

Annual School Plan And Policy

周年校務計劃與政策

(2015-2016)

(附：2015/16 - 2017/18 三年計劃)

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編輯：課程發展及行政委員會

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第一章 學校使命及目標

學校發展計劃 (2015 至 2018) 及工作計劃(2015 至 2016)

從宏觀規劃到具體實施

(一) 辦學宗旨

1. 使命

本校為仁愛堂屬下政府資助中學，為屯門區青少年提供教育服務。本校重視教師的專業發展，並致力與家長聯繫及與各界人士合作，創造理想的學習環境，提供優質的教育服務。我們相信教育確能為社會培養一批有知識，有多元能力及有責任感的人，並進而能為社會公義及國家進步作出貢獻，而本校校訓「己立立人」就是上述教育目標的概括。

2. 目標

2.1 學生方面

- 協助學生建立良好的學習態度，獲取基本知識及技能，包括有效地運用語言、數字和資訊科技，並發展多元智能。
- 培養學生終身學習和理性思考，鍛鍊學生的意志和體魄，並培養學生的美感欣賞及創意思維。
- 培養學生重視德行、勇於負責和自強不息的態度，並鼓勵學生學以致用，服務學校、社會和國家。

2.2 教師方面

- 堅持「學生為本」的教育理想，深入瞭解學生的生活和思想，教學工作應以學生的學習進步和健康成長為依歸。
- 優化管理，完善組織架構，提高效率與效能，要求各領導崗位負責人以身作則及與時並進。
- 建立不斷學習及改革的組織文化，提高教師的專業精神及能力。

(二) 現況分析

1. 未來世界趨勢對教育的影響：

- 1.1 知識型人材的需要：新一輪產業變革，科學技術將加速生產力的發展，科學、技術、生產三者之間的聯繫加強，知識型員工將成為核心競爭資源。
- 1.2 可持續發展的要求：資源稀缺、持續貧困以及環境問題繼續成為世界性關注的議題，因此令全球對可持續發展提出更高的要求。
- 1.3 共力與角力並存：隨著中國崛起，世界變得更多元化，權力呈現更加分散的趨勢；在多極世界裡國家與國家之間一方面是繼續競賽，另一方面是更多的結合和聯盟，互相學習，取長補短，促進自身的發展。

面對未來趨勢，教育需要協助學生裝備各種能力，特別是資訊的掌握與素養的建立。資訊雖然拉近距離，但亦構成阻隔，而人際溝通與協作的能力卻是重要而必需具備的。香港未來能夠維持良好與穩定的發展對新一代非

常重要，但需要關注本港青年人的競爭力。學校教育應該協助同學對本港、國家、世界形勢有清晰的瞭解及掌握，並且成為能動者，作最好的裝備，除發揮個人的理想外，進一步更懂得為社會、國家及世界的福祉及進步作出貢獻。

2. 本土研究：香港教育生態的轉變

2.1 免費及免試教育改變生態，由競爭到意義的尋找：隨著經濟發展蓬勃，香港教育從七十年代推行九年免費教育，新高中時代(2009)提供十二年免費教育，到近年探討十五年中小幼免費教育。教育成為富裕社會的必然標示，學習成為所有青少年必須經歷的人生階梯。考評從以往升中試、中學會考、高中會考，減省到只有一個新高中文憑試作為篩選工具，考評負擔減輕，為學校及學生創造較大的空間。未來隨著學生人數逐漸下降，本地大學學額供應量增加，鄰近地區大學積極招收本港學生，同學入讀大學的機會相應提升。種種的變革改變了新一代青少年對學習的觀念，今日更加需要協助學生建立一種對學習熱誠熱愛的態度。而當學習成為終身持續的活動，需要掌握科技的應用，因為透過電子網絡平台，學習能夠超越時間空間。

2.2 社會問題持續，如何互相尊重發揮正能量：近年本港在政治、經濟、社會、文化、環境各方面的發展都引起不同程度的爭議，特別是就政制改革的問題更引發較大的紛爭，而因為意見與立場的不同，造成社會撕裂的現象，人與人的關係受到衝擊。但另一方面，學生對時事的關注程度提升，公民意識增強是可喜的現象。香港社會未來充滿不少的挑戰，挑戰帶來機遇，作為培育未來社會人才的基地，我們期望同學在成長路上有更好的裝備，所以學校教育應該鼓勵同學繼續關心社會，但需要學習以多角閱覽不同媒體的資訊以掌握事實，並以客觀持平的態度對問題作出探討及分析。學校鼓勵同學學習耐心聆聽，以尊重及寬容的心智與人相處，尊重彼此分歧，和而不同，發揮正能量。

2.3 適齡升中學童人口持續下跌，學校如何化危為機：全港適齡

學童人口持續下跌，屯門區尤其嚴重，雖然未來降幅稍為舒緩，但形勢仍然艱鉅。面對「優化班級結構」計劃、「2-1-1」減派方案、「雙非政策」等措施，對學校的穩定性與發展規劃均構成相當的影響，學校需要作出各方面的調節以配合政策及形勢的改變。學校學生人數下調，師生比例減低，學校空間增加，教師資源鬆動，善用令學習及培育工作可以有更理想的成效。但面對學生學習的多樣性，需要在學與教及學生培育上有所調適。學校位處較偏離，需要增強區內家長及同學對學校的認識及瞭解，需要就升中資訊提供及推廣活動作出總結及調整。

(三) 學校發展思路分析

1. 「強、弱、機、危」分析

1.1 強項

- 1.1.1 教師認同「己立立人」的精神，崗位上專業自主，而且能夠與時俱進，不斷學習求進。
- 1.1.2 學校積極網絡廣泛的資源和建立專業網絡，在設施上持續優化，在照顧學生學習多樣性及推動自主學習為學生因材施教和多元發展提供豐富的學習經歷。
- 1.1.3 學校與不同持分者建立良好的關係，各持分者認同學校的辦學理念及發展方向，樂意參與學校事務及活動，並且積極為學校提供支持。

1.2 弱點

- 1.2.1 面對新一代學生的新常態，學校工作成效的突破在於總結學科學與教及部門培育特色，掌握激勵/激發學生的切入點，並且透過學習社群共力協作方可促進個人與及學科/部門的發展。惟因忙於應付教學工作，分工專注，專業對話及交流較少，形成協作和改革受阻礙。
- 1.2.2 基於社區和家庭的背景，成長和發展的支持不足，部份學生學習自覺性、自學精神及學習態度參差，如此現象持續而不正視，將會令教學效能削弱。
- 1.2.3 師生關係是學校最寶貴的優良傳統，惟近年因新高中課程改革導致時間緊迫，加上學生出現新常態，教師未能掌握，導致對師生關係構成影響。

1.3 契機

- 1.3.1 學校於 2010-2011 參加教育局「自願優化班級結構」計劃，短期內會有較充裕的人力資源，如果善用可以促進及提升學科/部門工作的效能。
- 1.3.2 未來升學學位逐漸增加，是提升學生生涯規劃自立自主的好機會。社會問題持續，學生對時事的關注程度提升，公民意識增強，藉此契機更應鼓勵同學繼續關心社會、國家及世界，並且透過身體力行，多觀察、多了解、多討論。
- 1.3.3 教師團隊對管理層支持，具全局概念及積極配合學校工作的推展；並且對於學校未來發展具有相當的期望，雖然溝通協作仍需要努力互相磨合，但共同願景及目標明確，有利學校未來工作的發展。

1.4 危機

- 1.4.1 隨著「自願優化班級結構」計劃的完成，未來班級數目及學生人數將會整體縮減，人力及財力資源逐步收緊，科組出現錯配現象，所以需要就資源的調撥及組織架構作出策略性規劃以迎接變化。

1.4.2 教學語言政策未來發展情況仍未明朗，而新高中課程(334)又在調整期中，改革的路綫圖需不時調整，學科及教師團隊面對的工作極其艱巨，如果單打獨鬥，不能群策群力，教師團隊必然身心俱疲。

1.4.3 屯門區適齡學童人口跌幅雖然短期趨向平穩，但整個趨勢長遠而言猶如「過山車」，學生人數的升跌為學校帶來多項不明朗因素，學校需要保持高度的警覺性並及時作出回應。

2. 學校發展思路

- 2.1 掌握學生的新常態，調整培育及學與教策略，破解發展樽頸。
- 2.2 善用契機調撥資源，為學校的推進及可持續發展奠定良好的基石。
- 2.3 強化組織優化協調，共塑教育使命，傳承及發揮「己立立人」精神。
- 2.4 風高浪急迎難而上，總結三十周年發展成果，善用新周期鞏固規劃及發展策略。

3. 未來三年關注事項

藉著內部的反思和交流，教師團隊對未來三年的關注事項歸納出以下的重點：

- 重視學生核心價值的培育
- 強化教師團隊教學效能及綜合能力
- 培養學生自律自主、主動學習的風氣
- 推動學生追求卓越及發揮「己立立人」的校風
- 優化管理文化，穩定科組人手及部署接班安排

綜合過去三年的發展成果，結合未來三年教育的挑戰及教師的共同關注點，未來三年學校關注事項歸納如下：

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。
4. 策略重點和推行計劃

對教育的信念：教育一直肩負著重要的社會重任，教育具有多方面的功能，包括保證人類延續、促進人類發展、促進社會發展等功能。透過人與人間的實踐互動，藉以傳播知識、傳授技能、傳遞社會化價值、以致世界觀予受教育的對象。

對教育的願景：『知識為基·價值為本·建基立本·追風逐夢』

教育的重要在於啟發人類智慧，智慧既是知識上的開啟，亦是人生路上的指導。賈馥茗先生認為「知識教育」只是「人生教育」的一部份，所以學校教育的任務，除了注重知識的傳授和研究外，更重要的作用在於人格的培養，以協助人生發展和改進。我們應鼓勵學生踏出安舒區從生活中得到學習機會，瞭解及釋放個人潛能，建立明確的人生目標，並且能夠堅持自己的信念。

「社會的品質決定於領袖的特質」(The quality of society depends on characters of leaders) (Howard Henrys)。教育是為了培養「人」，學校是育才與育人的地方，作為教育工作者，需要明白教育的目的除知識的傳遞外，還應該包括情操、道德的培養與引導，以及建立反省的能力及習慣，教育的使命正是在「育人」與「育才」兩者之間取得良好的發展，為社會育養具有知識，具素質的人材，為本港以致國家的發展創造新的歷程。

根據以上的分析，未來三年的發展計劃仍圍繞著課程/教學/考評、學生培育、管理與組織三個主要環節，從學校、教師、學生三個層面，形成九個發展策略重點，達致「建基立本·追風逐夢」的全人教育理想。

範疇	課程/教學/考評	學生培育	管理與組織
學校	1.1 確立整全的學習里程碑。	2.1 完善培育課程藍圖。	3.1 加強管理溝通及協調。
教師	1.2 強化教師團隊專業能力。	2.2 提升教師的綜合能力。	3.2 穩定組織架構的持續發展性。
學生	1.3 推動追求卓越的學風。	2.3 進一步發揚「己立立人」校訓精神。	3.3 發揮傳承育才育德文化。

藉三十周年校慶，除總結學校優良成果，我們更期望藉著新的周期學校發展計劃(2015-2018)的推行，學生能夠在以下三方面有良好的起動及展現：

1. 起動團結的班風
2. 創建向上的學風
3. 持守淳樸的校風

班風：

師生和朋輩之間建立一種互相接納、互相信任、互相欣賞、互相補足、團結一致的關係，班風需要經營，班主任對學生的基本態度及習慣要有所要求。藉科組提供的各項課程及活動，培養學生建立和諧團結的班風，讓學生懂得互相愛護及關懷。而班級經營包涵了人際關係、情緒管理、危機處理、溝通技巧、行為改變等各種綜合能力的掌握與運用。

學風：

科任老師對學生學習具合理的期望，而學生需要訂立明確的目標。透過指導使學生養成良好的學習態度及習慣；進一步在學習目的、學習紀律、學習方法和意志品質等方面能夠設定個人的期望，並且奮力向目標邁進。

校風：

校風體現在學校全體人員的精神面貌上，校風是教育和管理的成果，是一種文化的呈現。學校期望全體教職員堅持對良好校風的維持，學生淳樸有禮、歸屬感強、熱愛參與活動、具服務精神。

第二章 學校政策

(一) 教育政策 (學生)

1. 整體政策

- 1.1 著重中、英、數三個學習範疇的基礎知識，以及資訊科技的應用，特別注重提高學生英語水準，協助學生更好地準備各類公開考試。
- 1.2 以學習目標為課程設計及評估學生學習的原理，以促進學生的學習。
 - ①針對基本能力較佳的學生，提高他們的學習能力（例如自學能力、分析力、應用能力等），並鞏固及擴闊他們的知識內容。
 - ②針對學業表現稍遜的學生，幫助他們掌握基本知識內容，改善他們的學習能力，並以「恩威並施」的方法去鼓勵學生達致一個基本的認可水平。
- 1.3 促進學生邏輯思考能力，並培養創造能力，學生可以獨立而理性地解決問題。
- 1.4 培養學生建立不斷學習的文化，並具備應變的能力。
- 1.5 鼓勵學生認識公民的權利和義務。
- 1.6 培養學生認識香港社會，對不同的文化和觀點，應兼容並包，求同存異。
- 1.7 培養學生參與體育活動的興趣與毅力，並養成運動的習慣。
- 1.8 培養學生對中西文化的欣賞能力。

2. 課程

- 2.1 透過正規課程及非正規課程，發展學生多元能力。
- 2.2 鼓勵同學之間互相關心，互相幫助，互相學習，建立良好的人際關係。
- 2.3 透過課外活動及學生組織，培養學生領導才能，幫助學生學習自治及自主。

3. 訓育

- 3.1 維持校風樸素，紀律嚴而有愛，並培養學生的自律能力和修養。
- 3.2 設立公平合理的獎懲制度，學生可以認識制度的意義。
- 3.3 培養學生法治的精神，學生上課及活動時發揮自覺、自律、自治的精神。

4. 家國

- 4.1 學生能夠愛護家庭和朋友，認識身處的社區和社會，關心國家和世界的發展。
- 4.2 學生愛護環境，服務人群。

5. 體藝

- 5.1 培養學生參與體育活動的興趣，並養成運動的習慣。
- 5.2 幫助學生養成健康的生活習慣。

(二)教育政策 (教師)

以「學生為本，教師治校」的精神，透過提高教師的專業精神和能力，改善教育服務的質素。

1. 整體政策

- 1.1 體現全面優質管理及實踐校本管理措施(SBM)的精神。
- 1.2 持續強化中層管理以提高學校效能。
- 1.3 各科負責人成為課程的專才，並承擔行政職務上的責任。
- 1.4 組織教師交流教學經驗，鼓勵教師參與校本課程發展。
- 1.5 鼓勵橫向跨科的協作。

2. 學生為本

- 2.1 教師主動關懷學生，瞭解學生的生活和思想。
- 2.2 設立多種渠道以改善學校與家長的聯繫。
- 2.3 聯繫區內青少年及家庭服務有關的團體，加強合作，以擴展學校資源，並提供多元化的服務。
- 2.4 以學生利益為衡量學校工作的主要原則。
- 2.5 透過課外活動及師生接觸，建立良好的師生關係。
- 2.6 教師在日常生活中以身作則，作好榜樣。

3. 行政管理

- 3.1 各負責人具有全局觀念、既分工，又協作。
- 3.2 推動可持續的改革，領導人以身作則，身體力行。
- 3.3 加強中層管理以提高學校效能。
- 3.4 精簡組織，行政工作首務為教學服務。

4. 教師發展

- 4.1 鼓勵教師參與校本課程發展。
- 4.2 舉辦專題學習及教師研討會。
- 4.3 鼓勵及資助教師參加不同的課程和訓練。
- 4.4 組織教師交流教學及生活經驗，鼓勵大家生活上互相關心，工作上互相支持。
- 4.5 推動團隊精神，鼓勵教師參與各項工作及決策。
- 4.6 鼓勵橫向跨科或跨部門的協作。
- 4.7 鼓勵教師進修，提高理論水平及開闊視野。
- 4.8 加強與友校的經驗交流。
- 4.9 舉辦內地及海外的教育考察團，並邀請海內外學者到校指導。

第三章 學年目標與計劃

(一) 學校發展三年計劃 (2015 至 2018)

2015 至 2018 年關注事項和工作計劃

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

關注事項	預期成果	策 畧	時 間 表		
			15/16	16/17	17/18
1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。	高中穩定課程規劃及校本評核框架。初中課程的寬度及深度切合學生的學習能力。各學科確立階段性的學習里程碑。	繼續關注高中課程及校本評核框架的安排與發展及調整成效；從課程的寬度及深度檢視及調整初中課程及校本評核框架。藉課程銜接性的檢視，清晰確立階段性的學習里程碑。	✓	✓	✓
	各學習範疇/學科建立學習型的教學團隊，能夠就提升學生自主學習及照顧學生學習多樣性進行專業的交流與討論，並累積優質的經驗。	各學習範疇/學科建立學習社群，探討如何能夠從「教得好」到「學得好」。藉專家的引進、內部成功經驗的交流與討論，增強團隊的教學效能。並且從態度、知識、技能方面研究提升學生學習自主性及照顧學生學習多樣性的切入點。	✓	✓	✓
	學生建立良好的學習態度及習慣，具堅持、自強不息及主動學習的精神。多個學習領域建立學術精英隊伍，協助推動追求卓越的學風。	透過多元的途徑及平台，表揚在學習上有良好表現的學生。鼓勵學生參與各種學習活動及比賽和爭取其他學習機會，藉以建立自主的學習風氣及追求卓越的學風。善用學術領袖的楷模效應，藉朋輩互動鼓勵學生對學術的追尋。	✓	✓	✓

關注事項	預期成果	策 畧	時 間 表		
			15/16	16/17	17/18
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。	教師能夠掌握學生的新常態，並且協助制定核心價值要求；培育部門能夠調整學生成長需要的元素，優化培育模式及策略，並且制定培育課程藍圖。	透過校外資源的引進及內部討論交流，讓教師團隊掌握學生的新常態，並藉此修訂校本核心價值要求，檢視及調整學生成長需要的元素，進一步優化培育模式及策略，以建立整全的培育課程藍圖。	✓	✓	✓
	師生關係增強，建立團結的班風。教師團隊能夠學以致用，綜合能力有所提升。	透過班級經營起動，協助班主任角色增強，凝聚班風，培養學生學習及處世的態度和能力。藉教師專業發展活動，促進教師團隊對校本多元升學及就業輔導教育發展方向的掌握，引進專家協助提升教師處理學生問題的綜合能力。	✓	✓	✓
	在服務、領導及體藝文化等範疇上，學生繼續有卓越的表現，並且發揮楷模效應，以身作則，自強不息，建立正向積極的校風，傳揚「己立立人」校訓精神。	透過有組織及有策略的規劃與安排，讓學生領袖的自主性持續提升，並且鼓勵領袖建立己立人的抱負，在內部領導梯隊的傳承延續，對外面對全體同學時能夠發揮楷模效應。	✓	✓	✓

關注事項	預期成果	策 畧	時 間 表		
			15/16	16/17	17/18
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。	全校發展目標和策略清晰，各學科/部門建立整全的自評系統，善用內部調研/學校評量數據分析工作進展。校園環境整潔舒適，師生感覺良好。學習設備增強，促進更多跨學科/部門及跨年級協作計劃。行政及功能組別對學校發展給予良好的支援。	透過適時的檢視加強管理層的溝通及協調能力。善用「優化班級結構」計劃帶來的優勢，包括：學生人數下調，學校空間增加，教師資源鬆動，讓學與教及培育工作可以有更鞏固的發展。善用自評系統機制檢視全校發展情況。檢視及完善各行政及功能組別對學校發展的支援。	✓	✓	✓
	各學科/部門清晰規劃傳承的安排及落實方案。教師團隊在崗位上專業自主，與時俱進，不斷學習求進，並且以傳承及延續「己立立人」的精神為抱負。	隨著「優化班級結構」計劃的完結，面對未來資源縮減帶來的影響，各學科/部門需要有意識地調節組織架構，穩定人力資源和接班安排。鼓勵學科/部門主管，藉言行身教，立下良好的榜樣。	✓	✓	✓
	各學科/部門藉學校三十周年校慶總結優良成果及與社區人士分享。能夠形成校本學生模塑架構，以發揮「己立立人」精神為目標。	藉學校三十周年校慶總結學校發展的良好經驗。透過校外資源的引進，協助深化對校訓「己立立人」的理解，及探討中華文化的內涵，揉合學校成長歷程，建立與時並進的校本學生模塑架構，發揮傳承育才育德文化。	✓	✓	✓

(二) 學年發展計劃 — 目標與政策 二零一五至二零一六年工作計劃

2015 至 2016 年關注事項和工作計劃

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 繼續關注及調整高中課程及校本評核框架的安排與發展；檢視及調節中一英語銜接課程的效能；探討初中課程的寬度及深度是否切合學生的學習能力。	9/15 至 8/16	高中形成穩定的課程及精簡的校本評核框架。初中課程的寬度及深度按學生的學習能力制定。中一學生能夠透過銜接課程盡早適應英語學習的環境。	學科內部討論 學科成績分析 EMI 問卷調查	課程發展委員會 教學語言統籌小組	學科資源
1.1 各學習範疇/學科建立學習社群，有規劃地透過與專業夥伴機構的協作及內部工作小組的起動、規劃與執行，強化教師團隊學與教的效能，從學習動機到學習策略，探討「教得好」與「學得好」的關鍵。鼓勵學科引入電子學習平台及交流經驗，加強教師團隊在提升學生學習自主及輔導學生學習的效能。	09/15 至 8/16	各科建立學習型的教學團隊，能夠就提升學生自主學習及照顧學生學習多樣性累積優質的經驗。	學科內部討論 學科成績分析 評量數據分析	科主任	學科資源 外間專家
1.2 組織及安排多元的途徑及平台，表揚在學習上有良好表現的學生。推動學生參與各種學習活動和比賽，藉以建立自主的學習風氣及追求卓越的學風。善用學術領袖的楷模效應，鼓勵學生對學術的追尋。部門領袖藉朋輩互動，協助初中學生建立良好的學習態度及習慣。	10/15 至 8/16	多個學習領域建立學生精英隊伍推動學術氣氛，部門領袖協助初中學生建立良好的學習態度及習慣。在學習上有良好表現的學生得到嘉許及表揚，其堅持、自強不息及主動學習的精神，能夠成為同學學習的榜樣。	學生精英隊伍的質與量 學科/部門 檢討	課程發展委員會	學科資源

2.

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
2.1 透過專家的引進及內部討論交流，使教師團隊掌握學生的新常態，包括：品格個性、價值觀念、成長困惑等，並藉此修訂校本核心價值要求，調整學生成長需要的元素，進一步探討培育模式及策略的優化。	9/15 至 8/16	老師掌握學生成長新常態，並且制定核心價值的要求；培育部門完成學生成長需要的元素檢視，就優化培育模式及策略提出方案並落實試行。	評量數據分析 部門內部討論	學生事務 委員會 教師發展組	部門資源
2.2 透過組織與規劃，各項活動的配合，協助班主任起動班級經營，促進師生關係，凝聚班風。藉教師專業發展活動，促進教師團隊瞭解及掌握本港、兩岸四地及外地升學及就業的發展概況，及提升教師處理學生問題的綜合能力。	9/15 至 7/16	建立團結的班風，師生關係增強。教師團隊能夠學以致用，綜合能力有所提升，包括：情緒輔導、規劃諮詢等。	評量數據分析 部門內部討論	學生事務 委員會 升學及就業 輔導組 學生輔導組	部門資源
2.3 透過部門的策略與規劃，鼓勵學生領袖在面對同學時能夠發揮楷模效應，以身作則，自強不息，追求卓越，協助建立正向積極的校風。此外藉內部領導梯隊的傳承，鼓勵領袖把「己立立人」的抱負延續相傳。	9/15 至 5/16	在服務、領導及體文化藝等範疇上，學生持續有多元卓越的表現，並且發揮楷模效應。	評量數據分析 部門內部討論	學生事務 委員會 課程發展 委員會	部門資源

3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
3.1 鼓勵管理層參與相關培訓計劃及透過定時的檢視加強管理層的溝通及協調能力。善用「自願優化班級結構」計劃帶來的優勢，鞏固學科/部門工作的良好基礎。檢視及完善各行政及功能組別對學校發展的支援。	9/15 至 8/16	全校發展目標和策略清晰，管理層溝通與協調能力加強。校園環境整潔舒適，師生感覺良好。學習設備增強，促進更多跨學科/部門及跨年級協作計劃。各支援部門能夠透過協調組織優化支援服務。	內部自評 評量數據分析	校長、副校長 及中層管理	學校資源
3.2 各學科/部門為「自願優化班級結構」計劃結束及教師退休潮將至作出規劃，就人力資源和接班安排作出部署。加強跨學科/部門的溝通及協作，更具效益地運用的資源。	10/15 至 8/16	各學科/部門負責人能夠為內部長遠發展作出策略性規劃。跨學科/部門能夠進行協作試驗，達至雙贏效果。	內部討論 評量數據分析	校長及 副校長	學校資源
3.3 藉學校三十周年校慶總結學校發展的良好經驗。透過校外資源的引進，協助深化對校訓「己立立人」的理解，探討中華文化的內涵，揉合學校成長歷程，建立校本學生模塑架構。	9/15 至 8/16	各學科/部門能夠藉學校三十周年校慶總結優良成果。能夠就校本學生模塑架構，作出探究，並累積良好的經驗。	內部討論	學科及部門	學校資源 科組資源

(三)教師分工 (2015-2016)

**YAN OI TONG TIN KA PING SECONDARY SCHOOL
DUTY LIST (2015 - 2016)**

(I) Curriculum Development and Administration Committee

Overall Co-ordinator..... Mr. H.W. Chui

(A) Curriculum Development Committee

Co-ordinator.....	Mr. H.W. Chui	
Assistant Co-ordinator	Mr. M.O. Wong	
Policy formulating unit.....	Mr. H.W. Chui,	Ms Y.P. Au
	Ms. W.M. Lau,	Mr. M.O. Wong
	Mr. K.L. Suen,	Ms. L.F. Wong
	Mr. S.M. Lau,	Ms W.S. Chan
Executive unit.....	KLA heads,	Mr. K.W. Tam
	Ms. K.M. Chong,	Ms. S.C. Lau
	Ms. L.M. Lam	Ms. S.C. Lam
Members	Ms. K.Y. Ng,	Ms. M.F. Hung

(1) English Language

Panel Co-ordinator	Ms. W.M. Lau		
Assistant Panel Co-ordinators	Ms. L.S. Fan,	Mr. c.m. Leung	
Core Team Members.....	Ms. W.M. Lau	Ms. L.S. Fan	Mr. c.m. Leung
	Ms. M.F. Hung	Mr. W.L. Chow	Ms. W.T. Chu
Form Co-ordinators	Ms. L.S. Fan	(F.1)	
	Ms. K.L. Tong	(F.2)	
	Ms. Y.K. Liu	(F.3)	
	Ms. W.M. Lau	(F.4)	
	Ms. C.K. Lau	(F.5)	
	Mr. Y.M. Li	(F.6)	

(2) Chinese Language and Chinese History

Panel Co-ordinator	Ms. Y.P. Au	
Panel Co-ordinator (Chinese Language)	Ms. Y.P. Au	
Assistant Panel Co-ordinators	Mr. K.L. Chow,	Ms. K.M. Chong
Form Co-ordinators	Ms. P.Y. Tai	(F.1)
	Ms. L.W. Cheng	(F.2)
	Ms. S.K. Chan	(F.3)
	Mr. K.K. Lee	(F.4)
	Ms. Y.P. Au	(F.5)
	Ms W C Chan	(F.6)
Panel Co-ordinator (Chinese Literature)	Mr. K.L. Chow	
Form Co-ordinator	Mr. K.L. Chow	(F.4 to F.6)
Panel Co-ordinator (Chinese History)	Mr. K.K. Lau	
Form Co-ordinators.....	Ms. S.C. Lau	(F.1)
	Ms W C Chan	(F.2)
	Mr. K.K. Lau	(F.3 to F.6)
Panel Co-ordinator (Putonghua)	Ms. M.Y. Yiu	

Form Co-ordinators.....	Ms. M.Y. Yiu	(F.1&F.3)
	Ms. P.Y. Tai	(F.2)

(3) **Mathematics**

Panel Co-ordinator (Mathematics).....	Mr. M.O. Wong	
Assistant Panel Co-ordinator	Ms. L.M. Lam	
Form Co-ordinators	Ms. O.L. Cheung	(F.1)
	Mr. W. Tse	(F.2)
	Mr. C.M. Leung	(F.3)
	Mr. C.H. Yeung	(F.4)
	Mr. M.O. Wong	(F.5)
	Ms. L.M. Lam	(F.6)

(4) **Science and Information Technology**

Panel Co-ordinator	Mr. K.L. Suen	
Panel Co-ordinator (Physics)	Mr. C.Y. Kwong	
Form Co-ordinator.....	Mr. C.Y. Kwong	(F.3 to F.6)
Panel Co-ordinator (Chemistry)	Mr. K.L. Suen	
Form Co-ordinators.....	Mr. K.L. Suen	(F.3 & F.6)
	Mr. K.W. Lee	(F.4 & F.5)
Panel Co-ordinator (Biology)	Mr. W.H. Cheung	
Form Co-ordinators.....	Mr. W.H. Cheung	(F.3, F.5 & F.6)
	Mr. H.W. Chui	(F.4)
Panel Co-ordinator (Integrated Science)	Mr. K.W. Lee	
Form Co-ordinators.....	Mr. W.H. Cheung	(F.1)
	Mr. K.L. Suen	(F.2)
Panel Co-ordinator (Computer & Information Technology)	Mr. H.C. Oa Yang	
Assistant Co-ordinator.	Ms. O.L. Cheung	
Form Co-ordinators.....	Mr. C.M. Leung	(F.1)
	Mr. C.F. Wan	(F.2)
	Mr. W. Tse	(F.3)
	Ms. O.L. Cheung	(F.5)
	Mr. H.C. Oa Yang	(F.4 & F.6)

(5) **Social and Humanities Studies**

Panel Co-ordinator	Ms. L.F. Wong	
Panel Co-ordinator (History)	Ms. K.M. Wong	
Form Co-ordinator.....	Ms. K.M. Wong	(F.3 to F.6)
Panel Co-ordinator (Geography)	Ms. S.P. Lee	
Form Co-ordinator	Ms. S.P. Lee	(F.3 to F.6)
Panel Co-ordinator (Economics)	Ms. L.F. Wong	
Form Co-ordinators.....	Ms. L.F. Wong(F.3)	Mr. K.L. Ng (F.4 to F.6)
Panel Co-ordinator (BAFS).....	Ms. S.H. Lee	
Form Co-ordinators	Ms. S.H. Lee	(F.4 to F.5)
	Ms. L.F. Wong	(F.6)
Form Co-ordinators(General Studies).....	Ms. S.H. Lee	(F.1)
	Ms. W.M. To	(F.2)

(6) **Liberal Studies**

Panel Co-ordinator	Ms. W.S. Chan	
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Assistant Panel Co-ordinators.....	Mr. C.N. Ho,	Mr. K.L. Ng
Form Co-ordinators.....	Mr. C.N. Ho	(F.4)
	Ms W.S. Chan	(F.5)
	Ms Y.P. Wong	(F.6)

(7) **Physical, Arts and Life Education**

Panel Co-ordinator	Mr. S.M. Lau	
Assistant Panel Co-ordinator.....	Ms. W.C. Lam	
Panel Co-ordinator (P.E.)	Mr. S.M. Lau	
Panel Co-ordinator (V.A.)	Ms. S.C. Lam	
Panel Co-ordinator (D&T)	Mr. W.S. Lam	
Panel Co-ordinator (H.E.)	Ms. W.C. Lam	
Panel Co-ordinator (Music)	Ms. C.Y. Lok	
Members	Mr. W.S. So,	Ms. W.S. Chan,
.		
	Ms. K.M. Chong	Mr. M.O. Wong, Mr. H.C. Oa Yang

(8) **EMI Committee**

Co-ordinator.....	Ms. L.S. Fan	
Members	Ms. K.Y. Ng,	Mr. H.W. Chui
.		
	Ms. L.M. Lam,	Ms. L.F. Wong
	Ms. W.M. Lau,	Mr. S.M. Lau, Mr. K.L. Suen

(9) **Reading and Library Management Committee**

Co-ordinator.....	Mr. W.L. Chow	
Members	Mr. H.W. Chui,	Ms. Y.P. Au
.		
	Mr. K.L. Suen,	Ms. L.S. Fan

(B) **School Administration Committee**

Co-ordinator.....	Mr. H.W. Chui	
Assistant Co-ordinator	Ms. K.M. Wong	
Members	Mr. C.Y. Kwong,	Ms. L.F. Wong
.		
	Ms. S.K. Chan,	Mr. W.S. So
	Mr. H.C. Oa Yang	

(1) **Public Examinations and Assessment**

Co-ordinator	Mr. K.K.Lau	
Assistant Co-ordinator.....	Mr. C.K. Yuen	
HKDSE	Ms. S.P. Lee	
SSPA	Ms. L.F. Wong,	Ms. M.F. Hung
	Ms. Y.P. Au,	Ms. L.S. Fan
PSI	Mr. C.H. Yeung	
TSA	Mr. H.C. Oa Yang,	Mr. C.H. Yeung
SBA	Mr. H.C. Oa Yang	

(2) **Information Technology**

Co-ordinator	Mr. H.C. Oa Yang	
Members.....	Mr. C.Y. Kwong,	Mr. K.K. Lee

Mr. Y.M. Li,	Ms. O.L. Cheung
Mr. K.L. Ng,	Ms. S.C. Lam
Mr. W.L. Chow	Ms. W.S. Chan
Ms. M.F. Hung,	Ms. K.M. Wong
Mr. H.W. Chui	Ms. K.Y. Ng

(3) **e-Learning Committee**

Co-ordinator	Mr. H.W. Chui	
Assistant Co-ordinators.....	Mr. H.C. Oa Yang,	Mr. K.W. Lee
Members.....	Ms. K.M. Wong,	Ms. Y.P. Au

Ms. L.S Fan,	Ms. L.M. Lam,
Ms. S.C. Lam,	Ms. L.F. Wong
Ms. W.S. Chan	

(4) **Time-tabling, Calender, Internal Examination & Assessment**

Co-ordinator.....	Ms. K.M. Wong	
(a) School Time-table		
Co-ordinator	Mr. W. Tse	
Members	Mr. K.L. Suen,	Mr. C.K. Yuen,
	Ms Y.W. Cheung,	Ms. L.M. Lam
		Mr. K.W. Lee
(b) Internal Examination Time-table	Mr. K.L. Suen,	Mr. C.K. Yuen
	Ms. O L Cheung	Mr. W. Tse
	Mr. W.C. Wong,	Mr. C.N. Ho
(c) Report Card & Examination Results	Mr. C.Y. Kwong,	Ms. L.M. Lam
Analysis	Mr. C.K. Yuen,	Mr. W.C. Wong
(d) School Calendar.....	Mr. K.W. Lee	

(5) **Student Affairs**

Co-ordinator	Ms. K.M. Wong	
(a) Combined Application of FRS, STAS and STSS		
Overall Co-ordinator	Ms. T.P. Fung	
Members	Ms. Y.W.Cheung,	Ms. C.Y. Lok
	Ms. S.C. Lam	
(b) Y.O.T. Membership Card	Office	
(c) Student I.D. Card	Mr. H.C.Oa Yang,	Mr. W.L. Chow
(d) Student Medical Scheme	Mr. W.L. Chow,	Ms. W.C. Lam
(e) Y.O.T. Charitable Function	Mr. S.M. Lau,	Ms. C.Y. Lok

(6) **School Indicators**

Co-ordinator.....	Ms. O.L. Cheung	
Assistant Co-ordinator	Mr. M.O. Wong	
Members	Ms. K.Y. Ng,	Ms. M.F. Hung
	Mr. H.W. Chui,	Ms. W.C. Lam

(B) Guidance Committee

Co-ordinator	Ms. W.M. To		
Assistant Co-ordinators.....	Mr. W.H. Cheung,	Ms. W.C. Lam	
Form Co-ordinators	Mr. W.H. Cheung		(F.1)
	Ms. W.M. To		(F.2)
	Ms. W.C. Lam		(F.3)
	Ms. W.S. Chan		(F.4)
	Ms. K.L. Tong		(F.5)
	Mr. Y.M. Li		(F.6)
Member.....	Mr. W.L. Chow		

(C) Career Counseling Committee

Co-ordinator	Mr. C.M. Leung		
Assistant Co-ordinator	Mr. K.W. Lee		
Form Co-ordinators.....	Ms. S.C. Lam		(F.3)
	Mr. C.N. Ho		(F.4)
	Ms. C.K. Lau		(F.5)
	Mr. K.W. Lee		(F.6)
Members	Ms. Y.K. Liu,	Ms. S.P. Lee	

(D) Extra-curricular Activities Committee

(1) Co-ordinator	Mr. K.W. Tam		
Assistant Co-ordinators	Ms. M.Y. Yiu,	Mr. S.M. Lau	
Members	Mr. C.H. Yeung,	Mr. C.M. Leung,	Ms. L.M. Lam
	Ms. P.Y. Tai,	Mr. C.N. Ho,	Ms. C.Y. Lok
(2) Student Union & Student Council			
Co-ordinator	Mr. K.W. Tam		
Members	Mr. C.N. Ho,	Ms. L.M. Lam	Ms. W.C. Chan
	Mr. W.L. Chow,	Ms. C.Y. Lok	

(E) Moral, Civic and National Education Committee

(1) Co-ordinator	Ms. M.F. Hung		
Assistant Co-ordinator.....	Ms. S.H. Lee		
Form Co-ordinators.....	Ms. S.H. Lee		(F.1)
	Ms. O.L. Cheung		(F.2)
	Mr. K.L. Ng		(F.3)
	Mr. K.K. Lee		(F.4)
	Ms. W.S. Chan		(F.5)
	Ms. W.C. Chan		(F.6)
Members.....	Mr. W.K. Tang,	Ms. S.C. Lau	
	Mr. C.F. Wan,	Ms. C.Y. Lok	
(2) Preparatory Committee for MCNE Curriculum			
Members from MCNEC	Ms. S.H. Lee,	Mr. K.L. Ng,	Ms. O.L. Cheung
Members.....	Ms. M.F. Hung,	Ms. K.Y. Ng	
	Ms. W.S. Chan	Mr. K.K. Lau	

(F) SLP

Co-ordinator Ms. M.F. Hung
 Members Mr. C.Y. Kwong, Mr. K.W. Tam, Mr. K.W. Lee
 F.6 Form Co-ordinator

(III) Human Resources Development

Overall Co-ordinator Ms. K.Y. Ng
 (A) Staff Appraisal Ms. K.Y. Ng, Mr. H.W. Chui, Ms. M.F. Hung
 (B) Community Relation Ms. M.F. Hung, Mr. S. M. Lau
 (C) Teacher Development and Research
 Co-ordinator Ms. M.F. Hung
 Assistant Co-ordinators..... Mr. C.M. Leung, Mr. K. K. Lau
 Mr. M.O. Wong, Ms. L.F. Wong, Ms. S.C. Lau
 Members
 Ms. Y.P. Wong, Ms. Y.K. Liu
 (D) Form Co-ordinators
 Co-ordinator Ms. M.F. Hung
 Form Co-ordinators Ms. L.S. Fan (F.1)
 Ms. L.W. Cheng (F.2)
 Mr. C.M. Leung (F.3)
 Mr. K.L. Chow (F.4)
 Mr. W.S. Lam (F.5)
 Ms. K.M. Wong (F.6)

(E) Parent-Teacher Association

Overall Co-ordinator Ms. W.M. To
 Assistant Co-ordinators..... Mr. S.M. Lau, Mr. W.H. Cheung
 Members Mr. W.Y. Lai, Ms. S.H. Lee,
 Mr. H.W. Chui
 (Representatives from KLA: Ms. Y.P. Au,
 Ms. W.M. Lau, Mr. K.L. Suen, Ms. L.F. Wong,
 Mr. M.O. Wong, Ms W.S. Chan)

(F) Alumni Association

Co-ordinator Ms. W.S. Chan
 Assistant Co-ordinator..... Mr. M.O. Wong
 Members Ms. M.Y. Yiu, Ms. W.C. Chan,
 Mr. K.W. Lee Ms. L.M. Lam

(G) Continuous Improvement Team

Co-ordinator Ms. K.M. Wong
 Members..... Mr. W.H. Cheung, Mr. M.O. Wong,
 Ms. K.Y. Ng

(H) Image Building Team

Co-ordinator Ms. W.C. Lam
 Members..... Ms. M.F. Hung, Ms. K.M. Wong
 Mr. W.L. Chow Ms. S.C.Lam

(IV) School Function

(A) Opening Ceremony.....	Ms. T.P. Fung,	Mr. S.M. Lau,	Ms. L.S. Fan
(B) Outing Day.....	Mr. K.W. Tam,	Mr. C.H. Yeung	
(C) Sports Day.....	Mr. S.M. Lau,	Ms. Y.W. Cheung	
(D) Parents Day / Parents Night.....	Mr. W.H. Cheung		
(E) Teacher Development Day.....	Ms. M.F. Hung		
(F) P.6 Parent Promotion Activities.....	Ms. L.F. Wong		
(G) Open Day.....	Ms. M.F. Hung,	Mr. S.M. Lau,	Ms. S.C. Lam
	Ms. C.Y. Lok,	Ms. W.M. To	
(H) Trip to China.....	Ms. M.Y. Yiu,	Mr. K.K. Lau,	Ms. W.S. Chan
	Mr. C.N. Ho,	Mr. H.W. Chui	
(I) Summer Duties.....	Ms. K.M. Wong,	Mr. C.K. Yuen	
(J) Post-Examination Activities.....	Mr. K.W. Tam,	Ms. M.Y. Yiu	
(K) Closing Ceremony.....	Ms. L.W. Cheng,	Ms. W.C. Lam,	Ms. L.S. Fan
(L) Graduation Ceremony.....	Ms. W.M. Lau,	Ms. W.M. To	
	Mr. S.M. Lau,	Ms. C.Y. Lok	
(M) YOT Charity Programmes.....	Mr. S. M. Lau	Ms. C.Y. Lok	

(V) House Supervisor

Red House	Ms. Y.P. Wong,	Ms. K.M. Wong
Yellow House	Mr. K.L. Suen,	Mr. K.K. Lee
Blue House	Mr. Y.M. Li,	Ms. S.C. Lau
Green House	Mr. C.N. Ho,	Mr. K.W. Tam

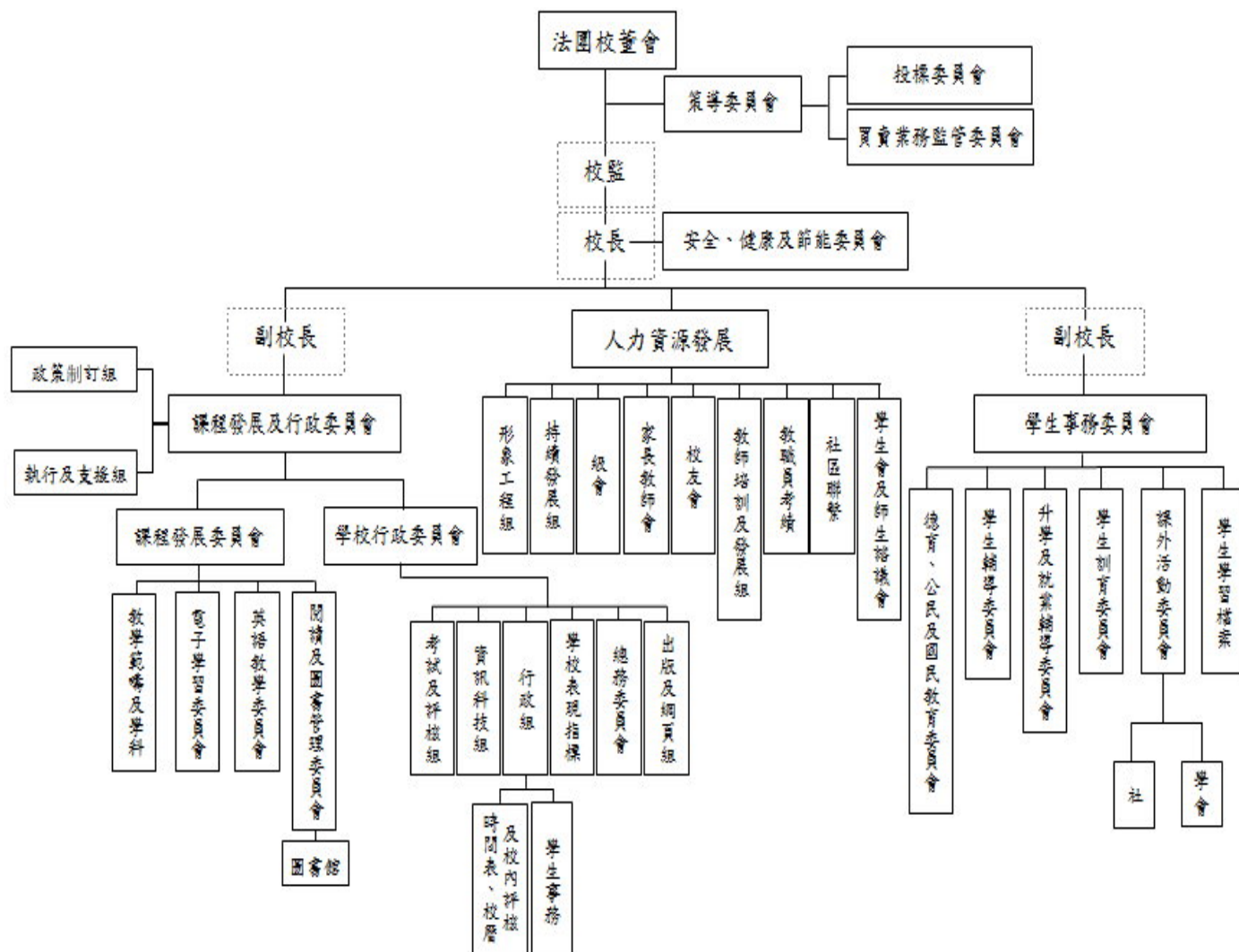
(VI) Form Teachers

6C(501) LYM	6A(503) CWC	6B(504) CSK			
6D (401) LKW	6E(402) YMY	5D (403) AYP	5C(404) CKM	5B (405) TKL	5A (406) LCK
		3A(303) lkk	3B(304) LYK	3C(305) lcm	3D(306) LSC
4A (201) LWM	4B(202) CWS	4C(203) LKK	4D(204) HCN	2C(205) WYP	2D(206) TW
1A(101) LSP	1B(102) TPY	1C(103) LSH	1D(104) TKW	2A(105) CWT	2B(106) COL

(VII) Form Meeting (Including Form Co-ordinators, Form Teachers and Non-Form Teachers)

	Form Co-ordinators	Form Teacher	Non-Form Teacher
F.1	FLS	LSP, TPY, LSH, TKW	CWH, LSM, LCY
F.2	CLW	CWT, COL, WYP, TW	TWM, SWS, KCY, TWK, YNS
F.3	LCM	lkk, LYK, lcm, LSC	LWY, LWC, lsc, YCK, SKL, FTP, NKL, Emma
F.4	CKL	LWM, CWS, LKK, HCN	CYW, CWL, LLM
F.5	LWS	LCK, TKL, CKM, AYP	WLF, YCH, OYHC, WMO
F.6	WKM	CWC, CSK, LYM, LKW, YMY	WWC, WCF

第四章 學校組織



第五章 學生事務委員會

(一) 目標與政策

學生事務委員會(2015-2018)三年計劃

1.目標

- 1.1 培養學生養成良好的品格、道德觀念，和發展正向的價值觀。
- 1.2 協助學生形成正確的自我觀念和培養學生自愛及自主的精神。
- 1.3 協助學生關心和認識所處的社區、社會、國家及世界，培養他們的歸屬感和服務精神。
- 1.4 培養學生勇於求真的精神、理性思考及反省批判的能力。
- 1.5 培養學生的民主素質。

2.政策

- 2.1 本校堅持淳樸的校風，嚴明的紀律，並逐步培養學生自覺、自律和自主的精神。
- 2.2 設立公平合理的獎懲制度，並致力幫助學生掌握背後的精神。
- 2.3 培養學生的自治精神，能展示在學習及活動上。
- 2.4 透過正規課程及非正規課程，幫助學生瞭解自己的強項和弱項，從而建立自信，知所改進。
- 2.5 鼓勵同學之間互相關心、互相幫助、互相學習，建立良好的人際關係網絡。
- 2.6 透過課外活動及學生組織，培養學生的領導能力，使同學能夠自治及自主。
- 2.7 幫助學生建立愛護家庭和朋友的觀念，認識身處的社區和社會，關心國家和世界的發展。
- 2.8 鼓勵學生愛護環境，服務人群。
- 2.9 幫助學生養成健康的生活習慣。

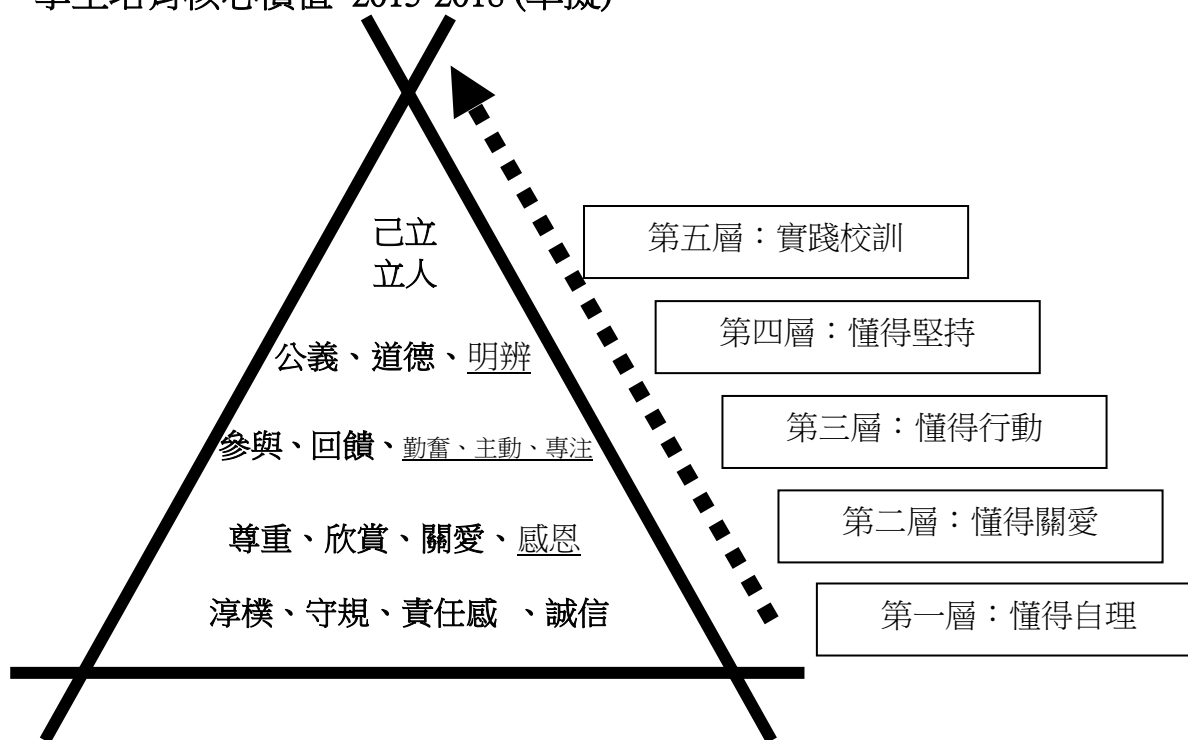
3.本校學生培育特色

- 3.1 以學生為能動者的培育理念
- 3.2 以核心價值作全人發展及培育的基石
- 3.3 提供寬廣而均衡的成長課程及學習經歷
- 3.4 建立可作範式轉移及可持續發展的成長概念

學校關注事項 2015-2018

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

仁愛堂田家炳中學
學生培育核心價值 2015-2018 (草擬)



第一層：懂得自理

保持淳樸的生活態度

能夠遵守規則，懂得管理自己的行為

能夠明白別人的期望，積極承擔自己應盡的責任

信守諾言、言行一致、誠實不欺

第二層：懂得關愛

在平等基礎上與他人和平相處；關注別人的感受、保護別人的私隱、權利和尊嚴；包容異於自己的觀點和文化

懂得欣賞對身邊的人與物，對別人所給予的幫助表示感激

關心他人的處境、感受和需要；樂意分享自己所有，願意為減輕別人的痛苦而施予援手

第三層：懂得行動

能夠將關愛化成行動，參與學校及社區事務

學習積極，爭取機會，樂於回饋

專心致志，全力以赴，完成任務

第四層：懂得堅持

能深入了解事情發展的緣由，以公正、無私的態度去處事和對人

意志堅定、勇敢、有毅力、敢於接受挑戰，當面對困難和挫折，仍會努力不懈，勇於向目標進發，且經得起時間考驗，亦不輕言放棄

第五層：實踐校訓

能夠以身作則，立己立人，並以此為終身追尋的目標

學生事務委員會(2015-2018)三年計劃

2015 至 2018 年關注事項

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

回應學校關注事項 2 及 3

關注事項	預期成果	策 畧	時 間 表		
			15/16	16/17	17/18
4. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。	教師能夠掌握學生的新常態，部門能夠修訂學生成長需要的學習元素，制定核心價值要求。	教師團隊透過校外資源的引進及內部討論交流掌握學生的新常態，包括學習特性、治理能力、社群關係、強弱點、解難能力等，修訂校本核心價值要求；調整初高中成長課程並且定訂學生成長需要的元素內容，優化培育模式及策略，確立全面的培育課程藍圖。	✓	✓	✓
	優化培育模式及策略，制定切合學生的成長需要及所需能力與技巧，完善培育課程藍圖。	透過班級經營起動，又藉專家及內部成功經驗的交流與討論，協助增強班主任角色，提升教師團隊的綜合能力，包括品格培養、危機、學生行為、情緒、人際關係處理、生涯規劃與家長面見及溝通技巧等。藉各級定立目標及核心價值，部門在各級的支援，於各班級內形塑班風及學風，培養學生良好素質，學習良好積極的處世態度和能力。	✓	✓	✓
	師生關係增強，建立團結的班風及級風。教師團隊的綜合能力有所提升。	學生素質提升，學習及處世的態度和能力有所持續進步。	透過有組織及有策略的規劃與安排，部門老師發掘及培育學生領袖，循循善誘及於做中學，讓學生領袖的自主性持續提升，並且鼓勵領袖建立己立立人的抱負；在內部藉朋輩互動，延續領導梯隊的傳承，而對外向全體同學形塑知楷模、學楷模、做楷模的氣氛，使楷模效應發揮。	✓	✓

關注事項	預期成果	策 畧	時 間 表		
			15/16	16/17	17/18
5. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。	部門建立完善的自評系統，善用內部調查及研究及分析學校評量數據工作進展，優化管理。	透過適時與部門主管及級聯絡的檢視，加強管理層的溝通及協調能力。善用「優化班級結構」計劃帶來的優勢，讓培育工作可以有更鞏固的發展。善用自評系統機制檢視全校發展情況。檢視及完善各行政及功能組別對學校發展的支援。	✓	✓	✓
	學校提供舒適整潔的校園環境，師生感覺良好。促進更多跨部門及跨年級協作計劃。	各部門需着意精簡或重組組織架構，評量及檢視工作優先度，穩定人力資源和安排梯隊接班。鼓勵部門主管，透過言行身教，立下良好的榜樣。	✓	✓	✓
	各部門清晰制定全面長遠的發展計劃，對未來整體性、長期性、基本性問題的思考和考量，設計並落實未來整套行動的方案。教師團隊在崗位上專業自主，與時俱進，不斷學習求進，以傳承及延續「己立立人」的精神。	藉學校三十周年校慶總結部門培育學生及學生領袖發展的良好經驗。引進校外資源，協助深化教師團隊對校訓「己立立人」的了解，融合學校發展不同階段的歷程，建立適切完備的校本學生模塑架構，推展傳承育才育德文化。	✓	✓	✓

學生事務委員會

2015 至 2016 年關注事項和工作計劃

回應學校關注事項 2 及 3

1 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 透過引進機構及內部檢討與交流，部門、級聯絡及班主任起動關注，中一新生適應及英語銜接課程，協助他們建立良好的學習態度及習慣，掌握學習技巧，適應中學課程及學生素質的要求。又藉學生領袖帶動中一學生建立良好的朋輩支援網絡，中五領袖紀律訓練課程協助老師掌握培育學生的新常態，提升班主任經營班級的效能，形造學習型的班風。	9/15 至 8/16	中一學生透過新生成長課程掌握升中後，學校對他們的期望及要求，適應中學新學習環境。中五級學生的學習多樣性得到照顧，班主任建立自主自覺自律的班風。	級會內部討論 評量數據分析 部門內部討論	學生事務 委員會 班主任	外間專家 部門資源
1.2 引入專家意見，藉內部討論分析與交流，讓教師掌握學生的新常態，並藉此修訂校本核心價值要求。各部門檢視現時提供的成長課程，修訂學生成長課程的內容，進一步優化培育模式及策略。	9/15 至 7/16	教師掌握學生成長新常態，制定核心價值的要求；部門完成核心價值內涵，初擬培育模式及策略方案並落實試行。	評量數據分析 部門內部討論	教師發展組 學生事務 委員會 學生輔導組	部門資源
1.3 透過部門及級聯絡之間的協作，加強班級經營，讓學生在良性的競爭下，提升個人及級的要求，建立正向團結的班風，增強師生關係。藉級會交流、教職員會議、教師發展日，教師團隊分享培育學生的知識和技巧，培育學生在新修訂的校本核心價值素質，提升教師的綜合能力。	9/15 至 5/16	建立團結、正向的班風。師生關係增強。教師團隊實踐所學，提升綜合能力，如處理學生行為、情緒、成長問題，接觸家長技巧，規劃諮詢等。	評量數據分析 部門內部討論	學生事務 委員會 課程發展 委員會及就 業輔導組	部門資源
1.4 藉部門有系統的規劃及策略，鼓勵學生領袖	9/15	學生在服務、領導及體藝文化	評量數據分析	學生事務	部門資源

樹立榜樣，積極向上，追求卓越、協助形塑正向、積極的校風。讓同學能知楷模、學楷模及做楷模。	至 5/16	等範疇上，有卓越多元的表現，且學生領袖的楷模效應能帶動校內同學追求卓越。	部門內部討論	委員會 課程發展 委員會	
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2 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
2.1 鼓勵中層管理人員參加相關培訓。定時檢視及完善各行政功能組別對前線教師的支援。	9/15 至 8/16	部門及級發展目標和策略清晰，中層管理人員溝通與協作能力加強，師生對學校發展方向及校園環境感覺良好，部門及教師團隊獲得適切支援。	內部自評 評量數據分析	校長、副校長 及中層管理	學校資源
2.2 部門就人力資源及接班安排作出規劃部署，包括重組及精簡架構。透過跨部門協作，有效地運用資源。	10/15 至 8/16	各部門負責人能為內部人力資源安排作長遠規劃，穩定人力，為梯隊接班準備。部門能作出協作嘗試，達至雙贏效果。	內部討論 評量數據分析	校長及 副校長	學校資源
3.3 藉學校三十周年校慶總結學校發展的良好經驗。透過校外資源的引進，協助深化對校訓「己立立人」的理解，探討中華文化的內涵，融合學校成長歷程，建立校本學生模塑架構。	9/15 至 8/16	各部門能夠藉學校三十周年校慶總結成果。探究校本學生模塑架構，並累積良好的經驗。	內部討論	學科及部門	學校資源 科組資源

財政預算：

PARTICULAR	AMOUNT (HK\$)	Remark
EOEBG-Other Expenses	2,000.00	
EOEBG-Class Activities	10,000.00	
EOEBG-Photocopy	300.00	
EOEBG-Stencil	100.00	
EOEBG-Publicity	30,000.00	
EOEBG-OPEN DAY	15,900.00	
EOEBG-Special Approvial	10,000.00	
YAN OI TONG OPEN DAY	37,100.00	
SB After Learning Grant	150,000.00	
SSCS-TA	1,800.00	
GRANT TOTAL:	257,200.00	

(二) 德育、公民及國民教育委員會工作計劃

德育、公民及國民教育組 15/16 至 17/18 年度三年工作計劃

(一) 2015/16 至 2017/18 年度學校關注事項

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

	課程/考評/教學	學生培育	管理與組織
學校目標與政策	1.2 確立整全的學習里程碑	2.1 完善培育課程藍圖	3.1 加強管理溝通及協調
教師團隊	1.2 強化教師團隊專業能量	2.3 提升教師的綜合能力	3.2 穩定組織架構的持續發展性
學生表現	1.3 推動追求卓越的學風	2.3 進一步發揚「己立立人」校訓精神	3.4 發揮傳承育才育德文化

(二) 德育、公民及國民教育組 15/16 至 17/18 三年工作計劃

(回應學校關注事項第 1{1.3}、2{2.1,2.2,2.3}及 3{3.1,3.2,3.3}項)

1. 整體目標：

- 1.1 教師能夠掌握學生的新常態，在崗位上專業自主，與時俱進，不斷學習求進，並且協助制定核心價值要求。
- 1.2 透過早會、周會及新高中成長課，培育《田家》同學的核心價值：關愛、尊重、責任感、誠信、道德、公義、堅毅、回饋、己立立人。
- 1.3 培養同學多關心社會時事的習慣，放眼世界，並能從多角度剖析社會時事議題。
- 1.4 培養同學愛護及節約能源，達致可持續發展的理念。
- 1.5 透過介紹陽光人物、時人時事及好人好事，倡導正面價值及培育學生之良好品格，並藉學校三十周年校慶，製作「三十周年校慶陽光人·物集」，總結優良成果及與社區人士分享。
- 1.6 提供多元學習經歷讓同學參與，協助他們擴闊視野，豐富個人經歷及成長。
- 1.7 深化及優化培育學生領袖模式，讓關社組同學、陽光大使、環保大使及燭光大使，推動關愛文化、可持續發展理念，建立多元發展、自律自學及「己立立人」的校風。
- 1.8 嘉許及表揚在品行、服務及領導上有優異表現的同學，發揮楷模效應。
- 1.9 規劃校本化的德育及國民教育課程。

2. 理念

透過以核心價值為本的學生培育文化去推動及建立正向價值的氛圍，向同學說之以理、動之以情，塑造同學之良好品格。

3. 「強、弱、機、危」分析

3.1 強項

- 3.1.1 學校重視學生培育及品德教育，提倡言教及身教並重，加上有具體的課程指引及校內的支援，於過往學年已累積及總結不少寶貴的培育經驗，有利推行德育、公民及國民教育。
- 3.1.2 本校老師普遍認為學生純樸、守規、樂於參與、互相關愛，並有道德感，同學均認同「己立立人」精神。

- 3.1.3 本組同工年青、有幹勁，致力培養學生良好品格和積極的生活態度，透過有正能量的人物，時人時事為課題，分享不同的觀點與角度，讓同學分析思考；又提供身體力行的機會，讓同學知行合一。
- 3.1.4 本組人手相對穩定，重視溝通，同工能互相配搭，發揮所長，以致合作越見成熟，彼此間已建立一定的默契，有助於推行學生培育工作。

3.2 弱點

- 3.2.1 新高中課程及考評改革對老師造成許多壓力，本組以有限的人力下，推行巨大的德育、公民及國民教育內容將是一件艱巨的事。
- 3.2.2 香港政改發展及2017行政長官普選方法引起社會廣泛及激烈討論，「兩傘運動」令社會氣氛緊張。學校作為政治中立的地方，在一方面需要密切留意事件發展以作迅速及適切回應，在另一方面需要讓同學從不同角度得悉事件的來龍去脈，尊重彼此說法的差異，實非易事。
- 3.2.3 學生易受朋輩及社會傳媒及潮流的渲染及影響，容易習非成是，要與之抗衡，實非易事。
- 3.2.4 普遍學生對自己的缺點如自律、誠信及責任感方面雖有自知之明，但仍未能建立起自律、自學和利他精神。

3.3 契機

- 3.3.1 本校的初中通識教育科、高中通識教育科及初中德育成長課為堅實正規及非正規課程的基礎，有利於籌劃及推動德育及國民教育。
- 3.3.2 資訊科技發展一日千里，同學有更多不同的渠道接觸及獲得資訊，並有更多空間討論時事及民生議題，有助提高同學的公民意識。
- 3.3.3 政府及不同團體正積極推動品德教育及國情教育，包括撥款、師資培訓、考察團、國情研習班、研討會等均有助德育、公民及國民教育的發展。
- 3.3.4 隨著中國於世界舞台的影響力越見重要，其現有及未來建設如珠江三角、「絲綢之路經濟帶」和「21世紀海上絲綢之路」（簡稱「一帶一路」）可讓同學從中認識及掌握現今國家發展定位及狀況，有利於國情教育的深化。

3.4 危機

- 3.4.1 在e世代中，網絡世界是青少年結集、討論、發表言論的平台及基地，加上濫藥、濫交、吸煙、援交、網上欺凌猖獗，未有即時或適切的指正及引導，學生容易形成錯誤觀念，甚或誤入歧途。
- 3.4.2 面對複雜多元的社會、不良意識的影響，傳媒的渲染、投訴文化及鼓吹個人主義，要與之抗衡實，樹立及推動正面的人生觀及培養良好的品格實在有如逆水行舟。

4. 關注事項

- 4.1 推動「己立立人」校風
- 4.2 實踐關愛
- 4.3 推動可持續發展理念，並參與可持續發展學校獎勵計劃（2014-2016）——學校參與獎及社區參與獎，主題為「源頭減廢」
- 4.4 優化領袖培育計劃—陽光大使、環保大使及關社組
- 4.5 推行初中級自我實踐獎勵計劃

5. 德育、公民及國民教育組周年工作計劃(2015/16)

本年度工作安排如下：



周年校務計劃與政策(2015-2016)及三年計劃(2015-2018)

