



佛教筏可紀念中學

Buddhist Fat Ho Memorial College

創校於一九七七年

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校監：釋智慧大和尚 (MBE、BBS)

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2012-2013 周年報告書 Annual Report

融合多元 和睦學習

To create a harmonious learning environment

堅毅體習 盡展潛能

To maximize academic and physical potential

以誠立德 導向人生

To set our moral compass to integrity



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目 錄

(一)	二零一二至一三年度班級數目及學生人數	P.4
(二)	二零一二至一三年度員工人數	P.4
(三)	人事更替	P.4
(四)	關注事項與各組工作之配合報告	P.5-35
(五)	組別及學科報告	
	5.1 教務組工作報告	P.36-42
	5.2 訓育組工作報告	P.43-45
	5.3 輔導組	P.46-47
	5.4 課外活動組工作報告	P.48-53
	5.5 總務組工作報告	P.54-56
	5.6 資訊科技組工作報告	P.57-58
	5.7 升學就業輔導組工作報告	P.59-60
	5.8 德育及公民教育	P.61-63
	5.9 教長教師會	P.64-65
	5.10 圖書館	P.66-67
	5.11 學科工作報告	
	5.11.1 中國語文科/非華語學生中國語文科	P.68-80
	5.11.2 英國語文科	P.81-90
	5.11.3 數學科	P.91-94
	5.11.4 中國歷史科	P.95-102
	5.11.5 地理科	P.103
	5.11.6 物理科	P.104-105
	5.11.7 化學科	P.106-107
	5.11.8 生物科	P.108-109
	5.11.9 綜合科學科	P.110-111
	5.11.10 電腦及資訊科技科	P.112-113
	5.11.11 佛學科	P.114-119
	5.11.12 經濟科	P.120-121
	5.11.13 商業/企業概論科	P.122-124
	5.11.14 普通話科	P.125-126
	5.11.15 旅遊及旅遊業科	P.127-129
	5.11.16 通識教育科	P.130-133

	5.11.17 體育科	P.134-139
	5.11.18 音樂科	P.140-141
	5.11.19 Literature in English	P.142-145
(六)	政府津貼撥款運用報告	
	6.1 學校發展津貼 - IT 組	P.146
	6.2 課後學習及支援 - 聯課/課外活動	P.147-149
	6.3 新高中通識教育科課程支援津貼	P.150
	6.4 非華語學生指定學校津貼	P.151
	6.5 開展德育及國民教育津貼	P.152
	6.6 多元學習津貼 - 應用課程	P.153
	6.7 多元學習津貼 - 新高中其他課程 - 中四/中五級	P.154
	6.8 多元學習津貼 - 新高中其他課程 - 中六級 (英國語文科)	P.155
	6.9 Refined English Enhancement Scheme (REES)	P.156-161
(七)	2012-2013「新來港學童津貼」報告書	P.162
(八)	家長教師會工作及財務報告	P.163
(九)	獎學金獲獎學生名單	P.164-166
(十)	校外比賽、校內大型活動成績	P.167-170
(十一)	學校活動記要	P.171-173
(十二)	2011-12 年度財政摘要	P.174

(一) 二零一二至二零一三年度班級數目及學生人數

級別	中一	中二	中三	中四	中五	中六	合計
班級數目	3	3	3	3	3	3	18
學生人數	65	68	62	72	63	63	393

(二) 二零一二至二零一三年度員工人數

(a) 教職員工

校長	高級學位教師	學位教師	助理教席	文憑教師	兼職學位教師	教學助理	合計
1	3	26	1	0	3	1	35

(b) 非教職員工

教學助理(非教學)	資訊科技支援人員	文書主任	助理文書	行政及秘書	辦公室助理	圖書館助理	實驗室技術員	實驗室事務員	校役	舍監	合計
3	1	1	2	1	2	1	1	1	6	2	21

(三) 人事更替

離職教職員 (1.9.20 12 之前)	譚衛茵(25-10-2011)，黎康蔓，周少盈，潘雪芳，吳震霆，倪嘉豪，劉家發，蘇可基，郭建華，張慧瑩，蕭鵬舉，閻鑑明
新入職教職員 (1.9.12-31.8.13 期間)	崔惠儀，梁鎮源，吳俊豪，鄭錦楠，李維聰，LATTER Donald，PRABHU Amrith Kamath
離職非教職員 (1.9. 2012 之前)	袁家強(28-3-2012)，黃慧莉(27-6-2012)，Lesley Macfarlane
新入職非教職員 (1.9.12-31.8.13 期間)	郭子健(28-3-2012)，蔡瑾(14-6-2012)，周翠碧(6-6-2012)，盧永博(9-1-2013)，林翰俊(9-1-2013)

(四) 關注事項與各組工作之配合

2.1 關注事項(Major Concern)：融合多元，和睦學習

To create a harmonious learning environment

(1) Academic Board

Implementation Plan	Duration	Success Criteria	Assessment Methods	T-I-C	Resources	Evaluation
1. All subjects have to include the major concern in the Annual Plan	Whole year	-Harmonious learning is developed in different subjects.	-Annual Plan and Report	CYW CL KWY	N/A	Completed
2. Opportunities for students to cooperate to represent their class or school in internal and external competitions.	Whole year	-Cooperative participation in group activities.	-Participation rates (OLE records)	CL KWY TWY	OLE records	Examples: <ul style="list-style-type: none"> - 100% class-based participation in S1-S3 English Drama and Speech Competition - 100% S1-S5 participation in Chinese Inter-house Speech Competition - 100% S1-S5 Chinese Calligraphy Competition - Successful participation in English and Chinese external speech festivals - Participation in Buddhist Association Inter-school Mathematics, Buddhist Studies Chinese Writing and Visual Arts Buddha Birthday card Design Competitions - Students of different races cooperated to represent their classes and the school - Every child was given a fair learning opportunity. For example, the School-based Support Scheme Grant for Newly Arrived Children was used to provide after-school English and Chinese tutorials. - The English Language Buddy Programme provided an opportunity for EMI and CMI students to gather in the –ing Club for fun games, thus providing the opportunity for tolerance, understanding and friendships to form.

(2) 訓育組

策略／推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
A. 訓導組 1. 多元智能躍進計劃	全年	1. 學生的參與量達70%或以上 2. 學生的行為表現	1. 各活動的參與量 2. 問卷調查 3. 觀察學生的表現	1. 90%學生能夠完成活動及參與營後服務。 2. 本年度學校連續第六年獲得關愛校園名譽。	潘國建	校內/外組織
B. 風紀組 1. 風紀隊 2. 領袖訓練		1. 學生能協助老師完成任務 2. 學生能完成各項計劃/訓練	1. 各協辦機構的評估書 2. 觀察學生行為表現	1. 風紀同學協助老師維持學校秩序 2. 風紀同學能組織及舉辦師生同樂日 3. 各參與領袖訓練同學都能完成學校或其他機構給予的任務，而且得到正面的評價	吳翠瑤	校內/外組織

(3) 輔導組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
「大哥哥大姐姐計劃」	全年	1. 學生的參與量達70%或以上 2. 學生的行為表現	1. 初中學生出席率 2. 問卷調查 3. 觀察學生的表現	S4學生不願意參加或因太多活動常缺席聚會。 十至十一月的聚會內容是關於學習，對於一些中一學生有幫助。來年計劃將此活動對象改為新生。	崔笑瀛	校內

(4) 總務組

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
推行愛護環境	全年	1. 中秋節鐵罐回收增加 10% 2. 廢紙回收量高 10% 3. 抹手紙使用量下降	統計回收量 統計使用量作評估	1. 回收鐵罐較上年度少，因為學生多數住在區外，沒有特意帶空罐回校； 2. 班房的回收廢紙量較上年增加 8%； 3. 抹手紙的使用量增加，因為擔心流感及傳染病在校傳播。	嚴雁玲	
推行珍惜校園活動	全年	1. 維修次數下降 2. 校園清潔情況良好	統計維修次數	1. 傢具的維修次數較上年少；但電子器材日漸老化，維修及更換次數較上年微增。 2. 大部分非華語的學生欠缺衛生常識，洗手間的衛生情況較上年差，希望來年加強有關宣傳，確保校園清潔衛生。	嚴雁玲	老師填寫維修便條，學校記錄冊
培養學生回饋社會	全年	推行各活動(如捐款活動、捐血日等)的參與人數	統計參與人數目及款項	1. 參加公益金便服日的人數達 80%，較上年高； 2. 學生參加佛聯會及青年協會的籌款活動較以往積極； 3. 參加捐血日的人數較往年少，原因是合乎捐血資格的學生(尤其非華語學生)因宗教問題或受家長影響，沒有參加是次活動。	嚴雁玲	會計文件記錄冊

(5) 課外活動組

策略／推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
鼓勵華語及非華語學生共同參與同一活動	全年	超過 70%的活動有華語及非華語學生一同參與	每項活動學生之出席情況	不同族裔的學生能參與多項校內外大型活動(詳情可參閱 ECA 報告部份。), 達至融合。如澳門之旅, 元朗青年節等。	吳翠瑤	/

(6) 資訊科技教育組

策略/推行方法	時間	成功準則	評估方法	結果	負責人	資源
1. 確保電腦室內電腦正常運作, 以助同學學習之用	全年	所有電腦室的課堂都有足夠的電腦給學生使用	由電腦技術員記錄電腦不足的次數	成功, 沒有電腦不足的情況發生	電腦技術員	/

(7) 德育及公民教育組

Aim and Strategy	Time	Criteria of Success	Evaluation Methods	Evaluation	P-I-C	Resources
1 Help our students to build up an universal perception. 1.1 Introducing different countries' national flag and anthem. 1.2 Appreciation of the spirit of national heroes from different countries, nationality and races. 2 Promoting the attitude on respecting different culture and religious by introducing Buddhism idea.	Whole year	1 More than half students understand the message from the activity and assembly. 2 Students can share some positive idea on the topics.	Questionnaire & Feedbacks from Worksheets.	1.1 Postponed to 2013-2014 1.2 Students had prepared to introduce hero from US, Pakistan and Philippine, but no assembly time can be provided. Only the hero from Pakistan had been introduced. It will postponed to 2013-2014. 1.3 A total of 18 sessions of Buddhist Studies lesson had been held in the hall. Some students showed their understanding on Buddhism and tried to apply in daily life.	Tsui Wai Yee Jacek	Cross departments Program

(8) 家長教師會

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
鼓勵不同國籍的家長參與本會活動	全年	透過家長日、座談會及多元的活動, 增加家長彼此認識及接納對方。	1. 老師觀察 2. 老師意見 3. 家長意見	本會舉辦包糰班、西餅甜品班及燒烤活動, 不同國籍的家長均一同參與, 增進互相了解。	嚴雁玲	/

(9) 中文科

策略/推行方法	時間	成功準則	評估方法	成效/建議	負責人	資源
<p>1. 舉行有關中國文化活動，例如：中秋節燈會、元宵節猜燈謎、中國文化周等，增加非華語學生接觸及認識中國文化的機會，加強非華語學生與華語學生的溝通。</p> <p>2. 於非華語課程中滲入中國文化的元素，如認識中國不同的節日、成語故事等，加強非華語學生對中國文化的認識。</p> <p>3. 鼓勵非華語學生參加中文朗誦比賽，增加非華語學生與華語學生的交流機會。</p> <p>4. 協助推行華語學生與非華語學生伴讀計劃，安排華語學生協助非華語學生學習中文，增加兩者溝通及互相學習的機會。</p> <p>5. 安排非華語學生及華語學生作分享，增加非華語學生的投入感。</p> <p>6. 於說話課節中，以不同時事/事例激發學生思考，令學生明白和諧的重要。</p>	全年	<p>1. 學生參與活動/比賽態度積極。</p> <p>2. 非華語學生對中國文化興趣提升及認識加深。</p> <p>3. 非華語學生識字量增加。</p> <p>4. 非華語學生能夠並樂於以中文溝通。</p> <p>5. 華語學生及非華語學生溝通增加。</p> <p>6. 早會分享次數和同學反應。</p>	<p>1. 老師觀察</p> <p>2. 同學參與活動時的表現</p> <p>3. 同學互評</p>	<p>1.1 已成功舉辦相關活動，活動亦吸引部分非華語同學參加，如書寫毛筆字和唸詩等。</p> <p>1.2 於校內朗誦比賽，全體非華語同學均有參加比賽，朗誦《三字經》，表現理想，不但增加非華語學生接觸中國文化的機會，亦給予機會華語和非華語學生互相觀摩所學。</p> <p>2.1 於非華語課程中加入了認識中國節日的單元，讓他們認識中秋節、春節、端午節等中國傳統節日。</p> <p>2.2 因課時問題，未能有效地教授成語故事，建議於下年度課程內可加入此部分。</p> <p>2.3 個別班別學習成語的故事及唐詩如《嫦娥》、《靜夜思》。</p> <p>3.1 於校內朗誦比賽，全體非華語學生均有參加。</p> <p>3.2 參與全港中學朗誦比賽同學取得良好成績。惟校外朗誦比賽參與人次不多，建議加強推廣。</p> <p>3.3 非華語同學參加第二屆非華語普通話朗誦比賽取得佳績。(小組朗誦冠軍、個人獨誦亞軍)</p> <p>4 計畫未有執行。建議下年度逐步落實執行。</p> <p>5.1 安排非華語學生錄影，為同學報告新聞。</p> <p>5.2 安排非華語學生擔任中文活動司儀，增加其與華語學生合作及以廣東話溝通的機會。</p> <p>6 已作相關練習。</p>	中文科老師	科組資源

(10) 英文科

Strategies	Duration	Success Criteria	Methods of Evaluation	Teachers-in-charge	Resources
- Organizing various English activities (e.g. English Ambassador Programme, Christmas Party, English Camp)	Whole Year	- Students can interact in English not only during lessons but also outside class time - Students can utilize different resources to enhance their language proficiency through various types of English activities - Students can explore opportunities for experiential learning in the campus to widen their exposure to the authentic use of the language	- Student participation - Feedback through post-activity conferencing or informal communication	- Chow Oi-Lun Helen	Department Budget

Evaluation:

Completed.

Both CMI and EMI students participated in various English activities. Among those activities, they were required to work together through different forms of pairing or grouping. They got to know each other well. Those activities served as a platform for communication for them while English successfully served as the tool of communication. Buddy programme was first introduced to S.1 CMI and EMI students. Students of different nationalities were given an opportunity to know each other and to improve their language skills.

(11) 數學科

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
透過數會學會活動，如數學問答比賽、計算機使用比賽，使各種族的同學一起參與、一起學習。	全年	學生的在數學活動的參與量	1. 問卷調查 2. 觀察學生的參與表現	全年只舉辦計算機比賽，當中各種族(中二、中三)同學能投入活動。	CWS	/

(12) 通識教育科

Strategy	Time	Criteria of Success	Evaluation Methods	P-I-C	Resources	Outcomes
Rearrange the curriculum of S.1 to S.3 to cater for the needs of NCS students. That the students can have a strong knowledge base on humanities to handle the NSS LS.	Whole year	The overall passing rate should over 50%.	<p>a. Teachers should record the learning outcome of students (including all the marks of newspaper cutting, class-based quizzes, standard tests and examinations.) to evaluate the learning and teaching difficulties.</p> <p>b. Teachers should analyze the results and submit the report to HOD.</p>	Ho Ching Man	Grants from EDB	<ul style="list-style-type: none"> ● S.1A's passing rate is under 50%, and S.1B/C is over 50% ● S.2AC's passing rate is over 50%, and S.2B's passing rate is under 50%. ● S.3AC's passing rate is over 50%, and S.3B's passing rate is under 50%. ● NCSs learned better than CSs in junior form. ● S2 and S3 EMI have new curriculum this year. ● CMI classes just update the information for students. ● Not enough form meeting this year because the teachers are very busy. ● Suggestion for improvement: At least one lunch meeting per month to share the teaching and learning in the coming year.

(13) 中國歷史科

策略／推行方法	時間	成功準則	評估方法	成效	負責人	資源
推動華語與非華語學生參加各種有關中史內容之活動，如：參觀中史文物展覽，參加中史人物造型比賽，參加中史故事演出等等。	全年	提高學習中國歷史之興趣，提高華語學生之國民意識，關心中國，留意時事。	各種校內，校外之國情教育活動參與情況。	<p>1 曾三次出席講座活動，與其他學校學生進行交流。</p> <p>2 於校內以歷史英雄人物作文化周主題，同學能透過合作完成的活動認識歷史人物事迹。</p> <p>3 中史科老師協助講解中國古代英雄人物，並選取作品作集誦誦材，並於集會主講歷史人物生平，有助中、外學生了解中國歷史人物及其品格。</p> <p>4 九二約章展覽參觀提供反思機會，讓同學了解兩地三岸的文化融合和差異進程。</p>	崔惠儀	不同博物館及展覽。

(14) 地理科

School Major Concerns	Implementation Plan	Duration	Successful criteria	Evaluation methods	Person in charge	Resources	Evaluation
To maximize academic and physical potential	<ul style="list-style-type: none"> - Train students to answer public exam and its style questions. - Teach students answering skills. Give general and personal comments and individual guidance. - Give more practices to the elite students. - The compulsory tutorial lessons will be given to S.5 and 6. - Short quiz for each chapter. 	Last during the whole teaching year	Compare students' result with previous years, having an improvement of 20%.	<ul style="list-style-type: none"> - List of the marks of HW. - Improvement in marks of quizzes, tests and exams. Evaluate the teaching progress and then revise the teaching plan. - 50% of passing rate at least. 	CKN JP	<ul style="list-style-type: none"> - Public exam past paper - Extra time and human resources after school. 	<ul style="list-style-type: none"> - Partially completed as students have quite weak foundation. - Students found difficulties in writing essays when they failed in interpreting the keywords

(15) 物理科

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
參加校外的科研或科學設計比賽。	按比賽而定	不同種族的同學能共同備戰及合作出賽。	<ol style="list-style-type: none"> 1. 觀察學生的表現 2. 比賽的成績 	修讀物理組的同學曾參與校外紙飛機飛行大賽，並能進入決賽。	本科老師	<ol style="list-style-type: none"> 1. 報名費 2. 研究或設計材料費

(16) 綜合科學

Implantation plan	Duration	Assessment Criteria	Assessment methods	Teachers-in-charge	Resources	Result
<ul style="list-style-type: none"> - Team spirit building - group work in Science days activities and normal practical lessons. - Science learning activities (e.g. visit and public competitions participation) 	2012 - 2013	<ul style="list-style-type: none"> - Overall Performance of students - Attitude during activities - Participation - Cooperation - Leadership 	<ul style="list-style-type: none"> - Teachers/ Students discussion - Practical lessons observation - Research preparation 	CSM/LF	<ul style="list-style-type: none"> - Experimental video - Internet resources 	success

(17) 電腦及資訊科技科

策略/推行方法	時間	成功準則	評估方法	成效	負責人	資源
1. 教導學生愛護電腦室設備，藉此讓學生明白共享校內資源的重要性	全年	全年未有任何學生破壞電腦室設備	統記學生破壞電腦室設備的記罰次數	成功，次數為零次	全體組員	/

(18) 佛學科

策略／推行方法	時間	成功準則	評估方法	成效	負責人	資源
1. 弘揚佛法中的教義，利用故事、生活例子等，傳揚佛學，讓同學達至美好人生為目標。 2. 透過不同活動，從中感染佛教慈悲為本，善待眾生的教義。 3. 照顧不同國籍及宗教背景同學的心理需要，以佛陀教導為本，給同學增添面對生活疑難的信心，並協助他們融入校園生活。	全年	1 同學樂於參加不同的佛學活動。 2 同學認為佛學能給他們提供解決生活問題的方法。	1 問卷 2 觀察	1 同學在學期回餽課業中表示佛學知識有助解決及面對生活困難。 2 同學參與探訪家居長者計劃，探訪大澳區長者宿舍，並發願保持聯繫。此項活動有助促進同學的人際關係及了解眾生的困苦，並培養重視他人感受的心，有助促進校園和諧。 3 不同宗教及文化背景的同學在浴佛節、佛學故事、電影播放等活動中能學習互相包容尊重的態度。 惟部分同學有意逃避參與宗教活動，如浴佛節等，在溝通上仍要多加注意。	崔惠儀	科組資源

(19) 經濟科

Strategy/Method	Time	Criteria for Success	Evaluation Method	Evaluation	Person-in-charge	Resources
1. Set up some reading time for students during lessons to learn about various economic problems in the world 2. Analyze some economic problems which are faced by minority groups in Hong Kong	Whole year	1. Distribute relevant reading materials to students at least once a month 2. Relevant teacher sharing during lessons at least once a month	Students can give positive feedback to the economic problems mentioned in the reading materials or by the teacher	Success. Most students were actively involved in the discussions and they could give positive comments	Chiu Wang Tat	Subject's budget

(20) 企業會計與財務概論科

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	所需資源 / 財政
舉辦義賣活動	上學期	1. 華語及非華語學生一同參與 2. 尊重不同種族學生的文化	統計所籌得的款項 統計參與人數目	售賣物品種類較少，未有引起大部分同學參與。下年度不建議學生義賣任何食品，以免不衛生。	嚴雁玲	活動損益表

(21) 普通話科

策略/推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
不同年級的學生、華語生和非華語生合作廣播和短講分享。 1. 星期一普通話廣播 2. 早會分享	全年	不同背景的學生能互相習，各展所長；非華語生能用普通話表達自己的想法。	學生反應、老師評分	星期一班主任節普通話廣播效果不甚理想，該時段多需處理班務，有些課室較吵，未能達到預期效果。學生能合作主持早會分享，台下同學能接收到分享的內容。	王玲玲	/

(22) 旅遊與款待科

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	所需資源 / 財政
培養學生尊重不同種族的文化及習俗	全年	1. 華語及非華語學生一同參與 2. 融合華語及非華語學生	透過共同參與活動	本科學生前往澳門參觀當地不同文化、習俗及宗教，體會當地社會共融的重要性。	嚴雁玲	參觀不同的遊遊景點

(23) 英國文學科

Implementation Plan	Duration	Success Criteria	Assessment Methods	Resources	Outcome
1. Focus on the potential of good and evil in mankind through major character flaws/weaknesses, group dynamics	Whole year	Discussions of choice and the effects we have on those around us, including our classmates, family members, community, etc. Relating the novel's themes to real life	Reflective analytical writing	Set texts	➤ Characterization on questions focused upon in the S4-S5 syllabus
2. Student leadership roles in English Society, Library Promotion Activities and School Musical	Whole year	Successful planning, running and participation in the various activities Higher borrowing rates of English books from the school library	Participation levels Library data analysis	Eng. Society Library ECA funding	➤ Student participation in English Society and Drama Club heightened interest in Literature throughout the school through book sharing and drama performances ➤ Participation levels recorded in LOE records

(24) 體育科

Strategies/Tasks	Duration	Success Criteria	Assessment methods	Evaluation	Teacher(s) in charge	Resource
<ul style="list-style-type: none">Build up student's team spirit and discipline.	Whole year	<ul style="list-style-type: none">Through School team training and inter-school competition, student can perform positive attitude and team spirit in the lesson.	<ul style="list-style-type: none">AttendanceLesson performance of students	Students participated in school team training, inter-class competition and inter-school competition.	Fan Wing Chun Wong Enoch	/

2.2 關注事項(Major Concern)：堅毅體智，盡展潛能

To maximize academic and physical potential.

(1) Academic Board

Implementation Plan	Duration	Success Criteria	Assessment Methods	T-I-C	Resources	Evaluation
1. All subjects have to include the major concern in the Annual Plan	Whole year	-Academic and physical potential is developed in different subjects.	-Annual Plan and Report	CYW CL KWY TWY	N/A	Completed
2. Enhance students answering techniques 2.1 Pre-mock test on all subjects 2.2 Continuous assessment report 2.3 Tests as a tool to train up the students' answering techniques in examinations	Whole year	-Frequency of tests -Successful implementation of Continuous Assessment Policy -Students apply answering techniques in the examinations	-Formal schedule prepared and followed -Continuous Assessment Result Slips issued once a term -Departmental comparison of first term and second term results, by paper, to be included in the subject annual reports	Academic Board HoDs Subject teachers	N/A	2.1 Given the time constraints, S5-S6 tutorials were given instead of pre-mock exams. 2.2 Term 1 Test Report issued during the first Parents' Night. 2.3 Adjustments made to the tests and examinations based on the first staff development day discussions and reports. Further adjustments made following the mid-year examination reports. Additional quizzes and tests given throughout the year in most subjects. Improvement in test answering techniques reported in many subjects.
3. Acquire strategies to attend public examinations and know the format of the questions through S6 past papers and practice papers	September - February	-Pre-mock Exam schedule for S6 included in the Scheme of Work	-Comparison of Mock Exam and Public Exam results in the Annual Report	AB HODs Subject Teachers	N/A	See 2.1 above. Details included in the annual reports.
4. Provide sufficient reference books and exercises for students	Whole year	-Promote the reference books corner in the library. Purchase new reference books and exercises to support students to prepare for the HKDSE.	-Record of borrowed material	AB HOD Library Committee Librarian	Subject budgets Core \$1000 Non-core \$500	Students informed of past paper reference materials. Reference books updated by library. Borrowing records kept by the library. Individual departments given a budget to update reference materials.

<p>5. Enhance the examination results in language subjects 5.1 Strengthen the training of each individual paper in Chinese and English Language 5.2 Language Enhancement opportunities through special functions, including internal and external speech and drama competitions, writing competitions, English and Chinese Drama Clubs, English and Chinese Society functions.</p>	Whole year	-Marking and correction policies -Participation rate	-Book Inspection and Lesson Observation -Questionnaire	AB HODs ECA Team	Questionnaire	Self peer and student evaluation forms completed during the lesson observation periods. See item 2 examples above. English Society Activities including the Annual Winter Party, the Golden Egg Hunt, the Annual Year-end Celebration and the English Camp. The Annual Chinese Cultural Week, the Classical Chinese Reading Scheme for NCS students, the Inter-house Classical Chinese Poem Recitation Competition and the Mid-autumn Lantern Festival Celebration
<p>6. Taylor-make school curriculum to cater for diversity</p>	Whole year	-Included in the Annual Plan and Scheme of Work	-Annual Report	AB HOD Subject teachers	N/A	Completed by the English, Chinese, Math, LS, IS, CIT, Music and PTH departments
<p>7. Provide facilities and tools to help students to prepare for examinations 7.1 Prepare precise notes for students 7.2 Provide answer keys for students 7.3 Central tutorial timetable and mock test schedule</p>	September - February	-Included in the scheme of work -Schedule provided	-Book Inspection -Book Inspection -Schedule followed	AB HODs Subject Teachers	N/A	7.1 Extra handouts seen throughout subject files during the two book inspections. 7.2 Completed by most subjects as observed in the two book inspections. 7.3 Tutorials only due to time constraints.
<p>8. Promote regular reading habit and enhance writing skills through Chinese and English Reading Scheme (Book Reports) and Reading Periods</p>	Whole year	-Reading Record and Book Report Scheme	-Collection of Reading Record and Book Reports (Book Reports included in the Continuous Assessment Record)	Chinese and English Departments Class teachers Ing-Club Library	Reading Session Files Class Library Files Zip bags	Weekly Chinese and English reading sessions. Reading records regularly updated and checked. Reading and Book Report Award Schemes in both terms. Library Sessions in the English Department. Library lunch-sharing sessions.

(2) 訓育組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
訓導組 1. 多巡視學生的上課學習及早操情況	全年	1. 70%的學生上課秩序有進步	1. 上課違規的記錄	1. 效果較上年度理想 2. 學生較前更投入早操活動	潘國健 吳翠瑤	/

(3) 課外活動組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
1. 配合新高中學制之「其他學習經歷」要求，以多元化之活動發展全人教育，尤其是體、藝、智之培育	全年	1. 超過 70%學生的「其他學習經歷」活動時數達標 2. 「自選學會、興趣小組及服務隊伍」之出席率超過 70%	1. 記錄及統計學生參與活動的時數 2. 記錄及統計學生參與活動的出席情況	1. 透過「其他學習經歷」的紀錄中，大部份學生有參與各項多多活動。 2. 各項課外活動小組活動未能成功推行，集會次數未達要求，建議下年度減少舉辦推行不善的組別及集中校隊的訓練。	吳翠瑤	
2. 加強制服隊伍的發展，繼續發展交通安全隊及童軍，並成立女童軍	全年	集會及訓練不少 15 次	統計集會及訓練時間、學生出席情況及記錄學生表現	1. 交通安全隊的表現優越，更加設男女子交安隊。 2. 女童軍亦有正式成立，而童軍亦有推行校內/外的活動。	吳翠瑤	校外撥款及資源

(4) 資訊科技教育組

策略/推行方法	時間	成功準則	評估方法	負責人	資源	結果
1. 鼓勵學生使用 e-class 的分數核對系統	全年	50%學生使用分數核對系統	/	林峰	/	失敗，未有學生使用分數核對系統，因對卷以致製作分紙之間時間極短

(5) 升學就業輔導組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
生涯規劃活動	全年	1. 學生的參與量達 70%或以上 2. 學生的行為表現	1. 問卷調查	沒有進行問卷調查，各級活動成效已寫在周年報告內；大部份學生積極參與各項活動如講座、模擬放榜日、參觀等	崔笑瀛	由學校預算提供

(6) 德育及公民教育組

Strategy	Time	Criteria of Success	Evaluation Methods	Evaluation	P-I-C	Resources
1 Board display and quiz for national civic education 2 Form the habit of critical thinking and willing to give opinion in a right way. 2.1 Fat Ho Forum 2.2 Debating activities	Whole year	1 More than half students can answer 70% questions correctly in the quiz. 2 More than half of the students have show opinion in the Forum or related activity.	1 Quiz performance 2 Students performance.	2.1 The competition was cancelled as post examination activities time slot was full. 2.2 A morning sharing session from Pakistan and Hong Kong local students in the Civic Day 2013 was held. 2.3 Students had joined the Basic Law Debating Competition. It aroused the concern on Basic Law.	Tsui Wai Yee	EDB

(7) 中文科

策略/推行方法	時間	成功準則	評估方法	成效/建議	負責人	資源
<p>1. 與學生共同釐定清晰學習目標。教師透過共同備課設計課堂，從講授、討論、考察、反思等方法，建構學生知識，養成學習習慣。</p> <p>2. 優化寫作計劃，提升成績。</p> <p>初中： A 提升同學對實用文／應用於日常生活文類的寫作能力。 B 準備新高中選修單元——新聞寫作，就專訪寫作／專題介紹作訓練重點方向。</p> <p>高中：A 應試練習（中六） 分組分析寫作弱點，每周兩節針對說話及實用文寫作／綜合寫作進行輔導。加強同學自評意識，同學間多作互評，欣賞同學課業，給予改善意見。</p> <p>3. 拔尖保底</p> <p>A 設立中六補課班，於下午補課時段進行。</p> <p>B 提供強化寫作課程予寫作表現較突出的同學參加。</p> <p>C 中六級分三組，並就卷五加強訓練。</p> <p>D 初中學習中文計劃：針對未諳中文的非華語學生的需要，安排老師加以適當輔導。增加課後補課，協助同學適應。安排能力稍遜的學生，放學後留校給予功課指導。</p> <p>4. 公開試增潤課程。</p> <p>A 針對合格邊緣而有心提升學習成績的學生，加以輔導，提升合格率及教學效能。</p> <p>B 針對公開試形式，操練答題技巧。</p> <p>C 非華語班加強 GCSE 應試訓練。</p> <p>5. 模擬應試測驗。</p>	全年	<p>1. 學生校內試及公開試表現進步。</p> <p>2. 學生學習態度積極。</p>	<p>1. 考試</p> <p>2. 課業</p>	<p>1. 成績參考科組周年報告(五)及期末試報告。</p> <p>2. 語文能力稍遜學生參加由港大支援的 SSP 計畫，於課後進行中文學習。</p>	中文科老師	科組資源

(8) 英文科

Strategies	Duration	Success Criteria	Methods of Evaluation	Teachers-in-charge	Resources
The English Department tries to enhance our students' academic performance by adopting the following measures: <ul style="list-style-type: none">- Streaming Policy (Ability Grouping)- Collaborative Teaching (Oral classes)- Integrating language arts in the junior form curriculum- After-school Tutorials (S5 & S6)- Lunch-time Oral Practice (S5 & S6)	Whole Year	<ul style="list-style-type: none">- Students can make self-improvements in their language skills gradually- Students can acquire effective language skills and develop motivation for greater confidence in the use of language- Students can utilize different opportunities and resources to enhance their language exposure to the authentic use of the language- Students can prepare themselves well for the public exams	<ul style="list-style-type: none">- Continuous assessment on class performance and experiential learning- Analysis of test and exam results- Achievements and awards	<ul style="list-style-type: none">- Chow Oi-Lun- Helen	Department Budget

Evaluation:

Partially completed.

Students were split into different English groups in accordance with their English abilities. For the strong groups, it was easier for the teachers to stretch the more capable students' potentials. At the same time, for the weaker groups, the strategy helped the teachers focus on the students' weaknesses and cater for their learning needs. Both teachers and students were benefit.

However, due to the limitation of unparallel lessons in some forms, some CMI and EMI students could not be allocated to the English classes where most fit in with their English abilities.

Moreover, with the assistance of remedial and oral classes, the subject teacher was able to conduct proper activities with the help of the co-teaching teacher. For example, small-class teaching.

To further prepare our students for the public examination, the NSS curriculum has been integrated into the junior form curriculum as well. For example, the format of Reading Paper. Also, the electives – Drama, Popular Culture and Workplace Communication have been introduced to the Junior Form students through school-based learning portfolios.

