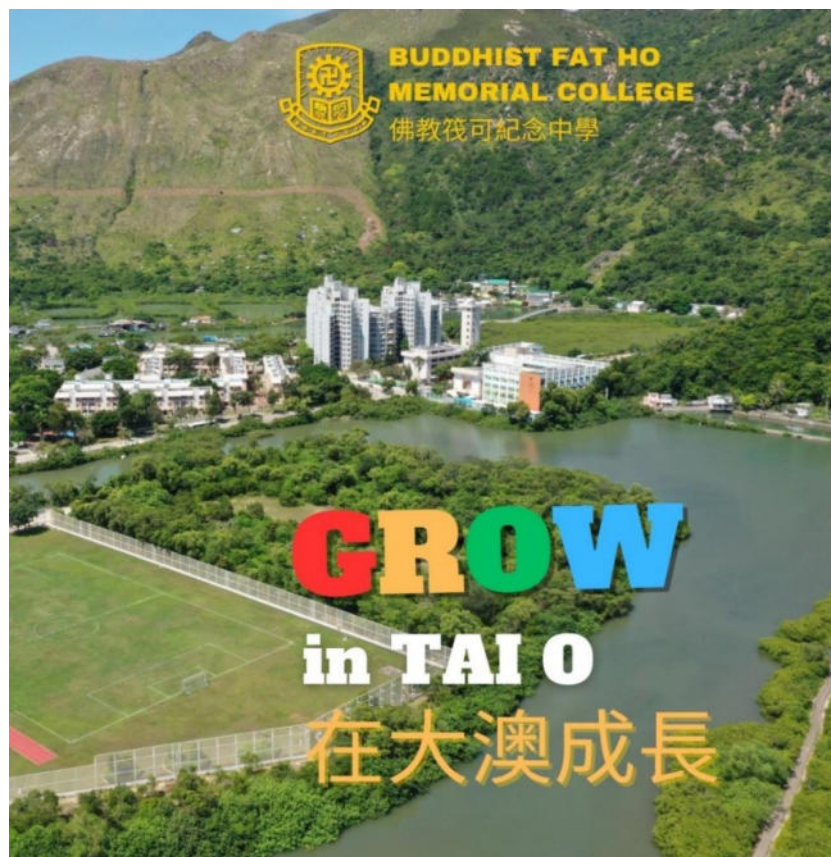




關注事項 (Major Concerns)2021-2024

1. 激發學習動機，促進自主學習

To motivate students to take the initiative and move toward self- directed learning.

2. 培養核心價值，發展解難技能

To cultivate core values and develop essential problem solving skills

學校報告
2021-2024

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(1) 我們的學校

Let's **GROW** together at BFHMC

History

Buddhist Fat Ho Memorial College, BFHMC, was opened in 1977, in memory of the second Head Monk of Po Lin Monastery (The Big Buddha), the Venerable Fat Ho. Our sponsoring body is Po Lin Monastery. This year marks our 45th anniversary!

Medium of Instruction and Curriculum

We provide full ENGLISH Medium of Instruction (EMI) and CHINESE Medium of Instruction (CMI) streams to cater to the diverse needs of our international community. We offer the Hong Kong Diploma of Secondary Education (DSE) in both English and Chinese, as well as Chinese GCSE for non-native speakers of Chinese.

Mission

Our school is founded on the principle that everyone has an equal right to learn. Our goal is to nurture the all-round development of students and provide a well-balanced education to nurture a lifelong **L**  **VE OF LEARNING**.

Boarding Services

We provide boarding services, where students have the opportunity to gain valuable life skills, while getting back to nature. For students coming from beyond Lantau Island, the Boarding House is their home away from home where they have the opportunity to develop their independence and confidence.

Core Values

Through our balanced curriculum, we nurture our core values of **Gratitude**, **Respect**, **Optimism** and **Willpower** – **GROW**.

Gratitude for

- Po Lin Monastery's generous sponsorship that allows us to offer low school fees (\$___/month) while offering full English and Chinese learning streams and multiple scholarship opportunities
- Our close-knit international learning community of about 30 teachers and 300 students from all around the world
- Our harmonious green learning environment where we enjoy wellbeing walks and sports training through Tai O Mangrove Forest

Respect for

- Our inclusive and harmonious learning environment
- The efforts and contributions of our teachers, current students and alumni community
- Our loving and caring parents and caregivers who provide constant support

Optimism for

- Each day that brings opportunities to **GROW** as individuals and community members and leaders
- Creating new learning paths to help us flourish during the Covid-19 learning years
- Building a brighter future for ourselves, our families, our community and our world

Willpower training through

- An active and engaged classroom learning environment along with regular after-school homework support
- Our hiking, biking, rugby and basketball resilience training programmes
- Our annual multi-lingual community concert performances and extensive volunteer initiatives

在佛教筏可紀念中學一起

茁壯成長

GROW

歷史：

佛教筏可紀念中學始建於 1977 年，以紀念寶蓮禪寺第二任方丈----筏可大和尚。本校的辦學團體為寶蓮禪寺，今年正是本校成立四十五周年。

教學語言及課程方面：

我們提供完整的英語教學語言（EMI）及中文教學語言（CMI）課程，以讓本校生能在本地及國際課程上接軌，為日後能順利投身社會奠下穩固語言基礎。本校亦提供香港中學文憑

（HKDSE）、中等教育普通證書（GCSE）和應用學習（APL）等不同課程，供本地及非華語學童報讀。這數門課程均能符合本地大學的中文要求。

使命：

本校以「有教無類」、「因材施教」的教學原則，目標是培養學生的全面發展，並建立熱愛學習、終身學習的良好基礎。

學生住宿服務：

寶蓮禪寺為本校學生提供寄宿服務，讓學生有機會獲得寶貴的生活技能，同時回歸自然。對於來自大嶼山以外的學生來說，宿舍是他們的「第二個家」，他們有機會藉此發展獨立性和自信心。

核心價值：

透過我們豐富多彩的課程，本校培養莘莘學子「學會感恩，懂得尊重」的核心價值觀。分別就是「感恩」（Gratitude）、「尊重」（Respect）、「樂觀」（Optimism）及「堅毅」（Will Power），四組字詞合起來就是成長（GROW）。

「感恩」：感謝寶蓮禪寺以慈悲精神濟世辦學，使我們能夠以全港最低廉的直資學校費用（每月 600 元）收生，同時提供完整的中英文學習活動和多種獎學金機會。我們由來自世界各地的超過 30 名教師，以及 300 名學生組成，願意心繫社區、貢獻祖國。我們和諧的綠色學習環境，讓我們在大澳紅樹林保育區漫步，並能進行運動訓練。

「尊重」：我們充滿包容和諧的學習環境，讓師生和校友在社區不斷努力和發揮貢獻。我們亦關懷父母，關愛社區。

「樂觀」：每一天都是**個人成長**的機會，作為社區一分子，我們為未來發展貢獻綿力。即使是新冠疫情（Covid-19）肆虐期間，我們亦以正向面對，並實踐所能，為我們的家庭、社區盡己所能，發光發熱。

「堅毅」：通過意志力訓練，我們除了積極參與課堂學習外，亦透過參與不同的課後活動，包括：遠足、騎自行車、橄欖球訓練、籃球訓練、種子計畫、「一畝心田」音樂會及校外義工服務等，以培養學生自強不息、克己復禮的精神。

(5) 2021-2024 關注事項的成就與反思：回饋與跟進

在當今競爭激烈的教育環境中，學校的使命不僅是傳授知識，更是要激發學生的學習動機，引導他們成為自主學習者。以下將針對教學課程、學生成長心理支援、意志力和體格個性發展四個方面，探討學校的成就及反思。

一、佛化教育及校園價值觀教育

成就：

本校一直推動佛化教育，透過感恩文化和自我覺察力是促進個人成長和學習的重要元素。學校感謝主辦團體寶蓮禪寺一直支持，本年度透過全校中華文化學習計劃，以「蓮花」為主題，推動學生背誦強調廉潔守自愛的《愛蓮說》。此外，由警方到校支援的「動物守護計劃」，學生成為動物大使，護生愛生，尊重生命感染校園氛圍。年度一畝心田音樂會以學生成長故事串連音樂演出，均能充份體現佛化教育由的感恩文化和護生愛生的生命價值。著重於對他人的感激與尊重。在這種文化氛圍中，學生學會認識到自己所獲得的一切，包括知識、機會和支持，都是來自他人的付出。透過表達感恩，學生能夠從心底認識到他人的價值與貢獻，這促使他們在學習過程中產生積極的情感，進而激發內在的學習動機。當學生感受到周圍人的支持與愛時，他們更有可能主動探索新知，因為這份感激讓他們願意回報社會和他人。

本校推動孝親文化與感恩文化息息相關，強調對父母及長輩的尊重與關愛、以至對傳統及中華文化的感恩心和侍奉心。這種文化不僅是對家庭倫理的遵循，更是在家庭教育中傳遞的一種責任感與道德價值。當學生被教導要尊重和感謝父母的養育之恩時，他們會在學習中更明白知識價值傳承的重要性。本學年的重陽知恩行、清明知恩行、中華文化傳統體驗學習、尊親敬茶行動、生日抄經活動，確立本校特色課程。

