



Buddhist Sin Tak College

**佛教善德英文中學**

Annual School Report

**學校報告**

2016- 2017



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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-subsidized 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 2016-2017 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。二零一六年至二零一七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. 2016)

Level 班級	S1	S2	S3	S4	S5	S6	Total
No. of Classes 班級數目	4	4	4	5	5	5	27
No. of Boys 男生數目	56	71	52	65	64	61	369
No. of Girls 女生數目	71	56	77	71	82	80	437
Total Enrolment 總學生人數	127	127	129	136	146	141	806

## Qualifications of Teachers

There are 56 teachers in our school, including the Principal. Their qualifications are shown below:

56% of them hold a Master's degree

40% of them possess a Bachelor's degree

4% of them hold a Teacher Certificate

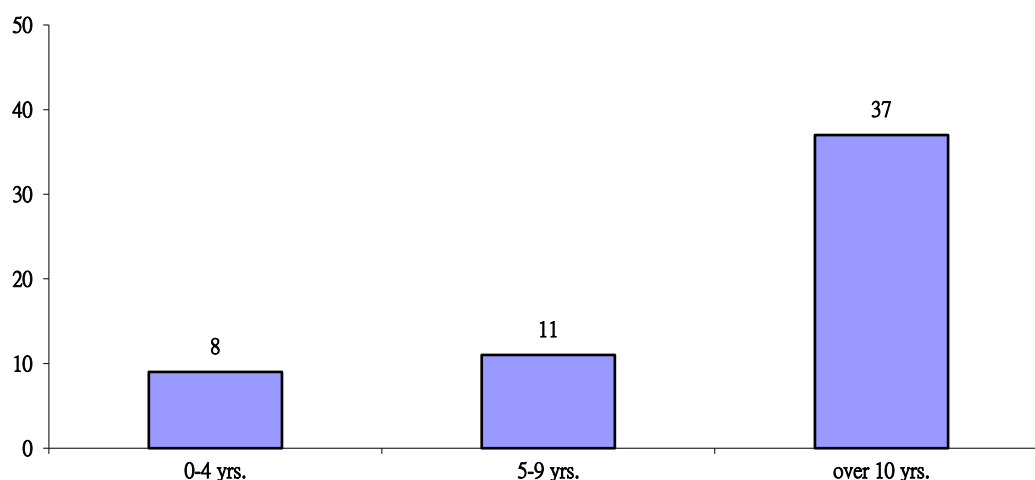
All teachers under the establishment have received professional training in teaching. All the 12 English teachers have already attained the English Proficiency Requirement for English teachers and our 3 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

## 教師資歷

全校連校長在內共有五十六位教師，其中百分之五十六持碩士學位、百分之四十持學士學位。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 Organization

**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.WongYuet Ying (parent manager)

Dr. Cheng Fat Ting (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' learning, staff appraisal, information system maintenance and students' 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)、  
鄭發丁博士(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教務工作、教師考績、資訊系統管理及學生輔導工作。

# 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 2016-2017

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

Implementation 執行策略	Success Criteria 成功指標	Achievements and Evaluation 成就及評估
<p>課堂提問是一個非常有用的教學工具去強化教與學成效。為能令課堂提問達到有效的教學效能，老師須於課堂上布置具層次的學習歷程。 Questioning is a very useful tool to enhance learning and teaching effectiveness. In order to make questioning skills as one of the pedagogical tool, a structured learning approach is required for teachers to deliver the lesson.</p> <p>老師須有意識將教學流程須分作以下三項階段：</p> <ol style="list-style-type: none"> <li>1 課前場景鋪排</li> <li>2 教授主要核心知識</li> <li>3 總結並歸納</li> </ol> <p>Teachers are expected to be aware that a lesson should be structured and comprised of 3-stage :</p> <ol style="list-style-type: none"> <li>(1) Setting the scene;</li> <li>(2) Teaching the core subject matter and</li> <li>(3) Recap and more.</li> </ol> <p>課前場景鋪排旨在刺激學生運用前備知識，而課堂提問能幫助學生重溫已有知識或引伸至新的訊息內容，解釋及應用所學。</p>	<p>學生於課堂內積極回應提問 Students give response actively during lesson</p> <p>質素保證組成員分享觀課所得之良好教學方法。 QA team members share good practices found in the lesson observation.</p> <p>以觀課互評促進教師之間的專業發展。 The professional development among teachers is enhanced through sharing after the lesson observation.</p> <p>能內化良好的經驗及習慣，令其成為課堂的教學常規。 Experience and good practices could be internalized as classroom teaching routine.</p>	<p>為減少老師的焦慮及為他們創造空間作好預備，質素保證組成員作為先導者，於首三個月開展課堂教學示例及觀課活動。透過先行先試教的方法提供範例讓老師易於掌握如何運用提問以促進教學。十位質素保證組成員中，其中八位及另外六位科主任於十二月前完成觀課，其他成員亦於 2017 年 3 月完成觀課。教員會議上亦分享了不同學科的優異教學範例。</p> <p>To ease the anxiety of teachers and make rooms for them to get prepared for lesson observation, the QA team members launched and conducted the lesson practice and observation in the first three months. This gave the directions and exemplars of lesson for reference so that teachers were aware of how to make use of questioning to conduct an effective lesson. 8 out of 10 QA team members and 6 panel heads finished the lesson practice before December 2016. The rest of the QA team members finished by March. Exemplars of lesson and good practices were shared by the teacher concerned in staff meetings.</p> <p>在第二個學期，所有核心科目老師包括英文科、中文科、數學科及通識科已進行個別老師的觀課及評課。選修科老師或科主任可以自願於下學期自由參與觀課。</p> <p>In the second term, all teachers of the core subjects such as English Language, Chinese Language, Mathematics and Liberal Studies carried out their lesson practice and were observed by the panel heads. Elective subject teachers or panel heads conducted their lesson practice on voluntary basis.</p>

<p>Setting the scene aims at eliciting learners' prior knowledge with the sense that questions that can build on previous learning or give further information, explanation and applications.</p> <p>教授主要核心知識目的在廣闊學習目標：如增強討論、推動同儕互評、刺激高階思維、適切回饋及照顧學生學習學習差異，藉以提昇學生學習興趣。</p> <p>Teaching the core subject matters aims for a wider objectives such as arousing students' interest; stimulating discussion and promoting peer evaluation; provoking critical thinking; giving effective feedback and catering for learning diversity, etc.</p> <p>歸納及總結部分目的在於鞏固所學，並延展至課堂以外的學習歷程。</p> <p>Recap a lesson is to consolidate knowledge learned and extend the learning beyond the lesson time.</p>	<p>完成此 3 年發展計劃的重點關注事項後，能出版小冊子記錄各核心學習範疇善用提問技巧的成果。</p> <p>A booklet showing the outcome of effective questioning skills in all KLAs of our school could be issued after the completion of this major concern in the 3-year development cycle.</p>	<p>在五月下旬，核心科目老師進行評估及呈交個人檢討報告。</p> <p>At the end of May, teachers of the core subjects did the evaluation and submitted their personal evaluation report.</p> <p>下列要點歸納部分老師共通意見如下：</p> <p>The following summarized some common viewpoints of teachers' evaluation :</p> <p>大多數老師同意三步式的設計能令課堂組織更清楚。首階段提問設計能增強課與課之間的聯繫。第二階段設計為核心部分，教授重要知識內容及照顧不同學習能力的學習需要。最後階段設計能幫助學生鞏固所學。</p> <p>Many teachers agreed that the 3-stage approach set a clearer organization for classroom teaching. The first stage enhanced the connections between lessons to lessons. Teaching the core subject matter was the crucial step to delve into the subject knowledge and to deal with learners' diversity. Finally a recap a lesson was also help students to consolidate what they had gained in a lesson.</p> <p>部分老師表示課堂提問不應只為確保同學對課題的了解而集中於測試式的提問。此情況尤其在低年班的課堂及在學習能力稍遜的班別出現較多。但無可否認，一些淺易的問題能吸引學生的主意力及增加學生參與課堂的機會。</p> <p>Some teachers said that they asked too many checking understanding questions in order to ensure that students were able to follow the instructions and contents. This was commonly found in lower form classrooms and towards some slower learners. Sometimes, basic questions could draw students' attention and get them participated in learning.</p> <p>然而低階的問題能建構知識和概念。有時一至二道好的跟進問題能刺激他們的討論趣味及推動他們邁向高階思維的層級。同時，按部就班式的提問能建立穩固的基礎以協助他們發展思維能力及技巧。</p> <p>However, questions of lower cognitive levels could bridge between</p>
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		<p>knowledge and concepts. Sometimes, a good following up question could stimulate their interests for discussion and could further elaborate knowledge and concept to a higher order level. In addition step-by-step questions could lay the foundation to help students to understand better the concepts so as to elaborate their thinking skills and ideas.</p> <p>能有效運用提問技巧有賴師生及生生互動。有時候課堂可能被大量低階問題所佔據，老師應考慮多運用反思式問題如"為何你有這樣的想法....." 因為此類問題能展現多角度的觀點，刺激進一步討論。但老師亦應隨時準備應付同學突發性問題，老師應能隨時改變預計先訂好的教案。</p> <p>A successful application of questioning skills in a lesson depended on how teacher-student and student-student interactions. To avoid a lesson to be overwhelmingly by some basic questions, more reflective question like "Why do you think .....?" were asked because these questions allowed multiple answers which in turn stimulated further discussion. However, teachers should from time to time to deal with unexpected answer and they needed to change their original lesson plan.</p> <p>如果老師能重新部署，再作教學編排，他們可能會採取下列的改善建議：</p> <ol style="list-style-type: none"> <li>1. 預留足夠的思考時間讓學生建構他們的答案，同時亦要協助能力稍遜的同學緊貼課堂進度；</li> <li>2. 先給予有用之課前預習，加強知識的輸入，優化師生交流的質素；</li> <li>3. 老師應隨時靈活準備好如何處理不同學生的學習需要及應付突發性問題；</li> <li>4. 有必要時老師應多進行跟進式，轉問，追問等問題以刺激批判性思維；</li> <li>5. 老師的耐性是課堂教學非常重要的成功要素。如學生未能講出答案，老師一般傾向直接說出答案，雖然這樣能省時，但亦剝奪學生的學習興趣及動機。如果有足夠的等待時間，有時一些</li> </ol>
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		<p>精彩的答案能燃點整個課堂的學習氣氛；</p> <ol style="list-style-type: none"> <li>6. 老師應給予同學更多回饋，引導同學自己獲取答案；</li> <li>7. 多用二人小組的模式以幫助照顧學習差異及加強學生與學生的互動參與；</li> <li>8. 鼓勵學生闡述答案，演說及報告，增加同學互動及老師給予回歸的機會；</li> <li>9. 老師應多使用高階思維及挑戰性問題，例如類似 Bloom's 的模組之應用、綜合，評估等高階能力。老師亦應該提供機會佈置場景引導學生思考以達至批判性思維的能力。</li> </ol>
		<p>If teachers could re-do the lesson again, the following are some suggested improvements :</p> <ol style="list-style-type: none"> <li>1. Allow sufficient thinking time for students to formulate their answers and help those less able students to catch up with lesson pace.</li> <li>2. Assigning pre-lesson task is very important to strengthen knowledge input and to facilitate the idea flow between student and teacher</li> <li>3. Teachers should always be ready to deal with diverse needs and unexpected answers from students. Don't be too ambitious, allow sufficient time for giving feedback and direct the students to think in multiple perspectives.</li> <li>4. If possible, teachers should carry out more following up and re-directive questioning to provoke critical thinking among students.</li> <li>5. Patience is very important and key success. Teachers tend to tell the answer directly if students cannot provide the answer at once. Though this is time-effective, it deprives the chance of students' interest and motivation. If sufficient waiting time is allowed, sometimes, marvelous answers will be given out to ignite the learning atmosphere of the whole classroom.</li> <li>6. Teachers should give more feedback to students responses and help students to induce what they have learnt and draw the subsequent conclusion.</li> <li>7. Pair-work is introduced to cater for diversity and strengthen</li> </ol>

