

Po Leung Kuk Mrs. Ma Kam  
Ming-Cheung Fook Sien College  
Annual School Report  
2018/2019

## **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 continuously quest for excellence and become good 21st century citizens.

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.

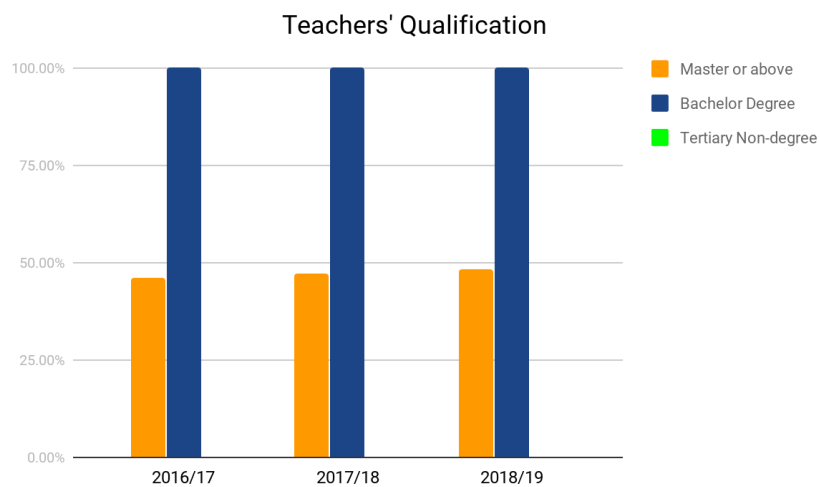
## Number of Operating Classes and Number of Students

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
No. of Boys	62	61	48	47	70	48	336
No. of Girls	61	67	54	65	54	68	369
Total No. of Enrollment	123	128	102	112	124	116	705

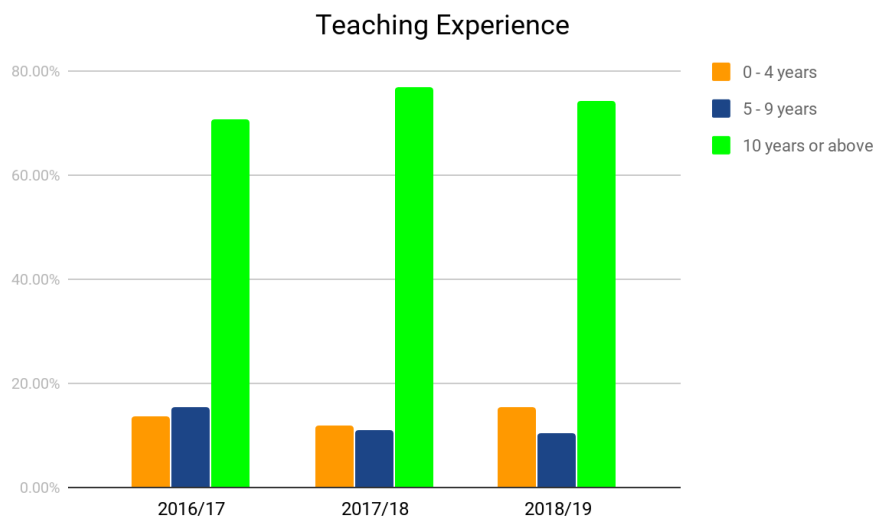
## Students' Attendance and Number of Dropouts

Leave	S1	S2	S3	S4	S5	S6
Attendance Rate	97.0%	96.4%	95.5%	96.4%	96.4%	96.2%
No. of Dropouts	4	1	3	2	0	0

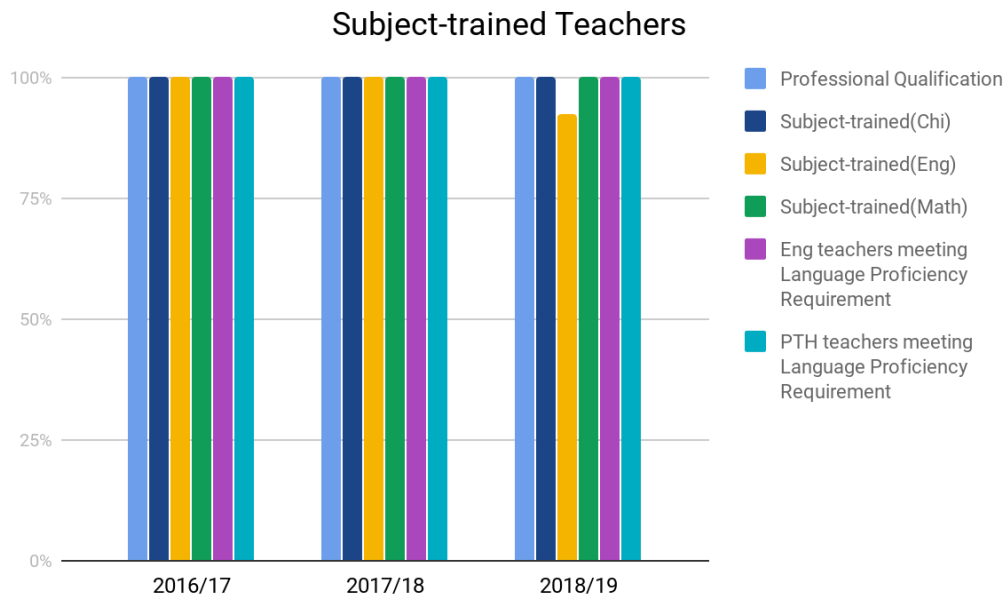
## Teachers' Qualifications



## Teaching Experience



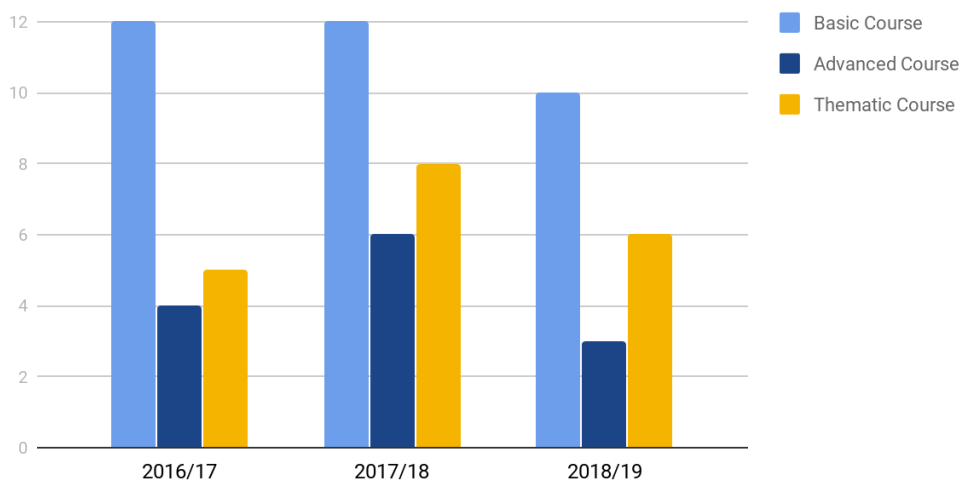
## Subject-trained Teachers



## Number of Continuing Professional Development Hours

	Average no. of CPD hours per teacher	No. of CPD hours of the Principal
2016/17	48.9	170.3
2017/18	42.6	176
2018/19	58.1	208.5

## 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.
- The curriculum of the school and those of subjects were reviewed.
- All subjects have mapped out and aligned at least one part of the vertical curriculum to give room for better scaffolding and consolidation of knowledge and/or skills.
- The schemes of work for S1 of all subjects show the learning objectives clearly.
- These curriculum objectives were aligned with classroom learning objectives, which were communicated with students in class and through the newly developed online Class Diary.
- The Class Diary recording the learning objectives, topics of learning and homework was resumed in the form of an online platform which is accessible by all members of the school, including parents.
- Class diary was introduced to parents on the parent day (24/2/2019). They were better informed and advised to provide suitable guidance to their children accordingly.
- The exam paper design analysis table of all subjects were reviewed and revised where appropriate to align with the curriculum objectives. All subjects analysis their exam papers, based on teaching objectives and/or Bloom's Taxonomy, together with a clear distribution of questions of different levels of difficulty.

