

Shau Kei Wan Government Secondary School
Annual School Plan (2020/21)

Major Concern 1 – To fully develop students’ academic potential through self-directed learning

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
1. To foster students’ self-directed learning capabilities	1.1 To strengthen students’ learning capabilities as self-directed learners through effective study skills			<ul style="list-style-type: none"> • Curriculum Development Team • HoDs • Subject Teachers • Reading to Learn Committee • Class teachers 	<ul style="list-style-type: none"> • Service providers
	1.1.1 To train up S1 students’ note-taking skills which can enhance their independent learning capacity	<ul style="list-style-type: none"> • Students make quality notes on their own. • Students apply the study skills in learning. 	<ul style="list-style-type: none"> • Feedback from teachers and students 		
	1.1.2 To enhance students’ habit of pre-lesson preparations through different varieties of pre-lesson tasks	<ul style="list-style-type: none"> • Pre-lesson preparation is widely adopted in lessons. 	<ul style="list-style-type: none"> • Lesson observation • Stake-holders’ survey 		
	1.1.3 To enhance students’ literacy skills through promoting extensive reading, pronunciation training and Language Across Curriculum.	<ul style="list-style-type: none"> • Students enhance their reading comprehension skills through reading ample text on different topics. • Students apply pronunciation skills in vocabulary learning. • LaC is implemented by the Geography and English Departments. 	<ul style="list-style-type: none"> • Survey on reading habit • Feedback from teachers and students • Stake-holders’ survey • Evaluation of departments 		
	1.2 To foster self-directed learning by the extensive use of e-learning strategies				
1.2.1 To provide opportunities for students to use Google Suite as the learning management system (LMS) and communication tools to facilitate self-directed learning	<ul style="list-style-type: none"> • Students can apply Google Suite to organize their work and to communicate with teachers and peers to facilitate their self-directed learning. 	<ul style="list-style-type: none"> • Record of work • Feedback from teachers 	<ul style="list-style-type: none"> • HoDs • Subject Teachers • IT Team • Teacher Librarian 	<ul style="list-style-type: none"> • Service providers • Online platform 	
	1.2.2 To promote online reading to facilitate self-directed learning by providing text of different subjects	<ul style="list-style-type: none"> • Students strengthen their habit of reading online. 	<ul style="list-style-type: none"> • Feedback from teachers and students 	<ul style="list-style-type: none"> • HoDs • Subject Teachers 	<ul style="list-style-type: none"> • Online reading platform

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
	1.3 To nurture students as self-directed learners by providing extended learning opportunities			<ul style="list-style-type: none"> • HoDs • Subject Teachers • STEM Education Committee • Reading to Learn Committee 	<ul style="list-style-type: none"> • Service providers • Hired trainers
	1.3.1 To promote deep learning by encouraging students to participate in challenging academic activities	<ul style="list-style-type: none"> • Quality internal or external learning programmes/competitions are arranged by subject departments. 	<ul style="list-style-type: none"> • Feedback from teachers and students 		
	1.3.2 To prepare students for social and economic challenges and opportunities of Hong Kong through field experiences, competitions, cross-border/ overseas study tours and exchange programmes	<ul style="list-style-type: none"> • Students gained insight into the recent development of Hong Kong and the world 	<ul style="list-style-type: none"> • Feedback from teachers and students • Record of internal/ external competitions 		
	1.3.3 To unleash students' creativity and problem solving skills through series of STEM related activities	<ul style="list-style-type: none"> • Students apply their knowledge and skills acquired in STEM related activities. 	<ul style="list-style-type: none"> • Feedback from teachers and students • Students' participation and performance in internal and external competitions 		
	1.4 To facilitate self-directed learning through co-construction of knowledge among classmates			<ul style="list-style-type: none"> • HoDs • Subject Teachers 	
	1.4.1 To enhance students' learning effectiveness through doing group work and projects	<ul style="list-style-type: none"> • Students actively complete their group work and projects 	<ul style="list-style-type: none"> • Feedback from teachers and students 		
	1.5 To encourage students to set targets for their learning outcomes and actively review their learning process			<ul style="list-style-type: none"> • HoDs • Subject Teachers • Life-planning Team 	
	1.5.1 To provide senior level students with relevant statistics and advice to help them review their learning progress and set realistic targets	<ul style="list-style-type: none"> • Students can identify their strengths and weaknesses with evidence. 	<ul style="list-style-type: none"> • Feedback from teachers and students 		

