

# **WA YING COLLEGE**



## **Annual Plan (2023-2024)**

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**Major Concern 1: Cultivate a positive school culture for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.**

**Feedback and follow-up actions from the previous school year:**

- The form-based development plans were compiled by Principal and Vice-Principals this year. This work can be taken up by the form convenor.
- A new spreadsheet or database system can be set up to collect the arrangement of life education, life planning education and reading programs, study workshops, form activities and assemblies so that the development plans can be compiled in an easier way.
- With a mature form-convenor system rendering various SSDB-related support to class teachers of the same form, class teachers can better address the unique developmental and academic needs of each form with the leadership and support of school leaders of EB.
- The student handbook can be revised to encourage students to view their intelligence as a malleable entity.
- The PROSPER model can further be connected in what we are going to implement and highlighted in different activities and workshops.
- Further explore the developmental needs and the mode of community service for the whole form (S4).
- Structuralize the new student alumni mentorship program. Further design the mentorship program for S5-6 Students is to guide students to make informed decisions and sensible choices for JUPAS and careers which bring positive impact for the academic drive and in pursuing academic excellence.
- More leadership opportunities and training are offered by various SSDB committees to develop student leadership in various levels.
- Develop student leaders to take up leadership roles in serving schoolmates and show concern over school issues.
- Align parent education with school concerns as well as parental needs.
- Facilitate the administrative restructuring of SSDB and ACB to cross-board collaboration over the holistic implementation of positive education.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.1 Foster purpose-driven learners with positive pursuit in life-planning	1.1A Facilitate students to identify their goals, visualize the best possible outcomes, anticipate potential obstacles and develop coping strategies when encountering setbacks.	<ul style="list-style-type: none"> <li>● More board, committee, department or subject-based handbooks, roadmaps or schedules for students are formulated or revised.</li> <li>● The roadmap or schedule mentioned above are connected with form development plans, student planners, learning outlines, activities handbooks, life education or life planning education materials.</li> <li>● The training programs and workshops for teachers, parents and students cover the positive mindsets, measures of outcomes, classifications of strength in PROSPER model.</li> <li>● The students apply the model of PROSPER to review their plannings, performance and achievement with the students.</li> <li>● More students are aware of world vision and their concern for social, national and global issues are raised.</li> <li>● Students are empowered with skills such as coping strategies, communication &amp; people skills to pursue PROSPER.</li> </ul>	<ul style="list-style-type: none"> <li>● Summary reports with attachments.</li> <li>● Surveys and focus group interviews.</li> <li>● Reflections based on surveys and other collected information in SSE, EB, SPC, ACB, SSDB, class teachers' and/or staff meetings.</li> </ul>	08/2023 to 07/2024	CWW (WSY, JK, CH)	Departments, subjects, committee and class teachers' participation
	1.1B Foster students' belief in their strengths in all possible aspects, like academic, social, emotional, physical or aesthetics, with recognition of multiple intelligence and provision of multiple pathways; plus, guidance to recognize their own character strengths and put their strengths into learning and development.			08/2023 to 07/2024	CWW (WSY, JK, CH)	Departments, subjects, committee and class teachers' participation
	1.1C Empower students to develop a sense of purpose through 'motivation' and skills' training.			08/2023 to 07/2024	CWW (WSY, JK, CH)	Departments, subjects, committee and class teachers' participation

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resource Required
1.2 Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning	1.2A Enhance class teachers' periods, assemblies, performance opportunities, extracurricular activities and other learning experiences to facilitate students' understanding of their strengths in different fields, with heightened opportunities to unleash their potentials.	<ul style="list-style-type: none"> <li>● The platforms to showcase students' diverse talents are enhanced.</li> <li>● The alumni and other networks to provide positive learning opportunities such as visits, internship, career related experiences &amp; developmental programs are enlisted.</li> </ul>	<ul style="list-style-type: none"> <li>● Summary reports with attachments.</li> <li>● Surveys and focus group interviews.</li> <li>● Reflections based on surveys and other collected information in SSE, EB, SPC, AB, ACB, SSDB, class teachers' and/or staff meetings.</li> </ul>	08/2023 to 07/2024	CWW (WSY, JK, CH)	Departments, subjects, committee and class teachers' participation
	1.2B Tap external resources to develop students' potentials, including alumni, parents, universities, business enterprises and NGOs.	<ul style="list-style-type: none"> <li>● The sources and distribution of existing scholarships across a spectrum of students' achievements are reviewed.</li> <li>● The utilization of funding under different internal scholarships and awards, the mix of scholarships and awards between those of recurrent and standalone nature for the purpose of facilitating students' development and aligning with the school's objectives to recognize students' multiple talents are evaluated.</li> </ul>		08/2023 to 07/2024	CWW (WSY, JK, CH)	Departments, subjects, committee and class teachers' participation

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1.3 Foster positive network for support and mentorship in learning, personal growth and life pursuit	1.3A Maximize opportunities for students to work together in small groups for support and teamwork, in the same level and/or across levels, through the provision of a wide variety of meaningful activities and project works.	<ul style="list-style-type: none"> <li>Teachers, parents and students are facilitated to apply the positive emotions, classifications and buildup of relationship in PROSPER model.</li> <li>Students are facilitated to study, to plan, and to work together.</li> <li>The mentoring system including role modelling and regular support to junior form students is further explored so that a new system will be implemented in the coming 3-year school development cycle.</li> <li>The S5-6 mentorship program incorporating alumni and teachers as mentors to provide career guidance for students in their pursuit for JUPAS is revised.</li> </ul>	<ul style="list-style-type: none"> <li>Summary reports with attachments.</li> <li>Surveys and focus group interviews.</li> <li>Reflections based on surveys and other collected information in SSE, EB, SPC, AB, ACB, SSDB and/or staff meetings.</li> </ul>	08/2023 to 07/2024	CWW (WSY, JK, CH)	Departments, subjects, committee and class teachers' participation
	1.3B Refine the mentorship scheme to ensure every student will have a mentor from senior students, student leaders, alumni, teachers, coaches or parent volunteers for learning, personal growth, or life pursuit.			08/2023 to 07/2024	CWW (WSY, JK, CH)	Most committee in SSDB
1.4 Foster positive campus life with enhanced school administrative system and facilities	1.4A Maximize opportunities to display students' success and achievements in the school campus or online media.	<ul style="list-style-type: none"> <li>The developed school administration system to facilitate the enrolment and data retrieval is enhanced.</li> <li>The opportunities to display students' good work or success in school campus in the proper occasions with careful planning is further maximized.</li> <li>The learning areas in the school campus are renovated to facilitate teaching &amp; learning and students' wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Summary reports with attachments.</li> <li>Surveys and focus group interviews.</li> <li>Reflections based on surveys and other collected information in SSE, EB, SPC, AB, ACB, SSDB and/or staff meetings.</li> </ul>	08/2023 to 07/2024	WSY (CWW, JK, CH)	Departments, subjects, committee and class teachers' participation
	1.4B Improve the school campus by renovating classrooms & special rooms.			08/2023 to 07/2024	WSY (CWW, JK, CH)	Departments, subjects, committee and class teachers' participation

**Major Concern 2: Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.**

**Feedback and follow-up actions from the previous school year:**

- Nurture students to be more organized and enhance their self-management skills, provide more space in the study period for junior form students so that they can plan their study and complete their study tasks, with the alignment of the design of the student handbook and other elements in study workshops.
- Devise a school-based study skills curriculum in junior forms to address the needs of students' study skills while more exam focuses can be stressed in senior forms.
- Include a regular reading period in the timetable to create space for students to develop reading habit.
- Strengthen the mutual understanding of the use of 3-3:50 period. The timetable arrangements of this section will be released 2 times per year to facilitate better planning.
- Keep the reading period and feature articles and book-sharing session in the next school year.
- Establish the pool of the different articles. Distribute different articles according to the level of difficulties to each form.
- As the epidemic situation has stabilized and more opportunities were offered for students to join the overseas trips. It helps students to enrich their world vision.
- Further revise the taster programs of the elective subjects to allow more flexibilities and guidance given to students.
- Implement an open and more comprehensive staff appraisal system to promote professional development and accountability.
- Explore school-based support program to tap external resources are given to enhance the effectiveness of our school's learning and teaching.
- The LACU explores the possibility of collaborating with EMI subjects in S3.
- Enhance the culture of lesson observation as it is taking shape.
- Develop the new teaching pedagogies through peer observations, collaborative lessons and professional sharing sessions.
- Specify the post-mock arrangement in the school calendar.
- Schedule the site visit for S1 PSHE mini project in January (last day of the first term examination) in the next school year. Students will be given sufficient time to consolidate the information collected and prepare for the presentation.
- Set up different focus discussion or action groups under Academic Board such as gifted education, academic support unit and curriculum development committee, which can provide a platform for teachers to conduct a comprehensive discussion and enhance school future development.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.1 Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources.	2.1A Provide students with learning outlines and guidelines, homework and assessment plans and past examination/test papers to facilitate students' planning on how to master subject knowledge and address assessment requirements for the semester and/or school year.	<ul style="list-style-type: none"> <li>● The learning outlines and guidelines, homework and assessment plans and past examination/test papers for the semester and/or school year are provided to the students.</li> <li>● Self-directed learning resource systems including learning video to preview learning, review what they have learned and tackle learning difficulties on their own are provided to the students.</li> </ul>	<ul style="list-style-type: none"> <li>● Summary reports with attachments.</li> <li>● SSE, EB, SPC, AB, ACB, SSDB &amp; staff meetings.</li> <li>● Surveys and focus group interviews.</li> <li>● Reflections based on surveys and other collected information.</li> </ul>	08/2023 to 07/2024	JK (CWW, WSY)	Most Departments, subjects, committee in ACB



Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.2 Integrate learning inside and outside the classroom, promoting professional exchange and designing execution plans.	2.2A Create space for self-study in the timetable, the 3:00-3:50 session of junior form will be restructured. Lessons are divided into 2 categories: Subject, learning area-specific lessons and generic skills training.	<ul style="list-style-type: none"> <li>● A learning system of language across curriculum which consists of notetaking, reading skills, vocabulary built-up, writing skills and examination skills in order to enhance their learning effectiveness in EMI subjects is implemented in S1-S3.</li> <li>● Pre-lesson design and activities in different KLAs/Subjects are discussed and collected.</li> <li>● Feasible feedback mechanisms on the pre-lesson activities design are explored through the peer lesson observation or file inspection.</li> <li>● Professional exchange on how to integrate learning inside and outside the classroom amongst KLAs are undergone in Staff Development Day, Subject interflow or lunch gathering sessions.</li> <li>● Workshops among teachers with lesson observation tools and revise the Lesson Observation Form to enhance the understanding of an effective lesson are conducted.</li> </ul>	<ul style="list-style-type: none"> <li>● Summary reports with attachments.</li> <li>● SSE, EB, SPC, AB, ACB, SSDB &amp; staff meetings.</li> <li>● Surveys and focus group interviews.</li> <li>● Reflections based on surveys and other collected information.</li> </ul>	08/2023 to 07/2024	JK (CWW, WSY)	Most Departments, subjects, committee in ACB; Timetabling unit
	2.2B Spell out good subject-based classroom teaching expectations for both junior and senior forms and practice them through collaborative lesson preparation and lesson observation.			08/2023 to 07/2024	JK (CWW, WSY)	Most Departments, subjects, committee in ACB; SSETD

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.3 Enhance students to be effective mature learners with exposures and challenges for potentials development.	2.3A Provide students with the opportunities to read cross-disciplinary/subject-based reading materials for exposure and enrichment.	<ul style="list-style-type: none"> <li>● The Reading Time in both morning and afternoon session are strengthened.</li> <li>● Feature articles to widen students' exposures are provided by different KLA/subject/committee.</li> <li>● Students are encouraged to collect the reading materials with a better filing system.</li> <li>● E-book platforms for reading are provided to the students.</li> <li>● Students are further encouraged and nominated to participate in subject-based and cross-disciplinary competitions, activities or enrichment courses for their aspiration or potentials development.</li> <li>● Students are encouraged to compile an annual, comprehensive list of subject-based and cross-disciplinary activities and competitions inside and outside school for their aspiration or potentials development.</li> <li>● Subject tasting program for S3 students is further enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>● Summary reports with attachments.</li> <li>● SSE, EB, SPC, AB, ACB, SSDB &amp; staff meetings.</li> <li>● Surveys and focus group interviews.</li> <li>● Reflections based on surveys and other collected information.</li> </ul>	08/2023 to 07/2024	JK (CWW, WSY)	Most Departments, subjects, committee, units in ACB
	2.3B Empower students to be effective managers and users of learning resources and opportunities.			08/2023 to 07/2024	JK (CWW, WSY)	Most Departments, subjects, committee, units in ACB
	2.3C Redesign the Taster Programs for S3 students, offering opportunities and learning experience in senior form elective subjects.			08/2023 to 07/2024	WSY (CWW, JK, WSY)	Most Departments, subjects, committee, units in ACB; Timetabling unit

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.4 Enhance learning with effective teaching and assessment for learning.	2.4A Enhance learning with effective and timely measures.	<ul style="list-style-type: none"> <li>The supporting system including study groups or remedial classes which are conducted by alumni, tutors or retired teachers are further enhanced.</li> <li>The attendance check process to ensure that students attend the remedial classes promptly are set up.</li> </ul>	<ul style="list-style-type: none"> <li>Summary reports with attachments.</li> <li>SSE, EB, SPC, AB, ACB, SSDB &amp; staff meetings.</li> <li>Surveys and focus group interviews.</li> <li>Reflections based on surveys and other collected information.</li> </ul>	08/2023 to 07/2024	JK (CWW, WSY, CH)	Most Departments, subjects, committee, units in ACB; SEN unit.
	2.4B Further conduct cross-stage student performance analysis to facilitate cross-level curriculum planning and design.	<ul style="list-style-type: none"> <li>The academic counselling such as study foundation workshops for low achievers are revised.</li> </ul>		08/2023 to 07/2024	WSY (CWW, JK)	Most Departments, subjects, committee, units in ACB; SSETD
	2.4C Review the assessment plan in terms of frequency, length and format of assessments and other areas of development, like physical and emotional wellbeing.	<ul style="list-style-type: none"> <li>The cross-stage student performance analysis to facilitate cross-level curriculum planning and design are conducted in department and subject levels.</li> <li>The assessment system in terms of frequency, length and format of assessments and other areas of development, like physical and emotional wellbeing is reviewed, so that a revised assessment system will be explored in the coming 3-year school development cycle.</li> </ul>		08/2023 to 07/2024	JK (CWW, WSY, CH)	Most Departments, subjects, committee, units in ACB

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
2.5 Meet the challenges of current curriculum reform.	2.5A Revise the curriculum, teaching materials, assessment and instructional design in accordance with the latest policy set by the Education Bureau.	<ul style="list-style-type: none"> <li>● Learning materials in alignment with the learning elements of national security education and develop a sense of national identity are designed.</li> <li>● The MOI, curricula and teaching materials in alignment with the learning elements of the new subject: Citizenship, Economics and Society are confirmed and prepared.</li> <li>● The RWaC projects are conducted and curriculum mapping to enhance students' literacy skills development is suggested and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>● Summary reports with attachments.</li> <li>● SSE, EB, SPC, ACB &amp; staff meetings.</li> <li>● Surveys and focus group interviews.</li> <li>● Reflections based on surveys and other collected information.</li> </ul>	08/2023 to 07/2024	JK (CWW)	Most Departments, subjects, committee, units in ACB

Full names for abbreviation:

*P: Principal*

*AB: Administration Board*

*ITC: Information Technology Committee*

*SIPC: School Image & Publication Committee*

*DC: Discipline Committee*

*LPEC: Life Planning Education Committee*

*LACU: Language Across Curriculum Unit*

*BYOD: Bring Your Own Device*

*VP: Vice Principal*

*ACB: Academic Board;*

*GAC: General Affair Committee*

*HSCC: Home School Cooperation Committee*

*CGC: Counselling & Guidance Committee*

*MCEC: Moral & Civic Education Committee*

*SSE: School Self Evaluation*

*SENCO: Special Educational Needs Coordinator*

*EB: Executive Board*

*SSDB: Student Support & Development Board*

*SAC: Student Affairs Committee*

*ASCC: Alumni-School Cooperation Committee*

*ECAC: Extra Curricular Activities Committee*

*REC: Religious Education Committee*

*KLA: Key Learning Areas*

*STEM: Science, Technology, Engineering & Mathematics*

## Appendix

**Wa Ying College**  
**Life-wide Learning Grant - Plan on the Use of the Grant (2023 - 2024)**

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences				
							I: Intellectual Development (closely linked with curriculum)	M: Moral and Civic Education	P: Physical and Aesthetic Development	S: Community Service	C: Career-related Experience
Category 1 To organise / participate in life-wide learning activities											
1.1 To organise life-wide learning activities in different KLA's / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
English	English C-cube classes, drama classes & enhancement classes	<ul style="list-style-type: none"> <li>To facilitate students' interest in English related areas and perspectives</li> <li>To develop junior form students' interest in English drama and literature, and further enhance the horizons of students with stronger interest in English</li> </ul>	10/2023-8/2024	S1 to S2	Activity Record Student Record Teacher Comment	\$105, 200	✓		✓		
English	Thematic seminars	<ul style="list-style-type: none"> <li>To invite scholars and professionals as speakers in thematic seminars related to English learning</li> </ul>	10/2023-6/2024	S1 to S5	Activity Record Teacher Comment	\$6,000	✓				
Chinese Language	Chinese C-cube, interest classes & activities	<ul style="list-style-type: none"> <li>To facilitate students' interest in Chinese language &amp; culture related areas and perspectives</li> <li>To develop junior form students'</li> </ul>	10/2023-8/2024	S1 to S3	Activity Record Student Record Teacher Comment	\$10,000	✓				

