



Po Leung Kuk Ngan Po Ling College

**School Report
(2006/07)**

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School Mission

1. We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.
2. We nurture students with solid foundation for further studies and better career development.
3. We promote students' language proficiency in English, Chinese, Putonghua and other prevalent languages and skills in Information Technology.
4. We help students build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenges in the 21st century.
5. We promote all round education in students' moral, intellectual, physical, social and aesthetic development.

Major Concerns 2006-2007

1. To further enhance quality in students' academic performance, co-curricular and extra-curricular activities.
2. To integrate 4C elements, i.e. Creativity, Critical Thinking, Communication Skills and Current Issue, across all subject curriculum.
3. To better improve EMI policy and improve language environment.
4. To enhance respect for oneself and others and to nurture good habits and good character among students.

Our School

Po Leung Kuk Ngan Po Ling College was established in September 2003. It is the first Po Leung Kuk secondary school under the Direct Subsidy Scheme.

Our school is a Y2K school campus of 7,000 square meters. We have a conference room, multi-media language center, parent-teacher association room, school hall with balcony, gymnasium and student activity room; two multi-purpose rooms and lecture rooms; three computer rooms and small teaching rooms and, 30 classrooms. Spacious school environment and modern facilities enhance all round, diversified education and effective learning.

With the school-wide optical fiber network, all classrooms are connected with the Internet and equipped with multi-media projectors to facilitate teaching and learning with information technology.

To further provide students with quality facilities for learning and extra-curricular activities, the school has planned to construct an annex comprising an indoor swimming pool, a campus TV station, a mini-hall, a science centre, two floors of boarding facilities and rooms for different subjects and committees. The project is now under progress and is expected to be completed in early 2009.

Composition of the School Management Committee

Category Year	Sponsoring Body	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
04/05	4	1	1	1	0	0
05/06	4	1	1	1	0	0
06/07	4	1	1	1	0	0

Our Students

Class Organization

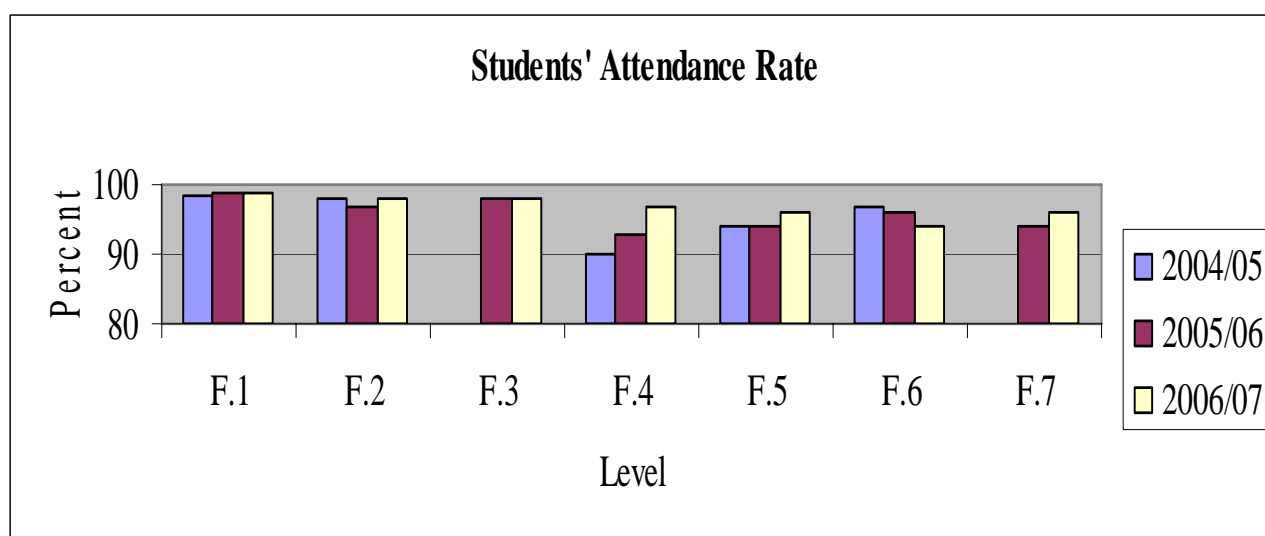
Number of operating classes (2006-07)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	4	4	5	5	6	2	3	29

