

保良局馬錦明夫人章馥仙中學

2018/2019

周年校務計劃

保良精神

相互尊重
團結合力
延展愛心
行善助人
感恩知德

造福社群的
奉獻精神

願景

幼有所育，少有所學，壯有所為，老有所依，
貧寡孤困殘病者皆有所望

使命

成為最傑出、最具承擔的慈善公益機構，
發揮保良精神，以善心建善業，
致力保赤安良，護老扶弱，助貧健診，
培德育才，揚康樂眾，實踐環保，
承傳文化，造福社群

價值觀

秉承傳統	與時並進
以人為本	關愛感恩
優良管治	務實創新
廉潔奉公	安不忘危
善用資源	注重本益
專業團隊	愛心服務

保良局辦學宗旨

保良局辦學的五大方針：

- (一) 保良局是一個志願團體，以「保赤安良」為創立宗旨，發展至今服務對象是廣大市民；在教育方面我們也抱著同一方針，為廣大市民的子弟提供優良的教育服務。
- (二) 本局所辦的各類型學校均為適應社會需要的非牟利學校，我們的辦學方針和政策以社會的利益為最大依歸。政策應配合時代需要，對社會作出貢獻。
- (三) 本局以「愛、敬、勤、誠」為校訓，各校所提供的教育除了充實知職、訓練技能及鍛煉體格外，我們更要培養學生優良的品格、高雅的情操和正確的人生觀。本局學校培育學生，「德、智、體、群、美」五育並重，同時要求學生實踐所學以回饋社會。
- (四) 保良局學校校董會是個沒有政治、宗教背景的辦學團體。我們贊成各種基本自由，在不影響教學秩序及不抵觸法律的大前提下，各種思想、見解、宗教都可在校內共同存在。
- (五) 本局是一個由華人發起的民間組織，關注社會及祖國事務，熱心發揚中國文化。各校應鼓勵學生關注本港社會，培養對國家民族的感情和責任感。此外，香港作為一個國際大都會，各校應鼓勵學生放眼世界，培養學生對事物採取客觀開放的態度。

保良局馬錦明夫人章馥仙中學
周年校務計劃書
二零一八/二零一九年

目錄

關注事項(按優先次序排列)

1. **Developing assessment literacy**(建立評估素養)
2. **Developing a clear and positive identity**((培養明確及正面的身份)

- 附件：
1. 校本課後學習及支援計劃
 2. 多元學習津貼(三年計劃)
 3. 生涯規劃津貼計劃
 4. 推廣閱讀津貼計劃

Major Concern 1: Developing assessment literacy

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
1. To develop shared clarity about learning with students	1.1 Review the curricula of the school, subjects and year levels	<ul style="list-style-type: none"> 60% of S1 students are well aware of what they learn Part(s) of the vertical curriculum of all subjects are mapped out. 	<ul style="list-style-type: none"> Subject panel minutes, schemes of work Class Diary Exam papers Exam paper design analyses Questionnaire 	Jul.18 – Aug.18	<ul style="list-style-type: none"> Learning and Teaching Committee Subject panels 	
	1.1.1 Subject panels select at least one major domain of study and map out its vertical curriculum accordingly.					
	1.1.2 The S1 scheme of work of all subjects clearly indicate the learning objectives of the chosen domain(s)					
	1.2 Align curriculum objectives with classroom learning objectives and assessment objectives			Sept.18 – May 19		
	1.2.1 The Class Diary will be resumed to record the learning objectives, topics of learning and homework.					
	1.2.2 Revise the exam paper design analysis			Nov.18 & Apr.19		
2. To make effective use of meaningful homework and assessments to enhance teaching and learning	2.1 Revise homework policy	<ul style="list-style-type: none"> Guidelines on meaningful homework are provided to teachers. 70% of S1 students find the target homework 	<ul style="list-style-type: none"> Minutes of subject panels Revised homework policies Questionnaire Homework 	Aug. 18	<ul style="list-style-type: none"> Learning and Teaching Committee Subject panels 	
	2.1.1 Guidelines on assigning meaningful homework will be provided to teachers.			Aug.18–Sept.18		
	2.1.2 Subject panels review their homework policy to ensure they provide room for meaningful homework.					

