



Buddhist Sin Tak College

佛教善德英文中學

Annual School Plan

學校周年計劃書

2022-2023



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I. SCHOOL MISSION

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

辦學宗旨

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

MAJOR CONCERNS FOR THE SCHOOL YEAR 2022-2023

1. To raise students' confidence in learning
2. To enhance students' self-esteem and a sense of belonging to the school

2022-2023 年重點關注事項

1. 提昇學習自信
2. 提昇學生自尊感以及對學校的歸屬感

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

Major Concern 1: To nurture self-initiated learners

重點關注事項一：培育自覺學習者。

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

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

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

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

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

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

重點關注事項二：投入校園、欣賞自我、多元發展。

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

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

| Intended Outcomes/Targets 目標 | Tasks/Strategies 措施 | Target Groups 對象 | Time Scale 時間 | | | People in charge 負責人 |
|---------------------------------|--|---------------------------|------------------|---|---|-------------------------|
| | <ul style="list-style-type: none"> ● Students serving as helpers of school events 校內學生服務計劃 <ul style="list-style-type: none"> ■ Recruit students to assist in school events, such as Sports Days, Parents Nights, Open Day, S.1 registration and S.1 Parents Day, etc 招募學生協助本校推行活動如陸運會、家長日、開放日、新生註冊和中一家長日等。 | S.3-S.5 | ✓ | ✓ | ✓ | MCE |
| | <ul style="list-style-type: none"> ● Cheers for Our S.6-ers 籌辦中六打氣活動 <ul style="list-style-type: none"> ■ Different clubs and teams to organize large-scale events to cheer for our S6 students 邀請不同部門的學生成員一起籌辦大型活動。 | Student Members 各組學生成員 | ✓ | ✓ | ✓ | MCE |
| | 5. Careers Programs 生涯規劃 | | | | | |
| | <ul style="list-style-type: none"> ● Careers Talks 職業講座 | S.5-S.6 | ✓ | ✓ | ✓ | Careers Team |
| | <ul style="list-style-type: none"> ● S.6 Parents' Night 中六家長晚會 | S.6 | ✓ | ✓ | ✓ | |
| | <ul style="list-style-type: none"> ● Mock interviews (conducted through the mentorship program) 朋輩輔導員計劃提供的模擬面試 Our aim is to strengthen our students' sense of ownership and control by providing chances for them to take part in the decision-making process. All the activities included in the mentorship program are on a voluntary basis, so students should take an active role in participating in those activities. 我們希望通過為學生提供自決的機會，增強他們的擁有感和控制能力。朋輩輔導員計劃的所有活動都是屬自願參與性質，積極參與這些活動是他們的責任。 | S.6 | ✓ | ✓ | ✓ | |

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

| Intended Outcomes/Targets 目標 | Tasks/Strategies 措施 | Target Groups 對象 | Time Scale 時間 | | | People in charge 負責人 |
|--|---|---|----------------------------|----------------------------|----------------------------|--|
| <p>A6. To help students discover and acknowledge their own unique qualities 幫助學生發掘自己的優點與獨特性</p> <p>Students will get the chance to know more about their unique characteristics, be aware of their emotions and learn to take good care of themselves through meditation and religious activities. 從禪修活動及宗教活動，讓學生認識自己的特質，並覺察自己的情緒，學會照顧自己。</p> | <p>1. 5-minute talks during morning assemblies 早會 5 分鐘短講 From September to May, teachers will be invited to share their thoughts on recent news or Buddhist stories with students and the theme will be 「五乘」. Students will understand that everyone has their own unique qualities and aspirations, and they can achieve their goals and further develop their strength with determination. It is hoped that self-confidence is built with regular exposure to discussion and sharing of these ideas and concepts. 於 9 月至 5 月安排老師在早會與學生分享時事或佛教故事，內容主題圍繞「五乘」，讓學生明白各人特質和發願不同，但只要各人按自己的特質發展，彼此最終都能達到目標，從而建立自信</p> <p>2. Mindfulness 禪修活動 A specific theme for mindfulness such as ‘My Best Friend’ will be set for senior secondary students so that students can perceive their emotion, understand and recognize their strength through the activity. 於高中進行特定主題的禪修，例如「與自己最好的朋友」，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</p> <p>3. Outdoor Mindfulness 野外禪 An outdoor mindfulness training session will be held in winter or spring in this academic year, with 20 students to undergo mindfulness training in natural surroundings to be led by religious teachers and Buddhist masters so that students can learn to be aware of their emotions and understand their personal strengths and uniqueness. 擬於本學年冬季或春季舉行一次校外禪修活動，宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</p> | <p>S.1-S.6</p> <p>S.1, S.5, S.6</p> <p>S.4, S.5</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> | <p>Religious Committee</p> <p>Religious Committee</p> <p>Religious Committee</p> |

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

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

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

III. MAJOR CONCERN IMPLEMENTATION PLAN (2022-2023) 重點關注事項施行計劃 (2022-2023)

Major Concern 1: To raise student's confidence in learning

重點關注事項一：提昇學習自信。

| Intended Outcomes/Targets 預期成果/目標 | Strategies/Tasks 策略/工作 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|--|--|--|---|
| <p>(A) To optimize the teaching strategies on the difficult parts of assignments with emphasis on the construction of knowledge though self-reflection 優化難點課業教學策略，以反思建構學習歷程。</p> | <p>Target: Secondary 1 to Secondary 4 對象：以中一至中四級為主</p> <p>Focus: Emphasis on self-reflection 重點：重視自我反思</p> <ul style="list-style-type: none"> - Each subject should optimize the teaching strategies regarding the difficult parts of assignments with emphasis on the construction of knowledge though self-reflection. The teaching and learning effectiveness should be evaluated by questionnaires to be filled in by students after completing the assignments. The questionnaires should include some parts guiding students to construct the knowledge though self-reflection. 各科組以「反思建構學習歷程」為關注焦點，優化現行之難點課業教學反思部分，除了完成課業後的問卷外，亦另設反思部分，引導同學從反思中建構學習歷程。 - To provide opportunities for students to assess their own learning performance through good use of the mid-term results 善用中期成績報告引導學生作自我學習調整。 - To provide opportunities for students to assess their own learning performance through good use of the predicted HKDSE results 善用中六公開試預測成績作自我學習調整。 | <ul style="list-style-type: none"> - Each subject should put emphasis on the construction of knowledge though self-reflection which could be displayed in terms of the curriculum objectives, teaching plans and assignments and assessments. 各科組以「反思建構學習歷程」為關注焦點，呈現在不同範疇例如課程理念、課堂教學計劃，或課業評核之中。 - Students are able to construct knowledge through self-reflection on the comparison of their performance in assignments prior to and after teaching/the pre-tests and post-posts. 透過前後課業比對或試前試後測考，加強學生反思，以建構知識。 | <ul style="list-style-type: none"> - To evaluate teaching effectiveness through teacher sharing sessions, lesson observation and assignment inspection 透過教師分享、觀課、查簿審視各科組實踐反思教學的成效。 |