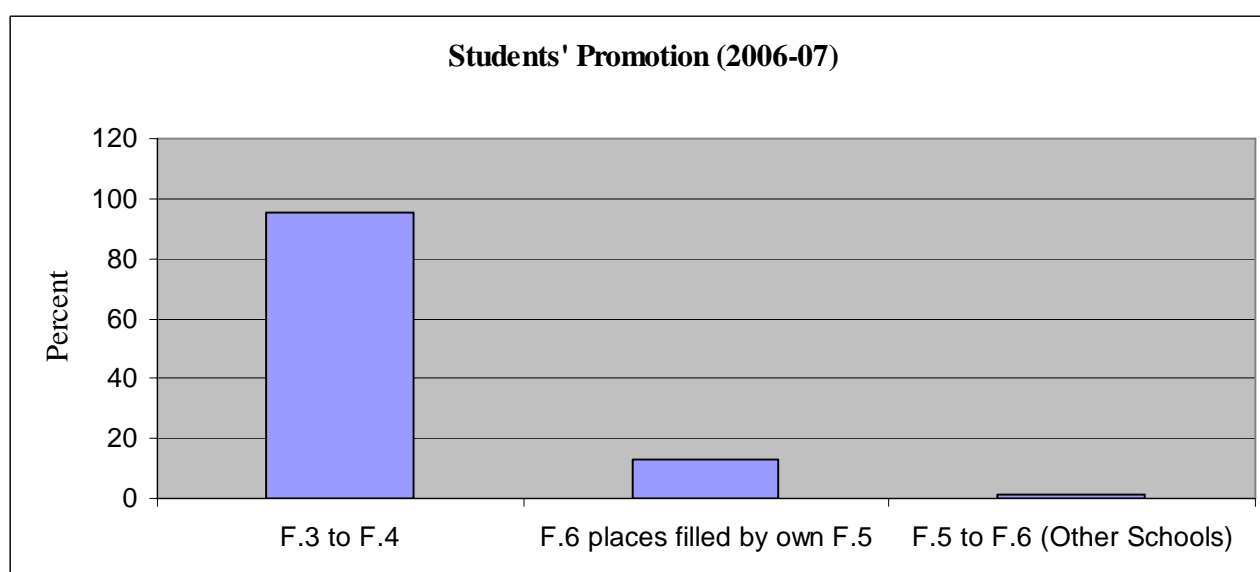
Number of Students (2006-07)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	83	92	86	87	76	31	37	492
No. of Girls	73	65	73	92	61	21	44	429
Total Enrolment	156	157	159	179	137	52	81	921

