



**Buddhist Sin Tak College**  
**佛教善德英文中學**

**School Report**  
**學校報告**

**2023/24**

Updated on October 2024

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

學校地址：新界葵涌興盛路五號

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

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

## CONTENTS 目錄

I.	Our School .....	2
	我們的學校	
II.	Achievements, Reflection and Follow-up Reports on Major Concerns 2023-2024 2023-2024 重點關注事項之成就、反思與跟進報告	
	1. <i>Major Concern 1:</i> .....	5
	<i>To raise students' confidence in learning through activities inside and outside the classroom</i> 重點關注事項一：透過課堂內外的學習活動提昇學習自信	
	2. <i>Major Concern 2: To enhance students' self-esteem and foster a strong sense of belonging to the school and towards the country</i> .....	54
	重點關注事項二：提昇學生自尊感以及對學校及國家的歸屬感	
III.	Student Performance .....	81
	學生表現	
IV.	Financial Summary 2023-2024 .....	90
	財務報告 2023-2024	
V.	Appendix .....	92
	附件	
	(a) Report on the Capacity Enhancement Grant 2023-2024 學校發展津貼報告 2023-2024	
	(b) Report on the Life-wide Learning Grant 2023-2024 全方位學習支援津貼報告 2023-2024	
	(c) Report on the School-based After-school Learning and Support Programme 2023-2024 課後學習支援計劃工作報告 2023-2024	
	(d) Programme Evaluation Report on the Diversity Learning Grant 2023-2024 多元學習津貼評估報告 2023-2024	
	(e) Report on the Use of the Promotion of Reading Grant 2023-2024 運用推廣閱讀津貼報告 2023-2024	
	(f) Report on Healthy School Programme 2023-2024 健康校園計劃報告 2023-2024	
	(g) Report on the Student Activities Support Grant 2023-2024 學生活動支援津貼報告 2023-2024	
	(h) Report on National Security Education 2023-2024 國家安全教育施行報告 2023-2024	
	(i) Report on Sister School Scheme 2023-2024 姊妹學校交流計劃報告 2023-2024	

## I. OUR SCHOOL 我們的學校

### a. School Motto

To illumine wisdom, manifest compassion and pursue kindness and virtue.

校訓：

明智顯悲、至善達德

### b. 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。

### c. School Background

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

創校緣起：

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

### d. S.1 Admission

Our students mainly come from Kwai Chung and Tsing Yi, and some are from Tsuen Wan, Islands and other districts. The S.1 students in the year 2024-2025 come from 38 primary schools, of which 83% are in Kwai Chung and Tsing Yi districts, 8% in Islands district, 5% in Tsuen Wan district and 4% in other districts.

學生來源

我們的學生主要來自葵涌及青衣區，部份來自荃灣、離島及其他地區。在 2024-2025 學年，本校中一學生來自 38 間小學，83% 來自葵青區，8% 來自離島，5% 來自荃灣，4% 來自其他地區。

**e. Class Structure and Enrolment**

**班級結構及學生人數**

Level 級別	S.1	S.2	S.3	S.4	S.5	S.6	Total 總數
No. of Classes 班級數目	4	4	4	4	4	4	24
No. of Boys 男生數目	64	71	59	65	60	58	377
No. of Girls 女生數目	67	58	65	62	70	54	376
Total Enrolment 總學生人數	131	129	124	127	130	112	753

**f. Qualifications of Teachers**

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

- ◆ 51.8% of them hold a Master's degree
- ◆ 100% of them possess a Bachelor's degree

All teachers in the establishment have received professional training. All the 10 English teachers have already attained the English Proficiency Requirement for English teachers and our 4 Putonghua teachers have also passed the Putonghua Proficiency Test for Putonghua teachers.

**教師資歷**

全校連校長在內共有 54 位教師，其中 51.8% 持碩士學位，100% 持學士學位。全部常額教師均已接受教學專業訓練。10 位英文教師全數已達語文基準要求，4 位普通話教師亦已通過普通話語文測試。

**g. Experience of Teachers**

**教師經驗**

Teaching Experience 教學年資	% of Teachers 教師人數百分比
0-4 years / 年	26%
5-9 years / 年	13%
10 years or above / 年或以上	61%

## **h. School Management and Organization**

### **學校行政與組織**

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

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

☞ Ven. Faren 法忍法師	☞ Ven. Guo Ngai 果毅法師	☞ Mr Mok Chung Fai 莫仲輝先生
☞ Mr Cheung Ngai Ping 張毅平先生	☞ Ms Lam Shih Yan 林詩欣居士	☞ Ms Wan Kor Wo 溫果和居士
☞ Ms Ho Mai Jong 何美莊小姐	☞ Mr Wong Cheuk Lam 黃卓霖先生	☞ Mr Ng Pik Hung 吳碧雄先生
☞ Dr Chow Yuen Man 周婉雯博士	☞ Ms Hau Man Lai 侯敏麗老師	☞ Mr Pang Shing Wai 彭成瑋老師
☞ Ms Chan Sai Wing 陳世詠校長		

- ◆ Three Incorporated Management Committee meetings and seven staff meetings were held. 法團校董會本年度召開了三次會議，另外全年召開了七次全體教師會議。

## **i. Major Concerns For The School Year 2023-2024**

### **2023-2024 年重點關注事項**

1. To raise students' confidence in learning through activities inside and outside the classroom.  
透過課堂內外的學習活動提昇學習自信。
2. To enhance students' self-esteem and foster a strong sense of belonging to the school and towards the country.  
提昇學生自尊感以及對學校及國家的歸屬感。

## II. ACHIEVEMENTS, REFLECTION AND FOLLOW-UP REPORTS ON MAJOR CONCERNS 2023-2024 重點關注事項之成就、反思與跟進報告

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

重點關注事項一：透過課堂內外的學習活動提昇學習自信

#### 1.1. Little Teacher Program and Sharing Session 小導師先導計劃及教學分享

Preface 序言：

In the 2023-2024 school year, our school enters the third phase of the development plan, continuing to focus on enhancing students' learning confidence. Based on the development of challenging coursework, we will further extend the little teacher teaching platform. Each subject will trial small tutor teaching in the classroom, becoming one of the distinctive features of our school. The review report on small tutor teaching is as follows:

2023-2024 年本校踏入發展計劃的第三個階段，繼續以提昇學習自信為關注目標，在發展難點課業的基礎上，進一步以小導師教學平台作為延展項目，各科於課堂上試行小導師教學，成為本校特色課堂之一，有關小導師教學檢討報告如下：

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

The Little Teacher Program and sharing session by the Junior Mentors was successfully held in the school hall on April 10, 2024. The participants included students from Form 1 and Form 2, with groups presenting in Chinese, English, Mathematics, Biology, History, and individual creative works. Throughout the event, students demonstrated great focus, and the interactive Q&A sessions sparked their interest. Overall, the Little Teacher Program addressed school concerns effectively, enhancing students' self-directed learning abilities. Across the different groups, it was evident that the Little Teachers had prepared thoroughly. For instance, the English group focused on "cultural heritage," showcasing various architectural structures, customs, rituals, and culinary traditions to test whether students could differentiate cultural legacies. The Biology group used tangible props to explain the human respiratory system's structure, touching upon a wide range of knowledge domains in line with the seven learning objectives' broad knowledge base. The Mathematics group explored Voronoi's spatial partitioning algorithm, illustrating similar textures found in nature. Students had to first understand the topic before explaining it, showcasing a range of common skills related to the seven learning objectives, such as computation, analytical thinking, and problem-solving abilities. The Chinese group centered on homophones, enhancing student learning interest through interactive question-and-answer games. This approach made interpreting classical texts more enjoyable, reducing resistance to classical Chinese while simultaneously boosting students' awareness of our country's language and script, thus promoting national cultural education. Finally, through examples from the History group and individual creative works, the session concluded by sharing how competitions and creative writing can be used to construct knowledge.

Following the sharing session, two questionnaires were distributed, and the survey reports from Form 1 and Form 2 students indicate that nearly 80% (75.7%) were satisfied with the content of the lectures, with a similar percentage (75.1%) finding the Junior Mentors' expressions clear. Around 80.3% of students appreciated the learning outcomes of the Junior Mentors. Additionally, 76.2% of students believed that the Junior Mentors' self-directed learning attitudes positively influenced them. When asked about the inspiration from the Little Teachers' teaching sharing, most students chose "Maintaining an attitude of seeking knowledge makes learning more effective" (76.7%), followed by "Self-directed learning is more effective than passive absorption" (69.4%), and then "Success is not accidental; diligent effort leads to achievement" (65.8%). The response from the Little Teachers on the questionnaires was excellent. About 90.9% of students felt that the mentoring helped boost their confidence and establish a model for self-directed learning. Nearly 91% believed it deepened their knowledge in various subjects. One Little Teacher expressed their sentiments, stating that participating in the program was enriching and suggested that the school provide more opportunities for academically average students to showcase their talents, emphasizing the concept that "everyone has the opportunity to learn, grow, and succeed."

小導師教學分享已於 2024 年 4 月 10 日在學校禮堂圓滿舉辦，是次對象為中一、二級同學，參與分享組別包括中文、英文、數學、生物以及歷史組及個人創作組。過程中，同學均表現專注，而活動中的答問環節亦引起同學興趣。整體來說，小導師計劃回應了學校的關注事項，提昇學生自主學習能力。此外，不同組別均可見小導師事前備課充足，例如英文組以 cultural heritage 為課題，搜集了不同的建築物，風俗儀式、飲食文化以測試同學是否能分辨文化遺產的定義，生物組更以實物道具闡述人體呼吸系統的構造，其中涉及廣泛知識層面，符合七個學習宗旨中的寬廣的知識基礎。數學組以俄羅斯數學家沃羅諾提出的空間分割演算法，演算出大自然界中也有相類似的紋理。當中同學在講解時須對課題先作理解，繼以消化、分析、整合、重組，可見發揮了七個學習宗旨的共通能力，包括運算、分析思考及解難能力。中文組以通假字為題，透過互動答問遊戲提昇學生學習興趣，以趣味解讀古文難點，減低同學對文言文的抗拒感，亦同時提昇同學對我國語言文字的認知，有助推動國民文化教育。最後以歷史組及個人創作組為例，分享如何透過比賽及創意寫作以建構知識，為小導師教學分享作最後總結。

分享會後設有兩份問卷，中一、二同學的調查報告可見，接近 8 成 (75.7%) 的同學對於是次講座的内容感滿意，同樣有接近 8 成 (75.1%) 的同學認為小導師表達清晰。而有 8 成 (80.3%) 同學表示欣賞小導師學習成果。此外有 7 成 (76.2%) 的同學認為小導師自主學習的求學態度對同學有正面影響。至於問及小導師教學分享對同學的啟發，大部分同學選擇「抱持求知的態度，學習才會更有效」(76.7%)，其次是「自主學習比被動吸受更有效用」(69.4%)，然後「成功非偶然，勤力用功才能有所成」(65.8%)。至於小導師所填的問卷回應甚佳，有 9 成同學認為小導師教學有助提升自信心 (90.9%) 及建立自主學習的模式 (90.9%)，亦有接近 9 成 (91%) 同學認為對學科知識有更深廣的認識，其中有一位小導師有感而發，表示能參與小導師的確有增益，並建議學校讓更多成績平庸的學生試踏台板，展示他們的才華，彰顯到「每個人皆有機會，皆能學習，皆能收穫」的理念。

### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

For the first comprehensive Little Teachers teaching platform sharing, the fact that over half of the students acknowledged the quality of the presentations as good is a significant achievement. For future similar events, enhancing interactive sessions could be beneficial. For example, inviting students to come on stage for live demonstrations could increase engagement. Additionally, incorporating other interesting subjects like arts subjects could add more variety and appeal to the event. Given that our school is a Band One institution and students possess a certain level of proficiency, it would be valuable to provide opportunities for students who typically receive less attention to showcase their unique qualities. This way, all students would have the chance to demonstrate their individual characteristics and talents. Lastly, considering our school as an English-medium institution, it is recommended that for future similar activities, English should be the primary language used. This aligns with the school's ethos and ensures consistency with the overall educational environment.

作為首次舉辦全體性小導師教學平台分享，能獲超過半數同學認同成績實屬不錯，若之後再有類似的分享，可加強互動環節，例如邀請同學即場上台作示範，此外亦可加入其他有趣的科目，例如術科科目。此外，本校既為 Band one 學校，同學有一定水平，可以把機會讓給平時較少受關注的同學，讓各同學均有機會展示個人特質。最後，為秉持本校為一所英文中學，建議日後如有同類活動，所用語言以英文為主。

### **Feedback and Follow-up 跟進措施建議：**

According to the information provided, the school has successfully implemented a plan over the past three years, transitioning from challenging academic subjects to little teacher teaching. The set goals have been achieved. little teacher teaching has become a focal point at the school, integrated by various subjects, becoming a distinctive feature in the school's classrooms.

However, based on data from Apaso, while students scored a Q value of 103 in self-concept (general school learning), which is higher than the Hong Kong average, it still remains relatively low. Additionally, feedback from stakeholders indicates that students' confidence in learning, both inside and outside the classroom, has increased slightly but still remains comparatively low, with a score of only 3.2. Despite the school's efforts in promoting challenging academic subjects and little teacher teaching, and providing opportunities for student-directed learning, student confidence in learning still appears to be lacking. Some students have also expressed that school policies seem to favor higher-ability students, leaving other students with limited platforms for expression. In light of this, the academic affairs department suggests continuing with little teacher teaching in the upcoming academic year while also considering the development of diverse learning experiences. This would allow all students to showcase their talents through different platforms, thereby enhancing student confidence and ensuring that each student receives adequate support and opportunities for growth.

2021-2024 三年關注事項由難點課業至小導師教學，計劃已成功推行，所訂目標亦已達成。由於小導師教學為本校的重點關注項目，從科務文件及觀課可見，各科亦已將小導師教學融入教學中，成為本校課堂之一項特色。然而從 Apaso 的數據身見，學生在自我概念(一般學校學習)的數據，雖然 Q 值 103，比全港為高，但平均值為 3.2-3.5 (滿分為 6 分)，而持份者問卷中「課堂內外，我對學習有自信/我享受學習」所得分數雖較去年增加 0.1，然數據相較其他項目仍偏低，數值只有 3.2。由此觀之，雖然本校已著力推行難點課業及小導師教學，給予學生自主學習的機會，然同學學習自信仍然偏低，而就上述問卷中，亦有同學反映校方政策較偏向能力高的學生，以致其他的學生未有可發揮的平台。有見及此，教務組建議下學年繼續推行小導師教學，此外亦可考慮發展多元學習體驗，讓所有學生均可藉著不同的平台展示才華。

All subjects in our school responded to the small tutor teaching program, and the relevant review report is as follows ([pages 8-29](#)):

本校各科響應小導師教學，有關檢討報告如下 ([頁 8-29](#)):

## ☺ Chinese Language 中國語文

### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

Our subject has piloted the "Little Teacher Program" for S1 and S3 students, with the aim of letting students play the role of junior teachers to lead their classmates in appreciating the chapters in the reading books. In the learning process, they identify the difficulties, and through collaborating with the teachers to solve the problems, they discover the joy of learning. By closely reading and revising, they accumulate learning experiences, and then share and reflect with their peers. The junior mentors are selected by the subject teachers. They preview and prepare the lessons together with the teachers before class. The students have shown great dedication, and have become role models for their classmates, letting other students know the serious and excellent learning mode and self-study requirements, which in turn motivates them to improve their own learning standards. The Board of Studies has also arranged a sharing session for all S1 and S2 junior mentors at the end of the term. The sharing groups include Chinese, English, Mathematics, Biology, History, and the Personal Creation group. The Chinese Language students taught the use of loan words through interactive Q&A games, helping their peers understand classical Chinese and boosting their confidence in reading 文言文 (classical Chinese text) in the future, while also deepening their cultural awareness of language and words.

本科於中一、中三試行小導師計劃，旨在讓同學扮演小老師角色，帶領班內同學欣賞閱讀冊篇章，在學習過程中，查找難點，從與老師合作解難中發掘學習趣味，並從精研細讀中累積學習經歷，經過推敲訂正，再與同儕互動分享，回饋反思。小導師由科任老師甄選，在課前一起預讀預習，同學表現認真，亦成為同班同學的模範，讓其他同學知道，認真及卓越的學習模式與自習要求，從而更有動力提升自己的學習水平。教務組亦於學期末為中一、中二同學設全體小導師教學分享，分享組別包括中文、英文、數學、生物以及歷史組及個人創作組。中文科同學教假借字，以互動答問遊戲形式，讓同學認識古漢語，提升同學日後閱讀文言文的信心，同時加深同學在語言文字方面的文化認知。

### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The interaction and exchange between mentors and teachers before class has helped deepen their learning. The final demonstration of their learning has also shown satisfactory results. However, the teachers have to invest a significant amount of effort and time. The mastery of knowledge up to the point of classroom teaching represents different ability domains – the former is the deepening of subject-specific knowledge, while the latter is the training of personal presentation skills. The participating students have shown great dedication, but the other students did not receive the same training and did not have as many opportunities to participate, so the learning benefits were not evenly distributed. Due to the constraints of lesson time and teachers' spare time, such teaching activities could not be carried out throughout the entire academic year. Therefore, it would be appropriate to extract the essence of the scheme and optimize the implementation in the future.

小導師在課前與授課老師互動交流，有助深化所學，最後展示所學亦見理想，惟老師須投入大量精力與時間。同學掌握知識至課堂施教，屬不同能力範疇，前者為科本知識之深化，後者為個人演示能力訓練。同學於過程中投入認真，但其他同學未有相同訓練，亦沒有更多參與機會，因此學習獲益機會並不均等。又囿於課時及教師空餘時間所限，有關教學活動未可於全年進行，因此未來宜取其精義，優化處理。

### Feedback and Follow-up 跟進措施建議：

To align with the school's policy, the Junior Mentor Learning Scheme should be optimized in the coming year, allowing more diverse students to participate in the roles of learning leadership and sharing. This aims to address the low scores in the APASO questionnaire item "I have confidence in my learning, both inside and outside the classroom / I enjoy learning." This subject proposes to implement the scheme in junior secondary reading lessons, where different students will take turns leading the class, sharing their insights, and facilitating discussions and questions. This will enhance the overall active participation of students. Teachers will also provide guidance to the students prior to the lessons, enabling them to utilize the lesson time effectively and improve the quality of learning.

配合學校政策，來年宜優化小導師學習計劃，令更多不同同學參與學習帶領及分享的角色，以改善 APASO 問卷中「課堂內外，我對學習有自信/我享受學習」一項分數偏低的問題，讓同學輪流擔任領導角色。本科初步構思於初中閱讀課中，由不同同學輪流帶領課堂，分享所得，並引發思考及提問，提升同學整體主動參與度，老師亦會於課前為同學提供指導，令同學有效利用課時，提升學習質素。

### English Language 英國語文

#### Progress and Achievements within the School Year 在整個學年的進展及成就：

- (a) Classes: 1R2, 2D, 3D and 4D  
(Selected S1, S2 and S4 students taught specific topics to their peers with success.)
- (b) Role of teachers:
- ◆ Selection of topics
  - ◆ Setting learning objectives
  - ◆ Rundown of mini-teaching of 15 minutes
  - ◆ Preparation of materials
  - ◆ Evaluation: surveys and interviews
- (c) Role of student teachers:
- ◆ Making suggestions on lesson rundown and material preparation
  - ◆ Teaching in class
  - ◆ Taking part in evaluation
- (d) Little teachers in April 2024:  
4D Chan Hiu Long Jayden, 4D Sit Chiu Yin, 4D Lee Tsz Yat, 4D Lo Sai Kiu
- (e) Theme: "Heritage Conservation"

- (a) 班別: 1R2、2D、3D 及 4D (選定的中一、中二及中四學生成功教授同儕特定主題)
- (b) 教師的角色：
- ◆ 選定主題
  - ◆ 訂立學習目標
  - ◆ 編排 15 分鐘迷你教學大綱
  - ◆ 準備教材
  - ◆ 評估:問卷及訪談
- (c) 學生老師的角色:
- ◆ 就課堂大綱及教材準備提出建議
  - ◆ 在課堂上進行教學
  - ◆ 參與評估

(d) 2024 年 4 月的小老師:

4D Chan Hiu Long Jayden, 4D Sit Chiu Yin, 4D Lee Tsz Yat, 4D Lo Sai Kiu

(e) 主題:「文化遺產保育」

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The confidence of the little teachers was obviously enhanced. Our students displayed enormous learning potential. Given clear aims and objectives, they were able to go beyond their limits and produce work of quality.

小老師的自信明顯增強。我們的學生展現了巨大的學習潛力。在明確的目標和目的下,他們能夠超越自我局限,製作出優質的作品。

**Feedback and Follow-up 跟進措施建議：**

It was suggested the teaching content would be simplified so that average students could be little teachers. Also, Students of varied ability will be involved in the Little Teacher Programme.

建議將教學內容簡化,以使一般學生也能擔任小老師。此外,不同能力的學生將參與小老師計劃。

80 **Mathematics 數學**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

1. Student teachers were trained and they taught fellows in their classes (2D, S5M2 and 5C). All student teachers were able to deliver knowledge clearly. Over 70% of students gave positive feedback in 2D and over half of students gave positive feedback in 5C. Students were able to answer problems taught, based on the follow-up assignments.
2. A S5 student taught S1 and S2 students Voronoi diagram and learning strategies in Junior Tutor Dissemination in April. Over 70% of students gave positive feedback.
3. Teachers brought students to participate in various Mathematics competitions outside school, most of them won and they were able to broaden their horizons.
4. Mathematics activities, namely “Breaking the Code”, “Circles and Pi Revisited” and “Tofu Dissection” were organized by the Mathematics Club. They were carried out in the form of game booths to attract students to play and learn.

1. 學生老師已接受培訓,並在 2D、S5M2 和 5C 班級中教授同學。所有學生老師都能清楚地傳授知識。超過 70% 的 2D 學生和超過一半的 5C 學生給予正面反饋。根據隨後的作業,學生能夠解答所學的問題。
2. 一名 S5 學生在 4 月的「初中導師分享會」中,向 S1 和 S2 學生教授 Voronoi 圖和學習策略。超過 70% 的學生給予正面反饋。
3. 老師帶學生參加校外數學比賽,他們大多獲得勝利,並能拓展視野。
4. 數學活動「破解密碼」、「重溫圓周率」和「豆腐解剖」由數學學會組織,以遊戲攤位的形式進行,吸引學生參與並學習。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

1. Subject knowledge and English proficiency are both critical factors for potential student teachers to determine whether they want to teach or not. There were capable Mathematics students who hesitated and nearly refused to teach as they were not confident to teach in English. However, with repeated practice and rehearsal, those students could still teach clearly.
2. Most students and teachers reflected that one of the games called Siege in “Circles and Pi Revisited” was way too difficult for most students due to the complicated game rules and limited time to learn how to play the game.

3. The 3 games designed for “Circles and Pi Revisited” were balanced since they involved information and history, experience of drawing and logical challenge. This integration of various elements should be continued in future activities as students in general have different interests and strengths. Furthermore, in terms of difficulty, the 3 games were also balanced as 1 was easy, 1 was challenging and 1 was of medium difficulty.

1. 對於有意成為學生老師的人來說,學科知識和英語水平都是至關重要的因素。有些數學成績優異的學生猶豫不決,甚至差點拒絕教學,因為他們缺乏用英語授課的信心。但是,經過反覆練習和排演,這些學生最終仍能清晰地教授課程。
2. 多數學生和老師反映,「重溫圓周率」遊戲中的「攻城戰」遊戲規則過於複雜,學習時間有限,導致大多數學生難以掌握。
3. 「重溫圓周率」設計的3個遊戲則較為平衡,涉及資訊和歷史、繪圖經驗以及邏輯挑戰等不同元素。這種綜合性的設計應該在未來的活動中延續,因為學生的興趣和長處各不相同。此外,3個遊戲的難度也較為平衡,有一個簡單,一個具有挑戰性,一個為中等難度。

#### **Feedback and Follow-up 跟進措施建議：**

1. Little Teacher Programme should be continued for raising students' confidence. With sufficient and proper preparation and guidance of subject teachers, student teachers can teach well in general. Nevertheless, the following should be taken into account:
  - i. Teaching time of the student teachers has to be shorter than 10 minutes, otherwise audience students would start to feel bored and pay less attention.
  - ii. More interactions between students and student teachers can be generated with tailor-made activities instead of ordinary teaching.
2. An integration of elements (such as history, arts and logic) should be continued in future activities organized by Mathematics Department and the Mathematics Club. Moreover, the best plan of activities should involve a spectrum of difficulties so that talented students can enjoy the challenging tasks and weak students are not afraid to learn since they can solve some simpler tasks.
3. The difficulties of Mathematics activities can be indicated clearly (for example, ♪, ♪♪, ♪♪♪) so that participating students have a rough expectation and they can decide which one to engage in.

1. 「小導師計劃」應該繼續推行,以提高學生的自信心。在科任老師的充分準備和指導下,學生老師一般能夠勝任教學工作。然而,以下幾點應該注意:
  - 一) 學生老師的教學時間不應超過10分鐘,否則聽眾學生可能會感到無聊,注意力也會下降。
  - 二) 可以設計更多互動性的活動,而不是單純的授課,以增加學生與學生老師之間的互動。
2. 數學科和數學學會未來舉辦的活動,應該繼續整合歷史、藝術和邏輯等不同元素。此外,活動的難度設置應該涵蓋一個適當的範圍,讓優秀學生能夠享受具有挑戰性的任務,同時薄弱學生也不會害怕參與,因為他們能夠解決一些較簡單的題目。
3. 數學活動的難度可以明確標示(例如 ♪, ♪♪, ♪♪♪),讓參與的學生有大致的預期,從而選擇合適的項目參與。

## ∞ **Citizenship and Social Development 公民與社會發展科**

### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

The subject group decided on the discussion topic at the mid-term review meeting in January 2024: How the diverse cultural characteristics of Hong Kong can improve the living quality of citizens. Students will be taught the answering techniques, including question analysis and extended explanation. Since the textbook examples provide more information, students have limited space for individual extended explanation. Therefore, this time the teachers first revised the information provided in the question, and then handed it over to the student tutors for preparation. Each class tutor contacted the student tutors in early May 2024 to

understand their perception of the question, and discussed the classroom design and teaching worksheet design according to the abilities and learning styles of each class.

The student tutors chose appropriate teaching methods based on their own teaching styles, with three tutors choosing to teach through PowerPoint presentations, and the 4C class choosing to teach through tablet computers. Students submitted their PowerPoint slides to the subject teachers for revision 3 days before the class. The handling methods vary between classes, for example, 4A and 4D handed the entire question over to the student tutors to teach, while 4C had the subject teacher first teach the important concepts of the question to ensure students had sufficient understanding of the issue concepts, and then the students focused on teaching the answering techniques, with the goal of allowing students to analyze the diverse cultural characteristics of Hong Kong and how they can improve citizens' living quality from different perspectives through practical examples. To increase student engagement, the student tutors all included a Q&A session during the teaching, and the 4D students even used true-false questions to understand the students' grasp of the "living quality" concept and clarify any misunderstandings.

科組於 2024 年 1 月的中期檢討會議中決定議題，題目為：香港的多元文化特徵如何提升市民的生活素質，由同學教授答題技巧，包括拆題及延伸解說。由於教科書的資料提供的例子比較多，同學可以作個人延伸解說的空間不多，故此是次先由老師修訂題目所提供的資料內容，再交由小導師作出準備。各班導師於 2024 年 5 月初聯絡小導師，了解他們對題目的認知，並針對各班的能力及學習風格商討課堂的設計以及設計教學工作紙。

各班小導師視乎自己的教學風格選擇合適的教學方式，當中有三班導師均選擇透過 PowerPoint 授課，4C 班同學則選擇透過平板電腦授課。同學於課堂前 3 日提交 PowerPoint 給科任老師作修訂。各班的處理方法不一，例如 4A 及 4D 均把全題交給小導師教授，4C 則先由科任老師教授題目重要概念，確保同學對議題的概念字有充足認識，再由同學集中教授答題技巧，目標是令同學能透過實質例子，從不同角度分析香港的多元文化特徵如何提升市民的生活素質。為增加同學的投入程度，小導師於授課期間均加入答問環節，當中 4D 同學更透過是非題，了解同學對「生活素質」此概念的掌握程度，以及澄清誤解。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

According to the information provided, most of the student tutors provided detailed answer frameworks and even detailed answer directions for the question, allowing students to clearly understand how to write a complete paragraph and use it as a model to write the second perspective on their own. Student reactions were mixed, as some student tutors had fewer opportunities for public speaking, so their voices were relatively weak, while some student tutors had better public speaking skills and were better able to arouse students' learning interest. In addition, after completing the teaching, each class used an online questionnaire for students to provide feedback on the effectiveness of this project. The data showed that students had a positive reaction to the student tutors, especially appreciating the tutors' thorough preparation and serious attitude. Students also generally felt that the tutors helped them understand the answer requirements. However, students had a relatively reserved attitude towards whether the tutors' explanations could arouse their learning interest.

大部份小導師均就題目提供詳細的答題框架，甚至包括詳細的答題方向，讓同學能清楚明白如何撰寫一段完整的段落，並以此作楷模，自行撰寫第二個觀點。各班同學反應不一，由於部份小導師較少機會進行公開講解，故此說話的聲音較微弱，唯部份小導師公開演說技巧較好，故較能引發同學的學習興趣。此外，完成教學後，各班透過網上問卷，由同學就是次計劃的成效作出回饋。數據顯示，同學對小導師反應正面，尤其欣賞小導師備課充足及態度認真。同學亦普遍認為導師有助他們明白作答要求。然而對於小導師的講解能否引發他們的學習興趣方面，同學相對持較保留態度。

	十分不同意(1)		十分同意(5)			平均分
(A)小導師能讓我更掌握題目作答要求	1.8%	0.0%	29.2%	35.4%	33.6%	4.00
(B)小導師的講解能引發我學習的興趣	2.7%	1.8%	29.2%	37.2%	29.2%	3.89
(C)小導師的備課充足	1.8%	0.9%	24.8%	34.5%	38.1%	4.07
(D)小導師的教學態度認真	2.7%	0.0%	23.0%	38.1%	36.3%	4.06

According to the observations of the subject teachers, since the student tutors are generally the more diligent students in the class, they are relatively serious in their preparation. However, the students are not very familiar with how to clearly present the key points through PowerPoint, or how to extract key points from the information. The student tutors may focus more on lecturing, and may not be able to respond immediately to the various answers from the students when asking questions, so the questions may be more focused on factual knowledge. In addition, some student tutors reflected that they have less experience in public speaking, so they lack confidence in analyzing the key points, and are afraid that the students will not be able to answer the questions. Moreover, the students are relatively weak in time management, so they spend more time than originally planned to explain the content, which lengthens the teaching process and may make some students feel more bored. Students were also unable to complete the exercises during the class time as originally planned. Overall, the student tutors all believe that this micro-teaching requires them to analyze the question requirements and write sample answers on their own, so that students can understand the connection between the key words in the question, rather than relying on the teacher's explanation, which can effectively improve their self-learning ability. However, the student tutors still rely more on the guidance of the subject teachers when preparing, such as the organization of the PowerPoint slides, the presentation method, and the lecturing process. Compared to traditional lecturing, the subject teachers need to spend more time.

根據科任老師觀察，由於小導師一般為班上較勤力的同學，故此他們在備課上相對認真，然而同學對於如何透過 Powerpoint 將重點清晰表達，或是能讓同學明白如何由資料抽取重點等技巧較為陌生，而小導師可能以講授為主，提問時未必能即時應對同學各種各樣的答案，以致問題可能以事實性為主。此外，部份小導師反映自己公開演說的經驗較淺，以致在分析重點時亦欠缺信心，害怕提問時同學不會回答。此外，同學對時間管理能力較為薄弱，以致比原定時間，花費更多時間講解內容，令教學的流程亦延長，可能令部份同學感到較沉悶。同學亦未能如先前計劃般，使用上課時間完成題目。綜觀而言，小導師均認為是次微型教學要求他們要自行分析題目及撰寫樣本答案，讓同學明白題目各關鍵字眼的扣連，而不是依賴老師的講解，能有效提升他們自主學習的能力。然而小導師在備課時仍較依賴科任老師的指引，例如投影片的組織、表達方法，以及講解的流程。比起傳統授課，科任老師需花費更多時間。是次因推行時間比原定計劃略遲的關係，故未及安排學生作答相似的題目以比較成效。

#### **Feedback and Follow-up 跟進措施建議：**

Regarding the above findings, it is recommended that before the next peer tutoring session, more detailed instruction on PowerPoint presentation skills should be provided to middle school students. Additionally, public speaking training should be incorporated into different classes on a regular basis to improve students' presentation skills.

針對以上發現，建議下一次進行小導師教學前，宜在初中更詳細教授製作 PowerPoint 的技巧，平日亦宜在不同課堂加入公開演說訓練，以提升同學的講說技巧。

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

From December 2023 to January 2024, S1 students completed the Little Teacher Program. The theme of this Program is "Events with a Significant Impact on Hong Kong's Economy". Two students from each class were selected to serve as Junior Mentors. Under the guidance of the subject teacher, the tutors of each class collected and organized information on the two incidents of "China-US Trade Friction (2019)" and "2019 Coronavirus Disease Epidemic", produced presentations, and finally taught them to the students in class subject.

According to the student questionnaire results, 60-70% of students agreed/strongly agreed that Little Mentor classes can increase their understanding of topics (including their understanding of events and their impact on the Hong Kong economy), while only about 10% of students agreed Disagree/Strongly Disagree; In addition, there are 4 test questions attached to the questionnaire to test the students' mastery of the topic after the tutor's class. The results show that 80-90% of the students can answer the questions correctly, reflecting the tutor's The overall performance is ideal, and the subject can be taught effectively and the students in the class can grasp the key points of the subject. The positive feedback also helps to improve the self-evaluation of the young tutors. After the tutor class, the subject teacher also invited the tutors to fill in a questionnaire and reflect. The results of the Junior Tutor Questionnaire showed that all Junior Tutors agreed/strongly agreed that serving as a Junior Tutor increased their understanding of the subject, reflecting that the program can successfully promote independent learning. The Junior Tutors deepened their understanding of the subject by actively collecting and organizing information and preparing classes. understanding can help improve learning confidence. In addition, some tutors said that this experience will help her do better when explaining in front of the public in the future and make her more confident. Another tutor said that this experience gave her a sense of accomplishment. It can be seen that, In addition to improving the confidence of young tutors in learning related topics, this program also gave some young tutors successful experience, making them more confident in themselves.

本科於 2023 年 12 月至 2024 年 1 月期間，於中一級各班完成了小導師計劃。是次小導師計劃以「對香港經濟有重大影響的事件」為主題，於每班揀選了兩位同學擔任小導師。在科任老師的指導下，每班的小導師分別就「中美貿易摩擦(2019)」以及「2019 冠狀病毒病疫情」兩件事件搜集及整理資料，製作簡報，最後在課堂上向同學講授課題。

根據小導師計劃的學生問卷調查結果，6-7 成同學同意/非常同意小導師課堂能增加他們對課題的認識(包括對事件、以及事件對香港經濟的影響之認識)，只有 1 成左右同學表示不同意/非常不同意；另外，問卷中亦附設 4 條測試題，測試小導師課堂後，班上同學對課題的掌握，結果顯示有 8-9 成同學均能正確回答問題，反映小導師整體表現理想，大致能有效地講授課題，讓班上同學掌握課題重點，而正面回饋亦有助提升小導師的自我評價。小導師課堂後，科任老師亦邀請了小導師填寫問卷，進行反思。小導師問卷結果顯示，所有小導師均同意/非常同意擔任小導師增加了其對課題的認識，反映計劃能成功促進自主學習，小導師透過主動搜集、整理資料以及準備課堂，加深了對課題的了解，有助提升學習自信。另外，有小導師表示，這次經驗有助她日後在大眾面前講解時做得更好、讓她更有自信，亦有小導師表示這次的經驗讓她很有成就感，由此可見，是次計劃除了提升了小導師在學習相關課題的信心外，對部份小導師來說，亦給予了他們成功經驗，讓他們對自己更有自信。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

According to the observations of the subject teachers, most of the junior tutors have carefully prepared the class and collected and read a lot of relevant information, which is very helpful in enriching their understanding of the topic. For the junior tutors, the learning effect may be better than that of Teacher-led classroom model. In terms of topic selection, two events, "China-U.S. Trade Friction (2019)" and "COVID-19 Epidemic", were selected according to the intermediate level for primary tutors to prepare for class. Since these two incidents occurred in recent years, there is a greater chance that students have personally

experienced/heard about them. In addition, the concepts involved are not too complicated and the level is appropriate. Therefore, most of the junior tutors are capable of handling the topics and cooperate with the subjects. The teacher's guidance and suggestions, and the prepared class content are generally clear in focus and accurate in content.

However, the implementation of this plan also encountered some difficulties and shortcomings. First of all, according to the results of the student questionnaire, only 3-40% of the students agreed/strongly agreed that the tutor's explanation method was vivid and that the tutor's class improved their interest in learning related topics, although the proportion was still lower than those who disagreed/strongly disagreed. It is high, but it also reflects that the tutor's lectures in class failed to arouse the interest of most students. Since the tutors are only intermediate level students and have little relevant experience, their presentation skills are likely to be deficient. In addition, in class preparation, teachers and students mainly focus on processing knowledge content rather than expression skills. Therefore, it is recommended that similar courses be implemented in the future. The plan may consider targeting students in higher grades, and more emphasis should be placed on taking into account expression methods during guidance. Secondly, the performance of young tutors varies. The plan initially invited two students from each class to serve as tutors, but in the end one tutor from one class failed to complete the task. The subject teacher said that the student recommended himself to be a junior tutor, but his attitude was lazy and he never made preparations. Even though he had been urged and reminded many times, he still failed to submit the class briefing and ultimately failed to teach as a junior tutor in the class. topics; on the contrary, some tutors are selected by teachers and have relatively satisfactory performance. If there are other similar plans in the future, it may be better for subject teachers to first evaluate the students' abilities and qualities and then arrange suitable candidates.

就科任老師的觀察，大部份小導師均有認真準備課堂，搜集及閱讀了不少相關資料，對豐富其對課題的認識幫助很大，對小導師而言，學習效果或優於由教師主導的課堂模式。在課題挑選方面，因應中一級的程度，揀選了「中美貿易摩擦(2019)」以及「2019 冠狀病毒病疫情」兩件事件，讓小導師準備課堂。由於這兩件事件均是較近年發生、同學親身經歷/曾有聽聞的機會較大，加上當中涉及的概念不算太複雜，程度合適，故小導師大多有能力處理課題，再配合科任老師的指引和建議，所準備的課堂內容大致重點清晰，內容準確。

然而，是次計劃推行的過程亦遇到了一些困難，且亦有不足之處。首先，根據學生問卷調查結果，只有 3-4 成同學同意/非常同意小導師的講解方式生動、小導師課堂提升了其對相關課題的學習興趣，雖然比例上仍較不同意/非常不同意者為高，但也反映出小導師在課堂上的講授未能引起大部份同學的興趣。由於小導師只是中一級同學，相關經驗較少，演講技巧易有不足，加上在課堂準備上，師生均主要專注於處理知識內容，而非表達技巧，故建議將來若再實施類近計劃，可考慮以較高年級的同學作對象，另在指導時宜更強調須兼顧表達方式。其次，小導師的表現參差。計劃最初每班邀請了兩位同學擔任小導師，但最後其中一班的一位小導師未能完成任務。科任老師表示，該同學是自薦成為小導師的，但態度懶散，一直未作準備，即使已多次督促及提醒，仍未有繳交課堂簡報，最終未有在課堂上以小導師身份講授課題；相反，部份小導師由老師挑選，表現較理想。將來若有其他類近計劃，由科任老師先行評估學生的能力和素質、再安排合適對象可能較好。

#### **Feedback and Follow-up 跟進措施建議：**

The effect of the Program in promoting independent learning is generally satisfactory. In the future, we can try to assign some learning tasks on other appropriate topics to allow students to take on the role of independent learners, such as encouraging students to use pre-study, after-class information collection, etc. Share it with your classmates to respond to the two learning objectives of "broad knowledge base" and "general abilities".

小導師計劃促進自主學習的效果大致理想，未來可嘗試在其他合適的課題上，分配一些學習任務讓學生擔當自主學習者的角色，如鼓勵同學透過如預習、課後資料搜集等，將所得分享給同學，以回應「寬廣的知識基礎」和「共通能力」兩個學習宗旨。

## 80 Integrated Science 綜合科學

### Progress and Achievements within the School Year 在整個學年的進展及成就：

The Little Teacher Program was successful in IS. Two 2D students were chosen to teach the topic of “food chain” in Feb 5, 2024. According to the survey, 83% thought the micro-teaching helped them understand the topic of “significance of photosynthesis to other living things”. Their teaching could help students develop a deeper understanding of the topic. They even mentioned some applications of food chain like why vegetarian diets are more environmentally friendly, how toxins are accumulated along the food chain, etc. Most of students claimed that they enjoyed the lesson. This meets our goal of having at least 70% students thought that they can learn from the lesson.

小導師先導計劃於 IS 科順利完成。2024 年 2 月 5 日，兩名二年級學生被選去教授「食物鏈」這主題。調查顯示，83% 的人認為微教學幫助他們了解「光合作用對其他生物的意義」這個主題。他們的教學可以幫助學生更深入地了解主題。他們甚至提到了食物鏈的一些應用，例如為什麼素食更環保、毒素如何沿著食物鏈累積等等。這符合我們的目標，讓至少 70% 的學生認為他們可以從課程中學到東西。

### Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：

Students could not answer high-order questions after the lessons until Mr Pang asked the students to complete an MC question in the assignment book. It seemed that students need to do some exercises to reinforce their concepts before reaching some high-order thinking questions. Also, the time allowed students to discuss the answers was limited.

課後，學生無法回答高階問題，直到彭老師要求學生完成作業本上的 MC 問題。學生似乎需要做一些練習來強化他們的概念，然後才能解決一些高階思維問題。此外，學生討論答案的時間也很有限。

### Feedback and Follow-up 跟進措施建議：

Next year, the lessons for the little teacher programs will be divided into two parts. The first part will be the teaching of the knowledge. The second part will be asking students to do some high-order thinking questions. Before having the second part, a quiz should be conducted in order to let students reinforce the concepts. In the second part, the little teachers facilitate the students to think of the questions and also find information from the internet. It not only enhances “breadth of knowledge”, but also “information literacy” and “generic skills”.