(9) 數學科

策略／推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
1. 透過各種形式(如課後溫習、補課、個別輔導、模擬測驗)的學習支援強化學生數學學習能力，發展他們的數學潛能。	全年	學生的成績(校內/外)較上學年進步。(合格率較上學年提升)	以學生的校內/公開考試成績	部分同學的功課表現有進步，考試成績亦較前進步，仍有部分同學未能跟上進度，這需要下學年對同學採取相類的安排。以高他們的鬥志。	數學組	/
2. 審閱數學家課時找出學生個別錯處，並對學生作個別分析及指導，以培訓學生對數學學習的堅持性。	全年	學生的在測驗/考試中能把相同錯誤減少出現。	以學生的測驗/考試成績		數學組	

(10) 通識教育科

Strategy	Time	Criteria of Success	Evaluation Methods	P-I-C	Resources	
Set up suitable learning and teaching mode (a) Subject teachers prepare lessons together (b) Subject teachers exchange experience and do more lesson observation (c) Subjects teachers take more LS courses or seminars	Whole year	The overall passing rate should over 50%.	(a) Record the frequency of common preparation of lesson (b) At least once lesson observation a term (c) At least taking two courses or seminars per term	Ho Ching Man	EDB	<ul style="list-style-type: none"> There were no common preparation lessons in the whole year because HOD did not make any formal schedules. Teachers only have informal discussion for different topics. HOD did the lesson observation once a term for each subject teacher. Only few or L.S. teachers take two courses or seminars per term. It's because most junior form LS teachers are not teaching LS as their major subject. S.1A's passing rate is under 50%, and S.1BC is over 50% S.2AC's passing rate is over 50%, and S.2B's passing rate is under 50%. S.3AC's passing rate is over 50%, and S.3B's passing rate is under 50%. S.4's passing rate is over 50%. S.5A's passing rate is under 50%, S.5BC's passing rate is over 50%.
Tutorial class after school (S5-S6)	Oct--Feb (S6) Oct—May(S5)	The overall passing rate should over 50%.	Public exam result	Ho Ching Man	Practice paper	<ul style="list-style-type: none"> Only few of students chose LS as their major subject in tutorial class. (S5:5, S6:8) S.6's public examination passing rate: S.6A: 31.8% S.6B:71.8% S.6C:33.3%

(11) 中國歷史科

策略／推行方法	時間	成功準則	評估方法	成效	負責人	資源
1 午間廣播——中華五分鐘 2 就不同程度學生，製定考測題目，務求人人有分可取，目標可達。	全年	1 同學對中國時局有關之歷史及議題感興趣。 2 同學成績較上學年佳。	1 同學反應。 2 同學成績。	1 同學成績平均高於上年度 10 分以上，目標能達到。 2 公開試成績與去年相若。 3 本年度中三級中史科成績大升，於 2013-2014 年度修讀中史的人數由 2 人增至 14 人。 4 參加歷史留聲——大澳口述歷史計劃，同學完成作品，在過程中對地方史地有認識。	1 周鴻偉 2 所有中史科老師	教科書及圖書館

(12) 地理科

School Major Concerns	Implementation Plan	Duration	Successful criteria	Evaluation methods	Person in charge	Resources	Evaluation
To set our moral compass to integrity	- Value education: through different geographic issue, to guide student think on their individual role on and how to contribute to society, environment and the role. - Sense of belonging: Showing concern to the peoples in needs in the other part of the world.	Last during the whole teaching year	Students are more aware about current issues, especially the environmental and geographical related issue	-Continuous assessment throughout the year, by test, daily activities and related events participation. - By organizing or joining the international issues activity, e.g., Oxfarm trail walker to show concern to poverty.	CKN JP	NA	- Completed as they have successfully acquired the values and attitudes after learning the topics with some moral elements

(13) 物理科

策略／推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
透過各種形式(如課後溫習、補課、個別輔導、溫習性小測、模擬測驗)的學習支援強化學生的學習能力，發展他們的物理潛能。	全年	學生的成績(校內/外)較上學年進步。(如合格率或平均分數較上學年提升)	以學生的校內/公開考試成績	1.校內考試成績未有顯著進步； 2.公開考試成績達預期效果	本科所有老師	1.公開試試題 2.補充練習

(14) 化學科

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
定期進行補課，加強考試答題技巧 (S6)	全年	學生能應用老師教導的答題技巧	1. 校內小測、統測、考試 2. 公開試	公開試有 50% 合格率	崔笑瀛	1. 舊會考試題 2. 複習教材及課後資料

(15) 生物科

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
定期進行補課，加強考試答題技巧	全年	學生能應用老師教導的答題技巧	1. 校內小測、統測、考試 2. 公開試	6B: 合格率達 77%	崔笑瀛	1. 舊會考試題 2. 複習教材及課後資料

(16) 綜合科學

Implantation plan	Duration	Assessment Criteria	Assessment methods	Teachers-in-charge	Resources	Result
1. School based learning materials to adapt our students learning needs. 2. More practical-based learning mode to raise their learning interest towards to subject.	2012 - 2013	- School result (with higher passing rate) - Laboratory reports - Able to process simple practical task in group	- Tests and Exams based - Practical work based	CSM/LF	- Textbook - Online learning and teaching materials - Internet	- success

(17) 電腦及資訊科技科

策略/推行方法	時間	成功準則	評估方法	負責人	資源	成效
1. 以實習方式為主教授軟件	全年	學生能了解並使用所教授的軟件	堂課、測考	全體組員	/	成功
2. 中一二使用校本工作紙	全年	學生能使用工作紙作溫習之用	查簿	全體組員	/	

(18) 佛學科

策略／推行方法	時間	成功準則	評估方法	成效	負責人	資源
<p>1 佛青團舉辦活動，帶領同學到寶蓮禪寺參與法會及義工活動。</p> <p>2 教授學生透過靜坐或行禪，獲至更平靜的心靈，維持良好的心理質素。</p>	全年	學生能參與最少一至二次佛教活動	活動紀錄	<p>1 同學出席寶蓮禪寺義工活動，並參與禪七法會，實踐禪修，從實踐中學習佛法。</p> <p>2 由於與其他活動相撞，本年度未能舉辦禪修班。惟舉辦兩次以禪修及認識佛教的教師發展日活動，第一次活動邀得衍空法師主講佛化教育的情況，第二次教師發展日全體教職員前往澳門菩提淨院，得健釗法師開示，有助教師掌握佛化教育之義，便利於不同層面上推行佛化教育。</p> <p>3 佛青團組成義工小組，參與過兩次長者活動，分別為： A 菩薩行長者宿舍探訪 B 聯校義工活動 在服務中同學自信加強，提升人際關係技巧。</p>	崔惠儀	科組資源

(19) 經濟科

Strategy/Method	Time	Criteria for Success	Evaluation Method	Evaluation	Person-in-charge	Resources
1. S. 5 and S. 6 students are required to attend supplementary lessons after school/during holidays 2. Encourage students to participate in charity sales	Whole year	1. At least 50% of the students can pass in the HKDSE 2. 70% of the students are actively involved in charity sales	Observe the public exam results and the students' participation rate in charity sales	1. Successful. The passing rate of this year's HKDSE was 57% 2. The students also enjoyed their experience in the charity sale	Chiu Wang Tat	Subject's budget

(20) 企業會計與財務概論科

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	所需資源 / 財政
實施每周測驗期間: 測驗內容針對考試答題方法	全年	1. 功課多樣化 2. 公開考試及格 3. 操練高考試題	考試及測驗	針對個別課題加強操練, 在本科公開考試成績(75%)較預期理想。	嚴雁玲	報章及互聯網

(21) 普通話科

策略/推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
早透過校內外的活動, 提升學生聽、說能力。 1. 課堂上的對話練習 2. 早會分享、中秋節詩歌朗讀、中文周普通話活動 3. 校際朗誦節	全年	口語成績合格率(50%合格) 參與人數 朗誦得分	全部班別口語合格率皆達50% 參與人數達三成 80分或以上	華語學生口試有約80%合格, 非華語學生約70%合格, 達目標。 中秋節活動場面熱鬧, 不少學生嘗試朗讀詩歌, 效果不俗。中文周中二級進行社際講故事比賽, 學生表現投入。 三位學生出賽, 但皆未及80分, 未達目標。	王玲玲	/

(22) 旅遊與款待科

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	所需資源 / 財政
就不同課節實施測驗 測驗內容針對考試答題方法	全年	1. 功課多樣化 2. 公開考試及格 3. 操練高考試	課堂討論、 時事匯報、 測驗成績	本科的功課種類包括練習、工作紙、專題報告等。另外，本科用了一個月時間來操練試題，唯合格率仍然偏低。來年將重點溫習個別課題，期望會提升本科合格率。	嚴雁玲	1. 報章及互聯網

(23) 英國文學科

Implementation Plan	Duration	Success Criteria	Assessment Methods	Resources	Outcome
1. Enhance students answering techniques through regular writing assignments and continuous assessment	Whole year	Frequency of assignments Successful implementation of Continuous Assessment Policy	Self, peer and teacher evaluation Continuous assessment results used to improve writing	Textbooks Writing books	<ul style="list-style-type: none"> ➤ S4-S5 Continuous Assessment successfully implemented ➤ Peer and self-evaluation introduced
2. Provide sufficient reference books and exercises for students	Whole year	Use reference books as required reading. Purchase new reference books to support students to prepare for the HKDSE.	Record of borrowed material	Subject budget	<ul style="list-style-type: none"> ➤ Reference books purchased using the given budget ➤ No record of borrowing kept by Literature Department – informal borrowing only
3. Taylor-made school curriculum to cater for diversity	Whole year	Included in the Annual Plan and Scheme of Work	Annual Report	Copying and printing quota	<ul style="list-style-type: none"> ➤ Curriculum development meetings held to introduce an S1-S3 curriculum ➤ Extra manpower hired to implement in the 2013-2014 school year ➤ S4-S5 handouts created
4. Promote regular reading habit and enhance writing skills	Whole year	Reading Record and Book Report Scheme (Cooperate with the English Department)	Collection of Reading Record and Book Reports	Literature Library Public library	<ul style="list-style-type: none"> ➤ Records kept by the English Department ➤ Two Reading Scheme Award Ceremonies held
5. Attend CUHK Shakespeare Festival	May	Attendance and feedback	Informal feedback	Travel subsidy	<ul style="list-style-type: none"> ➤ No invitation received
6. Perform leadership roles in the English Society, Library Club and School Musical thus enhancing the SLP through OLE involvement	Whole year	Participation in leadership and non-leadership roles	OLE report	ECA record	<ul style="list-style-type: none"> ➤ Student leadership roles in English Society and Drama Club recorded in OLE record
7. Subject Booth for S.3 students: Students are encouraged and guided from the early stages to explore the post-secondary options available to them and share this information with potential students	April-May	Students organize and run the NSS Subject Promotion Booth to help	OLE report	OLE record	<ul style="list-style-type: none"> ➤ Event successfully held by S5 students ➤ OLE record
8. Monitor learning and teaching through continuous feedback	Whole year	Reassess the Annual Plan according to the learning needs	Learner feedback	Informal feedback through class discussions	<ul style="list-style-type: none"> ➤ Curriculum adjustment made based on feedback ➤ S1-S3 curriculum to be developed based on positive feedback from lower-form students

(24) 體育科

Strategies/Tasks	Duration	Success Criteria	Assessment methods	Evaluation	Teacher(s) in charge	Resource
<ul style="list-style-type: none">● Improve student's health fitness.	Whole year	<ul style="list-style-type: none">● Students can finish at least 1500m running test in each term.	<ul style="list-style-type: none">● 2 fitness tests in each academic year.● Measure student's BMI	Completed. 90% of students passed the fitness tests. All students got their BMI result.	Fan Wing Chun Wong Enoch	/
<ul style="list-style-type: none">● Provide variety sports activities for student to build up the health life style.	Whole year	<ul style="list-style-type: none">● Students have to join at least one sports activity.	<ul style="list-style-type: none">● Attendance	Completed. All students join at least one sports activity, such as, sports day, cross country race and running competition.	Fan Wing Chun Wong Enoch	/

2.3 關注事項(Major Concern)：以誠立德，導向人生

To set our moral compass to integrity.

(1) Academic Board

Implementation Plan	Duration	Success Criteria	Assessment Methods	T-I-C	Resources	
1. All subjects required to include the major concern in the Annual Plan	Whole year	-Integrity is highlighted in different subjects.	-Annual plan and report	CYW CL KWY TWY	N/A	Completed
2. Systematic gathering of academic material to monitor and enhance the learning and teaching process.	Whole year	-Teachers meet AB IT deadlines and follow department guidelines	-Continuous random inspection	CYW CL KWY TWY	IT Folder System	All materials collected. Detailed sharing sessions held with individual teachers following each book inspection and lesson observation period.
3. Focus on integrity through the Homework Collection Period and Detention/ Homework Support Class	Whole year	-Learning reflection	-Questionnaire	AB	Questionnaire	Detailed homework record book kept. HW record included in the report card. Students built up a sense of responsibility and ownership of their work as well as a sense of pride in their work.

(2) 訓育組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
A. 訓導組 1. 以獎懲制度來讓學生了解自己 的行為及價值觀的情況。 2. 功過相抵自新計劃	全年 全年	1. 若學生的違規行為有穩定及下降 方向則表示學生有較正面的價值 觀。 1. 以學生完成計畫的人次(期望達成功 申請人次的 70%)	1. 每學期以每級學生的獎懲記 錄作評估 2. 觀察學生的上課表現 3. 老師意見 1. 以統計數字及記錄作評估	1.效果較前理想。學生的 違規行為多集中於缺 課、違規進食及擅用手 電。 2.效果較前理想。成功者 主要為非華語同學。	潘國建	校內/外組織
B. 風紀組 1. 風紀隊 2. 領袖訓練		1. 學生能完成各項計 劃/訓練 2. 學生能協助老師完 成任務	1. 各協辦機構的 評估書 2. 觀察學生行為 表現	1. 風紀同學協助老師維 持學校秩序 2.風紀同學能組織及舉 辦師生同樂日 3. 各參與領袖訓練同學 都能完成學校或其他機 構給予的任務，而且得 到正面的評價	吳翠瑤	校內/外組織

(3) 輔導組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
校園驗毒計劃	三月 四月 五月	1.學生的參與量達 70%或以上 2.學生的行為表現	觀察學生的表現	1. 有 66 位自願參加驗 毒計劃。 2. 大部份同學積極極 參與禁毒基金計劃內的 所有活動。	崔笑瀛	校外 組織
性教育的預防工作	全年	學生的行為表現	觀察學生的表現	學生在講座及工作坊表 現投入。	崔笑瀛	校外 組織

(4) 總務組

策略 / 推行方法	時間	成功準則	評估方法	成效	負責人	所需資源
加強品德教育	全年	學生在校內的行為	觀察	1. 綠化校園小組舉辦的 耕種及物品回收 義賣日能加強學生的 環保意識，培養 他們的公德心。 2. 透過早會講話及舉 辦一些全校活動， 捐血日、服飾日 等，提升學生的個 人品德，尊重自己 及其他種族的同 學，他們能夠做到 互相欣賞。	嚴雁玲	物品回收 義賣日的 參與人數 及口頭訪 問

(5) 課外活動組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
1. 透過舉辦及參加校內外比賽培養學生遵守規則及尊重對手的態度	全年	舉辦或參加不少於 5 次校內外比賽	統計學生出席情況及記錄學生表現	能舉辦超過 5 次的大型校內/外活動，如越野賽、陸運會、音樂比賽、教科文活動、大澳區的大型義工服務、寶蓮寺的長者活動、扶輪會的音樂活動等，各項活動均超過 70%學生參與。	吳翠瑤	
2. 透過與區內外紀錄部隊的交流學習忠誠及當一位奉公守法的良好公民	全年	舉辦不少 3 次與區內外紀錄部隊的交流活動，如參觀、探訪，或球類友誼賽	統計活動次數及記錄學生表現	曾舉辦全校的紀律部隊交流活動，如參觀 PTU 畢業禮，輔警畢業禮，赤航步操比賽等。	吳翠瑤	聯絡區內外紀錄部隊
3. 物色品德良好的學生代表，擔任親善大使，招待嘉賓及介紹學校，並作為校內學生的楷模	全年	超過 90%出席嘉賓及老師滿意學生的表現	記錄及統計學生參與活動的出席情況	邀請多位品德良好的同學作親善大使，於校內/外各大型活動擔任大使，招待嘉賓或作導遊。各嘉賓均表示非常滿意。	吳翠瑤	

(6) 資訊科技教育組

策略／推行方法	時間	成功準則	評估方法	結果	負責人	資源
1. 利用防火牆防止學生於校內瀏覽內容不良的網站	全年	全年未有任何學生利用校內電腦瀏覽內容不良的網站	統計學生因瀏覽內容不良網站的記罰次數	成功，瀏覽內容不良網站的記罰次數為零	全體組員	

(7) 升學就業輔導組

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
個別出路輔導	全年	學生的行為表現	觀察學生的表現	1. 盡量解決學生在選科上的困難。 2. 學生向社工做性向測試。	崔笑瀛	校內組織

(8) 德育及公民教育組

Strategy	Time	Criteria of Success	Evaluation Methods	Evaluation	P-I-C	Resources
1 Recommend students to join the Civic Ambassador scheme. 2 Sharing in the assembly.	Whole year	Students finish the program and promote related concepts in school.	Fulfill the criteria of the scheme.	1 2 students were nominated and 1 could join the scheme and fulfilled all criteria. 2 Sharing session was substituted by a theatre from ICAC.	Tsui Wai Yee Ho Ching Man	EDB

(9) 中文科

策略/推行方法	時間	成功準則	評估方法	成效/建議	負責人	資源
1.在課程內加入品德情意教育、儒家思想等有關道德人倫主題的篇章。 2.在中文早讀節定期安排同學閱讀有關中國傳統文化的書籍，並佈置工作紙課業。 3.於中文學會壁報作有關儒家文化的展覽介紹。 4.設立文化走廊，於校園張貼經典名句，宣揚正面信息。 5.播放相關主題的短片給非華語同學觀賞，並完成工作紙。	全年	1. 學生能理解篇章/短片內容。 2. 學生參與活動/比賽表現進步。 3. 同學認真閱讀，完成工作紙。	1. 老師觀察 2. 工作紙 3. 同學參與活動的次數和表現。	1 及 2 初中於課程內閱讀有關儒學的文章，並完成工作紙。高中亦於課程內(包括選修單元)學習儒家的思想內涵，並完成課業。 3 及 4 於中文壁報及校園走廊張貼經典名言名句，並要求學生學習及列為測考範圍，學生表現理想。 5. 非華語學生以背誦《三字經》為重點，已於中文周及朗誦比賽表演。	中文科老師	1. 科組資源 2. 致知達德教材光碟 3. 香港中學儒家德育與公民教育課程

(10) 數學科

策略/推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
於數學展板介紹各數學的歷史人物及數學知識，讓學生學習前人對求事的認真堅持及堅持的態度。	全年	學生的在數學活動的參與量。	問卷調查	本年度未有推行是項活動。	NCH	網上資源

(11) 中國歷史科

策略/推行方法	時間	成功準則	評估方法	成效	負責人	資源
1 可與B關注事項合併進行。 2 口述歷史計劃	全年	同學作品能表現欣賞先賢或有關人物。	1 同學反應 2 作品水平	同學對大澳區的歸屬感增加，同學在訪問期間了解上一代的辛勞，反思現時生活，學懂感恩及欣賞肯承擔的上一代拼搏精神。	崔惠儀 (與中文科合辦)	同上

(12) 物理科

策略/推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
1. 在課堂中與同學分享確實的研究結果對科研的重要性。	全年	同學表現得好奇及留心	觀察學生即時的表現及反應	1. 從事例中學生大都能表達對學者的尊重。	本科所有老師	網上資源
2. 在課堂中與同學分享社會上些學者或著名人物因誠信問題而身敗名裂的事例。	全年	同學表現得好奇及留心	觀察學生即時的表現及反應	2. 同時學生能確切分辨是非	本科所有老師	網上資源及新聞

(13) 英文科

Strategies	Duration	Success Criteria	Methods of Evaluation	Teachers-in-charge	Resources
<ul style="list-style-type: none"> - Implementing Lunch Chatting Programme - Encouraging students to finish work on their own (In-class assignments) 	Whole Year	<ul style="list-style-type: none"> - Students are able to learn the importance of certain moral values through various informal chatting sessions with different English teachers - Students are able to accomplish the tasks given with their own abilities 	<ul style="list-style-type: none"> - Student participation - Feedback through informal communication - Continuous assessment on students' works 	<ul style="list-style-type: none"> - Chow Oi-Lun - Helen 	Department Budget

Evaluation:

Partially completed.

In order to encourage our students to finish their work on their own, teachers provided in-class assignments, such as Writing, for our students so that they were able to seek help and finish their work under the teacher's supervision.

Guidelines and pre-writing practice were always given to students as well, in order to help them complete their works alone.

However, the lunch chatting programme was not done properly. Teachers and students are still lack of an official platform for communication.

(14) 通識教育科

Strategy	Time	Criteria of Success	Evaluation Methods	P-I-C	Resources	
Students have more concerns on current issues: Teachers share the hot issues with the students once a week, students. Students do news comment once a month.	Whole year	Junior form: 50% of students can get at least three pass (5marks) in news comment	Record and observe students' performance and attitude	All LS teachers		<ul style="list-style-type: none"> ● Some classes in junior form had less than three news comment in each term. HOD did not have enough checking. ● According to teachers reports, over 50% students got at least three grade B in news comment in most class. ● S.4 to S.6 students always showed their positive values in class and their work.

(15) 地理科

School Major Concerns	Implementation Plan	Duration	Successful criteria	Evaluation methods	Person in charge	Resources	Evaluation
To create a harmonious learning environment	<ul style="list-style-type: none"> - Local and NCS students will have the field trips together. - Redecorate part of the geography room that encourage all students and teachers to use the geographer room. Grasp the chance to promote geography to the junior form. 	Last during the whole teaching year	<ul style="list-style-type: none"> - Achieve a smooth field trip. - Higher using rate and its popularity of Geography room. 	<ul style="list-style-type: none"> - To finish a successfully group project. - More students to take Geography in next year. 	CKN	NA	<ul style="list-style-type: none"> - Partially completed - Student were weak in acquiring studying skills in enhancing their academic performance

(16) 化學科

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
建立對自己人生負責任，肯承擔的態度	全年	學生在過程中學會人生道理	1. 觀察學生表現	大部份同學於課堂提問有關環保等問題，積極發問，態度正面	崔笑瀛	課本

(17) 生物科

策略／推行方法	時間	成功準則	評估方法	成效與檢討	負責人	資源
建立對自己人生負責任，肯承擔的態度	全年	學生在過程中學會人生道理	1. 觀察學生表現	大部份同學於課堂提問如何保育等問題，積極發問，態度正面。	崔笑瀛	課本

(18) 綜合科學

Implantation plan	Duration	Assessment Criteria	Assessment methods	Teachers-in-charge	Resources	Result
Stories sharing during lessons (NGOs, Scientists, Newspaper sharing)	2012-2013	Positive response from students during discussion	Teachers/ students interactions	CSM/LF	Internet Resources	success

(19) 電腦及資訊科技科

策略/推行方法	時間	成功準則	評估方法	負責人	資源	結果
1. 各級都教授關於網上道德的課題	全年	學生能有正面的態度對待網上資源	於測考時提供發揮性題目讓學生反思有關內容	林峰	/	成功

(20) 佛學科

策略／推行方法	時間	成功準則	評估方法	成效	負責人	資源
1. 弘揚佛法中的教義，利用故事、生活例子等，傳揚佛學，讓同學達至美好人生為目標。 2 佛青團舉辦不同活動，弘揚及實行佛陀的教誨。 3 推薦品德良好的學生參與香港佛教聯合會之弘法使者計劃及寶林獎學金之遴選。	全年	1 同學樂於參加不同的佛學活動。 2 同學認為佛學能給他們提供解決生活問題的方法。 3 推薦學生能獲選	1 計劃結果。 2 學期間卷	1 同學在工作紙上完成多項反思，對自己的言行有一定的反省，有利自我提升。 2 佛陀的教化可給同學作學習榜樣。 3 表現良好的同學被推薦參加寶林禪寺獎學金，共兩位同學獲獎。不足之處乃其中一名同學表現不理想，另一名同學則因學業成績未逮故難以抽身參與活動，以至未能完成。	崔惠儀	本科資源

(21) 經濟科

Strategy/Method	Time	Criteria for Success	Evaluation Method	Evaluation	Person-in-charge	Resources
1. Include normative questions in tests/exams 2. Students are required to show value judgment in their projects 3. Teachers are required to make comments on the impact of different economic policies	Whole year	Students can reflect on the normative questions and show their understanding on some economic policies	Observe the performance of students in the normative questions in their homework and exams	1. Successful. A number of students could give clear and reasonable explanation to justify their answers in the normative questions 2. The subject teacher did analysis on various current issues with the students throughout the year	Chiu Wang Tat	Subject's budget

(22) 企業會計與財務概論科

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	所需資源 / 財政
加強本科品德教育	全年	1. 增加同學對營商環境的認識； 2. 提高同學的商業道德、留意時事；有正確的價值觀。	課堂討論、時事匯報	每星期在課堂上討論最新的時事新聞；在考試題目上增添時事題作考核。	嚴雁玲	1. 報章及互聯網

(23) 普通話科

策略/推行方法	時間	成功準則	評估方法	成效及檢討	負責人	資源
4. 透過課堂內外的日常對話練習，於無形中向學生傳遞誠與信的重要性。	全年	學生表現有誠信，有負責感	以平日與學生相處交談，學生的言行表現。	參與普通話活動的學生，很有負責感，用心練習；也有學生盡力協助老師推行普通話活動。	王玲玲	/

(24) 旅遊與款待科

策略 / 推行方法	時間	成功準則	評估方法	成效及檢討	負責人	所需資源 / 財政
加強品德教育	全年	2. 增加同學對服務業的認識； 3. 明白不同國家的風俗，有正確的價值觀。	課堂討論、時事匯報	教導非華語學生一些中國文化及習俗，例如到寺廟內參觀，加強他們認識中國歷史及禮儀。	嚴雁玲	1. 報章及互聯網

(25) 英國文學科

Implementation Plan	Duration	Success Criteria	Assessment Methods	Resources	Outcome
1. Focus on integrity through a study of plot, characterization, theme and symbolism	Whole year	Integrity is highlighted and explored. Discussions of integrity and personal choices we make in our daily life. Relating the novel's themes to real life.	Reflective, analytical writing	Set texts	➤ Related writing throughout the S4-S5 curriculum
2. Focus on integrity through unseen poetry	Whole year	Poetry sharing	Reflective and analytical writing	Poetry resources	➤ Poetry focus in S4 curriculum ➤ Related writing throughout the S4 curriculum
3. Strengthen character through active participation in school leadership roles	Whole year	Behaviour	Conduct mark	DT records	➤ Conducts marks kept by the Discipline Team ➤ Conduct mark of Literature students above average in the school

(26) 體育科

Strategies/Tasks	Duration	Success Criteria	Assessment methods	Evaluation	Teacher(s) in charge	Resource
Establish positive sportsmanship attitude.	Whole year	Through participating in sports team training, inter school or inter class competition and sports courses, student can perform good sportsmanship attitude.	Attendance Lesson performance of students	All students showed the positive sportsmanship and enjoyment in inter school or inter class competition.	Fan Wing Chun Wong Enoch	LCSD Sports Leadership Course

(五). 組別及學科報告

5.1 教務組工作報告 Academic Board Annual Report

Objective 1: Enhancing academic results by strengthening learning and teaching effectiveness

Tasks	Plan	Duration	Teacher(s) in Charge	Methods of evaluation	Annual Report (16/8/2013)
1. Providing more guidance for effective planning and delivery of lessons	1.1 Clear schedule of all major AB deadlines to be provided at the beginning of the school year. Provide a calendar. Continued from last year. 1.2 E-class Notification System to be improved by having three AB members send notices, collect and check all relevant documents. 1.3 Clear guidelines to be provided to HoDs for setting up student subject files. 1.4 Quality assurance through more systematic collection and monitoring of learning and teaching materials. Continued from last year. 1.5 Mentoring Scheme to be improved by having regular meetings with new teachers, immediate intervention when required, regular contact with YFL. 1.6 NSS Teacher Handbooks to be updated	Whole year	CL KWY TWY	1.1 Observation of efficiency level 1.2 Official record 1.3 Book Inspection 1.4 Regular monitoring and Official record 1.5 Meetings 1.6 Feedback from 2012-2013 new teachers	1.1 Term 1: Successful Term 2: Lesson Observation delayed due to RSP competition practices. (Teachers said they could not keep up with the syllabus or teach proper lessons because too many RSP students were missing.) Term 2: Peer Observation combined with the Official Observation – successful – will continue next year. 1.2 Checklists created by CYW were helpful in collecting all required documents. Most HoDs were able to follow all deadlines. Two teacher assistants were not involved, as planned. CKN was moved from the AB to the ECA group. As a new teacher, DL was unable to assist. Next year, the job will be given to experienced teachers only. 1.3 Significant improvement shown in organization of learning materials through both book inspections. Samples of the best books to be shared in the First Staff Development Day of 2013-14 1.4 Significant improvement in organization across subjects. Almost all subjects had a subject file (except Math, PE and VA). 1.5 Summer 2012: AB new teacher orientation day conducted by CL. Term 1: <ul style="list-style-type: none"> - AB held a new HoD meeting to explain AB school policies. - Lunchtime sharing session with new teachers organized by the AB.

					Throughout the year: YFL met with new teachers periodically, both individually and in larger groups. 1.6 Successful – soft copies only.
2. Measures to strengthen learning behavior	<p>2.1 Clear Promotion Criteria provided to students from the beginning of the school year.</p> <p>2.2 Student subject filing system to be further improved based on last year’s inspections and feedback</p> <p>2.3 SLP procedure – individual report/ RECORD + ESSAY needed for JUPAS</p> <p>2.4 Zipped bag reading scheme (junior forms only)</p> <p>2.5 S6 Pre-mock Examinations - Extra lessons to be scheduled by AB as requested by HoDs.</p> <p>2.6 NSS Student Handbook – hard copy to panels only. Soft copies to be uploaded to school website (Intranet only.)</p> <p>2.7 Homework Collection Time to be continued. E-homework system to be implemented school wide to ensure fairness and transparency.</p> <p>2.8 Reading Sessions to continue. Language teachers to ensure all students have proper reading material. Library lessons for English classes. Chinese reading material to be provided for NCS students.</p> <p>2.9 Language Policy for Morning Assemblies to be revisited by EC.</p>	Whole year	<p>CL TWY KWY</p> <p>2.3 SLP experts, Class teachers, Career Team</p> <p>2.4 Reading Promotion and Library Team (YNL, GH, CL)</p>	<p>2.1-2.2 Improvement in homework throughout the year</p> <p>2.3 Official record</p> <p>2.4 Reading Period monitoring</p> <p>2.5 Teacher feedback</p> <p>2.6 Official record</p> <p>2.7 Feedback from Ss & parents Detention Record from DT</p> <p>2.8 Teacher feedback Improved reading Atmosphere</p> <p>2.9 Successful implementation</p>	<p>2.1 AB introduction at the beginning of the school year.</p> <p>2.2 Successful according to the two book inspections.</p> <p>2.3 Completed by the Career Team with the help of the class teachers.</p> <p>2.4 Not carried out. Ultimately deemed unnecessary.</p> <p>2.5 S5-S6 tutorial schedules organized by AB. Each student required to attend two tutorials. Weaknesses - teachers very busy with other duties - students involved in many activities, so poor attendance in some cases - attendance sheets not kept</p> <p>Suggestions for improvement: - S6 tutorials only - AB keeps clear records of tutorial class lists and attendance - No S6 students to take part in after-school activities on tutorial days (as agreed in EC meeting)</p> <p>2.6 No hard copies printed. No requests for hard copies made. Deemed unnecessary. Soft copies only.</p> <p>2.7 Successful</p> <p>2.8 S1-S3 periodically, not regularly</p> <p>Issues: - English teachers pressed for time – syllabus - TA often busy with lesson substitutions. - Library often occupied by substitution lessons, students who have dropped subjects, etc.</p> <p>2.9 No clear policy implemented. Most teachers used an English PP and gave the talk in Chinese. Suggestion for improvement: Alternative weeks for English and Chinese assemblies.</p>

3. Enhance students answering techniques	3.1 Tests and pre-mock exams as tools to train up the students' examination answering techniques	Whole year	HoDs Subject teachers	-Frequency of tests -Successful implementation of Continuous Assessment Policy	3.1 No pre-mock exams due to full after-school tutorial schedule. Suggestion: Mondays (3 SESSIONS): L8-9- 5:10 – English X 3 Wednesdays (3 SESSIONS): CMI Chinese X 3 Fridays (5 SESSIONS): Assembly time – 5:10 LS - 2hr Math – 2hr15 X1 and X2 – 3 sessions max (All exam up to 80 minutes to be scheduled during regular class time) (Pre-mock exam marks to be included in the daily marks) (NCS Chinese during the regular lessons)
4. Acquire examination strategies	4.1 Practice past papers 4.2 Increase the frequency of tests – share good practices from past inspections 4.3 Continuous Assessment Report to include all tested subjects	Whole year	HoDs Subject Teachers	Test results	4.1 Suggestion followed by some subjects, as evidenced in the book inspection (English, Chinese, LS, Economics, Biology, Chemistry, Geography, Chinese History) Suggestion: Required in the Scheme of Work – 1 practice paper, 1 mock paper + 2 past papers 4.2 Suggestions followed by most subjects, as evidenced in the book inspection (except VA) Suggestion: HoDs discuss and formulate with members a quiz/test policy with clear objectives. Format, content, frequency may vary according to class-based needs. 4.3 Successful: Blue report given to parents on the first Parents' Night
5. Provide sufficient reference books and exercises for students	5.1 Promote the reference books corner in the library. Purchase new reference books and exercises to support students to prepare for the HKDSE.	Whole year	HoDs Library	Amount of money spent on purchasing reference books	5.1 Refer to NHH Annual Subject Budget Report
6. Provide facilities and	6.1 Provide answer keys for students 6.2 Provide more study space for students in the library by improving the floor plan.	Whole year	HoDs General Affairs	Continuous reflection	6.1 Some teachers did not follow the guidelines, as evidenced in the book inspection. Suggestion: HoDs discuss with members the

tools to help students to prepare for examinations	6.3 Central tutorial timetable. All S5 and S6 students to choose a minimum of 2 tutorial classes. (Buffet concept as introduced in TDD 3.)		Team		constructive use of answer keys and regularly check to ensure the agreed upon procedures are followed. 6.2 Floor plan modified. Many S6 students came back to school to study in the library during the self-study period. Suggestion: Library slots to be reserved for S6 students with free lessons (10 lessons). 6.3 See 2.5 above.
7. Public Exam Reports (statistics) to be included in the Annual Reports following the collection of the Marker's Report	7.1 Reflection of internal and external results	September 2012 and September 2013	HoDs Panel members	Comparison of internal and external results in 2012-13 school year versus 2011-12 school year	7.1 Year-end internal markers' reports included in the Final Report. Suggestion: Provide a standard format for a comparison of mock and external exam results for the purpose of modifying mock exam difficulty levels and marking schemes, thus providing students with a more realistic picture

Objective 2: Develop of NSS curriculum

Tasks	Actual Plan	Duration	Teacher(s) in charge	Evaluation	Annual Report (16/8/2013)
1. Refine subject selection procedure	<p>1.1 Confirm X1 & X2 subjects through surveys. Address complicated allocation issues:</p> <ul style="list-style-type: none"> - Suggestions/Possibilities: Blocks set before round so that repeater issues can be addressed (repeaters can drop one X) - Student choices or Blocks (fixed patterns) to be discussed with EC before process begins <p>1.2 HoD talk about choices and benchmarks (S3 only) and Subject Fair run by existing X students (open to all students) to help set goals</p>	Term 2	AB	<ul style="list-style-type: none"> - Timing of subject selection -Student feedback -Number of students requesting dropping or switching of subjects 	<p>1.1 Three rounds of surveys successfully completed.</p> <p>Block sets deemed undesirable given the ever evolving student population needs. X1 and X2 combinations decided based upon students' choices.</p> <p>1.2 Talks and Subject Fair successfully held.</p>
2. Assure the quality of teaching of NSS subjects	<p>2.1 Lesson observations 2.2 Book Inspections – 4 periods this year plus reduction in number of books collected for returning teachers 2.3 Regular checking of timing of syllabus through monthly meetings</p>	Whole year	AB HoDs	Official record	<p>2.1 Two official lesson observation periods plus one peer observation (same time as T2 official observation). 2.2 Helpful to subject teachers as well as the inspectors. Policy to continue. 2.3 Two monthly meetings held by AB. HoDs expressed the opinion that monthly meetings were a good idea but they needed a regular time for such meetings to be held. It was difficult, with the many other duties, to get members together.</p> <p>Suggestion: Regular meetings to be held during the regular assembly time when half the class teachers are off (English, Science, LS teachers grouped together as class teachers; Chinese teachers grouped together. Other subjects to hold meetings during the fixed AB dates. AB to provide a table for HoDs to record agreed upon dates. AB to provide a basic 'Issues discussed and agreed upon' form.</p>

3. Assure all teachers have qualifications and training to teach NSS subjects	3.1 Training courses/ Seminars <ul style="list-style-type: none"> - Record by NHH - YFL will moderate this year - CL will follow work to be done 	Whole year	NHH HoDs Subject teachers	Professional upgrading record	3.1 Forms submitted to NHH as part of the ‘Teacher Professional Development Record’.
4. Set up the school-based policy of SBA	4.1 All subjects with SBA should prepare the time-table in the Annual Plan 4.2 Students and parents should be informed about the details of SBA policies before the start of the SBA 4.3 Strict deadlines to be set by KKY	Whole year	HoDs Subject teachers	SBA policy for each subject Official Annual Plan and Report Centralized SBA schedule	4.1 Not completed due to change in the EDB policy – no S5 mark submission required. Suggestion: Policy to be carried over to the next academic year. 4.2 Students informed in detail. Parents informed by some subject teachers. Suggestion: AB to send a notice to parents to introduce the SBA policy for all DSE subjects. 4.3 Deadlines set and followed. Checking by HoDs and LF (IT).
5. Consider NSS dev. needs and manpower EMI NSS dev. needs and report to school	5.1 AB Task Force 5.2 Report and discuss with EC		AB EC	Manpower distribution plan for 2012-2013 and hiring practices	5.1 Subject choices modified based on student choices. 5.2 Manpower issues reported and hiring conducted accordingly. All manpower needs met for the coming school year.

