



# Buddhist Sin Tak College

## 佛教善德英文中學

### Annual School Report

### 學校報告

### 2022-2023



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## I. OUR SCHOOL 我們的學校

### a. School Mission

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

#### 辦學理念：

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

### b. School Background

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

#### 創校緣起：

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

### c. S.1 Admission

Our students mainly come from Kwai Chung and Tsing Yi, and some are from Tsuen Wan and Islands districts. The S.1 students in the year 2022-2023 come from 38 primary schools, of which 84% are in Kwai Chung and Tsing Yi districts, 7% in Tsuen Wan district, 7% in Islands district and 2% in other districts.

#### 學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣及離島區。2022-2023 學年，本校中一學生來自 38 間小學，84%來自葵青區，7%來自荃灣，7%來自離島，2%來自其他地區。

**d. Class Structure and Enrolment**

**班級結構及學生人數**

Level 級別	S.1	S.2	S.3	S.4	S.5	S.6	Total 總數
No. of Classes 班級數目	4	4	4	4	4	5	<b>25</b>
No. of Boys 男生數目	59	69	54	70	67	47	<b>366</b>
No. of Girls 女生數目	69	60	68	60	55	63	<b>375</b>
Total Enrolment 總學生人數	128	129	122	130	122	110	<b>741</b>

**e. Qualifications of Teachers**

There are 53 teachers in our school, including the Principal. Their qualifications are shown below:

- 54.7% of them hold a Master's degree
- 100% of them possess a Bachelor's degree

All teachers in the establishment have received professional training. All the 10 English teachers have already attained the English Proficiency Requirement for English teachers and our 3 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

**教師資歷**

全校連校長在內共有 53 位教師，其中 54.7% 持碩士學位，100% 持學士學位。全部常額教師均已接受教學專業訓練。10 位英文教師全數已達語文基準要求，3 位普通話教師亦已通過普通話語文測試。

**f. Experience of Teachers**

**教師經驗**

Teaching Experience 教學年資	% of Teachers 教師人數百分比
<b>0-4 years / 年</b>	19%
<b>5-9 years / 年</b>	13%
<b>10 years or above / 年或以上</b>	68%

## g. School Management and Organization

### 學校行政與組織

Permanent Honorary Supervisor:	Ven. Kok Kwong
永遠榮譽校監：	覺光法師
Supervisor:	Ven. Ku Tay
校監：	果德法師

### Members of the Incorporated School Management Committee 法團校董會成員：

☞ Ven. Faren 法忍法師	☞ Ven. Guo Ngai 果毅法師	☞ Ven. To Ping 道平法師
☞ Mr Cheung Ngai Ping 張毅平先生	☞ Ms Lam Shih Yan 林詩欣居士	☞ Ms Wan Kor Wo 溫果和居士
☞ Ms Ho Mai Jong 何美莊小姐	☞ Mr Wong Cheuk Lam 黃卓霖先生	☞ Ms Wong Ngai Man 黃毅敏女士
☞ Dr Cheng Fat Ting 鄭發丁博士	☞ Ms Lam Hiu Lui 林曉蕾老師	☞ Mr Pang Shing Wai 彭成瑋老師
☞ Ms Chan Sai Wing 陳世詠校長		

- Three Incorporated Management Committee meetings and seven staff meetings were held.
- Two Vice-Principals took care of staff appraisal, staff promotion, community relation, teaching and learning and policies to cater for learners' diversity. Two Assistant Principals coordinated careers activities, moral and civic education, religious activities and extra-curricular activities to enhance the all-round development of students. Besides, they were also responsible for information systems management and students' guidance.
- 法團校董會本年度召開了三次會議，另外全年召開了七次全體教師會議。
- 兩位副校長負責教師考績、教師升職、社區關係、教務工作及照顧學生學習差異；兩位助理校長負責協調升學及職業輔導、德育及公民教育、宗教活動、課外活動工作以促進學生全人發展，亦負責資訊系統管理及學生輔導工作。

## II. MAJOR CONCERN IMPLEMENTATION REPORT (2022-2023) 重點關注事項施行工作報告 (2022-2023)

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

重點關注事項一：提昇學習自信。

Intended Outcomes/Targets 預期成果/目標	Strategies/Tasks 策略/工作	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p>Mj1-(A) To optimize the teaching strategies on the difficult parts of assignments with emphasis on the construction of knowledge through self-reflection 優化難點課業教學策略，以反思建構學習歷程。</p>	<p>Target: Secondary 1 to Secondary 4 對象：以中一至中四級為主 Focus: Emphasis on self-reflection 重點：重視自我反思</p> <ul style="list-style-type: none"> <li>- Each subject should optimize the teaching strategies regarding the difficult parts of assignments with emphasis on the construction of knowledge through self-reflection. The teaching and learning effectiveness should be evaluated by questionnaires to be filled in by students after completing the assignments. The questionnaires should include some parts guiding students to construct the knowledge through self-reflection. 各科組以「反思建構學習歷程」為關注焦點，優化現行之難點課業教學反思部分，除了完成課業後的問卷外，亦另設反思部分，引導同學從反思中建構學習歷程。</li> <li>- To provide opportunities for students to assess their own learning performance through good use of the mid-term results 善用中期成績報告引導學生作自我學習調整。</li> <li>- To provide opportunities for students to assess their own learning performance through good use of the predicted HKDSE results 善用中六公開試預測成績作自我學習調整。</li> </ul>	<ul style="list-style-type: none"> <li>- Each subject should put emphasis on the construction of knowledge through self-reflection which could be displayed in terms of the curriculum objectives, teaching plans and assignments and assessments. 各科組以「反思建構學習歷程」為關注焦點，呈現在不同範疇例如課程理念、課堂教學計劃，或課業評核之中。</li> <li>- Students are able to construct knowledge through self-reflection on the comparison of their performance in assignments prior to and after teaching/the pre-tests and post-posts. 透過前後課業比對或試前試後測考，加強學生反思，以建構知識。</li> </ul>	<ul style="list-style-type: none"> <li>- To evaluate teaching effectiveness through teacher sharing sessions, lesson observation and assignment inspection 透過教師分享、觀課、查簿審視各科組實踐反思教學的成效。</li> </ul>	<p>The construction of knowledge through self-reflection</p> <ul style="list-style-type: none"> <li>- This year, each subject puts emphasis on the construction of knowledge through self-reflection. Besides completing survey, students also did self-reflection after finishing the assignments. Folders about difficult parts of the assignments which include students' samples were created on 31<sup>st</sup> June 2023.</li> <li>- According to the minutes of each subject, teachers agree that students' learning confidence can be enhanced as shown in their pre-test and post-test results. Breaking the difficult assignments into smaller parts, students' learning confidence can be raised and they perform better.</li> <li>- To boost students' learning effectiveness through self-reflection, feedback has been provided. Students find it useful and they are more confident in handling similar questions. 「反思建構學習歷程」</li> <li>- 本學年各科組以「反思建構學習歷程」為關注焦點，除了完成課業後的問卷外，亦另設反思部分，引導同學從反思中建構學習歷程。各科</li> </ul>

Intended Outcomes/Targets 預期成果/目標	Strategies/Tasks 策略/工作	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
				<p>組已於 6 月 31 日將過去兩年所預備的難點課業文件夾連學生樣本交回校方存檔。</p> <ul style="list-style-type: none"> <li>- 根據科組會議報告，各科組均認同難點課業教學策略透過前測後測的課業對照，有效提昇學生學習自信。尤其對於較複雜難點題目，通過小步子教學指引，有效提昇學生作答表現。</li> <li>- 是次加強反思部分，各科組亦在課後加設學生回饋，大部分同學均認為難點課業協同學拆解題目，對於日後處理同一類問題有明顯的信心。</li> </ul> <p>Make use of students' results from midterm to guide students to make amendments.</p> <ul style="list-style-type: none"> <li>- A self-reflection booklet was given to each student to make them reflect on their performances of the 2 tests and exams in this academic year. Class teachers can then find out and provide guidance to students with lower learning motivation. Moreover, class teachers comment on each student's performance after the final exam.</li> </ul> <p>善用中期成績報告引導學生作自我學習調整。</p> <ul style="list-style-type: none"> <li>- 本學年印製了「評估促進學習__試後檢討反思問卷調查」。每位學生因應校內 2 次統測及 2 次考試結果進行自我學習調整，班主任可評估表內從中找出學習動力較弱的同學進行輔導。此外，班主任亦於期終</li> </ul>

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				<p>試後就每位學生整體表現給予評語。</p> <p>S.6 students adjust their own learning according to their predicted grades.</p> <ul style="list-style-type: none"> <li>- 3 S.6 teacher meetings were held to help identify students who need special care. Afterwards, teachers can provide suitable guidance and make appropriate teaching arrangements. Finally, 88.2% students can fulfil the university entrance requirement. Students' performance is encouraging because the number has increased by 6.8% compared with that of last year (81.4%).</li> </ul> <p>中六公開試預測成績作自我學習調整。</p> <ul style="list-style-type: none"> <li>- 本屆中六級共召開 3 次教師會議，會上根據中六公開試預測成績辨識需要特別照顧的同學。中六級班主任及科任老師針對個別同學進行輔導及教學安排。最終今年公開試成績為疫情以來成績最佳的一屆。取得入大學資格為 88.2%，較去年 81.4%，提昇了 6.8%，成績令人鼓舞。</li> </ul>

Major Concern 1(A): Report of Each Subject  
 重點關注事項一(A)：各科報告

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p><b>Chinese 中文科</b></p>	<ul style="list-style-type: none"> <li>- Students usually focus on understanding how to write well according to the hints given in the question. Thus, teachers focus more on teaching junior form students how to set a better theme.                      拆解教學難點---學生應付卷二命題寫作，多集中於審題扣題能力，但文章未能有意識加入立意，令文章更具思想性，因此本科於過去工年於初中各級加入寫作教研，著力教學生立意。</li> <li>- Enhance teaching to make it becomes part of the regular curriculum.                      由於之前已完成教研，因此本學年為鞏固年，優化教學，令學年研究變成恆常教學。</li> <li>- Writing with a better theme allows students to handle Paper 2 more confidently.                      提高寫作立意意識，可以令學生於卷二更有學習自信。</li> </ul>	<ul style="list-style-type: none"> <li>- Students are required to complete a reflection survey before and after test.                      老師施教 (包括前、後測) 之後，需請學生填寫反思問卷。</li> <li>- Teachers will assess the teaching effectiveness through checking the next essay and exam results.                      老師亦會以下一篇卸題作文及考試表現衡量教學成效。</li> </ul>	<ul style="list-style-type: none"> <li>- Conference report                      會議報告</li> </ul>	<p>S.3 students learnt about the strategies on the difficult parts of assignments. In TSA, students may be required to write according to an assigned topic. For instance, “after a storm comes a calm” was used as an example to teach students how to set the theme of their compositions. To facilitate students’ learning, students were first required to draw a mind map. Then, students evaluated on some students’ samples shown. Afterwards, Su Shi, a Chinese composer’s work was applied to help teach students how they could describe the views, express feelings and set a better theme. To cater learners’ diversity, students can choose to upgrade to different levels, either level 2 (personal feeling) or level 3 (life lesson) and their works were checked by teachers. Majority of the students believed that the teaching of difficult parts could help them improve in writing.</p> <p>本年度中文科在中三級推行難點課業計劃。TSA 其中一類的命題作文為教學材料，以「雨過天晴」為題目，指導學生如何立意寫作。為使同學循序掌握，教師先與同學以畫圖的方式辨識題目並提供學生樣本，由學生評論寫作優劣。然後以蘇軾〈定風波〉逐層解說，由純寫景至情景相生，最後景中暗含哲理，以提昇立意。為照顧學習差異，教師容許同學選擇提昇至第2層次(個人感受)，還是第3層次(人生體會)，收回學生作文後，教師批改時著意留意學生寫作層</p>

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<b>English</b> <b>英文科</b>	<ul style="list-style-type: none"> <li>- To devise pre-tests reflective of students' problems to prepare learning activities 設計反映學生問題的預測試，以準備學習活動。</li> <li>- To conduct learning activities in class and give classwork and homework so that students can recognise and overcome problems 在課堂上進行學習活動，佈置課堂作業和課業，讓學生認識和解決問題。</li> <li>- To conduct evaluation with students on the learning process and how to overcome difficult points 與學生就學習過程及如何克服難點進行評估。</li> </ul>	<ul style="list-style-type: none"> <li>- Pre-tests can reflect students' problems accurately and learning activities can address problems. 前測及學習活動能準確反映學生的問題。</li> <li>- Lessons will be conducted smoothly. 課程能順利進行。</li> <li>- Post-test results reveal students' progress in handling difficult points. 後測結果顯示學生處理難點的進度。</li> <li>- Students will be able to give critical feedback on the learning process and how they overcome difficult points. 學生能夠就學習過程以及他們如何克服難點提供反思。</li> </ul>	<ul style="list-style-type: none"> <li>- Minutes of lesson study meetings 課研會議紀錄</li> <li>- Lesson observation and post-observation meetings 觀課及課後會議紀錄</li> <li>- Notes and materials 筆記及教學材料</li> <li>- Comparison of pre- and post-test results 前測後測比較</li> <li>- Records of student reflection 學生反思紀錄</li> </ul>	<p>次。大部分學生均認為是次難點課業有效提昇寫作的層次。</p> <p>Lesson study:  S1 Listening long tasks (KK Ching, HM Wu, KW Fung, HY Yu, SK Wai)  S2 Summary cloze (SK Wai, HY Yu)  S3 Reading (HL Ma, PK Wu)  S4 Reading (YC Tang, HY Yu, HM Wu, KW Fung)  S5 Reading (KK Ching, KW Fung, ML Hau, SK Wai)</p> <p>Pre-meetings, lesson observation and post meetings were conducted.</p> <p>Student feedback was obtained through student interviews where teachers asked students a couple of questions on the differences between before and after the learning in the lesson study.</p> <p>課堂教研：  中一聆聽、中二摘要填充、中三、四、五閱讀。各級召開課前、課後會議，同儕觀課，透過學生訪談了解學生學習成效。</p>
<b>Mathematics</b> <b>數學科</b>	<ul style="list-style-type: none"> <li>- Teachers design a pre-lesson task for a difficult topic, in which students are weak at (based on past experience). 基於過去的教學經驗，設計課前難點題目。</li> <li>- To highlight the difficulties of the selected questions in the pre-lesson task. 課堂上重點顯示教學難點。</li> <li>- To guide students to find the correct way(s) or effective way(s) to solve the selected questions. If necessary, more teachers' guidance is provided. 引導學生找到解難的方法如有需要，更多提供教師指導。</li> <li>- To summarize the correct way(s) or effective</li> </ul>	<ul style="list-style-type: none"> <li>- Students participate actively in the lessons. 學生能主動參與課堂。</li> <li>- The pre-lesson task can highlight the difficulties of the selected questions. 課前測試能準確顯示學生難點。</li> <li>- Students perform significantly better in the post-lesson task.</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation 觀課</li> <li>- The performance of students in pre-lesson task and post-lesson task 課測與後測的比較</li> <li>- Student survey 學生問卷調查</li> </ul>	<p>Teachers could highlight the difficulties of selected questions and ensure students' active participation in class. 教師可以顯示選定問題的難點，並確保學生積極參與課堂。</p> <p>Teachers could include similar questions and variants in post-lesson tasks after guiding students to obtain the solutions via effective ways. 教師在引導學生通過有效的方式獲得答案後，可以將類似的問題納入後測中。</p>

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
	<p>way(s) with a post-lesson task. 總結正確的方法或有效方法以解決難題。</p> <ul style="list-style-type: none"> <li>- To include similar questions and variants in the post-lesson task and to compare the differences between the original type and variant with the students. 課後提供類似的問題，以比較前測與後測之分別。</li> <li>- To conduct a student survey 進行學生調查。</li> </ul>	<p>學生後測成績有顯著進步。</p> <ul style="list-style-type: none"> <li>- Students give positive feedback in the student survey. 學生問卷持正面意見。</li> </ul>		<p>Student surveys are needed to collect the feedback from students. 需要進行學生調查來收集學生的反饋。</p>
<p><b>Citizenship and Social Development</b> 公民與社會發展科</p>	<ul style="list-style-type: none"> <li>- Secondary 4 and 5 students are used to copying information, so they are not able to elaborate their points using the data properly. Students are suggested to make corrections by comparing their own answers with the marking schemes.</li> <li>- 中四及中五習慣大量抄寫資料，未有適切地使用資料及已有知識作延伸解說，建議要求同學就長題目做改正，修正自己的答案，再跟評改準則及樣本答案作比對，檢視自己不足之處。</li> </ul>	<ul style="list-style-type: none"> <li>- Students can make good use of the information given to improve.</li> <li>- 同學掌握運用資料以改善表現</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment inspection 科主任查簿</li> <li>- Teaching and learning survey 教與學問卷</li> </ul>	<p>According to the finding from assignment inspection, S.4 students still rely much on teachers' guideline and write less compared to that of S.5 students. Compared with the number of Liberal Studies, that of CSD lesson drops. Yet, more content needs to be covered, so students cannot tackle the questions well.</p> <p>根據查簿所見，中四同學在課業上仍依賴教師的指示，學生作答篇幅較中五為短。對比通識科，由於公民科課節大幅減少，但所教授的內容知識比以往更多，故同學對題型的賞握較以往略為遜色。</p> <p>The performance of S.5 students is better than that in S.4. Some students try to make use of textbook materials as a reference. 中五習作對比其中四時有改善，部份同學作答時嘗試以教科書之內容作參考。</p>
<p><b>Liberal Studies</b> 通識教育科</p>	<ul style="list-style-type: none"> <li>- Secondary 6 students need teachers point out their own strengths and weaknesses. When students finish the weekly quiz, they are required to make simple analysis on their mistakes and make reflections. 科任老師商議後，認為中六同學較為被動，依靠老師提示自己的強弱項，由於本年度同學需於每周完成小測一次，於再次完成相關題型後，請同學完成簡單分析，檢討自己在相似題</li> </ul>	<ul style="list-style-type: none"> <li>- Students' results in the final exam will improve when compared to the previous quizzes. 同學於期終試的成績比各次小測進步。</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment inspection 科主任查簿</li> <li>- Teaching and learning survey 教與學問卷</li> </ul>	<p>Topics covered in Liberal Studies are wide, so the degree of familiarity affect how well students perform. As a result, students' performances become unstable. However, from the result of the final exam, it is noted that students perform better in Paper 1. Some students can even perform as good as those in 3X class. Yet, the performance of Paper 2 needs to be improved. Students performed slightly better in the mock exam in March.</p>

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	<p>型有甚麼重覆犯錯，並透過教師派發的佳作反思可進一步改善之處。</p>			<p>Students claim that the paper review session is constructive. Also, as the questions in the mock exam are similar to that in the public exam, students are more confident in handling the exam.</p> <p>通識科議題十分廣泛，同學對該議題的熟悉程度亦影響作答表現，故不少同學成績較為不穩定。但由期終試所見，同學於卷一資料回應題表現較佳，部份同學得分與 3X 班相若。唯整體學生於卷二的表現仍有待改進。此外，同學於三月舉行的模擬試表現亦有輕微改善，同學指解卷訓練亦能協助他們備試，而是次模擬試題目與公開試部份題目相似，亦能增加他們應試信心。</p>
<p><b>Life &amp; Society</b> <b>生活與社會科</b></p>	<ul style="list-style-type: none"> <li>- Providing more guidance and tips on questions on difficult data analysis or simplifying questions to help students understand how to answer the questions easier and enhance their confidence in learning. 針對作業中較高難度的資料分析題，提供更多指引和提示，或簡化題型，令同學更易掌握作答方向，透過完成課業提高學習自信。</li> <li>- Designing assignments to help students to tackle difficult points by step-to-step guidance and to help students develop relevant skills. 設計合適的課業，指引學生一步步拆解學習難點，協助他們建立解題技巧。</li> </ul>	<ul style="list-style-type: none"> <li>- Students can tackle difficult points and demonstrate the use of target skills 學生能解難及在課業展示技巧應用</li> </ul>	<ul style="list-style-type: none"> <li>- Analysis of students' performance 學生的學業成績分析</li> <li>- Teachers' observations and assessment 教師的觀察和評估</li> <li>- Homework 學生課業表現</li> <li>- Student survey 學生問卷</li> </ul>	<p>Data analysis type of questions in S.1 assignment are simplified. In general, students perform better than expected. In general, the passing rate is over 70% or above except for an individual class. In the final exam, a sub-question of a difficult question is simplified. S.1 students can make good use of the data and respond according to the keywords when compared to the past when students are required to provide a long answer on their own. For instance, the average gained by 1B is 4.5/6. This helps students to be more confident when tackling complicated questions.</p> <p>中一級作業的部份資料分析題簡化了題型(下學期：課題 3 探究題 Q1 及 Q2、課題 4 探究題 Q1)，學生的作答表現普遍理想，除個別班別外，合格率一般在七成以上。本年度中一級期終考試的資料分析題中，針對難度高的其中一條分題亦採用簡化題型的方式，中一同學大多能</p>

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				<p>適切引用資料並回答關鍵字詞，比以往要求同學自行段落作答的表現明顯改進，以 1B 班為例，該分題總分 6 分，同學平均得分約 4.5 分，有助建立同學回答複雜题目的信心。</p> <p>S.3 students learn the strategies of handling difficult topics. According to the survey, majority of the students can master the basic steps of how to make suggestion and they are happy with the guidelines provided in the teaching notes. When students' pre-test and post-test samples are compared, it is found that they perform better. Regarding weaker students, they can write more and simply elaborate on the effectiveness. This shows that the teaching of difficult parts can help students to answer questions more systematically. However, according to the survey, some students (39%) remain neutral when asked whether they are more confident in answering questions that require a suggestion. [More students (47.1%) hold a positive attitude] This indicates that students may need more practice and samples to help them build confidence.</p> <p>中三級各班針對建議題進行了課業難點教學，根據反思問卷調查的結果，多數學生均自評能掌握作答建議題的基本步驟，尤其滿意課堂筆記的指引，而比較同學前測和後測的作品樣本，同學在難點教學後完成的延伸練習的答案質素普遍有改善，即使能力弱的同學，除答案篇幅增長外，亦大多會簡單解釋建議方法與措施成效之間的關連，反映課業難點教學能幫助學生更有系統地回答建議</p>

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				題。然而，反思問卷調查結果亦顯示，為數不少的同學(39%)對難點教學能否提升其日後作答建議題的信心持中立態度(雖然傾向同意的學生佔比仍較多，佔47.1%)，反映學生或需要更多相關的題型練習和例子，才能建立足夠信心。
<b>Biology</b> 生物科	<p>- In Secondary 4, a Biology lesson was designed to focus on improving students' skills in writing essays. The lesson aimed to guide students on how to handle essay-type questions and provide them with a specially designed worksheet to practice the techniques of writing essays.</p> <p>在中四安排一節生物課教授寫作論文的技巧，指導學生如何處理論文類型的問題，並派發工作紙供學生練習。</p>	<p>- The success criteria for this lesson were based on the improvement of the students in answering essay-type questions. The target was set at more than 50% of the students improving their performance in writing essays after the lesson.</p> <p>學生回答論文類型的問題有進步，50%以上學生的成績有所提高。</p>	<p>- To evaluate the success of the lesson, a comparison was made between the results of writing essays before and after the lesson. The evaluation was done using a rubric that assessed students' ability to compare one item at a time in their essays.</p> <p>- 評分標準比較課前和課後的論文題目成績，評估學生逐項比較的能力。</p>	<p>The success of the lesson can be attributed to the effectiveness of the worksheet, which provided a step-by-step guide for students on how to approach essay-type questions.</p> <p>工作紙以分步指導形式引導學生分析課業難點，有效為學生提供指引，掌握如何回應需較詳盡作答的問題。</p> <p>The implementation of the lesson showed positive results, with 35 out of 46 students showing improvement in their performance on answering essay-type questions after the lesson. This result met the success criteria of the lesson, with more than 50% of the students improving their performance.</p> <p>難點課業設計取得了一定的成果，46名學生中有35人在課後回答論文類問題的表現有所提高。符合課程的成功標準，超過50%的學生表現有所提高。</p>
<b>Chemistry</b> 化學科	<p>- Assignments focusing on learning difficulties concerning the topic - mole concept will be given to form 4 students. Reflection will be incorporated in the assignments to help students to construct knowledge.</p> <p>以中四級為對象。設計難點課業，加強學習反思部分。</p>	<p>- Over 60% of students pass in the relevant tests.</p> <p>超過60%的學生在相關測驗中取得合格的成績。</p>	<p>- The performance of the students in tests.</p> <p>學生測驗表現</p>	<p>Assignments focusing on learning difficulties were given to S.4 students and the passing rates of the relevant tests were as follow:</p> <p>給予中四級學生針對學習難點的課業，以下為相關學習難點的測驗合格率：</p> <p>4X1: Mole concept 摩爾概念: 53.3% Volumetric analysis 容量分析: 60%</p> <p>4X3: Mole concept 摩爾概念: 51.9% Volumetric analysis 容量分析: 48%</p>

