



Buddhist Sin Tak College
佛教善德英文中學

Annual School Plan
學校周年計劃書
2021-2022



School Address: 5 Hing Shing Road, Kwai Chung, N.T. | Tel.: 2421 2580 | Fax: 2494 0104

Website: <http://www.bstc.edu.hk> | Email: info@eclass.bstc.edu.hk

CONTENTS

I.	School Mission & Major Concerns for the School Year 2021-2022 辦學宗旨及 2021-2022 年重點關注事項	3
II.	3-Year School Development Plan 2021-2024 三年學校發展計劃 2021-2024	4
III.	Major Concern Implementation Plan 2021-2022 重點關注事項施行計劃 2021-2022	16
IV.	Budget Summary 2021-2022 財政預算 2021-2022	51
V.	A Healthy School Policy 健康校園政策	52
VI.	Appendix 附件	54
	(a) Plan on the Use of Capacity Enhancement Grant 2021-2022 學校發展津貼使用計劃 2021-2022	
	(b) Plan on the Use of Life-wide Learning Grant 2021-2022 全方位學習支援津貼使用計劃 2021-2022	
	(c) Plan for the School-based After-school Learning and Support Programmes 2021-2022 課後學習及支援計劃 2021-2022	
	(d) Proposal for the Diversity Learning Grant 2021-2022 多元學習津貼使用計劃 2021-2022	
	(e) Plan on the Use of the Promotion of Reading Grant 2021-2022 推廣閱讀計劃 2021-2022	
	(f) Healthy School Programme 2021-2022 健康校園計劃 2021-2022	
	(g) IT Innovation Lab in Schools 2021-2022 中學 IT 創新實驗室計劃 2021-2022	
	(h) One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development 2021-2024 支援推行高中公民與社會發展科的一筆過津貼 2021-2024	

I. 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.

辦學宗旨

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。

MAJOR CONCERNS FOR THE SCHOOL YEAR 2021-2022

1. To nurture self-initiated learners.
2. To enhance students' self-esteem and a sense of belonging to the school.

2021-2022 年重點關注事項

1. 培育自覺學習者
2. 投入校園、欣賞自我、多元發展

II. 3-YEAR SCHOOL DEVELOPMENT PLAN (2021-2024) 三年學校發展計劃 (2021-2024)

Major Concern 1: To nurture self-initiated learners

重點關注事項一：培育自覺學習者。

Targets 目標	Time Scale 時間			Outlines of Strategies 措施大綱
	2021- 22	2022- 23	2023- 24	
1. To raise student's confidence in learning 提昇學習自信	✓			<p>(A) Optimize the assessment policy 改良考評制度</p> <ul style="list-style-type: none"> ● Target: Form 1 to Form 3 對象：中一至中三級 ● Focus: “Easy to pass but difficult to score high” The assessments can check the mastery levels of students' basic knowledge and at the same time challenge the more capable students. 重點：易合格難高分準則－試題能查核一般學生基本知識的掌握程度，同時對能力較高的同學具挑戰。 <ol style="list-style-type: none"> 1. Clear assessment coverage should be given to students: The uniform test/ examination coverage should be sent to students two weeks before the commencement of uniform tests and examinations. The annual examination should only cover learning contents in the second term. If any prerequisite knowledge in term 1 is needed, it should be listed clearly and limited to that cannot be excluded in the tests/ examinations. Topics not covered in the examinations should not be included in the coverage. 給予清晰評核範圍：統測及考試兩星期前各科訂下可考核範圍。初中下學期可只考問該學段範圍，若須涉及上學期或之前曾教過的內容，須列明範圍，讓學生易於掌握。考試沒有涵蓋的課題不應列在溫習範圍內。 2. Safety net policy for assessments: students with weaker abilities are able to get around 50% of the total marks by answering some basic questions so as to improve their willingness to learn. 建立評估安全網：讓能力較弱的同學可透過回答基礎題爭取得約一半的分數，提昇學生學習的意願。

Targets 目標	Time Scale 時間			Outlines of Strategies 措施大綱
	2021- 22	2022- 23	2023- 24	
				<ul style="list-style-type: none"> ● Measure: Subject heads should check the passing rates of the last examination, the safety net policy with an aim to improve the passing rates should be implemented if they were lower than 50% 具體措施：科組審視過往一年各科 / 各卷合格率的表現，若該科 / 該卷低於一半的同學達到合格的成績，須在新學年建立評估安全網。 ● Evaluation methods: Minutes and previous examination results 檢討方法：科務文件/檢視考試成績
	✓			<p>(B) 優化課業評估 Optimize the assignment policy</p> <ul style="list-style-type: none"> ● Target: Form 3 to Form4 對象：以中三、中四為主 ● Focus: Tackling learning difficulties and boosting student learning confidence 重點：拆解難點，增建學生學習自信 <p>3. Assignments focusing on learning difficulties: Based on the theories in lesson study, assignments should be set according to the expected learning difficulties. A variety of teaching approaches should be adopted to guide students to follow the steps/ frameworks for response to cope with the learning difficulties. Questions with similar natures may be provided after classes as so that students can practice what they have learned in classes and therefore build their confidence in learning. 難點課業教學：套用課研理論，先從預期學習難點開始，設計課業，運用不同的教學方法，引導學生依循步驟/回應框架拆解難點。課後給予同類題目，讓同學實踐所學，建立學習自信。</p> <ul style="list-style-type: none"> ● Measures: Each subject should choose one class level from Form 3 or Form 4 and set an assignment focusing on the learning difficulties. The assignment must address the problems commonly encountered by students. It must also provide the solutions to problems/steps. In addition, questions with similar natures are provided for students to try again based on what they have learned. A short questionnaire on learning effectiveness should be given at the end. 具體措施：各科從中三、中四選一級作對象。針對學習難點擬設一份習作，習作須針對學生普遍遇上的問題擬設題目，習作亦須提供解難方法 / 步驟，此外提供同類題目讓學生可依據所學再作嘗試，最後給予簡短學習效能問卷調查作檢討。

Targets 目標	Time Scale 時間			Outlines of Strategies 措施大綱
	2021- 22	2022- 23	2023- 24	
				<ul style="list-style-type: none"> ● Evaluation methods: Minutes / teachers' sharing 文件紀錄、教師分享
2. To promote self-reflection and encourage students to learn from peers and themselves instead of comparing to others 重視自我反思，鼓勵學生跟別人和自己學習而並非跟別人比較		✓		<p>(C) Assessment for learning 評估促進學習</p> <p>4. Incorporating tasks that require students to reflect on their learning process through comparing their performance and carry out self-reflection. 評估檢討加設學習反思題，讓學生自我審視學習的進程，透過比較評估表現，進行自我反思。</p> <ul style="list-style-type: none"> ● Measures: Short questionnaires will be given to students after classes/examinations. Students have to identify the reasons for success or not success. 具體措施：課後 / 試後給予簡單反思問卷，要求學生就歸納學習成功或不成功之處。 <ul style="list-style-type: none"> ■ Give students successful experiences: Diversified types of assignments and assessments to provide students with ample opportunities to success (multiple aspects not limited to academic results). 給予學生成功的經驗：多設計可讓學生獲得成功的學習機會（多元表現，不限於學科學習）。 ■ Encourage students to learn from their peer and themselves but not compare with others: Give recognition to students who showed improvement after tests and examinations. 鼓勵學生跟自己比較：測驗及考試後嘉許比上一次有進步的同學。 ■ Provide role-models: Provide role-models (short essays or short films) on a regular basis to inspire them from other people's success stories. 提供楷模學習的機會：定期提供學習楷模（短文或短片），讓學生從別人的故事中，激勵自己。
	✓	✓	✓	<p>(D) Raise students' interest in learning 延展學習興趣</p> <p>5. The learning atmosphere outside classroom: Students interact with teachers and students in a relaxing atmosphere, and share with peers. 課堂外的學習氛圍：讓同學能在輕鬆的氣氛下，與師生互動交流，同儕分享。</p> <ul style="list-style-type: none"> ● Measures: Organize co-curricular activities 具體措施：舉辦學科課外活動

Targets 目標	Time Scale 時間			Outlines of Strategies 措施大綱
	2021- 22	2022- 23	2023- 24	
				<ul style="list-style-type: none"> ■ Example 1: English fun day: students talk to each other in English during the activities with prizes to encourage active participation 例子 1：英語同樂日，讓同學在玩樂中用英語對談，設獎品鼓勵積極參與者。 ■ Example 2: Traditional Chinese Clothing Exhibition during the Chinese Literature and Chinese History week: Students learn Chinese culture by participating in quizzes. 例子 2：文史周華服展，讓同學藉參與活動小提問，認識中華文化 ● Evaluation: Documents and records, teachers' sharing 評估：文件紀錄，教師分享
3. To facilitate systematic learning 促進有系統學習			✓	<p>(E) Set learning goals and optimize learning skills 定立目標學習、優化學習技巧</p> <p>6. Develop student's good study habits: Encourage students to set short-term goals. These goals must be achievable, flexible and challenging. In addition, students can develop time management skills and do revision on schedule during long vacation. 建立學生良好學習習慣：鼓勵學生訂立短期目標。這些目標要可以達到的，並具彈性及富挑戰性。此外，學生能建立時間管理技巧，能在長假期中按時進行溫習。</p> <ul style="list-style-type: none"> ● Measures 具體措施 <ul style="list-style-type: none"> ■ The school organizes talks for all stakeholders (teachers, parents, students) to let them understand the above goals and nurture students to become self-initiated learners. 校方舉行講座供各持份者（老師、家長、學生）了解以上目標與培養學生成為自覺學習者的關係。 ■ Class teachers will follow up students' progress in goal setting and time management during the newly-provided class teacher periods. 特設班主任課節跟進同學在訂立目標及時間管理方面的情況。 ● Evaluation: Set up short questionnaires to collect the opinions of various stakeholders. 檢討方法：設簡單問卷搜集各持份者的意見。

Targets 目標	Time Scale 時間			Outlines of Strategies 措施大綱
	2021- 22	2022- 23	2023- 24	
				<p>7. Optimize learning skills: Through mastering the SQ3R five-step learning skills to promote systematic learning and let students become self-initiated learners. 優化學習技巧：透過掌握五步 SQ3R 學習技巧，促進系統學習，讓同學成為自覺學習者。</p> <ul style="list-style-type: none"> ● Measures: Every subject tries to promote the SQ3R five-step learning skills with the focus on pre-lesson preparation and encourage students to do lesson preparation to promote self-initiated learning. 具體措施：各科試行五步 SQ3R 學習技巧，5 步中集中以課前導學為重點。鼓勵同學做先導課，以培養自覺學習的精神。 ● Evaluation: Teachers' observation and sharing of lesson plans 檢討：老師觀察及教案分享

Major Concern 2: To enhance students' self-esteem and a sense of belonging to the school

重點關注事項二：投入校園、欣賞自我、多元發展。

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
			21	22	23	
A. To enhance students' self-esteem 提升學生自尊感						
A1. To equip teachers with the necessary language, knowledge and skills about ways to improve students' self-esteem 為教師提供提昇學生自尊感的相關知識與技巧	Workshops and talks about strategies to boost students' self-esteem 為教師提供有關提昇學生自尊感的工作坊及講座	Teachers 教師	✓			Admin Group

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
<p>A2. To equip students with the necessary knowledge and skills about the ways to improve their self-esteem 教導同學提昇學生自尊感的相關知識與技巧</p>	<ol style="list-style-type: none"> Workshops and talks about strategies to improve self-esteem 學生提供有關提昇學生自尊感的工作坊及講座 Mountaineering to improve students' behavior related to self-management and communication skills 參加山毅課程去幫助學生改善自我管理的能力和促進溝通技巧 Encouraging students to participate in activities, competitions, training and visits organized by different institutions outside school, aiming to widen students' horizons and develop their personal strengths so as to build a unique self-image in different aspects and boost their confidence 鼓勵同學參與校外不同機構組織的活動、比賽、訓練、參觀，擴闊學生視野，發展個人長處，讓學生不同方面的自我形象得以發展，增強自信心 	<p>S.1 ,S.4</p> <p>S.2, S.3</p> <p>Whole School 全校</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>	<p></p> <p>✓</p> <p>✓</p>	<p>Guidance Committee</p> <p>Board of Discipline</p> <p>Committees, Subject Heads</p>
<p>A3. To help students to develop a sense of responsibility and competence 幫助學生培養責任感和能力</p>	<ol style="list-style-type: none"> Guidance Captain Program 輔導組學長計劃 Providing quality leadership training programs to potential student leaders 為潛在的學生領袖提供優質的領導能力培訓計劃 Sin Tak's SUM Scheme 善德一 SUM 計劃 Organizing events and services 籌辦活動及服務 <ul style="list-style-type: none"> Secondary Two and Secondary Four social service schemes 中二及中四社會服務計劃 <ul style="list-style-type: none"> Service Target: the elderly and children 服務對象：長者及兒童 Students are required to participate in work involving leadership, planning and implementation 同學須參與領導、籌劃及施行等工作 	<p>S.3, S.4 participants 中三及中四參加者</p> <p>S.3-S.5 student leaders 學生領袖</p> <p>S.1-S.2</p> <p>S.2, S.4</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Guidance Committee</p> <p>ECA</p> <p>ECA</p> <p>MCE</p>

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
	<ul style="list-style-type: none"> ● Students serving as helpers of school events 校內學生服務計劃 <ul style="list-style-type: none"> ■ Recruit students to assist in school events, such as Sports Days, Parents Nights, Open Day, S.1 registration and S.1 Parents Day, etc 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等。 ● Cheers for Our S.6-ers 籌辦中六打氣活動 <ul style="list-style-type: none"> ■ Different clubs and teams to organize large-scale events to cheer for our S6 students 邀請不同部門的學生成員一起籌辦大型活動。 <p>5. Careers Programs 生涯規劃</p> <ul style="list-style-type: none"> ● Careers Talks 職業講座 ● S.6 Parents' Night 中六家長晚會 ● Mock interviews (conducted through the mentorship program) 朋輩輔導員計劃提供的模擬面試 Our aim is to strengthen our students' sense of ownership and control by providing chances for them to take part in the decision-making process. All the activities included in the mentorship program are on a voluntary basis, so students should take an active role in participating in those activities. 我們希望通過為學生提供自決的機會，增強他們的擁有感和控制能力。朋輩輔導員計劃的所有活動都是屬自願參與性質，積極參與這些活動是他們的責任。 	<p>S.3-S.5</p> <p>Student Members 各組學生成員</p> <p>S.5-S.6</p> <p>S.6</p> <p>S.6</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>MCE</p> <p>MCE</p> <p>Careers Team</p>

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
A4. To establish a closer bond with classmates 建立更緊密的同學關係	1. S.1 Day Camp 中一日營 2. Class building activities and inter-class competitions 舉辦班級經營及班際活動 3. Rope skipping competitions (A whole-school, form-based competition) 班際跳繩比賽 4. Help Desk for S.4 elective subject selection: Senior students can provide support and give advice to S.3 students on subject selection 為升讀中四同學提供選科資訊攤位：高年級同學可以給中三同學一些有關選科的建議及支持	S.1 Whole school 全校 Whole school 全校 S.3-S.5	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	Guidance Committee ECA Board of Discipline Careers Team
A5. To show recognition to student efforts 認同學生的成就及努力	1. An award and recognition scheme: Praising students who have outstanding performance in leadership through taking up ECA posts 獎勵計劃：表揚那些表現突出的學生領袖 2. An award scheme: Awards and certificates to commend students on their improvement in studies, conduct or students with exemplary performance 學生獎勵計劃：嘉許在學習和行為方面有進步的學生/表現卓越的學生 3. Gratitude Week: Providing opportunities for students to show their appreciation and gratitude to their classmates and teachers 「欣賞及感恩週」活動：為學生提供向師長和同學表達欣賞及感恩的機會 4. Meetings between student leaders and the Principal, Vice-principals and Assistant Principals 安排學生領袖與行政小組會面 5. Informing parents of their children's achievements in parent-teacher conferences 於家長會中，向家長讚揚學生在學校的表現	S.1-S.5 Whole School 全校 Whole School 全校 Student Leaders 學生領袖 Whole School 全校	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	ECA Board of Discipline MCE Admin Group Class Teachers