		interest in Chinese language & culture, and further enhance the horizons of students with stronger interest in Chinese language & culture											
Chinese Language	Students' participation in Chinese language, culture related competitions & interest class	<ul style="list-style-type: none"> <li>To subsidize students' participation in Chinese language and culture related competitions in order to enrich their learning experiences</li> </ul>	10/2023-7/2024	S1 to S5	Attendance Record	\$30,000	✓						
Mathematics	Mathematics C-cube, interest classes & enhancement classes	<ul style="list-style-type: none"> <li>To facilitate students' interest in Mathematics related areas and perspectives</li> <li>To enhance junior form students' sense of research and development in Mathematics daily applications</li> </ul>	10/2023-8/2024	S2	Activity Record Student Record Teacher Comment	\$36,000	✓						
Mathematics	Students' participation in mathematics related competitions	<ul style="list-style-type: none"> <li>To subsidize students' participation in Mathematics related competitions in order to students to enrich their learning experiences</li> </ul>	10/2023-7/2024	S1 to S5	Attendance Record	\$4,500	✓						
Science	Students' participation in science related competitions	<ul style="list-style-type: none"> <li>To subsidize students' participation in Science related competitions in order to students to enrich their learning experiences</li> </ul>	10/2023-7/2024	S1 to S5	Attendance Record	\$5,000	✓						
History	History field visits, enhancement class	<ul style="list-style-type: none"> <li>To develop students' interest in learning history through the explorations of local history</li> <li>To enhance students' sense of research and development through field visits and experiential activities</li> </ul>	10/2023-6/2024	S1 to S5	Activity Record Student Reflection Teacher Comment	\$30,000	✓						

Life and Society	Students' outing	<ul style="list-style-type: none"> <li>To develop students' interest through outing</li> </ul>	10/2023-6/2024	S1 to S3	Activity Record Student Reflection Teacher Comment	\$3,000	✓				
Putonghua	PTH promotion activities	<ul style="list-style-type: none"> <li>To develop students' interest and ability in learning Putonghua through various activities</li> </ul>	10/2023-6/2024	S1-S3	Activity Record Attendance Record Teacher Comment	\$1,700	✓				
Chinese History	Students' activities	<ul style="list-style-type: none"> <li>To develop students' interest in learning Chinese history through the explorations of local history</li> <li>To enhance students' sense of research and development through field visits and experiential activities</li> </ul>	10/2023-6/2024	S1-S5	Activity Record Student Reflection Teacher Comment	\$5,000	✓		✓		
Geography	Students' activities & fieldtrip	<ul style="list-style-type: none"> <li>To develop junior form students' interest in applying knowledge of Geography to solve real life problems and issues</li> <li>To enhance students' sense of research and development in Geography projects</li> </ul>	10/2023-8/2024	S1 to S5	Activity Record Attendance Record Teacher Comment	\$20,000	✓				
Biology	Biology C-cube and interest classes	<ul style="list-style-type: none"> <li>To facilitate students' interest in Biology related areas and perspectives</li> <li>To enhance students' sense of research and development in Biology projects</li> </ul>	10/2023-8/2024	S2	Activity Record Attendance Record Teacher Comment	\$3,0000	✓				
STEM	Technology C-cube and interest classes	<ul style="list-style-type: none"> <li>To facilitate students' interest in STEM related areas and perspectives</li> <li>To enhance students' sense of research and development in STEM projects</li> <li>To renew our school-based projects in STEM areas</li> </ul>	10/2023-6/2024	S1 to S3	Attendance Record Student Report Teacher Comment	\$49,500	✓				



STEM	Students' participation in STEM related competitions	<ul style="list-style-type: none"> <li>To subsidize students' participation in STEM related competitions in order to students to enrich their learning experiences</li> </ul>	10/2023-6/2024	S1 to S3	Activity Record Attendance Record	\$4,500	✓					
Computer Literacy	Students' activities	<ul style="list-style-type: none"> <li>To develop students' interest and ability in IT through various activities</li> </ul>	10/2023-6/2024	S1 to S3	Activity Record Attendance Record	\$2,000	✓					
Sub-total												
1.2 To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)												
								I	M	P	S	C
Aesthetic Development	Festivals, seminars, workshops, activities, classes and teams in the art, music and dance areas	<ul style="list-style-type: none"> <li>To encourage students' participation in music and art activities</li> <li>To cultivate students' interest in art and music performance</li> </ul>	10/2023-7/2024	S1 to S5	Activity Record Attendance Record Student Reflection Teacher Comment	Art Dept. \$40,000 Music \$160,000	✓			✓		
Discipline	Perfect Training Program	<ul style="list-style-type: none"> <li>To broaden students' horizons and build the sense of belonging in the prefect team</li> <li>To enhance students' leadership and problem solving skills</li> <li>Team uniform subsidy</li> </ul>	10/2023-6/2024	S1 to S3	Activity Record Attendance Record Student Report Teacher Comment	\$30,800			✓		✓	
Life Planning	Camping, visits, seminars, workshops	<ul style="list-style-type: none"> <li>To assist students in understanding a career that they are interested in, and thus develop their sense of belongings and self-direction</li> </ul>	10/2023-7/2024	S5-S6	Activity Record Attendance Record Student Reflection Teacher Comment	\$40,000						✓
ECA	Interest Classes, Visits and various activities	<ul style="list-style-type: none"> <li>To cultivate students' interest in different areas and perspectives</li> </ul>	10/2023-8/2024	S1 to S6	Activity Record Attendance Record Student Report Teachers' Review	\$95,000			✓		✓	✓

ECA	Leadership Training Programs and Activities	<ul style="list-style-type: none"> <li>To enhance students' team spirits, skills and self-confidence through various leadership training activities, service learning and uniformed groups</li> </ul>	10/2023-6/2024	S1 to S5	Activity Record Attendance Record Teacher Comment	\$140,000	✓		✓	✓
ECA	Red Cross training activities	<ul style="list-style-type: none"> <li>To enhance students' team spirits, skills and services through training</li> </ul>	10/2023-6/2024	S1-S5	Activity Record Attendance Record Teacher Comment	\$1,500	✓		✓	✓
Physical Development	Sports Training Courses & Activities	<ul style="list-style-type: none"> <li>To cultivate students' interest and strengthen their ability in physical activities</li> </ul>	10/2023-8/2024	S1 to S5	Activity Record Attendance Record Teacher Comment	\$236,000		✓	✓	
Religious	Gospel Fortnight & Student Christian Fellowship & camping activity	<ul style="list-style-type: none"> <li>To strengthen students' pursuit of character and personal accomplishment</li> <li>To cultivate students' sense of direction and belonging</li> </ul>	10/2023-7/2024	S1 to S6	Activity Record Attendance Record Teacher Comment	\$91,000		✓	✓	✓
MCE	Guest Talks and activities	<ul style="list-style-type: none"> <li>To strengthen students' pursuit of character and personal accomplishment</li> <li>To enhance students' concern for the society, strengthen their understanding of citizenship and national identity</li> </ul>	10/2023-7/2024	S1 to S5	Activity Record Attendance Record Teacher Comment	\$26,000		✓		✓
Sub-total						\$1,097,500				

1.3 To organise or participate in non-local exchange activities or competitions to broaden students' horizons										
/	/	/	/	/	/	/				
1.4 Others										

Estimated Expenses for Category 1 \$1,097,500

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2 To procure equipment, consumables and learning resources for promoting life-wide learning			
Music	Music equipment	Procure and maintain materials and equipment for music learning Strengthen students' ability and performance in music activities	\$30,000
PE	PE equipment	Procure and maintain sports equipment Strengthen students' ability and performance in physical activities	\$50,000
Arts	Art and design equipment	Support the design of artistic works and materials for art education activities	\$40,631
Others			0
Estimated Expenses for Category 2			\$120,631
Estimated Expenses for Category 1 and 2			\$1,218, 131

Estimated Number of Student Beneficiaries: 500

Total number of students in the school: 714

Estimated number of student beneficiaries: 70%

Percentage of students benefiting from the Grant (%):

Wa Ying College  
2023-2024 Programme Proposal for DLG-funded Other Program

Subject / Domain	Program	Objective(s)	Targets (No./level/selection )	Duration/ Start Date	Deliverables	Teacher i/c	Budget
Music	Network Program	To enhance the subject choices of students. Develop students' sense of artistic appreciation	S4–S6	From Oct 2023 to July 2024	<ul style="list-style-type: none"> <li>Students are required to attend the Network Program organized by Wah Yan College (Kowloon)</li> </ul>	Ms. Chen Chi Wang	\$21,000
English	Debate Coach	Develop students' high order thinking skill	S4–5	From Oct 2023 to Aug 2024	<ul style="list-style-type: none"> <li>External competition Organize Chinese debate competitions by school houses</li> <li>Debate skills taught in the lesson</li> </ul>	Ms. Wong Shu Yan Sharon	\$33,000
English	Skill Training	Enhance students' English ability	S4–S6	From Oct 2023 to Aug 2024	<ul style="list-style-type: none"> <li>Students will</li> </ul>	Ms. Lam Mei Yee Sandra	\$30,000

Total: \$84,000

**School-based After-school Learning and Support Programmes 2023/24**

**School-based Grant - Programme Plan**

**Name of School:** Wa Ying College

**Staff-in-charge :** Mr. Yeung Wing Sun (Vice-principal)

**Contact Telephone No.:** 2760 7772

A. The estimated number of students (count by heads) benefitted under the Grant is 188 including ((A) 40 CSSA recipients, (B) 101 SFAS full-grant recipients and (C) 47 under the school's discretionary quota.)

