



Buddhist Sin Tak College

佛教善德英文中學

Annual School Report

學校報告

2015- 2016



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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 Ho Sin-Hang.
- It is a government-subsidised secondary school sponsored by the Hong Kong Buddhist Association.
- We commit ourselves to instilling Buddhist values in youngsters.
- It is a 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 2015-2016 come from 36 primary schools, of which 89% are from Kwai Chung and Tsing Yi districts, 2% from Tsuen Wan district and 9% from Islands 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。二零一五年至二零一六學年本校中一學生來自三十六間小學，百分之八十九來自葵青區，百分之二來自荃灣，百分之九來自離島。

Class Organisation 班級結構

Class Structure and Enrolment 班級結構及學生人數 (09. 2015)

Level 班級	S1	S2	S3	S4	S5	S6	Total
No. of Classes 班級數目	4	4	4	5	5	6	28
No. of Boys 男生數目	71	55	65	65	63	82	401
No. of Girls 女生數目	57	77	69	86	82	89	460
Total Enrolment 總學生人數	128	132	134	151	145	171	861

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

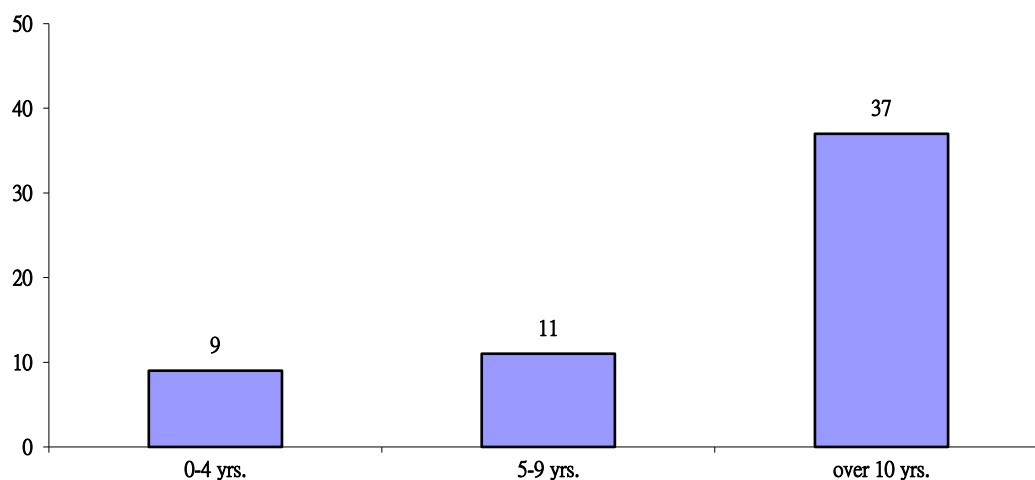
All teachers under the establishment have received professional training in teaching. All the 12 English teachers have already attained the English Proficiency Requirement for English teachers and our 3 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

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。十二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. 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. Four Assistant Principals took care of the students' learning, 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。另有四位助理校長負責教務工作、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 Concerns Implementation Plan 重點關注事項施行計劃 2015-2016

Major concern 1 : To stretch students' potential and enhance their learning capacity

重點關注事項一：延展學生潛能以增強他們的學習能力

Strategies/Tasks 策略/方法	Success Criteria 成功指標	Achievements and Evaluation 成就及評估
<p>1. Teachers use diversified classroom questioning techniques to enhance learning and teaching efficiency and students' learning capacity. 教師以多樣的課堂提問技巧增進教與學的果效，提升學生學習能力</p> <p>1.1 Provide teachers with information and exemplars of effective questioning skills. 向教師提供有效提問技巧的資料及範例 Teachers develop effective questioning skills through various means: (i) Workshops conducted by expertise on 25th September, 2015; (ii) Reading articles about principles of questioning, examples of good questions, techniques for asking effective questioning, a taxonomy of question types 教師透過不同方式發展有效的提問技巧： (i) 由專家舉辦培訓工作坊(25/9/2015) (ii) 閱讀 相關文章、提問的原則、優秀提問示例、高效提問的技巧、問題分類</p> <p>1.2 Each teacher should observe one lesson of his/her peer. The teacher pairing will be assigned by subject head(s). Teachers are welcome to invite one member of the Quality Assurance Team of our school as an additional observer. 每位老師和同儕夥伴各自觀對方一節課，同儕夥伴之人選則由科主任編排。校方歡迎老師邀請校內課堂質素保證組成員陪同一起觀課，並給予意見。</p>	<p>Introduced and induced teachers' continuous professional development in questioning techniques, 向教師介紹提問技巧方面的持續專業發展</p> <p>Teachers have deeper understanding of effective questioning skills 教師對高效提問技巧有更深刻的認識。</p>	<p>The appraisal for learning and teaching domain this year was postponed to make rooms for teachers to develop and get acquired to various questioning skills. 是年的教學評鑑延後一年以騰出空間讓老師學習及掌握提問技巧。</p> <p>During the period of the first two months, teacher development activities were organized to enable teachers to have better understanding of theory and methodology of using questioning to enhance learning and teaching. 於開果後之首兩個月，舉辦教師發展活動讓老師深入瞭解課堂提問的理論及實施的方法以加強教學成效。</p> <p>Reading articles and journals were provided to broaden teachers' mind and theoretical concept. Some video demonstrations were also shown to teachers to set standard of reference and facilitate cross-subject discussions. 介紹閱讀文獻拓寬思路、概念及理論。播放影片讓教師作為參考標準並促進跨科觀摩及討論。</p>

