



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

**School Annual Plan
(Year 2013/2014)**

**學校周年發展計劃
二零一三至二零一四年度**



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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 of different levels operate on a non-profit making basis. The mission and policy of affiliated schools put 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, 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 Department of Po Leung Kuk affiliated schools is a Department 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 co-exist 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-Government Organization established by the Chinese. The Kuk is concerned about the community and the Mainland and dedicate 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 different nationalities, which in turn nurture 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 and positive moral attitude as the basis of a whole-person education of love and care.

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 students’ 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 them 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 them 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 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. Since 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 has developed to 22 classes, i.e., four P.1-P.4 classes, three P.5-6 classes in 2013.

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，並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，發展至現在共有 22 班：小一至小四各四班、小五至小六各三班。

2.5 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 are of different ethnic groups, we have 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) 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 a shared vision and are able to foster collaboration 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 PLK Internal Audit Department, financial guidelines are clearly set 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;
教師重視其專業發展，不斷進修以提昇教學效能；
- Native English and Putonghua teachers enjoy teaching and in turn enhance students' listening and speaking ability in 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, thus providing them with an opportunities to achieve success and satisfaction;
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 is appreciated by 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 a few English primary schools in Kowloon city and our school enjoys good reputation among non-Chinese speaking students;
由於九龍城區英文小學不多，故本校尤受外籍學生歡迎。
- Our 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；
- DSS primary schools are free to decide their curriculum and offer principally a curriculum targeted at the needs of local 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。
- The school participate actively in conducting inter-school competitions, such as being the Chairman of Basketball Committee of the Hong Kong Schools Sports Federation (HKSSF).
學校能投入協助社區舉辦聯校比賽，成為學體會籃球主委一職。



Weaknesses 弱項

- Having one-school-two-campus raises the administrative and management cost of school;
一校兩舍措施會增加行政及管理支出；
- 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；
- Teachers with less teaching experience face challenges in dealing with students' learning needs and misbehaviour 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；
- As there is continuous growth of human resources, there is room for improvement in the framework of management and planning;
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 leadership capacity of senior teachers and heads of panels and Departments particularly in the area of the curriculum, needs to be strengthened;
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；
- Over half of students are non-Chinese students and all subjects except Chinese are taught in English, therefore the opportunity of using Chinese is relatively reduced.
超過一半的學生為非華語學童，除中文科外，所有科目都用英語授課，故學習中文機會相對減少；

Opportunities 機項

- PLK, the government and the community provide continual 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；
- Good reputation in the district is an asset of school that enhances its competitive advantage. The school is regarded as reliable and trustworthy by parents;
於同區開始建立名聲，成為家長的信任及支持的對象；
- The team spirit and discipline training is geared towards students' accomplishment in quality and moral;
積極提倡團體精神及紀律訓練，培養學生個人素養及品德；
- Our school is able to develop appropriate links and good relationship with external organizations such as kindergartens and secondary schools in accordance with their development needs of admission and promotion;
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 good 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。



Threats 危項

- As there is no railway station near our school, it is inconvenient for those who live far away;
由於本區欠缺地鐵系統，對於住處較遠的學生帶來不便；
- Our school has financial stress due to the high cost of running two campuses, and having limited income and resources;
本校資源及收入均有限，加上經營兩個校舍開支龐大，確為本校的財政帶來壓力；
- It is unavoidable to have teachers and students to travel between the two campuses from time to time, yet it is definitely not a satisfactory arrangement and there is the risk of danger for teachers and students;
學生及教師需於兩校穿梭，馬路熙來攘往，過馬路時易生危險；
- The campuses are both more than 50 years old. The school facilities are evidently not enough compared to other fee-paying schools.
校舍樓齡達五十多年，設備殘舊，相比一般收費的學校，配套嚴重不足。

4. Major Concerns 2013-2014

關注事項 2013-2014

(According to Priority 以優次排列)

1. Enhance students' learning performance
提昇學生學習表現
2. Build a healthy, caring and loving culture
建立校園關愛健康文化
3. Improve Information Technology tools and learning platform
優化資訊科技工具及學習平台