Plan of Each Subject
各科計劃

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---------------------------|---|--|---|
| Chinese 中文科 | <ul style="list-style-type: none"> - Students usually focus on understanding how to write well according to the hints given in the question. Thus, teachers focus more on teaching junior form students how to set a better theme. 拆解教學難點---學生應付卷二命題寫作，多集中於審題扣題能力，但文章未能有意識加入立意，令文章更具思想性，因此本科於過去工年於初中各級加入寫作教研，著力教學生立意。 - Enhance teaching to make it becomes part of the regular curriculum. 由於之前已完成教研，因此本學年為鞏固年，優化教學，令學年研究變成恆常教學。 - Writing with a better theme allows students to handle Paper 2 more confidently. 提高寫作立意意識，可以令學生於卷二更有學習自信。 | <ul style="list-style-type: none"> - Students are required to complete a reflection survey before and after test. 老師施教(包括前、後測)之後，需請學生填寫反思問卷。 - Teachers will assess the teaching effectiveness through checking the next essay and exam results. 老師亦會以下一篇卸題作文及考試表現衡量教學成效。 | <ul style="list-style-type: none"> - Conference report 會議報告 |
| English 英文科 | <ul style="list-style-type: none"> - To devise pre-tests reflective of students' problems to prepare learning activities 設計反映學生問題的預測試，以準備學習活動。 - To conduct learning activities in class and give classwork and homework so that students can recognise and overcome problems 在課堂上進行學習活動，佈置課堂作業和課業，讓學生認識和解決問題。 - To conduct evaluation with students on the learning process and how to overcome difficult points 與學生就學習過程及如何克服難點進行評估。 | <ul style="list-style-type: none"> - Pre-tests can reflect students' problems accurately and learning activities can address problems. 前測及學習活動能準確反映學生的問題。 - Lessons will be conducted smoothly. 課程能順利進行。 - Post-test results reveal students' progress in handling difficult points. 後測結果顯示學生處理難點的進度。 - Students will be able to give critical feedback on the learning process and how they overcome difficult points. 學生能夠就學習過程以及他們如何克服難點提供反思。 | <ul style="list-style-type: none"> - Minutes of lesson study meetings 課研會議紀錄 - Lesson observation and post-observation meetings 觀課及課後會議紀錄 - Notes and materials 筆記及教學材料 - Comparison of pre- and post-test results 前測後測比較 - Records of student reflection 學生反思紀錄 |
| 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). 基於過去的教學經驗，設計課前難點題目。 - To highlight the difficulties of the selected questions in the pre- | <ul style="list-style-type: none"> - Students participate actively in the lessons. 學生能主動參與課堂。 - The pre-lesson task can highlight the | <ul style="list-style-type: none"> - Lesson observation 觀課 - The performance of students in pre-lesson task and post-lesson task |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|--|---|---|---|
| | <p>lesson task. 課堂上重點顯示教學難點。</p> <ul style="list-style-type: none"> - To guide students to find the correct way(s) or effective way(s) to solve the selected questions. If necessary, more teachers' guidance is provided. 引導學生找到解難的方法如有需要，更多提供教師指導。 - To summarize the correct way(s) or effective way(s) with a post-lesson task. 總結正確的方法或有效方法以解決難題。 - To include similar questions and variants in the post-lesson task and to compare the differences between the original type and variant with the students. 課後提供類似的問題，以比較前測與後測之分別。 - To conduct a student survey 進行學生調查。 | <p>difficulties of the selected questions.</p> <ul style="list-style-type: none"> - 課前測試能準確顯示學生難點。 - Students perform significantly better in the post-lesson task. 學生後測成績有顯著進步。 - Students give positive feedback in the student survey. 學生問卷持正面意見。 | <p>課測與後測的比較</p> <ul style="list-style-type: none"> - Student survey 學生問卷調查 |
| <p>Liberal Studies 通識教育科</p> | <ul style="list-style-type: none"> - Secondary 6 students need teachers point out their own strengths and weaknesses. When students finish the weekly quiz, they are required to make simple analysis on their mistakes and make reflections. 科任老師商議後，認為中六同學較為被動，依靠老師提示自己的強弱項，由於本年度同學需於每周完成小測一次，於再次完成相關題型後，請同學完成簡單分析，檢討自己在相似題型有甚麼重覆犯錯，並透過教師派發的佳作反思可進一步改善之處。 | <ul style="list-style-type: none"> - Students' results in the final exam will improve when compared to the previous quizzes. 同學於期終試的成績比各次小測進步。 | <ul style="list-style-type: none"> - Assignment inspection 科主任查簿 - Teaching and learning survey 教與學問卷 - Student survey 學生問卷 |
| <p>Life & Society 生活與社會科</p> | <ul style="list-style-type: none"> - Providing more guidance and tips on questions on difficult data analysis or simplifying questions to help students understand how to answer the questions easier and enhance their confidence in learning. 針對作業中較高難度的資料分析題，提供更多指引和提示，或簡化題型，令同學更易掌握作答方向，透過完成課業提高學習自信。 - Designing assignments to help students to tackle difficult points by step-to-step guidance and to help students develop relevant skills. 設計合適的課業，指引學生一步步拆解學習難點，協助他們建立解題技巧。 | <ul style="list-style-type: none"> - Students can tackle difficult points and demonstrate the use of target skills 學生能解難及在課業展示技巧應用 | <ul style="list-style-type: none"> - Analysis of students' performance 學生的學業成績分析 - Teachers' observations and assessment 教師的觀察和評估 - Homework 學生課業表現 - Student survey 學生問卷 |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---|---|--|---|
| Citizenship and Social Development 公民與社會發展科 | <ul style="list-style-type: none"> - Secondary 4 and 5 students are used to copying information, so they are not able to elaborate their points using the data properly. Students are suggested to make corrections by comparing their own answers with the marking schemes. 中四及中五習慣大量抄寫資料，未有適切地使用資料及已有知識作延伸解說，建議要求同學就長題目做改正，修正自己的答案，再跟評改準則及樣本答案作比對，檢視自己不足之處。 | <ul style="list-style-type: none"> - Students can make good use of the information given to improve. 同學掌握運用資料以改善表現 | <ul style="list-style-type: none"> - Assignment inspection 科主任查簿 - Teaching and learning survey 教與學問卷 - Student survey 學生問卷 |
| Chemistry 化學科 | <ul style="list-style-type: none"> - Assignments focusing on learning difficulties concerning the topic - mole concept will be given to form 4 students. Reflection will be incorporated in the assignments to help students to construct knowledge. 以中四級為對象。設計難點課業，加強學習反思部分。 | <ul style="list-style-type: none"> - Over 60% of students pass in the relevant tests. 超過 60%的學生在相關測驗中取得合格的成績。 | <ul style="list-style-type: none"> - The performance of the students in tests. 學生測驗表現 |
| Chinese Literary 中國文學科 | <ul style="list-style-type: none"> - Secondary 4: Table presenting suitable guidelines is used to guide students on how they should deal with the questions. 中四級：課業前提供適切指引，以表格形式引導同學作答。 - Secondary 5 & 6: Candidates' samples are used to help students master the answering skills through comparing their own answers and that of the candidates. 中五、中六級： <ul style="list-style-type: none"> - 參考考生範本，以比對形式讓學生掌握答題技巧。 - 重點講授「評論題目」須注意的事項(回應關注事項：課業難點拆解) | <ul style="list-style-type: none"> - Secondary 4 students can master the skills of answering the questions. 中四同學掌握點、例、說的作答方式。 - Secondary 5 & 6 students got 60% or above in literature appreciation type questions. 中五、六級同學評賞題目可取得中上(該分額的 6 成分數)。 | <ul style="list-style-type: none"> - Assignment inspection 查簿 - Report analysis 報告分析 |
| Buddhist Studies 佛學科 | <ul style="list-style-type: none"> - In Secondary 4 and Secondary 5 Ethics and Religion Studies class, students are guided to solve the difficult questions step by step. Also, similar questions will be given to students after class so that they can apply what they have learnt and build their confidence. 於中四及中五倫理宗教科推行難點課業教學，引導學生依循步驟拆解難點，課後給予同類題目，讓同學實踐所學，建立學習自信。 | <ul style="list-style-type: none"> - Students can complete similar questions after class. 課後能完成同類題目。 | <ul style="list-style-type: none"> - Effectiveness can be assessed through assignment inspection and exam questions of similar types. 科任老師從評改工作回饋，評估成效。從考試同類題目中評估成效。 |
| History 歷史科 | <ul style="list-style-type: none"> - The subject panel will continue the practice of optimizing the difficult parts of assignments. Again, S.4 X2 class will be selected as the target classes. 繼續提行難點課業。以 S4X2 為選擇對象。 - In the year 2022-2023, reflective tasks are added to the after the formal assessments have been conducted. In addition, we plan to add variations in the follow-up tasks (with guidelines) to help | <ul style="list-style-type: none"> - Students perform better in post-assignment assessments. 學生在後測表現較佳。 - Students can suggest concrete ideas that help them improve their performance. 在反思中學生能提供具體建議以助改善表現。 | <ul style="list-style-type: none"> - Statistics collected from the formal assessment tools 數據收集 - Lesson observations 觀課 |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---------------------------------|--|--|---|
| | <p>students apply the skills in unfamiliar contexts, which would be useful for the students when tackling the public examination. We will give out reflective questionnaires to the students after the uniform tests and the exams (Second Term Exam: S.4 and S.5 students only).</p> <p>2022-2023 年，加強學生反思部分。此外，後續任務中增加變化（提供指引），以幫助學生在不熟悉的範疇中運用答題技巧，以提高應試能力。將在統一測試和考試結束後向學生發放反思問卷。</p> | | |
| Chinese History 中國歷史科 | <ul style="list-style-type: none"> - An assignment is designed for Secondary 4 students to help tackle their learning difficulties. To complete the assignment, students are required to provide problem-solving steps. Besides, similar questions are provided so that students can try to apply what they have learnt. Also, a simple survey will be distributed to make students learn from their own reflections. 本年度以中四為試點，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，須提供解難步驟，此外提供同類題目讓學生可依據所學再作嘗試，給予簡短學習效能問卷調查，最後引導同學從反思中建構學習歷程。 | <ul style="list-style-type: none"> - Students can learn from their own reflection. 能從反思中建構學習歷程。 | <ul style="list-style-type: none"> - Students' work 學生文字紀錄 |
| Economics 經濟科 | <ul style="list-style-type: none"> - Target: S.4 students 對象為中四同學 - An assignment focusing on learning difficulties will be set. Steps / frameworks for response will be provided to guide students. Questions with similar natures will then be set so that students can practise what they have learnt. 擬設難點課業，並提供解難的步驟/答題架構以引導學生作答。課後提供同類型題目讓學作答，檢視所學。 | <ul style="list-style-type: none"> - Students are able to construct knowledge through self-reflection. 學生能從反思中建構知識。 | <ul style="list-style-type: none"> - Comparison of students' performance in pre-tests and post-tests 比較前測及後測的結果 - Feedback from teachers and students 教師及學生回應 |
| BAFS 會計財企 | <p>For S.4 only</p> <p>對象為中四級</p> <p>As an advanced topic, Depreciation, will be chosen as sample. The steps will be as follows:</p> <p>高階課題，「折舊」，將被選為樣本。步驟如下：</p> <ul style="list-style-type: none"> - As a trial run, a relatively difficult past paper will be provided for students to attempt by themselves. After marking, students' individual mark will be collected. It is expected that the outcome should be unsatisfactory. 作為試行，將提供一份難度相對較高的過往試卷，供學生自行嘗試。評分後，將收集學生的個人分數。預計結果未如理 | <ul style="list-style-type: none"> - Students' performance in the first assignment and that in the second one will be compared to see if there are any progress in marks. Also, whether students can identify and then solve the tricky points in the 2nd assignment will be assessed. 比較學生在第一次作業和第二次作業中的表現，查看分數是否有任何進步。此外，評估學生是否能夠識別並解決第二次作業中的棘手問題。 | <ul style="list-style-type: none"> - Assignments 課業查考 |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|-------------------------|--|--|--|
| | <p>想。</p> <ul style="list-style-type: none"> - Using the same question, teacher will then provide a supplementary work sheet analysing the difficult parts and breaking down the question into many different hurdle parts and hints, which can guide the students to progress to the final answers. Teacher will make good use of this worksheet to solve the question together. 使用同一個問題，老師會提供一個補充工作表，分析困難部分，並將問題分解成許多不同的解難部分和提示，這可以指導學生進入最終答案。教師將善用此工作表，共同解決學生在課題上遇上的問題。 - Afterwards, another assignment with similar difficulty will be provided. When no more supplementary work sheet is provided, it is hoped that the students can internalize the previous skills and experience to attempt a difficult question. In this assignment, spaces are also provided to ask students to reflect the tricky points in the assignment. 之後，將提供另一個難度相似的作業。在不再提供補充工作表的情況下，希望學生能夠內化以前的技能和經驗，嘗試一道難題。在這個作業中，還提供了空間讓學生反映作業中的棘手點。 - Teacher will then mark the 2nd assignment above to see if the students can construct their logical flow by themselves to solve a problem. 老師會在上面的第二個作業上做標記，看學生是否可以自己構建邏輯流程來解決問題。 | | |
| Geography 地理科 | <ul style="list-style-type: none"> - Lessons to be based on anticipated learner difficulty and corresponding measures to address it 以預期的學習難點為基本，並提供相應的解決措施 - Evaluation of effectiveness through pre- and post-tests 通過前後測試評估對學生的有效性 - Systematic planning and careful implementation: sets of past papers of various topics had been provided for their revision. 系統規劃，切實執行。提供多套不同課題供學生進行修訂。 | <ul style="list-style-type: none"> - There will be progress in target areas in post-tests. 後測考可見難點處理有進步。 - The feedback and evaluation can help the planning of the next round of lesson study. 反思及評估有助規劃下一次的課研難點。 - Students can actively participate in learning activities. 學生可主動參與學習活動。 | <ul style="list-style-type: none"> - Lesson observation: peer observation - live or online 同儕觀課—實體或網上進行 - Scrutiny of reports of pre-lesson preparation meetings and post-lesson evaluation meetings 課前預備會議及課後檢討會議報告 - Inspection of student work and comparison of pre-test and post-test result 查閱學生前測及後測課業 |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---------------|------------------|--------------------------|---|
| | | | - Sharing sessions in staff meeting 教學會議分享 |

| Intended Outcomes/ Targets 預期成果/目標 | Strategies/Tasks 策略/工作 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
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| (B) Role models in learning - Little Teacher Pilot Program 學習楷模：小導師先導計劃 | Target: Mainly from Secondary 1 to Secondary 4 對象：中一至中四級為主 - The school's teaching research and development team (Pedagogy Development) will first try it out in Chinese, English, Mathematics, and History. With the help of teachers, the little teachers will be responsible for teaching 10-15 minutes. 由學校教研發展組先試行，在中文、英文、數學、歷史科進行小組導師計劃，選定課題，在科任老師的指導下由小組導師負責講授課堂（授課時段約 10-15 分鐘內）。 | - The Chinese, English, Mathematics and History subjects implement the pilot program once. 中、英、數、歷史科全年推行一次的小導師先導計劃 | - Review the effectiveness of the pilot program through teacher sharing sessions, lesson observation, and reports of meetings 透過教師分享、觀課、會議報告審視先導科成效。 - Interviews with students (videos) 學生訪談（錄影） |

Plan of Each Subject

各科計劃

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---|---|---|---|
| Chinese 中文科 Chinese Literary 中國文學科 | - 4-5 students will be selected to be the tutor to teach writing. Through viewing peers' work, they can come up with ways to enhance writing. They are also required to complete a reflection form. 在中五級試行，從 20 位修讀文學的同學中選取 4-5 位小導師，以寫作為教學主題。小導師透過同儕作業樣本比較，以筆記形式整理並歸納出提昇寫作法的要點，供同學參考。完成後須填寫反思表。 | - Can organise this activity at least once 能成功推行至少一次的小導師計劃。 - Tutors give positive feedback. 小導師對是次計劃反應正面。 | - Interview 訪談 - Reflection form 反思表 |
| English 英文科 | - Writing a short story (tentative) 創作小故事（初擬） | - Students manage to understand the features of a short story and include them in their writing task. 學生掌握短篇小說的特點，並懂得運用在創作上。 | - Questionnaire 問卷調查 - Students' sharing (video/interview) 學生分享（錄影/面試） |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---------------------------|--|---|--|
| | <ul style="list-style-type: none"> - Conditional Sentences Type 2 (tentative) 條件句類型 2 (初擬) | <ul style="list-style-type: none"> - 'Little Teachers' can be more confident and motivated through doing research and teaching their peers 透過「小導師」計劃，提昇學習自信。 - After the scheme, 'Little Teachers' chosen to tutor their peers will have a boost in confidence in learning English and be more willing to explore unfamiliar topics. 透過小導師計劃，同學在指導同儕學習時會更有自信心，並願意主動探索其他不熟悉的課題。 - After the scheme, students who join lectures and take part in activities prepared by 'Little teachers' will be more confident in their abilities and inspired to play a more active role in the learning process. 計劃完成後，其他經小導師指導的同學，在學習上能提昇信心及能力，並願意主動積極學習。 | |
| Mathematics 數學科 | <ul style="list-style-type: none"> - Every student in Secondary 4 will be given a multiple-choice question according to their results. Tutors need to produce a video to explain the questions after viewing the notes and discuss with peers. Afterwards, students need to complete the questions. A QR code will be distributed so that students can take the videos as references. 在中四級進行，全班 36 位同學各分配一條選擇題，難易度以成績分派。小導師從上課筆記及同儕討論後，以拍片形式解釋題目。影片收集查閱後，各影片解釋將以 QR code 形式分派給全班供參考，並著他們完成其他題目為課業。針對難點題目，老師邀請學生在課堂匯報。 | <ul style="list-style-type: none"> - Can receive the videos 能成功收集影片 - Tutors can tackle the learning difficulties and teach others 針對難點題目，小導師能以影片/課堂匯報影式教導同儕 - Positive feedback 正面回應 | <ul style="list-style-type: none"> - Interviews 訪談 - Reflection forms 反思表 |
| History 歷史科 | <ul style="list-style-type: none"> - The subject panel will select S.4 X2 class this year to carry out this programme. There are only 13 students and the class size is suitable for making all students to engage in the programme. 6 groups have been formed and we adopt heterogeneous grouping: Strong students (who performed better in S.3 Second Term | <ul style="list-style-type: none"> - At least one group of students will finish the programme (including making the post-lesson interview video with students concerned) 至少有一組的同學能完成此項計劃(包 | <ul style="list-style-type: none"> - Reflections made by the students 學生反思 - Lesson observation or taking recording of the class 課堂觀課或錄影 |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---------------|--|---|---|
| | Exam) will be grouped with mediocre or weak students. Each group will be responsible for teaching students to analyse a data-based question (can be some parts of the question only) and guide other students to understand how to answer the question. 本學年科主任將於中四級 X2 科為試點，並讓 13 位同學參與小導師計劃。同學分成 6 組，採用異質分組形式：能力強的同學(中三第二段考試成績較高的同學)將於其他能力較弱的同學合組。每組須負責指導同學有關資料分析題的問題(可以是題目中某部分的課題)，然後引導其他同學如何回應這類題目。 | <ul style="list-style-type: none"> - 括與相關同學完成課後面見錄影) - Students will report that they are more confident after the programme. - 學生反映透過此項計劃能提高同學信心。 | <ul style="list-style-type: none"> - Interviews with students (with recordings) - 學生面談(用錄影方法) |

| Intended Outcomes/ Targets 預期成果/目標 | Strategies/Tasks 策略/工作 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---|---|--------------------------|---|
| (C) Learning Atmosphere To create a learning atmosphere conducive to learning so that students can interact with teachers and students and share with their peers in a relaxed atmosphere 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。 | <ul style="list-style-type: none"> - Each subject organizes different types of extracurricular activities to enhance learning motivation and boost student's confidence in 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。 | | <ul style="list-style-type: none"> - The school report and teacher sharing sessions - 校務報告/教師分享 |

