

Po Leung Kuk Mrs. Ma Kam
Ming-Cheung Fook Sien College
Annual School Report
2019/2020

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

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1. Our School

School 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.

Vision and Mission

To become a learning organization that provides quality educational opportunities for students to become well-equipped 21st century citizens who continuously pursue excellence.

Our students and teachers strive for excellence and living out the values of a learning organisation.

Our School

Our school is a co-educational aided secondary school established in Tung Chung in 1997.

Nestled among lush green mountains, the school provides students with an ideal environment for learning. A wide range of facilities are available to provide students with a stimulating learning environment.

After the completion of the new wing in 2006, there are 30 classrooms, 5 tutorial rooms and various special rooms. These include, a multi-function room, geography room, music room, art room, design and technology room and a number of science laboratories, including a STEAM laboratory. Students can also enjoy different activities in the school hall, basketball court and covered playground.

There are also three information technology rooms: computer room, multimedia learning centre, and computer-aided learning room. All classrooms and special rooms are equipped with network computers and projectors to facilitate the use of Information Technology in teaching and learning.

Over 60,000 various types of books and video CDs are available in the library. Students can also use the computers in the library to access various educational software or search for other learning resources.

School Management

A school-based management system has been in place since our school was founded. Teachers are encouraged to participate in school policy-making in order to enhance the effectiveness of learning and teaching.

To promote the development of the school in a balanced way, the Incorporated Management Committee (IMC) of PLKCFSS was established in 2012. Committee members of the IMC include the sponsoring body manager, independent manager, school principal, teacher manager and parent manager.

Different functional committees and teams within the school are also formed based on students' needs with regards to terms of their cognitive, aesthetic, social, physical and moral development.

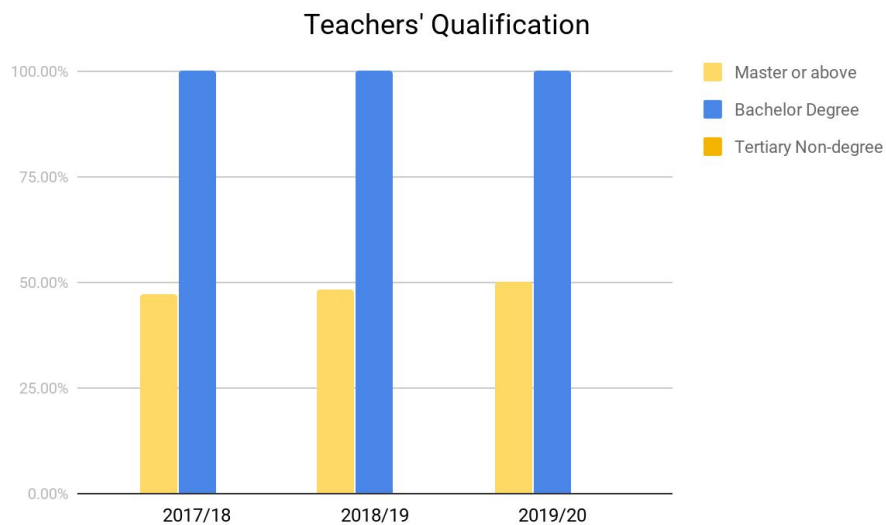
Number of Operating Classes and Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Boys	69	59	59	47	51	66	351
No. of Girls	58	60	69	52	65	54	358
Total No. of Enrollment	127	119	128	99	116	120	709

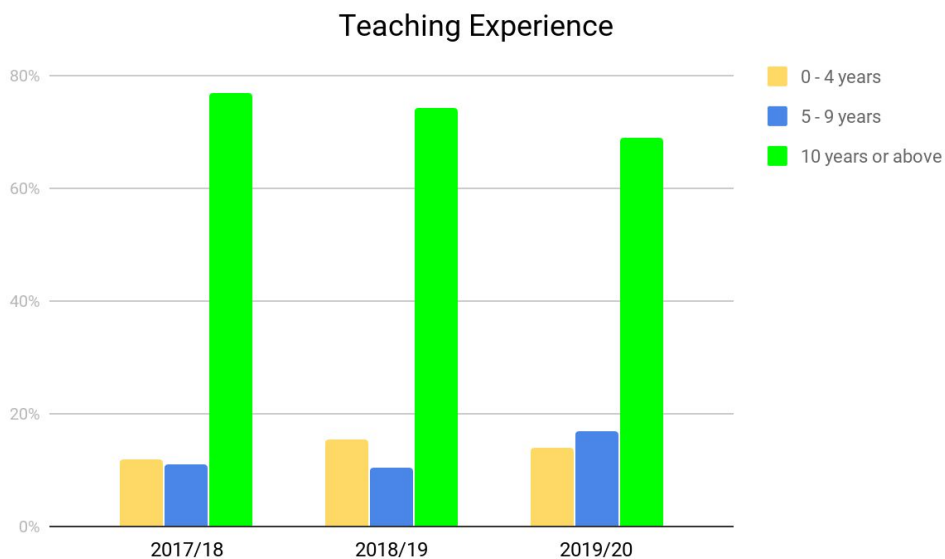
Students' Attendance and Number of Dropouts

Leave	S1	S2	S3	S4	S5	S6
Attendance Rate	98.3%	99.5%	97.9%	99.8%	98.4%	100.0%
No. of Dropouts	6	3	5	2	0	0

