



Buddhist Sin Tak College

佛教善德英文中學

Annual School Report

學校報告

2017- 2018



School Address: 5 HingShing Road, Kwai Chung, N.T. Tel. No.: 2421 2580 Fax No.: 2494 0104
Website Address: <http://www.bstc.edu.hk> E-mail Address: info@eclass.bstc.edu.hk

Contents

Our School 我們的學校

Achievements and Reflection on Major Concerns

關注事項的成就與反思

Our Learning and Teaching 我們的學與教

Support for Student Development

我們對學生成長的支援

Student Performance 學生表現

Health Education Programme 健康校園計劃

Financial Summary 財務報告

Feedback on Future Planning 回饋與跟進

Appendix 附件

Capacity Enhancement Grant Report 學校發展津貼報告

School-based After-school Learning and Support

Programme Report 課後學習支援計劃報告

Strengthening School Administration Management Grant

Report 加強學校行政管理津貼

Our School 我們的學校

School Mission

1. To instil Buddhist values and create a caring and supportive community for learning.
2. 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.
- We are a government-subsidized secondary school sponsored by the Hong Kong Buddhist Association.
- We commit ourselves to instilling Buddhist values in youngsters.
- We are an aided 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 2018-2019 come from 36 primary schools, of which 83.3% are in Kwai Chung and Tsing Yi districts, 9.5% in Tsuen Wan district, 4.0% in Islands district and 3.2% in other districts.

學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣及離島區。二零一七年至二零一八學年本校中一學生來自三十六間小學，百分之七十八來自葵青區，百分之十六來自荃灣，百分之四來自離島。

Class Organization 班級結構

Class Structure and Enrolment 班級結構及學生人數 09. 2017)

Level 班級	S1	S2	S3	S4	S5	S6	Total
No. of Classes 班級數目	4	4	4	4	5	5	26
No. of Boys 男生數目	55	56	72	52	65	61	355
No. of Girls 女生數目	73	71	55	80	65	80	421
Total Enrolment 總學生人數	128	127	127	132	130	141	776

Qualifications of Teachers

There are 53 teachers in our school, including the principal. Their qualifications are shown below:

58% of them hold a Master's degree

96% of them possess a Bachelor's degree

All teachers in the establishment have received professional training. All the 11 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五十三位教師，其中 58% 持碩士學位，96% 持學士學位。全部常額教師均已接受教學專業訓練。11 位英文教師全數已達語文基準要求，3 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

Teaching experience 教學年資	Number of teachers 教師數目
0 – 4 years	8
5 – 9 years	7
10 years or above	38

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)	Mr. TseTsz Chiu (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, teaching and learning and policies to cater 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. Besides, she was also responsible for staff appraisal, information systems management and students' guidance. There were four Assistant Principals who helped with policy making.

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)、謝子朝先生 (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，她亦負責教師考績、資訊系統管理及學生輔導工作。另外，四位助理校長協助制定學校政策。

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 2017-2018

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>1. Apart from setting clear learning objectives like the 3-stage teaching approach and various scaffoldings launched last year, teachers should also provide ample opportunities for higher-order thinking and student-student interaction.</p> <p>除了承接去年推行設定明確學習目標的要求，如三段式課堂教學及相關的教學部署外，老師今年另需提供足夠機會提昇學生邁向高階思維能力。教學流程亦需要增強學生與學生的互動及交流。</p> <p>Each teacher should have at least one lesson in each of the subjectsthey taught observed by their panel heads or QA team members. 每位老師應最少接受科主任或質素保證組成員觀課一次</p>	<p>Students give responses actively during lessons 同學能積極回應老師的提問</p> <p>The professional development among teachers is enhanced through sharing after the lesson observation. 老師能於課後進行專業交流及分享意見以促進專業發展</p> <p>Experiences and good practices could be internalized and become teaching routines. 優秀課堂的經驗及事例可轉化及內化成為課堂常規</p>	<p>In year 2017-2018, a large scale lesson observation exercise was conducted among all teachers in various subjects. In addition to the preparation of lesson plans prior to the lesson observations, we treasure the post-lesson discussions very much. Professional exchange and sharing of opinions are indispensable because they provide enlightenment, highlight new ideas, and introduce new teaching approaches. This method can boost professional growth among teachers and its effectiveness is even higher than the use of staff appraisal.</p> <p>2017-2018 年，教務組於各科組全面進行課堂觀課。被觀者除了須在課前準備教案設計外，是次觀課更集中於課後的專業討論。同儕間的專業交流及意見分享有助探索創新教學意念，推介多元的教學方法。這類的專業分享相對於一般的考績評鑑，對教師專業成長有更大效益。</p> <p>At the end of the year, many exemplars were collected. Some good practices were disseminated and shared in teachers' meetings so that teachers might learn from their colleagues.</p> <p>學期尾，教務組收到了不同科目的教學示例。其中較優秀課堂亦安排於教師會議中發布予其他老師，讓更多老師可從中汲取經驗，提昇教學效能。</p>

<p>A lesson plan with the necessary stages of the lesson, the objectives involved and the questions to be asked during the lesson should be submitted by the observee to the observer at least one week before the lesson observation.</p> <p>至少一個星期前，老師需提交教案詳列課堂步驟，教學目標，預期將發問的問題等，讓觀課同事初步掌握課堂教學內容。</p> <p>Both the observer(s) and the observee should evaluate on the quality of the questions asked in a post-observation discussion to find out the outstanding areas and the areas for improvements in the lesson observed.</p> <p>觀課老師及被觀者應於觀課後進行詳盡的課後討論及意見交流，找出課堂的亮點及尚可以改善的地方。</p>		<p>Pre-lesson interviews and post-lesson discussions were held in order to boost the quality of learning and teaching. Peer-lesson preparation, professional sharing and dialogues, peer-observation are of huge benefit in improving teachers' teaching methods. By means of trial, practice, discussion, these could help teachers to have professional growth and development.</p> <p>課前、課後的討論有助提昇教學的質素。尤其同儕備課，通過互相交流、觀摩，往往能就所見之問題作出專業討論，並訂立教學方法，經過實踐重新檢視整個教學的流程及成效，有助提昇教學質素。</p> <p>In this year, we focused on making use of questioning techniques to develop higher-order thinking skills and student-student interaction. At the same time, teachers had to deal with the increasing learner diversity in classroom.</p> <p>本學年，校方集中以提問來發展學生的高階思維。此外，亦重視同學之間的互動。老師同時亦須處理日趨嚴重的學習差異。</p> <p>Through three years of practice, teachers were basically able to make use of questioning skills in their lessons.</p> <p>In designing questions, teachers should be aware the questions set could help students to understand the lesson objectives and key concepts.</p> <p>經過三年實踐，教師基本已掌握提問技巧。</p> <p>在設計問題時，亦能注意如何透過提問讓同學掌握教學的重點及概念。</p> <p>From lesson observation, teachers showed high competence in using questioning techniques to enhance the learning capacity. For example, they started with some questions to help students to recall and revisit what they had learned in the previous lesson. After that, there were some questions for group discussions. Some proficient teachers could design some challenging questions for in-depth discussion. However, in good lessons, sufficient knowledge input was necessary apart from teachers' questions. With good knowledge input, students would be able to provide quality answers and follow-up questions. Teachers</p>
---	--	---

should bear in mind that it is important for the questions to be inspiring, able to provoke students' thinking, trigger responses and discussions. In addition, sufficient time should be allowed for probing and rephrasing questions and for students' discussions and reflection.

觀課最常見是老師能純熟地運用提問加強課堂效能。例如課堂開始時，先以簡短問題助學生複溫上課節的內容，再設計不同的題目透過小組討論開展課堂教學內容，尤為佳者能設計具挑戰性的題目讓學生作深入討論。要同學懂得提問談何容易，老師須提供足夠的輸入，同學才可提出有質素的提問。在評估成效前須注意不應虛應形式，為問而問。提問必須緊扣課題重點，具啟發性，始能引起同儕討論的互動性及積極性。同時亦必須提供空間，讓同學討論、修整所問的問題，通過相互的追問，才能達到提問的效果。

According to the reports submitted by various subjects, the following are some good practices that can be adopted by all teachers:

根據各科組報告，可反映以下意見。這些報告紀錄了不少優秀課堂教學經驗，可內化為日後課堂教學的模式，供同事參考。

- a. **With the lesson objectives in mind, teachers should set some inspiring questions before conducting the lessons so as to enhance the effectiveness of learning and teaching.**
課堂前須清楚教學的目標，先計劃有效的提問問題，從而提昇教學效能。
- b. **Balanced factual and thought-provoking questions are provided. Both simple and demanding questions are asked so that both less abled students and brighter students can participate in class. Responses with elaboration are encouraged. Yes-no questions should be avoided.**
平衡提問的類型，既有純考記憶的提問，亦提供有關高階思考的提問。顯淺題目令能力較弱的同學可參與課堂，高階題目可刺激能力較高的同學延伸學習。此外，課堂上老師鼓勵學生給予詳盡及闡述飽滿的答案(避免只給予對或錯答案的提問)

- a. **To provoke students' higher order thinking, teachers might ask**

		<p>open ended questions without modal answers. Teachers should consider different learning needs of students in order to find out their strengths, weaknesses and the room for improvement and strengthen their learning skills and analytical skills. Questions are well-framed and diversified from simple to complex, known to unknown in order to boost their confidence in learning, motivate higher-order thinking and cater for students' diversities.</p> <p>為了引發同學進行高階的思考，老師宜提出一些未有固定答案的問題。老師亦需了解不同同學的學習需要，從而找出他們的強弱項及改善空間，強化他們的學習與分析技巧。問題是精心設計和多樣化的，從簡單到複雜，由已知的到未知的，以增強他們的學習信心，激發高階思維和迎合學生的多樣性。</p> <p>b. Students are given time to think and discuss before requesting a response. 老師須在學生作答前給予足夠的時間作思考與討論</p> <p>c. Use students' responses to plan the next lesson and help individuals learn better through their feedback. 老師宜審視同學課堂反應作下一課堂的參考，老師亦宜透過回饋讓每位學生改善不足之處。</p> <p>d. Teachers encourage interactive and participative learning to make students feel comfortable and responsible in their learning processes. 老師課堂重互動，給予學生積極參與的機會，同學更易投入課堂，積極學習。</p> <p>e. Group discussion is a very useful tool for peer learning, as it provides chances for students to make use of new terminologies, opportunities for teachers to check students' understanding, and give timely responses to students' discussion or short presentations. 小組討論有助同儕學生，給予他們機會使用已學習的詞彙討論，老師亦可從中掌握學生的進度和是否明白授課內容，給予適切回應。</p> <p>f. Display of students' works and their presentations in class are meaningful. Students have chances to learn from their classmates.</p>
--	--	---