##### (2) Meaningful homework

- The success criteria were mostly met.
- With more guidelines on meaningful homework, the homework policy on giving meaningful homework was reviewed at the school level and the subject panel.
- 91% of teachers understood how to employ appropriate assessment practices to maximize learning.
- S1 subjects used rubrics to give students feedback on at least one type of work.
- On 28 August, S1 parents were given a talk to help them understand their children's learning in secondary school.

##### (3) Teacher development

- The success criteria were met.
- Teacher professional development on assessment literacy was enhanced.
  - A talk on assessment literacy was organized for a Staff Development Day session on 8 November 2018, and a workshop on the analysis of HKDSE school report was conducted on another Staff Development Day session on 6 June 2019.
  - 97.2% teachers agreed that the talk and/or the workshop helped them understand the topic of assessment literacy.

- Apart from learning in a structured way, teachers also enhanced assessment literacy through experience sharing.
  - Good designs of homework of each subject were collected and shared with all teachers.
  - Teachers shared and discussed good practices in classroom teaching through lesson observation. Each teacher observed at least one colleague's lesson and was observed at least once.
  - 98% of teachers felt confident in aligning their teaching objectives with the learning targets of students in class, in homework and in assessment.
- Appropriate IT support was provided to teachers to help enhance their teaching and assessment with IT.
  - Workshops on Gmail, Google Classroom, Google Site, etc. were organized in August and September.
  - Some Subject Google Sites (e.g. Chinese, English, Math, VA, etc.) have been started and shared with students.
  - 73% of teachers felt confident using Google Drive.
- Over 80% of the panel heads felt more confident in leading assessment-informed improvement actions after a year of try-out.
- The centralized exercise book inspection was resumed, and the teacher performance appraisal forms for book inspection and lesson observations were revised with clearer rubrics and breakdowns of items to enhance clarity of assessment criteria.

#### (4) Student empowerment

- The success criteria were met.
- The last ten minutes of school every day was used for reflection on learning. Students were introduced to various ways of reflection by class teachers.
- Over 80% of S1 students reflected on their learning on a regular basis. KWL Chart was the most frequently used method of reflection, followed by answering questions set by the students themselves.
- The supplementary class policy was revised in order not to overburden students and to make room for self-directed learning.
- Subjects like Visual Arts, English have incorporated self-/peer assessment using rubrics.
- The Student Portal was created to facilitate self-access learning through the links to subject Google Sites. Many subjects have created their subject Google Sites where students can find useful learning materials to implement their strategies to improve learning to meet their own targets.

### Reflection

#### (1) Shared clarity

- Approximately 80% of S1 students indicated consistently in both the first and the second term that they were aware of the learning objectives of the lessons. The practice of sharing learning objectives with students explicitly in class and through the Class Diary will be extended to S2 next year.
- The online version of the Class Diary has been in use and upgraded for not just input and record, but also for inquiry, enabling parents to check their children's homework as well as enabling teachers to use it for monitoring the amount of homework assigned.

#### (2) Meaningful homework

- Despite the effort made to improve the quality of homework assigned to students, only 61% of S1 students shared the same perception as the teachers. It was also found in the



assignment inspection that students' abilities to develop and organize cumulative files to keep track of their learning progress were yet to improve.

- Apart from clear learning objectives, the design of homework will be focused next year to optimise the effectiveness of homework. Tiered assignments are suggested as a strategy for the following academic year.

(3) Teacher assessment literacy

- With the assessment data collected, the focus of next year's staff development will be on how to make better use of the data.
- The sharing of good practices and peer lesson observation will continue. Also, open classes of outstanding teachers are proposed to further enhance the professional dialogue on assessment literacy and a positive environment of appreciation.

(4) Student empowerment

- Apart from using rubrics after individual assignment, students could also be guided on evaluating their learning more holistically after each unit. Worksheets for this purpose could be incorporated in addition to rubrics.
- The subject Google sites were easily accessible and useful for students of different levels to personalize their learning. It was proposed that all subjects create their own sites that are linked to the Student Portal.

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

- The success criteria were met.
- A handbook for class teachers has been devised to help carry out their roles in helping students to lead a positive life.
- Each class was required to set up their own class rules and manage their classroom.
- Two class activities which showed the spirit of ‘Respect’ and ‘Tolerance’ were held this academic year.
- A competition called ‘Supreme Class Cup’ was held 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.
- Two parents gatherings of different themes have been organized. Related experience and examples were shared among parents in order to boost their skills and confidence when communicating with their children.
- A school-based parents talk was tailor-made so parents have a better understanding at the vision and mission, major concerns and important policies of the school.

##### (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 met.
- Staff development programs ‘Let Students Grow With Self Confidence (讓學生從自信中成長)’ and ‘Personal Growth and Class Management (學生成長與班級經營)’ were held to enhance teachers understanding on the topics ‘Nurturing clear and positive identity’ and ‘Effective Class Management’ respectively.

(6) Promote peer observation and presentations

- The success criteria were met.
- There was a new platform in pilot nature for S1 class teachers to share their success stories and puzzles in the pastoral care domain. The Vice Principals and committee heads were also present in the meeting for listening to the frontline colleagues' observation and feedback to the Major Concern 2 policies of ASP and pastoral care matters; to communicate the rationale and expectations of the policy design from different committees to the policy implementers in a more interactive fashion; to coordinate the policies of Major Concern 2 in response to the changing needs and circumstances; and to collect feedback for the fine-tuning current practices and designing policies in future.
- A solid majority of the teachers involved expressed that there were effective exchanges of views which were respected and communicated.

(7) Revise teacher performance appraisal system

- The implementation of the strategy has been rescheduled to school year 2019/20.

(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.
- Some class teachers reflected that only the champion and the first runner-up were announced in most of inter-class competitions, which might have been enough to credit the efforts by the other classes. Meanwhile, some class teachers revealed they could not realize the details of the inter-class competitions in advance, which hindered them from shaping the atmosphere in class.
  - Promotions of 'Supreme Class Cup' will be strengthened.
  - Scoring of 'Supreme Class Cup' will be improved as all the classes will be given a score.
  - All panels are required to provide the information needed of the competitions.
  - Some details of Supreme Class Cup are suggested to be involved in all promotions of the inter-class competitions.
  - All panels are required to provide the photos and videos after the competitions for further promotions.

(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.

(4) Use IT platforms for enhancing positivity

- It is encouraging that three quarters of respondents expressed their optimistic attitude that they would achieve in life when appreciating their platform. Besides facilitating S1 students and classes to build their own Google Sites, S2 students would be updating their Google Sites while emphasis would be given to goal setting and pursuit of dreams.

(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:
  - Counselling in Daily Teaching
  - Effective Parent-Teacher Communication
  - Use of Positive Language
  - Mindfulness

(6) Promote peer observation and presentations

- It was a notable success in establishing an effective official channel for instant and interactive communication in alignment to PIE (planning-implementation-evaluation) model. Some recurrent issues related to S1 students' adaptation to the campus life could be addressed in a more direct and timely manner.
- In addition to the remedial function, such platform is also preventive in nature. The agenda of the meetings were set to discuss the important events approaching in the coming months or the frequently encountered issues related to the events, for example, stress management and study skills for examination before the summative assessment months of the school year.
- The meetings also served developmental purposes. The spotlight of last year was on the nurture of positivity in classroom teaching and learning. 100% Teachers expressed in a survey that this objective could be realised in the meetings.
- There is still room for improvement for the coming, though. First, the expansion of this pilot scheme to another strategic form before the consideration of a full scale operation. It will be Secondary 4 when students have to face up to the challenges of meeting new classmates and studying subjects different from their junior years.