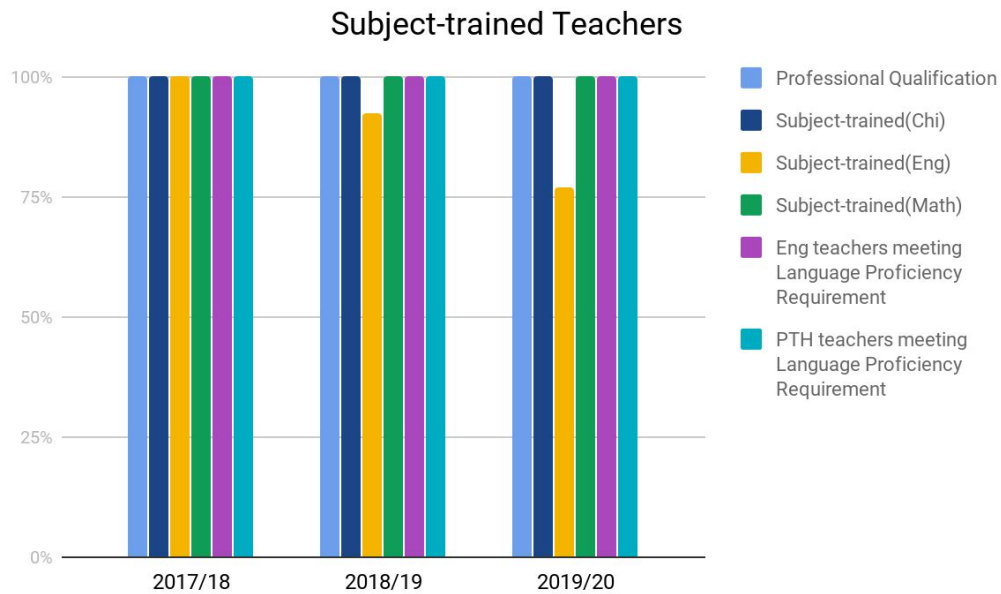
Teachers' Qualifications



Teaching Experience



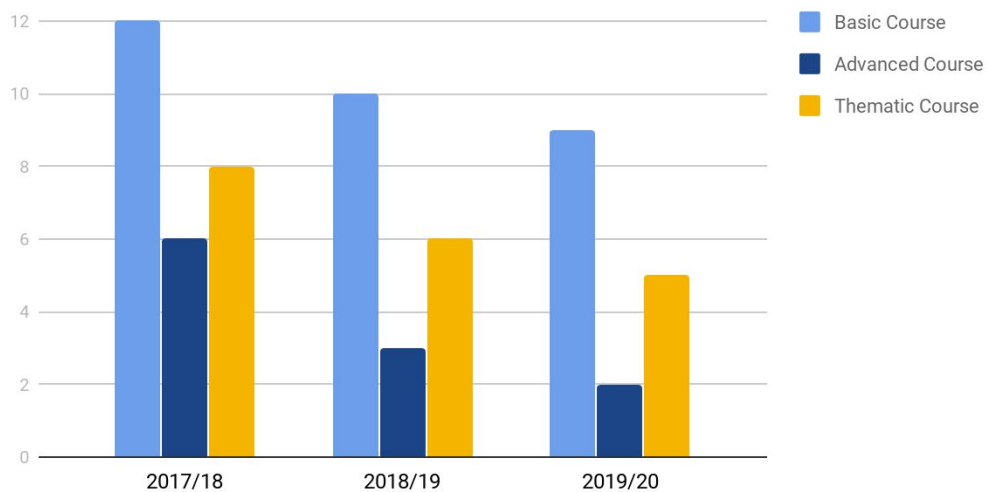
Subject-trained Teachers



Number of Continuing Professional Development Hours

	Average no. of CPD hours per teacher	No. of CPD hours of the Principal
2017/18	42.6	176
2018/19	58.1	208.5
2019/20	37.7	117

Number of Teachers Received Professional Training on Catering for Students with Special Educational Needs



2. Evaluation of Annual School Plan

Overall, Major Concern 1 aims to develop assessment literacy in the school in order to increase the overall learning and teaching effectiveness. There are four intended outcomes to achieve for Major Concern 1 in the 3-year school development plan:

1. Shared clarity about learning is developed with students.
2. Meaningful homework and assessments are used more effectively to improve teaching and learning.
3. Teachers' assessment literacy is strengthened.
4. Students are empowered to engage themselves in assessment practices in monitoring and regulating individual learning.

Major Concern 1 : Developing assessment literacy

Achievements

(1) Shared clarity

- The success criteria were met.
- Subject panels refined the vertical curriculum developed in the previous year.
- 92% of S1 and 84% of S2 students were well aware of the learning objectives of each lesson.
- S1 and S2 students were informed of the learning objectives in lesson and Class Diary.

(2) Meaningful homework

- The success criteria were mostly met.
- Most subjects adopted tiered assignments in S1 and S4. Some subjects designed worksheets of different levels for different classes instead of all classes.
- Some subjects showed exemplars to students. From exercise book inspection, some teachers explained the exemplars to class and students took detailed notes of the strengths and skills they can learn from the exemplars. Individual teachers could give specific positive feedback. Some teachers could give effective oral feedback to students. Usually in such cases, students took notes of the main points of the feedback on their own work or notes.
- Reports on the First Term Exam of most subjects showed both quantitative and qualitative data.
- Students could keep the files tidy under teachers' supervision.

(3) Teacher development

- The success criteria were partially met.
- Training sessions on the use of iPads and Apple TV were conducted in the first term.
- More training sessions on the use of Zoom, Hangouts Meet were organized to help teachers give online lessons during class suspension.
- On a scale of 5, over 92% of panel heads rated their confidence in leading assessment-informed improvement actions as 3 or above
- 93% of teachers observed one lesson and 95% of teachers were observed by peer(s) once this year.

(4) Student empowerment

- The success criteria were partially met.
- Subject Google Sites have been created.
- Apart from subject sites, a centralized platform "Study Hacks for DSE" was created to make learning resources more readily available for students, especially those preparing for the HKDSE.
- 63% of S2 students feel they can evaluate their learning using end-of-unit worksheets,

rubrics, and/or teacher feedback, etc.

Reflection

(1) Shared clarity

- The indication of learning objectives can be extended to S1-3.

(2) Meaningful homework

- As for tiered assignments, some subjects did not indicate clearly in the instructions the parts/questions of the foundation/nicer levels. It was suggested that subjects label tasks with “Foundation Level”, “NICER Level” or “Supreme Level” in tiered assignments where appropriate in the coming year.
- Some of the positive feedback given to students was found to be rather general or vague.
- The use of exemplars was also recommended to continue next year.
- Some subjects were not very familiar with connecting the discussion of exam results with teaching and assessment objectives and identify specific areas for improvements and further action.

