

PLK HKTA YUEN YUEN PRIMARY SCHOOL

# Annual School Plan

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2023-2024



# Annual School Plan 2022/2023

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## 1. About Po Leung Kuk

### Po Leung Kuk's Spirit 保良精神

Mutual Respect  
相互尊重  
United Effort  
團結合力  
Benevolence  
延展愛心  
Charitable  
行善助人  
Gratefulness and  
Recognition  
感恩知德

### Dedication to serving the Community 造福社群的奉獻精神

### Vision 願景

Children are nurtured. Youngsters are educated. Adults are supported to contribute. Elderly are cared for. The less fortunate are lightened with hope.  
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

### Mission 使命

To be the most prominent and committed charitable organization. In the Kuk's Spirit to do good deeds with benevolence. Dedicated in protecting the young and the innocent, caring for the elderly and the underprivileged, aiding the poor and healing the sick, educating the young and nurturing their morality, providing recreation to the public, caring for the environment, passing on the cultural inheritance and bringing goodness to the community.  
成為最傑出、最具承擔的慈善公益機構，發揮保良精神，以善心建善業，致力保赤安良，護老扶弱，助貧健診，培德育才，揚康樂眾，實踐環保，承傳文化，造福社群

### Values 價值觀

Fine traditions, Accommodate the current needs, People-oriented, Care and appreciation, Sound governance, Pragmatism and innovative, Integrity, Vigilance, Optimal use of resources, Cost-effectiveness, Professional team, Service with heart

|      |      |
|------|------|
| 秉承傳統 | 與時並進 |
| 以人為本 | 關心感恩 |
| 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 |

## **School Vision**

**We believe that our children have unlimited potential. We are committed to foster their:**

- ❖ Academic Excellence
- ❖ Talents and Gifts
- ❖ Love, Respect, Diligence and Integrity
- ❖ Upright Morals and Virtues

## **School Mission**

- ❖ To provide diverse learning experiences and opportunities to our students and enable them to discover and develop their potential
- ❖ To create an inviting community that is conducive for learning and growth
- ❖ To instill in our students positivity, perseverance, love and compassion so that they can become productive members of society

## **School Motto**

Love, Respect, Diligence, Integrity; Understanding Tao, Establishing Virtue

# **PLK HKTA Yuen Yuen Primary School**

## **Annual School Plan**

### **2023-2024**

#### **Major Concerns**

1. Catering for Individual Learner Differences
2. Professional Development of Teachers

## 1. Major Concern: Catering for Individual Learner Differences

### The feedback and follow-up actions from the previous school year:

- The learning and teaching strategies to cater for learner diversity should continue to be enhanced.
- The effectiveness of co-teaching and the strategies to stretch the potential of students, including the design of learning tasks for extending students' learning, should be further strengthened.

| Target                                                                           | Implementation Strategy                                                                                                                                                                                                                                                                     | Success Criterion                                                                                                                                                                                                                                                                                                                                                                      | Method of Evaluation                                                                                                                                                                                                                                                                                                                                           | Time Scale                                                                                                                                                                                                                                                                                                                                    | Responsible person                                                                                                                                                                         | Resource Required                                                                                                 |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| i. Students' learning diversities are well catered for in class and after class. | <ul style="list-style-type: none"> <li>• Graded questions and exercises for students of diverse abilities</li> <li>• High-order thinking questions and bonus questions for higher achievement</li> <li>• Opportunities for exposure to different fields and learning experiences</li> </ul> | <ul style="list-style-type: none"> <li>• Increased participation and engagement of students across different ability levels.</li> <li>• Nurture critical thinking, problem-solving skills, and higher-level cognitive abilities among students by providing challenging and thought-provoking questions.</li> <li>• Increased engagement, motivation, and exploration among</li> </ul> | <ul style="list-style-type: none"> <li>• Regular formative assessments and feedback from both students and teachers.</li> <li>• Assess students' ability to analyze, evaluate, and apply knowledge through performance-based assessments, projects, or presentations.</li> <li>• Student feedback and sharing in class.</li> <li>• Assess students'</li> </ul> | <ul style="list-style-type: none"> <li>• In the 2023-2024 academic year and ongoing</li> <li>• Term 1 &amp; 2 Discuss and integrate into lesson plans and assignments.</li> <li>• End of Term 3 Review student work and assess the impact on student engagement.</li> <li>• By September, 2023 Identify and plan opportunities for</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Team</li> <li>• SENCO</li> <li>• Subject Panel Heads</li> <li>• SENCO</li> <li>• ECA Coordinator</li> <li>• Curriculum Team</li> </ul> | <ul style="list-style-type: none"> <li>• Organizations outside school</li> <li>• Organize field trips,</li> </ul> |

|  |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                            |
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|  | <ul style="list-style-type: none"> <li>• Professional Sharing and Development of Teachers on Catering for Learning Diversities</li> <li>• Study of students' learning diversities through data analyses of test and assessment results</li> </ul> | <p>students.</p> <ul style="list-style-type: none"> <li>• Increased awareness and understanding of teachers regarding student learning diversities.</li> <li>• Gain insights into students' learning strengths, weaknesses, and preferences, allowing for informed instructional decisions and interventions.</li> </ul> | <p>participation and engagement.</p> <ul style="list-style-type: none"> <li>• Observe and provide feedback on teachers' implementation of differentiated instructional strategies in the classroom.</li> <li>• Analyze test and assessment results to identify patterns and trends in student performance across different subjects and topics.</li> <li>• Use formative assessments, such as quizzes or classwork, to gather additional data on students' understanding and progress.</li> <li>• Collect feedback from teachers,</li> </ul> | <p>exposure to different fields and learning experiences.</p> <ul style="list-style-type: none"> <li>• Ongoing Collaborative planning sessions to enhance teachers' capacity in catering to diverse learners.</li> <li>• Continuously monitor and adjust instructional practices based on ongoing data collection and analysis.</li> </ul> | <ul style="list-style-type: none"> <li>• SENCO</li> <li>• Curriculum Team</li> <li>• Subject Panel Heads</li> <li>• SENCO</li> <li>• Curriculum Team</li> <li>• Subject Panel Heads</li> <li>• Academic Affairs</li> <li>• WebSAMS Team</li> </ul> | <p>guest speakers, workshops, and hands-on activities</p> <ul style="list-style-type: none"> <li>• Organizations outside school</li> <li>• Lesson observation form</li> <li>• Lesson substitution for observation</li> <li>• Quiz scores and assessment results data on WebSAMS</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• Development and coordination of teaching strategies across different subjects and enhance co-teaching practices</li> </ul> | <ul style="list-style-type: none"> <li>• Identification of specific learning needs and areas of improvement for students.</li> <li>• Conduct regular meetings or workshops to facilitate collaboration and sharing of effective teaching strategies among subject teachers.</li> <li>• Observe lessons and provide feedback on the implementation of differentiated instruction and the use of appropriate teaching strategies.</li> </ul> | <p>students, and parents on students' learning experiences and challenges.</p> <ul style="list-style-type: none"> <li>• Facilitate regular meetings or workshops for subject teachers to share and discuss effective teaching strategies for catering to learning diversities.</li> <li>• Discuss the roles of co-teachers in lessons during grade level meetings</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing Monitor the consistency and effectiveness of teaching strategies across different subjects and provide support and guidance as needed.</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Team</li> <li>• Subject Panel Heads</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson observation form</li> <li>• Lesson substitution for observation</li> </ul> |
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|                                                            |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                             |                                                                                                                                            |  |
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| ii. The learning needs of gifted students are catered for. | <ul style="list-style-type: none"> <li>• Provide professional development opportunities for teachers to enhance their understanding of gifted education and identification techniques.</li> <li>• Identify and support gifted students.</li> <li>• Arrange talks for parents on understanding the characteristics and needs of gifted children.</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct assessments and observations to identify gifted students.</li> <li>• Collect feedback from teachers, parents, and students through surveys and enhancement groups.</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct assessments and observations to identify gifted students.</li> <li>• Monitor academic progress and achievement of gifted students compared to their peers.</li> <li>• Collect feedback from teachers, parents, and students through surveys and focus group discussions.</li> <li>• Increase parent attendance and satisfaction with the talks.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Team</li> <li>• Subject Panel Heads</li> <li>• Gifted Education Coordinator</li> </ul> |  |
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| iii. The learning needs of SEN and less able students are catered for. | <ul style="list-style-type: none"> <li>• Reviewing and modifying the identification mechanism for SEN students</li> <li>• Meeting SEN students on a regular basis to provide support and guidance</li> <li>• Helping SEN students in their learning through inclusive education</li> <li>• Supporting parents of SEN students</li> <li>• SEN coordinator and team to oversee and coordinate the school's SEN policy</li> <li>• Enrichment classes and small group learning for less able students</li> </ul> | <ul style="list-style-type: none"> <li>• Address the learning and emotional needs of SEN students through regular meetings and targeted support.</li> <li>• Improve the accuracy and effectiveness of identifying SEN students to ensure appropriate support and intervention.</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain records of regular meetings and support provided to SEN students and teachers.</li> <li>• Collect feedback from SEN students, parents, and teachers on the effectiveness of the support and guidance offered.</li> <li>• Monitor the progress and well-being of SEN students through assessments, observations, and feedback from relevant stakeholders.</li> </ul> | <ul style="list-style-type: none"> <li>• By Sept, 2023 Establish a designated team responsible for meeting SEN students and teachers on a regular basis to provide support and guidance.</li> <li>• Ongoing Conduct regular meetings, document support provided, and evaluate the impact of the support on the learning and emotional well-being of SEN students.</li> </ul> | <ul style="list-style-type: none"> <li>• SENCO</li> <li>• SEN Team</li> <li>• Social Workers</li> </ul> |  |
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## 2. Professional Development of Teachers