Objective 3: Catering for Learner Diversity

Tasks	Actual Plan	Duration	Teacher(s) in charge	Evaluation	Annual Report (16/8/2013)
1. Provide more guidance and feedback to teachers on catering for learner diversity	<p>1.1 Whole-school approach - Teacher Development Day 1 to focus on four areas of improvement: Modification of Teaching Practices, Modification of Textbook Materials, Development of School-based Learning Materials, Modification of Test and Examination Content and/or Format</p> <p>1.2 Use of the “Buddhist Fat Ho Memorial College 2011-2012 Academic Board Book Inspection Summary and AB Recommendations for 2012-2013 Curriculum Adjustments” to guide departmental changes.</p> <p>1.3 Addition of “Lesson Observation Checklist” to guide teachers on desired regular classroom practices. This form to be included in the formal Lesson Observation.</p> <p>1.4 Addition of the “Assessment Form for Students on Subject Teachers (to be conducted twice a year immediately following the Formal AB Lesson Observations)</p> <p>1.5 Category to be included in the Annual Plan and reflected upon in all departmental meetings.</p>	Whole year	CL KWY TWY HoDs	<p>TDD Feedback Form</p> <p>Comparison of 2011-12 and 2012-13 Test and Examination passing rates</p> <p>Lesson Observation and Book Inspection follow-up meetings with teachers – reflective surveys</p> <p>Student feedback through relevant forms</p>	<p>1.1 Completed. All departments submitted reports and made adjustments accordingly.</p> <p>1.2 Successfully completed. Practice to continue next year.</p> <p>1.3 Successfully completed. Form also used for peer observations.</p> <p>1.4 Successfully completed.</p> <p>1.5 Ability-group teaching in English, Chinese and Math. Tests and Exams modified to cater for learner diversity across all subjects. (SDD1 suggestions)</p>

5.2 訓育組工作報告

I. 本組工作報告

A. 學生獎懲、考勤紀錄總評

- (1) 整體而言，本學年學生違規行為多為遲到、缺課。惟情況較去年改善，而下學期亦較上學期輕微。個中原因可由於本組本年度推行一些新政策有關。
- (2) 學生的儀容服飾稍有改善。
- (3) 學生的良好的服務精神 (義工服務)，這培養了同學的良好行為，值得嘉許。
- (4) 在校務會議上與老師檢討各級訓育工作和情況，使各老師能共同商議最有效的辦法去解決學生問題。
- (5) 多與家長作電話聯繫、交流和溝通，有需要時作家訪，使他們能多掌握子女的行為習性，作預防性的工作。
- (6) 加強學生的聯課及課外活動，使能令學生投入於校園生活，更能和諧共處及提升自尊心和抗逆力。
- (7) 多獎勵同學正面行為，以達互相模仿的效果。
- (8) 強化對校外組織的聯繫，例如大嶼山警區，鄰舍輔導會及安徒會等，使學校的人力資源及網絡有所加。
- (9) 增聘訓導助理，使提高訓導工作效能及減輕訓導老師的工作壓力。

II. 本年度由二零一二年九月至二零一三年八月本組工作報告

工作名稱	工作內容	推行期間	對象	評估/果效
1. 早上當值/小息小食部	1. 協助風紀員檢視同學返校時儀容 (早上 7:50 – 8:25) 2. 協助小息時小食部秩序(小息時段)	全年	全校學生	1. 早上時，因違規同學需放學後前往留堂，故在嚴格要求下，情況大有改善。 2. 小息時，小食部的秩序已全由訓導老師協助管理，惟使訓導老師的工作量大增。
2. 安排老師當值	安排及提示老師依時當值以協助管理學生秩序	九月至六月	全校教員	部份老師未能準時當值，或於當值時未有認真處理學生違規行為。
3. 遲到學生的處理	處理學生遲到事宜	全年	全校學生	能有效改善學生遲到的情況，惟增加訓導老師的工作量。
4. 校外巡視	檢視學生在校外的行為	九月至六月	全校學生	只安排訓導組老師，除加強師生關係，亦可減低學生在校外的不良行為出現，惟訓導組老師工作量大增。
5. 留堂班	處理及統計學生的欠交功課情況，校服、儀容違規被罰犯規紙學生	九月至六月	全校學生	效果理想，並統計學生的欠交家課資料予教務組處理。
6. 「學生犯規紙」記錄	處理及統計欠交功課及犯規紙紀錄，並提示班主任及學生每日的留堂資訊	九月至六月	全校學生	效果理想。

工作名稱	工作內容	推行期間	對象	評估/果效
7. 點名簿檢視	協助學校管理學生的考勤情況	全年	全校學生	效果未如理想，因班主任事務繁忙，下學期經提示後，已作改善。
8. 「功過相抵自新計畫」	給予違規學生改過遷善的機會及處理犯事學生的自新情況	全年	被記罰的學生	非華語同學較投入是項計劃。
9. 班主任會議	定期召開會議，加強各班主任處理班內同學問題的意識	全年	全校教員	只進行三次，且多為宣佈事項。
10. 風紀隊	召開風紀隊會議、訓練 / 推動風紀隊員活動及訓練班長	九月至六月	全校學生	效果理想，風紀同學雖能增強自我領袖才能，但未能發揮較高團隊運作。
11. 領袖訓練小組	提升各同學的領袖才能及擴闊他們的眼界	十月至七月	被甄選的學生	已舉行一次訓練營及多次跟進活動。
12. 師生同樂日	讓風紀隊同學實踐領袖才能	六月	全校教員、學生	已於 28/6/2013 舉行，師生歡樂氣氛下進行。

13.多元智能躍計畫(民眾安全服務隊)	統籌及安排出席學生及老師人選	十月至五月	中二/三	已如期推行。
14. 參與校外組織舉辦的交流活動	統籌及安排出席學生及老師人選	全年	訓導組老師	已如期推行，包括七月的黃埔軍校及清遠扶貧活動。
15. 學生考勤紀錄及跟進	處理學生的考勤事宜，並協助總務組提交 Form A 及知會教務組學生缺課達率 20%的情況。(*學生缺課達率 5%, 10%, 15%分別由班主任,級訓導及社工訓導主任及社工處理)	全年	全校	已制定各項推行的方向，下學期由本組全權處理，預算下學年全年由本組執行。
16. 宿生紀律	協助宿舍管理宿生違規事宜。	全年	宿生	已於有需要時作協助。
17. 本組網頁	處理學校本組網頁	全年	全校	已於有需要時作資料更改。
18. 訓導組壁報佈置	定期跟進訓導組的重要活動及報告	九月至六月	全校	能如期推行。
19. 文件翻譯	處理組內的文件翻譯及校對	全年	全校	能如期推行。
20. 教師交流課程	推介有關訓導課程或工作坊予訓導組同事，加強學校訓導的效能。	全年	訓導組老師	能如期推行。
21. 召開訓導會議	處理教師提交個案及交換處理學生問題心得	九月至六月	訓導組老師	能定期跟進個案。
22. 召開學生個案會議	加強級科任老師時每級每班同學的了解	全年	各科任老師	已於有需要時聯同社工及輔導組進行。
23. 召開班長會	培訓班長協助班主任處理班務	九月	各班班長	未能如期進行。
24. 飛嶼計劃	讓中一同學參加警務署主辦的活動，加強自律及合作性	十月至四月	中一級學生	因警務處未能安排，故此項計劃未有進行。本組改以校本中一訓練營，於二月五至七日進行。

III. 財務支出報告

細項	預算支出	實際支出	結餘
訓導組			
多元智能躍進計畫	\$5,000.00	\$4,972.00	\$28.00
其他活動及雜項	\$3,000.00	\$580.00	\$2,420.00
風紀組			
風紀訓練營	\$1,000.00	\$0.00	\$1,000.00
領袖訓練小組	\$1,000.00	\$0.00	\$1,000.00
師生同樂日	\$1,000.00	\$803.00	\$197.00
其他活動及雜項	\$1,000.00	\$202.00	\$798.00
總計：	\$12,000.00	\$6557.00	\$5443.00

IV. 本組組員

主任：PKK

副主任：NCY

組員：LF, KYS, HCM, FWC, CWT, WE, RSG, LCU

風紀組：HCM, WE, LCU

助理：HCT

學校社工：羅淑娟社工、關詠堃社工

5.3 輔導組周年報告

活動一：「大哥哥大姐姐計劃」（配合的關注事項一：融合多元，和睦學習）

成就： 活動未能順利進行，以收其效用。
反思： <u>老師反映</u> 1. 學生活動較多，難以集合所有學生聚會。 <u>學生反映</u> 1. 大部份 S4 學生不願意參加。
回饋與跟進： 1. 活動對象改為插班生。 2. 定期與學生聚會。

活動二：校園驗毒計劃（配合的關注事項二：堅毅體智，盡展潛能）

成就： 已順利完成三次校園驗毒。
反思： 1. 該計劃除三次校園驗毒外，還有其他不同類形的活動及講座，十分多元化。
回饋與跟進： 1. 明年再次參與校園驗毒計劃。

活動三：各項輔導活動（配合的關注事項三：以誠立德，導向人生）

成就： 活動包括： (1) 性教育講座； (2) 個案輔導； (3) 星亮計劃； (4) 中一迎新營。

反思：

1. 本年度安排護苗基金負責中一至中三華語、家計會負責全校非華語。
2. 本年個案內容包括朋輩交往、戀愛問題、逃學、學生與家長相處問題、無心向學、性侵犯及升學問題等。
3. 本年度參與由協康會舉辦的星亮計劃，家長表示滿意該計劃。
4. 本年由輔導組在校舉辦中一迎新營(2天)。

回饋與跟進：

1. 老師表示由家計會負責的講座較為沉悶。
2. 本年大部分的個案均交由社工負責，本組建議明年會多主動支援各班主任。
3. 由於本校老師未有配合星亮計劃的同事，因此明年不再進行星亮計劃。
4. 在本年度的計劃書未有計劃中一迎新營，本組在七月份以提升自信心，培養合作精神及增加對校內外的認識為題，設計一系列的活動，學生的反應可參考活動反思表。

負責老師：崔笑瀛

5.5 課外活動組工作報告

5.3 課外活動組工作報告

I. 施行計劃及評估

1. 強化學生會組織及功能

評估/成效：

- (1) 本年度進行了修改會章的討論，有關修改會章程序及英文翻譯工作仍在進行。
- (2) 兩位負責老師均認為學生會內閣成員十分主動積極和盡責，努力籌備大小活動和處理會務。
- (3) 學生會選舉的氣氛比去年激烈，兩個候選內閣在宣傳均善用資訊科技。
- (4) 投票時的有效票數因應學生人數比去年增加而增長。

2. 強化四社組織及功能

評估/成效：

- (1) 負責老師認為大部份社員均積極參與各項社際比賽和活動，並在比賽中為所屬之學社打氣，惟仍有少部份社員表現冷淡。而大部份社幹事均十分盡責，努力籌備大小活動和處理社務，不過，其中有兩個社之社長常有缺席，幸得其他幹事協助，並順利推行全年的各項比賽和活動。
- (2) 四社壁報板能如期製作，但因大澳區常有強風，四社壁報板未能維持原貌。本年度增設社際壁報板設計比賽，推動各社積極善用壁報板。

3. 鼓勵學生積極參與課外活動

評估/成效：

於學生課外活動獎勵計劃中得分較高的學生主要為積極參與者，建議下年度在課外活動獎勵計劃的積分計算時增設統一計分制度。

4. 「其他學習經歷」

評估/成效：

本校繼續組織學生參與地區性義工服務，如

- 大澳新春嘉年華
- 大澳健康計劃
- 佛教聯合會贊助的「相愛無親疏」長者探坊活動等。

發揚「老吾老以及人之老」的精神，回饋社會。另外，本組繼續推行「一人一服務」計劃，培養學生服務社區的精神。另各項活動負責老師亦能配合校方的要求把學生資料呈交至學生個人紀錄內。

5. 配合本年學校政策，加強制服隊伍的發展(交通安全隊、童軍及女童軍等制服團隊)

評估/成效：

- (1) 交通安全隊的出席率令人滿意，而華語及非華語的童軍成員有所增加，還有，女童軍為首年成立，成員當中有非華語學生。
- (2) 交通安全隊成員的歸屬感有所增加，本年更加設男女子隊並能於各項活動中擔任協作的工作人員。

II. 活動報告

日期	活動	負責老師	獎項
15/9/2012-16/9/2012	生命領袖多元共融培訓營	PKK, NCY	
22/9/2012	「大澳區慶祝國慶 63 周年晚會」義工活動	NCY, CTY	
29/9/2012	元朗大會堂賣旗日活動	KWY, NCY	
7/10/2012	2012-2013 年度校際排球(甲組)比賽	CYW	
9/10/2012	2012-2013 年度校際籃球男子(甲組)比賽	WE	
11/10/2012	2012-13 年度陸運會		
16/10/2012	話劇欣賞活動	YNL	
18/10/2012	校際籃球男子(甲組)比賽	WE	
20/10/2012	消防安全大使:大澳棚屋防火宣傳活動	LWC, YNL	
21/10/2012	東九龍欖球會學界邀請賽	FWC, WE	
23/10/2012	香港旋律 2012 合唱空間	CTY	
24/10/2012	校際游泳比賽事宜	FWC, WE	
26/10/2012	校際游泳比賽事宜	FWC, WE	
3/11/2012	女童軍賣旗日	KYS	
4/11/2012	扶輪 10 公里/4 公里挑戰賽	LF	Girls' 13-14)4km – Champion Girls'(15-16)4km – 2 nd Runner-up
4/11/2012	2012 年香港童軍大會操	LWC, YNL	
6/11/2012	「多元智能挑戰營」營前聚會	PKK, NCY	
8/11/2012	校際籃球男子(甲組)比賽	WE	
10/11/2012	學界精英越野比賽	FWC	
12/11/2012	鄰舍輔導會怡欣山莊義工活動	RSG, LSK	
12/11/12-16/11/12	「多元智能挑戰營」	PKK, NCY	
13/11/2012	校際越野比賽	FWC, EW	
13/11/2012	黑暗中對話體驗館義工活動	RSG, LSK	
16/11/12-17/11/12	樂施會毅行者	PKK	
22/11/2012	少年警訊 - 香港警察鳴金收兵	CL, PKK, NCY	
30/11/2012	學校假期(S1-S2)	NCY, CTY	
30/11/2012	學校假期(S3-S4)	NCY, CTY	
30/11/2012	學校假期(S5-S6)	NCY, CTY	
1/12/2012	參訪「寶林禪寺」	TWY	
7/12/2012	校際田徑比賽	FWC	
9/12/2012	離島區越野賽 2012	NCY	
11/12/2012	校際田徑比賽	FWC	
12/12/2012	校際田徑比賽	FWC	
13/12/2012	參觀塘福懲教所及長沙警局	PKK, NCY, HCM	
14/12/2012	「乘風航」全方位海上教室訓練計劃航前訓練	CKN, HCM	
16/12/2012	繽紛梅窩日 2012 蝴蝶山競跑比賽及義工活動	TYF, WMY	
16/12/2012	青少年大匯演	NCY, CTY	
20/12/2012	冬日派對	COL, Gill	
21/12/2012	冬至聯歡活動	PKK	

21/12/2012	「乘風航」全方位海上教室訓練計劃	CKN, HCM	
21/12/2012	少年警訊活動	NCY, CTY, RSG	
22/12/12-23/12/12	「健康 SUN 動力計劃」2012-2013 年度－領袖訓練營	NCY	
23/12/2012	交通安全隊周年獎券募捐活動	CKN, HCM	
24/12/2012	寶蓮禪寺壬辰年水陸息災法會義工服務活動	PKK, NCY	
5/1/2013	交通安全隊(新界南)就職典禮活動	NCY	
7/1/2013	香港佛教聯合會會屬中學聯校畢業典禮	PKK	
8/1/2013	香港教育工作者聯會黃楚標中學陸運會田徑邀請賽	FWC	4X100M 公開賽 亞軍
9/1/2013	「乘風航」全方位海上教室訓練計劃航後工作坊	CKN, HCM	
20/1/2013	2012-2013 年度校際足球男子(乙組)比賽	CKN	
24/1/2013	2012-2013 年度校際籃球男子(乙組)比賽	WE	
26/1/2013	女童軍戶外探索之旅	KYS, WLL	
26/1/2013	2012-2013 年度校際足球男子(乙組)比賽	CKN	
26/1/2013	Rogaine 24 2013 野外定向比賽	FWC, LWP	
30/1/13-31/1/13	交通安全隊步操訓練	NCY, HCM, HCT, TYF, WMY	
31/1/2013	2012-2013 年度校際籃球男子(乙組)比賽	WE	
1/2/2013	交通安全隊步操訓練	NCY, HCM, HCT, TYF, WMY	
2/2/2013	探訪梅窩銀灣邨長者	KWY	
2/2/2013	香港傷殘青年協會賣旗日	KWY	
2/2/2013	大嶼山啦啦隊比賽	NCY, CTY	優異
2/2/13-3/2/13	大澳女青年會長者盆菜日義工活動	TYF, WMY	
4/2/2013	交通安全隊參觀步操比賽	NCY, HCM, HCT, TYF, WMY	
4/2/13-6/2/13	澳門文化探索之旅	YNL, EW	
4/2/13-6/2/13	中一戶外教育營(非華語)	NCY, CTY, COL, LWC, RSG, KWK	
4/2/13-6/2/13	中一戶外教育營(華語)	CKN	
18/2/2013-22/2/13	交通安全隊步操訓練	NCY, HCM, HCT, TYF, WMY	
24/2/2013	香港交通安全隊新界南總區周年檢閱禮 2013	NCY, HCM, HCT, TYF, WMY	
24/2/2013	和平大使慶典	NCY, COL, CTY, KYS, FWC, LCY, WE, NCH, LWC	
24/2/2013	2013 年渣打馬拉松啦啦隊比賽	NCY, CTY	冠軍

24/2/2013	大澳水陸居民賀新春	PKK, WE, LF, CWS	
27/2/2013	「癸巳年(2013)新春音樂嘉年華」義工	NCY, CTY, HCM, LWP	
28/2/2013	2012-2013 年度校際籃球男子(乙組)比賽	WE	學界第五名
2/3/2013	體適能訓練日	FWC	
10/3/2013	香港童軍總會新界地域 55 周年紀念慈善步行		
13/3/2013	「同行萬里」高中學生內地交流計劃簡介會-湖北	BNW	
14/3/2013	「同行萬里」高中學生內地交流計劃簡介會-河南	CKN	
15/3/2013	War Game		
16/3/2013	2013 國際無伴奏音樂盛典	CTY	
16/3/2013	女童軍宣誓典禮	KYS, WLL	
16/3/2013	「Raidlight Lantau 50」越野賽義工	NCY, CWT, LWP	
17/3/2013	香港交通安全隊周年大會操	HCM, HCT	中學組亞軍及季軍
22/3/2013	參觀警察機動部隊(PTU)結業禮	PKK, NCY	
22/3/2013	觀賞香港國際七人欖球賽 2013	FWC, WE	
27/3/13-1/4/13	「同行萬里」高中學生內地交流計劃-湖北	BNW	
1/4/13-5/4/13	「同行萬里」高中學生內地交流計劃-河南	CKN	
7/4/2013	安徒生會「一起去迪士尼吧!」	NCY, LWP	
13/4/2013	男子丙組學界欖球賽	FWC	
19/4/2013	參觀香港輔助警察隊周年訓練結業禮	PKK, NCY, LF, KWY, Peter	
21/4/2013	「百仁基金 FITMIND 慈善跑」義工服務	HCM	
21/4/2013	百仁基金 FITMIND 慈善跑	NCY, LF	
27/4/2013	《2013 香港旋律音樂會》總綵排	CTY	
27/4/2013	男子丙組學界欖球賽	FWC	全港第五名
27/4/2013	元朗大會堂賣旗日活動	KWY, NCY, LWP	
28/4/2013	全港校際閃避球錦標賽	FWC, WE	
2/5/2013	龍獅表演巡遊	PKK, NCY	
3/5/2013	中學校際七人欖球比賽 2013(新界區)	FWC, WE	新界區第七名
4/5/2013	大澳健康計劃協辦嘉年華	CKN	
5/5/2013	武術表演 - 元朗區青年節啓動禮 2013	PKK, NCY, BNW, LWP	
9/5/2013	中學校際七人欖球比賽 2013	FWC, WE	男子全港碗賽亞軍，女子全港第七名
10/5/2013	全港佛教中學佛教故事演繹比賽	TWY, CSW	
11/5/2013	「耆樂無窮在大澳」義工活動	CYW, LWC	
11/5/2013	寶蓮禪寺浴佛慶典義工服務	PKK, NCY, HCM, KYS, HCT, LWP	
16/5/2013	浴佛節	NCY, TWY	
18/5/2013	植樹活動	DL	

19/5/2013	第四屆學界龍舟錦標賽	FWC, WE	
22/5/2013	2013 離島區學校聯誼日	CWS, COL	
26/5/2013	頌親恩同樂日暨頒獎禮 2013	NCY, CSW	
26/5/2013	「荃灣龍舟競賽嘉年華」義工活動	HCM, HCT	
26/5/2013	荃灣龍舟競渡	FWC, WE	
1/6/2013	「菩薩行之相愛無親疏」——探訪大澳區長者活動	LSK, NCY, TWY	
8/6/2013	植樹活動	DL	
21/6/2013	籃球友誼賽	WE	
27/6/2013	全港學界籃球馬拉松比賽	WE	
28/6/2013	香港教育工作者聯會黃楚標中學黃楚標中學聯校歌唱比賽	CTY	
29/6/2013	植樹活動	DL	
29/6-2/7/2013	台灣文化之旅	PKK, NCY, WE, LWP	
30/6/2013	大澳龍舟精英賽 2013	FWC	
2/7/2013	參觀石鼓洲康復院	CWT, HCT, KWK	
3/7/2013	多元文化樂共融燒烤活動	PKK, RSG, LWC, CTY, LWP	
3,4,13,7/2013	一級山藝證書訓練課程	CKN	
3/7-8/7/2013	南京 - 北京六天歷史文化交流團	NCY	
5/7/2013	佛青團義工大使服務計劃	TWY, NWY, CCP	
6/7/2013	元朗青年節 Band Show	CTY, LWC	
6/7-9/7/2013	領袖訓練暨深圳考察	PKK, FWC, WE, KYS	
9/7/2013	大澳棚屋防火宣傳日	YNL, CWT	
13/7/2013	緣繩下降活動	PKK	
20/7/2013-26/7/2013	北京國情學習團	TYF	
16/7/2013-22/8/2013 (逢二、四)	暑期籃球訓練班	WE	
18/7/2013-29/8/2013 (逢二、四)	暑期田徑訓練班	FWC	
18/7/2013-29/8/2013 (逢二、四)	暑期欖球訓練班	FWC	

III. 財政報告

	項目	預算(批核)	支出
1	運動會	15000.00	18266.60
2	旅行日	3000.00	5100.00
3	越野賽	14000.00	(由青發聯支付)
4	音樂比賽	3000.00	3946.00
5	課外活動小組	95000.00	23623.80
6	試後活動	2000.00	1085.40
7	獎勵計劃	0.00	3000.00
	總計	132000.00	55021.80

IV. 課外活動組成員

主任：吳翠瑤老師

組員：祝迪欣老師、范榮臻老師、黃以諾老師、黎明全老師、梁鎮源老師、王玲玲老師、李維聰老師、吳穎欣老師、周愛倫老師、歐陽偉恩老師

5.5 總務組工作報告

I. 本年度之工作表列如下：

項目	時間	內容
一、學生事務	(1) 2012年9月至 2013年8月	呈交予學生資助辦事處：學生之書簿津貼及其他各項申請(港鐵乘車證及衛生署學童健康計劃)。
	(2) 2012年9月	分配跟進儲物櫃給全校學生。
	(3) 2012年9月至 2013年7月	(a) 辦理2012-2013年度校巴服務及收費事宜。 (b) 辦理2012-2013年度學校宿舍服務及收費事宜。
	(4) 2012年9月至 2013年8月	跟進及改善學校小食部及午飯供應商的運作及食物供應量及質素。
	(5) 2012年9月至 2013年7月	(a) 加強宣傳學生認識各樣傳染病的衛生常識。 (b) 定期檢視各層洗手間的衛生情況及紙巾供應情況。
	(6) 2012年10月	安排學生捐血予香港紅十字會。
	(7) 2012年9月至 2013年7月	(a) 負責學生宿舍，地點鹿湖法華寺。 (b) 2012年8月安排新一屆宿生入宿。
	(8) 2012年9月	為香港公益金籌款。
	(9) 2012年12月- 2013年4月	安排火警演習(一年兩次)。
	(10) 2012年9月至 2013年5月	拍攝學生相片、各班班相及教職員合照。
	(11) 2013年4月	安排消防大使到大澳區長者家中宣傳防火意識。
	(12) 2012年9月至 2013年7月	安排教職員聚餐、聯誼會。

項目	時間	內容
二、校務處協助推行的大型項目	(1) 2012年10月至 2013年6月	協助教師發展日
	(2) 2012年11月	協助舉辦家長教師會周年晚會
	(3) 2013年2月及7月	協助家長日暨頒獎典禮(上、下學期各一次)
	(4) 2013年4月	協助浴佛典禮及公眾浴佛活動
三、環境保護	(1) 2012年9月至 2013年4月	參加康文署之綠化校園計畫，活動包括： (a) 增加種植灌木 (b) 向學生推廣愛護植物的訊息
	(2) 2012年9月至 2013年6月	協助綠化小組推廣環保的重要性及其舉辦之以物換物的義賣活動
四、善款募捐	(1) 2012年9月	公益金服飾日籌款活動、紅十字會捐血日活動
	(2) 2012年11月	香港佛教聯合會愛心獎券捐款活動、青少年協會籌款活動
	(3) 2013年3月	香港佛教聯合會清明法會捐款
五、其他事項	(1) 2012年9月- 2013年7月	跟進環保署節能工程(T5 光管)
	(2) 2013年3月起	推行手足口病、EV71 腸病毒、流感防疫及宣傳
	(3) 2012年9月起	進行緊急疏散演習及監察校園保安
	(4) 2012年9月至2013 年8月	2011-2012年大型維修項目跟進活動 2012-2013年大型維修項目跟進活動

II. 本年度工作檢討及建議

1. 提醒本校所有教職員必須遵守教育局規定之招標程序及採購程序。
2. 由於部分家長未有繳交學費及校巴費，累積的欠款亦日漸龐大，故此，校方沒有派發成績表予欠款之家庭，改為派發成績單。措施實施後，情況有所改善，建議下學年維持此措施。
3. 提醒老師在任何活動前三天，通知校務處有關需要協助工作的安排及流程，以免預備時間不足。
4. 每一項大型活動，如浴佛節、運動會、家長日、結業禮等，需要每位職員全力協助，避免將工作偏重於某一、兩位身上，以增加整體效率。
5. 老師們經常在沒有事先通知的情況下，要求校務處職員在很短的時間限期前完成指定工作，由於給予的工作時間過短，未能盡善盡美地完成工作，亦容易出現不必要的錯漏。
6. 有關製作學生通告的程序如下：
 - 老師們可以將編製好的學生通告交予校務處作存檔及編排號碼的工作。
 - 必須預留一些時間，讓工友印刷通告並進行釘裝工作。

7. 校務處工作分配安排

- 吳漢霞：一切有關財務的工作，包括：會計事項、員工個人資料、人事及行政管理、獎學金/捐款、文書等工作
- 黃潔兒：一切有關總務的工作，包括：資產管理、總務工作、員工考勤、印務工作、文書處理、現金收支等工作。
- 郭文清：一切學生事務，包括：學費事宜、個人資料存檔、校簿買賣/文具訂購、學生相關雜務、文書處理等工作。
- 周家俊：雜務包括：學生考勤、文件處理、學務/考試、學生雜務、存貨記錄、籌款收集、文書處理等工作。
- 蔡瑾：協助處理法團校董會成位之各項工作、協助處理學校會計工作及其他工作。
- 郭嘉韻：負責圖書館工作。

III 本組成員

主任：嚴雁玲

技術員：梁仲賢、葉兆堂、郭子健

職員：吳漢霞、黃潔兒、郭文清、周家俊、郭嘉韻、蔡瑾、周翠碧、盧永博

工友：周麗華、李素華、王瑞珍、張虹、梁錦添及張美芬

5.6 資訊科技組工作報告

一. 目標：

- a. 維持學校電腦及網絡的正常運作。
- b. 增強同工對 Eclass 的使用，以協助進行日常工作。
- c. 更新網頁。

檢討/結果：

- a. 成功，學校電腦及網絡運作正常，並將於下一年度進行更新。
- b. 成功，eClass 有效加強同工之間的資訊傳遞。
- c. 成功，但仍有進步空間，來年需繼續優化本校網頁。

二. 本年度關注事項：

- a. 重整 346 室內的電腦
- b. 推行 eClass 內建的功能
- c. 培訓本組新成員，使其能分擔組內的工作量
- d. 更新網頁
- e. 增強學生對 eClass 的使用

檢討/結果：

- a. 經組內討論後，決定不再更新電腦室，改為用手提電腦代替電腦室。
- b. 成功，同工皆能有效地使用 eClass 內建的功能進行日常行政的工作。
- c. 成功，本組成員已能應付本組的工作，但因人事變更，來年仍需繼續培訓。
- d. 成功，但仍有進步空間，來年需繼續優化本校網頁。
- e. 不成功，eClass 仍未能成為學生學校生活的一部份，需要帶給學生一種迫切性去使用 eClass。

三. 本年度工作重點：

- a. 定期維修校內的軟硬件
- b. 推行 eHomework 的使用
- c. 製作成績表
- d. 製作學生活動紀錄
- e. 整理 teacher folder
- f. 講買新的設備和服務
- g. 增強學生對 eClass 的使用
- h. 維持 websams 及 eserives 的運作
- i. 發展 eClass 的使用
- j. 組員培訓
- k. SBA 系統安裝和分數呈交
- l. 更新及維護網頁
- m. eClass 系統維護

檢討/結果：

- a. 成功，校內軟硬件需有故障，但皆在短時間內完成維修，並再次投入工作。
- b. 成功，eHomework 的使用制度成功推行。
- c. 成功，成績表如預期完成。
- d. 成功，學生活動紀錄如預期完成。
- e. 部份成功，在可行的範圍內已重新整理部份資料。
- f. 成功，本年度已完成規劃，將於下年度安裝。
- g. 不成功，eClass 仍未能成爲學生學校生活的一部份，需要帶給學生一種迫切性去使用 eClass。
- h. 成功，websams 及 eserives 運作正常。
- i. 老師成功，學生尚未成功。
- j. 完成。
- k. 完成。
- l. 成功，但仍有進步空間，來年需繼續優化本校網頁。
- m. 成功，eClass 系統運作正常。

5.7 升學就業輔導組工作報告

月份	項目	評估及建議	
全年工作	壁報及圖書館資源角	圖書館人流較少，建議在課室內設圖書角及升學壁報板，由升學輔導大使負責。	
	校網資料更新	一些中六班主任及升輔組老師透過 Facebook 向同學發放重要資訊。建議明年用 whatsapp / e-mail / Facebook。	
	中三升學資料	本年度中三選科與教務組合作，在禮堂設選修科資訊站，邀請當時正修讀該選修科的中四學生向中三學生介紹；升輔組亦向中三學生設選科講座。	
	中六升學資料	按期派發	
	報讀職業訓練局課程	完成	
	派發不同行業進修及入學資訊	完成	
		級別	評估
	九月	九所大專院校開放日	中六
	1112 畢業生出路統計	中六 中七	完成
十月	中六 JUPAS 選科及報名資料簡介會	中六	在早上班主任節內完成
十二月	中六聯招報名截止	中六	共 36 位同學參加。
二月	模擬放榜日	中六	車費建議由學生支付。
五月	中六聯招校長推薦計劃	中六	共三位同學(趙雪彤、Jay、戴婷)獲校長推薦。
	中三選科講座	中三	完成
六月	中六 HKDSE 放榜前預備	中六	已發出通告通知學生放榜日細節
	內地升學講座	中六	華語學生
七月	參觀摩根士丹利	中五	與安徒生會合辦，共 40 位學生參加。
	中六 HKDSE 放榜	中六	完成，並邀請 VTC 到場設置攤位。
	懲教處招聘講座	自願	非華裔學生

各級工作成效及建議

級別	成效及建議
中一及 中二	未有對中一及中二學生作生涯規劃活動。
中三	成效：同學一般缺乏對自己了解。 明年建議： 在第一次選科後，由升輔組老師了解各學生的選科情況，並作出個別學生輔導。
中四	未有對中四學生作生涯規劃活動。

中五	<p>開始接收大學升學資訊，如把各學生的 email 給學友社。另外，本年度社工向中五學生作一次升學簡介，內容為性向了解。</p> <p>明年建議：</p> <ol style="list-style-type: none"> 1 撰寫個人履歷。 2 社工作升學簡介。
中六	<p>同學不知如何選擇出路及參與 JUPAS / E-APP 的重要性。</p> <p>明年建議：</p> <ol style="list-style-type: none"> 1 撰寫個人履歷。 2 訓練面試技巧。 3 強化同學對不同升學途徑的認知。 4 學生需要開 E-APP 帳號。
其他	<p>JUPAS</p> <p>明年建議：</p> <ol style="list-style-type: none"> 1 在 9 月完成 OLE / 自述。 2 校長推薦信先由升輔組校對，中、英文版再由 PKK / CL 校對。 3 成績用 S6 統測 / 學習態度用 2012 - 2013 S5 全年學習態度。 <p>講座</p> <p>明年建議：</p> <p>盡量安排中三至中六學生出席</p> <p>小冊子</p> <p>明年建議：</p> <p>設計一本升學小冊子給中六同學</p> <p>支援中六班主任</p> <p>明年建議：</p> <p>召開中六班主任級會議</p>

5.8 德育及公民教育組

一、本組目標：

1. 個人成長：讓同學建立正面價值觀，培養獨立思考能力。
2. 個人與社會：讓同學深入認識本地時事，了解個人與社會之間的關係。
3. 個人與國家：提高同學對祖國的認識，增加對國家的歸屬感。
4. 個人與世界：讓同學擴闊眼光，明白身為世界公民的責任，建立正面世界觀。

二、本年發展重點：

1. 善用本校多元文化背景的特點，推行相應的公民教育計劃及活動。
2. 多參與校外及區外的不同活動。
3. 發展校本國民教育課程。
4. 發展生命教育基礎。

三、主要工作流程：

日期	活動項目	主題	進度及報告	負責人	目標
九月	1 公民大使計劃提名	公民	完成	TWY	1,2
	2 成立「筏可論壇」	思維	已成立，惟因活動期有限，同學亦難以兼顧同期不同活動，改為邀請周鴻偉老師進行四次午間廣播，主題為時事及歷史事件:南京大屠殺、明治維新、釣魚台事件及五四運動。 同學及老師反應理想，對周老師的講解推崇備至。	TWY BNW	1
十月	1 國慶升旗禮	國情	與交通安全隊及男童軍合作，順利完成。	HCM	3
	2 第六屆全港基本法辯論比賽	公民 思維	完成。 中四及中五代表，共9名同學參加。 活動於九月至十一月進行，以拉布為主題進行資料蒐集、分析不同角度及論點論據，期間參與同學表現積極，活動有效增進同學對時事的理解和興趣。	TWY	1,3

十一月	1 參觀「九二約章」圖片展	國情	完成。 共 30 名中六同學參加。	TWY BNW	1,3
十二月	1 廉政公署劇場(與通識科合作)	德育	完成 同學反應熱烈，同學對契約及公平等概念有所認識。	HCM	1,2
一月	1 向近代名人致敬——世界英雄人物巡禮	德育	配合中國文化周主題，改在三月公民日早會進行。	TWY JACE K	1,4
二月	1 新年願望樹	德育	改為佛學早會活動。 同學於一月早會在課室分享一年的回顧和展望。	TWY	1
	3 樂施會講座——全球水源(與通識科合作)	環境	未能安排活動時間，取消講座	BNW	1,4
三月	1 國際公民日	公民	早會話劇: 介紹中外英雄人物。 中三同學介紹香港謝婉雯醫生，另介紹巴基斯坦女總理。	TWY	1,4
	2 明報專題報道比賽(與中文科合作)	德育	三、四月期間學生無暇兼顧多項活動，未有派代表參加。	TWY	1,2
四月	1 認識祖國——參觀孫中山紀念館(與中史科合作)	國情	由於同學出席五四運動講座，故改為在香港大學介紹孫中山事迹。	TWY	3
五月	1 五四運動介紹	國情	午間廣播	TWY	3
	2 公民大使計劃結業	公民	完成	TWY	1,2
六月	1 四社公民常識問答比賽	綜合	未能安排時間，建議改為下學年午間進行。	BNW HCM JACE K	1,2,3,4

四 全年不定期項目

一	重要新聞報道及介紹	壁報板 廣播	TWY	1,2
二	派發有關刊物／資料	派發／ 張貼在課室	HCM	1,2,3,4
三	環保措施推廣	環保廢物分類 提倡素食及自備餐 具	BNW	1,2
檢討: 1 由於本年度德育及公民教育組活動主要協助學校發展以佛教教育為主的課程及活動，故有關推介同學留意時事的重點將延至 2013-2014 進行。 2 配合提倡素食，學校訂飯餐單不定期提供素食選擇，將與總務組討論於下學年推行類近 Green Monday 的活動。 3 本年度重點於逢星期二的佛學早會進行佛化德育課程，曾向學生介紹以下有關內容: 自我反省、和諧人際關係、宗教共融、尊重不同文化等主題。由於多 4 學校的分類廢物回收桶使用率不高，本學年推動不足所致。下學年之主題將可更集中在公民責任上，以校園為環境培養良好公民的習慣。				

五 成功準則：

- 1 問卷
- 2 參與人數／完成人數
- 3 學生參與態度

六、小組成員：何靜文、黃顏榮、Jacek Piwowarczyk、崔惠儀（組長）

5.9 家長教師會

2012-2013 年度 第十四屆家長教師會工作報告

(一) 組織結構

本會組織結構包括下列各項職位：

主 席	潘錦傳 先生
副 主 席	嚴雁玲 老師
司 庫	張詩慧 老師
秘 書	陳花萍 女士
康 樂	朱曉慧 老師
康 樂	Ms. Felicisima D. LUIB
康 樂	Ms. Maria R. BERTES
總 務	陳燕霞 女士
總 務	王麗梅 女士
總 務	郭婉姍 老師

(二) 會務及活動概況

- a. 籌辦中一、中三級家長晚會；
- b. 舉辦周年晚會；
- c. 舉辦學校親子活動；
- d. 為學校籌款，捐贈予非牟利機構；
- e. 批出款項以改善課室百頁簾設施及贊助畢業生畢業袍；
- f. 舉辦親子講座，並鼓勵家長多了解子女，改善家長與子女的溝通；
- g. 作為校外監察及聯絡人，留意本校學生在外之表現，並告知校長，與學校保持緊密聯繫；
- h. 舉辦親子愛心包糴工作坊，除教授包糴的傳統教育外，還將糴子全數送贈予區內的老人院、福利機構及地區人士。
- i. 舉辦家校聯歡燒烤聚會，增進家長及老師之間的聯繫。

(三) 其他事項

- a. 於 2012 年 11 月 23 日的周年晚會，出席人數達 120 人。會上進行新一屆家長委員會選舉、替代家長校董選舉、派發中英數成績單、及中三級新高中家長晚會等活動。當中的本年度所有工作報告、活動安排及財務報告均獲得一致通過。
- b. 本屆常務委員會共進行了三次會議，會議氣氛良好，委員亦提出實際而有效的建議。
- c. 校長再次連任離島區家教會聯會副主席一職，使本會與離島區區會加強聯繫。
- d. 家長校董潘錦傳及替代家長校董陳燕霞士均有出席校董會會議，代表家長向校董會表達意見。
- e. 家校聯歡聚燒烤會出席人數達五十多人，氣氛良好，委員會建議每年至少舉辦同類型的自費聯歡會。

(四) 總結

家教會透過舉辦各種不同類型的活動，如講座、籌款活動、聯歡聚會等，除了可以增加學生的福利及拓展學校的設施外，還可以支援家長及學校，共同推廣家庭和學校教育，並且加強家長和學校的聯繫，達到家校合作的宗旨。

(五) 展望

隨著家長代表加入校董會，希望家長與校方的合作更加緊密，共同推動學校發展。

5.10 圖書館報告

圖書館報告書 2012-13

一、本學年工作報告及檢討

1. 本館在 2012 年 11 月 7-9 日期間，舉行一元一本義賣舊書活動，反應熱烈。師生們在眾義賣書籍尋得喜好。藉此活動，推廣環保意識及善用資源。
2. 由於 Ing Club 的圖書搬往圖書館借閱，一年間，將此書存入 SLS 檔內，增加了工作量，故更換殘舊的條碼，將於來年繼續進行。
3. 圖書館不停地購入新書，將館藏豐富了。藉此提升學生閱讀興趣，借閱率較去年上升了。
4. 圖書館舉行了二次主題講座，名稱為：歷史在我們這一代的意義，透過對歷史的認識、歷史的教訓。加深同學們民族意識和引發思考價值。參加同學雖然不多，但參加者表現熱忱。

二、下年度關注事項建議

1. 鼓勵學生參與書迷會活動。
2. 加強鼓勵及獎勵於閱讀有優異表現的同學。
3. 表揚積極表現的圖書館服務生及隊長。
4. 與科組合作，推行有關閱讀活動，來提升學生閱讀興趣。

三、每月借閱次數

月份	2012 年 9 月	2012 年 10 月	2012 年 11 月	2012 年 12 月	2013 年 1 月
借閱次數 / 上課日數	294 / 19	280 / 17	483 / 22	211 / 14	156 / 21
每日平均借書	15.5	16.5	22	15	7.4
月份	2013 年 2 月	2013 年 3 月	2013 年 4 月	2013 年 5 月	
借閱次數 / 上課日數	211 / 13	174 / 18	207 / 17	220 / 19	
每日平均借書	16.2	9.7	12.1	11.6	

四、圖書館統計報告 (2012 年 9 月 1 日至 2013 年 8 月 1 日)

1. 圖書館館藏
藏書數量：14331 本
2. 雜誌種類
中文雜誌：8 份
英文雜誌：0 份
3. 報紙種類
中文報紙：3 份
英文報紙：1 份
4. 贈書數量：117 本
5. 購書數量
中文圖書：182 本
英文圖書：54 本 (不包括 Eng club 圖書)
Eng Club 圖書：856 本
6. 遺失書籍(詳情參閱圖書館遺失圖書記錄冊)
中文圖書：18 本
英文圖書：7 本

五、財政報告:

項目	預算支出	實際支出
報紙及雜誌	\$9,000.00	\$8,388.80
邀請書商或作家到校座談會	\$8,000.00	\$0.00
書迷會活動開支及獎品	\$3,000.00	\$2,424.40
館藏圖書	\$25,000.00	\$15,130.10
服務生章及禮物	\$500.00	\$228.00
活動交通費	\$1,000.00	\$0.00
科組參考書	\$5,000.00	\$0.00
總額:	\$51,500.00	\$26,171.30

5.11 各學科工作報告

5.11.1 中國語文／非華語學生中國語文科

一 本年度工作重點：

- 1 強化初中與新高中課程的銜接。
- 2 強化初中語文基礎。推行成語及名句學習，加強背誦，積累語感。
- 3 繼續推行補課、全港系統性評估備試訓練、高中增潤課程，模擬測驗，提升公開試成績。
- 4 加強閱讀，包括培養閱讀興趣、閱讀策略、各級經典文章範文自讀、網上閱讀及寫作。
- 5 利用本區資源進行語文全方位學習計畫。
- 6 優化延伸活動質素，加強與學習內容的關係。
- 7 發展科組內學習型教學研習風氣，重視教學反思、協作及自我完善機制。
- 8 發展具區內特色之課程。
- 9 發展非華語學生中國語文課程，完善分班及分組程序、編訂教材、提升學習質素。

To develop the NCS curriculum properly, we should aim at splitting classes according to different level students, designing learning materials and enhance students learning effectiveness.