明年，小導師計劃的課程將分為兩部分。第一部分是知識的傳授。第二部分會要求學生做一些高階思考問題。在進行第二部分之前，應該先進行測驗，以便讓學生強化概念。第二部分，小老師幫助學生思考問題，並從網路上找出資訊。它不僅增強“知識廣度”，而且增強“資訊素養”和“通用技能”。

## 80 Biology & STEAM Education 生物及「科學、科技、工程、藝術及數學」教育

### Progress and Achievements within the School Year 在整個學年的進展及成就：

The lesson about gas pressure and the structure of the breathing system was conducted on 10 April. It was a cross-curriculum topic that allowed us to explore elements from physics, biology, and even incorporate an interactive drama. The lesson was led by 6 talented S3 students. We held the lesson in the school hall and invited all S1 and S2 students to participate. It was an educational and entertaining experience for everyone involved.

關於氣壓和呼吸系統結構的課程於4月10日進行。這是一個跨課程的主題，讓我們能夠探索物理、生物學的元素，甚至可以融入互動戲劇。本課程由6位才華洋溢的中三學生主講。我們在學校禮堂舉辦了這堂課，並邀請了所有中一和中二的學生參加。對每位參與者來說，這是一次具有教育意義和娛樂性的經驗。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

After the sharing session, there were two questionnaires distributed. According to the survey results from S1 and S2 students, nearly 80% (75.7%) of the students expressed satisfaction with the content of the lecture, while a similar percentage (75.1%) believed that the little teachers communicated clearly. Furthermore, 80.3% of the students appreciated the learning outcomes of the little teachers. Additionally, 76.2% of the students felt that the independent learning attitude of the little teachers had a positive impact on them.

Regarding the inspiration from the teaching sharing of the little teachers, the majority of students chose "Maintaining a curious attitude towards learning makes studying more effective" (76.7%), followed by "Active learning is more effective than passive absorption" (69.4%), and then "Success is not accidental; it comes from hard work and diligence" (65.8%). Regarding the responses from the questionnaires filled out by the little teachers, the feedback was overwhelmingly positive. A significant majority of the little teachers, 83%, believed that their teaching experience had greatly boosted their self-confidence. Additionally, 67% of the little teachers felt that it had helped them establish a pattern of independent learning. These findings highlight the empowering impact of being a little teacher. Moreover, it is worth noting that 100% of the students expressed that they had gained a deeper and broader understanding of the subject matter. This indicates that the teaching efforts of the little teachers were highly effective in facilitating meaningful learning experiences for their peers. The positive impact on both the little teachers and the students demonstrates the value and success of the program.

分享會結束後，發放了兩份問卷。根據對中一和中二學生的調查結果，近80%（75.7%）的學生對授課內容表示滿意，而同樣比例（75.1%）的學生認為小老師溝通清楚。此外，80.3%的學生對小老師的學習成果表示讚賞。此外，76.2%的學生認為小老師的獨立學習態度對他們產生了正面的影響。

對於小老師教學分享的啟發，大多數學生選擇「保持好奇的學習態度讓學習更有效」（76.7%），其次是「主動學習比被動吸收更有效」（69.4%），然後「成功不是偶然的，而是來自努力和勤奮」（65.8%）。從小老師填寫的問卷來看，回饋絕大多數是正面的。絕大多數小教師（83%）認為他們的教學經驗大大增強了他們的自信心。此外，67%的小老師認為這幫助他們建立了自主學習的模式。這些發現凸顯了身為小老師的賦權影響。此外，值得注意的是，100%的學生表示他們對學科有了更深入、更廣泛的理解。這表明小老師的教學工作在促進同儕有意義的學習體驗方面非常有效。對小老師和學生的正面影響體現了該專案的價值和成功。

#### **Feedback and Follow-up 跟進措施建議：**

This program is truly a valuable opportunity for students to expand their knowledge. In regular lessons, it's often rare for students to have the chance to explore cross-curricular subjects. However, this program provides the flexibility for students to design their own teaching materials, allowing them to learn about topics that truly interest them. It aligns perfectly with the "Breadth of knowledge" aspect of the seven learning goals. Based on its success, it is highly recommended that the program continue to be conducted in the coming years.

該計劃對學生來說確實是一個擴展知識的寶貴機會。在常規課程中，學生通常很少有機會探索跨課程科目。然而，該計劃為學生提供了設計自己的教材的靈活性，使他們能夠學習真正感興趣的主題。它與七個學習目標的「知識廣度」面向完美契合。基於其成功，強烈建議在未來幾年繼續進行該計劃。

<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p> <p>The little teacher program was successfully conducted on 28th February. The elite student taught how to calculate logarithm and the proper use of calculator. Students loved the teaching of the elite students. The passing rate of the test involving pH was not fair (56.7%). But the passing rate the annual examination was very high (83.3%)</p> <p>小導師計劃於2月28日順利進行，精英學生教授如何計算對數以及計算器的正確使用，學生們都喜愛精英學生的教學。有關pH值的測驗合格率雖不高(56.7%)，但年終末期考試的合格率非常高(83.3%)</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p> <p>Since scientific knowledge need to be very accurate. Only the elite students could handle the concept clearly. Subject teachers could choose a few suitable topics at the beginning of school term and he/she should monitor the whole process closely.</p> <p>由於科學知識需要非常精確，只有精英學生才能清楚地掌握這些概念。科目老師可以在學期初選擇幾個合適的主題，並密切監控整個過程。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p> <p>Reading and information literacy: Students should be able to justify the information they found on different sources by applying their scientific knowledge. Next year, maybe more groups of students could take part in the Little Teacher Program and their presentation would be justified by their classmates.</p> <p>閱讀理解與資訊素養：學生應該能夠應用自己的科學知識，來證明他們從不同來源找到的資訊是可靠的。明年，也許可以讓更多的學生群組參加小老師計劃，他們的簡報也會被同學們進行論證。</p>

<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p> <p>The little teacher program in Physics has been conducted In the late May. A student in 3D was asked to prepare for teaching a topic of heat transfer and have prepared the questions for assistance to the classmates during the classwork time right after her brief teaching.</p> <p>5月下旬，物理學科的小導師計劃已經開始實施。3D班的一名學生被要求準備教授熱量傳遞這個主題，並在她簡短的教學後準備了一些輔助同學完成課堂練習的問題。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p> <p>As being observed during the class, the classmates were generally satisfied with the performance of the little teacher. They asked her question actively and the little teacher have tried her best in helping them to tackle the problems. After the lesson, the little teacher also built up confidence on herself. The little teacher chosen is not the most outstanding student in the class, but her effort and the attitude towards the preparation of the lessons were highly appreciated.</p> <p>從課堂觀察來看，同學們總體上對小老師的表現感到很滿意。他們積極提問，小老師也盡力幫助他們解決問題。課後，這名小老師的自信心也有所增強。值得注意的是，被選為小老師的並非班上最優秀的學生，但她為備課付出的努力和積極態度受到高度讚賞。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p> <p>This measure can be kept in the coming academic year. More classes can be involved. It is preferably to choose some students who are not the most outstanding in the class but he/she are highly motivated in helping the others. I strongly believe students can build up their confidence and communication skills through this program.</p>

小導師計劃應在來年繼續進行。這不僅可以擴大參與的班級範圍,還不妨考慮選擇一些不是班級中最出色的學生作為小老師,但他們對於幫助同學充滿熱情。我堅信通過這個計劃,學生們不僅能夠建立自信心,還能提高溝通能力。

## 80 Chinese History 中國歷史

### Progress and Achievements within the School Year 在整個學年的進展及成就：

Two S.5 students volunteered to explain the answering techniques for the 25-mark essay question on the "Cultural Revolution" topic for the Secondary 5 level. They held two preparatory meetings to assist their peers in selecting the teaching topics, preparing the subject materials, and suggesting the presentation format. The lesson was divided into two parts, with the two student tutors taking turns to explain the techniques. They utilized tools such as computers, document cameras, and questioning methods to help students grasp the skills of question analysis and response writing. Overall, the session covered the key points to be aware of when attempting the 25-mark essay questions, and introduced the relevant question analysis and answering techniques.

甄海琪(5B)、劉倩怡(5D)自薦參與,解說中五級課題<文化大革命>25分論述題型作答技巧。課前召開兩次會議,協助同學選取教學題目,準備課題材料,建議講解形式。講課內容分為兩個部分,兩位小導師逐一解說,透過電腦、實物投映機及題問等手法,讓同學掌握審題及答題技巧。大致解說25分論述題的注意事項,認識相關的審題及答題技巧。

### Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：

Overall, the session covered the key points to be aware of when attempting the 25-mark essay questions, and introduced the relevant question analysis and answering techniques.

相關課業中,80%同學取得第四級成績(16-21分),反映同學初步掌握相關的審題及答題技巧。不過,並未肯定同學可否就有關能力技巧轉移至其他課題。

### Feedback and Follow-up 跟進措施建議：

It is recommended that students practice more on similar question types beyond the "Cultural Revolution" topic, in order to build a broader and more solid knowledge base, strengthen their learning confidence, and become independent learners.

建議就<文化大革命>以外的課題,多練習有關題型,以獲取和建構廣闊而穩固的知識基礎,力強學習自信,成為獨立自主的學習者。

## 80 Chinese Literature 中國文學

### Progress and Achievements within the School Year 在整個學年的進展及成就：

To enhance students' pursuit of knowledge, this subject encourages students to recommend different types of works in the areas they are interested in, in the form of student mentors. For the literature subject, in addition to emphasizing the cultivation of students' appreciation for literary works, it is also necessary for students to access different media, gather various interests, broaden their horizons, and build a knowledge base. The purpose of this student mentor program is precisely to accumulate what has been learned through peer sharing. Before the class, the teacher will first conduct a sharing demonstration. The teacher will use Xu Guangzhong's "Nostalgia" as an example, recite the poem in the classroom, and then share how the poem reflects the poet's nostalgia. To deepen students' understanding of the relationship between poetry and folk songs, the teacher will play the song "If Tomorrow is the Next Life" composed by Shi Qingru and with lyrics by Zhang Huimei in the classroom, and analyze the lyrics and the imagery beauty in the new poem. The teacher's demonstration class will provide guidance on the matters that need attention in the sharing, including the sharing topic and interaction with classmates.

為提昇同學對學問的追求，本科以小導師形式鼓勵同學就自己所喜歡的範疇，推介不同類型的作品。文學科，除了重視培養同學對文學作品的評賞能力外，更需要同學接觸不同媒體，集各方所好，拓寬視野，建立知識寶庫，是次小導師計劃目的正是透過同儕分享，積累所學。課前先由老師進行分享示範，老師以余光中鄉愁作為例子，在課堂上朗讀詩作，然後分享詩作如何反映詩人的鄉愁情懷，為加深同學認識詩歌與民歌之間的關係，老師在堂上播放由石青如作曲，張惠美填詞的〈如果明天就是下一生〉，分析其中的歌詞與新詩中的意象美。老師示範課，提示分享須注意的事項，包括分享主題、與同儕互動等。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The student mentor program was implemented for 5 sharing sessions, of which 80% of the students mainly introduced book lists, and one student introduced an anime film. Most of the students reported in the form of electronic presentations. Unlike the general book introduction, the student mentor platform allowed students to have more space and freedom to choose their favorite areas for sharing. Some students expressed that they like ancient Chinese culture, so they introduced the "Push Graphic" by Yuan Tiangang and Li Chunfeng, which aroused the interest of other students. In addition, there were also students who introduced Kafka's novel "Metamorphosis", in which the various metaphors and satire fully reflected the social situation at that time, with a strong realism, and also explored existentialism, triggering students to think about the existence of "me" and bringing out the idea of "living towards death". The sharing student also recommended that other students read more foreign works and look to the international arena to enhance their knowledge. Although the above student mentor sharing was only 5 minutes long, the students' pre-collection of information, analysis and organization all met the requirements of the student mentor program's independent learning, and the results were satisfactory.

是次小導師計劃共推行了5次的分享，其中80%同學以介紹書目為主，另有1位同學介紹動漫電影。大部份同學以電子簡報形式匯報。有別於一般的書目介紹，小導師平台讓同學有更大空間及自由選擇自己所喜歡的範疇作分享，其中有同學表示喜歡中國古前文化，所以以袁天罡、李淳風所有「推背圖」為介紹項目，引起其他同學興趣。此外亦有同學介紹卡夫卡小說〈變形記〉一書，當中的各種比喻以及暗諷，充分反映了當時社會的現狀，富有濃厚的現實主義色彩，同時探討了存在主義，觸發同學思考「我」之存在及帶出「向死而生」的思想，分享同學同時推介其他同學多閱讀外國，放眼國際，才能增進知識。以上小導師分享，雖只短短5分鐘，然同學在事前搜集資料，分析整理，均達至小導師計劃自主學習的要求，成果令人滿意。

#### **Feedback and Follow-up 跟進措施建議：**

Due to the tight course schedule, the original plan for each student to have the opportunity to share was ultimately only carried out by 5 students. Fortunately, 9 students were promoted to secondary 5 in the same class, and the students who did not share can continue to be arranged for sharing sessions next year. In addition, the student mentor program has been slightly adjusted for the next school year, renamed as the peer learning platform. In addition to student sharing, the peer discussion part has also been strengthened to increase interactivity. In response to the diverse learning experience to be implemented next school year, students can also be encouraged to adopt alternative forms in addition to electronic presentations, such as expressing through singing and recitation.

由於課程緊迫，原本計劃每位同學均有機會作分享，最終只能由5位同學負責。幸好9位同學原班升上中五，未分享的同學可於來年繼續安排分享時段，此外下學年小導師計劃已作微調，改名為同儕互學平台，除同學分享外，另亦加強同儕討論部分，提高互動性。為響應下學年推行的多元學習體驗，亦可鼓勵同學除以電子簡報匯報外，亦可加入另類形式，例如以唱誦形式表達。

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

Chan Chun Hei (4D) and Liu Sung Kit (4D) presented steps and skills required for a data-based question related to Cuban Missile Crisis, an important event during the Cold War. Before the lesson, two students discussed the allocation of work and ways to scaffold the questions with the aid of the subject teacher. Since both were relatively capable students, they needed only little actual assistance from the teacher. Two student-teachers led the other students to discuss the questions and analyze the ways of reading first-hand historical sources, which was a feature of the selected data-based question.

Pang Yi Ki (2D) and Lui Chi Chiu (2D) presented their reflections on winning the Merit Awards from the Junior History e-reading Award Scheme 2023. They wrote academic essays related to ancient Egypt and Chinese workers during the First World War under supervision of the subject head. They explained how they came up with the topics they selected, and how they wrote and polished their essays, which facilitated self-directed learning. As the audiences included S.2 students, it was hoped that their peers would be motivated by their success.

Chan Cham Hei (4C), Chan Chun Hei (4D), Li Man Pui (4D) and Lui Pak Kiu (4D) presented their reflections on winning the Creativity Awards from the Junior History e-reading Award Scheme 2023. They made a board game based on the experiences of the Hong Kong people living in public housing estates (using Shep Kei Mei Estate as the case) and demonstrated their problem-solving skills, organizational skills, creativity and their understanding on the historical contexts. Since the students took up the project voluntarily, it was hoped that their initiatives to learn could inspire other students.

Chan Chun Hei (4D) 和 Liu Sung Kit (4D) 同學呈現了與古巴導彈危機(冷戰期間重要事件)相關的數據問題所需的步驟和技能。在課前,兩名學生與科目老師討論了任務分配和以問題支架的方式。由於兩人都相當優秀,因此實際上只需要老師很少的協助。兩名學生老師帶領其他學生討論問題,分析閱讀第一手歷史資料的方法,這是所選數據問題的特色。

Pang Yi Ki (2D) 和 Lui Chi Chiu (2D) 同學分享了他們獲得 2023 年「初中歷史電子閱讀獎勵計劃」優異獎的心得。他們在科目主任的指導下撰寫了關於古埃及和第一次世界大戰期間中國工人的學術論文。他們解釋了如何選擇主題,以及如何撰寫和修改論文,這促進了自主學習。由於觀眾包括中二學生,希望同學能夠受到他們成功的激勵。

Chan Cham Hei (4C)、Chan Chun Hei (4D)、Li Man Pui (4D) 和 Lui Pak Kiu (4D) 同學分享了他們獲得 2023 年「初中歷史電子閱讀獎勵計劃」創意獎的心得。他們製作了一個棋盤遊戲,內容以居住在公共房屋(以攝溪美邨為案例)的香港人的經歷為基礎,展示了他們的解決問題、組織和創意能力,以及對歷史背景的理解。由於學生自願參與這個項目,希望他們的學習主動性能夠啟發其他學生。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Student-teachers demonstrated their passion to teach and, particularly, Chan Chun Hei showed his talent in teaching more advanced skills (How to carry out comparisons) during the class. The lesson was generally welcomed by the students.

Facilitating factors: First, the student-teachers were those having relatively good academic performance, so they were confident with their presentation in the first place. Second, they had been used to work with the subject teacher in other situations before, so the co-operation was very smooth.

Hindering factors: Similar to previous years, first, weaker students had difficulties in getting used to being taught by student-teachers (though it could be solved by forming such a practice), and second, weaker students needed much more help from teachers.

80% of the student-teachers in the sharing session agreed that the sharing session could enhance their confidence, facilitate their self-directed learning and broaden their understanding on the subject knowledge. Similar experience could be offered to students when available.

學生老師展現了他們教學的熱情,尤其是 Chan Chun Hei 同學在課堂上表現出了教授更高級技能(如何進行比較)的才能。整個課堂受到學生的普遍歡迎。

有利因素:首先,擔任學生老師的是學業表現相對較好的學生,因此他們在一開始就對自己的演講充滿信心。其次,他們之前在其他情況下都曾與科目老師合作,因此合作非常順暢。

阻礙因素:與往年類似,首先,較弱的學生很難適應由學生老師授課(雖然這種做法可以通過實踐來解決),其次,較弱的學生需要老師提供更多協助。

在分享環節中,80%的學生老師認為分享環節可以增強他們的自信,促進他們的自主學習,並拓寬他們對科目知識的理解。如果有機會,可以為學生提供類似的經驗。

#### **Feedback and Follow-up 跟進措施建議:**

As mentioned by the Board of Studies, the Little Teacher Programme could usually attract more able students unless it was made mandatory, and often it was not cost-effective since weaker students themselves might have problems getting through teaching materials. Still, there is room for exploration for making weaker students to teach more straightforward contents / skills in the future. In addition, only senior form classes would be considered when implementing this programme since teaching hours for junior forms were too limited. Since the representatives for the sharing session were the winners of a territory-wide competition, it was unavoidable that students were mostly, if not all, capable students. If we are to adopt a more inclusive approach in the future, we shall expect that trial-and-error would happen on students and more chances for 'experimental teaching' should be offered.

如教育局所言,小老師計劃通常能吸引較優秀的學生,除非將其列為強制性活動,否則由於較弱的學生本身可能難以掌握教學材料,因此並不太具成本效益。不過,未來仍有探索的空間,讓較弱的學生教授一些更簡單的內容/技能。另外,在實施此計劃時,只會考慮高年級的班級,因為初中的教學時間太有限。由於分享會的代表是全港性競賽的得獎者,學生大多是,如果不全是,能力較強的學生,這是不可避免的。如果我們未來要採取一種更包容的方法,我們應該預期學生會經歷一些試錯,並提供更多「實驗教學」的機會。

### 80 **Buddhist Studies & Ethics and Religious Studies 佛學 &倫理與宗教**

#### **Progress and Achievements within the School Year 在整個學年的進展及成就:**

This year, we initially planned to implement the small tutor program in the Secondary 5 Ethics class. However, considering the pace of the lessons and the depth of the topics, we switched to the Secondary 5 Buddhist Studies class. Eighteen students were divided into five heterogeneous groups, taking turns to teach past public examination questions, analyzing question types and key points. Before each class, students had to meet and discuss the lesson content with the teacher, and only after receiving guidance could they teach the entire class. Each group was able to complete their work on time, and throughout the process, students were able to teach the content accurately, while other students remained focused.

本年度初本擬訂以中五倫理課進行小導師計劃，及後考慮到課堂進度及課題深淺度，遂改為中五佛學科進行。18 位同學分為按異質分為五組，輪流教授同學歷屆公開試試題，分析題型及題目重點。在按課前，同學須先與老師會見及討論課堂內容，經老師指導後才可向全體同學教授。各組皆能按時完成工作，過程中同學能正確地教授內容，其他同學表現專心。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The implementation went smoothly, allowing for accurate teaching of key topics, and students were attentive in class, while the small tutors also demonstrated confidence. Their prepared presentations showed thoughtfulness. Because all students became small tutors, students of different abilities had opportunities to express themselves, thereby increasing their confidence in learning. However, due to the time required for the small tutor program and the limited class time for Buddhist Studies (two classes per week), the overall teaching progress was delayed, resulting in teachers needing to conduct make-up classes during the summer to catch up. In terms of efficiency, teachers had to meet with students before class, which took more time than usual preparation, but the effectiveness of small tutor teaching might be lower than traditional teaching.

執行情況順利，大致上能讓正確無誤地教授課題重點，學生都專心上課，而小導師亦顯示自信一面。他們預備的簡報亦顯心思。由於全體學生皆成為小導師，令不同能力的同學都有發揮機會，從而增加學習的自信心。然而，由於小導師計劃需時，加上佛學課課時不多（每星期兩課），因此令整體教學進度延誤，教師需在暑假補課以追回進度。在效益上，教師須在課前與見面，所耗時間比一般備課更多，但小導師教學成效可能比傳統授課低。

#### **Feedback and Follow-up 跟進措施建議：**

The small tutor program can effectively enhance students' self-learning abilities and confidence, and is worth retaining. However, the time spent on this program was considerable, which ultimately delayed the overall teaching progress, necessitating make-up classes during the summer. Additionally, the time required for teachers to instruct small tutors was often longer than typical preparation time, but the benefits did not surpass those of traditional teaching, prompting reflection. If the program could be optimized to allow for student autonomy in learning while saving class time, it would be even more ideal.

小導師能有效提升學生自學能力及信心，值得保留。然而該計劃所花課時不少，結果令整體教學進度延誤，結果老師需在暑假補課以追回進度。加之，老師教授小導師需時，往往比一般備課時間更長，但效益又不比以往傳統授課高，這點令人反思。如能將計劃優化，一方面能讓學生自主學習又能省回課時，則能更為完美。

### 80 **Economics 經濟**

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

- ◆ The junior tutor program was carried out in S.5. Four junior tutors were recruited and the topic “functions of money” was chosen. They collected and organized information to prepare for a 15-minute lecture and a follow-up quiz during the Lunar New Year holidays.
- ◆ The junior tutors delivered the lecture in March. Fellow students were required to complete a follow-up quiz and a post-lesson questionnaire to assess learning outcomes
- ◆ 初中導師計劃在五年級進行。四名初中導師被招募，並選擇「金錢的功能」為主題。他們收集和整理資訊，準備在農曆新年假期期間進行為期 15 分鐘的講座和隨後的測驗。
- ◆ 初中導師在三月份進行了講座。同學們須完成隨後的測驗和課後問卷調查，以評估學習成果。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

- ◆ Students did very well in the follow-up quiz and scored 7.2 marks out of 8 marks on average. 89% of them agreed / strongly agreed that the performance of junior tutors was good, and 83% of them thought that the teaching of junior tutors was clear and helped them understand the functions of money.
- ◆ Most junior tutors said that being junior tutors improved their interest in learning and their understanding of the topic. However, they were not too satisfied with their performance and thought that they could do much better.
- ◆ 學生在隨後的測驗中表現出色,平均得分為 8 分中的 7.2 分。89%的學生同意/非常同意初中導師的表現良好,83%的學生認為初中導師的教學清晰,有助於他們了解金錢的功能。
- ◆ 大多數初中導師表示,擔任初中導師增加了他們對學習的興趣,並加深了他們對主題的理解。然而,他們對自己的表現並不太滿意,認為自己可以做得更好。

**Feedback and Follow-up 跟進措施建議：**

1. Clear guidelines and sufficient guidance have to be provided to junior tutors so that they can make good preparation.
  2. Good teamwork and close cooperation among junior tutors are important to the success of the junior tutor program.
  3. To improve the confidence of junior tutors, a rehearsal can be run before the lesson.
1. 需要為初中導師提供明確的指引和充分的指導,使他們能夠做好充分的準備。
  2. 初中導師之間的良好團隊合作和緊密配合對於初中導師計劃的成功非常重要。
  3. 為了提高初中導師的自信,可以在正式課堂之前安排一次綵排。

**80 Business, Accounting and Financial Studies 企業、會計與財務概論****Progress and Achievements within the School Year 在整個學年的進展及成就：**

To review students' learning progress in accounting ratios and handle the most difficult part in exam, i.e. essay writing about a company's analysis, teacher tried to let students apply what they learnt into a real case scenario. Through little teacher program, the tutors guided different groups to investigate the financial statements of the largest listed property company in China, China Evergrande Group, and pinpoint its weakness in the business model by calculating and comparing its accounting ratios.

The three little teachers acted as facilitators to answer students' queries in calculating the ratios and then provided overall comments about the reasons of its bankruptcy. Afterwards, individual quiz was provided at the end of the lessons so as to consolidate what they had learnt in the activity.

為了檢視學生在會計比率方面的學習進度,並處理考試中最困難的部分 - 即關於公司分析的論文撰寫,老師嘗試讓學生將他們所學的運用於真實的案例情境。透過小老師計劃,導師引導不同小組研究中國最大上市房地產公司 - 中國恒大集團的財務報表,並透過計算和比較會計比率找出其商業模式的弱點。

三位小老師擔任引導者,解答學生在計算比率時的疑問,然後提供有關其破產原因的整體評論。之後,在課堂結束時進行個人測驗,以鞏固學生在活動中所學到的知識。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

From the activity, with the help and guidance provided by the little tutors, all of the groups could finish over 80% calculating questions correctly. Of course, for the remaining 20% tricky questions, detailed explanation was then made by the tutors. The second task was to compare the ratios and provide comments by the tutors. The final task was to conduct Individual quiz to all students. They had to make good use of the accounting terms and vocabularies to write some reviews in different aspects of ratios. After marking by teachers, around 70% students could get over 6 marks out of 10 marks. 3 students could even get a full mark.

在活動中,在小老師的幫助和指導下,所有小組都能正確地完成超過 80%的計算題。當然,對於剩餘的 20%較為複雜的問題,導師們也作出了詳細的解釋。第二個任務是比較比率並由導師提供評論。最後一個任務是對所有學生進行個人測驗。他們必須善用會計術語和詞彙,就不同方面的比率撰寫評論。老師評分後,約有 70%的學生能獲得 10 分中的 6 分以上,甚至有 3 名學生獲得滿分。

**Feedback and Follow-up 跟進措施建議：**

To accelerate the group work in calculating the accounting ratios, a revision quiz about the formula of various ratios should have been provided to all students at the beginning of the activity. Also, the post of the little tutors might be opened to all volunteers instead of assigned to elite students by teacher.

為了加快小組計算會計比率的進度,活動開始時應該為所有學生提供關於各種比率公式的複習測驗。同時,小老師的職位也可以向所有志願者開放,而不是由老師指派優秀學生擔任。

80 **Information and Communication Technology 資訊與通信科技**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

ICT has launched the little teacher program in S5. A student was asked to prepared to present a topic of introduction of Database. The student has meeting with the teacher about the teaching skills, contents and the questioning techniques for a few times with the ICT teacher.

ICT 部門在中五年級啟動了小老師計劃。一名學生被要求準備介紹資料庫的主題進行演示。這名學生與 ICT 老師進行了數次會議,討論了教學技巧、內容以及提問技巧等方面。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

After the little teacher class, I have a few observations. The students as audience love to see their classmate to be a teacher at first, and generally pay attention to him. Student teacher asked questions that were probably answered. Part of the reason is the topic is relatively easy and question was asked not meant to be difficult. my evaluation is the student who to be the little teacher can benefit the most as he can participate in the meeting with teacher about the teaching method and can have more deep understanding of the topic as he needs to prepared to answer question that may be outside of scope. However, since the topic is not really technical, the time invested by the student and the knowledge gained for the lesson is not really proportional. It is really good for the personal growth of the little teacher and fit for junior form student more. Another comment is, normally students who are good at the subject or more attentive will be selected to be the little teacher, but those students are likely a little teacher to other weaker students already. For those, the growth is not much as he got enough teaching experience.

在小老師課堂之後,我有幾點觀察。作為觀眾的學生一開始很喜歡看到自己的同學成為老師,通常會非常專注地聽課。學生老師提出的問題大多能得到回答,部分原因是主題相對容易,提問的目的並非設置難題。我的評估是,擔任小老師的學生可能獲益最多,因為他可以參與與老師關於教學方法的討論,並對所授課題有更深入的了解,因為他需要準備可能超出範圍的問題。然而,由於主題並非太過技術性,學生投入的時間與所獲知識的比例並不很大。這對小老師的個人成長非常有益,更適合於初中階段的學生。另一點是,通常被選為小老師的是科目擅長或更加專注的學生,但這些學生可能已經是其他較弱同學的小老師了,所以對他們的成長並不太大,因為他們已經有足夠的教學經驗。

**Feedback and Follow-up 跟進措施建議：**

The program is good for the students and should be kept for coming academic year. I suggest to pick students in the middle but not only from the top to maximize the outcome.

這個計劃對學生是有益的,應在來年的學術課程中繼續保留下來。我建議不應該只挑選成績優秀的學生擔任小老師,而是要挑選中等程度的學生,這樣才能最大化這個計劃的成效。

<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p> <p>The teacher invited two students from 4B and 4D to act as student tutors. Before the classes, the teacher had multiple meetings with the student tutors, allowing them to independently decide on the topics they were capable of teaching. They chose to teach about time zones and time differences. From April to May, the student tutors independently searched for relevant information and prepared teaching presentations. During this period, the teacher also provided various forms of assistance.</p> <p>老師邀請兩位來自 4B 及 4D 的學生做小導師，課前召見小導師多次，讓小導師自行決定教導一些他們能應付的課題，而他們則選擇教導時區及時差。他們在四月至五月自行搜尋了不同資訊及製作教學簡報，老師在期間亦給予不同的幫助。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p> <p>The implementation went smoothly, and the student tutors were confident in their teaching. Their prepared presentations showed thoughtfulness, and they were generally able to help students understand the concept and operation of time zones and time differences. Most students listened attentively to the student tutors' teaching and were more interested in answering the selected questions. Although the teacher had already taught the related concepts of longitude and latitude before the student tutor's classes, if students could do some pre-learning on the concept of time zones and time differences, they would have a preliminary understanding and be better able to follow the student tutors' teaching or raise questions.</p> <p>執行情況順利，小導師亦有信心教導，他們預備的簡報亦顯心思，大致上能讓學生了解時區時差的意義及運作，大部份學生都留心傾聽小導師的教學，對回答選擇題較有興趣。雖然老師在小導師課節前已教導相關的經線經度，但若果學生能在課前再對時區時差概念做些預習，能對課題有初步認識，更能了解小導師的教學或對小導師教學提出疑問。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p> <p>If there is a student tutor program in the coming year, more students could be given the opportunity to be student tutors, or more students could be involved. When teaching related topics, the concepts could be extended to focus on the time differences within Mainland China, fulfilling the goals of having a broad knowledge base and generic capabilities among the seven learning goals. Furthermore, Tourism and Hospitality is a practical life-related subject, and many topics such as geographic landscape, theme parks, and MICE are relevant to life and careers. Having student tutors teach the above topics could also fulfill the above goals.</p> <p>若來年有小導師計劃，可以讓更多學生做小導師，或者讓更多學生參與更多；教導相關課題時，可以將概念延伸至集中講述有關中國內地的時差，滿足七大學習宗旨中有關寬廣的知識基礎及共通能力的目標。此外，旅遊與款待科是一科生活實用的科目，不少課題例如地理景觀、主題公園及 MICE 都是一些與生活及職業有關的課題，由小導師教授以上課題亦能滿足以上的目標。</p>

<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p> <p>In S4, a Little Teacher Programme of essay writing with the topic of iron and steel industry in China has been conducted in May. A student was invited to be the little teacher to teach students how to write the essay 'locational factors of iron and steel industries in different time stages'. The student-teacher instructed students by introducing ways structuring the answers according to different locational factors such as raw materials and government policies. Then they took turns to structure and extend paragraphs such as co-writing topic sentences, elaboration and examples, etc. After that, the class was asked to submit the essay as assignments.</p>
---

在中四，於五月進行了一個以中國鐵鋼業為主題的作文小老師計劃。邀請了一位學生擔任小老師，教導其他學生如何撰寫題為「不同時期的鐵鋼業的地理因素」的作文。這位學生老師通過介紹根據不同的地理因素，如原材料和政府政策，來結構答案的方法來指導學生。然後，他們輪流結構和擴展段落，例如共同撰寫主題句、詳細說明和例子等。之後，班級被要求提交這篇作文作為作業。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Students found the lesson inspirational, constructive and supportive. Sometimes they might worry that the lesson, if conducted by the teacher, would be 'far-reaching'. However, this occasional experiences of 'student-teacher' could help them to learn in a different way. One point students expressed would be the student-teacher could use some simpler vocabulary or instructional terms instead of those professional terms by teachers. Although this sounds a bit instructionally unprofessional, this might possible explain the 'knowledge gap' between teacher, student-teacher and students. They also suggested for more opportunities of this kind of 'student-teacher' experience in checking test papers as some more-able students can take the lead in explaining the difficult questions to students.

學生們覺得這堂課具有啟發性、建設性和支持性。有時他們可能擔心，如果由老師授課，課程會顯得「遙不可及」。然而，這種偶爾的「學生老師」經驗能幫助他們以不同的方式學習。學生表達的一點是，學生老師可以使用一些更簡單的詞彙或教學術語，而不是老師的那些專業術語。雖然這聽起來有點教學不專業，但這可能解釋了老師、學生老師和學生之間的「知識差距」。他們還建議增加這種「學生老師」經驗的機會，尤其是在批改考卷時，因為一些能力較強的學生可以帶頭向其他學生解釋難題。

#### **Feedback and Follow-up 跟進措施建議：**

It could be said that the little teacher programme can be sustained so that more students can take the lead to become student-teachers which yield positive impacts on their learning. Besides, a more diversified types of lesson can be conducted, for example, in geography, students can be student-teachers to teach other students how to handle different instruments in field studies.

可以說，小老師計劃可以持續進行，以便讓更多學生能夠擔任學生老師，從而對他們的學習產生積極影響。此外，還可以進行更多樣化的課程，例如，在地理課上，學生可以擔任學生老師，教導其他學生如何在實地研究中使用不同的工具。

### 80 Visual Arts 視覺藝術

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

- Organize a Japanese cultural exchange tour during the semester for S4 to S6 visual arts students. Participants will collect information based on the research topics they receive, create presentations, and report to the group members before departure. Team members are required to reference their research during the trip and design a sharing display board and presentation after the tour to share the report materials of the peer learning activities with teachers and students at school.
- Students will arrange time for an exhibition and public lecture in the next school year (March to April). 22 students prepared their content seriously, which increased their confidence in learning.
- 在學期中籌辦日本文代交流團，對象為中四至中六級視藝科同學，參與者於團前按自己收到的研究題目作資料蒐集，製作簡報，並於出發前做報告，向團內組員介紹。團員需於旅程中引證考察內容，並於團後設計分享專題易拉架及簡報，向校內師生分享小導師互學活動的報告材料。
- 同學於校內安排時間，下學年(3至4月)作展覽及公開講座。22位同學認真準備內容，增加了學習信心。

<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p> <p>This form of inquiry helps students learn to select and apply external information. Students are serious during their reports and are capable of sharing what they have learned in front of a larger audience, promoting self-directed learning.</p> <p>此類探究形式有助學生學習自己選取及應用外界資訊，同學匯報時亦認真，同學有能力在更多觀眾的情況下分享所學，推廣自學模式。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p> <ul style="list-style-type: none"> <li>Members of the 2024-25 school year must use the investigation content referenced during the trip to design sharing posters and presentations, and share the report materials of the peer learning activities with teachers and students in the school in March to April. In the report, students must reflect on the differences between foreign cultures and Chinese culture.</li> <li>The evaluation will be conducted in the form of a questionnaire, aiming for 80% of reporters to feel confident in their learning, 60% of visitors to deepen their understanding of related issues, and find it interesting.</li> <li>24-25 學年團員需運用於旅程中引證的考察內容，設計分享專題易拉架及簡報，在 3-4 月中向校內師生分享小導師互學活動的報告材料，報告中同學須反思外來文化與中國文化的差別。</li> <li>檢討以問卷形式進行，期望有 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。</li> </ul>

## 80 Music 音樂

<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p> <p>Music Department was not required to carry out the Little Teacher program. Nevertheless, similar learning activities were carried out during the school year to raise students' learning incentives.</p> <p>S2 students completed a project in the chapter Movie Music. They had to add background music or sound effects like footsteps to existing movie clips and share them with their classmates. All students participated in this project and over 90% of them showed positive feedback about this learning task, and agreed that the project helped boost their learning confidence.</p> <p>音樂系並不需要執行小老師計劃，然而，在學年中進行了類似的學習活動，以提高學生的學習動機。</p> <p>S2 學生在電影音樂章節中完成了一個項目。他們需要為現有的電影片段添加背景音樂或音效，例如腳步聲，並與同班同學分享。所有學生都參加了這個項目，超過 90% 的學生對這個學習任務表示正面反饋，並同意該項目有助於提高他們的學習信心。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p> <ul style="list-style-type: none"> <li>Project was very successful.</li> <li>Lesson time spent on project were a bit too much (Nearly 1 month including presenting sessions)</li> <li>項目非常成功。</li> <li>在項目上花費的課堂時間有點太多（幾乎 1 個月，包括展示環節）。</li> </ul>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p> <ul style="list-style-type: none"> <li>Try to create handouts just for the sound project to ensure students are on-task and skip wasted time spent.</li> <li>Involve a session sharing the thoughts and creating process of outstanding groups.</li> <li>Consider using unique tones Chinese instruments to promote Chinese Music.</li> </ul>

- 嘗試為音效項目創建專門的講義，以確保學生專注於任務，並避免浪費時間。
- 加入一個環節，分享傑出小組的想法和創作過程。
- 考慮使用獨特音調的中國樂器來推廣中國音樂。

## 80 Physical Education 體育

### Progress and Achievements within the School Year 在整個學年的進展及成就：

During physical education classes, the instructions need to be clear and avoid danger, so the physical education classes only arrange for members of the school team to provide guidance in small groups, correct the mistakes of their classmates, and provide improvement suggestions.

因為體育科上課時指示需要清晰，避免危險，所以體育課堂只安排校隊成員去小組作指導，糾正同學的錯誤及提供改善建議。

### Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：

According to the teachers' observations, most of the school team members are dedicated in their guidance, and because of their closer relationship with the students, they have a common language, which allows the students to be more focused and easier to understand the key teaching points, thus improving the learning effectiveness. On the other hand, some low-motivated students have a lower level of engagement and are unwilling to focus on the teaching of the student tutors, which may undermine the confidence of the student tutors.

根據老師觀察，大部分校隊成員都用心指導，並因為同學關係更密切，有共通語言，讓同學更專心及更易明白教學要點，能提升學習效能。另一方面，有些低動機同學投入度較低，不願意專注小導師的教學，或會打擊小導師的信心。

### Feedback and Follow-up 跟進措施建議：

Next year, when inviting school team members to be student tutors again, they can be arranged to guide groups with higher motivation or groups with more familiar friends, so as to enhance the effectiveness and reduce the negative impact caused by the students' unwillingness to engage.

來年再請校隊成員當小導師時可安排他們到一些較高動機的組別或較多相熟朋友的小組指導，提升效能並減少因同學不願投入而帶來的負面影響。

## 1.2. **Set Learning Goals And Optimize Learning Skills 定立目標學習、優化學習技巧**

### Introduction 引言：

According to the three-year plan, one of the goals is to enable students to become autonomous learners. Therefore, our school printed a post-examination reflection and evaluation form in the 2022-2023 school year, and in 2023-2024, we further strengthened the reflection section to allow students to conduct a more comprehensive review. The relevant report is as follows:

按三年計劃，其中目標是讓同學能成為自主學習者，因此本校在 2022-2023 年印製試後檢討反思評估表，2023-2024 年更加強反思部份，讓同學作更全面的檢討。有關報告如下：

### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

Since last year, the Academic Affairs Department has been distributing "Post-Test Review and Reflection Reports" to students from Form 1 to Form 5 at the beginning of the September term. This academic year, the content of the reflection reports has been updated to cultivate students' self-directed learning abilities. The reports now include sections on "Setting Learning Goals," "Establishing Good Study Habits," and "SQ4R Reading Method. Additionally, at the beginning of the term, the Academic Affairs Department organizes lectures to explain the content and the school's expectations for the students. Four homeroom sessions have also been scheduled where students complete the reflection reports after each assessment. Following the end of the term exams, homeroom teachers provide feedback on the students' learning progress based on these reports. The reflection reports are then returned to the students for safekeeping.

自去年開始，教務組於 9 月學期初向中一至中五級學生派發「試後檢討反思報告」，本學年更新反思報告內容，為培養學生自主學習能力，報告內加入「訂立學習目標」、「建立良好的學習習慣」及「SQ4R 讀書方法」。教務部亦於學期初舉辦講座，講解有關內容以及學校對學生的期望。另加設 4 節班主任課，讓同學於每次測考評估後填寫反思報告，學期考試完結後，班主任就同學學習進程給予建議，反思報告最後交回學生保管。

### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

During the teacher meeting on May 31, 2024, teachers generally acknowledged the concept behind implementing the "Post-Test Review and Reflection Reports," recognizing the importance for students to set learning goals at the beginning of the term and establish good study habits. However, some teachers raised suggestions regarding the implementation:

1. Currently, students fill out their learning goals and reminders to establish good study habits at the beginning of the school year. After completing these reports, they are handed over to homeroom teachers for safekeeping. Since the reflection reports are not kept by the students themselves, they may not serve as timely reminders. Distributing the reflection reports after each standardized test or exam might be seen as "too late" for the students, leading to a lack of serious engagement with the reports.
2. Some homeroom teachers mentioned that some students value the feedback provided by teachers on the reflection reports. If teachers could provide personalized comments for each student on their reports,

students would likely take the process more seriously. Without specific feedback, students might lack the motivation to complete the reflection reports thoroughly.

班主任普遍認同「試後檢討反思報告」的推行理念，認為學生有必要在學期初訂立學習目標，建立良好學習習慣。然而在 2024 年 5 月 31 日的教師會議上，有老師就執行方面提出建議。

1. 現時學生於開學初填寫學習目標以及提醒自己應建立良好的學習習慣，填寫此份報告後，報告交給班主任代管，由於反思報告不是由學生保管，因此未能發揮適時提醒的作用。每次派發反思報告均為統測或考試之後，對於同學來說「為時已晚」，因此同學未能認真看待這份反思報告。
2. 有班主任表示有同學重視老師在反思報告上的回饋，如班主任能針對每位同學給予評語，學生對撰寫反思報告相對來說會較認真，如果班主任只作一般回應，學生未必有動力認真完成反思報告。

#### **Feedback and Follow-up 跟進措施建議：**

The concept of the "Post-Test Review and Reflection Reports" is sound, as the school encourages students to develop good study habits, set learning goals at the start of the term, and continuously work towards improving these goals—a fundamental aspect of the learning process. Therefore, these measures can be consistently implemented. However, to enhance their effectiveness, the following adjustments could be made during the implementation:

1. **Additional Homeroom Sessions:** Introduce extra homeroom periods to allow homeroom teachers more time to explain the concept and purpose of the "Post-Test Reflection Reports" to students.
2. **Student Sharing Sessions:** Incorporate designated times for student sharing, where students who have shown significant academic progress can share their successful strategies and experiences with their peers.