5. School Annual Plan 2013-2014 學校周年發展計劃 (2013-2014)

Major Concern 1: Enhance students' learning performance 提昇學生學習表現

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 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</p>	<p>1.1.1 Encourage students to prepare a notebook for pre-lesson self-study tasks in all subjects, such as data collection, web exercises, dictionary use, mind map drawing, vocabulary building and self-designed questions, etc 協助學生在各科加入課前預習寶庫作課前預習，包括搜集資料、完成網上練習、查字典、積累生詞、腦圖學習及自擬題目等</p> <p>1.1.2 Make use of web-based learning tools 運用網上學習平台進行學習</p> <p>1.1.3 Carry out project learning for P.1, 4-6 指導一、四至六年級學生進行專題研習</p>	<ul style="list-style-type: none"> ■ Teachers are able to assign pre-lesson tasks 教師能加入課前預習 ■ At least 80% of teachers agree that pre-lessons self-study tasks can foster students' self-directed learning skills 80%教師認為課前預習能提昇學生的自學能力 ■ At least 70% of students who have an internet connection at home can use the learning platforms provided by the publisher 70%學生能在家中上網，完成出版社提供之學習平台 ■ Project Learning can be developed successfully 成功舉行專題研習 ■ The softcopies of departments and subject groups can be more systematic 各科組文件管理系統化 	<ul style="list-style-type: none"> ■ Evaluation of students' work 檢視學生課業 ■ Evaluation in meetings 檢討會議 ■ Lesson observation 觀課 ■ Questionnaire 問卷調查 	<p>Whole year 全年</p> <p>Whole Year 全年</p> <p>November, January & March 十一月、一月及三月</p>	<p>English, GS, Chinese, Basic Chinese 英文、常識、中文、基礎中文</p> <p>English, GS, Chinese, Basic Chinese, VA, IT 英文、常識、中文、基礎中文、美術、資訊科技科</p> <p>GS Subject 常識科</p> <p>All Department & Subject groups 所有組別及科組</p>	
<p>1.2 Cooperate with HKIEd to provide training to middle management teachers 與香港教育學院合作，為中層管理人員提供訓練</p>	<p>1.2.1 Enhance knowledge management in teaching and learning 在學與教範疇進行知識管理</p>	<ul style="list-style-type: none"> ■ Senior and acting senior teachers join the training courses 主任及副主任參加培訓課程 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 	<p>Whole year 全年</p>	<p>School Administrative Department 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
1.3 Build up the learning content and experience according to curriculum innovations 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	1.3.1 Optimize school-based learning materials for students 優化校本課程 1.3.2 Provide various excursions for students to broaden their knowledge 為學生提供境外學習活動，廣濶知識	<ul style="list-style-type: none"> ■ Improve P.1 school-based integrated curriculum 優化一年級綜合課程 ■ Learning booklets can be made for excursions 設計境外學習冊 ■ Students have the opportunity to join China and overseas exchange programmes 學生有機會到國內及國外進行交流 ■ At least 80% of parent participants /teachers agree that: 80%或以上參與家長/教師均同意： <ul style="list-style-type: none"> ● <i>The excursions can raise students' independent learning ability</i> 境外學習能激發學生自學能力 ● <i>The excursions can arouse students' interest in learning</i> 境外學習能提昇學生的學習興趣 ● <i>Students are generally satisfied with the project learning assessment</i> 整體上對專題評估感到滿意 	<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 	Whole year 全學年	Curriculum Department and subject groups 課程組及各科組 Activities Department 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
1.4 Provide after-school tutorial services for non-Chinese speaking students 為非華語學生提供課後活動班	1.4.1 Provide support to non-Chinese speaking students 支援非華語學生語文學習	<ul style="list-style-type: none"> Compile school-based Chinese curriculum for P.2 & 5 non-Chinese speaking students. 編纂二及五年級非華語學童校本中文課程 Professional support provided by social service centres 社福機構提供到校支援服務 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 	Whole year 全學年	Basic Chinese Group 基礎中文組	
		<ul style="list-style-type: none"> “After-school Chinese learning activities or enhancement Scheme” for non-Chinese speaking students were implemented successfully 成功施行「課後中文延展學習計劃」 	<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	
1.5 Enhance language learning experience 提昇學生語文學習經驗	1.5.1 Arouse students' interest in learning Putonghua by various language learning activities 透過語文學習活動，提昇學生學習普通話的興趣	<ul style="list-style-type: none"> Students have Putonghua performance 安排學生作普通話表演 Students learn Putonghua during festival celebrations 學生於節日慶祝學習普通話 Student participate in Putonghua Public Exam 學生能參加普通話公開考試 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 	Whole year 全學年	Chinese & Basic Chinese Groups 中文組及基礎中文組	



