

香港道教聯合會青松中學

「學校發展津貼」評估報告（2024-2025）

甲：恆常學校發展津貼預算					
項 目	編號	計 劃 名 稱	申請撥款(元)	實際支出(元)	盈虧(元)
課程發展，以提高學生的語文能力。	01	F.4 English in Drama	16,000	13,000	3,000
	02	F.6 English Enhancement Course	15,000	14,840	160
	03	AI Marking and Assessment Platform	35,000	19,574	15,426
	04	English Builder	48,000	48,000	0
專業培訓，為學生提供更佳支援。	05	動力人生成長計劃	45,000	33,145.52	11,854.48
	06	輔導老師專業訓練	9,000	2,000	7,000
	07	Staff Development Workshop (English Department)	8,000	0	8,000
照顧不同學生的學習及成長需要，發展多元智能。	08	流行青松藝術探索計劃	63,000	24,000	39,000
	09	STEAM 搶包山機械人及 STEAM 精英課程計劃	100,000	35,000	65,000
	10	POKEMON 小組	14,400	7,500	6,900
	11	花式跳繩	49,500	37,950	11,550
	12	Sky Dream 全港學界航空比賽體驗課程及 STEAM Day	50,000	43,999	6,001
	13	音樂精英培訓計劃手鐘板訓練班	28,125	31,320	-3,195
	14	音樂精英培訓計劃流行樂隊訓練班	32,500	30,550	1,950
	15	音樂精英培訓計劃無伴奏合唱訓練班	26,250	24,150	2,100
	16	暑期功課輔導班	32,000	15,360	16,640

	17	音樂經營培訓計劃流行聲樂考試訓練班	32,500	29,900	2,600
計劃申請總額 (元)			\$ 604,275	410,289	193,986

教育局撥款額 (元)	\$ 676,944
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課程發展，以提高學生的語文能力。		
計劃及統籌教師		評估 (成效及建議)
01	English Enhancement Course (F.6) Wong Wai Ki(60)	Period : Sept 2024 to Dec 2024 No. of lessons: 12 Duration : 2 hrs (9:30 – 11:30am) Target group : 21 F.6 students Enrollment: Voluntary (by nomination) Teacher: Ms Tse Hoi Shuen Attendance: over 90% in average Students' participation and performance was excellent. They attended the lessons on time and even arrived early every Saturday. Students found the materials useful in dealing with DSE papers and they particularly found the speaking session useful. Some writing assignments on past papers were assigned and a majority of students finished and submitted them on time with fair quality. As the enrollment was voluntary, all students joined the course for the sake of their own good to improve their English performance, aiming a Level 2 or higher in the DSE exam. The teaching effectiveness was satisfactory as the tutor was an undergraduate university student who has first-hand experience in taking DSE exam and had attained a 5** in English Language. She followed the course outline and specific exam skills (writing) were

		set for clear learning focuses. She tailor made her own materials with adaptation of DSE past papers and easy-to-remember writing notes. The tutor conducted class activities and assigned assignments weekly/bi-weekly to check on students' progress. She marked the work on time with appropriate scores and gave detailed feedback for each of the students every lesson. It is much appreciated that she communicated with the participants and the panel head regularly and adjusted the course content and progress according to students' feedback according to the answers in Google form every time after the lesson. Tutor fulfilled her full responsibility by being the examiner for Paper 4 Speaking practice. Each participant had at least one practice being assessed by the tutor, both verbal and written feedback were given to the students. Overall, more than 70% of students were satisfied with the course and they rated the course 3.6 out of 5. More than 85% of them agreed that the school should continue to hold it again next school year.
02	English in Drama (F.4) Wong Wai Ki(60)	Date : 14 Oct 2024 Duration : 60 mins (8:30 – 9:30am) Target group : All F.4 students Service provider: Dovetales Title of the play: Anti-bullying drama The program was successful. The targets were met as it helped arouse students' interest and motivation to learn English through live theatre performances. It also inspired students and teachers to view English as FUN. Students engaged in the show more