		<p>student-student interaction and participation.</p> <p>8. Lengthen the part of student presentation so that there will be more interactions and feedback by both students and teachers</p> <p>9. Teachers should ask more higherorder and challenging questions such as synthesis, application and evaluation as exemplified by Bloom's model. There should provide opportunities and set some scenarios to facilitate and provoke critical thinking among students.</p>
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## 重點關注事項二：評核學習成果 - 以評核數據來促進學與教

### Item 2 Assessment for learning- use assessment data to improve learning and teaching

Implementation 執行策略	Success Criteria 成功指標	Achievements and Evaluation 成就及評估
<p>1. 各科須深入分析學生主要的強弱之處。各科可運用以下數據或從觀課所見來促進學與教</p> <ul style="list-style-type: none"> <li>-校內考試成績及學生於試後自評的回饋</li> <li>-學生的課業表現</li> <li>-公開考試成績</li> <li>-香港考评局的數據報告</li> <li>-日常課堂觀察，等</li> </ul> <p>1. Subjects are required to analyze what the major strengths and weaknesses of the students are. Subjects are able to make use of the following data or observation to enhance learning and teaching school exam results and students' responses in post-examination evaluation;</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> students' performance in assignments;</li> <li><input type="checkbox"/> public examination results; statistical</li> </ul>	<p>相關策略的總結報告及所得成果須紀錄於科目會議內。</p> <p>Summary report of strategic measures done and achievements attained are submitted or addressed in the panel minutes.</p> <p>評核工具教師回饋及學生佳作範本均應附上。</p> <p>Tools for assessment and teachers' feedback, exemplars of students work are attached for reference.</p> <p>佳作範本會交予教師作持續改</p>	<p>科組部門製定策略性的政策，以通過評核促進學習。運用校內考試，公開考試，學生課業或老師觀察，老師能準確所掌握學生須善的地方，以評估促進學習。除此之外，老師能預備不同類別的課業如閱讀理解，繪製地圖技巧，闡述解難，比較或評論等課業。此類課業不但可以善用學生課業的例子以釐清誤區，加強科本學習技巧，亦同時有利科組同事進行專業交流及討論。</p> <p>Subject departments formulated strategic policies to enhance student learning through assessments. Making use of the assessment data collected in internal examinations, public examinations, assignments or teachers' observation, teachers understood explicitly students' areas for improvement. After that, assignments aimed at clarifying students' misconceptions or strengthening the subject-specific study skills like comprehension, map drawing skills, explaining, comparing or evaluating were prepared for students. The assignments did not only enhance students' learning by pinpointing the learning difficulties with suggestion to improve, but also facilitated the professional sharing amongst the members of departments.</p>

<p>reports from HKEEA; daily classroom observations, etc.</p> <p>2. 以策略性措施去促進學習的評核，藉以讓學生有機會從評核中促進學習。試後評估有助老師了解生表現，並讓學生掌握學習進程及表現。</p> <p>2. <b>Subjects should adopt strategic measures to provide opportunities to enhance learning through assessment ; post-evaluate the performance of students after assessment and get students informed of their performance</b>  各科須設計策略性措施去促進學習的評核。各科須草擬一份科本評核計劃書，以解釋學習評核的推行方法。(可選擇中一至中六其中一級或不同級級進行)，計劃書須與上學期試後檢討報告一併繳交。  <b>Subjects should devise strategic measures to enhance assessment for learning. Subjects need to draft a subject-based assessment plan to explain how assessment for learning is carried out. (may choose an issue to address in one form in Form 1- Form 6 or various forms). The plan should be submitted to the school together with the evaluation of term 1 examination.</b>  得知學生於上學期考試之常犯錯誤後，教師須設計至少一份習作以協助學生於下學期克服相關困難。  <b>After knowing the common mistakes/weaknesses made by students in the term 1 examination, teachers should set one or more assignment(s) to help students</b></p>	<p>進之用。</p> <p><b>Exemplars of well-designed assignments are given to teachers for continuous improvement.</b></p>	<p>但是，從收集回來的高、中、低水平的學生課業分析，學生基本上存著很大的學習差異。高能力的學生能提供詳盡，能附以清楚的解說及結論。在中級水平的學生課業中，普遍存著組織鬆散，不扣題的現象，老師往往要花時間給予較多的文字回饋。能力最弱的同學，即使題目已加提示。甚仍不能完整寫下答案，此另外同學亦未能理解及連繫分題之間的關係。老師在一般情況下都會要求同學重做功課，過程中會附加例子以協助同學理解問題，並附以相關改善建議作提示。亦有老師反映，個別學習能力稍遜的學生需要個別跟進，否則他們不能完成指定的功課。</p> <p>However, samples of assignments collected from students of high, medium and low ability groups showed that there exists great learner diversity amongst students. The high achievers could give answers with detailed and sound explanation or make justified conclusions. Yet, answers of students from the medium ability group were usually weak in organization. Teachers had to give advice for them to modify their answers.</p> <p>For the work of low achievers, some of them were not able to give the answers though questions were broken down into small parts with some hints or guidelines given. It showed that they fail to trace the co-relation between the sub-questions of a question. To help these students, teachers asked them to attempt the question again with more guiding questions, clearer instructions or suggestion for improvement given. Some teachers revealed that individual guidance was necessary to help the low achievers as they had great difficulty in completing the assignments on their own.</p> <p>總括來說，具高、中級能力的學生需要多進行高階思維的訓練如評估、闡釋、分析等元素。對於能力稍遜的同學，他們需要多些老師或同學的支援，以避免他們過易放棄。</p> <p>In conclusion, the high and medium achievers need more practice or training on their higher-order thinking skills including evaluating, explaining and analyzing. For weaker students, they need more support from teachers or their peers so that they will not give up easily.</p>
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overcome the weaknesses in term 2.		
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## Reflections 反思：

如前所述，提問技巧作為一項有效的教學方法需緊扣學習目標，所設問題能對應不同的教學目標。今年已是本校推動提問教學的第二個學年，大約有70%的老師參與運用提問技巧以增強課室的學習與互動。課後的觀課討論亦能促進老師與老師之間的專業交流。

As emphasized before, questioning skills should be closely connected to learning objectives and are considered as one of the pedagogical tools to meet particular teaching objectives in class. This is the second year of using questioning skills to enhance student learning. Almost 70% of teachers ( core subjects and some elective subjects) participated in using questioning skills to enhance class learning. Post-lesson observation discussion is conducted between the observer(s) and observee so as to facilitate the professional dialogues between them.

老師備課時重視教學組織，三階段式的教學模式亦有效建構課堂組織，使教學流程更形緊密。透過提問及預設的學習目標，大部份的老師同意能改善課堂組織及增進課堂學習容量。在提問的過程中能激發學生積極參與及互動，提升課堂效能。在提問過程中，老師能進一步掌握學生的學習難點。另外亦能提供機會讓老師回應學生的疑難，並能進一步的解釋教學內容。因此有效收窄教與學的距離。

The 3-stage teaching approach lays the structural framework in which teachers always need to take this into consideration in their regular lesson. By means of questioning with pre-defined learning objectives, many teachers agree that it makes the lesson to be more organized and content rich. As students need to respond to teacher's question, students are more motivated and participated so that the effectiveness of a lesson is much improved. By questioning, teachers have a better understanding of the learning difficulties of students. It also provides better chances for teachers to respond to students learning difficulties by further explanation, elaboration and implications. This bridges and narrows the gap between learning and teaching.

有些老師提出如果能重新設計課堂，他們將加入多些挑戰性問題以刺激學生培養批判思維能力。老師亦認為他們沒有足夠耐性去等待同學組織答案，他們為了更好掌控時間，往往會直接給予學生答案，而不是引導學生組織答案與釐清觀點。這種單向性的教學模式減低同學的學習動機，也妨礙師生互動。有鑒於此，教務處在來年的關注事項，將要求老師加強高階思維的元素及提供更多機會讓學生在課堂內表達意見機會，增加生生互動參與的機會。

Many teachers mentioned that if they were given a chance to redo the lesson, they would try to incorporate more challenging questions instead of checking understanding in their lessons. Some teachers are regret to say that they are not patient enough, they sometimes provide the answer directly without helping students to formulate their own answers or points of arguments. This poor practice spoils the motivation and deprive the chance of student-teacher-student interactions. Bearing this evaluation in mind, the Board of Studies propose in the 3<sup>rd</sup> year implementation of major concerns, we should place more emphases on higher order thinking and provide more chances for students to speak out in class so that more students are motivated to participate actively in class.

