



Buddhist Sin Tak College

佛教善德英文中學

Annual School Report

學校報告

2020-2021



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I. OUR SCHOOL 我們的學校

a. 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：

1. 以佛化教育營造關愛及相互支持的學習團體。
2. 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。

b. 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1973年慷慨捐贈善款成立。
- 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。

c. 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 2020-2021 come from 43 primary schools, of which 72.7% are in Kwai Chung and Tsing Yi districts, 11.7% in Tsuen Wan district, 5.5% in Islands district and 10.1% 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。2020-2021學年，本校中一學生來自43間小學，72.7%來自葵青區，11.7%來自荃灣，5.5%來自離島，10.1%來自其他地區。

d. Class Structure and Enrolment

班級結構及學生人數

Level 級別	S.1	S.2	S.3	S.4	S.5	S.6	Total 總數
No. of Classes 班級數目	4	4	4	5	5	5	27
No. of Boys 男生數目	62	70	69	56	58	66	381
No. of Girls 女生數目	69	62	58	72	68	51	380
Total Enrolment 總學生人數	131	132	127	128	126	117	761

e. Qualifications of Teachers

There are 54 teachers in our school, including the Principal. Their qualifications are shown below:

- 61% of them hold a Master's degree
- 98% of them possess a Bachelor's degree

All teachers in the establishment have received professional training. 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 54 位教師，其中 61% 持碩士學位，98% 持學士學位。全部常額教師均已接受教學專業訓練。12 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。

f. Experience of Teachers

教師經驗

Teaching Experience 教學年資	Number of Teachers 教師數目
0-4 years (年)	10
5-9 years (年)	7
10 years or above (年或以上)	37

g. School Management and Organization

學校行政與組織

Permanent Honorary Supervisor: Rev. Sik Kok Kwong

Supervisor: Rev. Sik Ku Tay

Members of the Incorporated School Management Committee:

- | | | |
|------------------------|----------------------|------------------------|
| ☞ Rev. Sik Faren | ☞ Rev. Sik Guo Ngai | ☞ Rev. Sik To Ping |
| ☞ Ms. Chan Sai Wing | ☞ Dr. Cheng Fat Ting | ☞ Ms. Cheung Chuk Ying |
| ☞ Mr. Cheung Ngai Ping | ☞ Ms. Ho Mai Jong | ☞ Mr. Lai Sze Nuen |
| ☞ Ms. Lam Hiu Lui | ☞ Ms. Lee Wai Ching | ☞ Ms. Wan Kor Wo |
| ☞ Ms. Wong Wing Kit | | |

- Three Incorporated Management Committee meetings and ten staff meetings were held.
- Two Vice-Principals took care of staff appraisal, 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, information systems management and students' guidance. There was one Assistant Principal who helped with policy making.

永遠榮譽校監：釋覺光法師

校監：釋果德法師

法團校董會成員：

- | | | |
|---------|---------|---------|
| ☞ 釋法忍法師 | ☞ 釋果毅法師 | ☞ 釋道平法師 |
| ☞ 陳世詠校長 | ☞ 鄭發丁博士 | ☞ 張筑纓女士 |
| ☞ 張毅平先生 | ☞ 何美莊小姐 | ☞ 黎時煖居士 |
| ☞ 林曉蕾老師 | ☞ 李惠貞老師 | ☞ 溫果和居士 |
| ☞ 黃穎潔女士 | | |

- 法團校董會本年度召開了三次會議，另外全年召開了十次全體教師會議。
- 兩位副校長負責教師考績、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，她亦負責資訊系統管理及學生輔導工作。另外，一位助理校長協助制定學校政策。

II. ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS 2020-2021 重點關注事項的成就及反思 2020-2021

Major Concern 1: *Enhancing junior form students' motivation towards learning and pursuing achievement/success.*

重點關注事項一： 加強初中學生的學習動機及追求卓越的動力。

(1) *Lesson Study* 課堂研究

Targets/Aims 目標	To enhance teachers' teaching effectiveness and professional development through the practice of lesson study to better cater for the needs of students and increase their active participation in learning. 透過實踐課堂研究計劃提升教師的教學效能，教師專業發展，使教學能更切合學生需要，學生能更主動積極參與學習。
Strategies/Tasks 策略	Two core subjects including Chinese and Mathematics will conduct lesson study with:- 在中文、數學兩科目延續去年課堂研究計劃： (a) Lessons to be based on anticipated learner difficulty and corresponding measures to address it; 具針對性：須針對學生學習問題作課研基礎。 (b) Evaluation of effectiveness through pre-tests and post-tests; 具比對性：通過前測、後測來加強教學效能。 (c) Systematic planning and careful implementation. 具系統性：課前課後有步驟地推展。
Success Criteria 成功準則	(a) Each core subject can conduct ONE round of lesson study with the requirements to be fulfilled. 各主科都能完成一次符合要求的課堂研究。 (b) There will be progress in target areas in post-tests. 從比較前測與後測課業，學生表現有進步。 (c) The feedback and evaluation can help the planning of the next round of lesson study. 回饋和檢討中修整下一次的課堂研究。 (d) Students can actively participate in learning activities. 學生能主動積極參與學習活動。
Evaluation Methods	(a) Lesson observation: peer observation live or online 同儕觀課（可利用網上教學）

<p>評估方法</p>	<p>(b) Scrutiny of reports of pre-lesson preparation meetings and post-lesson evaluation meetings 審閱反思報告（透過課前、課後會議撰寫報告）</p> <p>(c) Inspection of student work and comparison of pre-test and post- test results 查核學生習作/比較前測後測成績</p> <p>(d) Sharing sessions in staff meetings 教員會議上分享教學心得</p>
<p>Review 檢討</p>	<p>The English and Liberal Studies Departments conducted lesson studies in 2019-2020. This year, the Chinese and Mathematics Departments also completed their lesson study practices. The English Department even conducted one more in 2020-2021.</p> <p>Chinese teachers selected S.2 and S.3 students as their targets, focusing on students’ learning difficulties in writing: descriptive and narrative writing. With the help of some model essays, teachers explained to students the relationship between selection of writing materials and establishment of writing theme. Pre-tests and post-tests were given to evaluate students’ learning effectiveness. Test results revealed that students performed much better in writing. Their confidence in writing also increased.</p> <p>For the English Department, the lesson study was carried out in S.5, aiming to strengthen students’ performance in reading and listening. Pre-tests were set to help students tackle learning problems and change their behaviors, and post-tests found that S.5 students got great improvements. During the progress of lesson observation, teachers could learn from each other. Not only students, teachers’ confidence also grew.</p> <p>Mathematics teachers chose “Triangles” as the lesson study topic for S.3. Students were given a brief introduction to the topic and noticed its difficulties in advance. They were prepared for learning new things and became more focused in class. To help students to learn, teachers made good use of graphs or colours to explain mathematics concepts. Students’ performance improved in post-tests. Lesson study provided teachers with a chance to have professional communication with peers, which allowed them to foresee students’ learning difficulties and develop new teaching methods throughout the process.</p> <p>All in all, lesson study could help teachers to discover students’ learning difficulties and come up with useful methods to improve students’ academic performance. It could help strengthen professional communication and collaboration among teachers as well.</p>

2019-2020 年，英文科及通識科進行了課堂研究。2020-2021 學年，中文科及數學科跟進，英文科亦完成了另一次課堂研究項目。

中文科在中二及中三級進行課堂研究，分別針對兩級同學的寫作難點：人物描寫及記敘文寫作。老師透過篇章閱讀，點撥學生「文章選材」與「立意」之間的關係，並透過前測和後測探究學習成效，發現同學有明顯進步，寫作信心亦大大提升。

英文科在中五級再次進行課研，補強學生在閱讀及聆聽方面的弱點。老師利用前測評估學生的學習問題和行為，加以針對改善，後測成績大有進步。不但學生受益，老師亦在同儕觀課中互相學習、提升教學自信。

數學科的課堂研究在中三級進行，以三角形為研究課題。老師會預告學習內容的重點，使學生有所準備，上課時更為集中。老師亦善用圖表及顏色解釋三角形的各個概念。學生在後測的表現進步，老師亦能透過同儕的專業交流了解學生的學習難點，以及創新教學方法。

總括而言，課堂研究能協助老師了解學生的學習困難，集中改善，為學生解難、提升成績之餘，亦可加強同工之間的協作和專業交流，相得益彰。

(2) *Real-time Online Learning* 網上實時教學

As affected by the COVID-19 pandemic, all schools in Hong Kong had to switch to online teaching and learning to prevent students from gathering at school starting from February 2020. To achieve EDB's goal of "Suspending Classes without Suspending Learning", we rewrote the implementation plan of Major Concern 1 with reference to our online teaching experience, aiming to enhance the online teaching and learning system and increase the teaching effectiveness when conducting online lessons. We hoped that students could catch up with the learning progress during class suspension. In view of this, the Board of Studies raised three targets for real-time online learning, including (1) Students can learn at home systematically; (2) The feedback on assignments can facilitate self-evaluation and active learning; and (3) Better support for students studying at home. According to the review reports, all subjects were able to catch up with their teaching schedules and successfully enhanced students' learning motivation with different assessment methods. Some subject departments even recorded teaching videos for students to watch after class. Although students were not allowed to go to school due to the pandemic, they could still learn new things online. The experience of online teaching also opened up new teaching perspectives and helped improve overall teaching quality.

自 2020 年 2 月開始，全港學校受疫情影響改為網上教學，為響應教局提出「停課不停學」的精神，本校累積過往的經驗，重新部署關注事項內容，以完善網上教學系統為主要目標，期望各科組能善用網上教學平台繼續進行有質素的教學，以保證同學在停課期間仍可按教學進度完成

學習。教務組提出三項網上實時教學目標，分別是 (1) 學生在家能有系統地學習、(2) 設計有質素課堂課業以引起學生反思、(3) 延伸網上教學，支援學生在家學習。根據各科組提供的資料，各科均能按教學進度完成教學內容，而且亦因應學生水平設計不同類別的課業以引起學生學習動機。至於延伸教學方面，有科組運用網上平台錄影教學片段，讓同學可在家自學。雖然疫情令學生未能回校上課，然在科組共同努力下，學生仍可透過網上平台繼續學習，而網上教學經驗分享也開啟新的教學領域，提昇教學質素。

Target (1) 目標 (1)	Students can learn at home systematically. 學生在家能有系統地學習。
Strategies/Tasks 策略	Each subject devises an online teaching schedule to ensure teaching and learning progress. 各科設定網上教學進度，確保能按進度完成學習內容。
Success Criteria 成功準則	Teaching progress will be maintained as scheduled. 能按進度完成教學內容。
Evaluation Methods 評估方法	Scrutiny of minutes and reports 審閱會議紀錄／報告
Review 檢討	In general, all subjects are able to catch up with the teaching and learning progress as planned. To maintain a high level of teaching effectiveness when having online lessons, teachers tried to enhance students' learning motivation by raising questions and giving classwork. Online supplementary courses were also arranged for senior form students to compensate the shortened class hours. 綜觀各科組紀錄，各科均能按教學目標、預期進度完成課程。由於網上教學始終有限制，為了維持教學水平，各科老師均利用短問、課業小練習引起學生的學習動機。此外，校方亦安排了高中下午網上補課環節，以彌補課堂時數不足問題。

<u>Chinese 中文科</u> Teaching schedules were made to arrange time for online lessons, writing exercises, quizzes, dictations and other assessments. Teachers prepared all learning materials before the start of the new semester, and assessments were done during face-to-face lessons. These measures helped increase students' learning effectiveness. To draw students' attention during online lessons, they were invited to answer questions. The teaching progress was ideal as teachers made good use of face-to-face and online lesson time; supplementary classes were also provided to senior form students.	<u>Liberal Studies 通識科</u> In order to encourage students' active engagement to online lessons, teachers came up with various strategies to increase students' learning motivation, for example, inviting students to give brief oral reports on recent news, complete small exercises, comment on articles or videos that teachers uploaded to online platforms, etc. In general, students of junior forms performed more actively than senior form students. Teachers were also committed to helping students keep up with their learning progress.
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<p>本科編定網上教學進度表，包括網上寫作、測驗評估等安排，確保學生能按進度學習。開課前所有教學材料備妥，測驗、默書等亦盡量安排在實體課上進行，加強效能。為確保同學有參與課堂，老師會請同學在網上回應問題。實體課和網上教學互相配合，加上為高中同學安排補課，教學進度仍然理想。</p>	<p>為提高學生對實時網上課堂的投入感，本科提出多個提升學生學習動機的策略，如邀請學生報告最近發生的新聞、完成小練習、請同學留言回應老師上載的備課文章和短片等。整體而言，初中學生的投入度比高中學生好，教師亦願意用不同方法監察同學的學習進度。</p>
<p><u>English 英文科</u></p> <p>There were detailed schemes of work for each form with the emphasis on reading. However, reading could not be done interactively in online lessons. Well-planned pre-lesson tasks should be devised to stimulate instant participation and feedback. On the other hand, vocabulary and grammar learning as well as writing, listening and speaking activities could still be done smoothly. Feedback could be given by interactive means easily.</p> <p>本科設定詳細的教學進度表，以加強閱讀為要務。然而，網上教學形式不利推動閱讀，難以進行互動提問，可考慮用課前預習以提昇學生學習動機。另一方面，網上教學對學習聽講讀寫的效果不錯，老師仍可給予學生實時反饋。</p>	<p><u>Mathematics 數學科</u></p> <p>Teaching schedules of all forms were revised to put focus on enhancing the effectiveness of online teaching. Topics involving abstract concepts or live demonstration by teachers would be taught after class resumption. However, weaker students were not very motivated to learn. We should consider requiring all students to turn on web cameras to ensure their active participation in online lessons. Besides, the use of different software could help enhance the quality of online teaching.</p> <p>本科重整教學時間表，加強網上實時教學效能，涉及抽象概念或需由老師即場示範的題目會留待復課時才教授。但老師觀察發現，能力較弱的同學的學習動機較低，可考慮要求所有同學開啟視像鏡頭上課。另外，老師運用不同軟件配合網上教學，成效更好。</p>
<p><u>Other Subjects 其他科目</u></p> <p>Teachers used different methods to help students learn systematically at home: 各科老師運用各種方法幫助學生在家有系統學習：</p> <ol style="list-style-type: none"> 1. <i>To draw students' attention:</i> Asking students to answer questions during online lessons (Chemistry and Geography) and submit lesson notes (Chemistry). 幫助學生保持專注：請學生在網課時回答老師提問（化學科及地理科）及提交課堂筆記（化學科）。 2. <i>To check students' understanding and learning progress:</i> Arranging online assignments and tests (Physics, Economics and Chinese History). 測試學生對教學內容的理解和進度：設網上課業及小測（物理科、經濟科及中史科）。 3. <i>To sustain students' learning progress:</i> Using online platforms or apps to assist teaching and learning (Biology); uploading videos (Biology) and learning materials to Google Classroom (History and Geography) to help students learn after class; and reducing teaching content (History). 協助學生維持學習進度：利用網上平台或應用程式配合教學（生物科）、鼓勵學生利用上載至 Google Classroom 的教學影片或學習材料在家學習、以及減少部分教學範圍，以維持進度。 	

Target (2) 目標 (2)	The feedback on assignments can facilitate self-evaluation and active learning. 課業回饋能引發學生反思，使學生更主動學習。
Strategies/Tasks 策略	Explore the appropriate modes of teaching, learning and assessment for online learning. 探索網上促進學習的評估方式。
Success Criteria 成功準則	(a) Each subject decides on types of online assignments. 各科編定網上習作類別。 (b) Each subject designs assessment tasks based on subject characteristics. 各科能就學科特色設計教學評估練習。
Evaluation Methods 評估方法	(a) Checking the types of online assignments set by each subject and the frequency of marking 查閱各科編定網上習作類別（包括批改次數） (b) Assignment inspection 每學期查簿 (c) Scrutiny of minutes and reports 審閱會議紀錄／報告 (d) Sharing of experience with all teachers in staff meetings 設分享平台，安排各科進行教學分享
Review 檢討	Teachers used to assess students' physical assignments; now they are more familiar with online assessment. Online assessment allows teachers to keep students' works for record and share assignment samples with students as feedback. Subject teachers tried to distribute learning materials or pre-lesson tasks to students using online platforms so that they could prepare for the class. This could help students develop the habit of self-initiated learning. Some teachers also upload teaching videos to online platforms to increase students' motivation to learn. 以往老師習慣訂正實體課業，經過嘗試階段，科組同事都開始適應網上評改。網上評改有利於儲存學生課業，利用網上平台，老師可剪裁學生課業樣本作課後回饋。不同科組亦嘗試利用網上課業發放預習，讓同學上課前先利用預習工作紙自學，從而養成自主學習的習慣，更有老師在課前預先錄好教學片段供同學預覽，提高學生學習動機、增加學習趣味。

<p><i>Different types of assessment tasks with subject characteristics</i></p> <p>切合各科教學特色的教學評估練習舉隅</p>	<ul style="list-style-type: none"> ● Homework (English and Liberal Studies) 功課 (英文科及通識科) ● In-class real-time practice (English) 課堂即時練習 (英文科) ● Research before class and after-class reflection (Chinese) 課前資料搜集及課後反思 (中文科) ● Quizzes (Liberal Studies) 小測 (通識科) ● Q&A session (Economics) 問答 (經濟科) ● Worksheets (Geography) 工作紙 (地理科) <p>Students were asked to complete the tasks or submit the assessments online. They would get feedback from subject teachers via online platforms. Thanks to the useful functions of some online platforms, such as chat box in Google Meet or the drawing function of JamBoard, immediate communication between teachers and students was encouraged.</p> <p>學生需在網上完成及提交評估練習，科任老師亦會經網上學習平台給予回饋。部分網上學習平台或軟件的功能便利 (例如 Google Meet 的聊天室功能、JamBoard 的繪畫功能等)，師生可在網上實時溝通，老師能即時給予回應。</p>
<p><i>Ways adopted to increase students' learning motivation via online platforms</i></p> <p>透過網上平台促進學生自主學習的方法</p>	<ul style="list-style-type: none"> ● Preparation for lessons (Biology and Chinese History) 備課、預習 (生物科及中史科) ● Research before class and after-class reflection (Chinese and Chinese Literature) 課前資料搜集及課後反思 (中文科及中國文學科) ● Assignments (Biology) 功課 (生物科) ● Peer communication (Biology) 鼓勵同儕之間交流 (生物科) ● Pre-recorded lectures (History) 預錄課堂 (歷史科)

Target (3) 目標 (3)	Better support for students studying at home. 學生在家學習能有更佳支援。
Strategies/Tasks 策略	Provide extended learning materials (e.g. videos or notes) for home learning. 延伸網上教學（如影片或筆記），支援學生在家學習。
Success Criteria 成功準則	Each subject provides extended learning materials for one form/class in a junior form/senior form. 各科推行網上延伸教學（初中／高中其中一級／班）。
Evaluation Methods 評估方法	(a) Scrutiny of minutes 查閱會議紀錄，審視各科相關安排。 (b) Sharing sessions in staff meetings 設分享平台，安排各科進行教學分享。
Review 檢討	Each subject tried to provide extended learning materials for students via online platforms. For example, the Chinese and Chinese Literature Departments held a virtual HKDSE preparation workshop for S.6 students, and some subject teachers recorded their classes and uploaded the videos to online platforms for students to learn at home. Our teachers tried different ways to increase students' learning effectiveness, ensure teaching quality as well as maintain students' learning motivation. 各科目盡量運用網上平台資源延伸教學。中文及文學科利用網上平台進行中六文憑試前應試工作坊，亦有科組使用網上錄影工具，紀錄課堂講學內容，供學生自學。老師盡量嘗試以不同的方法提昇學習效能，以保持教學質素，維持學生學習動機。
<p>Each subject strived to provide better support for students to do self-learning at home. The following were some strategies adopted by subject teachers: 各科致力為學生在家學習提供有力支援。以下是部分科任老師幫助同學在家學習、提升自學能力的措施：</p> <ul style="list-style-type: none"> ● Explaining test papers and giving feedback via online classrooms (Chinese); 透過網上教室講解試題（中文科）； ● Recording online lessons or filming videos for students to watch at home (Chinese, Liberal Studies and Physics); 錄影網上教學片段或拍攝短片，供同學在家觀看（中文科、通識科及物理科）； ● Giving worksheets to students as follow-up work (Chinese); 派發工作紙（中文科）； ● Making use of online resources such as videos on streaming platforms or downloadable PowerPoint slides (Geography and History). 善用網上資源，例如網上影片、電子簡報等（地理科及歷史科）。 	