### The feedback and follow-up actions from the previous school year:

- More opportunities should be provided and encouraged for teachers to enhance their professional capacity.
- The leadership of the middle managers of responsible areas should be strengthened.

| Target                                                                           | Implementation Strategy                                                                                                                                                                                                                                                                              | Success Criterion                                                                                                                                                                                                                                                                                                                                                                                  | Method of Evaluation                                                                                                                                                                                                                                                                                                                                                                      | Time Scale                                                                                                                                             | Responsible person                                                                                                           | Resource Required |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-------------------|
| A professional learning community can be built to promote professional interflow | <ul style="list-style-type: none"> <li>• Teacher professional development workshops</li> <li>• Cross-curricular lesson observation &amp; peer lesson observation</li> <li>• Keeping teachers abreast of up-to-date information</li> <li>• Team building workshops and informal activities</li> </ul> | <ul style="list-style-type: none"> <li>• Enhance teachers' knowledge and skills related to different aspects</li> <li>• Foster collaboration and sharing of best practices among teachers.</li> <li>• Ensure teachers are informed about seminars, training courses, and latest educational trends.</li> <li>• Foster a harmonious and collaborative working atmosphere among teachers.</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct pre- and post-workshop assessments to measure knowledge gained by teachers</li> <li>• Monitor the number of cross-curricular lesson observations and peer lesson observations conducted.</li> <li>• No. of workshops teachers enrolled</li> <li>• Collect feedback from teachers regarding the effectiveness of team building</li> </ul> | <ul style="list-style-type: none"> <li>• Arrange regular teacher professional development workshops throughout the 2023-2024 academic year.</li> </ul> | <ul style="list-style-type: none"> <li>• Mentorship &amp; Induction Programme Team</li> <li>• Subject Panel Heads</li> </ul> |                   |

|                                                                                                                      |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                   |                                                                                                              |                                                                                                 |
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|                                                                                                                      |                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                        | workshops and informal activities.                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                   |                                                                                                              |                                                                                                 |
| An induction training programme for new teachers has been developed to cater for their needs of professional growth. | <ul style="list-style-type: none"> <li>• Induction program for newly-joined teachers</li> <li>• Core and elective training for professional development</li> <li>• School-based mentoring program</li> </ul> | <ul style="list-style-type: none"> <li>• Newly-joined teachers gain a comprehensive understanding of their professional roles and responsibilities.</li> <li>• Newly-joined teachers receive core and elective training to enhance their professional growth.</li> <li>• Support newly-joined teachers through a mentoring program to facilitate their professional growth and development.</li> </ul> | <ul style="list-style-type: none"> <li>• Conduct feedback surveys and assessments to measure the effectiveness of the induction program.</li> <li>• Track the completion of 30 hours of core training within the first three years of service and not less than 60 hours of elective training based on individual professional development needs.</li> <li>• Collect feedback from mentees and mentors to assess the effectiveness of the mentoring program.</li> </ul> | <ul style="list-style-type: none"> <li>• Organize a 2-3 day induction program in mid-August for newly-joined teachers at the beginning of the 2023-2024 academic year.</li> </ul> | <ul style="list-style-type: none"> <li>• Vice Principals</li> <li>• Subject Panel Heads</li> </ul>           | <ul style="list-style-type: none"> <li>• eServices</li> </ul>                                   |
| Understand the enhanced work on school self-evaluation (SSE)                                                         | <ul style="list-style-type: none"> <li>• Teacher professional development workshops</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Ensure teachers are informed about seminars and training courses.</li> </ul>                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Using the seven learning goals as the focus for reflection</li> </ul>                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• January, 2024 (enhanced work on SSE workshop)</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>• Principal &amp; Vice Principals</li> <li>• Subject Panel</li> </ul> | <ul style="list-style-type: none"> <li>• eServices</li> <li>• Seminars and workshops</li> </ul> |

|  |                                                                                                                                                                              |                                                                                                                          |  |                                                                         |       |                          |
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|  | <ul style="list-style-type: none"> <li>• Keeping teachers abreast of up-to-date information</li> <li>• Continuous improvement through the P-I-E cycle on planning</li> </ul> | <ul style="list-style-type: none"> <li>• Sharing among colleagues after attending the seminars concerning SSE</li> </ul> |  | <ul style="list-style-type: none"> <li>• 2<sup>nd</sup> Term</li> </ul> | Heads | from the EDB and the Kuk |
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# PLK HKTA YUEN YUEN PRIMARY SCHOOL

## School-Based Grants

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2023-2024

| Programme & Grant                            | Attachment Number | Estimated Budget (Expenditure) |
|----------------------------------------------|-------------------|--------------------------------|
| Learning Support Grant                       | I                 | \$692,000                      |
| CEG Grant                                    | II                | \$877,125                      |
| Promotion of Reading Grant                   | III               | \$35,000                       |
| Sister School Scheme Grant                   | IV                | \$150,000                      |
| Life Wide Learning Grant                     | V                 | \$627,342                      |
| After-school Learning and Support Programmes | VI                | \$28,000                       |

## 「學習支援津貼」財政預算

學校: 保良局香港道教聯合會圓玄小學

2023 /24學年

收入:

| 項目                               | 金額 (\$) | 備註                                                                                                   |
|----------------------------------|---------|------------------------------------------------------------------------------------------------------|
| 截至上學年年終 (即8月31日)<br>可保留的累積盈餘 (a) | 78,000  |                                                                                                      |
| 2023/24 學年的第一期撥款 (b)             | 454,413 | 上一學年獲發的「學習支援津貼」的70%                                                                                  |
| 預計2023/24 學年的第二期撥款 (c)           | 191,586 | 以學校於11月30日或以前呈報並經教育局審視需要第二層及第三層支援的有關學生人數而計算出「學習支援津貼」總額，並扣減第一期學習支援津貼撥款後的餘款；教育局於翌年2月通知學校有關金額，並於3月發放撥款。 |
| 總收入 (d)<br>= (a)+(b)+(c)         | 723,999 |                                                                                                      |

支出:

| 項目                                  | 金額 (\$)   | 備註                                                                 |
|-------------------------------------|-----------|--------------------------------------------------------------------|
| 1. 增聘全職教師 __0.5__ 名和 / 或兼職教師 ____ 名 | 500,000   | 「學習支援津貼」必須運用於支援有特殊教育需要和成績稍遜 (小學適用) 學生的措施上，有關詳情請參閱教育局通告第7/2019號附錄一。 |
| 2. 增聘教學助理 __0.5__ 名                 | 80,000    |                                                                    |
| 3. 外購專業服務                           | 110,000   |                                                                    |
| 4. 購置學習資源及器材                        |           |                                                                    |
| 5. 安排學習 / 共融文化活動、校本教師培訓及家校合作        | 2,000     |                                                                    |
| 總支出 (e)                             | 692,000.0 |                                                                    |

收支:

| 項目                                                | 金額 (\$) | 備註                                                                                                                                                                                                              |
|---------------------------------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 預計本學年年終累積津貼餘款 (f) = (d)-(e)                       | 31,999  | 「學習支援津貼」是一項經常性的現金津貼，撥款金額是按照學校每年有特殊教育需要的學生數目及所需的支援層級計算。因此，學校有責任充分運用每年獲發放的學習支援津貼，照顧該學年學生的需要[即學校制定「學習支援津貼」財政預算時，應盡量避免(f)欄仍有餘額]。學校應參考《全校參與模式融合教育運作指南》第九章有關「資源運用」的內容，擬訂有效運用「學習支援津貼」的計劃。有關學習支援津貼的詳情，請參閱教育局通告第7/2019號。 |
| 餘款佔本年度應得撥款的百分比(%)<br>(g) = (f) / [(b)+(c)] x 100% | 5%      |                                                                                                                                                                                                                 |