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
<p>A6. To help students discover and acknowledge their own unique qualities 幫助學生發掘自己的優點與獨特性</p> <p>Students will get the chance to know more about their unique characteristics, be aware of their emotions and learn to take good care of themselves through meditation and religious activities. 從禪修活動及宗教活動，讓學生認識自己的特質，並覺察自己的情緒，學會照顧自己。</p>	<p>1. 5-minute talks during morning assemblies 早會 5 分鐘短講 From September to May, teachers will be invited to share their thoughts on recent news or Buddhist stories with students and the theme will be 「五乘」. Students will understand that everyone has their own unique qualities and aspirations, and they can achieve their goals and further develop their strength with determination. It is hoped that self-confidence is built with regular exposure to discussion and sharing of these ideas and concepts. 於 9 月至 5 月安排老師在早會與學生分享時事或佛教故事，內容主題圍繞「五乘」，讓學生明白各人特質和發願不同，但只要各人按自己的特質發展，彼此最終都能達到目標，從而建立自信</p> <p>2. Mindfulness 禪修活動 A specific theme for mindfulness such as ‘My Best Friend’ will be set for senior secondary students so that students can perceive their emotion, understand and recognize their strength through the activity. 於高中進行特定主題的禪修，例如「與自己最好的朋友」，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</p> <p>3. Outdoor Mindfulness 野外禪 An outdoor mindfulness training session will be held in winter or spring in this academic year, with 20 students to undergo mindfulness training in natural surroundings to be led by religious teachers and Buddhist masters so that students can learn to be aware of their emotions and understand their personal strengths and uniqueness. 擬於本學年冬季或春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，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</p>	<p>S.1-S.6</p> <p>S.1, S.5, S.6</p> <p>S.4, S.5</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Religious Committee</p> <p>Religious Committee</p> <p>Religious Committee</p>

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
	<p>4. Dharma activities 校內弘法活動 Different Dharma activities will be held in school to reinforce the teachings of the Buddha. Students can be given a chance to shine and demonstrate their talents by separating the workload. Students can take up different roles such as being an emcee, event planning, script writing, technical support etc. according to their own strengths, hence recognizing their achievements. 舉行不同校內弘法活動，讓更多學生有機會發揮所長：透過籌辦弘法活動，老師可讓學生參與司儀、活動籌劃、劇本創作、電腦支援等，讓不同學生展示他們的成就，發掘自己的長處。</p> <p>5. Lion Dance Team 醒獅隊</p> <p>6. “Take the Stage!” 「我們的舞台」 Inviting talented students from different societies, clubs, teams to give public speeches and performance 邀請同學公開演說、表演。</p> <p>7. DORFUN’s monthly highlight 多分每月亮點 ● Identifying and developing one’s strengths, overcoming one’s weaknesses and improving one’s self-image 明白及學習欣賞自己的優點、接納和改進自己的弱點、接受稱讚與提升自我形象 ● Understanding and learning from one’s mistakes 認清成功和失敗的正確歸因方式 ● Dealing with adversities and positive thinking 應對逆境與確立正向思維</p> <p>8. S.2 CEDU lessons Personality Tests 中二生涯規劃課程 ● Personality tests during the CEDU lessons 於生涯規劃課程期間進行性格評估</p>	<p>S.3- S.5</p> <p>S.1- S.3</p> <p>Whole school 全校</p> <p>Whole school 全校</p> <p>S.2</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Religious Committee</p> <p>Board of Discipline</p> <p>MCE</p> <p>MCE</p> <p>Careers Team</p>

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
	<ul style="list-style-type: none"> ● S.2 CEDU lessons 中二生涯規劃課程 The course will allow teachers to know students' awareness of careers and ability to pursue suitable careers, which are two essential qualities to achieve goals in life. 課程讓教師了解學生對職業的了解和追求合適職業的能力，這是實現人生目標的兩個基本素質。 9. Visits to firms or institutes 參觀不同的企業或機構		✓	✓	✓	Careers Team
A7. Help students set realistic and attainable goals 協助同學設定現實及可達致的目標	Careers talks for parents and students: The talks will equip students and their parents with the skills and knowledge to examine their goals and plans in order to set realistic goals which are of huge importance to the growth of students. 家長及學生的升學及就業講座：講座讓學生和他們的家長掌握如何審視個人目標和計劃的技巧和知識，這可讓學生確立切合自己能力及可實現的目標。	S.2, S.4-S.6	✓	✓	✓	Careers Team
B. To enhance students' sense of belonging 提升學生歸屬感						
	1. "Zen photography" will be held and photos to be taken by senior secondary students will be selected for displays and school publications. 於高中進行「攝影禪」活動，並選取優異作品，作為製作校刊之用。 2. Tie Knotting Competition 打吹比賽 3. Promotional videos about "Qualities of SinTakers" featuring students, teachers and alumni 邀請校友、師生拍攝善德學生應有特質的宣傳片 4. "Qualities of SinTakers" Election 善德人特質選舉 5. SinTakers Election 善德人選舉	S.5, S.6 S.1, S.2 Whole school 全校 Whole school 全校 Whole school 全校	✓	✓	✓	Religious Committee MCE MCE MCE MCE

Intended Outcomes/Targets 目標	Tasks/Strategies 措施	Target Groups 對象	Time Scale 時間			People in charge 負責人
	6. Interclass souvenir design competition to celebrate the school's 50 th Anniversary 慶祝學校 50 週年紀念品 (多分) 設計班際比賽	Whole school 全校		✓		MCE
	7. Mentorship Program 朋輩計劃 Our devoted and supportive alumni will give senior secondary students valuable advice on study and career pathways. 熱心的校友們通過朋輩計劃為高中的師弟妹提供學習和職業範疇上寶貴的建議。	Senior students and alumni 高年級同學及校友	✓	✓	✓	Careers Team
	8. Alumni will share their experience and thoughts on work and study on parents' nights and career counselling activities. 邀請校友在家長晚會和職業輔導活動中分享升學或職場上的工作及經驗。	Senior students and alumni 高年級同學及校友	✓	✓	✓	Careers Team
	9. Alumni Careers Workshop (March 2023) 校友職業世界分享會 2023 S.4 and S.5 students will take part in interactive workshops to be led by alumni working in different sectors on the OLE day. 邀請從事不同專業工作的校友於 OLE 日回校向同學分享	S.4-S.5		✓		Careers Team

III. MAJOR CONCERN IMPLEMENTATION PLAN (2021-2022) 重點關注事項施行計劃 (2021-2022)

Major Concern 1: To nurture self-initiated learners

重點關注事項一：培育自覺學習者。

Intended Outcomes/ Targets 預期成果/目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>To raise student's confidence in learning. 提昇學習自信</p> <p>Strategy one: Optimize the assessment policy 策略一：改良考評制度</p>	<p>Target : S.1 to S.3 對象：中一至中三級</p> <p>Focus: "Easy to pass but difficult to score high" The assessments can check the mastery levels of students' basic knowledge and at the same time challenge the more capable students.</p> <p>重點：以易合格難高分作為初中出卷原則，各科組審視試題難易程度，確保同學能在基本知識範疇上取得一定成績。此外，亦可因應學生能力佈置具挑戰題目，以照顧學習差異。</p> <ul style="list-style-type: none"> - Clear assessment coverage should be given to students: The uniform test/ examination coverage should be sent to students two weeks before the commencement of uniform tests and examinations. The annual examination should only cover learning contents in the second term. If any prerequisite knowledge in term 1 is needed, it should be listed clearly and limited to that cannot be excluded in the tests/ examinations. Topics not covered in the examinations should not be included in the coverage. <p>給予清晰評核範圍：統測及考試兩星期前各科訂下可考核範圍。初中下學期可只考問該學段範圍，若須涉及上學期或之前曾教過的內容，須列明範圍，讓學生易於掌握。考試沒有涵蓋的課題不應列在溫習範圍內。</p>	<ul style="list-style-type: none"> - The passing rate of each subject in junior form is 50% or above. 初中每級各科合格率達 50% 或以上。 - The uniform test/ examination coverage should be sent to students two weeks before the commencement of uniform tests and examinations. 統測及考試前由務組統籌，將各科組擬定好的測考範圍統一發放給初中同學。 	<ul style="list-style-type: none"> - Examine the evaluation report of student's performance by all the subjects. 查閱各科試後檢討報告有關學生成績報告。 - Examine the circular posted by Board of Studies. 查閱通告/回條。

	<p>- Safety net policy for assessments: students with weaker abilities are able to get around 50% of the total marks by answering some basic questions so as to improve their willingness to learn.</p> <p>建立評估安全網：讓能力較弱的同學可透過回答基礎題爭取全卷 50% 的分數，以提昇學生學習動機。</p>		
--	--	--	--

Clear assessment coverage of each subject should be given to students two weeks before uniform tests or exams. The following are the strategies of different subjects to set up a “safety net” for students.