Plan of Each Subject
各科計劃

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---|---|---|--|
| Chinese 中文科 Chinese Literary 中國文學科 | <ul style="list-style-type: none"> - To enhance students' language skills and learning atmosphere, 8 reading sessions will be organized. Senior form Chinese teachers will lead the reading sessions, which runs for around 40-60 minutes, to share their reading experience. - 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。 | <ul style="list-style-type: none"> - Organize the activity according to the schedule. - 按期完成活動。 - Every student who is studying Chinese Literature should participate at least twice. - 所有文學組同學均須至少參與一次的校內外工作坊。校內設圍讀計劃，文學組同學須參與至少 2 次的圍讀項目。 | <ul style="list-style-type: none"> - Report - 報告 |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|---|---|--|--|
| 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. A variety of English activities will also be provided to cater for students of different age and interests. 與 STEM 科目、歷史和德育及公民教育團隊合作，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為不同年齡和興趣的學生提供豐富多彩的英語活動。 | <ul style="list-style-type: none"> - STEM Week in Term 1 第一學期舉辦 STEM 周 - Culture and Heritage Week in Terms 1 and 2 第一及第二學期舉辦文化傳承周 - Over 80% of junior students will take part in the activities as active participants and audience 超過 80% 的初中同學將作為積極參與者和觀眾。 | <ul style="list-style-type: none"> - Student participation 學生參與 - Teachers' feedback 老師回饋 |
| Mathematics 數學科 | <p>STEM week STEM 週</p> <p>The Mathematics Department will work collaboratively with the Science Department and the IT Department to organize a large-scaled STEM week in mid-March 2022 and hold the following activities: 2022 年 3 月中旬，數學組將與科學及 IT 組合作舉辦大型 STEM 週，並舉辦以下活動：</p> <ul style="list-style-type: none"> - Game stalls: Inspiring students to apply various strategies related to game theories via some games. 遊戲攤位：通過一些遊戲，啟發學生應用與博弈論相關的各種策略。 - Pi- Day: Introducing the history of Pi. Various games related to the properties of Pi will be introduced. Pi-日：介紹 Pi 的歷史。將介紹與 Pi 屬性相關的各種遊戲。 - Mathematics activities in the school campus: Mathematics games under the theme of Graph Theory will be promoted to students. Small-scaled exhibitions and student helpers (from the Mathematics Club) will facilitate the promotion. 校園數學活動：以 Graph Theory 為主題，在校園舉辦數學遊戲。小型展覽和學生助手（來自數學組）負責推廣工作。 | <ul style="list-style-type: none"> - Students participate actively in the activities. 學生積極參與 - Positive feedback from students. 學生正面回應 - Students will have deeper understanding on Pi. 對於 Pi 課題有更深入的认识。 - Positive feedback from students. 學生正面回應 - 20% of students participate in an activity on a voluntary basis 20% 學生自願參與活動 | <ul style="list-style-type: none"> - Participation rates of students 參與百分率 - Accuracy of students' answers 同學回答精準度 |
| Citizenship and Social Development 公民與社會發展科 | <ul style="list-style-type: none"> - Outing: There will be visit or workshop for Secondary 4 and 5 students using the Life-wide Learning Grant. 外出參觀：中四及中五級分別舉行一次與課程有關之參觀或參與工作坊，暫定申請全方位學習基金。 - Cultural conservation and heritage week: Students can learn | <ul style="list-style-type: none"> - Organize related activities according to the schedule 按期舉行有關活動 | <ul style="list-style-type: none"> - Students' participation rates 同學的參與度 - Teachers' feedback 帶隊老師的回饋 - Tutors' feedback |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|--------------------------------|---|--------------------------|--|
| | <p>more about traditional Chinese culture via workshop and talk. 文化保育及承傳周：與英文、歷史及視藝科合作，推行「文化保育與承傳周」，透過工作坊及講座，認識中國非物質文化遺產及中國文化發展，以加深同學對中國傳統文化的認識。</p> <ul style="list-style-type: none"> - Organize workshops: Students can better understand China's aerospace development and enhance their national identity. 舉行體驗工作坊：中國航天發展——讓學生認識中國航天發展，提升國民身份認同。 | | 課程導師的回饋 |
| Buddhist Studies 佛學科 | <ul style="list-style-type: none"> - Through joining meditation and religious activities, students can understand their own characteristics, monitor their emotions and learn to take care of themselves. 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。 - The school will work with different parties to organize meditation or Buddhism-related activity. 宗教組繼續透過「健康校園在善德」計劃，並邀請校外弘法組織合作，協辦不同禪修或佛法活動。 - 5-min talks in the morning assembly: Teacher will share Buddhism stories with students from late September 2022 to May 2023. 早會5分鐘短講：於9月下旬至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； - Meditation: There will be specific topics for senior form students. Students can learn to be aware of their own emotions and understand themselves. 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。 - Around 20 students will be conducting meditation in rural areas with teachers and mages. 野外禪：擬於本學年冬季或春季舉行一次校外禪修活動（如因疫情影響則改為校園禪修），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。 - Different religious activities will be held. Students can reach | | <ul style="list-style-type: none"> - Teacher's observation and feedback 宗教老師從觀察及回饋，評估活動的成效。 - Interviews with students to learn about their feelings 從學生訪問了解他們對活動的感受，評估活動成效。 - More than 20 students to join the activity or competition. 能有超過20位學生參加活動或比賽。 - Obtaining at least 5 prizes in different competitions 能取得至少5個獎項。 |

| Subject 科目 | Strategies 策略 | Success Criteria 成功準則 | Evaluation Methods 評估方法 |
|-------------------------|---|--|---|
| | <p>their full potential through helping in the activities. 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"> - Students can build confidence through joining various activities such as voluntary work, writing composition and storytelling composition, etc. 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。 | | |
| History 歷史科 | <ul style="list-style-type: none"> - Subject activities beyond classrooms will be organized to offer promote learning atmosphere and successful experience to students, for example, the e-reading programme, online talks and exchanges, and stall games had invited some average students to stretch their potentials in less format setting 將組織課堂以外的學科活動，為學生提供促進學習氛圍和成功經驗的機會。例如電子閱讀、網上講座和交流、攤位遊戲等，邀請能力一般的學生在正規課堂外發揮他們的潛力。 | <ul style="list-style-type: none"> - Subject-related activities are carried out throughout the year. 全年展開與科目相關的課外活動 | <ul style="list-style-type: none"> - Evaluation among teachers in the panel 科組同事給予評估 - Post-activity questionnaire 活動後的問卷調查 |
| Economics 經濟科 | <ul style="list-style-type: none"> - Students will visit organizations such as the Hong Kong Monetary Authority. They will also be encouraged to read economic journals and participate in competitions outside school. 安排同學參觀機構例如香港金融管理局。同時鼓勵同學閱讀有關經濟雜誌並參與校外比賽。 | <ul style="list-style-type: none"> - At least one activity is organized. 至少能舉辦一項活動 - <i>hkeconschool</i> is subscribed. 訂閱 <i>hkeconschool</i> 雜誌 - Students participate in competitions outside school. 學生參與課外比賽 | <ul style="list-style-type: none"> - Documents and records 文件以及紀錄 |
| Geography 地理科 | <ul style="list-style-type: none"> - Marine Conservation Division/Biodiversity, Agriculture, Fisheries and Conservation Department 漁農自然護理署海洋保育科/生物多樣性 - Jockey Club Field studies and environmental protection 賽馬會實地考察與環境保護 - Students taking VA and Geography can join some drawing competition organized by Agriculture, Fisheries and Conservation Department 學習 VA 和地理的學生可以參加由漁農自然護理署舉的繪畫比賽 | <ul style="list-style-type: none"> - Students can actively participate in learning activities 學生積極參與活動 | <ul style="list-style-type: none"> - Students joining the activities can give some feedback and post it up on the notice board for sharing. 學生給予回應，並能在壁報板展示並作分享。 |

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

重點關注事項二：提昇學生自尊感以及對學校的歸屬感

| Aims and objectives 目標 | Strategies 策略 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | Time Scale 時間表 | | | People in charge 負責人 |
|---|--|---|---|-------------------|----|----|--|
| | | | | 21 | 22 | 23 | |
| To enhance students' self-esteem 提昇學生自尊感 | <p>A. Education for students and teachers 老師及學生培訓</p> <p>1) Professional development among teachers 老師專業培訓</p> <p>To equip teachers with the necessary language, knowledge and skills about the ways to improve students' self-esteem 為老師裝備有關如何提高學生自尊心的語言、知識和技能。</p> <ul style="list-style-type: none"> Workshops and seminars on self-esteem 有關自尊心的工作坊及研討會 Teachers' enrolment in SEN course 老師報讀特殊教育需要的課程 | <ul style="list-style-type: none"> More than 70% of teachers agree that the professional development workshops help them develop their skills and equip them with knowledge to improve students' self-esteem. 超過 70% 的老師同意專業培訓工作坊能幫助他們發展技能並為他們提供知識，從而提高學生的自尊心。 More teachers will enrol in SEN courses to be equipped with essential skills and knowledge. 更多老師報讀特殊教育需要課程，以掌握基本技能和知識。 | <ul style="list-style-type: none"> Evaluation forms to be completed at the end of each programs, seminar and workshop 在完成每個課程、研討會和工作坊後填寫評估表。 Observation 觀察 | ✓ | | | Admin Group, Social Workers and Guidance Team 行政組、社工及輔導組 |
| | <p>2) Training for students 學生訓練活動</p> <p>To equip students with the necessary knowledge and skills about the ways to improve their self-esteem 為學生裝備有關如何提高自尊心的語言、知識和技能。</p> <p>(1) Workshops or talks 工作坊或講座</p> <p>(2) Meditation and religious activities to develop in students the ability to recognize one's attributes, understand one's emotions and take care of oneself 從禪修活動及宗教活動，讓學生認識自己的特質，並覺察自己的情緒，學會照顧自己。</p> <p>(3) SEN students to organize and host activities related to board games and modes of transport to widen their social circle and develop social skills. 桌遊小組和交通社由 SEN 學生擔任幹事的學會，通過帶領同學籌辦活動，擴大其社交圈子、訓練靈活變通能力。</p> | <ul style="list-style-type: none"> More than 70% of students agree that the programs, seminars and workshops help them acquire the knowledge, skills to improve their esteem. 超過 70% 的學生同意課程、研討會和工作坊幫助他們獲得知識和技能，從而提高他們的自尊心。 Students will give positive feedback in post-event / programme surveys and interviews. 學生在活動後/課程問卷及訪談中給予正面反饋。 | ✓ | ✓ | | | |

| Aims and objectives 目標 | Strategies 策略 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | Time Scale 時間表 | | | People in charge 負責人 |
|---------------------------|--|---|---|-------------------|----|----|--|
| | | | | 21 | 22 | 23 | |
| | (4) Writing classes for SEN students to enhance their confidence 為有特殊教育需要的學生提供寫作課程以增強他們的自信心。 | | | | | | |
| | <p>B. Fine-tuned activities and programmes for students 調整學生活動或課程的內容</p> <p>(1) Helping students to discover and acknowledge their own unique qualities by providing different kinds of activities and programs to let students explore, organize or participate in and giving opportunities to students to display their talents。 通過提供不同類型的活動和項目讓學生探索、組織或參與，並給予學生施展才華的機會，幫助學生展示自己的才能。</p> <ul style="list-style-type: none"> Board of Discipline: 3-stage mountaineering courses focusing on interpersonal skills, mountaineering knowledge and practice and lion dance programme 以人際交往技巧、登山知識與實踐為重點的登山課程和舞獅課程。 To continue “Sin Tak’s SUM Scheme” for both S.1 and S.2 students 中一及中二繼續善德一心的計劃。 | <ul style="list-style-type: none"> Activities and programmes held. 舉辦活動及課程 Students actively participate in the activity. 學生踴躍參與活動 Participation rate of students in the activities 學生活動參與率 50% of students have a better understanding of their strengths. 50%的學生更清楚明白自己的強項。 Students concerned will have fewer punishment records and an improvement in conduct grades when comparing their previous and current school reports. 學生會比過往及現在有較少違規行為及操行有進步。 | <ul style="list-style-type: none"> APASO Survey (Self - Concept) 情意及社交表現評估 Teachers’ observation 老師觀察 | ✓ | ✓ | ✓ | All teachers and Student Support Team 學生支援組及所有老師 |
| | (2) Equipping students with skills and techniques to set realistic long-term and short-term goals through formal and informal curriculum 通過正式和非正式的課程，讓學生掌握訂立現實的長期和短期目標的技能和技巧。 | <ul style="list-style-type: none"> 70%+ of S6 students participate in JUPAS events and give positive feedback 超過 70% 的中六學生參與聯招活動並給予正面回饋。 | <ul style="list-style-type: none"> APASO Survey (Self - Concept) 情意及社交表現評估 Teachers’ observation 老師觀察 | | | | Career Team and Subject heads 生涯規劃組及科任老師 |
| | (3) To show recognition to student efforts 認同學生付出的努力 To review the current rewards system and set up a centralized rewards system 檢討現行的獎勵制度，並建立中央獎勵制度 | <ul style="list-style-type: none"> Students show higher self-concept in the APASO survey. 學生在情意及社交表現評估中顯示更高的自我概念。 | <ul style="list-style-type: none"> APASO Survey (Self-concept) 情意及社交表現評估 Feedback from teachers and students 老師及同學的反饋 | ✓ | ✓ | ✓ | Board of Discipline, MCE Committee, Religious Team, Admin Group, Class teachers, and Subject heads |
| | <ul style="list-style-type: none"> Board of Discipline: Commendation Scheme for outstanding students | | | ✓ | ✓ | ✓ | |

