



Buddhist Sin Tak College

佛教善德英文中學

Annual School Plan

學校周年計劃書

2023-2024



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

學校地址：新界葵涌興盛路五號

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

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

CONTENTS 目錄

| | | |
|------|--|----|
| I. | School Mission & Major Concerns for the School Year 2023-2024 辦學宗旨及 2023-2024 年重點關注事項 | 3 |
| II. | 3-Year School Development Plan 2021-2024 三年學校發展計劃 2021-2024 | 4 |
| III. | Major Concern Implementation Plan 2023-2024 重點關注事項施行計劃 2023-2024..... | 16 |
| IV. | Budget Summary 2023-2024 財政預算 2023-2024 | 59 |
| V. | A Healthy School Policy 健康校園政策..... | 60 |
| VI. | Appendixes 附件 | 62 |
| | (a) Capacity Enhancement Grant 2023-2024 學校發展津貼 2023-2024 | |
| | (b) Life-wide Learning Grant 2023-2024 全方位學習支援津貼 2023-2024 | |
| | (c) School-based After-school Learning and Support Programmes 2023-2024 課後學習及支援計劃 2023-2024 | |
| | (d) Diversity Learning Grant 2023-2024 多元學習津貼 2023-2024 | |
| | (e) Plan on the Use of the Promotion of Reading Grant 2023-2024 推廣閱讀計劃 2023-2024 | |
| | (f) Healthy School Programme 2023-2024 健康校園計劃 2023-2024 | |
| | (g) National Security Education Plan 2023-2024 國家安全教育工作計劃 2023-2024 | |
| | (h) Sister School Scheme 2023-2024 姊妹學校計劃 2023-2024 | |

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 2023-2024

1. To raise students' confidence in learning through activities inside and outside the classroom.
2. To enhance students' self-esteem and foster a strong sense of belonging to the school and towards the country.

2023-2024 年重點關注事項

1. 透過課堂內外的學習活動提昇學習自信。
2. 提昇學生自尊感以及對學校及國家的歸屬感。

I. 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。 <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 |

| Targets 目標 | Time Scale 時間 | | | Outlines of Strategies 措施大綱 |
|---------------|---------------|-------------|-------------|---|
| | 2021- 22 | 2022- 23 | 2023- 24 | |
| | | | | <p>than 50%</p> <p>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。</p> <ul style="list-style-type: none"> ● 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.</p> <p>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。 ● Evaluation methods: Minutes / teachers' sharing 文件紀錄、教師分享 |

| Targets 目標 | Time Scale 時間 | | | Outlines of Strategies 措施大綱 |
|---|---------------|-------------|-------------|---|
| | 2021- 22 | 2022- 23 | 2023- 24 | |
| 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。 ■ 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 ■ Example 1: English fun day: students talk to each other in English during the activities with prizes to encourage active participation |

| Targets 目標 | Time Scale 時間 | | | Outlines of Strategies 措施大綱 |
|---|---------------|-------------|-------------|---|
| | 2021- 22 | 2022- 23 | 2023- 24 | |
| | | | | <p>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。</p> <ul style="list-style-type: none"> ■ Example 2: Traditional Chinese Clothing Exhibition during the Chinese Literature and Chinese History week: Students learn Chinese culture by participating in quizzes. <p>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</p> <ul style="list-style-type: none"> ● 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。 <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> |

| 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"> 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 |
| A2. To equip students with the necessary knowledge and skills about the ways to improve their self-esteem 教導同學提昇學生自尊感的相關知識與技巧 | 1. Workshops and talks about strategies to improve self-esteem 學生提供有關提昇學生自尊感的工作坊及講座 | S.1 ,S.4 | ✓ | | | Guidance Committee |
| | 2. Mountaineering to improve students' behavior related to self-management and communication skills 參加山毅課程去幫助學生改善自我管理的能力和促進溝通技巧 | S.2, S.3 | ✓ | ✓ | ✓ | Board of Discipline |
| | 3. Encouraging students to participate in activities, competitions, training and visits organized by different | Whole School | ✓ | ✓ | ✓ | Committees, Subject Heads |

| 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 | |
| | 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 | 全校 | | | | |
| A3. To help students to develop a sense of responsibility and competence 幫助學生培養責任感和能力 | <ol style="list-style-type: none"> 1. Guidance Captain Program 輔導組學長計劃 2. Providing quality leadership training programs to potential student leaders 為潛在的學生領袖提供優質的領導能力培訓計劃 3. Sin Tak's SUM Scheme 善德一 SUM 計劃 4. 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 ● 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 | <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>S.3-S.5</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>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>Guidance Committee</p> <p>ECA</p> <p>ECA</p> <p>MCE</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 |
|---|--|--|-------------------------------------|-------------------------------------|-------------------------------------|--|
| | | | 21 | 22 | 23 | |
| | <p>日等。</p> <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。 <p>5. Careers Programs 生涯規劃</p> <ul style="list-style-type: none"> Careers Talks 職業講座 S.6 Parents' Night 中六家長晚會 Mock interviews (conducted through the mentorship program) 朋輩輔導員計劃提供的模擬面試 Our aim is to strengthen our students' sense of ownership and control by providing chances for them to take part in the decision-making process. All the activities included in the mentorship program are on a voluntary basis, so students should take an active role in participating in those activities. 我們希望通過為學生提供自決的機會，增強他們的擁有感和控制能力。朋輩輔導員計劃的所有活動都是屬自願參與性質，積極參與這些活動是他們的責任。 | <p>Student Members 各組學生成員</p> <p>S.5-S.6</p> <p>S.6</p> <p>S.6</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p>MCE</p> <p>Careers Team</p> |
| <p>A4. To establish a closer bond with classmates 建立更緊密的同學關係</p> | <ol style="list-style-type: none"> S.1 Day Camp 中一日營 Class building activities and inter-class competitions 舉辦班級經營及班際活動 Rope skipping competitions (A whole-school, form-based competition) | <p>S.1</p> <p>Whole school 全校</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>ECA</p> <p>Board of</p> |

| 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 | |
| | 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.3-S.5 | ✓ | ✓ | ✓ | 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 | S.1-S.5 | ✓ | ✓ | ✓ | ECA |
| | 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 | Whole School 全校 | ✓ | ✓ | ✓ | Board of Discipline |
| | 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 | Whole School 全校 | ✓ | ✓ | ✓ | MCE |
| | 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 | Student Leaders 學生領袖 | ✓ | ✓ | ✓ | Admin Group |
| | 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 | Whole School 全校 | ✓ | ✓ | ✓ | Class Teachers |
| 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 | 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 | S.1-S.6 | ✓ | ✓ | ✓ | Religious Committee |

| 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 | | | | | | |
| <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>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> | S.1, S.5, S.6 | ✓ | ✓ | ✓ | Religious Committee | | | | | |
| | <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> | | | | | | S.4, S.5 | ✓ | ✓ | ✓ | Religious Committee |
| | <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</p> | | | | | | S.3- S.5 | ✓ | ✓ | ✓ | Religious Committee |

| 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 | |
| | <p>the workload. Students can take up different roles such as being an emcee, event planning, script writing, technical support etc. according to their own strengths, hence recognizing their achievements.</p> <p>舉行不同校內弘法活動，讓更多學生有機會發揮所長：透過籌辦弘法活動，老師可讓學生參與司儀、活動籌劃、劇本創作、電腦支援等，讓不同學生展示他們的成就，發掘自己的長處。</p> | | | | | |
| | <p>5. Lion Dance Team 醒獅隊</p> | S.1- S.3 | ✓ | ✓ | ✓ | Board of Discipline |
| | <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> | Whole school 全校 | ✓ | ✓ | ✓ | MCE |
| | <p>7. DORFUN’s monthly highlight 多分每月亮點</p> <ul style="list-style-type: none"> ● 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 | Whole school 全校 | ✓ | ✓ | | MCE |
| | <p>8. S.2 CEDU lessons Personality Tests 中二生涯規劃課程</p> <ul style="list-style-type: none"> ● Personality tests during the CEDU lessons 於生涯規劃課程期間進行性格評估 ● S.2 CEDU lessons 中二生涯規劃課程 The course will allow teachers to know students’ awareness of careers and ability to pursue suitable | S.2 | ✓ | ✓ | ✓ | Careers Team |
| | | | ✓ | ✓ | ✓ | Careers Team |

| 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 | |
| | 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 |
|---------------------------------|---|--|------------------|----|----|-------------------------|
| | | | 21 | 22 | 23 | |
| | 6. Interclass souvenir design competition to celebrate the school's 50 th Anniversary 慶祝學校 50 週年紀念品 (多分) 設計班際比賽 | Whole school 全校 | | | | MCE |
| | 7. Mentorship Program 朋輩計劃 Our devoted and supportive alumni will give senior secondary students valuable advice on study and career pathways . 熱心的校友們通過朋輩計劃為高中的師弟妹提供學習和職業範疇上寶貴的建議。 | Senior students and alumni 高年級同學及校友 | ✓ | ✓ | ✓ | Careers Team |
| | 8. Alumni will share their experience and thoughts on work and study on parents' nights and career counselling activities. 邀請校友在家長晚會和職業輔導活動中分享升學或職場上的工作及經驗。 | Senior students and alumni 高年級同學及校友 | ✓ | ✓ | ✓ | Careers Team |
| | 9. Alumni Careers Workshop (March 2023) 校友職業世界分享會 2023 S.4 and S.5 students will take part in interactive workshops to be led by alumni working in different sectors on the OLE day. 邀請從事不同專業工作的校友於 OLE 日回校向同學分享 | S.4-S.5 | | ✓ | | Careers Team |

III. MAJOR CONCERN IMPLEMENTATION PLAN 2023-2024

重點關注事項施行計劃 2023-2024

Major Concern 1: To raise student's confidence in learning through activities inside and outside the classroom.

關注事項 1: 透過課堂內外的學習活動提昇學習自信。

(1) Little Teacher Pilot Program 小導師先導計劃

Briefly list the feedback and follow-up actions from the previous school year:

簡列上學年的回饋與跟進：

Learning is a process that involves researching, discovering, organizing, and correcting in order to reinforce what has been learned. Therefore, learning is not a passive reception, and through self-directed learning, students can gain a deeper understanding of what they have learned. In the previous academic year (2022-2023), the English, Mathematics, History, and Chinese Literature took the lead in implementing the Little Teacher Pilot Program within their subject. This program aims to establish a model of student self-directed learning, where little teachers select topics and are responsible for delivering present those topics under the guidance of subject teachers (each lesson lasts approximately 10-15 minutes). The subject groups also shared their teaching outcomes with colleagues on the School Development Day held on May 31. The Chinese Literature department conducted a student interview recording after completing the Little Teacher Program. The little teachers all believed that this program helped students gain a better understanding of the topics. Due to the change in role, students not only had to collect and organize data but also had to have a deeper understanding of the topics. Therefore, this program effectively enhanced their understanding of the topics. Some students mentioned that they used to be passive learners, but since becoming small tutors, they have become more proactive and enthusiastic about learning, which has a significant impact on their future learning patterns. In the current academic year (2023-2024), in response to the final stage of the three-year plan to establish learning models, the Little Teacher Program will be fully implemented in all subject groups. This will promote self-directed learning and respond to the development of the seven learning indicators: "broad knowledge," "language proficiency," and "generic skills." Additionally, a sharing session will be organized to summarize learning experiences and establish learning paradigms through the sharing, aiming to inspire junior form students to explore interesting topics on their own and cultivate a sense of self-directed learning.

學習是一段歷程，透過查考、發掘、整理、訂正從而鞏固所學。學習不是被動的接收，透過自主學習能對所學更有深層認識。上學年(2022-2023)英文、數學、歷史及文學科率先由教學專業小組在各科組內推行小導師先導計劃。此計劃正是讓同學換轉角色，改變學習態度，從被動變為自主學習。計劃目標是建立學生自主學習的模式，由小導師選定課題，在科任老師的指導下講授課題(授課時段約 10-15 分鐘)。各科組亦已於 5 月 31 日教師發展日與同事分享教學成果。其中文學科在完成小導師計劃後進行了一次學生訪談錄影，受邀的導師均認為是次計劃有效提昇他們對課題的認識。有同學認為以往自己是被動學習，自從成了小導師，在學習上更主動、積極，對他們日後學習模式也有很大影響。本學年(2023-2024)為回應三年計劃最後階段建立學習楷模(role model)的目標，將於各科組全面推行小導師教學，發揮自主學習，以回應七個學習指標，包括「寬廣的知識」、「語文能力」、「共通能力」。此外，舉辦小導師成果分享，透過小導師分享，累積學習經驗，建立學習範式，藉以感染初中學生自行發掘有趣題材，培育自覺學習精神。

| Target 目標 | Implementation Strategy 推行策略 | Success Criterion 成功準則 | Method of Evaluation 評估方法 | Time Scale 時間表 | Responsible person 負責人 | Resource Required 所需資源 |
|---|--|--|--|--|--|---|
| (1a) Little Teacher Program 小導師課堂計劃 | <p>Target: S.1 to S.5 對象：中一至中五級</p> <p>Strategies: 策略： The subject teacher and the little teachers collaborate to develop learning topics. The junior mentor collects and organizes information, and can present the topic by PowerPoint or record video clips to teach the topic within a 10-15 minute. A post-lesson questionnaire is designed to assess learning outcomes. 科任老師與小導師擬定學習課題，由小導師搜集及整理資料，小導師可運用電子簡報或錄影片段在 10-15 分鐘內教授課題。課後設問卷，以檢視學習成效。</p> | <p>Each subject should implement the Little Teacher Program at least once throughout the year, and complete the evaluation report. 各科全年至少試行一次小導師計劃，並完成小導師報告表。</p> <p>Through questionnaire survey or teacher observation, the Little Teacher Program has a positive effect on improving learning confidence. 透過問卷調查或老師觀察檢察小導師計劃對提昇學習自信有正面影響。</p> | <p>Each subject complete the Little Teacher Program Report. 各科填寫小導師計劃報告</p> <p>Questionnaire/Teacher observation 閱卷調查/老師觀察</p> <p>Teacher meetings 教師分享會</p> | Oct 2023 - May 2024 2023 年 10 月至 2024 年 5 月 | All academic subjects 各科組 | <p>Classroom computers 課室電腦</p> <p>iPads 平板電腦</p> <p>Teaching aids 教學用具</p> |
| Chinese 中文科 | <p>Target: S.3 對象：中三級</p> <p>Strategies: 策略：</p> <ul style="list-style-type: none"> ● Topic: Determined by the subject teacher and Little teachers. ● Teaching Materials: "Two Articles per Week" ● Tactic: The teacher selects 1-2 Little teachers who choose their own topics. The Little teachers gather and organize the information, and then arrange a 15-20 minute class for the Little teachers to explain. A Q&A session is held during the class, and finally, practice questions are prepared to reflect the learning outcomes. ● Feedback: Fill out a reflection form after class. ● 課題：由科任老師及小導師訂定 | <p>According to the plan, a Little teacher teaching session will be conducted in the classroom. 依計劃在課堂上完成一次小導師教學。</p> <p>Over 70% of the students respond positively to the teaching session by the Little teachers. 70% 以上同學對小導師教學呈正面回應。</p> | <p>Meeting minutes 會議紀錄</p> <p>Questionnaire 問卷調查</p> | From February 2024 to April 2024 下學期：2024 年 2 月至 4 月間 | S.3 subject teachers 中三每周兩篇 科任老師 | <p>Chinese Language: "Two Articles per Week" 中文科—每周兩篇</p> <p>Computers 電腦</p> |

| | | | | | | |
|-------------------|--|--|---|--|---|--|
| | <ul style="list-style-type: none"> ● 教材：《每周兩篇》 ● 策略：老師挑選 1-2 位小導師，自選課題，由小導師搜集及整理資料，安排 15-20 分鐘課時由小導師講解，堂上設答問環節，最後準備練習題，以反映學習成效。 ● 教學回饋：課後填寫反思表。 | | | | | |
| Mathematics 數學 | <p>Target: S3 / S4 students 對象：中三及中四學生</p> <p>Strategies: 策略：</p> <ul style="list-style-type: none"> ● Topic: set by subject teacher and the junior tutor 課題：由科任老師及小導師決定 ● Procedures: find 1 or 2 junior tutors to teach a selected question type, tutors prepare the lesson materials students are asked to finish a relevant exercise afterwards. 教學步驟：邀請 1 至 2 名小導師教授指定課題，由小導師準備教學內容，學生在課堂後需完成練習 ● Evaluation: fill in an evaluation form after the lesson. 評估：填寫課後評鑑問卷 | <p>Student teachers are able to deliver knowledge clearly. 小導師能清晰教授課題</p> <p>70% or more students give positive feedback on the lesson taught by the student teacher. 70%或以上學生對小導師的課堂給予正面評價</p> <p>Students are able to answer problems taught by the student teacher. 學生能回答小導師講授的課業問題</p> | <p>Minutes of meeting 會議紀錄</p> <p>Questionnaires 問卷調查</p> | <p>The 2nd term Feb-April, 2024</p> <p>下學期 2024 年 2 月至 4 月</p> | <p>KH Tam, FY Cheung, WY Ip</p> | <p>Computer 電腦</p> <p>iPad 平板電腦</p> |
| L&S 生活與社會 | <p>Target: S.1 對象：中一級</p> <p>Strategies: 策略：</p> <p>It is currently adopting the theme of "Events with Significant Impact on the Hong Kong Economy." After the mid-term exams of the first semester, the subject teachers selected promising students to serve as Little teachers. These Little teachers are responsible for collecting and organizing information, creating presentations, and delivering the topics in the classroom. After the class, other</p> | <p>Most of the students respond positively to the teaching session by the Little teachers. 大部份學生對小導師教學有正面回應</p> | <p>Observations by subject teachers 科任老師的觀察</p> <p>Questionnaire 問卷調查</p> | <p>From November 2023 to December 2023 2023 年 11 月至 12 月</p> | <p>S.1 subject teachers 中一級任教老師</p> | <p>PowerPoint 簡報</p> <p>Computers 電腦</p> <p>Questionnaire 問卷</p> |

| | | | | | | |
|-----------------------------------|---|--|--|---|---|---|
| | <p>students are given questionnaires to provide feedback.</p> <p>暫定以「對香港經濟有重大影響的事件」為主題。上學期統測後由科任老師挑選有潛質的同學擔任小導師，讓小導師搜集及整理資料，製作簡報，在課堂上講授課題，課後讓其他同學填寫問卷以給予回饋。</p> | | | | | |
| <p>CS 公民及社會 發展</p> | <p>Target: S.4 students 對象：中四</p> <p>Units/Topics: Recent Achievements in Poverty Alleviation in the Country / Benefits of Hong Kong People's Participation in National Affairs 單元/課題： 近年國家的扶貧成就/港人參與國家事務的裨益</p> <p>Strategy: The teacher selects 2 Little teachers and assigns each student a specific six-point topic for analysis. The Little teachers provide guidance to their peers on how to effectively utilize data for extended explanations within a 15-minute session. The Little teachers will facilitate a Q&A segment, and finally, all students in the class will analyze the assigned topic to assess their learning outcomes. 策略：老師挑選 2 位小導師，請同學就指定一條六分題目作分析，以十五分鐘指導同學如何善用資料作延伸解說，導師需設答問環節，最後全級同學於堂上完成該條題目，以分析其學習成效。</p> <p>Teaching Feedback: Evaluation of students' performance in this particular assignment. 教學回饋：同學於該次課業的表現</p> | <p>According to the plan, a Little teacher teaching session will be conducted in the classroom. 依計劃在課堂上完成一次小導師教學</p> <p>Over 70% of the students respond positively to the teaching session by the Little teachers. 70%以上同學給予正面回應</p> <p>Students believe that the Little teachers helped them analyze the topics. 小導師認為計劃有助他們分析課題</p> | <p>Questionnaire 學生課後問卷</p> <p>A comparison will be made between the students' performance in this assignment and their performance in similar exercises. 比對學生於該次課業的成績及相類習作的表現</p> <p>The classroom teacher will observe the students' attitudes towards the Little teachers. 課堂老師觀察一學生對小導師的態度</p> | <p>From March 2024 to April 2024 2024 年 3-4 月</p> | <p>S.4 subject teachers 中四級所有科任老師</p> | <p>Textbooks 教科書</p> <p>Worksheets designed by Little teachers 由小老師設計的工作紙</p> |
| <p>Chinese Literature 文學科</p> | <p>Implementation of Little teachers Teaching in S.4 and S.5. 於中四及中五級推行小導師教學</p> | <p>Conducted once a year 全年舉行一次</p> | <p>Review practice questions 檢視練習題</p> | <p>From February 2023 to May 2023</p> | <p>Subject teachers 科任老師</p> | <p>Computer 電腦</p> <p>iPad</p> |