## 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	Students would learn how to get along with the peers and get to understand themselves. 學生習得如何和同儕相處和自我認識。	(1) This year saw a more able group of students, according to the statistics given by the school. Even the trainers were also impressed by their performance. 根據學校提供的統計數據，本年度的中一新生有較高能力，學生表現出色，令訓練員都對他們留下良好印象。 (2) Most students (around 80 %) expressed that this camp benefited them a lot. They learned how to appreciate themselves and others. 大約百分之八十的學生表示這個成長營令他們獲益良多。他們學得如何欣賞自己和其他人。 (3) There was a teacher-student sharing session in the evening from 8:00 to 9:00. It was a good opportunity to debrief students after some programs. Some students reflected that the duration of the activity was quite long and they got quite tired in the later part. They were less concentrated. 晚上 8 時至 9 時有一個師生分享環節。這是一個好的機會讓學生在數個活動後分享他們的得著。有學生反映活動時間較長，後段部分同學出現疲態，這些學生比較難集中精神。 (4) Both students and teachers were tired after the camp. They had to go to school the next day. Some students found it difficult to focus back on the school work 學生和老師出營後都感到疲倦，翌日他們都要上學，有些學生比較難專注上課。		
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)	Each S.1 student is engaged in any one of the three categories of ECA . 每位中一學生都參加了指定三	Items (項目)	人數	
		Sports team (運動校隊)	51	
		Girl Guides (女童軍)	13	
		Red Cross (紅十字會)	19	

<p>「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（包括運動校隊、制服團隊及樂器班）</p>	<p>項課外活動的其中一項。 The scheme could boost students' self-confidence and help them understand their own potentials. 此計劃能夠提升學生的自信心及幫助他們認識自己的潛能。</p>	<table border="1"> <tr> <td>Scouts (童軍)</td> <td>12</td> </tr> <tr> <td>Musical Instrument Classes (樂器班)</td> <td>54</td> </tr> <tr> <td>Total (總數)</td> <td>149</td> </tr> </table>	Scouts (童軍)	12	Musical Instrument Classes (樂器班)	54	Total (總數)	149		
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Musical Instrument Classes (樂器班)	54									
Total (總數)	149									
<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. 每月大約只有 40% 的學生瀏覽，效果不太理想。 (2) Students did not have the habit of checking their emails. And even if a student did check the email, it is difficult to say whether he/she has reflected on the message conveyed. 同學並沒有查看電郵的習慣，即使點擊後又難以得知學生是否作出深思又或只是當一般插圖。</p>								
<p>4. Provide careers planning lessons to S.2 and S.4 students. 提供生涯規劃課給中二及中四學生。</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>S.4 students were asked to collect the information of their favorite JUAS and non-JUPAS subjects and showed what they had found in a presentation. S.4 students were willing to learn and cooperate as the students were interested on the topics. Similarly S.2 students were asked to prepare a presentation. The difference was that the topic was a favorite profession. But the S.2 students felt that life planning or career are something too far away and were not too enthusiastic in the preparation, and S2 students were not motivated to participate actively in this activity. 中四學生需要搜集他們心儀的聯招科目和非聯招科目的資料，並須以簡報形式展示他們搜集到的資料。中四學生表現願意學習及合作，因為他們對自己所做的有興趣。同樣地，中二學生也要準備一個簡報，分別是題目是一個理</p>								

		想職業。但是中二學生表現欠積極，因為他們覺得生涯規劃和選擇職業是過於遙遠的事，活動也不能鼓勵中二學生積極投入。
5. S.3 harmony experience workshop 飛躍和諧陣學生體驗工作坊 (S.3)	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>(1) The feedback from the students was positive. They understood they needed to ‘要善待有讀寫障礙的人’ and ‘包容一些有讀寫障礙的人’ . The workshop aroused their awareness of the needs of the SEN students. As for the ‘這次活動的內容切合我的需要’ , students gave it the lowest mark. It was understandable as the majority of the students did not have special needs. It was the reason why their workshop was held: to equip students with the knowledge about SEN students and to show more empathy.</p> <p>(2) Some colleagues were worried that there might be some labelling effect on the SEN students in the class.</p> <p>(3) The level of difficulty could be more challenging and difficult.</p> <p>(1) 學生給予正面的評價。他們明白要善待有讀寫障礙的人和包容他們。這個工作坊提升他們對 SEN 學生的需要的關注。學生給予‘這次活動的內容切合我的需要’最低的分數。這個結果是可理解，因為他們絕大部分沒有特別需要。舉辦這個工作坊就是要裝備學生對 SEN 學生的認識和展現同理心。</p> <p>(2) 有同事擔心會對班內 SEN 學生帶來標籤作用。</p> <p>(3) 應該要提高活動的挑戰和難度。</p>
6. Mountaineering training II 山藝課程 II	All participants will get the Certificate of Completion upon finishing the course. 所有參加者可以取得完成課程獲發的證書。	<p>This training course could help some students with poor attendance and lower self-image to boost their confidence. Some students performed very differently in this training course. They were responsible, punctual, highly motivation with a good attitude. There might be some labelling effect as participants were usually ‘invited’ to join this course.</p> <p>這個訓練課程能幫助考勤紀錄不佳和自我形象低的同學提升自信。一些學生在課程中有截然不同的表現。他們變得盡責、</p>

		準時、有動力和良好態度。因為參加者都是因學習、行為有問題而被邀請加入這課程的，有可能造成標籤效應。
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## Reflections 反思:

The following recommendations may be considered in the future:

未來可以考慮以下的建議：

- (1) It has been suggested that in the S.1 Camp, the teacher-student sharing session should be held after dinner and there would be more time for students to express and share. And the overnight camp will be held on Thursday and Friday so that both students and teachers could have some rest after the exhausting camp. And there may be activities after the camp to remind students of their goals they had set and how to follow up.

有建議在中一營，老師和學生的分享環節在晚餐後進行，可以有多些時間給學生表達及分享。這個營可考慮在星期四及星期五進行，讓老師和學生在營後有充份休息。在營後可以有活動去提醒學生他們曾訂立的目標和如何跟進。

- (2) It has been suggested that in-depth discussion could be held to consolidate the messages delivered to the students by the “Dorfun’s verses” each month. Also the “Dorfun” illustration could be inserted into students’ handbook and its message be presented on the school website, so that students have more opportunities to know the messages. The morning assembly talk can utilize the verse as the theme and illustrate with suitable examples, this may consolidate the students’ behavior and positive values.

在每月的多分金句後，與學生深入討論，希望能增加不同的渠道深化、鞏固同學的行為。提議將多分金句及插圖放入學生手冊中，多分的金句每月放於學校網網面，讓同學增加接觸機會，於每月初德育早會短講中以當月的金句作為短講主題加插例子，以深化鞏固同學的行為和正面價值觀。

- (3) It has been found that some S.4 students have good core subject results but badly on the elective subjects and have to repeat in S.4. Therefore there is a need to give advice in the S.3 parents’ night talk to show the negative consequences of choosing the wrong elective subject.

有一些中四學生在核心科目取得好成績，但卻在選修科目學習得非常差，並要在中四留班。因此有需要在中三家長晚會提出忠告，要顯示錯誤選擇修讀科目會帶來的負面後果。

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

為一些學業成績欠佳或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) A Leadership Training Workshop has been held for student leaders from various student organizations, including SU, houses, clubs and committees. Key concepts of leaderships and skills relating to goal achievement, accurate communication, proper time management, etc. have been introduced in the workshop. Students have been well equipped with the skills of leadership, communication and coordination in the workshop.

舉辦領袖培訓工作坊，主力為各類型的學生組織，包括學生會，四社，各學會的學生領袖進行培訓練習。工作坊內介紹了與目標實現，準確溝通，良好時間管理等相關的領導技能和重要概念。學生在工作坊內掌握了領導，溝通和協調的技能。

- (6) Visits can be more effective in enabling students to understand various requirements of the jobs. If feasible, the school may arrange students to work in a company for one day to experience how it is like to work in society.

探訪活動可以更有效讓學生瞭解不同工種的各樣要求。情況許可，可考慮安排學生在某間公司工作一天去體驗如何在社會工作。

- (7) Junior forms careers planning lessons may include topics such as self-roles; making friends; family roles; school roles; wealth management; skills development; interest-building; emotion management; time management and personal dream.

低年級的生涯規劃課程或可增加如：自我角色、交友、家庭角色、學校角色、財務管理、發展技能、個人興趣、情緒管理、時間管理及個人夢想等項目。

- (8) It has been suggested that subsidization might still be given to those students in need so as to encourage their participation in the musical instrumental classes and uniform groups.

建議繼續資助家境困難的學生以鼓勵他們參加樂器班及制服團隊。

## 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, 「菩薩行」 scheme was implemented continuously. Comparatively, students were found to participate more actively this year. Subject teachers believed that our students understood the requirements of the scheme and worked hard to achieve the goals.
- ◆ Teachers of Religious Committee and student leaders of Buddhist Youth Club participated in various outside school religious activities from time to time, and gained confidence from the working experience.
- ◆ Vegetarian lunch were arranged on 15<sup>th</sup> December, 2016 and 17<sup>th</sup> May, 2017. 65 teachers and students participated in each event and the participants were forbidden to talk within the activity. Both activities were fully enrolled within a short period of time and so this activity could continue to attract teachers and students to enroll.
- ◆ This year, Western Monastery and we held the Buddha Birthday Celebration Ceremony on 2nd May, 2017. Celebrities and kindergarten children were invited to perform singing and dancing, the atmosphere was joyful and solemn.
- ◆ Twenty two S.6 students sat for the Ethics & Religious Studies Examination in 2017 HKDSE. Three of them obtained 5\*, four obtained level 5, nine obtained level 4 and six obtained level 3.
- ◆ The D.H. Chen Foundation has generously donated HK\$50,000 for improving the facilities of our Spiritual Centre.