| Aims and objectives 目標 | Strategies 策略 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | Time Scale 時間表 | | | People in charge 負責人 |
|---------------------------|--|---|--|-------------------|----|----|--|
| | | | | 21 | 22 | 23 | |
| | <p>訓導組：優秀學生表彰計劃。</p> <ul style="list-style-type: none"> To provide opportunities for students to show their appreciation of and gratitude to their classmates or teachers: thank you notes/ thank you forest 讓學生有機會表達對同學或老師的感激和感激：感謝信 To inform parents of their child's successes through Teachers and parents conference 通過教師和家長會議告知家長孩子的成功。 To arrange student leaders' meetings with the Principal, VPs and Aps (Class monitors, House / committees chairpersons/ vice chairpersons/ Head Prefects) 安排學生領袖與校長、副校長和助理校長會面（班長、社幹事/主席/副主席/風紀） S1 parents night : parents' words of encouragement 中一家長晚會：父母的鼓勵說話 To help students deal with adversity and think positivity 幫助學生面對逆境和正面思考 Nominations and application for scholarships 提名及申請獎學金 | | | ✓ | ✓ | ✓ | 訓導組、德育及公民教育組、宗教組、行政組、班主任及科主任 |
| | <p>(4) Help students develop a sense of responsibility and competence 幫助學生培養責任感</p> <ul style="list-style-type: none"> Volunteer service 義工服務 Student helpers in big events 大型活動中的學生幫手 Guidance Captains programme to develop a personal safety network between S.1 students and senior form students 指導計劃為中一學生與高年級學生建立安全的人際網絡。 Voluntary service program, mindfulness workshops and careers workshops 義工服務計劃、正念工作坊和職業工作坊。 | <ul style="list-style-type: none"> Students show higher self-concept in the APASO survey. 學生在情意及社交表現評估中顯示更高的自我概念。 Students will give positive feedback in post-event / programme surveys. 學生在活動後/計劃問卷中給予正面反饋。 More than 75% of S.4 and S.5 students take up ECA posts in various student organizations. 超過 75% 的中四及中五學生在各個學生組織擔任 ECA 要職。 S.1 students know how to seek help if they have problems; they can develop a network with the guidance captains. | <ul style="list-style-type: none"> Teachers' observation 老師觀察 Questionnaire 問卷 | ✓ | ✓ | ✓ | MCE Committee, Guidance Team and All teachers 德育及公民教育組、輔導組及所有老師 |

| Aims and objectives 目標 | Strategies 策略 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | Time Scale 時間表 | | | People in charge 負責人 |
|--|--|---|--|-------------------|--------|----|---|
| | | | | 21 | 22 | 23 | |
| | <ul style="list-style-type: none"> Regular and seasonal events to be organized by the Buddhist Youth Committee e.g. worship sessions, flower offering sessions, vegetarian lunch, Buddha's birthday celebrations, etc. 由佛教青年委員會組織的定期和季節性活動，例如：敬拜、供花、素食午餐、佛誕慶典等。 To provide quality leadership training programmes for potential student leaders 為潛在的學生領袖提供優質的領導才能培訓計劃。 To provide junior form students with opportunities to serve others by continuing introducing a new post in in the committee members of each club for S2 – S3 students 持續在每個學會設立新職位讓中二至中三的學生有服務他人的機會。 | <p>中一學生知道如何在遇到問題時尋求幫助；他們可以與指導隊長建立網絡。</p> <ul style="list-style-type: none"> Students will develop an awareness of their strengths and weaknesses and related strategies to overcome problems. 學生了解自己的強項和弱項並以相關的策略解決問題。 | | | | | |
| | <p>C. Class building 班級經營</p> <ul style="list-style-type: none"> To establish closer bonds among classmates via class activities and inter-class competitions e.g. class building activities, sports days, board decoration, inter-class English competitions, singing contest, etc. 通過班級活動和班際比賽，例如運動會、壁報板設計比賽、班際英語比賽、歌唱比賽等，讓同學建立更親密的關係。 To support class teachers in providing guidance for class activities 支持班主任為班級活動提供指導。 To enhance students' sense of belonging to their class and school through holding class building activities 舉辦班級建設活動，增強學生對班級和學校的歸屬感。 | <ul style="list-style-type: none"> Students demonstrate greater adherence to the school and their classes. 學生對學校及自己的班別更有歸屬感。 Students show higher self-concept in the APASO survey. 學生在情意及社交表現評估中顯示更高的自我概念。 Class activity memos for class teachers 班主任活動備忘 Students will give positive feedback in post-event / programme surveys. 學生在活動後/計劃問卷中給予正面反饋。 | <ul style="list-style-type: none"> APASO Survey (Self - Concept) 情意及社交表現評估 Teachers' Observation 老師觀察 | ✓ | ✓ | ✓ | <p>Class teachers and class committees 班主任及班會</p> <p>ECA Team, Religious Team, Board of Discipline and Subject heads 德育及公民教育組、宗教組、訓導組及科主任</p> |
| <p>To enhance students' sense of belonging 提昇學生對學校的歸屬感</p> | <p>D. The 50th anniversary celebration 50周年校慶活動</p> <p>To organize more whole school activities to enhance students' sense of belonging: 多組織全校活動，增強學生歸屬感：</p> <ul style="list-style-type: none"> To celebrate the 50th Anniversary: Card design and writing competitions, etc. | <ul style="list-style-type: none"> Participants will become more self-disciplined, obedient, cooperative in daily school lives and show respect to themselves and others in team work. 參加者在日常生活中變得更加自律、聽話、合作，並在團隊合作中表現出對自己和他人的尊重。 | <ul style="list-style-type: none"> APASO Survey (Attitudes to School) 情意及社交表現評估 Teachers' observation 老師觀察 | ✓ ✓ | ✓ ✓ | ✓ | <p>Admin group, MCE Team, ECA Team and All Teachers 行政組、德育及公民教育組、課外活動組及所有</p> |

| Aims and objectives 目標 | Strategies 策略 | Success Criteria 成功準則 | Methods of Evaluation 評估方法 | Time Scale 時間表 | | | People in charge 負責人 | |
|---------------------------|---|--|--|-------------------|----|----|-------------------------|--|
| | | | | 21 | 22 | 23 | | |
| | 慶祝 50 週年校慶：賀卡設計和寫作比賽等。 <ul style="list-style-type: none"> ● Sintaker qualities: voting 善德人特質: 投票 ● The Sintaker annual awards 善德人年度獎項 | <ul style="list-style-type: none"> ● Classes will produce quality works to compete in inter-class competitions. 班級將製作高質量的作品來參加班級間的比賽。 ● Student works will be published in anniversary publications. 學生作品將在周年紀念刊物上發表。 ● Students will give positive feedback in post-event / programme surveys. 學生在活動後/計劃問卷中給予正面反饋。 | | | | | 老師 | |
| | E. To organize focused activities to target specific groups of students 針對特定的學生組織舉辦活動 <ul style="list-style-type: none"> ● Lion dance programme 舞獅計劃 ● Prefect training 風紀訓練 ● Guidance Captains programme to develop a personal safety network between S.1 students and senior form students ● 指導長計劃為中一學生和高年級學生建立安全的人際網絡 ● S.1 Orientation Cup 中一定向杯 ● S.6 Orientation Cup 中六定向杯 ● Class decoration competitions 課室裝修比賽 ● Class emblem design competitions 班徽設計比賽 ● S.1 Day camp 中一日營 | <ul style="list-style-type: none"> ● The events are held successfully. 活動成功舉辦。 | <ul style="list-style-type: none"> ● Activity records 活動紀錄 ● Teachers' and students' feedback 老師及學生的意見 | | | | | ECA Committee, Class Committees, Guidance Team, etc. 課外活動組、班會、輔導組等 |

IV. BUDGET SUMMARY 2022-2023
財政預算 2022-2023

| | Bal b/f | Estimate Income | Estimate Expenditure | Estimate Surplus/(Deficit) |
|--|--------------|--------------------|-------------------------|-------------------------------|
| I. Government Fund | | | | |
| A. EOEBG Grant | | | | |
| <i>Non-School Specific Grants</i> | | | | |
| Original Baseline Reference | | 1,989,753.13 | | |
| Non-School Specific Grants | | | 1,900,000.00 | |
| Sub Total (A) | | 1,989,753.13 | 1,900,000.00 | 89,753.13 |
| <i>School Specific Grants</i> | | | | |
| Administration Grant | 347,380.08 | 3,949,872.00 | 3,700,000.00 | 597,252.08 |
| Capacity Enhancement Grant | 193,556.75 | 654,502.00 | 600,000.00 | 248,058.75 |
| Composite Information Technology Grant | 228,367.57 | 503,136.00 | 700,000.00 | 31,503.57 |
| Air-Conditioning Grant | - | 607,454.00 | 607,454.00 | - |
| SBM Top-up Grant | 81,085.00 | 51,615.00 | 50,000.00 | 82,700.00 |
| School-based Speech Therapy Administration | | | | |
| Recurrent Grant | 20,118.00 | 8,258.00 | 28,376.00 | - |
| Sub Total (B) | 870,507.40 | 5,774,837.00 | 5,685,830.00 | 959,514.40 |
| Grand Total: (A) + (B) | 870,507.40 | 7,764,590.13 | 7,585,830.00 | 1,049,267.53 |
| B. Outside EOEBG Grant | | | | |
| Teacher Relief Grant - Annual Recurrent | 1,238,232.21 | 218,140.00 | 100,000.00 | 1,356,372.21 |
| Teacher Relief Grant - Optional | 2,241,755.05 | 4,599,166.67 | 5,000,000.00 | 1,840,921.72 |
| Committee on Home-School Co-operation Project | 34,057.64 | 25,780.00 | 30,000.00 | 29,837.64 |
| Cash Grant for School-based After-school Learning and Support Programmes | 134,809.01 | 169,200.00 | 300,000.00 | 4,009.01 |
| Learning Support Grant for Secondary Schools | 27,293.73 | 456,330.00 | 480,000.00 | 3,623.73 |
| Diversity Learning Grant (Other Language) | - | 116,100.00 | 116,100.00 | - |
| Diversity Learning Grant (Other Programmes) | 64,068.80 | 42,000.00 | 106,068.80 | - |
| Diversity Learning Grant (Applied Learning) | - | - | - | - |
| Moral and National Education Support Grant | 123,171.15 | - | 50,000.00 | 73,171.15 |
| Hong Kong School Drama Festival | 9,321.10 | 10,250.00 | 10,000.00 | 9,571.10 |
| Information Technology Staffing Support Grant | 26,345.50 | 321,796.00 | 320,000.00 | 28,141.50 |
| Grant for the Sister School Scheme | 164,228.00 | 159,954.00 | 200,000.00 | 124,182.00 |
| Promotion of Reading Grant | 18,507.24 | 63,982.00 | 82,489.24 | - |
| Life-wide Learning Grant | 1,445,039.90 | 1,195,413.00 | 2,600,000.00 | 40,452.90 |
| One-off School-based Speech Therapy Set-up Grant | 226.00 | 8,258.00 | 8,484.00 | - |
| School Executive Officer Grant | 96,274.72 | 540,268.60 | 540,000.00 | 96,543.32 |
| Beat Drugs Fund - Healthy Campus | 60,000.00 | 90,000.00 | 150,000.00 | - |
| Student Activities Support Grant | - | 143,650.00 | 143,650.00 | - |
| Participate in Sports, Stay Away from Drugs | - | 25,000.00 | 25,000.00 | - |
| One-off Grant for Citizenship and Social Development | 294,696.00 | - | 200,000.00 | 94,696.00 |
| Special Anti-epidemic Grant | 13,340.00 | - | 13,340.00 | - |
| Grand Total | 5,991,366.05 | 8,185,288.27 | 10,475,132.04 | 3,701,522.28 |
| II. School Funds | | | | |
| General Funds | 2,229,600.78 | 2,500,000.00 | 2,600,000.00 | 2,129,600.78 |
| Grand Total | 2,229,600.78 | 2,500,000.00 | 2,600,000.00 | 2,129,600.78 |

V. A HEALTHY SCHOOL POLICY 健康校園政策

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

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

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

Duties 職責

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

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

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

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

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

1. Implementing anti-drugs and drug prevention education
推行禁毒及防止濫藥教育：
遠離毒品，重在預防。
2. Introducing healthy eating habits and encouraging vegetarian diets
關注健康飲食習慣：
鼓勵學生養成良好飲食習慣、推廣素食。
3. Fostering a healthy lifestyle: To cater for learners' differences and provide a spectrum of extra-curricular activities; to pay close attention to students' physical and psychological health so as to reduce stress from school life and to prevent students from addiction to the Internet and drugs
推行健康生活：
照顧學生差異，提供多元課外活動，照顧學生身心健康，以減少他們的學習壓力，同時避免學生上網成癮或染上吸食毒品的惡習。
4. Implementing sex education: to instill correct concepts and righteous attitude regarding sex into students
性教育政策：
建立正確的性觀念及態度。
5. Creating a safe school environment
安全校園政策。
6. Creating an environmentally-friendly school: to use resources sparingly to avoid wastage and to live a green life.
環保校園：
善用資源，避免浪費，推動綠色生活。

