



Buddhist Sin Tak College

佛教善德英文中學

Annual School Report

學校報告

2021-2022



School Address: 5 Hing Shing Road, Kwai Chung, N.T.

學校地址：新界葵涌興盛路五號

Tel 電話.: 2421 2580 | Fax 傳真: 2494 0104

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

CONTENTS

I. Our School	3
我們的學校	3
II. Major Concern Implementation Report 2021-2022	6
重點關注事項施行工作報告 2021-2022	6
III. Our Learning and Teaching	52
我們的學與教	52
IV. Support for Student Development	58
我們對學生成長的支援	58
V. Student Performance	68
學生表現	68
VI. Financial Summary 2021-2022	73
財務報告 2021-2022	73
VII. Feedback & Reflection	74
回饋及反思	74
VIII. Appendix	76
附件	76
(a) Report on the Capacity Enhancement Grant 2021-2022 學校發展津貼報告 2021-2022	
(b) Report on the School-based After-school Learning and Support Programme 2021-2022 課後學習支援計劃工作報告 2021-2022	
(c) Report on the Use of the Promotion of Reading Grant 2021-2022 運用推廣閱讀津貼報告 2021-2022	
(d) Report on the Life-wide Learning Grant 2021-2022 全方位學習支援津貼報告 2021-2022	
(e) Report on the Student Activities Support Grant 2021-2022 學生活動支援津貼報告 2021-2022	
(f) Programme Evaluation Report on the Diversity Learning Grant 2021-2022 多元學習津貼評估報告 2021-2022	
(g) Report on Healthy School Programme 2021-2022 健康校園計劃報告 2021-2022	

1. OUR SCHOOL 我們的學校

a. School Mission

1. To instil Buddhist values and create a caring and supportive community for learning.
2. To provide students with extensive development opportunities that help them excel and make them citizens of integrity and capable leaders of tomorrow.

辦學理念：

1. 以佛化教育營造關愛及相互支持的學習團體。
2. 為學生提供足夠學習經驗，讓他們全面發展，追求卓越，成為具誠信、能力的未來領袖，並能承擔不同責任，回饋社會。

b. School Background

- Our school was founded in 1973 with the generous donation of Dr. Ho Sin-Hang and Madam Ho Sin-Hang.
- We are a government-subsidized secondary school sponsored by the Hong Kong Buddhist Association.
- We commit ourselves to instilling Buddhist values in youngsters.
- We are an aided secondary school in Hong Kong using English as the medium of instruction (EMI).

創校緣起：

- 本校由何善衡博士伉儷於 1973 年慷慨捐贈善款成立。
- 本校為政府資助津貼中學，辦學團體為香港佛教聯合會。
- 我們承諾會以佛教慈悲的價值觀培育學生。
- 本校為其中一間獲准以英語作為授課語言的資助英文中學。

c. S.1 Admission

Our students mainly come from Kwai Chung and Tsing Yi, and some are from Tsuen Wan and Islands districts. The S.1 students in the year 2021-2022 come from 39 primary schools, of which 82% are in Kwai Chung and Tsing Yi districts, 8.6% in Tsuen Wan district, 4.7% in Islands district and 4.7% in other districts.

學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣及離島區。2021-2022 學年，本校中一學生來自 39 間小學，82%來自葵青區，8.6%來自荃灣，4.7%來自離島，4.7%來自其他地區。

d. Class Structure and Enrolment

班級結構及學生人數

Level 級別	S.1	S.2	S.3	S.4	S.5	S.6	Total 總數
No. of Classes 班級數目	4	4	4	4	5	5	26
No. of Boys 男生數目	67	61	68	69	52	53	370
No. of Girls 女生數目	62	70	64	56	67	65	384
Total Enrolment 總學生人數	129	131	132	125	119	118	754

e. Qualifications of Teachers

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

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

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

教師資歷

全校連校長在內共有 54 位教師，其中 61%持碩士學位，98%持學士學位。全部常額教師均已接受教學專業訓練。12 位英文教師全數已達語文基準要求，3 位普通話教師亦已通過普通話語文測試。

f. Experience of Teachers

教師經驗

Teaching Experience 教學年資	% of Teachers 教師人數百分比
0-4 years (0-4 年)	15%
5-9 years (5-9 年)	17%
10 years or above (10 年或以上)	68%

g. School Management and Organization

學校行政與組織

Permanent Honorary Supervisor: Rev. Sik Kok Kwong

Supervisor: Rev. Sik Ku Tay

Members of the Incorporated School Management Committee:

☯ Rev. Sik Faren	☯ Rev. Sik Guo Ngai	☯ Rev. Sik To Ping
☯ Ms. Chan Sai Wing	☯ Dr. Cheng Fat Ting	☯ Ms. Cheung Chuk Ying
☯ Mr. Cheung Ngai Ping	☯ Ms. Ho Mai Jong	☯ Ms. Lam Hiu Lui
☯ Ms. Lam Shih Yan	☯ Mr. Pang Shing Wai	☯ Ms. Wan Kor Wo
☯ Ms. Wong Wing Kit		

- Three Incorporated Management Committee meetings and seven staff meetings were held.
- Two Vice-Principals took care of staff appraisal, staff promotion, community relation, teaching and learning and policies to cater for learners' diversity. Another Vice-Principal coordinated careers activities, moral and civic education, religious activities and extra-curricular activities to enhance the all-round development of students. Besides, she was also responsible for information systems management and students' guidance. There were two Assistant Principals who helped with policy making.

永遠榮譽校監：釋覺光法師

校監：釋果德法師

法團校董會成員：

☯ 釋法忍法師	☯ 釋果毅法師	☯ 釋道平法師
☯ 陳世詠校長	☯ 鄭發丁博士	☯ 張筑纓女士
☯ 張毅平先生	☯ 何美莊小姐	☯ 林曉蕾老師
☯ 林詩欣女士	☯ 彭成璋老師	☯ 溫果和居士
☯ 黃穎潔女士		

- 法團校董會本年度召開了三次會議，另外全年召開了七次全體教師會議。
- 兩位副校長負責教師考績、教師升職、社區關係、教務工作及照顧學生學習差異，另一位副校長負責協調升學及職業輔導、德育及公民教育、宗教活動、課外活動工作以促進學生全人發展，她亦負責資訊系統管理及學生輔導工作。另外，兩位助理校長協助制定學校政策。

2. MAJOR CONCERN IMPLEMENTATION REPORT 2021-2022

重點關注事項施行工作報告 2021-2022

Major Concern 1: *To nurture self-initiated learners - To raise student's confidence in learning*

重點關注事項一： 培育自覺學習者：提昇學習自信

Intended Outcomes 預期成果	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p>Strategy One: Optimizing the assessment policy 策略一：改良考評制度</p>	<p>Target: S.1 to S.3 students 對象：中一至中三級學生</p> <p>Focus: "Easy to pass but difficult to score high". The assessments can check students' mastery of basic knowledge and at the same time challenge the more capable students. 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> <p>- 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/examinations. The annual examination should only cover learning contents in the second term. If any knowledge in Term 1 is included, it should be listed clearly and limited to that cannot be excluded in the 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。</p>	<p>- The passing rates of each subject in junior forms can reach 50% or above. 初中每級各科合格率達50%或以上。</p> <p>- 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。</p>	<p>- Examining the evaluation reports of students' performance by all the subjects. 查閱各科試後檢討報告有關學生成績報告。</p> <p>- Examining the circulars posted by Board of Studies. 查閱通告/回條。</p>	<p>- The passing rates of each subject in junior forms have increased significantly. The passing rates of each subject of S.1 are over 80%, and that of S.2 Geography and Buddhist Studies have increased by 19.38% and 11.07% when compared with that of last year. The improvement of S.3 is the most obvious. Last year, the passing rates of Biology and Chemistry were only 43.2% and 59.2% respectively. This year, the passing rates have increased to 62.1% and 68.18%, which are in line with the expected goal of attaining a passing rate of 50% or above for each subject in the junior forms. 根據各科試後檢討報告，本學年初中各科合格比率有明顯提升。中一級各科合格率在80%以上，中二級地理科及佛學科比去年合格率分別提昇了19.38%及11.07%。中三級情況尤為顯著，去年生物科及化學科分別只有43.2%及59.2%的合格率，今</p>

	<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. 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>			<p>年成績提昇至 62.1% 及 68.18%，符合初中每級各科合格率達 50% 或以上之預期目標。</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	---------------------------------------------------------

Reports on Each Subject
各科報告

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p>Chinese 中文科</p>	<p>- <u>Assessments on language knowledge (S.1-S.5)</u> <u>中一至中五級語文知識考評</u> 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. 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>	<p>- The passing rates of S.1-S.3 can reach 50% or above in different papers. 初中各卷合格率達 50% 以上。</p> <p>- 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。</p> <p>- More than 90% of students can get a pass in their assignments and more than 80% of students can pass their exams of practical writing. 90% 以上學生於實用文課業中得合格成績，以及 80% 學生於實用文考試中合格。</p>	<p>- Evaluation of exam review reports 查閱試後檢討報告。</p>	<p>- In order to help students build a solid foundation in Chinese Language and cultivate their self-learning ability, Chinese knowledge assessment has been conducted. Students can earn more marks if they work harder to prepare for this assessment. Content that has been taught or dictated have also been included to ensure students can learn step by step and enhance their learning confidence. 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> <p>- The passing rates of Paper 2 of S.1, S.2 and S.3 in Term 1 were 88.16%, 90.45% and 97.7% respectively. As for Paper 3, the average passing rates for S.1, S.2 and S.3 were 96.02%, 96.1% and 95.8% respectively. Targets have been met. 從第一學期考試成績可見初中卷二實用文考試得分合格率：中一平均合格率 88.16%、</p>

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>- <u>Practical Writing (Paper II) (S.1-S.3)</u> <u>初中卷二實用文寫作</u> Students have to complete a piece of practical writing first. In the lessons, the teacher will randomly select some students' writings to give comments. Students can revise their works 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>			<p>中二平均合格率 90.45%、中三平均合格率 97.7%。至於卷三語文知識，中一平均合格率 96.02%、中二平均合格率 96.1%、中三平均合格率 95.8%。以上各項均達標。</p>
<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>	<p>- 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。</p>	<p>- 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>	<p>- The passing rates of S.1-S.3 Vocabulary and Grammar Examination (2021-22) were 79.1%, 69.4% and 75.8% respectively. 中一至中三級英文生字及文法大考 (2021-22) 的合格率分別為 79.1%、69.4% 及 75.8%。</p> <p>- The coverage of UTs and exams was released centrally two weeks prior to assessment. 統測及考試的範圍於評核前兩星期前發放給同學。</p> <p>- Self-study notes on writing and listening exams were provided for students so that they would know the features of the text types coming up. 為學生提供自學筆記，讓學生清楚掌握考題。</p> <p>- Half-sentences completion questions were included in tests and exams. 測驗及考試包括半句式完成題。</p> <p>- Practice papers were provided for students for further drilling.</p>

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
				<p>提供練習卷。</p> <ul style="list-style-type: none"> - These measures are effective. The nature of the English vocabulary and grammar questions in our tests and exams is such that if students put in a reasonable amount of effort, they must be able to score a passing mark. 措施有效，學生只要能串對英語生字及答對文法題目即可取得合格分數。 - Overall speaking, the strategies adopted were effective. 整體而言，策略有效。
Mathematics 數學科	<ul style="list-style-type: none"> - 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. 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。 	<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. <i>*Relatively, more hard questions are included in S.3 assessment.</i> 中三的測考合格率達 60% 或以上（因艱深題目較多），其他級的合格率則為 70% 或以上。 	<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。 	<ul style="list-style-type: none"> - 40%-50% of questions in uniform tests and exams required knowledge and skills already learnt in class rather than advanced application or strategies. 40-50%的題目需要學生有基本知識。 - Students who completed assignments regularly and were willing to remember formulae, methods and formats would obtain many marks in the questions. 學生只要能恆常完成教師提供的練習即可取得一定分數。 - The passing rates of students in Term 1 exam fulfilled the success criteria (70% or above) except one S.2 class (2C, 62.5%) and one S.4 class (4B, 69%). The figures show that measures taken in 1 were effective. However, the passing rates of students in most of the classes were low in the Term 2 Uniform Test, most of them were lower than 70%. It is believed that supplementary work could be required to maintain students' learning effectiveness during online lessons. 除了 2C 班 (62.5%) 和 4B 班 (69%)，第一學期考試的學生通過率均達到成功標準 (70% 或以上)。由可見以上採取的措施是有效的。然而，大多數班級的學生在第二學期統一考試中的通過率較低，大部分都低於 70%。這與網上教學有關，需要補充工作以保持學生的學習效率。

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<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>- <u>Clear Assessment Coverage</u> 清晰的考評範圍 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。</p> <p>- <u>Assessment Safety Net</u> 考評安全網 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。</p>	<p>- 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。</p>	<p>- Students' academic results 學生的學業成績</p> <p>- Teachers' observation and evaluation 教師的觀察和評估</p> <p>- Students' performance in assignments 學生的課業表現</p>	<p>- The coverage of the uniform test and examination are released two weeks in advance. 按學校統一安排，提早兩星期公佈統測和考試範圍。</p> <p>- The uniform test and examination have included basic questions, such as fill in the blanks, true or false and multiple-choice questions to cater to students who are less capable but serious about learning. 統測和考試設立基礎題，如填充、是非、選擇題，照顧能力稍遜但學習態度認真的同學。</p> <p>- Except for S.1, the passing rates of the other two forms were higher than that of last year. Subject teachers generally agreed that students' performance in handling the basic questions was satisfactory, indicating that the measures can help students perform better in tests and examinations. Subject teachers thought that the learning attitude of this year's S.1 students was worse than those in the previous year. To a certain extent, this can explain why the passing rate of this year's S.1 students was lower, revealing that besides the measures, students' learning attitude still plays an important role. 除中一級外，其餘兩級的考試合格率均較去年高，而科任老師亦普遍認同學生於基礎題的表現大致理想，反映措施在一定程度上能讓同學於測考中有更好的發揮。科任老師認為今屆中一的學習態度較上一屆差，此亦能解釋到為何今屆中一的合格率會較低，反映措施的實際成效仍很大程度取決於學生的學習態度。</p>
<p>Integrated Science 綜合科學科</p>	<p>- 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.</p>	<p>- The passing rates of all classes will be at least 70%. 全級合格率達 70%或以上。</p>	<p>- Evaluation of UT and exam reports 查閱合格率報告。</p>	<p>- Short quizzes and dictations were given to students regularly to reinforce their concepts and spellings. 恆常以小測及默書鞏固學生所學。</p>

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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。</p> <ul style="list-style-type: none"> - Extra worksheets and revision notes will be given to students to help with their revision and make 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。 			<ul style="list-style-type: none"> - Supplementary worksheets were given to students for practice, especially for drilling some difficult topics. 遇上較難的課題，提供補課工作紙。
Biology 生物科	<ul style="list-style-type: none"> - 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. 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。 	<ul style="list-style-type: none"> - Clear assessment coverage 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。 	<ul style="list-style-type: none"> - Clear assessment coverage was given to students. 給予清楚的考評範圍。 - Basic level questions included in exam paper so that students with weaker abilities can get a pass. 考試加設基本水平題目以照顧水平較弱的同學。 - S.3 Term 1 Exam passing rate 中三第一學期考試合格率 62.1% - S.3 Term 2 UT passing rate 中三第二學期統測合格率 63% - The measures were effective as the passing rates were >50%. 措施有效，最終合格率高於 50%。
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. 	<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。 	<ul style="list-style-type: none"> - There were reading comprehension questions in tests and examinations. Students who were willing to spend time revising generally score high. This effectively boosted students' confidence. 考卷設讀本問題，肯花時間溫習同學普遍得分甚高，有效提昇同學信心。 - The passing rates of S.4 and S.5 were 65% and 87.5%, achieving the goals. 達標，本學年中四合格率为 65%，中五合格率为 87.5%。

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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.</p> <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>			
Buddhist Studies 佛學科 Ethics & Religious Studies 倫理與宗教科	<p><u>Enhancement of assessment methods</u> 改良考評制度</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. 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。 	<ul style="list-style-type: none"> - Teaching notes: The notes on the history of Buddhism for S.1 and S.3 were streamlined. Then, table was used to present the content, so that students could revise more easily. 課堂筆記：優化初中筆記，將中一及中三佛教歷史部分簡化成表格，讓學生更集中，更容易溫習。 - Diversified assessment: Worksheets were used in junior forms, and the scores were then converted to test and examination scores. Thus, several assessments (including dictation and test) replaced one-time assessment. 多元化評估：於中一至中三設工作紙，分數計算作考試卷分數，以多次評估（包括默書、測驗）代替一次性評估。
History 歷史科	<ul style="list-style-type: none"> - 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 	<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。 	<ul style="list-style-type: none"> - Students had more awareness of the necessity of providing ample facts and elaboration and divide paragraphs in more reasonable ways. 學生對提供充分事實和闡述的必要性有了更多的認識，並以更合理的方式劃分段落。

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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> <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 levels 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. 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>	<p>- The passing rates are 50% or above. 合格率達 50%。</p>	<p>- Examination results 審閱考試報告。</p>	<p>- The short questions were based on basic concepts and relatively straightforward. The structured questions were more complicated and required analysis and application. The data-response questions were the most challenging as synthesis and evaluation were required. The less able students failed to understand and master the basic concepts and got low marks even in the easy parts of the paper, e.g. short questions and MCs.</p> <p>- 簡短的問題相對容易處理。結構化問題比較複雜，需要分析和應用。數據回應問題是最具挑戰性的，因為需要綜合和評估。然而能力較差/懶惰的學生始終無法理解和掌握基本概念。</p>

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
Geography 地理科	<ul style="list-style-type: none"> - Review of all the worksheet will be done so that students would know how to improve themselves by doing corrections during the lessons 複習所有工作紙，讓學生透過改正掌握如何改善不足之處。 - Students can learn at home systematically. There will be 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。 - 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。 - All assignments in junior forms are short and easy. Students can finish them in 15 minutes. 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。 	<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。 	<ul style="list-style-type: none"> - After marking, teachers should have a review of every worksheet. Thus, students would know how to improve. 老師須在評分後給予回饋，讓同學知道如何改善不足之處。 - All junior form worksheets or assessments were short and easy and students could finish in 15 minutes. 初中班別所設計的課業較簡單，同學可於 15 分鐘內完成。 - Students were familiarize with the assessment requirements. They felt comfortable in attempting and finishing those short and easy worksheets as “class work”. 同學熟悉課業要求，有信心回應及完成這類家課。 - Students could have discussion with their classmates. Some more able students were willing to facilitate peer learning. 由於在課堂上完成，同學間有更多討論時間，有同學亦能藉此促進其他同學學習。
Physical Education 體育科	<ul style="list-style-type: none"> - 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. 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。 - 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. 將考核的動作分拆，設定讓同學完成基 	<ul style="list-style-type: none"> - The passing rate will be 70%. 七成學生取得合格分數。 	<ul style="list-style-type: none"> - Evaluation of exam results 檢視考試成績。 	<ul style="list-style-type: none"> - The skills and movements tested were separated into different parts, so that students could pass when they could complete the basic part, especially students with weaker motor skills. Conversely, students with stronger ability could get a higher score. Besides, verbal response was also counted, which helped weaker students to get more marks. 將考核的技術動作分拆評估，讓同學完成基本動作便可取得合格分數，讓能力 / 模仿 / motor skills 較弱的同學可取得合格分數；若其他學生的能力較強，則可取得更優之分數。此外，口頭的回答亦可為技術 / motor skill 較弱的同學取得分數。 - Since the marks of Physical Education consisted of many aspects, including fitness, class performance such as cooperation,

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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>engagement, homework (epidemic) and skills, etc., it was not difficult for students to obtain a pass.</p> <p>由於體育分由多方面組成，包括體能、上課表現如合作性、投入度、功課（疫情）、技術等。學生要取得基本合格分數不難。</p>

Intended Outcomes 預期成果	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p>Strategy Two: Optimizing the assessment methods 策略二：優化課業評估</p>	<p>Target: S.3 to S.4 students 對象：以中三、中四級學生為主</p> <p>Tackling learning difficulties and boosting student learning confidence 重點：拆解難點，增建學生學習自信。</p> <p>- Assignments focusing on learning difficulties: Based on the lesson study theory, 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. 難點課業教學：各科從中三、中四選一級</p>	<p>- 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。</p> <p>- 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</p>	<p>- Examine the evaluation report of optimizing the assignment policy 查閱優化課業評估的工作報告。</p>	<p>- The school held a meeting on June 27 to report how to deal with difficult topics and students' learning difficulties. During the meeting, teachers from departments of Chinese, English, Mathematics, Liberal Studies and History reported how they tackle difficult topics in class. Teachers first found out students' common mistakes. Then, students could gradually master the methods to handle the difficult parts. Most of the students revealed that they could better master the difficult parts and improve their confidence in learning. 本校已於6月27日舉辦難點</p>

	<p>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>	<p>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。</p>		<p>課業報告。席間中文科、英文科、數學科、通識科及歷史科分別匯報難點課業推行之成果。各科掌握課業難點的要求，先找出同學一般常出現的錯處，通過不同的教學方法，讓同學逐步掌握拆解難點的方法。經過課前、課後比較，普遍同學均表示能更清楚掌握課題，提昇學習自信。</p>
--	-------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------

Reports on Each Subject
各科報告

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<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. 學生應付卷一甲部十二章問答卷時，只會寫出基本答案，未懂得由分析題目掌握考評要求。 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」。 3. Teachers will go through the 	<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。 - 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。 	<ul style="list-style-type: none"> - S.5 students have completed the exercise. Students knew how to explain in a more detailed manner and they became more confident about answering this type of question. Chinese teachers focused on theme construction in writing. Through free writing and guided writing, students were able to look out the main points under teachers’ guidance. They could find the similarities between “nature” and “life” and relate it to the proper life attitude. Questionnaire results showed that students gained a lot. - 中五級已完成有關練習，老師通過課前課後比較，讓同學掌握如何闡述詳細，在回應相關題目時更有把握。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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： (i) Students will try to answer the questions by themselves. 學生先自行試答。 (ii) 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。 (iii) Students will conclude the answering skills. 歸納作答要求。 (iv) Students will revise their answers. 重新整理個人答案。 (v) Students can apply the answering skills to other questions. 應用到新題目中。</p>		<p>- Questionnaire 問卷調查</p>	<p>學生課前課後測試有增益，對於處理以上問題更有信心。中文科另在中一級以寫作難點為主題，提高同學對立意的意識。通過自由續寫與導向續寫，在老師指導下找出課文內容重點；聯想「自然」與「人生」對應、相似之處；從如何應對「風雪變幻」，引伸到生活、處世的應有態度、正確方法。</p> <p>延伸課業：命題仿作〈驟雨下的街頭〉。問卷中可見同學得著甚大。（有關教學分享已於6月27日向全體同事匯報。）</p>
<p>English 英文科</p>	<p>- 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</p> <p>- To select difficult tasks for students, e.g. reading comprehension questions, a</p>	<p>- The pre-tasks can reveal students' problems. 預習課業能反映學習難點。</p> <p>- Students will participate actively in lessons. 學生能積極參與課堂。</p> <p>- Students can make marked improvement in post-tasks. 課後作業顯示學生有顯著進</p>	<p>- Comparison of pre-task and post-task performance 課前課後作業比對</p> <p>- Lesson observation 觀課</p> <p>- Student surveys 學生問卷調查</p>	<p>- Pre-test correct rate: 33% 前測答對率為33%</p> <p>- Post-test correct rate: 66.6% 後測答對率為66.6%</p>