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
2. To optimize teachers' Pedagogical skills with a view to promoting self-directed learning	2.1 To polish the teaching strategies so as to promote self-directed learning			<ul style="list-style-type: none"> • HoDs • Subject Teachers 	<ul style="list-style-type: none"> • Professionals from EDB
	2.1.1 To engage students in classroom learning through student-centered strategies such as flipped classroom and group activities	<ul style="list-style-type: none"> • 75% of subject teachers try out flipped classroom strategies at least 1 time in the school year. • Group activities are applied extensively in lessons. 	<ul style="list-style-type: none"> • Teachers' observation & reflection • Stake-holders' survey 		
	2.1.2 To strengthen the capacity of teachers by joining School-based Support Services.	<ul style="list-style-type: none"> • New teaching strategies are adopted to enhance the school based curriculum development. 	<ul style="list-style-type: none"> • Feedback from teachers 		
	2.2 To sustain the intellectual capital of the school by implementing knowledge management				<ul style="list-style-type: none"> • HoDs • Subject Teachers • IT Team
	2.2.1 To promote peer lesson observations and sharing among teachers of different subjects and KLAs with the focus on self-directed learning	<ul style="list-style-type: none"> • Innovative and effective learning and teaching strategies on self-directed learning are practised and identified. 	<ul style="list-style-type: none"> • Lesson Observation • Feedback from teachers 		
	2.2.2 To make use of student assessment data to analyse the performance of students and develop specific support measures	<ul style="list-style-type: none"> • Statistical data are employed in designing support measures. 	<ul style="list-style-type: none"> • Record of measures taken 		

Budget:

	Items	Budgeted cost
1	Course on Study Skills for students	\$40,000
2	e-Library and e-reading platform	\$20,000
3	Cross-curricular overseas study tour	\$60,000
4	Activities related with STEM Education	\$194,000
	Total	\$314,000

Programme Team: Mr YU Siu-fai (Team Leader), Ms HSI Sau-ching (Deputy Team Leader), Ms CHAN Ho-yi, Ms CHEUNG Yin, Mr SIU Wai-chuk and panel heads of subject departments

Shau Kei Wan Government Secondary School
Annual School Plan (2020/21)

Major Concern 2 – To promote the formation of positive attitude and values among students towards life

Theme : 「正向思維·知行合一·豐盛人生」 Positive Thinking, Learning by Doing, Flourishing Life

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
1. To nurture students' positive values towards personal development	1.1 To strengthen values education (perseverance, respect for others, responsibility, national identity, commitment, integrity and care for others) by cultivating a positive, supportive and caring learning environment through a variety of programmes such as morning assemblies, 60 th Anniversary talks by distinguished guests and alumni, exhibitions, Life Education Lessons, Class-based activities (based on data analysis), setting up a school based student talent pool to enhance holistic development of school-based gifted education, etc.	<ul style="list-style-type: none"> • Students are engaged actively in the related activities • Over 60% of students give positive feedback in the post-activity survey 	<ul style="list-style-type: none"> • Observation of students' performance in the activities • Survey on students' participation and feedback about the activities • Feedback from teachers and working partners • “Assessment Program for Affective & Social Outcomes (APASO)” Survey 	<ul style="list-style-type: none"> • Class Teachers • Cross-border Study Tours • Discipline Team • Environmental Education Team • Gifted Education and Talent Pool Team • Guidance Team • Health & Sex Education Team • Life Education Team • Life Planning Team • Life-wide Learning Programmes Team • Moral & Civic Education Team • Overseas Study Tours & Exchange Programmes • School Assembly Team • School-based Programme Team • SEN Support Team • Sister School Scheme Team • STEM Education Team • Subject Departments 	<ul style="list-style-type: none"> • Financial resources (*BDF, CBPG, DLG, ECAF, LWLG, QEF, SBG, SASG, etc.) • Support from NGOs, EDB, Alumni Association, Tertiary institutions and Service Providers, etc.
	1.2 To enhance students' awareness and understanding of positive mental health development through a series of learning activities to overcome adversities such as seminars and workshops on healthy lifestyle (infectious disease prevention and control), communication and social skills for effective problem-solving, emotional and stress management skills, etc.				
	1.3 To foster students' career planning and management in academic arena, and vocational and professional education				

Targets	Strategies	Success Criteria	Evaluation Methods	Responsible Parties	Resources
	training (VPET) through activities related to self-understanding and development, and career exploration such as careers and study talks (e.g. applied learning), workshops on life planning skills and self-understanding, education and careers expo, university and company visits, on-site VPET activities, workplace experience and job attachments, etc.			such as Chinese History, Geography, PE and VA.	
	1.4 To encourage students' appreciation of different cultures, widen their horizons and enrich their life experiences through joint-school activities, exchange programmes, study tours held locally and overseas and nomination of student for different awards, etc.	<ul style="list-style-type: none"> • Students are engaged actively in the related activities • Completion of post programme reports / presentations as learning outcomes 	<ul style="list-style-type: none"> • Observation of students' performance in the activities • Post programme reports / presentations 		
2. To facilitate students' sense of positivity in serving others	2.1 To enhance students' capacity for serving the school and empower them with effective leadership through a variety of programmes such as leadership training camp, election of Students' Association, training of uniform teams, preparation for the 60 th Anniversary, etc.	<ul style="list-style-type: none"> • Students acquire the leadership skills • Students are engaged actively in the learning activities • Students are enthusiastic to serve the school and community 	<ul style="list-style-type: none"> • Observation of students' performance and participation in learning activities • Students' willingness to serve the school and community • Face to face debriefing sessions • Feedback from teachers and working partners • APASO Survey 	<ul style="list-style-type: none"> • Community Services Team • Discipline Team • OLE Team • Teacher in charge of Students' Association, School Houses, Clubs and Uniformed Teams • Teacher Librarian 	
	2.2 To provide opportunities for students to unleash their positivity through serving the community such as service-learning projects, volunteer service, etc.				