#### 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。

- 佛學科今年推行「菩薩行」計劃，與去年比較，學生明顯較投入計劃中，科任老師相信主要是因為學生已熟識計劃的要求，因此努力完成目標。
- 宗教組老師及佛青團學生幹事不定時參與校外弘法工作，從工作經驗中增加弘法的信心。
- 本組分別於 15/12 及 17/5 中午舉行素食午餐，兩次均有 65 名師生參加，並以止語進食方式進行；兩次活動皆在短時間內額滿，可見活動能持續都吸引師生參加。
- 本年度我校聯同西方寺於 5 月 2 日在西方寺舉辦佛誕慶祝活動。今年大會特別安排明星獻唱及幼稚園歌舞表演，氣氛熱鬧又不失莊嚴。
- 中六級二十二位同學報考 2017 中學文憑試倫理與宗教，其中三位考獲 5\* 及四位考獲 5 級，另外九位同學考獲 4 級成績及六位考獲 3 級。
- 陳廷驊基金會慨捐港幣 5 萬元讓學校優化本校心靈閣的設施。

## Exposure to and experiences of using English

- ◆ Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
- ◆ 28 S.1 to S.4 students stayed in Gold Coast, Australia from 12 July, 2017 to 26 July, 2017 for a summer English Immersion Tour organized by the Australian Education Association.
- ◆ 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 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.
- ◆ An English Corner was established this year and it was open for various English activities during the lunchtime and after school.

## 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。
- ◆ 28 位中一至中四的學生參加了由澳洲教育協會主辦為期 14 天，由七月十二日至七月二十六日的澳洲黃金海岸英語體驗營。
- ◆ 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。
- ◆ 學校設立了英語閣，在午膳時間和放學後開放進行各樣英語活動。

## 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 also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.
- ◆ Articles were provided by the Chinese Language Department to be read during Friday morning

reading session and 15 articles were provided in each term.

- ◆ 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 Books Reading Plan: This programme was initiated in this school year, for the replacement of self-purchase programme. At the beginning of the term, weekly reading handbooks were distributed, with a list of recommended books at all levels. Students are required to purchase or borrow from the library books from his own level and complete the reading report on the appointed date.
- ◆ The school library organized two talks by professional writers, and two book exhibitions in the school hall.

## 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，並設有 4 節閱讀時段供同學分享閱讀書籍的心得。
- ◆ 每星期五晨讀時段設中文閱讀時間，每學期完成 15 篇。
- ◆ 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。
- ◆ 中文指定書目閱讀計劃：此計劃乃本學年首推的閱讀計劃，代替自購書閱讀計劃。學期初派發每周閱讀冊，內附各級指定閱讀書目一覽表。同學須按各級所到書目自行購買或於圖書館借閱，並於指定日期完成讀書報告。：
- ◆ 學校圖書館本年度舉辦了兩次作家閱讀分享演講，兩次禮堂書展。

## Catering for Learner Difference

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

- ◆ S.1 English and Chinese teaching and learning were conducted in small groups, with 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.
- ◆ 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.
- ◆ S.3 Chinese Elite Class: The teaching emphasized on reading and writing skills.

- ◆ S.6 Chinese Language Saturday Remedial Class: Four tutors who excelled in HKDSE (got 5\*\* in both paper 4 and paper 5) were employed to give remedial teaching to 40 S.6 students.
- ◆ 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。
- 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。
- 中三中文精進班：教學內容以寫作、閱讀為訓練重點。
- 中文科中六級星期六保底班：聘任四位文憑試成績優異(卷四及卷五均獲 5\*\*)的學生擔任導師，為 40 名同學進行保底訓練。
- 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 17 July, 2017 to 25 July, 2017 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.

- ♦ Secondary One Chinese Language and English 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 camp was organized to enable students to learn how to get along with the peers and get to understand themselves.

## 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十七日至七月廿五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。
- 中一營讓學生學習如何和同儕相處和自我認識。

## Support for Student Development

- ◆ There were one S.1, one S.2 and one S.3 class meetings in each term to facilitate the information sharing of students in need among colleagues.
- ◆ 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 arranged a police talk on sex crimes of teenagers on 8 September 2016 by our School Police Liaison Officer and another one on "beware of the traps in summer holiday". A Mountaineering Training Course was co-organized by the Board of Discipline. Last year, seven students participated in the course and all of them completed the training and obtained the certificate. All of them joined the Training Course II and continued to improve their perseverance. A new programme "street running" was organized this year, students were trained to have a spirit of perseverance and get a sense of achievement. Head prefects joined this programme as part of leadership training and they were able to know more about their fellow schoolmates.
- ◆ 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.

- ◆ Guidance committee organized a talk about how to deal with conflicts in relationship for S.4 and S.5 students (今 Teen 談戀愛) was held on 16 March 2017 by Harmony House. Another talk about how to deal with academic stress for secondary one students was also held this year, so that the students were able to embrace stress in a positive way.
- ◆ The careers committee has organized the Mentorship programme for form five and six students and also OLE Day for form four and form five students this year. Both activities would help the students to plan their careers ahead.
- ◆ The theme of the S.3 MCE lessons addressed the school major concern: 【我的夢想】 and 【今天收到成績表】 showed the appropriate learning attitude and methods and helped the students to face adversity.

## 我們對學生成長的支援

- ◆ 上下學期各有一次中一、中二及中三級的級會，便利老師交換學生需要的資料。
- ◆ 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。多於百分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 9 月 8 日進行，由警方學校聯絡主任陳美華警長主講，主題為「青少年性罪行」；及在試後活動舉行的「提防暑期陷阱」講座。訓導處協辦的山藝課程，去年有 7 名學生參與活動，全部成功考獲山毅一級證書，原班學生今年將參加山毅課程 2，繼續訓練堅忍意志。今年新設「街跑訓練」項目，訓練學生的堅忍意志，獲取成功感；首席領袖生將一同參與，作領袖訓練的一部份，亦可拉近與同學之間的距離。
- ◆ 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。
- ◆ 輔導組在 2017 年 3 月 16 日舉辦由《和諧之家》主講的「今 Teen 談戀愛」講座，教導中四、中五學生如何處理兩性關係的衝突。並為中一學生舉辦另一個「學業壓力處理」講座，使得學生能以正向思維面對壓力。
- ◆ 升學及就業輔導組組織了中五及中六的校友師友計劃，並舉辦了中四、中五的其他學習經歷日。這兩個活動都幫助學生早些作生涯規劃。
- ◆ 中三之德育及公民教育課主題均配合學校的關注項目而設定：【我的夢想】與【今天收到成績表】等，內容想帶出正確學習態度和方法，協助同學如何面對失敗

# Student Performance 學生表現

2017HKDSE total no. of subject score with level 4 or above: 518 (61.1%)

2017 中學文憑試各科達四級或以上的總科次 : 518 (61.1%)

No. of students fulfilled the minimum university admission requirement: 122 (86.5%)

符合大學收生成績要求的學生人數: 122 人 (86.5%)

2017 HKDSE Best Score 中學文憑試最佳成績

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

77.1% of S6 graduates entering JUPAS undergraduate programmes.

百分之七十七點一的中六畢業同學獲分派聯招大學學士學位。

## 2016 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	133	129	97	77
英國語文 English Language	131	129	98	70
數學 Mathematics	131	125	95	80

## Prizes won in Inter-school Competitions 校際比賽獎項(2016-2017)

<i>THE ARTS 藝術</i>		
Organization 主辦機構	Competition 比賽	Award / Prize 獎項
Leisure and Cultural Services Department 康樂及文化事務署	2016 Hong Kong Schools Chinese Orchestra Competition 2016 香港青年音樂匯演- 中樂團比賽 Chinese Orchestra Secondary School-Group A 中樂隊中學組 - A 組	Silver Award 銀獎
Yuen Long Town Hall 元朗大會堂	2017 Hong Kong Children and Youth Piano Contest Piano Solo Senior 2017 香港青少年鋼琴大賽 鋼琴獨奏高級組	Silver Award 銀獎
InSound Zheng Music Studio 弦聲箏樂室	The Fifth International Zheng Contest Hong Kong Regional Trials, Junior Secondary, Zheng Solo 第五屆國際古箏比賽香港區域選拔賽, 初中組, 箏獨奏	Silver Award 銀獎
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	69th Hong Kong Schools Music Festival, Piano Solo Grade 8 第六十九屆香港學校音樂節 鋼琴獨奏八級 Zheng Solo Intermediate 箏獨奏中級組 Vocal Solo - Foreign Language 聲樂獨唱 - 外文女聲"	Second Runner-Up 季軍 First Runner-Up 亞軍 Second Runner-Up 季軍
Kiddleland Playgroup and Learning Centre	Hong Kong Asian Youth Music Competition Piano Solo Grade 6 香港亞洲青少年音樂比賽 鋼琴獨奏公開組	Silver Award 銀獎
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	"53rd School Dance Festival 第 53 屆學校舞蹈節中學組" Jazz and Hip Hop Secondary School Chinese Dance Secondary School 中國舞	Highly Commended Award 甲級獎 Commended Award 乙等獎
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	68th Hong Kong Schools Speech Festival (English) 第六十八屆香港學校朗誦節(英文)	One Champion, one 1st Runner-Up, four 2nd Runner-Up And fifty eight Merits 一個冠軍、一個亞軍、四個季軍及五十八個優異
	68th Hong Kong Schools Speech Festival (Chinese Speech) 第六十八屆香港學校朗誦節(中文)	One Champion, two 1st Runner- Up & eleven Merits 一個冠軍、兩個亞軍及十一個優異
Community Youth Club 公益少年團	Poster design competition 「實踐公益樂助人，團結和諧愛我家」海報設計比賽	Champion (Junior group), First Runner-Up (Senior group), Second Runner-Up (Junior group) 冠軍 (初級組)、亞軍 (高級組)、季軍 (初級組)
Caritas integrated family service centre - Tsuen Wan 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 (junior group), one merit (junior group) 亞軍(初級組)、優異獎(初級組)
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 2016-2017	Two merits 優異獎 2 名