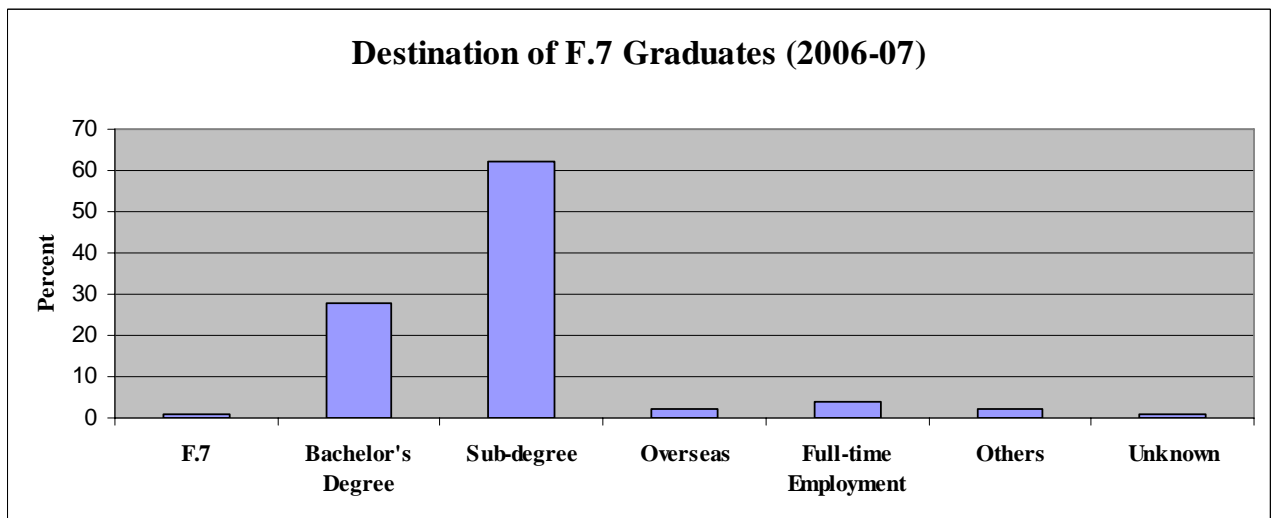
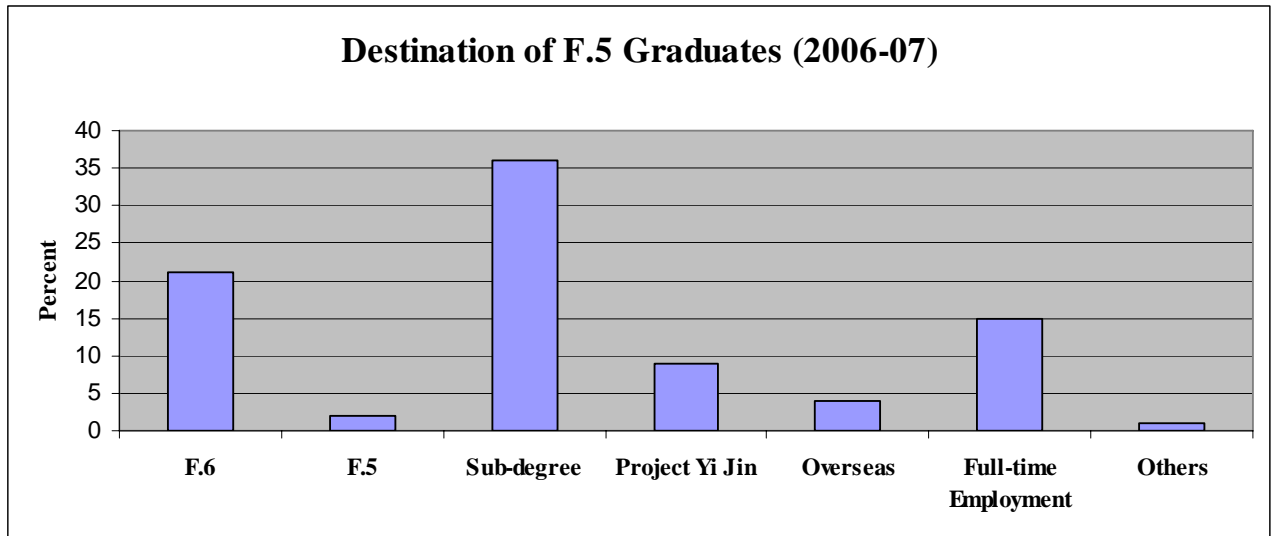
Students' Attendance