(7) Revise teacher performance appraisal system

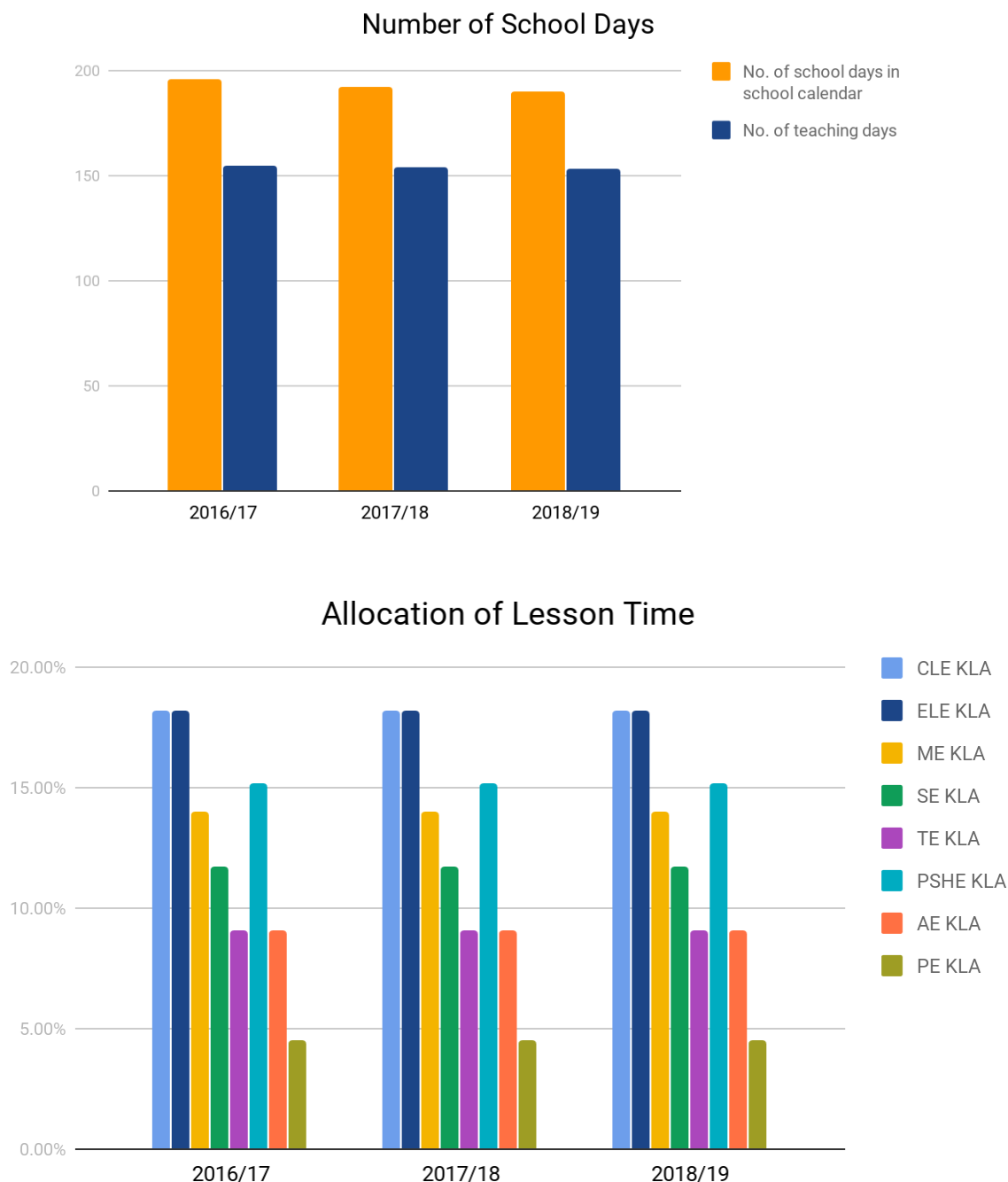
- N/A

(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**

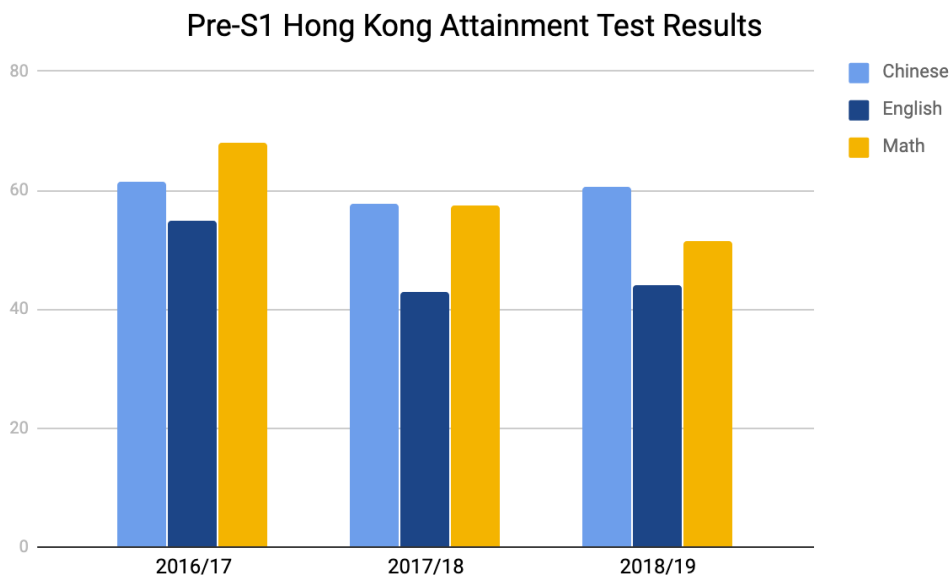
To better cater for students having special educational needs (SEN), a SEN Support Team (SENST) was established in our school. With reference to the 3-Tier Intervention Model, students are provided with various levels of assistance according to the severity of their learning difficulties. For instance, 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

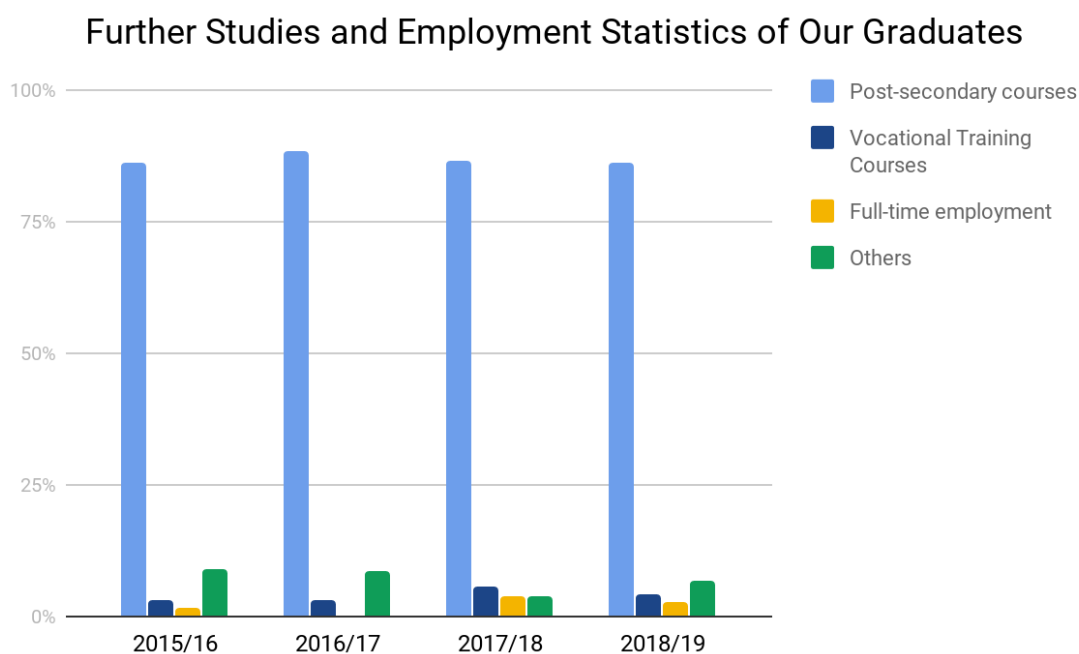
### Pre-S1 Hong Kong Attainment Test Results



