

**Po Leung Kuk Mrs. Ma Kam Ming-  
Cheung Fook Sien College**

**Annual School Plan**

**2024/25**

## **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

## **School Vision and Mission**

### **1.1. Vision and Mission**

Our school strives to uphold Po Leung Kuk's noble tradition of educating young people by fostering their "Cognitive, Aesthetic, Social, Physical and Moral development". We cultivate students' interests and develop their potential through guidance and inspiration. We lead by example and work closely with parents in order to nurture students to become optimistic, hardworking and respectable people who will make meaningful contributions to society in the future.

Our aim to become a learning organization that provides quality educational opportunities for students to become well-equipped 21st century citizens who continuously pursue excellence. In addition, our students and teachers strive for excellence and living out the values of a learning organisation.

**Po Leung Kuk Mrs. Ma Kam Ming - Cheung Fook Sien College**  
**Annual School Plan**  
**2024/2025**

**Major Concerns**

- 1. Empowering students to become reflective learners**
- 2. Cultivating self-worth in students**

**Major Concern 1: Empowering students to become reflective learners**

Feedback and follow-up actions from 2023/2024:

- The evaluation of Major Concern 1 “Promoting self-directed learning” in the previous SDP reveals significant achievements in providing a resourceful environment and senior form SDL lessons to support SDL and strengthening the teachers’ proficiency in SDL. Year-end student questionnaires indicate that 73% of students can effectively document their learning, while 64% of students can engage in regular reflection. A notable 70% of students can utilize evaluation tools to assess and adjust their learning strategies. Additionally, resources for self-directed learning (SDL) have improved, with 66% of students regularly accessing materials on Google Sites. The implementation of tiered assignments is also effective, as 95% of students recognize assignment difficulty levels, and many regularly tackle higher-level questions. The provision of the SDL lessons also enhances students’ SDL skills. 63% of students apply the SDL skills regularly in their learning. Overall, student awareness and utilization of SDL have increased. Through various kinds of professional activities, e.g. external professional support, peer-lesson observation and open lessons, about 88% of teachers agree that their proficiency in SDL has been enhanced.
- Moving forward, the overall increase in SDL resources, heightened student awareness of SDL skills, and enhanced teacher proficiency provide a strong basis for enhancing reflective learning. To further empower students, additional measures aimed at developing their metacognitive skills and reinforcing habits of self-regulated learning will be essential. By offering diverse opportunities and experiences in the classroom, the school will be able to unlock and nurture the full potential of students, encouraging them to become not only active participants in their learning but also thoughtful and reflective learners prepared for future challenges.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. S1 and S4 students can master and apply effective metacognitive skills in their learning.	<p>1.1 Review the metacognitive skills taught by subjects.</p> <p>1.2 Teach students how to apply the skills to manage the knowledge properly. The skills include note-taking, note-making, graphic organizers, IT skills, language skills and reading skills, etc.</p>	<p>School and subjects review the metacognitive skills.</p> <p>Subjects incorporate the metacognitive skills in the teaching materials and teach students the metacognitive skills explicitly.</p> <p>70% of students can apply suitable metacognitive skills in their learning.</p>	<p>Meeting minutes</p> <p>Lesson plans</p> <p>Book inspection records</p> <p>Students' works</p> <p>Students' questionnaires</p> <p>APASO</p> <p>SHS</p>	<p>09/2024-10/2024</p> <p>09/2024-07/2025</p>	<p>Chairperson of LTC</p> <p>Subject coordinators</p>	
2. S1 and S4 students can develop habits of using self-regulated learning (SRL) in classroom learning.	<p>2.1 Strengthen the uses of SRL (plan, act &amp; reflect) in classroom level.</p> <p>2.2 Refine NICER/reflection time to facilitate students' SRL.</p> <p>2.3 Enhance the uses of assessment as learning to facilitate students' SRL.</p> <p>2.4 Strengthen the teachers' proficiency in self-regulated learning through professional supports and professional development activities (e.g. open lessons and peer observation).</p>	<p>Teachers provide chances for students to use the SRL cycle in classroom learning.</p> <p>70% of students develop habits of using SRL regularly.</p> <p>70% of teachers agree that professional development can enhance their proficiency in leading self-regulated learning.</p>	<p>Lesson observation records</p> <p>Students' questionnaires and Interview</p> <p>Teachers' questionnaires</p>	09/2024-07/2025	<p>Subject coordinators</p> <p>Chairperson of LTC</p> <p>Chairperson of SDC</p>	