		<p>This also encourages some students to perform better as they would like their works to be displayed. 展示學生作品，讓學生匯報成果的做法是有意義的。同學可從中互相學習，亦可藉展示學生作品以鼓勵學生追求更佳表現。</p> <p>g. Provide students with daily examples. When the topics taught in the lesson can be applied in everyday life, students are much more interested in them. 運用生活上的例子，學生自然覺得所學與生活相關，更會積極投入學習。</p> <p>h. The student-centered approach can establish a warm learning atmosphere in class. Group work, pair work and classroom organization have been proven to be useful. 以學生為學習中心能建立親和的學習氣氛。小組工作，二人分組的課室組織亦證明對學習有用處。</p> <p>i. Giving rewards and encouragement can motivate students to learn and sustain their efforts. 一些獎勵、獎賞能有效推動學生持之以恆地學習。</p> <p>j. Many of our students are passive learners. Not many of them take the initiative to ask questions. But some interesting questions might contribute to a better learning atmosphere and more student-student interaction. 我們的學生一般學習較為被動，只有小部分同學主動提問，但一些有趣味的問題很多時候能夠帶動課堂氣氛，增加同學間之互動。</p> <p>k. Student-student peer evaluation is hard to achieve as it requires an in-depth understanding of a topic and students' interest and involvement. Teachers need to design their lessons carefully, adopt effective teaching strategies and provide sufficient knowledge input in order to motivate students to participate actively in lessons. 推動同學與同學間之互評往往比較困難，很多時候要求同學對</p>
--	--	--

		<p>課題有深入了解、興趣及參與。教師需認真計設運用有效策略，提供充足的知識輸入才能使同學投入課堂。</p>
		<p>Through lesson observation, we observed that learner diversity hindered learning and teaching a lot. There are wide differences in students' prior knowledge as well as their levels of learning motivation. This posed great challenges on teaching.</p> <p>從觀課發現，課堂內之學生學習差異嚴重影響教與學成效。同學之間亦存有頗大的知識落差及不同程度之學習動機。這樣對老師未來的教學構成極大挑戰。</p> <p>Learner diversity adversely affects students' learning. Their motivation to pursue knowledge, if not carefully handled, will undermine the dynamic learning atmosphere.</p> <p>學生的學習差異嚴重防礙學習。如老師未有小心處理學生的學習動機，必會損害課堂上活躍的學習氛圍。</p>
<p>2. Making use of assessment data to prepare junior students for the senior form studies. The assessment could be quantitative and/or qualitative.</p> <p>運用學生成績或評核數據以裝備初中學生應付高中的學習需要。評核數據可以用量化及或質化為基礎。</p> <p>All departments have to carry out inventory check of the following: (i) analyses the assessment data which includes the internal examinations and public examination results, (ii) performance and findings in students' assignments</p>	<p>Each panel should draft a plan to address how to narrow down the gap between the junior and senior levels. This plan should be included in the annual plan. A copy of the plan should be submitted separately to the Board of Studies.</p> <p>每個科組應草擬計劃書回應如何收窄初中及高中的學習差距。此計劃書應附加於周年計劃書內。為方便取閱，計劃書的副本應同時交付教務組存檔</p> <p>The contents and scale can vary from subject to subject, depending on teaching time and subject curriculum. However,</p>	<p>Most subjects were able to:</p> <ul style="list-style-type: none"> ● make use of public examination results to help students understand their common problems; ● make use of internal assessments to help students realize how to improve their academic performance and formulate effective learning strategies. <p>The data could also help teachers improve their teaching strategies and prepare quality homework assignments etc. All these were able to enhance the quality of learning and teaching.</p> <p>大部分科目都能善用公開試數據協助同學瞭解一些常犯錯誤;校內測考協助同學改善不足，製定有效學習策略，也能幫助老師設計不同的教學策略、課業練習等措施，幫助同學提昇學習水平。</p> <p>The adjustment of junior form curriculum was welcomed by the students who were eager to know more, but it posed challenges to students who relied on rote learning.</p> <p>學校調整初中課程會受喜歡探索和學習更多的學生歡迎，但另一方面這課程改變對依賴背誦的同學會帶來挑戰。</p> <p>Some students revised topics selectively and/or only recited the</p>

<p>(iii) Students' performance in lesson, etc. 所有科組部門可以全面檢視下列各項數據：</p> <p>(i) 分析校外、校內考試成績 (ii) 學生在課業及 (iii) 課堂上學生表現等</p> <p>Each subject panel should formulate measures to address the problem of learner diversity and varied learning needs of junior form students, for example by adjustment/fine-tuning of curriculum, enhancing students' examination skills, helping students to establish active learning habits, assignment /assessment optimization, etc.</p> <p>每個科組應設計相關的方案及措施以照顧學習差異及適應初中學生的不同學習需要，並需要如微調課程及進度、加強學生的應試技巧、協助學生建立自主學習的習慣、優化課業設計及評核模式等。</p>	<p>the plan should be approved by the Board of Studies or the Principal.</p> <p>各科組之計劃書內容及規模應有不同，須要視乎課程及所佔教學時間的比重而定，但該計劃書由校長及或教務組檢視和通過</p>	<p>contents in the textbook. They might give up studying the subject if they failed to get the marks expected in assessment.</p> <p>部分學生選擇性溫習，只集中溫習某些課題及背誦課本資料。他們能掌握部分學習技巧但不能堅持，如果未能從學科上獲得預期成績，學生便會容易放棄這學科。</p> <p>There were students who were very familiar with the subject contents and were always ready to ask and to reflect. They usually did well in exams and hence their learning motivation further increased. Subject teachers should further explore ways to maintain students' learning motivation. Although more Form 1 students secured a pass in the second term exam, the issue of learning motivation must be handled in the coming years.</p> <p>與此同時，熟習科目內容的學生時刻也準備好發問和反思，他們在考試表現會較好，也繼而加強他們的學習動機。科任老師應時刻尋找方法去維持同學的學習動機。此外，雖然更多中一學生在下學期的考試中取得合格，但在未來數年也需處理學習動機的議題。</p>
		<p>The following are some strategies adopted to enhance students' learning capacity</p> <p>下列為一些科目使用能有效加強學生學習能力的策略。</p> <ol style="list-style-type: none"> 1. Graded learning materials and activities helped less abled students to build their foundation and empower them to deepen their understanding in the subject matters. 分層級的學習材料及活動能讓部分能力稍遜的同學打好基礎，讓他們深化學習內容。 2. Ample chances were provided to students of diverse ability to share, appreciate and comment on what they had learnt in the lessons. 提供充分機會讓不同能力的學生與人分享所學，欣賞同儕的努力及對同儕學習成果提供意見。

		<p>3. Some teachers made use of e-learning e.g. Liberal Studies, Mathematics and History. Students accessed learning materials through iPads and they responded to the questions using some mobile devices. It was found that more students were attracted to the class and such practice gave chances for all students to participate at the same time. Students would have to interact with their partners as well. Teachers may know students' learning progress within a short time. 部分科目如通識、數學和歷史透過電子學習平台教學。學生可利用平板電腦的電子學習即時了解學習材料和對問題給予回應。觀察發現學生對電子學習的課堂有更大興趣，這些活動也讓全體學生可在同一時間參與課堂學習活動，學生也可和同儕參與更多互動，老師亦能於短時間內掌握他們的學習程度。</p> <p>4. Collaboration and group work were conducted. Classroom organization and table setting enabled more able students to help less able ones. Group discussion and group work are a useful means to develop team spirit and to build mutual respect. 學校鼓勵協作學習和分組活動。課室安排和書桌佈置也讓能力較佳學生幫助稍遜學生。分組討論和分組活動也是建立團隊精神和互相尊重的有效方法。</p>
--	--	---

Reflections 反思：

As mentioned in the above through the practice of lesson observation and assessment data, the great learner diversity hinders the effectiveness of learning and teaching. There are huge differences in students' prior knowledge as well as their levels of learning motivation. This poses great challenges on teaching. Learner diversity adversely affects students' learning. Their motivation to pursue knowledge, if not carefully handled, will undermine the dynamic learning atmosphere.

正如報告所述，透過恆常的觀課及數據評估，同學間之學習差異影響我們的學與教成效極深。本校同學存有資訊鴻溝及學習動機差異，這對教師未來將構成重大的挑戰。學生學習差異將影響學生的學習進程，如不能謹慎處理，學習差異將對積極主動的學習環境造成衝擊。

There are gaps in prior knowledge and expectation between the junior and senior level students. Teachers now spend 70-80% of their time on senior levels and the rest of their time bridging the gap between the students in senior forms and those in junior forms. However, some less able students need more help and

support from teachers. In order to cope with the alarming situation and to sustain our high learning and teaching effectiveness, curriculum adaptation and the building of a conducive learning environment are needed.

初中與高中學生存著已有知識上的差異及期望差異。老師現行將七至八成工作放在高中級別，只能用其餘的空間做好高中與初中的銜接課程工作。但能力稍遜的同學更需要老師的幫助及支援。面對目前迫切的處境及維持現有的高效教與學水平，需要從課程整合及營造環境氛圍雙管齊下一同努力。

Concerning curriculum adaptation, teachers should adjust their lessons so that students can develop a sense of achievement. In addition to formal curriculum, we should also consider means to cultivate an atmosphere for active learning in our school campus. Languages are useful learning tools. A good reading habit and good English proficiency definitely help students learn better. Moreover, innovative technology has gained more importance these days. In the light of this, our school will organize more science-related activities such as the making of solar powered car. Promoting STEM education can also cater for the needs of students with different talents or learning capacities.

在課程設計及整合方面，老師需調整課堂教學策略以協助同學建立成功感。在正規課程外，教師設計課堂其他可營造氛圍環境的方法，以達致校園的主動學習。語文是學習工具，良好的閱讀習慣和優良的英語水平肯定可以幫助學生更有效學習。學校也察覺到創意科技和過往的成功經驗日趨重要，學校正統籌聯繫與科學相關的不同活動例如太陽能汽車等。推廣科學科技工程和數學教育是獲肯定的第一步，也有助照顧學生在不同學習範疇能力上的差異。

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

Measures to address the Major Concerns	Extent of targets achieved	Follow-up actions/ recommendations
<p>1. Mountaineering Training I 山藝課程 I (2017-2018)</p>	<p>Seven S1 to S4 students took part in training and 3 completed the training and were awarded certificates 七位中一至中四學生參加山藝課程 I，最後有三位學生完成課程並取得證書。</p>	<p>The Board of Discipline will discuss with 青協社 for the possibility of organizing the same mountaineering training programme 山毅達人 I next year. 訓導處將會和青協社商討來年繼續開辦山毅達人 I 的課程。</p>
<p>2. Prefect Team Leadership Training Camp (2017-2018) 領袖生領袖訓練營</p>	<p>30 school prefects joined a 2-day leadership training camp in Tso Kung Tam between 17 and 18 November. Through the training camp, they understood their personality, strengths and weaknesses and acquired the skills in problem solving and being an outstanding leader. During the feedback session, prefects found that they knew about themselves and their team members. Besides, they expressed that they felt more confident in dealing with difficult discipline cases. 三十位領袖生參加在 11 月 17 及 18 日曹公潭舉行為期兩日的領袖訓練營。透過訓練營，他們了解自己的個性、強項及弱點，並學到解決問題的技巧，知悉如何能成為一位卓越領袖。在反思時段，領袖生認為訓練營讓他們更了解對自我的認識和對隊員的認識。除此以外，他們表達他們感到更有信心去處理較困難的訓導事件。</p>	<p>Prefect Team Leadership Training Camp will be organized from 5 October to 6 October 2018. 領袖生的領袖訓練營將會在 2018 年 10 月 5 日及 6 日繼續舉行。</p>