「試後檢討反思報告」理念正確，學校鼓勵同學建立良好學習習慣，學期初訂立學習目標並不斷朝目標作出改善乃學習的基本歷程，因此以上措施可恆常化地推行。然而為提昇效用，建議在推行過程中可作以下微調：

1. 加設班主任課節，讓班主任有更多時間向同學講解「試後反思報告」的理念及作用。
2. 加設學生分享時間，邀請成績有顯著進步的同學可以向其他同學分享成功之處。

### 1.3. **Raise Students' Interest in Learning to Foster a Strong Sense of Belonging to the School and towards the Country** 延展學習興趣以培養對學校及國家的歸屬感

#### Introduction 引言：

From 2021 to 2024, a focus has been placed on creating a learning atmosphere to enhance students' motivation through various extracurricular activities. In the 2023-2024 school year, our school further responded to national education by organizing a cross-subject and cross-group school-wide activity centered around Chinese tofu, aimed at increasing students' understanding and appreciation of national culture. The relevant report is as follows:

2021-2024 年關注事項中注重營造學習氛圍，以冀讓學生透過不同的課外活動提昇學習動機，2023-2024 年本校更因應國民教育，以中國豆腐為題，跨科跨組進行全校活動，以提昇同學對國家文化的認識及欣賞。有關報告如下：

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

This academic year, the National Security Education Group has launched a series of activities with the theme "Chinese Tofu, Chinese Sentiments." The Visual Arts Group collaborated with the community to design a series of distinctive posters, magnets, and cards for the long-established Kun Wo Tofu brand. On April 26th, the Religious Studies Group organized a tofu vegetarian lunch to introduce the nutritional value of tofu. The Chinese History Group arranged for students to visit the Kun Wo Bean Curd Factory and witness tofu production. The Literature Group and the library hosted a book exhibition and reading workshop on the theme of "tofu," allowing students to learn about Chinese tofu from various perspectives. Furthermore, on April 29th and 30th during lunchtime, various subject groups set up booths to promote Chinese intangible cultural heritage - "tofu" - to enhance students' awareness of Chinese culture. The reading workshop received excellent feedback, as indicated by survey results showing that students had a positive response to the workshop. The most significant difference in students' understanding of "tofu" before and after the reading workshop was that prior to the workshop, few students recognized that "tofu" could be a subject for writing and reflect the virtues of Chinese culture. However, after the workshop, these percentages increased to 100% and 90.9%, respectively, representing a 36.4% increase. 72.8% of students enjoyed teacher guidance and interaction, while 9.1% of students liked peer sharing. 90.9% believed that the reading workshop helped enhance students' understanding of Chinese culture.

本學年國安教育組以中國豆腐中國情為主題，展開一連串活動。視藝組與社區聯繫，為老字號公和豆腐品牌設計了一系列特色海報，磁石貼及咭片，宗教組於4月26日舉行豆腐素食午餐，介紹豆腐的營養價值。中史組安排同學參觀公和荳品廠及豆腐製作，文學組及圖書館舉辦以「豆腐」為題的書展及圍讀工作坊，以上活動讓同學從不同方面認識中國豆腐。而各科組於4月29及30日午膳時間擺放攤位，全方位為中國非物質文化遺產--「豆腐」作宣傳，提昇同學對中國文化的認識。其中圍讀工作坊反應甚佳，問卷調查所見，同學對於工作坊持正面反應。圍讀前後對「豆腐」認知最大的不同是，圍讀前較少同學留意到「豆腐」可成為寫作題材及反映中華文化美德，但圍讀後此兩項分別為100%及90.9%，比前增加了36.4%。72.8%同學喜歡老師啟導及師生交流，亦有9.1%同學喜歡同學分享。90.9%認為是次圍讀有助提昇同學對中國文化的認識。

### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

This time, with national security education as the foundation, various departments within the school were involved in implementing comprehensive national security education, which has shown significant results. The completed products by students, such as the distinctive posters, magnets, and cards, demonstrate that students can experience the relationship between Chinese tofu and Chinese culture through knowledge, emotions, and actions, thereby gaining a deeper understanding of the country's intangible heritage. The Chinese History Group students collected historical information about tofu and visited the Kun Wo Tofu Factory in teams. Through interactions with the factory owner, students gained insight into the challenges of entrepreneurship, as well as the importance of perseverance in upholding ideals and cultural heritage. Despite facing opposition, the owner persisted in running a Chinese food store, teaching students the significance of cultural inheritance and a steadfast attitude. These experiences have fostered a more positive understanding of Chinese culture among students. The vegetarian lunch and reading workshops integrated elements of religion and reading, allowing students not only to taste tofu-based vegetarian dishes but also to broaden their reading horizons. The school also organized booth games specifically themed around "tofu," with different groups hosting various activities. However, due to the limited time during lunch breaks, the number of participating booths was low, leading to an atmosphere that did not meet expectations.

是次以國安教育為本，聯繫校內不同部門，全方位推行國安教育，成效顯著。從同學完成的製成品如特色海報、磁石貼及咭片可見，同學能從知、情、行體驗中國豆腐與中國文化的關係，對國家非物質遺產有更多的認識。而中史組同學搜集豆腐歷史，並組隊參觀公和荳腐工廠，同學從老闆娘身上明白創業艱苦，並為堅持理想、傳承文化，在眾多反對聲音下亦力保中國食物店舖，同學從中學習傳承我國文化的重要性及堅持的態度。這些體驗都使同學對中國文化有更正面的認識。素食午餐及圍讀工作坊，更結合宗教及閱讀元素，讓學生親身品嚐豆腐素食外，亦拓寬學生閱讀視野。是次學校亦特別舉辦了攤位遊戲，不同組別以「豆腐」為主題舉行各類活動，惟午膳時段舉行時間較短，參與攤位數目不多，因此氛圍未達預期效果。

### **Feedback and Follow-up 跟進措施建議：**

Activities similar to the above thematic national security education activities can be a future development direction. This academic year, by a stroke of luck, contact was made with the person in charge of Kun Wo Tofu Factory, leading to a series of national security education activities centered around tofu, which have proven to be highly effective. In the next academic year, a new theme can be chosen, and more subject groups can be involved to comprehensively promote national security education. Feedback from surveys indicates that the majority of students believe that these activities effectively enhance their understanding of Chinese culture. Therefore, in the following academic year, these activities can continue under a different theme. For example, a theme like "Tea is rich in hometown flavors" could be selected. Each subject group can respond to the theme both inside and outside the classroom by designing specialized coursework and organizing extracurricular activities.

類似以上的主題式國安教育活動可以成為日後發展方向，本學年在因緣際會下，聯繫了公和荳品廠負責人，展開了一連串以豆腐為題的國安教育活動，成效顯彰。下學年可另擬主題，結合更多科組，全方位推行國安教育。從圍讀問卷中可見，大部分同學均認為這類活動有效提昇他們對中國文化的認識，因此，下學年可以繼續這類活動，另定主題，例如「茶是故鄉濃」為題，各科組可在課堂內外響應課題，設計特色課業，以及舉辦課外活動。

Other subject groups actively responded by organizing various extracurricular activities to broaden students' horizons and establish positive values. The activities implemented by each subject are summarized as follows (pages 34-53)

其他科組積極響應，舉辦各類課外活動以拓寬學生視野，為學生建立正面價觀，各科所推行活動項目摘錄如下（頁 34-53）：

## 80 Chinese Language 中國語文

### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

In this academic year, chapters related to national culture/history have been added to the reading materials of each grade, strengthening students' understanding of the country and their identity. For example, after reading "The Nanjing Massacre" and "Agile Tsinghua" by Secondary 5 students, their reading reports showed that they gained more knowledge about the Japanese invasion of China and the Southwest Associated University, and had some reflections, with an enhanced patriotic awareness and appreciation for the current prosperity of the country and the opportunity to study, even in the face of war. In addition to the reading materials, teachers have also taken advantage of the learning of the chapters to include topics on national security and cybersecurity (such as "Crazy Spring" for Secondary 1) so that students can start to think about social crises and establish the right values from Secondary 1 onwards.

In the first term, the movie appreciation ("Chang'an Three Thousand Miles") allowed Secondary 3, Secondary 4, and Secondary 5 literature and Chinese history students to appreciate Chinese culture, the spirit of ancient literati, and patriotism outside the formal curriculum, enhancing their national identity. Among the students who watched the movie, 76% felt that the character of Gao Shi had the strongest patriotic sentiment. In the after-school elite writing class (for Secondary 4 literature and visual arts students) this year, the instructor led the students to appreciate the national treasure "Qingming Shanghe Tu" and create short stories, which was an important lesson in learning about national culture. The subject also organized a cultural day with a Chinese culture theme during the Lunar New Year celebration, and more than half of the students expressed that they gained more knowledge about Chinese culture (55.5%) and were interested in Chinese culture (56.4%), with the highest interest in spinning wheels (29%) and batik (21.7%).

本學年每級閱讀冊都已加入與國家文化/歷史有關的篇章，加強同學對國家的認識及身份認同，例如中五級同學閱讀《南京大屠殺》、《敏捷清華》後，從閱讀報告可見，同學對日本侵華、西南聯大等歷史事跡多了知識，亦有一定反思，愛國意識有所提升，珍惜當下國家強盛、在不同面對戰爭的情況下珍惜在學機會；除閱讀冊外，老師亦抓緊篇章學習的優勢，於課後加入國安及網絡安全教學的議題（如中一《狂泉》），讓同學由中一開始思考社會亂象危機，建立正確價值觀；

第一學段的電影欣賞（《長安三萬里》），讓中三同學、中四中五文學、中史科同學於正規課程外欣賞中國文化、古代文人的志氣及愛國情懷，提升國民身份認同。欣賞電影的同學中，更有 76% 認為影片中的高適最富愛國情懷。本學年的課後寫作拔尖班（中四文學、視藝學生）以《清明上河圖》為藍本，由導師帶領同學欣賞國寶畫幅及進行小說創作，亦是學習國家文化重要的一課。本科亦在新春聯歡會以中華文化為主題，舉辦文化日，讓全校師生參加活動，同學反應良好，超過一半同學表示對中國文化有更多認識（55.5%），亦對中國文化感到興趣（56.4%），從統計數字中亦可見，同學對紡線車（29%）及扎染（21.7%）最有興趣。

### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

To cultivate students' sense of belonging to the country, teachers must consciously consider how to showcase the humanistic spirit of our country in the formal curriculum, not only providing basic knowledge but also appreciation and recognition. Students' understanding of the country's history and their ability to evaluate it objectively are also very important. This subject will remind teachers in the subject meeting to think about

related areas, design assignments, and provide reading materials during class. For extracurricular activities, student participation in various cultural activities can help enhance national identity and ethnic pride, so incorporating elements of national cultural understanding should be prioritized when organizing after-school activities.

要培養同學對國家的歸屬感，老師須有意識地思考正規課程內如何向同學展示我國的人文精神，除了基本認識，亦須欣賞及認同；而同學對國家歷史的認知、以客觀態度作出評價等都非常重要。本科於科本會議上會提醒老師授課時須就有關範疇作思考、設計課業、提供閱讀篇章等。課餘活動方面，同學參加不同文化活動，有助提升國民身份認同，以及提升民族自豪感，因此舉辦課後活動時，須優先加入國家文化認識元素。

#### **Feedback and Follow-up 跟進措施建議：**

National identity and national security education are currently key focuses in Hong Kong's education. It is not difficult for this subject to implement these directions. Last year, we piloted with Form 1 students, incorporating national security education considerations into the text content. After the text teaching, teachers guided students to think further. This year, we plan to extend it to Forms 2 and 3. The form coordinators can each design a national and national security education assignment in the two semesters, so that students can establish a patriotic concept. To ensure smooth implementation, the assignments must be unified and reviewed by the subject head. For senior secondary, teachers can use classic texts to guide students to gain a deeper understanding of the cultural values of our country and establish a sense of national identity. For writing materials, we can also try to incorporate the thoughts of ancient sages as the basis for different essay topics, allowing students to apply what they have learned and leverage the advantages of the subject to build students' in-depth understanding and identification with the national culture.

國民身份認同及國安教育是當今香港教育的重點事項，本科要實踐有關方向亦非難事，去年以中一為試點，在課文中加入國安教育思考，老師於篇章教學後引導同學作延伸思考，順理而成章。下學年計劃可延伸至中二及中三，級聯絡人可於兩個學段各設計一個國民及國安教育課業，讓同學建立愛國觀念，為確保實踐順利，有關課業須劃一施行，亦須由科主任預作審核。高中老師則以經典篇章作引導，讓同學深入了解我國文化價值觀，建立民族認同感。寫作材料方面，亦可嘗試於不同命題加入古先哲思想為文章立意，活用所學，利用科本優勢為同學建立深厚的國家文化認識及認同感。

### 80 English Language 英國語文

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

- (1) Charming China Package –
  - ◆ Level : S1
  - ◆ Aims and objectives: Developing self-directed learning by infusing National Security Education and Values Education
  - ◆ All S1 students took part in a year-long reading scheme with class and public presentations as the learning outcomes in the second term.
- (2) Inclusion of 7 learning goals and National Security education –  
(Major Fields of National Security) in the formal curriculum throughout the school year
  - (a) S1 - S6 reading
  - (b) S1 - S6 modules
    - ◆ S1: cultural security (festivals and riddles)
    - ◆ S2: artificial intelligence security, cyber security, data security (shopping, digital communication); public security (health and fitness, values and positivity); deep sea security, ecological security (environmental protection)
    - ◆ S3: artificial intelligence security, cyber security, media security and cultural security

- ◆ S4: cultural security (mythology and stories; heritage) and digital security (science and technology)
- ◆ S5: ecological security (the environment)

(1) 魅力中國系列 –

- ◆ 級別: 中一
- ◆ 目標: 融入國家安全教育及價值觀教育, 培養自主學習
- ◆ 全體中一學生參與為期一年的閱讀計劃, 於下學期進行班級及公開分享, 作為學習成果。

(2) 在全學年的正規課程中融入 7 個學習目標及國家安全教育 (國家安全重點領域)

甲、中一至中六級的閱讀計劃

乙、中一至中六級的專題模組

- ◆ 中一: 文化安全 (節日和謎語)
- ◆ 中二: 人工智能安全、網絡安全、數據安全 (購物、數字通訊); 公共安全 (健康與體育、價值觀與積極性); 深海安全、生態安全 (環境保護)
- ◆ 中三: 人工智能安全、網絡安全、媒體安全和文化安全
- ◆ 中四: 文化安全 (神話和故事; 文化遺產) 及數位安全 (科技)
- ◆ 中五: 生態安全 (環境)

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Both students and teachers were aware of key national security concerns, gain relevant knowledge and develop correct attitudes.

師生均對主要的國家安全問題有所認識, 並獲得相關知識及培養正確的態度。

**Feedback and Follow-up 跟進措施建議：**

The national security aspects were clearly stated in the module booklets and schemes of work. More integration of national education, values education and the 7 learning goals would be implemented in the upcoming school year.

各個專題模組手冊和教學計劃都清楚列明了國家安全的相關內容。在下一學年, 學校將進一步整合國民教育、價值觀教育及 7 個學習目標。

80 **Citizenship and Social Development 公民與社會發展科**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

To enhance students' understanding of the country's recent development, especially in the areas of culture and aerospace technology, the Citizenship and Social Development subject and the Information and Communication Technology subject led a group of 40 Secondary 4 and Secondary 5 students on a study tour to Shanghai in April. During the 5-day itinerary, the students visited the Shanghai Aerospace Science and Technology Museum and the Shanghai Automobile Museum to learn about the country's achievements and development over the past decades. They also visited large domestic companies, including Sany Heavy Industry, General Motors factory, and Shanghai Kaineili Environmental Equipment Co., Ltd., to understand the contributions of private and Sino-foreign joint venture enterprises to the country's technology and economy. Additionally, the students explored Shanghai's cultural landmarks, such as Zhujiajiao ancient town, Yuyuan Old Street, the Bund, and the China Art Palace, to learn about the architectural features and customs of the Jiangnan water town. Finally, the students visited Shanghai Jiao Tong University and Tongji University, and had the opportunity to exchange with local students to understand the campus life of mainland university students.

Students from Classes 4A and 4B participated in the guided tour of the Court of Final Appeal in Hong Kong on June 27 and April 25 respectively. The Court of Final Appeal building, which dates back to 1912, is a historical monument. During the visit, students were able to learn about the history and operation of the Court

of Final Appeal, and deepen their understanding of this architectural heritage. The speaker was able to clearly analyze the importance of the rule of law and the changes in Hong Kong's legal system before and after the handover. Students from Class 4D completed a study tour to Cheung Chau on January 29, visiting the Pak Tai Temple to learn about the features of Chinese temples, and then made a presentation and provided suggestions on the conservation efforts and tourism in Cheung Chau.

為提升同學對國家近年發展，尤其是文化及航天科技方面的認識，公民與社會發展科與通訊及資訊科技科於四月帶領四十位中四及中五同學進行上海考察。同學於五天行程中，參觀上海航空科普館及上海汽車博物館，以了解國家過去數十年的成就及發展。同學亦到國家大型公司，包括三一重機、通用汽車工廠及上海開能環保設備股份有限公司參觀，以了解各私營及中外合資企業為國家科技及經濟帶來的貢獻。此外，同學亦到訪上海各項文化地標，包括朱家角古鎮、豫園老街、上海外灘及中華藝術宮，探索上海歷史與文化傳承，認識江南水鄉的建築特色及風俗民情。最後，同學亦到上海交通大學、同濟大學參觀，並與當地學生進行交流，了解內地高等大學學生的校園生活。

4A 及 4B 班同學分別在 6 月 27 日及 4 月 25 日參加了香港終審法院的導賞團。終審法院大樓建於 1912 年，歷史悠久，現為法定古蹟。參觀期間，學生有機會了解終審法院的歷史和運作，加深對該建築遺產的認識。講員在參觀期間能清晰地分析法治精神的重要及香港於回歸前後的法律制度有甚麼改變。4D 同學已於 1 月 29 日完成長洲考察，同學到北帝廟考察，內容是關於中國廟宇特色，並就此作出匯報，及就長洲的保育活動及旅遊作出建議。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Students gained valuable insights during the study tour, including recognizing the progress of Chinese enterprises in the new era. They are utilizing mechanized processes to increase efficiency, reduce errors, actively fulfill social responsibilities, and leverage technology to reduce manual labor, ensuring the safety and health of the people. Many students expressed that the activities allowed them to fully understand the development opportunities in the Greater Bay Area and the country, and they are interested in working and studying in the mainland in the future. The visit to the Court of Final Appeal cultivated positive values and attitudes in students, including "rule of law", "law-abiding", and "national identity". Students responded positively to the activity, demonstrating creativity in their presentations and in-depth understanding of Chinese culture. Given their high abilities, students were able to effectively utilize their existing knowledge and concepts. Some groups provided creative suggestions, such as introducing the Pak Tai Temple lifestyle through Instagram, using innovative and relatable methods to help students understand Chinese culture. Overall, the study tours and activities provided valuable learning experiences for the students, enhancing their understanding of China's development, cultural heritage, and legal system.

同學於考察中獲益良多，包括認識到中國企業正隨著新時代進步。他們會使用機械化工序增加效率，降低容錯，積極履行社會責任，並透過提升技術減少人力勞動，確保人民人身安全和健康。不少同學均表示透過活動能充份認識大灣區以及國家的發展機遇，將來有意到內地工作及讀書。參觀綜審法院活動培養學生建立正面的價值觀和態度，包括「法治」、「守法」和「國民身份認同」，同學對活動反應正面，在匯報過程能顯示他們的創意，及對中國文化有深入認識，同學由於能力較高，故匯報時能善用自己已有的知識及概念。有些組別能提供創意的建議，例如透過 Instagram 介紹北帝生活，以創新及貼近學生生活的方法，讓同學認識中華文化。

#### **Feedback and Follow-up 跟進措施建議：**

Due to the one-off allocation of funding this year, the school was able to arrange for 40 students to participate in the activities. However, as the remaining funds are insufficient, next year the school can consider arranging Form 4 students to participate in the "Tung Gen Tung Sum" mainland exchange program subsidized by the Education Bureau. Furthermore, next year the school can continue to organize the visit to the Court of Final Appeal activity to enhance students' understanding of the rule of law. Lastly, the Cheung Chau study tour

activity may be relatively simple for the more capable students as they already have a better understanding of the issues, so this activity can be arranged for regular class students to enhance their learning effectiveness, and the school can also consider organizing different types of activities.

由於本年有公民科一筆過撥款補貼，故此能安排四十名學生參加活動，隨著撥款剩餘款項不足，明年可考慮安排中四同學參與教育局資助的「同根同心」內地交流計劃。其次，明年可繼續舉辦參觀綜審法院活動，提升同學對法治的認識。最後，長洲考察活動對能力較高的同學可能較為淺易，他們對議題已較有認識，故此活動或可安排由平班同學參與，以提升學習成效，也可考慮舉辦不同類型活動。

## 80 Life and Society 生活與社會

### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

#### Visit to the Election Information Center:

Form 1 students (60 students) visited the Election Information Center on March 26, 2024 (Tuesday). The center arranged various activities such as lectures, mock voting, and interactive games to enhance students' understanding of Hong Kong's electoral system. Most of the participating students were engaged, and some were even more excited. According to the results of the questionnaire survey, 78.4% of the participants agreed/strongly agreed that the visit increased their understanding of Hong Kong's electoral system, and no participant disagreed/strongly disagreed; in addition, 73.7% and 73.3% of the participants respectively Agreeing that "this visit is interesting" and "this visit makes me more interested in understanding Hong Kong's electoral system", they reflect that the visit allows students to master undergraduate-related knowledge in a more relaxed and interesting way, and it also helps Arouse students' interest in learning.

#### Festival and Customs Workshop:

The Department held a Festival and Customs Workshop on January 17, 2024 (Wednesday). The main target audience is Secondary 2 students. It will be used in conjunction with the Secondary 2 topic "Traditional Culture in Life" to allow students to learn and use rainbows. Calligraphy making to celebrate the new year. The workshop is mainly divided into two parts. In the first part, the instructor introduces the festival customs of the Lunar New Year and the origin of Spring Festival couplets. In the second part, students are taught how to use rainbow calligraphy to make the word "福" to celebrate spring, and let the students personally Try to create. According to the results of the questionnaire survey, more than 70% of the participants agreed that the workshop increased their understanding and interest in traditional Chinese festival culture (Lunar New Year), reflecting that the workshop allowed students to understand Chinese culture in a more interesting way; in addition, 7- 80% of the participants agreed/strongly agreed that creating Rainbow Calligraphy Hui Chun made them feel the beauty of traditional Chinese culture, made them more interested in Chinese traditional culture, and made them more aware of the value of Chinese traditional culture. It reflected that the workshop made students better appreciate it. The advantages and connotations of Chinese culture. Finally, the majority of participants (80%) expressed their interest in participating in workshops of the same type/similar nature if held in the future. It can be seen that most of the participating students were satisfied with the learning experience.

#### Inclusive Education Lecture:

In conjunction with the Secondary 3 level project "One World", the Department held an inclusive education lecture for Secondary 3 students on March 6, 2024 (Wednesday). Guest speakers from Hong Kong's registered charity organization "Friendly" took the topic of "Hong Kong People and Hong Kong's Characteristics" and led students to understand the current living conditions and living conditions of non-Chinese ethnic groups living in Hong Kong through speeches, videos, interactive Q&A, etc. The difficulties they faced allowed students to learn the attitude they should have when getting along with people from different backgrounds and learn the value of respecting multiculturalism. The guest speakers in this lecture had excellent speaking skills and made good use of different media and questions to arouse students' thinking and attract their

attention. The atmosphere was good and most of the students were focused and engaged. According to the results of the questionnaire survey, up to 86.6% of the students agreed that the lecture increased their understanding of Hong Kong's ethnic minorities, and 83.2% of the students agreed/strongly agreed that the lecture made them understand the importance of respecting multiculturalism, reflecting that this lecture In addition to enriching students' relevant subject knowledge, the activities also help cultivate students' positive values. In addition, a questionnaire survey also showed that about 70% of students believed that the lecture aroused their interest in related topics. The reflection activities helped stimulate students' interest in studying undergraduate topics, and the results were satisfactory.

#### 參觀選舉資訊中心：

中一級同學(60位)於2024年3月26日(二)參觀了選舉資訊中心，中心安排了講座、模擬投票、互動遊戲等不同活動，增進同學對香港選舉制度的認識。參加同學大多數表現投入、部份更顯得雀躍。根據問卷調查結果，78.4%參加者同意/非常同意是次參觀活動增加了其對香港選舉制度的認識，沒有任何參加者表示不同意/非常不同意；另外，分別有73.7%和73.3%參加者認同「是次參觀活動具趣味性」和「是次參觀活動令我更有興趣了解香港的選舉制度」，反映參觀活動讓同學以更輕鬆有趣的方式掌握與本科相關的知識，同時亦有助引起學生的學習興趣。

#### 節慶習俗工作坊：

本科於2024年1月17日(三)舉辦了節慶習俗工作坊，主要對象為中二級學生，配合中二級課題「生活中的傳統文化」，讓同學學習並運用彩虹書法製作新春揮春。工作坊主要分為兩大部份，第一部份由導師簡介農曆新年的節慶習俗及春聯的起源，第二部份則教授學生如何運用彩虹書法製作「福」字揮春，並讓同學親身嘗試創作。根據問卷調查結果，超過7成參加者認同工作坊增加了其對中國傳統節慶文化(農曆新年)的認識和興趣，反映工作坊以更有趣的方式讓同學認識中國文化；另外，亦有7-8成參加者同意/非常同意創作彩虹書法揮春讓其感受到中國傳統文化之美、令其對中國傳統文化更感興趣，令其更認同中國傳統文化的價值，反映工作坊令學生更懂得欣賞中華文化的優點和內涵。最後，大部份參加者(80%)表示若果將來再舉辦同類型/性質相近的工作坊、他有興趣參加。由此可見，參與的同學大多數滿意是次學習體驗。

#### 共融教育講座：

配合中三級課題「寰宇一家」，本科於2024年3月6日(三)為中三級學生舉辦了共融教育講座。來自香港註冊慈善團體「親切」的嘉賓講者以「香港人·香港的特色」為題，透過演說、影片、互動問答等方式，帶領同學認識居住在香港的非華裔族群的生活現況和所面對的困難，讓同學從中學習與不同背景人士相處時應有的態度，以及學懂尊重多元文化的價值。是次講座的嘉賓講者演說技巧出色，也善用了不同媒體和問題引發同學思考、吸引同學注意，在場氣氛良好，絕大部份同學表現專注、投入。根據問卷調查結果，高達86.6%的學生認同是次講座增加了其對香港少數族裔的認識，亦有83.2%的學生同意/非常同意講座令其明白到尊重多元文化的重要性，反映是次活動除了豐富了同學相關的學科知識外，亦有助培養學生正面的價值觀。另外，問卷調查亦顯示，有約7成同學認為是次講座引起了其對相關課題的興趣，反映活動有助激發起學生學習本科課題的興趣，效果滿意。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Overall, students generally responded positively to the extra-curricular activities organized by the undergraduate program this year. Most students were satisfied with the activities and agreed that these extra-class learning experiences were interesting and could increase their understanding of relevant topics. From this point of view, by providing different learning experiences, students can be helped to connect subject knowledge to daily life experiences, allowing students to consolidate or expand their learning in a more relaxed way and enhance their learning confidence.

However, some activities still have areas that can be reviewed, paid attention to or improved. Regarding the visit to the Election Information Center, the department heads and leading teachers generally agreed that the content of the visit was shallow, and although the activities were interesting, they seemed to be only suitable for lower grade students, and may not necessarily arouse the interest of higher grade students (such as Form 3) interest. Secondly, regarding the festival customs workshop, some participants said that the first part of the explanation was relatively long and boring. On the contrary, the time for creating Hui Chun was relatively short, which more or less affected the degree of satisfaction with the workshop experience. In addition, the workshop was open for registration and was initially only open to Secondary 2 students. However, the response was not very enthusiastic. Only 16 Secondary 2 students signed up, which was far from the original expected number of about 30 people. In order to avoid wastage The quota was eventually opened to students from other levels to participate, and 32 students finally participated in the event. Secondary 2 teachers reviewed this and concluded that the low number of registrations may be related to the training date. Since the workshop was scheduled to be held in the afternoon of the backup day for the exam last semester, most students were not willing to go back to school on that day (holiday). Attend the workshop, so if the same type of event is held in the future, more careful consideration must be given to selecting the date.

整體而言，學生普遍對本科本年度舉辦的課堂外活動反應正面，學生大多數對活動感到滿意，並認同這些課堂外的學習體驗有趣，且能增加其對相關課題的認識。由是觀之，透過提供不同的學習體驗，可協助學生將學科知識聯繫至日常生活經驗，以更輕鬆方式令學生鞏固或擴展所學，增強學習自信。

不過，部份活動尚有可檢討、須注意或改進的地方。在參觀選舉資訊中心方面，科任及帶隊老師普遍認同，參觀內容程度較淺，活動雖算有趣但似乎只傾向適合低年級同學參與，未必能引起較高年級學生(如中三級)的興趣。其次，在節慶習俗工作坊方面，有參加者表示第一部份的講解內容較為冗長、沉悶，相反，創作揮春的時間相對較短，或多或少影響了對工作坊體驗的滿意程度。另外，工作坊屬自由報名性質，最初僅開放給中二級同學參與，惟反應不太踴躍，僅得 16 位中二級同學報名，與原訂預期人數約 30 人有一定距離，為免浪費名額，最後開放給其他級別學生參與，最終有 32 位同學參與活動。中二級老師就此進行檢討，總結出報名人數少或與舉辦日期有關，由於工作坊訂於上學期考試後備日的下午進行，大部份同學均不願意在該天(假期)特意回校參加工作坊，故若果將來舉辦同類型活動，在揀選日期方面須作更周詳考慮。

#### **Feedback and Follow-up 跟進措施建議：**

1. Students responded positively to the visit to the Election Information Center. In the future, similar activities can be organized to meet the needs of the new "Civics, Economics and Social Studies" curriculum. However, the target audience is preferably Form 1 and Form 2 students and is not suitable to be extended to secondary schools. Level 3 or above.
2. The festival customs workshop can be continued in the next school year, either using the Lunar New Year theme or adopting other festival themes, which will help enhance students' appreciation of Chinese culture and enhance their national identity. However, in the coming year, it is advisable to communicate with the organizer/instructor in advance to adjust the length ratio or method of the explanation part to better balance knowledge and interest. In addition, if the same type of activities are held next year, it is recommended that it be held after school on weekdays, which may attract more students to participate.
3. In the next school year, the same organization can continue to be invited to provide inclusive education lectures for students, and at the same time, in conjunction with the arrangement of the new public economics and social science courses, in addition to secondary 3 students, consideration can be given to extending the participation to secondary 1 students, which will help broaden the audience. Students' knowledge base and help cultivate students' positive values are also helpful in promoting global citizenship identity.

1. 學生對參觀選舉資訊中心的反應正面，將來可配合「公民、經濟與社會科」新課程的需要舉辦同類型活動，不過對象以中一、中二級同學為佳，不適合擴展至中三級或以上。
2. 下學年可繼續舉辦節慶習俗工作坊，沿用農曆新年主題或採用其他節日主題皆可，有助增進學生對中華文化的欣賞，並提升其國民身份認同。不過，來年宜事先與舉辦單位/導師溝通，調整講解部份的時長比例或方式，以更好地兼顧知識性和趣味性。另外，若來年舉辦同類型活動，建議可在平日上課天的放學後進行，或可吸引更多同學參與。
3. 下學年可繼續邀請同一機構為學生提供共融教育講座，同時配合公經社科新課程的編排，對象除了中三級同學外，可考慮擴展給中一級同學參與，有助擴闊學生的知識基礎，並協助培養學生正向價值觀，對促進全球公民身份認同亦有幫助。

## 80 Integrated Science 綜合科學

### Progress and Achievements within the School Year 在整個學年的進展及成就：

In Chapter 3.3-3.4, students learnt about sustainable development and the importance of biodiversity. Our food is nurtured in our environment. Since there is a reduction of biodiversity, it is important for having new technologies to grow food to make our food supply sustainable. Our students should know that China has developed the Hybrid Rice Technology to increase the production of rice drastically.

Reading of Hybrid Rice Technology was given to our students and they need to answer questions about that. They also learnt that this technology is related to national security: food security.

In unit 7, students learnt about balance of carbon dioxide and oxygen in Nature. It is important for us to reduce the emission of carbon dioxide since the problem of global warming becomes more and more acute. Through readings, students learnt about some targets and strategies in China to achieve carbon neutrality before 2060. They need to answer some questions in the worksheet and understand that this issue is related to national security: ecological security.

Also, students paid visits to Science Museum, Space Museum and Hong Kong Wetland Park. They learnt about the sustainable development of our ecology and the development of aerospace industry in China.

Some S.2 students went on a trip to Mainland China called “Web3 Mainland Incubation Industry Chain Exchange Group”. Students visited high-tech industries in the mainland and had exchanges with related researchers.

在第 3.3-3.4 章中，學生了解了永續發展和生物多樣性的重要性。食物是在我們的環境中培養的。由於生物多樣性減少，因此採用新技術來種植糧食以使我們的糧食供應可持續非常重要。學生應該知道，中國已經開發了雜交水稻技術，大大提高了水稻的產量。

我們的學生閱讀了《雜交水稻技術》，他們需要回答相關問題。他們也了解到，這項技術關係到國家安全：糧食安全。

在第七單元中，學生了解了自然界中二氧化碳和氧氣的平衡。隨著全球暖化問題變得越來越嚴重，減少二氧化碳的排放對我們來說非常重要。透過閱讀，學生了解了中國在 2060 年之前實現碳中和的一些目標和策略。

學生亦參觀了科學館、太空館及香港濕地公園。他們了解了我們生態的可持續發展以及中國航太事業的發展。

部分中二學生參加了名為「Web3 內地孵化產業鏈交流團」的中國內地之旅，參觀了內地高科技產業，並與相關研究人員進行了交流。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

More than 90% students handed in a decent worksheet. The targets set were met. According to the questionnaires, most of the students enjoyed the visits to the museums and Hong Kong Wetland Park. Most of them thought that they know more on “ecological security” and “outerspace security”.

Most of the students enjoyed to trip to Mainland China and they learnt that China has developed lots of advanced technologies itself. According to the survey, most of the students thought that the trip has broaden their horizons to know more about China’s development.

超過 90% 的學生交出了一份不錯的作業單。設定的目標已經達成。根據問卷調查，大部分學生喜歡參觀博物館和香港濕地公園。大多數人認為自己對「生態安全」和「外空安全」了解更多。

大多數學生很喜歡去中國大陸旅行，他們了解到中國自己開發了許多先進技術。調查顯示，大多數學生認為此行開闊了視野，並更了解了中國的發展。

**Feedback and Follow-up 跟進措施建議：**

Next year, we shall plan to visit Hoi Ha to learn about sustainable development and the importance of biodiversity. Students may have chances to explore more facilities that help “ecological security”. We shall also bring students to mainland China to let students explore to some advanced technology development if time allows.

明年，我們計劃到海下灣參觀，以了解永續發展和生物多樣性的重要性。學生可能有機會探索更多有助於「生態安全」的設施。如果時間允許的話我們也會帶學生去中國大陸，讓學生去探索一些先進的科技發展。

80 **Chemistry 化學**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

24 S4 chemistry students visited the Hong Kong Science Park in January. Students experienced the newly designed products and the most updated technology. This visit let the students to appreciate the hard work of Hong Kong scientist and aroused their interest in scientific research and related work.

24 名中四化學學生於 1 月參觀了香港科學園，學生們體驗了新設計的產品和最新的技術。這次參觀讓學生欣賞香港科學家的辛勤工作，並激發了他們對科學研究及相關工作的興趣。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Students were particularly interested in biotechnology. Many of them wanted to develop their career in related field.

學生們對生物技術尤其感興趣。很多人希望在相關領域發展自己的職業生涯。這次參觀不僅擴展了學生的知識視野，還啟發了他們對科學事業的熱情和未來的職業發展方向。

**Feedback and Follow-up 跟進措施建議：**

Teachers might arrange visit to other science related organization especially those involved AI next year. This could ensure that our country could master the development of AI and secure the safety in information technology.

明年老師們可以安排參觀其他科學相關的機構，特別是那些涉及人工智能的機構。通過參訪人工智能相關的機構，學生能夠更好地了解最新的技術發展趨勢，並認識到確保人工智能安全的重要性。

<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p> <p>From S.4 – S.6, there are topics for National Security Education included in the curriculum.                  For S.4, Nuclear Security is covered in the topic of electromagnetic waves.                  For S.5, Space Security is covered in the topic of gravitation.                  For S.6, Nuclear and Resource Security are covered in the topics of Renewable energy and nuclear energy.</p> <p>從中四到中六：課程中都包含了國家安全教育相關的主題：                  中四：在電磁波的單元中涵蓋了核安全的內容。                  中五：在萬有引力的單元中涉及了太空安全的相關知識。                  中六：在可再生能源和核能的單元中，則討論了核安全和資源安全的議題。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p> <p>The national security topics were only conducted during the lesson. The depth of the discussion is still having room for improvement. Some students thinks that these topics are not included in examination and less motivated. More interesting learning and teaching materials or methods should be developed for enhancing students' engagement on these topics.</p> <p>國家安全教育相關主題僅在課堂上進行，討論深度仍有改善空間。一些學生認為這些主題不會列入考試範圍，因此學習動力較低。應該開發更有趣的教學材料及方法，以增強學生對這些主題的參與度。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p> <p>More interesting reading or video clips can be chosen for the students to arouse their interest on these topics. Besides, the topics can be made more relevant the physics curriculum such that they realize the national security education topics are actually highly related to their examination.                  可以選擇更有趣的閱讀材料或影片片段，以增強學生對這些主題的興趣。此外，可以將這些主題與物理課程內容更緊密地結合，讓學生明白國家安全教育主題實際上與他們的考試內容高度相關。</p>

<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p> <p>On January 10, 2024, a guided tour of the Chinese University Cultural Trail will be organized, through which students can enhance their understanding of Chinese culture by visiting the university campus. On February 6, 2024, a Chinese Culture Day will be held, where the learning of Chinese culture and moral education will be used to strengthen values education. In the next semester, the "Chinese Tofu, Chinese Sentiment" activity will be organized, arranging students to visit the Gung Ho Soya Products factory and learn about tofu making, to fully experience the intangible cultural heritage of China - "tofu", and enhance students' understanding of Chinese culture. All the above activities are organized through cross-curricular collaboration, including Chinese Language, Literature, Chinese and Chinese History Society, and Religious Studies.</p> <p>與中國語文科、文學科、中文及中史學會合作，於2024年1月10日舉辦中文大學文化徑導賞團，透過中華文化，加強價值觀教育。學生參觀中文大學文化徑，通過實地體驗，使學生了解中大的文化歷史。同時，與中國語文科、文學科、中文及中史學會合作，於2024年2月6日舉辦中華文化日，透過中華文化及品德情意的學習，加強價值觀教育。最後，與中國語文科組、文學科組、宗教科組合作，於下學期舉辦中國豆腐中國情，安排同學參觀公和荳品廠及豆腐製作，全方位接觸中國非物質文化遺產---「豆腐」，提昇同學對中國文化的認識。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p> <p>According to the survey of the guided tour of the Chinese University Cultural Trail, over 80% of the students expressed that their favorite spot was the Harmony Pavilion, and they felt the tour could enhance their understanding of the CUHK campus and effectively strengthen their sense of identity with Chinese culture.</p>

Furthermore, over 50% of the students stated that through this activity, they were able to recognize and appreciate the efforts of their predecessors in contributing to Chinese culture. The theme of the Chinese Culture Day was an exhibition of ancient Chinese technology. Through this activity, students were able to gain a deeper understanding of ancient Chinese technology and further appreciate the development of our civilization, thereby enhancing students' recognition and inheritance of the value of Chinese culture. According to the survey, most students expressed that this activity could increase their interest in Chinese culture, admire the wisdom of their ancestors, and broaden their horizons. Some students also mentioned that the long queuing time prevented them from fully observing and participating in the booth activities. In addition to allowing students to experience the nutritional value of tofu, the above activities also enabled them to understand the process of making tofu flower at the Gung Ho Tofu Shop.

根據中文大學文化徑導賞團問卷調查，80%以上學生表示最喜歡的景點是合一亭，並表示導賞團可提昇他們對中大校園的認識，有效加強對中國文化的認同感。另外，有50%以上表示透過此活動，能認識及欣賞先賢對中國文化付出的努力。其次，中華文化日主題為中國古代科技展覽。透過是此活動，讓學生更深入認識中國古代科技，進一步了解我國文明發展，以提昇學生對中華文化價值的認同與傳承。根據問卷調查，大部分學生表示是次活動能提昇對中國文化的興趣，贊歎祖先的智慧，能開拓視野。亦有學生表示排隊須時太久，未能逐一觀賞及參與攤位活動。以上活動中除了讓學生體驗豆腐營養價值外，亦讓他們認識公和豆腐店製作豆腐花的過程。

#### **Feedback and Follow-up 跟進措施建議：**

Next year, continue to participate in the guided tour of the Chinese University Cultural Trail. Furthermore, similar Chinese Culture Day activities can be arranged again, and the duration of the event can be considered extended, so that students can participate in more diverse exhibitions and booth games. In addition, next year, continue to cooperate with other disciplines and groups to organize related activities, in order to enrich students' understanding of our national culture.

來年繼續參加中文大學文化徑導賞團。而且，可再安排中華文化日同類活動，可考慮時間問題，延長活動時間，讓學生可以多參與更多不同展覽及攤位遊戲。此外，來年亦可繼續與其他學科及組別合作，舉辦相關活動，以增潤學生對我國文化的認識。

### 80 Chinese Literature 中國文學

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

On January 20, the department collaborated with the Chinese History department to lead 26 students studying Literature and Chinese History to participate in the Chinese University of Hong Kong's Cultural Trail. Through on-site inspection, visits and interactive experiences, the students were able to understand the cultural history of CUHK, recognize the contribution of the school's predecessors in promoting Chinese culture and carrying forward Chinese virtues, and actively contribute to the promotion of Chinese education. In addition, the department also collaborated with the Religious and Visual Arts groups to hold the "Chinese Tofu, Chinese Sentiment" event in April, which included a reading activity on the theme of tofu on April 26.