(3) *School Atmosphere* 學校氛圍

Targets/Aims 目標	Cultivating an atmosphere for active learning which may include an English immersion environment, a reading culture, problem solving and cross-curricular learning. 營造主動學習的氛圍，例如英語沉浸環境、良好的閱讀文化、解難能力、跨科學習等。
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(a) Chinese Department 中文科

Strategies/Tasks 策略	To develop a reading atmosphere in campus through group reading activities and S.3 reading and writing workshops. 透過圍讀活動及中三精進班提升閱讀氛圍。
Success Criteria 成功準則	Students participate actively in the activities and very much enjoy them. 學生踴躍出席活動，表現投入、享受。
Evaluation Methods 評估方法	Student participation rate and survey results 學生出席率、問卷調查結果。
Review 檢討	<p>The group reading activities were led by subject teachers and interested students could join them freely. With refreshments provided, the activities aimed to create a fun and relaxing reading atmosphere for students. For S.3 reading and writing workshops, famous writers and alumni would be invited to host the activities. Although some of the activities had to go online due to the COVID-19 pandemic, students still enjoyed them very much. They found that these activities could improve their ability to admire good essays. Encouraged by the reading and writing atmosphere, more students participated in writing contests in 2020-2021 compared with previous years. Three senior form students won big prizes from local and even global Chinese writing competitions.</p> <p>圍讀活動計劃邀請有興趣的同學出席，由科任老師領讀，配以茶點，營造輕鬆的氣氛，提升學生的閱讀興趣；中三精進班則由知名作家及校友導師主持閱讀及寫作工作坊。受疫情影響，部分活動改在網上進行，但學生仍給予頗高的評價，認為活動有助提升鑑賞文章的能力。2020-2021 學年，本校多了同學參與課外寫作比賽，更有三位高中同學取得全港甚至全球華文比賽大獎，寫作氣氛熱切。</p>

(b) English Department 英文科

Strategies/Tasks 策略	To enhance the English atmosphere through speaking by means of some enriching activities such as “Funtastic” English Fridays, Friday English Speaking Days and Featured English Days, etc. 透過不同活動加強英語氛圍，如每星期五之特色英語活動、英語日、主題英語日等。
Success Criteria 成功準則	Students participate actively in various activities. 學生積極參與活動。
Evaluation Methods 評估方法	Student participation rate and a reward system 學生出席率、獎勵計劃。
Review 檢討	<p>The English Department organized a series of activities to enhance the English atmosphere at school through encouraging learning with fun and pursuing students’ artistic achievements. To create opportunities for students to have fun using English, the Department held interesting activities like Easter Egg Hunts, Spelling Bee Contests and Trivia Quizzes to let students get a taste of the English cultures. They also joined hands with other subjects to create immersive learning experience. Besides, students could pursue artistic achievements using English such as debates, drama festival, writing, etc. The English Department published a students’ writing collection in August 2021. These strategies could help develop students’ confidence.</p> <p>英文科在 2020-2021 年舉辦了多個英語活動，以「趣味學習」和「藝術成就」為兩大主要方向，加強校園的英語氛圍。在趣味學習方面，英文科舉辦了復活節獵蛋遊戲、串字比賽、冷知識問答等，讓同學在趣味中運用英語、學習英語世界的文化；部分活動更與其他科目合作，加強英文沉浸環境。同學則可積極參加辯論、話劇、寫作等活動或比賽，屢獲佳績，學校更把佳作輯錄成作品集，以茲鼓勵。</p>

(c) Mathematics & Science Departments 數理科

Strategies/Tasks 策略	<p>(1) The Mathematics Departments, the Science Departments and the ICT Department planned to organize a large-scale STEM Week to provide various activities arousing students’ interests in Mathematics and Science. Activities included School Orienteering, interclass competitions, game stalls, Pi-Day, etc.</p> <p>數學科、科學科及資訊科技科合作，舉辦大型的 STEM 周，為學生提供多項活動（例如校園遊蹤、班際比賽、攤位遊戲、圓周率日等），提升學生對數理科學的興趣。</p>
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	<p>(2) During the morning reading sessions on Wednesdays, mathematics teachers introduced mathematics-related reading passages, games and apps to S.1 and S.2 students that they could read or play on iPads. We hoped that IT tools could help arouse students' interests in studying mathematics.</p> <p>數學科老師在星期三的晨讀時段，向中一及中二學生介紹平板電腦適用之數學文章、遊戲及應用程式，善用資訊科技工具提升學生學習數學的興趣。</p>
Success Criteria 成功準則	Students participate actively in various activities and have deeper understanding on knowledge introduced. 學生積極參與活動，並對相關的數理知識有更深了解。
Evaluation Methods 評估方法	Student participation rate and accuracy of students' answers to the questions 活動參與率、學生回答問題的準確度。
Review 檢討	<p>The STEM Week was cancelled due to the COVID-19 pandemic. Nevertheless, the Mathematics and Science Departments still organized some activities to nurture students' learning interest. For example, S.1 and S.2 students were asked to read science books so that they could demonstrate an experiment, do a quiz or design a model with the new knowledge obtained from the books. It also helped the school to promote reading. Besides, they collaborated with teachers of other subjects to organize cross-curricular workshops for students.</p> <p>受疫情影響，STEM 周未能如期舉行，但數理科仍舉辦了多項活動，培養學生對數理知識的興趣，例如請中一及中二級學生閱讀科學書籍，運用書中知識試做實驗、完成小測或設計模型，在吸收新知之餘也推廣了閱讀風氣。數理科亦與其他科目合辦不同主題和語言的工作坊，讓同學吸收多元知識。</p>

(d) Liberal Studies Department 通識科

Strategies/Tasks 策略	To reinforce the operation of the Liberal Studies Club and to improve students' awareness to contemporary issues with the use of online platforms. 強化通識學會運作，運用網絡平台加強學生的時事觸覺。
Success Criteria 成功準則	Students participate actively in various activities and show enjoyment; members and teachers of the Liberal Studies Club give positive feedback on the activities. 同學積極、投入參與活動，通識學會成員及導師給予正面回饋。
Evaluation Methods 評估方法	Hit rates of the online platform, number of audience of live broadcast programmes, students' participation rate, and feedback from stakeholders 網絡平台點擊率、觀看直播的人次、同學的參與率、各持分者的回饋。

<p>Review 檢討</p>	<p>According to the original implementation plan, members of the Liberal Studies Club would set up an online channel, posting messages or conducting real-time broadcast to share various issues related to liberal studies, with the aim of arousing students' awareness of contemporary issues and the subject. In S.4, an interclass debate competition would be held to let students showcase their knowledge and debating skills. Teachers would also arrange outings for students to broaden their horizons. Though some activities were affected by the pandemic, the Liberal Studies Department could still collaborate with other PSHE subjects for a cross-curricular project. Students enjoyed the outings and visits and thought that these activities could benefit them. Subject teachers were happy to join together.</p> <p>按原定計劃，通識學會成員會建立網上頻道，發帖或直播分享不同通識議題，吸引同學關注。中四級亦會舉行通識擂台（班際辯論比賽），學習及實踐思辯技巧。老師亦會帶領同學外出參觀，擴闊視野。雖然疫情令部分活動受限，但本科仍能與人文社會等科目進行跨科專題研習，同學享受戶外考察及參觀，認為有所裨益。個人、社會及人文教育科的同工亦很樂意參與及合作。</p>
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Reflection on Major Concern 1:

Enhancing junior form students' motivation towards learning and pursuing achievement/success.

In connection with the strategies to promote pre-lesson preparation with an aim to enhance students' learning effectiveness in the previous 3-year school development cycle (2015-2018), the focuses of strategies in the three-year development cycle of 2018-2021 were on the ways that teachers could further enhance students' learning through effective teaching. The strategies, targeted on junior form students, focused on curriculum review and cultivation of an active learning atmosphere so as to enhance the learning and teaching quality through developing students' senses of accomplishment and enhancing their motivation to learn.

In the first year of implementation, the Chinese and English departments successfully organized various types of extracurricular activities. Students gained a sense of achievement through active participation in the activities. Their motivation to learn was raised as they enjoyed learning things that were closely related to but beyond the formal curriculum. In terms of curriculum review, the Chinese department adopted the practice of writing review in junior forms, which laid the foundation for the subsequent lesson study.

However, from June 2019 to September 2020, the social action and COVID-19 pandemic caused disruption to normal schooling. Luckily, lesson study could still be carried out on schedule despite numerous challenges. Teaching materials, students' works and feedback from each subject were collected for the second issue of our school's learning and teaching publication, entitled *Experience on Lesson Study*, as a summary of our reflections on learning and teaching over the three years. Our lesson study emphasized more on practice than theory. The exploration of teaching methods through collaborative lesson preparation not only enhanced learning effectiveness but also strengthened and consolidated our teachers' team spirit. Feedback and reflections from teachers and students published were a milestone in our exploration of effective teaching methods.

Over the past two years, under the influence of the epidemic, teaching was limited to online mode. In the early stage, teachers designed their own online teaching materials and recorded video clips for students' self-study. In April 2020, the school began to fully implement real-time online teaching. Thanks to the cooperation of all departments, online teaching achieved a breakthrough development. Basically, all teachers were equipped with the skills of using e-classrooms and online platforms for conducting lessons and assessments. In fact, online teaching has become a new teaching mode after the pandemic. Under the new normal, further equipping teachers with online teaching skills could speed up the full implementation of online teaching in our school. Therefore, in the last year of the three-year cycle, our school decided to optimize online real-time teaching, and a new online learning platform was designed to maintain students' learning motivation and encourage students to learn independently after class.

In conclusion, the goals set in the three-year plan were attained. Teachers had more opportunities on professional exchange and development through collaborative lesson preparation. It undoubtedly helped improve the general teaching quality, enable students to learn systematically and enhance students' self-confidence in learning. Although the learning atmosphere was affected due to the suspension of extracurricular activities under the pandemic, with the efforts of various subject teachers, we were able to hold some activities through online teaching platforms. In this three-year plan, the development of online teaching was unexpected. Our school encouraged teachers to integrate information technology into teaching, but we often encountered difficulties in practice as we had insufficient facilities and equipment. The epidemic stopped face-to-face teaching; in order to keep up with the

teaching progress, all teachers switched to online teaching, which in turn promoted the use of information technology in education. Even if face-to-face classes are fully restored, subject teachers can still make use of online platforms to extend teaching and learning beyond classroom and make up for the loss of lesson time.

就重點關注事項一（加強初中學生的學習動機及追求卓越的動力）之反思：

課堂研究／實時教學

1. 2018 至 2021 三年計劃已告完結。此階段承接上一階段之「先學後教」，以「如何教」作為學與教的關注事項。三年計劃以初中為試點，從課程統整以及營造氛圍兩個層面出發，以提昇學生學習動機及獲得成就感為目標，提昇學與教的質素。
2. 三年計劃推行之首年，為了提昇學生的成功感，中英兩科舉辦不同類型的課外活動吸引初中學生參與，務求令同學在正規課程以外，亦能以興趣出發，透過活動提昇學習動機。此外，在課程統整上，中文科組嘗試在初中單元教學中，以寫作為單元統整課程，此舉實為後來的課堂研究（Lesson Study）奠下基礎。
3. 然自 2019 年 6 月至 2020 年 9 月，先有社會修例運動，復有新冠疫情肆虐，教學一度受阻。原來定下的目標計劃均須重新再作調整。在百般艱難下，課研計劃仍按期落實進行。我們搜集了各科教學材料，學生習作及回饋，彙集成第二本的學與教刊物，題為〈課研點滴集〉，作為總結學與教在這三年計劃中的一些反思。課研工作重實踐多於理論，通過共同備課探索教學方法，除了提昇學習效能，也藉此發揮教師團隊精神。小冊子內的師生回饋與反思都成了我們在探索路上的里程碑。
4. 過去一年，在疫情的影響下，課堂教學幾乎只能透過網上實時教學進行。最初階段，老師設計網上教材，並錄影片段讓同學下載自學。經過一段時間後，學校終於在 2020 年 4 月開始全面推行實時網上教學。在各方面的配合下，網上教學取得突破性的發展，基本上所有老師都已懂得如何使用 E-Classroom 及 Google Classroom 平台進行資料發放及收集，更已試行網上教學，亦掌握網上教學的基本技巧。事實上，網上教學已成為新世代的教學模式，在此機遇下，進一步裝備老師在網上教學方面的技能實有助加快本校推行網上教學。因此在三年計劃的最後一年，本校銳意優化網上實時教學，設計網上學習平台，以維持學生學習動機，鼓勵同學課後能自主學習。
5. 總結而言，三年計劃所訂之目標基本能順利完成，在課研教學中科組老師透過共同備課會議增加專業教學交流機會，無疑有助提昇教學質素，讓學生能更有系統地學習，提昇學習自信。雖然疫情令課外活動未能如期在校舉行，原定的學習氛圍受影響，然在各科組老師的努力下，繼續以網上教學平台延展課外活動，營造學習的氛圍。在此三年計劃中，能發展網上教學實屬預料之外，本校以往一直鼓勵老師運用多媒體科技輔助教學，然學校配套不足，實踐時常遇困難，而疫情令實體教學停頓，在迫不得已的情況下，為了緊貼教學進度，所有老師都必須改用網上實時教學，如此反而促進了多媒體教學，即便恢復了實體課，科組老師亦已習慣利用網上平台延展課堂，彌補課時之不足。

Major Concern 2: To boost students' resilience

重點關注事項二：提升學生的抗逆力

(a) Board of Discipline: Self-confidence

訓導處：自信心提升

Strategy / Measures to address the Major Concern 策略 / 應對重點關注事項的措施	Extent of targets achieved 目標完成度	Follow-up actions / Recommendations 跟進行動 / 建議
<p>4. <u>Student Excellence Award 優秀學生計劃</u></p> <p>We aim to improve students' general performance and conduct and give credit to students who behave properly and are role models of other students, including those who speak cautiously, act reasonably and respect others.</p> <p>此計劃目的為改善學生行為表現及操行，若學生行為良好，例如慎言謹行，尊重別人，均會被加以表揚。</p>	<p>Due to school suspension, there was insufficient data concerning homework and lateness records, so this scheme had to be cancelled.</p> <p>由於停課關係，校方未能收集足夠的資料及數據去進行相關計劃，故今年的優秀學生計劃已取消。</p>	<p>The Student Excellence Award will resume in 2021-2022 to recognize students' effort.</p> <p>明年將繼續有關計劃，以肯定為品行付出努力的同學。</p>
<p>5. <u>Prefect Team Training- Leadership Training camp at Pat Heung JPC 領袖訓練計劃 - 八鄉領袖訓練計劃</u></p> <ul style="list-style-type: none"> To boost school prefects' abilities in taking up prefect duties, train responsiveness to emergencies and raise team spirit to boost confidence. 提升領袖生的能力、處理突發事件的反應、以及團隊精神，使他們能更有自信履行領袖生的職責。 30 school prefects will take part in a 2-day leadership training camp in October. There will be a high rope course, simulated crime scene training workshop, fingerprint authentication workshop, school case studies and personality analysis. 	<p>Since Pak Heung was used for coronavirus quarantine, the school's prefect leadership training camp was cancelled.</p> <p>由於八鄉少年警訊中心因疫情關係被徵用為隔離中心，因此計劃取消。</p>	

Strategy / Measures to address the Major Concern 策略 / 應對重點關注事項的措施	Extent of targets achieved 目標完成度	Follow-up actions / Recommendations 跟進行動 / 建議
<p>本校約 30 位領袖生將於 10 月份到八鄉訓練營地參與高空繩網及飛索、模擬罪案現場訓練室、指紋鑑證工作坊、學校個案處理、個人性格分析等。</p>		
<p>6. <u>Mountaineering and Lion Dance Training</u> <u>山毅課程及醒獅訓練</u></p> <p>To boost self-discipline and team spirit for improving participants' behaviour. 改善同學個人紀律及提升團體精神。</p>	<p>Due to school suspension, all extra-curricular activities, including this training were cancelled to meet the EDB's requirements. 由於停課關係，按教育局的要求，有關課外活動暫停。</p>	<ul style="list-style-type: none"> • The Board of Discipline will invite students who passed the requirements in the previous mountaineering course to be helpers of the course in 2021-2022. 訓導處計劃於來年度邀請已完成訓練及達標的同學協助新的參與者。 • The Board of Discipline will invite students who need more self-management to take part in the training. 訓導處計劃於來年度邀請需要加強自我管理技巧訓練的同學參與。

(b) Religious Committee: Positive Thinking

宗教組：正向思維

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<p>1. <u>5-minute mindfulness training during morning assembly</u> 早會 5 分鐘禪修</p> <p>To train students' concentration through mindfulness: From October to March, Teachers of Buddhist Studies or a Buddhist master will lead all students to do mindfulness practice by asking them to concentrate when breathing. 學生能從禪修中培育專注力：於 10 月至 3 月安排老師或法師帶領全體師生進行聽禪或專注呼吸的禪修。</p>	<p>Due to Covid-19, all morning assemblies were cancelled, so the 5-minute mindfulness training was cancelled. 由於全年操場早會取消，未能按計劃進行。</p>	<p>The 5-minute mindfulness training during morning assemblies will be held in the next academic year. We will invite some senior students to provide help for junior form students during the training session. 計劃來年繼續進行，屆時將邀請佛青團幹事及高中同學協助初中同學進行，望能令初中同學都能一同投入活動。</p>

Strategy / Measures to address the Major Concern 策略 / 應對重點關注事項的措施	Extent of targets achieved 目標完成度	Follow-up actions / Recommendations 跟進行動 / 建議
<p>2. <u>S.1 Mindfulness training day camp</u> <u>中一禪修體驗日</u></p> <p>To train students' concentration and increase their awareness of the surroundings: In September, all S.1 students will visit a Buddhist Temple called Fat Kwong Ching She. We hope to enhance students' understanding of mindfulness and provide opportunities for them to put theory into practice.</p> <p>學生能從禪修中培育專注力及覺察力：安排全體中一學生前往佛光淨舍，初嘗試認識及實踐禪修。</p>	<p>Due to Covid-19, S.1 Mindfulness Training Day Camp was conducted online. Participants said that they understood the meaning of full mindfulness after the training.</p> <p>中一禪修體驗日受疫情影響而取消，改為法師網上禪修。參與者在課程完結後表示明白禪修的意義。</p>	
<p>3. <u>Teaching by a Buddhist monk</u> 法師授課</p> <p>To help junior form students know more about Buddhism and the meaning behind mindfulness training through attending lessons: Rev. Sik Tsam Yuen will be invited to do some sharing in S.1 and S.3 Buddhist studies lessons so that junior form students can understand Buddhism and mindfulness better.</p> <p>學生能從法師授課中認識禪修的好處：湛遠法師走入中一及中三課室，與學生一起上課，認識佛法及禪修。</p>	<p>A total of 4 online lessons about Savouring (細味禪) were held from 11th January 2021 to 15th January 2021. Students actively participated in the lesson and the Buddhist monk, Sik Tsam Yuen, was professional. He showed enthusiasm in answering the questions raised by students. Both students and the monk agreed that it was a fruitful lesson.</p> <p>由於受疫情影響，活動改為網上授課，湛遠法師支援中一任科老師，與中一全級上課共 4 次（由 11/1/2021 至 15/1/2021），解答學生五戒的內容。活動成效顯著，學生在網上積極提問，法師每次也能清晰回答，師生獲益良多。</p>	
<p>4. <u>Outdoor mindfulness training</u> 野外禪</p> <p>To help students relax and improve their emotional quotient: Teachers of Buddhist Studies will take 20 students to the countryside for mindfulness training during winter. Students will be able to relax and reflect on their lives in the activity.</p> <p>學生能從禪修中放鬆身心，培養情緒智商：擬於本學年冬季舉行一次校外禪修活動，宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生借活動放鬆身心並反思生命。</p>	<p>Due to the Covid-19, the activity was cancelled.</p> <p>活動因疫情關係而取消。</p>	<p>The Outdoor mindfulness training will be held on Lantau Island next year. Sik Tsam Yuen, Ms. Lee Lai Yee and a group of Buddolescents have already visited Lantau South Country Park and confirmed that it will be the venue for the activity to be held next year.</p> <p>湛遠法師及李麗儀老師與青一釋義工已勘察大嶼山郊野公園（嵐山），並選定以此為舉行地點。活動將延期一年舉行。</p>

