



Buddhist Sin Tak College
佛教善德英文中學

School Annual Plan
學校周年計劃

2024/25

Updated on October 2024

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I. SCHOOL MISSION & MOTTO

辦學理念及校訓

Buddhist Sin Tak College

佛教善德英文中學

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。

School Motto:

To illumine wisdom, manifest compassion and pursue kindness and virtue

校訓：

明智顯悲、至善達德

II. SCHOOL DEVELOPMENT PLAN FOR THE SCHOOL YEARS 2024-2027 & MAJOR CONCERNS FOR THE SCHOOL YEAR 2024-2025
2024-2027 三年學校發展計劃及 2024-2025 學年學校重點關注事項

School Development Plan for the School Years 2024-2027:

2024-2027 三年學校發展計劃：

1. To diversify student learning experiences and enhance national education
拓展多元學習體驗，加強國民教育
2. To foster a healthy campus environment and promote a healthy lifestyle
營造健康校園環境，促進健康生活

Major Concerns For the School Year 2024-2025:

2024-2025 學年學校重點關注事項：

1. To create distinctive student assignments, a peer learning platform, and a reading community
創設特色課業、建立同儕學習平台，以及推動閱讀天地
2. To foster a healthy campus environment and promote a healthy lifestyle
營造健康校園環境，促進健康生活

III. MAJOR CONCERN IMPLEMENTATION PLAN 2024-2025

重點關注事項施行計劃 2024-2025

1. Major Concern 1 : To create distinctive student assignments, a peer learning platform, and a reading community

重點關注事項一：創設特色課業、建立同儕學習平台，以及推動閱讀天地

Summary of feedback and follow-up proposed in the previous academic year:

1. The primary goal over the past three years has been to enhance students' confidence both in and out of the classroom. The school implemented a series of measures to achieve this, including an improved assessment system. A strategy was introduced in junior form to make passing easier but achieving high scores more challenging and establishing a safety net for various subjects. This initiative has led to increased pass rates and greater learning confidence among students. These policies will become part of our regular practice.
2. Building on the insights gained from the previous lesson study, we introduced assignments that address learning difficulties across subjects during these years. Following the principles of lesson study, we began by identifying learning difficulties, designing assignments, and employing diverse teaching methods to guide students through step-by-step frameworks for tackling these challenges. After classes, similar exercises were provided for practice, helping students build their self-confidence. In the third year (2023-2024), we advanced the initiative further by launching a little teacher program, which senior form students (S3-S5) taught engaging topics to junior form students (S1-S2). This initiative received enthusiastic participation and significantly boosted student confidence.
3. Over these years, we placed a strong emphasis on the learning atmosphere. Various subject groups conducted numerous extracurricular activities to broaden students' horizons. This year, we focused on national security as the main theme and comprehensively promoted national security education. The Religious Studies, Humanities, and Visual Arts departments collaboratively organized a series of activities themed "中國豆腐中國情" from September to April of last year to promote national education.

簡列上學年的回饋與跟進：

1. 2021 至 2024 年首要重點在於課堂內外提昇學生自習自信為主，此三年間，校方推行了一系列措施以達到目標，其中改良考評制度，在初中推行易合格難高分的策略，為各科建立安全網，提昇初中各科合格率，增加學習自信，均取得一定成效，以上政策將納入恆常機制內。
2. 為延續以往課研精神，2021-2024 於各科推行難點課業教學，套用課研理論，先從預設學習難點開始，設計課業，運用不同的教學方法，引導學生依循步驟/回應框架拆解難點。課後給予同類題目，讓同學實踐所學，建立學習自信。至第三階段(2024 年)，在難點課業之上再下一城，全校推展小導師教學計劃，除各科響應計劃外，教務組亦於 4 月 10 日舉辦小導師教學平台，以中一、二為對象，由中三至中五同學擔任小導師，教授有趣課題，反應熱切。對提昇學習自信有明顯幫助。
3. 此外 2021-2024 年重視學習氛圍，各科組在課堂以外進行不少課外活動，以拓寬學生視野。今年更以國家安全為主題，全方位推行國安教育，其中中國豆腐中國情，聯同各組別包括宗教組、文史組、視藝組由 9 月至 4 月展開一連串活動，有效推動國民教育。

Based on the above findings, our school has developed a new three-year plan (2024-2027) that aims to build on last year's achievements and enhance students' learning confidence through diverse learning experiences. We believe that every student possesses unique strengths. Traditional and standardized learning models may not address the diverse needs of all students. Emphasizing "diversity" in learning experiences allows students to explore and develop their strengths through various platforms, thereby fostering self-confidence in their learning.

Furthermore, enhancing students' sense of national identity and instilling a sense of pride in being Chinese are essential components of school education. According to the KPM data, our students rated their confidence in learning both inside and outside the classroom at an average of 3.2, with the lowest rankings given to the items "I am confident in learning" and "I enjoy learning." These figures indicate that we need to focus on improving learning confidence and enjoyment in the future. In the 2023-24 academic year, the school implemented the Little Teacher Program. According to the surveys, 90% of students believed that the Little Teacher Program effectively boosted their learning confidence. Yet, the little teachers were mainly high-performing students. Not all students have been able to fully develop their learning confidence. Therefore, one of our goals in the next three-year development cycle is to optimize peer learning, ensuring that students of varying abilities have opportunities to thrive. Furthermore, students expressed that they are unable to enjoy their learning. A review of their assignments revealed that many of our assignments were written assessments. The types of assignments were mainly conventional, including tasks such as exercises, structured questions, and essay writing. Many of them were in written format. Other types of assignments, such as video, imagery, or innovative assignments, were less common. This indicates that our school places a strong emphasis on traditional assessment methods, resulting in a limited variety of formats. We could consider incorporating more diverse and distinctive student assignments as a direction for development over the next three years.

綜合以上成果，本校新訂三年（2024-2027）計劃，將繼續上學年的成果，以多元學習體驗提昇學習自信為目標。我們相信每個學生各有不同長處，而傳統單一的學習模式未必能照顧不同學生需要，多元學習體驗，重點在「多元」性，讓學生透過不同的學習平台認識及發揮自己的長處，以建立學習自信。此外，提升學生對國民身份的認同感，並以中國人身份為傲，乃學校教育重要的一環。從 KPM 數據可見，學生對於「課堂內外，我對學習有自信」以及「課堂內外，我享受學習」的回應平均值為 3.2。同意排序為最低及次低。此兩項數據反映學習自信與學習樂趣仍是日後需要關注的地方。23-24 年關注事項推小導師教學，根據小導師問卷調查，有 9 成同學認為小導師教學有效提昇學習自信，然而小導師始終為一小撮能力較高的同學，未能全面地讓其他同學也可從中建立學習自信，故下一個三年計劃其中一項為優化小導師教學，使不同能力的同學均有可發揮的機會。再者，同學反映未能享受學習，從查簿可見，本校的課業形式主要在紙筆書寫，而紙筆書寫中課業類別較傳統，例如作業、長問答、命題寫作，文字佔比例最多，其他課業形式，例如文字外的錄像、圖像或其他特色課業較少。凡此種種均可見本校較注重傳統紙筆評估模式，形式較單一，可考慮特色課業作為下一個三年的發展方向。

In conclusion, the school major concerns for the 2024-2027 three-year development plan are as follows:

(1) Distinctive Student Assignments

- i. In contrast to traditional assignments focused on Q&A, exercises, and homework, distinctive student assignments emphasize students' creativity. The topics are more closely related to real-life scenarios, or it can include story adaptations, problem-solving tasks, etc. The assessment format is not limited to written work; students can also use voice-act, drawing, dance, and music as evaluation methods. These projects can contribute to the overall grade, as determined by the subjects.
- ii. To foster students' sense of belonging to the nation, the themes of the distinctive student assignments should be connected to National Security Education, in order to enhance students' understanding of the national culture.

(2) Peer Learning Platform

The 'Little Teacher Program' will be optimized and renamed as the "Peer Learning Platform ". This reduces the emphasis on the 'tutor' identity and incorporates elements of peer sharing, allowing more students to participate in presentations and strengthening their confidence in learning.

(3) Reading Community

Led by the library and the reading team, a comprehensive reading program will be implemented, including establishing reading ambassadors, promoting reading and book recommendations, and strengthening the reading atmosphere through a reading promotion platform.

綜合而言，2024-2027 三年發展計劃優先項目如下：

(1) 特色課業：

- i. 相對於以問答、練習題、作業形式為主的傳統課業，特色課業更強調發揮學生的創意，所設課題貼近生活場景，可以是故事改編、解難題等。形式也不限於紙筆書寫，可用聲演、繪畫、舞蹈、音樂為評核形式。課業可計入平時分，由科本自行決定。
- ii. 為建立學生對國家的歸屬感，特色課業主題須與國家安全教育相扣，以提昇學生對國家文化的認識。

(2) 同儕學習平台分享：


優化小導師教學，將小導師教學定名為「學習平台分享」，減弱「小導師」身份，加「同儕分享」元素，讓更多同學有機會參與課題講解，增強學習自信。

(3) 閱讀天地：

由圖書館及閱讀組引航，全方位推行閱讀計劃，包括成立閱讀大使、推廣閱讀/好書介紹、透過閱讀分享平台，加強閱讀氛圍。

1.1. Distinctive Student Assignments 特色課業

General Evaluation from Board of Studies 教務組整體評估：

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Distinctive Student Assignments 特色課業	<ul style="list-style-type: none"> To inspire students to unleash their creativity, which can enhance their interest in learning and boost their confidence in learning. To equip students with a sense of national identity. 以不同形式的課業發揮學生的創意，以提昇學習趣味及學習自信 讓學生認識國情，培養學生對國家的觀念 	<ul style="list-style-type: none"> Each subject will select one form to implement. At least one challenging and creative assignment will be designed in each term. The assignments should differ from traditional question-and-answers formats and can be linked to real-life scenarios. They may include project-based research, practical projects, role-playing, and artistic creation, aimed at stimulating students' creativity and interest in learning. In line with promoting national education, one assignment from each subject in the first term must be related to national education. 由各科選其中一級作試行點，每學期設計一份具有挑戰性和創意的課業，課業有別於一般的問答形式，可與生活場景掛鉤，包括專題研究、實作專案、角色扮演、藝術創作等，以激發學生的創造力和學習興趣。 為配合國民教育，各科上學期所擬定的其中一項課業須與國民教育有關 	<ul style="list-style-type: none"> Every subject assigns at least one distinctive student assignment for one form in each term, with the content focused on national education in Term 1. Feedback from students reflects that distinctive student assignments have effectively enriched their diverse learning experiences and deepened their understanding of national culture. 各科每學期能選其中一級安排至少一份特色課業，上學期須與國民教育內容相關。 從學生反思回饋中可見特色課業有效拓展學生多元學習以及對國家文化的認識。 	<ul style="list-style-type: none"> Reports from each subject department Assignment Inspection Questionnaire 各科組報告 查簿 問卷調查  <p>問卷 sample</p>	Whole year 全年	Subject panel chairpersons 各科組主任	1. Arrange classrooms for inspection and display of distinctive student assignments 2. Printing resources 1. 安排課室以查閱及展示特色課業 2. 印刷資源

參考資料：



教育局：國家安全教育課程框架



教育局：有關國民教育學與教資源

Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):

Subject 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Chinese Language 中國語文	<p>Enhance students' interest in the subject through coursework, strengthen creativity, establish a sense of belonging to the country, connect with national security, and increase students' understanding of national culture.</p> <p>藉課業提升同學對學科的興趣、加強創意，建立同學對國家的歸屬感，與國家安全相扣，提升學生對國家文化的認識</p>	<ul style="list-style-type: none"> Coursework should not be limited to traditional methods such as Q&A, exercises, and assignments. Coursework should emphasize creativity and be relevant to real-life scenarios. Each grade from Secondary 1 to Secondary 3 should have at least one distinctive coursework assignment <ul style="list-style-type: none"> 課業不應以傳統方式為限，如問答、練習題、作業等 課業應強調創意、貼近生活場景 中一至中三級每個學段最少一個特色課業 	<p>95% of students completing the assignments and mastering the content</p> <p>全級 95% 學生完成課業並掌握課業內容</p>	<ul style="list-style-type: none"> Teachers assess and grade the coursework Students fill out questionnaire <ul style="list-style-type: none"> 老師評改課業 學生填寫問卷 	<p>First term 第一學段</p>	<ul style="list-style-type: none"> Subject head, grade coordinators subject teachers <ul style="list-style-type: none"> 科主任 各級聯絡人 科任老師 	<p>Enhance students' interest in the subject through coursework, strengthen creativity, establish a sense of belonging to the country, connect with national security, and increase students' understanding of national culture.</p> <p>藉課業提升同學對學科的興趣、加強創意，建立同學對國家的歸屬感，與國家安全相扣，提升學生對國家文化的認識</p>

<p>English Language 英國語文</p>	<ul style="list-style-type: none"> To create distinctive student assignments to inspire students to unleash their creativity, which can enhance their interest in learning and boost their confidence in learning To nurture a sense of national identity in students To broaden students' knowledge, enhance their language proficiency, develop their generic skills and teach them to use information and information technology ethically, flexibly and effectively To increase students' awareness of cultural, ecological and cyber security 創造獨特的學生作業，以啟發學生釋放創意，從而增強他們的學習興趣和自信心 培養學生的國家認同感 拓寬學生的知識，提升他們的語言能 	<ul style="list-style-type: none"> <u>S1, Term 1, 2024 – 25:</u> Module: Charming China Students will research wildlife and traveling in China and present their perspectives in class and in public. <u>S2, Term 2 2024 – 25:</u> Theme: narrative writing Producing audio stories with Adobe Spark Video, a learning app <u>S4, Term 2, 2024 – 25:</u> Theme: advertising Producing videos to advertise products applying advertising techniques <u>中一，</u> <u>2024 - 25 學年第一學期：</u> 模組：魅力中國 學生將研究中國的野生動物和旅行，並在課堂和公共場合展示他們的觀點 <u>中二，</u> <u>2024 - 25 學年第二學期：</u> 主題：敘事寫作 使用 Adobe Spark Video 這款學習應用程式製作音頻故事 <u>中四，</u> <u>2024 - 25 學年第二學期：</u> 主題：廣告 製作視頻來廣告產品，應用廣告技巧 	<p>(1) 70%+ of students to be involved will conclude that the assignments can</p> <ul style="list-style-type: none"> provide alternatives to conventional assignments inspire them to unleash their creativity and boost their interest and confidence in learning nurture a sense of national identity in students broaden their knowledge, enhance their language proficiency, develop their generic skills and teach them to use information and information technology ethically, flexibly and effectively increase their awareness of cultural, ecological and cyber security <p>(2) 70%+ of the teachers to be involved will conclude that the assignments can achieve the above goals</p> <p>(1) 70% 以上的參與學生將得出結論，這些作業可</p> <ul style="list-style-type: none"> 提供傳統作業的替代方案 	<ul style="list-style-type: none"> Assignment inspection Student surveys Teachers' surveys Department reports 作業檢查 學生調查 教師調查 部門報告 	<p>2024 - 2025</p>	<p>S1, S2, S4 English teachers and panel heads</p> <p>中一、中二、中四英語教師及科組主任</p>	<ul style="list-style-type: none"> Printing Learning apps Software for presentation and filming Presentation venues Peer evaluation forms Audio-visual equipment Cameras for filming and photo taking 印刷 學習應用程式 拍攝軟件 展示場地 同儕評估表 視聽設備 拍攝和攝影用相機
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Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):

Subject 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<p>力，發展他們的通用技能，並教導他們以道德、靈活和有效的方式使用資訊和信息技術</p> <ul style="list-style-type: none"> 提高學生對文化、生態和網絡安全的認識 		<ul style="list-style-type: none"> ■ 啟發他們釋放創意並增強學習興趣和自信心 ■ 培養學生的國家認同感 ■ 拓寬他們的知識，提升他們的語言能力，發展他們的通用技能，並教導他們以道德、靈活和有效的方式使用資訊和信息技術 ■ 提高他們對文化、生態和網絡安全的認識 <p>(2) 70%以上的參與教師將得出結論，這些作業可以達成上述目標</p>				

Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):

Subject 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Mathematics 數學	<ul style="list-style-type: none"> To unleash students' creativity and boost their confidence in learning. To equip students with a sense of national identity. 釋放學生的創意並增強他們學習自信 培養學生的國家認同感 	<p>In the first term, S4M1 and S4M2 students are asked to make a poster about Yang Hui's Triangle (楊輝三角) before they learn binomial expansion. They need to introduce the Chinese mathematician Yang Hui and highlight his contribution to Mathematics.</p> <p>在第一學期，S4M1 和 S4M2 的學生被要求在學習二項式展開之前製作有關楊輝三角的海報。他們需要介紹中國數學家楊輝並強調他對數學的貢獻。</p>	<p>Feedback from students reflects that the distinctive student assignments have effectively enriched their diverse learning experiences and deepened their understanding of national culture.</p> <p>學生的反饋顯示，這些獨特的學生作業有效地豐富了他們多樣的學習體驗，並加深了他們對國家文化的理解。</p>	<ul style="list-style-type: none"> Reports from Mathematics department Assignment inspection Questionnaire 數學科的報告 作業檢查 問卷 	<ul style="list-style-type: none"> First term of school year 2024-25, Sep 2024 2024-25 學年第一學期 2024 年 9 月 	<p>S4M1 and S4M2 teachers (FY Cheung, KH Tam)</p> <p>S4M1 和 S4M2 老師: 張鳳兒老師 譚國豪老師</p>	<p>Printing resources</p> <p>印刷資源</p>

<p>Citizenship and Social Development</p> <p>公民與社會發展科</p>	<p>Using scenarios they are more familiar with, students are required to complete designated tasks to unleash their creativity, develop problem-solving skills, and increase their interest in the subject, thereby enhancing their understanding of national culture and the concept of national security.</p> <p>以他們較熟悉的情景設問，要求學生完成指定任務，以讓學生發揮創意、培養解難能力，並增加學生學習本科的興趣，從而提升學生對國家文化及國家安全概念的認識。</p>	<ul style="list-style-type: none"> • Target: Secondary 5 • Teaching materials: School-based worksheets • Format: Suggested questions with attached scenarios, can be conducted in groups <p>Examples of topics:</p> <ul style="list-style-type: none"> • Design a display board to promote traditional Chinese/Hong Kong culture to classmates • Organize a workshop for Secondary 4 students to promote awareness of the law • Launch a set of electronic games that showcase the characteristics of Chinese culture <ul style="list-style-type: none"> • 對象：中五 • 教材：校本工作紙 • 形式：附設情景的建議題，可分組進行 <p>題目例子：</p> <ul style="list-style-type: none"> • 設計展板向同學推廣中國/香港傳統文化 • 為中四學生舉辦工作坊宣傳守法意識 • 推出一套能呈現中國文化特色的電子遊戲 	<p>95% of students completed the assignments and mastered the content.</p> <p>全級 95% 學生完成課業並掌握課業內容。</p>	<ul style="list-style-type: none"> • Teacher observation • Students' performance in assignments • Questionnaire survey <ul style="list-style-type: none"> • 老師觀察 • 同學在課業中的表現 • 問卷調查 	<ul style="list-style-type: none"> • 1st distinctive assignment: November 2024 • 2nd distinctive assignment: April 2025 <ul style="list-style-type: none"> • 第 1 次特色課業：2024 年 11 月 • 第 2 次特色課業：2025 年 4 月 	<p>Subject head</p> <p>科主任</p>	<p>Printing resources</p> <p>印刷</p>
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Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):

Subject 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Integrated Science 綜合科學	To let students learn the contributions of Chinese scientists self-directedly. 讓學生自主學習中國科學家的貢獻。	<ul style="list-style-type: none"> • S.1 students need to search information on Chinese scientists and their contributions from the internet or library books. • Students need to present the information found to their classmates in groups. • 中一學生需要從互聯網或圖書館書籍中搜尋有關中國科學家及其貢獻的資料。 • 學生需要以小組形式將所找到的資料向同學展示。 	<ul style="list-style-type: none"> • More than half of the students could give a decent presentation about Chinese scientists. • More than half of the students could hand in a decent report on Chinese scientists. • 超過一半的學生能夠進行關於中國科學家的體面報告。 • 超過一半的學生能夠提交一份體面的報告有關中國科學家。 	Teachers' evaluation 教師評估	Nov 2024 2024年11月	S.1 IS teachers 中一科學老師	-

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Biology & STEAM Education 生物及「科學、科技、工程、藝術及數學」教育	Provide our students with an assignment that is not in written form. 提供給學生一項非書面形式的作業。	Students will have the opportunity to submit a short video as one of the assignments. One of the videos must be related to national education. 學生須提交一段短視頻作為特色課業之一。其中一段視頻必須與國民教育有關。	More than 50% of the students enjoy producing or watching the video. 超過 50% 的學生喜歡製作或觀看視頻。	Questionnaire 問卷	One video per group 每組一段視頻	<u>Biology:</u> S4 Subject teachers <u>生物：</u> 中四級科任老師 <u>STEAM Education:</u> S1-2 Subject teachers <u>「科學、科技、工程、藝術及數學」教育：</u> 中一、二級科任老師	Guidelines for the videos 視頻指導方針

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Physics 物理	<p>Through thematic studies in groups to explore the recent technology development in China and discuss their impact to the society and their further advancement/development in these related topics</p> <p>通過主題式的專題研究，探索中國近期的科技發展，並討論這些發展對社會的影響及其未來的進一步發展。</p>	<p>In S.4 students will form group of 3. After the reviews on the recent technology development in China, each group will find an article related to a chosen topic for studies A 3 mins video clip will be produced as the final product which include the current situations, discussion on the impact to the society and their further advancement/ development</p> <p>中四學生將組成3人小組。在對中國近期科技發展進行回顧後，每組將找到一篇與所選主題相關的文章進行研究。最終製作一段3分鐘的視頻，內容包括當前情況、對社會影響的討論以及未來的進一步發展。</p>	<ul style="list-style-type: none"> 100% of the students can complete the assigned task. 60% of students agree that these studies can deepened their understanding in the recent technology development in China 100%的學生能夠完成指定任務。 60%的學生認為這些研究能加深他們對中國近期科技發展的理解。 	<ul style="list-style-type: none"> Reviews on the video clips Questionnaire Reviews in subject meetings 對視頻的回顧 問卷 科目會議中的回顧 	<p>Whole Year</p> <p>整個學年</p>	<p>Mr. KC Lau</p> <p>劉啟智老師</p>	-
Chemistry 化學	<p>To enhance students' understanding in green chemistry policies or technologies in China</p> <p>增強學生對中國綠色化學政策或技術的理解。</p>	<p>After learning Chapter 55 "Green Chemistry", some articles about Green Chemistry policies and technologies in China will be provided. Students will introduce to their classmates by making a PowerPoint or a short video.</p> <p>在學習第55章「綠色化學」後，將提供一些有關中國綠色化學政策和技術的文章。學生將通過製作 PowerPoint 或短視頻向同學介紹這些內容。</p>	<p>More than 50% students did a decent powerpoint or video.</p> <p>超過50%的學生能完成具有一定水平的 PowerPoint 或視頻。</p>	<p>Assessment</p> <p>評估</p>	<p>Sept 2024</p> <p>2024年9月</p>	<p>Mr. TL Pang</p> <p>彭敦臨老師</p>	<p>Google drive</p> <p>Google 雲端硬碟</p>

Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):

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Chinese History 中國歷史	<p>Design a distinctive assignment each semester, selecting junior secondary as a pilot to enhance students' creativity and learning interest, while aligning with national education, with content related to national education.</p> <p>每學期設計一份特色課業，選初中作試點，以提昇學生的創造力和學習興趣，設計課題配合國民教育。</p>	<p>In the upper and lower semesters, Secondary 3 and Secondary 2 will serve as pilot groups, respectively, selecting a historical event to depict key scenes in comic form, accompanied by reflective questions.</p> <p>上、下學期分別以中三、中二為試點，選一則歷史事件，以漫畫形式描繪關鍵情節，配上反思問題。</p>	<p>Feedback from student reflections shows that the distinctive assignment effectively expands students' diverse learning and their understanding of national history.</p> <p>從學生反思回饋中可見特色課業有效拓展學生多元學習以及對國家歷史的認識。</p>	<ul style="list-style-type: none"> • Assignments • Questionnaire survey • 課業 • 問卷調查 	<p>Whole year 全年</p>	<p>Subject head 科主任</p>	<p>Printing resources 印刷資源</p>

Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):

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Chinese Literature 中國文學	<p>The purpose is to enhance students' creativity, learning interest, and confidence through distinctive student assignment.</p> <p>In line with national education, a thematic approach is adopted to improve students' understanding of Chinese culture.</p> <p>以不同形式的課業發揮學生的創意，以提昇學習趣味及學習自信。</p> <p>配合國民教育，以主題式探討提昇學生對中華文化的認識</p>	<p>For S4 students, distinctive student assignments will be tried out in conjunction with the teaching units. The task should be able to connect with contemporary life and incorporate artistic elements to stimulate students' creativity and learning interest.</p> <p>In line with national education, a distinctive student assignment will be implemented where students create a dialogue scene using historical figures as the writing subject.</p> <p>以中四級為對象，配合所教單元，試行一次特色課業。課業須能與時代生活聯繫，並加入美術元素，以激發學生的創造力和學習興趣。</p> <p>配合國民教育，以古人為書寫象，創設對談場景。</p>	<ul style="list-style-type: none"> For S4 or S5 students, at least one distinctive student assignment will be implemented. One of the distinctive student assignments should be related to national education. 中四或中五級至少推行一次。 其中一次之特色課業能與國民教育有關。 	<p>The implementation will be reported by each subject panel.</p> <p>Checking of Assignments</p> <p>各科組報告查簿</p>	<p>September to May</p> <p>9月至5月</p>	<p>Ms. HL Lam</p> <p>林曉蕾老師</p>	<ul style="list-style-type: none"> Photocopying fees Computers, and other relevant resources 影印費 電腦或其他相關資源

<p>History 歷史</p>	<p>S.1 and senior forms: <ul style="list-style-type: none"> To increase students' understanding on Intangible Cultural Heritage (ICH) To increase students' awareness on how ICH connects Hong Kong and the mainland culturally. <p>S.3: Let students present their ideas through non-conventional assignments.</p> <p>中一和高年級： <ul style="list-style-type: none"> 增加學生對非物質文化遺產（ICH）理解 提高學生對非物質文化遺產如何在文化上連接香港與內地認識 <p>中三： 讓學生通過非常規作業展示他們的想法。</p> </p></p>	<p>S.1: One project-based assignment about Intangible Cultural Heritage is expected to be completed. Students were grouped in pairs. Some of them need to prepare a short presentation to their students as learning peers (This serves as a part of 'Peer learning platform' at the same time). The rest of them could make use of the contents from presentations or other selected ICH items to design poster (or other equivalent items) to present their thoughts on the ICH.</p> <p>S.3: One project-based assignment about modern European history is expected to be completed. Details are to be further confirmed.</p> <p>S.5/6: A class activity is expected to be carried out. Students were assigned roles of Chinese government officials, intellectuals, etc. to discuss how reforms and revolutions in 1900-1949 (re)shaped their lives.</p> <p>中一： 預期完成一個有關非物質文化遺產的項目式作業。學生以雙人小組形式分組。一些學生需要準備一個短的展示，作為同儕學習的對象（這同時也是</p>	<p>S.1, 5/6: Feedback from students reflects that distinctive student assignments have effectively enriched their diverse learning experiences and deepened their understanding of national culture.</p> <p>S.3: Feedback from students reflects that distinctive student assignments have effectively enriched their diverse learning experiences.</p> <p>中一、五/六： 學生的反饋顯示，這些獨特的學生作業有效地豐富了他們多樣的學習經歷，並加深了他們對國家文化的理解。</p> <p>中三： 學生的反饋顯示，這些獨特的學生作業有效地豐富了他們多樣的學習經歷。</p>	<ul style="list-style-type: none"> Reports from subject department Assignment Inspection Questionnaire (to students) 科目部門報告 作業檢查 問卷調查（學生） 	<p>Whole Year 全年</p>	<p>Mr. WK Lee Ms. YC Tang 李偉傑老師 鄧鈺楨老師</p>	<ul style="list-style-type: none"> Printing facilities Room for storage of assignments 印刷設施 作業存放空間
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		<p>「同儕學習平台」的一部分)。 其餘學生可以利用展示內容或其他選定的非物質文化遺產項目來設計海報(或其他等效項目),以表達他們對非物質文化遺產的看法。</p> <p>中三: 預期完成一個有關現代歐洲歷史的項目式作業。具體細節將進一步確認。</p> <p>中五/六: 預期將進行一項班級活動。學生被分配為中國政府官員、知識分子等角色,討論 1900-1949 年的改革和革命如何重塑他們的生活。</p>					

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Buddhist Moral Value Education & Ethics and Religious Studies 佛化德育價值科及倫理宗教科	<ul style="list-style-type: none"> Use different forms of assignments to unleash students' creativity, enhancing their interest in learning and learning confidence. Align with national education to explore themes that increase students' understanding of Chinese culture. 以不同形式的課業發揮學生的創意，以提昇學習趣味及學習自信。 配合國民教育，以主題式探討提昇學生對中華文化的認識 	<ul style="list-style-type: none"> In the first semester, implement a distinctive assignment for Secondary 1 titled "Savoring Zen." The assignment must connect with the nation to stimulate students' awareness and identification with national culture. In the second semester, implement a project study for Secondary 2 titled "The Development of Buddhism in China" to cultivate students' self-learning abilities and understanding of the development of Buddhism. 上學期以中一級為對象，試行一次特色課業[細味禪]。課業須能與國民聯繫，以激發學生的覺察能力及對國家文化的認同。 下學期以中二級為對象，推行專題研習[佛教在中國的發展]，以培養發學生的自學能力，並了解佛教的發展。 	<ul style="list-style-type: none"> At least one distinctive assignment for Secondary 1 should be implemented. One of the distinctive assignments should be related to national education. 中一級至少推行一次。 其中一次之特色課業能與國民教育有關。 	<ul style="list-style-type: none"> Meeting reports Record checks 會議報告 查簿 	9月至5月	<ul style="list-style-type: none"> Ms. LY Lee Subject teachers for S1 李麗儀老師 中一科任老師 	<ul style="list-style-type: none"> Ingredients Computers or other relevant resources 食材 電腦或其他相關資源

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Economics 經濟	To stimulate students' creativity and interest in learning 刺激學生的創造力和學習興趣	Level : S.4 One challenging and creative assignment will be designed in each term, with the content focused on national education in the first term. 級別：中四 每學期將設計一項具有挑戰性和創意的作業，第一學期內容集中於國民教育。	Students are able to do one distinctive assignment in each term. 學生能夠每學期完成一項獨特的作業。	<ul style="list-style-type: none"> Students' performance on distinctive assignments Feedback from subject teacher and students 學生在獨特作業上的表現 來自科任教師和學生的反饋 	Whole year 全年	S.4 subject teacher 中四科任教師	Manpower, reference materials, printing resources 人力、參考資料、印刷資源