- 10 本年度的關注事項為提升非華語學生的聽說能力——科組已積極發展聽說教材，並創造更多語境讓非華語學生能多聽多說中文，增加他們與本地生接觸的機會，以提升他們說廣東話的自信心。

In order to enhance NCS students listening and speaking skills, there will be plenty listening and speaking learning resources, so as to provide NCS students with adequate opportunity to build up the Chinese language system.

- 11 為非華語學生提供切合他們程度的書籍，並提供適當指導，培養非華語學生閱讀習慣，以增加學生對中國語文的興趣。

Provide NCS students with the Chinese story books which suit their language ability, to help them to build up proper reading habits and stimulate their incentive of learning Chinese.

二 執行策略及方案

範疇	目標	策略	方案	評估及成功準則	(按方案項目) 成效及建議*	有關文件
課程發展	強化初中與高中課程銜接	<p>1 教學模式 從講授、討論、考察、反思等方法，建構學生知識。</p> <p>2 於課程內加入相應內容。</p> <p>3 提升同學學習語文，並於生活環境中應用所學的意識。</p>	<p>1 按單元能力佈置教學內容，初中與高中分階段規畫學習進程，利用不同篇章為材料，建構學生閱讀、寫作、溝通（包括聽、說）能力。</p> <p>2 初中與高中就同一能力能以螺旋式作深化教與學。</p> <p>3 使用多媒體自學中心上說話課節，得同學允許後，可攝錄紀錄實況，讓同學觀摩交流。</p> <p>4 課堂外學習活動參觀或借助學校大型活動，結合寫作、說話等教學設計，盡量於生活環境發掘有利學習的元素。</p> <p>5 課室教學： 除教師講解外，可安排同學匯報、分組討論、角色扮演，同級同儕觀摩等，將學習重心轉移到學生身</p>	<p>1 進度表語文能力的分佈緊密配合。</p> <p>2 不同年級學生表現能按年級越見成熟。 (匯報、閱讀報告、作文、閱讀材料)</p> <p>3 校內及校外考試表現。</p> <p>4 上課表現。</p>	<p>1 已列出初中學習單元中與高中選修單元有關的訓練。</p> <p>2.1 初中實用文教學能循序漸進，由要求簡單的便條、私人信件等發展至中三寫作報告書、通告等文類，為新高中綜合寫作課程作好準備。</p> <p>2.2 有系統地於初中課程中安排說話訓練，朗讀部分按學生能力安排朗讀時限及篇章字數，並著重詞彙讀音的教授及考核，為高中說話能力作好準備。</p> <p>3 老師於課節上要求同學互相給予意見及評分，學生於評價時亦見認真及有建設性。</p> <p>* 多予機會給學生實習公開演講及匯報。</p> <p>4.1 初中及高中學生均於校內大型活動，如朗誦比賽、早會、活動典禮等擔任司儀。</p> <p>4.2 中一及中四至中六級同學均有利用學校大型活動或課外參觀進行教學，情況如下：</p> <ul style="list-style-type: none"> ● 中一級參與學校音樂比賽後，進行寫作活動。 ● 中四級參與朗誦節集誦。 	進度表

			上，加強同學間的互動學習。		<ul style="list-style-type: none"> ● 中五級欣賞佛聯會聯校小組討論比賽，與友校交流。 ● 中六級參與優質教育基金贊助風雨橫斜歷史劇跨學習領域教育計畫。 ● 中五級新聞與報導選修單元，結合學校大型活動越野賽，進行採訪及寫作活動。 ● 小部分高中學生前往參與教育局舉辦余光中教授講座：左右手的繆思——談詩與散文。 	
評估	教師及學生利用評估檢討和促進教與學	<ol style="list-style-type: none"> 1 配合學習目標。 2 配合學習進度。 3 適時回餽。 4 善用評估紀錄。 5 全方位評估學生表現。 6 持續性評估及總結性評估。 	<ol style="list-style-type: none"> 1 統一初中及高中各卷的考評形式及卷別。 2 多元化評估：口頭課堂考核、讀寫聽說考卷、專題報告、延伸活動參與度及態度。 3 測考內容對應教學內容。 4 校本評核兼顧各種能力。 5 在主題活動中滲入評估課業。 	<ol style="list-style-type: none"> 1 學生熟習考試卷別及評分準則。 2 學生清楚各卷別的能力要求。 	<ol style="list-style-type: none"> 1 合併初中卷一及卷五，並於卷一閱讀篇章加入課程內的篇章；高中中四及中五於卷一內加入課程內教授篇章，同學於閱讀卷的表現有所提升，大部分同學的溫習態度有改善。 2 各級均有課堂考核、小組討論、報告等評估模式，教師利用錄像回饋方面，因課時不足而未能經常進行。 <p>* 建議於課後以小組形式與同學檢討表現，給予指導。</p> <ol style="list-style-type: none"> 3.1 配合教務組要求，列出考試範圍，並在擬定閱讀卷、寫作卷、說話卷、綜合卷時，以教學單元重點作考核重點。 3.2 回應考評局新高中課程微調方案，中四級及中五級取消考核說話卷朗讀部分。 <p>4-5 見課程第 4-5 項。</p>	

學會學習	促進教學效能，提升同學對修習本科的決心和信心。	<ul style="list-style-type: none"> 1 加強學生學習上的自主與自覺。 2 與學生共同釐定清晰學習目標。 3 組織學習社群。 	<ul style="list-style-type: none"> 1 要求同學自行檢視功課後才繳交。 2 鼓勵同儕互評及給予正面的改善方案及建議。 3 利用課文後的自我評估評量表讓學生掌握及測量學習進度。 4 利用中期及年終學生評量表了解學生需要及收集意見，並作回應。 5 協同學組成做功課小組/溫習小組。 	<ul style="list-style-type: none"> 1 學生功課質素有改善。 2 學生關心學習進度並能了解自己的學習強弱。 (課堂觀察及問卷) 	<ul style="list-style-type: none"> 1.1 同學使用文件夾情況略有改善，建議老師定期檢視及提點。 1.2 實用文及綜合卷均利用評估量表讓學生檢視寫作表現。 2 多在說話課及寫作課進行，中一級及高中亦有嘗試進行。 * 下年度希望能於各級有系統地安排同儕互評。 3 較少利用，建議老師多運用評量表引導同學檢討自己學習表現及進度。 4 利用測驗及中期考試檢討及調整教學步驟。如中一級學生能力較弱，於課程作出剪裁，加強基礎訓練。 5 於初中有嘗試組織同學溫習及做功課，為非定期舉行。能夠幫助初中能力弱的同學掌握所學習內容。同學動機較弱或有其他活動要參與，難以組成定期的小組。 	
提升考試成績	提升校內及校外考試成績。	<ul style="list-style-type: none"> 1 鞏固課堂學習質素。 2 拔尖補底。 3 加強應試訓練。 	<ul style="list-style-type: none"> 1 統測及家課策略。 2 實用文強化計畫。 3 應試模擬測驗計畫。 4 公開試增潤課程。 5 初中訪問與專訪學習計畫。 	<ul style="list-style-type: none"> 1 校內及校外考試表現。 2 同學對獲取更佳成績的決心。 3 分組教學的質素及進度。 	<ul style="list-style-type: none"> 1 校內試： (見下學期考試報告) 2 校外試： 中六文憑試整體合格率較去年提升，達 52.9%。 	
閱讀	由閱讀提升學習效能	<ul style="list-style-type: none"> 1 優化閱讀小冊子。 2 全方位廣泛閱讀。 3 經典文章自讀、背誦及默寫。 	<ul style="list-style-type: none"> 1 除撰寫閱讀報告外，利用閱讀小冊子內不同形式的工作紙及作口頭匯報。 2 鼓勵網上閱讀。 	<ul style="list-style-type: none"> 1 完成小冊子人數。 2 報告質素。 3 同學閱讀量及興趣。 4 網上閱讀統計人 	<ul style="list-style-type: none"> 1.1 同學於閱讀小冊子的表現較參差。另外，部分同學多閱讀同一類書籍，欠缺多樣性。 1.2 中一、中四安排學生閱讀指定讀物。 	

			<p>3 要求同學定期閱讀經典文章，完成閱讀紀錄。</p> <p>4 各級按指定要求完成閱讀小冊子。</p>	次。	<p>* 建議下年度於各級設指定讀物，並由老師推薦不同類型書籍，擴闊同學閱讀書籍類型。</p> <p>2 網上閱讀推行效果不理想，老師可多加推動。</p> <p>* 建議下年度每級至少三次安排於課堂上指導同學進行，並以課業形式要求學生回家進行網上閱讀。老師亦多加檢視學生網上閱讀的情況。</p> <p>3.1 初中級定期學習著名詩歌，並進行背誦默寫。</p> <p>3.2 初中級本年度重點放於千家詩、名句及成語學習，未有進行儒學經典閱讀，期望下年重新安排。</p>	
初中成語學習計畫	強化初中學生語文基礎	<p>1 運用成語學習小冊子，建立成語庫。</p> <p>2 成語故事的積累。</p> <p>3 鼓勵學生於寫作及說話中運用成語。</p>	<p>1 每月完成成語小冊子 2 次。</p> <p>2 每月學習 10-20 個成語。(視乎學生能力。)</p> <p>3 安排默書及測考成語。</p>	<p>1 學生完成小冊子人數。</p> <p>2 默書表現。</p> <p>3 測考表現。</p>	<p>1.1 因更換了成語書，故下年度需要修訂小冊子內容。</p> <p>1.2 檢討成語小冊子設計有改善空間，建議減少抄寫成語及意義部分。</p> <p>2 每月學習 10-20 個成語，對同學而言頗吃力，建議調整數量，亦有助加強鞏固。</p> <p>3.1 成語默書或小測表現理想。</p> <p>3.2 老師可加強要求同學於寫作及說話中運用成語或成語故事。</p>	

<p>儒學經典名句共賞計畫</p>	<p>強化學生語文基礎</p>	<p>1. 印刷名句共賞筆記紙，派發全校學生，並於課堂上教授。 2. 於校園張貼名句。 3. 初中設儒學認識工作紙。 4. 鼓勵學生於寫作及說話中運用句名。</p>	<p>1 每月學習名句 1-2 句。 2 安排默書及測考名句。</p>	<p>1 默書表現。 2 測考表現。</p>	<p>1.1 /2 已印刷名句共賞筆記紙，並把名句於校園內張貼。 1.2 定期安排默書，並已於測考中加入名句的考核，大部份學生表現理想。 4 小部分學生能於寫作及說話當中有意識地引用名句。</p> <p>* 建議繼續推行，鞏固所學，高中的測考中可調整佔分比例至十分。</p>	
<p>非華語學生學習中文教學 NCS students Chinese teaching</p>	<p>1 提供適切課程予非華語學生修讀。 1 Provide an appropriate curriculum for NCS students. 2 協助非學語學生融入語文學習，融入社群。 2 Encourage NCS to learn Chinese for helping them to get connected to the community.</p>	<p>1 發展校本教材。 1 To develop the school-based materials. 2 優化測考形式及內容。 2 Modify Examination system and scope to fit in GCSE . 3 建立教授非華語學生教學支援團隊。 3 Build up the back up team to support NCS teachers. 4 促進同儕協助非華語學生學習中文的進度成效。 Coordinate colleagues to enhance the effectiveness of NCS learning progress. 5 對非華語學生教學</p>	<p>1 安排老師任教跨三級兩班不同能力的非華語學生，校方在編時間表時作行政考慮，讓初中中文上課時間能配合是項安排。 1 NCS teacher should handle three different Forms students. 2 參考校外試，製作本地考測試題及課業。 2 Refer to public examination system while conducting school based assessments. 3 安排師友計畫中的高年級同學及同班同學於補課時間協助同學學習中文。 3 Invite senior form students to help junior form students to learn Chinese.</p>	<p>1 學習進度 1 Learning progress 2 教材適切度 2 Appropriateness of teaching materials 3 觀察及作問卷調查。 3 Observation and questionnaire</p>	<p>1 本年度非華語學生分組安排已較上年度有所改善，中四至中六級可分為三組，但由於本年度中四級的新生程度與班上學生相距甚遠，於是中四級的學生差異情況改善不大。 2 教材安排恰當，《中文易》、馬登基金教材及協和教材均能配合學生程度，但教材的發展尚欠統一及持續性，有望於將來發展一套校本的教材。 3 本年度於閱讀節的安排有意地為非華語學生安排指定教材，但由於人手有限，而且難以為每組學生提供適切的讀物，所以下學期以《三字經》作為閱讀材料，效果良好。 4 本年度中文科老師嘗試為非華語學生安排不同類型活動，讓學生於課堂以外爭取機會應用廣東話或普通話。校內活動包括中秋節書法體驗、元宵節硬筆書法比賽、中文朗誦比賽等。校外活動有校際朗誦比賽、第一屆非華語普通話朗誦比賽等。非華語學生透過以上項目均能有不同的經歷，令他們獲得校園生活以外的資訊。 5 為加強非華語學生的口語能力，本年度籌劃了《講好廣東話》的獎勵計劃，</p>	

		<p>政策除了中國語文（非華語學生）及普通話外，所有科目均以英語授課，以確保非華語學生能掌握教學內容。另外，在學校範圍內，學生只可以英語、廣州話或普通話與別人溝通。</p> <p>5 NCS can only communicate in Cantonese in classroom so as to help them get used to speaking in Chinese.</p>	<p>4 安排非華語同學參加延伸課程，加強了解本地文化。</p> <p>4 Encourage NCS to attend in order to help them understand Chinese culture.</p>		<p>但因為下學期的活動多，時間趕急，令計劃未能得以推行，有望下年度可推出此計劃。</p>	
延伸課程	<p>多安排活動讓學生參與，使他們在生活實境中學習、應用語文的能力，藉以增強聽說能力。</p>	<p>1 利用本區文化優勢。</p> <p>2 參與各大機構協作學習活動。</p> <p>3 結合活動與寫作、說話教學。</p> <p>4 鼓勵同儕協作。</p>	<p>1 了解本區歷史文化及進行專訪及報告活動。</p> <p>2 明報校園記者、各機構徵文比賽、出版社主辦語文講座、區內外校際比賽等</p> <p>3 中文朗誦活動。</p>	<p>1 學生參與表現及態度（觀察及課業表現）</p> <p>2 學生意見及回應（問卷）</p>	<p>1.1 參與由香港中華基督教青年會舉辦「歷史留聲一口述歷史廣播專題研習獎勵計畫」，中四及中五同學已於大澳區內進行專訪，完成製作專題報告。</p> <p>2.1 明報校園記者——兩名學生入選</p> <p>2.2 其他比賽及獎項見下表</p> <p>3.1 校內朗誦比賽以社際形式進行，設社際朗誦、小組討論及個人短講等項目，形式多樣。惟小組討論部分同學表現較遜色。</p> <p>3.2 活動配合中國文化周，以英雄為主題，加深學生對英雄豪傑的認識，大部分參賽同學表現認真。</p>	
教師專業發展	<p>建立學習型教師團隊</p>	<p>共同研習教學策略並作反思及完善方案。</p>	<p>1 同儕觀課及課後討論交流。</p> <p>2 出席專業研習課程</p> <p>3 統一測考及課業評分參考。</p>	<p>1 教師熱誠。</p> <p>2 參與課程的種類及人次。</p>	<p>1 本年度科內老師已進行互相觀課及交流。</p> <p>2 見(六)教師專業進修表。</p> <p>3 同級老師進行非定期共同備課。其中，中五、六級老師就選修單元多次共同檢討教學設計及評估安排。中五、六級選修單元均設評估量表，寫作課業由一位老師統改。</p>	<p>1 同儕觀課表</p>

三 2012-2013 中國語文科延伸語文活動獲獎名單

項目	組別	獎項	得獎者
第 64 屆香港學校朗誦節	女子中一級詩詞獨誦	優良	1A 黃湘儀
	女子中三級詩詞獨誦	優良	3B 蒲海雍 3C 簡蘇儀
	男子中五級詩詞獨誦	良好	5A 徐廣亨
	女子中四級散文獨誦	優良	4A 吳嘉潞
	男子中四級散文獨誦	良好	4B 蘇安民 余仕進
	中四五級詩文集誦	優良	4AB
善言巧論全港口語溝通大賽	備稿演講	表現良好	4A 何宗澤 4B 溫俊賢 蘇安民 郭鎮芳 5B 簡浩森 黃正傑 李靜
		表現優異	4B 馮智誠 5B 黃靜敏 陳雨荷
2012-2013 文學之星徵文比賽		校內選拔獎項	初 3A 黎玉樺 3A 歐嘉俊 3B 郭榮僑 高 4B 黃芷晴 6B 趙雪彤 4B 蘇安民
慶祝香港回歸祖國十五周年「建構和諧未來」徵文比賽		入選證書	4A 翟文雯 4A 陳曉婷 4B 馮正康 4B 唐嘉豪 5A 張浩義 5B 張文進 5B 蔡杰
2012-2013 我愛香港閱讀網徵文比賽		校內選拔獎項	1A 陳詩雅 葉家希 2A 林衍穎 李海婷 3A 歐嘉俊 黎玉樺 黃俊豪
第十七屆全港硬筆書法比賽	教師組 校內獎項	優良	潘國健副校長 崔惠儀老師 吳穎欣老師 黎明全老師 朱曉慧老師
		優良	崔惠儀老師
	學生組 校內獎項	冠軍	初 3A 馮凱晴 高 4A 吳嘉潞
		亞軍	初 1A 葉淑敏 高 4B 唐嘉豪
		季軍	初 3A 黃俊豪 高 6B 楊嘉怡

閱讀獎勵計畫	初級組	表現優異	1A 葉淑敏 張穎怡 陳詩雅 2A 張淑君 李海婷 黃偉琴 2B 許曦雯 鍾曉琳 廖凱虹 3A 張佩盈 黎玉樺 3C 簡蘇儀 3B 羅洵賢
	高級組	表現優異	4A 吳嘉潞 張慧珊 馮曉彤 4B 黃芷晴 孫若桐 5A 陳惠娟 6B 鍾汶延 趙雪彤 湯嘉欣
佛聯會聯校中文比賽	高中小組討論	參賽者	5B 許嘉豪
妙法盃——聯校佛學故事短講比賽		參賽者	4B 馮智誠 4B 溫俊賢 3C 簡蘇儀
佛誕徵文比賽		參賽者	4B 馮智誠 馮正康 5B 蔡杰
第二屆非華語學生 普通話朗誦比賽	小組朗誦	冠軍	1B 蘇月綸 1C 莫莉香、夏碧思
	個人獨誦	亞軍	3C 簡蘇儀

四 全年工作計畫流程 (成績見上表)

月份	項目	進度
九月	閱讀材料	網上閱讀 非華語《三字經》閱讀
	校外活動報名 (一) 校際朗誦節報名	共21名同學參加，中四同學參與廣東話集誦比賽。
	(二) 全港口語溝通大賽	共18名同學參加。
	徵文比賽(一)	完成 (成績見上表)
	中三、中五、中六合作課堂	完成
	中一中二非華語教學一補課計畫(SSP)	完成
	非華語學生中文科到校支援(USP)	完成，由香港大學支援。
	填報校本評核教職員資料	完成
	繳交校內工作計劃、報告書	完成
	訂閱明報	完成，每班訂閱明報一份。
	閱讀計劃小冊子及推廣宣傳	完成
	晶文薈萃網上寫作計畫	完成，投稿一次。
	訂購硬筆書法及成語	完成
	中秋節燈會	完成
	中文學會幹事成立	完成
	儒學名句展	完成
	風雨橫斜歷史劇寫作	完成
	歷史留聲口述歷史廣播專題研習獎勵計畫	完成
十月	佛聯會中文科聯席會議	完成
	推薦明報校園記者	完成
	校外參觀／考察	本年度未有安排。
	徵文比賽(二)	完成 (成績見上表)
	校際朗誦比賽練習	完成
	每月之星——佳文共賞計畫開始	完成
	口語溝通大賽練習	完成 (成績見上表)
	廣泛閱讀計畫開始	完成，按進度。
	「我愛香港」網上閱讀計畫開始	完成，宜多加推動。
	上學期觀課開始	完成
	中五、中六補課開始	完成

十一月	校際朗誦比賽練習及比賽	完成 (成績見上表)
	校內朗誦練習觀摩	完成
	徵文比賽(三)	完成 (成績見上表)
	金風傳雅韻	完成
	教協中學生硬筆書法比賽	完成
	初中儒學認識	完成
	查簿	完成
十二月	校際朗誦比賽練習及比賽	完成 (成績見上表)
一月	閱讀獎勵計畫上學期頒獎	完成
二月	中六模擬測驗開始	完成
	元宵猜燈謎，初中寫揮春比賽	完成，未有舉行寫揮春比賽，改為寫書法活動。
	徵文比賽——閱讀報告比賽(三)	未有以比賽形式進行。
三月	同儕觀課開始	完成
	下學期觀課開始	完成
	中六校本評核呈分	完成
	中國文化周	完成
四月	佛聯會聯校小組討論比賽	完成
五月	查簿	完成
	校內四社朗誦比賽	完成
	閱讀獎勵計畫下學期頒獎	完成
六月	中五中文科校本評核呈分	完成
七月	科組自評文件	完成
全年進行計畫	<ol style="list-style-type: none"> 1 課外閱讀計畫 2 中三實用文強化計畫 3 中六辛亥革命百周年《風雨橫斜》歷史跨學習領域教育計畫 (上學年) 4 中四五歷史留聲口述歷史廣播專習研習獎勵計畫 (上學年) 	<p>--中六學生已完成辛亥革命百周年《風雨橫斜》歷史跨學習領域教育計畫，並提交歷史劇創作劇本。</p> <p>--中四五兩組學生已完成歷史留聲一口述歷史廣播專題研習獎勵計劃，並呈交專題報告。</p>
其他工作	會議紀錄	完成

五 公開試成績報告

2013 年 文憑試成績 中國語文科

表一 2013 年整體成績 2013 考生人數：53 人

級別	5**	5*	5*-5	5*-4	5*-3	5*-2	5*-1	U	ABS
人數	0	0	1	4	13	27	44	7	2
百分比(%)	0	0	2	7.8	25.5	52.9	86.3	13.7	3.8
2012 年 百分比(%)	0	0	1.6	9.4	15.6	43.8	70.3	29.7	1.5
比較	→	→	↑	↓	↑	↑	↑	↓	↑

表二 2013 年各卷成績

級別	5**	5*	5*-5	5*-4	5*-3	5*-2	5*-1	U	ABS
卷一閱讀	0	0	0	1	4	27	42	9	2
	0%	0%	0%	2%	7.8%	52.9%	82.4%	17.6%	3.8%
2012 百分比	0%	0%	0%	3.1%	14.1%	46.9%	73.4%	26.6%	1.5%
卷二寫作	0	1	3	10	15	36	44	7	2
	0%	2%	5.9%	19.6%	29.4%	70.6%	86.3%	13.7%	3.8%
2012 百分比	1.6%	7.9%	9.5%	17.5%	23.8%	50.8%	73%	27%	3.1%
卷三聆聽	0	1	2	6	13	32	46	5	2
	0%	2%	3.9%	11.8%	25.5%	62.7%	90.2%	9.8%	3.8%
2012 百分比	0%	0%	1.6%	9.4%	29.7%	50%	82.8%	17.2%	1.5%
卷四說話	2	2	3	7	19	29	41	6	6
	4.3%	4.3%	6.4%	14.9%	40.4%	61.7%	87.2%	12.8%	11.3%
2012 百分比	0%	0%	4%	16%	32%	66%	94%	6%	23.1%
卷五綜合能力	0	5	8	13	19	24	33	18	2
	0%	9.8%	15.7%	25.5%	37.3%	47.1%	64.7%	35.3%	3.8%
2012 百分比	1.6%	3.1%	9.4%	17.2%	31.3%	42.2%	70.3%	29.7%	1.5%

1. 整體而言，本年的公開試成績比去年進步，合格率由去年 43.8% 上升至今年 52.9%，取 U 的同學亦由 29.7% 下降至 13.7%，可見補底策略見成效。
2. 寫作卷考獲 2 級或以上同學百分率為五卷中最高，有 70.6%。可見多派發佳文與同學分享及學習有其成效，應繼續推行。
3. 說話卷拔尖稍有成效，中六說話課隔周安排多一位老師共同教授，並進行分組練習，增加同學練習機會。有 2 位同學考獲 5** 成績，建議加強拔尖，幫助同學取得更理想成績。
4. 閱讀一直為學生表現稍遜的卷別，建議繼續鼓勵及引導學生作廣泛閱讀，多讀不同名家作品及不同類型的文字。其次，加強教授學生閱讀策略，以提昇學生閱讀能力。另外，針對閱讀卷增加練習，並加強即時回饋。

六 教師專業進修

日期	時數	籌辦機構	課程/活動名稱	參與教師人數	NCS/NSS
22/9/12	3	教育局	新高中中國語文課程及評估 教師諮詢會議	1	NSS
15/12/12	2.5	教育局、香港能仁書院、香港中華文化促進中心	心聲懽懷：余光中教授講座系列三： 左右手的繆思——談詩與散文	3	/
22/5/13	2.5	教育局	優化新高中課程及評估 (中國語文)	2	NSS

七 財政報告 (截至 2013 年 7 月 26 日)

項目	預算支出(\$)	實際支出(\$)
1. 教師參考書	500.00	463.90
2. 圖書館書籍	1,500.00	976.00
3. IT輔助教材	5,000.00	1700.30
4. 參觀活動交通費	2,000.00	1426.00
5. 活動獎品及雜項	1,500.00	1216.60
6. 出版商教材及網上資源	6,000.00	0.00
6. 開學物資 (華語學生)	2,820.00	2,520.00
總數:	\$19,320.00	\$8,302.80

組員：

張詩慧(華語課程科主任) 朱曉慧(非華語課程科主任) 崔惠儀 吳穎欣 王玲玲 黎明全

5.11.2 English Language

Term 2 Examination Review

(1) Junior Forms (S.1 – S.3)

Paper 1: Writing			
	Passing Rate	General Comments	General Suggestions
S.1	1A: 12% 1B: 91% 1C: 100%	The paper modification (with more writing guidance given) has made a positive effect on the overall result. CMI: Students were given a solid framework to generate ideas. EMI: Students were able to generate ideas in a more well-structured way.	-Different curriculums will be set based on the English level of students, in order to maximize their potential. -Different writing expectations will be set accordingly. -Different exams to be set so that students can be given work appropriate to their level. For the stronger students: -More creative and personal writing should be given.
S.2	2A: 60% 2B: 67% 2C: 100%	CMI: Increasing fluency; however, some students were too ambitious to attempt the more difficult questions as they did not want to sacrifice any marks. Lack of sentence structures and vocabulary, especially verbs. Errors made on the formats /features of certain writing genres and spelling. EMI: The more capable students showed rich ideas. Some students were again too ambitious. Errors made on punctuations and tenses.	For the weaker students: -Introducing basic sentence structures and building up vocabulary base will be the main focus, for example, through weekly dictation quizzes. Overall: -More proofreading practice - to focus on students' weaknesses -Then, teachers should always give students genuine advice regarding the examination strategies.
S.3	3A: 24% 3B: 0% 3C: 96%	CMI: Students benefited from the phrases given, however showing little understanding or originality. Sadly, ten students showed no attempt. EMI: Students were able to express themselves in an interesting and thoughtful way.	

Paper 2: G.E.

	Passing Rate	General Comments	General Suggestions
S.1	1A: 6% 1B: 86% 1C: 95%	<p>Generally, students performed badly when attempting the higher-order-thinking questions. CMI: Students have poor foundation, but they performed quite well in the easier reading comprehension task. EMI: Most students did really well in general. Most of the students attempted the more challenging reading comprehension task. However, use of capital letters is an issue.</p>	<p>-Teachers should always give students genuine advice regarding the examination strategies. For example, to make use of the bonus system (more practice on reading instructions and identifying key ideas) and make good choices on questions attempted.</p> <p>-Separate curriculums will be adopted based on the English level of students. -Length of test / exam papers needs to be adjusted, in accordance with the students' English levels.</p>
S.2	2A: 35% 2B: 33% 2C: 96%	<p>Generally, students benefited from the Bonus Mark system. However, some of them were not reading the instructions properly. CMI: Students did attempt all questions. However, they are particularly weak in Prepositions and Tenses. EMI: Students performed well in overall. However, they are very weak in Reported Speech.</p>	<p>For the stronger students: -More challenging tasks to be given. For the weaker students: -More drillings are required to strengthen their foundation. - More speaking activities to be done to practise grammar - More short reading tasks</p>
S.3	3A: 25% 3B: 0% 3C: 95%	<p>Generally, students performed badly when attempting the higher-order-thinking questions. CMI: Students tended to attempt the easier questions. EMI: Students performed well.</p>	<p>- Clear teaching plans for specific grammar items - Recommended reading passages sources: *Kids National geographic *Kids Discovery</p>

Paper 3: Listening & Integrated Skills

	Passing Rate	General Comments	General Suggestions
S.1	1A: 5% 1B: 91% 1C: 77%	Generally, students benefited from the Bonus Mark system. CMI: Most students showed no attempt in the second part, which is a normal-pace dialogue. EMI: Students did well in the short tasks.	-Separate curriculums will be adopted based on the English level of students. - English speaking environment to be built. - TSA style questions will be taken away from the tests and exams.
S.2	2A: 20% 2B: 50% 2C: 80%	Generally, students tried to attempt all questions. CMI: Spelling mistakes was a problem and they misunderstood some of the questions.	Instead, TSA practice will be carried out on a regular basis (S.3 only - Twice per school term) For the stronger students:
S.3	3A: 38% 3B: 6% 3C: 100%	Generally, students benefited from the Bonus Mark system. CMI: Students did well in the short tasks, especially filling in information. However, they were weak in TSA tasks and integrated tasks, which are more complicated. EMI: Students showed a very good performance in overall.	- More frequent listening (in natural language). More challenging tasks (TSA style and integrated listening) to be introduced. - Levels 1 & 2: Original type of integrated tasks to be taught. For the weaker students: - More natural dialogues - More exposure to English, for example, songs with lyrics and BBC for Kids. - Daily dictations to help build up vocabulary - Level 4: Listening materials will be played twice

Paper 4: Speaking

	Passing Rate	General Comments	General Suggestions
S.1	1A: 35% 1B: 100% 1C: 100%	<p>CMI: Students scored better on reading than Q & A. They have poor pronunciation and fluency in overall.</p> <p>EMI: Students were very open, expressive and fluent. However, they need to develop ideas to a greater degree and improve organization.</p>	<ul style="list-style-type: none"> - Teacher's advice is always important on choosing questions which are most appropriate to the level of the students. - English speaking environment to be built. - Shared oral lessons among CMI students and weak EMI students, making CMI students feel more comfortable to speak English.
S.2	2A: 75% 2B: 83% 2C: 100%	<p>CMI: Students did well in Reading Aloud, which shows that most students well prepared. Most students wisely chose the Q & A Task and they were willing to answer questions with good eye contact. Top students showed strong vocabulary. However, the weak students misunderstood the topic and showed limited vocabulary. Voice too soft.</p> <p>EMI: Good note-taking, fluency and eye contact. Students were serious in group interaction, in which they displayed a variety of skills. However, students could not handle the content of one of the set topics, showing limited ideas.</p>	<ul style="list-style-type: none"> - Detailed feedback from the oral teachers as well as self-evaluation and peer evaluation forms and oral feedback. <p>For the stronger students:</p> <ul style="list-style-type: none"> - Development of a debate team - Advanced English classes (L1): Regular debates and more demanding group presentations - Increase opportunities for internal and external participation in higher level oral activities, such as Debating, Clip-it, Drama Club and Drama Competitions. <p>For the weaker students:</p> <ul style="list-style-type: none"> - More controlled and highly-structured practice - Frequent Q & A throughout regular lessons, to build vocabulary and grammar skills.
S.3	3A: 38% 3B: 6% 3C: 73%	<p>CMI: Although students were less willing to speak during discussion, they did try with the help of the stronger students. However, some weak students showed no attempt at all.</p> <p>EMI: Students were strong in both parts generally.</p>	<ul style="list-style-type: none"> - More reading aloud (on a fixed schedule) with TAs.

Paper 5: Dictation			
	Passing Rate	General Comments	General Suggestions
S.1	1A: 28% 1B: 91% 1C: 100%	The paper modification (reducing the size of vocabulary list) has made a slightly positive effect on the overall result. CMI: Students performed poorly in unseen passage dictation. EMI: Some students were still misusing the capital letters.	- Corrections should always be done regularly - Curriculums have to be separated based on the English level of students For the stronger students:
S.2	2A: 54% 2B: 67% 2C: 96%	Almost all students attempted. CMI: The revision materials might still be too demanding for the weak students. EMI: Students performed well in general.	L1: No dictation is required, to be replaced by English Literature L2: Main focuses would be complicated vocabulary and unseen passages For the weaker students:
S.3	3A: 62% 3B: 12% 3C: 96%	CMI: 3B class showed very poor performance. EMI: The paper seemed to be too easy. Students didn't take it seriously.	- Regular pre-dictation and class-based dictation quizzes are helpful to help build up weak students' vocabulary base. - Thematic vocabulary - Phonics programme

(2) Senior Forms (S.4 – S.5)

Paper 1: Reading			
	Passing Rate	General Comments	General Suggestions
S.4	4A: 30% 4B: 70% 4C: 96%	Almost all students attempted. However, some students did not pay attention to the question instructions. CMI: The strong students were able to answer the questions tactically. EMI: Students performed well in general. However, careless spelling mistakes were often found.	-Different curriculums and requirements to be set according to the English level of students. -Regular reading practice. - Reading habit and shared reading culture to be cultivated. -Reading strategies to be taught more explicitly and focused practices to be given as continuous assessments
S.5	5A: 50% 5B: 74% 5C: 100%	CMI: Students did well in Section A (Internet Safety) in general and most of them could finish the paper on time, whereas many students could not manage the more challenging questions, like vocabulary and gap filling. EMI: Students did very well in Section A in overall. More than half of the students attempted B2 and they could manage all the basic questions, whereas some students could not handle the tricky questions, such as fill in the blanks and reference questions.	For the stronger students: - More challenging tasks to be given, especially poetic skills -HKDSE sample papers and past papers to be done. For the weaker students: - Easier tasks to be given (even in junior level, but in DSE format) to help them familiarize with the variety of questions types and develop necessary reading skills.