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3. S1 and S4 students can make use of diversified opportunities to unleash their potential.	<p>3.1 Enhance the uses of tiered assignments and differentiated instructions.</p> <p>3.2 Coordinate the promotion and implementation of subject OLEs / competitions</p> <p>3.3 Enhance the coordination of gifted learning programs</p>	<p>20% of assignments incorporate tiered designs.</p> <p>70% of students agreed that they have diversified opportunities to unleash their potential.</p>	<p>Book inspection records</p> <p>Subject meeting minutes</p> <p>CCAC/LTC/LCP activity records</p> <p>CCAC/LTC/LCP</p> <p>Students' questionnaires</p>	09/2024-07/2025	<p>Chairperson of LTC</p> <p>Chairperson of LPC</p>	

## Major Concern 2 : Cultivating self-worth in students

Feedback and follow-up actions from 2023/2024:

- Some students' knowledge, skills and attitude related to mental well-being were not adequate to meet challenges ranging from academic to social life. Their self-image and self-esteem were fundamental. More intrinsic motivation and attributes to success should be enhanced.
- Students encountered stress in different aspects on campus. They should be more equipped to navigate and help to create a supportive environment with the school.
- The process and procedure of recognising achievements should be enhanced when debriefing has taken a place in the structure of the daily routine of organising activities.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. Students can enhance their positive self-image	1.1 Organize workshops to educate students about self-worth, self-image, self-esteem and self-acceptance.	1.1 70% of students have acquired the core concepts related to self-worth.	Questionnaire	09/2024 - 05/2025	Chairperson of NLEC	NA
	1.2 Implement mental health programmes.					
	1.2a Introduce Pre-S4 Adaptation Day for the 2024-2025 cohort to create a favourable beginning for better rapport development.	1.2a S4 students demonstrates improving students' mental health in the annual mental health survey data.	Document Meeting minutes	09/2024 - 05/2025	SENCO	EDB Mental Health Resources
	1.2b Participate in Student Gatekeeper programme in S3.	1.2b S3 students demonstrate improving students' mental health in the annual mental health survey data.	Document Meeting minutes APASO		SENCO	
1.2c Re-introduce <i>Sophie's World</i> into S3 reading time to encourage more self-discovery and meaning of life.	1.2c 70% of S3 students agree that the book can encourage them to find more positive meaning in life.	Questionnaire	Vice Chairperson of NLEC			

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	1.3 Integrate growth mindset principles into the curriculum and classroom practices.					
	1.3 Introduce Collaborative Lesson Preparation (CLP) and lesson observation for Life Education Lessons (LEL) in S5.	1.3 More than 90% of students find the life education lessons integrated with growth mindset help them enhance a positive self-image.	Questionnaire Meeting minutes	09/2024 - 05/2025	Chairperson of NLEC	NA
2. Students can explore the supportive environment to enhance their self-worth.	2.1 Enhance class management to improve the classroom climate.					
	2.1a Enhance Supreme Class Cup to improve the form climate.	2.1 More than 70% of students assessing the classroom climate agree that they feel respected and supported in a more positive and inclusive environment.	Questionnaire Observation Interview APASO Activity records	09/2024 - 05/2025	Chairperson of GDC	NA
	2.1b Introduce an award scheme NICER Wallet to motivate students to promote positive classroom and school climate.	2.1b More than 70% of students agree that the new award scheme NICER Wallet motivates them to take part in school activities of positive education.				
	2.1c Implement a gratitude programme in S2.	2.1c More than 70% of the participants successfully express their gratitude to others in the programme.				
	2.1d Introduce board games, card games, novuss and exergames in the hall during lunch to improve social and communication skills of students.	2.1d More than 70% of the participants benefit from the activities in terms of their social skills and communication skills.			Vice Chairperson of CCAC	