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				<p>The passing rate were lower than the target (60.0%). Due to the insufficient time, re-test could not be carried out. Students need more support in topics related to calculation and tutorial classes will be arranged next year for topics like molar volume and chemical equilibrium.</p> <p>測驗合格率低於目標所訂的 60%，惟教學時間所限，未能安排重測。學生在牽涉計算的課題需要較多支援，來年會安排補課，聚焦在莫耳體積、化學平衡等難點課題。</p>
<b>Chinese Literary</b> 中國文學科	<ul style="list-style-type: none"> <li>- Secondary 4: Table presenting suitable guidelines is used to guide students on how they should deal with the questions. 中四級：課業前提供適切指引，以表格形式引導同學作答。</li> <li>- Secondary 5 &amp; 6: Candidates' samples are used to help students master the answering skills through comparing their own answers and that of the candidates. 中五、中六級： <ul style="list-style-type: none"> <li>- 參考考生範本，以比對形式讓學生掌握答題技巧。</li> <li>- 重點講授「評論題目」須注意的事項(回應關注事項：課業難點拆解)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Secondary 4 students can master the skills of answering the questions. 中四同學掌握點、例、說的作答方式。</li> <li>- Secondary 5 &amp; 6 students got 60% or above in literature appreciation type questions. 中五、六級同學評賞題目可取得中上(該分額的 6 成分數)。</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment inspection 查簿</li> <li>- Report analysis 報告分析</li> </ul>	<p>S.4: The design of assignment is based on the teaching of difficult parts. This helps students to identify their problems and gradually guide them to answer the questions, so that they can master the steps. 中四級：課業設計以難點教學為原則，先找出同學普遍問題，然後以表格形式循序漸進導引同學回應題目。讓同學掌握答題步驟。</p> <p>S.6 teaching focuses on the teaching of how to make evaluation. Starting with the reading of question, students gradually learn to respond to the question and master the answering techniques. For example, when asked whether being unclear is the advantage or disadvantage of an artwork, students lack the direction because they are not familiar with the meaning of this word. Thus, teachers make use of a table, requiring students to show their understanding, then guide students to think about the positive and negative meanings of the word. Finally, teacher summarises how students should answer the question step by step. 中六級評論難點教學：重點講授評論題目，從審題開始，循序漸進導引同學回</p>

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				<p>應題目，並掌握答題技巧。以中六級為例，在回應評論題：「朦朧」是文學作品的優點還是缺點時，同學作答缺乏方向，對於文學概念「朦朧」一詞理解不深，於是教師以表格形式要求同學先理解「朦朧」一詞的意思，然後從「正」與「反」的兩種不同角度進行思考，組織答案，回應題目。最後老師歸納作答步驟，讓同學掌握基本答題技巧。</p> <p>S.5 students tend to have the awareness of sticking to the keyword(s) in the question. Yet, their works are relatively superficial since they lack detailed descriptions. This time, the topic is “me and my desk”. Students find it difficult to describe in detail to make audience understand the relationship between the desk and the writer, as well as to engage them more deeply. For example, teachers make use of different word combinations like desk, my desk, me and desk, me and my desk to highlight the key point- the relationship between me and desk. Notes about how to make use of the five senses to describe better are distributed to students. Then, utilising one of the students’ works, assignment is designed to help students learn to express their thoughts using the five senses and do self-reflections. From the pre-lesson and post-lesson assignments, it is seen that students can write with more details and understand how this can help upgrade their works.</p> <p>中五級寫作難點教學：同學基本具有扣題意識，然而內容方面多屬浮泛，偏於千篇一律，缺乏細緻的刻畫。是次創作題目為「我和我的書桌」，同學最大難處是如何細緻刻劃，讓讀者從細緻描畫中體會同學與書桌的關係，從而加強感染力。老師在課堂上先從不同的文字組</p>

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				<p>合，例如「書桌」、「我的書桌」、「我和書桌」、「我和我的書桌」來突顯本文重點在「我」與「書桌」的關係上。然從派發感官描寫的筆記，指導學生如何透過感官描寫進行細緻刻劃。抽其中一篇學生作文，設計習作讓學生試從感官角度加描寫。</p> <p>由同學寫下學習反思。從學生習作可見，經過課前課後練習，同學在描述上比前較細膩，亦明白細膩描述如何可提昇作品主題。</p>
<b>Buddhist Studies</b> 佛學科	<p>- In Secondary 4 and Secondary 5 Ethics and Religion Studies class, students are guided to solve the difficult questions step by step. Also, similar questions will be given to students after class so that they can apply what they have learnt and build their confidence.</p> <p>於中四及中五倫理宗教科推行難點課業教學，引導學生依循步驟拆解難點，課後給予同類題目，讓同學實踐所學，建立學習自信。</p>	<p>- Students can complete similar questions after class.</p> <p>課後能完成同類題目。</p>	<p>- Effectiveness can be assessed through assignment inspection and exam questions of similar types.</p> <p>科任老師從評改工作回饋，評估成效。從考試同類題目中評估成效。</p>	<p>There is an obvious improvement in students' performance before and after lesson. Before having lesson, when students are asked to share their opinions on euthanasia, they mix up euthanasia with suicide. After class, students can grasp the key point of euthanasia and systematically give their responses.</p> <p>學生在課前課後的表現有明顯的進步。正式授課前，當老師提問學生安樂死時，學生會將安樂死與自殺混為一談。而在課後，學生處理不同個案時，都能捉緊各安樂死重點，然後有條理地組織答案。</p> <p>There is a similar question in the final exam. All students are able to get a pass in this question. Thanks to this question, the total score of weaker students increases.</p> <p>期終考試設同類題目，所有學生在該題取得合格分數，部分能力較弱學生因為該題表現較理想，因此總分也有所提升。</p> <p>7 out of 14 students pass the final exam. However, the question about euthanasia has the highest passing rate. Among the 14 students, majority of the students get 12 out</p>

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				<p>of 20 marks in the question regarding euthanasia. 14位學生中，期終考試有7人合格，但全體14位學生在安樂死一題中最得合格成績，其中大部分學生取12分(20分滿分)</p>
<b>History</b> 歷史科	<ul style="list-style-type: none"> <li>- The subject panel will continue the practice of optimizing the difficult parts of assignments. Again, S.4 X2 class will be selected as the target classes. 繼續提行難點課業。以 S4X2 為選擇對象。</li> <li>- In the year 2022-2023, reflective tasks are added to the after the formal assessments have been conducted. In addition, we plan to add variations in the follow-up tasks (with guidelines) to help students apply the skills in unfamiliar contexts, which would be useful for the students when tackling the public examination. We will give out reflective questionnaires to the students after the uniform tests and the exams (Second Term Exam: S.4 and S.5 students only). 2022-2023 年，加強學生反思部分。此外，後續任務中增加變化（提供指引），以幫助學生在不熟悉的範疇中運用答題技巧，以提高應試能力。將在統一測試和考試結束後向學生發放反思問卷。</li> </ul>	<ul style="list-style-type: none"> <li>- Students perform better in post-assignment assessments. 學生在後測表現較佳。</li> <li>- Students can suggest concrete ideas that help them improve their performance. 在反思中學生能提供具體建議以助改善表現。</li> </ul>	<ul style="list-style-type: none"> <li>- Statistics collected from the formal assessment tools 數據收集</li> <li>- Lesson observations 觀課</li> </ul>	<ul style="list-style-type: none"> <li>- As mentioned in the Annual Plan and the First Minutes, S.4 X2 class was selected as the target class. Assignments and assessments for S.4 were optimized to enhance the reflective elements. Assessment questions were designed with reference to the question types covered in class. 以中四 X2 選修科為目標，增加課業及評估的反思元素。評估的題目是按課堂上教授過的題型而設的。</li> <li>- Predicted grades were given to S.5 and S.6 students this year after Second Term Exam (S.5) and Mock Exam (S.6). 中五下學期考試和中六模擬考試完成後，向學生發放預測成績 (predicted grades)。</li> <li>- Evaluation: 成效評估：             <ul style="list-style-type: none"> <li>- All S.4 students did not have improvement in marks in the second term since the learning atmosphere is deteriorating. The outcome is a failure. 由於學習氛圍惡化，中四學生下學期的成績沒有進步。</li> <li>- Over 80% of S.5 &amp; S.6 students responded the predicted grades had at least somehow helped them understand how to improve their performance. The outcome is a success.</li> </ul> </li> </ul>

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				超過 80% 的中五和中六學生表示預測成績某程度上有助他們了解如何提升表現。
<b>Chinese History</b> 中國歷史科	<ul style="list-style-type: none"> <li>- An assignment is designed for Secondary 4 students to help tackle their learning difficulties. To complete the assignment, students are required to provide problem-solving steps. Besides, similar questions are provided so that students can try to apply what they have learnt. Also, a simple survey will be distributed to make students learn from their own reflections.</li> </ul> <p>本年度以中四為試點，針對學習難點擬設一份習作，針對學生普遍遇上的問題擬設題目，須提供解難步驟，此外提供同類題目讓學生可依據所學再作嘗試，給予簡短學習效能問卷調查，最後引導同學從反思中建構學習歷程。</p>	<ul style="list-style-type: none"> <li>- Students can learn from their own reflection.</li> </ul> <p>能從反思中建構學習歷程。</p>	<ul style="list-style-type: none"> <li>- Students' work</li> </ul> <p>學生文字紀錄</p>	<p>Students basically learn about the techniques of answering questions which require students to make evaluation. Yet, continuous training is still required.</p> <p>學生初步認識評論題的作答技巧，掌握全文組織的基本要求，但仍須不斷練習。</p>
<b>Economics</b> 經濟科	<ul style="list-style-type: none"> <li>- Target: S.4 students</li> <li>- 對象為中四同學</li> <li>- An assignment focusing on learning difficulties will be set. Steps / frameworks for response will be provided to guide students. Questions with similar natures will then be set so that students can practise what they have learnt.</li> </ul> <p>擬設難點課業，並提供解難的步驟/答題架構以引導學生作答。課後提供同類型題目讓學作答，檢視所學。</p>	<ul style="list-style-type: none"> <li>- Students are able to construct knowledge through self-reflection.</li> </ul> <p>學生能從反思中建構知識。</p>	<ul style="list-style-type: none"> <li>- Comparison of students' performance in pre-tests and post-tests</li> <li>- 比較前測及後測的結果</li> <li>- Feedback from teachers and students</li> <li>- 教師及學生回應</li> </ul>	<p>An assignment focusing on learning difficulties was set in S.4 on the topic 'change in opportunity cost'. Students did a task as pre-test immediately after the topic was taught. Then teachers analyzed similar questions with students and guided them how to answer the questions. Two tasks were given to students as post-test afterwards. It was observed that the majority of students could practise what they had learnt and had better performance. However, the weaker students forgot guidelines taught when attempting questions of the same type in the test and examination afterwards.</p> <p>在中四級設置了一項關注學習困難的作業，主題為“機會成本的變化”。教授主題後，學生立即完成前測。然後教師與學生一起分析類似問題並指導學生如何回答問題。事後給學生佈置了兩項任務作為後測。據觀察，大多數學生能夠實踐所學內容，並且取得了較好的成績。然而，成績較差的學生在考試和之</p>

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				<p>後的考試中嘗試相同類型的問題時忘記了所教的指導方針。</p> <p>Nearly all the students agreed that the tasks could improve their learning. They thought that they could understand the concepts more clearly after doing the tasks. Also, they knew how to structure their answers and get higher marks by referring to the examples and answering techniques provided. Some students welcomed the tasks as repeated practice helped consolidate their learning.</p> <p>大部份學生都同意課業難點設計可以改善他們的學習。通過仔細分析問題，可以更清楚地理解這些概念。此外，他們知道如何通過參考提供的示例和回答技巧來構建答案並獲得更高的分數。一些學生對這類練習回應正面，因為反複練習有助於鞏固他們的學習。</p>
<b>BAFS</b> 會計財企	<ul style="list-style-type: none"> <li>- For S.4 only 對象為中四級</li> </ul> <p>As an advanced topic, Depreciation, will be chosen as sample. The steps will be as follows: 高階課題，「折舊」，將被選為樣本。步驟如下：</p> <ul style="list-style-type: none"> <li>- As a trial run, a relatively difficult past paper will be provided for students to attempt by themselves. After marking, students' individual mark will be collected. It is expected that the outcome should be unsatisfactory. 作為試行，將提供一份難度相對較高的過往試卷，供學生自行嘗試。評分後，將收集學生的個人分數。預計結果未如理想。</li> <li>- Using the same question, teacher will then provide a supplementary work sheet analysing the difficult parts and breaking down the question into many different hurdle parts and hints, which can guide the students to progress to the final answers. Teacher will make good use of this worksheet to solve the question together.</li> </ul>	<ul style="list-style-type: none"> <li>- Students' performance in the first assignment and that in the second one will be compared to see if there are any progress in marks. Also, whether students can identify and then solve the tricky points in the 2nd assignment will be assessed. 比較學生在第一次作業和第二次作業中的表現，查看分數是否有任何進步。此外，評估學生是否能夠識別並解決第二次作業中的棘手問題。</li> </ul>	<ul style="list-style-type: none"> <li>- Assignments 課業查考</li> </ul>	<p>Supplementary work sheets analyzing the difficult parts and breaking down the question into many different hurdle parts, and hints can guide the students progressing to the final answers 為學生提供課業難點補充工作紙，將難處理的課題分成不同部份，並給予適當指引，讓學生逐步完成課業。</p> <p>Students can make less careless mistakes, their answers are basically consistent with the framework of the marking scheme in public exam. 經過指導，學生較少出現錯漏，學生所寫答案基本上能包拾公開試評分準則的要求。</p> <p>Extra assignments are then provided to see if they can apply the skills.</p>

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	<p>使用同一個問題，老師會提供一個補充工作表，分析困難部分，並將問題分解成許多不同的解難部分和提示，這可以指導學生進入最終答案。教師將善用此工作表，共同解決學生在課題上遇上的問題。</p> <ul style="list-style-type: none"> <li>- Afterwards, another assignment with similar difficulty will be provided. When no more supplementary work sheet is provided, it is hoped that the students can internalize the previous skills and experience to attempt a difficult question. In this assignment, spaces are also provided to ask students to reflect the tricky points in the assignment.</li> </ul> <p>之後，將提供另一個難度相似的作業。在不再提供補充工作表的情況下，希望學生能夠內化以前的技能和經驗，嘗試一道難題。在這個作業中，還提供了空間讓學生反映作業中的棘手點。</p> <ul style="list-style-type: none"> <li>- Teacher will then mark the 2nd assignment above to see if the students can construct their logical flow by themselves to solve a problem.</li> </ul> <p>老師會上面的第二個作業上做標記，看學生是否可以自己構建邏輯流程來解決問題。</p>			<p>提供額外課業以檢視學生是否能運用所學回應題目。</p> <p>They have more confidence in handling similar questions with the learning skills and strategies provided by teachers.</p> <p>經過指導後，學生比前更有信心應相類似的問題。</p>
<b>Geography</b> 地理科	<ul style="list-style-type: none"> <li>- Lessons to be based on anticipated learner difficulty and corresponding measures to address it 以預期的學習難點為基本，並提供相應的解決措施</li> <li>- Evaluation of effectiveness through pre- and post-tests 通過前後測試評估對學生的有效性</li> <li>- Systematic planning and careful implementation: sets of past papers of various topics had been provided for their revision. 系統規劃，切實執行。提供多套不同課題供學生進行修訂。</li> </ul>	<ul style="list-style-type: none"> <li>- There will be progress in target areas in post-tests. 後測考可見難點處理有進步。</li> <li>- The feedback and evaluation can help the planning of the next round of lesson study. 反思及評估有助規劃下一次的課研難點。</li> <li>- Students can actively participate in learning activities. 學生可主動參與學習活動。</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson observation: peer observation - live or online 同儕觀課—實體或網上進行</li> <li>- Scrutiny of reports of pre-lesson preparation meetings and post-lesson evaluation meetings 課前預備會議及課後檢討會議報告</li> <li>- Inspection of student work and comparison of pre-test and post-test result</li> </ul>	<p>Students are scared of “Dynamic Earth”, they believed that “Rocks” are more difficult when compare with “Weather and Climate”. Teacher go through some past paper questions before introducing them with any new concepts and knowledge. Let students familiar with the topics, and analysis the question in small steps. They are scoring high in the 1<sup>st</sup> two exercises, which gave them greater confidence.</p> <p>學生對於「動態地球」此課題，感到困難，尤其認為「石頭」比「天氣和氣候」更困難。老師在深入課題前，與同學細閱公開試題目，讓同學對課題有認識，並以小步子指導式工作紙讓同學熟</p>

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
			查閱學生前測及後測課業 - Sharing sessions in staff meeting 教學會議分享	習課題，最終同學在首兩次練習中均取得不錯成績，由此增加同學學習自信。
<b>Tourism &amp; Hospitality</b> <b>旅遊與款待科</b>	<ul style="list-style-type: none"> <li>- Guidelines will be given so students know how to deal with the questions 課業提供適量指引以讓同學能夠作答</li> <li>- Assignments related to DSE questions will be given and students can reflect on their weaknesses and study progress 課業與試題結合或相似以讓學生了解其難處及反思學習需要</li> </ul>	<ul style="list-style-type: none"> <li>- Guidelines need to be given all the time so students can finish most of the questions in the assignments 在老師指導下，學生能夠完成課業裡大部份的答案</li> </ul>	<ul style="list-style-type: none"> <li>- Inspection of students' tests and assignments 功課測驗表現</li> <li>- Report analysis 報告分析</li> </ul>	Most of the THS students are not familiar with long questions and DSE type questions, especially S.4 students are weaker comparing to S.5 students. Therefore, S.4 students will be given more guidelines and examples so they will know how to finish the questions. Similar questions will be appeared again in examination. 大部分的旅款學生對於處理公開試類型的長題目感到困難。中四比中五更見遜色，因中四同學在作答時給予指引及例子，同類題目並於考試時再出現。 Each time giving back their assignment, good and bad exemplars will be shown to them and they can reflect on their own work. 每次發還功課後，老師提供優及劣習作以供參考，同學須寫下反思。

Intended Outcomes/ Targets 預期成果/目標	Strategies/Tasks 策略/工作	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
Mj1-(B) Role models in learning - Little Teacher Pilot Program 學習楷模：小導師先導計劃	Target: Mainly from Secondary 1 to Secondary 4 對象：中一至中四級為主 <ul style="list-style-type: none"> <li>- The school's teaching research and development team (Pedagogy Development) will first try it out in Chinese, English, Mathematics, and History. With the help of teachers, the little teachers will be responsible for teaching 10-15 minutes. 由學校教研發展組悉先試行，在中文、英文、數學、歷史科進行小組導師計劃，選定課題，在科任老師的指導下由小組導師負責講授課堂(授課時段約 10-15 分鐘內)。</li> </ul>	<ul style="list-style-type: none"> <li>- The Chinese, English, Mathematics and History subjects implement the pilot program once. 中、英、數、歷史科全年推行一次的小導師先導計劃</li> </ul>	<ul style="list-style-type: none"> <li>- Review the effectiveness of the pilot program through teacher sharing sessions, lesson observation, and reports of meetings 透過教師分享、觀課、會議報告審視先導科成效。</li> <li>- Interviews with students (videos) 學生訪談(錄影)</li> </ul>	Chinese Literature, English Language, Mathematics and History has implemented this program. Results were shared on the Staff Development Day on 31 <sup>st</sup> May. A student interview has been conducted and videotaped. Little teachers believe that this program allow students to better understand the topic. As they are no longer students, besides conducting research and oragnising information, they also need to have a more thorough understanding. Thus, they can know more about the topic. Also, some students think that they are passive learner before, but

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				<p>they learn more actively after they become little teachers. This greatly affect students' learning mode in the future.</p> <p>全年共有以下科目參與計劃： 文學、英文、數學、歷史。各科組亦已於 5 月 31 日教師發展日與同事分享教學成果。</p> <p>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令同學對於課題更認識，由於身份改變，在搜集及整理資料的同時亦須對課題有更深入認識，因此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。</p>

### Major Concern 1(B): Report of Each Subject

#### 重點關注事項 1(B)：各科報告

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p>Chinese 中文科</p> <p>Chinese Literary 中國文學科</p>	<p>- 4-5 students will be selected to be the tutor to teach writing. Through viewing peers' work, they can come up with ways to enhance writing. They are also required to complete a reflection form.</p> <p>在中五級試行，從 20 位修讀文學的同學中選取 4-5 位小導師，以寫作為教學主題。小導師透過同儕作業樣本比較，以筆記形式整理並歸納出提昇寫作法的要點，供同學參考。完成後須填寫反思表。</p>	<p>- Can organise this activity at least once 能成功推行至少一次的小導師計劃。</p> <p>- Tutors give positive feedback. 小導師對是次計劃反應正面。</p>	<p>- Can organise this activity at least once 能成功推行至少一次的小導師計劃。</p> <p>- Tutors give positive feedback. 小導師對是次計劃反應正面。</p>	<p>Three little teacher sessions were conducted. To start with, a meeting was scheduled by the teacher to tell students the background and aim of the little teacher program, as well as to distribute the work. Little teachers were required to conduct research and look for teaching materials. Little teachers were given a 10-minute teaching session and a Q&amp;A session in class. Afterwards, a survey was given out and an interview was conducted. From the questionnaire and interview, it is noted that peer interaction can help increase students' learning motivation and pose a positive impact on students. Besides, little teachers state that their learning confidence</p>

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				<p>can be enhanced.</p> <p>中五級試行了三次的小導師計劃。分別是元曲體制、法場內容分析、死水意象作用。是次小導師由老師先召開會議，講解小導師計劃的背景及目標，然後分配工作，由學生針對課題搜集教學材料，堂上安排 10 分鐘小導師講解時段，另設問答環節。完成後，設問卷調查及訪談，讓小導師及同學對是次計劃進行反思。從問卷調查及訪談中可見，透過同儕互動教學有助提昇學習動機，對學生學習有良好效用，而小導師也表示藉著此計劃能提昇學習自信。</p>
<b>English</b> <b>英文科</b>	<ul style="list-style-type: none"> <li>- Writing a short story (tentative) 創作小故事 (初擬)</li> </ul>	<ul style="list-style-type: none"> <li>- Students manage to understand the features of a short story and include them in their writing task. 學生掌握短篇小說的特點，並懂得運用在創作上。</li> <li>- 'Little Teachers' can be more confident and motivated through doing research and teaching their peers 透過「小導師」計劃，提昇學習自信。</li> </ul>	<ul style="list-style-type: none"> <li>- Questionnaire 問卷調查</li> <li>- Students' sharing (video/interview) 學生分享 (錄影/面試)</li> </ul>	<p>Much to the satisfaction of the principal, Ms Wai presented her successful implementation of the programme, where she made her students help teach adjective patterns. However, there are still challenging issues. There is difficulty with the subject nature of English. For example, it may not be easy to identify something that students are able to teach. Yet, if an item is too easy, there is not much point spending so much time making students help teach the item.</p> <p>In the future, teaching something content based is a possibility, e.g. readers 學生成功協助老師教授形容詞句型，但計劃仍面對一些困難，例如要確定學生有能力教授的內容並不容易。然而，如果內容太簡單，花費大量時間請小導師教授的意義不大。建議日後根據教學內容決定小導師可教授的題目。</p>
	<ul style="list-style-type: none"> <li>- Conditional Sentences Type 2 (tentative) 條件句類型 2 (初擬)</li> </ul>	<ul style="list-style-type: none"> <li>- After the scheme, 'Little Teachers' chosen to tutor their peers will have a boost in confidence in learning English and be more willing to explore unfamiliar topics.</li> </ul>		

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		<p>透過小導師計劃，同學在指導同儕學習時會更有自信心，並願意主動探索其他不熟悉的課題。</p> <ul style="list-style-type: none"> <li>- After the scheme, students who join lectures and take part in activities prepared by 'Little teachers' will be more confident in their abilities and inspired to play a more active role in the learning process. 計劃完成後，其他經小導師指導的同學，在學習上能提昇信心及能力，並願意主動積極學習。</li> </ul>		
<b>Mathematics</b> 數學科	<ul style="list-style-type: none"> <li>- Every student in Secondary 4 will be given a multiple-choice question according to their results. Tutors need to produce a video to explain the questions after viewing the notes and discuss with peers. Afterwards, students need to complete the questions. A QR code will be distributed so that students can take the videos as references. 在中四級進行，全班 36 位同學各分配一條選擇題，難易度以成績分派。小導師從上課筆記及同儕討論後，以拍片形式解釋題目。影片收集查閱後，各影片解釋將以 QR code 形式分派給全班供參考，並著他們完成其他題目為課業。針對難點題目，老師邀請學生在課堂匯報。</li> </ul>	<ul style="list-style-type: none"> <li>- Can receive the videos 能成功收集影片</li> <li>- Tutors can tackle the learning difficulties and teach others 針對難點題目，小導師能以影片/課堂匯報影式教導同儕</li> <li>- Positive feedback 正面回應</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews 訪談</li> <li>- Reflection forms 反思表</li> </ul>	<p>Teaching videos were collected from Secondary 5 students, each explains a selected long question. 教學影片是從中五學生收集的，每條影片都解釋了一條選定的長題目。</p> <p>Positive feedback was overwhelming in the reflection forms from students. 學生對於同儕教學反應正面。</p> <p>Students reflected that they hoped to improve their English fluency after videotaping their lessons. 學生們在錄製教學影片後反映，他們希望提高自己的英語流利程度。</p>
<b>History</b> 歷史科	<ul style="list-style-type: none"> <li>- The subject panel will select S.4 X2 class this year to carry out this programme. There are only 13 students and the class size is suitable for making all students to engage in the programme. 6 groups have been formed and we adopt heterogeneous grouping: Strong students (who performed better</li> </ul>	<ul style="list-style-type: none"> <li>- At least one group of students will finish the programme (including making the post-lesson interview video with students concerned)</li> </ul>	<ul style="list-style-type: none"> <li>- Reflections made by the students 學生反思</li> <li>- Lesson observation or taking recording of the class</li> </ul>	<ul style="list-style-type: none"> <li>- The original plan was to choose S.4 class and offer 6 sessions to provide learning-from-teaching experience. However, this plan was aborted since:</li> <li>- Most S.4 students this year are too weak to teach others since they did not</li> </ul>