關注事項	策略	時間表	評估方法	成功準則	負責人	所需資源
4.4 4.1, 4.4	5.1 本組透過籌辦領袖訓練營培訓 (1) 關社組 1. 策劃舉辦時事擂台高中時事論壇或辯論以提升校內同學對時事的興趣及關注 2. 關注社會時事議題並教育同學以多角度分析時事新聞 3. 籌劃不同類型的籌款活動 (2) 陽光大使 1. 訂定一年內陽光大使工作目標 2. 向校內同學介紹有積極人生、努力奮鬥及對社會人仕有正面影响的勵志人物 3. 掌握做人物專訪技巧，如資料搜集、整理、訪問技巧等 4. 培養說話及表達技巧 5. 成為陽光人物早/周會主持 6. 出版《三十周年校慶陽光人·物集》 (3) 環保大使 於 F2-F4 招募環保署組織的環保大使計劃。 (4) 燭光計劃 (學兄學姊計劃)	2-3/10/2015 9/2015-5/2016 9/2015-5/2016 9/2015-5/2016 9/2015-5/2016	學生填寫問卷回應 檢討會議	關社組學生領袖能夠負起策劃活動，發揮創意，服務同學和學校，關心並幫助有需要的人。 陽光大使能協助或負責策劃活動或早會 參與工作坊、參觀及訓練並在校推動可持續發展活動 學兄學姊計劃到訪中國田家炳中學與國內同學作交流	NKL LKK LSH COL CWC WCF LSC	\$7000 聯絡機構培訓同學 \$2000 關社組活動開支 \$1000 陽光大使活動開支及車資津貼 \$12000 \$800 \$800
4.2	5.2 早會(初中及高中) 同工及關社組組織「每月一話題」在時事中提出核心價值與學生分享。陽光大使透過「陽光人物」早會向同學介紹有正能量及值得學習人物。環保大使透過「每月一話題」早會向同學介紹可持續發展概念，推動綠色校園及綠色生活。	15-16 早會	檢討會議 級會意見調查 學生意見調查	負責同學有充足的準備及學生投入早會及學生正面回應	組內各同工	禮堂及影音器材
4.1, 4.2 & 4.3 4.1&4.2	5.3 周會 5.3.1: 燭光計劃週會(F.4) 5.3.2: 貞潔校園培訓(F.4) -高中成長課(戀愛及婚姻)課	14/9/15 1/2/16	學生意見調查 學生意見調查	學生投入參與活動 學生投入參與活動並開始思考貞潔的重要性	LSC NKL	燭光大使 救世軍潛危青少年支援服務 - 男 TEEN 計劃
4.1	5.3.3: 理財有道(F.5) -高中成長課(個人理財)課	13/4/16	學生意見調查	學生投入參與活動	LSH	東華三院家庭理財輔導中心
4.1	5.3.4: 學校倡廉活動 (F.4) 互動劇場讓學生對防貪法例及廉署的工作有進一步認識	10/5/16	學生意見調查	學生投入參與活動	LSH CWS	廉正公署及劇團
4.2	5.3.5: 成人禮及惜別會	2/10/15 17/2/16	學生意見調查	學生能完成個人的期許匙扣	LSH NKL	

<p>4.2</p> <p>4.3</p>	<p>中六同學在離校前能為自己將投身社會及繼續升學作一個期許---明責任、有承擔及理想，秉持己立立人的精神。</p> <p>5.3.6 :陽光人物 (1) 對象為高中學生 (2) 對象為初中學生</p> <p>5.3.7:可持續發展學校獎勵計劃——學校參與獎 (2014-2016)</p>	<p>10/11/15 9/5/16</p> <p>9/2015- 5/2016</p>	<p>學生意見調查</p> <p>學生意見調查</p> <p>學生意見調查</p>	<p>並在典禮中宣讀自己的成長期許</p> <p>學生投入參與活動並對講者之分享有得着及啟發</p> <p>學生投入參與活動並對講者之分享有得着及啟發</p> <p>學生投入參與活動並對講者之分享有得着及啟發</p>	<p>COL LSH CWC 陽光大使</p> <p>WCF</p>	<p>\$1200 F.6 級聯絡證書及期許吊墜</p> <p>由陽光大使相關人士聯絡</p> <p>可持續發展委員會及相關機構</p>
<p>4.1, 4.2, 4.3 & 4.4</p>	<p>5.4 全校性活動</p> <p>5.4.1:壁報設計比賽(F.1-F.6)</p> <p>5.4.2:老師溫馨的提示 邀請老師提出雋語，提點學生做人處事的美德</p> <p>5.4.3: Green Play Day 同學於 Play Day 能簡約地慶祝聖誕節</p> <p>5.4.4:一人一利是 捐出一封利是關心有需要的人 (優化學校禮堂設備/仁愛堂)</p> <p>5.4.5 :籌款活動 協助舉行優化禮堂設備籌款</p> <p>5.4.6 :環保會 學校廢物分類及回收計劃及仁愛堂膠樽回收計劃 今年參加環保會之回收計劃，會被轉介參與予食物環境衛生署安排廢物回收商，免費為學校收集可循環再造的廢物。</p> <p>5.4.7 : 環境教育活動 (校園節能計劃) 本校獲仁愛堂環保及保育基金贊助更換課堂及禮堂光管，環保大使將於本學年向全校同學介紹能源效益標籤及源頭減廢方案，並會於學校開放日設立攤位讓大眾接觸相關項目，推動環保。</p>	<p>10/2015 3/2016</p> <p>12/2015</p> <p>2/2016</p> <p>2015/ 2016</p> <p>7/2016</p> <p>9/2015- 5/2016</p> <p>9/2015-5 /2016</p> <p>4/7/2016</p>	<p>德育組 檢討會議 級會意見 調查</p> <p>學生調查</p> <p>學生調查</p> <p>同學回應</p> <p>同學回應</p> <p>同學回應</p> <p>同學回應</p>	<p>全校同學參與</p> <p>有五成或以上的班級參與</p> <p>有五成或以上的班級參與</p> <p>有七成或以上的學生參與</p> <p>學生投入參與活動</p> <p>獲負責機構頒發優異獎</p>	<p>聯絡人 NKL、 美術學會</p> <p>COL NKL</p> <p>WCF</p> <p>NKL</p> <p>NKL 組內各 同工</p> <p>WCF</p> <p>WCF</p> <p>NKL</p>	<p>\$1000</p> <p>\$100 彩色印刷</p> <p>\$500 禮物及獎 狀</p> <p>仁愛堂/其 他機構</p> <p>各老師及 校方支持</p> <p>環保會 仁愛堂</p> <p>仁愛堂環 保及保育 基金</p> <p>\$700 禮物</p>

	5.4.8: 時事擂台終極賽					
4.2	5.5 表揚榜 於家長日中讓班主任讚賞同學的好品格和行為。	12/2015 及 6/2016	檢討會議	五成或以上學生被表揚 老師表揚同學	COL	咭紙 \$2000
4.5	5.6 初中級自我實踐獎勵計劃 以中二級作試點，推行初中級自我實踐獎勵計劃，鼓勵同學於學術、活動、服務或領導範疇訂立目標，作自我推進及完善。	9/2015- 5/2016	檢討會議	老師表揚同學	LSH	咭紙、禮物 \$2000
4.1	5.7 確立本校的德育及國民教育框架 與課程小組商議校本化的德育及國民教育課程	2015- 2016	檢討會議	議訂學習、教學及評估事宜	LSH NKL LSC COL	

附件一

Yan Oi Tong Tin Ka Ping Secondary School
Budget For The Year 2015-2016
Subject: Moral & Civic Education (DS01)
Teacher: Hung Man Fong

Particular	Amount	Remarks
Moral & National Education Curriculum	\$530000	12-13 /14-15
Publications	\$12000 (15-16)	Publishing Sunny Characters' Publication for whole school students and coming F.1 students.
Leadership Training	\$7000	Training fees for Adventure-based counseling for leaders of Social Concern Group, Sunny Ambassador & Green Ambassador
Traveling	\$2000	
Other Expenses - teaching assistance	\$12,860 \$3000 (<i>adj 09/15</i>)	Grant for activities: 1. data entry and analysis of year-end evaluation questionnaire 2. art work of Sunny Ambassador's publication
Stencil	\$160	80 copies
Library Books		adj 09/15
Photocopy	\$450	150 copies

附件二

德育及公民教育組 2015-16 會早會重點、活動、周會及班主任安排建議

日期	早會內容	其他活動	日期	周會及班主任課
9 月	壁報設計比賽 可持續發展宣傳	老師關愛的提示 敬師運動	14/9/2015(F.4) 14/9/2015(F.6)	燭光計劃週會 成人禮預備週會
10 月	初中時事擂台(一) (禮堂早會)(關社組)	十一國慶升旗禮 壁報設計比賽	2/10/2015 (F.6) 9/10/2015(F.3) 19/10/2015(F.2) 20/10 /2015(F.4,F.6) 29/10/2015(F.5)	成人禮 壁報齊齊做！
11 月	初中時事擂台(二) (禮堂早會)(關社組) 陽光大使陸運會追擊 及陽光人物 社會時事題材	陽光大使陸運會追擊 及陽光人物	10/11/2015 (F.4-F.6)	陽光人物： (F.4 - F.6 7-8 節禮堂)
12 月	Green Play Day 十大新聞選舉			
1 月	社會時事題材		29/1/2016(F.1)	壁報齊齊做！
2 月	一人一利是 17/2/2016 中六惜別早會	一人一利是	1/2/2016 (F.4) 17/2/2016(F.3) 26/2/2016(F.2)	貞潔校園 壁報齊齊做！
3 月	初中時事擂台(三) (禮堂早會)(關社組) 社會時事題材	高中時事活動 壁報設計比賽	8/3/2016(F.4 & F.5)	壁報齊齊做！
4-6 月	初中時事擂台(四) (禮堂早會)(關社組) 全年問卷調查	六四事件 27 周年活動	13/4/2016 (F.5) 10/5/2016 (F.4) 9/5/2016 初中周會	F.5 理財有道 學校倡廉活動:F.4 互動劇場 陽光人物： (F.1 - F.3 7-8 節禮堂)
7 月	4/7 七一回歸升旗禮 初中時事擂台終極賽			

備註：每逢星期三有德育及公民教育組早會，分初及高中級進行。初高中隔周進行，每月約有兩次初中及兩次高中早會。地點為禮堂。

附件三 人手安排及分工

項目	負責人	備註
每月一話題(早會)	吳家禮、李詩恒、陳穎心、 溫展峰、劉守貞、李國基、 陳穎芝 * 駱靜怡星期三在校務處作 早會宣佈	<ul style="list-style-type: none"> ◇ 社會時事題材(核心價值) ◇ 可持續發展、能源效益標籤及源頭減廢方案、Green Play Day ◇ 壁報設計比賽 ◇ 國內考察分享 ◇ 陸運會直擊 ◇ 惜別早會 ◇ 六四事件 27 周年
陽光人物(早會及周會)	* 李詩恒、張凱琳	◇ 陽光人物(上學期高中、下學期初中各 1 次)
陽光人物集(刊物)	* 李詩恒、張凱琳、陳穎芝	◇ 畢業班班衫、成人禮及惜別會 ◇ 《三十周年校慶陽光人・物集》
陽光大使 (F.2- F.5)	* 李詩恒、張凱琳、陳穎芝	8-9 月 組織班底、面試 9 月 領袖訓練營 2-3/10/2015 全年 領袖培訓計劃(資優課程) (領袖訓練營需要各同工協助)
關社組 (F.2- F.5)	* 吳家禮、李國基	
環保大使、可持續發展 (F.2 – F.5)	* 溫展峰	<ul style="list-style-type: none"> ◇ 協助推行校內環保活動-環保大使、Green Play Day ◇ 可持續發展學校獎勵計劃- ◇ 環保會學校廢物分類及回收計劃及仁愛堂膠樽回收計劃 ◇ 環境教育活動 (校園節能計劃)
燭光大使 (F.4 – F.6)	* 劉守貞	◇ 協助籌備學兄學姊計劃到訪中國田家炳中學與國內同學作交流
初中時事播台	10 月 * 吳家禮、陳穎心 11 月 * 張凱琳、劉守貞 3 月 * 李詩恒、陳穎芝 4 月 * 溫展峰、李國基	關社組及各同工協助 於禮堂進行
升旗禮	* 張凱琳、李國基	推動國民教育、與童軍及女童軍合作 開學禮、十一、七一升旗禮及散學禮 2/10 & 4/7
老師溫馨的提示	* 吳家禮、張凱琳	邀請老師提出雋語並編印張貼
待人有禮、尊師重道好少年	* 李詩恒、陳穎芝	邀請級聯絡及老師提名
NSS 新高中成長課 (周會)	* 劉守貞、吳家禮	協助策劃、推行及檢討
高中時事議題、籌款活動	* 吳家禮、陳穎心	關社組及通識科協助
表揚狀、榜	* 張凱琳	書記協助、邀請各老師提名，每學期一次
F.6 成人禮	* 李詩恒、吳家禮、陳穎芝	各同工協助
本組學校網頁、全年問卷	* 張凱琳、吳家禮、李詩恒	網頁每個學期更新一次

Form	F. 1	F. 2	F. 3	F. 4	F. 5	F. 6
Form Co.	LSH	COL	NKL	LKK	CWS	CWC

附件四 2015-2016 每週星期三禮堂早會安排

日期	活動	內容	主題	負責人
上學期				
30/9/15	初中早會	每月一話題	學生領袖分享 (4C 鄺曉瑩)/壁報設計比賽宣傳	NKL & LSC
*2/10/15	全校早會	國民教育	十一國慶 升旗禮 (籃球場)	COL & LKK
*2/10/15	成人禮		中六級 7-8 節禮堂	LSH、NKL & CWC
7/10/15	高中早會	每月一話題	學生領袖分享 (5D 蔡庭希、胡子釗)/壁報設計比賽宣傳	WCF & CWC
14/10/15	初中早會	時事擂台	(一)	NKL & CWS
28/10/15	高中早會	陽光人物	Term 1	LSH & COL
4/11/15	初中早會	每月一話題	社會時事議題 (1) + 可持續發展宣傳	WCF、LCY & CWC
11/11/15	高中早會	每月一話題	社會時事議題 (1) + 可持續發展宣傳	WCF、LCY & CWC
25/11/15	初中早會	時事擂台	(二)	COL & LSC
2/12/15	高中早會	每月一話題	陽光大使陸運會追擊(F.6 及四社)	LSH & S.A.
9/12/15	全校早會	每月一話題	十大新聞選舉及 Green Play Day (G.A)	NKL & WCF
16/12/15	全校早會	每月一話題	十大新聞選舉 (課室)	NKL & LKK
下學期				
20/1/16	高中早會	每月一話題	社會時事議題 (2) (籃球場:F.6 mock exam)	LKK & CWS
27/1/16	初中早會	每月一話題	社會時事議題 (2) (籃球場:F.6 mock exam)	LKK & CWS
3/2/16	高中早會	每月一話題	社會時事議題 (3)	LSH & NKL
17/2/16	全校早會	每月一話題	中六惜別早會 (籃球場)	NKL & LSC
24/2/16	初中早會	每月一話題	中三文化考察分享	CWS & WCF
2/3/16	高中早會	每月一話題	高中文化考察分享	CWS & WCF
9/3/16	初中早會	時事擂台	(三)	LSH & CWC
16/3/16	高中早會	每月一話題	社會時事議題 (4)	CWC & LKK
23/3/16	初中早會	每月一話題	社會時事議題 (4)	CWC & LKK
6/4/16	高中早會	每月一話題	社會時事議題 (5)	CWS & LSC
13/4/16	初中早會	時事擂台	(四)	WCF & LKK
20/4/16	高中早會	陽光人物	Term 2	COL & LSH
27/4/16	初中早會	陽光人物	Term 2	COL & LSH
4/5/16	高中早會	每月一話題	六四事件 27 周年 (1)	CWS、NKL、LSH
11/5/16	初中早會	每月一話題	六四事件 27 周年 (1)	CWS、NKL、LSH
18/5/16	全校早會	每月一話題	全年檢討問卷(課室)	COL、LSH、NKL
25/5/16	全校早會	每月一話題	六四事件 27 周年 (2) (籃球場)	WCF & NKL
試後活動				
4/7/16	全校早會	每月一話題	七一回歸升旗禮 (籃球場)	COL & LKK
4/7/16	中一至三	時事擂台	時事擂台終極賽 (禮堂)	All

LCY (星期三於校務處負責早會宣佈)

財政預算：

PARTICULAR	AMOUNT (HK\$)	Remark
EOEBG-OTHER EXPENSES	12,860.00	
EOEBG-Leadership Training	7,000.00	
EOEBG-Publication	12,000.00	
EOEBG-Photocopy	450.00	
EOEBG-Travelling	2,000.00	
EOEBG-Library Book	400.00	
EOEBG-Stencil	160.00	
SSCS-F5 & F1 Camp	100,000.00	
GRANT TOTAL:	134,870.00	

(三) 學生輔導委員會工作計劃

學生輔導組 三年計劃 (2015-2018) 及工作計劃 (2015-2016)

(一) 2015-2018 學校關注事項：

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德的文化。

(二) 2015-2018 輔導組關注事項：

1. 透過班級經營，培育學生核心價值(回應 1.2, 2.3, 3.3)
2. 透過活動及與不同學科組的合作，提升教師的綜合能力(回應 1.2, 2.2)
3. 透過內部不同的學生領袖團隊，深化學生的領袖能力及推動同學追求卓越的態度及體現「己立立人」的校風(回應 1.3, 2.3, 3.3)

(三) 現況分析

3.1 強項

- 3.1.1 輔導老師皆積極投入輔導工作，樂於承擔責任，具團隊精神。
- 3.1.2 本校老師關心和熱心幫助學生，校內師生關係融洽。
- 3.1.3 學校對輔導工作的態度是積極和支持的，並提供足夠的財政資源。
- 3.1.4 老師教學年資較長，有豐富處理學生問題的經驗。
- 3.1.5 大部份家長對學校、輔導老師、社工均表示信任，有助輔導工作展開。
- 3.1.6 本校關愛文化濃厚，有助輔導工作展開。
- 3.1.7 「大哥哥大姐姐計劃」發展成熟，能吸納能力較佳的同學參加。

3.2 弱點

- 3.2.1 輔導老師及其他老師工作繁重，未能花太多時間兼顧輔導工作。
- 3.2.2 輔導工作的發展越來越多元化，所耗的資源(人力、時間、金錢、空間等)甚多，但資源卻甚為不足。

3.3 契機

- 3.3.1 政府投放更多資源於有特殊教育需要學生，這有助輔導組照顧校內有特殊教育需要學生及個別學習差異之學生。
- 3.3.2 在人手不足的情況下，輔導老師需兼顧較多輔導工作，這正可訓練年輕的輔導老師，讓他們可獨當一面處理輔導工作。

3.4 危機

- 3.4.1 在「自願優化班級計劃」下，學校未能聘用新人，故此輔導組難以吸納新血。

(四). 輔導組發展計劃 (2015-2018)

關注事項	成功準則	策略	時間表		
			15/16	16/17	17/18
1. 透過班級經營，培育學生核心價值。	<ul style="list-style-type: none"> ● 培育學生核心價值 ● 教師學生滿意成長課及周會活動的內容。 ● 教師認同成長課課程及有信心施教 	<ul style="list-style-type: none"> ● 完善初中成長課及各級周會活動，透過適切課程及活動，培育學生相關的核心價值。 ● 透過問卷，了解教師與學生對成長課及周會的意見。 ● 輔導老師與班主任全年至少一次進行協作教學，完成成長課程 	★	★	★
2. 透過活動及與不同學科組的合作，提升教師的綜合能力。	<ul style="list-style-type: none"> ● 老師能掌握個別學習差異之學生的特徵及照顧個他們的需要 	<ul style="list-style-type: none"> ● 透過不同途徑與老師分享處理學生的經驗，例如：個案會議、校務會議、教師教展日等 ● 鼓勵老師報讀教育局或坊間與輔導技巧相關的課程 	★	★	★
3. 透過內部不同的學生領袖團隊，深化學生的領袖能力及推動同學追求卓越的態度及體現「己立立人」的校風。	<ul style="list-style-type: none"> ● 學生積極參與「大哥哥大姐姐計劃」、「共創大使」、「心晴大使」等學生領袖團隊。 ● 組織不同類型的交流活動，讓組內學生團隊的領袖及成員參與，培養他們領袖能力及增擴見聞，發揮潛能。 ● 鼓勵組內學生團隊的領袖及成員挑戰自我，積極參與坊間不同機構組織的活動，以提升其個人或團隊領袖能力、溝通能力及組織活動能力等，並能將所學回饋學校。 ● 組內學生領袖能發揮楷模效應，自強不息、追求卓越，並活現「己立立人」精神。 	<ul style="list-style-type: none"> ● 學生參與「大哥哥大姐姐計劃」、「共創大使」、「心晴大使」等學生領袖團隊。 ● 與友校進行交流活動，以培養組內領袖能力及增擴見聞，發揮潛能。 ● 鼓勵組內學生團隊的領袖及成員報名參與坊間不同機構組織的活動。 ● 組內學生領袖能得到校內師生的正面評價。 	★	★	★
			★	★	★

(五) 輔導組周年發展計劃 (2015-2016)

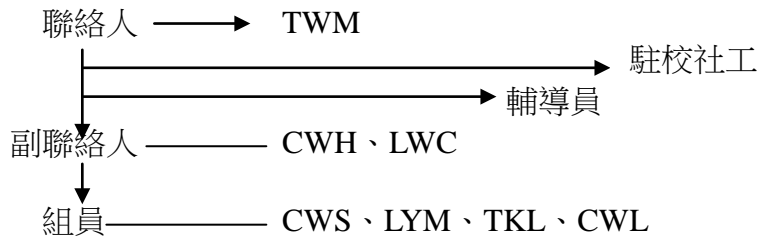
5.1 輔導組周年工作計劃

關注事項	策略	評估方法	成功準則	負責人	所需資源
1. 透過班級經營，培育學生核心價值					
	<ul style="list-style-type: none"> 透過「大哥哥大姐姐計劃」活動，帶動班風及灌輸學生相關的核心價值。 透過初中「共創成長路」課程、活動及輔導老師與班主任協作教學，強化班風及培育學生相關的核心價值。 透過周會講座分享，加強師生關係，並培育學生相關的核心價值。 	輔導組會議、級會、班主任問卷、班主任意見及學生問卷調查	<ul style="list-style-type: none"> 成長課課程及周會均適合學生需要。 老師、學生均滿意成長課及周會活動的內容。 	聯絡人、成長課聯絡人、級聯絡、社工、周會聯絡人	輔導組津貼
2. 透過活動及與不同學科組的合作，提升教師的綜合能力					
	<ul style="list-style-type: none"> 召開個案會議 於校務會議分享處理學生的經驗。 鼓勵老師報讀教育局(如：「推行融合教育的教師專業發展架構」課程)或坊間其他與輔導相關課程。 邀請相關學者、有經驗人士或教育機構到本校進行交流或分享。 透過協作教學，讓老師了解及學習輔導技巧。 	輔導組會議、級會、報讀不同課程的情況、教育局同工、家長問卷調查、	<ul style="list-style-type: none"> 老師能掌握處理個學生問題的能力。 老師報讀教育局或坊間其他與輔導相關課程的人數增加。 	聯絡人、輔導員、社工	輔導組津貼、「中學學習支援津貼」
3. 透過內部不同的學生領袖團隊，深化學生的領袖能力及推動同學追求卓越的態度及體現「己立立人」的校風					
	<ul style="list-style-type: none"> 透過組內「大哥哥大姐姐計劃」、「共創大使」、「心晴大使」等學生領袖團隊，讓學生有發揮領袖才能的機會。 組織不同類型的交流活動，讓組內學生團隊的領袖及成員參與，培養他們領袖能力及增擴見聞，發揮潛能。 鼓勵組內學生團隊的領袖及成員挑戰自我，積極參與坊間不同機構組織的活動，以提升其個人或團隊領袖能力、溝通能力及組織活動能力等，並能將所學回饋學校。 組內學生領袖能發揮楷模效 	輔導組會議、級會、班主任意見、學生問卷調查、大哥哥大姐姐會議	<ul style="list-style-type: none"> 組內領袖積極參與「大哥哥大姐姐計劃」、「共創大使」、「心晴大使」等活動。 部門學生領袖能「走出去、帶回來」，積極及主動參與不同組織的活動或比賽，以增擴見聞、充分發揮自己的潛力。 	聯絡人、級輔導、BBS聯絡人、成長課聯絡人、社工、輔導員	輔導組津貼

	應，自強不息、追求卓越，並活現「己立立人」精神。				
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5.2 輔導組組織

5.2.1 組織架構



5.2.2 級聯絡架構

級別	級輔導
F.6	LYM
F.5	TKL
F.4	CWS
F.3	LWC
F.2	TWM
F.1	CWH

5.2.3 輔導老師分工安排

工作類別	聯絡人	副聯絡人	組員
統籌發展性及預防性活動 (周會)	TWM LWC	LYM	CWS、TKL、社工
帶領「大哥哥大姐姐計劃」(BBS)	CWS	TWM	TKL、LYM、輔導員、社工
個案處理 (Case)	TWM LYM	CWH	LWC、TKL、CWS、CWL、 社工
照顧個別學習差異之學生 (SEN)	TWM	LWC	輔導員
統籌「共創成長路」(PATHS)	LWC	輔導員	TKL、社工
協助小組輔導活動(學生/家長)	LWC	TWM	CWS、輔導員、社工
心晴大使	TWM	輔導員	CWS
兒童發展基金 (CDF)	TWM	輔導員	/

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	8,200.00	
EOEBG-Library Book	400.00	
EOEBG-BBS	5,500.00	
EOEBG-Preventive Programme	10,000.00	
EOEBG-Photocopy	840.00	2800 copies
EOEBG-Stencil	250.00	125 Copies
EOEBG-助聽器保養	3,400.00	
LGS-SEN Conusmble	6,570.00	
LGS-SEN activities	80,000.00	
SSCS-TA	5,400.00	未有 Plan
CDF	359,500.00	
GRANT TOTAL:	480,060.00	

(四) 升學及就業輔導委員會工作計劃

升學及就業輔導組發展計劃 (2015 至 2018)

本組宗旨

通過正規或非正規課程活動，為學生推行全方位形式之生涯教育；從而強化他們在個人升學及就業層面上之持續發展能力。

本組現況

我們的成就:

1. 本組已於高中發展一套校本 SENIOR PATHS 之課程，而相關課程亦成功捲入班主任之參與。
2. 高中已發展了一套多元化生涯規劃之學習經歷活動，學生無論在升學或個人事業發展層面上，均可以獲得豐富學習經歷。
3. 在初中層面上，本組亦開始發展生涯規劃課程之準備。
4. 在人力資源籌劃上，已能成熟地讓不同專長同事，發展其專責跟進項目。

我們的反思/挑戰::

1. 面對下一個三年計劃，本組宜多加針對 SENIOR PATHS 之課程內容，再進一步更新及強化相關課程質素。
2. 由於初中級生涯規劃課程之發展，仍屬起步階段，期待在新三年計劃下，能把生涯規劃進一步落實於 JUNIOR PATHS 內。
3. 0
4. 由於現時資訊流通十分容易，學生獲取不同升學及就業資訊已十分容易，因此，本組應轉移培訓學生如何為個人未來升學/就業發展上，具備清晰抉擇能力。

我們把握的優勢

1. 本組在過去新高中之學制上，已具備豐富課程開拓經驗，因此，本組可以把握此優勢，進一步優化初中/高中之生涯規劃課程。
2. 未來三年，學生事務組成功引入<生命夢飛翔>計劃，而此計劃亦可以加強本組與校外團體資源聯繫。
3. 生涯規劃活動津貼為本組提供豐富財政資源，發展校內生涯規劃之基礎建設項目。

2015-2018 關注事項和工作計劃

1. 為初中及高中之生涯規劃課程，制定校本課程內容，並於初中及高中之班主任課內實施。
2. 綜合<生涯規劃資源中心>之設立，為學生及家長提供全面升學輔導配套方案。
3. 配合<QEF 之生命夢想飛>計劃，建立高質素之生涯大使學生團隊。
4. 開拓中一級學生閱讀生涯規劃書刊之興趣，從而啟動為其目標積極地準備。
5. 善用生涯規劃活動津貼在不同範疇，讓不同範疇均可以獲得持續發展機會。
6. 為組內培訓第三梯隊接班人才。

類別	關注事項	預期成果	推行策略	推行時間		
				15-16	16-17	17-18
PATHS 課程	<初中生涯規劃課程編制> 相關課程主題如下: 中一級 思路決定出路 打造生涯每一步 中二級 探索各行各業 尋找可行的每一葉	在三年計劃完結後(6/2018), 能為中一至二級制定完備生涯規劃課程, 而相關課程, 亦會結合 JUNIOR PATHS 之班主任時段內, 由班主任負責施教。	於 15-16 學年內, 聘請 Edvenue 為本校中一級上學期和中二級下學期, 為各班同學舉行 4 堂工作坊, 期待相關工作坊能更有效讓本組同事掌握相關課程內容, 以便更有效自行於 16-17 學年內, 正式推行校本生涯規劃課程。	✓ 先導計劃	✓ 校本課程正式實施	✓ 校本課程正式實施
	<高中生涯規劃課程編制> 相關課題如下: ● 瞭解個人成長歷程與生涯發展的關係 ● 加強完善高中生涯規劃之教材設計	在三年計劃完結後(6/2018), 能為高中學生設計校本生涯規劃課程, 期待相關課程能回應初中生涯規劃課程, 並因應高中學生之特質	15-16、16-17&17-18 學年首先聯同 Edvenue 為高中編制單元: 瞭解<個人成長歷程與生涯發展的關係>, 由於首兩年為先導計劃, 因此, 每年選拔約 20 位中四學生參與此項活動, 並為課程內容加以優化及修訂。 17-18 學年, 總結首兩年經驗後, 正式於於中四級開生涯規劃之班主任課, 而各班主任亦會就相關教材及課程內容, 深化學生認識<個人成長歷程與生涯發展的關係>主題內容。	✓ 先導計劃	✓ 先導計劃	✓ 先導計劃
	<修訂現有高中 SENIOR PATHS 課題> 針對現有高中各類生涯規劃之教材, 作全面檢視, 其中特別加強學生對個人前途選擇之分析能力培育。此外, 並把相關教材內容加以修訂後, 更能配合新形勢發展, 如相關課題如下: F.4 Career Visit F.5 Career Talk F.5 JUPAS F.5 Non JUPAS Studies F.5 TW/Mainland F.5 Overseas Studies	於 16-17 學年內, 完成修訂現有高中成長課之課程	由組內不同升學輔導老師負責個別單元之修訂工作。	✓ 修訂課程內容		

類別	關注事項	預期成果	推行策略	推行時間		
				15-16	16-17	17-18
生涯規劃支援配套	<p><生涯規劃資源中心> 於圖書館內建立生涯規劃基地，讓學生可以於此中心搜羅不同升學及就業資料；此外，中心亦會提供場地，作為生涯規劃培訓場地之用。</p>	學生及家長能使用中心內設備，搜羅生涯規劃相關資訊。	<p>於每學年之九月初圖書館課堂，首先向中一學生介紹<生涯規劃資源中心>，讓學生明瞭中心內之相關圖書及電腦設備，並於日後自行使用中心內之設備。</p> <p>此外，生涯大使亦會於早上閱讀課堂時段，於不同班別內推廣<生涯規劃資源中心>之用途。</p>	✓ 下學期正式開放資源中心	✓ 於中一級圖書館課節介紹中心內設施及相關服務範疇	✓
	<p><中一級閱讀課> 開拓中一級學生閱讀生涯規劃書刊之興趣，從而啟動為其目標積極地準備。</p>	每位中一學生於一個學年內能閱讀一本生涯規劃書刊。	透過每個學年內數次閱讀課堂推介，為中一學生建立閱讀生涯規劃書刊之習慣。	✓ 開展中一級推行生涯規劃閱讀課	✓ 優化中一級推行生涯規劃閱讀課	✓
	<p><生涯大使> 加強學生對生涯規劃之認識，協助籌組不同之升學輔導工作，期待有關經歷，能讓本校學生有系統地確立個人之生涯目標。</p>	學生樂意成為<生涯大使>，並能積極推廣校內生涯規劃活動。	<p>每學年招募約 20 位初中/高中學生成為<生涯大使>，並為他們提供 2 至 3 次培訓工作坊。</p> <p>配合<QEF 之生命夢想飛>於中二級開展，15-16 學年之生涯大使，會有較多成員從此計劃內選拔出來，這樣，可以統合校內資源加強<生涯大使>之培訓工作。</p>	✓	✓	✓

類別	關注事項	預期成果	推行策略	推行時間		
				15-16	16-17	17-18
生涯規劃活動津貼	善用相關津貼在不同範疇，讓不同範疇均可以獲得持續發展機會	<p>15-16 學年</p> <p>聘請額外教師支援生生涯規劃活動工作(15 萬)</p> <p>本地生涯規劃考察活動 (5 萬)</p> <p>境外生涯規劃考察活動 (15 萬)</p> <p>校內生涯規劃課程發展 (15 萬)</p> <p>16-17 學年</p> <p>聘請額外教師支援生生涯規劃活動工作(25 萬)</p> <p>本地生涯規劃考察活動(5 萬)</p> <p>境外生涯規劃考察活動(10 萬)</p> <p>校內生涯規劃課程發展(10 萬)</p> <p>17-18 學年</p> <p>聘請額外教師支援生生涯規劃活動工作(35 萬)</p> <p>本地生涯規劃考察活動(5 萬)</p> <p>境外生涯規劃考察活動(5 萬)</p> <p>校內生涯規劃課程發展(5 萬)</p>	在議決運用生涯規劃活動津貼上，在首兩個學年之運作上，較多資源用作開發校內生涯規劃之基礎建設上，例如：優化<生涯規劃資源中心>之設備、聘請專業機構為本校編制生涯規劃課程。而隨同相關基礎建設項目穩健地成立後，本校亦加大財政開支於聘請額外教師支援生生涯規劃活動工作。	✓	✓	✓
人力資源發展	為組內培訓第三梯隊接班人才	為部門內建立接班人才庫準備，而相關同事在其工作範疇上，獲多元化工作經歷機會，包括：行政、籌組不同類別重點活動項目之經驗，重而為學校下一個五年發展，建立一批優秀接班團隊，無論在態度及技能上，均具備一個成熟接班準備。	<ul style="list-style-type: none"> ● 組內經驗較豐富之老師(主管&副主管)，協助組內年青同事更具體地掌握行政及籌組重點項目之經驗。 ● 讓年青同事經歷多元化工作經歷。 	✓	✓	✓

升學及就業輔導組

2015-2016 學年 周年活動計劃

甲. 2015-2016 年本組關注事項

1. 為初中及高中之生涯規劃課程，制定校本課程內容，並於初中及高中之班主任課內實施。
2. 綜合<生涯規劃資源中心>之設立，為學生及家長提供全面升學輔導配套方案。
3. 配合<QEF 之生命夢想飛>計劃，建立高質素之生涯大使學生團隊。
4. 開拓中一級學生閱讀生涯規劃書刊之興趣，從而啟動為其目標積極地準備。
5. 善用生涯規劃活動津貼在不同範疇，讓不同範疇均可以獲得持續發展機會。

乙. 2015-2016 職務分配總表

生涯規劃範疇

類別	項目內容	相關組內同事
Senior PATHS 課程編寫	F.4 Career Visit (職場發展新趨勢)	LCM
	F.5 Career Talk(專業界別介紹)	LCM LSP
	F.5 JUPAS	LKW
	F.5 Non JUPAS Studies	lsc
	F.5 TW/Mainland	HCN
	F.5 Overseas Studies	LCK LSP
	F.4 個人成長歷程與生涯發展的關係 (Pilot Scheme)	LYK LCM
Junior PATHS 課程編寫	F.1 & F.2 生涯規劃課程	LKW lsc
	F.3 生涯規劃工作坊	lsc
推動<生涯規劃>策 略	Career Resource Centre	LKW LYK
	中一級閱讀課	LYK lsc
	生涯大使	LYK
境外升學考察團	澳門升學考察團 (19/11/2015)	LYK
	高中國內文化、經濟與教育發展考察 (17/12/2015 - 22/12/2015)	HCN
QE Fund (生命夢想飛)	配合<QEF 之生命夢想飛>於中二級開展， 15-16 學年之生涯大使，會有較多成員從此計 劃內選拔出來，這樣，可以統合校內資源加 強<生涯大使>之培訓工作。	LCM + LYK

升學輔導範疇

項目名稱	負責人
JUPAS / E-APP	Overall In-charge : LKW 6A (CWC) __ HCN 6B (CSK) __ LSP 6C (LYM) __ LCK 6D (LKW) 6E (YMY) __ lsc
MAINLAND/TAIWAN STUDIES APPLICATION	HCN
NSS SUBJECT STREAMING	lsc

丁. 2015-2016 年度 各級周會安排
<中三級>

策略/工作	時間表	負責人
新高中課程選科簡介會 <ul style="list-style-type: none"> ● 介紹 2015-2016 之選科活動日程安排 ● 讓中三同學確立明確學習目標，並於首次考試有更好發揮 	2015 年 11 月 23 日 (day 1) 第七、八節 禮堂	升學及就業輔導組(lsc) 教務組(CHW)
生涯規劃工作坊 <ul style="list-style-type: none"> ● 協助同學了解自己 ● 培養同學訂定抉擇的方向及能力 ● 協助同學訂定升學或就業的目標 	2016 年 2 月 26 日 (day 1) 第七、八節 課室	升學及就業輔導組 (lsc)
新高中課程選科答問大會 <ul style="list-style-type: none"> ● 依據各中三同學在選科期間的不同疑問，作出詳細解答。 ● 對 16-17 年度中四科目設立，作出初步講解。 ● 解釋中四選科期間，各類行政策略安排。 ● 不同選修科目簡介 	15/3/2016 (day 1) 第八節 小禮堂 & 23/3/2016(day 1) 第八節 禮堂	升學及就業輔導組(lsc) 教務組(CHW)
新高中課程選科家長晚會 <ul style="list-style-type: none"> ● 結合未來大學選科及事業發展取向，協助家長從一條龍式思維，在新高中選科策略上作一個明智決定。 	2016 年 5 月 6 日 (星期五) 7:30p.m.-9:30p.m. 禮堂	升學及就業輔導組 (lsc) 教務組(CHW) 家教會(CWH)

<中四級>

策略/工作	時間表	負責人
<p>多元升學出路 (SENIOR PATHS)</p> <p>本學年中四級將提早於十月底時間，通過班主任課時段，為他們就本地之多元升學出路藍圖，作一個初步介紹。</p> <p>期望通過相關介紹，讓同學初步認識不同升學途徑之特色，包括: JUPAS、自資課程及境外升學選擇，並認識不同升學途徑之學歷水平要求，期望透過此課堂內容，讓同學具備一定之心理準備，從而更積極地準備中五至中六之學習生涯。</p>	<p>2015年10月29日 (day 2) 第七至八節 課室</p>	<p>升學及就業輔導組(LKW) & 中四班主任</p>
<p>Career Visit (SENIOR PATHS)</p> <p>針對 2015-2016 之 career visit 安排，本年度預計安排以下機構作為參觀機構類別選擇: 包括: 菲臘牙科醫院、香港鐵路有限公司(屯門車廠)、青洲英泥廠、Hotel Icon、利記集團、本地大學工程學系。而本年度所安排之機構，均有接待中學生之參觀經驗，因此，有關機構在各項參觀配套之安排上，應該會較一般私人企業為佳。期待透過有關參觀活動，能讓同學初步認識個人事業發展之概念，並為個人前途，作一個更佳之學習準備。</p>	<p><u>PRE-CAREER VISIT</u> 2016年2月18日 第七至八節 課室</p>	<p>升學及就業輔導(LCM) 中四級班主任</p>
	<p><u>OUTING</u> 2016年2月29日 (day 2) 1:30-5:00</p>	

<中五級>

策略/工作	時間表	負責人
<p>大學聯合招生辦法 (SENIOR PAHTS)</p> <p>踏入中五學期初段，期待透過此班主任課，讓同學開始認識大學聯招計劃，並就相關大學科目，讓同學認識不同學科之取錄標準，期待有關活動可以讓中五同學為個人未來大學升學，作一個合適部署，並為中五全年學習生活，提供積極學習原動力。</p>	2015年11月24日 (day 2), 第七至八節 課室	升學及就業輔導組 (LKW) 中五級班主任
<p>自資學士及副學位課程巡禮</p> <p>由於現時全港資助學士課程之學名額約為 1500 個，因此，本校會有一部分同學會選讀不同類別之自資學士及副學位課程，為了讓本校同學能預早認識各類自資課程之特色，從而能為個人作出明智升學前途抉擇，本組別會邀請不同開辦自資課程之院校，到臨本校為同學介紹相關自資課程特色，讓同學能獲得最新升學資訊。</p>	2015年12月2日 第七至八節 課室	開辦自資學士及副學位課程之院校 (LCM & LYK)
<p>內地/台灣/海外升學簡介 (SENIOR PATHS)</p> <p>透過班主任課之模式，與同學共同探討內地/台灣/海外升學之升學選擇，讓他們掌握不同升學選擇之利弊，並能為個人作出合適之抉擇。</p>	2016年3月16日 第七至八節 課室	升學及就業輔導組 (LKW) 中五級班主任
<p>Career Talk (SENIOR PATHS)</p> <p>按照本校去年之運作，本學年將會繼續邀請不同專業界別，到臨本校為中五同學介紹其相關專業，而本組亦會從不同途徑，邀請合適嘉賓出席本次周會，期望相關分享能讓同學更清晰個人之事業發展方向之部署。</p>	<p><u>PRE-CAREER TALK</u> 2016年4月29日 (day 2) 第七至八節 課室</p> <p><u>CAREER TALK</u> 2016年5月10日 (day 2) 第七至八節 010&課室</p>	香港職業發展服務處 & 升學及就業輔導組(LCM)
<p>模擬面試講座 (SENIOR PATHS)</p> <p>經過 13-14 學年之運作經驗，本組已重新穩定此項活動之分享嘉賓。由於有關嘉賓為企業內人力資源部之主管，相信有關安排，已能為中五級別同學提供有效之求職模擬面試之體驗。此外，亦期待此與英文科之合作經驗，亦能提供有效平台，學生於該學科單元：workplace communication，把課堂上之理論學習內容，獲得實踐機會。</p>	2016年5月18日 (day 2) 中五級 第七至八節 禮堂	<ul style="list-style-type: none"> ● 英文科 ● 升學及就業輔導組 (LSP) ● 行記集團人力資源部

<中六級>

策略/工作	時間表	負責人
<p>「大學聯合招生辦法」及「學生學習概覽」講座</p> <p>本學年之大學聯招選科輔導工作安排，把相關大型周會活動，集中於兩堂內進行。而有關內容主要是集中於簡介「大學聯招辦法」之基本申請程序概念及大學選科策略。此外，本學年每個中六班別，亦獲編派一名升學輔導老師，專責協助每位中六班主任，為其班別提供額外升學輔導須要，期望有關安排，能為每班學生，按其學業成績水平，制定合宜之升學輔導方案。</p>	2015年10月12日 第七至八節 禮堂	升學及就業輔導組 (LKW)
<p>內地/台灣/海外升學講座</p> <p>針對不同學生之升學須要，當日為學生設立不同種類升學講座選擇，包括：內地/台灣/海外。期待相關安排，能為學生提供最新升學資訊。</p>	2015年10月20日 (day 2) 第七節 禮堂	升學及就業輔導組 (LKW, HCN, LSP, LCK)
<p>「專上課程電子預先報名平台」、自資課程升學講座</p> <p>介紹如何透過 E-APP 電子平台，報讀本地自資課程之申請程序，而同學可以通過有關平台，一站式處理不同自資院校課程之報讀申請，因此，本組期望於有關周會內，鼓勵同學於未來積極報讀目標課程，從而確立其多元化升學出路機遇。</p>	2015年11月24日 (day 2) 第七至八節 禮堂	升學及就業輔導組 (LCM & LKW)
<p>中六家長日：多元升學出路講座</p> <p>本組別於中六家長日，誠邀學友社及青年學院到臨本校，為中六家長和同學推供多元升學出路講座分享，期望相關活動能讓家長掌握最新升學發展趨勢，從而為其子女作出合適升學抉擇。</p>	2015年11月29日 (星期日) 9:30a.m.-12:00noon 本校禮堂	升學及就業輔導組 (LKW, LCM) 學友社 中專教育文憑課程
<p>自資學士及副學位課程巡禮</p> <p>由於現時全港資助學士課程之學名額約為 1500 個，因此，本校會有一部分同學會選讀不同類別之自資學士及副學位課程，為了讓本校同學能預早認識各類自資課程之特色，從而能為個人作出明智升學前途抉擇，本組別會邀請不同開辦自資課程之院校，到臨本校為同學介紹相關自資課程特色，讓同學能獲得最新升學資訊。</p>	2015年12月2日 第七至八節 課室	開辦自資學士及副學位課程之院校 (LCM & LYK)

戊. 15-16 生涯規劃津貼財務預算如下:

範疇	活動性質	活動例子	撥款百分比
聘請合約老師	支援生涯規劃活動之推廣,加強升學輔導組之能量		15 萬
校內生涯規劃輔導工作	可持續發展性基礎建設項目	<ul style="list-style-type: none"> ● 生涯規劃課程發展 ● 學生/家長培育課程 ● 圖書館生涯規劃資源中心 	15 萬
本地生涯規劃考察活動	參觀 或 培訓項目	於香港境內升學/企業參觀/生涯規劃培訓工作坊。	5 萬
境外生涯規劃考察活動	升學及企業考察團	<ul style="list-style-type: none"> ● 中三級升學及文化考察 ● 澳門升學考察活動 ● 高中華東升學及文化考察 	15 萬

升學及就業輔導組

聯絡人梁志明老師

二〇一五年八月二十四日

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	1,864.00	
EOEBG-Library Book	400.00	
EOEBG-Photocopy	360.00	1200 copies
EOEBG-Stencil	500.00	250 copies
Career and Life Planning Grant	391,560.00	
GRANT TOTAL:	394,684.00	

(五) 訓導委員會工作計劃

訓導組工作計劃 (2015-2018)

(一) 2015/16 至 2017/18 年度學校發展關注事項：

1. 重視學生核心價值的培育
2. 強化教師團隊教學效能及綜合能力
3. 培育學生自律自主、主動學習的風氣
4. 推動學生追求卓越及發揮「己立立人」的校風
5. 優化管理文化，穩定科組人手及部署接班安排

(二) 訓導組 2015/16 至 2017/18 三年目標 (配合學校發展關注事項第 3-4 項)

1. 秉承「己立立人」的校訓，培養學生勇於負責、重視德行的良好品格。
2. 建立領袖生「以身作則」的典範，以薪火傳統培育學生領袖。
3. 協助違規學生改過遷善，完善服務暖流計畫。
4. 強化德、訓、輔的協作，加強與組外老師、學生及家長的溝通。

(三) 現況分析：

3.1. 優點：

- 3.1.1. 獎懲制度清晰，具系統化，公平公正。
- 3.1.2. 師資具豐富訓育經驗，能妥善處理學生行為問題。
- 3.1.3. 每年根據師生諮議會、訓育會議及教職員會議收集意見，修訂學生守則，具民意基礎。
- 3.1.4. 學生純樸受教，思想正面，朋輩間發揮正面的影響力。
- 3.1.5. 給予違規學生自新機會，以正面態度引導學生改過遷善。

3.2. 弱點：

- 3.2.1. 學生自理能力意識薄弱，忽略生活常規要求，如守時、校園清潔等等，公德心和責任感仍待提升。(< 全年學校生活檢討 > 「課室整潔」14-15 年度評分為 64，相對其他項目評分較低)
- 3.2.2. 學生自律不足，需由老師慣性提醒，未能由他律提升為自律層次。(< 全年學校生活檢討 > 「自律精神」14-15 年度評分為 62，乃所有項目評分最低)
- 3.2.3. 誠信問題令學生的是非價值觀存在偏差，缺乏勇於承擔錯誤的精神。

3.3. 危機：

- 3.3.1. 學生方面：新高中學習期延長，部分學生未能承受學業壓力，可能引申為情緒和行為問題。
- 3.3.2. 老師方面：組內老師中年化，須面對人手緊絀，栽培新血。
- 3.3.3. 家庭方面：部分家長未能以身作則或肩負應有角色，起不了示範作用，致令學生問題惡化，教師處理時倍添難度。
- 3.3.4. 社會方面：近年社會運動蔓延至校園，政治事件複雜化，對傳統的價值觀構成衝擊。

3.4. 契機：

- 3.4.1. 透過早會、周會緊貼社會時事，培養學生獨立思考及判別是非的能力，深化學生的核心價值，以收防禦之效。
- 3.4.2. 德訓輔朝著共同的教育理念，互相協作，相輔相成，建立一種融洽有序的校園文化。
- 3.4.3. 對嚴重違規的學生，除透過懲處糾正偏差行為外，應強調教化過程，令他們自省、內化，改過遷善。

3.5. 小結：

基於上述分析，訓導組必須與時並進，因時制宜，改變傳統路線，一方面多做預防性工作，為學生灌輸正確價值觀；另一方面配合德訓輔協作，以靈活的手法處理複雜的學生問題，令訓育工作更趨全面。

(四) 訓導組周年計畫 (2015- 2018) (回應學校關注事項第 3-4 項)

4.1. 秉承「己立立人」的校訓，培養學生勇於負責、重視德行的良好品格

策略/工作	時間表			成功準則	評估方法	所需資源
	1516	1617	1718			
4.1.1 紀律活動帶動自律氣氛 ● 守時比賽 ● 課室整潔比賽 ● 強化班長及值日生角色 ● 領袖生檢查校服 <input type="checkbox"/>	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	● 學生遲到數目比上三年減少 ● 學生請假數目比上三年減少 ● 課室整潔度比上三年提高 ● 校服不整記錄比上三年減少	● 學生考勤及紀律統計 ● 老師及校工評分 ● 校服不整統計	每年兩次比賽獎項 \$700
4.1.2 德育灌輸 ● 透過早會重申學校要求，使學生建立正確的生活態度，關注個人的形象和言行(針對手機違規及違反誠信個案) ● 透過訓導周會灌輸正確的價值觀，強化學生的自律精神	✓ ✓	✓ ✓	✓ ✓	● 作弊的違規個案比上三年減少 ● 欺瞞師長的個案比上三年減少 ● 手機違規數字比上三年減少	● 學生違規紀錄統計	主題早會、周會 不同機構的教育講座

4.2. 建立領袖生「以身作則」的典範，以薪火傳統培育學生領袖

策略/工作	時間表 15 16 17 18	成功準則	評估方法	所需資源
<p>4.2.1 培訓</p> <ul style="list-style-type: none"> ● 透過訓練工作坊，增強領袖生的團隊意識和自信心，強化領袖生的合作精神 ● 鼓勵領袖生參加聯校領袖生交流活動，藉此擴闊視野 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> ● 九成的領袖生出席培訓活動 ● 九成的領袖生對培訓持正面的態度 ● 九成的領袖生三年內出席最少一次聯校領袖生交流活動 	<ul style="list-style-type: none"> ● 學生意見調查 ● 老師意見調查 ● 出席率 	<p>領袖生訓練工作坊 野外定向</p> <p>聯校領袖生交流活動</p> <p>\$6500</p>
<p>4.2.2 實習</p> <ul style="list-style-type: none"> ● 日常校園紀律工作，負責主持早會宣傳、籌辦紀律活動，協辦學校活動 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> ● 領袖生長能成功籌辦兩項紀律活動 ● 九成的領袖生協辦三次學校活動 	<ul style="list-style-type: none"> ● 老師意見調查 ● 出席率 	
<p>4.2.3 少年警訊</p> <ul style="list-style-type: none"> ● 引入少年警訊及警民關係組的支援，建立積極正面的服務網絡，鼓勵更多同學參與義工服務，並向同學推廣減罪活動 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> ● 參與領袖訓練的學生人數有所增加 ● 參與義工服務的學生人數有所增加 	<ul style="list-style-type: none"> ● 出席率 	<p>警務處提供</p>

4.3. 協助違規學生改過遷善，完善服務暖流計畫

策略/工作	時間表 1516 1617 1718	成功準則	評估方法	所需資源
<p>4.3.1 暖流計畫</p> <ul style="list-style-type: none"> 除獲「減刑」外，違規學生能透過參與暖流計畫，改善日常的行為表現 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> 九成參與計畫的學生能獲「減刑」 九成參與計畫的學生不再嚴重違規 	<ul style="list-style-type: none"> 學生違規紀錄 	<p>暖流計畫 \$1000</p>
<p>4.3.2 暑期訓育班</p> <ul style="list-style-type: none"> 能針行為偏差學生的特性，建立正面的生活規律和價值觀 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> 七成暑訓班學生於來年不會觸犯嚴重違規 	<ul style="list-style-type: none"> 學生違規紀錄 	

4.4. 強化德、訓、輔的協作，加強與組外老師、學生及家長的溝通

策略/工作	時間表 1516 1617 1718	成功準則	評估方法	所需資源
<p>4.4.1 德、訓、輔協作</p> <ul style="list-style-type: none"> 聯手處理特別個案，共同籌辦跨部門活動 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> 成功處理特別個案 成功籌辦至少一個跨部門活動 	<ul style="list-style-type: none"> 老師意見調查 其他部門意見 	
<p>4.4.2 加強與組外老師溝通</p> <ul style="list-style-type: none"> 完善訓導手冊並設網上資源，處理個案時多與有關老師連絡，加深老師對訓導組處理學生行為問題的了解 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> 普遍老師支持訓育的工作 	<ul style="list-style-type: none"> 老師意見調查 	
<p>4.4.3 加強與學生代表溝通</p> <ul style="list-style-type: none"> 透過師生諮議會及學生代表會建立與學生溝通之 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> 普遍學生滿意紀律秩序 	<ul style="list-style-type: none"> 學生全年問卷調查 	<p>學生代表會</p>

<p>渠道，收集學生對校規的意見，完善學生守則</p>				
<p>4.4.4 加強與家長溝通</p> <ul style="list-style-type: none"> ● 主動聯絡家長透過家長會、學校通告、網頁等，讓家長掌握有關學生問題的最新訊息 	<p>✓ ✓ ✓</p>	<ul style="list-style-type: none"> ● 普遍家長支持訓導組的工作 	<ul style="list-style-type: none"> ● 家長意見調查 	<p>家教會</p>

訓導組工作計畫 (2015-16)

(一) 2015/16 至 2017/18 年度學校發展關注事項：

1. 重視學生核心價值的培育
2. 強化教師團隊教學效能及綜合能力
3. 培育學生自律自主、主動學習的風氣
4. 推動學生追求卓越及發揮「己立立人」的校風
5. 優化管理文化，穩定科組人手及部署接班安排

(二) 訓導組 2015/16 至 2017/18 三年目標 (配合學校發展關注事項第 3-4 項)

1. 秉承「己立立人」的校訓，培養學生勇於負責、重視德行的良好品格。
2. 建立領袖生「以身作則」的典範，以薪火傳統培育學生領袖。
3. 協助違規學生改過遷善，完善服務暖流計畫。
4. 強化德、訓、輔的協作，加強與組外老師、學生及家長的溝通。

(三) 組織及分工

3.1 組織：

訓導主任：LWY
副訓導主任：CLW、CYW
中一級級訓導：*FLS
中二級級訓導：*CLW
中三級級訓導：*LWY
中四級級訓導：*CYW
中五級級訓導：*LWS
中六級級訓導：*WWC
組員：CSK、OYHC、WYP

3.2 分工：

1. 主持早會及訓導周會：*LWY、CLW、FLS
2. 課室廣播及宣佈：*CYW
3. 遲到：*LWY
4. 校服儀容：*LWY
5. 集會位置路線：*LWS
6. 校園清潔：*LWS、CSK
7. 領袖生會統籌：*WYP
培訓活動：WYP、CYW、CLW
活動比賽：OYHC、LWS
8. 服務暖流計畫：*LWY、WYP
9. 少年警訊：*LWY、OYHC.
10. 功過記錄、違規統計：*LWY、WWC
11. 網頁及技術支援：*OYHC
12. 會議記錄及檔案整理：*OYHC、WYP、CSK
13. 火警演習：*LWS
14. 對外聯絡及校外支援：*LWY
(有*者為總負責)

(四) 訓導組全年工作備忘 15-16

月份	訓導工作	學校活動
9月	<ol style="list-style-type: none"> 1. 派發家長信 (1/9) 2. 早會主題：關注學生校內校外言行 3. 向中一學生講解校規 4. 向各班班長講解協助維持班上秩序的要點 5. 向各值日生講解協助維持校園秩序的要點 6. 向各領袖生講解協助維持校園秩序的要點 7. 與留班生及暑訓班學生晤談 8. 新一屆領袖生甄選 (7-11/9) 9. 連絡山景管理處及附近商戶 	<ol style="list-style-type: none"> 1. 開學禮 (1/9) 2. 學生會選舉 (23/9)
10月	<ol style="list-style-type: none"> 1. 領袖生於級會匯報各班秩序 (16/10) 2. 向中二至中六有需要的班別講解校規 3. 協助維持陸運會秩序 	<ol style="list-style-type: none"> 1. 中五生活教育營 (22-24/10)
11月	<ol style="list-style-type: none"> 1. 暖流計畫名單籌集 2. 火警演習 3. 與留班生晤談 4. 暖流計畫開展 	<ol style="list-style-type: none"> 1. 家教會家長日 (1/11) 2. 戶外教育日 (5/11) 3. 陸運會 (17-18/11) 4. 中六家長日 (29/11)
12月	<ol style="list-style-type: none"> 1. 領袖生籌辦：班際守時比賽 (1-16/12) 2. 協助維持開放日秩序 	<ol style="list-style-type: none"> 1. 開放日 (5/12) 2. 聖誕聯歡會 (18/12)
1月	<ol style="list-style-type: none"> 1. 檢查學生手冊 2. 搜集家長日工作資料 3. 功過統計 4. 中期檢討 5. 領袖生工作坊 	<ol style="list-style-type: none"> 1. 第一學期考試 (6-15/1) 2. 中六畢業試 (11/1-3/2)
2月	<ol style="list-style-type: none"> 1. 家長日接見家長 2. 中六學生試後回校溫習注意事項 3. 領袖生惜別會 (16/2) 	<ol style="list-style-type: none"> 1. 家長日 (21/2)
3月	<ol style="list-style-type: none"> 1. 領袖生中期表現檢討 	
4月	<ol style="list-style-type: none"> 1. 服務暖流活動 	
5月	<ol style="list-style-type: none"> 1. 領袖生籌辦：班際課室整潔比賽 (17-24/5) 2. 火警演習 	
6月	<ol style="list-style-type: none"> 1. 注意考試及試後活動期間學生的儀容及表現 2. 領袖生交流活動 3. 功過統計 4. 全年檢討 	<ol style="list-style-type: none"> 1. 期終試 (6-17/6)
7月	<ol style="list-style-type: none"> 1. 協助維持畢業禮秩序 2. 協助維持散學禮秩序 3. 與離校學生家長晤談 4. 籌辦暑訓班 5. 修訂學生手冊及訓導備忘手冊 	<ol style="list-style-type: none"> 1. 畢業禮 (30/6) 2. 散學禮 (8/7) 3. 中一新生註冊 (7-8/7) 4. 文憑試放榜 (13/7) 5. 中一分班試 (12/7)
8月	<ol style="list-style-type: none"> 1. 中一新生輔導日向學生及家長講解本校的訓育工作 	<ol style="list-style-type: none"> 1. 中一新生輔導日 (27/8)

全年會議時間表

會次	開會日期	記錄
一	20-8-15	OYHC
二	24-9-15	WYP
三	12-11-15	CSK
四	5-1-16	WYP
五	17-3-16	OYHC
六	5-5-16	CSK
七	6-6-16	OYHC

(五) 財政預算

項目	金額	備註
8.1 影印	\$ 100	3000 張
8.2 油印	\$ 200	75 原稿
8.3 文具	\$ 200	
8.4 領袖生訓練	\$ 6500	訓練活動
8.5 紀律比賽	\$ 700	獎品 (全年兩次比賽)
8.6 暖流計畫	\$ 1000	訓練及交通費
總數	\$ 8700	

(六) 財政預算

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	6,500.00	
EOEBG-Photocopy	100.00	3000 copies
EOEBG-Stencil	200.00	75 copies
EOEBG-紀律比賽	900.00	
EOEBG-Training & Travelling	1,000.00	
EOEBG-訓育室工程	30,000.00	
EOEBG Total Grant	38,700.00	

(六) 課外活動委員會工作計劃

2015/16-2017/18 年度課外活動組三年計劃 暨 2015/16 年度周年計劃

1. 課外活動組 15/16 至 17/18 三年工作計劃

- ∞ 回應學校關注事項第 2 及 3 項
- ∞ 回應 2015/16 至 2017/18 年度學生事務委員會學生培育工作計劃重點
- ∞ 2.1 透過專家的引進及內部討論交流，使教師團隊掌握學生的新常態，包括：品格個性、價值觀念、成長困惑等，並藉此修訂校本核心價值要求，調整學生成長需要的元素，進一步探討培育模式及策略的優化。
- ∞ 2.2 透過組織與規劃，各項活動的配合，協助班主任起動班級經營，促進師生關係，凝聚班風。藉教師專業發展活動，促進教師團隊瞭解及掌握本港、兩岸四地及外地升學及就業的發展概況，及提升教師處理學生問題的綜合能力。
- ∞ 2.3 透過部門的策略與規劃，鼓勵學生領袖在面對同學時能夠發揮楷模效應，以身作則，自強不息，追求卓越，協助建立正向積極的校風。此外藉內部領導梯隊的傳承，鼓勵領袖把「己立立人」的抱負延續相傳。
- ∞ 3.2 各學科/部門為「自願優化班級結構」計劃結束及教師退休潮將至作出規劃，就人力資源和接班安排作出部署。加強跨學科/部門的溝通及協作，更具效益地運用的資源。
- ∞ 3.3 藉學校三十周年校慶總結學校發展的良好經驗。透過校外資源的引進，協助深化對校訓「己立立人」的理解，探討中華文化的內涵，揉合學校成長歷程，建立校本學生模塑架構。

2. 整體目標

- 2.1 透過組織與規劃，各項活動的配合，協助班主任起動班級經營，促進師生關係，凝聚班風。
- 2.2 整合及推動組內各小組領袖培訓的工作，建立同學追求卓越及「己立立人」的文化。
- 2.3 建立校本的領袖及服務活動，使同學有更多機會自主學習和創新思考，豐富學習經歷。
- 2.4 發掘適合其他學習經驗的服務活動。
- 2.5 壯大學生領袖團隊，嘉許在服務、領袖才能有優異表現的同學。
- 2.6 在校內提供充分的機會給同學參加及發展其體藝的才能。
- 2.7 提高教練的質素及穩定性。
- 2.8 培育體藝尖子。

- 2.9 鼓勵同學「走出去，帶回來」，參加多些校外或公開比賽、交流活動，提升其自我要求和素質，培養追求卓越的態度。

3. 強弱機危分析

3.1 強項

- 學校以多元發展為本位，學生樂於參與活動，也積極參與活動。讓組內推動不同類型的活動時，也事半功倍。
- 科組領導層態度具前瞻性，能配合學校發展探索發展的空間。加上組內有多位年輕成員，有拚勁，對新工作抱開放態度，樂於嘗試，故在領導層的協助下，開闢新的學生培育工作。
- 組內崗位承傳佈局工作已完成。

3.2 弱項

- 組內人手不足，面對籌劃全校性的學生培育工作，倍感壓力。
- 組內成員多為教學年資經驗淺，對籌劃活動的經驗、能力或有不足，需運用師友計劃，協助他們。
- 新一代學生領袖年紀較輕，閱歷不足，處事欠成熟，表現與高考年代相去甚遠，須顧問老師多花心力指導。

3.3 契機

- 學校宗旨培養學生重視德行、勇於負責和自強不息的態度，並鼓勵學生學以致用，服務學校、社會和國家。本科組繼續透過一生一體藝、校隊、義工服務小組，為同學提供適切的活動，讓同學透過活動，認識自我，接觸社會，進而為自己籌劃將來道路。
- 學校關注事項「起動班級經營，促進師生關係，凝聚班風」，組內不同小組可多發揮，跨組合作。

3.4 危機

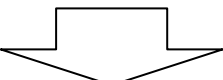
- 在 334 的新學制下，使我校的學生領袖年輕化，從以前的中六領袖下調至中四、五，其籌劃活動的經驗定必較少，思想也不及中六同學成熟，是故培育年輕學生領袖的工作，是本科組的工作重點之一，為他們提供支援。
- 另外，334 新學制下，同學需面對「學業」與「參與活動」的角力，如何平衡「學業」與「參與活動」，是同學與本科組均需面對的課題。

4. 關注事項

- 4.1 檢視核心價值要求，透過組內學生培育工作，按序實踐。
- 4.2 整合及推動組內各小組領袖培訓的工作。
- 4.3 透過組織與規劃，各項活動的配合，協助班主任起動班級經營。
- 4.4 配合校情，活動與學習結合，追求卓越學風。
- 4.5 完善及優化組內現有的工作。
- 4.6 推動「一生一體藝一服務」
- 4.7 提供機會，讓學生「走出去，帶回來」。

5. 發展計劃

5.1 部門發展

關注事項	策略	預期成果	負責人	時間表		
				15/16	16/17	17/18
1. 檢視及重整核心價值，透過組內學生培育工作，按序實踐。	參考「馬斯洛(1968)自我實現理論」及學生事務委員會訂定的學生培育核心價值，定立本科組的核心價值。	<p>組內各項活動計劃目標能緊扣核心價值</p> <p>初中：參與、關愛、自律、感恩、責任感</p>  <p>高中：回饋、己立立人</p>	<ul style="list-style-type: none"> • 部門負責人 • 小組負責人 	✓	✓	✓
2. 整合及推動組內各小組領袖培訓的工作	定期安排組內各小組領袖聚會、工作坊或會議，強化各組聯繫。	全年聚會、工作坊或會議有 5 次	• YMY、lcm	✓	✓	✓
		重整學生培訓架構，培育 F3、F4 青苗參加學生會選舉	• SU 顧問老師團	✓	✓	✓
		各小組學生領袖出席訓練營，各小隊凝聚為領袖大隊	• 部門領導層			✓
5. 完善及優化組內現有的工作	運用賦權的管理模式，組員得以培訓及發展其應對、處事、決策等技巧，發揮長處、優點與創造力。	組員能感到受重視、被信任等，提高自信心、滿足感，這「閃光點」能增加組員的歸屬感，提升工作動力。	<ul style="list-style-type: none"> • 部門負責人 • 組內成員 	✓	✓	✓

	實行師友計劃 落實組內接班方案	充實年輕成員的專業知識，提升其籌辦活動、培育學生的能力與信心	<ul style="list-style-type: none"> • 部門負責人 • 組內成員 	✓	✓	✓
		<ul style="list-style-type: none"> • 安排部門領導接任工作 • 完成組內第二梯隊佈局 	<ul style="list-style-type: none"> • 部門負責人 • 組內成員 	✓	✓	✓