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5. <u>Monastery visit 參觀寺院</u> To allow students to understand the advantages of mindfulness training through monastery visit. 學生能透過參觀寺院，了解禪修的好處。	Due to the Covid-19, the activity was cancelled. 計劃原定於二月下旬進行，惟因疫情取消。	The activity will be held next year. 活動將延期一年舉行。
6. <u>Others 計劃外的工作</u>	Students suffered from immense stress and exhaustion during the pandemic. In mid-February and 24th June 2021, S.2 and S.3 students joined meditation activities which they learnt to observe themselves, be aware of their own emotions and the way to express their feelings to other people. Students participated in the activity actively and shared their thoughts with each other. 疫情令學生身心俱疲，承受極大壓力，宗教組在 2021 年 2 月中旬及 6 月 24 日分別與中二及中三學生進行禪修活動，透過聽禪等活動，讓學生細心觀察和覺察自己的情緒，也學習如何向別人表達自己的情感。學生投入活動，積極參與。	

(c) *Moral and Civil Education Committee: Empathy*

德育及公民教育組：同理心

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1. <u>Morning assembly talk 早會短講</u> 2-3 morning assembly talks: The talks make use of news or short stories to explain the differences between sympathy and empathy, the relationship between empathy and interpersonal relationships, and the skills of putting empathy into practice to students 選取二至三節早會進行短講，透過一些新聞素材、德育故事，與同學分享同理心與同情心的分	On 26th November, we introduced the difference between sympathy and empathy, meaning of empathy, steps to show your empathy (Listen, Think, Ask, Answer) to students. Besides, we conducted 3 rounds of morning assembly talks on 7th May, 17th May and 27th May, with topics on practical skills of showing empathy, comics drawing competition, results of comic drawing competition and summarizing the key points about empathy respectively. 在 26/11 向同學介紹與同理心與同情心的分別、同理心的定義、應用同理心技巧的注意事項：聽、想、問、答 4 個	

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別、同理心與優化人際關的關係、同理心的運用技巧等。	<p>步驟。另外，下學期分別於進行了3次早會短講（7/5、17/5及27/5），講解同理心應用技巧、宣傳四格漫畫比賽投票活動、宣布同理心四格漫畫比賽的投標結果，以及總結同理心的重要性及要點。</p> <p>Generally speaking, students gave positive comments on the talk. They gained a more thorough understanding on the meaning of empathy and the skills required when showing empathy to others. They also tried to put the theory into practice and showed care to other schoolmates.</p> <p>整體而言，同學對短講反應正面。受訪同學認為相關题目的短講及活動的配合，讓他們清楚明白同理心的應用技巧及要訣，並表示已嘗試應用或若有機會，會嘗試應用。</p>	
2. <u>S.1 'Goods Rotation' Workshop</u> <u>中一級「貨如輪轉」體驗工作坊</u>	<p>The workshop allowed students to find out the situation of working in sweatshop and the difficulties child labour faced under the exploitation and pressure of unscrupulous employer. This sparked students' interest in understanding and exploring more about the problem of poverty and unfair treatment of child labour, some wanted to work in organization which help eliminating poverty when they grew up.</p> <p>同學認為工作坊令他們了解血汗工廠的情況與及童工被無良僱主的壓迫與剝削下，生活極度困難。透過工作坊，同學有意深入了解和探討童工及貧窮的情況，並希望將來能參與有關協助貧窮的工作。由於活動能讓同學認識全球貧窮的問題，引起他們的關注及反思，德育組將考慮明學年再申請舉辦。</p>	<p>In view of the excellent feedback of the workshop and students' enthusiastic participation, we will continue to hold the workshop next year.</p> <p>由於活動反應極佳，亦能緊扣關注項目，故下一學年會再申請舉辦。</p>
3. <u>Voting of DORFUN Comic Strips Design Competition</u> <u>四格漫畫對白設計比賽投票活動</u>	<p>The activity was held from 13th May to 18th May. Students thought carefully and made detailed observation before casting their votes. More than 120 students casted their votes.</p> <p>活動於13/5-18/5舉行。觀察所得，同學在投票前均先細閱各參賽作品方下決定，共有120位以上同學參與投票。</p>	

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<p>4. <u>Highlights of the month: Empathy & Exhibition on Empathy motto</u> <u>每月亮點－同理心及同理心金句作品展</u></p>	<p>Due to Covid-19, voting was delayed. There was insufficient time for the alumni illustrator to show and explain their award-winning work in the exhibition.</p> <p>由於疫情關係，推遲了投票活動，故未有足夠時間讓校友插畫師演繹得獎作品及進行作品展。</p>	
<p>5. <u>S.2 Social Service Programme</u> <u>中二服務計劃</u></p> <p>Through organizing social service programme, S.2 students put the concept of empathy into practice.</p> <p>中二級同學透過籌辦活動，合作、服務去學習/實踐同理心的技巧。</p>	<p>Due to Covid-19, the visit to elderly home which was one of the highlights in S.2 Social Service Programme was suspended.</p> <ul style="list-style-type: none"> ● Students had to prepare gifts, rehearse and film their performance during the workshops. ● Students thought that the activity helped them understand the importance of mutual communication, showing appreciation, empathy to others, as well as listening and respect different opinions. ● Although students did not get a chance to visit the elderly, they still learnt more about the difficulties and needs faced by the elderly in their daily lives under the explanation of social workers. ● Social workers showed recognition to the outstanding performances of students. 91.4 % of students hoped that they could participate in volunteer services related to the elderly in the future. 93% of students gave 3 marks or above in the section of ‘Content of the Social Service Programme’, where 5 marks were the highest. This was certainly a satisfactory result. ● Some students pointed out that they felt very tired if the activity was conducted online after school as they attended half-day face to face lessons in the morning already. Better arrangement can be made in the future. ● Some students said the activity was too short so it was conducted in a rush way. It would be better if the time of the session was longer so that they could have had more time to make preparations. 	<p>We will include Social Service Programme for S.4 students next year.</p> <p>下學年將增加中四社會服務計劃。</p>

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	<ul style="list-style-type: none"> ● The Boys' and Girls' Clubs Association of Hong Kong gave the activities prepared by students to the targeted organization, and received feedback in the form of short videos and photos from the other party. The seniors from the organizations praised and showed appreciation to students' gifts and ideas. ● The school would give the class teacher a short video summarizing the activity and the video prepared by the organization. These videos would be played in the tuck shop in the near future as a vote of thanks to students' hard work and dedication. ● 受疫情影響，中二級社會服務計劃取消了探訪活動。 ● 同學在四次工作坊中須準備小禮物，並為表演進行綵排及錄影。 ● 同學認為此次活動能有助他們明白坦誠溝通、欣賞別人、同理心、聆聽意見及易地而處的重要性。 ● 疫情下，同學雖未能親身探訪並感受長者的生活，但在社工的活動設計及講解下，同學表示對長者的生活及面對的難處和需要了解多了。 ● 社工均一致認為同學表現優秀，91.4%同學亦揚言希望將來可繼續參與相關的義工工作。服務計劃課程內容上，若以5分為滿分，有93%同學給予3分或以上，20.3%給予5分，情況令人相當滿意。 ● 部分同學指出活動在網課及實體課後進行，令他們十分疲累，希望將來可有更好的安排。 ● 部分同學指出活動時間短而倉卒，希望每節可延長時間，多些時間準備。 ● 香港小童群益會已將由學生籌備的各項活動給予相關機構，並得到對方以短片及相片的形式作為回饋。4間長者機構負責人及長者均對本校學生給以高度評價活動設計有心思，小禮物亦合用。 	

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	<ul style="list-style-type: none"> ● 校方稍後將會將活動短片及長者機構回饋的短片給予班主任，或於日後於小食部播放給同學觀看，以肯定同學的付出和努力。 	
<p>6. <u>Theme-based activity: Empathy and Care cheering event</u> 主題活動：同理心與關愛打氣活動</p> <p>6.1 The whole school received a letter written by the principal, a set of masks, DORFUN anti-pandemic poster on 2nd December 2020, hope that students can feel the warmth and love of all the parties in school under the pandemic. 2/12/2020 為全校同學送上校長的打氣信、口罩一套、多分防疫海報等，希望在疫情下，向同學送上一點暖。</p> <p>6.2 Our principal delivered the encouraging messages of DORFUN and some candies to S.6 students on 10th February to cheer them up. 10/2 預備了多分的祝福語及糖果，由校長派發，為中六同學送上祝福。</p> <p>6.3 Cards with supportive messages, and reminder cards on DSE Results Release Day were distributed to S.6 students on 8th February. 8/2 為中六同學送上打氣卡及放榜前後準備提示卡與多分祝福卡。</p>	<p>6.1-6.3 The comments about the activity were good, and both students and parents understood the school's concern and care for students. 效果良好，學生及家長明白校方對同學的關心。</p> <p>6.4</p> <ul style="list-style-type: none"> ● The activity was held on 19th March. Only S.3 and S.6 students were back to school for the event due to the pandemic. ● Apart from 'PURSUE YOUR DREAM AND FLY HIGH', there were also other activities in the hall: <ul style="list-style-type: none"> ■ Speech by the Principal ■ A video was played where class teachers and subject teachers gave blessings and encouragement to S.6 students. ■ A video was played where S.1 students, alumni, staff, janitor staff, and parent-teacher association members gave blessings and support to S.6 students. ■ Gifts were distributed (cards written by S.4 students, cookies made by parent-teacher association members, small gifts prepared by social worker, and DORFUN postcards). ■ A video summarizing students' 6 years of school life at BSTC, their experience and growth was played. ■ Photo-taking of all S.6 students 	

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<p>6.4 Whole school cheering event: PURSUE YOUR DREAM AND FLY HIGH 全校為中六打氣活動：夢想飛行</p>	<ul style="list-style-type: none"> ● As time is limited, students did not get enough time to take photos with their peers and teachers. We provided another date (27th March) for students to do so. ● Students, teachers and staff showed their appreciation for the activity. ● Students' Union joined hands with religious committee and MCE committee to hold the activity this year and the event was successful. The MCE committee will continue to work with different departments in the coming year. ● Religious teachers explained the difficulties S.6 students faced and challenges of DSE to S.4 students during lesson, hoping that S.4 students could try to put themselves in others' shoes and write some encouraging messages to S.6 as a form of support. S.6 students were thankful for all the messages. ● Nearly 550 students (S.1, S.3, S.4, S.6 and some of the S.5 students) participated in the shooting sessions and attended the activity. ● 活動於 19/3 進行。由於疫情影響，只有中三及中六同學在校參與夢想飛行活動。 ● 活動除有夢想飛行外，亦有禮堂活動包括： <ul style="list-style-type: none"> ■ 校長致辭及分享 ■ 播放班主任及科任老師對中六同學的祝福及鼓勵片段 ■ 播放中一學生、校友、職員及校工、家教會對中六同學的祝福及鼓勵片段 ■ 派發打氣禮物（中四祝福卡、家教會打氣曲奇、社工應考小禮物及多分打氣明信片） ■ 回顧中六同學的成長片段 	

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	<ul style="list-style-type: none"> ■ 拍攝級相 ● 由於時間緊迫，未有足夠時間讓同學拍攝相片留念，故增加 27/3 讓同學繼續拍攝。 ● 參與同學及職工老師均對活動表示欣賞。 ● 今年除一直合作開的宗教組外，亦加入了 SU，成效不錯，來年會繼續與不同部門合作 ● 感謝宗教組在課堂上邀請中四同學為中六同學填寫打氣卡。宗教組同事向中四同學講解中六同學今年應考 DSE 面對的困難，並請同學易地而處，嘗試理解中六同學的心情，並將支持的說話填在心意卡上。整體效果不錯，中六同學表示多謝師弟妹的理解及支持。 ● 接近 550 多位同學（中一、三、四、六及部分中五同學）參與籌備拍攝及出席活動。 	
<p>7. <u>Student Service Plan in school</u> <u>學生服務計劃 (校內)</u></p> <ul style="list-style-type: none"> ● Inviting students to be helpers in different whole school events, such as Sports Day, Parents Day, Open Day, and S.1 new student registration and parents day. Award group and stage management group can also be established for easier division of labour. ● Students have to learn how to plan and organize an event, as well as the way to communicate and cooperate with others. They can try to apply empathy skills when chatting with others. 	<p>Due to Covid -19, many of the activities were cancelled, so student service plan was postponed as well.</p> <p>疫情關係，不少活動取消，故學生服務計劃亦擱置。</p>	

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<ul style="list-style-type: none"> ● Students are free to take up any position that suits them well so that they can recognize their ability and contribution. ● 招募學生協助本校推行活動如陸運會、家長日、開放日、新生註冊和中一家長日、成立頒獎小組及舞台管理小組等。 ● 同學須學習籌備及組織，溝通及合作，運用同理心技巧與別人相處。 ● 因應自己的能力參與不同的崗位下服務，讓學生能肯定自己的能力及貢獻。 		

(d) Guidance Committee: Resilience

輔導組：抗逆力

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<p>1. <u>S.1 Orientation Day Camp</u> <u>中一迎新日營</u></p>	<p><u>Feedback from students 學生回饋</u></p> <ul style="list-style-type: none"> ● The feedback from students was generally positive and encouraging. They were very excited to have some fun with their schoolmates face to face after they went back to school. They developed a strong personal network with their peers, senior students and their class teachers and they could support each other. <p>總體上，學生對活動的回饋是積極和鼓舞人心的。他們很高興有機會面對面、快樂地與同伴分享及遊戲。他們可與同輩、學長和班主任建立強大的人際網絡，</p>	<p>It is much better to organize a group activity in the hall so that it will be easier for all students and teachers to interact with each other. We should continue to use the hall as the venue for this event.</p> <p>建議日後仍用大禮堂進行大型的集體活動，讓師生一起參與，增加互動。</p>

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	<p>並感到自己得到了支持。</p> <ul style="list-style-type: none"> ● Over 90% of students said they agreed or strongly agreed with the option – ‘I liked the S.1 Orientation Day Camp’. 超過 90%的學生表示他們同意或非常同意他們喜歡 S.1 迎新日營。 ● Around 81% of the respondents said that they knew their classmates better. They have not seen their classmates since the opening of the school in September. 由於疫情關係，自九月開學以來，同學之間並沒有真正交流或接觸，對同學了解有限。經過今次活動，大約 81% 的受訪學生表示迎新日營有助他們了解班上同學。 ● 89% of them said that they could know more about their class teachers. 89%的受訪同學表示迎新日營有助他們更了解班主任。 ● 69% of them said that they knew the school better. 69%的受訪同學表示迎新日營有助他們更了學校的情況。 ● Around 73% of the respondents agreed or strongly agreed that they understood themselves better. 大約 73%的受訪同學表示同意或非常同意迎新日營有助他們可以更了解自己。 ● Over 90% of them said that they felt supported by their peers, senior students and the teachers. 超過 90%的學生表示，他們覺得自己得到了同輩、學長和老師的支持。 ● Around 97% of the respondents said that they knew they could seek help from their peers, senior students and teachers if they encounter any problems. 	

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	<p>約 97% 的受訪者表示，他們知道如果遇到任何問題，可以向同輩、學長和老師尋求幫助。</p> <p><u>Feedback from teachers 老師回饋</u></p> <p>This year a day camp, instead of an overnight camp, was held. Teachers and students spent three hours together and they participated in the activities together. Class teachers were eager to know more about their students while students loved to have fun with them. Under anti-virus measures and social distancing, students and teachers tried their best to be involved in the activities.</p> <p>今年的迎新宿營改為日營。師生們共度了三小時的迎新活動。班主任表示渴望了解他們的學生，而學生們都喜歡和班主任一起參與活動。在抗病毒措施和社交距離下，學生和老師都在盡最大努力參與活動。</p> <p><u>Feedback from the service provider 服務提供商回饋</u></p> <p>The service provider designed a flow of activities for three hours. Class teachers were involved in the activities and their involvement was very important as students loved to play with their teachers.</p> <p>服務提供商設計了三個小時的活動流程。服務提供商樂見各班班主任一起參與活動，對學生而言，這非常重要的，因為學生喜歡他們一起參與。</p>	
<p>2. <u>The Guidance Captain Scheme</u> <u>輔導組學生領袖訓練計劃</u></p> <p>2.1 Guidance Captains Leadership Training Day Camp 輔導組學生領袖訓練日營 Three social workers came to the school and organized a variety of activities for the guidance captains. 三位社工到校為輔導組學長們提供了不同的領袖培訓活動。</p>	<p>2.1</p> <p><u>Feedback from the guidance captains 輔導組學長的回饋</u></p> <ul style="list-style-type: none"> ● 93 % of the respondents expressed that the activities helped them enhance their leadership skill. 93% 的受訪者表示這些活動幫助他們提升了領導力。 ● 92% of them expressed that the activity helped them boosted their resilience during adversities. 92% 的參與者表示活動可以幫助他們增強抗逆力。 ● 86% of them expressed that the activity boosted their 	

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<p>2.2 Other Guidance Captain Program 其它輔導組學生領袖訓練項目</p>	<p>team spirit. 86%的參與者示活動可以提升他們的團隊精神。</p> <ul style="list-style-type: none"> ● 82% of them expressed that the activity helped them develop a healthy lifestyle. 82%的參與者表示領袖培訓活動可以幫助他們養成健康的生活方式。 <p><u>Feedback from the teachers 教師的回饋</u></p> <p>Students participated in the training day camp actively. The tasks were nicely organized and students had different levels of challenges. They also got a chance to talk to a ‘real’ client so that they could practice their counselling skills. This was an interesting part.</p> <p>學長們積極參與訓練日營所安排的活動。社工為輔導組學長安排了不同程度的挑戰和任務，例如，他們可面對「真正」需要協助的同學對談，讓他們可以練習諮詢的技巧，這是一個有趣的部分。</p> <p>2.2</p> <ul style="list-style-type: none"> ● Online chit-chat with S.1 students in early September 2020. The guidance captains introduced the school and played online games with the S.1 students. 在9月上旬，輔導組學長在網上介紹學校情況，並與中一同學於網上進行遊戲。 ● The guidance captains and the S.1 students met each other for the first time and played some ice-breaking games. 破冰活動：輔導組學長與中一同學見面。 ● Visit to the classroom: The guidance captains wrote some encouraging messages and presented some gifts to their S.1 mentees in late May. The activity was well-received. 探訪活動：5月下旬，輔導組學長寫了一些鼓勵的訊息及贈送禮物給他們的中一學員。活動反應熱烈。 	

