




東華三院馬振玉紀念中學

學校周年計劃  
2014 / 2015 學年



## 東華三院馬振玉紀念中學

### 辦學宗旨

東華三院一貫的辦學精神乃為社會提供完善及多元化的教育服務，作育英才，使兒童及青少年成長後能盡展所長，回饋社會。

為本港兒童及青少年進行「全人教育」，提供一個優良的學習環境，使能發揮個人的潛能，日後成為具備知識技能、有獨立思考能力、勇於承擔責任和關注社會事務的良好公民。

培育兒童及青少年有正確的價值觀和積極的人生觀，並以校訓「勤儉忠信」為進德修業的依歸，勉勵他們拓展豐盛而有意義的人生。



東華三院馬振玉紀念中學  
學校周年計劃  
二零一四/二零一五年度

關注事項	頁數
1. 透過電子學習模式，提升學生自主學習能力。	4-5
2. 鞏固學生英語學習水平。	6-9
3. 強化領袖培訓，擴展關愛文化，建立健康人生。	10-12

1. 關注事項：透過電子學習模式，提升學生自主學習能力。

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
課程發展	<ol style="list-style-type: none"> <li>1. 鼓勵多元化的課程設計，引發學生學習興趣、提升學生的共通能力、協作及自學的能力及推動全方位學習活動</li> <li>2. 設計照顧學習差異的課程及評估</li> <li>3. 協助學生建立學習歷程檔案、檢視學習進度及成效</li> <li>4. 英國語文科及通識科引入中文大學『優質學校改進計劃』，發展教師課研、設計校本課程及科主任領導的能力</li> <li>5. 善用學習評估，提升學習成效</li> </ol>	<ul style="list-style-type: none"> <li>● 不少於 80%的教師提升教學效能</li> <li>● 不少於 80%的學生提升學習能力</li> <li>● 教師積極參予觀課活動，提升學與教之成效</li> </ul>	● 問卷調查/觀察	全年	歐全明副校長/ 各科主任/ 課任老師	---
教學策略	<ol style="list-style-type: none"> <li>1. 強化以學生為主導的教學範式</li> <li>2. 培養學生運用不同的學習策略，以分組學習、合作學習建立主動學習的態度</li> <li>3. 以「全校參予」的模式，推廣課室學習常規「課前預習、課堂專心學習、課後溫習／練習」</li> <li>4. 製作電子教材，提升學習動力及掌握自主學習技能</li> <li>5. 建立電子學習資料庫</li> <li>6. 鼓勵學生進行自評及互評</li> <li>7. 鼓勵學生多閱讀報章及時事資訊，加強分析及評論能力</li> <li>8. 展示及肯定不同能力學生的學習成果</li> </ol>	<ul style="list-style-type: none"> <li>● 提高學生學習興趣</li> <li>● 培養自主學習的技能</li> <li>● 學生懂得運用資訊科技能力，並建立自主學習的技</li> <li>● 提高學生批判思考能力</li> </ul>	● 問卷調查/觀察	全年	歐全明副校長/ 各科主任/ 課任老師	---

