

周年校務報告

ANNUAL SCHOOL REPORT



2015-2016

保良局李城璧中學



保良精神 | 願景、使命、價值觀

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，
助寡健診，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

辦學宗旨

本校秉承保良局的辦學方針和政策，以社會的利益為最大依歸，配合時代的需要，提供「全人教育」。本校教育目的是使學校成為學生學習及成長的理想園地：

1. 培養學生的學習興趣；
2. 讓學生掌握學習技能，使其具備自學的能力；
3. 引導學生作全面而具個性的發展；
4. 培養學生對家庭和社群的責任感；
5. 使學生擁有健康身心。

我們的學校

1. 學校簡介

李城璧中學於 1982 年創立，至今已踏入第三十四載。本校座落於荃灣西柴灣角，為一所設備完善之政府津貼男女文法中學。目前開設中一至中六級，共 25 班。

2. 學校管理

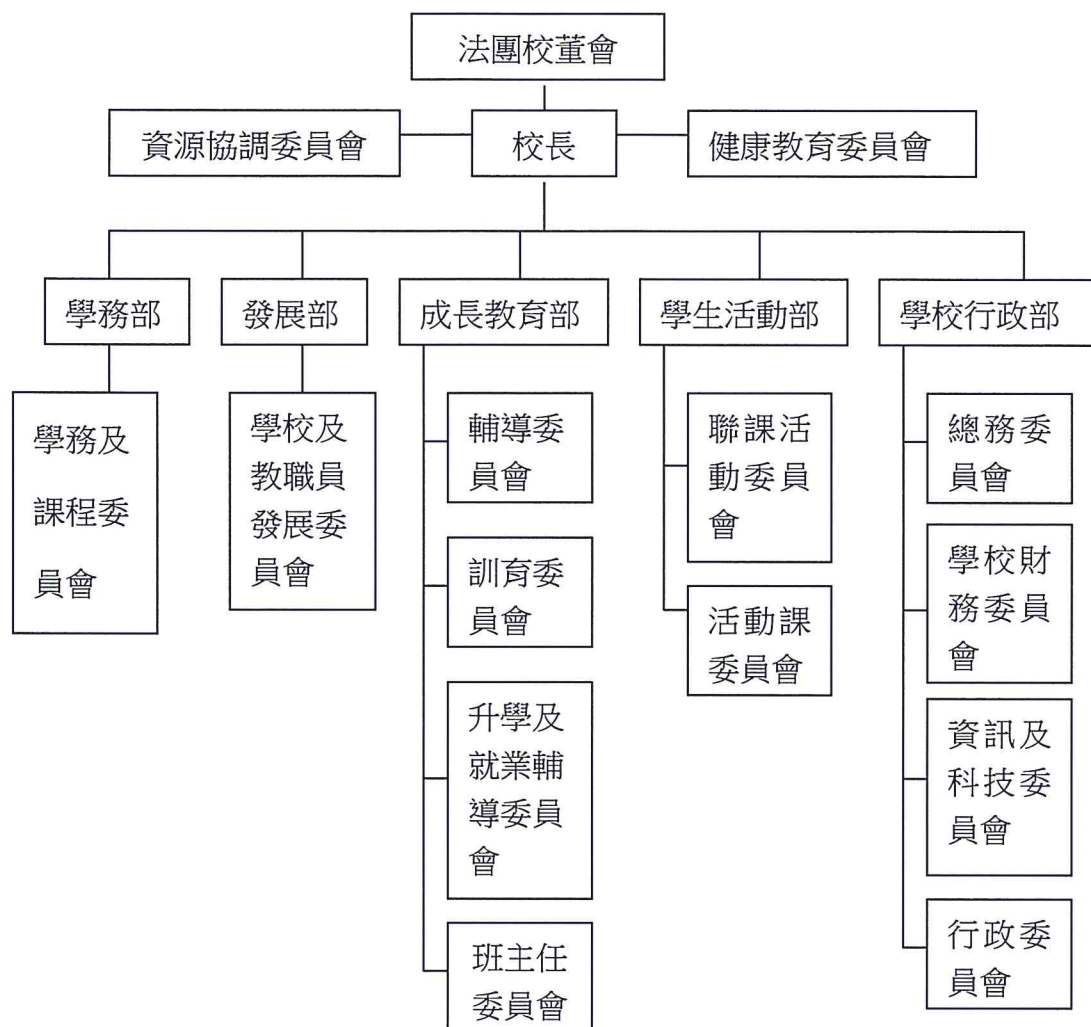
(a) 法團校董會的組合

法團校董會成員：1 位校監，2 位辦學團體校董、行政總監、教育總主任、高級教育主任、財務總主任、校長、教師、家長、校友及獨立人士為註冊校董

(b) 各持分者在法團校董會內所佔席位 (2015-2016)：

成員	辦學團體	校長	家長	教師	校友	獨立人士
12 人	7 人	1 人	1 人	1 人	1 人	1 人

3. 學校組織架構圖

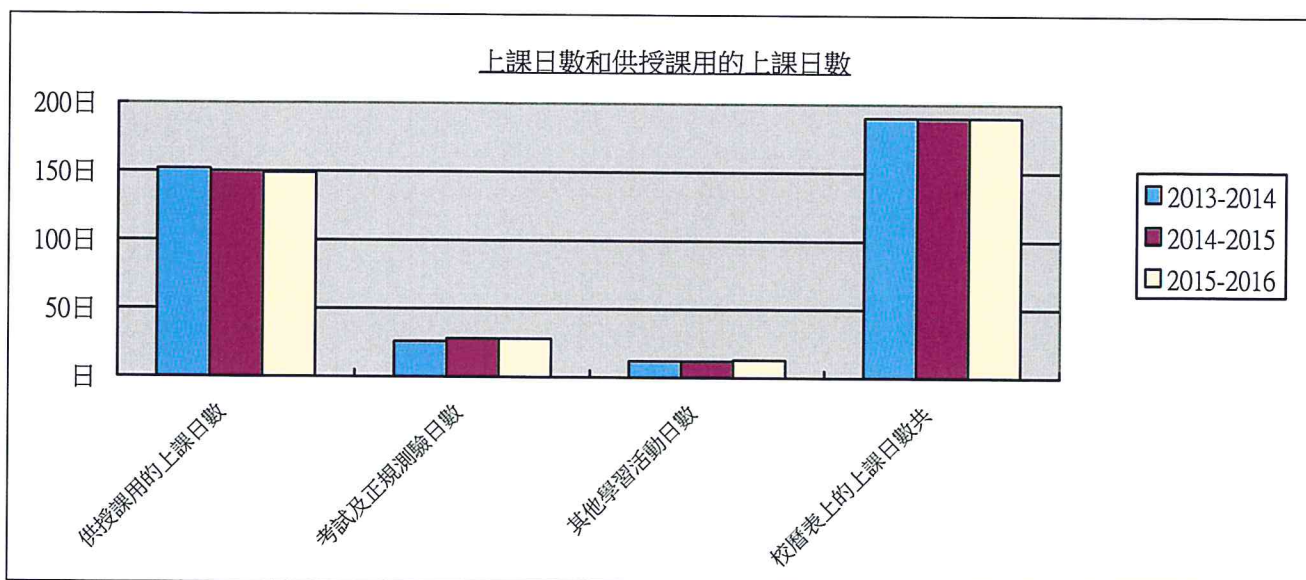


4. 實際上課日數

校曆表中的上課日數和供授課用的上課日數：

	2013-2014	2014-2015	2015-2016
供授課用的上課日數	152 日	150 日	149 日
考試及正規測驗日數	26 日	28 日	28 日
其他學習活動日數*	12 日	12 日	13 日
校曆表上的上課日數共：	190 日	190 日	190 日

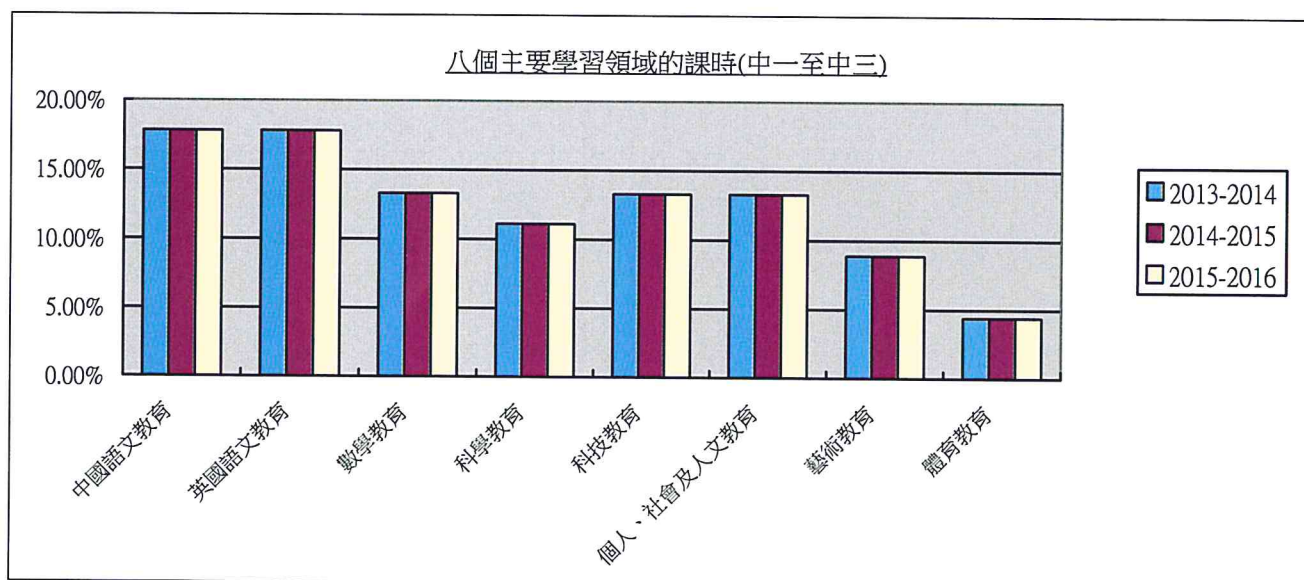
*包括開學日、旅行日、音樂比賽、運動會等。



5. 八個學習領域的課時

中一至中三時間表中分配給八個主要學習領域的課時：

	2013-2014	2014-2015	2015-2016
中國語文教育	17.8%	17.8%	17.8%
英國語文教育	17.8%	17.8%	17.8%
數學教育	13.3%	13.3%	13.3%
科學教育	11.1%	11.1%	11.1%
科技教育	13.3%	13.3%	13.3%
個人、社會及人文教育	13.3%	13.3%	13.3%
藝術教育	8.9%	8.9%	8.9%
體育教育	4.4%	4.4%	4.4%



我們的學生

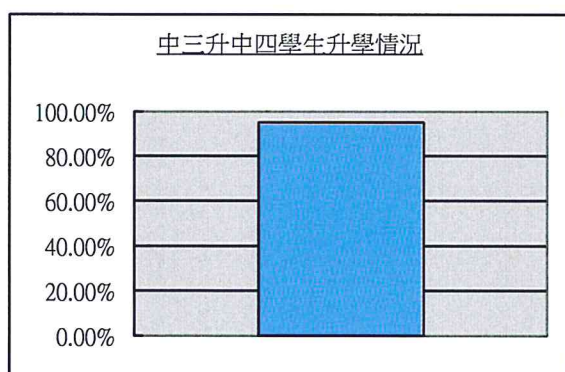
1. 班級組織

(a) 2015-2016 學年各級開設的班別數目及學生人數：

級別	中一	中二	中三	中四	中五	中六	總數
班 數	4	4	4	4	4	5	25
組 數	4	4	4	4	5	6	27
男生人數	54	65	70	60	65	81	395
女生人數	69	64	62	78	65	83	421
學生人數	123	129	132	138	130	164	816

(b) 2015-2016 學年中三升中四學生的數目百分比：

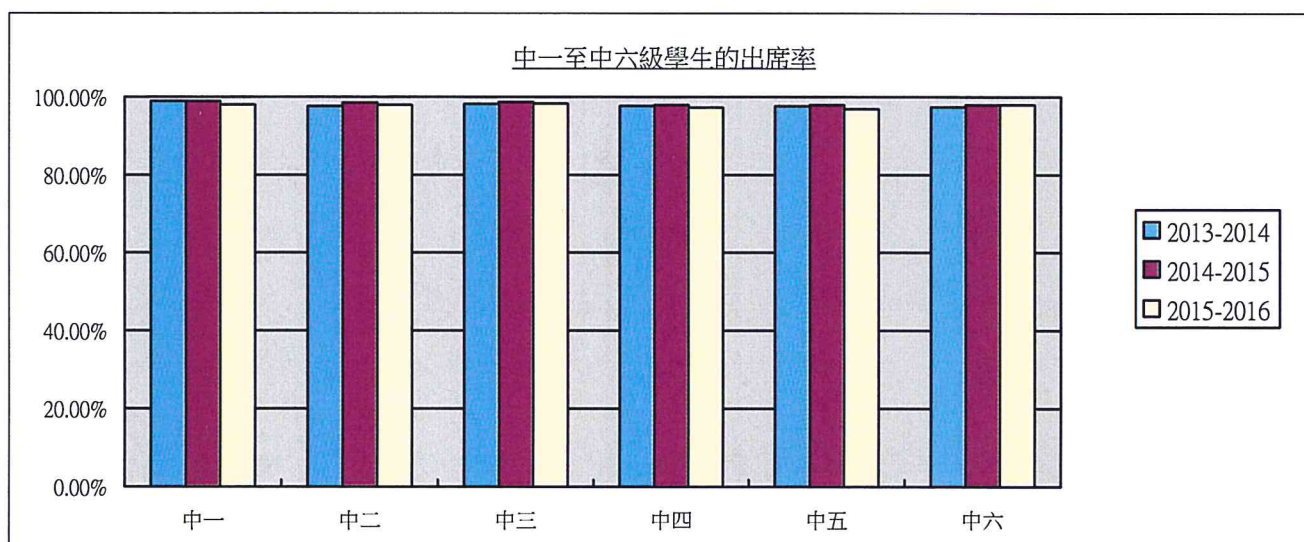
98.4 %



2. 出席率

中一至中六級學生的出席率：

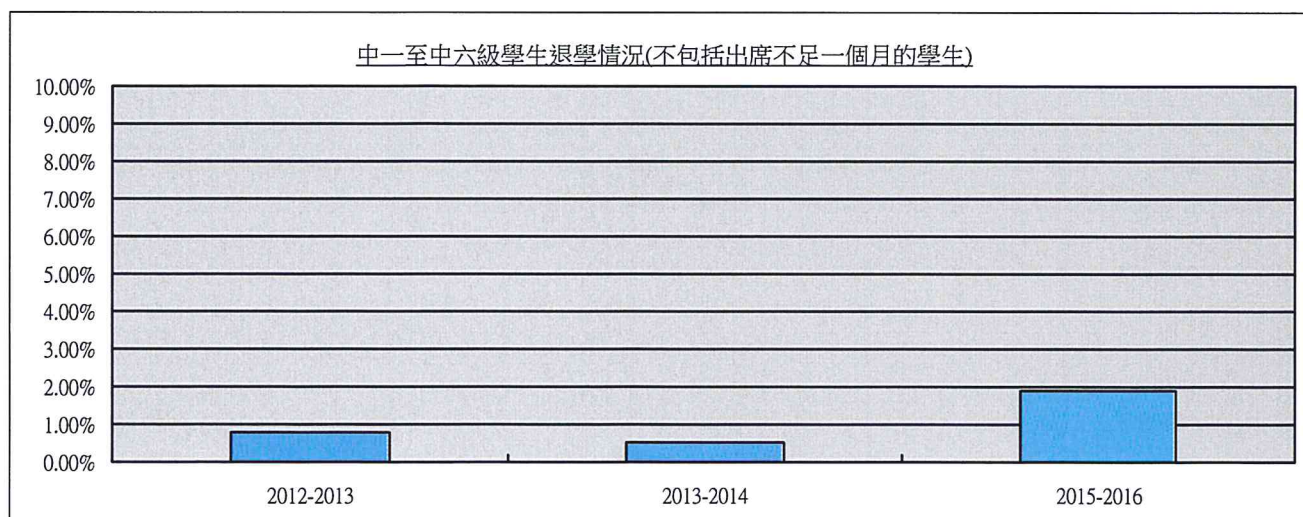
	2013-2014	2014-2015	2015-2016
中一	98.9%	98.9%	98%
中二	97.6%	98.5%	97.9%
中三	98.2%	98.7%	98.3%
中四	97.7%	97.9%	97.3%
中五	97.6%	97.9%	96.9%
中六	97.4%	97.9%	97.9%