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
	1.5.2 Promote reading & writing strategies in English and Chinese subjects 於英文及中文科加入推廣閱讀及寫作策略	<ul style="list-style-type: none"> ■ Design a whole school reading and writing framework 設計全校閱讀及寫作策略 ■ Reading booklist is proposed with reference to reading strategies for different levels 在閱讀教學策略中，配合各級的必讀書目 ■ Complete P1-6 reading scheme for Chinese 完成一至六年級中文科閱讀計畫 	<ul style="list-style-type: none"> ■ Lesson observation 觀課 ■ Book checking 檢查課業 ■ Evaluation in meeting 檢討會議 	Whole year 全學年	Curriculum Department 課程組 Main subjects Group 主科 Chinese and English Group 中文及英文科	
1.6 Support students' learning needs 為學生提供學業上的支援	1.6.1 Organize 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"> ■ At least 80% or above parent participants and teachers agree that the after-school tutorial classes can support their child's learning 80%或以上參與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	
	1.6.2 Provide Chinese and Mathematics remedial classes / class division to cater for students' individual differences 中文科及數學科設輔導班/按程度分班，以照顧學生的個別差異	<ul style="list-style-type: none"> ■ At least 80% of teachers agree that the remedial classes can cater for individual differences 80%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
	1.6.3 Participate in EDB school-based curriculum support 參與教育局校本課程支援服務	<ul style="list-style-type: none"> ■ The average Maths exam marks of P.2 students can be increased by 10% 二年級學生的數學考試平均成績能提昇 10% ■ Teachers have meeting with EBD consultant every month 每月定期與教育局顧問開備課會議 ■ 80% of teacher participants agree that the scheme can facilitate teacher collaborative learning 80% 參與計劃之老師同意該服務能促進同儕協作 	<ul style="list-style-type: none"> ■ Evaluation of students' results 檢視學生成績 ■ Carry out lesson observation regularly 定期觀課 	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
1.7 Reinforce students' performance in subjects and ECA 加強學生在學科，課外活動之學習效能	1.7.1 Participate in inter-school competitions to enhance students' confidence 參加公開比賽，提昇學生自信	<ul style="list-style-type: none"> Each main subject participates in at least three kinds of inter-school competitions 各科參與至少三項校外比賽 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 	Whole year 全學年	All subject Groups 各科組	
	1.7.2 Assist students to apply for international exams 協助學生參加不同的國際試	<ul style="list-style-type: none"> Help students apply for three international exams 能協助學生報考三個國際公開考試 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 	Whole year 全學年	Curriculum Department, English and Chinese Team 課程組、英文組及中文組	
	1.7.3 Organize cross-campus learning activities to enhance language learning 舉辦跨校舍語言活動	<ul style="list-style-type: none"> At least 90% of teachers agree that the cross-campus activities can enhance students' learning in languages 90%教師同意跨校舍活動能提昇學生語言能力 				
	1.7.4 Use collaborative learning in lessons 加入小組教學活動技巧	<ul style="list-style-type: none"> At least 90% of teachers agree that collaborative learning can enhance students' learning 90%教師同意小組教學能提昇學生語言能力 			All subject groups 各科組	
1.7.5 Recruit an ECA coordinator to coordinate ECA activities and school team administrative works as a whole 聘請課外活動統籌，專責統籌課外活動及校隊行政事宜	<ul style="list-style-type: none"> The running of ECA and school team training is smooth and efficient 課外活動及校隊訓練運作流暢 	<ul style="list-style-type: none"> Evaluation in meeting 檢討會議 	Whole year 全學年	Activities Department, PE Team 課外活動組、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
1.8 Motivate students to read 提昇學生閱讀動機	1.8.1 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"> ■ Design new P.1-2 reading diaries 設計一、二年級新閱讀紀錄冊 ■ At least 90% of students join the Reading Award Scheme. 90%或以上學生參與校本閱讀獎勵計劃 ■ At least 50% of students attain prizes. 50%或以上學生能獲頒閱讀獎項 ■ At least 80% of parents and teachers agree that: 80%或以上受訪家長及教師均同意： <ul style="list-style-type: none"> ● <i>The Reading Award Scheme can build up students' knowledge and skills</i> 閱讀獎勵計劃能提昇學生知識及技巧 ● <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 & Class teachers 推廣閱讀組及班主任	
	1.8.2 Books recommended by parents, teachers and students 由家長、教師及學生推薦好書閱讀	<ul style="list-style-type: none"> ■ Parents, teachers and students recommended 10 good books 家長、老師及學生成功推薦十本好書 	<ul style="list-style-type: none"> ■ Observation of students' & teachers' involvement 觀察學生及教師投入程度 	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
	1.8.3 Encourage students to use our school library to foster reading habits 鼓勵學生使用圖書館，培養學生閱讀習慣 1.8.4 Join the Public Library to promote reading activities 與公共圖書館合作推廣閱讀活動	<ul style="list-style-type: none"> ■ At least 60% of students per class regularly borrow books 每班借閱率平均為60% ■ A reading period added to timetable 每星期增設一節閱讀課 ■ Participate in two external reading activities 成功參與兩項公共圖書館推廣活動 	<ul style="list-style-type: none"> ■ Statistics of books borrowing 借閱統計 ■ 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	
1.9 Raise students' awareness of news and issues 提升高年級學生對時事新聞的觸角	1.9.1 Senior form students subscribe to newspapers and IT Learning Platform 高年級訂購報紙及網上閱讀平台	<ul style="list-style-type: none"> ■ Language teachers design at least 5 exercises based on the newspapers 語文老師能設計最少五則時事新聞閱讀課業 	<ul style="list-style-type: none"> ■ Evaluation of students' work 檢視學生課業 	Whole Year 全學年	Chinese and English Subject Group 中文及英文組 Reading promotion team 推廣閱讀組	
1.10 Introduce different modes of assessment to facilitate students' learning. 引入不同的評估模式促進學生學習	1.10.1 Build up a database and index for all assessments and exams, and check the standard of students in various subjects, 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"> ■ Main subject teachers finish the statistic of students' performance in exams and teachers can diagnose 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 devise more effective teaching strategies. 各科制訂提升教學效能的方針 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 	Whole year 全學年	IT administrative Department 資訊科技行政組 Curriculum Department 課程組 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
	1.10.2 Provide self-learning links on school website, enrich the resources for students' self-learning 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"> ■ Web learning resources are included in exercises 在學生練習上加入網上學習資源 ■ Teachers are able to search for self-learning materials and include them in the curriculum handbook, also 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 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 	Whole year 全學年	IT administrative team 資訊科技行政組	
	1.10.3 Practical assessments are included in results of GS 於常識科加入實作評估	<ul style="list-style-type: none"> ■ At least 70% of above students can get 6 marks or more in practical assessment 70%或以上學生在實作評估上能取得6分或以上 	<ul style="list-style-type: none"> ■ Statistics of students' results 統計學生得分比率 ■ Evaluation in meeting 檢討會議 	Whole year 全學年	GS group 常識組	
	1.10.4 Introduce different modes of assessment to facilitates 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"> ■ Self, parents or peer evaluations are included in all subjects 各科加入學生自評、家長評或互評元素 	<ul style="list-style-type: none"> ■ Book checking 檢視簿冊 ■ Evaluation in meeting 檢討會議 	Whole year 全學年	Curriculum Department & 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
1.11 Build up a “Teacher Learning Group” to update knowledge of educational innovations and trends and 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	1.11.1 Improve the teaching quality through collaborative lesson preparation, lesson observation and learning and educational sharing 透過集體備課及觀課、學習及教育分享提昇教學素質	<ul style="list-style-type: none"> ■ Each teacher conducts lesson observations at least 2 times per annum 每位老師需觀課最少 2 節 ■ Each teacher should be observed by other teachers at least once 每位老師被觀課最少 1 節 ■ Subject teachers conduct collaborative meetings every month 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
	1.11.2 Introduce “Teacher Development Week” to enhance experience sharing in subject groups 設教師發展週，讓教師分享教學經驗	<ul style="list-style-type: none"> ■ At least 80% or above teachers agree that: 80%或以上老師同意 <ul style="list-style-type: none"> ● <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及反思能力 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 	November 十一月	Subject groups 各科組	Observation form 觀課表 Records of subject collaborative meeting 備課紀錄表
	1.11.3 Enhance knowledge management in teaching and learning 在學與教範疇進行知識管理	<ul style="list-style-type: none"> ■ HKIED tutors can support and assist our school’s teaching and learning 香港教育學院導師能為本校學與教提供支援及協助 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 	October to June 十月至六月	Main Subject groups 主科組	Collaborative meeting 備課會議