支援課堂教學	<ol style="list-style-type: none"> <li>1. 強化級教務支援學與教的角色</li> <li>2. 加強各科/組之合作，以支援教學</li> <li>3. 透過集體備課、示範教學及觀課活動，強化成功教學經驗，加強教學分享及交流</li> <li>4. 廣泛推廣閱讀策略，提升學生自學能力</li> </ol>	<ul style="list-style-type: none"> <li>● 不少於 80%的教師教學觀感提升</li> <li>● 不少於 80%的學生學習觀感提升</li> <li>● 收集觀課數據，以了解教學之成效</li> </ul>	<ul style="list-style-type: none"> <li>● 問卷調查/觀察</li> </ul>	全年	歐全明老師/ 各科主任/ 級教務/ 課任老師	
中三專題研習計劃	<ol style="list-style-type: none"> <li>1. 規劃初中專題研習學習目標</li> <li>2. 舉辦工作坊，向學生講解專題研習的技巧</li> <li>3. 運用資訊科技提升協作能力，掌握自主學習技能</li> </ol>	<ul style="list-style-type: none"> <li>● 不少於 80%學生能掌握基本之專題研習技巧</li> </ul>	<ul style="list-style-type: none"> <li>● 學生學習成果匯報</li> </ul>	全年	李愷茵老師 中三級課任老師	
教師專業發展	<ol style="list-style-type: none"> <li>1. 為教師舉辦與教學技巧相關之研討會/工作坊</li> <li>2. 引入中大『優質學校改進計劃』校外資源在教學上提供專業意見</li> <li>3. 透過全校性觀課活動，提高科主任領導科務能力</li> <li>4. 新教師入職輔導</li> </ol>	<ul style="list-style-type: none"> <li>● 不少於 80%教師能運用不同教學策略</li> </ul>	<ul style="list-style-type: none"> <li>● 問卷調查</li> <li>● 課堂觀察</li> </ul>	十月/ 五月	陳惠芳老師/ 各科主任/ 課任老師	
照顧課堂學習差異	<ol style="list-style-type: none"> <li>1. 建立「全校參予」的學習支援模式，製訂守則，釐訂各個持分者的不同職責及角色</li> <li>2. 增加不同科/組對學生「個別差異」的關注</li> <li>3. 加強訓輔導/社工/教育心理學家之合作</li> <li>4. 按學生能力進行拔尖/增潤/特殊學習課程</li> </ol>	<ul style="list-style-type: none"> <li>● 不少於 80%學生在校內考試之成績有所提升</li> <li>● 不少於 80%教師能靈活運用各種教學策略，以照顧學生的個別差異</li> <li>● 拔尖/增潤/特殊學習課程之整體出席率不低於 80%</li> </ul>	<ul style="list-style-type: none"> <li>● 學生校內考試的成績/各項課程之出席率</li> <li>● 課堂觀察</li> <li>● 問卷調查</li> </ul>	全年	歐全明副校長/ 冼麗玲老師/ 梁家熙老師/ 各科主任/課任老師	

## Area of concern 2: To consolidate students' English Language attainment level

Intended Outcome/Targets	Strategies/Tasks	Success Indicator	Mode of evaluation	Schedule	Person-in-charge	Resources required
2.1 To level / stream the students in form-based and class-based to cater for learner diversity	<ol style="list-style-type: none"> <li>Review and update the existing English learning and teaching curriculum and materials for S1-S3 following the guidelines offered by Pathways.</li> <li>Adopt differentiated materials on language awareness and word study in different classes in S1-S3.</li> <li>Organise S5-S6 lunchtime and after-school speaking enhancement programmes and exam practices to provide extra support of appropriate level of materials and suggestions to help the middle-level students improve their speaking performance.</li> <li>Develop students' reading skills through Read Aloud Programme, leveling reading curriculum and programme.</li> </ol>	<ul style="list-style-type: none"> <li>The existing English curriculum and teaching materials are reviewed and further developed.</li> <li>Differentiated materials are used in different classrooms.</li> <li>Lunchtime and after-school speaking practices are conducted by NET.</li> <li>Over 90% of the speaking enhancement sessions are successfully arranged and conducted by NET.</li> <li>Students read different levels of English books according to their reading abilities.</li> <li>60% of students find the leveling reading programme positive and helpful for their English learning.</li> </ul>	<ul style="list-style-type: none"> <li>S4-S6 speaking pre-tests and post-tests</li> <li>Students' attendance record and portfolios of the English speaking enhancement programme</li> <li>Review meetings with teachers concerned to examine the suitability and feasibility of the materials</li> <li>Collaborative meetings across the forms to plan, design and manage language materials and activities</li> <li>Students' records and portfolios of the Reading Award Scheme and Read Aloud Programme.</li> </ul>	09/2014 – 06/2015	S1-S3 English Teachers  Mr. Gray  Read Aloud Programme Teachers	Pathways Project  NET Section (Christine)
2.2 To offer more chances to increase and improve students' performance of speaking and writing products	<ol style="list-style-type: none"> <li>Emphasise the importance of the adaptation and use of English language curriculum and the learning activities of speaking and writing production through various possible ways: e.g. having an interactive activity every English lesson, training students to give oral presentations in public and making it a habit, e.g. Speech Festival, organize inter-class story-telling / poem-reading (speaking-related) competitions, forming junior-form English drama team to take</li> </ol>	<ul style="list-style-type: none"> <li>Students are eager to speak more English inside and outside the classrooms.</li> <li>Different interactive learning activities are implemented in everyday English lessons.</li> <li>A junior-form English drama team is formed and takes part in the</li> </ul>	<ul style="list-style-type: none"> <li>Using questionnaires to collect teachers' and students' feedback</li> <li>Checking records and portfolios of the student performance</li> <li>Recordings of the English speaking presentations of students on Wednesdays</li> </ul>	09/2014 – 06/2015	All English teachers, other subject teachers (Music, Liberal Studies, Science, Home Economics and so on)	Project WeCan 2  LAC  Speech Festival \$3,000  English Speaking Wednesdays