(3) Teacher assessment literacy

- Due to the pandemic, a number of measures were not carried as planned. For example, a talk on the use of assessment data was cancelled due to COVID-19, open lessons by outstanding teachers were not arranged, and S1 were not given enough opportunities to use iPads in the classroom. These will be conducted next year.
- It was also a challenge for students to organize their learning and work done in a hybrid mode of print and online format.

(4) Student empowerment

- Due to the prolonged class suspension in the Second Term, it was hard for students to sustain the habit of reflection on learning on their own at home. Only 51% of S2 students reflected on their learning on a regular basis.
- To further facilitate students to reflect on their learning, it was suggested that subjects incorporate mini-reflection tasks at the end of each lesson/module to encourage students to evaluate their learning against learning objectives and consolidate their understanding of what has been learnt.

Overall, under Major Concern 2, it is aimed to help students to develop a clear and positive identity. There are three intended outcomes to achieve for Major Concern 2 in the 3-year school development plan:

1. Students' self-efficacy is developed.
2. The atmosphere of pursuit of individual success, excellence and dreams are cultivated.
3. The social bonding and participation are strengthened.

Major Concern 2 : Developing a clear and positive identity

Achievements

(1) Strengthen class management

- Due to the class suspension, only most of the success criteria were met.
- Each class was required to set up their own class rules and enrich their classroom environment.
- Due to the class suspension, some classes were conducted only one class-based activity which showed the spirit of 'mutual trust and peer support' in this academic year.
- A competition called 'Supreme Class Cup' was refined and successfully enhanced the students' sense of belonging towards their class.

(2) Refine cross-curricular activities arrangements

- The success criteria were met.
- A handbook for CCAC teachers was devised to help carry out their roles in helping students' whole-person development.
- All Fridays are provided for inter-class and inter-house matches to weave the social fabric of campus and let students shine in their areas.
- Students can explore their interests by joining OLE programs and volunteer services.

(3) Enhance parent participation

- The success criteria were met.
- A parents gathering has been organized in the first term. Related experience and examples were shared among parents in order to boost their skills and confidence when communicating with their children.
- The second and third parents gatherings have been suspended due to the pandemic.
- A school-based parents talk was tailor-made so parents have better understanding and counselling skills when dealing with social issues.

(4) Use IT platforms for enhancing positivity

- The success criteria were met.
- Google Sites have been set up by more than 90% of S1 students and all S1 classes to collect their memories of school life.
- Majority of the S1 students expressed that they put their beloved photos on the platform.
- More than half of the students responded that the photos shared by them were their achievements they felt proud of and empowered.

(5) Strengthen professional development

- The success criteria were partially met.
- Staff development programs 'Student Counselling in Daily Teaching' and 'Effective communication with parents' were held to enhance teachers capability.
- Due to class suspension, the staff development program on the topic 'mindfulness' was deferred.

(6) Promote peer observation and presentations

- The success criteria were met.
- All the staff briefing and meetings in the second term, which have been planned to invite colleagues for sharing of good practices, have been fully occupied for the suspension arrangements and class resumption matters in response to pandemic. Therefore, it is necessary to implement 6.1 and 6.2 next year.
- 85% of students appreciated that teachers recognize and praise their achievements.(6.4)
- 77% of students expressed that they learn moral values from teachers' sharing. (6.4)

(7) Revise teacher performance appraisal system

- For 7.1 and 7.2, the appraisal system has been developed after thorough discussions in several council meetings. It will be discussed with all staff in the first staff meeting in 2020-2021. Before that, the school council will finalise the version in the first council meeting in 2020-2021.

(8) Establish alumni network

- The success criteria were met.
- The new Alumni Association has been formed for consolidating their connection with their alma mater and there is good progress of establishing an engaging platform.

Reflection

(1) Strengthen class management

- Training for chairperson and members of class associations can be introduced to enhance their leadership.

(2) Refine cross-curricular activities arrangements

- Training for chairperson and members of student organizations can be introduced to enhance their leadership.
- Optimization of "Happy Friday" arrangements: four Happy Fridays will be scheduled each year and merging the activities with voluntary services, OLE and career development elements. Themes will be set for each time so that class committees have ample time for arrangement and preparation.
- There will be collaboration with "Elder Academy" to arrange Youth-Elderly inclusion programmes to encourage more students' participation and involvement in organizing volunteer services.

(3) Enhance parent participation

- The Home-School Cooperation Team has set sight on developing a stronger parents networking via activities.
- The team has gathered information through questionnaires and online surveys so as to organize activities suitable for parents.

(4) Use IT platforms for enhancing positivity

- Due to the class suspension amid Covid-19 pandemic, students could not enjoy their school life as usual and as a result not too many events could be mentioned in their IT platforms. The evaluation of their usage of IT platforms would be postponed until the end of school year 2020/2021.

(5) Strengthen professional development

- CPD programs of the following topics should be conducted to further enhance teachers capacity on helping students to develop a positive and clear identity
 - Mindfulness
 - Team building

(6) Promote peer observation and presentations

- Teachers' sharing on Monday morning assembly has started as scheduled. Teachers are willing to share their personal learning experiences. From the survey carried out in the school year end, students' rated the sharings surprisingly beyond our expectations. Since the pandemic is not yet over, the sharings of the coming school year may be delivered through YouTube so that the students will continue to benefit from the sharings.
- The sharing can substantially establish a better bonding between teachers and students. The evidence is students and teachers may refer to the sharings in their daily conversation in class time and outside classroom.
- Good practices in class management have been shared in Pastoral Care meetings in S1, S2 and S4 (6.1) . There are more preventive and developmental considerations and dialogue in the meetings.
- There is still room for improvement for the coming, though. There was a pastoral care meeting for all forms during the class suspension time in the pandemic. It was organised out of necessity as online learning is a totally new territory where the implementation of pastoral care tasks requires meticulous considerations as it was known that some students were under tremendous stress. The meetings demonstrated that such meetings are crucial for information flow as well as coordination among departments and frontline teachers. It was clear that substantial support from the different committees which rely on the class teachers to implement the policies could be timely and effectively delivered to the class teachers, not to mention the two-way communication enables more transparency and genuine understanding. Therefore, it is recommended that the meetings will expand to full scale next year.