Budget :

	Items	Budgeted cost
1	Prizes and trophies	\$3,000
2	Flyer and resources publication	\$5,000
4	Fees for Guest Speakers	\$5,000
5	Gifted Education Programmes	\$10,000
6	Career and Life-planning Programmes	\$50,000
7	Subsidies of transportation fees for activities	\$2,000
	Total :	\$75,000

Programme Team:

Ms CHOW Wai-ling (i/c), Ms WONG Wing-yi (deputy i/c), Ms LEE Ka-man, Mr LEE Yuen-hing, Ms SUN Pui-shan

Note: *Beat Drugs Fund (BDF), Community-based Project Grant (CBPG), Diversity Learning Grant (DLG), Extra-curricular activities fund (ECAAF), Life-wide Learning Grant (LWLG), Quality Education Fund (QEF), School-based Grant (SBG), Student Activity Support Grant (SASG)

姊妹學校交流計劃書
2020/2021 學年

學校名稱：	筲箕灣官立中學		
學校類別：	* 小學 / *中學 / * 特殊學校 (*請刪去不適用者)	負責老師：	潘慧儀老師
姊妹學校：	北京市順義區第三中學		

擬於本學年與以下內地姊妹學校進行交流活動：	
1.	製作介紹學校宣傳短片、視頻交流
2.	文化探究考察及交流之旅
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

乙. 教師層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丙. 學生層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

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

丁. 家長層面 (*擬舉辦 / *不擬舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

擬運用的監察/評估方法如下:

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

津貼用途及預算開支:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$182000
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$49900
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$1610
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年預計總開支	HK\$233510
N10	<input type="checkbox"/>	沒有任何開支	不適用

Shau Kei Wan Government Secondary School

Annual Programme Proposal for DLG-Other Programme: Gifted Education for the 2020/21 school year

Domain	Programme	Objectives	Targets	Duration	Deliverables	Teacher i/c	Budget (HK\$)
Music	Training for Senior Members of the Chinese Orchestra	To foster aesthetic development by providing young musicians with training in orchestral performances and ensembleship as well as ample opportunities for music performances	S.4 to S.5 students, audition and/or recommendation by Music HOD	From September 2020 to January 2021	Performance/competition	MAN Lec-san	\$14,400 (for payment of coach)
Music	Training for Senior Members of the School Orchestra	To foster aesthetic development by providing young musicians with training in orchestral performances and ensembleship as well as ample opportunities for music performances	S.4 to S.5 students, audition and/or recommendation by Music HOD	From September 2020 to January 2021	Performance/competition	MAN Lec-san	\$14,400 (for payment of coach)
STEM Study Tour	Cross-curricular Overseas Study Tour - STEM Education	<ul style="list-style-type: none"> ✧ To broaden students' knowledge in STEM and their horizons through site visit ✧ To enhance students' awareness in the recent development of science and technology 	S.4 & S.5 students	From September 2020 to August 2021	Relevant exam results and performance in relevant subjects	YU Siu-fai	\$50,000 (for reimbursement)
Mathematics & Science Departments	Secondary School Mathematics & Science Competition	To broaden students' knowledge in Mathematics and Science and enhance their problem solving skills	S.4 – S.6 students	May 2021	Examination results and performance	WONG Pui-shan	\$120 x 12 x 4 subjects = \$5,760 (for reimbursement)
Mathematics Department	The Hong Kong Youth Mathematics Challenge	To broaden students' knowledge in Mathematics and Science and enhance their problem solving skills	S.4 – S.6 students	June 2021	Examination results and performance	WONG Pui-shan	\$150 x 12 = \$1,800 (for reimburs

Domain	Programme	Objectives	Targets	Duration	Deliverables	Teacher i/c	Budget (HK\$)
							ement)
Gifted Education	Cross-curricular Overseas Study Tour	To enhance students' talent in specific areas.(e.g. Leadership, STEM, Environmental Education or other areas)	S.4 – S.6 students	From April 2021 to May 2021	Recommendation from teachers and students' potential and performance	WONG Pui-shan	\$30,000 (for reimbursement)
Discipline	Leadership Training Camp	To enhance leadership skills and boost up team spirits and unity	S4 students selected as school prefects and S5 students as prefect leaders	From September 2020 to August 2021	Recommendation from teachers and students' potential and performance	CHAN Wai-kai	\$25,000 (for reimbursement)
Total:							\$141,360

	\$
Balance as at 1/9/2019	569
Allocation for 2019/20	93600
Total expenditure for 2019/20	(35260.64)
Balance as at 31/8/2020*	58908.36
Allocation for 2020/21 \$7000 x 12 classes	84000
Proposal for 2020/21	(141360)
Bal c/d*	1548.36
*exact amount may vary according to clawback requirements	