effectiveness	<p>2.2 Employ appropriate assessment practices</p> <p>2.2.1 Various assessment practices are to be introduced to teachers.</p> <p>2.2.2. Learning and/or assessment objectives are to be indicated in each homework assignment/assessment in the focused domain of study.</p> <p>2.3 Give effective feedback</p> <p>2.3.1 Rubrics will be used more extensively to give students concrete feedback.</p> <p>2.3.2 Samples of rubrics are to be shared with teachers.</p> <p>2.3.3 Rubrics are to be developed for the focused domain of study in S1.</p> <p>2.4 Use assessment data effectively</p> <p>2.4.1 Develop and organize cumulative files</p> <p>2.5 Enhance parents' participation</p> <p>2.5.1 Provide talks for parents to help them to understand their roles in helping children to learn and assess their learning.</p> <p>2.5.2 Grant parents access to Class Diary</p>	<p>meaningful.</p> <ul style="list-style-type: none"> 70% of teachers understand how to employ appropriate assessment practices to maximize learning. All S1 subjects use rubrics to give students feedback on at least one type of work. At least one talk is organized to help parents understand their children's learning. 	assignment inspection	Oct.18 – May 19		
3. To strengthen teachers' assessment literacy	<p>3.1 Enhance teacher professional development</p> <p>3.1.1 Provide a talk/workshop to teachers on assessment literacy on Staff</p>	<ul style="list-style-type: none"> One talk/workshop is organized. 70% of teachers 	<ul style="list-style-type: none"> CPD records Questionnaire Minutes of panel 	Sept.18	<ul style="list-style-type: none"> Staff Development Committee 	

	<p>Development Day</p> <p>3.2 Promote collaborative lesson planning, peer observations and presentations on assessment design</p> <p>3.2.1 Each subject/KLA organizes collaborative lesson planning and peer observations and discussion.</p> <p>3.3 Provide IT technical support to teachers</p> <p>3.3.1 Provide training on the use Google Drive/Apps</p> <p>3.4 Strengthen the capacity of subject panel heads to lead assessment-informed improvement actions in the department</p> <p>3.4.1 Share good practices at subject convenors meetings</p> <p>3.5 Strengthen quality assurance</p> <p>3.5.1 Resume centralized exercise book inspection</p> <p>3.5.2 Revise the teacher performance appraisal system</p>	<p>understand assessment literacy more.</p> <ul style="list-style-type: none"> • 60% of teachers feel confident in aligning their teaching objectives with the learning targets of students in class, in homework and in • Each subject panel has at least one co-planned lesson. • Each teacher observes one lesson and is observed by peer(s) once this year. • Good practices are shared in panel meetings and LTC meeting. • 70% feel confident using Google Drive • 60% of subject panel heads feel more confident in leading assessment-informed 	<p>meetings and Learning and Teaching Committee</p> <ul style="list-style-type: none"> • Google Drive • Data bank on good teaching and assessment practices 	Oct.18 – May 19	<ul style="list-style-type: none"> • Learning & Teaching Committee • Subject panels 	
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		<p>improvement actions.</p> <ul style="list-style-type: none"> • A data bank of good practices is built for future reference. 				
4. Empower students to engage themselves in assessment practices in monitoring and regulating individual learning	<p>4.1 Explicitly teach students how to effectively reflect on their learning</p> <p>4.2 Develop self-assessment and peer assessment tools</p> <p>4.2.1 Students understand their performance with the help of the rubrics used by teachers for assessments.</p> <p>4.3 Provide time for students to form a habit of reflection</p> <p>4.3.1 Resume class teacher time at the end of the day</p> <p>4.3.2 Revise supplementary class policy</p> <p>4.4 Use IT platforms</p> <p>4.4.1 Use Google Site to create online Class Diary and individual student's learning journal</p>	<ul style="list-style-type: none"> • Materials for teaching S1 students how to reflect on their learning are developed. • 70% of S1 students know how to reflect on their learning on a regular basis. 	<ul style="list-style-type: none"> • Questionnaire • Google Site 	Sept.18 – May 19	<ul style="list-style-type: none"> • Learning and Teaching Committee • Subject panels 	