本科聯同中史科於1月20日帶領26位修讀文學及中史科學生參與中文大學文化徑，通過實地考察、參觀及互動體驗，使學生了解中大的文化歷史，認識先賢哲士弘揚中華文化，承傳中華美德，為辦好中國教育積極付出。此外本科亦於下學期4月聯同宗教、視藝等組別舉辦中國豆腐中國情，其中於4月26日進行以豆腐為題圍讀活動。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

##### ◆ The Chinese University Cultural Trail:

There were 26 students from the Literature and Chinese History groups, along with 3 supervising teachers, totaling 30 participants in the activity. Before the observation, students were required to read Luo Weiluan's

essay "The Two Best Landscapes of New Asia", which focused on the circular plaza. As the students had already read the relevant information before the observation, it helped deepen their impressions when they visited the site. According to the survey data, the most popular site was the Harmony Pavilion, with 91.3% of students indicating that the guided tour could enhance their understanding of the CUHK campus. Meanwhile, 73.9% of students felt that the guided tour effectively enhanced their sense of identity with Chinese culture. 78.3% of students believed that the activity allowed them to recognize and appreciate the efforts of the sages in contributing to Chinese culture. The above results show that the activity effectively enhanced the students' understanding of Chinese culture. By appreciating the beautiful scenery of the Chinese University, the students were better able to appreciate the spirit of Chinese culture, such as the concept of "unity of heaven and man" embodied in the Harmony Pavilion. Furthermore, the Unfinished Lake symbolizes the meaning of "not yet completed, still needing self-improvement".

◆ "Chinese Tofu, Chinese Sentiments":

A special literature group reading workshop was set up, using Liang Rongru's "The Taste of Tofu" as the reading material. Before the workshop began, students were first allowed to taste the special tofu flower made by the Gonghe Tofu Shop, accompanied by a spoonful of brown sugar, which melted instantly, giving a sweet and rich taste. In this atmosphere, the students read Liang Rongru's essay with a different experience. The teacher wanted the students to think about the different reactions of the author before and after eating tofu, and to ponder the author's different experiences with tofu in different circumstances. As for the discussion of tofu leading to a sense of national sentiment, from personal preferences to humanistic spirit, and finally to the reminiscence of the hometown, it was a bittersweet life story. Afterwards, a student commented: "It turns out that the symbolic meaning of tofu is quite extensive. It can be a medium for the author to express his feelings for his motherland. The essay on the taste of tofu made me shed tears, as I never imagined that a person could have such a deep, pure love for his own country, a love that is steadfast and grateful." This shows that the students have a deep understanding of the reading sharing. In addition to the teacher's guidance in the reading, the workshop also invited two students to share other essays, and some students carefully analyzed the text and explained the details about tofu, reminding everyone not to just look at the surface, but to ponder the underlying principles, so as not to appear shallow in their thinking. The Form 3 students also spoke up from time to time and enjoyed the process. Overall, the reading workshop was very well received, and the questionnaire survey showed that the students had a positive response to the workshop. The biggest difference in students' perception of "tofu" before and after the reading was that before the reading, fewer students noticed that "tofu" could be a writing subject and reflect the virtues of Chinese culture, but after the reading, these two items increased by 36.4% to 100% and 90.9% respectively. 72.8% of the students liked the teacher's guidance and teacher-student interaction, and 9.1% of the students liked the sharing by their classmates. 90.9% believed that the reading helped to enhance the students' understanding of Chinese culture.

◆ 中大文化徑：

是次共有 26 位文學及中史組同學參加，連同 3 位帶隊老師，共 30 人參與活動。觀賞前，同學須先閱讀小思（盧瑋鑾）：〈新亞兩片最好的風景〉，文章以圓形廣場為題，由於觀賞前同學已閱讀相關資料，有助加深同學親臨其境時的印象。根據問卷調查所得數據，是次最受歡迎的景點為合一亭，91.3% 的同學表示導賞團可提昇他們對中大校園的認識，同時有 73.9% 的同學表示導賞團有效提昇他們對中國文化的認同感。78.3% 同學認為透過此活動可以認識並欣賞先賢對中國文化付出的努力。以上結果可見，是次活動有效提昇同學對中國文化的了解，透過欣賞中文大學優美景致，更能體會中國文化精神，例如同學最喜歡的景點為合一亭，在合一亭指定位置能拍下天人合一之觀，同學在欣賞美景之餘，亦更能體會錢穆先生所論的天人合一精神。此外，未圓湖取的是“尚未圓滿，仍需自強”之意。湖內不但有獅子亭及荷花，湖邊同樣有整排的落羽松、折徑與地連成一線。活動後同學須完成指定工作紙，所有同學均能認真完成課業。是次活動有效提昇同學對中國文化的認識，對於培養同學「堅毅」、「國民身份認同」有一定幫助。

◆ 「中國豆腐中國情」：

是次特設文學組圍讀工作坊，以林海音主編〈中國豆腐〉為閱讀材料。工作坊開始前，先讓同學品嚐公和豆腐店特製豆腐花，加上一勺黃糖，入口即融，甜意滿溢。在這種氛圍下，閱讀梁容若〈豆腐的滋味〉，別有一番體會。老師著意要同學思考梁容若對吃豆腐前後反應的不同，更要同學推敲作者在不同的境遇下對豆腐有不同的體會。至於由豆腐談到家國情懷，由個人喜好提昇到人文精神，最後以憶念故鄉收結，半百人生，一紙辛酸。其後有同學給了以下評語：「原來豆腐的象徵意義有很多，它可以是作者用來寄情祖國的物，對於豆腐的滋味一篇，令我流淚，沒想過一個人能對自己國家有如此深厚、純真的情，是堅定不移、飲水思源的愛。」由此可見，同學對是次閱讀分享深有體會。除了老師引領閱讀外，工作坊亦邀請了兩位同學分享其他篇章，有同學仔細推敲文意，對文章提及豆腐的細節作闡釋，提醒大家看事物不要只看表面，要推敲背後的義理，這樣才不會顯得思想淺薄。中三同學亦時有發言，樂在其中。總體來說，圍讀工作坊反應甚佳，問卷調查所見，同學對於工作坊持正面反應。圍讀前後對「豆腐」認知最大的不同是，圍讀前較少同學留意到「豆腐」可成為寫作題材及反映中華文化美德，但圍讀後此兩項分別為 100% 及 90.9%，比前增加了 36.4%。72.8% 同學喜歡老師啟導及師生交流，亦有 9.1% 同學喜歡同學分享。90.9% 認為是次圍讀有助提昇同學對中國文化的認識。

**Feedback and Follow-up 跟進措施建議：**

This academic year, the Literature group students have led various activities to enhance learning interest. Next academic year, the school will enter the next stage of a three-year plan, still focusing on cultivating independent and confident learning. The aim is to develop diverse learning experiences for students. The Literature subject will continue to promote different types of activities, complementing classroom learning and showcasing student learning outcomes. This is to achieve the broad learning knowledge suggested by the seven learning objectives, and to enhance the identity of national and global citizenship. Next academic year, the school will strengthen national security education. The Religious Studies group will use tea ceremony as the theme, combining it with the spirit of filial piety to launch a new activity. Literature can also align with the activity theme to implement featured assignments and strengthen national education.

本學年由文學組同學牽領，進行不同類別活動以提昇學習興趣，下學年學校進入另一階段的三年計劃，仍以培養自主自信學習為主，發展同學多元學習體驗，文學科繼續推動不同類型活動，配合課堂所學，展示同學學習成果，以達到七個學習宗旨所建議的寬廣學習知識，提昇國民和全球公民身份認同。下學年學校將加強國安教育，現時宗教組將以茶藝為主題，配合孝道精神展開新一項活動，文學亦可配合活動要旨，推行特色課業，加強國民教育。

80 **Buddhist Studies & Ethics and Religious Studies 佛學 & 倫理與宗教**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

The subject conducted the thematic teaching "Origin of Our School" as planned in November, allowing students to understand the origin and development of the school's founding, so that students can feel grateful and cherish the school, and enhance their sense of belonging to the school. Students gave positive feedback in the questionnaire, with more than 70% of students indicating that the thematic teaching helped them better understand the origin of the school's development, thereby increasing their sense of belonging to the school, and they were more engaged in participating in the school's Golden Jubilee celebration. Furthermore, the subject conducted the thematic teaching "Tofu, the Chinese Spirit" from November to April as planned, introducing intangible cultural heritage to students and understanding the important position of tofu in Chinese Buddhism, including activities such as: the physical education and Buddhist studies teachers sharing their vegetarian experiences and the nutritional value of tofu at the morning assembly; providing a variety of soy-based vegetarian dishes (provided by the vegetarian restaurant) and tofu pudding during the vegetarian lunch, and demonstrating the tofu-making process during the activities, allowing students to understand that any food can only be obtained through many conditions, thereby learning to be grateful; visiting Dharma Drum Mountain to personally make cookies, allowing students to understand the development of Chinese Buddhism

and experience the spirit of environmentally friendly vegetarian food; and holding book exhibitions and short lectures introducing books on the theme of tofu. Students gave positive feedback in the questionnaire, with more than 80% of students indicating that the activities had enhanced their understanding of Chinese culinary culture and Chinese Buddhism.

本科於 11 月按計劃如期進行專題教學「善.緣」，讓學生了解學校創校的緣起及發展歷程的助緣，使學生感恩及珍惜學校，提昇對學校的歸屬感。學生在問卷回饋中反應正面，整體上超過七成學生表示透過專題教學能更明白學校發展的緣起，從而增加對學校的歸屬感，並更投入參加學校的金禧校慶典禮。再者，本科於 11 月至 4 月按計劃如期進行透過專題教學「中國豆腐中國情」向學生介紹非物質文化遺產，並了解豆腐在漢傳佛教的重要地位，其中活動包括：體育及佛學老師於早會分享茹素經驗及豆腐的營養價值；於素食午餐提供多類豆製品素食（由素菜館提供）及甜品豆腐花，並在活動中展示豆腐的製作過程，讓學生明白任何食物都要依靠眾多因緣才可得到，從而學會知恩感恩；到法鼓山參學，親自製作曲奇餅，從而讓學生認識漢傳佛教的發展，並體驗環保素食的精神；舉行書展及短講，介紹豆腐為題的書籍。學生在問卷回饋中反應正面，整體上超過八成學生表示透過活動提升對中國飲食文化及中國佛教的認識。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The thematic teaching "Origin of Our School" was able to successfully use the Buddhist principle of dependent origination to explain how the school's development was achieved through the efforts of many people. Students were engaged and focused during the lessons. Unfortunately, due to consideration of class time and curriculum arrangements, it was not possible to implement it in junior secondary. It is hoped that there will be an opportunity to promote it to all grade levels in the school. Secondly, thematic activities like "Tofu, the Chinese Spirit" require collaboration with external organizations in order to be successfully carried out. The process requires opportunities and time, and it may not be possible to have effective results every year.

專題教學「善.緣」能成功地以佛學因緣法則來說明學校的發展依靠眾人的努力所成就，課堂期間學生投入及專注。可惜考慮到課時及課程安排，未能在初中推行，希望能有機會推廣到全校各級。其次，「中國豆腐中國情」一類的專題活動需尋得校外機構合作，方能成功舉行，過程中需要契機及時間，不一定能每年都能有所成效。

#### **Feedback and Follow-up 跟進措施建議：**

Making the thematic teaching "Origin of Our School" an annual topic for Secondary 4 students will give every student the opportunity to understand the history and development of the school. Additionally, the "Tofu, the Chinese Spirit" thematic activities were able to introduce students to Chinese Buddhism and Chinese culture in an interesting way, and it is worthwhile to reference this and continue holding similar activities in the coming year. Furthermore, this was a cross-departmental collaboration within the school, which further enhanced the teaching effectiveness. It is hoped that there will be more opportunities for such collaborative efforts in the future.

將專題教學「善.緣」成為每年的中四課題，令每位同學都有機會認識學校的歷史及發展。另外，「中國豆腐中國情」主題活動能有趣地令學生認識中國佛教及中國文化，值得參考，並在來年繼續舉行類似活動。加之，是次為校內多組跨科合作，更添教學效益，望將來有更多契機合作。

## 80 **Economics 經濟**

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

- ◆ All S.5 students visited the Information Centre of the Hong Kong Monetary Authority on 23 April, 2024.
- ◆ A one-hour guided tour was arranged by the Hong Kong Monetary Authority. Students were introduced the work of the HKMA and the development of money and banking in Hong Kong.

- ◆ 所有 5 年級學生於 2024 年 4 月 23 日參觀了香港金融管理局的資訊中心。
- ◆ 香港金融管理局安排了一小時的導覽活動。學生們了解到了香港金融管理局的工作以及香港金錢和銀行業的發展。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

- ◆ 100% of students agreed / strongly agreed that the visit helped them understand the history of Hong Kong's monetary, financial and banking systems, as well as the design, security features, and production process about Hong Kong currency notes and coins.
- ◆ 70% of students agreed / strongly agreed that the visit helped them understand the work of the Hong Kong Monetary Authority.
- ◆ 91% of students agreed / strongly agreed that they understood that the work of the Hong Kong Monetary Authority was important in safeguarding the economic and financial security of Hong Kong.
- ◆ 100%的學生表示同意或者非常同意,參觀活動有助於他們了解香港貨幣、金融和銀行體系的歷史,以及香港貨幣和硬幣的設計、安全特徵和生產過程。
- ◆ 70%的學生表示同意或者非常同意,參觀活動有助於他們了解香港金融管理局的工作。
- ◆ 91%的學生表示同意或者非常同意,他們明白香港金融管理局的工作對於維護香港的經濟和金融安全非常重要。

#### **Feedback and Follow-up 跟進措施建議：**

1. Students' feedback on the visit was good. They were satisfied with the visit on the whole.
  2. The Exhibition Area of the Information Centre comprises 3 sections: the policy section, the currency section and the historical timeline. More time can be allocated to the policy section.
1. 學生對這次參觀活動的反饋很好,他們對整個參訪活動感到滿意。
  2. 資訊中心的展覽區域由 3 個部分組成:政策部分、貨幣部分和歷史時間線。可以在政策部分分配更多時間。

### 80 **Business, Accounting and Financial Studies 企業、會計與財務概論**

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

Individual mini project, in text, photos and flowcharts:

After studying Chapter 6 'Entrepreneurship', each student has to search for one prominent Chinese entrepreneur from internet to introduce his background, the adventurous spirits, paths to success and the business models. The purposes of this project are to enhance the students' national identity through acknowledging about brilliant China businesses, the entrepreneurship and how these businesses contribute to China and the world.

個人小型專案 (以文字、照片和流程圖表示):

在學習了第 6 章"創業精神"之後,每個學生都必須從互聯網上尋找一位知名的中國企業家,介紹他的背景、冒險精神、成功之路和商業模式。這個專案的目的是通過了解優秀的中國企業、創業精神以及這些企業如何為中國和世界做出貢獻,來增強學生的民族認同感。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

All students have submitted their projects. From the projects, Over 80% students can make good use their information technology skills or programs such as ChatGPT to enhance their efficiency of searching and summarizing. Some elite students can adopt concept charts and time lines to organize their ideas and discuss the entrepreneurs' autobiography. After receiving all projects, the teacher concerned has summarised all the Chinese entrepreneurs and their related industries. De-briefing then has been made to all classes.

所有學生都已提交了他們的專案。從這些專案來看,超過 80%的學生能夠善用他們的資訊技術技能或程序(如 ChatGPT)來提高搜索和總結的效率。一些優秀學生可以採用概念圖和時間線來組織他們的想法,並討論企業家的自傳。收到所有專案後,任課老師總結了所有中國企業家及其相關行業。隨後為所有班級進行了總結回顧。

**Feedback and Follow-up 跟進措施建議：**

In next academic year, group work might be adopted so that students can provide a more in-depth analysis about the entrepreneur. Also, to provide wider coverage, teachers can provide a reference list of different industries for groups to choose.

在下一學年,可能會採用小組合作的方式,讓學生可以對企業家進行更深入的分析。此外,為了提供更廣泛的覆蓋範圍,老師可以提供不同行業的參考清單,讓小組自行選擇。

80 **Information and Communication Technology 資訊與通信科技**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

ICT has many videos shown in class to demonstrate the development of the related area in China. Such as development of AI, the self-driven vehicle and the use of robotic technology in China. We focus on gradually introduce the IT aspect of China to the students in a long time so as to develop the pride of the country. ICT also arrange a study tour to Shanghai for students to know more about the development of China in person.

資訊通訊科技課程中會播放很多影片,向學生展示中國相關領域的發展,例如人工智能、自動駕駛汽車以及機器人技術的應用。我們會逐步向學生介紹中國的資訊科技發展,以培養學生對國家的自豪感。資訊通訊科技課程還安排學生前往上海進行實地考察,讓他們親身了解中國的發展情況。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Students are more interested the use of AI of China as they are so proud that the country can achieve so much in a short time. Students generally agree that it is important to learn how to use the AI of China is more important than the ones development in other countries.

學生對於了解中國在人工智能方面的發展尤其感興趣,因為他們為國家在短時間內取得如此巨大成就而感到自豪。學生普遍認為,學習如何使用中國研發的人工智能技術比學習其他國家的更為重要。

**Feedback and Follow-up 跟進措施建議：**

Teacher can have more knowledge of the technology of China as the technology is not just limited to students who take ICT but to all students regardless of their subjects studying.

老師也應該加深對中國技術發展的了解,因為這些技術並不僅限於選修資訊通訊科技課程的學生,而是所有學生都應該掌握的知識,不分科目。

80 **Geography 地理**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

A number of worksheets have been designed to enhance students' learning towards China's (1) energy resource distribution, (2) HEP development, (3) efforts in tackling climate change, (4) significance of iron and steel industry development, (5) efforts made to shape a liveable Pearl-river Delta Region.

為了增強學生對中國的(1)能源資源分佈,(2)水電發展,(3)應對氣候變化的努力,(4)鐵鋼業發展的重要性,(5)塑造宜居珠江三角洲地區所做的努力,設計了一些工作紙。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

By analyzing students' submission, they showed a deep belonging to the country and were aware of the country's latest development. Besides, they developed deeper understanding of our nation and understood the significance of the country's efforts in various aspects such as mapping different energy resources so that our country could plan for future development and shape the nation to be a strong country in light of challenges worldwide. Such an understanding of China's geography is also important for helping them to face future challenges.

通過分析學生的提交，他們表現出對國家的深厚認同感，並意識到國家的最新發展。此外，他們對我們的國家有了更深刻的理解，並了解國家在各方面的努力意義，例如規劃不同的能源資源，以便我們的國家能夠為未來發展做計劃，並在面對全球挑戰時塑造強大的國家。對中國地理的這種理解對幫助他們面對未來挑戰也非常重要。

**Feedback and Follow-up 跟進措施建議：**

Next year, the department is planning for a field trip to China together with THS department so as to enhance students' understanding of geography of China from a first-person perspective. Some potential sites include Hainan Island or Guangdong Province.

明年，該部門計劃與 THS 部門一起進行一次中國的實地考察，以增強學生從第一人稱視角理解中國地理的能力。一些潛在的地點包括海南島或廣東省。

**Visual Arts 視覺藝術****Progress and Achievements within the School Year 在整個學年的進展及成就：**

In the junior and senior high school curriculum, art units and content related to Chinese culture have been added: a calligraphy unit for S1 and S2; a meticulous painting unit for S2; the introduction of many works by Chinese artists in the S3 "Public Art" unit; a paper-cutting and paper sculpture course for S4 and S5. Additionally, a creative calligraphy activity promoting Chinese calligraphy culture has been incorporated into extracurricular art activities, in conjunction with the student council's Spring Festival couplet competition, to promote Chinese calligraphy culture and Guangcai creation. In the "Performance Art" unit, elements of "lawfulness" have been added to remind students about "cybersecurity" and how to respect others' intellectual property when using the internet.

在初、高中課程中增加了中華文化內容的藝術單元及內容：中一及中二設書法單元；中二設工筆畫單元；中三《公眾藝術》引入很多中國藝術家的作品；中四及中五設剪紙及紙雕課程，另在課外的藝術活動上加插推廣中國書法文化的新春創意書法活動，配合學生會新春揮春比賽，推廣中國書法文化、廣彩創作。另在《行為藝術》單元，加入「守法」元素，在學生使用網絡上提醒學生《網絡安全》及如何尊重別人的知識產權。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Students have a certain interest in the content related to Chinese culture and are able to appreciate and create. However, relying solely on a single Chinese art unit does not allow students to fully understand the development of Chinese art, and there is a need to introduce and present Chinese artists and works in different units and themes. This helps students understand the country's artistic level and enhances their sense of belonging to the nation.

同學對中華文化的內容有一定的興趣，亦能做到欣賞及創作。惟靠單一的中國藝術單元，未能更全面地讓同學了解中國藝術的發展，需在不同的單元及主題中引入及介紹中國藝術家及作品。使同學明白國家的藝術水平，以此加強對國家的歸屬感。

**Feedback and Follow-up 跟進措施建議：**

- In the coming year, different courses at each level need to incorporate two different forms of Chinese art.
  - Introduce and present Chinese artists and works in different units and themes.
  - Additionally, continue to use last year's progress format, highlighting the twelve values education, national education, and national security education focuses involved in teaching for each unit, to facilitate close follow-up during instruction.
- 
- 來年各級課程，需分別加入兩種不同的中國藝術形式。
  - 在不同的單元及主題中引入及介紹中國藝術家及作品。
  - 另外，繼續沿用去年的進度表格式，於每個單元重點寫出教學中涉及十二個價值教育、國民教育及國家安全教育的焦點，以使教學時可緊密跟進。

**80 Music 音樂****Progress and Achievements within the School Year 在整個學年的進展及成就：**

This year, more than 20 members were recruited to the Chinese Orchestra and Western Orchestra. As we had the Celebration of our school's Golden Jubilee Celebration, opportunities to develop the teams were created. More students gained knowledge and interest in Chinese music and western music, and more than 70% of them showed positive feedback on their belongingness to the school and to the country.

今年，超過 20 名成員加入了中國樂團和西洋樂團。由於我們舉辦了學校的金禧慶祝活動，創造了發展團隊的機會。更多學生對中國音樂和西洋音樂增進了知識和興趣，超過 70% 的學生對他們的學校及國家的認同感表示正面反饋。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The performance last year (Golden Jubilee Ceremony and Music Gala) were found success. Similar performing opportunities should be given to students as much as possible (without sacrificing academic achievements). In fact, many musical actors showed improvement in English subject marks this year.

去年的表演（金禧慶典和音樂盛會）被認為成功。應該儘可能多地給予學生類似的表演機會（不影響學業成就）。事實上，許多音樂演員今年在英語科目的成績上有所改善。

**Feedback and Follow-up 跟進措施建議：**

More performance opportunities should be given to students. Music Gala is suggested to become the annual signature events of BSTC, combining year-end concert and mini musical.

應該給予學生更多的表演機會。建議音樂盛會成為 BSTC 的年度標誌性活動，結今年終音樂會和迷你音樂劇。

**80 Physical Education 體育****Progress and Achievements within the School Year 在整個學年的進展及成就：**

1. The sports team created display boards to introduce the Hangzhou Asian Games and the 14th National Winter Games and the 9th National Games of Hong Kong. They also organized online quiz games to help students understand China and Hong Kong's sports achievements and the country's modern development. Over 50 students participated in these two activities, and the sports team has awarded small gifts to students who scored full marks.
2. The sports team created a worksheet introducing the values of sports in China, which was used as content for a junior form sports written examination. Most students achieved passing grades.

3. The sports team organized a 4-day 3-night volleyball exchange trip to Zhaoqing, with 30 male and female volleyball team members participating. They invited Zhaoqing coaches to teach the students, held friendly matches with Zhaoqing students, and visited the Zhaoqing sports training center.

1. 製作展板介紹杭州亞運，改以早會短講方式進行，讓學生認識杭州亞運的進行過程及國家建設的情況。體育組製作了展板介紹第十四屆全國冬季運動會及第九屆全港運動會，並設有獎問答遊戲，讓學生認識中國及香港之運動成就及國家的現代建設，認識國家的成功及進步。兩次問題活動以網上形式進行，均有五十多名同學參與。體育組已送出小禮物予滿分同學。

2. 體育組製作了工作紙介紹體育價值如何在中國體現，並用作中一體育筆試的內容。大部分同學都取得合格成績。

3. 體育組於 28/6-1/7 舉辦了肇慶排球交流團，帶同三十名男女子排球隊員進行四日三夜的排球交流與訓練。是次交流團邀請了肇慶教練教導同學、與肇慶的學生進行友誼賽及參觀了肇慶體育訓練中心。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

1. These two activities helped students understand the development of the motherland and Hong Kong from a sports perspective, enhancing their sense of belonging to the country and Hong Kong. However, the number of participants was lower than expected, so more promotion will be needed next year.

2. The worksheet effectively allowed students to understand the development of the motherland from a sports perspective, which helped enhance their sense of belonging to the country. However, due to the need to focus on activities in physical education classes, the teachers were unable to explain it in class.

3. This activity was very successful. In addition to improving their volleyball skills, the students also learned about Zhaoqing's volleyball development. The survey results showed that nearly all students felt the exchange trip could enhance their understanding of China's volleyball development and the Greater Bay Area's culture. Besides volleyball skills, the students also learned interpersonal skills, time management, and teamwork.

1. 這兩次問答活動有助同學從體育方面認識祖國及香港的發展，有助提升學生對祖國及香港的歸屬感。可惜參加的人數未及預期，來年須加強宣傳。

2. 工作紙有效地從體育方面讓學生認識祖國的發展，有助提升學生對祖國的歸屬感。但礙於體育課須以活動為主，所以老師未能於課堂講解。

3. 是次活動非常成功，同學增進了排球技術外，同時了解到肇慶市如何發展排球運動。問卷調查結果顯示，接近全體同學認為是次交流團能提升他們對中國排球的發展，亦能加深同學對大灣區風土人情的認識。除了排球技術的提升外，同學亦表示他們學會與人相處、時間管理及團隊精神等等。

#### **Feedback and Follow-up 跟進措施建議：**

1. Next year, the sports team will continue to create display boards on the country's sports development for students to view, providing another channel for students to understand the motherland and enhance their national identity. The sports team should also strengthen promotion, such as using email or other social media platforms, to provide more students with information.

2. Next year, the sports team will continue to create worksheets on the country's sports development, providing another channel for students to understand the motherland and enhance their national identity. The teachers may consider using online worksheets to facilitate student reading and backup.

3. Next year, the sports team will continue to organize sports exchange activities and hopes to expand to other teams, such as badminton, table tennis, and basketball. Next year's exchange trip will increase the number of friendly matches to provide more opportunities for students to interact with mainland students.

1. 來年體育組會繼續製作關於國家體育發展的展板讓同學瀏覽，提供多一個途徑讓同學認識祖國，以提升國民身份認同。同時體育組應加強宣傳，如使用電郵或其他社交平台，令更多學生可以得到資訊。
2. 來年體育組會繼續製作關於國家體育發展的工作紙，提供多一個途徑讓同學認識祖國，以提升國民身份認同。老師可考慮使用網上工作紙，方便學生閱讀及備份。
3. 來年體育組會繼續舉辦體育交流活動，並希望拓展到其他球隊，如羽毛球、乒乓球及籃球等。來年交流團會增加友誼賽，增加同學與內地學生交流的機會。

2. **Major Concern 2: To enhance students' self-esteem and foster a strong sense of belonging to the school and towards the country**

**重點關注事項二：提昇學生自尊感以及對學校及國家的歸屬感**

2.1. **General Evaluation from Student Support Division 學生支援組整體評估** ——

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

Throughout the school year, students have enhanced their self-esteem and sense of belonging to the school and the country through various activities. This school year also marks the 50th anniversary of the school, and the school's original musical "Pitch and Point" had a high-level performance at the school's anniversary celebration, which has contributed to improving students' English proficiency and their sense of belonging to the school. From the APASO (Assessment Program for Affective and Social Outcomes) survey, the student self-concept Q-value is 103, and the Q-value for 2023-2024 is 100, both of which are positive and higher than the territory-wide average. This shows that there have been significant achievements in enhancing students' self-esteem.

In addition, various school teams have also collaborated to organize school-wide activities, such as "Chinese Tofu, Chinese Sentiment," to enhance students' understanding of the Chinese national product "tofu" and Chinese culture, thereby enhancing their sense of belonging to the country. The school also attaches importance to the flag-raising ceremony, holding one flag-raising ceremony per week in accordance with the Education Bureau's guidelines, and incorporating short talks on national security in various subjects to comprehensively enhance students' understanding of national security. The APASO survey items on national identity (responsibility, obligation, pride, love, national flag, national anthem) all have a Q-value as high as 116. Activities such as respecting teachers, festival activities (Mid-Autumn Festival, Chinese Culture Day), and the "Dream Flight" activity for S6 students have also helped students establish a positive and optimistic outlook on life. The mentor program has also allowed students to have close connections with school alumni, which has enhanced their sense of belonging to the school. From the APASO survey, the Q-value for satisfaction with the school is 109, the Q-value for the importance of moral consciousness is 115, and the Q-value for their sense of belonging to the school is as high as 116.

整個學年中學生透過不同的活動提昇自尊感以及對學校及國家的歸屬感。本學年適逢學校 50 周年慶典，本校原創音樂劇「pitch and point」在校慶典禮中發揮高水平的表演，對於提昇同學英文水平以及對學校的歸屬感均見成果。從 APASO 調查項目可見，學生自我概念 Q 值為 103，2023-2024 年 Q 值為 100，即過去兩年均屬正面，達標比全港為高。由此可見，在提昇學生自尊感方面有明顯的成果。

此外，學校各組別亦合作舉辦全校性活動，例如「中國豆腐中國情」，藉活動提昇同學對國家產物「豆腐」的認識，從而認識中國文化，提昇對國家的歸屬感。本校亦重視升旗禮，按教局指引，每星期舉行一次升旗儀式，亦加入各科有關國家安全短講，全面提昇同學對國家安全認識。APASO 調查項目國家身份認同(責任、義務、自豪、愛護、國旗、國歌)Q 值均高達 116，至於有關敬師活動、節慶活動(中秋節、中華文化日)、中六夢想飛行活動均有助學生建立積極正面人生觀。師友計劃，亦讓學生與校友有緊密聯繫，讓學生對學校更有歸屬感。從 APASO 調查項目可見，對學校滿足感 Q 值為 109，道德意識重要性 Q 值為 115，對學校的歸屬感更高達 Q 值 116。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The data shows that the direction of student support is correct, with different departments launching various types of activities to address the areas of concern, allowing students to enhance their self-esteem and sense of belonging to the school and the country from the aspects of knowledge, emotion, and action. However, the data also indicates that students need more attention in the area of healthy living. For example, in the emotional aspect (no negative emotions, no anxiety and depression symptoms), the Q-value is 86-91, which is significantly lower than the territory-wide average. This may be related to the intense competitive state of students in their studies, leading to increased mental stress. In the next three-year plan, it is recommended that healthy lifestyle be the primary area of focus.

以上數據可見學生支援方向正確，各部門均能針對關注事項推出不同類型活動，讓學生能從知、情、行三方面提昇自尊感以及對學校及國家的歸屬感。然而數據亦顯示同學在健康生活方面較須留意。例如在情緒方面(無負面情緒、無焦慮及抑鬱徵狀)Q 值為 86-91，明顯比全港數字為低。此或與同學在學習方面須保持爭競狀態以致精神較為緊張有關。下三年計劃，建議以健康生活模式為首要關注點。

**Feedback and Follow-up 跟進措施建議：**

1. The school should formulate a "Healthy Campus" policy to help students achieve good physical, mental, and social well-being, and comprehensively care for students' growth.
  2. The school should foster a caring campus culture to help students develop healthy lifestyle habits, positive outlooks and values on life, life skills, and the ability to face adversity and resist temptation.
1. 建議學校制訂「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。
  2. 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。

## 2.2. Evaluations from Different Subjects & Departments (Pages 56-80)

各科組的評估及反思 (頁 56-80) ——

### 80 Board of Discipline 訓導組

<b>To enhance students' self-confidence through activities outside classroom</b> 通過課堂外的活動以增強學生自信心
<b>(A) Mountaineering 山「毅」達人</b>
<b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b>
Students with behavioral problems, poor interpersonal relationship and low self-esteem. Joined the course divided into 3 sessions, namely, interpersonal skills, mountaineering knowledge and practice. The course was conducted with small group guidance and board games to nurture participants' interpersonal skills, which was followed by acquiring mountaineering knowledge. Participants took turns to be group leaders, through which they learned to take up responsibility and make each decision seriously. In this process, participants' self-esteem was raised and learned to appreciate and respect other members.
參加課程的學生均存在行為問題、人際關係欠佳和自尊心低。課程分為三個環節：人際技巧訓練、登山知識講授和實踐演練。在小組輔導和桌上遊戲中培養參與者的人際交往能力，隨後學習登山知識。參與者輪流擔任小組組長，在過程中學習承擔責任並認真對待每一個決定。通過這一系列活動，參與者的自尊心得到提升，並學會欣賞和尊重其他成員。
<b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b>
7 out of 8 participants met the requirements in terms of attendance, and the coach's assessments and were thus awarded Certificate of Completion. All through this course, they started from being strangers to becoming buddies. In an anonymous questionnaire, all participants got a sense of satisfaction from the course and therefore liked the course. Besides, there was an improvement in inter-personal relationships and problem-solving skills from the coach's observation.
8名參與者中，有7人滿足出勤率和教練評估的要求，因此獲得結業證書。在整個課程過程中，參與者從陌生人逐漸變成好朋友。問卷顯示，所有參與者都對課程感到滿意。此外，教練觀察到參與者的人際關係和解決問題的能力都有所提升。
<b>Feedback and Follow-up 跟進措施建議：</b>
Seeing the benefits targeted students got from the course, it was decided that the mountaineering course would be held in the upcoming school year.
鑒於目標學生從這門課程中獲得的益處，本校決定在即將到來的學年裡繼續舉辦登山課程。
<b>(B) Lion Dance Team 舞獅隊</b>
<b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b>
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. This year, there were three events where the team of 16 members performed, with one being the school's Golden Jubilee Anniversary Opening Ceremony. Team members' performances were highly praised by guests, parents, students and teachers.
「善德龍獅」成立的目的是為有特殊教育需要的學生，以及有興趣了解中國文化的學生，提供通過體育鍛煉和表演展示才能的機會。他們會在農曆新年慶祝日和期考後活動等不同場合表演。今年，這支16人組成的團隊共參與了三次表演，其中包括學校金禧校慶開幕典禮。團隊成員的表演獲得了嘉賓、家長、學生和老師的高度讚譽。

<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p>
<p>This academic year, lion dance team showcased their talents on three occasions, namely, the school's Golden Jubilee Anniversary ceremony, the Chinese New Year Celebration and post-examination activity. According to an anonymous questionnaire, 100% of participants think that they have a better understanding of dragon dance culture. Besides, 100% of participants said that they had become more determined and braver and are not afraid of challenges. All the participants have expressed that they know that importance of teamwork. 90 % of participants have mutual trust with their members and a better relationship and hope that they have the opportunity to take part in dragon dance contest so that they feel confident of their ability. Lastly, 90 % will continue to take part in dragon and lion dance activities and 90 % like the training course on the whole. From the feedback of the coach, members of the team gradually showed improvement in team work and some of them showed greater interest in this Chinese performing arts.</p>
<p>在這個學年裡，龍獅隊在三個場合展現了他們的才華，分別是金禧校慶典禮、農曆新年慶祝活動和期考後的活動。問卷顯示，100%的參與者認為自己對龍獅文化有了更好的理解。此外，100%的參與者表示變得更有決心和勇氣，不再害怕挑戰。所有參與者都認識到團隊合作的重要性。90%的參與者與隊員之間建立了相互信任的關係，人際關係也有所改善，他們希望有機會參加龍獅比賽，以增強自信。最後，90%的參與者表示會繼續參加龍獅舞蹈活動，90%整體上喜歡這個培訓課程。從教練的反饋來看，隊員們在團隊合作方面逐步有所進步，部分人對這種中國表演藝術表現出更濃厚的興趣。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p>
<p>As a team which has always aimed to correct some of the members' shortcomings and can achieve its purpose, it is hoped that there may be more opportunities for the participants to take part in activities outside school or competitions.</p> <p>作為一支一直致力於糾正部分隊員缺點並實現其目標的團隊，我們希望能為參與者提供更多校外活動或比賽的機會。</p>
<p><b>(C) "Hong Kong 200" Leadership Project 2024 2024 《香港 200》領袖計劃</b></p>
<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p>
<p>2 deputy head prefects were nominated and by the school principal and admitted to take part in a territory-wide leadership training course starting in July. This year, the project focuses on "Northern Metropolis" centering on "society" and approaching from Livelihood (Social &amp; Political Sector) and Industry (Social &amp; Business Sector) Aspect. This allows participants to understand the roles and relationships of 'society, politics, and commerce' settings in real world and to recognize how to collaborate across these sectors to create a positive impact.</p> <p>2 名副風紀隊長被校長提名並獲准參加 7 月開始的全港性領導力培訓課程。今年的項目重點關注"北部都會區"，圍繞"社會"展開，從生活環境(社會和政治部門)和產業(社會和商業部門)兩個角度入手。這使參與者能夠了解現實世界中"社會、政治和商業"環境中的角色和關係,並認識到如何跨界別合作以產生正面影響。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p>
<p>As the course will end in September 2024, reflection on the course will be completed in 2024-2025 school year.</p> <p>由於該課程將於 2024 年 9 月結束,對課程的反思將在 2024-2025 學年完成。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p>
<p>From the feedback of last year's participants, who are head prefects in 2023-2024, this programme is beneficial in broadening their horizons, enhancing interpersonal skills and problem solving skills. It has been decided that this will be a programme for prospective head prefects.</p>

根據 2023-2024 學年的風紀參加者的反饋意見,該課程有助於拓寬他們的視野,提升人際交往和解決問題的能力。因此,學校決定將此課程列為未來風紀的培訓項目。

#### **(D) School Prefects Leadership Training Workshop 學校領袖生培訓工作坊**

##### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

Organized on 3rd February, this half-day workshop 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. There were a number of challenging group games to boost school prefects' self-esteem and self-identity as well as enhance their positive thinking and team building. More importantly, there were role-playing in which newly-appointed school prefects needed to give opinions on handling difficult cases when in their daily duties.

2 月 3 日舉辦的半天工作坊旨在為新任命的校園領袖培養履行職責的技能,使他們成為全校同學的楷模。工作坊包含了一系列具挑戰性的團隊遊戲,以提升校園領袖的自尊心和自我認同,並增強他們的積極思維和團隊建設能力。更重要的是,還有角色扮演環節,要求新任校園領袖對日常工作中處理棘手情況提出意見。

##### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Over 80% of school prefects who participated in the workshop were satisfied that after different activities, they had a better understanding of their personality and knew more about the expected difficulties in discharging their duties and effective ways to deal with the problems. Besides, they said they learned how to appreciate group members in group games in terms of cooperation.

根據反饋,參與工作坊的 80% 以上的校園領袖表示,經過各種活動後,他們對自己的性格有了更好的了解,並更清楚在履行職責時可能遇到的困難以及有效的應對方法。此外,他們表示在團隊遊戲中學會了如何欣賞合作組員。

##### **Feedback and Follow-up 跟進措施建議：**

We have considered cooperating with other service providers who could offer different training methods to prospective school prefects in the school year 2024-2025.

本校考慮於 2024-2025 學年與其他服務機構合作,為準備擔任校園領袖的學生提供不同的培訓方式。

#### **To Boost Students' Self-Confidence And National Identity 提升學生自信心和國家認同感**

##### **(A) Rope Skipping Competition 班際跳繩比賽**

##### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

Rope skipping competition is an annual school event which schoolmates look forward to. In the past, senior students who had the problem of cohesiveness in a class did not take part in the competition. This school year, all classes have to join the event. We aim to promote peer understanding and enhance the sense of cooperation and unity. In the activity, participants need 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' sense of belonging in their classes.

跳繩比賽是學校的年度盛事,深受師生歡迎。過去有些高年級班級因班級凝聚力不足而未能參加。本學年,所有班級都必須參加此活動。學校的目標是促進同學之間的相互理解,增強合作和團結的意識。在活動中,參與者需要協調合作,互相支持,彌補團隊的不足之處。他們還需要制定策略以超越其他班級。期望這一活動能夠增強學生對班級的歸屬感。

##### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

This school year, the competition was held from September to November.

今年學校的跳繩比賽是在 9 月到 11 月期間舉行的。

*Strengthening team spirit and class cohesiveness 加強團隊精神和班級凝聚力*

Agree very much	Agree	Neutral	Disagree	Disagree Very Much
31.1%	33.8%	24.3%	5.4%	5.4%

*Taking part in the activity enthusiastically 積極參與活動*

Agree very much	Agree	Neutral	Disagree	Disagree Very Much
29.1%	39.9%	21.6%	5.4%	4.1%

*Boosting classmates' sense of belonging 增強同學的歸屬感*

Agree very much	Agree	Neutral	Disagree	Disagree Very Much
27.7%	35.8%	26.4%	5.4%	4.7%

*Enjoying the activity 享受活動*

Enjoy very much	Enjoy	Neutral	Not Enjoy	Not Enjoy Very a lot
28.4%	33.1%	29.1%	6.1%	3.4%

**Feedback and Follow-up 跟進措施建議：**

Over 90% of classes joined the activity and more students benefit from class building in terms of team spirit, cohesiveness and sense of belonging. Besides, that head prefects find organizing the activity enjoyable and that class teachers encouraged their classmates in the practice and competition meant that this whole school activity should continue in the future.

根據反饋,超過 90%的班級參加了這項活動,更多學生從中受益,增強了團隊精神、班級凝聚力和歸屬感。此外,風紀隊長發現組織這項活動很有樂趣,班主任也積極鼓勵學生參與練習和比賽,這表明這項全校性活動應該在未來繼續舉辦。

**(B) Stellar Student Award 優秀學生獎**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

We aim 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 term. Success Criteria and evaluation method(s) are:

- ◆ In the Junior Group (S1-3), a student will not have any record of *No Homework* and any penalties of demerits or above. Percentage of students meeting the criteria: 50%.
- ◆ In the Senior Group (S4-5), a student will not have any record of lateness and any penalties of demerits or above. Data will be based on the records in the conduct meetings. [大榜]. Percentage of students meeting the criteria: 50%.
- ◆ Awardees' names will be posted on the commendation list, and a gift of a ball pen and a certificate of commendation will be given.