特殊教育需要統籌主任簽署

特殊教育需要統籌主任姓名

日期



黃露儀

09/09/2023

**PLK HKTA Yuen Yuen Primary School**  
**Plan on Use of Capacity Enhancement Grant (2023-2024 school year)**

Means by which teachers have been consulted: At staff meeting

| Task Area                               | Major Area(s) of Concern                                                                         | Time Scale              | Strategies/Tasks                                                                                                                                                                                                                                                                                                                                       | Benefit Anticipated                                  | Success Criteria                                                         | Method                                                          | Resources                                                                                       | People Responsible |
|-----------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------|
| Recruitment of 2 Support Staff (SS)     | Reducing teachers' workload on non-teaching tasks to enhance focus on teaching and lesson design | 09/2023<br>-<br>08/2024 | <ul style="list-style-type: none"> <li>• Assist in stocking teaching aids.</li> <li>• Assist in preparing teaching materials.</li> <li>• Assist in arranging classroom activities.</li> <li>• Assist in checking the attendance records of extracurricular activities (ECAs).</li> <li>• Perform Saturday duties related to school affairs.</li> </ul> | The overall workload of teachers will be alleviated. | 70% of teachers agree that the workload of the teachers has been reduced | Feedback on learning and teaching at the year-end staff meeting | Salary of 2 Support Staff for 12 months and MPF contribution:<br>= \$288,840.00                 | Vice Principals    |
| Recruitment of 1 teacher assistant (TA) | Reducing the burden of lesson substitution and non-teaching duties on teachers                   |                         | <ul style="list-style-type: none"> <li>• Substitute lessons when teachers take leaves</li> <li>• Assist in library lessons</li> <li>• Assist in preparing teaching materials</li> </ul>                                                                                                                                                                |                                                      |                                                                          |                                                                 | 50% of the salary of 1 Teacher assistant for 12 months and MPF contribution :<br>= \$102,000.00 |                    |

|                                                             |                                                  |  |                                                                                                                                                                   |                                                            |                                                                                                                     |  |                                                                    |  |
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| Recruitment of 2 Information Technical Support Staff (ITSS) | Providing adequate it support for teaching staff |  | <ul style="list-style-type: none"> <li>• Provide IT support for teachers during lessons and activities</li> <li>• Assist in managing school IT support</li> </ul> | School activities and lessons will be able to run smoothly | 70% of teachers agree that lessons and activities can be conducted smoothly with the assistance of IT support staff |  | Salary of 2 TSS for 12 months and MPF contribution: = \$527,448.00 |  |
|-------------------------------------------------------------|--------------------------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------|--|

Budget:

Income: \$877,125.00

Balance brought downward from previous year: \$0

Expenditure: Recruitment of 2 Supporting Staff, 1 Teacher Assistant (50% of the salary), 2 ITSS  
 $\$288,840.00 + \$102,000.00 + \$527,448.00 = \$918,288.00$

Balanced carry forward to next year:  $\$877,125.00 - \$918,288.00 = \$41163.00$

\*The projected deficit will be covered by school funds.

\*The Plan on Use of Capacity Enhancement Grant (2023-2024 school year) is subject to IMC approval.\*

## 保良局香港道教聯合會圓玄小學

## 運用推廣閱讀津貼計劃書

2023-2024 學年

## 推廣閱讀的主要目標：

培養學生的閱讀興趣，推動校園閱讀文化，提升在家讀效能。

|    | 項目名稱                                                  | 預算開支 (\$) |
|----|-------------------------------------------------------|-----------|
| 1  | 購置圖書                                                  | \$22000   |
|    | <input checked="" type="checkbox"/> 實體書               |           |
|    | <input checked="" type="checkbox"/> 電子書               |           |
| 2. | 網上閱讀計劃                                                | \$0       |
|    | <input type="checkbox"/> e 悅讀學校計劃                     |           |
|    | <input type="checkbox"/> 其他計劃：_____                   |           |
| 3. | 閱讀活動                                                  | \$8000    |
|    | <input checked="" type="checkbox"/> 聘請作家、專業說故事人等進行講座  |           |
|    | <input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動 |           |
|    | <input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費            |           |
|    | <input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程       |           |
| 4. | 其他：閱讀獎勵計劃                                             | \$5000    |
|    | 合共：                                                   | \$35000   |

\*請以✓選或以文字說明。

保良局香港道教聯合會圓玄小學  
姊妹學校交流計劃書  
2023-2024學年

內地姊妹學校名稱/締結日期：杭州市文瀾小學（2022年）/北京市豐台區藝術實驗小學（2019）/  
 深圳市寶安區立新湖外國語學校（2019年）/ 深圳市南山區海濱實驗小學（2019年）/  
 寧波市行知實驗小學（2018年）/雲南昆明市明通小學（2018年）/  
 南沙金隆小學（2013年）/浙江海曙中心小學（2012年）/ 武漢育才小學（2010年）

本校擬於試辦計劃推行期間舉行下列姊妹學校交流活動：

| 項目 | 交流項目名稱及內容 | 預期目標                                                                | 監察／評估                                             | 預算開支           |
|----|-----------|---------------------------------------------------------------------|---------------------------------------------------|----------------|
| 1. | 學生活動      | 金隆小學師生到我校交流，希望兩地學生可以一同在課室學習，遊戲。                                     | 安排學生進教教室，與我校的學生一起上課。讓姊妹學校的學生親身體驗香港的教學，也促進兩地學生的友誼。 | 港幣<br>\$10000  |
|    |           | 深圳海濱實驗小學師生到我校交流，希望兩地學生可以一同在課室學習，遊戲。                                 |                                                   | 港幣<br>\$5000   |
|    |           | 我校帶領學生到金隆小學交流，參與金隆小學的全校性活動，希望借此活動可增進兩地學生的友誼。                        |                                                   | 港幣<br>\$130000 |
|    |           | 與北京市豐台區藝術實驗小學四年級學生進行書信來往，讓學生介紹自己的學校生活。                              |                                                   |                |
| 2. | 教學成果分享    | 與姊妹學校（北京市豐台區藝術實驗小學）進行教學成果分享活動<br>a. 錄影/剪影學生綜藝活動<br>b. 錄影/剪影學生節日活動花絮 | 安排跟姊妹學校的網上教育交流活動                                  | 港幣<br>\$118000 |
| 3. | 教師交流      | 與金隆小學的教師進行教育交流及互訪，與姊妹學校教師互相學習，互相交流兩地的教學法及教育情況。                      | 安排觀課，及課後分享                                        | 港幣<br>\$10000  |
|    |           |                                                                     | Total                                             | \$268000       |

Grant for the Sister School Scheme (姊妹學校) as at 31/8/2023 賬戶剩餘的金額為\$ 94035.00

1/09/2023

**Plan on the Use of the Life-wide Learning Grant**  
**2023-2024 School Year**

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

**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.

**Category 1: To organise / participate in life-wide learning activities**

| Schools are required to complete this part |                                                                                                                                                                                                                                                                                                                                                           |                     |                 |                                  |                         |                                    | Completion of this part is not mandatory                                                                          |                                                                                |                                                            |                                                                                                                  |                  |                                    |                   |                            |                                   |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------|----------------------------------|-------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------|-------------------|----------------------------|-----------------------------------|
| No.                                        | Activity Name                                                                                                                                                                                                                                                                                                                                             | Proposed Date       | Target Students |                                  | Estimated Expenses (\$) | Estimated Expenses per Person (\$) | Brief Description and Objective of the Activity                                                                   | Domain<br>(Please select or fill in the domain of the activity as appropriate) | Brief Description of the Monitoring / Evaluation Mechanism | Essential Learning Experiences<br>(Please put a ✓ the appropriate box(es); more than one option can be selected) |                  |                                    |                   |                            | Subject Panel / Teacher-in-charge |
|                                            |                                                                                                                                                                                                                                                                                                                                                           |                     | Level           | Estimated Number of Participants |                         |                                    |                                                                                                                   |                                                                                |                                                            | Intellectual Development<br>(closely linked with curriculum)                                                     | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |                                   |
| 1.1                                        | <b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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.                                       | Career Experience Activity                                                                                                                                                                                                                                                                                                                                | Nov 2022            | S1-S3           | 200                              | \$20,000.00             | \$100.00                           |                                                                                                                   |                                                                                |                                                            |                                                                                                                  |                  |                                    |                   |                            |                                   |
| 1                                          | Games Day                                                                                                                                                                                                                                                                                                                                                 | Apr 2024            | P1 - 6          | 800                              | \$8,000                 | \$10.00                            | Promote athleticism throughout physical activities participation                                                  | Physical Education                                                             | Each student joined at least one sport                     |                                                                                                                  | V                | V                                  |                   |                            | Janet Yu                          |
| 2                                          | Sports team training coach fee (Swimming, Badminton, Table Tennis, Basketball, Track and Field)                                                                                                                                                                                                                                                           | Sep 2023 - Jul 2024 | P3 - 6          | 300                              | \$100,000               | \$333.33                           | Encourage students to participate in physical activities by regular sports teams training                         | Physical Education                                                             | Observation of teachers and coaches                        |                                                                                                                  | V                | V                                  |                   |                            | Janet Yu                          |
| 3                                          | Subsidy of TOEFL Jr.                                                                                                                                                                                                                                                                                                                                      | Term 3              | P5              | 132                              | \$6,600                 | \$50.00                            | To provide an opportunity for the students to assess their English ability through a worldwide standardized test. | English Language                                                               | Students test report                                       | V                                                                                                                |                  |                                    |                   |                            | Eng Panel                         |

|   |         |            |      |     |           |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              |                                                                                                                                                                                                                                  |  |   |   |  |  |  |          |
|---|---------|------------|------|-----|-----------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---|---|--|--|--|----------|
| 4 | Musical | Term 2-3   | P3-6 | 40  | \$100,000 | \$2,500.00 | Through musical theater training, students will develop a myriad of transferable skills such as the following:<br>- confidence and communication skills necessary to express oneself<br>- an open minded able to accept new ideas and suggestions<br>- kinesthetic skills, spatial awareness and ability to multi-task<br>- verbal and body language<br>- critical thinking skills and the flexibility to adapt to different situations<br>- cooperation skills and empathy<br>- musicianship and technique<br>- showmanship | Arts (Music) | - observations of teachers and coaches on whether students are able to acquire the different transferable generic skills through training<br>- Feedback of audience and school community after the shows<br>- Student reflection |  | V | V |  |  |  | Merak Li |
| 5 | Choir   | Whole year | P2-6 | 150 | \$130,000 | \$866.67   | Develop proper singing technique, ensemble performance skills, musicianship and interest for singing and performing arts<br>Offer opportunities for students to perform and                                                                                                                                                                                                                                                                                                                                                  | Arts (Music) | - Observations of teachers and coaches<br>- Comments from students and parents                                                                                                                                                   |  | V | V |  |  |  | Merak Li |