Major Concern 2: Developing a clear and positive identity

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People in charge	Resources Required
<p>1. To develop self-efficacy</p> <p>2. To cultivate the atmosphere of pursuit of individual success, excellence and dreams</p> <p>3. To strengthen social bonding and participation</p>	<p>1. Strengthen class management</p> <p>1.1 Set “respect and tolerance for differences” as the focus of the year.</p> <p>1.2 Create favourable physical, virtual and institutional environments.</p> <p>1.3 Devise tailor-made plans in a holistic approach for S1 to help them to prepare for their academic and social life in the transition year. (Sept - Oct)</p> <p>1.4 Organize activities and competitions to facilitate the development of sense of belonging to the class.</p> <p>1.5 Devise a handbook for class teachers to carry out their roles in helping students to lead a positive life. (August)</p> <p>1.6 Class teachers assist the class to organize one class-based activity per</p>	<p><u>Deliverables :</u></p> <ul style="list-style-type: none"> Holistic Plans for helping S1 to prepare for their academic and social life in the transition year are developed. Handbook is provided for class teachers to carry out their roles in helping students to lead a positive life Handbook is provided for teachers to enhance whole-person development education in student organizations Refined CCAC policies in a holistic 	<ul style="list-style-type: none"> Record of documents handbook handbook Refined policies 	Sept 18 - Aug 19	GDC MCEC CFSC CCAC Subject panels Class teachers	Meeting time Lesson time External professional service Reference materials Clerical support

	a term to learn about respect and tolerance for others.	manner to enhance whole-person education with emphasis on choice and exploration are established.				
	<p>2 Refine cross-curricular activities arrangements</p> <p>2.1 Review and refine CCAC policies in a holistic manner to enhance whole-person education with emphasis on choice and exploration.</p> <p>2.2 Reserve Fridays for inter-class and inter-house matches to weave the social fabric of campus and let students shine in their areas</p> <p>2.3 devise handbook for whole-person development education in student organizations</p> <p>2.4 Provide OLE and other cross-curricular activities to let students explore their interests and establish their life goals</p>	<ul style="list-style-type: none"> Personal profiles on google site for S1 students are set up Revised Class teacher appraisal system incorporating the teaching performance in life education lessons aligning to the school's vision and mission in education is developed. Revised CCAC appraisal system in alignment with the school's vision and 	<ul style="list-style-type: none"> Google site Record of documents Record of documents 	Sept 18 - Aug 19	CCAC	
	<p>3. Enhance parent participation</p> <p>3.1 Pilot the S1 student personal profile scheme with S1 parents (Parents'</p>			Sept 18 - Aug 19	PTA	

	<p>night)</p> <p>3.2 Design a school-based seminar for parents to inform them of the vision, mission, concerns of our school, and equip them with some hands-on skills (Parents' night)</p>	<p>mission in education is developed.</p> <ul style="list-style-type: none"> Good practices on nurturing students to be positive individuals are shared in regular staff meetings <p><u>Quantitative Criteria:</u></p> <ul style="list-style-type: none"> 70% of teachers understand clear and positive identity more. 70% parents attending the seminar agree that they understand more about the development of the school and feel more confident with communicating with their children. 	<ul style="list-style-type: none"> Databank on good practices Questionnaire Questionnaire APASO 			
	<p>4. Use IT platforms</p> <p>4.1 Setting up personal profiles on google site for S1 to collect their memories of school life. (Sept)</p> <p>4.2 Setting up a google site for class in S1 to collect their memories of their classes. (Oct)</p>			Sept 18 - Aug 19	VP* GDC MCEC CFSC CCAC GAC (IT) Subject panels Class teachers	
	<p>5. Strengthen professional development</p> <p>5.1 Arrange professional workshop on the topic 'Nurturing clear and positive identity' for teachers</p> <p>5.2 arrange class teachers to attend the Paths training (August, 2019)</p>			Sept 18 - Aug 19	Staff Development Committee	
	<p>6. Promote peer observations and presentations</p>			Sept 18 - Aug 19	MCEC	