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	<p>in S.3 Second Term Exam) will be grouped with mediocre or weak students. Each group will be responsible for teaching students to analyse a data-based question (can be some parts of the question only) and guide other students to understand how to answer the question.</p> <p>本學年科主任將於中四級 X2 科為試點，並讓 13 位同學參與小導師計劃。同學分成 6 組，採用異質分組形式：能力強的同學(中三第二段考試成績較高的同學)將於其他能力較弱的同學合組。每組須負責指導同學有關資料分析題的問題(可以是題目中某部分的課題)，然後引導其他同學如何回應這類題目。</p>	<p>至少有一組的同學能完成此項計劃(包括與相關同學完成課後面見錄影)</p> <p>Students will report that they are more confident after the programme. 學生反映透過此項計劃能提高同學信心。</p>	<p>課堂觀課或錄影</p> <p>Interviews with students (with recordings) 學生面談(用錄影方法)</p>	<p>have strong motivation to learn and often have problems even with basic historical facts.</p> <p>The workload to prepare for several small tutor sessions were too heavy, especially for the days after the removal of health control measures (since teachers were busy with resumption of learning activities)</p> <p>After consideration, the plan was changed to implement one trial session on S.5 students. The little pilots were 5D Lau Hoi Man and 5D Wong Wing Sze. They chose ‘Modernization of Japan’ as the topic and teach students how to finish a data-based question from the past exam paper archive. The lesson was carried out in late May 2023.</p> <p>Professional sharing was made on 31 May 2023 to disseminate experience to other teachers.</p> <p>Evaluation 成效評估：</p> <ul style="list-style-type: none"> <li>- At least one group of students finish the programme. Success. 至少一組學生完成計劃(成功)。</li> <li>- Students reported that they boosted confidence after the programme. Partly successful. As mentioned in the professional sharing, more able students were engaged in class and give positive feedback to the tutors. However, weak students tended to show disinterest and they often reveal that they preferred direct teaching. ‘Learning from peers’ was an ideal practice but may not fit in the exam-oriented practice if students are not genuinely interested in the subject from the beginning. 學生表示參與計劃後自信心有所</li> </ul>

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				<p>提升。計劃部分成功，能力較高的學生表現得較熱衷，給予小導師正面反饋；成績較差的學生則較不感興趣，並表示更喜歡老師直接教學。同儕教學是理想的做法，但如果學生本身對這門科目不感興趣，在考試導向的環境下，同儕教學或許不適合。</p>

Intended Outcomes/ Targets 預期成果/目標	Strategies/Tasks 策略/工作	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p>Mj1-(C) Learning Atmosphere To create a learning atmosphere conducive to learning so that students can interact with teachers and students and share with their peers in a relaxed atmosphere 營造學習氛圍，讓同學能在輕鬆的氣氛下，與師生互動交流，同儕分享。</p>	<p>- Each subject organizes different types of extracurricular activities to enhance learning motivation and boost student's confidence in learning 各科組籌辦不同類別的課外活動，提昇學習動機，建立學習自信。</p>	<p>- Activities can be held as scheduled. 按期完成活動</p>	<p>- The school report and teacher sharing sessions 校務報告/教師分享</p>	<p>To echo with the plan, each department holds various activities to boost students' learning interests. Chinese Department promotes the reading of literature to purify students' souls. Moreover, English Department collaborates with other departments to create a relaxing atmosphere to help students learn English in their daily life. Furthermore, Buddhist Studies Department organizes different activities to enhance students' positive thinking. Other activities are also constructive in helping students to boost their learning interests. 各部門響應學校計劃，於課堂外舉辦不同類型活動以延展學生興趣。其中中文科以推動文學閱讀為宗旨，以經典文學作品淨化學生心靈，英文科與其他科務跨科合作，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。其他各類型的活動均有效提昇學生對學習的興趣。</p>

Major Concern 1(C): Report of Each Subject  
重點關注事項 1(C)：各科報告

Subject 科目	Strategies 策略	Success Criteria 成功準則	Evaluation Methods 評估方法	Implementation Report 工作報告
<p><b>Chinese</b> 中文科</p> <p><b>Chinese Literary</b> 中國文學科</p>	<p>- To enhance students' language skills and learning atmosphere, 8 reading sessions will be organized. Senior form Chinese teachers will lead the reading sessions, which runs for around 40-60 minutes, to share their reading experience.</p> <p>為提升語文素養及學習氛圍，本科將舉行 8 次圍讀活動，從點到面，以小撮人為目標，循序提昇閱讀氣氛。圍讀活動由高中科任老師領讀閱讀冊《每週一篇》，圍讀 40 至 60 分鐘，師生分享閱讀經驗。</p>	<p>- Organize the activity according to the schedule. 按期完成活動。</p> <p>- Every student who is studying Chinese Literature should participate at least twice. 所有文學組同學均須至少參與一次的校內外工作坊。校內設圍讀計劃，文學組同學須參與至少 2 次的圍讀項目。</p>	<p>- No. of participants 參與人數</p> <p>- Questionnaire 問卷調查</p>	<p>8 reading sessions were held in this academic year. S.4 students and students taking Chinese Literature were required to join at least one to two reading sessions. Two of the reading sessions were hosted by famous authors on 16<sup>th</sup> February and 27<sup>th</sup> April. Overwhelming response was received. Moreover, students feel good about spending time to read additional texts with other schoolmates and teachers. It is beneficial to the building of students' interest in Chinese Literature.</p> <p>本學年按進度共進行了 8 次圍讀，中四級同學及文學組同學均至少參加一至兩次圍讀活動。其中兩次圍讀請來寫作人主持活動，包括 2 月 16 日由寫作人兼採訪者冼麗婷主持的讀書會及 4 月 27 日由呂永佳老師親身講授〈公園，那憂傷的入口〉，同學反應熱烈。此外日，有同學表示恆常參與圍讀活動，對於能在課堂以外的時間與同學、老師閱讀課外篇章，分享讀後心得感到愜意，讀書氛圍有助提昇對文學的興趣。</p>
<p><b>English</b> 英文科</p>	<p>- To collaborate with STEM subjects, History and Moral and Civic Education Team to enable students to learn English and other subjects through hands-on experiences in a relaxed ambience. A variety of English activities will also be provided to cater for students of different age and interests.</p> <p>與 STEM 科目、歷史和德育及公民教育團隊合作，讓學生在輕鬆的氛圍中通過動手體驗學習英語和其他科目為不同年齡和興趣的學生提供豐富多彩的英語活動。</p>	<p>- STEM Week in Term 1 第一學期舉辦 STEM 周</p> <p>- Culture and Heritage Week in Terms 1 and 2 第一及第二學期舉辦文化傳承周</p> <p>- Over 80% of junior students will take part in the activities as active participants and audience 超過 80% 的初中同學將作為積極參與者和觀眾。</p>	<p>- Student participation 學生參與</p> <p>- Teachers' feedback 老師回饋</p>	<p>An English karaoke competition was run together with the music department.</p> <ul style="list-style-type: none"> <li>- STEM</li> <li>- MCE</li> <li>- History</li> </ul> <p>本學年英文科與音樂科、STEM、公民教育及歷史科合作舉辦活動，同學反應熱烈。</p>
<p><b>Mathematics</b> 數學科</p>	<p>STEM week STEM 週</p> <p>The Mathematics Department will work collaboratively with the Science Department and the IT Department to organize a large-scaled STEM</p>	<p>- Students participate actively in the activities. 學生積極參與</p> <p>- Positive feedback from students.</p>	<p>- Participation rates of students 參與百分率</p> <p>- Accuracy of students' answers</p>	<p>With regard to the Mathematics activity about Pi and circles, over 70 students joined and enjoyed the games in 4 counters.</p> <p>關於圓周率和圓的數學活動，超過 70 名學生參與，享受 4 個攤位遊戲。</p>

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	<p>week in mid-March 2022 and hold the following activities: 2022年3月中旬，數學組將與科學及IT組合作舉辦大型STEM週，並舉辦以下活動：</p> <ul style="list-style-type: none"> <li>- Game stalls: Inspiring students to apply various strategies related to game theories via some games. 遊戲攤位：通過一些遊戲，啟發學生應用與博弈論相關的各種策略。</li> <li>- Pi- Day: Introducing the history of Pi. Various games related to the properties of Pi will be introduced. Pi-日：介紹Pi的歷史。將介紹與Pi屬性相關的各種遊戲。</li> <li>- Mathematics activities in the school campus: Mathematics games under the theme of Graph Theory will be promoted to students. Small-scaled exhibitions and student helpers (from the Mathematics Club) will facilitate the promotion. 校園數學活動：以Graph Theory為主題，在校園舉辦數學遊戲。小型展覽和學生助手（來自數學組）負責推廣工作。</li> </ul>	<p>學生正面回應</p> <ul style="list-style-type: none"> <li>- Students will have deeper understanding on Pi. 對於Pi課題有更深入的認識。</li> <li>- Positive feedback from students. 學生正面回應</li> <li>- 20% of students participate in an activity on a voluntary basis 20%學生自願參與活動</li> </ul>	<p>同學回答精準度</p>	<p>Under the guidance of Mathematics Club student helpers, participants usually found it easy to finish the tasks. 在數學學會的學生助手指導下，參與者通常能輕鬆完成任務。</p>
<p><b>Citizenship and Social Development</b> <b>公民與社會發展科</b></p>	<ul style="list-style-type: none"> <li>- Outing: There will be visit or workshop for Secondary 4 and 5 students using the Life-wide Learning Grant. 外出參觀：中四及中五級分別舉行一次與課程有關之參觀或參與工作坊，暫定申請全方位學習基金。</li> <li>- Cultural conservation and heritage week: Students can learn more about traditional Chinese culture via workshop and talk. 文化保育及承傳周：與英文、歷史及視藝科合作，推行「文化保育與承傳周」，透過工作坊及講座，認識中國非物質文化遺產及中國文化發展，以加深同學對中國傳統文化的認識。</li> </ul>	<ul style="list-style-type: none"> <li>- Organize related activities according to the schedule 按期舉行有關活動</li> </ul>	<ul style="list-style-type: none"> <li>- Students' participation rates 同學的參與度</li> <li>- Teachers' feedback 帶隊老師的回饋</li> <li>- Tutors' feedback 課程導師的回饋</li> </ul>	<p>With the relaxation of social distancing measures, S.4 students conducted visits to various places which include:</p> <ul style="list-style-type: none"> <li>- 4A: local organic farm to learn about the development of farming industry</li> <li>- 4B and 4D: Sam Tung Uk Museum to learn about the development of Chinese intangible culture</li> <li>- 4C: Cheung Chau to learn about Chinese traditional architecture and cultural heritage.</li> <li>- Positive feedback is received. Course worksheet also shows that students have a deeper understanding after attending these activities.</li> <li>- It is expected that similar activities will be organised.</li> <li>- Visits could not be arranged for S.5 students as they need to participate in the mainland study</li> </ul>

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	<p>- Organize workshops: Students can better understand China's aerospace development and enhance their national identity. 舉行體驗工作坊：中國航天發展——讓學生認識中國航天發展，提升國民身份認同。</p>			<p>tour.</p> <p>隨著疫情放緩及防疫政策放寬,中四級同學於本學年的下學期曾作以下參觀:</p> <ul style="list-style-type: none"> <li>- 4A: 一月中參觀本地有機農業的發展</li> <li>- 4B 及 4D: 六月參觀三棟屋了解中國非物質文化遺產的發展</li> <li>- 4C: 二月初到長洲了解中國傳統建築與文化承傳</li> <li>- 同學對活動反應良好, 於課程工作紙中亦反映這些活動能加深他們對課程的認識</li> <li>- 預計下學年繼續舉辦相似活動</li> <li>- 中五級因要處理內地考察,故未能安排進行參觀</li> </ul> <p>Cultural conservation and heritage week was conducted in September. 9 classes attended activities organised by the mobile ICH truck to learn about the development of intangible cultural heritage in Hong Kong. Students from other classes could also visit the truck during recesses and lunchtime. Moreover, 10 students were trained to be the ICH leader to promote the importance of the conservation of ICH. Furthermore, 15 students joined the dough sculpture workshop to learn about Chinese traditional skills. Students like the arrangement because tutors organised different activities for students to learn through experience.</p> <p>文化保育及承傳周已於9月進行,9班同學被安排參與非遺專車教室活動,認識香港的非遺發展。全校其他班別的同學亦於小息及午飯時間到非遺專車參觀。另外,10位同學接受訓練成為「非遺小館長」,向其他同學推廣非遺的重要,15位同學參與麵塑技藝工作坊,學習中國傳統工藝。同學欣賞是次活動安排,因為導師安排了不同類型的活動,讓同學可以「動手做」,</p> <p>The workshop of China's Development in Aerospace Technology could not be arranged because of the packed schedule. Hopefully, it can be held next year.</p> <p>中國航天發展工作坊因為試後活動排程較密,本年</p>

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<b>Buddhist Studies</b> 佛學科	<ul style="list-style-type: none"> <li>- Through joining meditation and religious activities, students can understand their own characteristics, monitor their emotions and learn to take care of themselves. 從禪修活動及宗教活動，讓學生認識自己的特質，並覺察自己的情緒，學會照顧自己。</li> <li>- The school will work with different parties to organize meditation or Buddhism-related activity. 宗教組繼續透過「健康校園在善德」計劃，並邀請校外弘法組織合作，協辦不同禪修或佛法活動。</li> <li>- 5-min talks in the morning assembly: Teacher will share Buddhism stories with students from late September 2022 to May 2023. 早會 5 分鐘短講：於 9 月下旬至 5 月安排老師在早會與學生分享時事或佛教故事，內容主題圍繞「五乘」，讓學生明白各人特質和發願不同，但只要各人按自己的特質發展，彼此最終都能達到目標，從而建立自信；</li> <li>- Meditation: There will be specific topics for senior form students. Students can learn to be aware of their own emotions and understand themselves. 禪修活動：於高中進行特定主題的禪修，例如「最自己最好的朋友」，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</li> <li>- Around 20 students will be conducting meditation in rural areas with teachers and mages. 野外禪：擬於本學年冬季或春季舉行一次校外禪修活動（如因疫情影響則改為校園禪修），宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生從活</li> </ul>		<ul style="list-style-type: none"> <li>- Teacher's observation and feedback 宗教老師從觀察及回饋，評估活動的成效。</li> <li>- Interviews with students to learn about their feelings 從學生訪問了解他們對活動的感受，評估活動成效。</li> <li>- More than 20 students to join the activity or competition. 能有超過 20 位學生參加活動或比賽。</li> <li>- Obtaining at least 5 prizes in different competitions 能取得至少 5 個獎項。</li> </ul>	<p>度未能進行，期望明年可以舉辦</p> <p>5-minute sharing session in morning assembly: 6 morning assemblies were held after face-to-face teaching resumed in February. Besides teachers, students were invited to give a speech to their fellow schoolmates to boost their confidence. 早會 5 分鐘短講：自 2023 年 2 月全面復課後，共 6 次早會皆如期進行，除了老師親自負責短講外，也邀請學生向全校演講，提升自信心。</p> <p>Meditation: even though the first term was affected by covid-19, the plan can still be carried out. Joining activities such as “The disappearance of sound”, “Be your own best friend” and “Alone and Lonely”, students learn to be aware of their emotions and learn about their characteristics and strengths. After the resumption of class, Master Chang Lin was invited to conduct a photo taking workshop for S.5 students. After demonstration, students tried to take photos peacefully and learn about themselves. 禪修活動：雖然上學年受到仍然受到疫情影響，但大致能按計劃完成計劃，學生透過主題禪修活動中（例如「聲音的消失」、「做自己最好的朋友」及「ALONE 與 LONELY」），學生從活動中覺察自己的情緒，並認識自己的特質和優點。復課後，本科邀請常霖法師到校為中五級舉辦禪影禪工作坊，當日在法師開示後，學生即場嘗試在校園靜心攝影，並覺察自己的情況。</p> <p>Meditation in rural areas: It is planned to be conducted in winter, but due to the social distancing measures, only similar activities could be held in the campus. Students were allowed to walk around in the campus to observe changes during class suspension. 野外禪：計劃原定於冬季進行，唯因禁聚令而無法進行，最後改為在校內進行類似的活動，如老師教導「直觀」及「行禪」，讓學生在校園漫步，覺察校園在停學期間的變化。</p> <p>Different religious activities were held. Students participated in some big events such as photo-taking</p>

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	<p>動中覺察自己的情緒，並認識自己的特質和優點。</p> <ul style="list-style-type: none"> <li>- Different religious activities will be held. Students can reach their full potential through helping in the activities. 舉行不同校內弘法活動，讓更多學生有機會發揮所長：透過籌辦弘法活動，老師可讓學生參與司儀、活動籌劃、劇本創作、電腦支援等工作，讓不同學生展示他們的成就，發掘自己的長處；</li> <li>- Students can build confidence through joining various activities such as voluntary work, writing composition and storytelling composition, etc. 參與不同校外活動及比賽，讓學生建立成就感：宗教組多參與不同種類的活動，例如義工、徵文比賽、講故事比賽、專題研習等，期望能有更多學生得獎，以建立自信心。</li> </ul>			<p>workshop, opening ceremony of SK Hall, Buddhism drama production and performance, S.2 project-based learning. Students successfully reach their full potential. Some activities also enable students to show their achievements, so this gradually increase students' confidence.</p> <p>舉行不同校內弘法活動：同學從參與大型活動例如「攝影禪」、「兆基雨潤堂開幕典禮」、「佛誕話劇製作及演出」、「中二專題研習：不同的佛教派別」等，成功地發揮學生的能力及成就，部分活動更舉行專題研習展覽，向大眾展示學生成就，進一步提升他們的自信心。</p> <p>Students joined various activities and competitions, such as different writing composition competitions and were awarded.</p> <p>參與不同校外活動及比賽：同學今年參加「永義獎學金計劃」、「全港佛誕徵文比賽」等，並獲得獎項。</p>
<p><b>Biology</b> 生物科</p>	<ul style="list-style-type: none"> <li>- Organize extracurricular activities that can spark students' interest in science, boost their learning motivation and allow chances for students to interact with teachers and peers in a relaxed setting. 舉辦課外活動，引起學生對科學的興趣，提升學習動機，讓他們在輕鬆的環境下和同學及師長交流。</li> </ul>	<ul style="list-style-type: none"> <li>- At least two extracurricular activities were organized in this academic year. 本學年舉辦至少兩次課外活動。</li> </ul>	<ul style="list-style-type: none"> <li>- To see if at least two extracurricular activities were organized in this academic year. 檢視今年是否舉辦了至少兩次課外活動。</li> </ul>	<p>In order to spark students' interest in science and boost their learning motivation, we have organized a variety of extracurricular activities that provide opportunities for students to interact with teachers and peers in a relaxed setting.</p> <p>為了提昇學生對科學的興趣，提高同學的學習動機，生物科舉辦了不同類別的課外活動，以提供機會讓學生可以以輕鬆的方式與老師及同儕交流。</p> <p>Through these activities, we have observed a noticeable increase in students' interest in science, as evidenced by their eagerness to participate in various activities. Moreover, these activities have motivated students to learn new techniques and skills independently, as many of the competitions require them to develop these skills on their own.</p> <p>透過活動，我們觀察到學生對科學的興趣有明顯的提昇，當中不少同學積極參與活動，這些活動更使同學願意自主探索新的技術與方法以參加不同類型的科學比賽。</p>

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				<p>By interacting with teachers, peers, and students from other schools, students have broadened their horizons and gained new perspectives. These activities have also provided opportunities for students to explore their strengths and interests, which can foster a sense of self and boost their confidence. Overall, we believe that these extracurricular activities have had a positive impact on students' learning and personal development. 透過與老師、同學及他校學生交流，同學擴闊了學習水平及深度，這類活動亦有效地讓學生發掘個人的長處及興趣，讓學生能提昇學習自信。整體來說，課外活動對於學生學習與個人成長均有正面影響。</p>
<b>Chinese History</b> 中國歷史科	<ul style="list-style-type: none"> <li>- National Security Education: Chinese Cultural Day 國安教育：校園集古村—中華文化日</li> </ul>	<ul style="list-style-type: none"> <li>- Participation rate: 90% 90%參與率</li> <li>- 90% of participants agree the event can help increase their knowledge of Chinese culture 90%認同是次活動有助增加對中國文化的認識</li> </ul>	<ul style="list-style-type: none"> <li>- No. of participants 統計出席人數</li> <li>- Questionnaire 問卷調查</li> </ul>	<p>In general, students participated in the activities actively. 學生普遍投入活動，積極參與。</p>
<b>History</b> 歷史科	<ul style="list-style-type: none"> <li>- Subject activities beyond classrooms will be organized to offer promote learning atmosphere and successful experience to students, for example, the e-reading programme, online talks and exchanges, and stall games had invited some average students to stretch their potentials in less format setting 將組織課堂以外的學科活動，為學生提供促進學習氛圍和成功經驗的機會。例如電子閱讀、網上講座和交流、攤位遊戲等，邀請能力一般的學生在正規課堂外發揮他們的潛力。</li> </ul>	<ul style="list-style-type: none"> <li>- Subject-related activities are carried out throughout the year. 全年展開與科目相關的課外活動</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation among teachers in the panel 科組同事給予評估</li> <li>- Post-activity questionnaire 活動後的問卷調查</li> </ul>	<p>Subject activities were held throughout the year. 全年舉辦了多項活動：</p> <ul style="list-style-type: none"> <li>- <b>S.1 中一級</b></li> <li>- A subject talk provided by the DLC about the Intangible Cultural Heritage. (LWL Grant) 舉辦了以非物質文化遺產為題的講座。</li> <li>- Outcome &amp; evaluation: The talk was conducted in November 2022. The speaker prepared well for the topic. As the topic is fairly conceptual and the time for the talk is quite long (70 minutes), some students may find it not so attractive. It is suggested that the topic next year will be changed to 'Plague in 1894 Hong Kong', which contains more 'stories' to tell. 成效評估：講座於2022年11月進行。講者準備充足，但由於講題涉及較多概念，且演講時間相當長(70分鐘)，部分學生或覺得不太吸引。建議明年的主題改為「1894年香港瘟疫」，內容更具故事性。</li> </ul>

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				<ul style="list-style-type: none"> <li>- <b>S.2 and S.3 中二及中三</b></li> <li>- An oral history theatre offered by Chung Ying Theatre. All Form 2 and 3 participated in this activity. (Free activity) 舉辦了由中英劇團主演的口述歷史劇場，中二及中三全級學生參與。(免費活動)</li> <li>- Outcome &amp; evaluation: Held on 7 July 2023, the same day with Students' Summer Festival. While students generally had positive feedback on the show, it would have been better to held during teaching month since some students seemed being occupied by Summer Festival and looked tired during the show. 成效評估：活動於 2023 年 7 月 7 日舉行，與校園祭同時進行。學生對節目的反應普遍正面，但部分學生因參與校園祭活動，在觀賞劇目時顯得疲倦，建議將劇場安排在上課期間舉行。</li> <li>- <b>S.4 and S.5 中四及中五</b></li> <li>- Subject talk on Late Qing Reform and the life of the Empress Cixi. (LWL Grant) 舉辦有關晚清改革和慈禧太后生平的講座。</li> <li>- Outcome &amp; evaluation: All S.4 and S.5 elective students joined the talk carried out by Dr Fung Tin Lok on 19 April 2023. The outcome was not ideal as expected since most of the contents of the talk were related to Cixi's personal experience but not the political situation of the Late Qing period. This activity will not be considered in the future. 成效評估：講座於 2023 年 4 月 19 日舉行，由馮天樂博士主講，所有中四及中五的選修科學生參加。講座大部分內容與慈禧的個人經歷有關，較少提及晚清時期的政治情況，效果不如預期。日後不會再舉辦此活動。</li> <li>- Model United Nations Workshop (29 and 31 August 2022) (LWL Grant) 模擬聯合國工作坊 (2022 年 8 月 29 日及 31 日)</li> </ul>

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				<p>The activity has not yet completed by 31 July 2023. 活動未能在 7 月 31 日前完成。</p> <ul style="list-style-type: none"> <li>- <b>S.6 中六級</b></li> <li>- Joint-school mock exam practice (Mar 2023) 聯校模擬考試 (2023 年 3 月)</li> <li>- Outcome and evaluation: Finished. Students taking DSE this year were asked to finish a mock paper designed by a group of History teachers. 成效評估：活動順利完成，應屆文憑試考生需完成由歷史科老師設計的模擬試題。</li> <li>- <b>Whole-school 全校參與</b></li> <li>- A trip to Tai O with the Transportation Society 交通社大澳遊 (17/8/2022)</li> <li>- A trip to Wong Nai Chung Gap trail co-organized with the CSD Department. 與公社科合辦黃泥涌峽徑之旅 (10/9/2022)</li> <li>- The Visit of the Intangible Cultural Heritage Bus to our school. Students joined workshops, guided tour experience and handicraft workshops. Related books were also displayed in the library. Co-organized with the CSD Department and the School Library. 與公社科和圖書館合辦，安排「移動·非遺」專車到訪本校，為學生提供工作坊、導覽和手工藝班，並展出非遺主題的書籍。(26-28/9/2022)</li> <li>- Thematic Meeting organized by the History Club. Students were invited to speak on the Hong Kong Pop culture and how people learn History from Japanese animations. 歷史學會舉辦專題會議，邀請學生討論香港流行文化及如何從日本動畫中學習歷史。 (13-14/12/2022, 16-20/3/2023)</li> <li>- Toy-making workshop (re-run) 12 students joined and the responses were great.</li> </ul>

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				<p>玩具製作工作坊 (重辦) (2/2/2023) 活動有 12 名學生參與，評價很高。</p> <ul style="list-style-type: none"> <li>- One group of S.2 students created a radio drama promoting herbal tea as Intangible Cultural Heritage. Their work was also nominated as the “most recommended radio programme” by the event organizer. 中二學生參加了《歷史文化學堂 (第七屆) — 非遺零距離》電台講演，以涼茶為主題製作廣播劇，更被評審選為「最推薦電台講演作品」。(1/2023)</li> <li>- Their product 學生作品： <a href="http://www.youtube.com/watch?v=Ppy9lb59XsQ">http://www.youtube.com/watch?v=Ppy9lb59XsQ</a></li> <li>- S.1 Visit to Shueng Wan. Students visited the buildings and the Hong Kong Museum of Medical Science to understand more about the Plague happened in 1894. 中一學生前往上環參觀建築物和香港醫學博物館，深入了解 1894 年發生的瘟疫。 (4/3/2023)</li> <li>- Our department worked with the English Department to organize the “31st Model ASEAN Summit” to promote the culture of learning through joining mock conferences. The students prepared materials and discussed ways to cooperate to eliminate poverty in Asia. 與英文科合作，推薦學生參與「第 31 屆模擬東盟峰會」，透過模擬會議推廣學習文化。學生準備並討論合作方式，以消除亞洲的貧困問題。(14-19/3/2023)</li> <li>- A trip to Peak with the Transportation Society. 交通社參觀山頂 (4/4/2023)</li> <li>- A guided tour to Tai Po 大埔導賞團 (29/4/2023)</li> </ul>

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				<ul style="list-style-type: none"> <li>- A workshop about the Almanac, an example of Intangible Cultural Heritage, for S.4B and 4D students. 4B 及 4D 學生參與介紹通勝(非物質文化遺產)的講座 (16, 28/6/2023)</li> <li>- A guided tour to North Point 北角導賞團 (3/7/2023)</li> <li>- History Club committee members made games for students in the Summer Festival. 歷史學會為校園祭設計遊戲。(7/7/2023)</li> <li>- Model International Conference competition 3D Yip Ho Yin won the best delegate speaker award. 國際模擬會議比賽，3D 葉灝賢奪得最佳發言人獎 (8/8/2023)</li> <li>- Students joined the Junior History e-reading Award Scheme. 初中歷史科電子閱讀獎勵計劃 2023 (3-7/2023)</li> <li>- Overall evaluation: These events were generally perceived positively by the students. These events gradually helped the Department to attract some students with various interests to learn outside the classroom. The ICH Bus, Thematic Meeting on Japanese Animation and the North Point tour were especially popular among the participants. The Department is dedicated to create diverse learning experience outside classroom for students in the future, while the frequency and format of the events could be reviewed. 整體評價：學生對各項活動反應正面，成功吸引不同興趣的學生在課堂外學習，其中非遺巴士、日本動畫講座和北角遊尤其受歡迎。本科會繼續為學生提供多元的課外學習體驗，並檢視各項活動的形式和頻率。</li> </ul>
<b>Economics</b> 經濟科	- Students will visit organizations such as the Hong Kong Monetary Authority. They will	- At least one activity is organized.	- Documents and records	<i>hkeconschool</i> was subscribed for students to provide extended learning opportunities.

