



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

**School Annual Plan  
( Year 2010/2011 )**

**周年發展計劃  
二零一零至二零一一年度**



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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 Po Leung Kuk affiliated schools of different levels are all 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 “Compassion, Respect, Diligence and Integrity” is the motto of Po Leung Kuk affiliated schools. “Cognitive, Aesthetic, Social, Physical, Moral development” are all emphasized in the cultivation of students, and students are expected to contribute to the society with what they have learnt.

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 Chinese. The Kuk concerned about the community and the Mainland and dedicated to the development of the 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 Honesty”, secondly our guiding ethic 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, as 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 tri-lingualism 加強學生自主學習及兩文三語的能力，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 building up 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 build up an international perspective under the umbrella of multiculturalism, by exposing students to different cultures and teach 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 1<sup>st</sup> 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 1<sup>st</sup> 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 14<sup>th</sup> 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, three P.2 classes, three P.3 and two P.4 classes in 2010.

本校創辦於2007年，是保良局屬下直資小學之一，原名為保良局羅富國校友會小學，及後於2008年9月正式易名。2008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。2008年10月14日，本校舉行命名揭幕典禮，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。2007年本校由只有兩班的小一，發展至現在有四班小一、三班小二、三班小三及兩班小四。

## 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 required to offer principally a curriculum targeted at local pupils in all nationalities. DSS schools can decide the tuition fees and entrance requirements. However, a students' family background is not the criterion of admission; at least 10% of the tuition fee 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，但家庭背景不是入學條件之一。本校將學費總收入最少10%撥作學費減免／獎學金之用，為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

Every individual in the school is an LMCites and we share common slogans of “Stand as One, Make a Difference” and “One Team, One Mind, We Care, We Respect.”. Students come from countries around the world with different cultures and speak different languages. With English as a predominant language in the school, the school provides an optimum place to nurture students to be all-rounded.

本校以「跳出框框，育出非凡；同一團隊，同一信念」的核心價值，為學生經營一個優質的英語學習氛圍，並培養學生高雅的品德情操及積極的人生觀，營造一個以學生為本的全人教育基地。

### **Language: Education towards bi-literacy and tri-lingualism** 貫徹兩文三語 提倡中英兼擅

We aim to provide a trilingual, bi-literate learning environment with an emphasis on English. We have recruited native English and Putonghua-speaking teachers to teach and oversee our language curriculum. All classes are taught in English, with the exception of Chinese, which is taught principally in Putonghua. Furthermore, notices, signs and labels around the school are written in both English and Chinese, and a wide range of English and Chinese readers and reference books are available. In this way, we hope to help children develop their familiarities with English and Putonghua and maximize their use of these important languages at this vital, early stage of their education.

透過增聘外籍教師及落實兩文三語政策，致力營造優良的英語語境，提昇學生中英文及普通話的能力；讓孩子在愉快的學習氛圍中，透過培養熟悉的語言媒介，有效地掌握各科知識。

### **Moral: Respect for different cultures** 多元文化共融 擴闊國際視野

Our staff and students come from many different parts of the world and we mix in an atmosphere of equality, friendship and mutual respect. As we learn and grow together, we come to better understanding of each others' cultures. In this way students can think globally and act locally. We mark, and learn about, the holidays and festivals of different religions and countries in their seasons in order to better understand our neighbors' beliefs and customs.

本校學生均來自不同國家。透過多元文化的薰陶，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；並引導學生發揚本身文化，拓闊對世界的觸覺及國際視野。

### **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

We pay close attention to students' discipline and aim to cultivate a healthy school life, a vigorous, positive moral attitude and self-management. We also pursue a “multi-faceted” or “multi-intelligence” approach to education, encouraging development in the creative art, physical education and music, as well as academic subjects. In addition, we promote extra-curricular activities, including Art Alive, Hip-hop dance, School Choir, Golf and Taekwondo. Furthermore, we have a weekly Multi-intelligence class in which students can experiment with new potential interests, such as origami, cartooning, cooking, drumming or drama.

關注學生紀律，培養學生良好的生活習慣、價值觀和態度，學習自律守規，強化自我管理能力；以多元化的體藝活動，培養同學多方面的興趣，豐富課餘生活，為學生帶來一個充滿成功機會和發展潛能的機遇。





### 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 a multi-culture 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) is established and there is due attention 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 shared vision are able to foster collaboration as a working team. 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 PLK Internal Audit Department, financial guideline is clearly 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。
- Teachers are willing to devote their time in professional development and hence improve their teaching effectiveness. 教師重視專業發展，不斷進修以提昇教學效能；
- Teachers are willing to use English in staff meeting in order to foster an effective English learning atmosphere. 配合了本校英文教學的方針，教師均以英語作為會議語言，直接為教師營造有效的英語語境；
- 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 and it provides their opportunity of being successful and bring 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 shows appreciation for 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；
- Multi-cultural school 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；

#### Weaknesses 弱項

- Being a brand new school, there is room for improvement of the framework of management and planning. 由於為新學校關係，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-type school building. 舊式設計校舍，在電腦軟硬件上的支援不足；



- Our school is not well-known because of its short history. 學校建校期短，知名度不足；
- Teachers with short teaching experience face challenge in dealing with students' misbehaviour problems. 部份教師教學經驗尚淺，對處理學生問題及課堂管理的技巧尚待改善；
- Some self-centred and lively students may not know how to show sympathy or be able to deal with conflicts. 部份學生較自我中心及活躍，不懂得體諒別人及解決衝突；
- Some students are weak in self-discipline and need more special attention from teachers. 部份學生紀律較弱，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。