	<p>6.1 Enrich teachers' mastery of skills to facilitate the students to be positive individuals through regular staff meetings.</p> <p>6.2 Analyse and record the students' needs and strategies to respond to them on a form basis</p> <p>6.3 Document and share the form-based experience on Google Classroom</p>	<ul style="list-style-type: none"> Improvement in the average score of the category "achievement" in APASO compared to the previous year 70% of teachers agreed that the atmosphere of pursuit of individual success, excellence and dreams is enriched Improvement in the average score of the category "social integration" in APASO compared to the previous year 	<ul style="list-style-type: none"> Questionnaire APASO 			
	<p>7. Revise teacher performance appraisal system</p> <p>7.1 Revise class teacher appraisal system incorporating the teaching performance in life education lessons aligning to the school's vision and mission in education</p> <p>7.2 Revise CCAC appraisal system in alignment with the school's vision and mission in education for implementation starting in 2019-2020.</p>			Sept 18 - Aug 19	School Improvement Team and School Council	
	<p>8. Establish alumni network</p> <p>8.1 enlarge and enhance the alumni</p>			Sept 18 - Aug 19	Alumni Association	

	network					
	8.2 Establish a channel for effective communication with alumni					
	8.3 Collect alumni contact data					

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 330 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： 210 及 C. 學校使用 10%酌情權的清貧學生人數： 70 名)

B. 獲本津貼資助/補足的各項活動資料

活動名稱/類別	活動目標	成功準則 (例如:學習成果)	評估方法 (例如:測試, 問卷等)	活動舉辦期間/ 日期	預計參加對象學生人 數#			預計開 支 (\$)	合辦機構/服務供應機 構名稱 (如適用)
					A	B	C		
樂器班	透過學習樂器，培養一生一藝 術及終生興趣。	能掌握所學習的樂器 並演奏樂曲	考試、表演及比賽	18 年 9 月- 19 年 8 月	40	80	20	60,000	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	18 年 10 月- 19 年 8 月	30	60	10	8,000	校外機構提供服務
其他學習經歷活動	認識及學會欣賞藝術節目	能充實學生其他學習 經歷及提升藝術修養	問卷	18 年 9 月- 19 年 8 月	40	150	40	11,000	校外機構提供服務
*活動項目總數： <u>3</u>				@學生人次	110	290	70	87,000	
				**總學生人次	470				

備註:

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

@學生人次：指參加各項活動的受惠學生人數總和

**總學生人次：指 (A) + (B) + (C) 的總數

對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生

保良局馬錦明夫人章馥仙中學
多元學習津貼三年計劃(2018/19 - 2020/21)

教育局多元學習津貼資助的課程	策略及預期效益	課程名稱及課程提供機構	修業期	目標學生	預計涉及學生人數			學生學習的評估 / 成功指標	負責教師
					18/19	19/20	20/21		
應用學習	提供一系列應用學習課程以照顧學生的不同學習需要及興趣。 學生可獲得多元化的學習經歷並發展職業抱負。	以下學習範疇的課程: 1. 創意學習 2. 媒體及傳意 3. 應用科學 4. 商業、管理及法律 5. 服務 6. 工程及生產 (本校學生均以模式一[於假期自行到開辦院校上課]報讀各類應用學習課程)	兩年 180 小時	中五及中六的學生	0 人	10 人	10 人	在學生的學習紀錄列明學生圓滿修畢應用學習課程。 有關學生的意見調查。	升學及就業輔導組負責老師