	<p>part in the HKSDf 2014/15, recruiting a group of English ambassadors for peer reading, morning assemblies and so on.</p> <ol style="list-style-type: none"> <li>2. Work collaboratively with other subjects through LAC: e.g. singing English songs in Music lessons, teaching English vocabulary of cooking utensils and jargons in Home Economics lessons.</li> <li>3. Promote English learning environment, especially on Wednesdays by gaining support from teachers other than English Language: e.g. inviting non-English teachers to share ideas and opinions in English as role models during Wednesday morning assemblies, and promoting the custom and habit for everybody to speak in English all around the campus on English Wednesdays.</li> <li>4. Adopt a series of more systematic and appropriate writing textbooks to help students consolidate their writing skills.</li> <li>5. Encourage more capable students to take the public examinations, e.g. IELTS and KET.</li> <li>6. Develop junior form writing paper with rubrics based on the HKDSE writing assessment criteria to get students familiar with the marking criteria at an early stage.</li> </ol>	<p>HKSDf 2014/15.</p> <ul style="list-style-type: none"> <li>● Non-English teachers also help promote and speak English on English Speaking Wednesday, and teach vocabulary in their lessons based on LAC.</li> <li>● A series of writing textbooks are adopted to improve students' writing skills.</li> <li>● Junior-form students sit in public exams and gain more experience in using English in public.</li> <li>● A set of new English writing paper with rubrics are developed.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning and teaching materials in English used by other subject teachers</li> <li>● Students' portfolios and recording of the junior-form English drama performance, and the materials used for the HKSDf 2014/15.</li> </ul>		<p>Drama: Mr.GRAY, Carol, (Project WeCan 2: Chi)</p> <p>S1-S3 English Teachers</p>	
2.3 To instruct language awareness and word study explicitly	<ol style="list-style-type: none"> <li>1. Instruct word study (phonemic awareness, phonics, sight words and word formation) explicitly in class to arouse students' awareness on different language items (based on S1-S3 Scheme of Work).</li> <li>2. Highlight the importance of basic decoding skills, spelling rules, and different language skills to help students scaffold a more sound and comprehensive language foundation.</li> <li>3. Train students' decoding and comprehension skills to help improve their reading skills and strategies.</li> </ol>	<ul style="list-style-type: none"> <li>● Learning materials of word study are designed and used in different classrooms.</li> <li>● Students pay more attention to the word study and apply different skills in their formative and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>● Using questionnaires to collect students' feedback</li> <li>● Students' feedback on their academic results</li> <li>● Improved language foundation among students</li> </ul>	09/2014 – 06/2015	<p>All English teachers</p> <p>Read Aloud Programme Teachers</p>	Pathways Project