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
	1.11.4 Encourage teachers to join subject-based training programs or courses 鼓勵教師參與科本培訓課程	<ul style="list-style-type: none"> ■ The average number of hours devoted to external professional development is 20 hours 每人每年平均校外進修時數達 20 小時 ■ Subject teachers should join at least two seminars or workshops of their teaching subjects a year 每人每年至少參與兩項任教科目之工作坊或研討會 ■ Teachers can share workshop materials in subject meetings 教師能於科會中分享所學 	<ul style="list-style-type: none"> ■ Statistics in professional development 統計進修時數 ■ EDB E-service record 教育局電子化進修紀錄 ■ Subject meeting minutes 科會紀錄 	Whole year 全學年	English Group 英文組 Curriculum Department 課程組 Subject Groups 各科組	Teacher professional development records 教師進修時數及紀錄表
	1.11.5 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 ■ At least 80% of teachers agree that: 80% 或以上教師同意： <ul style="list-style-type: none"> ● <i>The teacher development activities can help them with their professional development</i> 學校舉辦的教師專業活動對他們的專業發展有幫助 ● <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 	<ul style="list-style-type: none"> ■ Questionnaires 問卷 ■ Evaluation in meetings 檢討會議 	Whole year 全學年	Social Worker 專業社工 ECA Department 課外活動組 Sponsoring Body 辦學團體	