3. 學生退學情況

中一至中六級學生退學情況(不包括出席不足一個月的學生)：

	2013-2014	2014-2015	2015-2016
退學百分比	0.52%	0.7%	1.9%



我們的教師

1. 教師資歷

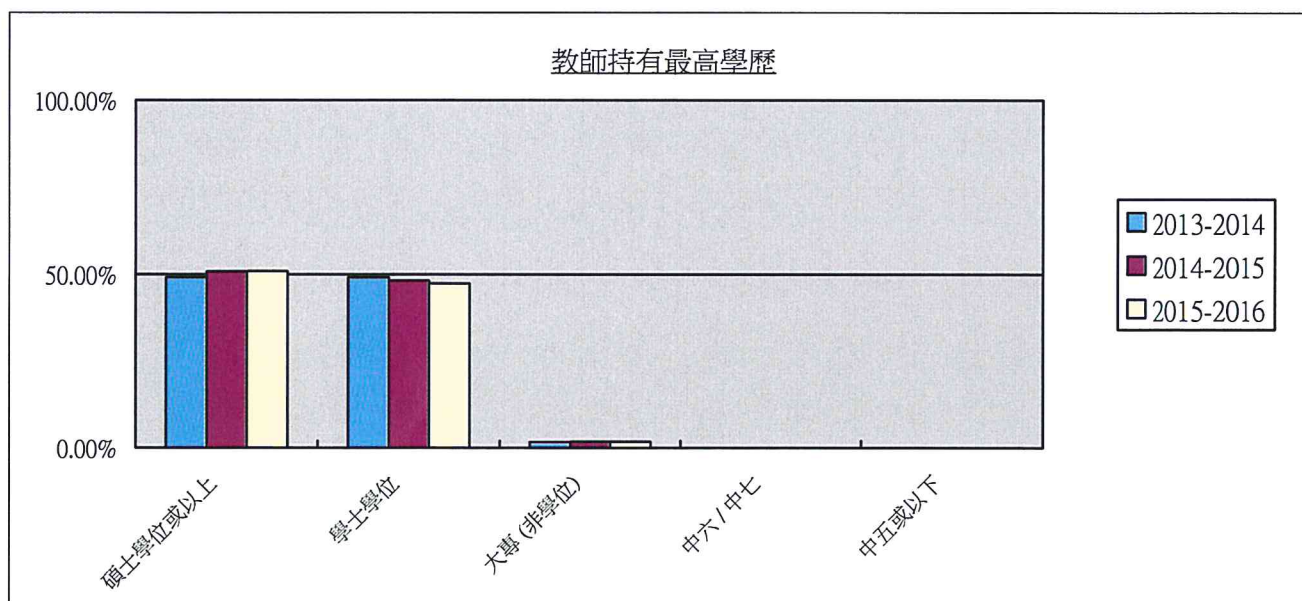
(a) 學校常額教師數目：

	2013-2014	2014-2015	2015-2016
教師人數	59*	59*	57*

* 其中兩位為半職教師

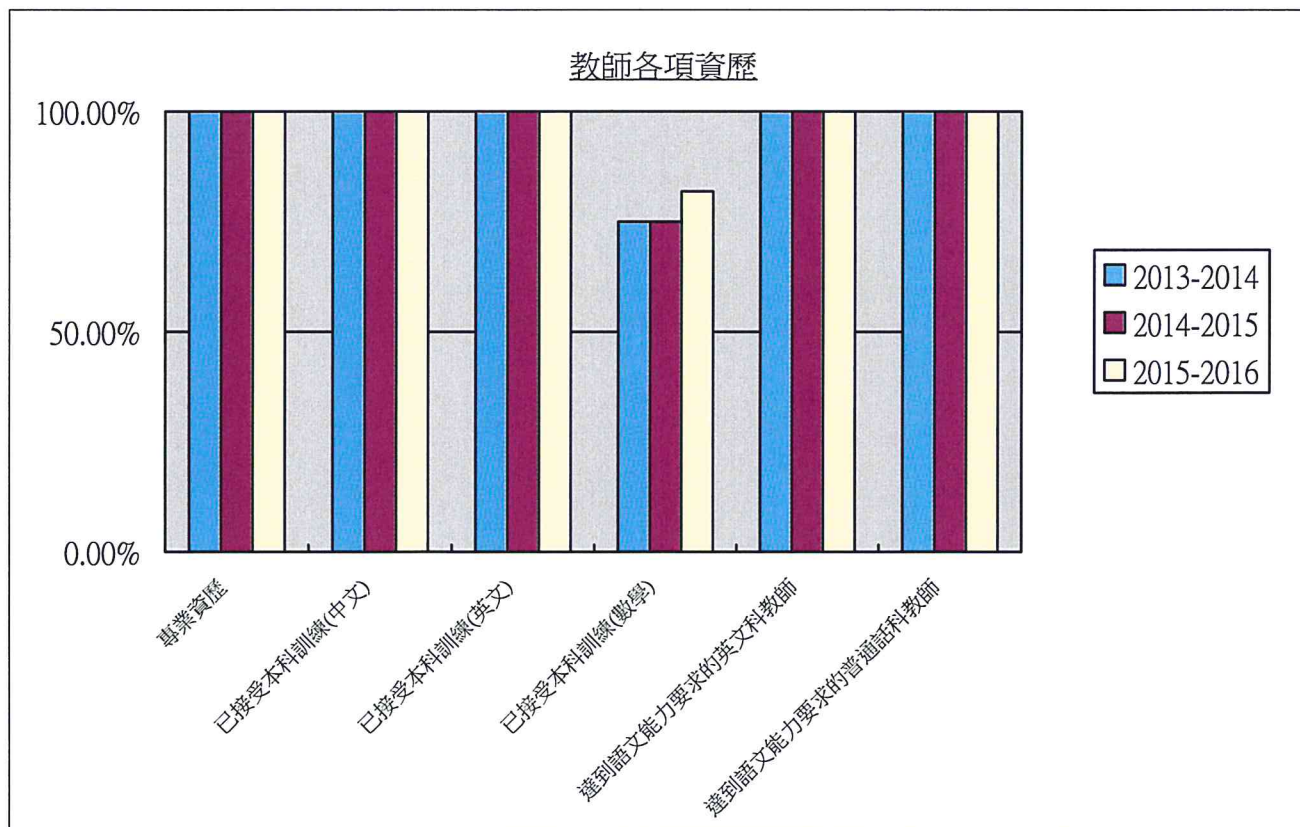
(b) 教師持有最高學歷的百分率：

學歷	2013-2014		2014-2015		2015-2016	
	人數	百分率	人數	百分率	人數	百分率
碩士學位或以上	29	49.15%	30	50.85%	29	50.88%
學士學位	29	49.15%	28	47.45%	27	47.37%
大專 (非學位)	1	1.7%	1	1.69%	1	1.75%
中六 / 中七	0	0%	0	0%	0	0%
中五或以下	0	0%	0	0%	0	0%
其他	0	0%	0	0%	0	0%



(c) 教師各項資歷的百分率：

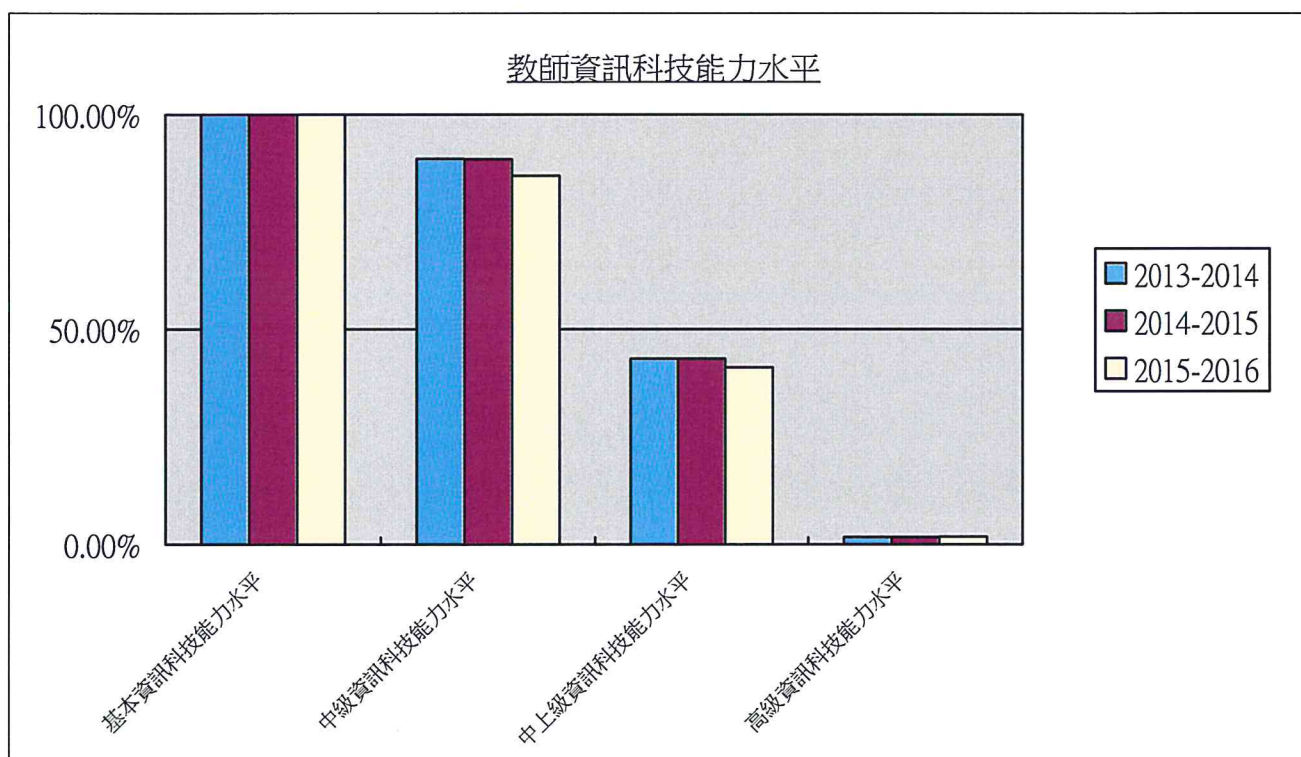
資歷	2013-2014		2014-2015		2015-2016	
	人數	百分率	人數	百分率	人數	百分率
專業資歷 (教育深造證書/文憑、教育學士、教育證書、在職教師培訓和非學位教師學歷評審認可資歷)	59/59	100%	59/59	100%	57/57	100%
已接受本科訓練(中文)	10/10	100%	10/10	100%	9/9	100%
已接受本科訓練(英文)	11/11	100%	11/11	100%	11/11	100%
已接受本科訓練(數學)	9/12	75%	9/12	75%	9/11	81.8%
達到語文能力要求的英文科教師	11/11	100%	11/11	100%	11/11	100%
達到語文能力要求的普通話科教師	9/9	100%	9/9	100%	8/8	100%



(d) 常額教師資訊科技能力水平的百分率：

學歷	2013-2014		2014-2015		2015-2016	
	人數	百分率	人數	百分率	人數	百分率
基本資訊科技能力水平	58*	100%	58*	100%	56*	100%
中級資訊科技能力水平	51	89.6%	51	89.6%	48	85.7%
中上級資訊科技能力水平	25	43.1%	25	43.1%	23	41.1%
高級資訊科技能力水平	1	1.72%	1	1.72%	1	1.79%

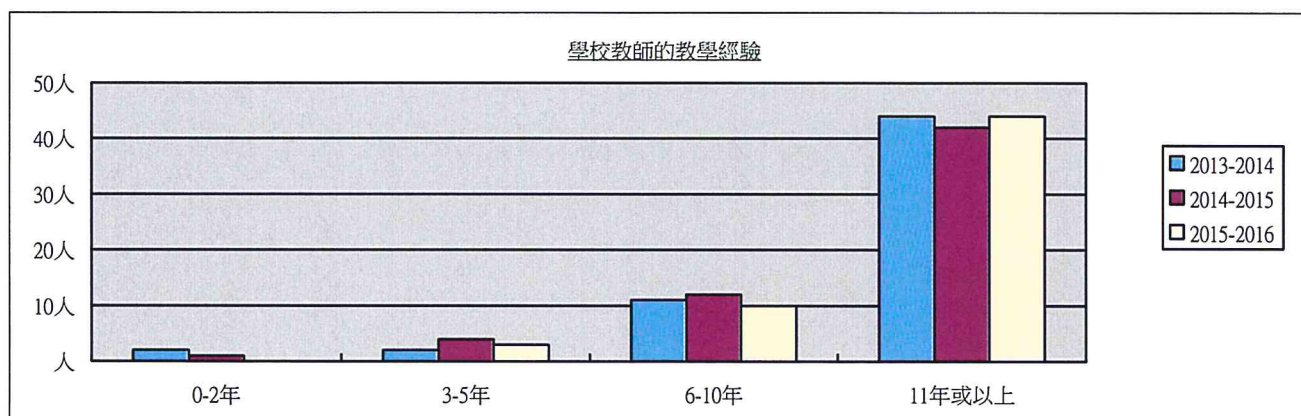
* 不包括外籍英語教師



2. 教師經驗

學校教師的教學經驗：

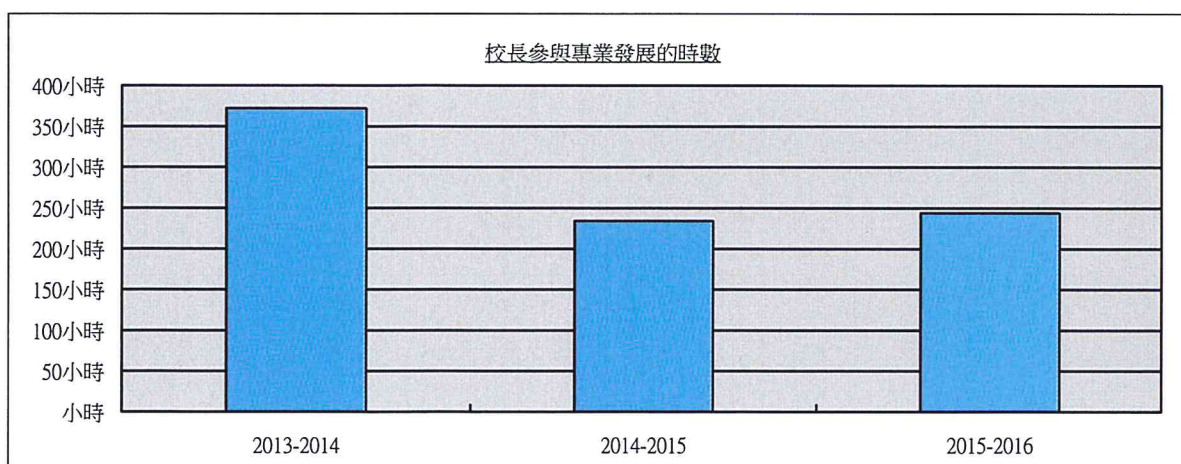
	2013-2014	2014-2015	2015-2016
0-2年	2	1	0
3-5年	2	4	3
6-10年	11	12	10
11年或以上	44	42	44



