

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College
2020/2021
Annual School Plan

The Kuk's Spirit

Mutual Respect, United Effort, Benevolence, Charitable, Gratefulness and Recognition, Dedication to Serving the Community.



Vision

Children are nurtured, Youngsters are educated, Adults are supported to contribute, Elderly are cared for, The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organisation. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community.

Values

Fine traditions, Accommodate the current needs, People-oriented, Care and appreciation, Sound governance, Pragmatism and innovative, Integrity, Vigilance, Optimal use of resources, Cost-effectiveness, Professional team, Service with heart

Po Leung Kuk Mrs. Ma Kam Ming - Cheung Fook Sien College
Annual School Plan
2020/2021

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Major Concern 1 : Developing assessment literacy

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To develop shared clarity about learning with students	<p>1.1. S1-3 schemes of work indicate the learning objectives.</p> <p>1.2. Subjects inform students of the objectives of homework in S1-2.</p>	<ul style="list-style-type: none"> All subjects schemes of work for S1-3 indicate learning objectives. Objectives are shown in S1-2 homework. 60% of S1 and S2 students are aware of the objectives of their homework. 	<ul style="list-style-type: none"> Subject panel minutes, schemes of work Inspection of students' exercise books/files/notebooks Questionnaire 	Sept. 20 – May 21	<ul style="list-style-type: none"> Learning and Teaching Committee Subject panels 	
2. To make effective use of meaningful homework and assessments to enhance teaching and learning effectiveness	<p>2.1. Strengthen tiered assignments: Tiered assignments (in Foundation Level, NICER Level and Supreme Level) are used in S1-2 and S4-5.</p> <p>2.2. Use assessment data in both quantitative and qualitative terms to identify students' strengths and weaknesses and to adjust teaching and support to be given to students.</p> <p>2.2.1. HKDSE data</p> <p>2.2.2. Internal exam data</p> <p>2.2.3. Daily work data</p> <p>2.3. Teach S1-2 and S4-5 students to use assessment data (including but not exhaustive to <i>tidy files</i> which keep records of their scores, <i>concrete positive and constructive feedback</i> on their work in relation to objectives, <i>exemplars</i> and exam report cards) to evaluate their learning and identify areas for improvement.</p> <p>2.4. Invite S1 parents to give feedback to students on their work in each subject done once a term.</p>	<ul style="list-style-type: none"> Tiered assignments are used twice a term in S1-2 and S4-5. 80% of subjects can analyse both external and internal assessments and follow up accordingly. 60% of S1-2 and S4-5 students use assessment data to understand their learning progress. 60% of S1 students show and explain their work to their parents. 	<ul style="list-style-type: none"> Minutes of subject panels Homework assignment inspection Questionnaire 	Sept. 20 – May 21	<ul style="list-style-type: none"> Learning and Teaching Committee Subject panels 	

<p>3. To strengthen teachers' assessment literacy</p>	<p>3.1. Provide two talks/workshops to teachers on the use of assessment data on Staff Development Days 3.1.1. use of assessment data 3.1.2. assessment as learning 3.2. Organize cross subject/KLA lesson observation and assessment design presentations 3.3. Outstanding teachers are invited to give lessons open to all teachers for observation.</p>	<ul style="list-style-type: none"> • Talks/workshops are organized. • 60% of teachers feel confident in giving tiered assignments. • Each teacher observes one lesson and is observed by peer(s) once this year. • Each teacher attends at least one assessment design presentation. • Good practices are shared in panel meetings and staff meetings. 	<ul style="list-style-type: none"> • CPD records • Questionnaire • Minutes of panel meetings and staff meetings 	<p>3.1.1 Sept. 20 3.1.2 Feb. 21 3.2 during First Examination period 3.3 Oct. 20 – May 21</p>	<ul style="list-style-type: none"> • Staff Development Committee • Learning & Teaching Committee • Subject panels 	
<p>4. Empower students to engage themselves in assessment practices in monitoring and regulating individual learning</p>	<p>4.1. Students develop evaluation skills (by means of <i>end-of-unit worksheets, rubrics</i> or other means of <i>reflection, peer assessment, etc.</i>) and use their <i>revision notes, Google Sites, tiered assignments</i> or other suitable strategies for self-directed learning. 4.2. Subjects give students time and reflection framework for regular recall (foundation), summary (NICER) or reflection (Supreme). 4.3. S2 students exercise self-directed learning in each subject at least once per term by setting goals based on their strengths and weaknesses, devise and implement strategies (e.g. by means of foundation/nicer level tasks, subject Google sites, revision notes, reflection, etc.)</p>	<ul style="list-style-type: none"> • 60% of students know how to evaluate their learning. • 60% of students can reflect on their learning on a regular basis. • 60% of S2 students can complete at least one cycle of self-directed learning. 	<ul style="list-style-type: none"> • Exercise book inspection • Questionnaire • Panel meeting minutes 	<p>Sept. 20 – Jun. 21</p>	<ul style="list-style-type: none"> • Learning and Teaching Committee • Subject panels 	