2.4 To strengthen the validity of the assessment materials	<ol style="list-style-type: none"> <li>Put emphasis on the validity of the assessments by building better links and interface between the contents learned and the assessment criteria <i>of</i> and <i>for</i> students' learning: e.g. dictation and daily speaking materials should be used in speaking exams.</li> <li>Circulate the assessment materials among form-teachers to ensure the validity of assessment in each form.</li> <li>Set more challenging questions in each task of the assessments and help strengthen students' English attainment levels.</li> </ol>	<ul style="list-style-type: none"> <li>Better links and interface are bridged between the contents taught and the assessment materials and criteria.</li> <li>Higher passing rates of students' formative and summative assessments are measured.</li> </ul>	<ul style="list-style-type: none"> <li>Students' feedback on their academic results</li> <li>Valid and appropriate interface / bridge between the contents learned and the assessment criteria in different assessment papers</li> </ul>	09/2014 – 06/2015	All English teachers  CHAN HOI CHI, (CUHK School Support Service)	CUHK School Support Service
2.5 To raise students' involvement and motivation in learning English	<ol style="list-style-type: none"> <li>Enhance students' language proficiency through e-Learning resources: i.e. a six-level programme, designed for mixed-ability students, with NSS-driven topics.</li> <li>Give positive feedback and awards for outstanding performance to arouse students' interests and motivation for learning.</li> <li>Assign daily marks to the Read Aloud Programme to promote self-learning.</li> </ol>	<ul style="list-style-type: none"> <li>The school-based online course is incorporated into the S1-S3 school-based curriculum.</li> <li>The online course is available for all students to self-access in class, and boarding section.</li> </ul>	<ul style="list-style-type: none"> <li>Using questionnaires to collect teachers' and students' feedback</li> <li>Checking records of the student performance</li> </ul>	09/2014 – 06/2015	CHAN HOI CHI	Reading Award Scheme \$1,000  e-Learning Curriculum \$12,000
2.6 To train student ambassadors for making English language promotional announcements and sharing presentations	<ol style="list-style-type: none"> <li>Provide plenty of chances for the English ambassadors in each class to help organize various English activities and speak in public, e.g. taking part in the Speech Festival 2014/15, promoting English activities in the morning assemblies.</li> <li>Assign students who joined the UK Study Tour to help organise English learning activities and make announcements in English.</li> </ol>	<ul style="list-style-type: none"> <li>The students are expected to speak in the morning assemblies and organize activities for schoolmates.</li> </ul>	<ul style="list-style-type: none"> <li>Students' record such as presentation scripts, and activity materials</li> <li>Using questionnaires to collect feedback from teachers and students</li> <li>Student and teacher interviews</li> </ul>	09/2014 – 06/2015	Chan Wai Fong, Mr.Gray  Speech Festival: Chan Ming Kan  20 <sup>th</sup> Anniversary – CYMa English Speaking Festival: CHAN HOI CHI	Speech Festival \$3,000  CYMa 20 <sup>th</sup> Anniversary – CYMa English Speaking Festival \$6,000
2.7 To allow students to immerse in an English environment	<ol style="list-style-type: none"> <li>Promote the use of English passport for recording students' participation of English activities.</li> <li>Put up English posters, English news articles and quotes around the school campus.</li> <li>Hang up useful English expressions and</li> </ol>	<ul style="list-style-type: none"> <li>More use of English Passport on English Wednesdays.</li> <li>English posters and other language materials are hanged around the campus.</li> </ul>	<ul style="list-style-type: none"> <li>Using questionnaires to collect teachers' and students' feedback</li> <li>Student and teacher interviews</li> <li>Checking the performance of the</li> </ul>	09/2014 – 06/2015	English Passport: Chan Carol  All English teachers	English Speaking Wednesdays \$4,000  English Week \$1,800



	<p>language materials in classrooms.</p> <ol style="list-style-type: none"> <li>4. Show students' work and sharing of books and ideas on the classroom display boards.</li> <li>5. Encourage student-centered learning and teaching through appropriate class activities and discuss in the form meetings.</li> <li>6. Hold exhibitions of students' work (once a term).</li> <li>7. Carry out English Week (March 2015)</li> <li>8. Organise regular English activities</li> <li>9. English Speaking Days <ul style="list-style-type: none"> <li>● Movie shows</li> <li>● English Café</li> <li>● Book fair</li> <li>● Form-based activity (once a year)</li> <li>● English song dedication sessions (3 times a year)</li> <li>● TW English Summer Camp</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>● Students' works are displayed in and out of the classrooms.</li> <li>● Activities are held according to the schedule.</li> <li>● 60% of students complete the tasks assigned in the English passport.</li> </ul>	students by reviewing their English Passports		English Week: Chan Ming Kan,	<p>Class-based / Form-based Project \$6,000</p> <p>TW English Summer Camp \$15,000</p>
2.8 To implement a school-based reading curriculum	<ol style="list-style-type: none"> <li>1. All English books (in English Department and library) are graded into different reading abilities, and accounting for age. The grading system is accessible for all students and teachers.</li> <li>2. Assess students' individual reading abilities and reading sub-skills at the beginning of the school year and run the analysis annually.</li> <li>3. Assign post-reading assignments and comprehension questions to check students' understanding and ensure the progress through the use of formative assessment.</li> <li>4. Devise assessment tools for the school-based reading curriculum for S1-S3 and categorise the newly purchased books into six levels based on the grading system.</li> </ol>	<ul style="list-style-type: none"> <li>● The school-based reading curriculum is further developed and revised.</li> <li>● Class representatives share their reading experiences in the morning assemblies.</li> <li>● Student's individual reading portfolio will be revised and further developed.</li> <li>● Post-reading assignments and comprehension questions are set and printed for use.</li> <li>● A more systematic and well-organised Reading Award Scheme will be designed at the beginning of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>● Using questionnaires to collect teachers' and students' feedback</li> <li>● Student and teacher interviews</li> <li>● Checking performance of the students by reviewing their reading logbooks</li> <li>● Records and materials used for the Reading Award Scheme</li> </ul>	09/2014 – 06/2015	Mr.GRAY NET Section (Christine)	<p>Reading Award Scheme \$1,000</p> <p>Teachers' Reference Books \$4,000</p>