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	<ul style="list-style-type: none"> ● Annual fun day on 5th July: All S.1 students and guidance captains gathered in the hall and had some fun activities. Despite the pandemic, the guidance captains and their leaders tried their best to develop a bonding with the S.1 students. 5/7 同樂日：中一同學和學長於禮堂進行遊戲。在疫情下，各位學長和他們的指導員均盡力與中一學弟妹建立聯繫。 ● Generally speaking, the Guidance Captain Program enabled students to develop a safety network with each other. 總括來說，輔導組學長計劃能協助同學彼此間建立一個安全網絡。 	
<p>3. <u>A talk about online addiction</u> <u>網絡成癮講座</u></p>	<p>Students spent more time on exploring the virtual world during the pandemic. The talk aimed to help them be aware of the harmful impact of online addiction. 疫情下，學生們花了不少時間在網絡世界上。該講座旨在幫助他們了解網絡成癮的有害影響。</p> <p><u>Feedback from students 學生回饋</u></p> <ul style="list-style-type: none"> ● 93% of the respondents said that the talk helped them understand the harmful impact of online addiction. 93%的受訪者表示，這次講座讓他們了解了網絡成癮的負面影響。 ● 93% of them said that the talk helped them realize the importance of a healthy lifestyle. 93%的受訪者表示，講座幫助他們了解健康生活方式的重要性。 ● 86% of them said that the talk helped them establish positive values. 86%的人表示談話幫助他們建立了積極的價值觀。 	

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	<ul style="list-style-type: none"> 85% of them said that the talk helped them enhance their resilience during adversities. 85%的人表示，講座可幫助他們增強抗逆力。 	
<p>4. <u>Joy@BSTC</u> <u>尊重生命，逆境同行—好心情計劃</u></p>	<p>This year the Joy@BSTC changed to a wide variety of small-group activities. There were lunch time art group for relaxation, board game workshops, add-oil video filming, level-up tutorial and social support program, S.2 Zentangle workshops, S.6 Add-oil Bags etc. For the Level-up tutorial and social support program, some students showed great improvement in their attitude and developed a supportive network with their mentors. The social workers tried their best to deliver positive messages through different programs.</p> <p>今年 Joy@BSTC 改為小組活動。活動包括：午餐放鬆藝術組、棋盤遊戲工作坊、加油短片拍攝工作室、Level up 課程和社會支援計劃、中二禪繞畫工作坊、派發給考生的中六 S.6 打氣福袋等。至於 Level up 課程和社會支援計劃，一些學生在參與計劃後，在態度上有了很大的改善，並與他們的導師建立了友誼及互相支持的關係。社工們均盡最大努力通過各種項目傳遞積極正面的信息。</p>	

(e) Extra-curricular Activity Committee: Self-efficacy

課外活動組：自我效能感

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<p>1. <u>To provide junior form students with more opportunities in nurturing their self-efficacy, self-discipline, and perseverance.</u> <u>給予初中同學更多參與活動的機會以增加自我效能感，自律和堅毅</u></p>	<ul style="list-style-type: none"> The number of activities and training sessions was greatly reduced as half-day face-to-face lessons were conducted throughout the school year due to Covid-19. 由於本學年大部分上課日子均以半天授課形式進行，以致活動和培訓的數量大大減少。 	<ul style="list-style-type: none"> A questionnaire will be filled in by S.3 students at the beginning of the new school year to evaluate the effectiveness of the Sin Tak's SUM Scheme in enhancing their self-efficacy. 課外活動組將於下學年初向中三級同學派發問卷，以評估自己能否通過參與「善

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<p>Strengthening “Sin Tak’s SUM” Scheme: S.1 students are required to participate in the scheme when they are promoted to S.2</p> <p>為加強「善德一 SUM」的成效，活動計劃將延續至中二級。</p>	<ul style="list-style-type: none"> The total number of new S.1 participants in the scheme significantly decreased from 143 (2019-20) to 118 (2020-21) as more students took part in activities outside school and hence reducing the opportunities for students to grow in different aspects. <p>隨著更多學生參加由學校以外舉辦的活動，中一學生參與善德一 SUM 的人數由去年 143 人 (2019-20) 減至 118 人 (2020-21)，這或許減少了學生在各方面成長的機會。</p>	<p>德一 SUM」計劃提高他們的自我效能、自律能力和毅力等。</p> <ul style="list-style-type: none"> Some questions will be revised in the questionnaire owing to the great reduction in the number of activities and training held in this school year. <p>由於本學年活動和培訓的數量大幅減少，問卷中的部分問題將進行修改。</p>
<p>2. <u>To cultivate and foster their sense of achievement by showing recognition to their contribution.</u> <u>透過肯定學生的貢獻提升學生的成就感</u></p> <p>2.1 Showing recognition to student leaders in the Inauguration Ceremony 舉辦學生領袖就職禮以肯定同學的成就。</p> <p>2.2 Setting up award scheme to praise students with outstanding performance in “Sin Tak’s SUM” and filling in the Student Activity Handbooks 設立「善德一 SUM」獎勵計劃，以獎勵於「善德一 SUM」及填寫學生活動手冊中表現優異的同學。</p> <p>2.3 Showing learning outcomes using board displays or performing music on S.2 Thanksgiving Day during the post-exam period 在試後活動舉行的中二成長禮中，以展板或表演形式展示同學於「善德一 SUM」中的學習成果。</p>	<ul style="list-style-type: none"> The Inauguration Ceremony that was originally held on 13th Oct was cancelled due to the social distancing measures implemented in schools. Student leaders were invited to introduce themselves and their work by recording video clippings. Group photos of student leaders and Principal Chan were posted on school websites. <p>原定於 10 月 13 日舉行的就職典禮因學校實施社交距離措施而取消。學生領袖被邀請錄製短片來介紹自己和他們的工作。學生領袖與陳校長的合照亦已上載於校網。</p> <ul style="list-style-type: none"> The award/recognition scheme which aimed to give praise to outstanding participants in “Sin Tak’s SUM” and filling in the Student Activity Handbooks were suspended this year. <p>今年度暫停「善德一 SUM」獎勵計劃。</p> <ul style="list-style-type: none"> Learning outcomes from the scheme were shown in the form of board displays and musical instruments performance on S.2 Thanksgiving Day during the post-exam period. <p>同學在中二成長禮中展示「善德一 SUM」的學習成果。</p>	<ul style="list-style-type: none"> The Inauguration Ceremony will be held in the next academic year. <p>就職禮明年會繼續進行。</p> <ul style="list-style-type: none"> The award / recognition scheme will be held next year. Teacher advisors will select the top 10% participants to get the awards in each category. <p>「善德一 SUM」獎勵計劃將於明年舉辦。計劃是獎勵於「善德一 SUM」五個範疇中表現優異的首 10% 學生。表現優異的同學將會頒發獎狀，以示鼓勵。</p> <ul style="list-style-type: none"> Starting from next year, junior form students will record their learning experience according to the five categories of the Other Learning Experience (OLEs) with the use of e-portfolio system. Senior form students will continue to use a hardcopy handbook to record their learning experiences systematically. <p>明年起，初中生將使用電子檔案系統，並根據其他學習經歷 (OLEs) 的五個類別記錄學習經歷。高年級學生則仍使用學生活動手冊來記錄他們的學習經歷。</p>

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<p>3. <u>To cultivate and strengthen self-efficacy of senior form students by providing leadership training.</u> 藉領袖訓練提升高中同學的自我效能感</p> <p>3.1 A Leadership Training Day Camp 領袖訓練日營</p> <p>3.2 S.4 Leadership training workshops 中四領袖訓練工作坊</p>	<ul style="list-style-type: none"> ● A Leadership Training Day Camp for student leaders taking up key ECA posts was held on 24th October 2020. 領袖訓練日營已於 24/10/2020 順利舉行。 ● The day camp provided the student leaders with a comprehensive introduction to leadership, skills and qualities associated with leading people and teams. Several group activities and tasks were conducted to bring out key concepts of leadership to participants and skills relating to goal achievement, accurate communication, proper prioritizing. 領袖訓練日營的導師向學生領袖全面介紹了領導的素質以及帶領個人和團隊所需的技巧和元素；亦透過一些小組活動和任務向參與者傳達領導力的關鍵概念、實現目標的技巧、準確溝通方式及工作上優先排序的重要性。 ● All participants had to fill in a questionnaire to reflect on their own performance and what they have learnt from the day camp. Most of them gave positive feedback on the activities and tasks as they gained a deeper insight about the qualities of a good leader. 所有參與者都必須填寫一份問卷，對自己的表現及他們從日營中學到的東西進行反思。大多數的參與者對活動和任務給予了正面的回饋，表示對領導素質有了更深入的了解。 ● A leadership training workshop was held for all S.4 students during the post-exam period. They were taught some skills on drafting activity proposals and organizing activities for their schoolmates. 中四級的領導培訓工作坊在試後活動期間舉行，他們學習如何草擬活動和組織活動的技巧。 	<p>According to the experience in the previous years, Information Days of local universities were likely to be scheduled on Saturdays in September and October. In view of this, the Leadership Training Day Camp will be held in the afternoon on 22nd Oct 2021 (Fri) which is a holiday for students. The participation rate of the Day Camp will be increased, hopefully.</p> <p>根據往年的經驗，大部分本地大學的資訊日會安排在九月和十月的星期六舉行。有見及此，領袖訓練日營將於 2021 年 10 月 22 日（星期五）下午舉行，這是學生的假期，希望能提高日營的參與率。</p>

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<p>4. <u>To nurture junior form students and train them to become leaders.</u> <u>栽培初中同學成為學生領袖</u></p> <p>4.1 Arranging training workshops for Class committee members in junior forms and equip them with leadership skills. 為初中班會成員提供工作坊，培養他們的領導能力。</p> <p>4.2 Providing junior form students with opportunities to serve others by imposing a new post called “Junior Leaders” (S.2-S.3) in each club. 於各學會增設「初中領袖」職位（只適用於中二及中三同學），以增加初中同學服務的機會。</p>	<ul style="list-style-type: none"> ● Although training workshops could not be arranged for S.1 to S.3 class committee members, videos were recorded to provide instructions on how to fill in the class committee reports and organize activities for their classmates. 雖然無法為中一至中三班會成員安排實體培訓，但校方錄製了教學短片，指導他們如何填寫班會報告和如何組織班會活動。 ● Some junior form (S.2 and S.3) students were recruited as “Junior Leaders” in the committee board of clubs and houses. They were given chances to learn how to organize activities for their schoolmates. 一些初中（S.2 & S.3）學生被招募成為學會或社的初中領袖，讓他們有機會學習如何為同學組織活動。 ● The opportunities for junior leaders to develop their potentials in organizing activities were significantly reduced. The number of activities held decreased due to Covid-19. 由於舉辦活動的數量大幅減少，初中領袖亦減少了學習組織活動的機會。 	<ul style="list-style-type: none"> ● Evaluation forms will not be distributed to junior form students who take up the post of committee members of clubs, houses or committees. The results are not convincing as the number of activities held this year was tremendously cut due to the half-day face-to-face lessons. 半天的上課時間，令今年舉辦的活動大大減少，故此，今學年將不向出任學會及社的初中領袖生派發給評估表。 ● It is recommended that training workshops should be provided for Junior Leaders at the beginning of the school year and in the mid-term so as to offer continuous support to them. 建議在學年初和中期為初中領袖舉辦培訓班，以提供持續的支援。

(f) Careers Committee: Reasonable Expectations

升學及就業輔導組：合理期望

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<p>1. <u>Careers & JUPAS counselling and Mentorship Programme</u> <u>職業及升學輔導和朋輩計劃</u></p>	<ul style="list-style-type: none">● For the release of HKDSE results, our mentors set up a WhatsApp Group to answer questions from S.6 students with a high response rate. Most S.6 students were free to ask our alumni a lot of questions, and they were very happy with the support provided. A lot of DSE students received high-quality advice. 朋輩輔導員於放榜期間設立升學及選科熱線，支援應屆考生的各項查詢。不少應屆同學通過熱線查詢得到高質的建議。同學因感到師兄師姐的愛護及支援，均感到十分鼓舞。● With sufficient manpower this year, all counters were cleared before 12:30 p.m. Students and parents did not have to wait for a long time for the counselling service. 輔導組、升就組於今年均派出不少老師協助中六同學的升學查詢，加上朋輩輔導員，人手非常足夠，故學生和家長無需等待過久，約 12:30 前已完成所有升學查詢。● The ISMT prepared 30 iPads for us. With an excel file including weighted-score calculation and the PDF-file of 2020-JUPAS statistics from HKACMGM (香港輔導教師協會), the counselling work was more efficient. Students and parents were able to set reasonable expectations and made well-informed judgements. 此外，ISMT 為放榜日準備了 30 部 iPad，而各部 IPAD 亦安裝了附有計算加權分數的 excel 軟件及香港輔導協會 (HKACMGM) 的 2020 年聯招統計 PDF 文件，以方便學生和家長們隨時查閱，並根據資料作出審慎及合理的期望，做出明智的判斷，讓各單位在進行輔導工作時更有效率。	<p>We should set up an information counter and a WhatsApp group for S6 students with results just above the admission requirements of programs in the universities, so that they can know more about Associate Degrees or Higher Diploma courses. 將來須於放榜日設立副學士及高級文憑課程的升學資訊查詢處和相關的升學及選科熱線 WhatsApp 群組，以支援 DSE 成績略高於大學課程錄取要求的中六同學。</p>

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<p>2. <u>Parents' Talks 家長講座</u></p> <p>Parents set reasonable expectations and goals for their children. 家長為子女設定合理的期望及目標。</p>	<ul style="list-style-type: none"> ● Parents' unreasonable expectations often hinder students' choices of appropriate elective subjects and pathways for further studies. Parents' nights for S.3, S.4, S.5 and S.6 are great opportunities for us to inform parents and students about the latest "University Entry Requirements" (UER), as well as the multiple pathways to get into university. 家長不合理的期望往往阻礙學生選擇合適的選修科目和升學途徑，而中三、中四、中五和中六級的家長晚會將是升就組向家長和學生傳遞最新“大學入學要求”及講解升讀大學不同途徑的絕佳機會。 ● We had booths for different elective subjects which were held 3 days before the S.3 parents' night. S.4 and S.5 students provided more information on specific elective subjects. Many S.3 students thought the event was useful and made good comments about it. 在中三家長晚會前三天，升就組舉辦了中四選修科諮詢日，由中四和中五級的同學解答中三同學在選科及科目內容上的查詢。許多中三學生認為這次活動對他們很有幫助。 	<ul style="list-style-type: none"> ● Written warnings will be issued to students who are absent from parents' night. 將向缺席家長晚會的學生發出書面警告。 ● "Attending tutorial classes" is not an acceptable reason for being absent. 不接受因修補課而缺席家長晚會的理由。 ● Group members agree that only S.4 and S.5 student helpers stay at the help desk, so that S.3 students can feel free to ask any questions they have in mind about elective subject selection. 組員同意中四和中五的服務生留在所屬攤位，讓中三同學隨時查詢，分享選科經驗。
<p>3. <u>S.2 and S.4 CEDU Lessons</u> <u>中二及中四級生涯規劃課</u></p>	<p><u>S2 CEDU Lessons</u></p> <ul style="list-style-type: none"> ● Lessons began with self-understanding tests and assessment. 67% of them made good use of the test results while 33% of them found the tests useful for self-understanding. 課程從自我理解測試和評估開始。67%的同學們能善用測試結果。33%的同學則認為測試有助他們自我了解。 ● Presentation scheduled in the second term was cancelled due to the lack of lessons. 由於課時不足，故取消了第二學期的個人報告。 	

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	<p><u>S4 CEDU Lessons</u></p> <ul style="list-style-type: none"> ● Lessons began with a personality test, introduction on JUPAS and application procedures. 課程以性格測試和聯招運作為開始。 ● Presentation on one of the JUPAS courses scheduled in the second term was cancelled due to the lack of lessons. 由於課時不足，故取消了原定於第二學期進行的聯招課程匯報。 	
<p>4. <u>Alumni Careers Workshop</u> <u>校友職業分享會</u></p>	<p>On 20 March 2021, 19 alumni returned to our school and provided a workshop for 252 S.4 and S.5 students. 2021年3月20日，19名校友到校，為252名中四和中五學生進行了職業分享工作坊。</p>	

Reflection on Major Concern 2:

Different departments have launched a wide range of activities to address the school's major concern - boosting students' resilience. Each department focused on one of the six contributory factors of resilience: Empathy, Self-confidence, Personal Safety Net, Positivity, Self-efficacy, and Reasonable expectations.

To enhance their ability to cope with adversity, strategies adopted were diversified. For example, there were talks, workshops, award schemes, mentor schemes, competitions, leadership training programmes, mindfulness training programmes, services, visits, and many other activities. Through participating activities, students were able to better understand themselves and others, learn to see things from other points of view, putting themselves in someone else's shoes and empathize, develop proper behaviour, be optimistic and cultivate a positive outlook on life, develop their strong social network, enhance their leadership and set appropriate life goals and to have confidence in their own ability to cope with the stress.

Due to the outbreak of COVID-19, some activities were cancelled inevitably. To continuously support our students during the pandemic, our teachers worked hard to provide the best resources available through online platforms. With the concerted efforts made by different departments, we believe that our students can develop into healthy, empathetic and confident individuals.

Although the three-year plan focusing on developing students' resilience will end this academic year, the school will continue to optimize various measures to improve resilience, so that students can be better prepared for the future and have the ability to face different challenges.

就重點關注事項二之反思：

就著重點關注事項二（提升學生的抗逆力），本校學生支援部舉辦了很多不同的活動，每個部門負責一項提升抗逆力的因素，包括：同理心、自信心、個人安全網、正向思維、自我效能感及合理期望。

為加強同學處理逆境的能力，學校採用了多元化的策略，包括工作坊、講座、獎勵計劃、朋輩輔導員計劃、比賽、領袖訓練、禪修、社會服務及參觀等。透過這些不同的活動，學生能更了解自己和其他人的需要、學習從不同的角度去觀察事情、培養同理心、建立正確的行為、學習保持樂觀和正面的人生觀、積極擴闊社交圈子、提升領袖能力、定立人生目標以及能相信自己有能力去處理面對的困境。

由於疫情關係，今年不少活動被迫取消。但為了照顧有需要的同學，部分活動改以網上形式進行，繼續為同學提供不同的資源和支援。通過不同部門的共同努力，相信我們每一學生都能健康成長，成為有同理心和有自信的人。

雖然重點關注項目「抗逆力」的三年計劃在這學年完結，但校方仍然會繼續延續或優化各種提高抗逆力的措施，為同學將來作出更好的準備，有能力面對不同的挑戰。

III. OUR LEARNING AND TEACHING 我們的學與教

a. Religious Education 宗教教育

1 Goals 宗旨

1.1 Our school motto is to enlighten with wisdom, manifest compassion and pursue kindness and virtue. By instilling Buddhist values into students, we help them build a positive outlook on life and cultivate kindness and empathy.

秉承本校「明智顯悲，至善達德」的辦學宗旨，以佛化教育培育下一代的積極人生觀，並養成他們慈悲喜捨的生活態度、自利利他的人生理想。

1.2 Through joining Buddhist activities, students will be able to enjoy a more fulfilling spiritual life and harmonious learning environment.

藉著本組舉辦的活動，令學生享受到更充實的精神生活，令學校有更和諧的學習氣氛。

2 Major concerns 2020-2021 年度關注目標

2.1 To instill positive values into students and boost their resilience.

小組透過建立學生樂觀積極人生觀，從而提升學生的抗逆力。

2.2 To teach students that wisdom and compassion are equally important.

小組能借舉辦宗教活動塑造出一個「悲智並重」的佛化校園。

3 Implementation and Review 工作計劃推行情況及檢討

3.1 To instill positive values into students and boost their resilience: Mindfulness training could improve students' awareness, focus and emotional intelligence. These qualities help boost students' resilience.