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
	2.1e Re-introduce class lunch to promote stronger bonding in class.	2.1e More than 70% of the students the budding lunch culture helps to promote a stronger bonding with classmates and teachers.				
2.2 Enhance an inviting physical environment.						
	2.2 Launch a feasibility study to renovate some public areas of the school to promote positivity.	2.2 A renovation plan is devised.	Documents	09/2024 - 05/2025	Chairperson of GAC	NA
2.3 Reinforce training for teachers to create a supportive environment						
	2.3a Join programmes of Positive Education Hong Kong to provide training for the core group of Positive Education implementaters.	2.3 (for 2.3a and 2.3b) More than 70% of the students (of home classes) of the pilot classes or the trained teachers find their classes more positive and supportive.	Questionnaire Interview Meeting minutes	09/2024 - 05/2025	Vice Principal (Pastoral Care)	PLK Positive Education Project
	2.3b Share good practices of pilot scheme <i>Positive Pilot</i> .				Vice Principal (Pastoral Care)	
2.4 Enhance parent education to enhance the parents' role in development of students' self-esteem						
	2.4 Enhance parent education to enhance the parents' role in development of students' self-esteem based on Curriculum Framework on Parent Education (Secondary School).	2.4 More than 70% of the parents who take part in the seminars / workshops understand the importance of the self-worth-related concepts covered. More than 70% of the parents who take part in the seminars / workshops agree to apply the knowledge in their daily interaction with their children.	Questionnaire Interview SHS	09/2024 - 05/2025	Chairperson of HSCT	One-off Grant on Parent Education (Secondary)

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
3. Individuals can share their achievements based on their hard work/ determination/ strategies.	3.1 Apply a school-based framework for giving feedback in an evidence-based approach.					
	3.1 Apply a new school-based framework HEART (Hope, Equipping, Action, Review and Transfer) for giving feedback in an evidence-based approach.	3.1 Completion of creating a school-based framework for giving feedback in an evidence-based approach. More than 90% of teachers adopted the framework in their daily teaching.	Document	09/2024 - 05/2025	Chairperson of CCAC	NA
	3.2 Create platforms to acknowledge and celebrate the accomplishments of students in various fields, such as academics, sports, arts, and community service.					
	3.2a Introduce OLE Day to refine the service learning.	3.2 More than 70% of students express that their achievements have been acknowledged. More than 70% of students express that they have celebrated their achievements in class / House / other activities. More than 70% of students agree that their achievements come from their efforts and determination and factors under their control.	Questionnaire	09/2024 - 05/2025	Chairperson of CCAC	LWLG
	3.2b Renovate some public area of the campus to transform it into sharing spaces.				Chairperson of GAC	
3.2c Install debriefing using HEART into the routine of students activities to recognise and celebrate students' achievements.	Vice Principal (Pastoral Care)					

## **Attachments**

1. Learning Support Grant  
學習支援津貼計劃
2. Diversity Learning Grant  
多元學習津貼(三年計劃)
3. Promotion of Reading Grant  
推廣閱讀津貼計劃
4. Life-wide Learning Grant  
全方位學習津貼
5. One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development  
支援推行高中公民與社會發展科的一筆過津貼
6. Sister Schools Scheme  
姊妹學校交流計劃書
7. School-based After-school Learning and Support Programmes  
校本課後學習及支援計劃
8. Education Support Provided for Non-Chinese Speaking (NCS) Student(s) – School Plan Summary

保良局馬錦明夫人章馥仙中學  
2024-2025  
學習支援津貼計劃

本學年撥款：\$784784

本學年總預算：\$892350

上學年結餘：\$231630.2

本學年預計餘款：\$124064.2

本學年可用金額合共：\$1016414.2

項目名稱	服務目的	推行時間	對象	評估方法	成效檢討	預算(\$)
全職輔導助理 1 名	入班支援、輔導工作、教材製作、推行融合活動、支援外購服務、收集學生數據、聯絡家長、教師及專業同工；提供文書行政支援等。	整個學年	全校學生	工作態度及效能	/	270270
0.5 SENST 2 名	以不同方式（如合班分組教學、協作教學、入班支援教學、小組教學等）在學習、情緒行為、個別學習計劃等方面支援有特殊教育需要學生。 協助特殊教育需要統籌主任推動學生支援組的職務。	整個學年	全校學生	工作態度及效能	/	420960
言語治療	由專業言語治療師為有言語需要的學生進行訓練及評估，提升及改善有需要學生的咬字、表達等能力。	全年 16 節 共 20 小時	20-25 位學生	教師觀察、機構提供的報告	/	48000
藝術治療小組	透過不同的藝術活動及遊戲，讓學生表達及抒發感受，增強抗壓能力。	全年 12 節 共 15 小時	約 10 位學生	教師觀察、機構提供的報	/	15600