<p>1.3 After lessons, teachers have to analyze the questioning skills used for self-analysis. In Term 1, each Key Learning Area (KLA) should assign at least 2 teachers as pioneer in effective questioning. They have to submit an analysis report to the school at the end of term 1, The report should consists of</p> <ol style="list-style-type: none"> i. Questions types ii. Reflection iii. Effectiveness iv. Suggestion for improvement etc. <p>於課後，教師需要分析課堂中運用的提問技巧，以作自評之用。於上學期，每個學習領域應安排不少於兩位老師作嘗試「有效提問」的先鋒。他們須於學期末提交一份分析報告予校方，報告須包含：</p> <ol style="list-style-type: none"> i. 問題類型 ii. 反思 iii. 成效 iv. 改善建議 	<p>Teachers can apply questioning skills to achieve the intended lesson objective</p> <p>老師能將提問技巧運用於課堂及能達至預期課堂目標。</p>	<p>A seminar presented by Dr Leung CH (梁承謙博士) from CUHK about how to motivate student learning through questioning was most welcomed and much received by teachers. 邀請中文大學講師梁承謙博士到校講解『如何透過提問促進學習動機』的研討會，內容具參考價值，獲大部份老師好評。</p> <p>Representatives from different KLAs took turn to share how they make use of questioning to enhance classroom teaching and learning for reference by other teachers. 各科學習領域代表輪流分享他們如何運用課堂提問以促進教學，供其他老師參考。</p> <p>All the above activities set exemplars for teacher reference in order to build up their confidence in using questioning in their own lessons. 所有以上活動皆能提供示例，協助老師建立信心，以便更容易實施他們之個人課堂提問。</p> <p>Each teacher had to invite a peer to observe his/her and gave comment. Personally, the teacher concerned had to carry an in-depth lesson analysis of questions asked in lesson in terms of question types, effectiveness of the questions and evaluation for further improvement, etc. 每位老師需邀請一位同儕好友觀課及給予意見。被觀課者需要做深入的個人課堂提問分析如問題種類、提問效果、評估，改善方法等項目作系統性分析。</p> <p>The following findings are the summary of the reports submitted by teachers at the end of the school year. 下列為老師學期結束後呈交之個人報告綜合發現：</p> <p>Key issues of effective questioning :</p> <p>有效提問的關鍵:</p> <ol style="list-style-type: none"> 1. Questioning enables teachers to check students' prior knowledge and understanding; correct mistakes, clarify some blind spots in regular teaching and try to help students
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		<p>connect knowledge to concepts. 提問能讓老師檢視學生是否已掌握前備知識，糾正錯誤，釐清日常學習盲點及協助學生連繫知識及概念。</p> <p>2. Questions must be closely related to the learning objectives of the lesson. 問題應與學習目標緊密相連。</p> <p>3. Questions had to be arranged according to learners' level of complexity in order to meet the different needs of students 問題應該按不同學生的學習能力而設計，應有層次及有不同程度的難度。</p> <p>4. It enables teachers to know about the ways students may have difficulty in their studies. 可以讓老師知道學生於課堂上之學習困難。</p> <p>5. Teachers should themselves be fully aware the difficult parts of the lesson. Good questions can stimulate students' interest to learn, provide more opportunities for multiple interactions. 老師個人須更瞭解課堂的教學難點。良好提問不但能促進學生學習，更能提供機會進行課堂多向互動。</p> <p>6. It helps students to build up their own stances and elaborate their ideas and points of argument. 能幫助學生建立個人的觀點及延展他們的理據及解說。</p> <p>7. Establish a foundation for new learning. 幫助建立新的學習平台。</p> <p>8. Prompting and rephrasing are essential to enable students to attempt to answer questions and elaborate their answer. It also helps students to construct the content knowledge and elaborate their answer. 轉問及追問能有效地幫助學生嘗試作答及闡釋內容。它亦能幫助學生建構知識及延展答案內容。</p> <p>9. Teachers should anticipate possible student responses, prepare how to redirect or probe for further information. 老師可以先預計同學的回答內容而加以引導或帶領他探究其他可能的方向。</p> <p>10. Sufficient patience of wait time should be allowed for</p>
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		<p>qualitative answer. Sometimes, further hints and data are provided to support students in giving answer. 要提供足夠的等候時間，讓學生能思考有質素的答案。有需要時，要提供數據及提示給學生構思答案。</p> <p>11. Students can learn the common mistakes made by their classmates so that they can avoid making the same mistakes. 學生可以由同學的對答中學習，避免再犯同樣的錯誤。</p> <p>12. By means of peer evaluation, it enables students reflect their own answer and also think about the ways of improvement. 透過同儕互評讓同學反思他們的答案及思考如何能改善進步。</p>
<p>1.4 After scrutinizing the reports submitted by representatives of all KLAs, good practices found will be disseminated to all staff. KLA representatives take turns to present them during staff meetings in Term 1. 檢視由各學習領域提交的報告，報告中反映的優良實踐方法會發佈予全體教職員。各學習領域的代表會於上學期的教職員會議中輪流匯報。</p> <p>1.5 In Term 2, each teacher has to analyze their own questioning skills and submit a lesson observation form provided by the Board of Studies to the subject head. 於下學期，各教師須提交一份由教務組設計之觀課報表，於報告中分析其個人的提問技巧。</p> <p>1.6 Raise students' awareness of learning through asking questions. Students should be equipped with basic skills such as bridging materials, language support, etc. in asking questions. 透過課堂提問，提升學生的學習意識。透過適切的教學，學生應能掌握基本的學習技巧（如提問時連繫學習材料，運用語言技巧支援等）。</p>	<p>Successfully held presentations of good practices by all KLAs 各學習領域均能順利進行教學分享匯報。</p> <p>All teachers evaluate the use of questions skills 所有教師評估提問技巧的果效</p>	<p><i>For promoting high order thinking (HOT) questions :</i> 有關推動高階思維方面的問題：</p> <p>1. Students should have acquired the necessary knowledge and concepts beforehand, via some guided questions to direct students to the correct directions and tackle the issues by their own capacity. 學生事先應充分掌握相關知識，透過老師的引導邁向正確方向，然後由他們運用能力和及智慧拆解問題。</p> <p>2. Group work and discussion help HOT as the answer is presented in terms of group. Students have more confidence to express themselves and even discuss with their members before voice out their answer in class. 小組方式的討論有利發展高階思維的答案。因同學以工作小組為單位，經同組同學互相討論後之答案更覺準確，同學較有自信在課堂上表達。</p> <p>3. Teachers should provide sufficient wait time. Students may have to share their ideas in pairs or groups. This helped them get more ideas and more confidence to answer the questions. Some guided questions would also serve as the scaffolding for learning. 老師需提供足夠的等候作答時間。同學需要向成員分</p>

		<p>享，聆聽他人的意見，才有信心說出他的想法。老師有時需給予提示及答題框架，讓同學鋪陳好心目中答案。</p> <p>Suggestions for improvement : 建議如何改善</p> <ol style="list-style-type: none"> 1. Teachers' workshop on how to motivate students to learn and introduce more diversified teaching strategies should be arranged by the school. 舉辦教師工作坊，教導如何推動同學學習及介紹更多不同的教學策略給老師參考。 2. Cross-subject sharing sessions are useful especially sharing of teachers teaching the same class because it forms a similar platform for them to know more about students' performance in different subjects. 教授同一班的老師可以多進行跨科的班級分享，有助老師在共同平台上討論學生的學習表現。 3. Cross-curricular plan should be drafted to pave ways to develop students learning and generic skills. 草擬跨科的學習課程藉以幫助學生培養不同的學習技巧及共通能力。 4. Staff development programs will also help teachers to have professional development. (The average confidence ratio of teachers to conduct effective questioning in class is about 3.2/5) 舉辦教師發展活動亦能幫助老師專業成長 (本年老師能處理提問的信心指數為5分中之3.2分)
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Strategies/Tasks 策略/方法	Success Criteria 成功指標	
<p>Further development of learning and study skills 學習技巧的進階發展</p> <p>Build on what we have achieved in the last SDP, teachers have to devise and refine various kinds of pre-lesson tasks that serve multiple purposes: enhance teaching efficiency in lessons/ enhance students' learning beyond classroom/ increase their motivation and participation/ cater for learner diversity</p> <p>教師須以上一個教師發展計劃的成果為基礎，修訂出各類型的課前預習教材，以達致數個主要目標：增加課堂內的教學成效、促進學生的課外學習、增加他們的學習動機及課堂參與、照顧學習差異</p> <p>2.1 Teachers devise suitable pre-lesson tasks with adequate challenges. However, the pre-lesson tasks must be followed by peer evaluation or student- student interactions within lessons such as students asking each other questions. 教師設計合適的課前預習課業，課業須包含適切的挑戰性。然而，課前預習後必須輔以同儕互評、生生互動，以讓學生建立互相提問的習慣。</p> <p>2.2 All teachers submit 3 samples of students work on a pre-lesson task (one come from each of the high, average, medium ability group) of a pre-assigned subject to the school. (A centralized scheme will be prepared so that each teacher needs to submit samples of one subject only). 全體教師提交三份學生的課前預習範例（高、中、低各一份），課業科目：尚欠資料。由校方預先編定。（將以中央收集計劃形式進行，每位教師只須提交一個科目的範例）。</p>	<p>Students learn better through pre- lesson preparation 學生透過課前預習獲得較佳的學習果效</p> <p>Students can acquire subject-based analytical skills and discussions on subject knowledge. 學生能掌握科本分析技巧及進行學科知識討論</p>	<p>This area built on what we had achieved in the last school development plan to further strengthen the learning and teaching effectiveness. This year teachers needed to design the pre-lesson tasks that should be challenging and able to cater for diverse needs of students.</p> <p>承接上一個三年學校發展計劃的成果，修訂出各類型的課前預習教材，以達致提高課堂教學成效。本年老師設計的課業須具有挑戰性，並能照顧學生的學習需要。</p> <p>Samples of students work were collected and scrutinized. Many of them are well-planned and designed. In fact, such pre-lesson preparation added input to students to facilitate the subsequent questioning in class. As mentioned by many teachers the knowledge input before lesson established a better foundation for new learning and platform to promote student-teacher interactions.</p> <p>檢視老師呈交之課業樣本，大部份都是用心設計。事實上課前預習幫助學生課前輸入，有利學生參與課堂提問。大部份老師認為課前知識的輸入，能鞏固學習基礎及作為學習新知識和促進互動學習的平台。</p>

Reflections 反思:

Through this year of implementation of the questioning, teachers had acquired the necessary knowledge and skills in classroom questioning. All teachers did try out questioning in their classroom and did a profile analysis of their questioning skills in a lesson. From reports submitted by teachers, many of them pointed out the effectiveness of questioning to enhance learning and teaching but it should be correlated to the overall learning objectives.