|   |                                                                               |            |      |     |          |          |                                                                                                                                               |                           |                                                                                                                                                                                                            |   |   |   |  |   |               |
|---|-------------------------------------------------------------------------------|------------|------|-----|----------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|--|---|---------------|
|   |                                                                               |            |      |     |          |          | compete in performances and competitions locally and overseas                                                                                 |                           |                                                                                                                                                                                                            |   |   |   |  |   |               |
| 6 | School Activities (Variety Show \$20,000, Graduation Ceremony \$10,000, etc.) | Whole year | P1-6 | 792 | \$30,000 | \$37.88  | To provide other learning opportunities for students                                                                                          | ECA                       | - Teacher Observation<br>- Feedback from students                                                                                                                                                          |   | V | V |  |   | Vivian Tam    |
| 7 | STREAM / MASTER Days                                                          | Term 3     | P6   | 132 | \$7,500  | \$56.82  | To enhance students' learning motivation and experience in Cross-curricular activities through arranging a STREAM or MASTER Days for students | Cross-Disciplinary (STEM) | - Observations of teachers on whether students are able to acquire the different transferable generic skills through the STREAM/ MASTER Day<br>- Feedback of teachers and students<br>- Student reflection | V | V | V |  |   | STEAM Panel   |
| 8 | 3-day Bio-Tech Tasting Co-organized School Programme                          | Term 3     | P5   | 24  | \$8,000  | \$333.33 | To enrich students' learning experience in the development of biotechnology education through the "3-day Bio-Tech Tasting Programme"          | Science                   | - Teacher Observation<br>- Feedback from students                                                                                                                                                          | V |   | V |  | V | Pierre Cheung |
| 9 | Chinese Day                                                                   | February   | P1-6 | 792 | \$10,000 | \$12.63  | To celebrate Lunar New Year and help students understand Chinese culture                                                                      | Values Education          | Teachers' observation<br>70% of students enjoyed the activity<br>70% of students                                                                                                                           | V | V |   |  |   | Kwok Yuk Yu   |

|                                                                   |                                                                                                                                           |                |       |       |              |            |                                                                                                                                                                                                                         |                                     |                                                                            |                                                                    |   |   |  |  |                        |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|-------|--------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------|---|---|--|--|------------------------|
|                                                                   |                                                                                                                                           |                |       |       |              |            |                                                                                                                                                                                                                         |                                     | think this activity can arouse their interest in Chinese culture           |                                                                    |   |   |  |  |                        |
| 10                                                                | Chinese Debate                                                                                                                            | Term 2-3       | P5-6  | 10    | \$20,000     | \$2,000.00 | To generate effective critical thinking into primary issues in the given topic                                                                                                                                          | Chinese Language                    | Observation of teachers and coaches                                        | V                                                                  |   |   |  |  | Kwok Yuk Yu            |
| 11                                                                | Competition Application Fee                                                                                                               | Whole year     | P1-6  | 80    | \$10,000     | \$125.00   | To provide other learning opportunities for students                                                                                                                                                                    | Physical Education                  | - Teachers observation<br>More than 80 of students achieved the objectives |                                                                    |   | V |  |  | Vivian Tam             |
| (Please insert rows above if the space provided is insufficient.) |                                                                                                                                           |                |       |       |              |            |                                                                                                                                                                                                                         |                                     |                                                                            |                                                                    |   |   |  |  |                        |
| Sub-total of Item 1.1                                             |                                                                                                                                           |                |       | 3,252 | 430,100      |            |                                                                                                                                                                                                                         |                                     |                                                                            |                                                                    |   |   |  |  |                        |
| 1.2                                                               | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons |                |       |       |              |            |                                                                                                                                                                                                                         |                                     |                                                                            |                                                                    |   |   |  |  |                        |
| e.g.                                                              | Exchange Tour to the Greater Bay Area                                                                                                     | 10-12 Apr 2023 | S4-S5 | 88    | \$100,000.00 | \$1,136.36 |                                                                                                                                                                                                                         |                                     |                                                                            |                                                                    |   |   |  |  |                        |
| 1                                                                 | China Tour                                                                                                                                | Nov            | P5    | 132   | \$132,000    | \$1,000.00 | - To provide the opportunity for students know more about Chinese culture                                                                                                                                               | General Studies                     | - Teacher Observation<br>More than 80% of students achieved the objectives | V                                                                  | V |   |  |  | Pierre Cheung          |
| 2                                                                 | Canada Study Tour                                                                                                                         | April          | P5-6  | 20    | \$10,000     | \$500.00   | - To provide the opportunity for students study with other students and experience the life in other countries<br>- To enforce students’ confidence and the liability to communicate in an English speaking environment | English Language                    | - Teacher Observation<br>More than 80% of students achieved the objectives | V                                                                  | V |   |  |  | Vivian Tam / Eng Panel |
| 3                                                                 | Kentucky Study Tour                                                                                                                       | April          | P4-5  | 20    | \$10,000     | \$500.00   |                                                                                                                                                                                                                         | Moral, Civic and National Education |                                                                            | V                                                                  | V |   |  |  | Vivian Tam             |
| 4                                                                 | New Zealand Study Tour                                                                                                                    | April          | P5-6  | 28    | \$14,000     | \$500.00   |                                                                                                                                                                                                                         | General Studies                     |                                                                            | -Student Feedback<br>Filling out an evaluation form after the tour | V | V |  |  |                        |

|                                                                   |  |  |  |       |         |  |                                                                                       |  |  |  |  |  |  |  |  |
|-------------------------------------------------------------------|--|--|--|-------|---------|--|---------------------------------------------------------------------------------------|--|--|--|--|--|--|--|--|
|                                                                   |  |  |  |       |         |  | - To foster the education and cultural exchange between Hong Kong and other countries |  |  |  |  |  |  |  |  |
| (Please insert rows above if the space provided is insufficient.) |  |  |  |       |         |  |                                                                                       |  |  |  |  |  |  |  |  |
| Sub-total of Item 1.2                                             |  |  |  | 68    | 166,000 |  |                                                                                       |  |  |  |  |  |  |  |  |
| Total for Category 1                                              |  |  |  | 3,320 | 596,100 |  |                                                                                       |  |  |  |  |  |  |  |  |

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)**

| No.                                                               | Item               | Purpose                      | Estimated Expenses (\$) |
|-------------------------------------------------------------------|--------------------|------------------------------|-------------------------|
| e.g.                                                              | STEM Learning Kits | STEM Interest Group Activity | \$50,000.00             |
| 1                                                                 | App                | Teaching and Learning        | \$10,000.00             |
| 2                                                                 | Twinkl (English)   | Teaching and Learning        | \$21,242.00             |
| (Please insert rows above if the space provided is insufficient.) |                    |                              |                         |
| Estimated Expenses for Category 2                                 |                    |                              | \$31,242.00             |
| Estimated Expenses for Categories 1 & 2                           |                    |                              | 627,342                 |

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

|                                                        |      |
|--------------------------------------------------------|------|
| Total number of students in the school:                | 792  |
| Estimated number of student beneficiaries:             | 792  |
| Percentage of students benefitting from the Grant (%): | 100% |

|                                 |                 |
|---------------------------------|-----------------|
| Name of Contact Person for LWL: | Vivian Tam      |
| Post of Contact Person for LWL: | Eca Coordinator |

二零二三/二四學年校本課後學習及支援計劃

校本津貼 - 活動計劃表

學校名稱：

保良局香港道教聯合會圓玄小學

計劃統籌員姓名：

張允寧社工

聯絡電話：

2450 1588

A. 本計劃受惠學生人數(人頭)預計共 40 名(包括A. 領取綜援人數：2名·B. 學生資助計劃全額津貼人數：28名·及C. 學校使用酌情權的清貧學生人數：10名)

B. 獲本津貼資助/補足的各項活動資料

| *活動名稱/類別             | 活動目標                                  | 成功準則<br>(例如:學習成果)               | 評估方法<br>(例如:測試、問卷等)       | 活動舉辦時期<br>/ 日期 | 預計獲資助合資格學生<br>名額# |    |    | 預計開支<br>(\$) | 合辦機構/服務供應機<br>構名稱<br>(如適用) |
|----------------------|---------------------------------------|---------------------------------|---------------------------|----------------|-------------------|----|----|--------------|----------------------------|
|                      |                                       |                                 |                           |                | A                 | B  | C  |              |                            |
| 舞台魔術班                | ✧ 提升學生的自我效能感<br>✧ 增加自信心               | ✧ 學生出席率達 80%<br>✧ 學生懂得基本的魔術技巧   | ✧ 參加者問卷調查<br>✧ 活動導師及工作員觀察 | 1/2024-7/2024  | 1                 | 8  | 3  | \$6,000      | 外聘機構                       |
| 氣球班                  | ✧ 提升學生的自我效能感<br>✧ 增加自信心               | ✧ 學生出席率達 80%<br>✧ 學生懂得基本的扭氣球技巧  | ✧ 參加者問卷調查<br>✧ 活動導師及工作員觀察 | 1/2024-7/2024  | 1                 | 8  | 3  | \$6,000      | 外聘機構                       |
| 迪士尼樂園探索之旅            | ✧ 提高學生的學習動機<br>✧ 探索有關科學、創意、歷史、文化故事等知識 | ✧ 學生出席率達 80%<br>✧ 學生完成全方位學習錦囊   | ✧ 參加者問卷調查<br>✧ 活動導師及工作員觀察 | 6/2023         | 1                 | 20 | 5  | \$8,000      | 香港迪士尼樂園                    |
| 海洋公園生涯規劃活動           | ✧ 提高學生對保護環境的意識<br>✧ 認識特定員工在海洋公園工作的職責  | ✧ 學生出席率達 80%<br>✧ 學生了解海洋公園員工的職責 | ✧ 參加者問卷調查<br>✧ 活動導師及工作員觀察 | 6/2023         | 1                 | 20 | 5  | \$8,000      | 香港海洋公園                     |
| 活動<br>項目總數： <u>4</u> |                                       |                                 |                           | @學生人次          | 4                 | 56 | 16 |              |                            |
|                      |                                       |                                 |                           | **總學生<br>人次    | 76                |    |    |              |                            |