B. Information on Activities to be subsidized/complemented by the Grant.

* Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students#			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Chinese History Tutorial group	To enhance students' Chinese History knowledge	Better result in the assessment	Performance in the test/examination	09/2023 to 05/2024	4	1	5	\$14,000	Private tutors
Enhancement class	Homework guidance, enhance students' ability in learning	Better result in the assessment	Activity Record Attendance Record Teacher Feedback	09/2023 to 05/2024	1	1	4	\$6300	Private tutors
Mathematics Enhancement class	To enhance students' ability to learn Mathematics	Better result in the assessment	Students' performance in the test/examination	09/2023 to 05/2024	10	40	10	\$30,000	Private tutors
English Study Group	To enhance students' ability to learn English	Better result in the assessment	Performance in the test/ Examination	09/2023 to 06/2024	10	40	10	\$6,000	Private tutors
Chinese Study Group	To enhance students' ability to learn Chinese	Better result in the assessment	Performance in the test/ Examination	09/2023 to 05/2024	10	15	5	\$10,000	Private tutors
Chinese Debate Team	To enhance the language and self-confidence training	Better performance in the competition.	Students' performance in the competition	09/2023 to 05/2024	4	2	8	\$35500	Coach
History Study Group	To enhance students' History knowledge	Better result in the assessment	Students' performance in test/ examination	09/2023 to 05/2024	1	2	5	\$5000	Private tutor
@No. of man-times					40	101	47	106800	
** Total no. of man-times					188				

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

華英中學  
維護國家安全及國家安全教育相關措施的工作計劃  
2023–2024

範疇	措施	評估方法	推行時間	負責人	所需資源
學校行政	通過「維護國家安全及國家安全教育」工作小組商討，持續監察各項維護國家安全措施的落實情況和成效，並倡導國家安全教育。	觀察／會議檢討	9/2023-7/2024	1. 校長 2. 副校長 3. 工作小組和獲委任專責人員	人力資源
	持續完善學校舉辦活動的機制和程序，確保以學校名義舉辦的活動(包括學生活動、課外活動、邀請校外嘉賓演講、校友或家長教師會為學生舉辦的活動、校外導師任教的活動等)，不會涉及危害國家安全。	會議檢討	9/2023-7/2024	各科組負責人	教育局相關指引
	優化校舍管理機制，如當值同事巡視時留意校園範圍展示的字句、物件及單張等；另外定期檢視圖書館雜誌、藏書、電子書、網上閱讀平台、其他電子學習資源等，確保符合要求。	觀察／會議檢討	9/2023-7/2024	1. 副校長 2. 助理校長 3. 各學科負責人 4. 圖書館負責老師 5. 總務組	1. 人力資源 2. 教育局相關指引
	透過具體策略和應變措施，預防和處理政治或其他違法活動入侵校園及其他突發情況，為學生締造安全有序的學習環境，促進學生有效學習及健康成長。	觀察／會議檢討	9/2023-7/2024	1. 危機處理小組成員 2. 獲委派的專責人員	1. 人力資源 2. 教育局相關指引
	定期向校董會匯報維護國家安全及國家安全教育相關措施進行情況。	會議檢討	9/2023-7/2024	1. 校長 2. 副校長	人力資源

範疇	措施	評估方法	推行時間	負責人	所需資源
	檢視租借校舍條款，確保校舍使用者無進行不合合約條款的活動，並同時列明違法行為。	會議檢討	9/2023-7/2024	1. 副校長(學校行政) 2. 總務組主席 3. 學校行政主任	1. 人力資源 2. 教育局相關指引
	學校進行採購時，將在招書文件加入國安條款，列明可以基於國家安全而容許學校取消供應商的資格和終止合約。	會議檢討	9/2023-7/2024	1. 副校長(學校行政) 2. 學校行政主任及會計	1. 人力資源 2. 教育局相關指引
人事管理	編配人手負責統籌和協調與維護國家安全及國家安全教育相關的工作，並促進不同持份者的溝通和協作。	會議檢討	9/2023-7/2024	1. 校長 2. 副校長	人力資源
	檢視合約條款列明與學校聘任的專責人員相關的條款，包括學校社工／輔導人員、教育心理學家、言語治療師、外聘講員及非教學人員等，闡述學校對其在道德行為及專業表現的期望，以確保相關專責人員秉持其專業範疇的工作守則和操守。	校本處理流程／ 會議檢討	9/2023-7/2024	1. 校長 2. 副校長 3. 各科組負責人 4. 學校行政主任	教育局相關指引
	持續更新和國民教育相關的資訊平台，讓同事獲取局方發放及需留意的資訊。	會議檢討	9/2023-7/2024	1. 副校長(學與教) 2. 學校行政主任	1. 教育局相關指引、通告 2. 人力資源
教職員培訓	檢視同事報讀《憲法》與《基本法》及《香港國安法》的教師培訓課程及主題講座的情況，推動全體同事進修相關課程。	會議檢討	9/2023-7/2024	1. 教師發展組主席 2. 副校長(學與教) 3. 各科組負責人	教育局及合適的培訓單位提供課程

學與教	按《香港國家安全教育課程框架》，各科目及學習領域在教學進度表上明確標示回應國家安全教育的課題。	會議檢討	9/2023-7/2024	1. 副校長(學與教) 2. 各學習領域負責人及科主任	相關學與教及評估資源
	沿用校內的監察機制，促進各學習領域／科目／跨學科組別定期檢視學與教、測考、有關《憲法》、《基本法》及國家安全教育的校本學與教資源，及將相關資料存檔不少於兩年。	會議檢討	9/2023-7/2024	1. 副校長(學與教) 2. 各學習領域負責人及科主任 3. 考試組主席	1. 相關工作執行時間表 2. 資訊科技技術支援
	按教育局指引升掛國旗／區旗及奏唱國歌，於每個星期、學校重要的日子(如畢業禮、校慶)及重要節慶日子(元旦日、香港特別行政區成立日、國慶日、國家憲法日、國家安全教育日等) 升掛國旗及奏唱國歌;透過培訓升旗儀式學生大使，教導儀式及奏唱國歌應有的禮儀等，以加強大使對國家象徵和標誌的認識和尊重，培養國家觀念和國民身份認同。	觀察／ 學生及老師問卷／ 會議檢討	9/2023-7/2024	1. 德育及公民教育委員會主席 2. 制服團隊/升旗隊負責人 3. 資訊科技委員會主席 4. 總務組	1. 國旗等物資 2. 教師及學生培訓資源 3. 升旗儀式指引等
	有關國民及國安教育活動是配合學生的多樣性及發展需要和能力而設計，安排同學參與校際、全港性及全國性的國民教育活動;持續推動不同科組的活動結合，如中國歷史科與視覺藝術科合作舉行「唐代婦女生活面面觀」認識唐朝婦女生活面貌，並體會中華文化的創新與兼容性。	會議檢討	9/2023-7/2024	1. 副校長(學與教) 2. 德育及公民教育委員會主席 3. 各科組負責人	1. 合適的主辦單位及活動內容 2. 資助撥款
	透過建立價值觀教育自學平台，讓學生能進行相關學習，平台上備有多元化的練習，鼓勵學生於課餘使用，鞏固所學。	會議檢討	9/2023-7/2024	1. 副校長(學與教) 2. 德育及公民教育委員會主席	合適的教材



學生訓輔及支援	繼續使用行之有效的機制和支援方案，定期檢視學生違規情況，制訂適切的訓輔策略。	觀察／會議檢討	9/2023-7/2024	1. 助理校長 2. 訓育及輔導委員會主席 3. 社工/教育心理學家	培訓課程及人力資源
家校合作	舉辦家校合作及家長教育活動，分享如何培養學生正面價值觀及健康的生活方式；並透過講座、工作坊和聚會等，讓家長之間互相分享心得和經驗，包括正向溝通及處理與子女的衝突等。	持份者問卷／會議檢討	9/2023-7/2024	1. 家校合作委員會主席 2. 輔導委員會主席	1. 合適的主辦單位及講員 2. 資助撥款
	透過舉辦不同類型的家長教育活動，如水墨畫或書法工作坊加強家長對中國文化及傳統藝術的認識；欣賞電影《長安三萬里》加深對唐詩及中國歷史的興趣及認識；舉辦慶祝中國傳統節日(如中秋節)，將節日帶來的文化遺產和價值觀代代相傳，強化對中國傳統文化的歸屬感和認同感。	持份者問卷／會議檢討	9/2023-7/2024	1. 副校長(學與教) 2. 德育及公民教育委員會主席 3. 中國歷史科科主任	1. 合適的主題活動及講員 2. 資助撥款