### Hong Kong Diploma of Secondary Education Examination

		2016/17	2017/18	2018/19
Statistics for satisfying the general entrance requirements for local four-year undergraduate programmes	Our School	70.0%	61.4%	49.1%
	Day School	40.9%	42.2%	42.2%
Statistics for eligibility to sub-degree programmes / relevant civil service appointments	Our School	96.2%	88.2%	88.8%
	Day School	69.7%	71.6%	71.8%

### Further Studies and Employment Statistics of Our Graduates



## Students participation in intercollegiate projects and uniform teams

	S1-3			S4-6		
	2016/17	2017/18	2018/19	2016/17	2017/18	2018/19
Total no of students participate in intercollegiate projects	340	298	490	320	210	301
Total no of students participate in uniform groups and social service groups	165	173	125	350	280	210

## Major Prizes and External Awards

### Academic Awards:

Contests / Competitions	Prizes / Awards
70th HK Schools Speech Festival: Prose Solo speaking: Secondary 1 and 2 Boys (Chinese Group)	2nd Runner Up
1st Hong Kong Non-Chinese Speaking Students Calligraphy Competition (Chinese Group)	Junior Form: Outstanding Award
2nd CSL Cup Chinese Calligraphy Competition 2018	Junior Group: Merit Award Senior Group: Merit Award
43th HKYCAC Chinese Story Creation Competition	The Champion of Senior Group
70th HK Schools Speech Festival : Choral Speaking: Secondary 1 and 2 Mixed Voice (English Group)	The Winner
70th HK Schools Speech Festival : Choral Speaking: Secondary 4 Mixed Voice (English Group)	1st Runner-up
70th HK Schools Speech Festival : Solo Verse Speaking - Non-open Secondary 1 - Girls (English Group)	3rd Place
Hong Kong Secondary School Debate Competition(English Group)	First runner up
Enrichment Programme for Young Mathematics Talents 2018	Outstanding Performance Award
The 21st Hong Kong Youth Mathematical High Achievers Selection Contest	Third-class Honour
Hong Kong Mathematics Creative Problem Solving Competition for Secondary School	Silver Award
2019 HuaXia Cup National Mathematical Olympiad Contest	First-class Honours Second-class Honours Third-class Honours
2019 HuaXia Cup National Mathematical Olympiad Contest (Semi-Final)	Third-class Honours
2019 Hong Kong & Macau Mathematical Olympiad Open Contest	Gold Award Silver Award Bronze Award
STEM Product Proposal and Design Competition	2nd Runner-up



Sports:

Contests / Competitions	Prizes / Awards
2018-2019 Tsuen Wan and Islands District Inter-school Swimming Competition	<p>Boys:</p> <p>A- Grade Group:</p> <p>The champion of 200m breaststroke  The 1st runner up of 4X50m freestyle relay  The Overall 2nd runner up  The fourth place of 50m breaststroke  The fourth place of 200m breaststroke  The fourth place of 50m backstroke</p> <p>B- Grade Group:</p> <p>The champion of 200m breaststroke  The champion of 200m freestyle  The champion of 4X50m freestyle relay  The 1st runner up of 100m breaststroke  The 1st runner up of 50m freestyle  The Overall 1st runner up  The 2nd runner up of 100m freestyle  The 2nd runner up of 50m butterfly  The fourth place of 50m breaststroke  The fourth place of 100m backstroke</p> <p>C- Grade Group:</p> <p>The champions of 50m freestyle  The champions of 50m backstroke  The champion of 4X50m Medley relay  The 1st runner up of 100m backstroke  The Overall 1st runner up  The 2nd runner up of 50m freestyle</p> <p>Girls:</p> <p>B- Grade Group:</p> <p>The 1st runner up of 50m breaststroke  The 2nd runner up of 100m breaststroke  The 2nd runner up of 200m breaststroke  The 2nd runner up of 4X50m Medley relay  The fourth place of 100m backstroke  The Overall 4th place</p> <p>C- Grade Group:</p> <p>The champion of 100m freestyle  The 1st runner up of 200m freestyle  The Overall 2nd Runner Up  The 4th place of 4X50m Medley relay</p>
Guangzhou , Hong Kong, Macao and Taiwan regions of China youth football competition 2018	Merit award
Anti-Drug Football Competition Lantau Division 2018	The 4th place

Contests / Competitions	Prizes / Awards
2018-2019 Tsuen Wan and Islands District Inter-school Athletics Championships	Girls: A- Grade Group: The 2nd runner up of 4x100m Relay Merit Award for the overall  B- Grade Group: The 1st runner up of Shot Put The 4th place of 100m Hurdle  C- Grade Group: The 2nd runner up of 4x100m Relay Merit Award for the overall  Boys: A- Grade Group: The 1st runner up of High Jump The 4th place of 200m Run The 4th place of 4x100m Relay Merit Award for the overall  B- Grade Group: The 4th place of Shot Put
Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala	Boys: Senior Grade Group: The 2nd runner up of 100m breaststroke The 4th place of 4x50m relay  Junior Grade Group: The 2nd runner up of 50m freestyle The 2nd runner up of 50m backstyle
2018-2019 Jockey Club Futsal Cup (School Division)	The 2nd Runner-up of Girls' U17 (New Territories South)
The 7th Healthy Lifestyle Indoor rowing invitation competition	The 4th Place (Girls' Senior 1000m) The 5th Place (Girls' Senior 1000m) The 7th Place (Girls' Senior 1000m) The 8th Place (Girls' Senior 1000m)
All New Territories Inter-School Indoor Rowing Competition	Girls' B grade group: The 2nd runner up of 500m
Tsuen Wan & Island Secondary Schools Area Committee Inter-School Badminton Competition	The Champion of Girls' C grade
Tsuen Wan & Island Secondary Schools Area Committee Inter-School Handball Competition	The Champion of Girls' U-15
Tsuen Wan & Island Secondary Schools Area Committee Inter-School Basketball Competition	The Champion of Girls' U-15
Tsuen Wan & Island Secondary Schools Area Committee Competition	The Best Improvement Award (Girls Group)

Arts & Drama:

Contests / Competitions	Prizes / Awards
2018 Hong Kong Youth Music Interflows Chinese Orchestra Contest	Bronze Award
2018 Hong Kong Youth Music Interflows Chinese Orchestra Contest	Merit Award
2019 Hong Kong Music Festival-Recorder	Merit Award
2019 Hong Kong Music Festival-Chinese Orchestra	Merit Award
The Beautiful Day Drawing Competition	Senior Group: The Bronze Medal Merit Award
Drawing competition for celebrating Buddha's birthday	Senior Group: 1st Runner-up 2nd Runner-up Merit Award  Junior Group: The Winner 1st Runner-up Merit Award
Hong Kong Secondary School Mini-Movie Competition	The Third runner-up