備註:

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

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A) + (B) + (C) 的總和

# 合資格學生: 指(A)領取綜援/(B)學生資助計劃全額津貼及(C)學校使用酌情權的清貧學生

**保良局香港道教聯合會圓玄小學**  
**維護國家安全及國家安全教育相關措施**  
**2023/24學年的工作計劃**

| 範疇      | 措施                                                                                                                                                                                          | 評估方法                                                                 | 推行時間           | 負責人                         | 所需資源         |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------|-----------------------------|--------------|
| 1. 學校行政 | A. 透過教職員會議／講座或研討會／學校通告／其他，加深教職員對《香港國安法》的立法背景、內容和意義等的認識                                                                                                                                      | <ul style="list-style-type: none"> <li>活動檢討</li> </ul>               | 2023/24<br>全學年 | 陳姿凝副校長、<br>郭育茹副主任           | N/A          |
|         | B. 完善升掛國旗及奏唱國歌的機制 <ul style="list-style-type: none"> <li>學校於指定日期（逢每周四上學日）或典禮或國慶日等特別日升掛國旗及奏唱國歌。</li> <li>教授學生認識國旗和區旗的正確展示方法，學生能在禮旗禮上表示對國旗的尊重及唱國歌，所有學生皆能開口大聲唱國家。</li> </ul>                   | <ul style="list-style-type: none"> <li>教師觀察</li> <li>教師問卷</li> </ul> | 2023/24<br>全學年 | 陳勵明副校長、<br>郭育茹副主任、<br>高夢潔老師 | 旗杆/旗架、<br>國旗 |
|         | C. 完善校舍管理機制，締造和平有序的校園氣氛和環境 <ul style="list-style-type: none"> <li>繼續監察現行校舍租借機制，防範租借學校舉辦活動的外界機構或人士不恰當地使用校舍，尤以進行涉及危害國家安全的行為和活動。</li> <li>繼續檢視及修訂圖書館藏書的機制，確保圖書館的館藏(包括書籍及電子資源)不涉及危害國</li> </ul> | <ul style="list-style-type: none"> <li>教師觀察</li> </ul>               | 2023/24<br>全學年 | 行政主任、<br>陳勵明副校長、<br>工友      | N/A          |

|         |                                                                                                                                                                   |                                                        |                |                |     |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------|----------------|-----|
|         | <p>家安全的內容。</p> <ul style="list-style-type: none"> <li>繼續檢視現行策略和應變措施確保校園內（包括建築物、課室、壁報板等）所展示的字句或物件不會涉及危害國家安全的內容。每學期有專責老師作全校檢視。</li> </ul>                           |                                                        |                |                |     |
|         | <p>D. 完善學校舉辦活動機制和程序</p> <ul style="list-style-type: none"> <li>舉辦活動機制和程序已落實，繼續監察校園內所有活動（包括學生活動、課外活動、邀請校外嘉賓演講、家教會活動、校外導師任教的活動等）不會涉及及危害國家安全。</li> </ul>             | <ul style="list-style-type: none"> <li>教師觀察</li> </ul> | 2023／24<br>全學年 | 譚崇延主任          | N/A |
|         | <p>D. 危機處理機制及程序</p> <ul style="list-style-type: none"> <li>繼續檢視現時學校危機處理機制及程序（包括就涉及學校政治宣傳活動的建議處理方法及程序）是否涵蓋涉及危害國家安全行為和活動的處理，若有未完善之處，將於 2023/24 學年作出適切修訂。</li> </ul> | <ul style="list-style-type: none"> <li>教師觀察</li> </ul> | 2023/24<br>全學年 | 陳勵明副校長         | N/A |
| 2. 人事管理 | <p>A. 制定教職員聘任機制及程序</p> <ul style="list-style-type: none"> <li>確保新聘的教師（包括轉校及新入職教師）已在《基本法及香港國安法》測試取得及格。</li> </ul>                                                  | <ul style="list-style-type: none"> <li>教師觀察</li> </ul> | 2023/24<br>全學年 | 行政主任、<br>校務處職員 | N/A |

|          |                                                                                                                                                          |                                                        |                |                    |     |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------|--------------------|-----|
|          | <p>B. 繼續檢視購買服務形式機制及程序</p> <ul style="list-style-type: none"> <li>購買服務形式機制及程序已加入不可以涉及危害國家安全的行為和活動的相關條文，提示購買服務的小組導師在進行活動時應有的操守。</li> </ul>                 | <ul style="list-style-type: none"> <li>教師觀察</li> </ul> | 2023/24<br>全學年 | 行政主任、<br>校務處職員     | N/A |
|          | <p>C. 關注教職員行為操守</p> <ul style="list-style-type: none"> <li>在開學初的校務會議中向所有教職員工講解及派發教育局的「教師專業操守指引」，學年初在校務會議作出提示，並要求簽署及予以遵守。校方必須小心保存所有簽署紀錄。</li> </ul>       | <ul style="list-style-type: none"> <li>教師觀察</li> </ul> | 2023/24<br>全學年 | 鍾美珍校長              | N/A |
| 3. 教職員培訓 | <p>A. 新入職教師需參加為專為新入職教師舉辦的講座，及參加內地學習團，以加強培養學生國民身份認同的能力。</p>                                                                                               | <ul style="list-style-type: none"> <li>活動檢討</li> </ul> | 2023/24<br>全學年 | 陳姿凝副校長、<br>郭育茹副主任、 | N/A |
|          | <p>B. 為全體教師安排一次有關「教師專業角色、價值觀及操守」及/或「本地、國家及國際教育議題」的專業發展活動。</p>                                                                                            | <ul style="list-style-type: none"> <li>活動檢討</li> </ul> | 2023/24<br>全學年 | 郭育茹副主任、<br>高夢潔老師   | N/A |
| 4. 學與教   | <p>A. 校本課程規劃</p> <ul style="list-style-type: none"> <li>持續檢視及增潤核心課程（如中文科、常識科及M&amp;M 課等）及非核心課程（如音樂科、視藝科、圖書科等）有關國家安全的內容，讓學校的整體課程能更全面地涵蓋國家安全知識。</li> </ul> | <ul style="list-style-type: none"> <li>教師檢討</li> </ul> | 2023/24<br>全學年 | 李運璿副校長、<br>各科主任    | N/A |

|                                                                                                                                                                                                                                                                                                                                                                                                      |                                                          |                        |              |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------|--------------|------------|
| <p>B. 學科課程檢視</p> <p><u>中國語文教育</u></p> <ul style="list-style-type: none"> <li>● 按教育局「中國語文教育學習領域國家安全教育課程框架」文件的檢視課程重點。</li> <li>● 歷史外遊活動，加強學生的歷史觀：四年級學生將會參加一次本地歷史文化遊，五年級將會參加香港故宮博物館。</li> <li>● 舉行中文日活動，透過觀賞短片、閱讀主題展板、製作民間手工藝品、猜燈謎、品嚐懷舊小食、攤位遊戲等活動，讓學生了解、欣賞中華文化。</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>● 教師檢討</li> </ul> | <p>2023/24<br/>全學年</p> | <p>梁美玲老師</p> | <p>N/A</p> |
| <p><u>常識</u></p> <ul style="list-style-type: none"> <li>● 適時檢視並修訂常識科課程內容，以配合《常識科國家安全教育課程框架》連繫的學習元素，培養學生「國家概念」、「國民與身份認同」、「守法觀念」、「權利與義務」和「責任感」的價值觀。</li> <li>● 本校為配合課程主題，在校園建立學習氛圍，推動《憲法》、《基本法》和國家安全教育，將於2023-24 學年舉辦《基本法》相關比賽。從而提升學生對國家安全的深入了解，及對國家、民族及社會的認同感、歸屬感及責任感。</li> <li>● 本校 2023-24 學年將為五年級學生開展內地交流團，到內地參觀，讓學生認識祖國的文化與歷史或現代的發展，明白中國的領先地位，從而建立學生的民族自豪感，及國家觀念和國民身份認同，培養他們對家國民族的責任感。</li> </ul> | <ul style="list-style-type: none"> <li>● 教師檢討</li> </ul> | <p>2023/24<br/>全學年</p> | <p>張嘉昌主任</p> | <p>N/A</p> |