| | | | | | | |
|--------------------------|---|---|--|--|----------------------------|---|
| | <p>Proposed Topics: 擬定課題：</p> <ul style="list-style-type: none"> ● Author Introduction, Writing Background Instruction Design: Collects and organizes by Little teacher. ● Teaching Duration: 10-15 minutes ● Feedback Response: Design practice questions. ● 作家介紹、寫作背景教學設計：由小導師整理及搜集相關資料 ● 教學時間：10-15 分鐘 ● 回饋回應：設計練習題 | <p>70% of the practice questions passed 70%練習題合格</p> | <p>Meeting minutes 會議紀錄</p> | <p>下學期 2023 年 2 月至 5 月</p> | | <p>平板電腦</p> |
| <p>BAFS 會計財企</p> | <p>Target: S.5 對象：中五級</p> <p>Strategies: 策略：</p> <ul style="list-style-type: none"> ● Topic: Accounting Ratios 課題：會計比率 ● Resources: Detailed handouts from textbooks 教學資源：從課本整理出詳盡的筆記 ● Steps: Ratios are classified into six categories. 3 students will be chosen as little teachers to present three categories: Liquidity, Efficiency and Profitability in forms of PowerPoint or videos. After lecturing, Q and A session and follow-up exercises will then be provided to test their understanding and application of these ratios. 教學步驟：會計比率分為六種，邀請三位學生擔任小導師，運用簡報或影片教授其中三種，包括變現能力、效能及盈利能力。講解後設問答環節，並要求學生完成練習，測試他們對課題的理解和應用能力。 ● Reflection: Reflection report will be issued to the students concerned. 向同學派發反思報告。 | <p>Completion during lessons by teacher observation 小導師在老師監督下完成教學</p> <p>Positive results of the follow-up exercises and reflective questionnaire from the presenters 學生在課後練習表現良好，以及小導師在反思問卷中給予正面回饋</p> | <p>The follow-up exercises 課後練習</p> <p>Reflective questionnaire 反思問卷</p> | <p>Second term - March to May 2024 下學期：2024 年 3 月至 5 月</p> | <p>Panel Head 科主任</p> | <p>Extracts from different handbooks 從不同課本中抽取教學資源</p> |
| <p>Economics 經濟科</p> | <p>Target : S.5 students 對象：中五級</p> | <p>The junior tutors are able to give a short lecture.</p> | <p>Students' performance on follow-up exercises</p> | <p>The second term 下學期</p> | <p>S.5 subject teacher</p> | <p>Textbook, computer,</p> |

| | | | | | | |
|---------------------------------|--|---|--|--|--|--|
| | <p>Topic : a topic on macroeconomics 課題：宏觀經濟學</p> <p>Two to three students will be assigned as junior tutors. The subject teacher and the junior tutors will collaborate to develop a topic. Then the junior tutors will collect and organize information to prepare a 10-15 minute lecture on the topic. Follow-up exercises and a post-lesson questionnaire will be designed to assess learning outcomes. 指派兩至三名學生擔任小導師。科任老師會和小導師合作擬定課題，由小導師收集和整理教學內容，準備 10-15 分鐘的課堂。學生需完成課後練習和問卷以評估學習成果。</p> | <p>小導師能完成簡短的課堂</p> <p>Students can learn from the junior tutors and show positive feedback on the teaching of junior tutors. 學生能從小導師的課堂學習到新知識，並對小導師給予正面評價</p> | <p>課後練習的表現</p> <p>Feedback from subject teacher and students 科任老師和同學的意見</p> | | <p>中五級老師</p> <p>visualizer 課本、電腦及投影機</p> | |
| <p>Buddhist Studies 佛學科</p> | <p>Target: S.5 對象：中五級</p> <p>Strategies:</p> <ul style="list-style-type: none"> ● Topic: Death Penalty in "Ethics of Life and Death" ● The teacher will divide the students into groups and assign each group to act as the Little teachers. They will be responsible for organizing and analyzing case studies. Each Little teachers will have 10 minutes to present their findings in class, followed by a debate session. Practice questions will be prepared to reflect the learning outcomes. <p>策略：</p> <ul style="list-style-type: none"> ● 課題：死刑《生死倫理》 ● 老師將同學分組，請各組擔當小導師，由他們整理及分析個案，安排 10 分鐘時間由小導師講解，堂上設辯論環節，最後準備練習題，以反映學習成效。 | <p>The goal is to complete a Little teacher teaching session in the classroom as planned. 依計劃在課堂上完成一次小導師教學。</p> <p>Over 70% of the students achieved a passing grade on the exam for the same topic using the same teaching materials. 70%以上同學在考試中對同教材題目取得合格成績。</p> | <p>The subject teachers provide feedback during the homework assessment and record the results in the annual report. 科任老師從評改功課中回饋，並在周年報告中紀錄成效。</p> <p>The effectiveness will be evaluated based on similar exam questions. 從考試同類題目中評估成效。</p> | <p>From March 2024 to May 2024 下學期：2024 年 3 月至 5 月</p> | <p>S.5 Buddhist Studies' teachers 中五級倫宗科科任老師</p> | <p>Class notes 課堂筆記</p> <p>Case Study Worksheets 個案工作紙</p> <p>Computers 電腦</p> |
| <p>Geography 地理科</p> | <p>Target: S.4 students 對象：中四學生</p> <p>Strategies: 策略：</p> | <p>1 teaching is held in the school year 今年內舉行一次小導師課堂</p> | <p>Students' in-class performances 學生在課堂上的表現</p> | <p>Preparation stage: Nov to Dec 2023 準備工作：2023</p> | <p>Mr. Simon Lam</p> | <p>Computer 電腦</p> <p>AR sandbox</p> |

| | | | | | | |
|-----------------------------|--|--|--|---|---------------|---|
| | <p>S.5 students will be invited to be ‘student-teachers’ and, with the assistance and scaffolding from teachers, conduct a 20-minute lesson to S4 students on a specific geography topic, preferably a specific geographic issue or a geographical concept.</p> <p>邀請中五學生擔任小導師，在老師協助和指導下，為中四學生準備 20 分鐘的課堂，講授指定的課題，最好是特定的地理問題或概念。</p> <p>As post-lesson consolidation, students will be asked to complete exercises. Also, teachers will also discuss with student-teachers about their performances and consolidate their ‘teaching’ experiences.</p> <p>學生需完成課後練習以鞏固知識。老師會和小導師作檢討，鞏固「教學」經驗。</p> | <p>70% of students participated and submitted post-lesson exercises with satisfactory performances</p> <p>70%學生參與課堂並提交課後練習，成績令人滿意</p> <p>Student-teachers gave positive feedback towards the programme.</p> <p>小導師給予計劃正面評價</p> | <p>Students’ post-lesson exercises</p> <p>課後練習</p> <p>Feedback from student-teachers</p> <p>小導師的意見</p> | <p>年 11 至 12 月</p> <p>Implementation stage: Feb to Apr 2024</p> <p>推行時間：2024 年 2 月至 4 月</p> | | <p>AR 沙箱</p> <p>iPad</p> <p>平板電腦</p> |
| <p>Physics</p> <p>物理科</p> | <p>Target: S.4</p> <p>對象：中四級學生</p> <p>Strategies:</p> <p>策略：</p> <ul style="list-style-type: none"> ● One or two S.4 students will be chosen as tutors to teach the topic of Heat. 邀請一至兩名中四學生擔任小導師，教授熱力學主題。 ● Subject teacher will discuss with the students the necessary teaching skills required in the topic and the level of difficulties of the content. 科任老師與學生討論該主題所需的教學技巧和難度。 | <p>Tutors can conduct the lesson smoothly</p> <p>小導師能順利完成課堂</p> | <p>A short test will be given after the teaching. 70% of the students pass the test.</p> <p>課堂後給予小測，70%學生取得合格成績。</p> | <p>Second Term</p> <p>下學期</p> | <p>CK Luk</p> | <p>Worksheets</p> <p>工作紙</p> <p>IT equipment</p> <p>IT 器材</p> |
| <p>Chemistry</p> <p>化學科</p> | <p>Target: S.4</p> <p>對象：中四級</p> <p>Strategies:</p> <p>策略：</p> <ul style="list-style-type: none"> ● Topic: One or two S.4 students will be assigned as tutors to teach the topic of pH. 課題：由一或兩名中四學生擔任小導師，教授 pH 值主題。 | <p>Tutors can conduct the lesson successfully.</p> <p>小導師能順利完成課堂</p> | <p>A short quiz will be given after the teaching. 70% of the students pass the quiz.</p> <p>課堂後給予小測，70%學生取得合格成績。</p> | <p>Second Term</p> <p>下學期</p> | <p>CM Lee</p> | <p>Worksheets</p> <p>工作紙</p> <p>Multimedia equipment</p> <p>多媒體設備</p> |

| | | | | | | |
|------------------------|--|---|--|--------------------------------|-----------------------------------|--|
| | <ul style="list-style-type: none"> ● Subject teacher will discuss with the students the necessary mathematic skill required in this topic and the level of difficulties of the content 科任老師與學生討論該主題所需的教學技巧和難度。 | | | | | |
| Biology 生物科 | <ul style="list-style-type: none"> ● The subject teacher and student mentor will choose a topic together. 科任老師和小導師一起選擇課題。 ● The subject teacher and student mentor will collect and organize relevant information and design a 15-minute lesson for their classmates. 老師和小導師一同收集和整理教材，設計為時 15 分鐘的課程。 ● The subject teacher and student mentor will set up a quiz for the classmates to check their understanding on the lesson. 安排測驗，評估學生對課程的理解 | More than half of the classmates were able to finish the questions correctly. 過半數同學能正確回答小測問題 | The passing rate of the quiz. 小測合格率 | Before 5/2024 2024 年 5 月前完成 | SC Yu | Student mentor, lesson worksheet, lesson time, quiz 小導師、課堂工作紙、課堂時間及小測題目 |
| IS 綜合科學 | <ul style="list-style-type: none"> ● It will be implemented in 2D. 在 2D 班推行。 ● Some abled students will be given a topic. They need to prepare for the topic and present it to other students. Some exercises will be prepared to check students' understanding as well. 由能力較佳的學生擔任小導師，請他們準備一個課題並向同學匯報。課後派發練習以檢視學生對課題的理解。 ● Lesson video will be given to students after they learnt the topic. It is just for revision. 學生可觀看課堂影片溫習。 | More than 70% students give a positive feedback through questionnaire. 70%以上學生在問卷調查中給予正面回應 | Questionnaire 問卷調查 | Term 2 下學期 | TL Pang | Textbook 課本 |
| Chinese History 中史科 | <p>Target: S.3 對象：中三</p> <p>Strategies:</p> <ul style="list-style-type: none"> ● Topic: Determined by the subject teachers and Little teachers. ● Teaching Materials: F.3 curriculum. ● Strategy: The teacher selects 1-2 Little | The goal is to complete a junior mentor teaching session in the classroom as planned. 依計劃在課堂上完成一次小導師教學 | Over 70% of the students achieved a grade of B or above. 70%以上同學取得 B 級或以上成績 | Second semester 下學期 | S.3 subject teachers 中三級主要任教老師 | Chinese History textbook, assignments 中史教科書、作業 Computers 電腦 |

| | | | | | | |
|----------------|---|--|---|--|--------------------------|--|
| | <p>teachers who will collect and organize the information. They will have approximately 10-15 minutes to present in class, followed by a Q&A session. Finally, practice questions will be solved together to reflect the learning outcomes.</p> <p>策略：</p> <ul style="list-style-type: none"> ● 課題：由科任老師及小導師訂定 ● 教材：中三課題 ● 策略：老師挑選 1-2 位小導師，由小導師搜集及整理資料，安排約 10-15 分鐘課時由小導師講解，堂上設答問環節，最後共同處理練習題，以反映學習成效。 | | | | | |
| History 歷史科 | <p>Target: S.4 / S.5 elective students 對象：中四或中五級選修科學生</p> <p>Strategies: 策略：</p> <p>Students have the chances to be student-teachers and prepare materials to teach one or part of a data-based questions on the topics being taught. Students need to demonstrate tactics and skills needed with smaller steps and show how they come with the answers. The teacher will offer guidance to them when preparing the materials. After the teaching practices, students will be asked for oral feedback or finish a similar question to check if they know more about the topic and / or the question type concerned.</p> <p>由學生擔任小導師，準備課堂所需的教材，小導師需運用策略和技巧，逐步解釋如何得出答案。老師在準備教材時將提供指導。完成課堂後，學生需口頭給予回應或完成小測，檢視他們對該課題和/或問題類型的了解程度。</p> | <p>At least one practice is carried out throughout the year. 一年至少進行一次小導師教學</p> <p>75% of the students could produce a reasonable response and / or satisfactory feedback assignment(s) 75%學生能夠給予合理的回應和/或令人滿意的作業</p> <p>75% of the students agreed that the practice helped them learn from peers. 75%學生同意計劃有助他們向同儕學習</p> | <p>Materials / Records of the lesson 教材或課堂紀錄</p> <p>Students' feedback, e.g. post-lesson exercises 學生回饋，如課後練習</p> <p>Feedback from students on the evaluation of the lesson 課後評估問卷的回應</p> | <p>The practice is planned to be carried out in Feb to May 2024. 2024 年 2 月至 5 月</p> | Wk Lee | <p>School's printing services and IT-teaching support 學校油印、IT 支援</p> |
| THS 旅遊與款待 | <p>Target: S.4 students 目標：中四學生</p> <p>Theme: Latitude and Longitude 主題：經緯度</p> | Other students' goal is to understand the concepts and successfully complete the exercises. | Students will present their findings to help others understand the concepts and complete | From April 2024 to May 2024 下學期 4-5 月期間 | Subject teachers 科任老師 | Textbooks and computers 教科書及電腦 |

| | <p>Strategies:</p> <ul style="list-style-type: none"> The teacher will select a few students to teach about latitude and longitude. They will research online resources and present their findings. Other students will be required to complete textbook exercises or other related practice activities. <p>策略：</p> <ul style="list-style-type: none"> 老師將會選幾個學生教授經緯度，上網尋找資源及進行匯報 其他學生需要完成課本的填充或其他相關練習 | 其他學生了解概念及完成練習 | <p>the practice activities. 學生需要進行匯報，讓其他學生了解概念及完成練習</p> <p>Utilize surveys to gather feedback and assess the effectiveness of the teaching methods. 利用問卷調查</p> | | | |
|---|--|---|--|---|--|--|
| Target 目標 | Implementation Strategy 推行策略 | Success Criterion 成功準則 | Method of Evaluation 評估方法 | Time Scale 時間表 | Responsible person 負責人 | Resource Required 所需資源 |
| (1b) Little Teacher Sharing Session 小導師成果分享 | <p>Target: S.1 to S.2 對象：中一至中二級</p> <p>Strategies: 策略：</p> <p>A sharing session will be held on the 8th and 9th period on April 17, 2024 (Wednesday). The learning effectiveness will be evaluated through the questionnaire after the sharing session. 以一次周會形式進行，日期為 2024 年 4 月 10 日(星期三)第 8、9 節課。講座後設問卷，以檢視學習成效。</p> | <p>A sharing session is held. 按計劃完成一次小導師分享周會。</p> <p>Through the questionnaire survey, it is confirmed that the Little Teacher Program has a positive impact on improving learning confidence. 透過問卷調查肯定小導師計劃對提昇學習自信有正面影響。</p> | Questionnaire 問卷調查 | 10 April 2024 (Wed) 2024 年 4 月 10 日(星期三) | <p>Pedagogy Development Team 教學研究小組</p> <p>The following departments: Chinese, English, Mathematics, History, Biology 以下科組：中文、英文、數學、歷史、生物科</p> | <p>Hall 禮堂</p> <p>Computers 電腦設備</p> <p>Audio equipment 音響設備</p> |
| Chinese 中文科 | Little Teachers: S.3 and S.4 小導師：中三及中四級 | Complete the Little teachers' sharing of achievements as planned. 按計劃完成小導師成果分享 | Meeting Minutes 會議紀錄 | 10 th April, 2024 2024 年 4 月 10 日 | Ms HL Lam/ Mr. CK Cheung 林曉蕾老師/ | Relevant reading materials 有關書目 |

| | | | | | | |
|-------------------|--|--|---|-----------|-----------|--|
| | <p>Target: S.1 and S.2 對象：中一及中二級</p> <p>Teaching Topic: Interesting Chinese Characters (or other topics) 教學課題：有趣的漢字(或其他課題)</p> <p>Strategies: The teacher will select 1-2 Little teachers to collect and organize materials, and allocate 15 minutes of class time for them to explain and present. 策略：老師挑選 1-2 位小導師，由小導師搜集及整理資料，安排 15 分鐘課時由小導師講解。</p> <p>Teaching feedback: Conduct post-class questionnaires to gather feedback. 教學回饋：課後填寫問卷調查</p> | | | | 張俊傑老師 | <p>Create PowerPoints 製作電子簡報</p> <p>Computers 電腦</p> |
| Mathematics 數學 | <p>Junior tutor: S.3/S.4/S.5 students 小導師：中三至中五學生</p> <p>Target: S.1 and S.2 students 對象：中一及中二學生</p> <ul style="list-style-type: none"> ● Topic: Pyth. Theorem/other topics 課題：畢氏定理或其他課題 ● Procedures: find 1 or 2 junior tutors to prepare the dissemination materials 準備步驟：請 1-2 位小導師準備分享內容 ● Evaluation: fill in an evaluation form after the dissemination 評估：同學在分享會後填寫問卷 | <p>The dissemination takes place as scheduled. 分享會能如期舉行</p> <p>70% or more students give positive feedback on the lesson taught by the student teacher. 70% 或以上學生對小導師的課堂給予正面回應</p> | <p>Minutes of meeting 會議紀錄</p> <p>Questionnaires 問卷調查</p> | 10/4/2024 | FY Cheung | <p>Computer 電腦</p> <p>iPad 平板電腦</p> |
| Biology 生物科 | <p>The subject teacher and the little teacher will choose a topic together, collect and organize relevant information, and design a 15-minute lesson for S.1 and S.2 students. 科任老師和小導師一起選擇課題，收集和整理相</p> | <p>More than half of the audience considered the lesson interesting 過半數同學認為課堂有趣</p> | <p>Questionnaire 問卷調查</p> | 10/4/2024 | YW Faan | <p>Student mentor 小導師</p> |

| | | | | | | |
|----------------|---|---|---|--|--------|---|
| | 關資訊，並為中一及中三同學設計 15 分鐘的課程。 | | | | | |
| History 歷史科 | <p>Target: S.1 and S.2 對象：中一、中二</p> <p>Strategies: 策略：</p> <ul style="list-style-type: none"> ● Showcase of two pieces of Creativity Award entries (one in 21-22 & one in 22-23). Students created a video about charitable services of TWGHs and a board game related to the 'Lion Rock Spirit' and experience of HK people in the public housing estate. Students may share how they learn from the peers and teacher, collaborate with each other and the importance of actively seeking opportunities to learn beyond classroom. 展示兩個由學生創作的得獎作品：一是東華三院慈善服務的影片，以及與「獅子山精神」和公屋居民經歷有關的桌遊。學生可以分享如何從同學和老師身上學習、體驗合作精神，以及積極尋求課外學習機會的重要性。 ● Showcase of student's award-winning essay work. Students can introduce how they learn to write academic essays under guidance of the teacher and facilitated self-directed learning. 展示學生獲獎的論文作品。學生可以介紹如何在老師的指導下學習寫作學術論文，以及如何進行自主學習。 | <p>There is at least one student / one team presented their ideas 至少有一位或一組學生能分享他們的教學想法</p> <p>More than 50% Students joined the session reported that they may consider in joining similar activities 過半數學生參與分享會的學生考慮日後參與同類活動</p> | Feedback tools provided by the Board of Studies 教務組提供的回應工具 | (Tentative) Preparation Work: March 2024 準備工作暫定 2024 年 3 月開始 | WK Lee | <p>School's printing services and IT-teaching support 學校油印及 IT 支援</p> <p>Venue for presentation 分享會地點</p> |

(2) Self-evaluation for Learning Post-test/exam Review Report 試後檢討反思問卷調查

Briefly list the feedback and follow-up actions from the previous school year:

簡列上學年的回饋與跟進：

In the previous academic year (2022-2023), one of the major concerns was the effective use of mid-term performance reports to guide students to make adjustment through self-directed learning. To address this issue, the school produced the “Self-evaluation for Learning Post-test/exam Review Report” at the beginning of the school year. Each student made use of this questionnaire to assess and adjust their learning based on the results of Uniform Tests and Examinations. Class teachers could identify students with weaker learning motivation from the assessment forms and provided them with appropriate guidance. This early identification of students in need of support yielded positive results, as several repeaters were able to improve successfully last year. In the new academic year, an enhanced version of the questionnaire will be introduced, incorporating with the setting of learning goals and study skills. This will allow students to review their performance in stages based on their goals and to facilitate systematic learning.