我們的目標是表揚那些雖然學業成績可能不突出,但自律性強、努力提升自己的學生。學生每學期將獲得一次表揚。成功標準和評估方法:

- ◆ 初中組(中一至中三)學生:無任何缺交功課記錄,且無任何達到記過或以上處分記錄。達標學生佔比:50%。
- ◆ 高中組(中四至中五)學生:無任何遲到記錄,且無任何達到記過或以上處分記錄。數據將基於品行會議[大榜]紀錄。達標學生佔比:50%。
- ◆ 獲獎學生名單將公佈,並獲得一支原子筆和嘉許狀作為獎勵。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

In Term 2, 48.6% of S1-S3 students met the requirement, a slight drop in the percentage of students who could meet the criteria in Term 1 (48.8%). In the senior group, 59.4% met the requirement, a slight drop in the percentage of students who could meet the criteria in Term 1 (59.4%). A ball pen was a gift for the awardees, together with a certificate of commendation and the list of awardees were printed on the discipline board.

<p>第二學期,初中組(中一至中三)有 48.6% 學生達到要求,略低於第一學期的 48.8%。高中組(中四至中五)有 59.4% 學生達到要求。獲獎學生獲得嘉許狀和一支原子筆作為獎勵,獲獎名單也被張貼在校規違規記錄板上。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p>
<p>Students may be late once in a while, but some have accumulated quite a number of lateness records. Discipline masters met parents of these latecomers with more lateness records this year's Parents' day in the hop of better cooperation between parents and the school to see an improvement in their performance.</p> <p>學生偶爾會遲到,但有些學生的遲到記錄就比較多。今年家長日,訓導組主任會見了這些遲到記錄較多的學生家長,希望能加強家校合作,促進學生改善表現。</p>
<p><b>(C) Military Summer Camp for Hong Kong Youth 香港青少年軍事夏令營</b></p>
<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p>
<p>Three students, among whom are senior school prefects and active prefects, will take part in 2024 Summer Military Camp for Hong Kong Youth. Through recommending this summer camp to schoolmates, we aim to boost students' self-confidence as well as deepen their understanding of our nation.</p> <p>三名學生,其中包括高級學生會幹事和熱心參與學校事務的學生,將參加 2024 年香港青年夏令軍事訓練營。通過向同學推薦這個夏令營,我們的目的是希望提高學生的自信心,並加深他們對祖國的了解。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p>
<p>As the summer camp will be completed in summer 2024, reflection on the course will be conducted in 2024-2024 school year.</p> <p>由於夏令軍事訓練營將於 2024 年夏季才完成,對該課程的反思將會在 2024-2025 學年進行。</p>
<p><b>Feedback and Follow-up 跟進措施建議：</b></p>
<p>Seeing the importance of national security, the board of Discipline would see the talk on national security as a key area in future and would endeavor to convey the message of national security to students.</p> <p>本校意識到國家安全的重要性,訓導組將把國家安全教育列為未來的重點工作之一,並將努力向學生傳達國家安全的信息。</p>
<p><b>(D) Police Talk on National Security Law 有關香港國安法的警察講座</b></p>
<p><b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b></p>
<p>Two sessions on a talk by the Police on National Security Law, legal consequences on online naked chat blackmail for both junior form students and senior form students on 6 September. Besides, to deal with the alarming cases of online naked chat blackmail and the uploading of obscene and indecent articles online, the Police talk also focused on Obscene and Indecent Articles Ordinance to raise students' awareness of living a healthy lifestyle.</p> <p>9 月 6 日,學校為初中和高中學生分別舉行了警察講座。講座內容包括《國家安全法》以及網上裸聊勒索的法律後果。同時,講座還針對網上裸聊勒索案件和上傳淫褻/不雅文章的問題,講解了《淫褻及不雅物品管制條例》,以提高學生對健康生活方式的意識。這些都是為了加強學生對國家安全和網絡安全的認知。</p>
<p><b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b></p>
<p>Over 80% of the students in the survey understood the national Security Law and what must not be done and over 90% of them agreed to abide by the national security law. In the same survey, over 80% of the students surveyed understood the legal consequences of online naked chat blackmail and the release of obscene and indecent articles and over 90% of them would abide by the related law.</p>

根據調查,超過 80%的學生了解國家安全法以及不可做的事項,並且超過 90%的學生表示願意遵守國家安全法。同時,在同一份調查中,超過 80%的學生了解網上裸聊勒索和發布淫褻/不雅文章的法律後果,並且超過 90%的學生表示會遵守相關法律。

**Feedback and Follow-up 跟進措施建議：**

Seeing the importance of national security, the board of Discipline would see the talk on national security as a key area in future and would endeavor to convey the message of national security to students.

本校意識到國家安全的重要性,訓導組將把國家安全教育列為未來的重點工作之一,並將努力向學生傳達國家安全的信息。

**(E) Promotion of Chinese martial arts and “Wushu” for S1 students 為中一學生推廣中國武術**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

On 19 and 21 September, two sessions of introducing Chinese martial arts and Wushu were held for all S1 students. The aim was to let teenagers to 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.

9月19日和21日,學校為所有中一學生舉辦了兩場介紹中國武術和武術的課程。目的是讓這些青少年學習中國武術的哲學、精神和技能,以欣賞中國的武術文化。學生們還被邀請親自體驗武術的基本動作,並欣賞教練的精彩演示。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

According to the survey done by S1 students, over 60% of S1 students enjoyed the demonstration of Wushu activity, and around 70% felt that this activity could deepen students' knowledge of Chinese martial arts. Some students expressed that the session could be held longer and more areas in Shaolin culture could be introduced and the coaches could explain more about Shaolin culture.

根據中一學生的調查結果,超過 60%的中一學生表示享受了武術表演的活動,約 70%的學生認為這個活動能夠加深他們對中國武術的認知。一些學生表達了希望活動時間能更長,能夠介紹更多少林文化的內容,以及教練能夠更詳細地解釋少林文化。

**Feedback and Follow-up 跟進措施建議：**

As seen from students' feedback, S1 students are positive on this activity and more than half of the participants benefit from it. The board of Discipline would consider organizing this activity next school.

從學生的反饋中可以看到,中一學生對這項活動持積極態度,超過一半的參與者從中獲益。訓導組將考慮在下一個學年再次組織這項活動。

**To Lead A Healthy Lifestyle**

**(A) Workshops & Theatres**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

A half-day workshop on bullying “欺零融異” for S1 and S2 students on 4 October and 12 October was organized by Education University. In the workshop, students analyzed some bullying scenarios from the perspectives of a bully, a victim, and an onlooker. Besides, through booth games, students could experience how it feels like to suffer from autism. The workshop was organized by the school's SEN group with the help from the Board of Discipline. Second, students were reminded from previous school hall assemblies the meaning of bullying, which includes bullying in real life and on the Internet. Students are always reminded to behave decently on the Internet world, which means that they must not disclose other people's private information on the Internet and infringe on other's privacy. Any decent behavior in the real world must also be displayed in the Internet world. Third, on 22 November, an anti-bullying theatre 「防欺凌，行多步，在

線等！」was organized by CFSC 基督教家庭服務中心 for S3 and S5 students. Through the theatre, students would make decisions and knew the consequences of different choices in bullying situations.

10月4日和10月12日,教育大學為中一和中二學生舉辦了一個半天的反欺凌工作坊「欺零融異」。在工作坊中,學生從欺凌者、受害者和旁觀者的角度分析了一些欺凌場景。此外,通過攤位遊戲,學生可以體驗患有自閉症的感受。這個工作坊由學校的特殊教育需要小組與紀律委員會的協助下組織。其次,在早會上,學生被提醒過什麼是欺凌行為,包括現實生活中和網絡上的欺凌。學生一直被提醒要在網絡世界中表現得體,不得洩露他人的私人信息,也不得侵犯他人的隱私。任何在現實世界中體面的行為,都必須在網絡世界中也得到體現。再者,11月22日,基督教家庭服務中心為中三和中五學生組織了一場反欺凌話劇「防欺凌,行多步,在線等!」。通過這場話劇,學生可以做出決定,並了解不同選擇在欺凌情況下的後果。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

In the workshop on bullying “欺零融異” on 4 October, around 40 % of the respondents agreed very much that they understood what bullying was from the perspectives of the bully, the victim and the onlooker. More importantly, 38% of the students agreed very much that they introspected their own and others’ behavior when getting along with people. 39 % of the students also agreed very much that they found the booth games intriguing and 36% of the respondents knew the autism spectrum disorder and 40% of the students agreed very much that booth games could let them experience students with autism spectrum disorder. 43% of the respondents agreed very much that every individual was unique and that they were willing to learn to respect each individual.

In the workshop on bullying “欺零融異” on 12 October, around 35 % of the respondents agreed very much that they understood what bullying was from the perspectives of the bully, the victim and the onlooker. More importantly, 33% of the students agreed very much that they introspected their own and others’ behavior when getting along with people. 38 % of the students also agreed very much that they found the booth games intriguing and 33% of the respondents knew the autism spectrum disorder and 36% of the students agreed very much that booth games could let them experience students with autism spectrum disorder. 40% of the respondents agreed very much that every individual was unique and that they were willing to learn to respect each individual.

In the anti-bullying theatre 「防欺凌,行多步,在線等!」 organized by CFSC 基督教家庭服務中心 for S3 and S5 students, over 90% of the students taking part in it agreed that the theatre let them understand the needs of the victims in bullying, and over 90 % of them were satisfied with the crew’s performance and the content of the workshop.

根據反饋,在10月4日舉行的反欺凌工作坊「欺零融異」中,約40%的受訪者非常同意他們從欺凌者、受害者和旁觀者的角度理解了什麼是欺凌。更重要的是,38%的學生非常同意他們在與人相處時反省了自己和他人的行為。39%的學生也非常同意他們發現攤位遊戲很吸引人,36%的受訪者了解了自閉症光譜障礙,40%的學生非常同意攤位遊戲能讓他們體驗到患有自閉症光譜障礙的學生。43%的受訪者非常同意每個個體都是獨特的,他們願意學習去尊重每個個體。

在10月12日舉行的反欺凌工作坊「欺零融異」中,約35%的受訪者非常同意他們從欺凌者、受害者和旁觀者的角度理解了什麼是欺凌。33%的學生非常同意他們在與人相處時反省了自己和他人的行為。38%的學生也非常同意他們發現攤位遊戲很吸引人,33%的受訪者了解了自閉症光譜障礙,36%的學生非常同意攤位遊戲能讓他們體驗到患有自閉症光譜障礙的學生。40%的受訪者非常同意每個個體都是獨特的,他們願意學習去尊重每個個體。

在基督教家庭服務中心為中三和中五學生舉辦的反欺凌話劇「防欺凌，行多步，在線等！」中，超過 90% 的參與學生同意該話劇讓他們了解了欺凌受害者的需求，超過 90% 的學生對演員的表現和工作坊的內容感到滿意。

**Feedback and Follow-up 跟進措施建議：**

As seen from students' feedback, both the workshops and the theatre could achieve its aim of letting students introspect themselves like whether they might have become bullies unconsciously. In the upcoming school years, we may consider cooperating with the organization when organizing activities in this major area to address the issue.

從學生的反饋來看，這些工作坊和話劇都能達到讓學生自我反思自己是否無意中成為欺凌者的目標。在未來的學年裡，我們可以考慮與這個組織合作，在這個重要領域組織相關活動，來解決欺凌問題。

☺ **Careers Committee 生涯規劃組**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

Students knew themselves well with the personality tests introduced in CEDU lessons and they gained self-esteem, more than 85% of students believed they agreed with the Holland code results. Students agreed that careers talks and alumni sharing helped (as suggested in the questionnaire results) and they had a clearer view on their careers path, over 80% of students gave positive feedback to the talks. Mentorship program was supported by dedicative alumni and it built strong bonds between alumni and the existing students via talks, workshops and counselling, over 90% of S.6 students appreciated the guidance of alumni and many of them would like to be mentors in the near future.

學生透過 CEDU 課堂上介紹的性格測試，對自己有更深入的了解，並獲得了更高的自尊，超過 85% 的學生認為他們認同霍蘭代碼的結果。學生同意，職業講座和校友分享對他們有幫助(如問卷結果所建議)，並對自己的職業道路有了更清晰的認知，超過 80% 的學生對講座給予正面反饋。導師計劃得到熱心校友的支持，通過講座、工作坊和輔導，在校生與校友建立了牢固的關係，超過 90% 的中六學生很感謝校友的指導，許多人未來也希望成為導師。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

Mentorship program coordinately operated by alumni and the Careers Committee gradually becomes structured as alumni form a giant network for supporting our existing students, especially S.5 and S.6 students. Students who acquire assistance from alumni have stronger sense of belonging to the school.

校友與生涯規劃組共同協調運作的導師計劃，逐步形成了一個龐大的校友支持網絡，尤其是為中五和中六的學生提供協助。從校友那裡獲得幫助的學生，對學校有更強烈的歸屬感。

**Feedback and Follow-up 跟進措施建議：**

Students of all forms need to broaden their horizons through first experience. The committee could have organized more firm visits and job shadowing to achieve the goal. The committee would seek opportunities to cooperate with different subject departments and alumni to organize visits and experience beyond the classroom.

所有年級的學生都需要通過實際體驗來拓寬視野。生涯規劃組可以組織更多工廠參觀和職業體驗活動來實現這一目標。委員會會尋求與不同科目部門和校友合作的機會，組織校外參觀和實踐活動。

**(A1) To enhance students' self-esteem 提升學生自尊**

**Tasks/ Strategies: To equip students with the necessary leadership knowledge and skills in organizing activities by holding the following events:**

- Leadership Training Day Camp for key posts holders (S.3 – S.5) – (21/11/2023)
- Training workshops for S.1 – S.3 Class Committee members – (S.1: 16/11/2023; S.2-S.3: 14/12/2023)
- Leadership Training Workshop for S.4 students (2/7/2024)

**任務/策略: 為學生舉辦以下活動,以培養學生的領導知識和技能:**

- 領導力培訓日營 - 2023 年 11 月 21 日
- 為中一至中三班別委員會成員舉辦培訓工作坊  
(中一: 2023 年 11 月 16 日; 中二至中三: 2023 年 12 月 14 日)
- 為中四學生舉辦領導力培訓工作坊 - 2024 年 7 月 2 日

**Progress and Achievements within the School Year 在整個學年的進展及成就:**

- We aim to develop students' sense of responsibility and competence by offering opportunities to take up posts and organize activities for their schoolmates.
- The day camp aimed at cultivating and exploring students' leadership potential and interest via different tasks.
- A Leadership Training Day Camp for student leaders was held on 21/11/2023 in the school hall. The service provider recruited for the day camp was THE CEPT 體驗·教育. The day camp was again subsidized by the Beat Drugs Fund Special Funding Scheme (Healthy School Programme) 禁毒基金特別撥款計劃(健康校園計劃) this year and participants could take part in it free of charge.
- There were 80 key post holders who came from different student organizations including Students' Union, Prefect Teams, Committees, Houses and Clubs joined the day camp. The following 80 student leaders were invited to join the day camp:
  - Committee members of the Students' Union cabinet
  - School Head Prefects and Deputy Head Prefects
  - Chairpersons and Vice-chairpersons of Four Houses
  - Chairpersons of clubs
  - Chairpersons of Careers Team, MCE Team, Health Team, ITCG, Multimedia Creation Team
  - Guidance Captains
  - Team Leaders of School Choirs, Chinese Orchestra, Western Orchestra
- The objective of the day camp is to develop the foundational leadership skills that will help them explore their potentials for the benefit of all. Several group activities and tasks were used as the vehicles to convey key concepts of leadership to participants and they can learn the skills, knowledge and approach needed for effective leadership.
- Two sessions of training workshops for junior form students were conducted on 16/11/2023 and 14/12/2023. Class committee representative were instructed to fill in the class committee reports and taught how to organize activities for their classmates.
- A Leadership Training Workshop for S.4 students was held on 2/7/2024 in the SK Hall. S.4 students were instructed how to organize activities for their schoolmates and guidelines of taking up ECA posts were disseminated to them. They could acquire the knowledge and essential skills needed to manage ECA matters and people.
- 我們旨在提供機會讓學生擔任職務並為同學組織活動,以發展他們的責任感和能力。
- 日營活動旨在通過不同的任務培養和發掘學生的領導潛能和興趣。
- 2023 年 11 月 21 日在學校禮堂舉行了一個領導力培訓日營,由外聘機構 THE CEPT 體驗·教育負責。今年活動再次獲得禁毒基金特別撥款計劃(健康校園計劃)的資助,參加者可以免費參加。

- 共有 80 名來自不同學生組織(如學生會、風紀隊、各委員會、四社和學會)的主要職務持有者參加了日營。
- 日營的目的是培養參加者的基礎領導技能,以助他們發掘自身的潛力,為全校師生帶來裨益。通過一些小組活動和任務,向參加者傳授領導的重要概念,讓他們學習所需的技能、知識和方法。
- 我們於 2023 年 11 月 16 日和 12 月 14 日分別為初中學生舉辦了兩場培訓工作坊。班別委員被指示填寫班別委員會報告,並教授如何為同學組織活動。
- 2024 年 7 月 2 日在 SK 禮堂為中四學生舉辦了一場領導力培訓工作坊。學生被指示如何為同學組織活動,並向他們宣講擔任課外活動職務的指引。他們可以獲得管理課外活動事務和人員所需的知識和技能。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

- The goal of a leadership training day camp is to equip participants with the knowledge, skills and confidence needed to effectively lead and manage others.
- All participants had to fill in a questionnaire to reflect on their own performance and what they learnt from the day camp.
- Most of them agreed that they have acquired much problem-solving and leadership skills from the tasks and activities they accomplished in the day camp.
- 領導力培訓日營的目標是為參加者提供所需的知識、技能和信心,以有效領導和管理他人。
- 所有參加者必須填寫問卷,反思自己的表現和從日營中學到的東西。
- 大多數人認為他們從完成的任務和活動中獲得了很多解決問題和領導技能。

**Feedback and Follow-up 跟進措施建議：**

- Most of them gave positive feedbacks on the activities and tasks in the Leadership Training Day Camp. Their leadership skills and communication skills have been effectively enhanced.
- Students' feedbacks on the Leadership Training Day Camp are listed below

✓	97% of participants thought that their team spirit could be fostered.
✓	95% of participants thought that their leadership skills and abilities could be enhanced.
✓	95% of participants felt that they took part in the tasks and activities whole-heartedly.
✓	95% of participants found that the flow of day camp run smoothly.
✓	93% of participants felt that their self-efficacy could be enhanced.
✓	93% of participants thought that their team spirit could be fostered.
✓	93% of participants thought that the instructions and debriefing of trainers and coaches in the day camp were provocative and enlightening.
✓	93% of participants enjoyed the day camp.

- It is worthwhile to keep holding the day camp in the coming school years.
- S.4 students' feedbacks on the Leadership Training Workshop are listed below

✓	96.6% of participants thought that they have better understanding of the student organizations in the school.
✓	97.5% of participants thought that they could learn more about how to organize activities for their schoolmates.
✓	95.7% of participants admitted that they have acquired the key elements on how to organize ECAs.
✓	97.4% of participants admitted that their skills in organizing ECAs have been fostered.
✓	94.9% of participants admitted that their leadership skills have been enhanced.
✓	97.3% of participants learnt more about the importance of team work.
✓	92.2% of participants satisfied with the arrangement of the workshop.

- From the questionnaire, most students found their confidence in organizing activities can be strengthened after learning the key elements of leadership, communication skills as well as problem-solving skills in the workshop.

- Some participants suggested that the training workshop should be held for students of other forms since they will take up some ECA posts in various student organizations. Regarding this suggestion, we are planning to hold some training workshops for junior form students. Senior students will be trained up before to be the instructors of these junior students.
- 參加者對領導力培訓日營的活動和任務給予正面反饋，其領導技能和溝通技能得到有效提升。
- 參加者對領導力培訓日營的反饋如下：
  - ◇ 97%的參加者認為他們的團隊精神得到培養。
  - ◇ 95%的參加者認為他們的領導技能和能力得到提升。
  - ◇ 95%的參加者全身心投入到任務和活動中。
  - ◇ 95%的參加者認為日營的進程順利。
  - ◇ 93%的參加者感到他們的自我效能得到增強。
  - ◇ 93%的參加者認為他們的團隊精神得到培養。
  - ◇ 93%的參加者認為教練的指導和總結啟發性強。
  - ◇ 93%的參加者享受這次日營。
- 在未來的學年繼續舉辦日營是值得的。
- 中四學生對領導力培訓工作坊的反饋如下：
  - ◇ 96.6%的參加者認為他們對學校的學生組織有了更好的了解。
  - ◇ 97.5%的參加者認為他們可以學習到如何為同學組織活動。
  - ◇ 95.7%的參加者承認他們掌握了組織課外活動的關鍵要素。
  - ◇ 97.4%的參加者承認他們的組織課外活動技能得到了培養。
  - ◇ 94.9%的參加者承認他們的領導技能得到了提升。
  - ◇ 97.3%的參加者了解到團隊合作的重要性。
  - ◇ 92.2%的參加者對工作坊的安排感到滿意。
- 根據問卷調查,大多數學生在工作坊中學習到領導、溝通和解決問題的關鍵技能後,他們組織活動的信心得到了增強。
- 一些參加者建議,培訓工作坊應該為其他年級的學生舉辦,因為他們也會在各學生組織中擔任一些課外活動職務。關於這一建議,我們正計劃為初中學生舉辦一些培訓工作坊,並由高年級學生先接受培訓,成為初中學生的指導者。

**(A2) To continue “Sin Tak’s SUM Scheme” 善德一 SUM 計劃 for both S.1 and S.2 students**

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

- Sin Tak’s SUM Scheme is an extra-curricular activities scheme for all S.1 and S.2 students. We aimed to develop students’ potentials, interests as well as perseverance, communication skills in students through a series of long term training. Each student is required to enroll in one or two categories of activities which include Sports Teams, Uniform Groups (Girl Guides, Scouts, Red Cross) and Musical Instrument Classes.
- The total number of new S.1 participants in the scheme has significantly decreased from 155 (Year 2020-21) to 130 (Year 2023-24) as more students take part in activities outside school. On the contrary, the number of enrollment of S.2 students has increased from 118 (Year 2020-21) to 133 (Year 2023-24).
- Nonetheless, from the observations by teacher advisors, positive values and attitudes of perseverance and self-management could be instilled into our students.

S.1 Enrollment	2020-21	2021-22	2022-23	2023-24	Change
Sports Team	64	46	47	44	-3
Girl Guides	10	13	19	13	-6
Red Cross	18	21	21	21	0

Scouts	10	10	11	12	+1
Music Instrumental Classes	53	52	33	40	+7
Total enrollment:	155	142	131	130	-1

S.2 Enrollment	2020-21	2021-22	2022-23	2023-24	Change
Sports Team	34	42	43	44	+1
Girl Guides	11	8	12	19	+7
Red Cross	18	19	21	21	0
Scouts	14	10	10	10	0
Music Instrumental Classes	21	33	28	25	-3
STEM Club	8	4	5	6	+1
Wing Chun Club	Suspended	Suspended	Suspended	0	/
Choir	12	15	9	8	-1
Total enrollment:	118	131	128	133	+5

- 「善德一 SUM 計劃」是一個針對全體中一及中二學生的課外活動計劃。我們旨在通過一系列長期培訓活動,培養學生的潛力、興趣、毅力以及溝通技能。每名學生須參與一個或兩個類別的活動,包括運動隊、制服團隊(女童軍、童軍、紅十字會)和樂器班。
- 在整個學年的進展及成就方面,新中一學生的參與人數由 2020-21 年度的 155 人,下降至 2023-24 年度的 130 人,原因是愈來愈多學生參與校外活動。反之,中二學生的參與人數由 2020-21 年度的 118 人,增加至 2023-24 年度的 133 人。儘管如此,老師顧問觀察到學生培養了堅毅和自我管理等正面價值觀和態度。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

- Through a wide range of training programmes and activities in the Sin Tak's SUM Scheme, we aim to enrich our students' learning experiences and cultivate their positive thinking, self-discipline and team spirit. Also, opportunities were provided for them to explore their interests, develop their strengths and potentials. These activities help students to build endurance, resilience and other positive values.
- A questionnaire was filled in by S.2 students at the end of this school year to evaluate the effectiveness of the Sin Tak's SUM Scheme in enhancing their self-efficacy.
- 「善德一 SUM 計劃」提供了一系列的培訓課程和活動,旨在豐富學生的學習體驗,培養他們的正面思維、自律精神和團隊合作精神。同時也為學生提供機會探索自己的興趣,發展長處和潛力。這些活動幫助學生建立持久力、抗逆力和其他正面價值觀。
- 在本學年末,我們讓中二學生填寫問卷,以評估「善德一 SUM 計劃」在提升他們自我效能感方面的成效。

#### **Feedback and Follow-up 跟進措施建議：**

- From the questionnaire (total:110 responses), it was found that a majority of students thought that the Sin Taks' SUM Scheme could develop their interests, explore their potentials, help them learn more new things, get a sense of satisfaction, boost their self-esteem, develop a sense of belongings to school.
- Some of them thought that self-discipline, perseverance, self-control, critical thinking, time management, creativity, etc. have been enhanced through the participation in the Scheme.
- Most of them (77.3%) admitted that they are going to keep joining the activities they enrolled in the Scheme after promoting to S.3.
- Those who will not join the activities in S.3 stated the reason that they are too busy with their study and hence they have to quit the training or activities.

- 根據年終問卷調查結果(共 110 份回覆),大部分學生認為「善德一 SUM 計劃」能培養他們的興趣、發掘潛能、學習新事物、獲得滿足感、提升自尊心和增強對學校的歸屬感。他們也表示通過參加活動,培養了自律、毅力、自我控制、批判性思維、時間管理和創造力等。大部分學生(77.3%)表示會繼續在中三時參與所報讀的活動,部分學生因要集中精力應付學業而決定退出。
- 我們將根據評估結果,繼續優化計劃內容,加強對學生的培養,為他們提供更優質的學習體驗。

### **(B) To enhance students' self-esteem**

#### **Tasks/ Strategies: To organize more inter-class competitions to establish closer bonds among students**

透過一系列的班際比賽及活動,增強學生的自尊心

- Inter-class competitions and activities
- To enhance students' sense of belonging to their class and school through holding class building activities

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

- We aim to enhance students' sense of belonging to their class and school through organizing a variety of interclass competitions, including
  - ✓ Logo Design Competition (Oct 2024)
  - ✓ School Picnic Photo-taking Competitions (17/11/2023)
  - ✓ Fai Chun Design Competition (創意揮春設計比賽) on the Lunar New Year Celebration Day (6/2/2024)
  - ✓ Darts Competition (飛鏢比賽) on the Lunar New Year Celebration Day (6/2/2024)
  - ✓ Fun Games Competition (競技比賽) on the Lunar New Year Celebration Day (6/2/2024)
  - ✓ Class celebration activities held by class committees on the Lunar New Year Celebration Day (6/2/2024)
- These competitions and activities have showcased the remarkable talents of our students, fostering a spirit of healthy competition and unity among the classes.
- This is the first year to hold the S.6 Graduation Cup Challenges (中六畢業盃) in which S.6 students who battled fiercely in an array of thrilling contests, including the Interclass Fun Game, 3 on 3 Basketball, Football, and Dodge ball competitions. We aim to promote the understanding among peers and enhance the sense of cooperation and unity among S.6 students.
- 於 2024 年 10 月舉行的班徽設計比賽,2023 年 11 月 17 日的校園遊踪拍照比賽,以及在 2024 年農曆新年慶祝日(2 月 6 日)舉行的揮春設計比賽、飛鏢比賽和競技遊戲比賽。此外,各班委員會亦在當日舉行了班級慶祝活動。這些比賽和活動展現了學生卓越的才能,培養了健康的競爭精神和班際團結。
- 這是首年舉辦的中六畢業盃挑戰賽,包括班際趣味遊戲、3 對 3 籃球、足球及躲避球比賽,旨在促進同學之間的了解,增強中六級學生的合作精神和歸屬感。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

- We aimed to develop cooperation skills and communication skills in students through a series of interclass competitions.
- In these activities, opportunities were provided to students who can learn to cooperate and work out strategies with their classmates in order to accomplish some tasks and to outperform other classes.
- It was found that most students could take part in the activities and competitions enthusiastically and could enjoy themselves when performing different tasks with their classmates and class teachers.
- 我們旨在透過一系列的班際比賽及活動,培養學生的合作和溝通技巧。
- 在這些活動中,學生有機會與同班同學合作,制定策略以完成任務,並力求戰勝其他班別。
- 結果發現,大部分學生都熱情地參與各項活動和比賽,並且在與同班同學及班主任一起完成不同任務時,都能玩得很開心。

**Feedback and Follow-up 跟進措施建議：**

- From the questionnaire (total:634 responses), it was found that a majority of students (97.7%) thought that class celebrations, Darts Competition and Fun Games Competition were their most interested activities on the Lunar New Year Celebration Day (6/2/2024).
- It was found that 91.8% of students agreed that the interclass activities and competitions were able to boost their team spirit; strengthen their sense of belongings and cohesiveness to their class.
- From teachers' observation, not only class representatives were participating whole-heartedly in the interclass competitions, but also the audiences were devoted to cheer up their classmates. The aim of enhancing students' sense of belonging to their class and school through organizing a variety of interclass competitions was achieved undoubtedly.
- From the questionnaires, quite a number of students (6%) thought that the time period of class celebration was too short and hence it would be extended in the coming school years in order to facilitate the organization of games and celebration activities by the class committee.
- It was suggested that a wider variety of activities could be held so that more students are able to take part in them. At present, most of the activities or competitions belong to sports or ball games and hence only students who are good at them are able to be class representatives. If activities or competitions of other kinds are introduced, more opportunities could be provided to those students who are not good at sports to join. It is hoped that the morale of classes can be boosted and hence students' sense of belongings to their class and school could be enhanced.
- 評估結果顯示,大部分學生(97.7%)認為班級慶祝活動、飛鏢比賽和競技遊戲比賽是農曆新年慶祝日最有興趣的活動。91.8%的學生認為班際活動和比賽能夠增強他們的團隊精神,鞏固對班級的歸屬感和凝聚力。教師觀察亦發現,不僅是班代積極參與,連觀眾也全情投入為同學呼應,充分達到了增強學生對班級和學校歸屬感的目標。
- 有6%學生認為班級慶祝活動時間太短,建議來年延長時間以便班委會組織更多遊戲和慶祝活動。此外,也建議舉辦更多種類的活動,讓更多非運動型學生也能參與,以提升全體學生的士氣和歸屬感。

**80 Guidance Committee 輔導組****(A) To enhance students' self-confidence through activities outside classroom****(A1) S.1 Overnight camp for all S. 1 students and the guidance captains****Progress and Achievements within the School Year 在整個學年的進展及成就：**

The overnight camp was planned to be held from 6 Oct to 7 Oct 2023. It was interrupted by a typhoon. All students and teachers needed to go home after dinner on 6 Oct. Students were disappointed as they had waited for this camp for a long time. Yet, students enjoyed a lot and got inspired from the camp. 55% of the expressed that they understood themselves more. 76% of them felt more confident to face the challenges in the new school life. 68% of them said they had a strong sense of belonging to the school.

是次宿營原定於2023年10月6日至7日舉行,但遭受颱風影響,學生和老師只能在10月6日晚餐後返回家中。學生們失望不已,因為他們等待這次宿營已久。然而,學生們仍從中獲益良多,55%的學生表示對自己有更深入的了解,76%的學生表示更有信心面對新學校生活的挑戰,68%的學生表示對學校有更強烈的歸屬感。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

This year the percentage of satisfaction was lower than the previous years. It was understanding as the students were disappointed. They could not have the overnight experience which they had longed for since the end of the pandemic.

今年的滿意度百分比低於往年,這是可以理解的,因為學生失望無法享受他們期待已久的過夜體驗。

### **Feedback and Follow-up 跟進措施建議：**

Those is the feedback from the students.

- ‘You can do it! Never give up!’
- ‘Don’t underestimate yourself.’
- ‘I hope to be a better me’

From the feedback of the students, they not only have fun in the camp but also encouragement from their teachers and seniors. They were confident to face the new challenges in the secondary school life. It is highly recommended that the S.1 overnight camp should be an annual highlight for BSTC new comers.

從學生的反饋中，我們聽到了以下鼓勵的話語：「你做不到！不要放棄!」、「不要低估自己」、「希望能成為更好的自己」。從學生的反饋可以看出，他們不僅在宿營中玩得 high，也從老師和學長姐那裡得到了鼓勵，對面對新的中學生活充滿信心。強烈建議 BSTC 應該將中一宿營作為每年重點活動之一。

### **(A2) The Guidance Captain Program**

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

Twenty-three guidance captains joined the Guidance Captain Program this year. They participated in the training day camp on 23 September 2023. They joined a rock-climbing activity. They learned by challenging themselves and enhanced their self-confidence. 100% of them expressed that the activity enabled them to enhance their team spirit, self-efficacy and leadership skills, which is very encouraging indeed. They were more confident as a leader.

Twenty-six senior guidance captains first met their S.1 students in the kick-off on 29 September 2023. They first had a quiz about the school and then had some ice-breaking games together.

90% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 92% of them also said that the activity could enhance their learning experience. Over 90% of the participants expressed that the activity could enhance the interpersonal communication skills.

今年共有 23 名輔導隊長參加了輔導隊長計劃。他們於 2023 年 9 月 23 日參加了訓練日營，其中包括攀岩活動。通過挑戰自我，他們增強了自信。100% 的參與者表示該活動讓他們提升了團隊精神、自我效能和領導技能，這確實是非常鼓舞人心的。他們作為領導者更加自信了。

26 名高年級輔導隊長於 2023 年 9 月 29 日首次在啟動儀式上與中一新生見面。他們先進行了一場關於學校的小測驗，然後一起玩了些破冰遊戲。

90% 的參與者表示該活動讓他們養成了積極的人生態度。92% 的人說該活動可以豐富他們的學習體驗。超過 90% 的參與者表示該活動可以增強他們的人際溝通技巧。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The guidance captains were very helpful and willing to provide assistance for the new S.1 students. They were friendly and kind and serious about their job. S.1 students in fact wanted very much to know their seniors. Yet, some S.4 students were busy and they had different posts. It might not be easy to gather all guidance captains in each event.

輔導隊長非常樂於助人，願意為新中一學生提供協助。他們友好、善良，並認真對待自己的工作。中一學生非常想了解自己的學長學姐。然而，部分中四學生很忙，兼任不同崗位，可能無法每次都齊聚於各項活動。

<b>Feedback and Follow-up 跟進措施建議：</b>
<p>As for the whole year of the guidance captain program, it was suggested that captains could be recruited from different classes and the number of captains could increase to 32. Captains were busy with their school work and other activities and thus sometimes they were not able to show up in the guidance captain activities. And it was suggested that some shorter activities could be held during lunch time in a smaller scale so that the guidance captains could be able to come more frequently.</p> <p>對於整個輔導隊長計劃的未來,建議可以從不同班級招募隊長,並將隊長人數增加至 32 名。隊長們除了忙於學業和其他活動,有時無法參加輔導隊長活動。因此建議可以在午餐時間舉辦一些較短的小型活動,以便更多隊長能夠參加。</p>
<b>(B) To boost students' self-confidence and national identity</b>
<b>(B1) A talk about cyber security for S.1 students</b>
<b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b>
<p>This talk is based on the theme cyber security of the national security. All S.1 students attended the talk on 17 Oct 2023. 95% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 95% of the participants expressed that the activity enabled them to understand the importance of a healthy lifestyle. 93 % of the participants expressed that the talk could enhance their resilience. 96% of the participants expressed that the talk could help them understand the adverse effect of online addiction.</p> <p>此次講座以國家安全的網絡安全為主題，全體中一學生於 2023 年 10 月 17 日參加了講座。95%的參與者表示該活動讓他們養成了積極的人生態度。95%的參與者表示該活動讓他們了解到健康生活方式的重要性。93%的參與者表示該講座可以增強他們的抗逆力。96%的參與者表示該講座有助於他們了解網癮的不利影響。</p>
<b>Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：</b>
<p>Cyber security is a very important part of the national security. Students could understand more about the cyber security in this talk. They were more alert of the danger online and they knew it was their responsibility to safeguard their own privacy and their country's cyber security.</p> <p>網絡安全是國家安全的重要組成部分。學生們通過這次講座對網絡安全有了更深入的了解。他們更加警惕網上的危險,並意識到保護個人隱私和國家網絡安全是自己的責任。</p>
<b>Feedback and Follow-up 跟進措施建議：</b>
<p>As there are scams and danger online, it is important to teacher students about the cyber national security. It is planned to have this type of talk in the next academic year.</p> <p>鑒於網上存在欺詐和危險,教育學生有關國家網絡安全的重要性非常必要。計劃在下學年繼續舉辦此類講座。</p>
<b>(B2) A voluntary service program for S. 3 students</b>
<b>Progress and Achievements within the School Year 在整個學年的進展及成就：</b>
<p>Nineteen students participated in this workshop in April 2024.</p> <p>They first joined a workshop to understand the visually impaired. Then they would have some practice about running. The highlight of the program was to have the real experience to run with the visually impaired.</p> <p>94% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 100% of the participants expressed that the activity enabled them to understand the need of the visually impaired. 89 % of the participants expressed that the talk could enhance their resilience.</p>

十九名學生於 2024 年 4 月參加了此次工作坊。他們首先參加了了解視障人士的工作坊。然後他們進行了一些跑步的練習。整個活動的亮點是與視障人士一起真正跑步。

94%的參與者表示，該活動使他們養成了積極的人生態度。100%的參與者表示，該活動使他們明白視障人士的需求。89%的參與者表示，該談話有助於增強他們的抗逆力。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The participants were eager to raise questions and get ready for the voluntary program. In evening when they went to the sports ground, they were a bit tired after their school day. But they were very willing to participate and run with the visually impaired. They were impressed by the energy and resilience of the visually impaired. They were inspired and understood different people have different talents and abilities.

參與者踴躍提問並為義工計劃做好準備。傍晚當他們來到運動場時，他們已感到有些疲累，但仍非常願意參與並與視障人士一起跑步。他們對視障人士的精力和抗逆力印象深刻，並受到啟發，了解到不同的人有不同的才能和能力。

**Feedback and Follow-up 跟進措施建議：**

The students were more confident to present their ideas and face challenges. They had been quite passive. After the program, they became more active and had a clearer goal. One of them said, 'Miss Fung, I would like to do better in your subject English.' This subtle change was indeed encouraging. It was worthwhile to organize voluntary services for the students.

學生們更有信心表達自己的想法，並勇於接受挑戰。他們之前比較被動。經過這個項目後，他們變得更主動，目標也更清晰。其中一個學生說："馮老師，我想在你的英語科目上表現得更好。"這種微妙的變化確實令人鼓舞。為學生組織義工服務是值得的。

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

**Progress and Achievements within the School Year 在整個學年的進展及成就：**

(1) Morning Assembly Sharing

So far this school year, we have completed 9 sharing sessions, mostly focusing on the 12 core values advocated by the Education Bureau, such as "Respect for Others" on Teacher's Day, representing "Unity" and "Filial Piety" during the Mid-Autumn Festival, and encouraging students to be "Perseverant" by sharing stories of athletes from the Hangzhou Asian Games. Through participating in the Lucky Bag Donation activity, students developed "Empathy", and the "Put Yourself in Others' Shoes" theme helped students understand and achieve a win-win situation by understanding others' feelings. Other sharing topics included the selection of the Top 10 News, encouraging students to stay informed about current affairs.

(2) Talks and Quizzes related to National Security Day, National Constitution Day, and National Day

The Committee, Chinese and Chinese History Clubs held a National Constitution Day quiz competition on November 30th and December 1st. Students learned about the background and significance of National Constitution Day through exhibition boards, and the Chinese and Chinese History Clubs also showcased information on patriotic poets, allowing students to understand the country's political and cultural development from different perspectives. There were also simple electronic quiz activities to engage students in learning about the constitution and national culture. To coincide with National Security Education Day on April 15th, students created exhibition boards introducing the purpose of National Security Education Day and the key points of national security education. Through 6 news clippings, students understood the close relationship between national security and our daily lives. Students also designed simple quiz games to connect different national events with the focus areas of national security education.

(3) Online Basic Law Quiz and National Security Education Online Quiz

Our school has participated in the following activities:

- National Security Knowledge Challenge Competition for Hong Kong Students (September 2023) (Awarded the Most Enthusiastic Participation Award)
- 2023 National Constitution Day Online Quiz Competition (December 2023)
- 2024 Constitution and Basic Law Inter-school Quiz Competition (February 2024)
- All Secondary 4 and Secondary 5 students (a total of 250 students) participated in the "2023/24 Civic and Social Development Online Reading Incentive Scheme" organized by the EDB in May

(4) Teacher's Day

This year's activity was co-organized with the candidate student union cabinet. Students hand-painted 4-panel comic cards and paired them with small gifts - tea bags/bottled tea and ballpoint pens. Teachers greatly appreciated the small gifts. Students also created bilingual IG promotional materials during the morning assembly, and the promotion was shared over 100 times, achieving good results.

(5) Encouragement Activities for Secondary 6 Students

A total of 250 Secondary 4 and Secondary 5 students, as well as over 100 students from other levels, participated in writing greeting cards. This year, for the first time, parents were invited to write greeting cards during the Lunar New Year tea gathering, and the Alumni Association organized a mentorship program to collect blessings from former students.

(6) Mid-Autumn Lantern Riddle Activity

The activity was held from September 28th to 29th. Over 15 departments participated, and a total of 100 lantern riddles were designed. Within the two days, over 400 students, accounting for nearly 60% of the entire student body, participated.

(7) Secondary 2 Service Project

All Secondary 2 students, through designing environmental promotion activities and providing services, became aware of their own contributions, thereby enhancing their self-esteem. The activity was carried out from November to April. In the first semester, Secondary 2 students received relevant training and implemented their own small good deeds, such as spontaneously recycling. Four classes were responsible for 2 days of activities from March to April, collecting plastic bottles, other plastics, and paper drink cartons. Each class promoted the activity arrangements during the morning assembly and lunchtime in English. The activity received enthusiastic responses from teachers and students, and a total of 31.2 kilograms of recyclable materials were collected over the 8 days.