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>listening task, etc. 辨識學生在閱讀或聆聽等範疇常出現的難點。</p> <ul style="list-style-type: none"> - 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。 	<p>步。</p> <ul style="list-style-type: none"> - 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。 		
Mathematics 數學科	<ul 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. 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。 - 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。 - Include similar questions and variants in the post-lesson task. Compare the differences between the original type and variant with 	<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。 - Students will give positive feedback in the student survey. 學生給予正面回應。 	<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 	<ul style="list-style-type: none"> - Most students felt confident to solve trigonometry problems after the post-lesson task. Most students knew and remembered the strategies of solving the problems. 大部分同學對回應三角幾何問題有信心。大部分學生掌握解題技巧。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>the students. 課後作業提供同類難題，比較課前課後表現的差異。</p> <ul style="list-style-type: none"> - Conduct a student survey. 完成學生問卷調查。 			
<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>	<ul style="list-style-type: none"> - 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: <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 on the answers. <p>As our students are not very skilful 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>	<ul style="list-style-type: none"> - 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。 	<ul style="list-style-type: none"> - Peer lesson observation 同儕觀課 - Professional exchange among peers 科組專業交流 - Students’ test and exam results 學生測考表現 - Quality of students’ assignments 學生課業質素 	<ul style="list-style-type: none"> - The average score of the students in the post-test was 2.63, which was 0.5 points higher than that in the pre-test. Results of the two tests showed that among the 119 students, 65 students improved. Among all classes, the improvement of 5C was the most obvious. The average score increased from 2.1 points to 3.1, while the average score of other classes only increased by 0.3 to 0.5 points. Some students did not understand the requirements during the pre-test. However, after lessons, most of the students could clearly understand what they should answer, but they still needed to work harder in the explanation part. 同學於後測的平均分為 2.63 分，比前測上升了 0.5 分；兩份測驗結果顯示，119 位同學中，有 65 名同學的成績有改善，當中以 5C 的進步最為明顯，全班同學的平均分由 2.1 分升至 3.1 分，其他班別的平均分上升 0.3 至 0.5 分不等。部分同學在前測時不明白題型的的要求，而完成課堂後，同學大部份能在答題中明確指出影響，只是延伸解說部份仍有待加強。
<p>Biology 生物科</p>	<ul style="list-style-type: none"> - Target group: S.4 對象：中四學生 		<ul style="list-style-type: none"> - Teachers’ sharing 教師分享 	<ul style="list-style-type: none"> - Before the lesson: Students only mentioned the properties of the two components or even only mentioned one

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<ul style="list-style-type: none"> - 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。 			<p>property of a component. 起初學生只能點出兩種物質的性質為何，沒有比較意識。</p> <ul style="list-style-type: none"> - After the lesson: Students were able to point out the criteria of comparison and state the differences between the components. 課堂後，學生能指出兩者分別為何，掌握比較準則。
Chemistry 化學科	<ul style="list-style-type: none"> - 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。 	<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 	<ul style="list-style-type: none"> - Students made mistakes easily in doing calculation work involving mole concept. 最初學生常出現計算錯誤。 - Most of the students could master the skills in doing calculation works involving mole concept. 課業後，學生掌握計算方法。 - The results of the tests and examinations are satisfactory. 78.6% of the students found that all parts of the exercise are useful. 14.3% of the students found that the part about calculation from equation is particular useful. 考試成績令人滿意，有 78.6%的學生認為是次課業有用，有 14.3%學生認為計算部分有用。
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 	<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. 	<ul style="list-style-type: none"> - Assignment inspection 查簿 - Post-exam evaluation reports 試後檢討報告 	<ul style="list-style-type: none"> - S.5 students usually answered questions in a more general way. They were not able to explain their points with suitable example and provide elaboration. Therefore, the teacher designed special assignments and required students to present the three elements- point, example and elaboration in different colours. Through this method, students can check

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>comparing different samples of answers. Teachers will also focus on teaching the skills for answering commentary questions.</p> <p>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。</p>	<p>中五、六級同學評賞題目可取得中上（該分額的六成分數）。</p>		<p>whether they had clearly explained their points. After practice, students could answer questions more thoroughly.</p> <p>中五級工作課業同樣出現答題較籠統，未能適當運用點例說的方法回應題目，因此老師設計了特別課業，要求同學以不同顏色顯示點、例、說三元素。因以顏色顯示原示，因此在習作中同學可以通過不同顏色的長短鋪排審視習作中是否已作闡述。經此練習，同學在回應課題上比前較為詳盡，解說亦清楚。</p>
<p>Buddhist Studies 佛學科</p> <p>Ethics & Religious Studies 倫理與宗教科</p>	<p>- 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.</p> <p>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。</p>	<p>- Teachers' evaluation on the marking of assessments 科任老師從評改工作回饋，評估成效。</p> <p>- Students' performance on the similar questions in exams 從考試同類題目中評估成效。</p>	<p>- Evaluation of exam reports 查閱試後檢討報告</p>	<p>- Students fail to understand the concept of consequences:</p> <ol style="list-style-type: none"> 1. The consequences from the perspective of ethics (not economics) were explained. 2. Students lacked the awareness to present the consequences systematically. 3. Before class (exercise from the notes), only students with stronger ability could master the answering skills. 4. After class (homework) more than half of the students could master the skills. 5. A total of 17 students taking this elective. 16 of them took the test. The passing rate was 88.2%, with an average score of 14.2 (20 points out of 20). The highest score was 19 (1 person). <p>學生未能針對後果的概念：</p> <ol style="list-style-type: none"> 1. 從倫理學(非經濟學)說明行為帶來的後果。 2. 學生沒意識有系統地寫出後果。 3. 課前(筆記練習)僅有能力較高的學生掌握答題技巧。 4. 課後(功課)超過一半學生能掌握技巧。 5. 選修學生共 17 人，16 人參加測驗，合格率为 88.2%，平均分为 14.2 分 (20 分满分)，最高分 19 分 (1 人)。

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
Chinese History 中史科	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students had difficulty answering question that carries 25 points because they do not always tackle this type of question. 25分一整體的闡型較少接觸，由於涉及的範圍寬，如何組織答題。 After learning how to analyse the question and build a framework, students improved and they were able to master basic answering skills. 經教師從審題開如仔細講解，教授同學組織全文框架，同學表現比前進步。能掌握基本作答技巧。
History 歷史科	<ul style="list-style-type: none"> 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 and they will be 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 	<ul style="list-style-type: none"> Students found it hard to organize paragraphs, insert Sources and own knowledge appropriately, and responded to the questions effectively. 學生對於組織答案，加入有用材料及運用已有知識感到困難。 After lessons: Students had more awareness on the necessity of providing ample facts and elaboration and divided paragraphs in more reasonable ways. 課後，同學有意識掌握答題技巧，包括提供材料、加以闡述。
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。 Questions with a reasonable level of difficulty will be included in assignments 	<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 	<ul style="list-style-type: none"> S5X2: 12.2/ 28 S5X3: 18.6/28 One student can got full marks. Even some academically weak students in X2 class got some marks as they could master and make good use of some technical terms and phrases,

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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>common mistakes made.</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>	<p>such as 'liquidity problem', 'capital tied up in', 'equity financing'.</p> <p>同學成績如上，其中一位同學可取滿分。即使能力較弱的 X2 學生也能取得一定分數。</p> <p>- Compared with the performance of students last year, students had more confidence in essay writing and more understanding about DSE requirements.</p> <p>與去年的同學比較，今屆同學更有信心應付文章書寫亦更掌握 DSE 的要求。</p>
<p>Economics 經濟科</p>	<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>	<p>- Students could follow the answering framework to provide well-elaborated answers.</p> <p>學生作答時能有結構，亦能闡述作答內容。</p>
<p>Geography 地理科</p>	<p>- Lessons will be designed based on the anticipated learners' difficulties and the corresponding measures to address them.</p> <p>課堂以預期學習難點為核心，提供相應的解難方法。</p> <p>- Evaluation of effectiveness through pre-tests and post-tests</p> <p>透過課前課後習作評估學習成效。</p> <p>- Systematic planning and careful implementation</p> <p>有系統地計劃及推行。</p> <p>- Sets of past papers of various topics will be provided for students.</p> <p>提供歷年試題給予學生溫習。</p>	<p>- Lesson observation: peer observation - live or online 觀課：同儕實體或網上觀課。</p> <p>- Scrutiny of reports of pre-lesson preparation meetings and post-lesson evaluation meetings</p> <p>審閱課前預備會議及課後檢討會議的報告。</p> <p>- Inspection of student work and comparison of pre-test and post-test results</p> <p>檢視學生習作及前、後測成績。</p> <p>- Sharing sessions in staff meetings</p>	<p>- There will be progress in target areas in post-tests.</p> <p>後測顯示學生在目標課題上有進步。</p> <p>- The feedback and evaluation can help the planning of the next round of lesson study.</p> <p>評估及回應可作為下一次課堂研究的參考。</p> <p>- Students can actively participate in learning activities.</p>	<p>- Students demonstrated systematic and logical discussion with sound reasons and better subject contents, and well-elaborated explanations demonstrating good knowledge of relevant geographical concepts</p> <p>同學回應題目時更有系統及邏輯，亦能援引課業內容及運用地理概念作闡述。</p>

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
		教師分享會	學生能積極參與學習活動。	
Tourism and Hospitality Studies 旅遊與款待科	- 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. 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。	- Assignment and test results 課業及測驗成績	- Assignment inspection 查簿	- After teaching the difficult parts, students could answer the questions more clearly. Also, they could understand the requirements and main points of the questions. 經過難點教學課後，同學的答案能針對問題作較清楚的回答、知悉問題的要求、要點及中心點。

Intended Outcomes 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
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. 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。	- 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。		- Examine the subjects' report/ sharing by teacher 科務報告 / 教師分享	- At the beginning of the semester, different kinds of activities were carried out as planned to enhance students' learning interest. For example, Chinese group reading activity and many activities in the English corner were organized to make students enjoy their school life. 學期初各科組均按計劃進行不同類型的活動，藉以提昇同學學習興趣，例如中文科圍讀活動、英文科在英語角也舉辦了不少活動，以吸引同學參與，投入校園學習生活之中。 - Due to the pandemic, the school suspended face-to-face teaching in January. The

				<p>planned activities had to be cancelled. However, some subjects made use of the electronic resources to continue organizing extra-curricular activities online.</p> <p>由於疫情關係，學校於1月開始停面授課。原先計劃好的活動須告取消，然而有個別科目，利用電子媒體，繼續實行線上課外活動。</p>
--	--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Reports on Each Subject
各科報告

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p>Chinese 中文科</p> <p>Chinese Literature 中國文學科</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.</p> <p>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.</p> <p>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</p> <p>- Evaluation by form teachers 級聯絡會作檢討</p>	<p>- The last session of S.3 Chinese Reading and Writing Workshop was held on 20th July. This year, a total of 22 students participated in the workshop. Due to the epidemic situation, the workshop was conducted online. Students actively engaged in class and responded to the instructor's questions. Most of the students expressed their satisfaction in the questionnaire. In the next school year, alumni Zhao Yingtong will host the reading workshop, and the writing workshop will still be hosted by the author- Ke Luo. The cost will be covered by the Life-wide Learning Grant.</p> <p>中三級中文讀寫有趣工作坊已於7月20日進行最後一次的寫作工作坊。今年共22位同學參與工作坊，疫情關係，課程以網課形式進行。今屆同學表現積極，主動回應導師提問，大部分同學在問卷中表示對課程感滿意。已聯絡導師，下學年將由校友趙穎彤同</p>

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
				<p>學主持閱讀工作坊，寫作工作坊仍由寫作人可洛主持，費用由全方位學習支取。</p> <p>- A total of 8 reading sessions had been conducted in this school year. This year's S.4 students should read 2 texts per week. Therefore, all S.4 students were required to attend at least one reading session. The target participants were extended to S.3 students. Among the S.3 students, several students attended 7 reading sessions. This year, various awards were set up to encourage students. A total of HKD700 of book coupons were given away.</p> <p>本學年共進行了8次圍讀，本屆中四學生以每周兩篇為校本評核，故所有中四同學必須出席至少一次的圍讀。為配合校方營造學習氛圍，是次圍讀參加對象推廣至中三級同學，其中有幾位中三同學共出席7次圍讀活動，可見同學表現積極。本屆特設各獎項以鼓勵同學，包括出席次數最多同學、圍讀發言表現最佳者、圍讀問卷意見最佳者，共發書券700元。</p>
English 英文科	<ul style="list-style-type: none"> - 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. 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。 - To hold English-related activities to broaden students' horizons, enhance confidence and pursue excellence 舉辦英語活動，拓闊學生視野，提昇自信，追求卓越。 	<ul style="list-style-type: none"> - STEM Week in Term 1 上學期 STEM 周 - Culture and Heritage Week in Terms 1 and 2 上、下學期各舉辦一次的文化傳承周 - Participation in English-related activities 學生積極參與活動 	<ul style="list-style-type: none"> - Student participation 學生參與 - Teachers' feedback 教師回應 	<ul style="list-style-type: none"> - History-English Culture & Heritage Week <ul style="list-style-type: none"> - Game booths - Tablet quizzes - Display boards 與歷史科合辦文化周 <ul style="list-style-type: none"> - 攤位遊戲 - 小測驗 - 展板 - Around 25 students enrolled in the Speech Festival. 約 25 名學生參加校際朗誦節 - S.3-S.5 students competed in the HKSSDC and won district prizes. 中三至中五同學參加香港中學辯論比賽，並獲得地區冠、亞軍

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
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 	<ul style="list-style-type: none"> - The theme of Mathematics Club this year is puzzle games and their winning strategies. The committee members of the Club (some S.3, 4 students) helped draft the rules of games, questions (easy, medium and difficult) at the beginning of the school term. Then, they attempted to produce worksheets which provided tips of playing the games (the winning strategies) and invited students from all forms to solve the “puzzles” on the puzzle games. 今年數學學會以解難遊戲及勝出策略為主題，請學會成員(中三、四學生)在學期初擬定遊戲規則和題目(高、中、低難度)，再製作工作紙，附上致勝策略，邀請全部同學解題。 - The puzzle games of the same theme were promoted in December 2021 on the School Promotion Day. Committee members of the Mathematics Club served as student helpers who communicated with P.6 students and parents. 2021 年 12 月學校宣傳日，數學學會再次推出解難遊戲，學會成員擔任助手，與來訪的小六同學及老師交流。
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	<ul style="list-style-type: none"> - 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. 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 	<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 	<ul style="list-style-type: none"> - MCE & S.1 L&S: National Day Q&A Competition 國慶日問答比賽 - MCE & S.4 L&S: National Security Education Q&A Competition 國家安全教育問答比賽 - S.2 students will enrolled in Basic Law Q&A Competition next year. 明年中二亦會參加基本法問答比賽。 - Culture and Heritage Week, which was scheduled in March 2021, was postponed to September 2022 due to the Special Holidays. 文化保育與承傳周(本於 3 月舉行)，現延

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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>			<p>至 22 年 9 月進行（因特別假期緣故）。</p> <ul style="list-style-type: none"> - Students joined external workshops on sustainable development but the visits were cancelled due to the Special Holidays. The activities would be rescheduled to the following year if necessary. 外出參觀：參與有關可持續發展之工作坊。（因特別假期緣故取消，明年按需要重辦） - 23 S.4 students visited the Department of Justice (participating in mock trial and attending a hearing) as a post-exam activity. 試後活動：23 位中四學生參觀律政司（模擬法庭及聽審）
<p>Biology 生物科</p>	<ul style="list-style-type: none"> - 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. 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。 	<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 	<ul style="list-style-type: none"> - STEM workshop STEM 工作坊 - Visit 5G lab 參觀 5G 實驗室 - Plastic-free workshop 走塑工作坊 - Science Talk 科學講座 - Field-trip (Citizen Science- Costal Ecological Survey) 田野考察（公民科學：海岸生態調查） - Happy Green Campaign 港燈綠得開心計劃 - Co-organizing with the IS & STEM department, environmental protection club 以上活動與科學科、STEM 科及環保學會合辦
<p>Chinese History 中史科</p>	<ul style="list-style-type: none"> - 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。 	<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' observation 老師觀察學生參與情況 	<ul style="list-style-type: none"> - Chinese and Chinese History Club organized a quiz on Chinese idioms. 中文及中史學會舉辦「趣味成語齊來猜」活動。
<p>Economics 經濟科</p>	<ul style="list-style-type: none"> - Students will be arranged to visit organizations such as the Hong Kong Monetary Authority. They will also be encouraged to read economic journals and 	<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 	<ul style="list-style-type: none"> - Documents and records 文件與紀錄 	<ul style="list-style-type: none"> - Economics comics competition 經濟科漫畫比賽 - Economics commentary competition 經濟科評述比賽

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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>	<p>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。</p>		
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) 「中華白海豚」教育展覽 (19-26/1/2022) - “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。 	<p>- The activities are well-received by students. 學生享受參與活動。</p>	<p>- 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。</p>	<ul style="list-style-type: none"> - Booth games and board display about the conservation of horse-shoe crab 設立介紹馬蹄蟹的攤位遊戲和展板。 - Committee members of Geography clubs designed the questions about horse-shoe crab. Junior students can win a small prize after answering 5 questions correctly. 地理學會成員擬定和馬蹄蟹有關的題目，答對五條題目的初中同學可以獲得小獎勵。 - Learning objectives: 學習目標： <ul style="list-style-type: none"> - Environmental conservation 環境保育 - Skills: how to organize a booth game 設立攤位遊戲的技巧 - How to set questions that are easy and fun 如何訂立簡單和有趣的題目
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</p>	<p>- Less than 10% of students will express dissatisfaction to the subject arrangements.</p>	<p>- Online student survey (end of term) 學期末學生問卷調</p>	<p>- ICT: Interschool competitions (e.g. Excel, programming) 資訊及通訊科技科：聯校比賽 (如 Excel、編</p>

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
& HE 家政科	中優先選擇的主題。	少於 10% 學生表示對科目安排不滿意。	查	程) - HE: HE club activities (sewing & cooking) (Held in May and July) 家政：家政學會活動 (如針黹、烹飪比賽) - Outdoor visiting is limited to the requirement of Covid-19 vaccine pass, so may not be possible. 受疫苗通行證限制，較難舉辦戶外活動。
Music 音樂科	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. 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。	- 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。	- Student's participation 學生參與	- Chinese Orchestra, Western Orchestra, School Choir 中樂團、西樂團及合唱團練習 - Instrumental classes 樂器班 - Pop music group (Take the Stage) 流行樂表演 (我們的舞台)
Physical Education 體育科	- 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.	- More students will join the school sports teams. 校隊人數增加。 - 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。	- 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	- Sports Experience Day 運動日體驗 - School team training 校隊訓練 - Participation in interschool competition 參加學界比賽 - Students were recommended to join training and competitions outside school 推薦同學參加校外訓練班及比賽

Subject 科目	Strategies/Tasks 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>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。</p> <p>- Students with potential will be encouraged to join the school sports teams in order to further develop their abilities.</p> <p>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。</p>			

Reflection on Major Concern 1

To nurture self-initiated learners: Lesson Studies and Real Time Teaching

1. The school has been implementing another 3-year plan from 2021 to 2024. Due to Covid-19, teaching and learning have become difficult. In order to comply with the epidemic prevention policy, whole-day schooling has been converted to half-day schooling. Schools had been suspended for several times. Online teaching was applied. The S.6 Mock Exams was cancelled in 2019 and 2020. The learning atmosphere has been challenged. Catching up with the progress has been placed in teachers' first priority, and teaching goals need to be modified. Students and teachers both need time to adapt to the new teaching mode. Fortunately, teachers grasped the opportunity to carry out various teaching pilots according students' characteristics. Therefore, the goal of "cultivating self-conscious learners" could be achieved. The spirit of studying the curriculum will be included in every subject, so that the "Optimized Curriculum Assessment" program can be implemented.
2. To apply the theory, teachers needed to find out students' learning difficulties, design assignment, apply different teaching methods to gradually guide students answer the questions step by step. After class, students were given similar questions to apply what they have learnt and build up learning confidence. In Staff Development Day (22-6-2022), teachers from each subject demonstrated their work. Writing was the theme in Chinese Language. Pre-test and post-test were used to check whether students can get a good theme. In English Language, junior form students were taught to use a 5-step method to slowly master the main points of reading cloze questions. In Mathematics, teachers made use of drawings to consolidate what students have learnt to help them overcome their learning difficulties. In Citizenship and Social Development and History, teachers try to understand students' learning difficulties after analysing the data. As a result, even being affected by Covid-19, every teacher had endeavour to teach well and implement high-quality pilot teaching.
3. To enhance students' learning confidence, an assessment safety net was created in junior forms last year. This allowed weaker students to attain some marks, so that they were more willing to learn. According to the first term exam result, the passing rate of junior form students in each subject was higher than that of the previous year. The most obvious differences were S.3 Biology and Chemistry. The passing rate of Biology and Chemistry was 43.2% and 59.2% respectively. The passing rate increased to 62.12% and 68.18%. The results were encouraging. The increase of the passing rate because the curriculum had been modified according to students' abilities. In the course of adjustment, the standard of the students in average was taken into consideration. Basic questions were included, allowing incompetent students to earn some scores if they study hard.
4. Because of Covid-19, all extra-curricular activities were cancelled. However, different subjects insisted on completing various activities. 8 Chinese reading sessions and 10 writing sessions were conducted online. Positive feedback had been received. After face-to-face teaching resumed on 6 June 2022, face-to-face Chinese reading session was organized. In this activity, students' work was to read and the author led the session. Students could share their opinions freely. Students found it interesting. Also, because students read their peers' work, they were more confident in writing. Besides, other subjects such as English Language and the STEM group had also held different activities. All English contests like Speech Festival and debate competition were held online. For instance, the STEM group organized a deck gun making activity in June to help students consolidate what they have learnt.
5. Brief summary: The pandemic is not expected to be brought under control in the short term so a hybrid mode of online and face-to-face class may become the general trend. Every colleague still performed professionally. Instead of muddling along, every teacher still cares much about the students, spending much time to prepare for the lessons and try out new things. Enhancing students' learning is the fundamental goal. Improving learning confidence is the overall direction that teachers follow when optimizing the measures.