Major Concern 2: Developing a clear and positive identity

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. To develop self-efficacy</p> <p>2. To cultivate the atmosphere of pursuit of individual success, excellence and dreams</p> <p>3. To strengthen social bonding and participation</p>	<p>1. Strengthen class management</p> <p>1.1. Devise tailor-made plans in a holistic approach for S1 and S4 to help them to prepare for their academic and social life in the transition year.</p> <p>1.2. Set “mutual trust and peer support” as the focus of the year.</p> <p>1.3. Enrich favourable physical, virtual and institutional environments.</p> <p>1.4. Provide opportunities for the students to have success and help them reflect on the meaning of success.</p> <p>1.5. Class teachers assist the class to organize one class-based activity per term to experience mutual trust and peer support.</p> <p>1.6. Organize activities and competitions of a richer variety to facilitate the development of a sense of belonging to the class.</p>	<ul style="list-style-type: none"> ● S1 and S4 students can adapt to the school life in the transition year. ● 80% students agree mutual trust and peer support are crucial for individual success. ● 80% students agree mutual trust and peer support are fundamental for strengthening social bonding ● All classes can devise a plan for class enhancement scheme by late September. ● 70% of students value success and failure in competitions for their personal growth and social life. ● All class teachers can devise a class-based activity plan. ● 70% S1-S5 students can organize two class-based activities to experience mutual trust and peer support. ● 70% of students agree the refined class supreme cup can further strengthen students’ sense of belonging. 	<ul style="list-style-type: none"> ● Record of documents ● Questionnaires ● Observation 	<p>Sept 20- June 21</p> <p>Sept 20 - Aug 21</p> <p>Sept 20 - July 21</p> <p>Sept 20 - July 21</p> <p>Sept 20 - July 21</p> <p>Sept 20 - July 21</p>	<p>GDC MCEC CFSC CCAC Subject panels Class teachers</p> <p>MCEC</p> <p>GDC, MCEC</p> <p>MCEC</p> <p>GDC, MCEC, CCAC</p> <p>GDC, CCAC</p>	<p>Lesson time Reference materials Clerical support</p>