Shau Kei Wan Government Secondary School
Life-wide Learning Grant
Plan on the Use of the Grant
2020-21 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and estimated number of participants)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities										
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
1. Biology	Biology Literacy Awards (Competition)	To nurture the scientific knowledge of students To promote students' interest in science	Nov	25 (S6)	Feedback from students and teachers	\$300 per group TL: 1,500	✓				
2. Chinese History	Coach for visits to museums / 聯校香港史考察活動	To promote students' interest in Chinese history and culture To enhance students' knowledge in history and culture	4 times in a year	90 (S3-S5)	Feedback from students and teachers	8,000	✓	✓			
3. Chin Lang	Workshops for Chinese solo speaking (Coaching for the Speech Festival competition)	To nurture students' public speaking skills To build up their confidence in public speaking	First Term	30 (S1-S5)	Students' attendance Feedback from students and teachers Number of participants and results	25,000					

4. Chin Lang	Entry fee for Hong Kong Speech Festival (Chinese)	To nurture students' public speaking skills To build up their confidence in public speaking	First Term	37 (S1-S5)	Number of participants and results	@120 per entry School subsidy: \$80@ TL: 2,960					
5. Chin Lang	Chinese Debating Workshops for the debating team members	To train up students' skills in debating. To build up their confidence in public speaking. To enhance their knowledge in current issues	Whole year	30 (S1-S5)	Students' attendance Feedback from students and teachers Number of participants and results	40,000					
6. Chin Lang	Workshops for S1 students on Chinese speaking skills	To nurture students' speaking skills	Sep to Oct	20 (S1)	Feedback from students and teachers	8,000					
7. Chin Lang	Workshops for S1 students on Chinese reading / writing skills	To nurture students' reading / writing skills	Sep to Oct	20 (S1)	Feedback from students and teachers	8,000					
8. Chin Lang	Chinese Drama Workshops for the Drama Club members (Basic training on script writing, stage management and performance, coaching for competitions)	To train up students' skills in performing arts To build up students' confidence in public speaking. To develop students' generic skills including creativity and collaborative skills	Whole year	20 (S1-S5)	Students' attendance Feedback from students and teachers Number of participants and results	20,000	✓	✓	✓		✓
9. Eng Lang	English Drama Workshops for the Drama Club members (Basic training on script writing, stage management and performance, coaching for competitions)	To train up students' skills in English drama To improve the speaking proficiency of students' English language. To build up students' confidence in public speaking. To develop students' generic skills including creativity and collaborative skills	Whole year	20 (S1-S5)	Students' attendance Feedback from students and teachers Number of participant and results	25,000	✓	✓		✓	✓

10. Eng Lang	Drama festival membership fee, entry fee and transportation costs for coach bus to the competitions	To develop students' generic skills and language abilities through drama performances	Whole year	20 (S1-S5)	Feedback from students and teachers	3,300	✓	✓	✓		
11. Eng Lang	English Debating Workshops for the debating team members	To train up students' skills in debating. To improve the proficiency of the students' English language. To build up their confidence in public speaking. To enhance their knowledge in current issues	Whole year	20 (S1-S5)	Students' attendance Feedback from students and teachers Number of participants and results	10,000	✓	✓			
12. Eng Lang	Entry fee for Hong Kong Schools Speech Festival (English) and coach bus to the competition	To nurture students' English speaking skills To build up their confidence in public speaking	First Term	70 (S1-S6)	Students' attendance and their performance in competitions	@120 per entry School subsidy: \$80 per team TL: 2,600	✓		✓		
13. Eng Lang	Workshops for English choral and solo speaking	To nurture students' English speaking skills To build up their confidence in public speaking	First Term	70 (S1-S6)	Students' attendance and their performance in competitions	10,000	✓		✓		
14. Eng Lang	English activity (The World We Care)	To enhance their proficiency in English Language Allow students to appreciate different cultures through communication with people of different ethnics	Second Term	S1-S3 students	Feedback from students and teachers	4,500	✓	✓		✓	
15. Geog	Transportation for field studies	To provide transportation for field studies	6 times in a year	150 (S1-S6)	Feedback from students and teachers	23,000	✓				
16. Geog	Geography field trip	To get students familiar with fieldwork skills	1 time in a year	90 (S4-S6 Geog students)	Students' performance in the field trip	18,000	✓				
17. Hist	Coach for visit to museum	To promote students' knowledge and interest in history	1 time in a year	40 (S4-s5)	Feedback from students and teachers	1,500	✓				