VI. APPENDIXES

附件

- (a) Plan on the Use of Capacity Enhancement Grant 2022-2023
學校發展津貼使用計劃 2022-2023
- (b) Plan on the Use of Life-wide Learning Grant 2022-2023
全方位學習支援津貼使用計劃 2022-2023
- (c) Plan for the School-based After-school Learning and Support Programmes
2022-2023
課後學習及支援計劃 2022-2023
- (d) Proposal for the Diversity Learning Grant 2022-2023
多元學習津貼使用計劃 2022-2023
- (e) Plan on the Use of the Promotion of Reading Grant 2022-2023
推廣閱讀計劃 2022-2023
- (f) Healthy School Programme 2022-2023
健康校園計劃 2022-2023
- (g) Quality Education Fund Enhanced 'My Pledge to Act' Funding Programme
優質教育基金「我的行動承諾」加強版撥款計劃

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant (2022-2023)
學校發展津貼使用計劃 2022-2023

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| Critical Target Areas 特定目標對象 | Implementation Plan 實施計劃 | Benefits Anticipated 預期效益 | Implementation Schedule 實施日程 | Resources Required 所需資源 | Performance Indicators 表現指標 | Assessment Mechanism 評估機制 | Person-in-Charge 負責同工 |
|---|---|--|---------------------------------|---|--|---|---|
| To relieve teachers' administrative or clerical workload so that teachers can concentrate on coping with the learning needs of students | A. To continue to run the Secondary School Life Adaptation Programme for newly admitted S.1 students. Tutors will be employed to take up the role of class teachers who are responsible for the daily routines and to teach learning skills. 繼續舉辦中學生活適應課程，協助新入學的中一學生適應中學學習生活。導師將負責班主任工作處理日常事務性工作並教授學習技能。 | Teachers' workload in summer will be partly reduced, S.1 students rapidly adapted to school life. 減輕教師部份工作量，中一學生可以更快適應學習生活。 | July 2023 2023 年 7 月 | Salary of 4 tutors (\$32,000). 聘請 4 位導師費用 (港幣三萬二千元) | S.1 students' confidence is boosted. Students can rapidly adapt to secondary school life. 中一級學生自信提高，更快適應學習生活 | Teacher observation 教師觀察 Questionnaire survey 問卷調查 Parents' feedback 家長回饋 / 意見 | Ms. HL Lam and Mr. SW Pang 林曉蕾副校長及彭成璋副校長 |

| Critical Target Areas 特定目標對象 | Implementation Plan 實施計劃 | Benefits Anticipated 預期效益 | Implementation Schedule 實施日程 | Resources Required 所需資源 | Performance Indicators 表現指標 | Assessment Mechanism 評估機制 | Person-in-Charge 負責同工 |
|---------------------------------|--|--|--|---|--|-------------------------------------|------------------------------------|
| | <p>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.</p> <p>聘請三位文員助理，協助安排進行教與學問卷調查、編訂上課時間表、處理一般與學生有關的工作包括學生學籍紀錄、考勤紀錄、得獎記錄、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>Teachers are relieved from some clerical work.</p> <p>減輕老師的文書工作</p> | <p>From September 2022 to August 2023 由2022年9月至2023年8月</p> | <p>Salaries of three clerical assistants for one year including school's contribution to MPF (\$634,500)</p> <p>聘請三位文員薪酬包括學校之強積金供款(約港幣六十三萬四千五百元)</p> | <p>The clerical assistants take up duties assigned by teachers and assist in preparing various student records.</p> <p>文員助理能履行負責之工作及協助整理各項學生紀錄</p> | <p>Teacher observation 教師觀察</p> | <p>Mr. SW Pang 彭成璋 副校長</p> |

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第1項：舉辦 / 參加全方位學習活動

| 學校必須填寫此部分 | | | | | | | | 學校可按需要決定是否填寫此部分 | | | | | | | | | |
|-----------|---|----------------------|---------|------------|--------------|-------------------------------------|--------------------|--|--------------------------------|--|--------------------------------|-----------|------|------|--------------|--------------|--------------------|
| 編號 | 活動名稱 | 擬舉行日期 | 對象 | | 預算開支 (\$) | 預算開支運用細節 | 人均 預算開支 (\$) | 活動簡介及目標 | 範疇 (請選擇 適用的選項， 或自行填寫) | 監察 / 評估方法 | 基要學習經歷 (請於適用方格加上✓號，可選擇多於一項) | | | | | 負責科組 / 教師 | |
| | | | 級別 | 預計參與 人數 | | | | | | | 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 | | |
| 1.1 | 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 | 參觀企業 | Sep 2022 - July 2023 | 中二至中六 | 50 | \$9,400.00 | | \$188.00 | 擴闊學生視野 | 生涯規劃 | 問卷調查 出席率 | | | | | | ✓ | Careers/YKM |
| 2 | 舉辦或參加交流活動或比賽 | Sep 2022 - July 2023 | 中二至中六 | 50 | \$9,400.00 | | \$188.00 | 擴闊學生視野 | 生涯規劃 | 問卷調查 出席率 | | | | | | ✓ | Careers/YKM |
| 3 | 舉辦或參加交流活動運輸費用、旅遊巴士租借服務 | Sep 2022 - July 2023 | 中二至中六 | 100 | \$5,000.00 | | \$50.00 | 擴闊學生視野 | 生涯規劃 | 問卷調查 出席率 | | | | | | ✓ | Careers/YKM |
| 4 | Mentorship program 師友計劃 | Sep 2022 - July 2023 | 中四至中六 | 400 | \$68,000.00 | | \$170.00 | 按學生的興趣和能力，發掘他們的升學和就業出路 | 生涯規劃 | 問卷調查 出席率 | | | | | | ✓ | Careers/YKM |
| 5 | 趣聞巧寫工作坊 主題：漫談小品文學、淺嘗寫作樂趣 | 2022年10月至2023年5月 | 中三 | 20-25 | \$25,000.00 | 導師費用\$18000 雜費包括買書費用\$7000 共\$25000 | \$1000-1250 | 透過閱讀評賞與寫作實踐，提升同學寫作及鑑賞文章能力。 | 中文 | 問卷調查 學生課堂與習作表現 | ✓ | | | | | | 中文科/HLLAM |
| 6 | 2022-2023年度中文科閱讀計劃 | 2022年9月至2023年5月 | 中三、中四 | 20-25 | \$5,000.00 | 書券：\$1000 書本\$3000 禮物\$1000 | \$200-\$250 | 提升校園閱讀氣氛，讓學生學會閱讀、喜愛閱讀。 | 中文 | 問卷調查 學生課堂與習作表現 | ✓ | | | | | | 中文科/HLLAM |
| 7 | 邀請飛騰木偶團演出 | 2022年11月至2023年4月(待定) | 中一、二級 | 128人 | \$4,000.00 | 演出費用 | \$200-\$250 | \$15-\$20 | 中文 | 隨筆寫感受 | ✓ | | | | | | 中文科/HM Wong |
| 8 | 香港學校音樂及朗誦協會 | 2022年9月至5月 | 全校 | 30人 | \$3,000.00 | 報名費用 | \$100-\$300 | 透過聲情表現，體現作品思想情感，培養自信，發揮才華。 | 中文 | 比賽成績 | | ✓ | | | | | 中文科/HLLAM |
| 9 | 體驗漢服日 | 2022年4月至5月 | 全校 | 70人 | \$5,000.00 | 購買漢服、頭飾、禮物\$71 | \$70 | 透過介紹及試穿古漢服之活動體驗，讓同學了解古人所處之文化背景、生活面貌，從而認識我國傳統文化價值，建立對傳統文化的正面價值觀。 | 中文 | 活動報告 | ✓ | ✓ | | | | | 中文科/HLLAM |
| 10 | 參與各類文化交流活動交通費用 | 2022年9月至2023年7月 | 全校 | 100人 | \$5,000.00 | 交通費用 | \$50.00 | 透過各類文化交流、講座，提升同學對文學、文化的興趣 | 文學 | 活動報告 | ✓ | | | | | | 中文科/HLLAM |
| 11 | 領袖訓練計劃 | 2022年11月 | 中二至中五 | 60 | \$15,000.00 | 機構收取費用:15000 | \$250 | 為新一屆領袖生準備作為領袖生所面對的各種，在一個半天的訓練中，重點包括建立小組關係及如何建立領袖生應有的特質。 | 社會服務 | 學生問卷調查 | | | | | | ✓ | 訓導處 |
| 12 | 文集 | 22年7月至23年9月 | 中一至中六 | 全校 | \$20,800.00 | 印刷商：20800 | \$26,800.00 | 學生作品的文集，包括中文、英文、舊生的文章，視覺藝術、宗教等科目。 | | 學生表現 | ✓ | | | | | ✓ | 文集編輯委員會 |
| 13 | Drama: instructor and competitions | Oct 2022 - May 2023 | S1 - S4 | 60 | \$47,700.00 | Hiring coaches | \$795.00 | Nurtuing an interest in acting and drama and buidling confidence in acting in public | English | Lesson observaion and Drama Festival competition | ✓ | ✓ | | | | | English Department |
| 14 | Debate coaches and others | Oct - Dec 2022 | S2 - S5 | 60 | \$57,800.00 | Hiring coaches | \$963.33 | Building on the success our debate teams and train student debaters | English | Lesson observaion and debate competitions | ✓ | ✓ | | | | | English Department |
| 15 | Speech Festival subsidies | Sep - Dec 2022 | S1 - S5 | 100 | \$10,000.00 | Subsidies for students | \$100.00 | Encouraing students to join public speaking competitions to gain confidence | English | Student feedback and competitions | ✓ | ✓ | | | | | English Department |
| 16 | Summer English tour: subsidies | July 2023 | S1 - S4 | 10 | \$20,000.00 | Subsidies for students | \$2,000.00 | Rewarding students with good school results and helping them to gain exposure to authentic English | English | Student feedback | ✓ | ✓ | | | | | English Department |
| 17 | From Page to Stage | March 2023 | S1 - S4 | 150 | \$11,250.00 | Tickets for drama shows | \$75.00 | Nurtuing an interest in acting and drama and exposure to live acting and interaction | English | Student surveys and teacher observation | ✓ | ✓ | | | | | English Department |

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|----|--------------------------|------------------------|---------------------------|-----|-------------|---|----------|---|---------------------------|---|---|---|---|--|--|------------------------------|
| 18 | English Club activities | Sep 2022 - July 2023 | S1 - S6 | 320 | \$6,400.00 | Activity expenses: Prizes, resources, supplies | \$20.00 | English and cross-curricular activities to help students to learn and use English with fun | English, STEM and History | Student surveys and teacher observation | ✓ | ✓ | | | | English Department |
| 19 | 學會活動/興趣班 | 9/2022 - 8/2023 | 中一至中六 | 全校 | \$20,000.00 | 1. 活動機構/教練收取費用:\$19000 2. 物資雜項- \$1,000 | \$370.00 | 以採購服務形式僱用外間機構或聘用專業教練,讓學生發展多方面才能,增強自信心 | 體藝活動 | 導師觀察及學生表現 | | | ✓ | | | ECA Committee / Ms WS Cheung |
| 20 | 班級經營活動/班際活動/比賽 | 9/2022 - 8/2023 | 中一至中六 | 全校 | \$10,000.00 | 1. 雜項- \$1,000 2. 班際活動/比賽- \$9,000 | \$120.00 | 以採購服務形式僱用外間機構提供多元化活動,發展學生的學習能力,以提高學習效能。培養學生律己愛人的精神,延展關愛文化 | 體藝活動 | 問卷調查,導師觀察及學生表現 | | | ✓ | | | ECA Committee / Ms WS Cheung |
| 21 | 社際活動(草蓆編織工作坊) | 9/2022 - 8/2023 | 中一至中六 | 25 | \$4,500.00 | 機構收取費用:3800 雜項-Backdrop:700 | \$180.00 | 透過工作坊,同學認識「籐塑」這種傳統手工藝術,並學會製作簡單籐粉公仔。完成工作坊後,期望同學能將所學技能與同學分享,並將製成品作展示或捐贈之用。 | 藝術(其他) | 問卷調查 學生課堂與習作表現 | | | ✓ | | | House Advisor/Ms YT Chan |
| 22 | 社際活動 籐塑(籐粉)公仔工作坊 | 9/2022 - 8/2023 | 中一至中六 | 25 | \$4,800.00 | 機構收取費用:4500 雜項-Backdrop:300 | \$192.00 | 透過工作坊,同學認識「草蓆編織」這種傳統手工藝術。完成工作坊後,期望同學能將所學技能與同學分享,並將製成品作展示或捐贈之用。 | 藝術(其他) | 問卷調查 學生課堂與習作表現 | | | ✓ | | | House Advisor/Ms YT Chan |
| 23 | 空手道訓練班 | 9/2022 - 7/2023 | 中一至中五 | 20 | \$10,000.00 | 每堂\$350·共25堂;\$1250購買物資 | \$500.00 | 透過舉辦空手道訓練班以提升同學對空手道的認識和興趣 | 體藝活動 | 學生課堂 | | | ✓ | | | Karate Club/Mr YW Faan |
| 24 | 學校旅行/OLE Day | 9/2022 - 8/2023 | 中一至中六 | 全校 | \$50,000.00 | 入場費:746人x\$120 = \$89,520 雜費:\$480 | \$120 | 拓闊學生的視野,增進班內同學之間的認識及了解,增加歸屬感 | 體藝活動 | 老師觀察及學生表現 | | | ✓ | | | ECA Committee / Ms WS Cheung |
| 25 | 童軍訓練 | 2022年9至2023年7月 | 中一至中四 | 40 | \$5,000.00 | 購買童軍訓練的物資、消耗品,資助學生參加童軍比賽和課程的費用,或外出活動的交通費和入場費 | \$125.00 | 促進童軍成員的身心精神陶冶與啟發,使能成為良好公民,有助於社會 | 領袖訓練 | 學生表現 | | | ✓ | | | Scouts/PTL |
| 26 | 女童軍(參觀/工作坊) | 9/2022 - 8/2023 | 中一至中五 | 80 | \$25,000.00 | 1.機構收取費用:8000 2.參觀入場費:15000 3.雜項:2000 | \$320 | 以採購服務形式僱用外間機構提供多元化活動,發展學生的學習能力。 | | 導師觀察及學生表現 | | | ✓ | | | Girl Guides |
| 27 | Art workshops | Oct 2022 to June 2023 | S.1 | 22 | \$20,000.00 | Service provider:19000 gifts and materials- 1000 | \$909 | To enable students to express themselves through art and English | English and aesthetics | questionnaire and works from students | ✓ | | | | | Guidance Committee/ FKW |
| 28 | Joy at BSTC | Sept 2022 to July 2023 | S.1 to S.6 | 200 | \$16,000.00 | Service provider: 10000 Transport: 3000 gifts and materials- 3000 | \$80.00 | To enable students to release their stress, cultivate positive thinking and enhance their self-esteem by stretching their potentials | 價值觀教育 | questionnaire and works from students | ✓ | | | | | Guidance Committee/ FKW |
| 29 | Zentagle workshop | Jan 2023 to July 2023 | S.2 | 132 | \$15,000.00 | Service provider: \$15000 | \$113.64 | To enable students to release their stress, cultivate positive thinking and enhance their self-esteem by stretching their potentials | 藝術(視藝) | questionnaire and works from students | | | ✓ | | | Guidance Committee/ FKW |
| 30 | Aromatherapy workshop | Jan 2023 to July 2023 | S.2 | 132 | \$15,000.00 | Service provider: \$15000 | \$113.64 | To enable students to release their stress, cultivate positive thinking and enhance their self-esteem by stretching their potentials | 藝術(視藝) | questionnaire and works from students | | | ✓ | | | Guidance Committee/ FKW |
| 31 | S.1 orientation Day camp | Oct 2022 | S.1 and Guidance Captains | 170 | \$24,000.00 | Service provider :22300 gifts- 700 | \$141.18 | All S.1 students will join the orientation day camp and have a variety of mass activities throughout the year to foster their team spirit and develop a supporting network. | 其他:請註明:群育發展 | questionnaire and feedback from students and teachers | ✓ | | | | | Guidance Committee/ FKW |