|  |                                                                                                                                                                                                                                                                                                                                 |                                                        |                        |                         |            |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------|-------------------------|------------|
|  | <p><b><u>價值教育（包括德育、公民及國民教育）</u></b></p> <ul style="list-style-type: none"> <li>舉辦德育講座，內容除包涵個人成長與健康外，還將涉及國家安全教育，培養學生具有守法、同理心、堅毅、尊重他人、責任感、國民身份認同、承擔精神等價值觀和態度，成為盡責、有承擔、具包容力和守法守規的新世紀人。</li> <li>德育成長課的課程將設置涵蓋基本法或國家安全教育相關內容，以提升學生對國民身份的認同，理解國民的角色、權利與義務，孕育家國情懷，主動了解國情，探討國家發展的機遇與挑戰等。</li> <li>舉辦校內班級秩序比賽，提升學生守規自律的良好習慣。</li> </ul> | <ul style="list-style-type: none"> <li>教師檢討</li> </ul> | <p>2023/24<br/>全學年</p> | <p>林小嫻老師</p>            | <p>N/A</p> |
|  | <p><b><u>圖書/從閱讀中學習/及資訊科技教育</u></b></p> <ul style="list-style-type: none"> <li>圖書科因應學生的學習需要定時覆檢圖書，確保內容合適和具質素，以教導學生國家安全意識或維護國安責任。</li> </ul>                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>教師檢討</li> </ul> | <p>2023/24<br/>全學年</p> | <p>圖書館主任陳勵妍老師</p>       | <p>N/A</p> |
|  | <p><b><u>課程評鑑/學習評估（例如：指引、形式、多方參與）</u></b></p> <ul style="list-style-type: none"> <li>設立／強化校本監察機制，定期檢視校內各學習領域、科目及跨學科學與教資源的內容和質素（包括教課本、教材、課業、工作紙、測考試卷、讀物、補充練習、視像教學片段等，以及為學生代訂和由外判服務商為學校訂購或提供編纂的補充學材），要切合學生的程度和學習需要。</li> <li>透過廣播或電視台向學生宣傳或學科分享，教職員會預先將播映內容交予負責主任檢視並作出配</li> </ul>                                                | <ul style="list-style-type: none"> <li>教師檢討</li> </ul> | <p>2023/24<br/>全學年</p> | <p>李運璿副校長<br/>各科科主任</p> | <p>N/A</p> |

|            |                                                                                                                                                                                                                                            |        |                |                                                        |     |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|----------------|--------------------------------------------------------|-----|
|            | 合；利用網上教學平台進行德育活動，教職員會預先將播映內容交予校長檢視再對外發放；另參觀、校外人士到校分享前，均會檢視相關內容是否適合學生觀看／參與，此等措施來年會按教育局通告，加強檢視內容。                                                                                                                                            |        |                |                                                        |     |
| 5. 學生輔導及支援 | <p>繼續檢視校本訓輔政策以確學生清楚明白學校對他們的日常行為的要求，幫助學生建立責任感、承擔和守法精神。</p> <ul style="list-style-type: none"> <li>● 每周舉辦訓輔小組會議，除討論學生的行為問題外，亦會適時檢討訓輔機制，以配合社會的發展及《香港國安法》的實施</li> <li>● 舉辦國家安全日</li> <li>● 繼續更新有關國家安全教育政策，以更新同事及學生。</li> </ul>                 | ● 活動檢討 | 2023/24<br>全學年 | 陳姿凝副校長、<br>陳勵明副校長、<br>譚崇延主任、<br>黃雪儀主任、<br>社工<br>郭育茹副主任 | N/A |
| 6. 家校合作    | <p>透過親子活動，加深家長及學生對中國文化及國家發展的認識，培養正確價值觀及健康的生活方式。</p> <ul style="list-style-type: none"> <li>● 舉行中文日，並邀請家長到校作義工協助學校推動有關教育工作。</li> <li>● 透過家教會安排不同親子活動，例如：親子旅行等，強化家長及學生之關係，有利推動家校合作之品德培育課程。</li> <li>● 為家長提供網絡安全講座，明白學生安全使用網絡的重要性。</li> </ul> | ● 活動檢討 | 2023/24<br>全學年 | 家教會主席、<br>教員校董教師代表<br>郭育茹副主任                           | N/A |

|    |                                                        |                                                                      |  |        |  |
|----|--------------------------------------------------------|----------------------------------------------------------------------|--|--------|--|
| 其他 | A. 升旗隊隊員除學習正式的升旗知識外，還會學習《憲法》和《基本法》，並在「國旗下的講話」中與全校學生分享。 | <ul style="list-style-type: none"> <li>活動檢討</li> <li>演講稿</li> </ul>  |  | 郭育茹副主任 |  |
|    | B. 國安組將會組織學生到內地與姊妹學校進行交流，提升學生對國家的了解。                   | <ul style="list-style-type: none"> <li>活動檢討</li> <li>學生問卷</li> </ul> |  | 郭育茹副主任 |  |



校監簽署: x

校監姓名: 何志豪

日期:

21 AUG 2023

**(一) 本年度學生輔導服務的宗旨**

1. 鞏固校本全方位輔導體系及輔導政策。
2. 配合學校的訓輔年度主題「關愛」，營造關愛及友善的校園文化。
3. 提升學生的抗逆力及自我管理能力，協助他們建立責任感及自律的精神。
4. 為教師及家長提供支援服務，以及促進家校合作。
5. 關注學生的個別學習差異，以校本輔導服務培養他們全人發展。

**(二) 學校現況及輔導需要**

**A. 有利條件**

1. 學生樂意參與輔導服務及配合學校措施。
2. 教師認同輔導概念，大部份教師已能掌握基本的輔導技巧，並樂意與駐校社工合作。
3. 教師愛護學生，樂於照顧學生的需要，並建立良好的師生關係。
4. 家長與學校聯繫緊密，他們樂意擔任義工支援學校。
5. 學校鼓勵及支持推行學生輔導活動。
6. 學校時間表能編排班主任課、導修課、德育及多元智能課，增強班主任與學生之間的溝通。
7. 學校輔導人手充足，兩位駐校社工及輔導組老師均熟悉學生需要，能有效輔導及支援學生。

**B. 弱處分析**

1. 個別學生容易出現情緒和行為問題，及有特殊學習需要。
2. 部份學生習慣依賴父母及師長，稍欠自理能力及解決問題的能力。
3. 部份教師缺乏技巧支援有情緒及特殊學習需要的學生。
4. 部份家長的親子管教技巧有待加強。

### (三) 學生輔導工作計劃

#### (a) 政策與組織

| 目標                               | 施行計劃                                                                                                                                                                  | 施行時段 | 評估指標                                                                                                                                         | 評估機制                                                                                      | 負責人                    | 合辦機構 |
|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|------------------------|------|
| 1. 鞏固及運作學校的輔導政策，並提升訓輔團隊及跨組別的協作能力 | <ul style="list-style-type: none"> <li>➤ 按照輔導政策、學校文化、學生需要等，訂定及檢討輔導方向及服務內容</li> <li>➤ 舉行中期及終期檢討會議</li> <li>➤ 按個案需要召開個案會議</li> <li>➤ 參與行政會議和校務會議，推行和檢討團隊協作效能</li> </ul> | 全年   | <ul style="list-style-type: none"> <li>➤ 100%老師了解學校的輔導政策</li> <li>➤ 輔導政策運作正常</li> <li>➤ 如期完成輔導服務的計劃及檢討工作</li> <li>➤ 能因應個案需要召開個案會議</li> </ul> | <ul style="list-style-type: none"> <li>➤ 「全方位學生輔導服務」教師問卷</li> <li>➤ 觀察及討論</li> </ul>      | 陳勵明副校長*<br>張姑娘<br>陳姑娘  | /    |
| 2. 鞏固及運作校內和校外的輔導轉介機制             | <ul style="list-style-type: none"> <li>➤ 向教師介紹校內及校外輔導轉介機制</li> <li>➤ 有需要時運用輔導轉介機制，為學生提供及早識別及跨專業跟進服務</li> </ul>                                                        | 全年   | <ul style="list-style-type: none"> <li>➤ 100%教師掌握校內及校外的轉介機制</li> <li>➤ 轉介機制運作正常</li> <li>➤ 有需要的學生能獲得適切的轉介服務</li> </ul>                       | <ul style="list-style-type: none"> <li>➤ 「全方位學生輔導服務」教師問卷</li> <li>➤ 觀察教師運用轉介機制</li> </ul> | 張姑娘                    | /    |
| 3. 優化特殊學習需要學生的調適和支援服務            | <ul style="list-style-type: none"> <li>➤ 協助修訂學生支援的政策及轉介機制、釐定學生支援小組成員的職能和角色等。</li> </ul>                                                                               | 全年   | <ul style="list-style-type: none"> <li>➤ 80%教師了解及能配合推行學生支援工作</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>➤ 檢討會議</li> <li>➤ 觀察和討論</li> </ul>                 | 黃雪儀主任<br>張姑娘<br>教育心理學家 | /    |
| 4. 鞏固及運作危機處理應變小組                 | <ul style="list-style-type: none"> <li>➤ 配合學校危機處理政策，有需要時啟動危機處理應變小組及檢討有關的運作</li> </ul>                                                                                 | 全年   | <ul style="list-style-type: none"> <li>➤ 危機處理應變小組運作正常</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>➤ 觀察危機處理應變小組的檢討情況</li> </ul>                       | 學校危機處理應變小組             | /    |