「促進香港與內地姊妹學校交流計劃」  
2023-2024 全年活動計劃

學校名稱： 華英中學

姊妹學校名稱： 佛山華英學校

締結日期： 2017年4月24日

本校擬於下列期間舉辦姊妹學校交流活動計劃：

項目編號	交流項目名稱及內容	預期目標	監察／評估	津貼分配
1	網上兩地學校會議（7月）	在多媒體交流會議室 M10 與佛山一中、佛山華英學校、佛山高明華英學校老師/學生進行網上會議； 商討可行的交流活動	老師及學生反映視像交流及會議的成效。	
2	安排本校校董會代表、家長、師生和校友到佛山進行校慶慶祝活動及尋根之旅到訪佛山華英、佛山一中及佛山高明華英學校，並進行三日兩夜的交流活動 活動日期：12月中旬 參與人數：約 120 人	透過到訪姊妹學校的交流活動，提供機會讓本校各持分者瞭解佛山華英歷史源流及三所同根學校的最新發展； 加強參加者對內地教育的認識，擴闊視野及促進兩地文化的交流； 透過認識彼此學校相關的校史文物，以增情誼及歸屬感。	活動後，學生於校園電視台、學校網頁、校會及學校刊物展示交流活動花絮及學生感受。 老師於教師會議中分享與姊妹學校交流的經歷和得著。	資助本校老師及學生到訪佛山的交通及住宿費用：\$135,000（每人約\$1,800）。

Staff in Charge: Ms. Chan Wing Yi

致： 教育局常任秘書長

經辦： 教育局教育統籌委員會秘書處（傳真號碼：2537 4591）

（學校請於 **2023 年 11 月 30 日或之前**透過傳真提交填妥的學校計劃。如學校遲交有關文件，本局會按需要要求學校提交書面解釋。若情況嚴重，本局會向其法團校董會／校董會／學校管理委員會再作跟進。）

適用於錄取 1 至 9 名非華語學生<sup>1</sup>的普通中學<sup>2</sup>

**加強支援非華語學生的中文學與教  
額外撥款  
2023/24 學年學校計劃（普通中學適用）**

學校名稱	： 華英中學
學校註冊編號	： 170313（6 位數 SCRN）
學校電話號碼	： 27607772
學校傳真號碼	： 27142944
總統籌人員姓名	： 江佩瑜
總統籌人員電郵	： <a href="mailto:jk@waying.edu.hk">jk@waying.edu.hk</a>

按 2023/24 學年收生實況調查指定的參照日期（一般為 9 月中旬）<sup>3</sup>，本校全校共錄取 1 名非華語學生（不包括在校內修讀非本地課程的非華語學生），並已在網上校管系統（WebSAMS）內核實及更新非華語學生的資料。按教育局通告第 8/2020 號，本校在 2023/24 學年獲提供額外撥款<sup>4</sup>。本校知悉教育局會根據收生實況調查指定的參照日期收集所得的學生人數與結果（當中包括經學校核實的非華語學生資料），計算本校在 2023/24 學年應獲提供的額外撥款額。若本校所呈報的預計合資格的非華語學生人數與收生實況調查結果有差異而影響全年的額外撥款額，教育局會在 2023 年第一季按需要調整或安排收回已發放的資助。本校承諾會在 2023/24 學年內將額外撥款差額（如適用）全數歸還教育局。

<sup>1</sup> 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

<sup>2</sup> 普通中學包括公營中學及提供本地課程的直接資助計劃（直資）中學。

<sup>3</sup> 直資學校的額外撥款額一般會按學校每年 9 月底錄取的非華語學生人數而定。

<sup>4</sup> 錄取 1 至 5 名和 6 至 9 名非華語學生的普通中學於 2020/21 學年分別獲提供 15 萬元和 30 萬元的額外撥款。額外撥款額會以此為基數，分別根據綜合消費物價指數變動和公務員薪酬調整幅度按學年調整。經調整後的 2022/23 學年額外撥款額（如適用）會於 2022 年 8 月中旬在教育局專題網頁（網址：[https://www.edb.gov.hk/ncs\\_chi](https://www.edb.gov.hk/ncs_chi)）公布。

本校確保非華語學生與華語同儕享有同等學習中文的機會，並將充分及適時運用額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園，包括加強與非華語學生家長的溝通和家校合作）。

本校 2023/24 學年的學校計劃已獲法團校董會／校董會／學校管理委員會通過。

## (一) 整體規劃

### (1) 安排專責統籌人員（教師／小組）

本校已安排以下專責人員統籌加強支援非華語學生的中文學與教及建構共融校園的事宜：

姓名及職位	教授中文科的經驗	教授非華語學生中文科的經驗
總統籌人員姓名： <u>江佩瑜</u> <input checked="" type="checkbox"/> 副校長 <input type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input checked="" type="checkbox"/> 7 年或以上	<input checked="" type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上
副統籌人員（如有）姓名： <u>李佩芬</u> <input type="checkbox"/> 副校長 <input checked="" type="checkbox"/> 中文科主任 <input type="checkbox"/> 中文科任教師 <input type="checkbox"/> 其他（請說明）： _____	<input type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input checked="" type="checkbox"/> 7 年或以上	<input checked="" type="checkbox"/> 不適用 <input type="checkbox"/> 1 年以下 <input type="checkbox"/> 1 年至少於 4 年 <input type="checkbox"/> 4 年至少於 7 年 <input type="checkbox"/> 7 年或以上

### (2) 確保教職員了解有關事宜及提升其文化敏感度

本校的專責統籌人員將於 2023/24 學年透過以下方式，確保教職員了解學校支援非華語學生的政策及措施，以及提升他們的文化敏感度（可選多於一項）：

- 向教職員闡釋有關政策及措施／匯報推行有關措施的進展
- 安排教師參與教育局與平等機會委員會協辦有關支援非華語學生暨建構共融校園的分享會
- 其他（請說明）：\_\_\_\_\_

### (3) 安排教學人手

本校於 2023/24 學年教授有非華語學生班別／組別中文科的教學人員及其相關經驗如下：

職位	人數	教授有非華語學生班別／ 組別中文科的經驗	人數
科任教師	( 1 ) 名	1 年以下	( ) 名
		1 年至少於 4 年	( 1 ) 名
		4 年至少於 7 年	( ) 名
		7 年或以上	( ) 名
教學助理	( 1 ) 名	1 年以下	( ) 名
		1 年至少於 4 年	( 1 ) 名
		4 年至少於 7 年	( ) 名
		7 年或以上	( ) 名

### (4) 安排教師專業培訓

為提升中文科教學人員教授中文作為第二語言的專業能力，本校將於 2023/24 學年：

初步計劃安排他們參加的相關培訓如下（可選多於一項）：

- 教育局舉辦有關「中國語文課程第二語言學習架構」（「學習架構」）及／或《中國語文校內評估工具—非華語學生適用》（《評估工具》）的研討會、工作坊等
- 教育局專業人員／教育局委託專上院校提供的校本支援服務
- 教育局透過語文基金推行的「教授中文作為第二語言專業進修津貼計劃」
- 教育局委託香港教育大學開辦為期五星期的「為非華語學生而設的中國語文教學專業進修課程證書」
- 校內中文科教學人員同儕觀課，進行專業交流，分享心得
- 校內中文科教學人員共同備課，調適教學策略和教學內容等
- 其他（請說明）：\_\_\_\_\_

或

暫時不會安排他們參加相關培訓，原因是（可選多於一項）：

- 本校教師已接受相關師資訓練／過往曾參加相關培訓或支援服務，現正鞏固有關經驗。
- 本校在照顧非華語學生的中文學習方面已有足夠經驗。
- 其他（請說明）：\_\_\_\_\_

(5) 評估非華語學生的中文學習需要

(a) 按 2023/24 學年收生實況調查指定的參照日期，本校非華語學生的分布如下：

	中一	中二	中三	中四	中五	中六	總數
(i) 非華語學生人數 (請注意：此項資料必須與學校透過 WebSAMS 呈報的學生資料一致)	1						1
(ii) 未曾就讀提供本地課程幼稚園／小學的非華語學生人數							
(iii) 新來港(即在入讀本校前抵港不足一年，或未曾在任何本地學校(包括幼稚園及小學)就讀超過一年)的非華語學生人數							
(iv) 就讀以普通話教授中文(普教中)班別／組別的非華語學生人數							
(v) 只供有普教中班別／組別的學校填寫 本校 <input type="checkbox"/> 全部／ <input type="checkbox"/> 部分年級(如為部分年級，請說明有關級別：_____ ) 全面 (即該年級所有班別／組別) 實施普教中。 <input type="checkbox"/> 有關級別的非華語學生可選擇是否就讀普教中班別／組別。 <input type="checkbox"/> 本校為就讀普教中班別／組別非華語學生(如適用)提供的支援措施包括： _____							