### **Opportunities 機項**

- 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 assist 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；
- 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. 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 built up public relations by maintaining appropriate links and exchanging 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；
- It is adocated that the team spirit and discipline training is geared towards students' accomplishment. 積極提倡團體精神及紀律訓練，培養學生個人素養及品德；
- PLK, the government and the community provide continous assistance to our school and support our school to enrich students' learning experience. 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；
- There are a few number of English schools in Kowloon city and our school are always welcomes Non-Chinese Ethnics. 本區英文小學不多，本校尤受外籍學生歡迎。

### **Threats 危項**

- Shortage of manpower leads to an insufficient provision of individual care to students. 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；
- As the birth rate is declining, our school is facing keen competition from other schools and there are difficulties in enrolling new students. 出生率下降，同區名校林立，競爭激烈，影響收生。
- As there is no railway stations 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。





### **3. 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. Foster School Reading Culture  
推展學校閱讀文化
3. Formulate the Mechanism of School Self-Assessment  
制訂學校自評機制
4. Enhance the quality of teaching and learning  
提昇教與學效能

**School Annual Plan 2010-2011 學校周年計劃（二零一零至二零一一年度）****Major Concern 1: Build a healthy, caring and loving culture in the campus 建立校園關愛健康文化**

<b>Targets</b> 預期成果/目標	<b>Strategies</b> 策略	<b>Success Criteria</b> 成功準則	<b>Method of evaluation</b> 評估方法	<b>Time Scale</b> 時間表	<b>People-in-Charge</b> 負責人	<b>Resources</b> 所需資源
1.1 Make good use of the 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 Follow up the construction work of the new school premise and examine all facilities and equipments 跟進新校舍工程，定檢查學校的各項設備	<ul style="list-style-type: none"> <li>Our school and Po Leung Kuk Property and Works Department follow up the construction work of the new school premise. 保良局產業及工程部及校方積極跟進新校舍各項工程進度、設計及用料選材等事宜</li> <li>Our school has acquired the registration certificate and students can study in the new school premise subject to the approval of the government and PLK Property and Works Department. 學校完成有關學校註冊事宜並獲政府部門及保良局工程部及保良局教育事務部批准能安排學生進校入讀</li> </ul>	<ul style="list-style-type: none"> <li>Inspect the campus regularly 定期巡查校舍</li> <li>Collection of advice in meetings 召開會議聽取意見</li> </ul>	Whole year 全學年	Principal and administrative groups  校長及行政組別	
	1.1.2 Different subjects plan the decoration of the campus and classroom 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"> <li>80% or above students love our school. 80%或以上學生表示喜歡學校</li> <li>70% or above teachers and parents agree that: 70%或以上教師及受訪家長均同意：               <ul style="list-style-type: none"> <li><i>The design and decoration of our school is attractive.校園佈置優美</i></li> <li><i>Decoration with students work can bring satisfaction to students.展示學生作品能</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> <li>Questionnaire 問卷</li> </ul>	Whole year 全學年	Visual Art 視藝組  Subject groups 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
	<p>1.1.3 Complete and renew the decoration of school 完成及更新校園佈置</p> <p>1.1.4 Subject teachers show students' good work on the board 各科任老師把學生作品貼在壁報上</p>	<p>帶給學生滿足感</p> <ul style="list-style-type: none"> <li>● <i>Decoration with students work can encourage students' creative art.</i> 激發學生的創作潛能</li> </ul>				
	<p>1.1.5 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</p>	<ul style="list-style-type: none"> <li>■ 75% or above teachers agree that: 75%或以上教師均同意：</li> <li>■ <i>The school actively helps students develop correct values.</i> 學校積極幫助學生建立正確的價值觀</li> <li>■ <i>The school's discipline and guidance work is geared to students' development needs.</i> 學校推行的訓輔工作配合學生的成長需要</li> <li>■ <i>The school can help students develop good interpersonal skills.</i> 學校能幫助學生發展與人相處的技巧</li> <li>■ 75% or above parents agree that: 75%或以上家長同意：</li> <li>■ <i>The school is able to foster their child's self-discipline and make him/her abide by school regulations.</i> 學校能使我的子女懂得自律守規</li> <li>■ <i>The school helps their child to acquire the</i></li> </ul>	<ul style="list-style-type: none"> <li>■ Evaluation in meetings 檢討會議</li> <li>■ Questionnaire 問卷</li> </ul>	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
		<i>skills to get along with others well.</i> 學校能使我的子女懂得與人相處 ■ <i>The school can foster in their child good virtues.</i> 學校能幫助子女養成良好品德 ■ 75% or above students agree that: 75% 或以上學生同意： ■ <i>The school actively guides them to acquire the skills to get along with others well.</i> 學校能著意培養我們如何與人相處 ■ <i>The school actively fosters students' virtues.</i> 學校積極培養我們的良好品德				
	1.1.6 Build up the “Discipline before teaching” & ”Guidance before punishment ” discipline model 建立教師先管後教，先教後懲，寓懲與教的管教模式	■ Students can love and help each others. 學生能表現互助互愛及有禮的精神 ■ Class teachers and the School Discipline and Counseling Committee can be cooperative in dealing with students' behavioral needs. 班主任與訓輔組合作處理學生行為需要	■ Evaluation in meeting 檢討會議	Whole year 全學年	School Discipline and Counseling Committee 訓輔組	