18. Home Econ.	Hiring tutors for cookery classes	To enhance students' cooking skills and knowledge in food science To develop their interest in cookery	10 times in a year	120 (All levels)	Feedback from students and teachers	25,000	✓		✓		
19. Maths	S1 Academic activities	To promote students' interest in Mathematics	23/9 – 21/10	20 (S1)	Observation by teachers and feedback after students	500	✓				✓
20. Physical Edu.	Basketball training course for Grade C and beginners level (Boys) (Skills build up and coaching for competition)	To improve students' skills in basketball To develop their health and physical fitness To train up team spirit and persistence	Whole year	30 (S1-S2)	Students' attendance Feedback from students and teachers Number of participants and results	40,000			✓		
21. Physical Edu.	Volleyball training course for Grade C and beginners level (Boys and Girls) (Skills build up and coaching for competition)	To improve students' skills in volleyball To develop their health and physical fitness To train up team spirit and persistence	Whole year	30 (S1-S2)	Students' attendance Feedback from students and teachers Number of participants and results	40,000			✓		
22. Physical Edu.	Sports appreciation activities	To introduce other sports activities to students	2 times in a year	270 (any two levels, S1-S5)	Feedback from students and teachers	10,000			✓		
23. Physical Edu.	Coach for swimming lessons	To provide coach bus for swimming lessons	Sep to Nov	144 (all S1)	Feedback from students and teachers	\$1,600 per trip TL: 16,000			✓		
24. Science	Academic Activity for S1(Workshops)	To arouse students' interest in science	23/9/2020 – 21/10/2020	20 (S1)	Feedback from students and teachers	2,200 * 5 lessons = 11,000	✓				
25. STEM	Drones training course Skills building (operation and programming of drones) and train-up students for	To arouse the interest in students in STEM and programming	First Term	10 (S2-S4)	Students' attendance Feedback from	15,000	✓				✓

	competition				students and teachers Number of participants and results						
26. STEM	Training course for 3D printing	To arouse the interest in students in STEM and 3D design	First Term	10 (S3-S4)	Attendance rate of students Feedback from students and teachers	18,000	✓				✓
27. STEM	STEM related training courses for students	To arouse the interest in students in STEM and to enrich their knowledge	2 times in a year	About 250 (S1-S6)	Feedback from students and teachers	30,000	✓				
28. STEM	Coach for visit	To arouse the interest in students in STEM and to enrich their knowledge	6 times in a year	About 150 (Junior level)	Feedback from students and teachers	9,000	✓				
29. STEM	STEM activities (e.g. Innotech activity)	To arouse the interest in students in STEM and to enrich their knowledge	First Term	About 30 (Junior level)	Feedback from students and teachers	23,000	✓	✓			
Sub-total of Item 1.1						448,860					

1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
30. OLE	S1 Day Camp (at school)	To develop team spirit and nurture the self-discipline and good manners among students	16/11	~144 (S1)	Survey on students' participation and feedback about the activities	23,040		✓	✓		
31. OLE	S1 and S2 Day Camp (outside school)	To develop team spirit and nurture the self-discipline and good manners among students	11/2020	~280 (S1 & S2)	Survey on students' participation and feedback about the activities	50,000		✓	✓		

32. OLE	Chinese Dance	To allow students to develop their potential in Chinese Dance	Whole School Year	~10 (S3-4)	Survey on students' participation and feedback about the activities	20,000			✓		
33. Guidance	正向心理-賽馬會逆風跨代計劃 2.0	Through experiential service learning, it improves the resilience of students	9/2020-1/2021	~270 (S3-S4)	Survey on students' participation and feedback about the activities	12,000			✓		
34. Guidance	Programme on promotion of mental health	To develop students' coping ability under stress	Whole School Year	~550 (S2-S5)	Survey on students' participation and feedback about the activities	15,000	✓	✓			
35. Music	Instrumental classes	To allow students to develop their potential in music	Whole School Year	~75 (S1-S6)	Tutors' feedback about the activities	51,000	✓		✓		
36. Music	Hong Kong Schools Music Festival	To allow students to develop their talent and potential in music	2-3/2021	~40 (S1-S6)	Performance of students in Music Festival	5,000	✓		✓		
37. Life Planning Team	Workplace visits to ocean park	To increase students' understanding of, and potential interest in, different career options of Ocean Park	11/2020	~135 (S4)	Survey on students' participation and feedback about the activities	25,000					✓
38. Comm. Services Team	Community services training	To enable students to develop skills in leadership, communication, working well with a team, and to serve others	Whole School Year	~138 (S3)	Survey on students' participation and feedback about the activities	38,000		✓		✓	
39. Enrichment Programmes	Training courses to stretch students' potential such as courses on thinking skills, logical skills, etc.	To organise a diversified series of life-wide learning activities to cater for students' interests and abilities and for stretching their potentials	Whole School Year	Whole School	Feedback from students and teachers	50,000	✓				

40. Various	Transportation for various LWL activities	To hire coaches for various LWL activities	Whole School Year	(S1-S6)	Survey on students' participation and feedback about the activities	10,000	✓	✓	✓	✓	✓
41. Various	To participate in competitions	To enable students to show their talents in different disciplines	Whole School Year	Whole School	Performance of students in competitions	10,000	✓	✓	✓	✓	✓