<p>Business, Accounting and Financial Studies</p> <p>企業、會計與財務概論</p>	<p>(1) S5 (Mini group projects):</p> <ul style="list-style-type: none"> • First term: <u>China Incorporations</u> Over the decades, China corporations have been growing significantly which have great impacts on our daily life. • Second term: <u>Financial Scam</u> A financial scams is very common nowadays. Scammers are now using more sophisticated methods than ever to try to gain access to one's money and personal data. These include the use of fake websites, phishing emails, scam texts and phone call etc. <p>(2) S4:</p> <ul style="list-style-type: none"> • Second term: • <u>Application of Accrual/Depreciation into daily experiences</u> 	<p>(1) In fact, these two research projects are closely linked with the topics of 1) Hong Kong business environment 2) Personal financial planning. Student can use diverse ways to present with the highest flexibility, such as texts, role-play, videos, pictures, advertisements. On the other hands, guidelines will be given so as to more focus will be put on:</p> <ul style="list-style-type: none"> • <u>China Incorporations</u> Students have to introduce their backgrounds, the adventurous spirits of the entrepreneurs, paths to success, their business models and the most important of all, their contributions to China and the world so as to boost the national identity. • <u>Financial Scam</u> Students have to introduce the process, the critical points, the consequences and the lessons students can learn to minimize the risks of being cheated. <p>(2) Students have to collect the relevant examples in daily life to apply the concept of accrual and depreciation. They can also devise the figures and make the follow-up doubles entries.</p>	<p>(1) Through reflections, students can acknowledge the contributions and be pride of these China incorporations. They can also cultivate a positive value of personal finance.</p> <p>(2) The creativity, the presentation of the examples and correctness of the double entries made</p> <p>(1) 通過反思，學生能夠認識到這些中國企業的貢獻並為之感到自豪。他們還可以培養個人財務的正面價值。</p> <p>(2) 創造力、例子的展示和雙重分錄的正確性</p>	<ul style="list-style-type: none"> • The quality of the projects including the contents, conciseness and creativity • Questionnaire • Some samples will be collected • 項目的質量，包括內容、簡潔性和創意 • 問卷 • 將收集一些樣本 	<p>(1) Whole year</p> <p>(2) 2nd term</p> <p>(1) 全年</p> <p>(2) 第二學期</p>	<p>(1) Mr. CC Li</p> <p>(2) Mr. HH So</p> <p>(1) 李耻昌老師</p> <p>(2) 蘇漢恆老師</p>	<p>Handouts and guidelines</p> <p>講義和指導方針</p>
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	<p>(1) 中五 (小組項目):</p> <ul style="list-style-type: none"> 第一學期: <u>中國企業</u> 幾十年來, 中國企業顯著增長, 對我們的日常生活產生了重大影響。 第二學期: <u>金融詐騙</u> 當今金融詐騙非常普遍。詐騙者正使用比以往更複雜的方法來試圖獲取個人的金錢和數據, 包括使用假網站、網絡釣魚電子郵件、詐騙短信和電話等。 <p>(2) 中四:</p> <ul style="list-style-type: none"> 第二學期: <u>應用應計/折舊於日常經驗</u> 	<p>(1)事實上, 這兩個研究項目與以下主題密切相關: 1) 香港商業環境 2) 個人財務規劃。學生可用多種方式進行展示, 靈活性最高, 如文本、角色扮演、視頻、圖片、廣告。另一方面, 將提供指導方針, 以更專注於:</p> <ul style="list-style-type: none"> <u>中國企業</u> 學生需介紹他們的背景、企業家的冒險精神、成功之路、商業模式, 以及最重要的, 他們對中國和世界的貢獻, 以提升國家認同感。 <u>金融詐騙</u> 學生需介紹過程、關鍵點、後果, 以及學生可以學到的教訓, 以降低被欺騙的風險。 <p>(2)學生需收集日常生活中的相關例子, 以應用應計和折舊的概念。他們還可以設計數據並進行後續的雙重分錄。</p>					

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Information and Communication Technology 資訊與通信科技	To enhance the students understanding of technology development in China 增強學生對中國科技發展的理解	S2 in a group of 3-4 students will have a presentation with slides assisted by any AI tools. The topic is the latest technology development of China. Students can choose in details which technology to present 中二以 3-4 人的小組進行展示，使用任何 AI 工具輔助的幻燈片。主題為中國最新的科技發展。學生可以選擇具體的技術進行展示。	<ul style="list-style-type: none"> All students can complete the assigned task. 50% of students agree the presentation help them understand China. 所有學生能夠完成指定任務。 50%的學生認同這次展示幫助他們了解中國。 	<ul style="list-style-type: none"> Questionnaire Reviews in subject meetings 問卷 科目會議中的回顧 	Whole Year 全年	Mr. WI Hui 許煒燁老師	-
Geography 地理	<ul style="list-style-type: none"> Deepen students' learning Incorporate students' daily experience into learning to enrich students' exposure. 深化學生的學習 將學生的日常經驗納入學習，以豐富學生的接觸面。 	<ul style="list-style-type: none"> S2 Geography class is chosen to be the focus with thematic assignments First Term: Board decoration competition (theme: a liveable Hong Kong) Second Term: Self-directed field study about landslide mitigation works around the District 選擇中二地理班作為重點，進行主題作業 第一學期：布告板裝飾比賽（主題：宜居的香港） 第二學期：關於地區山泥傾瀉緩解工作的自主實地研究 	<ul style="list-style-type: none"> Each class completes the board design Students show awareness about urban problems in Hong Kong Students are aware of the complex topography of Hong Kong/ Area around the school 每班完成布告板設計 學生對香港的城市問題表現出關注 學生了解香港複雜的地形/學校周圍的區域 	<ul style="list-style-type: none"> Students' work Feedback from other geography students and teachers Assignment inspection 學生的作品 其他地理學生和教師的反饋 作業檢查 	Whole year 全年	<ul style="list-style-type: none"> Panel Head S2 Geog subject teachers 科主任 中二地理科任老師 	<ul style="list-style-type: none"> Subsidy for each class (\$50 x 4) Worksheet 每班的資助 (\$50 x 4) 工作紙

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		<ul style="list-style-type: none"> • Senior Geography class • S4 and S5: Field study and field trip report • S5: Land-use planning design for a liveable Hong Kong • 高年級地理班 • 中四和中五：實地研究和實地考察報告 • 中五：宜居香港的土地利用規劃設計 	<ul style="list-style-type: none"> • Students are able to attend the field trip and complete the field trip report • Students can conduct self-directed field study about an area in Hong Kong and suggest relevant land-use planning ideas • 學生能參加實地考察並完成實地考察報告 • 學生可以對香港的一個區域進行自主實地研究，並提出相關的土地利用規劃建議 	<ul style="list-style-type: none"> • Students' work • Assignment inspection • 學生的作品 • 作業檢查 	<ul style="list-style-type: none"> • S4: Second term • S5: First term • 中四：第二學期 • 中五：第一學期 	<p>Panel Head 科主任</p>	<p>Field trip expenses (e.g. Transportation, Printing, Guided tours)</p> <p>實地考察費用 (例：交通、印刷、導覽)</p>

Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):

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Tourism and Hospitality Studies 旅遊與款待	<ul style="list-style-type: none"> • Secondary 4: Understanding cultural attractions related to Hong Kong culture and Chinese culture • Secondary 5: Designing restaurant layouts and menus • 中四級：認識香港有關香港文化及中國文化的景點 • 中五級：設計餐廳佈局及餐單 	<ul style="list-style-type: none"> • Secondary 4: Combining tourism motivation theory, students will design their own one-day itinerary in Hong Kong, with attractions that help foreigners understand Hong Kong and Chinese culture. • Secondary 5: By teaching principles of food and beverage service, students will design their own restaurant layouts and menu covers and contents, applying what they have learned to real-life situations. • 中四級：結合旅遊動機理論，讓學生各自自行設計香港一日遊行程，景點需要讓外國人認識香港和中國文化。 • 中五級：透過教授餐飲服務原理，讓學生各自自行設計餐廳佈局及餐單封面及內容，能夠把學的用在實際情況上。 	<p>Students achieve passing scores on the worksheets</p> <p>學生在工作紙取得合格分數</p>	<p>Worksheets</p> <p>工作紙</p>	<ul style="list-style-type: none"> • S4: First semester • S5: Second semester • 中四：上學期 • 中五：下學期 	<p>Ms. TM Wong</p> <p>黃天敏老師</p>	<p>Textbooks and worksheets</p> <p>課本及工作紙</p>

Evaluations from Different Subject Departments 各科組的評估及反思 (1.1. Distinctive Student Assignments 特色課業) (Pages 頁 8-28):


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Visual Arts 視覺藝術	<ul style="list-style-type: none"> • Exchange Tour Participants (20 high school students) • All school students (S1 to S6) • 交流團參與者 (20 位高中學生) • 全校學生 (中一至中六) 	<ul style="list-style-type: none"> • Exchange tour participants will design sharing posters and presentations after the tour, sharing the report materials of the peer learning activities. • Arrangements will be made for an exhibition and public lecture within the school (March to April). • 交流團參與者於團後設計分享專題易拉架及簡報，分享小導師互學活動的報告材料 • 於校內安排時間(3 至 4 月)作展覽及公開講座 	<ul style="list-style-type: none"> • Students are confident and complete the sharing session. • Participants show interest in the content presented by the organizers. • 學生有信心並完成分享會 • 參與者對主辦者教授的內容展示出興趣 	<ul style="list-style-type: none"> • Survey • 80% of reporters feel confident in their learning. • 60% of visitors deepen their understanding of related issues and find it interesting. • 問卷 • 80% 匯報者感到對學習的自信 • 60% 參觀者加深對相關議題的認識，並覺得有趣。 	<ul style="list-style-type: none"> • December, complete posters • March to April, sharing session • 12 月，完成易拉架 • 3-4 月，分享會 	<ul style="list-style-type: none"> • Subject head and teachers • 科主任及老師 	Posters 易拉架
Music 音樂	S1 to S3 students 中一至中三學生	Project learning: <ul style="list-style-type: none"> • S1 Cantonese Opera project • S2 Sound project (Movie) • S3 Chinese Pop Artists 項目學習： <ul style="list-style-type: none"> • 中一粵劇項目 • 中二聲音項目 (電影) • 中三中國流行音樂藝術家 	90% of students completed the projects given and presented in class. 90% 的學生完成了指定的項目並在班上進行了展示。	In-class presentation session to showcase their investigation on different topics. 課堂展示環節以展示他們對不同主題的調查。	Second term 第二學期	Mr. TN Chan / 陳天諾老師	

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Home Economics 家政	<ul style="list-style-type: none"> To inspire students to unleash their creativity, which can enhance their interest in learning and boost their confidence in learning. To equip students with a sense of national identity. 激發學生發揮創意，增強他們的學習興趣並提升學習信心。 讓學生具備國家認同感。 	<p>S.2 Meal planning: Each group of S.2 students has to design a meal menu (Chinese style dish) for different target group of people, to explain how it attains their dietary goal and applies healthy eating habits. Such meal menu will be presented as a poster.</p> <p>中二餐飲計劃： 每組中二學生需為不同的目標人群設計一份餐單（中國菜），並解釋如何達成他們的飲食目標並應用健康飲食習慣。該餐單將以海報形式呈現。</p>	<ul style="list-style-type: none"> Over 70% students can submit the poster on time. Students showed positive feedback in such assignment. 超過 70% 的學生能按時提交海報。 學生在這項任務中表現出正面的反饋。 	<ul style="list-style-type: none"> Students' work Questionnaire Teacher's observation Reports and documents 學生的作品 問卷 教師的觀察 報告和文件 	<ul style="list-style-type: none"> S.2 Whole year 中二 全年 	Subject teachers 科任老師	Display board 展示板

1.2. Peer Learning Platform 同儕學習平台

General Evaluation from Board of Studies 教務組整體評估：

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Peer Learning Platform 同儕學習平台	To enhance self-directed learning 提昇學生自主學習	<ul style="list-style-type: none"> To provide a platform in class for students to engage in the learning process This platform should include elements of interaction and discussion between teachers and students, as well as among students themselves. To include feedback and reflection after class 課堂上提供平台讓學生參與教學。 其中須包含師生間、生生間互動討論元素。 課後須加入回饋與反思。 	<ul style="list-style-type: none"> Every teacher implements the Peer Learning Platform at least once during class. (Teachers are required to fill out a designated lesson plan template, conduct a questionnaire, and submit the results) The outcomes are presented in teacher meetings. 60% of students agree that the Peer Learning Platform significantly enhances self-directed learning. 每位老師能在課堂上試行至少1次的同儕學習平台(老師須填寫指定教案表，完成後進行問卷調查，並提交結果) 教師會議上分享成果 60%同學認同同儕學習平台有效提昇自主學習 	<ul style="list-style-type: none"> Minutes (including the analysis of the results of student questionnaire) Sharing sessions in teacher meetings 7/3(Chi) 14/4(Eng) 16/5(Maths) 2/6(electives) Questionnaire 會議紀錄(包含學生問卷調查) 教師會議分享環節 7/3(中) 14/4(英) 16/5(數) 2/6(選修科) 問卷調查  <p>問卷 sample</p>	Whole year 全年	Subject panel chairpersons 各科組主任	<ol style="list-style-type: none"> Hall/SK Hall Computer and relevant devices 禮堂/兆基雨潤堂 電腦及相關器材

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Chinese Language 中國語文	<p>In junior secondary reading classes, students explain self-study chapters, summarize key points, analyze difficulties, appreciate beautiful writing, and express thoughts or insights.</p> <p>初中在閱讀課上，由學生講解自學篇章，向同學概括要義、分析難點、鑑賞美文、表達感想/所得啟悟。</p>	<p>Subject teachers select suitable chapters and assign them to students at the beginning of the term; during the preparation process, teachers provide guidance and assistance.</p> <p>科任老師揀選合宜篇章，於學期初交付同學準備；在同學準備的過程中，請老師予以指導及協助。</p>	<p>Each term should arrange at least two student-led classes.</p> <p>每個學段至少安排兩次學生帶導課。</p>	<ul style="list-style-type: none"> • Teacher observation • Student questionnaire • 老師觀察 • 學生問卷 	<p>According to the reading classes arranged by the teacher</p> <p>按教師安排的閱讀課</p>	<p>Subject teachers</p> <p>科任老師</p>	<p>-</p>

<p>English Language</p> <p>英國語文</p>	<ul style="list-style-type: none"> To enhance self-directed learning To improve students' proficiency in communication To help students develop and apply generic skills in an integrative manner, and to become an independent and self-directed learners To promote diligence and respect for others To encourage students to learn about different aspects of national security <ul style="list-style-type: none"> 增強自主學習 提高學生的溝通能力 幫助學生以綜合的方式發展和應用通用技能，成為獨立和自主的學習者 促進勤奮和尊重他人 鼓勵學生了解國家安全的不同方面 	<p>All English teachers will provide peer learning platforms in class for students to engage in the learning process where elements of student-teacher and student-student interaction and discussion will be included. Students will give feedback on the experience as reflection.</p> <p>所有英語教師將在課堂上提供同儕學習平台，讓學生參與學習過程，並包括學生與教師及學生之間的互動和討論。學生將對這次經驗給予反饋作為反思。</p>	<p>(1) 70%+ of students to be involved will conclude that the peer learning platforms can</p> <ul style="list-style-type: none"> - enhance self-directed learning - improve students' proficiency in communication - help students develop and apply generic skills in an integrative manner, and to become an independent and self-directed learners - promote diligence and respect for others - encourage students to learn about different aspects of national security <p>(2) 70%+ of the teachers to be involved will conclude that the assignments can achieve the above goals</p> <p>(1) 70%以上的參與學生將得出結論，認為同儕學習平台可以</p> <ul style="list-style-type: none"> - 增強自主學習 - 提高學生的溝通能力 - 幫助學生以綜合的方式發展和應用通用技能，成為獨立和自主的學習者 - 促進勤奮和尊重他人 - 鼓勵學生了解國家安全的不同方面 	<ul style="list-style-type: none"> Learning materials Student surveys Teachers' surveys Department reports <ul style="list-style-type: none"> 學習材料 學生問卷 教師問卷 部門報告 	<p>2024 - 2025</p>	<p>All English teachers</p> <p>所有英語教師</p>	<ul style="list-style-type: none"> Module materials Audio-visual resources Peer feedback tools <ul style="list-style-type: none"> 模組材料 視聽資源 同儕反饋工具
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			(2) 70%以上的參與教師將得出結論，認為這些作業可以達成上述目標				
Mathematics 數學	To enhance self-directed learning 增強自主學習	<ul style="list-style-type: none"> To provide a platform in class for students to engage in the learning process, each student teacher holds a lesson for 5 – 10 minutes. This platform should include elements of interaction and discussion between teachers and students, as well as among students themselves. To include feedback and reflection after class. 在課堂上為學生提供一個參與學習過程的平台，每位教師進行5至10分鐘的授課。 此平台應包括教師與學生之間以及學生之間的互動和討論元素。 課後需包含反饋和反思。 	<ul style="list-style-type: none"> Every Mathematics teacher implements the Peer Learning Platform at least once during class. Teachers fill out a designated lesson plan template, conduct a questionnaire, and submit the results. The outcomes are presented in teacher meetings. At least 60% of students agree that the Peer Learning Platform significantly enhances self-directed learning. 每位數學教師在課堂上至少實施一次同儕學習平台。 教師填寫指定的教學計劃，進行問卷調查並提交結果。 結果在教師會議中進行報告。 至少60%的學生認同同儕學習平台顯著增強自主學習。 	<ul style="list-style-type: none"> Minutes (including the analysis of the results of student questionnaire) Sharing sessions in teacher meetings 16/5 (Maths) Questionnaire 會議紀錄（包括學生問卷結果的分析） 教師會議中的分享會 16/5（數學） 問卷 	Whole year 全年	Subject panel heads 科主任	<ul style="list-style-type: none"> Printing resources Computer and relevant devices 印刷資源 計算機和相關設備

<p>Citizenship and Social Development</p> <p>公民與社會發展科</p>	<p>Students can apply the concept of quality of life to analyze the positive impacts brought by Hong Kong's multiculturalism</p> <p>學生能應用生活素質的概念分析香港多元文化帶來的正面影響</p>	<ul style="list-style-type: none"> • Target: Secondary 4 • Unit/Topic: The impact of Hong Kong's diverse cultural life on the quality of life of Hong Kong people • Teaching materials: Textbook • Strategy: After introducing the concept of quality of life, the teacher will have students work in groups to select a specific aspect of Hong Kong culture (e.g., food, festivals) to report on its impact on quality of life and complete related assignments. • 對象：中四 • 單元/課題：香港多元生活文化對港人生活素質的影響 • 教材：教科書 • 策略：教師向學生介紹生活素質的概念後，學生分組並選取一項香港文化（例如飲食、節慶等）對生活素質的影響進行匯報，並完成相關課業。 	<p>90% of students can complete the report and assignments</p> <p>90%學生能完成匯報及課業</p>	<ul style="list-style-type: none"> • Students' performance in the report/ assignments • Student questionnaire • 同學於該次匯報/課業的表現 • 學生問卷 	<p>May 2025</p> <p>2025年5月</p>	<ul style="list-style-type: none"> • Subject Panel Head • S4 Subject Teachers • 科主任 • 中四級科任老師 	
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Evaluations from Different Subject Departments 各科組的評估及反思 (1.2. Peer Learning Platform 同儕學習平台) (Pages 頁 30-49) :

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Integrated Science 綜合科學	<p>To let students read science texts themselves and present what they have learnt to their peers.</p> <p>讓學生自行閱讀科學文本並向同儕展示他們所學的知識。</p>	<ul style="list-style-type: none"> S.2 students will read science books or search science texts from the internet and present scientific knowledge and perform experiments to their classmates. The PowerPoints and videos will be uploaded into google classrooms. All students are encouraged to comment on their work and ask questions. 中二學生將閱讀科學書籍或從互聯網搜尋科學文本，並向同班同學展示科學知識和進行實驗。 PowerPoint 和視頻將上傳至 Google 教室，所有學生都被鼓勵對他們的作品進行評論並提問。 	<ul style="list-style-type: none"> More than half of the students could give a decent presentation about scientific knowledge. More than half of the students could hand in a decent report about scientific knowledge. More than half students from each class could give meaningful feedback to their classmates, or ask proper questions related to their presentations. 超過一半的學生能夠就科學知識進行體面的報告。 超過一半的學生能夠提交一份體面的科學知識報告。 每班超過一半的學生能夠對同學提供有意義的反饋，或提出與他們的報告相關的恰當問題。 	<p>Teachers' evaluation</p> <p>教師評估</p>	<p>Apr 2025</p> <p>2025 年 4 月</p>	<p>S.2 IS teachers</p> <p>中二科學老師</p>	<p>To let students read science texts themselves and present what they have learnt to their peers.</p> <p>讓學生自行閱讀科學文本並向同儕展示他們所學的知識。</p>

Evaluations from Different Subject Departments 各科組的評估及反思 (1.2. Peer Learning Platform 同儕學習平台) (Pages 頁 30-49):

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Biology & STEAM Education 生物及「科學、科技、工程、藝術及數學」教育	To enhance self-directed learning. 增強自主學習。	Students have the opportunity to make a short video to teach their classmates. 學生有機會製作一段短視頻來教導同班同學。	More than 50% of the students agree that the peer learning platform significantly enhances self-directed learning. 超過 50% 的學生認同同儕學習平台顯著增強自主學習。	Questionnaire 問卷	Whole year 全年	<u>Biology:</u> S4 Subject teachers <u>生物：</u> 中四級科任教師 <u>STEAM Education:</u> S1-2 Subject teachers <u>「科學、科技、工程、藝術及數學」教育：</u> 中一、二級科任教師	Guidelines for the videos 視頻指導方針

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Physics 物理	To enhance the collaborative learning among students and build up their confidence on learning 增強學生之間的合作學習，並建立他們的學習信心。	Set up subject leaders in S.5. In selected topics, the subject leaders will work as a teaching assistants to help their classmates to finish their classwork or assignments 在中五設立科目領袖。在選定的主題中，科目領袖將作為教學助理，幫助同班同學完成課堂作業或任務。	60 % of the students agree that the collaborative learning is effective 60%的學生認同合作學習是有效的。	<ul style="list-style-type: none"> • Reviews in subject meetings • Questionnaire • 科目會議中的回顧 • 問卷 	Whole year 全年	Mr KC Lau 劉啟智老師	-
Chemistry 化學	To provide a platform for students to share their learnings to their peers and discuss on them. 提供一個平台讓學生與同儕分享他們的學習並進行討論。	After the students make the powerpoints or videos, students will be doing a presentation in class. 在學生製作 PowerPoint 或視頻後，學生將在課堂上進行展示。	More than 50% students gave a decent presentation. 超過 50%的學生進行了體面的報告。	No. of responses 回應數量	Sept 2024 2024 年 9 月	Mr. TL Pang 彭敦臨老師	Computer 電腦

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Chinese History 中國歷史	Enhance students' self-directed learning 提升學生自主學習	Implement the peer learning platform in class at least once, allowing students to participate in teaching. 在課堂上試行至少一次提供同儕學習平台，讓學生參與教學。	<ul style="list-style-type: none"> • One subject teacher can trial the peer learning platform in class at least once (the teacher must fill out a designated lesson plan, conduct a questionnaire after completion, and submit the results). • Share the outcomes in teacher meetings. • 60% of students agree that the peer learning platform significantly enhances self-directed learning. • 其中一位本科老師能在課堂上試行至少 1 次的同儕學習平台 (老師須填寫指定教案表，完成後進行問卷調查，並提交結果)。 • 教師會議上分享成果。 • 60% 同學認同同儕學習平台有度提昇自主學習。 	<ul style="list-style-type: none"> • Questionnaire survey • Teacher meeting sharing • 問卷調查 • 教師會議分享 	Whole year 全年	Subject head 科主任	Computers and related equipment 電腦及相關器材

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Chinese Literature 中國文學	To enhance students' self-directed learning. 提昇學生自主學習。	In S4/S5 classes, a literary sharing session will be arranged to provide a platform for students to share their work. Before the presentation, students are required to write down the items they will share, and a peer learning element will be incorporated, where students demonstrate the spirit of mutual learning during the class. 課堂進行：中四/五級設文學分享，提供平台讓同學分享，報告前同學須先寫下所分享的項目，並加入同儕學習環節，在課堂上展示互學精神。	<ul style="list-style-type: none"> • S4/S5 students should try out the peer learning platform at least once in their classes. • The outcomes of the peer learning platform will be shared in teacher meetings. • 中四/五級能在課堂上試行至少 1 次的同儕學習平台 • 教師會議上分享成果 	<ul style="list-style-type: none"> • The outcomes will be shared in teacher meetings, including student questionnaire results. • Teacher meetings will be held to share the results. • 會議報告(包含學生問卷調查) • 教師會議分享 	September to May 9 月至 5 月	Ms. HL Lam 林曉蕾老師	Computers, and other relevant resources 電腦或其他相關資源

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History 歷史	To enhance self-directed learning 增強自主學習	<ul style="list-style-type: none"> • ‘Peer Learning Platform’ is an opportunity for students to engage in the learning process. This platform would include elements of interaction and discussion between teachers and students, as well as among students themselves. Students would present or teach topics negotiated with subject teachers. • This learning experience would also include feedback and reflection after class. • 「同儕學習平台」是讓學生參與學習過程的機會。此平台將包括教師與學生之間以及學生之間的互動和討論元素。學生將與科目教師協商所教的主題進行展示或教學。 • 這次學習經驗還將包括課後的反饋和反思。 	<ul style="list-style-type: none"> • One of the teachers implement the Peer Learning Platform at least once during class. (Teachers are required to fill out a designated lesson plan template, conduct a questionnaire, and submit the results) • The outcomes are presented in teacher meetings. • 60% of students agree that the Peer Learning Platform significantly enhances self-directed learning. • 其中一位教師在課堂上至少實施一次同儕學習平台。(教師需填寫指定的教案模板，進行問卷調查並提交結果) • 結果在教師會議上進行報告。 • 60%的學生認同同儕學習平台顯著增強自主學習。 	<ul style="list-style-type: none"> • Minutes (including the analysis of the results of student questionnaire) • Sharing sessions in teacher meetings • 2/6(electives) • Questionnaire • 會議紀錄(包括學生問卷結果的分析) • 教師會議中的分享會 • 2/6(選修科) • 問卷 	Whole Year 全年	Mr. WK Lee Ms. YC Tang 李偉傑老師 鄧鈺楨老師	<ul style="list-style-type: none"> • Printing facilities • Classrooms for presentation (equipped with visualizer, projector and computer) • 印刷設施 • 進行展示的教室(配備可視化設備、投影儀和計算機)

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Buddhist Moral Value Education & Ethics and Religious Studies 佛化德育價值科及倫理宗教科	Enhance students' self-directed learning. 提昇學生自主學習。	<ul style="list-style-type: none"> • In class: Secondary 4 conducts ethical sharing [article sharing], providing a platform for students to share. Before the presentation, students must write down the items they will share and include peer learning elements, demonstrating a spirit of mutual learning in class. • 課堂進行： 中四級設倫理分享 [篇章分享]，提供平台讓同學分享，報告前同學須先寫下所分享的項目，並加入同儕學習環節，在課堂上展示互學精神。 	<ul style="list-style-type: none"> • Secondary 4/5 can trial the peer learning platform in class at least once. • Share outcomes in subject meetings. • 中四/五級能在課堂上試行至少 1 次的同儕學習平台 • 科務會議上分享成果 	Meeting report 會議報告	September to May 9 月至 5 月	Panel Head 科主任	Computers and related equipment 電腦及相關器材

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Economics 經濟	To enhance self-directed learning 增強自主學習	A learning platform, which includes elements of interaction and discussion between teachers and students, as well as among students themselves, will be provided in class. 在課堂上將提供一個學習平台，包括教師與學生之間以及學生之間的互動和討論元素。	<ul style="list-style-type: none"> Teachers implement the peer learning platform at least once during class. 60% of students agree that the peer learning platform significantly enhances self-directed learning. <ul style="list-style-type: none"> 教師在課堂上至少實施一次同儕學習平台。 60%的學生認同同儕學習平台顯著增強自主學習。 	Feedback from subject teachers and students 來自科任教師和學生的反饋	Whole year 全年	All subject teachers 所有科任教師	Manpower, reference materials, printing resources 人力、參考資料、印刷資源

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Business, Accounting and Financial Studies 企業、會計與財務概論	To enhance self-directed learning 增強自主學習	The learning platform can encourage interactions between students and teachers and among students so as to reinforce and consolidate their learning process S4: Accounting Cycle S5: Accounting Ratios 該學習平台可以鼓勵學生與教師之間以及學生之間的互動，以強化和鞏固他們的學習過程。 中四：會計循環 中五：會計比率	<ul style="list-style-type: none"> • Every teacher implements the platform at least once during the year. • Teachers have to fill out a designated lessons plan, template, conduct a questionnaire and then submit the final reports • Teachers have to present the progress in teacher meeting. • Over 60% of the students agree that the platform can enhance self-directed learning significantly. • 每位教師在一年內至少實施一次該平台。 • 教師需填寫指定的教學計劃，進行問卷調查並提交最終報告。 • 教師需在教師會議上報告進度。 • 超過 60% 的學生認同該平台能顯著增強自主學習。 	<ul style="list-style-type: none"> • Questionnaire • Minutes (including the analysis of the results of the student questionnaire) • Sharing session on 2nd June 2025 • 問卷 • 會議紀錄 (包括學生問卷結果的分析) • 2025 年 6 月 2 日的分享會 	Whole year 全年	Subject teachers 科任老師	Handout and guidelines 筆記和指導

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Information and Communication Technology 資訊與通信科技	To enhance the collaborative learning among students and build up their confidence on learning 增強學生之間的合作學習，並建立他們的學習信心	For S2, after the students make the presentation, students are required to discuss about what is the role of Hong Kong to the technologies. 對於中二，學生在進行展示後需討論香港在技術中的角色。	50 % of the students agree that the collaborative learning is effective 50%的學生認同合作學習是有效的。	<ul style="list-style-type: none"> • Reviews in subject meetings • Questionnaire • 科目檢討會議 • 問卷 	Whole Year 全年	Mr WI Hui 許煒燁老師	---

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Geography 地理	<ul style="list-style-type: none"> Promote student-centered learning through both collaborative and cooperative learning Enhance students' self-directed learning and arouse their awareness of setting learning goals 透過協作和合作學習促進以學生為中心的學習 增強學生的自主學習，並喚起他們設置學習目標的意識 	<p>In-class:</p> <ul style="list-style-type: none"> Sustain the little teacher programme launched last year and offer more opportunities to both more-able and less-able students to participate Invite students with better academic results to share their learning strategies/ revision techniques to the class after assessment (e.g. quizzes/ UTs/ Exams) <p>課堂內：</p> <ul style="list-style-type: none"> 持續推行去年啟動的小老師計劃，並為更有能力和較弱的學生提供更多參與機會 邀請學業成績較好的學生在評估後（例如小測驗/單元測試/考試）與班級分享他們的學習策略/複習技巧 	<ul style="list-style-type: none"> Each subject teacher has at least ONE little teacher programme implemented in the school year Each class has at least ONE sharing session implemented in each school term 每位科目教師在學年內至少實施一次小老師計劃 每班在每學期內至少實施一次分享會 	<ul style="list-style-type: none"> Students' feedback Sharing session in teachers' meeting 學生的反饋 教師會議中的分享會 	<p>Whole year 全年</p>	<p>Panel Head 科主任</p>	<p>---</p>