(b) 本校將於 2023/24 學年適時評估所有錄取的非華語學生(特別是第(5)(a)(ii)至(iv)項所述的非華語學生)的中文學習需要，以訂定適切的學習目標，以及制定支援計劃：

(i)	<input type="checkbox"/> 已採用／將會採用《評估工具》。 <input checked="" type="checkbox"/> 未有採用《評估工具》，原因是(可選多於一項)： <input checked="" type="checkbox"/> 本校的非華語學生預計可應付主流中文課堂的學習，故學校只須採用與華語學生相同的校本評估工具，已能有效評估他們的學習表現。 <input type="checkbox"/> 本校已發展多元化的校本評估方法，評估非華語學生的中文學習表現。 <input type="checkbox"/> 其他(請說明)：_____
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(ii)	<input type="checkbox"/> 已實施／將會實施「學習架構」。 <input checked="" type="checkbox"/> 未有實施「學習架構」，原因是（可選多於一項）： <input checked="" type="checkbox"/> 本校的非華語學生與華語同儕一起學習中文，並受惠於沉浸的中文語言環境，預計可應付主流中文課堂的學習，故學校只須為他們訂定與華語學生相同的學習目標和教學策略，已能幫助他們有系統地學習中文。 <input type="checkbox"/> 本校已按非華語學生的需要，發展校本中國語文課程，幫助非華語學生循序漸進，學習中文。 <input type="checkbox"/> 其他（請說明）：_____
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(6) 安排非華語學生考取合適的中國語文資歷

本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程。本校會就非華語學生的學習進展提出以實證為本的建議，並讓就讀高中的非華語學生因應其學習進展、需要和志趣，選讀香港中學文憑考試中國語文科或應用學習中文（非華語學生適用）及／或考取國際認可的其他中國語文資歷，並提供輔導及支援。

本校於 2023/24 學年提供的中國語文資歷考試，以及預計參加有關考試的高中非華語學生人數如下：（可選多於一項）

中國語文資歷考試		提供有關考試	預計參加有關考試的非華語學生人數		
			中四	中五	中六
(a)	香港中學文憑考試	<input type="checkbox"/>	/		
(b)	香港中學文憑考試應用學習中文 （非華語學生適用）	<input type="checkbox"/>			
(c)	普通教育文憑試（GCE）高級程度（A-Level）	<input type="checkbox"/>			
(d)	普通教育文憑試（GCE）高級補充程度 （AS-Level）	<input type="checkbox"/>			
(e)	國際普通中學教育文憑（IGCSE）	<input type="checkbox"/>			
(f)	綜合中等教育證書（GCSE）	<input type="checkbox"/>			

## (二) 運用額外撥款提供校本支援措施

- (7) 本校會充分及適時運用每學年發放的額外撥款，支援該學年的非華語學生。本校計劃運用 2023/24 學年獲提供的額外撥款 **A** \$156691 元<sup>4</sup>，以及 2022/23 學年額外撥款累積餘額<sup>5</sup>（如適用）**B** \$39639.25 元（請注意：此項資料必須與「加強支援非華語學生的中文學與教 額外撥款 2022/23 學年學校報告」的金額一致），按校本情況及非華語學生的學習需要，提供以下的校本支援措施（可選多於一項）：

（有關學校運用額外撥款的一般指引，請參閱本局通告第 8/2020 號附件一）

校本支援措施		運用 額外撥款	整合 其他資源 <sup>6</sup>
(a)	<input checked="" type="checkbox"/>	聘請額外員工 <sup>7</sup> （請於第(8)(a)項提供補充資料）	
	<input checked="" type="checkbox"/>	教學助理 (0.9) 名	\$196330.25
	<input type="checkbox"/>	不同種族的助理 ( ) 名	\$
	<input type="checkbox"/>	教師 ( ) 名	\$
		請以小數表示（如適用）	
(b)	<input type="checkbox"/>	購買促進非華語學生學習中文的教學資源 （請於第(8)(b)項提供補充資料）	\$
(c)	<input type="checkbox"/>	僱用專業服務（請於第(8)(a)項及／或第(8)(c)項提供補充資料）	
	<input type="checkbox"/>	翻譯／傳譯服務	\$
	<input type="checkbox"/>	校外導師／機構舉辦課後中文學習班	\$
	<input type="checkbox"/>	校外導師／機構協助教師舉辦共融校園活動	\$
	<input type="checkbox"/>	其他（請說明）：_____	\$
(d)	<input type="checkbox"/>	由學校籌辦的推廣共融校園活動 （請於第(8)(c)項提供補充資料）	\$
(e)	<input type="checkbox"/>	其他（請說明）：_____	\$
		運用額外撥款總支出 <b>C</b> [(a) + (b) + (c) + (d) + (e)]	\$196330.25
（請注意：運用額外撥款總支出 <b>C</b> 應小於或等於 <b>A</b> 及 <b>B</b> 的總和）			

<sup>5</sup> 資助學校、直資學校及按位津貼學校可保留部分額外撥款，惟累積餘款不可超過該學年所獲撥款的總額，任何超出上限的餘款須歸還教育局。教育局將根據學校經審核的周年帳目，收回超出上限的餘款。學校不得將這項額外撥款／餘款調往其他帳目。官立學校可將不超過該財政年度撥款總額的結餘轉至下一財政年度，任何超出上限的餘款會在財政年度完結時予以取消。

<sup>6</sup> 學校必須善用和適當分配額外撥款作特定用途（即加強支援非華語學生的中文學與教及建構共融校園）。當學校使用額外撥款出現不敷之數時，可運用其他資源，作整體性的規劃。此外，如學校計劃安排華語學生參加上述校本支援措施，同樣應按比例整合其他資源，以支援華語學生學習中文和共融文化的需要。

<sup>7</sup> 如學校運用額外撥款支付額外員工的部分薪金／非全職員工（包括日薪員工、兼職員工等）的薪金，請以小數表示。舉例學校聘請一名額外教學助理，其全學年總薪金為 20 萬元。學校以額外撥款 15 萬元支付其總薪金的 75%，並整合其他資源 5 萬元支付其餘 25%。就額外撥款的運用，學校應於第(7)(a)項註明學校以額外撥款 15 萬元聘請 0.75 名額外教學助理（該教學助理工作時間不少於 75% 用作加強支援非華語學生的中文學與教及建構共融校園），並透過整合其他資源，支付其餘薪金。



- (f) 本校預計 2023/24 學年獲提供的額外撥款累積結餘為  $\boxed{D} \text{ 0 元 } [\boxed{A} + \boxed{B} - \boxed{C}]$ ，累積結餘佔 2022/23 學年額外撥款的百分比為  $\text{0} \% [\boxed{D} \div \boxed{A} \times 100\%]$ 。

只供預計額外撥款的餘額  $\boxed{D}$  累積至高水平（70%或以上）的學校填寫

本校預計於 2023/24 學年完結時，額外撥款的餘額累積至高水平，有關原因，以及就充分及適時運用額外撥款的計劃詳述如下：

(i) 原因：\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(ii) 運用餘額的計劃：\_\_\_\_\_

\_\_\_\_\_

- (8) 本校於 2023/24 學年的校本支援措施詳情如下：

(a)	本校聘請的額外員工／僱用的專業服務，負責以下工作：	
	<input type="checkbox"/>	提供中文科的 <b>課堂</b> 支援：(可選多於一項) <input type="checkbox"/> 抽離學習 (年級：_____) <input type="checkbox"/> 分組／小組學習 (年級：_____) <input type="checkbox"/> 協作／支援教學 (年級：_____) <input type="checkbox"/> 發展校本中國語文課程及／或調適學與教材料 (年級：_____) <input type="checkbox"/> 採用／參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源 <input type="checkbox"/> 採用／參考教育局發展的《中國語文(非華語學生適用)》教材 <input type="checkbox"/> 申請優質教育基金撥款，發展校本課程／教材 <input type="checkbox"/> 其他(請說明)：_____ <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
	<input checked="" type="checkbox"/>	提供 <b>課後</b> 支援：(可選多於一項) <input checked="" type="checkbox"/> 中文學習小組 (年級：__1__) <input type="checkbox"/> 暑期銜接課程 (年級：_____) <input checked="" type="checkbox"/> 中文銜接課程 (年級：__1__) <input type="checkbox"/> 伴讀計劃 (年級：_____) <input type="checkbox"/> 朋輩合作學習 (年級：_____) <input type="checkbox"/> 故事導讀 (年級：_____) <input type="checkbox"/> 其他(請說明：_____) (年級：_____)
	<input type="checkbox"/>	安排推廣共融校園活動／提供有關服務 (請於第(8)(c)項提供補充資料)
	<input type="checkbox"/>	其他(請說明：_____) (年級：_____)