	<p>2. Refine cross-curricular activities arrangements</p> <p>2.1. Review and refine CCAC policies to offer richer <u>varieties</u> of ECA and OLE programs with effective implementation.</p> <p>2.2. Devise handbook for student leaders to organise and manage their teams and activities so that their organizational skills and leadership can be improved</p> <p>2.3. Reserve Fridays to weave the social fabric of campus and let students shine in their areas</p>	<ul style="list-style-type: none"> 70% students agree the enriched CCAC and/or OLE activities let students shine in their areas 70% student leaders agree the handbook can help them to organise and manage their teams and activities. 70% students agree the Friday activities can weave the social fabric of campus. 	<ul style="list-style-type: none"> Activity record Questionnaires Record of document Questionnaire Activity record Questionnaire 	<p>Sept 20 - Aug 21</p>	<p>CCAC</p> <p>CCAC, GDC</p> <p>CCAC, MCEC, CFSC</p>	<p>Lesson time</p>
	<p>3. Enhance parent participation</p> <p>3.1. Design a school-based seminar for parents to inform them of the vision, mission, concerns of our school, and equip them with some hands-on skills (Parents' orientation for F1 students)</p> <p>3.2. Provide school talk to let them understand their role in their children's whole-person development and strategies of raising the children's self-efficacy.</p>	<ul style="list-style-type: none"> 70% of parents attending the seminar agree that they understand more about the development of the school. 70% of parents attending the seminar agree they acquire more skills and be more confident when communicating with their children. 	<ul style="list-style-type: none"> Questionnaire Questionnaire 	<p>Aug 2020</p> <p>Oct 2020</p>	<p>PTA</p>	
	<p>4. Use IT platforms</p> <p>4.1. Assist S1 students in setting up their personal profiles on Google Sites to keep track of their memories of school life. (Sept)</p> <p>4.2. Assist S1 Classes in setting up Class Google Sites to keep track of their memories . (Oct)</p>	<ul style="list-style-type: none"> 70% S1 and S2 students enjoy sharing their memories with others on the platform. 70% S1 and S2 students enjoy reading the memories from others on the platform. 	<ul style="list-style-type: none"> Questionnaire Inspection of Google Sites of students 	<p>Oct 20 - May 21</p>	<p>CFSC*</p> <p>MCEC</p> <p>CCAC</p> <p>GAC (IT)</p> <p>Class teachers</p>	

	<p>4.3. Encourage S2 students to update their Google Sites to show their personal achievements through video clips and/or SeeTV time. (Oct)</p> <p>4.4. Encourage S3 students to update their Google Sites to express their personal goals through video clips and/or SeeTV time. (Oct)</p>	<ul style="list-style-type: none"> 70% S3 students have expressed their personal goals in their Google Sites. 				
	<p>5. Strengthen professional development</p> <p>5.1. Organise a half-day OLE tasting program for teachers to explore possible class-based OLE activities.</p> <p>5.2. Organise a half-day program on the topic “mindfulness”</p>	<ul style="list-style-type: none"> 70% of class teachers agree that they understand more about class-based OLE activities 70% of teachers agree that they understand more about mindfulness. 	<ul style="list-style-type: none"> Questionnaire/ sharing Questionnaire 	<p>30 Sept 20</p> <p>09 Feb 21</p>	<p>SDC + CCAC</p> <p>SDC + The Principal</p>	<p>Seminar / Workshop fees</p> <p>Banners</p> <p>Refreshment</p>
	<p>6. Promote peer observations and presentations</p> <p>6.1. Enrich teachers’ mastery of skills to facilitate the students to be positive individuals through regular staff meetings.</p> <p>6.2. Analyse and record the students’ needs and strategies to respond to them on a form basis.</p> <p>6.3. Document and share the form-based experience on Google Classroom.</p> <p>6.4. Teachers’ sharing in morning assembly on Mondays, Tuesdays and Thursdays on value education and students’ achievements.</p>	<ul style="list-style-type: none"> Good practices on nurturing students to be positive individuals are shared in regular staff meetings Lesson observation record 80% of students appreciate that teachers recognize and praise their achievements. 80% of students express that they learn moral values from teachers’ sharing. 	<ul style="list-style-type: none"> Databank on good practices 	<p>Sept 20 - Jun 21</p>	<p>MCEC</p>	<p>Meeting time</p>

	<p>7. Revise teacher performance appraisal system</p> <p>7.1. Revise class teacher appraisal system incorporating the teaching performance in life education lessons aligning to the school's vision and mission in education</p> <p>7.2. Revise CCAC appraisal system in alignment with the school's vision and mission in education for implementation starting in 2020-2021.</p>	<ul style="list-style-type: none"> ● Utilize class teacher appraisal system and tools to assist teachers to evaluate the effectiveness of pastoral care performance. ● Utilize CCAC appraisal system and tools to assist teachers evaluate the effectiveness of the relevant performance. 	<ul style="list-style-type: none"> ● Record of documents ● Record of documents 	Sept 20 - Aug 21	School Management Team and School Council GDC, MCEC, CCAC	
	<p>8. Establish alumni network</p> <p>8.1. Strengthen the Alumni Association</p> <p>8.2. Develop a platform for sustaining connection with graduates</p> <p>8.3. Compile a data bank of ex-students' achievements</p> <p>8.4. Publish an alumni newsletter every year.</p>	<ul style="list-style-type: none"> ● Conduct at least one alumni activity ● Conduct at least one gathering to share with students on career-related topics by alumni. ● 50% or above members of the Alumni Association respond to the questionnaire about their updated information ● Publish an electronic alumni newsletter 	<ul style="list-style-type: none"> ● Activity record ● Activity record ● Response rate ● Record of document 	Sept 20 - Aug 21	Alumni Association	