<p>3. Sin Tak's SUM Scheme 善德一心計劃</p>	<p>Training in sports teams, uniform groups and musical instrumental classes have provided students with opportunities for character and interest formation, realization of potentials and leadership training.</p> <p>Positive values, attitudes of perseverance and self-management could be instilled into our junior form students.</p> <p>The scheme could boost students' self-confidence and help them understand their own potentials.</p> <p>各類型的校隊、制服團隊及樂器班的訓練，提供機會予學生建構自己的個性及培養興趣、並實現自己的潛能和領袖訓練。</p> <p>正面的價值觀、努力不懈的態度和自我管理得以在初中建立。</p> <p>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>	<p>Subsidization is given to encourage students' participation.</p> <p>S.2 students are required to join the scheme next year and they are allowed to join other categories.</p> <p>A new category "STEM" might be introduced in the Sin Tak's SUM Scheme in the coming future.</p> <p>提供資助以鼓勵學生參與。</p> <p>明年的中二級學生仍然需要參加是項計劃，但是他們可以選擇參加另一類別的項目。</p> <p>在將來，'STEM'將會獲考慮納入「善德一心」計劃。</p>
<p>4. Leadership Training Workshop and Day Camp 領袖訓練工作坊及日營</p>	<p>A Leadership Training Workshop was held for 38 leaders from various student organizations in 2017-2018, including SU, houses, clubs and committees.</p> <p>學校為38個來自各學生組織的領袖舉辦一個領袖訓練工作坊。他們有來自學生會、四社、學會及委員會等。</p> <p>Key concepts of leaderships and skills relating to goal achievement, accurate communication, proper time management, etc. were introduced in the workshop.</p> <p>Participants have learnt manpower management, budgeting, various skills of leadership, communication and coordination in the day camp.</p>	<p>External training centre or instructors will still be recruited in providing courses or workshops.</p> <p>It is suggested that S.3 and S.4 students can be trained to take up the main posts in various student organizations, e.g. Students' Union, committees, houses and clubs.</p> <p>來年仍會與外展訓練中心合作，聘任相關的導師以提供課程或工作坊訓練。</p> <p>建議中三及中四的同學可以接受有關的訓練，以備將來在不同的學生組織會上，包括：學生會、各委員會、四社、學會擔任重要角色。</p>

	<p>工作坊主要講授成為領袖所需的主要概念，包括實踐目標、準確溝通、時間管理等技巧。</p> <p>It is found that S.5 leaders of various student organizations are busy with their academic work, e.g. SBA, supplementary lessons, after lesson tests, etc. They have no time in organizing and participating in ECA.</p> <p>參加者均能透過活動學習到人事管理、財務管理、領導才能、溝通和統籌技巧等。老師認為中五學生學業太忙碌，無暇籌辦活動，例如中五學生需參與校本評核、補課，和課後測驗等，他們沒有時間組織和參與課外活動。</p>	<p>S.5 leaders can act as mentors to assist S.3 and S.4 students in organizing activities for their schoolmates.</p> <p>The mode of Dual chairpersons (one S.4 and one S.5) will be used so that S.4 students can be well equipped with leadership skills and have more chances to learn from their senior leaders.</p> <p>中五領袖可扮演導師角色，協助中三及中四同學為學生舉辦不同類型的活動。</p> <p>仍然採用雙主席模式(由1位中四及1位中五同學出任雙主席)，以期能讓中四同學在學兄、學姊的指導下，累積經驗、傳承所學。</p>
<p>5. Student Activity Handbooks 學生活動手冊</p>	<p>Students set both short-term and long-term goals and formulated their action plans at the beginning of the academic year.</p> <p>They had to do self-reflections on how their goals were achieved throughout the academic year.</p> <p>It was found that most students failed to fill in the handbook with their activities joined throughout the year. Many students neglect the importance of keeping a record of their other learning experiences.</p> <p>學生在學年初擬定行動計劃，並設定短期及長期目標。</p> <p>他們需要在整個學年為能否實現訂下的目標寫下個人反思。</p> <p>多數學生被發現未有填寫參加的活動在活動手冊內。很多學生不重視紀錄他們的學習</p>	<p>It was suggested that merits or prizes are given to those students who have good performance in completing the handbooks.</p> <p>A class teacher period should be assigned every 2 weeks in a month so that class teachers can check their progress in writing the student activity handbooks.</p> <p>建議學生在完成活動手冊而表現良好可記優點或獎品。</p> <p>每兩個星期宜設一堂班主任課，讓班主任了解學生填寫課外活動紀錄的進度。</p>

	<p>經歷。</p> <p>Some class teachers instructed students to record their learning experience according to the five categories, i.e. MCE, Aesthetic Development, Physical Development, Community Services and Career-related experience.</p> <p>It was found that class teachers had insufficient time to monitor students in filling in the handbook. Also, they didn't have sufficient and accurate information of hall assemblies and activities held within school throughout the year.</p> <p>有些班主任指導學生根據五個範疇紀錄他們的學習經歷：包括德育及公民教育、藝術發展、體育發展、社區服務及職業相關的經歷。</p> <p>班主任沒有足夠時間去監督學生填寫活動手冊；班主任也沒有全年在禮堂舉行活動的足夠和準確資料。</p>	<p>An item of OLE should be added to students' report card so as to raise students' motivation in filling in their activity handbooks and their participations in ECA.</p> <p>A list of activities held every month should be provided for students so that they could fill in their handbooks easily. Teachers-in-charge may give a label to participants so that they can simply stick the label into their handbook.</p> <p>學生成績表可增加其他學習經歷一項，以提高學生填好活動手冊及參加課外活動的動力。</p> <p>每一個月列印活動清單以協助學生填寫活動手冊。活動負責老師也可以提供貼紙給參加者，讓他們可以把貼紙貼在活動手冊內。</p>
<p>6. "Dorfun" every month</p> <p>Accompanied by encouraging sentences, pictures of Dorfun were sent to students and teachers every month via the eclass Intranet. Hopefully, students would be encouraged to set their goals at different stages in life.</p> <p>每月以插畫的形式，以多分的角色配合鼓勵</p>	<p>This programme had been implemented since 2015 -16 and was well received by students and teachers. They thought that the monthly topic was simple and unique and met the school major concerns. And the design of Dorfun was lovely, the pictures could match the slogans and attract students to stay and read.</p> <p>自 15-16 年度推出此計劃以來，口碑不錯，大家認為每月主題口號精簡獨特，能切合學</p>	<p>This year, the pictures were also posted in every classroom and the tuck shop area, and hopefully more students would pay attention to the messages. This will continue next year.</p> <p>今年度已嘗試同步將插圖貼在各課室及小食部，望同學能多加留意有關訊息。</p>

<p>性的句子，通過eclass發放給全校師生，期望鼓勵同學為人生的不同階段確立目標。</p>	<p>校關注項目，加上 dorfun 造型設計可愛、插圖內容配合口號，能吸引同學駐足觀看。</p>	
<p>7. “Little Bodhisattva Award Scheme” 菩薩行計劃</p> <p>Through the implementation of this programme, Religious Committee encouraged students to participate in various Buddhist activities and community activities, and reflected their direction and targets in their spiritual development.</p> <p>The School would like the students to set up a goal of helping others, respect others, care about their society and put Little Bodhisattva’s merciful spirit into practice.</p> <p>In order to encourage our students to participate in the programme, mid-term awards and annual awards were granted to attract their active participation. Students from S.1 to S.3 who had received two stamps in one school term would be awarded.</p> <p>透過菩薩行的宗教計劃，宗教組鼓勵同學參與多種宗教及社區活動，反思他們在心靈發展的方向及目標。</p> <p>我們希望學生能為人生訂立自利利他的目標，並懂得尊重及幫助別人、關心社會，實踐佛教慈悲喜捨的精神。</p> <p>為鼓勵學生投入計劃，宗教組將以中期獎勵及學年獎勵吸引他們積極參與：中一至中三</p>	<p>Out of the 12 classes in S.1 to S.3, only 6 classes did attain the target and the situation was worse than that in the previous year.</p> <p>Some colleagues thought that there were many similar programmes in our school. Students chose to join the programme voluntarily. As a result, there was a slight decline in the figure. Some colleagues thought that there was heavy burden in students homework and students had a busy schedule in which there were dictations, tests, tutorials held during lunch time and after school. Students who did show interest in the activities could not spare time to join.</p> <p>本學年十二班中一至中三學生中，只有六班學生達標，情況較去年遜色。</p> <p>有老師認為學校裏有不少同類計劃，學生或許根據個人意願而選擇自由參與，因此出現數字回落情況；亦有老師表示學生學業、工作繁忙，即使在午膳或放學後也有默書、測驗、補課等事宜，即使有興趣也無暇參加。</p> <p>Some teachers also believed that most students did not have a goal in life before</p>	<p>The activities of various committees could be centralized by the School Administration and publish a Student’s Growth Handbook, one for junior forms (S.1 – S.3) and one for senior forms (S.4 – S.6), and the development of students in junior forms and senior forms could be evaluated accordingly.</p> <p>校方可將各組別活動交由中央統籌，並編制一本有關學生個人成長的手冊，以三年一本為機制，從而評估學生初中及高中兩個階段的成長情況。</p>

<p>同學每學期取得兩個小印記，即可獲嘉許。</p>	<p>participating in the activities. Instead, they explored the possibility of setting different goals through taking part in the activities. Therefore, the teacher's greatest responsibility was not to assess whether they had completed their personal goals, but to help students set their personal goals.</p> <p>Moreover, the teachers reported that the definition of the goal is not necessarily academic or talent. Their growth at other aspects such as the relationship with the family could also be regarded as a goal in life.</p> <p>亦有老師認為大部分學生在參與活動前並未有個人的人生目標，而是從參加活動中去發掘個人目標，因此老師的最大責任不是評估學生能否完成個人目標，而是協助學生發掘個人目標的方向。</p> <p>同時，老師們反映認為目標的定義不一定是學業或才能上，與家人的關係等情緒方面的成長也可視為人生目標。</p>	
<p>7. S.1 Overnight camp to help students understand themselves better and equip them with social skills in their new secondary school life 利用中一成長營幫助同學了解自己和學習社交技巧</p>	<p>The feedback of the overnight camp was positive. Students wrote in their feedback form that they understood their own strengths more and knew how to appreciate others. 學生表示於中一成長營後更了解自己的長處及懂得欣賞別人。</p>	<p>It was recommended that the camp would be held in the next academic year. 建議明年繼續舉辦此活動，</p>