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		<p>Pre-lesson and Post-lesson:</p> <ul style="list-style-type: none"> Make good use of online learning platforms (e.g. Google Classroom/ WhatsApp groups) to foster students' learning by setting up some discussion forums which are relevant to lessons or extend learning beyond class <p>課前與課後：</p> <ul style="list-style-type: none"> 妥善利用在線學習平台（例如 Google Classroom/ WhatsApp 群組）來促進學生的學習，設立與課程相關或延伸課堂學習的討論論壇 	<p>Each class has at least ONE discussion forum set up on various platforms</p> <p>每班在各種平台上至少設立一次討論論壇</p>	<ul style="list-style-type: none"> Learning records on online learning platforms Students' feedback 在線學習平台上的學習記錄 學生的反饋 	<p>Whole year</p> <p>全年</p>	<p>Panel Head</p> <p>科主任</p>	<p>Google Classroom</p>

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Tourism and Hospitality Studies 旅遊與款待	Allow students to learn from each other and complete exercises 讓學生互相學習及完成題目	<ul style="list-style-type: none"> Most worksheets will be completed in class, where teachers should give students the opportunity to solve problems and complete assignments independently, with the teacher providing assistance. Additionally, some worksheets will be completed independently, and students can share their opinions in communication groups outside of class to learn from each other. 大部份工作紙會在課堂上完成，在課堂上，老師應給予機會讓學生自行解題及完成課業，老師作輔助。 另外有些工作紙則會自行完成，他們亦可以在課堂以外的通訊群組發表意見，互相學習。 	Group discussion performance and reports, and students can achieve passing scores on worksheets 小組討論表現及匯報、及學生能在工作紙取得合格分數	Worksheets 工作紙	Once per semester 每學期一次	Ms. TM Wong 黃天敏老師	Textbooks and worksheets 課本及工作紙

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Visual Arts 視覺藝術	Senior forms of VA students 高中視藝科學生	Establish a WhatsApp art information sharing and support group for S3 visual arts students, allowing classmates to share online information related to visual arts that aids learning. 設立視藝科三級學生的 WHATS APP 藝術資訊分享互助群組，讓同學分享自己看到有關視藝，有助學習的網絡資訊。	50% of the students in the group have posted and shared information, showing active participation. 50% 群組中同學曾發布及分享資訊，參與的積極性	Teacher observation 老師觀察	Started in November 11 月開始	Subject Head 科主任	Mobile phones and internet 手機及網絡
Music 音樂	S2 Students 中二級學生	Active sharing atmosphere: Create a presentation slide or poster and share it in Google Classroom. 積極分享的氛圍：創建展示幻燈片或海報並在 Google Classroom 中分享。	Not less than 10 student's work post to the google classroom of each class for students to access 每班不少於 10 份學生作品上傳至 Google Classroom 供學生查閱。	<ul style="list-style-type: none"> • Google Classroom • Interaction for each class • 網上課室 • 每班的互動 	Whole year 全年	Mr. TN Chan 陳天諾老師	---

Evaluations from Different Subject Departments 各科組的評估及反思 (1.2. Peer Learning Platform 同儕學習平台) (Pages 頁 30-49):

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Physical Education 體育	<ul style="list-style-type: none"> Allow team members to provide guidance, enhancing their awareness of teaching skills and boosting their confidence. Utilize effective communication among students to improve learning efficiency. 讓校隊成員作指導，提升對教授技巧的認知及提升自信。 借用同學間的有效溝通，提升學習效能 	<p>Invite relevant team members to each group during class to provide guidance and suggestions for improvement.</p> <p>堂上邀請相應項目校隊成員到各組進行指導及作出改善建議。</p>	<p>Seventy percent of students can demonstrate the technical skills related to learning objectives.</p> <p>七成學生能展示學習目標技術</p>	<p>Student feedback and teacher observations.</p> <p>學生回饋及老師觀察</p>	<p>Select certain units for team members to provide guidance to students.</p> <p>抽取部分單元讓校隊成員向同學作出指導</p>	<p>Subject Teachers and relevant teachers</p> <p>科任老師、相應項目老師</p>	---

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Home Economics 家政	To enhance self-directed learning 增強自主學習	<ul style="list-style-type: none"> • S.1 Google Classroom will be used as a learning platform, pre-lesson tasks, post lesson discussion between teachers and students will be carried out. • Further reading articles/video (including follow up questions) will be given for certain topics to let students have in depth understanding and reflection about that topic. • 中一將使用 Google Classroom 作為學習平台，進行課前任務、課後教師與學生之間的討論。 • 對於某些主題，將提供進一步閱讀的文章/視頻（包括跟進問題），讓學生對該主題有更深入的理解和反思。 	<ul style="list-style-type: none"> • Over 70% students have joined the learning platform. • Over 30% students give response to the learning platform. • Students showed positive feedback in such learning platform. • 超過 70%的學生已加入學習平台。 • 超過 30%的學生對學習平台作出回應。 • 學生在這種學習平台上表現出正面的反饋。 	<ul style="list-style-type: none"> • Students' response in Google classroom • Questionnaire • Teacher's observation • Reports and documents • 學生在 Google Classroom 的回應 • 問卷 • 教師的觀察 • 報告和文件 	S.1 Whole year 中一 全年	Subject teacher 科任教師	Printed materials 印刷材料

1.3. Reading Community 閱讀天地

General Evaluation from Board of Studies 教務組整體評估：

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in- charge 負責人	Resource Required 所需資源
Reading Community 閱讀天地	To promote a reading culture 推廣閱讀文化	<p>① Implementation strategies for the informal curriculum (School level)</p> <ul style="list-style-type: none"> To be led by the Library and Reading Team To build up the reading atmosphere To establish a team of ‘reading ambassadors’ to promote reading and book recommendation Reading promotion platform: To organize reading circles and invite different subject departments to join To hold school-wide reading events to encourage students' active participation, such as book report competitions and book recommendation competitions <p>② Implementation strategies for the formal curriculum (Subject level)</p> <ul style="list-style-type: none"> To develop a year plan for reading <p>① 常規課程以外推行策略(學校層面)</p> <ul style="list-style-type: none"> 由圖書館及閱讀組推動全校閱讀氛圍 設閱讀大使：推廣閱讀/好書介紹 設閱讀分享平台：邀請各學科推介圖書 舉辦全校閱讀活動，鼓勵同學積極參與，例如閱讀報告比賽，好書推介比賽 <p>② 常規課程內推行策略(學科層面)</p> <ul style="list-style-type: none"> 各科擬定全年閱讀計劃。 	<ul style="list-style-type: none"> A rise in the APASO score for the item reading atmosphere. To incorporate reading in the curricula of all subjects APASO 數據顯示閱讀氛圍較以往數值為高。 各科課程加入閱讀元素 	<ul style="list-style-type: none"> Library report Subject annual plan, scheme of work and report (including samples of student work related to reading) 圖書館報告 各科周年計劃、進度表及報告(包括與閱讀相關的學生課業樣本) 	Whole year 全年	<ul style="list-style-type: none"> Librarian Panel head/Teacher 圖書館主任 科主任/科任老師 	<ol style="list-style-type: none"> Promotion of Reading Grant Library Computers and related equipment 推廣閱讀津貼 圖書館 電腦及相關設備

Evaluations from Different Subject Departments 各科組的評估及反思 (1.3. Reading Community 閱讀天地) (Pages 頁 51-66):

Subject 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Chinese Language 中國語文	<ul style="list-style-type: none"> Students complete the school-based reading book. Morning reading sessions. Recommendations for good books in the subject. 學生完成校本閱讀冊 晨讀 學科好書推介 	<ul style="list-style-type: none"> Subject-based reading plan (6+1 reading classes). Morning reading sessions are held every Friday morning. Invite students to introduce good books in line with the school timetable, with a special reading focus in Chinese in November. 科本閱讀計劃 (6+1 閱讀課) 逢星期五早上進行晨讀 配合校方時間表邀請學生介紹好書, 11 月進中文科專題閱讀 	<ul style="list-style-type: none"> Reading books: Over 90% of students complete them. All students participate collectively. All students participate in homeroom classes. 閱讀冊:90%以上學生完成 全校學生共同參與 全校學生於班主任課參與 	<ul style="list-style-type: none"> Implement as scheduled. End-of-semester statistics 按時施行 學期末統計 	<p>According to school arrangements</p> <p>按校方安排</p>	<p>Subject head, class teachers</p> <p>科主任、班主任</p>	<p>---</p>

<p>English Language</p> <p>英國語文</p>	<ul style="list-style-type: none"> To promote a reading culture To broaden students' knowledge, and to help them understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels To improve students' proficiency in English for better study and life To help students understand one's own interests and reflect upon reading for personal growth To encourage students to read about different aspects of national security <ul style="list-style-type: none"> 促進閱讀文化 擴大學生的知識，幫助他們理解當前可能影響學生日常生活的問題，包括個人、社區、國家和全球層面 提高學生的英語能力，以便更好地學習和生活 	<p>(1) <u>Informal curriculum</u></p> <p>To support and contribute to the initiatives to be launched by the school library and the Reading Team</p> <p>(2) <u>Formal curriculum</u></p> <ul style="list-style-type: none"> - S1 - S3: <ul style="list-style-type: none"> English Reading Scheme with book reports Set readers for immersive reading Newspaper reading for general knowledge and vocabulary building with RVB work Poetry Remake competition - S4 - S5: <ul style="list-style-type: none"> Newspaper reading for general knowledge and vocabulary building with RVB work SBA reading pack with reflective questions and mock SBA on open-ended questions <p>(1) <u>課程(常規課程以外)</u></p> <p>支持和貢獻學校圖書館及閱讀小組即將推出的計劃</p> <p>(2) <u>常規課程</u></p> <ul style="list-style-type: none"> 中一至中三： 英語閱讀計劃及書報告 設置讀者以進行沉浸式閱讀 閱讀報紙以增進一般知識和詞彙建設，並進行 RVB 工作 	<p>(1) 70%+ of students to be involved will conclude that the reading measures can</p> <ul style="list-style-type: none"> promote a reading culture broaden students' knowledge, and to help them understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels improve students' proficiency in English for better study and life help students understand one's own interests and reflect upon reading for personal growth encourage students to read about different aspects of national security <p>(2) 70%+ of the teachers to be involved will conclude that the assignments can achieve the above goals</p>	<ul style="list-style-type: none"> Learning materials Student surveys Teachers' surveys Department reports <ul style="list-style-type: none"> 學習材料 學生問卷 教師問卷 部門報告 	<p>2024 - 2025</p>	<p>All English teachers, school library, the Reading Team</p> <p>所有英語教師、學校圖書館、閱讀小組</p>	<ul style="list-style-type: none"> Books Reading Grant Book reports Newspapers NET Section updates and enrolment in Poetry Remake SBA packs HKEAA's updates on the SBA Awards for the S1 - S3 reading scheme <ul style="list-style-type: none"> 書籍 閱讀資助 閱讀報告 報紙 NET 部門 校本評核配套 香港考試局關於校本評核的更新 中一至中三級閱讀計劃獎項
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Evaluations from Different Subject Departments 各科組的評估及反思 (1.3. Reading Community 閱讀天地) (Pages 頁 51-66):

Subject 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<ul style="list-style-type: none"> • 幫助學生了解自己的興趣並反思閱讀以促進個人成長 • 鼓勵學生閱讀國家安全的不同方面 	<ul style="list-style-type: none"> • 詩歌重作比賽 - 中四至中五： • 閱讀報紙以增進一般知識和詞彙建設，並進行 RVB 工作 • 校本評核閱讀包，包含反思問題和關於開放式問題的模擬校本評核 	<p>(1) 70% 以上的參與學生將得出結論，認為閱讀措施可以</p> <ul style="list-style-type: none"> • 促進閱讀文化 • 擴大學生的知識，幫助他們理解當前可能影響學生日常生活問題，如個人、社區、國家和全球層面 • 提高學生的英語能力，以便更好地學習和生活 • 幫助學生了解自己的興趣並反思閱讀以促進個人成長 • 鼓勵學生閱讀國家安全的不同方面 <p>(2) 70% 以上的參與教師將得出結論，認為這些作業可以達成上述目標</p>				

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Mathematics 數學	<p>To promote a reading culture and incorporate reading elements into the curriculum.</p> <p>促進閱讀文化並將閱讀元素納入課程。</p>	<ul style="list-style-type: none"> Incorporate reading elements into long holiday assignments at least twice. Videotape book recommendations by Mathematics Club's committee members and present these videos to students. 在長假作業中至少兩次納入閱讀元素。 錄製數學俱樂部委員會成員的書籍推薦視頻並向學生展示這些視頻。 	<ul style="list-style-type: none"> Students can complete the reading tasks and answers relevant questions in their long holiday assignments. Videos about book recommendation can be presented to students. 60% of students believe that reading is beneficial for learning. 學生能在長假作業中完成閱讀任務並回答相關問題。 書籍推薦視頻可以向學生展示。 60%的學生認為閱讀對學習有益。 	<p>Subject annual plan, scheme of work and report (including samples of student work related to reading)</p> <p>科目年度計劃、工作方案和報告 (包括與閱讀相關的學生作品樣本)</p>	<p>Whole year 全年</p>	<p>Subject panel heads, Mr. YK Chung and Ms. WY Ip</p> <p>科主任、鍾因翹老師、葉慧茵老師</p>	<ul style="list-style-type: none"> Maths Club Maths books from library 數學學會 圖書館的數學書籍

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Citizenship and Social Development 公民與社會發展科	Enhance students' interest in reading books related to citizenship education 提升學生閱讀公民科相關書籍的興趣	<ul style="list-style-type: none"> • Participate in the online reading reward program for citizenship education organized by the Education Bureau (Secondary 4 and Secondary 5) • Subscribe to "Civic+" (Secondary 4) and "Smart Citizen" (Secondary 5) to cultivate students' reading habits • Purchase more books related to citizenship education and regularly introduce relevant books on citizenship education bulletin boards • 參加由教育局舉辦的公民科網上閱讀獎勵計劃 (中四及中五級) • 訂閱《公民+》(中四級)與及《智學公民》(中五級)，培養學生閱讀習慣 • 購置更多公民科相關書籍，並於公民科壁報定期介紹與本科相關書籍 	<ul style="list-style-type: none"> • 90% of students participate in the online reading reward program for citizenship education • Students achieve good results in related assessment questions • At least five books related to the subject are purchased and introduced • 90% 學生參與公民科網上閱讀獎勵計劃 • 學生於相關測考題目中取得良好成績 • 最少購置及介紹 5 本與本科相關的書籍 	<ul style="list-style-type: none"> • Percentage of students completing the reward program • Assessment questions based on "Civic+" and "Smart Citizen" • Number of books purchased and introduced • 學生完成獎勵計劃百分比 • 於測考中使用《公民+》及《智學公民》設題 • 購置及介紹書籍數量 	<ul style="list-style-type: none"> • March-April 2025 • Whole year • 2025 年 3-4 月 • 全年 	Subject head 科主任	---

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Integrated Science 綜合科學	<p>To let students read science texts themselves and present what they have learnt to their peers</p> <p>讓學生自行閱讀科學文本並向同儕展示他們所學的知识</p>	<ul style="list-style-type: none"> S.2 students will read science books or search science texts from the internet and present scientific knowledge and perform experiments to their classmates. The powerpoints and videos will be uploaded into google classrooms. All students are encouraged to comment on their work and ask questions. 中二學生將閱讀科學書籍或從互聯網搜尋科學文本，並向同班同學展示科學知識和進行實驗。 PowerPoint 和視頻將上傳至 Google Classroom，所有學生都被鼓勵對他們的作品進行評論並提問。 	<ul style="list-style-type: none"> More than half of the students could give a decent presentation about scientific knowledge. More than half of the students could hand in a decent report about scientific knowledge. More than half students from each class could give meaningful feedback to their classmates, or ask proper questions related to their presentations. 超過一半的學生能夠就科學知識進行體面的報告。 超過一半的學生能夠提交一份體面的科學知識報告。 每班超過一半的學生能夠對同學提供有意義的反饋，或提出與他們的報告相關的恰當問題。 	Teachers' Evaluation 教師評估	Apr 2025 2025 年 4 月	S.2 IS teachers 中二科學教師	<ul style="list-style-type: none"> Classroom computers Google classroom platform 課堂電腦 Google Classroom 平台

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Biology & STEAM Education 生物及「科學、科技、工程、藝術及數學」教育	To promote a reading culture 促進閱讀文化	Articles will be provided for students to read 將提供文章讓學生閱讀	Reading materials are integrated into the curriculum 閱讀材料納入課程中	To see if reading materials are integrated into the curriculum 檢視閱讀材料是否納入課程中	First term 第一學期	<u>Biology:</u> S5 Subject teachers <u>生物：</u> 中五級科任教師 <u>STEAM Education:</u> S1-2 Subject teachers <u>「科學、科技、工程、藝術及數學」教育：</u> 中一、二級科任教師	Reading materials 閱讀材料

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Physics 物理	<p>Students are required to find an article in physics related topics and upload to a sharing platform (google classroom) to broaden and enrich their understanding on different topics</p> <p>學生需尋找與物理相關的文章並上傳至共享平台 (Google Classroom)，以拓寬和豐富他們對不同主題的理解。</p>	<p>In S.4, during the preparation of the independent studies, they are required to find an article on a related topics. Apart from making the video clips, the reading articles will also be shared among the classmates to read.</p> <p>在中四，在獨立研究的準備中，他們需要尋找與相關主題的文章。除了製作視頻片段外，閱讀的文章也將在同班同學之間分享。</p>	<p>100% of the students can complete the assigned task.</p> <p>100%的學生能完成指定的任務。</p>	<ul style="list-style-type: none"> Reviews on the reading articles Reviews in subject meetings 對閱讀文章的評價 科目會議中的評價 	<p>Whole Year</p> <p>全年</p>	<p>Mr. KC Lau</p> <p>劉啟智老師</p>	---
Chemistry 化學	<ul style="list-style-type: none"> To let students read some articles on environmental Chemistry To let students read more articles or watch more videos on Chemistry 讓學生閱讀一些有關環境化學的文章 讓學生閱讀更多文章或觀看更多有關化學的視頻 	<ul style="list-style-type: none"> Articles of environmental Chemistry will be provided. Students are required to read them and answer some questions. S.5 students will join “Chemists Online Self-study Award Scheme (COSAS)” by Virtual University. 將提供環境化學的文章，學生需閱讀並回答一些問題。 中五學生將參加由虛擬大學舉辦的「化學家在線自學獎勵計劃 (COSAS)」。 	<ul style="list-style-type: none"> More than 60% students hand in the worksheets. More than 50% students attain at least a bronze level before late May. 超過 60%的學生能按時繳交工作表。 超過 50%的學生在 5 月底之前至少達到銅獎水平。 	<ul style="list-style-type: none"> Worksheet Computer 工作表 計算機 	<p>Term 1-2</p> <p>第一至第二學期</p>	<p>Mr. TL Pang</p> <p>彭敦臨老師</p>	<ul style="list-style-type: none"> Worksheets Computer 工作紙 電腦

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Chinese History 中國歷史	Promote a reading culture 推動閱讀文化	Junior secondary students will read no less than two books related to the subject this year and complete related worksheets. 初中學生在本年閱讀不少於兩本有關本科的書籍，並完成相關工作紙。	80% of students complete the worksheets. 80% 同學完成工作紙。	Assignments 課業	Whole year 全年	Subject head 科主任	Printed resources 印刷資源

Evaluations from Different Subject Departments 各科組的評估及反思 (1.3. Reading Community 閱讀天地) (Pages 頁 51-66):

Subject 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
History 歷史	<ul style="list-style-type: none"> To promote reading as a way to study History. To increase the amount of subject-specific reading exposure and integrate reading elements into the curriculum. 促進閱讀作為學習歷史的一種方式。 增加學科特定的閱讀接觸，並將閱讀元素納入課程中。 	<ul style="list-style-type: none"> Offer Reading Assignments during the holidays. Form 1 and 3 students are required to finish the Junior History e-reading Award Scheme 2025 (very likely to be organized again by the EDB) Arrange book recommendations sharing sessions in class. 假期間提供閱讀作業 中一和中三學生需完成2025年初級歷史電子閱讀獎勵計劃（或由教育局再次組織） 課堂上安排書籍推薦分享會 	<ul style="list-style-type: none"> 80% of students can complete the assigned holiday reading assignments and (S.1 and 3 students only) Junior History e-reading Award Scheme 2025 70% of students believe that reading is beneficial for learning. 80%的學生能完成指定的假期閱讀作業和（僅限中一和中三學生）2025年初級歷史電子閱讀獎勵計劃。 70%的學生認為閱讀對學習有益。 	<ul style="list-style-type: none"> Subject annual plan, scheme of work and report (including samples of student work related to reading) Records of participation of Junior History e-reading Award Scheme 2025 科目年度計劃、工作方案和報告（包括與閱讀相關的學生作品樣本） 2025年初級歷史電子閱讀獎勵計劃的參與記錄 	Whole Year 全年	Mr. WK Lee Ms. YC Tang 李偉傑老師 鄧鈺楨老師	<ul style="list-style-type: none"> Promotion of Reading Grant Library Computers and related equipment 促進閱讀資助 圖書館 電腦及相關設備

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Buddhist Moral Value Education & Ethics and Religious Studies 佛化德育價值科及倫理宗教科	Promote a reading culture 推廣閱讀文化	After-school extended learning: Secondary 5 Ethics and Religious Studies provides reading booklets with materials for students to read articles related to the topics after class. 課後延伸學習： 中五級倫教科設閱讀冊，提供閱讀材料讓學生可於完成課堂後閱讀相關課題的文章。	<ul style="list-style-type: none"> Secondary 5 can trial the peer learning platform in class at least once Share results in subject meetings 中五級能在課堂上試行至少1次的同儕學習平台 科務會議上分享成果 	<ul style="list-style-type: none"> Student questionnaire survey Meeting report 學生問卷調查 會議報告 	September to May 9月至5月	Subject panel head 科主任	Computers and related equipment 電腦及相關器材
Economics 經濟	To promote a reading culture 促進閱讀文化	“hkeconschool” (經商學院) will be subscribed for students and students are encouraged to read the articles in “hkeconschool”. S.4 and S.5 students will be required to write reading reports. 將訂閱“hkeconschool” (經商學院) 供學生使用，並鼓勵學生閱讀“hkeconschool” 中的文章。中四和中五學生需撰寫閱讀報告。	<ul style="list-style-type: none"> Students are able to make a habit of reading economic journals. S.4 and S.5 students write at least one reading report in each term. Students’ performance on reading reports 學生能夠養成閱讀經濟期刊的習慣。 中四和中五學生每學期至少撰寫一份閱讀報告。 學生在閱讀報告中的表現 	<ul style="list-style-type: none"> Students’ performance on reading reports Feedback from subject teachers and students 學生在閱讀報告中的表現 來自科任教師和學生的反饋 	Whole year 全年	All subject teachers 所有科任教師	Manpower, subscription fee, printing resources 人力、訂閱費、印刷資源

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Business, Accounting and Financial Studies 企業、會計與財務概論	To promote reading culture and to widen students' horizons about the current business or financial news/cases 促進閱讀文化，擴闊學生對當前商業或金融新聞/案例的視野	<ul style="list-style-type: none"> • Around 10 to 12 reading materials to be provided to S4 and S5 students. These include latest financial news and China economic development • Book recommendation • 將提供約 10 至 12 份閱讀材料給中四和中五學生，包括最新的金融新聞和中國經濟發展 • 書籍推薦 	80% students could complete the reading materials and then answer the relevant questions. 80%的學生能夠完成閱讀材料並回答相關問題	UT and exam results, the performance of reading assignments 統測和考試成績，閱讀作業的表現	Whole year 全年	Subject teachers 科任教師	---
Information and Communication Technology 資訊與通信科技	To promote reading culture and learn about the technology by reading not just by video 促進閱讀文化，通過閱讀學習科技而不僅僅是通過視頻	In junior form, there will be reading quiz accounting for 10% of the final marks. 在初中階段，將有閱讀小測驗佔最終成績的 10%	80% of the students complete the quiz. 80%的學生完成小測驗	<ul style="list-style-type: none"> • Reviews in subject meetings • Reviews on the reading articles • 科目會議中的評估 • 對閱讀文章的評估 	Whole Year 全年	Mr HUI Wai Ip 科主任	---

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Geography 地理	<ul style="list-style-type: none"> • Arouse students' interest in reading Geography-themed materials • Enhance students' learning of Geography from current issues • 喚起學生對地理主題材料的興趣 • 增強學生對當前問題的地理學習 	<ul style="list-style-type: none"> • In S3 Geography, reading report of National Geographic Magazine will be introduced • Purchase new Geography-related books from the library • News presentation in class about latest Geography-related current affairs • 在中三地理課中，將介紹《國家地理雜誌》的閱讀報告 • 從圖書館購買新的地理相關書籍 • 在課堂上進行有關最新地理相關時事新聞報告 	<ul style="list-style-type: none"> • The reading report is successfully implemented • 10 books are purchased and added to Library's/ Geography Department's collection • At least ONE news presentation is conducted • 閱讀報告成功實施 • 購買 10 本書籍並新增至圖書館/地理科藏書 • 至少一次新聞報告 	<ul style="list-style-type: none"> • Assignment inspection • Students' feedback • Students' performance in assessment • 作業檢查 • 學生反饋 • 學生在評估中的表現 	Whole year 全年	Panel Head 科主任	<ul style="list-style-type: none"> • National Geographic subscription • Reading Grant • 《國家地理》訂閱 • 閱讀資助
Tourism and Hospitality Studies 旅遊與款待	<p>Deepen understanding of the Mainland through clipping exercises</p> <p>透過剪報練習加深對內地的認識</p>	<p>The teacher will search for clippings related to topics such as travel motivation, types of travel, and conferences and exhibitions to assign to students, hoping that students can broaden their horizons to include both the world and the Mainland.</p> <p>老師會在教授例如旅遊動機、旅遊形式、會議展覽等課題上，搜尋與內地有的剪報練習予學生完成，希望學生能放眼世界和內地。</p>	<p>Students can achieve passing scores on the worksheets</p> <p>學生能在工作紙取得合格分數</p>	Worksheets 工作紙	Once or twice per semester 每學期一至兩次	Panel Head 科主任	Worksheets 工作紙

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Visual Arts 視覺藝術	Junior Forms 初中	<ul style="list-style-type: none"> Junior visual arts reading program, arranging students to read art books by class. Students are required to read no less than 2 art books each year and complete online reading worksheets. Display excellent reading reports and recommend books on the school website. 初中視藝科閱讀計劃，分班安排學生閱讀藝術書籍。學生每年閱讀藝術書冊不少於 2 本，並完成網上閱讀工作紙。 於學校網頁展示優秀的閱讀報告，推介書籍 	<ul style="list-style-type: none"> 90% of students are able to complete the required reading. Worksheets reflect students' critical thinking. 90% 學生能完成閱讀數量 工作紙能看到學生批判思考 	<p>Assessment based on students' submitted reading reports.</p> <p>以學生繳交閱讀報告表現評估</p>	<p>Collection in December of the first term, and in May of the second term.</p> <p>上學期 12 月收集 1 次，下學期 5 月收集 1 次</p>	Panel Head 科主任	<ul style="list-style-type: none"> Art extracurricular books Website 藝術課外書 網頁
Music 音樂	All students 所有學生	Reading corner in Music Room 音樂室的閱讀角	<p>More than 20 students have borrowed or read books/programme notes from the reading corner</p> <p>超過 20 名學生從閱讀角借閱或書籍/節目資料</p>	<p>Attendance sheet of reading corner</p> <p>閱讀角的出席表</p>	<p>Whole year</p> <p>全年</p>	Panel Head 科主任	

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Physical Education 體育	Enhance students' understanding of key learning points through watching articles or videos, thereby improving classroom learning efficiency. 透過觀看文章或影片提升學生對學習重點的認識，從而提升課堂學習效能。	Regularly upload articles or videos related to the learning units to GOOGLE CLASSROOM for students to prepare in advance. 定時上載相關學習單元的文章或影片至 GOOGLE CLASSROOM 讓學生課前預習	<ul style="list-style-type: none"> Seventy percent of students can demonstrate key learning techniques. Seventy percent of students pass the skills assessment. 七成學生可以展示學習的重點技術。 七成學生取得技能考試合格 	Teacher observations and skills assessment results 老師觀察及技能考試成績	Select some units to provide reading materials or videos 抽取部分單元提供閱讀材料或影片	Panel Head 科主任	Online articles and videos 網上文章及影片

<p>Home Economics</p> <p>家政</p>	<p>To promote a reading culture</p> <p>促進閱讀文化</p>	<ul style="list-style-type: none"> • As a routine, further reading articles/videos will be given for certain topics to let students have in depth understanding about the topic. • Besides, S.1 students need to read a book promotes healthy lifestyle (e.g. balanced diet/exercises/emotional health/family management) and submit a book report. • S.2 students need to submit a report which analyses the nutritional value behind a dish from a recipe book/ webpage. • Students can find related books from HE room mini-library or the school library. • 作為例行工作，將提供進一步的閱讀文章/視頻，讓學生對某些主題有更深入的了解。 • 此外，中一學生需要閱讀一本促進健康生活方式的書籍（例如均衡飲食/運動/情緒健康/家庭管理）並提交書報告。 • 中二學生需提交一份報告，分析食譜書籍/網頁中一道菜營養價值。 • 學生可從 HE 教室的迷你圖書館或學校圖書館找到相關書籍。 	<ul style="list-style-type: none"> • Over 70% students have submitted the book report. • Students showed positive feedback on the assignments • 超過 70% 的學生已提交書報告。 • 學生對作業給予正面反饋。 	<ul style="list-style-type: none"> • Students' works • Questionnaire • Teacher's observation • Reports and documents • 學生作品 • 問卷 • 教師觀察 • 報告和文件 	<p>Whole year</p> <p>全年</p>	<p>Subject teacher</p> <p>科任教師</p>	<ul style="list-style-type: none"> • Printed materials • Books • 印刷材料 • 書籍
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2. Major Concern 2 : To foster a healthy campus environment and promote a healthy lifestyle

重點關注事項二：營造健康校園環境，促進健康生活

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

According to last year's APASO survey data, students scored a Q value of 90 (Q value of 97 in 2022-2023) in the item of "no negative emotions", which is 7 points lower than the previous year. For the item of "less use of information technology for entertainment", the Q value was 85, which is 5 points lower than the Q value of 90 in 2022-2023. For the item of "school atmosphere (not feeling lonely)", the Q value was 96, which is 1 point lower than the Q value of 97 in 2022-2023. The above data shows that there is room for improvement in the healthy lifestyle of our students. We understand that students in their adolescence face changes in physiology, psychology, and social interactions, and they also face a lot of challenges in academic pressure, getting along with peers, and interacting with parents. Healthy physique, self-disciplined lifestyle habits, and resilient mental qualities can help students cope with the difficulties of growth, which are also an important part of student support. Student support will promote a healthy lifestyle in the three categories of "physiology", "psychology", and "social interaction". Therefore, a "Healthy Campus" policy will be formulated next school year to help students achieve good physical, mental, and social well-being, and comprehensively care for their growth. In addition, the school should create a caring campus culture to help students develop healthy lifestyle habits, positive outlook on life and values, life skills, and skills to face adversity and resist temptation.