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	<p>also be encouraged to read economic journals and participate in competitions outside school. 安排同學參觀機構例如香港金融管理局。同時鼓勵同學閱讀有關經濟雜誌並參與校外比賽。</p>	<p>至少能舉辦一項活動 - <i>hkeconschool</i> is subscribed. 訂閱 <i>hkeconschool</i> 雜誌 - Students participate in competitions outside school. 學生參與課外比賽</p>	<p>文件以及紀錄</p>	<p>訂閱 <i>hkeconschool</i> 擴展學生學習機會</p> <p>Tang Wai Yan of 6D won the first runner-up in the Commentary Competition 2022 organized by the Hong Kong Association for Economics Education. 6D 同學參加香港經濟教育協會舉辦的 2022 年比賽項目，取得亞軍獎項</p> <p>S.4 and S.5 students participated in the comics competition and the commentary competition organized by the Hong Kong Association for Economics Education. 中四、五同學參與香港經濟教育協會舉辦的漫畫比賽。</p> <p>Nineteen S.4 and S.5 students were awarded the certificate of excellence in the economic infographic challenge organized by the Education Bureau. 19 位中四、五同學取得由教育局主辦的經濟信息圖表比賽，取得優異證書。</p> <p>S.5 students visited the Hong Kong Monetary Authority on 15 March, 2023. 中五學生探訪金管局</p>
<p><b>Geography</b> 地理科</p>	<p>- Marine Conservation Division/Biodiversity, Agriculture, Fisheries and Conservation Department 漁農自然護理署海洋保育科/生物多樣性 - Jockey Club Field studies and environmental protection 賽馬會實地考察與環境保護 - Students taking VA and Geography can join some drawing competition organized by Agriculture, Fisheries and Conservation Department 學習 VA 和地理的學生可以參加由漁農自然護理署舉的繪畫比賽</p>	<p>- Students can actively participate in learning activities 學生積極參與活動</p>	<p>- Students joining the activities can give some feedback and post it up on the notice board for sharing. 學生給予回應，並能在壁報板展示並作分享。</p>	<p>The Geography Club held booth games during those exhibitions. Students actively participated and learned more about the habitat of horseshoe crabs. They didn't realise there are so many horseshoe crabs in HK and they need our help in conserving the fragile habitat. 地理學會舉辦各類活動，在展覽期間亦舉辦攤位遊戲。同學們積極參與，進一步了解蟹的生活習性。他們沒有意識到香港有這麼多蟹，活動亦提昇了同學對蟹的了解，建立了同學保護這類生物的意識。</p> <p>And for the &lt;Adopting a river&gt; held by HKU and the Jockey Club, S5 and S6 students got an opportunity to visit the Tung Chung River. River rehabilitation is also the latest conservation program being carried out in many rivers in HK. Visiting the mudflat also gave them unforgettable learning experiences.</p>

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				中五、六同學透過香港大學及賽馬會的實地考察，有機會探索東涌河，河流修復也是香港多條河流正在進行的最新保護計劃。參觀泥灘也給他們帶來了難忘的學習經歷。
<b>Tourism &amp; Hospitality</b> 旅遊與款待科	<ul style="list-style-type: none"> <li>- S.4 Field trip: Organic farming visit with Citizenship and Social Development 參觀火龍果有機生態農莊</li> <li>- S.4 Field trip: Disappearing Victoria City 消失的維多利亞城</li> <li>- S.5 OLE: Aviation and Tourism Industry Workshop 航空及旅遊行業工作坊</li> <li>- S.5 Visit Trip and Info Day 2023 by the VTC Hotel and Tourism Division</li> <li>- 食住玩滿 FUN 日 2023</li> </ul>	<ul style="list-style-type: none"> <li>- Students can actively participate in learning activities 學生積極參與活動</li> <li>- More than half of THS students join the activities voluntarily 多過半數旅款科學生自願參與活動</li> </ul>	<ul style="list-style-type: none"> <li>- Students gave positive feedback of the activities 學生對活動作出正面回應</li> <li>-</li> </ul>	<p>Overall both S.4 and S.5 THS students were excited through different field trips as they can learn outside the classroom and acquire practical knowledge. 整體來說，中四、五旅款同學認為參與不同的實地考察有助提高經驗，獲取課本以外的實用知識。</p> <p>It is better if learning activities can be held in their lesson time or after exam as some of them are not willing to join activities in the post-exam period. 舉辦活動時宜安排於上課時段或考試後，部分同學不願參與試後活動所舉辦的實地考察。</p>

## **Reflection on Major Concern 1** **To raise student's confidence in learning**

### **重點關注事項一之反思** **提昇學習自信——重視自我反思，延展學習興趣**

1. 2022-2023 is the second phase of the three-year school development plan. In this academic year, covid-19 was under control, so teaching could be carried out normally. The teaching of difficult parts was introduced in the last academic year. Through the use of specially designed assignments and different teaching methods, students were guided to follow a framework or steps to deal with the difficult parts. Utilizing pre-class and after-class exercises, students could practise what they had learnt and build their confidence in learning. According to the report of each subject, the teaching of difficult parts was effective in helping students to handle challenging topics. Therefore, the teaching and learning of difficult parts will continue to be this year's focus. Also, the construction of knowledge through self-reflection will be emphasized in each subject. To optimize the existing self-reflection process, other than completing questionnaire after finishing assignments, students will also need to complete the newly added self-reflection section. This can help facilitate the process of the construction of knowledge through self-reflection. The aforementioned concerns had been addressed on schedule. Besides, teachers of each subject had prepared documents about students' self-reflections with students' coursework samples attached. Through students' self-reflection and comparison between students' pre-class and after-class performances, it could be known that most of the students could master the steps and skills of tackling difficult parts. This effectively helped students enhance their confidence and effectiveness in learning.

2022-2023 年為本校三年計劃的第二個階段。本學年疫情稍為喘定，教學工作得以在常規下進行。上學年推出的難點課業教學，旨在通過課業設計，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。以課前、課後練習，同學實踐所學，建立學習自信。根據各科組報告，難點課業教學對同學掌握較艱深的課題有一定的成效，為此本學年繼續以難點課業作為學與教的關注事項，各科組以「反思建構學習歷程」為關注焦點，優化現行之難點課業教學反思部分，除了已完成課業後的問卷外，亦另設反思部分，引導同學從反思中建構學習歷程。以上關注項目已按期完成計劃，各科組亦整理了難點課業反思文件並附有學生課業樣本，透過同學反思報告及課前課後的課業比對，可見大部分同學均能從難點課業教學策略之中掌握拆解課業的步驟及技巧，有效提昇學習自信，加強學習成效。

2. Major concern this year also highlighted the use of mid-term results to help students with their self-adjustments. At the beginning of this academic year, a booklet- "Assessment for Learning- Post-Test/Exam Reflection and Self-Reflection Questionnaire" was created. Each student made self-adjustments according to their results of the two tests and two exams at school. Reading students' evaluation forms in the booklets, class teachers could find out students with lower learning motivation, provide counselling and identify students with needs earlier. Besides, class teachers would also comment on the overall performance of each student after the final exam. According to the report, most students could complete the four self-reflections in a serious manner under the guidance of their class teachers. Some students even carefully examined their own learning methods and attitudes during each evaluation and made appropriate adjustments afterwards. This led to an improvement in their final grades. As for students with lower learning motivation, their reflections were superficial and perfunctory. Class teachers could utilize the self-reflections to immediately identify students' problems and follow up.

本學年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。本學年初校方印製了「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。此外，班主任亦於期終試後就每位學生整體表現給予評語。根據報告可見，普遍同學在班主任指導下均能認真完成4次學習反思，有同學更於每次評估後認真審視個人學習方法及態度，並作出適切的調整，最終成績有所進步。至於學習動力較弱的同學，反思字句粗淺敷衍，班主任藉反思報告亦可即時辨識同學的問題，並加以跟進。

3. Due to the impact of covid-19, S.6 public examination results in the past two years were comparatively worse when compared to that in the past. In this academic year, the school aimed to improve S.6 students' self-consciousness in their studies. Thus, predicted results were used to help S.6 students to make self-adjustments. Three S.6 teachers' meetings were held. Weaker students were then followed up by class teachers and subject teachers. Moreover, after the mock exam, a second mock exam was carried out for some subjects, which included Chinese Language, English Language, Mathematics and Liberal Studies. This allowed students to better understand the test pattern and exam skills. Furthermore, weaker students must do self-study at school from March to April. With comprehensive care, the public exam results this year was the second highest ever, with 88.2% (91.2% in 2018, 81.4% in 2022) of students meeting the university entrance requirements, indicating that this year's approach was effective.

過去兩年因受疫情影響，中六公開試成績稍弱於前。本學年加強中六同學自覺學習的意識，善用中六公開試預測成績讓同學作自我學習調整。校內舉行了三次中六教師會議，均針對成績預測較弱的同學由班主任及科任老師作全面的跟進。模擬試後另設中、英、數、通第2次模擬考試，讓同學更掌握考試模式及答題的方法。3月至4月期間成績較弱的同學均須回校自修，在多管齊下、全面照顧下，今年公開試成績為歷屆第二高成績，共有88.2% (2018年91.2%，2022年81.4%)符合入大學資格，可見今年的方針見成效。

4. This year, in order to set role models for students, Little Teacher Pilot Program were introduced in various subjects, including English Language, Mathematics, History and Chinese Literature. This program aimed to set role models for students to help them become self-directed learners. In this program, little teachers would choose a topic and be responsible for the teaching under the guidance of subject teachers (the teaching time was about 10-15 minutes). Teachers of each subject shared their views with other colleagues during the Staff Development Day on 31 May. After the teaching session of Chinese Language class, an interview was conducted and was videotaped. The little teachers claimed that they had a better understanding towards the topic. Also, due to the change of role, it was necessary for them to have a deeper understanding of the topic while collecting and organizing information. Therefore, this program effectively made them learn more about the topic. Some students thought that they were passive learners in the past. However, after they became little teachers, they learn more actively. This greatly influenced their learning in the future.

本學年為建立學習楷模，英文、數學、歷史及文學科率先由教學專業小組推在各科組內推行小導師先導計劃。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負責講授課題(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令同學對於課題更認識，由於身份改變，在搜集及整理資料的同時亦須對課題有更深入認識，因此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。

5. From 2021 to 2024, the school has been implementing another three-year school development plan. Under the ravages of covid-19, teaching and learning became challenging. In order to comply with the disease prevention measures, whole-day schooling was changed to half-day schooling, schools were closed for several times and face-to-face teaching was converted to online mode. As the pandemic was not yet under control in the past few years, S.6 mock exam in 2019 and 2021 were cancelled. Teachers and students faced unprecedented challenges. Keeping up with the progress became teachers' top priority. Therefore, in the early stage of the outbreak of covid-19, teaching goals that had been set had to be amended. It also took time for students and teachers to adapt to the new teaching mode. Fortunately, despite all kinds of difficulties, teachers could still seize the opportunities to carry out different pilot projects to conduct lesson study according to students' characteristics. With the goal of "cultivating self-conscious learners", a new teaching plan will be set. Through the launch of the optimization of assessment scheme, the practice of lesson study will be integrated into each subject.

2021-2024 年本校進入另一個三年計劃。在新冠疫情肆虐下，教學及學習模式面對前所未有的挑戰，為配合防疫政策，全日制課程改為半日制，學校數度停課，教學轉為網上授課模式，2019 及 2021 之中六模擬試亦在疫情告急下需作煞停，整個學習氛圍備受挑戰，對於老師來說趕進度已成首要工作，因此在疫情爆發初期，已訂下的教學目標均須重新再作調整。學生與老師也需時適應新的教學模式。可幸在百般艱難下，老師仍不忘初衷，針對學生學習的特質，爭取機會進行不同的教學試點。課研精神得以延續，並以「培育自覺學習者」為目標，定下新一階段學習計劃，將課研精神融入每科學習之中，推行「優化課業評估」計劃。

6. In this academic year, teachers of each subject continued to conduct different types of activities outside the classroom to create a pleasant learning atmosphere for students and raise their interest in learning. The Chinese Department endeavoured to promote reading activities. Other than holding regular reading sessions, the department also organized a S.3 reading and writing class. While reading Chinese literary works, students' souls can be purified. Also, several visits which include CUHK Culture Trail guided tour were arranged to enhance students' understanding of Chinese culture. Nevertheless, the English Department collaborated with other subjects to integrate the learning of English into daily life in a relaxing vibe. Last but not least, several activities were also carried out by the Buddhist Studies Department to improve students' mindful thinking. Other types of activities could also effectively boosted students' interest in learning.

本學年各科繼續於課堂外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學生心靈，英文科與其他科務跨科合作，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，其他各類型的活動均有效提昇學生對學習的興趣。

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

重點關注事項二：提昇學生自尊感以及對學校的歸屬感

Aims and objectives 目標	Strategies 策略	Success Criteria 成功準則	Methods of Evaluation 評估方法	Implementation Report 工作報告
<p><b>To enhance students' self-esteem</b> 提昇學生自尊感</p>	<p><b>Training for students</b> 學生訓練活動</p> <p>To equip <b>students</b> with the necessary knowledge and skills about the <b>students</b> to improve their <b>self-esteem</b> 為學生裝備有關如何提高自尊心的語言、知識和技能。</p> <p>(1) Workshops or talks 工作坊或講座</p> <p>(2) Meditation and religious activities to develop in students the ability to recognize one's attributes, understand one's emotions and take care of oneself 從禪修活動及宗教活動，讓學生認識自己的特質，並覺察自己的情緒，學會照顧自己。</p> <p>(3) SEN students to organize and host activities related to board games and modes of transport to widen their social circle and develop social skills. 桌遊小組和交通社由 SEN 學生擔任幹事的學會，通過帶領同學籌辦活動，擴大其社交圈子、訓練靈活變通能力。</p> <p>(4) Writing classes for SEN students to enhance their confidence 為有特殊教育需要的學生提供寫作課程以增強他們的自信心。</p>	<ul style="list-style-type: none"> <li>More than 70% of students agree that the programs, seminars and workshops help them acquire the knowledge, skills to improve their esteem. 超過 70% 的學生同意課程、研討會和工作坊幫助他們獲得知識和技能，從而提高他們的自尊心。</li> <li>Students will give positive feedback in post-event / programme surveys and interviews. 學生在活動後/課程問卷及訪談中給予正面反饋。</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation forms to be completed at the end of each programs, seminar and workshop 在完成每個課程、研討會和工作坊後填寫評估表。</li> <li>Observation 觀察</li> </ul>	<p>Theme-based meditation activities were held, and students agreed that the activities could help them recognize their emotions, characteristics and strengths 舉辦了各種主題禪修活動，學生認為活動有助他們覺察自己的情緒，並認識自己的特質和優點。</p> <p>After-school learning support were provided to SEN students. By enhancing their learning skills, students' self-confidence was successfully boosted. Teacher-in-charge of the programme agreed that the content of the lessons was clear and easy to follow. 為 SEN 學生安排課後學習支援，協助他們改善學習技能，提升自我效能感。負責老師認同教學內容清晰、學生易於掌握。</p> <p>Student members of the Transportation Club organized an outing to the Hong Kong Island and a booth in the school's Summer Fest. They showed great passion and active participation towards the activities. The board game groups also successfully enhanced students' social skills. 交通社成員舉辦了一次前往港島的外遊活動，以及在校園祭舉辦展覽，表現積極。桌遊小組活動亦有效提升學生的社交技巧。</p>
	<p><b>A. Fine-tuned activities and programmes for students</b> 調整學生活動或課程的內容</p>	<ul style="list-style-type: none"> <li>Activities and programmes held. 舉辦活動及課程</li> </ul>	<ul style="list-style-type: none"> <li>APASO Survey (Self - Concept) 情意及社交表現評估</li> </ul>	<p>All participants met the requirements of the mountaineering courses. In the anonymous questionnaire conducted by the discipline</p>

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	<p>(1) Helping students to discover and acknowledge their own unique qualities by providing different kinds of activities and programs to let students explore, organize or participate in and giving opportunities to students to display their talents。 通過提供不同類型的活動和項目讓學生探索、組織或參與，並給予學生施展才華的機會，幫助學生展示自己的才能。</p> <ul style="list-style-type: none"> <li>Board of Discipline: 3-stage mountaineering courses focusing on interpersonal skills, mountaineering knowledge and practice and lion dance programme 以人際交往技巧、登山知識與實踐為重點的登山課程和舞獅課程。</li> <li>To continue “Sin Tak’s SUM Scheme” for both S.1 and S.2 students 中一及中二繼續善德一 SUM 的計劃。</li> </ul>	<ul style="list-style-type: none"> <li>Students actively participate in the activity. 學生踴躍參與活動</li> <li>Participation rate of students in the activities 學生活動參與率</li> <li>50% of students have a better understanding of their strengths. 50%的學生更清楚明白自己的強項。</li> <li>Students concerned will have fewer punishment records and an improvement in conduct grades when comparing their previous and current school reports. 學生會比過往及現在有較少違規行為及操行有進步。</li> </ul>	<ul style="list-style-type: none"> <li>Teachers’ observation 老師觀察</li> </ul>	<p>board, participants felt that the course was intriguing and fruitful. Course instructors, participants showed significant improvements in interpersonal communication and ways in dealing with problems. For the lion dance training, instructors agreed that students could show team spirit and respect their teammates. 所有學生都符合登山課程的要求。在不記名的問卷調查中，學生認為課程有吸引力，收穫頗豐。導師認為，學生在人際溝通和處理問題兩方面有明顯改善。在舞獅訓練中，導師一致認為學員能夠展現團隊精神，尊重隊友。</p> <p>To recognize students’ effort and strengthen their self-confidence, students with outstanding performance in Sin Tak’s SUM Scheme were nominated to receive an award. 在善德一 SUM 計劃中表現出色的學生由老師提名獲獎，認可學生的努力，增強他們的自信心。</p>
	<p>(2) Equipping students with skills and techniques to set realistic long-term and short-term goals through formal and informal curriculum 通過正式和非正式的課程，讓學生掌握訂立現實的長期和短期目標的技能和技巧。</p> <ul style="list-style-type: none"> <li>JUPAS operations, mentorship workshops and talks JUPAS 工作坊及講座</li> </ul>	<ul style="list-style-type: none"> <li>70%+ of S6 students participate in JUPAS events and give positive feedback 超過 70% 的中六學生參與聯招活動並給予正面回饋。</li> </ul>	<ul style="list-style-type: none"> <li>APASO Survey (Self - Concept) 情意及社交表現評估</li> <li>Teachers’ observation 老師觀察</li> </ul>	<p>S.6 students found the JUPAS events useful. 學生認同活動有助他們進行聯招選科。</p>
	<p>(3) To show recognition to student efforts 認同學生付出的努力</p> <p>To review the current rewards system and set up a centralized rewards system 檢討現行的獎勵制度，並建立中央獎勵制度</p> <ul style="list-style-type: none"> <li>Board of Discipline: Commendation Scheme for outstanding students 訓導組：優秀學生表彰計劃。</li> </ul>	<ul style="list-style-type: none"> <li>Students show higher self-concept in the APASO survey. 學生在情意及社交表現評估中顯示更高的自我概念。</li> </ul>	<ul style="list-style-type: none"> <li>APASO Survey (Self-concept) 情意及社交表現評估</li> <li>Feedback from teachers and students 老師及同學的反饋</li> </ul>	<p>Various award schemes were introduced to recognize students’ achievements, for example, the Student Excellence Award from the Board of Discipline, Outstanding Leader in ECA, etc. 學校推出各式獎勵計畫，例如訓導組的「優秀學生獎」、課外活動組的「傑出課外活動學生領袖」等，表揚學生的優秀表現。</p>

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	<ul style="list-style-type: none"> <li>To provide opportunities for students to show their appreciation of and gratitude to their classmates or teachers: thank you notes/ thank you forest 讓學生有機會表達對同學或老師的感激和感激：感謝信</li> <li>To inform parents of their child's successes through Teachers and parents conference 通過教師和家長會議告知家長孩子的成功。</li> <li>To arrange student leaders' meetings with the Principal, VPs and Aps (Class monitors, House / committees chairpersons/ vice chairpersons/ Head Prefects) 安排學生領袖與校長、副校長和助理校長會面（班長、社幹事/主席/副主席/風紀）</li> <li>S1 parents night : parents' words of encouragement 中一家長晚會：父母的鼓勵說話</li> <li>To help students deal with adversity and think positivity 幫助學生面對逆境和正面思考</li> <li>Nominations and application for scholarships 提名及申請獎學金</li> </ul>			<p>Students were nominated to receive scholarships for their excellent academic and ECA performances. 提名學生申請各式獎學金，肯定他們在學術和課外活動等方面的成就。</p> <p>Activities were held to invite students showcase their appreciation of and gratitude to others. Students actively participated in the activities and gave 4.12 marks out of 5 in grading the activities. 舉辦不同活動，邀請學生表達自己對他人的讚賞和肯定。同學對活動表現投入，整體評分達 4.12（5 分為滿分）。</p>
	<p>(4) Help students develop a sense of responsibility and competence 幫助學生培養責任感</p> <ul style="list-style-type: none"> <li>Volunteer service 義工服務</li> <li>Student helpers in big events 大型活動中的學生幫手</li> <li>Guidance Captains programme to develop a personal safety network between S.1 students and senior form students 指導計劃為中一學生與高年級學生建立安全的人際網絡。</li> <li>Voluntary service program, mindfulness workshops and careers workshops 義工服務計劃、正念工作坊和職業工作坊。</li> <li>Regular and seasonal events to be organized by the Buddhist Youth Committee e.g. worship sessions,</li> </ul>	<ul style="list-style-type: none"> <li>Students show higher self-concept in the APASO survey. 學生在情意及社交表現評估中顯示更高的自我概念。</li> <li>Students will give positive feedback in post-event / programme surveys. 學生在活動後/計劃問卷中給予正面反饋。</li> <li>More than 75% of S.4 and S.5 students take up ECA posts in various student organizations. 超過 75% 的中四及中五學生在各個學生組織擔任 ECA 要職。</li> <li>S.1 students know how to seek help if they have</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' observation 老師觀察</li> <li>Questionnaire 問卷</li> </ul>	<p>S.4 Social Services were organized successfully. Students built a sense of contribution through the services, which in turn increased their self-esteem. 中四級社會服務計劃成功舉行，學生透過服務建立貢獻感，從而提升自尊感。</p> <p>Guidance Captains were recruited from S.3 and S.4 to guide S.1 students. Over 98% of the Guidance Captains expressed that the programme enabled them to enhance their team spirit, self-efficacy, and leadership skills. 中三和中四的輔導隊長負責指導中一的學生。超過 98% 的輔導隊長表示，該計畫讓他們增強了團隊精神、自我效能感和領導技能。</p>