	<p>The teachers were impressed by the activities `打手印` three strengths and two weaknesses ` and ` cut and paste magazine` in which students could have an opportunity to understand their own strengths and weaknesses. With the acceptance and support from their teammates, they were able to present their works with confidence.</p> <p>老師表示，在多項活動中，同學們更了解自己的長處及懂得接納和支持隊友，在朋輩足夠鼓勵下，學生亦能充滿自信地展示他們的作品。</p> <p>Other activities such as '世界之最' and 'impossible mission' could enable students to understand their role in a team and how to complete a task together.</p> <p>在一些如世界之最的活動中，學生明白自己在隊中的角色和如何與隊友一起完成任務。</p> <p>In general, the camp created a positive and open atmosphere in which students could accept themselves as unique individuals and appreciate the differences among their classmates. The target was achieved to a large extent.</p> <p>整體而言，中一成長營創造了一個正面和開放的氣氛，讓同學接受自己是獨一無二的個體，亦學會同學之間的不同之處。</p>	<p>As for the short-term follow-up, in the class teacher sharing session, the class teachers could share with the students what impressed them most in the camp and praise helpful and outstanding students.</p> <p>短期跟進方面，班主任可以與學生討論中一成長營中難忘經歷，以及讚揚表現出色學生。</p> <p>In the long term, the students can complete some tasks like a kindness calendar in Jan or February to recall what they have learned in the camp and take actions. During the post exam period, students can be given the letter written by themselves and reflect on their first year in the secondary school.</p> <p>長期跟進方面，同學可以於一月或二月完成善心月歷活動把中一成長營所學付諸行動，或於考試後回覆一封寫給自己的信，以反思中一生涯。</p> <p>Next year the school can reserve a camp which can guarantee the availability of a big activity hall.</p> <p>學校宜下年預約一個能夠提供一個大活動室的營地。</p> <p>To help S1 adapt to secondary life faster, a new programme called Guidance Captains in which S.4 students would serve as mentors of S1 students was suggested to be launched next year .</p> <p>輔導組將會進行「大哥哥、大姐姐」計劃，招募中四學生作為中一學生的伙伴，幫助中</p>
--	--	--

	<p>This year the debriefing was held at the end of the camp with the presence of the class teachers. It was more effective and the social worker took the lead with proper skills.</p> <p>中一營後，班主任在社工帶領下與同學進行活動後討論，使活動成效更顯著。</p> <p>It was a pity that with the limitation of the venue, the whole form was divided into groups. And it would be better if the time was longer. For example, students could set off after the morning assembly and return to school after lunch on the second day.</p> <p>可惜由於場地限制，中一同學要分組進行活動，而中一成長營時間亦宜延長，以達到更佳效果。</p>	<p>一同學更快適應中學生活。</p>
<p>8.An experiential workshop to understand SEN students 飛躍和諧陣特殊教育需要學生體驗工作坊</p>	<p>This talk enabled the students to understand the needs of and challenges facing SEN students with the help of some hands on experience. The SEN students could understand themselves better and realize that it might not be easy to let others understand themselves.</p> <p>這工作坊使一般同學明白有特殊教育需要的學生所面對的困難和挑戰。它亦能使有特殊教育需要的學生更明白自己。</p> <p>After this workshop, the acceptance of the</p>	<p>The program cost about \$100 per student and did not have sponsorship. The major concerns would change in the next academic year. The possibility of holding similar talks would be discussed with the SEN committee. 此工作坊費用為每位同學港幣一百元，價格頗高，亦沒有資助，加上明年會有新的關注事項，此工作坊是否重辦將於與 SEN 組商議後才決定。</p>

	<p>SEN students was enhanced. This was to prevent bullying. To some extent, the goal was achieved especially for SEN students. The number of SEN students was small though.</p> <p>工作坊之後，同學對有特殊教育需要的學生接受程度大了，雖然這類同學不多。</p> <p>According to the questionnaire, most students could understand the difficulties facing the SEN students and their awareness was increased. They learned how to accept their SEN schoolmates.</p> <p>問卷調查顯示，大部分參加者更能明白有特殊教育需要的學生面對的困難，及更能接受他們。</p> <p>e.g. 例如：</p> <p>‘學習困難的障礙很辛苦，要包容他們’</p> <p>‘讀寫障礙等問題’</p> <p>‘如何對有讀寫障礙，自閉症和集中力不足的人施予幫助’</p>	
<p>9A talk about how to deal with conflicts in relationship for S.4 and S.5 students 今Teen談戀愛講座</p>	<p>The talk was more well received in form four than last year. The talk enabled the students to understand how to deal with possible violence stemming from relationships (over 70%). Over 80% of the students would seek help if they encountered violence in relationships. The target was achieved to a large extent.</p> <p>此講座頗受中四學生歡迎，百分之七十學生</p>	<p>Gender education would continue to be a major concern of the Guidance Committee. There would be workshops for S. 1(by the Department of Health) S. 2 and S. 4 (by End Child Abuse Foundation). This topic would be recommended in the next academic year.</p> <p>性別平等教育明年仍會是輔導組的重點關注事項，衛生署會為中一同學提供工作坊，而護苗基金會則為中二和中四同學提供工作坊。</p> <p>It was recommended that workshops in the</p>

	<p>表示講座令他們明白情侶關係中可能出現的暴力問題，百分之八十學生表示會尋求協助，故此，是次講座非常成功。</p>	<p>classroom could be a follow-up as students could further express their views with the guidance of the speakers. 明年建議工作坊在課室舉行，因為學生能更加自由地發表意見。</p>
<p>10. A talk about how to deal with academic stress for form one students 學業壓力處理講座</p>	<p>The talk for form one was about how to manage stress at school. According to a questionnaire, over 80% of the correspondents said that they understood their own sources of stress and their own strategies for coping with stress. The talk helped students to understand how to deal with the stress. They knew that school work was a major source of stress. The target was achieved to a certain extent. 是次為中一而設的講座目的是使學生認清自己的壓力來源，講座後，問卷調查結果顯示，百分之八十學生表示明白自己最大的壓力源自學業，所以講座目標已達到。</p> <p>Colleagues gave positive feedback about the guest speaker. The speaker knew how to communicate with teenagers. 老師對講者有正面評價，認為他能有效與年青人溝通互動。</p>	<p>The major concerns would change in the next academic year. The focus of the Guidance Committee would be different. With collaboration with other departments, similar talks might be organized again. 縱使明年的重點關注事項會改變，輔導組仍可與其他組別合辦類似講座。</p>

Reflections:

The following recommendations may be considered in the future:

- Various committees may arrange and encourage students to participate in competitions organized by various organizations. This would provide opportunities for our students to examine their strengths and know their interests and widen their horizons.
- Mountaineering I would be organized to help a new group of students in 2018-2019.
- Inter-class rope skipping competition will be held as a regular activity. Students found team spirit enhanced in the practice sessions and actual competitions.
- Co-ordinations between ECAs and after lesson tests and supplementary classes are needed since time clashes among different ECAs and supplementary classes were still common.
- It was proposed that two Class Teacher periods (the first Wednesday and the third Monday each month) should be added so that Class Teachers could have sufficient time in assisting students to fill in the activity handbook.
- The mode of Dual chairpersons (one S.4 and one S.5) of Clubs will be adopted so that S.4 students can be well equipped with leadership skills and have more chances to learn from their senior leaders.
- There will be a new programme called 'Guidance Captains'. Each guidance teacher would take care of four guidance captains. Each guidance captain would take care of four to five S. 1 students. All form one students would need to join this programme.
- MCE committee would continue to organize an S.2 Social Service Programme. This activity would allow students to build a sense of contribution through services and also to understand themselves and appreciate their own values.

反思:

未來可以考慮以下建議：

- 各組別可安排及鼓勵同學參加校外不同團體舉辦的比賽，讓同學有機會去測試自己的能力與興趣、拓寬眼界。
- 訓導處在 2018-2019 學年將會繼續組織初級山藝訓練課程 I 給新的一組同學。
- 班際跳大繩比賽會成為恆常活動，學生的團隊精神可透過練習和比賽而得以提升。
- 需要協調課外活動及課後測驗和補課，因為課外活動時間與課後測驗及補課時間相撞仍是經常遇上的問題。
- 建議每一個月的第一個星期三的晨讀時間和第三個星期一早會時間用作班主任課，以便班主任有足夠時間協助學生填寫活動手冊。
- 學會將設立雙主席模式(一個來自中四及一個來自中五)，以便裝備中四學生的領導技巧和讓他們有機會向學長學習。
- 輔導組將會進行「大哥哥、大姐姐」計劃，每一個輔導組老師將會帶領 4 位學生輔導員，每位學生輔導員將照顧 4 – 5 位中一學生。所有中一學生都需要參加這個計劃。
- 德育及公民教育組將會繼續組織中二級社會服務計劃，讓全級同學透過服務去參與並貢獻社會，讓自己認識、欣賞自己的價值。

Our Learning and Teaching

我們的學與教

Religious education

- Religious Committee launched a programme called “Little Bodhisattva Award Scheme” to encourage students to participate in different religious activities and community activities and to reflect on their goals of life.
- The programme aimed at helping students set goals which will benefit not only the students themselves but others; instilling the virtues of respecting others, helping the needy and caring about society in students; and putting the Buddhist spirit of kindness, compassion, joy and equanimity into practice.
- Students can get stamps for the award scheme by joining the following activities:

Activities	No. of stamps
Offering flowers to the Buddha	1
Wishing Lampactivity	1
Bathing the Buddha activity	1
Buddhist Talk / Buddhist film shows	1
Vegetarian lunch	2
Mindfulness programme	3
Visit to temples	3
Writing an essay / Writing a reflection after a Buddhist activity / writing a book report	1-3
Voluntary service or community service	1-3
Conversion Activity to Buddhism	5

宗教教育

- 宗教組借推行菩薩行積分計劃，鼓勵學生參與不同宗教及社區活動，從中反思心靈成長中的方向和目標。
- 學校希望同學能透過菩薩行的宗教計劃，學會為人生訂立自利利他的目標，並懂得尊重及幫助別人、關心社會，實踐佛教慈悲喜捨的精神。
- 學生參加以下項目，則可獲蓋上菩薩印章：

活動	印章數目
供花會「花緣 GUIDE」	1
點燈祝願活動	1
浴佛活動	1
佛學講座 / 心靈電影分享	1
素食午膳	2
正念修習活動	3
寺院遊賞	3
心靈分享投稿 / 活動感受 / 閱讀報告	1-3
義工服務及社區服務	1-3
皈依活動	5

Exposure to and experiences of using English

- ◆ Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
- ◆ 18 S.1 to S.4 students stayed in Oxford, Britain from 14 July, 2018 to 30 July, 2018 for a summer English Immersion Tour organized by the Australian Education Association.
- ◆ All S5 and S6 students took turn to announce news of school activities in English at morning assemblies and students of all forms have the chance to make announcements in English at various school functions.
- ◆ Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days, Closing Ceremony 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. The NET also organized special activities before the Halloween Day, the Winter Holidays, the Australian National Day and the Easter Holidays. She also trained students to participate in the English Drama competition.

浸沈英語學習環境

- ◆ 我們為學生提供完善的英語浸沈環境，積極鼓勵同學在課堂以外使用及練習英語。
- ◆ 18 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，由七月十四日至七月三十日的英國牛津英語體驗營。
- ◆ 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、學生會選舉、畢業禮、散學禮及學校宣佈等。
- ◆ 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。外籍英語老師也會在一些節日前及澳洲國慶日前舉辦特別活動。她也有訓練學生參加英語話劇比賽。

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 also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.
- ◆ Through the reading of selected articles every week by the Chinese Language Department, students could set their reading targets and finished the reading within the time limit.
- ◆ Junior form students were required to read selected English reading materials every Tuesday so that they could cultivate a reading habit and appreciate some English texts with good quality. Senior

form students could choose the reading materials they like. They may make use of every Tuesday to read texts for their English SBA.