自我覺察力 是個人對自身情緒、思維和行為的認知能力。透過提高自我覺察力，學生可以更清楚地理解自己的內在需求和學習風格，從而能夠為自己設定更為合理的學習目標。在佛化教育中，通過正念禪修活動和反思，學生可以學習如何處理壓力、調整情緒，並從中獲得自我成長的機會。這種覺察力的提升，使學生能在面對挑戰時，保持冷靜，做出更為理性和明智的選擇。

反思：

感恩文化、孝親文化與自我覺察力的結合，不僅能幫助學生在自我成長上得到培養，從而鞏固基礎，成為良好公民。本校駐校法師計劃，得到法師推動佛化教育，新學年在教學課程上可作統整，善用資源及已有活動，建立更具知識基礎的佛化德育課程。

二、教學課程

*成就：

在教學課程方面，本校積極推行以學生為中心的教學方法，透過設計多樣化、個性化的課程內容，因材施教，在考測和持續評估上採取多元考測機制來激發學生的興趣。這包括項目式學習、探究式學習和跨學科教學等。

此外，學校也開始引入現代科技，利用各科資料庫(google drive)在線資源來創建更具互動性和參與感的學習環境。例如，翻轉課堂模式使學生能在課外自主學習理論知識，並在課堂上進行更深入的討論和實踐，這不僅提高了學習效率，也增強了學生的自主學習能力。

*反思：

儘管學校在課程設計上取得了一定的成就，但仍存在一些挑戰。

由於教師在處理學生學習多樣性及學習特殊需要上經驗，導致要花大量時間精力在預備教材上。而且本校教師兼教多科的情況仍有，故實施上仍有統整和發展空間。課程內容的多樣性可能帶來學習進度的參差不齊，難以兼顧所有學生的學習需求。因此，學校需要持續進行教師培訓，並根據學生的反饋不斷調整課程設計，以滿足不同學生的需求和興趣，從而更好地激發其學習動機。

在學校積極開拓校外資源下，本學年除模式一應用學習課程及模式二(非華語中文課程)外，亦敲定於 2024-2025 年起提供模式二職業英語課程供中五學生修讀，以進一步利用公眾資源豐富學生課程，並針對性為學生升學需要提供具認可性的學習經歷。

三、學生成長心理支援

*成就：

隨著對心理健康重視程度的提高，許多學校已經建立了專業的心理輔導系統，為學生提供情感和心理支持。本校學生成長支援小組，訓導組、輔導組、升學教育及生涯規畫組、學習特殊需要組聯同課外活動組，定期舉辦心理健康講座、意志力培訓課程，並充份利用校外到校服務及政府機構如：香港警察警民關係組、少年警訊、AYP 領袖訓練計劃、樂施會毅行者等等，為學生提供團體輔導和個別諮詢，幫助學生了解自己的強項，給予具挑戰性的任務和學習經歷，用成功經驗提升其抗逆力及情緒壓力管理能力，並學會有效的應對策略。

此外，學校也加強了與家庭的聯繫，通過親子感恩活動及積極邀請家長參與學校活動，增進家庭對孩子心理發展的理解和支持，這在很大程度上促進了學生的心理健康和學習動機。

*反思：

學校在推廣心理健康教育時，學校場地頗侷限，故本學年輔導組善用好精神撥款及參與理工大學計劃，優化校園環境，讓學生有更理想的空間進行面談或小組活動。

師資培訓方面，特殊教育培訓按教育局指引進行，近年教學團隊見穩定，教師完成培訓比例提升，識別及處理學生心理健康問題的情況，可以適切地介入和提供幫助。

三、意志力和個性品格培養

成就：

學校透過體育活動，包括山藝、長跑等培養他們的堅持與毅力。本學年學校已是第十五次參加「樂施毅行者」活動，此外，亦設立獎勵和階段性的訓練和獎勵計劃，帶領完成出眾的學生，前往濟洲、澳洲等地參與海外毅行者和 UTBM 等大型國際賽事，拓闊眼界，建立自信。學校在日常教學中也鼓勵學生設定目標，並學會管理自己的時間和資源，這對於提升他們的自我控制能力和意志力有著積極的影響。

反思：

然而，意志力的培養並非一蹴而就，尤其本校學生家庭支援薄弱，學生面對困難和挑戰時，可能缺乏持久的堅持，這與他們的生活經驗和社會支持密切相關。因此，學校需要進一步探索如何在課堂內外創造更多機會來培養學生的毅力。例如，可以透過結合失敗和成功案例的教學，教導學生如何從失敗中學習，增強他們面對困難情況的心理韌性。

KLA-CHI-CHI
項目：加強推廣閱讀文化，培養閱讀興趣
成就
推行廣泛閱讀計畫：科任老師會每月指導學生借閱及完成閱讀報告，提升學生語文能力及廣闊學生知識基礎課室設置閱讀閣：讓學生在課餘時間閱讀書籍，培養學生閱讀習慣。 設立文化走廊：於校園內張貼中華文化經典及《教育局精選四十名句》，宣揚正面訊息，老師帶領初中學生欣賞橫額，並完成簡單工作紙。
反思
不同組別因溝通不足而進行閱讀報告的次數不一，令部分學生對比之下進行閱讀報告的次數較少。 課室閱讀閣學生的選書深淺程度未必能滿足生的需要，有可能學生所選之書太艱深令學生難以理解書本的內容。 中華文化經典及《教育局精選四十名句》橫額有助強化校園閱讀氛圍。
回饋與跟進
考慮於各級設立閱讀計劃之統籌老師，負責設定該級每學期進行閱讀計劃的次數。 可更完善課室閱讀閣，增添不同難度的書籍。 橫額可依每年關注事項作局部更替，讓學生更容易接觸不同中華文化經典。 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-CHI-PTH

項目: 加強多元化實踐學習項目-普通話大使

成就

1. 教材多采用童謠、詩歌、順口溜、歌詞等，吸引學生注意力，讓學生在輕鬆愉快的氣氛下學習。
2. 嘗試運用更多出版社的電子教學平台及其他自學網站，為學生營造語言環境。
3. 透過內地普通話比賽或節目視頻，增強學生學習漢語拼音的樂趣，享受學習普通話。
4. 教師與普通話大使在課外活動主動使用普通話，讓全體師生參與，消除聽說的顧慮。

反思

1. 普通話大使未能主動協助聽說普通話的活動，帶動氣氛效果不足。
2. 學生於普通話活動中未夠專注投入，不太樂於表達，缺乏自信。
3. 教師未能於課外主動分享有趣的普通話節目，部分同學對普通話認同感依然不足。

回饋與跟進

1. 安排外間機構到校提供以普通話作媒介的觀賞活動，如話劇、相聲等，以提升學生的聽、賞能力。
2. 安排外間機構到校以普通話演出話劇，透過角色扮演等活動，在玩樂中學習。
3. 搜集運用過往同學的堂上練習片段，並配以點評，供師生在課堂或課後評賞。

KLA-ENG-ENG

Item: To help students develop and consolidate their learning and/or self-directed learning skills

Achievement:

High students' attendance rate based on attendance record
Students' improving performance in submitting their homework based on English teachers' feedback

Reflection:

Comparing the learning experience of CMI and EMI students in the self-directed learning class, CMI students who were weak in English foundation were more reluctant to attend the SDL class due to the lack of motivation in learning materials. It is suggested that more activity-based learning be utilized for weaker students.

Feedback and follow-up:

The English Society will organize and implement more activities linking self-directed learning skills in English learning activities in 2024-2025

KLA-ENG-ELIT

項目：Live play appreciation: (1) *Courville* by Robert Lepage x Ex Machina & (2) *Peer Gynt*
performed by the Ballet of Slovene National Theatre Maribor

成就 Achievement

- Literature in English students were able to experience and appreciate a cross-genre approach to both new and existing work of literature in the form of a play at the Hong Kong 52nd Arts Festival

反思 Reflection

- Students seem to have enjoyed the play based on their feedback. There appears to be an interest in learning about literature not only through appreciation but also by action, which means that students may be interested in acting and playwriting.

回饋與跟進 Evaluation & Follow-up

- The Literature in English Department can work with the English Department closely in order to find an opportunity to integrate play-related activities into the curriculum and plan.
- Based on the positive feedback, the Literature Department may seek for more funding allocated towards broadening students' literary horizons through appreciation of more genres (e.g. poetry, opera, etc.)