	1.1.7 Organize interclass discipline and cleanliness competitions 舉辦班際秩序及清潔比賽	■ 80% or above teachers agree that the competitions are effective. 80% 或以上老師同意效果良好	■ Evaluation in subject meetings 檢討會議 ■ 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
1.2 Raise the environmental protection awareness of students 提昇學生環保的意識	1.2.1 Apply for the Environment and Conservation Fund 申請環境及自然保育基金	<ul style="list-style-type: none"> <li>The proposed project can be implemented successfully. 成功施行計劃及工程</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in subject meetings 檢討會議</li> </ul>	November 十一月	Technical Support Assistant 技術支援助理	
	1.2.2 With reference to P.4 project learning, increase student's knowledge of environmental protection 配合四年級透過專題研習，提昇學生對環保的認知	<ul style="list-style-type: none"> <li>75% or above teachers agree that the environmental protection activities: 75%或以上老師同意環保活動：</li> <li>Raise students' environmental protection consciousness 能提昇學生的環保意識</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in subject meetings 檢討會議</li> </ul>	Whole year 全學年	GS group 常識組 Curriculum Committee 課程組 Visual Art 視藝組	
	1.2.3 Organize environmental protection activities 舉辦相關的環保活動					
1.3 Raise the virtue and discipline of the students, to help them learn to be courteous, caring, self-controlled, self-managing and able to shoulder their own responsibilities.	1.3.1 Promote anti-drugs message 推廣禁毒訊息	<ul style="list-style-type: none"> <li>Organize at least one anti-drugs activity a year. 成功舉辦至少一次禁毒主題有關的活動</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> </ul>	Whole year 全學年	School Discipline and Counseling and ECA Committee 訓輔組及課外活動組	
	1.3.2 Engage in social services 參與社會服務活動	<ul style="list-style-type: none"> <li>Organize social services twice a year. 成功舉辦至少兩次社會服務活動</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> </ul>	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
提昇學生的品德及紀律，學生能對人有禮、互相關懷，培養自我管理能力和承擔精神	1.3.3 Participate in the Student Training Day Camp to train students' in self-discipline and self-management 參與「學生成長訓練營」，訓練學生自律守規，強化學生自我管理能力和承擔精神	<ul style="list-style-type: none"> <li>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」：</li> <li>Can train the students' in self-discipline 能訓練學生自律守規能力</li> <li>Can raise students' self-confidence 能增強學生自信心</li> <li>They are generally satisfied with the arrangement of the Camp 整體上感到滿意</li> </ul>	<ul style="list-style-type: none"> <li>Students' degree of engagement 學生投入程度</li> <li>Questionnaires 問卷</li> <li>Evaluation in Subject meetings 檢討會議</li> </ul>	September 九月  May 五月	ECA Committee 課外活動組	
	1.3.4 Improve the Patrol System to strengthen the 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"> <li>Patrol team members can evaluate team members can stand as one's post. 小領袖能謹守崗位</li> <li>80% or above teachers agree that the scheme: 80%或以上教師同意計劃：</li> <li>Can raise students' leadership skill 能訓練學生之領導才能</li> <li>Can raise students' self-confidence 增強學生自信心</li> <li>They are generally satisfied with the arrangement of the team 整體上感到滿意</li> </ul>	<ul style="list-style-type: none"> <li>Students' degree of engagement 學生投入程度</li> <li>Count of the number of students who joined 統計學生參與人數</li> <li>Questionnaires 問卷</li> <li>Student Self-evaluation 學生自評</li> </ul>	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
1.4 Exalt the different culture of students from different countries to broaden their global vision and senses 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 build up a love and caring culture 舉行「周年音樂會」，建立關愛校園文化；  1.4.2 Celebrate different festivals 舉辦節日慶祝活動	<ul style="list-style-type: none"> <li>Hold the activities successfully 成功舉行活動</li> <li>80% or above parents agree that: 80%或以上受訪家長表示： <ul style="list-style-type: none"> <li><i>Their child loves studying in LMC.</i> 其子女喜歡在本校唸書</li> <li><i>LMC has fostered a caring and harmonious school climate.</i> 校園洋溢關愛和諧的氣氛</li> <li><i>They are pleased to let their child study in this school.</i> 樂意讓其子女在本校就讀</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students' degree of engagement 學生投入程度</li> <li>Questionnaires 問卷</li> </ul>	Whole year 全學年	ECA Committee 課外活動組  各科組 Subject Groups	
1.5 Joint class activities can enrich the learning experience and cultivate the interest of the students, and broaden their life experience as well as 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 The number of P.1 applicants is increasing. 申請報讀小一數持正增長	<ul style="list-style-type: none"> <li>The P.1 admission meets the minimum enrollment required. 小一收生人數達標</li> </ul>	<ul style="list-style-type: none"> <li>Count of number of students 學生人數</li> </ul>	Whole year 全學年	School and Student Affairs Committee 學校及學生事務組	
	1.5.2 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	<ul style="list-style-type: none"> <li>The attendance rate of ECA meets 70% 課外活動之出席率達70%</li> <li>All students join the multi-intelligent classes. 所有學生參加多元智能課</li> </ul>	<ul style="list-style-type: none"> <li>Count of number of students joined 統計學生參與學習活動／比賽的人數</li> <li>Evaluation in subject meetings 檢討會議</li> </ul>	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