## 6. Annual Financial Report

BALANCE B/F (GOVERNMENT FUNDS AND SCHOOL FUNDS)		
\$11,765,321.83		
	Income \$	Expenditure \$
<b>I. GOVERNMENT FUNDS</b>		
(1) EOEBG Grant		
(a) School Specific Grants		
- Administration Grant	4,054,440.00	3,515,834.06
- Capacity Enhancement Grant	613,766.00	204,731.15
- Composite Information Technology Grant	473,894.00	456,937.31
- School-based Educational Psychology Service Grant	104,550.00	93,018.50
- Air-conditioning Grant	567,168.10	188,689.36
	5,813,818.10	4,459,210.38
Sub-total:		
(b) Non-School Specific Grant (Baseline Reference)		
- Income	2,189,422.36	
- School & Clas Grant Expenses		2,008,715.46
- Lift Maintenance Grant Expenses		105,670.00
- Composite FE Grant Expenses		543,788.50
- Consolidated Subject Grant Expenses		13,857.30
- Programme Fund WS Grant Expenses		10,614.40
- Air Cond. Grant for prep room of lab Expenses		17,010.32
	2,189,422.36	2,699,655.98
Sub-total:		
(2) Grant Accounts Outside EOEBG	4,068,896.00	4,089,465.93
<b>II. SCHOOL FUNDS</b>		
• Tong Fai	113,120.00	
• Donation (Note)	43,260.00	
• Profit from Sale of Exercise Books and School Uniforms	10,002.20	
• Tuckshop Rental Received	121,000.00	
• Other Income Received	809,308.77	
• Expenditure		811,670.78
Sub-total :	1,096,690.97	811,670.78
	Total:	12,060,003.07
Total Surplus at the school year end 18/19		\$12,874,146.19

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

## 2018/2019 學校接受捐贈項目

日期	內容	\$	捐款人	用途
19/9/2018	大師兄學生門票30張，校長及老師門票15張	\$4260	保良局蔡李惠莉主席	供師生欣賞
19/9/2018	聯校音樂劇〈奮青樂與路〉門票70張	\$10500	保良局校監陳細潔顧問	供師生欣賞
19/9/2018	聯校音樂劇〈奮青樂與路〉門票70張	\$10500	保良局陳黎惠蓮副主席	供師生欣賞
7/1/2019	\$18000	\$18000	本校家教會	資助本校舉辦學習支援活動
Total		\$43260		

保良局馬錦明夫人章馥仙中學  
2018/2019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	2019/2020年度新增/改 善計劃項目
<p><b>聘請數學科教學助理1名</b></p> <ol style="list-style-type: none"> <li>1. 為中五及中六有需要學生進行DSE補2級計劃，提升學生於DSE中考獲2級的能力。</li> <li>2. 於課餘時間負責初中數學基礎訓練補底班，幫助學生鞏固對四則運算、解方程及因式分解的能力。</li> <li>3. 協助、培訓及帶領學生外出代表學校參加數學比賽，從而提升學生的高階數學思維，增加對學習數學的趣味。</li> <li>4. 為中四及中五學生籌備參觀大專院校活動，從而擴闊學生對學習數學的視野，增加對學習數學前景的認識。</li> <li>5. 協助教師處理數學科行政/教學工作，包括製作初中基礎訓練練習、高中DSE試題訓練練習、日常教材等，使教師能專注釐清教學目標及提升教學技巧，從而提升教師的教學質素。</li> </ol>	<p>因所聘請的教學助理於2018年11月1日正式離職，及後亦未有合適人選受聘為新的教學助理，故未能對計劃作出評估。</p> <p>資料提供：過往數年數學科教學助理對計劃的成效均獲得正面評估。</p>		NIL
<p><b>聘請PSHE教學助理1名</b>，協助領域內科任完成工作，藉以騰出空間以優化學與教的成效</p> <ol style="list-style-type: none"> <li>1. 製作教材方面： <ul style="list-style-type: none"> <li>● 資料搜集</li> <li>● 翻譯及製作筆記、習作</li> </ul> </li> <li>2. 教學及課後輔導方面： <ul style="list-style-type: none"> <li>● 進行協作教學</li> <li>● 批改選擇題</li> <li>● 協助看管學生課後測驗及溫習</li> </ul> </li> <li>3. 行政工作方面： <ul style="list-style-type: none"> <li>● 協助一般代課及帶隊工作</li> </ul> </li> </ol>	<p>沒有合適的申請者，所以相關計劃未能實行。</p>		NIL

主要工作計劃項目 及工作內容	成效評估	未能完成 項目	2019/2020年度新增/改 善計劃項目
<p><b>Subsidize English Drama Experience for S2 students</b> It is hoped that this drama experience can arouse S2 students' interest in drama and deepen their understanding of the learning about drama, which is a part of the formal school-based English curriculum in the second term. As a result, it is expected that students perform better in their own drama productions in the S2 Inter-class drama competition, which is an extended task of the drama module.</p>	<ol style="list-style-type: none"> <li>1. Over 70% of the participants agreed that the drama experience aroused their interest in drama and deepen their understanding of the drama.</li> <li>2. 70% of the participants could see the connections between the proposed drama experience and the S2 Inter-class Drama Competition.</li> <li>3. Students found the pre-drama workshop helpful as it enhanced their understanding of the plot and characters of the drama.</li> <li>4. Over 60% of the participants became more interested in classical literature.</li> <li>5. However, students reflected that the post-drama workshop was redundant because they already learnt about the content in class, the pre-workshop and during the drama appreciation.</li> </ol>	NIL	<ol style="list-style-type: none"> <li>1. Removing post-drama workshop</li> <li>2. Taking S2 and S3 students to the drama to further deepen students' understanding of drama</li> </ol>
<p><b>資助中文創作班</b></p> <ol style="list-style-type: none"> <li>1. 透過10節的課堂，引導學生發掘生活素材，激發學生聯想及創作力，創作片段及文章，導師及學校老師交流溝通後作回饋，逐步改善及提升學生的創作能力。</li> <li>2. 課餘拔尖，由專業作家教授中二至中四同學創作散文，在內容及技巧方面，提升學生寫作散文的能力。</li> </ol>	<p>5月已完成招聘導師程序，並聯絡有興趣參加之學生講解創作班詳情。本組招募學生至六月底，仍然人數不足，故取消暑期中文創作班。</p>		<p>來年把津貼改為在中四級聘請作家舉行寫作講座及帶領學生參觀，然後寫作文章，以提升寫作應試技巧。</p>

主要工作計劃項目 及工作內容	成效評估	未能完成項目	2019/2020年度新增/改 善計劃項目
資助暑期功課輔導班，透過小組形式，幫助初中學生解決暑期功課的疑問。	80%或以上申請者獲編配一節或以上課堂。  80%或以上參與學生同意課堂有助他們更有效完成暑期功課。	NIL	NIL
<p>聘請ICT電腦兼職教學助理</p> <p>1. 照顧學習差異:</p> <ul style="list-style-type: none"> <li>● 助理以小組形式，集中與能力薄弱的學生溫習基礎的概念及相關題目。</li> <li>● 教師有較多時間協助其餘不同能力的學生。</li> </ul> <p>2. 較靈活安排溫習時間:</p> <ul style="list-style-type: none"> <li>● 兼職助理可以較靈活與能力薄弱的學生安排溫習時間(如晚間自修時段/星期六)，避免與課後補課相撞。</li> </ul>	<p><b>S6:</b></p> <ol style="list-style-type: none"> <li>1. 參加計劃的8名學生平均出席率為86%。</li> <li>2. 87.5%(7/8)能力薄弱的學生(參加計劃)的等級為2級或以上，未符合的目標100%。</li> <li>3. 公開試中 4 級或以上成績的百分比是42.9%，較全港(30.3%)高12.6%，未符合目標的較全港高25%。</li> </ol> <p><b>S5:</b></p> <ol style="list-style-type: none"> <li>1. 參加計劃的6名學生平均出席率為88%。</li> <li>2. 83%(5/6)能力薄弱的學生(參加計劃)的預期等級為2級或以上，餘下1名學生的S5T1考試成績為39，只欠1分便可以取得2級成績。該學生表示未能理解英文題目的要求。教師/助理將密切監察該學生的情況及提供支援。</li> </ol>	<p>1位參與計劃的學生未能達至2級水平</p> <p>4位預期達至4級學生只有3級成績</p>	<p>透過面談及審視學生公開試試卷，了解學生成績未能達至目標的因素(e.g. 日常學習, 應試時間分配等)，並調節未來教學。</p>
<p>聘請中國歷史科兼職教學助理</p> <ul style="list-style-type: none"> <li>● 指導學生完成功課</li> <li>● 協助學生溫習各課題的基礎知識，並指導完成溫習卡。</li> <li>● 指導學生完成各種題型的練習</li> <li>● 協助學生溫習和重測不合格的課題</li> </ul>	<ol style="list-style-type: none"> <li>1. 完成相關工作。</li> <li>2. 參與計劃的學生在功課和重測中能取得總分中的4成分數。</li> </ol>	NIL	NIL