Paper 2: Writing

	Passing Rate	General Comments	General Suggestions
S.4	4A: 14% 4B: 45% 4C: 92%	<p>- CMI: Most students could not understand the three questions. They did not follow the structure and format of the required writing genres. They did not have enough ideas (lack of elaboration and examples given), hence, could not reach the word limit. Errors often made on tenses and spelling.</p> <p>- EMI: Most students showed relevant ideas with some elaboration. Errors often made on tenses and spelling. Better paragraphing and organization are needed.</p>	<p>-Different curriculums to be set according to the English level of students.</p> <p>-Different writing expectations and requirements to be set accordingly.</p> <p>- Thematic vocabulary to be developed.</p> <p>- Pre-writing handouts to be provided, to help students get familiar with the common writing genres and useful sentence patterns.</p> <p>For the stronger students:</p> <p>- Regular grammar lessons</p> <p>- Teachers can explicitly highlight and teach students how to organize the ideas in a better way</p>
S.5	5A: 0% 5B: 43% 5C: 87%	<p style="text-align: center;"><u>Part A (Short writing)</u></p> <p>CMI: Most students misunderstood the questions-off topic and some of them wrote too little. EMI: Some students were off topic as well.</p> <p style="text-align: center;"><u>Part B (Long writing)</u></p> <p>CMI: Most of the students were willing to show attempt as the themes were familiar to them. However, six students showed no attempt at all. EMI: Students were able to generate own ideas. However, some of them did not pay attention to the writing genre, using wrong formats.</p>	<p>For the weaker students:</p> <p>-Target writing genres to be set</p> <p>-Progress writing: clear stages to be given</p> <p>- Regular grammar lessons and dictation quizzes</p> <p>-Trainings on elaborating ideas and daily marks can be allocated</p>

Paper 3: Listening & Integrated Skills

	Passing Rate	General Comments	General Suggestions
S.4	4A: 27% 4B: 43% 4C: 100%	<p>Listening part was accessible to most students.</p> <p>CMI: Students had difficulty recognizing shapes. Some of them did not do well in integrated tasks and copied too much material.</p> <p>EMI: Students scored quite well and easily completed integrated tasks.</p>	<p>-Different curriculums and requirements to be set according to the English level of students.</p> <p>-Ideally, varied degree of difficulty would be better indicator of students' skill levels.</p> <p>For the stronger students:</p> <p>-Teaching of more varied types of listening tasks.</p>
S.5	5A: 20% 5B: 39% 5C: 87%	<p>CMI: Students formatted well and found data points easily. However, some of them had difficulty identifying shapes and locations.</p> <p>EMI: Students did very well on all tasks. However, some of them had difficulty with format of integrated tasks.</p>	<p>For the weaker students:</p> <p>-Geometric shapes and location language to be taught</p> <p>-Text types</p>

Paper 4: Speaking

Paper 4: Speaking			
	Passing Rate	General Comments	General Suggestions
S.4	4A: 30% 4B: 55% 4C: 96%	<p><u>CMI</u>: Students did better in Set B (Sports) since students were more familiar with the topic. They did try to show responses. However, they performed poorly in discussion and they tended to say yes or no only. Too passive.</p> <p><u>EMI</u>: Almost all students gave relevant and good ideas. They did well in keeping the dynamic of the group discussion and helping the weak students. However, some students did not know how to ask good questions to help the weak students.</p>	<ul style="list-style-type: none"> - Shared oral lessons, to achieve effective peer learning. -Peer evaluations - CMI students and weak EMI students sharing oral lessons, making CMI students feel more comfortable to speak English. -Split-group teaching: more individual assistance from teachers so that students can benefit more (concrete comments and good examples) -More topics to be introduced: Thematic vocabulary to be developed
S.5	5A: 30% 5B: 82% 5C: 100%	<p>Students were familiar with the exam setting, leading to smooth and natural discussion flows.</p> <p><u>CMI</u>: The weak students were willing to give responses. However, due to limited vocabulary and sentence structures, they had difficulty in generating ideas in great detail.</p> <p><u>EMI</u>: Generally, students were able to generate ideas in great detail and showed great participation in discussions.</p>	

- Activities organized in the academic year 2012 – 2013

Strategies/ Tasks	Time Scale	Objectives	Implementation	Teachers Responsible	Evaluation
1. Debriefing session on NSS for students (S4)	Sept. 12	- To give students a clear understanding of the NSS	- English teachers will give a talk on the new NSS to the S4 students at the beginning of September (during an English lesson) - Handouts should be provided	KWY, KYS, PB assisted by S5 English teachers	Completed.
2. Quiz Policies – Pre-mock Exam Practices (S6)	Sept. 12 – Feb. 13	- S6 students given opportunities to practise pre-mock exam papers so as to understand the exam formats and skills clearly	- S6 students will take pre-mock exam practice and skills analysis will be given to students by English teachers	S6 English Teachers (COL, KYS, KWY, RSG)	With the assistance of AB, after-school tutorials were carried out for S.5 and S.6 students. However, the attendance was not satisfactory.
3. Extra Oral Practices (S5 and S6)	Sept. 12 – Feb. 13	- To give students more chances to practise their oral English - To help students improve their oral competence	- S5 and S6 students will have some oral practices during lunch time	P.I.C.: PB Assisted by S5 – S6 English teachers	Not completed.
4. Morning Reading Sessions	Sept. 12 – Jun 13	- To help students develop a habit of reading English materials	- Students bring and read at least one English book during the morning reading session - Teacher-in-charge has to monitor the whole process and make reviews/improvement - Teachers provides students with suitable reading materials when appropriate	P.I.C.: CL Assisted by All English teachers and TA	Completed. Certificates and prizes were presented to those students who performed well during the morning reading sessions – ‘The Best Readers’.
5. Publications (Newsletters)	2012 - 2013	- To collect students’ work - To let students share ideas with other schoolmates - To record various English Department functions	- Two newsletters and one booklet a year to publish students’ work (compositions and elective portfolio works)	P.I.C.: JP, CL, COL Assisted by All English teachers and TA	Four newsletters were successfully published.
6. Professional Development Workshops	Oct. 12 – Jun. 13	- To enhance teachers’ professional - To give teachers chances to share experience on teaching and learning	- Guests and speakers will be invited to share and exchange teachers ideas with English teachers	P.I.C.: COL (Record Keeping) All English teachers	All English teachers attended the staff development days and shared their ideas.
7. English Camp (S1)	The 2 nd term	- To promote English learning among S1 students - To help students acquire life experience skills	- Teachers have to plan various fun English learning activities for students.	P.I.C.: RSG, CWT Assisted by All English teachers and TA	Completed. The English Camp was successfully organized, which included Treasure Hunt and various English games, conducted by the service provider. Not enough CMI participants.
8. Speech Festival	Nov – Dec 12	- To boost students’ confidence in public speaking	- Each English teacher has to train about 5 students and help them prepare for the Speech	P.I.C.: KWY (<i>Finding</i>)	Completed. The majority of students got merits and

			<ul style="list-style-type: none"> - Festival S1 – S5 students - EMI classes: at least 4 Ss per class / CMI strong classes: at least 2 Ss per class 	<i>materials, collecting money, filling in the forms)</i> Assisted by All English teachers and TA	one student won the first place and three students won the second place.	
9.	English Corners in classrooms (Student Work Display)	Sept. 12 – Jun. 13	<ul style="list-style-type: none"> - To give students a platform to appreciate others' works - To achieve peer learning 	<ul style="list-style-type: none"> - Each English teacher has to choose at least 5 pieces of outstanding works by students at the end of each month - TA helps collect the works and make photocopies / scanning 	P.I.C.: COL, HG All English teachers	Not well organized.
10.	Extensive Reading Scheme	Sept. 12 – Jun 13	<ul style="list-style-type: none"> - To develop students' reading interests and habits 	<ul style="list-style-type: none"> - Teachers have to record number of books each student has read. Top students will be given prizes and awards 	P.I.C.: HG, JP, CL Assisted by All English teachers	Completed. Certificates and gifts were presented to those students who showed significant performance in reading. However, some classes failed to reach the requirements.
11.	English Society & English Ambassador Scheme	Oct 12 – Jun 13	<ul style="list-style-type: none"> - To build up students' confidence in using English - To create a rich English learning environment in school - To give students more exposure to English through participating in a range of activities 	<ul style="list-style-type: none"> - Eng. Soc. Members & English Ambassadors help assisting all English activities - Eng. Ambassadors will attend a workshop 	P.I.C.: COL, HG, CL, JP Assisted by All English teachers, TA, Eng Soc Members/English Ambassadors	Completed. A variety of activities were held: - Halloween activity; - Winter Party; - Cross-country Race: Flea Market; - Easter Egg Hunt; - Buddy Programme; - Year-end Party.
12.	Lunchtime Activity: Campus DJ	Oct. 12 – May. 13	<ul style="list-style-type: none"> - To create a rich English learning environment in school 	<ul style="list-style-type: none"> - Assisted by the Music Department - Members of the Music Society and English Society will help play English songs and deliver certain messages to students - To be held twice a month 	P.I.C.: COL, CTY Assisted by Music Soc and Eng Soc Members	Not completed.
13.	Lunchtime Activity: Campus Broadcast	Oct. 12 – May. 13	<ul style="list-style-type: none"> - To create a rich English learning environment in school - To help students improve their oral competence 	<ul style="list-style-type: none"> - Target students: S.4 - Some students will be selected by their English teachers to share various materials (e.g. news, poems, school newsletter, compo etc) through the school PA system - All Eng teachers will help train the students - To be held twice a month 	P.I.C.: KYS, COL Assisted by All English teachers and TA, S4 students	English news reports were done instead (cooperated with Campus TV, targeting the strong CMI students in S.3 and S.4)

5.11.3 數學科

1. Exam evaluation:

Internal Exams

- Students' performances in the examination – Markers' report

Passing rates & class performance

- 1A I 53% II 59%
Most students are having SEN and they are weak at learning. New comers are having a bad learning attitude and they come to school in around March.
- 1B I 73% II 82%
It is easy to manage the class but students cannot sit properly and focus for long time. Students are not good at English and students do not know mathematics vocabulary like rectangle and trapezium.
- 1C I 59% II 68%
The learning diversity is large. Few students perform poorly but meanwhile few students perform excellently.
- 2A I 40% II 30%
There are many topics so students do not have enough time to “digest” and have practice. New comers in December are having high quality in mathematics and they make the whole learning atmosphere good.
- 2B I 50% II 0%
Students are willing to do examples in the class. They learn actively and they come to the blackboard to do demonstration. Yet, students are not strong enough on the basic knowledge like arithmetic operations. Students lack multiple choice question tackling techniques.
- 2C I 40% II 4%
Most new students are weak at foundation. Most old students pass in the examination. 10 students score 40-49 in which they almost pass. Students in general forget the previous knowledge so they lost marks in section A.
- 3A I 35% II 70%
Learning diversity is large. Few boys are high achievers while others are weak. When doing abstract questions, most students do not know how to start. Some students give up mathematics because they will not choose science subjects.
- 3B I 0% II 14%
Students are weak and lazy, having no motivation. They have no interests on learning mathematics. Certain students are often absent from school. Some students did not write anything in the final examination. 2 to 3 students are having SEN.
- 3C I 32% II 68%
Students are de-motivated and in-cooperative in the 1st term but they improved a lot in the 2nd term. Learning attitude has been improved. Students like mathematic more overall because they are divided into groups and they can talk. Yet, the problem is that few students are constantly absent. Also, students come late so they miss mathematics lessons which are usually lesson 1 and lesson 2.
- 4A I 0% II 0%
Students are weak at foundation and they are un-motivated. They in general refuse to learn mathematics even some elementary stuffs. Discipline is not a problem but they cannot catch up the syllabus. One more problem is that most of the students are having truancy problems. Learning diversity is not a problem. To raise learning interest is the utmost important thing.
- 4B I II
Students in general perform worse than the first term. The passing rate does not change much. Students are getting lazy. They spend time playing computer games

and reluctant to do revision. In the second term, the content taught is more mathematically abstract.

- 4C I 12% II 8%

Students are weak at foundation including using identities and doing expansions. In general, they did attempt in paper I but once they met questions which they had never seen, they could not write down anything. In paper II, students spend too much time in section A so they do not have enough time to complete every question.

- 5K I 0% II 9%

Students are usually deducted by pp-1 / u-1 even though they get some steps correct in the questions and turnout they might get 0 in that particular question. Furthermore, students make careless mistakes and they lose the A marks. Students in general use ball pens instead of pencils in Paper II so that their marks are 20% off. Yet, certain students make improvements but the overall learning atmosphere is getting worse.

- 5M I 47% II 53%

Most students score 40 to 49 in Paper I. Students those failed in the examination are originally from the class 5K. Since their foundation is not strong, it is hard to follow. Yet, their learning attitude is good. In Paper II, some students use ball pens to answer.

- 5C I 20% II 33%

Most students lack multiple choice questions tackling techniques. They treat the questions as the same as in Paper I so that they could not have enough time to complete every single question.

- 5M1 (CMI) 100%

The paper cannot reflect the ability of the students.

- 5M1 (EMI) 100%

The student did excellently in section A since he did a lot of practice in the textbook. Yet, he did not perform well in section B. He could not handle long word problems.

- The quality of papers (in difficulty, content, length etc.)

- S1 Overall reasonable but paper I is unfair because things taught in the last week should not be tested.

- S2 There are too many topics to be tested. Paper II is difficult in terms of complexity.

- S3 The guidelines are followed but section A is too difficult even though they are pre-knowledge.

- S4 The level of difficulty is appropriate. Yet, students' ability is overestimated.

- S5 The level of difficulty of Paper I is high while the level of difficulty of Paper II is normal.

- Suggestions for improvement

- S1 Things being examined beyond section B should not be taught during the last teaching week. Bonus section should be included. Chapter quizzes should be included.

- S2 Students should be motivated by telling the importance of mathematics so that they feel interested to learn. Study groups might be carried out. Students should be trained to utilize their calculators in normal lessons such that they can apply well. Chapter quizzes should be included. Topics and question types should be focused.

- S3 Chapter quizzes should be included. Mark distributions should be re-allocated such that more marks should be given to those questions with more steps.

- S4 Section A1 might be accommodated such that most students in every class can score. In the marking scheme, more "M" marks might be given.

- S5 More method marks might be given in the marking scheme. Members might pay more attention to the difficulty of the paper while the paper is being circulated. The teacher should remind students to use appropriate stationery in the examination.

In quizzes, the teacher might include MCQs such that students can get used to that and train up the skills.

- Duration of examinations in junior forms is suggested to be shorter meanwhile the number of questions should be reduced.
 - Form teachers might gather and discuss how to set the paper such that the level of difficulty might be accommodated before setting the examination paper.
 - In senior forms, teachers should put public examination A1 things so that students could drill more on those particular topics and they would be more aware. Else, they might forget those junior form things. In all forms, topics in which students did very bad last year might be re-tested in the current year.
- Adjustments to be made to the tests, examinations and curriculum
- S1, 2 Section D should be taken out from the paper and then the section should be converted into bonus section to avoid giving most students a “discount” on their marks. Thus, students have higher chance to get higher marks.
 - S3 More marks should be given to the content taught in the current year if the question involves topics over the past years knowledge. Topics which are taught in the last few days / the last teaching week should not be tested much. Specific homework might be assigned to students such that learning diversity might be coped with and students might get motivated.

External Exams

- Results of HKDSE
- Mathematics (Compulsory Part) passing percentage:
- 6M1 55%
 - 6K1 29.5%
 - 6K2 0%
 - 6C 12.5%
- Students in group M1 performed well as their abilities is the highest in the form. They worked hard in practicing Math questions. They also drilled many exercise books by their own. Group K1 students' performance were fair meanwhile group K2 students' performance were expected as their foundation knowledge were too weak even many such exercises were done before mock exams. Separate different group by Math abilities are recommended.

Mathematics (Extended Part -) passing percentage:

- Module 1 66.7%
- Students were performed well in this group as they chose to study M1 and they drilled many exercises.

2. Summer holiday homework

- S1, 2: Homework was distributed already
- S3, 4: Homework will be distributed on Parents Day

3. Summer duties:

- Remedial class
 - Every member on average has 2-session duties
- S.1 orientation camp
 - Held on 18th July from 1:15pm to 4:15pm
 - The budget is \$500
 - Competition – divided into 3 groups according to their classes
 - Games are related to arithmetic operations, directed numbers, ordering, estimation, counting, fractions, coordinates, IQ questions, etc.
- Attainment test

4. Annual evaluation

- Marking System
 - Remain unchanged
- Homework and exercise
 - Homework – at least once per session in the chapter, each assignment should be 20 to 30 minutes long
 - Worksheet – subject-teacher-based
 - Content page – remain unchanged
- Activities
 - Joint Buddhist School Mathematics Competition
 - This is the first year to have non-Chinese students to participate and they engage a lot.
 - The competition makes high achievers feel more interested in mathematics.
 - Workload for teachers is high.
 - The practice material might be sorted into topics such that students might learn more efficiently.
- Reward Scheme
 - Students pair up by themselves. One student is mentor and another is mentee. Each group has to fill in the form every time they meet. They have to fill in the duration and content discussed in that meeting. Students improve in their class interaction and also their homework quality. In some cases, the mentor improves; while in other cases, the mentee even does better than the mentor finally.
- Teaching Aids (White Board)
 - Each student gets a white board. The teacher gives 10 minutes for students to do certain questions on the white board. Students like doing that because they can erase what they want.

5. Evaluation of the budget plan in 2012 – 2013

Item	Budget	Actual Expenditure
Calculator Usage Competition	\$500.00	\$0.00
Maths Club Activities	\$1,000.00	\$0.00
Maths-Storage of Calculators	\$1,000.00	\$0.00
Maths-Presents for Reward Scheme	\$1,000.00	\$252.00
Maths-Teacher’s Reference Books	\$1,000.00	\$674.80
Maths Books for Library	\$500.00	\$0.00
Maths-Teaching Aids and I.T. support	\$1,000.00	\$1,208.00
	\$6,000.00	\$2,134.80

5.11.4 中國歷史科

一、 本年度工作重點報告

	工作重點	成果及情況
1	照顧學習差異，建立不同程度學生研讀本科的正確態度。	1 教學材料及進度上已作適當調適。 2 由於高中學生水平參差，修讀人數較少，科任老師基本上均按學生需要調整教學步驟並提供不同程度的參考資料。 3 同學對本科的看法已較正面，亦嘗試從生活事例中連繫史事。 4 本年度參加了 3 次由大專學會舉辦的中國歷史科講座，同學反應均不錯，擴闊眼界之餘，亦能更清晰地了解本科的研究方向和修讀內容。
2	建立校內試評估模式，改善校內試成績。	1 初中題目形式已定，高中中五開始則按公開試形式。 2 初中除缺度考試外，其餘交白卷的數目已大量減少。原因有二，其一為學生動機提升，其二為題型多變化，較能貼近學生需要。
3	檢討及優化課業及評估策略。	1 課業: 除作業外，加入工作紙及溫習紙。 2 評估: 加入持續評估，學生更有成功感。
4	提高學生選修中國歷史科的意願。	本年中四共有 14 位同學修讀中史，較去年人數升 3 倍以上。
5	增加同學對研讀本科的興趣及信心。	1 初中同學在本校滿足感較大，有利強化修讀動機。 2 校方大力提倡本科，校長為本科爭取考察資源，暑假期間同學獲到南京、北京等考察。同學對中國史地有新的領會。
6	建立穩定的教學團隊，促主本科持續發展的要素。	1 本年度未有同事望職，班別數目亦未有改變，任教的課擔及級別亦已穩定。

二、 執行策略、方案及評估準則

目標	範疇	策略	方案	評估及成功準則	報告	重點
1 照顧學習差異	課程發展	1 學習內容調適	1 派發上課工作紙，工作紙設計由重要人物——重要地點——重要事件——重要名詞，逐步由淺入深建構同學知識。 2 利用作業題目作學習總結，加入較高階思維題目。	完成工作紙比例 (課業檢查及進度檢查表現)	1 初中:除退學或缺課者外，其餘同學均能完成課堂工作紙。主因乃工作紙任務簡單。優點是同學可利用這些工作紙用作溫習。 2 能力較高的學生完成作業比例較高，老師亦有提供額外資料及題目予同學。	
		2 應用時事對應史事	1 鼓勵高年級同學，參與午間論壇，提示比較角度，嘗試讓同學表達己見。 2 在課堂內加入有關討論/課業。	同學參與學習活動表現 / 課堂觀察	1 高年班有 2 位同學參與時事評論及辯論比賽。由於時間安排不善，本年度未能推行午間時事活動，擬於下學年舉辦。 2 由於任教本科的老師，大部分人生閱歷豐富，故能在課堂加入大量具啟發性的史料及歷史事例，補足了現今課程流於割裂的缺陷。	
	教學策略	不同能力的班別運用不同施教方式	1 不同學習重點 為能力較弱學生提供低起點目標，只重視掌握名字/考核背誦重點。 2 不同練習題型 表現較學生，在作業/書本選具挑戰題型作課業內容。 3 不同訓練目標 針對能力較弱學生重視鞏固史實; 表現較佳學生，多啟發其分析及討論能力，可由學生作講解，教師引發討論及歸納。	觀課表現 課業表現 考測表現	1 在工作紙、溫習紙、試題及測考上均有配套。 2 初中有利用筆記本協助學生溫習。亦有要求學生完成作業中較高階的題目。 3 同學較不適應在課堂中表達意見，故推行遇有難處，需要較多引入及引導，同學才能講解重點。這目標較理想，建議下學年提供 PPT 簡報讓同學說明，逐步建立自主學習模式。	

	<p>課業及評估</p>	<p>1 初中：協助學生掌握重要歷史名詞及時序。 2 參照公開試題型，教導學生作答的模式及擬寫答案的步驟。</p>	<p>1 利用工作紙，作調控學習重點及過程的工具。 2 高中：提供參考答案，與學生分析不同分域表現的差異；著學生仿答，體會構思答案及答題的過程，熟習答題方法及不同題型的作答模式。 3 家課策略： 1 家課分為 2 類型： A 認知及辨識 B 分析及思考 2 考測題型涉及不同層次的能力： A 基本認知及史料 B 評論/ 史料分析 C 挑戰題型——評價</p>	<p>課業表現 教師回餽</p>	<p>1 初中已備有不同層次的工作紙供同學使用。 2 高中則多以試題模式，建議可利用坊間的答題練習供同學參考，令同學答題層次及結構更具條理。表現較佳同學的習作亦可印發給同學參考。 3 習作及考試題型大致能達標。初中善用出版社資源，在題型上變化較多，有利能力低的同學完成課業及試題。</p>	
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	校內評估	<p>1 確定不同考測得分目標</p> <table border="1" data-bbox="521 279 676 539"> <tr> <td data-bbox="521 279 676 323">現時</td> </tr> <tr> <td data-bbox="521 323 676 368">0-9</td> </tr> <tr> <td data-bbox="521 368 676 413">10-29</td> </tr> <tr> <td data-bbox="521 413 676 458">30-39</td> </tr> <tr> <td data-bbox="521 458 676 502">40-59</td> </tr> <tr> <td data-bbox="521 502 676 539">60 以上</td> </tr> </table>	現時	0-9	10-29	30-39	40-59	60 以上	<p>1 以不同分域作目標:</p> <p>A 在試卷內鎖定約 20 分爲「必得分題」，希望學生可直接得分。</p> <p>B 反覆將「必得分題」透過練習、統測訓練，令學生感到有分可拿。</p> <p>C 提供溫習工作紙，學生每次只須溫 3-4 版紙即可得到合格分數；加上作業可得中上分數。學期考試溫習紙不多於 10 版，同學能切實掌握得分方法。</p> <p>D 表現優良的同學，除工作紙外，尚需掌握不同史事的比較、地圖。試題內設高階狀元題，供同學挑戰難度，得額外獎勵分數，分數設定爲 10 分。</p> <p>E 統一試題模式 初中：統一考測題型及模式 高中：按公開試擬定題目</p>	考測表現	<p>A 見以下附表，比較上、下學期成績的份佈，大部分班別低分組別人數均有下調。</p> <p>B 試題有不同層次，除放棄的同學外，其餘同學均有完成，而得分也取決於不同能力表現學生的水準。</p> <p>C 溫習紙爲 3 版，另有工作紙約 10 張及作業。</p> <p>D 中三同學表現較佳。</p> <p>E 完成。</p>	
現時												
0-9												
10-29												
30-39												
40-59												
60 以上												

1213-S1 Distribution of marks (Full mark: 100)		1 st 15	2 nd 20	
"0-9		5	3	↓ 1
"10-19		4	5	
"20-29		0	4	
"30-39		1	1	
"40-49		2	1	
"50-59		2	3	↑ 2
"60-69		1	1	
"70-79		0	1	
"80-89		0	1	↑ 1
"90-100		0	0	

1213-S2A Distribution of marks (Full mark: 100)		1 st 19	2 nd 25	
"0-9		2	5	↓ 2
"10-19		2	0	
"20-29		3	0	
"30-39		4	3	
"40-49		2	3	
"50-59		2	8	↑ 8
"60-69		3	5	
"70-79		1	1	
"80-89		0	0	=
"90-100		0	0	

1213-S2B Distribution of marks (Full mark: 100)		1 st 10	2 nd 6	
"0-9		3	0	↓ 3
"10-19		3	2	
"20-29		1	2	
"30-39		0	0	
"40-49		1	1	
"50-59		1	1	↓ 1
"60-69		0	0	
"70-79		1	0	
"80-89		0	0	=
"90-100		0	0	

1213-S3ADistribution of marks (Full mark: 100)		1 st 21	2 nd 22		1213-S3BDistribution of marks (Full mark: 100)		1 st 15	2 nd 18	
"0-9		1	2	↑ 4	"0-9		0	2	↑ 11
"10-19		0	1		"10-19		1	3	
"20-29		1	4		"20-29		2	2	
"30-39		2	3		"30-39		0	3	
"40-49		3	1		"40-49		0	4	
"50-59		3	2		"50-59		5	0	↓ 7
"60-69		3	4		"60-69		3	3	
"70-79		3	3		"70-79		2	0	
"80-89		4	1		↓ 3	"80-89		0	1
"90-100		1	1	"90-100			2	0	
2 提升學生自我檢視能力	學會學習	初中：自我檢視課業 高中：互評		課堂表現／課業表現	較難實踐，惟同學在考試答題時有盡力檢查有否完成所有題目。				
3 提升學生學習興趣及信心。 增加同學參與中國歷史學習有關活動機會		1 加強學生在課堂內的參與度 2 增加平時分比例 3 增加延伸活動，提高同學參與感	1 加設學生滙報課堂 2 課業列為平時分項目。 3 於課外活動設論壇 4 舉辦國學問答比賽 5 參與區內考察活動及區外口述歷史活動 6 跨科合辦活動，如與中國語文科合辦中國文化周、與公民教育組及通識科合辦問答比賽等	課堂及報告表現／同學參與態度及表現	1 同學較被動及上課時數於下學期略受活動影響，故商議擱置課堂滙報計劃。 2 由於項目一未有完成，故未能計算平時分。 3 時間未能配合，延後至下學年舉行。改為廣播午間歷史專題。反應甚佳。 4 未能於試後活動進行，取消。 5 口述歷史計劃專題報告，附聲帶。 6 安排出席 3 次中國歷史科講座及展覽。				

三、 習及評估策略

1 上課及其他安排比例

	單元內容	工作紙	堂課及核對作業	小測
中一至中三	每2節1小單元	每1單元1版	每2節後安排半節核對作業	每月1次 (約2單元)
中四至中六	5節1小單元	每2周堂上完成 1題問答	中四至中六級每周完成1題問答, 循序漸進, 由1000字增至2000字, 每月1次。	每月1次

五、全年工作計畫及分工

月份	項目	負責同事	
九月	1 第一次科務會議	TWY	完成
	2 訂購參考書及各級欠書	TWY AWY	完成
	3 繳交進度表、計畫書	各級同事	完成
	4 呈報校本評核分數	CHW	完成
	5 口述歷史計畫會議(跨科合作)	TWY CYW	完成
十月	1 觀課	CHW TWY	完成
	2 繳交統測卷	TWY 及各級科任 老師	完成
	3 準備外交盃問答比賽	CHW TWY	改為基本法辯論比賽, 共8位同學參加。
	4 口述歷史計劃進行(跨科合作)	TWY CYW	完成
	5 筏可論壇	TWY CHW	改為午間廣播介紹九一八事件。
	6 中五中六補課計畫開始	CHW	完成, 十一月後後出席不理想。
十一月	1 課業檢查	TWY CHW	完成
	2 繳交考試卷	TWY 及各級科任 老師	完成
	3 繳交口述歷史計畫報告(跨科合作)	TWY CYW	完成
十二月	1 午間問答比賽	TWY AWY	取消
	2 上學期學習檢討	各任教老師	完成
	3 繳交中六學生第三次校本評核課業及分數	CHW TWY	完成
一月	1 繳交中五學生校本評核課業及分數	CHW TWY	完成
	2 繳交上學期考試成績檢討	TWY	完成
二月	1 下學期同儕觀課	各任教老師	完成
	2 繳交統測卷	各任教老師	完成
三月	1 課業檢查	TWY	完成
	2 安排參觀, 以助學生完成報告		完成
四月	1 繳交初中各班學生報告題目	AWY CYW TWY	出席第三次講座, 由於課時不足, 延期至下學年。
	2 課業檢查	TWY	完成

五月	1 繳交期終考試卷	TWY	完成
	2 繳交中五學生校本評核課業及分數	CHW TWY	完成
六月	3 2013-2014 學年教學準備會議	TWY	完成
	1 試後活動——問答比賽	AWY CYW	改為籌備校史室活動
七月	1 科組自評文件	TWY	於八月至九月完成
	2 校內及校外試成績檢討		

六、財政報告

項目	預算	支出
1 教師參考書	\$ 500.00	\$ 500.00
2 活動津貼 (獎品、佈置)	\$ 1,000.00	\$ 2,100.00
3 學生參考書	\$ 500.00	\$ 500.00
4 國史教育經費贊助	\$ 1000.00	\$ 0.00
5 教材教具	\$ 500.00	\$ 500.00
合計	\$ 3500.00	\$ 3,600.00

七、組員名單

朱曉慧老師、歐陽偉恩老師、周鴻偉老師
 崔惠儀老師(組長)

5.11.5 地理科

Members list : CHENG Kam-nam, Piwowarczyk Jacek

Teacher in charge :

CMI --- S4, S5 and S6 , Mr CHENG Kam-nam

EMI --- S4 and S5, Mr Piwowarczyk Jacek

Exam passing rate :

Final exam

	CMI	EMI
S4	67%	33%
S5	60%	40%

Field Trip Finished

Dec 2012 Tung Ping Chau for S4

June 2013 Hong Kong Science Park for S5

July 2013 Ma Shi Chau for S4

Ngong Ping Sewage Treatment Plant for S5

Objective achieved (Refer to annual plan 2012-2013)

1. Arise students' interest towards the natural by the field in Dec and July.
2. Increase the cooperation between CMI and EMI students, and its harmony, during the field trip they joined and the tasks finished together.
3. Students' sense to current geography issues has been raise through the regular newspaper cutting and quiz.
4. For HKDSE, four students --- level 3, four students --- level 2, satisfactory passing rate.

Suggestion for improvements

1. Students are still shame to present and learning motivation still have rooms to improve.
2. This year, no students choose Geography as elective, so we goal to reopen it and attract more students to take Geography.
3. The teaching progress is a bit left behind schedule, thus reduce the time for past public exam paper practice. Probably to practice it in the supplementary lesson regularly.
4. Some field trips have to reschedule due to bad weather. Therefore, it should be arranged in autumn and winter as possible.

Non-academic achievements

1. This year, we continue the "Morning weather report ambassador", inviting senior students to do weather report everyday. This receive good response and should be continue.
2. This year, we join the "Hong Kong Community Weather Information Network", which is co-organize by Hong Kong Observatory and Hong Kong Polytechnic University. Weather data collected from the weather station located in our school roof will be share to the public as a non-official weather data. See the link : http://weather.ap.polyu.edu.hk/index_c.php

Budget

Budget is within our plan, no over budget.

Homework Policy

The homework quantity and quality given are suitable, however, worksheet may be combined as class work, as students need to write and work during the lesson. The learning effective is low if worksheet is only done at home.

5.11.6 物理科

1. 校內考試成績：

(a) 中三至中五級各班的半年試成績：

	S.3A	S.3B	S.3C	S.4X1	S.5X1
學生人數	21	15	23	9	9
滿分	100	100	100	100	100
合格分數	50	50	50	40	40
合格學生人數	17	8	11	8	2
合格百分率	81 %	53 %	48 %	89 %	22 %
平均分	64.60	51.20	46.96	58.33	30.33
最高分數	92	84	83	94	50
最低分數	12	22	11	27	15
缺席學生中數	1	3	1	0	0

(b) 校內期終試 / 模擬試的成績：

	S.3A	S.3B	S.3C	S.4X1	S.5X1	S.6X1
學生人數	20	15	22	8	9	3
滿分	100	100	100	100	100	100
合格分數	50	50	50	40	40	40
合格學生人數	13	3	9	6	3	0
合格百分率	65 %	20 %	41 %	75 %	33 %	0 %
平均分	53.78	42.90	45.77	46.69	32.33	19.10
最高分數	82	76	76	76	68	24
最低分數	14	18	8	23	11	13
缺席學生中數	2	3	2	0	0	0

(c) 總體評核：

- (i) S.3：整體而言，本級學生的總體成績表現有些退步。部分同學善於背誦資料及事件。而一些同學則弱於以完整句子作答長題目與及將所學應用於日常生活的事例中。
- (ii) S.4：整體而言，本級學生的總體成績表現亦有些退步。部分同學強於利用有關公式及計算技巧以解決物理問題，此乃由於他們有平日有足夠的練習。但仍有部分同學的語文表達能力未能足以完整地解釋某些物理現象。這有賴於給予學生多些相類練習以改善這個缺點。
- (iii) S.5：由於物理科只是組合科學科的中一部分，故並非所有修讀組合科科學科的學生均對修習理科有能力或興趣，故本組學生的表現未如理想，惟有一至兩位學生在下學期顯示有進步。如彼等繼續努力，將會在本科有更長足的進步。
- (iv) S.6：總的來說，中六級的學生在本科的學習顯示缺乏信心，這可能是由於他們稍欠缺學習能力。

2. 公開試成績：

2012-13 年度香港文憑試成績如下表：

等 級	5**	5*	4	3	2	1	U
學生人數	0	0	0	0	1	2	0

註：本年度有 3 人報名參加及出席應屆中學會考。合格率是 33.3 %。

3. 實驗工作報告：
實驗室工作：中三至中六級各班的本科實驗均能就課程所須而要求同學進行實驗。其中中五及中六級兩組的實驗亦能就本科由香港考試及評核局所示下的校評核(TAS) 進行。
4. 學生的暑假功課的安排
(a) 暑期補課活動：中五級組合科學科(物理)會安排於暑假期間進行分別為期兩週的補課活動，以加強兩班的學習效能。
(b) 暑期功課的安排：暑期功課會於補課活動完結後派予中五級組合科學科(物理)。
5. 全年教與學檢討：
綜觀本學年的教學成效，經總結後，如去年般，有下列各點改善措施：
1. 增加使用合適教學工具，如實物投影器、電腦軟件等，以提高教學效能。
2. 增加小測次數，以此取代功課，以加強教學效能。
3. 貫徹推行既定的學生課餘活動，如參加一些校外科學活動等。
4. 多作觀課、以及作教學討論，以提升教學效能。
上述各項均有在本學年施行，在提升教學效能及進度均有正面的結果。
6. 其他活動報告：
推薦學生參加全港學生科技大賽 – 環保避震爬山車比賽 2013 取得優異獎。

7. 財政報告

項目	預算支出	實際支出
老師參考書	\$500.00	\$0.00
學生參考書(圖書館)	\$500.00	\$0.00
教學材料	\$500.00	\$0.00
學生活動費及交通費	\$500.00	\$158.00
其他設備	\$1,000.00	\$0.00
總額:	\$3,000.00	\$158.00

5.11.7 Chemistry

1. Evaluation on activities in 2012 – 2013

Title	Science Club
Strategies/Tasks	A group experiment carried out in the science club
Aims	1. To apply science theories in daily life. 2. To encourage different level of students to learn and collaborate together.
Time Scale	One of the science club meetings
Target Group	Science club members
Implementation	
Plan	Students work in groups. Guidelines and demonstration will be given to students. They are asked to follow the experiments.
Evaluation	
Success Criteria	More than 70% of the students play an active role during the activity.
Methods	The participation of the students in the program will be evaluated on the basis of the teachers' observation.
Analysis	Students are not interested in food science. Only 10% of students joined. They like the motor car rather than food science. For the coming year, we may let the members to choose from a list of experiments that they like. Also, more promotions should be done before the science club meetings.

2. Evaluation of teaching in S3 to S6

For S3 school-based curriculum, students do not perform well in “Bonding”. CSM suggests cut this part as it may be too conceptual for students at this level. It is better to be focused on “Metal” and “Elements” only. For weak students, having quiz before the exam can help them revise the content. However, due to less number of lessons, some of the syllabus will be cut such as “Chemical Bonding”.

For S4, the teaching is behind schedule. Firstly, it is due to the combination of CMI class and EMI class. Secondly, book 1 takes lots of time to finish. Also, for students, most of them have weak foundation in book 2 (colour of ions and calculation). More consolidation must be done next year. Most of the experiments about metal are done in order to prepare the SBA in coming S5.

For S5, due to the maternity leave, all the chemistry lessons in the 2nd term will be started again in S6. Supplementary lesson will also be set afterschool.

For S6, the course is based on past-paper training.

3. Evaluation of the budget plan in 2012 – 2013

Item No.	Particulars (Please mark # if it is a necessity)	Annual Budget	Actual Expenditure \$
		Estimated Amount(\$)	
1	Reference Books	1000	\$ 192.9
2	Chemistry Laboratory Glassware, Chemicals and Specimen replacement	4000	\$ 902

Table 1: Budget plan 2012 – 2013

5.11.8 Biology

1. Evaluation on activities in 2012 – 2013

Title	Science Club – Food Science
Strategies/Tasks	A group experiment carried out in the science club
Aims	3. To apply science theories in daily life. 4. To encourage different level of students to learn and collaborate together.
Time Scale	One of the science club meetings
Target Group	Science club members
Implementation	
Plan	Students work in groups. Guidelines and demonstration will be given to students. They are asked to follow the experiments.
Evaluation	
Success Criteria	More than 70% of the students play an active role during the activity.
Methods	The participation of the students in the program will be evaluated on the basis of the teachers' observation.
Analysis	Students are not interested in food science. Only 10% of students joined. They like the motor car rather than food science. For the coming year, we may let the members to choose from a list of experiments that they like. Also, more promotions should be done before the science club meetings.

Title	Field Trip
Strategies/Tasks	An eco-tour
Aims	To prepare the HKDSE practical exam To appreciate the natural environment
Time Scale	1 st term and 2 nd term
Target Group	S5 & S6 students (Both CMI and EMI)
Implementation	
Plan	Students work in groups. We joined the programs conducted by HKNEAC. Constant support and guidance will be provided by the subject teachers so as to monitor their progress. A report is required after the trip and that is the SBA report.
Evaluation	
Success Criteria	Students are able to study the environment and collect data for analysis.
Methods	The field trip performance will be evaluated on the basis of the teachers' observation.
Analysis	For S6 students, it was a one-day trip. As the HKNEAC organized the activities, most works could be done properly with enough equipment than last year. For S5 students, it was a two day 1 night tip. The subject teacher reflects that it was too long for the students to join. The students were so tired after the trip. He suggests joining the one-day trip is enough.

2. Evaluation of teaching in S3 to S6

For S3, CSM reveals that some of the textbook contents (eg. Chapter 6 regarding to the enzyme) are too difficult for the students compared to the old textbook. Also, the suggested assignment at the back of each chapter is too difficult especially the essay typed questions. She suggests if the school would change the textbook. Also, there is no laboratory work for 3A due to not enough teaching lesson.

Besides, students perform poorly in the final exam. The subject teachers have already started tutorial classes before the exam. For this year, we use a summary worksheet as homework is not enough for students. Starting next year, we will use more quizzes (1 question at 1 time) in order to let the students expose more typed of exam questions and reinforce their memories and understandings. The quiz normally based on fill-in-the-blank, the aim is not to give pressure to students but to consolidate their understandings.

Furthermore, due to less number of allocations in S3 in the coming year, we will cut the syllabus accordingly.

For S4, we will add more elements in the teaching and learning cycle. Taking notes will keep the same but we add more quizzes before each chapter-end test. The aim is to remind students keep studying and memorizing.

For S5, the teaching is behind schedule. Firstly, it is due to the combination of CMI class and EMI class. Secondly, about 2 – 3 weeks of teaching lessons are used to conduct SBA. Teachers will catch up with the syllabus by having tutorial class in the summer vacation and the 1st week of September.

For S6, the course is based on past-paper training.

3. Evaluation of the budget plan in 2012 – 2013

Item No.	Particulars (Please mark # if it is a necessity)	Annual Budget	Actual Expenditure \$
		Estimated Amount(\$)	
1	# TAS dissection – rats	1,625	\$ 400
2	# SBA dissection – shrimps	300	\$ 0
3	Reference Books (For NSS and A-level)	1000	\$ 477
4	Biology Laboratory Glassware, Chemicals and Specimen replacement	3400	\$ 0

Table 1: Budget plan 2012 – 2013

5.11.9 Integrated Science

3. Overview of students' performance of the subject

1.1 Students' Performance in Final Exam (with passing mark 50 and total 100)

From	Total no. of students	Lowest mark	Highest mark	No. of pass(%)
1A	18	10	90	89%
1B	22	10	76	55%
1C	22	23	82	50%
2A	20	33	90	85%
2B	6	54	76	100%
2C	25	8	80	48%

1.2. Overview of students' performance

1.2.1 S.1:

1.2.1.1 Overall performance is satisfied. Students are willing to attempt questions. The content of the exam paper is based on subject knowledge and daily life experience.

Students showed good understanding on the subject knowledge and able to relate their daily life experience to their knowledge base.