(1) 早會短講

本學年至今已完成九次短講，內容大多圍繞教育局提倡的十二大價值觀，例如學習「尊重他人」的敬師日、象徵「團結」及「孝親」的中秋節、鼓勵同學「堅毅」的杭州亞運運動員小故事，透過參與利是送暖活動建立「同理心」、通過理解別人的感受達致雙贏的「易地而處」等；其他短講內容亦包括十大新聞選舉，鼓勵同學留意身邊時事。

(2) 配合國家安全日/憲法日/國慶日舉行相關講座及校內問答比賽，以提升學生對國家的認識，提升國民身份認同

由德育及公民教育組和中文及中史學會於11月30日及12月1日舉行國家憲法日問答比賽，同學透過閱讀展板了解國家憲法日的背景及重要性，同場中文及中史學會展示有關愛國詩人的資料，讓同學從不同角度認識國家的政治及文化發展。同場並有簡單電子問答活動，以有趣方式吸引同學了解憲法及國家文化。配合四月十五日的國家安全教育日，同學製作了展板介紹國家安全

教育日的目的及國家安全教育的重點，並透過六則剪報，讓同學了解到國家安全與我們的生活息息相關。同學配合展板製作簡單問答遊戲，讓同學扣連不同國家事件與國家安全教育重點領域的關係。

(3) 網上基本法問答比賽及國家安全教育網上問答比賽

本校全校師生曾參與以下活動：

- 全港學界國家安全常識挑戰賽 (2023 年 9 月) (獲最積極參與獎)
- 2023 國家憲法日網上問答比賽 (2023 年 12 月)
- 2024《憲法》和《基本法》全港校際問答比賽 (2024 年 2 月)
- 全體中四及中五學生 (共 250 人) 於五月參加由教育局舉辦的「2023/24 公民與社會發展科網上閱讀獎勵計劃」

(4) 敬師節

本年度活動與時任候選學生會內閣合作，同學親手繪畫四格漫畫卡，扣連小禮物---茶包/樽裝茶和原子筆，教師均對小禮物十分欣賞。同學透過早會分享，以雙語製作 IG 宣傳物，是次宣傳獲轉發超過一百次，成效甚佳。

(5) 中六打氣活動

共有二百五十名中四及中五學生，以及超過一百名其他級別的學生參與撰寫心意卡。本年更首次邀請家長於新春茶話會時撰寫心意卡，以及由舊生組織 mentorship programme 協助搜集舊生的祝福。

(6) 中秋燈謎活動

活動在 9 月 28 至 29 日進行。是次有超過十五個部門參與，共設計了一百題燈謎。兩日內共有超過四百位同學參與，佔全校學生近 6 成。

(7) 中二服務計劃

全級中二同學透過設計環保推廣活動及服務，意識到自己在活動上可提供的貢獻，從而提升自尊感。是次活動由十一月至四月進行。中二同學於上學期接受相關訓練，並推行個人的小善幸，例如自發進行回收等。四班同學於三月至四月分別負責 2 天的活動，收集膠樽、其他塑膠及紙包飲品盒，各班並於早會及午間以英文跟同學宣傳活動安排。是次活動得到師生熱烈響應，八天的活動合共收集到 31.2 公斤的可回收物。

**Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

- (1) The short talks this year were able to successfully connect current affairs, traditional Chinese festivals, and values. The scripts submitted by the students were more connected to the theme than before. Teachers and students found the content of the short talks interesting.
- (2) Approximately 100 students participated in the quiz competition over two days. Since the National Constitution Day of the current academic year coincided with the school's anniversary, the school arranged for students to have a full-day dress rehearsal, which meant that students were unable to view the display boards on the day. As for the National Security Education Day quiz competition, 66 students submitted their answer sheets, and 48 of them received small gifts as encouragement for answering more questions correctly.
- (3) The online competition was relatively simple, and the school teachers and class teachers were also willing to actively cooperate. Through the class teacher's session, students were able to participate together, and during the process, they also exchanged opinions with each other.

- (4) Every year, the tradition can be carried out, with students taking the initiative to design gifts and greeting cards, and students can match the theme of respecting teachers, using the gifts as the subject matter to design greeting cards. The teaching staff all expressed their appreciation.
- (5) The quality of the greeting cards from parents and alumni is very high, especially the alumni, who can provide encouragement and support from their past experiences, which has a motivating effect on the Form 6 students.
- (6) The subject teachers designed questions based on the knowledge of their respective subjects and information related to China. Some of the questions were slightly more difficult, and the students felt that they were unable to complete the questions.
- (7) The Form 2 environmental protection activity received a very good response, and the students were engaged in the activity and actively encouraged their classmates and teachers to participate. Many students even brought recyclable items from home, reflecting that the activity was able to enhance the students' self-confidence and organizational skills.

- (1) 本年短講能成功把時事、中國傳統節日及價值觀扣連。同學提交的稿件比以往更能扣連主題。師生對短講內容感到興趣。
- (2) 問答比賽兩天共有約一百位同學參與，由於本學年的國家憲法日適逢校慶前夕，學校安排同學作全日總綵排，以致同學未能在當日觀賞展板。至於國家安全教育日問答比賽共有 66 名同學交回答題紙，其中 48 人因答中較多問題而獲得小禮物作鼓勵。
- (3) 網上比賽相對較為簡單，而校內老師及班主任亦願意積極配合，透過班主任節讓同學共同參與，在過程中同學亦互相交換意見
- (4) 每年能貫徹傳統，由學生自發構思禮物及心意卡，同學能配合敬師的主題，並以禮物作題材，設計心意卡，教職員均表示欣賞。
- (5) 家長及舊生的心意卡質素甚高，尤其是舊生能以過來人身份作鼓勵及支持，對中六同學有鼓勵作用。
- (6) 科組老師以各科的知識及與中國有關的資訊設計問題，部份題目略為艱深，同學反映難以完成題目。
- (7) 中二環保活動反應甚佳，同學在活動中表現投入，並自發推動班中同學及老師參與；不少同學更由家中將可回收物帶回校，反映活動能提升同學的自信及組織能力。

#### **Feedback and Follow-up 跟進措施建議：**

- (1) The activity was effective, and the responsible teachers should continue to be in charge of the subject matter, and it is suggested that students use more current affairs examples to arouse students' interest.
- (2) Continue to make good use of the school's internal email to distribute information about the National Constitution Day symposium to teachers and students, so that students can also watch the symposium at home in their spare time and understand the constitutional basis of the country and the special administrative region. Since the National Security Education Day activity was held at the same time as the public examinations, the venue was limited, and it was not possible to promote it through the broadcast system, so the class teachers could only make announcements, which affected the effectiveness of the activity. Next year, the activity should be launched earlier to allow students more time to participate.
- (3) Continue to refer to the National Education Calendar of the Education Bureau and arrange for students to participate in different competitions.
- (4) Respect for teachers is an important value, and in the future, we can cooperate with different student organizations to organize activities to increase the effectiveness.
- (5) Next year, continue to invite the Parent-Teacher Association and the Mentorship Program to assist, and make good use of the Chinese New Year tea gathering time to invite parents to participate in activities, so that the Form 6 candidates can receive more encouragement and support, and promote a positive culture throughout the school.

- (6) The activity allows all subject groups in the school to participate together, and samples can be provided for reference by all subjects next year, with the aim of balancing fun and learning.
- (7) This year's activity was co-organized by the Volunteer Group and the Moral and Civic Education Group, involving a large number of manpower, but the activity was able to effectively raise students' environmental awareness, so the decision on whether to continue to be responsible by the Volunteer Group and the Moral and Civic Education Group or to be handed over to the Environmental Protection Society will depend on next year's activities.

- (1) 活動具成效，負責老師繼續負責就題材作把關，建議同學以更多時事作例子，以引發同學興趣
- (2) 繼續善用校內電郵向師生發放國家憲法日座談會資料，讓同學可於課餘時間亦能在家中觀看座談會，了解國家和特區的憲制基礎。由於國家安全教育日活動舉辦時間適逢公開試舉行時間，以致舉行場地受局限，亦未能透過廣播系統作宣傳，只能依靠班主任宣佈，影響活動的成效。明年宜提早開展活動，讓同學有更多時間參與。
- (3) 繼續參考教育局的國民教育行事曆，安排同學參與不同的比賽。
- (4) 尊師重道乃重要價值觀，將來可聯同不同學生組織舉辦活動，以增加成效。
- (5) 明年繼續邀請家教會及 Mentorship programme 協助，善用新春茶話會時間邀請家長參與活動，讓中六考生得到更多鼓勵及支持，推動全校正向文化。
- (6) 活動能讓全校各科組共同參與，對科明年可提供樣本供各科參考，務求平衡趣味及學習。
- (7) 本年活動由義工組及德育及公民教育組合作，涉及大量人手，唯活動能有效提升同學的環保意識，故需視乎明年各項活動，決定是否繼續由義工組及德育與公民教育組負責，還是交由環保學會負責。

## 80 Religious Committee 宗教組

### Progress and Achievements within the School Year 在整個學年的進展及成就：

The subject conducted the thematic teaching "Origin of Our School" as planned in November, allowing students to understand the origin and development of the school's founding, so that students can feel grateful and cherish the school, and enhance their sense of belonging to the school. Students gave positive feedback in the questionnaire, with more than 70% of students indicating that the thematic teaching helped them better understand the origin of the school's development, thereby increasing their sense of belonging to the school, and they were more engaged in participating in the school's Golden Jubilee celebration.

From November to April, the program carried out the thematic teaching "Chinese Tofu, Chinese Sentiment" as scheduled, introducing intangible cultural heritage to students and understanding the important position of tofu in Chinese Buddhism, including activities such as: physical education and Buddhist studies teachers sharing their vegetarian experiences and the nutritional value of tofu at morning assemblies; providing a variety of soy-based vegetarian foods (provided by a vegetarian restaurant) and tofu pudding at the vegetarian lunch, and demonstrating the tofu-making process during the activities, allowing students to understand that any food can only be obtained through numerous causes and conditions, and thus learning to be grateful; visiting Dharma Drum Mountain to personally make cookies, allowing students to understand the development of Chinese Buddhism and experience the spirit of eco-friendly vegetarianism; and holding book exhibitions and short lectures on books related to tofu. The students provided positive feedback in the questionnaires, with more than 80% of the students stating that the activities helped to enhance their understanding of Chinese culinary culture and Chinese Buddhism.

本科於 11 月按計劃如期進行專題教學「善·緣」，讓學生了解學校創校的緣起及發展歷程的助緣，使學生感恩及珍惜學校，提昇對學校的歸屬感。學生在問卷回饋中反應正面，整體上超過七成學生表示透過專題教學能更明白學校發展的緣起，從而增加對學校的歸屬感，並更投入參加學校的金禧校慶典禮。

本科於 11 月至 4 月按計劃如期進行透過專題教學「中國豆腐中國情」向學生介紹非物質文化遺產，並了解豆腐在漢傳佛教的重要地位，其中活動包括：體育及佛學老師於早會分享茹素經驗及豆腐的營養價值；於素食午餐提供多類豆製品素食（由素菜館提供）及甜品豆腐花，並在活動中展示豆腐的製作過程，讓學生明白任何食物都要依靠眾多因緣才可得到，從而學會知恩感恩；到法鼓山參學，親自製作曲奇餅，從而讓學生認識漢傳佛教的發展，並體驗環保素食的精神；舉行書展及短講，介紹豆腐為題的書籍。學生在問卷回饋中反應正面，整體上超過八成學生表示透過活動提升對中國令飲食文化及中國佛教的認識。

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

The thematic teaching "Origin of Our School" was able to successfully explain the school's development according to the Buddhist principle of cause and condition, and the students were engaged and focused during the classes. However, due to considerations of class time and curriculum arrangements, it was not implemented in junior secondary, and it is hoped that there will be an opportunity to promote it to all grade levels.

Thematic activities like "Chinese Tofu, Chinese Sentiment" require collaboration with external organizations to be successfully held, and the process requires opportunities and time, and may not be effective every year.

專題教學「善.緣」能成功地以佛學因緣法則來說明學校的發展依靠眾人的努力所成就，課堂期間學生投入及專注。可惜考慮到課時及課程安排，未能在初中推行，希望能有機會推廣到全校各級。

「中國豆腐中國情」一類的專題活動需尋得校外機構合作，方能成功舉行，過程中需要契機及時間，不一定能每年都能有所成效。

#### **Feedback and Follow-up 跟進措施建議：**

Making the thematic teaching "Origin of Our School" an annual topic for Form 4 students can ensure that every student has the opportunity to learn about the history and development of the school.

The "Chinese Tofu, Chinese Sentiment" theme activity can interestingly help students understand Chinese Buddhism and Chinese culture, and it is worth considering, and similar activities can be continued in the coming year. In addition, this was a cross-disciplinary collaboration within the school, which further enhanced the teaching effectiveness, and it is hoped that there will be more opportunities for collaboration in the future.

將專題教學「善.緣」成為每年的中四課題，令每位同學都有機會認識學校的歷史及發展。

「中國豆腐中國情」主題活動能有趣地令學生認識中國佛教及中國文化，值得參考，並在來年繼續舉行類似活動。加之，是次為校內多組跨科合作，更添教學效益，望將來有更多契機合作。

### **80 SEN Student Support Team 特別學習需要學生支援組**

#### **Progress and Achievements within the School Year 在整個學年的進展及成就：**

- (1) "One-page file" optimization:
  - ◆ Social workers have referred to (the important people to me), which shows that the one-page file can help teachers and social workers understand the students.
- (2) Optimization of the "outsourced group" service effectiveness review:  
(All outsourced services have student opinion questionnaires to examine the effectiveness of the activities for students/student satisfaction level)
  - ◆ Material room: Only 5 out of 8 male students in Form 1 completed the questionnaire, and 4 students expressed a desire to participate in similar activities again.
  - ◆ Anti-discrimination workshop: Over 90% of students in Forms 1 and 2 who participated in the

activity completed the questionnaire, and over 80% of students responded positively to the activity.

- ◆ Horticultural therapy group: Over 90% of the 10 Form 2 and 3 students who participated in the activity completed the questionnaire, and over 80% of the students responded positively to the activity.

(3) Flexibly utilize the learning support grant to organize cross-group activities to support students in developing interests and strengths in different areas:

Collaborated with the following groups:

- ◆ Discipline Group: Luminous Dragon (first term), Mountain Expert (second term)
- ◆ STEM: STEM Competition (second term)
- ◆ Religious Group: Moss Ball Making, Tea Zen, Singing Bowl, Perfume Making (first term)
- ◆ Cross-group activity: Chinese Tofu Chinese Feelings - visited the Sheng Kung Hui Social Service Self Help Workshop to understand and care for the mentally ill
- ◆ History subject: Tram Sightseeing Tour (second term)

(4) Arrange school-based educational psychologists for assessment and support, school-based speech therapy services, engage external clinical psychologists for counseling services, and participate in the medical-educational-social support program to provide adequate and appropriate support for students' learning difficulties and emotional health needs, helping them face their difficulties:

- ◆ Parents and students trust the experts and are willing to meet and communicate with them.

(5) Organize horticultural therapy and gardening group, coordinate with the 50th anniversary of the school, beautify the campus, and make students feel like they are part of the school:

- ◆ Display of gardening achievements, student questionnaires reflecting that the activities have increased their sense of satisfaction.
- ◆ The garden will be open to the public on the school open day and alumni reunion day for everyone to take photos.

(6) Collaborate with the Discipline Group to organize the Luminous Dragon Team, perform at the school anniversary and outside activities, bring glory to the school, and gain recognition from teachers and students, while also passing on and promoting traditional Chinese martial arts:

- ◆ Students completed performances at the 5/12 school anniversary celebration and 6/2 Lunar New Year celebration.

(7) Tram sightseeing tour:

- ◆ Through the activity, participants experienced the identities of refugees and students during the Sino-Japanese War and the post-war reconstruction period, gaining a deeper understanding of Hong Kong's history.
- ◆ Over 90% of the students agreed that the activity could enhance their understanding of Hong Kong's century-long history.

(8) The Transportation Society set up an introduction booth for the high-speed rail at the school open day, promoting the development of transportation in China:

- ◆ Over 200 primary school students were able to answer one or more questions related to knowledge about China's high-speed rail, increasing their understanding of it.

- (1) 中一「一頁檔案」優化：
- ◆ 社工有參考(對我重要的人)，可見一頁檔案有助老師、社工了解學生
- (2) 優化「外購小組」服務成效檢討：
- (所有外購服務均設學生意見問卷，以檢視活動對學生成效/學生滿意程度)
- ◆ 物室天地：中一 8 位男同學只有 5 位同學填寫問卷，4 位同學表示想再參加同類型活動
  - ◆ 欺零融異工作坊：中一、二全級超過 90% 參加活動的同學均有填寫問卷，而且超過 80% 同學對活動反應正面
  - ◆ 園藝治療小組：中二、三 10 位同學，超過 90% 參加活動的同學均有填寫問卷，而且超過 80% 同學對活動反應正面
- (3) 靈活運用學習支援津貼，舉辦跨組別活動，支援學生在不同領域培養興趣、發展所長：
- 與以下各組合辦活動：
- ◆ 訓導組：夜光龍(上學期)、山藝達人(下學期)
  - ◆ STEM：STEM 比賽(下學期)
  - ◆ 宗教組：苔蘚球製作、茶禪、頌鉢、製香(上學期)
  - ◆ 跨組別活動：中國豆腐中國情——參觀新生精神康復會正豆工場，了解並關懷精神康復者
  - ◆ 歷史科：電車導賞團(下學期)
- (4) 安排校本教育心理學家評估及支援、校本言語治療服務、外聘臨床心理學家輔導服務、參與醫教社支援計劃，針對學生學習困難、情緒健康需要給予充足而適切的支援，幫助學生面對困難：
- ◆ 家長及學生信任專家，願意與專家面見及溝通
- (5) 舉辦園藝治療兼園圃種植小組，配合五十周年校慶，美化校園，讓學生自覺是校園一份子：
- ◆ 園圃成果展示、學生問卷反映個人能透過活動增加滿足感。
  - ◆ 滿園於學校開放日、校友重聚日開放予大家拍照留念。
- (6) 與訓導組合辦夜光龍隊，為校慶及校外活動表演，為校爭光，並得到師生的認同，更能傳承和發揚中國傳統國術：
- ◆ 學生完成 5/12 校慶典禮、6/2 新春聯歡表演
- (7) 電車導賞團：
- ◆ 通過活動，體驗中日抗戰時期難民、戰後復興時期學生等身份，更深刻理解香港歷史
  - ◆ 超過 90% 同學認同活動能夠增進學生對香港百年歷史的了解
- (8) 交通社於學校開放日高鐵介紹攤位，宣傳中國交通發展：
- ◆ 超過 200 位小學生能夠答中一題或以上有關中國高鐵知識題，增長其對中國高鐵的認識

#### **Analysis and Reflections Based on the Evaluation Findings 基於評估結果的分析與反思：**

1. Outsourced services: The service hours record of the clinical psychologist only has the signature of the service provider, lacking the student's signature.
2. Some parents may not immediately follow the expert's recommendations to take the student for medical treatment after the student has received the expert assessment (continuous follow-up is required).
3. Activities with excessively long sessions, resulting in insufficient student attendance.
4. After signing up for activities, many students have frequently experienced last-minute absences.

- (1) 外購服務：臨床心理學家服務時數紀錄只有服務提供者簽到，欠學生簽到
- (2) 部份家長於學生接受專家評估後，未必即時聽從意見帶學生就醫（須持續跟進）
- (3) 節數太長活動，學生出席次數不足
- (4) 報名活動後，同學頗多出現臨時缺席情況

**Feedback and Follow-up 跟進措施建議：**

- (1) Produce a new sign-in sheet, a clinical psychologist service hour record book, and a student sign-in book.
  - (2) Continuously follow up and counsel the relevant students, and meet with their parents to persuade them to seek professional support.
  - (3) Announce that attendance at all activities is mandatory, and that unauthorized absences will be subject to disciplinary action. Maintain a waitlist, ready to fill any vacancies.
  - (4) When selecting activities, choose ones-off or a maximum of 4-session activities to improve the overall student attendance rate.
- (1) 製作新簽到表，臨床心理學家服務時數紀錄簿及學生簽到簿。
  - (2) 持續跟進及輔導相關學生，並面見學生家長，游說對方尋求專業支援。
  - (3) 通告列明必須出席所有活動，如無故缺席須受處分。列後補者名單，隨時補上空缺。
  - (4) 選擇活動時，多選一次性或最多 4 節活動，以提升學生全部出席率。

### III. STUDENT PERFORMANCE 學生表現

#### a. Hong Kong Diploma of Secondary Education Examination (HKDSE) 2024

##### 香港中學文憑考試 2024

- i. Total no. of subject score with level 4 or above 各科達四級或以上的總科次：

**380 (60.0%)**

- ii. No. of students fulfilling the minimum university admission requirement

符合大學收生成績要求的學生人數：

**105 (93.6%)**

- iii. Best Scores 最佳成績：

❖	4 x 5**	2 x 5*		
❖	4 x 5**	1 x 5*	1 x 5	
❖	2 x 5**	3 x 5*	2 x 5	1 x 4
❖	2 x 5**	1 x 5*	3 x 5	1 x 4
❖	1 x 5**	3 x 5*	1 x 5	1 x 4
❖	1 x 5**	3 x 5*	1 x 5	1 x 4
❖	1 x 5**	3 x 5*	1 x 5	1 x 4
❖	2 x 5**	1 x 5*	2 x 5	
❖	1 x 5**	3 x 5*	1 x 5	
❖	1 x 5**	3 x 5*	1 x 5	

#### b. JUPAS Offer Results 2024

##### 2024 年獲派聯招課程結果

- i. In 2024, 95.5% of our students (107 out of 112) received JUPAS offers, with 106 students gaining entry to local bachelor's programmes.

- ii. Student enrollment in tertiary institutions:

Tertiary Institutions	Number of Students
The University of Hong Kong	13
The Chinese University of Hong Kong	24
The Hong Kong University of Science and Technology	8
The Hong Kong Polytechnic University, and City University of Hong Kong	18
Hong Kong Baptist University, Lingnan University and Others	44

- iii. JUPAS admissions to competitive programmes:

HKU	<ul style="list-style-type: none"> <li>• Bachelor of Medicine and Bachelor of Surgery</li> <li>• Bachelor of Science and Bachelor of Laws (double degree)</li> <li>• Bachelor of Arts and Sciences in Applied Artificial Intelligence</li> <li>• Bachelor of Engineering in Biomedical Engineering</li> <li>• Bachelor of Science in Surveying</li> <li>• Bachelor of Science in Actuarial Science</li> <li>• Bachelor of Social Work</li> <li>• Bachelor of Business Administration in Accounting and Finance / Bachelor of</li> </ul>
-----	---

	<p>Business Administration in Accounting Data Analytics</p> <ul style="list-style-type: none"> <li>• Bachelor of Arts</li> <li>• Bachelor of Biomedical Sciences</li> <li>• Bachelor of Arts and Bachelor of Education in Language Education - Chinese (double degree)</li> </ul>
CUHK	<ul style="list-style-type: none"> <li>• Medicine (MBChB) Programme Global Physician-Leadership Stream (GPS)</li> <li>• Medicine (MBChB) Programme</li> <li>• Interdisciplinary Major Programme in Global Economics and Finance</li> <li>• BEng in Artificial Intelligence: Systems and Technologies</li> <li>• Bachelor of Science in Aerospace Science and Earth Informatics + X (ASEI+X) Double Major Programme</li> <li>• Insurance, Financial and Actuarial Analysis</li> <li>• Nursing</li> <li>• Sociology</li> <li>• B.Ed. in Early Childhood Education</li> <li>• Mathematics and Information Engineering</li> <li>• B.Ed. in Mathematics and Mathematics Education</li> <li>• Cultural Management</li> <li>• Hospitality and Real Estate</li> <li>• Information Engineering</li> <li>• Urban Studies</li> <li>• Professional Accountancy</li> <li>• History</li> <li>• Science</li> <li>• Japanese Studies</li> </ul>
HKUST	<ul style="list-style-type: none"> <li>• International Research Enrichment</li> <li>• Science (Group A)</li> <li>• BBA in Professional Accounting</li> <li>• Engineering</li> <li>• BSc in Economics and Finance</li> </ul>
PolyU	<ul style="list-style-type: none"> <li>• BSc (Hons) Scheme in Rehabilitation Sciences - BSc (Hons) in Occupational Therapy</li> <li>• BSc (Hons) Scheme in Medical Laboratory Science and Radiography - BSc (Hons) in Radiography</li> <li>• BSc (Hons) Scheme in Nursing - BSc (Hons) in Mental Health Nursing</li> <li>• BSc (Hons) Scheme in Biomedical Engineering</li> <li>• BA (Hons) Scheme in English and Applied Linguistics</li> <li>• BA (Hons) Scheme in Design</li> <li>• BSc (Hons) Scheme in Hotel and Tourism Management</li> <li>• BSc (Hons) Scheme in Building and Real Estate</li> </ul>
CityU	<ul style="list-style-type: none"> <li>• Bachelor of Veterinary Medicine</li> <li>• Department of Information Systems</li> <li>• BAS New Media</li> <li>• Department of Mechanical Engineering</li> <li>• BBA Accountancy</li> <li>• BSocSc Criminology and Sociology</li> </ul>

c. Prizes Won in Inter-school Competitions (2023-2024)

校際比賽獎項 (2023-2024)

	Competition	Prize	Awardees
English	<b>EDB Native-speaking English Teacher Section</b> Time to Talk Public Speaking Competition 2023/24	1st Prize	4A CHAN WING TING 4D CHAN HOK CHING 4D TONG YAT NANN 4D YIP HO YIN
	<b>HKCSD</b> Hong Kong Secondary School Debating Competition	1st Runner-up for the Grand Final 2023-24	5D CHAN TSZ LING 5D CHUI WAI YAN 5D HUANG CHING MAN 5D WONG BO YI VIKKI
	<b>Hong Kong Art School</b> Hong Kong School Drama Festival 2023/24	Award for Commendable Overall Performance & Award for Outstanding Cooperation	1B CHAN WING TING 1B LEUNG SIN KI ANGEL 1B SZE CHING CHING CHERRY 1B TSE ON KIU 1B WU KA HUEN 1C LAU TSZ KI 1D LEUNG ZI KIU ANGIE 2A TSOI LOK CHING 2B SIN HEI TUNG 2B WONG TIN YU 3B LEE KIN MING 3D LEE CHING WANG MARCO 3B LAI KIN HAY
		Award for Outstanding Performer	1B LEUNG SIN KI ANGEL 1B WU KA HUEN
	<b>Hong Kong Schools Music And Speech Association</b> 75th Hong Kong Schools Speech Festival	1st Runner-up for English Solo Verse Speaking (S.1 – Boys)	1D FONG KAM YIN
Chinese	<b>The Hong Kong Institute for Promotion of Chinese Culture</b> Chinese Secondary Students Writing Competition 2023-2024	Star of Chinese Literature of the Rising Sun	5B CHAU LO
	<b>Ming Dao Literature &amp; Arts</b> 42nd Chinese Literary Prize For Global Youth	Good pieces of Prose Writing (Senior Group)	5B CHAU LO
	<b>The Hong Kong Federation of Youth Groups</b> Campus Writer Recruitment 2023-2024	Merit Award in Non-fiction Section	3D NGAI YEE TUNG
	<b>Zhong Guo Qing Shao Nian Yu Yan Wen Hua Xue Hui</b> Jin Bi Bei Hua Wen Wen Xue Impromptu Writing Competition 2024	First and second prize in junior form	3D NGAI YEE TUNG
		Third prize in senior form	5B CHAU LO
<b>The Hong Kong Federation of Youth Groups</b> My favourite teenage popular food and drinks commercials creation contest 2023	Champion	4B TANG HEI YIU CHLOE 4D CHAN REX HOK CHING 4D KUANG NGA YAN 4D WENG MAN YAN 4D YIP HO YIN	

	<b>Community Youth Club of Education Bureau, Kwai Tsing District Committee</b> Film Appreciation and Writing Competition	Champion in junior form  First runner up in junior form  Second runner up in senior form  Third runner up in senior form	2B WONG NGA HEI  2D NG CHI KIT  5D WONG KIN CHEUNG  4C KONG HOI KI
	<b>Hong Kong Buddhist Association Affiliated Secondary Schools</b> Joint-school Chinese Reading Presentations	Outstanding (Senior Secondary Division)	5B CHAU LO 5D SIU YING YIU
	<b>The Hong Kong Federation of Youth Groups</b> 「識寫識食」 Hong Kong Multimedia Creation Project Chinese Picture Book Creation Competition	1st Runner-up (Secondary)    Merit Award (Secondary)	4B TANG HEI YIU CHLOE 4D HUI LOK CHING 4D KUANG NGA YAN 4D TONG YAT NANN 4D WENG MAN YAN  5B CHAU LO
	<b>Standing Committee on Language Education and Research</b> 「書寫聲音」 Literary Voice Performance Award 2022/23	Syu Sing Literary Award	4D KOO YAN
	<b>Hong Kong Schools Music And Speech Association</b> 75th Hong Kong Schools Speech Festival	2nd Runner-up for Putonghua Solo Prose Speaking (S.1-2)  Merit for Putonghua Solo Prose Speaking (S.1-2)  1st Runner-up for Cantonese Duologue (S.1-2)	2B YANG XINNAN  2B KONG TSZ CHING  2B YANG XINNAN 2B KONG TSZ CHING
	<b>Census and Statistics Department</b> Statistical Project Competition	Third Prize	2D CHAN TSZ HANG 2D CHIU TIN LONG 2D TONG TSZ HIN
<b>Mathematics</b>	<b>Po Leung Kuk and Hong Kong Association for Science and Mathematics Education</b> The 26th Hong Kong Mathematical High Achievers Selection Contest	2nd Class Award  3rd Class Award	3D CHAN PAK YIN 3D CHAN YU HAM  3A CHAN CHEUK WING 3D LAI CHUNG YIN 3D LEE KA SHING
	<b>HKAGE</b> International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2024	Bronze Award	5D CHAN SING YU

	<b>Hong Kong Buddhist Association</b> The Thirty-eighth Joint Buddhist Secondary School Mathematics Competition 2024	Champion	3A CHENG CHAK CHIU 3D CHAN HEI YI 3D CHAN PAK YIN 3D CHAN YU HAM 3D CHING SUM YI 3D LAI YAM SHUN 3D LAI CHUNG YIN 3D LEE KA SHING 3D TSE HO MING 3D ZHONG SHING HIN
	<b>Hong Kong True Light College</b> The True Light Girls' Invitational Mathematics Contest 2023	Merit Award	4D WONG HIU LAAM 3D LEE TSZ YAT
	<b>China Computer Federation</b> CCF Certified Software Professional; CSP 2023	CSP-J; Junior (2nd round) 2nd Prize  CSP-J; Junior (1st round) 1st Prize	5D LUO TSZ FUNG  5D CHIN KA WANG
	<b>EDB</b> Hong Kong Mathematics Olympiad	Winner of Kowloon Region 2  Second-class Honour Certificate	5D CHAN SING YU 5D CHIN KA WANG 5D FANG HONGLIANG 5D HO YU YAM 5D LAM TAK SHING 5D LUO TSZ FUNG 5D CHAN SING YU  5D HO YU YAM 5D FANG HONGLIANG 5D LAM TAK SHING
Citizenship and Social Development	<b>UNICEF Hong Kong</b> Sustainable Development Goals (SDGs) eLearn Award Scheme 2023	Gold Award	4C CHAN CHAM HEI
	<b>The Hong Kong Academy for Gifted Education</b> Brighten up Hong Kong with Wonderful Stories – International Conference Student Demonstration Competition	Best Diplomatic Speech Award	4D YIP HO YIN
STEAM Education	<b>The Hong Kong Institution of Engineers</b> Solar Power Model Car Design Competition 2023	1st Runner-up  Merit Award	4D LUI PAK KIU 4D CHAN CHI YI 4D CHAN CHUN HEI 4D CHAN YAU WAI 3A CHAN WING TUNG  2D LAM CHUN KEI 2D CHAN TSZ HANG 2D CHIU TIN LONG 2D CHAN KA YEUNG 3A CHAN WING TUNG 3C LEE TSZ YUEN

	<b>Hong Kong Association for Science and Mathematics Education</b> Hong Kong Biology Literacy Award (2023/2024) (HKBLA)	2nd Prize  Merit Award	4D YUEN KEI MAN  4D CHAN REX HOK CHING 4D KWOK WING YIN
	<b>Association of IT Leaders in Education (AiTLE) &amp; Coding101 &amp; Microsoft</b> The Microsoft Office Specialist Championship Hong Kong 2024	Excel 2019 Gold Award  Excel 365 Gold Award  PowerPoint 2019 Silver Award  Word 2019 Bronze Award	5D LAM TAK SHING 5D CHIN KA WANG  5D KWOK CHUN HEI 5D LUO TSZ FUNG  4C CHAN CHAM HEI  5B YU KIN LEUNG
	<b>HKUST</b> “Science in Lyrics” Writing Competition 2024	Merit Award	2D CHIU TIN LONG
	<b>HKACE</b> Hong Kong Secondary Schools Software Development Invitational Contest	Junior Group	5D LUO TSZ FUNG
	<b>HKACE</b> Hong Kong Olympiad in Informatics 2023/2024	Senior Group	5D LUO TSZ FUNG
	<b>Hong Kong Association for Science and Mathematics Education</b> “Digi-Science” Video Production Competition for Hong Kong Secondary Schools	Excellence	2D LAI WING KI 2D LEUNG SHU WAI 2D LAM YI CHLOE
	<b>Kelab Creative Science</b> Hong Kong Student Technology Competition –  Eco-Friendly Electric Shock-Absorbing Mountain Climbing Vehicle Race (Speed)  Elementary School Student Daring Vehicle Driving Race (Speed)  Intelligent Programmed Vehicle Line-Following Race (Speed)	1st Runner-up  1st Runner-up  Champion  1st Runner-up  2nd Runner-up	4C TAM PAK SAN 4C HUNG SING YU 5B LI YIU HO  4A CHAN CHUI SZE 5B LI YIU HO  5B LI YIU HO  1C WONG KWAN SIU LUCAS 2D CHUNG CHEUK LAM 4C TAM PAK SAN  4C HUNG SING YU
<b>Economics</b>	<b>HKAEE</b> 2023 Economics Short Article Analysis Competition	Merit Award	6D YU CHUN HEI

Visual Arts	<b>Hong Kong Arts Centre</b> Secondary School Contemporary Drawing Competition 2023	1st Runner-up	4D HUI LOK CHING
	<b>Hong Kong Buddhist Association</b> Buddha's Birthday Card Design Competition 2023-24	1st Runner-up 2nd Runner-up	2B LUNG FEI TUNG 4C NG TSZ YIU
	<b>Youth · Travel</b> "Basic Law and Me" Poster Design Competition in Hong Kong 2023-2024	1st Runner-up	4D LUI PAK KIU
	<b>Community Youth Club (CYC)</b> Civic Responsibilities We Fulfil A Brighter Tomorrow We Build Drawing Competition	Champion	3C NG TING TING
	<b>EDB Exhibition of Student Visual Arts Work</b>	Award-winning Entry	6C CHAN FAT CHUN
	<b>Hong Kong Academy of Contemporary Art</b> Contemporary Youth and Children's Arts Festival 2023	2nd Runner-up Speacial Honour Award & School Honor Award	4D HUI LOK CHING 2B LUNG FEI TUNG 3B HE KA YI 5A FUNG SUM KIU 5B CHAU LO
	<b>The Ping Wo Fund</b> Ping Wo Fund Mascot Design Competition	Merit Award	5B CHAU LO 5D TSE WAI CHUN
	<b>Ma On Shan Youth Association</b> Youth Arts Festival 2023 (Western Painting)	Merit Award (Senior Group)	5B CHAU LO
	<b>Tsuen Wan Cross-Sector National Day Celebration Organizing Committee</b> 「國慶 74 · 繪出愛」 Coloring and Drawing Competition	Merit Award	2A TSOI LOK CHING
	<b>China Resources (Holdings) Company Limited</b> “We Dream . We Draw” Drawing Competition	Merit Award	2A TSOI LOK CHING 2B LUNG FEI TUNG 2D NG CHI KIT 2D PANG YI KI 3D LAU WING YAN WINKY 3D NGAI YEE TUNG 3D TO TSZ SHAN 4A CHIU YUEN TING 4A LI HEI YAN 4B CHAN YAT KA CHERRIE 4B CHUI PO YIN 4B CHUNG SOPHIE 4C NG TSZ YIU 4C XU KA FAI BRYAN 4C CHAN HOI TUNG 4C CHAN CHAM HEI 4D HUI LOK CHING 4D TONG YAT NANN 5A FUNG SUM KIU 5B CHAU LO 5D TSE WAI CHUN

	<b>Hong Kong Association of Youth Development</b> 8th "Your Choice" Nano-movie Competition	Finalist	4C KONG HOI KI 4C TUNG TING KA 5A TSE TSUN HO 3B NG YING HIM LUCAS 3B WONG YU CHUNG 3B WONG JERRICK 3C WONG KA NAM 2C LEUNG HOI POK
History	<b>EDB</b> Junior Secondary History e-Reading Award Scheme 2023	Creativity Award	4C CHAN CHAM HEI 4D CHAN CHUN HEI 4D LI MAN PUI 4D LUI PAK KIU
		Merit Award	4B LAM YAN YUET 4D LIU SUNG KIT 2D LUI CHI CHIU 2D PANG YI KI 3D WONG TING HEI PHYLLIS
	<b>Hong Kong Chinese Culture Development Association</b> School Member Incentive Scheme 2023-2024	Student Cultural Ambassadors	4D CHAN REX HOK CHING 4D YIP HO YIN 4D LUI PAK KIU
Music	<b>Hong Kong Joint School Music Association</b> Joint School Music Competition 2024	Chinese Orchestra (Secondary) Silver Award	4B ZHAO ZI YI 5C CHOW PO YING
		Symphony Orchestra (Secondary) Silver Award	4A HUNG PAK SING 4B MA LOK HIN 5A HE HIU YAN
		Group Ensemble (Chinese Instrument) Silver Award	4D LEE TSZ YAT 2B YANG XINNAN
		Secondary School Choir (Challenger) Silver Award	4C NG TSZ YIU 4D LEE TSZ YAT
Buddhist Studies	<b>Hong Kong Buddhist Association</b> Hong Kong Buddhist Secondary Schools Buddhist Story Interpretation Competition 2024	Champion	2B KONG TSZ CHING 2B YANG XINNAN
Mountaineering	<b>China Hong Kong Mountaineering and Climbing Union</b>	Level 1 Mountain Craft Training Certificate	1C LAU CHUN KIT 1C CHOW YIN MING 1B CHENG MAN NOK 1D WONG KWUN KIT 1D TUEN HO MAN 1D AU TSZ HIN 1D CHEUNG YING KI
Elite Students	<b>The Association of Heads of Secondary Schools of Tsuen Wan, Kwai Chung &amp; Tsing Yi District</b> The 34 <sup>th</sup> Tsuen Wan, Kwai Chung & Tsing Yi District Outstanding Students Award	Elite Student	5D KWOK CHUN HEI

Uniform Groups	<b>Tsuen Wan Youth Association</b> Tsuen Wan, Kwai Chung & Tsing Yi District Excellent Students Election 2024	Excellence	2D LAI WING KI
	<b>Federation of New Territories Youth</b> New Territories District Excellent Students Election 2023	Outstanding Students Award	4D LUI PAK KIU
	<b>Elsie Tu Education Fund</b> 7th Hong Kong Youth Progress Award 2023	Best Progress Award	4B CHOW TSZ NOK
		Progress Commendation Award	2B WONG NGA HEI
	<b>Scout Association Of Hong Kong, N.T. Region, South Kwai Chung District</b>	Outstanding Scout Group 2023	Our School's Boy Scouts Group – South Kwai Chung District 15th Scout Group
	<b>Scout Association Of Hong Kong, N.T. Region, South Kwai Chung District</b> Chairman's Cup Scouting Skills Competition 2023	Overall Champion	4A NG CHUN SHING ANDY 3D CHAN YU HAM 3D ZHONG SHING HIN 3D LAM PAK KIU SEAN 3C LEE TSZ YUEN 2D CHIU TIN LONG 2D CHAN KA YEUNG 2A NG JENKYN
	<b>Hong Kong Red Cross</b> Unit of the Year 2023-2024	Champion (both Kwai Tsing District & West New Territories Divisional Headquarters)	Our School's Red Cross Youth – Unit 63
	<b>Hong Kong Red Cross West New Territories Divisional Headquarters</b> First Aid Knowledge Quiz Competition	Champion	5A YAM SZE HANG 5C TSEUNG CHI HO 4C KWONG SUM YI 4D LEE TSZ YAT 4D LEUNG NGA MAN 4B YEUNG TSZ KI 3B LAU LEE TUNG 3D CHAN HEI YI
	<b>Hong Kong Red Cross West New Territories Divisional Headquarters</b> First Aid Competition	2nd Runner-up	5A YAM SZE HANG 4C KWONG SUM YI 4D LEE TSZ YAT 4D LEUNG NGA MAN 3B LAU LEE TUNG 3D CHAN HEI YI
	<b>Hong Kong Red Cross West New Territories Divisional Headquarters</b> Health Care Skills Competition	Champion	5A YAM SZE HANG 5C TSEUNG CHI HO 4C KWONG SUM YI 4B YEUNG TSZ KI 4D LEUNG NGA MAN 3D CHAN HEI YI
Best Leader		5A YAM SZE HANG	

IV. FINANCIAL SUMMARY 2023-2024 財務報告 2023-2024

I. Government Funds	Bal b/f	Income	Expenditure	Bal c/f
<b>A. EOEBG Grant</b>				
Original Baseline Reference		2,027,558.44		
Other Income		177,516.20		
Activities			66,260.52	
Advertising			11,870.00	
Audit Fee			15,400.00	
Bank Charges			4,750.50	
Celebration and Entertainment			5,078.60	
Cleaning Materials			37,574.00	
Furniture & Equipment			211,437.01	
Consumable Stores			185,194.84	
First Aid Facilities			4,677.50	
Fuel, Light and Power			80,683.20	
Garden Maintenance Service			70,207.00	
Library Books			8,165.70	
Lift Maintenance Grant			110,000.00	
Newspaper and Magazines			10,643.00	
Other Minor Item			48,264.60	
Printing & Stationery			514,636.68	
Prizes			16,568.90	
Repairs & Maintenance			261,597.83	
Small Equipment			14,075.00	
Sports			50,370.00	
Staff Training			6,568.00	
Stamp & Postage			3,821.70	
Teaching Aid			43,374.56	
Telephone & Fax			30,914.00	
Travelling & Transportation			61,875.82	
Water			13,310.90	
Flower Baskets			3,066.00	
Sub Total (A)		2,205,074.64	1,890,385.86	314,688.78
<i>School Specific Grants</i>				
Administration Grant	-	4,024,884.00	4,115,287.50	-90,403.50
Capacity Enhancement Grant	67,618.75	666,935.00	817,862.00	-83,308.25
Composite Information Technology Grant	120,855.83	512,696.00	642,187.08	-8,635.25
Air-Conditioning Grant	-	618,989.00	618,989.00	-
SBM Top-up Grant	32,700.00	52,596.00	50,000.00	35,296.00
School-based Speech Therapy Administration Recurrent Grant	28,376.00	8,415.00	15,500.00	21,291.00
Sub Total (B)	249,550.58	5,884,515.00	6,259,825.58	-125,760.00
Grand Total (A) + (B)	249,550.58	8,089,589.64	8,150,211.44	188,928.78
<b>B. Outside EOEBG Grant</b>				
Teacher Relief Grant - Annual Recurrent	1,075,831.90	237,600.00	93,644.00	1,219,787.90
Teacher Relief Grant - Optional	3,446,021.40	5,074,695.00	3,867,167.58	4,653,548.82
Committee on Home-School Co-operation Project	35,145.94	25,978.00	21,687.20	39,436.74
Cash Grant for School-based After-school Learning and Support Programmes	165,110.11	166,800.00	186,702.50	145,207.61
Learning Support Grant for Secondary Schools	115,902.92	520,707.00	631,580.29	5,029.63
Diversity Learning Grant (Other Language)	-	159,100.00	159,100.00	-
Diversity Learning Grant (Other Programmes)	126,809.35	84,000.00	126,809.35	84,000.00
Diversity Learning Grant (Applied Learning)	-	46,250.00	46,250.00	-
Moral and National Education Support Grant	123,171.15	-	-	123,171.15
Hong Kong School Drama Festival	13,021.10	3,850.00	-	16,871.10
Information Technology Staffing Support Grant	45,233.50	333,812.00	337,680.00	41,365.50
Grant for the Sister School Scheme	159,955.00	162,994.00	159,955.00	162,994.00
Promotion of Reading Grant	31,038.34	65,198.00	57,048.45	39,187.89
Life-wide Learning Grant	1,184,599.39	1,218,131.00	1,332,289.65	1,070,440.74
One-off School-based Speech Therapy Set-up Grant	226.00	-	-	226.00
School Executive Officer Grant	148,843.76	580,738.52	521,396.33	208,185.95
Beat Drugs Fund - Healthy Campus	-	90,000.00	90,000.00	-
Student Activities Support Grant	-	123,500.00	123,500.00	-
One-off Grant for Citizenship and Social Development	259,536.60	-	190,778.80	68,757.80
QEF-Prov of Mobile Comp Devices & Internet Services Support	-	70,500.00	70,500.00	-

Health-in-mind Programme	-	5,985.00	1,399.96	4,585.04
One-off Grant for Mental Health at School	-	60,000.00	54,786.00	5,214.00
One-off Grant for Mental Health of Parents and Students	-	20,000.00	-	20,000.00
One-off Grant for Promotion of Chinese Culture				
Immersion Activity	-	300,000.00	4,539.70	295,460.30
Mainland Exchange Programme - Senior Sec Subv				-
Scheme 2023	-	80,000.00	80,000.00	-
One-off Grant on Promotion of Sports Ambience and				
MVPA60	-	150,000.00	-	150,000.00
One-off Grant on Parent Education	-	200,000.00	-	200,000.00
Grand Total	6,930,446.46	9,779,838.52	8,156,814.81	8,553,470.17
<b>II. School Funds</b>				
General Funds	5,291,849.53	3,392,084.18	3,442,210.85	5,241,722.86
Grand Total	5,291,849.53	3,392,084.18	3,442,210.85	5,241,722.86

## V. APPENDIX 附件

- (a) Report on the Capacity Enhancement Grant 2023-2024  
學校發展津貼報告 2023-2024
- (b) Report on the Life-wide Learning Grant 2023-2024  
全方位學習支援津貼報告 2023-2024
- (c) Report on the School-based After-school Learning and Support Programme 2023-2024  
課後學習支援計劃工作報告 2023-2024
- (d) Programme Evaluation Report on the Diversity Learning Grant 2023-2024  
多元學習津貼評估報告 2023-2024
- (e) Report on the Use of the Promotion of Reading Grant 2023-2024  
運用推廣閱讀津貼報告 2023-2024
- (f) Report on Healthy School Programme 2023-2024  
健康校園計劃報告 2023-2024
- (g) Report on the Student Activities Support Grant 2023-2024  
學生活動支援津貼報告 2023-2024
- (h) Report on National Security Education 2023-2024  
國家安全教育施行報告 2023-2024
- (i) Report on Sister School Scheme 2023-2024  
姊妹學校交流計劃報告 2023-2024

## Evaluation Report on the Use of Capacity Enhancement Grant (2023-2024)

## 2023-2024 學年學校發展津貼用途檢討報告

Target Areas	Strategies	Evaluation
<p>Coping with students' diverse and special learning needs</p> <p>照顧學生多元及特別學習需要</p>	<p><u>(A)</u></p> <p>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及教授學習技能。</p>	<p>The data obtained from the students' evaluation questionnaires showed that the majority of students (97.5%) agreed that the program could help them adapt to the secondary school life. Most of them agreed that the, notetaking and memorizing skills were useful. The majority of students(99.17%) agreed that the tutors employed could deliver the teaching content to them clearly, arrange diversified activities and establish a harmonious student-teacher relationship. The majority of students(88.33%) agreed that they had less worry about the secondary school life after attending this program.</p> <p>評估問卷結果顯示大部分同學 (97.5%) 同意此課程能幫助他們適應中學生生活。在教授的學習技巧中，大多數同學認為記憶技巧，做筆記技巧最為實用。絕大部份同學 (99.17%) 亦同意聘任的導師能清楚傳達課程內容，安排多元化的教學活動及建立融洽師生關係，大部份同學 (88.33%) 認同完成課程後，他們對適應中學生生活的憂慮減低了。</p>
	<p><u>(B)</u></p> <p>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、制作學生獎狀、一般學生資料紀錄及統計工作等事宜，圖書館借書服務、影音器材借用服務及執行其他由學校指派的工作。</p>	<p>The clerical assistants took up duties assigned by teachers and assisted in preparing various student records which makes the school events and student activities hold smoothly.</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使學校活動及學生活動能順利舉辦。</p>





**School-based After-school Learning and Support Programmes 2023/24 s.y.**  
**School-based Grant—Programme Report**

Name of School: Buddhist Sin Tak College

Staff-in-charge: Mr. So Hon Hang/ Miss Fung Kin Wai Contact Telephone No.: 2421 2580

A. The number of students (count by heads) benefitted under this Programme is 191 (including A. 33 Comprehensive Social Security Assistance (CSSA) recipients, B. 152 full grant recipients under the Student Financial Assistance (SFA) Schemes and C. 6 under school's discretionary quota).