Aims and objectives 目標	Strategies 策略	Success Criteria 成功準則	Methods of Evaluation 評估方法	Implementation Report 工作報告
	<p>flower offering sessions, vegetarian lunch, Buddha's birthday celebrations, etc. 由佛教青年委員會組織的定期和季節性活動，例如：敬拜、供花、素食午餐、佛誕慶典等。</p> <ul style="list-style-type: none"> <li>To provide quality leadership training programmes for potential student leaders 為潛在的學生領袖提供優質的領導才能培訓計劃。</li> <li>To provide junior form students with opportunities to serve others by continuing introducing a new post in in the committee members of each club for S2 – S3 students 持續在每個學會設立新職位讓中二至中三的學生有服務他人的機會。</li> </ul>	<p>problems; they can develop a network with the guidance captains. 中一學生知道如何在遇到問題時尋求幫助；他們可以與指導隊長建立網絡。</p> <ul style="list-style-type: none"> <li>Students will develop an awareness of their strengths and weaknesses and related strategies to overcome problems. 學生了解自己的強項和弱項並以相關的策略解決問題。</li> </ul>		<p>Students were recruited to be the helpers in major events such as ceremonies and performance shows. They had the chance to demonstrate their skills and discover their potentials. Their hard work and excellent performances received praise and appreciation from the guests, teachers and schoolmates. 招募學生擔任學校大型活動（如典禮、表演節目等）的助手，讓他們展示和發掘自己的潛能。同學的表現也得到嘉賓、老師和同學的讚賞。</p> <p>Leadership training programme was carried out to help students build up necessary skills of being a good leader. 98% of participants agreed that the programme could enhance their teamwork and leadership skills. 舉辦領袖訓練計劃，教授學生擔任一位好領袖應有的技巧。98%參加者認為活動能夠提升其團隊合作精神及領袖才能。</p> <p>S.2 and S.3 students were recruited to be “Junior Leaders” in clubs and committees. 成功招募中二及中三學生成為各個學會的初中生領袖。</p>
	<p><b>B. Class building 班級經營</b></p> <ul style="list-style-type: none"> <li>To establish closer bonds among classmates via class activities and inter-class competitions e.g. class building activities, sports days, board decoration, inter-class English competitions, singing contest, etc. 通過班級活動和班際比賽，例如運動會、壁報板設計比賽、班際英語比賽、歌唱比賽等，讓同學建立更親密的關係。</li> <li>To support class teachers in providing guidance for class activities 支持班主任為班級活動提供指導。</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate greater adherence to the school and their classes. 學生對學校及自己的班別更有歸屬感。</li> <li>Students show higher self-concept in the APASO survey. 學生在情意及社交表現評估中顯示更高的自我概念。</li> <li>Class activity memos for class teachers</li> </ul>	<ul style="list-style-type: none"> <li>APASO Survey(Self - Concept) 情意及社交表現評估</li> <li>Teachers' Observation 老師觀察</li> </ul>	<p>A wide range of inter-class and inter-house activities were organized. The activities successfully aroused students' enthusiasm and create a strong bonding among them. 舉辦多項班際及社際活動，成功引起學生的興趣和熱情，協助班級之間建立深厚的感情。</p>

Aims and objectives 目標	Strategies 策略	Success Criteria 成功準則	Methods of Evaluation 評估方法	Implementation Report 工作報告
	<ul style="list-style-type: none"> <li>To enhance students' sense of belonging to their class and school through holding class building activities 舉辦班級建設活動，增強學生對班級和學校的歸屬感。</li> </ul>	<p>班主任活動備忘</p> <ul style="list-style-type: none"> <li>Students will give positive feedback in post-event / programme surveys. 學生在活動後/計劃問卷中給予正面反饋。</li> </ul>		
<p><b>To enhance students' sense of belonging</b>  <b>提昇學生對學校的歸屬感</b></p>	<p><b>C. The 50th anniversary celebration</b>  <b>50 周年校慶活動</b></p> <p>To organize more <b>whole school activities</b> to enhance students' sense of belonging:  多組織全校活動，增強學生歸屬感：</p> <ul style="list-style-type: none"> <li>To celebrate the 50<sup>th</sup> Anniversary: Card design and writing competitions, etc. 慶祝 50 週年校慶：賀卡設計和寫作比賽等。</li> <li>Sintaker qualities: voting 善德人特質: 投票</li> <li>The Sintaker annual awards 善德人年度獎項</li> </ul>	<ul style="list-style-type: none"> <li>Participants will become more self-disciplined, obedient, cooperative in daily school lives and show respect to themselves and others in team work. 參加者在日常生活中變得更加自律、聽話、合作，並在團隊合作中表現出對自己和他人的尊重。</li> <li>Classes will produce quality works to compete in inter-class competitions. 班級將製作高質量的作品來參加班級間的比賽。</li> <li>Student works will be published in anniversary publications. 學生作品將在周年紀念刊物上發表。</li> <li>Students will give positive feedback in post-event / programme surveys. 學生在活動後/計劃問卷中給予正面反饋。</li> </ul>	<ul style="list-style-type: none"> <li>APASO Survey (Attitudes to School) 情意及社交表現評估</li> <li>Teachers' observation 老師觀察</li> </ul>	<p>Poster design competition, logo design competition, and writing competition were organized to celebrate the school's 50<sup>th</sup> anniversary. The activities were well-received by students.  為慶祝 50 週年校慶，學校舉辦了海報設計、LOGO 設計和寫作比賽等活動，吸引學生參加。</p> <p>The voting of Sintaker qualities was carried out and students who demonstrated the qualities of a Sintaker were given an annual award.  邀請學生投票選出善德人特質，具備這些特質且表現優異的同學獲頒獎項以作鼓勵。</p>
	<p><b>E. To organize focused activities to target specific groups of students</b>  針對特定的學生組織舉辦活動</p> <ul style="list-style-type: none"> <li>Lion dance programme 舞獅計劃</li> <li>Prefect training 風紀訓練</li> </ul>	<ul style="list-style-type: none"> <li>The events are held successfully. 活動成功舉辦。</li> </ul>	<ul style="list-style-type: none"> <li>Activity records 活動紀錄</li> <li>Teachers' and students' feedback 老師及學生的意見</li> </ul>	<p>Most of the events were held successfully.  大部分活動成功舉辦。</p>

Aims and objectives 目標	Strategies 策略	Success Criteria 成功準則	Methods of Evaluation 評估方法	Implementation Report 工作報告
	<ul style="list-style-type: none"> <li>● Guidance Captains programme to develop a personal safety network between S.1 students and senior form students</li> <li>● 指導長計劃為中一學生和高年級學生建立安全的人際網絡</li> <li>● S.1 Orientation Cup 中一定向杯</li> <li>● S.6 Orientation Cup 中六定向杯</li> <li>● Class decoration competitions 課室裝修比賽</li> <li>● Class emblem design competitions 班徽設計比賽</li> <li>● S.1 Day camp 中一日營</li> </ul>			

## Reflection on Major Concern 2

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

#### 重點關注事項二之反思

#### 提昇學生自尊感以及對學校的歸屬感

1. Last year, our school has organized various activities aimed at enhancing students' self-esteem and sense of belonging to the school.

過去一年，學校舉辦了不同的活動，旨在增強學生的自尊心和對學校的歸屬感。

2. Since 2021, the Moral Civic Education has established a talent showcase platform for students called "Take your Stage". Through open recruitment, students are invited to perform different types of acts (music, dance, art, sports, etc.) during break or lunchtime to boost their confidence. Over the past two years, "Take your Stage" has become one of the most popular activities among students at Good Virtue School, with participants ranging from S.1 to S.6. Dance and singing have been the most popular performance categories, effectively boosting students' self-confidence.

自 2021 年開始，公民教育組以「我們的舞台」為名，為學生建立展示才華平台，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），藉以提升同學的自信心。過去兩年，「我們的舞台」已成為善德學生最受歡迎的活動項目之一，參與同學更分佈於中一至中六級，其中以跳舞及歌唱為最熱門的表演項目，有效提昇同學自信心。

3. In addition, the school actively participates in various activities such as the "Summer Serenade," both internal and external music competitions, student reward programs, and leadership training. By participating in different activities, performances, or competitions, students can experience a sense of fulfilment and self-identity.

此外，學校亦積極參與不同活動，「夏日情調音樂會」、校內和校外的音樂比賽、學生獎勵計劃、領袖培訓等。學生可以通過參與不同的活動、表演或比賽，體驗到滿足感和自我認同感。

4. Furthermore, to enhance students' sense of belonging to the school, the school organizes events such as "Gratitude Week," inter-class jump rope and class logo design competitions, class management activities, inter-school competitions, and other activities that strengthen the connection among students. These activities increase the cohesion among students and create shared memories.

再者，為增加同學對學校的歸屬感，學校舉辦了「感恩週」、班際跳繩和班際標誌設計比賽、班級經營活動、校際比賽以及其它可加強同學彼此聯繫的活動，這可增加同學間的凝聚力，讓他們留下共同的回憶。

5. In terms of student support, the Career Team promotes peer programs based on a large network of alumni, providing academic and career information. Additionally, by showcasing outstanding alumni achievements, students' sense of identification and self-esteem as Good Virtue students is enhanced, helping cultivate their sense of belonging to the school.

在學生支援方面，生涯規劃組推動以一眾舊生為本的朋輩計劃，建立龐大的校友網絡，提供學業與職業資訊。此外透過傑出校友卓越成就，提昇同學對善德學生身份的認同感及自尊感，有助培養他們對學校的歸屬感。

6. This year, the Moral Civic Education organized the Good Virtue Character Election, where students voted for representatives who best exemplify the virtues of Good Virtue School. This allows students to feel a close connection and support among their peers, fostering a sense of belonging and deepening their understanding of being a part of Good Virtue School.

公民教育組今年舉辦善德人特質選舉，由同學投票選出最能表現善德特質的代表，讓同學感受到同儕之間的緊密聯系與支持，讓彼此間連繫起來，使同學深深感受到自己是善德的一份子。

### III. OUR LEARNING AND TEACHING 我們的學與教

#### a. Religious Education 宗教教育

##### 1. Goals 宗旨

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

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

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

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

##### 2. Major concerns 2022-2023 本年度關注目標

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

小組透過建立學生樂觀積極人生觀，從而提升學生的抗逆力。

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

小組能借舉辦宗教活動塑造出一個「悲智並重」的佛化校園。

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

- 3.1 To boost students' self-confidence.

提升學生自信心。

Time 推行時間	Work Plans 擬定計劃及工作簡介
Throughout the year 全年	<p><b>1. The Religious Committee joined hands with external organizations to hold various mindfulness training and Buddhist activities.</b> 本年宗教組透過「健康校園在善德」計劃，並邀請校外弘法組織合作，協辦不同禪修或佛法活動。</p> <ul style="list-style-type: none"><li>- 5-minute sharing in the morning assemblies (September 2022 to May 2023): Teachers will share news and Buddhism stories to explain the concept of “Five Vehicles”. Understanding the concept will help students build up self-confidence. 早會 5 分鐘短講：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；</li><li>- Meditation: Senior form students will do meditation and understand their own emotions, characteristics and strengths. 禪修活動：於高中進行特定主題的禪修，例如「最自己最好的朋友」，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</li><li>- Outdoor meditation: An outdoor meditation will be held in winter. Religion teachers, Buddhist monks and students will go to the countryside for mindfulness training. Students can observe their emotions and discover their characteristics and strengths through meditation. 野外禪：擬於本學年冬季舉行一次校外禪修活動，宗教老師聯同法師帶領約 20 位學生到郊外地方進行禪修活動，學生從活動中覺察自己的情緒，並認識自己的特質和優點。</li><li>- Activities to promote Buddhism: Students can showcase their talents by participating in emceeing, event planning, scriptwriting, providing on-site support, etc. 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</li></ul>

Time 推行時間	Work Plans 擬定計劃及工作簡介
	<p>讓學生參與司儀、活動籌劃、劇本創作、電腦支援等工作，讓不同學生展示他們的成就，發掘自己的長處；</p> <ul style="list-style-type: none"> <li>- External activities and competitions: Students can build a sense of accomplishment by joining various external activities and competitions such as voluntary services, writing competitions, storytelling competitions, research projects, and so on.</li> </ul> <p>參與不同校外活動及比賽，讓學生建立成就感：宗教組多參與不同種類的活動，例如義工、徵文比賽、講故事比賽、專題研習等，期望能有更多學生得獎，以建立自信心。</p>
Reflection 檢討情況	<ul style="list-style-type: none"> <li>- 5-minute sharing in the morning assemblies: A total of 6 morning assemblies were held as scheduled. In addition to teachers giving short speeches, students were also invited to speak in public so as to enhance their self-confidence. 早會 5 分鐘禪修：自 2023 年 2 月全面復課後，共 6 次早會皆如期進行，除了老師親自負責短講外，也邀請學生向全校演講，提升自信心。</li> <li>- Meditation: Most of the mediation activities could be held as scheduled. Students were able to recognize their emotions, characteristics and strengths through theme-based meditation. Besides, Ven. Chang Lin was invited to host a workshop on Zen of Photography for our students. Students tried to take pictures in the campus as a mindfulness training. 雖然上學年受到仍然受到疫情影響，但大致能按計劃完成計劃，學生透過主題禪修活動中（例如「聲音的消失」、「做自己最好的朋友」及「ALONE 與 LONELY」），學生從活動中覺察自己的情緒，並認識自己的特質和優點。復課後，本科邀請常霖法師到校為中五級舉辦禪影禪工作坊，當日在法師開示後，學生即場嘗試在校園靜心攝影，並覺察自己的情況。</li> <li>- Outdoor meditation: The activity was not held due to social distancing measures. Similar activities were held at school instead. 野外禪：計劃原定於冬季進行，惟因禁聚令而無法進行，最後改為在校內進行類似的活動，如老師教導「直觀」及「行禪」，讓學生在校園漫步，覺察校園在停學期間的變化。</li> <li>- Activities to promote Buddhism: Students successfully unleashed their potentials when participating in school major events. Exhibitions demonstrating students' excellent works were held to boost their self-confidence. 舉行不同校內弘法活動：同學從參與大型活動例如「攝影禪」、「兆基兩潤堂開幕典禮」、「佛教微電影製作及演出」、「中二專題研習：不同的佛教派別」等，成功地發揮學生的能力及成就，部分活動更舉行專題研習展覽，向大眾展示學生成就，進一步提升他們的自信心。</li> <li>- External activities and competitions: Students won the following prizes:- <ul style="list-style-type: none"> <li>■ 22 students were awarded the HKBA United Italian Corp Scholarships.</li> <li>■ 3 students in S.5 got a Merit in a territory-wide Buddhist's Birthday Writing Competition.</li> </ul> <p>參與不同校外活動及比賽：同學今年參加「永義獎學金計劃」、「全港佛誕徵文比賽」等，並獲得以下獎項：</p> <ul style="list-style-type: none"> <li>■ 共有 76 位中六同學參加「永義獎學金計劃」（總參加者約 500 人），其中 35 位進入面試（總面試人數為 100），最後獲獎者為 22 人，佔整個計劃的三分之一（總獲獎人數為 60）；</li> <li>■ 全港佛誕徵文比賽：中五級嚴巧晴、冼毅及黃偉樂獲得是次比賽優異獎。</li> </ul> </li> </ul>
Throughout the year 全年	<p><b>2. To teach students that wisdom and compassion are equally important.</b> <b>透過舉辦宗教活動，塑造出「悲智並重」的佛化校園。</b></p> <ul style="list-style-type: none"> <li>- The Buddhist Spiritual Centre plays an important role in promoting Buddhism in our school. Many religious activities were held in the Centre. 「心靈覺」的使用：「心靈覺」是本校宗教活動中心，其取名乃是「心靈醒覺的地方」之意思；校方透過建立本中心作為弘法工作的大本營。</li> <li>- Buddhist Youth Club is a student organization which helps teachers organize religious activities inside and outside the school. Committee members will meet and prepare for the religious activities at least once a week.</li> </ul>

Time 推行時間	Work Plans 擬定計劃及工作簡介
<p>October to May 10月至5月</p> <p>February 2月</p> <p>October and March 10月及3月</p> <p>April 4月</p> <p>May 5月</p>	<p>佛青團的工作：佛青團是一個由學生組織的弘法組織，協助宗教組老師舉辦校內外不同活動。佛青團的核心學生幹事每星期至少開會一次，以籌劃及跟進各弘法活動的工作情況。</p> <ul style="list-style-type: none"> <li>- Religion teachers and committee members will participate in various religious activities outside the school to accumulate experience in promoting Buddhism. 宗教組老師及佛青團學生幹事不定時參與校外弘法工作，從工作經驗中增加弘法的信心。</li> <li>- Offering flowers to the Buddha: The activity can create a religious atmosphere in the school and teach students to be respectful to the Buddha. 供花會：藉供佛活動來營造校園的宗教氣氛，培養學生對佛陀的崇敬心。</li> <li>- Wishing Lamp activity: Students can make wishes and experience mindful thinking during the activity. 點燈祝願活動：透過點燈祝願活動，讓學生為自己誠心發願外，更可借此帶出「正念思考」的樂觀態度。</li> <li>- Vegetarian Lunch in Silence: The lunch gathering will be held once in every term. During the activity, students will focus on eating and learn to be grateful. 止語素食午餐：每學期舉行一次素食午餐，學生透過止語進食，讓他更專注於食物，並從而培養感恩心，縱使面對不悅的事情也可以另一角度去思考事情。</li> <li>- Ching Ming Memorial Assembly: Fund-raising activity will be held during the assembly to manifest the spirit of compassion. Subject teachers will explain the significance of this activity to students, hoping to build up their understanding of the event and attract more students to join. 清明思親法會：藉捐獻活動來宣揚佛教的慈悲精神。為了建立學生對是次法會的正確認識，科任老師將適時在課堂講解是次活動的意義，期望吸引更多學生參加。</li> <li>- Conversion Ceremony: Students are encouraged to join the ceremony and set up a life goal of learning Buddhism. 全港萬人皈依大會：本組透過不同方法，鼓勵學生參與萬人皈依大會，以學佛作為人生目標，正式成為佛教徒。</li> <li>- Buddha Bathing Ceremony: The Buddha bathing activity would be held in remembrance of the Buddha to teach students some good values. 校內浴佛大典：本校透過浴佛儀式、佛誕話劇及法師開示的活動，借紀念釋尊降世來向學生灌輸正知正見，從而讓他們明白自信心的重要。</li> </ul>
<p><b>Reflection 檢討情況</b></p>	<ul style="list-style-type: none"> <li>- Buddhist Youth Club: With the help of the committee members, the Opening Ceremony of S.K. Hall as well as the Buddha's Birthday drama achieved great success. Their hard work and excellent performances received praise and appreciation from the guests, teachers and schoolmates. 佛青團工作：幹事同學完成兩項大型工作「兆基兩潤堂開幕典禮」及「佛誕話劇製作及演出」，開幕禮當日得到主禮嘉賓（衍空法師、李家傑博士、馮孝忠居士）讚許同學表現，而話劇表演也得到老師同學的讚賞。</li> <li>- Offering flowers to the Buddha: The activity was held 4 times last year. The activity is well-received as the average no. of student participants was over 100. 供花會：自 2023 年復課後舉行 4 次活動，平均人次超過 100 人，可見反應熱烈。</li> <li>- Wishing Lamp activity: The 3-day activity was successful and well-received. The average no. of participants was around 80. 點燈祝願活動：點燈會如期進行，三日活動平均人次約 80 人，各級學生投入活動，而且反應熱烈。</li> <li>- Vegetarian Lunch in Silence: The lunch gathering was held on 2nd May 2023, with approximately 60 teachers and students participating in the event. Everyone enjoyed the lunch and learned the importance of cherishing food. 止語素食午餐：素食午餐於 5 月 2 日進行，活動約有 60 位師生參加，各人投入活動，並能覺察食物的細微之處，同時也學會珍惜食物的重要。</li> </ul>

Time 推行時間	Work Plans 擬定計劃及工作簡介
	<ul style="list-style-type: none"> <li>- Ching Ming Memorial Assembly: The event raised approximately \$30,000. 清明思親法會：活動已按計劃完成，並籌得約 3 萬善款。</li> <li>- Conversion Ceremony: A total of 7 parents and students joined the ceremony. 全港萬人皈依大會：活動已按計劃完成，共有 7 位家長及學生參加。</li> <li>- Buddha Bathing Ceremony: All teachers and students joined the ceremony on 23<sup>rd</sup> May 2023. In addition to Buddha bathing, they also watched the drama performed by students of the Buddhist Youth Club and participated in fun quizzes about vegetarian. 佛誕典禮如期於 5 月 23 日進行，全體師生於當日齊集禮堂一同浴佛，並欣賞由佛青團幹事統籌的話劇及素食迷思問題環節，典禮莊嚴，師生全程投入。</li> </ul>

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

- Our English immersion environment enabled students to extend their English learning experiences beyond the classroom.  
我們為學生提供完善的英語浸沉環境，積極鼓勵同學在課堂以外使用及練習英語。
- All S.5 and S.6 students took turns to announce news of school activities in English at morning assemblies and students of all forms had the chance to make announcements in English at various school functions.  
所有中五及中六級學生在早會以英語宣布學校活動，各級學生亦能在各項學校活動中使用英語擔任司儀。
- Students listened to and used English on many occasions such as morning assemblies, hall assemblies, Sports Days, Student Union elections, Graduation Days, the Closing Ceremony and other official activities.  
學生在眾多場合均需鍛鍊聆聽英語的能力，例如早會、禮堂集會、運動會、學生會選舉、畢業禮、散學禮及學校宣佈等。
- The Native English Teacher (NET) organized 30 minutes of English Focused Activity each week for our S.1 students during lunch time. The NET also organized featured activities before the Halloween Day, a Mexican cultural day and the Australian National Day. She also trained students to participate in the English drama and debate competitions.  
外籍英語老師每周和中一學生在午飯時間進行 30 分鐘的英語活動。外籍英語老師也會在一些節日前舉辦特別活動。她也有訓練學生參加英語話劇和辯論比賽。

#### **c. Reading 閱讀**

- To nurture a reading culture, Morning Reading Sessions of 20 minutes were arranged every Tuesday, Wednesday and Friday from 8:10 am to 8:30 am. Students also shared their reading thoughts in their book reviews and class presentations during the four reading sessions assigned for the purpose.  
為營造閱讀氣氛，本校逢星期二、三、五早上 8:10 至 8:30 設有 20 分鐘晨讀時段。另設 4 節晨讀分享時段，讓同學介紹書目並分享閱讀感受。
- In the Morning Reading Sessions, junior and senior form students were required to read English newspapers every Tuesday so that they could cultivate a reading habit and appreciate some English texts of good quality.  
晨讀時段，逢星期二為英文閱讀時段，初中及高中同學須閱讀英文報紙，以養成良好的閱讀習慣，並欣賞一些優質的英文文本。
- In the Morning Reading Session, all students must read the Chinese school-based materials every Friday

to improve students' reading ability and evaluation ability.