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
	1.11.6 Improve the “Teacher Mentorship Scheme” for new teachers 優化新老師「教師入職啟導計劃」	<ul style="list-style-type: none"> ■ All new teachers join the scheme 所有新入職教師參與此計劃 ■ At least 80% of teachers agree that: 80%或以上教師同意： ● <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 Discipline and Guidance Department 訓輔組	
1.12 Provide adequate information to parents on students’ preparation for secondary school admission 為學生作升中準備，讓家長有足夠的升學資訊	1.12.1 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 three SSPA talks for parents successfully 成功舉行三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 Team 升中組	
	1.12.2 Hold workshops and talks for P.5&6 students to prepare them for interviews and raise their confidence 為小五、小六學生升中面試作好準備，提昇自信心	<ul style="list-style-type: none"> ■ Organize at least two SSPA preparation workshops for students 成功舉行至少兩次學生升中準備工作坊 	<ul style="list-style-type: none"> ■ Evaluation meetings 檢討會議 	August 八月 January 一月	SSPA Team 升中組	
	1.12.3 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 成功邀請三位校長到校進行講座 ■ At least 70% of parents who attend have a clear picture of the allocation 	<ul style="list-style-type: none"> ■ Questionnaires 問卷 ■ Evaluation meetings 檢討會議 	Whole year 全學年	SSPA Team 升中組	



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
		system 70%參與家長明白本校升中機制				
	1.12.4 Guide students in preparing their own personal portfolio 指導學生製作個人文件夾	<ul style="list-style-type: none"> ■ Students prepare their own personal portfolios 學生能準備個人文件夾 ■ Students prepare a self-introduction 學生能準備一篇個人介紹 	<ul style="list-style-type: none"> ■ Observation 觀察 	Whole year 全學年	SSPA Team 升中組	Personal Portfolio 個人 文件夾



Major Concern 2: 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
2.1 Promote Healthy Living Style 建立健康校園	2.1.1 Organize physical exercises for students 組織學生健康操 2.2.2 Promote Healthy Living month 推廣健康生活月	<ul style="list-style-type: none"> ■ Teachers and students enjoy doing exercises 師生積極參與活動 	<ul style="list-style-type: none"> ■ Observing students' performance 觀察學生表現 	Whole year 全學年 March 三月	PE Group 體育組 GS group 常識科組	
	2.2.3 Make use of public exhibitions to showcase students' learning outcome 善用公共展區展出學生學習作品	<ul style="list-style-type: none"> ■ Organized VA exhibition to display students' good work 成功舉行美術教育展，展示學生學習成果 	<ul style="list-style-type: none"> ■ Evaluation meetings 檢討會議 	April 四月	Curriculum Department & VA team 課程組及視藝組	
	2.3.1 Provide opportunities for students to show their talents. 為學生提供公開表演所長的機會	<ul style="list-style-type: none"> ■ Students perform their talent in morning assemblies and at special events 學生能在早會或活動日中表演所長 ■ Subject teachers display students' good work on notice boards 各科任老師把學生作品張貼在壁報上 ■ Publish students' work collection and show their award winning works 製作學生作品集及刊登得獎作品 ■ List all award winners in our school annual report and school website 在周年報告書及網上列出得獎名單 	<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 Subject groups 各科組 Class teachers 班主任 School Administration Team 行政組 Student	



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
	2.3.2 Arrange prize presentation ceremonies to praise students with good performance 設頒獎禮表揚優秀學生	<ul style="list-style-type: none"> ■ Organize a prize presentation ceremony once a month 每月舉行一次頒獎禮 			Affairs Department 學生事務組	
	2.3.3 Morning assemblies include Moral and National Education as well as Multicultural Education to cultivate positive values 德育及國民教育早會(包括多元文化教育)為學生正面價值觀和態度	<ul style="list-style-type: none"> ■ Adjustment of morning assemblies to cater for different abilities of students 老師能按學生不同程度作早會講解 ■ 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 ■ Proposed Integrated framework of Moral and National Education (Multi-cultural education included) 整合德育及國民教育課程架構(包括多元文化) 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 ■ Questionnaire 問卷 ■ Evaluation in meetings 檢討會議 	Whole year 全學年	Moral & National Team 公民及國民教育組	Moral Worksheet 德育工作紙
	2.3.4 Foster students' four morals: Be tidy, polite, diligent and obedient 培養學生四項素質：整潔、有禮、勤力及盡責	<ul style="list-style-type: none"> ■ At least 80% of teachers agree that the topics can foster students' morals 80% 或以上老師同意主題能培養學生良好的品德 ■ Organize different activities for fostering students' four morals 舉行不同的活動培養學生四項素質 				