		actively as teachers introduced the drama and went through the pre-activity worksheets before the show. The drama received positive feedback from both the students and the teachers. This year, a new title was picked so that more familiar themes were presented to students through the delivery of the drama. The story plot echoed with the students' school life and performed with new elements and story adjustments. It attracted audience's attention and the content fits their anticipation and needs. The actors and actresses were professional and the participants benefited much from the Q&A Session. It was meaningful as the actors and the audience had exchanges of dialogues about the performance and more importantly drama as a career. As a whole, the program was successful and it is suggested that it can be run every year.
03	AI Marking and Assessment Tools 2024-2025 Wong Wai Ki(60)	Period : Oct 2024 to May 2025 Target users: senior elite Groups: F.4AB Group 1, F.5AB Group 1, F.6AB Group 1 Platfroms: Penso AI marking & Sayo speaking app Usage: 3-6 times a month Overall rating by students: 3.8 / 5 The AI-powered writing platform "Penso" and speaking app 'Sayo' was implemented to provide students with an accessible platform for self-directed practice and immediate feedback on their English writing and speaking skills. Overall, student reception is positive, with high-performers and exam-focused students finding the greatest benefit. Key findings: Convenience: Rated an average of 3.5/5.

		Most Used Features in Sayo: 'Evaluate: HKDSE GI+IR' and 'Discover: free talk' Most Helpful Features in Sayo: Students found DSE-specific exam practice (GI+IR, SBA) most helpful for their studies. Effectiveness of Feedback: The AI scores and feedback were rated 3.4/5 for effectiveness. Impact: 72% of respondents reported the app provides "positive effects" or "a great help" for school practice and exams. Motivation & Confidence: 68% felt the apps motivated them and built their confidence (rated 3+). Recommendation: Over 80% of students would recommend the school continue providing AI-powered service to help students in their self-learning. Strengths: 1. Provides convenient, on-demand speaking and writing assessment practice aligned with the HKDSE format. 2. Offers instant automated scoring and feedback, allowing for revision and further practice. 3. The variety of features (Free Talk, DSE tasks, Courses) caters to different student needs and levels. Areas for Improvement & Suggestions: 1. Technical Stability: A handful of users reported issues like login problems, app crashing, slow AI response, and network instability. 2. Feedback Depth: Some students desire more detailed and corrective feedback corresponding to their learning progress and ability, not just scores. 3. Content Expansion: Requests for more topics, updated news, university interview practice, and grammar exercises were common.
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		4. Grading Accuracy: A few comments suggested the scoring algorithm and sensitivity of OCR could be fine-tuned for consistency In summary, the CEG funding was effectively used to deploy a modern AI tool that supports differentiated and self-directed learning in public exam-oriented writing and speaking. While considering more service-providers with better technical support in the coming school year, these platforms will continue to show strong potential in boosting student engagement and exam readiness.
04	English e-learning Platform_2024-2025 Wong Wai Ki(60)	Period: 16 Sept 2024 to 19 May 2025 Target users: Whole school (All F.1 to F.6 students) Platform: English Builder (EB) Provider: Wiseman Education Usage: twice a week Overall School Completion Rate: 92.5% Overall School Average Score: 69.5 / 100 The English Builder (EB) e-learning platform was successfully implemented across all 32 secondary form classes (F.1 to F.6) to provide a structured, level-differentiated, and curriculum-aligned program for self-directed English language learning. Funded by the CEG grant, the platform's primary objective was to enhance students' reading, vocabulary, and grammar skills outside the classroom. The program has demonstrated outstanding school-wide participation and satisfactory academic achievement, proving to be a highly effective tool for supporting the school's English language development goals. Key findings from school-wide data:

		Participation & Engagement: The program achieved a remarkable 92.5% average completion rate across all assigned "Teacher's Pick" lessons. This indicates exceptionally high student adherence to the structured learning path set by teachers. Academic Performance: The average score achieved by students across all forms and levels was 69.5%, demonstrating a satisfactory to good level of mastery of the assigned material. Consistency Across Forms: Strong performance was consistent from junior forms (e.g., F.1-F.3) to senior forms (F.4-F.5), with average scores frequently in the 70-80% range for core groups, indicating the platform is well-suited to a wide range of learner abilities. Accessibility & Usage: Login data shows consistent access throughout the program period, with a significant number of students completing work close to the deadline, indicating integration into their regular study routines. The structured and differentiated learning platform offered leveled content (Step Up Level 2, EB Level 1-5), allowing teachers to assign appropriate tasks that catered to the diverse learning needs and abilities of students across different forms and streams. The near-universal completion rate is a strong indicator of the platform's user-friendliness and the effectiveness of the school's implementation strategy. The service provider committed to generate detailed, class-by-class reports on completion rates and average scores, providing teachers and teaching staff with clear, quantifiable data to monitor student progress and participation effectively. In summary, The CEG funding was used effectively to subscribe to a reliable e-learning platform that has proven its value in promoting widespread student engagement and consistent English language practice. The platform facilitated learning beyond school hours, encouraging students to take responsibility for their own progress and practice regularly.
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		It is highly recommended that the school continues its subscription to the English Builder platform for the 2025-2026 school year.
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專業培訓，為學生提供更佳支援。		
計劃及統籌教師		評估 (成效及建議)
05	動力人生成長計劃 黃曉玲老師(32)	通過入班宣傳、班主任推薦、問卷調查針對中一級學生對學習動機、興趣、個人形象、社交活動等進行了解。中一及中二合共 27 位同學由自行報名，全年成功舉辦 14 節(中一 8 節，中二 6 節)學生小組活動。每次小組活動的出席達八成多。為提升學生動機及增強其社交技巧，設主題式活動—躲避盤及旋風球。同學表現積極，享受與同學聚會的時間。 家長小組共 13 位初中家長報名，出席率達 8 成。他們進行性格透視測驗及參與團隊合作遊戲，學習如何與子女相處，亦見家長們之間的聯繫逐漸變強，互相扶持及理解。小組效果顯著，更有部分家長提出希望來年續辦並再次參加。 計劃以親子日營及結業禮作結。共 42 位家長及學生出席，出席率超過八成半。家長們嘗試當一天別人的媽媽；而學生則作為「一天子女」。活動讓家長和學生一起反思家庭關係，學習多欣賞家人和自己的長處。問卷反應超過 9 成家長和學生對活動安排表示滿意。 是次計劃效果正面，建議下年度再舉辦，並多向各級家長宣傳，提升家校關係。
06	輔導老師專業訓練 黃曉玲老師(32)	工作坊於 11 月 27 日舉行，工作坊的主題為「輔導技巧工作坊」。本校邀請朱家俊先生為輔導組同事主講。 朱家俊先生現為聖方濟各大學社工學系講師，曾於過去十年為多間學校擔任社工督導，經驗豐富。

		工作坊內容豐富，包括嘉賓分享、個案分析及討論等，內容貼近現今學童情緒狀況及本校校情。 是次參與的同事共 21 人，同事對工作坊效果滿意，參與老師認為能透過個案分析及討論了解更多介入手法、與年青人溝通的同理心的重要性，建議下年度再舉辦更多教師培訓工作。
07	Staff Development Workshop 2024-2025 Wong Wai Ki(60)	Period: during the exam period Target groups: 1. Experienced English teachers 2. Newly-recruited members Intended implementation: 1. Team-building activities 2. Professional development training Use of CEG funding: <u>Unused.</u> Comments: The allocated CEG funding for a formal, externally-led Staff Development Workshop was not utilized in the 2024-2025 academic year. This was primarily due to significant challenges in securing a suitable service provider capable of delivering tailored team-building and professional development activities specifically designed for English language teachers. Furthermore, coordinating a mutually agreeable time for all 16 members of the English panel proved exceptionally difficult amidst the demanding school schedule and diverse commitments. Despite the absence of an externally-funded workshop, the department's commitment to professional growth remained steadfast. The panel chair successfully organized two internal professional exchange workshops focused on DSE speaking strategies and teaching skills, facilitating valuable sharing of best practices among colleagues without incurring any costs.