<p>(b)</p>	<p>本校計劃購買促進非華語學生學習中文的教學資源，詳情如下：          (請注意：有關額外撥款一般不可用於購買流動電腦裝置及電子器材等)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;"><u>教學資源</u></th> <th style="width: 20%; text-align: center;"><u>年級</u></th> <th style="width: 30%; text-align: center;"><u>用途</u></th> </tr> </thead> <tbody> <tr> <td>(i)</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>(ii)</td> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	<u>教學資源</u>	<u>年級</u>	<u>用途</u>	(i)	_____	_____	(ii)	_____	_____
<u>教學資源</u>	<u>年級</u>	<u>用途</u>								
(i)	_____	_____								
(ii)	_____	_____								
<p>(c)</p>	<p>本校計劃籌辦／僱用專業服務協助教師舉辦共融校園／多元文化活動及／或提供有關服務，詳情如下：</p> <p>(請注意：學校可運用部分額外撥款及／或整合現有措施和資源，為非華語學生及其家長舉辦共融校園／多元文化活動及／或提供相關服務)</p> <p>(i) 舉辦推廣共融校園／多元文化的活動          透過舉辦中秋節活動，讓非華語同學也能認識中秋節美滿團圓的意義，也藉此欣賞不同描寫中秋詩歌的美。</p> <p>1. 活動內容： <u>中華節慶活動</u> <span style="float: right;">年級：1-6</span></p> <p>➤ <input checked="" type="checkbox"/> 由學校籌辦 <input type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p>➤ <input type="checkbox"/> 使用此額外撥款 <input type="checkbox"/> 沒有使用此額外撥款</p> <p>2. 活動內容： _____</p> <p>➤ <input type="checkbox"/> 由學校籌辦 <input type="checkbox"/> 僱用專業服務協助教師舉辦</p> <p>➤ <input type="checkbox"/> 使用此額外撥款 <input type="checkbox"/> 沒有使用此額外撥款</p> <p>(ii) 加強與非華語學生家長的溝通和家校合作          (例如家長日、家長講座及家長教育活動等) (可選多於一項)</p> <p><input type="checkbox"/> 僱用傳譯服務或聘請會說英語及／或其他語言的教職員，協助講解學校政策及其他安排 <span style="float: right;">年級：_____</span></p> <p><input type="checkbox"/> 僱用翻譯服務或翻譯學校通告／學校網頁／其他資料，闡釋學校政策及其他安排 <span style="float: right;">年級：_____</span></p> <p><input checked="" type="checkbox"/> 定期與非華語學生的家長討論其子女的學習進度 (包括中文學習)，強調學好中文的重要性 <span style="float: right;">年級：1</span></p> <p><input type="checkbox"/> 為非華語學生的家長提供有關其子女選校／升學／就業的資訊 <span style="float: right;">年級：_____</span></p> <p><input type="checkbox"/> 其他 (請說明： _____) <span style="float: right;">年級：_____</span></p>									

(三) 評鑑、問責及支援

(9) 2023/24 學年中期／結束時，本校會透過不同模式，評估落實校本支援措施的情況：

(i) 加強支援非華語學生的中文學與教（可選多於一項）

透過自我評鑑／同儕觀課等，評估教學人員教授非華語學生中文專業能力

透過多元化的校本評估結果，評估非華語學生的中文學習進度

透過使用《評估工具》結果，評估非華語學生的中文學習進度

透過非華語學生在中文課堂／課外活動的表現（例如戲劇、校園小記者、朗誦、徵文比賽等），評估非華語學生學習中文的信心和態度

其他（請說明）：\_\_\_\_\_

(ii) 建構共融校園（可選多於一項）

透過問卷調查／自我評鑑等，評估教職員對學校支援非華語學生的政策及措施的了解和文化敏感度。

透過非華語學生在中文課堂／課外活動的表現，評估推廣共融校園的成效

透過問卷調查等，評估非華語學生的家長對其子女的學習進度（包括中文學習）、選校／升學／就業的資訊，以及學校政策和其他安排等的了解

其他（請說明）：\_\_\_\_\_

(10) 本校已知悉須按有關規定，並會依時提交以下文件：

(i) 在 2023 年 9 月或之前，於《中學概覽》「非華語學生的教育支援」欄目，列出學校為加強非華語學生學習中文及建構共融校園的額外支援措施；

(ii) 在 2023 年 11 月 30 日或之前，提交經法團校董會／校董會／學校管理委員會通過，並經校監簽署的 2023/24 學年學校報告；以及

(iii) 在 2023 年 11 月 30 日或之前，透過教育局提供的中、英文對照學校支援摘要表格，闡述學校於 2023/24 學年如何加強支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校必須在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，以便家長瀏覽有關資料。

校監簽署：\_\_\_\_\_

校監姓名：\_\_\_\_\_ 林崇智

日期：\_\_\_\_\_ 2023 年 11 月 8 日



## Checklist of Student Safety and Health Measures (2023 / 2024 school year)

[Please submit on or before 30 November 2023]

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
<b>1. General safety</b>					
a) School equipment and installations	3.4.1 Paragraph 1a & b	<ul style="list-style-type: none"> <li>• Properly install and maintain school equipment</li> <li>• All hazardous chemicals/ poisons should be clearly labelled and kept in locked cupboards</li> <li>• Students are only allowed to enter science laboratories in the presence of and with the permission of teachers</li> <li>• The preparation rooms and chemical storerooms should not be accessible to students and unauthorized staff</li> <li>• Develop clear usage guidelines</li> </ul>	Mr. Chan Wai Hung  Mr. Cheung Yau Ming	GAC Head  SE Head	2023/09/01
b) Recess, lunch time and school dismissal	3.4.1 Paragraph c	<ul style="list-style-type: none"> <li>• Assign adequate members of staff to be on duty and patrol the school premises</li> </ul>	Mr. Yeung Wing Sun	Vice Principal	2023/09/01
c) Inclement weather	3.4.1 Paragraph d	<ul style="list-style-type: none"> <li>• Formulate a contingency plan</li> </ul>	Mr. Yeung Wing Sun	Vice Principal	2023/09/01
<b>2. During lessons and school activities</b>					
a) Science subjects	3.4.1 Paragraph 2a	<ul style="list-style-type: none"> <li>• Establish an effective safety management system (e.g. setting up a standing committee on laboratory safety) to ensure that safety measures are properly implemented and any emergencies occurring in science laboratories are dealt with in an effective and efficient manner</li> <li>• Formulate or revise laboratory safety policies and laboratory rules, and the emergency plan for laboratories</li> </ul>	Mr. Cheung Yau Ming	SE Head	2023/09/01

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
		<ul style="list-style-type: none"> <li>• Ensure that risk assessment has been conducted before conducting practical activities to evaluate the potential hazards in practical activities and ensure appropriate control measures have been taken</li> <li>• Give clear instructions to students before each experiment, and remind them of the potential hazards and safety precautions to take</li> <li>• Note the health conditions of students as far as possible so that precautions can be taken where appropriate</li> <li>• Give sufficient supervision and guidance to students during experiments</li> <li>• <a href="#">“Science Education - Laboratory Safety and Management” webpage</a></li> </ul>			
b) Subjects under Technology Education Key Learning Area	3.4.1 Paragraph 2b	<ul style="list-style-type: none"> <li>• <a href="#">“Technological Subjects - Safety in School Workshops” webpage</a></li> <li>• <a href="#">“Teaching Technology and Living/ Home Economics in Secondary Schools Safety Booklet” (2010)</a></li> </ul>	Mr. Yung Chi Ho Thomas  Mr. Yiu Wai Che	DT Head  HE Head	2023/09/01
c) General Studies for primary schools	3.4.1 Paragraph 2c	<ul style="list-style-type: none"> <li>• <a href="#">“Safety Handbook for General Studies for Primary Schools” (2011)</a></li> </ul>	Nil	Nil	Nil
d) Visual Arts	3.4.1 Paragraph 2d	<ul style="list-style-type: none"> <li>• <a href="#">“Guidelines on Safety for Visual Arts in Primary Schools” (2023)</a></li> <li>• <a href="#">“Guidelines on Safety for Visual Arts in Secondary Schools” (2023)</a></li> </ul>	Mr. Wong Pui Leung	AE Head	2023/09/01