KLA-MATH

項目: 趣味數學及 SDL 計劃

成就

參考科組周年計劃的成功準則，總結 2021-2024 關注事項在整個學年的進展及成就

(可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。)

需參考學期尾的學生自評問卷結果

反思

- - 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
- - SDL 及趣味數學均為自主參與。
- - SDL 計劃利用 IT programme 去讓學生學習課本以外的數學知識去引起學生的好奇心去促進學生的自主學習
- - 趣味數學利用中文及英文去幫助學生去學習數學的知識，並讓學生去解答有趣的數學問題。另外，參與趣味數學並成功解答的同學均有獎勵。透過正向獎勵去鼓勵學生持續自主學習。
- - 打印所有數學書及測驗的詳細解答去讓學生學習不同的解答方法及理解當中的解題步驟。
- 中三的同學去年參與校外比賽。通過數學比賽去培養學生的共通能力及協作能力

回饋與跟進

- 學生對 SDL 計劃反應正面，SDL 計劃來年仍會繼續進行（預計 10/11 月開始）。
- 建議趣味數學每月進行。

- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-SE-CHEM

項目:利用 Google Classroom 和自主學習單元推動學生在家自主學習

成就

學生在家能主動完成 google classroom 額外課業，所得分數和課堂學習部分成效相約。
學生歡迎自主學習部分，表示可增加 google classroom 自主學習課題。

反思

1. 部分學生自律性較差，可能會影響他們的學習效果和評估結果。
2. 可以為學生提供更多的技術培訓，幫助他們熟悉 Google Classroom 的使用，減少技術問題的發生。
3. 增加線上討論、視頻會議等互動環節，提升學生的參與感和互動性。
4. 根據學生的學習數據，提供個性化的學習支持和指導，幫助每個學生都能達到最佳學習效果。

回饋與跟進

1. 可以設計更多需要批判性思維和問題解決的學習活動，提升學生的共通能力
 2. 自主學習單元涵蓋了廣泛的學科內容，學生的知識面得到了顯著擴展。
 3. 可以增加更多關於全球議題和多元文化的學習內容，鼓勵學生認識祖國，促進國民身份認同。
- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-SE-IS

項目:利用 Google Classroom 和自主學習單元推動學生在家自主學習

成就

- 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

學生在家能主動完成 google classroom 額外課業，所得分數和課堂學習部分成效相約。
學生歡迎自主學習部分，表示可增加 google classroom 自主學習課題。

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
1. 部分學生自律性較差，可能會影響他們的學習效果和評估結果。
 2. 可以為學生和家長提供更多的技術培訓，幫助他們熟悉 Google Classroom 的使用，減少技術問題的發生。
 3. 增加線上討論、視頻會議等互動環節，提升學生的參與感和互動性。
 4. 根據學生的學習數據，提供個性化的學習支持和指導，幫助每個學生都能達到最佳學習效果。

回饋與跟進

1. 可以設計更多需要批判性思維和問題解決的學習活動，提升學生的共通能力
 2. 自主學習單元涵蓋了廣泛的學科內容，學生的知識面得到了顯著擴展。
 3. 可以增加更多關於全球議題和多元文化的學習內容，鼓勵學生認識祖國，促進國民身份認同。
- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-TE-BAFS

項目: To enhance the passing rate in the DSE

成就

- 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）
 - 50% of students join the after-school tutorials
 - More than 50 marks on each quiz of the chapter
 - 5 years of drilling the past DSE papers

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
 - Curriculum guidelines and Assessment framework are given to students and students should be familiarized with the level descriptors so that they can clearly understand what are expected from them.
 - Students will be drilling past papers from HKDSE and HKICPA and other sources of questions.
 - Enhancement after-school tutorials to be arranged.
 - Frequently short quizzes are to be given.
 - Encouraging students to take public exams before HKDSE, such as HKICPA
 - Students understood about DSE exam requirements.
 - Students joining the enhancement tutorials were eager and were more willing to attend. Since students still found them useful, these tutorials can be conducted next year.
 - More than 50% passing rate in the DSE 2024 and one student can achieve level 5 in this DSE.

回饋與跟進

- More frequent tests and quizzes proved to engage students better in doing revisions in future.
- Students joined the external BAFS exam and gained the real exam experience during DEC. It was a good experience for them to cater the DSE in March.

KLA-PSHE-CES

項目: n/a (new subject in 2024-2025)

成就

- 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

n/a

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

n/a

回饋與跟進

n/a

- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PSHE-L&S

項目: To instill the elements of self-directed learning in daily lessons

成就

Mainland Study Tour (S3 and high potential talent students only): Curiosity and Exploration - Students actively explored historical sites, cultural landmarks, and engaged with locals during the study tour. Their curiosity drove their learning.

Overall in the activities, students actively engaged, explored, and reflected. Encouraging them to take initiative, ask questions, and seek additional resources aligns with self-directed learning principles.

反思

Mainland Study Tour (S3 and high potential talent students only): students could reflect on their experiences, ask questions, and seek answers independently. Self-directed learners analyzed and synthesized information. Some had great reflections and presentations to the class and even the whole school.

Overall in the activities, keep empowering your students—they're on the path to becoming lifelong learners!

回饋與跟進

Mainland Study Tour (S3 and high potential talent students only):

Mainland and Global Citizenship Education. By promoting these 12 EDB core values, we create responsible homeland and global citizens who actively engage with the world. They should become informed and responsible citizens with a sense of national and global identity. So, cross-subject local, Mainland and global study tours are encouraged. Linking with a variety of subjects such as Chinese, Chinese History, PE, VA and so on. (national and global identity, breadth of knowledge)

Linking with the career and life planning team. Study Tour provides students with an opportunity to explore beyond classroom boundaries. During this tour, students gain insights into their own interests, aptitudes, and abilities. They also develop and reflect upon personal goals, nurturing aspirations for further studies and future careers. Moreover, students can better understand their own potential and chart a course toward their desired academic and professional paths. (life planning, information literacy)

CS Books in Library, Book Reports, and Sharing:

Promote CS reading habits to other CS teachers. Language proficiency is crucial. Encourage students to excel in both their native language and English. Additionally, explore opportunities for learning a third language. Being biliterate and trilingual opens doors for better study prospects and enriches their personal lives. (language proficiency, breadth of knowledge)

KLA-PSHE-CSD

項目: To instill the elements of self-directed learning in daily lessons

成就

- 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

Mainland Study Tour: Curiosity and Exploration - Students actively explored historical sites, cultural landmarks, and engaged with locals during the study tour. Their curiosity drove their learning.

CS Books in Library, Book Reports, and Sharing: Autonomy - Students chose CS books based on their interests and learning needs. Autonomy fostered self-directed learning.

DSE CS: Provision of sufficient learning materials to students provided by publishers.

Overall in the activities, students actively engaged, explored, and reflected. Encouraging them to take initiative, ask questions, and seek additional resources aligns with self-directed learning principles.

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

Mainland Study Tour: students could reflect on their experiences, ask questions, and seek answers independently. Self-directed learners analyzed and synthesized information. They had great reflections and presentations to the class and even the whole school.

CS Books in Library, Book Reports, and Sharing: Ownership and Accountability - Writing book reports and sharing insights require students to take ownership of their learning process. They become accountable for understanding and conveying the content. One teacher took the pilot trial.

The first-year DSE CS public results were satisfactory in both CMI and EMI classes.

Overall in the activities, keep empowering your students—they are on the path to becoming lifelong learners!

回饋與跟進

Mainland Study Tour:

Mainland and Global Citizenship Education. By promoting these 12 EDB core values, we create responsible homeland and global citizens who actively engage with the world. They should become informed and responsible citizens with a sense of national and global identity. So, cross-subject local, Mainland and global study tours are encouraged. Linking with a variety of subjects such as Chinese, Chinese History, PE, VA and so on. (national and global identity, breadth of knowledge)

Linking with the career and life planning team. Study Tour provides students with an opportunity to explore beyond classroom boundaries. During this tour, students gain insights into their own interests, aptitudes, and abilities. They also develop and reflect upon personal goals, nurturing

aspirations for further studies and future careers. Moreover, students can better understand their own potential and chart a course toward their desired academic and professional paths. (life planning, information literacy)

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Promote CS reading habits to other CS teachers. Language proficiency is crucial. Encourage students to excel in both their native language and English. Additionally, explore opportunities for learning a third language. Being biliterate and trilingual opens doors for better study prospects and enriches their personal lives. (language proficiency, breadth of knowledge)

- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PSHE-GEOG

項目: Aching DSE curriculum

成就

- 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

2024 DSE Geography had satisfactory results, around 60% pass.

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

Students could learn well and cultivate their interests in both physical and human geography if there was a sound English learning environment. Loving and respect for the natural landscape was also important to help teachers to immerse students to have greater motivation.

回饋與跟進

working hard on DSE curriculum with more and more students taking Geography in elective (breadth of knowledge)

To develop Chinese Geography in both physical and human geography. Working with CS department (national and global identity)

- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PSHE-BMVE

項目：強化學生自我覺察力—正念活動

成就

- 學生持正面積極態度
- 個別老師推行上結合學習計劃，學生受助，能建立生活修理感。
- 得到校外團體贊助瑜珈課程，令正念方式更為多元。
- 透過茶禪、行禪、靜坐、水供等，讓學生多元化地覺察身體和內心感受。

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
- 可更有系統，結合佛教經文，推行相關學習活動，以令知識基礎更見充實。
- 個別學生心理需要較為個人，需要更仔細安排活動細節。

回饋與跟進

- 下學年可紀錄更多學生回應，讓學生作為自我成長的參考。
- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-AE-MUS

項目: Students choose their own repertoire

成就

- Students were allowed input in what music they learned throughout the year. This applied to both regular classes and extracurricular activities. In each instance, there would be a discussion with the teacher to see what choices were suitable. Things like genre, appropriacy, difficulty, and educational value were discussed.
- How much choice students actually got depended on their level. For example, students at the beginner level would pick at most one song, whereas the top performers in the school had near autonomy when it came to choosing their repertoire.
- Students generally understood the value of education and why repertoire had to be chosen for them. Once they were allowed to make choices for themselves, they became more engaged with the lessons. Some students became interested in performing music in events outside of school, further developing their musical skills.