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|----|------------------------|-----------------|---------------------------|-----|-------------|--|----------|---|-------------|---|---|---|--|--|--|-------------------------|
| 32 | S.1 Fun day | Dec 2022 | S.1 and Guidance Captains | 170 | \$30,000.00 | Service provide: \$29200.00 gift:800 | \$176.47 | S.1 activities and Guidance Captains will have a fun day and they are able to develop a sense of belonging towards the school throughout various activities | 其他：請註明：群育發展 | questionnaire and feedback from students and teachers | ✓ | | | | | Guidance Committee/ FWK |
| 33 | 工作坊 / 考察 / 參觀 / 學生成果展示 | 2022年9月至2023年7月 | 中一至中六 | 500 | \$27,000.00 | 已預計項目： 國際工作坊1次 10000 其他考察費用 12000 預留5000印刷學生成果及派發 | \$54.00 | 透過一系列活動，例如網上遊世界、中環考察團等，讓學生走出課室，了解香港、中國及其他國家的歷史發展，擴闊學生視野。 | 歷史科 | 問卷調查 學生的活動出席率 老師觀察 | ✓ | | | | | 歷史科 LWK |
| 34 | 舞蹈隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 20 | \$10,800.00 | 聘請教練費用(訓練及帶隊比賽) \$900 x 12節=\$10800 | \$540 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練 提升學生的團體意識及自信 形式：定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | ✓ | | | | 體育科/ MAN KA HO |
| 35 | 男子籃球校隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 30 | \$22,000.00 | 聘請教練費用(訓練及帶隊比賽) \$800 x 40節=\$32000 | \$1067 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練 提升學生的團體意識及自信 形式：定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | ✓ | | | | 體育科/ MAN KA HO |
| 36 | 足球校隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 20 | \$8,000.00 | 聘請教練費用(訓練及帶隊比賽) \$600x30節=\$18000 | \$1200 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練 提升學生的團體意識及自信 形式：定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | ✓ | | | | 體育科/ MAN KA HO |
| 37 | 男子羽毛球校隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 20 | \$28,000.00 | 聘請教練費用(訓練及帶隊比賽) \$700x40節=\$28000 | \$1400 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練 提升學生的團體意識及自信 形式：定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | ✓ | | | | 體育科/ MAN KA HO |
| 38 | 女子羽毛球校隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 20 | \$25,000.00 | 聘請教練費用(訓練及帶隊比賽) \$700x40節=\$28000 | \$1400 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練 提升學生的團體意識及自信 形式：定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | ✓ | | | | 體育科/ MAN KA HO |

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| 39 | 乒乓球校隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 20 | \$28,000.00 | 聘請教練費用(訓練及帶隊比賽) \$700x40節=\$28000 | \$1400 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練提升學生的團體意識及自信形式;定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | | | | | | ✓ | | | 體育科/ MAN KA HO |
| 40 | 男子排球校隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 20 | \$10,000.00 | 聘請教練費用(訓練及帶隊比賽) \$500x20節=\$10000 | \$500 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練提升學生的團體意識及自信形式;定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | | | | | | ✓ | | | 體育科/ MAN KA HO |
| 41 | 女子排球校隊訓練 | 2022年9月至2023年8月 | 中一至中六校隊成員 | 30 | \$28,000.00 | 聘請教練費用(訓練及帶隊比賽) \$700x40節=\$28000 | \$933 | 透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識 發掘有天份的學生並加以訓練提升學生的團體意識及自信形式;定期訓練、出席學界及各大型運動比賽 | 體育 | 校隊比賽表現、隊員出席次數、教練及老師觀察、運動員人數、訪問球員 | | | | | | | ✓ | | | 體育科/ MAN KA HO |
| 42 | 邀請運動團體推廣體育活動 | 2023年5月 | 中一至中五學生 | 650 | \$20,000.00 | 邀請6-8個體育總會到校作運動示範,每項約\$2000 | \$30 | 邀請不同體育總會到校作推廣示範,以提升學生對運動的興趣,從而養成健康生活模式。 | | 訪問學生、問卷調查 | | | | | | | | | | 體育科/ MAN KA HO |
| 43 | 佛青團幹事訓練計劃 | 2023年10月至8月 | 中三至中六 | 24 | \$15,000.00 | 全年計練共2-3次,每次費用約\$5000至\$7500 | \$625.00 | 參加歷奇活動以培養團體精神 | 宗教與文化 | 學生表現 | | | | | | | ✓ | | | 佛學科 |
| 44 | 宗教活動 | 2023年1月至6月 | 中一及中五 | 180 | \$10,000.00 | 活動1:參觀慈濟禪行館費用,約\$3000 活動2:攝影禪工作坊:約\$5000 活動3:生命價值教育講座,約\$2000 | \$55.56 | 參加工作坊以增加環保及攝影知識 | 宗教與文化 | 問卷調查及學生表現 | | | | | | | ✓ | ✓ | | 佛學科 |
| 45 | 舉辦產品展覽 | 2023年7月 | 中一至中二 | 260 | \$35,000.00 | 1. \$10000 (為中一學生購買消耗品以製作雷射切割和立體打印產品); 2. \$20000 (為中二學生購買消耗品以製作智能產品); 3. \$5000 (購買舉辦產品展覽所需物資) | \$135 | 透過舉辦產品展覽以提升同學對STEM的認識和興趣 | STEM | 計算成功製作產品的人數比例 | | | | | | | ✓ | | | FYW |
| 46 | 舉辦和STEM相關的活動 | 2022年9月至2023年7月 | 中一至中五 | 260 | \$20,000.00 | 參觀的人場費、交通費;比賽的報名費、材料費、交通費;舉辦校內課外活動的費用 | \$77.00 | 透過舉辦和STEM相關的活動以提升同學對STEM的認識和興趣 | STEM | 學生表現 | | | | | | | ✓ | | | FYW |
| 47 | 快樂工程之自尊感建立 - A Stronger Me, A Better We | 2022年9月至2023年7月 | 中一至中六 | 700 | \$30,000.00 | | \$42.86 | 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,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 | 問卷調查 出席率 老師觀察 | | | | | | | ✓ | | | 德育組 HYL, LWK |
| 48 | 推廣同理心及關愛活動 | 2022年9月至2023年7月 | 中一至中六 | 700 | \$33,000.00 | | \$47.14 | | 價值觀教育 | 問卷調查 出席率 老師觀察 | | | | | | | ✓ | | | 德育組 HYL, LWK |
| 49 | 中四社會服務計劃 | 2022年9月至2023年7月 | 中一至中六 | 700 | \$25,000.00 | | \$35.71 | 中四社會服務計劃 | 價值觀教育 | 問卷調查 出席率 老師觀察 | | | | | | | ✓ | | | 德育組 HYL, LWK |
| 50 | 善德人 | 2022年9月至2023年7月 | 中一至中六 | 700 | \$42,000.00 | | \$60.00 | 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 | 價值觀教育 | 問卷調查 出席率 老師觀察 | | | | | | | ✓ | | | 德育組 HYL, LWK |

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| 51 | 紅十字會 - 暑期急救訓練計劃 | 2023年6月至2023年8月 | 中一至中六 | 100 | \$25,000.00 | 急救課程: 10000元 急救訓練營: 15000元 | \$250.00 | 提升同學急救技能, 以服務他人及提升領袖才能 | 領袖訓練 | 學生表現、考試表現 | ✓ | ✓ | ✓ | 紅十字會 WANCH |
| 52 | 紅十字會 - 義工探訪活動 | 2023年12月至2023年8月 | 中一至中五 | 45 | \$3,000.00 | 義工服務物資 | \$66.67 | 由學生籌辦義工服務, 提升同學同理心。 | 價值觀教育 | 學生表現 | | | ✓ | 紅十字會 AUSW |
| 53 | 50周年校慶藝術推廣計劃_出版藝術 | 2023年6月 | 中一至中六 | 780 | \$30,000.00 | 印刷及設計費30,000元 | \$38.46 | 預算出版2份刊物: 出版《美在善德-善德金禧藝術畫冊2022》, 100頁, 印刷1000份。 出版專題畫冊《善德人的生活藝術》, 48頁, 印刷1500本畫冊。 | 藝術 (視藝) | 師生反應、口頭訪問 | | | ✓ | 視藝科/AUSW |
| 54 | 青年藝術家推廣計劃_展覽 | 2022年9月至2023年8月 | 中一至中六(參觀者約4800人, 展出者約40人) | 40 | \$15,000.00 | 全年舉辦校內微型展覽20次, 購買展覽裝裱物料及印刷展覽場刊 | \$375.00 | 全年舉辦校內微型展覽16次, 購買展覽裝裱物料及印刷展覽場刊 | 藝術 (視藝) | 學生反應、留言冊 | | | ✓ | 視藝科/AUSW |
| 55 | 藝術家到校講座、工作坊 | 2022年9月至2023年8月 | 中一至中六 | 150 | \$20,000.00 | 講座費或工作坊費用: 20000元 | \$133.33 | 邀請藝術家到校進行講座或工作坊3次 | 藝術 (視藝) | 學生反應、問卷 | | | ✓ | 視藝科/CHANHM |
| 56 | 初中視藝藝術科課外閱讀計劃 | 2022年10月至2023年6月 | 中一至中三 | 390 | \$18,000.00 | 購買藝術書135本 | \$46.15 | 令學生對藝術的興趣, 鼓勵養成閱讀習慣 | 藝術 (視藝) | 借閱率、習作表現 | | | ✓ | 視藝科/CHANHM |
| 57 | 參觀藝術展覽及巴塞爾藝術展2023 | 2023年4月 | 中一至中六 | 60 | \$12,000.00 | 購買門票 | \$200.00 | 參與大型藝術活動, 拓闊學生文化視野 | 藝術 (視藝) | 學生參與率、口頭訪問 | | | ✓ | 視藝科/AUSW |
| 58 | 陶藝校園計劃 | 2022年10月至2023年6月 | 中一至中六 | 300 | \$5,000.00 | 陶藝材料及工具 | \$83.33 | 學生透過陶藝創作, 學習情緒管理 | 藝術 (視藝) | 學生參與、習作表現 | | | ✓ | 視藝科/CHANHM |
| 59 | 音樂活動系列 | 2022年9月 - 2023年8月 | 中一至中五 | 200 | \$100,000.00 | 導師費: 100,000 | \$500.00 | 以音樂課外活動培養學生的創意、團隊合作技巧。 | 藝術 (音樂) | 年終音樂會表演 | | | ✓ | 音樂科/CTN |
| 60 | 實地考察 | 3月6日至3月8日 | 中四至中五 | 30 | \$2,000.00 | | \$66.67 | Field studies / 實地考察之營費 | 地理 | 問卷調查 | ✓ | | | Geog/YKM |
| 61 | 主題學習日 | 11月至3月 | 中一至中六 | 200 | \$2,000.00 | | \$5.00 | Geography Day | 地理 | 學生參與度 | ✓ | | | Geog/YKM |
| 62 | 舉辦或參加比賽 | 11月至3月 | 中四至中五 | 50 | \$2,000.00 | | \$20.00 | 擴闊學生視野 | 地理 | 問卷調查 | ✓ | | | Geog/YKM |
| 63 | 考察交通費 | 11月至3月 | 中一至中六 | 300 | \$2,000.00 | | \$15.00 | 旅遊巴、運輸費用、文儀用品 | 地理 | 問卷調查 出席率 | ✓ | | | Geog/YKM |
| 64 | 舉辦定期科學相關探究活動和產品製作活動 | 2022年9至2023年7月 | 中一至中二 | 260 | \$16,000.00 | 購買材料約15000元, 禮物約1000元 | \$61.54 | 激發同學對科學的興趣, 擴闊同學的視野 | 科學 | 問卷調查及學生表現 | ✓ | | | IS Dept/PTL |
| 65 | 科學參觀(地點待定) | 2022年9至2023年7月 | 中一至中二 | 260 | \$12,000.00 | 車費、入場費 | \$46.15 | 激發同學對科學的興趣, 擴闊同學的視野 | 科學 | 問卷調查及學生表現 | ✓ | | | IS Dept/PTL |
| 66 | 線上/實體導賞團 | 2023年7月 | 中四 | 18 | \$5,200.00 | WALK HK導賞團費用, 車費 | \$288.89 | 透過體驗活動, 了解社區文化及歷史 | 提升工作技能 | 問卷調查 | | | ✓ | WTM |
| 67 | 餐桌禮儀/酒店/廚師出馬/MICE工作坊 | 2023年3月 | 中五 | 15 | \$5,000.00 | IVE/HTI體驗工作坊的費用, 車費 | \$333.33 | 透過體驗工作坊, 讓學生了解職業相關的學習體驗 | 提升工作技能 | 問卷調查 | | | ✓ | WTM |
| 68 | 國情講座及工作坊 | 2022-2023學年 | 中四至中五 | 260 | \$10,000.00 | \$10,000.00 | \$38.46 | 透過講者的分享, 讓同學深入認識中國近年的發展, 培養愛國情懷 | 公民與社會發展科 | 1.老師的觀察與檢討 2. 同學的參與和投入度 3. 機構導師的回饋 | ✓ | | | 公民科/YL HO |
| 69 | 參觀及考察活動 | 2022-2023學年 | 中四至中五 | 260 | \$10,000.00 | \$10,000.00 | \$38.46 | 透過活動, 讓同學親身經歷中國近年的發展及成就, 拓闊學生的視野 | 公民與社會發展科 | 1.老師的觀察與檢討 2. 同學的參與和投入度 3. 機構導師的回饋 | ✓ | | | 公民科/YL HO |
| 70 | ACT Social Awareness Network「長者有禮-長者社企參訪」活動 | 2022年12月 | 中五 | 23 | \$8,000.00 | 機構收取費用: 8000 | \$350.00 | 安排學生參加與社會不同人士接觸及相處的體驗式活動, 他們能實地考察及有機會與長者直接交流, 讓學生認識長者社企成立的想法和做法, 更深入了社會不同人士的需要, 建立其同理心及關心社會的價值觀 | 健康管理與社會關懷科 | 1.老師的觀察與檢討 2. 同學的參與和投入度 3. 機構導師的回饋 | ✓ | | ✓ | 健管科/YL HO |
| 71 | Blesing Bags Delivery | 2023年3月9日 | 中四 | 140 | \$8,000.00 | 購買送暖物資 | \$57.14 | 活動與機構合作, 透過探訪獨居長者, 送上福袋及關懷 | 價值觀教育 | 收回的問卷 | | | ✓ | 義工組老師 |

