



**Po Leung Kuk Lam Man Chan
English Primary School**

**School Annual Plan
(Year 2011/2012)**

周年發展計劃
二零一一至二零一二年度



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1. Mission of Po Leung Kuk

保良局辦學方針

- 1.1 Po Leung Kuk is a charitable organization serving the general public with the objective of “protecting the young and the innocent” over a decade. The Kuk’s education services follow the same objective in providing quality services to students.

保良局是一個志願團體，以「保赤安良」為創立宗旨，發展至今，服務對象是廣大市民；在教育方面，也抱著同一方針，為莘莘學子提供優良的教育服務。

- 1.2 All Po Leung Kuk affiliated schools are operated on a non-profit making basis. The mission and policy of affiliated schools emphasize on social benefit and keep pace with the current needs of the society.

本局所辦的各類型學校均為適應社會需要的非牟利學校，辦學方針和政策應以社會的利益為最大依歸。政策均配合時代的需要，使能對社會作出貢獻。

- 1.3 “Love, Respect, Diligence and Integrity” is the motto of Po Leung Kuk affiliated schools. “Cognitive, Aesthetic, Social, Physical and Moral development” are all emphasized in the cultivation of students, and they are expected to contribute to society with what these attributes have developed.

本局以『愛、敬、勤、誠』為屬校之校訓，各校所提供的教育除了充實知識、訓練技能及鍛鍊體格外，我們更要培養學生優良的品格、高雅的情操及正確的人生觀，以達致『德、智、體、群、美』五育並重，同時要求學生實踐所學以回饋社會。

- 1.4 The School Management Committee of Po Leung Kuk affiliated schools is a committee with no political or religious background. People should be free to express their feelings and beliefs, so, provided that the law has been complied with, and the school order is not threatened, all schools of thought and all religions can be co-existed in schools.

保良局屬校校董會是沒有政治、宗教背景的辦學團體，贊成各種基本自由，所以在不影響教學秩序及不抵觸法律的大前提下，各種思想、見解、宗教都可在校內共同存在。

- 1.5 Po Leung Kuk is a Non-Governmental Organization established by the local Chinese community. The Kuk is concerned about the community and the Mainland and dedicated to the development of Chinese Culture. The affiliated schools encourage students to participate in social services, aim at developing their sense of responsibility towards our country and the nationalities, which in turn cultivating them with an open and optimistic attitude as well as global perspective.

本局是一個由華人發起的民間組織，關注社會及祖國事務，熱心發揚中國文化。各校均鼓勵學生關注及參與社會服務，培養對國家和民族的感情和責任感。此外，香港作為一個國際大都會，各校均鼓勵學生放眼世界，培養學生對事物採取客觀開放的態度。



2. School Vision and Mission

本校辦學宗旨及目標

2.1 School Motto: “Love, Respect, Diligence and Integrity”

本校校訓：愛敬勤誠

2.2 School Vision and Mission 辦學宗旨：

Adhering to the educational policies of the government and in keeping with the guiding principles of Po Leung Kuk, we attempt to provide a rich English learning environment with a rich three-dimensional approach to education. Our principal “dimension” being, firstly the school motto of “Love, Respect, Diligence and Integrity”, secondly our guiding ethnic of Moral, Intellectual, Physical, Social and Aesthetic development and thirdly a multicultural ethos founded on the core ideas “Stand as One, Make a Difference” and “One Team, One Mind, We Care, We respect”. We aim to foster a vigorous, positive moral attitude, creating a foundation of love and care for the basis of a whole-person education of love and caring.

遵循政府的教育政策，秉承保良局的辦學方針，以校訓「愛敬勤誠」為橫軸，以五育「德智體群美」為縱軸，以多元文化為側軸，貫徹「跳出框框、育出非凡；同一團隊、同一信念」的核心價值；致力為學生懇切經營一個優質的英語學習氛圍，培養學生高雅的品德情操及積極的人生觀，成為一個以關愛為本的全人教育基地。

2.3 School Goals 辦學目標：

2.3.1. Develop a steady and stable DSS school

建立一所穩健的直資英文小學；

2.3.2. Reinforce student's capacity for independent learning as well as bi-literacy and bi-lingualism 加強學生自主學習及兩文兩語的能力，促進學生全人成長；

2.3.3 Provide students with opportunities for success and help students to think logically and creatively 經營一個充滿成功機會和條件的校園，啟發學生思考及創意的潛能；

2.3.4 Emphasize moral education in the areas of respect, equality and love. Strive for the effective creation of values for a healthy life

重視品德教育，培養學生尊重、平等及友愛的高雅品德情操，建立健康的人生態度；

2.3.5 Develop students' cultural awareness and foster an international perspective under the umbrella of multiculturalism, by exposing students to different cultures and teaching them to act locally and think globally.

透過多元文化的薰陶，引導學生發揚本身文化，拓闊對世界的觸覺及國際視野。

2.4 School Background 學校背景

On September 1st 2007, Po Leung Kuk, with the co-operation of the NCE Past Students' Association, opened its second DSS School in Kowloon with two P.1 classes. From September 1st 2008, this school, originally known as "Po Leung Kuk NCE Past Students' Association Primary School", was renamed in honour of the school donor, Dr. LAM Man Chan, the vice Chairman of Po Leung Kuk; in the Dedication Ceremony on October 14th 2008, the school was named "Po Leung Kuk Lam Man Chan English Primary School". It is a whole day DSS co-educational English primary school, which will eventually have 24 classes. The school started with two P.1 classes in 2007 and developed to four classes with four P.1, four P.2, three P.3 and three P.4 and two P.5 classes in 2011. Starting from September of 2010, we pioneer a sustainable one-school-two-campus schooling.

本校創辦於2007年，原名為保良局羅富國校友會小學。2007年9月1日，保良局與羅富國校友會，在九龍區發展保良局第二所直資小學，從招收兩班小一開始辦學。2008年，本校獲捐款人林文燦博士捐款，並於同年10月14日，舉行命名揭幕典禮，校名取名於本校命名捐款人——保良局副主席林文燦博士，名為「保良局林文燦英文小學」，為一間全日制直資男女24班優質英文小學。本校由2007年只有兩班的小一，發展至現在有四班小一、四班小二、三班小三及三班小四及兩班小五，共16班。本校於2010年九月開始以「一校兩舍」運作，兩所校舍如下：



Farm Road Campus (P.1-2) 農圃道校舍



Sheung Heung Campus (P.3-5) 上鄉道校舍

2.5 Curriculum and Admission 課程及招生資料

Under the Direct Subsidy Scheme (DSS) Scheme, DSS primary schools are free to decide their curriculum but are required to offer a local curriculum targeted at pupils of all nationalities. Although DSS schools are allowed to decide their own tuition fees and entrance requirements, a students' family background is not the criterion of admission; a proportion of tuition fee revenue will be allocated for the "Fee Remission / Scholarship Scheme" which ensures that no students are disqualified because their families have financial problems.