重點關注事項一之反思

培育自覺學習者：課堂研究、實時教學

1. 2021-2024 年本校進入另一個三年計劃。在新冠疫情肆虐下，教學及學習模式面對前所未有的挑戰，為配合防疫政策，全日制課程改為半日制，學校數度停課，教學轉為網上授課模式，2019 及 2021 之中六模擬試亦在疫情告急下需作煞停，整個學習氛圍備受挑戰，對於老師來說趕進度已成首要工作，因此在疫情爆發初期，已訂下的教學目標均須重新再作調整。學生與老師也需時適應新的教學模式。可幸在百般艱難下，老師仍不忘初衷，針對學生學習的特質，爭取機會進行不同的教學試點。課研精神得以延續，並以「培育自覺學習者」為目標，定下新一階段學習計劃，將課研精神融入每科學習之中，推行「優化課業評估」計劃。
2. 計劃套用課研理論，先從學生學習難點開始，設計課業，運用不同的教學方法，引導學生依循步驟或作答框架拆解難點，課後給予同類題目，讓同學實踐所學，建立學習自信。各科組於教師發展日 (22/6/2022) 展示課業成果，中文科以寫作為主題，透過課前課後檢測讓學生懂得為文章進行立意；英文科以初中為試點，透過教學 5 步驟逐步加深同學掌握處理課題的關鍵；數學科緊扣學生已有知識，針對課業難點，配合以畫圖解難題，讓學生掌握解難關鍵。此外，公社科及世史科亦依重數據分析，探究同學學習上的難點，設計相應課堂。以上各科組僅屬個別例子，事實上，各科組在教學難點的推展工作上均不遺餘力，在疫情肆虐常規課程備受進度影響的情況下，科組應能持守專業，以學生為本進行具質素的教學試驗，實屬難能可貴。
3. 為了提昇同學的學習自信，過去一年我們在初中建立評估安全網，讓能力較弱的同學可爭取得一定的分數，提昇學生學習的意願。從上學期考試成績可見，初中同學在各科取得之合格率較之前學年為高，其中最為顯著的科目為中三級生物及化學科，此兩科去年合率分別為 43.2% 及 59.2%，今年上升至 62.12% 及 68.18%，成績令人鼓舞。合格率得以提昇實有賴各科組同事切合學生水平調適課程內容，在調適過程中，老師以整體學生水平作為考慮重點，不純為遷就學生而降低學業水平，而是在過程中以基本可達水平作為評核點，加設基本能力考題，讓能力弱的學生也可透過努力學習以取得一定分數。
4. 因疫情的關係，所有課外活動均告取消，然而為了讓同學有課堂以外的體驗，不同學科仍堅持完成活動。中文科共 8 次圍讀及 10 次的寫作工作坊以網上形式進行，學生在問卷調查中對活動給予高度評價，至 2022 年 6 月 6 日同學可實體回校上課後，中文科即舉行了一場實體圍讀，以學生作品為圍讀材料，由提供作品的學生主導課堂，與其他同學進行交流，活動後同學均表示對於是次體驗感到新穎，由於圍讀同學的作品，對提昇他們的寫作信心也有一定幫助。此外，其他學科例如英文組、STEM 組均進行不同的校內、校外活動，STEM 組在 6 月初也舉行了射水炮活動，將課堂所學結合課外實驗，貫通並鞏固學習。
5. 小結：疫情短期內未望可受控，網課及實體課混合模式或成大勢所趨，然各科組同事表現專業，未有因疫情關係削足就履，得過且過，相反，各科組切實秉承以學生為本的教學理念，在課時不足下仍試行課研工作，其間由備課至實踐，所花之精神與心力實不足為外人道，然而能提昇學習效能正是教學最根本的目標，下學年將繼續以提昇學習自信方向，優化各項措施。

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

重點關注事項二：提升學生自尊感以及對學校的歸屬感

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
To enhance students' self-esteem 提升學生自尊感				
<p>A1. To equip teachers with the necessary 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</p>	<p>- 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。</p>	<p>- Teachers 教師</p>	<p>- In the teachers' meeting in late August, the Social Worker of the Youth Service Office was invited to explain how teachers can help improve students' self-esteem and self-confidence. 於8月下旬教師會議中，邀請青少年服務處社工向教師講解如何協助提昇學生自尊感和自信心以及相關注意事項。</p>	
<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>	<p>- Workshops and talks about strategies to improve students' self-esteem 學生提供有關提昇學生自尊感的工作坊及講座</p>	<p>- S.4 students 中四學生</p>	<p>A talk about a healthy self-esteem and the traps about online teenage romance 以自信心及網上情緣陷阱為主題的講座</p> <p>- The talk was conducted online. In general, the students were interested in the topic and actively participated in the online quiz about the online traps of social media. 講座在網上進行。總的來說，學生們對這個主題很感興趣，並積極參與關於社交媒體網絡陷阱的網上問答。</p> <p>- 95% of the participants said that the talk helped them understand the importance of a healthy life style. 95%參與者表示講座有助他們了解健康生活方式的重要性。</p> <p>- 92% of the participants said that the talk helped them understand how to develop a healthy relationship between the two genders. 92%參與者表示講座有助他們了解如何在兩性之間建立健康的關係。</p> <p>- Over 91% of the participants said that the talk enhanced their self-efficacy. 超過91%參與者表示講座有助他們提高自我效能。</p> <p>- 90% of the participants expressed that the activity enabled them to develop a positive outlook on and attitude towards their life.</p>	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
		<ul style="list-style-type: none"> - S.1 students 中一學生 	<p>90%參加者表示活動有助他們發展正面的價值觀和態度。</p> <p>A talk about online addiction 網路成癮講座</p> <ul style="list-style-type: none"> - More than 90% of the participants expressed that the activity enabled them to understand the adverse effects of online addiction. 超過 90%參加者表示講座讓他們了解網癮帶來的不良影響。 - More than 90% of the participants expressed that the activity enabled them to understand the importance of a healthy lifestyle. 超過 90%參加者表示講座讓他們了解健康生活的重要性。 - 88% of the participants expressed that the activity was useful in helping them develop a positive attitude towards their life. 88%參加者表示講座有助他們發展正面生活態度。 	
	<ul style="list-style-type: none"> - Mountaineering Programme 山藝活動 The programme catered to students' educational needs, and aimed to help students with disciplinary problems as well as those lacking in confidence or communication skills. It consisted of three parts, namely, interpersonal skills, knowledge in mountaineering, and implementation. 計劃旨在幫助有紀律問題以及缺乏自信或溝通能力的學生，計劃內容包括加強人際溝通能力和登山知識。 	<ul style="list-style-type: none"> - S.2 and S.3 students 中二及中三學生 	<ul style="list-style-type: none"> - 5 participants met the requirements and were awarded certificates. According to the course instructor, the six participants, who had not met before, showed progress in the field of interpersonal relationships and dealing with difficulties. It was suggested that they could be helpers in the next academic year's mountaineering programme. 5名參與者達到要求並獲得證書。據課程指導員觀察，6位新學員在人際關係和處理問題上表現進步。建議他們可以成為下一學年登山計劃的助手。 	<ul style="list-style-type: none"> - The programme could be held in 2022-2023. 明年繼續推行。
	<ul style="list-style-type: none"> - Encouraging students to participate in activities, competitions, trainings, and visits organized by different institutions outside school. To widen students' horizon and develop their personal 	<ul style="list-style-type: none"> - All students 全校學生 	<ul style="list-style-type: none"> - Students participated in various competitions, training, and visits, etc., both inside and outside the school this year. The students believed that the activities successfully broadened their horizons, developed their personal strengths, developed their self-image in 	<ul style="list-style-type: none"> - It would be implemented in the coming year, and encourage students to participate in different

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	<p>strengths, so as to build a unique self-image in different aspects and boost their confidence.</p> <p>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>		<p>different aspects, and enhanced their self-confidence.</p> <p>同學今年參加了大大小小不同的比賽、活動、校內外的義工、訓練及參觀，同學均認為以上活動能擴闊學生視野、發展個人長處，讓學生的不同能力得以發揮，增強自信心。</p> <p>Please refer to the school website for the relevant activities and student achievements.</p> <p>活動及學生成就可參考學校網頁。</p>	<p>activities or competitions, so that students with different characteristics have more opportunities to express themselves.</p> <p>來年繼續推行，並鼓勵同學參加不同活動或比賽，讓不同特質的學生有更多機會表現自己。</p>
<p>A3. Help students to develop a sense of responsibility and competence 幫助學生培養責任感和能力感</p>	<p>- Guidance Captain Program 輔導組學長計劃</p>	<p>- S.3, S.4 participants 中三及中四參加者</p>	<p>The attendance rate was 97%. The participants were engaged in the activity and cherished the opportunity to join face-to-face activities.</p> <p>出席率為 97%。參加者積極參與活動，並珍惜參與實體活動的機會。</p> <p>96% of the participants expressed that the activity enabled them to enhance their leadership skills.</p> <p>96%參加者表示活動讓他們提升了領導能力。</p> <p>96% of the participants expressed that the activity enabled them to enhance their self-efficacy.</p> <p>96%參加者表示活動提升了自我效能。</p> <p>96% of the participants expressed that the activity enabled them to enhance their team spirit.</p> <p>96%的參加者表示活動提升了團隊精神。</p>	
	<p>- 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>- S.3-S.5 student leaders 中三至中五學生領袖</p>	<p>A Leadership Training Day Camp was held at 2:00 pm to 5:30 pm on 22/10/2021 (Fri) in the school hall.</p> <p>2021 年 10 月 22 日 (星期五) 下午 2:00 至 5:30 在學校禮堂舉行了領袖訓練日營。</p> <p>77 student leaders joined the leadership training day camp. They were asked to complete different tasks collaboratively to accomplish specific goals set by the instructors beforehand.</p> <p>共 77 名學會、社以及其它學生組織幹事參與日營。學生須通過合作以完成導師設定的任務。</p> <p>93% of them thought that their team spirit had been enhanced by the activities and tasks.</p>	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
			<p>93% 的人認為活動和任務增強了他們的團隊精神。 90% of them thought that the activities had helped foster leadership skills.</p> <p>90%的人認為活動有助他們培養領導能力。 90% of them actively engaged in the activities.</p> <p>90%的人認為自己積極參與活動。 90% of them thought that their self-efficacy was enhanced by the activities and tasks.</p> <p>88%的人認為活動可提高他們的自我效能感。 88% of them thought that their self-efficacy was enhanced by the activities and tasks.</p> <p>Another session of leadership training workshop was organized for S.4 students during the post exam period on 26/7/2022 All S.4 students were taught the relevant procedure of organizing activities. They learnt how to write an activity proposal, prepare a budget, and allocate manpower in the workshop.</p> <p>於 2022 年 7 月 26 日試後活動期間舉辦了中四學領袖培訓工作坊。校方在工作坊上教授中四同學組織活動的程序、撰寫活動建議書、編制預算和人力分配等。</p>	
	<p>- Sin Tak's SUM Scheme 善德一 SUM 計劃</p>	<p>- S.1 and S.2 students 中一及中二學生</p>	<p>- The total numbers of enrolment of S.1 and S.2 students were 142 and 131 respectively this year. 今年參與善德一 SUM 計劃的中一和中二學生的總人數分別為 142 人和 131 人。</p> <p>- The number of meetings and practices was greatly reduced due to the suspension of face-to-face lessons. 由於暫停面授課程，大大減少了活動的次數。</p> <p>- Teachers involved were invited to nominate students who have had outstanding performance in the scheme (no more than 15% of the participants in each category). 邀請教師提名在計劃中表現突出的學生（每個類別不超過 15% 的參與者）。</p>	<p>- Certificates and book coupons would be presented to awardees at the beginning of the school year 2022-23. 於 2022-23 學年頒發證書和書券給獲獎者。</p>
	<p>Organizing events and services 籌辦活動及服務</p> <p>- S.2 and S.4 Social Service Schemes 中二及中四社會服務計劃</p>	<p>- S.2 and S.4 students 中二及中四學生</p>	<p>- The S.2 Social Service Project (target: the elderly) originally scheduled for March was not carried out due to the epidemic and special holidays. The event was been cancelled after a discussion with the organizers. 原定於三月進行的中二社會服務計劃（對象：長</p>	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	<p>Service target: the elderly and children 服務對象：長者及兒童</p> <p>Students were required to participate in work involving leading, planning and implementing. 同學須參與領導、籌劃及施行等工作。</p>		<p>者)，因疫情及特別假期而未能如期進行。經與主辦機構小童群益會商討後決定取消是項活動。</p> <p>The social service project for S.4 was carried out in July, and the partners included the Boys and Girls' Clubs Association of Hong Kong and the Hong Kong Society for the Deaf. During the period, students focused on learning sign language and participating in games, and communicating with the hearing-impaired. The students actively engaged with the activities. 中四的社會服務計劃則已於7月進行，合作機構包括香港小童群益會及聾福會。同學專注學習手語及參與遊戲，與聽障人士交流，表現投入。</p> <p>The instructors expressed that our students had a high learning ability, were cooperative, and appreciative of each other. 合作機構認為本校同學學習能力高，彼此間合作，互相幫助，亦會互相欣賞。</p> <p>Students also expressed that this activity was very meaningful and they have gained a better understanding of the hearing-impaired. 學生亦表示這項活動甚有意義，對聽障人士多了認識。</p> <p>Later, on 30/7, we received a report from the Deaf Welfare Association that a staff member tested positive for the rapid test. In order to ensure the health of the students, the last session has been rescheduled to 1/9. 其後，於30/7收到聾福會報告有職員快測呈陽性，為確保同學健康，現將最後一節改於1/9進行。</p>	
	<p>Students serving as helpers of school events 校內學生服務計劃</p> <p>Students were recruited to assist at 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。</p>	<p>S.3 to S.5 students 中三至中五學生</p>	<p>The plan was cancelled due to the pandemic. 由開學至今，可提供給同學參與的服務項目如陸運會、家長日、中一面試、學校推廣日等均因疫情關係而無法進行。</p>	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
<p>A4. To establish closer bonds among classmates 建立更緊密的同學關係</p>	<p>- S.1 Day Camp 中一日營</p>	<p>- S.1 students 中一學生</p>	<p>- More than 80% of the S.1 students expressed that they made new friends in the day camp. 超過 80% 中一學生表示在日營中結交了新朋友。 “<i>The friendship between me and my classmates enhanced</i>” “增進了我和同學的友誼” “<i>I knew more about secondary school life.</i>” “認識了更多學校的生活” “<i>I got to know all my classmates.</i>” “可以令我認識到全班同學”</p> <p>- More than 90% of the participants expressed that they knew more about the new environment, their class teachers, and their seniors. 90% 以上的參與者表示對新環境和班主任、學長加深了認識。 “<i>I knew more about school life.</i>” “認識了更多學校的生活” “<i>I heard some teachers' secrets.</i>” “能知道老師的秘密” “<i>The mentors were humorous.</i>” “師兄、師姐很幽默”</p> <p>- More than 90% of the participants expressed that they were satisfied about the day camp. 90% 以上的參與者對今日營表示滿意。 “<i>I hoped that this activity could be held throughout S.1 to S.6.</i>” “希望中一至中六都有這個活動” “<i>This activity was creative.</i>” “這個活動十分有創意” “<i>It was fun to have all notes from 1D classmates stuck on the paper.</i>” “紙上貼滿了 1D 班同學的便條，很有意思”</p>	<p>- The programme would be held in 2022-2023. 明年繼續推行。</p>
	<p>- Class building activities and inter-class competitions 舉辦班級經營及班際活動</p>	<p>- Whole school 全校學生</p>	<p>- 87% of the participants believed that they had learned team spirit from this activity. 87% 參與同學認為從今次活動中學到團隊合作精神。</p>	<p>- More collaboration tasks could be provided to students to train their communication and</p>

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
			<ul style="list-style-type: none"> - 82% of the participants believed that this activity increased their sense of belonging to the class. - 82%參與同學認為今次活動讓自己對班級更有歸屬感。 - 90% of the participating students gave their team a score of 3 or above. - 90%參與同學給予自己的團隊3分或以上。 	<p>collaboration skills. 可以為學生提供更多的協作任務，以訓練他們的溝通和協作能力。</p> <p>Goals or objectives of different tasks and debriefings could be given more clearly and in more details to students. 宜詳細解說活動的目標及於活解後作仔細的解說。</p>
	<ul style="list-style-type: none"> - Rope skipping competitions 班際跳繩比賽 The activity aims to allow students to know each other better and to promote the sense of team work so that class spirit can be boosted. Mutual support and discussing the best strategies in a team were necessary to win in the contests. 活動旨在通過合作，讓同學之間增進了解、培養合作意識及班級團隊精神。 	<ul style="list-style-type: none"> - Whole school 全校學生 	<ul style="list-style-type: none"> - Among the 21 classes from S1 to S5, 15 classes took part in the competition. All of the participating schoolmates enthusiastically did their best. Coordination among class committee members was impressive and classmates who were not contestants gave full support to their classmates, reflecting that relationship among classmates was enhanced. 在中一至中五的21班中，有15班參加了比賽。班會成員之間有良好的溝通，非參賽者對他們的同學給予全力支持，這表明活動能拉近彼此關係。 	
	<ul style="list-style-type: none"> - Help Desk for S.4 elective subject selection 為升讀中四同學提供選科資訊攤位 	<ul style="list-style-type: none"> - S.3-S.5 students 中三至中五學生 	<ul style="list-style-type: none"> - Senior students provided support and gave advice to S.3 students on subject selection. 高年級同學為中三同學提供選科的建議及支持。 	
<p>A5. To show recognition to student efforts 認同學生的成就及努力</p>	<p>An award and recognition scheme 學生領袖獎勵計劃</p> <ul style="list-style-type: none"> - To praise students who had outstanding leadership qualities through taking up ECA posts. 表揚表現突出的學生領袖。 - At most 3 students who performed very well in organizing club activities from 	<ul style="list-style-type: none"> - S.1-S.5 students 中一至中五學生 	<ul style="list-style-type: none"> - 41 students were nominated by club advisors and were awarded certificates. 41名學生幹事獲得顧問老師提名，並將獲頒發證書。 	<p>Certificates and book coupons will be presented to awardees at the beginning of the school year 2022-23. 於2022-23學年頒發證書和書券給獲獎者。</p>

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	<p>each club could be nominated by their club advisors. 學會顧問老師可提名不多於 3 位表現優異的學會幹事。</p>			
	<p>An award scheme 學生獎勵計劃</p> <ul style="list-style-type: none"> - Presenting awards and certificates to commend students on their improvement in studies and conduct / 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>Whole school 全校學生</p>	<p>A total of 342 students met the criteria in Term 2, at least 100 students more than in Term 1. Despite the fact that it might be easier for a student to meet the requirements as a result of school suspension, there were still two months' of face-to-face lessons, and it could be concluded that there was an improvement in students' conduct. 第 2 學期共有 342 名學生達到標準，比第 1 學期至少多 100 名學生。儘管期間網課而只有兩個多月的面授課程，但似乎學生的行為操行不但可保持，而且更有所改善。</p>	<p>The award would be held in 2022-2023. 明年繼續推行。</p>
	<p>Gratitude Week 「欣賞及感恩週」活動</p> <ul style="list-style-type: none"> - 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。 - Students appreciating themselves for their efforts, learning to accept and tolerate themselves and having a positive attitude. 希望同學多些感謝自己的付出，學會接納和包容自己，培養及擁有積極的心態。 - The purpose of the exhibition 展示感恩卡的目的： <ul style="list-style-type: none"> - Encouraging students to learn to appreciate positive qualities of others. 讓同學學習欣賞別人的優點。 - Allowing students to feel closer to the group they belong to, gain 	<p>Whole school 全校學生</p>	<p>An old girl designed "appreciation/thanksgiving postcards" for students to fill in. 舊生設計了「欣賞/感恩明信片」供同學填寫。</p> <p>Thank yourself 感恩自己</p> <ul style="list-style-type: none"> - With the encouragement of the class teachers, we received more than 500 cards- nearly 78% of S1 to S5 students participated in the activity. 在班主任的鼓勵下，同學積極參與活動，共收到超過 500 張，接近中一至中五人數 78% 參與活動。 - Under the guidance of the class teachers and learning materials provided by the Moral Education Team, students gained an understanding of how to appreciate and thank themselves. Most of the students took the time to think carefully to write down their feelings. 在班主任的指引下及加上德育組的學習材料，同學了解到如何賞自己，答謝自己，而大部分同學均能認真思考及細心寫下自己的感受。 	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	<p>acceptance and recognition, and feel respected and appreciated, thereby enhancing self-esteem, self-confidence, and self-image. 讓同學感受到與所屬群體關係密切，獲得接納和認同、感受到被尊重與欣賞，從而增強自尊感、自信及自我形象。</p>		<ul style="list-style-type: none"> - 300 cards with content that clearly expressed their appreciation and gratitude were selected for exhibition outside the staff room. 德育組揀選了300張能清楚表達如何欣賞及感恩自己的感恩卡，並擺放在校園內供同學觀摩及學習。 - Be grateful to others 感恩他人 - With the encouragement of the class teachers, the students actively participated in the activity and received more than 500 thank you cards- nearly 78% of students participated in the activity. 在班主任的鼓勵下，同學積極參與活動，共收到超過500張感謝卡，接近78%參與活動。 - Students actively invited friends and teachers to have pictures taken to express their gratitude. 同學積極邀請好友及老師影相，以表達謝意。 - The thank you cards were displayed outside the staff room for nearly a month. During the exhibition, many students, teachers, and guests stopped by to read through them carefully. 以上2組活動所收集的感謝卡，均在教員室外作展覽，展期接近一個月。展示期間，不少同學、老師、來賓均駐足觀看，細心閱讀。 	
	<ul style="list-style-type: none"> - Informing parents of their child's success through teachers and parents conference. 於家長會中，向家長讚揚學生在學校的表現。 	<ul style="list-style-type: none"> - Whole school 全校學生 	<ul style="list-style-type: none"> - In the Parents' Meeting, class teachers praised the students for their performance in school 班主任於家長會中，向家長讚揚學生在學校的表現。 	<ul style="list-style-type: none"> - The meeting will be held in 2022-2023. 明年會繼續推行。
<p>A6. Help students to discover and acknowledge their own unique qualities 幫助學生發現並承認自己的獨特性</p>	<ul style="list-style-type: none"> - Students getting 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 practices. 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。 			