		<p><u>Overall Criteria:</u></p> <ul style="list-style-type: none"> ● Improvement in the average score of the category “achievement” in APASO compared to the previous year ● 70% of teachers agreed that the atmosphere of pursuit of individual success, excellence and dreams is enriched ● Improvement in the average score of the category “social integration” in APASO compared to the previous year 	<ul style="list-style-type: none"> ● Questionnaire ● Questionnaire ● APASO 			
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二零二零至二零二一學年校本課後學習及支援計劃
校本津貼 - 活動計劃表

學校名稱： 保良局馬錦明夫人章馥仙中學

計劃統籌人姓名： 梁煥儀老師 聯絡電話： 21091133

A. 本計劃受惠學生人數預計共 235名(包括A. 領取綜援人數：29名, B. 學生資助計劃全額津貼人數：108及C. 學校使用10%酌情權的清貧學生人數：70名)

B. 獲本津貼資助/補足的各項活動資料

活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計參加對象學生人數#			預計開支 (\$)	合辦機構/服務供應機構名稱 (如適用)
					A	B	C		
樂器班	透過學習樂器, 培養一生一藝術及終生興趣。	能掌握所學習的樂器並演奏樂曲	考試、表演及比賽	20年10月-21年7月	18	60	15	60000	校外機構提供服務
聯課活動	培養多方面興趣及善用閒暇	能掌握所學習的活動技巧如舞蹈、話劇	表演及比賽	20年10月-21年6月	30	80	20	10000	校外機構提供服務
其他學習經歷活動	認識及學會欣賞藝術節目	能充實學生其他學習經歷及提升藝術修養	問卷	20年9月-21年7月	50	200	40	20000	校外機構提供服務
*活動項目總數： <u>3</u>				@學生人次	98	340	75	90000	
				**總學生人次	513				

備註:

*活動名稱/類別如下：導修服務、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：指參加各項活動的受惠學生人數總和

**總學生人次：指 (A) + (B) + (C) 的總數

對象學生：指領取綜援/學生資助計劃全額津貼及學校使用10%酌情權的清貧學生

保良局馬錦明夫人章馥仙中學
多元學習津貼三年計劃(2020/21 – 2022/23)

教育局多元學習津貼資助的課程	策略及預期效益	課程名稱及課程提供機構	修業期	目標學生	預計涉及學生人數			學生學習的評估 / 成功指標	負責教師
					20/21	21/22	22/23		
應用學習	提供一系列應用學習課程以照顧學生的不同學習需要及興趣。 學生可獲得多元化的學習經歷並發展職業抱負。	以下學習範疇的課程: 1. 創意學習 2. 媒體及傳意 3. 應用科學 4. 商業、管理及法律 5. 服務 6. 工程及生產 (本校學生均以模式一[於假期自行到開辦院校上課]報讀各類應用學習課程)	兩年180小時	中五及中六的學生	0人	10人	10人	在學生的學習紀錄列明學生圓滿修畢應用學習課程。 有關學生的意見調查。	升學及就業輔導組負責老師
資優課程	<ul style="list-style-type: none"> - 透過校本甄選機制, 包括學業成績、測試、面試、比賽成績等資料, 由各個學習領域(包括中、英、數、通識、科學、個人社會及人文、科技、藝術和體育)選出資優學生, 推薦參加(a)由大專院校、學術組織或專業團體為高中學生開辦的增益課程 或 (b)由學科籌辦的拔尖課程。 - 由學與教組根據平均分配原則進行整體協調及審批。 - 學生繳交20%課程費用(上限為\$600), 學校資助其餘費用(約80%, 包括報名費)。如學生屬綜援/獲批書簿津貼全免, 則獲額外資助, 學生只須繳交課程費用的10%。 - 預期能提升學生學習的寬度和廣度及/或深度。並藉課程完結後的分享讓其他學生得益。 	<p>大專院校、學術組織或專業團體提供的課程</p> <p>(參考相關資料, 每個課程費用約\$500-4000)</p> <p>註:</p> <ul style="list-style-type: none"> - 每屆每班高中每年\$7000, 3年總資助: $\\$7,000 \times 4 \times 3 = \\$84,000$。 - 預算以課程費用為\$3000, 每位學生資助\$2400作估算 (80%資助, 學生繳費上限\$600)。 	根據不同課程而定	中四至中六學生	50	50	50	<p>學生達課程出席率要求, 獲發證書。</p> <p>完成課程後在校內作一總結性報告。</p>	<p>統籌: 學與教組</p> <p>推薦: 各科主任</p>