5.2 義工服務小組

關注事項	策略	預期成果	負責人	時間表		
				15/16	16/17	17/18
3 透過組織與規劃，各項活動的配合，協助班主任起動班級經營	<ul style="list-style-type: none"> 利用班課及課後時間，為初中班別提供以班形式服務活動 	<ul style="list-style-type: none"> 為最少三班籌劃服務活動 服務活動包含班內同學互動元素 	<ul style="list-style-type: none"> 本組負責人 活動負責人 教學助理 	✓	✓	✓
4. 配合校情，活動與學習結合，追求卓越學風	長者學苑校本化，跨科組合作，並與統籌同學共同設計合適由本校同學教授的課程。	<ul style="list-style-type: none"> 學苑課程內容質量並重 參與同學表現投入，並樂於參與 	<ul style="list-style-type: none"> 本組負責人 活動顧問 學會老師 	✓	✓	✓
	為新高中一同學提供有計劃的服務經歷，如「為老友記寫書」。	<ul style="list-style-type: none"> 參與同學能長者撰寫生命故事 同學能從中反思，如個人成長，對社會公民責任等 	<ul style="list-style-type: none"> 本組負責人 	✓	✓	✓
	發展「服務學習」	<ul style="list-style-type: none"> 為高中同學提供籌劃服務活動的經驗 能在服務過程中，與「學」結合 	<ul style="list-style-type: none"> 本組負責人 	✓	✓	✓
5. 完善及優化組內現有的工作	為同學建位個人服務活動記錄檔，列出活動的類型、角色、時間等。	<ul style="list-style-type: none"> 同學個人服務紀錄 	<ul style="list-style-type: none"> YMY 活動負責人 教學助理 	✓	✓	✓
	提供平台，讓同學能分享、反思服務經歷，內化服務經驗，使同學能從服務中學習。	能提供公開場合(展板、早會、試後活動、午間活動等)，讓參與同學分享其經歷	<ul style="list-style-type: none"> YMY 教學助理 	✓	✓	✓
	與社區組織聯繫，謀求成為合作伙伴，為同學拓展服務社會的經驗。	<ul style="list-style-type: none"> 能與一間或以上的社福機構結盟 能為初中級提供「班」形式的服務活動 	<ul style="list-style-type: none"> YMY、TPY 活動顧問 學會老師 	✓	✓	✓

關注事項	策略	預期成果	負責人	時間表		
6. 推動「一生一體藝一服務」	<ul style="list-style-type: none"> 提供活動，從而培養同學的服務精神 推動一人一服務 	<ul style="list-style-type: none"> 丁部「活動參與」第3項「我願意參與服務我班或全校同學的工作」，及己部「對全校氣氛的評價」第7項「服務精神」平均數可達65。 同學個人服務紀錄 	<ul style="list-style-type: none"> 本組負責人 	✓	✓	✓
	<ul style="list-style-type: none"> 鼓勵同學填寫義工服務獎勵計劃紀錄。 各班設置服務大使。 設立傑出義工獎(獎座)獎勵服務傑出的同學。 	<ul style="list-style-type: none"> 獲得「義工服務獎勵計劃」金獎的同學達15人； 銀獎的同學達30人； 銅獎的同學達50人； 學校獲得「義工服務獎勵計劃」金獎。 獲得校內「傑出義工服務獎」的同學達15人。 	<ul style="list-style-type: none"> 本組負責人 	✓	✓	✓
4. 提供機會，讓學生「走出去，帶回來」	與社福機構，或其他中學的義工組織交流、合作，拓闊同學視野。	<ul style="list-style-type: none"> 提名學生參加義工培訓計劃 	<ul style="list-style-type: none"> 本組負責人 	✓	✓	✓

5.3 學生領袖培訓

關注事項	策略	預期成果	負責人	時間表		
				15/16	16/17	17/18
1. 檢視及重整核心價值，透過組內學生培育工作，按序實踐。	透過校園電台推動「關愛」、「參與」核心價值，培養學生互相照顧、扶持、合作精神，鼓勵同學多參與，多嘗試。	製作最少一個節目。	TPY	✓	✓	✓
2. 整合及推動組內各小組領袖培訓工作	定期安排組內各小組領袖聚會、工作坊或會議，強化各組聯繫。	<ul style="list-style-type: none"> 全年聚會、工作坊或會議有 5 次 	Lcm、YMY	✓	✓	✓
	重整學生培訓架構，培育 F3、F4 青苗參加學生會選舉	<ul style="list-style-type: none"> 讓青苗成為培育學校學生領袖的重要組織 培訓工作以跟學生會接軌為目標，可讓接受培訓之初中場同學更早的心理準備迎接將來的學生會工作 	• LLM、HCN	✓	✓	✓
	鼓勵中二同學加入青苗團隊	讓學生有不同的嘗試及學習，更早認知自己的能力	• LLM、HCN	✓	✓	✓
	選出有興趣加入 ECACACC 的學生，引導他們舉辦不同的社際比賽，老師只作為協助的角色，讓同學大膽發揮，練就領袖才能	<ul style="list-style-type: none"> 社際比賽能順利完成 學會從合作中欣賞自己及別人的努力 	YCH	✓	✓	✓
3 透過組織與規劃，各項活動的配合，協助班主任起動班級經營	課委與級會合作利用班課及課後時間，為初中班別提供以班形式活動	籌劃級際活動 / 比賽	• YCH	✓	✓	✓

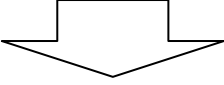
關注事項	策略	預期成果	負責人	時間表		
				15/16	16/17	17/18
4. 配合校情，活動與學習結合，追求卓越學風	透過學生電台，推動學風	能與其他科組合作，如閱讀學會合作，製作「Read to Share」節目最少4次，推廣閱讀	• TPY	✓	✓	✓
	每年均舉行社際學術比賽，讓學生為社爭勝之餘亦能重溫平日所學	學生能在活動中鞏固所學，投入學術比賽，對社有歸屬感	• YCH	✓	✓	✓
5. 完善及優化組內現有的工作	學會及社領袖培訓工作坊	<ul style="list-style-type: none"> • 發掘同學潛能，提升領袖素質 • SDA 持份者問卷 Q.17 的平均分數超過 3.5 • 目標級別參與學會及團隊的挑戰 	<ul style="list-style-type: none"> • lcm、LLM、YMY • 山景青少年中心 	✓	✓	✓
	重整學生會培訓工作	能建立學生會承傳體系，順利接任	• LLM、HCN	✓	✓	✓
	學生會、學會領袖在校內成功經驗分享會	學生領袖將校外經驗融合，並於校內分享	<ul style="list-style-type: none"> • lcm、LLM、YMY • 學會老師 	✓	✓	✓
	探討發展及成立學生電台的可行性	<ul style="list-style-type: none"> • 一生一體藝成功舉辦「校園電台製作班」 • 成功培育學生電台班底，並展示製作成果 	• TPY、LSM	✓	✓	✓
7. 提供機會，讓學生「走出去，帶回來」	積極鼓勵學生領袖參與區內、外中學交流及經驗分享活動	學生領袖將校內經驗融合並於校外分享	• 本組負責人	✓	✓	✓

5.4 一生一體藝

關注事項	策略	預期成果	負責人	時間表		
				15/16	16/17	17/18
6. 推動「一生一體藝服務」	提供田家炳基金、賽馬會基金等給經濟有困難的同學申請。	初中學生參加一生一體藝的人數高過 80% 賽馬會基金的使用率接近 100%	<ul style="list-style-type: none"> 部門負責人 本組負責人 	✓	✓	✓
	繼續參加康文署學校推廣計劃，減輕同學參加一生一體藝的費用。					
	<ul style="list-style-type: none"> 有效協調各科組午間(表演)活動，增加同學公開場合的演出機會。 	有效協調各科組，能按校曆有系統地進行午間(表演)活動				
7. 提供機會，讓學生「走出去，帶回來」	<ul style="list-style-type: none"> 鼓勵同學參加多些校外或公開比賽，提升其自我要求和質素，培養追求卓越的態度。 提高教練的質素及穩定性。 投放更多資源於舞蹈及樂團，使成為學校的傳統強項。 	<ul style="list-style-type: none"> 校外比賽取得優異成績 參加校外體藝交流活動 在校外比賽得優異成績的學分享其得獎的歷程。 	<ul style="list-style-type: none"> 本組負責人 組內成員 	✓	✓	✓

6. 2015-2016 工作計劃

6.1 部門發展

關注事項	策略/工作	評估方法	成功準則	負責人
1. 檢視及重整核心價值，透過組內學生培育工作，按序實踐。	參考「馬斯洛(1968)自我實現理論」及學生事務委員會訂定的學生培育核心價值，定立本科組的核心價值。	各活動計劃及報告	組內各項活動計劃目標能緊扣核心價值 初中：參與、關愛、自律、感恩、責任感  高中：回饋、己立立人	• TKW • YMY、lcm
2. 規劃及安排本組內部的崗位承傳。	運用賦權的管理模式，組員得以培訓及發展其應對、處事、決策等技巧，發揮長處、優點與創造力。		組員能感到受重視、被信任等，提高自信心、滿足感，這「閃光點」能增加組員的歸屬感，提升工作動力。	• TKW • 組內成員
	實行師友計劃		• 充實年輕成員的專業知識，提升其籌辦活動、培育學生的能力與信心 • 加強組內合作	• TKW • 組內成員
	落實組內接班方案		• 安排部門領導接任工作 • 展開組內第二梯隊佈局	• TKW • 組內成員

6.2 義工服務

關注事項	策略/工作	評估方法	成功準則	負責人
3 透過組織與規劃，各項活動的配合，協助班主任起動班級經營	• 利用班課及課後時間，為初中班別提供以班形式服務活動	• 參與同學表現投入，並樂於參與	• 為最少三班籌劃服務活動 • 服務活動包含班內同學互動元素	• YMY、TPY

<p>4. 配合校情，活動與學習結合，追求卓越學風</p>	<ul style="list-style-type: none"> 長者學苑校本化，跨科組合作，並與統籌同學共同設計合適由本校同學教授的課程。 與本校不同科組合作 	<ul style="list-style-type: none"> 學苑課程內容質量並重 參與同學表現投入，並樂於參與 	<ul style="list-style-type: none"> 由同學籌劃的課程不少於 10 課節 參與初中同學達 40 人次，高中同學達 20 人次 統籌同學能獲得由安老事務委員會頒發「服務大使獎」 能與 2 個科組合作 	<ul style="list-style-type: none"> YMY、LCY 活動顧問 學會老師
關注事項	策略/工作	評估方法	成功準則	負責人
<p>4. 配合校情，活動與學習結合，追求卓越學風</p>	<p>為新高中一同學提供有計劃的服務經歷，如「為老友記寫書」。</p>	<ul style="list-style-type: none"> 生命故事集 	<ul style="list-style-type: none"> 參與同學能長者撰寫生命故事 同學能從中反思，如個人成長，對社會公民責任等 	<ul style="list-style-type: none"> YMY、TPY
	<p>發展「服務學習」</p>		<ul style="list-style-type: none"> 為高中同學提供籌劃服務活動的經驗 能在服務過程中，與「學」結合 	<ul style="list-style-type: none"> YMY
<p>5. 完善及優化組內現有的工作</p>	<p>為同學建位個人服務活動記錄檔，列出活動的類型、角色、時間等。</p>	<p>同學個人紀錄</p>	<ul style="list-style-type: none"> 同學個人服務紀錄 	<ul style="list-style-type: none"> YMY 活動負責人 教學助理
	<p>提供平台，讓同學能分享、反思服務經歷，內化服務經驗，使同學能從服務中學習。</p>	<p>定期於義工服務小組佈告板 / 網上平台刊登學生活動後感及照片 / 製作 pathfinder</p>	<p>能提供公開場合(展板、早會、試後活動、午間活動等)，讓參與同學分享其經歷</p>	<ul style="list-style-type: none"> YMY 教學助理
	<p>與社區組織聯繫，謀求成為合作伙伴，為同學拓展服務社會的經驗。</p>	<ul style="list-style-type: none"> 提供同學參與服務的類型 合作的機構。 	<ul style="list-style-type: none"> 能與一間或以上的社福機構結盟 能為初中級提供「班」形式的服務活動 	<ul style="list-style-type: none"> YMY、TPY 活動顧問 學會老師
<p>6. 推動「一生活一體藝一服務」</p>	<ul style="list-style-type: none"> 提供活動，從而培養同學的服務精神 推動一人一服務 	<ul style="list-style-type: none"> 問卷調查「全年學校生活檢討問卷」 	<ul style="list-style-type: none"> 丁部「活動參與」第 3 項「我願意參與服務我班或全校同學的工作」，及己部「對全校氣氛的評價」第 7 項「服務精神」平均數可達 65。 同學個人服務紀錄 	<ul style="list-style-type: none"> YMY

	<ul style="list-style-type: none"> 鼓勵同學填寫義工服務獎勵計劃紀錄。 各班設置服務大使。 設立傑出義工獎(獎座)獎勵服務傑出的同學。 	<ul style="list-style-type: none"> 同學個人紀錄 	<ul style="list-style-type: none"> 獲得「義工服務獎勵計劃」金獎的同學達 15 人；銀獎的同學達 30 人；銅獎的同學達 50 人； 學校獲得「義工服務獎勵計劃」金獎。 獲得校內「傑出義工服務獎」的同學達 15 人。 	<ul style="list-style-type: none"> YMY 教學助理
7. 提供機會，讓學生「走出去，帶回來」	與社福機構，或其他中學的義工組織交流、合作，拓闊同學視野。	<ul style="list-style-type: none"> 學生參加次數 	<ul style="list-style-type: none"> 提名學生參加義工培訓計劃 	<ul style="list-style-type: none"> YMY

6.3 學生領袖培訓

關注事項	策略/工作	評估方法	成功準則	負責人
1. 檢視及重整核心價值，透過組內學生培育工作，按序實踐。	透過校園電台推動「關愛」、「參與」核心價值，培養學生互相照顧、扶持、合作精神，鼓勵同學多參與，多嘗試。	<ul style="list-style-type: none"> 製作《TKP 檔案》發掘校園、社區值得探討之事，提升整體校園的交流，達至關心學校、社會之目的。 	製作最少一個節目。	<ul style="list-style-type: none"> TPY
2. 整合及推動組內各小組領袖培訓工作	定期安排組內各小組領袖聚會、工作坊或會議，強化各組聯繫。	<ul style="list-style-type: none"> 參與學生數目 老師觀察 	<ul style="list-style-type: none"> 全年聚會、工作坊或會議有 5 次 	Lcm、YMY
	重整學生培訓架構，培育 F3、F4 青苗參加學生會選舉	<ul style="list-style-type: none"> 參與學生數目 青苗老師觀察 	<ul style="list-style-type: none"> 讓青苗成為培育學校學生領袖的重要組織 培訓工作以跟學生會接軌為目標，可讓接受培訓之初中場同學更早有心態準備迎接將來的學生會工作 	<ul style="list-style-type: none"> LLM、HCN
	鼓勵中二同學加入青苗團隊	<ul style="list-style-type: none"> 參與學生數目 青苗老師觀察 	讓學生有不同的嘗試及學習，更早認知自己的能力	<ul style="list-style-type: none"> LLM、HCN

	選出有興趣加入 ECACACC 的學生，引導他們舉辦不同的社際比賽，老師只作為協助的角色，讓同學大膽發揮，練就領袖才能	能帶領團隊與四社合作舉辦不同的社際比賽	<ul style="list-style-type: none"> • 社際比賽能順利完成 • 學會從合作中欣賞自己及別人的努力 	YCH
3 透過組織與規劃，各項活動的配合，協助班主任起動班級經營	課委與級會合作利用班課及課後時間，為初中班別提供以班形式活動	參與同學表現投入，並樂於參與	籌劃級際活動 / 比賽	• YCH

關注事項	策略/工作	評估方法	成功準則	負責人
4. 配合校情，活動與學習結合，追求卓越學風	透過學生電台，推動學風	播放次數及學生反應。	能與其他科組合作，如閱讀學會合作，製作「Read to Share」節目最少4次，推廣閱讀	• TPY
	每年均舉行社際學術比賽，讓學生為社爭勝之餘亦能重溫平日所學	以問答比賽及競技比賽等形式，用不同範疇的學術問題作比賽題目，讓學生挑戰	學生能在活動中鞏固所學，投入學術比賽，對社有歸屬感	• YCH
5. 完善及優化組內現有的工作	學會及社領袖培訓工作坊	問卷	<ul style="list-style-type: none"> 發掘同學潛能，提升領袖素質 SDA持份者問卷 Q.17 的平均分數超過 3.5 目標級別參與學會及團隊的挑戰 	<ul style="list-style-type: none"> lcm、LLM、YMY 山景青少年中心
	重整學生會培訓工作	組內老師觀察	能建立學生會承傳體系，順利接任	• LLM、HCN
	學生會、學會領袖在校內成功經驗分享會	<ul style="list-style-type: none"> 分享會面談 問卷 	學生領袖將校外經驗融合，並於校內分享	<ul style="list-style-type: none"> lcm、LLM、YMY 學會老師
	探討發展及成立學生電台的可行性	<ul style="list-style-type: none"> 一生一體藝參與率 播放次數及學生反應。 	<ul style="list-style-type: none"> 一生一體藝成功舉辦「校園電台製作班」 成功培育學生電台班底，並展示製作成果 	• TPY、LSM
7. 提供機會，讓學生「走出去，帶回來」	積極鼓勵學生領袖參與區內、外中學交流及經驗分享活動	<ul style="list-style-type: none"> 參與學生數目 組內老師觀察 	學生領袖將校內經驗融合並於校外分享	• lcm

4.4 一生一體藝

關注事項	策略/工作	評估方法	成功準則	負責人
6. 推動「一生一體藝一服務」	<ul style="list-style-type: none"> 提供田家炳基金、賽馬會基金等給經濟有困難的同學申請。 繼續參加康文署學校推廣計劃，減輕同學參加一生一體藝的費用。 	<ul style="list-style-type: none"> 參加一生一體藝的人次。 基金的使用率 SDA 持份者問卷 Q.20 學生全年檢討問卷丁部及己部(活動參與) 	<ul style="list-style-type: none"> 初中學生參加一生一體藝的人數高過 75% 賽馬會基金的使用率接近 100% SDA 持份者問卷 Q.20 的平均分數超過 3.60 學生全年檢討問卷丁部及己部(活動參與) 平均分數超過 65 	LSM TKW
	<ul style="list-style-type: none"> 有效協調各科組午間(表演)活動，增加同學公開場合的演出機會。 	<ul style="list-style-type: none"> 午間活動次數 	<ul style="list-style-type: none"> 有效協調各科組，能按校曆有系統地進行午間(表演)活動 	LSM
7. 提供機會，讓學生「走出去，帶回來」	<ul style="list-style-type: none"> 鼓勵同學參加多些校外或公開比賽，提升其自我要求和質素，培養追求卓越的態度。 提高教練的質素及穩定性。 	<ul style="list-style-type: none"> 校外或公開比賽成績 	<ul style="list-style-type: none"> 校外比賽取得優異成績 參加校外體藝交流活動 在校外比賽得優異成績的學分享其得獎的歷程。 	LSM

7.5 組織架構

總聯絡：譚家驊

副聯絡：姚敏儀、劉秀明

組員：楊振雄、駱靜怡、梁祖明、戴碧瑜、林麗雯、何宗鏗

7.6.1 聯絡人

義工服務：*姚敏儀、戴碧瑜、駱靜怡

領袖培訓：*梁祖明、姚敏儀

青苗：*林麗雯、何宗鏗

體藝及校隊：*劉秀明、駱靜怡

課外活動委員會：楊振雄

壁報板管理：譚家驊

學生學習概覽：譚家驊

戶外活動日：譚家驊

聖誕班會活動：譚家驊

試後活動：*譚家驊、姚敏儀

網頁：姚敏儀

學生會：*林麗雯、何宗鏗

學生電台：*戴碧瑜

學生代表會及師生諮議會：*譚家驊、林麗雯

7.6.2 級聯絡人

級別	聯絡人
中一	譚家驊
中二	
中三	梁祖明
中四 (NSS1)	何宗鏢
中五 (NSS2)	
中六 (NSS3)	姚敏儀

7.7 常務工作

7.7.1 領袖培訓及體藝

日期	活動	備註
11/9	一生一體藝表演	LSM、LOW
4/9-22/9	學生會選舉宣傳	TKW
21/9,22/9	學生會選舉答問會(一)	TKW
23/9	學生會選舉日	TKW
9月	校隊、一生一體藝報名、挑選及公佈取錄結果	LSM
30/9	聯社會議	YCH
13/10- 14/11	啦啦隊練習	YCH
10月	領袖訓練活動 1	lcm
9-10月	學生組織公開招募幹事、會員及公佈結果	lcm
10月	各學生組織需於 31/10 前交幹事、會員名單及全年活動簡介給課外活動組	lcm
10月	學會聯席會 1 (其他聯會會議由學生會自訂)	lcm
20/10, 24/10	社際賽(陸運會)1 +社際賽(啦啦隊)2	YCH
5/11	戶外活動日	TKW

9/12,10/12	學生會諮詢會 2	禮堂週會
12 月	社際賽 3	YCH
19/12	聖誕班會活動	TKW
2 月	社際賽 4	YCH
3 月	領袖訓練活動 2	lcm
4 月	社際賽 5	YCH
4 月	學生會諮詢會 3	排球場
7 月	社際賽 6	YCH
7 月	歌唱比賽	LCY
7 月	學生會諮詢會 4	TKW
7 月	試後活動	YMY
7 月	領袖訓練活動 3	lcm

7.7.2 義工服務

服務活動時間表			
活動	日期	對象	負責人
1. 各項定期服務活動			
a. 長者學苑	OCT 15 – Dec 15 Feb 16 – May 16	F1-F5	*YMY、LCY
b. 賣旗(上下學期各2次)	Sep 15 – Dec 15 Feb 16 – May 16	F3-F6 F2-F5	*TKW、YMY、
c. 為老友記寫書	Sep 15 – Mar 16	F5	*YMY、TPY
d. 初中班服務	Sep 15 – Dec 15 Feb 16 – May 16	F1-2	*YMY、TPY
e. 招募長者學苑 籌劃小組成員	May 16 – Jun 16	F3-4	YMY
2. 各項不定期服務活動			
a. 仁愛堂賣旗	19 Sep 15	F2-F6	*YMY、LCY
b. 關懷長者慶中秋 • 冰皮月餅製作 • 長者探訪	Sep 15	F1-2 F1-2	YMY TPY、YMY
c. 長者探訪(各節日)	Sep 15 – Jun 16	F1-F5	YMY、TPY
d. 仁愛堂步行日	29 Nov 15	F1-F6	*TPY、YCH
e. 其他不定期服務	Sep 15 – Jun 16	F1-F7	YMY、科組成員 各班服務大使
3. 義工及服務大使培訓工作坊			
	Sep 15	F1-F5	YMY、TA
4. 學生記錄、佈告板、網頁更新			
	Sep 15 – Jun 16		YMY、TA

7.7.3 戶外活動日工作日程備忘

日期	項目	其他有關人員	CHECK	備註
7-8 月	<ul style="list-style-type: none"> 聯絡預留旅遊巴 預留周會時段 「中三考察」簡介會及分享會 	<ul style="list-style-type: none"> Maby YMY、HMF 		<ul style="list-style-type: none"> 周會表
7-8 月	擬定中三考察行程	中三級聯絡、YMY		
8 月	中三考察進行書面報價	YMY、Maby		
24/8	與各級級聯絡講解 OUTING DAY 安排及工作細項	YMY ⇨ 級聯絡		<ul style="list-style-type: none"> 預備「初擬表」 預備「工作細項」
27/8	第一次級會 <ul style="list-style-type: none"> 告知各班班主任 OUTING DAY 安排及工作細項 	級聯絡 ⇨ 班主任		
10/9 前	中三考察派發 <ul style="list-style-type: none"> 家長信、個人資料表格、健康調查表格 	中三級聯絡 ⇨ 班主任		家長信、個人資料表格、健康調查表格
18/9	決定各班旅行地點	級聯絡 ⇨ 班主任		收回「初擬表」
18/9-30/10	聯絡旅遊巴公司	Maby, TKW		
	跟進各班旅行安排 <ul style="list-style-type: none"> 中三考察報名 團購 OP 門票? 申請禁區紙? 	TKW, 級聯絡		派發 活動日_第二階段_具體安排.doc
28/10?	<ul style="list-style-type: none"> 「中三考察」第一次簡介會 	<ul style="list-style-type: none"> YMY, 中三級聯絡 中三學生, 班主任 		HALL
2/10	各班行程具體安排	TKW ⇨ 級聯絡 ⇨ 班主任		收回 活動日_第二階段_具體安排.doc
8/10 前	核實各項工作進度 <ul style="list-style-type: none"> 旅遊巴數目、款項 出通告 	<ul style="list-style-type: none"> Maby, TKW TKW ⇨ Maggie 	<ul style="list-style-type: none"> • • 	

	• 核實「醫療包」的數目、購買	• TKW	•	
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日期	項目	其他有關人員	CHECK	備註
9/10-23/10	核實各項工作進度 • 跟進各班旅行安排 • 中三考察帶隊老師 • 團購 OP 門票(如有) • 申請禁區紙(如有) • 賬目跟進 • 張貼 教職員 duty list	• TKW, 級聯絡 • TKW、HMF • TKW • TKW • TKW, IVY • TKW		
19-23/10	跟進中一、二分車安排	• TKW, 級聯絡		
26-29/10	• 「中三考察」簡介會 ☞ 隨團老師 30MINS	• YMY • 所有隨團老師		• 014
28/10	• 「中三考察」簡介會 ☞ 同學(1HR)	• YMY, 中三級聯絡 • 中三學生, 班主任 • 所有隨團老師		• BOOK HALL 設備
30/10	教職員會議 • 講解 ☞ 注意事項 ☞ 兩程 ☞ 服飾儀容要求	• YMY		
2-4/11	• 分發「醫療包」 • 印發 注意事項 (各班) • 留校學生名單	• TKW ⇨ 班主任 • TKW ⇨ 班主任 • TKW ⇨ Rainy, Grace • TKW, Maby		

	• 旅遊巴配對名單			
5/11	活動當日 • 校務處(安排工友到邨口視察，協助通知旅遊巴到達事宜) • 訓導組(開咪通知學生上車)	• LWS, Maggie • LWY		• 開放圖書館 (留校學生) • 旅遊巴配對名單
9-11/11	收回「醫療包」	• TKW		

財政預算：

活動內容摘要	預算經費	
EOEBG-社際賽	735.00	
EOEBG-領袖訓練	7,350.00	
EOEBG-試後活動	1,200.00	
EOEBG-雜項	9,000.00	
EOEBG-戶外活動日	3,000.00	
EOEBG-義工服務獎勵計劃	7,000.00	
EOEBG-班際賽	1,050.00	
EOEBG-油印	300.00	
EOEBG-校際比賽預算	40,700.00	
EOEBG-體藝津貼 (0.3)	14,100.00	
EOEBG-陸運會 (0.3)	3,300.00	
EOEBG-短片製作 (0.3)	1,500.00	
EOEBG-F&E 相機	4,000.00	
老師帶隊考察費用 (0.3)	18,000.00	
SSCS-教學助理	26,136.00	
賽馬會津貼	170,572.50	
YOT-體藝津貼 (0.7)	32,900.00	
YOT-短片製作(0.7)	3,500.00	
YOT Fund- 老師帶隊考察費用 (0.7)	42,000.00	
YOT --SPORT DAY	7,700.00	
TKP Fund	11,200.00	
GRANT TOTAL :	405,243.50	

第六章 課程及行政委員會

(一) 目標與政策

2015 - 2018 學校關注事項

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

課程發展及行政委員會 (2015-2018)

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1. 優化課程內容、教學策略、考評方式及行政措施，提升教學效能及學生學術要求。 [回應學校關注事項 1 及 2]	1. 中一學生能夠透過銜接課程盡早適應英語學習環境。 2. 不同學能學生於升上高中時以英語為主要學習語言的能力有所提升。 3. 不同學科/學習範疇能逐步完善高中課程規劃及校本評核框架;初中課程的寬度及深度能切合學生的學習興趣及能力。 4. 在學習上有良好表現的學生得到嘉許及表揚，其堅持、自強不息及主動學習的精神，能夠成為同學學習的榜樣。 5. 學生能找到可以發揮的學習平台，對學習有自我超越的要求。	1. 檢視及調適中一英語銜接課程; 進一步鞏固及營造英語學習環境，全方位提升學生英語能力及運用英語學習其他學科能力。 2. 持續調適及優化校本課程，縱向理順初中及高中課程，橫向照顧學生學習差異，並為初中及高中訂定不同學術水平要求。 3. 組織及安排多元的途徑及平台，表揚在學習上有良好表現的學生。推動學生參與各種學習活動和比賽，藉以建立自主的學習風氣及追求卓越的學風。 4. 善用不同教學方法及電子教學平台，提升教學效能，促進資源共享;在幫助同學達至基本學術水平的同時，推動同學建立自我追求的學習態度及文化。	✓	✓	✓

<p>2. 加強教師專業協作及培訓學生精英團隊，促進教師和學生建立學習社群。 [回應學校關注事項 1、2 及 3]</p>	<p>1. 各學習範疇/學科建立學習型的教學團隊，進行專業交流與討論，並累積優質教學經驗。 2. 學生建立良好的學習態度及習慣，具堅持、自強不息及主動學習精神。 3. 建立學術精英團隊，藉朋輩互動推動卓越學風。</p>	<p>1. 鼓勵教師專業進修及培訓，聯繫校外專業團隊，有規劃引進、嘗試及總結成功教學經驗。 2. 聯同級會及班主任推行學術型班級經營，幫助學生建立良好的學習態度和習慣。 3. 結合學習技巧於學科課程，適時在課堂上教導學生學習技巧。 4. 有意識組織精英學生參加校外比賽，友校交流活動及資優課程，擴闊學生視野及增強學習自信心。</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3. 結合校外教學研究及校本自評數據，以「計畫－實施－檢視」模式建立學科自我完善機制及文化。 [回應學校關注事項 1 及 2]</p>	<p>1. 各學科/學習範疇能運用不同數據自我檢視及更新；樂於接納不同意見；勇於創新及嘗試嶄新的教學方法。</p>	<p>1. 選取合適評估工具，定期進行科本檢視及專業反思，不斷調適教學目標及教學策略，及早介入及照顧學生不同學習需要。</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>4. 加強協調與溝通，促進團隊互信、包容、協作及傳承優良文化。 [回應學校關注事項 1 及 3]</p>	<p>1. 教師能建立具包容性、開放性及自我完善及更新的專業教學團隊。 2. 各學科/學習範疇能因應未來資源變化作出適當部署，穩定人力資源安排及傳承良好教學文化</p>	<p>1. 多進行溝通及交流，政策醞釀時既重視自律及專業自主，更重視互相體諒、尊重及協作。 2. 設立科本共同備課節，恆常進行共同備課，評課，說課及觀課。</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

二零一五至二零一六年工作計劃

2015 - 2018 學校關注事項

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

2015 - 2018 課程及行政委員會關注事項

1. 優化課程內容、教學策略、考評方式及行政措施，提升教學效能及學生學術要求。[\[回應學校關注事項 1 及 2\]](#)
2. 加強教師專業協作及培訓學生精英團隊，促進教師和學生建立學習社群。[\[回應學校關注事項 1、2 及 3\]](#)
3. 結合校外教學研究及校本自評數據，以「計劃 - 實施 - 檢視」模式建立學校自我完善機制及文化。[\[回應學校關注事項 1 及 2\]](#)
4. 加強協調與溝通，促進團隊互信、包容、協作及傳承優良文化。[\[回應學校關注事項 1 及 3\]](#)

2015 - 2016 課程及行政委員會關注事項合工作計劃

1. 優化課程內容、教學策略、考評方式及行政措施，提升教學效能及學生學術要求。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 檢視及調適中一英語銜接課程; 進一步鞏固及營造英語學習環境; 及早為英語能力稍遜學生提供支援, 全方位提升學生英語及運用英語學習其他學科能力。	9/15 至 8/16	中一學生能夠透過銜接課程及跨科協作, 盡早適應英語學習環境。	學科內部討論 學科成績分析 EMI 問卷調查	課程發展 委員會 教學語言 統籌小組 英國語文科	學科資源
1.2 不同學科/學習範疇能因應學生公開試表現及公開試考評要求, 調適高中課程規劃及校本評核框架; 了解及掌握初中學生學習特色及能力, 適時調節課程內容及教學方法, 以切合學生的學習興趣及能力。	9/15 至 8/16	持續調適及優化校本課程, 縱向能理順初中及高中課程, 橫向能照顧學生學習差異。	學科內部討論 學科成績分析 評量數據分析	科主任	學科資源 外間專家
1.3 組織及安排多元的途徑及平台, 表揚在學習上有良好表現的學生。推動學生參與各種學習活動和比賽, 藉以建立自主的學習風氣及追求卓越的學風。	9/15 至 8/16	在學習上有良好表現的學生得到嘉許及表揚, 其堅持、自強不息及主動學習的精神, 能夠成為同學學習的榜樣。	學科內部討論 學科成績分析	課程發展 委員會 科主任	學科資源 校外團體
1.4 善用 WiFi 900 計劃, 多嘗試不同教學方法及電子教學平台, 幫助同學達至基本學術水平, 提昇學生學習動機及推動同學建立自我追求的學習態度及文化。	10/15 至 8/16	學生能找到可以發揮的學習平台, 對學習有自我超越的要求。	學科內部討論 學科成績分析 評量數據分析	科主任 電子學習委員會	學科資源 外間專家

2. 加強教師專業協作及培訓學生精英團隊, 促進教師和學生建立學習社群。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
2.1 鼓勵教師專業進修及培訓, 聯繫校外專業團隊, 有規劃引進、嘗試及總結成功教學經驗。	9/15 至 8/16	各學習範疇/學科建立學習型的教學團隊, 進行專業的交流與討論, 並累積優質教學經驗。	學科內部討論 學科成績分析 評量數據分析	科主任	學科資源 校外專業團 體 外間專家
2.2 邀請大學學者, 共同探討提升學生學習動機、學習自信及學習策略的方法。	9/15 至 8/16	組成跨科工作小組及推出先導計劃, 期望於學年完結時取得正面成	學科內部討論 學科成績分析	課程發展 委員會	學科資源 外間專家

		效。	評量數據分析 課堂觀察	級聯絡 科主任	
2.3 有意識組織精英學生參加校外比賽，友校交流活動及資優課程，擴闊學生視野及增強學習自信心。	10/15 至 8/16	建立學術精英團隊，藉朋輩互動推動卓越學風。	學科內部討論 學科成績分析	課程發展 委員會 科主任	學科資源 多元學習津 貼 教育署資優 教育組 資優教育學 苑 外間專家

3. 結合校外教學研究及校本自評數據，以「計劃 – 實施 – 檢視」模式建立學校自我完善機制及文化。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
選取合適評估工具，定期進行科本檢視及專業反思，不斷調適教學目標及教學策略，及早介入及照顧學生不同學習需要。	9/15 至 8/16	各學科/學習範疇能運用不同數據自我檢視及更新；樂於接納不同意見；勇於創新及嘗試嶄新的教學方法。	學科內部討論 學科成績分析 評量數據分析	課程發展 委員會	學科資源 外評報告 外間專家

4. 加強協作與溝通，促進團隊包容、協作及傳承。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
4.1.1 鼓勵管理層參與相關培訓計劃，定時進行溝通及交流，政策醞釀時既重視自律及專業自主，更重視互相體諒、尊重及協作。 4.1.2 設立科本共同備課節，恆常進行共同備課，評課，說課及觀課。	9/15 至 8/16	教師能建立具包容性、開放性及自我完善及更新的教學團隊。	學科內部討論 評量數據分析 觀課	校長 副校長 科主任	學校資源
4.2 各學科為「自願優化班級結構」計劃結束及教師退休潮將至作出規劃，就人力資源和接班安排作出部署。加強跨學科/部門的溝通及協作，更具效益地運用的資源。	9/15 至 8/16	各學科負責人能夠為內部長遠發展作出策略性規劃。跨學科/部門能夠進行協作試驗，達至雙贏效果。	學科內部討論	校長 副校長 科主任	學校資源

丁. 全年工作重點

1. 調動各科內部資源及加強科內教師協作，全力支援中六同學於 DSE 考獲更佳成績
2. 推動各科教師更多集體備課、說課、評課，促進教師專業交流及提升教學團隊的專業突破
3. 持續提升以英語為主要學與教語言的成效
4. 優化課程及行政委員會內部的討論和溝通，凝聚共識
5. 優化教學設計，強化學生參與課堂內外的學習任務，幫助學生建立自學習慣及提升自學能力
6. 刻意培育學生精英團隊，建立學生學習社群，藉朋輩互動提升學習氣氛
7. 結合校外、校內資源，完善「拔尖補底」
8. 階段性落實建立資訊科技教學平台，促進資源互享，提升學與教效能
9. 加強高中升學放榜後貼身輔導
10. 加強家校溝通與協作
11. 完善全年學校宣傳推廣

戊. 全年工作計劃

(1) 家校協作

措施 / 活動	評估準則	負責人	資源與關注
參與家長教師會執委會及推動家教會活動	家長及學生參與活動的人次及成效、意見	CHW, 各主要學習範疇聯絡人	配合家教會活動及闡釋課程及行政委員會政策
初中課程家長晚會		CHW, WMO, CWS, LWM, FLS, AYP	與家教會、級會及升學就業輔導組等合辦家長活動，鼓勵及適時協調相關
中二升中三分班		CLW, CHW	教師參與
中三升中四選科		CHW, LOW, LKW, lsc	
中六聯招輔導日及晚會		CHW, LCM, LKW	

(3) 中一收生及學校推廣活動

措施 / 活動	評估準則	負責人	資源與關注
開放日	各次報名及到校參觀人數，活動內容及滿意度	LSM, LWC	

升中自行收生家長講座		WLF,	印刷學校介紹及 宣傳品
升中自行收生報名		LSH, lsc,	
面試及取錄中一新生		CHW, HMF,	
中一新生學能測驗		AYP	
面試及取錄中二、中三插班生		YCH	
First Class English Day		AYP	
升中派位家長講座		LWM, WLF,	
面試及取錄中一後補生		FLS	
		WLF	
		LSM	

(4) 中三分班政策及重點活動

措施 / 活動	評估準則	負責人	資源與關注
促進多元能力班教學實踐	學生學年表現評估，活動問卷，中二升中三學生選班意向	LCM,	3A 活動資助 \$1,500
3A 向中二級介紹多元能力班學習與活動		Lkk, CLW	

(5) 升高中選科輔導

措施 / 活動	評估準則	負責人	資源與關注
中三級升高中選科日程簡介	學生及家長參與情況，諮詢教師意見，最後編定學生修讀科目時意願選項	lsc	與升學及就業輔導組合辦
中三級升高中選科答問大會		CHW,	
中三級升高中選科家長晚會		KCY,	
學生填寫修讀科目意願		CHW,	
公布學生分班分科及處理上訴申請		LSM	
		KCY, CHW	

(6) 閱讀及寫作活動

措施 / 活動	評估準則	負責人	資源與關注
1. 中一級閱讀課	早讀及全校閱讀氣氛，諮詢師生意見	CWL, AYP,	圖書館及一般 開支
2. 早讀：		LWM	
(1) Tue: Reading is power			
(2) 星期四早讀			
3. 全校及學科閱讀計劃			
4. 籌辦讀書會		AYP, CWL	\$ 1500

5. 出版"思與學"	學生編採及寫作水平， 師生對出版物意見	AYP, LWM	\$8,000
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(7) 高中課程發展

措施 / 活動	評估準則	負責人	資源與關注
高中課程及學科架構，優化校本評核	諮詢師生意見	CHW 及各主要 學習範疇聯 絡人	一般支出
高中文化藝術課	課程主題及設計，師生 意見	LSM, LWC, CYW	一般支出
高中學生多元學習計劃（資優項目及其他 語言）	課程設計及評核	CHW, LSM 及 各主要學習 範疇聯絡人	教育局多元學 習津貼
協調高中補課/測驗/校本評核	諮詢師生意見	SKL, COL	一般支出

(8) 拔尖補底 / 學習差異政策

措施 / 活動	評估準則	負責人	資源與關注
甄選、推薦、跟進學生參與資優教育學苑 培訓及傑出學生選舉	獲取錄人數及學生表現	WLF	一般支出
甄選、推薦、跟進初中學生參與校本資優 培訓課程	獲取錄人數及學生表現	WMO	校董會資助： \$30,000
甄選並培訓學生成為學術領袖(英文科、中 文科、數學科、科學科、通識科及體藝科)	學生表現及諮詢老師意 見	各主要學習 範疇聯絡人	教育局多元學 習津貼及校董 會資助
高中校本資優培訓課程 (Gateway to Brilliance, GB)	學生表現及諮詢老師意 見	WMO, CHW	\$22,000(教育 局多元學習津 貼)
中四生涯規劃 — 學生起動我自主 (部分中四學習表現稍遜學生)	學生表現及諮詢老師意 見	CHW, 升學及 就業輔導組, 級聯絡, 班 主任, 社工	生涯規劃津貼
初中課後支援班	獲取錄人數、學生表現 及老師意見	CSK, WKM, 中、英、數科 主任	教育局區本津 貼

統籌高中資優生教育課程(校本或抽離式；增益、延伸或加速)	獲取錄人數及學生表現	CHW, HMF, WMO, 各主要學習範疇聯絡人及部門主管	教育局多元學習津貼 - 資優課程 \$98,000
跟進留班學生及成績稍遜學生	學生表現及諮詢老師意見	級聯絡、班主任及科任老師	一般支出
畢業禮、散學禮及開學禮獎勵	獲獎學生人數及公開試及校內試學生成績	LWM	田家炳基金 ---田家炳中學 優異生獎學金 \$50,000
家長日成績優異及各範疇傑出學生頒獎典禮	家長出席人數及現場同學家長反應	LSM, CWH	\$2,000
課後自修室安排	學生出席人數	CHW, WMO	\$15,000

(9) 優化課堂學與教效能

措施 / 活動	評估準則	負責人	資源與關注
邀請大學學者提供專業意見，結合課研與課堂實況，藉數據及實證檢視及提升相關學科的課程設計、教學策略及學與教效能	專家意見，教師反思，學生課業及課堂觀察	CHW, 相關主要教學範疇負責人	一般支出及大學學者
善用資訊科技平台，藉 WIFI900 計劃推展電子教學，提升課堂互動及啟動以評估促進學習	專家意見，教師反思，學生課業及課堂觀察	LKW, OYHC, 相關科組聯絡人	第四期資訊科技策略 WIFI 900 計劃
深化校內及校外教師專業交流及協作	專家意見，教師反思，學生課業及課堂觀察	主要教學範疇負責人	一般支出

(10) 相關行政支援

措施 / 活動	評估準則	負責人	資源與關注
統籌全年各次考試安排	諮詢師生意見	WKM, SKL, YCK, LKW,	一般支出
校務處及書記	諮詢師生意見	LKW, WKM	一般支出
優化多元的資訊科技平台	學務處儲存資料效能及文件傳閱流程有所提升	WKM, OYHC, COL	CITG

組織 課程發展及行政委員

統籌：CHW

政策制訂組及主要學習範疇統籌：

LSM (體藝文化生活教育學習範疇)，WMO (數學教育學習範疇)，AYP (中國語文文化及中國歷史教育學習範疇)，SKL (科學及科技教育學習範疇)，LWM (英國語文教育學習範疇)，WLF (人文及社會教育學習範疇)及 CWS(通識教育學習範疇)

政策推行支援組：

工作範疇	負責同事
編配假期補課、測考/上課日補課、校本評核 (高中)	*SKL, COL
編配校內考試時間表	*SKL, YCK, HCN, WWC, LKW
因應情況，支援課程發展組或級會提供相關優化學習活動。例如 Edvenue 高階思維工作坊、學習技巧工作坊、校本資優課程等	
1. 資優課程及 Edvenue 高階思維工作坊、學習技巧工作坊	*WMO, WLF
2. 整體支援 - 初中	*LSM, LLM, lsc, LCY
3. 整體支援 - 高中	*CHW, CWS, TKW, LSC
考試成績統計分析	*YCK, HCN, KCY, WWC
升留級教務代表	F. 1 LSM F. 2 SKL F. 3 WMO F. 4 LWM F. 5 AYP F. 6 WLF
草擬相關活動家長信及其他文書支援	CKM
編配各級每月測驗、專題研習	Office
中五、中六退修安排	Office

其他：NKY, HMF

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	5,500.00	
EOEBG-Library Book	400.00	
EOEBG-Photocopy	1,040.00	3466 copies
EOEBG-Stencil	200.00	100 copies
EOEBG-Special Approvial	10,000.00	
EOEBG-Prize	6,300.00	
EOEBG-初中資優	15,000.00	
Diversity Learning Grant	138,940.00	
SSCS-課後管理員及 TA	50,000.00	
TKP-初中資優	15,000.00	
YOT~ Prize (畢業禮& 散學禮)	14,700.00	
GRANT TOTAL:	257,080.00	

(二) 主要學習範疇

一. 中國語文及中國歷史教育

(1) 中國語文科工作計劃

中文科科務發展計劃 (2015 至 2018)

1. 整體目標

- 1.1 培養學生閱讀、寫作、聆聽、說話和思維等語文表達能力，並培養自學能力。
- 1.2 營造一個良好的語文學習環境，幫助學生達到應當具備的語文水平。
- 1.3 提高學生學習本科興趣，加強學生學習語文的動機；培養良好的學習態度和習慣。
- 1.4 啟發思想，培養審美觀念和品德情意。
- 1.5 開拓學生視野，增進學生對中華文化的認識。
- 1.6 培育學術領袖，建立自主學習風氣。
- 1.7 建立不斷學習及互相協作的組織文化，提升教師專業發展。

2 現況分析

2.1 強項

- 2.1.1 本科具備課程規劃及設計經驗，有利語文能力導向的教學。
 - 自 1998 年起採用校本單元教學，自編教材。
 - 由於 2007 年會考課程內容及評核轉變，2005 開始中一至中三使用教科書，但至今仍保留校本單元的輔助教材，令教學內容更符合本校學生的學習需要。
 - 2012 年文憑試增設選修單元，本校按教師能力、學生興趣及公開試必修課程求，自行編製教材，令教學內容更適切。
 - 得悉 2018 年開始考核指定文言文篇章，本科於 2012-13 年已開始計劃校本文言文「六年一貫」教學。當考評局於 2014 年 10 月正式公布公開試的指定文言文篇章，本科迅速促重新規劃及部署「六年一貫」文言文的課程內容及考核安排，並於初中試行。
- 2.1.2 本科一直與不同專家在不同範疇合作，優化教學。
 - 自 2003 年起，一直與香港大學教授在閱讀、高階思維訓練、選修單元教學等不同範疇合作，優化教學。
 - 2012-15 與中文大學 QSIP 湯才偉博士及呂斌博士合作寫作計劃。
 - 2013 年開始參與香港大學舉辦的「以評估資料提升中學生閱讀能力和閱讀動機(文言作品)」研究計畫，認識文言文教學策略及方法。
- 2.1.3 本科教師對資訊科技教學有經驗，令教學活動多樣化。
 - 自 2003 年起使用「知識建構平台」(KF) 達 11 年，推動互動及高思維能力的教學。雖然去年開始因學校電腦系統支援問題，未能啟動 KF 教學活動，但教師具電子教學經驗，有助日後發展電子教學。
 - 於 2013 開始以先導計劃形式試行 E-post 「寫作分享平台」，發表學生作品。
- 2.1.4 自 2005 年起，本科初中級已有讀、寫、聽、說能力的教學與評估，能銜接新高

中公開試要求。

- 2.1.5 本科教師充滿教學熱忱，願意嘗試新教學法，同儕觀課及交流態度開放，能協作教學。

2.2 弱項

- 2.2.1 從 2012-15 年三年工作檢討中，學生在校內、校外的閱讀、寫作能力仍需提升。

- 2.2.2 去年開始試行「讀書會」，尚需時日建立學術氣氛。

- 2.2.3 去年開始舉辦寫作精英班及輔導班，成效不俗，惟導師人手不穩定，暫時未有長期穩定的機構或專家作合作伙伴。

2.3 契機

- 2.3.1 藉著考評局 2018 年卷一評核變化（增設指定文言文經典章評估），重新檢視、整理、完善六年一貫課程。以文化為主軸，將考評局 2018 年的 16 篇指定考核文言文篇章重新規劃及編排，由中一至中六建立六年一貫課程，強調積累及文化意涵的認知。

- 2.3.3 由於人手充裕，部分同事可專注課程設計及規劃，建立及豐富教學材料。

2.4 危機

- 2.4.1 由 2012 年開始考評局對本科的教學內容及評核不斷變更，教師需不斷調適教學，需要訂立明確目標及框架。

□

- 2.4.2 高中學生在本科的學習能力及學習表現差異擴大，需要有針對性的策略。

- 2.4.3 中一學生入學前的「香港學科測驗」中文科成績不穩定，尖子人數較兩年前銳減，需要幫助中一學生建立良好的學習習慣及學習策略。

3.關注事項

3.1 優化課程及評核，促進互動協作，建立自主學習風氣和追求卓越學風。

3.2 照顧學習多樣性，建立學術精英隊伍。

3.3 建構多元學習經歷，探究中華文化。

3.4 促進教師專業發展，提升教學效能。

4.中文科發展計劃 (2015 至 2018 年)

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1. 優化課程及評核，促進互動協作，建立自主學習風氣和追求卓越學風。	➤ 整理、規劃教學重點及方向，建立六年一貫課程。	➤ 工作小組訂定初中及高中級不同語文能力架構，銜接初中與高中課程及評估；策劃並推行各項教學試驗。	✓	✓	✓
	➤ 整理、規劃閱讀及寫作教學重點及方向。	➤ 邀請專家合作，優化閱讀及寫作教學。	✓	✓	✓
	➤ 完善校本評估機制，以評核促進學生學習。	➤ 完善校本評估機制，以數據分析回饋教學，透過分析學生在：學科測驗 (Attainment Test)、全港系統性評估 (TSA)、校本評核 (SBA) 及公開試 (DSE) 的表現，以評核回饋教學。	✓	✓	✓
	➤ 以課業分析為軸心，分析學生學習特點，提升學習成效。	➤ 透過分析優良課業，強化楷模效應，提升學習效能。 ➤ 透過寫作分享平台(E-post)，以優良課業強化楷模效應，提升學習效能。 以課業分析為軸心，分析學生學習特點，提升學習挑戰性，總結有效引導學生自主學習和創新思考和建構知識。	✓	✓	✓
	學生閱讀興趣提升，能從閱讀中學習，啟迪思維。	➤ 修訂初中及高中書目，鼓勵學生閱讀。 ➤ 初中透過知識建構平台 (KF)、課堂分享或課業，讓學生從閱讀中學習，啟迪思維。	✓	✓	✓

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
2. 照顧學習多樣性，建立學術精英隊伍。	能照顧不同學生的學習需要。	➤ 透過分班分組教學、校外支援班及額外課程，照顧不同學習需要學生。	✓	✓	✓
		➤ 組織精英，成立「讀書會」。	✓	✓	✓
3. 建構多元學習經歷，讓同學探究中華文化。	整合學生多元學習經歷，豐富語文學習環境。	<ul style="list-style-type: none"> ➤ 與普通話學會及中國文化學會合作舉辦不同活動，提升學生學習興趣。 ➤ 透過參與校內交外不同活動，加深同學對中華文化的認識。 	✓	✓	✓
4. 促進教師專業發展，提升教學效能	教師團隊能專業自主，與時俱進，迅速回應外界新變化。	➤ 引進專家協助，合作設計課程。	✓	✓	✓
	科內教師間通過協作教學，提升教學效能。	➤ 通過觀課、討論、分享教學心得，提升專業發展。	✓	✓	✓

中文科科務工作計劃 (2015-16)

1. 優化課程及評核，促進互動協作，建立自主學習風氣和追求卓越學風。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 分析文憑試新趨勢，掌握新的評核準則及方向；根據2018年指定經典文言文篇章，重新整理、規劃教學重點及方向，建立六年一貫課程。	9/15 至 6/16	<ul style="list-style-type: none"> ➢ 整理、分析文憑試的評核要求。 ➢ 規劃初中文言文教學重點。 	<ul style="list-style-type: none"> ➢ 學生表現 ➢ 中文科科會檢討成效 	科主任 級聯絡	聘請課程顧問及兼職教學助理： \$40,000
1.2 透過數據分析、實證的評估機制和研究為本的教學文化，以「策劃—推行—評估」的模式，訂定課程發展方向及評估內容，回饋教學，以評核促進學生學習。	9/15 至 6/16	<ul style="list-style-type: none"> ➢ 以理論研究帶動課程發展，重新規劃初中及高中課程內容、教學策略及評估方法。 ➢ 以數據分析回饋教學。 	<ul style="list-style-type: none"> ➢ 學生表現 ➢ 中六文憑試成績 ➢ 中三系統性評估資料 ➢ 中一香港學科測驗資料 	科主任 級聯絡	
1.3 透過寫作分享平台(E-post)，以優良課業強化楷模效應，提升學習效能。	9/15 至 6/16	<ul style="list-style-type: none"> ➢ 學生透過不同學習活動，能自主學習。 	<ul style="list-style-type: none"> ➢ 學生表現分析 ➢ 知識建構平台分析工具 	科主任 級聯絡 科任老師	
1.4 以課業分析為軸心，分析學生學習特點，提升學習挑戰性，總結有效引導學生自主學習和追求卓越學風。	9/15 至 6/16	<ul style="list-style-type: none"> ➢ 透過優良課業，掌握學生學習特點和基準。 	<ul style="list-style-type: none"> ➢ 課業分析 	科主任 級聯絡 科任老師	

2. 照顧學習多樣性，建立學術精英隊伍。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
3.1 透過分班、分組、分流教學及舉辦不同課程（如：課外支援班、寫作拔尖班），照顧不同學習需要的學生。	9/15 至 6/16	➤ 學生對學習持正面態度	➤ 科務會議檢討成效	科主任	申請額外資源
3.2 組織精英，成立「讀書會」。	9/15 至 6/16	➤ 學生對學習持正面態度	➤ 科務會議檢討成效	科主任	申請額外資源
3.3 鼓勵精英同學參與校外活動及課程，推行中文科優越學分計劃。	9/15 至 6/16	➤ 學生對學習持正面態度	➤ 科務會議檢討成效	科主任	
3.4 與中大 QSIP 合作的「寫作計劃」推展至中三級，以尖子為對象。	9/15 至 6/16	➤ 寫作教學重點。	➤ 專家分析 ➤ 學生表現分析	科主任	申請額外資源

4. 建構多元學習經歷，探究中華文化。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
4.1 規劃中一至中三級普通話科中華文化框架，鞏固中一級及開展中二級學習活動。	9/15 至 6/16	➤ 訂定初中的中華文化框架。	➤ 科務會議檢討成效	普通話科主任	
4.2 透過與普通話學會、中國文化學會、中史學會合作舉辦不同活動，提升學生學習普通話及中華文化的興趣。	9/15 至 6/16	➤ 提升學生學習普通話及中文興趣。	➤ 學會檢討會議	學會老師	中一至中六級舉辦中文科語文活動： \$6000 中國文化學會全年經費：\$4500 普通話學會全年經

					費：\$ 1000
4.2 透過普通話科舉辦的活動，加深對中華文化的認識。	9/15 至 6/16	➤ 學生對活動持正面態度	➤ 與中國文化學會負責人檢討成效	科主任 中國文化學會導師	申請額外資源
4.3 透過新高中「其他學習經歷」導論課，讓學生對中華文化有初步認識。	9/15 至 6/16	➤ 學生對活動持正面態度	➤ 「其他學習經歷」負責人意見	科主任	

5 · 促進教師專業發展，提升教學效能。

策略 / 工作	時間表	成功準則	評估方法	負責人	所需資源
5.1 與中文大學 QSIP 湯才偉博士及呂斌博士合作「精英培訓計劃」，與同分享計成果，提升教師教學效能。	9/15 至 6/16	➤ 按專家、學者意見，整理教學策略	➤ 與專家討論成效	科主任 科任老師	申請額外資源
5.2 透過進修及同事間互相分享，促進教師專業發展。	9/15 至 6/16	➤ 同事間分享進修成果	➤ 科務會議檢討成效	科任老師	

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	8,620.00	
EOEBG-Library Book	1,500.00	
EOEBG-Photocopy	3,800.00	
EOEBG-Stencil	6,000.00	3000 copies
EOEBG-Speech Festival	500.00	
EOEBG-Chinese Extensive Reading Scheme	13,000.00	
SSCS-中華文化班	23,500.00	
SSCS-TA	40,000.00	
SSCS-F1 to F6 活動費	6,000.00	
SSCS-寫作拔尖班,讀書會	27,400.00	
GRANT TOTAL:	130,320.00	

(1) 中國文學科工作計劃

中國文學科 科務發展計劃 (2015 至 2018)

(1). 整體目標

本課程讓學生在學習中國語文課程的基礎上，進一步：

- 1.1 提高文學素養，承傳文學遺產；
- 1.2 培養創作不同類型文學作品的興趣，提高文學創作的的能力；
- 1.3 培養審美情趣，提升藝術品味；
- 1.4 陶冶性情，美化人格；培養對國家民族、人類社會的感情；
- 1.5 發展個性，發掘潛能，發揮特長，為日後工作和進修作好準備。

(2). 本科的情況-----「強、弱、機、危」分析

2.1 強項

- 科內老師合作經年，具備專業責任感，勇於嘗試新教學法，有利進行教學交流、集體備課、協作教學、同儕觀課及聯課活動。
- 與中文科合作緊密，有系統於初中中文科課程滲入基礎文學知識，有利新高中課程的銜接，在選修單元亦有相輔相成、互相合作的空間。

2.2 弱項

- 學生自學動力不足，中文科實施新課程後，情況更益嚴重。學生對背誦經典文學作品興趣不足，影響學生從中汲取養份，豐富積儲。
- 部份學生學習動機和成就期望參差，三年的課程或會加重學能稍遜學生的挫敗感。

2.3 契機

- 文學科課程要求學思並重，更重視賞析及創作能力的培訓，可一改以往「重背誦、輕思考」的弊病，大大提高學生研習及創作文學作品的興趣。

2.4 危機

- 課程要求甚高，學生賞識能力的基礎日益薄弱，特別是寫作能力整體下降，將出現嚴重的銜接問題，亟待關注及改善。
- 修讀人數逐年遞減，但多為自願報讀，能力差異縮減，但仍需加強補底工作，循序漸進教導學習及應試方法
- 公開試成績下滑，2014DSE已大幅刪減課程及考時，但仍無改大勢。
- 2015-16 開展選修大幅刪減課程，必修課程的教時將進一步壓縮。

(3). 文學科發展計劃 (2015-18年度)

關注事項	預期成果	策略	15/16	16/17	17/18
3.1 1. 優化課程及評核，促進互動協作，建立自主學習風氣。	➤ 3.1.1 優化初中中文科課程，鞏固基礎知識，銜接文憑試課程。	➤ 協助完善初中中文科校本課程內有關單元包括： 中一級「以評估資料提升中學生閱讀能力和閱讀動機（文言文）計劃」； 中二級「情為何物(詩詞)」； 中三級「舞台春秋(戲劇)」；	✓	✓	✓
	➤ 3.1.2 完善校本評估機制，以評核促進學生學習	➤ 完善校本評估機制，以數據分析回饋教學，透過分析學生在校本評核（SBA）及公開試（DSE）的表現，以評核回饋教學。	✓	✓	✓
	➤ 3.1.3 整理、規劃閱讀及寫作教學重點。	➤ 邀請專家合作，優化閱讀及寫作教學，強化寫作訓練及拔尖計劃。	✓		
	➤ 3.1.4 促進教師專業發展，提升教學效能	➤ 鼓勵科內同事多參與課程發展議會或其他教育團體舉辦的研討會，中四及中五級均由兩位教師合教，以加強教學交流及承傳。 ➤ 回應外評對「備課、說課、觀評、評課」的教學建議，嘗試在「讀文計劃」開展以上教研。	✓	✓	✓
3.2 鼓勵自主學習，建構多元學習經歷，讓同學認識中華文化。	➤ 3.2.1 養成閱讀文學作品的習慣，推動從閱讀中學習，拓寬視野。	➤ 購買及整理文學作品書目及參考資料，於圖書館建立資源庫，讓學生根據個人的興趣，選取延伸課外閱讀讀物。 ➤ 閱讀文學名著時，可透過專題研習或知識建構平台（KF），提高學生互動協作、建構知識。			
	➤ 3.2.2 整合學生多元學習經歷，拓寬視野，豐富學習環境。	➤ 鼓勵學生多參與不同團體舉辦的工作坊或比賽，如文學雜誌《字花》主辦的《筆可能寫作計畫》、電影評論學會主辦「中學生電影教育計劃」、「文化地圖」主辦的「獨立電影評賞工作坊」、校內「文學寫照」比賽等，讓同學拓寬視野，發揮才能。	✓	✓	✓

中國文學科 工作計劃 (2015-16)

(1). 整體目標

本課程讓學生在學習中國語文課程的基礎上，進一步：

- 1.1 提高文學素養，承傳文學遺產；
- 1.2 培養創作不同類型文學作品的興趣，提高文學創作的的能力；
- 1.3 培養審美情趣，提升藝術品味；
- 1.4 陶冶性情，美化人格；培養對國家民族、人類社會的感情；
- 1.5 發展個性，發掘潛能，發揮特長，為日後工作和進修作好準備。

(2). 本科的情況-----「強、弱、機、危」分析

2.1 強項

- 科內老師合作經年，具備專業責任感，勇於嘗試新教學法，有利進行教學交流、集體備課、協作教學、同儕觀課及聯課活動。
- 與中文科合作緊密，有系統於初中中文科課程滲入基礎文學知識，有利新高中課程的銜接，在選修單元亦有相輔相成、互相合作的空間。

2.2 弱項

- 學生自學動力不足，中文科實施新課程後，情況更益嚴重。學生對背誦經典文學作品興趣不足，影響學生從中汲取養份，豐富積儲。
- 部份學生學習動機和成就期望參差，三年的課程或會加重學能稍遜學生的挫敗感。

2.3 契機

- 文學科課程要求學思並重，更重視賞析及創作能力的培訓，可一改以往「重背誦、輕思考」的弊病，大大提高學生研習及創作文學作品的興趣。

2.5 危機

- 課程要求甚高，學生賞識能力的基礎日益薄弱，特別是寫作能力整體下降，將出現嚴重的銜接問題，亟待關注及改善。
- 修讀人數逐年遞減，但多為自願報讀，能力差異縮減，但仍需加強補底工作，循序漸進教導學習及應試方法
- 公開試成績下滑，2014DSE已大幅刪減課程及考時，但仍無改大勢。
- 2015-16 開展選修單元，必修課程的教時將進一步壓縮。

(3). 2015/16 年度關注事項

- 3.1 增加學生對中國文學的認識和學習興趣。
- 3.2 鼓勵學生的自主學習及創新思考。
- 3.3 參加坊間文學教學組織《字花》，邀請成名作家合作及訪校，優化閱讀及寫作教學。
- 3.4 開展選修單元，熟習教學及評估模式
- 3.5 中四及中五級由兩位教師合教，將設備課節加強教學交流。

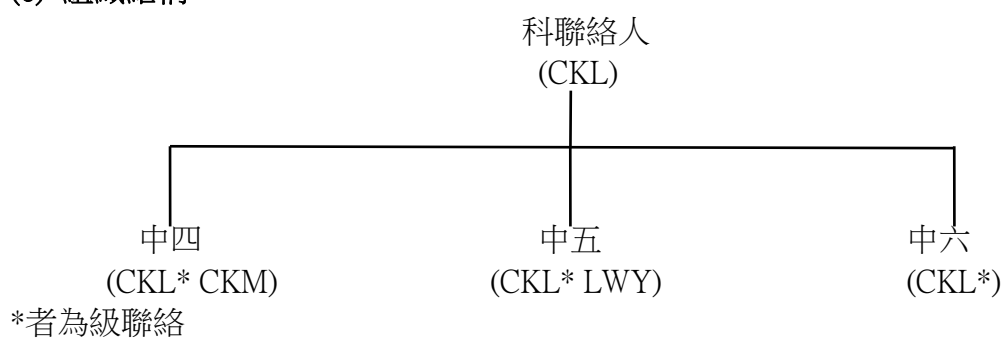
(4). 文學科發展計劃 (2015-16年度)

關注事項	預期成果	策略
<p>4.1 1. 優化課程及評核，促進互動協作，建立自主學習風氣。</p>	<p>➤ 4.1.1 優化初中中文科課程，鞏固基礎知識，銜接文憑試課程。</p>	<p>➤ 協助完善初中中文科校本課程內有關單元包括： 中一級「以評估資料提升中學生閱讀能力和閱讀動機（文言文）計劃」； 中二級「情為何物(詩詞)」； 中三級「舞台春秋(戲劇)」；</p>
	<p>➤ 4.1.2 完善校本評估機制，以評核促進學生學習</p>	<p>➤ 完善校本評估機制，以數據分析回饋教學，透過分析學生在校本評核（SBA）及公開試（DSE）的表現，以評核回饋教學。</p>
	<p>➤ 4.1.3 整理、規劃閱讀及寫作教學重點。</p>	<p>➤ 邀請專家合作，優化閱讀及寫作教學，強化寫作訓練及拔尖計劃。</p>
	<p>➤ 4.1.4 促進教師專業發展，提升教學效能</p>	<p>➤ 鼓勵科內同事多參與課程發展議會或其他教育團體舉辦的研討會，中四及中五級均由兩位教師合教，以加強教學交流及承傳。 ➤ 回應外評對「備課、說課、觀評、評課」的教學建議，嘗試在「讀文計劃」開展以上教研。</p>
<p>4.2 鼓勵自主學習，建構多元學習經歷，讓同學認識中華文化。</p>	<p>➤ 4.2.1 養成閱讀文學作品的習慣，推動從閱讀中學習，拓寬視野。</p>	<p>➤ 購買及整理文學作品書目及參考資料，於圖書館建立資源庫，讓學生根據個人的興趣，選取延伸課外閱讀讀物。 ➤ 閱讀文學名著時，可透過專題研習或知識建構平台(KF)，提高學生互動協作、建構知識。</p>
	<p>➤ 4.2.2 整合學生多元學習經歷，拓寬視野，豐富學習環境。</p>	<p>➤ 鼓勵學生多參與不同團體舉辦的工作坊或比賽，如文學雜誌《字花》主辦的《筆可能寫作計畫》、電影評論學會主辦「中學生電影教育計劃」、「文化地圖」主辦的「獨立電影評賞工作坊」、校內「文學寫照」比賽等，讓同學拓寬視野，發揮才能。</p>

(5). 財政預算

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	1,000.00	
EOEBG-Library Book	800.00	
EOEBG-Photocopy	960.00	3200 copies
EOEBG-Stencil	1,100.00	550 copies
GRANT TOTAL:	3,860.00	

(6) 組織結構



(2) 中國歷史科工作計劃

中國歷史科三年計劃 (2015/16 至 2017/18)

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1.改善學與教的策略和技巧	● 學生的思考水平得到提高	● 配合高中的課程與教學目標，設計探究式的學習單元	*	*	*
	● 學生能援引相關史實以抒發己見	● 設計相關的課堂活動及習作，能讓學生建立個人史觀	*	*	*
2.豐富多元化的學習經歷	● 學生對學習的設計持正面評價	● 善用各類型的學習素材，提升學習興趣	*	*	*
	● 學生能就其學歷整理經驗及作反思	● 安排多樣化的聯課活動，豐富學生的學習經歷	*	*	*
3.鼓勵自主學習和共通能力	● 學生能表現達標及教師有正面評價	● 完善持續性評估的安排，推動學生自學和主動求知	*	*	*
	● 學生能按時完成要求及展示探究的成果	● 以多元化的習作和高思維的問題提升學生作探究的精神和能力	*	*	*
	● 學生知識面擴闊，提升閱讀興趣	● 安排與學習單元相關的閱讀課業，推動閱讀風氣	*	*	*
4.善用外間資源，推動課程與教學團隊的發展	● 教師能參與有關計劃，並持正面評價	● 引入外間的資源與計劃，拓闊教師的空間和識見	*	*	*
	● 團隊成員樂於參與校內外的觀摩交流	● 校內安排科內同事互相觀課，校外促進教學上的觀摩與交流	*	*	*
5.安排持續性評估方案，促進學習的效能	● 學生能呈現正面的回饋	● 設計持續性的評估工具及紀錄	*	*	*