3. 教師專業發展

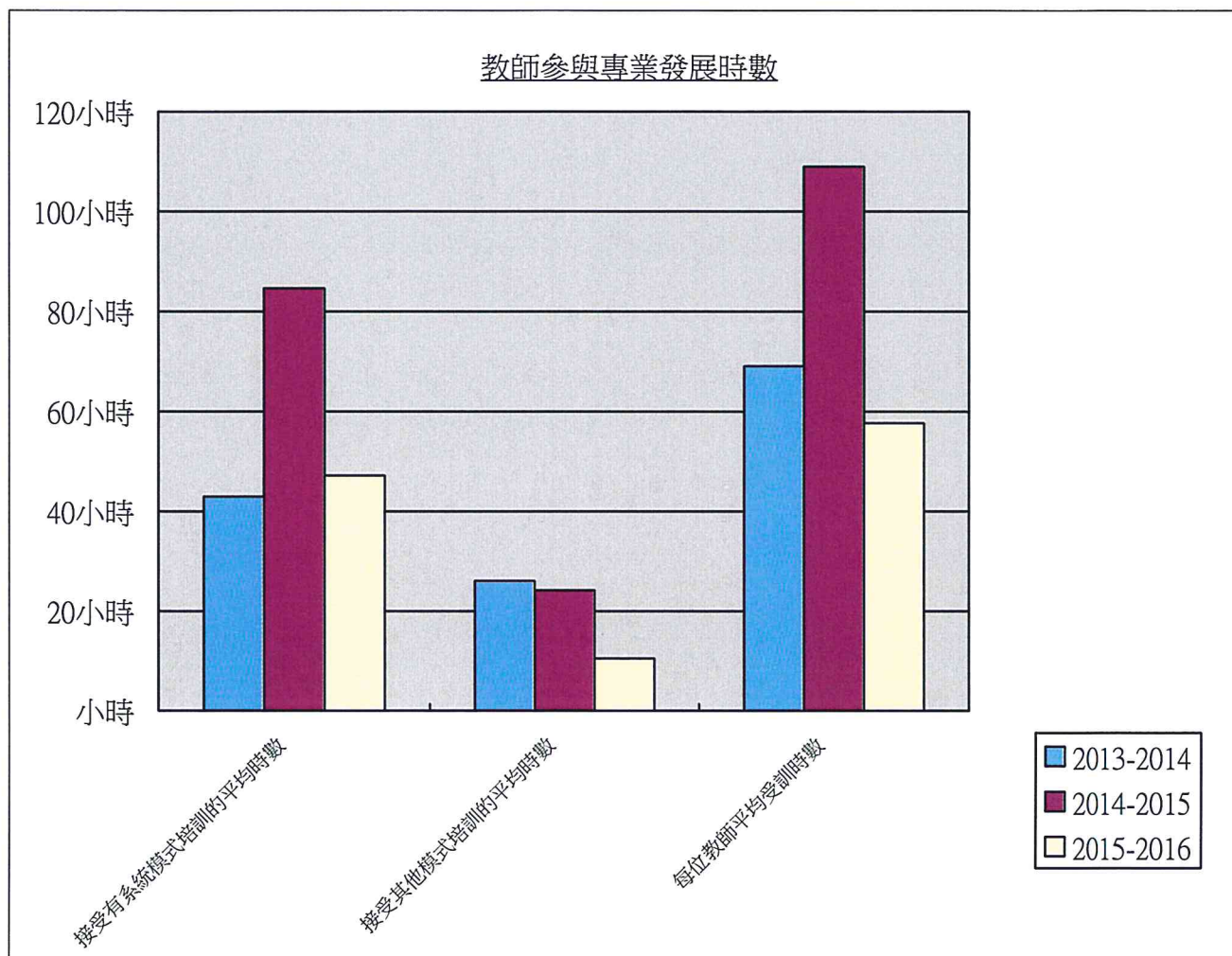
(a) 校長參與專業發展的時數：

	2013-2014	2014-2015	2015-2016
系統學習 (時數)	277 小時	176 小時	138 小時
行動學習 (時數)	72 小時	29 小時	73 小時
教育和社會服務活動 (時數)	23 小時	29 小時	33 小時
總時數:	372 小時	234 小時	244 小時



(b) 教師在專業發展的進行情況：

	2013-2014	2014-2015	2015-2016
每位教師接受有系統模式培訓的平均時數	43 小時	84.6 小時	47.2 小時
每位教師接受其他模式培訓的平均時數	26.1 小時	24.2 小時	10.5 小時
每位教師平均受訓時數	69.1 小時	109 小時	57.7 小時



主要關注事項 (成就與反思)

1. 關注事項的成就、反思與跟進

(A)關注事項(一)：提升初中學生的中、英文語文能力

成就：

1. 提升中等水平的初中學生的語文能力。

個別學科實踐了不少措施以提升學生的語文能力，例如：英文科本年度在廣泛閱讀計劃(EERS)的課堂中，加強了拼讀法(phonics skills)及建構英語詞彙等的教學策略。中文科則於本學年下學期3月份開始，在中一級選取了中等水平學生約40人，組成兩班補習班，每班9節，每星期一節，鞏固及加強學生在文言文及白話文的閱讀理解能力。經濟科在小測中引入了「有效傳意分數」，提升及改善學生在語文表達方面的動機；此外，教師在發現學生在語言表達的通病後，會於課堂與學生探討改善的方法。中國歷史科揀選了一些文言文史料，先向學生簡介如何閱讀及應用，然後讓學生透過閱讀文言文瞭解史事，藉此提升同學的語文能力。物理科筆記有清晰的「語文要求」設計，並課堂教學及每次測考前均清楚告知學生在英語語文運用上的要求，從而令學生更重視在該科的英語運用。

在委員會層面方面，學務及課程委員會在會議上以不同的語言教學策略與各科分享經驗；此外，委員會亦跟進初中各級調整後的課後中英文增潤班及跨學科課程班的發展及成效，並訂定了來年跨科協作的運作模式。學校及教師發展委員會善用了教師發展日，邀請中文科主任主持「正字正音」工作坊，用意加強教師語文教學的效能，從而協助提升中等水平的初中學生的語文能力。除此之外，又舉辦「提升初中學生的中、英文語文能力」之具體策略探索及前瞻活動，加強老師在這方面的認識及技巧。

2. 提升初中學生的英語能力，使他們能更有效地以適切的語文適應高中階段的學習

在個別學科方面，英文科與不同科目聯繫，在初中進行跨學科語文協作活動，例如中一級的英語日營、中二級的生活與社會科英語廣播節目、陸運會英語啦啦隊比賽等等。此外，與其他科組進行跨課程協作，並讓更多初中學生擔任早會的英語學生主持職務、諺語介紹、英語廣播節目等等的工作。這些安排既可提升參與者的英語能力，也能進一步地增加其他學生(包括初中學生)接觸日用英語的機會。生活與社會科的中三級課程其中一個重點課題是認識香港的少數族裔，而走訪少數族裔人士時學生必須要以英文作提問及跟他們溝通，事前亦須作出充足的練習和準備，因而令大部份中三學生均有機會在考察中使用英語作溝通，培養出他們對使用英語的信心和習慣。地理及歷史科的初中老師均會選取合適的科本詞彙，利用 spellingcity 的學習平台服務，提供有趣的語文學習活動，學生於課後利用學習軟件完成課業，他們均表示遊戲具多樣化及富趣味性。經濟科在初中英文班，引用一至二篇適合他們水平的高中課文或時事報導，除能夠訓練學生的英語解讀能力外，亦可培育他們以英語學習該科的信心。設計與科技科從往年認識手工具及機器至各種不同材料的英文辭彙，至今年嘗試於習作的指引上增添多些英文句子，

藉此增加學生多看多聽多讀英語的機會。

在委員會層面方面，學務及課程委員會就初中教學語言政策作出了全面的檢討(包括了語文自決班及非語文自決班的英語延伸學習活動(EELA)的安排等)，並綜合各科意見，訂定了未來三年初中各科教學語言及相關測考的安排。學校及教師發展委員會善用其中一次教師發展日，按學習領域(KLA)分組，讓各學科老師討論如何加強各科之間及各科與英文科之間的協作教學效能，使他們能以跨科協作的模式提升初中學生的英語能力，使學生能更有效地以適切的語文適應高中階段的學習。

反思：

1. 各科漸能將資源較平均地投放在初中不同級別之上，因此，去年檢討時曾提及的關注情況(即學校在提升初中學生英語能力的工作較集中在中一級的學生上)已開始有所改善。另外，委員會在發展科與科之間的協作亦能有效發揮作用，讓各科老師作出專業的經驗交流和分享。
2. 本學年亦全面檢討了初中教學語言及語文增潤政策，訂定了未來各科的教學及評核指標，為第二階段的教學語言微調政策作好準備。

回饋及跟進：

1. 經過兩年的工作，大部份科組已視提升初中學生的中、英文語文能力的工作為他們科組的恆常工作，反映了大部份科組已累積一定了一定的相關經驗與成果。
2. 初中教學語言及語文增潤政策的檢討及未來指標已於會議中議決，下學年將作跟進、實踐及檢視，希望能令學生的語文學習更見成效。
3. 跨學科的英語學習已成為了未來三年的重點關注項目，因此，透過跨學科協作進行的提升初中學生英語能力的工作，在未來三年將能繼續有系統地發展及深化。

2. 下學年重點關注

2016-2019 是新一個學校三年發展計劃的開始，重點關注事項除了是促進初中跨科協作的英語學習外，亦會積極發展及推廣全校參與形式的生涯規劃教育，希望藉著未來三年的工作，除提昇學生的英語效能外，亦能加強學生認識自我、規劃人生、積極實踐目標的意識和能力。

「全校語文政策」年度報告

(一) 政策內容

整體而言，學校的恆常運作，能提供充足的配套及支援措施，以加強學生的語文學習：

1. 課室環境的配套：包括在學術角及課室的壁報上展示學生作品、設計多元化的閱讀活動、早會師生英語分享等，務求營造一個氣氛濃厚的語文學習環境；
2. 校外活動：參與校際朗誦、辯論、徵文等比賽、善用不同媒體增加學生的接觸面，藉以提升其表達能力，進行友校學生交流及舉辦聯校活動等；
3. 其他支援：分組/小班教學、高、低年級語文增善課程、安排共同備課節、組織學生編寫及拍攝短片、成立學習小組、外籍英語老師、課後英語銜接課程等等。

另一方面，學校亦能繼續以多種措施支援老師：

1. 為語文科目老師提供教學及行政助理；
2. 鼓勵老師報讀專業發展課程、參加工作坊及與語文教育有關的活動等；
3. 創造空間促進本校與友校教師的專業交流及協作；
4. 改善校園電子教學及視聽設備，促進有效及多元化的教與學策略。

學校的校本教學語言政策，是經與教師相互磋商而共同制定。考慮因素包括：學生的語文水平及學習能力、科目與教學語言的相關性、教師的籌備進程等。學校亦已制定了公平合理的分班準則，使學生可運用他們最適切的語文學習有關科目。

學校為加強各科在英語教學上的合作性，設立「跨學科語文協作委員會」(Language Across the Curriculum Committee)，聯繫各科進行跨學科語文教學協作。本學年已進行的跨學科協作活動分別有：中一級英語專題研習周、早會科組英語分享、各級跨學科英語廣播節目等等。

(二) 政策推行

1. 跨學科協作活動

(a) 中一級跨學科英語專題研習周：

中一級跨學科英語專題研習周於期終考試後舉行，活動由英文科統籌，聘請外間團體提供服務以作協助；籌備過程中，英文科老師收集各中一科目老師意見，務求研習周能讓學生應用不同學科的詞彙與知識，最後研習主題訂定為” Everything about the Country”。研習周4天活動過程中，學生參與投入，並於第4天作分組匯報應用所學；老師檢討時指出協辦團體基本能滿足學校的要求，學生亦能在活動中學習及運用不同學科英語詞彙，達致跨學科學習的效果。

(b) 早會科組英語分享：

逢星期一全體操場早會，英文科安排各個不同的科目及組別，向學生作英語分享；希望透過學生對不同的科目及組別的興趣，增加他們對不同範疇英語的接觸機會，同時也能提升聆聽能力。

(c) 各級跨學科英語廣播節目：

中一至中五各班均需要拍攝一段與學科有關的指定題材的英語短片，以班際比賽形式進行，於學年內編定的早會時段播出。延續去年的成功經驗，本學年繼續進行跨科合作：每級訂定不同主題，由有關的學科老師與各班學生共同商討短片內容，然後由英文科老師跟進語文表達及拍攝工作，從而令短片題材豐富多元並結合學生其他課程所學。學生拍攝的短片題材豐富有趣，老師學生反應俱佳；加上校園電視台發展成熟，各班拍攝團隊在校園電視台老師及同學的支援下，不少短片質素優良，大大提升學生觀看的興趣，增加學生學習及應用英語的主動性。

2. 跨學科協調安排

不同科目之間進行了跨科協調，例如歷史及地理科進行上下學期單元教學，兩科亦因應課程的語文特色，把英語較淺易的單元調至學期的初期教授，此舉亦有效幫助學生鞏固英語學習的基礎，老師年終檢討學生學習成果亦對此安排感滿意。

3. 英語學習數學科：

在校本教學語言政策下，學校安排中一至中六級數學科全面採用英語教學。對初中學生而言，挑戰較大。回顧中一學生的適應過程，其中兩班英語能力較強的學生表現滿意，另外兩班的學生在學期初需要較多支援，老師須在課堂偶然輔以中文解說，並透過課後補課班鞏固學科知識及複習英語詞彙。在此等安排下，學生於學期後段已漸能以英語學習。

4. 課堂教學：

(a) 教學模式：

以英語為教學語言的課堂，學生大多能跟從及回應教師的指示和安排，部份學生更能摘錄及撮述筆記。英語能力較強的學生，能在課堂上闡述或表達個人意見，表現得頗具信心，唯大部份同學，目前仍然未能有自信地以英語回應教師的提問。因此，學校仍需繼續加強培訓學生的英語表達及溝通能力，例如：中一中二級增設由外籍英語老師領導策劃的「愉快學英語」課堂，透過具趣味性的題材，推動多類型活動以輔助教學，鼓勵學生在參與的過程中，更積極的以英語表達意見或進行溝通。此外，教師亦繼續加強提問技巧，藉追問、轉問、反問、互問等引導技巧，鼓勵學生多以英語發表意見。教師亦會對學生的回應作出更適切的回饋、闡釋及重整，以協助學生更恰當地以英語表達他們的所思所感。

(b) 授課模式：

各科的課堂授課均包括以下三種形式：老師講課、師生互動及同儕互動，目前以前兩種授課形式佔較大比例。教師繼續增加課堂上同儕互動的比例，設計課堂活動讓學生進行更多個人或小組匯報，教導及鼓勵同學多運用學到的學科英語作溝通，使同學在課堂上更主動的應用英語。學校會定期檢討教學成效並作需要的修訂。

(c) 英語詞彙及文法培訓：

各學科均在課堂教導學生相關的學科詞彙，教師要求學生認識詞彙的含義，並能加以串寫，同學多能達到要求，本學年教師繼續關注學生在詞彙發音及詞彙運用方面的表

現，在課堂要求學生進行集體朗讀及「重複運用詞彙」等學習活動；此外，教師亦教授初中學生在其他科目常用的句子結構與文法，促進學生有效表達及闡釋所學，而學生亦反應正面。