上學年(2022-2023)關注事項中亦訂明須善用中期成績報告引導學生作自我學習調整。為此，學年初校方印製了「評估促進學習－試後檢討反思問卷調查」。每位學生因應校內兩次統測及兩次考試結果進行自我學習調整，班主任可從學生寫下的評估表內找出學習動力較弱的同學進行輔導，及早辨識需照顧的學生，效果理想，學期尾有某幾位多次留級的同學去年均順利升班。新學年，將推出加強版，加設訂定學習目標一環及學習方法，讓學生可依循目標分階段檢視成績，建立有系統學習模式。

| Target 目標 | Implementation Strategy 推行策略 | Success Criterion 成功準則 | Method of Evaluation 評估方法 | Time Scale 時間表 | Responsible person 負責人 | Resource Required 所需資源 |
|-----------------------------|---|---|---|---|--|--|
| (2) Goal Setting 訂立目標 | <p>Target : S.1 to S.5 對象：中一至中五級</p> <p>Strategies: 策略：</p> <p>At the beginning of the term, The “Goal Setting – Self-evaluation for Learning” is distributed to Form 1 to Form 5 students. Students are required to set learning goals. Learning reflection will be conducted after the two uniform tests and two examinations. After that, the class teacher will give comments.</p> <p>學期初派發「訂立目標－評估促進學習」給中一至中五學生，同學須訂定學習目標。全年將於2次統測、2次期考後作學習反思，最後班主任給予評語。</p> | <p>Organize seminars to explain to students how to set learning goals and establish good study habits throughout the year. 舉辦講座向同學講解全年如何訂立學習目標及建立良好學習習慣。</p> <p>The class teacher can identify students with weak learning motivation earlier and give them guidance. 班主任可及早辨識學習動力較弱的學生並加以指導。</p> | <p>Class teachers’ reports 班主任報告</p> <p>Class meetings 各級會議</p> | <p>September 2023 to May 2024 2023年9月至2024年5月</p> | Class teachers/ Board of Studies 班主任/教務組 | <p>Printing the “Goal Setting – Self-evaluation for Learning” booklet 印製「訂立目標－評估促進學習」小冊子</p> |

(3) Creating learning atmosphere 營造學習氣氛

Briefly list the feedback and follow-up actions from the previous school year:
簡列上學年的回饋與跟進：

In the three-year plan, the school is committed to creating a learning atmosphere inside and outside the classroom to enhance learning interest. Last year, various subjects continued to hold different types of activities to create a learning atmosphere and extend students' interest in learning. The Chinese Department was committed to promoting reading activities. In addition to regular reading and reading and writing classes for Form 3, it also organized different types of visits, such as guided tours of the CUHK Cultural Path, to enhance students' understanding of Chinese culture, purify their mind and guide them to establish correct values. The English Department cooperated with other subjects to integrate language learning into daily life in a relaxed atmosphere. As for the religious group, different activities were also organized to enhance students' mindfulness. In order to strengthen values education, this school year, in addition to enhancing students' interest in learning, the various subject groups should also focus on national security education to enhance students' sense of belonging to the country.

三年計劃中本校致力課堂內外營造學習氣氛以提昇學習興趣，去年各科繼續舉辦不同類型活動以營造學習氣氛，延展學生學習興趣。中文科致力推動閱讀活動，除恆常圍讀及中三閱讀寫作班外，亦舉辦不同類型的參觀活動，例如中大文化徑導賞團，以提昇同學對我國文化的認識，並以經典文學作品淨化心靈，啟導學生建立正確價值觀。英文科與其他科設跨科合作，以輕鬆氛圍寓學習語文於日常生活中。至於宗教組亦舉辦不同活動以提昇學生正念思維。本學年為加強價值觀教育，各科組在舉辦活動中除致力提昇學生對學習的興趣外，亦須重點配合國民國安教育，提昇學生對國家的歸屬感。

| Target 目標 | Implementation Strategy 推行策略 | Success Criterion 成功準則 | Method of Evaluation 評估方法 | Time Scale 時間表 | Responsible person 負責人 | Resource Required 所需資源 |
|--|---|---|---|--|--|---|
| (3) Enhancing learning atmosphere 提昇學習氛圍 | Target : S.1 to S.6 對象：中一至中六 Organize both internal and external activities to enhance students' learning motivation 舉辦校內校外活動以提昇學生學習動機 | Each subject organizes at least one internal or external activity throughout the year. 各科組全年至少舉辦一次校內或校外活動。 The participant responded positively to the activity. 參與同學對活動有正面回應。 | Minutes of subject meetings 各科組會議紀錄 Questionnaire 問卷調查 | September 2023 to July 2024 2023年9月至2024年7月 | All academic subjects 各科組 | School campus/external support 學校場地/校外支援 |
| Chinese 中文科 | Chinese Reading and Writing Workshop for S.3 中三中文閱讀及寫作工作坊 Target: S.3 對象：中三級 | Completion as planned. 按計劃完成 Positive response from students towards the activities. 學生對活動有正面回應 | Questionnaire 問卷調查 Teachers' report. 老師撰寫報告 | From September 2023 to May 2024 2023年9月至2024年5月 | Teachers for S.3 Chinese Reading and Writing. 中三級閱讀寫作統籌老師 | Classroom 課室 Computers 電腦 |

| | | | | | | |
|-------------------|---|---|--|---|--|--|
| | <p>Top two students from each class in the S.2 Chinese language examination. Students can participate voluntarily or be recommended by the S.2 teachers from the previous academic year. If the number of participants exceeds 12, a lottery will be conducted to determine the final participants.</p> <p>中二全年中文科考試成績各班前 2 名同學。由同學自由參與或由上學年中二級老師推薦，若人數多於 12 位則抽籤決定。</p> <p>Strategies:</p> <ul style="list-style-type: none"> ● Engage external instructors to conduct the reading and writing workshop ● Reading sessions (4 sessions in total) ● Writing sessions (10 sessions in total) <p>策略：</p> <ul style="list-style-type: none"> ● 外聘導師進行閱讀及寫作工作坊 ● 閱讀課(共 4 節) ● 寫作課(共 10 節) | | | | | |
| | <p>Group Reading Program 圍讀</p> <p>Target: S.4 對象：中四級</p> <p>Strategies: Utilize school-based reading materials, specifically the School Reading Booklet (consisting of two articles per week), prepared by our school teachers. Conduct a total of eight group reading sessions throughout the academic year.</p> <p>策略： 由本校老師以校本閱讀冊〈每周兩篇〉為閱讀材料，於全年進行 8 次圍讀。</p> | <p>Completion as planned. 按計劃完成</p> <p>Positive response from students towards the activities. 學生對活動有正面回應</p> | <p>Questionnaire 問卷調查</p> <p>Teachers' report 老師撰寫報告</p> | <p>From September 2023 to May 2024 2023 年 9 月至 2024 年 5 月</p> | <p>Teachers for S.4 Group Reading. 中三級圍讀統籌老師</p> | <p>Classroom 課室</p> <p>Computers 電腦</p> |
| Mathematics 數學 | <p>Mathematics activities in the school campus 校內數學活動</p> | <p>The activities are carried out as scheduled. 活動如期舉行</p> | <p>Observation 觀察所得</p> | <p>September 2023 to May 2024</p> | <p>KH Tam, SH Lam</p> | <p>SK Hall / space outside the staff rooms</p> |

| | | | | | | |
|--------------------------|--|---|---|--|-------------------------------|---|
| | <p>Target: S1 – S6 students 對象：中一至中六</p> <p>Strategies: 策略： Mathematics puzzles under the will be promoted to students. 向學生推廣數學謎題</p> <p>Student helpers from the Mathematics Club will facilitate the promotion, production of materials and the implementation. 學會成員協助準備活動材料、推廣活動和在現場協助。</p> | <p>Participating students give positive feedback. 參與活動的學生給予正面評價</p> | <p>Written report 書面報告</p> | <p>2023 年 9 月至 2024 年 5 月</p> | | <p>兩潤堂或教員室對出空地</p> |
| | <p>STEAM Week STEAM 週</p> <p>Target: S1 – S5 students 目標：中一至中五學生</p> <p>Strategies: 策略： The Mathematics Department will work collaboratively with the Science Department and the IT Department to organize a large-scaled STEAM week in mid-March 2024 and celebrate the Pi-Day (14/3): - Introduce the history of Pi. - Various games related to Pi and circles. 與科學科及 IT 科合作，於 2024 年 3 月舉辦大型的 STEAM 週活動，並慶祝「圓周率日」(14/3)： - 介紹圓周率的歷史 - 以圓周率和圓形為主題的遊戲</p> | <p>The STEAM Week is carried out as scheduled. 活動如期舉行</p> <p>Participating students give positive feedback. 參與活動的學生給予正面評價</p> | <p>Observation 觀察所得</p> <p>Written report 書面報告</p> | <p>Mid-March 2024 2024 年 3 月中</p> | <p>KH Tam</p> | <p>SK Hall / space outside the staff rooms 兩潤堂或教員室對出空地</p> |
| <p>L&S 生活與社會</p> | <p>Target: S.1-S.3 對象：中一至中三學生</p> <p>Strategies: Organize visits, workshops, lectures, and other</p> | <p>Most students respond positively to these learning experiences. 大部份學生對相關學習體驗有正面回應</p> | <p>Teachers' observations 教師觀察</p> <p>Questionnaire</p> | <p>This academic year 本學年</p> | <p>Subject panels 科主任</p> | <p>Apply for funding through the Comprehensive Learning Fund.</p> |

| | | | | | | |
|---------------|--|---|--|---|-------|---------------|
| | <p>activities to enhance students' interest in learning and help them connect classroom content to their daily lives.</p> <p>策略： 透過舉辦參觀、工作坊、講座等方式，提升學生的學習興趣，並能將課堂內容聯繫至日常生活。</p> | | 問卷調查 | | | 透過全方位學習基金申請撥款 |
| CS 公民及社會發展 | <p>Target: S.4-S.5 對象：中四及中五</p> <p>Strategies: Encourage students to participate in various types of competitions, such as news commentary competitions, to enhance their interest and knowledge in news related to the curriculum. 策略： 鼓勵同學參加不同類型的比賽，例如新聞評述比賽，增加他們對與課程相關的新聞的興趣及認識</p> | <p>Ensure that at least four students from each forms participate in the competition. 每級有至少四位同學參與比賽</p> <p>Positive response from students towards the activities. 學生對活動有正面回應</p> | <p>Number of articles submitted for the news commentary competition and participation records. 學生提交的新聞評述比賽的文章及參加數目</p> | <p>From November 2023 to December 2023 2023年11月至12月</p> | YL Ho | |
| | <p>Target: S.4 and S.5 students 對象：中四及中五學生</p> <p>Strategies: Collaborate with the Information Technology department to lead students on a visit to mainland China. This visit aims to provide them with an in-depth understanding of the latest achievements in areas such as scientific research and advanced manufacturing in mainland China. The goal is to deepen their understanding of the curriculum and enhance their sense of national identity. 策略： 與資訊科技科合作，帶領同學到內地參觀，讓他們深入認識內地在科研及高端製造業等的最新成就，對課程有更深入的認識，並能提升國民身份認同</p> | <p>Ensure that at least 20 students participate in the exchange program. 有至少20位同學參與交流團</p> <p>Students should demonstrate their learning outcomes in reflection reports. 同學於反思報告中能展示其學習成果</p> <p>At least 70% of students should indicate in the questionnaire that the exchange program has allowed them to gain a deeper understanding of the country's situation. 至少七成學生於問卷中反映交流團能讓他們更深入認識國情</p> | <p>Reflective reports 學生反思報告</p> <p>Evaluation questionnaires for the exchange program. 交流團評估問卷</p> <p>Teachers' observations 教師觀察</p> | 2024年3月 | YL Ho | |

| | | | | | | |
|-------------------------|---|--|--|---|--|---|
| | <p>Target: S.4 students 對象：中四級學生</p> <p>Strategies: Arrange different visits and workshops for each class in the second semester, including visits to the Court of Final Appeal, Sam Tung Uk Village, Cheung Chau, and the Palace Museum. These activities aim to allow students to step out of the classroom and gain knowledge about Hong Kong's legal system and Chinese culture, fostering a sense of national identity. 策略： 安排各班於下學期進行不同參觀及工作坊，包括參觀終審法院、三棟屋、長洲及故宮等，讓同學可以走出課室認識香港的法律制度及中國文化等，建立國民身份認同</p> | <p>Ensure that at least 70% of students have a positive attitude towards the visits and workshops, considering them helpful in deepening their understanding of the curriculum and the country's situation. 至少 70% 同學對參觀及工作坊態度正面，認為有助加深他們對課程及國情的理解</p> | <p>Questionnaire 學生問卷</p> <p>Teachers' observation 教師觀察</p> | <p>From January 2024 to June 2024 2024 年 1 月至 6 月</p> | <p>S.4 subject teachers 中四級科任老師</p> | |
| Economics 經濟科 | <p>Students will be arranged to visit organizations such as the Hong Kong Monetary Authority. They will also be encouraged to read economic journals and participate in competitions outside school. 安排學生外出參觀，例如前往香港金融管理局。鼓勵學生多閱讀經濟期刊及參加校外比賽。</p> | <p>At least one activity is organized. 至少舉辦一次活動</p> <p>“hkeconschool” is subscribed. 訂閱“hkeconschool”刊物</p> <p>Students participate in competitions outside school. 學生參與校外比賽</p> | <p>Documents and records 相關文件及紀錄</p> | <p>The whole academic year 全年</p> | <p>All subject teachers 所有科任老師</p> | <p>Manpower, funding 人手及撥款資助</p> |
| Buddhist Studies 佛學科 | <p>Target: S.1 and S.2 對象：中一及中二全級</p> <p>Strategies: In each term, conduct a midterm assessment or special research project to facilitate collaborative discussions among students on specific topics and reinforce their understanding of key learning points. The assessment or research project will account for 10 to 20 marks in the final examination. The arrangements for each level are as follows:</p> | <p>Completion as planned. 按計劃完成</p> <p>At least 90% of students to achieve a passing grade in the assessment worksheet or research project. 九成學生在工作紙或專題研習中取得及格的成績</p> | <p>Teachers will provide feedback during the assessment process and record the effectiveness in the annual report. 科任老師從評改功課中回饋，並在周年報告中紀錄成效</p> <p>The effectiveness will be assessed based on similar exam questions.</p> | <p>Worksheets: Term 1: from November to December Research project: Term 2: from April to May 工作紙： 上學期 11 月-12 月</p> | <p>S.1 and S.2 subject teachers 中一及中二級科任老師</p> | <p>S.1 and S.2 exercise book 中一及中二筆記冊</p> <p>Computers 電腦</p> |

| <p>策略：上、下學期各設一次中期評估工作紙 / 專題研習，讓學生共同討論課題，並溫習學習重點，該工作紙 / 專題研習佔考試分數 10 至 20 分。各級安排如下：</p> | <table border="1"> <thead> <tr> <th></th> <th>Term 1 (Percentage of Exam Score) 上學期(所佔考試分數)</th> <th>Term 2 (Percentage of Exam Score) 下學期(所佔考試分數)</th> </tr> </thead> <tbody> <tr> <td>S.1 中一</td> <td>Worksheet : Life of Buddha (10 marks) 工作紙：佛陀生平(10 分)</td> <td>Worksheet : Law of Cause and Effect / Five Precepts (10 marks) 工作紙：因緣法 / 五戒 (10 分)</td> </tr> <tr> <td>S.2 中二</td> <td>Worksheet: Three Trainings (10 marks) 工作紙：三學 (10 分)</td> <td>Special Research Project - Various Buddhist Sects (20 marks) 專題研習：各派佛教 (20 分)</td> </tr> </tbody> </table> | | Term 1 (Percentage of Exam Score) 上學期(所佔考試分數) | Term 2 (Percentage of Exam Score) 下學期(所佔考試分數) | S.1 中一 | Worksheet : Life of Buddha (10 marks) 工作紙：佛陀生平(10 分) | Worksheet : Law of Cause and Effect / Five Precepts (10 marks) 工作紙：因緣法 / 五戒 (10 分) | S.2 中二 | Worksheet: Three Trainings (10 marks) 工作紙：三學 (10 分) | Special Research Project - Various Buddhist Sects (20 marks) 專題研習：各派佛教 (20 分) | | <p>從考試同類題目中評估成效</p> | <p>下學期 4 月-5 月</p> <p>專題研習： 下學期 1 月至 4 月</p> | | |
|--|--|--|---|---|--|---|---|-----------|--|--|--|---------------------|--|--|--|
| | Term 1 (Percentage of Exam Score) 上學期(所佔考試分數) | Term 2 (Percentage of Exam Score) 下學期(所佔考試分數) | | | | | | | | | | | | | |
| S.1 中一 | Worksheet : Life of Buddha (10 marks) 工作紙：佛陀生平(10 分) | Worksheet : Law of Cause and Effect / Five Precepts (10 marks) 工作紙：因緣法 / 五戒 (10 分) | | | | | | | | | | | | | |
| S.2 中二 | Worksheet: Three Trainings (10 marks) 工作紙：三學 (10 分) | Special Research Project - Various Buddhist Sects (20 marks) 專題研習：各派佛教 (20 分) | | | | | | | | | | | | | |
| <p>Target: S.6 ERS students 對象：中六倫宗科學生</p> <p>Strategies:</p> <ul style="list-style-type: none"> To solidify the answering skills and exam confidence of S.6 students in the ERS subject, the department will invite graduates who have achieved excellent results in the public ERS examination to | <p>As planned, one session of teaching by the Little teachers will be conducted during regular classes. 依計劃在課堂上完成一次小導師教學。</p> <p>At least 60% of students to achieve Grade 4 or above in the public examination.</p> | <p>Subject teachers will provide feedback based on the comments from the Little teachers and record the results in the annual report. 科任老師從小老師評語中回饋，並在周年報告中紀錄成效。</p> | <p>Little teachers scheme: From March 2024 to May 2024 小老師計劃： 2024 年 3 月至 5 月</p> | <p>S.6 ERS teachers 中六級倫理及宗教科老師</p> | <p>Class notes 課堂筆記 Exercises 練習題目</p> | | | | | | | | | | |

| | | | | | | |
|--|---|---|---|--|--|--|
| | <p>return to the school and provide supplementary classes for their fellow students (duration: 3 months). During these classes, the Little teachers will not only require students to complete ethics questions within a time limit but also provide feedback on their previous assignments.</p> <ul style="list-style-type: none"> In December, subject teachers will accompany S.6 students to participate in a territory-wide ERS mock examination, allowing students to practice their exam skills and familiarize themselves with the exam format. <p>策略：</p> <ul style="list-style-type: none"> 為了鞏固中六學生的答題技巧及應試信心，本科邀請於倫理宗教科公開試取得優秀成績的畢業生，回校為同學進行補課(為期 3 個月)。課堂上，小老師除要求學生限時完成倫理題目外，更會就上一次功課進行評講。 科任老師於 12 月與中六修讀生參加全港倫理宗教科模擬考生，讓學生可以實習應試的情況及技巧。 | <p>60% 以上同學在公開試中取得 4 等或以上成績。</p> | <p>Public exams report 公開試報告</p> | <p>Mock exam: December 2023 模擬試: 2023 年 12 月</p> | | |
| | <p>Target: S.6 對象：中六全級</p> <p>Strategies: S.6 students will participate in the thematic activity "Under the Zen House" to become aware of their present moment and embrace their own and others' qualities.</p> <p>策略： 中六同學參加專題活動「屋禪下」，從而察覺自己的當下，接納自己和別人的特質。</p> | <p>Completion as planned. 按計劃完成</p> <p>80% of students to recognize and appreciate themselves through this activity. 80% 學生認同能在活動中認識及欣賞自己</p> | <p>Subject teachers will provide feedback based on students' assignments and questionnaires and record the results in the annual report. 科任老師從學生功課及問卷中回饋，並在周年報告中紀錄成效。</p> | <p>November 2023 2023 年 11 月</p> | <p>S.6 中六級</p> <p>Buddhist Studies' subject teachers 佛學科科任老師</p> | <p>Collaborating organization: "Under the Zen House" 合作單位：屋禪下</p> <p>Resources: "Healthy Campus" program 資源：「健康校園」計劃</p> |

| | | | | | | |
|---------------------------|---|---|--|--|--------------------------------|--|
| Chinese Literature 文學科 | CUHK Cultural Trail In this academic year, it has been scheduled for students to participate in the CUHK Cultural Trail guided tour on 20 th January 2024 (Saturday), with a focus on students from S.4 Literature and Chinese Language streams. 中大文化徑 本學年已定於 1 月 20 日(六)參予中大文化徑導賞遊，參加同學以中四級文學及中文組為主。 | The attendance rate is expected to reach 80%. This activity aims to allow students to explore the unique cultural and artistic features of CUHK, providing them with a deeper understanding of Chinese cultural values. 出席率達 80% 活動可讓同學認識中大文化藝術的特色，從而對中國文化價值觀亦有更深刻的體會。 | Attendance record 出席紀錄 Questionnaire 問卷調查 | 20 th January 2024 20/1/2024 | HL Lam, YS Ng, CK Cheung | Tour bus 旅遊車 Camera 照相機 |
| Physics 物理科 | Target: S.3 to S.6 對象：中三至中六 Strategies: 策略： At least ONE experiment concerning the application of EM waves will be arranged in the laboratory 進行至少一次電磁波應用的實驗。 | The experiment was successfully conducted 實驗順利完成 | Students found the experiment interesting 同學認為實驗有趣 | March 2023 2023 年 3 月 | CK Luk | Relevant apparatus and equipment 相關的實驗設備 |
| Chemistry 化學科 | Target: S.1 to S.6 對象：中一至中六 Strategies: 策略： At least ONE workshop concerning the production of daily life products will be arranged in the laboratory 舉行至少一次製作日常生活產品的工作坊 | The workshop was successfully conducted 工作坊順利完成 | Students found the products useful. 學生認為製作出的產品有用 | Nov 2023 2023 年 11 月 | CM Lee | Relevant chemicals and equipment 實驗所需的化學品及儀器 |
| IS 綜合科學科 | The following activities will be carried out: 為中一及中二學生舉辦以下活動： S.1: ● Water-rocket competition 水火箭比賽 ● Learning ecosystem by aquarium 從水族館學習生態系統 ● Visiting Hong Kong Wetland Park 參觀香港濕地公園 | More than 70% claimed that the activities are interested. 70%以上學生認為活動有趣。 More than 70% students can show that they have learnt through the activities through worksheets, quizzes or other means of assessments. | Worksheets 工作紙 Surveys 問卷調查 | 9/2023-6/2024 | IS teachers 科任老師 | Materials required, survey, worksheets 所需物資、問卷調查、 |