1.2.1.2 There are no class discipline issues in all classes. Therefore, students are able to learn in a dynamic studying atmosphere.

1.2.1.3 There are large differences in the learning ability.

1.2.2 S.2

1.2.2.1 Overall performance is satisfied (with passing rate approx. 50%). They showed a very encouraging performance in the final exam, compared with the first term exam results. One identified SEN student (2C) passed the exam.

1.2.2.2 Simliar question type has been encountered in the lessons or quizzes. The content of the exam paper is based on subject knowledge and daily life experience. Students showed good understanding on the subject knowledge and able to relate their daily life experience to their knowledge base.

1.2.2.3 2A showed no discipline problems in the class.

2B students did not show up in the school regularly which leads to not completed study cycle, but 2B students showed great talents in study.

2C students had no discipline problems, but they have very short attention span, which leads to weaker performance in the exam.

1.3. Overview and adaptations on students' weaknesses

1.3.1 Students are having relatively short attention time span (15 - 20 minutes). Therefore, video clips, news sharing, stories sharing are introduced.

1.3.2 Short quiz and easy worksheet were introduced in the lesson, to let them to build up the confidence.

1.3.3 Class competitions were introduced as a kind of chapter summary, which shows very good response from students.

1.3.4 Some little prize were also introduced, and some students showed encouraging response.

1.3.5 Spelling mistakes (EMI) and writing mistakes (CMI) has slightly improved by the intensive dictation and emphasis on keywords.

1.4. Overview students' strengthens

1.4.1 All classes shows positive learning atmosphere.

1.4.2 Most students showed significant behavioral improvements and learning attitude in semester 2.

1.4.3 Continuous implantation of the log book writing has shown significant improvement in their writing skills, and also helps to maintain a good learning atmosphere.

2. Achieving the school major concern

2.1 To create a harmonious learning environment

2.1.1 Students show team spirit in Science Club activities, normal practical lessons and inter-school competitions.

2.1.2 Some students show encouraging performance in inter-classes cooperation.

2.2. To maximize academic and physical potential

2.2.1 Some classes shows encouraging performance. The result is partially satisfied.

2.3. To set our moral compass to integrity.

2.3.1 Classes with moral components have been introduced in every lessons.

2.3.2 Sex education has been deeply covered.

3. Science Club Activities

3.1. Regular based meeting is successful. 8-10 students attended the meetings regularly. Students showed great interest on the 4-wheel-car practice.

3.2 Inter-school competitions are successful. Students showed great interest on those easy task competition e.g. paper plane.

3.3 Investment typed task or food chem task are not welcomed by students.

4. Expenses of the year.

4.1 Details please refer to the annual budget report from NHH.

5.11.10 電腦與資訊科技科 (CIT)

A. Objective

- Develop the eClass culture within student.
 - F.1 – partially success, students learnt how to use eclass, but eclass system still not takes an important role in their school life.
 - F.2– partially success, students learnt how to use eclass, but eclass system still not takes an important role in their school life.
 - F.3– partially success, students learnt how to use eclass, but eclass system still not takes an important role in their school life.
- Conclusion: promotion of the use of eclass system is very difficult to be done by one subject only, CIT already introduce the eclass system to F.1-F.3 students, the eclass culture need to develop by the whole school.
- Create experience of success for student, improve their confident.
 - F.1 – About 50% students pass exam, not good enough.
 - F.2 – Failed, students did bad in the exam, the passing rate is low.
 - F.3 –Very success, the passing rate of 3A and 3C over 70%.
- Build up positive IT attitude.
 - Success, teachers deliver positive IT attitude to students.

B. Working Plan

- Encourage students use eClass.
 - Done, but not really success
- Set up school base teaching material for F.1 to F.3.
 - Done, all F.1-F.3 finished
- Build up positive IT attitude.
 - Done.

C. Implement

- Encourage students use eClass.
 - Use the eClass system to substitute the student folder, force students to use eClass to hand in the CIT classwork and download the teaching material they need.

Failed, the planning is not working, because,

1. students always forget password.
2. high workload for teachers to receive so many mail.
3. some students claim that they have no computer or no internet at home.

- Set up school base teaching material for F.1 to F.3.
 - F.1: Focus on Microsoft Excel.
 - Help students to develop the basic skills of data analysis and problem solving skill.
 - F2: Focus on Internet searching skill and Microsoft Powerpoint
 - Develop the self – learning skill and presentation skills of students.
 - F3: Focus on HTML language
 - Provide a basic understanding of programming and improve their logical thinking skill.

All done.

- Build up positive IT attitude.
Case study of different topics of IT, such as criminal issue and develop of new technology.

Develop of new technology done.

D. Assessment of student learning

- Project learning
- Students need to finish the task in lesson.
 - Rubrics are set up to assess student work and act as daily mark.

Done

Examination - paper setting as follow:

	First term	Second term
F.1	LF	NCH
F.2	LF	CWS
F.3	LF	WE

Done

E. Strength and Weakness

Strength

- Students are interested in computer lesson
- Easier to provide success experience to student, when compare to other subjects

Weakness

- School computer used over 5 years, too slow to run new program.
- Teachers of cit have many other duties and their major are not computer study.

F. Caring of learning diversity

Target: all students can pass the daily mark

Planning: All daily marks are mainly come from classwork and project, so

students who can cable to finish their own work are ask to assist the students who cannot finish the classwork by their own. And the assisting students will have bonus marks addition.

Failed, because some students always skip school, so teachers are very difficult to let them to finish their task, but for the students come to school regularly, they did well in the daily mark.

5.11.11 佛學科

A Report on major concerns (in Chinese for 2012-2013)

1. 融合多元，和睦學習

To Create A Harmonious Learning Environment

策略／推行方法	時間	成功準則	評估方法	成效	負責人
<p>4. 弘揚佛法中的教義，利用故事、生活例子等，傳揚佛學，讓同學達至美好人生為目標。</p> <p>5. 透過不同活動，從中感染佛教慈悲為本，善待眾生的教義。</p> <p>6. 照顧不同國籍及宗教背景同學的心理需要，以佛陀教導為本，給同學增添面對生活疑難的信心，並協助他們融入校園生活。</p>	全年	<p>1 同學樂於參加不同的佛學活動。</p> <p>2 同學認為佛學能給他們提供解決生活問題的方法。</p>	<p>1 問卷</p> <p>2 觀察</p>	<p>1 從學生遞交的工紙中，可見學生對有關故事有所啟悟，並對自己的人生有反思。</p> <p>2 在早會中教授八正道、五戒等，讓學生反省生活中的待人處事態度，大部分同學在工作紙中都有提供應付日常生活和待人的正確方法。對佛理中戒律部分亦有所增。</p> <p>3 上佛學課時，不同宗教背景的同學在工作中都可釋述己見，評分亦以見解深刻與否為重。</p> <p>於佛教儀式中，同學若有感因宗教原因而難以接受，學校提供輔導之餘，亦會通知家長，再商討處理方法。若不參與浴佛儀式，同學需按要求，在禮堂中安靜地觀看儀式過程，並合什以示尊重，之後亦有安排協助義工活動。</p> <p>由於學校慎重處理，同學亦能學懂尊重不同宗教儀式。學習共融的道理。</p> <p>為了讓其他宗教同學均能認識佛教的教義，學校亦透過課堂、儀式以外，以宗教體驗，如參加禪七法會、佛化教育主題壁報設計比賽，讓同學欣賞和利用創意表達佛陀的教誨。華語和非華語同學均投入活動。</p> <p>建議：與家長多溝通，研究於入學時讓家長多了解佛理。</p>	崔惠儀

2. 堅毅體智，盡展潛能

To Maximize Academic And Physical Potential

策略／推行方法	時間	成功準則	評估方法	成效	負責人
<p>1 佛青團舉辦活動，帶領同學到寶蓮禪寺參與法會及義工活動。</p> <p>2 教授學生透過靜坐或行禪，獲至更平靜的心靈，維持良好的心理質素。</p>	全年	學生能參與最少一至二次佛教活動	活動紀錄	<p>1.1 佛青團同學協助校方出席寶蓮禪寺義工服務。</p> <p>1.2 禪七法會期間共有十名同學體驗禪修。</p> <p>1.3 參與菩薩行義工服務計劃，探訪區內長者。同學已計劃下學年建立團隊，定期探訪長者中心長者。</p> <p>1.4 參與聯校義工服務，籌辦攤位及有關活動。</p> <p>2 本學年安排教師於教師發展日參與簡單禪修活動，並邀得衍空法師主講佛化教育的意義，法師教導眾老師進行行禪，老師各有領悟，並作反思，在教學中亦能應用於師生相處之中。</p> <p>3 三月期間，全校教職員前往澳門菩提禪院探訪，得健釗法師開示，獲益無盡。</p>	崔惠儀

3. 以誠立德，導向人生

To Set Our Moral Compass To Integrity

策略／推行方法	時間	成功準則	評估方法	成效	負責人
<p>1. 弘揚佛法中的教義，利用故事、生活例子等，傳揚佛學，讓同學達至美好人生為目標。</p> <p>2 佛青團舉辦不同活動，弘揚及實行佛陀的教誨。</p> <p>3 推薦品德良好的學生參與香港佛教聯合會之弘法使者計劃及寶林獎學金之遴選。</p>	全年	<p>1 同學樂於參加不同的佛學活動。</p> <p>2 同學認為佛學能給他們提供解決生活問題的方法。</p> <p>3 推薦學生能獲選</p>	<p>1 計劃結果。</p> <p>2 學期間卷</p>	<p>1 推薦操行與表現良好的同學參加寶林禪寺獎學金活動，其中兩位同學表現較積極，中六一位同學由於修讀應用學習課程及應付公開試，故未能出席活動。至於一位同學較散漫，欠責任心，希望他能在佛法中繼續成長，知錯而改，誠懇待人和處事。</p> <p>2 其餘同學在反思的文章中，認真地審視自己者不少，部分同學尚待啟發。但整體而言，在佛學課節同學均不同程度有所反思自己的人生。</p> <p>3 是屆佛青團同學均認真禮佛，參與燈會及浴佛儀式工作籌辦時認真負責，確是學校之福。本校同學學術水平雖一般，言行亦要老師多加誘導提點，但十分受教，性情純良為多。日後會安排同學多參與禮佛活動，建立簡樸真誠的人格素養。</p>	崔惠儀

B

1 Objective

Items	Evaluation and feedback
<p>1.1 To teach about the Buddha To introduce students to the life story of the Buddha that they will be inspired to feel they can rely on his teachings and follow his example.</p>	<p>The story of the Buddha was introduced in the BS lessons in the hall. We provided the worksheet in 2 levels, but feedback could not be given to students thoroughly.</p> <p>For some students, they learnt several times the story already. Discussion in classroom will be a better way to introduce the teaching of the Buddha. Social issue for discussion to arouse the sense of concern is also should be considered.</p>
<p>1.2 To teach the Dharma To help students realize that the Dharma is truly unique, a precious gift to us, conducive to personal and collective peace and happiness.</p> <p>To awaken, encourage or nourish in students a love of peace and truth for their own sake and a desire to live in a better world, free from suffering, now and in the future.</p>	<p>The Eightfold Noble truth and the Five Precepts had been introduced. Some students gave quite good reflection content in the worksheet. The questions and brief discussion that had been conducted in the hall was meaningful. If it can be discussed in classroom in different levels will be better.</p>
<p>1.3 To teach about the Sangha (the monastic community) To help students understand the significance and role of the Sangha and to give them a basic knowledge of the monastic tradition, so deepening their insight into Buddhism.</p>	<p>As the system in the Sangha system is rather far from students' daily life experience, we only introduced briefly some activities and ceremonies that will be held in the religious belief.</p> <p>The school had invited monks to hold the Buddha Birthday Ceremony, all students experienced the atmosphere and ritual of the monastic community.</p> <p>Besides, about 10 students had joined the meditation course in Po Lin Monastery.</p>
<p>1.4 To teach the history and culture of Buddhism To enable students understand Buddhism history and give them some familiarity with the cultural practices of Buddhism.</p>	<p>The history of our school, our supervisor, our school songs had been introduced.</p>

2. Teaching Material

<p>The course material has been divided into 2 sets.</p> <p>For local students, we base on the textbooks “中學佛學課本”and “正覺的道路” that published by the Buddhist Association.</p> <p>For EMI students, mostly from Southern Asia, we adopted the textbook “Buddhism-Key Stage I&II” that were published by the Buddha Foundation.</p> <p>Worksheets will be distributed to students. The content of the worksheets are selected from the book listed below: according to the need and learning target in the Buddhist Studies lesson.</p>	<p>In the beginning of the semester, we think may be class teacher can help to introduce some knowledge in the classroom individually. But class teacher found difficult to understand and give answer. So the textbook could not be used. Teaching materials were prepared by BS teachers.</p> <p>Worksheets had been distributed and marked. But the class size limited the level of questions. Catering for diversity policy only applied on open ending questions.</p>
<p>Recommendation: Textbook must be used as a reference for students. The EMI learning material can be translated based on the syllabus. For senior forms, as the teaching hours cannot meet the requirement of the textbook, so only some important topics will be introduced.</p>	

3 Jobs Allocation

	Reading materials (2pages) With 2 short questions	Classroom Decoration	Lectures	Worksheets	Marking	Evaluation
LMC	(four monks story) 玄奘,鑑真,太虛,筏可	Banner& poster	2, 21-22,25	10		Two lessons had been cut for guests speaker talk. Besides, students need more time to finish the WS in the lesson. Only Venerable was introduced.
BNW	/	/	14-17,25,26	8	10	Achieved. Overrun for 2 lessons.
KWY	2	/	2, 11, 25,26	/		Introduction of the school songs can be conducted. The stories of the monks had been cut.
CHW	/	/	2, 8, 18,25	/	/	Finised 2 and 2 had been cut due to ever run of other lessons.
YKM	/	/	24,25	/	6	The job had been changed into marking.
AWY				/	2	Left

TWY	2	/	1-5;6-10;12-13 18-20,25,26	1-7,9	3	Achieved except last 2 lessons. It had been cut due to overrun of other lessons.
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C Buddhist Youth Association (OLE)

All students in our school will become the member of Buddhist Youth Association automatically.

We propose the following activities for the students,

	Date	Activity	P.I.C.	Evaluation
1	November	1 Meditation Lesson for teachers. 2 Promote Vegetarian diet	YFL BNW TWY	1 Training had been provided to teachers in the 2 nd teacher development day. 2 Vegetable lunch boxes had been provided occasionally.
2	December	1 Voluntary Work In Po Lin Monastery, 2 Experience the life in the Po Lam Monastery.	YFL NCY BNW TWY	Achieved.
3	February	Visiting Po Lin Monastery & Gung Yin Monastery	YFL	Achieved
4	March	1 Buddhism Talk 2 Attending the ceremony in the Po Lin Monastery.	PKK TWY	1 Meditation experience joined by 12 students from S1 to S4, NCS and CS also joined. 2 Achieved
5	April	1 Buddha Birthday Celebration Ceremony 2 Bodhisattva Scheme— Voluntary work for elderly.	YFL PKK YNL NCY TWY	1 Achieved. Suggestions for Muslim students, further contact the parents will be needed. 2 Achieved.
6	May	Speech Competition & Buddhist Story-telling Competition Writing Competition	WLL CSW CYW TWY	Achieved
7	July	1 Joint Schools voluntary work. 2 Po Lam Scholarship interview and prize giving ceremony. 3 Music and Buddhism~Music and Life Concert	TWY NWY	1 Achieved. 2 students got the scholarships. 3 Achieved.

D Homework policies

For all students

Worksheets	10 set of worksheets had been completed. In second terms, 3 BS lessons had been cancelled and 1 had been shortened due to add hot activities. Only 4 worksheets had been completed. Students completed all WS during the BS lessons, in the hall or in the classroom under the supervision of the class teachers.
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E Assessment policy

- 8.1 All worksheets will be counted as assessment.
- 8.2 There will be no examination; continuous assessment policy will be conducted.
- 8.3 The performance of the students will be shown in the report card.
- 8.4 Distinction, Pass and Failed are the content of the grading system. Mark range will be shown in the report card and worksheets.
- 8.5 We emphasize on the attitude of the students. For open-ended question, we do not judge and mark according to our own opinion, but on the effort that the student put on.

The Assessment policy conducted. Prizes had been given to students with all Distinction and with the highest marks.

F Financial Report

項目	預算支出 (\$)	實際支出 (\$)
教師參考書	800.00	0.00
教學用品	500.00	0.00
學生參教書(圖書館)	1,000.00	1,055.00
佛青團活動交通費	1,000.00	1,100.00
總額	3,300.00	2,155.00

Curriculum Committees Members

Venerable Sik Hin Hung (Consultant)

Venerable Sik Hin Yan (Consultant)

Mr. Yuon Fuk-Lung, (Consultant)

Miss Tsui Wai-Yee

Mr. Wong Ngan-Wing

Mr. Chow Hung-Wai

Miss Kwok Wai-Yin

Mr. Lai Ming-Chuen

1. Results of the Internal Exams and Public Exams

The internal exams met the departmental requirements in terms of difficulty, length and coverage. The passing percentages of the S.4 and S.5 2nd exams and the S.6 mock exam were 60%, 27% and 33% respectively. The S.5 students did not perform satisfactorily on the whole because they were weak in Maths and were not familiar with the calculations and graphs in the Macroeconomics. More exam-orientated drilling will be given to these students in S.6 to ensure they will pass in the HKDSE in 2014. Moreover, as some topics or questions appeared more frequently in the previous two years of the HKDSE exams, questions of the similar types will be given to students to illustrate relevant concepts and exam skills.

For the HKDSE 2013, the passing rate was 57% and two students got level 3. The result was more or less the same as expected, and the target for next year is to boost the overall passing rate and prepare the students to get level 4 or above.

2. Strengths and Weaknesses

Strengths

- i. The subject teacher is experienced and possesses relevant subject knowledge.
- ii. Sufficient teaching resources such as exercises, Powerpoint, and the question bank.
- iii. Can co-ordinate with other subjects in commerce (namely BAFS and T&H) to organize activities for students such as charity sales and visits in order to arouse students' interest in learning.

Weaknesses

- i. Students gained more exposure to current issues in this year through newspaper cutting, teacher's sharing, and case studies but they still lack the motivation to pay close attention to current issues on their own.
- ii. A number of the students have poor language skills and cannot present their ideas clearly. Some of them have dyslexia.
- iii. Most of the students are weak in Maths and as a result, it takes them more time to familiarize with the relevant formulae and graphs to resolve economic problems.

3. Results of this year's objectives

i. Enhancing examination results

The S.4 and S.6 students performed satisfactorily in the internal exams and the HKDSE respectively. On the contrary, the S.5 students did not give satisfactory results and the possible reasons and solutions were already discussed in Item 1 above.

ii. Strengthen news reading, sharing and discussion

The subject teacher chose news articles to discuss with the students every month. Most of the students were interested in the topics. S.6 students were more knowledgeable and they were able to do news analysis and commentaries on their own.

iii. Cultivating positive values

Normative questions were included in tests and exams (such as the effects of raising tax to cool down the property prices). The arguments on both sides were discussed with the students after the assessments. Many students volunteered to share their opinions.

iv. Exploring the current economic situation of Hong Kong and China

The subject teacher used the latest news to illustrate the inflation problems in Hong Kong and in China.

v. Enhancing the understanding of students on the economic development of China and the global economic situation

S.5 and S.6 students were taught about the factors affecting economic growth but due to tight teaching schedule, issues about the global economic situation were not covered.

vi. Applying the economic theories to explain actual phenomena

After a whole year's training, many of the students are capable of using basic economic theories such as "the laws of demand and supply" to explain common economic phenomena.

5. Annual Activities

<u>Month</u>	<u>Activity</u>
December, 2012	1. Pot plant sales for charity
March, 2013	2. A case study on supply and demand

5.11.13 企業、會計與財務概論及企業概論科

1. Evaluation of the programme plan

Objective	Implementation Plans	Evaluation Methods	Outcomes
1. Use of IT	Introduce some Accounting Software.	<ul style="list-style-type: none"> ● Demonstrate some common software to students and test them whether they know how do these software work. 	<ul style="list-style-type: none"> ● Some elite students can able to distinguish different software.
2. Increase the passing rate of this subject	Stress on the revision answering skills of the HKDSE past paper and sample papers topic by topic in order that the students are familiar with the answering skills of those questions.	<ul style="list-style-type: none"> ● Compare the passing rate with last year 	<ul style="list-style-type: none"> ● 72% of students got pass in this subject which is better than last year. ● Short tests on every taught topic and requested them to stay in the remedial classes after school. ● Focusing drilling on some particular topics in order to get pass in the public exam.
3. Encourage students to develop their reading habit	Students are required to analyze some recent news, annual reports on listed companies, and they are required to identify some operation problems of those companies and provide some suggestions to them.	<ul style="list-style-type: none"> ● Oral presentation on the update news every first day of the week. 	<ul style="list-style-type: none"> ● All students get used to read the news during weekend, and some of them would answer the exam questions for the social issues.
4. Peer observation	Teacher invites other group members to observe her own lesson in each semester.	<ul style="list-style-type: none"> ● Fill in the peer observation form twice a year from other subject teachers. 	<ul style="list-style-type: none"> ● Subject teacher can receive some comments to improve their classroom management.
5. Teaching and Learning strategies	Teachers are recommended to practice the skills of the mind map to students.	<ul style="list-style-type: none"> ● Able to use the mind map for answering the long questions. 	<ul style="list-style-type: none"> ● Some students could think in different ways and show in the exam.
6. Extended curriculum	<ul style="list-style-type: none"> i) Invite some commercial organizations ii) Hold a charity sale iii) Participate some 	<ul style="list-style-type: none"> ● Join and visit some the external organizations. 	<ul style="list-style-type: none"> ● Visiting Macau hotel and some tourism spots, and see how an organization operates.

	public competition activities		
7. 334 Syllabus	i) Teachers' professional development ii) To use cooperative learning as teaching strategies	<ul style="list-style-type: none"> ● Teaching training – both long-term and short-term. ● Provide more opportunities for students to work in groups and have different learning experiences. ● Higher order thinking skill questions incorporated in test papers. 	<ul style="list-style-type: none"> ● Joined the EDB teacher's training programme for this subject. ● Set the exam papers which is similar as the public exam's level. ● Revision on some important topics in order to ensure the passing rate in the public exam.

2. Second term marks and analysis

(1) School results

Class	Passing Rate	Average mark
4	88%	57
5	31%	25
6	29%	27

(2) HKDSE (s6)

Subject	BAFS
Passing rate	72%

Comments:

S4	In general, students performed well in the final examination. They were willing to learn and the learning atmosphere was positive in the class. Students helped each others to solve the problems. However, not all the students could able to interpret the tricky parts in the questions, and lost some marks in the examination.
S5	Students who got passed in the examination were all from 5B, none of them from 5A. The absenteeism of particular students was quite seriously (Chan Kin Cheong, Mak Kwun Leung, Chan Wai Kuen). Most of them are the Dragon boat team members, and they spent lots of time on training since February, therefore, they were tired in school and refused to stay after school for tutorial class. Teachers did talked to the parents, however, parents could not stop them.
S6	This class did not have enough time for revision before the Mock examination. The reason was they changed the subject teacher every year since s4, and in s6, teacher needed to spend lots of time in revising the s4 and s5 curriculum with them. Luckily, most of them got the surprising results in the public exam.

3. Students' Overall Performance

(1). Students' overall strengths:

- a. Students could generally follow the instructions in the class.
- b. Students showed interests on studying this subject.
- c. The learning atmosphere in the classes was positive.
- d. Some students worked very hard and they are smart.

(2). Students' overall weaknesses:

- a. In generally, students are passive.
- b. Students thought they were understood the topic, however, they did not want to spend time in practicing the exercise. Therefore, they could not manage the tricky areas in the examination and got low marks.
- c. Students did not have confidence to manage the long questions.

4. Suggestions

(1). Suggestions for improvement: (for immediate action)

- a. Demonstrate the answers in the class.
- b. Syllabus should be tailored in order to increase the passing marks in the exam.
- c. Tests every week, every topic.

(2). Suggestions for improvement: (for long-term action)

- a. More regular training in different levels of practice papers is necessary.
- b. Focus on exam skills in terms of answering the essay questions.
- c. More international and local business news should be introduced to the classes to arouse their interest.

5.8.15 普通話科

1. 檢討教與學

(一) 檢討下學期考試成績

		上學期考試		下學期考試	
	班別	合格率	平均分	合格率	平均分
華語 學生 課程	S.1A	47%	46	44%	49.7
	S.2A	62%	74	75%	63.4
	S.2B	50%	52	50%	48.5
	S.3A	86%	60	55%	53.5
	S.3B	53%	47	27%	42.2
非華 語學 生 課程	1B	78%	60	55%	49.1
	1C	79%	60	50%	51
	2C	48%	49	36%	40.8
	3C	29%	43	43%	46.7

1. 合格率和平均分下降

1B, 1C, 2C 成績退步最多，平均分退約十分至二十分。原因是因應上學期考試建議，於非華語試卷乙部語音知識部份減少多項選擇題，試題多樣化後，難度隨之提高，以致學生成績大受影響，但也測試到不同學生的能力，因此反映出該班學生能力差異較大，能令老師更加明確掌握學生的能力。

中三級課時不足，一周兩節，本年度只有一周一節課，且經常遇上假日或臨時活動，學生欠足夠時間做訓練，也影響了整體表現。

2. 不合格學生較多集中在 40-49 分

3B 合格率最低，只有 27%，多學生集中在 40-49 分；2C 有八個學生集中在 30-39, 40-49，佔全班約三分二，為數甚多。

3. 少數班別有進步

3C 進步顯著，該班試卷程度與上考相約，沒有改變題型，學生較容易跟從。

2A 表現為各班中最佳，下學期三個插班生普通話能力甚好，而該班學習普通話的氣氛也較為積極。1A 平均分有提升，表現略有進步。

(二) 改善建議

1. 課堂中

- i. 老師宜在課堂中純以普通話與學生交流，增加學生接觸普通話的機會。
- ii. 多加入聆聽訓練的元素，可以透過普通話的視訊節目，增加學生聽普通話的興趣。
- iii. 加強拼音的拼讀練習，鞏固好聲韻調的基礎。
- iv. 增加分組對話練習。
- v. 多利用分組，差異較大的班別由老師編排強弱組合，由能力好學生照顧能力較弱的學生。

2. 課業

- i. 來年各班開練習簿，用於拼音、詞語的抄寫，聽寫詞語(默書)， 句子聽譯練習。

3. 測考

- i. 擬卷設計題型時，要確保學生已做過類似題型的練習。
- ii. 避免上下學期試卷變化太多，令學生難以適應。

二、檢討本年度工作

目標	施行計畫	完成/未完成詳情及跟進檢討
1. 提高學生學習普通話的興趣	<ul style="list-style-type: none">• 中秋節詩歌朗讀• 初中繞口令比賽• 中文周普通話活動	中秋節未及安排詩歌朗讀。 於個別班中進行，發音有待改善。 今年度中文周活動簡化，留待校內朗誦比賽進行。
2. 鼓勵學生多欣賞優美的文學作品，並透過賽前練習，訓練他們的朗誦能力。	<ul style="list-style-type: none">• 校際朗誦節比賽• 校內朗誦比賽• 非華語學生朗讀比賽	4B 吳嘉潞、3B 蒲海雍參加獨誦，成績優異。 各社派出一代表參加普通話故事演講，氣氛良好。 一隊由 1BC 女生組成的小組，獲得合誦冠軍。另簡蘇儀、簡貝儀獨誦，簡蘇儀於眾多參賽者中獲亞軍。這是本校第二年參加該比賽，再獲佳績，下屆將再參加。
3. 提高學生說話能力，讓學生能運用普通話來應付生活需要。	<ul style="list-style-type: none">• 早會演講• 星期一班主任節讀報/分享• 網上學習普通話體驗	綜合全年，做了三次早會演講，其中一次安排非華語學生訪問非華語老師，分享學習普通話的經歷，反映良好。 4B 溫俊賢做了多次廣播，後因班主任時間處理班務，廣播效果不甚理想而暫停。 12 月，安排網上學習普通話，由內地大學生教導，一對一學習，有十幾位學生參加，活動後學生回應甚佳，希望再參加類似活動。

三、全年支出

項目	預算支出 (\$)	支出 (\$)
1. 教師參考書	500.00	0.00
2. 圖書館書籍	500.00	0.00
3. 教學輔助用品(錄音機、錄音帶、教具、計時器)	1,000.00	0.00
4. 活動經費 (校內比賽獎品、車船津貼)	1,000.00	0.00
總計：	3,000.00	0.00

科成員：王玲玲老師、朱曉慧老師

5.11.15 旅遊與旅遊業科 (T & H)

1. Evaluation of Plans

	Items	Objectives	Evaluation methods	Outcomes
1.	Update the teaching materials	As an additional notes and handouts to students	● EDB training record	● Updates the teaching materials with EDB and attend the EDB meetings.
2.	Newspaper cutting	Understand the update tourism news	● Update the news by oral presentation every first lesson of the week.	● Set the current issues on the exam papers.
3.	Arrangement of school outing	Realise more about the outside world and enhance their basic knowledge.	● Oral and written report	● Visited Macau hotel industry and tourism sectors and observe how it operates.
4.	Student projects: First term: S4 – China (proposed) S5 – South-east Asia (proposed) Second term: S4 – Tourism event (proposed) S5 – Tourism event (proposed)	Training students in the areas of gathering the information, analyze, and critical thinking	● Oral and written report	● Students are required to do the powerpoint about the Macau trip (s5 and s6); whereas, s4 students completed the project after visiting the cathay city in the HK airport.
5.	Increase the ratio of analyst the update news in the exam	Enhance students' critical thinking	At least 10% of news in the exam.	● 20% current issues are set in the exam paper.
6.	At least 10 years HKCEE past papers for drilling	Training the skills for answering the public exam	Mark as a part of homework	● Revision on all the practice and sample papers and some of the related HKCEE exam questions.
7.	Attend EDB meeting	Teacher training	Peer sharing	● Joined the EDB training programme twice a year.

8.	Offer the student tour for public, especially to all schools	Students can practice what they have learned in the classroom	Oral or written report	S4 visited Cathay City S5 and s6 visited Macau (three days two nights)
9.	Encourage students to participate or join some tour guide training	Students can practice what they have learned in the classroom	Oral or written report	● The External training fees were too expensive for students, none of them joined this year.

2. Second term marks and analysis

(3) School result

Class	Passing Rate	Average mark
4 (CMI)	40%	53
4 (EMI)	71%	41
5 (CMI) Paper I	88%	63
5 (CMI) Paper II	57%	44
5 (EMI) Paper I	63%	36
5 (EMI) Paper II	38%	30

(4) HKDSE (s6)

Subject	THS
Passing rate	33%

Comments:

S4	<p>CMI: In general, students performed fair in the final examination. However, 5 students from 4A performed poorly in the essay questions, and they tended to answer the MCQ only. As the result, they failed in the examination.</p> <p>EMI: Most of the students got the satisfactory result in the examination. And they were willing to learn and participated in the classroom actively. However, this class still has some space for improvement, especially in writing the essay.</p>
S5	<p>CMI: They are the combined class of 5A and 5B. Whole 5B class has 100% passing rate whereas 2 out of 8 in 5A were failed. They improved tremendously comparing in term 1.</p> <p>EMI: The absenteeism in 5C was getting seriously in the second term as well as 2 of 9 students in this class were eventually dropped school. However, Kanwar and Neha have improved slightly in the second term. Muryum is stilling thinking whether she will drop school or not in next year.</p>
S6	<p>A combined class with CMI and EMI. Teacher could finish the curriculum on schedule and has spent lots of time on revision the whole syllabus. However, the passing rate in the HKDSE was not satisfactory due to half of the class got the part time job in the study leave since March. They did not prepare well for the public examination in April. Most of them prepared to work rather than study after graduation, therefore, the exam result was not vital to them.</p>

3. Students' Overall Performance

- (1). Students' overall strengths:
 - a. Students can generally follow the instructions in the class.
 - b. Students show interests on studying this subject.
 - c. The learning atmosphere in the classes are positive.

- (2). Students' overall weaknesses:
 - a. In generally, CMI students are passive.
 - b. In both CMI and EMI classes, the writing skills are generally weak which affect their reading and answering in this subject seriously.
 - b. Most of the students are not familiar with local culture and attractions which hinder their performance in the examination.
 - c. Students failed to apply the knowledge in the examination. They feel very difficult to answer the scenario type questions.

4. Suggestions

- (1). Suggestions for improvement: (for immediate action)
 - a. Demonstrate the answers in the class.
 - b. More local culture, attractions and issues about Hong Kong tourism can be introduced through sharing in the class.
 - c. Syllabus should be tailored in order to meet the students' need.

- (2). Suggestions for improvement: (for long-term action)
 - a. More regular training in reading and writing is necessary. Guided writing can be adopted in order to facilitate student's learning.
 - b. Drilling and dictation every two week.
 - c. Focus on exam skills in terms of answering the essay questions.
 - d. More international and local news and events should be introduced to the classes to arouse their interest.

5.11.16 通識教育科

Members: HCM, CKN, BNW, DL, NCY, WE, CTY, PB, JP

1. Evaluation of subject Plans

Junior Forms (S.1-3)

Objectives	Plans	Evaluation Methods	Outcomes
1. Learning outside classrooms that can arouse students' interest to learn this subject.	<p>a. According to the curriculum of different forms, arrange lessons outside school.</p> <p>b. Suggestions: S.1 has field trip to learn "Knowing Tai O"; (1st Tai O, 2nd Museum of Art) S.2 has field trip to learn "Environmental Problem in Hong Kong"; (Tung Chung/ Mui Wo, Develop Plam) S.3 has field trip to learn "Rule of Law in Hong Kong". (High Court/ Legislative Council)</p> <p>c. During the field trip, students have to finish the worksheets. After that, they should have discussion and presentation.</p>	<p>a. Teachers should mark the worksheets and presentation. Evaluate the involvement of students.</p> <p>b. Assess how much the students can learn in the field trip through a quiz. At least 50% of students can get pass.</p>	<ul style="list-style-type: none"> ● 1ABC, 2C went to Museum of History in the 2nd term. ● 2AB, 3ABC have no field trip this year because teachers and students are busy, it is difficult to arrange a suitable time, and some of the place is full scheduled(e.g. Legislative Council) ● Suggestion for improvement: Teachers arrange the field trip in the beginning of the year.
2. Rearrange the curriculum of S.1 to S.3 to cater for the needs of students. That the students can have a strong knowledge base on humanities to handle the NSS LS.	<p>a. Subject teachers should have a form meeting before teaching a new topic.</p> <p>b. Subject teachers should have a form meeting after teaching a topic in order to evaluate effectiveness of the learning and teaching.</p> <p>c. In subject panel meetings, teachers should discuss the need of changing the curriculum.</p>	<p>a. Teachers should record the learning outcome of students (including all the marks of newspaper cutting, class-based quizzes, standard tests and examinations.) to evaluate the learning and teaching difficulties.</p> <p>b. The overall passing rate should over 50%.</p> <p>c. Teachers should analyze the results and submit the report to HOD.</p>	<ul style="list-style-type: none"> ● S2 and S3 EMI have new curriculum this year. ● CMI class just update the information for students. ● Not enough form meeting this year because the teachers are very busy. ● Suggestion for improvement: At least one lunch meeting per month to share the teaching and learning in the coming year.

<p>3. Help students know more current affairs.</p>	<p>a. Do newspaper cutting (write comment) once a month.</p> <p>b. Post the good work on the board of classrooms. Students need to redo their work if the performance is unsatisfactory.</p> <p>c. Discuss current affairs in the lessons.</p>	<p>a. Record all the marks of newspaper cutting and analyze the performance of students.</p> <p>b. More than 70% of students can get pass.</p>	<ul style="list-style-type: none"> ● Each Student has a newspaper cutting exercise book this year. ● Students do newspaper cutting once a month ● Panel checked all students work in first term but not in second term, so do not students performances in second term. ● Suggestion for improvement: panel head check the newspaper cutting book after the subject teacher finish marking once a month to know more about the students' performances.
<p>4. teach reading and writing skills</p>	<p>a. Subject teachers teach organization, learning and study skills.</p>	<p>a. students have improvement in the answering skills</p>	<ul style="list-style-type: none"> ● 3C students have great improvement in writing essay ● Suggestion for improvement: more writing demonstration in class
<p>5. Seperate the EMI and CMI stream</p>	<p>a. EMI and CMI have their own plan of teaching to cater for different students' need</p>	<p>a. Student find useful for their own learning materials and have improvement in their study.</p>	<ul style="list-style-type: none"> ● Separated all EMI and CMI in this year, teachers can prepare their own learning materials for students according to students' ability.

Senior Forms (S.4-6)

Objectives	Plans	Evaluation Methods	Outcomes
(1) Set up a suitable strategy for teaching and learning	(a) Subject teachers spend some time together for lesson preparation. (b) Peer lesson observation and discussion (c) Attend EDB's courses, publishers' seminars, educational organizations' courses.	(a) Record the times of lesson preparation. (b) At least one peer lesson observation in this academic year. (c) At least once in each term.	<ul style="list-style-type: none"> ● No peer lesson observation this year ● Some teachers attend EDB's courses ● Only few form meetings for lesson preparation. ● Suggestion for improvement: have lunch meeting to share the teaching and learning. Each subject teachers arrange one peer lesson observation by themselves.
(2) enhance students' interest in learning liberal studies	(a) Using video clips (b) Different learning activities such as discussion, presentation, role play etc. (c) Field trip.	(a) Observe students' response and survey	<ul style="list-style-type: none"> ● Subject teachers think that the students are more interested in learning LS Museum of Art.
(3) Help students know more current affairs.	(a) News comment	(a) Students performances (b) 50% of students get B more than 3 times.	<ul style="list-style-type: none"> ● Teachers discuss the current issue with students once a week. ● No News comment this year.