經歷一年的『課堂提問』之實踐，老師初步能掌握提問所需的相關知識及技巧。所有老師已嘗試進行課堂提問及完成深入的課堂提問技巧分析。根據所呈交之報告顯示，大部份老師認為提問能促進學習效能但需要與整體的學習目標互相配合扣連，才能帶出最佳之學習效果。

Questioning plays a critical role in the learning process to provide structure in class environment, organize the content of the course and give deep implications in the way the students assimilate the information presented and discussed in class. However, questioning cannot be applied without referring to the context of a lesson. From pedagogical point of view, questioning skills should be connected to learning objectives and are considered as one of the pedagogical tools to meet particular teaching objectives in class. Different levels of questioning should be related to the learning objectives and organization of a lesson. A good question can check students' prior knowledge and arouse students' interest in a topic. Careful planning and flow of questions can also help teacher deliver the content knowledge, provoke critical thinking, giving feedback and catering for learners' diversity. Lesson recap is also important for students to summarize the core elements of a lesson. Again teacher may make use of questioning to students to review and restate a lesson and even extend the learning beyond.

課堂提問在學習過程中扮演重要的角色，如創造有利的學習環境，組織學習內容及協助學生理解課堂不同層次的資訊及內容等。然而，只有技巧而缺乏教學內容的提問並不可取，富效率的課堂應能達致適合學生程度的學習目標。從教學法的層面看，提問技巧與學習目標相輔相成，教師能善用提問在課堂內完成特定的教學目標。不同層次的提問應與課堂組織/結構，學習目標有關連。良好提問能建基於過往所學、補充資料、解釋及應用知識、激發創意思維/批判思考、給予優良的回饋以增進及照顧學生的不同的學習能力。課堂重新溫習、覆述、總括課堂重點皆為重要的課堂核心元素。再者老師亦可善用提問將學習延展至課堂外。

Pre-lesson has now been incorporated in our lesson practice. The pre-lesson tasks not only urging students to do preparation prior to lessons, it also lay the foundation to strengthen classroom activities to make them content-rich, challenging and rewarding. From the samples submitted by teachers, they were strategically designed to cope with different abilities and needs of students in order to stretch their potential.

課前預習已融入課堂並獲視為恆常習慣。課前預習不但能督促學生預習，也能為學習做好鋪墊的工作，令課堂教學更充實及具挑戰性。從審查老師呈交之課業樣本後發現大部份都是用心設計，課業具挑戰性並能照顧學生的學習需要以延展學生潛能。

Major concern 2 : To help students understand themselves and set their goals in life.

重點關注事項二：協助學生認識自我並建立目標

Strategies/Tasks 策略/工作	Success Criteria 成功準則	Achievements and Evaluation 成就及評估													
1. S.1 camp 中一成長營	項目	<p>(1) The camp was in general well organized and students participated actively in the camp. The arrangement, such as the service provider, the venue, the programs were satisfactory. 成長營有良好的組織策劃，學生都很投入。各種安排例如提供服務者、地點、活動項目都令人滿意。</p> <p>(2) The camp made good use of the positive psychology and created an encouraging and safe atmosphere for students to explore. The form one students were engaged in various mass activities and all were involved as a unity. It was different from some conventional camps. All students were divided into groups of around ten and they could be monitored better. 成長營的活動使用了正向心理學來創造一個充滿鼓勵和安全的氛圍讓學生探索。中一同學都能團結一致地參與多項羣體活動。</p> <p>(3) The last part sharing and evaluation was touching as students became hopeful and motivated to have a change. It was a good start for them. The camp was well received by the students and colleagues. It gave the students positive insight to get a new start in the secondary school life. 最後加設分享及評估環節，場面感人。同學都有盼望和動力去迎接新的改變，對他們來說是好的開始。老師和學生對成長營甚表讚賞，它讓學生正面理解一個新開始的中學生活。</p>													
2. Sin Tak's "SUM" Scheme: each S1 student has to join any one of the three categories of ECA (including: Sport teams, Uniform groups and Musical Instrument Classes) 「善德一心」計劃：每一位中一學生需要參加以下其中一項課外活動（包括運動	Each S.1 student is engaged in any one of the three categories of ECA . 每一位中一學生都參加了指定三項課外活動的其中一項。	<table border="1"> <thead> <tr> <th data-bbox="1178 1171 1671 1214">Items (項目)</th> <th data-bbox="1675 1171 2105 1214">人數</th> </tr> </thead> <tbody> <tr> <td data-bbox="1178 1217 1671 1260">Sports team (運動校隊)</td> <td data-bbox="1675 1217 2105 1260">58</td> </tr> <tr> <td data-bbox="1178 1264 1671 1307">Girl Guides (女童軍)</td> <td data-bbox="1675 1264 2105 1307">17</td> </tr> <tr> <td data-bbox="1178 1310 1671 1353">Red Cross (紅十字會)</td> <td data-bbox="1675 1310 2105 1353">21</td> </tr> <tr> <td data-bbox="1178 1356 1671 1399">Scouts (童軍)</td> <td data-bbox="1675 1356 2105 1399">10</td> </tr> <tr> <td data-bbox="1178 1402 1671 1453">Musical Instrument Classes (樂器班)</td> <td data-bbox="1675 1402 2105 1453">54</td> </tr> </tbody> </table>		Items (項目)	人數	Sports team (運動校隊)	58	Girl Guides (女童軍)	17	Red Cross (紅十字會)	21	Scouts (童軍)	10	Musical Instrument Classes (樂器班)	54
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校隊、制服團隊及樂器班)		Total (總數)	160
<p>3. An Alumnus has been invited to design the character 'Dolphin', and together with words of encouragement, pictures will be drawn and sent to students and teachers at the beginning of each month through the e-class. Students will be encouraged to set goals for different stages of their life. 邀請了舊生為學校設計了「多芬」的角色，並會以多芬的角色配合鼓勵性的句子，以插畫的形式，於每月的上旬，通過 e-class 發放給全校師生，鼓勵同學為人生的不同階段確立目標。</p>	<p>Students learnt to set their goals and overcome the difficulties they encountered. 學生學會確立目標及解決面對的困難。</p>	<p>(1) Only around 40% of students had browsed the message sent via the e-class. It was not too satisfactory. The messages were posted on the notice board at the same time and hopefully students could read the messages as they passed by. 每月大約只有 40% 的學生瀏覽，效果不太理想。嘗試同步貼在德育及公民壁報板上，希望同學能在經過時多加留意。</p> <p>(2) Students did show they love DORFUN very much, therefore MCE committee would continue to involve this character (DORFUN) in the planning and organizing of more activities to facilitate the students' development. 學生亦表示非常喜歡“多芬”，故本組會繼續以“多芬”這人物去計劃及籌辦更多活動，協助學生成長。</p>	
<p>4. Provide careers planning lessons to S.3 and S.4 students. 提供生涯規劃課給中三及中四學生。</p>	<p>Students have a better understanding of their interests and inclinations. 學生對自己的興趣及發展傾向有更好的認識。</p>	<p>(1) For S.4 careers lessons, as the elite class may have different needs on career counseling, the curriculum used for 4A taught by Miss Yu is different from the curriculum used for other S.4 classes. The elite class students were guided to discover their own interests and let them know the diversified opportunities offered in the society. So they should not just jump on a single track bang wagon and focus on the so-called heat subject courses in the universities. 為針對中四精英班之生涯規劃課程上的不同學習需要，余嘉文老師另行設計教材和教學活動，與其他中四平班不同。教師引導中四精英班學生發掘個人興趣，並讓他們了解社會上有不同之發展機會，令他們不致一窩蜂只聚焦於投考大學之熱門學系，並將入讀大學視為單一生涯規劃途徑。</p> <p>(2) The students of other S.4 classes tend to have less confidence on their abilities, are passive on their life attitude and cannot see their future, the students were guided to see the importance of having life purposes. For the S.4 career lessons, Mr. Yung has shown learning examples through video showing and doing worksheets. The teaching method should be useful for the majority students as they are able to write down the main points conveyed in the videos in the work sheets, but they are unable to voice other ideas outside the boundary of the work sheet questions. Overall there is not enough participation</p>	