| | | | | | | |
|-------|---|---|--|---------------------------|------------------------------|---------------------------------------|
| | <ul style="list-style-type: none"> ● Coloring flowers 花卉填色 ● STEAM Week: <ul style="list-style-type: none"> ■ Star-gazing activity 觀星 ■ Paper tower competition 砌紙塔比賽 ■ Vacuum cleaner 吸塵機 ■ Density of plastics 塑膠密度 <p>S.2:</p> <ul style="list-style-type: none"> ● DIY buzz wire game 自製電流棒遊戲 ● Maglev train competition 磁浮列車比賽 ● Visiting the space museum 參觀科學館 ● STEAM Week: <ul style="list-style-type: none"> ■ Making chemical garde 製作化學花園 ■ Paper tower competition 砌紙塔比賽 | 70%以上學生能透過完成工作紙或問答比賽等方式學習到新知識 | | | | 工作紙 |
| | <p>Perform an experiment after reading science texts. 閱讀實驗文章後進行實驗：</p> <ul style="list-style-type: none"> ● S.2 students will read science books related to science experiments, or experiments through the internet. 中二學生閱讀科學實驗類書籍，或上網觀看科學實驗。 ● Students will do an experiment related and make a video. 學生進行實驗並拍攝短片紀錄。 ● Students will do a presentation in front of the class. 學生在班上作匯報。 | <p>More than 60% claimed that the activities are interested. 60%以上學生認同活動有趣。</p> <p>More than 60% students hand in decent worksheets and make a video decently in the activity. 60%以上學生提交令人滿意的工作紙及影片紀錄</p> | Worksheet performance, presentation performance, student survey 工作紙成績、匯報表現、問卷調查 | Term 2 下學期 | TL Pang SC Yu PM Cheng | Science books, worksheets 科學書籍、工作紙 |
| STEAM | <p>Arousing interest in reading: 提升閱讀興趣：</p> <p>We intend to read a few pages of the books together with the students during class time in order to ignite their interest and emphasize the significance of reading. By engaging in these shared reading sessions, we aim to demonstrate to our students the value of learning from these</p> | <p>More than 50% of the S.2 students will have read at least 1 book 50%以上中二學生閱讀至少一本書</p> | Count the number of students who have read the books 統計閱讀的學生人數 | Before 5/2024 2024年5月前 | Subject teachers 科任老師 | Books 書籍 |

| | | | | | | |
|------------------------|--|--|---|---|-------------------------------|--|
| | resources, thereby inspiring them to delve deeper into the subjects independently. 老師和學生在課堂上共讀書籍，引起學生的閱讀興趣，強調閱讀的重要性，啟發他們自發研究 STEAM 課題。 | | | | | |
| Chinese History 中史科 | Target: S.1-S.6 對象：中一至中六級 Strategies: Collaborating with the Chinese Language Department, Chinese Language and Chinese History Society, we will organize a "Chinese Culture Day" during the Chinese New Year celebration. Additionally, we will participate in a guided tour of the Chinese University of Hong Kong Cultural Trail in the second semester. 策略： 聯同中國語文科、中文及中史學會，於新春聯歡日舉行「中華文化日」；於下學期參與中文大學文化徑導賞。 | Completion as planned. 按計劃完成 | Participation rate of 70% or above 70%或以上同學出席參與 | 2 nd semester of 2024 2024 年下學期 | Designated teachers 活動統籌老師 | Classroom 課室 Computer 電腦 |
| History 歷史科 | Target: S.1-S.6 students 對象：中一至中六 Strategies: 策略： The Department continues to organize various subject-related activities like outdoor visits, exhibitions and workshop with the members of the History Club to enhance learning experience beyond regular lessons. 本科將繼續與歷史學會合作舉辦多項活動，如戶外參觀、展覽和工作坊等，增加同學在課堂以外的學習體驗。 | At least one subject-based activity is organized every term. 每學期舉辦至少一次科本活動 At least one cross-department activity is organized this year. 今年內舉辦至少一次跨科活動 | Number of activities held 舉辦活動的次數 Rate of Participation and positive feedback from students 學生參與率及學生回應 | Throughout the whole year 全年 | Lee WK Tang YC | LWL Fund 全方位學習津貼 School printing service and facilities 學校油印及其他設施 |

Major Concern 2: To enhance students' self-esteem and foster a strong sense of belonging to the school and towards the country.
關注事項 2: 提昇學生自尊感以及對學校及國家的歸屬感。

Briefly list the feedback and follow-up actions from the previous school year:

簡列上學年的回饋與跟進：

Last year, different committees organized a wide range of activities to enhance students' self-esteem. The Moral Civic Education delivered three short speeches during morning assemblies on the virtues that good individuals should possess - helpfulness, kindness, and respect for others. These speeches were accompanied by other moral education activities, such as the election of exemplary individuals, to teach students how to practice these virtues and care for those around them.

In addition, the dragon dance team organized by the Board of Discipline, through regular training, boosted students' confidence and fostered a sense of teamwork. The religious group organized outdoor meditation activities where students became aware of their emotions and recognized their own qualities and strengths.

All the activities conducted by the committees effectively enhanced students' self-esteem. In the current academic year, in addition to strengthen students' understanding of the country, activities will be organized to further strengthen students' national identity, fostering a sense of belonging to both the school and the nation.

去年各支援組別舉辦不同類型活動以提昇學生自尊感，其中公民教育組在早會短講時段，進行了三次有關善德人應有的特質—樂於助人、善良及尊重他人—的短講，再配合其他德育活動（如善德人選舉），讓同學學習如何身體力行，關顧身邊人。此外訓導舞龍小組，透過恆常訓練，提昇學生自信並建立團隊精神。宗教組舉辦野外禪活動，學生從活動中覺察自己的情緒，並認識自己的特質和優點。其他各組別活動，均有效提昇學生自尊感，本學年為加強同學對國家的認識，在提昇自尊感外，亦將舉辦不同活動，讓同學進一步認識國民身份，以提昇對學校及國家的歸屬感。

| Target 目標 | Implementation Strategy 推行策略 | Success Criterion 成功準則 | Method of Evaluation 評估方法 | Time Scale 時間表 | Responsible person 負責人 | Resource Required 所需資源 |
|--|--|--|---|---|------------------------------------|---|
| To enhance students' self-esteem and foster a strong sense of belonging to the school and towards the country 提昇對學校 | Target : S1 to S6 對象：中一至中六 Organize in-school or out-of-school activities for national education. 配合國民教育，舉辦校內或校外活動。 | Each subject organizes at least one on-campus or off-campus activity throughout the year. 各科組全年至少舉辦一次校內或校外活動。 The participant responded positively to the activity. 參與同學對活動有正面回應。 | Minutes of Subject Meetings 各科組會議紀錄 Questionnaire 問卷調查 | September 2023 to May 2024 2023年9月至2024年5月 | All subjects and committees 各科組 | School campus/off-campus support 學校場地/校外支援 |

| | | | | | | |
|----------------|--|---|---|-----------|-------------------|--|
| 與國家的歸屬感 | | | | | | |
| BAFS 會計財企 | <p>Understanding for national identity: 對國民身份的認識：</p> <ul style="list-style-type: none"> ● Economic Security through introduction of prominent China's enterprises listed in HK and Entrepreneurship in China's business 介紹在港上市的著名國企和中國企業家，教授「經濟安全」的概念 ● Financial Security through introduction of current China's Property Market and e-payment culture in China 介紹中國現時的地產市場和電子支付文化，教授「金融安全」的概念 <p>Strategies: 策略：</p> <ul style="list-style-type: none"> ● Hardcopy of news clippings attached in the relevant notes 和筆記主題相關的新聞剪報 ● Investment talk about the success of China enterprises and promotion of financially healthy lifestyle 舉辦講座，向學生介紹表現出色的國企，並推廣財務健全的生活方式 ● Sharing about Financial Security during Morning Assembly 在早會中講解有關「金融安全」的內容 ● The contents of the reading materials will be tested in UT and Exam as bonus questions 在統測和考試中設加分題，考核閱讀材料中的內容 | <p>Materials attached with notes and covered in class 在課堂上教授筆記和相關資料</p> <p>Evaluation after investment talk 講座評分</p> <p>The results of the bonus questions set in UT and Exam 學生在加分題取得的成績</p> | <p>Supplementary reading materials attached with notes 隨筆記附上的閱讀材料</p> <p>Performance of bonus questions 學生在加分題的表現</p> <p>Questionnaire after investment talk 講座後的問卷調查</p> | 2023-2024 | Panel Head 科主任 | Clippings and reading materials from financial magazines 在財經雜誌中擷取的剪報和文章 |
| Biology 生物科 | <ul style="list-style-type: none"> ● S.4: A biology lesson on China's environmental policies will be provided to students. 為中四學生講解中國的環保政策 | More than 50 % of the students agree that the lesson deepens their understanding of China's environmental policies. | Questionnaire 問卷調查 | 5/2024 | SC Yu YW Faan | Lesson worksheet, lesson time 課堂工作紙、 |

| | | | | | | |
|--------------------------|--|---|--|---------------|---|---|
| | <ul style="list-style-type: none"> S.5: A biology lesson on China's conservation policies will be provided to students. 為中五學生講解中國的保育政策 | 過半數學生認為課堂有助加深對課題的理解 | | | | 課堂時間 |
| | Whole school: A national security talk will be provided to students. 為全校同學舉辦國家安全教育講座 | The talk is successfully provided. 講座順利完成 | To see if the talk is successfully provided. 講座能順利完成 | 25/1/2024 | YW Faan | Information, microphone 講座資料、咪 |
| STEAM | We will organize a special national security talk during our morning assembly session. This talk will focus on educating students about important aspects of national security and raising their awareness about the subject. 在早會舉行國家安全講座，介紹國家安全的重要範疇，提升學生對國家安全的認識。 | Successfully organize the national security talk. 講座能順利舉行 | To see if the talk is organized 講座能順利舉行 | 20/6/2024 | YW Faan | Information on national security, microphone for the speaker. 國安教育資料、咪 |
| Music 音樂科 | Golden Jubilee Celebration 金禧校慶活動 Celebrate the Golden Jubilee with Performances involving Chinese Music elements. At the same time, subject knowledge about Chinese Music will also be taught in the lesson. 在校慶活動中加入中樂元素，並在音樂課上教授中樂知識。 | More than 60% of performers or student helpers give positive feedbacks regarding performers' self-esteem and sense of belonging to school and country. 60%以上的表演者及學生助手認同活動有助提升自信及加強對學校和國家的歸屬感 | Questionnaire 問卷調查 | | TN Chan | |
| Home Economics 家政科 | Target: S.1 & S.2 students 對象：中一至中二學生 Strategies: 策略： To arrange an on-site visit to the Hong Kong Palace Museum (故宮博物館) (8th Nov 2023) and a workshop about ancient emperor clothing for S.1 students. S.2 students will have a chance to visit different food industries (e.g. 公和豆品廠/益力多工廠) (July 2024). It helps to widen students' horizons and understand what they have learned in lessons. 帶領中一學生前往故宮博物館 (8/11/2023) 參與古代帝王服飾的工作坊。中二學生會前往不同的食品工廠 (如公和豆品廠/益力多 | Completed the planned activity 活動如期完成 Students showed positive feedback after the activity 學生對活動有正面評價 | At least one activity is organized in each term. 每學期舉辦至少一次活動 Questionnaire 問卷調查 Minutes and documents 會議紀錄及文件 | 9/2023-7/2024 | HE Panel head, teachers from collaborating subjects 家政科主任及合作老師 | QEF/ Life-Wide Learning Grant 優質教育基金/全方位學習津貼 |

| | | | | | | |
|----------------------------|--|--|---|--|--|----------------------|
| | 工廠)參觀 (7/2024)。活動有助學生拓闊眼界及加深對課堂知識的理解。 | | | | | |
| PE 體育科 | We will create an exhibition board to introduce the Hangzhou Asian Games, accompanied by a prize quiz game, aiming to familiarize students with the sporting achievements of China and Hong Kong, as well as the modern development of the country, showcasing its success and progress. 製作展板介紹杭州亞運，並設有獎問答遊戲，讓學生認識中國及香港之運動成就及國家的現代建設，認識國家的成功及進步。 | The quiz game will involve the participation of 200 students. 有 200 人參與問答遊戲 | Interview 訪問學生 | | KH Man YY Ho | Printing cost 印刷費 |
| Board of Discipline 訓導組 | To foster students' sense of belonging to the school 增強學生對學校的歸屬感 Golden Jubilee celebration performances and other student duties: 金禧校慶表演及協助典禮進行： (a) Lion dance performance as one part of the kick-off ceremony of the school's Golden Jubilee Celebration 學生舞獅隊在典禮開幕儀式上表演 (b) Helpers for student admission in the Golden Jubilee Celebration at the Jockey Club Auditorium 風紀協助學生進入典禮場地 | Performers will complete the whole performance according to the movements designed by the lion dance coach 根據教練的指示完成表演 | Observation from lion dance coaches 教練觀察 Questionnaire at the end of the lion dance course 課程完成後進行問卷調查 KPM 17 and APASO surveys at the end of the school year 學年結束後進行 KPM17 及 APASO 問卷調查 | | Lion dance coaches 舞師隊教練 Discipline teachers 訓導組老師 | |
| | To organize focused activities to promote Chinese culture and strengthen national identity 舉行焦點活動，推廣中國文化及加強學生的國民身份意識 (a) Lion Dance Team 舞獅隊 To boost students' understanding of one of the signature and world-renowned items in cultural. Their performance during the Chinese New Year celebration should | More than 70% of participants agree that the training course has offered an opportunity in understanding different aspects in Chinese culture and to learn to listen to and follow the coaches' instructions. 70% 以上參加者同意課程有助他們認識不同的中國文化範疇，以及學習聽從教練指示 | Observation from class teachers, discipline teachers and coaches 班主任、訓導老師和教練的觀察 Questionnaire at the end of the lion dance course 課程完成後進行問卷調查 | | Lion dance coaches 舞師隊教練 Discipline teachers 訓導組老師 Shaolin Wushu coaches | |

| | | | | | | |
|---------------------------|---|---|--|--|---------------|--|
| | <p>become a sought-after programme and draw attention from teachers, schoolmates and parents. 安排舞獅隊在新春聯歡會表演，吸引老師、同學和家長欣賞，令學生對這項文化活動有更深認識。</p> <p>(b) Shaolin Wushu demonstration for S.1 students 中一級少林武術示範 To arouse S.1 students' interest in one of the most signature and world-renowned items in cultural heritage worldwide 引起學生對少林武術文化的興趣</p> | | <p>查</p> <p>KPM 17 and APASO surveys at the end of the school year 學年結束後進行 KPM17 及 APASO 問卷調查</p> | | 少林武術教練 | |
| MCE Committee 公民教育組 | <p>Arrangements will be made for students to participate in the "Teen Action" program organized by Kwai Chung Hospital. After receiving training from clinical psychologists at Kwai Chung Hospital, students will become mental health advocates and carry out mental health promotion activities within the school. In the next semester, they will also plan for community service activities outside of school, providing opportunities for students to engage with society. 安排同學參與由葵涌醫院主辦的「Teen 使行動」，同學接受葵涌醫院臨床心理學家訓練後，成為精神健康推廣大使，於校內進行精神健康推廣活動，並於下學期策劃校外服務，增加同學接觸社會的機會。</p> | <p>At least 20 students from S.2 to S.5 will participate in this program. 至少 20 位中二至中五的同學參與計劃</p> <p>Students attend all activities and training sessions. 同學出席所有活動及訓練</p> <p>Over 80% of the students believe that the program has contributed to their increased awareness of mental health and enhanced their ability to organize activities. 超過八成的同學認為活動能有助提升他們對精神健康的關注，以及加強組織活動的能力</p> | <p>Teachers' observations 教師觀察</p> <p>Feedback provided by representatives and volunteers from Kwai Chung Hospital 葵涌醫院代表及義工回饋</p> <p>Questionnaire 同學問卷</p> | | YL HO | |
| | <p>The chairman and vice-chairman will be assigned to draft a project proposal for the large-scale event. The students will take the lead in planning the activities, while teachers will provide continuous support, follow-up, and assistance in revising the plans to enhance students' event planning abilities. 安排主席及副主席就大型活動撰寫計劃書，由學生主導策劃活動，並由老師持續跟進及協助修訂，以提升同學對活動策劃的能力。</p> | <p>Based on student feedback, they have expressed increased confidence in report writing and event planning. 同學回饋對撰寫報告及策劃活動更有信心</p> | <p>Interview 訪問同學</p> | | YL HO, WK LEE | |

| | | | | | | |
|--|--|---|--|--|-------------------|--|
| | <p>Morning Assembly Speeches In the morning assemblies, teachers of the MCE Team and/or students will share their perspectives on moral education, current affairs policies, and universal values through news materials and moral education stories. We hope that students will develop a greater focus on personal qualities, care about their communities, the country, and global events, and prepare themselves to become responsible global citizens in the future. This year, we are emphasizing collaboration among students. The three vice-chairpersons will lead the four core members in the drafting and writing of the short speech topics. These topics will then be reviewed and approved by the chairman and teachers, allowing students more autonomy to reflect on the speech topics and further enhance their writing and critical thinking abilities.</p> <p>早會短講 本組老師或/及學生將透過一些新聞素材、德育故事，與同學分享對德育、時事政策、普世價值的看法，期望同學能更加注重個人素質、關心自己的社區、國家以至全球發生的事情，為將來作為一位良好地球公民的準備。本年加強同學之間之協作，由三位副主席帶領四位核心成員完成短講题目的草擬及撰寫短講內容，再由主席及老師審批，讓同學有更多自主空間思考短講題目，提升其寫作及反思能力。</p> | <p>All twelve core members have successfully delivered one short speech each. 十二位核心成員均曾完成一次短講</p> <p>The chosen topics have effectively captured the interest of the students. 議題能有效引起同學的興趣</p> | <p>Feedback from Morning Assembly Teachers and Students 早會教師及同學的回饋</p> <p>Content of the Short Speeches 短講文章內容</p> | | YL HO | |
| | <p>Take the Stage Through open recruitment, students are invited to perform various types of activities during break or lunchtime, such as music, dance, art, and sports, aiming to enhance their self-confidence. In the previous semester, we planned to invite students participating in recitation competitions to showcase their</p> | <p>At least 10 groups of students participate in the activity, with at least half of them being first-time participants. 至少有 10 組同學參與活動，當中至少一半為從未參與者</p> <p>The response from at least 70% of</p> | <p>Questionnaire 同學問卷</p> | | TN CHAN, HM WU | |

| | | | | | | |
|--|--|---|--|--|---------------------------------------|---|
| | <p>talents and also invited teachers to nominate students to deliver short speeches, providing opportunities for students to showcase themselves in public.</p> <p>Take the Stage 透過公開招募，邀請同學於小息或午飯期間作不同類型的表演（音樂、舞蹈、藝術、運動等），提升同學的自信心。上學期擬邀請參與朗誦比賽的同學進行表演，並邀請各老師提名學生作短講，以增加同學在公眾面前展示自己的機會。</p> | <p>the students has been positive. 至少七成同學反應正面</p> | | | | |
| | <p>S.6 Cheering activities Dream Flight and Assembly Activities To encourage and support the S.6 students in preparing for the DSE examinations, we have organized a motivational activity called "Dream Flight." This activity involves having S.1 to S.5 students fill out uplifting cards. Additionally, we have prepared large motivational cards or paper cards for the S.6 students to take memorable photos with, fostering a culture of appreciation among different levels of students.</p> <p>中六打氣活動 夢想飛行及禮堂活動 讓中一至中五同學填寫多分打氣卡，準備一些大型打氣卡或紙牌讓中六同學拍攝相片留念，以鼓勵迎接 DSE 的中六同學，建立各級之間的欣賞文化</p> | <p>At least 300 students from various levels fill out heartfelt cards. 至少 300 位來自各級的同學填寫心意卡</p> | <p>Teachers' observations 老師觀察</p> | | <p>All MCE teachers 全體 MCE 老師</p> | <p>Thank-you card 感謝卡 Designed folder (created by our alumni) 文件夾（由舊生設計）</p> |
| | <p>S.1 knotting tie competition (Co-organized with the Discipline Team) Through a relay knotting tie activity, we aim to foster closer relationships among our S.1 students. 中一打呔比賽（與訓導組合辦）：讓中一同學接力打呔，與同學建立更密切的關係</p> | <p>Each class is encouraged to have at least 5 participants in the competition. Class teachers and fellow classmates come to attend and show their support. 每班至少 5 人參與活動 班主任及同學能到場支持及打氣</p> | <p>Teachers' observations 老師觀察</p> | | <p>MC TSANG</p> | |