簡列上學年的回饋與跟進：

根據去年 APASO 調查數據發現，同學在無負面情緒的項目中 Q 值 90(2022-2023 年 Q 值為 97)，比過去一年指數再低(-7)。而資訊科技(少用於消遣時間) Q 值 85，2022-2023 年 Q 值為 90，比過去一年指數再低(-5) 學校氣氛(不孤單) Q 值 96，2022-2023 年 Q 值為 97，比過去一年指數再低(-1)。以上數據發現本校同學在健康生活方式上實有進步空間。我們理解青春期的同學面對生理、心理及社交的改變，對學業壓力，與朋輩及家長的相處均面對不少的挑戰。健康的體魄、自律的生活習慣、堅韌的心理素質有助同學應對成長難題，亦是學生支援的重要一環。學生支援將以「生理」、「心理」、「社交」三個範疇推動健康的生活方式。因此下學年將制訂「健康校園」政策，幫助學生達致生理上、心理上及社交上的良好狀態，全面地照顧學生的成長。此外，學校應營造一個關愛的校園文化，幫助學生發展健康的生活習慣、正面的人生觀與價值觀、生活技能及面對逆境和抗拒誘惑的技巧。

Here is the summary of the key priority items for the 2024-2027 three-year development plan:

A. Health education –

To create a safe and healthy campus and educate students on the knowledge, skills and attitude to make informed decisions about their way of life

B. Healthy eating –

To enable students to make healthy choices on food

C. Physical activity –

To provide ample opportunity for students to be physically active

D. Aesthetic activities –

To provide ample opportunity for students to participate in activities relating to the arts and appreciate the arts

E. Emotional health and well-being –

To promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize

F. Going green –

To promote a green culture among members of the school

綜合而言，2024-2027 三年發展計劃優先項目如下：

甲、健康教育——建立安全健康校園以及教育學生有關健康生活模式的知識、技巧及態度，從而建立健康生活模式

乙、健康飲食——讓學生懂得選擇健康飲食

丙、體能活動——提供機會讓學生參與體藝活動

丁、美學活動——提供充足的機會讓學生參與與藝術相關的活動，並欣賞藝術

戊、情緒健康與福祉——促進積極的情緒健康與福祉，幫助學生理解自己的情感、表達情感和社交

己、綠色環保——在學校推廣綠色文化的活動

2.1. General Evaluation from Board of Studies 學生支援組整體評估 (頁 69-72) ——

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
1. Health Education 健康教育	<p>To create a safe and healthy campus and educate students on the knowledge, skills and attitude to make informed decisions about their way of life</p> <p>建設安全健康校園，教育學生有關生活方式的知識、技能和態度，在健康生活方式上做出明智的決定。</p>	<ul style="list-style-type: none"> • Various committees, teams and departments to collaborate to develop formal and informal curricula for the promotion of health education • To ensure overall safety of the campus in relation to hardware, recesses, lunchtime, after school and in inclement weather • To ensure safety in lessons and activities • To provide sound measures to handle emergencies and accidents • To educate students on the knowledge, skills and attitude to make informed decisions about their way of life • 各委員及部門協作制定常規及常規以外健康教育課程 • 確保校園在硬件設施、休息時間、午餐時間、課後以及惡劣天氣下的整體安全。 • 確保上課及舉辦活動時的安全 • 提供有效措施以應對緊急事件及意外。 • 教育學生有關知識、技能和態度，使他們能夠對自己的生活方式做出明智決定。 	<ul style="list-style-type: none"> • 60% of the students find the tailor-made curricula interesting and useful in guiding them to make informed decisions about their way of life • Committees, teams and departments cooperate with each other to organise activities, programmes, workshops, etc., to promote healthy lifestyle • 60% 的學生認為所製定課程有趣且有用，能指導他們對自己的生活方式做出明智的決定。 • 各委員、團隊和部門相互合作，組織活動、計劃、研討會等，促進健康生活方式。 	<p>Feedback from teachers, students and other stakeholders on the effectiveness of the curricula, activities, programmes, workshops, etc</p> <p>教師、學生和其他持份者對課程、活動、計劃、研討會等提供有效的反饋。</p>	<p>Whole year</p> <p>全年</p>	<ul style="list-style-type: none"> • School Premises Maintenance • Laboratory Safety Coordinator • The Board of Discipline • The Admin Group • The ECA Committee • The Physical Education Department • Health Education Committee • First Aids • Crisis Intervention Team • Janitor Management Services and Safety • Class teachers and class teacher periods • 校園場地維修負責人 • 實驗室安全負責人 • 訓導組 • 行政組 • 課外活動組 • 體育組 • 健康教育委員會 • 危機小組成員 • 校工清潔管理服務與安全 • 班主任及班主任課 	<ul style="list-style-type: none"> • School funds • LWL funds • Hardware and manpower to organise activities, programmes, workshops, etc. • Class teacher period schedules and contents • 學校資金 • 全方位資金 • 硬件與人力資源小組 • 班主任課時間安排及內容

<p>2. Healthy Eating</p> <p>健康飲食</p>	<p>To enable students to make healthy choices on food</p> <p>教育學生選擇健康的食物</p>	<ul style="list-style-type: none"> To ensure lunch provided by the caterer abides by the Healthy Lunch 321 guideline laid down by the Centre for Health Protection Students to have sufficient time for lunch Subject departments to incorporate healthy eating information 確保餐飲供應商提供的午餐符合衛生防護中心所製定的健康午餐 321 指引 學生有足夠的午膳時間 學科宣傳健康飲食資訊 	<ul style="list-style-type: none"> Students and parents are involved in choosing caterers to develop healthy eating habits Sufficient opportunities are given to students to learn about different types of food in the context of a balanced diet and understanding the need to increase the consumption of nutritional food 學生和家長參與小食部供應商投票選舉，以培養健康飲食習慣 教育學生均衡飲食，認識食物的不同種類，並明白增加攝取營養食物的必要性 	<p>Surveys for students, teachers and parents on the effectiveness of the initiatives to be launched</p> <p>向學生、教師和家長進行調查以檢視有關活動的成效。</p>	<p>Whole year</p> <p>全年</p>	<ul style="list-style-type: none"> The Home Economics Department Tuckshop and Food Catering Parent-Teacher Association 家政組 小食部、小食部負責老師 家教會 	<ul style="list-style-type: none"> School funds LWL funds Hardware and manpower to organise activities, programmes, workshops, etc. 學校資金 全方位資金 硬件與人力資源小組
<p>3. Physical Activity</p> <p>體能活動</p>	<p>To provide ample opportunity for students to be physically active</p> <p>為學生提供足夠的體育活動機會</p>	<ul style="list-style-type: none"> The Physical Education Department to incorporate regular fitness training To include physical activities to improve student participation in and enthusiasm for physical activities 體育部納入定期的健身訓練 加入體能活動以提高學生參與度以及對體能活動的熱誠。 	<ul style="list-style-type: none"> 60% of the students are satisfied with the types of physical activities offered A rise in the APASO score for the item "less use of information technology for entertainment" from 85 to 90+ A rise in the APASO score for the item "no negative emotions" from 90 to 100+ 60% 的學生對所提供的體能活動感到滿意 APASO 評分中「減少使用資訊科技娛樂」一項從 85 上升至 90+ APASO 評分中「沒有負面情緒」一項從 90 上升至 100+ 	<p>Review of students' willingness and readiness in participating in physical activities</p> <p>評估學生參與體能活動的意願和準備情況</p>	<p>Whole year</p> <p>全年</p>	<ul style="list-style-type: none"> The Physical Education Department The ECA Committee The 4 houses School teams School Self-evaluation Team 體育組 課外活動組 四社 校隊 學校自評組 	<ul style="list-style-type: none"> School funds LWL funds Hardware and manpower to organise activities, programmes, workshops, etc. Quotes and tendering 學校資金 全方位資金 硬件與人力資源小組等 報價和招標

<p>4. Aesthetic Activities 美學活動</p>	<p>To provide ample opportunity for students to participate in activities relating to the arts and appreciate the arts</p> <p>為學生提供足夠的機會參與並欣賞與藝術相關的活動</p>	<ul style="list-style-type: none"> • The Visual Arts Department to include related contents in the curriculum and incorporate immersive art activities • The Music Department to include related contents in the curriculum and incorporate immersive music activities • Culture and the Arts Team and the MCE Committee to organise performances and events to increase students' exposure through participation and appreciation • 視覺藝術組將相關內容納入課程並融入沉浸式藝術活動 • 音樂組將相關內容納入課程並融入沉浸式音樂活動 • 文化與藝術組和公民教育組組織表演和活動，透過參與和欣賞來增加學生展示才能的機會和體驗。 	<p>60% of the students are satisfied with the types of aesthetic activities offered</p> <p>60% 的學生對所提供的美學活動類型感到滿意。</p>	<p>Review of students' satisfaction and enjoying as participants, helpers and audience</p> <p>學生滿意度和參與者、工作人員、觀賞者的享受度評估</p>	<p>Whole year 全年</p>	<ul style="list-style-type: none"> • The Visual Arts Department • The Music Department • Culture and the Arts Team • The MCE Committee • 視藝組 • 音樂組 • 文化藝術組 • 公民教育組 	<ul style="list-style-type: none"> • School funds • LWL funds • Hardware and manpower to organise activities, programmes, performances, etc. • Quotes and tendering • 學校資金 • 全方位資金 • 硬件與人力資源小組等 • 報價和招標
<p>5. Emotional Health And Well-Being 情緒健康與福祉</p>	<p>To promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize</p>	<ul style="list-style-type: none"> • To encourage students to participate in activities and programmes to enhance their confidence and self-esteem • Seminars and workshops related to mental health to be held for students and teachers • Student Support committees to incorporate positive values into the formal and informal curriculum 	<ul style="list-style-type: none"> • 60% of the participants are satisfied with the types of activities offered by different teams, committees and departments • A rise in the APASO score for the item "no negative emotions" from 90 to 100+ • A rise in the APASO score for the item "school atmosphere (not feeling lonely)", from 96 to 100+ 	<p>Surveys for students, teachers and parents on the effectiveness of the initiatives to be launched</p>	<p>Whole year 全年</p>	<ul style="list-style-type: none"> • The Religious Committee • The Guidance Committee • The Board of Discipline • The MCE Committee • SEN Team • Parent-Teacher Association • School Self-evaluation Team 	<ul style="list-style-type: none"> • School funds • LWL funds • Hardware and manpower to organise activities, programmes, workshops, etc. • Quotes and tendering

	<p>在校積極宣傳健康精神資訊，幫助學生理解和表達自己的感受，並參加社交活動。</p>	<ul style="list-style-type: none"> • 鼓勵學生參與相關活動和計劃，以提高其自信和自尊心 • 為學生和教師舉辦與心理健康相關的研討會和工作坊 • 學生支援組將積極價值觀納入常規和常規以外課程中 	<ul style="list-style-type: none"> • 60% 的參與者對不同團隊、委員會和部門提供的活動類型感到滿意 • APASO 評分中「沒有負面情緒」一項從 90 上升至 100+ • APASO 評分中「校園氛圍（不感到孤獨）」一項從 96 上升至 100+ 	<p>學生、老師、家長進行問卷調查</p>		<ul style="list-style-type: none"> • 宗教組 • 輔導組 • 訓導組 • 公民教育組 • 特殊教育組 • 家長會 • 學校自評組 	<ul style="list-style-type: none"> • 學校資金 • 全方位資金 • 硬件與人力資源小組等 • 報價和招標
<p>6. Going Green 綠色生活</p>	<p>To promote a green culture among members of the school</p> <p>推廣綠色文化</p>	<ul style="list-style-type: none"> • To organise green projects and activities to promote a green culture among members of the school • To educate members of the school about an environmentally friendly attitude • 組織與環保相關的綠色活動，促進學校成員之間的綠色文化 • 教育學校成員建立環保態度 	<p>60% of the members of the school are satisfied with the types of activities offered by different teams, committees and departments</p> <p>學校成員中有 60% 對不同團隊、委員會和部門提供的活動感到滿意。</p>	<p>Surveys for students, teachers and parents on the effectiveness of the initiatives to be launched</p> <p>學生、老師、家長進行問卷調查</p>	<p>Whole year 全年</p>	<ul style="list-style-type: none"> • STEAM Club • Environmental Protection Club • Geography Club • STEAM 組 • 環保組 • 地理組 	<ul style="list-style-type: none"> • School funds • LWL funds • Hardware and manpower to organise activities, programmes, workshops, etc. • Quotes and tendering • 學校資金 • 全方位資金 • 硬件與人力資源小組等 • 報價和招標

2.2. Evaluations from Different Subjects & Departments 各科組的評估及反思 ——

2.21. By Departments (with Different Aspects) (pages 73-90)

∞ Board of Discipline 訓導組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Health Education 健康教育	<p>(a) Prefect Team Leadership Training – It aims to equip newly-appointed school prefects with skills in discharging duties so that they could become a team of role models to all schoolmates. It is expected that there will be new tasks to boost school prefects' self-esteem and self-identity as well as enhance team building.</p> <p>學生領袖培訓– 目的是裝備新任學校領袖掌握履行職責的技能,使他們成為全校同學的楷模。預期將有新的任務,以提升學校領袖的自尊和自我認同,並增強團隊建設。</p>	<p>80% of participants express that they benefit from the course by being more certain of their identity, role and abilities when discharging their duties.</p> <p>80%的參與者表示從課程中獲益,在履行職責時更確定自己的身份、角色和能力。</p>	<ul style="list-style-type: none"> Attendance rate An anonymous questionnaire for participants to express their views on how much they are benefitted from the course. Observations from course instructors and teachers-in-charge. 出席率 通過匿名問卷讓參與者表達他們從課程中獲益程度 課程講師和負責老師觀察 	2024-2025	Mr. HL Ma, Ms. HM Wong, Mr. TL Pang 馬學禮老師、黃曉雯老師、彭敦臨老師	Service provider 服務供應商
	<p>(b) “Hong Kong 200” Leadership Project 2024 - It aims to cultivate capable and discerning young leaders who are passionate and proactive in offering sound solutions for society from within and beyond the system across sectors. The project provides participants with the training, resources, and platform they need to take the first step in exploring the possibilities of public and political engagement. Participants will expand their horizons through Social Experiences and Dialogues with Leaders, keeping abreast of the latest societal developments and will master transferable skills through Skill Labs and Project-based learning, preparing for future development.</p>	<p>2-3 head prefects will be nominated with certificate conferred by HKYFG after completion</p> <p>2-3 名學生會主席將獲提名,並於完成後獲香港青年服務處聯會頒發證書。</p>	<p>Interviews with the participants</p> <p>與參與者的面試</p>	2024-2025	Mr. HL Ma 馬學禮老師	The HKYFG Leadership Institute 香港青年服務處聯會領袖學院

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(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<p>2024《香港200》領袖計劃 –</p> <p>目的是培養富激情和積極性的年輕領袖,他們能在各行各業內外提出切實可行的社會解決方案。該計劃為參與者提供所需的培訓、資源和平台,探索公眾和政治參與的可能性。參與者將通過社會體驗和與領袖對話拓展視野,緊貼最新的社會發展,並通過技能工作坊和項目式學習掌握可轉移的技能,為未來發展做好準備。</p>					
	<p>(c) Stellar Student Award–</p> <p>It aims to recognize students who are self-disciplined and make an effort to improve themselves even though they may not be the most outstanding academically. Students are awarded once every school term</p> <p>卓越學生獎 --</p> <p>目的是表彰那些自律並努力改善自己的學生,即使他們在學業上可能不是最出色的。每個學期都會頒發這個獎項。</p>	<ul style="list-style-type: none"> • In the Junior Group (S1 to S3), a student will not have any record of <i>No Homework</i> and any penalties of demerits or above. Percentage of students meeting the criterion: 50%. • In the Senior Group (S4 to S6), a students will not have any record of lateness and any penalties of demerits or above. • Percentage of students meeting the criterion: 50%. • 初中組(中一至中三)的學生沒有任何缺交功課或記過紀錄。達標學生百分比:50%。 	<p>Data will be based on the records in the conduct meetings [大榜].</p> <p>數據將基於操行會議紀錄 [大榜]。</p>	<p>2024-2025</p>	<p>Mr. TL Pang, Mr. TW Wong, Mr. CK Cheung, Miss HC Lam</p> <p>彭敦臨老師、黃曉雯老師、張俊傑老師、林曉青老師</p>	<p>Head prefects</p> <p>風紀隊長</p>

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(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		<ul style="list-style-type: none"> • 高中組(中四至中六)的學生沒有任何遲到或記過紀錄。 • 達標學生百分比:50%。 				
	<p>(d) S1 Discipline Talk [31st August and 2nd September], S1-S3 Discipline Talk [September], S4-S6 Discipline Talk [September], Police Talk for S3 to S5 [2 October], and Talks on key issues relating to juvenile crimes –</p> <p>Above activities aim to draw students’ attention to key issues relating to school rules in 2024-2025 as well as juvenile crimes such as drugs, vaping and CBD as well as sexting, online scams so that they can refrain themselves from all these law-breaking issues.</p> <p>中一紀律講座[8月31日和9月2日]、 中一至中三紀律講座[9月]、 中四至中六紀律講座[9月]、 中三至中五警察講座[10月2日]，以及 青少年罪案相關議題講座 ——</p> <p>上述活動旨在引起學生對2024-2025年學校規則以及毒品、電子煙、大麻以及性發送、網上欺詐等青少年犯罪問題的注意,使他們能遠離這些觸法行為。</p>	<p>There will be fewer cases of serious discipline issues when compared with the number last year</p> <p>與去年相比,嚴重紀律問題的案件數量將有所減少。</p>	<ul style="list-style-type: none"> • KPM 17 surveys at the end of the school year • APASO surveys at the end of the school year • 學期末 KPM 17 問卷調查 • 學期末 APASO 問卷調查 	2024-2025	<p>Mr. HL Ma, Miss HM Wong, Mr. TL Pang</p> <p>馬學禮老師、黃曉雯老師、彭敦臨老師</p>	<p>Police representatives and NGOs</p> <p>警方代表和非政府組織</p>

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(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Physical Activity 體能活動	<p>(a) Mountaineering – By recruiting students with behavioural problems, poor interpersonal relationship and low self-esteem, they will have improvements in self-management and learn to be able to get along with peers and gradually, will be certain of their own abilities.</p> <p>山「毅」達人 ---- 通過招募具有行為問題、人際關係差和自尊心低的學生來參加這個計劃,他們將在自我管理方面有所改善,並學會與同儕相處,逐步增加對自身能力的信心。</p>	<ul style="list-style-type: none"> Participants meeting the course requirements will be awarded certificate of completion conferred by the service provider. Participants will have fewer punishment records and an improvement in conduct grades when comparing their previous and current school reports. There will be signs of improvement in self-management and communication with peers. <ul style="list-style-type: none"> 符合課程要求的參與者將獲得服務提供商頒發的結業證書。 與之前相比,參與者的處罰記錄減少,操行成績也有所提高。 在自我管理和與同儕溝通方面都有明顯進步的跡象。 	<ul style="list-style-type: none"> Attendance rate and assessment requirements according to the service provider Participants' discipline records Observations from course instructors and teachers-in-charge. <ul style="list-style-type: none"> 出席率和評估要求根據服務提供商而定 參與者的紀律記錄 課程導師和負責老師的觀察 	2024-2025	<p>Mr. TL Pang, new discipline teacher, SEN Assistant, Social Worker</p> <p>彭敦臨老師、新訓導組老師、特殊教育需要組教學助理、學校社工</p>	<p>Service provider</p> <p>服務提供商</p>

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<p>(b) Lion Dance Team – Sin Tak Dragon Dance Team has been set up to offer students with education needs as well those who are interested in knowing more about Chinese cultures through sports an opportunity to train their physical strength and showcase their talents in performances on different occasions such as Lunar New Year Celebration Day and post-exam activities.</p> <p>舞獅隊—— 已成立「善德龍獅隊」,為有特殊教育需要的學生以及對中國文化感興趣的學生提供一個機會,通過運動訓練體能並在農曆新年慶祝日及期末活動上展現他們的才能。</p>	<ul style="list-style-type: none"> 80% of participants express that they benefit from the course. There will be signs of improvement in self-management and communication with peers. 80%的參與者表示從這個課程中獲益。 在自我管理和與同儕溝通方面都有明顯進步的跡象。 	<ul style="list-style-type: none"> Attendance rate An anonymous questionnaire for participants to express their views on how much they are benefitted from the course. Observations from course instructors and teachers-in-charge. 出席率 參與者對課程受益程度的匿名問卷調查 課程導師和負責老師的觀察 	2024-2025	Mr. HL Ma, Mr. CK Cheung 馬學禮老師、張俊傑老師	Service provider 服務提供商
	<p>(c) Rope Skipping Competition – It is an annual school event which all classes join at the beginning of a school year from September to November. We aim to promote peer understanding and enhance the sense of cooperation and unity in this inter-class competition in each form Before the competition, there will be class practices. Each class will form their team and needs to learn to coordinate and be supportive to make up for what the group has missed. They also need to come up with strategies in order to outperform other classes. Hopefully, the activity can enhance students' team spirit, cohesiveness and sense of belonging in their classes.</p> <p>跳繩比賽——</p>	<p>60% of classes express they strengthen their class team spirit and cohesiveness and enjoy the activity.</p> <p>60%的班級表示增強了班級團隊精神和凝聚力,並且享受這項活動</p>	<ul style="list-style-type: none"> Questionnaire Observations from teachers-in-charge, head prefects and class teacher 問卷調查 負責老師、學生會長和班主任的觀察 	2024-2025	Mr. HL Ma 馬學禮老師	Head prefects 風紀隊長

80 Board of Discipline 訓導組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	這是一年一度的學校活動,所有班級從9月到11月初都會參與。我們的目標是通過這個班際比賽促進同學之間的相互理解,增強合作和團結精神。比賽前,各班會進行課堂練習。每個班級都會組成自己的隊伍,需要學會協調合作,互相支持彌補不足之處。他們還需要制定策略以超越其他班級。希望這項活動能增強學生的團隊精神、凝聚力和對班級的歸屬感。					
Aesthetic Activities 美學活動	<p>(a) Chinese martial arts and “Wushu” promotion for S1 students held in September –</p> <p>It aims to let teenagers learn the philosophy, spirit and the skills of Chinese martial arts and Wushu in order to appreciate the sport cultures of China. Students were also invited to have a first-hand experience of the basics of Wushu and watched the amazing demonstration from the coaches.</p> <p>為中一學生而設的中國武術推廣活動 —</p> <p>目的是讓青少年了解中國武術的哲學、精神和技能,以欣賞中國的運動文化。學生也被邀請親身體驗武術的基本功,並觀看教練的精彩演示。</p>	<p>All S1 students will participate in the activity</p> <p>參與對象:所有中一學生</p>	<ul style="list-style-type: none"> • Questionnaire • Observations from teachers-in-charge • 問卷調查 • 負責老師的觀察 	2024-2025	Mr. TL Pang 彭敦臨老師	Service provider 服務提供商

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Target 目標	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Health Education 健康教育	S.3 helpdesk for subject selection with advanced browsing assistance S.3 學科選擇輔導站，以提供先進的瀏覽協助	S.3 students 中三級學生	Students are able to obtain information they need for making informed subject selection. 來自學生的回饋	<ul style="list-style-type: none"> Feedback from students Observation of colleagues 來自學生的回饋 同事的觀察 	2024-2027	Mr. KH Tam, Mr. CK Cheung 譚國豪老師 張俊傑老師	<ul style="list-style-type: none"> Careers prefects, selected S.4 and S.5 elective subject students 15 i-Pads SK Hall reserved (13:30 – 14:00) 升學及職業輔導主任、甄選的中四和中五選修科目學生 15 部平板電腦兩潤堂已預留 (13:30 -14:00)
Emotional Health And Well-Being 情緒健康與福祉	Introduction of measures to reduce studying stress in CEDU lessons 在生涯規劃課中介紹減輕學習壓力的措施	S.2 and S.4 students 中二及中四級學生	Students are able to recognize the significance of relaxing themselves. 學生能夠認識到放鬆自己的重要性	Worksheets from students, feedback from students and colleagues. 學生工作紙、學生和同事的回饋	2024-2027	Mr. KH Tam 譚國豪老師	CEDU teachers 生涯規劃組老師
	Suggestion of feasible relaxing measures in JUPAS preparation talks (September and July) 在 JUPAS 申請準備講座 (9 月和 7 月) 建議可行的放鬆措施	S.6 students 中六級學生	Students are able to recognize the significance of relaxing themselves. 學生能夠認識到放鬆自己的重要性	Questionnaires and feedback from students 問卷調查和學生回饋	2024-2027	Mr. KH Tam 譚國豪老師	Suggestions from social workers 學校社工提供的建議

80 Careers Committee 生涯規劃組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Target 目標	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Going Green 綠色生活	Elaboration of eco-friendly measures in the workplace (recycling, conservation of energy, etc.) 工作場所環保措施(如回收、節約能源等)的詳細說明。	S.2 and S.4 students 中二及中四級學生	<ul style="list-style-type: none"> Students respond actively in class. Students remember ways to make workplace more eco-friendly. 學生在課堂上積極回應 學生記住了如何使工作場所更加環保的方法。 	Worksheets from students, feedback from students and colleagues. 來自學生的工作紙、學生和同事的反饋。	2025-2027	Mr. KH Tam 譚國豪老師	CEDU teachers 生涯規劃組老師

80 Extra-Curricular Activities Committee 課外活動組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Health Education 健康教育	To nurture a caring culture on campus so that students can develop healthy living habits, positive outlook on life and values, and acquire living skills and techniques to deal with adversity and resist temptation.	<ul style="list-style-type: none"> To continue “Sin Tak’s SUM Scheme” for both S.1 and S.2 students Aim at developing students’ potentials, interests as well as perseverance, communication skills in students through a series of long term training. 繼續為中一和中二學生推行「善德一 SUM 課外活動計劃」 通過一系列長期培訓，旨在發展學生的潛力、興趣以及毅力和溝通技巧。 	<ul style="list-style-type: none"> Majority of students reflected that their self-efficacy, self-discipline and perseverance can be enhanced through the participation in the scheme Positive feedback from teachers and instructors on the performance of participants in the scheme 	<ul style="list-style-type: none"> Questionnaires by students’ self-reflection Feedbacks from teachers and instructors 學生自我反思問卷 教師和導師的反饋 	2024-2027	Committee heads and the teachers concerned 課外活動組主任及相關負責老師	<ul style="list-style-type: none"> Subsidy from school External instructors Teacher advisors ECA teachers 來自學校資助 外聘導師 教師顧問 課外活動老師

80 Extra-Curricular Activities Committee 課外活動組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	培養校園關愛文化，使學生能養成健康的生活習慣、積極的人生觀和價值觀，以及應對逆境和抵抗誘惑的生活技能和技巧。		<ul style="list-style-type: none"> 大部分學生反映，通過參與該計劃，他們的自我效能、自律性和毅力有所提升。 教師和導師對計劃參與者的表現給予了正面反饋。 				
Physical Activity 體能活動	<p>To provide ample opportunity for students to be physically active</p> <p>為學生提供充足的機會進行體育活動</p>	<ul style="list-style-type: none"> To organize inter-class competitions to establish closer bonds among students Examples of inter-class competitions: Graduation Cup Challenges Interclass Logo Design Competition Interclass Picnic Photo-taking Competition Interclass Darts Competition Interclass Fun Games Competition Other kinds of activities or competitions 組織班際比賽，建立學生之間的更緊密聯繫。 中六畢業盃挑戰賽、班徽設計比賽、班際旅行拍攝比賽、班際飛鏢比賽、班際趣味遊戲比賽等是一些例子。 	<p>Majority of students reflected that their morale and their sense of belongings to class can be enhanced through the participation.</p> <p>大部分學生反映，通過參與這些活動，他們的士氣和對班級的歸屬感有所提高。</p>	<ul style="list-style-type: none"> Questionnaires by students' self-reflection Feedbacks from teachers and instructors 學生自我反思問卷 教師和導師的反饋 	2024-2027	ECA Teachers 課外活動組相關負責老師	<ul style="list-style-type: none"> Subsidy from school LWL Fund ECA teachers Class teachers 來自學校資助 課外活動組老師 班主任
	To provide quality leadership training programmes to potential student leaders	<ul style="list-style-type: none"> To equip students with the necessary leadership knowledge and skills in organizing activities by providing the followings: Leadership Training Day Camp for key posts holders (S.3-S.5) 	<ul style="list-style-type: none"> Increased number of students undergone leadership training taking up the key posts in various student organizations 	<ul style="list-style-type: none"> Questionnaire to evaluate the effectiveness of the activities / events 	2024-2027	Committee Heads 課外活動組主任	<ul style="list-style-type: none"> Subsidy from school LWL Fund External service provider

80 Extra-Curricular Activities Committee 課外活動組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	提供高質素的領導力培訓計劃給潛在的學生領袖	<ul style="list-style-type: none"> Leadership Training Workshop for S.4 students Training workshops for S.1 – S.3 Class committee members 透過提供以下內容，讓學生具備組織活動所需的領導知識和技能： 為主要職位持有者（中三至中五）舉辦的領導力訓練日營 為中四學生舉辦的領導力訓練工作坊 為中一至中三班委會成員舉辦的培訓工作坊 	<ul style="list-style-type: none"> More than 75% of S.4 and S.5 students take up ECA posts in various student organizations Majority of students reflected that their leadership skills can be enhanced through the participation in these programmes. 參加領導力培訓的學生人數增加，並在各學生組織中擔任主要職位 超過 75% 的中四和中五學生在各學生組織中擔任課外活動職位 大多數學生反映他們的領導技能能通過參加這些計劃得到提升。 	<ul style="list-style-type: none"> Feedbacks from students 問卷評估活動/事件的有效性 學生反饋 			<ul style="list-style-type: none"> Beat Drugs Fund (BDF) ECA teachers Class teachers 來自學校資助 全方位學習基金 服務供應商 禁毒基金 課外活動老師 班主任
Going Green 綠色生活	<ul style="list-style-type: none"> To promote a green culture among members of the school 	<ul style="list-style-type: none"> To encourage students to become an environmentally conscious student by taking on a sustainable lifestyle 	<ul style="list-style-type: none"> Majority of students reflected that their lifestyles have turned to be more environmental 	<ul style="list-style-type: none"> Questionnaire to evaluate the effectiveness of the activities / events 	2025-2027	Committee Heads 課外活動組主任	<ul style="list-style-type: none"> Subsidy from school LWL Fund ECA teachers Class teachers

80 Extra-Curricular Activities Committee 課外活動組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<ul style="list-style-type: none"> 促進學校成員之間的環保文化 	<ul style="list-style-type: none"> Holding interclass competition in which students have to submit a sustainable plan which can fulfill the “4R principles: reduce, reuse, replace and recycle 鼓勵學生通過採取可持續的生活方式，成為環保意識強的學生。舉辦班際比賽，學生需要提交符合「4R 原則:減少使用、重複利用、替代、回收」的可持續計劃。 	<ul style="list-style-type: none"> friendly through the participation in the activities /events Positive feedback from class teachers 大部分學生反映，通過參與這些活動/活動，他們的生活方式變得更加環保。 班主任給予了正面反饋。 	<ul style="list-style-type: none"> Feedbacks from class teachers 問卷調查以評估活動/活動的效果 班主任的反饋 			<ul style="list-style-type: none"> Geography teachers 來自學校的資助 全方位學習基金 課外活動老師 班主任 地理老師

80 Guidance Committee 輔導組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Target 目標	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Health Education 健康教育	A talk about cyber security (national security) 關於網絡安全(國家安全)的講座	S.1	Students are able to understand cyber security better 中一學生能夠更好地理解網絡安全	Feedback and questionnaire from students, colleagues and service provider 來自學生、同事和服務提供者的反饋和問卷	2024-2027	Guidance Committee 輔導組	Healthy School Program 健康校園計劃
	A talk about how to manage emotions	S.1	Students are able to understand their feelings better and manage their emotions better.	Feedback and questionnaire from students, colleagues and service provider	2024-2025	Guidance Committee	The Department of Health