反思

- Giving students a choice made them feel more involved in their learning and helped them to shape a learning experience that is enjoyable, beneficial, and personal.

回饋與跟進

- Keep an eye out for students trying to take the leap to the next level, whether they want to learn some more music in class, try to do extracurricular performances, or do more serious performances. Have discussions with them about which repertoire is suitable for them.

KLA-AE-VA

項目:學生需完成4件SBA作品。

- 學生需選擇主題並自行發展創意。
- 學生需在研究工作簿上進行研究、分析和過程記錄。

成就

- 學生能夠進行自我導向學習。
- 每份作業包含不同等級描述的評分標準，學生可根據評分標準進行自我評價。

反思

- 本年度平均分數為39.7，下降了22%。
- 一間藝術室容納21名學生（包括中文和英文授課學生）過於擁擠，導致環境嘈雜，影響了優秀學生的表現。
-

回饋與跟進

1. 減少每間藝術室的學生人數：

- 學習宗旨：提供安全和健康的學習環境。
- 措施：調整課堂安排，確保每間藝術室的學生人數不超過15人，以減少噪音和干擾，提升學習效果。

2. 加強學生的自我導向學習能力：

- 學習宗旨：培養學生的自我管理和自我學習能力。
- 措施：提供更多的自主學習資源，如線上教程和參考資料，並定期舉辦學習工作坊，幫助學生提升自我學習的技巧。

3. 改進評分標準的使用：

- 學習宗旨：確保公平和透明的評估機制。
 - 措施：定期檢討和更新評分標準，並舉辦學生的說明會，解釋評分標準的細節和重要性。
-

KLA-PE

項目:Through student walking, jogging and running 100km in each terms, they can improve their health.

成就

- 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

Students were encouraged to record their running distance by themselves using running apps, devices or strava.

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
- Students were expected to record their running distance by themselves using running apps, devices or strava. Most students learned how to use strava. However, recording the data of the students on the computer seems to be more effective.

回饋與跟進

From 2024 onwards, the PE department will use a software called “Learning fun” where the students' data will be saved. Each student will have their own access via student account to the software to check their learning and development progress, for example, their body composition, exams results, accumulated running time and distances.

The programme is not only to collect data but also encourage them to develop a healthy lifestyle as the software can help them keep track of their personal growth and a certificate printing function for students completing various challenges.

To conclude the students will have their own fitness portfolio that could be used as a reference in the future when applying for further studies.

-

KLA-OLE-COU

項目: Implemented Module based learning that guided students towards self-learning in how to use AI tools to accomplish various creativity tasks.

成就 Overall the module based approach was successful at facilitating self-learning of the students.

By motivating students to self-learn various AI tools, e.g. POE, Cap-cut, LeonardoAI, and other image creators, this program was a success.

反思

One challenge experienced by students and perceived by the faculty, was that a continuous project built upon each module proved to be a faulty curriculum design. If students fell behind early on, it became difficult for them to catch up.

回饋與跟進

The SOW for 2425 should orient each individual module towards a single separate skill. This way each module will give students a chance to receive a max amount of marks and maintain motivation to learn the target skills.

- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

cultivate core values and develop essential problem-solving skills.

培養核心價值，發展解難技能。

KLA-CHI-CHI

項目：透過的傳統中華文化及經典，培養學生的價值觀念和倫理道德，以助應對生活上的難題，從而提升自信心。

成就

透過《中華經典名句》及全校全校背誦《愛蓮說》讓學生學習中華文化價值

參加了不同的校外比賽，如：不同的徵文比賽、校際朗誦節、全港口語溝通大賽、非華語學生才藝比賽等，讓學生親身體驗中華文化經典，從而提升運用中文的自信

校園內張貼中華文化及《教育局精選四十名句》橫額。

反思

每年制定不同的《中華經典名句》及名篇，能讓學生接觸到不同的中華文化經典。

校園橫額能強化校園中華文化的氛圍。

校外比賽有效建立學生共通能力及語文能力。

回饋與跟進

每年持續制定不同的《中華經典名句》及名篇。

每年可依照學校關注事項及主題制定校本《中華經典名句》及名篇。

可更廣泛向同學宣傳校外比賽，如早會宣傳及在張貼壁報讓學生有更多機會參與。

◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-CHI-PTH

項目：

成就

- ◆ 參考科組周年計劃的成功準則，總結**2021–2024**關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）
1. 於課間持續推行口訣朗讀及桌上遊戲，讓學生藉恆常操練及遊戲活動，加深對語音系統的記憶和掌握語音的能力，鞏固語音基礎。
 2. 針對普通話基礎較好的學生，開始在課堂內加入高層次的「聽說讀」能力，為未來普通話考級做好充分準備，學生表現大致良好。
 3. 針對非華語學生，推介自學網址或電子平台，指導學生進行自學活動，培養學生自學普通話的態度及能力。

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
1. 本年不時安排以apps或錄音檔作日常說話練習，學生表現一般，未能持續成為恆常習慣。
 2. 多為普通話大使參與校外普通話比賽，其他同學參賽情況有待改善。
 3. 下學期嘗試開設普通話考級訓練班，但暫時未能實現。

回饋與跟進

1. 研究「普通話水平測試」相關apps或錄音檔作口試考核平台，供教師評估及學生自評，讓每位學生都能在適合的速度下學習。
 2. 聘請專業導師到校或於網上進行培訓，提升學生朗誦或演說的能力。
 3. 增設高、低級別的「普通話大使」服務團隊，並用「以高帶低」的形式進行培訓，以提升團隊服務質素，促進學生之間的交流。
 4. 將「個人演講」活動推廣至每一位學生，讓能力稍遜的學生亦有說話的機會。
- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨★的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-ENG-ENG

Item: Poetry recital programme

Achievement:

- ◆ 參考科組周年計劃的成功準則，總結**2021–2024**關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

Whole school approach to learning poetry
Cross-level recital practice in the school
Poetry recital performance by student representatives at Po Lin Monastery

Reflection:

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

Learning to appreciate the symbolism of the Lotus flower which is purity and overcoming adversity through poetry
Developing problem-solving skills through collaborative work as a performance group

Feedback and follow-up:

Fostering a global identity through Chinese culture and enhancing language proficiency through learning poetry.

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨★的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-ENG-ELIT
項目: Speech Festival
成就 Achievement
• Students were able to attend all practice sessions and competition dates • Many students were able to achieve “merit” certificates, and three students were able to attain top placements in their designated categories
反思 Reflection
• Students, particularly students in junior form, have expressed the desire and motivation to interact with more activities related to language arts such as poetry, drama, novels, etc.
回饋與跟進 Evaluation & Follow-up
• Literature in English department will work closely with the English Department in terms of incorporating elements of language arts in the curriculum where it is appropriate • The department should look for more opportunities in-school and outside of school to expose the general student population to literature in English to increase interest and skill development

KLA-MATH

項目:趣味數學及 SDL 計劃

成就

- 參考科組周年計劃的成功準則，總結 2021-2024 關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）
 - 學生測驗成績有所以提升。
 - 有部份學生可以由 Level 2 提升到 Level 1。
 - 需參考學期尾的學生自評問卷結果。

反思

- 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
 - 打印所有數學書及測驗的詳細解答去讓學生學習不同的解答方法及理解當中的解題步驟。
 - 2B 2 位老師同時進入課室。這學習模式
 - 更能促進學生的的學習，改善數學解難能力
 - 上堂時先舉手 後發問，學習聆聽別人說話

回饋與跟進	
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- 來年中六會嘗試 2 位老師進入
- 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-SE-CHEM

項目:利用實驗促進學生正向思考和解難能力

成就

- ◆ 參考科組周年計劃的成功準則，總結**2021–2024**關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）
 1. 學生能夠在實驗中對突發事件提出獨立見解和分析
 2. 安排小組實驗，讓學生在合作中完成實驗任務。學生增強了他們的團隊合作能力，還能讓他們在互相支持和鼓勵中體會到正向思考的力量。

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

實驗能讓學生在合作中學習，並鼓勵他們自主探索，能夠培養他們的創造力和批判性思維。根據學生的反饋和實際情況，靈活調整實驗內容和教學方法。

回饋與跟進

通過不同的實驗，學生能夠了解環境保護和可持續發展的重要性，從而令學生理解資源安全的重要性。

實驗中培養了學生的批判性思維、問題解決能力和合作精神，這些都是共通能力的重要組成部分。將來可以設計更多需要團隊合作和創新思維的實驗項目，進一步提升學生的共通能力。

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-SE-IS

項目:利用實驗促進學生正向思考和解難能力

成就

- ◆ 參考科組周年計劃的成功準則，總結**2021–2024**關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）
 1. 學生能夠在實驗中對突發事件提出獨立見解和分析
 2. 安排小組實驗，讓學生在合作中完成實驗任務。學生增強了他們的團隊合作能力，還能讓他們在互相支持和鼓勵中體會到正向思考的力量。

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

實驗能讓學生在合作中學習，並鼓勵他們自主探索，能夠培養他們的創造力和批判性思維。根據學生的反饋和實際情況，靈活調整實驗內容和教學方法。

回饋與跟進

通過不同的實驗，學生能夠了解環境保護和可持續發展的重要性，從而令學生理解資源安全的重要性。

實驗中培養了學生的批判性思維、問題解決能力和合作精神，這些都是共通能力的重要組成部分。將來可以設計更多需要團隊合作和創新思維的實驗項目，進一步提升學生的共通能力。

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-TE-BAFS

項目：Catering for Learning Di-versity

成就

- ◆ 參考科組周年計劃的成功準則，總結**2021–2024**關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）
 - Well used learning materials from online platforms for BAFS
 - More challenging assignments will be given to higher achievers
 - After-school tutorials to be arranged for students with diverse abilities.
 - Well-developed learning materials through online classrooms, so students can learn at their own pace.