(b) 個人成長教育

| 目標                                            | 施行計劃                                                                                                                                                                                                          | 施行時段 | 評估指標                                                                                                                                   | 評估機制                                                                                                          | 負責人          | 合辦機構          |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------|---------------|
| 1. 推行校本的成長教育，照顧全體學生的成長需要                      | <ul style="list-style-type: none"> <li>➢ 配合校本德育及多元智能科，主題包括個人與家庭、社會、國家及全球五個學習範疇</li> <li>➢ 於星期四舉行成長教育課，主要以講座形式進行</li> <li>➢ 配合不同的主題，為學生提供體驗活動，例如：義工體驗活動、理財教育工作坊、認識貧窮，關心社區等</li> <li>➢ 低年級及高年級學生分開進行</li> </ul> | 全年   | <ul style="list-style-type: none"> <li>➢ 80%學生喜歡成長課的內容和形式</li> <li>➢ 80%學生認同成長課內容有助他們學習</li> <li>➢ 80%教師認同成長課對學生的成長需要起積極的作用</li> </ul> | <ul style="list-style-type: none"> <li>➢ 活動問卷調查</li> <li>➢ 觀察學生的表現及參與程度</li> <li>➢ 「全方位學生輔導服務」教師問卷</li> </ul> | 張姑娘<br>M&M教師 | 邀請不同機構/團體入校分享 |
| 2. 提升學生的自我管理及情緒管理能力                           | <ul style="list-style-type: none"> <li>➢ 為低年級學生提供小一適應、自理能力或情緒管理講座</li> </ul>                                                                                                                                  | 全年   |                                                                                                                                        |                                                                                                               | 張姑娘          | /             |
| 3. 透過生命教育，以擴闊學生視野，學習尊重生命，從中建立正面樂觀、積極、堅毅的價值和態度 | <ul style="list-style-type: none"> <li>➢ 為高年級學生提供體驗性活動，例如剩菜收集及社區探訪，讓學生學習探索社區的需要</li> </ul>                                                                                                                    | 下學期  | <ul style="list-style-type: none"> <li>➢ 80%學生能了解社區的需要</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>➢ 活動問卷調查</li> <li>➢ 觀察學生的表現及參與程度</li> </ul>                            | 張姑娘<br>陳姑娘   | 待定            |

(c) 支援服務

i. 家長支援

| 目標                           | 施行計劃                                                                                                                              | 施行時段 | 評估指標                                                                                          | 評估機制                                                                              | 負責人                 | 合辦機構 |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|---------------------|------|
| 1. 提升家長管教子女的技巧及協助他們建立良好的親子關係 | <ul style="list-style-type: none"> <li>➤ 為全校家長舉行家長教育講座/工作坊<br/>(例如: 情緒健康、親職管教)</li> <li>➤ 與教育心理學家及言語治療師合作, 為全校學生家長舉行講座</li> </ul> | 全年   | <ul style="list-style-type: none"> <li>➤ 80%家長能認識孩子需要和成長特性</li> <li>➤ 80%家長能掌握有關技巧</li> </ul> | <ul style="list-style-type: none"> <li>➤ 家長活動問卷</li> <li>➤ 觀察家長於活動後的回應</li> </ul> | 梁建成老師<br>張姑娘<br>陳姑娘 | 待定   |
| 2. 促進親子關係及溝通                 | <ul style="list-style-type: none"> <li>➤ 透過舉行親子日營、親子小組或校內親子活動, 加強親子的了解和正面溝通, 從而加強親子關係和親密感</li> </ul>                              | 全年   | <ul style="list-style-type: none"> <li>➤ 80%家長和學生認為活動能增加彼此了解及拉近親子關係</li> </ul>                | <ul style="list-style-type: none"> <li>➤ 活動問卷調查</li> <li>➤ 工作員觀察</li> </ul>       | *張姑娘<br>陳姑娘         | /    |

## ii. 教師支援

| 目標                    | 施行計劃                                                                                                                             | 施行時段 | 評估指標                                                                                             | 評估機制                                                                           | 負責人        | 合辦機構 |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------|------|
| 1. 支援教師日常處理學生的問題      | <ul style="list-style-type: none"> <li>➤ 日常與教師分享學生的情況及介入方法</li> <li>➤ 召開個案會議，跟進學生的進展，商討個別學生的問題和介入策略</li> </ul>                   | 全年   | <ul style="list-style-type: none"> <li>➤ 100%教師參與輔導工作</li> <li>➤ 80%教師認同駐校社工的功能</li> </ul>       | <ul style="list-style-type: none"> <li>➤ 「全方位學生輔導服務」教師問卷</li> </ul>            | 張姑娘<br>陳姑娘 | /    |
| 2. 加強教師輔導及支援學生的知識和技巧  | <ul style="list-style-type: none"> <li>➤ 就教師的關注事項，於職員發展日舉行培訓</li> <li>➤ 本年度預定舉辦「校園危機處理講座及演習」及「校園法律講座」</li> </ul>                 | 全年   | <ul style="list-style-type: none"> <li>➤ 80%教師的學生支援技巧有所提升</li> <li>➤ 80%教師能有信心處理學生的問題</li> </ul> | <ul style="list-style-type: none"> <li>➤ 「全方位學生輔導服務」教師問卷</li> </ul>            | 張姑娘        | /    |
| 3. 增進全校同工的關係，營造關愛和諧氣氛 | <ul style="list-style-type: none"> <li>➤ 於教師發展日舉辦團隊訓練活動，建立團隊精神</li> <li>➤ 在聖誕節期間為校內同工設立「Secret Santa」計劃，向彼此表達關心及照顧其需要</li> </ul> | 全年   | <ul style="list-style-type: none"> <li>➤ 80%教師認同活動有助促進同工的關係</li> </ul>                           | <ul style="list-style-type: none"> <li>➤ 活動問卷調查</li> <li>➤ 校內同工口頭回饋</li> </ul> | 張姑娘        | /    |

**(d) 輔助服務**

| 目標                                                 | 施行計劃                                                                                                                                            | 施行時段 | 評估指標                                                                                                                                       | 評估機制                                                                                                             | 負責人        | 合辦機構 |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------|------|
| 1. 協助學生處理個人、情緒、社交等問題<br>2. 按個案需要而提供適切的轉介服務         | <ul style="list-style-type: none"> <li>➤ 提供個案輔導予有需要的學生</li> <li>➤ 按個案的情況召開個案會議</li> <li>➤ 與家長和教師保持聯絡，支援學生的需要</li> <li>➤ 按個案的需要轉介校外服務</li> </ul> | 全年   | <ul style="list-style-type: none"> <li>➤ 有特別需要的學生能夠於兩星期內得到適當的輔導服務</li> <li>➤ 80%接受個案輔導的學生有所改善</li> <li>➤ 80%教師認同個案輔導對學生的成長有正面幫助</li> </ul> | <ul style="list-style-type: none"> <li>➤ 觀察學生的行為表現</li> <li>➤ 收集家長及教師的意見</li> <li>➤ 「全方位學生輔導服務」教師調查問卷</li> </ul> | 張姑娘<br>陳姑娘 | /    |
| 3. 透過諮詢服務為學生、家長及教師提供輔導意見及處理方法<br>4. 為諮詢個案提供適切的輔導服務 | <ul style="list-style-type: none"> <li>➤ 提供諮詢服務予有需要的對象</li> <li>➤ 透過日常與教師的傾談，分享處理學生問題的經驗及技巧</li> <li>➤ 評估諮詢個案的需要，有需要時將以個案輔導的形式繼續跟進</li> </ul>   | 全年   | <ul style="list-style-type: none"> <li>➤ 有特別需要的服務對象能夠於兩星期內得到適當的支援</li> <li>➤ 80%接受諮詢服務者能適當解決其困難</li> </ul>                                 | <ul style="list-style-type: none"> <li>➤ 觀察學生的行為表現</li> <li>➤ 收集家長及教師的意見</li> <li>➤ 「全方位學生輔導服務」教師問卷</li> </ul>   | 張姑娘<br>陳姑娘 | /    |