在中央統籌下，各科目將於測考前兩星期於初中級別給予清晰考核範圍。以下集中於各科如何建立評估安全網：

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Chinese 中文科	<p><u>Assessments on language knowledge (S.1-S.5)</u> <u>中一至中五語文知識考評</u></p> <p>The assessments on language knowledge aim to consolidate students’ language foundation and enhance their abilities of self-learning. The question papers will be designed based on the test or exam coverage. If students study well, they can get a good mark. It serves as a safety net for students. Subject teachers will include the assessment content in daily learning and dictations so that students could prepare progressively.</p> <p>為了讓學生打好語文根基，本科特設語文知識考評，同時培養學生自學能力。本卷依所設範圍設卷，以多勞多得為宗旨，讓有充足準備的學生穩拿分數，就算學生在其他卷別失手，亦可因努力在本卷得到一定分額，不致放棄語文學習。另外，於應考前，本科老師亦會將考評內容加入平日學習及默書範圍，確保學生循序漸進地學習，有助提升學習自信。</p>	<ul style="list-style-type: none"> - The passing rates of S.1-S.3 will be 50% or above in different papers. 初中各卷合格率達 50% 以上。 - 80% or more students can obtain 30 out of 50 marks in the paper of language knowledge. 語文知識卷有 80% 以上於 50 分考卷中得 30 分以上的成績。 	<ul style="list-style-type: none"> - Evaluation of exam review reports 查閱試後檢討報告。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>Practical Writing (Paper II) (S.1-S.3) 初中卷二實用文寫作</p> <p>Students have to complete a piece of practical writing first. In the lesson, the teacher will randomly select some students' writings to give comments. Students can revise their work after class. This practice gives students a chance to perfect their writings before submission, be brave to try, and face their own weaknesses.</p> <p>學生於呈交課業前須先預習、試做，課堂上由老師抽樣點評，同學同時藉著樣本而自評，一稿不計分，之後修訂課業再繳交。學生於正式上繳課業時可以盡善盡美，同時接納自己初試時可以有所不足，最重要是盡力而為，到再修訂時，自然有長足之進。</p>	<ul style="list-style-type: none"> - More than 90% and 80% of students can get a pass in their assignments and exams of practical writing respectively. 實用文考試： 90%以上學生於課業中得合格成績；及 80%學生於實用文考試中合格。 	
<p>English 英文科</p>	<p>Vocabulary and grammar tests and exams: half-sentence writing questions will be included. 生字及文法測考，提供上下半句的提示，以引導學生作答。</p>	<ul style="list-style-type: none"> - The passing rates of S.1-S.3 Vocabulary and Grammar tests and exams will be 60% or above. 中一至中三生字及文法測考的合格率達 60%或以上。 	<ul style="list-style-type: none"> - Evaluation of the results of S.1-S.3 Vocabulary and Grammar tests and exams in review meetings 審閱中一至中三生字及文法測考報告。
<p>Mathematics 數學科</p>	<p>40% - 50% of questions in uniform tests and exams are those that require knowledge and skills already learnt in class rather than advanced application or strategies. In other words, students who complete assignments regularly and are willing to remember formulae, methods and formats are expected to get high marks in tests and exams.</p> <p>在統測及考試中，有 40% 至 50% 的題目考問課堂上教授過的內容。學生如能恆常完成課業，並願意熟記方程式、解題模式等，則能取得高分。</p>	<ul style="list-style-type: none"> - Clear assessment coverage is announced to students at suitable times. 按時向學生提供清晰的測考範圍。 - The passing rates of uniform tests and examinations will be *60% or above for S.3 students, while those rates will be 70% or above for students in other forms. *Relatively, more hard questions are included in S.3 assessment. 	<ul style="list-style-type: none"> - The passing rates of students in uniform tests and exams will be evaluated. 檢視學生在統測及考試中的合格率。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
		中三的測考合格率高達 60% 或以上 (因艱深題目較多), 其他級的合格率高則為 70% 或以上。	
Liberal Studies 通識教育科 Life & Society 生活與社會科 Citizenship and Social Development 公民與社會發展科	<u>Clear Assessment Coverage</u> Teachers will provide clear assessment coverage for junior form students. Except designated chapters, knowledge taught in Term 1 will not be covered in the Term 2 exam. The coverage of the Term 2 exam will also be reduced. This can help boost the confidence of weaker students when they prepare for the exams. 初中訂立更明確的評核範圍, 尤其是下學期期終考試, 評核範圍主要收窄下學期的授課內容, 上學期的授課內容除指定部分外, 不包括在期終考核範圍內, 替代期終考試涵蓋整學年所有內容的傳統做法。透過縮窄考評範圍, 讓能力稍弱的同學亦能應付評核要求, 提升同學應對期終考試的信心。 <u>Assessment Safety Net</u> Some basic forms of questions, such as fill in the blanks, yes-no questions and multiple choice, will be included in the uniform tests or exams for junior form students. If students have done the revision, they will get a pass. This can help students develop confidence in learning. 建立評估安全網, 初中統測及考試均設立基礎題如填充題、是非題、選擇題等, 確保有溫習的同學可獲得合格分數, 從而提升學習自信。	- The passing rates of uniform tests and exams will be 70% or above. 有七成或以上的學生於統測及考試中獲取合格分數。	- Students' academic results 學生的學業成績 - Teachers' observation and evaluation 教師的觀察和評估 - Students' performance in assignments 學生的課業表現
Integrated Science 綜合科學科	- Short quizzes and dictations will be given weekly. In the long term, students can form a habit of doing revision bit by bit. They will become more confident when doing tests or exams. 每星期設小測及默書, 有助學生建立恆常溫習的習慣, 使他們統測及考試前有較佳準備。	- The passing rates of all classes will be at least 70%. 全級合格率高達 70% 或以上。	- Evaluation of UT and exam reports 查閱合格率高報告。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<ul style="list-style-type: none"> - Extra worksheets and revision notes will be given to students. It helps their revision and makes them more confident. 給予額外工作紙及溫習筆記，協助學生溫習，提昇學習自信。 		
Biology 生物科	<p>Students with weaker abilities can get around 50% of the total marks in UTs and exams by answering some basic questions. This will improve their willingness to learn.</p> <p>在統測及考試中設基本能力的考題，讓能力較弱的學生可在考卷中取得約 50% 成績，加強學生的學習意欲。</p>	<ul style="list-style-type: none"> - Clear assessment 提供清晰的考評範圍。 - The passing rates of uniform tests and examinations are above 50%. 統測及考試合格率在 50% 或以上。 	<ul style="list-style-type: none"> - Subject Head will check the passing rate after each uniform test and examination. 科主任於每次統測及考試後查閱合格率報告。
Chemistry 化學科	<p>The assessments will be designed to check the mastery levels of students' basic knowledge and at the same time challenge the more capable students (S.3 only).</p> <p>擬設基本能力的考題，同時亦設有挑戰題（中三級），以照顧不同能力的學習需要。</p>	<ul style="list-style-type: none"> - The average passing rate of the assessments is 50% or higher. 平均合格率在 50% 或以上。 	<ul style="list-style-type: none"> - The passing rate of assessments 查閱合格率報告。
Chinese Literary 中國文學科	<p>Assessments will be re-designed to examine students with different abilities. 根據不同能力擬設考題：</p> <ul style="list-style-type: none"> - <u>Dictations</u> Attained marks and extra marks will be given. 默書評核：可設基本達標分及額外分數。 - <u>Tests and exams</u> The question paper will be divided into Part A and Part B. Questions in Part A will cover designated passages. If students study well, they will be able to get a pass. Part B includes questions related to unseen articles. Students with stronger ability will be able to answer those questions if they can apply the knowledge and skills they have learnt. 	<ul style="list-style-type: none"> - Passing rates of S.4 students: 50% or above 中四合格率 50% 或以上。 - Passing rates of S.5 and S.6 students: 40% or above 中五、六合合格率 40% 或以上。 	<ul style="list-style-type: none"> - Review of students' exam results 審視考試成績。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>考卷設題：考卷分甲、乙兩部分，甲部為讀本問題，只考問指定篇章，以確保同學透過熟讀課本爭取達標成績。乙部分為課外篇章題，同學須融會貫通，始能回應題目。因此難度較高。</p>		
<p>Buddhist Studies 佛學科</p> <p>Ethics & Religious Studies 倫理與宗教科</p>	<p><u>Enhancement of assessment methods</u> <u>改良考評制度</u></p> <ul style="list-style-type: none"> - In order to help students learn the main concepts, a summary in forms of tables, timelines, etc, will be provided. 優化初中佛學筆記。將初中部分課題筆記增設課文總結，以表格或時間軸方式總結課文內容，幫助學生掌握課文重點。 - Mid-term evaluation worksheets or learning projects would be given to junior form students in each term in order to assess their learning progress. By completing the worksheets and projects, students can revise and consolidate their knowledge on Buddhist Studies. The worksheets and projects will carry 10-20 marks of the exams. 於初中佛學推行中期評估工作紙或專題研習，及早評估學生學習成果；於中一至三級的上、下學期各設一次中期評估工作紙 / 專題研習，讓學生鞏固對佛理的認識，並溫習課文重點，該工作紙 / 專題研習佔考試分數 10 至 20 分。 	<ul style="list-style-type: none"> - Feedback from teachers on the enhancement of learning notes 從科任老師回饋，評估優化筆記的成效。 - Teachers' evaluation on the marking of assessments 科任老師從評改工作回饋，評估成效。 - 90% or more students can obtain a pass in completing worksheets or projects. 於九成學生在工作紙或專題研習中取得及格的成績。 	<ul style="list-style-type: none"> - Evaluation of exam reports 查閱各科試後檢討報告。
<p>History 歷史科</p>	<p>There should be a strong alignment between vocabulary building activities, quizzes, and formal assessment. Students can prepare for the 'Fill in the blanks' section through spelling key historical terms. Online vocabulary lists are given to students to facilitate their self-directed learning habits. 加強學生串寫英文生字，透過串寫關鍵歷史名詞可協助學生應付考卷所設的填充題。網上生詞表也可加強學生自學能力。</p>	<ul style="list-style-type: none"> - At least 60% of students in junior forms pass the tests and examinations throughout the school year. 至少 60% 的初中學生達到合格水平。 	<ul style="list-style-type: none"> - Statistics collected from the formal assessment tools 審閱考試報告以取得統計數字。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>Data-based questions should have alignment with DSE exam formats while there should be easier questions (e.g. fill in key words, selecting items, True/False questions etc.) and difficult questions (e.g. give reasons based on unseen materials, identifying arguments, give comments with historical evidence, showing empathy etc.) to distinguish students of different level of learning attainment and potential.</p> <p>擬設資料題時參考文憑試考題，除了基本淺易題目外（例如填充、選擇及是非題外），也設有較難的題目（例如根據課外考題提供論證理據、辨識爭論核心、提供歷史證據以作出評論等）來分辨同學不同的能力水平。</p>		
Economics 經濟科	<p>A safety net will be provided to weaker students so that they are able to get around 50% of the total marks by answering some basic questions.</p> <p>針對能力較弱的學生擬設基本能力題目，可獲得測考一半的分數。</p>	<ul style="list-style-type: none"> - The passing rates are 50% or above. 合格率達 50%。 	<ul style="list-style-type: none"> - Examination results 審閱考試報告。
Geography 地理科	<ol style="list-style-type: none"> 1. Review on all the worksheets, thus students would know how to improve themselves by doing corrections during the lessons 複溫所有工作紙，讓學生透過改正掌握如何改善不足之處。 2. Students can learn at home systematically. Better support for students studying at home. Interesting videos like Dr. Binocs, the Octonauts (Mainly about Ocean conservation). 提供有趣影片讓學生可有系統地在家學習。 3. The feedback on assignments can facilitate self-evaluation and active learning. 課業回饋促進學生自我評估及自主學習。 4. All assignments in junior forms are short and easy. Students can finish them in 15 minutes. 	<ul style="list-style-type: none"> - Students would ask for more extended learning materials or videos. 學生要求有更多延展的學習材料或影片。 - Students should be well informed with the coverage of every assessment. 學生將獲知會評估的範圍。 	<ul style="list-style-type: none"> - Precision in their corrections 學生能正確改正。 - Less than 10% should fail in the simple and easy worksheets. 不合格同學少於 10%。 - Passing rate of UT and examination should be maintained at 70% or above. 統測及考試合格率維持於 70% 或以上。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	初中同學的課業以短及淺易為宗旨，務求可在 15 分鐘內完成。		
Home Economics 家政科	<p>The assessments can check the mastery levels of students' basic knowledge and skills and at the same time challenge the more capable students.</p> <p>評估課業能反映同學對基本知識的掌握，同時能力較高的學生可以接受較具挑戰性的課題。</p>	<ul style="list-style-type: none"> - More than 25% of the candidates in the form got A- or higher in the term assessment. 多於 25% 的同學可取 A- 或以上的成績。 - More than 70% of the candidates in the form got C- or higher in the term assessment. 多於 70% 的學生可取 C- 或以上的成績。 	<ul style="list-style-type: none"> - Examine students' performance through worksheets, course works and quiz. 利用工作紙、課堂活動、小測審視學生表現。
Music 音樂科	<p>Each assessments are set in three areas:</p> <ul style="list-style-type: none"> ● Basic level - 60% ● Advanced level - 30% ● Challenge level - 10% <p>Basic level will be completed during lesson or focusing on simple knowledge recall, ensuring students to pass and boost students' learning initiative. Advanced and Challenge level will rely more on analytical skill and creative solving skills for high-level students to have more in-depth and detailed understanding on subject matters. Thus, they will gain a sense of achievement through completing challenging tasks.</p> <p>每份課業劃分為三個範疇：</p> <ul style="list-style-type: none"> ● 基本水平 60% ● 進階水平 30% ● 挑戰水平 10% <p>基本水平的課業可在課堂上完成，內容針對簡易知識，學生肯定可以取得分數，保持學生學習動機。進階及挑戰水平的課業強調分析及解難能力，讓能力高的學生可獲得滿足感。</p>	<ul style="list-style-type: none"> - Passing rate is at least 80% for each class. 每班的合格率不少於 80%。 	<ul style="list-style-type: none"> - Examine students' performance through worksheets and tests 利用工作紙及小測審視學生表現。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Physical Education 體育科	<p>Teachers will clarify the exam requirements and assessment criteria before starting a new chapter so that students will have a clear idea about what to learn or practice when obtaining skills of a new sport. This will help increase their learning confidence.</p> <p>開始新單元時老師先清楚說明考試的要求及評分準則，讓同學集中練習動作要點，從而增強學生學習的信心。</p> <p>The sport actions will be broken down into different parts. If students can complete the basic actions, especially for those whose physical condition are weaker, they will be able to get a pass more easily.</p> <p>將考核的動作分拆，設定讓同學完成基本動作便可獲得合格的分數，讓身體質素較弱的同學較易取得合格的分數。</p> <p>Teachers will design an online worksheet for each chapter to assess students' knowledge on different sports. Students with weaker physical ability can obtain marks by completing the worksheets. It helps increase students' learning confidence.</p> <p>用 Google Form 制作每單元一份體育知識工作紙，讓身體質素較弱的同學可以從另一個考核方式取得分數，從而提昇學習自信。</p>	<p>- The passing rate will be 70%. 七成學生取得合格分數。</p>	<p>- Evaluation of exam results 檢視考試成績。</p>

Intended Outcomes/ Targets 預期成果/目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>To raise student's confidence in learning. 提昇學習自信</p> <p>Strategy two: Optimize the assignment policy 策略二：優化課業評估</p>	<p>Target: Form 3 to Form4 對象：以中三、中四為主</p> <p>Tackling learning difficulties and boosting student learning confidence</p> <p>重點：拆解難點，增建學生學習自信</p> <p>Assignments focusing on learning difficulties: Based on the theories in lesson study, assignments should be set according to the expected learning difficulties. A variety of teaching approaches should be adopted to guide students to follow the steps/frameworks for response to cope with the learning difficulties. Questions of a similar nature may be provided after class so that students can practice what they have learned in class and therefore build their confidence in learning.</p> <p>難點課業教學：各科從中三、中四選一級作對象（亦可選其他級別）。先從預期學習難點開始，設計課業，運用不同的教學方法，引導學生依循步驟拆解難點。課後給予同類題目，讓同學實踐所學，建立學習自信。最後給予簡短學習效能問卷調查作檢討。</p>	<ul style="list-style-type: none"> - Each subject should choose one form from Form 3 or Form 4 and set an assignment focusing on the learning difficulties. 每科至少於一級試行優化課業評估計劃。 - The assignment must address the problems commonly encountered by students. It must also provide the solutions to problems/steps. In addition, questions of a similar nature are provided for students to try again based on what they have learned. A short questionnaire on learning effectiveness will be conducted. 難點課業教學須針對學生難點，並提供解難的方法，最後給予同類題目以檢視成效。此外課業難點亦須包括問卷調查，檢討成效。 	<ul style="list-style-type: none"> - Examine the evaluation report of optimizing the assignment policy 查閱優化課業評估的工作報告。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>Chinese 中文科</p>	<ul style="list-style-type: none"> - Target group: S.5 students 於中五級試行 - Helping students solve learning difficulties: 拆解教學難點： <ol style="list-style-type: none"> 1. At first, students can only provide simple and basic answers in the reading paper. They cannot fulfill the assessment criteria by analyzing the reading passages and questions. 	<ul style="list-style-type: none"> - Students can apply the knowledge in other assignments. 同學可於其他課業運用所學。 	<ul style="list-style-type: none"> - Pre-test: first submission of assignment 第一次試答為前測。 - Post-test: correction of the assignment and answering a new question 授課後以答案訂正及另一新題目為後測。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>學生應付卷一甲部十二篇章問答卷時，只會寫出基本答案，未懂得由分析題目掌握考評要求。</p> <p>2. Students do not know how to fulfill the assessment requirement of “providing detailed elaboration” when answering the questions. 作答時不知道如何達到評量要求中的「闡述飽滿」。</p> <p>3. Teachers will go through the answering procedures with students step by step. Students will be able to compare answers with different elaboration levels. 教師會將作答步驟分拆教學，讓學生比對不同闡述程度的答案。</p> <p>4. Students can apply the answering skills to other types of questions. 最後希望學生可以將作答技巧應用在其他題目上。</p> <p>5. Answering steps 步驟： (a) Students will try to answer the questions by themselves. 學生先自行試答。 (b) Teachers will show students different types of answers and let them compare the differences. 老師展示不同類型的答案，由學生查找差異。 (c) Students will conclude the answering skills. 歸納作答要求。 (d) Students will revise their answers. 重新整理個人答案。 (e) Students can apply the answering skills to other questions. 應用到新題目中。</p>		<ul style="list-style-type: none"> - Evaluation of teaching effectiveness by comparing students' performance of pre-test and post-test 比對學生表現，評估教學成效。 - Questionnaire 問卷調查

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
English 英文科	<ol style="list-style-type: none"> To carry out lesson study with related assignments S.4: Listening S.5: Reading 於以下兩級推行難點課業教學： 中四：聆聽 中五：閱讀 To select difficult tasks for students, e.g. reading comprehension questions, a listening task, etc. 辨識學生在閱讀或聆聽等範疇常出現的難點。 To design pre-lesson tasks to expose students to difficult areas 設計預習課業以顯示學生難點所在。 To provide opportunities for students to deal with the difficult tasks together with their teachers and peers 提供機會讓學生透過同儕及師生互動，解決難題。 To design post-lesson tasks which require students to apply their skills and knowledge learnt in class 設計課後習作，讓學生能運用所學完成課業。 To conduct student surveys 完成學生問卷調查。 	<ul style="list-style-type: none"> The pre-tasks can reveal students' problems. 預習課業能反映學習難點。 Students will participate actively in lessons. 學生能積極參與課堂。 Students can make marked improvement in post-tasks. 課後作業顯示學生有顯著進步。 Students will have more confidence in tackling similar work in future. 學生日後能有更大信心來應付同類問題。 	<ul style="list-style-type: none"> Comparison of pre-task and post-task performance 課前課後作業比對 Lesson observation 觀課 Student surveys 學生問卷調查
Mathematics 數學科	<ol style="list-style-type: none"> Teachers design a pre-lesson task for a difficult topic, in which students are weak at (based on past experience). 教師根據以往學生表現，以學生的學習難點設計課前習作。 Highlight the difficulties of the selected questions in the pre-lesson task. 在課前習作的題目中標示出學習難點。 Guide students to find the correct way(s) or effective way(s) to solve the selected questions. If necessary, more guidance will be provided by the teachers. 	<ul style="list-style-type: none"> Students will participate actively in the lessons. 學生能積極參與課堂。 The pre-lesson task can highlight the difficulties of the selected questions. 課前習作可辨識學生普遍所犯的難點。 Students will perform significantly better in the post-lesson task. 學生的課後作業有顯著進步。 	<ul style="list-style-type: none"> Lesson observation 觀課 The performance of students in pre-lesson task and post-lesson task 學生課前課後習作表現 Student surveys 學生問卷調查

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>引導同學找出正確或有效的方法以解決難題。有需要時可給予更多的指導。</p> <p>4. Summarize the correct way(s) or effective way(s) with a post-lesson task. 在課後習作中總結正確及有效的解題方法。</p> <p>5. Include similar questions and variants in the post-lesson task. Compare the differences between the original type and variant with the students. 課後作業提供同類難題，比較課前課後表現的差異。</p> <p>6. Conduct a student survey. 完成學生問卷調查。</p>	<p>- Students will give positive feedback in the student survey. 學生給予正面回應。</p>	
<p>Liberal Studies 通識教育科</p> <p>Life & Society 生活與社會科</p> <p>Citizenship and Social Development 公民與社會發展科</p>	<p>- Lesson study will be carried out in S.5, focusing on the question type called “The Focus Point”. This type of questions involves 4 answering steps, including:</p> <ol style="list-style-type: none"> 1. Finding out the right answer direction; 2. Conceptualizing the answers; 3. Making reference to suitable information; and 4. Elaborating the answers. <p>- As our students are not very skillful at elaborating answers, teachers will put more emphasis on this aspect. “The Focus Point” questions will be included in S.5 students’ 1st and 2nd assignments, quizzes and UT in Term 1 so that they can get more chances to practice the answering skills.</p> <p>於中五級進行課堂研究，經科任老師商議後會以「關注點」作焦點。因為此類型題目涉及四個重要階段——找出正確方向、概念化、引用合適資料支持以及延伸解說。而根據科任老師反映，同學對於詳細描述一個論點的題目掌握較為遜色。中五上學期第一、二次習作、小測以及統測均包括「關注點」，以加深同學對相關題型的掌握。</p>	<p>- Students’ UT results will be improved compared with their first quiz results. 同學於統測的成績比首次小測進步。</p>	<p>- Peer lesson observation 同儕觀課</p> <p>- Professional exchange among peers 科組專業交流</p> <p>- Students’ test and exam results 學生測考表現</p> <p>- Quality of students’ assignments 學生課業質素</p>