Sub-total of Item 1.2						309,040					
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1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons										
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42. Oversea Study Tours & Exchange Prog.	Exchange tours	To provide opportunities for students to broaden their horizons and to exchange ideas and experiences with their counterparts in other countries	~5 times in a year	~100 (S1-S6)	Survey on students' participation and feedback about the activities	250,000	✓	✓	✓		✓
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Sub-total of Item 1.3						250,000					
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1.4	Others										
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	NA					0					
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Sub-total of Item 1.4						0					
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Estimated Expenses for Category 1						1,007,900					
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Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning		
1. D&T	Materials for making Robots	For Robotics competitions	8,000
2. English	Costume and props for drama activities	For drama performances	3,000

Domain	Item	Purpose	Estimated Expenses (\$)
3. Geography	Geography fieldwork equipment	For recording environmental data during field trips	70,000
4. Photography and Video Production Team	Photography & video production accessories	For training student photographers and equipping them with skills to serve in the school functions	20,000
5. STEM	Various materials / 3D printer filament for 3D pens	For competitions / activities	3,000
6. STEM	3D pens	For Maths / STEM activities in junior levels	13,000
7. STEM	Drones (including two high-end drones)	For training courses and competitions	\$1,000 each * 10 (normal) \$10,000 each *2 (high-end) TL: 30,000
8. STEM	Mini 3D printers and filaments	For 3D printing classes and activities	\$2,500 for 3D printers \$2,000 for filaments TL: 27,000
9. STEM	Sensors for data logging systems	For STEM activities and science projects	32,000
10. STEM	STEM kit	For IT activities	20,000
Estimated Expenses for Category 2			226,000
Estimated Expenses for Categories 1 & 2			1,233,900
Estimated Balance carried forward to 2021-22 (Unspent balance bought down from 2019-20: 617,492.40)			541,592.4 (Estimated allocation for 2020-21: 1,158,000)

Estimated Number of Student Beneficiaries

Total number of students in the school:	802
Estimated number of student beneficiaries:	802
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post):

Ms WONG Kai-foon, EO(Ag)

附件

致：教育局教育統籌委員會及策劃分部（傳真號碼：2537 4591）
〔請於2020年11月30日或之前透過傳真提交〕

適用於錄取 1至9名非華語學生¹的普通中學²

加強支援非華語學生的中文學與教
新增分兩個層階的資助
2020/21 學年學校計劃（普通中學適用）

學校名稱： 筲箕灣官立中學
學校註冊編號： 510440 (6位數 SCRN)
學校電話號碼： 25603544
學校傳真號碼： 25689708
總統籌人員姓名： 孫佩珊老師
總統籌人員電郵： sps@sgss.edu.hk

本校在本學年共錄取 1 名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在網上校管系統（WebSAMS）內核實及更新非華語學生的資料。按教育局通告第 8/2020 號，本校在本學年獲提供額外撥款 15 萬元 / 30 萬元。本校知悉教育局會根據收生實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在本學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，教育局會在翌年第一季度按需要調整或安排收回已發放的資助。本校承諾會在本學年內將額外撥款差額（如適用）全數歸還教育局。

本校確保非華語學生與華語同儕享有同等學習中文的機會，並將充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校 2020/21 學年的學校計劃已獲法團校董會 / 校董會 / 學校管理委員會通過。

¹ 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

² 普通中學包括公營中學及提供本地課程的直接資助計劃中學。

請在適當的方格內加上「√」號

(一) 整體規劃

(1) 安排專責統籌人員 (教師/小組)

本校已安排以下專責人員統籌支援非華語學生的中文學與教及建構共融校園的事宜：

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗	負責統籌的年級
總統籌人員姓名： <u>孫佩珊老師</u> <input type="checkbox"/> 校長 <input type="checkbox"/> 副校長 <input type="checkbox"/> 主任 <input type="checkbox"/> 副主任 <input type="checkbox"/> 中文科主任 <input type="checkbox"/> 科任教師 <input checked="" type="checkbox"/> 其他 (請說明)： <u>中文科老師</u>	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input checked="" type="checkbox"/> 7 年或以上	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input checked="" type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上	<input checked="" type="checkbox"/> 中一 <input type="checkbox"/> 中二 <input type="checkbox"/> 中三 <input type="checkbox"/> 中四 <input type="checkbox"/> 中五 <input type="checkbox"/> 中六
副統籌人員 (如有) 姓名： <u>馬浩偉老師</u> <input type="checkbox"/> 校長 <input type="checkbox"/> 副校長 <input type="checkbox"/> 主任 <input type="checkbox"/> 副主任 <input type="checkbox"/> 中文科主任 <input type="checkbox"/> 科任教師 <input checked="" type="checkbox"/> 其他 (請說明)： <u>中文科老師</u>	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input checked="" type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input checked="" type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上	<input checked="" type="checkbox"/> 中一 <input type="checkbox"/> 中二 <input type="checkbox"/> 中三 <input type="checkbox"/> 中四 <input type="checkbox"/> 中五 <input type="checkbox"/> 中六

(2) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度 (可選多於一項)：

- 向教職員闡釋有關政策及措施/匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 舉辦相關講座、研討會或工作坊等
- 其他 (請說明)：_____