保良局馬錦明夫人章馥仙中學
運用推廣閱讀津貼計劃書 (20-21學年)

工作目標	計劃內容 (負責老師)	成功準則	評估方法	時間表	中期檢討	期終成效評估	未能完成項目及原因	下年度新增/改善計劃項目
English Language:	<p>Purchase around 20-30 new books, with 5 copies each, to be placed in the library for junior form students.</p> <p>Purchase 2-4 movie tie-in novels and movies for reading activities.</p>	<p>60% of S1-S3 students borrowed at least 3 books.</p> <p>2 to 4 movie tie-in reading activities are organized with the resources.</p>	<p>Circulation records from the library.</p> <p>Activity records</p>	Whole year				
中文科:	選購20-30款新圖書, 每款新書購買5本, 放在圖書館內, 老師定期要求學生借閱	60%中一至中五學生借閱過其中3本圖書	圖書館借閱紀錄	全學年				
圖書館: 1. 作家講座 (推廣閱讀)	<p>於試後活動期間,邀請作家到校進行講座,推動同學的閱讀興趣 (蘇綺紅老師)</p> <p>-於試後活動期間進行</p> <p>-主要對象為中一至中三級學生</p> <p>-由著名作家於講座中與同學分享閱讀心得、閱讀樂趣、閱讀方法等等,吸引同學閱讀課外書,增加同學的閱讀興趣</p>	50%學生在問卷中表示講座能讓他們認識一些與課外閱讀有關的資訊	問卷調查	7/2021				
2. 香港教育城E閱讀計劃(提供網上閱讀資源)	<p>購買香港教育城的E閱讀計劃:</p> <p>-為學生提供網上閱讀的資源</p> <p>-主要對象為中一至中三級學生</p>	50%的初中學生會在該計劃中閱讀課外書籍	資料統計	全學年				