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Biology 生物科	<ul style="list-style-type: none"> - Target group: S.4 對象：中四學生 - Assignments will be set focusing on students' learning difficulties. The assignments will address the problems commonly encountered by students. Solutions to the problems will be provided. In addition, questions in a similar nature will be provided for students to try again based on what they have learned. 設計課業集中於學習難點上。課業以學生普遍所遇難點為前提，提供解決方法，課後須完成同類題目，以測試學生的學習成效。 		<ul style="list-style-type: none"> - Teachers' sharing 教師分享
Chemistry 化學科	<p>Assignments focusing on students' learning difficulties will be given to S.4 students. 為中四級同學提供針對學習難點的課業。</p>	<ul style="list-style-type: none"> - Over 60% of students can pass the relevant tests. 60%或以上同學取得合格成績。 	<ul style="list-style-type: none"> - Students' test performance 學生測驗表現
Chinese Literature 中國文學科	<ul style="list-style-type: none"> - S.4: Guidelines will be provided to students before they are asked to do the assignments. 中四級：課業前提供適切指引，以表格形式引導同學作答。 - S.5 and S.6: Students will learn the answering skills of literature appreciation and criticism by comparing different samples of answers. Teachers will also focus on teaching the skills for answering commentary questions. 中五、中六級： 參考考生範本，以比對形式讓學生掌握評賞題的答題技巧。老師會重點講授「評論題目」須注意的事項。 	<ul style="list-style-type: none"> - S.4 students can master the specific answering skills. 中四同學掌握點、例、說的作答方式。 - S.5 and S.6 students can get 60% of marks in the paper of literature appreciation and criticism. 中五、六級同學評賞題目可取得中上（該分額的6成分數）。 	<ul style="list-style-type: none"> - Assignment inspection 查簿 - Post-exam evaluation reports 試後檢討報告

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Buddhist Studies 佛學科 Ethics & Religious Studies 倫理與宗教科	Assignments for learning difficulties will be set in S.4 Ethics & Religious Studies. Students will be guided to tackle the questions step by step. Questions in a similar nature will be given to students after class so that they can practice what they have learned and develop learning confidence. 於中四倫理宗教科推行難點課業教學，引導學生依循步驟拆解難點，課後給予同類題目，讓同學實踐所學，建立學習自信。	<ul style="list-style-type: none"> - Teachers' evaluation on the marking of assessments 科任老師從評改工作回饋，評估成效。 - Students' performance on the similar questions in exams 從考試同類題目中評估成效。 	<ul style="list-style-type: none"> - Evaluation of exam reports 查閱試後檢討報告
Chinese History 中史科	Assignments focusing on learning difficulties will be set for S.4 students. Steps of tackling the questions will also be provided. 以中四為試點，針對學習難點擬設一份習作，針對學生普遍遇上的問題擬設題目，提供解難步驟，讓學生可依據所學再作嘗試。	<ul style="list-style-type: none"> - 50% of students can handle the specified learning difficulties. 50% 學生能掌握處理指定學習難點。 	<ul style="list-style-type: none"> - Assignment inspection 查簿
History 歷史科	The trial will be carried out in S.4. Assignments with students' common learning problems (like failing to compare points properly) will be designed, then demonstrations will be shown in class. After that, students will have to finish a similar question at home or in the class. Finally, they will finish a questionnaire evaluating their sense of attainment. At least one cycle would be done on this form in this academic year. 以中四同學為試點。設計課業針對學生普遍遇見之難點（如未能有效地作出比對），課堂上展示學生的作答表現，然後要求學生在家或課堂上完成同類題目。最後，完成問卷調查並評估學習成效。本學年中四級至少完成一次。	<ul style="list-style-type: none"> - At least 60% of students in the class finish the assignments (or other forms of assessment) on their own satisfactorily. 至少 60% 學生能獨立完成課業並取得滿意成績。 - At least 60% of students in the class report that they are more confident when tackling with the specific topic or question format. 至少 60% 學生表示回答指定題型時更有信心。 	<ul style="list-style-type: none"> - Documentation of the assignments /assessments concerned 收集相關課業及評估 - Sharing among the teachers 教師分享會
BAFS 企業、會計與財務概論科	<ul style="list-style-type: none"> - Target group: S.4 對象：中四級 - Advanced topics in the second term, e.g. Depreciation, will be chosen. 以下學期教授的進階題目為研究主題。 	<ul style="list-style-type: none"> - Over 50% of students can show mark/grade improvement in the follow-up assignments/quizzes. 超過 50% 學生在課業及小測有進步。 	<ul style="list-style-type: none"> - All the relevant assignments/quizzes will be collected. A table will then be prepared to summarize their progress and common mistakes made.

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>- Questions with a reasonable level of difficulty will be included in assignments and a summary of expected common mistakes and logical flows to solve the problems will be provided to students so that they can be guided to answer the questions step by step. Similar follow-up exercises or quizzes will then be provided.</p> <p>在課業中加入難度適中的題目，並附上常見錯誤舉隅和解題邏輯，引導學生如何逐步回應問題。如學生的表現不錯，之後會再提供類似的課業或小測讓學生試答。</p>		<p>收集所有習作及小測，將學生有進步的地方及普遍所犯錯處以表列形式列出。</p>
Economics 經濟科	<p>The assignments will address the expected learning difficulties. Steps or frameworks for response will be provided to guide the students. Questions with a similar nature will be set afterwards so that students can practice what they have learnt.</p> <p>課業針對預設難點，提供解難步驟或框架，課後設同類題目，學生可運用所學解難。</p>		<p>- Assignment inspection 查簿</p>
Geography 地理科	<ol style="list-style-type: none"> Lessons will be designed based on the anticipated learners' difficulties and the corresponding measures to address them. 課堂以預期學習難點為核心，提供相應的解難方法。 Evaluation of effectiveness through pre-tests and post-tests 透過課前課後習作評估學習成效。 Systematic planning and careful implementation 有系統地計劃及推行。 Sets of past papers of various topics will be provided for students. 提供歷年試題給予學生溫習。 	<ul style="list-style-type: none"> Lesson observation: peer observation - live or online 觀課：同儕實體或網上觀課。 Scrutiny of reports of pre-lesson preparation meetings and post-lesson evaluation meetings 審閱課前預備會議及課後檢討會議的報告。 Inspection of student work and comparison of pre-test and post-test results 檢視學生習作及前、後測成績。 Sharing sessions in staff meetings 教師分享會 	<ul style="list-style-type: none"> There will be progress in target areas in post-tests. 後測顯示學生在目標課題上有進步。 The feedback and evaluation can help the planning of the next round of lesson study. 評估及回應可作為下一次課堂研究的參考。 Students can actively participate in learning activities. 學生能積極參與學習活動。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Health Management and Social Care 健康管理與社會關懷科	<p>The assignments will address the expected learning difficulties. Guidelines like guiding questions and framework will be provided to students. After reviewing the assignments, students will be asked to answer similar questions so that they can practise what they have learnt from the previous assignments.</p> <p>課業以預設難點為主幹，提供答題指引，老師講解課業後提供類似的題目，由學生運用之前所學回應問題。</p>	<p>- An assignment focusing on learning difficulties may be set for S.4 students in the second semester.</p> <p>中四級下學期將進行課業難點分析。</p>	<p>- Assignment inspection 查簿</p>
Tourism and Hospitality Studies 旅遊與款待科	<p>Assignments will highlight the expected learning difficulties. Guidelines will be provided so that students can solve the problems and complete the assignments accordingly. Similar questions or quizzes will be given to consolidate students' knowledge.</p> <p>設計課業需預示難點，讓學生能夠根據指示思考問題，完成課業，並且有類似題目及測驗讓學生鞏固所學。</p>	<p>- Assignment and test results 課業及測驗成績</p>	<p>- Assignment inspection 查簿</p>
Music 音樂科	<p>Assignments will be set based on students' learning difficulties. By completing the assignments, students can revise the music theories they have learnt in class.</p> <p>針對學習難點設計課業，讓學生能在課堂後運用所學理論解答難題。</p>	<p>- More than 50% of students can tackle the challenges in the assignments.</p> <p>超過 50% 的學生能回應功課內的挑戰。</p>	<p>- Assignment inspection 查簿</p>

Intended Outcomes/ Targets 預期成果/目標	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>To raise student's confidence in learning. 提昇學習自信</p> <p>Strategy three: Raise students' interest in learning through organizing co-curricular activities, let Students interact with teachers in a relaxing atmosphere, and share with peers.</p> <p>策略三：營造學習氛圍，讓同學能在輕鬆的氣氛下，與師生互動交流，同儕分享。</p>	<p>Different subjects organize co-curricular activities to raise the motivation of learning. 各科組籌辦不同類別的課外活動，提昇學習動機，建立學習自信。</p>		<p>- Examine the subjects' report/sharing by teacher 科務報告 / 教師分享</p>

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
<p>Chinese 中文科</p>	<p>To enhance students' language ability and the learning atmosphere, the Chinese department will organize eight "group reading sessions". Senior form teachers will lead the reading activities. By reading and sharing together, it is hoped that the "group reading sessions" will enhance the reading atmosphere in school gradually. 為提升語文素養及學習氛圍，本科將舉行 8 次圍讀活動，從點到面，以小撮人為目標，循序提昇閱讀氣氛。圍讀活動由高中科任老師領讀閱讀冊《每週一篇》，圍讀 40 至 60 分鐘，師生分享閱讀經驗。</p>	<p>- At least 10 students will attend the "group reading activity" each time and have good interaction with teachers. 每次活動均有不少於 10 位同學出席，活動中能進行師生互動。</p>	<p>- Students' attendance 紀錄出席率 - Evaluation by form teachers 級聯絡會作檢討</p>
<p>English 英文科</p>	<p>To collaborate with STEM subjects, History and Moral and Civic Education Team to enable students to learn English and other subjects through hands-on experiences in a relaxed ambience.</p>	<p>- STEM Week in Term 1 上學期 STEM 周 - Culture and Heritage Week in Terms 1 and 2</p>	<p>- Student participation 學生參與 - Teachers' feedback 教師回應</p>

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	與 STEM、歷史和德育與公民教育合作，讓學生在輕鬆的氛圍中通過動手體驗學習英語和其他科目。	上、下學期各舉辦一次的文化傳承周	
Mathematics 數學科	<ul style="list-style-type: none"> - The Mathematics department will work collaboratively with the Science department and the IT department to organize a large-scale STEM week in mid-March 2022 and hold the following activities: <ol style="list-style-type: none"> 1. Game stalls 2. Pi- Day - Mathematics games, especially logic puzzles, will be promoted to students. Small-scaled exhibitions and student helpers (from the Mathematics Club) will facilitate the promotion. <p>數學科將與科學科及資訊科技組合作，於 2022 年 3 月舉辦大型 STEM 周，設攤位遊戲及「圓周率日」，向學生推介各式數學遊戲如「邏輯解難拼圖」，亦有小型展覽及數學學會的學生協助推廣活動。</p>	<ul style="list-style-type: none"> - All students are welcome to join the activities. 歡迎所有同學參與活動。 - At least one activity will be organized. 至少舉辦一次活動。 	<ul style="list-style-type: none"> - Student participation 學生參與 - Teachers' feedback 教師回饋
Liberal Studies 通識教育科 Life & Society 生活與社會科 Citizenship and Social Development 公民與社會發展科	<p>The Liberal Studies department will collaborate with the History department and the Visual Arts department in organizing the Culture and Heritage Week. Workshops and talks on Chinese intangible cultural heritage and cultural development will be held at weekends, aiming to strengthen students' understanding of Chinese culture. The Liberal Studies Club will co-organize game stalls and activities with other committees.</p> <p>與英文、歷史及視藝科合作，推行「文化保育與承傳周」，透過周末工作坊及講座，認識中國非物質文化遺產及中國文化發展，以加深同學對中國傳統文化的認識；通識學會成員與其他學會合作開設攤位。</p>	<ul style="list-style-type: none"> - At least 20% of students from each form will participate in the activities. 每級至少有兩成同學參與活動。 - Student members of the Liberal Studies Club will give positive feedback to the experience of organizing the activities. 通識學會學生成員對籌劃活動表示正面。 	<ul style="list-style-type: none"> - Student participation 同學的參與度 - Feedback from teachers 參與老師的回饋
Biology 生物科	<p>The Biology department will bring students out for activities in order to broaden students' horizon and develop their personal strengths so as to build a unique self-image in different aspects and boost their confidence.</p>	<ul style="list-style-type: none"> - At least one activity will be organized. 至少舉辦一次活動。 	<ul style="list-style-type: none"> - Teachers' sharing 教師分享

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	帶學生出外參與活動以擴闊學生視野，發展個人潛能，建立個人形象及提昇他們的自信心。		
Chinese Literature 中國文學科	The Chinese Literature department will organize “group reading sessions” for S.3 and S.4 students. Subject teachers will lead the activities. 科組舉辦圍讀活動，從校本每周閱讀冊中選取篇章，由中文或文學老師指引同學閱讀，以中三、中四級學生為主要對象，校內設圍讀計劃。	- All students who study Chinese Literature must join the group reading sessions once. 所有文學組同學均須至少參與一次的圍讀工作坊。	- Activity reports 圍讀報告
Chinese History 中史科	A Chinese Cultural and History Week will be co-organized by the Chinese Club and the Chinese History Club. 聯同中文及中史學會舉辦文史周。	- At least one activity will be organized. 至少舉辦一次活動。	- Teachers’ observation 老師觀察學生參與情況
History 歷史科	<ul style="list-style-type: none"> - The History department plans to organize talks, outdoor visits, and subject-related activities to broaden students’ horizons and to promote the culture of empathy through understanding the life of people in the past. 科組計劃舉辦講座、戶外參觀和與學科相關的活動，以拓寬學生的視野，並通過了解過去人們的生活來促進同理心文化。 - Various activities like online exchange programmes, online talks, visits of historical sites, walking tours, etc. will be organized. Since the social situations often change, we may have to make frequent changes in plans. Currently, we have plans of make two sites visits for Form 1 students. 舉辦各種活動，如網上交流、網上講座、參觀歷史遺跡、導賞團等。計劃或會因應社會情況變化。根據現時計劃，中一學生將會參加兩次實地考察。 - Actively make use of the History Club to encourage students to enjoy the subject and help the committee members learn working and interpersonal skills, as well as build the sense of belonging to school. 	<ul style="list-style-type: none"> - At least 60% of the students enroll in the activities attend them. 至少 60% 學生參與自由選擇的活動。 - At least 60% of students report that they have learnt something useful from the activities and enjoyed them. 至少 60% 學生認為他們能從活動中學習，並樂在其中。 	<ul style="list-style-type: none"> - Post-activity questionnaires 活動後的問卷調查 - Sharing among the teachers 教師分享

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>透過歷史學會活動，鼓勵同學熱愛本科，培養學生委員工作和人際交往能力，建立對學校的歸屬感。</p> <ul style="list-style-type: none"> - Cross-curricular activities: The English Panel would work with us to organize an exhibition on the Intangible Cultural Heritage in 11-15 October, 2021. 跨學科活動：與英文學會合作，於2021年10月11日至15日舉辦關於非物質文化遺產的展覽。 - The English department, the Liberal Studies department and the History department plan to organize the Culture and Heritage week to provide a series of activities to students. 與英文科及通識科合辦「文化保育與承傳周」，為學生提供一系列活動。 		
Economics 經濟科	<p>Students will be arranged to visit organizations such as the Hong Kong Monetary Authority. They will also be encouraged to read economic journals and participate in activities and competitions outside school. 學生獲安排參觀香港金融管理局等機構。鼓勵他們閱讀經濟期刊，參加校外活動和比賽。</p>	<ul style="list-style-type: none"> - At least one activity will be organized. 至少能舉辦一項活動。 - <i>EconSchool</i> (an economic journal) will be subscribed. 訂閱《校園經濟》刊物。 - Students will participate in activities and competitions outside schools. 學生能參與課外活動及比賽。 	<ul style="list-style-type: none"> - Documents and records 文件與紀錄
Geography 地理科	<p>Activities to be held 擬舉辦活動：</p> <ul style="list-style-type: none"> - Jockey Club “Ridge to Reef” Environmental Education Program (Oct 2021) 賽馬會「山海為一」環保教育計劃(10/2021) - Booth of “Horseshoe Crab Exhibition Panels” (19-28 Oct 2021) 「馬蹄蟹是甚麼？」教育展覽(19-28/10/2021) - Booth of “Chinese White Dolphin Exhibition Panels” (19-26 Jan 2022) 	<ul style="list-style-type: none"> - The activities are well-received by students. 學生享受參與活動。 	<ul style="list-style-type: none"> - Students joining those activities can give some feedback and post it up on the notice board for sharing. 參與活動的學生可將意見或感想貼在佈告板上與師生分享。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
	<p>「中華白海豚」教育展覽 (19-26/1/2022)</p> <ul style="list-style-type: none"> - “Protect Hong Kong Marine Environment” 4-Panel Comic Drawing Competition 2021 「保護香港海洋環境」四格漫畫創作比賽 2021 - Jockey Club field studies and environmental protection 賽馬會實地考察及環境保護 - Students taking VA and Geography can join some drawing competition organized by Agriculture, Fisheries and Conservation Department 修讀視藝及地理科的學生可參加漁農自然護理署舉辦的繪畫比賽 		
Tourism and Hospitality Studies 旅遊與款待科	<p>To encourage S.4 and S.5 students to join one or more than one extra-curricular activities related to tourism and hospitality, hoping that they can learn more about the industry and have a great learning experience. 中四及中五同學於每年參加一個或多於一個課外學習活動，讓同學了解相關的工作技能，並有愉快學習的機會。</p>	<ul style="list-style-type: none"> - Students will participate in one or more than one extra-curricular activities. 參加一個或多於一個的課外學習活動。 	<ul style="list-style-type: none"> - Students’ participation 同學的參與度
Home Economics 家政科	<p>Students will be arranged to visit organizations such as Food Innovation Centre of the Technological and Higher Education Institute of Hong Kong (THEi) or participate in activities and competitions outside school, in order to develop their personal strengths so as to build a unique self-image in different aspects and boost their confidence. 安排學生參觀香港科技及高等教育學院 (THEi) 食品創新中心等機構，亦會參加校外活動和比賽，以發揮個人優勢，建立不同方面的自我形象，增強自信心。</p>	<ul style="list-style-type: none"> - At least one activity will be organized. 至少舉辦一次活動。 	<ul style="list-style-type: none"> - Documents and records 文件與紀錄
ICT 資訊及通訊科技科	<p>Daily life or teenager-related themes will be in high priorities to be selected in the project work. 日常生活或與青少年相關的主題是項目工作中優先選擇的主題。</p>	<ul style="list-style-type: none"> - Less than 10% of students will express dissatisfaction to the subject arrangements. 少於 10% 學生表示對科目安排不滿意。 	<ul style="list-style-type: none"> - Online student survey (end of term) 學期末學生問卷調查