請在適當的方格內加上「√」號

(3) 安排教學人手

本校教授非華語學生中文科的教學人員及其相關經驗如下：

職位	人數	教授非華語學生 中文科的經驗	人數
科任教師	(1) 名	1 年以下	() 名
		1 年至少於 4 年	(1) 名
		4 年至少於 7 年	() 名
		7 年或以上	() 名
教學助理	(1) 名	1 年以下	(1) 名
		1 年至少於 4 年	() 名
		4 年至少於 7 年	() 名
		7 年或以上	() 名

(4) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校

初步計劃安排他們參加的相關培訓如下（可選多於一項）：

教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等

教育局專業人員／教育局委託專上院校提供的校本支援服務

教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」

教育局委託香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」

校內中文科教學人員同儕觀課，進行專業交流，分享心得

校內中文科教學人員共同備課，調適教學策略和教學內容等

其他（請說明）：_____

暫時不會安排他們參加相關培訓，原因是（可選多於一項）：

本校教師過往曾參加相關培訓或支援服務，現正鞏固有關經驗。

本校在照顧非華語學生的中文學習方面已有足夠經驗。

本校需優先處理其他關注事項（請說明）：_____

其他（請說明）：_____

請在適當的方格內加上「√」號

(5) 評估非華語學生的中文學習需要

(a) 按收生實況調查指定的參照日期，本校非華語學生的分佈如下：

		中一	中二	中三	中四	中五	中六	總數
(i)	非華語學生人數	1						1
(ii)	未曾就讀提供本地課程幼稚園的非華語學生人數							
(iii)	新來港（即在入讀本校前抵港不足一年，或未曾有任何本地學校（包括幼稚園）就讀超過一年）的非華語學生人數							
(iv)	就讀以普通話教授中國語文科（普教中）班別／組別的非華語學生人數							
(v)	<u>只供提供普教中班別／組別的學校填寫</u> <input type="checkbox"/> 本校非華語學生可選擇是否就讀普教中班別／組別。 <input type="checkbox"/> 本校非華語學生必須就讀普教中班別／組別。本校為這些學生提供的支援措施包括：_____							

(b) 本校將適時評估所有錄取的非華語學生（特別是第(5)(a)(ii)至(iii)項所述的非華語學生）的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(i)	<input checked="" type="checkbox"/> 已採用／將會採用《評估工具》。 <input type="checkbox"/> 未有採用《評估工具》，原因是（可選多於一項）： <input type="checkbox"/> 本校的非華語學生預計可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已按非華語學生的需要，發展多元化的校本評估方法。 <input type="checkbox"/> 其他（請說明）： _____
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請在適當的方格內加上「√」號

(ii)	<input type="checkbox"/> 已實施／將會實施「學習架構」。 <input checked="" type="checkbox"/> 未有實施「學習架構」，原因是： <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，預計可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生拾級而上，學習中文。 <input type="checkbox"/> 其他（請說明）： _____
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(6) 安排非華語學生考取合適的中國語文資歷

本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程。本校提供的中國語文資歷考試，以及預計 2020/21 學年參加有關考試的高中非華語學生人數如下：

中國語文資歷考試		提供有關考試	預計參加有關考試的非華語學生人數		
			中四	中五	中六
(a)	香港中學文憑考試（中國語文科）	<input type="checkbox"/>	-	-	
(b)	香港中學文憑考試應用學習中文（非華語學生適用）	<input type="checkbox"/>	-	-	
(c)	普通教育文憑試（GCE）高級程度（A-Level）中國語文科	<input type="checkbox"/>			
(d)	普通教育文憑試（GCE）高級補充程度（AS-Level）中國語文科	<input type="checkbox"/>			
(e)	國際普通中學教育文憑（IGCSE）中國語文科	<input type="checkbox"/>			
(f)	綜合中等教育證書（GCSE）中國語文科	<input type="checkbox"/>			

請在適當的方格內加上「√」號

(二) 運用額外撥款提供校本支援措施

(7) 本校計劃運用額外撥款，提供以下的校本支援措施（可選多於一項）：

校本支援措施		額外撥款 金額	整合 其他資源 ³
(a)	<input checked="" type="checkbox"/> 聘請額外員工 (請注意：如學校運用額外撥款支付額外員工的部分薪金／非全職人員的薪金，請以小數表示 ⁴)		
	<input type="checkbox"/> 教師 () 名	\$	<input type="checkbox"/>
	<input checked="" type="checkbox"/> 教學助理 (1/3) 名	\$ 71820	<input type="checkbox"/>
	<input type="checkbox"/> 不同種族的助理 () 名	\$	<input type="checkbox"/>
(b)	<input type="checkbox"/> 購買促進非華語學生學習中文的教學資源 (請注意：有關額外撥款不可用於購買流動電腦裝置及電子器材等)	\$	<input type="checkbox"/>
(c)	<input type="checkbox"/> 僱用專業服務		
	<input type="checkbox"/> 翻譯／傳譯服務	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構舉辦課後中文學習班	\$	<input type="checkbox"/>
	<input type="checkbox"/> 校外導師／機構協助教師舉辦共融活動	\$	<input type="checkbox"/>
	<input type="checkbox"/> 其他 (請 說 明) : _____	\$	<input type="checkbox"/>
(d)	<input type="checkbox"/> 由學校籌辦的促進／推廣共融校園活動 (例如多元文化活動／家校合作活動等)	\$	<input type="checkbox"/>
(e)	<input type="checkbox"/> 其他 (請說明) : _____	\$	<input type="checkbox"/>
總支出		\$ 71820	