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。
 - Some brighter students were eager to work faster and do more challenging assignments, and eventually, they got an outstanding result in the DSE 2024.
 - Tutorials for all students to help them achieve a pass in the subject. However, 30% of the class did not show up.
 - Exam papers with different difficulty levels helped weaker students pass the exam, so they started from the basic questions (mainly the Paper 1 short questions in DSE)
 - First ten minutes for every double lessons will be conducted with short quizzes, which could be effective on learning.

回饋與跟進

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PSHE-L&S

項目: **To develop students' critical problem solving skills**

成就

- ◆ 參考科組周年計劃的成功準則，總結**2021–2024**關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

Overall, these activities demonstrated a holistic approach to developing critical problem-solving skills, integrating cultural experiences, language learning, and subject-specific content.

S2 students in English Drama Show in Henan: Engaging in drama and cross-cultural exchange promotes critical thinking. Students likely analyzed scripts, practiced language skills, and creatively solved performance challenges.

S1 and S3 students in project learning: Group projects that involve exploring homeland countries and natural hazards can indeed promote critical problem-solving skills.

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

Outcomes of group projects:

Understanding the concepts: When students work on group projects related to homeland countries, they delve into topics like geography, culture, history, and socio-economic factors. Understanding the context of resources, and challenges. It requires critical thinking.

Similarly, studying natural hazards (such as earthquakes, floods) involved analyzing their causes, impacts, and potential mitigation strategies. This exploration encourages students to think critically about risk assessment and preparedness.

Teamwork and Collaboration: Students learnt to communicate, delegated tasks, and leveraged each other's strengths. When researching homeland countries and natural hazards, students could divide responsibilities. Collaborating effectively requires problem-solving skills, adaptability, and compromise.

Presentation and Communication Skills: Students could convey their findings clearly and persuasively.

回饋與跟進

Group project extended development:

Developing and Applying Generic Skills:

Group projects play a crucial role in helping students develop a wide range of skills that are increasingly important in the professional world. When properly structured, these projects reinforce skills relevant to both group and individual work. For instance: Students learn to break complex tasks into manageable parts and steps. Moreover, communication skills are strengthened. (generic skills, breadth of knowledge)

Ethical and Effective Use of Information Technology:

Technology and AI is a powerful tool in group projects. When used effectively, it allows students to construct knowledge rather than passively consume it. For example, students can engage in research, analyze information, and make decisions. Second, technology enables collaboration, allowing students to pool knowledge and skills. (information literacy, breadth of knowledge)

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PSHE-CSD

項目: To develop students' critical problem solving skills

成就

- ◆ 參考科組周年計劃的成功準則，總結2021–2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

Overall, these activities demonstrated a holistic approach to developing critical problem-solving skills, integrating cultural experiences, language learning, and subject-specific content.

Mainland Study Tour: This activity likely enhanced their critical thinking and problem-solving abilities by exploring diverse content.

Mainland Study Tour PPT & Presentation: Creating and presenting a PPT about the mainland study tour likely required critical thinking and effective communication skills. Students had the opportunity to analyze and synthesize information, enhancing their problem-solving abilities.

Mainland Study Tour of History, Culture, and Sports in Huangyao Ancient Town, Guangxi: Exploring Chinese culture, sports, and participating in a mainland marathon likely encouraged critical thinking. Student reflections and sharing further deepened their understanding.

English Drama Show in Henan: Engaging in drama and cross-cultural exchange promotes critical thinking. Students likely analyzed scripts, practiced language skills, and creatively solved performance challenges.

VA show and exploration to further studies and career in Greater Bay Area: Cross-subject cooperation with VA. The VA department selected students and talented junior form students to go. Exchange with Mainland artists and professors.

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

Variety of both CS and cross-subject study tours helped students develop critical thinking, rational analysis, and problem-solving skills, and cultivate positive core values.

These projects allowed them to apply their critical thinking skills, to collaborate with peers, and to deepen their understanding of the topics covered.

The tours provided a unique learning environment outside the classroom, where students engaged with real-world situations. Interactions with local communities, historical sites, and cultural landmarks contributed to their overall development. Many surrounding people appreciated our students.

回饋與跟進

Appreciating Chinese Culture: With a strong National Education Team and through immersive experiences during the CS and cross-subject study tours, students gain a deeper understanding of Chinese culture. They explore historical landmarks, engage with local customs, and appreciate the richness of traditions. This exposure helps them connect with their heritage and fosters a sense of pride in their national identity and cultural identity. (national and global identity, breadth of knowledge)

Leading a Healthy Lifestyle: Beyond academics, the tour emphasizes physical well-being. Students actively participate in sports (like marathon in Hezhou Guangxi) and aesthetic activities, promoting a balanced lifestyle. Whether it's hiking/trailwalker, practicing calligraphy, or appreciating traditional Chinese arts, these experiences contribute to their overall health and happiness. (healthy lifestyle, life planning)

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PSHE-GEOG

項目: Field trips

成就

- ◆ 參考科組周年計劃的成功準則，總結**2021–2024**關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

Over half of students joined and enjoyed the field trips locally.

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

Local field study courses for secondary school students were very limited. Student talents and curiosity were undermined.

回饋與跟進

cross-subject field trip development. seeking cooperation and opportunities with other subjects to teach students with scientific equipments for field-based research and development / enquiry (breadth of knowledge)

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PSHE-BMVE

項目: 感恩文化的培養—知恩行系列；孝親系列、全校中華文化推動

成就

◆ 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就

-知恩行活動已成為每年常規，學生對寶蓮禪寺或其他為學校、為社會、國家付出的人士深表尊重和感恩。
-本學年全校以蓮花作為主題，除背誦名篇《愛蓮說》外，各班在佛化德育課上，亦以蓮花觀想自身的清淨，並在老師的引導下，寫出內心的感受，課堂成果張貼於圖書館，除締造寧靜舒心的環境外，亦讓同學在當中得到力量和鼓勵。

反思

◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

-個別班級的教學效果差異頗大，需要在課前有更仔細的分工和教學策略。

回饋與跟進

-家長參與親子活動反應理想，下學年合適時段可再安排親子活動。

◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-AE-MUS

項目: **To understand the values of practice**

成就

- ◆ Clear goals were established.
- ◆ Clear routines were established.
- ◆ Students understood the difference between passing in a school exam and passing in a performance.
- ◆ Students learned to set standards for themselves and were held accountable to said standards.

反思

- ◆ Some performances were not successful because students lacked practice. The reasons ranged from underestimating the weight of the performance to difficulty managing the schedule to hubris.

回饋與跟進

- ◆ Give students more opportunities to do performances. Only through experiencing a bad performance can they learn the importance of being well-prepared.

● KLA-AE-VA
● 項目：維持藝術室的整潔。 ● 鼓勵學生主動幫助清潔，並對積極幫助清潔的學生給予獎勵。
● 成就
● 學生能夠共享藝術室的公共空間，並主動維護其整潔。
● 反思
● 有些學生擅自取去一些文具，導致停止提供某些材料。
● 回饋與跟進 ● 加強學生的責任感和公共意識： ■ 學習宗旨：培養學生的責任感和公共意識。 ■ 措施：設立「藝術室管理委員會」，由學生輪流擔任，負責維持藝術室的整潔和秩序，並定期舉辦清潔活動。 ● 獎勵積極參與的學生： ■ 學習宗旨：鼓勵學生積極參與學校活動，培養團隊合作精神。 ■ 措施：對積極參與清潔和維護工作的學生給予獎勵，如頒發獎狀或小禮品，並在學校集會上表揚他們的貢獻。 ● 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-PE

項目: Apply the knowledge into practical field.

成就

- ◆ 參考科組周年計劃的成功準則，總結2021–2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。）

S.4-S.6

Using Flipped classroom teaching methods, students have to listen to the audio content before the lesson. Then students would discuss questions in the lesson time.