		<p>by the students in the classes. In future more class discussion and project work should be given to the students to initiate their self-learning and invite more active participation.</p> <p>其他中四班級學生對自己的能力較缺乏自信，人生態度也較被動，甚至對將來不抱期望。教師引導學生思考人生目的。容老師透過展示視頻片段和工作紙引導學生，這些方法對大部份學生均有成效，學生能筆錄片段重點於工作紙上，但在工作紙以外的框架則未能提出看法和意見。整體來說學生在課堂參與程度不足。期望將來這些生涯規劃課堂能讓學生多在課堂討論，並以專題作業模式引發學生自我學習，從而增加學生在課堂的參與。</p>
<p>5. S.3 harmony experience workshop 飛躍和諧陣學生體驗工作坊 (S.3)</p>	<p>Students learnt to respect the others and build a harmonious school campus. 學生學會尊重別人及建設和諧校園。</p>	<p>(1) The workshop included a briefing and a debriefing for each form three class. The activities were well organized and the students had hand-on experience. They could understand the needs of SEN students more and started to know how to respect SEN students. 這個工作坊包括給每一班中三學生介紹和報告的環節。活動有良好的組織，讓學生有切身體驗。他們會明白有特殊學習需要的學生更多及開始懂得如何尊重有特殊學習需要的學生。</p>
<p>6. Gender relations talk 今 Teen 談戀愛</p>	<p>Students learnt to respect the others in a relationship 學生學會尊重別人</p>	<p>(1) Most students (about 90 %) felt satisfied with the talk. Some students said that they had learnt what to do when facing problems about relationship and they had learnt how to get along well with their partners and how to respect them. Over 70% students expressed that their awareness of the importance of a harmonious relationship was raised after the talk. It indicated that they understood how to deal with conflicts in relationship.</p> <p>大約百份之九十的學生滿意講座內容。有些學生表示他們學懂如何處理遇到的人際關係問題，也學懂如何和同伴相處及懂得尊重同伴。多於百份之七十的學生認為講座有助提升對和諧關係的認知。這顯示他們明白如何處理同伴之間的衝突。</p>

Reflections 反思:

In the current year, the school has put more emphasis on building a supportive network to provide on-time counselling to individual student in need. A new referral system was under construction so as to reduce the administrative burden of the guidance teachers and increase the effectiveness of case work paper work management.

在這一學年，學校加強建立一個支援網絡，以便能提供適時輔導給有需要的個別學生。學校已在建設一個新的轉介系統以減輕輔導老師行政負擔及增加個案文書管理的效率。

The following recommendations may be considered in the future:

未來可以考慮以下的建議：

- (1) Clearer guidelines on the objectives of the S.1 camp should be provided. The more specific the objectives were, the more cost-effective of the resources were. Some students had great fun in the camp but they might not know what they were expected to learn. For example, whether students could have better table manners, whether students could become more punctual and self-disciplined. With more specific guidelines and success criteria, better evaluation could be done.

學校應為中一營提供更清晰指引。更具體的目標能令資源更有效投放。部分學生在營中享有樂趣，但未必知道他們要學懂甚麼。例如學生要有好的用餐禮儀、或是準時和自律。若有更具體的目標及成功準則，將有利於評估工作。

- (2) Class meetings for more individual forms to facilitate the information sharing among colleagues could be arranged. And better necessary counselling could be provided to individual student as a result.

安排班級會議給更多不同級別以便同事交換訊息。這樣可向有需要學生提供適切輔導。

- (3) Cases of bullying in the school campus were reduced, yet problems of interpersonal relationship have extended to the Internet and inappropriate responses, comments and even personal attacks were found. Education on internet etiquette and reminders are needed.

校園欺凌的個案是減少了，但是人際關係的問題已伸延至互聯網，不恰當回應、評論、甚至人身攻擊都時有發生。學校需要提供使用互聯網的禮儀和提示。

- (4) Mountaineering training was provided to some students who were low academic achievers and weak at inter-personal skills. However, all participants have completed the course with full attendance and were awarded Certificate of Participation. Owing to the success of this training, a similar training course would be provided next year.

為一些學業成績欠佳及人際技巧薄弱的學生提供山藝課程，參加學生都能在全無缺席下完成課程並取得證書。由於這訓練課程的成功，這類課程將在來年續辦。

- (5) Careers and Life Planning Grant should be more strategically deployed to relieve the work of the Careers teachers so as to provide them the space to strengthen the life planning education.

更有策略地分配生涯規劃津貼以減輕相關老師的工作，提供空間讓他們可以加強生涯規劃教育。

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.

- ◆ This year, a new scheme was implemented. Students were asked to set up goals on helping themselves and the others at the beginning of the school year. Students would then participate in various activities in order to fulfill their goals and they got stamps for those activities.
- ◆ Besides having formal lessons on Buddhism, creative activities which instill the Buddhist life concepts were arranged for our students which enable our students to have a fulfilling spiritual life.
- ◆ The Buddhist activities included Religious Adventure, Buddhist Drama, Bodhi Leaves which are lively and inspiring. And also flowers offering ceremony, sharing in morning assemblies, blessing through lighting lamps, Buddha Bathing Ceremony and visiting temples. We won merits in the Buddhist Birthday writing competition and Buddhist Story-telling 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 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 2016 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.
- ◆ Ten S.6 students sat for the Ethics & Religious Studies Examination in 2016HKDSE. Two of them obtained 5**, one obtained 5*, two obtained level 5 and five 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，令學生享受到更充

實的精神生活。

- 佛學科今年推行「菩薩行」計劃，要求學生於學年初時就「五乘佛教」訂下自利或自利利他的目標，並於學年中時透過參與任何活動，以實踐自己的目標，學生每參與活動，便能得到若干個菩薩印記，以紀錄其成果。
- 學生參與的弘法活動有：梅村正念禪修營(其中包括坐禪、行禪、細味禪及臥禪等)、宗教歷奇活動「B世代」、佛誕話劇、菩提葉等活潑生動的宗教活動。還有• 花供會、早會分享、點燈祝願活動、浴佛大典、寺院體驗生活、並在佛教故事演繹比賽及佛誕徵文比賽取得優異獎項。
- 「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。
- 本校參加由慈山寺舉辦的 2016 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。
- 中六級十位同學報考 2016 中學文憑試倫理與宗教，其中兩位考獲 5**，一位考獲 5*及兩位考獲 5 級，另外五位同學考獲 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.
- ◆ 37 S.1 to S.4 students stayed in Leeds, England from 16 July, 2016 to 1 August, 2016 for a summer English Immersion Tour organized by the Australian Education Association.
- ◆ We hosted one female exchange student this year. The girl came from Denmark. She was allocated to a S.4 class and she had lessons in S.2, S.3, S.4 and S.5. 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.
- ◆ 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。
- ◆ 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，由七月十六日至八月一日的英國列斯英語體驗營。
- ◆ 本年度我們接待一位來自丹麥的交流生，獲安排於中二、中三、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。
- ◆ 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.4 to S.6 students were grouped from 4 classes into 5 groups with a smaller class size
- ◆ After school /Saturday 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.
- ◆ Homework Guidance Class is provided for junior form students to complete their homework in a quiet environment.
- ◆ Saturday classes were organized for S.1, S.2 and S.3 students experiencing difficulties in learning English, Chinese or Mathematics, so that they could be equipped with more efficient learning strategies.
- ◆ After-school homework classes were arranged for junior forms students to do homework under the supervision 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 organized 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)。
- 中四至中六每級學生被編成五組上課，每班人數都有減少。
- 數學科中一至中六設課後/ 週末輔導班。
- 初中設課後功課輔導班，旨在為同學課後提供一個寧靜的環境完成功課。
- 每逢週末安排中一、中二及中三級「週六輔導班」，旨在提升部分對英文，中文或數學學習有困難的同學的學習能力，改善其學習方法。
- 初中放學後設有功課班，由老師督導完成功課。
- 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 14 July, 2016 to 21 July, 2016 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 in need to adapt to learning in English, Chinese or Mathematics.
- ♦ 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十四日至七月廿一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、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適應英文、中文及數學的學習。
- 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

- ◆ An effective supportive network for students who need assistance was under construction.
- ◆ 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.
- ◆ There were one S.1 and one S.2 class meetings in each term to facilitate the information sharing of students in needs among colleagues. A new referral system was established to facilitate the timely action in handling cases. 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.
- ◆ Though the number of S.1 intake dropped from 132 in Year 2013-14 to 128 in Year 2015 - 16, the number of students who participated in musical instrumental classes in SIN TAK's "SUM" Scheme increased from 44 (Year 2013-14) to 54 (Year 2015-16). But the total number of S.1 students who participated in any one of the three uniform groups in the scheme has decreased from 56(Year 2013-14) to 48(Year 2015-16).
- ◆ 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.
- ◆ The Board of Discipline had arranged a police talk on legal consequences of bullying on 14 September 2015 by our School Police Liaison Officer and another one on addictive behaviour on 24 June 2016 by Hong Kong Children and Youth. Cases of bullying were reduced this year.
A Mountaineering Training Course was organized for students lacked of drive in their

studies. All participants have completed the course with full attendance and were awarded Certificate of Participation.