5. 小結：

縱觀各科在實行校本教學語言政策的情況，成效普遍正面。整體來說，兩班英語能力較強的學生的學習動機較高，基本上在學期初已能適應英語教學；而英語能力稍遜的學生亦能透過延伸學習的英語教學課時，增加了對科目英語及詞彙的接觸及應用機會，部份學生因而在升讀中二時能轉讀以英語為教學語言的班別，因此，學校仍可朝著這發展方向作規劃及調適。

(三) 展望

1. 加強跨學科語文協作工作：

來年，學校將繼續透過專責委員會，聯繫各科協作，進行跨學科語文協作活動。一方面加強現時的語文協作課程或活動，例如各學科與英國語文科合作，提供科本的英文辭彙，於課後學習小組中教授初中學生，以加強學生對這些辭彙的認識及應用等；此外，將發展新的協作項目，例如科學英語研習報告、生活與社會科英語訪問及報告撰寫技巧等。

2. 加強初中學生的語文能力：

學校將繼續促進初中學生的中、英語文能力，使他們在高中階段能以最合適的語言進行學習。以英語為教學語言的科目老師與其他科目的老師群策群力，透過全校參與模式的跨課程語文學習，選定適切的課題，進行協作教學，讓學生享受以英語學習的樂趣之餘，並能提升他們學習英國語文及相關科目的果效。此外，繼續由專責老師設計中一及中二級「愉快學英語」課堂互動活動，提升學生學習興趣。學校亦會善用資源，增加學生學習中國語文的機會和擴闊他們的語文學習經歷，以提升其讀、講、聽、寫能力。

3. 加強教師的專業培訓：

來年學校將繼續促進老師進行有效的學與教。措施包括：組織專業發展講座、鼓勵教師報讀相關課程、學校安排同科、跨科及跨學習領域的教師進行交流活動，分享成功經驗及教學心得，共同評估學校在教學語言安排上的成效。學校將協助教師透過跨學科的同儕觀課、共同備課節，以研發有效的英語教學策略，以改善個別科目的學習成效。

4. 加強對學生學習的支援：

學校會在「以英語為學習語言的科目」加強對學生的支援。為協助中一學生以英語學習，學校加強相關科主任及教師群組之間的協作，鼓勵教師設計各種教材及研發學習材料，以配合學生在不同學科的語文需要。繼續為中一升中二轉讀英語班的學生，設立為期一年的銜接跟進計劃。學校將繼續聘請教學助理，與學科老師聯繫和協作，豐富課後輔導班的教材及教學法，希望在鞏固學生學科知識的同時，並能配合他們的語文學習需要。教師將安排更多與學科知識相關的英語活動，使學生在學科知識上有更多應用英語的機會。

5. 改善與調整課程和教學策略：
為增強學生英語學習的機會，初中中文班部份科目，將部份已經母語教授的課題，以英語作重溫。另為配合科目在高中的教學語言需要，體育及歷史科在 2017-18 學年的中二級起將全面採用母語教學。

捐贈情況

捐贈物品		捐贈日期	數量	捐贈總價值(\$)	用途	捐贈者/機構
1.	星光熠熠耀保良門券	24/09/2015	14 張	\$2,100	經盧副校長給予學生及家長欣賞	保良局
2.	自繪畫	15/10/2015	1 幅	沒有價值	送贈學校留作紀念	劉鄭淑萍女士(家長教師會主席)
3.	《絕色人家林風眠繪畫》畫集	1/12/2015	1 本	此為畫展隨附之畫集，沒有轉售價值	有助加深學生對中國近代藝術的認識	張永霖先生
4.	西餅餅咭	02/01/2016	6 張	\$300	供職員分享或款待外賓之用	保良局乙未年董事會
5.	電影「葉問 3」	13/01/2016	200 張 (每張估值\$80)	\$16,000	邀請教職員、學生及家長欣賞	保良局乙未年董事會陳細潔副主席
6.	生菓籃	18-06-2016	2 個	\$998	送給校長、老師享用	本校 1986 年度畢業生

獲批核之保良局基金

基金名稱	計劃名稱	獲批款項	舉辦日期
保良局陳仲銘通識教育基金	2016 台灣考察團	\$10,845.00	22/3/2016-27/3/2016
自我評鑑計劃成效			
<ul style="list-style-type: none"> - 考察台灣廢物處理、保育項目、民間團體等通識教育課程範疇，讓學生能鞏固課程所學。 - 參觀大學及中學，讓學生具體了解台灣的教育制度及升學實況，最後，其中一位參加學生報讀台灣大學並成功獲得取錄。 			

成果及經驗分享

- 學生拍攝影片於校園電視台及早會分享考察經驗。
- 印製特刊派發予學生及家長。
- 學生亦於周會較詳細地向全校同學分享考察所學。

基金名稱	計劃名稱	獲批款項	舉辦日期
保良局陳仲銘通識教育基金	2016 廣東韶關農村考察團	\$3853.00	29/6/2016-1/7/2016

自我評鑑計劃成效

- 學生兩晚住宿農家，能深入地了解中國農村的實況，並有機會與農民深入交流。
- 學生在農村小學進行義教，並為村民安排健康調查，親身服務中國農民。
- 考察過程中了解中國的農村政策、農村現況(如城鄉差距、留守、空巢等問題)，鞏固通識課程的知識。

成果及經驗分享

- 學生拍攝影片於校園電視台及早會分享考察經驗。
- 印製特刊派發予學生及家長。
- 學生亦於周會較詳細地向全校同學分享考察所學。

培育學生成長的工作

輔導與訓育

輔導方面：

10 月，與香港家庭福利會合辦「朋輩調解訓練計劃」，學習溝通、調解及處理衝突的技巧；同月，駐校社工梁志光先生主持家長小組活動，講解「正面管教」的手法，並分享親子管教模式。11 月至 12 月，與香港家庭福利會合辦「自我效能信念小組」，讓中二級同學了解成長中的轉變和需要；3 月，參加公益少年團周年主題活動及 Amazing Teens 滙報。4 月至 5 月，與東華三院合辦「ONLINE 達人——健康使用互聯網學生小組」，6 月則舉辦「青年動力成長工作坊」，以預防青少年上網成癮。5 月，為患有讀寫障礙之學生，與「共融教室」合辦「應試技巧及記憶力訓練小組」。

訓育方面：

為培育同學之紀律精神及提升公民意識，本校繼續參與「保良局領袖紀律訓練營」。4 月，中四級學生於西貢北潭涌渡假營度過四日三夜，訓練活動包括：步操、歷奇訓練及領袖訓練等。

融合教育政策方面：

本校特別設立「學生支援小組」，支援校內有特殊教育需要的學生，校方每年亦安排老師進修有關課程，以增加老師相關知識和技巧。另外，本校亦利用由教育局發放的「學習支援津貼」，聘請老師及行政助理進行有系統的輔導工作。本年亦與社福機構合辦小組訓練活動，提升有讀寫障礙的同學之應試技巧。

家校、師生聯繫

- (一) 家長教師會：第 15 屆執行委員會「忻誠閣」，李蘇淑芳女士任主席；1 月 29 日，完成「法團校董會家長校董」選舉程序，林朱翠珊女士獲選為家長校董、李蘇淑芳女士獲選為替代家長校董；5 月，舉辦家長講座，東華三院註冊社工主講，講題為「不再迷網——如何有效處理子女沉迷上網問題」；6 月，舉辦「杯子蛋糕製作班」，參加人數約 40 人。
- (二) 舊生會：委員會進入第 14 年，趙恩來先生任主席，趙主席並為中六畢業同學主持傳光禮。4 月，完成「法團校董會校友校董」選舉程序，校友趙恩來先生獲選為校友校董。

課外活動

- (一) 課外活動統籌委員會：10 月，舉辦高級領袖訓練工作坊；同月，舉行高級領袖訓練營；4 月，舉辦中級領袖訓練工作坊，並在同月於西貢小童群益會白普理訓練營舉行中級領袖訓練營；本校亦繼續培訓學會主席，使其統籌會員招募工作，監督學會財政紀錄及會議紀錄。學校則透過課外活動評分方法，以反映同學多元智能的發展。
- (二) 學會及社際活動：本校 32 個學術、服務、體育和興趣小組，活動包括：周年旅行、資訊展覽、聖誕聯歡、音樂比賽、舞蹈比賽、英語戲劇、參觀、宿營。社際或班際活動方面：朗誦比賽、出版刊物、球類及越野比賽等。
- (三) 初中粵劇課程：保良局繼續與八和會館合辦初中粵劇課程，本校屬三間推廣學校之一，參加課程的同學由專業導師指導，進行粵劇基礎訓練。學期終結，7 月 6 日，在高山劇場與保良局唐乃勤初中書院及保良局羅傑承〈一九八三〉中學作聯校結業匯演，節目包括：折子戲《寶蓮燈之苦練·救母》、折子戲《枇杷山上英雄血》及粵曲串燒大合唱等。
- (四) 服務和社區參與：
 - 1. 輔導組：9 月，舉辦「中秋節派月餅」之活動；12 月，與樂施會及 Eldpathy 歷耆者有限公司合辦「認識長者貧窮：模擬處境體驗活動」，並進行關懷老人探訪活動；5 月，與通識科參加「廣東省流動兒童探訪服務團」，到廣州市番禺區大龍街新橋村探訪流動兒童。

2. 少年警訊校支會：10月，在「香港女童軍賣旗日」擔任義務工作；3月，亦在「仁愛堂賣旗日」擔任義務工作。
3. 公益少年團：3月，參加 Amazing Teens 滙報活動。
4. 紅十字會 YU154 青年團：在校內進行愛心義賣，舉辦全校捐血日，又舉辦校園健康日，於午膳時間為學生進行健康檢查服務。
5. 訓導組：12月，參加荃灣警署「千人冬防滅罪抗毒運動」，協助派發宣傳品。
6. 管樂團及手鈴隊：
 - 11月，10名學生參與由教育局主辦的「北京音樂文化探索之旅 2015 內地交流計劃」，讓同學認識北京古今音樂文化，全程5天。其中手鐘隊獲中央音樂學院附屬中學邀請表演手鐘；
 - 12月，合唱團與手鈴隊合力演出「青衣城聖誕歌聲馬拉松」。
7. 舞蹈隊：
 - 1月，獲邀請參與「2016 荃城社區共融嘉年華」，在荃新天地演出；
 - 2月，獲邀請參與「金猴獻瑞樂荃城」，在荃灣公園演出；
 - 4月，參加「第52屆學校舞蹈節——優勝者表演暨頒獎典禮」，在沙田大會堂演出；同月，獲邀出席本年度「香港舞蹈年獎」頒獎禮，與其他專業團體同場表演；
 - 5月，獲邀出席中區婦女會「英聯邦慈善餐舞會」表演；
 - 7月，獲邀出席沙田蘇浙中學舞蹈博覽；
 - 8月，應「香港舞蹈總會」邀請往北京「全國少數民族文藝會演」中參與香港代表團〈緣起敦煌〉之演出。

（五）學術文化交流活動：

- 3月，舉辦「聯校台灣考察團」，通識科教師率領20名中五級同學，與台北「國立海洋大學」及「新北市立三重高中」進行交流，全程7日；
- 6月至7月，舉辦「韶關農村考察團」，通識科教師率領30名中四及中五級同學，讓同學認識農村發展，體驗農務，到小學進行義教，全程3日。

（六）升學與就業教育活動：

- 11月至6月，5名中四級同學參與「恒生——社聯青年職業探索計劃」，同學藉著探索多個行業，協助他們尋找職業路向；
- 同月，舉辦「SDS 職業性向測驗工作坊」，讓中五同學探索個人性格特質，從而規劃未來升學及發展路向；

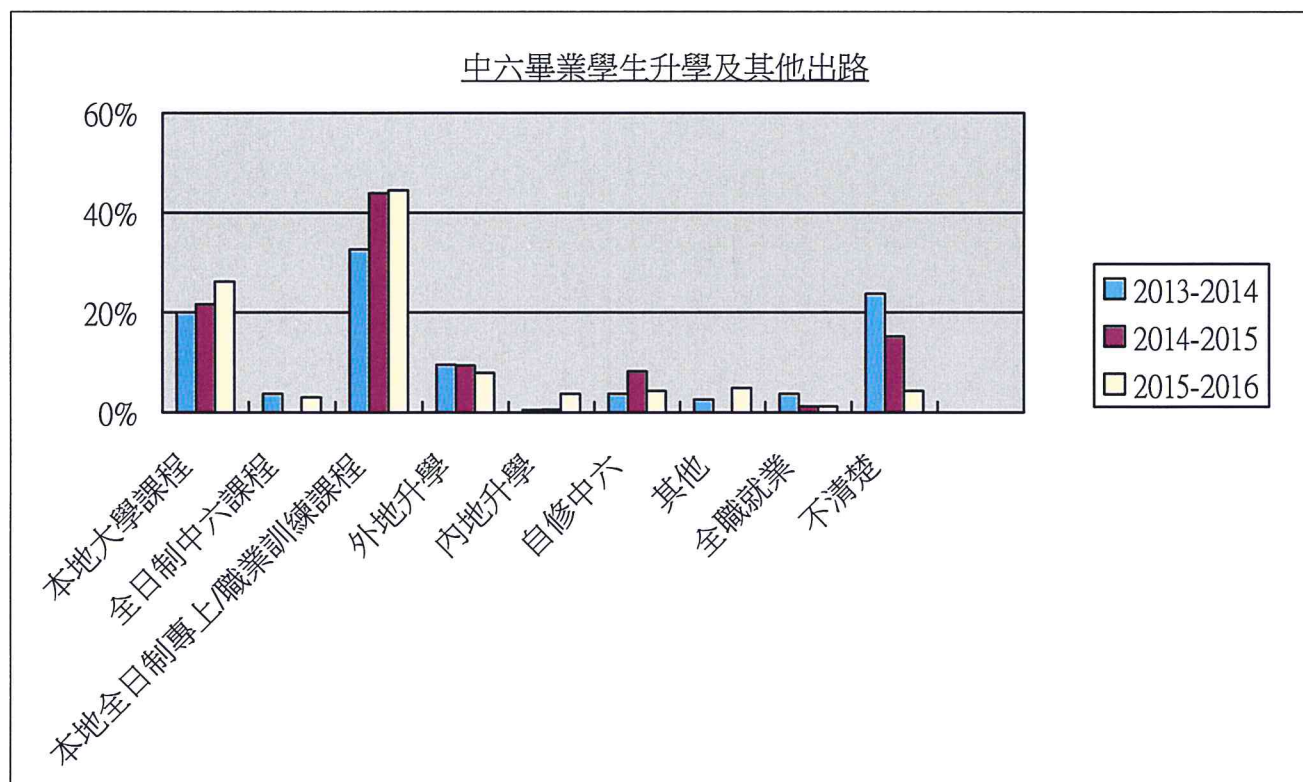
- 12 月，為中六同學舉辦「模擬中學文憑試放榜日工作坊」；
- 11 月至 12 月，為中三同學舉辦「My Choice」工作坊；
- 12 月至 2 月，為中六級同學舉辦「面試技巧工作坊」；
- 3 月至 7 月，為高中同學舉辦師友計劃，讓同學向擁有職場經驗的校友導師學習，期間校友和同學進行交流，從而了解各行各業。
- 3 月，為中二級同學舉辦「My Path」工作坊；
- 同月，亦安排中三級同學參加「『志在必得』創路達人營」；
- 5 月，安排中四級同學參與「機會之城——模擬人生體驗活動」，鼓勵同學訂立目標及盡早計劃未來；