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
e) Physical Education, co-curricular physical activities, games day, swimming and athletics activities	3.4.1 Paragraph 2e & f	<ul style="list-style-type: none"> <li>• <a href="#">“Safety Guidelines on Physical Education Key Learning Area for Hong Kong Schools” (2023)</a></li> </ul>	Mr. Tse Sai Chiu	PE Head	2023/09/01
f) Extra-curricular activities, outdoor activities and study tours	3.4.1 Paragraph 2g	<ul style="list-style-type: none"> <li>• <a href="#">“Guidelines on Extra-curricular Activities in Schools”</a></li> <li>• <a href="#">“Guidelines on Outdoor Activities”</a></li> <li>• <a href="#">“Guidelines on Study Tours Outside Hong Kong”</a></li> </ul>	Mr. Lai Chor Yin	ECA Head	2023/09/01
<b>3. Handling accidents and medical emergency</b>	3.4.2 & 3.4.3	<ul style="list-style-type: none"> <li>• Establish a crisis management mechanism, follow up minor, serious or life-threatening accidents and medical emergencies properly</li> <li>• At least 2 teachers are trained in administering first aid</li> <li>• Encourage teachers to attend first aid training courses regularly</li> <li>• Keep a comprehensive record of all accidents, with details of each accident and the treatment given to the injured students, etc.</li> <li>• Maintain fully equipped first aid boxes and fit them in appropriate locations</li> <li>• All science teachers, teachers teaching in workshops and their assistants are familiar with the contents in the first aid boxes and their use</li> <li>• Provide a suitable room for medical inspection and first aid</li> </ul>	Dr. Wun Chi Wa  Mr. Yeung Wing Sun  Mr. Chan Wai Hung	Principal  Vice Principal  GAC Head	2023/09/01

Item	Chapter and Paragraph in School Administration Guide	Key Content and Guidelines/Handbooks	Name(s) of Responsible Person(s)	Position	Date of Completing Review and Follow-up
<b>4. School bus services</b>	3.4.4	<ul style="list-style-type: none"> <li>Choose and supervise school bus services properly</li> <li>Draw up guidelines for ensuring safety of pupils on school transport vehicles for stakeholders' adherence</li> <li>Every school bus and school private light bus provides an escort while in operation</li> <li><a href="#">"Guidelines for Ensuring Safety of Pupils on School Transport Vehicles"</a></li> </ul>	Nil	Nil	Nil
<b>5. Students' health matters</b>					
a) Students' health records	3.5.2 Paragraph 1	<ul style="list-style-type: none"> <li>Issue a circular letter annually to parents to solicit their co-operation in reporting the medical history of their children</li> <li>Keep students' health records properly</li> <li>Handle students' health records in accordance with the Personal Data (Privacy) Ordinance</li> </ul>	Ms. Yu On Ki	SAC Head	2023/09/01
b) Appropriate arrangements for students with health problems	3.5.2 Paragraph 2	<ul style="list-style-type: none"> <li>Advise student's parents/ guardians to submit a medical certificate issued by an attending physician</li> <li>Follow doctors' advice to arrange appropriate amount of physical exertion for students</li> <li>Comprehend student's conditions and medical history and be watchful for the health conditions of students</li> <li>Take Air Quality Health Index into consideration when conducting activities</li> </ul>	Mr. Yeung Wing Sun Mr. Tse Sai Chiu	Vice Principal PE Head	2023/09/01

c) Healthy meals	3.5.5 Paragraph 1	<ul style="list-style-type: none"> <li>• Arrange a lunch break of about 1 hour per school day</li> <li>• Set up co-ordination groups to work out the healthy and environmentally friendly meal policy and practices, to supervise, co-ordinate and improve meal arrangements for students</li> <li>• Refer to relevant EDB circulars and guidelines as well as the guidelines issued by other relevant Government departments (including the Department of Health and the Food and Environmental Hygiene Department)</li> </ul>	Ms. Yu On Ki	SAC Head	2023/09/01
<b>6. Discipline</b>	3.6.1	<ul style="list-style-type: none"> <li>• Draw up discipline policies and procedures</li> <li>• Establish a discipline team to oversee the planning, organisation, development and monitoring of matters relating to student discipline at school</li> <li>• Formulate policy and measures to prevent students' behavioural problems, such as bullying, discrimination and sexual harassment, etc., and cultivate a safe and orderly learning environment for the students</li> <li>• <a href="#">"Student Guidance and Discipline Services" webpage</a></li> </ul>	Ms. Hui Mei Lin	DC Head	2023/09/01
<b>7. Serious student behavioural problems</b>					
a) Suicidal behaviours	3.7.1	<ul style="list-style-type: none"> <li>• Formulate school-based policies and measures for early detection of and support to students with suicidal behaviours</li> <li>• <a href="#">"A Resource Handbook for Schools: Detecting, Supporting and Making Referral for Students with Suicidal Behaviours"</a></li> <li>• <a href="#">"School Crisis Management: Handbook of aftermath intervention and psychological</a></li> </ul>	Mr. Law Chi Wai	GCG Head	2023/09/01



		<a href="#">support (Applicable to injury and death of students and staff)”</a>			
b) Drug taking and trafficking	3.7.2	<ul style="list-style-type: none"> <li>Formulate a school-based Healthy School Policy with an anti-drug element to institutionalise a drug-free school culture, review the preventive measures regularly and evaluate effectiveness</li> <li>Handle suspected drug cases prudently, including handling cases of which students suspected to have taken drugs/in possession of drugs or involved in drug trafficking according to the relevant guidelines</li> <li><a href="#">“Healthy School Policy” webpage</a></li> </ul>	Ms. Hui Mei Lin	DC Head	2023/09/01
c) Bullying	3.7.6	<ul style="list-style-type: none"> <li>Adopt a “Whole School Approach” to formulate and implement anti-bullying strategies, take positive measures to ensure the safety of students and against bullying in school</li> <li><a href="#">EDBC18/2008 “Creating Harmonious School”</a></li> </ul>	Ms. Hui Mei Lin	DC Head	2023/09/01
<b>8. Legislations of school premises</b>	8.2.1 Paragraph 4	<ul style="list-style-type: none"> <li>Formulate school-based guidelines and measures to ensure that the restrictions on the structural requirements and use of roof playground, arrangement of gymnastics/ other form of physical education, assembly of students and furnishing of classrooms are properly observed</li> </ul>	Mr. Chan Wai Hung	GAC Head	2023/09/01
<b>9. Security measures in schools</b>	8.3.1	<ul style="list-style-type: none"> <li>Ensure that the school has sufficient security measures in place to protect school property from misuse, damage, theft, and burglary</li> <li>Formulate school-based security policy</li> <li>Assign staff members as “security officers”</li> </ul>	Mr. Chan Wai Hung	GAC Head	2023/09/01


		<ul style="list-style-type: none"> <li>Comply with the “Guidance on CCTV Surveillance and Use of Drones” published by the Office of the Privacy Commissioner for Personal Data</li> </ul>			
<b>10. Fire prevention measures</b>	8.3.3	<ul style="list-style-type: none"> <li>Keep exits from classrooms and the school premises free from obstruction at all times</li> <li>Ensure that all fire services installations and equipment, including fire extinguishers, are in good condition and easily accessible</li> <li>Provide additional buckets of water and sand in laboratories for extinguishing fire</li> <li>Display the fire escape routes plan in all classrooms and dormitories</li> <li>Conduct fire drills at least once every six months and ensure that all members of the school participate</li> <li>Ensure that when an alarm is sounded on one fire alarm bell, it is immediately relayed to all other alarm bells</li> <li>Adhere to the restrictions and requirements for the use of naked flame on school premises</li> </ul>	Mr. Chan Wai Hung  Ms. Hui Mei Lin	GAC Head  DC Head	2023/09/01
<b>11. Stair wells or other kinds of light wells</b>	8.3.4	<ul style="list-style-type: none"> <li>Construct safety nets on every floor of stair wells or other kinds of light wells for the sake of the safety</li> </ul>	Mr. Chan Wai Hung	GAC Head	2023/09/01
<b>12. Crisis management</b>	3.7.1 & 8.4	<ul style="list-style-type: none"> <li>Set up a Crisis Management Team to formulate school-based mechanisms, procedures, guidelines and contingency plans, which should be regularly reviewed and updated as necessary, for effective handling of crises</li> <li>Conduct drills periodically</li> </ul>	Dr. Wun Chi Wa	Principal	2023/09/01

<b>13. Others (if applicable)</b>			Nil	Nil	Nil
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Please note: This checklist only lists the key topics in relation to student safety and health and is by no means exhaustive. Schools are required to comply with the Education Ordinance, Education Regulations, Code of Aid, circulars, guidelines and handbooks issued and updated by the EDB from time to time as well as the provisions of the relevant laws in Hong Kong. Schools may, having regard to their school-based circumstances and needs, suitably enrich the content of this checklist.

I confirm that the above information is accurate and was endorsed by Incorporated Management Committee/School Management Committee at the meeting on \_\_\_\_\_08/11/2023\_\_\_\_(dd/mm/yyyy).



Signature of School Principal : 

Name of School Principal : Dr. Wun Chi Wa

Date : 2023/11/08