**B. Information on subsidised activities**

*Name /Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
ECSAF Sex Education Programs	10	26	1	100%	Sep	2040	Teachers' and students' feedback	End child sexual abuse foundation 護苗基金	
Maths S5 tutorial	1	1	1	100%	Sep	4000	Teachers' and students' feedback	BSTC	
Society of Horticulture workshop material	0	1	1	100%	Oct	1843	Teachers' and students' feedback	BSTC	
JC Equestrian Development activities transportation	1	2	3	100%	Oct	1500	Teachers' and students' feedback	JC Equestrian Development	
S6 Chinese literature tutorial	1	3	0	98%	Sep to Nov	3600	Teachers' and students' feedback	BSTC	
School picnic (S.1 to S.6)	33	152	0	99%	Nov	4575.5	Teachers' and students' feedback	BSTC	
S1-S3 Sat tutorial classes	8	15	0	88%	Oct to Dec	21000	Teachers' and students' feedback	BSTC	
S6 English oral practice	2	15	0	83%	Nov to Jan	33000	Teachers' and students' feedback	BSTC	

S6 English oral practice	2	7	0	100%	20/1/2024	1200	Teachers' and students' feedback	BSTC	
DS Chan econ	1	4	0	73%	Mar 2024	1200	Teachers' and students' feedback	BSTC	
s6 chinese writing tutorial	2	15	1	80%	Oct to Jan	15200	Teachers' and students' feedback	BSTC	
S6 Maths tutorial classes	3	4	0	79%	Sep to Jan	25600	Teachers' and students' feedback	BSTC	
s6 Bowling Game Fee	4	22	0	98%	Oct	100	Teachers' and students' feedback	BSTC	
S 5History Tutorial	1	1	0	90%	Feb to Apr	2400	Teachers' and students' feedback	BSTC	
S5 Econ tutorial	1	1	0	65%	Apr to May	2400	Teachers' and students' feedback	BSTC	
SW Pang S5 maths tutorial	0	2	1	91%	May to Jun	2100	Teachers' and students' feedback	BSTC	
S1-S3 Sat tutorial classes exam booster	9	41	1	91%	Mar to May	26200	Teachers' and students' feedback	BSTC	
S1 History tutorial	0	0	1	81%	Apr to May	2400.00	Teachers' and students' feedback	BSTC	
S5 BAFS	0	0	1	100%	Mar to May	2300.00	Teachers' and students' feedback	BSTC	
S1-S3 small group Maths tutorial	2	3	1	75%	Mar to Jun	7400.00	Teachers' and students' feedback	BSTC	
S1-S3 small group english tutorial	2	6	1	81%	Mar to Jun	8700.00	Teachers' and students' feedback	BSTC	
s3 small group chinese tutorial	1	1	0	69%	Mar to Jun	3600.00	Teachers' and students' feedback	BSTC	
TH S5-S6 Tutorial	0	0	2	78%	Mar to Jun	3200.00	Teachers' and students' feedback	BSTC	

Petty cash (gift/snack)	0	0	1	100%	Sep to May	339.00	Teachers' and students' feedback	BSTC	
Total no. of activities:18									
@No. of man-times	84	322	16		Total Expenses	176752.5			
**Total no. of man-times	422								

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).

## C. Project Effectiveness

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

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

**D. Comments on the project conducted**

*Problems/difficulties encountered when implementing the project*

*(You may tick more than one box.)*

- unable to identify the eligible students (i.e. students receiving CSSA and full grant under the SFA Schemes);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify the reason(s) : \_\_\_\_\_);
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): The subsidy for each student in need can be increased

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

Can provide more tutorial classes for students

---

---

---

---

---

**Buddhist Sin Tak College**  
**Programme Evaluation Report for DLG**  
**Other Languages (2023/2024)**

<b>Programme Title</b>	<b>Objective</b>	<b>Target</b>	<b>Duration/ Start Date</b>	<b>Deliverable</b>	<b>Evaluation</b>	<b>Expenditure</b>
Other Languages (Japanese, Korean, Spanish)	1. Students have a chance to learn another language so as to enhance their competitiveness in the 21st century. 2. A more diverse curriculum. 3. Students have a higher chance for territory education.	S4 students: 9 S5 students: 17 S6 students: 11	Lessons provided by Academy of the Baptist Convention of Hong Kong (Weekly) from September to May	Lectures, quizzes and tests	1. The attendance rate was high. 2. It is recommended to offer the programmes next year.	\$159,100

### Gifted Programmes (2023-2024)

Programme Title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Expenditure
<p>Network School Programme: DSE Music</p>	<p>1. Provide more elective subject options to our students, especially gifted music students.                  2. Employ professional teachers to teach gifted music students and help them to participate in DSE Music examination.                  3. Help to cater students' diverse needs.</p>	<p>1. S5 students                  2. 15-20 students came from different network school of the same district                  3. No. of students from BSTC: 2</p>	<p>Starting from September 2023, lessons were held every Saturday morning from 9am-12nn.</p>	<p>Regular assignments, quizzes and half-yearly examination</p>	<p>Under the network program provided by Institute of Hong Kong Senior Secondary School Music Education, students had a deeper understanding of classical music history and how Baroque music evolved into 20th century music. The course was also connected to the DSE Music curriculum, students acquired the knowledge and skills to complete the paper 1A of HKDSE Music examination. During their period of learning, students composed a duet piece consisting violin and piano, which was a whole new experience for our young musicians. In conclusion, the program helped our students to gain new knowledge and insight in music and will be participating in the coming HKDSE examination of Music.</p>	<p>Tutorial fee:                  Total:                  \$26,400</p>

課程	教學目的	目標學生	開始日期	學生習作	課程/學生表現評核	財政支出
漫遊「文」 「藝」空間---作家教你繪本創作	1 (資優課程)-讓文學及視藝方面的資優學生嘗試個人創作，於導師帶領下欣賞古畫幅<清明上河圖>，並在隨後的繪本學習中研究不同的創作方法、發揮個心意念。 2 如學生創作成功，有關作品會用於提升校內閱讀風氣、報勵更多同學努力投入讀寫世界。	12位 學生	16/10/2024-29/1/2024 8 星期	同學作品結集刊印	本課程共有 12 位學生參加，課節共十堂。所有課堂已於學年內順利完成，而學生作品亦已作最後校對，將由出版社印刷。書名為<在清明上河圖亂闖一回>，十二名同學皆有參與，同學表現積極，樂在其中。書本將於 2024 年 12 月成書。	\$10469.9  (另需印刷費，於教育局中華文化津貼資助，已完成所有報價程序。)

Programme Title	Objective	Target	Duration/ Start Date	Deliverable	Evaluation	Expenditure
Mathematics Elite Program	To teach students advanced mathematics knowledge on Number Theories, Game Theories, etc.	S4-S6 elite students	20 weeks	Lectures and tests	Certificates were obtained by participating students.  Students found the content very difficult although they were bright.	\$15,000

佛教善德英文中學  
運用推廣閱讀津貼計劃書報告  
2023-2024 學年

因應教育局向公營學校提供「推廣閱讀津貼」，以幫助學校加強推廣閱讀，並鼓勵學生自小培養良好的閱讀習慣，本校以下科目將於 2023-2024 年度申請閱讀津貼以進行推廣閱讀活動。

本學年獲批款額為：\$65198；去年累積款額為\$31038.34，今年累積款額為：\$96236.34。今年已用總款項為：\$54183.45，淨餘款額為\$42052.89。

以下為各組別推廣閱讀計劃報告：

**科目：中國語文科 負責人：黃曉雯老師**

推廣閱讀的主要目標：

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

	項目	預算開支 (\$)	實際開支 (\$)	目標成果檢討： (例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等)	策略檢討： (例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等)
1.	購置圖書	中一至中六閱讀冊 約\$26000	\$19633 (中一至中六)	全校學生全年按計劃完成閱讀活動，並已作科本統計及檢討，計劃達標。初中同學須於課堂上由老師帶讀個別篇章，同學均認真投入。	學生完成閱讀報告、初中學生亦可選擇以畫圖方式表達所感，不囿於純文字報告，形式較活潑，計劃 24-25 年推展至中三級。
	<input checked="" type="checkbox"/> 實體書	《文言語譯》(中三) 約\$11000	《文言語譯》加入中四書單，作恆常課業，學生須自行購買，有關預留款項建議撥入 24-25 年度，用作購置中四 SBA 用書(即受眾為同一組學生)。		

3.	閱讀活動			本科邀請不同作家到校進行圍讀活動，同學反饋良好(見本科科務文件)	由校外不同作家到校進行圍讀活動，減低課堂授業感覺，學生更投入，亦有更大空間發表個人意見及交流，饒富深度及趣味。學生於活動後作反思報告，態度認真。
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座 (配合學校圍讀活動、常規閱讀課及校本評核活動)				
		申請款項： \$37000	實際開支： \$19633		

科目：中國文學科 負責人：林曉蕾老師

推廣閱讀的主要目標：

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

	項目	預算開支 (\$)	實際開支 (\$)	目標成果檢討： (例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等)	策略檢討： (例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等)
1.	購置圖書	中四至中五閱讀冊 \$8000	\$7853	本學年文學科致力推動閱讀，購買多本實體書供同學作課外閱讀，其中包括小說類胡燕青〈好心人〉、黎紫書〈小小說〉散文類胡燕青〈杯子與茶包〉、潘步釗〈傳家之寶〉。多類型圖書讓同學涉獵不同體裁作品，有助提昇同學寫作能力。其中指導散文寫作技巧的書籍〈脂粉與顏色〉更為中四同學假期必讀書目，同學亦須寫下閱讀報告，並運用文本中所提技巧完成小練筆。  此外，同學透過閱讀亦拓寬視野，在閱讀胡燕青〈一路走來〉書目時，了解到香港歷史歲月痕跡。其中〈元陽梯田〉展示大江南北的風光，充滿人文關懷。	在策略上，本學年所購買書籍主要供同學自行閱讀，撰寫閱讀報告。從同學所寫閱讀報告中可確定同學均有閱讀有關書目。然而由於撰寫報告策略較為單向，建議下學年可配合校方關注事項—全方位推行閱讀天地計劃，並拍片進行閱讀分享。
	<input checked="" type="checkbox"/> 實體書				
		申請款項： \$8000	實際開支： \$7853		

科目：English Language 負責人：Mr. Wu Po Keung

推廣閱讀的主要目標：

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

	項目	預算開支 (\$)	實際開支 (\$)	目標成果檢討： (例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等)	策略檢討： (例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等)
1.	購置圖書	\$20,000.00	\$4,693.00	<p>A large number of English fiction books were bought for junior form classes. In each of the junior forms, at a given time, every class read a different book on a rotation basis so that by the end of the school year, every class in a form had managed to finish reading 2 to 3 books.</p> <p>In general, the scheme was able to expose the students to more authentic English in reading. One follow-up task they did was to do a book report on each of the class readers they had finished to fulfil part of the school's English reading requirements.</p>	<p>While the scheme together with the follow-up task of writing a book report went some way towards boosting the students' English exposure, more alternative ways to make the most of the class readers.</p> <p>One possible way in the future is for form 1 students to be involved in an activity during class time in, for example, the SK Hall. The activity will concern only two classes at a time. The students in groups will create and perform a mini-drama based on or adapted from a class reader they had read. The rest of the students can be adjudicators. The winning groups will get prizes.</p>
	<input checked="" type="checkbox"/> 實體書				
		申請款項： \$20,000.00	實際開支： \$4,693.00		

科目：圖書館 負責人：黃天敏

推廣閱讀的主要目標：

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

	項目	預算開支 (\$)	實際開支 (\$)	目標成果檢討： (例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等)	策略檢討： (例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等)
1.	購置圖書			各科任老師科用推廣閱讀津貼購買書籍，所購的新書會用作書籍展覽。今年的專題書籍展覽有與	在檢討方面：
	<input checked="" type="checkbox"/> 實體書	\$18,000	\$17,258.61		

	<input checked="" type="checkbox"/> 電子書	\$5,000	\$2,252.8	<p>歷史科合辦香港流行文化書展、與宗教組合辦豆腐專題書展等。圖書館會並行舉辦問答遊戲，希望學生會多點借閱相關的書籍。</p> <p>另外，圖書館最後利用電子書津貼購買了二十多本國民教育書籍，以增加館內有關藏書。</p>	若購入的書籍較深奧及專業，學生對此類書籍興趣不大。另外，問答遊戲只能吸引學生回答問題，對提升書籍的興趣沒有太大的作用。來年可針對書籍本身作推廣及宣傳，例如拍片宣傳書籍，讓學生知悉書籍的故事及提升他們借閱的興趣。
		申請款項： \$23,000	實際開支： \$19,511.45		

科目：History 負責人：Mr. Lee Wai Kit

推廣閱讀的主要目標：

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

	項目	預算開支 (\$)	實際開支 (\$)	目標成果檢討： (例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等)	策略檢討： (例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等)
1.	購置圖書	\$5000	\$2493	All the books purchased were transferred to the school library for students to borrow. Since most of the books were purchased in the second term, most were being processed by the school library and yet to be displayed. Therefore, activities related to promoting these books were expected to be carried out in the coming year(s). The number of books purchased were fewer than expected because of the limited themes and choices of books in local bookstores.	It was found that large books related to Western history were not diverse enough in bookstores. Most were related to either ancient civilizations or warfare in recent centuries. Therefore, in themes of purchasing books, we suggest the themes in future, if applicable, expand to old Hong Kong, which is a main theme of the English books recently published. In addition, we would explore the possibility of asking students to use the books in fun ways, like using orientation games with using books and library resources.
	<input checked="" type="checkbox"/> 實體書				
	<input checked="" type="checkbox"/> 電子書				
		申請款項： \$5,000	實際開支： \$2493		

科目：Biology

負責人：YW Faan

推廣閱讀的主要目標：(例如營建閱讀氛圍)

1. Promote reading and encourage students to develop a good reading habit.
2. Arouse students' interest in biology.

	項目	預算開支 (\$)	實際開支 (\$)	目標成果檢討： (例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等)	策略檢討： (例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等)
1.	購置圖書	\$3000	0	本項計劃將延至下學年進行	本項計劃將延至下學年進行
	<input checked="" type="checkbox"/> 實體書				
	<input checked="" type="checkbox"/> 電子書				
		申請款項： \$3,000	實際開支： \$0		

**Annual Report on Healthy School Programme 2023-2024 (The third year of the three-year project)**

**Introduction:**

The Healthy School Programme is a preventive programme launched by the Government to promote anti-drug culture in schools. Schools are encouraged to partner with non-governmental organisations (NGOs) to organise various types of anti-drug activities and complementary preventive programmes to suit the different needs of students as part of the healthy school policy. Our school successfully applied for this program in the year 2019 to 2020 and 2020-2021. In terms of better planning, our school applied for a three-year funding for the same project from 2021 to 2024. Our partner was Hong Kong Children and Youth Services (香港青少年服務處). The Healthy School Programme is a school-based programme comprising diversified anti-drug programmes and a drug testing component. It includes programmes covering educational, counselling, supportive and drug testing aspects. 2023-24 was the third year of program.

**Part A: School-based activities**

<b>Target</b>	<b>Topic</b>	<b>Organizer</b>	<b>Evaluation</b>
S.3	A Voluntary service program	SEN Team	The Religious Committee organizes a mindful workshop for students during lunch time every year. The workshop is about slow eating. The workshop was held in Nov 2023 and was very popular. This year they theme was about tofu. Students understood more about the history of tofu. This was also about the culture security of our country. Students expressed their gratitude towards food before they had their meal. Then they tasted the food slowly while keeping silent in the process. They cleaned up and said thank you after the meal. Students expressed that it was a special experience for them. Seldom did they keep silent while eating. It gave them an opportunity to reflect on where the food came from and show gratitude to the people who provided the food. The SEN team organized a beach cleaning day for some students. They had an eco-tour about the biodiversity of the beach first. Then they helped to clean up the beach.
S.1 to S.6	Careers Visits and workshop	Careers Committee	
S.1 to S.6	Mindfulness workshops and activities	Religious Committee	

## Part B: Healthy School Anti-drug Activities

### (1) Related to the Guidance Captains

Target	Date	Time	Topic	Organizer	Evaluation
Parents	August 2023	----	Introduction of the Program	香港青少年服務處	<p>The briefing sessions for the new teachers, parents and students were successfully held face-to-face at the beginning of the school year 2023 to 24.</p> <p><b>1. Guidance Captains leadership Training Day Camp</b> Twenty-three guidance captains joined the Guidance Captain Program this year. They participated in the training day camp on 23 September 2023. They joined a rock-climbing activity. They learned by challenging themselves and enhanced their self-confidence. 100% of them expressed that the activity enabled them to enhance their team spirit, self-efficacy and leadership skills, which is very encouraging indeed. They were more confident as a leader.</p> <p><b>2. Kick-off (FUN FUN 中相聚)</b> Twenty-six senior guidance captains first met their S.1 students in the kick-off on 29 September 2023. They first had a quiz about the school and then had some ice-breaking games together. 90% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 92% of them also said</p>
Students	Sept 2023	-----	Introduction of the Program	香港青少年服務處	
Guidance Captains	23 Sept 2023	10 am to 12 noon	Guidance Captain training day camp	香港青少年服務處	
Guidance captains and S.1 students	29 Sept 2023	8 <sup>th</sup> to 9 <sup>th</sup> period	Kick Off (S.1 and the Guidance Captains)	香港青少年服務處	
Guidance captains and S.1 students	28 June 2024	AM	Year-end fun day	香港青少年服務處	

					<p>that the activity could enhance their learning experience. Over 90% of the participants expressed that the activity could enhance the interpersonal communication skills.</p> <p>The guidance captains were very helpful and willing to provide assistance for the new S.1 students. They were friendly and kind and serious about their job. S.1 students in fact wanted very much to know their seniors.</p>
--	--	--	--	--	---

(2) Other activities

Target	Date	Time	Topic	Evaluation
S.1 to S.3	17 Oct 2023	5 <sup>th</sup> to 6 <sup>th</sup>	<b>A talk about online addiction</b>	<p><b>1. A talk about online addiction for S.1</b></p> <p>All S. 1 students attended the talk. 96% of the participants expressed that the talk could help them understand the adverse effect of online addiction. 95% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 96% of the participants expressed that the activity enabled them to understand the importance of a healthy lifestyle. 93 % of the participants expressed that the talk could enhance their resilience.</p> <p><b>2. Leadership training workshop</b></p> <p>There were 80 student leaders in the workshop. 97% of them expressed the activity helped them to enhance their team spirit. 95% of them said it can enhance their leadership and 93% said the activity enabled them to increase their self-efficacy. 93% of them expressed that the tutors' words inspired them a lot.</p>
S.4	27 Feb 2024	5 <sup>th</sup> to 6 <sup>th</sup>	<b>A talk about relationship and self-esteem</b>	
S.4	Sept 2024	---	<b>Leadership training workshop</b>	

S.3	29 Feb, 5 March, 7 March 2024	After school	A Gardening therapy workshop	88.9% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 100 % of the participants expressed that the activity could help them to release stress.
S. 1	7 Nov 2023	After school	A visit to a cat café	95% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 100 % of the participants expressed that the visit could enhance their resilience. 90% of the participants expressed that the activity enabled them to broaden their horizons.
S.4, 5, 6	19 June 2024	2:30 to 4:30 pm	A K-Pop Choreography Fun Day	Around 28 senior form students joined this workshop. They enjoyed the workshop very much and were eager to put the steps in their inter-house competition.
S.4, S.5	9, 16, 25 April 2024	After school	A voluntary workshop to run with the visually impaired	94% of the participants expressed that the activity enabled them to develop a positive attitude towards their life. 100% of the participants expressed that the activity enabled them to understand the need of the visually impaired. 89 % of the participants expressed that the talk could enhance their resilience.

### Part C: Drug testing

The drug testing part was conducted by Hong Kong Children and Youth Services. The Board of Discipline helped to coordinate this part. The date of the test was confidential. Rm 205 was reserved for the drug test and it was reported that the room was suitable to protect the privacy of students. Four one hair tests were successfully conducted in November 2023, December 2023, March 2024 and April 2025. All results were negative. In the next academic year, four hair tests were planned to be conducted.

佛教善德英文中學  
學生活動支援津貼 運用報告  
2023-2024學年

## (一) 財務概況

A	本學年獲發撥款：	\$123,500.00
B	本學年總開支：	\$49,099.50
C	須退還教育局餘款 (A - B)：	\$74,400.50

## (二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	4	\$4,863.50
學校書簿津貼計劃—全額津貼	18	\$35,211.00
校本評定有經濟需要	8	\$9,025.00 (上限為全學年津貼金額的25%)
<b>總計</b>	<b>30</b>	<b>\$49,099.50</b>

〔註：此項應等於(一)B「本學年總開支」〕

## (三) 活動開支詳情

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	受惠學生 人次 <sup>1</sup>	開支 (\$)	基要學習經歷 (請於適用方格加上ü號，可選擇多於一項)				
					智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有關 的經驗
<b>1. 本地活動：</b> 資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷									
1	校內樂器班	藝術 (音樂)	9	\$23,750.00	ü	ü	ü		
2	運動活動學費	體育	10	\$2,850.00		ü	ü		
3	制服團隊活動費	領袖訓練	8	\$2,599.50		ü		ü	
4	其他類別課程	科學	2	\$2,600.00	ü				ü
5									
(如空間不足，請於上方插入新行。)									
<b>第1項總開支</b>			<b>29</b>	<b>\$31,799.50</b>					
<b>2. 境外活動：</b> 資助有經濟需要的學生參與境外活動／境外比賽									
1	英國格林威治英語遊學團	英文	1	\$2,000.00	ü				
2	日本文化及設計考察團	藝術 (視藝)	4	\$11,500.00	ü		ü		ü
3	上海考察團	德育、公民及國民教育	1	\$1,300.00		ü			
4									
5									
(如空間不足，請於上方插入新行。)									
<b>第2項總開支</b>			<b>6</b>	<b>\$14,800.00</b>					
<b>3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備</b>									
1	學習運動活動基本用品	體育	8	\$2,500.00			ü		
2									
3									
(如空間不足，請於上方插入新行。)									
<b>第3項總開支</b>			<b>8</b>	<b>\$2,500.00</b>					
<b>總計</b>			<b>43</b>	<b>\$49,099.50</b>					

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

全方位學習聯絡人 (姓名、職位)：	歐兆偉老師
-------------------	-------

**維護國家安全及國家安全教育相關措施**  
**2023-2024 工作報告**

高級學校發展主任李美英小姐：

**2023-2024 學年**

**維護國家安全及國家安全教育相關措施的工作報告**

學校名稱：佛教善德英文中學

範疇	措施	推行情況	成效及反思
學校行政	<p><b>教師培訓</b></p> <ul style="list-style-type: none"> <li>■ 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，校方會提醒相關同事須修畢核心培訓包括《憲法》、《基本法》和國家安全教育的內容。</li> <li>■ 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，以加強本校教師對《憲法》、《基本法》和國家安全教育的認識。</li> <li>■ 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。</li> </ul>	<ul style="list-style-type: none"> <li>■ 國家安全教育小組持續在教師會議及電話群組中發放有關《憲法》、《基本法》和國家安全教育資訊，並鼓勵老師完成《基本法及香港國安法》測試。</li> <li>■ 教師手冊內明確列出「國安教育指引」及「教職員專業操守」，讓教師可不時自我審視課程原則並確保教職員秉持專業操守、防範和制止校內任何違反《基本法》、《港區國安法》的教學和活動。</li> <li>■ 林奮強先生於6月22日、6月29日及7月13日為中五及中六學生，以及老師進行講座，題目為「如何裝備自己來應付世界挑戰」。林先生介紹目前國家及世界的發展，包括西部各地成於近年經濟的發展，以及在世界面對的挑戰，視野極具前瞻性。</li> </ul>	<ul style="list-style-type: none"> <li>■ 2023-2024 學年共有 6 名教師參與教育局或/與專家機構合作舉辦的國家安全教育相關講座，每人參與時數為 15 小時。</li> <li>■ 本學年 4 位新入職教師及 1 名助理教師均已完成《基本法及香港國安法》測試，另外至今有 16 名在職教師及 2 位在職助理教師亦已在相關測試取得及格成績。</li> </ul>

範疇	措施	推行情況	成效及反思
	<p><b>升掛國旗及奏唱國歌的安排</b></p> <ul style="list-style-type: none"> <li>■ 學校會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、提升國民身份認同。</li> <li>■ 升掛國旗及奏唱國歌的重要日期包括：1/10 國慶日、15/4 國家安全教育日，1/7 香港特別行政區成立日、畢業典禮、陸運會等。</li> <li>■ 將有關升旗典禮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。</li> <li>■ 安排全體同學參與升旗典禮，由於本校已透過優質教育基金撥款成功申請添置流動旗杆，故此兩天時間會安排至少一級同學到禮堂參與升旗禮。</li> </ul>	<ul style="list-style-type: none"> <li>■ 本年度共舉行了升旗典禮四十餘次，包括以下重要日子：元旦日（一月一日）、香港特別行政區成立紀念日（七月一日）、國慶日（十月一日）、國安教育日、開學日、畢業禮、陸運會、校慶等，亦臨時受命為荃葵青區傑出學生頒獎典禮升國旗，民政事務署亦邀請了男童軍於 7 月 1 日參加香港特區成立 27 周年升旗儀式，在金紫荆廣場與其他制服隊伍接受行政長官李家超先生檢閱。</li> <li>■ 訓導組於每次升旗典禮前均透過宣佈，提示同學升旗典禮的禮儀。</li> <li>■ 學校設有監察機制，定期檢查國旗（及區旗）和旗桿組件狀態良好，以及每次在升掛國旗（及區旗）後檢查位置是否正確無誤</li> <li>■ 學校設有清晰機制，處理和跟進學生不尊重國旗、國徽、區旗和區徽的行為。相關機制由副校長及訓導主任執行。</li> <li>■ 學校已訂定國旗（及區旗）的回收及處理的程序，確保於活動使用後妥善地存放及處理國旗（及區旗）。</li> <li>■ 負責升旗典禮的同工持續安排學生接受升國旗儀式的訓練，包括熟練步操的技巧。</li> <li>■ 學校在舉行升國旗儀式後，安排國旗下的講話。本年度共進行了 35 次國旗下的講話，校長、所有科目代表、宗教組及德育與公民教</li> </ul>	<ul style="list-style-type: none"> <li>■ 學生現已非常熟悉及習慣整個典禮流程，並能夠表現出恰當的禮儀，本學年大部份的升旗典禮均安排全級出席，至於因暴雨或酷熱天氣警報，而於室內進行的升旗典禮，亦已安排至少一級同學參與，提升國民身份認同。校方會持續審視相關措施，以評估能否每次安排更多年級的學生參與典禮。</li> <li>■ 所有中二或以上的童軍都要學習升旗，並負責若干次的升旗禮任務，讓童軍的同學都身體力行學習到升國旗的禮儀和責任，增強國家安全(尤其是社會安全、國土安全)的意識。下學年 9 月 1 日起，為增強「文化安全」的部份，童軍升旗的同學將會使用中式步操列隊。</li> <li>■ 同學表現合宜，包括準時出席升旗禮，儀式進行期間沒有手持任何物件，並於升旗禮期間保持肅靜，並沒有發現任何違規或不合宜行為。同學於本年對禮儀已有一定掌握，不少同學於典禮開始前已主動放下手持物件及書包。下學年會再加強同學對升旗典禮的認識，包括教育學生國旗、國徽、區旗和區徽的歷史和精神、升掛及使用的規範，以及升旗儀式中當守的禮儀。務求同學能更投入典禮儀式。</li> <li>■ 相比上學年的講話，各科的分享題材多元化，當中包括各項時事，亦貼近國家安全教育各項重點領域，能引發同學的興趣。講者包括校長、老師及學生等，同學在聆聽講話</li> </ul>

範疇	措施	推行情況	成效及反思
		<p>育組均就不同議題進行分享, 題材十分多元化, 包括中國豆腐中國情、網絡安全、國家重大歷史事件 (如五四運動、九一八事變及南京大屠殺)、國家在維持公共衛生、糧食供應及環境保育的成就與貢獻等。</p>	<p>時表現專注。明年可繼續鼓勵同工以時事或日常生活議題作分享, 讓同學明白國家安全與眾人生活息息相關。</p>
	<p><b>校舍管理機制</b></p> <ul style="list-style-type: none"> <li>■ 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。如有疑慮, 學校會先諮詢法團校董會。</li> <li>■ 就內部管理, 校方會非定期巡視校園範圍, 以確保校園安全。</li> <li>■ 行政組與相關部門會定期檢視課外活動組和訓導組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不會涉及危害國家安全。</li> <li>■ 學生在校園張貼的課外活動海報或告示必須根據校方的指引撰寫並須經課外活動組審批後方可張貼</li> <li>■ 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。</li> </ul>	<ul style="list-style-type: none"> <li>■ 就校舍管理, 學校一向甚少租借校舍給校外團體, 如有需要, 亦會根據既有程序先向法團校董會報告及申請, 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。</li> <li>■ 本校課外活動組已在課外活動指引中闡明校園裡張貼的課外活動海報或告示內容, 必須經過校方批核, 確保內容合宜才可張貼。訓導組亦規定學生不能於校園內私自張貼海報或告示。</li> <li>■ 現行的所有活動及以學校名義舉辦的活動 (包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教職員會為學生舉辦的活動、校外導師任教的活動等) 在進行前必得到行政小組及相關部門根據指引審批, 以確保不會涉及危害國家安全的行為和活動。</li> </ul>	<ul style="list-style-type: none"> <li>■ 直至現在, 並沒有發現違規事件, 校方會不時檢視機制, 確保日後亦不會出現任何違規事件。</li> </ul>

範疇	措施	推行情況	成效及反思
	<ul style="list-style-type: none"> <li>■ 訓導組會不時巡視校園，以確保校園安全。</li> <li>■ 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，並適時協助校方推行政策。</li> </ul>		
	<ul style="list-style-type: none"> <li>■ 由校長及 2 位副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</li> </ul>	<ul style="list-style-type: none"> <li>■ 小組定期商議及檢視相關措施、策劃及統籌以全校模式推動與維護國家安全及國家安全教育相關的策略。</li> <li>■ 小組透過校內通訊網絡，鼓勵學校各級人員透過參加教育局課程，了解《香港國安法》的立法背景和精神、內容和意義及有效落實國家安全教育的相關措施。</li> <li>■ 小組制定具體策略和應變措施，預防和處理政治或其他違法活動入侵校園及其他突發情況，為學生締造安全有序的學習環境，讓學生有效學習及健康成長。</li> <li>■ 小組設立/強化監察機制，促進各學習領域/科目/跨學科組別定期檢視學與教資源(包括其內容和質素)；適時檢視和監察教學和非教學人員的表現及所聘用的外間服務，例如活動導師、各項學與教的活動/培訓材料(包括自行編訂的教學資料和圖書等)、外間服務提供機構的服務。</li> <li>■ 國安小組鼓勵各科組進行活動後，透過質性和</li> </ul>	<ul style="list-style-type: none"> <li>■ 大部分參與內部分享會的員工均積極參與，部分更就在校內開展國家安全教育的策略提出不少建議。</li> <li>■ 本年度各科組進行超過四十項與國家安全教育及國民教育相關的活動，活動內容及類型比往年更多元化，可見老師在國家安全教育小組指引下，更積極回應社會要求，把國民教育融合學生日常學習中，協助學生多角度理解國家現況及發展。</li> </ul>

範疇	措施	推行情況	成效及反思
		<p>量性的數據（例如：觀察、問卷、檢討會議等方法），以評估維護國家安全及國民教育相關措施的推行成效。</p> <ul style="list-style-type: none"> <li>■ 專責統籌人員於每次學校管理委員會均匯報工作進展和成效。</li> </ul>	
	<p><b>4/12 國家憲法日及 15/4 全民國家安全教育日</b></p> <ul style="list-style-type: none"> <li>■ 推行國家憲法日及全民國家安全教育日相關活動，讓教師職員學生提升國民身份認同</li> </ul>	<ul style="list-style-type: none"> <li>■ 由德育及公民教育組和中文及中史學會於 11 月 30 日及 12 月 1 日舉行國家憲法日問答比賽，同學透過閱讀展板了解國家憲法日的背景及重要性，同場中文及中史學會展示有關愛國詩人的資料，讓同學從不同角度認識國家的政治及文化發展。同場並有簡單電子問答活動，以有趣方式吸引同學了解憲法及國家文化。</li> <li>■ 配合四月十五日的國家安全教育日，同學製作了展板介紹國家安全教育日的目的及國家安全教育的重點，並透過六則剪報，讓同學了解到國家安全與我們的生活息息相關。同學配合展板製作簡單問答遊戲，讓同學扣連不同國家事件與國家安全教育重點領域的關係</li> </ul>	<ul style="list-style-type: none"> <li>■ 兩天共有約一百位同學參與，由於本學年的國家憲法日適逢校慶前夕，學校安排同學作全日總綵排，以致同學未能在當日觀賞展板。唯學校已透過校內電郵向師生發放國家憲法日座談會資料，讓毋須參與綵排的同學能善用時間，在家中觀看座談會，了解國家和特區的憲制基礎</li> <li>■ 共有 66 名同學交回答題紙，其中 48 人因答中較多問題而獲得小禮物作鼓勵。由於是次活動舉辦時間適逢公開試舉行時間，以致舉行場地受局限，亦未能透過廣播系統作宣傳，只能依靠班主任宣佈，影響活動的成效。明年宜提早開展活動，讓同學有更多時間參與。</li> </ul>

<p>人事管理</p>	<p><b>對教師職責及操守的要求與期望</b></p> <ul style="list-style-type: none"> <li>■ 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、興趣班導師等)清楚說明學校對其職責及操守的要求和期望。</li> <li>■ 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,以確保受聘者符合團體的辦學方針。</li> <li>■ 於教師手冊列出國安法教育部指引,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,了解國家歷史文化和最近發展。</li> <li>■ 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,以確保校園內圖書均符合國安法原則。</li> </ul>	<ul style="list-style-type: none"> <li>■ 本校於學年開始的第一次教職員會議上,已向同事清楚說明教師手冊中列出的國安法教育部指引,並清楚表明辦學團體及學校對教職員在職責及操守上的要求和期望,所有同事必須遵守辦學團體的指引及不得違反基本法或涉及國家安全及其它法律。</li> <li>■ 在聘請人手時包括教師、外聘導師等,學校已向應聘者清楚闡述學校辦學團體的宗旨,並在不同階段的面見過程中,去了解對方的教育理念及個人的操守,以確保受聘者符合團體的辦學方針。</li> </ul>	<ul style="list-style-type: none"> <li>■ 教師對維護國家安全的意識不斷提升,本校所有員工的操守完全符合辦學團體期望,表現良好。新聘任的教職員亦能適切配合學校政策,嚴格遵守辦學團體指引。明年繼續會有新職員到校工作,學校會繼續留意新聘任員工的操守。</li> <li>■ 圖書館於學年末再次審視校內藏書,以確保所有書籍均符合要求。</li> <li>■ 圖書館現設有國家安全教育及國情教育閣,圖書館及各科教師會於該處放置合適書籍,供同學在圖書館內自由閱讀。同學亦可領取教育局出版的刊物。可多作宣傳及推廣讓同學知悉有關書籍。23年4月舉辦中華文化書展,展出有關中華文化的書籍,希望吸引學生購買。由於國安教育書架放於當眼處,學生對有關書籍感興趣,例如有關中國旅遊及文化方面的雜誌。另外,圖書館可不斷購入多些有關中華文化書籍,增加存書量。</li> <li>■ 本年度圖書館購入多本關於國家主席習近平的書籍,包括「習近平新時代中國特色社會主義思想學習綱要」、「幹在實處 勇立潮頭——習</li> </ul>
-------------	---	---	--