主要工作計劃項目 及工作內容	成效評估	未能完成項 目	2019/2020年度新增/ 改善計劃項目
<p><b>聘請生物科兼職教學助理 (拔尖補底)</b></p> <ul style="list-style-type: none"> <li>● 在教師的指導下，學生助理能按不同程度學生的需要揀選合適教材，照顧差異。</li> <li>● 透過教師與學生助理的持續溝通，可加強對學生學習難點的掌握，從而作針對性的跟進，解決學生在課業上的困難。</li> </ul>	<ol style="list-style-type: none"> <li>1. 已完成。S6、S5及S4各組依次序分別獲得8次、5次及2次的支援。</li> <li>2. 超過80%的學生反映學生助理能有效帶領他們解決課業上的困難。</li> </ol>	NIL	NIL
<p><b>聘請企會財科兼職教學助理</b>，透過分組課後輔導形式加強個別關顧，並透過助理的協助讓老師能持續及緊密地跟進學生的學習進度，作出適時回饋，從而加強基礎及能力薄弱學生在解決基礎問題，運用時間線及圖像的答題技巧，最終提升學生的學習成績。</p>	<ol style="list-style-type: none"> <li>1. 超過80%參與學生有利用時間線及圖像的答題技巧。</li> <li>2. 超過80%的學生在基礎題目取得50%的分數。</li> </ol>	NIL	NIL
<p><b>聘請物理科兼職教學助理</b></p> <ol style="list-style-type: none"> <li>1. 協助高中物理科能力較薄弱的學生溫習(補底)，提升學生DSE的成績。</li> <li>2. 教師能夠有空間進行拔尖的工作。</li> </ol>	<ol style="list-style-type: none"> <li>1. 補底班同學在評核小測中的基礎部份能取得50%以上分數</li> <li>2. 教師能夠獲得足夠空間整理歷屆試題供拔尖學生操練，亦能夠有空間與學生進行討論。5位拔尖班同學在評核小測中</li> <li>3. 全部可以於基礎部份能取得90%以上分數。</li> <li>4. 4位可於延展部份能取得70%以上分數。</li> </ol>	NIL	NIL

主要工作計劃項目 及工作內容	成效評估	未能完成項目	2019/2020年度新增/ 改善計劃項目
<p>聘請視藝科晚間兼職教學助理</p> <ul style="list-style-type: none"> <li>● 就學生創作的作品提供具體意見，提升學生的創作能力。</li> <li>● 教授創作所需的技巧，如攝影、剪片及動畫製作等，以擴闊學生的創作範疇。</li> <li>● 協助設計學校活動宣傳品</li> <li>● 推動學生參與校外比賽</li> <li>● 提升學生參賽作品的外觀設計改善及創作技巧</li> </ul>	<ol style="list-style-type: none"> <li>1.1. 學生表示約<b>64%</b>作品在晚間工作坊內完成，其中有<b>80%</b>學生經助理協助下完成作品。</li> <li>1.2. <b>100%</b>學生同意助理能協助創作發展，<b>85%</b>認為作品在外觀及技巧上均有提升。</li> <li>2. 助理曾協助<b>78%</b>學生進行電腦繪圖及動畫製作。</li> <li>3. 助理協助完成<b>54%</b>學校宣傳品創作</li> <li>4. <b>90%</b>同學曾參與不同類型的創作比賽。</li> <li>5. 助理協助同學參與不同的創作比賽，部份同學獲得全港及全國比賽獎項。<b>80%</b>學生的參賽作品較以前多元化，外觀及技巧上均有所提升。</li> </ol>	NIL	NIL
<p>聘請經濟科兼職教學助理，由助教透過每星期一節的課堂，以分組形式為學生重溫基本概念及教授考試技巧，提升學生對基本概念的掌握和考試答題技巧。</p>	<ol style="list-style-type: none"> <li>1. 在本年度的計劃中，<b>82%(9/11)</b>參與學生於<b>Mock Exam</b>的估值高於<b>Pre-mock Exam</b>的估值，成效顯著。</li> <li>2. 在本年度的計劃中，<b>73%(8/11)</b>參與學生於<b>Mock Exam</b>的估值取得<b>2級或以上</b>成績。</li> </ol>	雖未達 <b>90%</b> 參與學生在中六畢業試取得 <b>2級或以上</b> 成績的目標，但大部份參與者( <b>73%</b> )由不合格變為合格成績。	NIL
<p>聘請數學科兼職教學助理，協助目標學生於DSE中取得3級或以上的成績。</p>	<ol style="list-style-type: none"> <li>1. <b>94%</b>目標學生於DSE中取得<b>3級或以上</b>的成績。</li> <li>2. 在本年度的計劃中，<b>86%(18/21)</b>學生的參與率高於<b>70%</b>。缺席原因是病假或需時處理其他學科<b>SBA</b>等事情。</li> <li>3. 參與學生表示晚間助教能進一步提升其應試能力及信心。</li> </ol>	NIL	NIL

主要工作計劃項目 及工作內容	成效評估	未能完成項目	2019/2020年度新增/ 改善計劃項目
<p>聘請音樂科兼職助理，協助老師處理音樂相關課外活動的行政事務及部分指導樂團練習的工作，以騰出空間讓音樂科老師可專注下列工作：</p> <ul style="list-style-type: none"> <li>● 訓練管弦樂團團員，並為樂團安排額外的比賽機會，開拓眼界。</li> <li>● 編製及電子化更多樂曲(包括PDF 存檔)</li> </ul>	<ol style="list-style-type: none"> <li>1. 管弦樂團獲安排參與康文署青年管弦樂比賽，並獲優異獎，並於本年代表本校參與離島聯誼日及保良局主席就職晚宴演出。</li> <li>2. 本年音樂科成功編曲-AVENGER予管弦樂團排練，並電子化樂譜。</li> </ol>	NIL	NIL
<p>聘請ICT科兼職教學助理(教材)</p> <ol style="list-style-type: none"> <li>1. 學生可以利用電子學習材料(例如Google Classroom)，預習及重溫學習內容，便利學生自主學習。同時，學生可以按能力及興趣，選擇適合的參考資料，完成專題習作，提升學習效能。</li> <li>2. 騰出時間，讓教師可以有較多時間在課堂內與學生討論較高階的學習內容。</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%學生在實習測驗中合格。</li> <li>2. 30%專題習作能展示較高階的元素。</li> </ol>	NIL	NIL
<p>聘請生物科兼職教學助理(教材)，重新輯錄並製作網上互動教材(例如多項選擇題等等)，讓學生可按其進度進行溫習，同時培養學生自主學習，提升學生學習成效。</p>	<ol style="list-style-type: none"> <li>1. 項目已經完成。</li> <li>2. 在本年度的試行計劃，90%以上學生有使用過該網上自主學習平台並反映該平台能有效協助他們養成自主學習習慣。</li> </ol>	NIL	NIL
<p>聘請音樂科兼職助理文員，協助跟進星期六樂器班的行政相關工作，包括：</p> <ul style="list-style-type: none"> <li>● 收集出勤資料及聯絡缺席學生之家長</li> <li>● 支援各項行政事務(包括支援樂器班導師的行政工作)</li> </ul>	<p>於招聘進度未如理想，上學期未聘請到助理文員協助有關工作。下學期，在助理文員的協助下，以下工作獲得支援：</p> <ol style="list-style-type: none"> <li>1. 收集出勤資料。</li> <li>2. 跟進各項行政事務。</li> </ol>	<p>檢討工作流程後，來年即時聯絡缺席家長之工作由樂器導師跟進，讓家長能即時知悉學生出勤情況。</p>	