小組透過建立學生樂觀積極人生觀，從而提升學生的抗逆力：從禪修中提升學生的察覺能力及情緒智商，從而培育學生的樂觀積極人生觀。

Time 月份	Work Plans 擬定計劃及工作簡介
Throughout the year 全年	<p>The Religious Committee joined hands with Fo Guang Jing She to co-organize various mindfulness training and Buddhist activities in 2020-2021.</p> <p>本年度，宗教組透過「健康校園在善德」計劃，邀請佛光淨舍合作，請湛遠法師及青年佛教組織「青一釋」協辦不同禪修或佛法活動。</p> <ul style="list-style-type: none">● 5-minute mindfulness training during morning assemblies: Buddhist Studies Teachers or a Buddhist monk would lead all students to do mindfulness practice by concentrating on their breathing from October to March. 早會 5 分鐘禪修：於 10 月至 3 月安排老師或法師帶領全體師生進行聽禪或專注呼吸的禪修。● S.1 Mindfulness training camp: To enhance students' understanding of mindfulness and provide them with some practice opportunities, all S.1 students would visit a Buddhist Temple in September.

Time 月份	Work Plans 擬定計劃及工作簡介
	<p>中一禪修體驗日：於9月安排全體中一學生前往佛光淨舍，初嘗試認識及實踐禪修。</p> <ul style="list-style-type: none"> ● Teaching by a Buddhist monk: A Buddhist monk would tutor S.1 and S.3 students Buddhist studies lessons to help junior form students understand Buddhism and mindfulness training. 法師授課：法師與中一及中三課室學生一起上課，讓學生認識佛法及禪修。 ● Outdoor mindfulness training: Teachers of Buddhist Studies would take 20 students to the countryside for mindfulness training during winter. Through the activity, students would be able to relax and reflect on their life. 野外禪：擬於本學年冬季舉行一次校外禪修活動，宗教老師聯同法師帶領約20位學生到郊外地方進行禪修活動，學生借活動放鬆身心並反思生命。 ● Visiting temples: This activity would be co-organized by the Religious committee and History Club. Students would pay a visit to Tung Lin Kok Yuen in Happy Valley to understand more about the development of Buddhism in Hong Kong and the history of World War II. 寺院參觀：與歷史學會合作，於來年三月參訪位於跑馬地的東蓮覺苑，了解本地佛教的發展及二次大戰時港島的歷史。

Review 檢討情況：

This is the second year for the Religious Committee to join the Healthy School Programme. Cooperating with Buddolescent, an external Buddhist community, various mindfulness training and Buddhist activities were organized. However, due to the Covid-19 pandemic, some of the activities were cancelled or changed:

本校第二年度參加「健康校園在善德」，並繼續與校外弘法組織「青一釋」合作協辦不同禪修或弘法活動。惟由於受疫情影響，部分活動取消或改為其他方式進行：

- 5-minute mindfulness training during morning assemblies: Five mindfulness training sessions were planned to be held this year. However, due to the pandemic, all morning assemblies were cancelled.
早會5分鐘禪修：原定全年共進行5次早會禪修，惟由於全年操場早會取消，未能按計劃進行。
- S.1 Mindfulness training camp: The camp was cancelled due to the pandemic. A Buddhist monk led the students to do mindfulness training online.
中一禪修體驗日：受疫情影響而取消，改為法師網上禪修。
- Teaching by a Buddhist monk: The teaching sessions were switched to online mode. With the support of Rev. Sik Tsam Yuen and religious teachers, four mindfulness training classes were held for S.1 where students actively participated in the lessons and enjoyed a fruitful time.
法師授課：由於受疫情影響，活動改為網上授課，湛遠法師支援中一任科老師，與中一全級上課共4次，於1月11日至1月15日與學生進行「細味禪」活動。活動成效顯著，學生在網上積極參與，獲益良多。

- Outdoor mindfulness training: The activity was cancelled due to the pandemic and the government's prohibition on group gathering. It will be held next year in Lantau Country Park. Rev. Sik Tsam Yuen, Ms. LY Lee and volunteers from the Buddolescent had visited the site.

野外禪：計劃原定於二月下旬進行，惟因為限聚令而無法進行。湛遠法師及李麗儀老師與青一釋義工已勘察大嶼山郊野公園（嵐山），並選定以此為舉行地點。活動將延期一年舉行。

- Visiting temples: The activity, originally scheduled in late February, was postponed to 2022 due to the Covid-19 pandemic.

寺院參觀：計劃原定於二月下旬進行，惟因為疫情取消。活動將延期一年舉行。

- Ad hoc projects: Students became tired and stressed under the pandemic. In view of this, various mindfulness activities were organized for S.2 and S.3 students. Through doing mindfulness exercise, students could feel their emotions and learn to express their feelings to others. Students enjoyed the activities very much.

計劃外的工作：疫情令學生身心俱疲，承受極大壓力，因此在 2021 年 2 月中旬及 6 月 24 日分別與中二及中三學生進行禪修活動，透過聽禪等活動，讓學生細心觀察和覺察自己的情緒，也學習如何向別人表達自己的情感。學生投入活動，積極參與。

3.2 To teach students that wisdom and compassion are equally important.

小組能借舉辦宗教活動來增強學生的信心，並塑造出一個「悲智並重」的佛化校園。

Time 月份	Work Plans 擬定計劃及工作簡介
Throughout the year 全年	<p>(1) <u>Little Bodhisattva Award Scheme 菩薩行計劃</u></p> <ul style="list-style-type: none"> ● To encourage students to participate in different religious activities and community activities and to reflect on their life goals. 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。 ● To set goals which will benefit not only the students themselves but others, putting the Buddhist spirit of kindness, compassion, joy and equanimity into practice. 學校希望同學能透過菩薩行的宗教計劃，為人生訂立積極的目標，實踐佛教慈悲喜捨的精神。 ● Students can get stamps for the award scheme by joining religious activities and community services. 學生參加宗教或社區服務，則可獲蓋上菩薩印章。 ● The award system below could stimulate students' active participation: 為鼓勵學生投入計劃，宗教組將以下中期獎勵及學年獎勵吸引他們積極參與： <ul style="list-style-type: none"> (a) Junior form students who have got 2 stamps in a term would get 10 coursework marks for Buddhist Studies, which is equivalent to 4 marks for their overall Buddhist Studies results. 初中同學每學期取得兩個小印記，即可被嘉許佛學科平時分 10 分（等同成績表內佛學科 4 分）。

Time 月份	Work Plans 擬定計劃及工作簡介
	<p>(b) S.2 to S.5 students who have got 8 stamps in a year can enjoy a free vegetarian buffet at school in the following school year. 中二至中五同學凡儲齊八個印章，可於來年四月免費出席素食自助餐。</p> <p>(c) Students who have got 10 stamps in a year can get a beautiful gift. 學生於全年儲齊十個印章，可獲精美禮物一份。</p> <p>(2) <u>The Buddhist Spiritual Centre 「心靈覺」的使用</u></p> <ul style="list-style-type: none"> ● The Buddhist Spiritual Centre is both the focal point and major venue of the promotion of Buddhism in our school. Many religious activities have been held in the Centre. (Teacher-in-charge: Ms. LY Lee) 「心靈覺」是本校宗教活動中心，其取名乃是「心靈醒覺的地方」之意思；校方透過建立本中心作為弘法工作的大本營。[負責老師：李麗儀老師] ● Buddhist Youth Club is a student organization which helps the teachers organize religious activities inside and outside the school. Committee members of the Club have meetings at least once a week to prepare for the activities. (Teachers-in-charge: Ms. LY Lee, Ms. HL Law and Mr. KC Hui) 佛青團是一個由學生組織的弘法組織，協助宗教組老師舉辦校內外不同活動。佛青團的核心學生幹事每星期至少開會一次，以籌劃及跟進各弘法活動的工作情況。[負責老師：李麗儀老師、羅曉琳老師、許建聰老師] ● Religious teachers and the committee members of the Buddhist Youth Club would participate in the religious activities outside the school to accumulate experience in promoting Buddhism. 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。 <p>(3) <u>External competitions 校外比賽</u></p> <ul style="list-style-type: none"> ● Students can understand more about themselves and build up confidence through training and participating in competitions. (Teacher-in-charge: Ms. CH Wan) 學生能從培訓及參與比賽認識自己，建立自信心。 [負責老師：溫翠霞老師] ● Buddha's Birthday Writing Competition: To promote the dogma and spirit of Buddhism to the general public. 全港佛誕徵文比賽：藉徵文比賽來向公眾宣揚佛教的教義及精神。
Oct to May 10月至5月	Offering flowers to the Buddha: To create a religious atmosphere in the campus and teach students to be respectful to the Buddha. 供花會：藉供佛活動來營造校園的宗教氣氛，培養學生對佛陀的崇敬心。
February 2月	Wishing Lamp activity: Students can make wishes in the activity which also teaches them to care about others and our society. 點燈祝願活動：透過點燈祝願活動，讓學生為自己誠心發願外，更可借此帶出「正

Time 月份	Work Plans 擬定計劃及工作簡介
	念思考」的樂觀態度。
Oct & Mar 10月及3月	Vegetarian Lunch in Silence: The lunch gathering would be held once in every term. By eating in silence, students could focus on their food and learn to be grateful. 止語素食午餐：每學期舉行一次素食午餐，學生透過止語進食，讓他更專注於食物，並從而培養感恩心，縱使面對不悅的事情也可以另一角度去思考事情。
April 4月	<ul style="list-style-type: none"> <li data-bbox="370 463 1482 741">● Ching Ming Memorial Assembly: In the Assembly, Buddhist monks and participants would worship, remember and dedicate to our ancestors. Religious teachers would explain the meaning of the activity to students in advance. 清明思親法會：藉捐獻活動來宣揚佛教的慈悲精神。為了建立學生對是次法會的正確認識，科任老師將適時在課堂講解是次活動的意義，期望吸引更多學生參加。 <li data-bbox="370 741 1482 927">● Conversion Ceremony: The Religious Committee would encourage students to learn and become a Buddhist as their life-long goals. 全港萬人皈依大會：本組透過不同方法，鼓勵學生參與萬人皈依大會，以學佛作為人生目標，正式成為佛教徒。
May 5月	Buddha Bathing Ceremony: The Buddha bathing activity would be held in remembrance of the Buddha, teaching students some good values. 校內浴佛大典：本校透過浴佛儀式、佛誕話劇及法師開示的活動，借紀念釋尊降世來向學生灌輸正知正見，從而讓他們明白自信心的重要。

Review 檢討情況：

- Little Bodhisattva Award Scheme: Some activities of the scheme were cancelled due to the Covid-19 pandemic. Instead, teachers tried to count the credits based on students' performance in class. However, this time-consuming method was soon replaced by quizzes or other assessment methods.

菩薩計劃：由於疫情影響，部分宗教活動取消，老師曾嘗試以平日課堂表現作計分之用，但過程耗時，影響教學進度，因此最終改以小測或其他評估方法取代菩薩行分數。

- External competition: Three S.5 students got Merits in a Buddha's Birthday Writing Competition.
校外比賽：中五級陳欣悅、鄭婧敏及黃嘉琪獲得全港佛誕徵文比賽比賽優異獎。
- The offering of flowers / Wishing Lamp / Vegetarian Lunch in Silence / The Conversion Ceremony were cancelled.
供花會 / 點燈祝願活動 / 止語素食午餐 / 全港萬人皈依大會：活動取消。
- Ching Ming Memorial Assembly: Due to the pandemic, the assembly was held by the Hong Kong Buddhist Association. Details of the assembly and donation were sent to parents.
清明思親法會：受疫情影響，活動改由佛聯會直接負責，校方以通告知會家長捐款詳情。

- The Buddha Bathing Ceremony: The ceremony was broadcasted live. S.1 students and other students could watch the ceremony at home and at school respectively. The 90-minute ceremony included Buddha bathing by teachers, blessings from the school supervisor Rev. Ku Tay and the school manager Rev. Guo Ngai, veggie cooking demonstration, Q&A session, a lucky draw and Buddha bathing by students. Teachers and students enjoyed the event.

校內浴佛大典：受疫情影響，校內誕典禮改為網上直播，中一學生及其餘級別學生分別在家及在課室觀看直播。當日典禮程序如下：全校老師浴佛儀式、校監果德法師開示、校董果毅法師致祝福辭、素菜名廚 Ken Kwong 示範素食烹飪及接受佛青團幹事訪問、即場問答、抽獎、學生浴佛，整個典禮約 90 分鐘，典禮莊嚴，師生全程投入。

b. English Immersion Environment 浸沉英語學習環境

- Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.

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。

- All S.5 and S.6 students took turns to announce news of school activities in English at morning assemblies and students of all forms had the chance to make announcements in English at various school functions.

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。

- Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days, the Closing Ceremony and other official activities.

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。

- The Native English Teacher (NET) organized 30 minutes of English Focused Activity each week for our S.1 students during lunch time. The NET also organized featured activities before the Halloween Day, a Mexican cultural day and the Australian National Day. She also trained students to participate in the English drama and debate competitions.

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舉辦特別活動。她也有訓練學生參加英語話劇和辯論比賽。

c. Reading 閱讀

- To nurture a reading culture, Morning 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.
- In the Morning Reading Session, junior form students were required to read English newspapers 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.
- In the Morning Reading Session, all students must read the Chinese school-based materials every Friday to improve students' reading ability and evaluation ability.

- Chinese Department implemented the “set readers” reading scheme this year. A book list for each form and a 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 a period of time. Junior secondary students were asked to read three books in each term and get a total of six books within the school year. Senior secondary students were asked to read two books in each term and one book during the summer vacation and get a total of five books in a year.
- There was a Chinese reading class for S.1 to S.3. School-based reading materials were assigned to students. Students were required to write book reports at the end of each school term.
- The Chinese department held a reading activity. The Chinese teacher led students to read literary works in turn, so that students could explore more famous writers, thereby improving the quality of reading.
- One lesson was used as the English reader class for S.1 to S.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 set 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.
- 受疫情影響，所有學校只能有半天面授課，原定閱讀時段（上午 8:10 至 8:30）被迫取消。中英文科只能透過課堂教學加入與閱讀有關的學習元素。
- 以中文科為例：中文科仍設有指定書目閱讀計劃：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。
- 此外，中一至中三級設有每星期一堂中文閱讀課，以校本每周兩篇為閱讀材料，計入考試閱讀分內。
- 以英文科為例：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。

d. Catering for Learner Diversity 拔尖保底措施

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

為了更全面照顧學生的個別學習差異，本校採取下列措施：

- 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).

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）。

- S.5 and S.6 students were grouped from 4 classes into 5 groups with a smaller class size.

中五及中六每級學生被編成五組上課，每班人數都有減少。

- 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.

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。

- After school / Saturday Chinese, English and Mathematics tutorial classes for S.6: Graduates with excellent results in HKDSE were recruited to strengthen the examination skills of students with weak foundation.

中文、英文及數學科中六級設課後／週末輔導班：聘任文憑試成績優異的畢業生擔任導師，為成績較弱的同學加強應試技巧。

- S.3 Chinese enhancement class: Focused training on reading and writing skills.

中三中文精進班：教學內容以寫作、閱讀為訓練重點。

- S6 English remedial and enhancement class: Focused training on reading and writing skills was offered after school every Wednesday.

中六級英文拔尖保底班：英文科老師逢週三放學後為中六級同學進行和寫作和閱讀加強訓練。

- 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.

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。

- 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.

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。

- Students interested in science were encouraged to participate in workshops organized by various science communities and territory wide competitions.

鼓勵對科學感興趣的學生參加由各種科學團體舉辦的工作坊和全港比賽。

IV. SUPPORT FOR STUDENT DEVELOPMENT 我們對學生成長的支援

The SEN Team aims to provide holistic support to SEN students on the academic, social and family aspects by cooperating with different academic and student support departments. School policies, professional services, home-school cooperation would be implemented to cater for students' needs.

SEN 組與各部門協調，為有特殊教育需要的學生提供全面性的支援，包括學業、社交、家庭方面的問題，從學校措施、提供專業服務、家校合作等方面照顧他們。

重點關注事項	支援項目	參與對象	評估方法	成效檢討
追求卓越、提升學習動機	執行技巧小組服務：為有特殊學習需要的學生，提供針對性學習支援，幫助他們跟上學校進度，提升學習動機，追求進步。	中一、中二 ADHD 及成績稍遜學生	學生表現報告、老師觀察、考試成績表現	學生報告顯示大部份學生願意投入活動，但整體表現於小組完結後未見進步。個別同學出席率不理想。
提升抗逆力	臨床心理學家輔導服務：針對 SEN 學生需要，在社交技巧、情緒健康方面提供支援，以助他們克服困難，保持正向思維。	ASD、MI 學生	個別輔導報告、老師觀察、家長回饋	個別輔導報告提供適切建議，學生願意接受 CP 輔導，家長表示感謝 CP 提供的專業意見。
	校本言語治療服務：個別評估及訓練。	SLI 學生	學生評估報告	因疫情關係未能進行課研及舉辦講座。
	校本教育心理服務：個別面見、跟進特別考試安排、評估、家長教育、教師專業發展。	SEN 及懷疑 SEN 學生	EP 跟進報告、會議、老師觀察、家長回饋	EP 評估後會轉介學生就情緒問題、專注力問題等求診，並提出調適建議，讓學生及時得到適切支援。
	共融教室社交技巧小組服務：由機構資深社工或輔導員帶領，對應校本課程以及日常生活，著重加強學生對社交常規的理解，從而掌握有效的人際關係技巧，並提升個人的自信心。	中一 ASD 學生及比較被動、內向、不善社交學生	老師觀察問卷、學生問卷、學生表現報告	老師觀察問卷：導師設計的活動有趣吸引，個別同學除事假外，皆準時出席活動，而且表現投入、勇於嘗試。 學生問卷：滿意活動及導師，滿意活動時間安排，反映自己學會表達、溝通技巧。
共融教室戲劇輔導小組服務，由機構資深社工或輔導員帶領，對應校本課程以及日常生活，著重增強學生的自我認識，促進個人成長，啟發思想、情感、觸覺、及直覺之發展，從而提升解決問題的能力及學習與人溝通的技巧。	中三 ASD 學生及比較被動、內向、不善社交學生			

重點關注事項	支援項目	參與對象	評估方法	成效檢討
	成立交通社，讓志同道合同學互相交流，擴大社交圈子，通過籌辦活動訓練學生解難、靈活應變能力。	SEN 同學出任幹事，活動歡迎全校學生參加	老師觀察、學生意見、家長意見	學生投入活動，並表示來年願意繼續擔任幹事，學會照片登上家教會會訊令他們感開心；家長指學生有提及他們參加交通社，並找到志同道合的朋友。
家長支援	與中一新生家長電話溝通；與家長通電話，檢討學生進展。	學生家長	家長意見	家長能夠了解學生在校情況，本組能就家長擔憂、學生困難提供支援及建議。
	家長日面談因疫情關係取消，SENCO、EP 與個別 SEN 家長電話聯絡。	學生家長		
	家教會室圖書角有 SEN 相關書籍可供家長借閱。	全校家長		
	以電子通告形式，收集 SEN 或懷疑 SEN 學生資料，再作跟進。	全校家長	老師意見、家長意見	因人手不足，部份懷疑個案待下學年轉介。
	校本教育心理學家主持家長講座：「提升學習效能的正向溝通術」	全校家長	老師觀察、家長回應	因疫情關係，是次活動為單向主講形式，下次如能分小組設個案討論、可促進講者與家長之間交流。
	撰寫 SEN 學生支援摘要	所有 SEN 學生	家長意見	家長能夠掌握過去一年其 SEN 子女在校接受過的支援。
教師支援	根據教育局要求進行老師專業進修	全校教師	SENCO 觀察	本校接受 SEN 專業培訓教師不多，主要由當中十數位老師報導所有課程。
	校本教育心理學家主持教師發展講座：「識別及支援有自殺風險的學生」	全校教師	SENCO 觀察	校本教育心理學家應教育局要求就識別及支援有自殺風險的學生，惟是次講座未有設活動問卷調查。本組認為資料清晰、內容易於理解。
	定期向發佈 SEN 學生資料	所有 SEN 學生	老師意見	教師會議上，老師能夠及時掌握及更新 SEN 學生情況，以便調整教學或給予支援。