The Hong Kong Buddhist Association 香港佛教聯合會青少年團	Buddha Birthday card design competition 佛誕咭設計比賽	Champion (Junior group) 冠軍 (初級組)
Hong Kong Lung Foundation 香港胸肺學會	Poster design competition 「肺部及呼吸系統健康」海報設計比賽	Second Runner-Up 季軍
The society for AIDS care 愛滋寧養協會	Mask design competition 面具設計比賽	Six finalist award 六個人圍獎
Hong Kong culture association Zhong Hua Bao Lou 香港各界文化促進會、中華亮寶樓合辦	紀念孫中山誕辰 150 周年全港中小學生書畫大賽	Merit 優異
Agriculture, fisheries and conservation department 漁農自然護理署	T-shirt pattern design competition 2016 T 恤圖案設計比賽 2016	Merit 優異
Caritas Children & Youth Centre - Cheung Hong Caritas Youth & Community Service 明愛長康兒童及青少年中心明愛青少年及社區服務	Label design competition 「為你打氣」青年打氣貼紙設計比賽	Champion, 1st Runner-Up, 2nd Runner-Up And Ten Merits 冠軍、亞軍、季軍及十個優異
The Wharf (Holdings) Limited 九龍倉集團有限公司	The Wharf Hong Kong Secondary School Art Competition 2016-17 九龍倉全港中學生繪比賽 2016-17	Three finalist award 三個人圍獎"
Hong Kong Bauhinia Knowledge Association 紫荊雜誌社、知識之友會合辦	2016 第四屆兩岸四地青少年書畫大賽	Merit 優異
The Hong Kong Federation of Youth Groups 香港青年協會	Go For Dream Microfilm Competition 實踐吧！夢想！《職業字典》推廣計劃微電影創作大賽	Certificate of Merit 優異
Water Supplies Department 水務署	Game Booth Design Competition 遊戲攤位設計比賽	The Most Popular Booth Award 最受歡迎攤位大獎
<b>ACADEMIC &amp; OTHERS 學術及其他</b>		
Certiport Microsoft Office Specialist	2017 MOS World Championship: Power point 2013	World Champion 世界冠軍
The Hong Kong Association for Computer Education 香港電腦教育學會	Inter-School IT Elite Challenge 2017, 校際 IT 精英挑戰賽 2017 Electronic kits design contest 2017 「IT 學與教」電子套件製作比賽 2017	Champion 冠軍 Outstanding creative Award 傑出創意獎 Best Performance Award in Challenge Zone 2 挑戰區最佳表現獎
Hong Kong Polytechnic University and Hong Kong Computer Education Association 香港理工大學 + 香港電腦教育學會	Computer App Programming Competition 2016, Junior Secondary 電腦應用程式比賽 2016, 初中組	Second Runner-up 季軍

Hong Kong Joint School Electronics and Computer Society and Hong Kong Computer Society 香港聯校電子及電腦學會 + 香港電腦學會	Inter-School Mobile Application Development Contest 2016, Junior Secondary 校際手機應用程式設計大賽 2016, 初中組	Second Runners-up 季軍
AiTLE and IVE (Shatin) 資訊科技教育領袖協會 + 香港專業教育學院(沙田)	The Third Mobile App Development Competition, Secondary School 第三屆手機程式設計比賽, 中學組	Champion 冠軍
AiTLE and Welkin Systems Limited 資訊科技教育領袖協會 + 天行系統有限公司	Microsoft Office / Adobe Creative Cloud Skills Competition 2017 全港學界 Microsoft Office 暨 Adobe Creative Cloud 技能大賽 2017 MS PowerPoint 2016 & ACA Photoshop CC	Qualified MOS Microsoft Office 專家認證  Champions 冠軍
City University of Hong Kong 香港城市大學	Computer Science Challenge 2017 電腦科學大挑戰 2017	Merit 優異
Hang Seng Management College 恒生管理學院	HSMC Computing Cup 2017 2017 恒管 Computing Cup	Gold Award 金獎
IOT Solution LTD IOT Solution 有限公司	Hong Kong Student Formula Coding Competition 全港學界電動車程式賽	Merit 優異獎
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 Best Service Project 部門最佳服務主題計劃	Second Runners-Up 季軍
	Departmental Nursing Competition 部門護理比賽	Second Runners-Up 季軍
	Departmental Service Shield 部門服務盾	Second Runner-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
	Divisional First Aid Competition (WNTD) 新界西總部急救比賽	Best Leader 最佳隊長
	Hong Kong Red Cross Division (WNTD) Nursing Competition 新界西總部護理比賽	First Runners-Up & Second Runners-Up 亞軍及季軍
	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"	
Divisional International Friendship Album Design Competition (WNTD) 新界西總部國際交誼品設計比賽	First Runners-up 亞軍	
NWS Hong Kong Geo Wonders Hike 新創建香港地貌行	Young Ambassadors for Geo-conservation, 2016-2017 2016-17 年度「青年地質保育大使」培訓計劃	
Pui Ching Academy 培正專業書院	Pui Ching Invitational Mathematics Competition 培正數學邀請賽	Certificate of Merit 優異

Education Bureau 教育局	Hong Kong Mathematics Olympiad 香港數學競賽	2nd Class Award And 3rd Class Award 二等獎及三等獎 1st Class Award in Geometric Construction 幾何作圖一等獎
Hong Kong Buddhist Association Secondary Schools 香港佛教聯合會會屬中學	The Thirty First Joint Buddhist Schools Mathematics Competition, 2016 第三十一屆香港佛教中學數學比賽	Group Event, First Runners-Up Individual Event First Runners-Up 團體賽亞軍、隊際賽亞軍
Po Leung Kuk and Hong Kong Association for Science and Mathematics Education 保良局及香港數理教育學會	Hong Kong Mathematical High Achievers Selection Contest 第十九屆香港青少年數學精英選拔賽	2nd Class Award 二等獎
Hong Kong Schools Mooting and Mock Trial Association 香港學界模擬辯護及模擬法庭協會	Hong Kong Schools Mooting and Mock Trial Competition, Chinese Division 香港學界模擬辯護及模擬法庭比賽, 中文組	Best Advocacy Award 最佳訟辯獎
The Boys' and Girls' Clubs Association of Hong Kong 香港小童群益會	Aerial quiz 航天問答比賽	The First Runners- up 亞軍
Home Affairs Bureau 民政事務局	Kwai Tsing District Youth Community Services Scheme 葵青區青少年社區服務計劃	Outstanding Award 優勝隊伍
Ming Pao 明報	19th Ming Pao Student Reporter, Monthly Writing 第 19 屆明報校園記者計劃, 每月寫作	Writing Prize for February 二月寫作大獎
The Hong Kong Institute for Promotion of Chinese Culture 香港中華文化促進中心	Chinese Secondary School Students Writing Competition 2016-2017 (Hong Kong region), Senior Group 中國中學生作文大賽 2016-2017 (香港賽區) 高級組	Literature Star 旭日之星獎
<b>SPORTS 體育</b>		
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 Girls Grade-A (Overall) 女子甲組團體 Girls Grade A 200m Free Style 女子甲組 200 米自由泳 Girls Grade A 200m Free Style 女子甲組 200 米自由泳 Girls GradeC 50m Breast Stroke 女子丙組 50 米蛙泳 Girls GradeC 100 m Breast Stroke 女子丙組 100 米蛙泳 Boys Grade B 50m Free Style 男子乙組 50 米自由泳 Boys Grade B 200m Free Style 男子乙組 200 米自由泳 Boys GradeC 100m Free Style 男子丙組 100 米自由泳 Boys GradeC 4x50m Free Style Relay 男子丙組 4x50 米自由泳接力	2 <sup>nd</sup> Runner-Up 季軍 2 <sup>nd</sup> Runner-Up 季軍 3 <sup>rd</sup> Runner-Up 殿軍 First Runner-Up 第二名 Champion 冠軍\ 2 <sup>nd</sup> Runner-Up 季軍 Champion 冠軍 2 <sup>nd</sup> Runner-Up 季軍 2 <sup>nd</sup> Runners-Up 季軍
	Interschool Basketball Competition Boys Grade-A (Division 2) 校際籃球比賽男子甲二組	First Runners-Up 亞軍"

	<b>Inter-school Badminton Competition</b> 校際羽毛球比賽 <b>Girls Grade C</b> 女子丙組	<b>3<sup>rd</sup> Runners-Up</b> 殿軍
	<b>Inter-school Athletics Meet</b> 校際田徑比賽 Girls Grade B High Jump 女子乙組 - 跳高 <b>Girls Grade-C Discus</b> 女子丙組鐵餅	<b>1<sup>st</sup> Runner-Up</b> 亞軍 <b>1<sup>st</sup> Runner-Up</b> 亞軍
	<b>Inter-school Volleyball Competition</b> 校際排球比賽 <b>Boys Grade C</b> 男子丙組	<b>3<sup>rd</sup> Runners-Up</b> 殿軍
<b>A.S. Watson Group</b> 屈臣氏集團	<b>HK Students Sports Award (Secondary School)</b> 香港學生運動員獎 (中學組)	<b>HK Students Sports Awards</b> 香港學生運動員獎
<b>Chinese Young Men's Christian Association of Hong Kong</b> 香港中華基督教會	<b>Inter-School Badminton Competition</b> 校際羽毛球比賽 <b>Girls Team</b> 女子青少年組	<b>1st Runner-up</b> 亞軍 <b>2nd Runner-up</b> 季軍
<b>Hong Kong Buddhist Association</b> 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	<b>2nd Runners-up</b> 季軍 <b>1st Runners-up</b> 亞軍
<b>South Kwai Chung District, N.T. Region, Scout Association of Hong Kong</b> 香港童軍總會新界地域南葵涌區	<b>會長盃童軍技能比賽 2017</b>	<b>Champion</b> 冠軍

## 佛教善德英文中學

### 健康校園政策施行報告 2016-2017

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 2016-2017 施行以下措施，為同學提供一個關愛、健康和安全的校園：

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
學習溝通及處理衝突之技巧	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  透過老師的觀察	達標 <input checked="" type="checkbox"/>	1. 建立學生健康大使團隊： - 今年學生團隊成員主要由中三及中四組成，而中三成員表現積極有創意，開會期間提出不少可行意見，做事亦勤快有條理，整體表現不錯。
預防疾病感染	2 學生健康服務計劃 (2016~2017)： - 善用衛生署資源，於九月上旬派發表格，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，以防範未然。 ■ 收集後初步統計參加人數	超過 85%同學參與計劃	達標 <input checked="" type="checkbox"/>	- 共 735 學生參與健康服務計劃(2016~2017)，接近全校 91% 同學參與，但須於下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 - 所有預約表已於十月派發給同學