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
2.4 Develop self-control of students 提昇學生的自我管理能力的	2.4.1 Improve the “Student Award Scheme” to foster students’ self-control and self-reflection skills 優化校本學生獎勵計劃，強化學生自律自省能力 2.4.2 Utilize class teacher periods, set up class slogans and class rules to build up a cooperative class atmosphere 善用班主任課、建立口號及班規，營造良好的班風	<ul style="list-style-type: none"> ■ At least 80% of teachers agree that the scheme is effective 80% 或以上老師同意效果良好 ■ At least 80% students should be able to reach the standard in the scheme 80% 學生在計劃中達標 ■ Slogans are unified and practised 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 ■ Observation 觀察 ■ Observation 觀察 	Whole year 全學年 Whole year 全學年	Discipline and Guidance Department 訓輔組 Discipline and Guidance Department 訓輔組	
	2.4.3 Carry out “Every child can serve” Scheme 推行「一人一職」計劃	<ul style="list-style-type: none"> ■ Every student participates in the school or class services team 每位學生都能參與學校或教室服務職份 	<ul style="list-style-type: none"> ■ Observation 觀察 	Whole year 全學年	Discipline and Guidance Department 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
<p>2.5 Raise virtue and discipline in the students to help them learn to be courteous, caring, self-controlled, self-managing and able to shoulder their own responsibilities through serving activities</p> <p>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</p>	<p>2.5.1 Engage in social services 參與社會服務活動</p> <p>2.5.2 Carry out “School-based Service Learning 推行「校本服務學習計劃」</p>	<ul style="list-style-type: none"> ■ Organize Caring Angels, serve kindergarten students and visit elderly homes 舉辦關愛大使、服務幼稚園學生及探訪老人院活動 ■ Senior students participate in 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 ■ Students should be able to show care for their targets 學生能關愛服務對象 	<ul style="list-style-type: none"> ■ Evaluation in meetings 檢討會議 ■ Evaluation in subject meetings 檢討會議 ■ Observation 觀察 	<p>Whole year 全學年</p> <p>Whole year 全學年</p>	<p>Social worker 社工</p> <p>Moral & National Team 公民及國民教育組</p>	
	<p>2.5.3 Participate in the Student Training Day Camp to develop self-discipline and self-management of students 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的</p>	<ul style="list-style-type: none"> ■ Organize Training Camps successfully 成功舉辦「學生成長訓練營」 ■ At least 80% of parents and teachers agree that 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」： <ul style="list-style-type: none"> ● Can train the students' self-discipline 能訓練學生自律守規能力 ● Can raise students' self-confidence 能增強學生自信心 ● Has been arranged and carried out successfully 成功舉行該活動 	<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 	<p>September 九月</p> <p>May 五月</p>	<p>ECA Department 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
	2.5.4 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"> ■ Patrol team members could participate at least one training camp 小領袖能參加至少一次訓練營 ■ At least 80% or above teachers agree that the scheme: 80%或以上教師同意計劃： <ul style="list-style-type: none"> ● <i>Can raise students' leadership skills</i> 能訓練學生之領導才能 ● <i>Can raise students' self-confidence</i> 增強學生自信心 ● <i>Has been arranged and carried out successfully</i> 成功舉行 	<ul style="list-style-type: none"> ■ Students' degree of engagement 學生投入程度 ■ Count the number of participants 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 Guidance Department 訓輔組 Social Worker 社工	
2.6 Enhance learning of specific sports training in Physical Education subject 體育科加強發展運動專項訓練	2.6.1 Re-organize PE curriculum based on PE teachers' professionalism 根據體育老師專長，重組體育課程	<ul style="list-style-type: none"> ■ Except the basic PE curriculum, five theme learning topics are added 除了基本體育課程外，額外加入五個主題學習 ■ The PE curriculum manual is renewed 更新體育組課程指引 ■ At least 70% students reach the basic competency of those specific sports 70% 學生達到該項運動訓練之基本能力 ■ At least 80% parents and teachers support the scheme 80% 家長及教師支持此計劃 	<ul style="list-style-type: none"> ■ Evaluation in Subject meetings 檢討會議 ■ Questionnaires 問卷 	Whole year 全學年	PE subject team 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
2.7 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	2.7.1 Celebrate Chinese, Lunar New Year & Christmas festivals 舉辦農曆新年及聖誕節慶祝活動	<ul style="list-style-type: none"> ■ Hold the activities successfully 成功舉行活動 ■ At least 80% or above parents agree that: 80%或以上受訪家長表示： <ul style="list-style-type: none"> ● <i>Their child loves studying at 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 let their child study at 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 Department 課外活動組 中文及基礎中文組 Chinese & Basic Chinese Groups	
	2.7.2 Introduce festive cultures of different countries 介紹不同國家的節日文化	<ul style="list-style-type: none"> ■ Teachers and students introduce cultures of three different countries 教師及學生能介紹三個不同國家的節日慶祝活動 ■ Parents can have cultural sharing with students 家長義工能分享不同國家的文化 	<ul style="list-style-type: none"> ■ Count the number of participants 學生人數 	Whole year 全學年	Moral & National Team 公民及國民教育組 Reading team 閱讀組 PTA Committee 家教會	