項目名稱	服務目的	推行時間	對象	評估方法	成效檢討	預算(\$)
				告、參加者意見		
中文讀寫訓練	提升讀寫障礙或是中文能力較弱的特殊學習需要學生的中文能力，學習基本的中文知識及技巧，如字型、讀音、閱讀理解等，讓學生能夠應付日常課堂內容。	全年 12 節 共 12 小時	上學期高中， 下學期初中， 每組 6-10 位學生	教師觀察、機構提供的報告、參加者意見	/	10560
英文讀寫班	幫助學生提升英文基礎知識、閱讀和寫作技巧。透過小組遊戲和活動，增加學生對學習英文的信心，並提高他們的學習動機	全年 12 節 共 12 小時	只設初中，每組 6-10 位學生	教師觀察、機構提供的報告、參加者意見	/	10380
多元智能興趣小組	透過遊戲方式，讓學生認識適當的社交行為及說話技巧，從而提升社交能力及改善相處問題。而且學生亦能從社交小組中建立支援網，擴闊社交圈子。	全年 12 節 共 18 小時	上下學期各一組，每組 6-10 位學生	教師觀察、機構提供的報告、參加者意見	/	16980
個別輔導服務	提供個別輔導治療服務，以改善學生情緒。	全年 12 節 共 18 小時	1 位學生及其家長	教師觀察、參加者意見	家長按治療師建議，在家配合訓練。學生情緒控制有明顯改善。	14000

項目名稱	服務目的	推行時間	對象	評估方法	成效檢討	預算(\$)
精神健康相關活動 • 學生靜觀訓練 • 論壇劇場 • 校本學生守護大使計劃 • “學習支援”教學物資收集箱”	加強學生對精神健康關注，提升學生精神健康。	整個學年	全校學生	教師觀察、參加者意見	校內推廣精神健康活動能夠讓學生對精神健康有更多的認識。	30000
到校臨床心理學家服務	促進學生的心理健康、學習和社交能力的發展，提供情緒和心理困擾的支持和處理策略。	全年 8 節 共 32 小時	主要對象為其中 4 位學生，另有 9 位學生替補人選	教師觀察、參加者意見	臨床心理學家分析學生問題，能疏導他們情緒，提供未來方向供參考。另外，培訓老師提升輔導技巧。	49600
口試助理	協助有特殊學習需要學生進行三人口試小組。	全年 2 次	20 人	校內教職員評核	/	3000
購置學習資源	增添有需要物資供有需要學生使用。	/	/	/	/	3000

保良局馬錦明夫人章馥仙中學  
2024-2025 年度  
多元學習津貼 — 其他課程：資優教育課程  
周年計劃書

範疇	課程	教學目的	目標學生 (數量/級別/甄選方式)	修業期 / 開始日期	預期產出	專責教師	財政預算
藝術	駐校藝術家計劃 (中四)	<ul style="list-style-type: none"> <li>- 透過藝術家分享創作經驗，擴闊學生的藝術視野，讓學生了解藝術家創作的經驗，如意念構想及製作作品的技巧。</li> <li>- 學生將所學到的技巧運用到個人創作之內，讓作品更多元化</li> </ul>	15 人 中四級 修讀視覺藝術科的學生	2024 年 10 月 至 2025 年 8 月	<ul style="list-style-type: none"> <li>- 100%參與工作坊的學生掌握意念構想及製作品的技巧。</li> <li>- 100%學生於作品集上運用到所學的技巧創作作品。</li> </ul>	李善宜老師	45320
藝術	駐校藝術家計劃 (中五)	<ul style="list-style-type: none"> <li>- 透過藝術家分享創作經驗，擴闊學生的藝術視野，讓學生了解藝術家創作的經驗，如意念構想及製作作品的技巧。</li> <li>- 學生將所學到的技巧運用到個人創作之內，讓作品更多元化</li> </ul>	15 人 中五級 修讀視覺藝術科的學生	2024 年 10 月 至 2025 年 8 月	<ul style="list-style-type: none"> <li>- 100%參與工作坊的學生掌握不同構圖及人像技巧，並應用於個人作品中。</li> </ul>	李善宜老師	20360
STEAM	資優課程	透過大學開辦的多元化資優課	15 人	2024 年 9 月至	100%學生完成有關資優課程	陳淑華老師	51000

範疇	課程	教學目的	目標學生 (數量/級別/甄選方式)	修業期 / 開始日期	預期產出	專責教師	財政預算
		<p>程，為本校的資優學生提供富挑戰性的學習環境，為他們在常規課堂以外，開闢另一個學習空間，讓他們充分發掘及發揮潛能，盡展所長。</p>	<p>中四至中六級</p> <p>甄選方式： 甄選資優學生需要達到以下其中一項，以資助修讀大學提供的資優課程：</p> <ol style="list-style-type: none"> <li>1. 「資優人才庫」中的學生</li> <li>2. 相關課程之學科考試成績需達 70%或以上。</li> <li>3. 相關課程之學科考試成績需在全級前 30% 內。</li> <li>4. 學生自薦申請並成功通過面試。</li> </ol> <p>若人數超過 15 人，將通過面試以進行篩選。</p>	2025 年 8 月			