	1.5.3 Set up multi-intelligent classes to satisfy students of different needs 設多元智能課，滿足不同學生需要	<ul style="list-style-type: none"> <li>■ 75% or above teachers agree that: 75%或以上教師均同意：               <ul style="list-style-type: none"> <li>● <i>The school actively encourages students to participate in extra-curricular activities.</i> 學校能積極鼓勵學生參與課外活動</li> <li>● <i>The school's extra-curricular activities can help extend students' learning experiences.</i> 學校的課外活動能擴闊學生的學習經歷</li> </ul> </li> <li>■ 75% or above parents agree that: 75%或以上家長同意：               <ul style="list-style-type: none"> <li>● <i>Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased</i> 透過參課外活動，他們的子女能獲得更多的學習機會，如課外知識和生活技能等</li> </ul> </li> <li>■ 75% or above students agree that: 75%或以上學生同意：               <ul style="list-style-type: none"> <li>● <i>My schoolmates actively participate in extra-curricular activities</i> 同學積極參與課外活動等</li> <li>● <i>Through participation in the school's extra-curricular activities, their learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.</i> 透過參與學校的課外活動，他們能獲得更多的學習機會，如獲得課外知識和生活技能</li> </ul> </li> </ul>	■ Questionnaires 問卷	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
	<p>1.5.4 Sports Day: to increase students' cohesion 舉行學生運動會，加強學生凝聚力</p> <p>1.5.5 Organize the Asia Game activities 舉行亞運動會相關活動</p> <p>1.5.6 Organize a Physical Fitness Test each year 每年一次體適能測試</p>	<ul style="list-style-type: none"> <li>80% or above students like to join the sport day. 80%或以上學生表示喜歡參加運動會</li> <li>75% or above teachers agree that the atmosphere is enthusiastic. 75%或以上教師同意運動會的氣氛熱烈</li> <li>Organize at least one Asian Games activity 成功舉辦至少一個亞運活動</li> <li>75% or above students can get the bronze medals or above. 75%或以上學生能在體適能測試中拿取銅獎或以上</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meeting 檢討會議</li> <li>Questionnaire 問卷</li> </ul>	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 Support students with different abilities by providing necessary supports. 為有需要的學生提供支援	<p>1.6.1 Invite school social workers for the 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 raise the virtue of caring in class 延伸「關懷小天使計劃」，發揚班中及跨級關愛精神</p> <p>1.6.3 Carry out adaptation for students with SEN 為有特殊教育需要學生在考試安排作調適</p> <p>1.6.4 Whole Person Development Lesson can improve students’ life skills. 透過「成長課」，提昇學生生活技巧</p>	<p>■ The mechanism is successfully followed and continues to support the 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>■ 75% or above teachers agree that the scheme: 75%或以上教師同意該計劃： ● <i>Can foster the virtue of caring in class</i> 培養班中關愛精神</p> <p>■ 75% or above teachers agree that the arrangement of the exam adaptation: 75%或以上教師同意安排考試安排調適： ● <i>Can cater for the special need of SEN students</i> 能照顧學童特殊教育需要</p> <p>■ 75% or above teachers agree that the WPD lesson: 75%或以上教師同意成長課： ● <i>Can raise the ability of students’ personal, social learning, learning and life skill</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>	Whole year 全學年	<p>School Discipline and Counseling Committee 訓輔組</p> <p>Social Worker 專業社工</p> <p>Curriculum Committee 課程組</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
	1.6.5 Set up after school tutorial classes for supporting students' academic needs 設課後補習班，為學生提供學業上的支援	<ul style="list-style-type: none"> <li>65% or above parents and teachers agree that the after-school tutorial classes: 65%或以上家長及教師同意課後補習班：</li> <li>● <i>Can support their children's learning</i> 為學生提供學業上的支援</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meeting 檢討會議</li> <li>Questionnaire 問卷調查</li> </ul>	Whole year 全學年	ECA Committee 課外活動組	
	1.6.6 Publish the students' outstanding works in school publications 出版學生作品集，展示學生優秀作品	<ul style="list-style-type: none"> <li>Publish the <i>Compendium of Masterpieces (Issue 3)</i> and other school publications successfully. 成功出版第三期&lt;&lt;森思&gt;&gt;及活動紀念集</li> </ul>	<ul style="list-style-type: none"> <li>Collection of suggestions from parents and teachers 收集家長及教師意見</li> </ul>	Whole year 全學年	Visual Art Group 視藝組  Editorial Team 編輯組	
1.7 Strengthen the connection of school with outsiders to support students' development in various aspects. 學校加強校外間聯繫對外宣傳，以支援學生各方面發展	1.7.1 Keep a good connection with community, the NGO and other schools to meet the school-based needs, to support the school activities and show the 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"> <li>Advertise on newspapers and newsletter. 刊登學校廣告</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Count of the number of parents who joined 統計家長參與人數</li> <li>Observation of parents' engagement 學生及家長投入程度</li> </ul>	Whole year 全學年	ECA Committee 課外活動組	
	1.7.2 Enhance the running of PTA 加強家長教師會的運作	<ul style="list-style-type: none"> <li>Build up a webpage of PTA. 設立家長教師會網站</li> <li>Hold regular meetings. 定期舉行籌辦會議</li> </ul>	<ul style="list-style-type: none"> <li>Collection of parents' advices 收集家長意見</li> </ul>	Whole year 全學年	Members of PTA 家教會成員	