中國歷史科周年計劃 (2015-16)

1. 優化課程，考評和教學，建立學術精英隊伍和推廣追求卓越學風

	策略／工作	時間表	評估方法	成功準則	負責人	所需資源
1.1	<p>繼續推動高中課程及校本評核框架的發展及關注其成效：</p> <ul style="list-style-type: none"> ● 教育局及考評局已由兩個選修單元刪減到一個單元，以釋放空間，減省教學時間。 ● 自2015年的中四級開始，考評局取消本科的校本評核。中五及中六級仍要繳作校本評核習作。 	9/15-6/16	學生及教師調查	形成穩定但具彈性的課程，教師及學生滿意度增加及負荷減少	科主任	學科資源
1.2	<p>透過交流及外界資源的引入，突破教學團隊的專業發展：</p> <ul style="list-style-type: none"> ● 本科繼續與教育局合作，有關專家將會到校觀課及對課程規劃提供意見。 ● 本科繼續與部分屯門區中學，組成地區性的中史科網絡，務求有效地分享教學資源，及增加互相交流的機會。 	9/15-6/16	專家評估及內部自評	能夠提升本科的專業發展	科主任	教育局支援計劃
1.3	<p>積極推動學術精英隊伍的發展，建立學術楷模，藉朋輩互動提升全校學術風氣：</p> <ul style="list-style-type: none"> ● 本科於今個學年繼續參與教育局校本支援組的「中國歷史研習計劃」，參與對象為初中同學，以培養學生對本科的興趣。 	9/15-6/16	學生精英隊伍的質與量的評價	能夠協助學校推動學術氣氛	科主任	教育局支援計劃

2. 完善閱讀計劃，提高學生閱讀興趣

	策略／工作	時間表	評估方法	成功準則	負責人	所需資源
2.1	添置中國歷史科書籍、中國歷史雜誌等，推動閱讀歷史課外書及報刊的風氣	9/15-6/16	以圖書館系統統計每月借出量	- 學生閱書量增多 - 書籍多元化	科主任	購買圖書費用：中國歷史科\$800
2.2	配合各級不同的程度，剪裁相關的史料給學生閱讀	9/15-6/16	由教師向學生作出提問	學生能援引相關史料來支持自己的看法	各級級聯絡	
2.3	要求高中同學閱讀原始史料，並從分析史料的過程中，得以觀察史事解釋的異同	9/15-6/16	由教師向學生作出提問	學生能指出史料的用處與局限	任教高中的老師	

3. 推動聯課活動，結合參觀與考察，促進學生學習

	策略／工作	時間表	評估方法	成功準則	負責人	所需資源
3.1	帶領中三級同學到國內進行歷史文化考察	11/15	學生繳交小組研習報告，帶隊教師評估	評估小組研習報告，學生填寫問卷並有良好回應	科聯絡、中三級聯絡及任教老師	本校教師人力資源
3.2	協辦中一至中三級中國文化常識問答比賽	下學期	學生於比賽過程表現良好	由中文科與中史科老師於活動完畢進行總結會議，評估比賽對推動學生認識中國文化有促進作用	科聯絡、級聯絡	中文科與中史科及文化學會與中史學會學生，周會時間及禮堂，獎品

4. 促進教師專業發展，提升教學技能

	策略／工作	時間表	評估方法	成功準則	負責人	所需資源
4.1	安排老師觀課交流，分享經驗。	9/15-6/16	統計觀課及被觀課次數	- 科主任觀課一次 - 同儕觀課最少一次	科主任	觀課記錄表

4.2	為了提升教學質素，鼓勵教師參加研討會、工作坊，進修及擔任閱卷員等工作，使本科教師更能掌握課程發展新趨勢及更新教學法。	9/15-6/16	老師調查意見	定期召開會議，以分享心得	科主任及任教高中的老師	
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5. 科務組織

科主任：劉國基

中史學會：劉國基

級	級聯絡	A	B	C	D	E
中一	劉守貞 (LSC)	馮紫萍	馮紫萍	馮紫萍	劉守貞	
中二	陳穎芝 (CWC)	戴碧瑜	陳穎芝	陳穎芝	戴碧瑜	
中三	劉國基 (lkk)	劉國基	劉國基	王桂梅	王桂梅	
中四	劉國基 (lkk)	劉國基				
中五	劉國基 (lkk)	劉國基				
中六	劉國基 (lkk)	劉國基				

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	1,300.00	
EOEBG-Library Book	800.00	
EOEBG-Photocopy	1,545.00	5150 copies
EOEBG-Stencil	1,500.00	750 copies
SSCS-TA	3,500.00	
GRANT TOTAL:	8,645.00	

(4) 普通話科工作計劃

普通話科科務發展計劃(2015/16 至 2017/18 年度)

1. 整體目標

- 1.1 培養學生普通話的表達能力，並培養自學能力，以便繼續進修及適應社會工作需要。
- 1.2 營造一個良好的語言學習環境，幫助學生達到應當具備的語言水平。
- 1.3 提高學生學習本科興趣，加強學生學習普通話的動機；培養良好的學習態度和習慣。
- 1.4 開拓學生視野，增進學生對中華文化的認識。
- 1.5 培育學術領袖，建立自主學習風氣。

2. 關注事項

- 2.1 優化課程及評核，促進互動協作，建立自主學習風氣和追求卓越學風。
- 2.2 優化普通話教中文的學與教。
- 2.3 建構多元學習經歷，探究中華文化。

3. 普通話科發展計劃 (2015/16 至 2017/18 年度)

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1. 優化課程及評核，促進互動協作，建立自主學習風氣和追求卓越學風。	<ul style="list-style-type: none"> ➤ 審視校本普通話課程學習重點。 	<ul style="list-style-type: none"> ➤ 初中課程內容包括語音知識，廣普對譯練習，規範漢語語法，聆聽，及補充閱讀材料等，循序漸進，以加強及鞏固學生的基礎知識及應用。 	✓	✓	✓
		<ul style="list-style-type: none"> ➤ 建立普通話大使團隊，由歷屆PMI組別的同學擔任。協助推動普通話活動；協助普通話能力較弱的同學，建立伙伴關係。 	✓	✓	✓
		<ul style="list-style-type: none"> ➤ 採用直接教學法，用普通話進行教學，鼓勵學生用普通話提問及回答問題。 			
		<ul style="list-style-type: none"> ➤ 其他學習活動如：播放歌曲、電影欣賞、話劇表演、角色扮演、分組討論等，鼓勵學生用普通話表情達意。 ➤ 通過不同的評估方法，提升學生的學習表現，如話劇、角色扮演、小組報告等。 			

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
2. 優化普通話教中文的學與教。	<ul style="list-style-type: none"> ➤ 學生能以普通話學習中文 	<ul style="list-style-type: none"> ➤ 按學生中文及普通話成績，及家長意願篩選學生(每級約30-36人)以普通話學習中文 	✓	✓	✓
	<ul style="list-style-type: none"> ➤ 普通話元素與中文科有系統地結合 	<ul style="list-style-type: none"> ➤ 統整課程內容 	✓	✓	✓
3. 建構多元學習經歷，探究中華文化。	<ul style="list-style-type: none"> ➤ 整合學生多元學習經歷，豐富語言學習環境。 	<ul style="list-style-type: none"> ➤ 與普通話學會及中國文化學會合作舉辦不同活動，提升學生學習興趣。 ➤ 透過參與校內交外不同活動，加深同學對中華文化的認識。 	✓	✓	✓

普通話科周年計劃(2015/2016)

1. 優化課程及評核，促進互動協作，建立自主學習風氣和追求卓越學風。

	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
1.	<p>發展普教中組別 (PMI)</p> <p>中一：經入學分班試成績，篩選34人以普通話學習中文。</p> <p>中二：按中一學業成績，篩選36人以普通話學習中文。</p>	9/2015 至 6/2016	<ul style="list-style-type: none"> 老師意見調查； 同學意見調查； 學生成績 (前測、後測) 	<ul style="list-style-type: none"> 課堂內老師運用普通話教授中文的時間約佔80%； 80%同學有信心以普通話學習中文。 	科主任 PMI 班任教老師	<ul style="list-style-type: none"> 購買參考書目 聘請教學助理
<p>註：入讀普教中班學生必須符合以下三項條件：一·中文科的學業成績達至要求；二·普通話科的學業成績達至要求；三·學生自願入讀該班。</p> <p>兩班均注入中國文化元素，中一「孝」，以自身家庭出發；中二「誠」，重點在認識本土文化。</p>						
2.	<p>普通話課程編定</p> <p>初中課程內容包括語音知識，廣普對譯練習，規範漢語語法，聆聽，及補充閱讀材料等，循序漸進，以加強及鞏固學生的基礎知識及應用。學習重點：</p> <p>中一：基礎語音</p>	9/2015 至 6/2016	<ul style="list-style-type: none"> 老師意見調查； 同學意見調查； 學生成績 	學生筆試及格率達65%以上	各級聯絡 任教老師	

	<p>中二：音變</p> <p>中三：口語溝通</p>					
3.	<p>評估方法多元化</p> <p>通過不同的評估方法，提升學生的學習表現，如話劇、角色扮演、小組報告等。</p>	<p>9/2015</p> <p>至</p> <p>6/2016</p>	<ul style="list-style-type: none"> 老師意見 	<p>運用的評估方法不少於兩項。</p>	<p>各級聯絡</p>	

	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
4.	<p>學習多元化</p> <p>採用直接教學法，用普通話進行教學，鼓勵學生用普通話提問及回答問題。</p> <p>其他學習活動如：播放歌曲、電影欣賞、話劇表演、角色扮演、分組討論等，鼓勵學生用普通話表情達意。</p> <p>中一級：朗誦/讀詩詞；說故事</p> <p>中二級：散文朗讀/誦；二人對話</p> <p>中三級：演講、小組討論；短劇</p>	<p>9/2015</p> <p>至</p> <p>6/2016</p>	<p>老師意見</p>	<ul style="list-style-type: none"> 單元內容能兼顧聽說能力的訓練 每學年的教學活動的數量不少於 4 次。 	<p>科主任、</p> <p>各級級聯絡</p> <p>任教老師</p>	

2. 營造校園氣氛，探究中華文化。

	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
1.	<p>普通話學會</p> <ul style="list-style-type: none"> 營造校園學習普通話的氣氛，舉行普通話日(舉辦多元化活動，如歌唱比賽，繞口令比賽)等，提高學生學習普通話興趣； <p>鼓勵學生參與校外活動及比賽</p> <ul style="list-style-type: none"> 校際朗誦比賽，或透過參與校內交外不同活動，加深同學對中華文化的認識。 <p>普通話大使團隊</p> <ul style="list-style-type: none"> 由歷屆 PMI 組別的同學擔任 ☒協助普通話能力較弱的同學，建立伙伴關係。 ☒協助推動普通話活動 	<p>9/2015</p> <p>至</p> <p>6/2016</p>	<p>統計數據</p> <p>學生意見調查</p>	<ul style="list-style-type: none"> 參與活動的次數 參與學生的投入感 	<p>普通話學會導師</p>	<p>普通話學會全年經費 \$1000</p>

二. 科組架構

普通話科組織架構					
聯絡人：	姚敏儀				
成員：	李國基、戴碧瑜				
	級聯絡	A	B	C	D
中一	姚敏儀	姚敏儀	姚敏儀	姚敏儀	姚敏儀
中二	戴碧瑜	李國基	戴碧瑜	戴碧瑜	戴碧瑜
中三	姚敏儀	姚敏儀	姚敏儀	姚敏儀	姚敏儀

普教中班課程發展小組	
聯絡人：	姚敏儀
成員：	區如冰、李國基
任教教師：	中一 姚敏儀
	中二 李國基

普通話學會	
聯絡人：	陳穎芝
成員：	姚敏儀

三. 普通話各級學習大綱一覽

	中一 (2 課節)	中二 (2 課節)	中三 (1 課節)
漢語拼音	<ul style="list-style-type: none"> ☞ 音節表 <ul style="list-style-type: none"> • 聲、韻、調 ☞ 譯寫 <ul style="list-style-type: none"> • 拼音譯漢字(詞) 	<ul style="list-style-type: none"> ☞ 譯寫 <ul style="list-style-type: none"> • 拼音譯漢字(詞) • 拼音譯漢字(句) • 漢字譯拼音(詞) 	<ul style="list-style-type: none"> ☞ 譯寫 <ul style="list-style-type: none"> • 拼音譯漢字(詞) • 拼音譯漢字(句) • 漢字譯拼音(詞) • 漢字譯拼音(句)
語音知識	<ul style="list-style-type: none"> ☞ 音韻 <ul style="list-style-type: none"> • 聲母(22 個) • 韻母 • 聲調：四聲、輕聲 	<ul style="list-style-type: none"> ☞ 音韻 <ul style="list-style-type: none"> • 複習韻母 • 難辨韻母：前後鼻音 	<ul style="list-style-type: none"> ☞ 音韻 <ul style="list-style-type: none"> • 應用中一、二所學
	<ul style="list-style-type: none"> ☞ 拼音方案 ☞ 變調 <ul style="list-style-type: none"> • 一不※ • 上聲連讀變調(1) ※ 	<ul style="list-style-type: none"> ☞ 拼寫規則 <ul style="list-style-type: none"> • 姓名※ • 國家地名※ • 連寫 ☞ 變調：上聲連讀(2) ※ ☞ 音變 <ul style="list-style-type: none"> • 輕聲※ • 疊字形容詞※ 	<ul style="list-style-type: none"> ☞ 音變 <ul style="list-style-type: none"> • 啊 • 兒化 • 疊字形容詞(因中二未教)
語言知識	<ul style="list-style-type: none"> ☞ 詞彙 <ul style="list-style-type: none"> • 粵普對譯表※(1-10 項) ☞ 語法※ <ul style="list-style-type: none"> • 識懂會能 • 叫讓 • 多少 ☞ 量詞※ <ul style="list-style-type: none"> • 詞表(1-22 項) 	<ul style="list-style-type: none"> ☞ 詞彙 <ul style="list-style-type: none"> • 粵普對譯表※(11-17 項) ☞ 語法※ <ul style="list-style-type: none"> • 也都還是 • 比較 • 雙賓 • 「把」字 ☞ 量詞※ <ul style="list-style-type: none"> • 詞表(23-45 項) 	<ul style="list-style-type: none"> ☞ 詞彙 <ul style="list-style-type: none"> • 粵普對譯表(18-22 項) ☞ 語法 <ul style="list-style-type: none"> • 應用中一、二所學 ☞ 量詞 <ul style="list-style-type: none"> • 詞表(1-45 項)
活動	朗讀/誦詩詞	朗讀/誦散文	演講、小組討論
	說故事	二人對話	短片製作

※工作紙已存於 RESOURCE 內「各級教學資料」文件夾內，級聯絡可按需要調適工作

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	1,705.00	
EOEBG-Photocopy	180.00	600 copies
EOEBG-Lib Book	400.00	
EOEBG-Stencil	200.00	100copies
Total Grant:	2,485.00	

二. 英國語文教育：英國語文科工作計劃

English Language Panel Plan for 2015-2018

Objective: To refine our ELT curriculum that will engage learners and foster self-directed learning.

Major Concern 1: Enhance reading skills and strategies.

Rationale	Proposed measures	Resources & teacher-in-charge	Time scale			Success Criteria
			15-16	16-17	17-18	
<p>Attitude:</p> <p>Reading is a vital form to get information.</p> <p>Reading is a pleasure pastime.</p> <p>Habit formation:</p> <p>Students read a variety of text types and topics to capture their interest and encourage them to read further.</p>	<p>Promotion of reading to learn in all forms</p> <p>a) Extensive reading</p> <p>b) Intensive reading</p> <p>c) Book Sharing presentation</p> <p>More reading is integrated into regular English Language lessons & assignment.</p>	<p>Purchase & management of S1-4 class readers. (CWL)</p> <p>Pilot: online readers (lcm)</p> <p>Letter to parents. (LWM)</p> <p>All Ts</p>	S1-2	S3-4		<p>Total no. of readers read by the end of the year:</p> <p>70% S1-2 read at least 40 readers.</p> <p>70% S3-4 read at least 30 readers.</p> <p>End-of-year questionnaire:</p> <p>Positive rating on questions related to reading.</p> <p>Sample of students' performance in follow-up assignments after extensive reading.</p> <p>Development of school-based curriculum on reading skills saved in Resource folder of English Panel.</p> <p>Sharing teaching on HKDSE reading skills & question types in collaboration periods & panel meeting.</p>
			S3			
			S1-4	S1-4	S1-4	
			S1-6	S1-6	S1-6	

Major Concern 2: Enrich the English speaking environment

Rationale	Proposed measures	Resources & teacher-in-charge	Time scale			Success Criteria
			15-16	16-17	17-18	
Attitude: I can communicate in English. Habit formation: Students have lots of exposure and chances to practice Speaking.	Create a rich environment of listening & speaking English in school. English Morning Greeting English Cafe English Speaking Day Open Forum English Morning Assembly	NET & English Society	S1-4	S1-4	S1-4	End-of-year questionnaire: Students give positive rating to English activities they participated. Reflective journal of participants of English activities in and out of the school.
	Curriculum & classroom practice: Develop materials on speaking skills that will enable Ss to tackle daily conversation & speaking exams.	Provide training for capable students as English Ambassadors to speak publicly to produce a 'modeling effect' in school.	NET & LWM Speech Festival: CWT Public Speaking Contest: lcm	S1-4	S1-4	S1-4

Major Concern 3: Cater for learning diversity and develop learner's autonomy.

Rationale	Proposed measures	Resources & teacher-in-charge	Time scale			Success Criteria
			15-16	16-17	17-18	
<p>Attitude: I need to learn more about what I am interested.</p> <p>Habit formation: Encourage Ss to search more information about the topic they have learnt.</p> <p>Curriculum & classroom practice: Develop curriculum with clear 'core' and 'extended' content and resources for average and capable learners.</p>	<p>'My interest in English' in journals & presentations.</p>	All Ts	S1-4	S1-4	S1-4	Collection of sample work from Ss in assignment inspection for sharing in Panel meeting.
	<p>English Homepage with useful online materials for learning English.</p>	English homepage (WCF)	S4	S4	S4	Updated online materials.
	<p>Pilot : Inter-generational ESL Project</p>	FLS, CWL	S2-4			Positive feedback from participants & parents.
	<p>For more capable Ss: Set up an English learning community with top 30 S3-4 Ss.</p>	NET & Core Group	S3-4	S3-4	S3-4	Sharing of some effective teaching strategies & materials for learner diversity in form collaboration periods & panel meeting.
	<p>For weaker Ss: Refine the course materials for S1-3 remedial classes.</p>	lcm & S1-3 form co	S1-3	S1-3	S1-3	Collection of some materials for future adoption
<p>Post-Mock tutorials for S6 underachievers.</p>	LWM & S6 Ts	S6	S6	S6	Collection of some materials for future adoption.	
<p>Program for less privileged Ss in S2</p>	NET & CWT Outsource company	S2	S2		Collection of some materials for future adoption	

Funding needed for English Panel (2015-18)

Programme	Expected outcome	Period	Funding	Target student			Success criteria	Budget			Teacher-in-charge
				15/16	16/17	17/18		14/15	15/16	16/17	
Public Speaking Training	Train a team of capable students for Public Speaking Contest	7/15-7/16	Senior form learner diversity grant	S3 (15) S4 (15) capable Ss	S3 (15) S4 (15) capable Ss	S3 (15) S4 (15) capable Ss	Reflective journal of participants Result of Public Speaking Contest	7,000.	7,000.	7,000.	lcm, Brian
Intergenerational ESL program	Enhance the motivation in learning English	9/15-12/15	English Panel special grant	30 S2-4 Ss			pre & post test of participants & parents	40000 *			FLS, CWL
Process Writing Workshop	Enhance writing skills	9/15-7/16	Senior form learner diversity grant	S4 (20) capable writers	S4 (20) capable writers	S4 (20) capable writers	Collection of writing done by participants	6000 *	6000 *	6000 *	LWM
English Ambassador Training	Train English Ambassadors	8/15-7/16	English Panel special grant	S3-4 (30) capable Ss	S3-4 (30) capable Ss	S3-4 (30) capable Ss	completion of the program by participants	3,000.	3,000.	3,000.	lcm, NET
Choral Speaking Training	Train a team of capable students for Choral Speaking Contest	8/15-12/15	English Panel special grant	S1-2 (50) capable Ss	S1-2 (50) capable Ss	S1-2 (50) capable Ss	Reflective journal of participants Result of Choral Speaking Contest	7,000	7,000.	7,000.	CWT, Brian
ET Project	Enhance Speaking Skills	8/15-7/16	QEF	120 S4-S6 motivated Ss			completion of the program by participants	to be approved			LWM
Special program for S2	Support for less privileged students	9/15-8/16	Special grant for the less privileged	(20) S2 Ss	(20) S2 Ss		completion of the program by participants	100,000.00			CWT, Cally

English Language Panel Plan for 2015-2016

(I) Our vision

To promote the development of strategies, values and attitudes that are conducive to effective, independent and lifelong learning.

To develop a rich language environment which facilitates and encourages learners to use English for academic and leisure purposes.

To assess and commend the work of students in ways which will encourage them to take pride in their English work and develop them into independent learners.

(II) Aims & Focus

Junior forms:

- To refine the school-based curriculum with clear benchmarking of goals in teaching and learning English.
- To increase students' motivation in learning and using English as a means of communication

Senior forms:

- To equip students with the skills and strategies for public exam.
- To develop students' capability of using English as an effective tool for study and work

(III) Situational Analysis

1. Strengths

- 1.1 The English Panel has a panel of experienced, well-trained and benchmarked teachers.
- 1.2 The School is playing a supportive role in promoting language teaching and learning in terms of resources for the purchase of materials and outsourcing services.
- 1.3 A form coordinator system has been established to facilitate curriculum/syllabus planning and implementation.
- 1.4 The establishment of the English Language Room is enhancing the use of IT in language teaching and learning.
- 1.5 In junior forms, we have integrated Language Arts (poetry, songs, stories and drama) in our English Language curriculum. This is aligned with the New Senior Curriculum.

2. Weaknesses

- 2.1 Most students in general are dependent and passive towards learning English.
- 2.2 Most students have not formed a regular reading habit and have limited vocabulary.
- 2.2 Though most learners are fluent in expressing ideas in speaking, they need further polish on clarity and accuracy.
- 2.2 Catering learner diversity is an area to be further explored for higher effectiveness of teaching and learning.

3. Opportunities

- 3.1 The efforts of the School in fostering a positive attitude towards study might pay off in the long run.
- 3.2 The training of a team of students to become the English Society Committee members and English Ambassadors might create a modeling effect in school.
- 3.3 There are chances for collaboration with content areas (Integrated Science, General Studies) to enhance students' English learning.

4 Threats

- 4.1 The style of learning has changed a lot as most youngsters are very much into digital gadgets for recreational purposes. Teachers need to pay more effort on preparing lessons with more engaging activities.

English Panel (15-16)

Panel Chair Lau Wing Mei, Winnie

Panel Chair assistant Leung Cho Ming, Joe Fan Lai Sum, Tracy

Form coordinators: S1 Fan Lai Sum, Tracy S2 Tong Kwong Lan, Flora
S3 Lui Yeung Ki, Iris, Leung Cho Ming, Joe S4 Lau Wing Mei, Winnie
S5 Lau Chui King, Aida S6 Li Yik Man, Tim

Native English Teacher: Emma Keliher

S1 Teachers: Tracy, Phoenix, Danehill, Tim, Emma

S2 Teachers: Flora, Aida, Connie, Emma

S3 Teachers: Iris, Joe, Emma, Phoenix

S4 Teachers: Winnie, Connie, Tracy, Lyrics

S5 Teachers: Aida, Flora, Iris

S6 Teachers: Tim, Joe, Danehill, Winnie, Lyrics

Duty list of Eng Panel (2015-16)

Duties	Details	* Coordinator & teachers involved
Eng Panel coordinators		Winnie Tracy Joe
Eng form coordinators	Planning and conduct meetings, evaluation, arrange & keep stock of resources.	S1 Tracy S2 Flora S3 Iris, lcm S4 Winnie S5Aida S6 Tim
Core group meeting		Winnie Tracy Joe Connie Phoenix Lyrics
Publication & Editorial	Edit school publication.	*Winnie, Emma, Lyrics
Eng Society	Lunchtime activities Start from 6 Oct, 1:40-2:00	*Emma, Joe, Danehill, Iris
Eng Morning Greeting	Start from 7 Sep, every Mon.	*Emma
Reading Is Power	Start from 29 Sep, every Tue.	*Lyrics

Eng Morning Assembly	Junior - 25 Sep, alternate Fri Senior- 2 Oct, alternate Fri	*Emma & Eng Ts	
Resources of Eng Panel	Update new resources Keep stock	Shelves in Eng Rm Class readers Library TRC E classroom Homepage	Winnie Aida Lyrics Tim Danehill
Assessment	Prepare measures for assessment Analyse and evaluate assessment result.	Pre-S.1 Attainment F.2 BCA F.3 TSA F.6 HKDSE	Tracy Flora Joe Winnie
Enrichment / Remedial	Arrange Eng programmes & activities for capable or weaker Ss.	Remedial classes S1-3 Speech Festival English Alliance Senior form enrichment	Joe Connie Emma Winnie
Coach of student teacher	One student teacher from HKU PGCE	Joe (S3 class)	

Year Planner 2015-16

Time	Teaching & learning	Meeting / Special events
Sep	-habit & class routine formation -follow up summer assignment -diagnose Ss ability (pre-test) -TV News	EMA (J) 25 Sep EMA (S) 2 Oct RIP 29 Sep Eng lunchtime activities 6 Oct Update Eng Panel homepage * WCF
Oct	- Form test (form rank & evaluation) - remedial measures for weak Ss	Eng Form Co Meeting 9 Oct Enrichment class for S1-3 Assignment inspection (29-31 Oct) EMA (J) 9 Oct, 23 Oct EMA (S) 2 Oct, 16 Oct, 30 Oct
Nov	Set & circulate first exam papers S1, S2, S3→FLS S4, S5, S6→LWM	English Week ?? S1-2 Parent Night (13 Nov) FLS LWM TKL EMA (J) 13 Nov EMA (S) 27 Nov
Dec		Open Day & seminar (5 Dec) * LWM EK LCM EMA (J) 4 Dec EMA (S) 11 Dec
Jan	-First examination -S6 Mock Exam	Eng Form Co Meeting 8 Jan Eng Panel Meeting 22 Jan EMA (J) 29 Jan
Feb	-Evaluation of first exam -remedial measures for weak Ss	EMA (S) 26 Feb
Mar	-Select textbooks for next year	SSPA Interview (12 Mar 9:00-12:30) All Eng Ts EMA (J) 4 Mar, 18 Mar EMA (S) 11 Mar
Apr	- form test - remedial measures for weak Ss	Easter holiday: enrichment class for S4-5 First Class Eng Day (18 Apr) HKDSE P1 & P2 (8 Apr) HKDSE P3 (9 Apr) EMA (J) 15 Apr, 29 Apr ?? EMA (S) 8 Apr, 22 Apr ??
May	-diagnose Ss ability (post-test)	HKDSE P4 (28 Apr – 11 May)
June	Final examination - Set & circulate final exam papers S1, S2, S3→FLS S4, S5→LWM	Eng Form Co Meeting 6 June Eng Panel Meeting 24 June TSA LYK, lcm, HMF, CWT
July	-Evaluation of final exam -Summer assignment -Planning for 16-17	Pre-S1 Attainment Test (12 July) HKDSE results (13 July)
Aug	Pre-S1 Summer Bridging	S4 Summer Tutorial LWM, CWT, FLS, CWL S5 Summer Tutorial LCK, TKL, LYK S1 English Orientation *EK

Budget:

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	\$17,500.00	
EOEBG-Library Book	1,500.00	
EOEBG-Photocopy	3,000.00	10,000 copies
EOEBG-English Extensive Reading Scheme	13,000.00	
EOEBG-Speech Festival	500.00	
EOEBG-Stencil	6,300.00	3150 copies
EOEBG-F & E Grant	51,000.00	
EOEBG-After School remedial Class for weak	18,450.00	
CEG- Catering Learning Diversity	50,000.00	
SSCS-TA	65,000.00	To be confirmed
GRANT TOTAL:	226,250.00	

三. 數學科工作計劃

數學科三年發展計劃(2015/16 至 2017/18 年度)

1. 數學科整體目標

數學對幫助學生發展終身學習所需的能力扮演了一個非常重要的角色。

(1) 數學學習重要的是讓學生取得所需的經驗和獲得基礎的知識和技巧、讓他們學會如何學習、建立具邏輯性、創意和批判性的思考方法、建構和運用知識、懂得分析和解決問題、知道怎樣獲取和處理資訊，從而作出正確判斷，以及培養善於與人溝通的能力。

(2) 學生可藉本科建立信心及對數學學習持有正確的態度，重視數學科和欣賞數學科的精妙之處。

(3) 電腦和計算機等高科技產品，大大改變了數學教育的世界。學生應能掌握資訊科技以適應互動多變的環境。有了資訊科技的幫助，無意義的操練和過時的課題，在數學教學中已顯得不再重要，也不合時宜。

2. 學校關注事項 2015-2018

4. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。

5. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。

6. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

3. 現況分析

2.1 優點：

2.1.1 教師能開放地討論學與教的困難及交流教學的心得，有助促進彼此的教學經驗。

2.1.2 教師資歷豐富、具備專業資格，能妥善處理學生學習問題。

2.1.3 學生品性純良、可塑性高，課堂秩序良好。

2.2 弱點：

2.2.1 學生的學習及思維模式改變，較多喜歡動態學習活動。對於具思考性及較複雜的問題，學生普遍顯得沒有耐性作答。

2.2.2 學生在學習的主動性及自律性不高，有待改善。

2.2.3 學生不重視生活常規細節，責任感仍待提升。

2.3 契機

2.3.1 數學教學室能作為本科學與教的基地，使數學科的資源集中，方便師生發展學習活動。

2.3.2 網上資源發展成熟，動態幾何軟件的配套亦充足，可借助外間的資源（教育局、出版社、學科學會等），發展校本課程。

2.4 危機

2.4.1 由於新高中學習期延長，部分學生未能承受學業壓力，數學能力較弱的學生面對學習信心下降的問題。

2.4.2 延伸課程在升學及社會的認受性普遍未被全面接受，使數學能力高的學生不願投放時間學習。

2.4.3 隨著「自願優化班級結構」計劃的完成，未來班級數目及學生人數將會整體縮減，人力及財力資源逐步收緊，須面對人手緊絀，科內教師隊伍承傳的困難。

4. 未來三年關注事項

- (1) 優化數學課程、考評和教學，建構多元學習經歷。
- (2) 提昇學習動機，推動數學學習風氣，發揮追求卓越文化。
- (3) 強化教師團隊專業能量，提昇學術領袖角色及影響。

範疇	課程 / 考評 / 教學	學生培育	管理與組織
教師	優化數學課程、考評和教學	提昇學習動機，推動數學學習風氣	強化教師團隊專業能量
學生	建構多元學習經歷	發揮追求卓越文化	提昇學術領袖角色及影響

5. 發展計劃(2015/16 至 2017/18 年度)

- (1) 優化數學課程、考評和教學，建構多元學習經歷。

預期成果	策略	時間表		
		15/16	16/17	17/18
確立初中課程重點發展部分。	配合新選教科書，加強以下課題教學部分： 貫徹基礎代數訓練、中三加入數據處理：數數及排列部份。	√	√	√
探索有效學習方法，累積經驗及持續發展。	藉着電子學習提供多元教與學模式，在教學策略、課業展示、備課溫習模式等。	√	√	√
形成實証為本的教學文化。	分析校內、公開考試成績，調節教學策略，追蹤學生初中考試成績，幫助學生在數學學習面有更全面發展。學期初，讓老師針對學生成績特質，設計合適教學配套，配合不同學能及需要的學生學習。學期末，讓老師檢視教學成果及效能。分析範圍包括：學科測驗 (Pre S1)及每學年上下學期成績比較、TSA 及校內考試成績分析、校內成績與公開是比較。	√	√	√
善用課堂外的時間作補底跟進，使數學能力稍遜的學生改善學習，盡快跟上進度。	多作測考後的跟進輔導，鞏固學生的知識基礎。善用「課後支援」資源，協助部分學生解決學習問題。中六課後補課以能力分流進	√	√	√

	行，讓不同學能學生對公開試加強解題預備。模擬考試後的補課，對中六弱生尤其重要，訓練重點在操練初中題目及調整應試策略及信心。			
調整測考卷題目質量控制，加強教師對評估目標的共識。	數學題目概分為三種層次：基本運算(level 1)、標準題(level 2)與思考題(level 3)。建議統測及考試卷題目分佈以這三種題型的比例為30%，30%及40%。讓同級任教老師有充足時間閱卷及修訂，建議統測傳卷時間最少為3天上課日，考試卷為交校務處期限前最少為7天上課日。統測後教師應盡快完成評改工作，於一星期內將分數輸入 resource/record，統測出卷老師於兩星期內進行跟進輔導班。	√	√	√
加強做數學練習意識，幫助學生建立有效學習習慣，提高學生審題、解題能力。	學生日常課業分兩類：詳細批改(精改)、簡略批改(略改)。精改課業作用為檢視學生書寫表達技巧、能力，避免胡亂套用公式，着重解題步驟訓練，適時回饋教學效能，盡早糾正學習錯誤。略改課業作用為檢視學生做功課態度，加強學生做數的意識及自理能力。	√	√	√
重視全面學習，從不同途徑學習建構知識。	透過優越學分計劃的多元化項目，讓不同能力學生作多方向發展，內容包括閱讀報告、專題研習、模型製作、數學比賽等。	√	√	√
促進互動協作，鼓勵自主學習和創新思考。	學生透過不同的電子學習平台：e-class、TWIG、schoolology，使學習的時間延伸到課堂以外，在預備新課題、測考前準備、鞏固基礎概念、培養數學興趣等，學生可自主地調整學習進度及內容，配合自我發展，擴闊學生視野，強化學習任務。	√	√	√
培養學生良好邏輯思考習慣。	舉辦中一及公開組(中二中三)數學挑戰站，透過定期訓練，培養學生思考習慣。	√	√	√

(2) 提昇學習動機，推動數學學習風氣，發揮追求卓越文化。

預期成果	策略	時間表		
		15/16	16/17	17/18
在教學的過程中，教師主動連繫學習內容及讓學生多認識數學與生活的關係。	鼓勵教師學生加強溝通，共同協商學習目標及測考成績期望，對於不同能力的學生，應建立不同的學習及成績目標，提升學生自我期望及學術要求。	√	√	√
舉辦數學周，提高學生對數學的興趣。	希望學生透過不同形式的學習活動，學習數學，並提高他們對學習數學的興趣。	√	√	√
讓學生參與精英訓練課程及校外比賽，從而擴闊學生見識。	舉辦初中奧林匹克數學精英訓練課程，目標是強化學生運算技巧、高階拆解等作答技巧；強化學生邏輯思維能力，提升學生對學習數學的興趣；糾正錯誤，提升作答及應試能力。於精英培訓班內，挑選有質素學生加以訓練，參加校外比賽。	√	√	√
透過多元的途徑及平台，表揚在數學有良好表現的學生。	鼓勵學生參與各種學習活動及比賽和爭取學習機會，藉以建立自主的學習風氣及追求卓越的學習風氣。建立數學榮譽榜，藉以表揚公開試成績數學及延伸部獲取 5**學生。	√	√	√

(3) 強化教師團隊專業能量，提昇學術領袖角色及影響。

預期成果	策略	時間表		
		15/16	16/17	17/18
就提升學生自主學習及照顧學生學習多樣性進行專業的交流與討論，並累積優質的經驗，提升教學效能。	初中每級設立共同備課節，改善及提升老師的教學進度及質素，教師分享指定課題的教學策略及優質課業安排。在每次會議分工主持，就指定課題的教學作討論。	√	√	√
加強管理溝通及協調，聚焦優質課程、深化教學策略及環節，使課程能持續發展。	設立初中級聯絡聯席會議，清晰規劃及聯繫初中課程的安排及落實各級方案。	√	√	√
教師互相交流觀摩，嘗試持續更新教學模式。	推動互助觀課模式，在共同備課的級別，以備課、觀課後評課形式進行。高中特選課題(排列組合)作觀課重點。鼓勵開放課堂，特邀同事觀課，鼓勵老師安排一節課堂，讓同事觀課。	√	√	√
促進教師專業發展，提升教學效能。	透過進修，教師間互相交流分享，促進教師專業發展。鼓勵多了解課程發展趨勢，報讀EDB課程、出版社講座、教育城課程、大學課程、數學學會及數理學會活動等。	√	√	√
善用數學尖子的楷模效應，藉朋輩互動鼓勵學生對學術的追尋。	表揚在數學有良好表現的學生，藉以建立追求卓越的學習風氣。舉辦校內精英培訓班，並挑選有質素學生加以訓練，參加校外比賽，擴闊學習視野。建立數學學會精英隊伍，協助策劃及推動聯課活動及追求卓越的學風。	√	√	√

數學科 2015-2016 年度工作計劃

今年科內關注事項：

- (1) 優化數學課程、考評和教學，建構多元學習經歷。

優化數學課程、考評和教學

確立初中課程重點發展部分，配合新選教科書，加強以下課題教學部分：
貫徹基礎代數訓練、中三加入數據處理：數數及排列部份。

藉着電子學習提供多元教與學模式，在教學策略、課業展示、備課溫習模式等，讓師生探索有效學習方法，累積經驗及持續發展。

分析校內、公開考試成績，調節教學策略，形成實証為本的教學文化。追蹤學生初中考試成績，幫助學生在數學學習面有更全面發展。學期初，讓老師針對學生成績特質，設計合適教學配套，配合不同學能及需要的學生學習。學期末，讓老師檢視教學成果及效能。分析範圍包括：學科測驗 (Pre S1)及每學年上下學期成績比較、TSA及校內考試成績分析、校內成績與公開是比較。

善用課堂外的時間作補底跟進，使數學能力稍遜的學生改善學習，盡快跟上進度。多作測考後的跟進輔導，鞏固學生的知識基礎。善用「課後支援」資源，協助部分學生解決學習問題。中六課後補課以能力分流進行，讓不同學能學生對公開試加強解題預備。模擬考試後的補課，對中六弱生尤其重要，訓練重點在操練初中題目及調整應試策略及信心。

調整測考卷題目質量控制，加強教師對評估目標的共識。數學題目概分為三種層次：基本運算(level 1)、標準題(level 2)與思考題(level 3)。建議統測及考試卷題目分佈以這三種題型的比例為30%，30%及40%。讓同級任教老師有充足時間閱卷及修訂，建議統測傳卷時間最少為3天上課日，考試卷為交校務處期限前最少為7天上課日。統測後教師應盡快完成評改工作，於一星期內將分數輸入resource/record，統測出卷老師於兩星期內進行跟進輔導班。

加強做數學練習意識，幫助學生建立有效學習習慣，提高學生審題、解題能力。

	詳細批改 (精改)	簡略批改 (略改)
目的	檢視學生書寫表達技巧、能力，避免胡亂套用公式，着重解題步驟訓練，適時回饋教學效能，盡早糾正學習錯誤	檢視學生做功課態度，加強學生做數的意識及自理能力
形式	傳統家課簿（校簿）、工作紙、小測	工作紙、測考資料夾、堂課練習簿、筆記簿
檢測、批改次數	最少每月3次（七日內改好並發還給學生）	不定期，建議最少初中上學期2次、下學期1次，高中上下學期各1次

建構多元學習經歷

重視全面學習，從不同途徑學習建構知識。透過優越學分計劃的多元化項目，讓不同能力學生作多方向發展，內容包括閱讀報告、專題研習、模型製作、數學比賽等。

促進互動協作，鼓勵自主學習和創新思考。學生透過不同的電子學習平台：e-class、TWIG、schoolology，使學習的時間延伸到課堂以外，在預備新課題、測考前準備、鞏固基礎概念、培養數學興趣等，學生可自主地調整學習進度及內容，配合自我發展，擴闊學生視野，強化學習任務。

舉辦中一及公開組（中二中三）數學挑戰站，透過定期訓練，培養學生良好邏輯思考習慣。

(2) 提昇學習動機，推動數學學習風氣，發揮追求卓越文化。

提昇學習動機，推動數學學習風氣

在教學的過程中，教師主動連繫學習內容及讓學生多認識數學與生活的關係。鼓勵教師學生加強溝通，共同協商學習目標及測考成績期望，對於不同能力的學生，應建立不同的學習及成績目標，提升學生自我期望及學術要求。

舉辦數學周，提高學生對數學的興趣。希望學生透過不同形式的學習活動，學習數學，並提高他們對學習數學的興趣。

發揮追求卓越文化

讓學生參與精英訓練課程及校外比賽，從而擴闊學生見識。舉辦初中奧林匹克數學精英訓練課程，目標是強化學生運算技巧、高階拆解等作答技巧；強化學生邏輯思維能力，提升學生對學習數學的興趣；糾正錯誤，提升作答及應試能力。於精英培訓班內，挑選有質素學生加以訓練，參加校外比賽。

透過多元的途徑及平台，表揚在數學有良好表現的學生。鼓勵學生參與各種學習活動及比賽和爭取學習機會，藉以建立自主的學習風氣及追求卓越的學習風氣。恆常有系統地公佈初中測考後優異成績表揚榜，鼓勵績優學生更進一步。建立數學榮譽榜，藉以表揚公開試成績數學及延伸部獲取 5**學生。

(3) 強化教師團隊專業能量，提昇學術領袖角色及影響。

強化教師團隊專業能量

就提升學生自主學習及照顧學生學習多樣性進行專業的交流與討論，並累積優質的經驗，提升教學效能。初中每級設立共同備課節，改善及提升老師的教學進度及質素，教師分享指定課題的教學策略及優質課業安排。在每次會議分工主持，就指定課題的教學作討論。

加強管理溝通及協調，聚焦優質課程、深化教學策略及環節，使課程能持續發展。設立初中級聯絡聯席會議，清晰規劃及聯繫初中課程的安排及落實各級方案。

教師互相交流觀摩，嘗試持續更新教學模式。推動互助觀課模式，在共同備課的級別，以備課、觀課後評課形式進行。高中特選課題(排列組合)作觀課重點。鼓勵開放課堂，特邀同事觀課，鼓勵老師安排一節課堂，讓同事觀課。

促進教師專業發展，提升教學效能。透過進修，教師間互相交流分享，促進教師專業發展。鼓勵多了解課程發展趨勢，報讀EDB課程、出版社講座、教育城課程、大學課程、數學學會及數理學會活動等。

提昇學術領袖角色及影響

善用數學尖子的楷模效應，藉朋輩互動鼓勵學生對學術的追尋。表揚在數學有良好表現的學生，藉以建立追求卓越的學習風氣。

舉辦校內精英培訓班，並挑選有質素學生加以訓練，參加校外比賽，擴闊學習視野。

建立數學學會精英隊伍，協助策劃及推動聯課活動及追求卓越的學風。

數學	級聯絡	其他授課老師
F.1	張凱琳(1B)(1D)	梁志明(1C), 袁仲強+林麗雯(1A)
F.2	謝慧(2D)	蘇偉森(2C), 黃偉智(2A), 張凱琳(2B),
F.3	梁志明(3B)	袁仲強(3A), 林麗雯(3D/C), 林永生(3C/D)
F.4	黃萬安(4CDB)	梁志明(4A), 謝慧(4BCD), 林麗雯(4CDB), 楊振雄(4DB)
F.5	楊振雄(5C)	黃偉智(5A), 謝慧(5BD), 袁仲強(5CDB), 黃萬安(5DB),
F.6	林麗雯(6DE)	黃萬安(6A), 林永生(6B), 黃偉智(6CD), 林麗雯(6DE), 楊振雄(6ECD),

F.4 M1	林麗雯(4CDB)	F.5 M2	黃萬安(5DB)
F.5 M1	袁仲強(5CDB)	F.4, F.6 M2	楊振雄(4DB, 6ECD)
F.6 M1	袁仲強(6DEC)		

平時分及考試分的分配：

		考試卷	常模分	分級數賽	統測分	MC 統測／學能測驗等
中一	第一次考試	75%	5%*		20%	
	第二次考試	70%	5%*		20%	Project 佔 5%(無則入常模)
中二	第一次考試	70%		5%	20%	閱讀報告 5%
	第二次考試	70%		5%	20%	閱讀報告 5%
中三	第一次考試	75%		5%(+5%)	15%	閱讀及專題報告(+5%)
	第二次考試	75%		5%(+5%)	15%	專題報告(+5%)
中四	第一次考試	75%	10%			15% 統測
	第二次考試	75%	10%			15% 統測
中五	第一次考試	75%	10%			15% 統測
	第二次考試	75%	10%			15% 統測
中六	第一次考試	75%	10%			15% 統測

*註：5%是以常模分佈 10 分再除以 2 計出來，而統測一次最多佔 5%

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	3,500.00	
EOEBG-Library Book	1,500.00	
EOEBG-Photocopy	1,200.00	4000 copies
EOEBG-Stencil	5,500.00	2750 copies
EOEBG-校外數學比賽	1,000.00	
EOEBG-校內數學比賽	500.00	
CEG-照顧學習多樣性	19,700.00	
Fractional-TA	6,500.00	
GRANT TOTAL:	39,400.00	

四. 科學及科技教育

(1) 綜合科學科

3-Year Subject Action Plan [Science] (2015/16-2017/18)

I Action Plan

Major Concern	Intended Outcomes	Strategies	Time Scale		
			15/16	16/17	17/18
1. To cultivate students' self-directed learning habit with diversified learning styles and abilities in science by catering for learners' diversity	<ul style="list-style-type: none"> ◆ General population of students masters the core science content across different units (with a good command of communicating the knowledge in English) in the formal curriculum with clear awareness of their continuous learning outcome. 	<ul style="list-style-type: none"> ◆ Timely feedback on the performance of students' continuous assessment (viz. quizzes, uniform tests and assignments) with a particular focus on weakness among students across the whole form and individual class. ◆ Clear learning objectives, especially those are categorized as core science content, are set forth to all students during the course of teaching in different sections in order to facilitate students' self-awareness in their learning progress and planning of their learning pace. 	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>

Major Concern	Intended Outcomes	Strategies	Time Scale		
			15/16	16/17	17/18
1. To cultivate students' self-directed learning habit with diversified learning styles and abilities in science by catering for learners' diversity [cond't]	◆ Elite students become active learners in science inside and outside classrooms (such as making a good use of e-Learning resources).	<p>◆ Elite students in each form are grouped with teacher's direction and guidance in monitoring their learning progress in science inside and outside classrooms.</p> <p>They are strongly encouraged to attend 'outside-school' workshops and participate in competitions to broaden their horizons in the field of science. Tailor-made programmes are organized for them to attend.</p> <p>They are assigned as 'peer leaders' in science classes and science-related activities such as the Mathematics-and-Science Week. A sense of "positive superiority" is intended to be cultivated among them and brings the idea to the whole student population.</p>	✓	✓	✓
			✓	✓	✓
			✓	✓	✓

Major Concern	Intended Outcomes	Strategies	Time Scale		
			15/16	16/17	17/18
1. To cultivate students' self-directed learning habit with diversified learning styles and abilities in science by catering for learners' diversity [cond't]	<ul style="list-style-type: none"> Academically low achievers are provided with appropriate support for meeting acceptable standard. 	<ul style="list-style-type: none"> Academically low achievers are required to attend remedial classes on a regular basis for revision, further discussion and consolidation of recently taught topics. 	✓	✓	✓
2. To optimize the junior science curriculum with the intention of equipping students with scientific knowledge that lives up to the standards of talents in future	<ul style="list-style-type: none"> All students are equipped with scientific knowledge that is essential to them in their junior forms. They are expected to be well-prepared to make critical and reasonable comments towards any science-related issue in the future. 	<ul style="list-style-type: none"> The current junior science curriculum will be updated by the Education Bureau in the near future. Opportunities to include modern science topics in the school-based science curriculum are foreseeable. Newsflash of science-related issues that are closely-related to students are posted in the e-Learning platforms and briefly discussed during the lessons. 		✓	✓

Major Concern	Intended Outcomes	Strategies	Time Scale		
			15/16	16/17	17/18
2. To optimize the junior science curriculum with the intention to equip students with scientific knowledge to live up to the standards of talents in future [cond't]	<ul style="list-style-type: none"> ◆ Students' science process skills are improved and equipped for studying senior form science subjects. ◆ All students in their junior forms are equipped with scientific knowledge that is essential to them. They are expected to be well-prepared to make critical and reasonable comments towards any science-related issue in the future. 	<ul style="list-style-type: none"> ◆ Tailor-made exercises and relevant experiments are arranged in relevant units for training up students' science process skills. ◆ Visits and workshops are arranged to widen students' horizons to modern science and science-related development in industries in Hong Kong and different areas. 	✓	✓	✓
3. To foster teachers' professional development in teaching junior form science	<ul style="list-style-type: none"> ◆ Successful teaching strategies, with careful planning and intensive deliberation among teachers, will be shared for better learning and teaching in junior form science. 	<ul style="list-style-type: none"> ◆ Teachers are encouraged to attend seminars organized by EDB and related agencies. Formal sharing during CLP periods, informal sharing and class observations among teachers are encouraged. 	✓	✓	✓

II Assessment Strategies

Continuous Assessment (25 %)	Examination (75 %)
(a) Uniform Test (15 %)	FORMAT (a) Multiple-choice Questions (b) Structured Questions Relevant scientific knowledge and language components will be assessed.
(b) Assignments (5 %)	
(c) Daily Performance (5 %)	

◆ Quizzes, uniform tests and examinations

Quizzes, uniform tests and examinations may contain questions set on unfamiliar situations presented in the form of text, diagrams and graphs. In addition, students are expected to apply their scientific knowledge to answer questions set on the information given.

◆ Assignments

It may include pre-lesson preparation tasks, science reading tasks, reflective journals, supplementary worksheets, hands-on learning tasks and so on.

◆ Daily performance

It is carried out on a continuous basis using different methods such as oral questioning, observation of students' performance, participation and attitude towards 'outside-school' competitions and science workshops and so on. In this academic year, students should attend at least one of the many science-related activities daily performance in the second term.

Annual Subject Plan [Science] (2015-2016)

I Aim

Science aims to introduce junior form students the fundamental scientific knowledge and to promote their cognitive development through its specific mode of learning – experimentation via scientific investigations. Through this subject, students can acquire some basic scientific knowledge and concepts, develop some generic skills, and learn to appreciate the applications as well as the contributions of science to society.

The overarching aim of our subject is to enable students to

- (a) acquire the basic scientific knowledge and concepts for living in and contributing to a scientific and technological world;
- (b) develop the ability to think scientifically and creatively, and to solve problems individually or collaboratively in science-related contexts;
- (c) be acquainted with the language of science and be equipped with the skills in communicating ideas and views in science related contexts;
- (d) develop curiosity and interest in science;
- (e) be aware of the social, ethical, economic, environmental and technological implications of science and develop an attitude of responsible citizenship; and
- (f) be able to appreciate and understand the evolutionary nature of scientific knowledge.

II Situational Analysis

1. Strengths

- (a) Students are generally attentive and well-disciplined in classes.
- (b) Junior form students are classified as Band One students who are willing and eager to follow instructions during lessons. Teachers need not waste too much time in handling disciplinary problems.
- (c) Laboratory technician is well experienced and supportive.
- (d) School provides subject panels with a high degree of autonomy. Any changes and reforms within subject panels are usually highly supported.
- (e) Materials for EMI teaching in Secondary 1 and 2 are well-developed.
- (f) All panel members are well experienced in teaching, and are willing to develop their professional knowledge by engaging themselves in various subject-related seminars organized by professional bodies
- (g) Collaborative lesson periods are well utilized for the exchange of teaching ideas and strategies.

2. Weaknesses

- (a) Some students are used to rote learning, and show a strong dependence on teachers.
- (b) Some students are weak in high-order thinking, and sometimes cannot apply their scientific knowledge in real life situations.
- (c) Some students are lack in common knowledge.
- (d) Students generally show a weaker interest and curiosity in studying science when

compared with past years.

- (e) Some Secondary 1 students are not used to study science using English in the early stage. They cannot communicate effectively in written or oral English.
- (f) Some elite students are lack in motivation to excel for excellence in their academic performance.

3. Opportunities

- (a) Teaching resources are readily available in various channels inside and outside school to facilitate better learning and teaching.
- (b) The switch to EMI enables students to expose themselves to English learning environment and facilitates the learning and teaching in science subjects.
- (c) All teachers are equipped with skills in using English as the medium of instructions in recent years. Useful experience can be shared among the panel members.
- (d) Continuous improvement in the infrastructure and equipments of IT facilitates better learning and teaching with the good use of e-Learning strategies.

4. Threats

- (a) The number of Secondary 1 students being admitted is expected to have a drop under the policy of ‘Optimization of Class Structures’.
- (b) Manpower in the science panel would face a significant change in the near future.

III Language Objectives for EMI learning and teaching

In addition, students are expected to acquire the subject knowledge through learning and teaching using English as the medium of instruction (MOI) and language for communication. A number of language objectives have been established to prepare students to acquire and present scientific knowledge and concepts using English.

Students are expected to be able to

- (a) understand scientific texts in textbooks, workbooks and reading materials in English terms and phrases;
- (b) communicate scientific ideas and concepts in English, both in written form and in verbal form; and
- (c) search for information in English and present personal ideas on issues related to scientific context.

Meanwhile, teachers are prepared to assist students to achieve the above objectives by developing a greater awareness of students’ language needs and problems. This can be achieved by

- (a) providing opportunities to read scientific texts in English and to use English to communicate in written form;
- (b) using simple classroom language and repeating things in English, and enhancing teacher-student interaction and peer communications in classes using English;
- (c) maintaining English use inside and outside classrooms;
- (d) using suitable assessment indicators to monitor the progress of students’ learning using English for devising strategies and measures to cater for students’ learning diversity;

- (e) maintaining close collaboration with English teachers for cross-curricular project on LAC; and

IV Objectives of e-Learning in the learning and teaching

With the continuous improvement in the infrastructure and equipments of IT facilitates better learning and teaching with the good use of e-Learning strategies such as the use of e-classrooms in the school e-learning platform, Youtube channels with a selection of videos on experiments and science content, the use of iPads for interactive learning and teaching activities and so on.

V Major Concerns

1. To cultivate students' self-directed learning habit with diversified learning styles and abilities in science by catering for learners' diversity
2. To optimize the junior science curriculum with the intention to equip students with scientific knowledge to live up to the standards of talents in future
3. To foster teachers' professional development in teaching junior form science

IV Strategies

Major Concern	Strategy	Success Criteria	Method of Evaluation
<p>1. To cultivate students' self-directed learning habit with diversified learning styles and abilities in science by catering for learners' diversity</p>	<ul style="list-style-type: none"> ◆ Timely feedback on the performance of students' continuous assessment (viz. quizzes, uniform tests and assignments) with a particular focus on weakness among students across the whole form and individual class. ◆ Clear learning objectives, especially those are categorized as core science content, are set forth to all students during the course of teaching in different sections in order to facilitate students' self-awareness in their learning progress and planning of their learning pace. ◆ Elite students in each form are grouped with teacher's direction and guidance in monitoring their learning progress in science inside and outside classrooms (such as making a good use of e-Learning resources). 	<ul style="list-style-type: none"> ◆ Improvement is shown after feedback in the assessments ◆ Good mastery of core science content among students during the lessons and in the assessments ◆ Students are more eager to study science subjects in their senior forms. 	<ul style="list-style-type: none"> ◆ Students' performance in assessments (in terms of both science content and English for communication) ◆ Teachers' observation ◆ Students' performance in assessments ◆ Students' performance in assessments ◆ Participation rate in science-related activities ◆ Percentage of students who are willing to take science subject(s) in their senior forms

Major Concern	Strategy	Success Criteria	Method of Evaluation
<p>1. To cultivate students' self-directed learning habit with diversified learning styles and abilities in science by catering for learners' diversity [cond't]</p> <p>2. To optimize the junior science curriculum with the intention of equipping students with scientific knowledge to live up to the standards of talents in future</p>	<p>They are strongly encouraged to attend 'outside-school' workshops and participate in competitions to broaden their horizons in the field of science. Tailor-made programmes are organized for them to attend.</p> <ul style="list-style-type: none"> ◆ They are assigned as 'peer leaders' in science classes and science-related activities such as the Mathematics-and-Science Week. A sense of "positive superiority" is intended to be cultivated among them and brings the idea to the whole student population. ◆ All students in their junior forms are equipped with scientific knowledge that is essential to them. They are expected to be well-prepared to make critical and reasonable comments towards any science-related issue in the future. ◆ Tailor-made exercises and relevant experiments are arranged in relevant units for training up students' science process skills. 	<ul style="list-style-type: none"> ◆ Participation rate in various science-related activities inside and outside school shows a significant rise. ◆ Students are more capable in applying the scientific knowledge in different scenarios. 	<ul style="list-style-type: none"> ◆ Students' performance in assessments

Major Concern	Strategy	Success Criteria	Method of Evaluation
3. To foster teachers' professional development in teaching junior form science	◆ Innovative teaching strategies, with careful planning and intensive deliberation among teachers, will be shared for better learning and teaching in junior form science.	◆ Fruitful sharing among teachers during CLP periods	◆ Teachers' evaluation

VI Assessment Strategies

Continuous Assessment	Examination
(a) Uniform Test	<u>FORMAT</u> (a) Multiple-choice Questions (b) Structured Questions Relevant scientific knowledge and language ability for effective communication will be assessed.
(b) Assignments	
(c) Daily Performance	

◆ Quizzes, uniform tests and examinations

Quizzes, uniform tests and examinations may contain questions set on unfamiliar situations presented in the form of text, diagrams and graphs. In addition, students are expected to apply their scientific knowledge to answer questions set on the information given.

◆ Assignments

It may include pre-lesson preparation tasks, science reading tasks, reflective journals, supplementary worksheets, hands-on learning tasks and so on.

◆ Daily Performance

It is carried out on a continuous basis using different methods such as short quizzes, oral questioning, observation of students' performance, participation and attitude towards 'outside-school' competitions and science workshops and so on. In this academic year, students should attend at least one of the many science-related activities daily performance in the second term.

VII Allocation of Manpower in Panel

Overall coordinator	Mr. Lee Ka Wai (LKW)			
Secondary 1 coordinator	Mr. Cheung Wai Hung (CWH)			
Class	1A	1B	1C	1D
Teacher	Mr. Tam Ka Wa (TKW)	Mr. Cheung Wai Hung (CWH)	Mr. Cheung Wai Hung (CWH)	Mr. Tam Ka Wa (TKW)
Secondary 2 coordinator	Mr. Suen Kwei Lung (SKL)			
Class	2A	2B	2C	2D
Teacher	Mr. Lee Ka Wai (LKW)	Mr. Suen Kwei Lung (SKL)	Mr. Kwong Chung Yuk (KCY)	Mr. Wong Wai Chi (WWC)

Budget:

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	800.00	
EOEBG-Library Book	1,500.00	
EOEBG-Photocopy	270.00	900 copies
EOEBG-Stencil	600.00	300copies
EOEBG-Consumable Goods	19,420.00	
EOEBG-F&E	54,200.00	
CEG-照顧學習多樣性計劃	20,000.00	
SSCS-TA	7,000.00	
GRANT TOTAL:	103,790.00	

(2) 物理科工作計劃

Three years' Subject Plan of Physics (2015-18)

1. Aims and objectives

The general educational objectives of physics syllabus are in accordance with the objectives of the Curriculum and Assessment guide prepared by the Education Department Bureau.

Basically the aim of the Physics Curriculum is to provide physics-related learning experiences for students to develop scientific literacy, so that they can participate actively in our rapidly changing knowledge-based society, prepare for further studies or careers in fields related to physics, and become lifelong learners in science and technology.

Objectives

1.1 Students should be able to

- 1.1.1 develop interest in the physical world and maintain a sense of wonder and curiosity about it;
- 1.1.2 construct and apply knowledge of physics, and appreciate the relationship between physical science and other disciplines;
- 1.1.3 appreciate and understand the nature of science in physics-related contexts;
- 1.1.4 develop skills for making scientific inquiries;
- 1.1.5 develop the ability to think scientifically, critically and creatively, and to solve problems individually or collaboratively in physics-related context;
- 1.1.6 understand the language of science and communicate ideas and views on physics-related issues;
- 1.1.7 make informed decisions and judgments on physics-related issues; and be aware of the social, ethical, economic, environmental and technological implications of physics, and develop an attitude of responsible citizenship.

1.2 Teachers should

- 1.2.1 work collaboratively with each other and share their teaching experiences;
- 1.2.2 develop their professionalism through various training;
- 1.2.3 help students to get a good grade in HKDSE;

2. Situational Analysis

2.1 Strengths

- 2.1.1 Physics teachers are teaching collaboratively and they always share their teaching experience.
- 2.1.2 The laboratory technician is very familiar with the experiments to be performed by the students, so that they can help the teachers to manage the students during the experiments.
- 2.1.3 Students are obedient and they would follow the instructions of the teachers closely.
- 2.1.4 The school management team has great support to the teachers in developing different teaching strategies.
- 2.1.5 The school provides great autonomy for each panel members to develop.
- 2.1.6 The academic standard of the students is getting higher.
- 2.1.7 Teachers are willing work as required.

2.2 Weakness

- 2.2.1 Students are weak in understanding abstract concepts and they are lacking of initiative to work by themselves.
- 2.2.2 Students are weak in expressing their ideas in written English.
- 2.2.3 Science teachers are required to participate in various administrative work of the school thus the time left in preparing teaching tasks would be less.
- 2.2.4 Students are not keen on reading textbook and they are lazy in preparing their notes.
- 2.2.5 Students' interest in science subjects has declined gradually in the previous years.

2.3 Opportunities

- 2.3.1 The teachers are getting familiar and requirement of the new syllabus, and they can now refine syllabus for effective teaching in the forthcoming years..
- 2.3.2 EMI would be practiced in the whole school in the coming year this helps to arouse the English atmosphere of the school.

2.4 Threats

- 2.4.1 The DSE results of the students in this year is not as good as expected, this may lay down a heavy burden to the teachers.
- 2.4.2 The number of students in selecting physics is getting less and less.

3. Major concerns of the coming three years

The major concerns of these three years are to response to the three major concerns of the school. In responding to these concerns, we would focus our work in the following areas.

- 3.1 To cultivate the self-learning ability of the students
- 3.2 To cultivate students' language proficiency and the abilities in searching for excellence in academic area, and to tackle the students' learning diversity problem.
- 3.3 To cultivate the professional development of the physics teachers and to strength the integrated ability of the teachers

4. Strategies

Major Concern	Intended Outcomes	Strategies	Time Frame		
			12/13	13/14	14/15
3.1 To cultivate the self-learning ability of the students	1. Students with different abilities can strengthen their knowledge at their levels.	1. Questions are classified according to different levels of difficulties so that students with different abilities can do their exercise at their levels.	√	√	√
	2. Students can prepare themselves before the lesson.	2. Notes with simple exercises will be distributed to the students so they can study material before the lessons.	√	√	√
	3. Teachers should know the standard of the students in different topics.	3. Quizzes, tests and examinations are assigned to the students so that they serve the purpose of assessments of learning and for learning.	√	√	√
	4. SBA worksheets which serve two purposes. The first one is to assess the experimental technique of the students and the second one to assess the familiarity of the students to particular topics in the curriculum.	4. Teachers should refine the previous SBA worksheets.	√	√	√
	5. F.3 students would have more knowledge on HKDSE physics. This helps them to select the elective to be learnt in F.4.	5. More HKDSE content would be taught in F.3 physics lessons	√	√	√

Major Concern	Intended Outcomes	Strategies	Time Frame		
			12/13	13/14	14/15
3.2 To cultivate students' language proficiency and the abilities in searching for excellence in academic area, and to tackle the students' learning diversity problem	1. Elite students should search for excellence in academic area.	1. Elite students are required to attend the competition organized by external agents	√	√	√
	2. The students should build up the ability to understand the English questions and to write meaningful English to answer the questions.	2. Students are required to answer lengthy questions which enable them to understand the questions written in English, and they have to use complete English sentences to answer the explanatory questions.	√	√	√
	3. Students with diverse abilities can learn in different pace and depth.	3. Small group tutorial would carry out to cater for students with different abilities.	√	√	√
	4. Students with different abilities can build up confidence in facing the HKDSE.	4. Questions with different levels would be assigned to the students. Elite students are required to finish the difficult questions, and the less able students would be asked to finish more simple questions.	√	√	√
	5. The English standard of the students would be enhanced and they can use English confidently.	5. English is the sole language medium in the class	√	√	√

Major Concern	Intended Outcomes	Strategies	Time Frame		
			12/13	13/14	14/15
3.3 To cultivate the professional development of the physics teachers and to strength the integrated ability of the teachers	1. Teachers would improve their teaching strategy	1. Class visits among the teachers would be carried regularly so the teachers can learn from their colleague	√	√	√
	2. Physics teachers would get a clearer picture about the syllabus and they can learn how to teach the students effectively.	2. Physics teachers should attend all the seminars and workshops relating to the physics curriculum. Sharing of teaching experiences would be practiced during these meetings.	√	√	√
	3. Variety of teaching methods would be employed in teaching	3. The teachers should make use of the resources from the internet to help them to teach physics.	√	√	√
	4. Refinement of their teaching methods.	4. Collaboration among the teachers should be carried out so that they can share their teaching experience and teaching methods.	√	√	√

Subject Plan of Physics (2015-16)

5. Aims and objectives

The general educational objectives of physics syllabus are in accordance with the objectives of the Curriculum and Assessment guide prepared by the Education Department Bureau.

Basically the aim of the Physics Curriculum is to provide physics-related learning experiences for students to develop scientific literacy, so that they can participate actively in our rapidly changing knowledge-based society, prepare for further studies or careers in fields related to physics, and become lifelong learners in science and technology.

Objectives

1.3 Students should be able to

- 1.3.1 develop interest in the physical world and maintain a sense of wonder and curiosity about it;
- 1.3.2 construct and apply knowledge of physics, and appreciate the relationship between physical science and other disciplines;
- 1.3.3 appreciate and understand the nature of science in physics-related contexts;
- 1.3.4 develop skills for making scientific inquiries;
- 1.3.5 develop the ability to think scientifically, critically and creatively, and to solve problems individually or collaboratively in physics-related context;
- 1.3.6 understand the language of science and communicate ideas and views on physics-related issues;
- 1.3.7 make informed decisions and judgments on physics-related issues; and be aware of the social, ethical, economic, environmental and technological implications of physics, and develop an attitude of responsible citizenship.