Prefects organized a yearly event – Rope Skipping Competition - all classes showed enthusiasm and exhibited team spirit during practice and competitions.

- ◆ 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

- ◆ 現在正在建設一個能有效支援有需要的學生的網絡。
- ◆ 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。
- ◆ 上下學期各有一次中一及中二級的級會，便利老師交換學生需要的資料。設立新的轉介系統以便更快處理學生個案。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。
- ◆ 雖然中一學生的數目由 2013-14 年度的 132 人減少至 2015-16 年度的 128 人，參加「善德一心」樂器班的同學人數有所增加，由 13-14 年度 44 人至 15-16 年度 54 人。中一參加制服團隊的人數由 13-14 年度 56 人輕微下降至 15-16 年度 48 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。
- ◆ 訓導處舉辦的禮堂周會包括在 2015 年 9 月 14 日由警長主講欺凌可引至的後果；及在 2016 年 6 月 24 日由香港青少年服務處社工主講預防學生有沉溺行為。透過警長講座，這學年的欺凌個案減少了。
訓導處協辦的山藝課程，參加同學都是學習動力薄弱，他們全體都在沒有缺席任何課節下完成課程，並獲頒發證書。
領袖生隊主辦跳大繩班際比賽，學生都積極參與其中，並能在練習及比賽中展示團結精神。
- ◆ 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

2016HKDSE total no. of subject score with level 4 or above: 649 (62.8%)

2016 中學文憑試各科達四級或以上的總科次：649 (62.8%)

No. of students fulfilled the minimum university admission requirement: 146 (85.4%)

符合大學收生成績要求的學生人數: 146 人 (85.4%)

2016 HKDSE Best Score 中學文憑試最佳成績

- 3x5** + 4x5*
- 3x5** + 2x5* + 2x5
- 2x5** + 4x5* + 1x5

66.1% of S6 graduates entering JUPAS undergraduate programmes.

百分之六十六點一的中六畢業同學獲分派聯招大學學士學位。

2015 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	148	146	99	77
英國語文 English Language	148	147	99	69
數學 Mathematics	148	143	97	80

Prizes won in Inter-school Competitions 校際比賽獎項(2015-2016)

THE ARTS 藝術

Organization 主辦機構	Competition 比賽	Award / Prize 獎項
Native-speaking English Teacher Section	"Speak Out - Act Up! Improvised Drama Competition 英語即興戲劇比賽	Best Use of English, "Speak-Out! Star Award (Best Use of English) 最佳英語運用獎、最佳演員獎 (英語運用)
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 52 nd School Dance Festival Jazz and Street Dance 第 52 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	67th Hong Kong Schools Speech Festival (English) 第六十七屆香港學校朗誦節(英文)	One Champion, five 1st Runner-Up, three 2nd Runner-Up And twenty one Merits 一個冠軍、五個亞軍、三個季軍及二十一個優異
	67th Hong Kong Schools Speech Festival (Chinese Speech) 第六十七屆香港學校朗誦節(中文)	One Champion, three 1st Runner- Up, four 2nd Runner- Up&eighteen Merits 一個冠軍、三個亞軍、四個季軍及十八個優異
China Youth & Children Research Association 中國北方畫院	National children's Fine Arts, calligraphy & photography contest 「華夏兒藝」全國少年兒童美術書法攝影大賽	Two First Class Honor, three Second Class Honor, three Third Class Honor 壹等獎 2 名、貳等獎 3 名、叁等獎 3 名
EDB Arts Education Section 教育局藝術教育組	Exhibition of Secondary School Students' Creative Visual Arts Work 2015/16 中學生視覺藝術創作展 2015-2016	Two merits 優異獎 2 名
Australian consulate - general 澳洲駐香港總領事館"	My Australian Christmas Card competition 2015 澳洲聖誕咭設計比賽	Junior group Second Runner-Up, senior group Second Runner-Up 初中組季軍、高中組季軍
Lok Kwan Social Service 樂群社會服務處	Loving family painting competition 「家家有愛」舊照片繪畫創作比賽	Junior group Champion and First-Runner Up, Senior group – two Merits 初中組冠軍及亞軍、高中組優異獎兩個
The society for AIDS care 愛滋寧養協會	Mask design competition 面具設計比賽	First Runner-Up 亞軍
HKU Space Home affairs department Central and Western District Council 香港大學專業進修學院、中西民政事務處、中西區議會	Adolescent calligraphy and painting competition 全港青少年書畫比賽	Merit 優異獎
Caritas integrated family service centre - Tsuen Wan (east) 明愛荃灣綜合家庭服務中心	Loving family card design competition 愛爸、愛媽、愛娃心意卡創作比賽	First runner up and 亞軍
Association of Hong Kong Visual Arts and Culture Education 香港視藝文化教育協會	2016 Hong Kong Environmental Protection Exhibition ""Film Appreciation"" Review Competition 2016 香港環保電影展「電影欣賞書寫」大賽	Award of Outstanding Performance 優秀表現獎
ACADEMIC & OTHERS 學術及其他		
The Hong Kong Federation of Youth Groups 香港青年協會	Standard Chartered Hong Kong English Public Speaking Contest 渣打香港英語演講比賽	Certificate of Good Performance 表現良好

Youth Literary Awards 青年文學獎	42 nd Youth Literary Awards: Fiction - Junior 第 42 屆青年文學獎徵文比賽 小說初級組	Second Runner-Up 季軍
HKedCity 香港教育城	Writing Award Scheme 2014/15 Secondary School - Theme Writing 2014/15 年度創作獎勵計劃 中學組主題寫作	Champion, First Runner-Up 冠軍、亞軍
中國作家協會兒童文學委員會、全國婦 聯中國兒童中心、中國少年兒童報刊工 作者協會中學報刊專業委員會	China Essay Competition for Secondary Students (2015-2016) 中國中學生作文大賽 (2015-2016)	3rd Class Award 「恆源祥文學之星」三等 獎
The Cultural and Educational Association. of the New Towns 新市鎮文化教育協會	27 th All-Hong Kong Secondary Students Chinese Poem Competition 第二十七屆全港學界律詩創作比賽	Second Runner-Up 季軍
The Kwai Ching 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	Second Runner-Up 季軍
Chinese Teenagers Language and Cultural Society 中 國青少年語言文化學會	Chinese Teenagers Language and Cultural Society 2015-16 Whole China Teenagers Language Knowledge Competition Improvised Writing Open 中國青少年語言文化學會 2015-16 全國青少年語言知識大賽 現場作文公開賽	Secondary 4 - 2nd Class Award and 3rd Class Award 中學四年級二等獎及三 等獎
	Improvised Writing Final 現場作文決賽	Secondary 4 Outstanding Award and 2 nd Class Award 中學四年級特等獎及二 等獎
	Improvised Writing National Final 現場作文全國總決賽"	Secondary 4 3 rd Class Award 中學四年級三等獎
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 (2015-2016) Hong Kong Region 中國中學生作文大賽 (2015-2016) 香港賽區	Four Outstanding Award 四個優異獎
Lions Club of Metropolitan Hong Kong 香港華都獅子會	My Hometown"" Writing Competition 2015 2015「我的籍貫」中文徵文比賽- 公開組	Two Outstanding Award 兩個優異獎
The Hong Kong Association for Computer Education 香港電腦教育學會	Inter-School IT Elite Challenge 2016, Junior Secondary 校際 IT 精英挑戰賽 2016 初中組	First Runner-Up 亞軍
Hong Kong Red Cross 香港紅十字會	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)	Second Runners-up 季軍
	Departmental Training Shield 部門訓練盾(全港)	1st Runners-up 亞軍
	Hong Kong Red Cross Division (WNTD) First Aid Competition 新界西總部急救比賽	Champion 冠軍
	Hong Kong Red Cross Division(WNTD) Nursing Competition 新界西總部護理比賽	Champion, Second Runner-Up 冠軍及季軍
	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"
NWS Hong Kong Geo Wonders Hike 新創建香港地貌行	Young Ambassadors for Geoconservation, 2015-2016 2015-16 年度「青年地質保育大使」培訓計劃	Champion 冠軍
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 18 th Hong Kong High Achievers Selection 第十八屆香港青少年數學精英選拔賽	Four Third-class Honor 四個三等獎
The Hong Kong Institute of Education and Mathematics Education Section, EDB 香港教育學院及教育局數學教育組	The 33rd Hong Kong Mathematics Olympiad 第三十三屆香港數學競賽	First-class Honour Certificate 一級榮譽
Hong Kong Buddhist Association Secondary Schools 香港佛教聯合會會屬中學	The Thirty Joint Buddhist Schools Mathematics Competition, 2016 第三十屆香港佛教中學數學比賽	Group Event Champion, Individual Event First Runners-Up 團體賽冠軍、隊際賽亞軍
The University of Hong Kong 香港大學	Light Pollution Research Competition 2015-2016 光污染研究比賽 2015-2016	Second Runners-Up 季軍
Hong Kong Buddhist Association 香港佛教聯合會	Buddhist Story-telling Competition 佛教故事演繹比賽 Buddha's Birthday Writing Competition 佛誕徵文比賽	Certificate of Merit 優異 Certificate of Merit 優異
SPORTS 體育		
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 Overall Championships Girls Grade-A 女子甲組 Girls Grade A 100m Free Style 女子甲組 100 米自由泳 Girls Grade A 200m Free Style 女子甲組 200 米自由泳 Girls Grade A 200m Individual Medley 女子甲組 200 米個人混合四式 Girls Grade A 100m Back Stroke 女子甲組 100 米背泳 Girls Grade A 50m Back Stroke 女子甲組 50 米背泳 Girls Grade A 50m Free Style 女子甲組 50 米自由泳 Girls Grade A 4x50m Medley Relay 女子甲組 4x50 米混合四式接力 Girls Grade A 4x50m Free Style Relay 女子甲組 4x50 米自由泳接力 Boys Grade B 50m Breast Stroke 男子乙組 50 米蛙泳 Boys Grade B 4x50m Medley Relay 男子乙組 4x50 米混合四式接力	First Runner-Up 亞軍 2 nd Runner-Up 季軍 2 nd Runner-Up 季軍 2 nd Runner-Up 季軍 3 rd Runner-Up 殿軍 3 rd Runner-Up 殿軍 3 rd Runner-Up 殿軍 First Runners-Up 亞軍 3 rd Runners-Up 殿軍 3 rd Runners-Up 殿軍 3 rd Runners-Up 殿軍
	Inter-School Table Tennis Competition 校際乒乓球比賽 Boys Grade A 男子甲組	2 nd Runners-up 季軍