| 目標                          | 施行計劃                                                                                      | 施行時段 | 評估指標                       | 評估機制                                    | 負責人          | 合辦機構          |
|-----------------------------|-------------------------------------------------------------------------------------------|------|----------------------------|-----------------------------------------|--------------|---------------|
| 5. 為有特殊學習需要的學生提供支援和專業的訓練及治療 | ➤ 協助校方推行「及早識別和輔導有學習困難的小一學生」計劃<br>➤ 協助安排有特殊學習需要的學生接受教育心理服務                                 | 全年   | ➤ 80%或以上有需要的學生獲得評估及跟進服務    | ➤ 「全方位學生輔導服務」教師問卷<br>➤ 教育心理服務報告         | 黃雪儀主任<br>張姑娘 | 保良局<br>教育心理服務 |
|                             | ➤ 言語治療服務                                                                                  | 全年   | ➤ 80%或以上學生在接受言語治療後，言語問題有改善 | ➤ 言語治療服務報告                              | 黃雪儀主任<br>陳姑娘 | 專業聲語中心        |
| 6. 教授學生學習策略及提升他們的學習效能       | 讀寫訓練小組<br>➤ Fun Fun Learning Group (初小學生)<br>➤ Go Goal Learning Group (高小學生)<br>*上下學期合共四組 | 全年   | ➤ 80%學生認同小組有助他們掌握學習中文的技巧   | ➤ 活動問卷調查<br>➤ 觀察學生的行為表現<br>➤ 收集教師及家長的意見 | 張姑娘          | 東華三院屯門綜合服務中心  |
| 7. 提升學生的專注力及自制力             | 專注力訓練小組<br>➤ 專注小特工(小一至小三學生)<br>➤ 專注冒險家(小四至小六學生)                                           | 全年   | ➤ 80%學生專注力及自制力有所提升         | ➤ 活動問卷調查<br>➤ 觀察學生的行為表現<br>➤ 收集教師及家長的意見 | 張姑娘          | 東華三院屯門綜合服務中心  |
| 8. 提升學生的自我功能及情緒管理能力         | 情意訓練小組(ASD)<br>➤ Aim Project(小一至小二)                                                       | 全年   | ➤ 80%學生自我功能及情緒自控能力有所提升     | ➤ 活動問卷調查<br>➤ 觀察學生的行為表現<br>➤ 收集教師及家長的意見 | 黃雪儀主任<br>張姑娘 | 新生精神康復會       |

| 目標                           | 施行計劃                               | 施行時段 | 評估指標                                         | 評估機制                                    | 負責人         | 合辦機構         |
|------------------------------|------------------------------------|------|----------------------------------------------|-----------------------------------------|-------------|--------------|
| 9. 提升學生的情緒管理能力及技巧            | ➤ 情緒童盟小組<br>(小三至小五學生)              | 下學期  | ➤ 80%學生懂得正面表達情緒的方法<br>➤ 80%學生懂得控制自己的情緒       | ➤ 活動問卷調查<br>➤ 觀察學生的行為表現<br>➤ 收集教師及家長的意見 | *陳姑娘<br>張姑娘 | /            |
| 10. 提升學生的社交及溝通技巧             | ➤ 社交技巧小組<br>(小一至小三學生)<br>(小四至小六學生) | 全年   | ➤ 80%學生社交技巧有所提升                              | ➤ 活動問卷調查<br>➤ 觀察學生的行為表現<br>➤ 收集教師及家長的意見 | 張姑娘         | 東華三院屯門綜合服務中心 |
| 11. 幫助轉校的新學生，協助他們盡快適應校園生活    | ➤ 迎新小組<br>(小二至小五學生)                | 上學期  | ➤ 80%轉校學生表示小組對適應校園生活有幫助                      | ➤ 活動問卷調查<br>➤ 觀察學生的行為表現<br>➤ 收集教師及家長的意見 | *張姑娘<br>陳姑娘 |              |
| 12. 讓學生不受家庭環境因素影響，能享有足夠的學習機會 | ➤ 推行校本課後學習及支援計劃                    | 全年   | ➤ 80%或以上合資格的學生出席各項活動<br>➤ 80%參加者認同活動有助他們多元學習 | ➤ 活動問卷調查<br>➤ 學生參與率                     | 陳姑娘         | /            |
|                              | ➤ 推行學生活動支援津貼                       | 全年   | ➤ 80%有需要的學生獲得學習基金資助                          | ➤ 服務人次統計                                | 張姑娘         | /            |

| 目標                                                                           | 施行計劃                                                                                                                                                                                                                  | 施行時段 | 評估指標                                                                                           | 評估機制                                                                                                            | 負責人        | 合辦機構         |
|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------|--------------|
| 13. 透過培養學生的生活技能，增強師生、家校、朋輩的正面連繫，灌輸正確的價值觀，鼓勵積極樂觀的態度，從而提升學生的抗逆力，以面對社會的變遷和成長的挑戰 | <p>「成長的天空」計劃</p> <p><u>小四學生：</u></p> <ul style="list-style-type: none"> <li>➤ 啟動禮</li> <li>➤ 輔助小組活動</li> <li>➤ 挑戰日營、再戰營會、親子日營、親子工作坊</li> <li>➤ 愛心之旅義工服務</li> <li>➤ 家長工作坊</li> <li>➤ 家長教師分享會</li> <li>➤ 結業禮</li> </ul> | 全年   | <ul style="list-style-type: none"> <li>➤ 「成長的天空」計劃之評估指標</li> <li>➤ 學生平均出席率達 75% 或以上</li> </ul> | <ul style="list-style-type: none"> <li>➤ 「成長的天空」輔助課程活動後評估（學生問卷）</li> <li>➤ 教師及家長問卷</li> <li>➤ 觀察學生表現</li> </ul> | 張姑娘<br>陳姑娘 | 東華三院屯門綜合服務中心 |
|                                                                              | <p><u>小五學生及小六學生：</u></p> <ul style="list-style-type: none"> <li>➤ 強化小組</li> <li>➤ 黃金任務</li> <li>➤ 愛心之旅</li> <li>➤ 挑戰日營</li> <li>➤ 結業禮</li> </ul>                                                                      |      |                                                                                                |                                                                                                                 |            |              |

(e) 關愛校園計劃

| 目標                             | 施行計劃                                                             | 施行時段 | 評估指標                                                 | 評估機制                                 | 負責人 | 合辦機構 |
|--------------------------------|------------------------------------------------------------------|------|------------------------------------------------------|--------------------------------------|-----|------|
| 1. 讓學生更了解校園設施和學校文化，並向訪校者宣揚關愛訊息 | 「校園導賞」計劃<br>➤ 甄選六年級學生擔任校園導賞員，帶領訪校者了解校內設施及校園點滴                    | 全年   | ➤ 80%學生藉活動提升關愛他人及校園的意識                               | ➤ 觀察學生行為表現<br>➤ 收集訪校者意見              | 張姑娘 | /    |
| 2. 協助學生發掘潛能及肯定自我，以及加強個人自信心及責任感 | 大哥哥大姐姐計劃<br>➤ 於9月份招募小六學生及提供培訓，並全年協助小一新生學習、適應學校及發展社交圈子            | 全年   | ➤ 80%參與學生能掌握朋輩輔導技巧及提升自信<br>➤ 80%小一學生及老師認同大哥哥大姐姐的工作成效 | ➤ 活動問卷調查<br>➤ 觀察學生的表現及參與程度           | 張姑娘 | /    |
| 目標                             | 施行計劃                                                             | 施行時段 | 評估指標                                                 | 評估機制                                 | 負責人 | 合辦機構 |
| 2. 協助各班建立正面的班級氣氛，營造健康、關愛的環境    | ➤ 設立「Stars of the Month」，為該月份生日的學生送上生日卡及禮物換領卷。學生可於小息及放學時間向社工換領禮物 | 全年   | ➤ 80%學生及教師認同活動有助營造正面的班級文化                            | ➤ 活動問卷調查<br>➤ 教師回饋<br>➤ 觀察學生的表現及參與程度 | 陳姑娘 | /    |

|                                                    |                                                                                                                                                                                                                                                                                                |           |                                                                                                    |                                                                                    |            |          |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------|----------|
| <p>3. 培養學生服務他人的精神及關懷有需要人士，傳達關愛信息，以及加強個人自信心及責任感</p> | <p>「關愛大使」培訓計劃</p> <ul style="list-style-type: none"> <li>➤ 於9月份招募小五至小六學生及提供培訓，除了協助推行校園關愛活動，亦會因去年疫情關係而未能完全適應校園生活的小二學生，協助他們適應校園生活及發展社交圈子</li> </ul> <p><u>計劃包括：</u></p> <ul style="list-style-type: none"> <li>➤ 協助 Stars of the month</li> <li>➤ 於早上及小息時段到課室協助小二學生、建立關係並傳達關愛低年級學生的信息</li> </ul> | <p>全年</p> | <ul style="list-style-type: none"> <li>➤ 80%學生藉活動提升關愛他人及校園的意識</li> <li>➤ 80%服務對象滿意學生的表現</li> </ul> | <ul style="list-style-type: none"> <li>➤ 活動問卷調查</li> <li>➤ 觀察學生的表現及參與程度</li> </ul> | <p>陳姑娘</p> | <p>／</p> |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------|----------|

\*主要負責人

#### (四) 評估方法

1. 校長及保良局機構之督導主任就輔導服務進行監察及定期評估工作。
2. 於學年初呈交「全方位學生輔導服務計劃書」，以釐定學校輔導服務的方向及內容。
3. 於學期中提交「全方位學生輔導服務中期檢討報告」，以檢視服務進度及成效。
4. 於學期終提交「全方位學生輔導服務檢討報告」，以檢視全年輔導服務的成效。
5. 監察學生參與講座的表現，評估成長教育的成效。
6. 全年個案及諮商個案數量達全校學生人數的 3%。
7. 駐校社工定期檢視及報告個案的進展情況。
8. 與家長和教師保持密切聯繫，以檢視支援服務的成效。
9. 教師於學期終填寫「全方位學生輔導服務檢討問卷」，以表達對全方位學生輔導服務的意見和建議。