<p>保持良好及健康的飲食習慣</p>	<p>3.營·智 快樂學習成長計劃</p> <p>健康教育組於十月三日至十月二十八日期間進行【營·智 快樂學習成長計劃】之早餐行動，為中一同學免費提供連續四個星期的有營早餐。此計劃由香港康寶萊國際有限公司贊助，保良局兒童及青少年服務機構舉辦</p> <ul style="list-style-type: none"> <li>- 目的在於提昇家長與同學關注健康飲食的重要性，以達致學童健康成長的目標</li> </ul> <p>計劃:</p> <p>啟動禮 28/9/2016 早餐行動 3/10-28/10/2016 運動營養遊戲日 26/6/2017</p>	<p>學生能投入活動及作出積極的回饋</p>	<p>達標 <input checked="" type="checkbox"/></p>	<p>啟動禮 28/9</p> <ul style="list-style-type: none"> <li>- 當日由香港康寶萊國際有限公司贊助，保良局兒童及青少年服務機構到校進行啟動儀式並進行簡單的營養介紹及遊戲活動</li> <li>- 同學反應熱烈亦進一步了解如何選擇有營養的食物</li> </ul> <p>早餐行動 3/10-28/10</p> <ul style="list-style-type: none"> <li>- 中一級共 96 位學生參與，佔全級 76%</li> <li>- 學生均能準時 7：45 回到學校享用早餐，加上家長義工的協助，使事情進行得圓滿順利</li> <li>- 少部份學生比較偏食，曾多次在活動期間在垃圾袋中發現一些完整無缺的三文治，為避免同學浪費食物，我們建議同學之間可同分享一份三文治及在完成後將盛載三文治的膠盒放在台上給予家長檢查</li> <li>- 早餐主要為三文治 (碎蛋 火腿 吞拿魚 )及紙包飲品</li> </ul>
<p>生理健康</p>				<p>運動營養遊戲日 26/6/2017</p> <ul style="list-style-type: none"> <li>- 同學通過不同的活動與遊戲認識良好的飲食習慣及運動與健康關係</li> <li>- 活動有問答環節、有通過溝通合作的活動：為蒙羅麗莎尋找過胖的原因</li> <li>- 同學表現投入，簡報亦做得細緻，充分顯示同學對活動的認識，效果十分好，可惜活動時間不足</li> <li>- 青協社工具有極佳的籌劃能力，了解同學的特徵及需要，希望明年能與該機再有合作機會</li> </ul>

疾病感染	4 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資訊	能定期更新資訊	達標☑	- 主題為認識【低頭族】所造成的健康風險以配合健康週 - 亦有派發由衛生署的部份宣傳單張
	5 流感疫苗注射： - 全校 14/10/2016	超過 25 %同學參與注射	達標☑	- 14/10/2016 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 401 人參與，但部份同學最終因患病而沒有進行注射，故約有 380 多位學生及 25 位教職員參與。 - 因病或缺席而未能於當日注射疫苗的同学，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
	6 主題攤位戲及展覽 【低頭族】全校 15-17/12/2016 由於越來越多人因使用手機時姿勢不當而造成不同的健康問題，包括眼部健康問題、專注力與記憶力下降、肌肉萎縮，上臂變得軟弱無力等，因此健康教育組設立攤位遊戲及展板，讓本校及公眾人士認識【低頭族】的健康風險及預防方法。	派出 300 份遊戲券 學生能投入活動及作出積極的回饋		

	<ul style="list-style-type: none"> <li>■ 以上攤位及展覽須於半個月前制定初稿及讓負責老師審查</li> <li>■ 老師須定期檢視學生進度</li> </ul>			<p>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</p> <p>於健康週內，共派出 400 多張遊戲券，換禮物處則收回 301 張</p>
<p>認識腦退化</p> <p>健康飲食</p>	<p>7 講座系列</p> <p>腦伴同行教育計劃 退化廚神 S3S4 香港話劇團 7/3/2017</p> <ul style="list-style-type: none"> <li>- 認識腦退化病症</li> <li>- 反思對長者的關懷</li> </ul> <p>營養標籤 S1-S3 18/5/2017</p> <ul style="list-style-type: none"> <li>- 認識營養標籤，做個聰明的識食者</li> </ul>			<p>7/3/17 腦伴同行教育計劃- 退化廚神 F.3- F.4</p> <p>香港話劇團的細膩演出，帶出失智者的困難與照顧者的無奈，感人至深。同學看得投入，不少女同學被觸動至流淚</p> <p>整體而言，整套劇能帶出失智者的特徵，與失智者的相處方法等，以及我們要多關心身邊的長者強烈的訊息</p> <p>營養標籤 S1-S3 18/5/2017</p> <p>內容豐富，營養師亦能細緻介紹各種飲食須知、重要資訊，老師已選購一些小食並附有清晰的營養標籤，可作為全部學生參與一起研究及討論，可增加互動的機會；唯講者過於重視預設的劇本及對白，並沒有利用此機會加深同學對標題的認識</p> <p>衛生署的資源是充足的，但表達手法沉悶單一，又有預設的劇本，手法欠缺靈活變通</p>

## Financial Summary 財務報告(2016-17)

### 學校周年財務狀況 (2016-17) :

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f
<b>A. <u>EOEBG Grant</u></b>				
<i>Original Baseline Reference</i>		1,788,207.92		
Integrated Science			28,778.70	
Visual Art			55,489.15	
Home Economics			24,112.00	
Computer Literacy			4,320.00	
Putonghua			0.00	
Chinese Language & Culture			3,099.20	
Biology			29,804.76	
Chemistry			9,054.00	
Liberal Studies			22,029.00	
Lift Maintenance Grant			90,873.00	
Moral and Civic Education Grant			15,155.06	
Chinese Extensive Reading			1,426.50	
English Extensive Reading			9,773.61	
Guidance and Discipline Programme Funds			19,408.10	
Training and Development Grant			0.00	
School & Class Grant			1,554,859.72	
Sub Total (A)		1,788,207.92	1,868,182.80	(79,974.88)
<i>School Specific Grants</i>				
Administration Grant	1,297,953.81	3,566,328.00	4,037,411.34	826,870.47
Noise Abatement Grant	-	507,538.00	507,538.00	
Composite Information Technology Grant	586,293.42	390,255.00	345,858.72	630,689.70
Capacity Enhancement Grant	374,067.84	588,202.00	730,743.94	231,525.90
Sub Total (B)	2,258,315.07	5,052,323.00	5,621,552.00	1,689,086.07

	Grand Total (A) + (B)	2,258,315.07	6,840,530.92	7,489,734.80	1,609,111.19
<b>B. Outside EOEBG Grant</b>					
Teacher Relief Grant		509,946.42	194,634.00	33,985.00	670,595.42
Committee on Home-School Co-operation Project		10,756.50	15,267.00	14,590.10	11,433.40
Cash Grant for School-based After-school Learning and Support Programmes		123,873.44	217,800.00	191,676.48	149,996.96
Fractional Post Cash Grant		137,228.75	230,972.00	170,893.50	197,307.25
Diversity Learning Grant (Applied Learning)		-	32,250.00	32,250.00	
Extra Senior Secondary Curriculum Support Grant		841,593.25	0.00	425,315.75	416,277.50
Diversity Learning Grant (Other Programmes)		92,835.72	84,000.00	87,303.80	89,531.92
Learning Support Grant for Secondary Schools		33,959.00	96,075.00	102,953.60	27,080.40
Moral and National Education Support Grant		273,320.15		-	273,320.15
Senior Secondary Curriculum Support Grant		591,726.50	680,256.00	877,184.00	394,798.50
Career and Life Planning Grant		86,152.27	569,880.00	541,144.00	114,888.27
Strengthening School Administration Management Grant		189,450.00		189,450.00	0.00
Pilot Schemes Promote Inter b/w Schools HK Mainland			120,000.00	74,582.26	45,417.74
One-off Grant to Secondary School for Promotion of STEM Education			200,000.00	26,110.96	173,889.04
	Grand Total	2,890,842.00	2,441,134.00	2,767,439.45	2,564,536.55
<b>II. School Funds (General Funds)</b>					
Tong Fai		900,920.00	106,240.00	200,000.00	807,160.00
Donations		42,011.14	357,398.60	325,461.00	73,948.74
Approved Collection for Specific Purposes Account		983,555.97	50,621.00	109,110.32	925,066.65
	Grand Total	1,926,487.11	514,259.60	634,571.32	1,806,175.39

## Feedback and reflection 回饋及反思

本學年第一個重點關注事項是期望延展學生潛能以增強他們的學習能力，不同學科均有透過課堂提問和善用評核數據回饋以促進教與學，校方亦期望藉此重點關注事項持續鞏固和優化學與教團隊，特別是科本的行之有效的教學模式和策略，以期能協助學生更清晰掌握知識、態度和技能，以期能應用和解難，達致更良好的學習效果，進而提升學生的學習能力。

The first major concern of this academic year is to stretch students' potentials to enhance their learning capacity. Different academic subjects have tried various questioning techniques and used assessment data to improve their teaching and learning effectiveness. With this major concern, our school hopes to strengthen the teaching team. We believe that effective subject-based strategies can help students master knowledge, develop attitudes and learn skills for problem solving, which can enhance the students' learning capacity and contribute to better learning outcomes.

就各學科或組別的觀課報告和學科文件所見，新高中學制課程仍偏繁重，較多知識和內容需要教授。學科本質各異，亦難找出一套適用於各學科的提問方法。至於善用評核數據以促進教與學，教師團隊大多掌握此理念，但礙於學生班內差異日趨嚴重，在照顧個別差異的同時也要能夠利用評核數據加強教學，則屬艱巨工作。從報告所見有成功例子，但亦有個別學科施行提問或利用評

核數據後仍未見教學果效更臻完善，歸根究柢亦是由於課時緊迫和學生個別差異持續擴大引致。回顧過去三年的學校發展計劃，教師團隊在本學年定會繼續探索嘗試課堂提問的有效模式，以結合個別學科特色使用，以協助不同能力的學生提升學習能力。

As shown from the lesson observation forms and subject documents, the NSS curriculum is comprehensive and slightly heavy. The NSS curriculum requires more knowledge and content to be taught to students. Academic subjects are different in disciplines. It is difficult to find a set of questioning techniques applicable to all subjects. As for the use of assessment data to improve teaching and learning, the teaching team is already aware of this concept. However, due to the increasing diversity among students, addressing students' individual differences while using the assessment data at the same time to enhance teaching is always a difficult task. There were successful experiences in some subjects, whereas some subjects failed to use the questioning techniques or assessment data for improving their teaching effectiveness. The main reasons were the insufficient teaching time and the increasing individual differences among students. The teaching team will continue to explore effective classroom questioning techniques in this academic year so as to help students with different abilities to enhance their learning capacity.