1.4 Teachers should

- 1.4.1 work collaboratively with each other and share their teaching experiences;
- 1.4.2 develop their professionalism through various training;
- 1.4.3 refine the 3-3-4 physics syllabus for effective teaching;

6. Situational Analysis

6.1 Strengths

- 6.1.1 Physics teachers are teaching collaboratively and they always share their teaching experience.
- 6.1.2 The laboratory technician is very familiar with the experiments to be performed by the students, so that they can help the teachers to manage the students during the experiments.
- 6.1.3 Students are obedient and they would follow the instructions of the teachers closely.
- 6.1.4 The school management team has great support to the teachers in developing different teaching strategies.
- 6.1.5 The school provides great autonomy for each panel members to develop.
- 6.1.6 The academic standard of the students is getting higher.
- 6.1.7 Teachers are willing work as required.

6.2 Weakness

- 6.2.1 Students are weak in understanding abstract concepts and they are lacking of initiative to work by themselves.
- 6.2.2 Students are weak in expressing their ideas in written English.
- 6.2.3 Science teachers are required to participate in various administrative work of the school thus the time left in preparing teaching tasks would be less.
- 6.2.4 Students are not keen on reading textbook and they are lazy in preparing their notes.
- 2.2.5 Students' interest in science subjects has declined gradually in the previous years.

6.3 Opportunities

- 6.3.1 The teachers are getting familiar and requirement of the new syllabus, and they can now refine syllabus for effective teaching in the forthcoming years..
- 6.3.2 EMI would be practiced in the whole school in the coming year this helps to arouse the English atmosphere of the school.

6.4 Threats

- 6.4.1 The DSE results of the students in this year is not as good as expected, this may lay down a heavy burden to the teachers.
- 6.4.2 The number of students in selecting physics is getting less and less.

7. Major concerns of the coming year

The major concerns of these three years are to response to the three major concerns of the school. In responding to these concerns, we would focus our work in the following areas.

- 3.1 To cultivate the self-learning ability of the students
- 3.2 To cultivate students' language proficiency and the abilities in searching for excellence in academic area, and to tackle the students' learning diversity problem.
- 3.3 To cultivate the professional development of the physics teachers and to strength the integrated ability of the teachers

8. Strategies

Major Concern	Strategies / Tasks	Time Frame	Success Criteria	Method of Evaluation
3.1	1. Questions are classified according to different levels of difficulties so that students with different abilities can do their exercise at their levels.	9/2015–7/2016	Students perform well at their levels.	Outcomes from the exercises, test and examinations.
	2. Notes with simple exercises will be distributed to the students so they can study material before the lessons.	9/2016–7/2016	Students can prepare before the lessons.	Behaviour of the students in answering the questions during the lesson.
	3. Quizzes, tests and examinations are assigned to the students so that they serve the purpose of assessments of learning and for learning.	9/2015–7/2016	Teachers can make use of the results of the tests and examinations to refine their teaching pace and strategies	Teachers' personal judgements.
	4. Teachers should refine the previous SBA worksheets.	9/2015–7/2016	A set of refined SBA worksheets should be prepared.	Students' behaviour in SBA and teachers' evaluation.
	5. More HKDSE content would be taught in F.3 physics lessons	9/2015–7/2016	The time taken to finish the F.4 syllabus should be less than before, i.e. more materials can be taught in F.4.	The material to be examined in the final examination should be more than the previous year.

Major Concern	Strategies / Tasks	Time Frame	Success Criteria	Method of Evaluation
3.2	<ol style="list-style-type: none"> <li data-bbox="271 276 840 391">1. Elite students are required to attend the competition organized by external agents <li data-bbox="271 394 840 687">2. Students are required to answer lengthy questions which enable them to understand the questions written in English, and they have to use complete English sentences to answer the explanatory questions. <li data-bbox="271 691 840 869">3. Small group tutorial would carry out to cater for students with different abilities. <li data-bbox="271 873 840 1166">4. Questions with different levels would be assigned to the students. Elite students are required to finish the difficult questions, and the less able students would be asked to finish more simple questions. <li data-bbox="271 1169 840 1377">5. English is the sole language medium in the class 	<ol style="list-style-type: none"> <li data-bbox="844 276 952 391">9/2015–7/2016 <li data-bbox="844 394 952 687">9/2015–7/2016 <li data-bbox="844 691 952 869">9/2015–7/2016 <li data-bbox="844 873 952 1166">9/2015–7/2016 <li data-bbox="844 1169 952 1377">9/2015–7/2016 	<ol style="list-style-type: none"> <li data-bbox="956 276 1541 391">Students show great interest in attending this kind of competitions. <li data-bbox="956 394 1541 687">Great improvement in answering the explanatory questions in English. <li data-bbox="956 691 1541 869">Many students should great improvements to different extent. <li data-bbox="956 873 1541 1166">Most of the students should be able to finish the assessments assigned to them <li data-bbox="956 1169 1541 1377">Teachers use nearly 100 % of English as the medium of instruction in the class. 	<ol style="list-style-type: none"> <li data-bbox="1545 276 2139 391">Large number of students is willing to attend the competitions. <li data-bbox="1545 394 2139 687">Teachers understand what the students have written in the exercises and assessments which are assigned to them. <li data-bbox="1545 691 2139 869">Students show great improvements in the assessments assigned to them. <li data-bbox="1545 873 2139 1166">Satisfactory behaviour of the students in the assessments. <li data-bbox="1545 1169 2139 1377">Teachers' evaluation

Major Concern	Strategies / Tasks	Time Frame	Success Criteria	Method of Evaluation
3.3	<ol style="list-style-type: none"> 1. Class visits among the teachers would be carried regularly so the teachers can learn from their colleague 2. Physics teachers should attend all the seminars and workshops relating to the physics curriculum. Sharing of teaching experiences would be practiced during these meetings. 3. The teachers should make use of the resources from the internet to help them to teach physics. 4. Collaboration among the teachers should be carried out so that they can share their teaching experience and teaching methods. 	<ol style="list-style-type: none"> 9/2015–7/2016 9/2015–7/2016 9/2015–7/2016 9/2015–7/2016 	<ol style="list-style-type: none"> Teachers learn from each others and their teaching technique can be improved Teachers get familiar with the syllabus and they have confident to teach the students. Teachers can get more resources from the internet and they can be used during the lesson. The standard of teaching should be raised and the students should benefit from it. 	<ol style="list-style-type: none"> Number of class visits carried out by the teachers, and the teachers' evaluation and students' response during the lessons. Teachers' evaluation Teachers' and students' feedback. Teachers' and students' evaluation.

5. Organization of the Physics Panel

Overall coordinator : Kwong Chung Yuk
 Form coordinators :F.3 : Kwong Chung Yuk
 F.4 : Kwong Chung Yuk
 F.5 : Tam Ka Wa
 F.6 : Kwong Chung Yuk

6. Budget

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	200.00	
EOEBG-Library Book	1,500.00	
EOEBG-Photocopy	100.00	333 copies
EOEBG-Stencil	2,500.00	1250copies
EOEBG-Consumable good	5,500.00	
EOEBG-F&E	50,000.00	
GRANT TOTAL:	59,800.00	

(3) 化學科工作計劃

Three Year Action Plan of NSS Chemistry (2015/16-2017/18)

I Action Plan

Major Concern	Intended Outcomes	Strategies	Time Scale		
			15/16	16/17	17/18
To optimize the NSS chemistry curriculum	<ul style="list-style-type: none"> ◆ A smooth transition to NSS chemistry curriculum from junior science is established. ◆ Students can demonstrate knowledge and understanding in everyday life experience related to chemistry ◆ A pleasing result is obtained in the HKDSE chemistry examination 	<ul style="list-style-type: none"> ◆ Review the depth and width of the F.3 curriculum and incorporate part of NSS1 topics which are fundamental and interesting into F.3 Chemistry. ◆ Attend professional development courses and seminars to update knowledge and information for the NSS curriculum, and to improve assessment skills required for the curriculum ◆ Evaluate the curriculum, learning activities and assessment strategies from time to time ◆ Analyze SBA and HKDSE results to develop a school-based curriculum 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓

Major Concern	Intended Outcomes/Targets	Strategies	Time Scale		
			15/16	16/17	17/18
To cater students with learning diversity	<ul style="list-style-type: none"> ◆ Students are enthusiastic in learning chemistry inside and outside ordinary classrooms 	<ul style="list-style-type: none"> ◆ Incorporate different modes of teaching and learning activities into the curriculum 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓

	<ul style="list-style-type: none"> ◆ Able students act as a role model of being a successful learner. ◆ Less able students persist their learning motivation. 	<ul style="list-style-type: none"> ◆ Prepare an enrichment program for F.5 elite students. ◆ Encourage outstanding students to actively participate in inter-school competitions, talks, workshops and seminars ◆ Provide measures to enable weaker students to reach the benchmark in HKDSE ◆ Cultivate students with proper study habit and attitude towards the learning of chemistry through e-learning platforms such as e-Classroom and Youtube. ◆ Encourage S4 students to immerse themselves into the learning of chemistry in the EDB Chemist Online Award Scheme. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
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II Learning Activities

1. Classroom discussion
2. Practical work
3. Project learning
4. Searching and presenting information
5. Construction of concept maps
6. e-learning

III Assessment Strategies

1. Paper-and-pencil quizzes and tests
2. Written assignments
3. Oral questioning
4. Lesson observation
5. Practical work (including SBA)
6. Project
7. School examinations

Subject Plan of Chemistry (2015-2016)

I Aim

In order to meet the challenges posed by our rapid changing knowledge-based society, this subject, as a science subject, will provide a platform for developing scientific literacy and for building up essential scientific knowledge and skills for life-long learning in science and technology.

The overarching aim of our subject is to enable students to

- (a) develop students' interest in the world of chemistry and maintain a sense of wonder and curiosity in chemistry;
- (b) demonstrate knowledge and understanding in relation to facts, phenomena or applications in everyday life experience related to chemistry;
- (c) foster students to be able to think scientifically, critically and creativity, and solve problems individually and collaboratively in chemistry-related contexts;
- (d) raise students' awareness of the social, economic, environmental and technological implications of chemistry, and encourage them to show concern about the local environment and society;
- (e) enhance students' readiness to become responsible citizens in terms of scientific literacy in this rapid changing world.

II Situational Analysis

1. Strengths

- (a) Students show a strong interest in studying chemistry, and are generally attentive and well-disciplined in classes.
- (b) Students are academically capable groups..
- (c) Students are aware the importance of study and willing to strive for betterment.
- (d) Laboratory technician is well experienced and supportive.
- (e) School provides subject panels with a high degree of autonomy. Any changes and reforms within subject panels are usually highly supported.
- (f) Teaching staffs are stable and willing to develop their professional knowledge by engaging themselves in various chemistry-related seminars organized by professional bodies.

2. Weaknesses

- (a) Some students are used to rote learning, and show a strong dependence on teachers.
- (b) Some students are weak in high-order thinking, and cannot apply their scientific knowledge in real life situations.
- (c) Most students are lack in curiosity to pursuit the truth or the explanation.
- (d) Some elite students are lack in motivation to excel for excellence in their academic performance.
- (e) There is not enough teaching time for the NSS curriculum.
- (f) Number of teaching periods for science teachers are more heavily loaded than other subjects.

3. Opportunities

- (a) Rich opportunities of science training and competitions are available to widen the exposure of students.
- (b) Teaching resources are readily available in various channels to facilitate better teaching and learning.
- (c) Students are exposed to a wider spectrum of class activities such as presentation, debate, etc. They are in general more competent and more accustomed to the student-centred learning activities.
- (d) The 3-3-4 Educational Reform enables teachers to formulate better teaching strategies for the new syllabus, and re-allocate resources to improve students' learning outcomes.
- (e) NSS implementation provides further emphasis on the vertical alignment with junior science curriculum.

4. Threats

- (a) The NSS chemistry curriculum has not been fully developed. Subject requirements for public examinations, implementation of school-based assessment (SBA) are still under progress.
- (b) The number of Form 3 students choosing chemistry as one of their electives in the NSS level is not fixed and subject to changes. Allocation of human resources and laboratory equipments are uncertain in the near future.
- (c) Various changes in educational policies and requirements of training deplete teachers' time on subject preparation and dialogue time with students.

III Major Concerns

- 1. To optimize the NSS chemistry curriculum and F.3 school based chemistry curriculum.
- 2. To cater for students' diversity

IV Strategies

Major Concern	Strategy	Success Criteria	Method of Evaluation
1. To optimize the NSS chemistry curriculum and the F.3 school based curriculum.	<ul style="list-style-type: none"> ◆ Reorganize the NSS curriculum so as to suit our students' learning interest and abilities. ◆ Attend professional development courses and act as DSE marker to update professional knowledge and criteria for the NSS curriculum, and to improve assessment skills required for the curriculum ◆ Select Industrial Chemistry and Analytical Chemistry which are more familiar to teachers in NSS chemistry curriculum ◆ Make the best use of the collaboration lesson planning period. ◆ A school based F.3 curriculum is designed to act as a bridge for I.S. and NSS1. Real life situations and experimental approach are incorporated so as to increase students' learning interest. 	<ul style="list-style-type: none"> ◆ Teachers have applied appropriate teaching and learning activities to implement assessment for learning in lessons. ◆ Refinement of teaching notes and other teaching aids. ◆ Successful teaching experience can be shared among teachers. ◆ Students could hand in their assignments in a reasonable quality. ◆ Students can meet the required standard in SBA ◆ F.3 students are enthusiastic in learning chemistry and are eager to learn chemistry in their further studies. 	<ul style="list-style-type: none"> ◆ Feedback from students ◆ Students' performance in classes and formative assessment such as school examinations ◆ Evaluation from teachers ◆ Class Observation ◆ Feedback from schools ◆ Attendance checked by EDB record ◆ Number of students choose chemistry as one of their elective subjects in NSS1

Major Concern	Strategy	Success Criteria	Method of Evaluation
2. To cater for students' diversity	<ul style="list-style-type: none"> ◆ Incorporate different modes of teaching and learning activities into the curriculum such as designing experimental procedures and the P-E-O-E (Predict, Experiment, Observe, Explanation) approach, information searching, performing scientific investigations. These activities are intended to facilitate students' learning, especially for more able students ◆ Encourage outstanding students to actively participate in inter-school competitions, training workshops and scientific talks to broaden their horizon ◆ Launch remedial classes for weaker students to consolidate their knowledge required in the curriculum ◆ Launch enrichment programme for elite students in Form 5 to enhance their knowledge. ◆ Make the best use of different e-learning channels. 	<ul style="list-style-type: none"> ◆ Students take an initiative in participating in the teaching and learning activities. ◆ Students are more motivated to learn chemistry. ◆ Students can accomplish those practical tasks in the SBA well. ◆ Less able students can meet the required standard after the remedial classes. They are willing to learn and eager to improve. ◆ Those elite students can establish a modeling effect after the enrichment programme and they are more confident to strive for a higher grade in the HKDSE. ◆ Students are able make good use of those online resources to develop a good learning habit. ◆ Students are more enthusiastic in learning Chemistry. 	<ul style="list-style-type: none"> ◆ Students' performance in classes, practical tasks and formative assessment such as school examinations ◆ Evaluation from teachers and students ◆ Class observation ◆ Feedback from schools ◆ HKDSE result ◆ Students' academic performance. ◆ Evaluation from teachers through daily observation

Budget:

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	2,650.00	
EOEBG-Library Book	1,100.00	
EOEBG-Photocopy	510.00	1700 copies
EOEBG-Stencil	2,500.00	1250 copies
EOEBG-Consumable store	9,100.00	
EOEBG-F & E Grant	7,900.00	
CEG-照顧學習多樣性 (Gifted S2)	30,000.00	
GRANT TOTAL:	53,760.00	

(4) 生物科工作計劃

Subject Plan of Biology (2015-2018)

1. Aims

This subject is to provide learning experiences through which students will acquire or develop the necessary biological knowledge and understanding, scientific process skills, values and attitudes, for their personal development, for coping with a dynamically changing society and for contributing towards a scientific and technological world.

1.1 For their personal development, students will be able to enquire, think and reason scientifically and creatively

1.2 For coping with a changing society, students will be able to develop an interest in, and enjoyment of, the study of the living world so as to prepare themselves to become life-long learners in the related fields of science and technology

1.3 For contributing towards a scientific and technological world, students will be able to develop an attitude of contributory responsibility, including a strong sense of commitment to conserve, protect and maintain the quality of all environments for future generations

2. Situational Analysis

2.1 Strengths

2.11 The NSS Biology Curriculum has run for four rounds. Panel members are familiar with the NSS Biology Curriculum and can handle the curriculum competently.

2.12 The implementation of the SBA has been carried out smoothly for four cycles of the NSS Biology Curriculum. Laboratory technician is very supportive. Practical lessons are well prepared. Laboratory is well equipped with IT facilities for effective teaching.

2.13 Senior form students select the subject on their own. They have interest and show initiative in the subject.

2.2 Weaknesses

2.21 The learning attitude of some senior form students are still passive and show strong reliance on teachers.

2.22 The Learner Diversity is great in senior form students. This poses difficulties for teacher to organize appropriate learning contents and activities to meet the different needs of students.

2.23 Students are weak in high order thinking skills like analysis and integration of experimental data in different areas of the subject. Students are also weak in writing essays which are part of the HKDSE requirement.

2.3 Opportunities

2.31 Under the enhanced provisions for the Voluntary Optimisation of Class Structure Scheme by the EMB, there is more manpower in the school. This allows more time for teacher to handle different issues raised in learning and teaching.

2.4 Threats

2.41. The HKDSE has a great demand in the English ability of students. Long essay type questions are included in the public examination. This will be more difficult for our students to get a better result in the public examination. Teachers should adopt different strategies to help students understand the learning targets, consolidate their learning in class, reinforce positive behaviour and boost their self-confidence and sense of achievement.

2.42. The lengthy syllabus of the Biology Curriculum poses a great difficulty in the learning and teaching. Teacher should develop a new strategy to overcome the conflict between the teaching time and students learning.

2.43 There will be only one group of Biology in NSS1 in the coming academic year due to the retirement of one Biology teacher in 2017. This may lead to the decrease of students in selecting Biology as one of their X subjects. In addition, the manpower for teaching Biology will be not enough in 2017. Suitable arrangement should be worked out to ensure smooth transition.

3. Major concerns of next three years

In response to the 1st major concern of the school:

- 3.1 Enhancement in both learning and teaching of the NSS Biology Curriculum.
- 3.2 Catering for learner diversity. Develop various strategies to cater appropriately for the needs of students with different abilities.
- 3.3 To develop students' proficiencies in the generic skills, high order thinking skills and scientific skills associated with the practice of science.

4. **Subject plan**

Major concerns	Strategies	Expected outcome	Time schedule		
			15/16	16/17	17/18
3.1 Enhancement in both learning and teaching of the NSS Biology Curriculum.	<ul style="list-style-type: none"> Refinement of the NSS Biology curriculum including the teaching sequence, teaching materials and SBA. Refine the set of notes and practical task worksheets which has been developed for the first round NSS Biology Curriculum. 	<ul style="list-style-type: none"> The curriculum plan should be refined especially the depth of teaching in different topics. The notes and practical task worksheets should be reviewed and modified. Feedback from students is good. Notes are commonly used by students and are helpful to understand the textbook. Most of the students can handle the practical task independently. Good collaboration between subject teachers to assess practical skills within the laboratory lesson. Investigative reports of practical tasks by students are maintained at a good standard. 	✓	✓	✓

Major concerns	Strategies	Expected outcome	Time schedule		
			15/16	16/17	17/18
3.1 Enhancement in both learning and teaching of the NSS Biology Curriculum.	<ul style="list-style-type: none"> Tests would be arranged frequently to familiarize students with the requirement of HKDSE To help students to analyse the sample questions of the HKDSE so that they would familiarize with the public examination questions. 	<ul style="list-style-type: none"> Students are expected to get good results in the HKDSE 	✓	✓	✓
	<ul style="list-style-type: none"> More focus on “conducting a good lesson” 	<ul style="list-style-type: none"> The learning atmosphere and participation of students during the lessons is good. 	✓	✓	✓
3.2 Catering for learner diversity. Develop various strategies to cater appropriately for the needs of students with different abilities.	<ul style="list-style-type: none"> Provision of after school remedial support and enhancement programmes to meet students' diverse learning needs 	<ul style="list-style-type: none"> Less able students can meet the requirement in the after-quiz tutorial class. More able students are willing to join the enhancement programmes 	✓	✓	✓
	<ul style="list-style-type: none"> Explore and implement teaching strategies to cater for learner diversity 	<ul style="list-style-type: none"> Teachers employ different teaching strategies such as questioning and group discussion in classroom teaching. 	✓	✓	✓

Major concerns	Strategies	Expected outcomes	Time schedule		
			15/16	16/17	17/18
3.3 To develop students' proficiencies in the generic skills, high order thinking skills and scientific skills associated with the practice of science	<ul style="list-style-type: none"> Through normal teaching lessons and various learning activities outside the classroom. 	<ul style="list-style-type: none"> Students are expected to acquire knowledge and develop an understanding of biological principles, concepts, terms and facts. 	✓	✓	✓
	<ul style="list-style-type: none"> Students will be asked to design their own scientific investigation and carry out the investigation in groups. Students will be asked to finish a full report after each investigation. 	<ul style="list-style-type: none"> Students are expected to develop the ability to think scientifically and creatively students are expected to make careful observations, ask relevant questions, identify problems and formulate hypotheses for investigations 	✓	✓	✓
	<ul style="list-style-type: none"> Students will be asked to prepare certain topics at home and present them during normal lessons. This trains the students to study more independently. 	<ul style="list-style-type: none"> Students are able to study the subject independently. 	✓	✓	✓
	<ul style="list-style-type: none"> Adopt STS approach and other alternative approaches of teaching (e.g. field trips) to help students to enrich their scientific understanding, attitudes, value and generic skills. 	<ul style="list-style-type: none"> Students participate actively in the teaching activities / project and their performance are good. 	✓	✓	✓

Subject Plan of Biology (15-16)

1. Aims

This subject is to provide learning experiences through which students will acquire or develop the necessary biological knowledge and understanding, scientific process skills, values and attitudes, for their personal development, for coping with a dynamically changing society and for contributing towards a scientific and technological world.

- 1.1 For their personal development, students will be able to enquire, think and reason scientifically and creatively
- 1.2 For coping with a changing society, students will be able to develop an interest in, and enjoyment of, the study of the living world so as to prepare themselves to become life-long learners in the related fields of science and technology
- 1.3 For contributing towards a scientific and technological world, students will be able to develop an attitude of contributory responsibility, including a strong sense of commitment to conserve, protect and maintain the quality of all environments for future generations

2. Situational Analysis

2.1 Strengths

- 2.11 The NSS Biology Curriculum has run for four rounds. Panel members are familiar with the NSS Biology Curriculum and can handle the curriculum competently.
- 2.12 The implementation of the SBA has been carried out smoothly for four cycles of the NSS Biology Curriculum. Laboratory technician is very supportive. Practical lessons are well prepared. Laboratory is well equipped with IT facilities for effective teaching.
- 2.13 Senior form students select the subject on their own. They have interest and show initiative in the subject.

2.2 Weaknesses

- 2.21 The learning attitude of some senior form students are still passive and show strong reliance on teachers.
- 2.22 The Learner Diversity is great in senior form students. This poses difficulties for teacher to organize appropriate learning contents and activities to meet the different needs of students.
- 2.23 Students are weak in high order thinking skills like analysis and integration of experimental data in different areas of the subject. Students are also weak in writing essays which are part of the HKDSE requirement.

2.3 Opportunities

2.31 Under the enhanced provisions for the Voluntary Optimisation of Class Structure Scheme by the EMB, there is more manpower in the school. This allows more time for teacher to handle different issues raised in learning and teaching.

2.4 Threats

2.41. The HKDSE has a great demand in the English ability of students. Long essay type questions are included in the public examination. This will be more difficult for our students to get a better result in the public examination. Teachers should adopt different strategies to help students understand the learning targets, consolidate their learning in class, reinforce positive behaviour and boost their self-confidence and sense of achievement.

2.42. The lengthy syllabus of the Biology Curriculum poses a great difficulty in the learning and teaching. Teacher should develop a new strategy to overcome the conflict between the teaching time and students learning.

2.43 There will be only one group of Biology in NSS1 in the coming academic year due to the retirement of one Biology teacher in 2017. This may lead to the decrease of students in selecting Biology as one of their X subjects. In addition, the manpower for teaching Biology will be not enough in 2017. Suitable arrangement should be worked out in next year so as to ensure smooth transition.

3. Major concerns of the current year

In response to the 1st major concern of the school:

3.1 Enhancement in both learning and teaching of the NSS Biology Curriculum.

3.2 Catering for learner diversity. Develop various strategies to cater appropriately for the needs of students with different abilities.

3.3 To develop students' proficiencies in the generic skills, high order thinking skills and scientific skills associated with the practice of science.

4. **Strategies / Tasks**

Major concerns	Strategies / Tasks	Success Criteria	Methods of Evaluation
(3.1)	<ul style="list-style-type: none"> • Further refinement of the Biology curriculum including teaching sequence, teaching materials and SBA. • Refine the set of notes and experiments which have been developed for the NSS Biology Curriculum. • More focus on “conducting a good lesson” 	<ul style="list-style-type: none"> • The curriculum plan should be refined especially the depth of teaching in different topics. • The notes and experiments should be reviewed and modified. • Feedback from students is good. • Experiments can cope with the new trends in HKDSE. • Good collaboration between subject teachers to assess practical skills within the laboratory lesson • The learning atmosphere and participation of students during the lessons is good. 	<ul style="list-style-type: none"> • Collaboration between panel members (together with the laboratory technician) to prepare the curriculum plan. • Students’ view on the notes and experiments. • Questionnaire for students on learning and teaching.

Major concerns	Strategies / Tasks	Success Criteria	Methods of Evaluation
(3.2)	<ul style="list-style-type: none"> Provision of afterschool remedial support and enhancement programmes to meet students' diverse learning needs Explore and implement teaching strategies to cater for learner diversity 	<ul style="list-style-type: none"> Less able students can meet the requirement in the after-quiz tutorial class. More able students are willing to join the enhancement programmes Teachers employ different teaching strategies such as questioning and group discussion in classroom teaching. 	<ul style="list-style-type: none"> Students' performance in form tests and examination. Students' engagement in classroom learning.

Major concerns	Strategies / Tasks	Success Criteria	Methods of Evaluation
(3.3)	<ul style="list-style-type: none"> Students will be asked to conduct scientific investigation. They should identify the problem and devise a plan of investigation. These foster the development of scientific investigative skills and generic skills such as creativity, critical thinking, communication and problem solving. Adopt different learning activities (e.g. field trip) to help students to enrich their scientific understanding, attitudes, value and generic skills 	<ul style="list-style-type: none"> Students participate actively in the discussion. Most of the students can handle the practical task independently. Investigative reports of practical tasks by students are maintained at a good standard. Students participate actively and perform well in the activities. 	<ul style="list-style-type: none"> Students' performance in practical tasks Students' investigative practical reports Practical skills and abilities of students Students' performance in the activities

Budget:

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	1,000.00	
EOEBG-Library Book	1,500.00	
EOEBG-Photocopy	390.00	
EOEBG-Stencil	2,500.00	1250 copies
EOEBG-Consumable Store	7,720.00	
EOEBG-F&E	22,000.00	
GRANT TOTAL:	35,110.00	

(5) 資訊及通訊科技科工作計劃

Information and Communication Technology Plan (2015-2018)

1. Aims and Mission Statements.

Technology is developing rapidly. The use of computers and Information Technology in the modern world, in every part of society, is so common as to be inescapable and unavoidable. Students therefore must learn to use IT as a tool, as part of their everyday lives for the future. By the time they are in their early twenties, the technology we deem as state of the art today will probably be outmoded, but students who have a good grounding, a solid basis in today's technology, will find it much easier to cope with whatever changes and improvements are on the way.

Skills and understanding of computers and information technology will play a part in students' success in the coming years when they are part of the workforce. Lack of such skills will undoubtedly be part of the reason for their failure. With these important factors in mind, we have chosen the following aims to be central to our service to the students:

- to develop computer literacy together with an understanding of the concepts of computer systems and Information Technology;
- to provide an appreciation of the trends in the contemporary development of Information Technology;
- to demonstrate and help develop problem solving, critical thinking and communication skills and show how these may apply to students' daily lives and learning;
- To cultivate positive attitudes towards the rapidly-changing technological basis of modern society and its widespread use of computers.

2. Major Concerns

In the coming three years, we will follow the direction of the above aims and mission statements to focus and develop several targets:

Junior forms:

- The subject language objective is to help students understand the key terms related to computer literacy or ICT subjects. We have plans to modify our school-based book, increase the key terms of IT and use complete sentences in English to answer different IT related questions, in order to enrich students' language ability in IT. To assist in their learning, we will familiarize our students with using IT materials and IT tools. We also plan to increase self-assessment questions to discuss during lessons to make sure students have understood the concepts when teachers use EMI.
- Provide and restructure English bridging lessons to help students study computer-related subjects in our school, such as the school's computer labs' normal operations, computer logins, computer lab places, etc.
- By developing computer literacy, students are trained to use computers as a tool; it helps students apply IT to other subjects; students can handle different software to aid their learning efficiency in difference aspects, such as Word, Excel or PowerPoint.
- Multimedia is a part of computer literacy content; it can teach students various skills, abilities with applications and computer knowledge, and also logical thinking. In addition, multimedia elements can increase students' learning motivation, so during the coming years, we will supplement more multimedia elements to the current content.
- In F1, our curriculum concentrates on IT tools and creative ability, to equip our students with a basic ability to use IT as a learning tool and boost their creativity.
- In F2, our curriculum concentrates on the fundamentals of multimedia and programming, to equip our students with a basic ability to handle multimedia tools and multimedia materials, and introduce to them basic computer programming concepts.

- In F3, our curriculum concentrates on IT concepts such as graphical theories and enhances their manipulated multimedia data and tools. It also acts as a bridging program for students to prepare them for senior form ICT.
- In the coming years we plan to use e-books and will endeavour to produce school-based web materials and ICT interactive elements for students learning ICT through the internet or computers.
- We will try to adopt new curriculum or activities such as Android app development on tablet computers to motivate and improve students' programming skills.

Senior forms:

- In previous years, the ICT subject DSE Exam results far exceeded the Hong Kong average, so we have been successful in helping students to achieve better results.
- In the coming three years we will further refine our strategies. In the coming year, we will face more challenges from students, since many students' study abilities and motivation is low. Therefore, we will continue to provide remedial classes to these lower-ability students.
- For the language objective, we are focusing on the ICT related wording and answer scripts they will use in the public exam. We have to keep improving and increasing the numbers of gap fill online questions to help improve students' language abilities, and we will discuss the answer scripts during lessons.
- For students, we have to continue to provide online MC questions for their studies and revision.
- In the coming years, we have to plan to use videos for students to prepare before lessons and review after lessons, following an enhanced flipped class concept.

Apply different pedagogy to help student learning.

1. Activities in and out of lessons
 - i. The teaching of outside activities has been successful when applied to our ICT students. We will keep providing chances for students to attend several competitions. Those competitions increased students' interest in ICT differently than when they learn during the lessons. All of the students who won first place or other prizes were found to have achieved better results in the public exam. This was because after the competitions, students continued to study much more since the motivation from those competitions continued. So, in the coming three years, we will seek out more chances for students to join outside school activities.
 - ii. In lessons, when we tried using activities which were interactive, we found the students paid more attention to what teachers were saying. This has resulted in an increase in students' knowledge and motivation.
2. Multimedia applied in lessons
 - i. We will try to find more multimedia games and software related to our curriculum. Teaching these kinds of materials keeps students more interested. These materials include F1 game designs, F2 MTV productions and scratch, and F3 Flash games, etc.

3. Curriculum Focus:

- Junior Forms:

During their studies in junior forms, we expect students to gain a fruitful basic experience of IT, consolidate their skills in using computers and build a foundation in computer literacy and IT. The curriculum must be adapted to ensure that our objectives are met. The following table shows the structure of the re-organized curriculum,

	Conceptual aspect	Operational aspect
S.1	<ol style="list-style-type: none"> 1. Bridging program 2. Computer basic operation 3. Computer application software 4. ICT Fundamentals 5. Mind Tools studies 	<ol style="list-style-type: none"> 1. Bridging program helps students to adapt to secondary school life. 2. Review and intensify skills in using Office (Word, Excel and PowerPoint) 3. Introduction to the intranet E-class and i-portfolio 4. Chinese character input 5. Game design 6. Computer application and security 7. Computer intellectual property
S.2	<ol style="list-style-type: none"> 1. Peripheral components of Computer systems 2. Attitudes of using information technology 3. ICT Fundamental 4. Mind Tools studies 	<ol style="list-style-type: none"> 1. Multimedia Production: PhotoImpact, MTV ... 2. Programming with scratch game design 3. Environmental protection.
S.3	<ol style="list-style-type: none"> 1. Introduction of Information process 2. Enhance programming skill 3. Web building 4. Multimedia with script design 	<ol style="list-style-type: none"> 1. Web authoring using “html” and Dreamweaver 2. Action script with Flash 3. Information process with image, sound and number system. 4. Programming tools RAPTOR

- Senior Forms

In order to ensure that our students are well-prepared for NSS ICT, drills will form a vital part of our strategy. Tests will be conducted regularly to measure the pace of students’ learning and ensure they are up to speed. Tutorial classes will be conducted to assist students who are behind.

5. Assessment aspects

Both practical assessments and written assessments (in different formats) will be the basis of student assessment over a range of various criteria. Continuous assessment is applied.

Form 1

Semester 1	
1	Task assignment (20%)
2	Chinese Input Test (15%)
3	Online - PowerPoint + word + ipo Quiz (15%)
Total	50%
Semester 2	
1	Task assignment (20%)

2	Online - Excel + Fundamental Quiz (15 %)
3	Game Design Assignment (10%)
4	i-portfolio and Lesson performance (5%)
Total	50%

Form 2:

Semester 1	
1	Task assignment (20%)
2	Chinese Character input test (15%)
3	MTV Assignment (15%)
Total	50%
Semester 2	
1	Task assignment (20%)
2	Online - Computer fundamental + video production + photo impact (15 %)
3	Scratch (15%)
Total	50%

Form 3:

Semester 1	
1	Task assignment (20%)
2	Chinese Character input test (20%)
3	Online - Test Module 1-4 (30%)
Total	50%
Semester 2	
1	Task assignment (20%)
2	Flash (15%)
3	Web authoring (15%)
Total	50%

● Computer and Information Technology (S.4 – S.5)

	Practical	Written	Total
S4	Assignment (25%)	Core module (50%) Elective module (25%)	100 %
S5	SBA (20%)	Core module (60%) Elective module (20%)	100 %
S6	SBA (20%)	Core module (60%) Elective module (20%)	100 %

6. Evaluation

The mainstay of our evaluation of the Computer Literacy, ICT subject will be student feedback, teacher feedback, assignment quality, and average exam marks in each form. To ensure that the curriculum and course materials are suitable for the students, we will adapt and adjust according to evaluation and feedback over the academic year.

7. Organization

● Teaching

Junior Form	LCM, WCF, COL, SWS, TW
Senior	OYHC, COL

● Others

	Teachers
Computer Society	OYHC
Subject web site	OYHC

Information and Communication Technology Plan (2015-2016)

1. Aims and Mission Statements

It is inescapable and unavoidable to use computers and information technology (IT) in the modern world nowadays. Students in schools must learn to use IT as a tool for dealing with their everyday lives and equipping their future. Technology is developing so rapidly that the technology we deem as the-state-of-the-art today will probably be outdated, but students nowadays who have a good grounding and a solid basis in today's technology, will find it much easier to cope with whatever changes and improvements on the way.

Skills and understanding of computers and IT will undoubtedly play a vital part in students' success in the coming years when they are part of the workforce. Lack of such skills will likely be part of the reasons for fewer job opportunities and possibly failure. With these important factors in mind, we have chosen the following aims to be central to our service to the students:

- develop computer literacy together with an understanding of the concepts of computer systems and information technology;
- provide an appreciation of the trends in the contemporary development of information technology;
- demonstrate and help develop problem solving, critical thinking and communication skills and show how these apply to students' daily lives and learning;
- Cultivate positive attitudes towards the rapidly-changing technological basis of modern society and its widespread use of computers.

2. Major Concerns

Junior Forms:

1. Curriculum and learning materials are important, so we keep on refining every year. In the coming year, we are using the textbook from "Pearson" such as "Office application" in F1, "computer system" in F2 and "Raptor" in Form 3;
2. The language objective of this subject is to help students understand the key terms related to computer literacy or ICT subjects. We have planned to modify our school-based books by increasing the key terms of IT and using complete sentences to answer different IT-related questions. It can enrich students' language competence in the IT aspect. In order to equip our student with using IT materials and IT tools for learning, we have also planned to increase self-assessment questions to discuss during the lessons to make sure students have mastered the concepts when the teachers use EMI.
3. Designing interesting curriculum for students. Most of the interesting topics will be kept such as game designs with "Game Maker", programming design with "Scratch" and multimedia design with "Flash Game". Also the robots programming control is still be taught. We will use these kinds of activities to teach the skills of logical thinking, program writing, problem solving, etc.
4. Since part of our school-based books are outdated, we have planned to rewrite "Environmental protection". More updated information will be introduced and case study tasks will be arranged to deliver the concept of environment protection and computer waste.
5. Update the form one "game maker" part, since the content of the school-based book is outdated, we have planned to update in the second term of this academic year.
6. We will provide more activities for junior form students, such as "Mobile Design competition" in March, interesting programming class after school. More chances are available for high ability students to develop in the ICT field.

Senior Forms:

7. In Form 6, we continue the plan from last year. It provides frequent reviews and tests for our students. For the high-ability students, we will provide more materials such as online question banks and online reading materials for them to study by themselves. In addition, we also continuously encourage lower-ability students to stay after school for extra lessons, when teachers can stay to help them.
8. As to keep F4 and F5 ICT students' interest in the ICT subject area, we have provided some activities related to subject content for students, such as "HKOI", webpage competitions, and visiting an IT company and university. We hope our students' motivation will be increased through these varied out-school activities.
9. We will continue to have some remedial classes about once a week for students, where some students will join the classes requested by their teachers, and some of the students will join those classes through their own initiative.
10. The third cohort of NSS was finished. Our students in the ICT subject were slightly backward compared with the previous year. The passing rate was 93% pass while over 87% student got level 3. The results exceeded the Hong Kong average.

3. Curriculum Focus:

● Junior Forms:

During their studies in junior forms, we expect students to gain a fruitful basic experience in IT; consolidate their skills in using computers and build a foundation in computer literacy and IT. The curriculum must be adapted to ensure that our objectives are met. The following table shows the structure of the re-organized curriculum,

	Conceptual aspect	Operational aspect
S.1	6. Bridging program 7. Computer basic operation 8. Computer application software 9. ICT Fundamental 10. Mind Tools studies	8. Bridging program helps students to adapt to secondary school life. 9. Review and intensify skills in using Office (Word, Excel and PowerPoint) 10. Introduction to the intranet E-class and i-portfolio 11. Chinese character input 12. Game design 13. Computer intellectual property
S.2	5. Peripheral components of Computer system 6. Attitudes of using information technology 7. ICT Fundamental 8. Mind Tools studies	1. Multimedia Production: PhotoImpact, MTV ... 2. Programming with scratch game design 3. Environmental protection. 4. Computer application and security
S.3	5. Introduction of Information process 6. Programming Skill and Logical thinking 7. Web building 8. Multimedia with script design	8. Web authoring using "html" and Dreamweaver 9. Action script with Flash 10. Information process with image, sound and number system. 11. Using flow chart for programming design 12.

- Senior Forms

In order to ensure that our students are well-prepared for the CIT and NSS ICT, drills will form a vital part of our strategy. Tests will be conducted regularly to measure the pace of students' learning and ensure that they are up to speed. Tutorial classes will be conducted to assist students who are behind.

4. Assessment aspects

Both practical assessments and written assessments (in different formats) will be the basis of student assessment over a range of various criteria. Continuous assessment is applied.

Form 1

Semester 1	
1	Task assignment (20%)
2	Chinese Input Test (15%)
3	Online - PowerPoint + word + ipo Quiz (15%)
Total	50%
Semester 2	
1	Task assignment (20%)
2	Online - Excel + Fundamental Quiz (15 %)
3	Game Design Assignment (10%)
4	i-portfolio and Lesson performance (5%)
Total	50%

Form 2:

Semester 1	
1	Task assignment (20%)
2	Chinese Character input test (15%)
3	MTV Assignment (15%)
Total	50%
Semester 2	
1	Task assignment (20%)
2	Online - Computer fundamental + video production + photo impact (15 %)
3	Scratch (15%)
Total	50%

Form 3:

Semester 1	
1	Task assignment (20%)
2	Chinese Character input test (20%)
3	Online - Test Module 1-4 (30%)
Total	50%
Semester 2	
1	Task assignment (20%)

2	Flash (15%)
3	Web authoring (15%)
Total	50%

● Computer and Information Technology (S.4 – S.5)

	Practical	Written	Total
S4	Assignment (25%)	Core module (50%) Elective module (25%)	100 %
S5	SBA (20%)	Core module (60%) Elective module (20%)	100 %
S6	SBA (20%)	Core module (60%) Elective module (20%)	100 %

5. Evaluation

The mainstay of our evaluation of the Computer Literacy, ICT subject will be student feedback, teacher feedback, assignment quality, and average exam marks in each form. To ensure that the curriculum and course materials are suitable for the students, we will adapt and adjust according to evaluation and feedback over the academic year.

6. Organization

● Teaching

	Teachers	Coordinators
S1	LCM (2)/ SWS (2) / WCF(4)	LCM
S2	WCF (4) / SWS (4)	WCF
S3	TW(2) / OYHC (2) / COL(4)	COL
S4	OYHC(5)	OYHC
S5	OYHC(2) / COL(3)	COL
S6	OYHC(5)	OYHC

● Others

	Teachers
Computer Society	OYHC
Subject web site	OYHC

7. Budget (each year)

PARTICULARS	AMOUNT (HK\$)	REMARKS
**OTHER EXPENSES	14,140.00	
Library Book	1000.00	refer to Lib Budget
Photo copying	300.00	1000 copies
Stencils	300.00	150 copies
School & Class Grant	15,740.00	
GRANT TOTAL:	15,740.00	

五. 個人、社會及人文教育

(1) 個人、社會及人文科工作計劃 (2015-2018)

DEVELOPMENT PLAN OF KEY LEARNING AREA OF PERSONAL, SOCIAL AND HUMANITIES EDUCATION

(KLA of PSHE) (2015/16 to 2017/18)

(The development plan is mainly in response to the School Concerns No. 1)

1. Objectives

1.1 Curriculum Objectives (In accordance with EDB PSHE Curriculum Guide)

- The PSHE KLA aims to enable students to understand themselves, society and the world at large, maintain a healthy personal development and contribute to the well-being of the family, the local community, the nation and the world as confident, informed and responsible persons.

1.2 Administrative Objectives

- Coordinate and support PSHE subjects, namely General studies, History, Geography, Business, Accounting and Financial Studies (BAFS) and Economics to pursue their respective panel objectives and thereafter enhancing students' learning of PSHE subjects.

Situational Analysis

2.

2.1

Human Resources

- Core and experienced team in respective panels have been formed.
- Stable team is expected in junior forms.

2.2

Team Coordination

- Sharing and exchange within respective subjects and across subjects in the KLA have been formerly and commonly practiced.

2.3

Curriculum and Students' Performance Concern

- Curriculum development in respect to self-directed learning facilitated by electronic learning would be one of the main concerns.
- Students' performance would be carefully tracked and evaluated to assess teaching and learning effectiveness.

3. Major Concerns in the forthcoming years

3.1 Coordination of refinement of curricula, assessment and pedagogy of PSHE subjects to cater for students' diversity

3.2 Diversifying students' learning experience and developing students' leaders to strive for excellence

4. Implementation Plan (2015/16 to 2017/18)

Major Concerns	Expected Outcomes	Strategies	Time Table		
			15/ 16	16/ 17	17/ 18
4.1 Coordination of refinement of curricula, assessment and pedagogy of PSHE subjects to cater for students' diversity	<ul style="list-style-type: none"> ● Students using e-classroom and other e-learning facilities as self-learning tool vigorously ● Smooth preparation of curriculum development upon changes 	<ul style="list-style-type: none"> ● <u>Junior forms curriculum</u> <ul style="list-style-type: none"> ● coordinate and support the development and refinement of general studies curriculum in respect to the development in the coming three years, namely self-directed learning 	√	√	√
		<ul style="list-style-type: none"> ● <u>Senior forms curriculum</u> <ul style="list-style-type: none"> ● coordinate and support the development of curriculum of respective subjects upon new development and changes 	√	√	√
	<ul style="list-style-type: none"> ● Finalizing the scaffolding of assessment design of junior forms curriculum 	<ul style="list-style-type: none"> ● Coordinate and support the development and refinement of assessment design of junior forms curriculum 	√	√	√
	<ul style="list-style-type: none"> ● Meetings and exchange, formal or informal, to be held, if necessary to enhance pedagogical effectiveness and academic performance 	<ul style="list-style-type: none"> ● Coordinate and support professional exchange among PSHE subjects to enhance pedagogical effectiveness and academic performance 	√	√	√

4.2 Diversifying students' learning experience and developing students' leaders to strive for excellence	<ul style="list-style-type: none"> ● Diverse learning activities to be designed and organized. ● Students find lively experience of the knowledge acquired. ● Students find it interesting to study PSHE subjects. 	<ul style="list-style-type: none"> ● <u>Widening exposure to understand the real world</u> <ul style="list-style-type: none"> ● Seek and coordinate resources if necessary to support KLA subjects to organize and participate visits, field trips, workshops, seminars, competitions and any other outside-classroom activities. 	√	√	√
	<ul style="list-style-type: none"> ● Considerable number of students with good potential undergo extra training or programmes 	<ul style="list-style-type: none"> ● Allocating resources to support students with good potential to undergo extra training and programmes 	√	√	√

**ANNUAL PLAN OF KEY LEARNING AREA OF PERSONAL, SOCIAL AND HUMANITIES EDUCATION
(KLA of PSHE) (2015-16)**

(The subject plan is mainly in response to the School Concerns No. 1)

1. Coordination of refinement of curricula, assessment and pedagogy of PSHE subjects to cater for students' diversity

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● <u>Junior forms curriculum</u> <ul style="list-style-type: none"> ● coordinate and support the development and refinement of general studies curriculum in respect to the development in the coming three years, namely self-directed learning ● <u>Senior forms curriculum</u> <ul style="list-style-type: none"> ● the development of curriculum of respective subjects upon new development and changes ● Coordinate and support the development and refinement of assessment design of junior forms curriculum ● Coordinate and support professional exchange among PSHE subjects to enhance pedagogical effectiveness and 	<ul style="list-style-type: none"> ● Students using e-classroom and other e-learning facilities as self-learning tool vigorously ● Smooth preparation of curriculum development upon changes ● Finalizing the scaffolding of assessment design of junior forms curriculum ● Meetings and exchange, formal or informal, to be held, if necessary to enhance pedagogical 	Sep 2015 - Aug 2016	KLA Coordinator and Panel Heads	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' feedback ● Teachers' evaluation statistics by students ● School tests and examination results ● Public examination results 	<ul style="list-style-type: none"> ● Additional funding of employing student assistants to support the preparation of new curricula of junior forms and NSS materials

academic performance	effectiveness and academic performance				
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2. Diversifying students' learning experience and developing students' leaders to strive for excellence

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● <u>Widening exposure to understand the real world</u> <ul style="list-style-type: none"> ● Seek and coordinate resources if necessary to support KLA subjects to organize and participate visits, field trips, workshops, seminars, competitions and any other outside-classroom activities. ● Allocating resources to support students with good potential to undergo extra training and programmes 	<ul style="list-style-type: none"> ● Diverse learning activities to be designed and organized. ● Students find lively experience of the knowledge acquired. ● Students find it interesting to study PSHE subjects. ● Considerable number of students with good potential undergo extra training or programmes 	Sep 2015 - Aug 2016	KLA Coordinator and Panel Heads	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' participation rate and feedback 	<ul style="list-style-type: none"> ● Subject grant to subsidize students' participation of external training and programmes

(2) 初中通識教育科工作計劃

DEVELOPMENT PLAN OF GENERAL STUDIES (2015/16 to 2017/18)

(The development plan is mainly in response to the School Concerns No. 3.1 – 3.3)

1. Subject Introduction

1.1 General Studies curriculum comprises two domains, namely Civic Education and Personal Growth Education, and Humanities subjects.

1.2 Civic Education and Personal Growth Education

- The modules under the domain use Chinese as the medium of instruction.
- Content objective: Students acquire fundamental content knowledge of the matters of concern for Hong Kong, the state and the world; and the civic values, such as the rule of law, democracy, human rights and justice.
- Skill objective: Students acquire fundamental skills trained, namely critical thinking and problem-solving skills that would allow them to analyze social and political issues objectively and to arrive at corporate decisions with effective communication and cooperation.
- Language objective: Students should be able to read and write the language-obligatory language and the specific language form of the respective modules.
- The modules include News Presentation, Interpreting Political cartoons, Project learning, Self & Personal Growth, My School, HK Legend, Economic Performance of Hong Kong, Rights and Responsibilities of Citizens, Rule of Law, Hong Kong Government and I and Globalization.

1.3 Humanities subjects (including History, Geography, Business Accounting and Financial Studies, and Economics)

- The modules under the domain use English as the medium of instruction.
- Content objective: Students acquire fundamental content knowledge of the humanities subjects.
- Language objective: Students should be able to read and write the language-obligatory language and the specific language form of the humanities subjects.
- The modules include My Community (Map-reading skills), Land Use and Relief Features, HK Public Finance, Personal Finance, Labour Market of Hong Kong, International Financial Centre, Development of Hong Kong, Review of Hong Kong's & China's Economic system, Internal and foreign affairs of China & Socio-economic conditions of China and Globalization.

2. Subject Objectives

2.1 Students are equipped with fundamental content knowledge and language skill of humanities subjects.

2.2 Students are developed with necessary generic skills (in particular problem solving, co-operation, communication, critical thinking and appreciation) through current affairs training, project learning and diversified learning activities.

2.3 Students are nurtured with the attitudes of concern for the people, the community, the state and the world, willingness to consider problems from different aspects, courage to express opinions, and open-mindedness and objectivity towards different cultures, values and ways of life.

3. Situational Analysis

3.1 Human Resources

- A stable and all-rounded team has been formed.
- Experienced core team, consists of form coordinators, is taking initiative role in developing curriculum and helping other team members.
- Professional exchange with professors and experts outside school is consistently conducted

3.2 Team Building

- Sharing and exchange have been formerly and commonly practiced in the panel. Regular class visits and meetings are arranged.
- Collaboration and meetings with senior form Liberal Studies teachers have been conducted regularly so as to refine the curriculum.

3.3 Curriculum Concern

- EMI learning, life and society curriculum, and moral, civic and national education curriculum would be the main concern in curriculum development.

3.4 Students' Performance Concern

- Students' performance-related statistics and comments are carefully tracked and evaluated to assess teaching and learning effectiveness.
- Various levels of tasks completed by students are thoroughly examined and kept for forthcoming teaching and learning.

4. Major Concerns in the forthcoming years

- 4.1 Development and refinement of curriculum, assessment and pedagogy to foster the curriculum integration
- 4.2 Strengthening students' language proficiency and promoting habit of self-directed learning
- 4.3 Enhancing teachers' synthesized abilities to reinforce Continuing Professional Development of Teachers

5. Implementation Plan (2015/16 to 2017/18)

Major Concerns	Expected Outcomes	Strategies	Time Table		
			15/ 16	16/ 17	17/ 18
5.1 Development and refinement of curriculum, assessment and pedagogy to foster the curriculum integration	<ul style="list-style-type: none"> ● Scaffolding of the curriculum to be gradually formulated ● Teaching materials of the modules of humanities subjects modified or refined phase by phase ● Teaching materials of the modules of civic education developed or refined phase by phase ● Teaching materials of the modules of personal growth modified or refined phase by phase 	<ul style="list-style-type: none"> ● <u>Curriculum</u> <ul style="list-style-type: none"> ● Finalizing the scaffolding of the curriculum with the incorporation of the new content of life and society curriculum, and moral and national education curriculum. ● Integrating and refining different modules of humanities subjects ● Developing and refining the modules of civic education ● Refining the modules of personal growth and mapping with public examination requirement 	√	√	√

	<ul style="list-style-type: none"> ● Students' learning effectiveness raised by comprehensive design of assessment ● Enhancing academic performance ● Successful teaching experience to be shared and effective strategies to be spotted out 	<ul style="list-style-type: none"> ● <u>Assessment design</u> <ul style="list-style-type: none"> ● Developing and refining the assessment design for better assessment of teaching and learning ● Mapping and unifying the assessment design of form one and form two 	√	√	√
5.2 Strengthening students' language proficiency and promoting habit of self-directed learning	<ul style="list-style-type: none"> ● Clear language objectives in both English and Chinese modules incorporated and attained ● Teaching materials to cater for students' diversity of language proficiency to be prepared phase by phase ● Students' language proficiency progressively raised 	<ul style="list-style-type: none"> ● <u>Pedagogical strategy</u> <ul style="list-style-type: none"> ● Seeking and allocating resources to continue the established practice of sharing and exchange in form of form meetings and class visits for continuous improvement of teaching and learning effectiveness ● Incorporating language objectives in both English and Chinese modules ● Designing extra teaching materials to cater for students' diversity in respect to language proficiency and motivate the sense of self-directed learning ● Collaborating with subjects within KLA or across KLA, including various activities and programmes so as to facilitate language learning of the subject 	√	√	√

	<ul style="list-style-type: none"> ● Diverse learning activities to be designed and organized. ● Students using e-classroom as self-learning tool vigorously 	<ul style="list-style-type: none"> ● Developing and refining learning activities to facilitate learning and widen exposure 			
5.3 Enhancing teachers' synthesized abilities to reinforce Continuing Professional Development of Teachers	<ul style="list-style-type: none"> ● Teaching materials and students samples to be well prepared and decently kept for teachers' references ● Considerable number of teachers with good potential undergo extra training or programmes 	<ul style="list-style-type: none"> ● Seeking external resources and support, if necessary, to support the Continuing Professional Development of Teachers ● Allocating resources and manpower to enhance teachers' synthesized abilities 	√	√	√

SUBJECT PLAN OF GENERAL STUDIES (2015-2016)

(The subject plan is mainly in response to the School Concerns No. 1.1 – 1.5)

1. Subject Introduction

1.1 General Studies curriculum comprises two domains, namely Civic Education and Personal Growth Education, and Humanities subjects.

1.2 Civic Education and Personal Growth Education

- The modules under the domain use Chinese as the medium of instruction.
- Content objective: Students acquire fundamental content knowledge of the matters of concern for Hong Kong, the state and the world; and the civic values, such as the rule of law, democracy, human rights and justice.
- Skill objective : Students acquire fundamental skills trained, namely critical thinking and problem-solving skills that would allow them to analyze social and political issues objectively and to arrive at corporate decisions with effective communication and cooperation.
- Language objective: Students should be able to read and write the language-obligatory language and the specific language form of the respective modules.
- The modules include News Presentation, Interpreting Political cartoons, Project learning, Self & Personal Growth, My School, HK Legend, Economic Performance of Hong Kong, Rights and Responsibilities of Citizens, Rule of Law, Hong Kong Government and I and Globalization.

1.3 Humanities subjects (including History, Geography, Business-Accounting-and-Financial Studies, and Economics)

- The modules under the domain use English as the medium of instruction.
- Content objective: Students acquire fundamental content knowledge of the humanities subjects.
- Language objective: Students should be able to read and write the language-obligatory language and the specific language form of the humanities subjects.
- The modules include My Community (Map-reading skills), Land Use and Relief Features, HK Public Finance, Personal Finance, Labour Market of Hong Kong, International Financial Centre, Development of Hong Kong, Review of Hong Kong's & China's Economic system, Internal and foreign affairs of China & Socio-economic conditions of China and Globalization

2. Subject Objectives

2.1 Students are equipped with fundamental content knowledge and language skill of humanities subjects.

2.2 Students are developed with necessary generic skills (in particular problem solving, co-operation, communication, critical thinking and appreciation) through current affairs training, project learning and diversified learning activities.

- 2.3 Students are nurtured with the attitudes of concern for the people, the community, the state and the world, willingness to consider problems from different aspects, courage to express opinions, and open-mindedness and objectivity towards different cultures, values and ways of life.

3. Situational Analysis

3.1 Human Resources

- A stable and all-rounded team has been formed.
- Experienced core team, consists of form coordinators, is taking initiative role in developing curriculum and helping other team members.
- Professional exchange with professors and experts outside school is consistently conducted

3.2 Team Building

- Sharing and exchange have been formerly and commonly practiced in the panel. Regular class visits and meetings are arranged.
- Collaboration and meetings with senior form Liberal Studies teachers have been conducted regularly so as to refine the curriculum.

3.3 Curriculum Concern

- EMI learning, life and society curriculum, and moral, civic and national education curriculum would be the main concern in curriculum development.

3.4 Students' Performance Concern

- Students' performance-related statistics and comments are carefully tracked and evaluated to assess teaching and learning effectiveness.
- Various levels of tasks completed by students are thoroughly examined and kept for forthcoming teaching and learning.

4. Major Concerns in the forthcoming years

4.1 Development and refinement of curriculum, assessment and pedagogy to foster the curriculum integration

4.2 **Strengthening students' language proficiency and promoting habit of self-directed learning**

4.3 Enhancing teachers' synthesized abilities to reinforce Continuing Professional Development of Teachers

5. Major Concerns of the Year (2015-2016)

5.1 Development and refinement of curriculum, assessment and pedagogy to foster the curriculum integration

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● Curriculum <ul style="list-style-type: none"> ● Finalizing the scaffolding of the curriculum with the incorporation of the new content of life and society curriculum, and moral and national education curriculum. ● Integrating and refining different modules of humanities subjects ● Developing and refining the modules of civic education ● Refining the modules of personal growth and mapping with public examination requirement ● Assessment design <ul style="list-style-type: none"> ● Developing and refining the assessment design for 	<ul style="list-style-type: none"> ● Scaffolding of the curriculum to be gradually formulated ● Teaching materials of the modules of personal growth modified or refined phase by phase ● Teaching materials of the modules of humanities subjects modified or refined phase by phase ● Teaching materials of the modules of civic education developed or refined phase by phase ● Students' learning effectiveness raised by comprehensive design 	<p>Sep 2015 - Aug 2016</p>	<p>NKL & TWM</p>	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' feedback ● Teachers' evaluation statistics by students ● School tests and examination results ● Public examination results and paper designs 	<ul style="list-style-type: none"> ● Extra manpower substituting teachers in developing and refining the curricula ● Additional funding of employing student assistant to support the development and refinement of the curricula

<p>better assessment of teaching and learning</p> <ul style="list-style-type: none"> ● Mapping and unifying the assessment design of form one and form two ● <u>Pedagogical strategy</u> <ul style="list-style-type: none"> ● Seeking and allocating resources to continue the established practice of sharing and exchange in form of form meetings and class visits for continuous improvement of teaching and learning effectiveness 	<p>of assessment</p> <ul style="list-style-type: none"> ● Enhancing academic performance ● Successful teaching experience to be shared and effective strategies to be spotted out 				
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5.2 Strengthening students' language proficiency and promoting habit of self-directed learning

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● Incorporating language objectives in both English and Chinese modules ● Collaborating with subjects within KLA or across KLA, including various activities and programmes so as to facilitate language learning of the subject ● Designing extra teaching materials to cater for students' 	<ul style="list-style-type: none"> ● Clear language objectives in both English and Chinese modules incorporated and attained ● Teaching materials to cater for students' diversity of language proficiency to be prepared phase by phase ● Students' language proficiency progressively raised ● Diverse learning activities to be 	Sep 2015 - Aug 2016	LSH & WYP	<ul style="list-style-type: none"> ● Teachers' evaluation ● Teachers' evaluation statistics by students ● School tests and examination results 	<ul style="list-style-type: none"> ● Extra manpower substituting teachers in developing and refining the curricula ● External professionals' advices are in need for designing

diversity in respect to language proficiency and motivate the sense of self-directed learning ● Developing and refining learning activities to facilitate learning and widen exposure	designed and organized. ● Students using e-classroom as self-learning tool vigorously				extra teaching materials
			All	● Teachers' evaluation ● Students' participation rate and feedback	● Extra manpower substituting teachers in developing the self-learning tool

5.3 Enhancing teachers' synthesized abilities to reinforce Continuing Professional Development of Teachers

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
● Seeking external resources and support, if necessary, to support the Continuing Professional Development of Teachers ● Allocating resources and manpower to enhance teachers' synthesized abilities	● Teaching materials and students samples to be well prepared and decently kept for teachers' references ● Considerable number of teachers with good potential undergo extra training or programmes	Sep 2015 - Aug 2016	NKL	● Teachers' evaluation ● Teachers' evaluation statistics by students ● Students' participation rate and feedback	● Subject grant to subsidize students' participation of external training and programmes ● Extra manpower substituting teachers in attending seminars and courses

6. Panel Coordinator and Form CoordinatorsPanel Coordinator

Ng Ka Lai

Form Coordinators

F.1	F.2	F.3
Lee See Hang	To Wai Man	Wong Lai Fan

7. Budget

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	5,900.00	
EOEBG-Library Book	800.00	
EOEBG-Photocopy	300.00	
EOEBG-Stencil	1,140.00	
CEG-照顧多樣性計劃	20,000.00	
SSCS-TA	3,500.00	
GRANT TOTAL:	31,640.00	

(3) 經濟科工作計劃

DEVELOPMENT PLAN OF ECONOMICS PANEL (2015/16 to 2017/18)

(The development plan is mainly in response to the School Concerns No. 1)

1. Subject Objectives

- 1.1** To enable students to develop an interest in exploring human behaviour and social issues through an economic perspective;
- 1.2** To understand the world in which they live through mastery of basic economic knowledge;
- 1.3** To enhance their general intellectual capacity for life-long learning, through developing their capacities in economic analysis, so that they possess the skills necessary for reasoning about issues and making rational choices; and
- 1.4** To participate as informed and responsible citizens in the decision-making processes of a modern democratic society.

2. Situational Analysis

2.1

Human Resources

- A team of two is seen as the structure of the foreseeable future.
- All two teachers have received necessary training.
- All two teachers have solid public examination teaching experience.

2.2

Team Building

- A team built on trust, support and exchange has been formed.
- Team teaching, in form of teachers specializing in specific topics, is to be practiced in all senior forms.

2.3

Expected Students' Performance

- 2015-2016 HKDSE students' performance is foreseen to be the lowest one.

3. Major Concerns in the forthcoming years

- 3.1** Refinement of curriculum, assessment and pedagogy to cater for students' diversity and therefore enhance students' performance
- 3.2** Diversifying students' learning experience and developing students' leaders to strive for excellence

4. Implementation Plan (2015/16 to 2017/18)

Major Concerns	Expected Outcomes	Strategies	Time Table		
			15/16	16/17	17/18
4.1 Refinement of the curriculum, assessment and pedagogy to cater for students' diversity and therefore enhance students' performance	<ul style="list-style-type: none"> ● Further sophistication of general studies curriculum in relation to economics-related modules ● Students show good interest and understanding of the subject in NSS subject selection. ● Rising academic performance ● Students using e-classroom and other e-learning facilities as self-learning tool vigorously ● Students' learning diversity to be better catered for ● Rising academic performance 	<ul style="list-style-type: none"> ● <u>Junior forms curriculum</u> <ul style="list-style-type: none"> ● collaborate with general studies panel in developing and refining the curriculum in relation to e-learning and self-directed learning of economics modules 	√	√	√
		<ul style="list-style-type: none"> ● <u>Senior forms curriculum</u> <ul style="list-style-type: none"> ● refinement of teaching materials to accommodate the changing requirements of the public examination after the first release of HKDSE result 	√	√	√
		<ul style="list-style-type: none"> ● <u>Assessment design</u> <ul style="list-style-type: none"> ● refinement to facilitate learning, from wide-scope summative assessment (form tests) to multiple narrow-scope summative ones (quizzes) 	√	√	√

	<ul style="list-style-type: none"> ● Successful teaching experience to be shared and effective strategies to be worked out ● Rising academic performance 	<ul style="list-style-type: none"> ● <u>Pedagogical strategy</u> <ul style="list-style-type: none"> ● team teaching, of which teachers specialize in teaching specific topics, to be practiced in all senior forms to enhance teaching effectiveness 	√	√	√
4.2 Diversifying students' learning experience and developing students' leaders to strive for excellence	<ul style="list-style-type: none"> ● Diverse learning activities to be designed and organized. ● Students find lively experience of the knowledge acquired. ● Considerable number of students with good potential undergo extra training or programmes 	<ul style="list-style-type: none"> ● <u>Widening exposure to understand the real business world</u> <ul style="list-style-type: none"> ● Students to be brought out to understand the real world better through visits, participation of seminars, workshops and competitions held by outside organizations. ● Allocating resources to support students with good potential to undergo extra training and programmes 	√	√	√
			√	√	√

SUBJECT PLAN OF ECONOMICS (2015-2016)**(The subject plan is mainly in response to the School Concerns No. 1)****1. Refinement of curriculum, assessment and pedagogy to cater for students' diversity and therefore enhance students' performance**

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● <u>Junior forms curriculum</u> <ul style="list-style-type: none"> ● collaborate with general studies panel in developing and refining the curriculum in relation to e-learning and self-directed learning of economics modules ● <u>Senior forms curriculum</u> <ul style="list-style-type: none"> ● refinement of teaching materials to accommodate the changing requirements of the public examination after the release of HKDSE result and refinement of syllabus and to boost self-learning ● <u>Assessment design</u> <ul style="list-style-type: none"> ● refinement to facilitate learning, from wide-scope summative assessment (form tests) to multiple narrow-scope summative ones (quizzes) 	<ul style="list-style-type: none"> ● Further sophistication of general studies curriculum in relation to economics-related modules ● Students show good interest and understanding of the subject in NSS subject selection. ● Rising academic performance ● Students using e-classroom and other e-learning facilities as self-learning tool vigorously ● Students' learning diversity to be better catered for ● Rising academic performance 	Sep 2015 - Aug 2016	WLF	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' feedback ● Teachers' evaluation statistics by students ● School tests and examination results ● Public examination results 	<ul style="list-style-type: none"> ● Additional funding of employing student assistant to support the development and refinement of the curricula

<ul style="list-style-type: none"> ● <u>Pedagogical strategy</u> <ul style="list-style-type: none"> ● team teaching, of which teachers specialize in teaching specific topics, to be practiced in all senior forms to enhance teaching effectiveness 	<ul style="list-style-type: none"> ● Successful teaching experience to be shared and effective strategies to be worked out ● Rising academic performance 				
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2. Diversifying students' learning experience and developing students' leaders to strive for excellence

Strategies	Criteria for success	Time Scale	Teacher in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● <u>Widening exposure to understand the real business world</u> <ul style="list-style-type: none"> ● Students to be brought out to understand the real world better through visits, participation of seminars, workshops and competitions held by outside organizations. ● Allocating resources to support students with good potential to undergo extra training and programmes 	<ul style="list-style-type: none"> ● Diverse learning activities to be designed and organized. ● Students find lively experience of the knowledge acquired. ● Considerable number of students with good potential undergo extra training or programmes 	Sep 2015 - Aug 2016	NKL	<ul style="list-style-type: none"> ● Teachers' evaluation ● Teachers' evaluation statistics by students ● Students' participation rate and feedback 	Subject grant to subsidize students' participation of external training and programmes

3. Panel Coordinator and members

Panel Coordinator

Wong Lai Fan

Form Coordinator

F.3	Wong Lai Fan
F.4	Wong Lai Fan
F.5	Wong Lai Fan
F.6	Wong Lai Fan

4. Budget

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSE	1,200.00	
EOEBG-Library Book	800.00	
EOEBG-Photocopy	390.00	
EOEBG-Stencil	1,500.00	
SSCS-TA	3,500.00	
GRANT TOTAL:	7,390.00	

(4) 地理科工作計劃

2015-2018 THREE YEARS GEOGRAPHY SUBJECT PLAN

Subject objectives

- ✧ Understand the Earth we inhabit, and enable us to recognize and interpret, from a spatial perspective, the arrangement and phenomena and features on Earth, the processes at work, the interactions that occur, the changes that result, and management responses that arises;
- ✧ develop the general intellectual capacity and generic skills needed for lifelong learning through geographical enquiry, and the ability to apply these in life situations;
- ✧ appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development; and
- ✧ Develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of society, the nation and the world.