<p>2.9 To publish the school Newsletter, Aloha and 碩果集</p>	<ol style="list-style-type: none"> <li>1. Form an editorial board with English Society Committee Members in early September 2014.</li> <li>2. Each class has to contribute 3 writings of different topics for the school publications.</li> <li>3. Prepare a 100-word description and some photos with captions for every English activity.</li> </ol>	<ul style="list-style-type: none"> <li>● At least one issue of Aloha will be published.</li> <li>● Information about English learning activities is published in different school publications.</li> </ul>	<ul style="list-style-type: none"> <li>● Using questionnaires to collect Editorial Board's feedback</li> <li>● Readers' feedback upon Aloha and other school publications</li> </ul>	<p>09/2014 – 06/2015</p>	<p>Mr.GRAY, Chan Ming Kan,</p>	<p>Aloha \$18,000</p>
<p>2.10 To adopt the OG Approach to cater for learner diversity</p>	<ol style="list-style-type: none"> <li>1. Apply the Orton-Gillingham Approach to develop a language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible curriculum for the students who have difficulties in learning English</li> <li>2. Small group tutoring will be adopted to provide adequate attention for each individual</li> <li>3. A progressive approach will be adopted to develop the curriculum gradually starting from S1 in year 2014-2015.</li> </ol>	<ul style="list-style-type: none"> <li>● A school-based scheme of work for the OG Approach is developed</li> <li>● Students with learning difficulties in S1 are equipped with the fundamental knowledge in decoding and encoding English words.</li> </ul>	<ul style="list-style-type: none"> <li>● Using questionnaires to collect students' feedback</li> <li>● Observing students' performance in various aspects of learning English</li> </ul>	<p>09/2014 – 06/2015</p>	<p>S1 Coordinator / Teachers  CHAN HOI CHI</p>	<p>OG Materials \$1500</p>

關注事項：強化領袖培訓，擴展關愛文化，建立健康人生。

目標	策略	成功準則	評估方法	時間表	負責人	所需資源
A. 提升學生德育及公民教育的意識	1. 訂立「服務學習獎勵計劃」，透過對外服務、反思會及反思文章提升學生關心社會、關懷社群、服務社會的意識，從而建立關愛文化、建立健康人生。	<ul style="list-style-type: none"> <li>● 每名學生每年服務時數不少於二小時</li> <li>● 學生寫下服務反思</li> <li>● 學生的操行、責任感、尊重他人、堅毅等質素有所提升。</li> </ul>	<ul style="list-style-type: none"> <li>● 記錄學生服務次數</li> <li>● 觀察學生參予活動時的投入感、在反思會上的表現</li> <li>● 反思文章的質量</li> <li>● 受惠機構或團體的評價</li> </ul>	全年	梁玉蘭老師、陳凱兒老師	
	2. 組織及訓練「德育及公民教育大使」，通過領袖訓練營發掘學生的領袖才能，加以強化訓練；以提升學生關心社會、關懷社群、服務社會的意識。	<ul style="list-style-type: none"> <li>● 每名學生每年受訓時數不少於八小時</li> <li>● 學生的操行、責任感、尊重他人、堅毅等質素有所提升。</li> <li>● 學生出席80%以上的訓練</li> </ul>	<ul style="list-style-type: none"> <li>● 統計「德育及公民教育」的參加人數</li> <li>● 實際服務次數</li> <li>● 觀察學生活動時的表現</li> <li>● 受惠機構或團體的評價</li> </ul>	全年	姚桂英老師、鄭慶珠老師、梁家熙老師	