80 Guidance Committee 輔導組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

	關於情緒管理的講座		中一學生能夠更好地理解自己的感受並管理情緒	來自學生、同事和服務提供者的反饋和問卷		輔導組	衛生署
	A talk about personality 關於性格的講座	S.4	Students are able to understand themselves better and know how to release their stress 中四學生能夠更好地了解自己並知道如何釋放壓力	Feedback and questionnaire from students, colleagues and service provider 來自學生、同事和服務提供者的反饋和問卷	2024-2025	Guidance Committee 輔導組	LWL Funding 全方位學習津貼
Emotional Health And Well-Being 情緒健康與福祉	S.1 overnight camp 中一年級的成長營	S.1	Students actively participate in the camp. They can understand the school, their teachers, and their senior form students more and develop a supporting network. 中一學生積極參加營會，能夠更好地了解學校、老師和高年級學生，並建立支持網絡	<ul style="list-style-type: none"> Feedback and questionnaire from students, colleagues and service provider Debriefing in the camp with the students 來自學生、同事和服務提供者的反饋和問卷 營會中與學生的總結會議 	2024-2027	Ms. KW Fung, Ms. HL Law 馮健慧老師、羅曉琳老師	LWL Funding 全方位學習津貼
	The Guidance Captain Program (kick-off ceremony, small gatherings, a year-end fun gathering) 指導隊長計劃(啟動儀式、小型聚會、年終趣味聚會)	S.1, S.3, S.4	Students are able to actively participate in the program and work as a team. Students can develop a supporting network. 中一、中三和中四的學生能夠積極參加計劃並團隊合作，學生能夠發展支持網絡	Feedback and questionnaire from students, colleagues and service provider 來自學生、同事和服務提供者的反饋和問卷	2024-2027	Ms. HL Law, Social Worker 羅曉琳老師、學校社工	Healthy School Program 健康校園計劃
	October –the Month Of Mental Health (e.g. Popcorn, marshmallow, a lunch time hand-craft booth, Bouncy Challenge— inflatable games)	S.1 to S.6	Students are able to relax and have fun. 中一至中六的學生能夠放鬆和享受。	Feedback and questionnaire from students 來自學生的反饋和問卷	2024-2025	Ms. KW Fung, Ms. HL, Social Workers	LWL Funding, Grant for Mental Health

80 Guidance Committee 輔導組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

	十月——心理健康月(例如：爆米花、棉花糖、午餐時間的手工藝攤位、彈跳挑戰——充氣遊戲)					馮健慧老師、羅曉琳老師、學校社工	全方位學習津貼、校園好精神津貼
	S.1 growth group (e.g. Mocktail making workshops) 中一年級成長小組(例如：無酒精雞尾酒製作工作坊)	S.1	Students are able to develop a social supporting network and volunteer on school events 中一學生能夠發展社交支持網絡並參與學校活動的志願服務	Feedback and questionnaire from students 來自學生的反饋和問卷	2024-2025	Guidance Committee 輔導組	LWL Funding 全方位學習津貼
	Dustykid AI project Dustykid AI 項目	S.1 to S6	Students are able to get positive feedback through this ai system 中一至中六的學生能夠通過這個 AI 系統獲得正面反饋	Feedback and questionnaire from students, colleagues and service provider 來自學生、同事和服務提供者的反饋和問卷	2024-2025	Ms. KW Fung 馮健慧老師	Grant for Mental Health 校園好精神津貼

80 Moral & Civic Education Committee 德育及公民教育組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Aesthetic Activities 美學活動	To provide ample opportunity for students to participate in activities relating to the arts and appreciate the arts 為學生提供充足的機會參加與藝術相關的活動並欣賞藝術	<ul style="list-style-type: none"> Take The Stage More emphasis to be put on making students with both academic and non-academic talents could show in front of the peers to get recognition and possibilities of broadening their social sphere by getting to know people with similar interests 舉辦「上台表演」活動 	Students who joined the scheme reflected that they had more confidence after taking part in Take The Stage. 參加該計劃的學生反映，參加「上台表演」後，他們的自信心增強	Questionnaire 問卷調查	2024-2027	Mr. TN Chan, Mr. WK Lee, Mr. HM Wu 陳天諾老師、李偉傑老師、胡學文老師	<ul style="list-style-type: none"> Hall and SK Hall PA System Mobile TV Visualizer 禮堂 兆基雨潤堂 廣播系統 移動電視

∞ Moral & Civic Education Committee 德育及公民教育組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

		<ul style="list-style-type: none"> • 更加強調讓擁有學術和非學術才能的學生在同儕面前展示，以獲得認可並擴大社交圈，結識有相似興趣的人 					<ul style="list-style-type: none"> • 視覺展示器
Emotional Health And Well-Being 情緒健康與福祉	<p>To promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize</p> <p>促進積極的情緒健康和福祉，幫助學生理解自己的感受，表達感受和社交</p>	<ul style="list-style-type: none"> • A game booth to raise awareness on healthy inter-personal relations and social well-being • The game booth would focus on ways to build healthy relations with peers, family members and school members, especially when having conflicting opinions (tentative theme) • 設置一個遊戲攤位，提高對健康人際關係和社交福祉的認識。 • 遊戲攤位將專注於如何在有衝突意見時，與同儕、家人和學校成員建立健康的關係(暫定主題) 	<p>Students could answer the short feedback questions with reasonable ways after taking the games in the booth</p> <p>學生在參加遊戲後可以用合理的方式回答簡短的反饋問題</p>	<p>Written feedback at the end of the game experience</p> <p>遊戲體驗結束時書面反饋</p>	2024-2025	<p>Mr. WK Lee, Mr. HM Wu, Ms. MC Tsang</p> <p>李偉傑老師、胡學文老師、曾雯青老師</p>	<ul style="list-style-type: none"> • Venue • PA System • Boards for displays • Fundings for buying materials to make the game booth • 場地 • 廣播系統 • 展示板 • 購買材料製作遊戲攤位資金

∞ Religious Committee 宗教組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Health Education 健康教育	<ul style="list-style-type: none"> • Target: Form 4 or Form 5 • Strategy: Invite a social work guest to hold a thematic seminar in the next semester, focusing on how students can use Buddhist wisdom to face love and life adversities, establishing a rational and insightful approach to problem-solving. 	<ul style="list-style-type: none"> • Completed as planned • Students indicated in feedback that the seminar helped them face romantic and life challenges. 	<ul style="list-style-type: none"> • Teachers will tally the attendance. • The group leader will assess effectiveness from student questionnaires and record it in the annual report. 	2024-2025	Ms. LY Lee, Mr. KC Hui	<ul style="list-style-type: none"> • All group colleagues • External organization "Wu Chan Xia"

80 Religious Committee 宗教組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

	<ul style="list-style-type: none"> 目標：中四或中五 策略：邀請社工嘉賓於下學期舉行專題講座，主題圍繞學生如何運用佛教智慧去面對愛情逆境及人生逆境，建立學生以理性和般若智慧去處理問題。 	<ul style="list-style-type: none"> 按計劃完成 學生在回饋中表示講座能幫助他們如何面對愛情難題及人生逆境。 	<ul style="list-style-type: none"> 老師統計參加人數。 組主任從學生問卷中檢視成效，並在周年報告中紀錄。 		<p>李麗儀老師、許建聰老師</p>	<ul style="list-style-type: none"> 全組同事 校外組織「屋禪下」
<p>Healthy Eating</p> <p>健康飲食</p>	<ul style="list-style-type: none"> Target audience: Form 2 to Form 6 Strategy: Hold vegetarian lunches in November and April to promote healthy eating concepts. 目標對象：中二至中六 策略：於11月及4月舉行素食午餐，推廣健康飲食概念。 	<ul style="list-style-type: none"> Completed as planned Students expressed positive feelings towards vegetarian culture in feedback. 按計劃完成 學生在回饋中表示對素食文化有正面感受。 	<ul style="list-style-type: none"> Teachers will tally the attendance. The group leader will assess effectiveness from student questionnaires and record it in the annual report. 老師統計參加人數。 組主任從學生問卷中檢視成效，並在周年報告中紀錄。 	2024-2027	<p>Ms. LY Lee, Ms. CH Wan, Ms. HM Chan</p> <p>李麗儀老師、溫翠霞老師、陳香梅老師</p>	<ul style="list-style-type: none"> All group colleagues External restaurant 全組同事 校外餐廳
<p>Physical Activity</p> <p>體能活動</p>	<ul style="list-style-type: none"> Target audience: Form 2 to Form 6 Strategy: During morning assembly in December and March, the whole school will participate in dynamic meditation activities, becoming aware of their physical condition through stretching. Extension activity: Incorporate dynamic meditation activities into Form 1 to Form 4 Buddhist studies classes, allowing students to engage continuously and establish healthy living habits. 	<ul style="list-style-type: none"> Completed as planned 按計劃完成 	<ul style="list-style-type: none"> The group leader will assess effectiveness from colleagues' feedback and record it in the annual report. 組主任從同事回饋中檢視成效，並在周年報告中紀錄。 	2024-2027	<p>Ms. LY Lee, Ms. YY Ho, Mr. SW Au</p> <p>李麗儀老師、何玉儀老師、歐兆偉老師</p>	<ul style="list-style-type: none"> All group colleagues 全組同事

∞ Religious Committee 宗教組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

	<ul style="list-style-type: none"> 目標對象：中二至中六 策略：於12月及3月早會時全校參與動禪活動，從伸展筋骨的過程，覺察自己的身體狀況。 延伸活動：於中一至中四佛學課加入動禪活動，讓學生持續活動，建立學生生活習慣。 					
<p>Emotional Health And Well-Being</p> <p>情緒健康與福祉</p>	<ul style="list-style-type: none"> Target audience: Form 1 Strategy: Invite an external organization to hold tea meditation classes at school from September to October, using tea training to help students relax and reduce learning pressure, achieving physical and mental health. 目標對象：中一 策略：邀請校外組織於9月至10月到校舉行茶禪班，通過茶藝訓練有助學生放鬆身心，減輕學習壓力，達至身心健康。 	<ul style="list-style-type: none"> Completed as planned Students expressed positive feelings towards the activity in feedback. 按計劃完成 學生在回饋中表示活動有正面感受。 	<ul style="list-style-type: none"> Teachers will tally the attendance. The group leader will assess effectiveness from student questionnaires and record it in the annual report. 老師統計參加人數。 組主任從學生問卷中檢視成效，並在周年報告中紀錄。 	2024-2025	<p>Ms. LY Lee, Mr. CK Cheung</p> <p>李麗儀老師、張俊傑老師</p>	<ul style="list-style-type: none"> All group colleagues Buddhist organization "Ling Yuen Temple" 全組同事 佛教組織「凌雲寺」

8 SEN Student Support Team 特別學習需要學生支援組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Aspects 範疇	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Aesthetic Activities 美學活動	<p>Collaborate with different groups to organize various types of activities that align with students' interests, promoting positive messages such as sand painting experiences, wagashi making, mindfulness, and floral art.</p> <p>與不同組別合作，舉辦符合學生興趣的不同類型活動，宣傳正面訊息，如沙畫體驗、和果子製作及靜觀、花藝等。</p>	<p>Over 80% of students agreed that they engaged in the activities and received positive value messages.</p> <p>超過 80% 同學同意自己投入活動，並在活動中得到正向價值的信息。</p>	<p>Student questionnaires.</p> <p>學生問卷</p>	2024-2027	<p>Ms. CH Wan, Ms. LY Lee, Ms. YS Ng, Ms. YC Tang, Mr. KK Ng, or other teams</p> <p>溫翠霞老師、李麗儀老師、吳艷嫦老師、鄧鈺楨老師、伍嘉岐先生或其他組別</p>	
Emotional Health And Well-Being 情緒健康與福祉	<ul style="list-style-type: none"> Optimize professional service support, including understanding the situations of students meeting with clinical psychologists, medical educators, and educational psychologists each time, and contacting social workers, class teachers, and students' parents in a timely manner. Mental health needs for student cases to be recorded each time in Google Docs, so that relevant colleagues can update immediately. Career planning for students with special educational needs who are slightly underperforming. 	<ul style="list-style-type: none"> In the case of a crisis, the school, teachers, social workers, and parents can be informed of the details immediately. The number of students requiring long-term psychological counseling has decreased. Students with slightly underperforming special educational needs can set goals to improve academic performance or seek alternative pathways. 	<ul style="list-style-type: none"> Clinical psychologist reports parent feedback statistical data 臨床心理學家報告 家長回饋 數據統計 	2024-2027	<p>Ms. CH Wan, School Social Worker</p> <p>溫翠霞老師, 學校社工</p>	

8 SEN Student Support Team 特別學習需要學生支援組

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

	<ul style="list-style-type: none"> • 優化專業服務支援，包括每次了解臨床心理學家、醫教社、教育心理學家面見學生情況，並及時與社工、班主任，學生家長聯絡。 • 精神健康需要學生個案每次紀錄以 Google 文件紀錄，以便相關負責同事即時更新。 • 針對支援成績稍遜特殊教育需要學生生涯規劃。 	<ul style="list-style-type: none"> • 如有危機個案，校方、老師、社工、家長可即時知悉詳情。 • 學生須長期接受心理輔導的人數減少。 • 成績稍遜特殊教育需要學生可以訂立目標，改善學習成績或另覓出路。 				
Going Green 綠色生活	<p>Use the Full Garden and Environmental Protection Society as a medium to promote horticultural therapy and gardening.</p> <p>以滿園及環保學會作媒介，推廣園藝治療、園藝種植。</p>	<p>Hold at least two activities each semester, with at least 10 participants each time, and 80% of participants attending two or more activities.</p> <p>每個學期舉辦最少兩次活動，每次參加人數達 10 人或以上，其中 8 成人出席兩次或以上活動。</p>	Attendance records 出席紀錄	2024-2025	Ms. CH Wan, Ms. YS Ng, Mr. KK Ng 溫翠霞老師、吳艷嫦老師、伍嘉岐先生	

2.22. By Aspects (for Different Subjects) (pages 91-114)

∞ 1. Health Education 健康教育

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Information and Communication Technology 資訊與通信科技	To promote the healthy lifestyle by exercising between every consecutive lessons in junior form ICT lessons. 透過在初中資訊科技課程中每堂課之間進行運動以促進健康生活方式。	In S.1 and S.2, since student will attend the lesson using computer. Prolong use of computer is not ideal for lifestyle. All students will spend 3-5 minutes in stretching. 在中一和中二，因為學生將使用電腦上課，長時間使用電腦對生活方式並不理想。所有學生將花 3-5 分鐘進行伸展運動。	80% of the students complete the stretching and report that they have satisfying feeling after the lesson 80%的學生完成伸展運動並報告課後感到滿意	Quiz 小測	Whole Year 全年	Mr. Hui WI 許煒燦老師	
Physical Education 體育	S.1 to S.3 students 中一至中三學生	Invite external organisations to conduct health education seminars at school to enhance students' health or physical education knowledge 邀請校外組織到校舉辦健康教育講座，增進學生健康或體育知識	70% of students believe that attending health education seminars can improve their health or physical education knowledge 70%學生認為參加健康教育講座可以增進健康或體育知識	Survey 問卷調查	Whole Year 全年	Mr. Man KH 文嘉豪老師	One-off grant for inviting external organisations and promoting a sports atmosphere on campus 邀請校外組織、推動校園體育氛圍的一筆過津貼

80 2. Healthy Eating 健康飲食

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
English Language 英國語文	To enable students to make healthy choices on food 促進學生健康的飲食選擇	<ul style="list-style-type: none"> To incorporate healthy eating information in the module "Food" for S.1 To hold healthy food workshops in the English Corner To include the theme of food on English Speaking Fridays 在中一的「食物」單元中融入健康飲食資訊 在英語角 (English Corner) 舉辦健康食物工作坊 在「英語口語星期五」中加入食物主題 	<p>60%+ of the students to be involved agree that they can learn about different types of food in the context of a balanced diet and understand the need to increase the consumption of nutritional food</p> <p>超過 60% 的參與學生認同他們能在均衡飲食的背景 下學習不同類型的食物， 並了解增加營養食物攝取的 必要性</p>	<ul style="list-style-type: none"> Student surveys Learning materials Department reports Activity records with photos and videos 學生問卷 學習材料 科部報告 具有照片和視頻的活動記錄 	<p>Term 2, 2024 - 2025</p> <p>2024 - 2025 學年 第二學期</p>	<p>All English teachers and EMI teachers concerned</p> <p>所有英文科老師及用英語教學的老師</p>	<ul style="list-style-type: none"> LWL funds Learning materials Hardware and manpower to organise activities, programmes, workshops, etc. Promotion by the English Club English Ambassadors English Speaking Fridays and awards Cameras for filming and photo-taking 全方位學習津貼 學習材料 組織活動、課程、工作坊等所需的硬件和人力 英語學會的宣傳 英語大使 星期五英語口語及有關獎項 拍攝和攝影的相機
Mathematics 數學	To enable students to make healthy choices of food.	<ul style="list-style-type: none"> When S.2 students learn Chapter 3 (Formula), teachers guide them to complete a special task: Design a menu/menus for 	<ul style="list-style-type: none"> Students complete the task. 60% of S.2 students recognize they can choose to eat healthy. 	<p>Student survey</p> <p>學生問卷</p>	<p>First term of school year 2024-25</p>	<p>Mr. Lau SH</p> <p>劉錫鴻老師</p>	<ul style="list-style-type: none"> Printing resources Calories calculators online

80 2. Healthy Eating 健康飲食

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	使學生能夠做出健康的飲食選擇	meeting certain calories requirements with an online calories calculator provided. <ul style="list-style-type: none"> 當中二學生學習第三章（公式）時，老師指導他們完成一個特別任務： 設計一個滿足特定卡路里要求的菜單，並提供在線卡路里計算器。 	<ul style="list-style-type: none"> 學生完成任務。 60%的中二學生認識到可以選擇健康飲食。 		2024-25 第一學期		<ul style="list-style-type: none"> 印刷資源 在線卡路里計算器
Chinese History 中國歷史	Enhance students' awareness of healthy eating 提升學生健康飲食意識	The department collaborates with the Religious Studies group, Chinese Language group, and others to hold activities related to traditional Chinese dietary culture, with the theme "Tea Culture." 本科與宗教組、中國語文科等組別合辦有關中國傳統飲食文化活動，主題為「茶藝文化」	At least one extracurricular activity related to tea culture will be held throughout the year. 全年至少舉辦一次與茶藝文化相關的課外活動。	Survey 問卷調查	Whole year 全年	Department members 本科組員	----
Tourism and Hospitality Studies 旅遊與款待	Educating S.5 students on the concepts of balanced diet and food safety 教育中五級學生均衡飲食及食物安全的概念	In the lesson related to food safety, teachers will educate students about the food pyramid (balanced diet), food safety, and personal hygiene knowledge, using worksheets and animations to help students better understand these concepts.	Students are able to achieve a passing score of 70% or above in the worksheets and quizzes 學生能在工作紙及測驗取得合格及分數達至七成或以上	Worksheets and quizzes 工作紙及測驗	2 nd Semester 下學期	Ms. Wong TM 黃天敏老師	

∞ 2. Healthy Eating 健康飲食

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		和食物安全一課相關，老師會教導學生有關食物金字塔 (均衡飲食)、食物安全及個人衛生的知識，配合工作紙及動畫，讓學生更易掌握概念。					
Physical Education 體育	S.1 students 中一學生	Making worksheets focusing on healthy eating habits and nutrition 製作有關健康飲食及營養的工作紙	70% of students pass the physical education written test 70%學生可以取得體育筆試合格	S.1 physical education written test 中一體育筆試	Whole Year 全年	Mr. Man KH, Ms. Ho YY 文嘉豪老師 何玉儀老師	
Home Economics 家政	To enable students to make healthy choices on food 使學生能夠做出健康的飲食選擇	<ul style="list-style-type: none"> Topic “Looking after oneself” is included in S.1 HE curriculum. Students will learn how to maintain <ul style="list-style-type: none"> personal hygiene, healthy eating habit healthy lifestyle Topic” Nutrients and food label” and “Meal planning” are included in S.2 HE curriculum. Students will learn <ul style="list-style-type: none"> how to read the food label and be a smart consumer. meal planning, dietary goals and food pyramid for different age groups. how to cook healthy dishes for different group 	<ul style="list-style-type: none"> Over 50% students agreed that they have better understanding of the related topic. Students showed satisfactory performance in worksheets. Completed the planned activity. Students showed positive feedback after the activity. 超過 50%的學生表示他們對相關主題有更好的理解。 學生在工作紙中的表現令人滿意。 完成計劃的活動 	<ul style="list-style-type: none"> Students’ works Questionnaire Teacher’s observation Reports and documents 學生作品 問卷 老師觀察 報告和文件 	Whole year 全年	Ms. Tsang MC 曾雯青老師	

80 2. Healthy Eating 健康飲食

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		<p>of people.</p> <ul style="list-style-type: none"> - principles and adaptation of safety and hygienic practices in kitchen - food preservation <ul style="list-style-type: none"> • Information about current healthy eating habit will be delivered to students time by time. • Visiting to “稻鄉飲食文化博物館”(S.1) and “Yakult Factory”(S.2) are planned (TBC) for letting students to know more about Chinese and Japanese food culture, also their healthy eating habits. <ul style="list-style-type: none"> • 中一健康教育課程中包括主題「照顧自己」。學生將學習如何維持 <ul style="list-style-type: none"> - 個人衛生 - 健康飲食習慣 - 健康生活方式 • 中二健康教育課程中包括主題「營養與食品標籤」和「膳食規劃」。學生將學習 <ul style="list-style-type: none"> - 如何閱讀食品標籤並成為明智的消費者。 - 膳食規劃、飲食目標和 	<ul style="list-style-type: none"> • 學生在活動後給予正面的反饋。 				

2. Healthy Eating 健康飲食

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		<p>不同年齡組食品金字塔。</p> <ul style="list-style-type: none"> - 如何為不同人群烹飪健康菜餚。 - 廚房安全和衛生實踐的原則及調整。 - 食品保存。 <ul style="list-style-type: none"> • 會不時向學生提供有關當前健康飲食習慣的信息。 • 計劃參觀「稻鄉飲食文化博物館」(中一)和「養樂多工廠」(中二)(待確認)，讓學生了解更多中國和日本的飲食文化及其健康飲食習慣。 					

3. Physical Activity 體能活動

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Physics 物理	To promote the healthy lifestyle by learning physics through weightlifting work-out 通過舉重運動學習物理以促進健康生活方式	In S.5, the topic “moment” is related to lifting weight through the action of force exerted by the body muscles. During the lesson, demonstration will be conducted to arouse the interest in doing work out of weightlifting and suggest ways to prevent injury during work out 在中五，主題「力矩」與通過身體肌肉施加的力量來舉重有關。在課堂上將進行示範，以激發對舉重運動的興趣並建議在運動過程中防止受傷的方法。	70% of students can pass the quiz related to the connection between moment of force, muscle building, and injury prevention 70%的學生能通過與力矩、肌肉鍛煉和預防受傷相關的小測驗	Quiz 小測	Whole Year 全年	Mr. Lau KC 劉啟智老師	
Physical Education 體育	S.1 to S.6 participants 中一至中六參加者	Organise morning jogging activities 舉辦晨跑活動	70% of students can improve their cardiopulmonary function, achieving a pass or above in the 9-minute endurance run test 70%學生可以提升心肺功能，九分鐘耐力跑測試取得合格或以上成績	9-minute endurance run test 九分鐘耐力跑測試	Whole Year 全年	Mr. Man KH, Ms. Ho YY Mr. Cheung CK 文嘉豪老師 何玉儀老師 張俊傑老師	
	S.1 to S.6 students 中一至中六學生	Open sports facilities (place table tennis tables in SK Hall) 開放運動場地 (於兆基雨潤堂放置乒乓球桌)	70% of students believe that opening sports facilities can increase students' exercise time and enhance interest in sports	Sample questionnaire survey	Whole Year 全年	Mr. Man KH, Ms. Ho YY 文嘉豪老師	Sports Club 體育學會

3. Physical Activity 體能活動

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
			70%學生認為開放運動場地可以增加學生運動時間及提升運動興趣	Statistics on number of users 抽樣問卷調查 統計使用人數		何玉儀老師	
	S.1 to S.6 students 中一至中六學生	Provide sports equipment for borrowing (volleyball, basketball, table tennis and rackets) 提供運動器材借用 (排球、籃球、乒乓球及球拍)	70% of students believe that providing sports equipment for borrowing can increase students' exercise time and enhance interest in sports 70%學生認為提供運動器材借用可以增加學生運動時間及提升運動興趣	Sample questionnaire survey Statistics on number of borrowers 抽樣問卷調查 統計借用人數	Whole Year 全年	Mr. Man KH, Ms. Ho YY 文嘉豪老師 何玉儀老師	Sports Club 體育學會
	S.4 to S.6 students & Teachers 中四至中六學生、老師	Open the fitness room for S.4 and above students and teachers to use 開放健身室予中四以上學生及老師使用	70% of users believe that opening the fitness room can increase exercise time for students and teachers and enhance interest in sports 70%使用者認為開放健身室可以增加學生及老師運動時間及提升運動興趣	Sample questionnaire survey Statistics on number of borrowers 抽樣問卷調查 統計借用人數	Whole Year 全年	Mr. Man KH, Ms. Ho YY 文嘉豪老師 何玉儀老師	

3. Physical Activity 體能活動

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	S.1 to S.6 students 中一至中六學生	Plan to purchase electronic sports monitoring and statistical systems and heart rate monitors for aerobic training 計劃購買運動監測及統計電子系統及心跳表作帶氧訓練之用	70% of participating students can obtain MVPA60 Gold, Silver, or Bronze awards 70%參與學生可以取得MVPA60 金、銀或銅	Number of MVPA60 Gold, Silver, or Bronze award winners MVPA60 金、銀或銅得獎人數	Whole Year 全年	Mr. Man KH, Ms. Ho YY 文嘉豪老師 何玉儀老師	EDB MVPA60 Award Scheme 教育局 MVPA60 獎勵計劃
	S.1 to S.5 students 中一至中五學生	Invite sports organizations to promote physical activities 邀請運動團體推廣體育活動	70% of students believe that inviting sports organizations to promote physical activities can enhance interest in sports 70%學生認為邀請運動團體推廣體育活動可以提升運動興趣	Survey 問卷調查	Whole Year 全年	Mr. Man KH, Ms. Ho YY 文嘉豪老師 何玉儀老師	Various sports associations and the LCSD School Sports Programme 各體育總會， LCSD 學校體育推廣計劃

80 4. Aesthetic Activities 美學活動

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Chinese Language 中國語文		<ul style="list-style-type: none"> Hold a Chinese Culture Day on the day of the Spring Festival Celebration Students will learn about national culture during Chinese Culture Day, including iron art, blue and white porcelain, traditional fan painting, and Hanfu. 於新春聯歡會當日舉行中華文化日 學生於中華文化日認識國家文化，包括鐵藝、青花瓷、國畫畫扇及漢服 	<p>All students will participate, and over 70% of students agree that they have a deeper understanding of Chinese culture</p> <p>全校學生共同參加，並有70%以上同學認同對中國文化有更深認識</p>	<p>Survey</p> <p>問卷調查</p>	<p>January 24, 2025</p> <p>2025年1月24日</p>	<ul style="list-style-type: none"> Ms. Wong HM, Ms. Ng WY All Chinese teachers 黃曉雯老師、吳慧儀老師 所有中文老師 	<p>Chinese Culture Foundation</p> <p>中華文化基金</p>
English Language 英國語文	<ul style="list-style-type: none"> To provide opportunity for students to participate in activities relating to the arts and appreciate the arts To help students develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work 	<ul style="list-style-type: none"> To enrol all S.1 – S.3 in the Poetry Remake Competition held by the NET Section of the EDB To hold inter-class English drama competitions for S.1 – S.4 in Term 2 To form an English Drama Team to compete in the Drama Fest and perform in the annual English Art Gala To encourage more students to join the Speech Festival To organise viewing sessions of inspiring films in the 	<ul style="list-style-type: none"> 60%+ of the students to be involved will conclude that the activities can <ul style="list-style-type: none"> - provide opportunity for students to participate in activities relating to the arts and appreciate the arts - help students develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work 	<ul style="list-style-type: none"> Student surveys Department reports Activity records with photos and videos 學生問卷 科部報告 具有照片和視頻的活動記錄 	<p>Whole year</p> <p>全年</p>	<p>All English teachers and the teachers concerned</p> <p>所有英文科老師及相關項目負責老師</p>	<ul style="list-style-type: none"> School funds LWL funds Hardware and manpower to organise activities, programmes, performances, etc. Quotes and tendering

80 4. Aesthetic Activities 美學活動

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<ul style="list-style-type: none"> To nurture values of benevolence and empathy through the appreciation of culture and the arts 提供學生參加與藝術相關的活動和欣賞藝術的機會 幫助學生以綜合方式發展和應用通用技能，並成為未來學習和工作的獨立自學者 通過欣賞文化和藝術培養仁愛和同理心的價值觀 	<ul style="list-style-type: none"> English Corner To feature music and art in the English Week by collaborating with the other subjects / committees 讓所有中一至中三學生參加教育局 NET 部門舉辦的詩歌改編比賽 在第二學期舉辦中一至中四的班際英語戲劇比賽 組成英語戲劇隊參加戲劇節並在年度英語藝術晚會表演 鼓勵更多學生參加演講節 在英語角舉辦啟發性影片的觀賞會 在英語周中通過與其他科組合作展示音樂和藝術 	<ul style="list-style-type: none"> - nurture values of benevolence and empathy through the appreciation of culture and the arts 超過 60% 的參與學生將認為這些活動、英語課程和獎勵計劃能 - 提供學生參加與藝術相關的活動和欣賞藝術的機會 - 幫助學生以綜合方式發展和應用通用技能，並成為未來學習和工作的獨立自學者 - 通過欣賞文化和藝術培養仁愛和同理心的價值觀 				<ul style="list-style-type: none"> 學校資金 全方位學習津貼 組織活動、課程、表演等所需的硬件和人力 報價和招標
Mathematics 數學	<p>To provide ample opportunity for students to participate in activities relating to the arts and appreciate the arts.</p> <p>提供充足的機會讓學生參加與藝術相關的活動並欣賞藝術</p>	<p>Refined activities which involve drawing are designed and implemented by the Mathematics Club, such as drawing specific brand logos with circles on Pi Day.</p> <p>數學學會設計並實施精緻的繪畫活動，例如在圓周率日用圓圈繪製特定品牌標誌。</p>	<p>60% of the students are satisfied with the aesthetic activities offered.</p> <p>60% 的學生對所提供的美學活動感到滿意。</p>	<p>Review of students' satisfaction as participants, helpers and audience</p> <p>學生作為參與者、幫手和觀眾的滿意度評估</p>	<p>Whole year</p> <p>全年</p>	<p>Mr. Tam KH and Mr. Lau SH</p> <p>譚國豪老師 劉錫鴻老師</p>	<ul style="list-style-type: none"> Printing resources Mathematics Club 印刷資源 數學學會