2. Evaluation of exam results

a. Internal exams

-please refer to the exam evaluation minutes

b. External Exams

- Results of HKDSE

	total no. of students	no. of pass	passing rate
6A	22	7	31.8%
6B	32	23	71.8%
6C	9	3	33.3%

3. Evaluation of Homework Policy

Junior Form

Type	Time to be used	Frequency	Style of Marking	Evaluation
Worksheets	80% finish in the lessons, the rest finish at home	Every topic has 1 to 4 worksheets	Grade & comment	Most students did quite well in their homework, but teachers should mark students work more detail.
Newspaper cuttings	1 hour	Once a month	Full mark is 10 Passing mark is 4 Detailed marking	
Field Trip Worksheets	During the field trip 1 hour at home	Every field trip Once a year	General marking	

Senior Form

Form	Homework	Time to be used	Frequency	Style of Marking
S.4	Worksheet Data-response question News Comment	1hr 2hrs 40 minutes	8 (at least one for each issue) 8 (at least one for each issue) 25 (once per week)	General marking Detailed marking General marking
S.5	Worksheet Data-response question Extended-response questions News Comment	1hr 2hrs 1hr 40 minutes	14 (one for each issue) 14(one for each issue) 6 (at least two for each module) 25 (once per week)	General marking Detailed marking Detailed marking General marking
S.6	Worksheet Data-response question Extended-response questions News Comment	1hr 2hrs 1hr 40 minutes	14 (one for each issue) 14(one for each issue) 4 10	General marking Detailed marking Detailed marking General marking

- By book inspection, it is found that senior form subject teachers did not give enough homework to students in this years.

4. Evaluation of subject activities

- (1) Inter-house Current Affair quiz competition
Cannot arrange this competition this year because the post exam activities is full scheduled.
- (2) Field Trip, once per each form in this year , related to the learning modules.
Some classes had field trip this year, and the feedback from students are positive.

5.11.17 體育科

Teacher : Fan Wing Chun, Wong Enoch

Strengths

1. School has excellent environment for long distance practice.
2. Holding big sports event for student can enhance student's sense of belonging and fitness level.
3. NCS students have good atmosphere, better fitness level and team spirit.
4. Forms 1 to Form 3 students have better discipline.
5. The fitness level of all students is increased because of the 1.2 km running at each lesson.
6. Success to apply the Lantau Island district funding to enhance the recourse of teaching.

Weaknesses

1. Some junior form students are lower self-confidence.
2. Some girls are lower motivation participating in the lesson.
3. There is lack of location for PE lesson used. (Not enough space for 2 classes having PE lesson at the same time).
4. Some classes are behind the teaching schedule because of school sudden activities, annual meeting and the inter-school competition.
5. Some equipment needs to repair because of the damage.
6. Our school is near the country side and long travelling time, so this is difference to hire the sports team coach teaching some sports team.

Opportunities

1. Strengthen the running, cross country and track & field session in the teaching schedule to enhance students interested and improve their physical fitness.
2. Strengthen some ball game sports like rugby , basketball and volleyball training session to increase students motivation.

Working list

	Event	Date
1	Set up the Physical Education Curriculum.	August 2012
2	Set up and review PE evaluation	August 2012
3	Prepare annual sports day	August to October 2012
4	Annual sports day	11 th October 2012
5	Prepare annual cross country race	August to December 2012
6	Annual cross country race	9 th December 2012
7	Prepare and set up school team schedule and training plan	August to September 2012
8	School team registration	September 2012
9	School team training and competition	August 2012 to June 2013 (Monday to Saturday)
10	Inter-class competition	Whole year
11	filing and organizing school team document and events	Whole year
12	Rugby 7's sports events	2 nd term March 2013
13	Summer school team training	July to August 2013

School Team Training and competition

Schedule

Date	Events	Groups	organization	Teacher-in-charge
24, 26/10/2012	Inter-school swimming competition	Boys	HKSSF	FWC, WE
15/11/2012	Inter-school cross country competition	Boys	HKSSF	FWC
11/2012	Elite cross country race	Boys	HKSSF	FWC, WE
10/2012-8/2013 (each Mon and Wed)	Track and Field Team Training	Boys and Girls Team	BFHMC	FWC
7,11,12/12/2012	Inter-school Track and Field competition	Boys and Girls Team	HKSSF	FWC
9/12/2012	cross country race	Whole school	BFHMC	All teachers
10/2012-8/2013 (each Tue and Thru)	Rugby Team Training	Boys and Girls Team	BFHMC	FWC
13,27/4/2013	Inter-school Boys C grade rugby competition	Boys	HKSSF	FWC
3/5/2013	Inter-school New Territories District rugby competition	Boys	HKSSF	FWC
9/5/2013	All Hong Kong rugby competition	Boys and Girls Team	HKSSF	FWC, WE
10/2012 – 12/2012	Volleyball Training	Girls	BFHMC	CHW
10/2012 – 8/2013 (each Wed and Fri)	Basketball Team Training	Boys	BFHMC	WE
10/2012	Table Tennis Training	Boys	BFHMC	LMC
2/2013 – 5/2013	Football Training	Boys	HKSSF	CKN
3/2013 – 5/2013 (each Tue and Thru)	Dragon Boat Training	Boys	HKSSF	FWC, WE
19/5/2013	Inter-school Dragon Boat competition	Boys	Dragon Boat Association	FWC, WE
26/5/2013	Tseun Wan District Dragon Boat Competition 2013	Boys	Tseun Wan Sports Association	FWC, WE
30/6/2013	T.O.C.C. Tai O Dragon Boat Jing Competition 2013	Boys	T.O.C.C	FWC, WE

VI. Budget

Date	Vou.No.	Description	Company	Inv.No.	Bdgt.Amt.	Act. Amt.	Bal.Amt.
S17-01		體育 - 健身室設備			E		12,000.00
25/03/13	GP1303-24	啞鈴架, 兩層 1個	CO-SERVICE			2,400.00	9,600.00
21/06/13	GP1306-40	健身器材-啞鈴環中環 3個	FAN WING CHUN			1,200.00	8,400.00
					12,000.00	3,600.00	8,400.00
S17-02		體育 - 教學用品 太極柔力球			E		2,000.00
					2,000.00	0.00	2,000.00
S17-03		體育 - 教學用品 羽毛球			E		800.00
					800.00	0.00	800.00
S17-04		體育 - 教學用品 乒乓球			E		500.00
					500.00	0.00	500.00
S17-05		體育 - 教學用品 籃球			E		1,000.00
					1,000.00	0.00	1,000.00
S17-06		體育 - 其他設備及文具			E		2,000.00
25/09/12	GP1209-09	PE - 文具用品	WONG ENOCH			323.00	1,677.00
25/03/13	GP1303-23	維修籃球架 2個	STRONG SPORTS			2,000.00	(323.00)
31/05/13	GC1305-01	閃避球錦標賽球員小食及飲品				127.90	(450.90)
					2,000.00	2,450.90	(450.90)
S17-07		體育 - 校隊報名費			E		5,800.00
22/11/12	GP1211-03	報名費_檯球比賽(20人)	HKSSF-HKSSRC			85.00	5,715.00
23/01/13	GP1301-02	活動報名費	HKSSF			700.00	5,015.00
23/01/13	GP1301-11	體育活動報名費	FAN WING CHUN			430.00	4,585.00
20/02/13	GP1302-18	校際比賽報名費(學校單位)	香港學界體育聯合會荃灣及離島區中學			3,450.00	1,135.00
28/02/13	GC1302-01	體育科-學界證(v7)		CASH		70.00	1,065.00
25/03/13	GP1303-29	運動報名費	HKSSF			280.00	785.00
25/03/13	GP1303-29	運動報名費	HKSSF			20.00	765.00
22/04/13	GP1304-15	報名費 - 乒乓球比賽	LAI MING CHUEN			220.00	545.00
31/05/13	GC1305-01	閃避球報名費(18人)				300.00	245.00
21/06/13	GP1306-02	運動報名費(10名)	HKSSF			100.00	145.00
21/06/13	GP1306-40	運動員登記費(3名)	FAN WING CHUN			30.00	115.00
					5,800.00	5,685.00	115.00
S17-08		體育 - 校隊練習球衣			E		3,500.00
25/03/13	GP1303-18	籃球活動-球衣	WONG ENOCH			2,850.00	650.00
					3,500.00	2,850.00	650.00
				Total :	27,600.00	14,585.90	13,014.10
				Signature :			
							(FAN Wing-chun)

VII. Achievement

Date	Events	Result	Teacher-in-charge
30/6/2013	T.O.C.C. Tai O Dragon Boat Jing Ying Competition 2013 華商會大澳龍舟精英賽 2013	Men's Open Sliver Bowl 1 st Runner-up 公開組銀碗賽亞軍	FWC, WE
26/5/2013	Tseun Wan District Dragon Boat Competition 2013 荃灣龍舟競渡 2013	2nd Runner-up 季軍	FWC, WE
19/5/2013	The 4th Inter-school Dragon Boat Championships 第四屆學屆龍舟錦標賽	2nd Runner-up 季軍	FWC, WE
9/5/2013	2012-2013 All Hong Kong Inter-School Rugby Sevens Competition (Boys) 全港中學校際七人欖球比賽 2012-2013 (男子)	Bowl 1 st Runner-up 碗賽亞軍	FWC, WE
9/5/2013	2012-2013 All Hong Kong Inter-School Rugby Sevens Competition (Girls) 全港中學校際七人欖球比賽 2012-2013 (女子)	Ranking 8th place 全港第 8 名	FWC, WE
3/5/2013	New Territories Secondary School Inter-school Rugby Sevens 2012-2013 新界中學男子七人欖球比賽 2012-2013	Ranking 7th place 新界區第 7 名	FWC
13/4/2013 27/4/2013	Inter-school Boys C Grade Rugby Competition 學界欖球比賽(男子丙組)	Plate 1 st Runner-up 碟賽亞軍	FWC
8/1/2013	HKFEW Wong Cho Bau Secondary 2012-2013 School Sports Day invitational competition 香港教育工作者聯會黃楚標中學 2012-2013 年度陸運會邀請賽	4X100M Relay 1 st Runner-up 4X100 米接力賽亞軍	FWC
7/12/2012 12/12/2012	Inter-school Athletics Championships 2012-2013 香港學界育聯會 2012-2013 年度校際田徑比賽	陳健樂 Boys C Grade High Jump Champion 男丙跳高冠軍	FWC
7/12/2012 12/12/2012	Inter-school Athletics Championships 2012-2013 香港學界育聯會 2012-2013 年度校際田徑比賽	PINGOL Philip Joshua Boys C Grade Shot Put 1st Runner-up 男丙鉛球亞軍	FWC
7/12/2012 12/12/2012	Inter-school Athletics Championships 2012-2013 香港學界育聯會 2012-2013 年度校際田徑比賽	潘俊亨 Boys C Grade Long Jump 2nd Runner-up 男丙跳遠季軍	FWC
7/12/2012 12/12/2012	Inter-school Athletics Championships 2012-2013 香港學界育聯會 2012-2013 年度校際田徑比賽	張耀庭 Boys B Grade Long Jump 3rd Runner-up 男乙跳遠殿軍	FWC
7/12/2012 12/12/2012	Inter-school Athletics Championships 2012-2013	羅浚源 Boys C Grade	FWC

	香港學界育聯會 2012-2013 年度校際田徑比賽	Javelin 3rd Runner-up 男丙標槍殿軍	
7/12/2012 12/12/2012	Inter-school Athletics Championships 2012-2013 香港學界育聯會 2012-2013 年度校際田徑比賽	尹舒亞 Boys B Grade Discus Throw 3rd Runner-up 男乙鐵餅殿軍	FWC
7/12/2012 12/12/2012	Inter-school Athletics Championships 2012-2013 香港學界育聯會 2012-2013 年度校際田徑比賽	丘凱欣 Girls A Grade Shot Put 3rd Runner-up 女甲鉛球殿軍	FWC
24/10/2012 26/10/2012	Inter-School Swimming Championships 2012-2013 香港學界育聯會 2012-2013 年度校際游泳比賽	黎仲康 Boys B Grade 50M Freestyle 1st Runner-up 男子乙組 50 米 自由泳亞軍	FWC

5.11.18 Music

Member: Chuk Tik Yan

1. Teaching Schedule Review and Evaluation

- i. Form 1: Basic music theory including sol-fa name and letter name, singing, recorder playing and basic conducting.
- ii. Form 2: Basic music theory including notation sign, tempo, dynamics, singing, music instruments and instrument project.
- iii. Form 3: Basic music theory including tempo, dynamics, the history and characteristics of baroque music and classical music, music elements and music project.
- iv. Form 4: Basic music theory including tempo and dynamics, music tonality, music and emotion, music instrument and music project.
- v. Form 5: Voices, performance types, musical and opera, Chinese opera and drum playing.
- vi. Form 6: The history and characteristics of R&B, Rock and Roll, Rock music and Rap music.

As most of the junior form students do not have any musical background, the teaching schedule was revised as the teaching pace has to slow down. More singing and recorder practice were given to form 1. In form 2, more lessons were used for “instrument” and some recorder lessons were skipped. In form 3, string instrument lessons were skipped. The teaching for form 4 to form 6 can keep up with the schedule.

2. Student Performance Review

i. Junior Form:

Most of the Form 1 students could hand in all their assignments and did the singing and recorder playing well. Most of them enjoy singing and can sing very well. Some of them still weak in reading score which affect their music playing. Chinese students were comparatively less initiative than NCS student on music performance in lesson. The passing rate of this subject is quite high.

Most of the Form 2 students did well in their written quizzes and prepared well their instrument project. However, most of them did not do much practice on their performances which made music performance be their weakest part. The passing rate of this subject is satisfactory.

Form 3 students generally did well in music tempo and music history. It seems that they still found it difficult to use the musical terms to answer questions. They also found the listening exercise about dynamics are difficult. For the project, most of them did well with nice presentations. The passing rate of this subject is satisfactory.

ii. Senior Form:

Most of the students could understand the music concepts taught in class and they did well in different listening tasks. They are also good at connecting what they learned with other different topics. The quality of their assignment is acceptable, but most of the students did not hand in their assignment on time. The drum playing quiz for form 5 students are not satisfactory as most of the students did not practice before the quiz. The passing rate of exam is fair, and not many of them got high marks.

3. Teaching Material Review

- i. The teaching materials for this school year are mainly worksheets, and all the students have to keep their worksheets in a subject file.
- ii. For form 1 and form 2 students, they had textbooks for the school year which allows them to have more singing practice, but other materials still seem to be difficult for the students. It is not suggested to use textbook in the coming school year.

4. Music Activities Review

- i. Music Concert: There were three free music concerts given to school this school year. More than 40 students had attended these concerts. Students generally have positive comments on the concerts and most of them would like to attend more music concerts in the future.
- ii. Piano Class: Piano group cannot keep the schedule well. Not all students had all 8 lessons in this school year. Therefore, refund will be made in the parents' day.
- iii. Band Group: There are regular practices of three different band groups in school. Some performances are done in the school in the second school term.

5.11.19 Literature in English

Activities (PIC, time frame, goals)

Activity	P-I-C	Time frame	Goals	Outcome
School Librarian	GH & Librarian	October-May	School service related to Literature, exposure to a wide variety of learning materials, build up a solid reading habit, library promotion	<ul style="list-style-type: none"> ➤ English library reorganized according to five reading levels ➤ -ing Club library combined with the school library ➤ Class libraries stocked with school publications
Participation in the School Musical	PB & ECA Team	September-December	OLE related to Literature, participation in the production process, understanding of the production process	<ul style="list-style-type: none"> ➤ School musical cancelled (EC's decision) ➤ Drama club production – two performances successfully held at the end of the school year
Speech Festival	Eng Department Rep.	November-December	OLE related to Literature geared towards building public speaking skills and confidence	<ul style="list-style-type: none"> ➤ Participation rates kept by the English Department ➤ Participation targets met
HK Arts Festival (Budget?)	CL	January-February	Exposure to and appreciation of professional performances	<ul style="list-style-type: none"> ➤ Form 5 students attended a Globe Theatre production of Taming of the Shrew in September 2013
CUHK Shakespeare Festival	DL (with Eng Dept)	April/May (1 outing)	University visit, exposure to Shakespeare production	<ul style="list-style-type: none"> ➤ No invitation received this year, therefore, no attendance
Other school's performances	DL (with Eng Dept)	As invited and possible	Exposure to and appreciation of a wider variety of plays	<ul style="list-style-type: none"> ➤ Due to schedule clashes, no performances attended

Cultivation of the School's Major Concerns throughout the Literature in English Context

First Major Concern: To create a harmonious learning environment

Implementation Plan	Duration	Success Criteria	Assessment Methods	Resources	Outcome
1. Focus on the potential of good and evil in mankind through major character flaws/weaknesses, group dynamics	Whole year	Discussions of choice and the effects we have on those around us, including our classmates, family members, community, etc. Relating the novel's themes to real life	Reflective analytical writing	Set texts	➤ Characterization questions focused upon in the S4-S5 syllabus
2. Student leadership roles in English Society, Library Promotion Activities and School Musical	Whole year	Successful planning, running and participation in the various activities Higher borrowing rates of English books from the school library	Participation levels Library data analysis	Eng. Society Library ECA funding	➤ Student participation in English Society and Drama Club heightened interest in Literature throughout the school through book sharing and drama performances ➤ Participation levels recorded in LOE records

Second Major Concern : To maximize academic and physical potential

Implementation Plan	Duration	Success Criteria	Assessment Methods	Resources	Outcome
1. Enhance students answering techniques through regular writing assignments and continuous assessment	Whole year	Frequency of assignments Successful implementation of Continuous Assessment Policy	Self, peer and teacher evaluation Continuous assessment results used to improve writing	Textbooks Writing books	<ul style="list-style-type: none"> ➤ S4-S5 Continuous Assessment successfully implemented ➤ Peer and self-evaluation introduced
2. Provide sufficient reference books and exercises for students	Whole year	Use reference books as required reading. Purchase new reference books to support students to prepare for the HKDSE.	Record of borrowed material	Subject budget	<ul style="list-style-type: none"> ➤ Reference books purchased using the given budget ➤ No record of borrowing kept by Literature Department – informal borrowing only
3. Taylor-made school curriculum to cater for diversity	Whole year	Included in the Annual Plan and Scheme of Work	Annual Report	Copying and printing quota	<ul style="list-style-type: none"> ➤ Curriculum development meetings held to introduce an S1-S3 curriculum ➤ Extra manpower hired to implement in the 2013-2014 school year ➤ S4-S5 handouts created
4. Promote regular reading habit and enhance writing skills	Whole year	Reading Record and Book Report Scheme (Cooperate with the English Department)	Collection of Reading Record and Book Reports	Literature Library Public library	<ul style="list-style-type: none"> ➤ Records kept by the English Department ➤ Two Reading Scheme Award Ceremonies held
5. Attend CUHK Shakespeare Festival	May	Attendance and feedback	Informal feedback	Travel subsidy	<ul style="list-style-type: none"> ➤ No invitation received
6. Perform leadership roles in the English Society, Library Club and School Musical thus enhancing the SLP through OLE involvement	Whole year	Participation in leadership and non-leadership roles	OLE report	ECA record	<ul style="list-style-type: none"> ➤ Student leadership roles in English Society and Drama Club recorded in OLE record
7. Subject Booth for S.3 students: Students are encouraged and guided from the early stages to explore the post-secondary options available to them and share this information with potential students	April-May	Students organize and run the NSS Subject Promotion Booth to help	OLE report	OLE record	<ul style="list-style-type: none"> ➤ Event successfully held by S5 students ➤ OLE record
8. Monitor learning and teaching through continuous feedback	Whole year	Reassess the Annual Plan according to the learning needs	Learner feedback	Informal feedback through class discussions	<ul style="list-style-type: none"> ➤ Curriculum adjustment made based on feedback ➤ S1-S3 curriculum to be developed based on positive feedback from lower-form students

Third Major Concern: To set our moral compass to integrity

Implementation Plan	Duration	Success Criteria	Assessment Methods	<i>Resources</i>	<i>Outcome</i>
1. Focus on integrity through a study of plot, characterization, theme and symbolism	Whole year	Integrity is highlighted and explored. Discussions of integrity and personal choices we make in our daily life. Relating the novel's themes to real life.	Reflective, analytical writing	Set texts	➤ Related writing throughout the S4-S5 curriculum
2. Focus on integrity through unseen poetry	Whole year	Poetry sharing	Reflective and analytical writing	Poetry resources	➤ Poetry focus in S4 curriculum ➤ Related writing throughout the S4 curriculum
3. Strengthen character through active participation in school leadership roles	Whole year	Behaviour	Conduct mark	DT records	➤ Conducts marks kept by the Discipline Team ➤ Conduct mark of Literature students above average in the school

Department Head : Cynthia Lee

(六) 政府津貼撥款運用報告

6.1 學校發展津貼

6.1.1 IT 組『學校發展津貼』計劃 2012-2013

項目	關注重點	策略/工作	預期好處	時間表	所需資源	成功準則	評估方法	成果	負責人
1. 支援教師於 IT 教學上的工作。 2. 維持及管理校內的 IT 設備。	1. 於 IT 技術方面支援教職員的日常工作。 2. 管理學校的網絡、電腦及週邊設備。	1. 使老師能專注教學，減輕在 IT 方面的工作壓力。 2. 讓學校的電腦系統維持穩定。	由 2012 年 9 月起，為期一學年	員工薪酬及強積金	1. IT 技術員能與教職員互相合作，提高教學效率。 2. 校內電腦網絡正常運行。	1. 老師對技術員的反應。 2. 校內電腦網絡停止運作次數。	1. 支援教師於 IT 教學上的工作。 2. 維持及管理校內的 IT 設備。	1. 老師表示技術員能支援日常工作。 2. 校內電腦網絡運作尚可接受，但因設備已使用多年，所以未能配合校方需要，所以已計劃全面更新校內網絡。	林峰老師

6.2 課後學習及支援

I. 計畫名稱：聯課/課外活動

II. 執行目標：

協助清貧學生參予聯課/課外活動，藉此提升他們的：

- 抗逆力
- 自信心
- 專注力
- 與人溝通的能力

III. 本校現況：

本校學生多數來自社經地位較低的家庭，而本校地處大澳，遠離市區，學生參與課外活動的機會和所得的資源較少，本校希望透過開辦不同的聯課/課外活動，提升學生的抗逆力，強化學生的自信心，提升學生的專注力，並改善溝通技巧。

IV. 執行情況：

1. 舞獅班

執行時段：2012年9月-2013年6月 逢星期五 下午 4:00-6:00

人數：約 20 人

地點：本校禮堂

活動內容：1. 聘請專業持牌教練為有關學生教授舞獅技巧。

2. 透過訓練及表演以提升學生自信心，抗逆力及團體精神。

果效：學生得到專業訓練，培養團隊精神，能成功於校內/校外舉行十次舞獅表演，並獲得各方嘉許。參與學生亦藉此加強了自信心。

2. 功夫班

執行時段：2012年9月-2013年6月 逢星期四 下午 4:00-6:30

人數：約 15 人

地點：本校禮堂

活動內容：1. 聘請專業持牌教練為有關學生教授舞獅技巧。

2. 透過訓練及表演以提升學生自信心及團體精神。

果效：學生得到專業訓練，培養團隊精神，能成功於校內/校外舉行五次國術表演，並獲得各方嘉許。參與學生亦藉此加強了自信心。
惟部份同學學習表演散漫，未乎理想。

3. 龍舟班
 執行時段：2013 年 5-6 月 逢星期一、三 下午 4:30-6:30
 人數：約 25 人
 地點：大澳海傍
 活動內容：1. 聘請專業持牌教練為有關學生教授龍舟技巧。
 2. 透過訓練及參與比賽提升學生自信心、抗逆力及團體精神。
 果效：學生得到專業及有系統的訓練，培養團隊精神、自信心及自我認同感。
 本年度龍舟隊成功獲得全港學界龍舟賽季軍、大澳區華商會龍舟公開賽碗賽亞軍、荃灣區龍舟公開賽碗賽季軍，能發展本土大澳區龍舟競渡的特色，並獲得各方嘉許。
4. 欖球班
 執行時段：2012 年 9 月-2013 年 5 月 逢星期一、三 下午 4:30-6:30
 人數：約 40 人
 地點：鹽田壘臨時運動場
 活動內容：1. 聘請專業持牌教練為有關學生教授欖球技巧。
 2. 透過訓練及參與比賽提升學生自信心、抗逆力及團體精神。
 果效：學生得到專業及有系統的訓練，培養團隊精神、自信心及自我認同感。
 本年度欖球男女子隊(共 4 隊)成功獲得新界區男子學界 7 人欖球賽第 7 名、全港男子學界 7 人欖球賽碟賽亞軍、全港男子丙組學界欖球賽第 5 名、全港女子學界 7 人欖球賽第 7 名。
5. 籃球班
 執行時段：2012 年 9 月-2013 年 5 月 逢星期二、五 下午 4:30-6:30
 人數：約 25 人
 地點：本校操場
 活動內容：透過訓練及參與比賽提升學生自信心、抗逆力及團體精神。
 果效：學生得到專業及有系統的訓練，培養團隊精神、自信心及自我認同感。
 本年度籃球男子隊(共 2 隊)成功獲得荃灣離島區男子乙組學界籃球賽第 5 名，成績有顯著進步
6. 啦啦隊班
 執行時段：2012 年 9 月-2013 年 5 月 逢星期五 下午 4:30-6:00
 人數：約 25 人
 地點：本校活動室
 活動內容：透過訓練及參與比賽提升學生自信心、抗逆力及團體精神。
 果效：學生得到有系統的訓練，培養團隊精神，自信心及自我認同感。
 本年度啦啦隊作公開表演四次，並於大嶼山啦啦隊比賽得到優異獎項及於 2013 年渣打馬拉松啦啦隊比賽得到冠軍獎項。

V. 財政支出報告

項目	實際支出 (\$)
舞獅班	13,784.00
功夫班	33,237.50
龍舟班	40,913.40
欖球班	15,212.85
籃球班	2,330.00
啦啦隊班	510.00
交通安全隊	9,134.20
總計	115,121.95

VI. 負責老師: 吳翠瑤老師、祝迪欣老師

6.3 新高中通識教育科課程支援津貼

新高中通識教育科課程支援津貼 2012-2013

項目	關注重點	策略/工作	預期好處	時間表	所需資源	成功準則	評估方法	評估報告	負責人
1. 聘請教學助理一名	1. 協助通識科老師整理和翻譯中、英文通識科教材。	1. 協助安排課程及製作適切的教學材料。	1. 通識科可成立一個校本教材資料庫供同學和老師使用。	由 2012 年 11 月開始為期一學年	薪金及強積金約 \$144,000	1. 可成立一個校本教材資料庫。	1. 考試成績。	1. 由於今年是學校第一屆有中六非華語同學用英文應考 hkdse 通識，學校運用津貼來支付聘請有相關教學經驗的老師任教該班的薪金 (\$158,902)，老師負責設計英文教材、筆記和試題，亦儲存於科組資源庫內，供日後老師參考及使用。	郭蕙妍老師 (教務組) 何靜文老師 (通識科科主任)
2. 購買通識科參考書	2. 尋找和收集通識的教學材料，如剪報、工作紙等。	2. 協助舉辦有關通識科的活動，為同學提供學習環境。	2. 通識科老師可更專注於教學工作。		約\$16,000	2. 所有教材有中、英雙語版本。	2. 查閱功課		
	3. 協助籌辦通識科活動，如參觀、比賽等。	3. 提供課後支援予有需要同學。	3. 提升同學學習通識科的興趣和能力。			3. 更多學生參與通識科有關活動/比賽。	3. 觀課。	3. 從觀課和查閱學生課業，可見同學對通識科都有一定的掌握和學習興趣。	
	1. 為通識科提供更多可用的教材。	1. 鼓勵老師和同學使用有關教材。	1. 通識科可成立一個校本教材資料庫供同學和老師使用。				4. 學生參與校內活動表現。	4. 通識科老師用了 \$1,098 購買參考書及其他教學資源，協助同學學習通識科。	
總額：					\$160,000				

6.4 非華語學生指定學校津貼

非華語學生指定學校津貼報告書 (2012-2013)

項目	關注重點	策略/工作	預期好處	時間表	所需資源	成功準則	評估方法	評估報告	負責人
聘請非華語學生中文科半職老師及教學助理各一名	<p>1.提升非華語學生對中文的應用，包括在聽、講、寫，讀的能力的提升。</p> <p>2.為非華語學生提供華語部份的GCSE課程。</p>	<p>1.安排課程及製作適切的教學材料。</p> <p>2.以學生的能力分組提升不同水平的語文訓練。</p> <p>3.提供 GCSE 中文科課程予高年級的非華語學生。</p> <p>4.推薦及協助訓練非華語同學參加校外公開華語朗誦比賽。</p> <p>5.協助舉辦有關中文及中國文化的活動，為非華語同學提供學習語境。</p> <p>6.提供課後支援予非華語同學。</p>	<p>1.不同能力的學生均能得到適當的中文能力的提升。</p> <p>2.有足夠能力應付 GCSE 中文試。</p> <p>3.提升與華語同學的溝通能力。</p> <p>4.更快融入學習環境。</p>	由 2012 年 9 月開始為期一學年	由教育局批核之非華語指定學校收生津貼 (\$550,000)	<p>1.完成既定課程，有合格表現。</p> <p>2.參加 GCSE 中文科試有理想表現。</p> <p>3.非華語同學能以中文與別人溝通。</p>	<p>1.課堂表現。</p> <p>2.考試成績。</p> <p>3.朗誦比賽非華語同學的參與度及表現。</p> <p>4.參與校內活動表現。</p>	<p>1 學生問卷：非華語學生中文課程班別對課程學習表示滿意(5 級為最滿意)，各班均達 70%以上，其中三組更達 100%。</p> <p>2 學生在 GCSE 考試中合格率達 100%。</p> <p>3 所有非華語同學參與校內中文朗誦比賽及有關活動。參與率為 100%</p> <p>4 非華語同學朗讀三字經、參與校外表演及在公開朗誦比賽中獲獎。詳情見中國語文科周年報告。</p> <p>5 完成由香港大學非華語學生支援學習計劃中的學生支援計劃、舉辦 SSP 班別並完成所需時數。</p> <p>6 共 7 名同學參與第 64 屆香港學校朗誦節，獲優良及良好獎狀。</p> <p>7 發展校本聆聽考核教材。推行經典朗讀計劃，於早會早讀時間推行。</p>	<p>朱曉慧 (非華語學生中國語文科科主任)</p> <p>副教務主任 崔惠儀(組長)</p>

6.5 開展德育及國民教育津貼 (2012-2015)

項目	關注重點	策略 / 工作	預期好處	時間表	財政開支	成功準則	成效	負責人
德育及國民教育津貼	<p>1 提升學生對中國國情之認識。</p> <p>2 發展校本課程。</p> <p>3 制定全校課程。</p>	<p>本年度將進行資料蒐集及教材編輯。</p> <p>預期下學年(2013-2014)將在校內推行生命教育，有關國民身份及國情教育將會包括在內。</p>	<p>1 提升學生批判能力。</p> <p>2 增進學生對中國國情之了解。</p> <p>3 引起學生興趣，思考個人與社會及國家發展的關係。從而認知個人的社會責任。</p>	<p>2012-2013 預備期</p> <p>2013-2014 製定課程大綱</p> <p>2014-2015 第一年推行</p>	<p>1 聯校佛化德育及國民教育教材計劃 每所學校: \$86,153.85</p> <p>2 國史教育經費贊助(香港大學中國歷史碩士班) \$500</p>	<p>能完成有關資料蒐集。</p>	<p>1 本校參加佛聯會佛化德育及國民教育教材製作計劃，預計將於 2014 年初可供試教，並於 2015 年 9 月學年始由中一開始採用。</p> <p>2 本年度已初步將佛化教育(佛學科課程)框架建立，並發展校本英文教材，供非華語學生使用。</p> <p>3 學校重視推動學生認識祖國，除午間廣播外，亦有安排老師錄影區本文化介紹節目，同學對地區及中國文化認識加深。</p>	<p>崔惠儀 (德育及公民教育主任)</p>
					\$443,346.15			

6.6 多元學習津貼 - 應用課程

應用學習課程報告(2011-2014 ; 2012-2015)

項目	關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	成效	負責人
資助學生修讀校外院校提供，並經政府批核開辦的應用學習課程	為學生提供多元學習機會，豐富學生的知識	就各大專院校所開辦的應用學習課程，向學生提供學校課程以外的進修課程。	<p>1 學生能得到多元化的學習體驗和獲取資歷的途徑，</p> <p>2 提供不同課程予學生選讀，增加課程的廣度。</p> <p>3 學生可透過職業導向課程增加對讓行業的了解，有助釐定個人目標。</p>	<p>中五級：由2012年9月起，為期兩學年(2012-2014)。</p> <p>中六級：由2012年9月起，為期一學年，本學年為學生修讀應用學習課程第二年(2011-2013)。</p>	<p>學校資助2012-2013年度中五級學生共(15)名;</p> <p>2012-2013年度中六學生共(8)名</p> <p>修讀校外院校課程。 \$(110,090.00)</p>	<p>* 學生須成功完成應用學習課程</p> <p>* 學生在學習態度有所進步</p>	<p>1. 蒐集以下持份者的意見： * 修讀應用學習課程的學生 * 教師 * 家長</p> <p>2. 修讀學生的表現，如： a. 出席率 b. 完成率 c. 問卷 d. 畢業成績</p>	<p>1 中五同學出席情況理想。</p> <p>2 中六同學共8名修讀，5名同學獲優異，2名同學合格，1名未達標。</p>	<p>應用學習學校主任: 張慧心</p> <p>副教務主任 崔惠儀 (組長)</p>

6.7 多元學習津貼 「新高中其他課程」 - 中四/中五級 (整項計畫共 1 年 2012-2013)

項目	關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人	成效
拔尖課程： 成立校本欖球隊	<ol style="list-style-type: none"> 1. 選取對體育項目有興趣及能力的同學，提升他們對體育項目的組織及領袖才能。 2. 透過訓練活動培養同學的意志力、團隊精神。 3. 提升同學的體適能，從而發掘他們對體育運動的更高潛能。 	<ol style="list-style-type: none"> 1. 聘請教練，成立學校球隊。 2. 透過訓練提升同學對體育活動的組織及領袖能力，培養同學的意志力及團隊精神，從而發掘他們對體育運動的更高潛能。 	<ol style="list-style-type: none"> 1. 學生水平得以提升。 2. 對體育運動有最深入的了解。 	2012 年 12 月至 2013 年 8 月 每星期一、三，日，每節 2 小時 (45 節)	導師費用： (每堂\$450 X 2 X 45) \$40,500 物資費用： (牙膠及欖球) \$5, 000 \$45,500	<ol style="list-style-type: none"> 1. 學生能掌握欖球之基本技巧。 2. 能參加正規的欖球比賽。 3. 能策畫及組織欖球比賽。 	<ol style="list-style-type: none"> 1. 問卷 2. 導師報告 	學生學習支援小組： FWC、WE (聯絡員) NCY (負責人)	有關計劃將延至 2013-2014 及 2014-2015 年度推行。

6.8 多元學習津貼 「新高中其他課程」-中六級 (英國語文科) 報告

(整項計畫共 1 年 2012-2013)

項目	關注重點	策略 / 工作	預期好處	時間表	所需資源	成功準則	評估方法	負責人	成效
資助同學修讀 IELTS 課程	提升學生英文水平	<ol style="list-style-type: none"> 就中六成績，挑選成績英語良好並獲教師推薦同學參加 IELTS 課程。 資助學生修讀由外間機構提供之 IELTS 課程，於 2012-2013 學年 12-6 月進行。 購買 IELTS 之書籍 	使英文成績良好的同學有提升英語水平的機會	2012 年 12 月至 6 月 4 個單元，共 24 小時	課程費用： 每科約\$2600 供 8 - 10 位同學修讀 \$2600X8	<ol style="list-style-type: none"> 學生英文水平有提升。 學生對 IELTS 國際試有所認識 	<ol style="list-style-type: none"> 課業表現 問卷 導師報告 	學生學習支援小組： 老師 (組長) 英國語文科主任 周愛倫老師	有關計劃並未推行，而有關津貼將撥作於新高中體育科使用。
					\$20,800.00				

6.9 Progress Report for Refined English Enhancement Scheme (REES / EES)

Refined English Enhancement Scheme (REES)
Buddhist Fat Ho Memorial College
Report on Expenditure of the 2012/13 School Year

Notes for completing the table:

- (i) School needs to fill in the yellow boxes for the expenditures already paid up to 31 August 2013 and the blue boxes for expenditures of the concerned school year committed for payment .
- (ii) School needs to fill in the green box for the interest gained in the school year 2012/13.
- (iii) All input figures should be given up to two decimal places.

School Year	2010/11 (HK\$)			2011/12 (HK\$)			2012/13 (HK\$)			2013/14 (HK\$)			Total (HK\$)	
(A) Scheduled payment (HK\$) (as at approval of 30.8.2011)	0.00			565,000.00			0.00			0.00			565,000.00	
(B) Expenditure on approved measures	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 4.10.2012)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 4.10.2012)	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Total approved cashflow (till current year)	Total expenditure (till current year)
(a) Hire of consultancy service to provide training and conduct lesson observation with feedback to English teachers on catering for learner diversity				0.00	0.00	0.00	82,000.00	(Incomplete)					82,000.00	0.00
(b) Employing an additional graduate teacher (GM rank) to release 3 English teachers to develop school-based English curriculum materials to cater for learner diversity				300,000.00	219,180.65	25,000.00	N.A.	N.A.	N.A.				300,000.00	244,180.65
(c) Purchase of on-line learning software for students to acquire skills needed for Independent Enquiry Studies				3,000.00	2,175.00	0.00	N.A.	N.A.	N.A.				3,000.00	2,175.00
(d) Hire of a full-time Teaching Assistant to provide administrative support for teachers and assist in developing school-based curriculum teaching and learning materials				180,000.00	127,550.85	29,998.50	N.A.	N.A.	N.A.				180,000.00	157,549.35
Subtotal of expenditures (up to 31 August of the school year)		0.00	0.00		348,906.50	54,998.50		0.00	0.00		0.00	0.00		403,905.00
(I) Total approved cashflow / (II) Total expenditures (up to 31 August of the school year)	0.00		0.00	483,000.00		403,905.00	82,000.00		0.00	0.00		0.00	565,000.00	403,905.00

(C)	Surplus/(Deficit) for the school year (= (A)-(B)(II))		0.00		161,095.00		0.00		0.00	161,095.00
(D)	Interest gained, if any, in school designated account of the Scheme				0.00					0.00
(E)	Balance in school designated account (funding in hand) (= (C)+(D))		0.00		161,095.00		0.00		0.00	161,095.00

Remarks :

N.A.: Not applicable as school does not apply for the funding

N.R.: Funding not recommended

(Please print out the completed report, sign and return)

On behalf of the School Management Committee/ Incorporated Management Committee* of my school, I undertake that the funding disbursed by the Government to my school under the REES has been properly expended for the approved measures and the REES funding has been included in the school's annual audited accounts. All documents and records are ready for inspection as and when required by the EDB.
* Delete whichever is inappropriate

Signature of Supervisor : _____
Name of Supervisor : Mr. Lam Hon-Wan
Name of School : Buddhist Fat Ho Memorial College
Name of Contact Person: Ms. Chow Oi-Lun Helen
Date : 18 Oct 2013
Tel. No. : 29855365

Clauses in the Performance Contract pertinent to the completion of this report

- (1) Clause 3.2:
All the interests earned on monies in the Designated Account shall form part of the Funds and shall be used for the sole purpose of the Project in accordance with the terms of this Contract.
- (2) Clause 4.5(f):
The Government shall be entitled to suspend further funding to the Participant if there is a credit balance in the Designated Account the amount of which in the reasonable opinion of the Government is sufficient to pay for the budgeted expenditure of the Project in the next twelve months.
- (3) Clauses 4.7 and 4.8:
4.7 The Participant undertakes to use the Funds for the stated purpose of the Project only and in accordance with the Budget outlined in the Approval-in-Principle and on the basis that any internal virement between the Budget items should only be between the approved items of the Budget and must not exceed 5% of the approved cashflow for that particular school year within the Project Period.
4.8 The Participant shall obtain the prior written approval of the Government for any proposed reallocation between the budget items which exceeds the amount stipulated in clause 4.7.