Situational analysis

1. Our Strengths

- ✧ Majority of students are well-disciplined and can be geared to work hard;
- ✧ Stable teaching staffs who have professional qualifications in subject knowledge and teacher training.

2. Our Weaknesses

- ✧ Students possess relatively high English proficiency; however, proficiency of English academic writing is needed to be further enhanced.
- ✧ There are great learners' diversities in senior geography classes.
- ✧ Lack of study skills such as high order thinking skills, organizing concepts and skills in academic writing.
- ✧ It is difficult in developing comprehensive teaching strategies (e.g. field trips, small class tutorials) to satisfy students' individual needs due to limited manpower and tight teaching schedules.

3. Our Opportunities

- ✧ Steady good students' intake expects a majority of students possesses high academic performance that could facilitates teaching and learning.

4. Our Threats

- ✧ Strong awareness of local geographical issues and high proficiency of writing skills are the fundamental skills requirement in HKDSE geography syllabus. Senior geography education that required students should possess high problem solving ability.
- ✧ Great learners' diversity might be the major barriers to ensure a smooth transition to HKDSE geography Education.
- ✧ It is difficult to carry out field trips to cater diverse learners' needs due to limited manpower.
- ✧ Increasing difficulties in HKDSE geography assessment criteria and changeable subject content pose problems in both learning and teaching.

Major concerns in upcoming three academic years

1. Implement the EMI policy in both junior and senior forms geography curriculums.

	Strategies	Time frame			Measurement	Criteria of Success
		15-16	16-17	17-18		
1	- English is used as a major medium of instruction in senior and junior forms	✓	✓	✓	Teachers' self evaluation Students' responses & performances in examination Teaching evaluation statistics Teachers' observation	Students' performances in both formative and summative assessments

2 Assist senior forms students to adapt HKDES syllabus in order to boost up their academic performances.

	Strategies	Time frame			Measurement	Criteria of Success
		15-16	16-17	17-18		
2.1	Sample script discussion ✧ study skill ✧ high order thinking ✧ genre analysis (English for academic purpose)	✓	✓	✓	Teachers' self-evaluation Students' response & performance in the examination Teaching evaluation statistics Public examination results Value-added index	Students' performances in both formative and summative assessments
2.2	Individual tutorials	✓	✓	✓	Teachers' self-evaluation Students' response & performance in the examination Teaching evaluation statistics Public examination results Value-added index	Students' performances in both formative and summative assessments

3. Collaborate with other social subject teachers to refine school-based curriculum of GS in junior form and implement new curriculum of Life & Society

	Strategies	Time frame			Measurement	Criteria of Success
		15-16	16-17	17-18		
3.1	Geographical knowledge are incorporated into the GS curriculum – Map reading skills (F.1 & F2)	✓	✓	✓	Teachers' self-evaluation Students' responses & performances in the examination Teaching evaluation statistics	Students' performances in both formative and summative assessments
3.2	Implement new curriculum of Life & Society	✓	✓	✓	Teachers' self-evaluation Students' responses & performances in the examination Teaching evaluation statistics	Students' performances in both formative and summative assessments

4. Facilitate professional development of teachers including subject knowledge and English language knowledge.

	Strategies	Time frame			Measurement	Criteria of Success
		15-16	16-17	17-18		
41	Sharing & discussion of teaching	✓	✓	✓	Assignment inspection & class visit	Feedback from all panel members
42	In-service training Attend seminars and workshops organized by EDB or university	✓	✓	✓	Teachers' self-evaluation	Feedback from all panel members

5.1 Ensure a smooth transition of the HKDSE geography syllabus in upcoming academic years.

	Strategies	Time frame			Measurement	Criteria of Success
		15-16	16-17	17-18		
5.1	Prepare and update teaching materials for HKDSE Geography Education	✓	✓	✓	Sharing and discussion with panel members	Teachers' evaluation

	<ul style="list-style-type: none"> ◇ Prepare the list of required equipment , DVD, textbooks digital maps and paper maps for SBA 					
5.2	<p>Subject specific English teaching materials are planned to develop, academic writing skills</p> <ul style="list-style-type: none"> ◇ genre analysis (geography essay) ◇ sample script analysis ◇ vocabulary list ◇ step by step essay writing exercise is used 	✓	✓	✓	<p>Teachers' self-evaluation</p> <p>Students' responses & performances in the examination</p> <p>Teachers' observation</p> <p>Teaching evaluation statistics</p>	<p>Students' performances in both formative and summative assessments</p>
5.3	<p>Organizing field camp or field trips</p>	✓	✓	✓	<p>Teachers' self-evaluation</p> <p>Students' responses & performances in the examination</p> <p>Teachers' observation</p>	<p>Arouse students' interests in Geography</p> <p>Students' feedback and performance</p>
5.4	<p>Encourage the use of e-learning platform</p> <ul style="list-style-type: none"> – E-class is used to cater the learning diversity and facilitates effective communication 	✓	✓	✓	<p>Students' responses & performances in the examination</p> <p>Teachers' observation</p>	<p>Students' performances in both formative and summative assessments</p>
5.5	<p>Teachers attend seminars which organized by HKEAA and EB</p>	✓	✓	✓	<p>Teachers' self-evaluation</p>	<p>Arouse students' interests in Geography</p> <p>students' feedback and performance</p>

Organization of the Geography Panel:

Overall coordinator: Lee Suet Ping

<i>Form</i>	<i>Form coordinators</i>
3	Lee Suet Ping
4	Lee Suet Ping
5	Lee Suet Ping
6	Lee Suet Ping

2015-2016 GEOGRAPHY SUBJECT PLAN

Subject objectives

- ✧ Understand the Earth we inhabit, and enable us to recognize and interpret, from a spatial perspective, the arrangement and phenomena and features on Earth, the processes at work, the interactions that occur, the changes that result, and management responses that arises;
- ✧ Develop general intellectual capacity and generic skills needed for lifelong learning through geographical enquiry, and the ability to apply these in life situations;
- ✧ appreciate the wonder, interdependence and fragility of the local and global environment, and the importance of promoting sustainable development; and
- ✧ Develop a sense of citizenship, a global outlook, and readiness to take action for the betterment of society, the nation and the world.

Situational analysis

1. Our Strengths

- ✧ Some of students are well-disciplined and possess with relatively high English proficiency and academic abilities;
- ✧ Stable teaching staff in geography panel encourages professional development in various areas.

2. Our Weaknesses

- ✧ Students' English academic writing proficiency should be further enhanced.
- ✧ Wide learners' diversity in senior geography classes.
- ✧ Fluctuation of students in terms of academic ability and number intake in different academic years.
- ✧ Some students are unable to adapt self-directed learning approaches of HKDSE.
- ✧ Majority of students lack autonomous in learning and require teachers intense guidance and pressure.
- ✧ There are wide gaps between high and low academic achievers especially in senior Geography classes that affect the learning atmosphere and pace of teaching and learning
- ✧ Weak foundation of study skills, subject-specific knowledge, high order thinking, organizing concepts in academic writing since insufficient Geography trainings in F1 and F2.
- ✧ It is difficult to organize field trips since insufficient manpower.

3. Our Opportunities

- ✧ Good Form 1 student intake in the current academic year implies students could be equipped with high English proficiency and academic performance, but great learners' diversity still exists.
- ✧ School management fully supports teachers to attend professional development programmes.

4. Our Threats

- ✧ Issue-based learning approach of HKDSE Geography Education indicates traditional teaching pedagogy such as teacher-centered approach becomes inappropriate.
- ✧ Increasing level of difficulties in HKDSE Geography examination but weak foundations in subject-specific knowledge as well as great learners' diversities pose challenges of teaching and learning.

- ◇ Adoption of new curriculum in Form three since 2013 academic year, further fine-tuned in curriculum and teaching materials are needed.

Major concerns in the current year

Planning

Part A: Language Objectives

1. Help students to overcome barriers and enhance teaching and learning of using English as a medium of instruction in learning Geography.
2. Ensure a smooth transition of language, study skills, thinking skills and subject knowledge from General Studies (GS) to Geography Education.

Part B: Subject Objectives

3. Boost up senior forms students academic performances in HKDSE and encourage self-directed learning.
4. Collaborate with other social subject teachers to refine junior form GS curriculum.
5. Preparation of HKDSE Geography Curriculum from 2017 onward.
6. Diversify students' learning experiences in order to develop students' leaderships.

Part C: Follow up suggestions that stated in the report of External School Review (ESR) by Education Bureau

7. Enhance cross departments cooperation and professional development.
8. Improve E-learning platform so as to encourage students' autonomous learning habits.
9. Fine-tune existing strategies and pedagogies to cater learners' diversities: encourage students to review the textbook beforehand, peer evaluation, and initiate students in response to teachers' high-order thinking questions.

Implementation and evaluation

Part A: Language Objectives

1. Help students to overcome barriers of using English as a medium of instruction in learning Geography.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
1.1	Increase English proficiency of F.3 students <ul style="list-style-type: none"> Implementation of Language across curriculum (LAC) programme in Form 3 Provision of supplementary questions and reading materials 	Sept 15 - June 16	Teachers' evaluation Students' response & performance in test & examination Teachers' observation	Students' performances in both formative and summative assessments	LSP	
1.2	English is used as an medium of instruction	Sept 15 - June 16	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' performances in both formative and summative assessments	LSP	

2. Ensure a smooth transition of language, study skills, thinking skills and subject knowledge from General Studies Education to Geography Education.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
2.1	F.3 Geography Bridging Course (21 Cycles) <ul style="list-style-type: none"> Focus on global geographical issues in order to reinforce the F.3 GS curriculum Integration the curriculum of Life and Society in Form 3 curriculum 	Nov 15 - June 16	Teachers' evaluation Students' response & performance in the examination Teachers' observation	Majority have positive feedbacks Arouse students' interests in Geography	LSP	

Part B: Subject Objectives

3. Boost up senior forms students academic performances in HKDSE and encourage self-directed learning.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
3.1	Sample script discussion <ul style="list-style-type: none"> • study skill • high order thinking • genre analysis (English for academic purposes) 	Sept 15 - July 16	Teachers' self-evaluation Students' responses & performances in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' performances in both formative and summative assessments	LSP	Employ teaching assistance to consolidate HKEAA past papers
3.2	Individual remedial tutorials class to cater great learners' diversity	Sept 15 - July 16	Teachers' self-evaluation Students' response & performance in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' performances in both formative and summative assessments	LSP	
3.3	Participate in marking, re-marking examination paper of HKEAA	Sept 15 - July 16	Teachers' self-evaluation	students' performances and Ts observations	LSP	
3.4	Subject specific English teaching materials are planned to develop, academic	Sept 15 - July 16	Teachers' self-evaluation	Students' performances in both formative and	LSP	

	writing skills <ul style="list-style-type: none"> • genre analysis (geography essay) • sample script analysis • vocabulary list • step-by-step essay writing exercises. 		Students' response & performance in the examinations Teachers' observation	summative assessments		
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4. Collaborate with other social subject teachers to refine junior form GS curriculum

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.1	Geographical knowledge are incorporated into the GS curriculum <ul style="list-style-type: none"> • Map reading skills (F.1 and F2) • Integration of LAC (text type of compare and contrast) in Form 2 GS curriculum (Urban and rural land use) • Integration of L& S curriculum in Form 3 Geography (Global City) 	Sept 15 - July 16	Teachers' self-evaluation Students' responses & performance in the examinations	Majority have positive feedback Students' performances in both formative and summative assessments	LSP	

5. Preparation SBA of HKDSE Geography Curriculum from 2017 onward

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
5.1	Prepare materials for NSS Geography Education <ul style="list-style-type: none"> • Prepare the list of required equipment , DVD, textbooks digital maps and paper maps for SBA 	Sept 15 - July 16	Sharing and discussion with other geography teachers	Teachers' self-evaluation	LSP	equipment , DVD, textbooks, digital maps and paper maps

6. Diversify students' learning experiences in order to develop students' leaderships and self direct learning.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
6.1	Widening exposure to understand the real world <ul style="list-style-type: none"> Seeking resources to organize and participate visits or field camps 	Sept 15 - July 16	Teachers' observation	Teachers' self-evaluation Students' performance in both formative and summative assessment	LSP	

Part C: Follow up suggestions that stated in the report of External School Review (ESR) by Education Bureau

7. Enhance cross departments cooperation and professional development.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
7.1	Cooperate with other departments and PSHE members and English department <ul style="list-style-type: none"> LAC with English Department in Form 3 Geography 	Sept 15 - July 16	Teachers' observation	Teachers' self-evaluation Students' performance in assessment	LSP	

8. Improve E-learning platform so as to encourage students' autonomous learning habits.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
8.1	Enrich the resources bank in e-class in order to promote <ul style="list-style-type: none"> Self-directed learning Cater learners' diversity 	Sept 15 - July 16	Teachers' observation	Teachers' self-evaluation Students' performance in assessment	LSP	

9. Fine-tune existing pedagogies to cater learners' diversities: encourage students to review the textbook beforehand, peer evaluation, and initiate students in response to teachers' high-order thinking questions.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
9.1	Adopt new strategies in teaching and learning <ul style="list-style-type: none"> Encourage 	Sept 15 - July 16	Teachers' observation	Teachers' self-evaluation Students' performance in	LSP	

	take-home assessment - Design assignment for students before they attend the lessons - Daily marks will be granted to those who well-prepare beforehand			the lessons and formal assessment		
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Mode of Assessment

Geography Assessment System

The assessment system is based on the philosophy that a student is evaluated on his/her performance. A grade describes to what degree a student has achieved the particular content and skill objectives in a given course of study. Content and skill objectives are determined by the school's curriculum, HKEAA examination syllabus.

Marks are computed at the end of each semester as a weighted average of daily marks (take-home assessment or homework assignment) associated with the examination marks received. The weighting of marks is shown as follows.

Forms	Daily marks	1st Examination	2nd Examination
Form 3	30%	70%	70%
Form 4	20% - 30%	80%	70%
Form 5	20% - 25%	80%	75%
Form 6	-	100%	-

Every effort is made to evaluate the student's self-government, self-discipline and progress. Daily marks indicate the current status of the student toward completing course requirements. Daily mark of "0" on a particular test or take-home assessment may indicate that student whose assignment was missing. The teacher may still be willing to accept late work within one week after the deadline. Also, note that the semester grade is based on multiple marks and the student will most likely have an opportunity to improve his or her learning as well as the overall grade.

Summative assessment – Form Test and examination

Summative assessment refers to the test and examination which used to assess and summarize the development of learners at a particular time. They may also be used for diagnostic assessment to identify any weaknesses of students. Generally, tests are scheduled one month before.

Formative assessment - Take-home assessment (homework assignment)

Formative assessment is characterized as assessment for learning by looking at how the learners performed. Take-home assessment (homework assignment) is assigned out-of-class tasks that usually focus on helping students take charge of their own learning opportunities and to identify subject areas that require more attention as well as extending the time available for both practice and investigative learning.

Students are to receive reasonable take-home assessments (homework assignments) that complement classroom instruction. Every effort should be made to see that homework assignments are understood, relevant to the curriculum, as interesting as possible, and that students have the means and materials to complete their work successfully.

Organization of the Geography Panel:

Form 3 –Form 6 overall coordinator: Lee Suet Ping

Budget:

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	1,350.00	
EOEBG-Library Book	800.00	
EOEBG-Photocopy	690.00	2300 copies
EOEBG-Stencil	3,000.00	1500copies
SSCS-TA	3,500.00	
GRANT TOTAL:	9,340.00	

(5) 歷史科工作計劃

DEVELOPMENT PLAN OF HISTORY (2015/16-2017/18)

1. 3-year objectives

- 1.1 To enable students to acquire knowledge and develop understanding of the basic historical concepts, such as cause and effect, change and continuity, similarity and difference;
- 1.2 To enhance students' historical skills to differentiate between facts and opinions and detect bias, unstated assumptions and unwarranted claims and to present logical and coherent arguments supported by rational selection of historical data;
- 1.3 To help students to understand that historical conclusions are liable to reassessment and to respect and tolerate different opinions expressed.

2. Situational Analysis

2.1 Our Strengths

- 2.1.1 Learners are well-disciplined and can be geared to work hard;
- 2.1.2 Stable teaching staff who has professional development on subject or teacher training.

2.2 Our Weaknesses

- 2.2.1 Most learners lack the motivation to learn more and show strong reliance on teachers;
- 2.2.2 There are wide gaps between high and low achievers.

2.3 Our Opportunities

- 2.3.1 EMI policy in junior form may better equip our students with higher English proficiency;
- 2.3.2 Better support from the publishers.
- 2.3.3 Adequate fund is allocated by the school authority to buy necessary teaching resources.

2.4 Our Threats

- 2.4.1 Wider scope and more current issues are covered in the new curriculum in NSS. Strong awareness of the links between local history and global affairs is required.
- 2.4.2 Teacher is not totally familiar with the new assessment standard.
- 2.4.3 Students tend to choose some practical subjects, like BAFS and Economics. Only a few of them are willing to take History as their first choice.
- 2.4.4 The new elective part of NSS is a new challenge to the traditional classroom teaching.

3. Major concerns in the coming 3 years

- 3.1 Refining of curriculum, assessment and pedagogy to cater for students' diversity and therefore enhance students' performance.
- 3.2 Diversifying students' learning experience and developing students' leaders to strive for excellence.

4. Implementation Plan (2015/16 to 2017/18)

Major Concerns	Expected Outcome	Strategies	Timetable		
			15/16	16/17	17/18
4.1 Refining of curriculum, assessment and pedagogy to cater for students' diversity and therefore enhance students' performance.	<ul style="list-style-type: none"> ➤ Further sophistication of general studies curriculum in relation to history-related modules ➤ Students show good interest and understanding of the subject in NSS subject selection 	<ul style="list-style-type: none"> ➤ Collaborate with general studies panel in developing and refining the curriculum in relation to e-learning and self-directed learning of history modules 	✓	✓	✓
	<ul style="list-style-type: none"> ➤ Students using e-classroom and other e-learning facilities as self-learning tool vigorously ➤ Students' learning diversity to be better catered for 	<ul style="list-style-type: none"> ➤ Refinement of teaching materials to accommodate the changing requirements of the public examination ➤ Refinement to facilitate learning, from wide-scope summative assessment (form tests) to multiple narrow-scope summative ones (quizzes) 	✓	✓	✓
	<ul style="list-style-type: none"> ➤ Successful teaching experience to be shared and effective strategies to be worked out 	<ul style="list-style-type: none"> ➤ Joining the sharing sessions organized by the HKEAA 	✓	✓	✓
4.2 Diversifying students' learning experience and developing students' leaders to strive for excellence.	<ul style="list-style-type: none"> ➤ Diverse learning activities to be designed and organized ➤ Students find lively experience of the knowledge acquired 	<ul style="list-style-type: none"> ➤ Widening exposure to understand the 21st century <ul style="list-style-type: none"> ◇ Watching recent TV news and sharing among students ◇ Better coordinating with the LS teachers 	✓	✓	✓
	<ul style="list-style-type: none"> ➤ Considerable number of students with potential undergo extra training or programs 	<ul style="list-style-type: none"> ➤ Allocating resources to support students with potential 	✓	✓	✓

SUBJECT PLAN OF HISTORY (2015-2016)**1. Subject objectives**

- 1.1 To enable students to acquire knowledge and develop understanding of the basic historical concepts, such as cause and effect, change and continuity, similarity and difference;
- 1.2 To enhance students' historical skills to differentiate between facts and opinions and detect bias, unstated assumptions and unwarranted claims and to present logical and coherent arguments supported by rational selection of historical data;
- 1.3 To help students to understand that historical conclusions are liable to reassessment and to respect and tolerate different opinions expressed.

2. Present Development**2.1 Our Strengths**

- 2.1.1 Learners are well-disciplined and can be geared to work hard;
- 2.1.2 Stable teaching staff who has professional development on subject or teacher training.

2.2 Our Weaknesses

- 2.2.1 Most learners lack the motivation to learn more and show strong reliance on teachers;
- 2.2.2 There are wide gaps between high and low achievers.

2.3 Our Opportunities

- 2.3.1 EMI policy in junior form may better equip our students with higher English proficiency;
- 2.3.2 Better support from the publishers.
- 2.3.3 Adequate fund is allocated by the school authority to buy necessary teaching resources.

2.4 Our Threats

- 2.4.1 Wider scope and more current issues are covered in the new curriculum in NSS. Strong awareness of the links between local history and global affairs is required.
- 2.4.2 Teacher is not totally familiar with the continuously-amended assessment standard.
- 2.4.3 Students tend to choose some practical subjects, like BAFS and Economics. Only a few of them are willing to take History as their first choice.
- 2.4.4 The merging of the elective parts into the core topics is a new challenge this year, especially the topic of local heritage.

3. Major concerns in the current year

- 3.1 Refining the GS component in F.3
- 3.2 Helping students to learn History in English
- 3.3 Helping NSS students to handle the HKDSE assessment requirements.

4. Strategies**4.1 Refining the GS component in F.3**

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.1.1	Refining GS component in F.3 ➤ Global socio-political system: international politics	May 16 Jun 16	Teachers' evaluation	Majority students have positive feedback	WKM	Teaching Assistant

4.2 Helping students to learn History in English

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.2.1	Exposure to English in F.3 ➤ dictation on important historical terms & common vocabularies ➤ Vocabulary and useful phrases in answering questions should be emphasized	Sep 15 Apr 16	Teachers' evaluation Students' response & performance in dictation & exam Teachers' evaluation statistics by students	Students' progressive improvement in performance & response Students find it efficient and effective to use English in learning.	WKM	
4.2.2	Consolidation in NSS 1 ➤ Simple English & simpler exercises are used at the beginning. ➤ Dictation & vocabulary list are employed to help them to cope with the language problem. ➤ Step-by-step essay writing exercise is used	Sept 15 June 16	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' progressive improvement in performance & response Students find it efficient and effective to use English in learning.	WKM	Teaching Assistant

4.3 Helping NSS students to handle the HKDSE assessment components.

	Strategies	Time frame	Measurement	Criteria of Success	Teacher-in-charge	Resources required
4.3.1	Sharing lessons : Successful ex-students will be invited to share their study strategies and examination techniques	Sep 15	Students' response	Positive feedback of students	WKM	Ex-students
4.3.2	Remedial lessons after school and extra exercises will be offered for lower achievers	Sep 15 Jun 16	Teachers' evaluation Students' response & performance in the examination Teachers' evaluation statistics by students Public examination results Value-added index	Students' progressive improvement in performance & response	WKM	Teaching Assistant
4.3.3	Special sessions of advance training on more complicated argumentation will be held for higher achievers	Sep 15 Jun 16	Teachers' evaluation Students' response & performance in the examination	Students' progressive improvement in performance & response	WKM	Teaching Assistant

			Teachers' evaluation statistics by students			
			Public examination results			
			Value-added index			

5. Organization of the History Panel:

Overall coordinator: Wong Kwai Mui

<i>Form</i>	<i>Form coordinators</i>
3	Wong Kwai Mui
4	Wong Kwai Mui
5	Wong Kwai Mui
6	Wong Kwai Mui

6. Budget:

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	720.00	
EOEBG-Library Book	1,000.00	
EOEBG-Photocopy	100.00	1000 copies
EOEBG-Stencil	1,070.00	535 copies
SSCS-TA	3,500.00	
GRANT TOTAL:	6,390.00	

(6) 企業會計與財務概論工作計劃

Development Plan of the Business, Accounting and Financial Studies Panel (2015/16 to 2017/18)

(The development plan is in response to the School Concerns No. 1 & 3)

1. Subject Objectives

- 1.1 To enable students to have a thorough appreciation of accounting, finance and management practices and their applications in various contexts;
- 1.2 **To be equipped with an understanding and capability to search, analyze and present business data and acquire useful information for business decision-making;**
- 1.3 To widen students' exposure and increase their understanding of Hong Kong being an international financial city and critically evaluate local and global business issues;
- 1.4 To explore different aspects of business to prepare students for life, for learning and for employment.

2. Present Development

2.1

Strengths

- Students show motivation and interest in selecting and studying the subject which is of limited prior knowledge to them;
- Subject teachers get more familiar with the curriculum and are specialized in teaching specific topics.
- Subject teachers pay consistent efforts in refining teaching and learning materials.

2.2

Weaknesses

- New question types will be found in the new BAFS curriculum which students may find them unfamiliar with.

2.3

Opportunities

- Increased and stabilized manpower in the panel is established.
- Professional exchange, division of manpower and collaborative teaching can be blossomed.
- Consultations on splitting BAFS into three separate subjects namely Accounting, Business and Integrated Business are in progress. This may reduce the overloading of curriculum content.

2.4

Threat

- Increased challenge of attaining the high-bound public examination results which is subject to the qualities of students selecting the subject and their language proficiency.

3. Major Concerns in the forthcoming years

3.1 Refining the curriculum and assessment for learning;

3.2 Advancing students' language proficiency and teaching effectiveness

3.3 Cultivating student leaders in striving for academic excellence

4. Implementation Plan (2015/16 to 2017/18)

Major Concerns	Expected Outcomes	Strategies	Time Table		
			15/16	16/17	17/18
4.1 Catering for learners' diversity and developing student leaders in striking for academic excellence	<ul style="list-style-type: none"> Development and refinement of teaching and learning materials of specific topics. 	<ul style="list-style-type: none"> Advanced level questions will be set for more capable learners. Subject teachers are responsible for refining the teaching and learning materials of specialized topics. 	√	√	√
	<ul style="list-style-type: none"> Adoption of e-classroom as self-motivated learning and assessment tool. 	<ul style="list-style-type: none"> Different types of assessment (e.g. Multiple-Choice questions, short questions, etc.) will be uploaded to e-classroom for students' self assess. Their participation rate will be carefully observed and taking care of students' diversity would be stressed. 	√	√	√
	<ul style="list-style-type: none"> H K D S E Collaborative teaching to be developed in mature stage and students' performance to be in shape. Successful teaching experience to be shared and effective strategies to be examined. 	<ul style="list-style-type: none"> Teachers' concentrated efforts to be devoted to the specialized topics. 	√	√	√

	<ul style="list-style-type: none"> • Providing student leaders with different opportunities to widen their exposure in business world and exchange their ideas in class. • Forming of peer learning groups in striving for academic excellence. 	<ul style="list-style-type: none"> • Students would be brought out to understand the real world better and exposing to English learning environment through participation of seminars, workshops and competitions held by outside organizations. The subject homepage would serve to facilitate students to keep abreast of the useful information of the profession. <p>Student leaders from Economics and Finance Society (EF Society) will be motivated to take the lead in forming peer learning groups in BAFS and Economics classes.</p>	√	√	√
4.2 Enhancing professional exchange and collaboration	<ul style="list-style-type: none"> • Participating in seminars, workshops and courses organized by tertiary institutions and/or professional bodies in keeping abreast with curriculum and assessment changes. 	<ul style="list-style-type: none"> • In light of curriculum and assessment changes in the foreseeable future, subject teachers are encouraged to participating in seminars, workshops and courses organized by tertiary institutions and/or professional bodies in keeping abreast with the latest information. • Latest information will be vigorously shared. 	√	√	√

Subject Plan for Business, Accounting and Financial Studies (BAFS) (2015-2016)

(The subject plan is in response to the school concerns No. 1 & 3)

1. Catering for learners' diversity and developing student leaders in striving for academic excellence (School concern No. 1)

Strategies	Criteria for success	Time Scale	Teacher-in-charge	Evaluation methods	Resources required
<p><u>Development and refinement of teaching and learning materials of specific topics</u></p> <ul style="list-style-type: none"> ➤ Subject teachers are responsible for refining the teaching and learning materials of specialized topics. ➤ Different types of assessment (e.g. Multiple-Choice questions, short questions, etc.) will be uploaded to e-classroom for students' self assess. Their participation rate will be carefully observed and taking care of students' diversity would be stressed. ➤ Sorting questions with different level of difficulties so as to cater for students' learning diversity. 	<ul style="list-style-type: none"> ● Refinement of teaching and learning materials of specific topics. ● Adoption of e-classroom as self-motivated learning and assessment tool. ● Advanced level questions will be set for more capable learners. ● Well-developed question bank. 	Sep 15 - Aug 16	LSH & WLF	<ul style="list-style-type: none"> ● Teachers' evaluation ● Students' response ● Teachers' evaluation statistics by students ● Public examination results ● Value-added index 	<ul style="list-style-type: none"> ● <i>Extra-funding for hiring a teaching assistant.</i>
<p><u>HKDSE</u></p> <ul style="list-style-type: none"> ➤ Preparation for HKDSE with the use of pilot paper, practice 	<ul style="list-style-type: none"> ● Students' familiarization with new question type and format. 				<ul style="list-style-type: none"> ● <i>Extra-funding and Annual grant for</i>

paper ,past paper from HKEA and other external sources (e.g. LCCIEB question papers, HKIAAT question papers, etc.) and other relevant publications.	<ul style="list-style-type: none"> ● Students' performance to be rewarding. 				<i>purchasing external, papers.</i>
<u>Developing student leaders</u> <ul style="list-style-type: none"> ● Providing student leaders with different opportunities to widen their exposure in business world and exchange their ideas in class. ● Forming of peer learning groups in striving for academic excellence. 	<ul style="list-style-type: none"> ● Students' participation in seminars, workshops and competitions held by outside organizations. ● Students grasp the opportunities in learning with peers both inside and outside classroom. 				

2. Enhancing professional exchange and collaboration (School concern No. 3)

Strategies	Criteria for success	Time Scale	Teacher-in-charge	Evaluation methods	Resources required
<ul style="list-style-type: none"> ● Participating in seminars, workshops and courses organized by tertiary institutions and/or professional bodies in keeping abreast with curriculum and assessment changes. 	<ul style="list-style-type: none"> ● Subject teachers are encouraged to participating in seminars, workshops and courses organized by tertiary institutions and/or professional bodies in keeping abreast with the latest information. 	Sep 15 - Aug 16	LSH & WLF	<ul style="list-style-type: none"> ● Teachers' evaluation ● Teachers' response 	

4. Panel Coordinator and member

Lee Sze Hang and Wong Lai Fan

5. Budget

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	120.00	
EOEBG-Library Book	1,600.00	
EOEBG-Photocopy	270.00	900 copies
EOEBG-Stencil	2,000.00	1000 copies
SSCS-TA	3,500.00	
GRANT TOTAL:	7,490.00	

六. 高中通識教育工作計劃

高中通識教育課程 三年工作計劃 (2015 - 18 年)

一、前言

新高中通識課程已走過了六年。在第一個三年的循環，為了準備新高中通識科的課程，對於課程及考評框架，以及團隊的組成，也在嘗試及摸索不同的方向，課程及考評框架的雛型漸成。在第二個三年的循環，科組在課程及考評框架上，作出調整，滲入更多自主學習的元素，讓學生主導其學習，為自己負責，亦同時漸次營造追求卓越的學風。

惟近年來，學科面對院校的收生方向而作出的調整，學生準備文憑試的優先次序。加上，其及格率持續地穩定下，於學生而言，充分地準備本科的誘因並不大，故其重要性趨向降低，難以在第 5 級或以上尋求突破。面對如此情況，科組仍然相信需要讓學生自主學習，引導他們建立其在本科合理的學習目標及習慣，讓學生學會為自己的學習負責，才能從內在動機出發，漸次推動整體追求卓越的學風。同時，本科將持續地推動跨科組及部門的合作，以提升教學效能。在教學團隊上，凝聚科組及逐漸落實人手安排，以穩定科組的長遠發展。

二、學校未來三年的發展計劃與科組的關係

	課程 / 教學 / 考評	學生培育	管理與組織
學校	1.1 確立整全的學習里程碑		3.1 加強管理溝通與協調
教師	1.2 強化教師團隊專業能量	2.2 提升教師的綜合能力	3.2 穩定組織架構的持續發展性
學生	1.3 推動追求卓越的校風	2.5 建立自律、自學和「己立立人」校風	

三、整體目標：

1. 持續改善課程及校本評核框架，致兩者相互配合，建立具系統的階段性學習里程碑。

(→回應 1.1)

2. 推動自主學習，讓學生為自己的學習負責，協助建立個人的學習系統。(→回應 2.5)
3. 照顧學生學習多樣性，亦提拔學術精英，以推動追求卓越的學風。(→回應 1.3)
4. 培養學生關心社會變化的習慣，協助建立其對人與事的價值觀。(→回應 1.3 及 2.5)
5. 善用不同評量系統及專業團隊的力量，以提升教學效能。(→回應 1.2 及 2.2)
6. 推動科組及部門間的協作，以促進團隊發展。(→回應 1.2 及 3.1)
7. 凝聚科組人力資源，以穩定科組的長遠發展。(→回應 3.2)

三、現況分析

1. 強項

- 1.1 教學團隊成員來自不同的教學背景，各具專業上的專長，且用心投入，善於引進新意念及善用外間資源，以促進教學效能；
- 1.2 透過教育局的「專業學校發展計劃」等對外交流，已建立具有一定規模的專業網絡，能加強對外的交流，有助促進課程發展。

2. 弱項

- 2.1 隨著各大院校收生標準有所調整，且本科「易及格，難高分」。對學生而言，缺乏學習誘因，且學生自覺性不足，對學習本科不太重視，不利推動自主學習。
- 2.2 課程的實施雖已有六年，但其內容及評核方面仍有不少需要摸索的地方，對教學及考評的掌握有一定困難；

3. 機遇

- 3.1 教學團隊的核心成員年資雖較淺，但願意多作嘗試，以豐富教學；
- 3.2 初中通識科已具有一定的發展規模，有利與新高中通識科的銜接，促進學科持續性的發展。
- 3.3 本科的施教方法及選材具一定彈性，有利不同學科背景的同事參與其中，促進團隊發展。

4. 危機

- 4.1 本科的課程於未來數年仍在調整中，加上教學團隊成員工作量重，且部分屬兼教性質，

團隊需要適時調適，對科組的發展有一定的阻礙。

8.2 在未來數年，教學團隊成員仍有變動，對長遠的人手安排有困難，難免對科組的可持續發展有礙。

四、2015 - 18 三年計劃

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1. 建立具系統的階段性學習里程碑	● 師生能更掌握各單元的課程和考評重點，令教學有更清晰的方向及連接性	● 清晰各級、各單元教學的探究焦點、概念及技巧，建立具漸進性及連貫性的課程規劃	*	*	*
	● 學生能辨識議題所牽涉的單元，對議題的了解更深刻，並能豐富答題的表現	● 設計具跨單元的意識的課程設計，並在教學過程中，加強學生有關意識	*	*	*
	● 學生能夠更全面地對了解及分析議題，並在評論題上展示多角度的思考	● 在單元教學的設計上，強調以議題入手，從不同角度及持分者分析爭議所在	*	*	*
	● 學生能把相關理念應用在其他議題上，轉移所學	● 在教學過程中，強調學生對概念性知識的理解和運用，並提供更多例子予學生參考	*	*	*
	● 學生能運用整理、綜合及歸納的共通能力於 IES 的綜合分析中，並能在答題上建立相關的答題框架，有系統地展示答題	● 完善獨立專題探究 (IES) 的課程設計，有機地結合單元內容及 IES 對於共通能力的要求	*	*	*
2. 鼓勵學生自主學習，漸次建立追求卓越的學風	● 不同能力的學生能學得其所	● 善用課堂及課後測補時間，針對性地協助不同能力的學生	*	*	*
	● 學生能建立閱讀的習慣，逐漸對閱讀產生興趣，並自發閱讀更多增潤性的教學材料	● 運用不同渠道提供與單元及 IES 有關的文章，鼓勵學生多閱讀，以增潤所學			

	<ul style="list-style-type: none"> ● 學生能以朋輩學習的力量影響學生學習通識的習慣，繼而產生興趣，關心社會。籌辦者亦能夠得以提拔，以營造追求卓越的學風。 	<ul style="list-style-type: none"> ● 組織通識學會，舉辦多樣性的聯課活動，如班際專題匯報、辯論及實地考察等 ● 邀請不同團體及學者到校分享 	*	*	*
3. 善用不同資源，推動團隊專業發展，促進教學效能	<ul style="list-style-type: none"> ● 團隊成員能積極及樂於參與交流，並提供具建設性的意見 	<ul style="list-style-type: none"> ● 運用外間的資源與計劃，如「專業學校發展計劃」，加入適切的教學觀摩及交流，以拓闊教師的識見 	*	*	*
	<ul style="list-style-type: none"> ● 科組能整合與初中通識科課程，尤其連繫有關通識科的技能 	<ul style="list-style-type: none"> ● 聯繫初中通識科、德育、公民及國民教育等組織，開展與教學相關的跨科組及部門的合作，以培養學生不同的能力 	*	*	*
	<ul style="list-style-type: none"> ● 團隊成員能積極及樂於參與交流，並提供具建設性的意見 	<ul style="list-style-type: none"> ● 於校內安排共同備課及課節觀摩，以交流教學心得 	*	*	*
	<ul style="list-style-type: none"> ● 學生就教學作出正面的回饋 	<ul style="list-style-type: none"> ● 設計持續性的評估工具及紀錄，以促進教學效能 	*	*	*

新高中通識教育科 工作計劃 (2015-16)

一、前言

本年已是推行高中通識科課程的第六個教學年度，首四屆的中學文憑試成績亦已完結。團隊對於課程及考評框架嘗試在建立常模，亦如往年一樣，科組期望逐漸優化課程及考評框架，令教評得以結合。本校學生在文憑試的表現態縱使推動跨部門的合作，以提升教學效能。

一如往年，本科將持續地培養學生自主學習的精神，以追求卓越的學風，鼓勵學生走出課堂，擴闊視野，親身感受社會的變化。再者，全港考生在通識科文憑試的表現愈趨兩極化，差異擴大，科組亦思考在補底的同時，如何推進學生至更高的水平。因此，科組將繼續思考如何處理學習差異。

最後，在團隊的專業發展方面，過去六年的團隊人手相對穩健，惟面對教師人手縮減，明年後的人手安排將有所調整。故此，科組希望藉此契機就教學法進行相互觀課，了解科內同事如何進行有效的通識課堂，從而持續地促進團隊的專業發展。加上，聯繫校外團隊的協助以促進團隊的專業發展，以優化教學。

總的而言，課程及考評設計、學生學習、教學團隊的發展互相影響，期望三者的互動帶來正面的影響，對師生及科組皆有幫助。

二、學校未來一年的發展計劃與科組的關係

	課程 / 教學 / 考評	學生培育	管理與組織
學校	1.3 確立整全的學習里程碑		3.1 加強管理溝通與協調
教師	1.4 強化教師團隊專業能量	2.2 提升教師的綜合能力	3.2 穩定組織架構的持續發展性
學生	1.3 推動追求卓越的校風	2.5 建立自律、自學和 「己立立人」校風	

三、2015 至 2016 年度學校關注事項和工作計劃

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

四、2015 至 2016 年度科組關注事項和工作計劃

1. 建立具系統的階段性學習里程碑

- 理順各單元教學內容及相關的答題技巧的設計
- 完善議題為本及跨議題的教學設計
- 強調學生對概念性知識的理解和運用
- 有系統地結合「通識學習法」及校本的「獨立專題研究」的教學設計

2. 鼓勵學生自主學習，漸次建立追求卓越的學風

- 繼續發展通識學會，由學生籌辦不同類型的通識科學習活動，鼓勵其他學生多加參與
- 提供多元的途徑以鼓勵學生閱讀有關通識科，且可讀性高的文章

3. 善用不同資源，推動團隊專業發展，促進教學效能

- 善用共同備課節的交流空間，以提升教學效能
- 展開有系統的「觀課、說課及評課」，以了解有效的通識課堂施行
- 連繫不同科組及部門，就培養學生不同的能力上，產生協同效應
- 持續參與教育局「專業學校發展計劃」(PDS)，以作資源學校，加強對外的專業交流
- 與外間團體保持連繫，適時引入專家意見

五、具體工作策略

1. 建立具系統的階段性學習里程碑

	策略／工作	時間表	評估方法	成功準則	負責人	所需資源
1.1	理順各單元教學內容及相關的答題技巧的設計	09/15-07/16	透過檢視學生在日常課業、測驗及考試的表現	● 學生能夠掌握不同的題型及相關的答題框架，以更有系統地分析問題	各級級聯絡及科任老師	
1.2	完善議題為本及跨議題的教學設計		透過科組及各級級會收集意見；學生回饋	● 學生能夠辨識議題中的爭議點及不同持分者的意見的方法，最終能從實例分析和評論公共政策	各級級聯絡及科任老師	
1.3	強調學生對概念性知識的理解和運用		透過檢視學生在日常課業、測驗及考試的表現	● 學生能夠打破學習個別單元的限制，把相關概念應用在其他議題上	各級級聯絡及科任老師	
1.4	有系統地結合「通識學習法」及校本的「獨立專題研究」的教學設計		透過檢視學生在各項「獨立專題研究」的表現	● 學生能運用有關通識科的共通能力，包括：綜合論點及個人評論在「獨立專題研究」上，以完成探究	各級級聯絡及科任老師	

2. 鼓勵學生自主學習，漸次建立追求卓越的學風

	策略／工作	時間表	評估方法	成功準則	負責人	所需資源
2.1	持續發展通識學會，由學生籌辦不同類型的通識科學習活動，並鼓勵學生多加參與	09/15-07/16	透過科組及各級級會收集意見；學生回饋	<ul style="list-style-type: none"> ● 參與通識小組的學生能夠籌辦不同類型的通識學習活動，有助其自主學習。 ● 籌辦者及參與者在過程中能增加接觸學習通識科的機會。前者更能藉此得以提拔，以助培養追求卓越的學風。 	各級級聯絡、科任老師及教學助理	聘請教學助理的薪金；學生參與活動的資助
2.2	提供多元化的途徑以鼓勵學生閱讀有關通識科，且可讀性高的書目及文章		透過科組及各級級會收集意見；學生回饋	<ul style="list-style-type: none"> ● 學生能夠掌握不同的方法，包括：訂購報章、提供參考書目及發佈於電子平台，以閱讀與學科有關的書目及文章，有助其自主學習。 	各級聯絡及教學助理	如 同 上，聘請教學助理的薪金

3. 善用不同資源，推動團隊專業發展，促進教學效能

	策略／工作	時間表	評估方法	成功準則	負責人	所需資源
3.1	善用共同備課節的交流空間，以提升教學效能	09/15-07/16	透過各級級會及科組檢討會議收集意見	<ul style="list-style-type: none"> ● 團隊成員能積極地參與討論，並提供具建設性的意見 	科主任、副主任及各級級聯絡	
3.2	展開有系統的「觀課、說課及評課」，以了解有效的通識課堂施行		透過各級級會及科組檢討會議收集意見	<ul style="list-style-type: none"> ● 團隊能開始建立有系統的「觀課、說課及評課」，以檢視有效能的通識課 	科主任、副主任及各級級聯絡	
3.3	連繫不同科組及部門，就培養學生不同的能力上，產生協同效應		透過科組及各級級會收集意見	<ul style="list-style-type: none"> ● 科組能與初中通識科建立循序漸進的課程規劃及框架，與德育、公民及國民教育組在提 	科主任及副主任	

				升高中學生對時事的興趣上多加合作		
3.4	持續參與教育局「專業學校發展計劃」(PDS),以作資源學校,加強對外的專業交流		透過收集負責專業學校發展計劃的同事、計劃中的夥伴學校以及教育局的意見	● 負責計劃成員及計劃中的夥伴學校能積極地參與各項交流活動,從而改善課程及考評框架	負責專業學校發展計劃的同事	
3.5	與外間團體保持連繫,適時引入專家意見		透過各級級會及科組檢討會議收集意見	● 計劃能協助完善課程規劃及考評框架	科主任及副主任	

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-Lib BK	1,500.00	
EOEBG-Photocopy	300.00	1000 copies
EOEBG-Stencil	5,000.00	2500 copies
EOEBG- OTHER EXPENSES	7,700.00	
PDS-IT Equipment	45,000.00	
PDS-Consumble	150,000.00	
SSCS-青年人權記者計劃	1,500.00	
GRANT TOTAL:	211,000.00	

七. 體藝文化生活教育

(1) 視覺藝術科 (美術與設計)

視藝科三年發展計劃 (2015-2018)

1. 現況分析

1.1 優點

- 1.1.1 本科課程多樣化，強調創新，內容有趣，普遍受同學喜愛，亦成為學生在繁重的學習生活中壓力的出口。
- 1.1.2 學校支持學生在藝術領域的發展，認同藝術對性格、創意的培養是重要的一環，對本科的發展具正面的支持。
- 1.1.3 新高中學制的出現，本科可以透過文化藝術課，讓高中非選修視覺藝術科的同學仍有機會接觸藝術教育。

1.2 弱點

- 1.2.1 教師團隊不穩定，不同的新任教師需要時間重新適應，在教學上加多了協作的磨合時間，並削弱了學與教的穩定性。
- 1.2.2 新高中課程的整體課擔甚重（特別是校本評核部分），影響學生整體學習興趣及其他學科成績。
- 1.2.3 高中課程只有一位教師任教，對跟進校本評核及本科發展有直接影響，且教師同時兼教初中級別，教擔甚重亦難以集中。

1.3 契機

- 1.3.1 高中課程由一位教師任教，容易促成跨級同學的協作及交流。
- 1.3.2 科主任獲邀請成為課程發展議會與香港及評核視覺藝術課程委員會(高中)成員，將與數間其他學校、大專院校、考評局就本科作定昞會議，檢討本科學習與校評內容，此有助優化校本課程。
- 1.3.3 今年駱靜宜老師加入教學團隊，有助發展藝術評賞教材。

1.4 危機

- 1.4.1 校本評核嚴重減弱學生選修本科的意願。
- 1.4.2 大學收生對本科的取捨將直接影响新高中課程學生的選修意欲。

2015 至 2018 年學校關注事項

7. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
8. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
9. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

2015 至 2018 年視藝科關注事項和工作計劃：

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1. 完善課程架構，優化學與教，強化教師團隊專業能量。	穩定高中課程規劃及校本評核框架。課程的寬度及深度切合學生的學習能力。	科主任透過參與不同議會及與交流分享會，完善校內課程及教材，適時與本校老師檢討，以緊貼考評內容(高中)及切合學生能力和興趣。	✓	✓	✓
	能彈性回應人手變動安排，穩定教學質素。團隊能建立學習型的態度，進行專業的交流與討論，並累積優質的經驗。	建立學科學習社群，共同備課、資源共享(教材、學生作品)，增強團隊教學效能。新舊教師可嘗試進行共同協教，互作交流。	✓	✓	✓
	學生建立良好的學習態度及習慣，提升自主學習及能力。	有機地設計課程，配合電子學習，提升學生自主學習能力。推薦更多學生參與外界活動、境外交流及比賽，豐富藝術經驗並回饋學校。	✓	✓	✓
2. 建立「己立立人」精神。	學生建立主動及朋輩互動的學習態度。	設立跨級友伴計劃，在不同活動及學習範疇建立朋輩間交流與討論。	✓	✓	✓
	發掘更多視藝「尖子」並能服務學校。	在初中發掘更多視藝「尖子」，並由高中視藝「尖子」帶領，於學校不同視藝活動中協作，在校內藝術工作上有傳承及楷模放應。	✓	✓	✓
3. 穩定團隊的人手安排及科組發展方向	穩定科組團隊及人手分配	整理教學資源，穩定人手安排，	✓	✓	✓
	祝賀建校三十年，加強學生對學校的歸屬感。	融入「校慶三十週年」於學與教中，學生透過創作祝賀學校，加強學生對學校的歸屬感，亦與社區人士分享成果。	✓	✓	✓

視覺藝術科工作計劃 (2015-16)

1. 完善課程架構，優化學與教，強化教師團隊專業能量。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
1.1 科主任透過參與不同議會及與交流分享會，完善校內課程及教材，適時與本校老師檢討，以緊貼考評內容(高中)及切合學生能力和興趣。	9/15 至 8/16	穩定高中課程規劃及校本評核框架。課程的寬度及深度切合學生的學習能力。	教學評估 學科成績 分析	科主任	校外組織支援
1.2 建立學科學習社群，共同備課、資源共享(教材、學生作品)，增強團隊教學效能。新舊教師可嘗試進行共同協教，互作交流。	9/15 至 8/16	能彈性回應人手變動安排，穩定教學質素。團隊能建立學習型的態度，進行專業的交流與討論，並累積優質的經驗。	內部討論 學科成果 分析	科組教師	本科資源
1.3 有機地設計課程，配合電子學習，提升學生自主學習能力。推薦更多學生參與外界活動、境外交流及比賽，豐富藝術經驗並回饋學校。	9/15 至 8/16	學生建立良好的學習態度及習慣，提升自主學習及能力。	內部討論 學生成績 及態度	科組教師	校外組織支援 本科資源

2. 建立「己立立人」精神。

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
2.1 設立跨級友伴計劃，在不同活動及學習範疇建立朋輩間交流與討論。	9/15 至 8/16	學生建立主動及朋輩互動的學習態度。	學生表現	科組教師	本科資源

2.2 在初中發掘更多視藝「尖子」，並由高中視藝「尖子」帶領，於學校不同視藝活動中協作，在校內藝術工作上有傳承及楷模放應。	9/15 至 8/16	發掘更多視藝「尖子」並能服務學校。	學生表現	科主任 校園藝術 大使及美 術學會	本科資 源
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3. 穩定團隊的人手安排及科組發展方向

策略/工作	時間表	成功準則	評估方法	負責人	所需資源
3.1 整理教學資源，穩定人手安排，	9/15 至 8/16	穩定科組團隊及人手分配	內部討論	科組教師	本科資 源
3.2 融入「校慶三十週年」於學與教中，學生透過創作祝賀學校，加強學生對學校的歸屬感，亦與社區人士分享成果。	9/15 至 8/16	祝賀建校三十年，加強學生對學校的歸屬感。	學生成果	科組教師	校外組 織支援 本科資 源 校內津 貼

視覺藝術科組織架構	
級聯絡* 中一級 lcy* 中二級 lsc* CWS 中三級 lsc* 中四級 lsc* 中五級 lsc* 中六級 lsc*	其他： 中四級文化藝術課 LKF 中五級文化藝術課 LKF 美術學會 lsc

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	33,750.00	
EOEBG-Library Book	1,500.00	
EOEBG-Photocopy	250.00	833 copies
EOEBG-Stencil	150.00	75 copies
SSCS-TA & Teacher	16,410.00	
Total Grant	52,060.00	

(2)設計與科技科工作計劃

三年計劃

(一) 2015/16 至 2017/18 年度學校關注事項

(回應學校關注事項第 1 至第 3 項)

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

二. 整體目標

- 1 培養及發展學生理性思考及解決問題的能力。
- 2 透過設計習作，讓學生明白設計過程的基本原理。
- 3 教授及培養學生應用科學知識和技術於設計過程中。
- 4 加強學生傳意、表達及溝通的技巧與能力。
- 5 透過觀察及分板、讓學生認識不同物料的基本特性與用途。
- 6 培養及加強學生的分析、批判及欣賞能力。
- 7 讓學生認識科技發展與日常生活間之關係。
- 8 引發學生的興趣及創造力，運用已有知識及技術於解決日常生活的難題中。

三 現況分析

優點

- 1 本科課程實用及生活化，適合學生需要。
- 2 同學普遍對本科學習認真，尤對發揮性要求較高或體力要求低的習作興趣大。
- 3 學校認同本科為男女生必修的科目，對本科的發展具正面的支持。

弱點

- 1 只遵照指導，不敢創新意。
- 2 沒有堅持完成事情的毅力，很多時半途而廢。
- 3 缺乏自學能力，缺乏自我找尋解決方法的習慣。
- 4 對外界事物及知識膚淺。
- 5 面對(334)學制、課程和考試改革，學校必須調整和協調學生的學習與成長的需要。

危機

- 1 本科在設備上相對新校較落後。
- 2 因隔週上課關係，學生相應減少了上課時間，故須要刪減大量課程。
- 3 新學制、課程和考試改革過程涉及學科學術發展與學生成長需要的重整與調節，需要按規劃作出討論及計劃，過程既複雜又艱鉅。

(四) 關注事項與施行策略

關注事項	策略	預期成果	15/16	16/17	17/18
	<p>1.1 審視和修改現有中一至中三級的教材，教學設計以個人及小組形式進行，使同學既可以在小組互動中促進學習</p> <p>1.1.1 教學設計以專題研習的形式整合教學的內容，並以個人及小組形式進行，同時盡量善用本科課程內容的特色</p> <p>1.1.2 題研習的設計能夠發揮個人的能力外，同時能夠兼顧小組多元互動的發揮</p>	<p>學生對科學學習感興趣並持正面學習態度 學生在短測中能達到基本水平</p> <p>同學認同教學設計以個人及小組形式進行的理念</p> <p>同學的能力在個人及小組的習作上均得到良好的發揮</p>	✓	✓	✓
	<p>1.2 教學設計以多元的形式進行，藉以使同學的多元能力得以發揮</p> <p>1.2.1 專題研習的設計需要發揮同學以下的多元能力</p> <ul style="list-style-type: none"> ● 理性思考 ● 邏輯思維 ● 語言表達 ● 人際關係 	<p>同學的多元能力在課程上得到發揮。</p>	✓	✓	✓
	<p>2.1 嘗試跨科單元協作檢視與其他體藝科目整合的可能性</p> <p>2.1.1 與其他體藝科以單元協作的形式作出課程的融合及發展的探究試驗</p> <p>中二級題目： 製成品：1 分鐘的攝錄短片</p> <p>中三級題目：舞台設計 製成品：裝飾本校舞台作時裝表演 (模型製作)</p>	<p>同學喜歡跨科協作的課題</p> <p>同學喜歡跨科協作的學習模式</p> <p>同學滿意作品的成果</p>	✓	✓	✓

	<p>2.2 教學設計引進更多的交流及觀摩的機會，使帶動同學創新思維的學風</p> <p>2.21 與其他體藝科合作於中二及中三級的跨學科協作中引進交流及觀摩的學習活動</p>	<p>同學喜歡引進交流及觀摩的學習活動</p> <p>同學能藉交流及觀摩的機會，使帶動創新思維的學風</p>	✓	✓	✓
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設計與科技科工作計劃

全年計劃

(一) 2015/16 至 2017/18 年度學校關注事項

(回應學校關注事項第 1 至第 3 項)

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

二. 整體目標

- 1 培養及發展學生理性思考及解決問題的能力。
- 2 透過設計習作，讓學生明白設計過程的基本原理。
- 3 教授及培養學生應用科學知識和技術於設計過程中。
- 4 加強學生傳意、表達及溝通的技巧與能力。
- 5 透過觀察及分板、讓學生認識不同物料的基本特性與用途。
- 6 培養及加強學生的分析、批判及欣賞能力。
- 7 讓學生認識科技發展與日常生活間之關係。
- 8 引發學生的興趣及創造力，運用已有知識及技術於解決日常生活的難題中。

三 現況分析

優點

- 1 本科課程實用及生活化，適合學生需要。
- 2 同學普遍對本科學習認真，尤對發揮性要求較高或體力要求低的習作興趣大。
- 3 學校認同本科為男女生必修的科目，對本科的發展具正面的支持。

弱點

- 1 只遵照指導，不敢創新意。
- 2 沒有堅持完成事情的毅力，很多時半途而廢。
- 3 缺乏自學能力，缺乏自我找尋解決方法的習慣。
- 4 對外界事物及知識膚淺。
- 5 面對(334)學制、課程和考試改革，學校必須調整和協調學生的學習與成長的需要。

危機

- 1 本科在設備上相對新校較落後。
- 2 因隔週上課關係，學生相應減少了上課時間，故須要刪減大量課程。
- 3 新學制、課程和考試改革過程涉及學科學術發展與學生成長需要的重整與調節，需要按規劃作出討論及計劃，過程既複雜又艱鉅。

(四) 關注事項與施行策略

關注事項	策略	評估方法	成功準則
	<p>1.1 審視和修改現有中一至中三級的教材， 教學設計以個人及小組形式進行，使同學既可以在 小組互動中促進學習</p> <p>1.1.1 教學設計以專題研習的形式整合教學的內容，並以 個人及小組形式進行，同時盡量善用本科課程內容 的特色</p> <p>1.1.2 題研習的設計能夠發揮個人的能力外，同時能夠兼 顧小組多元互動的發揮</p>	<p>學生課堂參與、表現 每學期的不定期短測 問卷調查 教師評估 生參與活動的表現 作品測試</p>	<p>學生對科學學習感興趣並持正面學習態度 學生在短測中能達到 基本水平</p> <p>同學認同教學設計 以個人及小組形式 進行的理念</p> <p>同學的能力在個人 及小組的習作上均 得到良好的發揮</p>
	<p>1.2 教學設計以多元的形式進行，藉以使同學的多元能 力得以發揮</p> <p>1.2.1 專題研習的設計需要發揮同學以下的多元能力</p> <ul style="list-style-type: none"> ● 理性思考 ● 邏輯思維 ● 語言表達 ● 人際關係 	<p>學生意見調查 教師觀察 檢討會議</p>	<p>同學的多元能力在 課程上得到發揮。</p>
	<p>2.1 嘗試跨科單元協作檢視與其他體藝科目容整合的 可能性</p> <p>2.1.1 與其他體藝科以單元協作的形式作出課程的融合 及發展的探究試驗 中二級題目： 製成品： 1分鐘的攝錄短片 中三級題目：舞台設計 製成品： 裝飾本校舞台作時裝表演(模型製作)</p>	<p>學生課堂參與、表現 教師評估 學生參與活動的表現 作品測試</p>	<p>同學喜歡跨科協作的 課題</p> <p>同學喜歡跨科協作的 學習模式</p> <p>同學滿意作品的成 果</p>
	<p>2.2 教學設計引進更多的交流及觀摩的機會，使帶動同 學創新思維的學風</p> <p>2.21 與其他體藝科合作於中二及中三級的跨學科協作 中引進交流及觀摩的學習活動</p>	<p>學生意見調查 教師觀察 檢討會議</p>	<p>同學喜歡引進交流 及觀摩的學習活動 同學能藉交流及觀 摩的機會，使帶動創 新思維的學風</p>

(五) 財政預算

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	33,000.00	扣 14/15,15/16 機械人課程\$3000
EOEBG-Library Book	400.00	
EOEBG-Photocopy	300.00	1000. copies
EOEBG-Stencil	60.00	30 copies
Total Grant:	33,760.00	

(3) 家政科工作計劃

三年計劃

(一) 2015/16 至 2017/18 年度學校關注事項

(回應學校關注事項第 1 至第 3 項)

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

(二) 家政科科務發展計劃

1. 整體目標

- 1.1 掌握基本家政知識、技能與態度，課程的寬度及深度能切合學生的學習興趣及能力。
- 1.2 促進個人的身心發展及培養自理能力和自立精神。
- 1.3 幫助學生瞭解食物與營養的關係，從而培養良好的飲食習慣及對健康的積極態度。
- 1.4 培養學生的審美力、創造力及協作溝通能力。
- 1.5 學生能找到可以發揮的學習平台，對學習有自我超越的要求。

2. 現況分析

2.1 優點

- 2.1.1 本科課程生活化，適合學生需要。
- 2.1.2 同學普遍對本科的喜愛程度頗高。
- 2.1.3 學校認同本科為男女生必修的科目，對本科的發展具正面的支持。

2.2 弱點

- 2.2.1 本科因需與設計與科技科合併課節，故教學時間緊絀，難以涵蓋所有課程內容。
- 2.2.2 同學因上課時段相距較遠，故不利同學掌握本科的知識、技能及態度。

2.3 契機

- 2.3.1 因教學時間緊絀及男女生共同修讀，有利本科發展以校為本的家政科課程。
- 2.3.2 面對課程改革，學校必須調整和協調學生的學習與成長的需要。

2.4 危機

- 2.4.1 新教學語言政策確立，在過渡階段，教師需不斷摸索教學模式。

(三) 關注事項與施行策略

關注事項	策略/工作	預期成果	時間表		
			15/16	16/17	17/18
1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。	<p>1.1 教學設計以個人及小組形式進行，使同學既可以在小組互動中促進學習，亦可以學習獨自面對挑戰，提昇自我解難的能力</p> <p>1.1.1 專題研習的設計盡量善用本科課程內容的特色，與社會發展及潮流貼近</p> <p>1.1.2 教學設計以專題研習的形式整合教學的內容，並以個人及小組形式進行</p> <p>1.1.3 專題研習的設計能夠發揮個人的能力外，同時能夠兼顧小組多元互動的發揮</p>	<ul style="list-style-type: none"> ● 同學對社會的發展動向及潮流能有良好的掌握及分析能力 ● 同學認同教學設計以個人及小組形式進行的理念 ● 同學的能力在個人及小組的習作上均得到良好的發揮 	✓	✓	✓
	<p>1.2 教學設計以多元的形式進行，藉以使同學的多元能力得以發揮</p> <p>1.2.1 專題研習的設計需要發揮同學以下的多元能力</p> <ul style="list-style-type: none"> ● 創造力 ● 空間感 ● 邏輯思維 ● 語言表達 ● 人際關係 ● 個人內省 	<ul style="list-style-type: none"> ● 同學的多元能力在課程上得到發揮。 	✓	✓	✓
	<p>1.3 教學評估以多元的形式進行，並確立同學自評的系統，能使同學的多元能力得到重視</p> <p>1.3.1 確立多元的評核機制</p> <ul style="list-style-type: none"> ● 完善本科多元及多角度的評核模式，評估方法多元化，包括知識、技能及態度上的評估 ● 確立同學自評及互評的系 	<ul style="list-style-type: none"> ● 同學的多元能力在評估上得到重視 ● 同學的自評意見能夠作為評分的參考 	✓	✓	✓

	統				
	1.4 設立文化藝術課為新高中的正規課程，豐富學習經歷	● 同學的多元能力在課程上得到發揮。	✓	✓	✓
	1.4.1 ● 「服裝設計」課題符合學生需要，推動同學全人發展				

關注事項	策略/工作	預期成果	時間表		
			15/16	16/17	17/18
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。	2.1 藉跨科單元協作檢視本科與其他科目課程內容整合與發展的可能性 2.1.1 與其他體藝科以單元協作的形式作出課程的融合及發展的探究試驗 ● 中二級 主題--(1)擔得起 (2)追風逐夢 (3)謝謝儂 學生自選其一 時間--上學年 家政科參與項目--創作意念 成果--攝錄約3-5分鐘的短片 ● 中三級 題目--「色彩人生」 時間--上學年 家政科參與項目--教授潮流脈搏、服飾設計、色彩配搭、車縫技巧 成果--創造一套配合主題的服飾 2.1.2 與其他科目以單元協作的形式作出課程的融合	● 同學喜歡跨科協作的課題 ● 同學喜歡跨科協作的學習模式 ● 同學滿意作品的成果 ● 同學滿意有展示的機會	✓	✓	✓
	2.2 教學設計引進更多的交流及觀摩的機會，使帶動同學創新思維的學風 2.2.1 與其他體藝科合作於中二及中三級的跨學科協作中引進交流及觀摩的學習活動	● 同學喜歡跨科協作的課題 ● 同學喜歡跨科協作的學習模式 ● 同學滿意作品的成果 ● 同學滿意有展示的機會	✓	✓	✓

	<ul style="list-style-type: none">● 上學期：中二、中三級各一次全級性的講座● 下學期：中一至中三級一次全級性的演示				
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家政科 全年計劃

(一) 2015/16 至 2017/18 年度學校關注事項

(回應學校關注事項第 1 至第 3 項)

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

(二) 家政科科務發展計劃

1. 整體目標
- 1.2 掌握基本家政知識、技能與態度，課程的寬度及深度能切合學生的學習興趣及能力。
- 1.2 促進個人的身心發展及培養自理能力和自立精神。
- 1.3 幫助學生瞭解食物與營養的關係，從而培養良好的飲食習慣及對健康的積極態度。
- 1.4 培養學生的審美力、創造力及協作溝通能力。
- 1.5 學生能找到可以發揮的學習平台，對學習有自我超越的要求。

2. 現況分析

2.1 優點

- 2.1.1 本科課程生活化，適合學生需要。
- 2.1.2 同學普遍對本科的喜愛程度頗高。
- 2.1.3 學校認同本科為男女生必修的科目，對本科的發展具正面的支持。

2.2 弱點

- 2.2.1 本科因需與設計與科技科合併課節，故教學時間緊絀，難以涵蓋所有課程內容。
- 2.2.2 同學因上課時段相距較遠，故不利同學掌握本科的知識、技能及態度。

2.3 契機

- 2.3.1 因教學時間緊絀及男女生共同修讀，有利本科發展以校為本的家政科課程。
- 2.3.2 面對課程改革，學校必須調整和協調學生的學習與成長的需要。

2.4 危機

- 2.4.1 新教學語言政策確立，在過渡階段，教師需不斷摸索教學模式。

(三) 關注事項與施行策略

關注事項	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。						
	<p>1.1 教學設計以個人及小組形式進行，使同學既可以在小組互動中促進學習，亦可以學習獨自面對挑戰，提昇自我解難的能力</p> <p>1.1.1 專題研習的設計盡量善用本科課程內容的特色，與社會發展及潮流貼近</p> <p>1.1.2 教學設計以專題研習的形式整合教學的內容，並以個人及小組形式進行</p> <p>1.1.3 專題研習的設計能夠發揮個人的能力外，同時能夠兼顧小組多元互動的發揮</p>	9/15 至 6/16	<ul style="list-style-type: none"> ● 學生參與課堂的態度 ● 成績表現 ● 教師觀察 ● 檢討會議 	<ul style="list-style-type: none"> ● 同學對社會的發展動向及潮流能有良好的掌握及分析能力 ● 同學認同教學設計以個人及小組形式進行的理念 ● 同學的能力在個人及小組的習作上均得到良好的發揮 	科聯 絡	本科 津貼
	<p>1.2 教學設計以多元的形式進行，藉以使同學的多元能力得以發揮</p> <p>1.2.1 專題研習的設計需要發揮同學以下的多元能力</p> <ul style="list-style-type: none"> ● 創造力 ● 空間感 ● 邏輯思維 ● 語言表達 ● 人際關係 ● 個人內省 	9/15 至 6/16	<p>學生意見調查</p> <p>教師觀察</p> <p>檢討會議</p>	<ul style="list-style-type: none"> ● 同學的多元能力在課程上得到發揮。 	科聯 絡	本科 津貼
	<p>1.3 教學評估以多元的形式進行，並確立同學自評的系統，能使同學的多元能力得到重視</p>	9/15 至 6/16	<p>學生意見調查</p> <p>教師評估</p> <p>檢討會議</p>	<ul style="list-style-type: none"> ● 同學的多元能力在評估上得到重視 ● 同學的自評意見 	科聯 絡	本科 津貼