Any school-age students of any nationality who have the right of abode in HK can apply for admission to our school. It should be noted that enrollment of P1 students will normally start in mid September, the admission interviews will be held in mid October and the results will be announced in November.

根據《直接資助計劃》，直資小學在課程方面享有自由，並須提供主要為香港及來自世界各地學生而設的本地課程。由於直資小學可自由取錄學生及訂定學費，但家庭背景並非入學條件之一。本校將學費部份收入作為學費減免／獎學金之用，以確保有學習能力的學生，不致因經濟原因失去入讀本校的機會。



本校歡迎所有在港有居留權的適齡兒童申請入學，不論種族或國籍。本校通常會在每年九月中旬開展招生工作，10月中旬進行面試，而結果將於11月公佈。

2.6 Core Values of Education 教育信念

Language:

Education towards bi-literacy and bi-lingualism 貫徹兩文兩語 提倡中英兼擅

Moral:

Respect for different cultures 多元文化共融 擴闊國際視野

Control:

Learn to control our body, our sense and our mind; Optimization of physical, musical and arts education 強化自我管理 提昇體藝素質



3. SWOT Analysis 強弱機危分析

Strengths 強項

- As half of our students are non-Chinese and of different ethnic groups, it is a rich learning environment for English teaching and multi-cultural exchange. 學生來自不同國家，非華語學童佔過半數，有利於英語學習及多元文化的推廣；
- The Incorporated Management Committee (IMC) has been established and due attention is given to transparency and accountability in school management. 學校已成立法團校董會，讓學校的管理及運作系統更具透明度；
- Teaching staff have a shared vision and are able to collaborate successfully as a working team. 教學人員有共同的目標和發展，努力追求合作的團隊精神；
- With the support of the PLK Internal Audit Department, clear financial guideline are produced for monitoring accounts. 學校訂立清晰的財務守則和程序，有效地管理帳目，並有保良局稽核組協助監察。
- Our school is willing to devote its time to professional development and hence improve its teaching effectiveness. 學校重視專業發展，不斷進修以提昇教學效能；
- Native English and Putonghua teachers enjoy teaching and in turn raise students' listening and speaking ability in learning languages. 外籍及母語為普通話老師投入教學，能提昇學生的英語及普通話聽說能力；
- We encourage students to join different kinds of extra-curricular activities and competitions. This provides opportunities for success and brings satisfaction to students. 積極鼓勵學生參與活動及校外比賽，為提供不同學生的成功機會，發揮潛能，盡展所長；
- The use of English and Putonghua as a medium of instruction has garnered appreciation from parents in Kowloon City. 英語及普通話作為教學語言，得到區內家長的垂青；
- Our school has revised the appraisal system for teaching staff, including lesson observation, self-evaluation, peer evaluation, top-down, top-up evaluation, providing feedback to teachers and assisting them in self-enhancement. 學校已修訂考績制度，透過觀課、自評、互評、由上評下、由下評上、由下評上等機制，並由下評上等機制，並就教師表現作出回饋，幫助他們不斷自我提升；
- There are only limited number of English schools in Kowloon city and our school always welcomes Non-Chinese students. 本區英文小學不多，本校尤受外籍學生歡迎。
- A Multi-cultural school that succeeds in broadening students' perspectives and heightening their local, national and global awareness through cultural exchange. 多元文化學校，有利學生發揚自身文化及認識他國文化，擴闊世界視野；
- DSS primary schools are free to decide their curriculum and offer a local curriculum targeted at pupils of all nationalities. 直資小學在課程方面享有自由度，並提供主要為香港及來自世界各地學生而設的本地課程。

Weaknesses 弱項

- As there is a need for continued engagement of human resources, improving the framework of management and planning is required. 由於需持續投入新的人力資源，許多管理組織架構、活動計劃及工作指引尚未完善；
- The school area is relatively small for conducting large functions. 校舍面積少，活動空間不足，對於舉



辦大型活動時有掣肘；

- Information technology support is inadequate, especially in an old school building. 舊式設計校舍，在電腦軟硬件上的支援不足；
- The one-school-two-campus system increases the administrative and management costs of the school. 一校兩舍措施會增加行政及管理支出；
- Teachers with short teaching experience face challenges in dealing with students' learning needs and behavioural problems. 部份教師教學經驗尚淺，對處理學生學習及行為問題的技能尚待改善；
- Some students are weak in learning and self-discipline, and need more special attention from teachers. 部份學生學習能力或紀律較弱，需要老師特別照顧；
- Over 60% of students are Non-Chinese students, the opportunity of using Chinese is relatively reduced. 由於百分之六十的學生為非華語學童，在英語環境下，學習中文機會相對減少；
- Senior teachers and heads of panels and committees are still relatively inexperienced, their leadership capacity, particularly in the area of the curriculum, needs strengthening. 主任及科主任經驗尚淺，在領導能力，尤其其課程之能力需要提昇。

Opportunities 機項

- PLK, the government and the community provide continuous assistance to our school and support our school in enriching various experiences for students. 保良局、政府或外界機構不斷增撥資源，為有需要學生提供不同的生活體驗；
- The school's reputation within the district is an asset that enhances its competitive advantage. This asset has become a source of reliability and trustworthiness for parents. 於同區開始建立名聲，成為家長的信任及支持的對象；
- Due to the schools' relatively short period of development, it is easier to advocate school-based characteristics and team spirit. 由於學校發展期尚短，校本特色及團體精神較易塑造；
- To develop students' character, team spirit and discipline training is advocated. 積極提倡團體精神及紀律訓練，培養學生個人素養及品德；
- We can recruit qualified personnel under a flexible recruitment system. 靈活招聘機制，可增聘人手及向外公開招攬人才；
- Our school is able to develop appropriate links with external organizations such as kindergartens and secondary schools in accordance with their development needs. 已與區內的幼稚園及中學建立良好關係及支援網絡，有助升學及收生的準備；
- Our school has developed public relations by maintaining appropriate links and sharing experience with the community. 學校善於對外宣傳，並致力開拓交流機會及本區生源，積累公關經驗；
- Establishment of the Farm Road Campus prepares the school for holding 24 classes in the future. 農圃道校舍可作為日後邁向發展二十四班之用。