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
	1.7.3 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"> <li>60% or above parent participants agree that the activities can strengthen their parental skill.</li> <li>60%或以上出席家長同意活動能提昇教育子女的技巧</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire 問卷</li> </ul>	Whole year 全學年	Social worker 社工	
	1.7.4 Reinforce parental education and encourage parents to become the partner of our 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"> <li>Organize at least two workshops for parents. 至少舉行兩次家長工作坊</li> <li>Parent volunteers actively engaged in school activities. 家長義工樂於參與學校活動</li> </ul>	<ul style="list-style-type: none"> <li>Count of the number of parents who joined 統計家長參與人數</li> <li>Parents' degree of engagement 家長投入程度</li> <li>Evaluation in meeting 檢討會議</li> </ul>	全學年	Social worker 社工  Members of PTA 家教會成員	





## Major Concern 2: Foster School Reading Culture 推展學校閱讀文化

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	Resourc es 所需 資源
2.1  Build up whole school reading culture 建立校園閱讀氣氛	2.1.1 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"> <li>■ 95% or above students have joined in the activities. 95%或以上學生參與校本閱讀獎勵計劃</li> <li>■ 50% or above students have attained prizes. 50%或以上學生能獲頒閱讀獎項</li> <li>■ 70% or above parents and teachers agree that 70%或以上受訪家長及教師均同意：</li> <li>● <i>The Reading Award Scheme can build up students' knowledge and skills</i> 閱讀獎勵計劃能提昇學生的課外知識</li> <li>● <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</li> <li>● <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</li> </ul>	<ul style="list-style-type: none"> <li>■ Observation of students' &amp; teachers' engagement 觀察學生及教師投入程度</li> <li>■ Statistics of students'/ teachers' involvement in activities 統計學生參與活動人數</li> <li>■ Questionnaires 問卷調查</li> </ul>	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	Resourc es 所需 資源
	2.1.2 Teachers or students share books in the morning assembly. 教師及學生在早會分享圖書	<ul style="list-style-type: none"> <li>70% or above of students have a warm reaction. 70% 或以上學生反應良好</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> <li>Statistics of students'/ teachers' involvement in activities 統計學生參與活動人數</li> </ul>	Whole year 全學年	Class teachers and Reading Promotion Team 班主任及推廣閱讀組	
2.2 Raise the reading motivation of students 提昇學生閱讀動機	2.2.1 Set up a Morning Reading Lesson to foster students' reading habits 訂立早讀課時段，培養學生閱讀習慣	<ul style="list-style-type: none"> <li>70% or above students agree that they like the Morning Reading Lesson. 70% 或以上學生表示喜歡早讀課</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire 問卷調查</li> </ul>	Whole year 全學年	Class teachers and Reading Promotion Team 班主任及推廣閱讀組	
	2.2.2 Join the reading activities organized by Po Leung Kuk 參加保良局舉辦之閱讀計劃	<ul style="list-style-type: none"> <li>Join the "Po Leung Kuk Honour with Books Program" 參加「保良局命名捐書活動」</li> </ul>	<ul style="list-style-type: none"> <li>Committee meetings 檢討會議</li> </ul>	Whole Year 全學年	Reading Promotion Team 推廣閱讀組	
	2.2.3 Subscription to newspapers for students 為學生代訂中英文報紙	<ul style="list-style-type: none"> <li>75 % or above teachers agree that: 75% 或以上教師表示：</li> <li><i>Students like reading.</i> 學生喜愛閱讀</li> <li><i>My students are often able to use a variety of resources in learning, such as the Internet and the library</i></li> </ul>	<ul style="list-style-type: none"> <li>Committee meetings 檢討會議</li> <li>Questionnaires 問卷調查</li> </ul>	Whole year 全學年	Class teachers and Reading Promotion Team 班主任及推廣閱讀組	
	2.2.4 Assist P.1 students to apply for the public library cards 協助一年級學生申請圖書證					



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	Resourc es 所需 資源
		<p>學生經常運用不同的資源學習，例如互聯網、圖書館等</p> <ul style="list-style-type: none"> <li>70% of parents agree that: 70% 家長同意</li> <li><i>My child often reads materials such as leisure reading materials and newspapers outside classes</i> 子女經常在課餘閱讀課外讀物，例如課外書及報刊等</li> </ul>				
	2.2.5 Training of Reading Fairies and shared reading with junior students 訓練閱讀小精靈，與同學進行分享閱讀	<ul style="list-style-type: none"> <li>At least 10 students are trained to be Reading Fairies and librarians. 培訓至少10位學生閱讀小精靈及圖書館管理員</li> </ul>				
	2.2.6 Training of school librarians 培訓圖書館管理員					
2.3 Raise the reading motivation of students 提升家長輔導子女閱讀技巧	2.3.1 Parents telling stories to students in the morning reading periods 故事姨姨向學生分享故事	<ul style="list-style-type: none"> <li>Parents enjoy telling stories to students. 故事姨姨為學生說故事</li> <li>Students enjoy listening to stories. 學生樂於聽故事</li> </ul>	<ul style="list-style-type: none"> <li>Observation of students' / parents' engagement 觀察學生/家長投入程度</li> </ul>	Whole year 全學年	Class teachers and Reading Promotion Team 班主任及推廣閱讀組	



### Major Concern 3: Formulate the Mechanism of School Self-Assessment 制訂學校自評機制

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 Set up a self-assessment mechanism which covers the whole school and individual subjects, according to the school developmental stages. 學校根據發展歷程，訂立自評機制，能涵蓋學校及科組	3.1.1 All teachers join the self-evaluation meetings. 所有老師均參與校情檢視會議，勇於表達意見	<ul style="list-style-type: none"> <li>■ The attendance rate of teachers meets 90%. 教師出席率達 90%</li> <li>■ 70% of teachers agree that: 70% 或以上教師同意               <ul style="list-style-type: none"> <li>● <i>The school's decision-making process is transparent</i> 學校的決策具透明度</li> <li>● <i>The school has a clear direction of development</i> 學校有清楚的發展方向</li> <li>● <i>They agree with the school's direction of development</i> 認同學校的發展方向</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Review the meeting minutes 檢視會議紀錄</li> <li>■ Questionnaire 問卷調查</li> </ul>	Whole year 全年          December 十二月	Administrative Committee 行政組別	
	3.1.2 IMC members evaluate and follow up the implementation of school policies. 校董會成員能定期檢討工作進度並作出適當的跟進				IMC members and administrative groups 校董會成員及行政組別	
	3.1.3 Compile the school annual plan and annual report and open to public via the school website 能依時完成有關的周年校務報告及學校發展計劃書，並上載網站以供社會人士瀏覽					
	3.1.4 Subject groups can follow the SSE flow path in order to cultivate the self-evaluation culture 各組依循自評機制流程，以自我完善，發展學校自評的文化	<ul style="list-style-type: none"> <li>■ Revise the SSE flow path. 修訂學校自評機制流程圖</li> <li>■ Subject groups can follow the self assessment flow path and attain self-enhancement. 各科均能依據機制自我改進</li> </ul>	<ul style="list-style-type: none"> <li>■ Meeting minutes 會議紀錄</li> <li>■ Subject year plan 工作計劃</li> <li>■ Subject year report 工作報告</li> </ul>	Whole year 全年	All groups 各科組  Administrative group 行政組別	