	3. 參予「元朗區學生大使」及「公益少年團」，通過相關訓練，參予不同類型的組織活動，以提升學生的公民責任感、並培養他們積極參予社區事務的熱誠和關懷，實踐回饋社區。	<ul style="list-style-type: none"> <li>● 服務時數不少於四小時</li> <li>● 學生的操行、責任感、尊重他人、堅毅等質素有所提升。</li> </ul>	<ul style="list-style-type: none"> <li>● 收集學生服務次數，觀察學生參予活動時的投入感、在反思會上的文章分享的表現</li> <li>● 受惠機構或團體的評價</li> </ul>		姚桂英老師、鄭慶珠老師	
B. 強化領袖培訓	<ol style="list-style-type: none"> <li>1. 整合各領袖團隊、重新規劃計分制並加以優化。</li> <li>2. 強化訓練「校園大使」，藉以發掘學生之領導才能、表達與溝通能力；讓學生參予籌辦學校活動，俾以提高彼等歸屬感及成功感。</li> </ol>	<ul style="list-style-type: none"> <li>● 參加者感覺良好、滿意所學</li> </ul>	<ul style="list-style-type: none"> <li>● 觀察及問卷</li> </ul>	全年	陳美珠老師、鄭慶珠老師、陳祉霖老師	
C. 拓闊視野、提升自信	<ol style="list-style-type: none"> <li>1. 根據「環球教室」理念，積極籌辦境外考察團、安排學生到海外參予訓練和比賽，以拓闊學生之視野、提升自信、建立健康人生。</li> <li>2. 為各團隊成員訂立訓練目標</li> <li>3. 專聘專業教練到校訓練學生</li> <li>4. 積極報名參加本地及海外比賽</li> <li>5. 統籌外界資源辦理境外考察團</li> </ol>	<ul style="list-style-type: none"> <li>● 參加人數</li> <li>● 活動的出席率</li> <li>● 比賽的成績</li> <li>● 學生表現</li> </ul>	<ul style="list-style-type: none"> <li>● 學生的反思</li> <li>● 持分者的問卷</li> <li>● 相關機構對本校學生的評價</li> </ul>	全年	梁玉蘭老師	

D. 提倡健康生活模式	<ol style="list-style-type: none"> <li>1. 透過多類型的班際及社際比賽，推動保持恒常運動的習慣、鞏固健康生活意識、落實健康生活模式。</li> <li>2. 通過恒常閱讀計劃，向學生推介有關身體、心靈、精神健康書籍；繼而以文章抒發感想。推行晨讀文章分享、參加校外閱讀嘉年華比賽。</li> </ol>	<ul style="list-style-type: none"> <li>● 每學期學生告病假的數據</li> <li>● 各班舉行班會活動的次數</li> <li>● 學生參予及投入數據</li> </ul>	<ul style="list-style-type: none"> <li>● 與班主任相討班中同學的健康情況</li> <li>● 問卷</li> </ul>	<p>全年</p> <p>全年</p>	戚美寶老師	
E. 提升個人健康生活技能	<ol style="list-style-type: none"> <li>1. 幫助學生發展健康生活習慣、建立正面的人生觀與價值觀、學習實用的生活持能及抗拒誘惑的持巧。</li> <li>2. 舉辦學生健康講座，促進學生達致良好的生理、心理及社交狀態。</li> <li>3. 透過多元化活動，讓學生更有效地獲取健康生活持能。</li> <li>4. 通過不同形式的外展服務與外界緊密接觸和聯繫，例如協助探訪區內獨居老人、協辦清洗屋村行動等，鞏固學生關愛社群、服務社區與回饋社區的觀念。</li> <li>5. 積極參與各機構及社區組織舉辦的健康活動，給予學生足夠參予機會。</li> </ol>	<ul style="list-style-type: none"> <li>● 落實執行有關健康校園政策和活動</li> <li>● 健康校園小組能發揮功能</li> <li>● 符合有關健康校園計劃中表現指標要求</li> </ul>	<ul style="list-style-type: none"> <li>● 問卷調查</li> <li>● 統計數據</li> </ul>	全年	班主任、各組主任、社工組、社區關係組	