學生表現

1. 離校學生出路

(a) 中六畢業學生升學及其他出路：

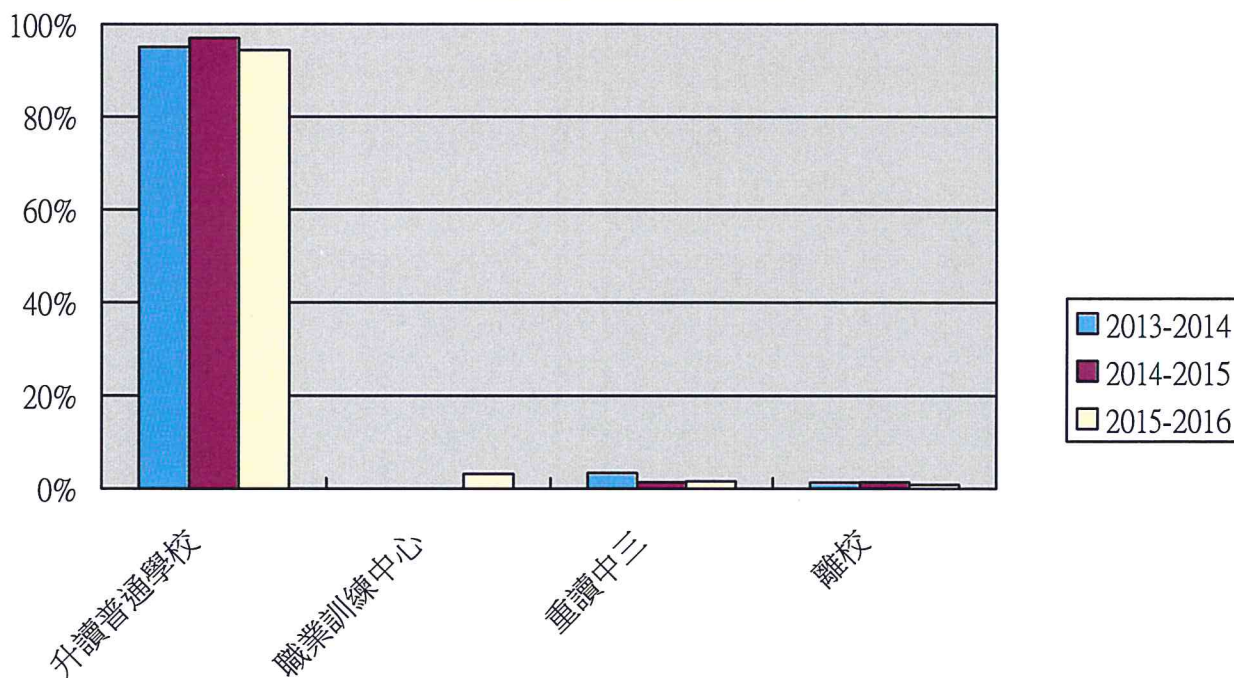
	2013-2014		2014-2015		2015-2016	
	人數	百分比	人數	百分比	人數	百分比
本地大學課程	38	20.0%	37	21.6%	43	26.2%
全日制中六課程	7	3.7%	0	0.0%	5	3%
本地全日制專上/ 職業訓練課程	62	32.6%	75	43.9%	73	44.5%
外地升學	18	9.5%	16	9.4%	13	7.9%
內地升學	1	0.5%	1	0.6%	6	3.7%
自修中六	7	3.7%	14	8.2%	7	4.3%
其他	5	2.6%	0	0.0%	8	4.9%
全職就業	7	3.7%	2	1.2%	2	1.2%
不清楚	45	23.7%	26	15.2%	7	4.3%
總人數	190	100%	171	100.0%	164	100%



(b) 中三學生升學及其他出路：

	2013-2014		2014-2015		2015-2016	
	人數	百分比	人數	百分比	人數	百分比
升讀普通學校	136	95.1%	136	97%	118	94.4%
職業訓練中心	0	0%	0	0	4	3.2%
重讀中三	5	3.4%	2	1.4%	2	1.6%
離校	2	1.3%	2	1.4%	1	0.8%
總人數	143	100%	140	100%	125	100%

中三學生升學及其他出路



2. 學生閱讀習慣

學生在學校/公共圖書館借用閱讀物品的百分率：

	2013-2014		2014-2015		2015-2016	
	中一至中三	中四至中五	中一至中三	中四至中五	中一至中三	中四至中五
每星期一次或以上	100%	8.86%	100%	8.10%	100%	8.47%
每兩星期一次	0%	23.13%	0%	23.20%	0%	25.90%
每月一次	0%	17.81%	0%	16.10%	0%	17.03%
少於每月一次	0%	50.20%	0%	52.60%	0%	48.60%
從不	0%	0%	0%	0%	0%	0%

學生借閱中英文書數量：

書類 學期	2013-2014			2014-2015			2015-2016		
	中文書	英文書	學期總數	中文書	英文書	學期總數	中文書	英文書	學期總數
上學期 (9-1 月)	6125	1288	7413	6262	1251	7513	7381	699	8080
下學期 (2-5 月)	5865	1602	7467	5726	1530	7256	5761	1267	7028
總數	11990	2890	14880	11988	2781	14769	13142	1966	15108

3. 香港學科測驗成績[入讀中一前]

中、英、數三科在學校的平均分數：

	2013-2014	2014-2015	2015-2016
中文	57.68	55.03	59.65
英文	50.73	55.85	53.81
數學	67.08	65.57	62.39

4. 香港中學文憑考試成績

	2013-2014		2014-2015		2015-2016	
	學校	全港 (日校)	學校	全港 (日校)	學校	全港 (日校)
考生人數	191	65270	171	61136	163	55933
符合本地四年制學士學位課程的基本入學要求	47.6%	40.2%	47.4%	40.1%	48.5%	42.0%
五個科目中考獲第2級或以上(包括中、英文科)	85.9%	67.9%	80.6%	69.1%	91.4%	71.0%
中、英、數、通四科考獲第2級或以上	83.8%	66.8%	81.3%	68.2%	85.9%	69.5%
各科平均考獲第2級或以上	92.7%	/	93.1%	/	96.2%	/

5. 獎學金項目及獲獎學生名單

- (a) 保良局中學成績優異獎學金
Po Leung Kuk Scholarships for Academic Achievement
1A 曾子滔
2C 陳雨欣
3A 李詠嵐
4A 歐卓瑩
5A 羅嘉希
6A 劉柏恩
- (b) 保良局何玉清兒童及教育基金獎學金
Po Leung Kuk Ho Yuk Ching Children & Education Fund Scholarship
4A 何耀昇
- (c) 保良局何玉清兒童及教育基金助學金
Po Leung Kuk Ho Yuk Ching Children & Education Fund
3A 施海權
- (d) 保良局伍何永貞紀念教育基金
Po Leung Kuk Ng Ho Wing Ching Education Fund – Scholarships
成績優異獎學金： 3A 李詠嵐 4A 歐卓瑩 6A 劉柏恩

成績有顯著進步獎學金： 1C 劉海瞳
助學金： 2A 林雨欣 3A 施海權

2D 黃浩奕

3B 陳志薇

(e) 保良局黎麗卿進步獎學金 Po Leung Kuk Lai Li Hing Best Improved Scholarship

4A 何芍昕

5B 謝卓盈

6E 陳瑋曦

(f) 保良局吳辛靜珊紀念獎助學金 Po Leung Kuk Ng Sun Chink Sarn Memorial Scholarship

5A 楊蔓婷

(g) 保良局王月仙助學金

Po Leung Kuk Wong Yat Sin Scholarship

1B 黃子釗

2C 鄭雅怡

3D 梁曉盈

4A 梁綺珊

5B 張正宇

6. 公開比賽

本校本年取得的成績，撮錄如下：

寫作方面：

「明報校園記者計劃」：劉奇超〔5A〕獲「恒生盃——全年最佳寫作大獎」。

朗誦方面：

參加第 67 屆校際朗誦節：

1. 英詩集誦（荃葵區），中一、二級混聲集誦，1B 班獲亞軍；
2. 中三、四級混聲集誦〔英語〕（荃葵區），3B 班獲冠軍；
3. 散文獨誦〔粵語〕（荃葵區），中二級男子組，譚柏源〔2C〕獲季軍。

數學方面：

1. 第十八屆香港青少年數學精英選拔賽：陳俊聰〔3D〕、陳文焯〔3C〕獲三等榮譽獎；
2. 第七屆香港中學數學創意解難比賽：黃子釗〔1B〕、黃承熾〔1B〕、鄭晉宇〔1C〕及黃景城〔2A〕獲銅獎；
3. 香港理工大學高中數理比賽 2016：何俊樑〔5A〕、劉奇超〔5A〕、羅嘉希〔5A〕、黃永浩〔5A〕及吳肇峰〔5B〕獲數學科優異獎。

科學方面：

1. 香港中學生物奧林匹克比賽：歐柏文〔6A〕、黎嘉謙〔6A〕、鄭湘漪〔6C〕、張嬋〔6C〕獲二等獎；王斯鏡〔6A〕、關耀暉〔6C〕獲三等獎；
2. 香港理工大學高中數理比賽 2016：陳顯豐〔5B〕在物理科獲卓越獎；朱穎芝〔5A〕、朱穎君〔5A〕獲高級優異生物科獎；姚劍東〔5A〕獲高級優異化學科及物理科獎；余新亮〔5A〕獲高級優異物理科獎。

商業科目方面：

理大香港專上學院舉辦的「卓越商業大賽」：隊員陳安穎〔4A〕、林智傑〔4B〕、陳珮雯〔4A〕、吳蔚程〔4B〕及陳家浚〔4C〕在「量身訂製產品計劃」商業個案分析比賽中榮獲「評審團嘉許獎」。

音樂方面：

1. 香港青少年鋼琴比賽：李逸龍〔1A〕獲優異獎；
2. 第 68 屆香港學校音樂節：合唱團於中學女子合唱隊(外文)初級組中獲優異成績；
3. 英國倫敦音樂學院的手鈴合奏考試：手鈴隊考獲 92 分的優異成績，獲英國倫敦音樂學院證書二級資歷；
4. 香港國際手鈴奧林匹克比賽：手鈴隊獲金獎。

舞蹈方面：

1. 第 52 屆學校舞蹈節，成績如下：
斯洛伐克亞博芙地域舞、羅馬尼亞摩爾達維亞舞曲、斯洛伐克沙域斯地域雙人舞及斯洛伐克美也華地域「爭帽子」舞均獲優等獎；而斯斯洛伐克美也華地域「爭帽子」舞更獲取編舞獎。
綜合以上成績，本校獲得中學組西方舞全港總冠軍。
2. 荃灣區康樂及文化事務主辦荃灣區舞蹈大賽：匈牙利華達鄉村舞蹈獲金獎、最佳服裝獎及最佳合作獎，而舊生舞蹈團亦獲金獎。

運動方面：

1. 香港學界體育聯會主辦之荃灣及離島區校際比賽，成績如下：
游泳比賽：獲女子甲組及丙組團體季軍、男子甲組團體殿軍；
羽毛球比賽：獲女子乙組亞軍、女子甲組殿軍；
乒乓球比賽：獲男子乙組季軍、男子丙組亞軍；
越野比賽：獲男子乙組團體季軍；
足球比賽：獲男子乙組殿軍；
2. 荃灣各界慶祝國慶籃球挑戰盃獲亞軍；
3. 亞洲青少年定向錦標賽男子十六歲〈中距離〉：蕭哲謙〔4C〕獲第二名。

視藝方面：

1. 保良局美術質素圈：賀嘉俊〔4A〕、李諾言〔4D〕、楊蔓婷〔5A〕、鄭思慧〔5B〕、丘愷駿〔5D〕、郭永樺〔6B〕、林灝維〔6B〕、鄭湘漪〔6C〕獲金獎；
2. 康樂及文化事務署舉辦「賽馬會學童繪畫比賽」：蘇寶熙〔5B〕獲優異獎；
3. 荔園主辦「立體動物創作比賽」：賀嘉俊〔4A〕、關嘉怡〔4B〕獲亞軍；
4. 2015 國際光及光基技術年美術設計創作比賽：蘇寶熙〔5B〕獲一等獎，馬易欣〔5C〕、楊曉琳〔5C〕及丘愷駿〔5D〕獲二等獎。

服務方面：

香港紅十字會：章詠琪〔6C〕獲選為新界西總部傑出紅十字青年會員，及後更被獲選為全港傑出紅十字青年會員。

傑出學生方面：

1. 荃灣區警民關係組「少年警訊」：黃景維〔4A〕獲 2015 年最優秀會員獎；
2. 青苗基金「香港傑出學生選舉」：余智慧〔5A〕獲優異等級。

7. 處於可接受體重範圍的學生百分比

男生	2015-2016	女生	2015-2016
中一	100%	中一	100%
中二	97.5%	中二	100%
中三	99%	中三	100%
中四	98.5%	中四	100%
中五	98.6%	中五	100%
中六	99%	中六	100%

8. 其他學生表現

	參與全港性比賽的學生	參與制服團體或社會服務活動的學生
中一至中三	81	20
中四至中六	42	30

財務報告

Income and Expenditure Statement (2015-2016)

Po Leung Kuk Lee Shing Pik College	
<u>Income & Expenditure Statement for 2015/2016</u>	
	HK\$
<u>GOVERNMENT FUND</u>	
Grant Received	
- Salaries Grant	42,915,518.83
- EOEBG	6,569,880.32
- Grant outside EOEBG	4,294,484.17
Total Government Fund Income	53,779,883.32
Expenditure	
Government Fund	
- Salaries Grant	42,910,467.80
- EOEBG	6,093,084.83
- Grant outside EOEBG	5,809,016.61
Total Government Fund Expenses	54,812,569.24
Surplus/(Deficit) for the period	(1,032,685.92)
Accumulated surplus b/f	5,364,350.76
Accumulated surplus c/f	4,331,664.84
<u>SCHOOL FUND (Included donation, PLK QEF Fund and school activities)</u>	
School Fund Income	1,588,494.88
Less:	

School Fund Expenses	1,612,502.96
Surplus/(Deficit) for the period	(24,008.08)
Accumulated surplus b/f	2,318,268.53
Accumulated surplus c/f	2,294,260.45

學校未來發展計劃

學校多蒙教育局、保良局、法團校董會、友校、家長和校友等的支持與協助，加上全體教職員通力合作，校務得以順利開展，學生在五育方面發展理想，學業成績亦表現出色。為使初中學生能對高中的學習作好準備，學校除保持及優化已建構的各項高中措施外，亦會繼續提昇學生在語文方面的表現及水平。除此之外，學校會在未來數年特別關注及推動學校在科學與科技上的學習氣氛，提昇學生對學習科學與科技的興趣。另一方面，學校亦會完善學生生涯規劃的系統及運作，以加強老師及學生們對這方面的關注和重視，並使學生可更早及更有效地為自己的前程作好準備和部署。

Po Leung Kuk Lee Shing Pik College
Report on the Use of Capacity Enhancement Grant 2015-2016

附件一

Evaluations have been done in the relevant committee meetings and presented in the Resource Coordination Committee meeting and the General Staff Meeting. This is an overall summary of the use of the CEG in 2015-2016.

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
Task Area: Curriculum Development				
1. Camping Curriculum: <u>Junior Leadership Training Programme</u> a. Adventure-based Camp for aspiring student-leaders b. Leadership workshops for committees' aspiring student-leaders (Mr. Yeung K. Y.)	Budget: \$24,000 Actual Expenditure: \$20756.5	a. Over 90% of participants indicate that the camp enhances their leadership abilities and skills b. Over 90% of participants are satisfied with the performance of the service provider.	Questionnaire survey on the effectiveness of students' learning outcomes and performance of the service provider.	a. Junior Leadership Training Program i. When the campers were asked how confident they were in mastering the leadership concepts and skills, 36 out of 38 felt confident (94.7%). The odd two respondents claimed that they felt fairly confident. ii. In evaluating the performance of the service provider, 81.5% were very pleased with its service; 15.7% felt satisfied and only 2 % felt fairly satisfied. iii. Regarding how satisfied they felt about the whole program, 76.5% were very pleased; 21.5% felt satisfied and only 2 % felt fairly satisfied. b. Leadership workshop Data from the questionnaire survey showed that the cooperation among group mates was enhanced (38 out of 38 campers, 100%). 36 out of 38 participants indicated that their problem solving skills were improved (94.7%); Both the program and the workshop are worth continuing.