		The evident challenges this year underscore a strong and ongoing need to invest in team cohesion. In light of recent manpower changes and significant staff turnover, dedicated team-building is more crucial than ever to foster a supportive, collaborative, and unified department culture. Therefore, carrying this funding forward is strongly recommended. With more time to research providers and plan ahead, a suitable and effective workshop will be prioritized and successfully arranged in the coming 2025-2026 school year.
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照顧不同學生的學習及成長需要，發展多元智能。		
計劃及統籌教師		評估 (成效及建議)
08	流行青松藝術探索計劃	對象：中一至中五 日期：2025 年 3 月至 5 月 節數、時數：20 節，30 小時 合作機構：未景之業 原定申請撥款：63000 實際支出：\$24000 成效： 為中一至中五安排現代舞課程，讓學生了解現代舞的歷史、現代舞的基本技巧，以及如何欣賞現代舞，受惠學生共約 300 人，100%的學生表示對現代舞的認識加深。 而計劃中原安排社際音樂劇的訓練費用，但由於其訓練時間橫跨兩個學年，有關環節將會於下年度第二期計劃實行，故本年度未有運用到相關資源。 建議： 除了現代舞外，為加強各類藝術類型的基本認識，可以在第二期計劃加入不同的普及性項目，例如音樂創作、作詞、流行舞蹈、戲劇、流行歌藝等，讓學生更對不同藝術範疇加深認識。

		而亦建議在來年第二期計劃中，實行社際音樂劇，以總結本年度的藝術學習成果。
09	STEAM 搶包山機械人及 STEAM 精英課程計劃 2024-2025 葉煒鋒老師(85)	本組於 6 月 27 日舉辦了中學機械人搶包山比賽，比賽中亦邀請了來自不同的學校到本校切磋較量，同學透過訓練及實戰的經驗，取得了設計及操控機械人的寶貴經驗。 另外，本組亦透過此計劃提名四名中四同學到香港理工大學參與《全港中學 Data Science & STEM 精英學習計劃》，課程日期為 7 月 23、24、25、28 日。同學在課程中獲益良多，在課程中學到與數學及 STEAM 有關的 Data Science 知識，同學反應正面，必定對他們的未來有所裨益。 取得了寶貴的經驗。
10	Pokemon(寶可夢)小組 馬嘉俊老師(52)	Pokemon(寶可夢)小組於 2024 年 10 月至 2025 年每星期二、五進行 1.5 小時練習進行。所有參加同學表現均十分投入及積極，出席率令人滿意。
11	花式跳繩小組 梁靄琮老師(02)、 馬嘉俊老師(53)	花式跳繩小組於 2024 年 10 月至 2025 年每星期一、四進行 1.5 小時練習進行。所有參加同學表現均十分投入及積極，出席率令人滿意。 本年度 2025 年，參加了 JUMPER CONTEST 花式跳繩邀請賽獲得殿軍。同學在參與整個練習及比賽取得了寶貴的經驗。
12	Sky Dream 全港學界航空比賽體驗課程及 STEAM Day 葉煒鋒老師(85)	本組於 2 月 14 日為中三級全級同學舉辦了由 Sky Dream 公司舉辦的全級航空體驗 STEAM Day。 全級同學的表現均十分擁躍和積極，藉此認識了發行的原理，更試玩了飛行模擬器，體驗了成為機師的感覺，對有飛行夢想的同學提供了一個難忘的機會
13	音樂精英培訓計劃手鐘訓練班 梁業榮老師(69)	日期：逢星期二 16:30–18:00，每節 1.5 小時 參與學生：14 位（中一至中五級） 評估： 手鐘班參與 1 次比賽：