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>3.1.5 Report schools' performance to stakeholders in various ways, such as website, meetings and circulars, etc 因循不同的途徑公佈評估數據，包括學校網站、簡報會、印刷刊物等</p> <p>3.1.6 Update school website regularly 定期更新學校網站</p>	<ul style="list-style-type: none"> <li>■ Organize two Parent Days a year. 如期舉行兩次家長日</li> <li>■ Compile publication or reports periodically. 出版通訊或刊物等公佈評估數據</li> <li>■ Can update school website regularly. 能每天更新網站</li> <li>■ 80% or above parents agree that: 80%或以上家長同意：</li> <li>■ <i>The school often keeps parents informed of school affairs and development.</i> 學校經常讓家長知道學校的情況和發展</li> <li>■ <i>There are sufficient channels, such as parents' day, the school website, school post box, etc., for them to express their views to the school</i> 他們有足夠渠道向學校表達意見、如家長日、學校網頁、學校信箱等</li> <li>■ <i>The school is willing to listen to the views of parents.</i> 學校樂於聽取家長的意見</li> <li>■ <i>75% or above teachers agree that the school actively reports to teachers, students' and parents' the results of its self-evaluation.</i> 75%或以上教師同意學校積極向教師、學生及家長匯報自評結果 教師、學生及家長匯報自評結果</li> </ul>	■ Questionnaire 問卷調查	Whole year 全年	<p>Administrative group 行政組</p> <p>Editor group 編輯組</p> <p>IT administrative group 資訊科技行政組</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
	3.1.7 Carry out and analyze questionnaires among stakeholders for further development use 進行持分者問卷調查，並分析數據，作為檢討及發展之用	<ul style="list-style-type: none"> <li>80% or above teachers agree that the feedback from stakeholders: 80%或以上教師均同意評估數據：</li> <li><i>Can encourage the self-enhancement of subject groups</i> 促進各科組的自我改進</li> <li><i>Can enhance the accountability of school management</i> 能加強學校的問責性</li> </ul>	<ul style="list-style-type: none"> <li>EDB Stakeholders questionnaire 教育局持分者問卷</li> <li>School-based questionnaires 校本問卷</li> </ul>	February 二月 Whole year 全年	IT group 資訊科技行政組  Administrative groups 行政組別	
	3.1.8 Make use of the E-platform for School Development and Accountability (ESDA) for School Self Evaluation (SSE) 利用「學校發展與問責」數據電子平台數據電子平台協助學校自評工作	<ul style="list-style-type: none"> <li>Compile the KPM report. 完成「學校表現評量報告」</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of KPM Report 檢視報告</li> </ul>	June 六月	Administrative group 行政組別	
	3.1.9 Rearrange personnel matters 重組學校人事架構	<ul style="list-style-type: none"> <li>Compile the function and responsibility of different groups. 釐定各科組的職權和責任</li> <li>Reinforce the communication between management groups and teachers. 加強領導層與教職員緊密溝通</li> </ul>	<ul style="list-style-type: none"> <li>Organization Chart and the duty roster 架構圖及職務分工表</li> </ul>	August 八月	Principal and vice-principal 校長及副校長	





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
	3.1.10 Teachers will be allocated to a different groups/ committee according to their skill 按照教師的專長，分配在不同的組別	<ul style="list-style-type: none"> <li>■ 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</li> </ul>	<ul style="list-style-type: none"> <li>■ Evaluate teachers' performance 檢視教師表現</li> </ul>	Whole year 全年	Principal and vice-principal 校長及副校長	
	3.1.11 Compile the Policy Handbook 製訂程序手冊，優化行政程序及運作	<ul style="list-style-type: none"> <li>■ Completion of the Policy Handbook. 完成程序手冊的編纂</li> </ul>	<ul style="list-style-type: none"> <li>■ Evaluate the handbook 檢視手冊</li> </ul>	Whole year 全年	vice-principal 副校長	
3.2 Monitor the work plan accomplishment and assess its effectiveness by qualitative and quantitative success indexes 科組能利用	3.2.1 Questionnaires or immediate post-activity meeting will be used as an effectiveness assessment 大型活動後作即時會議或問卷調查作檢討，以評估成效	<ul style="list-style-type: none"> <li>■ Self-evaluation meeting after the activities. 各科組大型活動後能檢討活動成效</li> <li>■ The evaluation result of subject groups can be applied to next planning. 各科組能把成效評估運用於下一次的計劃中</li> </ul>	<ul style="list-style-type: none"> <li>■ Evaluation in meetings 檢討會議</li> </ul>	Whole year 全年	Subject groups 各科組長	



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
質化及量化的成功 準則指標，監測工作 計劃的推行及評估 其成效	<p>3.2.2 Evaluate the performance indicators and success criteria of each subject plan 檢視各科組工作計劃內的 成功準則</p> <p>3.2.3 Senior teachers join the subject meetings 主任列席各科組會議</p>	<p>■ Every subject group should have at least 4 meetings per annum to discuss the working plan. 每年各科舉行至少四次會議，檢視教學／活動進度</p> <p>■ 80% or above teachers agree: 80% 或以上教師同意：</p> <ul style="list-style-type: none"> <li>● <i>The subject panel/ committee heads provide effective guidance to the development of their panels/committees.</i> 科組主管能有效帶領科組工作</li> <li>● <i>The subject panel /committee heads effectively evaluate the effectiveness of the work of their panels/committees.</i> 科組主管能檢視科組工作成效</li> </ul>	<p>■ Evaluation in meeting 檢討會議</p> <p>■ Questionnaires 問卷</p>	Whole year 全年	Subject groups 各科組	