| | | | | | | |
|--|---|---|--|--|----------------------|------------------------------------|
| | <p>Gratitude Week During Gratitude Week, students are encouraged to personally fill out gratitude cards to express their appreciation to those around them, including teachers, classmates, and their own parents. As part of the activity, small gifts will be given to their parents as a token of gratitude. This event also provides an opportunity for teachers to express their admiration for the students.</p> <p>感恩周 由學生親自填寫心意卡，感謝身邊人，包括師長及同學對自己的支持，感恩活動並會送上小禮物給予自己的父母親人。老師亦藉此機會表達他們對同學的欣賞</p> | <p>At least 200 students from various levels fill out gratitude cards. 至少 200 位來自各級的同學填寫心意卡</p> | <p>Teachers and students' observations 老師及同學觀察</p> | | <p>YL HO, HM WU</p> | |
| | <p>Teacher's Day Teacher's Day activities include presenting small gifts and heartfelt cards to teachers, staff, and janitors during the morning assembly. This aims to foster students' care and respect towards the teaching staff.</p> <p>敬師節 敬師節活動包括於早會向老師、向班主任、職員與校工們送上小禮物及心意卡，建立同學對教職員的關愛及尊重</p> | <p>Students are encouraged to create or purchase appropriate gifts from the perspective of the teaching staff. 同學能以教職員角度出發，製作及購買合適的禮品</p> | <p>Teachers' feedback 教師回饋</p> | | <p>YL HO, WK LEE</p> | |
| | <p>Sin Takers Election The Sin Takers Election for S.6 will be held at the end of February, while the elections for other forms will take place during post-examination activities. Students are invited to vote for classmates who possess virtuous qualities, including helpfulness, respect for others, and kindness.</p> <p>善德人選舉 中六將於二月底舉行，其他級別將於試後活動時間進行，邀請同學於每班投選具備善德</p> | <p>Participation rate of over 90% for the voting process. 超過九成同學參與投票</p> | <p>Voting rate 投票率</p> | | <p>YL HO</p> | <p>Sin Takers badges 善德人襟章</p> |

| | | | | | | |
|--|--|--|---|--|--------------|--|
| | 人特質的同學，包括樂於助人、尊重他人及善良 | | | | | |
| | <p>We invite students to participate in the Multi-Division Souvenir Competition (50th Anniversary) to establish a sense of belonging to our school. The winning designs will be printed on folders and distributed to the entire school.</p> <p>邀請同學參與多分紀念品比賽 (50 周年)，建立他們對學校的歸屬感。得獎作品將會印製成文件夾，派發給全校。</p> | <p>Each class is encouraged to submit at least one entry. 每班至少有一件作品</p> | <p>Number of participants 學生參與數量</p> | | YL HO | |
| | <p>Selection of S.2 and S.3 leaders for training, to introduce the school and related activities on important school occasions.</p> <p>挑選中二及中三領袖參與培訓，於學校重要日子介紹學校及相關活動</p> | <p>All leaders successfully complete the training and participate in at least one activity. 所有領袖順利完成培訓，並參與至少一次活動</p> | <p>Students' response 學生回應</p> <p>Tutors and teachers' feedback 導師及老師評價</p> | | WK LEE | |
| | <p>Mid-Autumn Lantern Riddles activity It allows subject teachers and students to deepen their understanding of national culture, history, geography, scientific achievements, and the significance of traditional festivals through lantern riddles.</p> <p>中秋燈謎活動 讓各科組老師及同學透過燈謎對國家文化、歷史、地理、科研成就等有更深入的認識，並明白傳統節日的意義</p> | <p>At least 200 students participate in the activity 至少有 200 位同學參與活動</p> | <p>Number of participants 參與人數</p> <p>Questionnaire 學生問卷</p> | | YL HO, HM WU | |
| | <p>S.1 to S.6 participate in various competitions such as Basic Law quizzes and national security online quizzes, to develop their knowledge and understanding of the Basic Law and the country's recent developments.</p> <p>中一至中六同學參與不同的比賽，例如基本法問答比賽、國家安全網上問答比賽等，讓同學認識以至深入了解基本法及國家近代情</p> | <p>At least 80% student participation 至少八成同學參與活動</p> | <p>Number of participants 參與人數</p> | | YL HO | |

| | | | | | | |
|-------------------------------|---|--|---|--|---------------------------|---------------------------|
| | 況。 | | | | | |
| | <p>We encourage current students to suggest topics and invite alumni to participate in designing DORFUN's souvenirs, aiming to strengthen the relationship between current students and alumni.</p> <p>由在校學生建議題目，並邀請不同舊生參與設計多分紀念品，藉以加強在校學生與舊生之間的關係</p> | <p>At least two commemorative items will be designed throughout the year.</p> <p>全年至少能設計兩款紀念品</p> | <p>Positive feedback towards the souvenirs</p> <p>學生對紀念品的回應正面</p> | | YL HO | |
| Careers Committee 升學及就業輔導組 | <p>Education of self-understanding 自我認識</p> <p>Personality tests conducted in CEDU lessons To know one's abilities and characteristics better before choosing elective subjects, institutions and the careers pathways.</p> <p>生涯規劃課上進行性格測驗 了解自身能力和性格，有助中四選科、選擇大專院校及從事職業</p> | <p>More than 70% of students agree with the results of the personality test.</p> <p>超過 70% 學生同意性格測驗的結果</p> | <p>Question after each personality test (Do you agree with the test result?)</p> <p>查問學生是否同意性格測驗的結果</p> <p>Observation 觀察</p> | | CEDU teachers 生涯規劃課老師 | CEDU teachers 生涯規劃課老師 |
| | <p>Additional tests which highlight strengths as the results in CEDU lessons. Students have more opportunities to discover their strengths.</p> <p>在生涯規劃課安排測試，給予學生更多機會發現自己的專長</p> | <p>More than 75% of students are able to declare 3 strengths after taking the test.</p> <p>超過 75% 學生能夠在測試後說出自己三個強項</p> | <p>Question after each test (Do you know your strengths?)</p> <p>查問學生是否同意測試結果</p> <p>Observation 觀察</p> | | CEDU teachers 生涯規劃課老師 | CEDU teachers 生涯規劃課老師 |
| | <p>To have realistic expectations 保持合理期望</p> <p>As students set goals that are manageable and reasonable, they see how much they have grown.</p> <p>幫助學生設定合理和能達成的目標，學生能觀察到自己的成長。</p> <ul style="list-style-type: none"> Careers talks 就業講座 CEDU lessons 生涯規劃課 | <p>More than 50% of S.5 students select reasonable and achievable JUPAS programs near the term end.</p> <p>超過 50% 中五學生能夠在學期結束時作出合理的 JUPAS 選擇</p> | <p>Observation 觀察</p> | | Careers teachers 升就組老師 | Careers teachers 升就組老師 |
| | | | | | CEDU teachers 生涯規劃課老師 | CEDU teachers 生涯規劃課老師 |
| | | | | | | Alumni 校友 |

| | | | | | | |
|--------------------------------|--|---|---|--|--------------------------------------|--|
| | <ul style="list-style-type: none"> ● Counselling in workshops of Mentorship Program 師友計劃 | | | | | |
| | <p>To establish closer bonds between alumni and existing students 幫助校友和學生建立更緊密的關係</p> <p>Mentorship Program 師友計劃： Over the years, it has been our privilege and honor to have the support from our alumni in various life planning and careers counselling activities. Their passion and spontaneous devotion in supporting the activities are the essential element for our senior form students in making a well-informed judgement on their careers planning. 多來年，本組獲校友鼎力支持，協助舉辦各種生涯規劃和職業輔導活動，學生能夠作出明智的職涯規劃，校友的付出功不可沒。</p> <p>Help desk for S.3 students before subject selection To establish the bonds between senior form students and junior form students. 邀請高中學生為中三學生提供選科諮詢，加強雙方的聯繫</p> | <p>More than 70% of students feel satisfied with the counselling or activities organized by alumni / senior form students. 超過 70% 學生滿意校友和高中學生提供的諮詢和活動</p> | <p>Questionnaires 問卷調查</p> <p>Observation 觀察</p> | | <p>KH TAM, HH SO, HY YU</p> | <p>Alumni 校友</p> <p>Senior form students assigned by elective subject teachers 高中選修科老師指派的學生</p> <p>Google form (questionnaires) 網上問卷</p> |
| | <p>Information of the country Provision of information of studies and careers pathways in the mainland to students so that they are able to excel with informed plans. 提供內地升學和就業的資料，學生可以早作規劃</p> <p>Board of Careers Department Showing posters and leaflets. 展示相關海報和小冊子</p> <p>Promotion of studies of programs in institutions in China. 宣傳內地院校和學系</p> | <p>All students who are fond of studying in the mainland can apply. 有興趣到內地升學的學生均可申請</p> | <p>Observation 觀察</p> | | <p>Careers teachers 升就組老師</p> | <p>Careers teachers 升就組老師</p> |
| <p>ECA Committee 課外活動組</p> | <p>To enhance students' self-esteem 幫助學生建立自信心</p> <p>Target: S.1-S.5 students</p> | <p>Majority of students leaders claim that their self-esteem can be enhanced after taking up ECA posts 大部分學生領袖同意自信心有所</p> | <p>Teachers' evaluations on leaders' performance according to various criteria, e.g. sense of</p> | | <p>WS Cheung, TL Pang, HY Yu</p> | <p>ECA teachers, Club advisors, Thomas Lau (GO)</p> |

| | | | | | | |
|--|---|--|--|--|--------------------------------|---|
| | <p>對象：中一至中五學生</p> <p>To introduce an award / recognition scheme to praise those students who have outstanding performance in taking up ECA posts: 推出獎勵計劃，嘉許課外活動服務表現傑出的學生：</p> <ul style="list-style-type: none"> - Each club advisor can nominate a student who performs the best in organizing activities in his/her club 每位社導師提名一位籌辦活動表現最佳的學生 - Each nominee will be given an award called “Outstanding Leader in ECA” and it will be listed out in student report cards. A certificate will be given to each awardee. 獲提名的學生會獲頒「課外活動傑出領袖」獎狀，獎項會顯示在成績表上 | <p>提升</p> <p>Positive feedbacks from teacher advisors 指導老師給予正面回應</p> | <p>responsibility, communication skills, initiatives, etc. 老師根據責任感、溝通技巧、主動性等評價學生領袖的表現</p> <p>Students’ reflection through questionnaire 學生在問卷調查的回應</p> | | | |
| | <p>To provide quality leadership training programmes to potential student leaders 為學生提供高質素的領袖訓練計劃</p> <p>To equip students with the necessary leadership knowledge and skills in organizing activities by providing the followings: 透過以下活動教授學生領導和籌辦活動的必要技巧：</p> <ul style="list-style-type: none"> - Leadership Training Day Camp for key posts holders (S.3-S.5) 邀請擔任要職的學生參加領袖訓練日營 (中三至中五級) - Leadership Training Workshop for S.4 students 舉辦領袖訓練工作坊 (中四級) - Training workshops for S.1-S.3 Class committee members 為班會成員舉辦訓練 (中一至中三級) | <p>Increased number of students undergone leadership training taking up the key posts in various student organizations 接受領袖訓練並擔任學生領袖的人數增加</p> <p>More than 75% of S.4 and S.5 students take up ECA posts in various student organizations 超過 75% 中四及中五學生協助舉辦課外活動</p> | <p>Teachers’ evaluations on leaders’ performance according to various criteria, e.g. sense of responsibility, communication skills, initiatives, etc. 老師根據責任感、溝通技巧、主動性等評價學生領袖的表現</p> <p>Self-reflection in Student Activity Handbooks/ eClass iPortfolio 學生在活動手冊或個人檔案的反思</p> | | <p>ECA Committee 課外活動組</p> | <p>ECA teachers, Class teachers, External Service Provider 課外活動組老師、班主任、服務供應者</p> |
| | <p>To continue “Sin Tak’s SUM Scheme” for both S.1 and S.2 students</p> | <p>Majority of students reflected that their self-efficacy, self-discipline</p> | <p>Qualitative evaluation by students’ self-</p> | | <p>TN CHAN, WS CHEUNG,</p> | <p>PE teachers</p> |

| | | | | | | |
|--|---|--|---|--|--|---|
| | <p>在中一及中二級繼續推行善德一 SUM 計劃</p> <ul style="list-style-type: none"> - To show learning outcomes from the scheme by board displays or performance of musical instruments during post-exam period 在壁報板展示學生的學習成果，或邀請學生在試後活動期間進行音樂表演 - To give praise and recognition to those participants who have outstanding performance in the scheme by introducing an award / recognition scheme. 向表演傑出的學生頒發獎項，給予讚賞和肯定 - Teacher advisors can nominate students who performed very well in respective categories. The awardees will be given a certificate. 指導老師提名在各範疇表現傑出的學生，向學生頒發獎項 | <p>and perseverance can be enhanced through the participation in the scheme 大部分學生反映計劃有助他們提升自我效能感、自律性和毅力等</p> <p>Positive feedback from teachers and instructors on the performance of participants in the scheme 老師和導師對參加者的表現有正面評價</p> | <p>reflection 學生在評鑑問卷的回應 Records of Student Activity Handbooks / eClass iPortfolio 學生在活動手冊或個人檔案的反思 Feedbacks from teachers and instructors 老師和導師的意見</p> | | <p>KH MAN, TL PANG</p> | <p>體育老師 Teacher advisors of Uniform Groups 制服團隊老師 Music teacher 音樂老師 Tutors of music instrumental classes 樂器班導師</p> |
| | <p>To provide junior form students with opportunities to serve others by continuing introducing a new post “Junior Leaders” (S.2-S.3) in the committee members of each club. 繼續推行初中學生領袖計劃，邀請中二及中三同學擔任各個學會的學生領袖，服務其他同學。 Each club is encouraged to recruit at least one S.2 or S.3 student to be the “Junior Leader” in its board of committee members 建議各個學會招募至少一至兩名中二或中三學生擔任學生領袖。</p> | <p>More than 60% of the clubs has recruited Junior Leaders in their committee boards 各社有超過 60% 初中學生擔任學生領袖</p> <p>Positive feedback from teacher advisors 社導師反應正面</p> | <p>Qualitative evaluation by students’ self-reflection 學生在評鑑問卷的回應 Records of Student Activity Handbooks / eClass iPortfolio 學生在活動手冊或個人檔案的反思 Feedbacks from club advisors 社導師的意見</p> | | <p>TL PANG, YS NG</p> | <p>ECA teachers 課外活動組老師 Club advisors 社導師 Ivy (GO)</p> |
| | <p>To organize more inter-class competitions to establish closer bonds among students 舉辦更多班際比賽，加強學生之間的凝聚力</p> <ul style="list-style-type: none"> - 中六畢業盃 - 班徽設計比賽 - 旅行日攝影比賽 - 班際飛鏢比賽 | <p>Majority of students claim that their sense of belonging to their class can be fostered 大部分學生同意對班級的歸屬感增加了</p> <p>Positive feedbacks from class teachers 班主任給予正面回饋</p> | <p>Student participation rate 學生參與率 Observation & feedbacks from class teachers 班主任的觀察和意見</p> | | <p>WS Cheung, KH Man, YS Ng, HY Yu</p> | <p>ECA teachers 課外活動組老師 Class teachers 班主任</p> |

| | | | | | | |
|---------------------------|--|---|--|---|---|--|
| | To enhance students' sense of belonging to their class and school through holding class building activities 班級經營活動 | Majority of students claim that their sense of belonging to their class can be fostered 大部分學生同意對班級的歸屬感增加了 Positive feedbacks from class teachers 班主任給予正面回饋 | Qualitative evaluation by students' self-reflection 學生在評鑑問卷的回應 Observation & Feedbacks from class teachers 班主任的觀察和意見 | | WS Cheung, KH Man, YS Ng, PK Lau | ECA teachers, Class teachers, External Service Providers 課外活動組老師、班主任、服務供應者 |
| Guidance Committee 輔導組 | To develop a sense of belonging to the school. 協助學生建立對學校的歸屬感 S.1 Overnight Camp 中一宿營 All S.1 students and around 20 Guidance Captains will join the camp 中一學生及學兄學姐一同參加宿營 | Students actively participate in the camp. They can understand the school, their teachers, and their senior form students more. 學生積極參加宿營活動，增加對學校、老師及學兄學姐的認識 | Feedback and questionnaire from students, colleagues and service provider 學生、同工及服務供應商的回饋及問卷調查結果 Debriefing in the camp with the students 舉行活動匯報會 | 3/10 Briefing 匯報會 6-7/10 Overnight camp 宿營 | KW Fung, HL Law, social workers 輔導組老師及社工 | Funding from LWL 全方位學習津貼 Admin Group 行政組 Board of Discipline 訓導組 Guidance Committee 輔導組 S.1 class teachers 中一班主任 |
| | Guidance Captain Programme 學兄學姐計劃 | S.1 students and the guidance captains can develop a sense of belonging to the school via various activities | Observation from teachers 老師觀察 Feedback and questionnaire from students in the sharing session 學生在分享會後的回應及問卷調查結果 Reports from guidance captains 學兄學姐的報告 | | KW Fung, HL Law, social workers 輔導組老師及社工 | Funding from LWL 全方位學習津貼 Healthy School Program 健康校園計劃 Guidance Committee 輔導組 S.1 class teachers 中一班主任 HK Children & Youth Service |

| | | | | | | |
|----------------------------|---|--|--|---|---|--|
| | | | | | | 香港青少年服務處 |
| | <p>A talk for students about self-esteem 自尊心講座</p> <p>Target: S.1 and S.4 students 對象：中一及中四學生</p> | Students can understand how to enhance their self-esteem and develop healthy relationships with others | Feedback and questionnaire from students, colleagues | 17/10/2023 (S.1) 27/2/2024 (S.4) | KK Ching, HL Law Social worker (社工) | <p>Funding from LWL 全方位學習津貼 MCE Committee 公民教育組 Guidance Committee 輔導組 S.1 subject teachers 中一科任老師 S.4 class teachers 中四班主任 HK Children & Youth Services 香港青少年服 務處</p> |
| Religious Committee 宗教組 | <p>(a) Through the thematic teaching of "Shan Yuan" students from S.4 to S.6 will understand the origin and development of the school, fostering gratitude and appreciation, as well as enhancing their sense of belonging to the school. 透過專題教學「善·緣」，讓中四至中六學生了解學校創校的緣起及發展歷程的助緣，使學生感恩及珍惜學校，提昇對學校的歸屬感。</p> <p>(b) Through the thematic teaching of "Photography Zen," students will discover the unique aspects of the school from a fresh perspective, fostering gratitude and appreciation, as well as enhancing their sense of belonging to the school.</p> | Completion as planned. 按計劃完成 | Subject teachers will provide feedback based on students' classroom performance and record the outcomes in the annual report. 科任老師從學生課堂表現中回饋，並在周年報告中紀錄成效。 | | LY LEE, SW AU, CK CHEUNG | School Anniversary Committee 校內校慶組同事 |

| | | | | | |
|--|--|---|---|--|---|
| | <p>透過專題教學「攝影禪」，讓學生從新的角度發掘學校的特點，使學生感恩及珍惜學校，提昇對學校的歸屬感。</p> <p>(c) Golden Jubilee performances and other student duties. 學生參與金禧校慶表演及協助工作</p> | | | | |
| | <p>Through the thematic teaching of "Tofu," students will be introduced to intangible cultural heritage and understand the significant role of tofu in Han Buddhism. The activities include:</p> <ul style="list-style-type: none"> ● Teaching the important nutritional value of tofu in monastic communities during class. ● Providing a variety of vegetarian dishes made from tofu (provided by the vegetarian restaurant) and sweet tofu pudding for lunch. The process of tofu production will be demonstrated during the activity, allowing students to understand that all food relies on numerous conditions, cultivating a sense of gratitude. ● Visiting the Dharma Drum Mountain Hong Kong to experience Zen meditation and participate in communal dining, followed by hands-on cookie baking. This aims to familiarize students with the development of Han Buddhism and experience the spirit of environmentally friendly vegetarianism. ● Organizing a book exhibition and short lectures to introduce books related to tofu. <p>透過專題教學「豆腐」向學生介紹非物質文化遺產，並了解豆腐在漢傳佛教的重要地位，其中活動包括：</p> <ul style="list-style-type: none"> ● 於課堂教授豆腐在僧團的重要營養價值 ● 於午餐提供多類豆製品素食（由素菜館 | <p>Completion as planned. 按計劃完成</p> <p>70% of participants in the vegetarian lunch expressed an understanding of Chinese culinary culture through the activities. 70%素食午餐參加者表示能從活動中明白中國飲食文化</p> <p>70% of participants in the Dharma Drum Mountain activity expressed an understanding of the characteristics of Han Buddhism through the activities. 70%法鼓山活動參加者表示能從活動中明白漢傳佛教的特點</p> | <p>Subject teachers will provide feedback based on students' participation in the activities, and the outcomes will be recorded in the annual report. 科任老師從學生活動表現中回饋，並在周年報告中紀錄成效。</p> <p>Questionnaire 活動問卷</p> | | <p>LY LEE, CK CHEUNG, YY HO</p> <p>External organizations: Kung Wo tofu Hong Kong Dharma Drum Mountain Hong Kong 校外機構： 公和荳品公司 法鼓山</p> <p>Internal organizations: Religious Committee Literature Committee Home- Economics Committee Library 校內組織： 宗教組同事 文學組 家政組 圖書館</p> <p>Resources: Healthy Campus Program SEN Team 資源：</p> |