(7) Revise teacher performance appraisal system

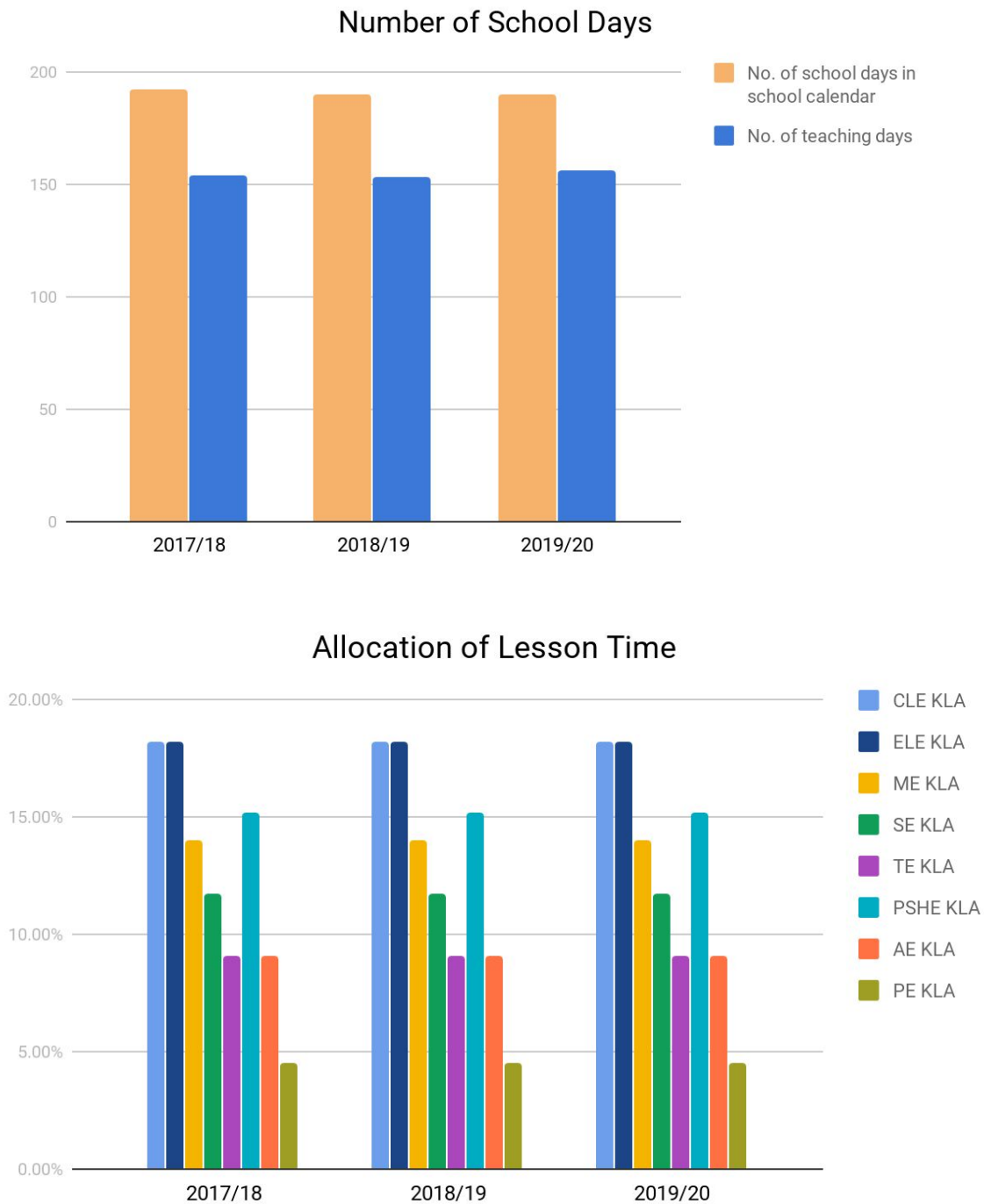
- The new appraisal form and criteria have been drafted. It is hoped that the appraisal can be a boost to the professional development aligning to the missions of the T-standards and the external school review where the inspiration came from.

(8) Establish alumni network

- A wide array of activities will be held in the coming year to enlarge and enhance the alumni network:
 - to provide a platform for inspiring current students with the experience and success stories of alumni
 - to collect more alumni contact data for building up a resourceful network

3. Learning and Teaching

Number of School Days and Allocation of Lesson Time



Co-Curricular Activities

CCAC take care of the students’ different developmental needs such as their sense of moral values and attitudes, skills and creativity. Through their participation in different activities such as school picnic, debate competitions, school tours and field trips, students can learn to communicate, to cooperate with other people and in addition to enrich their life experience. Students are given various opportunities to organise activities like PSHE week, Little Entrepreneur, they will gain first-hand experience of programme planning and leadership, thus enabling themselves to discover and develop their potential.

4. Support Measures

Students Counselling

Personal growth is of utmost importance. Through various schemes, we integrate all students into school life smoothly. Furthermore, we work closely with parents to nurture appropriate values. Activities and schemes are carried out throughout the year to achieve the above mentioned goal, including S1 Guidance Day, Peer Guidance Program, Leadership Training for S1 and S4 students, Life Education, Behavior Reward System, Parents' gathering and Parents' Day. Besides, our school has joined the Healthy School Program subsidized by the Narcotics Division, Security Bureau. The aim of the program is to foster students' awareness to stay away from dangerous substances and promote a drug-free community by holding different group activities.