	Inter-school Badminton Competition 校際羽毛球比賽 Girls Grade A 女子甲組 Girls Grade C 女子丙組	1 st Runners-up 亞軍 3 rd Runners-Up 殿軍
	Inter-school Athletics Meet 校際田徑比賽 Girls Grade C High Jump 女子丙組 - 跳高 Boys Grade B - Long Jump 男子乙組跳遠 Boys Grade B Triple Jump 男子乙組 - 三級跳遠	2 nd Runner-Up 季軍 1 st Runner-Up 亞軍 1 st Runner-Up 亞軍
	Inter-school Volleyball Competition 校際排球比賽 Boys Grade C 男子丙組	1 st Runners-Up 亞軍
Hong Kong Buddhist Association 香港佛教聯合會	Inter-School Table Tennis Competition 校際乒乓球比賽 Boys 男子組 Girls 女子組	2 nd Runners-up 季軍 1 st Runners-up 亞軍
	Joint-Buddhist School Athletics Meet 全港佛教中學聯合運動大會 Overall Championships (Girls Grade A) 女子甲組團體 100m Hurdle (Girls Grade A) 女子甲組 100 米跨欄 800m (Girls Grade A) 女子甲組 800 米跑 Long Jump (Girls Grade C) 女子丙組跳遠 Long Jump (Boys Grade C) 男子丙組跳遠	2 nd Runners-Up 季軍 Champion 冠軍 Champion 冠軍 Champion 冠軍 Champion 冠軍

佛教善德英文中學

健康校園政策施行報告 2015-2016

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 2015-2016 施行以下措施，為同學提供一個關愛、健康和安全校園：

目標	活動策略	成功指標	達標 <input checked="" type="checkbox"/> / 不達標 <input checked="" type="checkbox"/>	效果及檢討
1. 通過活動，學習處理壓力、掌控情緒方法 2. 積極的態度面對問題及挑戰 3. 建立健康生活模式 4. 預防傳染病	1. 建立學生健康大使團隊： - 積極推廣及籌辦校內的健康教育活動，協助策劃宣傳活動、參加其他機構的健康領袖訓練 - 學生與老師須作定期會議，跟進各項活動	學生能積極主動籌備活動及作出積極的回饋	達標 <input checked="" type="checkbox"/>	1. 建立學生健康大使團隊： - 今年學生團隊具有責任感，做事有條理有計劃，能獨立處理問題，尤以主席 5A 方可瑩為佳。 - 下學期，團隊在籌備活動的手法上已見改善及進步，但願來年本組老師能多點時間，做一些培訓的工作，向學生教授多些籌辦組織活動的技巧。

	<p>2 學生健康服務計劃(2015~2016) :</p> <ul style="list-style-type: none"> - 善用衛生署資源，於九月一日派發表格，讓中一至中六同學進行一年一度的例行身體檢查及中二級進行聽力檢查，以防範於未然。 ■ 收集後初步統計參加人數 ■ 收集署方報告等候真正參加人數 	<p>超過 85% 同學參與計劃</p>	<p>達標 ☑</p>	<ul style="list-style-type: none"> - 共 800 學生參與健康服務計劃(2015~2016)，全校接近 93%同學遞交表格參與，但須於明學年收到有關署方的報告才能確實真正出席人數 - 不參與者多為已參與私人醫療公司計劃或時間未能配合 - 所有預約表已於一月六日份派發給同學
	<p>3 講座系列</p> <p>視障講座 S1 10/3/2016</p> <ul style="list-style-type: none"> - 注意眼睛健康、認識眼病變；避免沉迷網絡世界，關懷視障人士 <p>精神健康 S5-S6 25/11/2015</p> <ul style="list-style-type: none"> - 保持精神健康，如何處理壓力、管理情緒的方法 - 辨識情緒病的徵狀 - 精神急救的基本概念 <p>精神健康 S1-S3 6 / 5</p>	<p>學生能投入活動及作出積極的回饋</p>	<p>達標 ☑</p>	<p>精神健康講座 S5-S6</p> <ul style="list-style-type: none"> - 安排此講座的目的是在於針對應考文憑試的高中同學，期望同學能正視壓力及認識壓力，學懂處理壓力及尋求協助 - 今次講者準備資料豐富，但節奏不夠明快，較少互動，整體雖能說出重點但相對以往的講座沉悶。 - 老師及學生均表示講座能提示如何處理壓力、管理情緒的方法 - 學生尚能積極回應 <p>精神健康 S1-S3</p> <p>主講者活潑生動，能在輕鬆情況下帶出重要訊息</p>

				<p style="text-align: center;">視障講座 S1</p> <ul style="list-style-type: none"> - 邀請了香港視網膜病變協會到校進行認識視障、眼睛病變及眼睛保健的專題演講 - 中一同學反應熱烈，互動遊戲亦讓同學體會盲人的處境 - 由於時間關係，導盲犬環節未能作出充分的介紹，來年或會再作出邀請
4	<p>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</p> <ul style="list-style-type: none"> - 讓學生及家長從刊物中增加健康訊 	能定期更新資訊	達標 <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> - 以認識情緒病: 焦慮及抑鬱病病徵及預防方法作為主題以配合健康週 - 下學期並沒有更新內容。 - 建議來年可同一主題，但可於下學期更新一些內容，如與主題有關的新聞資訊
5	<p>流感疫苗注射：</p> <ul style="list-style-type: none"> - 全校 15/10/2015 	超過 25 % 同學參與注射	達標 <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> - 15/10/2015 進行了全校性疫苗注射，今年沿用往年方法由工友上班房帶領同學到禮堂打針，以免因中央廣播而騷擾其他課堂的進行。 - 本年度共約 450 多人參與，但部份同學最終因患病而沒有進行注射，故約有 420 多位學生及 29 位教職員參與。 - 因病或缺席而未能於當日注射疫苗的同學，胡老師已發出電郵及便條通知給有關同學補回注射之日期及地點 - 注射當日學生秩序良好