Threats 危項

- Shortage of experienced manpower leads to an insufficient provision of individual care to students. 富經驗教師人手少，為配合教育改革，工作量大，且教學及個別輔導學生時間不足，對學生未能作全面的照顧；
- Our school faces keen competition from well-known schools within the district. 同區名校林立，競爭激烈。
- As there is no railway station near our school, this is inconvenient for those who live far away from our school. 由於本區欠缺地鐵系統，對於住處較遠的學生帶來不便。
- Because of uncertainty in the Asian economy, parents have concerns about the added financial burden of paying school fees. 由於亞洲經濟前景不明朗，家長對於要交納學費的學校所帶來的財政負擔有所擔憂。
- Old school buildings and two separate campuses greatly restrict the development of the school. 古舊校舍及兩所分開的校舍嚴重限制學校的發展進程。
- There is negative impact on student recruitment due to separation of campuses. 分開校舍，對收生有一定影響。

4. Major Concerns 關注事項

(According to Priority 以優次排列)

1. Build a healthy, caring and loving culture in the campus
建立校園關愛健康文化
2. Pioneer a sustainable one-school-two-campus schooling
開創可持續發展的一校兩舍辦學模式
3. Enhance the quality of teaching and learning
提昇教與學效能

**School Annual Plan 2011-2012 學校周年計劃（二零一一至二零一二年度）****Major Concern 1: Build a healthy, caring and loving culture in the campus 建立校園關愛健康文化**

Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需資源
1.1 Make good use of school resources to provide opportunities for successful learning to help students learn happily. 以校舍資源營造多姿采活潑的學習環境，為學生提供成功機會，讓學生愉快學習	1.1.1 Different subjects plan the decoration of the campuses and classrooms to create an atmosphere that facilitates learning and develops the creativity of the students. 各科組美化校園、佈置各室以營造學習氣氛，利用空間展示學生作品，激發學生創作潛能	<ul style="list-style-type: none"> Timely seasonal decoration of the school 能按季更新校園佈置 80% or above students love their school 's decorations. 80%或以上學生表示喜歡學校佈置 	<ul style="list-style-type: none"> Evaluation in meetings 檢討會議 Questionnaire 問卷 	Whole year 全學年	Visual Art 視藝組	
	1.1.2 Display of students' good works on notice boards 各科任老師把學生作品張貼在壁報上	<ul style="list-style-type: none"> Notice boards available for displaying students' good works 每班設置主科位置，以供科任板貼學生作品 			Subject groups 各科組	
	1.1.3 Morning assemblies with moral education themes, for nurturing a positive value system and attitude, to cultivate respectable moral sentiments 德育主題早會為學生正面價值觀和態度	<ul style="list-style-type: none"> Adjustment of moral assemblies to cater to different abilities of students 老師能按學生不同程度作周會講解 Integration of related activities and life incidents in each moral education theme by the teacher-in-charge 統籌老師制訂每月德育主題，貫穿延伸活動及生活事件 80% or above of teachers agree that the topics can foster students' virtues. 	<ul style="list-style-type: none"> Evaluation in meetings 檢討會議 Questionnaire 問卷 	Whole year 全學年	Class teachers 班主任	
					School Discipline and Counseling Committee 訓輔組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需資源
		80% 或以上老師同意主題能培養學生良好的品德				
1.2 Raise the self-discipline ability of students 提昇學生的自我管理 能力	1.2.1 Set up “Student Award Scheme” to foster students’ self-control and self-discipline skills 運用校本輔導獎勵計劃，強化學生自律自省的力	<ul style="list-style-type: none"> ■ All students join the scheme 所有學生參與計劃 ■ 80% or above teachers agree that the scheme is effective. 80% 或以上老師同意效果良好 ■ 50% of students able to reach the standard in the scheme. 50% 學生在計劃中達標 ■ Improvement is shown in the results of the APASO questionnaire 在 APASO 問卷反映學生在整體對學校態度有提昇 ■ Slogans are unified and practiced daily 各班學生能運用統一口號作為常規訓練 	<ul style="list-style-type: none"> ■ Evaluation in meeting 檢討會議 ■ Questionnaire 問卷 	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	
	1.2.2 Set up class slogans and class rules to build up a cooperative class atmosphere 建立口號及班規，營造良好的班風	<ul style="list-style-type: none"> ■ Improvement is shown in the results of the APASO questionnaire 在 APASO 問卷反映學生在整體對學校態度有提昇 ■ Slogans are unified and practiced daily 各班學生能運用統一口號作為常規訓練 	<ul style="list-style-type: none"> ■ Observation 觀察 	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	
	1.2.3 Carry out “Every child can serve” Scheme 推行「人人一職」計劃	<ul style="list-style-type: none"> ■ Every student is able to participate and serve others 每位學生都有服務職份 	<ul style="list-style-type: none"> ■ Observation 觀察 ■ Questionnaire 問卷 	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需資源
1.3 Increase positive virtue and discipline of the students, helping them learn to be courteous, caring, self-disciplined, self-managing and able to shoulder their own responsibilities. 提昇學生的品德及紀律，學生能對人有禮、互相關懷，培養自我管理能力，在服務崗位中培養自我管理能力及承擔精神	1.3.1 Engage in social services 參與社會服務活動	<ul style="list-style-type: none"> Senior students can join social services at least once a year. 高年級學生全年能參與至少一次社會服務活動 	<ul style="list-style-type: none"> Evaluation in meetings 檢討會議 	Whole year 全學年	Social worker 社工	
	1.3.2 Carry out “Big Brothers and Big Sister Scheme” for P.3 and SEN students 推行「大哥哥大姐姐計劃」，支援小三學生及有特殊需要學生	<ul style="list-style-type: none"> Senior students are able to foster good relationships with P.3 & SEN students 大哥哥大姐姐能與小三及有特殊學習需要學生建立良好的關係 Students are able to show care to their targets 學生能關愛服務對象 	<ul style="list-style-type: none"> Evaluation in meetings 檢討會議 Observation 觀察 	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	
	1.3.3 Participate in the Student Training Day Camp to train P.1-2 students in self-discipline and self-management 參與「學生成長訓練營」，訓練一二年級學生自律守規，強化學生自我管理能力	<ul style="list-style-type: none"> 80% or above parents and teachers agree the Student Training Day Camp: 80%或以上受訪家長及教師均同意「學生成長訓練營」： <i>Trains the students' self-discipline</i> 能訓練學生自律守規能力 <i>Raises students' self-confidence</i> 能增強學生自信心 <i>Generally satisfies them</i> 整體上感到滿意 	<ul style="list-style-type: none"> Students' degree of engagement 學生投入程度 Questionnaires 問卷 Evaluation in Subject meetings 檢討會議 	September 九月 May 五月	ECA Committee 課外活動組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需資源
	1.3.4 Improve the Patrol System to strengthen students' sense of responsibility 優化「小領袖計劃」，加強學生承擔責任的精神	<ul style="list-style-type: none"> ■ Patrol team members can evaluate team members can stand as one's post. 小領袖能謹守崗位 ■ 80% or above teachers agree to the scheme: 80%或以上教師同意計劃： <ul style="list-style-type: none"> ● <i>Increases students' leadership skills</i> 能訓練學生之領導才能 ● <i>Increases students' self-confidence</i> 增強學生自信心 ● <i>Generally satisfies them</i> 整體上感到滿意 	<ul style="list-style-type: none"> ■ Students' degree of engagement 學生投入程度 ■ Calculate extent of student participation 統計學生參與人數 ■ Questionnaires 問卷 ■ Student Self-evaluation 學生自評 	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	
1.4 Exalt various culture of students from different countries to broaden their global sensitivity and international perspective 發揚學生不同國家的本身文化，拓闊對世界的觸覺及國際視野	1.4.1 Bond of Love Concert: to create a loving and caring culture 舉行「周年音樂會」，建立關愛校園文化； 1.4.2 Celebrate Chinese festivals 舉辦農曆新年慶祝活動	<ul style="list-style-type: none"> ■ Conduct activities successfully 成功舉行活動 ■ 80% or above parents agree: 80%或以上受訪家長表示： <ul style="list-style-type: none"> ● <i>Their children love studying in LMC.</i> 其子女喜歡在本校唸書 ● <i>LMC has fostered a caring and harmonious school climate.</i> 校園洋溢關愛和諧的氣氛 ● <i>They are pleased to have their children studying in this school.</i> 樂意讓其子女在本校就讀 	<ul style="list-style-type: none"> ■ Students' degree of engagement 學生投入程度 ■ Questionnaires 問卷 	Whole year 全學年	ECA Committee 課外活動組 各科組 Subject Groups	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
	1.4.3 Introduce festivals of different countries 介紹不同國家的節日文化	■ Teachers and students can introduce cultures of different countries 教師及學生能介紹三個不同國家的節日慶祝活動	■ Calculate extent of student participation 學生人數	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	
	1.4.4 ECA cover academic, music, physical, visual art, dance, team work and various interests 課後設有多元化的課外活動，涵蓋學術、音樂、體育、視藝、舞蹈、團隊、興趣形式多樣化	■ There are 22 kinds of ECA for students to choose 課外活動之項目達22項，給予學生選擇	■ Calculate extent of student participation 統計學生參與學習活動／比賽的人數 ■ Evaluation in subject meetings 檢討會議	Whole year 全學年	ECA Committee 課外活動組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需資源
1.5 Joint class activities enrich students' learning experiences, cultivates their interest, broaden their life experience and develop their potentials. 聯課活動能為學生提供學習體驗，培養學生興趣，擴闊生活體驗，發展學生潛能	1.5.1 Hold Sports Day to strengthen bond between two campuses 舉行學生運動會，加強兩校舍學生凝聚力	<ul style="list-style-type: none"> 80% or above students enjoy participating in Sports Day. 80%或以上學生表示喜歡參加運動會 80% or above teachers agree that the atmosphere is enthusiastic. 80%或以上教師同意運動會的氣氛熱烈 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 Questionnaire 問卷 	Whole year 全學年	PE group 體育組	
	1.5.2 Arrange activities in recess time to strengthen connection between Chinese and non-Chinese Speaking students 安排小息活動，加強不同國籍學生的交流	<ul style="list-style-type: none"> 80% or above teachers agree that the activities are able to strengthen the connection between students. 80%或以上教師同意小息活動能加強不同國籍學生的交流 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 Questionnaire 問卷 	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	
	1.5.3 Promote morning exercises 提倡齊做早操計劃	<ul style="list-style-type: none"> All teachers and students are keen on doing stretching exercises. 所有師生積極參與活動 	<ul style="list-style-type: none"> Observation 觀察 	Whole year 全學年	PE group 體育組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in-Charge 負責人	Resources 所需資源
1.6 Provide support to students with different learning needs 為有需要的學生提供支援	<p>1.6.1 Invite school social workers to support students with Special Educational Needs (SEN) 聘請駐校專業新社工，為有特殊教育需要的學生提供支援</p> <p>1.6.2 Promote the “Care Angels Scheme” to spread the virtue of caring in class 延伸「關懷小天使計劃」，發揚關愛精神</p> <p>1.6.3 Carry out adaptation in dictation & exams for students with SEN 為有特殊教育需要學生在默書及考試安排作調適</p> <p>1.6.4 Draw on P.4-5 “Understanding Adolescent Project (Primary)” “to improve senior students’ life skills 透過四至五年級「成長的天空」，提昇高年級學生之生活技巧</p>	<p>■ The mechanism is successfully followed and continues to support students with special learning needs. 確立轉介機制及早識別有需要之學生及提供跟進</p> <p>■ 80% or above teachers agree that the scheme: 80%或以上教師同意該計劃： ● <i>Fosters the virtue of caring in class</i> 培養班中關愛精神</p> <p>■ 80% or above teachers agree that the arrangement of dictation & exam adaptation: 80%或以上教師同意安排默書及考試安排調適： ● <i>Caters for the special needs of SEN students</i> 能照顧學童特殊教育需要</p> <p>■ The content of the plan is designed according to the EDB guideline 計劃內容按照教育局頒佈「成長的天空」輔助計劃內容項目編寫</p> <p>■ 75% or above teachers agree that the scheme: 75%或以上教師同意該計劃能： ● <i>Raises the ability of students’ personal, social, learning and life skills</i> 能提昇學生個人、社交、學習及生活上的技能</p>	<p>■ Case record 個案紀錄</p> <p>■ Questionnaire 問卷</p> <p>■ Evaluation meeting 檢討會議</p> <p>■ Questionnaire 問卷</p> <p>■ Evaluation meeting 檢討會議</p>	Whole year 全學年	<p>Social Worker 專業社工</p> <p>Social Worker & Class teachers 專業社工及班主任</p> <p>Student Supporting Team 學生支援組</p> <p>Social Worker 專業社工</p>	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in-Charge 負責人	Resources 所需資源
	<p>1.6.5 Apply for the government sponsorship “Community Care Fund: Lunch Subsidy”, to subsidize students in need 申請政府關愛基金（在校午膳津貼），資助家庭經濟有需要的學生</p> <p>1.6.6 Make use of the school-based fund (learning activities outside HK) to subsidize students from low-income families to participate in learning activities outside HK 運用校本基金（境外學習），資助清貧學生參加本校境外學習活動</p>	<p>■ Deploy funds in a flexible manner and in accordance with open, fair and reasonable principles 學校能靈活運用政府撥款額，以公開、公平和合理的原則分配資助</p>	<p>■ Evaluation in meeting 檢討會議</p> <p>■ Report record 報告紀錄</p>	Whole year 全學年	Social Worker 社工	Community Care Fund by the government 政府關愛基金