範疇	課程	教學目的	目標學生 (數量/級別/甄選方式)	修業期 / 開始日期	預期產出	專責教師	財政預算
數學	資優課程	提升學生的數學運算技巧和能力,擴闊學生的數學視野。	9 位學生 -- 參加學生需在最近一次數學考試成績在全級頭 50%內 -- 若人數超過 9 人,按數學成績排優次(其中修讀數學科延展單元及/或曾獲校外數學比賽獎項者獲優先推薦)	2024 年 9 月至 2025 年 8 月	100%參與學生通過課程機構 評審後獲頒畢業證明書		



保良局馬錦明夫人章巖仙中學  
全方位學習津貼 運用計劃  
2024/2025學年

為提高透明度及根據一貫安排，學校須把經校董會 / 法團校董會 / 學校管理委員會審批的全方位學習津貼運用計劃或載有全方位學習津貼運用計劃的學校周年計劃上載至學校網頁。  
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：

第1項：舉辦 / 參加全方位學習活動

編號	活動名稱	擬舉行日期	學校必須填寫此部分				學校可按需要決定是否填寫此部分								
			對象		預算開支 (\$)	人均 預算開支 (\$)	活動簡介及目標	範疇	監察 / 評估方法	基要學習經歷 (請於適用方格加上v號，可選擇多於一項)					負責科組 / 教師
			級別	預計參與 人數						智能發展 (配合課程)	價值觀 教育	體藝發展	社會服務	與工作有 關的經驗	
1.1	本地活動：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或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。														
例子	職業體驗活動	2022年11月	中一至中三	200	\$20,000.00	\$100.00									
1	樂器班 揚琴(ABC) 笛子(ABC) 大提琴(ABC) 古箏(ABC) 二胡(ABC) 琵琶(ABC) 中阮(ABC) 敲擊樂(ABC) 結他(ABC) 笙(ABC)	2024年9月- 2025年8月	中一至中二	252	\$318,600.00	\$1,264.29	讓學生認識及掌握演奏樂器基本技巧	藝術 (音樂)	1. 學期樂器演奏考核 2. 檢視出勤率			v			音樂科
2	樂器延伸培訓班	2024年9月- 2025年8月	中三至中五 (樂團成員)	50	\$52,500.00	\$1,050.00	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	藝術 (音樂)	1. 觀察團員於樂團中的表現 2. 檢視出勤率			v			音樂科
3	樂團訓練	2024年9月- 2025年8月	中一至中五 (樂團成員)	100	\$54,000.00	\$540.00	1. 讓參與學生接受樂團訓練，展現團體生活 2. 透過社區演出，讓學生能參與社會服務，培育公民責任	藝術 (音樂)	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			v			音樂科
4	校隊訓練班	2024年9月- 2025年8月	中一至中六	252	\$294,500.00	\$1,168.65	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，展現團體合作精神	藝術 (體育)	1. 學生參與校外比賽的表現 2. 檢視出席率			v			體育科
5	制服團隊	2024年9月- 2025年8月	中一至中五	110	\$53,500.00	\$486.36	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		1. 檢視出席率 2. 學生參與活動表現			v		v	聯課活動組

6	其他學習經歷	2024年10月-2025年6月	中一至中六	705	\$344,400.00	\$488.51	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，於籌組活動的同時亦能實踐領導才能。	全方位學習	1. 檢視出席率 2. 學生參與活動表現	v	v	v			聯誼活動組	
7	中四領袖訓練營	2024年10月，共三天	中四學生	114	\$118,500.00	\$1,039.47	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	領袖訓練	1. 觀察學生表現 2. 問卷	v						聯誼活動組
(如空間不足，請於上方插入新行。)																
第1.1項預算總計				1,583	\$1,236,000.00											
1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野															
例子	大灣區智慧城市2023年4月10-12日 中四至中五 88 \$100,000.00 \$1,136.36															
1	旅教科內蒙古文化考察團(5日4夜)	2025年3月	中四及中五(修讀旅教科學生)	20	\$56,100.00	\$2,805.00	1. 與當地學生交流，了解當地學生的學習、生活方式 2. 欣賞當地自然生態環境 3. 認識國家保育世界遺產和可持續發展的工作概況 4. 增強學生國民身份認同		1. 查閱學生學習小冊子 2. 學生的口頭及書面報告							旅遊與款待科
2	Study tour to Australia (Tentative)	2025年7月-8月	中一至中四	20	\$84,000.00	\$4,200.00	1. Students' English communication skills would be strengthened: Being immersed in an authentic English environment, students are expected to be better able to communicate in English more confidently and naturally while conversing with local native English speakers. 2. Students' cultural understanding would be enriched: Staying in local host families and going on excursions to different scenic spots, students would experience local culture and history. 3. Students would foster friendships with people in an overseas city which would also help them develop a global perspective: Taking part in the buddy program in which each student will shadow a local student in a high school, students are expected to make friends with the locals.		Students' oral presentation  Students' reflection writings in learning journals  Students' sharing with the whole school							