重點關注事項	支援項目	參與對象	評估方法	成效檢討
	撰寫 IEP	TIER3 學生	班主任觀察、EP 及 ST、社工觀察、家長回饋	家長、老師反映學生學業及情緒方面有進步，來年希望改善社交關係。學生與老師關係見改善。
	SENCO 培訓	SENCO	參照課程要求	已完成初級、進階、主題三個特殊教育需要課程。2021 年 6 月完成四期 SENCO 培訓課程。
	校本言語治療服務檢討及來年規劃	言語治療師	EDB 督學回饋	言語治療師能夠在疫情停止面授課期間以網課形式進行言語治療，以維持進度。可更有系統保存、整理資料，方便日後跟進。

V. STUDENT PERFORMANCE 學生表現

a. Hong Kong Diploma of Secondary Education Examination (HKDSE) 2021

香港中學文憑考試 2021

- i. Total no. of subject score with level 4 or above 各科達四級或以上的總科次
445 (62.5%)
- ii. No. of students fulfilling the minimum university admission requirement
符合大學收生成績要求的學生人數
97 (82.9%)
- iii. Best Scores 最佳成績
 - 5** x 2 + 5* x 3 + 5 x 1 + 4 x 1
 - 5** x 1 + 5* x 4 + 5 x 2
 - 5** x 2 + 5* x 2 + 5 x 2 + 4 x 1
 - 5** x 1 + 5* x 2 + 5 x 3 + 4 x 1
 - 5* x 3 + 5 x 4
 - 5** x 2 + 5 x 3 + 4 x 2
- iv. No. of S.6 graduates admitted to JUPAS undergraduate programs
獲分派聯招大學學士學位的中六畢業生人數
95 (81.2%)

b. Prizes won in Inter-school Competitions (2020-2021)

校際比賽獎項 (2020-2021)

- i. English Awards 英文獎項

比賽	獎項	獲獎同學
Native-speaking English Teacher (NET) Section, Curriculum Development Institute (CDI), EDB 教育局課程發展處	Second Prize 第二名	3D CHEN HEI YI 陳晞怡
Time to Talk: Public Speaking Competition 2020/21		3D HUNG HEI YU 孔禧儒
Time to Talk 公開演說比賽		3D LAI CHUN HEI 黎俊希
		3D WONG HEI CHING 黃晞晴
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	English Solo Verse Speaking (Secondary One Girls)	1B LEUNG KA KIU 梁嘉喬
72 nd Hong Kong Schools Speech Festival	Second Prize 第二名	
第七十二屆香港學校朗誦節		

ii. Chinese Awards 中文獎項

比賽	獎項	獲獎同學
Mingdao High School (Taiwan) 明道中學、明道文藝、現代文學館 39 th Chinese Literary Prize For Global Youth 第39屆全球華文學生文學獎	Champion (Senior) 冠軍(高中組)	5A MAN KA YING 文嘉盈
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會 Hong Kong Schools Speech Festival 香港學校朗誦節	Solo Prose Speaking (Mandarin) – First Runner-Up (Junior) 散文獨誦 (普通話) - 亞軍 (初中組)	2D KWOK PAK YIN 郭柏賢
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會 Hong Kong Schools Speech Festival 香港學校朗誦節	Solo Verse Speaking (Mandarin) – Second Runner-Up (Junior) 詩詞獨誦 (普通話) - 季軍 (初中組)	2D KWOK PAK YIN 郭柏賢
Love Foundation Campus Life Campaign 愛基金校園生命工程 Inter-school Multimedia Competition 學界多媒體創作比賽	Champion (Inter-school Writing) 聯校文章寫作組總冠軍	6E POON MAN CHING 潘文靜
Evangelical Lutheran Church Social Service - Hong Kong 基督教香港信義會社會服務部 Story Writing Competition 「小故事·動人心」創作比賽	Merit (Junior) 優異(初中組)	1C LAU LOK YIN 劉樂研
HKBU Language Centre & Hong Kong Literature Promotion Platform 香港浸會大學語文中心及香港文學推廣平台 The 11th Intersarsity Creative Writing Competition 第十一屆大學文學獎	Outstanding School Writer Award 傑出少年作家獎	6A CHIU WING TUNG 趙穎彤
Choco Channel & Young Writers' Society of Hong Kong 巧·克·力網上學習平臺及香港青年寫作協會 Inter-school e-Books Writing Competition 2020-2021 第七屆 2020-21《千言萬語小小說—校際電子書小說創作比賽》	Best Fiction 最佳小說創作獎 Best Fiction (Book Cover Design) 最佳小說創作獎 (封面設計)	6A CHIU WING TUNG 趙穎彤 6A ZENG QINGLANG 曾慶朗

iii. Buddhist Awards 佛學獎項

比賽	獎項	獲獎同學
Hong Kong Buddhist Association 香港佛教聯合會 Buddha's Birthday Card Design Competition 佛誕卡設計比賽	Champion (Junior) 冠軍(初中組)	1D HUI LOK CHING 許樂晴
Hong Kong Buddhist Association 香港佛教聯合會 Buddha's Birthday Writing Competition 佛誕徵文比賽	Certificate of Proficiency (Secondary School) 優異 (中學組)	5A CHAN YAN YUET 陳欣悅 5A CHENG CHING MAN 鄭婧敏 5B HUANG KA KI 黃嘉琪

iv. Sports Awards 體育獎項

比賽	獎項	獲獎同學
Kwun Tong District Culture & Recreation Promotion Association 觀塘區文娛康樂促進會 49 th Open Dance Contest 第 49 屆全港公開舞蹈比賽	Gold Award 公開組金獎	5D CHENG YUI SZE 鄭睿詩
A.S. Watson Group 屈臣氏集團	Hong Kong Student Sports Awards 2020-20201 香港學生運動員獎 2019-2020	3D PUN KIN TO 潘健濤

v. Music Awards 音樂獎項

比賽	獎項	獲獎同學
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會 73 rd Hong Kong Schools Music Festival 第七十三屆香港學校音樂節	Zheng Solo (Advanced Level) Champion 箏獨奏 (深造組) 冠軍	5A WONG HEI YU JADE 黃晞瑜
	Piano Solo (Grade 5) Second Runner-Up 鋼琴獨奏 (五級) 季軍	1B TAM PAK SAN 譚柏桑

比賽	獎項	獲獎同學	
Macao Educational Centre of Culture and Arts 澳門文化藝術教育中心 Asia Culture and Arts Festival of Macao 2020 澳門亞洲文化藝術節 2020	Asian Culture Award 亞洲文化大獎	5A	WONG HEI YU JADE 黃晞瑜

vi. Art Awards 美術獎項

比賽	獎項	獲獎同學	
Kwai Tsing District Youth Community Services Scheme 公益少年團葵青區委員會 Poster Design Competition 「積極樂觀迎挑戰 逆境自強 建社群」海報設計比賽	Certificate of Merit (Junior) 優異(初中組)	1D	HUI LOK CHING 許樂晴
Hong Kong Children and Youth Services 香港青少年服務處 Healthy Life Sticker Design Competition 健康人生貼紙設計比賽	Second Runner-Up (Senior) 亞軍(高中組)	4C	CHAN WING SZE 陳詠思
	Certificate of Merit (Junior) 優異(初中組)	1D	HUI LOK CHING 許樂晴
Hong Kong Ocean Park 香港海洋公園 Conservation Chill Club - WhatsApp Sticker Design Competition 海洋公園 Chill 級保育-- WhatsApp 貼圖設計比賽	First Runner-Up 亞軍	1D	CHAN YAT KA CHERRIE 陳逸鈞
	Creativity Award 創意獎	1A	YEUNG HO YAU 楊可遊
		1B	LEUNG TSZ CHING 梁芷晴
		1B	LUI PAK KIU 呂柏嶠
Conservation Chill Club - Animal Ambassador Character Design Competition 海洋公園 Chill 級保育-- 動物保育大使角色設計比賽	Creativity Award 創意獎	1D	HUI LOK CHING 許樂晴

vii. Other Awards 其他獎項

比賽	獎項	獲獎同學	
Sir Edward Youde Memorial Fund 尤德爵士紀念基金	Sir Edward Youde Memorial Prize 高中學生獎	6A	TSE KAI YEUNG 謝啟揚

比賽	獎項	獲獎同學
Tsuen Wan District Council & Kwai Tsing District Council 荃灣區議會及葵青區議會 Tsuen Wan and Kwai Tsing Outstanding Student Award 2020 荃葵青優秀學生選舉 2020	Merit (Senior Secondary School) 高中組優勝獎	5A MAN KA YING 文嘉盈
Hong Kong Red Cross 香港紅十字會 Red Cross Youth of the Year (WNTD) 新界西總部傑出紅十字青年會員選舉	Red Cross Youth of the Year (WNTD) 新界西總部 傑出紅十字青年會員	5C CHEUNG HOI WAI 張鎧蕙
Kwai Tsing District Youth Programme Committee 葵青區青年活動委員會 Kwai Tsing District Youth Social Services Project cum Competition 2019 葵青區青少年社區服務計劃暨比賽	Outstanding Proposal 傑出報告書 & Active Participation 積極參與獎	6E CHEUNG HOI SIN 張凱善 6E HO CHEUK LAAM 何卓嵐 6E MOOLTHAM SOMRUDI 張海滢 6E POON MAN CHING 潘文靜 6E WONG HOI YI 王海懿
Scout Association of Hong Kong New Territory Region 香港童軍總會新界地域 Outstanding Unit 優異旅團評審	Outstanding Unit 2019-2020 2019-2020 年度 優異旅團	15 South Kwai Chung Group 南葵涌第 15 旅童軍團
Scout Association of Hong Kong N.T. Region South Kwai Chung District 香港童軍總會新界地域南葵涌區會 President's Cup - Scout Technical Skills Competition 2020 毛偉琪會長盃童軍技能比賽 2020	Champion 總冠軍	4A CHEUNG WAI SUM 張韋琛 3B FENG TSZ SHING 馮梓承 3C CHAN CHIU KI 陳釗祺 3D CHAN SHUN YU 陳信宇 3D PUN KIN TO 潘健濤 2C CHIU TSZ HEI 趙梓希 2D CHEUNG IAN 張亦禮 2D LEE TAT SHING 李達成 2D LEUNG WAI HANG 梁偉恒 2D NIP TSZ TANG WISDOM 聶子騰
Education Bureau & The University of Hong Kong History e-Learning Schools Network 教育局及香港大學電子學習發展實驗室 Junior Secondary History e-Reading Award Scheme 2020 初中歷史科電子閱讀獎勵計劃 2020	Merit Award 優異獎	4A KWOK KA HO 郭嘉浩

比賽	獎項	獲獎同學		
Hong Kong Chinese Culture Development Association 香港中華文化發展聯合會 History of Streets in Hong Kong: Radio Broadcast Competition 《歷史文化學堂——香港街道紀行》 電台講演	Certificate of Merit 優異證書	1C	BAI WING YU	白穎茹
		1C	CHAN CHAM HEI	陳湛熙
		1C	LO TSZ YING	羅子瑩
		1C	TSANG YU YEUNG	曾宇陽
		5A	CHAN SUET FUNG	陳雪峰
		2A	LUO TSZ FUNG	羅梓烽
	2D	YU KIN LEUNG	余健良	
AiTLE & Microsoft 資訊科技教育領袖協會及微軟 Microsoft Office Skills Competition 2020 全港學界 Microsoft Office 技能大賽 2020	Office PowerPoint	5C	陳澤豐 (875 分)	
	Office PowerPoint	5C	謝德心 (871 分)	
	Office Excel	2A	羅梓烽 (871 分)	
Samsung 三星電子香港 Samsung Solve for Tomorrow 2020 三星電子學界科技比賽 2020	Certificate 證書	4C	SO MAN CHUNG	蘇敏聰
		4E	NG KA CHUN	吳嘉振
		4E	LEUNG TSZ YIN	梁子賢
		3D	HUNG HEI YU	孔禧儒
Kelab Creative Science 理腦思科儀教具社 Territory-wide Science Competition for Students 2021 全港學生科技大賽 2021	Electrical Model Design (Secondary School) 電動車設計比賽(中學組)			
	環保電動避震爬山車 設計賽			
	First Runner-Up 亞軍	5B	CHEUNG TSUN PO	張峻溥
	Second Runner-Up 季軍	4E	NG KA CHUN	吳嘉振
		3D	HUNG HEI YU	孔禧儒
	編程智能車行黑線環保設 計賽	3D	FU SIN YIN	符善賢
	Second Runner-Up 季軍	3D	HUNG HEI YU	孔禧儒
Electrical Division of The Hong Kong Institution of Engineers 香港工程師學會電機分部 Electrical Model Design Contest 2021 2021 太陽能充電車模型設計比賽	Champion 冠軍	3D	HUNG HEI YU	孔禧儒
	&	3D	FUNG CHUN TAI	馮晉棣
		4E	NG KA CHUN	吳嘉振
	Highest Energy Output 最高能量輸出	3A	KWONG TSZ KIN	鄺子健
Civil Aid Service Cadet Corps 民眾安全服務隊少年團 Outstanding Cadets Selection 2020 傑出少年團員評選 2020	Outstanding Cadets Award 傑出少年團員	4E	LAI HOI YEE	黎海怡

VI. FINANCIAL SUMMARY 2020-2021 財務報告 2020-2021

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f
A. EOEBG Grant				
Original Baseline Reference		1,940,983.96		
Other Income		1,170.60		
Activities			11,887.45	
Advertising			13,010.00	
Audit Fee			15,960.00	
Bank Charges			6,078.00	
Celebration and Entertainment			538.20	
Cleaning Materials			22,125.09	
Furniture & Equipment			140,393.23	
Computer Equipment			17,170.00	
Consumable Stores			131,291.44	
First Aid Facilities			2,055.00	
Fuel, Light and Power			40,153.28	
Garden Maintenance Service			52,025.00	
Library Books			21,353.53	
Lift Maintenance Grant			126,625.00	
Newspaper and Magazines			9,526.20	
Other Minor Item			42,240.00	
Printing & Stationery			298,091.69	
Prizes			10,794.20	
Repairs & Maintenance			259,383.92	
Small Equipment			27,200.77	
Sports			4,312.10	
Staff Training			150.00	
Stamp & Postage			2,439.40	
Teaching Aid			43,960.49	
Telephone & Fax			24,303.00	
Travelling & Transportation			16,989.21	
Water			1,873.20	
Flower Baskets			1,452.00	
Sub Total (A)		1,942,154.56	1,343,381.40	598,773.16
School Specific Grants				
Administration Grant	-	3,853,020.00	3,648,323.87	-
Capacity Enhancement Grant	121,586.75	638,461.00	725,525.00	34,522.75
Composite Information Technology Grant	408,783.63	490,804.00	505,567.86	394,019.77
Air-Conditioning Grant	-	592,573.00	592,573.00	-
SBM Top-up Grant	50,000.00	50,350.00	69,967.00	30,383.00
School-based Speech Therapy Administration Recurrent	3,950.00	8,056.00	-	12,006.00
Sub Total (B)	584,320.38	5,633,264.00	5,541,956.73	470,931.52
Grand Total (A) + (B)	584,320.38	7,575,418.56	6,885,338.13	1,069,704.68

I. Government Funds**B. Outside EOEBG Grant**

	Bal b/f	Income	Expenditure	Bal c/f
Teacher Relief Grant - Annual Recurrent	945,046.61	218,140.00	143,094.40	1,020,092.21
Teacher Relief Grant - Optional	958,141.90	4,560,900.00	3,813,220.16	1,705,821.74
Committee on Home-School Co-operation Project	24,092.14	25,740.00	24,990.00	24,842.14
Cash Grant for School-based After-school Learning and Support Programmes	92,461.31	174,000.00	157,532.50	108,928.81
Learning Support Grant for Secondary Schools	77,605.10	347,415.00	345,606.37	79,413.73
Diversity Learning Grant (Other Language)	-	93,600.00	93,600.00	-
Diversity Learning Grant (Other Programmes)	568.90	21,000.00	21,568.90	-
Diversity Learning Grant (Applied Learning)	-	16,375.00	16,375.00	-
Moral and National Education Support Grant	273,320.15	-	150,149.00	123,171.15
One-off Grant for Promotion of Chinese History and Culture	14,783.10	-	14,783.10	-
Information Technology Staffing Support Grant	74,788.00	319,559.00	393,697.50	649.50
Grant for the Sister School Scheme	154,950.00	156,035.00	154,950.00	156,035.00
Promotion of Reading Grant	21,393.65	62,414.00	66,985.54	16,822.11
Life-wide Learning Grant	701,175.64	1,166,106.00	1,867,281.64	-
Gift Book Pilot Scheme (2020)	63,900.00	-	63,900.00	-
One-off School-based Speech Therapy Set-up Grant	20,000.00	-	-	20,000.00
School Executive Officer Grant	669.83	534,660.00	532,823.71	2,506.12
One-off Special Support Grant	86,115.00	-	86,311.00	-
Beat Drugs Fund - Healthy Campus	70,600.00	90,000.00	129,600.00	31,000.00
Student Activities Support Grant	-	144,300.00	144,300.00	-
CCFAP-Needy Students to Buy Mobile CPT Device for E-Learning	-	807,949.00	807,949.00	-
Participate in Sports, Stay Away from Drugs 2020/2021	-	20,000.00	20,000.00	-
Grand Total	3,579,611.33	8,758,193.00	9,048,717.82	3,289,282.51

II. School Funds

General Funds	1,733,671.90	1,443,992.37	804,016.07	2,373,648.20
Grand Total	1,733,671.90	1,443,992.37	804,016.07	2,373,648.20

VII. FEEDBACK & REFLECTION 回饋及反思

This is the last year in the 3-year school development cycle 2018-2021. Thanks to the concerted efforts made by the teachers in the departments of the 4 core subjects, the first round of lesson study completed successfully. The 4 departments finished their Lesson Studies in which subject teachers set lesson objectives together and designed related learning activities. This not only enhanced the teaching and learning effectiveness, but also promoted professional exchange. Through collaborative lesson preparation, teachers devised suitable learning activities to help students master the most difficult concepts and they kept improving their lesson plans in each post-lesson discussion. By comparing students' performance before and after a lesson, students were able to know clearly whether they could master the main concepts covered in the lesson. To share our experience with all the teachers in our school and those in other schools, we issued a publication concerning the lesson studies conducted by our teachers.

Due to the COVID-19 pandemic, face-to-face lessons were banned and our school had to switch to online teaching. In the light of the New Normal, our school modified our major concern in 2020-2021 to the development of online teaching and learning. With the help of technology, teachers were able to extend lesson time. Online teaching was no longer a temporary solution but a useful tool to complement the weakness of face-to-face lessons. To equip teachers with advanced IT skills, teachers of other schools were invited to share their good online teaching practices with our teachers. They also introduced some useful e-learning platforms or software to us so that our teachers were able to assign online pre-lesson tasks to students and display students' good works on the Internet. This was not only beneficial to students' learning, but also their whole-person development.

Despite the advantages of online teaching and learning, it was hard for teachers to monitor students learning in the remote learning mode. Some students lacked suitable IT equipment and so it was difficult to force all students to turn on their camera when having online lessons. Besides, online supplementary lessons began at 3:00 pm. Students living far away from school might need to rush back home for the online lessons, which affected their learning effectiveness. When students with low learning motivation learned at home, they lacked the supervision of their teachers and their academic performance became unsatisfactory. This was reflected in the slight decrease of 4+ rate in the HKDSE 2021.

The pandemic persists in the new academic year, so it is quite unlikely that whole-day classes will resume in the near future. Therefore, more attention should be paid to students with low learning motivation. Hopefully, they can further their studies after graduation.