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法
Music 音樂科	<p>Teachers will arrange a music sharing section in each lesson. Students will take turns to share music they like by analyzing videos or performing in front of class. Peers will have immediate positive feedback or questions regarding the music. This builds up the active and appreciative atmosphere for sharing learning outcomes with peers.</p> <p>每節課均安排音樂分享環節，學生透過分析影片或在課堂上表演來分享他們喜歡的音樂，同學可即時給予回應或提出疑問，鼓勵學生分享學習成果，營造活躍和互相欣賞的學習氛圍。</p>	<ul style="list-style-type: none"> - More than 85% of students complete the task of music sharing. 85% 以上的學生完成音樂分享任務。 	<ul style="list-style-type: none"> - Student's participation 學生參與
Physical Education 體育科	<ul style="list-style-type: none"> - Students will be invited to demonstrate sports actions and share their learning experience in the class. It helps build up students' sense of accomplishment and self-confidence. 安排學生做動作示範，並分享學習重點及心得，讓同學獲得成功感及自信。 - Representatives of National Sports Associations will be invited to promote different kinds of sports in our school. 邀請體育總會到校作示範及推廣，讓學生認識較少接觸的項目，從而發掘學生的興趣。 - Details of outside sports training will be provided to students so that they can join in their leisure time. 提供校外運動訓練班資訊，讓學生可於課餘時間認識更多運動知識。 - Students with potential will be encouraged to join the school sports teams in order to further develop their abilities. 鼓勵有潛質的同學參加校隊訓練，讓同學在有興趣的項目繼續發展。 	<ul style="list-style-type: none"> - More students will join the school sports teams. 校隊人數有提升。 - Students will agree the activities can help boost their learning confidence. 學生在訪問時指出這些活動有助學生提升學習自信。 	<ul style="list-style-type: none"> - No. of members of the school sports teams 統計校隊成員數目 - Student survey on the effect on developing learning confidence 訪問學生有關措施對學習自信的影響

Major Concern 2: To enhance students' self-esteem and a sense of belonging to the school

重點關注事項二：投入校園、欣賞自我、多元發展。

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
A. To enhance students' self-esteem 提升學生自尊感					
A1. To equip teachers with the necessary language, knowledge and skills about the ways to improve students' self-esteem 為教師提供提昇學生自尊感的相關知識與技巧	Workshops and talks about strategies to boost students' self-esteem 為教師提供有關提昇學生自尊感的工作坊及講座。	Teachers 教師	- More than 70% of teachers will agree that the professional development workshops help them develop their skills and equip them with knowledge to improve students' self-esteem. 超過 70% 的教師同意工作坊或講座有助他們掌握提高學生的自尊感的技能和知識。	- Evaluation forms to be completed at the end of each program, seminar and workshop 填寫評估表	Admin Group 行政組
A2. To equip students with the necessary knowledge and skills about the ways to improve their self-esteem 教導同學提昇學生自尊感的相關知識與技巧	1. Workshops and talks about strategies to improve self-esteem 學生提供有關提昇學生自尊感的工作坊及講座 2. Mountaineering to improve students' behavior related to self-management and communication skills 參加山毅課程去幫助學生改善自我管理的能力和促進溝通技巧 3. Encouraging students to participate in activities, competitions, training and visits organized by different institutions outside school, aiming to widen students' horizons and develop their personal strengths so as to build a unique self-image in different aspects and boost their confidence.	S.1, S.4 S.2, S.3 Whole School 全校	- Students can understand the importance of self-esteem and how to improve theirs. 學生明白自尊感的重要性及如何提昇自尊感。 - 80% of Attendance in all sessions 達到80%出席率。 - Participants will meet the course requirements and pass the tests. 參加者能達到課程要求及通過考核。 - There will be signs of improvement in self-management and communication. 同學能夠改善自我管理及溝通能力。 - Number of times/number of students who participated in external activities and their results 參與校外活動次數、成績、人數等。	- Questionnaires 問卷調查 - Questionnaires 問卷調查 - Participants' attendance and performance records 參加者的出席率及課堂表現 - Teachers' and tutors' observation 教師及導師觀察 - Number of participants 學生參與人數 - Questionnaire (APASO)	Guidance Committee 輔導組 Board of Discipline 訓導組 Committees & Subject Heads 科主任及部門主任

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	鼓勵同學參與校外不同機構組織的活動、比賽、訓練、參觀，擴闊學生視野，發展個人長處，讓學生不同方面的自我形象得以發展，增強自信心。		<ul style="list-style-type: none"> - 60% participants agree that joining external activities, competitions, trainings or visits could broaden their horizons, develop their personal strengths and boost their confidence. 60%參與同學認為參與校外不同機構組織的活動、比賽、訓練、參觀等，能擴闊視野，發展自己的個人長處、增強能力感。 	問卷調查	
<p>A3. Help students to develop a sense of responsibility and competence 幫助學生培養責任感和能力</p>	<p>1. Guidance Captain Program 輔導組學長計劃</p> <p>2. Providing quality leadership training programs to potential student leaders 為潛在的學生領袖提供優質的領導能力培訓計劃。</p> <p>3. Sin Tak's SUM Scheme 善德一 SUM 計劃</p>	<p>S.3, S.4 participants 中三、中四級參加者</p> <p>S.3-S.5 student leaders 中三至中五級學生領袖</p> <p>S.1- S.2</p>	<ul style="list-style-type: none"> - The guidance captain program can help the captains to develop a sense of responsibility and stretch their potential. 計劃可以幫助小導師培養責任感，發揮他們的潛力。 - More than 75% of S.4 and S.5 students will take up ECA posts in various student organizations. 中四和中五學生中，超過75%擔任各種學生組織的ECA職位。 - 60% students will reflect that their self-efficacy, self-discipline and perseverance can be enhanced after participating in the scheme. 60%的學生反映，通過參與該計劃可以提高他們的自我效能感，自律能力和毅力。 - 60% of students will be able to identify their strengths and accomplish the tasks given through learning to organise activities. 60%同學表示自己透過學習籌辦活 	<ul style="list-style-type: none"> - Questionnaires 問卷調查 - Teachers' and tutors' observation 教師及導師觀察 - Teachers' evaluations of leaders' performance 教師評估學生表現 - Records of Student Activity Handbooks 學生活動手冊紀錄 - Qualitative evaluation by students' self-reflection 學生自我反思 	<p>Guidance Committee 輔導組</p> <p>ECA 課外活動組</p> <p>ECA 課外活動組</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	<p>4. Organizing events and services 籌辦活動及服務</p> <ul style="list-style-type: none"> ● Secondary Two and Secondary Four social service schemes 中二及中四社會服務計劃 <ul style="list-style-type: none"> ■ Service Target: the elderly and children 服務對象：長者及兒童 ■ Students are required to participate in work involving leadership, planning and implementation. 同學須參與領導、籌劃及施行等工作。 ● Students serving as helpers of school events 校內學生服務計劃 <ul style="list-style-type: none"> ■ Recruiting students to assist in school events, such as Sports Days, Parents' Nights, Open Day, S.1 registration and S.1 Parents' Day, etc. 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等。 ● Cheers for Our S.6-ers 籌辦中六打氣活動 <ul style="list-style-type: none"> ■ Different clubs and teams to organize large-scale events to cheer for our S.6 students. 不同學會及組別為中六同學安排大型打氣活動。 	<p>S.2, S.4</p> <p>S.3-S.5</p> <p>Student Members 各組學生成員</p>	<p>動，發現自己的優點與長處及有能力完成任務。</p> <p>60% of the students will consider working with peers of different abilities to be useful to knowing, accepting and appreciating one another. 60% 同學認為與不同才幹、能力的同學共同合作，能增加彼此認識、接納及欣賞的機會。</p> <p>60% of the students will agree that they are capable of carrying out different tasks and their roles in activities are clear and recognized. 60% 同學表示自己有能力的去完成不同的任務，在活動上所擔任的角色是明顯的及被認同的。</p>	<p>Teachers' Observation 教師觀察</p> <p>Questionnaires 學生問卷</p> <p>Participation rate 透過統計參與人數</p> <p>APASO 問卷調查</p>	<p>MCE 德育及公民教育組</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	5. Careers Programs 生涯規劃 <ul style="list-style-type: none"> ● Careers Talks 職業講座 ● S.6 Parents' Night 中六家長晚會 ● Mock interviews (to be conducted through the mentorship program) 朋輩輔導員計劃提供的模擬面試 Our aim is to strengthen our students' sense of ownership and control by providing chances for them to take part in the decision-making process. All the activities included in the mentorship program are on a voluntary basis, so students should participate in those activities actively. 我們希望通過為學生提供自決的機會,增強他們的擁有感和控制能力。朋輩輔導員計劃的所有活動都是屬自願參與性質,積極參與這些活動是他們的責任。 	S.5-S.6 S.6 S.6	Students should be clear about all the deadlines and procedures in their JUPAS applications. 學生能清楚聯招申請的所有截止日期和程序。	Number of participants for each program 各項目的參與人數 Evaluation form after each program 問卷調查	Careers Team 升學及就業輔導組
A4. To establish closer bonds among classmates 建立更緊密的同學關係	4. S.1 Day Camp 中一日營 5. Class building activities and inter-class competitions 舉辦班級經營及班際活動	S.1 Whole school 全校	The day camp can provide an opportunity for students to develop bonds with classmates. 日營活動能為學生提供一個建立關係的機會。 The majority of students will consider that their sense of belonging to their class can be fostered.	Student participation rates 學生參與率 Teacher observation & feedback 教師觀察及回饋	Guidance Committee 輔導組 ECA 課外活動組

