach the course content and they employed diversified teaching methods in teaching. They also agreed that there was a harmonious student-teacher relationship. 83% of students rated over 5 in a 1-7 scale. Most of them agreed that they gained more confidence in using</p>

	<p>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>English to learn after the programme. Teachers reported that students participated in learning activities actively. Some students lacked self-management skills. They sometimes failed to submit reply slips or homework on time. 評估問卷結果顯示普遍同學對課程整體印象良好。大多數同學最喜歡課程內教授的解決問題技巧及閱讀技巧。同學亦覺得班主任能清楚傳達課程內容，使用多元化的教學方法及師生關係融洽，90%學生評 6-7 分(7 分滿分)。他們對用英語作為學習語言的信心亦有所提升，83%同學對此項評分為 5 分以上(7 分滿分)。大部份同學認同他們在課程完成後對用英語學習更有信心。 老師認為同學普遍熱衷參與學習活動，部份同學自理能力有待改善，偶有欠交回條或功課。</p>
	<p>C. To alleviate the teaching workload of LS teachers, one Assistant Teacher (AT) will be employed and assist teachers in preparing teaching materials for Liberal Studies. This Assistant Teacher will also carry out duties assigned by the Board of Studies. 聘請一位助理教師，以減輕通識組教師的教學工作負擔，協助教師準備教學材料。助理教師也會協助教務處所編配的工作。</p>	<p>LS Teachers are relieved from part of the remedial teaching tasks Teachers from the Board of Studies may be relieved from some clerical work. 減輕通識組教師的教學工作。 減輕教務處老師的文書工作。</p>	<p>The LS assistant teacher was mainly responsible for administrative support and general routine for Liberal Studies and led students outdoor activities (e.g. Tai Po field trip, Understanding Yuen Long outdoor activities, interschool and inter class debate competitions, Urban Renewal Project, LS week, etc. Most LS teachers gave positive feedback and evaluated that their workload can be relieved by the LS AT. Besides, the assistant teacher helped us to provide remedial support to S4 and S5 low achievers during summer vacation. Attendance rate is over 90% and 80% for S5 and S4 respectively. Work done by students is evaluated to be serious and effective in the sense of improving students' perseverance and motivation in learning. 本年度通識助理教師主要負責科組的行政事務和籌備各項與科組相關的課外活動，包括聯校辯論比賽、班際辯論比賽、市區重建導賞、通識週、新界東北考察、元朗少數族裔考察等。大部分通識科老師認為助理教師能減輕他們的科組行政及教學工作。 另外，助理教師為學習能力較弱的提供課後支援，於暑假舉行了為中四及中五級同學舉行暑期溫習班，中四級的出席率超過 90%，中五級的出席率超過 80%。檢閱同學的課業後，大部分同學也積極參與及認真完成小測和課業。</p>
	<p>D. To employ coaches for school basketball team, badminton team, table tennis team and football team.</p>	<p>To alleviate the coaching duties of PE teachers and to provide a variety of sports</p>	<p>Under the supervision of quality coaches, subsidized school teams, especially both the basketball and table-tennis teams, performed better in both their skill level and team cooperation. Thanks to their punctuality, high</p>

	<p>聘請體育校隊教練包括籃球、羽毛球、乒乓球。</p>	<p>activities for our students. 舒緩 PE 老師的教練工作。提供多樣體育活動。</p>	<p>attendance rate, a serious attitude and outstanding results, these teams' outstanding performance was reflected from regular training and results in competitions. For example, the basketball team boys' grade A entered the third round in the territory-wide marathon basketball competition during the summer holiday. Both the boys' and girls' table tennis teams got numerous awards in different inter-school and open-competitions. Girls Grade A swimming team got the 3<sup>rd</sup>-runners up.</p> <p>被資助的校隊，在有質素的教練帶領下，無論在技術層面或在團隊合作表現上，各校隊均有提升，尤以籃球隊及乒乓球表現最為理想，這反映在其訓練時的表現及比賽的結果上：出席率高、準時、認真、成績亦優異 - 如籃球甲組在暑期的全港馬拉松籃球比賽成功進入第三圈、男女子乒乓球隊在學界中或公開賽中囊括多個獎項、泳隊取得女子甲組團體第四等。</p>
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## 2014/2015 學年課後學習支援計劃工作報告

## A. The number of benefitting students under this programme (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.	Dialogue in the dark 黑暗中對話	1	4	0	100%	11 Nov 2014	\$400	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
2.	S.2 Class Day Camp 中二日營	10	32	0	100%	Sept 2014	\$2948	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
3.	Broadway Musical 百老匯音樂劇	11	26	0	100%	Oct 2014	\$1750	Teachers' and students' verbal feedback 教師及學生的口頭回饋	
4.	Movie-Watching 電影「爭氣」觀賞	12	37	0	100%	23 Oct 2014	\$2805	Teachers' and students' verbal feedback 教師及學生的口頭回饋	---
5.	School picnic transportation fee 學校旅行車費	50	212	0	100%	5 Dec 2014	\$10315.4	Teachers' verbal feedback 教師的口頭回饋	---
6.	Day Camp fee 日營營費	38	149	0	100%	5 Dec 2014	\$1589.5	Students' verbal feedback 學生的口頭回饋	---
7.	Outward Bound Training 外展訓練	0	24	0	100%	12 Mar 2015	\$19800	Students' verbal feedback 學生的口頭回饋	Outward Bound 香港外展訓練學校
8.	S.5 Social Etiquette workshop 中五餐桌禮儀工作坊	15	41	0	100%	2 Jul 2015	\$14819.35	Students' verbal feedback 學生的口頭回饋	Le Manège 木馬會

9.	S.6 Study Scheme 中六學生成績改善計劃	3	15	0	80%	Sept – Dec 2014	\$35160	Students' verbal feedback 學生的口頭回饋	
10.	S.5 Study Scheme 中五學生成績改善計劃	3	13	0	85%	Oct – Dec 2014	\$2020	Students' verbal feedback 學生的口頭回饋	
11.	S.4 Study Scheme 中四學生成績改善計劃	2	3	0	80%	Oct – Dec 2014 Mar – May 2015	\$2560	Students' verbal feedback 學生的口頭回饋	
12.	S.1 – S.3 Saturday Tutorial Class 中一至中三星期六補習班	6	20	0	80%	Oct – Dec 2014	\$26655	Students' verbal feedback 學生的口頭回饋	
13.	S.6 Saturday Literature Tutorial Class 中六星期六文學補習班	0	7	0	90%	Sept – Dec 2014	\$6000	Students' verbal feedback 學生的口頭回饋	
14.	S3 Chinese Elite Course 中三中文精進班	2	7	0	96%	Mar – May 2015	\$4240	Students' verbal feedback 學生的口頭回饋	
15.	S.4 – S.6 Maths. Tutorial Class 中四至中六數學補習班	4	11	0	80%	Oct 2014 – May 2015	\$6240		
16.	S.5 Geog. Tutorial Class 中五地理補習班	1	5	0	90%	May 2015	\$2520		
<b>Totalno. of activities: 16</b>									
<b>@No. of participation counts</b>		158	569	0		<b>Total Expenses</b>	<b>\$139,822.25</b>		
<b>Total no. of participation counts</b>		727							

## 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): \_\_\_\_\_