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	<p>- 5-minute talks during morning assemblies 早會 5 分鐘短講</p> <p>From September to May, teachers were invited to share their thoughts on recent news or Buddhist stories with students and the theme will be 「五乘」. Students could understand that everyone has their own unique qualities and aspirations, and they could achieve their goals and further develop their strength with determination. It was hoped that self-confidence could be 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>- S.1-S.6 students 中一至中六學生</p>	<p>- Cancelled due to the pandemic. 疫情下取消。</p>	<p>- It was recommended that during the cancellation of the morning meeting in the playground, the talk could be conducted through broadcast or by video recording. 建議於取消操場早會期間，改以廣播 / 錄像形式在各課室播放。</p>
	<p>- Mindfulness Meditation 禪修活動</p> <p>A specific theme for mindfulness such as "Being Your Best Friend" was set for senior secondary students so that students could perceive their emotions, and 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，認識自己的特質和優點。</p>	<p>- S.1, S.5 and S.6 students 中一、中五及中六學生</p>	<p>- Through the Mindfulness Meditation activities (such as "Disappearance of Voice", "Being Your Best Friend" and "ALONE and LONELY"), students were encouraged to be more aware of their emotions and to recognize their own qualities and strengths. In addition, alternative formats and class content at all levels were organized this year to reduce the impact of the epidemic. For example, during the resumption of classes, "Photo Zen" was conducted instead of "Thinking Zen", and during the suspension period, "Online Zen" was conducted." In addition, teachers and students were engaged in Mindfulness Meditation listening and thoughts, meditation, and mindful dialogue activities in the classroom to reduce stress and relieve the emotions of the moment. 雖然受到仍然受到疫情影響，但大致能按計劃完成計劃，學生透過主題禪修活動中（例如「聲音的消</p>	<p>- The activity will be held next year. Different teaching strategies will be used that students can perceive their own situation in different ways. 來年繼續推行，並適時地加入新元素，讓學生以不同方式覺察自己的情況。</p>

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
			<p>失」、「做自己最好的朋友」及「ALONE 與 LONELY」，學生從活動中覺察自己的情緒，並認識自己的特質和優點。此外，各級今年已重新安排課堂內容，以減輕受疫情影響，例如於復課期間以「攝影禪」代替「細味禪」，於停課期間則進行「線上細味禪」。加之，老師和學生在課堂上進行聽禪、禪坐及正念對話活動，以紓緩當下情緒。</p>	
	<p>- Outdoor Mindfulness 野外禪</p> <p>An outdoor mindfulness training session would be held in winter or spring in this academic year. 20 students would undergo mindfulness training in nature, led by religious teachers and Buddhist masters to prompt students to be more 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.4 and S.5 students 中四及中五學生</p>	<p>The plan was originally scheduled to be held in winter, but it was not possible due to the government regulation of Prohibition on Group Gathering. Instead, similar activities were carried out in the school campus, such as "intuition" and "walking meditation", allowing students to walk around the campus and become more aware of the changes of the campus during the suspension period.</p> <p>計劃原定於冬季進行，惟因禁聚令而無法進行，最後改為在校內進行類似的活動，如老師教導「直觀」及「行禪」，讓學生在校園漫步，覺察校園在停學期間的變化。</p>	
	<p>- Different Dharma activities would be held in school to reinforce the teachings of the Buddha. Students were given a chance to shine and demonstrate their talents by taking up different responsibilities, 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>- S.3- S.5 students 中三至中五學生</p>	<p>Students participated in large-scale activities such as "Interview with Celebrity - Dialogue with JP Poon Chung-kwong", "Buddhist micro-film production and performance", "Secondary 2 Project Study: Different Buddhism Division, which successfully displayed students' abilities and achievements.</p> <p>同學參與大型活動例如「視頻節目：名人專訪—與潘宗光教授對話」（參加者 8 人）、「佛教微電影製作及演出」（參加者 18 人）、「中二專題研習：不同的佛教派別」（參加者 120 人）等活動，成功地發揮學生的能力及成就。</p>	<p>It is suggested to broadcast interviews and segments of films during the morning assembly next year. A project study exhibition could also be held to showcase students' achievements to the public and further enhance their self-confidence.</p> <p>建議來年在早會時間播放專訪及電影片段，並舉行專題研習展覽，向大眾展示學生成果。</p>

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
				就，進一步提升他們的自信心。
	<p>- Lion Dance Team 醒獅隊</p> <p>This martial art requires more than physical strength, where each member has to respect others' and each other's effort during the whole process, which could enhance self-esteem and self-respect. 這種武術需要體力，及每個成員在整個過程中都必須尊重他人和欣賞他人及自己的付出，從而增強自尊和自信。</p>	<p>- S.1- S.3 students 中一至中三學生</p>	<p>- After the completion of the whole course, the team of eight S2 students gave their debut performance after the inter-house dance competition on 3rd August. Their performance was much appreciated by schoolmates, teachers, and the instructor. 完成整個課程後，八名中二學生組成的醒獅隊在8月3日校際舞蹈比賽後演出。他們的表現得到了同學、老師和導師的高度評價。</p>	<p>- It was suggested that an advanced course could be held in 2022-2023. New programmes related to lion dance would be considered. 建議明年舉辦高級班。另外，會考慮開新的課程。</p>
	<p>- "Take the Stage" 「我們的舞台」</p> <p>To invite talented students from different societies, clubs, and teams to give public speeches and performance 邀請同學公開演說、表演。</p> <p>To provide a stage for students with different talents to enhance their sense of ability and self-confidence 「我們的舞台」為不同才華的同學提供舞台，增強同學的能力感與自信。</p>	<p>- Whole school 全校學生</p>	<p>- "Take the Stage" was successfully held during 25-26/11 and 16-17/6. 「我們的舞台」已於上學期11月25日及26日，以及下學期6月16日及17日順利進行。</p> <p>- There were various forms of performances, including dance, singing, keynote speech, recitation, magic, etc. 表演形式多樣化，包括舞蹈、唱歌、演奏、主題演講、朗誦及魔術等。</p> <p>- Teachers of our school also participated, showing a positive demonstration for the whole activity. 除同學踏上舞台外，本校老師也有參與，為整個活動展示一個正面的示範。</p>	<p>- Both students and staff believed that the activity provided a good platform for students to showcase their talents, and enhanced students' sense of ability and self-confidence. Therefore, they will continue to support and encourage students to participate in the future. 同學及教職員均認為活動能提供一個很好的平台給同學展示其才能，增強學生的能力感、自信等，故會繼續支持及鼓勵同學日後參與。</p>
	<p>- DORFUN's monthly highlight 多分每月亮點</p> <p>Identifying your strengths and further develop them to overcome their</p>	<p>- Whole school 全校學生</p>	<p>- Creating Dorfun's motto 金句創作 The activity was cancelled. A teacher designed or found suitable sentences and mottos on the Internet for the alumni to design a number of illustrations 金句創作比賽環節取消，換作由老師預先創作或在</p>	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	<p>weaknesses and improve self-images. 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。</p> <p>Understanding and learning from one's mistakes 認清成功和失敗的正確歸因方式。</p> <p>Dealing with adversities and positive thinking 應對逆境與確立正向思維。</p>		<p>網絡相尋找適合字句供舊生設計多幅插畫。</p> <p>Voting and booth games 金句投票活動：投票及攤位遊戲</p> <ul style="list-style-type: none"> - Voting and booth games were held from 13/6-15/6. The theme was how to improve self-esteem and self-confidence. 投票及攤位遊戲活動已在 13/6-15/6 一連三天進行，主題是如何提升自尊感、自信。 - The polling campaign received a total of 241 ballots, approximately 37% of S1 to S5 students. 投票活動共收到了 241 張選票，大約佔可投票人數 37%。 - The first place 第一位： 「勇敢的去害怕，當面對挑戰時，我們會感到害怕和擔心，但是這些都是暫時的，勇敢的去做就可以了！」，共得 62 票。 The second place 第二位： 「停止與他人比較，每個人都是獨立且獨特的個體，與自己比較及進步最重要！」，共得 38 票。 The third place 第三位： 「每個人都是一塊獨特的拼圖，有你在，會變得更精彩」，共有 32 票。 	
-	<p>S.2 CEDU lessons and Personality tests 中二生涯規劃課程及性格評估</p> <p>The course allowed teachers to understand 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。</p>	-	<p>S.2 students 中二學生</p> <p>A large majority of the students were able give detailed answers in their CEDU worksheets. 大部分學生能在他們的中二生涯規劃課程的工作紙上列出詳細的答案。</p> <p>Students were exposed to various possibilities and multiple pathways. 學生可課程獲悉有關升學就業上的不同途徑。</p>	
-	<p>Visits to firms or institutes 參觀不同的企業或機構</p>	-	<p>S.2 or above 中二或以上</p> <p>Cancelled due to the pandemic. 疫情下取消。</p>	-

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
A7. Help students to set realistic expectations 建立可實現的期望	- Careers talks for parents and students 家長及學生的升學及就業講座	- S.2, S.4 to S.6 students	- The talks equipped students and their parents with the skills and knowledge to re-examine their goals and plans in order to set realistic goals . 講座提供足夠資訊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。 - The talk helped parents realized the unique qualities and abilities of their child. 父母意識到他們孩子的獨特品質和能力。	
To enhance students' sense of belonging: 提升學生對學校的歸屬感				
	- Zen photography 攝影禪 Zen photography was held, where photos to be taken by senior secondary students would 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。	- S.5 and S.6 students 中五及中六學生	- The students responded enthusiastically and more than 100 pieces of work were collected. More than 20 excellent pieces of works were selected, which are currently placed in the Buddhist archives of AREO DRIVE. 學生反映熱烈，收集到超過 100 個作品，並選出超過 20 張優異作品，現存放在 AREO DRIVE 的佛學檔中。	- Ven. Chang Lin, who possesses excellent photography skills, has been invited to give lectures on photography Zen at the school from February to March 2023. It has also been suggested to also invite Ven. Chang Lin to lead students in photography Zen activities to achieve ideal teaching results to collect higher-quality photography, and to potentially use them for the school magazine. 邀請擅長攝影的常霖法師於 2023 年 2 月至 3 月到校舉行攝影禪講座，甚或帶領同學進行攝影禪活動，期待達到成理想的教學成效之餘，也能收集更高質素的攝影作品作為製作校刊之用。

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	- Tie Knotting Competition 打吹比賽	- S.1 and S.2 students 中一及中二學生	- Due to the pandemic and social distancing restrictions, the activity has been cancelled. 由於疫情關係及社交距離限制，故打吹比賽未能如期進行。	- To resume next school year 下學年復辦
	- 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	- Whole school 全校學生	- The promotional video about the characteristics of a SinTaker was completed and was played in the tuck shop and outside of staff Room B in July. 善德學生應有特質的宣傳片已完成並於7月於小食部及教員室外播放。	
	- “Qualities of SinTakers” Election 善德人特質選舉	- Whole school 全校學生	- A total of 359 valid votes were received, which is close to 55% of the number of voters. 共收到 359 有效票，接近可投票人數的 55%。 - The top 5 traits that classmates think is the most important: 同學認為最重要的頭 5 位特質： - First place (235 votes): Respect others 第一位 (235 票)：尊重他人 - Second place (202 votes): Kindness 第二位 (202 票)：善良 - Third place (152 votes): Hard-working 第三位 (152 票)：勤奮 - Fourth place (150 votes): Helpful 第四位 (150 票)：樂於助人 - Fifth place (137 votes): Positive and Optimistic 第五位 (137 票)：積極樂觀	- S.1 students would be invited to vote in 2022-2023. 中一生將會於新學年投票。
	- Mentorship Programme 朋輩計劃	- Senior students and alumni 高中及校友	- Our devoted and supportive alumni gave senior secondary students valuable advice regarding studying 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。 - The alumni shared 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。	
	- Cheers for Our S6-ers 籌辦中六打氣活動 Different clubs and teams would	- Whole school 全校學生	- Religious groups and PTAs were invited to organize the event. 今次活動邀請了宗教組及家教會合作進行。 - Cheer cards could be filled in online, so that everyone	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	organize large-scale events to cheer for our S6 students.		<p>could express their support and encouragement to Secondary 6 students through text or pictures. 通過佛學課堂以及於網上填寫打氣卡，讓家長、校友、學生與教師等，可透過文字或圖畫表達對中六同學的支持及鼓勵。</p> <p>A total of 237 students, 13 teachers and 13 parents participated in the event. 合共有 237 位學生、13 位老師及 13 位家長參與。</p> <p>The members of the MCE Team collected all the greetings from the students, teachers and parents and made a video and PowerPoint for the Secondary 6 students. 德育組組員及何曉琳老師集合了同學、老師及家長的打氣說話後製成了短片、PowerPoint 送給中六同學留念。</p> <p>A short film was made for the S6 students by MCE Team. 德育組另外亦製作了一段 2016-2022 中六成長短片送給中六同學。</p> <p>Both Form 6 students and teachers expressed their appreciation, and the overall reception was very positive. 中六同學及老師均表示欣賞及感動，整體效果很好。</p>	
-	<p>SinTakers Challenge 善德達人挑戰</p> <p>The MCE Team, together with the music , sports, Chinese and Chinese history, English, history, astronomy, computer club, and the Alumni association, organized the "SinTakers' Challenge". With more than 109 questions related to Sin Tak , we hope that students and teachers can take this challenge to deepen their understanding of Sin Tak and increase their sense of belonging to the school.</p> <p>MCE 聯同音樂、體育、中文及中史、英文、歷史、天文、電腦學會及舊生會合辦「善德達人挑戰」。善德達人挑</p>	- Whole School and Alumni 全校學生及校友	<p>424 people participated, and one participant got 676 points. 424 人參與，有參與者獲得 676 分。</p> <p>Alumni and current students expressed that they learnt more about the history and conditions of the school through the challenge, which increased the sense of belonging among alumni and classmates. 校友，現屆同學均表示通過挑戰賽能進一步了解學校的歷史、校情，這有助增加校友及同學對學校歸屬感。</p>	

Intended Outcomes 預期成果	Strategies 策略	Target Groups 對象	Extent of Targets Achieved / Evaluations 達標情況 / 成效評估	Suggestions / Follow-ups 建議 / 跟進事項
	<p>戰，合共超過 109 條有關善德的問題，希望同學、老師藉此挑戰活動加深對善德的認識，增加對學校的歸屬感。</p>			
	<p>- Interclass Logo Design Competition 班徽設計比賽</p> <p>The competition was held in October 2021. All classes were invited to submit a logo design accompanied by a passage to introduce their concepts in designing their class logo. 比賽於 2021 年 10 月舉行，邀請所有班級提交班徽設計和設計概念。</p>	<p>- S.1 to S.6 students 中一至中六學生</p>	<p>- Interclass Logo Design Competition was held in October 2021. 班徽設計比賽已於 2021 年 10 月舉行。 Classes in junior forms did very well in their logo designs. 初中班的標誌設計表現不俗。 A foam board and prizes were given to every winner in each form. 每得獎作品會製成大型發泡板，得獎班別亦會獲頒發獎品。 The winning logo designs were posted onto the school website and displayed on boards on the School Promotion Day (18/12/2021). 得獎作品已上載於學校網並於學校推廣 (18/12/2021) 向公眾展示。</p>	

Reflection on Major Concern 2

To enhance students' self-esteem and a sense of belonging to the school

1. In the past year, the school held various activities with the aim of enhancing students' self-esteem, and sense of belonging to the school.
2. Our school provided multiple opportunities for students to demonstrate their unique strengths and talents, including 'Take the Stage', the annual 'Summer Serenade', both internal and external music competitions, award schemes, leadership training programmes, and more. Through student participation in several activities, performances, and competitions, students experienced a sense of satisfaction and self-recognition.
3. We also aimed to introduce students to the joy of learning, which could be done through fostering their sense of belonging to the school. School-wide activities such as 'Gratitude Week', the Inter-class Rope Skipping Competition, Inter-class Logo Design Competition, class building activities, inter-house competitions and more encourage engagement with fellow schoolmates, strengthening bonds between them by creating positive collective memories.
4. The Mentorship Program in particular allows students across forms to provide valuable guidance regarding academic achievements and future career prospects. Our Sintakers' Traits Election also allowed students to reflect on their identity as a Sintaker and what brings them together, deepening the connections between not just schoolmates, but also with our alumni.

就重點關注事項二之反思

提升學生自尊感以及對學校的歸屬感

1. 過去一年，學校舉辦了不同的活動，旨在增強學生的自尊心和對學校的歸屬感。
2. 學校為學生提供了多種可展示自己獨特強項和才能的機會：「我們的舞台」、「夏日情調音樂會」、校內和校外的音樂比賽、學生獎勵計劃、領袖培訓等。學生可以通過參與不同的活動、表演或比賽，體驗到滿足感和自我認同感。
3. 我們亦希望同學享受學習的樂趣，這可以通過培養他們對學校的歸屬感來實現。學校舉辦了「感恩週」、班際跳繩和班際標誌設計比賽、班級經營活動、校際比賽以及其它可加強同學彼此聯繫的活動，這可增加同學間的凝聚力，讓他們留下共同的回憶。
4. 由舊生組成，提供學業與職業資訊的朋輩計劃，以至善德人特質選舉等之互動活動，均讓同學感受到同學之間或校友與同學的緊密聯系與支持，讓彼此間連繫起來，使同學深深感受到自己是善德的一份子。

5. OUR LEARNING AND TEACHING 我們的學與教

a. Religious Education 宗教教育

1. Goals 宗旨

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

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

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

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

2. Major concerns 2020-2021 年度關注目標

- 2.1 To instil positive values into students and boost their resilience.

小組透過建立學生積極人生觀，從而提升學生自尊感以及學校的歸屬感。

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

小組能借舉辦宗教活動塑造出一個「悲智並重」的佛化校園。

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

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

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

Time 推行時間	Work Plans 擬定計劃及工作簡介
Throughout the year 全年	<p>1. The Religious Committee joined hands with Fo Guang Jing She to co-organize various mindfulness training and Buddhist activities. 本年宗教組透過「健康校園在善德」計劃，邀請佛光淨舍合作，請湛遠法師及青年佛教組織「青一釋」協辦不同禪修或佛法活動。</p> <ul style="list-style-type: none">- 5-minute meditation in the morning assemblies: From October to March, there will be teachers or Buddhist monks to lead the whole school to carry out meditation. 早會 5 分鐘禪修：於 10 月至 3 月安排老師或法師帶領全體師生進行聽禪或專注呼吸的禪修。- Meditation: senior form students will practice theme-based meditation such as “My best friend” to understand their own emotions, characteristics and strengths. 禪修活動：於高中進行特定主題的禪修，例如「最自己最好的朋友」，學生從活動中覺察自己的情緒，並認識自己的特質和優點。- Outdoor meditation: An outdoor meditation will be held during winter. Religion teachers of Buddhist Studies and Buddhist monks will bring students to the countryside for mindfulness training during winter. Through the activity, students would be able to relax and reflect on their life. 野外禪：擬於本學年冬季舉行一次校外禪修活動，宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生借活動放鬆身心並反思生命。- Organizing different activities to promote Buddhism and allow students to reach their full potential: Students can be the emcee, organize activities, create drama script and provide

Time 推行時間	Work Plans 擬定計劃及工作簡介
	<p>IT support.</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、電腦支援等工作，讓不同學生展示他們的成就，發掘自己的長處；</p> <ul style="list-style-type: none"> - Participating in different outside school activities and competitions to help students build a sense of accomplishment: The religious team had joined different activities, for instance, voluntary work, writing competition, storytelling competition, research project, etc. <p>參與不同校外活動及比賽，讓學生建立成就感：宗教組多參與不同種類的活動，例如義工、徵文比賽、講故事比賽、專題研習等，期望能有更多學生得獎，以建立自信心。</p>
Reflection 檢討情況	<p>The school has been participating in the healthy campus program for the third year. Even though every party endeavored to reduce the impacts caused by Covid-19, some activities could not be carried out or had been converted to another mode.</p> <p>本校第三年參加「健康校園在善德」，雖然努力減少受疫情影響，惟部分活動仍無法進行，或改為其他方式進行：</p> <ul style="list-style-type: none"> - 5-minute meditation in the morning assemblies: 5 meditation session had been scheduled, but the practice of having morning assembly in the playground was cancelled. Therefore, the meditation could not be organized. 早會 5 分鐘禪修：原定全年共進行 5 次早會禪修，惟由於全年操場早會取消，未能按計劃進行。 - Meditation: Some activities were affected by the pandemic, but most of them could still be held according to the plan. Students can recognize their own emotions, characteristics and strengths in the theme-based meditation. Moreover, the curriculum was modified to reduce the influence induced by the pandemic. For example, the photo taking activity was held after class resumption. Furthermore, teachers and students carried out meditation in class to relieve. 禪修活動：雖然受到仍然受到疫情影響，但大致能按計劃完成計劃，學生透過主題禪修活動中（例如「聲音的消失」、「做自己最好的朋友」及「ALONE 與 LONELY」），學生從活動中覺察自己的情緒，並認識自己的特質和優點。此外，各級今年已重新安排課堂內容，以減輕受疫情影響，例如於復課期間以「攝影禪」代替「細味禪」，於停課期間則進行「線上細味禪」。加之，老師和學生在課堂上進行聽禪、禪坐及正念對話活動，以舒緩當下情緒。 - Outdoor meditation: Because of social distancing measures, it could not be held in winter. Instead, students walked around the campus to do observation. 野外禪：計劃原定於冬季進行，惟因禁聚令而無法進行，最後改為在校內進行類似的活動，如老師教導「直觀」及「行禪」，讓學生在校園漫步，覺察校園在停學期間的變化。 - Organizing different activities to promote Buddhism: Students could recognize their own ability and made some achievement through participating in big events such as celebrity interview, microfilm making and research project. It was suggested that the interview video and microfilms could be played during morning assembly. Also, research project exhibitions that could demonstrate students' work could be organized to boost students' confidence. 舉行不同校內弘法活動：同學從參與大型活動例如「視頻節目：名人專訪—與潘宗光教授對話」、「佛教微電影製作及演出」、「中二專題研習：不同的佛教派別」等，成功地發揮學生的能力及成就，建議來年在早會時間播放專訪及電影片段，並舉行專題研習展覽，向大眾展示學生成就，進一步提升他們的自信心。 - Outside school activities and competitions: students participated in a research project competition, a writing competition and a storytelling competition. <ol style="list-style-type: none"> 1. Research project competition: S.2 were the champions. 2. Writing competition: S.4 received the Merit award. 3. Storytelling competition: S.2 got the Merit award.