- ◆ Chinese Language started to implement the “assigned books” reading scheme this year. A reading list for each form and the reading booklet were disseminated at the beginning of the school year. Students were asked to buy the books or borrow them from the library and complete some book reports within the time limit. Junior secondary students were asked to read 3 books in each term and get a total of 6 books within the school year. Senior secondary students were asked to read 2 books in each term and one book during the summer vacation and get a total of 5 books yearly.
- ◆ One lesson was used as the English reader class for S1-3 every week. Students were asked to read one or two set readers each year and take reader tests on those set readers every term.
- ◆ S.1 to S.3 students were required to do a certain number of book reports each term.
- ◆ S.1 to S.6 students had regular English reading quizzes on different reading passages selected by English teachers.

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。
- ◆ 中文科透過每周閱讀，學生能訂立閱讀目標，於指定限期內完成閱讀冊。
- ◆ 初中同學每個星期二均需閱讀指定英文讀物，以培養良好的閱讀習慣，以及欣賞一些優質的讀物。高中同學可以自由選擇晨讀材料，以滿足英文校本評核的要求。
- ◆ 中文科於本學年首推指定書目閱讀計劃：學期初派發每周閱讀冊，內附各級指定閱讀書目一覽表。同學須按各級所列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。初中上下學期各閱 3 本圖書，全年共 6 本；高中上下學期各閱 2 本圖書，另於暑假完成 1 本圖書，全年共 5 本。
- ◆ 中一至中三設有每星期一堂英語閱讀課，同學需完成閱讀指定書目，每學期設有一個相關測驗。
- ◆ 中一至中三學生需於每學期完成指定數目之閱讀報告。
- ◆ 中一至中六設有定期英文閱讀測驗，學生需閱讀老師所選的指定篇章為測驗作準備。

Catering for Learner Diversity

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

- ◆ S.1 English and Chinese teaching and learning are conducted in small groups, with four classes divided into five groups (including one remedial group for English and one remedial group for Chinese. Besides, there is one English elite group). S.4 and 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(中英文科均設一組補底班，英文另設有精英班)。
- 中四及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。

Support for Student Development

我們對學生成長的支援

- ◆ 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. 84.9% of S.5 students and 77.4% of S.4 students took up posts in various student committees.
- ◆ The Board of Discipline arranged a police talk on various crimes of teenagers on 15 September 2017 by our School Police Liaison Officer and another one on "gambling addiction" on 27 June 2018. A Mountaineering Training Course was co-organized by the Board of Discipline. Last year, seven students participated in the course and five of them completed the training and obtained the certificate. The Reflective Path was held on 9th July, 2018 to enhance students' understanding of the criminal judicial system and correctional services, as well as the heavy price for committing crimes.
- ◆ The School-based After-school Learning and Support Programmes and the Hong Kong Jockey Club Life Wide Learning Fund had provided financial support to students with financial difficulty so that they could participate in various learning activities including musical instrument classes and uniform groups.
- ◆ An additional female social worker has been employed and would be on duty every Wednesday. The support to female students with emotional problems would be greatly enhanced.
- ◆ A new project called "Joyful@school Programme" 「尊重生命，逆境同行- 好心情@佛教善德英文中學」 was launched. It was especially designed for S.2 students with a focus on fostering their resilience. It was a secondary preventive programme. Participants showed positive changes in attitude.

我們對學生成長的支援

- ◆ 透過參加各類學生組織和成為組織的領袖，學生有眾多機會發展潛能。百份之八十四點九的中五學生及百份之七十七點四的中四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 15 日進行，由警方學校聯絡主任陳美華警長主講，主題為「常見的青少年罪行」；及在試後活動舉行的「賭博成癮」講座。訓導處協辦的山藝 I 課程，去年有 7 名學生參與活動，有 3 名成功考獲山毅一級證書。在 2018 年 7 月 9 日舉行了《思囚之路》活動，讓學生認識刑事法律系統及懲教工作，以及犯法要負的嚴重代價。
- ◆ 課後學習支援計劃及香港賽馬會全方位學習基金提供經濟援助予有財政困難的學生，使他們可以參加各種學習活動包括樂器班及制服團隊。
- ◆ 學校額外聘請了一位女性社工，加強支援有情緒困擾的女學生。
- ◆ 學校推行了「尊重生命，逆境同行- 好心情@佛教善德英文中學」的新計劃。它是為中二學生而設計，聚焦在加強他們的抗逆力。那是一個二級預防計劃，參加者在態度上都顯現正面的轉變。

Student Performance 學生表現

2018HKDSE total no. of subject score with level 4 or above: 546 (64.8%)

2018 中學文憑試各科達四級或以上的總科次:546 (64.8%)

No. of students fulfilled the minimum university admission requirement: 128 (91.4%)

符合大學收生成績要求的學生人數: 128 (91.4%)

2018 HKDSE Best Score 中學文憑試最佳成績

Tang Chi Shan 鄧智珊 $1 \times 5^{**} + 4 \times 5^* + 2 \times 5$

Leung Hin Pong 梁衍邦 $3 \times 5^{**} + 2 \times 5^* + 1 \times 5 + 1 \times 4$

% of S6 graduates entering JUPAS undergraduate programmes. 87.1%

87.1%中六畢業同學獲分派聯招大學學士學位。

2017 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	127	124	98	77
英國語文 English Language	126	122	97	70
數學 Mathematics	126	123	98	80

Prizes won in Inter-school Competitions 校際比賽獎項(2017-2018)

<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	2017 Hong Kong Youth Music Interflows - Chinese Orchestra Competition (Secondary Schools) 2017 青少年音樂匯演中樂團比賽(中學組)	Silver Award 銀獎
Grandmaster Orchestral Music Society 藝韻管弦樂協會	Belt and Road International Talent Show 2018 Chinese Orchestra (Secondary Schools) 一帶一路國際才藝展演 2018 中樂團(中學組)	Champion 冠軍
Grandmaster Orchestral Music Society & Hong Kong Conservatory of Music 藝韻管弦樂協會及香港音樂教育學院	The 5th Hong Kong International Music Festival 2018 School Choir (Secondary Schools) 第五屆香港國際音樂節 2018 SB8 合唱團中學組	First Runners-up 亞軍
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	70th Hong Kong Schools Music Festival, Piano Solo Grade 8 第七十屆香港學校音樂節 Zheng Solo Intermediate 箏獨奏中級組 Erhu 二胡獨奏中級組	First and Second Runner-Up 亞軍及季軍 First Runner-Up 亞軍
Hong Kong Joint School Music Association (JSMA) 香港聯校音樂協會	Joint School Music Competition 2018- Secondary School 聯校音樂大賽 2018 Senior Choir (Secondary Schools) 中學合唱團比賽高級組 Chinese Orchestra (Secondary Schools) 中學中樂團 Western Orchestra (Secondary Schools) 中學管弦樂團 Secondary School (Zheng Solo) 中學中樂(古箏)獨奏	Gold Award 金獎 Gold Award 金獎 Silver Award 銀獎 One Gold Award And Two Silver Awards 金獎及兩個銀獎
Leisure and Cultural Services Department Kwai Chung & Tsing Yi District Cultural & Arts Coordinating Association Limited 康樂民化事務處葵涌及青衣區文藝協進會	31st Kwai Tsing Dance Competition 第 31 屆葵青區舞蹈比賽	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	54 th School Dance Festival 第 54 屆學校舞蹈節中學組 Chinese Dance 中國舞 Jazz and Street Dance	Highly Commended Award 甲級獎 Honour Award 優等獎
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	69th Hong Kong Schools Speech Festival (English) 第六十九屆香港學校朗誦節(英文)	Two Champion, One 1st Runner-Up, Three 2nd Runner-Up And Sixty two Merits 兩個冠軍、一個亞軍、三個季軍及六十二個優異
	69th Hong Kong Schools Speech Festival (Chinese Speech) 第六十九屆香港學校朗誦節(中文)	One 1st Runner- Up, Two 2 nd Runner-up & Eleven Merits 一個亞軍、兩個季軍及十一個優異

Hong Kong School Drama Festival 2017-18 2017/18 年度香港學校戲劇節	Hong Kong Secondary School Drama Festival 2017-18 2017/18 年度香港學校戲劇節	Award for Outstanding Performer 優秀演出獎
Young Artists Development Foundation 藝育菁英	HK Territory wide Youths Painting 2017 全港青少年繪畫日 2017	Special prize 特別表揚大獎
HKCERT 香港政府電腦保安事故協調中心	Comic Drawing Competition 「智慧家居安全生活」一頁畫創作比賽	First Runner-Up 亞軍
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	First Runner-Up 亞軍
Community Youth Club 公益少年團	Poster Design Competition 愛護別人關懷社區海報設計比賽	First Runner-Up 亞軍
Chinese YMCA of Hong Kong 香港中華基督教青年會	The 5th Hong Kong Mini-Movie Competition for High School Students 第五屆全港中學微電影創作大賽	First Runner-Up 亞軍
ACADEMIC & OTHERS 學術及其他		
Certiport Microsoft Office Specialist	2018 MOS World Championship: Excel 2013 Microsoft Office 世界盃 2018	World Champion 世界冠軍
AiTLE and Welkin Systems Limited 資訊科技教育領袖協會及天行系統有限公司	Microsoft Office / Adobe Creative Cloud Skills Competition 2018 全港學界 Microsoft Office 暨 Adobe Creative Cloud 技能大賽 2018	MS Excel -First Place; MS Word -Second Place; MS PowerPoint -Second Place MS Excel 冠軍、MS Word 亞軍、MS PowerPoint 亞軍
Hong Kong Association for Computer Education 電腦教育學會	Inter-School IT Elite Challenge 2018 校際 IT 精英挑戰賽 2018	Best Performer - Networking & Cabling 最佳表現獎(網絡知識和接線)
Hong Kong University and University of Waterloo 香港大學及滑鐵盧大學	Canadian Computing Competition 2018 加拿大程式運算盃 2018	Distinction 優等
Hong Kong Polytechnic University 香港理工大學	Computer App Programming 2017 電腦應用程式式盃 2017	Champion 冠軍
Samsung (HK) Limited 三星電子香港有限公司	Solve for Tomorrow 2017 創新科技概念設計比賽 2017	Silver Award 銀獎
NWS Hong Kong Geo Wonders Hike 新創建香港地貌行	Young Ambassadors for Geoconservation, 2016-2017 2016-17 年度「青年地質保育大使」培訓計劃	The Most Creative Team 最具創意團隊
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 Unit 部門傑出青年團	Second Runners-Up 季軍
	Departmental Nursing Competition 部門護理比賽	Second Runners-Up 季軍
	Hong Kong Red Cross Division (WNTD) First Aid Competition 新界西總部急救比賽	First Runners-up 亞軍
	Hong Kong Red Cross Division(WNTD) Nursing Competition 新界西總部護理比賽	Champion and First Runners-up 冠軍及亞軍
	Divisional Training Shield (WNTD) 新界西總部訓練盾	Champion 冠軍
	Divisional Service Shield(WNTD) 新界西總部服務盾	First Runners-up 亞軍
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	Best performance in Geometric Construction 幾何作圖最佳表現
Hong Kong Buddhist Association Secondary Schools 香港佛教聯合會會屬中學	The Thirty-second Joint Buddhist Schools Mathematics Competition, 2018 第三十二屆香港佛教中學數學比賽	Group Event, First Runners-Up 團體賽亞軍
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 第二十屆香港青少年數學精英選拔賽	2nd Class Award 二等獎
Education Bureau 教育局	Filmit 2018: A Student Film Competition	Best Solo Performance 最佳個人表現
Hong Kong Institute of Engineers 香港工程師學會	Solar Motor Model Design Competition 太陽能電機模型設計比賽	Award for Outstanding Performer 優異獎
Hong Kong Institute of Vocational Education 香港專業教育學院	New Energy New Generation Rideable Solar Car Competition 新能源新世代中學生太陽能車挑戰賽	Safety Award Second Runner-Up 最具安全意識獎第三名
香港佛教聯合會會屬中學	Buddhist Story-telling Competition 佛教故事演繹比賽	First Runner-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 in Presentation 簡報會卓越表現獎
Hong Kong Young Writers Awards 2018 2018 香港青年作家獎	Fiction: Group 5 小說類(第五組別)	Winner 優勝者
Hong Kong Secondary Schools Debating	District Debate Competition 地區辯論比賽	Winner and Best Debater 優勝及最佳辯員
SPORTS 體育		
A.S. Watson Group 屈臣氏集團	HK Students Sports Award (Secondary School) 香港學生運動員獎 (中學組)	HK Students Sports Awards 香港學生運動員獎
The Hong Kong Schools Sports Federation (Kwai Tsing Secondary Schools Area Committee) 香港學界體育聯會 (葵青區中學分會)	Inter-School Swimming Competition 校際游泳比賽 Girls Grade-A (Overall) 女子甲組團體 Girls Grade A 200m Individual Medley 女子甲組 200 米個人四式 Girls Grade A 200m Individual Medley 女子甲組 200 米個人四式 Girls GradeC 4x50m Medley Relay 女子丙組 4 x 50 米混合四式接力 Boys Grade B (Overall) 男子乙組團體 Boys Grade B 50m Free Style 男子乙組 50 米自由泳 Boys Grade B 50m Breat Stroke 男子乙組 50 米蛙泳 Boys Grade B100m Breat Stroke 男子乙組 100 米蛙泳 Boys Grade B 50m Butterfly 男子乙組 50 米蝶泳 Boys GradeB 4x50m Medley Relay 男子乙組 4x50 米混合四式接力	2 nd Runners-Up 季軍 2 nd Runner-Up 季軍 3 rd Runner-Up 殿軍 First Runner-Up 第二名 2 nd Runners-Up 季軍 1 st Runner-Up 亞軍 1 st Runner-Up 亞軍 2 nd Runner-Up 季軍 2 nd Runners-Up 季軍 1 st Runners-Up 亞軍
	Inter-school Badminton Competition 校際羽毛球比賽 Girls Grade B 女子乙組	3 rd Runners-Up 殿軍