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	<p>6. Rope skipping competitions (A whole-school, form-based competition) 班際跳繩比賽</p> <p>7. Help Desk for S.4 elective subject selection 為升讀中四同學提供選科資訊攤位 Senior students can provide support and give advice to S.3 students on subject selection. 高年級同學可以給中三同學一些有關選科的建議及支持。</p>	<p>Whole school 全校</p> <p>S.3-S.5</p>	<p>大多數同學認為活動可以培養他們對班級的歸屬感。</p> <p>Teachers will give positive feedback on the activities. 教師給予正面回饋。</p> <p>Observation of participants' enthusiasm and audience response during rehearsals and competitions 於排練和比賽過程中，觀察參與者的積極性和觀眾的反應。</p> <p>Students can make well-informed decisions in S4 Elective selection 學生可以在中四選科上做出明智的決定。</p>	<p>Feedback from class teachers on whole class participation and team work 班主任對全班參與和團隊合作的回饋</p> <p>Evaluation forms 填寫評估表</p>	<p>Board of Discipline 訓導組</p> <p>Careers Team 升學及就業輔導組</p>
<p>A5. To show recognition to student effort 認同學生的成就及努力</p>	<p>1. An award and recognition scheme 獎勵計劃 Praising students who have outstanding performance in leadership through taking up ECA posts. 表揚表現突出的學生領袖。</p> <p>2. An award scheme 學生獎勵計劃</p>	<p>S.1-S.5</p> <p>Whole school</p>	<p>The majority of student leaders will agree that their self-esteem can be enhanced after taking up ECA posts. 大部分學生領袖認為在擔任 ECA 職位後可以增強他們的自尊感。</p> <p>Positive feedback from teacher advisors 顧問老師能給予學生正面評價。</p> <p>Students will be awarded if: ● In junior forms, a student will not</p>	<p>Teachers' evaluations on leaders' performance 教師評估</p> <p>Questionnaire 問卷調查</p> <p>Records 學生紀錄</p>	<p>ECA 課外活動組</p> <p>Board of Discipline</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	<p>Awards and certificates to commend: students on their improvement in studies and conduct; and students with exemplary performance. 嘉許在學習和行為方面有進步的學生/表現卓越的學生。</p> <p>3. Gratitude Week 「欣賞及感恩週」活動 Providing opportunities for students to show their appreciation and gratitude to their classmates and teachers. 為學生提供向師長和同學表達欣賞及感恩的機會。</p> <p>4. Meetings between student leaders and the Pincipal, Vice Principals and Assistant Principals 安排學生領袖與行政小組會面。</p> <p>5. Informing parents of their children's achievements in parent-teacher conference 於家長會中，向家長讚揚學生在學校的表現。</p>	<p>全校</p> <p>Whole school 全校</p> <p>Whole school 全校</p> <p>Whole school 全校</p>	<p>have any record of No Homework.</p> <ul style="list-style-type: none"> ● In senior forms, a student will not have any record of lateness. <p>以下學生可獲嘉許：</p> <ul style="list-style-type: none"> ● 初中：沒有欠交功課記錄者 ● 高中：沒有遲到紀錄者 <p>60% of participants of “Gratitude Week” will consider the activities to be of use in learning to appreciate others. 60%參與「欣賞及感恩週」的同學認為活動可令自己更加主動欣賞別人的優點。</p> <p>60% of the participants of “Gratitude Week” will agree that the activity can help them to understand, appreciate themselves, and feel valued and accepted. 60%參與「欣賞及感恩週」的同學認為活動有助他們認識自己、欣賞自己、有被重視和接納的感覺。</p> <p>Students will have better self-image according to the findings of the APASO survey. 於APASO調查中，學生自我形象部分有理想的評分。</p>	<p>Teachers’ evaluations on leaders’ performance 教師評估 Questionnaire (APASO) 問卷調查</p>	<p>訓導組</p> <p>MCE 德育及公民教育組</p> <p>Admin Group 行政組</p> <p>Class Teachers 班主任</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
<p>A6. To help students discover and acknowledge their own unique qualities 幫助學生發掘自己的優點與獨特性</p> <p>Students will get the chance to know more about their unique characteristics, be aware of their emotions and learn to take good care of themselves through meditation and religious activities. 從禪修活動及宗教活動，讓學生認識自己的特質，並覺察自己的情緒，學會照顧自己。</p>	<p>1. 5-minute talks during morning assemblies 早會 5 分鐘短講 From September to May, teachers will be invited to share their thoughts on recent news or Buddhist stories with students and the theme will be 「五乘」. Students will understand that everyone has their own unique qualities and aspirations, and they can achieve their goals and further develop their strength with determination. It is hoped that self-confidence is built with regular exposure to discussion and sharing of these ideas and concepts. 於 9 月至 5 月安排老師在早會與學生分享時事或佛教故事，內容主題圍繞「五乘」，讓學生明白各人特質和發願不同，但只要各人按自己的特質發展，彼此最終都能達到目標，從而建立自信。</p> <p>2. Mindfulness 禪修活動 A specific theme for mindfulness such as 'My Best Friend' will be set for senior secondary students so that students can perceive their own emotion, understand and recognize their own strengths through the activity. 於高中進行特定主題的禪修，例如「與自己最好的朋友」，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</p> <p>3. Outdoor Mindfulness 野外禪 An outdoor mindfulness training session will be held in winter or spring in this academic year, with 20 students to undergo</p>	<p>S.1-S.6</p> <p>S.1, S.5, S.6</p> <p>S.4, S.5</p>	<p>Students will listen to the 5-minute talks attentively. 學生能細心聆聽早會短講內容。</p> <p>Students will participate in the activities whole-heartedly and be able to express their unique qualities. 學生投入活動，並能寫出自己的特質。</p> <p>Students will participate in the activities whole-heartedly and strive to complete tasks given. 學生能投入活動，並盡力完成。</p> <p>Over 20 students will participate in the activities. 能有超過 20 位學生參加活動。</p>	<p>Teachers' observation and feedback 宗教老師從觀察及回饋，評估活動的成效。</p> <p>Student survey 從學生訪問了解他們對活動的感受，評估活動成效。</p> <p>Number of participants and awardees 統計參加及得獎人數。</p> <p>Attendance 出席率</p> <p>Feedback and evaluation from the teachers 教師評估</p>	<p>Religious Committee 宗教組</p> <p>Religious Committee 宗教組</p> <p>Religious Committee 宗教組</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	<p>mindfulness training in natural surroundings to be led by religious teachers and Buddhist masters so that students can learn to be aware of their emotions and understand their personal strengths and uniqueness.</p> <p>擬於本學年冬季或春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，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</p> <p>4. Dharma activities 校內弘法活動 Different Dharma activities will be held in school to reinforce the teachings of the Buddha. Students can be given a chance to shine and demonstrate their talents by separating the workload. Students can take up different roles such as being an emcee, event planning, script writing, technical support etc. according to their own strengths, hence recognizing their achievements.</p> <p>舉行不同校內弘法活動，讓更多學生有機會發揮所長：透過籌辦弘法活動，老師可讓學生參與司儀、活動籌劃、劇本創作、電腦支援等，讓不同學生展示他們的成就，發掘自己的長處。</p> <p>5. Lion Dance Team 醒獅隊</p>	<p>S.3- S.5</p> <p>S.1- S.3</p>	<p>The attendance rates of 8 out of 10 lessons will be 80% or above. 出席率達至80%。</p> <p>Participants will show continuous improvement in self-discipline and team co-operation throughout the period. 參與者將在訓練期間在自律和合作</p>	<p>Attendance 出席率</p>	<p>Religious Committee 宗教組</p> <p>Board of Discipline 訓導組</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	<p>6. “Take the Stage!” 「我們的舞台」 Inviting talented students from different societies, clubs, teams to give public speeches and performance 邀請同學公開演說、表演。</p> <p>7. DORFUN’s monthly highlight 多分每月亮點 ● Identifying and developing one’s strengths, overcoming one’s weaknesses and improving one’s self-image 明白及學習欣賞自己的優點、接納和改進自己的弱點、接受稱讚與提升自我形象 ● Understanding and learning from one’s mistakes 認清成功和失敗的正確歸因方式 ● Dealing with adversities and positive thinking 應對逆境與確立正向思維</p> <p>8. S.2 CEDU lessons Personality Tests 中二生涯規劃課程 ● Personality tests during the CEDU lessons 於生涯規劃課程期間進行性格評估 ● S.2 CEDU lessons 中二生涯規劃課程 The course will allow teachers to know students’ awareness of careers and ability to pursue suitable careers,</p>	<p>Whole school 全校</p> <p>Whole school 全校</p> <p>S.2</p>	<p>上持續改善。</p> <p>The activity will be held 4 times in a school year. 每學年舉辦4次。</p> <p>Almost 50% of the students will pay attention to Dorfun’s monthly highlights and will agree that the activities can help them to understand, appreciate and accept their own weaknesses. They will also learn to value the importance of being praised and will be more ready to identify the reasons for success and failure. 接近50%同學表示有留意多分的每月亮點及認同活動可令自己明白欣賞自己、接納和改進自己的弱點、接受稱讚的重要性，並認清成功和失敗的原因。</p> <p>About 35% of students will give detailed answers in their CEDU worksheets to provide opportunities for teachers to give qualitative feedback to students in addition to grades. 大約35%的學生會在他們的中二生涯規劃課程的工作紙上列出詳細的答案。這給老師提供學生回饋的機</p>	<p>Feedback and evaluation from the coach 教練評估</p> <p>Number of times the activity held 舉辦次數</p> <p>Number of participants 參加人數</p> <p>Teachers Observation 教師觀察</p> <p>Evaluation form 問卷調查</p> <p>Teachers Observation 教師觀察</p> <p>Number of participants 參與人數</p>	<p>MCE 德育及公民教育組</p> <p>MCE 德育及公民教育組</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	<p>which are two essential qualities to achieve goals in life. 課程讓教師了解學生對職業的了解和追求合適職業的能力，這是實現人生目標的兩個基本素質。</p> <p>9. Visits to firms or institutes 參觀不同的企業或機構</p>		<p>會而不僅僅是成績。 Students will gain knowledge of multiple pathways. 學生可獲悉有關升學就業上的不同途徑。</p>		
A7. Help students to set realistic expectations 建立可實現的期望	<p>Career talks for parents and students 家長及學生的升學及就業講座</p> <p>The talks will equip students and their parents with the skills and knowledge to examine their goals and plans in order to set realistic goals which are of huge importance to the growth of students. 講座讓學生和他們的家長掌握如何審視個人目標和計劃的技巧和知識，這可讓學生確立切合自己能力及可實現的目標。</p>	S.2, S.4-S.6	<p>Students will be able to set realistic and attainable goal. 學生能夠設定現實和可實現的目標。 Parents will be aware of the unique qualities and abilities of their children. 父母意識到他們孩子的獨特品質和能力。</p>	<p>Google form to collect more questions before the talk. 在講座前收集更多家長或學生的問題 Giving feedbacks to all the queries during the talk. 在講座中回答所有的問題</p>	Careers Team 升學及就業輔導組
B. To enhance students' sense of belonging 提升學生歸屬感					
	<p>1. "Zen photography" will be held and photos taken by senior secondary students will be selected for display and school publications. 於高中進行「攝影禪」活動，並選取優異作品，作為製作校刊之用。</p> <p>2. Tie Knotting Competition 打吹比賽</p>	S.5, S.6	<p>100 students will submit their works and 20 works will be shortlisted. 有 100 位學生交出作品，能選出 20 件優異作品。</p> <p>Class representatives of S.1 and S.2 classes will take part in respective competitions.</p>	<p>Number of photographs received 統計作品數量 Photos could be posted on school publications. 能成功在校刊刊登 Number of participants 參與人數</p>	Religious Committee 宗教組 MCE 德育及公民教育組

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	<p>3. Promotional videos about “Qualities of SinTakers” featuring students, teachers and alumni 邀請校友、師生拍攝善德學生應有特質的宣傳片。</p> <p>4. “Qualities of SinTakers” Election 善德人特質選舉</p> <p>5. SinTakers Election 善德人選舉</p> <p>6. Interclass souvenir design competition to celebrate the school’s 50th Anniversary 慶祝學校 50 週年紀念品 (多分) 設計班際比賽</p> <p>7. Mentorship Program 師友計劃 Our devoted and supportive alumni will give senior secondary students valuable advice on study and career pathways . 熱心的校友們通過朋輩計劃為高中的師弟妹提供學習和職業範疇上寶貴的建議。</p> <p>8. Alumni will share their experience and thoughts on work and study on parents’ nights and career counselling activities. 邀請校友在家長晚會和職業輔導活動中分享升學或職場上的工作及經驗。</p>	<p>Whole school 全校</p> <p>Whole school 全校</p> <p>Whole school 全校</p> <p>Whole school 全校</p> <p>Senior students and alumni 高年級同學及校友</p> <p>Senior students and alumni 高年級同學及校友</p>	<p>中一及中二各班能派出代表作賽。</p> <p>Videos of alumni, current students and teachers will be filmed by October 2021. 於 2021 年 10 月前完成校友、師生短片拍攝。</p> <p>“Qualities of SinTakers” Election will be held by February 2022. 於 2022 年 2 月完成進行善德人特質選舉。</p> <p>Students can make well-informed JUPAS choice. 學生可以聯招選擇上做出明智的決定。</p>	<p>Number of participants 參與人數</p> <p>Number of students and alumni joining each program 參加每個計劃的學生和校友人數 Evaluation form 填寫評估表</p>	<p>MCE 德育及公民教育組</p> <p>MCE 德育及公民教育組</p> <p>Careers Team 升學及就業輔導組</p>

Intended Outcomes/Targets 目標	Tasks/ Strategies 措施	Target Groups 對象	Success Criteria 成功準則	Methods of Evaluation 評估方法	People in charge 負責人
	9. Alumni Careers Workshop (March 2023) 校友職業世界分享會 2023 S.4 and S.5 students will take part in interactive workshops to be led by alumni working in different sectors on the OLE day. 邀請從事不同專業工作的校友於 OLE 日回校向同學分享	S.4-S.5			

IV. BUDGET SUMMARY (2021-2022)
財政預算 2021-2022

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/(Deficit)	
I. Government Fund					
A. EOEBG Grant					
<i>Non-School Specific Grants</i>					
Original Baseline Reference		1,954,570.85			
Non-School Specific Grants			1,800,000.00		
Sub Total (A)		1,954,570.85	1,800,000.00	154,570.85	
<i>School Specific Grants</i>					
Administration Grant	-	3,879,984.00	3,834,468.00	45,516.00	
Capacity Enhancement Grant	34,522.75	642,934.00	677,456.75	-	
Composite Information Technology Grant	394,019.77	494,240.00	700,000.00	188,259.77	
Air-Conditioning Grant	-	596,708.00	596,708.00	-	
SBM Top-up Grant	30,383.00	50,702.00	81,085.00	-	
School-based Speech Therapy Administration Recurrent Grant	12,006.00	8,112.00	20,118.00	-	
Sub Total (B)	470,931.52	5,672,680.00	5,909,835.75	233,775.77	
Grand Total: (A) + (B)	470,931.52	7,627,250.85	7,709,835.75	388,346.62	
B. Outside EOEBG Grant					
Teacher Relief Grant - Annual Recurrent	1,020,092.21	218,140.00	200,000.00	1,038,232.21	
Teacher Relief Grant - Optional	1,705,821.74	4,560,900.00	3,927,546.00	2,339,175.74	
Committee on Home-School Co-operation Project	24,842.14	25,740.00	30,000.00	20,582.14	
Cash Grant for School-based After-school Learning and Support Programmes	108,928.81	164,400.00	273,328.81	-	
Learning Support Grant for Secondary Schools	79,413.73	244,897.00	324,310.73	-	
Diversity Learning Grant (Other Language)	-	70,200.00	70,200.00	-	
Diversity Learning Grant (Other Programmes)	-	28,000.00	28,000.00	-	
Diversity Learning Grant (Applied Learning)	-	16,375.00	16,375.00	-	
Moral and National Education Support Grant	123,171.15	-	50,000.00	73,171.15	
Information Technology Staffing Support Grant	649.50	319,559.00	320,208.50	-	
Grant for the Sister School Scheme	156,035.00	156,035.00	312,070.00	-	
Promotion of Reading Grant	16,822.11	62,851.00	79,673.11	-	
Life-wide Learning Grant	-	1,170,000.00	1,166,200.00	3,800.00	
One-off School-based Speech Therapy Set-up Grant	20,000.00	-	20,000.00	-	
School Executive Officer Grant	2,506.12	534,660.00	537,166.12	-	
Beat Drugs Fund - Healthy Campus	31,000.00	90,000.00	121,000.00	-	
Student Activities Support Grant	-	143,650.00	143,650.00	-	
One-off Grant for Citizenship and Social Development	-	300,000.00	300,000.00	-	
Grand Total	3,289,282.51	7,805,407.00	7,619,728.27	3,474,961.24	
II. School Funds					
General Funds		2,373,648.20	800,000.00	700,000.00	2,473,648.20
Grand Total		2,373,648.20	800,000.00	700,000.00	2,473,648.20

V. A HEALTHY SCHOOL POLICY 健康校園政策

Health is life's fortune and a pre-requisite for everything. To a student, being healthy physically and psychologically can boost learning efficiency.

健康是人生的財富、是生活的基本要素。擁有良好的身心狀態，可以提升學習的效果。

1. Our healthy school policy aims at creating a health-conscious and safe school environment as well as facilitating students' development of healthy living habits, positive values and critical thinking.
營造關愛健康和安全的校園，協助學生建立健康的生活習慣、正面的價值觀、獨立的思辨能力，以及良好的心理及生理的社交狀態。
2. A task force for formulating a healthy school policy was set up.
成立健康校園政策專責小組。

Duties 職責

1. To identify students' needs and pay close attention to social changes and issues in order to define the focus of the school's work. Resources from both the school and the community will also be used for a comprehensive school-based plan.
識別學生的需要，密切關注社會的變化及議題，釐定學校的工作重點，利用校內及社區可用資源，以制訂一個周詳的校本計劃。
2. To ensure that all school staff are informed of and support the healthy school policy.
確保學校所有員工認識及支持健康校園政策。
3. To implement, monitor, evaluate and revise the healthy school policy on a regular basis.
落實健康校園政策，定期作出檢視、評估及跟進。

Members of the task force 健康校園政策專責小組成員

They include the principal, the vice principal, discipline master, guidance mistress, heads of the extra-curricular activities committee, moral and civic education committee, health education committee, crisis intervention team and social worker.