		2025-04-29 聯校音樂大賽(JSMA) 手鐘小組演奏 銅獎 手鐘班參與 1 次演出： 2025-01-11 校內校內 四十周年校慶開放日文藝演出 學生整體出席率具 80%以上。 建議： 由於學生缺乏視譜能力，手鐘演奏對學生的專注力要求甚高，難度亦不低，也直接影響學生的投入程度。 建議下年度適當調整樂曲難度，由淺入深，以建立學生的能力感為優先考慮。
14	音樂創藝精英培訓計劃 無伴奏合唱訓練班 梁業榮老師(69)	日期：逢星期四，16:30–18:00，每節 1.5 小時。 參與學生：10 位（中三至中五級） 評估： 無伴奏合唱小組參與 1 次演出： 2025-05-07 校外 香港道教聯合會 道教歌曲歌唱比賽 無伴奏合唱小組參與 3 次演出： 2025-01-10 校內 四十周年校慶典禮暨文藝演出 2025-01-11 校內 四十周年校慶開放日文藝演出 2025-07-14 校內 結業禮文藝演 所有隊員出席率達 90%以上。 部份團隊成員已參與 3 至 4 年，已建立合作默契，演出水平有所提升。 建議： 由於缺乏男生，致令編曲、聲部平衡有所限制， 建議下年度嘗試招募更多男成員。
15	音樂精英培訓計劃 流行樂隊訓練班 梁業榮老師(69)	日期：逢星期四，16:00-18:00，每節 2 小時。 參與學生：7 位（中三至中五級） 評估： 學生接受不同樂器訓練，如電結他、低音結他、爵士鼓、電子琴等，並於不同場合演出。 流行樂隊參加了參與 2 次演出： 2025-01-11 校內 四十周年校慶開放日文藝演出 2024-04-16 校內 午間音樂會

		課程由資深校外音樂人暨社工任教，一方面可教導所有樂隊基本樂器，另外可對成員作適當輔導，有助學生成長。 所有成員的出席率達 90%以上。 建議： 訓練班每節只有 2 小時，導師需要照顧不同樂手的個人演奏技術、亦需要處理樂隊編曲及聲部配合，時間略為不足。 建議下年度加設結他訓練班，集中處理學生的樂器演奏技巧。
16	暑期功課輔導班 莫珮怡老師(72)	對象：中一及中二級 21 名學生 日期：2025 年 7 月 16 至 25 日(共 8 天) 節數：8(3 組) 時數：2 合作機構：明愛社區書院 原定申請撥款：32,000 實際支出：13,360 成效： 讓中一、中二級學生善用暑假，解決暑期功課的疑難，並建立良好的學習態度，本校教務組與明愛社區書院合辦暑期功課輔導課程。參與人數為 26 位，最終出席率接近 8 成。 導師指大部分學生已完成中、英、數之暑期習作，效果正面，建議下年度再舉辦。 建議： 因應本年度較遲才放暑假，部分家長早已安排回鄉或外遊，來年可減少組別至 3 組，期望出席率將有改善。
17	音樂精英培訓計劃 流行聲樂考試訓練班 梁業榮老師(69)	日期：逢星期六，11:00 – 12:30，每節 1.5 小時。 參與學生：4 位（中三至中五級） 評估： ➤ 學生接受流行聲樂訓練，課程內容依照 RockSchool 五級聲樂考試編制。每位學生需要學習 3 首英語流行曲、音調視唱及技巧訓練。 ➤ 學生參與以下演出： 2024/10/26 校外 觀塘「國家安全知多啲」展覽

		及文藝演出 2025/07/17 校外 香港道教聯合會 書展攤位演出 ➤ 學生已報考 RockSchool 五級聲樂考試，並會於 2025 年 8 月至 9 月完成考試錄影。 訓練班有助提升學員演唱能力，4 位成員中，有 3 位成功入圍校內歌唱比賽決賽。 建議： ➤ 按原定計劃，訓練班應招收 6-8 位成員。但與校外導師商討後，建議將人數修改為 5 人，以加強課堂上的照顧。 ➤ 其中 1 位成員因個人原因，中途退出訓練班。 訓練具有明顯成果，但投放的資源與人數比例偏多。
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公民科津貼帳開支

支援推行高中公民與社會發展科一筆過津貼使用報告

範疇	實際開支(\$)
1. 發展或採購相關的學與教資源	54,805
2. 資助學生及／或教師前往內地，參加與公民科課程相關的教學交流或考察活動	0
3. 舉辦與公民科課程相關的校本學習活動	0
4. 舉辦或資助學生參加與公民科課程相關在本地或在內地舉行的聯校／跨課程活動	65,650