	Inter-School Table Tennis Competition 校際乒乓球比賽 Girls Grade-C 女子丙組	Champion 冠軍
	Inter-school Volleyball Competition 校際排球比賽 Boys Grade A 男子甲組	3 rd Runners-Up 殿軍
Muse, Run our City and 猛龍 妙思全城街馬及猛龍	Muse Fearless Dragon Charity Run – Senior Secondary Inter-school 3km Relay 妙思猛龍慈善跑 2018 - 3 公里校際 4 人拍住跑高中組	Second Runners-Up 季軍
Buddhist Tai Kwong Chi Hong College 佛教大光慈航中學	Joint-Buddhist Schools Volleyball Competition Boys Group 佛聯盃排球比賽男子組	Champion 冠軍
Scout Association of Hong Kong 香港童軍總會	President Paul Lee Scout Cup 2018 李國權會長盃童軍技能比賽 2018 Progressive Badges 進度性獎章	1st Runners-up 亞軍 Chief Scout's Award 總領袖獎章
The Junior Chamber International Hong Kong Jayceetes and The Hong Kong Girl Guide Association 香港女青年商會香港女童軍總會	“Sustainable Development Goals” (SDG) Junior Ambassador Programme - Individual Competition 可持續發展全球目標 SDG 小專員計畫 2018 個人組別	Winner 得獎者
Hong Kong Police Karate-Do Club 香港警察空手道會	2018 Karate Competition 2018 空手道邀請賽	Kata Second Runner-Up; Kumite First Runner-Up 套拳第三名、搏擊第二名
BG Infinity 桌遊無限	Hong Kong Board Game (Catan) Inter-school Competition 2018 全港桌遊(卡坦島)校際比賽	2nd Runners-up 季軍

Buddhist Sin Tak Collge
Report on The Health Education Programme 2017-2018
健康校園政策施行報告 2017-2018

Our school puts great emphasis on students' physical and mental development. We hope that students can face problems and challenges with a positive attitude; deal with their studies and daily lives with a healthy body; build good interpersonal relationships with others and have a positive outlook on life. Our school adopted the following measures to build a caring, healthy and safe campus for our students in 2017-2018:

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 2017-2018 施行以下措施，為同學提供一個關愛、健康和安全的校園：

OBJECTIVES 目標	STRATEGIES 活動策略	SUCCESS CRITERIA 成功指標	OBJECTIVES ACHIEVED☑/ NOT ACHIEVED 達 標☑/ 不達標☐	EVALUATION 效果及檢討
<p>1. Through some activities, students learnt how to deal with pressure and control their emotions 通過活動，學習處理壓力、掌控情緒方法</p> <p>2. Students learnt how to face problems and challenges with a positive attitude 積極的態度面對問題及挑戰</p> <p>3. Students lead a healthy lifestyle 建立健康生活模式</p> <p>4. Infectious diseases were prevented 預防傳染病</p>	<p>1. Form a team of Health Ambassadors 建立學生健康大使團隊：</p> <ul style="list-style-type: none"> - The Health Ambassadors played an active role in promoting and organizing Health Education Programmes; doing promotion for the activities; and joining leadership training programmes 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 - Students and teachers held regular meetings to discuss details of all activities 學生與老師須作定期會議，跟進各項活動 	<p>Students were able to play an active role in the organization of activities and gave meaningful feedback on the activities</p> <p>Achieved 學生能積極主動籌備活動及作出積極的回饋</p>	<p>Achieved 達標☑</p>	<p>The forming of a team of Health Ambassadors 建立學生健康大使團隊：</p> <ul style="list-style-type: none"> - The team in 2017-18 consisted of S.3 to S.5 students. All members were active, creative, organized and efficient. Their overall performance was good. 今年學生團隊成員主要由中三至中五組成，各成員表現積極有創意，做事亦勤快有條理，整體表現不錯。

	<p>2 Health Programmes at Student Health Service Centre 學生健康服務計劃 (2017~2018) :</p> <p>- Our school made good use of the resources provided by the Department of health to help students maintain good health. On 1st September, all S.1 to S.6 students were provided with application forms to apply for an annual health check while S.2 students received a check on their hearing ability too. 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，以防範未然。</p> <p>■ We collected the number of participants 收集後初步統計參加人數</p> <p>■ Then, we waited for the actual number of participants announced by the Department of Health. 收集署方報告等候真正參加人數</p> <p>■ We analyzed the data released by the Department of Health in 2016-17 and did follow up work 分析及跟進衛生署的數據 (1617年度)</p>	<p>Over 85% of students participated in the programme 超過 85% 同學參與計劃</p>	<p>Achieved 達標☑</p>	<p>- 727 students joined the Health Programmes in 2017-18 which was 92.5% of BSTC students. Yet, the actual number of participants would be confirmed when a report done by the Health Department was released. 共 727 學生參與健康服務計劃(2017~2018)，接近全校 92.5% 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</p> <p>- All the application forms were distributed to all students in October. 所有預約表已於十月派發給同學</p> <p>- According to the statistics released by the Department of Health, 360 of our students had a body check at the Student Health Service Centre. Among these students, 15.9% (57 students) were overweight /obese. Students should be encouraged to lead a healthy lifestyle, including having a balanced diet and doing regular activities. Information about a healthy lifestyle should be disseminated to students. The Health Education Team could work with the PE department to teach students some easy exercise so that students can become healthier. 已收到 2016-2017 年度學生檢查的分析數據，數據顯示有 360 位學生到健康服務中心作出檢查。而當中有 15.9% 是被定義為超重/ 肥胖，即約有 57 人</p> <p>- 須為學生建立一個健康的生活模式，包括飲食及恆常運動：利用壁報板推廣及宣傳健康飲食習慣以及與體育組合作，通過課堂介紹簡易運動給各同學，期望同學能作恆常運動，促進身體健康，減少肥胖。</p>
--	--	---	-------------------------	--

	<p>3 <i>Display boards with information about health were made regularly. Leaflets with health information were distributed and posted so as to enhance students' knowledge about health.</i> 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> <p>- By so doing, students' and parents' knowledge about health was enhanced. 讓學生及家長從刊物中增加健康訊</p>	<p>The information was updated regularly 能定期更新資訊</p>	<p>Achieved 達標 <input checked="" type="checkbox"/></p>	<p>The theme was Brain Stroke. 主題為認識【腦中風】</p>
--	---	---	---	--

	<p>4 Influenza Vaccine 流感疫苗注射： - S.1 – S.6 students could take influenza vaccines at school on 17/10/2017 全校 17/10/2017</p>	<p>Over 20% of students took the influenza vaccines 超過 25 %同學參與注射</p>	<p>Achieved 達標 <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> - On 17/10/2017, students were led to the school hall to take influenza vaccines. The central announcement system was not used so as not to disturb lessons. 17/10/2017 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。 - A total of 400 students signed up for taking the influenza vaccines. Yet, some of them did not do so due to sickness. In the end, 366 students and 26 teachers or staff took the vaccines. 本年度共約 400 多位同學報名參與，但部份同學最終因患病而沒有進行注射，故約有 366 多位學生及 26 位教職員參與。 - Those students who could not take the vaccines on the day of activity were informed about the date and venue for taking the vaccines later. 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 - Students took the vaccines orderly and no students had behavior problems. 注射當日學生秩序良好
--	--	--	---	--