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
<p>2. Liberal Studies (LS) and Professional Development Scheme (PDS)</p> <p>Employ one teacher assistant so that s/he can release the present teaching workloads of the LS teachers and teachers of PDS.</p> <p>(Mr Cheung Y. F.)</p>	<p>Budget: \$152,000</p> <p>Actual Expenditure: \$151,200</p>	<p>a. Teaching materials are well prepared, filed and organized for future use.</p> <p>b. The teacher assistant's positive contribution in teaching the subject and panel's development.</p> <p>c. Study tours are well organized with effective planning and efficient administration.</p> <p>d. Satisfactory meeting minutes are completed within a week (without too many grammatical mistakes and errors) and administration support offered is reliable.</p>	<p>a. Daily observation to collect qualitative data of his / her performance.</p> <p>b. Lesson observation and book inspection.</p> <p>c. Feedback through questionnaire or discussion from students and teachers who join the exchange program</p> <p>d. Punctuality and quality of minutes prepared; and questionnaire survey of his/her performance</p>	<p>All panel members give positive comments on his performance and they are all satisfied with his work.</p> <p>a. He is responsible for curriculum development, teaching material preparation, leading and organizing study tours and other LS learning activities, etc. He can follow the curriculum development well and ease the burden of LS teachers by sharing administrative work as well as preparing school-based teaching materials.</p> <p>b. In the 2nd term, he conducted IES progress conference with all F.5 students. He has good relationship with students. He actively contacted the F.5 students for their IES progress. He is also well-liked by students.</p> <p>c. He is responsible for organizing the joint school Taiwan Study Tour in April 2016 and helped the administrative work. The learning outcome of the tour is excellent.</p> <p>d. He is the secretary of the Subject Panel and the Academic and Curriculum Committee. All committee documentation is well-organized and tasks are completed on time.</p> <p>The post is recommended to be continued next year..</p>
Task Area: Students' language proficiency				
<p>1. Chinese Language</p> <p>Employ a full time assistant teacher to teach</p>	<p>Budget: \$164,000</p> <p>Actual Expenditure: \$163,800</p>	<p>a. Over 85% of panel members are satisfied with the teacher-assistant's performance in teaching</p>	<p>Collection of feedback from all teachers of the Chinese Language</p>	<p>40% of panel members are satisfied with the performance of the assistant teacher.</p> <p>a. The lessons are well-prepared. In marking students' work, he is able to point out students' mistakes clearly.</p> <p>b. He also helps the teachers by preparing the teaching materials</p>

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
Putonghua and support curriculum work and administrative work of the Department. (Ms. Yu W. M.)		Putonghua, preparing teaching materials, and his/her support in relation to curriculum development and administrative work of the Department.	Department	for them. He can complete most of the tasks on time. c. However, most of the students reflected that his absence was quite severe this year. In some classes, classroom management should be reinforced. The post is recommended to be continued next year so as to release teachers' time for doing other teaching and administrative tasks. More attention should be paid to the working performance of assistant teacher.
2. Group Discussion Training for students (Ms. Yu W. M.)	Budget: \$28,350 Actual Expenditure: \$28,350	a. Over 90% of teachers who are involved in this activity are satisfied with the performance of the tutors. b. Over 90% of participants reflect that the training is useful to them. c. Participants with at least 90% of attendance rate shown in the record of learning.	a. Collection of feedback from teachers and students. b. Collection of data on the attendance of participants	a. Those teachers who are involved in this training activity are all satisfied with the performance of the tutors. They found that the tutors were dedicated to their work and they gave students helpful feedback to improve their performance. b. Over 90% of the participants believed that their confidence in speaking had been improved and they learned how to correct their own mistakes. 85% of them claimed that they had learnt a lot of speaking skills in the training sessions. c. Attendance rate of 97% was recorded. This course is recommended to be continued next year.
3. English Enhancement Activities (Ms Lai Y. L.)	Budget: \$20,000 Actual Expenditure: i. Solo Verse: \$7,200 ii. Eng Cooking	a. Participants with at least 85% of attendance rate shown in the record of learning. b. Over 85% of participants are satisfied with the	a. Collection of feedback from participants. b. Collection of data on the attendance of participants.	a. i) Only S1 students were offered the training classes and an average of 97% attendance was recorded. ii & iii) Over 90% of attendance was recorded. b. i) There was positive feedback from the instructor and participants. Results in the HKSSF were pleasing with the majority scoring higher than 80 marks. ii) Most participants enjoyed the lessons but the instructor

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
	Café (Term1): \$4,500; iii. Sugar Art (Term 2): \$6,000 = \$17,700	performance of the service provider. c. Over 85% of participants indicate that the course / classes help improve their English proficiency and skills.		might lack experience in conducting such classes and participants found the amount of ingredients and ‘end-product’ was not sufficient. Course provider was changed in Term 2. iii) All participants enjoyed working on sugar art as the instructor is experienced and well-verse in the art. c. i-iii) Most of the participants indicated that the course / classes helped improve their verse-speaking knowledge and skills. They were more ready to speak English in groups. It is recommended that all courses should be continued. There is a need to increase the budget for English Cooking Café for more experienced instructors and more interesting/exotic culinary art to be introduced to arouse students’ interest in learning English.
4. S1-S3 After School Remedial English Classes (Ms Lai Y. L.)	Budget: \$25,000 Actual Expenditure: \$26,280	a. Participants with at least 85% of attendance rate shown in the record of learning. b. Over 85% of participants are satisfied with the performance of the service provider. c. Over 85% of participants indicate that the course / classes help improve their English proficiency and skills.	a. Collection of feedback from participants. b. Collection of data on the attendance of participants.	a. Over 90% of attendance was attained (S1: 89.1%, S2: 94.6% & S3: 96.95%) b. There was very good feedback from students’ evaluation regarding the content and the instructors. The positive feedback was owing to the effort of the coordinator to monitor the contents of the course so that students found relevance to the curriculum. c. Most students indicated that the course helped them with their English enhancement. It is recommended that the programme should continue.
5. S1 Language Across	Budget: \$40,000	a. Over 85% of participants are	a. Collection of feedback	(The Camp was held on June 28-30, 2016) a. From day-to-day observation of students and verbal feedback

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
Curriculum (LAC) Day Camp (Ms Lai Y. L.)	Actual Expenditure: \$39,600	<p>satisfied with the performance of the service provider.</p> <p>b. Over 85% of participants indicate that the camp / training helps improve their oral proficiency and apply cross-curricular knowledge and skills.</p> <p>c. Participants with at least 85% of attendance rate shown in the record of learning.</p>	<p>from participants.</p> <p>b. Collection of data on the attendance of participants</p>	<p>from some participants and English teachers, most of them were satisfied with the programme and the instructors. The re-run of the theme ‘4 exotic countries’ allowed refining of the contents to reinforce LAC in History, Geography, Mathematics, I.S. and L.S. With close monitoring of English Language teachers and better coordination with the Native English Teachers (NETs), participants were given lots of opportunities to apply their English skills. The 3-day schedule (9 hours) was found to be appropriate to avoid fatigue experienced by the S1 students.</p> <p>b. Most of the participants showed the ability to communicate and participate in activities in English. All participants were given opportunities to practice their spoken English through interaction with the NETs and in the group performances. The programme design (“Exotic places”) also facilitated the review and application of cross-curricular knowledge and skills.</p> <p>c. There was full attendance throughout the Day Camp.</p> <p>It is recommended that the camp should continue.</p>

Task Area: Diverse and special learning needs of students				
1. Activity Instructors (Mr. Yeung K. Y.)	Budget: \$143,250 Actual Expenditure: \$96,340	<p>a Over 85% of participants indicate that they are interested in the activities.</p> <p>b Over 85% of participants indicate that the tutors/instructors help improve their skills required for</p>	Collection of feedback from participants.	<p><u>Tap/Jazz Dancing</u></p> <p>a. Despite the diversity in student’s ability, it is noticed that students enjoyed the lesson very much. They were willing to have a move in beats under the popular and hit music chosen by the instructor. The responses from Form 4 and 5 were all very good, particularly the Form 5 class, although students’ responses might vary in different semesters. The participation rate was high too. In average, over 85% of the students indicated that they were interested in the activity.</p> <p>b. The instructor is patient, showing good teaching pace. Each class was well-planned and clear teaching progression was</p>

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
		the activity.		<p>seen. Music was carefully chosen. Dance routines were different in every semester, indicating sufficient preparation prior to lesson. From verbal interview with students, over 85% of the participants said that the instructor helped them improve their skills required for the activity,.</p> <p>c. The instructor helped to train up student disciplinary behavior as well. He demanded every single individual to tidy up all tap shoes and had all tap shoes returned to the cabinet before dismissal.</p> <p>Tap/Jazz dancing is worth continuing for the next academic year.</p> <p><u>Pop Jazz Class</u></p> <p>a. The instructor possesses a pleasant character plus a pleasing style of teaching. In order to arouse students' interest in class and draw their attention, she deliberately chose hit and popular music for her teaching. The attentiveness and involvement of participants was very good. Over 85% of the participants indicated that they were interested in the activity.</p> <p>b. From the verbal interview with the students, over 90% reflected that they were happy to have a try on pop jazz dancing and more than 85% claimed that they improved in picking up the style of dancing.</p> <p>Pop Jazz dancing is worth continuing for the next academic year.</p> <p><u>Basketball</u></p> <p>a. The coach is well-experienced and responsible for the basketball trainings. He is very nice and welcomed by students. Over 90% students said he helped enhancing their interest in basketball and their skills are improved.</p> <p>b. The coach always provided extra skills trainings and fitness exercises outside schools' practices. In addition, he led students to participate in different district basketball competitions and joined the program named “香港青年協會賽馬會社區體育計劃” organized by The Hong Kong</p>

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
				<p>Federation of Youth Groups so that more inter-district basketball competitions could be provided for students to take part in.</p> <p>It is recommended that basketball training should be continued next year and the coach is recommended to run the training course for our school.</p> <p><u>Badminton</u></p> <p>a. Over 90% of our junior form teammates joined every training. It showed that our badminton team members love this kind of training. The instructor is professional and talkative. He is well planned in every training. He is sincere in training our students with clear aims. He would point out the mistakes of the students and tell them to make improvement. He is always punctual. Over 90% of participants showed that they were interested in this kind of badminton training.</p> <p>b. Boys grade A got second runner-up, grade B and grade C got the fifth place in Inter schools Badminton Competition (Tsuen Wan and Island District) this year. Over 85% of participants agreed that the instructor was able to improve their badminton skills as well as their physical fitness.</p> <p>It is recommended that badminton training should be continued next year and the coach is strongly recommended for another year of service.</p> <p><u>Table Tennis</u></p> <p>a. The coach is responsible, enthusiastic and experienced. All students said that their interest in playing table- tennis could be sustained after joining the training program.</p> <p>b. This year, both boys grade B and grade C won the second and the first runner up in the Inter-schools Table-tennis Competition respectively. Over 90% of the team members believed that their skills in playing table-tennis have been improved.</p>

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
				<p>It is recommended that table-tennis training should be continued next year.</p> <p><u>Handbells and Hand chimes</u></p> <ol style="list-style-type: none"> The instructor is well-experienced and responsible in teaching handbell. 95% of students participated actively and some indicated that their interest in handbell was raised and would like to join the school handbell team. The course was well-planned and the students learnt a lot of handbell ringing techniques and did a lot of cooperative work. They are able to perform songs at the end of the course. Most students indicated that their skills and knowledge in playing handbell have been improved. It is encouraging to witness the success of the team. They were awarded Gold Award in recent Hand Bell Competition. <p>The course is recommended to be continued next year.</p> <p><u>Football</u></p> <ol style="list-style-type: none"> The coach is very responsible and skillful in training Boys' grade A, B and C football teams. He is well-received by students and most of them said that he helped enhance their interest in playing football. All participants admitted that they learned useful football skills and strategies through the trainings. The coach continued to organize friendly matches with other schools outside school practices. This year, the Boys' grade B team performed extraordinarily well under the supervision of the new coach. They played very well in the preliminary round and the quarterfinal round and eventually came fourth in the Inter-school tournament. The number of participants is growing. <p>It is recommended that football training should be continued next year and the coach is recommended to run the training</p>

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
<p>2. Administrative Assistant</p> <p>(Mr. Lee S. L., Mr Cheng W. M. and Ms Lo P. S.)</p>	<p>Budget: \$171,000</p> <p>Actual Expenditure: \$151,200</p>	<p>Over 85% of the teachers from the related Boards and Committees are satisfied with the performance and support given by the Administrative Assistant.</p>	<p>Collection of feedback from teachers and the related colleagues.</p>	<p>course for our school.</p> <p>a. Over 85% of the teachers from Guidance, Discipline and Academic Committee are satisfied with his performance.</p> <p>b. He is a responsible administrative assistant. He is always punctual. He is outgoing and good at communication. He is polite and always takes others in consideration. He always hands in the meeting minutes before the deadline. The quality of his work is good. He is also good at caring the students. Some students love to talk to him. He helped those students who have difficulties in doing homework assignments.</p> <p>c. He is assigned to take over the academic administrative work throughout the year. These include data entry, processing for SSPA data and administrative work related to both internal and external examination. Also, he is assigned to take care of the students in the after-school homework detention class. His performance is outstanding and all the tasks given could always be completed on time.</p> <p>The post is strongly recommended to be continued for another school year.</p>
<p>3. After-school Mathematics enhancement classes for S1 students.</p> <p>(Mr. Cheng W. M.)</p>	<p>Budget: \$30,000</p> <p>Actual Expenditure: F.1 Enhancement Course \$24,360 + Mathematics Olympic Training Course</p>	<p>a. Over 85% of participants are satisfied with the performance of the service provider.</p> <p>b. Over 85% of participants indicate that the classes help improve their basic understanding in the selected Mathematics</p>	<p>a. Collection of feedback from participants.</p> <p>b. Collection of data on the attendance of participants</p>	<p>a. For the F.1 Enhancement Course, the performance of service provider of the first term was not satisfactory. The school changed another service provider in the second term and the performance was satisfactory. 85% of the students were satisfied with the performance of the new service provider. The provider was well experienced in holding school-based tutorial classes and their tutors were well trained in this aspect. They were all nice, energetic and teaching in a helpful manner. Well-prepared notes with class exercises helped students learn effectively.</p> <p>For the Mathematics Olympic Training Course, the performance of service provider was satisfactory. Their tutors were well trained in this aspect. They were all nice, energetic and teaching in a helpful manner. Well-prepared</p>

Major area of Concern (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
	\$3,800 =\$28,160	topics. c. Participants with at least 85% of attendance rate shown in the record of learning.		notes with class exercises improved students' answering techniques of the competition. b. For F.1 Enhancement Course, 85% of the students reflected that the program was useful in helping them improve their basic understanding in the selected topics. As the curriculum was tailor-made for students and conducted in Chinese, it acted as an effective assistance to help students learn the mathematical concepts more thoroughly. For the Mathematics Olympic Training Course, 85% of the students reflected that the program was useful in helping them improve their answering techniques of the competition. c. For F.1 Enhancement Course, the attendance was good and promising. 95% of attendance rate was recorded in these tutorial classes. For the Mathematics Olympic Training Course, the attendance was good and promising, too. 85% of attendance rate was recorded in this training course. The programs are strongly recommended to be continued for the next academic year.

The total budget for CEG in 2015-2016 amounts to HK\$797,600. We used HK\$723,386.5 only.