	1.3.1 確立多元的評核機制 ● 完善本科多元及多角度的評核模式，評估方法多元化，包括知識、技能及態度上的評估 ● 確立同學自評及互評的系統			能夠作為評分的參考		
	1.4 設立文化藝術課為新高中的正規課程，豐富學習經歷 1.4.1 ● 「服裝設計」課題符合學生需要，推動同學全人發展	9/15 至 6/16	學生參與課堂的態度 教師評估 學生意見調查 檢討會議	● 同學的多元能力在課程上得到發揮。	科聯 絡	本科 津貼

關注事項	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。						
	2.1 藉跨科單元協作檢視本科與其他科目課程內容整合與發展的可能性 2.1.1 與其他體藝科以單元協作的形式作出課程的融合及發展的探究試驗 ● 中二級 主題--(1)擔得起 (2)追風逐夢 (3) 謝謝儂 學生自選其一 時間--上學年 家政科參與項目—創作意念 成果--攝錄約 3-5 分鐘的短片 ● 中三級 題目--「色彩人生」 時間--上學年 家政科參與項目—教授潮流脈搏、服飾設計、色彩配搭、車縫技巧	9/15 至 6/16	學生參與活動的態度及作品表現 教師觀察、評分 檢討會議	● 同學喜歡跨科協作的課題 ● 同學喜歡跨科協作的學習模式 ● 同學滿意作品的成果 ● 同學滿意有展示的機會	科聯 絡	本科 津貼

	成果--創造一套配合主題的服飾 2.1.2 與其他科目以單元協作的形式作出課程的融合					
	2.2 教學設計引進更多的交流及觀摩的機會，使帶動同學創新思維的學風 2.2.1 與其他體藝科合作於中二及中三級的跨學科協作中引進交流及觀摩的學習活動 <ul style="list-style-type: none"> ● 上學期：中二、中三級各一次全級性的講座 ● 下學期：中一至中三級一次全級性的演示 	9/15 至 6/16	學生意見調查 教師觀察 檢討會議	<ul style="list-style-type: none"> ● 同學喜歡引進交流及觀摩的學習活動 ● 同學能藉交流及觀摩的機會，使帶動創新思維的學風 	科聯 絡	本科 津貼

3. 家政科組織架構
 聯絡人 LWC

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	35,280.00	
EOEBG-Library Book	400.00	
EOEBG-Photocopy	240.00	800 copies
EOEBG-Stencil	200.00	100 copies
Total Grant:	36,120.00	

(3) 音樂科工作計劃

三年計劃 2015-2018

學校關注事項：

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

本科整體目標：

1. 陶冶性情、培養品德、建構價值、追求卓越。
2. 拓闊視野、豐富學習經歷、培育團隊領袖。
3. 啟發學生的音樂潛能，多元發展。

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。	A. 更優質的課程，考評和教學。	編製課程及教材，適時檢討，冀能切合學生的能力和興趣。	✓	✓	✓
	B. 積極參加校外比賽表演，豐富校外學習經驗。	透過一生一體藝，開辦中西樂器班。另設中西樂團及多個合唱組織，發掘及培育有音樂才能的學生，並鼓勵參加校外的比賽、表演。	✓	✓	✓
	C. 發掘能兼顧學業及課外活動的尖子	給予有能力且具責任心的團員更多擔任領袖工作的機會，均衡發展，成為學界的精英。	✓	✓	✓
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。	A. 透過各種音樂團隊或活動建立自學自律、負責任的品格。	- 透過日常規律的訓練及團隊集訓，發展多元，學習相處，並建立自律自立及互愛精神。	✓	✓	✓

	B. 音樂「尖子」及計劃帶動同學的學習。	藉優質教育基金計劃，優化器材並引起同學學習音樂及歌唱的興趣。 推薦更多學生參與課外活動及比賽。	✓	✓	✓
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。	A. 從音樂團隊中發掘領袖人才。	從訓練中發掘具領導才能的學生。	✓	✓	✓
	B. 學生到境外交流或比賽。	鼓勵境外交流或參賽，以豐富他們的學習經歷。	✓	✓	✓

音樂科周年計劃 (2015-2016 年度)

(回應學校關注事項第 1 至第 3 項)

1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。

1. 本科整體目標

- 1.1 陶冶性情、培養品德、建構價值、追求卓越。
- 1.2 拓闊視野、豐富學習經歷、培育團隊領袖。
- 1.3 啟發學生的音樂潛能，多元發展。

2. 現況分析

2.1 強項

- 2.11 本校有管樂團、中樂團及其它樂器班配合推行活動，有助增進同學對本科的興趣。
- 2.12 除賽馬會資助外，去年的高中多元學習津貼能夠減輕同學參與音樂活動的負擔，有助樂團進一步發展。
- 2.13 學生有機會參與很多校內或校外舉辦的學術活動、課外活動和交流活動，有助開闊視野，豐富內涵。

2.2 弱項

- 2.21 課程範圍寬廣，學習未能深入。
- 2.22 教學活動及課外活動互相拉扯，雙方師生身心俱疲。

2.3 契機

- 2.31 與中文大學合作的 QSIP 計劃增加組內的討論，優化恆常的工作。
- 2.32 有蓋操場設立演出台階，有助午間表演活動的推展。

2.4 危機

- 2.41 學生在音樂修養上的程度參差，做成教學不便，惟可藉著一些程度較高的學生以提升其他同學對音樂的興趣和認識。

3. 關注事項

3.1 鞏固學生音樂本科知識。

3.2 跳出校園，多參與活動、交流、參觀、演出、比賽等，以拓闊視野，知己知彼。

3.3 幫助學生建立健康正面的人生觀，以達致「己立立人」的精神。

3.4 提升學生的素質——藉著音樂活動培養他們自信、負責任、欣賞他人、尊重他人等的美德。

3.5 中三級轉用英語為教學語言，需調節進度及注意學生的吸收認知步伐。

4. 執行工作計劃、達標準則及評估方法。

策略／工作	時間表	成功準則	評估方法	負責人
4.1 在中一級推行優質教育基金計劃，在中一下學期的課堂上舉辦無伴奏合唱，讓人人可歌，將歌唱氣氛帶入校園。	中一級 10/15->07/16	在學年終的試後活動期間舉辦中一級班制無伴奏合唱比賽，所有中一同學能夠參與並展現團隊精神。	課堂表現 演出水準	科主任
4.2 教學/課程方面 4.21 中一級加強鞏固基礎音樂知識，包括樂理、歌唱、聆聽、視譜、牧童笛吹奏技巧	9/15→ 06/16	八成學生於課堂練習時持正面態度 九成學生於筆試及實務考試中達及格或以上程度	筆試 實科考試 學生習作 課堂表現	科主任
4.22 提升牧童笛合奏技巧	9/15→ 06/16	九成學生能流暢地合奏4至5首樂曲	筆試 實科考試 學生習作	科主任
4.23 MTV 跨科協作及QSIP 協作計劃	中二級 9/15→ 12/16	九成學生能完成習作	評估表、 學生作品	科主任
4.24 「音樂自由講」匯報	中三級 12/15→1/16	2人小組完成以任何年代或地域的音樂為主題的報告並向全班匯報。讓同學有機會認識其他同學在音樂上的喜好之餘，也可拓闊音樂眼界。	評估表	科主任
4.25 中四、中五級中國音樂課程，讓學生增加對祖國的認識，從而發展出愛國的情操。	9/15→ 06/16	九成學生於匯報中展現對中國音樂的理解	評估表	科主任

<p>4.3 活動方面</p> <p>管樂團/器樂班/ 合唱團/中樂團</p> <ul style="list-style-type: none"> ➤ 致力培育及發掘新團員 ➤ 為樂器班學員打好基本功訓練、安排資深學員協助初學者 ➤ 續發放各項比賽、音樂會等資訊，並鼓勵合適的學生參與，讓有能力的走出校園 ➤ 強化音樂學會職能，冀推廣音樂，營造氛圍 ➤ 續參與校際音樂節或其它音樂比賽 ➤ 續辦樂器班上、下學年評核，發獎狀獎勵表現優秀的學員 ➤ 續辦全校性樂器比賽 ➤ 多參與校外交流及演出 	<p>9/15→ 07/16</p>	<p>參加器樂班之新學員人數不少於三十人</p> <p>器樂班出席率達八成或以上</p> <p>學員能於校際音樂節或其它樂器比賽取得證書</p>	<p>出席率</p> <p>導師意見</p> <p>教師觀察</p> <p>學員表現</p>	<p>科主任</p>
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財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	3,075.00	
EOEBG-Library Book	400.00	
EOEBG-Photocopy	165.00	550 copies
EOEBG-Stencil	120.00	60 copies
EOEBG-Music Festival	1,200.00	
EOEBG-Piano Tuning	2,000.00	
EOEBG-Singing Contest	1,300.00	
EOEBG-樂團 ((0.3)	18,000.00	
EOEBG-樂團 集訓	12,000.00	
TKP Foundation	60,000.00	
YOT-樂團 (0.7)	42,000.00	
樂團	200,000.00	
GRANT TOTAL:	340,260.00	

(4) 體育科工作計劃

體育科三年發展計劃 (2015/16 至 2017/18 年度)

關注事項	預期成果	策略	時間表		
			15/16	16/17	17/18
1. 確立整全的學習里程碑，強化教師團隊專業能量，推動追求卓越的學風。	A. 成立「少林功夫隊」，並能於開放日表演。	- 於中一課程加入「少林功夫」，並配合「一生一體藝」開辦訓練班。	✓	✓	✓
	B. 女子校隊更趨強大。	- 增撥資源培訓女子校隊隊員。	✓	✓	✓
	C. 更多體藝「尖子」出現。	- 推薦更多有潛質的隊員到體院或港隊受訓。 - 吸納更多體藝「尖子」入讀本校。	✓	✓	✓
2. 完善培育課程藍圖，提升教師的綜合能力，進一步發揚「己立立人」校訓精神。	A. 高中同學能夠學習更多的文化藝術課程。	- 於體育課增加文化藝術課程。	✓	✓	✓
	B. 更多體藝「尖子」當選傑出學生。	- 推薦體藝「尖子」參加傑出學生選舉及運動員獎。	✓	✓	✓
	C. 體藝「尖子」於 DSE 能夠取得佳績。	- 加強關注體藝「尖子」的訓練與學業之平衡。	✓	✓	✓
3. 加強管理溝通及協調，穩定組織架構的持續發展性，發揮傳承育才育德文化。	A. 各體藝科合作推動文化藝術。	- 每年四月下旬舉辦文化藝術周。	✓	✓	✓
	B. 更多校隊隊員畢業後回校擔當教練。	- 鼓勵更多隊員考取教練資格。	✓	✓	✓
	C. 有系統安排「尖子」隊員到境外交流或參賽。	- 每年與其他體藝科合作安排同學到境外交流或參賽。	✓	✓	✓

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	800.00	
EOEBG-Photocopy	50.00	166 copies
EOEBG-Stencil	20.00	10 copies
EOEBG-Library Book	400.00	
EOEBG-P.E. Facilities	5,770.00	
EOEBG-文化廣場 (Only 1516) (0.3)	18,000.00	
School Fund YOT-健身室器材(0.3)	5,000.00	
School Fund TKP-健身室保養(0.3)	2,500.00	
YOT-健身室器材(0.7)	17,500.00	
TKP Foundation	41,100.00	
YOT-文化廣場 (Only 1516) (0.7)	42,000.00	
一生一體藝	150,000.00	
GRANT TOTAL:	283,140.00	

(三)以英語為教學語言 (EMI)

MOI Development Plan (2015-2018)

Major Concern 1 - To implement, monitor and optimize school-based EMI strategies

Strategies / Task	Time			Success criteria / Performance target	Evaluation / Indicator	In-charge	Resources
	15-16	16-17	17-18				
1.1 Monitor and facilitate the implementation of EMI teaching	✓	✓	✓	Measures are implemented and students' learning in English is enhanced.	Language objectives Internal assessments	Principal and KLA persons-in-charge	Nil
1.2 Draw experience and data from previous years, investigate factors affecting students learning and continue using assessments to inform teaching and learning	✓	✓	✓	Teachers can get more understanding of the students learning habit and ability so that suitable teaching strategies can be applied.	Class performance, internal assessments, and discussion with students, questionnaire	Preparatory Committee on EMI, KLA persons-in-charge	Nil
1.3 Understand the language needs of S1 & S4 students for better planning of assistance to be provided	✓	✓	✓	Teachers can get more understanding of students' language needs and provide appropriate assistance	Interviews with S1 & S4 students	Preparatory Committee on EMI	\$600 /yr
1.4 Invite expertise to provide professional support / development for teachers	✓	✓	✓	Advice is given to content subject teachers based on their needs.	Teaching materials / lesson observation	Principal, KLA persons-in-charge	
1.5 Stream students into different ability groups in S1 English classes to address learning differences	✓	✓	✓	Students can perform better in class and assessments	Internal assessments	English panel chairperson	Nil

Major Concern 2 – To review and strengthen Language Across the Curriculum

Strategies / Task	Time			Success criteria / Performance target	Evaluation / Indicator	In-charge	Resources
	15-16	16-17	17-18				
2.1 Revise and deliver bridging modules in EMI subjects in F.1		✓	✓	Students are familiarized with the English terms and language patterns frequently used in the subjects	Class performance, student work	KLA persons-in-charge, and English teachers	Nil
2.2 Review the existing Writing Across the Curriculum programme and make refinement refine where necessary			✓	The suitability of the existing programme is investigated and adjustment is made accordingly.	Discussion with KLA on the language needs of the content subjects	KLA persons-in-charge and English teachers	Nil
2.3 Enhance Reading Across the Curriculum by modifying content subject reading materials and using reading the texts concerned in English curriculum	✓	✓	✓	Reading materials are modified and used in either English or content subject curriculum	Material design, assignments	English teacher/ KLA persons-in charge	\$1,100/yr
2.4 Design a systematic English Bridging (EB) curriculum	✓			English Bridging curriculum is designed	Systematic curriculum	EMI coordinator	\$3,000
2.5 Better equip students to learn other subject in English by incorporating LAC / English bridging curriculum in junior English curriculum		✓	✓	A systematic EB curriculum is integrated into the junior English curriculum	Assignments	English teachers	Nil

Major Concern 3 – To provide professional and other support measures

Strategies / Task	Time			Success criteria / Performance target	Evaluation / Indicator	In-charge	Resources
	15-16	16-17	17-18				
3.1 Provide consultation / workshop to content subjects by external professionals on LAC	✓	✓	✓	Advice is given to content subject teachers based on their needs.	Teaching materials / lesson observation	Principal, KLA persons-in-charge	
3.2 Organize a summer bridging programme to help students build up confidence in learning in English	✓	✓	✓	Students get to know some useful skills for learning in English	Classroom performance	English panel chairperson	Nil
3.3 Organise after-school remedial class for weak students	✓	✓	✓	Students gain more confidence in learning in English	Internal assessments	English panel chairperson	\$13,750/yr
3.4 Create an English rich environment	✓	✓	✓	The use of English in major school functions, announcements, signs on campus, publications, letters to parents, school documents and school websites are maximized	Questionnaire	Preparatory Committee on EMI	
3.5 Translate school documents	✓	✓	✓	Letter to parents, publications, school website and other school documents are translated into English.	Documents and new addition to school website are available in English	Preparatory Committee on EMI	

EMI Annual Plan (2015-2016)**Major Concern 1 – To implement, monitor and optimize school-based EMI strategies**

Strategies / Task	Time	Success criteria / Performance target	Evaluation / Indicator	In-charge	Resources
1.1 Monitor and facilitate the implementation of EMI teaching	9/15 – 8/16	Measures are implemented and students' learning in English is enhanced.	Language objectives Internal assessments	Principal and KLA persons-in-charge	Nil
1.2 Draw experience and data from previous years, investigate factors affecting students learning and continue using assessments to inform teaching and learning	9/15 – 8/16	Teachers can get more understanding of the students learning habit and ability so that suitable teaching strategies can be applied.	Class performance, internal assessments, and discussion with students, questionnaire	Preparatory Committee on EMI, KLA persons-in-charge	Nil
1.3 Understand the language needs of S1 & S4 students for better planning of assistance to be provided	9/15 – 10/15	Teachers can get more understanding of students' language needs and provide appropriate assistance	Interviews with S1 & S4 students	Preparatory Committee on EMI	\$600 /yr
1.4 Invite expertise to provide professional support / development for teachers	9/15 – 8/16	Advice is given to content subject teachers based on their needs.	Teaching materials / lesson observation	Principal, KLA persons-in-charge	
1.5 Stream students into different ability groups in S1 English classes to address learning differences	9/15 – 8/16	Students can perform better in class and assessments	Internal assessments	English panel chairperson	Nil

Major Concern 2 – To review and strengthen Language Across the Curriculum

Strategies / Task	Time	Success criteria / Performance target	Evaluation / Indicator	In-charge	Resources
2.1 Enhance Reading Across the Curriculum by modifying content subject reading materials and using reading the texts concerned in English curriculum	9/15 – 8/16	Reading materials are modified and used in either English or content subject curriculum	Material design, assignments	English teacher/ KLA persons-in charge	\$1,100/yr
2.2 Design a systematic English Bridging (EB) curriculum	9/15 – 8/16	English Bridging curriculum is designed	Systematic curriculum	EMI coordinator	\$3,000

Major Concern 3 – To provide professional and other support measures

Strategies / Task	Time	Success criteria / Performance target	Evaluation / Indicator	In-charge	Resources
3.1 Provide consultation / workshop to content subjects by external professionals on LAC	9/15 – 8/16	Advice is given to content subject teachers based on their needs.	Teaching materials / lesson observation	Principal, KLA persons-in-charge	
3.2 Organize a summer bridging programme to help students build up confidence in learning in English	8/15	Students get to know some useful skills for learning in English	Classroom performance	English panel chairperson	Nil
3.3 Organise after-school remedial class for weak students	9/15 – 8/16	Students gain more confidence in learning in English	Internal assessments	English panel chairperson	\$13,750/yr
3.4 Create an English rich environment	9/15 – 8/16	The use of English in major school functions, announcements, signs on campus, publications, letters to parents, school documents and school websites are maximized	Questionnaire	Preparatory Committee on EMI	
3.5 Translate school documents	9/15 – 8/16	Letter to parents, publications, school website and other school documents are translated into English.	Documents and new addition to school website are available in English	Preparatory Committee on EMI	

(四) 總務委員會工作計劃

總務委員會工作計劃（2015 - 2016）

1. 總目標

總務組作為協助推行校務的幕後庶務性支援組織，我們在行政、教學、課外活動及其他學校日常運作提供後勤支援服務。主要工作是在器材、設備、場地、維修及人力調動各方面提供意見及協助。為求教學活動得以順利進行，我們會更適當地提升教學設備的質素以及按實際需要改善學校的環境。

2. 策略

- a) 引進合時並適合教學用途之設備或軟件，教導及協助師生使用。
 - 《i》透過教職員會議、校內互聯網、各類學生集會或活動展示及解說相關方法和細則。
 - 《ii》參與教師學生諮詢議會，了解師生對校舍設備的要求與期望。
 - 《iii》參觀各影音展覽，了解最新教學硬件設備。
- b) 確保校舍結構及設備基本良好，安排人手定期定點檢查及簡單修護。
- c) 督導校工之工作，倡議崗位責任制，提高工作效率及團體的積極性。
- d) 與外間友校多作交流，了解教學設備之新發展趨勢及強化與供應商聯繫網絡。
- e) 繼續多申請各界津貼，用於非經常性維修工作。
- f) 為方便校內視察工地用途，鼓勵組內同事進修有關工程專業知識，考取有關法例要求之專業牌照或續牌。例：密閉空間核准工人牌照、建造業安全訓練證明書、高空工作流動平台使用證書及三級小型工程(個人)註冊等。
- h) 提高員工安全意識，增強各地安全工作環境，派發及分享職安健資訊。

3. 本年工作重點

- a) 儀器添置：

由於資訊科技日益發達，有助教學之儀器亦不斷推陳出新，本組會致力物色合適之影音儀器以助教學。今年改為每年獨立申請更換校產儀器，依緩急先後去添置多些數碼影音器材以助學科改變帶來的新需求，配合仁愛堂及各方籌款計劃，繼續優化舊雨天操場的表演器材及相關影音設備，令小型集會影音效果更佳。
- b) 傢俱及儀器之批核和添置：
 - i. 本年繼續由學校行政經費撥款給各科組更換傢俱或教學用品，經上年之檢討，學校今年改回獨立每年申請校產更換計劃，由於外間市場貨品供應價格變動很快，且物品日新月異，學校對新品價錢較難預早推測，故將估價工作縮短由三年估算一次改為每年一次，希望各科組能有更準確之更新預算。
 - ii. 與財務書記合作，執行批核購物數量之準確性，控制超支超買他項的情況。
 - iii. 續用校產紀錄電腦化管理，加貼條紋碼，方便核數。
- c) 校內自決維修或建設工程：
 - i. 全年有序安排更換殘舊冷氣機，由於原來開校第一代課室冷氣機（開利牌）已使用接近廿年，遠遠超出一般機件正常使用壽命，機件外殼多現鏽蝕霉爛，本組會視乎機件損壞程度，安排更換。
 - ii. 於長假期期間詳細檢查測試及維修電力系統，確保電力供應正常。
 - iii. 因新高中課程及學生活動對影音設備有新要求，我組會繼續恒常性修護影音設備及更新以配合新高中學制的視聽效果新需要。
 - iv. 與 IT 組緊密聯絡，就各項基建性工程作相互提點，減少因施工需要而重複使用場地帶來的影響。

- d) 配合仁愛堂向政府環保教育基金申請計劃：
上學年已完成更換標準班房及部份實驗室光管為 T5 光管，於暑假期間亦完成更換禮堂光管為 T5 標準及更換各層走廊光管為 LED 燈盆。今學年只做餘下執漏或修補油漆工序。
- e) 向政府部門申請之大型工程：
由於部門撥款減少，對非大型且非緊急的維修改善工程，總務組會盡量向教育局提出校舍大型修葺工程申請，以助減少使用學校行政營運基金。另由 2014 年 4 月開始，教育局改委託外間建築師樓接辦校舍修葺工作，現已改用網上申請，明顯能減少資料傳遞和縮短申請時間。
- e) 食物部管理：
將續與維他天地有限公司合作至合約終止，並提供學童飯盒供應服務，商議食物部加添英語環境的佈置及員工培訓，要求及時更新物種售價及明顯展示。在長假期間清洗雨天操場分體冷氣機。十月開始與新學生會代表聯繫，主動了解學生對食物部運作之意見。並於 5 月份開始進行年度食物部服務調查，了解同學對維他天地的服務意見。
- f) 投標委員會：
續強化招標制度，將程序及相關表格上載校內聯網，讓同事可隨時查閱。
- g) 買賣業務委員會：
續增強透明度，加入家教會家長代表商討各項合約或買賣事宜，所售物品價目亦會清楚列明於家長信內，收取款項後即發收據。
- h) 加強保安：
因校產物品增多且價格昂貴，各項工程進行期間陌生人流眾多，今年續聘外判保安公司負責晚間保安。正後門、校務處及各教員室續用門禁保安系統。

4. 現況分析

- a) 優點：
- i. 組內同事均對處所維修項目有較強專業知識及具豐富維修經驗，總務組召集人更有多項專業註冊牌照，基本上是一職多能，對學校維修項目的審視及檢修工作有極大幫助。
 - ii. 基本維修工作安排得宜，有利教學活動能順利開展。
 - iii. 與維修公司聯繫緊密，對各類修葺服務均能於合理時間內解決。
- b) 弱點：
- i. 考慮收緊財政支出，美化工作往往不列為首要項目，校舍外貌予人陳舊感覺。
 - ii. 原組內兩名技術人員相計離職，聘請新血困難，現有小型維修工作只可轉向坊間公司辦理。其他工友年紀漸大且均為女性，對高空或體能需求大的工作需改依賴外判清潔或工程公司，未能真正減少資源負擔。
 - iii. 校舍各房使用率超高，往往不能抽空安排維修，令問題惡化。
 - iv. 學校鼓勵自助使用物品，惟普遍學生欠細心，增加校產設備損壞情況。
 - v. 常受山景邨管理公司阻撓，在校外牆維修的工作常有阻礙，「租置計劃」下的管理公司有權阻止我校在邨公眾地方作任何維修工程，這使我校部份修護工種效率偏低，特別是渠務工程，雖多次書信查詢申請均未獲管理公司回應。
- c) 契機：
- i. 為配合新高中學制的需要，學校於 2009 學年開始，接步就班地更新禮堂影音設備，另會與 IT 組合作，理順禮堂電腦裝置，務求令各項演出有較佳的效果。
 - ii. 得仁愛堂總理和家教會籌款等額資助，禮堂表演燈光設備得以優化，有利表演活動之人力培訓。

- d) 危機：
- i. 組內人力編制不足，在支援其他組別、日常維修或日漸增多的教學活動時，往往超出組員的工作負荷，分身乏術。
 - ii. 且組內員工特長各異，各施其職，直接替代人手上存有難度。
- e) 評估方法：
- i. 同事填寫影音需求表及維修紙。老師們回應服務質量及效率。
 - ii. 師生咨議會或家教會的意見。

5. 人手編排及雜項：

- a) 今年將繼續外判大型清潔，園藝及維修工程。
 - b) 續聘夜間兼職清潔工友，以增加日間人手編排之零活性。
 - c) 續聘夜班保安員，加強校園保安工作。
 - d) 聯絡人：蘇偉森老師（學校設備維修保養、公用校產傢俱添置、校產管理、食物部、師生咨議會）
- 組員：溫展峰老師（視聽器材管理及使用）
 孔敏芳副校長（買賣業務委員會）
 林永生老師（工友管理、消防設備、石油氣設備及安全委員會）
 鄧麗珍書記（工友管理）

6. 財政預算

EOEBG-Other Expenses	125.00	
EOEBG-Repair & Maintenance (Tools & Material)	49,350.00	
EOEBG-Lift Maintance	90,000.00	include 年檢
EOEBG-Consumble store	43,000.00	
EOEBG-F & E Grant	28,185.00	
EOEBG-長者學苑室工程	100,000.00	
EOEBG-全校電話系統	40,000.00	
School Fund~Repair & Main. (Air-cond)	240,000.00	
GRANT TOTAL:	590,660.00	

(五) 圖書館及閱讀活動年度工作計劃

3-Year Plan (2015 -2018) for Library and Reading Development

	2015-2016	2016-2017	2017-2018
Objecti	<ul style="list-style-type: none"> - To enhance reading atmosphere in school - To develop reading habits in F.1 & F.2 - To provide a well-equipped physical environment for reading, self-study and career planning 	<ul style="list-style-type: none"> - To boost reading atmosphere in junior forms - To promote self-learning by making use of Self Learning Centre. 	<ul style="list-style-type: none"> - To maximize the utilization of library - To develop wider reading scope in senior forms - To equip F.1 & F.2 students with essential reading skills
Reading Strategies	<p><u>A. Reading Scheme</u></p> <ol style="list-style-type: none"> 1. The adoption of ‘PTU Extensive Reading Awards scheme’ serves the purpose of keeping a reading record of F.1 & F.2 students. 2. Co-operate with the panels of Liberal Studies, General Studies, Cultural Subjects, English Language, Chinese Language, Mathematics and I.S. 3. The introduction of the Scheme encourages students to make two or more entries with one book. 4. Both quality and quantity of reading are taken into account. 	<p><u>A. Reading Scheme</u></p> <ol style="list-style-type: none"> 1. To enrich extensive reading, the panels of Social Science / G.S. are invited to join the ‘PTU reading scheme’ 	<p><u>A. Reading Scheme</u></p> <ol style="list-style-type: none"> 1. Incorporate reading as one of the components of projects / modules into the NSS curricula. <p>B. Reading Programmes</p> <ol style="list-style-type: none"> 1. Presentations / Dramas performance as end-products of reading sessions <p>C. Reading Lessons / Sessions</p> <ol style="list-style-type: none"> 1. Phase 3 of ‘book-crossing’ (漂書) is to be introduced. <ul style="list-style-type: none"> Phase 3: a) Teachers are encouraged to donate up to 3 books as collection and write some notes to foster an interest in reading the donated titles

<p>Reading Strategies</p>	<p>B. Reading Programmes</p> <ol style="list-style-type: none"> 1. Introduction of good titles / authors by guests, teachers, or students through video clips or seminars. 2. Book Fair on Parents' Day <ul style="list-style-type: none"> - Book Vouchers (exclusively designed for book fair) will be presented to those who perform well in the 1st Exam and serving the school. 3. Promotion and recommendation of books are to be launched with the help of Reading Ambassadors from Reading Club. <p>C. Reading Lessons / Sessions</p> <ol style="list-style-type: none"> 1. An innovative idea 'book-crossing' (漂書) is to be introduced. The programme is carried out in three phases in three years. <p>Phase 1:</p> <ol style="list-style-type: none"> a) Teachers are encouraged to donate up to 3 books as collection and write some notes to foster an interest in reading the donated titles b) Students may pick any books of their own interest on the shelf and return it when they have finished reading it. 	<p>B. Reading Programmes</p> <ol style="list-style-type: none"> 1. Talk/ Seminars - good titles / authors by guests, teachers, or students held at assemblies. 2. Book Fair on Parents' Day <ul style="list-style-type: none"> - Teachers are advised to purchase Book Vouchers of different face values (exclusively for the book fair) as presents to award students <p>C. Reading Lessons / Sessions</p> <ol style="list-style-type: none"> 1. Phase 2 of 'book-crossing' (漂書) is to be introduced. <p>Phase 2:</p> <ol style="list-style-type: none"> a) Teachers are encouraged to donate up to 5 books as collection and write some notes to foster an interest in reading the donated titles b) Students may pick any books of their own interest on the shelf and they may keep the book if they wish (Reselling of books are strictly prohibited) 	<ol style="list-style-type: none"> b) Students may pick any books of their own interest on the shelf and they may keep the book if they wish (Reselling of books are strictly prohibited) c) For every title taking away, student should donate one book as a token of gratitude <p>C. Reading Lessons / Sessions</p> <ol style="list-style-type: none"> 1. Reading Lessons are to be introduced in F.2 <ul style="list-style-type: none"> - involve at least 5 teachers on a voluntary basis - one period per cycle per class - suggested contents for reading lessons <ul style="list-style-type: none"> e.g. books recommendation; story telling; how to choose a book which is suitable for oneself; analyze a series of titles by the same author; what is a good book and etc.
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Reading Strategies	<p>2. Reading Lessons are introduced in F.1 which involve at least 5 teachers on a voluntary basis</p> <p>3. Reading is Power: (Tuesdays) Students will be assigned an article in English each week. After finishing reading it, they are required to answer a follow-up question and put down the vocabulary, phrases, idioms and so on in the glossary on to their notebook. To make the move more purposeful, the items, presumably, will be revised or tested in the EMA.</p> <p>4. Thursday Reading session - Spare the first 20 minutes before the start of the school day for reading books. Students may bring along a book they like or an assigned book. - To enrich reading atmosphere and promote the practice of book-sharing, 10-min video clips prepared by Reading Ambassadors and Student Radio are broadcast through YouTube</p> <p>5. Reading lessons of Chinese and English Language are encouraged to be conducted in the library.</p>	<p>2. Reading Lessons are introduced in F.1 which involve at least 5 teachers on a voluntary basis</p> <p>3. Every Tuesday - Reading is Power Every Thursday - Reading period: Spare the first 20 minutes before the start of the school day for reading books. Students may bring along a book they like or an assigned book.</p> <p>4. Substitute teachers are invited to take the class to the Library for reading purpose.</p>	<p>2. Every Tuesday - Reading is Power</p> <p>3. Every Monday & Thursday – Reading period: Spare the first 20 minutes before the start of the school day for reading books. Students may bring along a book they like or a book on a particular topic / subject.</p>
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Services	<ol style="list-style-type: none"> 1. The newly refurbished .SLC+ career centre facilitates self-study and activities concerning career planning. 2. To facilitate self-learning and project learning, books and other resources are to be relocated for students' easy access. 3. To discourage students from reading too many comics, non-educational comic books are to be taken away from the bookshelves gradually. 	<ol style="list-style-type: none"> 1. To provide students an ideal place for reading, self-study and career planning. 2. Self-learning centre helps promote the idea and importance of self-access. 3. Teacher Resource Centre centralizes teaching resources such as reference books, public exam past year papers, maps, realia and etc. for the purpose of preparing lessons and setting exam papers. 	<ol style="list-style-type: none"> 1. If a more user-friendly software for library is used, booking of library items in advance through computers will be made possible. 2. Link-up between the school library and all public libraries in the territory which enables students to get hold of collections and status of the books and other materials in all libraries. 3. All non-educational comics have been discarded from the shelves.
Library Management	<ol style="list-style-type: none"> 1. Stricter regulations and tougher implementation to ensure a quiet and comfortable environment for the users to read and study. 2. The cases of theft of schoolbags and other belongings can further be reduced by installing surveillance mirrors / CCTV. A student-librarian can be assigned to keep an eye on the users' belongings in the designated shelf when necessary. 3. The Library Club is being restructured and streamlined to achieve a proper standard of service. 	<ol style="list-style-type: none"> 1. Penalties such as service order are introduced if violation of regulations prevails. 2. More student-librarians are needed to manage the library. 3. Students are encouraged to renew and reserve library items through e-class. 	<ol style="list-style-type: none"> 1. To improve the English atmosphere, more signs, notices and so on are gradually switched from Chinese to bilingual, and finally to English. 2. To speed up the processing of newly purchased books, parents are invited to help with non-technical works such as book wrapping and book mending on voluntary basis. 3. Student-librarians are also invited to help with the process during long holidays or on Saturday morning.

Expected Outcome	<p><u>Reading Strategy</u></p> <ol style="list-style-type: none"> 1. F.1 students read more books in different areas 2. About 40% of F.1 & F.2 students reach the green level of the reading scheme, while about 15% of them reach the blue level. 	<p><u>Reading Strategy</u></p> <ol style="list-style-type: none"> 1. More students get used to renewing and reserving library items through e-class. 2. More students get used to reading books when they have free time at school. 3. Readers read a wider range of materials, in particular the less popular titles / genres of books. 4. 40% of F.1 & F.2 students reach the green level of the reading scheme, while about 20% of them reach the blue level and 3% achieve the purple one. 	<p><u>Reading Strategy</u></p> <ol style="list-style-type: none"> 1. More students enjoy reading, especially those in senior forms. 2. F.1 & F.2 students welcome the introduction of reading lessons. 3. Students are willing to discuss what they have read. 4. About 50% of F.1 & F.2 students reach the green level of the reading scheme, while about 20% of them reach the blue level and 3% achieve the highest one.
	<p><u>Services</u></p> <ol style="list-style-type: none"> 1. The average time for lining up is shortened. 2. Students would find searching for information more user-friendly and efficient 3. Numbers of students returning books late is gradually dropping. 4. Less library-goers come for comics 	<p><u>Services</u></p> <ol style="list-style-type: none"> 1. The number of students and teachers using the Library surges. 2. The cases of late return plunges drastically. 	<p><u>Services</u></p> <ol style="list-style-type: none"> 1. No more long queues for books returning can be seen 2. Most students are able to return their books punctually. 3. Non-educational comics can no longer be found on the shelves. 4. An overwhelming majority renew and reserve library items through e-class.
	<p><u>Library Management</u></p> <ol style="list-style-type: none"> 1. Noise level is considerably reduced in the Library. 2. Reports of theft of schoolbags and other belongings are remarkably reduced. 3. The attendance of punctuality of student-librarian are improved, and so is the quality of service. 	<p><u>Library Management</u></p> <ol style="list-style-type: none"> 1. Awareness of keeping personal belongings properly among students increases 2. There is hardly any report of theft in the Library. 	<p><u>Library Management</u></p> <ol style="list-style-type: none"> 1. The majority of library users are disciplined. 2. The processing of newly purchased books is likely to be accelerated.

Evaluation tools	<p>The effectiveness of the newly introduced measures can be evaluated in terms of</p> <ol style="list-style-type: none"> 1. Findings of questionnaire on F.1 Reading Lessons 2. Findings of SDA questionnaire 3. No. of students using the library 4. No. of students using the SLC + career centre 5. No. of students who has borrowed books 6. No. of items checked out 7. No. of students borrowing comics 8. No. of books collected in the box for returning 9. No. of students reaching the green, blue and purple level of the PTU Reading Scheme 10. The sales in the book fair 11. The attendance of punctuality of student-librarian 12. General reading atmosphere in school 13. Overall feedback from students and teachers 	<p>The effectiveness of the newly introduced measures can be evaluated in terms of</p> <ol style="list-style-type: none"> 1. No. of students renewing and reserving library items through e-class. 2. Findings of questionnaire on F.1 Reading Lessons 3. Findings of SDA questionnaire 4. No. of students using the SLC + career centre 5. No. of teachers using the Teacher Resource Centre 6. No. of people using the Library 7. No. of students who has borrowed books 8. No. of items checked out 9. No. of students borrowing comics 10. No. of students reaching the green, blue and purple level of the PTU Reading Scheme 11. The sales in the book fair 12. General reading atmosphere in school 13. Overall feedback from parents, students and teachers 	<p>The effectiveness of the newly introduced measures can be evaluated in terms of</p> <ol style="list-style-type: none"> 1. No. of students renewing and reserving library items through e-class. 2. Findings of questionnaire on F.1 Reading Lessons 3. Findings of SDA questionnaire 4. No. of people using the Library 5. No. of students using the SLC + career centre 6. No. of teachers using the Teacher Resource Centre 7. No. of students who has borrowed books 8. No. of items checked out 9. No. of students visiting the Library homepage 10. No. of students reaching the green, blue and purple level of the PTU Reading Scheme 11. The sales in the book fair 12. General reading atmosphere in school 13. Overall feedback from parents, students and teachers
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Library Year Plan (2015-2016)

I. Objectives

- To provide a well-equipped physical environment for reading, self-study and career planning
- To improve reading atmosphere in school
- To boost the number of students visiting and borrowing materials from the library
- To promote collaboration with different KLAs by holding mini book displays, regular visits and etc.

II. Reading Strategies

A. Book-crossing (漂書)

An innovative idea 'book-crossing' is to be introduced. The programme is carried out in three phases in three years.

Phase 1: a) Teachers are encouraged to donate up to 3 books as collection and write some notes to foster an interest in reading the donated titles

b) Students may pick any books of their own interest on the shelf and return it when they have finished reading it.

B. Form One Reading Lessons

1. One period per cycle is scheduled as Reading lesson in F.1.
2. Five teachers has been recruited to conduct the lessons.
3. Each teacher guides a class to read a book of his/her own interest within 6 cycles (as 1 set)
4. A variety of learning activities are to be adopted to improve students' reading skills as well as competence.
5. A learning outcome / end product such as a piece of writing, a picture, mini drama, oral presentation and etc is expected to produce by the end of each set.

C. Reading Scheme

1. The PTU Extensive Reading Award Scheme is introduced in F.1 & F.2.
2. To enrich extensive reading, the panels of Social Science, G.S. and L.S. are invited to join the 'PTU Reading Scheme'
3. To encourage students to attain one level each academic year, a 'medal' will be awarded which is likely to be more appealing to them.

D. Reading Programmes

1. Introduction of good titles / authors by guests, teachers, or students through video clips or seminars.
2. Book Fair on Parents' Day
3. Teachers are encouraged to purchase Book Vouchers of face value \$10 each (exclusively for the book fair) as presents to award students

E. Reading Sessions

1. Every Tuesday - Reading is Power (reading materials in English to be prepared by English teachers or English ambassadors)
2. Every Thursday – Silent reading period:
 - Each class spares the first 15 minutes before the start of the school day for reading. Students may bring along a book they like or an assigned book.
 - Reading Ambassadors are assigned to introduce new / good titles to F.1 & F.2 students every Thursday. Class teachers will be notified at least two days in advance.
3. F.2-F.4 classes will be invited on a voluntary basis to visit library at least once per academic year for book sharing / introduction of new title. The pilot scheme collaborates with class teachers and subject teachers.
4. Collaborated with Student Radio, a 'book sharing scheme' is to be 'aired' in October.

E. Reading Lessons / Sessions

4. Every Tuesday - Reading is Power

- Students will be assigned an article in English each week. After finishing reading it, they are required to answer a follow-up question and put down the vocabulary, phrases, idioms and so on in the glossary on to their notebook. To make the move more purposeful, the items, presumably, will be revised or tested in the EMA.

5. Every Thursday – Morning reading session

- Spare the first 20 minutes before the start of the school day for reading books. Students may bring along a book they like or an assigned book.
- To enrich reading atmosphere and promote the practice of book-sharing, 10-min video clips prepared by Reading Ambassadors and Student Radio are broadcast through YouTube

3. Substitute teachers are invited to take the class to the Library for reading.

III. Services

1. A relaxing, quiet and user-friendly environment is conducive to study. Our newly refurbished Self-learning Centre (SLC) and properly managed library provides students with a desirable place for reading, searching information and self-study.

- SLC fosters students to form a good habit of self-directed learning.
- The brand new SLC, which is equipped with seven sets of computers and a designated display

bookshelf, serves as an information hub and activity centre for career planning (生涯規劃)

- More appropriate softwares which facilitate self-directed learning and career planning are suggested to be installed in SLC.
- For the sake of fairness and proper utilization of the facilities, priority is given to students who wish to have access to SLC.
- Teacher Resource Centre (TRC) centralizes teaching resources such as reference books, public exam past year papers, maps, teaching aids and etc. for the purpose of preparing lessons and setting exam papers.

2. Renewal and book searching and library materials can easily be done through the Library catalogue on the Intranet.

3. To discourage students from reading too many comics, non-educational comic books are to be taken away from the bookshelves gradually.

IV. Library Management

4. Stiffer penalties such as service order are introduced if violation of regulations prevails.

5. Tougher measures at the checkout and surveillance mirrors are advised to install to reduce the numbers of stolen books.

6. The designated lockers for placing schoolbags are located at the exit of the library.

7. More responsible and reliable student-librarians are desperately required to maintain the smooth operation of the library.

8. Students are encouraged to renew and reserve library items through e-class.

V. Expected Outcome

Reading Strategy

1. More positive feedbacks from F.1 students

2. More students get used to reading books when they have free time at school.

3. Readers read a wider range of materials, in particular the less popular titles / genres of books.

4. 30% of F.1 & F.2 students reach the green level of the reading scheme, while about 8% of them reach the blue level and 1% achieve the purple one.

Services

1. Senior forms students, F.6 students in particular, are interested in getting access to the new

SLC.

2. The number of students and teachers using the Library surges.
3. The cases of late return plunges drastically.

Library Management

1. Awareness of keeping personal belongings properly among students increases.
2. There is hardly any report of theft in the Library. The attendance and punctuality of student-librarian has slightly improved. Regarding the quality of service, commitment, responsibility and so on, however, there is still room for improvement.

VI. Evaluation tools

The effectiveness of the newly introduced measures can be evaluated in terms of

1. No. of teachers donating books and students visiting the ‘book-crossing’ corner
2. Verbal feedback from students and teachers
3. Findings of questionnaire on F.1 Reading Lessons
4. Findings of SDA questionnaire
5. No. of students using SLC
6. No. of teachers using the Teacher Resource Centre
7. No. of people visiting the library
8. No. of students who has borrowed books
9. No. of items checked out
10. No. of students reaching the green, blue and purple level of the PTU Reading Scheme
11. The sales in the book fair
12. General reading atmosphere in school
13. Overall feedback from parents, students and teachers

VII. Programmes & Activities

Activities At-a-glance

	Details	Targets
September	Library lessons (2 periods in 1 cycle)	F.1
	Introduction of Reading Scheme & enrollment	F.1
	Commencement of F.1 Reading Lesson	F.1
	Recruitment & training of new members of Library Club	F.1 – F.5
	Recruitment of new members of Reading Club	F.1 – F.5
	1 st meeting of Reading Club	Students concerned
	Training of Reading Ambassadors	Reading Ambassadors
October	Sharing sessions + YouTube video broadcasting	F.1 – F. 6
	Commencement of Morning Reading session	F.1 – F. 7
	1 st meeting of Library Club	Reading Ambassadors
January & February	Seminar / talk by guest	F.1 – F.2
	Book Fair	F.1 – F. 7
July	Prize Presentation of Best Reader Awards	Students concerned

VII. Annual Budget

- EDB subsidies to students : \$60 (per head) x 830 = \$49,800 (Estimated)
- Budget for books purchase (subjects, departments & library): \$49,800
- Library expenditure: \$15,500

1. Subjects & Departments Budget *(To be confirmed)*

Subjects	Teachers-in-charge	Amount approved
1. Chinese Language	AYP	\$1,500
2. English Language	LWM	\$1,500
3. Mathematics	WMO	\$1,500
4. Chinese History	lkk	\$800
5. Integrated Science	lkw	\$1,500
6. Physics	KCY	\$1,500
7. Chemistry	SKL	\$1,100
8. Biology	CWH	\$1,500
9. Economics	WLF	\$800
10. Geography	LSP	\$800
11. History	WKM	\$1,000
12. General Studies	NKL	\$800
13. Liberal Studies	CWS	\$1,500
14. Principal of Account	WLF	\$800
15. Chinese Literature	CKL	\$800
16. Computer Literacy	OYHC	\$500
17. BAFS	LSH	\$800
18. Putonghua	YMY	\$400
19. Design & Technology	LWS	\$400
20. Home Economics	LWC	\$400
21. Physical Education	LSM	\$400
22. Visual Art	lsc	\$1,500
23. Music	LOW	\$400
24. Curriculum & Administration	CHW	\$400
25. Careers	LCM	\$400
26. Counselling	TWM	\$400
27. Civic & Moral Education	HMF	\$400
Sub-total		\$22,300
28. Library -newspapers & periodicals (approx. \$9,000) -books(\$18,500)	CWL	\$27,500
Total		\$49,800

2. Library Expenditure *(To be confirmed)*

Items	Expenditure	Remarks
1. Photocopies	\$750	2500 copies
2. Stencils	\$100	50 copies
4. Consumable items	\$2,600	
3. SLS maintenance	\$1500	
5. Other expenses	\$5,550	
6. Reading Scheme	\$5,000	souvenirs & prizes
Total		\$15,500

Budget:

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	5,550.00	
EOEBG-Maintenance Fee	800.00	影印機插咭機
EOEBG-Consumable Stores	2,600.00	
EOEBG-Photocopy	750.00	2500 copies
EOEBG-Reading Scheme	5,000.00	(冊子,閱讀活動,獎品)
EOEBG-SLS Library Maintenance Fee	1,500.00	
EOEBG-Magazine & Lib Bk	27,500.00	
EOEBG-Stencil	100.00	50 copies
EOEBG-F&E	7,400.00	
EOEBG-漂書閣建設 (only 1516)	12,000.00	
SSCS-TA	1,750.00	
YOT-漂書閣建設 (only 1516)	28,000.00	
Total Grant:	92,950.00	

第七章 全優質管理：

(一) 人力資源發展委員會（2015-2016）

(1) 教師考績工作計劃

目的：

協助教師明白自己的潛質，使其更有效地履行各項職責，從而改善教學的質素。考績制度同時可幫助教師提高專業水平，以及和職業前途有關的策劃；更可幫助管理階層在教師發展問題上所作出的決策。

政策：

確認教師的成就，幫助他們找出改善教學技巧及工作表現的方法
協助教師及學校管理階層作出職務安排決定，幫助教師作專業發展及改善職業前途
辨別教師在專業發展方面的潛質，透過適當的在職訓練，協助他們取得更佳發展機會
改善學校的管理
就教師的晉升或紀律處分，向負責有關事宜的決策人員提供意見

施行計劃：

評估周期：

試用期中的教師以一年為評估周期
試用期滿的教師則以三年為評估周期

評估範圍：

評估教師時，集中於與職責有關的工作表現

評估制度：採用雙級制：

舉例： 被評估人員：教師
評估人員：科主任 / 助理科主任
覆核人員：校長

評估程序

評估內容應包括：

觀察在課室裡的表現
用員工考績表格作出報告
考績會見及藉此訂定未來的工作目標
評估時考慮其他因素，包括學生的成績和進度

考績表格包括七部份：

第一部份由被評估人員於九月填寫

第二 A、三、四部份由科主任 / 助理科主任於九月前填寫

第二 B、四部份由委員會 / 部門主任於九月前填寫

科主任 / 助理科主任或委員會 / 部門主任所填寫的第四部份評語內容，可供被評估人員察看科主任須於九月底前考績會見，並在十四天內填寫第五部份；並鼓勵被評估人員填寫第五(2)部份第四部份將由校長在十月內填寫進行課堂觀察前，應對該課堂的內容有透徹的了解。在進行觀察前，觀察人員應該確保被評估人員向他們清楚地講解課堂的內容。每次進行觀察後，觀察人員應盡快給予評語並集中於：觀察所得及實證，而非假設工作表現，

而非個人性格其他可供選用的方法，而非硬性規定考績表格第四部份可供被評估人員察看考績會見提供真誠對話的機會，讓雙方就教師在評估期間內的工作表現交換意見。考績會見應包括：

- 1 進一步考慮(如有需要的話)該名教師的職責說明書
- 2 檢討教師的工作，指出自上一次評估以來，教師表現良好及需要改進的地方
- 3 討論教師在專業發展上的需要
- 4 討論教師的職業前途發展(視乎情況而定)
- 5 討論被評估人員在學校政策和管理方面所擔當的角色及貢獻，以及學校給予教師的限制
- 6 訂定未來的工作及發展目標
- 7 評估人員及被評估人員應各自保留一份考績會見的紀錄
- 8 教師有權於考績會見後一個月內，就考績結果進行申辯。申辯程序應先由校長仲裁，假若問題不獲解決，教師可向策導委員會及校董會投訴

考績進度表：

時間	涉及人員	職責
9 月前	被評估人員	填寫考績表格第一部份
9 月前	科主任 / 助理科主任 委員會 / 部門主任	填寫考績表格第二 A、三、四部份 填寫考績表格第二 B、四部份
9 月底前	科主任 / 助理科主任 被評估人員	考績會見
10 月內	科主任 / 助理科主任 被評估人員	填寫考績表格第五部份 填寫考績表格第五(2)部份
10 月底前	校長 校監	填寫考績表格第六部份 填寫考績表格第七部份 (視乎情況而定)

表格：第一部份	：個人紀錄
第二(A)部份	：教學工作表現
第二(B)部份	：學校行政工作及其他職責表現
第三部份	：專業態度及個人特質
第四部份	：對被評估人員的一般評語
第五部份	：考績會見紀錄
第六部份	：校長的評審
第七部份	：校監的評語

(2) 教師培訓及發展組

1. 提高老師對有特殊學習需要的學生的需要的認知及處理能力

	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
1.1	- 認識有效教學法及分析本校學生的學習方法及策略，以加強培訓學生的學習能力	20/11/2015	老師意見調查 學生學習方法及策略調查	大部份老師能明白研討日所介紹的內容及提升其專業知識。	教師發展組各成員	導師費用

2. 建立及促進老師的團體協作精神

	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
2.1	- 促進團隊協作的意識 - 加強科組的溝通及協作	20/11, 21/12, 1/4	老師意見調查 教師意見調查	老師能夠與校內同工建立緊密的協作關係。	教師發展組各成員	導師費用

3. 提升老師對學生培育工作及自主學習的認知及實踐能力

	策略/工作	時間表	評估方法	成功準則	負責人	所需資源
3.1	- 培育學生的願景 - 教學的策略與技巧 - 學生學習差異的處理 - 自主學習(e-learning)的認知、策略与方法	20/11, 21/12, 1/4	老師意見調查	大部份老師能明白研討日所介紹的內容及提升其專業知識。	教師發展組各成員	導師費用

教師培訓及發展組財政預算

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-OTHER EXPENSES	7,700.00	
EOEBG-Photocopy	450.00	150 copies
EOEBG-Stencil	120.00	60 copies
FPCG-中大-優質學校改進計劃	49,000.00	
TKP	15,000.00	
PDS-Training Camp	25,400.00	
GRANT TOTAL:	97,670.00	

(3)家長教師會工作計劃 (2015-2016)

1. 工作計劃 (2015-16)

	項目	推行時間
1.	校本管理 - 校董會工作 - 標書批核委員會及食物部管理委員會	全年
2.	家長學苑 - 編織班 - 烹飪班 - 手工皂製作班 - 社工親子課程	10-11/2015 04-15/2016 03/05/2016 待定
3.	家長義工活動 - 義工迎新 - 種蘿蔔及自製蘿蔔糕 - 義賣水仙：為家長割水仙 - 新春團拜 - 國內東莞扶貧，與 YMCA (青衣)合作 - 帶隊參加校外活動 / 比賽 - 圖書館工作	25/09/2015 11/2015 - 01/2016 1月/2016 24/02/2016 復活節 2016 全年 全年
4.	親子聯誼活動 -大埔慈山寺	3 / 2016
5.	家校合作/溝通 - 初中家長日 - 初中課程晚會 - 中六多元升學出路日 - 全校家長日 - 中三升中四選科晚會 - 家長小聚	1/11/2015 13/11/2015 29/11/2015 21/02/2016 05/2016 不定期
6.	家長通訊 - 每年一至二期 第一期 第二期	02/ 2016 07/ 2016

2. 家長活動日誌

	日期 / 時間	活動	備註
1	21/08(五) 【10:00am-12:00noon】	升中適應家長講座	瞭解青少年踏入中學階段的變化，作為家長面對的態度及處理方法
2	29/08(六) 【9:00am-11:30am】	中一新生迎新日	瞭解學校的歷史、傳統、方針、政策
3	10/15 - 11/15	班主任電話聯絡家長	與班主任討論並瞭解學生開學後的狀況
4	1/11(日) 【9:30am~1:00pm】	家長教師會週年大會暨初中家長日	家長教師會執委會工作報告、講座、會見班主任
5	14/11(五) 【7:30pm-9:30pm】	初中課程晚會	瞭解本校初中課程規劃及評核方法
6	17/11(二) 【9:00am~4:00pm】	陸運會初賽	歡迎家長在司令台觀賽
7	18/11(三) 【9:00am~1:00pm】	陸運會決賽	歡迎家長在司令台觀賽
8	29/11(日) 【8:30am~4:30pm】	中六家長日	與班主任討論並瞭解學生升學及就業取向
9	06/01(三)-15/01(五)	第一學期考試 (中一至中五級)	全力協助學生考好第一次考試
10	21/02(日) 【8:30am~4:30pm】	家長日 (中一至中五級)	會晤班主任及派發第一學期成績表
11	08/1 - 03/02	中六級畢業試	01/04 - 03/05 香港中學文憑考試
12	五月中	中三升中四選科輔導晚會，介紹中四課程，分班政策	中三家長及學生參與
13	06/06(一) - 17/06(五)	第二學期考試 (中一至中五級)	全力協助學生考好期終試
14	30/06(四)	畢業禮	屯門大會堂舉行，歡迎家長出席

3. 教師分工

	負責老師
1. 總負責	TWM
2. 學校政策	CHW
3. 家長通訊/快訊	Maggie / CWH
4. 學校訓導政策、學生行為	LWY
5. 初中課程晚會、中三升中四選科晚會	CHW / CWH / TWM
6. 家長工作坊	CWH / 社工 / 唐偉強先生
7. 家長聯繫、義工小組	唐偉強先生
8. 陸運會、親子/聯誼活動	LSM
9. 家長教師會周年大會、初中家長日	全體家教會教師
10. 學校網頁	CHW
11. 會議紀錄	LSH

(4) 級會 (2014~2015)

級會討論提綱

日期	中一	中二	中三	中四	中五	中六	
【1】 27/8(Thu) (2:00-3:30)	1. 全年目標討論-本學年班級經營目標及策略 (各級核心價值選訂及討論) 2. 開課日及 2/9 周會及班務安排 3. 全年級會討論內容檢視 4. 全年班主任課及周會安排 Junior PATHS 安排 (GC) 5. 問卷調查：(1/9) 自我概念、家長 SEN (2/9) 學生家居生活調查 6. *留班生/插班生跟進 (DC/GC/SW) 7. 中三文化考察/中一二戶外活動日商討(5/11) 8. 新生輔導日及中一領袖紀律訓練營檢討与跟進 9. 中一留校午膳安排 (SWS)			1. 全年目標討論-本學年班級經營目標及策略 (各級核心價值選訂及討論) 2. 1/9 開課日及 4/9 周會及班務安排 3. 全年級會討論內容檢視 4. 全年班主任課及周會安排---Senior PATHS 安排 (Careers) 5. 問卷調查：(2/9) 學生家居生活調查 6. *留班生/插班生跟進 (DC/GC/SW/教務) 7. 戶外活動日商討(5/11) 8. 中五訓練營(22-24/10) 9. 中六成人禮(2/10)			*若需改動，請與 WWC 聯絡
【2】 18/9(Fri) (3:15~4:45)	1. 各班狀況分享及形塑班風情況跟進 2. 確定班主任課安排 3. 周會及班主任課活動 4. 留班生/插班生跟進(學習態度及狀態) 5. 12/10(一)-4/11(三)電話聯絡家長注意事項 6. 跟進 Form Tests 安排 7. 跟進中一留校午膳情況 8. 中三文化考察/戶外活動日商討 9. 「待人有禮好少年」選舉			1. 各班狀況分享及形塑班風情況跟進 2. 確定班主任課安排 3. 周會及班主任課活動 4. 留班生/插班生跟進(學習態度及狀態) 5. 12/10(一)-4/11(三)電話聯絡家長注意事項 6. 跟進 Form Tests 安排 7. 中五訓練營行政安排事宜(分車、健康調查表、家長信、入營老師名單等等) 8. 「待人有禮好少年」選舉			
【3】 16/10(Fri) (4:00-5:30)	1. 領袖生匯報各班情況 2. 電話聯絡家長跟進 3. 周會及班主任課活動 4. 家教會週年大會暨初中家長輔導日安排(1/11) 5. 課程晚會安排(13/11) 6. 跟進戶外活動日/中三文化考察			1. 領袖生匯報各班情況 2. 電話聯絡家長跟進 3. 周會及班主任課活動 4. 跟進戶外活動日 5. 跟進 中六 SLP (WEBSAMS) 6. 中六級校長推薦計劃 7. 跟進中五訓練營			
【4】 13/11(Fri) (4:00-5:30)	1. 電話聯絡家長總結 2. 周會及班主任課活動 3. 戶外活動日/中三文化考察檢討 4. 仁愛堂步行籌款安排及推動(29/11) 5. Play Day 注意事項 6. 聖誕假期功課協調 7. 推動溫習，預備考試 - F.1 由 BBS 協助 8. 跟進戶外活動日/中三文化考察 9. 5/12 (六) Open Day 準備 10. 陸運會(17-18/11)			1. 電話聯絡家長總結 2. 周會及班主任課活動 3. 戶外活動日檢討 4. 仁愛堂步行籌款安排及推動(29/11) 5. Play Day 注意事項 6. 聖誕假期測考及功課協調 7. 推動溫習，預備考試 8. 中六家長日安排(29/11)、公開試安排及畢業活動 9. 5/12 (六) Open Day 準備 10. 檢討中五訓練營及跟進學生狀態 11. 陸運會(17-18/11)			

<p>【5】 14/1(Fri) C.M.(F1-6) (1:30-2:30)</p>	<p>1. 討論各班操行、勤學評級 2. 周會及班主任課活動 3. 農曆年假期功課協調 4. 上學期檢討及下學期對策 5. 留班生/插班生表現 (DC/G/SW/教務) 6. 「尊師重道好少年」選舉</p>	<p>1. 討論各班操行、勤學評級 2. 周會及班主任課活動 3. 農曆年假期功課協調 4. 上學期檢討及下學期對策 5. 留班生/插班生表現 (DC/G/SW/教務) 6. 中六公開試安排、畢業活動及模擬試成績跟進處理方法 7. 「尊師重道好少年」選舉</p>	
<p>【6】 19/2(Fri) (4:00-5:30)</p>	<p>1. 各班總結第一學期班風形塑工程，檢討及跟進第二學期對策 (各班主任與班會及班開會與學生試後檢討及訂第二目標) 2. 周會及班主任課活動 3. 家長日安排預備 21/2 4. 中二升中三. 3A 推動 5. 中三升中四選科安排</p>	<p>1. 各班總結第一學期班風形塑工程，檢討及跟進第二學期對策 (各班主任與班會及班開會與學生試後檢討及訂第二目標) 2. 周會及班主任課活動 3. 家長日安排預備 21/2 4. 中六惜別會 19/2 (需提早開級會) -SLP、畢業活動、26/2Reserve day 安排及模擬試成績跟進</p>	
<p>【7】 11/3(Fri) (4:00-5:30)</p>	<p>1. 班級經營及班狀況分享及討論對策 2. 周會及班主任課活動 3. 家長日總結及跟進 4. 中二升中三 3A 推動</p>	<p>1. 班級經營及班狀況分享及討論對策 2. 周會及班主任課活動 3. 家長日總結及跟進</p>	<p>中六 操行、勤學評級/ 獎勵提名/ 畢業活動/ 全年檢討</p>
<p>【8】 22/4(Fri) (4:00-5:30)</p>	<p>1. 班級經營及班狀況分享及對策 2. 周會及班主任課活動 3. 假期功課協調 4. 中二升中三 3A 推動 5. 中三升中四選科安排 6. 中三「與成功有約」提名</p>	<p>1. 班級經營及班狀況分享及對策 2. 周會及班主任課活動 3. 假期功課協調及測驗補課安排</p>	<p>中六畢業活動</p>
<p>【9】 20/5(Fri) (4:00-5:30)</p>	<p>1. 班級經營及班狀況分享及對策效率 2. 周會及班主任課活動 3. 中二升中三.3A 推動 4. 中三升中四選科安排 5. 推動溫習，預備考試 - F.1 由 BBS 協助 6. 提出獎勵提名原則 7. 試後活動安排</p>	<p>1. 班級經營及班狀況分享及對策效率 2. 周會及班主任課活動 3. 提出獎勵提名原則 4. 推動溫習，預備考試 5. 暑期補課安排 6. 試後活動安排</p>	<p>中六畢業活動</p>
<p>【10】 16/6(Thur) C.M.(F1-F.5) (1:30-2:30)</p>	<p>1. 討論各班操行、勤學等級及獎勵提名 2. 檢討 Junior PATHS 3. 全年檢討 4. 試後活動安排</p>	<p>1. 討論各班操行、勤學等級及獎勵提名 2. 檢討 Senior PATHS 3. 全年檢討 4. 暑期補課跟進 5. 試後活動安排</p>	<p>中六新高中文憑試放榜安排及畢業活動</p>
<p>【11】 4/7(Mon) 升留級會議 (F1-F.5)</p>	<p>上午: 升留班會議(建議及跟進) 下午: 表決及通過試升及留班名單</p>	<p>上午: 升留班會議及跟進 下午: 表決及通過試升及留班名單</p>	

- 會議日期在級會同意下可適度調整
- 需維持全年約 10 次會議以配合全體教員會議的進展
- 各級可因應學生狀況的變化而修改議程
- 盡量發動各科、組、級會同事及班會協助解決學生不同方面的問題及關注學生需要

(5)周會及班主任課

Assemblies & Form Teacher Periods (Junior Form) 2015-2016

Cycle	Date (Day1)	S1	S2	S3
1	2-9(Wed)	(7)Form Assembly (T&L、Discipline、Guidance) 教務、訓、輔周會		
		(8) Class matters & Survey(Student Home Life)_COL		
***	SEPT	Yan Oi Tong Raffle Tickets_LSM		
2	11-9(Fri)	F.1-3 One Life One Art (Hall 7-8) LSM		
***	19-9(Sat)	Yan Oi Tong Flag Day_ECAC		
3	21-9(Mon)	PATHS 1 (7) SU Election (Hall, 8)_CWL, TKW	SU Election (Hall, 8)_CWL, TKW	S3 Culture Study Trip (Hall, 7)_HMF, YMY SU Election (Hall, 8)_CWL, TKW
***	23-9 (Wed)	SU Election (Hall)_CWL, TKW		
4	30-9(Wed)	PATHS 2: Career education I (Classroom, 7-8)_LCM	S2 Talk on Video-making (Hall, 7-8) LSM	S3 Talk on Fashion Design (Mini-hall, 7-8) LSM
5	9-10(Fri)	S1 Inter-class Competition (Classroom & basketball court,7-8)_FLS	瀏網之餘(Hall, 7-8)_TWM	3A Culture Study Trip Workshop (7, classroom) Bulletin Board Design Competition (Classroom,8)_NKL, lsc
6	19-10(Mon)	PATHS 3: Career education II (Classroom, 7-8) LCM	Bulletin Board Design Competition (Classroom,8)_NKL, lsc	PATHS 1 (7-8)
7	28-10(Wed)	S1 Visit to Art Gallery (Outing 7-8)_lsc	PATHS 1 (7-8)	S3 Culture Study Trip (Hall, 7)_HMF, YMY
***	1 -11(Sun)	PTAAGM & S1-3 Parents' Day 家教會周年大會暨初中家長輔導日		
8	9-11(Mon)	S1 Mathematics Competition (Hall, 7-8)_LLM	PATHS 2 (7-8)	PATHS 2 (7-8)
***	13 -11(Fri)	S1-2 Parents' Night (Curriculum)		
9	23-11(Mon)	PATHS 4 (7-8)	PATHS 3 (7-8)	Briefing Session on the schedule of NSS subject streaming I (Hall, 7-8th)_CHW, LCM
***	26-11 (Thur)	Blood Donation Day (Whole day, Hall)_lkk		
10	1-12(Tue)	S1 A Cappella training (Hall, 7)_LOW		PATHS 3 (7-8)
***	???	Yan Oi Tong Walkathon		
11	9-12(Wed)	Survey on Stakeholders & APASO (Classroom, 7) COL S1-3 SU Forum (Hall, 8)_CWL, CWC		
***	5-12(Sat)	SSPA 1st Seminar for Parents & Open Day		
12	17-12(Thu)	PATHS 5 (7-8)	PATHS 4 (7-8)	細說戀前(Hall, 7-8) TWM
13	21-1(Thur)	S1-3 G.S. Interactive drama on finance education(Hall, 7-8)_NKL		
14	29-1 (Fri)	Bulletin Board Design Competition (Classroom, 8)_NKL,lsc	S2-3 《六月雪》演出及導賞工作坊(Hall, 7-8)_CKM	
15	17-2 (Wed)	S1 Chinese Culture Academic Quiz (Hall, 7)_TPY, YMY, lkk Reading (Hall, 8)_CWL	S2 Visit to Art Gallery (Outing 7-8)_lsc	Bulletin Board Design Competition (Classroom, 8)_NKL,lsc
***	21/2(Sun)	S1-5 Parents' Day 家長日 & Book Fair (Hall, 21-24/2)_CWL		
16	26-2(Fri)	1A & B G.S. Visit to Central Outing, 7-8_NKL, LSH 1C-D PATHS 6 (7-8)	Bulletin Board Design Competition (Classroom, 8)_NKL,lsc	PATHS 4 : Workshop for the career awareness (Classroom 7-8,)_LCM
***	28-2(Sun)	Alumni Association Homecoming Day		