	<p>5 Game booths and an exhibition on the themes of A Happy life and brain stroke were organized for the whole school and the public 14-16/12/2017 主題攤位戲及展覽 快樂人生 或 腦中風 全校及公眾人士 14-16/12/2017</p> <ul style="list-style-type: none"> ■ With some game booths and an exhibition on the themes of A Happy life and brain stroke, students and the public were able to understand how to lead a happy life and how to prevent brain stroke. Students were required to make a draft of their ideas and seek approval of the teachers-in-charge 2 months before the exhibition 有關快樂人生 或 腦中風展覽，設立攤位遊戲及展板 (外借展板)，讓本校及公眾人士認識快樂人生 或 如何預防腦中風等，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 ■ The teachers-in-charge checked students' progress regularly 老師須定期檢視學生進度 	<p>300game cards were given out and students took part in the game booths and exhibition actively and gave positive feedback about them 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>Achieved 達標☑</p>	<p>A health week was organized from 14 to 16 December 2017. The theme was Brain Stroke and the health risks it causes. There were games booths and an exhibition related to the themes. Information about the formation and prevention methods of brain stroke was shown. 14-16/12/2017 為健康週，主題為認識【腦中風】所造成的健康風險。主要以攤位及展板形式介紹因腦中風成因及預防方法</p> <p>The display boards were provided by Hong Kong Stroke Fund. They contained a lot of professional and useful information. The use of pictures not only could draw the attention of students but also have a deterrent effect. The pictures were attractive. 今次展板是採用腦中風基金送出的易拉架。腦中風基金送出的易拉架內容專業及提供大量的資訊，文字比較少，選取圖畫吸引及有阻嚇性，故能吸引同學或區內人士駐足觀看</p> <p>The student helpers were serious when fulfilling their duties. 學生團隊表現認真</p> <p>Other than the display boards, there were several game booths for the public to play. They could also enhance the public's awareness of brain stroke. 除展板外，本組亦設攤位如【釣魚樂】、【天旋地轉】、【半片黑暗】等遊戲給同學及公眾人士參與，以助同學了解【腦中風】的健康風險及預防方法</p> <p>On the open day, student helpers introduced the display boards and game booths to parents and students actively. They also answered questions patiently and confidently.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>During the Health Week, 400 game cards were given out and 342 were collected back at the prize redemption</p>
--	---	--	-------------------------	---

	<p>6. <i>An online quiz competition was organized so as to enhance students' understanding of brain stroke.</i> <i>網上問答遊戲-認識腦中風</i></p>		<p>Achieved 達標 <input checked="" type="checkbox"/></p>	<p>- Some S.2 students took part in the online quiz competition about brain stroke and 4 of them won in the competition. 本校中二級參加了腦中風基金網上問答比賽，本校共有 4 位得獎同學</p> <p>- 2B Cheung Yan Ting, 2B Chiu Hoi Yin, 2B Fok Ching Yin, 2C Yeung Sam Ning won in the competition. 張欣婷 2B 趙海彥 2B 霍靜賢 2D 楊心寧 2C</p> <p>- A special thank should go to Mr. Yeung, the IT teacher, for providing assistance in the activity. 要感謝電腦科楊老師的協助完成</p>
--	--	--	--	--

Financial Summary 財務報告(2017 - 18)
學校周年財務狀況 (2017- 18)

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f	Claw Back Date	Notes
<u>A. EOEBG Grant</u>						
<i>Original Baseline Reference</i>		1,788,207.92				
Integrated Science			22,252.23			
Visual Arts			56,433.10			
Home Economics			24,829.20			
Computer Literacy			2,281.50			
Putonghua			-			
Chinese Language & Culture			2,649.50			
Biology			25,605.55			
Chemistry			10,599.50			
Liberal Studies			21,695.40			
Lift Maintenance Grant			91,580.00			
Moral and Civic Education Grant			15,151.10			
Chinese Extensive Reading			69.00			
English Extensive Reading			19,985.50			
Guidance and Discipline Programme Funds			18,398.10			
Training and Development Grant			-			
Expanded Operating Expenses Block Grant			1,602,159.57			
Sub Total (A)		1,788,207.92	1,913,689.25	-		

School Specific Grants

Administration Grant	826,870.47	3,634,128.00	4,213,040.37	247,958.10
Noise Abatement Grant	-	517,180.00	517,180.00	-
Composite Information Technology Grant	630,689.70	397,670.00	312,520.22	715,839.48
Capacity Enhancement Grant	231,525.90	599,381.00	751,417.69	79,489.21
Sub Total (B)	1,689,086.07	5,148,359.00	5,794,158.28	1,043,286.79
Grand Total (A) + (B)	1,689,086.07	6,936,566.92	7,707,847.53	1,043,286.79

B. Outside EOEBG Grant

Teacher Relief Grant	670,595.42	207,237.50	233,915.83	643,917.09	
Teacher Relief Grant - Vacant Post (Over 90)	-	1,683,680.00	352,698.75	1,330,981.25	
Committee on Home-School Co-operation Project Cash Grant for School-based After-school Learning and Support Programmes	11,433.40 149,996.96	15,372.00 106,425.00	17,209.90 104,684.47	9,595.50 151,737.49	
Fractional Post Cash Grant	197,307.25	2,780.00	110,290.75	89,796.50	3 times the annual provision
Diversity Learning Grant (Applied Learning)	-	20,450.00	20,450.00	-	
Extra Senior Secondary Curriculum Support Grant	416,277.50	6,270.00	416,143.93	6,403.57	until the end of the ninth school year
Diversity Learning Grant (Other Programmes)	89,531.92	28,000.00	56,931.92	60,600.00	not exceeding 30% of the total provision of the Grant
Learning Support Grant for Secondary Schools	27,080.40	111,888.00	125,093.40	13,875.00	
Moral and National Education Support Grant	273,320.15	-	-	273,320.15	-
Career and Life Planning Grant	114,888.27	-	114,875.00	13.27	31/08/2018
Pilot Scheme Promote Inter b/w Sis Sch HK Mainland One-off Grant to Secondary School for Promotion of STEM Education	45,417.74 173,889.04	120,000.00 -	126,728.00 78,869.74	38,689.74 95,019.30	31/08/2018 31/08/2019
Extra Recurrent Grant Under ITE4	-	66,740.00	59,653.00	7,087.00	excess of the current annual provision
Diversity Learning Grant (Other Language)	-	23,400.00	23,400.00	-	

Hong Kong Jockey Club Life-wide Learning Fund	-	132,957.00	128,731.00	4,226.00	31/08/2018
One-off Grant for Promotion of Chinese History and Culture	-	150,000.00	175,216.90	-	31/08/2020
One-off IT Grant for E-Learning in Schools	-	199,450.00	65,818.00	133,632.00	31/08/2020
Information Technology Staffing Support Grant	-	300,000.00	301,650.00	-	-
One-off Grant Acquire Mobile Computer Device	-	95,430.00	95,385.00	45.00	
Transitional Career and Life Planning Grant	-	100,000.00	-	100,000.00	31/08/2019
Grand Total	2,169,738.05	3,370,079.50	2,607,745.59	2,958,938.86	

II. School Funds (General Funds)

Tong Fai	807,160.00	102,080.00	300,000.00	609,240.00
Donations	73,948.74	2,103,591.60	217,600.00	1,959,940.34
Approved Collection for Specific Purposes Account	925,066.65	63,920.00	-	988,986.65
Grand Total	1,806,175.39	2,269,591.60	517,600.00	3,558,166.99

Feedback and reflection 回饋及反思

As the school has decided to promote questioning techniques and extending students' potentials as the Major concern, the majority of teachers have designed systematic tasks for lesson preparation, teaching and extended assignments. Teachers have enhanced their understanding of lesson co-planning, routine/peer lesson observation and how to evaluate lesson effectiveness. For example, they will evaluate if some tasks match the major concern of the school. The lesson format has become more mature and teachers are proficient with subject knowledge, and they have regular professional sharing. The achievements of these tasks might be proved through the commendations in the reports by the focused inspected arranged by EDB in our school.

隨著學校訂立推行提問技巧和延展學生學習潛能作為重點關注事項，大部份教師均能就備課、課堂教學、提問、延展課業作系統化工作，並透過學科同儕備課、恆常/同儕觀課就教學策略的成效和是否配合學校重點關注事項有更佳掌握，基本上課堂模式已趨成熟，教師科本知識絕不匱乏，而且恆常有教學專業交流，此成果也能從近年本校獲教育局安排的重點視學報告的嘉許獲引證。

As far as the major concern of extending students' potentials to enhance their learning ability, teaching and learning in lessons still has room for improvements. Though our students belong to the band 1 category, the learner diversity among them could pose challenges to teaching and learning. However, the situation will also contribute to teachers' reflection and implementation of various strategies to enhance teaching effectiveness. As shown by the data in the lesson observation, the differences among students' abilities and knowledge may bring obstacles to teaching. However, if teachers make good use of grouping strategies, flipped classrooms, self-directed learning to extend learning time beyond the lessons, and provide graded assignments and high order thinking questions, these will also extend students' potentials and encourage them to pursue excellence in different aspects.

就延展學生潛能以增強他們的學習能力這重點關注事項，課堂教學仍有進步空間。學生雖來自第一組別，但個別學習差異既是挑

戰也是機遇。正如觀課數據顯示，學生能力和知識差異或造成課堂進度略受阻，但如教師可善用分組策略，或翻轉課堂、自主學習以延展課堂外的學習時間，並提供不同難度的課業和高階思考題目，也有助延展學生潛能，鼓勵他們在不同範疇追求卓越。

The modification of the junior form curriculum to let students develop good reading habits and proficient English skills will definitely help students overcome learning difficulties. The junior form curriculum emphasized a bit more on knowledge quantity in the past. Yet as STEM education has gained more popularity, students may have more opportunities to learn and apply knowledge or concepts across many subjects. This may strengthen junior form students' learning motivation. The experience of making a Solar powered vehicle allows students to cooperate with others, and to learn how to apply the science and technology knowledge to real life situations. These are very precious learning experiences.

另一方面，改革初中課程，讓學生建立良好閱讀習慣和英語能力，亦肯定有助他們解決學習困難。初中課程過去或較著重知識量，但隨著 STEM 科學科技工程和數學教育範疇興起，學生或有更多跨科目學習和應用知識概念的機會，這對提升初中學生學習動機會有更大幫助，製作如太陽能車等經歷也可讓學生與人合作，學習實踐科學科技知識，這會是極寶貴的學習經驗。

As for the major concern of helping students to understand themselves and setting goals in life, committees in the student support domain organized different activities such as talks, workshops, camps and social services to let students understand themselves, know their strengths or areas that still need improvements. Due to the different nature of activities, the effectiveness varies. However, the teachers in general have a clear concept that we need to help students understand themselves and set appropriate life goals. To further help students set goals in life, the teaching team may need to think outside the box, and show more appreciation for students' efforts in non-academic aspects, and explore more platforms for establishing students' generic skills and social skills. Then, students will develop a more positive self-image, find it easier to set goals in life after knowing them multiple

pathways in life planning.