至於第二項重點關注事項為協助學生認識自我並建立目標，礙於大部份學生升上高中後，為應付文憑試也需不斷補課、完成校本評核和通識的獨立專題探究，這些眾多但零碎的工作均令師生耗用大量課後時間追趕課程，以致探究專長興趣、認識自己這些重要工作或被忽略，學生也無暇利用人生規劃工具探索可再發展的範疇。但從長遠策略考慮，如學生能更清晰了解學生的興趣和可再發展的潛能，這些資料肯定對生涯規劃和升學考慮有極大裨益。展望未來，學校仍會在繁重學習課程中提供充實的其他學習經歷，讓學生跳出只重視測考課堂評核的框架，並透過這些經歷認識自己並建立清晰目標。這些經歷和觀察可讓教師團隊更充份延展學生潛能和可發展空間，及早為學生規劃和裝備他們，以應付未來的挑戰和考驗。

The second major concern is to help students understand themselves and set goals in life. In senior forms, students need to attend supplementary classes, complete SBA tasks and the IES required by Liberal Studies teachers. As a result, teachers and students spend a lot of time after class to finish these numerous tasks. Students might then overlook the important tasks such as exploring the career prospects of different jobs and understanding themselves. Students do not have time to use any career planning tools to explore different careers or professions. However, understanding more clearly about their own interests and potentials will certainly be beneficial to students' career and life-planning. In the light of this, our school will provide students with more other learning experiences, so that they can understand themselves more clearly and set goals in life through participating in these learning experiences. These experiences will enable students to develop their potentials and equip them with the necessary skills to overcome challenges ahead.

# Appendix 附件

## Evaluation Report on the Use of Capacity Enhancement Grant, 2016/2017

### 2016/2017 學年學校發展津貼用途檢討報告

Critical Target Areas 特定目標對象	Implementation Plan 實施計劃	Benefits Anticipated 預期效益	Evaluation
Target Areas	Implementation	Benefits gained	
<p>Keeping IT equipment and computer network in good condition to operate so as to facilitate teachers' use of IT in teaching</p> <p>維持資訊科技器材及系統正常運作，以方便老師使用資訊科技教學</p>	<p>A. To employ an IT Assistant to facilitate the use of IT in teaching by teachers and ease teachers' workload</p> <p>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。</p>	<p>IT equipment and computer network is kept in good condition and repair work of IT equipment is done efficiently so that teachers can use IT for teaching.</p> <p>將資訊科技器材及電腦網絡保持在良好狀態，並可以快速修理資訊科技器材，令老師能夠在課堂中使用。</p>	<p>The TSS was able to repair computers and the computer network efficiently. There were no complaints from teachers or colleagues concerning the job performance of the TSS. Besides, the TSS assisted with the purchase of hardware, like obtaining quotations, placing orders and the installation of IT equipment.</p> <p>資訊科技教學助理有效率地修理電腦及網絡。老師對這個助理的工作表現並沒有任何投訴。助理亦協助購買硬件，報價、安裝資訊科技設備等工作。</p>
<p>Coping with students' diverse and special learning needs</p> <p>照顧學生多元及特別學習需要</p>	<p>B. 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 responsible for the daily routines and teaching of learning skills.</p> <p>繼續舉辦中學生活適應課程，協助新入學的中一學生適應中學學習生活。導師將負責班主任工作處理日常事務性工作並教授</p>	<p>Teachers' workload in summer will be partly reduced, S.1 students rapidly adapted to school life</p> <p>減輕教師部份工作量，中一學生可以更快適應學習生活。</p>	<p>The data obtained from the evaluation questionnaires showed that almost all students (92.7%) 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.</p> <p>All students (100%) agreed that the tutors employed can deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship.</p> <p>87.9% of the students agreed that they worry less about the secondary school life after the completion of this program.</p>

	學習技能。		<p>評估問卷結果顯示絕大部分同學(92.7%)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。</p> <p>所有同學(100%)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(87.9%)認同他們在完成課程後對適應中學生活的憂慮減低了。</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 alleviate the teaching workload of 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 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>	<ul style="list-style-type: none"> <li>- Mathematics and English Teachers are relieved from part of the remedial teaching tasks</li> <li>- Other teachers may be relieved from some clerical work.</li> <li>- 減輕通識組教師的教學工作。</li> <li>- 減輕其他老師的文書工作。</li> </ul>	<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 and S2 students and exercise for students taking HKDSE.</p> <p>The performance of the English AT was satisfactory.</p> <p>He taught intensive writing enhancement classes for S6.</p> <p>He trained students to become English Ambassadors.</p> <p>He was in charge of board game training sessions.</p> <p>He played a major role in promoting the English Corner.</p>

		<p>He prepared learning materials for junior and senior forms. His attendance records were perfect.</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毋需再參與補習班，故第二課期補習班再從新邀請有需要的同學參與。</p> <p>中四及中五級方面，助理教師為同學提供每週一次的放學後補習班，課程集中教授初中基礎部分；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及中二級工作紙及文憑試試題練習。</p> <p>英文科助理老師的表現令人滿意。他教導中六的寫作加強班、協助訓練學生英語大使、負責桌上遊戲訓練、在推廣「英語閣」擔當重要角色、亦協助準備各級教材。他的出席紀錄非常優異。</p>
	<p>D. To employ coaches for school basketball team, badminton team, table tennis team and football team. 聘請體育校隊教練包括籃球、羽毛球、乒乓球及足球等。</p>	<p>To alleviate the coaching duties of PE teachers and to provide a variety of sports activities for our students. -舒緩體育老師的教練工作。提供多樣體育活動。</p> <p>By the subsidy of the School, qualified and responsible coaches have been employed for the training of school teams. And so both the skills and the team cooperation have been improved.</p> <p>For the achievements, A grade Basketball team got the first-runners up in the 2<sup>nd</sup> division. Table tennis teams got the 2<sup>nd</sup> runners-up for boys and first runners-up for girls in the HKBA competitions. Badminton teams were in the quarter-final in various grades and Girls Grade C got the 3<sup>rd</sup> runners-up. Girls grade A swimming team got the 2<sup>nd</sup> runners-up and Boys grade B got the 5<sup>th</sup> place.</p> <p>在校方的支持下，獲資助的校隊均</p>

		<p>聘請了相當有質素及有責任感的教練，故球隊無論在技術層面或在團隊合作表現上，各校隊均有提升。</p> <p>在成績上，籃球隊在男甲上取得第二組別的亞軍；乒乓球則在佛聯比賽中分別取得男子組季軍及女子組亞軍；羽毛球隊則在多個組別上進入八強及在女子丙組中取得殿軍；泳隊亦能在女子甲組及男子乙組分別取得團體季軍及第五。</p>
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Report on School-based After-school learning and Support Programme 2016-17  
**2016/2017 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 = 29

**B. SFAS full-grant recipients and** 學生資助計劃全額津貼人數 = 194

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

**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	2	39	1	100%	Sept 2016	\$2,130	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.4 Visit to the Water Resources Education Centre	3	6	1	100%	April 2016	\$500	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
3.	A talk by 莫言	3	4	2	100%	Sept 2016	\$1,000	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	5	29	1	95%	July 2017	\$630	Teachers' and students' verbal feedback 教師及學生的口頭回饋	護苗基金 End Child Abuse Foundation
5.	S.1 Visit to Legco	2	39	1	95%	July 2017	\$1,850	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
6.	Sin Tak Family 善德人家	5	1	0	100%	July 2016	\$747.3	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
7.	Buddhist Youth Mindful day	0	4	1	100%	Nov 2016	\$930	Teachers' and students' verbal feedback 教師及學生的口頭回饋	青一釋
8.	Buddhist Youth 山水禪	0	5	1	100%	July 2017	\$5,000	Teachers' and students' verbal feedback 教師及	青一釋

								學生的口頭回饋	
9.	Generation B Buddhist Youth Day Camp	0	3	2	100%	Feb 2017	\$800	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
10.	English Drama Competition	2	39	1	90%	May 2017	\$400.5	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
11.	Dialogue in the dark	0	5	1	100%	Feb 2017	\$2300	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
12.	中文精進班	1	13	1	100%	Oct- Nov 2016	\$4000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
13.	Peer tutor scheme	3	8	3	100%	Sept2016 to Feb 2017	\$21, 120	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
14.	English tutorial lesson	2	11	1	100%	Jan to March 2017	\$4400	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
15.	Chemistry tutorial lesson	1	8	0	100%	May 2017	\$4820	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
16.	Understanding death workshop	0	9	2	100%	Nov 2016	\$5000	Teachers' and students' verbal feedback, students' reflection	BSTC 本校
17.	Bio Tutor	0	1	0	100%	April 2017	\$1080	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
18.	Speech festival gifts and transport	2	30	1	100%	Oct to Dec 2016	\$2927	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
19.	Economics Tutor	1	12	1	100%	Feb to March 2017	\$4050	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校

20.	Science activities: Solar car production	0	2	2	100%	April to Oct 2017	\$3971.11	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
21.	School Picnic Transportat ion Fee 學校旅行車費	29	194	5	100%	Dec 2016	\$9495.9	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	6	68	3	100%	Dec 2016	\$4277.5	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
23.	Oxfam community project	2	11	0	100%	Sept 2016	\$1840	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
24.	Visit to the Green Hub	0	5	1	100%	Nov 2017	\$3400	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
25.	English Movie show	2	39	1	95%	April 2017	\$7805	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
26.	Board Games Fun 棋樂天地	29	194	5	NA	Sept2016 to July 2017	\$10895.84	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
27.	Sweet soup gatherings	9	34	0	90%	Sept2016 to May 2017	\$1946.2	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
28.	Board Game workshop	3	52	3	100%	Oct to Nov 2016	\$22,000	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
29.	Making sweet dumplings	0	5	1	100%	Feb 2017	\$563.6	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
30.	S.1 Halloween Party	2	39	1	100%	Oct 2016	\$590.7	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校