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需資源
1.7 Strengthen promotion of school in the public 學校加強校外間聯 繫對外宣傳，以提昇 校譽	1.7.1 Publish students' outstanding works of study in school publications 出版學生作品集，展示學生 優秀作品 1.7.2 Keep a good connection with community, NGOs, and other schools to meet school-based needs, support school activities and showcase positive characteristics of the school 學校回應校本需要，與社 區、機構及學校保持適當的 聯繫，以支持學校活動，突 顯辦學特色	<ul style="list-style-type: none"> ■ Publish the Newsletters and other school publications successfully 成功出版學校刊物及活動紀念集 ■ Advertise on newspapers, newsletters or media 於報章、通訊或媒體刊登廣告 ■ 40% of students and 10% of parents actively engaged in community exchange activities. 40%學生及 10% 家長參與社區交流 活動 ■ Release the Comprehensive report to the public 對外發佈外評報告內容 	<ul style="list-style-type: none"> ■ Collection of suggestions from parents and teachers 收集家長及 教師意見 ■ Questionnaire 問卷 ■ Statistics for the number of parents participants 統計家長參 與人數 ■ Observation of parents' engagement 觀察家長投 入程度 	<p>Whole year 全學年</p> <p>Whole year 全學年</p>	<p>Editorial Team 編輯組</p> <p>School &Student Affairs Committee 學校及學生 事務</p> <p>ECA Committee 課外活動組</p>	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in-Charge 負責人	Resources 所需資源
1.8 Reinforce home-school cooperation 加強家校合作關係	1.8.2 Enhance the running of PTA 加強家長教師會的運作	<ul style="list-style-type: none"> Construct new webpage of PTA 設立新家長教師會網站 Hold regular meetings 定期舉行籌辦會議 Organize annual activities such as uniform donation campaign and annual picnic 成功舉行周年活動(包括校服捐贈及周年旅行等) Organize parent interest classes and parenting workshops 舉辦家長興趣班和親職講座 	<ul style="list-style-type: none"> Collection of parents' advices 收集家長意見 Statistics for the number of parents participants 統計家長參與人數 Observation of parents' engagement 觀察家長投入程度 	Whole year 全學年	PTA 家教會	
	1.8.3 Organize parent workshops, etc to share the skills of teaching children 舉辦家長工作坊等，培養家長提昇教育子女的技巧	<ul style="list-style-type: none"> 60% or above parent participants agree that the activities can strengthen their parenting skills. 60%或以上出席家長同意活動能提昇教育子女的技巧 	<ul style="list-style-type: none"> Questionnaire 問卷 	Whole year 全學年	Social worker 社工	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
	1.8.4 Reinforce parental education and encourage parents to become the partners of the school 加強家長教育，讓家長成為學校的合作伙伴	<ul style="list-style-type: none"> Recruit at least 15 parent-volunteers 招募至少十五位家長義工 Active participation of parent-volunteers in school activities 家長義工樂於參與學校活動 	<ul style="list-style-type: none"> Statistics for the number of parents participants 統計家長參與人數 Observe Parents' degree of engagement 觀察家長投入程度 Evaluation in meeting 檢討會議 	Whole year 全學年	Social worker 社工 Members of PTA 家教會成員	



Major Concern 2: Pioneer a sustainable one-school-two-campus running principle 開創可持續發展的一校兩舍辦

學模式

Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
2.1 One-school-two- campuses can be put into operation 確保一校兩舍的運 作模式中運作暢順	2.1.1 Modify the school organizational structure 重組學校人事架構 2.1.2 Teachers will be allocated to different groups/ committees according to their skills 按照教師的專長，分配教師 在不同的組別	<ul style="list-style-type: none"> ■ Compile the functions and responsibilities of different committees. 釐定各科組的職權和責任 ■ Reinforce the communication between management groups and teachers 加強領導層與教職員緊密溝通 ■ Able to allocate the teachers by their experience and specialized knowledge 能按教師專長被編入不同組別／科組 ■ Completion of the duty rosters 完成不同崗位人員職務的分工表 	<ul style="list-style-type: none"> ■ Organization Chart and the duty roster 架構圖及職務分工表 ■ Evaluate teachers' performance 檢視教師表現 ■ Evaluate the handbook 檢視手冊 	August 八月 Whole year 全年	Principal and vice-principal 校長及副校長	
	2.1.3 Refurbish Farm Road campus 完善農圃道校舍的校園設 施及粉飾校舍 2.1.4 Activate network connection between the two campuses 連結兩校之網絡系統	<ul style="list-style-type: none"> ■ Complete the allocation of all functional rooms 完成各功能室的編配 ■ Activate the IT systems in all functional rooms 完善各課室的資訊科技系統 	<ul style="list-style-type: none"> ■ Committee meetings 檢討會議 	September 九月	Principal and vice-principal 校長及副校長 IT administrative team 資訊科技行政組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
	2.1.5 Produce an effective timetable 編制有效的課堂時間表	■ Produce a timetable that meets the needs of the two campuses 完成編制適合一校兩舍的需要	■ Committee meetings 檢討會議	Whole year 全年	Vice-principal 副校長	
	2.1.6 Set up school intranet communication medium which provides a collaborative sharing platform 設立內聯網以提供合作分享的平台	■ Establish Intranet account successfully 成功設立內聯網戶口 ■ Subject teachers can share learning materials via intranet platform. 科任教師能透過平台與學生分享學習資訊	■ Committee meetings 檢討會議	Whole year 全年	IT administrative team 資訊科技行政組	
	2.1.7 Promote school's new webpage 推出學校新網站	■ The school website can be updated regularly 定時更新學校網站	■ Committee meetings 檢討會議	Whole year 全年	IT administrative team 資訊科技行政組	
2.2 Strengthen the relationship between the two campuses through activities 透過周年活動，加強兩校舍師生之連繫	2.2.1 Teachers are able to join activities held in another campus 老師及學生能參與另一校舍的活動	■ 80% or above teachers agree that the intra-campus activities can strengthen the harmonious atmosphere of two campuses 80%或以上同意跨校舍活動能促進兩校老師和學生的和諧關係	■ Committee meetings 檢討會議 ■ Questionnaire 問卷	Whole year 全年	All teachers 所有老師 ECA Committee 課外活動組	
2.3 Reduce administrative expenses 省卻點名行政工作	2.3.1 Set up an computerized system to take attendance 鋪設電子點名及出勤系統	■ Ability to obtain an accurate attendance record 能更有效及準確地記錄出席率	■ Committee meetings 檢討會議	Whole year 全年	IT administrative team 資訊科技行政組	