教育局多元學習津貼資助的課程	策略及預期效益	課程名稱及課程提供機構	修業期	目標學生	預計涉及學生人數			學生學習的評估 / 成功指標	負責教師
					18/19	19/20	20/21		
資優課程	<ul style="list-style-type: none"> - 透過校本甄選機制,包括學業成績、測試、面試、比賽成績等資料,由各個學習領域(包括中、英、數、通識、科學、個人社會及人文、科技、藝術和體育)選出資優學生,推薦參加(a)由大專院校、學術組織或專業團體為高中學生開辦的增益課程 或 (b)由學科籌辦的拔尖課程。 - 由學務組根據平均分配原則進行整體協調及審批。 - 學生繳交 20%課程費用(上限為\$600),學校資助其餘費用(約80%,包括報名費)。如學生屬綜援/獲批書簿津貼全免,則獲額外資助,學生只須繳交課程費用的 10%。 - 預期能提升學生學習的寬度和廣度及/或深度。並藉課程完結後的分享讓其他學生得益。 	<p>大專院校、學術組織或專業團體提供的課程</p> <p>(參考相關資料,每個課程費用約\$500-4000)</p> <p>註:</p> <ul style="list-style-type: none"> - 每屆每班高中每年\$7000,3 年總資助:\$7,000 × 4 × 3 = \$84,000。 - 預算以課程費用為\$3000,每位學生資助\$2400 作估算 (80%資助,學生繳費上限\$600)。 	根據不同課程而定	中四至中六學生	50	50	50	<p>學生達課程出席率要求,獲發證書。</p> <p>完成課程後在校內作一總結性報告。</p>	<p>統籌:學務組</p> <p>推薦:各科主任</p>

保良局馬錦明夫人章馥仙中學
二零一八/ 二零一九學年
生涯規劃津貼預算

目標	策略	監察/評估	生涯規劃津貼的分配
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。	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。	完成規劃各級生涯規劃課程的目標及推行策略並達到各項活動的成功準則	<u>全職行政助理一</u> 助月薪：\$13,600 每月強積金：\$680 聘用期：1/9/2018 至 31/8/2019 支出：\$171,360
			<u>全職行政助理二</u> 月薪：\$13,000 每月強積金：\$650 聘用期：1/9/2018 至 31/8/2019 支出：\$163,800
			<u>全職行政助理二</u> 月薪：\$13,000 每月強積金：\$650 聘用期：1/9/2018 至 31/8/2019 支出：\$163,800
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。	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。	80%或以上的中五學生能夠在學習概覽自述文章或生涯地圖工作紙中呈現出以下各項： <ol style="list-style-type: none"> 1. 能說明個人事業或學業抱負及背後原因 2. 能顯示自己對個人事業或學業抱負的認識 3. 能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 	教材單價 = \$27 師生總人數 = 140 支出：\$27 × 140 = \$3,780

目標	策略	監察/評估	生涯規劃津貼的分配
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	80%或以上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)	教材單價 = \$15 師生總人數 = 125 運費 = \$200 支出：\$15 × 125 + \$200 = \$2,075
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： (i) 參觀大專院校或升學博覽會 (ii) 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	超過 80%參與活動的學生能在事後反思檢討中展示出活動能令他們： 升學機會在以下兩個或以上範疇加深認識： (i) 入學成績 (ii) 對申請人在個人特質上的要求 (iii) 畢業後的出路 職業在以下兩個或以上範疇加深認識： (i) 工作環境 (ii) 工作性質 (iii) 專業資歷要求 (iv) 員工的個人能力和個人特質要求	預計參觀活動共八次 車費支出：\$800×8 = \$6,400
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。 (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)	購買具備下列功能的電腦軟件： 能支援學生實時輸入及修改其他學習經歷紀錄 (i) 能支援老師批核及回應學生輸入的紀錄 (ii) 能支援匯入及匯出數據功能 (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。	在年終時，超過 90%學生的其他學習經歷紀錄正確無誤	每名學生戶口(永久性)：\$60 中四戶口共 114 個(未用盡戶口可留給下學年) 支出：\$60×114 = \$6,840

目標	策略	監察/評估	生涯規劃津貼的分配
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%。	100%獲資助的學生完成有關課程並獲頒授證書 超過 80%參與課程的學生能指出心儀大學學科的： (i) 修讀課程內容及範圍 (ii) 對修讀者在個人特質上的要求 (iii) 修讀課程後的深造或就業途徑	基於三間大學開辦的暑期課程在選擇及收費上並不統一，故按過去相類課程的平均費用作估算： 每名學生津貼 ≈ \$2,500 資助人數 ≈ 10 位中四及中五學生 支出：\$2,500×10 = \$25,000
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	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	超過 80%受曾運用評估工具的學生認為報告能： 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	購買兩級學生使用的權限 支出：\$4,200
			總支出：\$547,255