Po Leung Kuk Lee Shing Pik College
Report on the Use of Senior Secondary Curriculum Support Grant (SSCSG) 2015-2016

Evaluations have been done in the relevant committee meetings and presented in the Resource Coordination Committee meeting and the General Staff Meeting. This is an overall summary of the use of the SSCSG in 2015-2016.

Subject Concerned / (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
Mathematics (Mr. Cheng W. M.)	One GM teacher Budget: \$453,000 Actual Expenditure: \$448,680	Over 85% of the panel members are satisfied with teacher's performance in a. teaching the subject; b. supporting the curriculum and pedagogical development and the administrative / clerical work of the Department.	a. Lesson observation, inspection of teacher's marking on students' assignments and discussion among panel members on the performance of teacher. b. Discussion among panel members on the performance of the teacher.	He is assigned to teach F.2, F.5 and F.6 Mathematics. All members of the Mathematics Department are satisfied with his performance. a. His teaching performance is good. He is conscientious in teaching and marking, and is able to keep students' learning with good discipline and manner. His explanation is clear and systematic. Students are encouraged to do the calculation work with confidence. Above all, he is able to raise students' motivation to learn the subject. b. He is able to follow the teaching plan and is eager to give positive comments and suggestions to improve the plan and schedule. He is eager to share teaching strategies with colleagues. Besides, he is the teacher-in-charge of the 'Mathematics Olympic Team'. He is a good trainer and students got good results in open competitions. He is helpful and cooperates well with other colleagues. The post is strongly recommended to be continued next year.

Subject Concerned / (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
English Language (Ms. Lai Y. L.)	One teacher assistant Budget: \$150,000 Actual Expenditure: \$151,200	Over 85% of panel members are satisfied with teacher assistant's performance in a. facilitating teaching and learning for members of the English Panel across all levels. b. ensuring the smooth operation of the co-curricular activities across different levels c. preparing minutes and/or English language teaching materials related to meetings and activities for Senior Secondary and Junior Secondary levels.	a. Comments from English Panel Chairman and coordinators of different form levels. b. English Panel members' comments on the performance of teacher assistant.	All panel members are pleased with his performance. a. He helps panel members prepare and copy teaching and learning materials. Besides, he provides assistance in oral examinations. English panel chairman felt that the TA was able to complete assigned tasks efficiently and punctually. b. He works closely with another TA and offers help in English-related activities. He also conducts after school classes for F.2 bridging programme. c. He helps with administrative work such as preparing tender and quotation documents for submission to the school, preparing materials for after-school tutorial classes and working up post-course attendance. The post is indispensable in providing support to teaching and learning and co-curricular activities in the English panel. It is recommended to be continued next year.
Chinese Language and Personal, Social and Health Education (PSHE) Departments (Ms Yu W. M., Dr. Cheung C. Y., Mr. Ng S. T., Ms Lo P. S. and Mr. Wong W. W.)	One teacher assistant Budget: \$ 152,000 Actual Expenditure: \$151,200	Over 85% of the related panel members are satisfied with teacher assistant's performance in a. facilitating teaching and learning for members of the Chinese Language Department b. preparing teaching and activity materials, meeting document, minutes, etc. for the Chinese Language Department. c. facilitating the administrative and clerical work of the PSHE Department	a. Scrutiny of the teaching materials, activity materials, meeting document, minutes, etc. b. Comments from members of the Chinese Language and PSHE Departments on the performance of teacher assistant.	All panel members are satisfied with his performance. a. He can follow the Chinese curriculum development well and ease the burden of the teachers by preparing teaching materials, helping teachers to train the students who have to participate in the choral speaking competition, etc. In this sense, teachers can have more time to prepare for the lessons and do the marking work for students. Besides, he is able to conduct after-school training courses well. He is conscientious in teaching and marking. He manages to teach effectively with good classroom discipline. b. He has strong administrative capacity. Some of the minutes are drafted by him. His work has been commended by the teachers of the Chinese Language Department. c. He gives good clerical and administrative support to the PSHE Department. All documentation is well-prepared and filing work is systematic and clear. Members of PSHE Department also have good comments on his performance. The post is recommended to be continued next year.

Subject Concerned / (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
Mathematics and Science (Mr. Cheng W. M. and Mr. Chan T. T.)	One assistant teacher Budget: \$158,000 Actual Expenditure: \$157,500	Over 80% of the members in the respective subject panels are satisfied with assistant teacher's performance in a. developing relevant materials and resources for the subjects; b. supporting the subject panels and organizing related extra-curricular activities	a. Scrutiny of the teaching materials and learning resources; and discussion among respective panel members on the performance of assistant teacher; b. Collection of feedback from teachers and students on the performance in extra-curricular activities;	All teachers from Mathematics and Science Departments are satisfied with the performance and support given by the teacher. a. He helps the Mathematics Department to print teaching notes and set basic skill tests for F. 1 to F. 3 students. All Mathematics panel members are satisfied with his performance. For Science Department, he is responsible for typing notes and doing paper work and filing work. He manages to translate a lot of Physics notes into bilingual versions and the working outcomes are of high standard. He is a responsible assistant teacher and is punctual in handling tasks. Teachers are all satisfied with his work b. He is the helper of after-school Mathematics enhancement classes. He is the teacher-in-charge of junior "Mathematics Olympic Team". He effectively trained the F. 1 and F. 2 team members and encourage them to take part in some open competitions. His relationship with students is good. 80% of the students showed that they could follow his training and appreciated his help after school. Apart from this, he co-teaches F.3CD remedial class Mathematics with the panel head. His teaching performance is good. He is conscientious in teaching and marking, and is able to keep students' learning with good discipline and manner. His relationship with students is good. For Science Department, he gives good support to the Physics teachers in conducting Form 5 summer-classes. He picks up a lot of after-school teaching tasks for Physics Department, including two half-day extra lessons for F.5 students during summer holidays, 4 remedial lessons for F.5 students, and 5 training lessons for F.4 students who had to participate in the "Physics Olympic competition". Over 80% of the students showed that the lessons were useful and

Subject Concerned / (Teacher-in-charge)	Resources required (Expense)	Performance Indicators	Assessment Mechanism	Report and Evaluation
				<p>helpful. All Physics teachers appreciate his help and support given to the Department.</p> <p>This post is highly recommended to be continued for another year.</p>

The total budget for SSCSG in 2015-2016 amounts to HK\$913,000. We used HK\$908,580 only.

保良局李城璧中學
校本課後學習及支援計劃 (2015-2016)

附件三

活動一：聯校台灣考察團報告

1.活動內容

1.1 與本校交流的學校：新北市三重高級中學；國立台灣海洋大學

1.2 交流活動日期：

1.2.1 香港學生往台灣考察日期：2016年3月22至27日

1.3 考察人數：

1.3.1 香港往台灣：中五級學生20人、老師3人

1.3.2 獲資助學生：2人

1.3.3 受惠總金額：\$5,734

1.4 考察計劃目標及主題：

1.4.1 學生透過跟台灣人民及學生的交流接觸，比較香港和台灣的文化、生活模式及發展狀況的異同，從而反思生活素質及身份認同；

1.4.2 藉考察焚化廠、廢物分類工作、文創保育區等等，讓學生了解台灣的環保及文化文物保育工作，從而反思香港的可持續發展方向與及個人實踐；

1.4.3 讓學生親身踏足台灣作深入的體驗及知識觀察，並透過中學及大學的交流活動，思考台灣升學的選擇；

1.4.4 考察台灣民主運動發展的歷史，並拜訪有關組織及民間團體，思考作為公民社會政治參與的角色。

1.5 活動前的學習準備

本校在活動前數星期，與東涌天主教學校共同舉辦四次考察團工作坊，向學生簡介活動行程及注意事項。而學生亦需就各個考察地點搜集相關資料並進行小組匯報。

1.6 行程路線設計/活動內容設計

1.6.1 親身體驗： 學生親自計劃部份行程、親身體驗台灣民生民情；同時
反思經濟發展、社會民生與環境的可持續發展三者之間的
關係；

1.6.2 交流接觸：與當地市民、中學及大學生交流，體會人民生活；

1.6.3 深層反思：自我反思及集體分享，並轉化成不同形式的回應及探討，
貫穿活動鞏固所學。

1.7 具體的行程

日期	主題	早上	下午	晚上	交通
2016-3-22 (二)	/	正常上課	15:00 機場集合	專車往酒店	專車
2016-3-23 (三)	環保、社區保 育	考察內湖區湖光街市	考察大稻埕、迪化街	自由活動 - 途中可觀察 垃圾收集	公共交通
2016-3-24 (四)	大學交流、環 保設施	國立海洋大學交流	下午 2:00-3:45 參觀基隆天外焚化廠 下午 4:00-5:00 參觀海科館	夜市:基隆廟口	公共交通
2016-3-25 (五)	中學交流、 政治制度	三重市立高中觀課交 流	下午 2:00-4:00 參觀立法院，與立法委員 傾談 下午 4:00-5:45 拜訪全國教師總工會	考察松菸文創 區及誠品書店	公共交通
2016-3-26 (六)	民主教育	參觀景美人權文化園 區	參觀二二八紀念館、中正 紀念堂	自由活動	公共交通
2016-3-27 (日)	/	12:00 抵達桃園機場 下午回港			

2. 自我評鑑計劃成效

2.1 從學生於考察過程中的分享檢討會表現、回港後的反思文章、帶隊老師的
回饋等等，皆反映活動能達至預期教學目標：學生能深刻地了解台灣現
況，活動有助學生更具體地理解及探討通識科各個重要概念，如可持續

發展、社會政治參與等等；而在個人成長上，個人視野在整個行程中得以擴闊，增加了各種社會歷練。

2.2 台港兩地學生透過是次交流接觸，建立兩地學生的友誼，不少更繼續保持聯絡。

2.3 活動對高中學生的高階思維、可持續發展教育、價值培育等均有莫大裨益，建議來年繼續舉辦。

3. 成果及經驗推廣

3.1 將於 2016 年 9 月安排全校周會，更詳細地將考察經驗與全校學生分享。

活動二：廣東農村考察團報告

1. 活動內容

1.1 與本校交流的學校：韶關市潯江區六合小學

1.2 交流活動日期：

-- 香港學生往韶關考察日期：2016 年 6 月 30 至 7 月 2 日

1.3 考察人數：

1.3.1 中四及中五級學生 30 人、老師 5 人

1.3.2 獲資助學生：0 人 (因此活動獲另一撥款「高中學生內地交流」資助)

1.3.3 受惠總金額：\$0 (因此活動獲另一撥款「高中學生內地交流」資助)

1.4 考察計劃目標及主題：

1.4.1 為農村小學生提供義工服務

1.4.2 透過兩地學生交流活動，讓學生能比較城市及農村的不同的文化、生活模式及發展狀況，從而體會地域差異及思考其原因

1.4.3 使香港學生親身踏足中國大陸土地作各方觀察感受

1.5 活動前的學習準備

本校在活動前數星期，舉辦四次考察團工作坊，向學生簡介活動行程及注意事項。而學生亦需準備義教及遊戲活動並進行小組匯報。

1.6 具體的行程

	活動內容	學習目的
第一天	經深圳灣出發 - 認識中港一關之隔的關係 - 觀察珠三角的地理和城市變化 - 車上認識珠三角地理環境 到達韶關 - 參觀水電廠 - 參觀村委會、介紹六合村 - 到六合小學，認識集合點及與小伙伴見面 - 隨小伙伴往農戶家落戶 - 農家晚飯及共聚	- 了解一國兩制在硬件上的體現 - 認識農村經濟運作 - 認識中國最基層政府的安排 - 對所落戶的村及村民有所認識
第二天	- 六合小學競技日 - 與小學生製作當地食物 - 兩地學生共進午餐 - 進行義教 - 參觀菜園及體驗農耕 - 各自回農家準備糖水／甜品 - 篝火晚會	- 認識農村兒童的學習情況 - 進一步比較農村與城市的學習差異 - 體驗農村及農民生活 - 建立與農戶之間的情誼
第三天	- 早餐過後與農戶道別 - 回校兩地學生大合照 - 乘車離開，沿途參觀韶關景點	- 認識韶關的歷史文化與社會發展

2. 自我評鑑計劃成效

- 2.1 考察團為同學提供珍貴的學習及兩地學生交流的機會，包括到農村小學義教、舉辦攤位遊戲、到農村與農民一起住宿。不少同學認為參與此團有助認識中國人民的生活；而且同學亦有機會直接與村級政府官員會面，使學生更明白中國的政治、經濟和社會的制度。
- 2.2 學生整體學習表現積極。由於考察團有多次的工作坊與專題講座，學生在出發前有充份了解活動的要求及做好各項活動的準備，於活動過程中展示高水平的表現。
- 2.3 活動對高中學生的國情了解、活動組織能力、價值培育等均有莫大裨益，建議來年繼續舉辦。

4. 成果及經驗推廣

4.1 將於 2016 年 9 月安排全校周會，更詳細地將考察經驗與全校學生分享。

活動三：廣東省流動兒童服務學習活動報告

1. 活動內容

1.1 透過服務學習，認識中國內地流動兒童及農民工現象

1.2 交流活動日期：2016 年 5 月 21 日

1.3 考察人數：

1.3.1 香港往內地：中三及中四級學生 34 人、老師 3 人

1.3.2 獲資助學生：1 人

1.3.3 受惠總金額：\$180

1.4 活動目標及主題：

1.4.1 了解廣東省地區流動兒童的生活狀況

1.4.2 了解專責流動兒童民間團體的服務概況

1.5 活動前的學習準備

本校在活動前一星期左右即 5 月 12 日至 13 日及 16 至 20 日舉行籌備工作坊及服務材料整理時段，簡介及說明活動內容及進行服務時需要注意的事項。學生需就服務活動設計進行小組匯報及製作物資，藉此進一步了解當地服務對象的需要及對整天活動的籌備有充分準備。

1.6 行程設計/活動內容設計

1.6.1 魔術表演：透過表演，為服務對象帶來歡樂；也從而令學生稍稍了解流動兒童的特質。

1.6.2 攤位遊戲：在魔術表演過後，學生需要為流動兒童進行攤位遊戲，攤位內容以教育為主，包括：個人衛生；家居安全；社區衛生及食物營養四大主題。

1.6.3 交流接觸：與當地流動兒童服務中心工作人員交流，更進一步了解中國農民工及流動兒童現況；

1.6.4 深層反思：自我反思及集體分享，並轉化成不同形式的回應及探討，貫穿活動鞏固所學。

1.7 具體的行程

時間	活動
7:00 - 12:00	從香港沙田到番禺新橋服務中心： 港鐵沙田站往羅湖站入境到達深圳 火車深圳往廣州東站 廣州地鐵廣州東站前往番禺廣場 番禺市內公交前往新橋村
12:00 - 13:00	午飯
13:00 - 13:30	最後準備
13:30 - 14:00	魔術表演時間
14:00 - 15:00	攤位遊戲時段 整理及收拾
15:00 - 15:30	檢討；學習及分享
16:00 - 21:00	從新橋回香港

2. 自我評鑑計劃成效

2.1 學生在活動完結後需參與一個與當地機構工作人員交流的分享會，從而檢討當天表現、回港後整理反思文章、及跟全體同學於早會上交流分享等等，皆反映活動能達至預期教學目標：學生能深刻地體會農民工及流動兒童現象和困境；而在個人成長上，個人視野在整個行程中得以擴闊，增加了各種社會歷練。

2.2 活動對學生的高階思維、國情教育、價值培育等均有莫大裨益，建議來年繼續舉辦。

3. 成果及經驗推廣

3.1 學生都願意把活動見聞一一紀錄及分享，學校輔導組將連同其他義工服務活動的照片整理成特刊，於下學年派發予學生家長及友校坊眾。

3.2 將於 2016 年 9 月安排全校周會，更詳細地將活動經驗與全校學生分享。

Activity 4 : Music Instrumental classes

1. Activity Content:

1.1 Objective

To let students acquire instrument performing skills and broaden their experience in performing arts.