逢星期五晨讀編為中文科閱讀時段，為提昇同學閱讀能力，中文科設指定閱讀冊供同學閱讀。

- Chinese Department implemented the “assigned books” reading scheme this year. A reading list for each form and the reading booklet were disseminated at the beginning of the school year. Students were asked to buy the books or borrow them from the library and complete some book reports within the time limit.  
中文科設指定書目閱讀計劃。學期初向同學派發指定閱讀圖書名目。所有學生根據書單指引購買或借閱相關書目，在指定日期須繳交閱讀報告。
- There was a Chinese reading class for S.1 to S.3 school-based reading materials were assigned to students. Students were required to write the book report at the end of school term.  
此外，中一至中三級設有每星期一堂中文閱讀課，以校本每周兩篇為閱讀材料，計入考試閱讀分內。
- The Chinese department held a reading activity. The Chinese teacher led students to read literary works in turn, so that students could explore more famous writers, thereby improving the quality of reading.  
中文科舉辦圍讀活動，由中文老師帶領同學閱讀經典文章，讓同學接觸更多著名作家，以提昇閱讀質素。
- One lesson was used as the English reader class for S.1 to S.3 every week. Students were asked to read one or two set readers each year and take reader tests on those set readers every term. S.1 to S.3 students were required to do a set number of book reports each term.  
中一至中三每星期設英文閱讀課節，所有同學每年須閱讀一至兩本閱讀書目，每學期設有閱讀測驗。
- S.1 to S.3 students were required to do a set number of book reports each term. S.1 to S.6 students had regular English reading quizzes on different reading passages selected by English teachers.  
中一至中三學生需於每學期完成指定數目之閱讀報告。中一至中六設有定期英文閱讀測驗。

#### **d. Catering for Learner Diversity 拔尖保底措施**

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

為了更全面照顧學生的個別學習差異，本校採取下列措施：

- S.1 English and Chinese teaching and learning are conducted in small groups, with four classes divided into five groups (including one remedial group for English and one remedial group for Chinese. Besides, there is one English elite group).  
中一英文科及中文科採用小班教學，四班學生分別分成五組上課（中英文科均設一組補底班，英文另設有精英班）。
- Saturday classes were organized for S.1, S.2 and S.3 students experiencing difficulties in learning English, Chinese or Mathematics, so that they could be equipped with more efficient learning strategies.  
安排中一、中二及中三級中、英、數成績較弱的同學參與「週六輔導班」，旨在提升部分對英文，中文或數學學習有困難的同學的學習能力，改善其學習方法。
- After school / Saturday Chinese, English and Mathematics tutorial classes for S.6: Graduates with excellent results in HKDSE were recruited to strengthen the examination skills of students with weak foundation.  
中文、英文及數學科中六級設課後／週末輔導班：聘任文憑試成績優異的畢業生擔任導師，為成績較弱的同學加強應試技巧。

- S.3 Chinese Reading and Writing Workshop: Focused training on reading and writing skills.  
中三中文閱讀寫作班：教學內容以寫作、閱讀為訓練重點。
- Students having a strong aptitude towards Mathematics received training in the Mathematics Olympiad Group and were also encouraged to participate in Mathematics competitions and courses for elite students organized by universities and international schools.  
對數學有興趣及天份的同學可獲推薦參加奧林匹克數學小組。奧數小組成員會獲校方推選參加數學比賽及參與由大學及國際學校主辦的資優數學課程。
- Students showing talents in science, humanities, Mathematics and leadership qualities were also recommended to join the Hong Kong Academy for Gifted Education to enroll in related courses.  
於科學、人文學科、數學及領袖才能各領域有天份的同學獲推薦進入香港資優教育學院修讀相關課程。
- Students interested in science were encouraged to participate in workshops organized by various science communities and territory wide competitions.  
鼓勵對科學感興趣的學生參加由各種科學團體舉辦的工作坊和全港比賽。

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

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

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

Scope of work 範疇	Measures 措施	Implementation status 推行情況	Target 對象	Evaluation Methods 檢討方法	Evaluation 成效檢討
Identification and evaluation of SEN cases 識別、評估個案、提交資料	<ul style="list-style-type: none"> <li>- To collect and organize SEN student information 收集、整理 SEN 學生資料</li> <li>- To understand students' status by talking to parents 聯絡家長了解 SEN 學生/ 懷疑個案情況</li> <li>- To sign parents' consent letters 簽署家長呈交資料同意書</li> <li>- To develop procedures of case referral 制訂轉介程序</li> </ul>	<ul style="list-style-type: none"> <li>- 10 cases (including autism and ADHD) were referred. 今年獲轉介評估個案有 10 位 (包括自閉症、專注力不足及過度活躍症)</li> </ul>	All students 全校	Feedback from parents and teachers 家長及老師意見	<ul style="list-style-type: none"> <li>- Teachers' sense of identifying SEN students has increased. 反映教師識別 SEN 學生意識提高</li> <li>- In general, parents are willing to let their children being assessed. 家長普遍願意子女接受評估</li> </ul>
	<ul style="list-style-type: none"> <li>- To prepare OPP for new S.1 students 為中一新生撰寫一頁檔案並存檔</li> <li>- To file students' OPP of 2021-22 為去年的一頁檔案存檔</li> </ul>	<ul style="list-style-type: none"> <li>- Class teachers collected the OPP and submit it to the SEN team. The documents were scanned and uploaded to the AeroDrive in October 2022. 10 月完成，班主任收齊交予 SEN 組，由 SEN 組掃描後上載至 AeroDrive</li> </ul>	S.1 中一	Feedback from social workers and class teachers 社工意見 班主任意見	<ul style="list-style-type: none"> <li>- The measure could not inspire teachers to make good use of the OPP. 成效一般，未能啟發老師善用一頁檔案支援學生</li> <li>- It was suggested to revise the questions in the OPP. 建議改善方向：修訂題目</li> <li>- After collecting the questionnaires, the SEN team will analyze and classify the situation of each class, then present it at the class meeting, and transfer the classified list to relevant teachers for reference. 收回問卷後由本組就每班情況作分</li> </ul>

Scope of work 範疇	Measures 措施	Implementation status 推行情況	Target 對象	Evaluation Methods 檢討方法	Evaluation 成效檢討
					析、分類，再在班級會議上簡報，並將分類名單轉交相關老師 Students' OPP will be given to professionals and teachers for reference during case conferences. 學生個案會議、專業人士、老師與學生面談時夾附一頁檔案以供參考
	<ul style="list-style-type: none"> <li>To organize and upload documents for new SEN cases to SEMIS 整理新呈報學生資料、收集醫療證明及家長同意書，並上載至 SEMIS 系統</li> </ul>	<ul style="list-style-type: none"> <li>Some students did not provide their SEN information upon admission to the school until they were identified to have behavioral or emotional problems at school. 仍有部份學生於入學時未有提供 SEN 資料，其後因學生在校發生行為/情緒問題才提供資料</li> <li>Many students seek medical treatment for emotional and behavioral problems after school starts. Social workers and class teachers are able to provide students' medical diagnosis to the SEN team immediately. 不少學生在開學後才因情緒行為問題就醫，社工、班主任都能立即轉交醫生診斷予本組</li> </ul>	Whole school 全校	Information can be submitted on time 準時呈交資料	Protocols have been established to facilitate the collection and submission of SEN information to SEMIS 已建立恆常機制，順利上載學生資料
	<ul style="list-style-type: none"> <li>EDB inspectors from the SEN support section and speech therapy section visit our school 教育局督學訪校及面談：特殊教育支援組、言語治療組</li> </ul>	<ul style="list-style-type: none"> <li>The inspectors will come to the school three times a year and review the use of the Learning Support Grant, external services procured, and the implementation of school-based services. 全年各三次，跟進「學習支援津貼」運用、外聘服務、校本服務推行情況</li> </ul>	SENCO	Be able to submit required documents and report our work to the inspectors 呈交督學所需文件；能就學校支援	

Scope of work 範疇	Measures 措施	Implementation status 推行情況	Target 對象	Evaluation Methods 檢討方法	Evaluation 成效檢討
				SEN 情況向督學匯報	
Case follow-up 個案跟進	Individual Education Plan (IEP) meetings 個別學習計劃 (IEP) 會議	<ul style="list-style-type: none"> <li>- Parents and class teachers were invited to attend the meetings this year. 本年 IEP 個案皆邀請家長、班主任等參與會議</li> <li>- Three meetings should be called for each SEN case every year. The EP should attend at least once. 每年每個案須開三次會議，EP 須最少參與其中一次會議</li> <li>- More than 3 meetings were held for some SEN cases. 今年部份個案已舉行超過三次會議</li> </ul>	IEP students IEP 學生	Feedback from parents and students 家長意見 學生意見	<ul style="list-style-type: none"> <li>- To cater for the needs of different students, various departments and stakeholders such as parents and social workers were invited to join the meetings. 今年會議根據學生需要而邀請了不同部門一起參與，包括家長、家庭社工、家舍社工</li> </ul>
	Class meeting 班級會議	<ul style="list-style-type: none"> <li>- Class meeting was held once in every term, providing the opportunity for class teachers and subject teachers to share their observations to the students. 每學段一次，班主任與科任老師分享學生情況</li> <li>- SENCO and school social workers provided additional information about SEN cases. SEN 個案由 SENCO、社工補充</li> <li>- Suspected SEN cases of were referred to the SEN team for follow-up actions. 懷疑個案轉介 SEN TEAM 跟進。</li> </ul>	S.1-S.6 各級		
Learning support 學習支援	After-school learning support 課後學習支援	<ul style="list-style-type: none"> <li>- 67 tutorial sessions were held for S.1, S.4, S.5 and S.6 students. 全年共 67 節，中一 2 組(4 位導師)、中四 1 組、中五 1 組、中六 1 組</li> </ul>	Priority given to SEN students SEN 同學優先	Feedback from teachers 老師意見	<ul style="list-style-type: none"> <li>- To identify students in need of the service, the SEN team can collect information from teachers. 可以收集各班老師意見，決定小組名單</li> <li>- To start recruiting tutors at an earlier stage so that the tutorial schedule can be confirmed as soon as possible</li> </ul>

Scope of work 範疇	Measures 措施	Implementation status 推行情況	Target 對象	Evaluation Methods 檢討方法	Evaluation 成效檢討
					<ul style="list-style-type: none"> <li>- 提早物色導師，以便制定時間表</li> <li>- Evaluating the effectiveness of the service by analyzing students' results before and after joining the tutorials 分析學生參加小組前後學習表現(功課、測考成績)，以評估成效</li> <li>- Introducing the service to teachers at the staff meeting in August 8月教師會議可介紹</li> </ul>
Assessment adjustment 考試調適	Special exam arrangements for SEN students 特別考試安排	<ul style="list-style-type: none"> <li>- SEN students attended school exams in the special room. 校內考試：特別室應考</li> <li>- Subject teachers had to fill in a record form when marking the scripts of the SEN students. 科任老師批改試卷時填寫「加時得分紀錄表」</li> <li>- TA collected the forms and analyzed the information. The EP would use the data to apply for DSE special arrangements for the students. 教學助理收集紀錄表，整理數據交予EP，以便EP為學生申請DSE特別考試安排</li> </ul>	SEN students SEN同學	Feedback from teachers 老師意見	<ul style="list-style-type: none"> <li>- Candidates in the special rooms were not notified of the amendments made to the exam paper. 臨時考卷修訂多次未有通知特別室考生</li> <li>- Communication should be strengthened between the SEN team and the exam team. 來年須與考試組議定溝通機制</li> </ul>
	Invigilation duties for the special room 特別室監考安排	<ul style="list-style-type: none"> <li>- HKDSE: Teachers of the SEN team 文憑試：SEN組成員</li> <li>- School exams: Ms CH Wan and Mr Tony Ng 校內考試： 溫翠霞老師及教學助理 Tony</li> </ul>	SEN students SEN同學	Feedback from teachers 老師意見	<ul style="list-style-type: none"> <li>- To inform the exam team about the invigilation duties DSE監考分工提早呈交考試組，考試組計算入老師全年監考工作量</li> </ul>
Professional services 專業服務	<ul style="list-style-type: none"> <li>- Case conferences and meetings will be held when the EP visits our school 校本教育心理學家訪校、</li> </ul>	<ul style="list-style-type: none"> <li>- EP visited our school for 25 days and assessed 13 SEN cases in 2022-2023. 本年教育心理學家到校25天，評估個案13個</li> </ul>	SEN students SEN同學	Completion of assessment 完成評估	<ul style="list-style-type: none"> <li>- The EP was able to follow-up the cases and provide suitable suggestions to parents and students concerned. EP跟進評估個案，並給予家長及學</li> </ul>

Scope of work 範疇	Measures 措施	Implementation status 推行情況	Target 對象	Evaluation Methods 檢討方法	Evaluation 成效檢討
	個案討論、開會			Submission of documents 呈交文件	生適切建議
	- To procure services from external CP 外購臨床心理學家服務	- There were 14 students received the services in a total of 64 service sessions in the year. 全年共 64 節，共 14 學生接受服務	Priority given to students with MI MI 同學優先	Feedback from parents 家長意見  Students' attendance 學生出席率	- Students were willing to meet the CP. Even they were absent from school that day, they would still come back just to see the CP. 學生樂意面見 CP，缺課學生亦會專程回校接受輔導 - The CP will provide summaries of the cases and share her comments to the students' psychiatrists. CP 會就學生情況與學生就診的精神科醫生分享意見/報告摘要
	- School-based speech therapist provides individual or group trainings to enhance students' ability to read 校本言語治療師：個別及小組訓練、能力提升——閱讀技巧	- One class from S.2 was selected to join. Two sessions were held. The first lesson was to introduce reading strategies while the second one provided a chance for students to practice what they had learnt. - 閱讀課 2 節，第一課介紹閱讀策略，第二課實踐 - 其中一班中二試行		Feedback from teachers 老師意見	- The content of the lessons was clear and easy to follow. 教學內容清晰、易掌握 - It was suggested to simplify the worksheets in order to fit in the tight teaching schedule. 建議簡化工作紙以配合有限課時 - The service could be introduced to other classes. 來年向其他班介紹
To nurture students' interests, unleash their potentials, enhance their confidence, and foster their sense of belongings	- Mental health – Artwork interest groups 精神健康——興趣小組--藝術活動	- A total of 9 activities were held, 8 of them were co-organized with the Visual Arts department. 共舉辦了 9 次活動，其中 8 次與視藝科合作	Priority given to SEN students SEN 同學優先	Feedback from teachers and participants 老師意見 參加者意見	- The activities provided a platform for students to showcase their achievements. 提供展示學生成果的平台 - Questionnaires could be provided to collect students' comments for analysis. 加設活動問卷，收據數據以便分析

Scope of work 範疇	Measures 措施	Implementation status 推行情況	Target 對象	Evaluation Methods 檢討方法	Evaluation 成效檢討
培養興趣、 啟發潛能， 提升學習自 信心及歸屬 感					
	Attention training: dragon dance classes 專注力訓練——夜光龍訓練班	In cooperation with the Board of Discipline, a total of 25 lessons were held (1.5 hour per lesson). 與訓導組合作，共進行了 25 節，每節 1.5 小時	Priority given to SEN students SEN 同學優先	Feedback from teachers 老師意見  Questionnaire for participants 參加者問卷	In general, students agreed that the training courses can help enhance their self-confidence and the ability to overcome difficulties, improve cooperation skills, and increase the understanding of Chinese culture. 同學普遍認為訓練班有助增強自信心、克服困難、團體合作的能力，並提升對中華文化的認識。
	Enhancing social skills: board game groups 社交技巧——桌遊小組	A total of 8 students were divided into two groups, with 2 sessions per group. 共 8 人，分兩組，每組 2 節	Priority given to SEN students SEN 同學優先	Feedback from teachers 老師意見	<ul style="list-style-type: none"> <li>- More sessions could be provided. 可增加小組次數</li> <li>- The activities could be confirmed and incorporated into the schedule of post-exam activities if the quotation process was carried out earlier. 提早完成報價及約定日期時間，編入試後活動時間表</li> </ul>
	Lee Wai Ha Memorial Scholarship 李惠霞校友紀念獎學金得獎者推薦	10 students were awarded as they demonstrated improvements in learning, activities, and personal growth. 10 位得獎者，於學習、活動、個人成長方面有進步的 SEN 學生	SEN students SEN 同學	N/A 不適用	<ul style="list-style-type: none"> <li>- Awardees had no idea about why they won the scholarship. Teacher in charge could explain the details to them. 學生不太清楚自己得獎原因，建議來年個別向同學解釋</li> </ul>
Inclusive education 校園共融	Activities organized by the Transportation Club 交通社活動	<ul style="list-style-type: none"> <li>- Visit to the Peak and Tai Kwun 戶外活動 1 次 (山頂纜車+大館)</li> <li>- Setting up a booth to introduce high speed rail in the school's Summer Fest 校內活動 1 次 (校園祭——高鐵介紹)</li> </ul>	Priority given to SEN students SEN 同學優先	Feedback from teachers and participants 老師意見 參加者意見	<ul style="list-style-type: none"> <li>- More activities can be organized. 增加活動次數</li> <li>- To explore new types of activities 探索新活動</li> </ul>

Scope of work 範疇	Measures 措施	Implementation status 推行情況	Target 對象	Evaluation Methods 檢討方法	Evaluation 成效檢討
Professional training 教師培訓	Professional training records 老師專業進修紀錄	No. of teachers who finished the courses in 2022-23: 本年度完成課程人數： - Basic 基礎：6 - Advanced 高級：0	All teachers 全校教師	80% of teachers should complete the Basic Courses and 25% of them should complete the Advanced and Thematic Courses respectively 2026/27 學年 80% 老師須完成基礎課程，高級及專題課程各 25%	<ul style="list-style-type: none"> <li>- To seek assistance from the Vice-principals in arranging teachers to take the courses 請副校幫忙安排教師接受課程</li> <li>- Teachers will be recommended to take the Advanced and Thematic Courses in 2024-2025 since the school will have to prepare for the Golden Jubilee celebrations and the ESR in 2023-2024. 由於 23/24 須籌備校慶及準備外評，故 24/25 年再推薦老師報導高級及專題課程</li> </ul>

## V. STUDENT PERFORMANCE 學生表現

### a. Hong Kong Diploma of Secondary Education Examination (HKDSE) 2023

#### 香港中學文憑考試 2023

- i. Total no. of subject score with level 4 or above 各科達四級或以上的總科次  
455 (68.1%)
- ii. No. of students fulfilling the minimum university admission requirement  
符合大學收生成績要求的學生人數  
97 (88.2%)
- iii. Best Scores 最佳成績
  - 5 x 5\*\* 2 x 5\*
  - 3 x 5\*\* 3 x 5\* 1 x 5
  - 4 x 5\*\* 1 x 5 2 x 4 Japanese A
  - 2 x 5\*\* 3 x 5\* 1 x 5 1 x 4
  - 1 x 5\*\* 4 x 5\* 1 x 5 1 x 4
  - 2 x 5\*\* 2 x 5\* 1 x 5 2 x 4
  - 1 x 5\*\* 3 x 5\* 1 x 5 2 x 4
  - 1 x 5\*\* 2 x 5\* 2 x 5 2 x 4
  - 3 x 5\* 3 x 5 1 x 4
- iv. No. of S.6 graduates admitted to JUPAS undergraduate programs  
獲分派聯招大學學士學位的中六畢業生人數  
96 (88.1%)

### b. Prizes won in Inter-school Competitions (2022-2023)

#### 校際比賽獎項 (2022-2023)

	Competition 比賽	Prize 獎項	Awardees 獲獎同學
English 英文	<b>Hong Kong Federation of Education Workers</b> 香港教育工作者聯會 The 19 <sup>th</sup> Bilingual & Trilingualism Composition and Speech Competition 全港中學第十九屆兩文三語全港菁英大比拼	Senior Form Champion 高中組全港總冠軍 Best writing in English 最優秀英文寫作大獎 Best writing in Chinese 最優秀中文寫作大獎	6A CHAN HANG LOK 陳幸樂
	<b>EDB Native-speaking English Teacher Section</b> 教育局外籍英語教師組 Time to Talk Public Speaking Competition 2022/23 Time to Talk 演講比賽 2022/23	Third Prize 第三名	3D CHAN HOK CHING 陳學鉅 3D CHAN WING TING 陳詠婷 3D TONG YAT NANN 唐日嵐 3D YIP HO YIN 葉灝賢
	<b>Hong Kong Secondary School Debating Competition</b> 香港中學辯論比賽	Term 2 Finals Champion 第二學期決賽冠軍  Grand Finals 總決賽	4D CHAN TSZ LING 陳紫鈴 4D HUANG CHING MAN 黃靖雯 4D WONG BO YI VIKKI 黃寶儀  3A LAU LOK YIN 劉樂研 3D LEE TSZ YAT 李止一 3D SIT CHIU YIN 薛釗賢 3D YIP HO YIN 葉灝賢

	<b>Education Bureau</b> <b>教育局</b> Poetry Remake Competition 2022/23 詩歌改編比賽 2022/23	Outstanding Awards (Junior Secondary Division) 初中組傑出獎	3A LEUNG TSZ CHING 梁芷晴
Chinese 中文	<b>China Taiping Insurance</b> <b>中國太平保險集團</b> <b>Hong Kong Interschool Chinese Composition cum Putonghua Speech Competition</b> 我為國家航天點讚！「中國太平盃・我愛我的 祖國」香港校際作文暨普通話朗誦大賽	Third Prize 三等獎	4D HUI KA LEE 許家莉 5A CHAN MAN SIN 陳雯倩 5A FENG YONGLAN 馮咏嵐
	<b>Zhongguo Qingshaonian Yuyan Wenhua Xuehui 中國青少年語言文化學會</b> On-site Chinese Composition Competition – Grand Final 全國青少年語文知識大賽「菁英盃」現場作文 總決賽	Third Prize 三等獎	5D LIANG KA MAN BEE BEE 梁嘉敏
	<b>Syu Sing</b> <b>書聲</b> Chinese Literature Voice Acting Awards 2022/23 「書寫聲音」文學聲演獎 2022/23	Syu Sing Literature Award 書聲文學獎	3D KOO YAN 古欣
	<b>Dr Chen Zanyi Education Fund - Hong Kong Flash Fiction Education and Research Centre</b> <b>陳贊一博士教育基金香港微型小說教育及研究中心</b> The 9th Interschool Flash Fiction Writing Awards 第九屆陳贊一博士聯校微型小說創作獎	Recommendation Award (Junior Secondary Division) 初中組推薦獎	3D KOO YAN 古欣
	<b>Hong Kong Buddhist Association Affiliated Secondary Schools</b> <b>香港佛教聯合會會屬中學</b> Joint-school Chinese Reading Presentations 中文聯校閱讀匯報交流	Outstanding (Senior Secondary Division) 高中組傑出表現獎	5D FU SIN YIN 符善賢 5D WONG WING SZE 黃咏詩
	<b>Hong Kong Certification Centre</b> <b>香港標準及檢定中心</b> STC 60 Anniversary Logo Design Competition STC 60周年標誌設計比賽	Champion 冠軍	4D TSE WAI CHUN 謝暉峻
Visual Arts 視覺藝術	<b>The Samaritan Befrienders Hong Kong</b> <b>香港撒瑪利亞防止自殺會</b> “Let's Together” WhatsApp Sticker Design Competition 「如果難・一齊行」WhatsApp 貼紙設計比賽	1st Runner-up 亞軍	4B CHAU LO 鄒璐
	<b>Youth · Travel</b> <b>青年·出走</b> Hong Kong Poster Design Competition 2022 「細看多元社區・共建和諧香港」香港中小 學生海報設計比賽 2022	1st Runner-up 銀獎（亞軍）  2nd Runner-up 銅獎（季軍）	3D LUI PAK KIU 呂柏嶠  4C CHAN SHEUNG YU 陳尚瑜
	<b>Office for Film, Newspaper and Article Administration</b> <b>電影、報刊及物品管理辦事處</b> Healthy Mobile App Sticker Design Competition 健康貼圖設計大賽	2nd Runner-up 季軍	4C CHAN SHEUNG YU 陳尚瑜
	<b>EDB 教育局</b> Junior Secondary History e-Reading Award Scheme 2022 初中歷史科電子閱讀獎勵計劃 2022	Creativity Award 創意獎	<u>Group 1 第一組</u> 2D WONG TING HEI 王庭晞 PHYLLIS 4A CHAN HIU KWAN 陳曉君 4B CHAU LO 鄒璐
History 歷			

			<b>Group 2 第二組</b> 3A CHUI PO YIN 徐寶燕 3A LAM WAI YAM 林慧欽 3B ZHAN YUANXI 詹元熙 3C CHAN CHAM HEI 陳湛熙  3D CHAN HOK CHING REX 陳學鉦 4A CHAN HIU KWAN 陳曉君 4B CHAU LO 鄒璐 4D CHAN LAP YAM 陳立鑫 4D LI KA CHUN 李家俊
Music 音樂	<b>Hong Kong Music and Speech Association</b> 香港學校音樂及朗誦協會 75th Hong Kong Schools Music Festival 第75屆香港學校音樂節	Piano Solo (Grade 5) Champion 鋼琴獨奏5級冠軍	1A TONG TSZ YU 唐梓渝
Mountaineering 山藝	<b>China Hong Kong Mountaineering and Climbing Union</b> 中國香港攀山及攀登總會	Level 1 Mountain Craft Training Certificate 一級山藝訓練證書 課程	2A MAK HOI HEI 麥鎧滸 2B LAI KIN HAY 賴建煒 2B LEE KIN MING 李健銘 2D CHEUNG KIU CHUN 張喬峻 DARRYN 2D MAN TSZ POK 文子博
Elite Students 優秀學生	<b>The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung &amp; Tsing Yi District</b> 荃灣葵涌及青衣區中學校長會 The 33 <sup>rd</sup> Tsuen Wan, Kwai Chung & Tsing Yi District Outstanding Students Award 第三十三屆荃葵青傑出學生選舉	Elite Student 優異學生	5D FU SIN YIN 符善賢
	<b>Tsuen Wan Youth Association</b> 荃灣青年會 Tsuen Wan, Kwai Chung & Tsing Yi District Excellent Students Election 2023 荃葵青優秀學生選舉 2023	Excellence 優勝獎	3D LUI PAK KIU 呂柏嶠 5D NG TSUNG WUI JOAN 吳淙滙

**VI. FINANCIAL SUMMARY 2022-2023 財務報告 2022-2023**

<b>I. Government Funds</b>	Bal b/f	Income	Expenditure	Bal c/f
<b>A. EOEBG Grant</b>				
Original Baseline Reference		1,989,753.13		
Other Income		38,447.12		
Activities			36,721.55	
Advertising			13,530.00	
Audit Fee			15,400.00	
Bank Charges			6,306.00	
Celebration and Entertainment			4,297.50	
Cleaning Materials			21,276.00	
Furniture & Equipment			102,328.00	
Computer Equipment			3,479.00	
Consumable Stores			165,309.77	
First Aid Facilities			1,375.10	
Fuel, Light and Power			258,176.00	
Garden Maintenance Service			83,948.00	
Library Books			10,397.30	
Lift Maintenance Grant			140,755.00	
Newspaper and Magazines			4,647.00	
Other Minor Item			20,221.00	
Printing & Stationery			192,779.43	
Prizes			20,102.07	
Repairs & Maintenance			271,130.00	
Small Equipment			71,797.94	
Sports			27,848.50	
Staff Training			6,300.00	
Stamp & Postage			4,655.00	
Teaching Aid			43,729.69	
Telephone & Fax			26,054.00	
Travelling & Transportation			41,555.94	
Water			2,881.90	
Flower Baskets			2,147.00	
Sub Total (A)		2,028,200.25	1,599,148.69	429,051.56
<b>School Specific Grants</b>				
Administration Grant	-	3,949,872.00	3,953,319.20	(3447.20)
Capacity Enhancement Grant	193,556.75	654,502.00	780,440.00	67,618.75
Composite Information Technology Grant	228,367.57	503,136.00	610,647.74	120,855.83
Air-Conditioning Grant	-	607,454.00	607,454.00	-
SBM Top-up Grant	81,085.00	51,615.00	100,000.00	32,700.00
School-based Speech Therapy Administration Recurrent Grant	20,118.00	8,258.00	-	28,376.00
Sub Total (B)	523,127.32	5,774,837.00	6,051,860.94	246,103.38
Grand Total (A) + (B)	523,127.32	7,803,037.25	7,651,009.63	675,154.94
<b>B. Outside EOEBG Grant</b>				
Teacher Relief Grant - Annual Recurrent	1,238,232.21	228,760.00	391,160.31	1,075,831.90
Teacher Relief Grant - Optional	2,241,755.05	4,637,286.48	3,433,020.13	3,446,021.40
Committee on Home-School Co-operation Project	34,057.64	25,855.00	24,766.70	35,145.94
Cash Grant for School-based After-school Learning and Support Programmes	134,809.01	169,200.00	138,898.90	165,110.11
Learning Support Grant for Secondary Schools	27,293.73	588,430.00	499,820.81	115,902.92
Diversity Learning Grant (Other Language)	-	215,000.00	215,000.00	-
Diversity Learning Grant (Other Programmes)	64,068.80	93,600.00	30,859.45	126,809.35
Diversity Learning Grant (Applied Learning)	-	9,350.00	9,350.00	-
Moral and National Education Support Grant	123,171.15	-	-	123,171.15
Hong Kong School Drama Festival	9,321.10	3,700.00	-	13,021.10
Information Technology Staffing Support Grant	26,345.50	327,588.00	308,700.00	45,233.50
Grant for the Sister School Scheme	157,127.00	159,955.00	157,127.00	159,955.00
Promotion of Reading Grant	18,507.24	63,982.00	51,450.90	31,038.34
Life-wide Learning Grant	1,174,267.00	1,195,413.00	1,185,080.61	1,184,599.39
One-off School-based Speech Therapy Set-up Grant	226.00	-	-	226.00
School Executive Officer Grant	96,274.72	558,729.04	506,160.00	148,843.76
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	294,696.00	-	35,159.40	259,536.60
Special Anti-epidemic Grant	13,340.00	-	13,340.00	-
QEF-Prov of Mobile Comp Devices & Internet Services Support	-	33,655.00	33,655.00	-
Cleansing and Security Services Provider Subsidy Scheme	-	120,000.00	120,000.00	-
Grand Total	5,653,492.15	8,680,703.52	7,403,749.21	6,930,446.46
<b>II. School Funds</b>				
General Funds	2,229,600.78	5,129,229.17	2,066,980.42	5,291,849.53
Grand Total	2,229,600.78	5,129,229.17	2,066,980.42	5,291,849.53

## VII. FEEDBACK & REFLECTION 回饋及反思

I want to express my sincere appreciation for the unwavering dedication and hard work of all the teachers in implementing the second phase of our three-year school development plan. Their efforts have made a significant impact on our students' academic growth and personal development.