就協助學生認識自我並建立目標這重點關注事項，支援學生成長組別均各自透過活動如講座、工作坊、成長營或社會服務讓學生認識自我，了解強項或仍可改善地方。因應不同活動性質，成效也各異，但整體教師團隊仍具清晰意識要協助學生認識自我並建立適切的人生目標。就進一步協助學生建立人生目標之工作，教師團隊或需跳出框架和固有思維，多欣賞學生在學業成績以外的努力，並發掘建構學生共通能力和社交技能的平台，令更多學生的多元智能獲欣賞嘉許。如此，學生定有更正面的自我形象，自會更容易發掘人生目標，學校也能順利為學生開展多元人生規劃道路的選擇了。

Appendix 附件

Evaluation Report on the Use of Capacity Enhancement Grant, 2017/2018

2017/2018 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</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 most of the students (>90%) agreed that the program can help them adapt to the secondary school life. Among the study skills taught in the program, most of them agreed that the note-taking and memorizing skill are the most useful skill. Most students (>90%) agreed that the tutors employed can deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship (>60%) 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(>90%)同意此課程能幫助他們適應中學生活。在教授的學習技巧中，大多數同學認為摘錄筆記及記憶技巧最為實用。絕大部分同學(>90%)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(>60%)認同他們在完</p>

	負責班主任工作處理日常事務性工作並教授學習技能。		成課程後對適應中學生活的憂慮減低了。
Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要	<p>C. To alleviate the teaching workload of Chinese Language 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>為減輕中文科、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>Mathematics and English Teachers are relieved from part of the remedial teaching task</p> <p>Other teachers may be relieved from some clerical work.</p> <p>減輕通識組教師的教學工作。</p> <p>減輕其他老師的文書工作。</p>	<p>The Chinese Assistant Teacher assisted Panel Head in coordinating the paper work of the Chinese Department. In addition, the list of speaking groups at all levels is also assigned by the assistant teacher. As for teaching, The Elite Writing Class of Form 3 is designed and taught by the assistant teacher. The students respond well and effectively improve their writing skills. The assistant teacher is also responsible for the Saturday remedial class. From the above, the assistant teacher effectively reduced the workload of the Chinese teacher, so that the teacher can focus on the teaching work and improve the DSE results.</p> <p>The Maths Assistant Teacher provided Saturday remedial classes for around 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. In S4 and S5, remedial classes for weaker students in each form were offered once per week focusing on the foundation parts in the Junior curriculum. To help S6 students prepare for the HKDSE, there was a mock exam preparation course every week. 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. The Maths Assistant Teacher also provided support in making worksheets for S1 and S2 students and exercise for students taking HKDSE.</p> <p>中文科助理教師主要職務為協助科主任統籌科務工作。此外各級說話分組名單亦由助理教師協助分配。至於教學方面，中三精進班下學期寫作工作坊由助</p>

		<p>理教師負責課程設計及講授，同學反應良好，有效提昇學生的寫作能力。助理教師亦須負責初中星期六班保底工作。從以上所見，助理教師有效減輕中文老師的工作量，讓科任老師可專注教學工作，提昇公開試成績。</p> <p>數學科助理教師為初中每級約 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。中四及中五級方面，助理教師為數學較弱的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，助理教師每週任教一次模擬考試班並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。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>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>The grant was used for the salary of the coaches of the basketball team and swimming team. More than 100 students were beneficiaries. All coaches were professional and responsible. They were able to enhance students sports skills. 資助款項主要支援籃球隊及泳隊的教練費，並資助部分球隊如乒乓球隊及羽毛球隊等的教練費，受惠球員超過 100 位。所聘請的教練皆非常盡責及專業，竭力提昇同學的水平。</p> <p>The coaches were able to make the sports teams more diversified and cater for the needs of student with different interests and diversity. In addition, the coaches helped to alleviate the workload of PE teachers so that they could focus on other school duties, including administrative work.</p> <p>聘請教練能讓學校球隊變得多樣性，以迎合不同才能的同學，同時亦能舒緩體育老師訓練的工作，釋放空間讓同事專注於發展其他體育活動、帶隊比賽的工作與及學校其他的行政工作。</p>

Report on School-based After-school learning and Support Programme 2017-18
2017/2018 學年課後學習支援計劃工作報告

A. The number of benefitting students under this Grant is 支援計劃的受惠學生人數:

1. CSSA recipients 領取綜援人數: 70

2. SFAS full-grant recipients and 學生資助計劃全額津貼人數: 745

3. under school's discretionary quota) 學校使用酌情權的清貧學生人數: 27

B. Information on Activities subsidized / complemented by the Grant: 利用津貼所舉辦之活動

	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	4	39	1	100%	Sept 九月	\$2,200.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
2.	Peer Mentor Training 同儕輔導計劃	3	8	3	100%	August 八月	\$8,000.00	Teachers' and students' feedback 教師及學生的回饋	Hong Kong Children Youth Services 香港青少年服務處麗城中心
3.	S.1 orientation overnight camp 中一迎新營	4	39	1	100%	Sept 九月	\$12,000.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
4.	S.1 Visit to Legco 中一級參觀立法會	4	39	1	95%	June 六月	\$1650.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
5.	Chinese Reinforce ment Class 中文精進班	0	9	2	86%	Jan 一月	\$13,200.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
6.	English tutorial lesson 英語補習班	0	0	1	100%	Jan 一月	\$540.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
7.	Chemistry tutorial lesson 化學補習班	1	4	0	100%	Dec to April 十二月至四月	\$3600.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校

8.	Chinese Lit Tutorial 中文補習班	0	8	1	90%	Dec 十二月	\$4260.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
9.	Economics Tutorial 經濟科補習班	0	5	1	90%	Dec 十二月	\$1350.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
10.	Math Tutorial 數學補習班	0	7	2	90%	Dec and May 十二月及五月	\$7380.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
11.	Lunch Chitchat gathering 中午聚會	0	4	1	100%	April 四月	\$107.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
12.	Outing to the Science museum 參觀科學館	1	21	0	100%	April 四月	\$550.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
13.	School Picnic Transportat ion Fee 學校旅行車費	27	197	3	100%	Dec 十二月	\$9898.60	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
14.	School Picnic Camp fee and lunch fee 學校旅行營費及午膳	6	77	2	100%	Dec 十二月	\$2830.50	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
15.	English Movie show 英語電影印賞	4	39	1	90%	Feb 二月	\$4635.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
16.	Board Games Fun 桌上遊戲活動	6	77	2	70%	Oct to May 十月至五月	\$4881.47	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
17.	Props for English Activities 英語活動道具	0	4	1	100%	Sept 九月	\$129.90	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
18.	S.4 Health Talk 中四健康講座	8	36	1	95%	Oct 十月	\$1,500.00	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
19.	Card making workshop 賀卡製作班	2	10	1	100%	Dec 十二月	\$2818.80	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校

20.	English Corner Fun Cooking 英語活動 烹任活動	2	13	0	100%	Feb 二月	\$789.60	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
21.	Wing Chun Class 詠春班	0	6	2	95%	Nov to May 十一月至 五月	\$9240	Teachers' and students' feedback 教師及學生的回饋	BSTC 本校
Total no. of activities: 活動總數		21							
@No. of participation counts 活動參予人數		81	784	28	Total Expenses 總支出		\$91893.87		
Total no. of participation counts 活動總參予人數		893							

C. Project Effectiveness 成效

To the benefitted students, achievements of the activities conducted are rated as follows: 成效調查結果:

Please put a "✓" against the most appropriate box.	Improved 有改善			No Change 沒改善	Declining 退步	Not Applicable 不適用
	Significant 極大	Moderate 中度	Slight 輕微			
Learning Effectiveness 學習效能						
a) Students' motivation for learning 學習動機		✓				
b) Students' study skills 溫習技巧		✓				
c) Students' academic achievement 學習成績		✓				
d) Students' learning experience outside classroom 學生課外學習經歷		✓				
e) Your overall view on students' learning effectiveness 對於學生整體學習效能的看法		✓				
Personal and Social Development 個人及社交發展						
f) Students' self-esteem 學生自尊感		✓				
g) Students' self-management skills 學生的自我管理技巧		✓				
h) Students' social skills 學生的社交技巧		✓				
i) Students' interpersonal skills 學生的社交技巧		✓				
j) Students' cooperativeness with others 學生與他人合作的能力		✓				
k) Students' attitudes toward schooling 學生對學校學習的態度		✓				
l) Students' outlook on life 學生的人生觀		✓				
m) Your overall view on students' personal and		✓				

social development 對於學生的個人及社交發展的看法						
Community Involvement 社區參與						
n) Students' participation in extracurricular and voluntary activities 學生在課外活動和義工的參與		✓				
o) Students' sense of belonging 學生對社區的歸屬感		✓				
p) Students' understanding on the community 學生對區的了解			✓			
q) Your overall view on students' community involvements 對於學生社區參與的看法			✓			

D. Comments on the project conducted 對計劃的感想

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

實施計劃時遇到的問題或困難 (可選多於一項)

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant); 未能選出目標學生
 - difficult to decide on the discretionary quota; 難以自行決定參加者人數
 - eligible students were unwilling to join the programmes; 合資格的同學不願參加計劃
 - the quality of service provided by partner/service provider was not satisfactory; 服務供應商的服務並不理想
 - tutors were inexperienced and their student management skills were unsatisfactory; 導師欠經驗，管理學生的技巧欠佳
 - the amount of administrative work leads to apparent increase on teachers' workload; 行政工作使老師的工作量明顯增加
 - complicated to fulfill the requirements for handling funds disbursed by EDB; 資助要求太複雜，難以達到
 - the reporting requirements too complicated and time-consuming; 製作報告的要求太複雜和耗時
 - Others (Please specify) 其他(請注明):
-

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。

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	It is used by all parents of S.1 to S.6 students now as they are required to sign all circulars via eClass Parent App. Besides, they find the push-up messages about their children's arrival time at school sent by the App very useful. 本校已實施通告無紙化，家長需於家長內聯網手機應用程式中簽署電子版通告，另外，家長表示應用程式發送的學生到校時間非常有用。
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	Teachers can check whether the students in their class have signed the eNotices and the attendance records of all the students in their class. Yet, teachers tend to use computers to access the eClass Intranet for the information instead of using the App. 老師可於教職員內聯網手機應用程式中查閱家長簽署電子通告的情況和學生考勤紀錄，但是，很多老師均較多使用電腦以使用內聯網取得有關資料。
1.	eClass iCalendar Plus (內聯網行事曆)	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	This has been used regularly by teachers for booking rooms. Teachers find it a useful tool. 老師已恆常使用內聯網行事曆借用房間，非常有用。
2.	Student Data Analysis (成績數據分析系統)	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出升留班名單	It is still at its trial stage as more testing on the system needs to be done. So far, only the academic results of students in 2016-17 can be found in the system. The results of last year (2017-18) will be uploaded to the system in September 2018 so that we can check students' progress in different subjects. As for the customization of the system for the use of promotion,

			<p>it has not yet finished and so cannot be used.</p> <p>成績數據分析系統並未能全面使用，系統中現只有 2017-17 年度的學生成績，但是會於本月新增去年的學生成績，方便老師查看學生的成績及學業表現變化。</p> <p>但是系統中的升級部分未完成，所以未能使用。此部分預期今年內完成。</p>
3.	<p>Staff Appraisal Teaching and Learning Surveys (教師評核系統及教與學問卷調查系統)</p>	<p>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</p>	<p>The system has not finished and still need modifications and testing.</p> <p>教師評核系統及教與學問卷調查系統未完成，所以未能使用。此部分預期今年內完成。</p>
4.	<p>Student support (學生支援系統)</p>	<p>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</p>	<p>Both the eDiscipline and eGuidance systems are being used by the Discipline Team and Guidance Team now. The systems enable teachers to search for students' records with their behavioral and emotional problems. Teachers, especially class teachers, find the systems useful as they can know more about their students right at the beginning of the school year by browsing students' records in the systems. 學生支援系統中的訓導和輔導模組已是使用中，老師可以在系統中記錄或查閱學生行為或情緒問題，老師可於年初查閱系統，更早了解班中同學的問題，及早提供幫助。</p>