***	??-3(Sat)	?? SSPA P.6 interview		
17	7-3(Mon)	PATHS 7 (7-8)	S2 Chinese Culture Academic Quiz (Hall, 7)_TPY, YMY, Ikk	PATHS 5 (7-8)
18	15-3 (Tue)	1C & D G.S. Visit to Central Outing, 7-8_NKL, LSH 1A-B PATHS 6 (7-8)	PATHS 5: Career education I (Classroom, 7-8) LCM	NSS Subject Streaming II-Q & A Session (HALL, 8th)_CHW, LCM
19	23-3 (Wed)	S1 Choral Speaking Competition (Hall, 7)_FLS PATHS 8 (8)	PATHS 6: Career education II (Classroom, 7-8) LCM	NSS Subject Streaming III-Q & A Sessions (HALL, 8th)_CHW, LCM
20	12-4(Tue)	S1 Maths Science Week (1) (Hall, 7-8)_LLM, LKW	PATHS 7 (7-8)	PATHS 6 (7-8)
***	??-4(Sat)	SSPA_ First Class English Day & Seminar for Parents		
21	20-4(Wed)	S1-3 Maths Science Week (2) (Hall, 7-8)_LLM, LKW		
22	28-4(Thur)	S2 Video-making & S3 Fashion Show (Hall, 7-8)_LSM		
***	6-5(Fri)	NSS S3 Subject Streaming -Parent Night (7:30-9:30, Hall)_LCM		
23	9-5 (Fri)	S1-3 Sunny Character (Hall, 7-8)_LSH, COL, CWC		
24	17-5(Tue)	PATHS 9 (7-8)	PATHS 8 (7-8)	S3 Chinese Culture Academic Quiz (Hall, 7)_TPY, YMY, Ikk
25	25-5(Wed)	PATHS Closing Ceremony 結業禮 (Hall 7-8)_LWC		
26	2-6 (Thur)	S1-3 Annual School Life Review		

F.1 PATHS:2+5+2

F.2 PATHS: 2+4+2

F.3 PATHS: 1+3+2

Assemblies & Form Teacher Periods (Senior Form) 2015-2016

Cycle	Date (Day2)	S4	S5	S6
1	4-9(Fri)	(7) Form Assembly (T&L、Discipline、Guidance) 教務、訓、輔周會 (8) Class matters & Survey(Student Home Life)_COL		
***	SEPT	Yan Oi Tong Raffle Tickets_LSM		
2	14-9(Mon)	Candle Light Project (Hall, 7-8), LSC		S6 Preparation of Rite of Passage (Classroom, 7-8)_LSH
***	19-9 (Sat)	Yan Oi Tong Flag Day_ECAC		
3	22-9(Tue)	S4 Briefing session on OLE & SLP (Hall/Mini-hall, 7)_YMY SU Election Forum (8)_CWL, CWC	SU Election Forum (8)_CWL, CWC	SU Election Forum (8)_CWL, CWC
***	23-9(Wed)	SU Election (Hall)_CWL, TKW		
4	2-10(Fri)			S6 Rite of Passage (Hall, 7-8)
5	12-10(Mon)	S4 LS Learning Activity (Mini-hall, 7-8)_CWS		Briefing Session on JUPAS Applications, SLP, OLE and Personal Statement (Hall, 7-8)_LCM
6	20-10(Tue)	Bulletin Board Design Competition (Classroom, 7/8)_NKL, lsc	Briefing session on leadership training camp (Hall, 8)_LWS, HMF	Briefing Session on Mainland, Taiwan & Overseas Studies (Hall 7)_LCM Bulletin Board Design Competition (Classroom, 8)_NKL, lsc
7	29-10(Thur)	Senior PATHS: Overview on Multiple Pathways for Further Studies (Classrooms, 7-8)_LCM	Leadership training camp follow-up (Hall, 7)_LWS, HMF Bulletin Board Design Competition (Classroom,	

			8)_NKL, lsc	
***	1-11(Sun)	PTAAGM & S1-3 Parents' Day 家教會周年大會暨初中家長輔導日		
8	10-11(Tue)	S4-6 Sunny Character (Hall, 7-8)_LSH, COL, CWC		
***	13-11(Fri)	S1 & S2 Parents' Night (Curriculum)		
9	24-11(Tue)		Senior PATHS: JUPAS (Classrooms, 7-8)_LCM	Briefing Session on E-APP and Non-local Studies (Hall, 7-8)_LCM
***	26-11 (Thur)	Blood Donation Day (Whole day, Hall)_lkk		
***	29-11 (Sun)	S6 Parents' Day 家長日		
10	2-12(Wed)	Information Sessions on Post-secondary Programmes (Hall and Classrooms, 7-8)_LCM		
11	10-12(Thur)	Survey on Stakeholders & APASO (classroom, 7) COL S4-6 SU Forum (Hall, 8)_CWL, CWC		
***	??? (Sun)	Yan Oi Tong Walkathon		
***	5-12(Sat)	SSPA 1st Seminar for Parents & Open Day 升中講座及開放日		
11	4-1(Mon)	S4 & 5 Exam (No assembly)		
12	22-1(Fri)		愛、生命 (Hall, 7-8)_TWM	S6 Mock Exam
13	1-2 (Mon)	S4 Chastity (Hall, 7-8)_NKL		S6 Mock Exam
15	18-2(Thur)	PATHS: Pre-Career Visit (Classroom, 7-8)_LCM		S 6 Farewell (Hall, 7-8)
***	21-2(Sun)	S1-5 Parents' Day 家長日 & Book Fair (Hall, 21-24/2)_CWL		
***	28-2(Sun)	Alumni Association Homecoming Day		
16	29-2 (Mon)	PATHS: Career Visit (OUTING 7-8)_LCM		S6 Reserve Day (Hall, 7-8)_LKW
***	???-3(Sat)	SSPA P.6 interview		
17	8-3(Tue)	Bulletin Board Design Competition (classroom, 8)_NKL, lsc	Bulletin Board Design Competition (classroom, 8)_NKL, lsc	
18	16-3(Wed)		PATHS: Mainland/TW /Overseas Studies (Classrooms, 7-8)_LCM	
19	5-4 (Tue)	S4 Inter-class Debate Competition (Hall, 7-8) LWM		
20	13-4 (Wed)	進食為何失調 (Mini-hall, 7-8) TWM	S5 Finance Education (Hall, 7-8)_LSH	
***	???-4(Sat)	SSPA_ First Class English Day & Seminar for Parents		
21	21-4(Thur)	S4 LS Learning Activity (Hall, 7-8)_CWS		
22	29-4 (Fri)		PATHS: Pre-Career Talk (HALL, 7-8)_LCM	
23	10-5 (Tue)	S4 Interactive Drama by ICAC (Hall, 7-8)_LSH	PATHS: CAREER TALK (classroom & O10, 7-8)_LCM	
24	18-5 (Wed)		PATHS: JUPAS Mock Interview (Hall, 7-8)_LCM	
25	26-5 (Thur)	S4-5 June 4 th Drama (Hall, 7-8)_CWS, NKL		
		S4-5 Annual School Life Review COL (morning assembly)		
26	3-6 (Fri)	S4 & 5 Exam		

(6) 資訊科技發展工作計劃 資訊科技組計劃 (2015-2018)

1 學校資訊科技方向

香港《第四個資訊科技策略》指出隨著流動電腦器材的普及，以及互聯網提供的豐富資訊，學生可跨時空進行學習，不再局限於課室內，或受到學校時間表及指定教科書牽制，學習變得更互動；而更重要的是學習更趨向自主、強調協作及個人化。所以建議全面更新學校的資訊科技基礎設施，並為所有課室安裝無線網絡接收。此外，亦建議進一步提升電子學習資源的質素，運用不同的外來或校內資源，促進電子學習資源的發展。為充分釋放學生的學習能量，教育局提出使用應用數碼科技，並與行之有效的教學法融合，從而開拓新的教學法，以達致靈活而配合各人需要的學校課程的學習宗旨。而提升專業力量是各項教育措施得以成功的關鍵。

學校根據現時科技的發展及學校數碼環境的現狀，制定及實踐校本的資訊科技計劃，有目標地營造優秀的資訊科技校園；有效地應用不同的資訊科技於課程、融入日常的教學策略、配合的學校方針。未來學校對於資訊科技的應用會更加深化，將不同種類的學校教育工作與資訊科技融合發展，從而提升學校的學與教質素。

在之前的計劃當中，學校基本上建立了一個固定及穩定的資訊科技教學結構。於一個穩固的資訊科技環境下，不同的科目及學習項目大部分都有自己發展的一些各科目特定的教學新方向及應用。這個過程中資訊科技小組從不同方面進行配合、協助及建議。這基本上已經是我們小組的一個工作與方向。不過資訊科技日新月異，是要變的。所以在固定的框架下我們要不斷的更新及創新。在提升質量的同時找尋新的方向。

2 目標

比起三年前，科技的發展已經有了巨大的變化。而學生的學習、學校的發展變得更加自主、更加個人化。而資訊科技小組在未來的三年中，會延續上一個計劃的其中四個主要目標，還會將上一個計劃中所試驗的一些資訊科技應用於教學的項目繼續發展下去。以提升學校的教育服務質素為目標。以下是 IT 組定下之主要目標：

2.1 穩定的資訊科技環境

- 2.1.1 保養現時的資訊科技設備，使學校日常運作順暢；
- 2.1.2 更換過時的設備，增加學校運作的效率；
- 2.1.3 跟進及改良現有的網絡結構，保持資訊傳遞的安全及流通；
- 2.1.4 保持軟件的更新及維護工作。

2.2 提升老師的資訊科技能力

- 2.2.1 加強老師對於使用學生學習平台的熟習度，提升老師對於教學及與學生連繫的方便。
- 2.2.2 幫助及提升老師及學科的資訊科技應用，推動資訊科技與課程整合，改善教學成效；
- 2.2.3 引入不同的資源科技資源，提供不同選擇給老師以改善教學成效；
- 2.2.4 增加分享及學習坊，讓老師了解不同工具及意念。

2.3 培養學生資訊科技的素養

- 2.3.1 加強學生對於網上及版權方面的認識，提升自我保護意識及批判思考能力；
- 2.3.2 提升學生的學習興趣及正確態度，迎接多變的資訊科技年代；
- 2.3.3 提升學生應用資訊科技自學的能力，提升學生智識水平及範圍。

2.4 電子化學校行政

- 2.4.1 幫助及提升學校行政人員的資訊科技應用，電子化學校行政，節約資源；
- 2.4.2 幫助及提升學技術支援人員的資訊科技能力及正確態度，完善後勤及支援服務；

2.5 應用資訊科技於不同學與教領域

- 2.5.1 協助各學科完善網上學與教資料庫。
- 2.5.2 協助各學科整理及試行網上評估於各個年級。
- 2.5.3 協助學科中推行電子教材。
- 2.5.4 協助各學科引入有版權試題庫。
- 2.5.5 協助及優化各學科於課堂上使用電子器材。
- 2.5.6 協助不同組別應用網上電子平台。
- 2.5.7 加大推廣及教育學生使用不同電子學習平台。
- 2.5.8 改善影音伺服器，方便處理多媒體教材。

3 具體工作計劃：

3.1 工作推行階段，IT 組會提供：

3.1.1 學校穩定及創新的資訊科技環境

3.1.1.1 提升學校資訊科技基礎建設供學生及老師使用；

- 3.1.1.1.1 添置 i-PAD(2015-16)
- 3.1.1.1.2 添置一部充電車給 ipad 流動裝置(2015-16)
- 3.1.1.1.3 安裝全校無線網絡(2015-16)；
- 3.1.1.1.4 增添對外寬頻 200M(2015-16)；
- 3.1.1.1.5 增添學校手提電腦(2015-16)；
- 3.1.1.1.6 升級老師伺服器(2015-16)；
- 3.1.1.1.7 升級學生伺服器(2015-16)；
- 3.1.1.1.8 更換通識室電腦(2015-16)；
- 3.1.1.1.9 升級學校電郵伺服器(2016-17)；
- 3.1.1.1.10 安裝學校備份伺服器(2016-17)；
- 3.1.1.1.11 更換教員室電腦(2016-17)；
- 3.1.1.1.12 安裝學校備份伺服器陣列(2017-18)；
- 3.1.1.1.13 安裝學校影音伺服器(2017-18)；
- 3.1.1.1.14 更換中文多媒體電腦學習室電腦(2017-18)；
- 3.1.1.1.15 更換中文多媒體電腦學習室顯示屏(2017-18)；

3.1.1.2 提升校本電子學習平台；

- 3.1.1.2.1 新添 i-calss 系統(2015-16)
- 3.1.1.2.2 更新 e-Class 學生及學校綜合平台(2016-17)；
- 3.1.1.2.3 新添學校新影音系統(2017-18)

3.1.2 提升老師的資訊科技能力

- 3.1.2.1 推動教師善用現有的電子學習平台(2015-18)；
- 3.1.2.2 教學內容教碼化環境(2015-18)；
- 3.1.2.3 配合移動學習，訂購合適的電子工具及教材(2015-18)；
- 3.1.2.4 協助老師於課堂上使用新的電子學習工具(2015-18)；

3.1.3 培養學生資訊科技的素養

- 3.1.3.1 跟其他與資訊科技相關的機構合辦與資訊科技有關的服務學習活動(2015-18)；
- 3.1.3.2 鼓勵學生運用資訊科技作自主學習(2015-18)；
- 3.1.3.3 加強資訊科技於專題研習的應用(2015-18)；
- 3.1.3.4 協助學生使用移動學習工具(2015-18)；

3.1.4 電子化學校行政

- 3.1.4.1 建設學校私有雲系統，制定學校儲存及備份方案(2015-18)；
- 3.1.4.2 整理學校電子儲存結構，方便學校工作(2015-18)；
- 3.1.4.3 加強電子化行政以有效學校管理(2015-18)；
- 3.1.4.4 更新學校網頁以加強學校、學生、家長及社會之溝通(2015-18)；

1 財政預算 (未來三年)

	項目	預算金額	IT grant	CITG	Donation	SBF	F&E	Description
	電腦設備							
1	iPad (Phase 1)	234950	121450			113500		2015-16
2	充電車 (Phase 1)	24600				24600		2015-16
3	通識室電腦	132000		132000				2015-16
4	全校硬件保養	300000		300000				2015-18
5	教員室電腦	360000		360000				2016-17
6	手提電腦更新	20000		20000				2016-18
7	iPad (Phase 2)	234950			234950			2017-18
8	充電車 (Phase 2)	24600			24600			2017-18
9	中文多媒體電腦學習室電腦	252000		132000			120000	2017-18
10	中文多媒體電腦學習室顯示屏	42000		22000			20000	2017-18
	網絡設備							
1	無線網絡發射器	150000			150000			2015-18
2	學校網絡器材	50000		50000				2015-18
3	升級上網外接網絡(新一條寬頻)	100000			100000			2017-18
	伺服器更換							
1	學校電郵伺服器	35000				35000		2015-16
2	學校備份伺服器	35000				35000		2015-16
3	校園影片伺服器	35000				35000		2017-18

財政預算（未來三年）

	軟件設備							
1	X-Class 升級	35000		35000				2015-18
2	電子學習資源	200000			200000			2015-18
3	eclass 更新	30000		30000				2015-18
4	軟件更新(大概最多支出預算)	90000		90000				2015-18
	其他							
1	技術支援(人力)	122400		122400				2015-18
2	寬頻	74880		74880				2015-18
3	消耗性產品	103500		103500				2015-18
6	Total	2,685,880	121,450	1,471,780	709,550	243,100	140,000	2,685,880

2 IT 小組分工情況

OYHC	管理全校硬件、軟件的發展，及全校 IT 策略性發展計劃
OYHC	管理老師網域及各伺服器
HMF / CHW	推動及檢視科組、部門應用 IT 及學校網頁
KCY	管理 SAMS 系統及 Eservices
LKW / WKM	推行學校行政電子化及電子學習
LKK(中) LYM(英) COL(數) CWS(通) KCY(理) NKL(社) lsc(術) CWL(圖)	<ul style="list-style-type: none"> ● 管理科網頁 ● 發展及推動科內使用 IT ● 反映科內意見 ● 協商校內 IT 資源分配
Shampoo Lee	<ul style="list-style-type: none"> ● 管理學生網域 ● 管理內聯網及學校網頁 ● 管理 301、302 電腦室、教員室、校務處 IT 設備 ● 緊急支援
Frankie Wong	<ul style="list-style-type: none"> ● 管理 207、407、通識電腦室、課室、特別室 IT 設備 ● 協助管理部分伺服器 ● 緊急支援
Gil Lee	<ul style="list-style-type: none"> ● 平板電腦管理 ● 電子教學支援 ● 手提電腦管理
IT 助理	<ul style="list-style-type: none"> ● 協助科組網頁 ● 協助系統輸入

IT Plan (2015-2016)

Aims

Information technology (IT) has developed rapidly. Its wide application makes a huge impact on both society and our daily lives. In particular, IT breaks the traditional boundaries of learning and teaching, and brings enormous changes to the education sector. Our school has been promoting the use of IT in education in the past and will continue to do so now and in the future. Teachers use IT as an effective tool to apply to their teaching strategies. Students use information technology to enhance their learning, to develop higher-order thinking skills, improve their knowledge and help build their information management abilities. It also nurtures their capabilities for life-long learning. All of these examples will give students a competitive edge in our rapidly changing world.

The aims of the school's IT Group are to:

1. Help students learn to use IT.
2. Advance students' self-learning abilities.
3. Develop independence towards a life-long learning attitude.
4. Facilitate and enhance teaching strategies.
5. Maintain an efficient IT environment.

Objectives

To achieve the above aims, we are going to further foster the use of IT and make it an even more effective tool for our school. This is one of the IT Group's objectives. The school will continue to promote IT use by growing in new and different aspects. It will continue to put many resources into renewing hardware and software, and towards applying different IT stratagems to create the most suitable IT environment for all of us.

At school, IT tools are commonly used for teaching, learning and administration. In the past decade, the school's IT group has implemented facilities like classroom control tools, online software, programs, listening materials, online assignments and online assessment. It has also supported teachers being able to use these tools smoothly. IT tool updates and better efficiency have been and are still continued objectives of the IT Group.

This year we will keep focusing on enhancing and extending projects from the last few years. These projects are the applying of IT in difference learning areas. We will make great effort to continue to help teachers, students and the school to implement different teaching strategies. At the same time, we will also try to search for different best practice examples for our school, to share and enhance teaching and learning, both inside and outside the school.

To better promote IT in education, we will focus on the following aspects:

- The right technology at the right time
 1. Maintain existing IT equipment to enable smooth daily operation of the school.
 2. Replace obsolete equipment to increase the efficiency of the school's operation.
 3. Add new devices, including software and hardware, to improve school administration and teaching.
 4. Follow up and improve the existing network structure to maintain safe and continuous information exchange.
- Information Literacy
 1. Understand, help and enhance teachers' abilities to adapt to information technology;

- integrate information technology into the curriculum to improve learning and teaching.
2. Help and enhance the school's administrative staff with information technology applications; use digital administration to help conserve resources.
 3. Help technical support staff to enhance their abilities and increase their knowledge so as to improve their logistics work and support services.
 4. Provide learning resources to enhance learning interests, self-learning abilities and the right skills and knowledge to meet the requirements of the changing IT era.

Work plans

In the coming year, we will keep working on our action plan which continues from last year, and we also concentrate on the “school electronic administration and resource platform” and “WIFI900”. The IT team will cooperate with school administration staff, teachers, and different suppliers to implement, customize, promote and train during the project.

1. Maintain existing IT equipment to enable the smooth, daily operation of the school.

	Strategies/Plans	Evaluation Method	Success Criteria	Resources
1.1	Improve regular checking	Keep Logs	Increase equipment reliability	Shampoo Lee, Rex Leung
1.2	Improve and keep IT repair records. Redesign all record sheets for adapting to all computer equipment.	Keep records	Help IT group for analysis	Shampoo Lee Rex Leung
1.3	Improve the supplier repair cycle	Measure the time duration	Keeping the repair time period	OYHC Shampoo Lee Rex Leung
1.4	Regularly upgrade the software and recover computers	Teachers' and students' feedback	Success in using IT	Shampoo Lee, Rex Leung

2. Replace obsolete equipment to increase the efficiency of the school's operation; add new devices, including software and hardware, and to improve school administration and teaching.

	Strategies/Plans	Evaluation Method	Success Criteria	Resources
2.1	Replace LS room computers	Staff and students feedback	Applied successfully	26 Computers
2.2	Renew hardware for the email server	Staff feedback	Server stability	1 server
2.3	Staff server data migration	Staff feedback	Applied successfully	External company support
2.4	Student server data migration	Staff and students feedback	Applied successfully	External company support
2.5	Replace ageing switches	Staff feedback of network performance	Succeed to improve network performance	2-4 switches
2.6	Add / relocate fiber cable	Staff feedback of network performance	Succeed to improve network performance	Optical fiber

2.7	Renew eclass payment system kiosk	Staff and students feedback	Applied successfully	2 new Kiosk system
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3. Follow up and improve the existing network structure to maintain safe and continuous information exchange.

	Strategies/Plans	Evaluation Method	Success Criteria	Resources
3.2	Renew and update the Switch firmware	Improve network	Succeed to improve network performance	OYHC
3.3	Record the network health statutes	Improve network	Succeed to improve network performance	OYHC

4. Understand, help and enhance teachers' abilities to adapt to information technology; integrate information technology and a curriculum to improve learning and teaching.

	Strategies/Plans	Evaluation Method	Success Criteria	Resources
4.1	Keep checking all teaching user groups and the "Resources", "Share" folder's permission	Teachers' and students' feedback	Teachers' and students' feedback	
4.2	Keep integrating subject materials and different tools to IT Perform (e-Class)	Teachers' and students' feedback	Count students' and teachers' usage	e-Class classroom
4.3	Regular workshops or meetings to enhance IT in education	Teachers' feedback	Cooperate to use different IT tools in education	Related staff
4.4	Staff improvement training	Teachers' feedback	Improve staff's IT applications	Related staff
4.7	Introducing the new e-resource platform	Teachers' feedback	Successful use	Related staff and students
4.8	Regularly to training workshop for new e-learning resource	Teachers' feedback	Successful use	Related staff and students

5. Help and enhance the school's administrative staff with information technology applications, and use digitization administration to help conserve resources.

	Strategies/Plans	Evaluation Method	Success Criteria	Resources
5.1	Assist in the school's inventory system	Staff feedback	Used successfully	Related staff
5.2	Encourage support staff to improve their skills	Staff feedback	Work efficiently	Related Staff
5.3	Improve work schedules	Staff feedback	Work efficiently	Related Staff

6. Provide learning resources to enhance learning interests, self-learning abilities and the right skills and knowledge to meet the requirements of the changing IT era.

	Strategies/Plans	Evaluation Method	Success Criteria	Resources
6.1	Assist the school's extra-curricular	Teachers' and	Improve students'	Related staff

	activities to apply IT	students' feedback	IT literacy	and students
6.2	Help the application of IT in different learning areas	Teachers' and students' feedback	Improve students' IT literacy	Related staff and students

IT group duty list

OYHC	School IT strategic development plan. Manage School IT facilities and Teacher Domain and Servers
LKW	Help teachers in teaching and learning development
HMF / CHW	Adviser in school IT development and school web
KCY	Management webSAMS system and Eservices
WKM	Promote School's administration to apply IT
LKK(Chi) LYM(Eng) COL(Maths) CWS(LS) KCY(Sci) NKL(Soc) LSC(P.A.L) CWL(Library)	<ul style="list-style-type: none"> ● Manage KLAs website ● Develop and promote application of IT ● Feedback on subject opinions ● Feedback on school IT resource allocation
Shampoo Lee	<ul style="list-style-type: none"> ● Manage student domain ● Manage intranet and school web ● Manage rooms 301, 302, staff rooms, office, school hall ● Manage application related e-class, e.g. inventory, smartcard ● Other support(mainly Staff)
Frankie Wong	<ul style="list-style-type: none"> ● Manage rooms 207, 407, LS room, classrooms, special room ● Manage part of servers, e.g. KF server ● Manage School network ● Manage special room notebook. ● Other support (mainly student)
Helpers	<ul style="list-style-type: none"> ● Support for different IT exception requests ● Help for regular computer health checks

Budget

PARTICULAR	AMOUNT (HK\$)	REMARKS
EOEBG-Photocopy	450.00	1500 copies
EOEBG-OTHER EXPENSES	3,465.00	
EOEBG-F&E	5,000.00	
Approved Collection~Repair	264,410.00	
Student Extra~Printing Charge	17,498.40	
Compostie IT - Consumble	80,000.00	
Compostie IT - Technical Support & Training	30,000.00	
Compostie IT - Internet Charge	24,000.00	
Compostie IT - F&E	295,000.00	
Compostie IT -IPAD	110,000.00	
Compostie IT - Maintance	80,000.00	
ITE4-wifi	84,940.00	
ITE4-One off Grant Acquire Mobile Computer	121,450.00	
Computer Club (Reserve)	6,619.00	
GRANT TOTAL:	1,122,832.40	

(二) 策導委員會

1. 職權：

本委員會需向校董會及全體教職員負責,並提出綜合性的意見。

- 1.1 界定學校的整體目標及前景,制定全局政策,並按可以動用的資源,對各項方案的輕重緩急次序提出建議；
- 1.2 統籌及監察學校各階段的策劃和發展工作；
- 1.3 推動中層管理及教師專業發展的計劃；
- 1.4 研究如何在社區中建立學校的形象,並與家長會,校友會建立良好而互動的關係；
- 1.5 加強與辦學團體及校董會保持良好而緊密的溝通；
- 1.6 協助校董會進行及教師的考績工作。

(註: 見附圖)

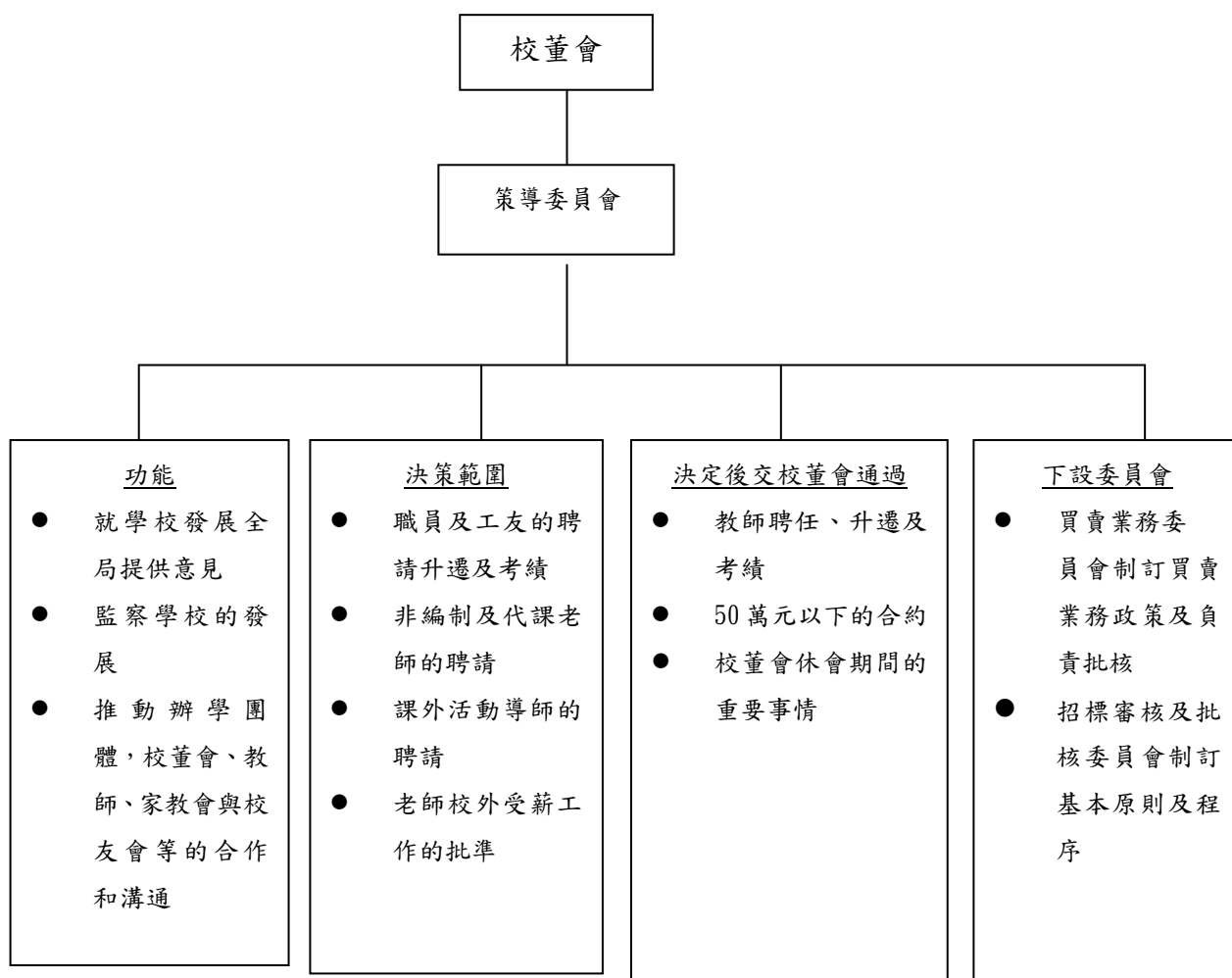
2. 成員：

- 2.1 共七人；
- 2.2 當然成員：校監,校長及兩名副校長；
其他成員：經由全體教師選舉三名教師代表。
- 2.3 各校董可隨時列席。

3. 功能

通過買賣業務委員會和招標審核及批核委員會的建議

每年為不少於五項買賣業務重新招標以確定供應商名單,並於三年內為所有買賣業務進行重新招標。招標原則可兼顧質素及價低者得。結果需獲策導委員會確定,並通知全校老師。在特殊情況下,如獲校長批准,可聘請其他供應商提供服務(例:原旅遊巴供應商並無足夠車輛提供服務)。



(三) 安全、健康及節能委員會工作計劃 (2015-2016)

危機處理程序

- 一. 教師/職員要保持鎮定並著學生保持鎮定。
- 二. 如輕微受傷，可立即替該生治理或著男/女班長陪同該學生到校務處，由校務處職員治理。
- 三. 如事態嚴重則著男班長到校務處報告，女班長則到鄰班求援，如有需要要立刻疏散學生到安全地點。
- 四. 校務處立刻通知安全及健康委員會並召開緊急會議。
- 五. 教師/職員要盡量控制現場情況，如撲滅火警、控制人群，如有需要，疏散部分人群。
- 六. 事件完結後，有關教師/職員須填報紀錄表，以供檢討及日後改善。

因特別事故而停課的應變措施

上課前宣報停課

1. 學生無需上課;
2. 夜班保安員或有關職員在校內當值;
3. 如上午 7:15 後宣報停課,校長, CHW, HMF, 或 LWY 到學校巡視直至所有學生安全離校;
4. 如有學生回校即著其留在校內安全位置, 待安全情況下才容許自行回家。

上課期間宣報停課

1. 學生要待安全情況下由老師安排分批離校;
2. 校長、CHW、HMF 或 LWY 留校直至所有學生離校;
3. 由有關職員，工友或夜班保安員當值。

颶風及黑色暴雨警告時職員及工友上班安排

- (一) 早上七時十五分前懸掛八號風球或發出黑色暴雨警告訊號：
夜班保安員及有特別職務職員或工友當值，至風球或黑色暴雨警告訊號除下止。其他職員及工友下班。
- (二) 七時十五分後才懸掛八號風球：
該日由有特別職務職員及工友當值，至風球除下止。其他職員及工友下班。
- (三) 返工後發出黑色暴雨警告訊號：待校長或負責老師作出安排。
- (四) 返工後除下八號風球或黑色暴雨警告訊號，則職員及工友必須盡快上班，如上班遇困難，應盡快聯絡負責老師。

安全及健康委員會成員名單

- 主席 (NKY)
召集人及特別室 (LWS)
校務處 (Rainy / Maggie / 其他職員)
學生事務 (HMF), 輔導組 (TWM), 行政 (WKM), 實驗室 (SKL / KCM)
暴風雨及食物部 (SWS), 訓導組 (LWY), 網頁 (OYHC), 協調 (CHW)

財政預算：

PARTICULAR	AMOUNT (HK\$)	REMARKS
LP Gas	16,600.00	
EOEBG-Annual Maintenance Fee	7,000.00	
EOEBG-Gas Pressure Test	2,300.00	
EOEBG-Replacement and Maintenance	2,500.00	
EOEBG-Consumable Store	4,300.00	
EOEBG-Miscellaneous Expenses	500.00	
Fire Service	6,700.00	
EOEBG-Annual Checking Fee	3,200.00	
EOEBG-Replacement and Maintenance	3,500.00	
Total Grant:	23,300.00	

第八章 學校財務

(一)學校財政預算

YAN OI TONG TIN KA PING SECONDARY SCHOOL

BUDGET FOR 2015-16

	Approved Allocation	Expenditure During Month	Cumulative Expenditure	% Spent
SALARIES & PROVIDENT FUNDS				
Teaching Staff Salaries	39,000,000.00	3,250,000.00	39,000,000.00	100%
Provident Fund	4,680,000.00	390,000.00	4,680,000.00	100%
Total:	43,680,000.00	3,640,000.00	43,680,000.00	100%
Laboratory Technician Salaries	1,350,000.00	112,500.00	1,350,000.00	100%
Provident Fund & Mandatory Provident Fund	170,000.00	14,166.67	170,000.00	100%
Total:	1,520,000.00	126,666.67	1,520,000.00	100%
Learning Support Grant for Salary	162,000.00	13,500.00	162,000.00	100%
Learning Support Grant for Consumable Good	50,000.00	4,166.67	50,000.00	100%
Mandatory Provident Fund	8,100.00	675.00	8,100.00	100%
Total:	220,100.00	18,341.67	220,100.00	100%
Fractional Post	210,000.00	17,500.00	210,000.00	100%
Mandatory Provident Fund	10,500.00	875.00	10,500.00	100%
Total:	220,500.00	18,375.00	220,500.00	100%
Teacher Relief Grant	191,343.00	15,945.25	191,343.00	100%
Mandatory Provident Fund	9,567.15	797.26	9,567.15	100%
Total:	200,910.15	16,742.51	200,910.15	100%
Extra SSCS Grant	250,000.00	20,833.33	250,000.00	100%
Mandatory Provident Fund	12,500.00	1,041.67	12,500.00	100%
Total:	262,500.00	21,875.00	262,500.00	100%
Senior Secondary Curriculum Support	741,510.00	61,792.50	741,510.00	100%
Mandatory Provident Fund	37,075.50	3,089.63	37,075.50	100%
Total:	778,585.50	64,882.13	778,585.50	100%
Professional Development Scheme	355,300.00	29,608.33	355,300.00	100%
Professional Development Scheme for consumable	12,400.00	1,033.33	12,400.00	100%
Mandatory Provident Fund	367,700.00	30,641.67	367,700.00	100%

YAN OI TONG TIN KA PING SECONDARY SCHOOL
BUDGET FOR 2015-16

	Approved Allocation	Expenditure During Month	Cumulative Expenditure	Percentage Spent
Sub-Total:	46,882,595.65	3,906,882.97	46,882,595.65	100%
EOEBG ELEMENTS				
Postage and Stamp Duty	6,000.00	500.00	6,000.00	100%
Newspaper & magazine	12,000.00	1,000.00	12,000.00	100%
Telephone	15,000.00	1,250.00	15,000.00	100%
Celebration & Entertainment	1,000.00	83.33	1,000.00	100%
Audit Fee	22,000.00	1,833.33	22,000.00	100%
Professional Fee	50,000.00	4,166.67	50,000.00	100%
Travelling Allowance for Guest	3,400.00	283.33	3,400.00	100%
Venue Hire Fee	18,000.00	1,500.00	18,000.00	100%
Transport & Travelling	31,000.00	2,583.33	31,000.00	100%
Membership Fee	6,000.00	500.00	6,000.00	100%
Repairs	72,000.00	6,000.00	72,000.00	100%
Teacher's Textbook & Maps etc	24,000.00	2,000.00	24,000.00	100%
Uniform for Janitor & Paramedical Staff	1,000.00	83.33	1,000.00	100%
Bank Charge	6,000.00	500.00	6,000.00	100%
Consumable Store	300,000.00	25,000.00	300,000.00	100%
Fuel Light & Power	550,000.00	45,833.33	550,000.00	100%
Cleaning Material	11,000.00	916.67	11,000.00	100%
Prizes	5,000.00	416.67	5,000.00	100%
Water	5,000.00	416.67	5,000.00	100%
First-aid Facilities	900.00	75.00	900.00	100%
EOEBG ELEMENTS				
Staff recruitment expenses	8,000.00	666.67	8,000.00	100%
Environmental Protection Expenses	500.00	41.67	500.00	100%
ECAC	90,000.00	7,500.00	90,000.00	100%
Printing & Stationery	230,000.00	19,166.67	230,000.00	100%
Library Book for Student	60,000.00	5,000.00	60,000.00	100%
Enrolment of Activity Fee	15,000.00	1,250.00	15,000.00	100%
Lift Maintenance	80,000.00	6,666.67	80,000.00	100%
Staff Training	6,000.00	500.00	6,000.00	100%
F & E	500,000.00	41,666.67	500,000.00	100%
EPS Transaction Charge	4,000.00	333.33	4,000.00	100%
Total	2,132,800.00	177,733.33	2,132,800.00	100%

YAN OI TONG TIN KA PING SECONDARY SCHOOL

BUDGET FOR 2015-16

	Approved Allocation	Expenditure During Month	Cumulative Expenditure	Percentage Spent
ADMINISTRATIVE ELEMENTS				
Administrative Staff & Janitor Staff Salaries	2,800,000.00	233,333.33	2,800,000.00	100%
P Fund	280,000.00	23,333.33	280,000.00	100%
Security Guard service Contract Expenses	160,000.00	13,333.33	160,000.00	100%
Gradern Contact Expense	6,000.00	500.00	6,000.00	100%
Cleaning Contract	180,000.00	15,000.00	180,000.00	100%
Total	3,426,000.00	285,500.00	3,426,000.00	100%
CAPACITY ENHANCEMENT GRANT				
Salary	200,000.00	16,666.67	200,000.00	100%
Activities	200,000.00	16,666.67	200,000.00	100%
Total	400,000.00	33,333.33	400,000.00	100%
Composite Informantion Technology Grant				
Consumble of IT Grant	60,000.00	5,000.00	60,000.00	100%
Internet	24,000.00	2,000.00	24,000.00	100%
Extra Recurent Grant for Enhancing WIFI infrastructure				
Equipment of Information Technology	350,000.00	29,166.67	350,000.00	100%
Maintance of IT	80,000.00	6,666.67	80,000.00	100%
Total	514,000.00	42,833.33	514,000.00	100%
OTHER SPECIAL GRANTS-Government				
Other Recurrent Grant A/C	580,000.00	48,333.33	580,000.00	100%
School Baseed After-school Learning & Support Prog	193,200.00	16,100.00	193,200.00	100%
Perm Expat Eng Lang Teacher Scheme Grant	25,000.00	2,083.33	25,000.00	100%
Home-School Co-operation Grant	16,000.00	1,333.33	16,000.00	100%
Acquiring Mobil Computing Devices	121,450.00	10,120.83	121,450.00	100%
Moral and National Education	430,000.00	35,833.33	430,000.00	100%
Total	1,365,650.00	113,804.17	1,365,650.00	100%
OTHER SPECIAL GRANTS-Non-Government				
Appoved Collection for Specific Purpose	640,000.00	53,333.33	640,000.00	100%
Jockey Club Fund	149,200.00	12,433.33	149,200.00	100%
Diversity Learning Grant	84,000.00	7,000.00	84,000.00	100%
Total	873,200.00	72,766.67	873,200.00	100%

YAN OI TONG TIN KA PING SECONDARY SCHOOL

BUDGET FOR 2015-16

	Approved Allocation	Expenditure During Month	Cumulative Expenditure	Percentage Spent
OTHERS				
Tong Fai Received	220,000.00	18,333.33	220,000.00	100%
Registration Fee	2,800.00	233.33	2,800.00	100%
Tuckshop Rental	110,000.00	0.00	0.00	0%
Other Donation	100,000.00	8,333.33	100,000.00	100%
Hire of School Premises	3,000.00	0.00	0.00	0%
Other School Fund	7,500.00	250.00	3,000.00	40%
Fine for Library	5,000.00	625.00	7,500.00	150%
Photocopy	15,000.00	416.67	5,000.00	33%
Emergency Relief Fund	3,000.00	1,250.00	15,000.00	500%
Tin Ka Ping Foundation	160,000.00	13,333.33	160,000.00	100%
HK School Drama Festival Fund	3,000.00	250.00	3,000.00	100%
YOT Donaion	210,000.00	17,500.00	210,000.00	100%
Award / Scholarship	90,000.00	7,500.00	90,000.00	100%
School Miscelaneous	8,000.00	666.67	8,000.00	100%
Insurance	22,000.00	1,833.33	22,000.00	100%
Student Card	7,500.00	625.00	7,500.00	100%
Total	966,800.00	71,150.00	853,800.00	88%
GRANT TOTAL	56,161,045.65	4,670,670.47	56,048,045.65	100%

(二) 教育局「學校發展津貼」(CEG) 計劃書 (2015-2016)

目標	對象	施行計劃	所需資源	推行時間	成功指標	評估方式
● To Enrich Student exposure in Science outside ordinary Classroom	● S1 to S3	● Science Alive Gifted Programme for S2 Students	\$20,000	Whole Year	● Enjoy and Experience the wonder of Science	● Questionnaires
● To Support Student of Various Learning ability by providing tutorial Class	● S4 to S5	● Tutorial Classes in small	\$5,000	Whole Year	● Better academic performance in the coming examination or test	● Exam Performance
● To enhance necessary skill(cooperation communication, critical thinking , problem –solving) through diversified learning activities ● To Help Students cultivate the sense of self-learning through elearning	● F1 GS Students	● To Collaborate with Dr Yao Kin Hing, Paul (Quality Mentorship Network) to work out the comprehensive Plan (July 2015)	\$20,000	4-6/2016	● Comprehensive Apps system is established ● Each Teacher is able to use the manual ● Well-designed projects are done by students	● Presentation ● Project (final Products) ● Interviews & Questions sets ●
● Enhance Motivation of Learning English	● S2 to S4	● Intergenerational ESL Program	\$40,000	9-12/15	● Pre & post test & feedback of parents	● Pre & post Test
● Training Ambassadors	● S3 to S4	● English Ambassadors Training	\$3,000	9/15-7/16	● Feedback of participants	● Evaluation by participants & TS
● Train Choral Speaking Team	● S1 to S2	● Choral Speaking Training	\$7,000	7/15-12/15	● Participants Speech Festival	● Evaluation by participants
● 透過校內校外活動, 深化學生對中華文化的認識	● PMI 班	● 工作坊, 參觀, 考察, 推薦尖子參與校外機	\$13,500	全年	● 學生對文化活動態度正面	● 老師評估
申請總金額為：			\$108,500	(*不足之費用, 由學校支付)		

(三) 校本課後學習及支援計劃(教育局區本計劃批核項目) (2015 - 2016)

申請名稱：香港中華基督教青年會屯門會所

協作學生：仁愛堂田家炳中學

批核項目：

活動名稱	時間	組數及人數	原定開始日期	原定結束日期
全方位學術研習班	每組 30 節 每節 1.5 小時	共 13 組 合共 130 人	2015 年 10 月	2016 年 7 月
多才多藝 管弦樂團	每組 10 節 每節 1.5 小時	共 4 組 合共 40 人	2015 年 10 月	2016 年 7 月

(四) 教育局「多元學習津貼」三年計劃 (2015-2018) 及周年計劃 (2015-2016)

多元學習津貼 – (其他課程：資優教育課程) 計劃書 2015-2018

策略及預期效益	課程名稱 (校內課程)	修業期	目標學生	預計每學年涉及的學生人數			學生學習 的評估 /成功指標	財政預算			負責教師
				15/16	16/17	17/18		15/16	16/17	17/18	
				(F.4)	(F.5)	(F.6)		(F.4)	(F.5)	(F.6)	
提高學生繪畫及藝術評賞能力	高中視藝精英培訓課程	10 堂	高中視藝表現卓越學生	20	20	NA	學生繪畫及藝術評賞能力提升	7500*	7500*		lsc
透過參觀、訪問藝術家提高學生對藝術的評賞及自學能力	與藝術對談	3 次	中四至中六視藝表現卓越學生	20	20	NA	學生藝術評賞及自學能力提高	3600*	3600*		lsc
Nominate suitable student(s) to take network programme and sit for HKDSE examination upon the completion of course	Network Programme : Musics and PE	3 years	Students with proven capability and aptitudes in taking music or PE and sit for examination in HKDSE	1 S4	1 S5	1 S6	1. Over 80% Attendance with satisfactory academic and discipline preformance 2. Sit for the HKDSE upon the completion of course	7,700.00	7,700.00	5,600.00	LSM, LOW
In integrated programme to stretch potential for the academically able students to achieve excellence	Gateway to Brilliance	April in S4 to S5	15 F4 top and 15 F5 top students	15 F.4 + 15 F.5 elite students	15 F.4 + 15 F.5 elite students	15 F.4 + 15 F.5 elite students	1. Acquire skills for reading and higher order thinking 2. Develop an attitude of	22,000.00	22,000.00	22,000.00	CHW and WMO

							self-motivati n and striving for excellence				
ELITE STUDENTS IN SENIOR FORMS ARE SELECTED FOR FURTHER EXPOSURE.	VISITS		S4-S6 Economics and BAFS Students	40	40	NA	Students Exhibits Interest and more understanding of the organizations visited	3,000.00	3,000.00		WLF
ELITE STUDENTS IN SENIOR FORMS ARE SELECTED FOR FURTHER EXPOSURE.	SEMINARS		S4-S6 Economics and BAFS Students	40	40	NA	Students Exhibits Interest and more undersanding of the industries and Profession Discussed.	3,000.00	6,000.00		WLF
不足之數由學校支付							Total	35,700.00	38,700.00	27,600.00	

* 部份費用由學員繳付(Fee Partly paid by Participants)

多元學習津貼 – (其他課程：資優教育課程) 計劃書 2015-2016

策略及預期效益	課程名稱 (校內課程)	修業期	目標學生	預計每學年涉及的學生人數			學生學習的評估/成功指標	財政預算			負責教師
				15/16 (F.4)	15/16 (F.5)	15/16 (F.6)		15/16 (F.4)	15/16 (F.5)	15/16 (F.6)	
<p>透過海上歷奇活動，學生可以：</p> <ol style="list-style-type: none"> 1. 藉著彼此間的信任發展潛能 2. 加強創造力和解決問題的能力，改善人際關係 3. 培養欣賞事物的能力、關懷別人的態度和環保意識 4. 增加自信，養成獨立處事能力及團隊合作 	乘風航	2天	(5C ,5D)		58		透過乘風航的海上歷奇活動，參加者在互相扶持的環*境下攜手合作，接受挑戰。		30,000		AYP CKM
<ol style="list-style-type: none"> 1. 提升學生對生物科的濃厚興趣 2. 挑戰及擴闊學生的才能 3. 透過學習科學的不同理念，提高學生的科學素養 4. 讓學生有機會參與全港性的公開比賽 	香港生物奧林匹克	全年	F5		10		<p>生物科老師透過以下準則遴選學生：</p> <ol style="list-style-type: none"> 1. 校內在生物科統測及考試的成績 2. 學生平時上課及做實驗的表現 3. 學生對生物科的興趣及態度 		500.00		CWH

5. 學生運用課程中學習的知識及概念，應付不同能力的測試												
為數學尖子提供資優課程及培訓資優學生參加校外數學比賽	數學資優培訓班	30 堂	中四至中五數學優異生		25-30		完成課程，讓學生主動追求在數學科取得理想成績	*		12,000.00		WMO
通過增潤課程，提高學生編程能力及提升學生學習興趣；	IT 奧林匹克精英訓練班	8 堂,每堂 3 小時	中四至中六優異生		10		1. 完成整個課程; 2. 教師評估; 3. 最後考試合格	*		3,240.00		OYCH
ELITE STUDENTS IN SENIOR FORMS ARE SELECTED FOR FURTHER EXPOSURE.	VISITS	whole Year	S4-S6 ECONOMICS AND BAFS STUDENTS		40	40	STUDENTS EXHIBITS INTEREST AND MORE UNDERSTANDING OF THE ORGANIZATIONS VISITED.	*		4,000.00	4,000.00	WLF
ELITE STUDENTS IN SENIOR FORMS ARE SELECTED FOR FURTHER EXPOSURE.	SEMINARS	whole Year	S4-S6 ECONOMICS AND BAFS STUDENTS		40	40	STUDENTS EXHIBITS INTEREST AND MORE UNDERSTANDING OF THE INDUSTRIES AND PROFESSION DISCUSSED.	*		2,000.00	2,000.00	WLF
Accelerated English Language Classes	To provide accelerated programmes (speaking, writing and reading) for	10 workshops	20-30 elite students in F.4 - F.6		20-30		1. attendance rate at least 80% 2. students' rating of the programme 3. samples of students' good writing 4. sharing with other	*		11,700.00	-	Teachers and External Organizations

	elite students						classmates.					
Accelerated English online programme	To provide accelerated programmes (reading or listening) for elite students	1 year	20-30 elite students in F.4 - F.6			20-30	1. students' rating of the programme 2. samples of students' good writing 3. sharing with other classmates.	*		2,700.0		Teachers and External Organizations
提高學生繪畫及藝術欣賞能力	高中視藝精英培訓課程	10 堂	高中視藝表現卓越學生	20		20	學生繪畫及藝術欣賞能力提升		7500*		7500*	lsc
透過參觀、訪問藝術家提高學生對藝術的欣賞及自學能力	與藝術對談	3 次	中四至中六視藝表現卓越學生	20			學生藝術欣賞及自學能力提高		3600*			lsc
Nominate suitable student(s) to take network programme and sit for HKDSE examination upon the completion of course	Network Programme : Musics and PE	3 years	Students with proven capability and aptitudes in taking music or PE and sit for examination in HKDSE			1 S4	1. Over 80% Attendance with satisfactory academic and discipline preformance 2. Sit for the HKDSE upon the completion of course		7,700.00			LSM, LOW

In integrated programme to stretch potential for the academically able students to achieve excellence	Gateway to Brilliance	April in S4 to S5	15 F4 top and 15 F5 top students	15 F.4 + 15 F.5 elite students		1.Acquire skills for reading and higher order thinking 2. Develop an attitude of self-motivation and striving for excellence		22,000.00			CHW and WMO
不足之數由學校支付								29,700.00	66,140.00	6,000.00	
Total								101,840.00			

附件(一) 2014 - 2015 學年校務報告

二零一四至二零一五年度校務報告及三年計劃檢討與前瞻

主題：從整全評估到宏觀規劃

一. 前言

「教育是百年樹人的大業，是民族的根，對個人的事業更加有重大影響。「好竹出好筍，名師出高徒」。要辦好教育，必須要有好的教師。」（《我的幸福人生》田家炳博士 2013）上述小節擇錄自創校人田家炳博士在九十高齡下寫的一段說話。從創立田家炳基金回饋社會，到出售資產捐資助學，全國共有田家炳中學超過 160 所，遍佈各省。近年田博士表示教育新的發展方向是提升軟實力，改進教師團隊的素質。學校走過二十八年，校訓『己立立人』是帶動學校發展的精神與能量，我們期望能夠將田博士對教育的熱誠傳承與延續，育才育德，教好每一位學生。

自信。自省。自新

自信：「傳承己立立人志·創建多元卓越夢」是學校廿五周年的校慶主題，既展示學校經營的成果，同時亦是指向學校未來發展的方向。學校經歷二十八年的歷程，發展穩健實有賴教師團隊的專業自主與共力。核心價值是培育的基石，經過兩個周期的發展，形成校本核心價值元素。隨著新高中課程的調整，學科積極的回應與專家團隊的引進有利促進及突破教學團隊的專業發展，就如何提升學生學習自主性及對學習差異的支援策略，學科進行不同的試驗計劃並且累積多元的經驗。近年學校體藝活動發展良好，提供多元機會讓學生參與，形成一種文化。學校亦積極培養學生的領袖才能，雖然學生領袖趨向年輕化，但具備良好的特質且自主能力逐步提升。學校與各持分者保持良好的關係，能夠互相理解與支持，有利學校穩健的發展。

自省：隨著學生學習能力的提升及學習差異的擴闊，如何透過教師團隊專業性的提升從而促進學生學習的自主性是未來學校創造卓越成功的關鍵點。學生學習效能的提升在於建立良好的學習態度、掌握學習的技巧策略、及敢於面對及突破學習的難點，但新一代學生有新一代的學習常態，需要多加探究及討論，以掌握切入點。班級經營是學生培育的重要基石，需要透過朋輩正面影響與及緊密的師生關係帶動班風與學風，但近年因老師忙於應付課程的變革，與學生溝通時間減少，師生關係略受影響。管理層在管理與組織上帶動新的氣象，調整組織架構讓團隊有更多的發揮與協作，但需要關注團隊的發揮與磨合，特別是需要致力保持學校優良文化和成功經驗--「賦權承責·專業自主」。面對未來資源的縮減及教師退休潮，影響學校組織架構、人事佈局、以致財政資源，需要積極規劃與安排；此外區內適齡學童人口變化對學校未來發展帶來的影響需要密切關注。

自新：「知識為基·價值為本·建基立本·追風逐夢」是學校教育未來的願景。要學生自立自主，創建追風逐夢的理想，必須要在基與本上建立良好及穩健的基礎。在學與教上，教學團隊專業的提升及突破關鍵在於學科的聚焦判斷及未來工作優次的梳理。在學生培育上，重視校風，營造班風是建基立本的關鍵，而堅持多元參與，鼓勵追求卓越更是追風逐夢的體現。生涯規劃是未來學校重要的發展項目，亦是促成學生自主自立的重要因素。學生成長的元素適時應該作出調節，以利學生成長得到更好更有效的支援。未來社會情況的發展與變化難以預測，需要持續關注。在管理與組織上，除維持專業自主的優

良傳統外，鼓勵教師團隊建立全局觀念，善於發揮團隊成員潛能，多溝通與多理解，以提升共力協作的文化。

二. 主要關注事項的成就與反思

1. 優化課程，考評和教學，建立學術精英隊伍和推廣追求卓越學風。
2. 優化學生培育模式，提升教師處理學習差異能力，建立多元發展、自律自學及「己立立人」的校風。
3. 建立發展目標與策略的共識和共力，實現教師隊伍的薪火相傳及學生領袖隊伍的成熟和壯大。

1. 優化課程，考評和教學，建立學術精英隊伍和推廣追求卓越學風。

成就

- 1.1 新高中課程推行近六年，各學科不斷檢視高中課程及校本評核框架與安排的成效及作出微調，並嘗試總結其發展及成效，部份學科開始形成穩定而具彈性的課程及精簡的校本評核框架。
- 1.2 校本德育及成長課和文化藝術課的課程框架與內容趨向完善，課程從縱橫兩個向度持續理順及優化，切合同學成長需要。
- 1.3 學校引進專家團隊在三方面促進及突破教學團隊的專業發展，包括：檢視課程設計、探討有效學習方法、探討考評設計。學科起動建立學習社群的文化，系統地集體「備課、說課、觀課、評課」、同儕觀課、跨科協作、教材交流、合作學習、電子學習、聯校交流等。學科亦總結教學團隊的專業發展成果，並就照顧學習差異及提升學生學習自主性提出工作方向與策略。部份學習領域更被邀請與友校分享成果/心得，評價良好。
- 1.4 學校就教學語言重點視學報告作出跟進，「跨學科語文提升」(LAC)小組成立中一A.S.K.關注組，關注學生以英語學習出現的差異，就同學適應中學學習生活從態度、技能、知識三方面作出檢視及要求，並為有需要的同學提供支援，協助他們盡早走回起跑線。就提升教師英語教學效能，EMI小組與中文大學優質學校發展計劃(QSIP)建立夥伴關係，透過備課/觀課/評課活動，促進學科間的交流討論。此外小組積極與友校交流，分享及汲取經驗。
- 1.5 學科積極推動學術精英隊伍的發展，建立學術楷模，透過朋輩互動提升全校學術風氣。多個學習領域積極推動學術精英隊伍的發展，包括：籌辦校內學術活動、鼓勵同學參與校外活動/比賽/境外交流考察等活動發揮同學的潛能及推動學術氣氛。

反思

- 1.6 教育局、課程發展議會與香港考試及評核局就新高中課程的推行，進行學制中期檢討及前瞻課程與評估修訂工作，有關新學制中期檢討的整體修訂及未來發展方向仍須待局方公布詳情。所以各學科須繼續關注高中課程及校本評核框架與安排的修訂及發展方向並作校本調整。
- 1.7 雖然校本德育及成長課和文化藝術課的課程框架與內容趨向完善，惟隨著社會形勢急速的變化，需要不斷審視同學成長需要的元素，此外亦需要關注課程的設計/施教/成效。
- 1.8 教學團隊專業的提升及突破關鍵在於學科的聚焦判斷及未來工作優次的梳理。雖然透過專家的引進能夠協助並提供專業意見及建議，但學科內部需要有深入的討論，全盤部署，選擇適合的起動點，善用資源，有規劃地作出推動。「教得好」亦要「學

得好」，如何對學生學習提出合理的期望，提升學生對學習抱持認真的態度，掌握學習的策略及方法是學與教未來突破的關鍵點。

1.9 英語教學是學校未來繼續關注的項目，EMI 小組將會在未來周期計劃就提升學生學習的自主性及處理學習差異作出規劃，包括：協助學生掌握以英語為學習語言學科的學習技巧及策略，如何透過具效益的活動促進/優化學校語境。「跨學科語文提升」(LAC)小組在跨科協作上探討英文科在課程設計上與其他以英語為授課語言學科的互動互惠關係。

1.10 學術精英的培育是未來提升全校學術風氣的重要項目之一，建議：(1)各學習領域善用資源，並尋找專業夥伴建立長遠而穩定的協作關係，為提升學術精英進行各項試驗計劃，(2)透過學術領袖「多元化、專材化、楷模化」，以「走出去、帶回來」策略，鼓勵同學多參與外界學術活動，擴闊視野，追風築夢，形成新的學術文化，進而在朋輩中形成幅射效應，建議學科內多作討論交流並且進行試驗計劃。

2. 優化學生培育模式，提升教師處理學習差異能力，建立多元發展、自律自學及「己立立人」的校風。

成就

2.1 學生自律守規表現穩步上升，各持分者均認同學校積極培養學生養成好的品德。此外各持分者欣賞同學積極參與課外活動，透過參與，學生得到更多的學習機會及獲得豐富課外知識和生活技能等。教師及學生均認同學校著意培養同學的領導才能。

2.2 部門透過領袖組織積極培育學生成為領袖，大部份領袖隊伍發展成熟，能夠薪火傳承。學生領袖具備良好的素質，包括：有責任感、自我管理能力較強、樂於與其他同學協作、有承擔感、應變能力較高等。部份領袖更具自主能力，有主見、包容性強、有親和力，能夠成為學生的楷模。部份領袖更走向『專材化』，參與有關課程深化個人的能力，值得欣賞。

2.3 在照顧學生學習差異和特殊教育需要等方面，學校已建立完備的體制，以輔導組為首設立跨科/組特殊教育需要小組，定期召開個案會議，聘請專責學生輔導員，處理學生適應、學習、考評等問題，與家長保持緊密的聯繫；輔導組鼓勵老師修讀融合教育課程，大部分範疇已達標，此外亦邀請資深教育同工分享及交流照顧差異學、教、評的經驗。

2.4 升學及就業輔導組在良好的規劃及部署下作出多元且創新的開展，包括：檢視成長課程 Senior PATHS 與 Junior PATHS 的整全性、多元性及銜接性，優化升學就業講座，職場參觀，家長晚會，有契機地結合兩岸文化考察活動並加入生涯規劃元素，同學及家長積極參與，反應良好。

2.5 學校為學生提供多元的學習經歷，體藝文化活動發展良好。學生參與度高、投入度增加，學會欣賞。部份同學更展示追求卓越的自我要求，成為初中同學的模範。而同學的生涯規劃亦呈現多元的傾向。

反思

2.6 面對社會急遽的變化，需要檢視學生培育核心價值體系，特別需要加強堅毅、包容等元素。班級經營是未來重要的發展項目，惟有透過有意識、有策略、有系統的設計與安排，班風才能夠建立，校風才得以展現。

2.7 學生領袖的楷模效應需要進一步發揮。學生領袖的自主性需要繼續提升

- 。建議鼓勵學生領袖及表現卓越的同學參與各類計劃，擴闊視野，挑戰自我，藉以推動自律自主精神及展現「己立立人」校風。
- 2.8 在照顧學生學習差異和特殊教育需要上，需要繼續檢視如何提升學生的學習效能，特別是初中的適應、中三選科輔導、高中課程壓力、與及升學就業的規劃。
- 2.9 生涯規劃是未來學校重要的發展項目，亦是促進學生自主性的其中重要因素，需要建立具校本特色的生涯規劃課程，鼓勵學生自主自立，具備清晰的升學及就業目標，藉以增強學生的學習動機及自我管理能力。升學及就業輔導組需要與級聯絡有更緊密的合作，並協助提升班主任對學生多元升學及職業發展的輔導能力，藉以增強學生的方向感、學習動機、及自我規劃能力。此外需要強化團隊內部的專業發展，擴闊視野，掌握升學就業形勢。進一步積極推動教師發展及家長教育等工作。而跨學科/部門協作是未來的工作文化，亦是締造雙贏的契機。
- 2.10 學生形態轉變，活動需要配合/照顧學生發展的特性。在多元活動提供上需關注如何透過活動提升同學的興趣及素質。部份學生領袖及體藝精英未能兼顧/平衡學習與活動訓練，需尋求方法給予學習輔導及支持。
- 3. 建立發展目標與策略的共識和共力，實現教師隊伍的薪火相傳及學生領袖隊伍的成熟和壯大。**

成就

- 3.1 學校藉校外評核(ESR)推動全校發展目標及策略的協調，及完善各學科/部門的自評系統。藉著外評報告的建議調整學校工作計劃，繼續優化學與教的質素及提升團隊的專業性。本學年為學校三年周期發展計劃的最後一年，各學科/部門組能夠善用各項調查研究數據及科組內部專業討論，從量化及質性角度進行分析，以「策劃→執行→評估」(P.I.E.)框架檢視工作成果，分析強弱機危為未來三年計劃作出策劃，對學校的現況及未來發展方向及重點有更正確的分析及判斷，策劃新的周期計劃。
- 3.2 在新局面、新人事、新文化及新需要下，藉組織架構的重整更多老師有機會參與決策工作。學校積極引進專業機構增強中層的專業培訓，促進中層管理的全局觀念，新的中層具承擔精神及全局觀念，積極主動參與學科及部門工作，帶來積極正向的新氣象。
- 3.3 學科/部門推行師友計劃及強化專業交流活動，除建立傳承機制外，亦配合學校發展的目標。學校引進專業機構香港政策研究所的「培育學校能動者」計劃協助促進管理新思維及培養領導才能。
- 3.4 學校於 2010-2011 參加教育局「自願優化班級結構」計劃，短期內會有較充裕的人力資源。此外學校積極引進校外資源有助學校發展。
- 3.5 近日社會運動反映學校穩健的基礎，教師專業自主，團隊共力協作。師生關係良好，溝通包容、互相尊重。家校合作良好，學校能夠與家長保持良好的關係，互相理解、互相支持。

反思

- 3.6 學校需要就校外評核報告(ESR)及教學語言重點視學報告(MOI Focus Inspection Report)的建議跟進作成效檢視，並作為新周期發展作工作規劃的參考。鼓勵學科/部門繼續以「策劃→執行→評估」(P.I.E.)框架，配合多元的評估工具，加上學校發展與問責小組(SDA)的帶動，適時檢視工作效能/成果，讓學校保持良好的持續性發展文化。
- 3.7 需要推動中層管理有全局觀念，鼓勵更多跨科/部門及跨年級協作，藉組織架構的重整及增強對中層的專業培訓，增強中層管理的全局觀念。需要持續視組織架構重整的

效果及中層的專業培訓的成效。

- 3.8 學校未來面對嚴峻的挑戰，包括：資源的縮減、團隊老化、屯門學童人數持續下降導致收生壓力、英中上下車挑戰、新高中文憑試穩定性等問題，要讓學校未來有順利的發展，更加需要教師團隊的同心與共力，將團隊的優良文化發揮及傳揚。
- 3.9 隨著「自願優化班級結構」計劃的完成，未來班級數目將會整體縮減，額外老師人手亦需要逐漸削減，所以一方面需要就人力資源的調撥作出規劃，另一方面需要精簡組織架構以配合變化。一切的規劃與安排必須多加討論與協商，從瞭解到理解，從分工到協作，以『穩中求變。迎向挑戰。凝聚智慧。加強合作』的信念面對。
- 3.10 香港未來面對不少的挑戰與機遇，更需要關注同學成長的需要，學校需要：(1) 檢視與各持分者的溝通機制，如有需要作出調整/改善。(2) 鼓勵同學繼續關心社會，以多角度及客觀持平的態度對問題作出分析。並且學會以尊重及寬容的心智與人相處，和而不同，發揮正能量。(3) 就本港未來發展面對的挑戰與機遇，需要讓同學對本港、國家、世界形勢有清晰的瞭解及掌握，並鼓勵同學成為能動者，作最好的裝備，除發揮個人的理想外，進一步更懂得為社會、國家及世界的福祉及進步作出貢獻。

總結

學校未來面對種種的挑戰與機遇，成功關鍵在於教師團隊的共力及堅持，包括：

- (1) 對學生：『以身作則。樹立榜樣』；
- (2) 對團隊：『理解協調。凝聚智慧』；
- (3) 對家長：『學生為本。溝通合作』。

隨著三年周期發展計劃(2012-15)的完成，課程及行政委員會與學生事務委員會在檢討會議中將會檢視學與教及學生培育工作的成效，特別聚焦討論學與教及班級經營的經驗與心得。教師代表會根據調研數據及教師意見與學校管理團隊就學校未來發展交流意見，各行政及功能組別繼續完善工作以期加強對學校整體發展的支援。期望集思廣益，能夠為學校未來帶來更好的發展。