∞ 4. Aesthetic Activities 美學活動

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Chinese Literature 中國文學	Provide ample opportunities for students to participate in arts-related activities and appreciate art. 提供充足的機會讓學生參與與藝術相關的活動，並欣賞藝術。	Organize a cultural trail at CUHK, prioritizing students studying Literature and Chinese History, allowing them to appreciate the beautiful scenery of CUHK and reflect on the concept of harmony between humans and nature in Chinese culture. 舉辦中大文化徑，修讀文學及中史科同學優先，藉欣賞中大美景，思考中國文化天人合一的人文觀。	<ul style="list-style-type: none"> At least one extracurricular activity related to culture will be held throughout the year Students will gain an understanding of the humanistic spirit of the Chinese. 全年至少舉辦一次與文化相關的課外活動 同學能從中認識中國人文精神。 	Survey 問卷調查	January to May 1月至5月	Ms. Lam HL 林曉蕾老師	
History 歷史	To provide ample opportunity for students to participate in activities relating to the arts and appreciate the arts 提供充足的機會讓學生參加與藝術相關的活動並欣賞藝術	Through participating in or collaborating on extracurricular activities both on and off-campus, students are offered opportunities to create crafts and / or appreciate historical sites and / or object with artistic values. 通過參與或合作校內外的課外活動，學生獲得創作工藝和/或欣賞具有藝術價值的歷史遺跡和/或物品的機會。	<ul style="list-style-type: none"> At least one cultural-related extracurricular activity will be organized throughout the year. Students will have the chance to appreciate the artistic value of historical sites / objects through these activities. 全年將至少組織一次與文化相關的課外活動。 學生將有機會通過這些活動欣賞歷史遺跡/物品的藝術價值。 	<ul style="list-style-type: none"> Observations Questionnaire and / or Interviews 觀察 問卷 和/或 訪談 	Whole Year 全年	Mr. Lee WK Ms. Tang YC 李偉傑老師 鄧鈺楨老師	Subsidies from Life-Wide Learning Fund 全方位學習津貼

80 4. Aesthetic Activities 美學活動

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Economics 經濟	To provide opportunity for students to participate in activities relating to the arts and appreciate the arts 提供機會讓學生參與與藝術相關的活動並欣賞藝術	<ul style="list-style-type: none"> Level : S.4 and S.5 S.4 and S.5 students will be required to explain economic concepts in the form of comics 年級：中四和中五 中四和中五學生將被要求以漫畫的形式解釋經濟概念 	<p>The students are able to draw comics to explain economic concepts.</p> <ul style="list-style-type: none"> 學生能夠畫漫畫來解釋經濟概念。 	<ul style="list-style-type: none"> Students' performance on comics Feedback from subject teachers and students 學生在漫畫上的表現 科目老師和學生的反饋 	Whole year 全年	All subject teachers 所有科任老師	
Visual Arts 視覺藝術	Senior Forms 高中	<p>Assembly Meeting Fashion Trends and Youth Clothing Taste—Diverse Career Paths for Fashion Designers</p> <p>禮堂周會 時裝潮流與青年人衣著品味—時裝設計師的多元出路</p>	<p>80% of participants feel that art is closely related to their lives and will pay more attention to their self-image</p> <p>80%參與者覺得藝術與他們生活息息相關，會更著重自我形象</p>	<p>Survey 問題調查</p>	<p>November 21, 3rd and 4th periods 11月21日第3及4堂</p>	Subject Head 科主任	<p>Speaker fee: 3000 HKD 講者費 3000 元</p>
	Whole School 全校	<p>Art Week and Art Fair Students showcase art booths, handmade booths, and exhibitions 藝術周及藝墟 同學展示藝術攤位，手工攤位及展覽</p>	<p>Survey 問卷調查</p>	<p>Attendance and student feedback 出席人數及學生反應</p>	<p>March to April 3至4月</p>	Subject Head 科主任	<p>4000 HKD Exhibition materials 4000 元 展覽材料</p>

80 5. Emotional Health And Well-Being 情緒健康與福祉

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
English Language 英國語文	<ul style="list-style-type: none"> To promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize To promote values of "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety" in the English curriculum 促進學生的正面情緒健康和福祉，幫助學生理解和表達自己的感受，並進行社交 	<ul style="list-style-type: none"> To encourage students to participate in drama, debate, verse speaking, drawing to respond to poetry, film shows, music activities and other programmes to enhance their confidence and self-esteem To include positive values in the English curriculum To reward keen readers and passionate participants of English-related ECAs, English Speaking Fridays and the English Week 鼓勵學生參加戲劇、辯論、詩歌朗誦、繪畫以回應詩歌、電影放映、音樂活動及其他課程，以提高他們的自信心和自尊心 在英語課程融入正面價值觀 獎勵熱衷的讀者和英語相關課外活動、英語口語星期五及英語周的積極參與者 	<ul style="list-style-type: none"> 60%+ of the participants to be involved will conclude that the activities, the English curriculum and the award schemes can <ul style="list-style-type: none"> - promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize - promote values of "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety" in the English curriculum 	<ul style="list-style-type: none"> Student surveys Department reports Activity records with photos and videos 學生問卷 科部報告 具有照片和視頻的活動記錄 	Whole year 全年	All English teachers and the teachers concerned 所有英文科老師及相關項目老師	<ul style="list-style-type: none"> School funds LWL funds Hardware and manpower to organise activities, programmes, performances, etc. Quotes and tendering 學校資金 全方位學習津貼 組織活動、課程、表演等所需的硬件和人力 報價和招標

80 5. Emotional Health And Well-Being 情緒健康與福祉

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<ul style="list-style-type: none"> 在英語課程中推廣「堅持」、「尊重他人」、「負責任」、「國家認同」、「承諾」、「誠信」、「仁愛」、「遵法」、「同理心」、「勤奮」、「團結」和「孝道」的價值觀 		<ul style="list-style-type: none"> 超過 60%的參與者將認為這些活動、英語課程和獎勵計劃能 <ul style="list-style-type: none"> - 促進正面情緒健康和福祉，幫助學生理解和表達自己的感受，並進行社交 - 在英語課程中推廣「堅持」、「尊重他人」、「負責任」、「國家認同」、「承諾」、「誠信」、「仁愛」、「遵法」、「同理心」、「勤奮」、「團結」和「孝道」的價值觀 				
History 歷史	<p>To promote positive emotional health and well-being to help students understand their feelings, express their feelings and socialize</p> <p>促進正面情緒健康和福祉，幫助學生理解和表達自己的感受，並進行社交</p>	<p>Through running the History Club, students are offered opportunities to organize events and socialize with committee members and participants.</p> <p>通過運營歷史學會，學生獲得組織活動和與委員會成員及參加者社交的機會。</p>	<p>At least four events were organized by or with the Club within this year (as advised by the ECA Committee)</p> <p>本年度學會組織了至少四個活動（根據 ECA 委員會的建議）</p>	<ul style="list-style-type: none"> Observation Questionnaire and / or Interviews 觀察 問卷和/或訪談 	<p>Whole Year</p> <p>全年</p>	<p>Mr. Lee WK</p> <p>李偉傑老師</p>	<ul style="list-style-type: none"> Subsidies from Life-Wide Learning Fund and the School School facilities 來自全方位學習基金和學校的資助 School facilities

80 5. Emotional Health And Well-Being 情緒健康與福祉

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Music 音樂	S.1 to S.3 students 中一至中三學生	Collect songs shared by students with appropriate atmosphere (e.g. folk song, ambient music) and share to Google Classroom. 收集學生分享的歌曲（例如民謠、氛圍音樂），並在 Google Classroom 上分享	More than 70% of students enjoy listening to music shared in the Google Classroom and agree that the music helped them relieve stress. 超過 70% 的學生喜歡聆聽在 Google Classroom 所分享的音樂，並同意這些音樂有助於緩解壓力	Questionnaire 問卷	Whole year 全年	Mr. Chan TN 陳天諾老師	

80 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
English Language 英國語文	<ul style="list-style-type: none"> To promote a green culture among members of the school To nurture the value of responsibility in students To help students learn about ecological security, food security and biosecurity 促進學校成員之間的綠色文化 在學生中培養責任感的價值觀 幫助學生了解生態安全、食品安全和生物安全 	<ul style="list-style-type: none"> To organise green projects and activities to promote a green culture among members of the school with the Environmental Protection Club To include core concepts of ecological security, food security and biosecurity in the English curriculum 與環保社合作組織綠色項目和活動，以促進學校成員之間的綠色文化 在英語課程中融入生態安全、食品安全和生物安全的核心理念 	<ul style="list-style-type: none"> 60%+ of the participants to be involved will conclude that the activities, the English curriculum and the award schemes can <ul style="list-style-type: none"> - promote a green culture among members of the school - nurture the value of responsibility in students - help students learn about ecological security, food security and biosecurity 超過 60% 的參與者將認為這些活動、英語課程和獎勵計劃能 <ul style="list-style-type: none"> - 促進學校成員之間的綠色文化 - 在學生中培養責任感的價值觀 - 幫助學生了解生態安全、食品安全和生物安全 	<ul style="list-style-type: none"> Student surveys Department reports Activity records with photos and videos 學生問卷 科部報告 具有照片和視頻的活動記錄 	Whole year 全年	All English teachers and subjects / committees teachers concerned 所有英文科老師及科目/委員會的老師	<ul style="list-style-type: none"> School funds LWL funds Hardware and manpower to organise activities, programmes, performances, etc. Quotes and tendering 學校資金 全方位學習津貼 組織活動、課程、表演等所需的硬件和人力 報價和招標

80 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Citizenship and Social Development 公民與社會發展	Engage students in field trips and experiential activities to increase their awareness of sustainable development and green lifestyles. 讓學生參與實地考察及體驗式活動，以增加他們對可持續發展及綠色生活方式的認識。	<ol style="list-style-type: none"> <u>WWF Urban Planner</u> <ul style="list-style-type: none"> Target: S.4 Content: Understand Hong Kong's wetlands and the impact of different stakeholders under large-scale development projects, learn and discuss related land planning, and comprehend the importance of sustainable development. 4-hour activity: Includes field trip, case analysis, and group discussion <u>Green Hub X Low-Carbon Craft Experience</u> <ul style="list-style-type: none"> Target: S.4 Content: The workshop will teach participants to create unique patterned wrapping cloths using natural ingredients—turmeric—through different tying methods. This engaging craft experience aims to guide participants to recognize the environmental impact of their daily choices and explore the joys of a low-carbon lifestyle. The activity will conclude with a guided tour, where the guide will elaborate on the historical 	<ul style="list-style-type: none"> 60% of students in the survey agree that the activity increased their understanding of sustainable development. 60% of students in the survey agree that the activity enhanced their awareness of conservation and low-carbon living. 學生問卷中 60% 同學認同活動增加他們對可持續發展的認識。 學生問卷中 60% 同學認同活動增加他們對保育意識及低碳生活的認識。 	<ul style="list-style-type: none"> Teacher observation Student reports and reflections Surveys Student works/assignments 老師觀察 同學報告及反思內容 問卷 學生作品/習作 	January 2025 2025 年 1 月	Mr. Ho HM 何熙文老師	

80 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		<p>architectural features of the Green Hub, ecological conservation, and low-carbon living demonstrations to enhance participants' conservation awareness and encourage the practice of low-carbon living.</p> <p>1. <u>WWF 都會規劃師</u></p> <ul style="list-style-type: none"> ● 對象：中四 ● 內容：了解香港濕地及不同持份者在大規模發展項目下的影響，並進行有關土地規劃的學習及討論，明白可持續發展的重要。 ● 4小時活動：包括實地考察、個案分析及小組討論 <p>2. <u>綠匯學苑 X 低碳手作體驗</u></p> <ul style="list-style-type: none"> ● 對象：中四 ● 內容：工作坊將教授以天然食材- 薑黃，透過不同的綁扎方法，染製成獨特圖案的包裹巾，以有趣手作體驗為切入點，引導參加者認識日常生活選擇對環境的影響，發掘低碳生活的樂趣。活動以古蹟導賞作為總結，由導 					

80 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		賞員道出綠匯學苑歷史建築特色、生態保育及低碳生活示範，以提昇參加者的保育意識及鼓勵實踐低碳生活。					
Integrated Science 綜合科學	<ul style="list-style-type: none"> To visit Hong Kong Wetland Park to learn about sustainable development in Hong Kong To learn about biodiversity in Hoi Ha visit 參觀香港濕地公園，以了解香港的可持續發展 參觀海下以了解生物多樣性 	<ul style="list-style-type: none"> All S.1 students will visit Hong Kong Wetland Park in October. Some S.2 students will visit Hoi Ha to experience the biodiversity in Hong Kong. 所有中一學生將於十月參觀香港濕地公園，部分中二學生將參觀海下以體驗香港的生物多樣性。 	<ul style="list-style-type: none"> More than 60% students agree that the activity is interesting. More than 60% students agree that the activity deepens their environmental protection awareness. 超過 60% 學生認同這個活動有趣。 超過 60% 的學生認同這個活動加深了他們的環保意識。 	<ul style="list-style-type: none"> Questionnaire Google Classroom discussion 問卷 Google Classroom 討論 	Term 1 第一學期	Mr. Pang TL 彭敦臨老師	
Biology & STEAM Education 生物及「科學、科技、工程、藝術及數學」教育	To promote a green culture among members of the school 在學校推廣綠色文化	<u>Biology:</u> Set up a recycling bin for paper to raise students' awareness of environmentally friendly attitudes. <u>生物:</u> 設置紙張回收箱以提高學生對環保態度的認識	<u>Biology:</u> Recycling bins will be placed in rooms 506 (laboratory). <u>生物:</u> 回收箱將放置在 506 室 (實驗室)	To see if the recycling bins have been set up in the relevant classrooms. 會查看回收箱是否已設置在相關課室	First term 第一學期	<u>Biology:</u> Ms. Poon OO <u>生物:</u> 潘安安老師	To promote a green culture among members of the school 促進學校成員之間的綠色文化

80 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		<p><u>STEAM Education:</u> Set up a recycle bin for electronic components to arouse students' awareness of environmentally friendly attitude</p> <p><u>「科學、科技、工程、藝術及數學」教育：</u> 設置電子零件回收箱，以喚起學生的環保意識</p>	<p><u>STEAM Education:</u> Recycle bins are set up in Room 308 and 501.</p> <p><u>「科學、科技、工程、藝術及數學」教育：</u> 回收箱設置在 308 室和 501 室</p>			<p><u>STEAM Education:</u> S.1: Ms. Chen XT S.2: Ms. Cheng PM</p> <p><u>「科學、科技、工程、藝術及數學」教育：</u> 陳曉彤老師 鄭沛雯老師</p>	
Chemistry 化學	<ul style="list-style-type: none"> Raises awareness on the importance of green building design Aspires to boost the students' ecological value and living in low carbon lifestyle 提高對綠色建築設計重要性的認識 期望提升學生的生態價值和低碳生活方式 	<p>S.4 Chemistry students visit CIC-Zero Carbon Park</p> <p>中四化學學生參觀建造業零碳天地-</p>	<p>More than 50% claims that they enjoy the visit.</p> <p>超過 50% 的學生表示喜歡這次參觀</p>	Questionnaire 問卷	Term 2 第二學期	Mr. Pang TL, Ms. Poon OO 彭敦臨老師 潘安安老師	

80 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
	<ul style="list-style-type: none"> By letting students experience instrumental testing in a testing lab, including testing polluted air and water quality, students would be more aware of protecting our environment 透過讓學生在測試實驗室體驗儀器測試，包括測試受污染的空氣和水質，學生將更意識到保護環境的重要性 	<p>Visiting a commercial testing lab, let students test polluted air and water quality themselves</p> <p>參觀商業測試實驗室，讓學生自己測試受污染的空氣和水質</p>	<p>More than 50% claims that they enjoy the visit.</p> <p>超過 50% 的學生表示他們喜歡這次參觀</p>	<p>Questionnaire</p> <p>問卷</p>	<p>Term 1</p> <p>第一學期</p>	<p>Mr. Pang TL</p> <p>彭敦臨老師</p>	
<p>Buddhist Moral Value Education & Ethics and Religious Studies</p> <p>佛化德育價值科及倫理宗教科</p>	<p>Activities to promote green culture in the school</p> <p>在學校推廣綠色文化活動</p>	<ul style="list-style-type: none"> Teach the relationship between vegetarianism and an eco-friendly lifestyle in S.1 and S.4 Collaborate with the Religious Studies group to organize related extracurricular activities, such as vegetarian lunches. 於中一及中四課堂上教授素食與環保生活的關係。 與宗教組合辦相關的課餘活動，例如素食午餐。 	<ul style="list-style-type: none"> Complete teaching according to the schedule. Organize at least one extracurricular activity related to culture throughout the year. 按進度完成教學。 全年至少舉辦一次與文化相關的課外活動。 	<p>Survey</p> <p>問卷調查</p>	<p>March to May</p> <p>3 月至 5 月</p>	<p>Ms. Lee LY</p> <p>李麗儀老師</p>	

8 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
Business, Accounting and Financial Studies 企業、會計與 財務概論	Introduction to the concept of ESG • E: Environment • S: Social • G: Governance ESG 概念介紹 • E：環境 • S：社會 • G：治理	<ul style="list-style-type: none"> ESG is a set of standards for a company's behavior used by socially conscious investors to screen potential investments. Teachers will provide relevant readings materials to let students realize its investment potential in the world. ESG 是一套用於公司行為的標準，供社會意識強的投資者篩選潛在投資。 老師將提供相關閱讀材料，讓學生認識其在全球的投資潛力。 	<ul style="list-style-type: none"> 80% students would complete the reading assignments. 80%的學生將完成閱讀作業。 	UT and exam results, the performance of reading assignments 統測和考試結果，閱讀作業的表現	Whole year 全年	Mr. Li CC 李耻昌老師	
Geography 地理	To promote a green culture among members of the school 促進學校成員之間的綠 色文化	<ul style="list-style-type: none"> Organise field visits to environmentally significant sites such as Mai Po Ramsar Wetland, Northern New Territories Participate in programmes related to green living such as afforestation, beach cleaning services, ecotourism 	At least ONE activity is held in the school year 學年內至少舉辦一次活 動	Students' feedback 學生反饋	Whole year 全年	Mr. Lam HT Geography Club 林曉浚老師 地理學會	

8 6. Going Green 綠色生活

(Major Concern 2 : To Foster a Healthy Campus Environment and Promote a Healthy Lifestyle 重點關注事項二：營造健康校園環境，促進健康生活)

Subjects 科目	Target 目標	Implementation Strategy 推行策略	Success Criterion 成功準則	Method of Evaluation 評估方法	Time Scale 時間表	Person-in-charge 負責人	Resource Required 所需資源
		<ul style="list-style-type: none"> 組織參觀環境重要地點，如米埔濕地，新界北部 參加與綠色生活相關的活動，如植樹、海灘清潔服務、生態旅遊 					
	<p>To promote a green culture among members of the school</p> <p>促進學校成員之間的綠色文化</p>	<p>Organize inter-class competitions with ECA committee on green living initiatives in school.</p> <p>與課外活動委員會組織班際競賽，倡導校內綠色生活措施</p>	<p>The competition is successfully held</p> <p>競賽成功舉辦</p>	<p>Students' feedback</p> <p>學生反饋</p>	<p>Whole year</p> <p>全年</p>	<p>Mr. Lam HT ECA Head</p> <p>林曉浚老師 課外活動組主任</p>	

IV. BUDGET SUMMARY 2024-2025

財政預算 2024-2025

	Bal b/f	Estimate Income	Estimate Expenditure	Estimate Surplus/(Deficit)
I. Government Fund				
A. EOEBG Grant				
<i>Non-School Specific Grants</i>				
Original Baseline Reference		2,057,971.82		
Non-School Specific Grants			2,057,971.82	
Sub Total (A)		2,057,971.82	2,057,971.82	-
<i>School Specific Grants</i>				
Administration Grant	-	4,085,232.00	4,250,000.00	-164,768.00
Capacity Enhancement Grant	-	676,944.00	676,944.00	-
Composite Information Technology Grant	-	520,386.00	520,386.00	-
Air-Conditioning Grant	-	628,275.00	628,275.00	-
SBM Top-up Grant	35,296.00	53,385.00	50,000.00	38,681.00
School-based Speech Therapy Administration Recurrent Grant	21,291.00	8,541.00	20,000.00	9,832.00
Sub Total (B)	56,587.00	5,972,763.00	6,145,605.00	-116,255.00
Grand Total: (A) + (B)	56,587.00	8,030,734.82	8,203,576.82	-116,255.00
B. Outside EOEBG Grant				
Teacher Relief Grant - Annual Recurrent	1,219,787.90	237,600.00	150,000.00	1,307,387.90
Teacher Relief Grant - Optional	4,653,548.82	5,160,900.00	4,500,000.00	5,314,448.82
Committee on Home-School Co-operation Project Cash Grant for School-based After-school Learning and Support Programmes	39,436.74	25,978.00	40,000.00	25,414.74
Learning Support Grant for Secondary Schools	145,207.61	146,400.00	291,607.61	-
Diversity Learning Grant (Other Language)	5,029.63	520,707.00	525,736.63	-
Diversity Learning Grant (Other Programmes)	-	90,300.00	90,300.00	-
Diversity Learning Grant (Applied Learning)	84,000.00	42,000.00	126,000.00	-
Moral and National Education Support Grant	-	154,870.00	154,870.00	-
Hong Kong School Drama Festival	123,171.15	-	50,000.00	73,171.15
Information Technology Staffing Support Grant	16,871.10	3,850.00	15,000.00	5,721.10
Grant for the Sister School Scheme	41,365.50	333,812.00	370,000.00	5,177.50
Promotion of Reading Grant	162,994.00	165,438.00	250,000.00	78,432.00
Life-wide Learning Grant	39,187.89	66,176.00	105,363.89	-
One-off School-based Speech Therapy Set-up Grant	1,070,440.74	1,236,410.00	1,500,000.00	806,850.74
School Executive Officer Grant	226.00	-	226.00	-
Beat Drugs Fund - Healthy Campus	208,185.95	580,738.52	600,000.00	188,924.47
Student Activities Support Grant	-	90,000.00	90,000.00	-
One-off Grant for Citizenship and Social Development	-	126,750.00	126,750.00	-
QEF-Prov of Mobile Comp Devices & Internet Services Support	68,757.80	-	68,757.80	-
Health-in-mind Programme	-	250,000.00	250,000.00	-
One-off Grant for Mental Health at School	4,585.04	-	4,585.04	-
One-off Grant for Mental Health of Parents and Students	5,214.00	-	5,214.00	-
One-off Grant for Promotion of Chinese Culture Immersion Activity	20,000.00	-	20,000.00	-
One-off Grant on Promotion of Sports Ambience and MVPA60	295,460.30	-	150,000.00	145,460.30
One-off Grant on Parent Education	150,000.00	-	150,000.00	-
Grand Total	200,000.00	-	100,000.00	100,000.00
Grand Total	8,553,470.17	9,231,929.52	9,734,410.97	8,050,988.72
II. School Funds				
General Funds	5,241,722.86	1,000,000.00	1,000,000.00	5,241,722.86
Grand Total	5,241,722.86	1,000,000.00	1,000,000.00	5,241,722.86

V. APPENDIXES

附件

- (a) Capacity Enhancement Grant 2024-2025
學校發展津貼 2024-2025
- (b) Life-wide Learning Grant 2024-2025
全方位學習支援津貼 2024-2025
- (c) School-based After-school Learning and Support Programmes 2024-2025
課後學習及支援計劃 2024-2025
- (d) Diversity Learning Grant 2024-2025
多元學習津貼 2024-2025
- (e) Plan on the Use of the Promotion of Reading Grant 2024-2025
推廣閱讀計劃 2024-2025
- (f) Healthy School Programme 2024-2025
健康校園計劃 2024-2025
- (g) National Security Education Plan 2024-2025
國家安全教育工作計劃 2024-2025
- (h) Sister School Scheme 2024-2025
姊妹學校計劃 2024-2025
- (i) Healthy School Policy 2024-2025
健康校園政策 2024-2025

Buddhist Sin Tak College
Plan on the Use of Capacity Enhancement Grant (2024-2025)
學校發展津貼使用計劃 2024-2025

Critical Target Areas 特定目標對象	Implementation Plan 實施計劃	Benefits Anticipated 預期效益	Implementation Schedule 實施日程	Resources Required 所需資源	Performance Indicators 表現指標	Assessment Mechanism 評估機制	Person-in-Charge 負責同工
<p>To relieve teachers' administrative or clerical workload so that teachers can concentrate on coping with the learning needs of students</p> <p>減輕教師部份工作行政或文書工作讓教師能專注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>Teachers' workload in summer will be partly reduced, S.1 students rapidly adapted to school life.</p> <p>減輕教師部份工作量，中一學生可以更快適應學習生活。</p>	<p>July 2025</p> <p>2025年7月</p>	<p>Salary of 4 tutors (\$32,000).</p> <p>聘請4位導師費用 (港幣三萬二千元)</p>	<p>S.1 students' confidence is boosted.</p> <p>Students can rapidly adapt to secondary school life.</p> <p>中一級學生自信提高，更快適應學習生活</p>	<p>Teacher observation</p> <p>教師觀察</p> <p>Questionnaire survey</p> <p>問卷調查</p> <p>Parents' feedback</p> <p>家長回饋 / 意見</p>	<p>Ms. HL Lam and Mr. SW Pang</p> <p>林曉蕾副校長及彭成璋副校長</p>

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	<p>B. Employ three clerical assistants to assist in conducting teaching and learning surveys, setting teaching timetables, handling general student-related tasks including keeping student information, student attendance, lateness, early leave, absence, enrollment and withdrawal records, student prize records, making of certificates, doing statistical work, providing library materials lending services, audio and visual equipment lending services and perform other tasks assigned by the school.</p> <p>聘請三位文員助理，協助安排進行教與學問卷調查、編訂上課時間表、處理一般與學生有關的工作包括學生學籍紀錄、考勤紀錄、得獎紀錄、製作學生獎狀、一般學生資料紀錄及統計工作等事宜，圖書館借書服務、影音器材借用服務及執行其他由學校指派的工作。</p>	<p>Teachers are relieved from some clerical work.</p> <p>減輕老師的文書工作</p>	<p>From September 2024 to August 2025</p> <p>由 2024 年 9 月至 2025 年 8 月</p>	<p>Salaries of three clerical assistants for one year including school's contribution to MPF</p> <p>(\$660,000)</p> <p>聘請三位文員薪酬包括學校之強積金供款</p> <p>(港幣六十六萬元)</p>	<p>The clerical assistants take up duties assigned by teachers and assist in preparing various student records.</p> <p>文員助理能履行負責之工作及協助整理各項學生紀錄</p>	<p>Teacher observation</p> <p>教師觀察</p>	<p>Ms. HL Lam and Mr. SW Pang</p> <p>林曉蕾副校長及彭成璋副校長</p>

Total expenditures for items (A + B) = HK\$692,000

**全方位學習津貼 運用計劃
2024-2025學年**

第1項：舉辦／參加全方位學習活動

編號	活動名稱	擬舉行日期	學校必須填寫此部分			預算開支 (S)	預算開支運用細節	人均 預算開支 (S)	活動簡介及目標	範疇 (請選擇 適用的項項， 或自行填寫)	監察/ 評估方法	學校可按需要決定是否填寫此部分					負責科組/ 教師
			對象		預計參與 人數							需要學習經歷 (請於適用方格加上勾號，可選擇多於一項)					
			級別	對象								智能發展 (配合課程)	價值觀 教育	繼續發展	社會服務	與工作有 關的經驗	
1.1	本地活動 ：在不同學科／跨學科／課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度																
例子	網上校外交流活動	2022年11月	中一至中三	200	\$2,000.00	機構收取費用:1600 雜項- Backdrop:200 禮物: 200	\$10.00	安排學生透過網上視像會議,與來自其他國家的青年交流, 拓闊學生的視野,增加同學的文化敏感度及國際視野,並強化同學對其他文化的認識和同理心。	公民與社會發展	問卷調查 學生課堂與習作表現	✓					公教科/ WWW	
1	參觀企業	全年	中一至中六	120	\$4,400.00	參觀	\$36.67	擴闊學生視野	生涯規劃	學生表現					✓	Careers/TKH	
2	舉辦或參加交流活動或比賽	全年	中一至中六	80	\$4,400.00	活動或比賽	\$55.00	擴闊學生視野	生涯規劃	學生表現					✓	Careers/TKH	
3	購買所需的設備	全年	中一至中六	200	\$5,000.00	設備	\$25.00	文儀、宣傳、展板、升學小冊子	生涯規劃	教師觀察					✓	Careers/TKH	
4	運輸費用、旅遊巴士租借服務	全年	中一至中六	100	\$5,000.00	旅遊巴士	\$50.00	提升學習效能	生涯規劃	教師觀察					✓	Careers/TKH	
5	參觀活動的運輸費用	全年	中一至中六	200	\$10,000.00	旅遊巴士	\$50.00	擴闊學生視野	生涯規劃	教師觀察					✓	Careers/TKH	
6	Mentorship program 師友計劃	全年	中六	112	\$68,000.00	導師費	\$607.14	按學生的興趣和能力，發掘他們的升學和就業出路		學生表現					✓	Careers/TKH	
7	2024-2025年度中文科閱讀計劃	2024年9月至2025年5月	中一、中四、中五	20-25(每次)	\$6,100.00	書券: \$1500 書本: \$3600 禮物: \$1000	\$244.00	提昇校園閱讀氣氛，讓學生學會閱讀、喜愛閱讀。	中文	問卷調查 學生課堂與習作表現	✓					中文科/HL LAM	
8	2024-2025 中文科閱讀寫作工作坊：漫談小品文學、淺嘗寫作樂趣	2024年10月至2024年5月	中三	20-25(每班)	\$20,700.00	導師費: \$18200 獎勵: \$500 小禮物: \$2000	\$428.00	透過閱讀評賞與寫作實踐，提昇同學寫作及鑑賞文章能力。	中文	問卷調查 學生課堂與習作表現	✓					中文科/HL LAM	
9	香港學校音樂及朗誦協會	2024年9月至2024年5月	全校	約30人	\$4,000.00	報名費	\$100-\$300	透過聲情表現，體現作品思想情感，培養自信，發揮才華。	中文	比賽成績	✓						
10	2024-2025 文化大使或文化活動	2024年9月至2025年5月	全校	約100人	\$5,000.00	報名費及交通費	\$50.00	透過文化活動，欣賞並熱愛我國文化，推動中國文化	中文	問卷調查	✓	✓				中文科/HL LAM	
11	中大文化徑	2025年2月22日	文學歷史組	約25人	\$4,000.00	報名費及交通費	\$165.00	透過文化活動，欣賞並熱愛我國文化，推動中國文化	中文	問卷調查	✓	✓				中文科/HL LAM	
12	舞龍訓練	2024年11月-25年7月	中一至中四	16	\$41,000.00	教練費用：40000 比賽費用：1000	\$2,562.50	提升紀律訓練，認識團隊精神以改善個人行為 以及認識中華文化	體育	學生課堂表現/表演/ 問卷調查	✓					Board of Discipline	
13	領袖訓練計劃	2024年12月	中二至中五	40	\$30,000.00	教練費用	\$75.00	為新一屆領袖生準備作為領袖生所面對的各種。在一個半天的訓練中，重點包括建立小組關係及如何建立領袖生應有的特質。	社會服務	學生問卷調查					✓	Board of Discipline	
14	Drama: instructor and competitions	Sept 2024 - Mar 2025	S1 - S4	60	\$54,000.00	Hiring coaches	\$583.00	Nurturing an interest in acting and drama and building confidence in acting in public	English	Lesson observaion and Drama Festival competition	✓	✓				English Department	
15	Debate coaches and others	Oct 2024 - June 2025	S2 - S5	60	\$80,000.00	Hiring coaches	\$963.33	Building on the success our debate teams and train student debaters	English	Lesson observaion and debate competitions	✓	✓				English Department	
16	Speech Festival subsidies	Sept 2024 - Dec 2024	S1 - S5	100	\$10,000.00	Subsidies for students	\$100.00	Encouraging students to join public speaking competitions to gain confidence	English	Student feedback and competitions	✓	✓				English Department	
17	English Club activities	Sept 2024 - June 2025	S1 - S6	320	\$30,000.00	Activity expenses: Prizes, resources, supplies	\$20.00	English and cross-curricular activities to help students to learn and use English with fun	English, STEAM and History	Student surveys and teacher observation	✓	✓				English Department	
18	Drama excursion	Mar 2025	S1 - S3	150	\$15,000.00	Tickets and transport	\$100.00	Appreciating drama and exposure to authentic English	English	Student feedback	✓	✓				English Department	
19	SCMP Summer Course	July 2025	S1 - S3	15	\$45,000.00	Course fees	\$3,000.00	English and cross-curricular activities to help students to develop advanced writing and speaking skills	English	Student feedback	✓	✓			✓	English Department	
20	Transport and supplies	Sept 2024 - June 2025	S1 - S5	250	\$5,000.00	Expenses	\$20.00	Encouraging students to join English ECAs	English	Student feedback	✓	✓				English Department	
21	女童軍開支	9/2024 - 8/2025	中一至中五	65	\$24,000.00	1. 學生興趣班費用: \$350 X 65人 = \$22,750 2. 雜費:\$1,250	\$369.23	讓女童軍隊員發展多方面才能, 認識社會, 擴闊學生視野, 增強自信心。	課外活動	導師觀察及學生表現	✓		✓			Girl Guide/ WS Cheung	
22	男童軍開支	9/2024 - 8/2025	中一至中四	50	\$5,000.00	舉辦各類童軍活動的報名費和消耗品	\$100.00	透過不同的童軍訓練活動促進青少年身心精神的陶冶與啟發, 使能成為良好公民, 有助於社會。	課外活動	教師觀察、學生問卷	✓		✓			Scouts/TL Pang	
23	學校旅行日/OLE Day	9/2024 - 8/2025	中一至中六	全校	\$22,000.00	1. 日營費用: \$25 x 138 x 2 = \$6,900 2. 車費: \$20 x 745 = \$14,900 3. 雜費:\$200	\$40.27	透過學校旅行日, 拓闊學生視野, 增進班內同學之間的認識及了解, 增加歸屬感	課外活動	老師觀察及學生表現		✓				ECA	
24	學會活動/興趣班	9/2024 - 8/2025	中一至中六	全校	\$20,000.00	機構收取費用: \$15,000 雜項物資: \$2,000 禮物: \$3,000	\$26.85	以採購服務形式僱用外間機構或聘用專業教練, 讓學生發展多方面才能, 增強自信心	藝術 (其他)	老師觀察及學生表現			✓			ECA	
25	班級經營活動/班際比賽	9/2024 - 8/2025	中一至中六	全校	\$10,000.00	1. 班際活動/比賽物資: \$8,000 2. 獎品: \$2,000	\$13.42	透過舉辦多元化班際活動, 發展學生的學習能力, 以提高學習效能。培養學生律已愛人的精神, 延展關愛文化及增加歸屬感	價值觀教育	老師觀察及學生表現			✓			ECA	
26	空手道訓練班	9/2024 - 8/2025	中一至中六	10	\$8,000.00	教練費用和工具費用	\$600.00	提升同學對空手道的認識和興趣	體育	老師觀察及學生表現			✓			ECA	