本校老師致力推行第二階段的「三年學校發展計劃」，對學生的學業及個人成長影響深遠，本人衷心感謝各位老師辛勤付出。

In terms of teaching and learning, I am delighted to see the positive outcomes of our strategies. By addressing difficult topics and utilizing various teaching methods, we have successfully guided our students through challenging areas of their studies. The emphasis on self-reflection has also proved valuable, as evidenced by the newly added self-reflection section and the improved mastery and confidence showcased in student self-reflections and coursework samples.

各項教與學策略成果甚佳。透過難點課業教學，老師利用不同的教學方法，成功引導學生克服學習困難。今年的計劃新增了自我反思的部分，學生透過填寫反思冊檢視個人表現，在課業樣本中亦展現出進步，證明自我反思對學生學習有幫助。

The implementation of the "Assessment for Learning" booklet has been instrumental in helping students make self-adjustments based on their mid-term results. Teachers' diligent use of this resource to identify student needs, provide counselling, and offer constructive feedback on overall performance has undoubtedly made a positive impact. I am pleased to learn that most students engaged seriously with the self-reflection process and made notable improvements. We will continue to support those with lower motivation in order to encourage deeper and more meaningful reflections.

老師根據「評估促進學習」手冊的指引，識別學生的學習需要，提供適切輔導，對他們的表現給予具建設性的建議，對幫助學生根據期中成績調整學習策略，起了重要作用。本人喜見大部分學生認真進行自我反思，成績有顯著進步。我們會繼續支持學習動機較弱的學生，鼓勵他們進行更深入的學習反思。

I would also like to acknowledge the exceptional efforts made to support our students during the challenging times caused by the COVID-19 pandemic. Despite the adverse circumstances, teachers have demonstrated remarkable resilience and adaptability. The implementation of the Little Teacher Pilot Program has proven to be a valuable approach in promoting self-directed learning. The program's positive impact on both little teachers and students, fostering deeper understanding and active learning, is truly remarkable.

為支援學生在疫情期間繼續學習，各位老師付出甚多。即使教學有諸多困難，老師仍能靈活多變，堅持優質教學。部分科目推行「小導師先導計劃」，鼓勵學生自主學習，成效不錯。計劃對小導師和其他同學均有正面影響，促進學生主動學習，對課題深入探討。

Furthermore, the various activities organized outside the classroom to create a pleasant learning environment and increase student interest have been highly effective. The Chinese Department's focus on reading activities and cultural visits, the English Department's integration of English learning into daily life, and the Buddhist Studies Department's promotion of mindful thinking have all contributed to enhancing student engagement and interest in learning.

此外，各科組在課堂以外舉辦各種活動，成功營造愉快的學習環境，並增加學生的學習興趣。中文科致力推廣閱讀和文化參訪，英文科將英語學習融入日常生活，佛學科則鼓勵學生正念思考，這些活動均成功吸引學生參與，提高學習興趣。

Addressing the major concern of student support, I am grateful for the initiatives aimed at enhancing students' self-esteem and sense of belonging. The "Take the Stage" talent showcase platform, where students can perform and boost their confidence, has been a tremendous success. The activities organized to provide a sense of fulfillment and self-identity, such as the "Summer Serenade," music competitions, student rewards, and leadership training, have had a positive impact on our students.

在學生支援方面，今年的重點關注事項為「增強學生自尊心及加強對學校的歸屬感」。「我們的舞台」給予學生展示個人才華的機會，有助提升自信心，是十分成功的活動。其他活動如「夏日情調音樂會」、音樂比賽、學生獎勵計劃、領袖培訓等，亦可讓同學從中獲得成就感和自我認同感，為學生帶來許多正面影響。

The utilization of alumni networks by the Career Team to provide academic and career information through peer programs has been invaluable. Showcasing outstanding alumni achievements has greatly enhanced students' identification and self-esteem. The Good Virtue Character Election has fostered a sense of belonging and connection among students, deepening their understanding of being part of our school.

生涯規劃組匯聚了強大的校友網絡，透過師友計劃，邀請校友向學生分享升學和就業的第一手資訊，傑出校友的成就大大提升了學生的自尊心和自我認同感。「善德人特質」選舉令學生之間的聯繫更緊密，對學校的歸屬感亦加深了。

As we enter the final phase of our three-year school development plan, I have full confidence in the ability of our teachers to continue making a difference in our students' lives. The challenges we faced have only made us stronger, and I believe our students will achieve even greater heights in the coming year.

三年學校發展計劃邁向最後一年，本人有信心，各位老師能對學生成長繼續帶來正面影響。面前的挑戰令我們更堅定，相信學生在未來一年將取得更高成就。

The dedication of our teachers is truly commendable, and I am proud to be working alongside such an exceptional team of educators. Let us build upon the successes of the past and strive for excellence together.

本校一眾老師為教學所作的付出值得嘉許，本人很自豪能夠與如此優秀的教學團隊共事。善德師生會繼續努力，同心追求卓越。

## VIII. APPENDIX 附件

- (a) Report on the Capacity Enhancement Grant 2022-2023  
學校發展津貼報告 2022-2023
- (b) Report on the Life-wide Learning Grant 2022-2023  
全方位學習支援津貼報告 2022-2023
- (c) Report on the School-based After-school Learning and Support Programme 2022-2023  
課後學習支援計劃工作報告 2022-2023
- (d) Programme Evaluation Report on the Diversity Learning Grant 2022-2023  
多元學習津貼評估報告 2022-2023
- (e) Report on the Use of the Promotion of Reading Grant 2022-2023  
運用推廣閱讀津貼報告 2022-2023
- (f) Report on Healthy School Programme 2022-2023  
健康校園計劃報告 2022-2023
- (g) Report on the Student Activities Support Grant 2022-2023  
學生活動支援津貼報告 2022-2023
- (h) Report on National Security Education 2022-2023  
國家安全教育施行報告 2022-2023
- (i) Report on Sister School Scheme 2022-2023  
姊妹學校交流計劃報告 2022-2023

## Evaluation Report on the Use of Capacity Enhancement Grant (2022-2023)

## 2022-2023 學年學校發展津貼用途檢討報告

Target Areas	Strategies	Evaluation
<p>Coping with students' diverse and special learning needs 照顧學生多元及特別學習需要</p>	<p>(A) To continue to run the Secondary School Life Adaptation Programme for newly admitted S.1 students. Tutors will be employed to take up the role of class teachers who are responsible for the daily routines and to teach learning skills.</p> <p>繼續舉辦中學生活適應課程，協助新入學的中一學生適應中學學習生活。導師將負責班主任工作處理日常事務性工作並教授學習技能。</p> <p>(B) Employ three clerical assistants to assist in conducting teaching and learning surveys, setting teaching timetables, handling general student-related tasks including keeping student information, student attendance, lateness, early leave, absence, enrollment and withdrawal records, student prize records, making of certificates, doing statistical work, providing library materials</p>	<p>The data obtained from the students' evaluation questionnaires showed that the majority of students (97.44%) agreed that the program could help them adapt to the secondary school life. Among the study skills taught in the program, most of them agreed that the skills on reading, notetaking and memorizing were useful. The majority of students (97%) agreed that the tutors employed could deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship. The majority of students (89.74%) agreed that they had less worry about the secondary school life after attending this program.</p> <p>評估問卷結果顯示大部分同學 (97.44%) 同意此課程能幫助他們適應中學生活。在教授的學習技巧中，大多數同學認為積極參與及學習技巧、解決問題技巧最為實用。絕大部份同學 (97%) 亦同意聘任的導師能清楚傳達課程內容，安排多元化的教學活動及建立融洽師生關係，大部份同學 (89.74%) 認同完成課程後，他們對適應中學生活的憂慮減低了。</p> <p>The clerical assistants took up duties assigned by teachers and assisted in preparing various student records which makes the school events and student activities hold smoothly. 文員助理能履行負責之工作及協助整理各項學生紀錄使學校活動及學生活動能順利舉辦。</p>

Target Areas	Strategies	Evaluation
	<p data-bbox="386 233 1171 310">lending services, audio and visual equipment lending services and perform other tasks assigned by the school.</p> <p data-bbox="386 367 1171 574">聘請三位文員助理，協助安排進行教與學問卷調查、編訂上課時間表、處理一般與學生有關的工作包括學生學籍紀錄、考勤紀錄、得獎記錄、制作學生獎狀、一般學生資料紀錄及統計工作等事宜，圖書館借書服務、影音器材借用服務及執行其他由學校指派的工作。</p>	

(範本)  
全方位學習津貼 運用報告  
2022-2023學年

2022年6月版

Appendix (B)

為提高透明度及根據一貫安排，學校須把經校董會/法團校董會/學校管理委員會審批的全方位學習津貼運用報告或載有全方位學習津貼運用報告的學校報告上載至學校網頁。

第1項：舉辦/參加全方位學習活動

編號	活動名稱、簡介及目標	舉行日期	對象		實際開支 (\$)	人均 實際開支 (\$)	開支 用途*	範疇 (請選擇 適用的選項， 或自行填寫)	評估結果	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
			級別	總參與 人數						智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有 關的經驗
1.1	本地活動：在不同學科/跨學科/課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1	師友計劃(alumni mentorship program)	9/2023 - 8/2024	S6	110	\$67,840.00	\$616.73	E2	其他，請註 明：生涯規劃	高中同學能掌握到更多升學相關資訊，校友更以小組型式，舉辦了多次活動，例如模擬面試和模擬放榜，讓同學有更充足的準備。					✓
2	參觀及交通	10/2023 - 7/2024	S2 - S6	160	\$7,631.30	\$47.70	E2	其他，請註 明：生涯規劃						✓
3	工作坊及其他學習經歷	10/2023 - 7/2024	S2 - S6	75	\$1,844.60	\$24.59	E1	其他，請註 明：生涯規劃						✓
4	2022-2023年度中三級中文趣聞巧寫工作坊 主題：漫談小品文學、淺嘗寫作樂趣	2022年10月至2023年5 月	中三	20-25	\$20,760.90	\$1000-1250		導師費用\$18000 雜費包括買書費 用\$7000 共 \$25000	中文	按計劃完成，上學期為閱讀工作坊，導師以輕鬆幽默的手法帶動閱讀風氣，閱讀書目包括古今作品，同學反應正面。下學期舉辦寫作工作坊，作家引入了新穎的寫作手法，提昇同學對寫作的興趣。	✓	✓		
5	2022-2023年度中文科圍讀計劃	2022年9月至2023年5月	中三、中四	20-25	\$6,100.10	\$244.00	書券：\$1000 書本	中文	本學年按進度共進行了8次圍讀，中四級同學及文學組同學均至少參加一至兩次圍讀活動。其中兩次圍讀請來寫人主持活動，包括2月16日由寫人兼探訪者洗麗婷主持的讀書會及4月27日由呂永佳老師親身講授〈公園，那憂傷的入口〉，同學反應熱烈。此外日，有同學表示恆常參與圍讀活動，對於能在課堂以外的時間與同學、老師閱讀課外篇章，分享讀後心得感到愜意，讀書氛圍有助提昇對文學的興趣。	✓	✓			
6	邀請飛鵬木偶團演出	2022年11月至2023年4 月	中一、二級	128人	\$3,500.00	\$27.34	演出費用	中文	本學年舉辦了兩次非遺木偶戲演出，對象為中一、二級同學，表演者演出精湛，學生反應熱烈。同學們尤其喜愛試玩環節，事後提供學習工作紙讓學生鞏固所學，同學對這類文化活動均表示有趣，有效提昇同學對國家文化的認識。	✓	✓			
7	香港學校音樂及朗誦協會	2022年9月至5月	全校	30人	\$2,685.00	\$89.50	報名費用	中文	第74屆中文朗誦節共有2組二人朗誦及14組獨誦，所有組別均按協會的要求透過錄像方式參賽。獎項方面，1C劉而樂、3A劉樂研、3C陳湛熙、3D陳學鈺及5D梁嘉敏均在獨誦比賽中分別季軍殊榮，其餘的參與組別則獲得優異或良好證書。			✓		
8	體驗漢服日	2022年4月至5月	全校	70人	\$0.00	\$0.00	購買漢服、頭飾	中文	今年舉辦中華文化日，有古服試穿環節，學生反應熱烈。(是次項目由公民組我的行動承諾資助，故未有用全方位資源)	✓	✓			
9	參與各類文化交流活動交通費用	2022年9月至2023年7月	全校	100人	\$5,820.00	\$58.20	交通費用	文學	6月參加中大文化徑導賞團，共有30位學生連3位老師參與。導賞員介紹中文大學校園藝術特色外，亦有介紹中國傳統文化特色，學生透過是次導賞團對中國文化有更深入認識。	✓	✓			
10	Leadership training 1	12 November 2022	S2 to S5	49	\$9,500.00	\$193.88	導師費	訓導	New prefects felt i)they were more confident in discharging their duties;ii) their ability in working as a team was strengthened. Besides;iii) they felt that they were more able to solve problems in difficult situations				✓	

11	Lion dance training	October 2022 to July 2023	S1 to S4	15	\$0.00	\$0.00	教練費	訓導	Over 85% of lion dance members found they i) were more confident iii) had a stronger bonding in the team team work iii) knew that they had the ability to overcome difficulties iv) knew more about Chinese culture	✓				
12	Drama: instructor and competitions	Oct 2022 - May 2023	S1 - S4	60	\$21,360.00	\$356.00	Hiring coaches	E1,E5	Developing acting potential and creativity	✓				
13	Debate coaches and others	Oct - Dec 2022	S2 - S5	60	\$76,600.00	\$1,276.67	Hiring coaches	E5	Exposure for elite students	✓				
14	Speech Festival subsidies	Sep - Dec 2022	S1 - S5	100	\$6,069.90	\$60.70	Subsidies for students	E1	Confidence building and exposure	✓				
15	Transport and Supplies for English Activities	Oct 2022 - May 2023	S1 - S6	320	\$3,600.00	\$11.25	Activity expenses:	E2	Positive feedback received from students and teachers.	✓				
16	Experience as an Anchor	July-August 2023	S1-S3	12	\$30,000.00	\$2,500.00	Course fee	E1	Exposure for elite students	✓				
17	女童軍 (參觀/工作坊)	45117	中一至中六	24	\$9,672.76	\$403.03	E1	藝術 (其他)	學生能投入參與自助烘焙班, 亦能從中獲得	✓				
18	男童軍開支	9/2022 - 8/2023	中一至中四	38	\$1,883.21	\$49.56	E7	藝術 (其他)	同學們都樂在其中, 積極參與。	✓				
19	學校旅行日 / OLE Day	9/2022 - 8/2023	中一至中六	743	\$47,094.80	\$63.38	E1, E7	體育	由於疫情, 燒烤場關閉, 全校於旅行日到訪海洋公園, 同學不亦樂乎	✓				
20	學會活動/興趣班	9/2022 - 8/2023	中一至中六	80	\$4,000.00	\$50.00	E7	體育	學生積極參與飛鏢工作坊, 反應熱烈	✓				
21	班級經營活動/班際活動/比賽	9/2022 - 8/2023	中一至中六	743	\$1,625.90	\$2.19	E7	藝術 (視藝)	透過舉辦班際活動, 如班徽設計比賽, 學生合作完成各項工作, 建立互信及團隊精神	✓				
22	社際活動 (草蓆編織工作坊)	7/7/2023	中一至中六	100	\$4,693.20	\$46.93	E5	藝術 (其他)	學生反應熱烈	✓				
23	社際活動 麵塑(麵粉)公仔工作坊	7/7/2023	中一至中六	100	\$4,800.00	\$48.00	E5	藝術 (視藝)	學生表現理想	✓				
24	空手道訓練班	9/2022 - 7/2023	中一至中五	25	\$8,198.46	\$327.94	E5	體育	學生表現理想	✓				
25	S.1 orientation activities (aiming to help S.1	Sep 22	S.1	130	\$25,000.00	\$192.31	E1, E2, E5, E7	其他·請註明: Orientation	About 90% of the students are more positive about their new school life	✓			✓	
26	Joy at BSTC (visits, sports, cooking workshop	Sept to July 23	S.1 to S.5	400	\$86,888.19	\$216.52	E1, E2, E5, E6, E7	其他·請註明: 共融校園, 精神健康	Students develop a sense of belonging towards their school and have a positive attitude towards life	✓			✓	
27	非物質文化遺產講座	3/10/2022	All S1 students	128	\$1,500.00	\$11.72	E1	歷史	Students gained insights about the types, development and needs to preserve Intangible Cultural Heritage as an important part of Chinese culture.	✓	✓			
28	拉闊遊世界	5/8/2022	S1 to S6	16	\$4,600.00	\$287.50	E1	歷史	Students understand Polish culture and had conversations about the recent Ukrainian War with the Polish representative, which equipped them as global citizens.	✓	✓			
29	歷史放大鏡入校講座 - 自製童年樂	2/2/2023	S1 to S5	12	\$1,500.00	\$125.00	E1	歷史	Students knew more about the popular culture and pastimes of children in Hong Kong, as well as understood the importance to cherish the things that we own.	✓				
30	歷史放大鏡入校講座 - 慈禧太后與晚清政局	19/4/2023	S4 to S5	26	\$1,500.00	\$57.69	E1	歷史	Students consolidated their understanding on the difficulties faced by the Late Qing government and the responses made regarding foreign expansions in China.	✓				
31	香港公共衛生的演變 - 旅遊車費	3/3/2023	S1	18	\$1,680.00	\$93.33	E2	歷史	Students walked through Sheung Wan and understood the development of public health of Hong Kong through visiting related historical sites.	✓				
32	香港公共衛生的演變	3/3/2023	S1	18	\$4,900.00	\$272.22	E1	歷史	Students walked through Sheung Wan and understood the development of public health of Hong Kong through visiting related historical sites.	✓				
33	小足跡大腳印本地歷史考察團	3/7/2023	S1 to S6	12	\$3,000.00	\$250.00	E1	歷史	Through visiting North Point, students understood how migration of Chinese population created the diverse cultural and religious practices in North Point.	✓				
34	小足跡大腳印本地歷史考察團- 旅遊車費	3/7/2023	S1 to S6	12	\$1,450.00	\$120.83	E2	歷史	Through visiting North Point, students understood how migration of Chinese population created the diverse cultural and religious practices in North Point.	✓				
35	聘請專業教練進行校隊訓練	9月-6月	中一至中六	159	\$188,050.00	\$1,182.70	E5	體育	隊員表現良好, 完成2022-2023舞蹈節街舞組比賽及各項學界比賽。	✓				

36	邀請運動團體推廣體育活動	4月-5月	中一至中六	888	\$4,580.00	\$5.16	E1	體育	效果理想。中一同學參加劍擊體驗、全校同學完成划艇測試，教練邀請成績優異同學參加進階訓練	✓			
37	舉辦產品展覽	21/6/2023	中一至中二	260	\$20,080.56	\$77.23	E7	跨學科 (STEM)	100%同學成功製作產品	✓			
38	舉辦和STEM相關的活動	2022年9月至2023年7月	中一至中五	260	\$22,081.85	\$84.93	E7	跨學科 (STEM)	學生表現理想	✓			
39	敬師日活動，建立校內關愛及欣賞文化	9/9/2023	全校	700	\$610.70	\$0.87	E7	德育	同學親手撰寫心意卡外，還分別教職員們送上小禮物，同學並在早會作宣傳，鼓勵同學親口表達謝意。職工對禮物感到滿意，認為十分實用。	✓			
40	感恩週，讓同學透過心意卡及小禮物，表達	10-12/5/2023	全校	700	\$1,579.37	\$2.26	E7	德育	共派出超過八百張感恩卡，及送出全數二百五十個肥皂花盒，不少同學反映感恩卡設計精美，故保留感恩卡作珍藏之用	✓			
41	善德人選舉活動 -- 表揚具善德人特質的同	全年	全校	700	\$25,028.00	\$42.99	E1, E5	德育	宣傳品讓同學對善德人的特質有更清楚的認識，選舉已成功於六月底試後活動期間投票，中一至中五全部同學均有參與投票，首次共有二十二位同學獲獎，並於結業禮頒授善德人徽章及證書。	✓			
42	中六打氣活動 -- 由各級同學撰寫打氣卡及	24/2/2023	全校	700	\$2,017.60	\$1.77	E1	德育	活動由二月二十二至二十四日進行。全級中四及中五共二百四十人均有撰寫打氣卡給中六同學，每位中六同學獲得一張作留念，其他感恩卡則在教員室門外懸掛，另外，約有一百名中一至中六同學均填寫打氣卡。二月二十四日早上全校七百多位同學共同參與打氣活動	✓			
43	國際關係工作坊及國際模擬會議體驗課程	29, 31/08/2023	中四至中六	16	\$10,000.00	\$625.00	E6	德育	同學代入不同國家的身份，明白在不同的國際議題上各國的角色及處境，能有效提升其全球公民的身份認同	✓			
44	中二級社會服務計劃--探訪護老院、長者	2023年6月至7月	中二	128	\$29,000.00	\$226.56	E7	德育	是次活動為長者活動及平等分享，四班共六組同學分別到訪老人院及長者中心與長者進行活動，其餘2組則在葵芳附近進行平等分享。同學對活動表現投入，整體評分達4.12 (5分為滿分) 並認為活動有助他們認識長者及弱勢社群需要，並能推動他們認識社會共融的重要。	✓			
45	暑期急救訓練計劃 急救課程	9/7/2023-30/7-2023	中四至中六	16	\$7,440.00	\$465.00	E6	其他，調社 胆，個人成長	有效滿意				✓
46	義工活動-壁畫製作	29-Apr	中一至中三	26	\$22.00	\$0.85	E7	價值觀教育	有效滿意	✓	✓		
47	水彩班	2/6/2023-26/6/2023	中四至中六	33	\$8,000.00	\$242.42	E5	藝術 (視藝)	有效滿意	✓			
48	塑膠彩班	7/2/2023-23/5/2023	中四至中六	33	\$2,800.00	\$84.85	E5	藝術 (視藝)	有效滿意	✓			
49	青年藝術家推廣計劃_展覽	1/9/2022-30/5/2023	中一至中六	780	\$6,986.00	\$8.96	E7	藝術 (視藝)	有效滿意	✓			
50	音樂活動系列	2022年9月 - 2023年8月	中一至中五	329	\$104,850.00	\$318.69	E5	藝術 (音樂)		✓			
52	實地考察	3月6日至3月8日	中四至中五	30	\$2,103.80	\$70.13	E1	地理	問卷調查	✓	✓		
53	主題學習日	11月至3月	中一至中六	200	\$2,950.00	\$14.75	E1, E7	地理	學生參與度	✓	✓		
54	舉辦或參加比賽	11月至3月	中四至中五	50	\$1,799.69	\$46.02	E1	地理	問卷調查	✓			
55	考察交通費	11月至3月	中一至中六	30	\$258.20	\$8.61	E2	地理	有效滿意	✓			
56	科學探究活動	11.2022 - 03.2023	S.1 and 2	256	\$8,020.00	\$31.30	E1, E2	科學	問卷調查顯示，多於九成學生認為活動有趣和有意義；老師觀察亦認為同學樂在其中，專心參觀。	✓			
57	外出參觀交通費/入場費	09.2022 - 06.2023	S.1 and 2	256	\$9,369.21	\$36.60	E7	科學	問卷調查顯示，多於八成學生認為活動有趣和有意義；老師觀察亦認為同學樂在其中，專心參觀。絕大部份同學能夠完成作品或探究工作紙。	✓			
58	消失的維多利亞導賞團	5/7/2023	S.4	11	\$4,725.00	\$429.55	E1	旅遊與款待	學生表現主動積極				✓
59	航空及旅遊行業工作坊	10/5/2023	S.5	8	\$5,000.00	\$625.00	E1	旅遊與款待	由於不少學生中了新冠肺炎，以致未能參加活動，另外參加學生表現主動積極。				✓
60	健康管理與社會關懷參觀職安局-認識目	19/12/2022	中五	24	\$600.00	\$25.00	E2	健康管理與社會關懷	同學能透過實地考察認識及使用職安設施，能增進他們對課程中有關工作場所風險評估的認識	✓			✓