Time 推行時間	Work Plans 擬定計劃及工作簡介
	<p>參與不同校外活動及比賽：同學今年參加「觀音節專題研習比賽」、「觀音節徵文比賽」、「全港佛誕徵文比賽」、「全港佛教中學故事佛教故事演繹比賽」等，並獲得以下獎項：</p> <ol style="list-style-type: none"> 1. 觀音節專題研習比賽：中二級呂柏嶠、唐日嵐、李止一獲冠軍。 2. 全港佛誕徵文比賽：中四級練信亨、陳晞怡及黃泰潔獲得是次比賽優異獎。 3. 全港佛教中學故事佛教故事演繹比賽：中二級梁芷晴、林慧欽獲得是次比賽優異獎。
<p>Throughout the year 全年</p> <p>October to May 10月至5月</p> <p>February 2月</p> <p>October and March 10月及3月</p> <p>April 4月</p> <p>May 5月</p>	<p>2. To teach students that wisdom and compassion are equally important. 小組能借舉辦宗教活動來增強學生的信心，並塑造出一個「悲智並重」的佛化校園。</p> <ul style="list-style-type: none"> - The Buddhist Spiritual Centre is the headquarters of the promotion of Buddhism in our school. Many religious activities are held in the Centre. (Teacher-in-charge: Ms. LY Lee) 「心靈覺」的使用：「心靈覺」是本校宗教活動中心，其取名乃是「心靈醒覺的地方」之意思；校方透過建立本中心作為弘法工作的大本營。[負責老師：李麗儀老師] - Buddhist Youth Club is a student organization which helps the teachers organize religious activities inside and outside the school. Committee members of the Club have meetings at least once a week to prepare for the activities. (Teachers-in-charge: Ms. LY Lee, Ms. HL Law and Mr. KC Hui) 佛青團是一個由學生組織的弘法組織，協助宗教組老師舉辦校內外不同活動。佛青團的核心學生幹事每星期至少開會一次，以籌劃及跟進各弘法活動的工作情況。[負責老師：李麗儀老師、羅曉琳老師、許建聰老師] - Religious teachers and the committee members of the Buddhist Youth Club would participate in the religious activities outside the school to accumulate experience in promoting Buddhism. 宗教組老師及佛青團學生幹事不定時參與校外弘法工作，從工作經驗中增加弘法的信心。 - Offering flowers to the Buddha: To create a religious atmosphere in the campus and teach students to be respectful to the Buddha. 供花會：藉供佛活動來營造校園的宗教氣氛，培養學生對佛陀的崇敬心。 - Wishing Lamp activity: Students can make wishes in the activity which also teaches them to care about others and our society. 點燈祝願活動：透過點燈祝願活動，讓學生為自己誠心發願外，更可借此帶出「正念思考」的樂觀態度。 - Vegetarian Lunch in Silence: The lunch gathering would be held once in every term. By eating in silence, students could focus on their food and learn to be grateful. 止語素食午餐：每學期舉行一次素食午餐，學生透過止語進食，讓他更專注於食物，並從而培養感恩心，縱使面對不悅的事情也可以另一角度去思考事情。 - Ching Ming Memorial Assembly: In the Assembly, Buddhist monks and participants would worship, remember and pay respects to our ancestors. Religious teachers would explain the meaning of the activity to students in advance. 清明思親法會：藉捐獻活動來宣揚佛教的慈悲精神。為了建立學生對是次法會的正確認識，科任老師將適時在課堂講解是次活動的意義，期望吸引更多學生參加。 - Conversion Ceremony: The Religious Committee would encourage students to learn and become a Buddhist as their life-long goals. 全港萬人皈依大會：本組透過不同方法，鼓勵學生參與萬人皈依大會，以學佛作為人生目標，正式成為佛教徒。 - Buddha Bathing Ceremony: The Buddha bathing activity would be held in remembrance of the Buddha to teach students some good values. 校內浴佛大典：本校透過浴佛儀式、佛誕話劇及法師開示的活動，借紀念釋尊降世來向學生灌輸正知正見，從而讓他們明白自信心的重要。
<p>Reflection 檢討情況</p>	<ul style="list-style-type: none"> - Buddhist Youth Club: Committee members completed two big events - a celebrity interview and microfilm making. The microfilm would be played in the morning assembly to promote

Time 推行時間	Work Plans 擬定計劃及工作簡介
	<p>Buddhism.</p> <p>佛青團工作：幹事同學完成兩項大型工作「視頻節目：名人專訪—與潘宗光教授對話」及「佛教微電影製作及演出」，並計劃在下一學年時於早會時間播於片段，向同學弘揚佛法。</p> <ul style="list-style-type: none"> - Flower offering activity: Since only half-day teaching was allowed in school, the activity could not be organized. 供花會：因學校全年皆維持半天上課，供花會未能如期進行。 - Wishing lamp activity: Although the wishing lamp activity could not be held according to the schedule, a blessing activity was held during the online teaching period. In the activity, S.4 and 5 students sent their blessings to S.6 students. Students engaged actively and successfully created a PowerPoint presentation as a gift for S.6 students. 點燈祝願活動：雖然點燈會未能如期進行。但宗教組與公民教育組合作，於網課期間合作舉行暖心祝福活動，讓中四及中五在線上為中六送上祝福的說話及畫作，學生投入活動，而且反映積極，最後成功製作電腦簡報送給中六同學。 - Vegetarian lunch in silence: The lunch could not be organized according to the plan. Instead, students handed in online reflections on chocolate tasting in silence. 止語素食午餐：雖然素食午餐未能如期進行，但老師改以網上細味禪活動，與學生以新年常見禮物「金莎朱古力」進行止語素食，學生課後於網上繳交感想，他們投入活動，並能覺察朱古力的細微之處。 - Ching Ming memorial assembly: The Hong Kong Buddhist Association was in charge of the activity. The school informed the parents about the details of donation via an e-circular. 清明思親法會：受疫情影響，活動改由佛聯會直接負責，校方以通告知會家長捐款詳情。 - The Conversion Ceremony was cancelled due to the Covid-19 pandemic. 全港萬人皈依大會：活動取消。 - Buddha Bathing Ceremony: Due to the pandemic, the ceremony was streamed online. The ceremony lasted for about 10 minutes and everyone actively participated in it. 校內浴佛大典：受疫情影響，校內佛誕改為網上直播，校方邀請校董果毅法師開示，整個典禮約 10 分鐘，典禮明快而莊嚴，師生全程投入。

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

- Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.
我們為學生提供完善的英語浸沉環境，積極鼓勵同學在課堂以外使用及練習英語。
- All S.5 and S.6 students took turns to announce news of school activities in English at morning assemblies and students of all forms had the chance to make announcements in English at various school functions.
所有中五及中六級學生在早會以英語宣布學校活動，各級學生亦能在各項學校活動中使用英語擔任司儀。
- Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days, the Closing Ceremony and other official activities.
學生在眾多場合均需鍛鍊聆聽英語的能力，例如早會、禮堂集會、運動會、學生會選舉、畢業禮、散學禮及學校宣佈等。
- The Native English Teacher (NET) organized 30 minutes of English Focused Activity each week for our S.1 students during lunch time. The NET also organized featured activities before the Halloween Day,

a Mexican cultural day and the Australian National Day. She also trained students to participate in the English drama and debate competitions.

外籍英語老師每周和中一學生在午飯時間進行 30 分鐘的英語活動。外籍英語老師也會在一些節日前舉辦特別活動。她也有訓練學生參加英語話劇和辯論比賽。

c. Reading 閱讀

- To nurture a reading culture, Morning Reading Sessions of 20 minutes were arranged every Tuesday, Wednesday and Friday from 8:10 am to 8:30 am. Students also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.
為營造閱讀氣氛，本校逢星期二、三、五早上 8:10 至 8:30 設有 20 分鐘晨讀時段。另設 4 節晨讀分享時段，讓同學介紹書目並分享閱讀感受。受疫情影響，學校只能有半天面授課，原定閱讀時段被迫縮短至 15 分鐘。
- In the Morning Reading Sessions, junior and senior form students were required to read English newspapers every Tuesday so that they could cultivate a reading habit and appreciate some English texts of good quality. They had to do related vocabulary work submitted at least once every week.
晨讀時段，逢星期二為英文閱讀時段，初中及高中同學須閱讀英文報紙，以養成良好的閱讀習慣，並欣賞一些優質的英文文本。同學每星期須呈交一次相關的詞彙工作紙。
- In the Morning Reading Session, all students must read the Chinese school-based materials every Friday to improve students' reading ability and evaluation ability.
逢星期五晨讀編為中文科閱讀時段，為提昇同學閱讀能力，中文科設指定閱讀冊供同學閱讀。
- Chinese Department implemented the “assigned books” reading scheme this year. A reading list for each form and the reading booklet were disseminated at the beginning of the school year. Students were asked to buy the books or borrow them from the library and complete some book reports within the time limit. Junior secondary students were asked to read three books in each term and get a total of six books within the school year. Senior secondary students were asked to read two books in each term and one book during the summer vacation and get a total of five books yearly.
中文科設指定書目閱讀計劃。學期初向同學派發指定閱讀圖書名目。所有學生根據書單指引購買或借閱相關書目，在指定日期須繳交閱讀報告。初中每學期須閱讀 3 本課外讀物，全件共 6 本。高中每學期閱讀 4 本讀物，另有一本在暑假期間完成，共須閱讀 5 本讀物。
- There was a Chinese reading class for S.1 to S.3 school-based reading materials were assigned to students. Students were required to write the book report at the end of school term.
此外，中一至中三級設有每星期一堂中文閱讀課，以校本每周兩篇為閱讀材料，計入考試閱讀分內。
- The Chinese department held a reading activity. The Chinese teacher led students to read literary works in turn, so that students could explore more famous writers, thereby improving the quality of reading.
中文科舉辦圍讀活動，由中文老師帶領同學閱讀經典文章，讓同學接觸更多著名作家，以提昇閱讀質素。
- One lesson was used as the English reader class for S.1 to S.3 every week. Students were asked to read one or two set readers each year and take reader tests on those set readers every term. S.1 to S.3 students were required to do a set number of book reports each term.
中一至中三每星期設閱讀課節，所有同學每年須閱讀一至兩本閱讀書目，每學期設有閱讀測驗。
- S.1 to S.3 students were required to do a set number of book reports each term. S.1 to S.6 students had

regular English reading quizzes on different reading passages selected by English teachers.

中一至中三學生需於每學期完成指定數目之閱讀報告。中一至中六設有定期英文閱讀測驗。

d. Catering for Learner Diversity 拔尖保底措施

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

為了更全面照顧學生的個別學習差異，本校採取下列措施：

- S.1 English and Chinese teaching and learning are conducted in small groups, with four classes divided into five groups (including one remedial group for English and one remedial group for Chinese. Besides, there is one English elite group).
中一英文科及中文科採用小班教學，四班學生分別分成五組上課（中英文科均設一組補底班，英文另設有精英班）。
- S.5 and S.6 students were grouped from 4 classes into 5 groups with a smaller class size.
中五及中六每級學生被編成五組上課，每班人數都有減少。
- Saturday classes were organized for S.1, S.2 and S.3 students experiencing difficulties in learning English, Chinese or Mathematics, so that they could be equipped with more efficient learning strategies.
每逢週末安排中一、中二及中三級「週六輔導班」，旨在提升部分對英文，中文或數學學習有困難的同學的學習能力，改善其學習方法。
- After school / Saturday Chinese, English and Mathematics tutorial classes for S.6:
Graduates with excellent results in HKDSE were recruited to strengthen the examination skills of students with weak foundation.
中文、英文及數學科中六級設課後／週末輔導班：聘任文憑試成績優異的畢業生擔任導師，為成績較弱的同學加強應試技巧。
- S.3 Chinese enhancement class: Focused training on reading and writing skills.
中三中文精進班：教學內容以寫作、閱讀為訓練重點。
- S6 English remedial and enhancement class: Focused training on reading and writing skills was offered after school every Wednesday.
中六級英文拔尖保底班：英文科老師逢週三放學後為中六級同學進行和寫作和閱讀加強訓練。
- Students having a strong aptitude towards Mathematics received training in the Mathematics Olympiad Group and were also encouraged to participate in Mathematics competitions and courses for elite students organized by universities and international schools.
對數學有興趣及天份的同學可獲推薦參加奧林匹克數學小組。奧數小組成員會獲校方推選參加數學比賽及參與由大學及國際學校主辦的資優數學課程。
- Students showing talents in science, humanities, Mathematics and leadership qualities were also recommended to join the Hong Kong Academy for Gifted Education to enroll in related courses.
於科學、人文學科、數學及領袖才能各領域有天份的同學獲推薦進入香港資優教育學院修讀相關課程。
- Students interested in science were encouraged to participate in workshops organized by various science communities and territory wide competitions.
鼓勵對科學感興趣的學生參加由各種科學團體舉辦的工作坊和全港比賽。

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

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

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

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
<p>Assisting students in whole-person development and encouraging them to unleash their potentials 鼓勵學生發揮所長，幫助他們全面成長</p>	<p>One-page student profile (OPP) 學生一頁檔案</p> <ul style="list-style-type: none"> S.1 students have to fill in the OPP at the beginning of the school term. 學期初派發學生一頁檔案，請所有中一學生填寫。 In view of the principle of people-oriented, the school will formulate suitable support strategies based on individual students' interests and strengths, for example, inviting them to join related interest groups, activities, competitions, tutoring sessions, etc. 根據「以人為本」原則，針對學生的興趣及長處而制定支援策略：例如安排參加相關小組、活動、比賽、學習輔導等等。 	<ul style="list-style-type: none"> Junior form students 初中學生 SEN students (Tier 2) 第二層級支援 SEN 學生 	<p>With the OPPs, class teachers and subject teachers can know more about the students' interests and strengths and be able to give them suitable chances to showcase their talents. The school can also formulate learning support measures by understanding students' learning difficulties through the OPPs. 班主任、科任老師能夠通過 OPP 了解學生興趣、長處，給予他們發揮所長的機會，學校也可因應 OPP 了解學生學習困難，制定合適支援策略。</p>	<ul style="list-style-type: none"> Teachers will share the results in the form meetings 班級會議老師分享成果 Feedback from parents and students (interviews/questionnaires/reports) 家長學生回饋 (面談/問卷/報告) 	<p>Some students did not understand how to fill in the OPP. In future, class teachers are suggested to give more guidance and encouragement. 同學有時不太明白應怎麼填寫，來年會建議班主任加以引導及鼓勵。</p> <p>The OPPs were kept by the class teachers. It was inconvenient for SEN teachers, Education Psychologist or social workers to access the profiles. It was suggested that the OPPs could be saved in the AeroDrive. 一頁檔案存放於班主任處，SEN 組老師、ED PSY、社工等取用不便，較少拿來參考。建議下學年掃瞄後存在電腦 AeroDrive，令大家方便存取。</p>
<p>Nurturing students' sense of responsibility and</p>	<p>Transportation Club 「交通社」學會</p> <ul style="list-style-type: none"> Organizing gatherings and activities for club members 舉辦會員聚會、交流活動 	<ul style="list-style-type: none"> Autism students with specific aspect of interest 有特定興趣範 	<p>Committee members can organize activities and be responsible for their duties 幹事能夠統籌活動、承</p>	<ul style="list-style-type: none"> Teachers' observation and students self-reflection (conduct interviews) 老師觀察、學生反思 	<p>Game booths in the school were cancelled due to the pandemic. 疫情關係，校內攤位活動取消</p> <p>Committee members were self-motivated and posted updated transport information</p>

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
self-confidence 培養學生責任感及自信心		疇的自閉症學生	擔責任	(面談)	on the club's Instagram page regularly. 幹事自動自覺更新 IG，發佈交通資訊 The first outing would be held on 9/8 and the review of the activity will be done afterwards. 將舉行第一次交通社戶外活動，容後再檢討活動成效。
Providing learning support to reduce students' stress 提供學習支援，減輕學生應對課業壓力	<p>Student Tutors Programme SEN 學生輔導員支援計劃</p> <ul style="list-style-type: none"> The SEN Team will collect the records of SEN students in junior form who failed to submit homework. Students with poor performance will be selected to join the tutoring programme. 10月初收集初中 SEN 學生欠交紀錄及老師意見，選取欠交紀錄最多、學習表現未如理想的學生 Student tutors will help with the SEN students' learning difficulties by meeting them regularly, following up the homework that the students failed to submit, helping them to make learning schedules, etc. 由輔導員跟進其學習困難，包括定時面見、跟進欠交課業、協助編定時間表等等 SENCO will keep contact with the parents, informing them about the details of the tutoring programme and asking for their cooperation in helping students 	Junior form SEN students with weaker ability in looking after themselves or discipline problems 自理能力、紀律欠佳的初中 SEN 學生	Fewer students fail to submit homework or forget to bring school supplies 學生欠交功課、欠帶上課用品紀錄有改善	<ul style="list-style-type: none"> List of students failing to submit homework 訓導欠交紀錄 Teachers' observation 老師觀察 Feedback from parents 家長回饋 Students' self-reflection (interviews/ phone calls/ questionnaires/ reports) 學生反思 (面談/電話訪問/問卷/報告) 	<ul style="list-style-type: none"> Fewer students failed to submit their homework. However, during the online teaching period and the Special Holidays, the tutoring programme was hugely affected. The results of online tutoring was not ideal. Some students even refused to attend the online tutoring sessions. 學生欠交情況有改善，惟疫情爆發，轉網課及特別假期期間，課後輔導班大受影響，網上支援效果不佳，更有同學拒絕出席網上支援班。 The tutoring programme will be held next year. The SEN Team will find out other support measures if the school has to conduct online lessons again. 來年會繼續舉辦課後功課輔導班，如再遇上網課，或再商討其他支援措施。

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
	to learn. SENCO 與家長保持聯絡，讓其知悉校方支援，並請家長配合，共同協助學生				
	HKDSE Chinese Writing Classes for S.6 students 中六文憑試前寫作班	Students who are weak in writing (especially for students with autism) 寫作能力較弱的學生(以自閉症學生為甚)	Students will be confident in handling Chinese Paper II in HKDSE 學生有信心應付中文卷二文憑試		
	Online Chinese Writing Classes 線上中文寫作指導小組 - Recruiting alumni tutors to instruct students to complete Chinese writing assignments by helping them to tackle learning difficulties. 聘請舊生導師，針對學生學習難點，指導學生完成中文假期作文		Students can finish writing assignments and have the confident in writing 學生能夠完成寫作功課，並有信心繼續寫作	Records of assignment submission 交功課紀錄 Marks obtained in writing assignments 作文分數	Participants were diligent and able to submit the assignments on time. However, some students refused to attend the classes. The SEN team had talked to their parents about this. The team would continue to support those students willing to seek improvements. 參與同學表現認真、投入，全部能夠如期繳交作文假期功課。惟有個別同學堅拒出席(已與家長溝通)，本組會盡力支援願意尋求改進的同學。
Cooperating with different organisations to help students with emotional problems and teach them to tackle difficulties with positive attitude	Student Mental Health Support Scheme (SMHSS) and Individualized Education Program (IEP) 醫教社、個別學習計劃 - The school joined the SMHSS in 2021-22 to provide support to students who are diagnosed with mental illness (MI). SENCO, social workers and teachers concerned will be trained, discuss support strategies and modify them from time to time.	Students who are diagnosed with mental illness (MI) 已診斷患有情緒病 (MI) 的學生	Students will have improvement in learning, social skills and emotions and be able to enjoy a normal school life 學生學習／社交／情緒方面有改善，能夠過正常校園生活	Assessments by professionals 專業機構評估 Teachers' observation 老師觀察 Feedback from parents 家長回饋 Students' self-reflection (interviews/ phone calls/ questionnaires/	Advice given by the professionals from the SMHSS matched students' needs. However, the frequency of meeting with professionals were not enough. 醫教社專業人士建議能夠針對學生需要，惟面見頻率較低。 The Scheme could cater for the needs of our MI students as it was able to provide free and professional support services, such as emotional assessments, counselling and even parent education. The SEN Team hoped that the school

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
與不同機構合作，支援有情緒問題學生，讓他們能夠以正面態度面對困難	<p>2021-22 年度參與醫教社計劃，支援已診斷患有情緒病 (MI) 的學生。SENCO、社工、相關老師接受培訓，與醫管局精神科護士、社工共同商討、制訂支援策略，並定時開會檢討成效及修訂方案</p> <p>- Before the SMHSS starts, the SEN Team will promote some MI students to Tier 3 based on their situations. The Team will individualize an education programme for these students and review their learning progress regularly.</p> <p>醫教社計劃正式開展前，根據 MI 學生的情況，將部份學生提升為第三支援層級，並為其撰寫 IEP，度身訂造支援方案，並定期檢視進展</p>			<p>reports)</p> <p>學生反思(面談/電話訪問/問卷/報告)</p> <p>Social workers' observation</p> <p>社工觀察</p>	<p>could continue to cooperate with the professionals of the scheme.</p> <p>此計劃能夠針對本校學生需要，給予學生免費的專業情緒評估、支援及輔導，其專業團隊更能提供家長教育等服務，日後希望能夠與計劃團隊保持良好合作關係。</p>
	<p>Mindfulness Therapy 正法治療</p> <p>- The Service is provided by the Centre of Buddhist Studies, HKU. Psychiatrists and counsellors will provide free one-on-one consultation for students with emotional problems. The psychiatrist together with the counsellor have met one of our students and the parents for preliminary assessment of the student's</p>	<p>Students who are diagnosed with or suspected to have mental illness (MI)</p> <p>已診斷患有情緒病 (MI) 的學生或懷疑個案</p>	<p>Students will have improvement in their emotional problems and be able to enjoy a normal school life</p> <p>學生情緒方面有改善，能夠過正常校園生活</p>	<p>Teachers' observation</p> <p>老師觀察</p> <p>Feedback from parents</p> <p>家長回饋</p> <p>Students' self-reflection (interviews/ phone calls/ questionnaires/ reports)</p> <p>學生反思(面談/電話訪問/問卷/報告)</p> <p>Social workers'</p>	<p>The Scheme could cater for the needs of our MI students as it was able to provide free and professional support services, such as emotional assessments, counselling and even parent education. The SEN Team hoped that the school could continue to cooperate with the professionals of the scheme.</p> <p>此計劃能夠針對本校學生需要，給予學生免費的專業情緒評估、支援及輔導，其專業團隊更能為提供家長教育等服務，日後希望能夠與計劃團隊保持良好合作關係。</p>