**Major Concern 3: Enhance the quality of teaching and learning 提昇教與學的效能**

Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in-Charge 負責人	Resources 所需資源
3.1 Strengthen collaboration among subjects and foster students' self-directed learning and project skills 加強科組合作及發展學生的自學及研習能力	3.1.1 Prepare a note book for pre-lesson self-study tasks, such as data collection, web exercises, dictionary use, mind map drawing, and self-designed questions, etc 在各科加入課前預習寶庫作課前預習，包括搜集資料、網上練習、查字典、積累生詞、腦圖及自擬題目等	<ul style="list-style-type: none"> 70% of students are able to finish the assigned pre-lesson tasks 70% 學生能完成課前預習 70% of teachers agree that pre-lessons self-study tasks can foster students' self-directed learning skills 70% 教師認為前預習能提昇學生的自學能力 	<ul style="list-style-type: none"> Evaluation of students' works 檢視學生課業 Evaluation in meetings 檢討會議 Questionnaire 問卷調查 	Whole year 全年	Curriculum Committee and subject groups 課程組及各科組	
	3.1.2 Organized Integrated learning week for P.2-5 students 二至五年級設綜合學習周	<ul style="list-style-type: none"> 80% of teachers agree that it can develop students' research skills 80% 教師認為此政策可提昇學生的研習能力 	<ul style="list-style-type: none"> Evaluation of students' works 檢視學生課業 Evaluation in meetings 檢討會議 Questionnaire 問卷調查 	June 六月	GS group 常識科 English Group 英文組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
3.2 Respond to curriculum changes by designing various learning activities and courses, thus stimulating students' abilities. 回應課程改革措施，設計不同學習活動及課程，激發學生自學及應用知識的能力	3.2.1 For P.1 students, Cross subject project learning Assessment— school-based curriculum integrated with learning and life 一年級進行跨學科專題研習評估：校本課程結合學習與生活，為學生提供多元化的學習經歷	<ul style="list-style-type: none"> Subject panels can integrate the learning materials based on the learning topics. 科任教師能針對主題組合學習內容 Students are actively engaged in project learning 學生積極投入專題研習活動 Compile P.1 school-based English curriculum by applying for educational fund. 透過運用語文基金，完成一年級英文科校本課程 	<ul style="list-style-type: none"> Evaluation of students' work 檢視學生課業 Evaluation in meeting 檢討會議 Questionnaire 問卷調查 	April 四月	Curriculum Committee and subject groups 課程組及各科組	
	3.2.2 Organize field trips for P.4-5 students 為四五年級組織境外學習交流活動	<ul style="list-style-type: none"> 80% or above parents/teachers agree that the project learning assessment: 80%或以上受訪家長/教師均同意專題研習評估： <i>Raises students' independent learning ability</i> 能激發學生自學能力 <i>Arouses students' interest in learning</i> 能 提昇學生的學習興趣 <i>Generally satisfies them</i> 整體上感到滿意 	<ul style="list-style-type: none"> Evaluation of students' work 檢視學生課業 Evaluation in meeting 檢討會議 Questionnaire 問卷調查 	April 四月	Curriculum Committee and subject groups 課程組及各科組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需資源
	3.2.3 Make use of the “EDB After-school Chinese Learning Activities fund” for non-Chinese speaking students 善用教育局「非華語學生課後中文延伸學習計劃」	<ul style="list-style-type: none"> Organize the after-school Chinese Learning activities for non-Chinese speaking students 成功舉辦相關的課後中文延展學習活動 65% or above teachers agree that the after-school learning classes: 65%或以上教師同意課後補習班： <ul style="list-style-type: none"> Can support non-Chinese speaking children's learning 為非華語學生提供學業上的支援 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 Questionnaire 問卷調查 	Whole year 全學年	Basic Chinese Group 基礎中文組	
3.3 Support to students with learning needs 為有需要學生提供學習支援	3.3.1 Set up after-school tutorial classes for supporting students' academic needs for all levels 設課後補習班，為學生提供學業上的支援	<ul style="list-style-type: none"> 70% or above parents and teachers agree that the after-school tutorial classes can support students' learning 70%或以上家長及教師同意課後補習班為學生提供學業上的支援 	<ul style="list-style-type: none"> Evaluation of teaching schedule 檢視進度 Evaluation in meetings 會議檢討 	Whole year 全學年	Student Support Team 學生支援組	
	3.3.2 Chinese and Mathematics remedial classes for P.3 students to cater for individual differences 二三年級中文及數學科設輔導班，以照顧學生的個別差異	<ul style="list-style-type: none"> 75% or above teachers agree that the remedial classes can cater for individual differences 75%或以上教師同意支援班能照顧學生的個別差異 	<ul style="list-style-type: none"> Evaluation of teaching schedule 檢視進度 Evaluation in meetings 會議檢討 	Whole year 全學年	Student Support Team 學生支援組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
3.4 Foster national identity 提昇學生的國民身 份應同	3.4.1 Build Citizenship and Civic Education Framework 設立德育及國民教育架構	<ul style="list-style-type: none"> 70% of students agree that they are more familiar with China during morning assemblies 70%學生同意早會分享能讓其更認識中國 Build Citizenship and Civic Education Framework successfully 成功訂立德育及國民教育架構 Students have the opportunity to join the China Exchange Programs 能安排學生到國內學習交流 	<ul style="list-style-type: none"> Evaluation in meetings 檢討會議 	Whole year 全學年	Curriculum Committee 課程組 School Discipline and Counseling Committee 訓輔組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
3.5 Raise the reading motivation of students 提昇學生閱讀動機	3.5.1 Carry out a Reading Award Scheme to raise students' interest in reading 優化校本閱讀獎勵計劃，提昇 學生閱讀的興趣	<ul style="list-style-type: none"> ■ Employ a librarian 聘請圖書館管理員 ■ Design a reading diary suitable for junior and senior students 設計適合高低年級的閱讀紀錄冊 ■ 95% or above students participated in the activities. 95%或以上學生參與校本閱讀獎勵 計劃 ● 50% or above students received prizes. 50%或以上學生能獲頒閱讀獎項 ● 70% or above parents and teachers agree that 70%或以上受訪家長及教師均同 意： ● <i>The Reading Award Scheme can increase students' knowledge and skills</i> 閱讀獎勵計劃能提昇學生的課外知識 ● <i>The Reading Award Scheme can arouse students' interest in reading</i> 閱讀獎勵計劃能提昇學生閱讀的興趣 ● <i>They are generally satisfied with the Reading Award Scheme</i> 整體上對閱讀獎勵計劃安排感到滿意 	<ul style="list-style-type: none"> ■ Observation of students' & teachers' engagement 觀察學生及教 師投入程度 ■ Statistics of students'/ teachers' involvement in activities 統計學生參與 活動人數 ■ Questionnaires 問卷調查 	Whole year 全學年	Reading Promotion Team 推廣閱讀組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