³ 學校應善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校計劃安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

⁴ 舉例學校於本學年聘請一名額外教學助理，其全年總薪金為 20 萬元。學校以額外撥款 15 萬元支付其總薪金的 75%，並整合其他資源 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(7)(a)項註明學校以額外撥款 15 萬元聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。

請在適當的方格內加上「√」號

(8) 校本支援措施的詳情如下：

(a)	聘請的額外教師／教學助理／不同種族的助理，主要負責以下工作：		
	<input type="checkbox"/>	提供中文科的課堂支援：	
	<input type="checkbox"/>	抽離學習 (年級：_____) (有關安排：_____)	
	<input type="checkbox"/>	分組／小組學習 (年級：_____) (有關安排：_____)	
	<input type="checkbox"/>	發展校本中國語文課程及／或調適學與教材料	
	<input type="checkbox"/>	採用／參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源	
	<input type="checkbox"/>	採用／參考教育局發展的《中國語文(非華語學生適用)》教材	
	<input type="checkbox"/>	申請優質教育基金撥款，發展校本課程／教材	
	<input type="checkbox"/>	其他(請說明)：_____	
	<input checked="" type="checkbox"/>	提供課後支援：	
<input type="checkbox"/>	中文學習小組	<input type="checkbox"/>	暑期銜接課程
<input type="checkbox"/>	中文銜接課程	<input checked="" type="checkbox"/>	伴讀計劃
<input type="checkbox"/>	朋輩合作學習	<input type="checkbox"/>	故事導讀
<input checked="" type="checkbox"/>	其他(請說明)：__文化增潤課程__		
<input checked="" type="checkbox"/>	安排推廣共融校園活動		
<input type="checkbox"/>	推廣家校合作，與非華語學生的家長討論其子女的學習進度(包括中文學習)及升學路向，翻譯學校通告／學校網頁，協助講解學校政策及行政安排等		
<input type="checkbox"/>	為非華語學生家長舉辦家長教育活動		
<input checked="" type="checkbox"/>	其他(請說明)：__推薦及跟進非華語生參加香港大學專業進修學院「非華語學生學習中文支援中心」的「中文輔導班」的情況。__		
(b)	購買促進非華語學生學習中文的教學資源及用途：		
	<u>教學資源</u>	<u>用途</u>	
	1. _____	_____	
2. _____	_____		
(c)	僱用專業服務(請簡述活動內容)：		
	<input type="checkbox"/>	翻譯／傳譯服務	
	<input type="checkbox"/>	校外導師／機構舉辦課後中文學習班	
	<input type="checkbox"/>	校外導師／機構協助教師舉辦共融活動	
	<input type="checkbox"/>	其他(請說明)：_____	

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(d) 由學校籌辦的促進／推廣共融校園活動：	
<u>活動</u>	<u>內容</u> (請簡述活動如何促進／推廣共融校園)
1. 「扭計骰」社交桌遊小組	<u>透過桌遊活動，讓不同文化學生互相交流。</u>
2. WeTuber 社交共融小組	<u>透過 ZOOM 來讓不同民族學生一同交流共融文化。</u>

(三) 評鑑、問責及支援

(9) 本學年中期／結束時，本校會透過不同模式，評估校本支援措施的成效（可選多於一項）：

- 透過問卷調查／自我評鑑等，評估教職員對學校支援非華語學生的政策及措施的了解和文化敏感度
- 透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力
- 透過多元化的校本評估結果，評估非華語學生的中文學習進度
- 透過使用《評估工具》結果，評估非華語學生的中文學習進度
- 透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小記者、朗誦、徵文比賽等），評估非華語學生學習中文的信心和態度及／或評估推廣共融校園的成效
- 透過問卷調查等，評估非華語學生的家長對其子女的學習進度（包括中文學習）和升學路向，以及學校政策和行政安排的了解
- 其他（請說明）：_____

(10) 本校知悉須按有關規定，

- (i) 在 2020 年 9 月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；
- (ii) 在 2021 年 11 月 30 日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的 2020/21 學年學校報告；以及
- (iii) 在 2021 年 11 月 30 日或之前，提供一份中、英文對照的摘要，闡述學校於 2020/21 學年如何支援非華語學生學習中文及建構共融校園，上載並學校網頁，以供家長參閱。

校監簽署：Ng Chan

校監姓名：陳燕萍

日期：2020 年 10 月 29 日



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