主要工作計劃項目 及工作內容	成效評估	未能完成項目	2019/2020年度新增/改 善計劃項目
<p>聘請校園電視台兼職助理</p> <ul style="list-style-type: none"> <li>● 教學資源庫及學習資源庫得以電子化及系統化</li> <li>● 分享資源過程得以簡化</li> </ul>	<ol style="list-style-type: none"> <li>1. 已完成相關之文書及支援工作。</li> <li>2. 已協助建成一站式的資源分享網上平台</li> </ol>	NIL	NIL
<p>聘請晚間自修室兼職助理，在助理協助下，高中學生獲得一個良好的自修及溫習環境。</p>	<ol style="list-style-type: none"> <li>1. 管理員能跟進使用者登記和檢查學生證。</li> <li>2. 管理員能透過巡查維持秩序。</li> <li>3. 管理員完成相關紀錄，沒有異常情況匯報。</li> <li>4. 管理員能準時清場。</li> </ol>	NIL	NIL
<p>聘請通識科兼職教學助理，減輕教師搜集最新教學資源的工作：</p> <ul style="list-style-type: none"> <li>● 教學及學習資源庫得以優化</li> <li>● 協助教師把最新而與課程相關的影片和報章整理成教學資源</li> <li>● 把試題庫和學生優秀作品進行電子化與分類、儲存及列印等文書工作。</li> </ul>	沒有合適的申請者，所以相關計劃未能實行。		NIL
<p>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。</p>	<p>各助教於上、下學期監考約279小時，全校老師(57人)計算學生助教的協助能為位老師減少約4.9小時監考時間，高於訂的3.5小時的成功準則，符合預期目標。</p>	NIL	NIL

二零一八/一九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)
參觀車費	94	95%	2018年10月至2019年5月	\$ 3568	問卷	Money Link Bus Ltd: Koon Chung Motors Com. Ltd	
旅行車費	100	95%	2018年11月9日	\$ 4434.9	問卷	Lantau Tours Ltd, Hang Po Transportation Co.Ltd, Super Star Transport Com.Ltd	
樂器班	51	85%	2018年10月至2019年7月	\$30600	問卷	/	
攝影班	5	95%	2018年10月至2019年5月	\$350	問卷	Touch	
啦啦隊	3	95%	2018年10月至2019年5月	\$210	問卷	思淵體藝	
沙畫班	2	89%	2018年10月至2019年5月	\$140	問卷	香港教育服務中心	
舞蹈班	1	85%	2018年10月至2019年5月	\$120	問卷	/	
總開支				\$39422.9			

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  
生涯規劃教育及升學就業輔導服務工作計劃檢討(2018-2019)

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3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，並曾與各級班主任進行共十七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可令班主任對活動目標及帶領技巧加深了解。</p>	<p><b>\$497,140</b></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"> <li>1. 說明個人事業或學業抱負及背後原因</li> <li>2. 顯示自己對個人事業或學業抱負的認識</li> <li>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</li> </ol>	<p><b>\$3,780</b></p>
<p>協助中三學生了解個人特質</p>	<p>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</p>	<p>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：</p> <ol style="list-style-type: none"> <li>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)</li> <li>2. 與個人升就目標的配合度(能力培養及進修資歷要求)</li> </ol>	<p><b>\$2,075</b></p>

<p>協助中四至中六學生了解：</p> <p>(i) 不同升學途徑的收生要求及學習情況</p> <p>(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。</p>	<p>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：</p> <p>(i) 參觀大專院校或升學博覽會</p> <p>(ii) 參加職業參觀或體驗活動</p> <p>每位中四至中六學生可最多參加三次</p>	<p>從事後檢討中了解，超過80%參與活動的學生表示活動能令他們：</p> <ol style="list-style-type: none"> <li>1. 升學機會在以下兩個或以上範疇加深認識：             <ol style="list-style-type: none"> <li>a. 入學成績</li> <li>b. 對申請人在個人特質上的要求</li> <li>c. 畢業後的出路</li> </ol> </li> <li>2. 職業在以下兩個或以上範疇加深認識：             <ol style="list-style-type: none"> <li>a. 工作環境</li> <li>b. 工作性質</li> <li>c. 專業資歷要求</li> <li>d. 員工的個人能力和個人特質要求</li> </ol> </li> </ol>	<p><b>\$1,500</b></p>
<p>為高中學生提供實時及準確的個人成就及經歷資料，作為總結及規劃個人發展方向的參考。</p> <p>(18-19學年目標學生：中四)(中五及中六級已在上學年購買戶口)</p>	<p>購買具備下列功能的電腦軟件：</p> <p>能支援學生實時輸入及修改其他學習經歷紀錄</p> <p>(i) 能支援老師批核及回應學生輸入的紀錄</p> <p>(ii) 能支援匯入及匯出數據功能</p> <p>(iii) 以提升資料紀錄及確認的速度，從而減低因程序延誤所引致的錯誤。</p>	<p>在列印個人學習概覽時，所有學生的其他學習經歷紀錄均與輸入時相同。</p> <p>(本學年開始以校本<b>Google Form</b>形式輸入相關資料，並不需要購買額外軟件處理)</p>	<p><b>\$0</b></p>
<p>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</p>	<p>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</p> <p>資助政策：學生繳交<b>20%</b>課程費用(上限為<b>\$500</b>)，學校資助其餘費用(約<b>80%</b>)如學生屬綜援 / 獲批書</p>	<p>參與課程的學生均能指出心儀大學學科的：</p> <ol style="list-style-type: none"> <li>1. 修讀課程內容及範圍</li> <li>2. 對修讀者在個人特質上的要求</li> <li>3. 修讀課程後的深造或就業途徑</li> </ol>	<p><b>\$2,750</b></p>

<p>的認識，從而能建立事業或職業抱負。</p>	<p>簿津全免，則獲額外資助，學生只須繳交課程費用的10%。</p>		
<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：                      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                      (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><b>\$0</b></p>
			<p>總支出：<b>\$507,245</b></p>



保良局馬錦明夫人章馥仙中學  
2018/19學年  
學習支援津貼報告

本學年撥款: \$ 475,524

上學年結餘: \$ 97,032.5

本學年可用金額合共: \$ 572,556.5

本學年實際支出: \$ 447,557.18

本學年結餘: \$ 112,319.18

本學年項目詳情:

	項目名稱	推行時間	對象	計劃內容	成效檢討	外購服務	實際支出 (HKD \$)
(一) 學習支援							
1.	聘請全職輔導助理 (兩名)	全學年	全校 SEN 學生	<ol style="list-style-type: none"> <li>為有特殊教育需要學生提供適切的學習支援及社交訓練。</li> <li>安排及跟進個別輔導</li> <li>協助及支援帶領有特殊教育需要學生的校內外活動及訓練</li> <li>建立教材庫</li> <li>與老師溝通、協助老師支援有特殊教育需要學生</li> </ol>	<ol style="list-style-type: none"> <li>服務表現良好，有耐性具同理心，樂於溝通合作，年終表現評估達2級以上。</li> <li>能提供適切的學習支援及社交訓練、安排。</li> <li>能就不同學習需要的學生安排相對應的外購支援服務及協助進行，並於日常輔導中延伸及鞏固學生所學知識。</li> <li>70%學生能訂立學期個人目標</li> <li>70%學生小組中會主動表達自己的意見或感受。</li> <li>於校內建立有系統化的資源庫，並運用資源提升恆常輔導的效能。</li> </ol>		\$351,007