校長、副校長、訓導主任、輔導主任、活動主任、德育及公民教育主任、健康教育主任、危機小組及社工。

Content of the healthy school policy 健康校園政策內容

1. Implementing anti-drugs and drug prevention education: Prevention is the key to resisting the temptation;
推行禁毒及防止濫藥教育：
遠離毒品，重在預防。
2. Introducing and encouraging healthy eating habits;
關注健康飲食習慣：
鼓勵學生養成良好飲食習慣、推廣素食。

3. Fostering a healthy lifestyle: To cater for learners' differences and provide a spectrum of extra-curricular activities; to pay close attention to students' physical and psychological health so as to reduce stress from school life and to prevent students from addiction to the Internet and drugs;
推行健康生活：
照顧學生差異，提供多元課外活動，照顧學生身心健康，以減少他們的學習壓力，同時避免學生上網成癮或染上吸食毒品的惡習。
4. Implementing sex education: to instill correct concepts and righteous attitude regarding sex into students;
性教育政策：
建立正確的性觀念及態度。
5. Creating a safe school environment;
安全校園政策。
6. Creating an environmentally friendly school: to use resources sparingly to avoid wastage and to live a green life.
環保校園：
善用資源，避免浪費，推動綠色生活。

VI. APPENDIX

附件

- (a) Plan on the Use of Capacity Enhancement Grant 2021-2022
學校發展津貼使用計劃 2021-2022
- (b) Plan on the Use of Life-wide Learning Grant 2021-2022
全方位學習支援津貼使用計劃 2021-2022
- (c) Plan for the School-based After-school Learning and Support Programmes
2021-2022
課後學習及支援計劃 2021-2022
- (d) Proposal for the Diversity Learning Grant 2021-2022
多元學習津貼使用計劃 2021-2022
- (e) Plan on the Use of the Promotion of Reading Grant 2021-2022
推廣閱讀計劃 2021-2022
- (f) Healthy School Programme 2021-2022
健康校園計劃 2021-2022
- (g) IT Innovation Lab in Schools 2021-2022
中學 IT 創新實驗室計劃 2021-2022
- (h) One-off Grant for Supporting the Implementation of the Senior Secondary
Subject Citizenship and Social Development 2021-2024
支援推行高中公民與社會發展科的一筆過津貼 2021-2024

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant (2021-2022)
學校發展津貼使用計劃 2021-2022

Critical Target Areas 特定目標對象	Implementation Plan 實施計劃	Benefits Anticipated 預期效益	Implementation Schedule 實施日程	Resources Required 所需資源	Performance Indicators 表現指標	Assessment Mechanism 評估機制	Person-in-Charge 負責同工
To relieve teachers' administrative or clerical workload so that teachers can concentrate on coping with the learning needs of students	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 role of class teachers who are responsible for the daily routines and to teach 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性工作並教授學習技能。	Teachers' workload in summer will be partly reduced, S.1 students rapidly adapted to school life. 減輕教師部份工作量，中一學生可以更快適應學習生活。	July 2021 2022年7月	Salary of 4 tutors (\$32,000). 聘請4位導師費用(港幣三萬二千元)	S.1 students' confidence is boosted. Students can rapidly adapt to secondary school life. 中一級學生自信提高，更快適應學習生活	Teacher observation 教師觀察 Questionnaire survey 問卷調查 Parents' feedback 家長回饋 / 意見	Ms. HL Lam and Mr. SW Pang 林曉蕾副校長及彭成璋副校長
減輕教師部份工作行政或文書工作讓教職專能專注照顧學生多元及特別學習需要。	B. Employ three clerical assistants to assist in conducting teaching and learning surveys, setting teaching timetables, handling general student-related tasks including keeping student information, student attendance, lateness, early leave, absence, enrollment and withdrawal records, student prize records, making of certificates, doing statistical work, providing library materials lending services, audio and visual equipment	Teachers are relieved from some clerical work. 減輕老師的文書工作	From September 2020 to August 2021 由2021年9月至2022年8月	Salaries of three clerical assistants for one year including school's contribution to MPF (\$634,500) 聘請三位文員	The clerical assistants take up duties assigned by teachers and assist in preparing various student records.	Teacher observation 教師觀察	Mr. SW Pang and Ms. WC Lee 彭成璋副校長及李惠貞副校長

Critical Target Areas 特定目標對象	Implementation Plan 實施計劃	Benefits Anticipated 預期效益	Implementation Schedule 實施日程	Resources Required 所需資源	Performance Indicators 表現指標	Assessment Mechanism 評估機制	Person-in-Charge 負責同工
	<p>lending services and perform other tasks assigned by the school.</p> <p>聘請三位文員助理，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、得獎紀錄、制作學生獎狀、一般學生資料紀錄及統計工作等事宜，圖書館借書服務、影音器材借用服務及執行其他由學校指派的工作。</p>			<p>薪酬包括學校之強積金供款(約港幣六十三萬四千五百元)</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</p>		

Income (2021-2022) + Surplus (2020-2021): HK\$642,934 + HK\$34,522.75 = HK\$677,456.75

Total expenditures for items (A + B) = HK\$666,500

Estimated Surplus: HK\$677,456.75- HK\$666,500= HK\$10,956.75

佛教善德英文中學
全方位學習津貼 運用計劃
2021-2022學年

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

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		監察 / 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	預計參與 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 籃球、排球、羽毛球、乒乓球、游泳、舞蹈 - 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	全年	S1-S6	200	出席次數 教練及老師觀察 運動員人數	\$114,200.00	✓		✓		
2	邀請不同體育機構到校推介及示範運動 - 擴闊同學對不同體育運動的認識	體育	全年	S1-S6	762	教練及老師觀察	\$20,000.00	✓		✓		✓
3	快樂工程之自尊心建立 - A Stronger Me, A Better We - 透過不同活動、工作坊、講座等，讓同學明白及了解每個人均有其獨特性、強項；同時，亦要學懂感恩及欣賞別人	價值觀教育	全年	S1-S6	762	學生參與率及老師觀察	\$20,000.00		✓			
4	推廣價值教育活動如建立同理心及關愛活動，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	全年	S1-S6	762	學生參與率及老師觀察	\$20,000.00		✓			
5	中四社會服務計劃	德育、公民及國民教育	28/6/2022-3/7/2022	S4	127	訪問老師 服務承辦商導師的回饋 學生問卷	\$33,000.00		✓		✓	
6	STEM校隊 - 引發同學對STEM的興趣，培育同學的創意、協作及解難能力	STEM	全年	S1-S3	20	與參加的同學面談	\$15,000.00	✓				
7	STEM活動-參觀活動	STEM	全年	S4-S6	50	與參加的同學面談	\$10,000.00	✓				

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		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	預計參與 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											
8	「長者有禮 – 長者社企參訪」 - 實地考察及有機會與長者直接交流，讓學生認識長者社企成立的想法和做法，更深入了社會不同人士的需要，建立其同理心及關心社會的價值觀	健康管理與社會關懷科	上學期	S4	29	老師的觀察與檢討 機構導師的回饋	\$8,000.00	✓	✓			
9	「社會認知網絡」活動 - 實地考察及有機會與持分者直接交流，讓學生明白社會現實的多樣性，立體地接觸時事議題，建立獨立思考能力	通識	上學期	S4,S5	40	老師的觀察與檢討 機構導師的回饋 同學的參與和投入度	\$11,000.00	✓	✓			
10	醒獅隊 - 主要訓練基礎鼓樂及動作技巧，亦配合運動理論及體能訓練，讓學生了解現代龍獅運動，提升紀律訓練、認識團隊精神以改善個人行為	訓導	11/2021 –5/ 2022	S2-S5	12	問卷調查 - 學生行為紀錄 - 教練及老師觀察	\$22,000.00		✓	✓		
11	領袖生訓練計劃 - 透過小組協作學習方式，讓同學經歷不同挑戰 - 透過小組訓練，提升學生自信心自我認同、正面思考能力、以及領袖潛質	訓導	上學期	S2-S6	80	問卷調查 老師觀感	\$10,000.00		✓			
12	中文趣聞巧寫工作坊 - 透過閱讀評賞與寫作實踐，提昇同學寫作及鑑賞文章能力	中文	7/10/21- 19/5/22	S3	128	問卷調查 寫報告	\$25,000.00	✓				
13	中文科圍讀計劃 - 提昇校園閱讀氣氛，讓學生學會閱讀、喜愛閱讀	中文	21/9/21- 10/5/22	S3 · S4	260	問卷調查 寫報告	\$2,000.00	✓				
14	聲情並茂朗誦/聲演活動比賽	中文	1/9/21-10/1/22	全校	全校	參與比賽人數 得獎人數	\$3,000.00	✓				

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		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	預計參與 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												
15	生涯規劃活動 - 透過舉辦工作坊、參觀、其他學習經歷、校友職業世界分享會等，讓學生了解自己的興趣和能力，協助他們發掘的升學和就業出路	升學及就業	全年	S2-S6	約640人	學生填寫檢討表	\$28,800.00						✓
16	師友計劃 - 加強同學與校友聯繫、為應考同學在升學及就業上作出支援	升學及就業	全年	S6	120	學生填寫檢討表 與參與的同學面談	\$65,000.00						✓
17	地理科實地考察團	地理科	9/3/2022- 11/3/2022	S2-S6		學生填寫檢討表 與參與的同學面談	\$8,000.00	✓					
18	每月科學探索 - 透過每月舉行的科學活動、參觀和工作坊等，提昇學生對科學的興趣	科學	全年	S1、S2	260	工作紙評核 老師觀察 問卷 調查	\$30,000.00	✓					
19	童軍訓練 - 透過童軍活動加強同學的領導能力、團隊合作精神和提升各童軍技能	童軍	全年	S1-S5	40	出席率 老師觀察	\$2,000.00		✓			✓	
20	青年藝術家推廣計劃_出版 - 讓對藝術有興趣的同學於課外延伸藝術學習經驗； - 推廣參與藝術展覽文化，觀摩其他同學的藝術創作； - 引發同學對發表自己藝術創作的自信心	藝術 (視藝)	2/2/2022- 15/7/2022	全校	761	學生參與程度 學生面談	\$20,000.00	✓			✓		
21	青年藝術家推廣計劃_展覽 - 讓初中同學於課外延伸藝術學習 - 讓同學於課外有更多機會嚮辦藝術展 引發對藝術的興趣 加強校內藝術氛圍	藝術 (視藝)	1/11/2021- 30/5/2022	全校	761	舉辦展覽次數及學生 抽樣訪談	\$20,000.00	✓			✓		
22	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)	1/9/2021- 15/7/2022	全校	761	出席人數 活動問卷調查	\$9,000.00	✓			✓		✓

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		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	預計參與 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												
23	參觀藝術展覽及巴塞爾藝術展2022 讓同學於課外有更多機會接觸不同類型的藝術展 - 了解不同地區的藝術文化 - 引發對藝術的興趣	藝術 (視藝)	1/9/2021- 15/7/2022	S1-S6	120	出席人數 活動後問卷調查 學生參觀報告	\$12,000.00	✓		✓			
24	紅十字會義工服務 - 讓同學於課外有更多機會接觸不同類型的有需要人士 - 培養同理心，服務他人的精神 - 通過籌備活動提升領導才能	紅十字會	1/2/2022- 30/7/2022	S1-S5	40	活動後問卷 檢討會	\$3,000.00		✓			✓	
25	暑期急救訓練計劃 - 讓同學於暑期能參與有益身心的活動 - 提升同學急救技能，以服務他人提升領袖才能	紅十字會	1/6/2022- 30/8/2022	S1-S6	60	活動後問卷 與人數 檢討會	\$21,000.00		✓			✓	
26	好心情計劃 - 計劃內容包括講座、禪繞畫工作坊、成長小組、藝術工作坊及團隊建立等，目的在於 - 灌輸同學正確價值觀 - 協同學以積極的態度面對逆境 - 協同學發展朋輩網絡	輔導組	10/2021- 7/2022	S1-S6	500	訪問老師 服務承辦商導師的回 饋 學生問卷	\$80,000.00		✓				
27	中一級迎新及學長計劃 - 加強學生的抗逆力 - 通過活動讓同學認識自己及對同學的了解 - 通過活動建立支援網	輔導組	10/2021- 7/2022	S1-S4	160	訪問老師 服務承辦商導師的回 饋 學生問卷	\$38,000.00		✓				
28	迪士尼款客服務體驗坊 - 於香港迪士尼樂園酒店及主題樂園體驗款客服務業的工作實況 - 透過與專業演藝人員的互動分享，領略款客服務業工作的樂趣和挑戰 - 學習世界知名度假期區對賓客服務的基本概念及營運技巧 - 通過互動遊戲感受迪士尼品牌獨有殷切貼心的服務 - 建立款客服務業所需的正面價值觀及思維	旅遊與款待	2/2021-6/2021	S4	16	學生問卷	\$7,000.00						✓

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		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	預計參與 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											
29	大澳棚屋導賞/漁業導賞 - 在大澳居民帶領下，深入大澳小巷及棚屋區，讓參加者親身感受大澳的水鄉風情，深入了解大澳歷史及水上人之生活文化。 - 透過與大澳漁民的交流，認識大澳漁業源遠流長的歷史，並學習過往漁民智慧，了解各項特色的捕魚工具及團體捕魚的方法。 - 參加者以親身體驗漁民撒網的方法。透過導賞，了解大澳漁村的歷史文化，從而探討大澳漁村的可持續發展之路。	旅遊與款待	2/2021-6/2022	S4	17	學生問卷	\$6,000.00	✓	✓			✓
30	酒店/廚藝 (餐飲) 工作坊 - 在模擬真實環境下，以小組或角色扮演等形式學習，提升學生的團隊合作精神、加強溝通能力，並加深對酒店業之基本運作及服務態度之認識 - 在模擬的學習環境中進行實務操作及烹調食品，讓學生認識酒店及廚務行業之基本運作和服務態度，提升學生的團隊合作精神及加強溝通能力	旅遊與款待	2/2021-6/2023	S5	10	學生問卷	\$9,000.00					✓
31	義工組UKULELE 教學 - 聘請導師教導學生用UKULELE彈唱一至兩首歌，讓學生懂得如何用UKULELE彈奏簡單歌曲並再為中六學生或其他演出表演	義工團	全年		6	表演次數	\$4,000.00	✓			✓	
32	English Drama and Drama Festival - To develop creativity, collaborative skills and communication skills -To widen students' horizons nurture a love for the English language	English Department	Oct 2021 - July 2022		30	Observation and student survey	\$40,000.00	✓				

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		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	預計參與 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												
33	Inter-school English Debate Contest - To cater for the needs and interests of elite students - To develop creativity, collaborative skills and communication skills -To widen students' horizons nurture a love for the English language	English Department	Sept 2021 - June 2022		15	Contest results and observation	\$200.00	✓					
34	Drama excursions "From Page to Stage" - To widen students' horizons nurture a love for the English language	English Department	Mar-22		100	Observation and student survey	\$5,500.00	✓					
35	Film-it, Improvised Drama and Radio Drama To widen students' horizons nurture a love for the English language	English Department	Feb - May 2022		20	Contest results and observation	\$1,000.00	✓					
36	English Speech Festival -To develop creativity, collaborative skills and communication skills -To widen students' horizons nurture a love for the English language	English Department	Sept - Dec 2021		80	Speech Festival results	\$8,000.00	✓					
37	音樂活動系列 組織不同類型音樂活動供本校學生參與。如合唱團、樂器班、中樂等及西樂等以供同學參與，擴闊同學視野，使音樂成為其終生興趣	藝術 (音樂)	10/2021-7/2022	全校	100	比賽及活動報告 學生回饋	\$78,000.00	✓		✓			
38	校園藝術表演 於校園不同角落組織音樂及表演藝術活動供同學參與，擴闊同學視野，使音樂成為其終生興趣。讓有藝術專長的同學可以有平台發佈成果，其他同學可接觸更多不同的藝術表演。	藝術 (音樂)	10/2021-7/2022	全校	100	比賽及活動後的報告及學生回饋	\$10,000.00	✓		✓			
39	制服團隊興趣班及參觀活動 透過參與興趣班及參觀活動，讓女童軍隊員發展多方面才能，認識社會、擴闊視野，增強信心	女童軍	10/2021-6/2022	S1-S5	65	導師回饋 隊員回饋 及出席率	\$10,000.00		✓				

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		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	預計參與 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											
40	中四國情講座及活動	公民與社會發展	10/2021- 6/2022	S4	128	導師回饋 隊員回饋及出席率	\$10,000.00	✓	✓			
41	歷史與文化 - 講座系列 ：舉辦一系列網上或實體講座以鼓勵同學認識歷史與文化。擬舉辦的活動包括：傳統中式節日、石硤展與公屋發展（暫題），目的在於提升學生對中國史、本地歷史（及其與海外連繫）的認識，並增進他們對相關課題的興趣。	歷史	10/2021- 7/2022	S1、S3	260	活動後問卷	\$8,000.00	✓	✓			
42	歷史與文化 - 參觀活動 舉辦一系列網上或實體活動以鼓勵同學走出課室，以多元化的體驗認識歷史與文化。活動有：黃泥涌峽（香港保衛戰）、中上環、屏山文物徑、非物質文化遺產工作坊。	歷史	10/2021- 7/2022	全校		活動後問卷	\$25,000.00	✓	✓			
43	班級經營活動 透過不同的團隊合作活動、訓練及班際比賽，建立對學校及班的歸屬感	課外活動	全年	S1- S6	761	訪問老師服務承辦商 導師的回饋學生問卷	\$77,000.00		✓			
44	佛青團幹事訓練計劃	宗教	下學年	S3-S5	20	訪問老師服務承辦商 導師的回饋學生問卷	\$10,000.00		✓			
(如空間不足，請於上方插入新行。)							第1.1項預算總開支	\$958,700.00				
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	佛教與歷史文化台灣交流團	宗教	1/7-6/7/2022	S4- S6	40	學生問卷及 老師觀察	\$105,500.00	✓	✓			
2	Summer English Tour	English Department	Jul-22	S1- S6	10	Questionnaires	\$20,000.00	✓				
3												
4												
5												
(如空間不足，請於上方插入新行。)							第1.2項預算總開支	\$125,500.00				
							第1項預算總開支	\$1,084,200.00				

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		監察/ 評估方法	預算開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
				級別	預計參與 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											

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

編號	項目	範疇	用途	預算開支 (\$)
1	善德一SUM 運動計劃添置運動器材	體育	訓練	\$15,000.00
2	STEM活動-智能產品齊製作	STEM	引發同學對STEM的興趣	\$20,000.00
3	醒獅隊-購置醒獅器材	訓導	訓練	\$6,000.00
4	魚缸生態探索	跨學科 (STEM)	鞏固同學對科學「動物、植物分類」的觀念和興趣，提高同學對不同物種的認知和對生態保育的意識	\$5,000.00
5	創意實驗短片及攝影工作坊-添置攝影器材及軟件等	藝術教育 媒體藝術體驗	工作坊	\$10,000.00
6	校園藝術表演-購置音響	藝術 (音樂)	表演及訓練	\$26,000.00
(如空間不足，請於上方插入新行。)				
第2項預算總開支				\$82,000.00
第1及第2項預算總開支				\$1,166,200.00

第3項：預期受惠學生人數

全校學生人數：	761
預期受惠學生人數：	761
預期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
-------------------	---------

School-based After-school Learning and Support Programmes 2021/22 s.y.