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
	2.7.3 ECA covers language, music, sports, visual arts, dance, team work and various interests 課後設有多元化的課外活動，涵蓋語言、音樂、體育、視藝、舞蹈、團隊、興趣形式多樣化	<ul style="list-style-type: none"> ■ There are 50 kinds of ECA for students to choose 課外活動之項目達50項，給予學生選擇 	<ul style="list-style-type: none"> ■ Count the number of participants 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 Department 課外活動組	
2.8 Joint class activities can enrich the learning experience of students, cultivate their interests, 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	2.8.1 Organize Sports Day to strengthen the bonding between the two campuses 舉行學生運動會，加強兩校舍學生凝聚力 2.8.2 Arrange activities in recess time to strengthen the support 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"> ■ At least 80% of students like to join the sport day 80%或以上學生表示喜歡參加運動會 ■ At least 80% of teachers agree that the atmosphere is lively on the Sports Day 80%或以上教師同意運動會的氣氛熱烈 ■ At least 80% of teachers agree that the recess activities are able to strengthen the support between the 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 ■ Evaluation in meeting 檢討會議 ■ Questionnaire 問卷 ■ Observation 觀察 	Whole year 全學年 Whole year 全學年 Whole year 全學年	PE group 體育組 Discipline and Guidance Department 訓輔組 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
<p>2.9 Provide guidance support to students 為學生提供輔導支援</p>	<p>2.9.1 Invite school social workers to help 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>2.9.2 Promote the “Caring Angels Scheme” to raise the virtue of caring 延伸「關懷小天使計劃」，發揚關愛精神</p> <p>2.9.3 A regular Whole Person Development (WPD) lesson will be added in the timetable 每周加入一節全人教育課</p> <p>2.9.4 Draw on Understanding Adolescent Project (UAP) to improve P.6 students’ life skills 透過六年級「成長的天空」，提昇學生之生活技巧</p>	<ul style="list-style-type: none"> ■ Apply funding and courses for students with special learning needs. 申請資助及課程，協助需要之學生及提供跟進 ■ At least 80% of teachers agree that the scheme: 80%或以上教師同意該計劃： <ul style="list-style-type: none"> ● <i>Can foster the virtue of care in class</i> 培養班中關愛精神 ■ At least 70% of teachers agree that the new arrangement of WPD lessons: 70%或以上教師同意全人教育課能： <ul style="list-style-type: none"> ● <i>Can cater to the needs of students</i> 全面對照顧學生需要 ■ The content of the plans is based on guidelines from on EDB and related organizations 計劃內容按照教育局及相關機構的指引 ■ At least 70% of above teachers agree that the scheme: 70%或以上教師同意該計劃能： <ul style="list-style-type: none"> ● <i>Can raise 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 	<ul style="list-style-type: none"> ■ Case record 個案紀錄 ■ Questionnaire 問卷 ■ Evaluation meeting 檢討會議 ■ Evaluation meeting 檢討會議 ■ Questionnaire 問卷 ■ Evaluation meeting 檢討會議 	<p>Whole year 全學年</p>	<p>School Discipline and Guidance Department 訓輔組</p> <p>Social Worker & Class teachers 專業社工及班主任</p> <p>Social Worker & Class teachers 專業社工及班主任</p> <p>Social Worker & assigned teachers 專業社工及專責教師</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
	2.9.5 Apply for the “Community Care Fund: Lunch Subsidy”, sponsored by government, to subsidize students in need 申請政府關愛基金(在校午餐津貼), 資助家庭經濟有需要的學生 2.9.6 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 2.9.7 Make use of the After-school Learning Fund 運用課後津貼	<ul style="list-style-type: none"> ■ Deploy funds in a flexible manner 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 	<ul style="list-style-type: none"> ■ Evaluation in meeting 檢討會議 ■ Report record 報告紀錄 	Whole year 全學年	Student Support Department 學生支援組 Social Worker 社工	Community Care Fund by the government 政府關愛基金 Hong Kong Jockey Club Life-wide Learning Fund 香港賽馬會全方位學習基金撥款