After class resumption, the number of students with mental problems soared. In the light of this, "boosting students' resilience" became one of our major concerns. Although many activities were cancelled due to the pandemic, class teachers, guidance teachers, social workers, SENCO, our speech therapist and so on tried their best to keep their contact with students to find out their difficulties and needs and then provide assistance to those students in need. During the post-examination period, our Extra-Curricular Activities Committee and Guidance Committee organized a wide variety of activities for our schools, including class building activities, Zen Tango workshops and so on. These activities were found to be helpful in enhancing students' self-esteem and relieving their pressure.

With the mission to nurture our students to become citizens of integrity and capable leaders of tomorrow through Buddhist teaching, our school values students' virtues as much as their academic performance. Though the past years were full of difficulties, our staff members strove to resolve all of them together. We hope that Sin Tak students can excel academically. More importantly, they will become resilient and tough enough to overcome all the challenges ahead.

今年為本校三年發展計劃的最後一年。為提升教學效能，四個核心科目完成了課堂研究，科任老師共同設定課堂目標及商議課堂活動，藉此作專業交流、互相學習。在科組的努力下，我們堅持完成課研工作，通過共同備課會議，針對學生難處擬設教案，在實踐中不斷修整，從課前課後的比對中，讓學生掌握所學。其後我們把各科經驗分享及學生學業回饋編印成本校第二本學與教刊物，名為〈課堂點滴集〉，冀能通過專業教學交流提昇教學質素。

在新型冠狀病毒影響下，學校只能以網上平台教學。有見及此，本校在本學年初修正了本年度的重點關注事項，著重發展網上教學，以順應教育的新常態。在各方的努力探索下，學校各部門開始運用科技延展課時。網上教學對我們來說不再是臨時措施，很多老師以網上教學配合實體課堂，讓更多同學可受惠於網上教學。同時學校也邀請其他學校到校分享科技教學，學習運用各種電子工具來布置課前預習，網上平台分享。這些經驗不單有助學生學習，對協助學生成長和全人發展亦有裨益。

誠然，網上教學始終難於進行督導，並非所有同學有完善的器材裝備，老師亦難要求所有同學必須開視像上課。此外，網上補課定於下午3時開始，居所較遠的同學回家時間倉卒，影響學習成效。而學習動機較弱的同學在缺實體課的情況下，表現亦未見理想。以往老師可藉面授課堂作提醒督責，改為網上課後，老師鮮能緊貼個別能力稍遜的同學。這從公開試成績4等或以上的百份率較兩年前稍有回落可證。新學年，相信疫情仍會影響正規上課時間，要恢復全日上課仍未敢樂觀。因此下學年更要留意如何協助學習動機較弱的學生考取較佳成績，讓他們能升讀較理想的學校。

復課後，承受巨大學習壓力的學生急劇增多，本校另一個重點關注事項「提升學生的抗逆力」尤為重要。雖然大部分活動及計劃因疫情取消，班主任、輔導老師、社工、特殊教育需要統籌主任、言語治療師等仍循不同渠道聯絡學生，了解他們的困難和需要，從而提供協助。本學年結束前，課外活動組及輔導組聯絡外間服務機構，為學生舉辦不同類型的活動，計有班級經營活動及禪繞畫活動。此類活動實有助提昇學生自我形象，舒緩同學壓力。

本校秉持以佛化教育培養未來社會棟樑，我們重視學業成績，更注重同學品德情意。本學年雖面對不少困難，然在本校全人共同努力下，攜手克服了不少的挑戰。我們期望善德學生能保持優異的學業表現，亦能在風雨逆境下不輕言氣餒。

VIII. APPENDIX 附件

- (a) Report on the Capacity Enhancement Grant 2020-2021
學校發展津貼報告 2020-2021
- (b) Report on the School-based After-school Learning and Support Programme 2020-2021
課後學習支援計劃工作報告 2020-2021
- (c) Report on the Use of the Promotion of Reading Grant 2020-2021
運用推廣閱讀津貼報告 2020-2021
- (d) Report on the Life-wide Learning Grant 2020-2021
全方位學習支援津貼報告 2020-2021
- (e) Report on the Student Activities Support Grant 2020-2021
學生活動支援津貼報告 2020-2021
- (f) Programme Evaluation Report on the Diversity Learning Grant 2020-2021
多元學習津貼評估報告 2020-2021
- (g) Report on The Hong Kong Buddhist Association Principal Ho Moon Tim Memorial Scholarship 2020-2021
香港佛教聯合會何滿添校長紀念獎學金報告 2020-2021
- (h) Report on Healthy School Programme 2020-2021
健康校園計劃報告 2020-2021

Evaluation Report on the Use of Capacity Enhancement Grant (2020-2021)

2020-2021 學年學校發展津貼用途檢討報告

Target Areas	Strategies	Evaluation
Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要	(A) To continue to run the Secondary School Life Adaptation Programme for newly admitted S.1 students. Tutors will be employed to take up the roles of class teachers and responsible for the daily routines and teaching of learning skills. 繼續舉辦中學生活適應課程，協助新入學的中一學生適應中學學習生活。導師將負責班主任工作處理日常事務，並教授學習技能。	<p>The data obtained from the students' evaluation questionnaires showed that the majority of students (>85%) agreed that the program could help them adapt to the secondary school life. Among the study skills taught in the program, most of them agreed that the skills on reading, notetaking and memorizing were useful. The majority of students(95.93%) agreed that the tutors employed could deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship. The majority of students (>75%) agreed that they had less worry about the secondary school life after attending this program.</p> <p>評估問卷結果顯示大部分同學 (>85%) 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。絕大部份同學 (95.93%) 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 (>75%) 認同完成課程後，他們對適應中學生活的憂慮減低了。</p>
	(B) To alleviate the teaching workload of Math teachers and teachers of Other Learning Experience, An Assistant Teachers (AT) will be employed. The AT will assist teachers in preparing teaching materials and conducting remedial lessons. They will also carry out supportive duties assigned by other teachers.	<p>The Mathematics assistant teacher taught 16 periods per week which include two S1 Mathematics classes and one S3 Mathematics class. The workload of teachers was relieved. The mathematics remedial class for S6 was held from March to May in the second term, focusing on the examination-typed questions, the Mathematics assistant teacher set exercises and notes to help S4-6 students to prepare for the HKDSE.</p>

Target Areas	Strategies	Evaluation
	<p>聘請一位助理教師減輕數學科教師和負責其他學習經歷教師的教學工作。助理教師將任教初中數學科，協助教師準備教學材料及進行補底工作，也會支援其他老師所分配的工作。</p>	<p>數學科助理教師每週任教 16 教節，包括兩班中一級數學科及一班中三級數學科，減輕教師工作負擔。中六級數學科補底班於下學期三月至五月期間進行，數學科助理教師編訂公開試題目練習及筆記，讓中四至中六級零學生在家中完成，為文憑試作更佳預備。</p>
	<p>(C) Employ two clerical assistants to assist in conducting teaching and learning surveys, setting teaching timetables, handling general student-related tasks including student attendance, student particulars, student awards, making of certificates, student information and statistical work, handle student attendance, lateness, early leave, absence records, enrollment and withdrawal records and perform other tasks assigned by the school.</p> <p>聘請兩位文員助理，協助安排進行教與學問卷調查、編訂上課時間表、處理一般與學生有關的工作包括學生學籍紀錄、考勤紀錄、得獎記錄、制作學生獎狀、一般學生資料紀錄及統計工作等事宜及執行其他由學校指派的工作。</p>	<p>The clerical assistants took up duties assigned by teachers and assisted in preparing various student records which makes the school events and student activities hold smoothly.</p> <p>文員助理能履行負責之工作及協助整理各項學生紀錄使學校活動及學生活動能順利舉辦。</p>

School-based After-school Learning and Support Programmes 2020/21 s.y.
School-based Grant - Programme Report

Name of School: Buddhist Sin Tak College

Staff-in-charge: Mr. Lau Sik Hung

Contact Telephone No.: 24212580

A. The number of students (count by heads) benefitted under the Grant is 187 (including A. 24 CSSA recipients, B. 154 SFAS full-grant recipients and C. 9 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S5 Chinese Literature Tutorial Class	0	6	1	90%	Sept	4,400	Teachers' observation		
S5 Chinese Tutorial Class	0	2	2	90%	Sept	5,600	Teachers' observation		
S6 Chinese Tutorial Class	0	1	2	90%	Oct-Dec	7,200	Teachers' observation		
S1-S3 Sat Classes (Chinese)	1	1	1	85%	Oct-Dec	6,000	Teachers' observation		
S1 Sat Class (English)	0	2	0	85%	Oct-Dec	2,000	Teachers' observation		
S1-S3 Sat Classes (Maths)	1	10	0	85%	Oct-Dec	6,000	Teachers' observation		
S2 Sat Class (English)	2	2	1	85%	Oct-Dec	13,600	Teachers' observation		
S3 Sat Class (English)	0	3	0	85%	Oct-Dec	14,400	Teachers' observation		
S5 Sat Class (English)	1	1	0	90%	Oct-Dec	43,200	Teachers' observation		
Cheer-up Activity for S6	3	34	0	100%	Mar	460.9	Teachers' and students' feedback		
Cheer-up Activity for S5	2	29	0	100%	Mar	2,048	Teachers' and students' feedback		
S6 Maths Tutorial Classes	1	3	0	90%	Oct-Mar	17,100	Teachers' observation		
S1 Relaxing Activity	0	3	0	100%	May	1,645	Teachers' and students' feedback		
S2 Zentangle Workshop	9	24	0	100%	Jul	14,124	Teachers' and students' feedback	HK Children and Youth Service	

S2 Remedial Classes (English and Geography)	0	0	1	90%	May	1,800	Teachers' observation		
S6 Remedial Classes (Maths and BAFS)	0	0	1	90%	May	6,100	Teachers' observation		
S1-S3 Sat Class in May 2021 (Chinese)	1	2	0	95%	May	6,000	Teachers' observation		
S1-S3 Sat Class in May 2021 (English)	4	4	0	95%	May	6,000	Teachers' observation		
S1-S3 Sat Class in May 2021 (Maths)	1	8	0	95%	May	6,000	Teachers' observation		
S2 Sex Education Workshop	9	24	0	100%	Jun	1,320	<ul style="list-style-type: none"> ■ Teachers' observation ■ Questionnaires 	End Child Sexual Abuse Foundation	
S5 Personality Dimension Workshop	2	29	0	95%	Jul	5,806.1	<ul style="list-style-type: none"> ■ Teachers' observation ■ Questionnaires 	HK Children and Youth Service	
S1-S3 Relaxing online talk	19	91	0	95%	Jul	290	Teachers' and students' feedback	The Hong Kong Federation and Youth Groups	
Total no. of activities: 22									
@No. of man-times	56	279	9						
**Total no. of man-times	344					Total Expenses	\$171,094		

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills	✓					
c) Students’ academic achievement	✓					
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling	✓					
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvement		✓				

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): _____

Buddhist Sin Tak College
Report on the Use of the Promotion of Reading Grant
 推廣閱讀計劃
 2020-2021

We have received 4 proposals in promoting reading this year with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while enhancing further their reading abilities.

The proposals have been carried out and the evaluation reports are as follows.

English Department, 2020-2021

I. Aims and objectives

- To cultivate a reading habit in students
- To widen students' exposure to authentic English
- To develop a wide range of general knowledge
- To understand Western culture
- To nurture love for the English language

II. Measures

Measure	Target group	Content	Success criteria	Budget	Evaluation
1) Class readers scheme	Secondary 1-3	Each junior class will have 1 set of class readers each term.	1) Students will complete book reports. 2) A poll on the popularity of the readers will be carried out in Term 2.	Reader purchase for S1-S3: HKD 20,000	1) Students received their class readers in Term 2 when face-to-face classes gradually resumed. 2) A popularity poll was not conducted due to great rush.

Measure	Target group	Content	Success criteria	Budget	Evaluation
2) Reading circles	Secondary 3-5	There will be critical appreciation sessions on selected literary works to be hosted by English teachers. Each session can host no more than 10 students.	1) Students will actively enroll in the sessions. 2) Post-session interviews will be held to gauge the reception of the sessions for improvement.	Refreshments : HKD 500 Book coupons as gifts to active participants: HKD 100 x 5 = HKD 500	The reading circles were not held due to social distancing and gathering restrictions.
3) Extensive reading scheme	Secondary 1-3	Each student has to read 6 books of both fiction and non-fiction genres and view 2 films in order to fulfil the reading requirements.	Over 90% of students will meet the minimum requirements and receive the corresponding coursework marks accordingly. .	Book coupons as prizes to high-achievers: HKD 100 x 4 classes x 3 forms = HKD 1,200	The reading requirements were relaxed due to suspension of face-to-face classes. The coursework marks were scrapped as some students had difficulty getting access to books.

Estimated total:

HKD 22,200

中文科閱讀計劃2020–2021

一、計劃背景

根據課程發展議會所訂的中國語文課程指引，定明中國語文科作為所有學生修讀的核心科目，旨在提高學生的語文能力，透過良好的學習態度和習慣，培養學生的審美情趣，陶冶性情。本校一向重視培養學生的閱讀興趣，各級亦備有校本編選的閱讀冊，初中更將閱讀課編入恆常的課程中，成為其中一項教學重點。本年度受疫情影響，學生未能到公共圖書館借閱圖書，因此本科希望發展網上閱讀，讓學生隨時隨地都可以進行閱讀。

二、計劃目標

學生能利用手提電話、平板電腦等進行網上閱讀；每位學生每年至少實行一次網上閱讀，之後完成閱讀報告。本計劃亦會鼓勵家長與子女共同閱讀。

三、計劃項目

計劃名稱	對象	內容	成效指標	預算經費	檢討報告
時空無限 閱 讀 計 劃。	全校師生及家 長。	學校提供 100 本網上圖 書，供學生閱讀。 不設借閱及歸還時間， 家長可與學生共讀，分 享閱讀心得。	中一至中五學 生，全年最少進 行一次網上閱 讀，並提交閱讀 報告。	\$ 1 7 5 0 0	<p>>中一至中四的閱讀點擊率為2545次，學生尚能利用平台完成讀書報告。</p> <p>>中五及中六級則未有善用此平台，主要原因相信為為有關書目未有涵蓋校本評核書目，故學生未有利用此系統。</p> <p>>有關支援最受中一學生歡迎，每班學生平均有400多次點擊，相信與中一學生有較大學習空間有關。</p> <p>>因為版權問題，網上閱讀材料未算充裕，如果選目不變，較難於高中推行，建議搜集更多適合高中同學閱讀的網上資源。</p>

總費

\$ 1 7 5 0 0

四、檢視成效的模式

老師批改閱讀報告。

五、計劃的預期成果

學生初試網上閱讀的體驗，除了到圖書館借實體書外，亦樂於利用不同媒體作出網上閱讀。日後不會因為各種實際環境問題而影響日常閱讀習慣。

Science科學科 2020-2021

1. Aim

- Promote reading and encourage students to develop a good reading habit
- Arouse students' interest in science

目的

- 促進閱讀並鼓勵學生養成良好的閱讀習慣
- 激發學生對科學的興趣

計劃名稱	對象	內容	成效指標	預算經費	檢討報告
提供實驗書籍給每位同學閱讀	中一至中二同學	購買 150 本書給予全體同學，鼓勵學生養成良好的閱讀習慣。	進行測驗以測試同學對書本的理解 超過 50% 的學生測驗合格	\$ 20000	利用該款項購買了實驗書籍和科普讀物。 - 實驗書籍 學生閱讀書籍後，就閱讀所得進行實驗，並就實驗拍攝短片與同學分享知識。就老師觀察，大部份同學積極閱讀並進行實驗。成功提升了對科學的興趣。 - 科普讀物 從閱讀後的小測結果推論出大部份同學積極閱讀。成功提升了對科學的興趣。

總費

\$ 20000

圖書館運用推廣閱讀津貼計劃 2020-2021

計劃目標：

推廣及購買英文電子書：部分學生的閱讀模式已轉變，由閱讀紙本圖書轉為網上閱讀和閱讀電子書，為了鼓勵學生多閱讀電子書，圖書館在已購買的GVRL電子書平台上增購大約二十本英文書。亦因為上年疫症關係，有不少學生透過閱讀GVRL的電子書繳交英文閱書報告(詳情可看運用推廣閱讀津貼計劃書2019-2020年)，所以今年會繼續增購書籍。

計劃名稱	對象	內容	成效指標	預算經費	檢討報告
推廣及購買英文電子書	全校同學	推廣及購買英文電子書 可向同學每月推廣一本有趣的電子書籍可在圖書館外的壁報宣傳	GVRL平台的統計報告能得悉學生閱讀電子書的情況及數目	\$ 8,000	圖書館持續在GALE平台增購英文電子書籍，以及在圖書館外的壁報宣傳。在三月期間舉行網上電子書問答比賽，同學需閱讀指定英文電子書籍及回答簡單問題便可獲得獎券。可惜的是沒有學生參與，原因可能有數個，第一：獎勵不吸引；第二：活動形式沉悶；第三：電子書內容較深及實用性較強。
			總費	\$ 8,000	

Overall Budget 運用推廣閱讀津貼總結：

Person-in-charge	Subject	Brief description of the plan	Budget	Expenditure
TM Wong	圖書館	推廣及購買英文電子書	\$8,000	\$7,049.04
YW Faan	<u>Science</u> 科學	Providing Science books to promote reading and encourage students to develop a good reading habit 提供實驗書籍給每位同學閱讀	\$20000	\$19935.5
ML Hau	English	Reading scheme: cultivate a reading habit in students; widen students' exposure to authentic English	\$22,200	\$22,200
HM WONG	中文科	時空無限閱讀計劃。	\$17,500	\$17,500
Total			\$67700	66684.54

全方位學習津貼 運用報告
2020-2021學年

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		評估結果	實際開支 ($\$$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與 人數				智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	與工作有關 的經驗	
1.1	本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1	聘請專業教練訓練本校各體育校隊 - 透過專業訓練提升運動員的技術水平 - 透過專業訓練提高運動員對該項運動的興趣和更深層的認識 - 發掘有天份的學生並加以訓練	體育	9/2020- 8/2021	S1- S5	120	運動員除事假外，其整體出席率接近100%。隊員認同專業教練的訓練讓他們對該項的運動有更深的認識，教練對運動員的表現吸投入亦表示欣賞	\$42,950.00	E5	✓		✓			
2	音樂文化推廣 組織不同類型音樂活動供本校學生參與，如合唱團、樂器班、中西樂團訓練、音樂會導賞、音樂舞台技術培訓、文化交流活動等，讓學生擴闊視野，讓基層同學能在資助下繼續參加活動。	藝術 (音樂)	9/2020- 8/2021	S1- S5	200	學校有 117 名同學分別加入合唱團、西樂團及中樂團。此外，2020-2021年度開辦了 17 班樂器班，參加人數有 157 人。各樂器班、樂團及合唱團團員出席情況令人相當滿意。	\$133,323.57	E1 E5	✓		✓			
3	快樂工程之同理心·同你心連心活動 透過安排一系列校本活動例如：講座、工作坊、攤位、投票活動、繪本創作，推動正面思維，加強朋輩之間的互助及連繫，培育同理心，建立關愛的校園文化。	德育、公民及國民教育	9/2020-5/2021	S1- S6	761	受訪者認同以同理心及關愛為主題的活動如四格漫畫比賽及投票、敬親節、中六打氣活動、各式繪本及宣傳品等，均有助他們認識同理心技巧及要訣，並認為自己會於現實生活中實踐同理心的技巧	\$33,910.07	E1		✓				
4	女童軍活動	女童軍	11/2020- 05/2021	S1-S5		由於疫情關係，上學年宣誓典禮未能舉行，中一新隊員延遲至本學年宣誓。本年度共有21名中一及中二隊員完成「八項綱領」活動，於宣誓典禮中順利宣誓成為女童軍。另外，22位已宣誓隊員於本年度合共考獲30個興趣章，成績令人滿意	\$5,053.10	E1 E5	✓	✓			✓	
5	領袖訓練 - 培養同學的領導才能，學習與人溝通技巧及建立團隊精神。 - 明白愛與尊重，關心別人的處境和感受，建立互助互愛是領袖元素	領袖訓練	11/2020-4/2021	S2 S3	256	同學在問卷中反映活動能讓他們學到解難能力及團隊合作的重要性，而且能增進與同學的關係。	\$37,800.00	E1	✓	✓	✓			
6	STEM Week 通 過工作坊、比賽及參觀等活動，引發同學對STEM的興趣，培育同學的創意，以及協作與解難能力	STEM	1/3/2021	S1	131	舉辦了磁浮車製作比賽，中一全級同學參與。約7成同學成功製造磁浮車，接近一半同學在問卷中表達喜歡有關活動	\$10,682.12	E7 E2	✓					