**Major Concern 4: 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
<p>4.1 Build up the learning content and experience according to curriculum innovations.</p> <p>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</p>	<p>4.1.1 For P.1 students, Cross subject project learning Assessment—school-based curriculum integrated with learning and life, providing a diverse learning experience for students putting into practice Life-wide Learning. 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；引入不同的主題的課程模式，實施跨學科之「全方位學習」的專題研習模式</p> <p>4.1.2 P.4 students will conduct project learning outside HK. 四年級進行境外專題研習學習活動</p>	<ul style="list-style-type: none"> <li>■ 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</li> <li>■ Students are actively engaged in project learning 學生積極投入專題研習活動</li> <li>■ Compile half of the 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之一半</li> <li>■ 70% or above parents/teachers agree that the project learning assessment: 70%或以上受訪家長/教師均同意專題研習評估： <ul style="list-style-type: none"> <li>● <i>Can raise students' independent learning ability</i> 能激發學生自學能力</li> <li>● <i>Can arouse students' interest in learning</i> 能提昇學生的學習興趣</li> <li>● <i>They are generally satisfied with the project learning assessment</i> 整體上感到滿意</li> </ul> </li> <li>■ 70% or above students agree that: 70%或以上學生同意：</li> </ul>	<ul style="list-style-type: none"> <li>■ Evaluation of students' work 檢視學生課業</li> <li>■ Evaluation in meeting 檢討會議</li> <li>■ Questionnaire 問卷調查</li> </ul>	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
		<ul style="list-style-type: none"> <li>The teachers often arrange learning activities outside class for us, such as project learning week, visit, trips, etc. 老師經常為我們安排課外以外的學習活動，如專題研習周、參觀等</li> </ul>				
4.2 Provide a curriculum that is compatible with the basic ability assessment and TSA, using the results as an index to check the standard the students have attained in different subjects. 各科課程能配合基本能力評估、全港性系統評估，利用測驗數據及指標，檢視學生各科學習水平	4.2.1 Set up exam papers and design curriculum according to the style of TSA, so as to familiarize students with the assessment 擬題形式參考 TSA 模式，並在課程結合全港性系統評估，讓學生熟習評估模式	<ul style="list-style-type: none"> <li>20% of P.2 papers and 40% of P3-4 papers are designed based on TSA. 20% (小二) 40% (小三、小四) 或以上之考題能結合全港性系統評估形式</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> <li>Record of assessment 評估資料</li> </ul>	Whole year 全學年	Curriculum Group 課程組  Subject Groups 各科組	
	4.2.2 Provide extra TSA training at classroom 於課堂以外中加入 TSA 訓練	<ul style="list-style-type: none"> <li>Provide 20 extra enhancement TSA training lessons. 於訓練月額外加入二十節增潤訓練</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> </ul>	January to May 一至六月	School and Student Affairs Committee 學校及學生事務組	
	4.2.3 Division of classes in P.3 Maths lessons 三年級數學科採分班制，加強 TSA 應試	<ul style="list-style-type: none"> <li>The Maths TSA results can be improved after the division of class. 編班後能提昇 TSA 數學成績</li> <li>85% or above Maths teachers agree that the division of classes: 85% 或以上數學教師同意分班制</li> <li>Can cater for the differences between NC and Chinese students 能照顧中外籍學生之學習差異</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of teaching schedule 檢視進度</li> <li>Evaluation in meetings 會議檢討</li> </ul>	Whole year 全學年	Maths Group 數學科	



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
4.3 Introduce different modes of assessment to facilitate students' learning. 引入不同的評估模 式促進學生學習	4.3.1 Build up a data base and index for all assessments and exams, to check the standard of 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	<ul style="list-style-type: none"> <li>Main subject teachers finish the Statistic of students' performance in exams. 各主科老師完成測考分數統計及 成績檢討</li> <li>Subject teachers propose plannings in improving teaching effectiveness. 各科制訂提升教學效能的方針</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> </ul>	Whole year 全學年	Curriculum Group 課程組  Subject groups 各科組	
	4.3.2 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	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation in meetings 檢討會議</li> </ul>	Whole year 全學年	IT administrative team 資訊科技 行政組	
	4.3.3 To integrate with the curriculum, the marks from the project learning will rate 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	<ul style="list-style-type: none"> <li>90% or above P.1 students can get 7 marks or above from project learning. 90%或以上小一學生在專題研習 評估上能取得7分或以上</li> </ul>	<ul style="list-style-type: none"> <li>Statistics of students' results 統計學生得 分比率</li> <li>Evaluation in meeting 檢討會議</li> </ul>	Whole year 全學年	Curriculum Group 課程組	
	4.3.4 Introduce different modes of assessment to facilities students' learning 各科加入不同評估模式，以促 進學生學習	<ul style="list-style-type: none"> <li>Self/peer evaluation are included in major subjects. 各級中英數科課堂練習，加入對學 生自評或互評元素</li> </ul>	<ul style="list-style-type: none"> <li>Book checking 檢視簿冊</li> <li>Evaluation in meeting 檢討會議</li> </ul>	Whole year 全學年	Curriculum Group & 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
4.4 Build up a teacher learning group to update knowledge of educational innovations and trends, to raise the teaching quality and make 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	4.4.1 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"> <li>■ Each teacher conducts lesson observation at least 4 times per annum. 每位老師需觀課最少 4 節</li> <li>■ Each teacher should be observed by other teachers twice. 每位老師被觀課最少 2 節</li> <li>■ Subject teachers conduct collaborative meetings twice a month. 每月科組進行集體備課兩次</li> <li>■ 80% or above teachers agree that: 80%或以上老師同意</li> <li>● <i>Lesson Observation can help them in self-reflection.</i> 觀課能提昇教師教學反思能力</li> </ul>	<ul style="list-style-type: none"> <li>■ Observation form 填寫觀課表</li> <li>■ Questionnaire 問卷調查</li> <li>■ Evaluation in meetings 檢討會議</li> </ul>	Whole year 全學年	Subject groups 各科組  Administrative group 行政組別	Observation form 觀課表  Records of subject collaborative meeting 備課紀錄表
	4.4.2 Build up a comprehensive appraisal system 訂立教師考績制度	<ul style="list-style-type: none"> <li>■ 80% or above teachers agree that: 80%或以上教師同意：</li> <li>● <i>The staff appraisal system can assess teachers' work performance fairly.</i> 學校考績制度能公平地評鑑教師的工作表現</li> <li>● <i>Staff appraisal is conducive to my professional development.</i> 學校考績有助我的專業成長</li> <li>● <i>Staff appraisal is targeted at promoting teachers' professional development.</i> 學校考績以發展教師的專業成長為目的</li> </ul>	<ul style="list-style-type: none"> <li>■ The appraisal record 考勤紀錄表</li> <li>■ Questionnaire 問卷</li> </ul>	August 八月	Principal and vice-principal 校長及副校長	