反思

- ◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。

回饋與跟進

- ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨★的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

KLA-OLE-COU
項目:The module based curriculum posed real world problems to students and introduced how to use AI based tools to solve said problems.
成就 Students' essential problem-solving skills were cultivated by the module based approach.
◆ 參考科組周年計劃的成功準則，總結2021-2024關注事項在整個學年的進展及成就（可引述主要評估資料和數據的分析結果，例如持份者問卷的調查結果、學校表現評量數據和校本數據，以作佐證。） Based on the school's criteria, this year the COU curriculum proved to be a success. Students learn essential problem-solving skills using AI and cutting edge technology.
反思
◆ 基於評估結果，就策劃、推行和評估過程，分析成功與窒礙的因素，並總結經驗和反思。 The majority of students thrived in this module based approach. After the students were introduced to new skills they were allowed to use the skills to solve real world problems.
回饋與跟進 The continuous project, that was built upon by each module, proved to be too much for some students. In the future, each module should be self contained and oriented toward a single product and skill. ◆ 根據上述關注事項的「成就」與「反思」，建議進一步促進學生達至七個學習宗旨*的跟進措施，以回饋來年學校周年計劃/學校發展計劃的策劃工作。

(ii) 學業以外表現。

學校獎項 School Awards

品學兼優獎 Award for Conduct and Academic Excellence

沙美兒	SHAHZAD ZHARA G	4B
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全年學業獎 Annual Academic Award

張心靈	ZHANG SUM LING	1A
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陳昱憬	CHEN JUK GING	2A
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黃勵格	KUSUMO RIKO	4B
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王君平	WALKER FREDERICK ALAN	6B
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校長獎學金 Pannu - Yuon Scholarship

盧俊熙	LO CHUN HEI	1A
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張心靈	ZHANG SUM LING	1A
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文思琪	APALLA KRISTINE KATE	1B
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林源	LOM ADAM LIN	1B
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陳昱憬	CHEN JUK GING	2A
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黃馥泓	WONG YUI WANG	2A
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馬茵琳	DELA CRUZ MARCEL IVY ROMBAOA	2B
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占士	GABRILLO JAMES NATHAN BANAO	2B
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陳瑪基	CHAN MA KEI	3A
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甘浩揚	GAN HAOYANG	3A
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志然	REYES KIEL SYNBER GREGORIO	3B
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駱倩彤	ROEBUCK CRYSTAL ATHENA	3B
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陳明德	CHEN MING TAK	4A
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廖睿雪	LIU YUI SUET	4A
-----	--------------	----

黃勵格	KUSUMO RIKO	4B
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沙美兒	SHAHZAD ZHARA G	4B
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張澤文	CHEUNG CHAK MAN	5A
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羅雅霖	LAW NGA LAM	5A
安彤	ANGELES EIRAH GABRIELLE CHICO	5B
施沙得	SHAHZADA	5B

優異生中一入學獎學金 Excellent S.1 New Admission Scholarship

張心靈	ZHANG SUM LING	1A
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何德心居士獎學金中六非華語學生中國語文科表現傑出獎 (中六) Mr. Ho Tak Sum's Scholarship - Outstanding Performance in Chinese Language Learning for Secondary 6 students

畢世富	AKBAR SAIF	6B
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何德心居士獎學金 - 中一至中五 非華語學生中文全級優異獎 (中一至中五) Mr. Ho Tak Sum's Scholarship - Academic Excellence in Chinese Language in Form for S1-S5 NCS Students"

孫千茵	SUEN CHIN YAN WYNONNA	1B
森美美蓮	SUMMY MANHA	2B
駱倩彤	ROEBUCK CRYSTAL ATHENA	3B
沙美兒	SHAHZAD ZHARA G	4B
施沙得	SHAHZADA	5B

Connor Stevenson and Dr. Teng-tak John Lee Memorial Scholarship for Outstanding Student Role Models

魏德雙	WEI DESHUANG	1A
孫千茵	SUEN CHIN YAN WYNONNA	1B
陳胤蓁	CHEN JAN ZEON	2A
李智愨	LEE JIMIN	2B
甘浩揚	GAN HAOYANG	3A
嘉茜	APAYAT CASSANDRA ALLYN SACAY	3B
唐莉瑩	TONG LEE YING	4A
甘栢喬	KAM PAK KIU PERKIN	4A
柏洛琳	PARR LAUREN VICTORIA RAMENTO	4B
杉崎茉彩	SUGISAKI MAYA	4B

尼仕富	MOHAMED NAASIF	4C
周凱瑩	CHAU HOI YING	5A
利思欣	LISONDR A JAN MARIELLE KABA HAR	5B
麥芷莉	MACALE JULIANA VILLAFUERTE	6B

青苗學界進步獎 Youth Arch Student Improvement Award

盧俊熙	LO CHUN HEI	1A
莎莎	FORD ZARA ASIA	1B
招汝澄	CHIU YU CHING	2A
敖若安	OYARDO LEXIE VEYONNE	2B
黃諾情	WONG NOK CHING	3A
倪亦安	VILLANTE ANIEL ENRIQUE CORONADO	3B
康查蘇美	KHAN ABDUL AZIZ BIN NASIR	3C
廖睿雪	LIU YUI SUET	4A
趙梓賢	CHIU TSZ YIN	4B
游思穎	YAU SZE WING	4C
李保倫	VILLEGAS JAY MIGUEL PABLO	6B

青苗學界進步大獎提名 Big Youth Arch Student Improvement Award

許晉維	HUI CHUN WAI	5B
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全學年進步獎 The Most Improved Student Award

古朗風	GURUNG NIRAV	1B
佟真	TABANERA CHURDAINE KIRSTEN SANCHEZ	2B
駱紫鯨	LOK TSZ KING	3A
令思怡	NISSY JOHN JOSEPH	3B
卡以安	ALLEMAND KYLE XANDER	3C
陳慧恩	CHAN HUI EN	4A
司宇	SERENIO CHRIS ANDREW AYANAN	4B
佟心	TABANERA CHAMPAGNE CUDLEY SANCHEZ	4C
貝朗	BILLING CAMERON GEORGE STUART	5B

白明思	WEATHERHEAD JASMINE SOFIA	6B
<u>品德優異獎 Excellent Conduct Award</u>		
陳可琪	CHAN HO KI	1A
張展滔	CHEUNG CHIN TO	1A
盧俊熙	LO CHUN HEI	1A
艾希朗	ALCONABA KADMIEL HAZAIAH	1B
文思琪	APALLA KRISTINE KATE	1B
巴斯尼	BLAS NASH DARRELL RETIRADO	1B
莎莎	FORD ZARA ASIA	1B
孫千茵	SUEN CHIN YAN WYNONNA	1B
陳昱憬	CHEN JUK GING	2A
陳胤蓁	CHEN JAN ZEON	2A
馬茵琳	DELA CRUZ MARCEL IVY ROMBAOA	2B
敖若安	OYARDO LEXIE VEYONNE	2B
利芷妤	RAZON SOPHIA NICOLE REPASO	2B
佟真	TABANERA CHURDAINE KIRSTEN SANCHEZ	2B
嘉茜	APAYAT CASSANDRA ALLYN SACAY	3B
小田	RENNIE JUSTIN COLIN	3B
廖睿雪	LIU YUI SUET	4A
柏洛琳	PARR LAUREN VICTORIA RAMENTO	4B
簡沙雅	KHAN SAAHIBAH RAMIREZ	4B
司宇	SERENIO CHRIS ANDREW AYANAN	4B
沙美兒	SHAHZAD ZHARA G	4B
安彤	ANGELES EIRAH GABRIELLE CHICO	5B
<u>服務優異獎 School Leadership and Service Awards</u>		
簡智安	KAN CHI ON	3A
倪舒	VILLANUEVA PRINCESS MARIEL SUZANE	4B
林昱	WILCOCK JACOB RAYMOND	5B

張明加	VEGA GERMITH POLO	5B
利思欣	LISONDRA JAN MARIELLE KABAHAR	5B
天莉	DIAZ ERICH BEYONCE GIFT ATANACIO	5C
洛小華	PIANO JOSHUA MARCO	5C
夏諾文	HERNANDEZ ROBLYN	6B

課外活動服務優異獎 - 金獎 ECA Awards - Gold Awards

簡智安	KAN CHI ON	3A
廖睿雪	LIU YUI SUET	4A
黃勵格	KUSUMO RIKO	4B
利思欣	LISONDRA JAN MARIELLE KABAHAR	5B
安彤	ANGELES EIRAH GABRIELLE CHICO	5B

課外活動服務優異獎 - 銀獎 ECA Awards - Silver Awards

韋思明	RILEY JASMINE ALICE ZAMORA	3B
梁栢僑	LEUNG PARCO	4A
唐莉瑩	TONG LEE YING	4A
倪舒	VILLANUEVA PRINCESS MARIEL SUZANE	4B
利思銘	LISONDRA JUSTIN MARC KABAHAR	4C
佟心	TABANERA CHAMPAGNE CUDLEY SANCHEZ	4C
周凱瑩	CHAU HOI YING	5A
張澤文	CHEUNG CHAK MAN	5A
張明加	VEGA GERMITH POLO	5B
龍小娜	LONERGAN TAYLOR	5C

課外活動服務優異獎 - 銅獎 ECA Awards - Bronze Awards

張心靈	ZHANG SUM LING	1A
方炬明	FANG JU MING	2A
李兆銘	LEE SIU MING	2A
陳崇卿	CHAN SUNG HING	3A
李兆柏	LEE SIU PAK	3A