31.	S.1 stress management talk	2	39	1	100%	Nov 2016	\$1500	Questionnaire	St. James' Settlement
32.	Christmas Card workshop	13	105	4	70%	Dec 2016	\$3846.33	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
33.	S.1 orientation overnight camp	2	39	0	100%	Sept 2016	\$32,988	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
34.	Organic farming	2	4	0	100%	May to Dec 2017	\$2390.16	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
35.	English Corner Karaoke	5	29	0	80%	Oct 2016 and Feb 2017	\$1127.15	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
36.	Visit to the Museum of History	6	21	1	100%	April 2017	\$600	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
37.	An exhibition about mental health	7	31	1	100%	May 2017	\$645.8	Teachers' and students' verbal feedback 教師及學生的口頭回饋	BSTC 本校
<b>Total no. of activities:</b>		37							
<b>@No. of participation counts</b>		151	1177	50			<b>Total Expenses</b>	\$173,568.1	
<b>Total no. of participation counts</b>		1378							

## 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 discretionary quota;
- eligible 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): \_\_\_\_\_

Report on the Use of  
Strengthening School Administration Management Grant 2016-2018  
加強學校行政管理津貼報告 2016-2018

Objectives

After reviewing our school's daily operation, we decided to:

- improve the channel for teacher-parent communication,
- provide a platform for recording activities so as to avoid time clashes among different activities,
- create a system to analyze students' academic performance,
- create an online system for staff appraisal,
- create an electronic platform for storing and viewing reports of teaching and learning surveys,
- create an electronic platform for recording cases concerning students' behavioral and emotional problems

目的

審視學校恆常運作後，我們對津貼有以下決定：

- 改善教師與家長的溝通，
- 提供平台供教師紀錄各類活動進行日期，以避免活動時間相撞，影響進程。
- 建立課業成績數據分析系統，
- 建立網上教師評鑑系統，
- 建立電子平台以儲存及檢視學與教調查報告

This one-off Strengthening School Administration Management (SAM) Grant aims to facilitate schools to review their daily operation and establish a more effective administration management mechanism, thereby unleashing teachers' capacity to enhance teaching and to cater for the needs of students. It is a one-off cash grant at the amount of \$250,000 per school. The SAM Grant was disbursed in March 2016. Any unspent balance by 31 August 2018 will be clawed back.

此項津貼旨在為學校提供一筆過撥款，讓學校檢視日常運作，建立更具效能的行政管理機制，讓教師有更多空間優化教學及照顧學生的需要。

「加強學校行政管理津貼」屬一筆過的啟動津貼，津貼額為每校 25 萬元。有關津貼於 2016 年 3 月獲教育局發放，學校可於津貼發放日期起保留及使用撥款至 2018 年 8 月 31 日，屆時教育局將收回未用罄的撥款，學校不能調撥作其他用途。

The proposal concerning the grant was approved by all teachers in the staff meeting on 5/7/2016 and by the school managers in the IMC (the Incorporated management Committee) meeting on 9/7/2016.

此撥款之建議書已於 2016 年 7 月 5 日之教職員會議和 2016 年 7 月 9 日之校董會會議獲得通過。

Purchased items 購買項目

	<b>Purchased Items</b> 購買項目	<b>Expenditure</b> 開支	<b>Objectives</b> 購買目的
1.	eClass Parent App (家長內聯網手機應用程式)	\$48,000	To strengthen communication between parents and the school as parents can read school circulars, check their children's attendance or ePayment balance and receive school messages etc. 加強學校與家長聯繫：透過手機應用程式讓家長能查閱學校通告、學生考勤記錄、電子收費結餘及接收學校各項通知等。
2.	eClass Teacher App (教職員內聯網手機應用程式)	\$3,750	To strengthen communication between teachers and the school as teachers can check emails in the eClass Intranet and receive school messages. To strengthen communication between teachers and students as teachers can send push-up messages to students without knowing their phone numbers. 加強學校與教職員聯繫：教職員可透過手機應用程式查閱內聯網郵件及接收學校各項通知 加強教師與學生聯繫：教師可在不需要獲得學生個人電話號碼下，透過手機應用程式向學生發放訊息。
3.	eClass iCalendar Plus (內聯網行事曆)	\$8,800	To facilitate teachers to organize activities as time clashes among different activities can be avoided 方便教師組織全年學生活動，更可避免安排活動時出現時間衝突。
4.	Student Data Analysis (成績數據分析系統)	\$59,500	To improve the effectiveness of teaching and learning by analyzing or comparing students' academic performance, estimating S.5 students' DSE grades and finding out students who have failed to pass the year 系統能快捷地完成全校、各級、各班、各科及各人成績數據分析，為改善教與學提供重要的資訊
5.	Staff Appraisal + Teaching and Learning Surveys (教師評核系統 + 教與學問卷系統)	\$100,000	To simplify staff appraisal procedures To improve storage and accessibility of information concerning staff appraisal and Teaching and Learning Surveys 簡化教師評核程序，便利教師評核與教與學問卷資訊的儲存及查閱
6.	Student support (學生支援系統)	\$80,000	To record students' behavioral or emotional problems systematically and improve storage and accessibility of information concerning student problems

			有系統地紀錄學生行為及情緒問題，便利儲存及查閱學生行為記錄資料。
	Total expenditure:	\$300,050	(OEBG was deployed to top up the SAM Grant as there was a deficit of \$50,050.) 學校以「擴大／營辦津貼」繳付「加強學校管理津貼」所欠\$50,050 之不足金額

## Evaluation 評估

	Purchased Items 購買項目	Success Criteria 成功準則	Evaluation 評估
1.	eClass Parent App (家長內聯網手機應用程式)	Parents installed the app and use it. 家長安裝及使用應用程式	<ol style="list-style-type: none"> <li>Parents were informed about the app by circular. 校方已通知家長有關程式</li> <li>S.1 parents were informed about the app in the S.1 Orientation Day on 26/8/2017. 中一家長在中一迎新日參加了一個有關此程式的簡介會</li> <li>693 parents have installed the app and are currently using it. 693 名家長已下載及使用此程式</li> <li>They can receive important messages from the school, check the school calendar, their children's attendance, ePayment records etc. 家長可透過程式收到學校訊息，查閱學生考勤記錄或電子收費戶口等資料</li> <li>In the second term of this year (2017-18), all the circulars will only be issued and signed via the eClass Parent App. 於 2017-18 學年之第二個學期，學校將實施通告無紙化，家長必須使用家長內聯網手機應用程式查閱及簽署通告</li> </ol>
2.	eClass Teacher App (教職員內聯網手機應用程式)	Teachers installed the app and use it. 家長安裝及使用應用程式	<ol style="list-style-type: none"> <li>Teachers were informed about the teacher app at the first staff meeting on 24/8/2017. 老師已於 2017 年 8 月 24 日之教職員會議得悉有關應用程式之事宜</li> <li>27 teachers installed the app.</li> </ol>

			<p>27 名老師已安裝及使用應用程式</p> <p>3. Before the implementation of e-circular in term 2 this year, all the teachers will be required to install the app. So, that they can check whether parents have signed the circulars. 於 2017-18 學年第二個學期，學校實施通告無紙化前，所有老師必須安裝及使用應用程式</p> <p>4. Teachers will be trained on how to use the app in January 2018. 老師將會於 2018 年 1 月接受有關培訓</p>
5.	eClass iCalendar Plus (內聯網行事曆)	<p>Teachers use the system for recording activities and booking rooms 老師使用內聯網行事曆作活動記錄及借用房間</p>	<p>1. All teachers were trained on the use of iCalendar in the first staff meetings last year and this year. 老師已在去年及本年度的第一個教職員會議接受有關培訓</p> <p>2. Using the iCalendar Plus has become a usual practice. 使用內聯網行事曆作活動記錄及借用房間已成為習慣</p> <p>3. Teachers are able to check the dates of different activities. So, they can avoid having time clashes when organizing activities. 老師可在內聯網行事曆看到其他活動日期，因此能避免活動間有時間衝突</p>
6.	Student Data Analysis (成績數據分析系統)	<p>Teachers can access students' academic results easily and check students' progress in different subjects. The Board of Studies can check the list of students to be promoted easily. 老師能查看學生成績及學業表現變化 教務組能使用系統找</p>	<p>Training on the basic functions of the module was carried out in July 2017 for the teachers of Board of Studies. 教務組老師已在 2017 年 7 月接受有關培訓 Yet, the customization part of the system has not completed. The system is expected to finish within this academic year. 但由於系統仍未完成，故此未能使用。系統將於 2017-18 學年內完</p>

		出升留班名單	成 A trial run on system will be conducted in July 2018. 學校將於 2018 年 7 月內試用系統
7.	Staff Appraisal Teaching and Learning Surveys (教師評核系統及教與學問卷調查系統)	Teachers are able to fill in staff appraisal forms online. Teachers are able to view their teaching and learning survey results online. 老師能於網上進行考績評核 老師能於系統內查閱教學評估報告	The system can be used in January 2018 for generating reports for teaching and learning surveys. Teachers can fill in staff appraisal forms in June 2018. 系統將於 2017-18 學年內完成 老師能於 2018 年 6 月在網上進行考績評核 老師能於 2018 年 1 月在系統內查閱教學評估報告
8.	Student support (學生支援系統)	Teachers can use the system to record students' behavioral or emotional problems in the system. Other teachers can get access to the information easily. 教師能於系統中記錄或查閱學生行為或情緒問題	Training was carried out in Aug 2017 for both the Guidance Team and Discipline Team. 訓導組和輔導組老師已在 2017 年 7 月接受有關培訓 The discipline team has started to record student problems in the system in September 2017. 訓導組已於 2017 年 9 月開始使用系統 The customization part of the system has not completed. So, the guidance team cannot use the system for the time being. The part for the guidance team is expected to complete in October 2017. 由於部分系統未待完善，故輔導組暫時未能運用相關的系統。 輔導組部份將於 2017 年 10 月完成