| | | | | | | |
|-----|---|--|---|--|----------------|---|
| | <p>提供)及甜品豆腐花,並在活動中展示豆腐的製作過程,讓學生明白任何食物都要依靠眾多因緣才可得到,從而學會知恩感恩</p> <ul style="list-style-type: none"> ● 到法鼓山參學(細味禪/過堂飯)後,親自製作曲奇餅,從而讓學生認識漢傳佛教的發展,並體驗環保素食的精神。 ● 舉行書展及短講,介紹豆腐為題的書籍 | | | | | 健康校園計劃 SEN TEAM |
| SEN | <p>Enhancing students' self-esteem and self-confidence Optimization of the "One-Page Profile" for Form One students</p> <ul style="list-style-type: none"> ● Collaborating with social workers to revise and address any issues in order to gain a comprehensive understanding of students' needs. ● Incorporating the "One-Page Profile" into the "Student Profile Record" folder, allowing teachers to enhance their understanding of the students. <p>提升學生自尊感及自信心 中一「一頁檔案」優化</p> <ul style="list-style-type: none"> ● 與社工商討,修訂問題,以更全面了解學生需要。 ● 將「一頁檔案」夾入「學生概況紀錄表」資料夾內,讓老師可以增加對學生的了解。 | <p>S.1 class teachers to utilize the "One-Page Profile" as a valuable resource when communicating with parents and students. 所有中一班主任能通過「一頁檔案」了解學生,並可作為與家長、學生溝通時的素材</p> <p>Social workers will review the "One-Page Profile" to gain insights into students' backgrounds before engaging in face-to-face sessions with S.1 students. 社工面見中一同學時先閱讀「一頁檔案」了解學生</p> | <p>Interviews conducted by social workers and S.1 class teachers. 社工、中一級班主任訪談</p> | | YS NG, YC TANG | SEN Team, S.1 class teachers and social worker SEN 組,中一級班主任,社工 |
| | <p>Optimizing the effectiveness of the "Outsourcing Team" service through performance evaluations. A questionnaire survey will be conducted after each activity/service to assess its effectiveness and determine students' willingness to participate again. This information will serve as a reference for future outsourcing services, ensuring that students receive appropriate activities and services to support their</p> | <p>More than 80% of students who participate in the activities completed the activity questionnaire. 超過 80%參與活動的學生填寫活動問卷</p> | <p>Number of questionnaires collected 統計收回問卷數目</p> | | YC TANG, KK NG | SEN Team SEN 組 |

| | | | | | | |
|--|--|--|---|--|---------------|---|
| | developmental needs. 優化「外購小組」服務成效檢討，每次活動/服務均設問卷調查，以了解服務成效、學生再度參與的意願，作為日後外購服務的參考，令學生得到適切的活動及服務，支援成長需要。 | | | | | |
| | Flexibly utilizing the Learning Support Subsidy, we will organize cross-department activities to support students in cultivating their interests and developing their strengths in various domains. 靈活運用學習支援津貼，舉辦跨組別活動，支援學生在不同領域培養興趣、發展所長。 | Collaborate with at least three different departments to organize activities in different areas, ensuring the participation of students with special educational needs (SEN). 與最少三個不同組別舉辦不同範疇活動，當中均有 SEN 參與 | Record of activities 活動紀錄 Questionnaire 活動問卷 | | CH WAN | KH MAN (PE 體育), LY LEE (Religious Committee 宗教組), TL PANG (Discipline Committee 訓導組), WK LEE (History 歷史科), KW FUNG (Guidance Team 輔導組) |
| | Arranging school-based educational psychologists to conduct assessments and provide support, offering in-house speech therapy services, engaging external clinical psychologists for counseling services, and participating in the support program provided by the Student Mental Health Support Scheme. These measures aim to provide sufficient and appropriate support for students' learning difficulties and emotional well-being, helping them cope with challenges. 安排校本教育心理學家評估及支援、校本言語治療服務、外聘臨床心理學家輔導服務、參與醫教社支援計劃，針對學生的學習困 | For referred students, relevant assessments, counseling, and training are arranged, resulting in improvements in their difficulties. 為受轉介學生安排相關評估、輔導、訓練後，學生困難有改善 | Student progress meetings Attendance records Feedback from teachers, students and parents 學生進度會議 遲到缺席紀錄 老師、學生、家長回饋 | | CH Wan, KK Ng | School-based educational psychologist School-based speech therapist Coordinators from Student Mental Health Support Scheme External clinical psychologists |

| | | | | | | |
|--|---|---|--|--|-----------------|-------------------------------------|
| | 難、情緒健康需要給予充足而適切的支援，幫助學生面對困難。 | | | | | 校本教育心理學家、校本言語治療師、醫教社人員、外聘臨床心理學家 |
| | <p>To enhance students' sense of belonging to the school and the nation</p> <p>We will organize a horticultural therapy and gardening group, in conjunction with the school's 50th anniversary celebration, to beautify the campus and instill a sense of ownership among the students. This initiative aligns with our seven learning objectives, which include promoting a healthy lifestyle and fostering an appreciation for the beauty of nature, as well as building a broad knowledge foundation by learning about horticulture and gardening skills that can be applied in practical ways or further pursued in higher education.</p> <p>提升學生對學校及國家的歸屬感 舉辦園藝治療兼園圃種植小組，配合五十周年校慶，美化校園，有自覺是校園一份子。 (回應七項學習宗旨：建立健康的生活方式，懂得欣賞大自然的美好；寬廣的知識基礎：學習園藝種植知識和技巧，日後可以學以致用，或繼續進修)</p> | <p>Upon completion of the horticultural therapy program, students will take turns in maintaining and caring for the garden plants, thereby developing a sense of responsibility.</p> <p>學生完成園藝治療課程，並能夠輪流當值，打理園圃植物</p> | <p>Questionnaire 活動問卷</p> <p>An exhibition showcasing the achievements of the garden 園圃成果展示</p> | | CH Wan, KK Ng | LY LEE, social worker LY LEE, 社工 |
| | <p>In collaboration with the Board of Discipline, we will establish the Night Dragon Team to showcase performances during the school's anniversary celebration and external events. This will not only bring honor to the school but also gain recognition from both teachers and students. Furthermore, it will contribute to the preservation and promotion of traditional Chinese martial arts. This initiative aligns with our seven learning objectives, which include</p> | <p>Completion of the training program, students will participate in the performances with the Night Dragon Team.</p> <p>學生完成訓練，並參與表演</p> | <p>Participation rate 活動出席紀錄</p> <p>Outcome of the performances 表演成果</p> <p>Questionnaire 活動問卷調查</p> | | CH Wan, TL Pang | Board of Discipline 訓導組 |

| | | | | | | |
|--|--|--|---|--|------------------|-------------------------------|
| | <p>fostering a sense of national identity and cherishing Chinese culture.</p> <p>與訓導組合辦夜光龍隊，為校慶及校外活動表演，為校爭光，並得到師生的認同，更能傳承和發揚中國傳統國術。(回應七項學習宗旨：認同國民身份，珍視中華文化)</p> | | | | | |
| | <p>Tram Guided Tour: Through this activity, participants will have the opportunity to experience the identities of refugees during the Sino-Japanese War period and students during the post-war reconstruction period. This immersive experience will deepen their understanding of Hong Kong's history. This initiative aligns with our seven learning objectives, which include cultivating informed and responsible citizens, fostering a sense of national identity, developing a global perspective, and upholding correct values and attitudes.</p> <p>電車導賞團：通過活動，體驗中日抗戰時期難民、戰後復興時期學生等身份，更深刻理解香港歷史。(回應七項學習宗旨：成為有識見、負責任的公民，認同國民身份，具備世界視野，持守正確價值觀和態度)</p> | <p>Over 80% of participants acknowledged that their knowledge of the history of the Sino-Japanese War increased after participating in the activity.</p> <p>超過 80% 參加者認同活動後增加了對中日抗戰歷史的認識</p> | <p>Questionnaire 活動問卷調查</p> <p>Written reflections 活動習作</p> | | CH Wan, YS Ng | WK LEE (History 歷史科) |
| | <p>Transportation Society Activity: High-speed Rail Introduction Booth at the Open Day. This activity aligns with our seven learning objectives, which aim to cultivate informed and responsible citizens and foster a sense of national identity, with a focus on technological safety.</p> <p>交通社活動：開放日高鐵介紹攤位(回應七項學習宗旨：成為有識見、負責任的公民，認同國民身份)(科技安全)</p> | <p>More than 50 primary school students who participated in the event were able to correctly answer at least one question related to the high-speed rail.</p> <p>超過 50 位參加活動的小學生能夠答對至少一題有關高鐵題目</p> | <p>Related documents 活動紀錄</p> | | CH Wan, KK Ng | Transportation Society 交通社 |

IV. BUDGET SUMMARY 2023-2024
財政預算 2023-2024

| | 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 | | 2,027,558.44 | | |
| Non-School Specific Grants | | | 2,020,000.00 | |
| Sub Total (A) | | 2,027,558.44 | 2,020,000.00 | 7,558.44 |
| <i>School Specific Grants</i> | | | | |
| Administration Grant | - | 4,024,884.00 | 4,024,884.00 | - |
| Capacity Enhancement Grant | 67,618.75 | 666,935.00 | 730,000.00 | 4,553.75 |
| Composite Information Technology Grant | 120,855.83 | 512,696.00 | 630,000.00 | 3,551.83 |
| Air-Conditioning Grant | - | 618,989.00 | 618,989.00 | - |
| SBM Top-up Grant | 32,700.00 | 52,596.00 | 20,000.00 | 65,296.00 |
| School-based Speech Therapy Administration Recurrent Grant | 28,376.00 | 8,415.00 | 36,000.00 | 791.00 |
| Sub Total (B) | 249,550.58 | 5,884,515.00 | 6,059,873.00 | 74,192.58 |
| Grand Total: (A) + (B) | 249,550.58 | 7,912,073.44 | 8,079,873.00 | 81,751.02 |
| B. Outside EOEBG Grant | | | | |
| Teacher Relief Grant - Annual Recurrent | 1,075,831.90 | 228,760.00 | 300,000.00 | 1,004,591.90 |
| Teacher Relief Grant - Optional | 3,446,021.40 | 4,637,286.48 | 6,000,000.00 | 2,083,307.88 |
| Committee on Home-School Co-operation Project | 35,145.94 | 25,855.00 | 40,000.00 | 21,000.94 |
| Cash Grant for School-based After-school Learning and Support Programmes | 165,110.11 | 166,800.00 | 300,000.00 | 31,910.11 |
| Learning Support Grant for Secondary Schools | 115,902.92 | 588,430.00 | 700,000.00 | 4,332.92 |
| Diversity Learning Grant (Other Language) | - | 109,650.00 | 109,650.00 | - |
| Diversity Learning Grant (Other Programmes) | 126,809.35 | 42,000.00 | 168,809.35 | - |
| Diversity Learning Grant (Applied Learning) | - | 92,500.00 | 92,500.00 | - |
| Moral and National Education Support Grant | 123,171.15 | - | 50,000.00 | 73,171.15 |
| Hong Kong School Drama Festival | 13,021.10 | 3,700.00 | 15,000.00 | 1,721.10 |
| Information Technology Staffing Support Grant | 45,233.50 | 327,588.00 | 370,000.00 | 2,821.50 |
| Grant for the Sister School Scheme | 159,955.00 | 159,955.00 | 250,000.00 | 69,910.00 |
| Promotion of Reading Grant | 31,038.34 | 65,198.00 | 90,000.00 | 6,236.34 |
| Life-wide Learning Grant | 1,184,599.39 | 1,218,131.00 | 2,400,000.00 | 2,730.39 |
| One-off School-based Speech Therapy Set-up Grant | 226.00 | - | 226.00 | - |
| School Executive Officer Grant | 148,843.76 | 558,729.04 | 600,000.00 | 107,572.80 |
| Beat Drugs Fund - Healthy Campus | - | 90,000.00 | 90,000.00 | - |
| Student Activities Support Grant | - | 135,200.00 | 135,200.00 | - |
| Participate in Sports, Stay Away from Drugs | - | 25,000.00 | 25,000.00 | - |
| One-off Grant for Citizenship and Social Development | 259,536.60 | - | 200,000.00 | 59,536.60 |
| QEF Enhanced 'My Pledge to Act' Funding Programme | - | 279,500.00 | 279,500.00 | - |
| Grand Total | 6,930,446.46 | 8,754,282.52 | 12,215,885.35 | 3,468,843.63 |
| II. School Funds | - | | | |
| General Funds | 5,291,849.53 | 2,000,000.00 | 4,000,000.00 | 3,291,849.53 |
| Grand Total | 5,291,849.53 | 2,000,000.00 | 4,000,000.00 | 3,291,849.53 |

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) Capacity Enhancement Grant 2023-2024
學校發展津貼 2023-2024
- (b) Life-wide Learning Grant 2023-2024
全方位學習支援津貼 2023-2024
- (c) School-based After-school Learning and Support Programmes 2023-2024
課後學習及支援計劃 2023-2024
- (d) Diversity Learning Grant 2023-2024
多元學習津貼 2023-2024
- (e) Plan on the Use of the Promotion of Reading Grant 2023-2024
推廣閱讀計劃 2023-2024
- (f) Healthy School Programme 2023-2024
健康校園計劃 2023-2024
- (g) National Security Education Plan 2023-2024
國家安全教育工作計劃 2023-2024
- (h) Sister School Scheme 2023-2024
姊妹學校計劃 2023-2024

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant (2023-2024)

佛教善德英文中學
 學校發展津貼使用計劃 2023-2024

| 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 減輕教師部份工作行政或文書工作讓教職能專注照顧學生多元及特別學習需要。 | A. To continue to run the Secondary School Life Adaptation Programme for newly admitted S.1 students. Tutors will be employed to take up the 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 2024 2024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 |
| | 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 | Teachers are relieved from some clerical work. 減輕老師的文書工作 | From September 2023 to August 2024 由2023年9月至2024年8月 | Salaries of three clerical assistants for one year including school's contribution to MPF | The clerical assistants take up duties assigned by teachers and assist in preparing | Teacher observation 教師觀察 | Ms. HL Lam and Mr. SW Pang 林曉蕾副校長及彭成璋 |

| 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>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、得獎紀錄、制作學生獎狀、一般學生資料紀錄及統計工作等事宜，圖書館借書服務、影音器材借用服務及執行其他由學校指派的工作。</p> | | | <p>(\$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>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> | | 副校長 |

Total expenditure 總開支：

\$32,000 + \$634,500 = \$666,500

Appendix (B)

全方位學習津貼 運用計劃
2023-2024學年

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 | | | | | | | | | | | | | | | |
| 例子 | 網上境外交流活動 | 2022年11月 | 中一至中三 | 200 | \$2,000.00 | 機構收取費用:1600 雜項 - Backdrop:200 禮物：200 | \$10.00 | 安排學生透過網上視像會議，與來自其他國家的青年交流。 - 拓闊學生的視野，增加同學的文化敏感度及國際視野，並強化同學對其他文化的理解及同理心。 | 公民與社會發展 | 問卷調查 學生課堂與習作表現 | ✓ | | | | | 公教科/ WWW |
| 1 | 參觀企業 | 全年 | 中一至中六 | 120 | \$4,400.00 | 參觀 | \$36.67 | 擴闊學生視野 | 生涯規劃 | 學生表現 | | | | | ✓ | Careers/TKH |
| 2 | 舉辦或參加交流活動或比賽 | 全年 | 中一至中六 | 80 | \$4,400.00 | 活動或比賽 | \$55.00 | 擴闊學生視野 | 生涯規劃 | 學生表現 | | | | | ✓ | Careers/TKH |
| 3 | 購買所需的設備 | 全年 | 中一至中六 | 200 | \$5,000.00 | 設備 | \$25.00 | 文儀、宣傳、展板、升學小冊子 | 生涯規劃 | 教師觀察 | | | | | ✓ | Careers/TKH |
| 4 | 運輸費用、旅遊巴租借服務 | 全年 | 中一至中六 | 100 | \$5,000.00 | 旅遊巴 | \$50.00 | 提升學習效能 | 生涯規劃 | 教師觀察 | | | | | ✓ | Careers/TKH |
| 5 | 參觀活動的運輸費用 | 全年 | 中一至中六 | 200 | \$10,000.00 | 旅遊巴 | \$50.00 | 擴闊學生視野 | 生涯規劃 | 教師觀察 | | | | | ✓ | Careers/TKH |
| 6 | Mentorship program 師友計劃 | 全年 | 中一至中六 | 400 | \$68,000.00 | 導師費 | \$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 | 學生表現 | | | | | ✓ | Careers/TKH |
| 7 | 2023-2024年度中文科圍讀計劃 | 2023年9月至2024年5月 | 中一、中四、中五 | 20-25(每次) | \$6,100.00 | 書券：\$1500 書本 \$3600 禮物\$1000 | \$244.00 | 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/HL LAM |
| 8 | 2023-2024 中文科閱讀寫作工作坊：漫談小品文學、淺嘗寫作樂趣 | 2023年10月至2024年5月 | 中三 | 20-25(每班) | \$20,700.00 | 導師費:\$18200 獎勵:\$500 小禮物:\$2000 | \$428.00 | 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/HL LAM |
| 9 | 香港學校音樂及朗誦協會 | 2023年9月至2024年5月 | 全校 | 約30人 | \$3,000.00 | 報名費 | \$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/HL LAM |
| 10 | 中大文化徑 | 2024年1月26日 | 中四 | 30位學生 3位老師 | \$3,800.00 | 報名費及交通費 | \$130.00 | 體驗中文大學校園文化氣息，欣賞中國傳統文化 | 中文 | 問卷調查 | ✓ | ✓ | | | | 中文科/HL LAM |
| 11 | 文化大使或與文化有關的活動 | 2023年9月至2024年5月 | 全校 | 約100人 | \$5,000.00 | 報名費及交通費 | \$50.00 | 透過文化活動，欣賞並熱愛我國文化，推動中國文化 | 中文 | 問卷調查 | ✓ | ✓ | | | | 中文科/HL LAM |
| 12 | 醒獅隊 | 2024年2月-24年6月 | 中一至中四 | 15 | \$40,000.00 | 教練費用:26000 器材:14000 | \$2666.67 | 提升紀律訓練、認識團隊精神以改善個人行為以及認識中華文化 | 體育 | 學生課堂表現/ 表演/問卷調查 | ✓ | | | | | 訓導組/MHL |
| 13 | 領袖訓練計劃 | 2023年11月 | 中二至中五 | 40 | \$12,000.00 | 教練費用 | \$300 | 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。 | 5.3 社會服務 | 學生問卷調查 | | | | | ✓ | 訓導組/MHL |

| 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 | | | | | | | | | | | | | | | |
| 14 | 文集 | 23年9月至23年12月 | 中一至中六 | 全校 | \$34,832.00 | 每本200頁：排版+美工+印刷+訂裝+送貨(1600本) | \$18.77 | 編制一本有關學生作品的文集，包括中文、英文、舊生的文章、視覺藝術、宗教等科目。 | | 文集於限期內完成及派發 | | | | | | 訓導組/MHL |
| 15 | Drama: instructor and competitions | Oct 2023 - May 2024 | S1 - S4 | 60 | \$30,000.00 | Hiring coaches | \$795.00 | Nurturing an interest in acting and drama and building confidence in acting in public | English | Lesson observaion and Drama Festival competition | ✓ | ✓ | | | | English Department |
| 16 | Debate coaches and others | Oct - Dec 2023 | S2 - S5 | 60 | \$80,000.00 | Hiring coaches | \$963.33 | Building on the success our debate teams and train student debaters | English | Lesson observaion and debate competitions | ✓ | ✓ | | | | English Department |
| 17 | Speech Festival subsidies | Sep - Dec 2023 | S1 - S5 | 100 | \$10,000.00 | Subsidies for students | \$100.00 | Encouraging students to join public speaking competitions to gain confidence | English | Student feedback and competitions | ✓ | ✓ | | | | English Department |
| 18 | English Club activities | Sep 2023 - July 2024 | S1 - S6 | 320 | \$30,000.00 | Activity expenses: Prizes, resources, supplies | \$20.00 | English and cross-curricular activities to help students to learn and use English with | English, STEM and History | Student surveys and teacher observation | ✓ | ✓ | | | | English Department |
| 19 | 女童軍開支 | 10/2023 - 8/2024 | 中一至中五 | 65 | \$25,000.00 | 1. 學生興趣班費用：\$400 X 60人 = \$24,000 2. 雜費:\$1,000 | \$416.70 | 讓女童軍隊員發展多方面才能，認識社會，擴闊學生視野，增強自信心 | 其他，請註明：課外活動 | 導師觀察及學生表現 | ✓ | | ✓ | ✓ | | Girl Guide/ WS Cheung |
| 20 | 男童軍開支 | 10/2023 - 8/2024 | 中一至中四 | 50 | \$5,000.00 | 舉辦各類童軍活動的報名費和消耗品 | \$100 | 透過不同的童軍訓練活動促進青少年身心精神的陶冶與啟發，使能成為良好公民，有助於社會。 | 其他，請註明：課外活動 | 老師觀察及學生問卷 | | | ✓ | ✓ | | Scouts/TL Pang |
| 21 | 學校旅行日/OLE Day | 9/2023 - 8/2024 | 中一至中六 | 全校 | \$27,000.00 | 1. 日營費用: \$25 x 138 x 3 = \$10,350 2. 車費: \$25 x 745 = \$18,625 3. 雜費: \$1,025 | \$40.27 | 透過學校旅行日，拓闊學生視野，增進班內同學之間的認識及了解，增加歸屬感 | 德育、公民及國民教育 | 老師觀察及學生表現 | | ✓ | | | | ECA/KH Man |
| 22 | 學會活動/興趣班 | 9/2023 - 8/2024 | 中一至中六 | 全校 | \$20,000.00 | 機構收取費用: \$15,000 雜項/物資: \$4,000 禮物: \$1,000 | \$26.89 | 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 | 其他，請註明：課外活動 | 導師觀察及學生表現 | | | ✓ | | | ECA/WS Cheung |
| 23 | 班級經營活動/班際比賽 | 9/2023 - 8/2024 | 中一至中六 | 全校 | \$10,000.00 | 1. 班際活動/比賽: \$8,000 2. 獎品: \$2,000 | \$13.42 | 透過舉辦多元化班際活動，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，延展關愛文化及增加歸屬感 | 其他，請註明：課外活動 | 老師觀察及學生表現 | | | ✓ | | | ECA/WS Cheung |
| 24 | 空手道訓練班 | 9/2023 - 8/2024 | 中一至中五 | 10 | \$5,000.00 | 教練費用和工具費用 | \$500.00 | 提升同學對空手道的認識和興趣 | 體育 | 導師觀察及學生表現 | | | ✓ | | | Karate/YW Faan |
| 25 | 交通費用 | 9/2023-8/2024 | 中一至中六 | 全校 | \$3,000.00 | 活動車費: \$3,000 | \$4.03 | 課外活動交通費 | 課外活動 | 教師觀察 | | | | | | ECA/WS Cheung |
| 26 | 領袖訓練班 | 9/2023 - 8/2024 | 中一至中五 | 70 | \$20,000.00 | 機構收取費用: \$17,000 雜項/物資: \$2,000 禮物: \$1,000 | \$285.71 | 以採購服務形式僱用外間機構提供領袖訓練，讓學生發展領導才能，增強自信心 | 領袖訓練 | 導師觀察及學生表現 | ✓ | | | | | ECA/WS Cheung |
| 27 | 試後活動 | 6/2023-8/2024 | 中一至中五 | 全校 | \$5,000.00 | 活動物資: \$3,000 雜項/物資: \$1,000 禮物: \$1,000 | \$6.71 | 透過舉行試後活動，讓同學發展才能，培養對學校的歸屬感 | 課外活動 | 教師觀察及學生表現 | | | | | | ECA/WS Cheung |
| 28 | 社儲物膠箱 | 6/2023-8/2024 | 中一至中六 | 全校 | \$1,600.00 | \$200 x 8 = \$1,600 | \$2.15 | 課外活動物品儲存 | 課外活動 | 教師觀察 | | | | | | ECA/WS Cheung |