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| 72 | Students' Union election | Sep - Oct 2022 | S1 - S6 | 800 | \$1,500.00 | Publications, promotion, resources and supplies | \$2.50 | Promotion and election of candidate cabinets | Student's Union | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | 宗教組及中國歷史科 李麗儀老師及吳艷嫻老師 | |
| 73 | Inter-school activities e.g. debates, exam practice, etc. | Oct 2022 - May 2023 | S1 - S6 | 200 | \$4,000.00 | Transport, resources and supplies | \$20.00 | Inter-school academic exchange and ECAs | Public speaking | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU | |
| 74 | Inter-school social service | Oct 2022 - May 2023 | S1 - S4 | 50 | \$5,000.00 | Transport, resources and supplies | \$100.00 | Partnering with neighbouring schools to reach out to the community | Social service | Participants' and teachers' feedback and debriefing | ✓ | ✓ | ✓ | | | SU | |
| 75 | S6 Farewell activities | Jan - Feb 2023 | S6 | 130 | \$3,000.00 | Decorations, gifts and supplies | \$23.00 | Expressing support to S6 students | Student well-being | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU | |
| 76 | Promotion Day | Nov - Dec 2023 | Visitors | 300 | \$3,000.00 | Decorations, gifts and supplies | \$10.00 | Promoting the school | Promotion Day | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU | |
| 77 | Meeting with Alumni | Oct 2022 - May 2023 | S4 - S5 | 250 | \$6,000.00 | Transport, resources and supplies | \$24.00 | Catering for the interests and needs of senior form students | Student well-being | Participants' and teachers' feedback and debriefing | ✓ | ✓ | ✓ | | | SU | |
| 78 | Subsidies from the ECA Committee | Sep 2022 - Aug 2023 | S1 - S6 | 800 | \$3,000.00 | General expenses | \$3.75 | All-round development and creating a sense of belonging | ECA Committee | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU | |
| 79 | Signature programmes of the Students' Union | Oct 2022 - May 2023 | S1 - S6 | 800 | \$2,000.00 | General expenses | \$2.50 | Building the image of the SU and enhancing a sense of belonging | Students' Union | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU | |
| 80 | Summer Fest 2023 | June - July 2023 | S1 - S5 | 700 | \$10,000.00 | Game booths, hiring instructors, resources and supplies | \$28.57 | Catering for interests, exposure to art and crafts, creating a sense of belonging | All-round development | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU | |
| 81 | 海洋公園全方位學習之旅 | 2023年9月 | 中六 | 9 | \$925.00 | 學生入場費\$100X7=\$700；另一帶隊導師入場費\$225X1=\$225 | \$102.8 | 透過園內獨特的教育及保育景點、機動遊戲及豐富的工種，讓學生可以按自己的興趣去探索，從而提高學習興趣。公園活動包括網上全方位探索秘笈、全方位學習套裝及「保育最前線」網上講座；補足學生對園內保育景點的認知；提升其環保及動物保育的意識。 | 學校班會 | 導師觀察及學生表現 | | ✓ | | ✓ | | 6C班班主任/LAU PK | |
| (如空間不足，請於上方插入新行。) | | | | | | | | | | | | | | | | | |
| 第1.1項預算總計 | | | | 15,150 | \$1,342,475.00 | | | | | | | | | | | | |
| 1.2 | 境外活動：舉辦或參加境外活動 / 境外比賽 - 擴闊學生視野 | | | | | | | | | | | | | | | | |
| 1 | 境外交流團 | 2023年6月 | 中四及中六 | 39 | \$123,000.00 | 1.學生：\$2,500 X 33人 = \$82,500[註2] | \$3,153.85 | 通過五至六日的台灣交流團 | 宗教與文化 | 問卷調查及學生表現 | ✓ | | | | | 宗教組及中國歷史科 李麗儀老師及吳艷嫻老師 | |
| 2 | | | | | | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | | | | | | |
| (如空間不足，請於上方插入新行。) | | | | | | | | | | | | | | | | | |
| 第1.2項預算總計 | | | | 39 | \$123,000.00 | | | | | | | | | | | | |
| 第1項預算總計 | | | | 15,189 | \$1,465,475.00 | | | | | | | | | | | | |

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（學校必須填寫此部分）

| 編號 | 項目 | 用途 | 預算開支 (\$) | 參與人數 | 活動簡介及目標 | 監察及評估方法 |
|----|---------------------|-------------|-------------|------|--------------------------------|--------------------------|
| 1 | 購買舉辦與生涯規劃相關所需的消耗品 | 為同學提供生涯規劃資訊 | \$5,000.00 | 200 | 展板、升學小冊子 | 學生表現 |
| 2 | 購買體適能訓練器材以提升校隊的體能質素 | 透過專業器材，以提升 | \$45,000.00 | 200 | 購買核心訓練器材，主要是針對腹部、大腿及背部肌肉的訓練 | 學生使用人數、教練及老師觀察、運動員體能測試成績 |
| 3 | 音響系統 | 音樂劇訓練 | \$45,000.00 | 100 | 以音樂劇/戲劇活動培養同學的創意、解難能力、自我認知及表達。 | 音樂劇6/7月試演 |
| 4 | 音樂及表演組 | 表演節目工作小組 | \$20,000.00 | 100 | 舉辦各項表演類型節目，及成立學生工作小組。 | 各表演類型節目最少4次。 |

全方位學習津貼運用計劃
2022-2023學年
2022年6月版

| | | | | | | |
|------------------|---------------------------------------|-------------------------|-------------|-----|--|-------------------------------|
| 5 | 購買新的(如立體打印機)或保養舊的(如立體打印機和雷射切割機)STEM設備 | 舉辦STEM活動 | \$50,000.00 | 260 | 提升同學對STEM的認識和興趣 | 學生表現 |
| 6 | Walkie talkies with earphones | Activity coordination | \$2,000.00 | 15 | To assist in the conduction of large-scale activities | Users' feedback on efficiency |
| 7 | Transport and supplies | Transport for excursion | \$5,000.00 | 150 | Providing opportunities for exposure to authentic learning experiences | Efficiency of services |
| 第2項總開支 | | | | | \$172,000.00 | |
| 第1及第2項總開支 | | | | | \$1,637,475.00 | |

School-based After-school Learning and Support Programmes 2022/23 s. y.
School-based Grant - Programme Plan

Name of School: Buddhist Sin Tak CollegeStaff-in-charge: Mr. So Hon HangContact Telephone No.: 2421-2580

A. The estimated number of students (count by heads) benefitted under this Programme is 235 (including A. 35 CSSA recipients, B. 195 SFAS full-grant recipients and C. 5 under school's discretionary quota).

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

| *Name / Type of activity | Objectives of the activity | Success criteria (e.g. learning effectiveness) | Method(s) of evaluation (e.g. test, questionnaire, etc) | Period/Date activity to be held | Estimated no. of participating eligible students [#] | | | Estimated expenditure (\$) | Name of partner/service provider (if applicable) |
|---|--|--|--|----------------------------------|---|-----|----|----------------------------|--|
| | | | | | A | B | C | | |
| <i>Sex Education Programs</i> | To develop proper attitudes towards sex | Attendance, attitude | Teachers' and students' feedback | Sep to Oct | 10 | 25 | 0 | \$5000 | End Child Sexual Abuse Foundation |
| <i>English corner activities (S.1, S.2)</i> | To enhance confidence of using English | Attendance | Feedback from teachers and students | Oct to July | 10 | 45 | 0 | \$3000 | BSTC |
| <i>Guidance Captains (All S.1 students, S.3 and S.4 guidance captains)</i> | To develop a personal safety network between S.1 students and S.3,S.4 students | Attendance, attitude | Sharing, debriefing, feedback from teachers and students | Sep to July | 10 | 25 | 0 | \$20000 | BSTC |
| <i>Tutorial lessons (S.1 to S.6 participants)</i> | To facilitate students' learning | Attendance, academic results | Tests, quizzes | Nov to April | 15 | 90 | 5 | \$125000 | BSTC |
| <i>S.6 DSE cheer-up activities (S.6)</i> | To provide psychological support for students | Attendance, popularity | Teachers' and students' feedback | Nov to April | 4 | 30 | 1 | \$1000 | BSTC |
| <i>School picnic (S.1 to S.6)</i> | To enable students to participate in social activities | Attendance | Teachers' and students' feedback | Nov | 30 | 190 | 3 | \$9500 | BSTC |
| <i>Drama contest (S.1 to S.5)</i> | To boost students' confidence in English | Attendance, attitude | Teachers' and students' feedback | April/ May | 20 | 120 | 1 | \$1200 | BSTC |
| <i>Visits and outings (S.1 to S.6 participants)</i> | To widen students' horizons | Attendance, attitude | Teachers' and students' feedback | Nov to July | 5 | 80 | 1 | \$4500 | BSTC |
| Total no. of activities: <u>8</u> | | | | @ No. of man-times | 104 | 605 | 11 | | |
| | | | | ** Total no. of man-times | 720 | | | | |

**Three-year plan – Measures to broaden students’ choices of elective subjects and provision of gifted education programmes for the fourteen cohort of SS students
(from the 2021/22 to 2024/25 school years)**