Whole School Approach to Integrated Education

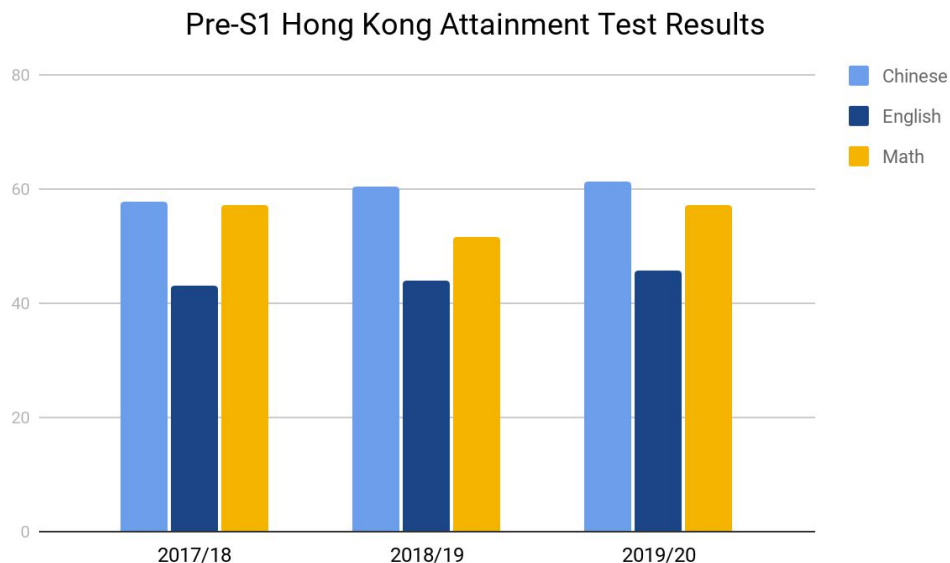
To better cater for students having special educational needs (SEN), a SEN Support Team (SENST) was established in our school. With reference to the 3-Tier Intervention Model, students are provided with various levels of assistance according to the severity of their learning difficulties. For instance, Individual Education Plans (IEP) are devised to ensure particular students can receive additional learning and counselling support they need as recommended by medical specialists.

In addition, we believe that SEN students can develop their potential and become more confident and skillful in communication and socializing under professionals' suitable guidance. Extra manpower is allocated to the provision of regular after-class tuition. Furthermore, services including speech therapy, expressive arts therapy and social skills training workshops offered by external providers are made available on campus.

SENST also actively organizes a series of experiential activities to promote the value of respecting diversity to students. We hope to increase students' awareness to the school's inclusive culture.

5. Our Students

Pre-S1 Hong Kong Attainment Test Results

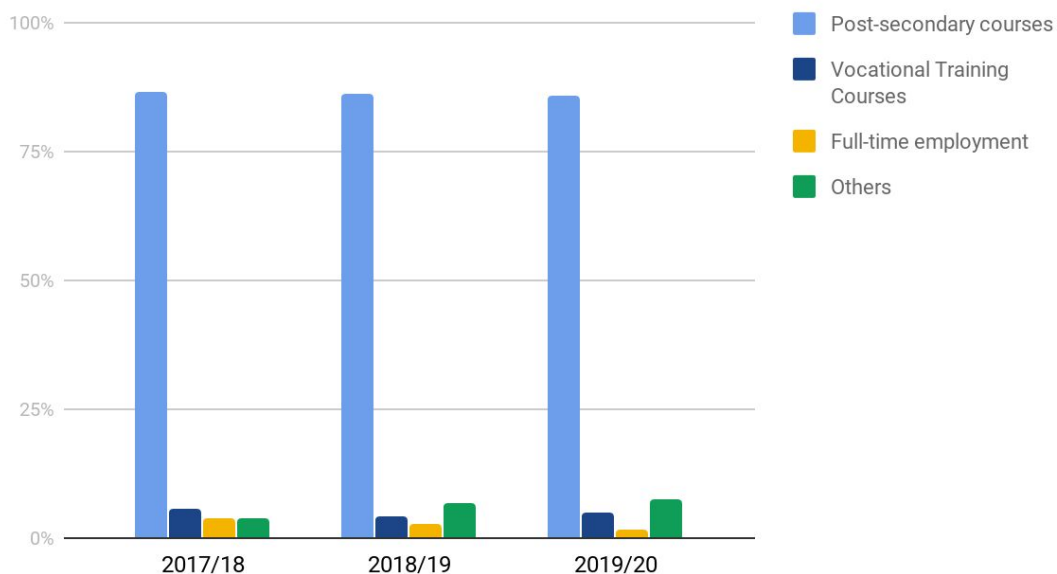


Hong Kong Diploma of Secondary Education Examination

		2017/18	2018/19	2019/20
Statistics for satisfying the general entrance requirements for local four-year undergraduate programmes	Our School	61.4%	49.1%	47.5%
	Day School	42.2%	42.2%	42.1%
Statistics for eligibility to sub-degree programmes / relevant civil service appointments	Our School	88.2%	88.8%	83.3%
	Day School	71.6%	71.8%	71.2%

Further Studies and Employment Statistics of Our Graduates

Further Studies and Employment Statistics of Our Graduates



Students participation in intercollegiate projects and uniform teams

	S1-3			S4-6		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Total no of students participate in intercollegiate projects	298	490	45	210	301	64
Total no of students participate in uniform groups and social service groups	173	125	47	280	210	20

Major Prizes and External Awards

Academic Awards:

Contests / Competitions	Prizes / Awards
Hong Kong Schools Music and Speech Association	-Second Runner Up of 71st HK Schools Speech Festival : Choral Speaking: Secondary 3 and 4 Mixed Voice -Second Runner Up of 71st HK Schools Speech Festival: Solo Prose speaking: Secondary 5 Boys
The Hong Kong Mathematical Olympiad Association	First-Class Honor Second-Class Honor Third-Class Honor

Sports:

Contests / Competitions	Prizes / Awards
2019-2020 Tsuen Wan and Islands District Inter-school Swimming Competition	Boys: A- Grade Group: -The champion of 100m breaststroke and 200m breaststroke -The 1st runner up of 50m backstroke and 50m butterfly -The 2nd runner up of 100m freestyle and 200m medley -The 4th place of 50m freestyle, 100m backstroke and 200m freestyle -The champion of 4X50m freestyle relay -The 1st runner up in overall of Boys' Grade A B- Grade Group: -The champion of 200m freestyle -The 2nd runner up of 100m freestyle and 200m freestyle -The 1st runner up of 4X50m freestyle relay -The 4th place in overall of Boys' Grade B C- Grade Group: -The champion of 50m freestyle and 50m

	<p>backstroke</p> <ul style="list-style-type: none"> -The 4th place of 50m backstroke -The 4th place in overall of Boys' Grade C <p>Girls:</p> <p>A- Grade Group:</p> <ul style="list-style-type: none"> -The 1st runner up of 50m breaststroke -The 2nd runner up of 200m breaststroke <p>B- Grade Group:</p> <ul style="list-style-type: none"> -The champion of 50m backstroke -The 2nd runner up of 100m freestyle -The 4th place of 50m backstroke, 100m breaststroke and backstroke -The 1st runner up of 4X50m Medley relay -The 1st runner up in overall of Girls' Grade B <p>C- Grade Group:</p> <ul style="list-style-type: none"> -The champion of 50m backstroke, 100m freestyle, 100m backstroke and 200m breaststroke -The 2nd runner up of 50m backstroke -The 4th place of 100m breaststroke -The 1st runner up of 4X50m Medley relay -The 1st runner up in overall of Girls' Grade C
2019-2020 Tsuen Wan and Islands District Inter-school Athletic Championships	<ul style="list-style-type: none"> -The champion of long jump -The 1st runner up of shot put and high jump -The 2nd runner up of high jump -The 4th place of 400m, 1500m and long jump -The 9th place in Boys' B Grade -The 8th place in Boys' C Grade

Arts & Drama:

Contests / Competitions	Prizes / Awards
Build your dream@Tung Chung Reclaimed Land Drawing Competition	Bronze Medal Merit

6. Annual Financial Report

BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
\$12,883,335.30		
	Income \$	Expenditure \$
I. GOVERNMENT FUNDS		
(1) EOEBG Grant		
(a) School Specific Grants		
- Administration Grant	4,188,204.00	3,797,858.00
- Capacity Enhancement Grant	634,017.00	64,230.00
- Composite Information Technology Grant	489,532.00	461,159.10
- School-based Educational Psychology Service Grant	108,000.00	102,915.80
- Air-conditioning Grant	593,298.00	88,860.00
- School-based Management Top up Grant	50,000.00	50,000.00
Sub-total:	6,063,051.00	4,565,022.90
(b) Non-School Specific Grant (Baseline Reference)		
- Income	2,167,371.93	
- School & Clas Grant Expenses		1,222,477.66
- Lift Maintenance Grant Expenses		123,200.00
- Composite FE Grant Expenses		1,680,240.00
- Consolidated Subject Grant Expenses		2,493.84
- Programme Fund WS Grant Expenses		14,517.00
Sub-total:	2,167,371.93	3,042,928.50
(2) Grant Accounts Outside EOEBG	4,996,541.25	4,304,639.70
II. SCHOOL FUNDS		
● Tong Fai	107,200.00	
● Donation (Note)	23,165.00	
● Profit from Sale of Exercise Books and School Uniforms	20,467.00	
● Tuckshop Rental Received	41,855.90	
● Other Income Received	431,637.06	
● Expenditure		387,873.65
Sub-total :	624,324.96	387,873.65
Total:	13,851,289.14	12,300,464.75
Total Surplus at the school year end 19/20		\$1,550,824.39

Note: Please refer to the attachment for the amount and purpose of respective donation

2019/2020 學校接受捐贈項目

日期	內容	\$	捐款人	用途
1/2/2020	JTK成人口罩2盒	500.00	本局教育事務部	為本校學生提供防疫物資
1/3/2020	一次性防護口罩500個 80毫升免沖水潔手凝膠100支	3,370.00	全港社區抗疫連線	為本校學生提供防疫物資
1/4/2020	一次性防護口罩100個 300毫升免沖水潔手凝膠2支	404.00	香港教育工作者聯會	為本校學生提供防疫物資
1/4/2020	450毫升免沖水潔手凝膠96支	2,880.00	陳細潔校監(本校前校監)、 劉陳小寶顧問	為本校學生提供防疫物資
1/4/2020	AOLQ BQ-7960A非接觸式自動感應消毒機	236.00	華潤堂	為本校學生提供防疫物資
1/5/2020	「愛的家」V99成人口罩15盒	2,655.00	外界經本局教育事務部轉贈	為本校學生提供防疫物資

1/5/2020	一次性防護口罩18盒	3,186.00	離島區校長會、伍海山先生 (離島區青年活動委員會委員)	為本校學生提供防疫物資
1/5/2020	「貝爾安親」成人口罩8盒	1,440.00	唐楚南顧問	為本校學生提供防疫物資
1/5/2020	一次性防護口罩8盒	1,416.00	新界校長會	為本校學生提供防疫物資
18/6/2020	Lenovo Tab M10 平板電腦3部	6,000.00	教育2.1大教育平台	借予有需要學生使用
1/8/2020	愛的家V99成人口罩11盒	1,078.00	外界經本局教育事務部轉贈	為本校學生提供防疫物資
Total		23,165.00		

保良局馬錦明夫人章馥仙中學
2019/2020年度學校發展津貼(CEG)報告

主要工作計劃項目 及工作內容	成效評估	未能完成項目	2002/2021年度新增/改 善計劃項目
聘請監考兼職助理，讓科任老師有更充裕時間批改試卷及分析成績，檢討教學成效及作教學調適。	各助教於上、下學期共監考約296小時，以全校監考人力57人計算，學生助教的協助能為每位老師減少約5.19小時的監考時間，高於訂定的3.5小時的成功準則，符合預期目標。	NIL	NIL