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
	<p>situation. The counsellor will meet the student regularly. The psychiatrist and an instructor also held an online talk for parents, sharing their experience of parent-child communication, skills of identifying emotional problems and how to practice mindfulness.</p> <p>香港大學佛學研究中心主理, 提供精神科醫生、輔導員一對一免費輔導, 支援有情緒困擾的學生。正法治療計劃的精神科醫生、輔導員已面見本校一位學生及家長作初本評估, 現階段由該計劃輔導員定期面見同學。精神科醫生更聯同另一位導師舉辦了一場網上家長會, 分享親子溝通、識別情緒問題、靜觀練習心得。</p>			<p>observation 社工觀察</p>	<p>The professional team reacted quickly. Dr Chui, the psychiatrist, came to our school and made preliminary assessments with students and parents for free. Our students were willing to meet the counsellor, Mr Yuen. Mr Yuen was able to build up relationships with students by focusing on their interests (e.g. singing, Buddhism). During the meetings, Mr Yuen taught the students to practise mindfulness and sing songs, which could help reduce students' stress. Students were encouraged to development their own interests.</p> <p>計劃團隊反應迅速, 精神科醫生崔醫生更願意無償到校面見學生及家長作初步評估。學生樂意面見輔導員, 輔導員袁生先能夠針對學生興趣(唱歌、佛學)與其建立關係, 面談時節會與學生作靜觀練習、唱歌, 有效舒緩學生壓力、鼓勵學生發展自己興趣。</p>
<p>Recruiting external professionals to help with various needs of the SEN students 針對 SEN 學生不同需要, 外聘專業服務</p>	<p><u>Clinical Psychological Counselling Services</u> <u>臨床心理學家輔導服務</u></p> <p>- To support students with mental illnesses 支援情緒病學生</p>	<p>Students with autism or emotional needs 自閉症、有情緒健康需要學生</p>	<p>Students will have improvement in learning, social skills and emotions and be able to enjoy a normal school life 學生學習/社交/情緒方面有改善, 能夠過正常校園生活</p>	<p>Assessments by professionals 專業機構評估 Teachers' observation 老師觀察 Feedback from parents 家長回饋 Students' self-reflection (interviews/ phone</p>	<p>The consultation service was useful for students with emotional needs. However, as the service started later than scheduled (until May 2022) due to the pandemic, some consultation sessions could not be held and the service could only cater for 3 students. It was hoped that the service could start earlier next year. As the service was costly, the school would only invite 5 students to join. 對於有情緒健康需要的同學支援效果</p>

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
				calls/ questionnaires/ reports) 學生反思(面談/電話 訪問/問卷/報告)	顯著，惟因疫情關係較遲開展 (05/2022)，因此輔導節數較少、對象只 有3名。下學年希望可以盡早開展，由 於費用高昂，因此對象暫只預定5位。 The schedule for the Education Psychologist to visit our school was restricted. Therefore, students might have to leave for the counselling sessions during classes. The SEN Team would explain the situation in the teachers’ meetings. 由於臨床心理課學家到校時間較多限 制，故安排同學時未必能遷就所有課 堂，會於開教師會議時向老師解釋情 況。
	Based on students’ needs of social contacts, organizing activities of social communication and playing board games. 根據學生社交需要，外聘 <u>社交小組、 桌遊小組服務</u>	Students with autism, ADHD, or weak social skills 自閉症、過度活 躍症及社交技 巧較弱學生			The activities were held on 2/8. At first, students seemed unwilling to join. However, when they started playing with the peers, they showed passion and excitement of the activities. The board game activity was popular in S.3. Even so, some students stilled refused to join the activities. Teachers-in-charge were suggested to meet the students and give them some encouragement before joining the activities. Social workers also suggested opening the activities to all students. Teachers could invite target students to join. Renaming the activities as “board game group” or “drama group” instead of “social skills group” might be a good idea. 2/8 完結，開始時同學普遍不願參加，

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
					但加入小組後表現投入，中三桌遊小組頗受歡迎。但有同學堅持拒絕參加，建議下年活動負責老師先行面見獲選同學，盡量鼓勵、游說同學參加。社工建議開放報名，私下再邀請目標同學，以及活動名稱避免用「社交技巧小組」，可能改為「桌遊小組」、「戲劇小組」。
	Promoting mental health to the whole school with music or arts therapies (organised by the Guidance Committee). 外購音樂、藝術治療(輔導組主辦)，於全校推廣精神健康	All students 全校學生			Students enjoyed the activity. 學生投入參與，享受活動。
	Organizing floral design workshop for students with emotional needs. The activity can help students to calm themselves, improve their concentration, and learn how to appreciate themselves. 外購花藝工作坊，讓有情緒需要學生通過活動平靜心情、提高專注力、學習欣賞自己	Students with emotional needs 有情緒健康需要學生			The activity was attractive. However, as the workshop was held in weekday afternoon, interested S.4 and S.5 could not join due to supplementary lessons. It was hoped that the school could coordinate the schedule of extracurricular activities and supplementary lessons so that students could get a chance to relax. 活動性質吸引，然時間選在平日下午，即使有意參加的中四、五同學也因要補課而未能參加。希望校方可以協調同學參與課外活動及補課時間，令同學有機會在學習以外得到放鬆、休息的機會。
	Online De-stress Workshop 線上減壓工作坊 - Helping students to identify the cause of feeling pressure, be conscious of their physical and mental situations, and learn the skills to relax and de-stress	Students with emotional needs, students with higher pressure (referred by their parents or			Students were not eager to join. Some of them were absent from the workshop and some participants refused to turn on the camera. It was suggested that the activities of the same kind should be held face-to-face in future. 反應一般，個別同學缺席活動，即使參

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
	themselves. 解構壓力成因、覺察自己身心狀態、掌握放鬆身心、緩解壓力的方法	teachers) 有情緒健康需要、曾向家長、老師透露壓力較大學生			與同學亦拒絕開鏡頭。建議下次舉辦同類活動以面授為宜。
Increasing autism students' abilities and confidence of communication and expressing themselves 提升自閉症學生與人溝通及表達自己的能力及信心	- SEN students were invited to join the trips to Ngong Ping 360 and Tai O Fishing Village organised by the Transportation Club. Students with the same interest can meet each other and get a chance to communicate with peers. 交通社舉辦昂坪 360 及大澳漁村遊活動，優先邀請 SEN 學生參加，讓有共同興趣的同學互相交流，也增加他們與其他同學溝通的機會	- SEN students and other interested students SEN 學生、全校學生	- Students can meet more friends and have more chances to communicate with others 學生可以擴大社交圈子，增加與他人交流機會	- Teachers' observation 老師觀察 Feedback from students 學生回饋	- The activity would be held on 9/8 and the review report would be provided later. 9/8 為活動日，稍後再報告
Identifying SEN students at an early stage 及早識別及支援 SEN 學生	- SEN Team will collect teachers' comments and students' information and in the teachers' meetings at the beginning of the term. Suspected SEN cases will be referred to the School Education Psychologist for further assessment. The cases will be referred to other professionals if needed. 學期初教師會議上收集老師意見及學生資料，將懷疑 SEN 個案轉交校本教育心理學家進一步評估，並就有需要個案作轉介。	- Suspected SEN students 懷疑 SEN 學生	- Parents are willing to tell the school about their children's situation and provide information for the school to identify if their children have special education needs 家長願意就子女情況與學校溝通並提供資料，以協助識別子女是否有特殊教育需要	- Feedback from the School Education Psychologist 校本教育心理學家回饋 Parents' comments 家長意見 Observation by the SEN Team SEN Team 觀察	- The Education Psychologist had established an effective system to identify suspected SEN cases and could react quickly. However, some parents and students refused to be assessed or referred. Therefore, not all suspected SEN students could receive medical diagnoses. Teachers were suggested to keep track of the situations of these students. The SEN Team would also provide tailor-made learning and emotional supports to them. 機制已建立，教育心理學家反應迅速，惟部份家長及學生拒絕接受評估、轉介，導致無法就所有懷疑個案作進一步診斷。建議教師持續觀察，本組亦會將

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
					懷疑個案紀錄，針對性給予學習、情緒等支援。
School-based professional services 校本專業服務	School-based Educational Psychology Service 校本教育心理服務 <ul style="list-style-type: none"> - The Education Psychologist will meet individual students and provide follow-up services such as advices on learning support strategies, applications for special exam arrangements, SEN assessments, communication with parents, and meetings with SENCO, social workers and guidance teachers discussing different student cases. 個別面見學生，給予學習支援建議、跟進特別考試安排、評估，聯絡家長、與 SENCO、社工、輔導組就個案開會，商討支援策略。 - Talks: Identifying and supporting students with risks of committing suicides (for teachers), How to prepare for senior form studies with their children (for parents) 講座：識別及支援有自殺風險的學生(教師)、預備踏上高中路 - 如何和子女一起做足心理準備(家長) - Information sheets: Concerns of Students' Suicide Risks (3 articles for teachers), Stress 	All students 全校	<ul style="list-style-type: none"> - Suspected cases can be referred 懷疑個案得到轉介 - Students can reduce learning pressure and learn how to tackle learning difficulties through counselling 學生通過輔導可以減輕學習壓力/面對學習困難 	<ul style="list-style-type: none"> - Feedback from the school, parents and students 校方、家長、學生回饋 	<ul style="list-style-type: none"> - The Education Psychologist could provide suitable support to students and give professional advice to teachers. The EP also keep in touch with parents and let them know the situation of their children. The SEN Team appreciated Ms Chung, the EP, for her effective services of assessment, consultation, case referral, application for special exam arrangements, etc. 教育心理學家能夠給予學生適切支援，為老師提供專業建議，亦能與家長保持聯繫，讓家長了解子女情況。評估與輔導、轉介精神科評估、申請特別考試安排等都非常有效率。本組衷心感謝鍾姑娘的貢獻。

Target 目標	Measures 推行措施	Target Groups 對象	Successful Criteria 成功準則	Evaluation Methods 檢討方法	Results and Evaluation 成效及檢討
	<p>Management Skills for Secondary School Students (for students), How to help Secondary School Students Relieve Their Stress (for parents)</p> <p>參考單張、小冊子：〈關注學童的自殺風險〉(老師篇 3 篇)、〈中學生壓力管理小錦囊〉(學生篇)、〈支援中學生減壓錦囊〉(家長篇)</p> <p>Cases handled: 7; Consultation: 25; IEP: 1</p> <p>介入個案：7，諮詢個案：25，IEP：1</p>				
	<p>School-based Speech Therapy Services 校本言語治療服務</p>	<p>Please refer to the Annual Report on School-based Speech Therapy Services. 見《言語治療周年報告》。</p>			

7. STUDENT PERFORMANCE 學生表現

a. Hong Kong Diploma of Secondary Education Examination (HKDSE) 2022

香港中學文憑考試 2022

- i. Total no. of subject score with level 4 or above 各科達四級或以上的總科次
441 (61.9%)
- ii. No. of students fulfilling the minimum university admission requirement
符合大學收生成績要求的學生人數
96 (81.4%)
- iii. Best Scores 最佳成績
 - 5** x 3 + 5* x 1 + 5 x 3
 - 5** x 1 + 5* x 3 + 5 x 2
 - 5** x 1 + 5* x 2 + 4 x 4
 - 5** x 1 + 5* x 1 + 5 x 2 + 4 x 3
- iv. No. of S.6 graduates admitted to JUPAS undergraduate programs
獲分派聯招大學學士學位的中六畢業生人數
97 (82.2%)

b. Prizes won in Inter-school Competitions (2021-2022)

校際比賽獎項 (2021-2022)

Competition 比賽	Prize 獎項	Awardees 獲獎同學
Hong Kong Secondary School Debating Competition 香港中學辯論比賽	Term 2 Finals Winner & Grand Final Finalists 第二學期決賽勝出者及入圍總決賽	4D LAI CHUN HEI 黎俊希 4D LAU LOK CHI 劉樂知 4D WONG KIN SUM KEN 黃健森
	Term 2 Finals Winner 第二學期決賽勝出者	4D CHEN YIN TING 陳彥廷 4D LAM KA YI 林嘉怡 4D WONG TAI KIT CLAUDIA 黃泰潔 4D LIU KA YING 廖嘉盈 4D WONG WING SZE 黃咏詩
	Term 2 Finals Best Speaker 第二學期決賽最佳辯論員	4D LIU KA YING 廖嘉盈
	Term 2 Finals Runner up 第二學期決賽第二名	3D CHAN TSZ LING 陳紫鈴 3D CHUI WAI YAN 徐煒恩 3D HUANG CHING MAN 黃靖雯 3D HO YU YAM OCEAN 何宇鑫
	Term 2 Round 1 Winner 第二學期第一回合勝出者	3D CHAN HOI LAM 陳凱琳 3D CHIU TSZ HEI 趙梓希 3D WONG BO YI VIKKI 黃寶儀
	Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會 73rd Hong Kong Schools Speech Festival 第七十三屆香港學校朗誦節 English Solo Verse Speaking 英文獨誦	S.4 Third Prize 中四級第三名
	S.4 Certificate of Merit 中四級優良	4A TANG KI LOK 鄧琪樂 4B LAM YI NING 林伊寧
	S.3 Third Prize 中三級第三名	3B LUO TSZ FUNG 羅梓烽
	S.2 First Prize 中二級第一名	2D CHAN REX HOK CHING 陳學鉦
	S.2 Third Prize 中二級第三名	2D CHAN CHUN HEI 陳進熙

Competition 比賽	Prize 獎項	Awardees 獲獎同學
	S.2 Certificate of Merit 中二級優良	2C LO TSZ KI 羅芷祺
	S.1 Certificate of Merit 中一級優良	1D LAI CHUNG YIN 賴頌賢 1C LI RENSHUN 黎任順 1A SZE LOK YIN 施樂妍 1D LI JENNY 李沂錦
Native-speaking English Teacher Section, Education Bureau 教育局外籍英語教師組 Time to Talk Public Speaking Competition 2021/22 Time to Talk 演講比賽 2021/22	First Prize 第一名	3D CHAN TSZ LING 陳紫鈴 3D HUANG CHING MAN 黃靖雯 3D WONG BO YI, VIKKI 黃寶儀 3D WONG CHO KI 王楚棋
Education Bureau 教育局 Hong Kong School Drama Festival 2021/22 香港學校戲劇節 2021/22	Outstanding Performer 傑出演員	1B LAI KIN HAY 賴建熺 1C CHAN YU HAM 陳宇涵 1D CHUI HONG SANG 徐杭生 1D CHEN SZE LAM 陳思琳 1D NG KAM NAM 吳錦楠 2A WONG HIU YING CHLOE 黃曉凝 2D TONG YAT NANN 唐日嵐
Maitreya Culture and Education Foundation 慈氏文教基金 Chinese Penmanship Competition 「筆墨書香」書法比賽	1st Runner-up 亞軍 2nd Runner-up 季軍	3D HUI KA LEE 許家莉 3A CHEUNG SUM YU 張芯瑜
Chinese Speech Contest 「慈義共享」演講比賽	2nd Runner-up 季軍	4A CHENG HOI WING 鄭凱穎
The Hong Kong Institute for the Promotion of Chinese Culture 香港中華文化促進中心 Chinese Writing Competition 「疫症無情，人間有情」徵文比賽	Second Prize 二等獎	2D KOO YAN 古欣
Hong Kong Youth Hostels Association 香港青年旅舍協會 The HKJC Community Project Grant - Mei Ho House Hong Kong Spirit Learning Project - Chinese Writing Competition 2020-2021 香港賽馬會社區資助計劃－ 美荷樓香港精神學習計劃 2020-2021「兩代情」徵文比賽	Merit (Junior Secondary) 初中組優異獎	2D KOO YAN 古欣
Hong Kong Hint Fiction Club and Ju Ching Chu Secondary School (Tuen Mun) 香港閃小說學會及裘錦秋中學(屯門) Hint Fiction Writing Competition 第一屆廿四美微型小說徵文比賽	Merit (Senior Secondary) 高中組優異獎	5A CHAN KIT YI 陳潔怡 5A WONG YU KEI 黃汝琦
Blessing Club 善愿會 Chinese Writing Competition 齊來認識認知障礙症中文徵文比賽	2nd Runner-up 季軍	2D KOO YAN 古欣
SHKP Reading Club 新鴻基地產旗下「新閱會」 Chinese Writing Competition 「全城抗疫·閱讀給力」 《點讀》徵文比賽	Merit 優秀作品獎	3B CHAU LO 鄒璐
Fuzi Chamber 夫子會 6th Fuzi Chamber Writing Competition 夫子會第六屆頌和平徵文比賽	Merit Prize (Senior Secondary) 高中組優異獎	4D LIANG KA MAN BEE BEE 梁嘉敏

Competition 比賽	Prize 獎項	Awardees 獲獎同學
Hong Kong Buddhist Association 香港佛教聯合會 Buddha's Birthday Writing Competition 2021-2022 佛誕徵文比賽 2021-2022	Merit (Secondary School) 中學組優異獎	4D LIN SHUN HANG 練信亨 4D WONG TAI KIT CLAUDIA 黃泰潔 4A CHEN HEI YI 陳晞怡
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會 73rd Hong Kong Schools Speech Festival 第 73 屆校際朗誦節比賽	Solo Verse Speaking (PTH) 普通話獨誦	
	First Prize 冠軍	3B KWOK PAK YIN 郭柏賢
	Second Prize 亞軍	3B KWOK PAK YIN 郭柏賢
	Certificate of Merit 優良	2B BAI WING YU 白穎茹
	Solo Verse Speaking (Canto) 粵語獨誦優良	3D CHOW PO YING 周葆櫻 3D HUANG CHING MAN 黃靖雯 4D LIANG KA MAN BEE BEE 梁嘉敏 5C CHAN WING SZE 陳詠思
	Duet Verse Speaking 二人朗誦亞軍	2C LO TSZ YING 羅子瑩 2B BAI WING YU 白穎茹
Solo Lyrics Speaking 歌詞朗誦	Third Prize 季軍	2D CHAN CHUN HEI 陳進熙
	Certificate of Merit 優良	2B CHAN CHAM HEI 陳湛熙
China Life Insurance (Overseas) Company Limited 中國人壽保險(海外)股份有限公司 "Kids Art" Drawing Competition 2021 2021 年國壽小畫家繪畫比賽	Gold Award 金獎	3B CHAU LO 鄒璐
BuddhistDoor & Buddhist Tai Kwong Chi Hong College 佛門網及佛教大光慈航中學 WhatsApp Sticker Design Competition in Celebration of Buddha's Birthday 佛誕 WhatsApp Sticker 設計比賽	Champion 冠軍	2C CHAN YAT KA CHERRIE 陳逸鈞
Hong Kong Buddhist Association 香港佛教聯合會 Buddha's Birthday Card Design Competition 2021-2022 佛誕卡設計比賽 2021-2022	Freehand Drawing (Junior Secondary) - 1st Runner-up 中學手繪初級組亞軍	2D LUI PAK KIU 呂柏嶠
	Computer Graphics (Secondary) - Champion 中學電腦設計組冠軍	2B LEUNG TSZ CHING 梁芷晴
HKSSF (Kwai Ching District) 香港學界體育聯會 葵青區中學分會 Inter-School Badminton Competition 2021-22 校際羽毛球比賽 2021-22	2nd Runner-up (Girls Grade A) 女子甲組季軍	6B YEUNG YUET 楊悅 6A CHEUNG WING YIN 張詠然 5B WONG CHING YI 黃靖怡 5B LUI NGA MAN 雷雅雯
	2nd Runner-up (Girls Grade C) 女子丙組季軍	2A HUNG SING YU 孔聲儒 1A CHAN CHEUK TUNG 陳綽彤 1B CHING SUM YI 程心怡 1C CHAN HEI WUN 陳熙媛 1C HE KA YI 何嘉宜
Hong Kong Music and Speech Association 香港學校音樂及朗誦協會 74th Hong Kong Schools Music Festival 第 74 屆香港學校音樂節	Piano Solo (Grade 2) Third Prize 鋼琴獨奏二級季軍	1B CHING SUM YI 程心怡
	Flute Solo (Junior) Third Prize 長笛獨奏初級組季軍	1C CHIU MOON KWAN 招玟均
	Liuqin Solo (Junior) Champion 柳琴獨奏初級組冠軍	3D CHOW PO YING 周葆櫻
	Banhu Solo (Advanced) Third Prize 板胡獨奏深造組季軍	5A LAM SHUN HEI 林信希
Speech & Music Recital Development Foundation 朗誦及音樂推廣協會	Piano (Grade 8) Repertoire Group 1st Place 鋼琴八級曲目第一名	3C CHENG ON TING 鄭安庭