| 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 | | | | | | | | | | | | | | | |
| 29 | S.1 overnight camp 和 Guidance Captain Program | 2023年10月至2024年 7月 | 中一, 中三, 中四 | 160 | \$120,000.00 | 機構收取費用:50000 宿營收費連膳 食:50000 車費: 10000 雜項: 2000 禮物: 5000 文具: 3000 | \$750 | 目的為讓同學加深對自己、 同學和老師的認識，增加對 學校的歸屬感，讓同學融入 中學的新生活 | 個人成長 | 問卷調查 學生表現 老師 回饋 | ✓ | ✓ | | | | Guidance Committee |
| 30 | Joy @BSTC | 2023年9月至2024年7 月 | 中一到中六 | 200 | \$76,000.00 | 機構收取費用:50000 車費: 5000 雜項: 3000 禮物: 5000 文具: 3000 服務物資: 5000 租用 攤位費用: 5000 | \$96 | 中一成長小組, 桌遊, 午間鬆 一鬆攤位, 服務日, 目的為幫 助同學減壓, 增加自信, 發揮 潛能 | 個人成長, 健康 生活 | 問卷調查 學生表現 老師 回饋 | | ✓ | | ✓ | | Guidance Committee |
| 31 | 工作坊 / 考察 / 參觀 / 學 生成果展示 / 講座 | 2022年9月 - 2023年8 月 | 中一至中三 | 250 | \$32,000.00 | 工作坊 / 考察 / 參觀 / 學生成果展示 / 講 座:32000 | \$128.00 | 透過一系列活動，例如網上 遊世界、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 | 問卷調查 學生活動表現 | ✓ | ✓ | | | | History WK Lee |
| 32 | 舞蹈隊訓練 | 2023年9月至2024年3 月 | 中一至中六校隊 成員 | 15 | \$30,000.00 | 聘請教練費用 (訓練及帶隊比賽) \$1000 x 30節=\$30000 | \$2000 | 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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |
| 33 | 男子籃球校隊訓練 | 2023年9月至2024年8 月 | 中一至中六校隊 成員 | 30 | \$29,400.00 | 聘請教練費用 (訓練及帶隊比賽) \$700 x 42節=\$29400 | \$980 | 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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |
| 34 | 足球校隊訓練 | 2023年9月至2024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) \$500 x 20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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |

| 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 | | | | | | | | | | | | | | | |
| 35 | 男子羽毛球校隊訓練 | 2023年9月至2024年8月 | 中一至中六校隊成員 | 16 | \$29,400.00 | 聘請教練費用 (訓練及帶隊比賽) \$700 x 42節=\$29400 | \$1837.5 | 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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |
| 36 | 女子羽毛球校隊訓練 | 2023年9月至2024年8月 | 中一至中六校隊成員 | 20 | \$15,400.00 | 聘請教練費用 (訓練及帶隊比賽) \$700 x 22節=\$15400 | \$770 | 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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |
| 37 | 乒乓球校隊訓練 | 2023年9月至2024年8月 | 中一至中六校隊成員 | 15 | \$15,400.00 | 聘請教練費用 (訓練及帶隊比賽) \$700 x 22節=\$15400 | \$1026.7 | 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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |
| 38 | 泳隊訓練 | 2023年9月至2024年8月 | 中一至中六校隊成員 | 15 | \$8,000.00 | 聘請教練費用 (訓練及帶隊比賽) \$800 x 10節=\$8000 | \$533.3 | 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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |
| 39 | 女子排球校隊訓練 | 2023年9月至2024年8月 | 中一至中六校隊成員 | 20 | \$29,400.00 | 聘請教練費用 (訓練及帶隊比賽) \$700 x 42節=\$29400 | \$1470 | 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 | 學生比賽表現 問卷調查 | | | ✓ | | | 體育科/ MAN KA HO |

| 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 | | | | | | | | | | | | | | | |
| 40 | 邀請運動團體推廣體育活動 | 2024年4-5月 | 中一至中五學生 | 200 | \$5,000.00 | 邀請2-3個體育總會到校作運動示範，每項約\$1500 | | 邀請不同體育總會到校推廣示範，以提升學生對運動的興趣，從而養成健康生活模式。 | 體育 | 問卷調查 | | | | | | 體育科/ MAN KA HO |
| 41 | 學生比賽交通費用 | 2023年11月 | 中一至中六校隊成員 | 50 | \$2,000.00 | 租旅遊車送學生到比賽場地 | \$40 | 集體乘車到比賽場地，提升安全性及凝聚力 | 體育 | 問卷調查 | | | | | | 體育科/ MAN KA HO |
| 42 | 學生參加比賽報名費 | 2023年9月-2024年5月 | 中一至中六校隊成員 | 100 | \$1,000.00 | 支付各類比賽佈名費用 | \$10 | 增加學生出外比賽的機會 | 體育 | 統計學生比賽的數目及參加者人數 | | | | | | 體育科/ MAN KA HO |
| 43 | 校隊訓練租場費用 | 2023年9月-2024年5月 | 中一至中六羽毛球隊成員 | 40 | \$3,000.00 | 租用校外場地作羽毛球訓練 | \$75 | 提供穩定場地供羽毛球隊訓練 | 體育 | 學生比賽表現 | | | | | | 體育科/ MAN KA HO |
| 44 | 佛青團幹事訓練計劃 | 11/2023 - 7/ 2024 | 中三至中五 | 19 | \$10,000.00 | 機構支出: \$8000 雜項:\$20,000 | \$526.32 | 透過集體活動，培訓幹事統籌活動的能力及培養他們對團隊的歸屬感 | 宗教教育 | 問卷調查 學生活動表現 | ✓ | ✓ | | | | 宗教組LLY |
| 45 | 活動 | 9/2023-8/2024 | 中一至中五 | 260 | \$19,000.00 | 舉辦STEM活動 | \$73.08 | 透過舉辦STEM活動以提升同學對STEM的認識和興趣 | 跨學科 (STEM) | 學生表現 | | | | | | STEM/FYW |
| 46 | 教育活動 | 全年 | 中一至中六 | 750 | \$40,000.00 | 培訓課程: \$15000 活動物資: \$20000 禮物: \$5000 | \$53.33 | 安排學生籌辦不同的校內活動，例如感恩周、中國文化短答比賽等，提升學生關愛精神及國民身份認同等 | 德育與公民教育 | 問卷調查 | | ✓ | | | | MCE / HYL |
| 47 | 社會服務計劃 | 2023年11月至2024年7月 | 中二及中四 | 150 | \$5,000.00 | 活動物資: \$2000 交通費: \$3000 | \$33.33 | 在校內及校外舉辦不同的活動，例如環境保育推廣及關愛弱勢社群，建立學生作為香港公民的身份 | 德育與公民教育 | 學生服務表現及成果 導師評價 評估問卷 | | | | ✓ | | MCE / HYL |
| 48 | 善德人活動 | 全年 | 中一至中六 | 750 | \$50,000.00 | 印刷品: \$25000 活動物資: \$8000 設計師費用: \$2000 禮物: \$5000 培訓課程: \$10000 | \$66.67 | 透過不同活動，建立同學善德人的特質 | 德育與公民教育 | 問卷調查 學生課堂表現及成果 | | ✓ | | | | MCE / HYL |
| 49 | 紅十字會-暑期急救訓練計劃 | 2024年6月至2024年8月 | 中一至中六 | 100 | \$20,000.00 | 急救課程: 5000元 急救訓練營: 15000元 | \$200.00 | 提升同學急救技能，以服務他人及提升領袖才能 | 領袖訓練 | 學生表現及教師觀察 | ✓ | ✓ | | ✓ | | 紅十字會 WANCH |
| 50 | 紅十字會-義工探訪活動 | 2023年12月至2024年8月 | 中一至中五 | 45 | \$2,000.00 | 義工服務物資 | \$44.44 | 由學生籌辦義工服務，提升同學同理心。 | 價值觀教育 | 學生表現及教師觀察 | | | | ✓ | | 紅十字會 AUSW |
| 51 | 藝術推廣計劃_出版藝術 | 2024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2023》，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) | 學生表現及教師觀察 | | | | ✓ | | 視藝科/AUSW |
| 52 | 青年藝術家推廣計劃_展覽 | 2023年9月至2024年8月 | 中一至中六(參觀者約4800人，展出者約40人) | 40 | \$6,000.00 | 全年舉辦校內微型展覽5次，購買展覽裝裱物料及印刷展覽場刊 | \$150.00 | 全年舉辦校內微型展覽5次，購買展覽裝裱物料及印刷展覽場刊 | 藝術 (視藝) | 學生表現及教師觀察 | | | | ✓ | | 視藝科/AUSW |
| 53 | 藝術家到校講座、工作坊 | 2023年9月至2024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) | 學生表現及教師觀察 | | | | ✓ | | 視藝科/ CHANHM |
| 54 | 參觀藝術展覽及巴塞爾藝術展2023 | 2024年5月 | 中一至中六 | 40 | \$10,000.00 | 購買門券 | \$250.00 | 參與大型藝術活動，拓闊學生文化視野 | 藝術 (視藝) | 學生表現及教師觀察 | | | | ✓ | | 視藝科/AUSW |
| 55 | 陶藝校園計劃 | 2023年10月至2024年6月 | 中一至中六 | 300 | \$10,000.00 | 陶藝材料及工具 | \$33.33 | 學生通過陶藝創作，學習情緒管理 | 藝術 (視藝) | 學生表現及教師觀察 | | | | ✓ | | 視藝科/ CHANHM |
| 56 | 音樂活動系列 | 2023年9月 - 2024年8月 | 中一至中五 | 200 | \$150,000.00 | 導師費: 150,000 | \$750.00 | 以音樂課外活動培養學生的創意、團隊合作技巧。 | 藝術 (音樂) | 12月音樂劇表演/年終音樂會表演 | | | | ✓ | | 音樂科/CTN |

| 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 | | | | | | | | | | | | | | | |
| 57 | Geography Field Studies | 45323 | S4 | 10 | \$2,000.00 | Subsidizing students' accommodation fee | \$200.00 | Geography field studies | 地理 | Students' participation, performances and feedback | ✓ | ✓ | | | | Geog/ LHT |
| 58 | Joining competitions | Oct 23 - May 24 | S4 - S5 | 50 | \$1,000.00 | subsidizing students' enrollment fee | \$20.00 | Geography competitions organized by external organizations | 地理 | Students' participation | ✓ | | | | | Geog/ LHT |
| 59 | Geography Day (Thematic Learning Day for Students) | Oct 23 - May 24 | S1 - S6 | 200 | \$1,000.00 | purchasing backdrop; acquiring exhibits from outside organizations; purchasing gifts and awards to students | \$5.00 | Thematic exhibitions and interactive game booths organized in school for all students | 地理 | Students' participation and feedback | ✓ | ✓ | | ✓ | | Geog/ LHT |
| 60 | Hiring coaches for outings | Oct 23 - May 24 | S4 - S5 | 30 | \$2,000.00 | Hiring coaches | \$66.67 | Arouse students' interest in learning geography and to gain hands-on experiences about geography field studies | 地理 | Students' participation and feedback | ✓ | | | | | Geog/ LHT |
| 61 | Transportation fee (Logistics) | Oct 23 - May 24 | S1 - S6 | 200 | \$1,500.00 | Transport fee for delivery | \$7.50 | Organizing geography-themed exhibition at the school and to arouse students' interest and concerns about contemporary geographical issues worldwide | 地理 | Students' participation and feedback | ✓ | ✓ | | | | Geog/ LHT |
| 62 | 參觀活動 | 2023年9月至2024年7月 | 中一至中二 | 260 | \$14,000.00 | 入場費、旅遊車費 | \$53.85 | 透過參觀活動等經驗學習增強同學對科學的興趣 | 科學 | 問卷/教師觀察 | ❖ | | | | | IS/PTL |
| 63 | 科學探究活動 | 2023年9月至2024年7月 | 中一至中二 | 260 | \$14,000.00 | 材料費 | \$53.85 | 透過動手做的教學活動和比賽增強同學對科學的興趣 | 科學 | 問卷/教師觀察/成果表現 | ❖ | | | | | IS/PTL |
| 64 | 酒店及廚務體驗工作坊 | 2024年3月 | 中五 | 25 | \$8,000.00 | 酒店及廚務體驗工作坊的費用及車費 | \$320.00 | 透過體驗工作坊，讓學生了解款待業相關之學習體驗 | 提升工作技能 | 問卷調查 | | | | | ✓ | WTM |
| 65 | 重慶大廈小店遊 | 2024年4月 | 中五 | 25 | \$7,000.00 | 香港自由行旅行團費用 | \$280.00 | 感受及體驗少數族裔的文化，認識他們的「香港故事」 | 提升工作技能 | 問卷調查 | | | | | ✓ | WTM |
| 66 | 講座及工作坊 | 全年 | 中四至中六 | 300 | \$5,000.00 | 機構收取費用: \$5000 | \$16.67 | 邀請嘉賓分享國內最新情況，提升學生的國民身份認同 | 公民與社會發展 | 問卷調查 | ✓ | | | | | CSD / HYL |
| 67 | 參觀及考察活動 | 全年 | 中四至中六 | 300 | \$5,000.00 | 門票: \$2000 交通費: \$3000 | \$16.67 | 在校外舉辦不同的參觀活動，讓同學對課程內容有更清楚的認識 | 公民與社會發展 | 學生服務表現及成果 導師評價 評估問卷 | ✓ | | | | | CSD / HYL |
| 68 | 體驗活動 | 2023年9月至12月 | 中六 | 23 | \$1,000.00 | 交通費: \$1000 | \$43.48 | 到校外參加體驗活動，以增進同學對課程內社會議題的認識 | | 問卷調查 | ✓ | | | | | HMSC / HYL |
| 69 | Blesing Bags Delivery | 2024年3月7日 | 中四 | 170 | \$15,000.00 | 購買送暖物資 | \$88.24 | 與耆康會合作，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 |
| 70 | Musical production | Sep 2023- Aug 2024 | S1 - S4 | 300 | \$100,000.00 | Creative and production teams | \$2,141.80 | Enhancing creativity, performing and language skills and knowledge, bulding a sense of belonging and multiple soft skills | Music, English, art, dance, technical support, etc. | Student surveys, rehearsals and performances | ✓ | ✓ | ✓ | | | Music, English and VA |
| 71 | Musical excursions and camps | Sep 2023 - Aug 2024 | S1 - S4 | 60 | \$34,000.00 | Tickets for shows, camp activities, etc. | \$300.00 | Exposure to live acting and singing and observing technical aspects | Music, English, art, dance, technical support, etc. | Student surveys and teachers' feedback | ✓ | ✓ | ✓ | | | Music, English and VA |
| 72 | Team tees | Jan - Aug 2024 | S1 - S4 | 70 | \$12,000.00 | Team tee design and production | \$100.00 | Team-building | Music, English, art, dance, technical support, etc. | Observation | ✓ | ✓ | ✓ | | | Music, English and VA |

| 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 | | | | | | | | | | | | | | | |
| 73 | Publications | Jan - Aug 2024 | S1 - S6 | 300 | \$20,000.00 | Leaflet design and printing | \$1.00 | Promotion and creating a sense of belonging | Music and VA | Observation | ✓ | ✓ | ✓ | | | Music and VA |
| 74 | Supplies | Sep 2023 - Aug 2024 | S1 - S4 | 300 | \$10,000.00 | Gifts, stationery, decorations, etc. | \$10.00 | Supporting activities | Music, English, art, dance, technical support, etc. | The conduction of activities | ✓ | ✓ | ✓ | | | Music, English and VA |
| 75 | Students' Union election | Sep - Oct 2023 | S1 - S6 | 800 | \$1,000.00 | Publications, promotion, resources and supplies | \$1.25 | Promotion and election of candidate cabinets | Student's Union | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU |
| 76 | Inter-school activities e.g. debates, exam practice, etc. | Oct 2023 - May 2024 | 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 |
| 77 | Inter-school social service | Oct 2023 - May 2024 | 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 |
| 78 | S6 Farewell activities | Jan - Feb 2024 | 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 |
| 79 | Meeting with Alumni | Oct 2023 - May 2024 | S4 - S5 | 250 | \$9,000.00 | 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 |
| 80 | Subsidies from the ECA Committee | Sep 2023 - Aug 2024 | 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 |
| 81 | Signature programmes of the Students' Union | Oct 2023 - May 2024 | S1 - S6 | 800 | \$5,500.00 | General expenses | \$6.88 | Building the image of the SU and enhancing a sense of belonging | Students' Union | Participants' and teachers' feedback and debriefing | ✓ | ✓ | | | | SU |
| 82 | Summer Fest 2024 | June - July 2024 | 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 |
| 83 | 參觀大學 | 2023年11月至2024年7月 | 中四及中五 | 250 | \$6,000.00 | 交通費 | \$24.00 | 透過參觀大學及專題講座，擴闊學生識見 | 教務組 | 學生表現 | | | | | ✓ | PSW |
| 84 | 電影欣賞 | 2023年10月 | 中一至中六 | 130 | \$10,000.00 | 電影戲票 | \$76.92 | 透過觀賞電影<<長安三萬里>>加強同學對國家歷史認識 | 教務組 | 學生表現 | ✓ | | | | | PSW/WHM |
| 85 | 校園導賞員培訓計劃 | 2022年11月至2023年8月 | 中一至中四 | 20 | \$13,000.00 | 機構收取費用:13000 | \$650.00 | 活動的目的培訓一組學生成為校園領袖，代表學校成為與社區聯繫的橋樑。學生會接受整合資料、構思及進行演說、繪畫、攝影，繼續透過講座讓學生了解不同文化的獨特性，從而學習尊重多元文化的價值。 | 德育、公民及國民教育 | 學生表現 | | | | ✓ | | 德育及公民教育組 LWK |
| 86 | 親切共融教育講座 | 2024年3月 | 中三 | 120 | \$1,000.00 | 講座費用 | \$8.33 | 透過講座讓學生了解不同文化的獨特性，從而學習尊重多元文化的價值。 | 生活與社會 | 問卷調查 | ✓ | ✓ | | | | 生活與社會科 /WKY |
| 87 | 節慶習俗工作坊 | 2023-2024年度 | 中二 | 30 | \$5,000.00 | 工作坊費用 | \$166.67 | 透過工作坊增加同學對中國傳統節日的認識，從而更懂得欣賞中華文化 | 生活與社會 | 問卷調查 | ✓ | ✓ | | | | 生活與社會科 /WKY |

| 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 | | | | | | | | | | | | | | | |
| 88 | 參觀立法會/選舉資訊中心 | 2024年3月或4月 | 中一 | 65 | \$5,000.00 | 交通費 | \$76.92 | 透過參觀讓同學增加對立法會/香港選舉制度的認識 | 生活與社會 | 問卷調查 | ✓ | | | | | 生活與社會科 /WKY |
| (如空間不足，請於上方插入新行。) | | | | | | | | | | | | | | | | |
| 第1.1項預算總計 | | | | 13,853 | \$1,604,832.00 | | | | | | | | | | | |
| 1.2 | 境外活動：舉辦或參加境外活動 / 校外比賽，擴闊 | | | | | | | | | | | | | | | |
| 例子 | 大灣區智慧城市探索之旅 | 2023年4月10-12日 | 中四至中五 | 88 | \$100,000.00 | 機構收取費用:80000 車費: 18000 雜項: 1000 禮物/Baner : 1000 | \$1,136.36 | 提升學生對中國科技發展的認識 | 國家安全 | 學生問卷 | ✓ | | | | | STEM/ WWK |
| 1 | STEM中國內地交流團 | 2024 | 中一至中五 | 20 | \$13,000.00 | 學生表現 | \$500.00 | 透過舉辦STEM Tour 以提升同學對STEM的認識和興趣 | 跨學科 (STEM) | 學生表現 | | | | | | FYW |
| 3 | 視藝科日本藝術交流團 | 2024年7月 | 中一至中六 | 24 | \$54,000.00 | 團費資助及活動行政雜項，預計每位參加者資助2000元。團費資助:48000元 行政雜 | \$2,250.00 | 通過接觸外地文化，提升學生藝術鑑賞能力 | 藝術 (視藝) | | ✓ | ✓ | | ✓ | | ASW |
| 4 | 澳門一日遊 | 2024年1月 | 中四 | 23 | \$50,000.00 | 旅行團費用 (交通, 旅行社, 膳食等) | \$2,173.91 | 透過參觀澳門旅遊學院及不同世遺景點，擴闊學生眼界 | | 學生問卷 | ✓ | | | | | WTM |
| 5 | 上海交流團 | 2024年四月 | 中四·中五 | 40 | \$33,200.00 | 機構收取費用:80000 | \$2,250.00 | 透過舉辦高科技公司 Tour 以提升同學對ICT的認識和興趣及提升學生對國家科技發展的認知 | 科技安全, 人工智能安全 | 學生問卷 | | | | | | HWI |
| 6 | 中國內地校隊訓練 | 2024年7月 | 中三至中六 | 30 | \$15,000.00 | 車費: 8000 雜項: 6000 Baner : 1000 | \$500 | 提升學生對中國體育發展的認識 | 國家安全、體育 | 學生問卷 | | | ✓ | | | MKH |
| (如空間不足，請於上方插入新行。) | | | | | | | | | | | | | | | | |
| 第1.2項預算總計 | | | | 137 | \$165,200.00 | | | | | | | | | | | |
| 第1項預算總計 | | | | 13,990 | \$1,770,032.00 | | | | | | | | | | | |