*如生涯規劃津貼不敷支出，則以擴大的營辦整筆津貼(EOEBG)支付。

保良局馬錦明夫人章馥仙中學
運用推廣閱讀津貼計劃書 (18-19 學年)

工作目標	計劃內容 (負責老師)	成功準則	評估方法	時間表	中期檢討	期終成效 評估	未能完成 項目及原因	下年度新增/ 改善計劃項目
<p>1. 主題閱讀: 學生能透過閱讀 2 本指定之課外書,學會作者在書中所運用的寫作技巧並結合香港某些地區的特有景物與風情,於實地參觀後,運用從書中學到的寫作技巧,寫作文章一篇.</p>	<p>於中二級進行主題閱讀活動 (方錦雲老師)</p> <ul style="list-style-type: none"> 以「香港情懷」為主題,選購 2 本課外書給學生閱讀 學生能從閱讀該兩本指定的課外書中學習作者所運用的寫作技巧,及感受作者在書中所寄託的情懷 學生透過實地參觀,到香港一些具有獨特色彩的地區,觀察及感受一下這些地區特有的面貌與風情 實地參觀後,學生能運用閱書時學到的寫作技巧,寫作文章一篇 每班選出三篇佳作,並頒發獎品,以資鼓勵 	<ul style="list-style-type: none"> 70%或以上的學生能在運用二種或以上在書中學到的寫作技巧來寫作文章 	<ul style="list-style-type: none"> 透過文章寫作,評估學生是否能運用作者在書中曾使用過的寫作技巧來寫作文章 	10/2018-5/2019				

<p>2.</p> <p>作家講座:</p> <p>邀請知名作家到校進行講座,提升同學的閱讀興趣</p>	<p>於試後活動期間,邀請作家到校進行講座,推動同學的閱讀興趣(蘇綺紅老師)</p> <ul style="list-style-type: none"> 於試後活動期間進行 主要對象為中一至中三級學生 由著名作家於講座中與同學分享閱讀心得、閱讀樂趣、閱讀方法等等,吸引同學閱讀課外書,增加同學的閱讀興趣 	<ul style="list-style-type: none"> 50%學生在問卷中表示講座能讓他們認識一些與課外閱讀有關的資訊 50%學生表示講座能引起他們對課外閱讀的興趣 	<ul style="list-style-type: none"> 問卷調查 	<p>7/2019</p>				
<p>3.</p> <p>To provide a comprehensive reading experience for students</p>	<p>Organize the Extensive Reading Scheme (TTY, YYTA)</p> <ul style="list-style-type: none"> Enrich the classroom ERS cupboards with more interesting books to give students more options and motivate them to read. Refine the three-year reading award scheme <p>Reading Ambassadors organise</p>	<ul style="list-style-type: none"> 70% of S1-S4 students attended at least 1 book club meeting in a year 60% of S1-S3 students have a reading habit 	<ul style="list-style-type: none"> Attendance of the book club meeting would be recorded Year-end survey about reading would be completed by students 	<p>Throughout the year</p>				

	<p>reading-related experiential activities (TTY, YYTA)</p> <ul style="list-style-type: none"> Organise 10 themed book club meetings to provide experiential activities to students. Set the experience of book club meetings as ERS tasks <p>Refine the English Engine for S1-4 (TTY, YYTA, MKT)</p> <ul style="list-style-type: none"> Create new creative tasks that students can complete with their electronic devices 	<ul style="list-style-type: none"> 60% of S1-S3 students have brought reading outside classroom 80% of S1-S3 have completed tasks on the English Engine 	<ul style="list-style-type: none"> Task completion data would be collected from the English Engine 					
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Budget:

Funding	Breakdown
Promotion of Reading Grant	<p>Chinese: \$31,700</p> <p>English: \$12,000</p>
Total	\$43,700