The following programmes are adopted with the support of the EDB’s Diversity Learning Grant (DLG):

| DLG funded Programme | Strategies & benefits anticipated (e.g. in what way students’ diverse learning needs are catered for) | Name of programme/course and provider | Duration of the programme/course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning/success indicators | Teacher-in - charge |
|----------------------|--|--|----------------------------------|-----------------|--|--------------------|---------|---|--------------------------|
| | | | | | 22-23 | 23-24 | 24-25 | | |
| Other Languages | To enhance students’ competitiveness in the 21st century and increase their chances for tertiary education | Japanese Studies | 3 years | S4-S6 students | 19 (S4) 12 (S5) 12 (S6) = 43 | 19 (S5) 12 (S6) | 19 (S6) | Students will take the public examinations | Ms. Ching Ka Kei |
| | | Korean Studies | 3 years | S4-S6 students | 6 | 6 | 6 | | Ms. Ching Ka Kei |
| | | Spanish Studies | 3 years | S4-S6 students | 1 | 1 | 1 | | Ms. Ching Ka Kei |
| Other Programmes | <p>1. Network Programme In view of the limited number of students in school opting for taking Physical Education as a subject in HKDSE Examination, Network Programme with schools in Kwai Chung can provide support for students’ diverse needs.</p> <p>*Employment of professional teachers to have regular lessons with students once a week, to</p> | Physical Education (Network Programme) | 1 year | S6 student | 1 | / | / | Students will take the HKDSE Examination | Mr. Man Ka Ho (\$11,050) |

| DLG funded Programme | Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for) | Name of programme/course and provider | Duration of the programme/course | Target students | Estimated no. of students involved in each school year | | | Evaluation of student learning/success indicators | Teacher-in-charge |
|----------------------|--|---------------------------------------|----------------------------------|--------------------------|--|-------|-------|---|-----------------------------|
| | | | | | 22-23 | 23-24 | 24-25 | | |
| | prepare students for HKDSE Examination | | | | | | | | |
| | 2. Gifted Education Programme To teach students advanced writing skills and public speaking skills | Elite English writers and speakers | 20 weeks | S5 elite students | 10 | 10 | 10 | Students will improve their skills in writing and public speaking | Ms Hau Man Lai (\$15,000) |
| | 3. Gifted Education Programme To teach students advanced mathematics knowledge on Number Theories, Game Theories, etc. | Mathematics Elite Program | 20 weeks | S4 and S5 elite students | 5 | 5 | 5 | Students will join the related Mathematics competitions. | Mr. Tam Kwok Ho (\$15,000) |
| | 4. 資優課程 讓資優學生嘗試個人創作，並對遣詞用字、表達形式有講究 | 漫遊「文」「藝」空間--作家教你繪本創作 | 8 weeks | S4 to S6 elite students | 10 | 10 | 10 | 同學作品結集刊印 | Ms. Wong Hiu Man (\$20,500) |

Total: \$61,550

Buddhist Sin Tak College
Plan on the Use of the Promotion of Reading Grant
推廣閱讀計劃
2022-2023

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

English Department, 2022-23

I. Aims and objectives

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

II. Measures

| Measure | Target group | Content | Success criteria | Budget |
|---------------------------------------|---------------|---|--|---|
| 1) Class readers scheme: continuation | Secondary 1-4 | Each 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-S4: HKD 26000 |
| 2) Extensive reading scheme | Secondary 1-3 | Each student has to read 6 books of both fiction and non-fiction genres and view 2 films in order to fulfil the reading requirements. | Over 90% of students will meet the minimum requirements. | Book coupons as prizes to high-achievers: HKD 50 x 20 winners = HKD 1,000 |

Estimated total:

HKD 27000

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

中文科閱讀計劃 2022-2023

一、計劃背景

根據課程發展議會所訂的中國語文課程指引，定明中國語文科作為所有學生修讀的核心科目，旨在提高學生的語文能力，透過良好的學習態度和習慣，培養學生的審美情趣，陶冶性情。本校重視閱讀推廣，中一至中六級編有校本每周閱讀冊。初中中文課節加有每周閱讀課節，由中文科老師導引同學進行高階閱讀優。此外，在優化高中核心課程後，中四級校本評核加強閱讀深度與廣度，為配合校本閱讀活動，本科預算為同學購買每周閱讀冊及選定的各類圖書予各級同學，以完成校內閱讀評估。

二、計劃目標

配合校本閱讀冊及指定課外閱讀書目，推廣校內閱讀，營造閱讀氛圍

三、計劃項目

| 計劃名稱 | 對象 | 內容 | 成效指標 | 預算經費 |
|-------------|--------|---|--|---------|
| 1) 每周閱讀 | 中二至中六級 | 初中：根據教育局課程發展組編選600篇目，擷選其中50篇成每周兩篇閱讀冊 高中：由中文科老師按學生閱讀興趣，擷選30篇名篇佳作，成每周一篇閱讀冊 | 每學期須完成指定篇章(初中25篇；高中15篇)，以取得中文寫作考卷預設之10分閱讀分。 中一至中三上、下學期各級不少於70%同學能完成指定閱讀量。高中按校本評核要求完成閱讀。 | \$19000 |
| 2) 高中校本閱讀計劃 | 中四至中五級 | 由學校購買指定課外圖書贈予同學，作校本閱讀評核活動。 | 中四及中五級同學按校本閱讀活動歷程表繳交讀書報告。 | \$25000 |

總款額：\$44000

四、檢視成效的模式：老師批改閱讀報告。

五、計劃的預期成效：學生能在老師指導下完成校本評檢的閱讀報告。

Science Department 2022-2023

科學科 2022-2023

Aim

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

目的

- 促進閱讀並鼓勵學生養成良好的閱讀習慣
- 激發學生對科學的興趣

| 計劃名稱 | 對象 | 內容 | 成效指標 | 預算經費 |
|---------------------|------|----------------------------------|-------------|--------|
| 提供科普讀物給高中同學 同學閱讀 | 高中同學 | 購買科普書籍，讓有興趣 的同學借閱，養成閱讀習 慣。 | 超過50%的書籍被借出 | \$3000 |

總費

\$3000

圖書館運用推廣閱讀津貼計劃 2022-2023

推廣閱讀的主要目標：營建閱讀氛圍及增加學生對閱讀的興趣

| 計劃名稱 | 對象 | 內容 | 成效指標 | 預算經費 |
|---------|------|---|--------------------------|---------|
| 添置英文電子書 | 全校同學 | 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 / 進行宣傳，以加強他們閱讀英文電子書的誘因。 | GVRL平台的統計報告能得悉學生閱讀電子書的數目 | \$7,000 |
| 添置實體書 | 全校同學 | 進行新書展覽/主題展覽 | 借閱圖書情況和學生參與閱讀活動的投入程度 | \$8,000 |
| 總費 | | | | 15,000 |

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 |
|--------------------------|----------------|---|--------------|
| ML Hau | English 英文科 | Reading scheme: cultivate a reading habit in students; widen students' exposure to authentic English 閱讀計劃：建立閱讀習慣，讓學生接觸真正英語 | \$27,000 |
| HM Wong | Chinese 中文科 | Reading scheme 每周閱讀及高中指定書目閱讀計劃 | \$44,000 |
| YW Faan | Science 科學 | Providing Science books to promote reading and encourage students to develop a good reading habit 提供科普讀物給同學閱讀以養成閱讀習慣 | \$3,000 |
| TM Wong | Library 圖書館 | Promote Reading 專科推廣活動 | \$15,000 |
| Total | | | \$89,000 |

佛教善德英文中學
健康校園計劃 2022-2023

申請年期：2021-2024 (三年) **2022-2023 為三年計劃的第二年

*測檢模式：~~快速尿液測試~~/ 化驗所尿液測試/ 頭髮測試

| 活動名稱 | 活動目的 | 活動內容 | 節數 | 對象 | 人數 |
|-------------------------|--|---|---|--------------|---------|
| 學兄學姐計劃 (2022-2023) | <ul style="list-style-type: none"> 培養學生輔導才能，促進同儕間的互助精神； 通過預設的團體訓練活動，提升學生的應變能力，以裝備學生迎接未來朋輩輔導任務。 | <ul style="list-style-type: none"> 訓練日營：建立學長間的團隊凝聚力及朋支援導技巧 中期檢討：跟進學長在上學期遇到的困難及鞏固其朋輩支援的技巧。 檢討及展望：協助學長檢討一年以來的表現，展望及計劃來年的朋輩支援活動 | <ul style="list-style-type: none"> 訓練日營：2 節 Fun Fun 中相聚：1 節 活動檢討及展望：1 節 義工服務(2022-23)：幼兒/傷健人士小組 | 中一同學和中三、中四學生 | 約 160 人 |
| 領袖訓練 (2022-2023) | <ul style="list-style-type: none"> 培養學生領導才能，促進同儕間的互助精神。 | 培養學生領導才能，促進同儕間的互助精神；通過預設的團體訓練活動，學習如何藉着溝通以加強團隊的協作技巧，促進彼此的互助精神，以裝備學生迎接未來領袖生任務。 | <ul style="list-style-type: none"> 活動前集會：1 節 活動：2 節 | 高中學生 | 約 40 人 |
| 初中手機成癮講座 (2022-2023) | 讓學生明白如何正確使用手機 | 透過互動講座幫助學生培養正確習慣 | 1 節 | 中一學生 | 約 120 人 |
| 高中兩性關係講座 (2022-2023) | 讓學生明白兩性合宜相處之道 | 透過互動講座令學生反思兩性正確的相處之道 | 1 節 | 中四學生 | 約 120 人 |
| 佛學活動 (2022-2023) | 通過各種活動幫助學生反思 | 透過校內的各種活動，培養學生平和的心 | 10 節 | 中一至中六學生 | 約 770 人 |
| 職業導向興趣小組 (2022-2023) | 通過探訪增加學生對各種行業的認識 | 項目統籌訓練/ 拉花/ 寵物美容/ 髮型 | 2 節 | 高中學生 | 約 20 |
| 發展潛能活動 (2022-2023) | 通過各種活動，發揮同學的潛能 | 同學可以接觸不同的活動，例如攀石/ 水上歷奇發掘自己的潛能 | 每年 2 節 2022-23 年度：野戰訓練 | 高中學生 | 約 20 |
| 減壓工作坊 (2022-2023) | 幫助同學舒緩壓力 | 同學透過工作坊，通過不同的媒介舒緩學習壓力 | 每年 3 節 2022-23 年度：六色積木 | 中一至中三學生 | 約 6 人 |

「我的行動承諾」加強版撥款計劃 計劃書

(小學、中學及特殊學校適用)

學校資料

計劃編號：2021/0289

計劃名稱：「我的行動承諾」加強版 - 佛教善德英文中學

學校類別：資助學校

受惠目標：中學生

計劃詳情

申請撥款推行計劃時期：由 02/2022 至 01/2024

目標：

- 透過推行與國民教育和國家安全教育相關的學習活動，加強學生的國民身份認同。
- 透過推行與媒體和資訊素養教育相關的學習活動，提升學生辨別資訊真偽，建立慎思明辨的能力。

計劃活動：

| 活動種類 | 國民教育和國家安全教育 | 媒體和資訊素養教育 |
|--|-------------|-----------|
| 學生講座/工作坊 | ✓ | ✓ |
| 教師講座/工作坊 | ✓ | |
| 家長講座/工作坊 | | |
| 校本專業支援 | | |
| 發展校本學與教資源 | | |
| 組織及培訓升旗校隊 | ✓ | |
| 參觀/主題式體驗活動 (例如：參觀解放軍駐港部隊展覽中心、 模擬新聞主播體驗活動等) | ✓ | ✓ |

活動開支預算：

推行國民教育和國家安全教育相關活動的開支

| 開支項目 | 數量 | 單位 | 單項價格 (元) | 金額 (元) |
|-----------------|-------|----------------------|-------------|-------------|
| 1. 學生講座/工作坊 | 4.0 | 小時 | \$3,800.00 | \$15,200.00 |
| 2. 學生講座/工作坊 | 4.0 | 小時 | \$1,500.00 | \$6,000.00 |
| 3. 學生講座/工作坊 | 32.0 | 小時 | \$2,750.00 | \$88,000.00 |
| 4. 教師講座/工作坊 | 2.0 | 小時 | \$3,800.00 | \$7,600.00 |
| 5. 本地參觀活動 | 400.0 | 人次 | \$100.00 | \$40,000.00 |
| 6. 校外活動交通費 | 40.0 | 程 (去程及回程 分開計算) | \$600.00 | \$24,000.00 |
| 7. 購買國旗、區旗連短桿套裝 | 2.0 | 套 | \$600.00 | \$1,200.00 |

| 開支項目 | 數量 | 單位 | 單項價格 (元) | 金額 (元) |
|------------------------|-----|----|-------------|--------------|
| 8. 購買及安裝室內旗桿 | 1.0 | 枝 | \$8,500.00 | \$8,500.00 |
| 9. 雜項費用 (上限 5000 元) | 1.0 | | \$5,000.00 | \$5,000.00 |
| | | | | \$195,500.00 |

推行與媒體和資訊素養教育相關活動的開支

| 開支項目 | 數量 | 單位 | 單項價格 (元) | 金額 (元) |
|-------------------------|------|----|-------------|-------------|
| 10. 學生講座/工作坊 | 2.0 | 小時 | \$4,500.00 | \$9,000.00 |
| 11. 學生講座/工作坊 | 18.0 | 小時 | \$1,500.00 | \$27,000.00 |
| 12. 購買攝錄器材 | 5.0 | 套 | \$10,000.00 | \$50,000.00 |
| 13. 雜項費用 (上限 5000 元) | 1.0 | | \$5,000.00 | \$5,000.00 |
| | | | | \$91,000.00 |

審計及應急費用

| 開支項目 | 金額 (元) |
|----------|-------------|
| 16. 審計費用 | \$5,000.00 |
| 17. 應急費用 | \$8,500.00 |
| | \$13,500.00 |

申請撥款總額：\$300,000

評鑑和預期成果：

評鑑方法：問卷調查

成功準則：

- 1 最少 80%學生認同計劃活動能加強升國民身份認同
- 2 最少 70%學生認同計劃活動能令他們更理解尊重私隱及誠信守法的重要性

計劃預期成果：

- 1 學生學習成果短片（例如：學生進行升旗儀式影片、學生就升旗儀式進行採訪報導）