範疇	措施	推行情況	成效及反思
			<p>近平浙江足跡」等，下學年將參考教育局指定書目，以及同學的興趣，購買更多課外書籍，以增加同學對國家的認識。</p>
學與教	<p><b>在正規及非正規課程中推行國家安全教育</b></p> <ul style="list-style-type: none"> <li>■ 新成立的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。</li> <li>■ 每周安排不同科組的師生進行「國旗下的講話」，讓師生對成就，以及重要歷史事件，包括九一八事變中國近年發展及、抗日戰爭等均有更深入認識。</li> <li>■ 鼓勵同工參與由教育局為教師提供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，例如為中、小學教師舉辦「國家安全教育知識增益研討會系列」、網上課程、學校領導人員工作坊等。</li> <li>■ 課程中，鼓勵同工就合適的課題上，按學生的認知能力，加強學生對國家的認識，培養學生國家的觀念。</li> </ul>	<p>正規課程</p> <ul style="list-style-type: none"> <li>■ 本校在不同學科或領域上，均能按學科的內容及不同年級學生的認知能力，恰當地加強學生對國家的認識、國家安全的觀念以及學習尊重法治和成爲守法的良好國民。本年度各科組曾舉辦的活動可詳見附件一。</li> <li>■ 校長、教務組於學期初、年度完結前，及不定期與各科主任/科任老師會面，商議及提示大家要小心選取教學材料、不得向學生宣揚個人政治立場或傳達扭曲的價值觀、發表煽動性的言論、不可在教材／學材上滲入偏頗／欠缺事實佐證／不符課程宗旨和目標的內容或資料。</li> <li>■ 國家安全教育小組鼓勵同工根據《香港國家安全教育課程框架》及各科的課程框架製作校本教材，並透過內聯網搜集各科教材，供同工互相學習。</li> <li>■ 在爲下學年選取教科書時，教務組已通過電郵或/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。</li> </ul>	<ul style="list-style-type: none"> <li>■ 教務主任於電郵/會議中能清楚要求科主任須小心檢視其學習領域、科目及跨學科學與教資源的內容和質素，確保校本課程的設計，以及選取或編訂的學與教資源（包括課本、自行編訂的教材及測考試卷）內容和質素符合課程發展議會於各學習階段課程所訂定的課程宗旨、目標和內容，並切合學生的程度和學習需要。若科主任/部門在選取題材/材料上有所疑問，可向校長/教務主任查詢。</li> <li>■ 各科所有工作計劃、選用及自訂教材、學生成績、及有關《憲法》和《基本法》教育及國家安全教育的校本學與教資源，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查閱相應學習階段的資料</li> <li>■ 教務組於周年課業查核中，並沒有發現任何不合宜的習作及參考資料，校方會繼續嚴謹處理課業查核。</li> </ul>

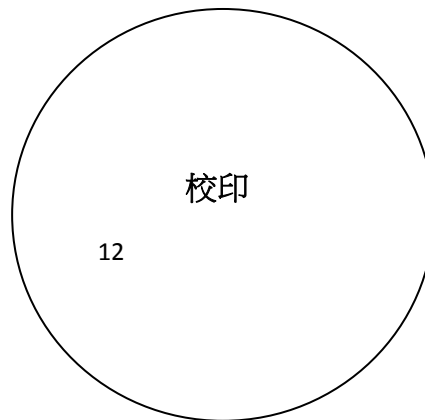
範疇	措施	推行情況	成效及反思
	<ul style="list-style-type: none"> <li>■ 鼓勵跨科組及部門合作，舉辦課堂以外的活動，例如中文科、英文科及德育組可合辦敬師日，讓同學認識不同地方的敬師日、受人尊敬的教師等，讓同學認識尊師的優良傳統文化。各科組亦可合作舉行國情常識問答比賽或中秋燈謎活動，讓同學以不同類型的方式認識中國文化、國家發展及成就。</li> <li>■ 將各科有關國安教育相關文件給予各部門，並提示各主管留意及適時增潤課程內容。</li> <li>■ 申請優質教育基金「我的行動承諾」加強版計劃，讓學生透過參與國情講座、工作坊及參觀，多角度認識國家歷史及文化，以及最新經濟發展。</li> <li>■ 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，能以具可信性的事實佐證，並符合課程宗旨和目標。</li> <li>■ 通過電郵或/及科主任會議中發放選取課本</li> </ul>	<p>非正規課程</p> <ul style="list-style-type: none"> <li>■ 所有由學校名義舉辦的活動（包括邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等）均須由所屬部門主管進行審視，再經教務組/課外活動小組審批，以確保活動內容、訊息、提供服務單位的舉辦宗旨與背景，均符合教育局指引，不會涉及危害國家安全，</li> <li>■ 校方已制定若學生/涉及校外組織／人士涉及政治宣傳或出現嚴重違規行為的處理方法及程序。</li> <li>■ 已制定有關購買服務時簽定合約的條文內容，並清楚闡明學校對售賣服務者的操守要求，包括禁止違犯基本法、國家安全及其它法律。</li> </ul> <p>跨科活動包括:</p> <ul style="list-style-type: none"> <li>■ 有中華文化日、故宮工作坊、中文科美文欣賞的圍讀等，宣揚傳統美德-孝道的敬親節及尊師的敬師節，詳見附件二。</li> <li>■ 已於 23 年 8 月及 24 年 6 月檢視了校園圖書館內的書目，以確保所有圖書乎國安法。圖書館主任亦清楚選購圖書程序及原則，必會根據教育局指引選購符合國安教育的圖書。圖書館積極舉辦主題書展或新書展覽展示相關書籍；</li> </ul>	<ul style="list-style-type: none"> <li>■ 非正規課程均符合教育局指引，同工亦積極舉辦與國家安全及國情教育相關的活動。隨著疫情進一步緩和，下學年會有更多活動。</li> <li>■ 未有發現任何學生參與任何有關涉及政治宣傳或出現嚴重違規行為。</li> <li>■ 同學對各項活動評價正面，由於學校已申請優質教育基金「我的行動承諾」加強版計劃，並善用教育局的其他資源，以及社會各界資源，於本年度進行了多元化的活動，各項活動的簡介、成效及反思詳見附件二</li> <li>■ 圖書館繼續每年審視圖書館書籍，已把一些購置已久而內容未能涵蓋目前社會及國家最新發展的圖書棄置，各科組會適時購入新書，讓同學了解國家最新發展。</li> </ul>

範疇	措施	推行情況	成效及反思
	<p>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，確保教材合乎要求。</p> <ul style="list-style-type: none"> <li>■ 於教師會議清楚提示各科主管所有工作計劃、選用及自訂教材、學生成績、及有關《憲法》和《基本法》教育及國家安全教育的校本學與教資源，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查閱相應學習階段的資料。</li> </ul>	<p>以及擺放相關雜誌《知識》予同學取閱。</p> <ul style="list-style-type: none"> <li>■ 已於 2023-2024 年教師會議中再次向各科主任與部門主管講解，以確保所有選購的圖書館均符合同學的水平並符合國安法。</li> </ul>	
學生訓輔及支援	<p><b>加強正向教育，培養守法守規的良好公民</b></p> <ul style="list-style-type: none"> <li>■ 學生訓輔及支援組通過早會短講、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</li> <li>■ 學生手冊內，校規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</li> </ul>	<ul style="list-style-type: none"> <li>■ 本校佛學組和德育及公民教育組一直努力推行正向教育、建立同理心教育活動，成效不俗。訓導組亦以不同計劃培養學生自律守規精神。本校校風純樸，學生知禮守規，未來仍會繼續努力培育學生成為良好公民。</li> </ul> <p>訓導處：</p> <ul style="list-style-type: none"> <li>■ 訓導處一直致力培養學生奉公守法的精神，不容許學生破壞法紀。學生由遵守校規開始，學習謹言慎行、自重重人的精神。</li> <li>■ 自 2022-2023 年度的學生手冊起，學生手冊內的校規已加入學生須遵守基本法及國家安全法一則。</li> <li>■ 為了培養中一新生的自律和團體精神和弘揚中國傳統文化，訓導組於 9 月 19 日和 21 日邀請到大中華少林武學的兩位武術教練到校進行週</li> </ul>	<ul style="list-style-type: none"> <li>■ 本校學生大多能知禮守規，為配合以上宗旨，除了執行校規外，訓導處亦會視乎疫情發展，盡量舉辦可以訓練紀律精神的活動。</li> <li>■ 本校於警民關係主任王天龍警長於 23 年 9 月初到校為中一至中六同學進行了有關國安法和青少年犯罪講座。</li> <li>■ 本校於 2022 年起成立了舞龍醒獅組，定期舉行訓練，透過於新春、中華文化日、音樂比賽及校慶等日子作表演，增強組員自己的傳統文化</li> </ul>

範疇	措施	推行情況	成效及反思
		<p>會，讓中一新生認識少林武術文化和體驗少林拳術。</p> <ul style="list-style-type: none"> <li>■ 繼續優秀學生獎勵計劃：讓全校學生知道謹守法規，自律自重者可得到認同，亦是領袖人才的必備條件。</li> <li>■ 定期發放由警方提供的資訊如堤防網騙、欺凌、裸聊等，避免同學墮入法網</li> </ul> <p>德育及公民教育組舉行多項與國情教育相關的活動。</p>	<p>認識水平，亦讓參加的同學多了解該項中國傳統文化精髓。</p> <ul style="list-style-type: none"> <li>■ 為提高葵青區內居民對國家安全的意識，營造維護國家安全的濃厚氛圍，培養其國民身份認同，藉此推動公民合力維護國家安全，本校派出六人領袖生團隊參與製作 4 月 13 日「葵青區國家安全嘉年華」。本校以「文化安全」及「資源安全」兩個安全重點領域，製作了兩個攤位遊戲。參與的六位領袖生全部認為由構思攤位遊戲，製作及與本區街坊互相交流，充分令他們認識國家安全的重要性，亦能令他們把國家安全的知識，以生動有趣的方法帶給本區街坊。</li> <li>■ 學校每個星期均按教育局指示進行升旗禮。班主任負責照顧課室學生，而訓導處則安排所有遲到同學在指定位置肅立，待完成典禮方可返回課室。</li> <li>■ 有四十九位來自中一至中六的同學參加由學友社舉辦的第 32 屆全港中學生十大新聞選舉(認識大灣區新聞挑戰賽)。活動旨在提升同學對大灣區事務的認識。有兩位中四及中六的同學獲得二等獎，由於是次比賽乃自發性參與，同學只由德育及公民教育組的資訊得悉比賽。明年增加宣傳，例如每班張貼宣傳單張，由班主任鼓勵同學參與。</li> </ul>

範疇	措施	推行情況	成效及反思
			<ul style="list-style-type: none"> <li>■ 全校中一至中六共 700 名同學於十二月十九日完成 2023 國家憲法日網上問答比賽,他們於家中觀看影片後,在班主任節完成問答比賽,活動旨在提升同學對基本法及憲法的認知,此項活動已屬每年恒常活動,學校會積極鼓勵同學參與。</li> <li>■ 校中一至中六共有 500 名同學於二月十九日參與 2024《憲法》和《基本法》全港校際問答比賽,同學於公民科及生活與社會科課堂觀看相關片段後,完成問答比賽。此活動已屬學校恒常活動,會繼續鼓勵同學積極參與</li> </ul>
家校合作	<ul style="list-style-type: none"> <li>■ 透過學校通告／家長日／家教會活動/陽光電話,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。</li> <li>■ 透過學校通告／家長日／家教會活動,讓家長明白校方的辦學理念及宗旨。</li> </ul>	<ul style="list-style-type: none"> <li>■ 2024 年 3 月 31 日舉行了家教會沙頭角一日遊,合共 75 位家長及學生出席。活動參觀了中英街、禁區邊境站、沙頭角碼頭、市集、沙頭角之角、中英街花園、沙頭角舊消防局及仿香港舊式火車站,讓家長與子女了解殖民地時期香港與祖國邊境的居民的生活,了解中國傳統文化如何保存,加強參與者對於本土文化的認識及認同感。通過親身學習製作茶粿,讓他們了解到傳統文化質樸的一面。</li> </ul>	<ul style="list-style-type: none"> <li>■ 活動後收集的問卷調查數據顯示,八成家長同意活動能加強他們對香港文化的認識及身份認同,九成家長覺得學校應多舉辦能加強學生國民身份認同的活動,令同學能尊重本土文化。</li> </ul>
其他	<p><b>舉辦內地交流團以增加同學對中國內地發展的了解</b></p> <ul style="list-style-type: none"> <li>■ 安排中四學生及教師往廣州第一中學交流,讓同學了解內地學生的學習情況,增</li> </ul>	<ul style="list-style-type: none"> <li>■ 118 位中四同學及十三位老師於五月十日及十一日到廣州一中交流。本校與廣州市第一中學學生作學術交流已連續有十多年之光景,彼此間亦已建立深厚關係,2014 年開</li> </ul>	<ul style="list-style-type: none"> <li>■ 第一天行程包括中四級同學與廣州市第一中學學生一起聽歷史課,遊覽校園,並進行趣味活動,而且各自準備了不同類型的節目於文藝晚會內表演不亦樂乎。第二天行程參觀</li> </ul>

範疇	措施	推行情況	成效及反思
	<p>加對內地教育的認識。</p> <ul style="list-style-type: none"> <li>■ 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。</li> <li>■ 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</li> </ul>	<p>始，本校更與廣州一中結為姊妹伙伴學校。一中學生無論在學習或文化藝術等不同領域上皆能展現優秀的成就，實為我校學生學習榜樣。是次計劃獲教育局「與內地學校締結姊妹交流計劃」贊助，旨在透過外訪參觀活動，建構兩地學生交流平台，以冀促進友誼亦有助本校學生拓闊視野。</p> <ul style="list-style-type: none"> <li>■ 為提升同學對國家近年發展，尤其是文化及航天科技方面的認識，公民與社會發展科與通訊及資訊科技科於四月帶領四十位中四及中五同學進行上海考察。同學於五天行程中，參觀上海航空科普館及上海汽車博物館，以了解國家過去數十年的成就及發展。同學亦到國家大型公司，包括三一重機、通用汽車工廠及上海開能環保設備股份有限公司參觀，以了解各私營及中外合資企業為國家科技及經濟帶來的貢獻。此外，同學亦到訪上海各項文化地標，包括朱家角古鎮、豫園老街、上海外灘及中華藝術宮，探索上海歷史與文化傳承，認識江南水鄉的建築特色及風俗民情。最後，同學亦到上海交通大學、同濟大學參觀，並與當地學生進行交流，了解內地高等大學學生的校園生活。</li> </ul>	<p>廣東科技中心及 GoGo 新天地。是次行程安排充實和豐富，可以讓一些不熟國情的港生清楚知道中國的歷史文化和最新發展，因而產生對國家的自豪感。</p> <ul style="list-style-type: none"> <li>■ 同學於考察中獲益良多，包括認識到中國企業正隨著新時代進步。他們會使用機械化工序增加效率，降低容錯，積極履行社會責任，並透過提升技術減少人力勞動，確保人民人身安全和健康。不少同學均表示透過活動能充份認識大灣區以及國家的發展機遇，將來有意到內地工作及讀書。</li> </ul>



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

學科	措施	推行情況	成效及反思
化學科	參觀科學園	24 位修讀化學科的同學到香港科學園參觀，親身體驗了一些由香港科學園開發的前沿產品和科技。這次參觀不僅提供了實際接觸創新科技的機會，也讓同學們更加深入地了解香港科學園在科技發展方面的努力和成果。	據教師觀察，參觀同學樂在其中，積極發問，同學尤其對生物科技和認證檢測的行業感興趣，部份同學希望將來投身這些行業，為香港和祖國的創科發展出力。
中文及中史科	中華文化日	中國古代科學技術的發展源遠流長，從遠古時代開始積累，春秋戰國時期奠定基礎，兩漢、宋元兩次出現高峰期，至魏晉南北朝及隋唐五代持續發展，使中國古代科技在世界科技發展史上取得了重要席位。中國古代科技主要以實用為導向，旨在改善百姓日常生活所需，這些科技知識都是先民從探求、思索中積累經驗，蘊藏了中華民族智慧的光輝。透過這次古代科技展覽，我們希望同學們能更深入認識中國古代科技，進一步了解我國文明發展，以提昇同學對中華文化價值的認同與傳承。本活動於 2 月 6 日舉行，全校 700 名中一至中六學生參與。	相較去年 7 月中華文化日，今年整體氣氛較差。由於主辦單位只提供 6 個攤位活動，費用不包場景布置，因此較難營造氣氛。調查可見只有一半的學生(55.5%)認為是次活動讓同學對中國文化有更深入的認識。56.4%是次活動有助提昇同學對中國文化的興趣。而由本校中華文化大使所設的文化攤位反而得同學青睞(19.2%)，成為最受歡迎的攤位之一，可見我校文化大使在推廣文化工作上不遺餘力，成果也不比外判公司為低。建議日後可由修讀文學同學為主導，與文史課外活組組織更多推廣文化活動，以提昇國民教育，讓同學對中國文化有更深的認識。
中文科	中一參觀故宮	中文科老師於 11 月 13 日帶同中一學生(共一百三十人)參觀香港故宮博物館主題展覽「凝視三星堆——四川考古新發現」，藉展覽帶領同學探索中國古代文明的輝煌成就和各區域文化間的交流，以及認識中國現代考古學百年發展。	根據問卷報告，有 8 成多的同學表示這次參觀活動能有助提升對三星堆文物的了解；有 7 成的同學表示這次參觀活動能提升他們對古蜀文明及現代中國考古成就的了解；同時超過 8 成的同學認為這次參觀活動對他們有益。
中文科	中文科閱讀及寫作工作坊	活動在 9 月 26 日至 12 月 19 日共 7 個周二舉行，共有 16 名中三同學參與。文學鑑賞方面，透過閱讀評賞、趣味導讀古典/現代文學之經典選章，初探文學的意義。寫作上，導師與同學分享散文和短篇小說的創作方法，透過遊戲、閱讀和討論，教授創意寫作基本技巧，鼓勵同學書寫自己的故事，發揮創意。	學生在文學鑑賞環節能更深入了解中國文學中士人對國家的深情厚意，當中寄寓了心繫家國、以天下為己任的高尚情操。同學在鑑賞中國文學優美文辭之時，也能體察古人為國為民的品德情意。
中文科	中文科圍讀	活動在 9 月 28 日至 12 月 14 日共舉行四次，每次有 20 名中四同學參與。老師選定具品德情意、能傳揚中國文化之篇章予學生準備，每次活動由負責老師帶領學生細讀篇章，並鼓勵學生積	問卷調查顯示，絕大部分學生表示圍讀後更了解篇章立意，也提升了閱讀能力。同時選讀的篇章如林文月《白髮與臍帶》和

		極發表意見和讀後感，藉此提昇校園閱讀氣氛，讓學生學會閱讀、喜愛閱讀。	魯彥《母親的時鐘》，均有孝順父母、感激其養育辛勞等孝道思想。
中文及中史科	中大文化導賞團	中文科老師帶同 27 名中四及中五學生於 1 月 10 日參觀中文大學文化徑，通過實地考察、參觀及互動體驗，使學生了解中大的文化歷史，最後在「水天一色」留影。	觀賞前，同學先閱讀小思（盧瑋鑾）：〈新亞兩片最好的風景〉，然後從親身經歷中寫下對觀賞中大的感受。根據問卷報告，有 8 成多的同學表示最喜歡的景點為合一亭，超過 8 成的同學表示導賞團可提昇他們對中大校園的認識，同時超過 8 成的同學表示導賞團有效提昇他們對中國文化的認同感。亦有過半數的同學透過此活動，認識並欣賞先賢對中國文化付出的努力。
中文科、中史科、視藝科、宗教組、家政學會及女童軍	中國豆腐中國情	國安教育組以中國豆腐中國情為主題，展開一連串活動。視藝組與社區聯繫，為老字號公和豆腐品牌設計了一系列特色海報，磁石貼及咭片，宗教組於 4 月 26 日舉行豆腐素食午餐，介紹豆腐的營養價值。中史組 4 月 20 日安排同學參觀公和荳品廠及豆腐製作，文學組及圖書館舉辦以「豆腐」為題的書展及圍讀工作坊，以上活動讓同學從不同方面認識中國豆腐。而各科組於 4 月 29 及 30 日午膳時間擺放攤位，全方位為中國非物質文化遺產--「豆腐」作宣傳，提昇同學對中國文化的認識。	是次各項活動均按計劃完成，其中同學的製成品包括海報及磁石貼製作，深得同學歡迎，本校亦在推廣小學升中活動中派發給同區小學作宣傳。至於豆腐素食午餐，師生共 60 人參與，活動中除了體驗豆腐營養價值外，也從禪修角度領略心靜閒適的豆腐精神。文學組圍讀工作坊，以，先讓同學品嚐公和豆腐店特製豆腐花，加上一勺黃糖，入口即融，甜意滿溢。在這種氛圍下，閱讀梁容若〈豆腐的滋味〉，別有一番體會。9 成同學表示工作坊有助提昇同學對中華文化的認識。此外，兩日所舉辦的攤位遊戲亦吸引不少初中學生參與，其中數學組「切割豆腐有方法」更吸引了不少師生齊動腦筋。惟活動在午膳舉辦，較多同學外出午膳或參與其他活動，因此參與人數較預期少，此外，若再舉辦可考慮加強宣傳，邀請更多組別參與，以營造更熱熾氣氛。
公民科	故宮博物館彩繪陶瓷工作坊	29 位 4C 同學已於 1 月 31 日下午到故宮博物館參加彩繪陶瓷工作坊及參觀展覽。同學在導師的指引下，採用中國傳統的顏料，製作成化鬥彩嬰戲杯，並分組參觀故宮博物館不同展館。同學對活動反應正面，在問卷調查部份，他們認為工作坊及展覽均能提升人們對中華文化的認識（以五分為滿分，平均分為 4.2 及 4.3 分）；唯同學認為活動時間較短，令他們未有充足時間到各展館參觀。在開放式問題部份，同學均認為彩繪陶瓷文化	同學偏向喜歡動手做習作，雖然活動對同學有一定挑戰，但絕大部份同學在過程中表現積極。為免影響其他科目進度，活動只能安排於公民科課堂時間進行，但結果仍影響一節選修科時間，亦令同學到故宮參觀的時間減少。工作坊費用較高，若下學年的公民科一筆過撥款尚有剩餘款項，可再次安排同學參加。然而同學參觀故宮展館的時間較少，若要增加成效，可能需要安排

		活動比他們想像中更複雜，對他們具有一定挑戰，因為杯子的細節十分多，對同學的手眼協調有較高要求。他們對導師的教導表現正面，認為導師指引他們完成作品時甚有耐性。同學認為活動值得推廣，因為可讓人們對中國的歷史有更深入的认识，更能穩定心神。此外，他們普遍推介同學參觀中國的宮廷生活及古代工藝展館，對古今文化融和的展館興趣較少。	導賞活動，根據友校經驗，館方於下學期末較容易安排導賞活動，明年安排活動時可作考慮。
公民科	中五廣州內地考察	全級中五級學生（除已於去年出席內地考察的五名留級生）以及兩名去年因病缺席的中六生，一共 122 人及 13 名教師已於三月一日完成廣州體驗式學習內地考察。同學到廣州市中學生勞動技術學校參加一日考察活動，參觀防震減災科普館、安全教育樓禁毒館、交通安全教育館，並於下午參加體驗式學習活動，包括植物染、茶文化及中草藥香包製作。活動旨在讓同學透過體驗式學習活動，認識不同領域國家安全的重要性，以及培養對中國傳統文化的欣賞。	是次行程一切順利，同學普遍對活動表現正面，認為考察只在一個景點進行，可以減少交通時間。全體同學均準時提交內地考察報告，就內地的體驗式學習活動的成效及多大程度上應在香港推行作出分析。而不少學生在反思部份中，均提及自己在行程後更積極思考如何該幫助國內解決濫用毒品的問題，避免讓毒品一代傳一代，在國內成為一個不可消滅的存在，最終壞成大禍。多位同學均提出作為香港的年輕人，應該對國家的文化底蘊有透徹深厚的了解，從而共同宣揚中華文化，待他們長大投身社會後，向我國內地各個城市發展，作為未來國家的棟樑。
公民科	中四級長洲中國傳統建築考察	36 名 4D 同學已於 1 月 29 日完成長洲考察，同學到北帝廟考察，內容是關於中國廟宇特色，並就此作出匯報，及就長洲的保育活動及旅遊作出建議。同學對活動反應正面，在匯報過程能顯示他們的創意，及對中國文化有深入認識。	活動對能力較高的同學可能較為淺易，他們對議題已較有認識，故此活動或可安排由平班同學參與，以提升學習成效。
公民科	中四級參觀終審法院	60 名 4A 及 4B 學生分別在 4 月 25 日及 6 月 27 日參加了香港終審法院的導賞團。終審法院大樓建於 1912 年，歷史悠久，現為法定古蹟。參觀期間，學生有機會了解終審法院的歷史和運作，加深對該建築遺產的認識。	講員在參觀期間能清晰地分析法治精神的重要及香港於回歸前後的法律制度有甚麼改變，這次活動培養學生建立正面的價值觀和態度，包括「法治」、「守法」和「國民身份認同」，明年可繼續舉辦。
公民科	2023/24 公民與社會發展科網上閱讀獎勵計劃	全體中四及中五學生（共 250 人）於五月參加由教育局舉辦的「2023/24 公民與社會發展科網上閱讀獎勵計劃」，協助同學從閱讀中學習公民科，以增進知識、拓闊視野，並提升他們對學習公民科的興趣，營造校園的閱讀文化，促進學生自主學習。	本校得到最踴躍參與獎。網上閱讀獎勵計劃的文章長度適中，亦包括影片、圖像等，適合同學自習之用，是次公民科亦使用其中兩則篇章，作考試閱讀材料之用，藉此增加同學對國家議題的認識。唯學生反映題目略深，難以在十五分鐘完成題目，

			唯同學在比賽間亦積極嘗試，反映題目亦能引起同學對國家議題及公民科的興趣。
經濟科	參觀香港金融管理局	中五全級修讀經濟科的同學於 2024 年 4 月 23 日參觀香港金融管理局資訊中心，了解香港的貨幣、金融和銀行發展史、香港貨幣的設計、防偽特徵、製作過程和其他趣味知識，以及香港金融管理局的工作。	透過問卷調查，所有的同學同意是次參觀能夠幫助他們明白香港的貨幣、金融和銀行制度，以及獲得了有用的資訊，而且互動遊戲富趣味性。超過 90%的同學認為他們認識到香港金融管理局的工作對維護香港經濟安全及金融安全的重要性，並且表示對是次參觀感到滿意。
地理科	參觀米埔濕地	中四及中五級同學於 2024 年 7 月 15 日參觀米埔，透過生態桌遊及濕地遊蹤了解到香港於促進國家生態安全及保育濕地的努力。	透過同學即時的回饋，同學們了解到米埔濕地於保障季候鳥遷移路線的角色，並從中加強了解國家對生態安全的重視，印證「綠水青山就是金山銀山」的國家重要理念。
家政科	故宮文化工作坊	32 名中一學生於 11 月 8 日到故宮文化博物館出席宮廷服飾放大鏡工作坊，學生透過工作坊認識清代宮廷服飾，了解帝后的服飾特點。透過手繪帆布袋創作體驗，學生可為自己設計兼具傳統文化內涵和現代元素的精美帆布袋。	透過問卷調查，約 59%同學表示同意「透過是次活動更了解古代刺繡工藝」；69%同學表示同意「透過是次活動擴闊了對刺繡工藝的眼界」
歷史科	「齊閱讀·迎國慶」——初中歷史科電子閱讀獎勵計劃 2024	2024 年為中華人民共和國成立 75 周年。為慶祝國慶，是次獎勵計劃提供與國慶相關的歷史篇章，並特設「慶祝中華人民共和國成立 75 周年祝福語創作獎」與「慶祝中華人民共和國成立 75 周年特別獎」，讓學生透過閱讀認識不同時代的人民群眾如何慶祝國慶，從而培養他們的國家觀念，提升國民身分認同。	活動將於 4-7 月進行，中一及三，以及部分中二同學將按其自主學習規劃選讀關於國慶的篇章及完成相關的多項選擇題。
綜合科學科	Web3 內地孵化產業鏈交流團	35 名中二級同學參加了上述交流團，到訪了若干個內地的科技企業，參觀了內地高科技的基建，亦到訪了展覽中國近百年成就的展覽館，增強同學對祖國科技發展的認識，了解到「資源安全」、「科技安全」、「人工智能安全」等的重要性。	問卷調查發現，超過 8 成同學認為活動有趣和認為活動增強了對祖國創科發展的努力和政策。

綜合科學科	參觀濕地公園、科學館、太空館	兩班中一同學共 64 人在 2024 年 1 月 24 及 31 日參觀了濕地公園，另外兩班中一同學共 64 人參觀了科學館，學習環境保育和可持續發展知識，深化對「環境安全」的認識，明白保育生態對維護國家安全的重要。中二級同學在 2024 年 3 月 5 及 11 日參觀了太空館，常設展覽中有提及中國航天的發展，讓同學認識到中國航天科技之發展。	濕地公園參觀——超過七成半同學認為參觀有趣味，及希望就大自然的可持續發展有更多認識。超過八成同學希望在日後參加相似活動。 科學館參觀——超過八成同學認為活動十分有趣，能加深他們對中國航天科技的發展，超過七成同學希望日後參加相似活動。
生活與社會科	參觀選舉資訊中心	中一級同學(60 位)於 2024 年 3 月 26 日(二)參觀了選舉資訊中心，透過講座、模擬投票、互動遊戲等方式，認識香港的選舉制度。	根據問卷調查結果，近 8 成同學同意/非常同意是次參觀能增加其對香港選舉制的認識，以及認識到香港選舉程序的嚴謹性，反映是次參觀能夠透過讓學生認識本港選舉制度及其安排，增加他們對本港選舉制度的信任和認同，有助促進政治安全。
生活與社會科	節慶習俗工作坊	工作坊於 2024 年 1 月 17 日(三)舉行，主要對象為中二級學生，配合中二級課題「生活中的傳統文化」，讓同學學習並運用彩虹書法製作新春揮春。工作坊主要分為兩大部份，第一部份由導師簡介農曆新年的節慶習俗與春聯的起源，第二部份則教授學生如何運用彩虹書法製作「福」字揮春。	根據問卷調查結果，有超過 7 成的參加者同意/非常同意工作坊增加了其對中國傳統節慶文化(農曆新年)的認識及興趣，亦有超過 7 成參加者同意/非常同意創作彩虹書法揮春讓其感受到中國傳統文化之美，由此可見，工作坊讓大部份參加者更能欣賞中國傳統文化，有助鞏固文化安全。
體育科	第十四屆全國冬季運動會有獎問答遊戲	參與人數：42 日期：13-20/3/2024	同學因應體育組壁報板上的介紹，完成網上問答遊戲，從而認識中國近期的體育盛事。而超過 90%參加者達 80 分或以上，表示同學清楚認識介紹之資料。唯參與同學未如理想，可多作宣佈如早會宣佈等。
體育科	「體育價值在中國的體現」筆記	中一同學將會於 24/5 進行筆試，其中的內容是與體育價值在中國的體現有關，請同學認識體育在中國的價值。	同學於是次測試表現理想,平均成績達八成以上,可見同學能透過筆記學習體育在中國的價值。
公民科及體育科	肇慶運動及文化考察團	二十位同學於六月二十八日至七月到肇慶一所中學進行參觀及交流，他們親身了解內地和香港的教育政策、學與教模式等的異同，並與當地學生交流，包括進行運動比賽及與當地學生一同學	同學認為是次交流讓他們認識到內地學生的堅毅及奮發向上的精神。他們在與學生交流時，亦認識到內地的發展及升學機會，

		習,了解當地學生的學習、生活方式,加強兩地學生溝通交流,並探討年青人在內地發展的空間;同學並參觀當地城市,了解大灣區的發展。	對他們規劃前景有明顯的幫助。
企業會計與財務概論	中五級「創業精神」專題研習	每位學生需於網絡上、圖書館選出一位傑出的中國企業家,並介紹他的背景、冒險精神、成功之路、商業模式以及對社會和中國的貢獻。所有學生也提交了他們的專題研習結果,經統計後,最受歡迎的企業家按次序分別為: 1) 馬雲 (阿里巴巴) (7位同學) 2) 雷軍 (小米) (3位同學)	老師收到所有研習報告後,對有關中國企業家及其相關行業進行了統計,然後向所有同學作了簡單的總結,並加以補充。從研習中,超過八成的學生能夠充分利用自己的資訊科技技能或ChatGPT等程式來提高搜尋和總結的效率。有些菁英學生更運用了概念圖和時間線來整理研習內容,報告的形式猶如企業家的自傳。

## 附件二: 其他學習體驗

委員會	措施	推行情況	成效及反思
輔導組	「仁」人好 「義」事實踐計劃結業禮暨成果分享會	十一位中三的善德同學在組成了一個義工小組'善德十一劍客',為長者繪製了一本通訊手冊,方便長者使用智能電話與親友聯繫,十一劍客探訪了馮艷管長者鄰舍中心,分享如何使用這本通訊手冊,又和中心長者玩遊戲。此外,十一劍客探訪了荃灣的聖安多尼中英文幼稚園,和小朋友一起做毛冷心工,幫助他們發展手部的小肌肉。	同學在這兩項活動中,學懂如何和長者和小朋友溝通,發揮創意,用圖像繪製方便長者使用的通訊手冊,又設計幫助小朋友學習的手工,將自己所學服務社會不同人士,發揮中華文化「老吾老,幼吾幼」的精神。
德育與公民教育組	敬師日	本年度活動與時任候選學生會內閣合作,同學親手繪畫四格漫畫卡,扣連小禮物---茶包/樽裝茶和原子筆,藉此培育同學尊師重道的精神。	教師均對小禮物十分欣賞。同學透過早會分享,以雙語製作IG宣傳物,是次宣傳獲轉發超過一百次,成效甚佳。每年能貫徹傳統,由學生自發構思禮物及心意卡,將來可聯同不同學生組織舉辦活動,以增加成效。
德育與公民教育組	中秋燈謎活動	活動在9月28至29日進行。是次有超過十五個部門參與,共設計了一百題燈謎。兩日內共有超過四百位同學參與,佔全校學生近6成。	科組老師以各科的知識及與中國有關的資訊設計問題,能有效讓學生認識國家的不同發展,部份題目略為艱深,明年可提供樣本供各科參考,務求平衡趣味及學習。

德育與公民教育組	「諾」活策劃師——校本價值觀教育推廣活動設計比賽	加深同學對十二大價值觀的認識, 本校提名 2 組同學參與比賽, 其中一組以「易地而處」為題設計活動, 讓初中同學明白「易地以處」, 凡事多關顧別人感受, 在日常生活中對所愛的人做到「己所不欲, 勿施於人」、「己欲立而立人, 己欲達而達人」等中華文化價值。透過感通來實踐忠恕, 易地而處去設想別人的處境, 同情共感地了解別人的需要, 然後才能真正體認仁愛。	同學獲教育局挑選為最後十強, 活動已成功於 6 月 24 及 25 日推行, 活動對象為全級中二學生, 合共有 125 人參與。同學透過活動令初中學生明白易地而處是雙方了解, 認識對方的立場, 從而作出互惠的選擇, 達致中國人「和而不同」的目標。
德育與公民教育組	國情教育講座	本年度共舉行了兩次國情教育講座, 10 月 24 日 250 名中四至中五同學參與大灣區教育與就業講座, 讓同學認識大灣區的教育發展及就業機會。4 月 8 日 384 名中一至中三同學參與網絡安全及資訊安全講座, 認識現時常見的網絡安全危機以及公眾維護資訊安全的責任。	為評估同學是否認真聆聽講者的分享, 是次講座回饋共設有 5 條與講座內容相關的題目, 分別關於中國內地的重點大學培育工程、大灣區的人才需求及工作機遇, 以及港人子弟學校等, 大約 7 成同學能準確回答問題, 唯只有 33% 同學能正確指出內地的港人子弟學校數目, 可能此題與同學相關度較低所致。此外, 同學對講座有正面評價, 九成同學均認為講者對題目有深厚的認識及能引發他們對中國國情的認識及興趣, 他們亦希望講者能再到學校分享。此外, 被問及同學希望對哪些與國家發展議題有更深入的認識, 最多同學的選擇為中國的生物醫藥發展 (92 人次)、中國非物質世界文化遺產的傳承及文物保育 (83 人次) 及中國的航天科技發展 (72 人次), 校方下年度舉辦相似講座時, 亦會以此作考慮。初中講座方面, 九成半同學均能準確指出資訊安全及網絡安全屬於二十個國家安全領域。分別有 71% 及 74% 的同學同意講座能讓他們瞭解及認同資訊安全及網絡安全的重要性, 約 6 成半的同學對講座整體感到滿意, 然而只有 54% 的同學認為講者能引起他們對題目的興趣, 反映日後舉辦相似講座時, 宜與講者作更詳細的溝通, 例如分享學生的背景, 讓講者在分享時能以更生動有趣或簡單的方式分享國家安全的重要。
國安教育小組	國情電影欣賞	245 位中一及中二同學於 7 月 4 日觀賞電影《一樣的天空》, 電影由四個故事組成, 分別是講述自閉症青年恒仔發揮藝術天份的故事的《90 度角的世界》、創業青年由誤解到明白父親苦心的《乘風破浪》、如何透過加入新元素, 令粵劇在香港繼續承傳的《梨園荊夢》, 以及非華裔人士學習舞獅, 傳揚此項非物質世界文化	同學對電影有高度評價, 近七成同學會向他人推介這部電影, 分別有大約七成半(74%-76%)的同學同意電影能讓他們體驗中國人刻苦耐勞, 堅毅不屈的精神、明白保育傳統文化, 例如粵劇, 以及多種族共融對於香港及國家發展的重要。約 77% 的同學認為我們應該藉著加入新元素, 保育傳統中華文化, 反映電影能協助他們

		遺產的《獅子樁下》。電影以年輕人「追夢」為主題，除了強調奮發圖強，也兼及人文關懷、兩代鴻溝、文化傳承。	明白保育中華文化的重要。此外，約半數(47%)同學認為學校日後應繼續舉辦中華文化及國情電影賞活動。同學最希望舉辦的活動是參觀博物館及本地文化遊，分別有 53%及 48%對此表示有興趣。相反，只有約 4 成同學希望參與文化工作坊(40%)及中華文化劇場(37%)。同學的意見會用作校方日後安排活動的參考。
宗教組	豆腐曲奇餅靜觀工作坊	中五倫宗教科共 15 位學生於 2024 年 3 月 26 日到佛教組織法鼓山參學，當日學生了解漢傳佛教的素食文化，並即場製作豆腐渣曲奇餅，明白到子樣子平平無奇，甚至以為是無用之物也有其用處，從而建立積極人生觀。	從學生問卷報報可見，學生在活動中能認識中國文化外，更對別人生起感恩之心，期待他日有更多類似認識中國飲食文化的活動
宗教組	素食午餐	活動於 4 月 26 日完成，當日共有約 80 位參加者。當日設不同類型的豆腐素食之餘，更播放由中文及中史學會電腦製作的短片，介紹中國豆腐的歷史及趣聞。	活動反應熱烈，學生投入及享受美食，並期待學校舉辦更多有關中國飲食文化的活動。
圖書館	增設國安教育書架及上學年舉辦中華文化書展	學期初於圖書館入口處增設國安教育書架，長期擺放有關書籍供學生借閱及取去。另外，中華文化書展亦展出有關書籍，希望吸引學生購買。	由於國安教育書架放於當眼處，學生對有關書籍感興趣，例如有關中國旅遊及文化方面的雜誌。另外，圖書館可不斷購入多些有關中華文化書籍，增加存書量。
特殊教育需要小組	叮叮一趟——「香港百年之旅」電車導賞團	由西環搭乘電車，途經上環、中環、金鐘、灣仔，透過不同時代的電車車票、給予參加者各種身份，如戰前商人、抗日戰爭的難民、戰後復與的學生等，發掘電車沿線社區所保留與承傳的特色，連繫今昔，反思香港的未來發展及機遇。	同學非常投入活動，並對復刻電車非常感興趣，亦樂於分享看法，並對香港百年以來變遷有更深入認識，。建議下次可以提早宣傳，吸引更多同學參加。
特殊教育需要小組	小小中醫師——紫雲膏及中藥香囊製作	讓學生認識中醫望、聞、問、切的過程，學習把脈，並親手製作中醫藥相關產品，讓參加者認識中醫藥的理念與體系，感受中華文化的深厚底蘊，埋下傳承種子。	中醫師介紹中醫藥知識非常專業，學生認真投入，製作紫雲膏及香囊活動有趣，建議下年可再舉辦同類型活動。提升同學對中國文化興趣，亦有助生涯規劃。

**姊妹學校交流報告書**  
**2023/2024 學年**

學校名稱：	佛教善德英文中學		
學校類別：	<del>*小學</del> / *中學 / <del>*特殊學校</del> (*請刪去不適用者)	負責老師：	彭成璋

本學年已與以下內地姊妹學校進行交流活動：

1.	廣州市第一中學
----	---------

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

管理層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<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 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 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):

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

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

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input 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):

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

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

全年財政報告:

編號	<input 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\$144,838.6
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"/>	學年總開支	HK\$144,838.6
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	<p>有關交流活動的層面 [如適用，請註明]</p> <p>本次交流活動以管理層、教師及學生層面為主，三方參與對活動的順利進行和成效的實現都具有重要的作用。</p> <p>(i) 透過與學校管理層的交流，豐富管理層的思維和視野。</p> <p>(ii) 教師在活動中扮演著引導和教學的角色，負責設計課程和活動內容，並激勵學生積極參與。</p> <p>(iii) 學生是交流活動的核心參與者，他們通過參與不同環節的活動，能夠增進對彼此學校和文化的了解。透過互訪和交流，了解對方學校的學制、學習方式和校園生活，這樣的體驗有助於擴闊學生的視野，增進對內地的認識和了解，從而增對國家的歸屬感及國民身份的認同。</p>
O2	<input checked="" type="checkbox"/>	<p>有關交流活動的形式/內容 [如適用，請註明]</p> <p>一、校園設施及學制介紹</p> <p>活動開始，由兩地校長介紹校園設施和學制的。這部分的内容能夠讓參與活動的學生對兩所學校的環境和教學方式有更深入的了解，進一步促進雙方學校之間的交流和合作。</p> <p>二、示範課：歷史科</p> <p>接下來，廣州一中的歷史科老師進行了一堂示範課，題目為粵港攜手同心共建灣區美好家園，課堂讓同學對大灣區發展有更深刻認識。</p> <p>三、校園參觀和學生交流</p> <p>第二環節中，由內地學生帶領本校學生參觀校園。學生們參觀不同學社：包括音樂社、棋藝社、書法社、漫研社和舞蹈社等，讓他們了解各種興趣和活動，並有機會探索自己的愛好。</p> <p>四、學生文藝交流</p> <p>最後一個環節是學生文藝交流，來自兩地的學生以歌舞的形式進行了精彩的表演，充分展現了他們的才華和創意，有助於增進彼此的了解。</p> <p>這次的交流活動不僅促進了兩地學生之間的友誼，也為他們提供了一個展示自我的平台，增強了他們的自信心和表演能力。同時，這也是一個珍貴的機會，讓學生們在交流中學習彼此的文化，增進了相互的理解和尊重。</p>
O3	<input checked="" type="checkbox"/>	<p>有關交流活動的時間安排 [如適用，請註明]</p> <p>交流活動安排在5月10至11日進行。比往年在6月底正值內地中學考試期間進行更為合適，出席交流的內地學生人數也比往年多。</p>
O4	<input checked="" type="checkbox"/>	<p>有關交流活動的津貼安排 [如適用，請註明]</p> <p>津貼全數用於兩天的交流活動，活動預算與支出相符。</p>
O5	<input checked="" type="checkbox"/>	<p>有關承辦機構的組織安排 [如適用，請註明]</p> <p>承辦機構的組織安排妥當，活動時間按計劃時間開始和完成。</p>
O6	<input type="checkbox"/>	<p>其他(請註明)：</p>

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	0 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	118 人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	118 總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	7 總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	6 總人次

備註：