	項目名稱	推行時間	對象	計劃內容	成效檢討	外購服務	實際支出 (HKD \$)
2.	校本言語治療服務	全學年 共12節 每節2小時	6-8人	<p>1. 由專業言語治療師為有言語治療需要的學生進行評估，訂立針對性的言語治療計劃，按需要提供個別及小組治療和訓練。</p> <p>2. 與教師及家長保持溝通，了解學生的言語能力、語障特徵、對學習和日常生活的影響等。</p> <p>3. 定期檢討學生的治療進度、已訂定的學習計劃及所需的服務形式，並為每位參與學生撰寫言語治療報告及進度紀錄。</p>	<p>1. 出席率90%-100%，2%缺席率原因為病假。</p> <p>2. 根據學生報告顯示，言語治療對80%學生有幫助，如改善了發音問題及流暢度。</p> <p>3. 根據家長觀課及問卷結果，100%家長滿意本年度的言語治療服務，同意子女的說話有改善，並認為言語治療師協助他/她了解子女的言語困難、治療進度及支援方法。</p> <p>4. 根據中文科任觀課及問卷結果，100%老師認為學生的言語和溝通能力在接受言語治療後得以改善。</p> <p>5. 根據觀察，大部分學生認為課程內容和通識課堂類近，不希望在放學後再做一次課堂練習。所以建議下學年將個別的语言治療班改為小組言語治療班，改以小組玩遊戲的方式取代個別做練習的形式，以推動學生繼續參與治療。</p> <p>6. 部分學生在下學期常用外種理由拒絕進行治療，並認為自己並沒有需要進行治療。所以，在後期的治療班中並沒有再安排曾缺席多次的學生繼續參與治療班。</p>	✓	\$20,400

	項目名稱	推行時間	對象	計劃內容	成效檢討	外購服務	實際支出 (HKD \$)
3.	中文讀寫訓練小組 (共兩組)	全學年 共12節 每節1小時	5人+2人	1. 提升同學中文基礎語文能力，減少學習差異。課程內容包括認識部首部件、拆字技巧、字詞運用、寫作框架及古文知識等。	1. 中一組的出席率為85%，中二組為95%，缺席原因為病假或事假  2. 根據學生所填寫的意見問卷，課程達到期望的學習目的，認同對提升中文閱讀技巧有幫助  3. 根據機構提供的服務報告及觀察，大部分學生的課堂表現良好，中文閱讀理解及寫作組織能力亦見進步	✓	\$17,280
4.	表達藝術治療課程	全學年 共14節 每節1.5小時	4-6人	1. 透過非言語的藝術創作（如音樂、戲劇和繪畫等）作媒介，協助學生了解自身情緒，改善表達情緒的方法，從而提昇情緒管控技巧。	1. 出席率達84%，缺席率原因事缺席及學生因缺席回校而沒有出席  2. 根據學生問卷結果： <ul style="list-style-type: none"> <li>a. 100%學生同意課程達到期望的學習目的</li> <li>b. 100%學生認為課程有幫助，並學會了相關知識或技巧</li> <li>c. 100% 學生滿意治療師的服務</li> </ul> 3. 根據負責老師觀察及機構提供的服務報告，大部份學生能透過治療面對及表達自身情感，紓緩壓力，增加自我認識，並建立了朋輩支援網絡，互相扶持	✓	\$14,208

	項目名稱	推行時間	對象	計劃內容	成效檢討	外購服務	實際支出 (HKD \$)
5.	社交技巧訓練班	全學年共14節 每節1.5小時	6人	1. 透過小組活動，讓學生認識適當的社交行為和說話技巧，提升學生社交技巧和自信心，從而提升情感應對技能。並且能在小組內建立互信關係，藉此為學生帶來社交網絡支援。	1. 出席率達77%，13%缺席率因課外活動及補課，有些學生因課堂沉悶而拒絕出席  2. 根據負責老師觀察及機構提供的服務報告，大部份學生都在於聆聽導師指示及認識適當的社交及說話技巧，但在運用技巧方面，學生未能掌握到如何運用至現實生活情景中	✓	\$17,370
6.	mbot機械編程課程	共4節 每節1小時	4-6人	1. 透過學習機械組裝、編寫簡易程式及控制機械車執行任務，以提高學生創意思維、邏輯思維及專注力。  2. 透過指派不同的任務以鞏固知識，學生需獨立思考解決方法，與其他同學溝通完成任務。	1. 出席率為70%，大部份缺席原因是學生忘記上課日期  2. 根據負責老師觀察，大部分學生都享受課堂，而且完成不同的任務  3. 根據學生反映，以往已有mbot編程經驗，因此課程吸引力不大，有時候會認為缺乏挑戰性	✓	\$3,080

	項目名稱	推行時間	對象	計劃內容	成效檢討	外購服務	實際支出 (HKD \$)
7.	生涯規劃行業體驗課程	共2節 8小時一節	3人	<p>1. 讓學生體驗職場上班的情況，親身感受工作的氣氛</p> <p>2. 為學生提供基礎職業技能訓練，並安排合資格的學生到職場進行短期實習體驗</p> <p>3. 具體地讓學生了解自己需要改善或注意的地方，反思自己未來的職業方向</p>	<p>1. 根據學生反映，這類型的體驗活動能加強他們認識自己有興趣的行業，並能親身體驗相關工作，有助他們思考未來的生涯規劃</p>	✓	\$6,400
8.	3D打印筆課程	共4節 每節1.5小時	4-6人	<p>1. 介紹及學習3D打印技術</p> <p>2. 培養及幫助發掘學生興趣</p>	<p>1. 根據學生反映，利用3D打印筆製作成品讓他們有成功感，但大部份學生都已有3D打印筆的經驗，因此亦有反映內容重覆的問題</p>	✓	\$5,800
9.	同心同路同行計劃	全個學年	全校 SEN 學生及全校學生	<p>1. 計劃目的旨在：</p> <p style="margin-left: 20px;">a. 培養學生成員學習欣賞人的不同，減少偏見，傳揚推己及人的關愛精神</p> <p style="margin-left: 20px;">b. 了解自己的獨特之處，結集個人不同潛能，開拓信心。</p> <p>2. 活動包括：</p> <p style="margin-left: 20px;">a. 中一級班主任課，推動共融教育生命教育課程</p> <p style="margin-left: 20px;">b. 校內共融活動 (漂物活動)</p> <p style="margin-left: 20px;">c. 生命教育宿營 (2日1夜)</p>	<p>1. 學生參與率達70%。</p> <p>2. 70%學生懂得互相欣賞和尊重。</p>		\$6,909

	項目名稱	推行時間	對象	計劃內容	成效檢討	外購服務	實際支出 (HKD \$)
10.	恆常輔導訓練資源及考試物資	/	全校SEN學生	<p>1. 購買輔導訓練材料和工具、教材套及參考書，逐步在校內建立資源庫。</p> <p>2. 購買器材/軟件以支援學生的考試特別安排需要。</p> <p>3. 加強校內職員對SEN的認知和支援策略，並運用資源提升恆常輔導的效能，如學習技巧訓練、讀寫訓練及社交情景訓練等。</p>	<p>1. 資源有效地協助校內輔導助理的工作</p> <p>2. 資源有效地協助學生的考試特別安排</p> <p>3. 已逐步建立校內資源庫</p>		\$5,103.4