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
2.10 Reinforce home-school cooperation 加強家校合作關係	2.10.1 Enhance the running of the PTA 加強家長教師會的運作 2.10.2 Improve the parent volunteer services record system 優化家長義工服務計劃	<ul style="list-style-type: none"> ■ Update the webpage of PTA 設立家長教師會網站 ■ Hold regular meetings 定期舉行籌辦會議 ■ Organize annual activities such as a uniform donation campaign and annual picnic, etc 成功舉行周年活動(包括校服捐贈及周年旅行等) ■ Reinforce & stabilize the parent volunteer team 加強及穩定家長義工團隊 ■ Construct parent volunteer services record system successfully 成功制定義工服務機制 	<ul style="list-style-type: none"> ■ Collection of parents' advice 收集家長意見 	Whole year 全學年	Public Relation Department 公共關係組 PTA 家教會	
	2.10.3 Set up Alumni Association 成立校友會	<ul style="list-style-type: none"> ■ Organize the alumni association successfully 成功成立校友會活動 	<ul style="list-style-type: none"> ■ Evaluation in meeting 檢討會議 	Second term 下學期	Members of Alumni Association 校友會成員	
	2.10.4 Organize parent workshops to share parental skills 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"> ■ Organize Form Parent Meetings 舉行各級家長會 ■ At least 60% of parent participants agree that the activities can strengthen their parental 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
	2.10.5 Reinforce parental education and encourage parents to become partners with 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"> ■ Parent-volunteers teams are stable 家長義工隊能維持穩定性 ■ 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"> ■ Count of the number of parent participants 統計家長參與人數 ■ Parents' degree of engagement 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 3: Improve Information Technology tools and learning platform 優化資訊科技工具及學習平台**

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 Develop on-line learning platform for interactive learning 發展資訊科技互動學習平台</p>	<p>3.1.1 Incorporate information technology in teaching and learning 運用資訊科技於學與教中</p>	<ul style="list-style-type: none"> ■ Install E-whiteboard in all classrooms and apply into learning and teaching 安裝電子白板於各課室中，並應用於學與教 ■ Install visualizer in all classrooms for establishing live learning environment 安裝實物投影機於各課室中，以發展即時教學環境 ■ At least one workshop will be held for promoting e-learning platform 舉辦至少一個電子學習平台工作坊 ■ Purchase mind map or e-learning software and apply into learning and teaching process 購入腦圖或電子學習軟件，並應用於學與教的過程中 ■ 80% of students usually learn by using the website links on school webpage 80% 學生能運用校網上之網上學習連結 ■ Subject groups could establish web-based learning resource links in subject websites 科目網站建立連結 	<ul style="list-style-type: none"> ■ IT Administrative Department meetings 資訊行政組及各科組檢討會議 	<p>Whole year 全學年</p>	<p>IT Administrative Department 資訊行政組及各科組</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
	3.1.2 Establish intranet for interactive learning 建立師生內聯網互動平台	<ul style="list-style-type: none"> ■ Teachers could share on-line teaching resources and students could submit on-line homework 教師能運用內聯網分享教學資源及學生能於網上繳交課業 ■ Teachers could make use of the intranet to incorporate interactive learning 教師能運用內聯網輔助互動學習 ■ Teachers could upload learning materials via intranet 教師能把學習資源上載內聯網 	<ul style="list-style-type: none"> ■ IT Administrative Department meetings 資訊行政組及各科組檢討會議 	Whole year 全學年	IT Administrative Department 資訊行政組及各科組	
	3.1.3 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	<ul style="list-style-type: none"> ■ 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 ■ Subject webpage can be renovated 更新內聯網學科網站 	<ul style="list-style-type: none"> ■ IT Administrative Department meetings 檢討會議 	Whole year 全學年	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
3.2 Establish reliable network and server system 建立穩定網絡及伺服器	3.2.1 Optimize network connection between two campuses 優化連結兩校之網絡系統	<ul style="list-style-type: none"> ■ Activate IT systems in all functional rooms 完善各課室的資訊科技系統 ■ Establish independent servers in two campuses and connected between two campuses 兩校建立獨立伺服器，並成功連結使用 ■ Upgrade the stability and speed of network & server systems successfully 成功提昇網絡及伺服器的速度及穩定度 	<ul style="list-style-type: none"> ■ IT Administrative Department meetings 資訊行政組及各科組檢討會議 	Whole year 全學年	IT administrative team 資訊科技行政組	
3.3 Establish WebSAMS-based administrative system to raise administrative efficiency 建立網上校管系統，以加強行政運作效率	3.3.1 Produce report cards 編製成績表 3.3.2 Manage students and teachers' records 管理學生及教師資料	<ul style="list-style-type: none"> ■ Produce report cards with the support of WebSAMS 以網上校管系統提供的支援編製成績表 ■ Manage students' and teachers' record database 妥善管理學生及教師資料庫 	<ul style="list-style-type: none"> ■ IT Administrative Department meetings 檢討會議 	Whole year 全年	IT administrative team 資訊科技行政組	Quality Education Fund: QEF EPMS-Supporting administrative work with new technology 優質教育基金 網上計劃管理系統 運用新科技處理學校行政工作