1.2 Target students

F.1-6 interested students

1.3 Details of classes

Types of Instrumental classes	Activity Period (MM dd)	No. of students participated
Symphonic band	Oct 14 – Jul 15	37
Handbell team	Oct 14 – Jul 15	23
Pop band	Sep 14 – Jul 15	34
Acoustic guitar class	Sep 14 – Jul 15	18
Total no. of students participated		112

1.4 Subsidy

No. of students subsidized: 17

Amount of subsidy: \$47,780

1.5 Content of classes

1.5.1 Symphonic band:

Students have to study a wind or brass instrument and join the symphonic band practice for 2 hours every week. They can choose among flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, tuba or percussion instruments to learn.

Students give a symphonic band performance after a certain period of study and practice. The following is the list of their performances and contest:

Organizer	Event	Venue	Date
School	Flag rising ceremony	School hall / playground	Every month
School	Lunchtime concerts	School hall	Sep 2015
MTR Malls	Christmas show	Maritime Square	7/12/2015

Sino Group	Christmas show	Citywalk II	14/12/2015
Hong Kong School Music and Speech Association	Hong Kong School Music Festival Contest	Tsuen Wan Town Hall	8/3/2016
School	Annual Music performance	School Hall	13/5/2016
Tsuen Wan Adventist Hosptial	Walkathon Ceremony	Tsuen Wan Park	17/5/2016

1.5.2 Handbell team:

Students participate in handbell class for 1.5 hours every week. During the lessons, they have to learn various handbell and handchime ringing techniques, basic music theory and knowledge. As handbell playing requires high demand of teamwork, the class also enhances their generic skills such as cooperation and communication.

Students have to perform regularly during the period of study. The following is the list of their performances and contest:

Organizer	Event	Venue	Date
School	Music Orientation Days	School hall	Sep 2015
MTR Malls	Christmas show	Maritime Square	7/12/2015
Sino Group	Christmas show	Citywalk II	14/12/2015
Asian International Handbell Association (Hong Kong)	International Handbell Olympics contest 2015	Hong Kong Cultural Centre	23/4/2016
School	Annual Music performance	School Hall	13/5/2016

1.5.3 Pop band and acoustic guitar class

Students joining pop band can either choose jazz drum or electric guitar to learn. They have regular class of 4 hours a month. It is the same for acoustic guitar class. As the pop band and acoustic guitar class are not school team, students usually perform inside school, such as lunchtime concerts and singing contest.

2. Activity evaluation

2.1 Class evaluation

2.1.1 Over 90% of the participated students had an attendance rate of 80% or above. Instructors reported that the students had good attitude towards learning. Skilled students were selected and recommended to take the public music examination such as Associated Board of Royal Music Schools. They were also recommended to take part in relevant contests.

2.1.2 In this school year, students were awarded Merit certificate from HK School Music Festival and gold medal in International Handbell Olympics contest 2015. This shows a high quality of their learning outcomes.

2.2 Performance evaluation

2.2.1 Students always like to have a chance to perform. It enhances their performing skills and boosts their confidence. They gained much experience in performing in public. Besides, good improvement was shown in their teamwork and interpersonal skill.

2.2.2 Most of the performances were recorded by videos and pictures. Students would review their performances and evaluate their results with instructors afterwards. This could further improve their instrumental skills.

2.2.3 In school, schoolmates appreciated the music performances. It helped to promote music atmosphere inside school.

2.2.4 Positive feedbacks were received from the audience and the organizers. The audience was usually Tsuen Wan residents and parents. They praised the symphonic band and handbell team for giving a decent and well-prepared performance. The organizers would like to invite the students to perform again.

3. Activity Promotion

3.1 The recording and pictures were shown in music board and CCA academic corner inside school.

3.2 Parents and schoolmates were invited to the students' performances.

3.3 Instrumental class students will perform to new F.1 schoolmates during orientation day and lunchtime concerts in coming August and September.

Evaluation Report on Life Planning Education and Career Guidance Service

附件四

Name of school : Po Leung Kuk Lee Shing Pik College

School Year : 2015-2016

1. Programmes and Activities

Objectives	Strategies	Monitoring / Evaluation	Report and Evaluation on performance and activities
1. To provide career and life planning education, guidance and advice to all students in school	1.1 The Career and Life Planning (CLP) Coordinator and Career Mistress will work together to oversee the career guidance team and the related parties; and to review and revise the career and life planning education curriculum, the career projects, etc. for all form levels.	1.1 Scrutiny of the CLP education curriculum, materials, etc. Over 85% the career teachers are satisfied with them.	1.1.1 All levels of school-based Career Education (CE) materials were revised, in particular F.1, new elements were included to raise students' awareness of the relationship between learning at school and at work. 1.1.2 Careers board game, such as Dream Crafter, was used in both junior and senior levels to motivate students to explore the job nature and the skills required for different occupations. Students liked the board game and they actively involved in the CE lessons. 1.1.3 Class teachers reported the Teacher's Guide and the PowerPoints were useful.
	1.2 The CLP Coordinator, Career Mistress and career teachers will work together to design and update school-based career and life planning education materials to cater for the needs of individual classes.	1.2 Collection of feedbacks from participants on the effectiveness of the programmes. Over 85% of them indicate that the programmes help improve their	1.2.1 The following statistics reported students' feedback on the degree of effectiveness of the CE lessons: F.1 (95.7%); F.2 (74.7%); F.3 (75.2%); F.4 (96.25%); F.5 (79.5%) and F.6 (85.5%) 1.2.2 Most of the students in F.1, F.4 and F.6 find the CE lessons useful while students in F.2, F.3 and F.5 were satisfied with the CE lessons and related programmes.

		knowledge, understanding, skills, etc. of the related areas.	1.2.3 More attention can be paid to the F.2, F.3 and F.5 CE materials so as to improve them further for students' benefits.
	1.3 Mega career guidance programmes will be organized and conducted for students by collaborating with relevant service providers.	1.3 On-site observation and discussion among relevant teachers on the quality of the programmes and the performance of service providers. Over 85% of them are satisfied with the quality and performance.	<p>1.3.1 A number of mega careers guidance programmes were conducted with the collaboration with different NGOs.</p> <p>1.3.2 The overall rating of students' feedback on the degree of effectiveness of individual Career Guidance programmes are as follows:</p> <p><u>F.2 My Path (run by HKFYG)</u> Very good feedback (94.1%) was received from F.2 students.</p> <p><u>F.3 My Choice (run by HKFYG)</u> 96.6% of the participated students expressed that the programme could help them on subject selection matters.</p> <p><u>F.3 「志在必得」創路達人日營 (run by BREAKTHROUGH)</u> Positive feedback was received from students (92.5%).</p> <p><u>F.4 Soci Game (run by HKWFS)</u> The programme has been replaced by a career talk of new media for all F.4 students in the Form Teacher Period. Many students showed interests on new media. The Committee has to decide if the Soci-Game should be kept in the CE curriculum.</p> <p><u>F.5 Self-Directed Search (run by HKWFS)</u></p>

			<p>79% participants reported that the SDS workshop helped them know the relationship between one's personality and life planning.</p> <p><u>F.6 DSE Simulation (run by HKWFS)</u></p> <p>75% students agreed the programme provided them practical experience. It would be more effective if the programme was tailored-made to meet the specific needs of the students.</p> <p><u>F.6 Interview workshop (run by HKYWCA)</u></p> <p>Three parallel workshops for six F.6 classes were held. All participants were provided an interview practice and they found the experience very useful to them.</p>
2. To help students in need to understand their career aspirations and facilitate Individual Student Planning (ISP).	2.1 Teachers take part in relevant professional development programmes and activities to enhance their knowledge and skills in this aspect.	2.1 Over 50% of career teachers have attended ISP training programmes.	<p>2.1.1 According to school record, only one teacher (20%) has attended career guidance training course.</p> <p>2.1.2 A workshop of a careers tool (職場有格) was organized for all teaching staff on a Staff Development Day(29/4/2016). The workshop enriched teachers' knowledge and equipped teachers with the skills when providing advice to students.</p> <p>2.1.3 The Committee should encourage more teachers to attend the career guidance training programmes for the coming academic years.</p>
	2.2 Plan and arrange individual guidance sessions to provide guidance advice on subject selection, programme	2.2 Counting the number of guidance sessions provided to students in	2.2.1 Individual Guidance for F.3 students: Two mega career guidance programmes, namely MY CHOICE and 「志在必得」創路達人日營, have

	<p>choice selection, study and career planning, etc. for those F.3 and F.6 students in need.</p>	<p>need. At least 120 individual guidance sessions for F.3 and F.6 students can be organized.</p>	<p>identified a number of F.3 students who need more individual attention / career guidance on subject selection and career planning. The F.3 coordinator and the career guidance counsellor had individual interview with those students. Advice on subject selection and career path planning were given to them. Some students have applied the IVE diploma courses and been admitted.</p> <p>2.2.2 Individual Guidance for students of senior forms: Two careers teachers and the career guidance counsellor have conducted individual counselling for F.6 students. Some students with special needs have been contacted for more than once. In the second term, the three teachers have conducted individual counselling for F.4 and F.5 students.</p> <p>2.2.3 By the end of this academic year, it is recorded that about 60 F.6 students, 70 F.5 students, 10 F.4 students and some F.3 students have been arranged to have such individual guidance with the two careers teachers and the career guidance counsellor.</p>
		<p>2.3 Collection of feedbacks from students on the effectiveness of the guidance sessions.</p>	<p>2.3.3 Some career guidance teachers and class teachers randomly collected opinions from students after the guidance sessions.</p> <p>2.3.4 Most of them found that individual guidance could help them clarify their goals as well as make up their mind</p>

		Over 85% of them indicate that the sessions help enhance their understanding on themselves and the ways to plan ahead.	<p>on tertiary programme choices.</p> <p>2.3.5 Some students reflected that they were not familiar with the career counsellor so that they might not feel easy to express their opinions or enquiries in their first contact. As the career counsellor did not have lessons with the senior form students, it is suggested that she needs to have more chances to build up relationship with students before having individual guidance sessions with them.</p> <p>2.3.6 All in all, most students and class teachers find the guidance sessions useful and helpful to students.</p>	
3	To help low motivated students to develop career plans	3.1 Career teachers will work together with class teachers, subject teachers, etc. to identify target groups in F.3-F.6. They will plan and organize career programmes for different target groups according to different developmental stages. Career Guidance programmes such as interest building, goal setting, capacity building, etc. will be planned and arranged for the low motivated students, lower-achievers, etc. by collaborating with service providers.	3.1 Collection of feedbacks from students on the effectiveness of the career programmes. Over 85% of them indicate that the programmes help enhance their determination to develop career plans.	In the second term, F.4 and F.5 class teachers have identified about 40 students who were with lower learning motivation. CLP teachers cooperated with guidance teachers and colleagues from Academic & Curriculum Committee to identify the different needs of these students. Those with more careers and life planning needs were followed by CLP teachers. All these students had individual consultation with CLP teachers. All students show positive feedback after their consultation with CLP teachers. For example, students know more about the details of other multiple pathways instead of only focusing on JUPAS offers.

4. To organize leadership training and promote career education among students	4.1 Workshops / activities for career prefects (selected students) will be organized to enrich their career knowledge and skills.	4.1 Collection of feedbacks from career prefects on the effectiveness of the workshops / activities. Over 85% of them indicate that they help enhance their knowledge and skills in career education.	4.1.1 All F.4 and F.5 career prefects attended a workshop organized by Hong Kong Children and Youth Services; and an interview workshop organized by PLK and the EDB. 4.1.2 All participants expressed that they benefited a lot from the programmes. For example, students expressed that it was good for them to experience a formal individual interview and a group interview. Through these activities, they were able to learn through peer observation on each other as well as getting feedback from tutors.
	4.2 Student career team will be encouraged to organize career-related activities at school level, for example, Career Days, with the guidance and support from career teachers.	4.2 Collection of feedback from teachers on the performance of career prefects. Over 80% of them are satisfied with their performance.	4.2.1 Career team members actively participated in career-related workshops and shared their learning experiences in the morning assembly. 4.2.2 They also organized a Careers Day for the whole school. Career prefects organized several counters in the covered playground during lunch time and afterschool that introduced different types of jobs, careers, etc. to all students. 4.2.3 All careers team advisors were satisfied with the careers prefects' performance. Most of the Career Prefects actively participated in their activities. For example, they actively involved in the career training program which equipped them with the necessary knowledge and skills. They successfully organized the

			Careers Day that showed their self-motivation and leadership skill. The class representatives system of the career prefects can also help promoting CLP atmosphere in class level.
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2. Use of the Career and Life Planning Grant

Allocation of the CLP Grant	Report and Evaluation on resources manipulated
<p>1. A GM teacher was employed to release the workload of the career teachers concerned. (Budget: \$431,000)</p> <p>Actual Expenditure: \$428,160</p>	<p>The GM teacher helped release the time of two career teachers by teaching two classes of Chinese Language for them so that the two career teachers could have time to plan and organize CLP related work and activities for students. Besides, with the support from this GM teacher, the two career teachers can have more time to provide individual counselling for senior form students. In this year, they have provided counselling session for 60 S6 students, 70 S5 students and 10 S4 students. All these CLP related work, activities and individual counselling helped enrich students' understanding on themselves which are useful for them to make a rational decision in terms of their own career and life planning.</p> <p>The GM teacher herself is conscientious in teaching and marking. She manages to teach effectively and is well-liked by students. Her work has been commended by teachers of the Chinese Language Department.</p>
<p>2. A career guidance counsellor will be employed to help career teachers to organize the career programs and activities. (Budget: \$215,000)</p> <p>Actual Expenditure: \$226,800</p>	<p>2. The career guidance counsellor helped revising the CE materials, preparing the survey report of school leavers, posting careers related messages on Career Guidance Committee (CGC) webpage and Facebook, etc. She also helped to coordinate and arrange a number of career-related activities for students.</p> <p>The career guidance counsellor also conducted personal guidance session for F.3 to</p>

	<p>F.6 students, together with the other two CLP teachers. Since she has less teaching burden, she can take care of more students and follow the more needy cases. She is also responsible for organizing and leading most of the afterschool and holiday visits. In addition, with her help and support, a new alumni mentorship program (師友計劃) has been introduced to school in this academic year.</p> <p>In short, the career guidance counsellor is very helpful in carryout out the career and life planning education in school.</p>
<p>3. An Office Assistant was employed to support the required logistic, administrative and clerical work. (Budget: \$130,000)</p> <p>Actual Expenditure: \$129,780</p>	<p>3. The Office Assistant renders help on all administration work related to Applied Learning (ApL). She is very helpful and handles all tasks well. With her help and support, all the work in relation to ApL could be handled the tasks systematically and clearly. It helped release the workload of careers teachers and coordinator who could have more time to plan, organize nd implement some other meaningful CLP programmes and activities for students.</p>
<p>4. Relevant career and life planning programmes, activities, workshops, training, etc. have been organized for students. (Budget: \$140,000)</p> <p>Actual Expenditure: \$116,968</p>	<p>4.1 Please see section 1.3.1 above regarding different programmes by different NGOs.</p> <p>4.2 Collaboration with service providers to organize Career Guidance programmes for different target groups was good and helpful. But some programme providers may not be aware of the importance of the needs of individual schools. Hence tailor-made programmes should be considered to enhance the effectiveness of the programmes for different objectives, such as DSE Simulation by HKWFS.</p>

Career and Life Planning Grant for 2015-2016 amounts to HK\$916,000. We used HK\$901,708 only.