財政預算: 推廣閱讀津貼

科目	所需款項
中文科	\$28000
English Language	\$28000
圖書館	\$12000
總數 :	\$68000

保良局馬錦明夫人章馥仙中學
全方位學習津貼
津貼運用計劃2020/2021學年

聲明：本校已清楚明白運用全方位學習津貼的原則，並已徵詢教師意見，計劃運用津貼推展以下項目：

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估 方法	預算 開支(\$)	基要學習經歷(請於適用方格加上 * 號, 可選擇多於一項)				
							智能發 展(配 合課 程)	德育 及公 民教 育	體藝 發展	社會 服務	與工 作有 關的 經驗
第1項	舉辦 / 參加全方位學習活動										
1.1	在不同學科 / 跨學科 / 課範疇組全方位學習活動, 提升學校效能 (例如: 實地考察、藝術賞析、參觀企業、主題學習日)										
NIL											
1.2	按學生的興趣和能力, 組織多元化全方位學習活動, 發展學生潛能, 建立正面價值觀和態度 (例如: 多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營)										
音樂	樂器班	讓學生認識及掌握演奏樂器基本技巧	2020年9月-2021年8月	S1-S2	1. 學期樂器演奏考核 2. 檢視出勤率	每班費用預算: \$550/hr x 24hr = \$13,200 總班數: 28 總費用: \$13,200 x 28 = \$369,600 參與樂器班總人次: 28班 x 9 = 252名學生 學生收費及目標人數: 綜援或全免: \$150(126人) 半免: \$300(76人) 其他: \$450(50人) 學生自費 = \$150x126 + \$300x76 + \$450x50 = \$64,200 以SASG支付 = \$300x126 + \$150x76 = \$49,200 以LWLG支付 = \$13,200 x 28 - \$64,200 - \$49,200 = \$256,200	*		*		

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估方法	預算 開支(\$)	基要學習經歷(請於適用方格加上*號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
音樂	樂器延伸培訓班	1. 提供機會予參與學生, 進一步掌握演奏樂器技巧 2. 為樂團排練提供小組技巧訓練, 提高樂團訓練排練質素	2020年9月-2021年8月	S3-S5 (樂團團員)	1. 觀察團員於樂團中的表現 2. 檢視出勤率	"每班費用預算: \$550/hr x 24hr = \$13,200 總班數: 14 以LWLG支付總費用 = \$13,200 x 14 = \$184,800	*		*		
音樂	樂團訓練	1. 讓參與學生接受樂團訓練, 體現團體生活 2. 透過社區演出, 讓學生能參與社會服務, 培育公民責任	2020年9月-2021年8月	S1-S5 (樂團團員)	1. 觀察樂團表現 (包括演出次數, 樂曲深度及比賽演出音樂表現) 2. 檢視出勤率	牧笛樂團: \$600/hr, 共80小時 管弦樂團: \$700/hr, 共70小時 中樂團: \$700/hr, 共70小時 合唱團: \$600/hr, 共30小時 以LWLG支付總費用 = \$600x80 + \$700x70 + \$700x70 + 600x30 = \$164,000	*		*	*	
體育	校隊訓練班	"1. 讓參與學生接受有系統訓練 2. 透過校外比賽, 讓學生投入參與, 體現團體合作精神"	2020年9月-2021年8月	S1-S6	1. 觀察學生於校外比賽的表現 2. 檢視出席率	籃球: \$500/hr, 共100小時 = \$50,000 足球: \$500/hr, 共100小時 = \$50,000 排球: \$700/hr, 共60小時 = \$42,000 游泳: \$350/hr, 共40小時 = \$14,000 田徑: \$450/hr, 共60小時 = \$27,000 羽毛球: \$500/hr, 共100小時 = \$50,000 乒乓球: \$350/hr, 共60小時 = \$21,000 以LWLG支付總費用 = \$500 x 100 + \$500 x 100 + \$700 x 60 + \$350 x 40 + \$450 x 60 + \$500 x 100 + \$350 x 60 = \$254,000			*		

CCAC	中四領袖訓練營	讓學生 1. 認識自己, 勇於承擔, 同時確立服務社會的志向 2. 提升個人自信心 3. 訓練獨立思考能力 4. 增強解難、溝通技巧和決策能力 5. 建立團隊精神	2021年3月至4月, 共三天	中四學生	1. 觀察學生表現 2. 問卷	團費預算: \$1200/ 每人 人數: 110名學生+10名老師 總團費: \$1200 x 120 = \$144,000 學生收費及目標人數 (按每天 \$100算): 綜援或全免: 25人 半免: 24人 其他: 61人 學生自費 = \$150 x 24 + \$300 x 61 = \$21,900 以SASG支付 = \$1200x 25 + ((\$1200 - \$150) x 24) = \$30000 + \$25,200 = \$ 55,200 以LWLG支付 = (學生\$1200 - \$300) x 61 + (老師\$1200 x 10) +\$7000(車費) = \$54,900+ \$12,000+ \$7000 = \$73900		*		*	
CCAC	制服團隊	1. 讓學生學習團隊合作精神 2. 透過不同的團隊活動, 學生可學到不同的生活技能	2020年9月-2021年7月	S1-S5	1. 檢視出席率 2. 學生參與活動表現	義工服務訓練: \$8,000 紅十字會: \$12,500 童軍: \$44,000 海事青年團: \$35,000 以LWLG支付總費用 \$8,000 + \$12,500 + \$44,000 + \$35,000 = \$99,500			*	*	
CCAC	其他學習經歷	1. 透過全方位活動, 學生可學習與人溝通和合作, 同時亦可從中得到豐富的生活體驗。 2. 學生參與不同的課外活動, 可學習不同的技能及發揮所長,	2020年9月-2021年8月	S1-S6	1. 檢視出席率 2. 學生參與活動表現	學會支出: 1. 手工藝: 導師費用連材料費 \$1500(1.5小時) x 12堂 = \$12,000 + \$1000物料 = \$19,000 2. 花式跳繩: \$550x 14堂 (1.5小時) = \$7,700 + 物資 \$500 = \$8,200 3. 奧數: 導師費用 \$1,100 (1.5小時) x 14 堂 = \$15,400 4. 攝影學會: 導師費用 \$900 x 8 堂 = \$7,200			*		