	<p>6 主題攤位戲及展覽</p> <p>1. 精神健康 全校</p> <p>17-19/12/2015</p> <p>- 有關精神健康展覽，設立攤位遊戲及 - 展板 (外借展板)，讓本校及公眾人士 - 認識精神健康及情緒舒緩的方法 - 以上攤位及展覽須於 2 個月前制定初 - 稿及讓負責老師審查 - 老師須定期檢視學生進度</p>	<p>- 能派出 300 - 份遊戲券 - 學生能投入 - 活動及作出 - 積極的回饋</p>		<p>- 17-19/12/2015 為健康週，主題為認識情緒病。主要以攤位 - 及展板形式介紹壓力的來源，以及認識焦慮及抑鬱病病徵及預 - 防方法 - 吸取往年經驗，今次展板文字比較少，選取圖畫亦算吸引，故能吸 - 引同學或區內人士駐足觀看 - 學生團隊表現認真，但時間控制方面有待改善 - 除展板外，本組亦設攤位如【擲穿個窿】、【磁石引路】、【重組 - 案情】及【找出抑鬱病徵】等遊戲給同學及公眾人士參與，以助同 - 學了解及舒緩壓力的方法、認識焦慮及抑鬱病病徵及預防方法。 - 攤位設計緊貼主題，效果不錯 - 開放日當天，同學均能主動向家長介紹展板內 - 容，或向小學生教導攤位遊戲玩法。組員對各區 - 內人士的提問亦表現淡定及充滿信心與耐性 - 參加者表示攤位遊戲吸引及設計美觀，亦對組員的耐心講解表示欣 - 賞。</p>
	<p>2. 本校學生肥胖問題 14/5- 23/5 展板 及攤位：</p> <p>- 認識肥胖 - 運動與飲食 - 遊戲</p>			<p>- 根據衛生署學生健康服務 2014-2015 年度的整體 - 學生體檢報告，在這一年出席體檢共有 328 人， - 當中有 67 人屬於超重或肥胖，佔參與人數 17.7%。 - 健教組於 14/5- 23/5 日期間，分別在早會及展板 - 中展示何謂肥胖、肥胖引起的問題、運動與飲食 - 及肥胖關係等。</p>

Financial Summary 財務報告 (2015 - 16)

學校周年財務狀況 (2015- 16) :

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f
<u>A. EOEBG Grant</u>				
<i>Original Baseline Reference</i>		1,834,541.16		
Integrated Science			26,583.02	
Visual Art			55,008.60	
Home Economics			25,738.90	
Computer Literacy			431.20	
Putonghua			-	
Chinese Language & Culture			1,285.50	
Biology			25,387.54	
Chemistry			6,810.00	
Liberal Studies			19,641.91	
Lift Maintenance Grant			111,266.67	
Moral and Civic Education Grant			8,806.40	
Chinese Extensive Reading			5,269.00	
English Extensive Reading			18,169.35	
Guidance and Discipline Programme Funds			23,134.01	
Training and Development Grant			358.00	
School & Class Grant			1,657,373.52	
Sub Total (A)		1,834,541.16	1,985,263.62	(150,722.46)

School Specific Grants

Administration Grant	1,823,981.05	3,683,219.00	4,209,246.24	1,297,953.81
Noise Abatement Grant	-	495,632.00	495,632.00	-
Composite Information Technology Grant	492,129.88	419,709.00	325,545.46	586,293.42
Capacity Enhancement Grant	740,487.75	574,415.00	940,834.91	374,067.84
Sub Total (B)	<u>3,056,598.68</u>	<u>5,172,975.00</u>	<u>5,971,258.61</u>	<u>2,258,315.07</u>
Grand Total (A) + (B)	<u><u>3,056,598.68</u></u>	<u><u>7,007,516.16</u></u>	<u><u>7,956,522.23</u></u>	<u><u>2,107,592.61</u></u>

B. Outside EOEBG Grant

Teacher Relief Grant	563,004.42	189,956.00	243,014.00	509,946.42
Committee on Home-School Co-operation Project	3,949.50	18,129.00	11,322.00	10,756.50
Cash Grant for School-based After-school Learning and Support Programmes	38,657.80	223,200.00	137,984.36	123,873.44
Fractional Post Cash Grant	336,949.75	216,624.00	416,345.00	137,228.75
Diversity Learning Grant (Applied Learning)	-	29,700.00	29,700.00	-
Extra Senior Secondary Curriculum Support Grant	591,593.25	250,000.00	-	841,593.25
Diversity Learning Grant (Other Programmes)	82,346.92	91,000.00	80,511.20	92,835.72
Learning Support Grant	40,000.00	120,627.00	126,668.00	33,959.00
Moral and National	273,320.15	-	-	273,320.15
Senior Secondary Curriculum Support Grant	56,444.00	704,028.00	168,745.50	591,726.50
One-off Grant for Upgrading of WebSAMS and Technical Specifications of the Standard Hardware and Software	500.00			500.00

Career and Life Planning Grant	29,367.47	541,560.00	484,775.20	86,152.27
Mainland Exchange Programme - Senior Sec. Subv				
Scheme	-	51,200.00	51,200.00	-
Strengthening School Administration Management Grant	-	250,000.00	60,550.00	189,450.00
Grand Total	<u>2,016,133.26</u>	<u>2,686,024.00</u>	<u>1,810,815.26</u>	<u>2,891,342.00</u>

II. School Funds (General Funds)

Tong Fai	793,040.00	107,880.00	-	900,920.00
Donations	35,723.14	6,288.00	-	42,011.14
Approved Collection for Specific Purposes Account	<u>1,009,332.49</u>	<u>61,151.00</u>	<u>86,927.52</u>	<u>983,555.97</u>
Grand Total	<u>1,838,095.63</u>	<u>175,319.00</u>	<u>86,927.52</u>	<u>1,926,487.11</u>

Feedback and reflection 回饋及反思

This year we select to stretch students' potential and enhance their learning capacity as well as to help students understand themselves and set their goals in life.

本學年選取了延展學生潛能和提高他們的學習能力，也期望能協助學生認識自我並建立目標。

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. Teachers need to select teaching materials, adopting different strategies according to the needs of the subject or the classroom context, so as to enhance students' learning motivation and achieve higher effectiveness for the lesson. 在延展學生潛能方面，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。教師需要在選取教材、按課室和科目需要採取不同策略才可引發學生的學習動機，令課堂達致更高成效。

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. With reference to the External School Report by the Quality Assurance Section of the Education Bureau in October 2014, 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, we may also reflect about the essential components of an effective lesson, or to consider some subject specific questioning techniques, so as to sustain the effectiveness of the lessons.

新學制強調學生需要轉移共通能力和在不同學習領域的知識上融匯貫通，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。

據 2014 年 10 月教育局質素保證組給予本校之外評報告，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。本學年各學科仍透過課前預習和嘗試在課堂利用多元提問技巧，以繼續增強學生學習信心；惟課堂提問技巧涉及科本知識層面、課題難度和教師提問問題的困難程度等，未來學年仍可繼續優化相關提問技巧，也可加入思考有效課堂所需具備的元素，或是具備學科特色的提問策略等，以讓課堂教學更具效率。

For the major concern of helping students understanding themselves and setting goals in life, the school let students understand and realize the multiple pathways in career planning through providing career life planning lessons for students, let students use the assessment tools for students' interest and abilities, provide career-related experience for students such as visits to different organizations, to attend sharing from representatives of different professions and have exchange with people from different

sectors. These measures may prevent students from only considering entering universities and apply for the popular faculties, while ignoring students' personal abilities and interests and the multiple career development perspectives. Besides, the school also strengthens the parent education so as to achieve home-school cooperation in the aspect of career life planning. The school also starts the career life planning since junior forms, so that students know better about their strengths and limitations, to realize the elective subjects in senior forms, so that students will have a holistic understanding about the multiple pathways in the career life planning, so that students will not emphasize only on tackling the public examination in senior forms, and subsequently will overlook the multiple development prospects in career planning.