**二零一九—二零二零學年校本課後學習及支援計劃
校本津貼 - 活動報告表**

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

甲. 計劃的各項活動資料

活動名稱	實際受惠對象 學生人數#	平均 出席率	活動舉辦期間/日期	實際 開支(\$)	評估方法 (例如:測驗, 問卷等)	合辦機構/ 服務供應機構名稱 (如適用)	備註(例如: 學生的學習 及情意成果)
跳繩學會	5	70%	10/2109-05/2019	500	問卷	Hong Kong Education Services Centre	
攝影班	5	70%	10/2109-05/2019	150	問卷	Ho Fung Yin	
書法班	4	80%	10/2109-05/2019	160	問卷	Hong Kong Education Services Centre	
手工藝班	8	85%	10/2109-05/2019	800	問卷	Kwok Shuk Kwan	
旅行車費	112	90%	18/10/2019	4740	問卷	-	
F4營費	22	75%	17/10/2019-19/10/2019	6600	問卷	New Horizons Development Centre Ltd	
總開支				\$12950			

備註:

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
2019-2020年度
多元學習津貼(其他課程 – 資優教育課程)報告

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	學生習作	課程 / 學生表現評核	財政支出
<p>大學所舉辦的數學課程 (中四至中六學生)</p>	<ul style="list-style-type: none"> 提升學生的數學運算技巧和能力，擴闊學生的數學視野。 	<ul style="list-style-type: none"> 基於大專院校開辦的課程內容、費用、時間及收生準則在本預算製定時仍未知悉，故按過去相類課程作估算，於多元學習津貼撥備 \$28,800元，以資助有興趣及能力的中四或中五學生報讀與數學相關的課程，實報實銷。資助學生修讀上述課程的費用總額如超過預算，將以擴大的營辦津貼支付。 鼓勵有興趣的學生報名，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。 	<ul style="list-style-type: none"> 2020年暑假期間 	<ul style="list-style-type: none"> 100%參與學生通過課程機構評審後獲頒畢業證明書 	<p>- 1 名學生獲推薦參加香港中文大學數學英才精進課程，該名學生通過香港中文大學數學系的選拔而獲取錄。該名學生最終完成修讀課程並獲頒修畢課程證明。</p>	<p>課程學費 = \$3,000/人 學生自費= \$600 學校資助 = \$2,400/人 學生人數 = 1 人 學校資助 = \$2,400 x1 = \$2,400</p>

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	學生習作	課程 / 學生表現評核	財政支出
駐校藝術家計劃	<ul style="list-style-type: none"> 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。 學習一些專業的創作技巧 讓學生的學習更多元化。學生將所學到的技巧會運用到個人創作之內，以提升創作類型的多元化。 	<ul style="list-style-type: none"> 資助中四及中五級修讀視覺藝術科的學生。 鼓勵有興趣的學生報名，其中視藝科考試成績優異及曾獲校外藝術比賽獎項者獲優先推薦。 	<ul style="list-style-type: none"> 2019年9月至2020年8月 	<ul style="list-style-type: none"> 100%參與工作坊的學生掌握意念構想及製作作品的技巧。 100%參與工作坊的學生能掌握創作技巧。 60%參與工作坊的學生於個人創作上運用到所學的技巧，創作作品。 	<ul style="list-style-type: none"> - 100%參與工作坊的學生掌握意念構想及製作作品的技巧。 - 100%參與工作坊的學生能掌握創作技巧。(其60%同學的繪畫技巧有明顯提升) - 100%參與工作坊的學生於個人創作上運用到所學的技巧，創作作品。 - 因疫情關係，只進行了上學期共九次的課堂。 	導師費用：\$500 x 27小時 = \$13500 學生人數：12人 購買工作坊消耗品=\$0 學生收費=\$2700 (6x10% +6x20%) = \$4500 學校資助：\$28040 總數：\$28040 - 13500 + 4500 = \$19040
生態學習營	<ul style="list-style-type: none"> - 提升學生對生物多樣性學的認識 - 提升學生對研習生態學的興趣及研習能力 	<ul style="list-style-type: none"> - 數量：23 - 級別：S.5 - 甄選方式：對生態學有濃厚興趣及能力之學生 	<ul style="list-style-type: none"> 2019年9月至2020年8月 	<ul style="list-style-type: none"> 學生於活動完結後以小組形式交一份考察報告及作出匯報 	本年度活動因社會運動及疫情關係被取消，因此沒有參與相關活動。	\$0
生物科技體驗活動	<ul style="list-style-type: none"> - 提升學生對研習生物科技的認識及興趣 	<ul style="list-style-type: none"> - 數量：43 - 級別：S.5&6 - 甄選方式：對生物學有濃厚興趣並具備自行進行分子生物學實驗能力之學生 	<ul style="list-style-type: none"> 2019年9月至2020年8月 	<ul style="list-style-type: none"> 參與學生完成DNA凝膠電泳或製作相關生物科技產品 	本年度活動因社會運動及疫情關係被取消，因此沒有參與相關活動。	\$0

3保良局馬錦明夫人章馥仙中學
生涯規劃教育及升學就業輔導服務工作計劃檢討(2019-2020)

目標	策略	檢討	生涯規劃津貼支出
<p>檢討、優化及推行各級生涯規劃課程及輔導活動，設計與製作各級教材及評核工具，跟進活動的實施及成效監察。</p>	<p>聘用1名全職行政助理及數名兼行政職助理協助升就及其他行政工作的發展，騰出空間，讓升學及就業輔導組老師設計、優化、實施及監察生涯規劃教育課程的推行，並讓其他老師有較多空間掌握各級目標及帶領輔導活動的技巧，優化升就效能。</p>	<p>CFSC組組員在學年內利用騰出的空間，整理各級教材的使用指引，並與各級班主任進行多次籌備活動及檢討成效的會議，各級班主任均認同使用指引及會議均能令班主任對活動目標及帶領技巧加深了解。</p>	<p style="text-align: center;">\$170,884</p>
<p>協助中五學生發掘個人升就目標、探討及總結個人特質，建立事業或職業抱負。</p>	<p>優化及運用校本教材，並購買及使用輔導教師協會生涯地圖教材。</p>	<p>從生涯地圖工作紙及個人自述初稿中檢視，超過70%中五學生均能：</p> <ol style="list-style-type: none"> 1. 說明個人事業或學業抱負及背後原因 2. 顯示自己對個人事業或學業抱負的認識 3. 透過具體示例指出能配合發展方向的個人特點或發展計劃 	<p style="text-align: center;">\$3,780</p>