編號	活動名稱	舉行日期	對象		預算開支 (\$)	預算開支運用細節	人均 預算開支 (\$)	活動簡介及目標	備註 (請註明 適用的選項， 或自行填寫)	監察/ 評估方法	基要學習經歷 (請於適用方格加上勾號，可選擇多於一項)				負責科組/ 教師
			級別	預計參與 人數							每能發展 (配合標)				
											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														
27	交通費用	9/2024 - 8/2025	中一至中六	全校	\$5,000.00	車費	\$6.71	各項活動交通費用	課外活動						ECA
28	領袖訓練班	9/2024-8/2025	中一至中五	70	\$23,000.00	機構收取費用: \$17,000 雜項/物資: \$2,000 禮物: \$1,000	\$328.57	以採購服務形式僱用外間機構提供領袖訓練，讓學生發展領導才能，增強自信心。	領袖訓練	老師觀察及學生表現	✓				ECA
29	試後活動	6/2025 - 8/2025	中一至中五	全校	\$5,000.00	活動物資: \$3,000 雜項/物資: \$1,000 禮物: \$1,000	\$6.71	透過舉行試後活動，讓同學發展才能，培養對學校的歸屬感	課外活動	老師觀察及學生表現		✓			ECA
30	S.1 overnight camp 和 Guidance Captain Program	2024年10月至2025年7月	中一,中三,中四	160	\$120,000.00	機構收取費用:50000 宿營收費連膳食:50000 車費: 10000 雜項: 2000 禮物: 5000 文具: 3000	\$750	目的為讓同學加深對自己、同學和老師的認識，增加對學校的歸屬感，讓同學融入中學的新生活	個人成長	問卷調查 學生表現 老師回饋	✓	✓			Guidance Committee
31	Joy @BSTC	2024年9月至2025年7月	中一到中六	300	\$63,000.00	機構收取費用:50000 車費: 5000 雜項: 3000 禮物: 2000 文具: 1000 服務物資: 1000 租用攤位費用: 1000	\$210.00	中一成長小組，泉遊，午間鬆一鬆攤位，服務日，目的為幫助同學減壓，增加自信，發揮潛能	個人成長,健康生活	問卷調查 學生表現 老師回饋		✓	✓	✓	Guidance Committee
32	工作坊 / 考察 / 參觀 / 學生成果展示 / 講座	2024年9月 - 2025年8月	中一至中三	250	\$32,000.00	工作坊 / 考察 / 參觀 / 學生成果展示 / 講座:32000	\$128.00	透過一系列活動，例如網上遊世界、考察團等，讓學生走出課室，了解香港、中國及其他國家的歷史發展，擴闊學生視野。	歷史	問卷調查 學生活動表現	✓	✓			History WK Lee
33	舞蹈隊訓練	2024年9月至2025年5月	中一至中六校隊成員	15	\$20,000.00	聘請教練費用 (訓練及帶隊比賽) \$1000 x 20節=\$20000	\$1,333.00		體育	學生比賽表現， 問卷調查			✓		體育科/HO YUK YEE
34	男子籃球校隊訓練	2024年9月至2025年5月	中一至中六校隊成員	30	\$29,400.00	聘請教練費用 (訓練及帶隊比賽) \$700 x 42節=\$29400	\$980.00		體育	學生比賽表現， 問卷調查			✓		體育科/ MAN KA HO
35	足球校隊訓練	2024年9月至2025年5月	中一至中六校隊成員	20	\$14,000.00	聘請教練費用 (訓練及帶隊比賽) \$700 x 20節=\$14000	\$700.00	透過專業訓練提升運動員的技術水平 透過訓練提高學生對該項運動的興趣和更深層的知識	體育	學生比賽表現， 問卷調查			✓		體育科/ MAN KA HO
36	男子羽毛球校隊訓練	2024年9月至2025年5月	中一至中六校隊成員	16	\$29,400.00	聘請教練費用 (訓練及帶隊比賽) \$700 x 42節=\$29400	\$1,837.50	發掘有天份的學生並加以訓練 提升學生的團體意識及自信	體育	學生比賽表現， 問卷調查			✓		體育科/ MAN KA HO
37	女子羽毛球校隊訓練	2024年9月至2025年5月	中一至中六校隊成員	20	\$29,400.00	聘請教練費用 (訓練及帶隊比賽) \$700 x 42節=\$29400	\$1,470.00	形式：定期訓練、出席學界及各大型運動比賽	體育	學生比賽表現， 問卷調查			✓		體育科/ MAN KA HO
38	乒乓球校隊訓練	2024年9月至2025年5月	中一至中六校隊成員	15	\$15,400.00	聘請教練費用 (訓練及帶隊比賽) \$700 x 22節=\$15400	\$1,026.00		體育	學生比賽表現， 問卷調查			✓		體育科/ MAN KA HO
39	女子排球校隊訓練	2024年9月至2025年5月	中一至中六校隊成員	20	\$29,400.00	聘請教練費用 (訓練及帶隊比賽) \$700 x 42節=\$29400	\$1,470.00		體育	學生比賽表現， 問卷調查			✓		體育科/ MAN KA HO
40	邀請運動團體推廣體育活動	2025年4-5月	中一至中五學生	200	\$5,000.00	邀請2-3個體育總會到 校作運動示範，每項約\$1500	\$25.00	邀請不同體育總會到校作推廣示範，以提升學生對運動的興趣，從而養成健康生活模式。	體育	問卷調查			✓		體育科/ MAN KA HO
41	學生比賽交通費用	2024年11月	中一至中六校隊成員	50	\$2,000.00	租旅遊車送學生到比賽場地	\$40.00	集體乘車到比賽場地，提升安全性及凝聚力	體育	問卷調查			✓		體育科/ MAN KA HO
42	學生參加比賽報名費	2024年9月至2025年5月	中一至中六校隊成員	100	\$1,000.00	支付各類比賽報名費用	\$10.00	增加學生出外比賽的機會	體育	統計學生比賽的數目 及參加者人數			✓		體育科/ MAN KA HO
43	校隊訓練租場費用	2024年9月至2025年5月	中一至中六羽毛球隊成員	40	\$3,000.00	租用校外場地作羽毛球訓練	\$75.00	提供穩定場地供羽毛球隊訓練	體育	學生比賽表現			✓		體育科/ MAN KA HO
44	佛青團幹事訓練計劃	11/2024 - 7/ 2025	中三至中五	19	\$5,000.00	課程支出	\$526.32	透過集體活動，培訓幹事統籌活動的能力及培養他們對團隊的歸屬感	宗教教育	問卷調查 學生活動表現		✓	✓		宗教組 LLY
45	參加/舉辦STEAM活動/比賽	09/2024-08/2025	S1-S5	260	\$20,000.00	活動費用(報名費、物資費和交通費)	\$76.92	透過舉辦STEAM活動以提升同學對STEAM的認識和興趣	跨學科 (STEAM)	觀察學生表現	✓				STEAM/FYW
46	教育活動	全年	中一至中六	750	\$40,000.00	培訓課程: \$15000 活動物資: \$20000 禮物: \$5000	\$53.33	安排學生籌辦不同的校內活動，例如感恩周、中六告別活動等，提升學生仁愛、孝親等正面價值觀	德育與公民教育	問卷調查 教師回饋		✓			MCE /LWK+HHM
47	社會服務計劃	2024年10月至2025年7月	中二	130	\$5,000.00	活動物資: \$2000 交通費: \$3000	\$38.46	在校內及校外舉辦不同的活動，例如環境保育推廣及關愛弱勢社群，建立學生作為香港公民的身份	德育與公民教育	學生服務表現及成果 導師評價 評估問卷			✓		MCE /LWK+HHM
48	善德人活動	全年	中一至中六	750	\$50,000.00	印刷品: \$25000 活動物資: \$8000 設計師費用: \$2000 禮物: \$5000 培訓課程: \$10000	\$66.67	透過不同活動，建立同學善德人的特質	德育與公民教育	問卷調查 學生課堂表現及成果		✓			MCE /LWK+HHM
49	紅十字會、暑期急救訓練計劃	2025年6月至2025年8月	中一至中六	100	\$10,000.00	急救課程: 5000元 急救訓練營: 15000元	\$200.00	提升同學急救技能，以服務他人及提升領袖才能	領袖訓練	學生表現及教師觀察	✓	✓		✓	紅十字會 WANCH

編號	活動名稱	舉辦日期	對象		預算開支 (S)	預算開支運用細節	人均 預算開支 (S)	活動簡介及目標	備註 (請註明 適用的選項， 或自行填寫)	監察/ 評估方法	基要學習經歷 (請於適用方格加上勾號，可選擇多於一項)					負責科組/ 教師
			級別	預計參與 人數							智能發展 (配合課程)					
											價值觀 教育	繼續發展	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															
50	紅十字會-義工探訪活動	2024年11月至2025年8月	中一至中五	100	\$2,000.00	義工服務物資	\$20.00	由學生籌辦義工服務，提升同學同理心	價值觀教育	學生表現及教師觀察				✓		紅十字會 AUSW
51	青年藝術家推廣計劃_展覽	2024年9月至2025年8月	中一至中六(參觀者約4800人，展出者約40人)	1,500	\$6,000.00	全年舉辦校內微型展覽4次，購買展覽裝裱物料及印刷展覽場刊	\$4.00	全年舉辦校內微型展覽4次，購買展覽裝裱物料及印刷展覽場刊	藝術(視藝)	學生表現及教師觀察	✓		✓		✓	視藝科/AUSW
52	藝術家到校講座、工作坊	2024年9月至2025年8月	中一至中六	600	\$20,000.00	講座費或工作坊費用：20000元	\$33.33	邀請藝術家到校進行講座或工作坊2-3次	藝術(視藝)	學生表現及教師觀察			✓		✓	視藝科/CHANHM
53	參觀藝術展覽及巴塞爾藝術展2025	2025年5月	中一至中六	30	\$10,000.00	購買門券	\$333.33	參與大型藝術活動，拓闊學生文化視野	藝術(視藝)	學生表現及教師觀察		✓	✓			視藝科/AUSW
54	陶藝校園計劃	2024年10月至2025年6月	中一至中六	300	\$10,000.00	陶藝材料及工具	\$33.33	學生通過陶藝創作，學習情緒管理	藝術(視藝)	學生表現及教師觀察			✓			視藝科/CHANHM
55	設計在校園計劃	2024年10月至2025年9月	中一至中六	780	\$30,000.00	購買課程軟件	\$38.50	學生通過設計軟件學習，提升創意及美感	藝術(視藝)	學生表現及教師觀察			✓		✓	視藝科/CHANHM
56	樂團訓練	2024年9月-2025年8月期間	中一至中五	110	\$100,000.00	導師費用	\$909.09	舉辦樂團活動提升同學對學校歸屬感，強化同學對中樂的認識及喜愛。	藝術(音樂)	學生問卷		✓	✓			Music / CTN
57	樂器訓練班	2024年9月-2025年8月期間	中一至中五	100	\$50,000.00	導師費用	\$500.00	中樂及西樂樂器訓練班，強化同學對中樂的認識及喜愛，透過興趣班，提升同學自尊，建立能力感。	藝術(音樂)	學生問卷		✓	✓			Music / CTN
58	文化及藝術活動	2024年9月-2025年8月期間	中一至中五	200	\$10,000.00	活動物資及雜項	\$50.00	以舉辦跨學科及領域藝術及文化活動，建立學生欣賞其他文化和對不同文化的理解，拓闊學生視野。	公民與社會發展、國安教育、藝術文化	學生問卷		✓	✓			Culture and the Arts Team
59	Geography field studies	Feb 2025	S4	18	\$8,500.00	Accommodation, Meals	\$472.22	Field studies in Cheung Chau	地理	學生課堂與習作表現	✓	✓				GEOG/LHT
60	Joining competitions	Whole year	S4 - 6	10	\$500.00	Application fee	\$50.00	For participating in authentic geography competitions	地理	學生課堂與習作表現	✓					GEOG/LHT
61	Field trip expenditure	Whole year	S1 - 6	40	\$1,000.00	Transport	\$25.00	Arouse awareness towards authentic geography and geographical phenomenons	地理	學生課堂與習作表現	✓	✓				GEOG/LHT
62	Equipment	Whole year	S4 - 6	40	\$5,000.00	Equipment and instruments	\$125.00	Arouse awareness towards authentic geography and geographical phenomenons	地理	學生課堂與習作表現	✓					GEOG/LHT
63	參觀活動	2024年9月至2025年7月	中一至中二	260	\$14,000.00	入場費、旅遊車費	\$53.85	透過參觀活動等經驗學習增強同學對科學的興趣	科學	問卷/教師觀察	✓					Science/PTL
64	科學探究活動	2024年9月至2025年7月	中一至中二	260	\$14,000.00	材料費	\$53.85	透過動手做的教學活動和比賽增強同學對科學的興趣	科學	問卷/教師觀察/成果表現	✓					Science/PTL
65	酒店/餐飲體驗工作坊	2024年11月-2025年5月	中五	27	\$11,000.00	體驗活動:10,000; 車費:1,000	\$400.00	透過參與工作坊及體驗，讓學生了解各行各業的運作，增加對行業的認識	旅款科	學生問卷					✓	TH/WTM
66	工作坊/考察/參觀	全年	中四至中六	300	\$12,000.00	門票: \$7000 交通費: \$5000	\$40.00	在校外舉辦一系列的工作坊、考察及參觀活動，以讓學生	公民與社會發展	學生表現及成果 導師評價 評估問卷	✓	✓				CSD / HHM
67	Mini-musical	Oct 2024 - July 2025	S1 - S5	100	\$50,000.00	Production, tickets for shows, leaflet and poster, gifts and stationery	\$2,141.80	Enhancing creativity, performing and language skills and knowledge, bulding a sense of belonging and multiple soft skills	Music, English, art, dance, technical support, etc.	Student surveys, rehearsals and performances	✓	✓	✓			Music, English and VA
68	Inter-school activities e.g. debates, exam practice, etc.	Oct 2024 - July 2025	S1 - S6	200	\$2,000.00	Transport, resources and supplies	\$20.00	Inter-school academic exchange and ECAs	Public speaking	Participants' and teachers' feedback and debriefing	✓	✓				SU
69	Inter-school social service	Oct 2024 - July 2025	S1 - S4	50	\$2,000.00	Transport, resources and supplies	\$100.00	Partnering with neighbouring schools to reach out to the community	Social service	Participants' and teachers' feedback and debriefing	✓	✓		✓		SU
70	S6 Farewell activities	Feb 2025	S6	130	\$3,000.00	Decorations, gifts and supplies	\$23.00	Expressing support to S6 students	Student well-being	Participants' and teachers' feedback and debriefing	✓	✓				SU
71	Meeting with Alumni	Oct 2024 - July 2025	S4 - S5	250	\$2,000.00	Transport, resources and supplies	\$24.00	Catering for the interests and needs of senior form students	Student well-being	Participants' and teachers' feedback and debriefing	✓	✓			✓	SU
72	參觀大學	2024年11月至2025年7月	中四及中五	250	\$6,000.00	交通費	\$24.00	透過參觀大學及專題講座，擴闊學生識見	教務組	學生表現					✓	Board of Studies/PSW
73	親切共融教育講座	2024年4月	中一及中三級	240	\$1,000.00	講座費用	\$4.17	透過講座讓學生了解不同文化的獨特性，從而學習尊重多元文化的價值。	生活與社會	問卷調查	✓	✓				公經社科/生活與社會科/WKY
74	節慶習俗工作坊	2024年1月及4月	中二	60	\$3,000.00	工作坊費用	\$50.00	增進學生對中華文化的認識，並透過藝術創作放鬆身心。	生活與社會	問卷調查		✓	✓			生活與社會科/WKY
75	參觀理財教育體驗館	2024年1月	中一	65	\$4,000.00	交通費	\$61.54	透過參觀體驗和互動遊戲，增加學生的理財知識。	生活與社會	問卷調查/教師觀察	✓					公經社科/WKY
76	參觀、工作坊	2024年9月至2025年7月	中一至中二	30	\$5,000.00	工作坊費用	\$166.67	透過參觀化驗所和參加工作坊，增強同學對本港化驗行業的認識和興趣。	科學	問卷/教師觀察	✓				✓	Chemistry / PTL

編號	活動名稱	舉辦日期	對象		預算開支 (\$)	預算開支運用細節	人均預算開支 (\$)	活動簡介及目標	備註 (請選擇適用的選項，或自行填寫)	監察/ 評估方法	基本學習經歷 (請於適用方格加上勾號，可選擇多於一項)					負責科組/ 教師
			級別	預計參與人數							智能發展 (配合課程)	價值觀教育	團隊發展	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，發掘學生潛能，建立正面價值觀和態度															
77	參觀雪糕製作工場	2025年3月或4月 (日子待定)(分2天進行)	中二	36學生 2老師	\$4,360.00	機構收取費用: \$3960(學生)+\$400(老師)	\$121	目的為讓同學更了解中二家政科課題，對本地食品加工業操作及食品科學理論作進一步認識，同時亦可增加對將來就業工程的認知。	個人成長	問卷調查 學生表現 老師回饋	✓	✓			✓	家政科 (Ms. Tsang MC)
第1.1項預算總計				11,313	\$1,477,960.00											
1.2	境外活動： 舉辦或參加境外活動／境外比賽，擴闊學生視野															
例子	大灣區智慧城市探索之旅	2023年4月10-12日	中四至中五	88	\$100,000.00	機博收費費用:80000 車費:18000 雜項:1000 詳情:https://1000	\$1,136.36	提升學生對中國科技發展的認識	國家安全	學生問卷	✓					STEAM WWC
1	境外校隊訓練	2024年7月	中一至中六	50	\$15,000.00	車費: 8000 雜項: 6000 Banner : 1000	\$300.00	提升學生對中國體育發展的認識	國家安全、體育	學生問卷			✓			PE/MKH
3	地理科與旅政科合辦海南島考察	2025年4月3-6日/ 2025年5月3-7日	中四至中五	20	\$15,000.00	旅行團費用,包括導遊、交通、酒店、膳食等的安排	\$1,500.00	透過參觀自然景點及文化景點，增加科目的知識，亦能提升學生對中國旅遊發展的認識	跨學科（其他）	學生問卷	✓	✓			✓	WTM, LHT
4	新加坡5天中樂交流團	2025年4-5月期間	中一至中五，中西樂團成員；另3位帶隊老師及導師	24+3	\$102,000.00	旅行團費用	\$3,000(學生) \$10,000(老師)	提升學生對中樂發展的認識，鼓勵學生與其他地區學生進行交流，拓闊學生視野，強化同學對團體歸屬感及對中樂及音樂文化的理解。	藝術（音樂）	學生問卷			✓	✓		Music / CTN
5	粵港澳大灣區青年國際總會主辦日本交流團	2025年4月19日至4月24日	中一至中五，紅十字會會員	33	\$112,000.00	旅行團費用	\$3,393.94	通過參觀廣島原爆地址及紀念館，了解日本在二戰期間侵華的歷史，明白戰爭的禍害，明白戰爭也有規限，了解日本戰後經濟重建及教育的發展，學習尊重他人。	國家認同感及價值觀教育	學生問卷		✓				ASW, LPK, WCH
第1.2項預算總計				103	\$244,000.00											
第1項預算總計				11,416	\$1,721,960.00											

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源（學校必須填寫此部分）

編號	項目	用途	預算開支 (\$)	參與人數	活動簡介及目標	量度及評估方法
例子	STEM學習套件：XXX	STEM興趣小組活動	\$50,000.00	300	引發同學對STEM的興趣，培育同學的創意、協同及解難能力	計算成功製作智能產品的人數比例
1	購買體適能訓練器材以提升校隊的體能質素	透過專業器材，以提升校隊的體能質素	\$5,000.00	200	購買壺鈴，主要是針對上肢及背部肌肉的訓練	教練及老師觀察 運動員體能測試成績
2	資助各校隊成員訂造統一隊服	校隊隊員可以穿著隊服參加比賽	\$10,000.00	200	為各校隊訂造統一隊服，設計應突出善德字樣或標誌，讓學生有為學校爭取榮譽的感覺，提升對學校歸屬感。	問卷調查
3	購買陸運會物資	訂購器材讓陸運會順利進行	\$2,000.00	700	學校陸運會	老師觀察及比賽成績
4	購買設備、消耗品	參加/舉辦STEAM活動/比賽	\$40,000.00	260	透過舉辦STEAM活動以提升同學對STEAM的認識和興趣	觀察學生表現
第2項預算總開支			\$57,000.00			
第1及第2項預算總開支			\$1,778,960.00			

第3項：預期受惠學生人數（學校必須填寫此部分）

全校學生人數：	753
預期受惠學生人數：	753
佔全校學生人數百分比(%)：	100%
全方位學習聯絡人姓名：	彭成璋
職位：	副校長

School-based After-school Learning and Support Programmes 2024/25 s.y.
School-based Grant—Programme Plan

Name of School: Buddhist Sin Tak College

Staff-in-charge: : Mr. So Hon Hang Contact Telephone No.: 2421 2580

A. The estimated number of students (count by heads) benefitted under this Programme is 200 (including A. 20 Comprehensive Social Security Assistance (CSSA) recipients, B. 175 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 5 under school's discretionary quota).

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

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
S.6 cheer up activities	To develop a sense of belonging among students	Attendance, attitude	Teachers' and students' feedback	Sep to Oct	10	25	0	\$1000.00	End child sexual abuse foundation 護苗基金
School picnic (S.1 to S.6)	To enable students to participate in social activities	Attendance	Teachers' and students' feedback	Nov	30	190	5	\$3000.00	BSTC
Tutorial lessons (S.1 to S.6 participants)	To facilitate students' academic learning	Attendance, academic results	Tests, quizzes	Nov to April	15	100	5	\$138,800.00	BSTC
Visits and outings (S.1 to S.6 participants)	To widen students' horizons	Attendance, attitude	Teachers' and students' feedback	Nov to July	5	80	1	\$2000.00	BSTC
Miscellaneous	To support the development of students	Attendance	Teachers' and students' feedback	Sept to Oct	30	100	5	\$600	BSTC

Guidance Captains (All S.1 students, S.3 and S.4 guidance captains)	To develop a personal safety network between S.1 students and S.3,S.4 students	Attendance, attitude	Sharing, debriefing, feedback from teachers and students	Sep to July	10	25	0	\$1000.00	BSTC
Total no. of activities: <u>6</u>				@ No. of man-times	100	520	16		
				**Total no. of man-times	636				

Note:

- * Types of activities are categorised as follows: tutorial services, learning skill training, languages training, visits, art and cultural activities, sports, self-confidence development, volunteer services, 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), full grant under the SFA Schemes (B) and needy students identified by the school under the discretionary quota (not more than 25%) (C) .

Measures to broaden students' choices of elective subjects and provision of gifted education programmes in 2024-2025

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

DLG Funded Programme	Strategies & benefits anticipated (e.g. in what way students' diverse learning needs are catered for)	Name of programme/course and provider	Duration of the programme/course	Target students	Estimated no. of students involved in each school year	Evaluation of student learning/success indicators	Teacher-in -charge	
1. Other Languages	1.1. To enhance students' competitiveness in the 21st century and increase their chances for tertiary education	Japanese Studies	3 years	S4-6 students	15 (S4) 5 (S5) 10 (S6)	Students will take the public examinations	Ms. Ching Ka Kei	
		Korean Studies	3 years	S4-6 students	1 (S5) 2 (S6)		Ms. Ching Ka Kei	
		Spanish Studies	3 years	S4-6 students	1(S4) 1 (S6)		Ms. Ching Ka Kei	
2. Other Programmes	2.1. Network Programme In view of the limited number of students in school opting for taking Music as a subject in HKDSE Examination, Network Programme with schools in Kowloon Tong can provide support for students' diverse needs. *Employment of professional teachers to have regular lessons with students once a week.	Music/ Institute of Hong Kong Senior Secondary School Music Education	3 years	S5 students	2 (S5)	Students will take the public examinations	Mr. Chan Tin Nok (\$28,000)	
		2.2. (資優課程) –讓資優學生嘗試個人創作，並對遣詞用字、表達形式有講究	漫遊「文」「藝」空間---作家教你繪本創作	8 weeks	S4 – S6 elite students	10	同學作品結集刊印	Ms. Wong Hiu Man (\$25,000)
		2.3. Gifted Education Programme: to teach students advanced mathematics knowledge on Number Theories, Game Theories, etc.	Mathematics Elite Program	20 weeks	S4 – S6 elite students	10	Students will join the related Mathematics competitions	Mr. Tam Kwok Ho (\$15,000)
		2.4. Gifted Education Programme: to teach students advanced writing skills and public speaking skills	Elite English writers and speakers	20 weeks	S5 elite students	10	Students will improve their skills in writing and public speaking	Ms. Hau Man Lai (\$15,000)

Total: \$83,000

佛教善德英文中學
運用推廣閱讀津貼計劃書
2024-2025 學年

因應教育局向公營學校提供「推廣閱讀津貼」，以幫助學校加強推廣閱讀，並鼓勵學生自小培養良好的閱讀習慣，本校以下科目將於 2024-2025 年度申請閱讀津貼以進行推廣閱讀活動。本學年獲批款額為：\$66,176；去年剩餘款額為\$39187.89。今年累積款額為：\$105363.89

以下為申請組別及推廣閱讀計劃書。

科目	負責人	推廣閱讀的主要目標	項目/內容	預算開支
中國語文科	黃曉雯老師	<ul style="list-style-type: none"> ● 拓寬學生閱讀視野、營建閱讀氛圍 ● 從閱讀中增加對國家的認識、提升國民身份認同 ● 打好古漢語語文基礎 ● 建立健康生活習慣 	購買實體書 中一至中六閱讀冊 約\$26000 《中國文化對談錄》(中四) 約\$6000 初中推廣閱讀圖書(中一)\$13000	\$45000
中國文學科	林曉蕾老師	<ul style="list-style-type: none"> ● 拓寬學生閱讀視野、營建閱讀氛圍 ● 透過閱讀文學作品，培養高尚情操、認識傳統化，建立正面人生觀 ● 透過閱讀寫作類書目提昇寫作能力 	購買實體書 中四至中五閱讀冊 \$8000	\$8000
英文科	胡寶強老師	推廣英文閱讀	購買實體書	\$10,000
數學科	譚國豪老師	推廣數學閱讀，以建立良好學習習慣	購買實體書	\$2500
圖書館	黃天敏	圖書館透過購買不同科目的書籍，透過閱讀	購買實體書	\$27,000

		大使進行宣傳書籍的工作，營建閱讀氛圍及增加學生對閱讀的興趣。		
歷史科	李偉傑	通過購買主題書籍（不限於介紹兩次世界大戰中使用的武器以及與舊香港有關的書籍），以及其他以英語撰寫的書籍，介紹各種激發學生興趣、讓他們在個人、社會及健康教育領域進行自主探索的主題。	購買實體書	\$3000
生物科	范殷榮老師	推廣生物科閱讀，提昇學習興趣。	購買實體書	\$2500
國安教育組	許建聰老師	配合關注事項，推廣國安教育。	購買實體書	\$2000
地理科	林曉浚老師	通過閱讀真實世界的地理問題來激發學生對地理學的興趣。	購買實體書	\$2500
公民與社會發展科	何熙文老師	公民科計劃利用津貼購置更多有關香港、國家及世界發展的書籍，並會透過不同場合向學生介紹，從而加深學生對影響當今社會、國家及全球主要問題的認識，使學生具備較闊的知識基礎，並成為有識見、負責任的公民，認同國民身份，具備世界視野。	購買實體書	\$2500
			預算總支出	\$10,5000

佛教善德英文中學
健康校園計劃 2024-2025

申請年期：2024-2027 (三年)