62	Musical excursions	Sep 2022 - Aug 2023	S1 - S4	60	\$2,000.00	300	Exposure to live acting and singing and observing technical aspects	Music, English, art, dance, technical support, etc.	Positive feedback received from students and teachers.						
63	Supplies	Sep 2022 - Aug 2023	S1 - S4	300	\$5,103.00	\$10.00	Supporting activities	Music, English, art, dance, technical support, etc.	Positive feedback received from students and teachers.	✓					
64	SU election	Sep - Oct 2023	S1-S6	800	\$519.00	\$0.65	E1	領袖訓練	Cost-effective		✓				
65	Inter-school activities e.g. debates, exam prep	Oct 2022 - May 2023	S1 - S6	200	\$445.50	\$2.23	E1	Transport, resources and supplies	Leadership	Cost-effective					
66	Farewell to Class of 2023	Feb 23	S6	130	\$963.00	\$7.41	E1		Sense of belonging	Cost-effective		✓			
67	Promotion Day	Dec 22	S1 -S6	1000	\$417.00	\$0.42	E1		Sense of belonging	Cost-effective		✓			
68	Halloween	Nov 22	S1 -S6	50	\$503.00	\$10.06	E1		Activity organisation	Popular		✓			
69	Summer Fest	July 23	S1 - S5	680	\$5,550.90	\$8.16	E1		領袖訓練	Well-received		✓			

(如空間不足，請於上方插入新行。)

<b>第1.1項總計</b>				<b>13,399</b>	<b>\$960,751.70</b>										
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**1.2 境外活動：舉辦或參加境外活動 / 境外比賽 · 擴闊學生視野**

1	漢傳佛教文化台灣考察團	30/6/2023-4/7/2023	S4	24	\$97,967.10	\$4,081.96	E3, E4	宗教體驗	根據學生考察期間的習作可見，學生透過是次活動對素食文化及漢傳佛教都有進一步的認識。	✓	✓				
2	交流團	18/7/2023	中一至中四	20	\$10,000.00	\$500.00	E3	跨學科 STEM	學生表現理想	✓					
3															
4															
5															

(如空間不足，請於上方插入新行。)

<b>第1.2項總計</b>				<b>44</b>	<b>\$107,967.10</b>										
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<b>第1項總計</b>				<b>13,443</b>	<b>\$1,068,718.80</b>										
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**第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源**

編號	項目	用途	實際開支 (\$)
1	購買體適能訓練器材以提升校隊的體能質	透過專業器材，以提升校隊的體能質素	\$46,117.00
2	Printing Postcard to promote Intangible Culture	These postcards were awarded Creative Award in Junior History e-reading award 2022. The products were printed to students to raise their awareness on the cultural inheritance in Hong Kong and pre-severance of Chinese culture.	\$4,350.00
3	購買新的(如立體打印機)或保養舊的(如立體打印機和雷射切割機)STEM設備	舉辦STEM活動	\$29,060.51
4	初中視覺藝術科課外閱讀計劃_課外書	閱讀計劃	\$17,810.30
5	音響系統	音樂表演	\$19,080.00

(如空間不足，請於上方插入新行。)

<b>第2項總開支</b>			<b>\$116,417.81</b>
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<b>第1及第2項總開支</b>			<b>\$1,185,136.61</b>
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**第3項：受惠學生人數**

全校學生人數：	
受惠學生人數：	
佔全校學生人數百分比 (%)：	--

\* 輸入下表代號；每項開支可填寫多於一個代號：

E1	活動費用 (報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等)	E6	學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
E2	交通費	E7	設備、儀器、工具、器材、消耗品

全方位學習聯絡人姓名：	
職位：	

- E3 境外交流 / 比賽團費 ( 學生 )
- E4 境外交流 / 比賽團費 ( 隨團教師 )
- E5 專家 / 導師 / 教練費用

- E8 學習資源 ( 例如學習軟件、教材套 )
- E9 其他 ( 請說明 )

**Buddhist Sin Tak College**  
**School-based After-school Learning and Support Programmes 2022/23 s.y.**  
**School-based Grant - Programme Report**

Staff-in-charge: Mr. So Hon Hang

Contact Telephone No.: 2421-2580

A. The number of students (count by heads) benefitted under the Grant is **145** (including (A) 15 CSSA recipients, (B) 126 SFAS full-grant recipients and (C) 4 under school's discretionary quota).

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

*Name/ Type of activity	Actual no. of participating eligible students#			Average attendance rate	Period/ Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)
	A	B	C					
S6 Chinese Literature Tutorial Class	3	3	0	90%	Sep-Oct 2023	3,600	Teachers' observation	
S1-S2 Sex Education Lesson	8	65	0	100%	Sep 2023	2,620	Teachers' observation	End Child Sexual Abuse Foundation
S1 After-school Printing Class material	0	2	0	100%	Oct 2023	787.9	Teachers' observation	
S6 Ethics and Religious Studies Tutorial (1 <sup>ST</sup> Term)	0	3	0	100%	Oct 2023	3,800	Teachers' observation	
S6 Chinese Tutorial	0	1	1	95%	Oct 2023	4,800	Teachers' observation	
S3-S5 After-school Gardening material	0	5	0	100%	Oct 2023	1,366	Teachers' observation	
S6 Econ Mock Exam	0	2	0	100%	Oct 2023	420	Teachers' observation	Econ and LS Educational Press Limited
S1 Visit to Hong Kong Palace Museum	2	8	0	100%	Dec 2023	1,400	Teachers' observation	
S6 English Tutorial	2	5		85%	Oct-Dec 2023	23,746	Teachers' observation	
S6 Maths Tutorial	0	8	0	80%	Oct-Dec 2023	19,200	Teachers' observation	
After-school Environmental Workshop	0	3	0	100%	Feb 2024	1,600	Teachers' observation	Tzu Chi Environmental Action Centre
S6 Special Online Tutorial	0	0	1	100%	May 2024	3,150	Teachers' observation	
S1-S3 Saturday Class in 2nd term (Chinese)	2	7	0	85%	May 2024	4,800	Teachers' observation	

*Name/ Type of activity	Actual no. of participating eligible students#			Average attendance rate	Period/ Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)
	A	B	C					
S1-S3 Sat Class in 2nd term (English)	2	8	0	85%	May 2024	6,000	Teachers' observation	
S1-S3 Sat Class in 2nd term (Maths)	3	6	0	85%	May 2024	6,000	Teachers' observation	
S1 Maths online tutorial	0	1	0	95%	May-Jun 2024	3,750	Teachers' observation	
S6 Ethics and Religious Studies Tutorial (2 <sup>nd</sup> Term)	0	4	1	100%	Mar-Jun 2024	7,100	Teachers' observation	
S6 History tutorial	0	0	1	100%	Mar-Jun 2024	2,400	Teachers' observation	
S1 Post-examination Activities (Printing workshop)	6	34	0	95%	Jun 2024	24,320	Teachers' observation	Clover Dede
<b>Total no. of activities:</b>								
<b>@No. of man-times:</b>	28	165	4		<b>Total Expenses</b>	\$120,860		
<b>**Total no. of man-times:</b>	197							

Note:

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

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

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

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

### C. Project Effectiveness

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

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

**D. Comments on the Project Conducted**

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

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

**E. Do you have any feedback from students and their parents?**

Are they satisfied with the service provided? (Optional)

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**Buddhist Sin Tak College**  
**Programme Evaluation Report for DLG**

**Other Languages (2022/2023)**

Programme Title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Other Languages (Japanese, Korean, Spanish)	<ol style="list-style-type: none"> <li>Students have a chance to learn another language so as to enhance their competitiveness in the 21st century.</li> <li>A more diverse curriculum.</li> <li>Students have a higher chance for territory education.</li> </ol>	S4 students: 28 S5 students: 12 S6 students: 10	Lessons provided by Academy of the Baptist Convention of Hong Kong (Weekly) from September to May	Lectures, quizzes and tests	<ol style="list-style-type: none"> <li>Face-to-face lessons resumed and the attendance rate was high.</li> <li>It is recommended to offer the programmes next year.</li> </ol>	\$215,000

**Gifted Program (2022-2023)**

課程	教學目的	目標學生	開始日期	學生習作	課程/學生表現評核	財政支出
漫遊「文」 「藝」空間-- 作家教你繪本 創作(十節)	讓資優學生嘗試個人創作，並對遣詞用字、表達形式有講究  課程特色： <ol style="list-style-type: none"> <li>由繪本作家梁雅怡女士擔任課程導師，與學生分享最真切的創作經驗。</li> <li>文學班學生與視覺藝術科學生配對上堂。</li> <li>學生在作家帶領</li> </ol>	10 位中四學生	9/2022-7/2023  上學期為 10 節專家指導課，下學期為本校中文及視藝科老師指導。	<ul style="list-style-type: none"> <li>➢ 所有參加學生都交出設計稿、畫稿</li> <li>➢ 十堂中不斷與作家交流、修正個人作品</li> <li>➢ 最後選出兩位同學再作圖文指導，其中一位同學（鄒璐）作品優</li> </ul>	<ul style="list-style-type: none"> <li>➢ 學生樂於參與其中</li> <li>➢ 所有同學皆有個人設計成品</li> <li>➢ 中四鄒璐同學的個人圖文書&lt;我是小白鳥&gt;交由出版社刊印</li> <li>➢ 所有中一同學都獲分發&lt;我是小白鳥&gt;作其中</li> </ul>	\$21859.45

	<p>下，閱讀不同作品，跳出文字方框，認識圖文創作的世界。</p> <p>4. 學生會由認識寫作理論到嘗試個人創作，課程包括理論課及創作課。 理論課---創作故事的靈感的來源、寫作故事的方式、文字運用的技巧、圖象表述的方式、圖文結合的效果。 實踐課---同學嘗試尋找、記錄生活靈感、擬定創作方向、設計表述方式、嘗試創作故事、全文插畫、發佈作品。</p> <p>5. 由作家點評作品，提拔校內學生作家。</p> <p>6. 作家及學校老師會共同挑選作品，選出優異作品結集刊印，並於不同場合派發、展覽作品。</p>			<p>異，獲選印成圖文書</p>	<p>一本課外閱讀材料</p> <p>➤ 9月28日，中文科舉行圍讀活動，邀請中一、中四同學參加，鄒璐即場介紹圖文書的內容、各幅畫的意義；又即場示展構圖手稿、電繪軟件的使用等，同學亦可即時提問，與鄒璐即時交流，之後亦填寫問卷，對圍讀活動感到滿意。</p>	
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**Buddhist Sin Tak College**  
**Report on the Use of the Promotion of Reading Grant**  
 佛教善德英文中學 推廣閱讀報告  
 2022-2023

We received 4 proposals in promoting reading this year with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while enhancing further their reading abilities. All proposals were carried out and the evaluation reports are as follows:

**(1) English Department**

I. Aims and objectives:

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

II. Measures:

Measure	Target group	Content	Success criteria	Budget	Evaluation
Class Readers Scheme: Continuation	S.1-S.6	Each class will have 1 more set of class readers each term.	<ul style="list-style-type: none"> <li>● Students will complete book reports.</li> <li>● A poll on the popularity of the readers will be carried out in Term 2.</li> <li>●</li> </ul>	Reader purchase for S.1-S.4 students: <b>\$26,000</b>	As the number of existing readers for class circulation was enough, no reader was purchased.
Extensive Reading Scheme	S.1-S.3	Each student has to read 6 books of both fiction and non-fiction genres and view 2 films in order to fulfil the reading requirements.	Over 90% of students will meet the minimum requirements.	Book coupons as prizes to high-achievers: \$50 x 20 winners = <b>\$1,000</b>	Students did not perform well so no book coupons was purchased.

Estimated total: \$27,000

III. Evaluation:

Evaluation was carried out at the end of Term 1 and Term 2.

## (2) 中文科

### 一、計劃背景

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

### 二、計劃目標

配合校本閱讀冊及指定課外閱讀書目，推廣校內閱讀，營造閱讀氛圍。

### 三、計劃項目

計劃名稱	對象	內容	成效指標	預算經費	檢討報告
每周閱讀	中二至中六級	<ul style="list-style-type: none"><li>初中：根據教育局課程發展組編選 600 篇目，擷選其中 50 篇成每周兩篇閱讀冊。</li><li>高中：由中文科老師按學生閱讀興趣，擷選 30 篇名篇佳作，成每周一篇閱讀冊。</li></ul>	<ul style="list-style-type: none"><li>每學期須完成指定篇章(初中 25 篇；高中 15 篇)，以取得中文寫作考卷預設之 10 分閱讀分。</li><li>中一至中三上、下學期各級不少於 70% 同學能完成指定閱讀量。高中按校本評核要求完成閱讀。</li></ul>	\$19,000	各級已按計劃完成。中一級達標率為 79.8%，中二級達標率為 78.3%，中三級達標為 86.4%。中四至中六扣連校本評核閱讀活動，亦已完成。
高中校本閱讀計劃	中四至中五級	由學校購買指定課外圖書贈予同學，作校本閱讀評核活動。	中四及中五級同學按校本閱讀活動歷程表繳交讀書報告。	\$25,000	本科已為中四至中六學生訂購〈文言語譯〉一書，並已編排至指定教程，讓高中同學打好古漢語基礎。

總款額： \$44,000

四、檢視成效的模式：老師批改閱讀報告。

五、計劃的預期成效：學生能在老師指導下完成校本評核的閱讀報告。

### (3) 科學科

#### 一、計劃目的

- 促進閱讀並鼓勵學生養成良好的閱讀習慣
- 激發學生對科學的興趣

#### 二、計劃項目

計劃名稱	對象	內容	成效指標	預算經費	檢討報告
提供科普讀物給高中同學同學閱讀	高中同學	購買科普書籍，讓有興趣的同學借閱，養成閱讀習慣。	超過50%的書籍被借出	\$3,000	用了\$800購買了十本《奇妙的消化工廠》。目前，共有41位同學借閱了這本書，其中34位同學(>80%)認為書籍內容十分有趣且引人入勝，值得向其他朋友推薦閱讀。此外，還下單購買了12本《生存競爭大演化》和11本《人體運作的秘密》，共花費\$1,725元，計畫在暑假期間和明年開學後給同學借閱。

總費 \$3,000

### (4) 圖書館運用推廣閱讀津貼計劃

#### 一、計劃目標

營建閱讀氛圍及增加學生對閱讀的興趣

#### 二、計劃項目(見下頁)

計劃名稱	對象	內容	成效指標	預算經費	檢討報告
添置英文電子書	全校同學	鼓勵學生閱讀電子書及培養閱讀電子書的習慣，圖書館會舉辦簡單有獎問答比賽/進行宣傳，以加強他們閱讀英文電子書的誘因。	GVRL平台的統計報告能得悉學生閱讀電子書的數目	\$7,000	圖書館今年盡量購買較有趣的英文電子書以增加館藏，惟需要多加宣傳及增加誘因，學生才會多閱讀。
添置實體書	全校同學	進行新書展覽/主題展覽。	借閱圖書情況和學生參與閱讀活動的投入程度	\$8,000	其他科目及圖書館利用津貼購買各科新書，圖書館會作展覽，不少同學對新書感興趣並到圖書館借閱。

總費 \$15,000

### Summary 總結

Person-in-charge 負責老師	Subject 科組	Brief description of the plan 計劃簡述	Budget 預算	Expenditure 開支
ML Hau	English Department 英文科	Reading Scheme: cultivate a reading habit in students; widen students' exposure to authentic English 閱讀計劃：建立閱讀習慣，讓學生接觸真正英語	\$27,000	/
HM Wong	Chinese Department 中文科	Reading Scheme 每周閱讀及高中指定書目閱讀計劃	\$44,000	\$36,868
YW Faan	Science Department 科學	Providing science books to promote reading and encourage students to develop a good reading habit 提供科普讀物給同學閱讀以養成閱讀習慣	\$3,000	\$2,525
TM Wong	Library 圖書館	Promotion of reading 專科推廣活動	\$15,000	\$11,007.7 e-Books: \$4,933 Books: \$6,074.7
		Total 總額	\$89,000	\$50,400.7

**Buddhist Sin Tak College**  
**Annual Report on Healthy School Programme 2022-2023**  
 (The second year of the three-year project)

Appendix (F)

**Introduction:**

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

**Part A: School-based Activities**

Target	Topic	Organizer	Evaluation
S.2	Voluntary service program (cancelled because of the pandemic)	MCE	The Religious Committee organized a mindful workshop for students during lunch time. The workshop was about slow eating. The workshop was very popular. Students would express their gratitude towards food before they had their meal. Then they tasted the food slowly while keeping silent in the process. They cleaned up and said thank you after the meal. Students expressed that it was a special experience for them. Seldom did they keep silent while eating. It gave them an opportunity to reflect on where the food came from and show gratitude to the people who provided the food.
S.1 to S.6	Careers Visits and workshop (cancelled because of the pandemic)	Careers Committee	
S.1 to S.6	Mindfulness workshops and activities	Religious Committee	

**Part B: Healthy School Anti-drug Activities**

(1) Related to the Guidance Captains

Target	Date	Time	Topic	Organizer	Evaluation
Parents	Aug 2022	---	Introduction of the Program	香港青少年服務處	The briefing sessions for the new teachers, parents and students were successfully held face-to-face at the beginning of the school year.
Students	Sept 2022	---	Introduction of the Program	香港青少年服務處	
Guidance Captains	24 Sept 2022	10 am to 12 noon	Guidance Captain training day camp	香港青少年服務處	<b>1. Guidance Captains Leadership Training Day Camp</b>

Target	Date	Time	Topic	Organizer	Evaluation
Guidance Captains and S.1 students	30 Sept 2022	8 <sup>th</sup> to 9 <sup>th</sup> period	Kick Off (S.1 and the Guidance Captains)	香港青少年服務處	<p>Twenty-five Guidance Captains joined the training day camp. Over 98% of them expressed that the activity enabled them to enhance their team spirit. They expressed that the activity enabled them to enhance their self-efficacy. They also expressed that the activity enabled them to enhance their leadership skills.</p> <p><b>2. Kick-off of “FUN FUN 中相聚”</b> Guidance Captains first met their S.1 students. They had some ice-breaking games. Over 88% of the participants expressed that the activity could enhance the interpersonal communication skills. They also said that the activity could enhance their learning experience. 86% of the participants expressed that the activity enabled them to develop a positive attitude towards their life.</p> <p><b>3. Annual Fun Day on 3 July:</b> This year the year-end fun day was held in the new SK Hall. It was a cosy and relaxing place. S.1 students and their guidance captains had some fun games in the hall. Even their class teachers joined the quiz competition. As for the evaluation, 97% of the participants said the Guidance Captain Program helped them to enhance their communication skills. 95 % of them said that the activity enabled them to broaden their horizons. 95% of the participants expressed that the program helped them to develop a more positive attitude towards life.</p>
Guidance captains and S.1 students	3 July 2023	AM	Year-end Fun Day	香港青少年服務處	

(2) Other activities

Target	Date	Time	Topic	Evaluation
S.1 to S.3	26 Oct 2022	5 <sup>th</sup> to 6 <sup>th</sup> period	A talk about online addiction	<p><b>1. A talk about online addiction for S.1</b> 98% of the participants expressed that the talk could help them understand the adverse effect of online addiction. 98% of the participants expressed that the activity enabled them to understand the importance of a healthy lifestyle. 96% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 96 % of the participants expressed that the talk could enhance their resilience.</p> <p><b>2. A talk about relationship for S.4 students</b> 93% of the participants expressed that the talk could help them establish a healthy relationship. 93% of the participants expressed that the talk could enable them to understand the importance of a healthy habit. 92% of them said the activity could enhance their self-efficacy. 92% of them expressed that the talk could help them develop a positive attitude and value towards the life.</p> <p><b>3. Leadership training workshop</b> There were 50 student leaders in the workshop. They participated in a series of activities in which they could enhance their problem-solving skills. They could understand their strengths and weaknesses better.</p>
S.4	7 Mar 2023	5 <sup>th</sup> to 6 <sup>th</sup> period	A talk about relationship and self-esteem	
S.4	Oct 2022	---	Leadership training workshop	

**Part C: Drug testing**

The drug testing part was conducted by Hong Kong Children and Youth Services. The Board of Discipline helped to coordinate this part. The date of the test was confidential. Rm 205 was reserved for the drug test and it was reported that the room was suitable to protect the privacy of students. Four one hair tests were successfully conducted in November 2022, December 2022, February 2023 and April 2023. All results were negative. In the next academic year, four hair tests were planned to be conducted.



編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上✓號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
(如空間不足，請於上方插入新行。)									
第2項總開支			5	\$10,695.00					
3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備									
1	學習運動活動基本用品	體育	4	\$3,752.50			✓		
2									
3									
(如空間不足，請於上方插入新行。)									
第3項總開支			4	\$3,752.50					
總計			45	\$71,144.00					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人(姓名、職位)：	歐兆偉 教師
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姊妹學校交流報告書  
2022 /2023 學年

Appendix (I)

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

本學年已與以下內地姊妹學校進行交流活動：	
1.	廣州市第一中學

本校曾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 (\*已舉辦 / \*未有舉辦) (\*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	☑	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明)：

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到
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乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*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)：

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*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):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*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):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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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 type="checkbox"/>	分享

M3	<input type="checkbox"/>	問卷調查
M4	<input checked="" type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$73 015.40
N2	<input 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"/>	學年總開支	HK\$73 015.40
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	<p>有關交流活動的層面 [如適用，請註明]</p> <p>本次交流活動以管理層、教師及學生層面為主，三方參與對活動的順利進行和成效的實現都具有重要的作用。透過與學校管理層的交流，豐富管理層的思維和視野。教師的參與，有助於促進兩地學校之間的教學合作和交流，就教學內容、教學方法和學生需求等方面進行深入的討論和交流，從而豐富彼此的教學資源和提升教學品質。</p> <p>學生是交流活動的核心參與者，他們通過參與不同環節的活動，能夠增進對彼此學校和文化的了解。透過互訪和交流，了解對方學校的學制、學習方式和校園生活，這樣的體驗有助於擴大學生的視野，增進對內地的認識和了解，從而增加對國家的歸屬感/國民身份的認同。</p>
O2	<input checked="" type="checkbox"/>	<p>有關交流活動的形式/內容 [如適用，請註明]</p> <p>一、校園設施及學制介紹</p> <p>活動開始，由兩地校長介紹校園設施和學制的。這部分的内容能夠讓參與活動的學生對兩所學校的環境和教學方式有更深入的了解，進一步促進雙方學校之間的交流和合作。</p> <p>二、示範課：漢字的起源</p> <p>接下來，廣州一中的語文科老師進行了一堂有趣的示範課，主題是漢字的起源。老師講解生動有趣，使得參與活動的學生對漢字的認識加深。這樣的教學方式不僅能激發學生的學習興趣，同時也讓他們更好地理解 and 記憶漢字的由來。這樣的示範課對於增進兩地學生對中國文化的了解具有重要意義。</p>

		<p>三、校園參觀和學生交流</p> <p>第二環節中，由內地學生帶領本校學生參觀校園。這樣的活動安排讓兩地學生有機會互相交流和了解彼此的學習和生活環境。學生們可以互相分享彼此的學習經驗和文化背景，對於拓寬學生的視野非常有益。</p> <p>四、學生文藝交流</p> <p>最後一個環節是學生文藝交流，兩地學生以歌舞話劇的形式進行了精彩的表演。表演不僅展示了學生們的才藝，同時也增進了兩地學生之間的情感交流。藝術表演能夠啟發學生的創造力和表達能力，同時也促進了跨文化的交流和理解。</p> <p>總結來說，這次的交流活動在各個環節都取得了良好的效果。學生們通過校園設施和學制介紹、示範課、校園參觀和學生交流以及學生文藝交流，彼此之間建立了更深層次的了解和連結。這樣的活動不僅擴大了學生的視野，同時也促進了學生文化交流能力的培養。</p>
O3	<input checked="" type="checkbox"/>	<p>有關交流活動的時間安排 <i>[如適用，請註明]</i></p> <p>交流活動安排在 6 月 29 至 30 日進行。受疫情及中港全面通關安排影響，是次活動安排在政府 3 月公佈全面關後立即籌辦，可惜正值內地中學考試期間進行，出席學生人數較以往少。</p>
O4	<input checked="" type="checkbox"/>	<p>有關交流活動的津貼安排 <i>[如適用，請註明]</i></p> <p>津貼全數用於兩天的交流活動，活動預算與支出相符。</p>
O5	<input checked="" type="checkbox"/>	<p>有關承辦機構的組織安排<i>[如適用，請註明]</i></p> <p>承辦機構的組織安排妥當，活動時間按計劃時間開始和完成。</p>
O6	<input type="checkbox"/>	其他(請註明):

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	0 人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	77 人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	77 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	8 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	5 總人次

備註：