7	智能產品齊製作 發同學對STEM的興趣、培育同學的創意、協 助及解難能力	STEM	1/5/2021	S2	132	在STEM課節中教授同學arduino，停課 期間亦製作了自學套件讓同學在家自 學。課後問卷中有過半受同學表示自己 對STEM課節內的編程有興趣，並能完 成預期習作	\$1,903.87	E7	✓				
8	魚缸生態探索 發同學對STEM的興趣、培育同學的創意、協 作及解難能力	STEM	9/2021-6/2021	S1	131	超過8成同學的工作紙表現滿意，超過9 成受訪同學稱他們喜歡有關活動。各班 老師亦認為同學表現投入	\$3,938.51	E7	✓				
9	STEM校隊 發同學對STEM的興趣、培育同學的創意、協 作及解難能力	STEM	9/2020-6/2021		10	參與STEM比賽的同學皆認為參與比賽能 引發他們對STEM的興趣，培育他們的創 意、協作及解難能力。本年度共得到以下 獎項： 1. Underwater robot competition (Achievement level: Gold) 2. Electric Model Design Contest 2021 (“Champion” and “Highest energy output Award”) 3. 全港學生科技大賽2021 (亞軍一個、季 軍四個)	\$13,407.37	E7	✓				
10	文學作品賞析工作坊- 個課程共16堂，前5節課從趣味出發，讓學生 接觸文學作品，沉浸在欣賞文學與以旅遊為主 題的文章的時光中，並從中學學習掌握鑑賞文學 的方法；後11節課則是寫作工作坊，讓學生直 接體驗創作的樂趣，導師會以活動為主，介紹 創作的方法、技巧，給予學生更多創作的機會 跟提高其層次。	中文	10/2020 - 5/2021	S3	20	本學年上學期邀請了校友設計5節閱讀 工作坊。由於疫情關係，工作坊須以網 上形式進行。由於網上進行，感覺較輕 鬆，反而有效促進同學分享，而問卷中 亦見同學對於閱讀工作坊形式及教學內 容均感滿意。下學期10堂的寫作坊亦已 完成，9節為網上課，最後1節為實體課 ，相較而言，實體課教學效果遠較網上 課為佳。從問卷可見，同學普遍認為寫 作坊對提昇寫作有幫助。	\$18,067.70	E1 E5	✓				
11	藝術家到校講座、工作坊 讓同學於課外有更多機會接觸不同類型的藝 術工作者 - 了解藝術工作的出路 - 引發對藝術的興趣	藝術 (視藝)	9/4/2021	S.1-S.5	50人	同學參與後反應良好，覺得活動有助其 了解攝影藝術。	\$4,464.00	E1 E5	✓		✓		
12	歷史漫遊之歷史科創意寫作文集 將歷 史科過去三年在初中推行的「創意習作」結集 成書，總結學生的學習成果，提高同學自信及 成就感，同時，將歷史有趣的一面呈現給其他 級別與公眾人士，引發及加強他們對學習歷史 的興趣	歷史	全年	全校	全校	已使用撥款，將於2021-2022學年完成 出版。	\$12,500.00	E1	✓	✓			

13	中一級歷史科講座-「十九世紀至二十世紀初外籍人士在港活動	歷史	17/5/2021	S1	132	活動改期至5月17日，並以網上進行並順利完成。大部分同學同意活動能增進他們對相關課題的認識，選擇的課題有學習價值，講者準備充足。個別同學提議講座內容可以減少例子配以較深入解說。	\$1,600.00	E1	✓	✓			
14	「小足跡大腳印」 - 香港歷史及文化教育協會本地歷史考察團舉辦：鯉魚門及魔鬼山 - 同學在導賞員帶領下，考察1941年香港保衛戰的遺跡	歷史	2/7/2021		16	於2021年7月2日完成一次網上導賞，共有16名同學參加。同學反應正面，超過八成同學同意活動能提升他們對香港保衛戰的認識，亦希望來年再舉辦類似活動。計劃來年再舉辦同系列活動	\$2,000.00	E1	✓	✓			
15	網上境外交流活動： - 安排學生透過網上視像會議，與來自其他國家的青年交流。 - 拓闊學生的視野，增加同學的文化敏感度及國際視野，並強化同學對其他文化的理解及同理心。	歷史	1/6/2021	S3- S5	14	活動順利完成，共有14名同學參加。同學反應正面，全部皆同意活動能提升他們對他國文化的認識，亦希望來年再舉辦類似活動。計劃來學年再舉辦一次。	\$4,125.60	E1	✓	✓			
16	South China Morning Post Experience as a Journalist Programme 南華早報小記者活動 - To cater for elite students - To equip students with essential journalistic skills and knowledge - To develop logical thinking, presentation skills and collaborative skills - To nurture an awareness of current issues	英文	2 -7 August 2021		12	Students produced quality homework and held an interview with a local athlete successfully. Their news stories will be published in the Young Post later this year.	\$28,000.00	E6	✓	✓			✓
17	English Speech Festival - To arouse interest in public speaking - To nurture an interest in the beauty of the English Language	英文	1/12/2020	S1-S5	17	17 participants last year and S1D Leung Ka Kiu came second in S1 girl's solo verse speaking.	\$1,700.00	E1	✓				
18	生涯規劃活動 - 活動包括工作坊、課程、參觀、其他學習經歷、校友職業世界分享會等，為同學提供廣泛的職業信息，幫助他們將來作出職業選擇上的準備，定立今日的目標。 - 協助他們了解作為不同高層，於管理和運作時的實踐、亞文化和期望。	升學及就業輔導組	10/2020- 7/2021	S2-S6		同學認為多元化的活動有助他們深入認識不同的職業及了解更多升學的資訊，認為這對將來在讀書及就業上的選擇上給予明確方向。	\$18,408.25	E1 E2 E5					✓

19	中一級訓練營 藉着活動加強學生的抗逆力 讓同學認識自己及對同學的了解	-	輔導	9/10/2021	S1	132	73%的參與者認為活動能對自己加深了解。90%同學認同通過活動後，感受到同輩、師長及學長的支辭，97%的參與者明白若他們有需要，他們會隨時得到協助。	\$14,000.00	E1, E2	✓	✓	✓		
20	師友計劃 同學與校友聯繫、為應考同學在升學及就業上作出支援	加強	升學及就業輔導組	全學年	S6	117	師友計劃得到應屆考生的高度評價，認為師兄師姐在升學及選科上均能提供適切的幫助	\$63,960.00	E1 E5 E7					✓
(如空間不足，請於上方插入新行。)														
								第1.1項總開支	\$451,794.16					
1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野													
1														
2														
3														
4														
5														
(如空間不足，請於上方插入新行。)														
								第1.2項總開支	\$0.00					
								第1項總開支	\$451,794.16					

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)	
1	善德一SUM 運動計劃添置訓練體適能及運動器材	體育	訓練	\$15,432.00	
2	STEM 之深度遊- 購買立體打印機和消耗品	跨學科(STEM)	購買立體打印機和消耗品供發展STEM之用	\$63,395.37	
3					
(如空間不足，請於上方插入新行。)					
				第2項總開支	\$78,827.37
				第1及第2項總開支	\$530,621.53

*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

- E1 活動費用 (報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等)
- E2 交通費
- E3 境外交流 / 比賽團費 (學生)
- E4 境外交流 / 比賽團費 (隨團教師)
- E5 專家 / 導師 / 教練費用

- E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
- E7 設備、儀器、工具、器材、消耗品
- E8 學習資源 (例如學習軟件、教材套)
- E9 其他 (請說明)

第3項：受惠學生人數

全校學生人數：	761
受惠學生人數：	761
受惠學生佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人 (姓名、職位)：	李惠貞副校長
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佛教善德英文中學
學生活動支援津貼 運用報告
2020-2021年度

(一) 財務概況

A	本學年獲發撥款：	\$144,300.00
B	本學年總開支：	\$58,310.00
C	須退還教育局餘款 (A - B)：	\$85,990.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	3	\$4,400.00
學校書簿津貼計劃 - 全額津貼	29	\$43,010.00
校本評定有經濟需要	17	\$10,900.00 (上限為全學年津貼金額的25%)
總計	49	\$58,310.00

[註：此項應等於 (一) B「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動： 資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	樂器班	藝術 (音樂)	37	\$53,900.00			✓		
2	制服團隊活動	社會服務	11	\$2,470.00				✓	
3									
4									
5									
(如空間不足，請於上方插入新行。)									
第1項總開支				\$56,370.00					
2. 境外活動： 資助有經濟需要的學生參與境外活動 / 境外比賽									
1									
2									
3									
4									
5									
(如空間不足，請於上方插入新行。)									
第2項總開支				\$0.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必需的基本學習用品及裝備									
1	紅十字會學習用品及制服資助	社會服務	7	\$1,940.00				✓	
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支				\$1,940.00					
總計			55	\$58,310.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重複計算。

全方位學習聯絡人 (姓名、職位)：	李惠貞副校長
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Buddhist Sin Tak College
Programme Evaluation Report for DLG
Other Programme (Network School)
(2020-2021)

Programme Title	Objectives	Target (No. / Level / Selection)	Duration / Start Date	Derivable	Evaluation of Student Learning	Expenditure
Network School Programme: DSE Music	<ol style="list-style-type: none"> 1. Provide more elective subject options to our students, especially gifted music students. 2. Employ professional teachers to teach gifted music students and help them to participate in DSE Music examination. 3. Help to cater for students' diverse needs. 	<ol style="list-style-type: none"> 1. S4 students 2. 15-20 students came from different network school of the same district 3. No. of students from BSTC: 1 	Starting from September 2019, the lesson held every Saturday morning 9am-12nn.	Regular assignment, quizzes and half-yearly examination	The network programme was provided by Institute of Hong Kong Senior Secondary School Music Education. The teacher-in-charge was responsible for paper 2 performance, school-based assessment and supplementary lessons. Due to the COVID-19, the lessons of the first term were held online.	Tutorial fee: \$14916.67 Network Programme: \$7490.8 IT / software equipment: \$5568.5 Total: \$27975.97

Buddhist Sin Tak College
Programme Evaluation Report for DLG
Other Languages
(2020/2021)

Programme Title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Other Languages (Japanese)	1. Students have a chance to learn another language so as to enhance their competitiveness in the 21st century. 2. A more diverse curriculum. 3. Students have a higher chance for territory education.	S4 students: 22 S5 students: 2 S6 students: 0	Lessons provided by Pui Ching Academy (Weekly) from September to May	Lectures, quizzes and tests	1. Due to the pandemic, many of the classes have been cancelled or conducted online. Yet, the attendance rate was high. 2. It is recommended to offer the programmes next year.	\$93,600

**Report on The Hong Kong Buddhist Association
Principal Ho Moon Tim Memorial Scholarship 2020-2021**

香港佛教聯合會何滿添校長紀念獎學金報告 2020-2021

1. Awardees 得獎者

a. Best Improvement Awards 進步獎

Chinese Category 中文科

4E	CHAN YEE TING	陳綺婷	4D	LIN TSZ YING	林芷瑩	4C	LAU CHEUK HEI	劉卓晞
5C	LAI WAI YI	賴煒怡	5D	LAM WAI CHAK	林惠澤	5B	LAM CHING HOI	林鉅凱

English Category 英文科

4D	CHAN KWAN LAM	陳均霖	4C	SO MAN CHUNG	蘇敏聰	4D	SUEN MING CHAK	孫銘澤
5E	YUNG TIN CHAU	翁天宙	5E	CHAN SIN HANG	陳善恆	5A	LAW CHUN LAI	羅竣澧
5D	LEUNG YUET SHAN	梁悅珊						

Mathematics Category 數學科

4B	CHEUNG WING YAN	張詠欣	4E	CHAN YEE TING	陳綺婷	4D	TANG WAI YAN	鄧惠欣
5D	CHENG SUI HIN	鄭瑞軒	5D	LAM WAI CHAK	林惠澤	5D	LAU KA HO	劉嘉豪

Liberal Studies Category 通識科

4B	CHEUNG WING YAN	張詠欣	4A	TSUI HOI KI	徐海琪	4E	NG KA CHUN	吳嘉振
5D	LU SHU SUM	陸樹森	5E	YUNG TIN CHAU	翁天宙	5D	LO HOI CHUN	盧凱俊

b. Merit Awards 優異獎

Chinese Category 中文科

4A	CHAN HANG LOK	陳幸樂	4B	WANG HAI YE	王海燁
5A	MAN KA YING	文嘉盈	5A	TAM WINKI WING KEI	譚穎琪

English Category 英文科

4A	CHAN HANG LOK	陳幸樂	4A	CHANG CHUN YIN	張俊彥
5E	YUNG TIN CHAU	翁天宙	5A	MAN KA YING	文嘉盈

Mathematics Category 數學科

4B	WONG MING KIT	黃明傑	4B	HSU TING MAN	許庭閏
5B	LAU WAI YIN EGAN	劉韋賢	5A	LAW CHUN LAI	羅竣澧

Liberal Studies Category 通識科

4A	CHAN HANG LOK	陳幸樂	4A	LAI TSZ CHUNG	黎子聰
5B	WONG CHUN YIU	黃俊堯	5A	CHENG CHING MAN	鄭婧敏

2. Financial Report 財政報告**Income**

Donations	\$
	<u>45,800.00</u>
	\$
	<u>45,800.00</u>

Expenditure

Scholarship	<u>18,300.00</u>
	\$
	18,300.00

Surplus/(Deficit) for the year	27,500.00
Surplus from previous year	\$237,000.00
Adjustment	\$6,000.00
Surplus to next year	<u><u>\$270,500.00</u></u>

Annual Report on Healthy School Programme 2020-2021**Introduction:**

The Healthy School Programme is a preventive programme launched by the Government to promote anti-drug culture in schools. Schools are encouraged to partner with non-governmental organisations (NGOs) to organise various types of anti-drug activities and complementary preventive programmes to suit the different needs of students as part of the healthy school policy. Our school successfully applied for this program in the year 2020-2021. Our partner was Hong Kong Children and Youth Services (香港青少年服務處). The Healthy School Programme is a school-based programme comprising diversified anti-drug programmes and a drug testing component. It includes programmes covering educational, counselling, supportive and drug testing aspects.

Part A: School-based activities

Target	Topic	Organizer	Evaluation
S.2	Voluntary service program	MCE	All S.2 students participated in the voluntary service program. Although they could not visit the elderly in person, they prepared gifts and filmed some greetings to the elderly. In the program, the students could understand the needs of the elderly more. Over 90% of the participants expressed they would like to join similar voluntary services in the future. 93% of them said they were satisfied with the program and gave 3 out of 5 for the program. 20% of them gave 5 out of 5.
S.1 to S.6	Careers Visits and workshop (cancelled because of COVID 19)	Careers Committee	
S.1 to S.6	Mindfulness workshops and activities	Religious Committee	

Part B: Healthy School Anti-drug Activities

(1) Related to the Guidance Captains

Target	Date	Time	Topic	Organizer	Evaluation
Teachers	25 August 20	10:30 to 11:00	Introduction of the Program	香港青少年服務處	Despite the pandemic, the briefing sessions for the teachers, parents and students were successfully held face-to-face and online respectively.
Parents	Online video	----	Introduction of the Program	香港青少年服務處	
Students	Online video	-----	Introduction of the Program	香港青少年服務處	
Guidance Captains	26 Sept	10 am to 12 noon	Guidance Captain training day camp	香港青少年服務處	<p>The guidance captain leadership training program, the kick-off of the guidance captain program, add oil gathering and gift presentation, year-end fun day were organized smoothly with positive feedback. The outdoor visit to Life Education Centre was cancelled due to COVID 19.</p> <p>1. Leadership Training Day Camp (26 September 2020)</p> <p>93 % of the respondents expressed that the activities helped them to enhance their leadership. 92% of them expressed that the activity could help them boost their resilience. 86% of them expressed that the activity could boost their team spirit. 82% of them expressed that the activity could help them develop a healthy lifestyle.</p> <p>2. Kick-off 破冰遊戲(FUN FUN 中相聚) (30 September 2020)</p> <p>All S.1 students and their guidance captains were grouped and they met the first time. The guidance captains designed some mass games for the S.1 students. The S.1 students were eager to know their seniors. A social supportive network started to develop. 80% of the S.1 students said that the activity helped them to develop a positive value and attitude. 75% of them said that the event helped them to enhance their interpersonal communication skills.</p>
Guidance captains and S.1 students	30 Sept	8 th to 9 th period	Kick Off (S.1 and the Guidance Captains)	香港青少年服務處	
Guidance captains and S.1 students	April	Pm	Visit Life Education Centre (Cancelled because of the pandemic)	Life Education Centre	
Guidance captains and S.1 students	May	AM	Add oil gathering and gift presentation	香港青少年服務處	
Guidance captains	July	AM	Year-end fun day	香港青少年服務處	

<p>and S.1 students</p>					<p>3. Visit to the classroom</p> <p>The guidance captains wrote some encouraging messages and presented some gifts to their S.1 mentees in late May. The activity was well-received.</p> <p>4. Annual fun day on 5 July:</p> <p>All S.1 students and guidance captains gathered in the hall and had some fun activities. Despite the pandemic, the guidance captains tried their best to develop a bonding with the S.1 students. 90% of the participants expressed that the program helped them to develop a more positive attitude towards life. 90% of them said that the program had enhanced their learning experience. 82% of them said that the relationship was an emotional support.</p>
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(2) Other activities

Target	Date	Time	Topic	Evaluation
S.1 to S.3	23 Oct	5 th to 6 th	A talk about online addiction	<p>Students spent much more time online after the pandemic. The talk aimed to help them to be aware of the harmful impact of online addiction. 93% of the respondents said that the talk helped them to understand the harm impact of online addiction. 93% of them said that the talk helped them to understand the importance of a healthy lifestyle. 86% of them said that the talk helped them to establish positive value.</p> <p>2. A talk about relationship for S.4 students</p> <p>S.4 students participated actively in the talk. They interacted well with the guest speaker. Over 90% of the students understood the potential risk of online media and the importance of a healthy life style. 85% of them said that the talk helped them to establish positive value and life attitude.</p> <p>3. Leadership training workshop</p> <p>A leadership training workshop was held on 23 October 2020. There were 74 S.4 and S.5 students leaders in the workshop. They learned how to manage their time, solve problems and make good use of the resources. 88% of the students said the leadership workshop could help them enhance their self-efficacy. 86% of the them said it helped them to polish their leadership skills. 84% of them said the workshop could boost their team spirit.</p>
S.4	23 March	5 th to 6 th	A talk about relationship	
S.4	Oct	---	Leadership training workshop	

Part C: Drug testing

The drug testing part was conducted by Hong Kong Children and Youth Services. The Board of Discipline helped to coordinate this part. The date of the test was confidential. Rm 205 was reserved for the drug test and it was reported that the room was suitable to protect the privacy of students. Usually three tests would be conducted each year. Only one hair test was successfully conducted in late May 2021 because of the pandemic. All results were negative. In the next academic year, three hair tests were planned to be conducted.