Competition 比賽	Prize 獎項	Awardees 獲獎同學
14th HK Students Open Music Competition 第十四屆全港學生公開音樂比賽		
China Hong Kong Mountaineering and Climbing Union 中國香港攀山及攀登總會	Level 1 Mountain Craft Training Certificate 一級山藝訓練證書課程	2A TSANG CHAM SUM 曾湛森 2C MO KA MING 毛家銘 3A XU KA FAI BRYAN 許嘉輝 3C CHOI HO LAM WILLIAM 蔡皓霖 4C KWONG TSZ KIN 鄺子健
HKSSF (Kwai Ching District) 香港學界體育聯會葵青區中學分會 Inter-School Athletics Championships 葵青區學界田徑比賽	200 Meters (Boys Grade-B) 1st Runner-Up 男子乙組二百米第二名	4C LI SHING CHUNG 李承宗
	Discus (Girls A Grade) Champion 女子甲組鐵餅冠軍	6B WONG SAU LING 黃秀玲
HKSSF (Kwai Ching District) 香港學界體育聯會葵青區中學分會 Inter-School Swimming Competition 葵青區學界游泳比賽	100M Breaststroke (Girls A Grade) 2nd Runner-Up 女子甲組 100 米蛙泳季軍	6B LEUNG NOK YI 梁諾宜
	100M Breaststroke (Girls C Grade) 1st Runner-Up 女子丙組 100 米蛙泳亞軍	1D CHAN KA NAM 陳珈嵐
	50M Freestyle (Girls A Grade) 1st Runner-Up 女子甲組 50 米自由泳亞軍	4A TSE MAN HEI 謝汶希
	50M Freestyle (Boys B Grade) 1st Runner-Up 男子乙組 50 米自由泳亞軍	4D PUN KIN TO 潘健濤
	200M Freestyle (Girls B Grade) Champion 女子乙組 200 米自由泳冠軍	3D WU WAI YIN 胡慧賢
	200M Breast Stroke (Girls A Grade) Champion 女子甲組 200 米蛙泳冠軍	6D CHAN SUET CHING 陳雪婧
	200M Individual Medley (Boys B Grade) 2nd Runner-Up 男子乙組 200 米個人混合四式季軍	3B TAM SHEK MING 譚碩銘
Hong Kong Buddhist Association 香港佛教聯合會 Buddhist Story Telling Competition 全港佛教中學佛教故事演繹比賽	Merit 優異獎	2B LAM WAI YAM 林慧欽
		2B LEUNG TSZ CHING 梁芷晴
Guanyin Culture Festival Preparation Committee (Confucianism, Buddhism & Taoism) 儒釋道觀音文化節籌備委員會 The 7th Guanyin Culture Festival 2021 2021 第七屆觀音文化節	Project Study Competition Champion 護生專題研習比賽 冠軍	2D LEE TSZ YAT 李止一 2D TONG YAT NANN 唐日嵐 2D YU JUNAN 余均安 2D LUI PAK KIU 呂柏嶠
AHSSTKT & Kwai Tsing District Youth Programme Committee 荃葵青中學校長會及葵青區青年活動委員會 Tsuen Wan, Kwai Chung and Tsing Yi District Outstanding Students Award 2021/22 荃葵青區傑出學生選舉 2021/22	Tsuen Wan, Kwai Chung and Tsing Yi District Outstanding Student Award 荃葵青區傑出學生獎	5A CHAN HANG LOK 陳幸樂
The Hong Kong Council of Social Service 香港社會服務聯會 Future Stars –	Upward Mobility Scholarship 上游獎學金	4D WONG KIN SUM KEN 黃健森
		3D WU WAI YIN 胡慧賢

Competition 比賽	Prize 獎項	Awardees 獲獎同學
Upward Mobility Scholarship 2022 「明日之星－上游獎學金」2022		
Scout Association of Hong Kong New Territory Region South Kwai Chung District 香港童軍總會新界地域 南葵涌區會 Community Orienteering 110 Competition (South Kwai Chung) 「尋覓南葵」社區定向 110 比賽	Champion (Scout Section) 童軍支部冠軍 1st Runner-up (Scout Section) 童軍支部亞軍 2nd Runner-up (Scout Section) 童軍支部季軍	4D HUNG HEI YU 孔禧儒 4B KWOK MAN KIT 郭文杰 4A HO CHUN TING 何俊霆
E-card Design Competition of 2021 Scout Cup 會長盃童軍技能比賽－ 心意卡設計比賽 2021	Champion 冠軍	2D LUI PAK KIU 呂柏嶠
AiTLE & Microsoft Hong Kong 資訊科技教育領袖協會及香港微軟 The Microsoft Office Specialist Championship HK 2022 微軟辦公軟體認證比賽 2022 (香港區)	MS EXCEL 2016 Gold Award 金獎 MS POWERPOINT 2019 Bronze Award 銅獎	3B LUO TSZ FUNG 羅梓烽 3B YU KIN LEUNG 余健良
The Hong Kong Association for Computer Education 香港電腦教育學會 Hong Kong Olympiad in Informatics 2021/22 香港電腦奧林匹克競賽 2021/22	Honorable Mention (Junior) 初級組優異獎	4D HUNG HEI YU 孔禧儒
Ampower Talent Institute Career Planning App (POC) Design Competition - CV Module Building Competition 職業規劃應用程式(概念化)設計比賽 履歷模塊構建比賽	2nd Runner-up 季軍	2B CHAN CHAM HEI 陳湛熙
HK Electric Investments Limited 港燈電力投資有限公司 "Happy Green Ambassadors" Programme 「綠得開心推廣大使」計劃	Outstanding Happy Green Ambassador 最傑出「綠得開心推廣大使」	2A LAM HIU YING 林曉盈 2A NG TSZ YIU 吳芷瑤
Green Council 環保促進會 Go Green, Act Green Slogan Competition Go Green, Act Green 口號創作比賽	Merit (Secondary School) 中學組優異獎	2A LIU TSZ HO 廖子灝
CACHE & EDB 長春社文化古蹟資源中心及教育局 Historic Building Mascot Design Competition 「築·動·歷史」全港中學生比賽 歷史建築吉祥物設計比賽	Merit (Junior Secondary) 初中組優異獎	3B CHAU LO 鄒璐
Hong Kong Chinese Culture Development Association 香港中華文化發展聯合會 Radio Drama on Intangible Cultural Heritage 《歷史文化學堂(第七屆)—— 非遺零距離》電台講演	Selected Entry 獲選作品	2B BAI WING YU 白穎茹 2B CHAN CHAM HEI 陳湛熙 2B ZHAN YUANXI 詹元熙 2C LO TSZ YING 羅子瑩

8. FINANCIAL SUMMARY 2021-2022 財務報告 2021-2022

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f
A. EOEBG Grant				
Original Baseline Reference		1,954,570.85		
Other Income		3,821.80		
Activities			21,309.28	
Advertising			17,630.00	
Audit Fee			15,400.00	
Bank Charges			7,752.00	
Celebration and Entertainment			507.40	
Cleaning Materials			22,397.00	
Furniture & Equipment			72,461.00	
Computer Equipment			1,100.00	
Consumable Stores			165,320.01	
First Aid Facilities			3,837.80	
Fuel, Light and Power			(33,761.45)	
Garden Maintenance Service			55,178.00	
Library Books			5,854.96	
Lift Maintenance Grant			121,900.00	
Newspaper and Magazines			4,510.20	
Other Minor Item			46,244.20	
Printing & Stationery			209,323.79	
Prizes			14,125.10	
Repairs & Maintenance			224,510.32	
Small Equipment			34,647.94	
Sports			10,710.00	
Staff Training			1,253.00	
Stamp & Postage			4,083.50	
Teaching Aid			49,623.27	
Telephone & Fax			24,490.00	
Travelling & Transportation			10,025.12	
Water			2,974.20	
Flower Baskets			1,518.00	
Sub Total (A)		1,958,392.65	1,114,924.64	843,468.01
School Specific Grants				
Administration Grant	-	3,880,415.33	3,533,035.25	347,380.08
Capacity Enhancement Grant	34,522.75	642,934.00	483,900.00	193,556.75
Composite Information Technology Grant	394,019.77	495,600.00	661,252.20	228,367.57
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	5,674,471.33	5,274,895.45	870,507.40
Grand Total (A) + (B)	470,931.52	7,632,863.98	6,389,820.09	1,713,975.41
B. Outside EOEBG Grant				
Teacher Relief Grant - Annual Recurrent	1,020,092.21	218,140.00	-	1,238,232.21
Teacher Relief Grant - Optional	1,705,821.74	4,599,166.67	4,063,233.36	2,241,755.05
Committee on Home-School Co-operation Project	24,842.14	25,780.00	16,564.50	34,057.64
Cash Grant for School-based After-school Learning and Support Programmes	108,928.81	164,400.00	138,519.80	134,809.01
Learning Support Grant for Secondary Schools	79,413.73	456,330.00	508,450.00	27,293.73
Diversity Learning Grant (Other Language)	-	120,900.00	120,900.00	-
Diversity Learning Grant (Other Programmes)	-	76,400.00	12,331.20	64,068.80
Diversity Learning Grant (Applied Learning)	-	-	-	-
Moral and National Education Support Grant	123,171.15	-	-	123,171.15
Hong Kong School Drama Festival	-	10,250.00	928.90	9,321.10
Information Technology Staffing Support Grant	649.50	321,796.00	296,100.00	26,345.50
Grant for the Sister School Scheme	156,035.00	157,127.00	148,934.00	164,228.00
Promotion of Reading Grant	16,822.11	64,107.00	62,421.87	18,507.24
Life-wide Learning Grant	1,166,106.00	1,174,267.00	895,333.10	1,445,039.90
One-off School-based Speech Therapy Set-up Grant	20,000.00	-	19,774.00	226.00
School Executive Officer Grant	2,506.12	540,268.60	446,500.00	96,274.72
Beat Drugs Fund - Healthy Campus	31,000.00	90,000.00	61,000.00	60,000.00
Student Activities Support Grant	-	142,350.00	72,846.00	69,504.00
Participate in Sports, Stay Away from Drugs	-	25,000.00	18,567.00	6,433.00
One-off Grant for Citizenship and Social Development	-	300,000.00	5,304.00	294,696.00
Special Anti-epidemic Grant	-	37,500.00	24,160.00	13,340.00
QBF-Prov of Mobile Comp Devices & Internet Services Support	-	70,500.00	70,500.00	-
Grand Total	4,455,388.51	8,594,282.27	6,982,367.73	6,067,303.05
II. School Funds				
General Funds	2,373,648.20	1,708,952.90	1,853,000.32	2,229,600.78
Grand Total	2,373,648.20	1,708,952.90	1,853,000.32	2,229,600.78

9. FEEDBACK & REFLECTION 回饋及反思

During the 3-year long pandemic since 2020, the teaching modes changed from face-to-face teaching to online teaching and then to hybrid teaching (a mixture of digital and on-campus teaching). For fear of an outbreak at school stemming from the removal of face masks when having lunch, schools were forced to conduct half-day classes. The frequent changes of teaching modes and the lack of lesson time caused great difficulty to teaching and learning. Despite the use of IT for teaching being the “New Normal”, teaching and learning was abnormal in the past 3 years. To achieve the best teaching and learning effects, teachers should make pedagogical changes while students should be self-initiated learners. The directions for our school development was proofed to be correct.

自 2020 年開始，新冠疫情已持續三年，教學模式亦因此變化，由面授課堂到網上教學，再轉變為混合模式教學（即網課及面授課同時進行）；而擔心師生在校脫下口罩午膳會引致校內疫情爆發，學校不得已只能進行半天面授。教學模式經常改變，課堂時間不足，令教與學困難重重。過去三年，運用資訊科技教學變成「新常態」，教與學的過程卻無法一如往常。為了達致最佳的教學效果，老師需要改變教學法，學生亦需自發學習。事實證明，本校的發展方向是正確的。

Lesson studies were carried out by teachers successfully and the teachers involved shared their experiences with other teachers, leading to the culture of conducting lesson studies. Besides, the modification to assessments and organization of subject-related extra-curricular activities boosted students' confidence and interest in learning. A reading culture was established as the Chinese department had made every effort to organize “Group Reading Sessions” after class. A book on the “Group Reading Sessions” consisting teachers' comments and students' feedback on the activities was published in late July 2022. Thanks to the concerted efforts made by all the professional teachers, students were able to achieve academically and motivated to learn outside of the classroom.

在教學方面，本校老師成功推行課堂研究，與同儕分享教學經驗，建立起課堂研究的文化。另一邊廂，老師優化課業評估，並舉行與學科知識相關的課外活動，激起了學生的學習自信和興趣。疫情之下，中文科老師竭盡所能舉辦課後圍讀小組，在校內營造閱讀氛圍，更在 2022 年 7 月把師生對圍讀的意見和回饋結集成書。全賴本校的專業教師團隊同心協力，學生在學業上有所得益，課餘時亦有動力繼續學習。

Our school treasured the whole-person development of students. Aiming at boosting students' confidence and their sense of belonging to the school, a wide range of activities were held and different platforms were provided to them to showcase their talents. We hoped that all the students, not only the talented or outstanding ones, could shine on the stage and showcase their talents. Therefore, we held the "Take the stage" programme in which students volunteered to perform in front of their fellow schoolmates. The programme was really a success as it was well-received and supported by students. Besides, there were many other programmes like the Summer Serenade annual concert, different inter-school / inter-house / inter-class competitions, award schemes and leadership training programmes. Students were able to gain a sense of achievements and a sense of belonging in them. The fond memories would make secondary school life more enjoyable.

本校重視學生全人發展。為提昇學生的自信心和對學校的歸屬感，學校舉辦了各式各樣的活動，讓學生在不同平台上展示才能。除了才華出眾的學生，我們亦希望其他同學有機會表現自己，在台上發光發亮。為此，本校舉辦「我們的舞台」活動，讓學生自願上台為同學表演。活動非常成功，大受學生歡迎。除此之外，學校亦舉辦了年度的夏日情調音樂會、各式校際、社際及班際比賽、獎勵計劃、領袖訓練等活動。透過參與活動，學生獲得成就感，亦增加了對學校的歸屬感。這些美好的回憶令中學生活更快樂有趣。

Our alumni were supportive. Many of them joined the Mentorship Programmes and served as mentors to help our current students. With the help of the Alumni Association, a network among Sin Takers was built and the bonding among them was strengthened. The identity of Sin Taker not only allowed students to help each other, but also motivated them to learn from the alumni who served as their role models. Students would be able to understand the attributes that they should possess as Sin Takers and tried their best to cultivate them.

本校校友亦相當支持母校，不少校友參加了本校的師友計劃，協助指導學弟妹。校友會將「善德人」聯繫起來，使大家的關係更為緊密。作為「善德人」，同學之間不但會互相幫助，這個身份更驅使他們向學兄姊學習，以他們為榜樣，從中了解作為「善德人」應有的特質，並盡己所能培養這些特質。

Despite the hard times during the pandemic, teachers performed professionally whereas students grew into self-initiated learners and virtuous Sin Takers.

疫情之下，教學不易，感恩一眾老師仍能保持專業，學生亦能成為自覺學習、品行端正的「善德人」。

10. APPENDIX 附件

- (a) Report on the Capacity Enhancement Grant 2021-2022
學校發展津貼報告 2021-2022
- (b) Report on the School-based After-school Learning and Support Programme 2021-2022
課後學習支援計劃工作報告 2021-2022
- (c) Report on the Use of the Promotion of Reading Grant 2021-2022
運用推廣閱讀津貼報告 2021-2022
- (d) Report on the Life-wide Learning Grant 2021-2022
全方位學習支援津貼報告 2021-2022
- (e) Report on the Student Activities Support Grant 2021-2022
學生活動支援津貼報告 2021-2022
- (f) Programme Evaluation Report on the Diversity Learning Grant 2021-2022
多元學習津貼評估報告 2021-2022
- (g) Report on Healthy School Programme 2021-2022
健康校園計劃報告 2021-2022

Evaluation Report on the Use of Capacity Enhancement Grant (2021-2022)

2021-2022 學年學校發展津貼用途檢討報告

Target Areas 目標	Strategies 策略	Evaluation 成效
<p>Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要</p>	<p>(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。</p>	<p>The data obtained from the students' evaluation questionnaires showed that the majority of students (>85%) agreed that the program could help them adapt to the secondary school life. Among the study skills taught in the program, most of them agreed that the skills on reading, notetaking and memorizing were useful. The majority of students (95.93%) agreed that the tutors employed could deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship. The majority of students (>75%) agreed that they had less worry about the secondary school life after attending this program. 評估問卷結果顯示 98.27% (>85%)同意此課程能幫助他們適應中學生活。在教授的學習技巧中，大多數同學認為摘錄筆記及記憶技巧最為實用。絕大部份同學(95.93%)亦同意聘任的導師能清楚傳達課程內容，安排多元化的教學活動及建立融洽師生關係，93.18% (>75%)認同完成課程後，他們對適應中學生活的憂慮減低了。</p>
	<p>(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 lending services and perform other tasks assigned by the school. 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>The clerical assistants took up duties assigned by teachers and assisted in preparing various student records which makes the school events and student activities hold smoothly. 文員助理能履行負責之工作及協助整理各項學生紀錄使學校活動及學生活動能順利舉辦。</p>

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

Name of School: Buddhist Sin Tak College Staff-in-charge: Mr. Lau Sik Hung Contact Telephone No.: 24212580

A. The number of students (count by heads) benefitted under the Grant is 161 (including A. 18 CSSA recipients, B. 137 SFAS full-grant recipients and C. 6 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S6 Chinese Literature Tutorial Class	0	2	0	90%	Oct-Dec	6,400.00	Teachers' observation		
Picnic Fee exemption	11	90	0	100%	Nov	3,629.80	Teachers' observation		
S1-S3 Sat Classes (Chinese)	2	7	1	90%	Oct-Dec	6,000.00	Teachers' observation		
S1-S3 Sat Class (English)	1	11	0	90%	Oct-Dec	6,000.00	Teachers' observation		
S1-S3 Sat Classes (Maths)	0	12	1	90%	Oct-Dec	5,800.00	Teachers' observation		
Christmas Wreath Workshop	0	3	0	100%	Dec	380.00	Teachers' observation		
Hok Yau Mock Exam Fee	0	4	0	100%	Sept	1,350.00	Teachers' observation		
S6 Maths Tutorial Classes	0	5	1	90%	Oct-Feb	24,300.00	Teachers' observation		
S6 Remedial Classes (Eng)	0	13	0	90%	May	20,100.00	Teachers' observation		
S1-S3 Sat Class in 2 nd term (Chinese)	1	3	1	95%	May-June	5,400.00	Teachers' observation		
S1-S3 Sat Class in 2 nd term (English)	2	11	1	95%	May-June	6,000.00	Teachers' observation		
S1-S3 Sat Class in 2 nd term (Maths)	2	7	1	95%	May-June	6,000.00	Teachers' observation		
S1-S2 Zentangle and Peace Chalk Workshop	8	64	2	100%	Jul	43,560.00	Teachers' and students' feedback	HK Children and Youth Service	
Total no. of activities: 13									
@No. of man-times	27	232	8		Total Expenses	134,919.80			
**Total no. of man-times	267								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

Buddhist Sin Tak College
Plan on the Use of the Promotion of Reading Grant
推廣閱讀計劃報告
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 5 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	Evaluation
1) Class readers scheme: expansion	S.1-S.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	S1 to S3 students completed 2 readers and related book reports. Students preferred non-fiction books to fiction.
2) Extensive reading scheme	S.1-S.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	Due to the special holiday, students were required to complete 5 instead of 6 reports. Each student completed 4 books and viewed 1 film. Only about 70% of the students completed the required number of reports.

Estimated total:

HKD 18,000

中文組 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	檢討報告
每周閱讀	中二至中六級	<ul style="list-style-type: none"> ▪ 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。 	<ul style="list-style-type: none"> ▪ 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	達標。 中一: 79.8% 中二: 78.3% 中三: 86.4% 高中根據校本評核要求完成指定數目，計入SBA分數內。
高中校本閱讀計劃	中四至中五級	<ul style="list-style-type: none"> ▪ 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	已完成購買及分發。 中四、中五同時配合校本評核要求完成讀書報告，同學可選擇本設計贈書為其中一本指定選書。

總額 \$42000

Science Department 2020-2021

科學科 2020-2021

Aim

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

目的

- 促進閱讀並鼓勵學生養成良好的閱讀習慣
- 激發學生對科學的興趣

計劃名稱	對象	內容	成效指標	預算經費	檢討報告
提供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	由於本年度沿用去年的科普書籍，所以本年度並未有購買新科普書籍。 本年度的閱讀推廣十分成功，遠超過50%的學生在閱讀測驗中取得合格。

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	檢討報告
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	透過津貼購買不同科目及種類書籍，並舉行有關貓、歷史科非物質文化遺

					<p>產、心理情緒書籍及恆常的新書展覽，學生借閱有關書籍亦可獲得小禮物一份。</p> <p>下年舉辦同類型活動，可多作宣傳，以及嘗試與不同科目合辦，借閱量應該會更高。</p>
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	沒有進行

總費

\$ 18,000

Overall Budget 運用推廣閱讀津貼總結：

Person-in-charge 負責老師	Subject 科組	Brief description of the plan 計劃簡述	Budget 預算	Expenditure 支出
ML Hau	English 英文科	Reading scheme: cultivate a reading habit in students; widen students' exposure to authentic English	\$18000	\$9022.40
HM Wong	Chinese 中文科	每周閱讀及高中指定書目閱讀計劃	\$42000	\$39,159.00
YW Faan	Science 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	\$0
TM Wong	Library 圖書館	專科推廣活動	\$18000	\$11246.97

Total 總額： \$79000

\$59428.37

全方位學習津貼 運用報告
2021-2022學年

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇適用的選項，或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途*	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)					
				級別	總參與人數				智能發展 (配合課程)	德育及 公民教育	體藝發展	社會服務	與工作有關 的經驗	
1.1	本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1	聘請專業教練訓練本校各體育校隊 - 透過專業訓練提升運動員的技術水平 - 透過專業訓練提高運動員對該項運動的興趣和更深層的認識 - 發掘有天份的學生並加以訓練	體育	9/2021- 8/2022	S1-S6	200	運動員整體出席率令人滿意。隊員認同專業教練的訓練讓他們對該項的運動有更深的認識；教練對運動員的表現投入亦表示欣賞	\$75,925.00	E5				✓		
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	2021/11/16	S2-S6	540	舉辦了為期兩天的運動體驗日，邀請了香港運動總會派出教練到校示範及教授，項目包括單車、曲棍球、飛盤、劍擊、地壺球及棍網球。同學反應熱烈，樂在其中，對新興運動感到興趣。	\$10,956.00	E1		✓				
3	快樂工程之自尊感建立· 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	9/2021-8/2022	S1-S6	760	同學投入參與不同的活動。接近300位同學參與有關提升自尊感金句投票及攤位遊戲活動，佔中一至中五總人數約47%。學校亦提供平台讓同學展現各項才能，如Take the Stage：同學參與及表演形式多樣化，包括舞蹈、唱歌、演奏、主題演講、朗誦及魔術等。教職員均認為活動能提供一個很好的平台給同學展示其獨特才能，增強學生的能力感、自信等，故會繼續支持及鼓勵同學日後參與。	\$20,453.13	E7		✓				
4	推廣同理心及關愛活動，建立關愛的校園文化，增加同學對學校的歸屬感。活動包括感恩周，中六打氣活動等	價值觀教育	9/2021-8/2022	S1-S6	761	同學投入參與不同的活動，同學積極參與感恩周活動，感謝他人及感謝自己的活動合共收到超過1000張感謝卡，接近中一至中五人數78%參與活動	\$22,937.59	E7		✓				
5	中四社會服務計劃	德育、公民及國民教育	22/7/2022-2/8/2022	S4	128	同學投入參與服務及活動	\$29,000.00	E1		✓			✓	
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	4/2022-5/2022	S1, S2 and S4	合共7位學生	同學積極參與2022全港學生科技大賽	\$10,707.15	E1, E7	✓					
7	STEM活動-參觀活動	STEM	11/2021	S1	130	同學積極參5G lab的參觀活動由於疫情關係只舉辦了一次免費的參觀活動故沒有使用任何預算	\$0.00		✓					
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	價值觀教育	因疫情關係延至本學年進行											
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	公民與社會發展	因疫情關係延至本學年進行											