	3.5.2 Teachers or students share books in morning reading periods on Wednesdays 教師及學生在周三早讀課分享圖書	<ul style="list-style-type: none"> 70% or above students welcome the arrangement 70% 或以上學生反應良好 	<ul style="list-style-type: none"> Evaluation in meetings 檢討會議 Participation rates of the activities 統計學生參與活動人數 	Whole year 全學年	Class teachers and Reading Promotion Team 班主任及推廣閱讀組	
	3.5.3 Opening of the school library 開放圖書館，培養學生閱讀習慣	<ul style="list-style-type: none"> 60% or above students per class regularly borrow books 每班借閱率平均為60% 	<ul style="list-style-type: none"> Statistics 借閱統計 	Whole year 全學年	Class teachers and Reading Promotion Team 班主任及推廣閱讀組	
	3.5.4 Promote reading strategies in English and Chinese class 推廣閱讀策略	<ul style="list-style-type: none"> Enhance the reading strategies of P.3-5 students 三至五年度中英文科設必讀圖書 Language subjects have completed writing the framework of reading strategies 完成語文科的閱讀策略架構 	<ul style="list-style-type: none"> Lesson observation 觀課 Evaluation of students' works 檢視學生課業 	Whole Year 全學年	English & Chinese Group 英文及中文組	
3.6 Raise students' awareness of news and issues 提升高年級對時事新聞的觸角	3.6.1 Seniors students to subscribe newspapers 高年級訂購報紙	<ul style="list-style-type: none"> Design at least 5 exercises based on the newspapers by language teachers 語文老師能設計五次時事新聞閱讀 	<ul style="list-style-type: none"> Evaluation of students' works 檢視學生課業 	Whole Year 全學年	Chinese and English Subject Group 中文及英文組	
3.7 Introduce different	3.7.1 Build up a data base and index for all assessments and exams, to check the standard of	<ul style="list-style-type: none"> Main subject teachers finish the Statistic of students' performance in exams and teachers can diagnose 	<ul style="list-style-type: none"> Evaluation in meetings 檢討會議 	Whole year 全學年	IT administrative team 資訊科技	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
modes of assessment to facilitate students' learning. 引入不同的評估模式促進學生學習	students in various subjects, so as to set up strategies for raising the efficiency of teaching in all subjects 建立各項考試的測驗數據，檢視學生各科學習水平，從而制訂策略提升各科教學效能	students' strengths and learning difficulties. 各主科老師完成測考分數統計及分析學生的強弱項及困難 ■ Subject teachers propose planning in improving teaching effectiveness. 各科制訂提升教學效能的方針			行政組 Curriculum Group 課程組 Subject groups 各科組	
	3.7.2 Provide self-learning links in school website 學校網站加入網上學習連結，增加學生自學資源	■ Teachers are able to search for self-learning materials and share in meetings. 教師能搜尋合適教學資源，列入課程手冊中，並在科會中作分享交流	■ Evaluation in meetings 檢討會議	Whole year 全學年	IT administrative team 資訊科技行政組	
	3.7.3 To integrate with the curriculum, the marks from the project learning will make up 10% of the total scores 配合課程統整，在評估報告上加入學生在專題學習的表現的 10%作為評分	■ 80% or above P.1 students can get 7 marks or above from project learning. 80%或以上小一學生在專題研習評估上能取得 7 分或以上	■ Statistics of students' results 統計學生得分比率 ■ Evaluation in meeting 檢討會議	Whole year 全學年	Curriculum Group 課程組	
	3.7.4 Introduce different modes of assessment to facilitate students' learning 各科加入不同評估模式，以促進學生學習	■ Self/peer evaluations are included in major subjects. 中英數科練習，加入學生自評或互評元素 ■ Practical assessments are added in the subjects 實作性評估加入學科中	■ Book checking 檢視簿冊 ■ Evaluation in meeting 檢討會議	Whole year 全學年	Curriculum Committee & Subject groups 課程組及各科組 GS groups 常識組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
3.8 Foster students' drama skills by providing drama trainings 提供話劇訓練，培養學生表演能力	3.8.1 Set up English & Putonghua drama team 成立英文及普通話話劇組 3.8.2 Participate in inter-school drama competitions to enhance students' confidence 參加公開比賽，提昇學生自信	<ul style="list-style-type: none"> ■ Participation in two inter-school competitions a year 能參與兩項聯校比賽 ■ English teachers can utilize drama skills in lessons 教師能運用話劇技巧於課堂中 	<ul style="list-style-type: none"> ■ Evaluation in meeting 檢討會議 	Whole year 全學年	Drama Team teacher 話劇組	
3.9 Build up a teacher learning group to update knowledge of educational innovations and trends, thus raising the teaching quality and making the learning of students more effective. 建立教師學習團隊，提昇教師的教學素質，讓他們掌握教育革新知識趨勢，從而更有效地、持續地協助學生學習	3.9.1 Improve the teaching quality through collaborative lesson preparation, diverse lesson observation modes, lesson demonstration, learning and educational sharing 透過集體備課及多樣化的觀課模式、示範課、學習及教育分享提昇教學素質	<ul style="list-style-type: none"> ■ Each subject teacher conducts lesson observation at least 4 times per annum. 每科任老師需觀課最少 4 節 ■ Each subject teacher should be observed by other teachers twice 每位科任老師被觀課最少 2 節 ■ Subject teachers conduct collaborative meetings 每月科組進行集體備課 	<ul style="list-style-type: none"> ■ Observation Booklet 填寫觀課簿 ■ Questionnaire 問卷調查 ■ Lesson Preparation Record 備課紀錄 	Whole year 全學年	Subject groups 各科組 Administrative group 行政組別	Observation booklet 觀課簿 Records of subject collaborative meeting 備課紀錄表
	3.9.2 Introduce "Teacher Development Week" to enhance experience sharing in subject groups 設教師專業發展週，讓教師分享教學經驗	<ul style="list-style-type: none"> ● 80% or above teachers agree that: 80% 或以上老師同意 ● <i>Teacher development week can enhance teaching skills and self-reflection skills.</i> 教師發展週能提昇教師教學反思能力 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 	Whole year 全學年	Subject groups 各科組	Observation form 觀課表 Records of subject collaborative meeting 備課紀錄表