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>4.4.3 Improve students' English standard by applying for the "English Enhancement Grant Scheme for Primary Schools" 透過申請語文基金，提升學生的英語水平</p> <p>4.4.4 Encourage teachers to join different training programs or courses 鼓勵教師參與各項培訓課程及運用所學</p>	<ul style="list-style-type: none"> <li>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</li> <li>The average number of hours devoted in professional development is 30 hours. 每人每年平均進修時數達 30 小時</li> </ul>	<ul style="list-style-type: none"> <li>Statistics in professional development 統計進修時數</li> <li>Lesson observation 課堂觀察</li> </ul>	Whole year 全學年	English Group 英文組  School and Student Affairs Committee 學校及學生事務組	Teacher professional development records 教師進修時數及紀錄表
	4.4.5 Organize Teacher Development Activities 舉辦教師發展活動	<ul style="list-style-type: none"> <li>Organize Teacher Development Activities twice a year 每年舉行教師發展活動 2 次</li> <li>Teachers are actively engaged in the Teacher Development Activities. 教師踴躍參與活動</li> <li>80% or above teachers agree that: 80% 或以上教師同意： <ul style="list-style-type: none"> <li><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</li> <li><i>The school has developed an ambience of professional exchange and enhancement</i> 教師的專業交流風氣已形成</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires 問卷</li> <li>Evaluation in meetings 檢討會議</li> </ul>	Whole year 全學年	School and Student Affairs Committee 學校及學生事務組  Curriculum Group 課程組	



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
	<p>4.4.6 Improve the “Teacher Mentorship Scheme” to help new teachers through lesson observation and discussion, lesson plan analysis and other professional knowledge</p> <p>優化「教師入職啟導計劃」，讓新任教師得到觀課、課後會談及課堂分析等專業知識，以輔導校內的新入職教師，把專業知識薪火相傳及讓其更快地融入這個大家庭</p>	<ul style="list-style-type: none"> <li>■ All teachers have joined the scheme. 所有新入職教師參與此計劃</li> <li>■ 80% or teachers agree that: 80%或以上教師同意：</li> <li>● <i>The Scheme can support new teachers</i> 「教師入職啟導計劃」能支援新老師</li> <li>● <i>The Scheme can boost new teachers' confidence in teaching.</i> 計劃能提昇新教師教學信心</li> <li>● <i>Mentor and mentees cooperate with one another happily</i> 師徒間合作愉快</li> </ul>	<ul style="list-style-type: none"> <li>■ Questionnaires 問卷</li> <li>■ Evaluation meetings 檢討會議</li> </ul>	Whole year 全學年	<p>School and Student Affairs Committee</p> <p>學校及學生事務組</p>	

**Budget 2010-11****二零一零/一一年度財政預算**

		收入 Income \$	支出 Expenditure \$
<b>I</b>	<b>Government Funds 政府基金</b>		
	Direct Subsidy Scheme 直接資助津貼	9,059,148.00	11,304,332.27
	Capacity Enhancement Grant 學校發展津貼	196,098.00	196,098.00
	IMC Grant 法團校董會津貼	-	-
	Sub-Total 小結：	9,255,246.00	11,500,430.27
<b>II</b>	<b>Other Funds 其他津貼</b>		
	English Enhancement Grant 提升小學英語水平津貼	415,000.00	350,000.00
	Reimbursement of Rents & Rates 地租及差餉津貼	266,640.00	274,292.57
	One-off Grant for Procurement of e-Learning Resources 資訊科技綜合津貼	33,680.00	33,680.00
	Environment and Conservation Fund 環保及自然保育基金	1,002,780.00	1,002,780.00
	Understanding Our Motherland - Programme 2010「赤子情 中國心」資助計畫 2010	18,240.00	18,240.00
	Greening School Subsidy Scheme 2010/11 綠化校園計劃津貼	12,000.00	12,000.00
	Jockey Club Life-wide Learning Fund 香港賽馬會全方位學習基金	4,160.00	4,160.00
	School-based After-school Learning and Support Programme 2010/11 全方位課後學習基金	1,600.00	1,600.00
	Sub-Total 小結：	1,754,100.00	1,696,752.57
<b>III</b>	<b>General Funds 學校津貼 (一般津貼)</b>		
	School Fees 學費	3,739,200.00	2,101,592.20
	Application Fees Income 報名費	19,900.00	
	Hire of School Premises/Rental Income 租借校舍收入	10,000.00	
	Donations 籌款	20,000.00	20,000.00
	Po Leung Kuk QE Fund 保良局優質教育基金	262,500.00	381,260.00
	Donation Fund by Dr Lam Man Chan 林文燦博士命名捐款	2,338,219.45	2,338,219.45
	Sub-Total 小結：	6,389,819.45	4,841,071.65

結餘 Balance：

639,089.04