杜月影	TO YUET YING	3A
趙梓賢	CHIU TSZ YIN	4B
傅思恆	FUGABAN PHILIP VINCE ABINA	4C
司加娜	KARKI SRIJANA	4C
歐陽兆弘	OUYANG JOHNSON SIU WANG	5A
黃向淳	WONG HEUNG SHUN	5A
艾希怡	ALCONABA KEZIAH RHEIN LLAGAS	5B
許晉維	HUI CHUN WAI	5B
陳朗謙	CHAN LONG HIM HIMMY	6A
劉天賜	LAU TIEN CHI	6A

服務優異獎 (全學年) School Leadership and Service Awards (Annual Award)

林昱	WILCOCK JACOB RAYMOND	5B
張明加	VEGA GERMITH POLO	5B
夏諾文	HERNANDEZ ROBLYN	6B
洛小華	PIANO JOSHUA MARCO	5C
天莉	DIAZ ERICH BEYONCE GIFT ATANACIO	5C

校外獎學金 / 獎項 External Scholarships and Awards

優秀非華語學生獎學金 MUKHTAR SINGH PANNU MEMORIAL SCHOLARSHIP

文思琪	APALLA KRISTINE KATE	1B
佟真	TABANERA CHURDAINE KIRSTEN SANCHEZ	2B
嘉茜	APAYAT CASSANDRA ALLYN SACAY	3B
簡沙雅	KHAN SAAHIBAH RAMIREZ	4B
施沙得	SHAHZADA	5B

一畝心田獎學金 FROM OUR HEARTS CONCERT SCHOLARSHIP

陳瑪基	CHAN MA KEI	3A
簡智安	KAN CHI ON	3A
黃諾情	WONG NOK CHING	3A
唐莉瑩	TONG LEE YING	4A
周凱瑩	CHAU HOI YING	5A
張澤文	CHEUNG CHAK MAN	5A
羅雅霖	LAW NG A LAM	5A
艾希怡	ALCONABA KEZIAH RHEIN LLAGAS	5B
曾梓滌	TSANG TSZ KIT	5B

馮孝忠先生獎學金 Mr. FUNG Hau Chung Scholarship

張澤文	CHEUNG CHAK MAN	5A
麥迪妮	ROEBUCK MADELIEN TIARA	5B
施沙得	SHAHZADA	5B
彭萃	PANGILINAN ERICA JO PADUA	5B
程佑文	KHAN MOHAMMED UZAIR	5B

香港青年協會 The Hong Kong Federation of Youth Groups

香港青年協會主辦 中電新世代·新動力獎勵計劃

CLP ENERGY FOR BRIGHTER TOMORROWS AWARD

陳瑪基	CHAN MA KEI	3A
羅雅霖	LAW NG A LAM	5A

屈臣氏集團香港學生運動員獎

A.S. Watson Group HK Student Sports Awards

林昱	WILCOCK JACOB RAYMOND	5B
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南華早報 South China Morning Post

學生年度大獎 - 最佳進步獎 (提名)

Students of the Year - Best Improvement (Nomination)

李言浩	NG TSZ HO	6A
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楊凱傑	YEUNG HOI KIT	6A
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二零二三至二零二四年度 尤德爵士紀念基金高中學生獎

Sir Edward Youde Memorial Prizes for Senior Secondary School Students (2023-2024)

李言浩	LI YIN HO	6A
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王君平	WALKER FREDERICK ALAN	6B
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民政事務總署 Home Affairs Department

多元卓越獎學金 2023 Multi-faceted Excellence Scholarship

陳曉娟 (入圍)	CHAN CIDY	6A
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畢世富 (提名)	AKBAR SAIF	6B
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民政事務總署 Home Affairs Department

融和獎學金 Harmony Scholarship Award 2023/2024

簡智安	KAN CHI ON	3A
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唐莉瑩	TONG LEE YING	4A
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柏洛琳	PARR LAUREN VICTORIA RAMENTO	4B
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利思欣	LISONDRA JAN MARIELLE KABAHR	5B
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畢世富	AKBAR SAIF	6B
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紹根長老慈善基金第八屆學生獎勵計劃 - 得獎學生

Venerable Siu Kun Charitable Foundation Scholarship

陳胤蓁	CHEN JAN ZEON	2A
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陳昱憬	CHEN JUK GING	2A
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馬茵琳	DELA CRUZ MARCEL IVY ROMBAUER	2B
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陳瑪基	CHAN MA KEI	3A
簡智安	KAN CHI ON	3A
祖倫	MAGAR JOCKEY LUNGELI	4C
張澤文	CHEUNG CHAK MAN	5A
施沙得	SHAHZADA	5B
<u>大灣區優秀學生推選 2024 - 優良獎</u>		
簡智安	KAN CHI ON	3A
廖睿雪	LIU YUI SUET	4A
<u>微距大嶼 Lantau Island Microfilm competition</u>		
<u>網上『我最喜愛微電影』獎 - 飛躍進步獎 - 傑出創意獎季軍</u>		
廖睿雪	LIU YUI SUET	4A
唐莉瑩	TONG LEE YING	4A
<u>衛國教育中心</u>		
<u>第二屆『國安徵文比賽』 - 殿軍</u>		
陳明德	CHEN MING TAK	4A
<u>教育局</u>		
<u>非華語才藝比賽 - 表揚獎狀</u>		
約書亞	OGWU KAMSIYOCHUKWU JOSHUA	1B
森美美蓮	SUMMY MANHA	2B
侯富繁	KYAW PHONE MINN	4B
施沙得	SHAHZADA	5B
<u>香港佛教聯合會</u>		
<u>全港佛教學校佛教故事演繹比賽 - 優異獎</u>		
張澤文	CHEUNG CHAK MAN	5A
陳慧恩	CHAN HUI EN	4A

香港佛教聯合會 The Hong Kong Buddhist Association

佛誕徵文比賽 Essay Contest of Buddha's Birthday - 優異獎

吳培榮	NG PUI SAN	1A
吳梓成	WU ZI CHENG	3A
陳慧恩	CHAN HUI EN	4A

國史教育中心

河南歷史考察交流活動 - 《上下求索。屈原》英語折子戲表演 - 表揚獎狀

陳胤蓁	CHEN JAN ZEON	2A
陳昱憬	CHEN JUK GING	2A
方炬明	FANG JU MING	2A
李兆銘	LEE SIU MING	2A
黃韻泓	WONG YUI WANG	2A
文嘉盈	MAN KA YING	2A
柏洛琳	PARR LAUREN VICTORIA RAMENTO	4B
莊素明	MILNER KRISTINA MARSELLA CHONG	4B
沙美兒	SHAHZAD ZHARA G	4B
游思穎	YAU SZE WING	4C
張傑	CHEUNG ROY ALAN	5C
王俊	POONLUKSAMEE CHAI	5C
貝朗	BILLING CAMERON GEORGE STUART	5C

國史教育中心

「活報劇・情繫家國——抗日戰爭歷史戲劇教育活動」之校本專題研習比賽 - 甲等獎

簡智安	KAN CHI ON	3A
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國史教育中心

情繫家國校本研習比賽 - 甲等獎

簡智安	KAN CHI ON	3A
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五四青年節 - 大娛一叮 才藝比賽

Minutes in Lantau Talent Competition by Tung Chung Youth Association

Most Liked on Social Media & Overall Champion

艾欣而	NDZEDZENI KEREN BERINYUY	1B
倪詠	MIKAELA GABRIELLE VILLANUEVA	2B
	ABEJERO INA GUIANELA	2B
杉崎茉彩	SUGISAKI MAYA	4B
倪舒	VILLANUEVA PRINCESS MARIEL SUZANE	4B
司加娜	KARKI SRIJANA	4C
佟心	TABANERA CHAMPAGNE CUDLEY SANCHEZ	4C
安彤	ANGELES EIRAH GABRIELLE CHICO	5B
利思欣	LISONDRA JAN MARIELLE KABAHAR	5B

佛教筏可紀念中學傑出運動員獎 2023 - 2024

Buddhist Fat Ho Memorial College Outstanding Student Athletes Awards 2023 – 2024

Basketball Team:

占士	GABRILLO JAMES NATHAN BANAO	2B
金子	ALANGUILAN KENJI BANCE	3B

Dog Club:

陳可琪	CHAN HO KI	1A
陳穎詩	CHAN WING SZE	1A
廖睿雪	LIU YUI SUET	4A

Cheerleading Team:

倪詠	MIKAELA GABRIELLE VILLANUEVA	2B
佟真	TABANERA CHURDAINE KIRSTEN SANCHEZ	2B
倪舒	VILLANUEVA PRINCESS MARIEL SUZANE	4B
利思欣	LISONDRA JAN MARIELLE KABAHAR	5B

Cycling Team:

方炬明	FANG JU MING	2A
蕭逸軒	SIU YAT HIN	3A

Dragon boat Team:

簡志新	KHAN ARBAZ ZAMAN	3C
周承希	CHOW SHING HEI	5A
程佑文	KHAN MOHAMMED UZAIR	5B
李善嵐	LEE SIN LAAM	5C

Hiking Team:

利芷妤	RAZON SOPHIA NICOLE REPASO	2B
簡智安	KAN CHI ON	3A
甘栢喬	KAM PAK KIU PERKIN	4A
許晉維	HUI CHUN WAI	5B

Lion Dance Team:

陳崇卿	CHAN SUNG HING	3A
駱紫鯨	LOK TSZ KING	3A
曾梓傑	TSANG TSZ KIT	5B

Rugby Team:

古朗風	GURUNG NIRAV	1B
倪亦安	VILLANTE ANIEL ENRIQUE CORONADO	3B
麥智	MACALE JERICHO VILLAFUERTE	3C
林昱	WILCOCK JACOB RAYMOND	5B
紀楓	KAZE NDASSI DENZEL EDWARD	5C

香港學界體育聯會 - 全港中學學界體育比賽

葛量洪學界傑出運動員獎 2023-2024

Hong Kong Schools Sports Federation-All Hong Kong Secondary Schools Sports Competition

Grantham Outstanding Student Athletes Awards 2023-2024

7 人欖球 Rugby 7

林昱	WILCOCK JACOB RAYMOND	5B
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2023-2024 學界全港中學校際比賽 - 中銀香港七人欖球盃 (碟賽冠軍)

2023-2024 HKSSF All Hong Kong Inter-School Rugby Sevens Competition

BOCHK Rugby Sevens Cup (PLATE Champion)

貝朗	BILLING CAMERON GEORGE STUART	5B
張明加	VEGA GERMITH POLO	5B
林昱	WILCOCK JACOB RAYMOND	5B
程佑文	KHAN MOHAMMED UZAIR	5B
紀楓	KAZE NDASSI DENZEL EDWARD	5C
洛小華	PIANO JOSHUA MARCO	5C
張傑	ROY ALAN CHEUNG	5C
達倫	WESTCOTT DYLAN JAMES	5C
楊竣傑	YEUNG CHUN KIT	5C
龍勇生	LONERGAN WESTLEY THOMAS JNR	6B

2023-2024 年度荃灣及離島區中學分會校際越野比賽 (第六名)

2023-2024 Tsuen Wan and Islands District Secondary School Inter-School Cross-Country Competition (6th Place)

趙梓賢	CHIU TSZ YIN	4B
狄倫	DIXON AYDEN PAUL	5B
林昱	WILCOCK JACOB RAYMOND	5B
紀楓	KAZE NDASSI DENZEL EDWARD	5C
達倫	WESTCOTT DYLAN JAMES	5C

第十二屆學界龍舟錦標賽 2023-2024 Inter-School Dragon Boat Competition 2023-2024小龍金盃賽殿軍(中學第四名) Cup 3rd Runner-up

沙度志	SANTOS FRANCIS ANTONY	1B
陳祖林	CHAN STEVEN JEROME BAUTISTA	3B
簡志新	KHAN ARBAZ ZAMAN	3C
梁栢僑	LEUNG PARCO	4A
周凱瑩	CHAU HOI YING	5A
周承希	CHOW SHING HEI	5A
貝朗	BILLING CAMERON GEORGE STUART	5B
程佑文	KHAN MOHAMMED UZAIR	5B
張傑	CHEUNG ROY ALAN	5C
李善嵐	LEE SIN LAAM	5C
王俊	POONLUKSAMEE CHAI	5C
紀楓	KAZE NDASSI DENZEL EDWARD	5C

綠色力量環島行慈善行山比賽 綠行組冠軍 (8 小時 6 分鐘)Green Power 50KM – Green Group Champion (8 Hours 06 Mins)

簡智安	KAN CHI ON	3A
范榮臻老師	Mr. Fan Wing Chun	

2023-2024 長途單車騎行活動 (深圳至廣州) Long-distance Cycling from Shenzhen to Guangzhou

蕭逸軒	SIU YAT HIN	3A
李文俊	LI MAN CHUN	3C
甘栢喬	KAM PAK KIU PERKIN	4A
曾梓傑	TSANG TSZ KIT	5B



(7.1) 佛教筏可紀念中學 Buddhist Fat Ho Memorial College

學生基本項目進度表 Student Tasks Achievement Form

姓名 Name: _____ () 班 別 Class: _____

Please evaluate this student based on the criteria below. 請根據同學的表現選擇適當的空格。

	Put a ✓ in the box. 請在空格內畫上✓號。	Outstanding 優秀	Good 良好	Satisfactory 滿意	Needs Improvement 有待改善
1	Attitude to learning 學習態度				
2	Progress in learning 學習進度				
3	Listening to and following instructions 聽從指示				
4	Taking initiative 主動性				
5	Completing tasks to best of quality 認真完成任務				
6	Behaving appropriately in school 課室行為良好				
7	Showing kindness to others 對他人友善				
8	Showing respect to others 尊重他人				
9	Being responsible 處事負責任				
10	Working collaboratively 與人協作				
11	Working independently 獨立處理事情				
12	Contributing to the school's culture 對學校文化的投入和貢獻				

Class teacher signature 班主任簽署: _____ 日期 Date: _____

(7.2) 佛教筏可紀念中學 Buddhist Fat Ho Memorial College

學生自我評估表 Student Self-Assessment Form

姓名 Name: _____ () 班 別 Class: _____ 年齡 Age: _____

Please evaluate yourself based on the criteria below. 請就以下各項作自我評估。

	Put a ✓ in the box. 請在空格內畫上✓號。	Outstanding 優秀	Good 良好	Satisfactory 滿意	Needs Improvement 有待改善
1	Attitude to learning 學習態度				
2	Progress in learning 學習進度				
3	Listening to and following instructions 聽從指示				
4	Taking initiative 主動性				
5	Completing tasks to best of quality 認真完成任務				
6	Behaving appropriately in school 課室行為良好				
7	Showing kindness to others 對他人友善				
8	Showing respect to others 尊重他人				
9	Being responsible 處事負責任				
10	Working collaboratively 與人協作				
11	Working independently 獨立處理事情				
12	Contributing to the school's culture 對學校文化的投入和貢獻				
13	Things I do well 我的長處：				
14	Areas need improvement 我須改善的地方：				
15	Reading habit in this term. 我在這學期的閱讀習慣 (✓ or X) ☐ I read every day ☐ I like reading ☐ I borrow () book(s) from school library 我每天閱讀 我喜歡閱讀 我在學校圖書館借閱書籍共()本				
16	Exercise habit in this term. 我在這學期的運動習慣 (✓ or X) ☐ I do exercise every day (duration _____ mins) My favorite sport is _____ 我每天做運動 _____ 分鐘 我最喜歡的運動項目是 _____				
17	My achievement in this term 我在這個學期的成就： Academic 學業： Personal growth 個人成長：				
Signature 簽署: _____		日期 Date: _____			

(7.3)

佛教筏可紀念中學 Buddhist Fat Ho Memorial College

第一學期學業成績目標訂定表

First Term Academic Goal Setting Form

姓名 Name : _____ () 班別 Class : _____ (初中 Junior Forms)

一 檢視你的學習表現，並為第一學期統測訂下目標。

A. Review your learning performance and set your target for the 1st term test.

科目 Subject	目標成績 1 st term test target result	成績 1 st term test result	滿意度 (5😊最高) Level of satisfaction (5😊the highest)
1 中文 Chinese			😊😊😊😊😊
2 英文 English			😊😊😊😊😊
3 數學 Mathematics			😊😊😊😊😊
4 生活與社會 Life and Society			😊😊😊😊😊
5 科學 Integrated Science			😊😊😊😊😊
6 普通話 Putonghua			😊😊😊😊😊
7 中國歷史 Chinese History			😊😊😊😊😊

二 選出兩科你較期望或急切於第一學期統測中改善的科目，列出一些可行的改善方法。

B. Select TWO subjects that you would like to or you need to improve in the 1st term test and list out some practical actions that could help you improve.

科目 Subject	方法 Actions
1	
2	

努力！祝您達成目標！ Work Hard! Wish you achieve your goal!

(7.4)

佛教筏可紀念中學 Buddhist Fat Ho Memorial College

第一學期學業成績目標訂定表

First Term Academic Goal Setting Form

姓名 Name : _____ () 班別 Class : _____ (高中 Senior Forms)

一 檢視你的學習表現，並為上學期統測訂下目標。

A. Review your learning performance and set your target for the 1st term test.

科目 Subject	目標成績 1 st term test target result	成績 1 st term test result	滿意度 (5☺最高) Level of satisfaction (5☺the highest)
1 中文 Chinese			☺ ☺ ☺ ☺ ☺
2 英文 English			☺ ☺ ☺ ☺ ☺
3 數學 Mathematics			☺ ☺ ☺ ☺ ☺
4 通識 Liberal Studies			☺ ☺ ☺ ☺ ☺
5 X1:			☺ ☺ ☺ ☺ ☺
6 X2:			☺ ☺ ☺ ☺ ☺

二 選出兩科你較期望或急切於第一學期中改善的科目，列出一些可行的改善方法。

B. Select TWO subjects that you would like to or you need to improve in the 1st term exam and list out some practical actions that could help you improve.

科目 Subject	方法 Actions
1	
2	

努力！祝您達成目標！ Work Hard! Wish you achieve your goal!