School-based Grant - Programme Plan

Name of School: Buddhist Sin Tak College

Staff-in-charge: Mr. LAU Sik Hung

Contact Telephone No.: 2421 2580

A. The estimated number of students (count by heads) benefitted under this Programme is 214 (including A. 29 CSSA recipients, B. 182 SFAS full-grant recipients and C. 3 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
<i>English corner activities (S.1, S.2)</i>	To enhance confidence of using English	Attendance	Feedback from teachers and students	Oct to July	13	51	1	\$2000	BSTC
<i>Outward Bound Training (S.4 participants)</i>	To enhance the confidence	Attendance, reports from students	Teachers', students' and instructors' feedback	Feb or March	2	9	1	\$3000	Outward Bound 香港外展訓練學校
<i>Tutorial lessons (S.1 to S.6 participants)</i>	To facilitate students' learning	Attendance, academic results	Tests, quizzes	Nov to April	16	87	2	\$146000	BSTC
S.6 DSE cheer-up activities (S.6)	To provide psychological support for students	Attendance, popularity	Teachers' and students' feedback	Nov to April	3	34	1	\$2000	BSTC
School picnic (S.1 to S.6)	To enable students to participate in social activities	Attendance	Teachers' and students' feedback	Nov	29	182	3	\$8000	BSTC
Drama contest (S.1 to S.5)	To boost students' confidence in English	Attendance, attitude	Teachers' and students' feedback	April/ May	26	148	2	\$400	BSTC
Visits and outings (S.1 to S.6 participants)	To widen students' horizons	Attendance, attitude	Teachers' and students' feedback	Nov to July	6	77	2	\$3000	BSTC
Total no. of activities: 7				@ No. of man-times	95	588	12		
				** Total no. of man-times	695				

**Proposal of Diversity Learning Grant for the 13th Cohort of New Senior Secondary Students
(from 2021-2022 to 2023-2024 school year)**

Three-year Plan: Measures to broaden students' choices of Elective Subject for 2021/22 to 2023/24 DSE Students (Other Languages)

DLG funded Programme	Strategies and anticipated benefits	Name of the programme and provider	Duration of the programme	Estimated no. of students	Evaluation of student learning / Success indicators	Success Criteria	Teacher-in-charge
Other Languages (Japanese)	Course fee for NSS Students taking NSS Japanese Studies. Students have a chance to learn another language. A more diverse curriculum. NSS Other Languages (Japanese)	Academy of The Baptist Convention of Hong Kong	3 years	12 (S.4)	Students' results in the Cambridge International AS level examination	Pass in Cambridge International AS level examination of the language	Mr. Pang Shing Wai Ms. Ching Ka Kei

Proposal of Diversity Learning Grant for the 10th Cohort of New Senior Secondary Students
(from 2018-2019 to 2020-2021 school year)

Three-year plan: Measures to broaden students' choices of Elective Subject for 2018/19 to 2020/21 DSE Students

DLG funded Programme	Strategies and anticipated benefits	Name of the programme and provider	Duration of the programme	Target students	Estimated no. of students involved in each school year (in whole network)			Evaluation of student learning / Success indicators	Teacher -in-charge
					18/19	19/20	20/21		
Other Programme	<p>*Network Programme: In view of the limited number of students in school opting for taking Music as a subject in HKDSE Examination, Network Programme with schools in Kwai Chung can provide support for students' diverse needs.</p> <p>*Employment of professional teachers to have regular lessons with students once a week, to prepare students for HKDSE Examination.</p> <p>*Responsible teacher to have supplementary lesson with students once a week.</p>	<p>Music Education</p> <p>(Network Programme)</p>	3 years	S4-6 Students	1-5 Total 20	1-5 Total 20	1-5 Total 20	Student(s) will take the HKDSE Examination.	Mr Chan Tin Nok

**Proposal of Diversity Learning Grant for the 13th Cohort of New Senior Secondary Students
(from 2021-2022 to 2022-2023 school year)**

Three-year plan: Measures to broaden students' choices of Elective Subject for 2021/22 to 2022/23 DSE Students

DLG funded Programme	Strategies and anticipated benefits	Name of the programme and provider	Duration of the programme	Target students	Estimated no. of students involved in each school year (in whole network)		Evaluation of student learning / Success indicators	Teacher -in-charge	
					21/22	22/23			
Other Programme	<p>*Network Programme: In view of the limited number of students in school opting for taking Physical Education as a subject in HKDSE Examination, Network Programme with schools in Kwai Chung can provide support for students' diverse needs.</p> <p>*Employment of professional teachers to have regular lessons with students once a week, to prepare students for HKDSE Examination.</p>	Physical Education (Network Programme)	2 years	S5-6 Students		1-5 Total 24	1-5 Total 24	Student(s) will take the HKDSE Examination.	Mr. Man Ka Ho

Buddhist Sin Tak College
Plan on the Use of the Promotion of Reading Grant
推廣閱讀計劃
2021-2022

We have received 5 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 54 proposals are listed below for IMC endorsement.

English Department, 2021-2022

I. Aims and objectives

- To sustain a reading habit in students
- To widen students' exposure to authentic English
- To nurture love for the English language

II. Measures

Measure	Target group	Content	Success criteria	Budget
1) Class readers scheme: expansion	Secondary 1-3	Each junior class will have 1 more 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 16,800
2) 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.	Book coupons as prizes to high-achievers: HKD 100 x 4 classes x 3 forms = HKD 1,200

Estimated total:

HKD 18,000

III. Evaluation : Evaluation will be carried out at the end of Term 1 and Term 2.

中文科閱讀計劃2021-2022

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。本校重視閱讀推廣，中一至中六級編有校本每周閱讀冊。初中中文課節加有每周閱讀課節，由中文科老師導引同學進行高階閱讀優。此外，在優化高中核心課程後，中四級校本評核加強閱讀深度與廣度，為配合校本閱讀活動，本科預算為同學購買每周閱讀冊及選定的各類圖書予各級同學，以完成校內閱讀評估。

二、計劃目標

配合校本閱讀冊及指定課外閱讀書目，推廣校內閱讀，營造閱讀氛圍

三、計劃項目

計劃名稱	對象	內容	成效指標	預算經費
1.每周閱讀	中二至中六級	初中：根據教育局課程發展組編選600篇目，擷選其中50篇成每周兩篇閱讀冊 高中：由中文科老師按學生閱讀興趣，擷選30篇名篇佳作，成每周一篇閱讀冊	每學期須完成指定篇章(初中25篇；高中15篇)，以取得中文寫作考卷預設之10分閱讀分。 上、下學期各級不少於70%同學能完成指定閱讀量。	\$17000
2.高中校本閱讀計劃	中四至中五級	由學校購買指定課外圖書贈予同學，作校本閱讀評核活動。	中四及中五級同學按校本閱讀活動歷程表繳交讀書報告。	\$ 25000

四、檢視成效的模式

老師批改閱讀報告。

，五、計劃的預期成

學生能在老師指導下完成校本評檢的閱讀報告。

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
提供科普讀物給每位同學閱讀	中一至中二同學	購買十數本往年遺失的科普書籍，讓每位同學都可以借閱書本，養成良好的閱讀習慣。	超過50%的學生在閱讀測驗中取得合格	\$ 1000
			總費	\$ 1000

圖書館運用推廣閱讀津貼計劃 2021-2022

計劃目標：

- 專科推廣活動：透過購買不同科目、專題的書籍，以展覽形式予同學借閱，希望同學能增進有關科目或專題的知識。
- 推廣英文電子書：鼓勵學生閱讀電子書及培養閱讀電子書的習慣，圖書館會舉辦簡單有獎問答比賽，以加強他們閱讀英文電子書的誘因。

計劃名稱	對象	內容	成效指標	預算經費
專科推廣活動	全校同學	定期展覽不同專題科目的書籍、舉辦簡單問答比賽	科目借閱數據	\$15,000
推廣英文電子書	全校同學	圖書館會舉辦簡單有獎問答比賽 (MC題型)，勝出的同學可獲得小禮物	GVRL平台的統計報告能得悉學生閱讀電子書的數目	\$3,000
總費				\$ 18,000

Overall Budget 運用推廣閱讀津貼總結：

Person-in-charge	Subject	Brief description of the plan	Budget
TM Wong	圖書館	專科推廣活動	\$18,000
YW Faan	<u>Science</u> 科學	Providing Science books to promote reading and encourage students to develop a good reading habit 提供科普讀物給每位同學閱讀	\$1000
ML Hau	English英文科	Reading scheme: cultivate a reading habit in students; widen students' exposure to authentic English	\$18,000
HM WONG	中文科	每周閱讀及高中指定書目閱讀計劃	\$42,000

Total \$79000

HEALTHY SCHOOL PROGRAMME 2021-2024

健康校園計劃 2021-2024

*測檢模式：快速尿液測試 / 化驗所尿液測試 / 頭髮測試

*最終的活動建議將由禁毒處批核

活動	活動目的	活動內容	節數	對象	參與人數
學兄學姐計劃 (2021-2024, 每年舉辦)	<ul style="list-style-type: none"> ● 培養學生輔導才能，促進同儕間的互助精神。 ● 通過預設的團體訓練活動，提升學生的應變能力，以裝備學生迎接未來朋輩輔導任務。 	<ul style="list-style-type: none"> ● 訓練日營：建立學長間的團隊凝聚力及朋支援導技巧。 ● 中期檢討：跟進學長在上學期遇到的困難及鞏固其朋輩支援的技巧。 ● 檢討及展望：協助學長檢討一年以來的表現，展望及計劃來年的朋輩支援活動。 	<ul style="list-style-type: none"> ● 訓練日營：2 節 ● Fun Fun 中相聚：1 節 ● 中期檢討：2 節 ● 活動檢討及展望：1 節 ● 義工服務： <ul style="list-style-type: none"> ■ 2021-22：動物義工小組 ■ 2022-23：幼兒 / 傷健人士小組 ■ 2023-24：長者服務小組 	中一、中三及中四學生	約 160 人
領袖訓練 (2021-2024, 每年舉辦)	<ul style="list-style-type: none"> ● 培養學生領導才能，促進同儕間的互助精神。 	<ul style="list-style-type: none"> ● 培養學生領導才能，促進同儕間的互助精神； ● 通過預設的團體訓練活動，學習如何藉着溝通以加強團隊的協作技巧，促進彼此的互助精神，以裝備學生迎接未來領袖生任務。 	<ul style="list-style-type: none"> ● 活動前集會：1 節 ● 活動：2 節 	高中學生	約 40 人
初中手機成癮講座 (2021-2024,	<ul style="list-style-type: none"> ● 讓學生明白如何正確使用手機。 	<ul style="list-style-type: none"> ● 透過互動講座幫助學生培養正確習慣。 	<ul style="list-style-type: none"> ● 1 節 	中一學生	約 120 人

活動	活動目的	活動內容	節數	對象	參與人數
每年舉辦)					
高中兩性關係講座 (2021-2024, 每年舉辦)	● 讓學生明白兩性合宜相處之道。	● 透過互動講座令學生反思兩性正確的相處之道。	● 1 節	中四學生	約 120 人
中二級社會服務計劃 (2021-2024, 每年舉辦)	● 透過計劃和實踐讓同學親身參與社會服務。	● 學生會一起構思和策劃社會服務計劃，互相合作幫助社會上有需要的人士。	● 6 節	中二學生	約 120 人
禪修課程 (2021-2024, 每年舉辦)	● 通過禪修幫助學生減壓。	● 透過校內的早會，禪修課和郊外禪修，培養學生平和的心。	● 10 節	中一至中六學生	約 770 人
職業導向興趣小組 (2021-2024, 每年舉辦)	● 通過探訪增加學生對各種行業的認識。	● 項目統籌訓練/ 拉花/ 寵物美容/ 髮型。	● 2 節	高中學生	約 20
發展潛能活動 (2021-2024, 每年舉辦)	● 通過各種活動，發揮同學的潛能。	● 同學可以接觸不同的活動，例如攀石 / 水上歷奇發掘自己的潛能。	● 每年 2 節 ■ 2021-22: 攀石訓練 ■ 2022-23: 野戰訓練 ■ 2023-24: 水上歷奇	高中學生	約 20
減壓工作坊 (2021-2024, 每年舉辦)	● 幫助同學舒緩壓力。	● 同學透過工作坊，通過不同的媒介舒緩學習壓力。	● 每年 3 節 ■ 2021-22: 動物生命教育 ■ 2022-23: 六色積木 ■ 2023-24: 園藝工作坊	中一至中三學生	約 6 人

中學 IT 創新實驗室

計劃以培養處於中學階段的年輕人對資訊科技產生興趣，加強他們的創新思維並締造學習資訊科技的氛圍，從而促進本地的科普教育及擴大創科人才的供應，以及配合以科技驅動發展的社會需求。每間公帑資助中學可在計劃期間申請合共最高 100 萬元的資助，以舉辦與資訊科技相關的活動，及採購活動所需的資訊科技設備和相關專業服務。

本校已遞交申請，計劃於 2021-2022 年讓學生先學習有關知識及購買硬件，並在 2022-2023 學年通過以 AR 方式在校內不同地方作資料介紹或提供遊戲，使學生從中學習到 AR 及小遊戲開發設計，其他同學亦能在活動中對新科技有所認識。另外，學生亦會學習使用航拍機製作 50 週年紀念影片。學生學會有關技能後，將於 2023 年舉辦校內展覽活動，屆時全校學生有機會參與。

計劃內容

2021-2022	基礎編程 及數碼多媒體
2021-2022	進階編程，影片剪接及航拍機操作

預算

硬件費用	
25 部 Macbook Air (M1, 2020) 連保養	\$440,000
軟件	\$40,000
	\$480,000 (計劃建議基礎設施及相關服務的資助不能多於 50 萬元)

課程費用	
基礎編程	\$110,000
數碼多媒體	\$150,000
進階編程，影片剪接及航拍機操作	\$111,000
	\$371,000

初步預算：\$480,000 + \$371,000=\$851,000

高中公民與社會發展科的一筆過津貼

通識教育科會改名為公民與社會發展科（公民科），教育局於 2021 年 9 月向每所中學發放 30 萬元的一筆過津貼，以支援學校在 2021/22 學年起推行公民科課程，改善學與教，以助提升學生學習本科的興趣和能力。。

項目	內容	推行時間	預算(2021/22-2023/24 學年)
發展或採購相關的學與教資源	購買出版社的網上資源，以支援教師設計更有質素的學習材料及評估題目，協助同學應付公開試 購買參考書供師生借閱，加強師生對中國國家發展發展的認識。	2021/22 學年起	\$100, 000
內地交流及考察活動	安排中五或中六學生參與內地考察團，讓學生認識內地中華文化的發展，以及環境保育及科技與創意產業的發展，以滿足課程要求。	視乎疫情發展及兩地出入境防疫安排 暫定為 2022 年及 2023 年底學校旅行日	\$150, 000
與公民科相關的校本學習活動	與歷史及英文科合辦「文化保育及承傳週」，讓學生透過活動認識香港及內地的文物保育情況及其重要性	2022 年初	\$150, 000
本地與公民科相關的跨課程活動	安排中四及中五學生參加本地「社會認知」活動，認識香港的可持續發展的實踐經驗及本地文化承傳。	2021/22 學年起	\$100, 000