第1.2項預算總計	40	\$140,100.00					
第1項預算總計	1,623	\$1,376,100.00					

**第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源（學校必須填寫此部分）**

編號	項目	用途	預算開支(\$)
例子	STEM學習套件	STEM興趣小組活動	\$50,000.00
1			
2			
3			
第2項預算總開支			\$0.00
第1及第2項預算總開支			\$1,376,100.00

**第3項：預期受惠學生人數（學校必須填寫此部分）**

全校學生人數：	705
預期受惠學生人數：	705
佔全校學生人數百分比(%)：	100%
全方位學習聯絡人姓名：	梁煥儀
職位：	助理校長

保良局馬錦明夫人章馥仙中學  
2024/25 學年  
「支援推行高中公民與社會發展科的一筆過津貼」計劃書

項目	範疇	編號	計劃/支出詳情	撥款(HKD)
i	發展或採購相關的學與教資源	01	教材及參考書	\$6500
ii	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	02	中四級內地考察	\$3000
		03	中四五內蒙古考察團	\$210000
		04	中五大灣區一天考察團	\$50000
iii	舉辦和公民科課程相關的校本學習活動	05	人文學科周 主題：認識中華文化	\$5000
iv	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	---	---	\$0
v	其他（請註明）	---	---	\$0
			承上結餘	\$277362
			總開支金額	\$274500
			預算津貼餘款	\$2862

## 保良局馬錦明夫人章馥仙中學

姊妹學校交流計劃書  
2024 /2025 學年

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	陽江市實驗學校

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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

乙. 教師層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

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



丁. 家長層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下:		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input checked="" type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

津貼用途及預算開支:			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$34,000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$220,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$1,000

N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年預計總開支	HK\$255,500
N10	<input type="checkbox"/>	沒有任何開支	不適用

二零二四至二零二五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 **320**名(包括 A. 領取綜援人數：50 名，B. 學生資助計劃全額津貼人數：**140**及 C. 學校使用 10%酌情權的清貧學生人數：**130**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	2024年9月-2025年8月	20	50	50	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	2024年10月-2025年6月	45	120	110	10000	校外機構提供服務
其他學習經歷活動	培養學生全人發展	建立團隊精神及認識自我	問卷	2024年9月	20	50	50	20000	校外機構提供服務
*活動項目總數： <u>3</u>				@學生人次	85	220	210	90000	
				**總學生人次	515				

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

Po Leung Kuk Mrs. Ma Kam Ming-Cheung Fook Sien College  
Education Support Provided for Non-Chinese Speaking (NCS) Student(s)  
School Plan Summary

for the 2024/25 School Year

Our school was provided with additional funding by the Education Bureau in the 2024/25 school year. Support measures are as follows:

**(1) Enhancing the support for learning of Chinese of NCS students in the 2024/25 school year:**

Appointing additional teachers and teaching assistants to support the learning of Chinese of NCS students.

- In-class support provided in Chinese Language lessons
  - Pull-out learning: S1 to S6
  - Co-teaching/In-class support: S1, S6
  - Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials: S1 to S6
- Summer bridging course: S3

**(2) Creating an inclusive learning environment**

- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions: Organizing activities or competition under the theme of cultural integration to encourage students to understand and respect different cultures.
- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school: Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school, e.g. engaging NCS students in interest groups, school house activities, inter-school sports competitions.
- Other measures: Cultivating a sense of belonging and identity in the classroom by organizing class activities that build social bonds between NCS and Chinese-speaking students.

**(3) Promoting home-school cooperation with parents of NCS students**

- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis, as well as explaining and emphasising the importance for their children to master the Chinese language as appropriate.
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children.