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 |
|----|--------------|------------|-------------|------|------------------------------|-----------------|
| 例子 | STEM學習套件：XXX | STEM興趣小組活動 | \$50,000.00 | 300 | 引發同學對STEM的興趣、培育同學的創意、協助及解難能力 | 計算成功製作智能產品的人數比例 |

| 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 | | | | | | | | | | | | | | | |

第3項：預期受惠學生人數（學校必須填寫此部分）

| | | | | |
|-----------------|----|--|--|--|
| 全校學生人數： | | | | |
| 預期受惠學生人數： | | | | |
| 佔全校學生人數百分比 (%)： | -- | | | |
| 全方位學習聯絡人姓名： | | | | |
| 職位： | | | | |

Buddhist Sin Tak College
School-based After-school Learning and Support Programmes 2023/24 s. y.
School-based Grant - Programme Plan

Staff-in-charge: Mr. So Hon Hang

Contact Telephone No.: 2421-2580

A. The estimated number of students (count by heads) benefitted under this Programme is **230** (including (A) 30 CSSA recipients, (B) 190 SFAS full-grant recipients and (C) 10 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 | | |
| S.1 Overnight Camp | To enhance the resilience | Attendance, behavioural change | | Oct 2023 | 5 | 30 | 2 | \$10,000 | BSTC |
| S.1-S.2 Sex Education Programmes | To develop proper attitudes towards sex | Attendance, attitude | Teachers' and students' feedback | Sep to Oct 2023 | 10 | 50 | 0 | \$4,000 | End Child Sexual Abuse Foundation |
| Outward Bound Training (S.4 participants) | 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 2023 to July 2024 | 10 | 25 | 0 | \$4,000 | BSTC |
| Guidance Captains (All S.1 students, S.3 and S.4 guidance captains) | 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 2023 to July 2024 | 10 | 30 | 5 | \$15,000 | BSTC |
| Tutorial Lessons (S.1 to S.6 participants) | To facilitate students' learning | Attendance, academic results | Tests, quizzes | Nov 2023 to April 2024 | 15 | 90 | 5 | \$135,000 | BSTC |
| S.6 DSE Cheer-up Activities | To provide psychological support for students | Attendance, popularity | Teachers' and students' feedback | Nov 2023 to April 2024 | 4 | 30 | 1 | \$1,000 | BSTC |
| School Picnic (S.1-S.6) | To enable students to participate in social activities | Attendance | Teachers' and students' feedback | Nov 2023 | 30 | 190 | 3 | \$10,000 | BSTC |
| Drama Contest (S.1-S.5) | To boost students' confidence in English | Attendance, attitude | Teachers' and students' feedback | April/May 2024 | 20 | 120 | 1 | \$1,200 | BSTC |
| Visits and Outings (S.1-S.6 participants) | To widen students' horizons | Attendance, attitude | Teachers' and students' feedback | Nov 2023 to July 2024 | 5 | 80 | 1 | \$4,500 | BSTC |
| Total no. of activities: 9 | | | | No. of man-times | 109 | 645 | 18 | | |
| | | | | Total no. of man-times | 772 | | | | |

Measures to broaden students' choices of elective subjects and provision of gifted education programmes in 2023-2024

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 |
|----------------------|--|---|----------------------------------|---------------------|--|---|-----------------------------|
| Other Languages | To enhance students' competitiveness in the 21st century and increase their chances for tertiary education | Japanese Studies | 3 years | S4-6 students | 8 (S4) 14 (S5) 11 (S6) | Students will take the public examinations. | Ms. Ching Ka Kei |
| | | Korean Studies | 3 years | S4-6 students | 1 (S4) 2 (S5) | | Ms. Ching Ka Kei |
| | | Spanish Studies | 3 years | S4-6 students | 1 (S6) | | Ms. Ching Ka Kei |
| Other Programmes | 1. Network Programme In view of the limited number of students in school opting for taking Music as a subject in HKDSE Examination, Network Programme with schools in Kowloon Tong can provide support for students' diverse needs. *Employment of professional teachers to have regular lessons with students once a week. | Music/ Institute of Hong Kong Senior Secondary School Music Education | 3 years | S4 students | 2 (S4) | Students will take the public examinations. | Mr. Chan Tin Nok (\$28,000) |
| | 2. (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 | S4-6 elite students | 10 | | 同學作品結集刊印 |

Total: \$53,000

佛教善德英文中學
運用推廣閱讀津貼計劃書
2023-2024學年

因應教育局向公營學校提供「推廣閱讀津貼」，以幫助學校加強推廣閱讀，並鼓勵學生自小培養良好的閱讀習慣，本校以下科目將於2023-2024年度申請閱讀津貼以進行推廣閱讀活動。本學年獲批款額為：\$65,198；去年累積款額為\$31,038.34，今年累積款額為：\$96236.34。以下為申請組別及推廣閱讀計劃書。

科目：中國語文科 負責人：黃曉雯老師

推廣閱讀的主要目標：

1. 拓寬學生閱讀視野、營建閱讀氛圍
2. 從閱讀中增加對國家的認識、提升國民身份認同
3. 打好古漢語語文基礎
4. 建立健康生活習慣

| | 項目* | 預算開支(\$) |
|----|--|---------------------------|
| 1. | 購置圖書 | 中一至中六閱讀冊 約\$26,000 |
| | <input checked="" type="checkbox"/> 實體書 | 《文言語譯》(中三) 約\$11,000 |
| | <input type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input type="checkbox"/> 其他計劃：_____ | |
| 3. | 閱讀活動 | |
| | <input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座 (配合學校圍讀活動、常規閱讀課及校本評核活動) | |
| | <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 | |

| | | |
|----|---|------------------|
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | |
| 4. | 其他：_____ | 中文科共用款項：\$37,000 |

* 請在適當方格內加上「 」號或以文字說明。

科目：中國文學科 負責人：林曉蕾老師

推廣閱讀的主要目標：

1. 拓寬學生閱讀視野、營建閱讀氛圍
2. 透過閱讀文學作品，培養高尚情操、認識傳統化，建立正面人生觀
3. 透過閱讀寫作類書目提昇寫作能力

| | 項目* | 預算開支(\$) |
|----|---|------------------|
| 1. | 購置圖書 | 中四至中五閱讀冊 \$8,000 |
| | <input checked="" type="checkbox"/> 實體書 | |
| | <input type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input type="checkbox"/> 其他計劃：_____ | |
| 3. | 閱讀活動 | |
| | <input type="checkbox"/> 聘請作家、專業說故事人等進行講座 (配合學校圍讀活動、常規閱讀課及校本評核活動) | |
| | <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 | |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | |
| 4. | 其他：_____ | 文學科共用款項：\$8,000 |

* 請在適當方格內加上「 」號或以文字說明。

科目： English 負責人： Mr PK Wu

推廣閱讀的主要目標

As one of the major concerns for the current school year is to raise students' confidence in learning through activities inside and outside the classroom, our aim is to boost mainly junior form students' English reading habits by purchasing more English readers to be circulated among classes in each of the junior forms.

| | 項目* | 預算開支(\$) |
|----|---|------------------|
| 1. | 購置圖書 | \$20,000 |
| | <input checked="" type="checkbox"/> 實體書 | |
| | <input type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input type="checkbox"/> 其他計劃：_____ | |
| 3. | 閱讀活動 | |
| | <input type="checkbox"/> 聘請作家、專業說故事人等進行講座 | |
| | <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 | |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | |
| 4. | 其他：_____ | 英文科共用款項：\$20,000 |

* 請在適當方格內加上「」號或以文字說明。

科目：圖書館

負責人：黃天敏

推廣閱讀的主要目標：

圖書館透過購買不同科目的書籍，進行各類閱讀活動，營建閱讀氛圍及增加學生對閱讀的興趣。另外圖書館今年會利用新的圖書館系統，所以會考購置該系統的電子書籍。

| | 項目* | 預算開支(\$) |
|----|---|------------------|
| 1. | 購置圖書 | |
| | <input checked="" type="checkbox"/> 實體書 | \$18,000 |
| | <input checked="" type="checkbox"/> 電子書(中文/英文) | \$5,000 |
| 2. | 網上閱讀計劃 | |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input type="checkbox"/> 其他計劃：_____ | |
| 3. | 閱讀活動 | |
| | <input type="checkbox"/> 聘請作家、專業說故事人等進行講座 | |
| | <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 | |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | |
| 4. | 其他：_____ | 圖書館共用款項：\$23,000 |

* 請在適當方格內加上「」號或以文字說明。

科目：History

負責人：Mr WK Lee

推廣閱讀的主要目標

The History Department plans to buy large-size thematic books (for example, but not limit to, books introducing weapons used during the World Wars; illustrated story books about Medieval Europe) and other books introducing various topics that stimulate students' interest to have self-directed explorations on the PSHE domain.

| | 項目* | 預算開支(\$) |
|----|---|-----------------|
| 1. | 購置圖書 | \$5,000 |
| | <input checked="" type="checkbox"/> 實體書 | |
| | <input type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | N/A |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input type="checkbox"/> 其他計劃：_____ | |
| 3. | 閱讀活動 | |
| | <input type="checkbox"/> 聘請作家、專業說故事人等進行講座 | |
| | <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 | |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | |
| 4. | 其他：_____ | 歷史科共用款項：\$5,000 |

* 請在適當方格內加上「」號或以文字說明。

科目：Biology

負責人：Mr YW Faan

推廣閱讀的主要目標：

Promote reading and encourage students to develop a good reading habit.

Arouse students' interest in biology.

| | 項目* | 預算開支(\$) |
|----|---|-----------------|
| 1. | 購置圖書 | \$3,000 |
| | <input checked="" type="checkbox"/> 實體書 | |
| | <input type="checkbox"/> 電子書 | |
| 2. | 網上閱讀計劃 | |
| | <input type="checkbox"/> e 悅讀學校計劃 | |
| | <input type="checkbox"/> 其他計劃：_____ | |
| 3. | 閱讀活動 | |
| | <input type="checkbox"/> 聘請作家、專業說故事人等進行講座 | |
| | <input type="checkbox"/> 僱用外間服務提供機構協助舉辦與推廣閱讀有關的學習活動 | |
| | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費 | |
| | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程 | |
| 4. | 其他：_____ | 生物科共用款項：\$3,000 |

本校 2023-2024 年推廣閱讀計劃申請款額為\$96,000。

佛教善德英文中學
健康校園計劃 2023-2024

申請年期：2021-2024 (三年)，2023-2024 為三年計劃的第三年

測檢模式：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 (2023-2024) | <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輩支援技巧。 ● 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 | <ul style="list-style-type: none"> ● 中一新生 ● 中三、中四學生 | 約 160 人 |
| 領袖訓練 (2023-2024) | <ul style="list-style-type: none"> ● 培養學生領導才能，促進同儕間的互助精神。 | <ul style="list-style-type: none"> ● 培養學生領導才能，促進同儕間的互助精神。 ● 通過預設的團體訓練活動，學習如何藉着溝通以加強團隊的協作技巧，促進彼此的互助精神，以裝備學生迎接未來領袖生任務。 | <ul style="list-style-type: none"> ● 活動前集會：1 節 ● 活動：2 節 | 高中學生 | 約 40 人 |

| 活動名稱 | 活動目的 | 活動內容 | 節數 | 對象 | 人數 |
|------------------------------------|--------------------|----------------------------------|---------------------------------------|---------|---------|
| 初中手機成癮講座 (2023-2024) | ● 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 (2023-2024) | ● 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 (2023-2024) | ● 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 | ● 2-3 節 | 中一至中六學生 | 約 770 人 |
| 職業導向興趣小組 (2023-2024) | ● 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 人 |
| 發展潛能活動 (2023-2024) | ● 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 ● 2023-24 年度： K-pop 編舞 | 高中學生 | 約 20 人 |
| 減壓工作坊 (2023-2024) | ● 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 ● 2023-24 年度：園藝工作坊 | 中一至中三學生 | 約 6 人 |
| 中一外出活動 (2023-2024) | ● 培養同學民胞物與的精神 | ● 透過認識小動物，愛護流浪貓 | ● 2 節 ● 2023-2024 年度：探訪貓 Café | 中一學生 | 約 20 人 |
| 「盲」「聾」領跑隊 工作坊及服務 (2023-2024) | ● 培養同學關愛和服務他人的精神 | ● 和視障聽障人士一起練跑，認識社會不同的人士，培養尊重他人的心 | ● 2-3 節 | 高中學生 | 約 20 人 |

姊妹學校交流計劃書
2023 /2024 學年

Appendix (H)

| | | | |
|-------|---------------------------------|-------|-----|
| 學校名稱： | 佛教善德英文中學 | | |
| 學校類別： | *小學 / *中學 / *特殊學校 (*請刪去不適用者) | 負責老師： | 張慧嫻 |

| | |
|-----------------------|---------|
| 擬於本學年與以下內地姊妹學校進行交流活動： | |
| 1. | 廣州市第一中學 |

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

| 交流項目 | | | 預期目標 | | |
|------|---|--------------------|------|---|--------------------------|
| 編號 | ☑ | 描述 | 編號 | ☑ | 描述 |
| A1 | ☑ | 探訪/考察 | B1 | ☑ | 增進對內地的認識和了解 |
| A2 | ☐ | 校政研討會/學校管理分享 | B2 | ☑ | 增加對國家的歸屬感/國民身份的認同 |
| A3 | ☐ | 會議/視像會議 | B3 | ☑ | 交流良好管理經驗和心得/提升學校行政及管理的能力 |
| A4 | ☐ | 與姊妹學校進行簽約儀式/商討交流計劃 | B4 | ☑ | 擴闊學校網絡 |
| A5 | ☐ | 其他(請註明)： | B5 | ☑ | 擴闊視野 |
| | | | B6 | ☑ | 建立友誼/聯繫 |
| | | | B7 | ☑ | 訂定交流計劃/活動詳情 |
| | | | B8 | ☐ | 其他(請註明)： |

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

| 交流項目 | | | 預期目標 | | |
|------|---|------------------|------|---|-------------------|
| 編號 | ☑ | 描述 | 編號 | ☑ | 描述 |
| D1 | ☑ | 探訪/考察 | E1 | ☑ | 增進對內地的認識和了解 |
| D2 | ☑ | 觀課/評課 | E2 | ☑ | 增加對國家的歸屬感/國民身份的認同 |
| D3 | ☐ | 示範課/同題異構 | E3 | ☑ | 建立學習社群/推行教研 |
| D4 | ☐ | 遠程教室/視像交流/電子教學交流 | E4 | ☑ | 促進專業發展 |
| D5 | ☐ | 專題研討/工作坊/座談會 | E5 | ☑ | 提升教學成效 |
| D6 | ☐ | 專業發展日 | E6 | ☑ | 擴闊視野 |
| D7 | ☐ | 其他(請註明)： | E7 | ☑ | 建立友誼/聯繫 |
| | | | E8 | ☐ | 其他(請註明)： |

丙. 學生層面（*擬舉辦 / *不擬舉辦）(*請刪去不適用者)

| 交流項目 | | | 預期目標 | | |
|------|-------------------------------------|------------------|------|-------------------------------------|-------------------|
| 編號 | <input checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" type="checkbox"/> | 描述 |
| G1 | <input checked="" type="checkbox"/> | 探訪/考察 | H1 | <input checked="" type="checkbox"/> | 增進對內地的認識和了解 |
| G2 | <input checked="" type="checkbox"/> | 課堂體驗 | H2 | <input checked="" type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同 |
| G3 | <input checked="" type="checkbox"/> | 生活體驗 | H3 | <input checked="" type="checkbox"/> | 擴闊視野 |
| G4 | <input type="checkbox"/> | 專題研習 | H4 | <input checked="" type="checkbox"/> | 建立友誼 |
| G5 | <input type="checkbox"/> | 遠程教室/視像交流/電子學習交流 | H5 | <input checked="" type="checkbox"/> | 促進文化交流 |
| G6 | <input checked="" type="checkbox"/> | 文化體藝交流 | H6 | <input checked="" type="checkbox"/> | 增強語言/表達/溝通能力 |
| G7 | <input type="checkbox"/> | 書信交流 | H7 | <input checked="" type="checkbox"/> | 提升自理能力/促進個人成長 |
| G8 | <input type="checkbox"/> | 其他(請註明): | H8 | <input checked="" type="checkbox"/> | 豐富學習經歷 |
| | | | H9 | <input type="checkbox"/> | 其他(請註明): |

丁. 家長層面（*擬舉辦 / *不擬舉辦）(*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

| 交流項目 | | | 預期目標 | | |
|------|-------------------------------------|----------|------|-------------------------------------|-------------------|
| 編號 | <input checked="" type="checkbox"/> | 描述 | 編號 | <input checked="" type="checkbox"/> | 描述 |
| J1 | <input type="checkbox"/> | 參觀學校 | K1 | <input type="checkbox"/> | 增進對內地的認識和了解 |
| J2 | <input type="checkbox"/> | 家長座談會 | K2 | <input type="checkbox"/> | 增加對國家的歸屬感/國民身份的認同 |
| J3 | <input type="checkbox"/> | 分享心得 | K3 | <input type="checkbox"/> | 擴闊視野 |
| J4 | <input type="checkbox"/> | 其他(請註明): | K4 | <input type="checkbox"/> | 加強家校合作 |
| | | | K5 | <input type="checkbox"/> | 加強家長教育 |
| | | | K6 | <input type="checkbox"/> | 交流良好家校合作經驗和心得 |
| | | | K7 | <input type="checkbox"/> | 其他(請註明): |

| 擬運用的監察/評估方法如下： | | |
|----------------|-------------------------------------|----------|
| 編號 | <input checked="" type="checkbox"/> | 監察/評估方法 |
| M1 | <input type="checkbox"/> | 討論 |
| M2 | <input checked="" type="checkbox"/> | 分享 |
| M3 | <input checked="" type="checkbox"/> | 問卷調查 |
| M4 | <input type="checkbox"/> | 面談/訪問 |
| M5 | <input type="checkbox"/> | 會議 |
| M6 | <input type="checkbox"/> | 觀察 |
| M7 | <input checked="" type="checkbox"/> | 報告 |
| M8 | <input type="checkbox"/> | 其他(請註明)： |

| 津貼用途及預算開支： | | | |
|------------|-------------------------------------|----------------------------------|-------------|
| 編號 | <input checked="" type="checkbox"/> | 交流項目 | 支出金額 |
| N1 | <input type="checkbox"/> | 到訪內地姊妹學校作交流的費用 | HK\$130,000 |
| N2 | <input checked="" type="checkbox"/> | 在香港合辦姊妹學校交流活動的費用 | HK\$ |
| N3 | <input type="checkbox"/> | 姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%) | HK\$ |
| N4 | <input type="checkbox"/> | 視像交流設備及其他電腦設備的費用 | HK\$ |
| N5 | <input type="checkbox"/> | 交流物資費用 | HK\$ |
| N6 | <input type="checkbox"/> | 在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%) | HK\$ |
| N7 | <input type="checkbox"/> | 老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%) | HK\$ |
| N8 | <input type="checkbox"/> | 其他(請註明)： | HK\$ |
| N9 | <input checked="" type="checkbox"/> | 學年預計總開支 | HK\$130,000 |
| N10 | <input type="checkbox"/> | 沒有任何開支 | 不適用 |