		於籌組活動的同時亦 能實踐領導才能。			<p>5.魔術班：導師費用 \$ 600(包道具) x 16堂 (1.5小時) = \$9,600</p> <p>6.書法班：導師費用 \$ 900 (1.5小時) x 12堂 + 物資 \$2,500 = \$13,300</p> <p>7.戲劇學會：\$ 1,100 (1.5小時) x 32堂 = \$ 35,000 + 物資 \$ 800 = \$35,800</p> <p>8.音樂劇：\$ 1,100 (1.5小時) x 60堂 = \$ 66,000</p> <p>9.現代舞: \$ 600X 12堂 (1.5小時) + 表演訓練 \$ 1800 = \$9,000+服裝及化妝品\$3,000 + 播放器 \$2,500=\$14,500</p> <p>10.中文文化學會: \$ 800 (1小時) x 12 = \$ 9,600 + \$ 1,000物資 = \$10,600</p> <p>11.其他學會物料資助：(10) 學會 X \$1,500 = \$15,000</p> <p>總數：\$214,600</p> <p>OLE：</p> <p>1.門票支出：\$3,000 x 8次=\$24,000</p> <p>2.車費資助：\$100 x 800(學生人數)=\$80,000</p> <p>3.HAPPY FRIDAY資助：\$ 300 x 600 (S1-S5學生人數) = \$180,000</p> <p>4.HAPPY FRIDAY資助：\$ 150 x 120 (S6學生人數) = \$18,000</p> <p>5.有關全方位講座：\$1000 x 3 = \$3,000</p> <p>總數：\$305,000</p> <p>以LWLG支付總費用 \$214,600 + \$305,000 = \$519,600</p>				
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範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估方法	預算 開支(\$)	基要學習經歷(請於適用方格加上*號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.3	舉辦或參加境外交流活動或比賽, 擴闊學生視野										
旅款	首爾工作文化體驗交流團(5日4夜)	1. 學生能應用旅遊業的基礎知識及學科概念 2. 透過參觀當地的歷史及自然景點, 學生能: a) 評價當地的歷史建築保育的成效 b) 分析歷史建築如何達致可持續發展的目的 c) 評價該地生態旅遊的規劃 3. 通過海外旅遊和職業培訓, 讓學生了解不同地方的工作文化和就業機會(酒店參觀、韓國觀光公社)	2021年6月	F4 及 F5 旅遊與款待科學生	1. 查閱學生學習小冊子 2. 學生的口頭及書面報告	團費預算: \$7,500 / 每人 人數: 20名學生+2名老師 總團費: \$7,500 x 22 = \$165,000 學生收費比例及目標人數: 綜援或全免: 10%(10人) 半免: 20%(6人) 其他: 30%(4人) 學生自費 = \$7,500x10%x10 + \$7,500x20%x6 + \$7,500x30%x4 = \$25,500 以SASG支付 = \$7,500x20%x10+ \$7,500x10%x6 = \$19,500 以LWLG支付 = \$7,500x70%x20 + \$7,500x2 = \$120,000	*	*			*