協助中三學生了解個人特質	優化及運用校本教材，並購買及使用輔導教師協會尋找生命的色彩教材	從中三班主任與學生的輔導中評估，超過80%的中三學生能對所選擇的選修科於下列方面作出解說分析： 1. 與個人學習現況的配合度(學習基礎的強弱、學習能力的高低、選讀科目數量和整個選修組合的協同效應) 2. 與個人升就目標的配合度(能力培養及進修資歷要求)	\$2,450
協助中四至中六學生了解： (i) 不同升學途徑的收生要求及學習情況 (ii) 不同職業的工作環境、工作性質及對專業資歷、個人能力和個人特質的要求。	提供車費資助，推動學生參觀大專院校、升學展覽或參加職業體驗活動，以加強學生對實際升學機會及工作環境的認識和要求，包括： 1. 參觀大專院校或升學博覽會 2. 參加職業參觀或體驗活動 每位中四至中六學生可最多參加三次	因應社會事件及疫情關係，各大學的資訊日及參觀活動均改為網上形式進行。學生無需出外參觀，此項目未有開支。	\$0
讓部份成績較佳並心儀入讀本地三間排名最佳三間大學(港大、中大及科大)的中四及中五學生能加深對心儀大學及學系的認識，從而能建立事業或職業抱負。	提供資助，讓通過甄選學生報讀港大、中大及科大開辦的暑期課程 資助政策：學生繳交20%課程費用(上限為\$500)，學校資助其餘費用(約80%)如學生屬綜援/獲批書簿津全免，則獲額外資助，學生只須繳交課程費用的10%。	參與課程的學生均能在質性訪問中指出心儀大學學科的： 1. 修讀課程內容及範圍 2. 對修讀者在個人特質上的要求 3. 修讀課程後的深造或就業途徑	\$13,000

<p>協助中三至中五學生了解個人性格特徵和職業性向，作為建立初步事業目標及發展的參考</p>	<p>購買網上事業興趣評估工具，為學生提供個人化事業興趣評估報告</p>	<p>曾運用評估工具的學生當中，有超過80%認為報告能：</p> <ol style="list-style-type: none"> 1.提供個人化的性格特徵分析 2.引導學生對個人事業目標作出分析及思考 <p>(本組原定購買網上工具，但其後運用免費網頁達到相同效能)</p>	<p>\$0</p>
			<p>總支出：\$190,114</p>

保良局馬錦明夫人章馥仙中學

2019-2020

學習支援津貼報告

本學年撥款：\$435 000

本學年總支出：\$438 775

上學年結餘：\$112 319

本學年結餘：\$108 544

本學年可用金額合共：\$547 319

項目名稱	服務目的	推行時間	對象	評估方法	成效檢討	實際支出 (\$)
全職輔導助理兩名	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	良好，能為有需要學生提供適切的支援。	358 926
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 12節 共12 小時	11人	教師觀察、機構提供的報告	外購服務質素優良，學生說話能力得以進一步提升。	16 800
表達藝術治療	透過藝術形式(如繪畫、音樂、戲劇等)作為媒介，讓學生表達自身情感，協助舒緩壓力及讓學生建立支援網。	全年 28節 共42 小時	8人	教師觀察、機構提供的報告	外購服務質素優良，學生壓力得以舒緩。	33 992
英文讀寫小組	提升讀寫障礙或是英文能力較弱的特殊學習需要學生的英文能力，學習基本的英文知識及技巧，如發音、拼音、文法等，讓學生能夠應付日常課堂內容。	全年 12節 共12 小時	9人	教師觀察、機構提供的報告	外購服務質素良好，學生能力提升當中。	12 000

社交小組	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人際相處問題。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 10節 共10 小時	5人	教師觀察、機構提供的報告	外購服務質素良好，學生能從中學會如何尊重他人。	9 000
購置學習資源	增添具訓練性的桌上遊戲等。	/	/	/	/	2 595
共融活動	《同心·同路·同行》 在校內推廣共融關愛意識，藉此希望全校學生共同建設和諧校園。	整個 學年	全校 學生	教師觀察、參加者意見	因停課關係，本學年只舉辦了一次活動，學生都能投入參與。	1 097
口試助理	協助有特殊學習需要學生進行三人口試小組。	共 48.5 小時	8人	教師觀察	口試助理表現認真，態度良好，能適切地引導學生發言。	4 365

運用推廣閱讀津貼報告書

2019-2020 學年

第一部分：成效檢討：

1. 目標檢討：

透過推廣閱讀津貼的撥款,能為學校提供資源去購買課外書及推行閱讀活動,以培養同學的閱讀興趣及推動校內的閱讀風氣。然19-20年度因受疫情影響,學生未能回校借閱圖書,一些閱讀活動也要取消了,因而影響了整體的成效。

2. 策略檢討：

有見學生受疫情及停課影響而未能回校借閱課外書,本校參加了教育城的e閱讀計劃,推動學生利用網上資源進行課外閱讀。由於戶口的設定需時,及推動學生建立網上閱讀習慣的日子尚短,故此網上閱讀的成效仍有待評估。在發展策略上,可繼續從網上閱讀方向發展,配合可供學生在校內借閱的書籍,與及推行各類閱讀活動,在多方面的配合下去推動校內的閱讀風氣,營建閱讀氛圍。

第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	\$22407.5
	<input checked="" type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	(免費試用至31/12/20)
	<input checked="" type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：	
3.	閱讀活動	(因疫情而取消了)
	<input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：	
	總計	\$22407.5
	津貼年度結餘	\$39572.5

* 請以✓選或以文字說明。