全方位學習津貼 運用報告
2021-2022學年

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	價值觀教育	20/10/21- 3/8/22	S2	8	8位來自不同班別的同學，由不認識至有默契地表現一場舞獅，訓練當中大家互相幫助及鼓勵，教練也覺得他們在受教及紀律上有不錯的表現。	\$9,000.00	E5	✓				
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	領袖訓練	27/11/21	S2 to S5	50		\$8,500.00	E5					✓
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	20/10-20/7	s3	25	按計劃完成共15節課，上學期為閱讀工作坊，導師以輕鬆幽默的手法帶動閱讀風氣，閱讀書目包括古今作品，同學反應正面，下學期舉辦了10次寫作工作坊，由作家可洛主持，引入了新穎的寫作手法，提昇同學對寫作的興趣。	\$21,080.00	E5	✓				
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	29/9-11/5	S3,S4	25	按計劃完成共8節課，由老師導引，學生互作分享，最後亦成功推出圍讀刊物	\$6,500.00	E9 書券及印製刊物	✓				
14	聲情並茂朗誦/聲演活動比賽	中文	暫停舉辦				-						
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	生涯規劃	1/9 - 31/8	S2-S6	650	高中同學能掌握到更多升學相關資訊，校友更以小組型式，舉辦了多次活動，例如模擬面試和模擬放榜，讓同學有更充足的準備。	\$23,804.63	E1, E2, E5, E6, E7					✓
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	生涯規劃	1/9 - 31/8	S4-S6	364		\$64,795.50	E1, E6, E7					✓
17	地理科實地考察團	地理	1/9 - 31/8	S4-S6	250	全校同學也可以透過灘位遊戲，了解到馬蹄蟹在香港的生態及當前的保育工作。高班同學亦有機會前往東涌，進行河道考察活動。	\$6,229.80	E1, E2, E5, E6, E7, E8	✓	✓			
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	9/2021-8/2022	S1-S2	約260	購買了物資舉辦以下活動：1. 水火箭比賽 2. 模擬星空探索 3. 磁浮車比賽 4. 西灣復育計劃 5. 魚缸探索 6. 參觀天際100。問卷調查中同學反應大致正面，大部份同學都希望校方繼續舉辦科學活動。	\$21,820.08	E1, E2, E7	✓			✓	
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	領袖訓練	9/2021-8/2022	S1-S4	36	為16位同學參加「尋覓南葵」付了野外定向比賽費用，是次比賽本旅團獲得了童軍組第一名和包辦了冠、亞、季軍。購買了一些集會時使用的消耗品，用作石膏模制作、野外定向活動、航空活動等物資，集會時同學樂在其中。	\$1,948.75	E1, E7			✓		

全方位學習津貼 運用報告
2021-2022學年

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）	9/2021-8/2022	S1-S6	300	共為兩個參展者出版了場刊及紀念咭，同學樂於領取，參展者信心有所提升	\$3,607.00	E1			✓		
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購辦藝術展 - 引發對藝術的興趣 - 加強校內藝術氛圍	藝術（視藝）	9/2021-8/2022	S1-S6	約760	全校學生可定期欣賞同學或老師作品，第一期共有兩個展覽，師生參觀時反應熱烈，評價正面	\$24,350.00	E1			✓	✓	
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）	2/2022	S2-S6	26	由兩位中五同學參與校外攝影及剪片過程，再將課程中學到的編寫校內課程，在校內舉辦了一個工作坊，活動成效良好。	\$4,055.00	E1					
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）	28/5/2022	S2, S4-S6	26	同學參與展覽，態度積極，活動後亦樂於分享自己參觀後感，互相學習	\$9,568.00	E1			✓	✓	
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	社會服務	因疫情而暫時取消										
25	暑期急救訓練計劃：成人急救及救心機應用課程	其他，請註明：急救訓練	7/2022-8/2022	S.3 to S.6	40	同學認真上課，出席率高，努力練習備試。能夠掌握相關急救知識及技能	\$14,020.00	E6、E7				✓	✓
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 - 協助同學以積極的態度面對逆境 - 協助同學發展朋輩網絡	藝術（視藝）	10/ 2021 to 7/2022	S.1 to S.3	150	同學可以在活動中舒緩壓力，建立積極正面的態度面對困難，也可以發揮自己的潛能，建立正面的形象，小組活動能認識一班志同道合的朋友，有助發展朋輩網絡。	\$5,711.50	E1	✓		✓		
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	其他，請註明：群育發展	9/2021 to 12/ 2021	S.1, S.3, S.4	170	中一迎新活動對中一的同學幫助很大，同學可以加深對班主任和學兄學姐的認識，建立支援網絡，有助他們適應新環境，因疫情的關係，同學很珍惜能夠回校的時間，比以往更投入。資助中有一部分舉辦節慶工作坊，同學的回應也非常好，工作坊中也認識了很多其他同學，加強對學校的歸屬感。	\$38,000.00	E1, E5	✓		✓		

全方位學習津貼 運用報告
2021-2022學年

28	<p>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</p>	生涯規劃	5/8/2022	S.4	15	是次活動未能由迪士尼酒店工作人員負責，所以只能由科目老師擔當導遊帶領同學到酒店大堂進行簡單講解，所以講解及同學所見不是太深入。下次舉辦同類型活動，可以再早些申請。	\$5,550.00	£1							✓	
29	<p>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。</p>	生涯規劃	因疫情而暫時取消													
30	<p>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及加強溝通能力，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</p>	生涯規劃	-沒有進行													
31	<p>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</p>	義工訓練	-沒有進行													
32	<p>English Drama and Drama Festival - To develop creativity, collaborative skills and communication skills - To widen students' horizons nurture a love for the English language</p>	英文	Oct 2021 - Mar 2022	S1 - 3	30	Our drama team members competed in the Drama Festival and Radio Drama competitions and won great prizes.	\$33,820.00	£5								✓
33	<p>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</p>	英文	Oct 2021 - July 2022	S3 - S5	20	Our debate teams won second-place and first-place prizes in district competition. The teams would expand further next school year.	\$0.00									✓
34	<p>Drama excursions "From Page to Stage" - To widen students' horizons nurture a love for the English language</p>	英文	The excursion was not held but audio equipment for performing was purchased.	S1 - S3	20	The drama team experimented with the equipment.	\$2,622.57	£7								✓
35	<p>Film-it, Improvised Drama and Radio Drama - To widen students' horizons nurture a love for the English language</p>	英文	Apr - July 2022	S3	5	The team were the winners.	\$0.00									✓

全方位學習津貼 運用報告
2021-2022學年

36	English Speech Festival -To develop creativity, collaborative skills and communication skills -To widen students' horizons nurture a love for the English language	英文	Nov - Dec 2021	S1 - S3	17	There were 1 first-place winner and several second-place and third-place winners. Most participants won merit prizes.	\$2,058.40	E1	✓				
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)	1/9/2021-31/8/2022	S.1-S.5	約150	活動使同學從音樂活動及團隊中獲得歸屬感，及更多接觸音樂的機會，維持身心健康。	\$77,680.00	E5		✓			
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)	1/9/2021-31/8/2022	S.1-S.5	約300	由超過150位表演者及工作人員舉辦音樂會，全年至少舉辦四次活動。由於部分音樂會以全校廣播系統廣播，難以統計參與人數。有人數紀錄的大型音樂會全場人數多於250人。同學以表演方式展示音樂訓練成果，其他同學亦以觀眾身份觀賞超過1小時之音樂表演。	\$8,375.00	E5		✓			
39	音樂活動及比賽隊伍訓練 讓同學以不同的方式接觸音樂，例如：校內表演、小組及興趣班訓練。除此之外亦安排程度較高同學有機會參與校外比賽，深化所學。	藝術 (音樂)	1/9/2021-31/8/2022	S.1-S.6	約100	成功培育更多音樂專才，同學更代表學校於聯校音樂比賽獲金、銀及銅獎。	\$18,490.00	E1, E5, E7		✓			
40	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	領袖訓練	5/8/2022	S.1-S.5	37	女童軍隊員積極參與活動，從活動中獲得樂趣，擴闊學生視野，增強自信心	\$13,945.00	E1		✓			✓
41	中四國情講座及活動	公民與社會發展	31/05/2022	S.4	130	專家向同學展示中國內地發展的最新情況，加深同學對國情的認識	\$7,500.00	E1	✓				
42	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	01/09/2021-31/08/2022	S.1 to S.6	168(130+15+15+8)	中一全級長春社非遺講座於2022年6月7日完成。此外，追加了兩場學生自由參與的網上講座 (2022年4月黃泥涌峽) (2022年7月中環) 及一場中五選修同學網上講座 (2022年7月，香港經濟發展史)。同學透過講座，提升了對相關歷史課題的認識和興趣。6子	\$5,000.00	E1	✓				

全方位學習津貼 運用報告
2021-2022學年

43	<p>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。</p>	歷史	01/09/2021-31/08/2022	S.1 to S.6	15	本年因防疫政策時有變動而未有安排實地考察。科組在2022年8月安排其中兩日，讓中五選修科學生參與一項國際會議體驗工作坊，提升同學對國際議題的關注及對國際合作模式、成效及限制的了解。	\$16,300.00	E1	✓				
44	<p>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</p>	價值觀教育	30/11/2021, 9/7/2022	S.1-S.6	512人	同學投入活動，活動能加強班級的凝聚力及建立團隊精神，發掘學生潛能及增強學生對班及學校的歸屬感	\$42,842.10	E1, E5, E7	✓	✓			
45	<p>佛青團幹事訓練計劃 通過團隊訓練、解難活動，讓同學建立與鞏固合作與溝通的能力。</p>	領袖訓練	17-8-2022	S3-S6	24人	同學投入活動，對新興活動感到興趣	\$10,080.00	E1	✓				
46	<p>音樂劇 購買舞台劇用之音響及其它器材、舉辦英語音樂劇及舞台及幕後訓練班、帶領同學欣賞英語音樂劇。</p>	Musical excursion	13 Aug 2022	S1 - 4 and teachers	30	Students and teachers learnt the mechanics of story writng, actinng, singing and stage support work. Students gave very postive feedback.	\$10,650.00						
47	<p>推廣閱讀文化 建立中華文化閱讀室，購買圖書、出版書籍、添置有關閱讀室的器材及配件，以推廣中國文化，帶動閱讀氛圍，增加同學欣賞及閱讀中國不同作家作品的機會。</p>												
48	<p>校園祭 由學生會及學會以不同主題設立攤位遊戲讓同學參加 讓同學對各學會加深認識，擴闊視野 讓學會幹事從籌辦活動中發展領袖才能，擴闊視野，增強自信心及學校的歸屬感</p>	領袖訓練	1-2/8/2022	S.1-S.5	全校學生	同學能投入參與各攤位遊戲及活動，並對各學會加深認識，擴闊視野，增加對學校的歸屬感	\$21,099.44	E1, E7		✓			
49	<p>A Journalist Programme (SCMP) To cater for elite students To equip students with essential journalistic skills and knowledge To develop logical thinking, presentation To nurture an awareness of current issues</p>	英文	25-30 July 2022	S3	12	Students had workshops on the basics of journalism, interviewed a YouTuber, wrote reports and took a tour at the SCMP headquarters.	\$28,000.00	E6	✓	✓			
50	<p>香港理工大學應用數學系數學資優教育課程 讓在數學範疇具有高潛能的學生得到適當的栽培，透過學習數學解難，強化學生的自主學習能力及態度、強化心理質素。</p>	資優教育	8/2022 - 9/2022	S2, S4	4	同學能對進階的代數學、幾何學等有更深入的認識。	\$6,000.00	E6	✓				
51	<p>善德人 舉辦take the stage、有關「建立善德人特質」的活動、推出善德學生文集、製作多分成長日誌；輯錄過去多分有關價值教育的插畫內容成書，派發給同學，讓同學潛移默化、鞏固核心價值，建立同學互相欣賞及支持的文化</p>	價值觀教育	11/2021-8/2022	S1-S6	760	同學表示活動能增加對學校的認識，了解同學的才能，強化同學間的凝聚力，感覺自己是善德的一份子。	\$33,223.70	E7	✓	✓	✓		
52	<p>製作智能產品</p>	STEM	9/2021-7/2022	S1 - S2	262	S2同學積極製作智能產品 S1同學從參觀S2同學作品展時增加了對STEM的興趣	\$20,773.92	E7	✓				

全方位學習津貼 運用報告
2021-2022學年

53	魚缸生態探索	科學	44501 S1	130	同學積極參與魚缸生態探索活動	\$2,629.84	E7	✓						
(如空間不足，請於上方插入新行。)														
第1.1項總開支						\$799,609.10								
1.2	境外活動：舉辦或參加境外活動 / 境外比賽 · 擴闊學生視野													
1														
2														
3														
4														
5														
(如空間不足，請於上方插入新行。)														
第1.2項總開支						\$0.00								
第1項總開支						\$799,609.10								

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)
1	購買音樂器材	藝術 (音樂)	發展音樂藝術 · 營造音樂校園 · 為同學減壓 · 增加抗逆能力	\$16,910.00
2	善德一SUM及運動抗疫計劃-增添及維修部分體育器材 ·	體育	讓同學在安全環境下進行訓練 · 提升個人技術與體能 · 以強健體魄對抗疫情 · 增加抗壓能力	\$41,314.00
3	購買超低溫雪櫃以儲存微生物樣本 ·	STEM	推行STEM活動	\$22,500.00
(如空間不足，請於上方插入新行。)				
第2項總開支				\$80,724.00
第1及第2項總開支				\$880,333.10

第3項：受惠學生人數

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

全方位學習聯絡人 (姓名、職位)：

*：輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

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

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

佛教善德英文中學
學生活動支援津貼運用報告
2021-2022學年
(2022年6月版)

(一) 財務概況

A	本學年獲發撥款：	\$142,350.00
B	本學年總開支：	\$73,175.00
C	須退還教育局餘款 (A - B)：	\$69,175.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	2	\$2,966.00
學校書簿津貼計劃 - 全額津貼	27	\$58,510.00
校本評定有經濟需要	11	\$11,370.00 (上限為全學年津貼金額的25%)
總計	40	\$72,846.00

[註：此項應等於 (一) B 「本學年總開支」]

(三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 ¹	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
1. 本地活動： 資助有經濟需要的學生參與不同學科 / 跨學科 / 課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	樂器班		37	\$70,400.00			✓		
2	制服團隊活動		1	\$20.00				✓	
3	體育活動器材與裝備		1	\$920.00			✓		
4									
5									
(如空間不足，請於上方插入新行。)									
第1項總開支			39	\$71,340.00					
2. 境外活動： 資助有經濟需要的學生參與境外活動 / 境外比賽									
1									
2									
3				1					

佛教善德英文中學
學生活動支援津貼運用報告
2021-2022學年
(2022年6月版)

4									
5									
(如空間不足，請於上方插入新行。)									
第2項總開支			0	\$0.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1	制服團隊制服及配件		3	\$1,506.00				✓	
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			3	\$1,506.00					
總計			42	\$72,846.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人(姓名、職位)：	李惠貞副校長
------------------	--------

Buddhist Sin Tak College

Programme Evaluation Report for DLG

1. Other Languages (2021/2022)

Programme Title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Other Languages (Japanese)	<ol style="list-style-type: none"> 1. Students have a chance to learn another language so as to enhance their competitiveness in the 21st century. 2. A more diverse curriculum. 3. Students have a higher chance for territory education. 	S4 students: 12 S5 students: 17 S6 students: 2	Lessons provided by Academy of the Baptist Convention of Hong Kong (Weekly) from September to May	Lectures, quizzes and tests	<ol style="list-style-type: none"> 1. Due to the pandemic, many of the classes have been cancelled or conducted online. Yet, the attendance rate was high. 2. It is recommended to offer the programmes next year. 	\$120,900

3. Physical Education (2020/2021)

Programme Title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Physical Education (Network Programme)	<ol style="list-style-type: none"> 1. Network Programme with schools in Kwai Chung can provide support for students' diverse needs. 2. Students can take PE DSE Exam. 3. Students have a higher chance for territory education. 	S5 student: 1	Lessons provided by Beyond Fitness Academy Hong Kong (Weekly) from September to June	Lectures, fitness training, quizzes, written exam and practical exam.	Due to the pandemic, many of the classes have been cancelled or conducted online. Yet, the attendance rate was high. However the time for fitness training is reduced.	\$8,925

Annual Report on Healthy School Programme 2021-2022 (The first year of the three-year project)**Introduction:**

The Healthy School Programme is a preventive programme launched by the Government to promote anti-drug culture in schools. Schools are encouraged to partner with non-governmental organisations (NGOs) to organise various types of anti-drug activities and complementary preventive programmes to suit the different needs of students as part of the healthy school policy. Our school successfully applied for this program in the year 2019 to 2020 and 2020-2021. In terms of better planning, our school applied for a three-year funding for the same project from 2021 to 2024. Our partner was Hong Kong Children and Youth Services (香港青少年服務處). The Healthy School Programme is a school-based programme comprising diversified anti-drug programmes and a drug testing component. It includes programmes covering educational, counselling, supportive and drug testing aspects.

Part A: School-based activities

Target	Topic	Organizer	Evaluation
S.2	Voluntary service program (cancelled because of COVID 19)	MCE	The Religious Committee organized a filming projects for some talented students. The team learned to write scripts, set scenes and shoot the film. They also learned how to edit the video. The whole team consisted of 18 members. Their mini-film is about a youngster who once pursued fame and fortune realized the core value of the life. The mini-film was planned to be broadcast at school in the year 2022-23.
S.1 to S.6	Careers Visits and workshop (cancelled because of COVID 19)	Careers Committee	
S.1 to S.6	Mindfulness workshops and activities	Religious Committee	

Part B: Healthy School Anti-drug Activities

(1) Related to the Guidance Captains

Target	Date	Time	Topic	Organizer	Evaluation
Teachers	August 2021	10:30 to 11:00	Introduction of the Program to the new teachers	香港青少年服務處	The briefing sessions for the teachers, parents and students were successfully held face-to-face at the beginning of the school year.
Parents	August 2021	----	Introduction of the Program	香港青少年服務處	

Target	Date	Time	Topic	Organizer	Evaluation
Students	3 Sept 2021	-----	Introduction of the Program	香港青少年服務處	<p>Despite the pandemic, the guidance captain leadership training program, the kick-off of the guidance captain program, add oil gathering and gift presentation, year-end fun day were organized smoothly with positive feedback. Students cherished the opportunities to have face-to-face activities. They actively participated in the activities.</p> <p>1. Leadership Training Day Camp The attendance rate was 97%. The participants were engaged in the activity and they cherished the opportunity to join face-to-face activities. 96% of the participants expressed that the activity enabled them to enhance their leadership skills. 96% of the participants expressed that the activity enabled them to enhance their self-efficacy. 96% of the participants expressed that the activity enabled them to enhance their team spirit.</p> <p>2. Kick-off 破冰遊戲 (FUN FUN 中相聚) 34 Guidance captains met their S.1 mentees the first time. They had some ice-breaking games and had some fun Q and A about the BSTC campus. The S.1 students were very eager to know their seniors. The aim was to develop a social supportive network. 86% of the S.1 students said that the activity helped them to enhance their interpersonal communication skills. 86% of them said the activity enhanced their learning experience. 82% of them expressed that the event enabled them to develop positive value and attitude.</p>
Guidance Captains	24 Sept 2021	10 am to 12 noon	Guidance Captain training day camp	香港青少年服務處	
Guidance captains and S.1 students	30 Sept 2021	8th to 9th period	Kick Off (S.1 and the Guidance Captains)	香港青少年服務處	
Guidance captains and S.1 students	June 2022	AM	Add oil gathering and gift presentation	香港青少年服務處	
Guidance captains and S.1 students	26 July 2022	AM	Year-end fun day	香港青少年服務處	

Target	Date	Time	Topic	Organizer	Evaluation
					<p>3. Visit to the classroom The guidance captains wrote some encouraging messages and presented some gifts to their S.1 mentees in June. The activity was well-received. The guidance captains put the small gifts into</p> <p>4. Annual fun day on 26 July: All S.1 students and guidance captains had a fun time together at the school hall during the post-exam period. They together collaborate to complete some tasks, which enhanced their team spirit. The S.1 students wrote some thank-you cards to their seniors to express their gratitude. 88% of them said that the activity enabled them to broaden their horizons. 88% of the participants expressed that the program helped them to develop a more positive attitude towards life. 88% of them said that the program had enhanced their communication skills.</p>

(2) Other activities

Target	Date	Time	Topic	Evaluation
S.1 to S.3	27 Nov 2021	5 th to 6 th	A talk about online addiction	<p>1. A talk about online addiction for S.1 More than 90% of the participants expressed that the activity enabled them to understand the adverse effect caused by online addiction. More than 90% of the participants expressed that the activity enabled them to understand the importance of a healthy lifestyle. 88% of the participants expressed that the activity enabled them to develop a positive attitude towards their life.</p> <p>2. A talk about relationship for S.4 students The talk was conducted online. In general, the students were interested in the topic and actively participated in the online quiz about the online traps of social media. 95% of the participants said the talk could help them understand the important of a healthy life style. 92% of the participants ants</p>
S.4	26 April 2022	5 th to 6 th	A talk about relationship and self-esteem	
S.4	22 Oct 2021	---	Leadership training workshop	

Target	Date	Time	Topic	Evaluation
				<p>said the talk could help them understand how to develop a healthy relationship between the genders. Over 91% of the participants said that the talk could help them enhance their self-efficacy. 90% of the participants said that the participants expressed that the activity enabled them to develop a positive value and attitude towards their life.</p> <p>3. Leadership training workshop A leadership training workshop was held on 22 October 2021. There were 80 S.4 and S.5 student leaders in the workshop. They understood more their strengths and weaknesses, learned how to manage their time, solve problems and make good use of the resources. 90 % of the students said it helped them to polish their leadership skills. 88% of the students said the leadership workshop could help them enhance their self-efficacy. 93 % of them said the workshop could boost their team spirit.</p>

Part C: Drug testing

The drug testing part was conducted by Hong Kong Children and Youth Services. The Board of Discipline helped to coordinate this part. The date of the test was confidential. Rm 205 was reserved for the drug test and it was reported that the room was suitable to protect the privacy of students. Three one hair tests were successfully conducted in November 2022, May 2022 and June 2022. All results were negative. In the next academic year, three hair tests were planned to be conducted.