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察／評估方法	預算 開支(\$)	基要學習經歷(請於適用方格加上*號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.3	舉辦或參加境外交流活動或比賽, 擴闊學生視野										
地理	台灣海岸地質考察團(5日4夜)	<p>1. 學生能應用地理科的基礎知識及學科概念</p> <p>2. 透過參觀當地的海岸及地質景點, 學生能:</p> <p>a) 探究台灣海岸與地質環境的獨有特徵與價值</p> <p>b) 評論人類活動對台灣海岸與地質環境的影響</p> <p>c) 反思能讓台灣海岸與地質資源利用達至可持續發展的方法</p> <p>3. 通過實地考察, 讓學生裝備「考察/探究式學習」的技能, 如定立與驗證假設、資料搜集與分析等</p>	2021年6月	F4 及 F5 地理科學生	<p>1. 80%地理科學生利用地理的概念和知識, 並能加以分析和應用。</p> <p>2. 80%地理科學生能</p> <p>a) 探究台灣海岸與地質環境的獨有特徵與價值</p> <p>b) 評論人類活動對台灣海岸與地質環境的影響</p> <p>c) 反思能讓台灣海岸與地質資源利用達至可持續發展的方法</p> <p>3. 80%地理科學生能通過實地考察, 讓學生裝備「考察/探究式學習」的技能, 如定立與驗證假設、資料搜集與分析等</p>	<p>團費預算: \$8,500 / 每人</p> <p>人數: 20名學生+2名老師</p> <p>總團費: \$8,500 x 22 = \$187,000</p> <p>學生收費比例及目標人數:</p> <p>綜援或全免: 10%(10人)</p> <p>半免: 20%(6人)</p> <p>其他: 30%(4人)</p> <p>學生自費</p> <p>= \$8,500x10%x10 + \$8,500x20%x6 + \$8,500x30%x4</p> <p>= \$28,900</p> <p>以SASG支付</p> <p>= \$8,500x20%x10+ \$8,500x10%x6</p> <p>=\$22,100</p> <p>以LWLG支付</p> <p>= \$8,500x70%x20 + \$8,500x2</p> <p>=\$136,000</p>	*	*			*

範疇	活動簡介	目標	舉行日期	對象 (級別)	監察/評估方法	預算 開支(\$)	基要學習經歷(請於適用方格加上*號, 可選擇多於一項)				
							智能發展 (配合課程)	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.3	舉辦或參加境外交流活動或比賽, 擴闊學生視野										
MCEC	台灣歷史文化考察團	1. 透過考察當地的歷史文化景點, 讓同學了解中華文化的特色及歷史的傳承 2. 透過考察當地的自然景點, 了解濕地保育的重要性 3. 透過參訪學校, 了解當地的校園環境和生活文化	2021年4月	F5全體學生	1. 查閱學生學習小冊子 2. 學生的口頭及書面報告	團費預算: \$5,000 / 每人 人數: 100名學生+10名老師 總團費: \$5,000 x 110 = \$555,000 學生收費比例及目標人數: 綜援或全免: 10%(50人) 半免: 20%(30人) 其他: 30%(20人) 學生自費 = \$5,000x10%x50 + \$5,000x20%x30 + \$5,000x30%x20 =\$85,00 以SASG支付 = \$5,000x20%x30+ \$5,000x10%x20 =\$65,000 以LWLG支付 = \$5,000x70%x50 + \$5,000x10 =\$400,000		*			
1.4	其他										
NIL											
第 1 項預算總開支						HK\$2,208,000					

* 19-20年度的超額津貼(如有), 將擴大的營辦開支整筆津貼支付。

範疇	項目	用途	開支 (\$)
第2項	購買推行全方位學習所需的設備、消耗品、學習資源		
NIL			
第 2 項預算總開支			0
第 1 及第 2 項預算總開支			HK\$2,208,000

預期受惠學生人數

全校學生人數：	688
預期受惠學生人數：	688
預期受惠學生人數佔全校學生人數百分比 (%)：	100%