2024-2027 為三年計劃的第一年

測檢模式：頭髮測試

活動名稱	活動目的	活動內容	節數	對象	人數	備註
學兄學姐計劃 (2024-2025)	<ul style="list-style-type: none"> ▪ 培養學生輔導才能，促進同儕間的互助精神 ▪ 通過預設的團體訓練活動，提升學生的應變能力，以裝備學生迎接未來朋輩輔導任務 	<ul style="list-style-type: none"> ▪ 訓練日營：建立學長間的團隊凝聚力及朋支援導技巧。 ▪ 中期檢討：跟進學長在上學期遇到的困難及鞏固其朋輩支援的技巧。 ▪ 檢討及展望：協助學長檢討一年以來的表現，展望及計劃來年的朋輩支援活動。 	訓練日營： 2 節 Fun Fun 中相聚： 1 節 活動檢討及展望： 1 節	中一同學和中三、中四學生	約 160 人	/
ECA 領袖訓練 (2024-2025)	培養學生領導才能，促進同儕間的互助精神	培養學生領導才能，促進同儕間的互助精神；通過預設的團體訓練活動，學習如何藉着溝通以加強團隊的協作技巧，促進彼此的互助精神，以裝備學生迎接未來領袖生任務。	活動前集會： 1 節 訓練活動： 2 節	高中學生	約 40 人	/

活動名稱	活動目的	活動內容	節數	對象	人數	備註
初中手機成癮 講座 (2024-2025)	讓學生明白如何 正確使用手機	透過互動講座幫助學生培養正確習慣	1 節	中一學生	約 120 人	/
高中健康 個人形象講座 (2024-2025)	讓學生明白兩性 合宜相處之道	透過互動講座令學生反思兩性正確的 相處之道	1 節	中四學生	約 120 人	/
健康人生 午間活動 (2024-2025)	讓同學午間鬆一 鬆	做小手工或享用小點心	1 節	全校同學	約 60 人	/
禁毒影片播放 (2024-25)	讓同學認識健康 生活的重要	午膳時間播放影片	1 節	中二學生	約 60 人	/
參觀賽馬會 禁毒資訊天地 (2024-25)	讓同學親身多了 解禁毒的重要	到訪賽馬會禁毒資訊天地	1 節	中一學生	約 30 人	/
親子烘培 工作坊 (2024-25)	通過工作坊增進 親子關係	親子一起烹調美食	1 節	中一學生及 其家長	12 對親子	/

維護國家安全及國家安全教育相關措施

2024-2025 工作計劃

高級學校發展主任李美英小姐：

2024-2025 學年

維護國家安全及國家安全教育相關措施的工作計劃

學校名稱：佛教善德英文中學

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
學校行政	<p>教師培訓</p> <ul style="list-style-type: none"> ■ 為配合教育局對新入職教師、在職教師及擬晉升教師的要求，校方會經常發放相關的資訊，並提醒相關同事須修畢核心培訓包括《憲法》、《基本法》、國家安全教育等內容。 ■ 校方會透過不同渠道發放由教育局或與專家機構合作舉辦的講座、研討會，鼓勵同工積極參與，加強本校教師對《憲法》、《基本法》和國家安全教育的認識。 ■ 校方將透過不同渠道發放由教育局發出的國家教育安全資訊給各教職員；包括已在教職員手冊清楚列明因應《香港國安法》實施處理、教職員的行為及操守事宜。 	<ul style="list-style-type: none"> ■ 教員參與相關講座或工作坊的次數與人數 	✓	✓	✓	學校行政組	教育局提供培訓、指引與支援

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
	<ul style="list-style-type: none"> ■ 校方將透過不同的會議，例如全體教職員會議，講解有關國家安全領域及國民教育的概念，令同工對於相關理念有所認識，繼而落實執行。 ■ 讓教師透過參與不同有關國情、國家安全的講座，多角度認識國家的歷史及文化，以及最新經濟、科技等發展。 						
	<p>升掛國旗及奏唱國歌的安排</p> <ul style="list-style-type: none"> ■ 學校會跟從國民教育活動規劃年曆在指定日期或典禮升掛國旗及奏唱國歌，以加強學生對國情和國家安全的認識、提升全校師生對國民身份的認同。 ■ 升掛國旗及奏唱國歌的重要日期包括：10月1日國慶日、4月15日國家安全教育日，7月1日香港特別行政區成立日、畢業典禮、陸運會等。 ■ 校方將有關升旗典禮及奏唱國歌流程及注意事項於學期初派發給所有教職員及張貼於課室內，讓師生清楚了解升旗典禮的重要性、流程及禮儀，並清楚向全體師生講解有關升旗典禮流程及態度。 	<ul style="list-style-type: none"> ■ 觀察及檢視師生升掛國旗及奏唱國歌的情況 ■ 觀察及各相關部門報告 ■ 各相關部門能於重要日期升掛國旗及奏唱國歌 	✓	✓	✓	學校行政組 各活動負責部門	教育局提供培訓、指引與支援

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
	<ul style="list-style-type: none"> ■ 安排全體同學參與升旗典禮及奏唱國歌，由於本校已添置流動旗杆，故此兩天時間會安排至少一級同學到禮堂實地參與升旗禮。 ■ 在重要的日期如 10 月 1 日國慶日，邀請家長一同參與升掛國旗及奏唱國歌儀式，促進家校共同參與，更全面提升國民身份認同。 						
	<p>校舍管理機制</p> <ul style="list-style-type: none"> ■ 就校舍對外租借，學校會根據既有程序，每年向法團校董會報告該年度的租借校舍紀錄。租借校舍時，學校會確保租借團體/個人所舉辦的活動能配合辦學團體的宗旨以及不會涉及危害國家安全問題。如有疑慮，學校均會先諮詢法團校董會意見。 ■ 就內部管理，校方會定期巡視校園範圍，以確保校園安全。 ■ 行政組與相關部門會定期檢視有關張貼海報或標語的學生指引，以確保校園活動及展示的字句或物件均不會涉及危害國家安全問題。 ■ 學生在校園張貼的課外活動海報或告示必須根據校方指引撰寫並須經課外活動組及校方審批後方可張貼。 	<ul style="list-style-type: none"> ■ 課外活動組和訓導組工作報告 ■ 教師視察 	✓	✓	✓	學校行政組 各活動負責部門	教育局提供培訓、指引與支援

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
	<ul style="list-style-type: none"> ■ 校園內不得私自張貼海報或告示，所有張貼內容必須經過校方批核，確保內容合宜。 ■ 訓導組會不時巡視校園，以確保校園安全。 ■ 校方於教師手冊列出國安法——有關課外活動指引，讓所有教師清楚了解以上措施，協助校方推行政策。 						
	<ul style="list-style-type: none"> ■ 由校長、副校長及助理校長帶領的國家安全教育小組會繼續統籌和協調與維護國家安全及國家安全教育相關的工作，包括舉辦講座、會議等，令同工明白確保校園安全的重要性。 	<ul style="list-style-type: none"> ■ 國家安全教育小組報告 	✓	✓	✓	學校行政組	教育局提供培訓、指引與支援
	<p>12月4日國家憲法日及4月15日全民國家安全教育日</p> <ul style="list-style-type: none"> ■ 推行國家憲法日及全民國家安全教育日的相關活動，讓教師、職員及學生均明白國家安全的重要，並提升國民身份認同。 	<ul style="list-style-type: none"> ■ 學生回應 ■ 教師回饋 	✓	✓	✓	學校行政組 各活動負責部門	教育局提供培訓、指引與支援
人事管理	<p>對教師職責及操守的要求與期望</p> <ul style="list-style-type: none"> ■ 向學校全體員工(包括購買服務形式聘用的非教學人員，例如社工、教育心理學家、言語治療師、教練、興趣班導師、課後輔導班導師等)清楚說明學校對其職責及操守的要求和期望。 	<ul style="list-style-type: none"> ■ 行政組觀察 ■ 各科組及組別檢視 ■ 教師回饋 	✓	✓	✓	學校行政組	教育局提供培訓、指引與支援

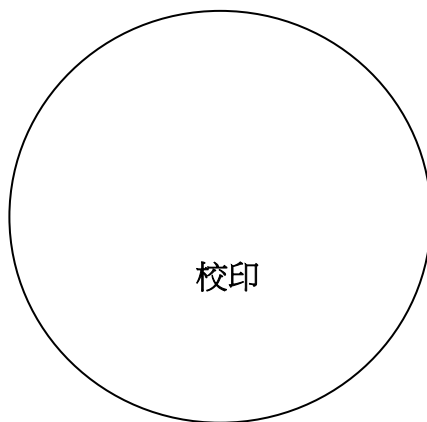
範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
	<ul style="list-style-type: none"> ■ 在聘請人手時，學校會向應聘者清楚闡述學校辦學團體的辦學宗旨，同時，校方會在不同階段的面見中去了解應聘者的教育理念及個人的操守，以確保受聘者符合辦學團體的教育方針。 ■ 於教師手冊列出國安法教育部指引，並通過教職員會議作講解，讓本校教師清楚了解如何在各科課程中加入國安教育知識，協助學生認識國情，了解國家的歷史文化和各方面的發展。 ■ 於教師手冊加入國安法——有關審閱、購買及整理學校圖書館及各科組書本藏書指引，透過機制清楚提示圖書館主任、管理員及各科主管需定期嚴謹審視圖書館藏書，並讓各科任老師清楚了解購入圖書館藏書之程序及批核標準，以確保校園內所有書籍均符合國安法。 						
學與教	<p>在正規及非正規課程中推行國家安全教育</p> <ul style="list-style-type: none"> ■ 國家安全教育工作小組會協助各同工在正規及非正規課程中推行國家安全教育，明確指出如何將教育局有關國安教育框架的概念融入課程當中。各科在課程中具體推行國家安全教育的情況詳見附件一。 	<ul style="list-style-type: none"> ■ 相關學科及部門的周年計劃 ■ 相關學科及部門的活動報告 	✓	✓	✓	學校行政組 教務組	教育局提供培訓、指引與支援

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
	<ul style="list-style-type: none"> ■ 定期安排不同的科組進行「國旗下的講話」，根據活動規劃年曆，讓師生對中國近年發展及成就，以及重要歷史事件，例如九一八事變、抗日戰爭等，對於國家歷史有更全面而深入的認識。 ■ 鼓勵教師參與由教育局提供的相關的專業發展課程，包括知識增益、課程規劃、學與教策略等，例如為教師舉辦「國家安全教育知識增益研討會系列」的課程、網上有關國家安全的課程、學校領導人員工作坊等。 ■ 施教課程中，鼓勵同工就合適的課題，按學生的認知能力，加強學生對國家的認識，從而培養學生愛國的觀念。 ■ 鼓勵跨學科及跨部門合作，在課堂以外舉辦相關的活動，例如紅十字會及德育組合辦敬師日，讓同學認識尊師重道的優良傳統文化。各科組亦合作舉行不同的活動，例如中秋節慶活動或中華文化日，讓同學以不同類型的方式進一步認識中國文化、了解國家發展及成就，提高國民身份認同。 ■ 將各科最新有關國安教育相關文件給予各部門，並提示各主管要留意及適時增潤課程內容。 						

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
	<ul style="list-style-type: none"> ■ 讓學生透過參與國情講座、工作坊及參觀活動，多角度認識國家歷史及文化，以及最新經濟、科技發展。 ■ 校長、教務組於全學年不同時段與各科主任/科任老師會面，商議及提示大家要小心選取教學材料，並透過每年兩次的課業評鑑，審視各科作業，以確保課業內容、資料及問題能向學生傳達正確的價值觀，合乎課程對於國家安全的宗旨和目標。 ■ 通過電郵及科主任會議中發放選取課本的注意事項，資料包括由教育局發出的指引：優質課本基本原則(2016年6月修訂)學校選用優質課本和學與教資源(教育局通函第63/2022號)等，確保所選教材合乎教育局的要求。 ■ 於教師會議清楚提示各科主任所有工作計劃、選用及自訂教材及有關《憲法》和《基本法》教育及國家安全教育的校本的學與教資源，將會存檔3個學年，以方便辦學團體、學校管理層或教育局有需要時可查閱相應的資料。 						

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
學生訓輔及支援	<p>加強正向教育，培養守法守規的良好公民</p> <ul style="list-style-type: none"> ■ 學生訓輔及支援相關組別會通過早會短講、工作坊、講座、攤位遊戲與體驗活動等讓同學充分認識尊重、守法、同理心及正向思維等十二大價值觀，培養同學應有的公民素養。 ■ 學生手冊內的校規中加入學生須遵守基本法及國家安全法一則，讓學生明確了解守法的重要，明白維持國家安全的重要性。 	<ul style="list-style-type: none"> ■ 相關學科及部門的周年計劃及檢討報告 	✓	✓	✓	學校行政組 各學生成長支援相關組別	教育局提供培訓、指引與支援
家校合作	<ul style="list-style-type: none"> ■ 透過學校通告、家長日、家教會活動、陽光電話等，經常與家長保持緊密溝通，及早找出學生的問題及提供支援，與家長攜手以促進學生有效學習及健康成長。 ■ 透過學校通告、家長日、家教會活動等，讓家長明白校方的辦學理念及宗旨。 ■ 邀請家長參與不同的校內活動，包括中華文化日、新春茶話、國慶升旗禮等，推動家校合作，共同建構健康而安全的校園文化，宣揚中華文化，提升各持份者對國民身份的認同。 	<ul style="list-style-type: none"> ■ 教師觀察 ■ 各級班主任會紀錄 ■ 學生訓輔支援相關組別周年報告及計劃 	✓	✓	✓	學校行政組 各學生成長支援相關組別 各活動負責部門 家教會	

範疇	措施	評估方法	推行時間			負責人/ 部門	所需資源
			24-25	25-26	26-27		
其他	<p>舉辦內地交流以增加同學對中國內地發展及國情的了解</p> <ul style="list-style-type: none"> ■ 安排中四學生及教師前往姊妹中學廣州第一中學進行交流，增進彼此情誼，讓同學了解內地學生的學習情況，增加對內地教育的認識。 ■ 善用教育局各項撥款及來自各界的資助，安排不同級別同學參加內地交流團考察。 ■ 舉辦交流團往內地參觀基建及國際企業，以多角度認識內地重點城市及粵港澳大灣區的最新發展，讓學生加深對國家的認識，開拓視野，從了解國情中建立對國家的情感。 	<ul style="list-style-type: none"> ■ 合辦機構的回饋 ■ 參與學生及教師的回饋及反思報告 	✓	✓	✓	學校行政組 國安教育組 教務組	校外團體提供境外活動 全方位學習支援津貼



校監簽署： _____

校監姓名： 釋果德

日期： 2024年9月30日

附件一：學與教課程文件(2024-2025 年度)

學科/學習領域	與國安法教育/國家認識/身份認同/正向教育等相關措施或學習元素	學生學習成效指標	查核方法
中國語文	<ul style="list-style-type: none"> ■ 於課程規劃內加入文化、歷史知識，提升同學對國家的認識及認同。例如教授篇章時介紹抗美援朝、日本侵華、西南聯大等歷史事件。 ■ 另外，於舉辦課外活動時亦著重考慮文化認知與傳承，例如參觀故宮文化博物館。 ■ 在恆常閱讀中，本學年亦優化閱讀冊，將文化篇章加入指定閱讀範圍，由初中至高中，以不同層次、深度認識中國文化。本科最終希望學生對國家由加深了解、至尊重、認同，最終欣賞及以中國人文精神為個人安心立命的依歸。 	<ul style="list-style-type: none"> ■ 學生於不同科目認知及欣賞前人事跡，並將人文精神於寫作時展示。 ■ 特定級別參加全級活動，課堂上口頭報告 ■ 完成閱讀冊讀後報告 	<ul style="list-style-type: none"> ■ 課業、課堂表現
中國文學	<ul style="list-style-type: none"> ■ 透過閱讀文學作品，豐富學生的文化知識，提升文化素養，培養維護文化安全的意識。 	<ul style="list-style-type: none"> ■ 閱讀報告展示學生文本細讀能力，以及對中國經典文學作品或其他類別作品的鑑賞能力。 	<ul style="list-style-type: none"> ■ 讀書報告
中國歷史	<ul style="list-style-type: none"> ■ 認識中國歷史及文化 	<ul style="list-style-type: none"> ■ 透過有關的課程，讓學生能掌握由上古至現代的中國歷史發展之整體意念、認識國家及歷史人物的嘉言懿行，讓學生認識到國家民族的歷史源遠流長，先輩奮發圖強的事蹟，從而珍視及承傳中華文化的寶貴資產，並培養學生個人對中華民族及國家社會的歸屬感，成就學生對社會民族的責任。 	<ul style="list-style-type: none"> ■ 課業/課堂

學科/學習領域	與國安法教育/國家認識/身份認同/正向教育等相關措施或學習元素	學生學習成效指標	查核方法
初中生活與社會	<ul style="list-style-type: none"> ■ 按照《生活與社會科(中一至中三)國家安全教育課程框架》，本科有八個單元可融入國家安全教育，其中中一級及中二級均有相關課題(中一級：「香港的經濟表現」、「我和香港政府」；中二級：「走向世界的中國」)，而本年度採用名創教育(文達)出版的校本教材，均已就相關單元課題作出修訂，加入國家安全的元素，有助讓學生明白國家安全與日常生活息息相關，培養學生成為懂得尊重法治的良好公民。 ■ 配合中一至中三級的課程內容，於各級加入基本法工作紙，鞏固與所學課題相關的基本法知識，強化學生的法治精神。 	<ul style="list-style-type: none"> ■ 透過課程讓學生明白國家安全與日常生活息息相關，培養學生成為懂得尊重法治的良好公民。 ■ 參加最少一次由教育局或教育城舉辦的網上《基本法》/《憲法》/國家安全問答比賽，提升初中同學對《基本法》/《憲法》/國家安全的認識，凝聚維護國家安全的力量。 	<ul style="list-style-type: none"> ■ 課業/課堂 ■ 至少過半數學生參與比賽
公民與社會發展科	<ul style="list-style-type: none"> ■ 學生在課程中會認識香港特別行政區的憲制基礎、國家象徵、維護國家安全的意義及其責任，了解香港與國家密不可分的關係。學生透過認識國家最新的發展、參與國際事務的情況及深入了解多項與香港有緊密關係的計劃，明白兩地互動發展的機遇和挑戰，分析自己當中能扮演的角色，提升國民身份認同。 ■ 學生於課堂外參與非物質文化遺產工作坊，認識、欣賞與傳承中華文化，並在課堂內認識香港的多元文化，建立對不同文化抱持尊重、包容和欣賞的態度，成為具責任感及承擔精神的公民。 	<ul style="list-style-type: none"> ■ 透過課程讓學生明白國家安全與日常生活息息相關，培養學生成為懂得尊重法治的良好公民。 ■ 參加最少兩次由教育局或教育城舉辦的國家安全問答比賽及國情常識比賽，提升同學對國家安全的認識，凝聚維護國家安全的力量。 	<ul style="list-style-type: none"> ■ 課業/課堂 ■ 至少過半數學生參與比賽
地理科	<ul style="list-style-type: none"> ■ 初中課程包括認識中國地圖及省份，了解中國與香港在工業發展及能源發長的經濟貿易關係 ■ 認識國家重要水利建設工程，了解國家於管理災害中所擔當的角色。 	<ul style="list-style-type: none"> ■ 對國家有更深的認識，了解中港關係 	<ul style="list-style-type: none"> ■ 課業/課堂

學科/學習領域	與國安法教育/國家認識/身份認同/正向教育等相關措施或學習元素	學生學習成效指標	查核方法
歷史科	<ul style="list-style-type: none"> ■ 在初中詳教兩個有關香港發展的單元(教育局課程內的單元4及8),當中會涵蓋文化安全等領域,具體課題包括香港與內地的文化聯繫、非物質文化遺產、華人精英的崛起等。其中亦滲入基本法教育元素,例如新界原居民權益的由來。此外,單元12的要素,如香港被日軍侵略經過及和平精神等,會在課外閱讀及每年的和平紀念日活動中導出。 ■ 本科亦舉辦講座及/或考察,讓同學走出課室,認識香港的發展歷程及與內地的緊密連繫。 	<ul style="list-style-type: none"> ■ 科組老師在課堂及/或課業內完成處理與國安教育相關課題 ■ 科組最少成功舉辦一次包含國安教育要素的講座及/或本地考察 	<ul style="list-style-type: none"> ■ 課堂及課業觀察 ■ 活動紀錄
德育與公民教育科	<ul style="list-style-type: none"> ■ 安排不同機構到校舉行講座。初擬內容為中國社會民生及中國的科技發展等,讓同學認識國家最新發展。 ■ 與各科組協作舉辦不同類型的活動,例如中秋燈謎(國安工作組)、國情常識快問快答比賽(公民與社會發展科),增加同學在課堂外對中華文化及國家最新發展的認識。 	<ul style="list-style-type: none"> ■ 全學年期間舉辦最少一次相關的講座或活動 	<ul style="list-style-type: none"> ■ 活動紀錄 ■ 學生回應
佛化價值教育	<ul style="list-style-type: none"> ■ 本科於初中透過初中課程,讓學生了解佛教在中國的發展,並透過專題研習及禪修,以深入了解漢傳佛教的教義特質。 ■ 此外,本科與國教育組合作,舉辦茶藝培訓班,讓學生深入認識中國茶藝的精髓。 	<ul style="list-style-type: none"> ■ 科組老師在課堂及/或課業內完成相關課題; ■ 超過70%學生能在專題研習中取得合格分數; ■ 能如期完成茶藝培訓班,並能安排茶藝隊參與至少一個校內活動。 	<ul style="list-style-type: none"> ■ 會議紀錄 ■ 學生回應
經濟科	<ul style="list-style-type: none"> ■ 本科透過香港經濟體系的運作、香港的貨幣發行及聯繫匯率制度、香港金融管理局的職能、內地與香港的經濟連繫,以及中美貿易衝突對香港的影響等課題,帶出經濟安全的元素,讓學生明白經濟安全的意義及重要性。 	<ul style="list-style-type: none"> ■ 科組老師在課堂內完成相關課題 ■ 學生完成相關的國家安全工作紙 	<ul style="list-style-type: none"> ■ 課業/課堂

學科/學習領域	與國安法教育/國家認識/身份認同/正向教育等相關措施或學習元素	學生學習成效指標	查核方法
物理科	<ul style="list-style-type: none"> ■ 本科透過學習放射元素及核發電讓學生認識核電安全，及於萬有引力課題中了解太空安全的重要性 	<ul style="list-style-type: none"> ■ 學生會完成閱讀文章及相關工作紙 	<ul style="list-style-type: none"> ■ 工作紙
化學科	<ul style="list-style-type: none"> ■ 透過讓中六學生閱讀和搜尋我國綠色化學的技術文章，並向同學作出口頭匯報，讓學生深化課堂所學的知識，了解綠色化學的重要性。 ■ 透過讓中四學生參觀零炭天地，讓學生學習到低碳生活的概念和保護環境的重要性，從而學習到「環境安全」。 ■ 透過讓中六學生參觀水質化驗所，讓學生親身檢測水樣本，從而明瞭保持水質衛生等「資源安全」的重要性。 	<ul style="list-style-type: none"> ■ 逾半學生完成匯報和電子簡報 ■ 問卷調查，逾半學生認為有關參觀有意義 ■ 問卷調查，逾半學生認為有關參觀有意義 	<ul style="list-style-type: none"> ■ 匯報分數和電子簡報 ■ 問卷 ■ 問卷
綜合科學科	<ul style="list-style-type: none"> ■ 中一同學需要網上或圖書館搜尋中國近代科學家的事蹟，並進行課堂匯報。 ■ 中一、二同學外出參觀濕地公園和海下灣，學習生態保育和親身體會環境安全之重要性。 	<ul style="list-style-type: none"> ■ 逾半同學作出滿意的匯報 ■ 逾六成同學認為參觀有趣和認為能提高對生態保育的重要性。 	<ul style="list-style-type: none"> ■ 網上教室 ■ 問卷

姊妹學校交流計劃書
2024 /2025 學年

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：	彭成璋

擬於本學年與以下內地姊妹學校進行交流活動：

1.	廣州市第一中學
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本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丁. 家長層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

擬運用的監察/評估方法如下:

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

津貼用途及預算開支:

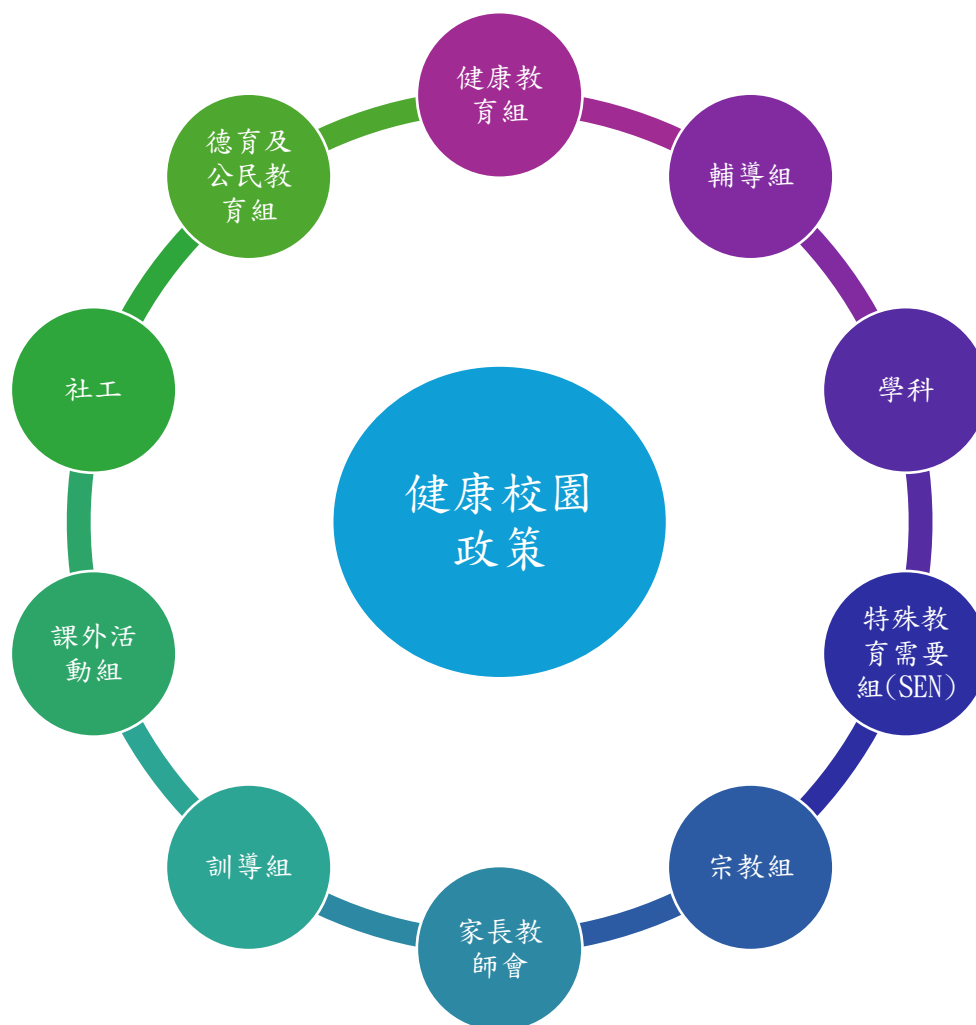
編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 150,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	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 type="checkbox"/>	學年預計總開支	HK\$150,000
N10	<input type="checkbox"/>	沒有任何開支	不適用

佛教善德英文中學
2024-2025

健康校園政策

一、健康校園政策架構及理念

A. 健康校園政策架構圖：



B. 健康校園政策理念：

現今社會瞬息萬變，科技日新月異，青少年在成長的過程中，經常會遇到困難及誘惑，不時要面對逆境與壓力。為了確保青少年健康成長，我校遵從教育局指引，制訂《健康校園政策》，整合校內資源，營造一個健康愉快的學習環境，幫助學生養成良好的健康生活習慣、正面的價值觀和積極上進的生活態度，加強他們的正面能量及抗逆力，使他們健康愉快地成長。健康學校政策由各相關組別制定學校常規、管理系統及統籌活動，並鼓勵全體老師參與，籌劃跨學科及跨專業之活動，以促進學生身心及社交的健康發展。

二、健康校園政策內容

《健康校園政策》的目標是要幫助學生達致生理上、心理上及社交上的良好狀態。重點在幫助學生發展健康的生活習慣、建立正面的人生觀與價值觀、學習實用的生活技能及抗拒誘惑的技巧等。政策包括四個元素：

- (一) 發展一個統籌健康事務的管理與組織系統；
- (二) 營造健康的校園環境；
- (三) 發展學生的健康生活習慣；和
- (四) 辨識需要幫助的學生和建立相關轉介機制。

三、營造健康的校園環境的措施及活動

A. 校園安全：

➤ 實驗室安全措施：

科學老師及實驗室管理員會進行週年實驗室安全會議，檢視學校實驗室安全措施、指引及用具情況並作跟進。

➤ 火警安全：

學校火警安全小組制定火警安全指引及火警逃生路線，並張貼於各班房壁報。小組每年上下學期各舉行一次火警演習，以提升學生防火意識。

➤ 校園安全設施管理及保養：

學校總務組恆常檢視學校設施的狀況，適時安排維修及購置所需的安全相關設備。

➤ 校園急救小組：

校園急救小組由老師、校務處職員及學校紅十字會組成，為各在校人士提供急救服務，並適時購買急救用品，以應付不同的突發事故。小組成員須定期參加急救證書複修課程，確保持有有效成人急救證書。

➤ 危機處理小組：

學校危機處理小組負責制定處理突發事故的流程及指引，以確保在校人士的安全。詳情請參閱危機處理小組文件。

B. 健康校園環境：

➤ 訓導組：

訓導組負責制定學校常規守則，營造安全有序的學習環境，讓學生愉快學習。詳情請參閱訓導組文件。

➤ 輔導組：

輔導組負責為有需要之學生提供輔導服務，並適時轉介學生予社工及教育心理學家進行跟進工作，以確保有需要的學生得到合適的支援。詳情請參閱輔導組文件。

➤ 課外活動組：

課外活動組負責籌辦不同活動讓學生參與，從而建立學生興趣、擴闊學生社交圈子及提升學生的領袖能力及自信心。

➤ 學科：

不同的學科均有加入健康相關議題於課堂中，如體育科教授運動的益處、家政科教授營養均衡的重要、佛教科教授平復心情的技巧等等，讓學生能夠從不同的科目學會健康知識。

C. 家長教師會：

家長教師會定時為家長舉辦教育講座，籌辦家長聯誼活動，建立家校互信，提升家校合作，營造健康環境幫助學生身心健康成長。

四、 與其他校外機構的協作及計劃

學校經常與校外不同的機構，如保安局禁毒處、康樂及文化事務署、香港青少年服務處等，協作籌辦活動，教育學生不同方面的知識，協助學生身心及社交的發展。學校亦參與不同的計劃協助學生學習，如「健康校園計劃」、「動敢抗毒」、「學校外展教練計劃」及「Teen 使行動」等等。

五、 教師持續專業發展

A. 照顧特殊教育需要學生的教師專業培訓課程

B. 急救證書課程

六、 辨識需要幫助的學生和建立相關轉介機制

學校輔導組、訓導組及特殊教育需要組（SEN）會適時識別有需要幫助之學生，並轉介至相關機構如教育心理學家及社工等等，以確保學生得到適時的支援，保持身心健康發展。轉介機制詳情請參閱相關文件。