Automatically generated expenditure figures for official use only

School year	2010/11	2011/12	2012/13	2013/14	Total
(A) Scheduled payment	0.00	565,000.00	0.00	0.00	565,000.00
(B) Latest approved cashflow	0.00	483,000.00	82,000.00	0.00	565,000.00
(C) Expenditure for the school year	0.00	403,905.00	0.00	0.00	403,905.00
(D) Underspending/(Overspending) against approved cashflow (= (B) - (C))	0.00	79,095.00	82,000.00	0.00	161,095.00
(E) % underspending / (overspending) ((D)/(B)x100)	0.00	16.38	100.00	0.00	--
(F) Funding in hand ((A) - (C))	0.00	161,095.00	0.00	0.00	161,095.00

English Enhancement Scheme for Schools Adopting Chinese-medium Teaching
Buddhist Fat Ho Memorial College
Report on Expenditure of the 2012/13 School Year

Notes for completing the table:

- (i) School needs to fill in the yellow boxes for the expenditures already paid up to 31 August 2013 and the blue boxes for expenditures of the concerned school year committed for payment .
(ii) School needs to fill in the green box for the interest gained in the school year 2012/13.
(iii) All input figures should be given up to two decimal places.

School Year	2006/07 (HK\$)			2007/08 (HK\$)			2008/09 (HK\$)			2009/10 (HK\$)			2010/11 (HK\$)			2011/12 (HK\$)			2012/13 (HK\$)			2013/14 (HK\$)			Total (HK\$)	
(A) Scheduled payment (HK\$) (as at approval of 16.06.2008)	--			--			292,000.00			222,000.00			120,000.00			0.00			0.00			0.00			634,000.00	
(B) Expenditure on approved measures	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 4.10.2012)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 4.10.2012)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 4.10.2012)	Expenditures paid	Expenditures committed	Latest approved cashflow (as at 4.10.2012)	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Latest approved cashflow	Expenditures paid	Expenditures committed	Total approved cashflow (till current year)	Total expenditure (till current year)
(a) Hiring service to conduct workshops for teachers on: i) drama	--	--	--	--	--	--	30,000.00	20,000.00	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	30,000.00	20,000.00
(a) ii) phonics	--	--	--	--	--	--	0.00	0.00	N.A.	N.A.	N.A.	N.A.	0.00	0.00		30,000.00	(Incomplete)								30,000.00	0.00
(a) iii) popular culture	--	--	--	--	--	--	N.A.		0.00	0.00			0.00	0.00		30,000.00	(Incomplete)								30,000.00	0.00
(a) iv) workplace communication	--	--	--	--	--	--	N.A.		N.A.				30,000.00	30,000.00		N.A.									30,000.00	30,000.00
(b) Hiring service to provide training on phonics for all S1 Chinese students (10 hours x 1 group) and speaking skills for all S1 non-Chinese students (10 hours x 1 group) during class time	--	--	--	--	--	--	0.00	0.00	N.A.	N.A.	N.A.	N.A.	40,000.00	14,976.00	0.00	N.A.									40,000.00	14,976.00
(c) Hiring service to provide training on phonics for all S2 Chinese students (10 hours x 1 group) and speaking skills for all S2 non-Chinese students (10 hours x 1 group) during class time	--	--	--	--	--	--	0.00	0.00	N.A.	N.A.	N.A.	N.A.	40,000.00	14,976.00	0.00	N.A.									40,000.00	14,976.00
(d) Hiring service to provide training on drama for all S3 students (10 hours x 2 groups) during class time	--	--	--	--	--	--	80,000.00	24,000.00	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	80,000.00	24,000.00
(e) Hiring service to provide training on drama for all S4 students (10 hours x 2 groups) during class time	--	--	--	--	--	--	N.A.		0.00	0.00			0.00	0.00		80,000.00	12,740.00							80,000.00	12,740.00	
(f) Hiring service to provide training on popular culture for all S5 students (10 hours x 2 groups) during class time	--	--	--	--	--	--	N.A.		0.00	0.00			0.00	0.00		40,000.00	34,200.00							40,000.00	34,200.00	

	(g) Hiring service to provide training on workplace communication for all S6 students (10 hours x 2 groups) during class time	--	--	--	--	--	--	N.A.			N.A.			0.00			40,000.00	24,000.00	0.00	N.A.					40,000.00	24,000.00
	(h) Subscribing to an on-line self-access English programme for students	--	--	--	--	--	--	48,000.00	48,000.00		48,000.00	41,640.00		48,000.00	14,240.00		N.A.			N.A.					144,000.00	103,880.00
	(i) Purchasing materials for English reading programmes	--	--	--	--	--	--	2,000.00	1,823.00		2,000.00	1,980.80		2,000.00	1,992.00		N.A.			N.A.					6,000.00	5,795.80
	(j) Purchasing props staging and drama materials	--	--	--	--	--	--	2,000.00	1,035.00		2,000.00	1,999.60		N.R.			N.R.			N.R.					4,000.00	3,034.60
	(k) Hiring service to organize English activities and provide training for at least 20 students per year to serve as English ambassadors with teachers' involvement	--	--	--	--	--	--	0.00	0.00		0.00	0.00		0.00	0.00		20,000.00	7,560.00	0.00	20,000.00	(Incomplete)				40,000.00	7,560.00
	Subtotal of expenditures (up to 31 August of the school year)		--	--	--	--	--	94,858.00	0.00		45,620.40	0.00		46,232.00	0.00		61,512.00	0.00		46,940.00	0.00		0.00	0.00	295,162.40	
	(I) Total approved cashflow / (II) Total expenditures (up to 31 August of the school year)	--		--	--	--	--	162,000.00	94,858.00		52,000.00	45,620.40		80,000.00	46,232.00		140,000.00	61,512.00		200,000.00	46,940.00	0.00		0.00	634,000.00	295,162.40
(C)	Surplus/(Deficit) for the school year (= (A)-(B)(II))			--		--		197,142.00			176,379.60			(46,232.00)			(61,512.00)				(46,940.00)				218,837.60	
(D)	Interest gained, if any, in school designated account of the Scheme		--		--			0.00			0.00			0.00			0.00								0.00	
(E)	Balance in school designated account (funding in hand) (= (C)+(D))		--		--			197,142.00			176,379.60			(46,232.00)			(61,512.00)				(46,940.00)			0.00		218,837.60

Remarks :

N.A.: Not applicable as school does not apply for the funding

N.R.: Funding not recommended

* Cheque payemnt for 2010/11 school year was suspended in accordance with Clause 4.6(f)

(Please print out the completed report, sign and return)

On behalf of the School Management Committee/ Incorporated Management Committee* of my school, I undertake that the funding disbursed by the Government to my school under the Scheme has been properly expended for the approved English enhancement measures and the EES funding has been included in the school's annual audited accounts. All documents and records are ready for inspection as and when required by the EDB.

*Delete whichever is inappropriate.

Clauses in the Performance Contract pertinent to the completion of this report

- (1) Clause 3.2:
All the interests earned on monies in the Designated Account shall form part of the Funds and shall be used for the sole purpose of the Project in accordance with the terms of this Contract.
- (2) Clause 4.6(f):
The Government shall be entitled to suspend further funding to the Participant if there is a credit balance in the Designated Account the amount of which in the reasonable opinion of the Government is sufficient to pay for the budgeted expenditure of the Project in the next twelve months.
- (3) Clauses 4.8 and 4.9:
4.8 The Participant undertakes to use the Funds for the stated purpose of the Project only and in accordance with the Budget outlined in the Approval-in-Principle and on the basis that any internal virement between the Budget items should only be between the approved items of the Budget and must not exceed 5% of the approved cashflow for that particular school year within the Project Period.
4.9 The Participant shall obtain the prior written approval of the Government for any proposed reallocation between the budget items which exceeds the amount stipulated in clause 4.8.

Automatically generated expenditure figures for official use only

School year	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	Total
(A) Scheduled payment	-- --		292,000.00	222,000.00	0.00	0.00	0.00	0.00	514,000.00
(B) Latest approved cashflow	-- --		162,000.00	52,000.00	80,000.00	140,000.00	200,000.00	0.00	634,000.00
(C) Expenditure for the school year	-- --		94,858.00	45,620.40	46,232.00	61,512.00	46,940.00	0.00	295,162.40
(D) Underspending/(Overspending) against approved cashflow (= (B) - (C))	-- --		67,142.00	6,379.60	33,768.00	78,488.00	153,060.00	0.00	338,837.60
(E) % underspending / (overspending) ((D)/(B)x100)	-- --		41.45	12.27	42.21	56.06	76.53		--
(F) Funding in hand ((A) - (C))	-- --		197,142.00	176,379.60	(46,232.00)	(61,512.00)	(46,940.00)		218,837.60

7. 「新來港學童津貼」報告書

項目	關注重點	策略 / 工作	預期好處	時間表	成功準則	評估方法	評估報告	財政報告	負責人
1 聘請導師開辦內地來港學童課後功課輔導班	1 提升學業成績。 2. 加深對本地文化認識。	1 聘請導師每週來校作功課輔導。 2 介紹本港著名文化項目,加強同學對本地文化的認識。	1 協助同學適應本地課程。 2 深化同學對本地文化的認識。	2013年2月至6月 每周進行1次,每課分兩節進行,共兩節,同學參加其中一節或兩節。	1 同學學習得到支援。 2 學習表現有進步。 3 同學對本地文化認識加深。	1 課業表現 2 問卷	1 於四月底始成功聘用導師,共上課5次。 2 能協助同學應付英語課業及其他不同課程之課業。 3 津貼迎新活動,同學在遊戲中學習漢字及本地飲食及交際文化。 4 同學在課堂表現認真並認同補習對學習有幫助。 5 同學在下學期英文成績有進步。	1 導師薪金: (時薪:\$525x10) 共: \$5250 2 A IpadMini (\$2450x15) 共: \$38100 B IpadMini 保護套: (\$209X15) 共: \$3135	學生學習支援小組: 吳翠瑤老師 崔惠儀老師 (組長)
2 聘請導師開辦非華語學童中文口語溝通強化課程	1 提升口語溝通能力。 2 加深對本地文化認識。	1 聘請導師每週到校進行口語溝通訓練。 2 介紹本港著名文化項目,加強同學對本地文化的認識。	1 協助同學掌握中文生活用語。 2 強化同學口語溝通能力。	2013年2月至6月 每周進行1次,每課分兩節進行,每節45分,共兩節,同學參加其中一節或兩節	1 同學口語表達能力有進步。(考試成績) 2 學習表現有進步 3 同學對本地文化認識加深。	1 課堂表現 2 問卷	1 於四月底成功聘請導師,共上課4次。 2 協助同學溫習及作課堂備課。 3 同學在課堂表現認真並認同補習對學習有幫助。 策略增訂: 1 由於本校地處偏遠地區,較難聘用導師,為方便同學進行自習,購備 Ipad Mini,方便同學使用軟件進行自習。同學在新學年能借用並按學習計劃撰寫學習日誌以增進學習效能。 2 津貼迎新活動,同學在遊戲中學習漢字及本地飲食及交際禮儀。	3 新生適應課程 中式點心 (23X20份) 共: \$460	
								總額: \$46010	

8. 家長教師會 2012-2013 (第十四屆) 工作及財務 報告

	\$	\$	\$
承上結餘 (2012 年 9 月 1 日)			52,118.82
<u>收 入</u>			
(一) 會費收入 : 2012-2013 會費		7,860.00	
(二) 教育局家校合作組津貼 : (2012-2013)			
(i) 經常開支津貼	4,626.00		
(ii) 家校合作活動津貼	10,000.00		
(iii) 聯校活動津貼	10,000.00	24,626.00	32,486.00
	總收		84,604.82
入 :			
<u>支 出</u>			
(1) 贊助畢業袍及運費	24,700.00		
(2) 家教會周年晚會茶點及飲料	1,678.00		
(3) 印刷聯校小冊子及橫額	6,910.00		
(4) 贊助畢業典禮鮮花	340.00		
(5) 親子包糉班材料支出	1,614.00		
(6) 親子糕點材料及添置設備費用	2,876.80		
(7) 中三家長會活動支出	1,766.90		
(8) 聯校家長升學講座租車費(逸東)	2,000.00		
(9) 周年燒烤晚會補貼	1,115.00		
(10) 周年燒烤晚會補貼	200.00		
(11) 親子劍擊同樂日	1,200.00		
(12) 中國梅州文流團	1,450.00		
(13) 更換學生飯堂飲水器	228.00		
(14) 贊助上學期頒獎典禮鮮花及紀念品	2,000.00		
(14) 家教會周年晚會交通支出			
	總支出 :		48,078.70
	總結餘 :		36,526.12

9. 2012-2013 年度獎學金獲獎學生名單 (全學年)

	獎項名稱 (獎學金名稱)	獲獎 人數	每名 金額(\$)	總金額 (\$)	獲獎學生名單
1	Outstanding Student Role Model Scholarship (Connor Stevenson Memorial Scholarship)	12	500	6,000	1B 瑪加林 1C 夏碧思 2C 利安怡 3A 黃俊豪 3C 簡蘇儀 4B 黃芷晴 4C 費 莉 5C 艾杰倫 6A 陳惠婷 6B 黃麗娘 6C 甘 怡 6C 亞以利
2	學業全級優異獎 (Pannu Yuon Scholarship)	24	500	12,000	1A 葉家希 1A 梁文豪 1B 蘇月綸 1C 韋尼信 2A 梁詠雯 2A 潘俊亨 2C 畢貝莎 2C 白安祖 3A 黎玉樺 3A 歐嘉峻 3C 霍倩妮 3C 文偉安 4B 孫若桐 4B 蔡長志 4C 李依依 4C 顏偉仁 5B 高嘉雯 5B 簡浩森 5C 余依玲 5C 雷 希 6B 鍾汶延 6B 梁嘉豪 6C 許仙迪 6C 亞純約
3	進步獎 (方志基獎學金)	14	400	5,600	1A 李駿升 1B 簡麗君 1C 黃天賜 2A 張淑君 2C 許詩諾 3A 徐鍵津 3B 池英傑 3C 敖杰志 4A 翟文雯 4B 萬景熙 4C KHAN DAUD 5A 陳惠娟 5B 簡浩森 5C 安文珈
4	品學兼優獎 (黎時煥獎學金)	3	1,000	3,000	3C 霍倩妮 5C 雷 希 6C 亞純約
5	全年學業獎	7	800	5,600	1C 韋尼信 3A 歐嘉峻 3C 文偉安 4B 蔡長志 5B 高嘉雯 5C 郭柏克 6C 亞純約
6	服務優異獎	5	200	1,000	4B 蔡長志 4B 孫若桐 5A 鍾嘉瑤 5A 姚威廉 5B 陳清雯
7	品德優異獎	31	200	6,200	1B 艾芊芊 1B 依美樺 1B 蘇月綸 1B HARSHMEET KAUR 1C 張錦泉 1C 夏碧思 1C 莫莉香 1C 馬思麗 2A 張淑君 2A 梁詠雯 2C 畢貝莎 2C 布杏嵐 3A 張佩盈 3A 馮凱晴 3A 黎玉樺 3A 黃俊豪 3C 霍倩妮 3C 文偉安 3C 洛思茵 4B 孫若桐 4B 黃芷晴 4C 克天欣 4C 費 莉 5C 艾杰倫 5C 郭柏克 5C 雷 希 6A 陳惠婷 6B 趙雪彤 6B 鍾汶延 6C 甘 怡 6C 亞純約
8	課外活動服務優異獎	2	200	400	5B 羅曉盈 5B 李其昌
9	課外活動獎勵計劃(金獎)	5	200	1,000	2A 潘俊亨 3A 梁文熹 3A 黎仲康 3A 黎玉樺 5B 尹司琪
10	課外活動獎勵計劃(銀獎)	16	100	1,600	1A 陳健樂 2A 張淑君 2A 黃偉琴 3A 張 池 3A 馮凱晴 3A 鄧志廷 3A 黃俊豪 3B 陳灝汶 3B 池英傑 4A 吳嘉潞 4A 蘇瑋玲 4C 費 莉 5B 蔡 杰 5B 黃沙迪 5B 李志輝 5B 萬仲軒
11	融和獎學金	6	5,000	30,000	1C 黃天賜 2C 卡進華 2C 布杏嵐 5B 李志輝 5C 艾杰倫 6C 亞純約
12	尤德獎學金	2	1,000	2,000	5C 雷希 6B 趙雪彤
13	高中應用學習獎學金 11-12	1	1,000	1,000	6A 李卓峯

	獎項名稱 (獎學金名稱)	獲獎 人數	每名 金額(\$)	總金額 (\$)	獲獎學生名單
14	香港學生運動員獎	1	500	500	5C 艾杰倫
15	香港佛教聯合會佛學獎	3	200	600	2C 布杏嵐 3A 黎玉樺 4A 吳嘉澍
16	智林法師獎學金	2	200	400	5C 雷希 6C 亞純約
17	張妙願居士獎學金	3	200	600	2A 張淑君 3A 黎玉樺 4B 蔡長智
18	沈香林基金學行獎學金	3	200	600	5C 郭柏克 6B 趙雪彤 劉巧巧(11-12)

學科獎

	獎項名稱 (獎學金名稱)	獲獎 人數	每名 金額(\$)	總金額 (\$)	獲獎學生名單
11	中國語文	6	200	1,200	1A 葉家希 2A 梁詠雯 3A 歐嘉峻 4B 蔡長志 5B 簡浩森 6B 梁嘉豪
12	中國語文(非華語學生) (第一組)	3	200	600	1B 依美樺 2C 畢貝莎 5C 杜柏志
13	中國語文(非華語學生) (第二組)	3	200	600	1B 蘇月綸 3C 霍倩妮 4C 簡麗雯
14	中國語文(非華語學生) (第三組)	1	200	200	4C 賈莎美
15	英國語文(華語學生)	5	200	1,000	2A 梁詠雯 3A 歐嘉峻 4B 蔡長志 5B 高嘉雯 6B 梁嘉豪
16	英國語文	6	200	1,200	1C 莫莉香 2C 利安怡 3C 基爾 4C 李依依 5C 雷希 6C 許仙迪
17	數學	4	200	800	1B 韋子謙 3A 歐嘉峻 4B 馮正康 5B 高嘉雯
18	數學(延伸部分)	1	200	200	5B 高嘉雯
19	通識教育	6	200	1,200	1A 陳詩雅 2A 李海婷 3A 黎玉樺 4B 蔡長志 5B 高嘉雯 6B 蘇敏兒
20	通識教育(非華語學生)	4	200	800	1C 韋尼信 2C 畢貝莎 3C 霍倩妮 6C 亞純約
21	綜合科學	1	200	200	1C 莫莉香
22	物理	4	200	800	3A 黃俊豪 3C 敖杰志 4B 馮正康 5B 高嘉雯
23	生物	5	200	1,000	3A 徐鍵津 4B 馮智誠 4C 顏偉仁 5B 蔣迦俊 5C 郭柏克
24	化學	1	200	200	4B 馮正康
25	中國歷史	5	200	1,000	1A 張穎怡 3A 樊啟汶 4A 陳漢池 5B 黃正傑 6B 陳佩麗
26	普通話	3	200	600	1A 葉家希 2A 黃偉琴 3A 徐鍵津
27	普通話(非華語學生)	3	200	600	1B 梁仲賢 2C 許詩諾 3C 簡蘇儀
28	電腦與資訊科技	4	200	800	1A 梁文豪 1C 韋尼信 3A 李樂遙 3C 霍倩妮
29	視學藝術	5	200	1,000	1B HARSHMEET KAUR 2A 張淑君 3C 洛思茵 4C 嚴卓珊 5B 羅曉盈
30	音樂	5	200	1,000	1B 韋子謙 3C 甘祖信 4B 蔡長志 5C 雷希 6A 李卓峯
31	體育	8	200	1,600	1B 容莎比 1C 夏碧思 2A 潘俊亨 3B 陳灝汶 3C 尹舒亞 4C LOVEPREET SINGH 5B 張文進 5B 李其昌
32	佛學	7	200	1,400	1C 莫莉香 2C 嚴卓蓓 3A 歐嘉峻 4B 孫若桐 4C 費莉 5B 陳雨荷 5C 艾杰倫
33	企業、會計與財務概論	3	200	600	4B 孫若桐 5B 李志輝 6B 鍾汶延
34	經濟	1	200	200	4B 黃樂婷
35	英國文學	2	200	400	4C 李依依 5C 雷希
36	地理	4	200	800	4C 敖立志 5B 張文進 5C 郭柏克 6B 趙雪彤
37	旅遊及款待	2	200	400	5B 許嘉豪 6C 亞純約
			總計:	62,800	

10. 校外比賽、校內大型活動一覽表

日期	活動	負責老師	獎項
15/9/2012-16/9/2012	生命領袖多元共融培訓營	PKK, NCY	
22/9/2012	「大澳區慶祝國慶 63 周年晚會」義工活動	NCY, CTY	
29/9/2012	元朗大會堂賣旗日活動	KWY, NCY	
7/10/2012	2012-2013 年度校際排球(甲組)比賽	CYW	
9/10/2012	2012-2013 年度校際籃球男子(甲組)比賽	WE	
11/10/2012	2012-13 年度陸運會		
16/10/2012	話劇欣賞活動	YNL	
18/10/2012	校際籃球男子(甲組)比賽	WE	
20/10/2012	消防安全大使:大澳棚屋防火宣傳活動	LWC, YNL	
21/10/2012	東九龍欖球會學界邀請賽	FWC, WE	
23/10/2012	香港旋律 2012 合唱空間	CTY	
24/10/2012	校際游泳比賽事宜	FWC, WE	
26/10/2012	校際游泳比賽事宜	FWC, WE	
3/11/2012	女童軍賣旗日	KYS	
4/11/2012	扶輪 10 公里/4 公里挑戰賽	LF	Girls' 13-14)4km – Champion Girls'(15-16)4km – 2 nd Runner-up
4/11/2012	2012 年香港童軍大會操	LWC, YNL	
6/11/2012	「多元智能挑戰營」營前聚會	PKK, NCY	
8/11/2012	校際籃球男子(甲組)比賽	WE	
10/11/2012	學界精英越野比賽	FWC	
12/11/2012	鄰舍輔導會怡欣山莊義工活動	RSG, LSK	
12/11/12-16/11/12	「多元智能挑戰營」	PKK, NCY	
13/11/2012	校際越野比賽	FWC, EW	
13/11/2012	黑暗中對話體驗館義工活動	RSG, LSK	
16/11/12-17/11/12	樂施會毅行者	PKK	
22/11/2012	少年警訊 - 香港警察鳴金收兵	CL, PKK, NCY	
30/11/2012	學校假期(S1-S2)	NCY, CTY	
30/11/2012	學校假期(S3-S4)	NCY, CTY	
30/11/2012	學校假期(S5-S6)	NCY, CTY	
1/12/2012	參訪「寶林禪寺」	TWY	
7/12/2012	校際田徑比賽	FWC	
9/12/2012	離島區越野賽 2012	NCY	
11/12/2012	校際田徑比賽	FWC	
12/12/2012	校際田徑比賽	FWC	
13/12/2012	參觀塘福懲教所及長沙警局	PKK, NCY, HCM	
14/12/2012	「乘風航」全方位海上教室訓練計劃航前訓練	CKN, HCM	
16/12/2012	繽紛梅窩日 2012 蝴蝶山競跑比賽及義工活動	TYF, WMY	
16/12/2012	青少年大匯演	NCY, CTY	

20/12/2012	冬日派對	COL, Gill	
21/12/2012	冬至聯歡活動	PKK	
21/12/2012	「乘風航」全方位海上教室訓練計劃	CKN, HCM	
21/12/2012	少年警訊活動	NCY, CTY, RSG	
22/12/12-23/12/12	「健康 SUN 動力計劃」2012-2013 年度一領袖訓練營	NCY	
23/12/2012	交通安全隊周年獎券募捐活動	CKN, HCM	
24/12/2012	寶蓮禪寺壬辰年水陸息災法會義工服務活動	PKK, NCY	
5/1/2013	交通安全隊(新界南)就職典禮活動	NCY	
7/1/2013	香港佛教聯合會會屬中學聯校畢業典禮	PKK	
8/1/2013	香港教育工作者聯會黃楚標中學陸運會田徑邀請賽	FWC	4X100M 公開賽 亞軍
9/1/2013	「乘風航」全方位海上教室訓練計劃航後工作坊	CKN, HCM	
20/1/2013	2012-2013 年度校際足球男子(乙組)比賽	CKN	
24/1/2013	2012-2013 年度校際籃球男子(乙組)比賽	WE	
26/1/2013	女童軍戶外探索之旅	KYS, WLL	
26/1/2013	2012-2013 年度校際足球男子(乙組)比賽	CKN	
26/1/2013	Rogaine 24 2013 野外定向比賽	FWC, LWP	
30/1/13-31/1/13	交通安全隊步操訓練	NCY, HCM, HCT, TYF, WMY	
31/1/2013	2012-2013 年度校際籃球男子(乙組)比賽	WE	
1/2/2013	交通安全隊步操訓練	NCY, HCM, HCT, TYF, WMY	
2/2/2013	探訪梅窩銀灣邨長者	KWY	
2/2/2013	香港傷殘青年協會賣旗日	KWY	
2/2/2013	大嶼山啦啦隊比賽	NCY, CTY	優異
2/2/13-3/2/13	大澳女青年會長者盆菜日義工活動	TYF, WMY	
4/2/2013	交通安全隊參觀步操比賽	NCY, HCM, HCT, TYF, WMY	
4/2/13-6/2/13	澳門文化探索之旅	YNL, EW	
4/2/13-6/2/13	中一戶外教育營(非華語)	NCY, CTY, COL, LWC, RSG, KWK	
4/2/13-6/2/13	中一戶外教育營(華語)	CKN	
18/2/2013-22/2/13	交通安全隊步操訓練	NCY, HCM, HCT, TYF, WMY	
24/2/2013	香港交通安全隊新界南總區周年檢閱禮 2013	NCY, HCM, HCT, TYF, WMY	

24/2/2013	和平大使慶典	NCY, COL, CTY, KYS, FWC, LCY, WE, NCH, LWC	
24/2/2013	2013 年渣打馬拉松啦啦隊比賽	NCY, CTY	冠軍
24/2/2013	大澳水陸居民賀新春	PKK, WE, LF, CWS	
27/2/2013	「癸巳年(2013)新春音樂嘉年華」義工	NCY, CTY, HCM, LWP	
28/2/2013	2012-2013 年度校際籃球男子(乙組)比賽	WE	學界第五名
2/3/2013	體適能訓練日	FWC	
10/3/2013	香港童軍總會新界地域 55 周年紀念慈善步行		
13/3/2013	「同行萬里」高中學生內地交流計劃簡介會-湖北	BNW	
14/3/2013	「同行萬里」高中學生內地交流計劃簡介會-河南	CKN	
15/3/2013	War Game		
16/3/2013	2013 國際無伴奏音樂盛典	CTY	
16/3/2013	女童軍宣誓典禮	KYS, WLL	
16/3/2013	「Raidlight Lantau 50」越野賽義工	NCY, CWT, LWP	
17/3/2013	香港交通安全隊周年大會操	HCM, HCT	中學組亞軍及季軍
22/3/2013	參觀警察機動部隊(PTU)結業禮	PKK, NCY	
22/3/2013	觀賞香港國際七人欖球賽 2013	FWC, WE	
27/3/13-1/4/13	「同行萬里」高中學生內地交流計劃-湖北	BNW	
1/4/13-5/4/13	「同行萬里」高中學生內地交流計劃-河南	CKN	
7/4/2013	安徒生會「一起去迪士尼吧!」	NCY, LWP	
13/4/2013	男子丙組學界欖球賽	FWC	
19/4/2013	參觀香港輔助警察隊周年訓練結業禮	PKK, NCY, LF, Kwy, Peter	
21/4/2013	「百仁基金 FITMIND 慈善跑」義工服務	HCM	
21/4/2013	百仁基金 FITMIND 慈善跑	NCY, LF	
27/4/2013	《2013 香港旋律音樂會》總綵排	CTY	
27/4/2013	男子丙組學界欖球賽	FWC	全港第五名
27/4/2013	元朗大會堂賣旗日活動	Kwy, NCY, LWP	
28/4/2013	全港校際閃避球錦標賽	FWC, WE	
2/5/2013	龍獅表演巡遊	PKK, NCY	
3/5/2013	中學校際七人欖球比賽 2013(新界區)	FWC, WE	新界區第七名
4/5/2013	大澳健康計劃協辦嘉年華	CKN	
5/5/2013	武術表演 - 元朗區青年節啓動禮 2013	PKK, NCY, BNW, LWP	
9/5/2013	中學校際七人欖球比賽 2013	FWC, WE	男子全港碗賽亞軍，女子全港第七名

10/5/2013	全港佛教中學佛教故事演繹比賽	TWY, CSW	
11/5/2013	「耆樂無窮在大澳」義工活動	CYW, LWC	
11/5/2013	寶蓮禪寺浴佛慶典義工服務	PKK, NCY, HCM, KYS, HCT, LWP	
16/5/2013	浴佛節	NCY, TWY	
18/5/2013	植樹活動	DL	
19/5/2013	第四屆學界龍舟錦標賽	FWC, WE	
22/5/2013	2013 離島區學校聯誼日	CWS, COL	
26/5/2013	頌親恩同樂日暨頒獎禮 2013	NCY, CSW	
26/5/2013	「荃灣龍舟競賽嘉年華」義工活動	HCM, HCT	
26/5/2013	荃灣龍舟競渡	FWC, WE	
1/6/2013	「菩薩行之相愛無親疏」—探訪大澳區長者活動	LSK, NCY, TWY	
8/6/2013	植樹活動	DL	
21/6/2013	籃球友誼賽	WE	
27/6/2013	全港學界籃球馬拉松比賽	WE	
28/6/2013	香港教育工作者聯會黃楚標中學黃楚標中學聯校歌唱比賽	CTY	
29/6/2013	植樹活動	DL	
29/6-2/7/2013	台灣文化之旅	PKK, NCY, WE, LWP	
30/6/2013	大澳龍舟精英賽 2013	FWC	
2/7/2013	參觀石鼓洲康復院	CWT, HCT, KWK	
3/7/2013	多元文化樂共融燒烤活動	PKK, RSG, LWC, CTY, LWP	
3,4,13,7/2013	一級山藝證書訓練課程	CKN	
3/7-8/7/2013	南京 - 北京六天歷史文化交流團	NCY	
5/7/2013	佛青團義工大使服務計劃	TWY, NWY, CCP	
6/7/2013	元朗青年節 Band Show	CTY, LWC	
6/7-9/7/2013	領袖訓練暨深圳考察	PKK, FWC, WE, KYS	
9/7/2013	大澳棚屋防火宣傳日	YNL, CWT	
13/7/2013	緣繩下降活動	PKK	
20/7/2013-26/7/2013	北京國情學習團	TYF	
16/7/2013-22/8/2013 (逢二、四)	暑期籃球訓練班	WE	
18/7/2013-29/8/2013 (逢二、四)	暑期田徑訓練班	FWC	
18/7/2013-29/8/2013 (逢二、四)	暑期欖球訓練班	FWC	

11. 學校活動記要

1. 推行各科組發展三個關注事項 (全年)。
2. 早操活動，強健學生體魄 (全年)。
3. 與越峰成長中心合作計畫推行校園驗毒。
4. 與東涌鄰舍輔導會合辦，推行區本計畫。
5. 第六年獲得由香港基督教服務處主辦的關愛校園嘉許。
6. 捐血日 (27/9/2012)。
7. 公益金便服日 (28/9/2012)。
8. 「大澳區慶祝國慶 63 周年晚會」義工活動 (22/9/2012)
9. 2012-2013 年度校際排球(甲組)比賽 (7/10/2012)。
10. 2012-2013 年度校際籃球男子(甲組)比賽 (9/10/2012)。
11. 東九龍欖球會學界邀請賽 (21/10/2012)。
12. 校際游泳比賽事宜 (24/10/2012)。
13. 女童軍賣旗日 (3/11/2012)。
14. 扶輪 10 公里/4 公里挑戰賽 [女子(13-14 歲,4km) 冠軍, 女子(15-16 歲, 4km) 季軍] (4/11/2012)。
15. 2012 年香港童軍大會操 (4/11/2012)。
16. 學界精英越野比賽 (10/11/2012)。
17. 第三屆全校陸運會 (11/10/2012)。
18. 中三級學生出席由教育統籌局主辦的多元智能躍進計畫，進行為期五天四夜的紀律訓練 (12-16/11/2012)。
19. 第三次參加樂施會主辦的毅行者活動，由校長率領 (16-18/11/2012)。
20. 參觀香港警察鳴金收兵 [由少年警訊主辦] (22/11/2012)。
21. 舉行全校旅行日，地點是分別是貝澳營地，南丫島及大澳門 (30/11/2012)。

22. 與香港青少年發展聯會及香港女青年會合辦舉行第二屆越野公開賽 (9/12/2012)。
23. 繽紛梅窩日 2012 蝴蝶山競跑比賽及義工活動 (16/12/2012)。
24. 「乘風航」全方位海上教室訓練計劃航前訓練 (21/12/2012)。
25. 香港教育工作者聯會黃楚標中學陸運會田徑邀請賽 [4X100M 公開賽 亞軍] (8/1/2013)。
26. 2012-2013 年度校際足球男子[乙組]比賽 (20/1/2013)。
27. Rogaine 24 / 2013 野外定向比賽 (26/1/2013)。
28. 中一戶外教育營(華語及非華語各一次) (4/2/13-6/2/13)。
29. 澳門文化探索之旅 (4-6/2/2013)。
30. 2013 年渣打馬拉松啦啦隊比賽 (冠軍) (24/2/2013)。
31. 「大澳水陸居民賀新春」義工服務及表演 (24/2/2013)。
32. 「癸巳年(2013)新春音樂嘉年華」義工服務 (27/2/2013)。
33. 體適能訓練日 (2/3/2013)。
34. 學校歌唱比賽 (8/3/2013)。
35. 中文朗誦及英文朗誦比賽 (13/3/2013)。
36. 反賭博活動 -- War Game (15/3/2013)。
37. 音樂欣賞 -- 「2013 國際無伴奏音樂盛典」 (16/3/2013)。
- 38.. 「Raidlight Lantau 50」越野賽義工 (16/3/2013)。
39. 香港交通安全隊周年大會操 [中學組亞軍及季軍] (17/3/2013)。
40. 中文周 (18-22/3/2013)。
- 41.. 參觀警察機動部隊(PTU)結業禮 (22/3/2013)。
42. 「同行萬里」高中學生內地交流計劃 - 湖北 (27/3/13-1/4/13)。
43. 全港佛教中學佛教故事演繹比賽 (10/5/2013)。
44. 「同行萬里」高中學生內地交流計劃 - 河南 (1/4/13-5/4/13)。
45. 百仁基金 FITMIND 慈善跑 (21/4/2013)。
46. 全港校際閃避球錦標賽 (28/4/2013)。

47. 男子丙組學界欖球賽 [全港第五名] (27/4/2013)。
48. 中學校際七人欖球比賽 2013(新界區) [新界區第七名] (3/5/2013)。
49. 中學校際七人欖球比賽 2013 [男子全港碗賽亞軍，女子全港第七名] (2/5/2013)。
50. 數學科學辦計算機使用比賽 (8/5/2012)。
51. 舉行大澳區浴佛節活動，請得寶蓮禪寺和尚到校主持典禮 (15/5/2013)。
52. 荃灣龍舟競渡 [季軍] (26/5/2013)。
53. 「菩薩行之相愛無親疏」——探訪大澳區長者活動 (1/6/2013)。
54. 台灣文化之旅 (29/6-2/7/2013)。
55. 大澳龍舟精英賽 2013 [亞軍] (30/6/2013)。
56. 參觀石鼓洲康復院 (2/7/2013)。
57. 一級山藝證書訓練課程 (3,4,13,7/2013)。
58. 南京 - 北京六天歷史文化交流團 (3/7-8/7/2013)。
59. 元朗青年節 Band Show (6/7/2013)。
60. 領袖訓練暨深圳考察 (6/7-9/7/2013)。
61. 大澳棚屋防火宣傳日 (9/7/2013)。
62. 北京國情學習團 (20/7/2013-26/7/2013)。
63. 選拔中三級同學參加由佛教聯合會主辦的聯校數學比賽 (2/7/2013)。

12. 2011-12 年度財政摘要

	政府撥款	非政府經費
收入（佔全年整體收入的百分比）		
直資津貼（包括不計入直資學校單位成本的政府撥款）	76.92%	-
學費（其中百分之二十撥作學費減免儲備）	-	1.24%
捐款	-	0.57%
其他收入	0.01%	21.26%
總計	76.93%	23.07%
開支（佔全年整體開支百分比）		
員工薪酬福利	78.92%	
運作開支（包括學與教方面的開支）	19.34%	
學費減免（註 1）	0.25%	
維修及保養	0.81%	
折舊	0.26%	
獎學金	0.42%	
總計	100.00%	
學年的盈餘 / 虧損 #	-0.14	
學年完結時營運儲備的累積盈餘 / 虧損 #	0.44	
# 相等於全年整體開支的月數		

大型基本工程的開支詳情(如有)：

沒有

註 1：學費減免的開支百分比，是根據學校的全年整體開支計算。有關百分比，與教育局要求學校根據學費收入計算的學費減免/獎學金撥款百分比(不得少於 10%)不同。

現確認本校已按教育局要求，預留足夠撥款(學費收入百分之二十)作學費減免計劃之用。