在期望能協助學生認識自我並建立目標方面，學校需透過生涯規劃課堂、讓學生使用興趣能力評估工具、為學生提供與職業相關的學習經歷如參觀職場、出席專業人士分享講座和與不同界別人士對話等，以讓學生了解多元出路。這有助避免學生只會單一考慮入讀大學，或只著眼部份大學熱門學系，而忽略了學生的個人能力、興趣和多方面的發展機遇。此外，學校也加強家長教育以達致在生涯規劃上的家校合作，也嘗試從初中開始為學生在了解自己強項和局限，認識高中選擇選修科目和考慮多元出路等有較整全的認識，才能有全面考慮，避免到了高中只會盡力應付公開考試，忽略了生涯規劃的多元發展。

Appendix 附件

Evaluation Report on the Use of Capacity Enhancement Grant, 2015/2016

2015/2016 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 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。	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。	The data obtained from the evaluation questionnaires showed that most of the students (89.4%) agreed that the program can help them adapt to the secondary school life. Among the 6 study skills taught in the program, most of them agreed that the note-taking skill is the most useful skill. Most students (92.7%) agreed that the tutors employed can deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship. 67.6% of the students agreed that they have less worry about the secondary school life after the completion of this program. 評估問卷結果顯示絕大部分同學(89.4%)同意此課程能幫助他們適應中學生活。在教授的6種學習技巧中，大多數同學認為摘錄筆記技巧最為實用。絕大部分同學(92.7%)亦同意聘任的導師能清楚傳達課程內容，安排多元化的教學活動及建立融洽師生關係，大部份同學(67.6%)認同他們在完成課程後對適應中學生活的憂慮減低了。
	B. To alleviate the teaching workload of LS teachers, mathematics teachers and English Language teachers, one Assistant Teacher (AT) for each subject will be employed. ATs assist teachers in preparing teaching materials and conducting remedial	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	The assistant teacher fulfilled all the job duties of Liberal Studies and most of the administrative workloads are relieved. The LS Assistant Teacher also relieved the clerical work of Board of Studies. He was in charge of the collection of S1 –S4 homework, the updating of online homework reminder for students and making all the related punishment records every day. 通識科助理教師處理科組大部分的行政事務，能有效減輕教師的教學和行政工作。 通識科助理教師亦負責收集中一至中四級每

<p>lessons. They will also carry out duties assigned by other teachers.</p> <p>為減輕通識科、數學科和英文科教師的教學工作負擔，每科將聘請一位助理教師。助理教師協助教師準備教學材料及進行補底工作，他們也會協助其他老師編配的工作。</p>	<p>的教學工作。減輕教務處老師的文書工作。</p>	<p>天的功課，更新網上學生功課欄及處理有關懲處紀錄，減輕教務處的文書工作。</p> <p>The Maths Assistant Teacher provided Saturday remedial classes for more than 10 students in each junior form. Most of the students were improved after joining the classes. Some of them knew the ways to learn Mathematics and did not need to attend the class in the second term. Those who needed more help were invited to join the class in term 2.</p> <p>In S4 and S5, remedial classes for about 10 students in each form were offered once per week focusing on the foundation parts in the Junior curriculum. In S6, individual remedial help for some low achievers was provided during the school holidays. Participants had to complete mock papers in the school with instant feedback and grading every time.</p> <p>The Maths Assistant Teacher also provided support in making worksheets for S1 students and exercise for students taking HKDSE.</p> <p>數學科助理教師為初中每級超過 10 位學生提供星期六補習班。大部分學生在參加此補習班後均有進步。部份學生在下學期已掌握學習數學的方法並無需再參與補習班，故第二課期補習班再從新邀請有需如的同學參與。</p> <p>中四及中五級方面，助理教師為同學提供每週一次及集中教授初中基礎部分的放學後補習班；中六級方面，助理教師在學校假期期間為能力稍遜的同學提個別補習支援，參加的同學需要回校完成模擬試題並由助理教師即使批改及給予回饋。</p> <p>此外，助理教師亦負責設計每週一次具針對性的中一級工作紙及文憑試試題練習。</p> <p>While the AT assisted the English Department with clerical work, it was concluded in the evaluation meetings that teaching work would be better taken up by regular English teachers.</p> <p>英文科助理教師提供了文書支援，但是最好還是由英文老師負責教學工作。</p>
<p>C.To employ coaches for school basketball team, badminton team, table tennis team and football team.</p> <p>聘請體育校隊教練包括籃球、羽毛球、乒乓球。</p>	<p>To alleviate the coaching duties of PE teachers and to provide a variety of sports activities for our students.</p> <p>舒緩 PE 老師的</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 attendance rate, a serious attitude and outstanding results, these teams' outstanding performance was reflected from regular training</p>

		<p>教練工作。提供多樣體育活動。</p>	<p>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 3rd-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名等。</p>
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Report on School-based After-school learning and Support Programme 2015-16
2015/2016 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	19	40	1	100%	2015	\$2000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Hong Kong Children Youth Services 香港青少年服務處麗城中心
2.	S.5 Social Etiquette workshop 中五餐桌禮儀工作坊	6	35	1	100%	6 July 2016	\$21998.64	Teachers' verbal feedback and students' written feedback 教師的口頭回饋及學生的手寫回饋	Le Manege 木馬會
3.	Life Skill Training Day Camp 生活體驗日營	8	4	1	100%	11 July 2016	\$86.5	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
4.	Sex education workshop 性教育講座	24	91	0	100%	July 2016, July 2015, July 2014	\$2100	Teachers' and students' verbal feedback 教師及學生的口頭回饋	護苗基金 End Child Abuse Foundation
5.	Visit to Legco 參觀立法會	9	34	0	95%	July 2016	\$2550	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
6.	Chinese Speaking Contest 中文科聲演比賽	9	34	0	95%	6 July 2016	\$300	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
7.	Buddhist Youth Summer Camp 佛青團夏令營	1	4	1	100%	July 2016	\$2000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	青一釋

8.	Tai Mo Shan Mindful Day	0	6	6	100%	July 2016	\$496	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
9.	English Drama Competition	30	72	0	95%	2015 and 2016	\$498.5	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
10.	Outbound training camp stationery	1	5	0	100%	March 2016	\$279.8	Teachers' and students' report 教師及學生的報告	Outward Bound 香港外展訓練學校
11.	S.2 English and Maths private Tutorial lessons	0	0	1	100%	Nov 2015	\$250	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
12.	S.6 Chinese tutorial lesson	1	12	3	95%	Nov –Dec 2015	\$12780	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
13.	ERS tutorial lesson	0	2	1	100%	Dec 2015	\$3420	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
14.	Chemistry tutorial lesson	0	3	0	100%	Dec 2015	\$3300	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
15.	Wing Chun Class	1	3	0	100%	2015/16	\$4480	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
16.	Bio Tutor	1	1	0	100%	2015/16	\$6960	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
17.	S.6 Farewell	20	72	0	100%	2015 and 2016	\$919.39	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
18.	Economics Tutor	0	2	0	100%	2015/16	\$1980	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
19.	Geography tutor	1	3	0	100%	2015/16	\$4950	Teachers' and students' verbal	BSTC

								feedback 教師及學生的口頭回饋	本校
20.	Science activities	6	15	0			\$1501.67	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
21.	School Picnic Transportation Fee 學校旅行車費	39	209	2	100%	Dec 2015	\$10421.1	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
22.	School Picnic Camp fee and lunch fee 學校旅行營費及午膳	35	132	0	100%	Dec 2015	\$3135.5	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
23.	Drama Show	3	19	0	100%	Nov 2015	\$1549	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
24.	Board Games Fun 棋樂天地	13	6	0	85%	Nov 2015-Apr 2016	\$1280.9	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
25.	Sweet soup gatherings	9	34	0	90%	Oct 2015-Mar 2016	\$1830.7	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
26.	No phone table talk	3	35	0	95%	2015	\$1300	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
27.	S.1 Halloween candies	13	6	0	100%	Oct 2015	\$433.2	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
28.	A health talk for S.4 and S.5	5	77	0	95%	Nov 2016	\$300	A written report from Harmony House 和諧之家報告	Harmony House 和諧之家
29.	S. 1 SEN talk	9	34	1	95%	Sept 2015	\$9600	Teachers' and students' verbal feedback 教師及學生的口頭回饋	Centre for Restoration of Human Relationships 復和綜合服裝中心

30.	S.1 orientation overnight camp	9	34	0	100%	Sept 2015	\$35,000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
31.	Remedial class	1	1	0	100%	Oct 2015	\$960	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
	Total no. of activities:	31							
	No. of participation counts	27 6	1025	18		Total Expenses	\$133,088.94		
	Total no. of participation counts	1 3 1 9							

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			
Learning Effectiveness						
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		✓				
Personal and Social Development						
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		✓				
Community Involvement						
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): _____