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
	<p>3.9.3 Improve teacher's drama skills by applying for the "English Enhancement Grant Scheme for Primary Schools" 透過申請語文基金，提升老師的話劇技能</p> <p>3.9.4 Encourage teachers to join subject-based training programs or courses 鼓勵教師參與科本培訓課程</p>	<ul style="list-style-type: none"> Provide English drama training by the "English Enhancement Grant Scheme for Primary Schools". 為英文教師提供話劇教學化訓練 The average number of hours devoted to professional development is 30 hours. 每人每年平均進修時數達 30 小時 Subject teachers should join at least two seminars or workshops a year. 每人每年至少參與兩項任教科目之工作坊或研討會 Teacher can share seminar materials in subject meetings 教師能於科會中分享所學 	<ul style="list-style-type: none"> Subject meeting minutes 科會紀錄 Statistics in professional development 統計進修時數 	Whole year 全學年	<p>English Group 英文組</p> <p>Curriculum Committee 課程組</p> <p>Subject Groups 各科組</p>	<p>Teacher professional development records 教師進修時數及紀錄表</p>



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
	3.9.5 Organize Teacher Development Activities 舉辦教師發展活動	<ul style="list-style-type: none"> Organize teacher development activities twice a year 每年舉行教師發展活動 2 次 Teachers are actively engaged in the Teacher Development Activities. 教師踴躍參與活動 80% or above teachers agree: 80% 或以上教師同意： <ul style="list-style-type: none"> <i>The Teacher Development Activities can help them equip themselves in their professional development</i> 學校舉辦的教師專業活動對他們的工作有幫助 <i>The school has developed an atmosphere of professional exchange and enhancement</i> 教師的專業交流風氣已形成 	<ul style="list-style-type: none"> Questionnaires 問卷 Evaluation in meetings 檢討會議 	Whole year 全學年	Curriculum Group 課程組	
	3.9.6 Introduce the “Partnership Scheme” to assist new teachers in organizing class affairs 優化「教師入職啟導計劃」，協助新任教師處理班務	<ul style="list-style-type: none"> All teachers have joined the scheme. 所有新入職教師參與此計劃 80% or teachers agree: 80% 或以上教師同意： <ul style="list-style-type: none"> <i>The Scheme can support new teachers</i> 「教師入職啟導計劃」能支援新老師 <i>The Scheme can boost new teachers' confidence in teaching.</i> 計劃能提昇新教師教學信心 <i>Mentor and mentees cooperate with one another happily</i> 師徒間合作愉快 	<ul style="list-style-type: none"> Questionnaires 問卷 Evaluation meetings 檢討會議 	Whole year 全學年	School and Student Affairs Committee 學校及學生事務組	



Targets 預期成果/目標	Strategies 策略	Success Criteria 成功準則	Method of evaluation 評估方法	Time Scale 時間表	People-in- Charge 負責人	Resources 所需 資源
3.10 Provide adequate information to P5 students on preparation for secondary school admission 為學生作升中準備，該家長有足夠的升學資訊	3.10.1 Hold workshops and talks for parents on preparation for secondary school admission 舉行家長升中準備工作坊	<ul style="list-style-type: none"> Organize at least one talk for parents successfully 成功舉行至少一次家長升中準備講座/工作坊 	<ul style="list-style-type: none"> Evaluation meetings 檢討會議 	Whole year 全學年	SSPA group & class teachers 升中組及班主任	
	3.10.2 Hold workshops and talks for P5 students to prepare them for interviews and increase their self-confidence 舉行學生升中準備工作坊，以提昇其面試的準備及自信	<ul style="list-style-type: none"> Organize at least two workshops for students 成功舉行至少兩次升中準備工作坊 Assist students in sitting for international subject assessments 學生考取不同的國際學科評估試 	<ul style="list-style-type: none"> Evaluation meetings 檢討會議 	Whole year 全學年		
	3.10.3 Invite secondary school principals to chair SSPA talks 邀請中學校長到校進行升中講座	<ul style="list-style-type: none"> Invite at least three principals from secondary schools to be guests of SSPA seminars 成功邀請三位校長到校進行升中講座 75% of parents in attendance have a clear picture of the allocation system 75%參與家長明白本校升中機制 	<ul style="list-style-type: none"> Questionnaires 問卷 Evaluation meetings 檢討會議 	Whole year 全學年		
	3.10.4 Guide students to prepare their own personal portfolio 指導學生製作個人文件夾	<ul style="list-style-type: none"> Students can prepare their own personal portfolios 學生能預先準備個人文件夾 	<ul style="list-style-type: none"> Questionnaires 問卷 	Whole year 全學年		個人 文件夾 Portfolio