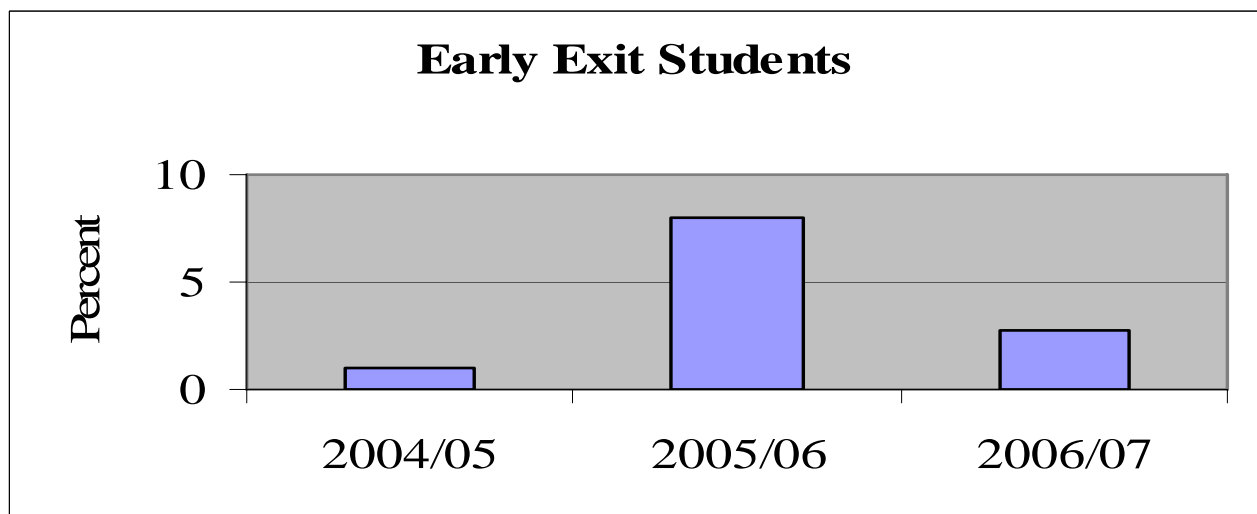
Students' Promotion



Destination of exit students

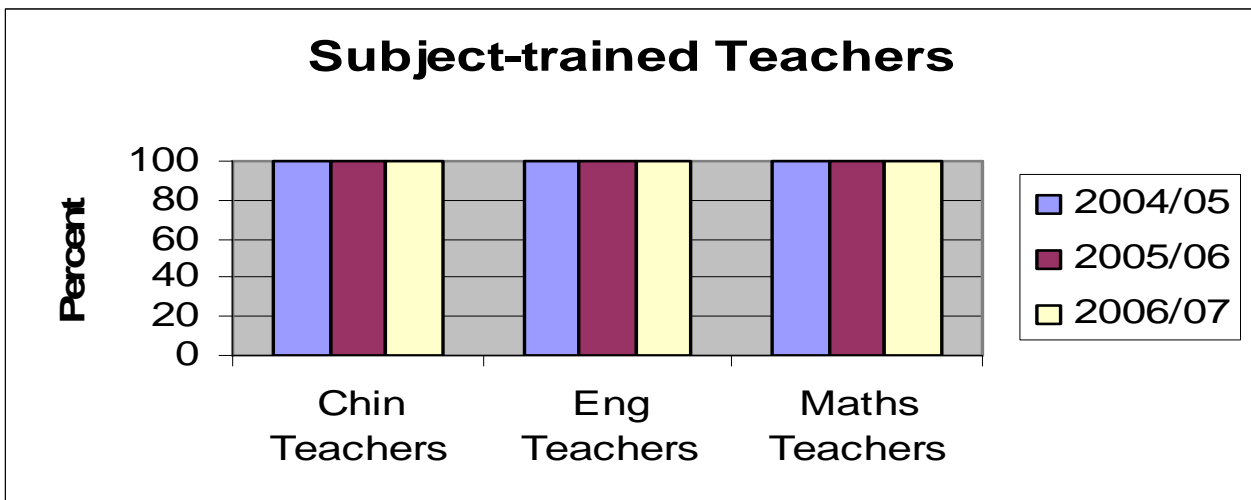
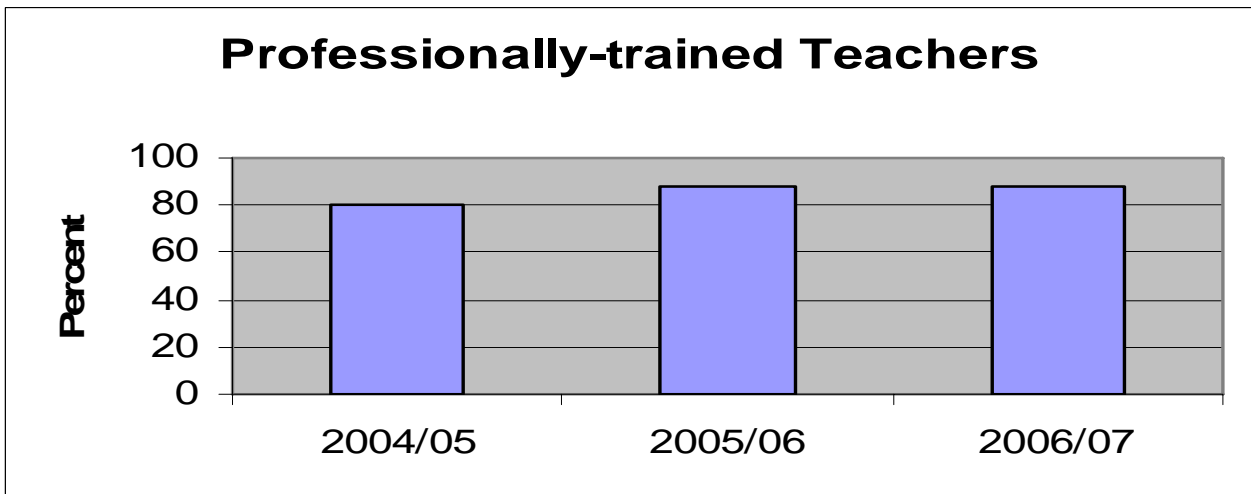
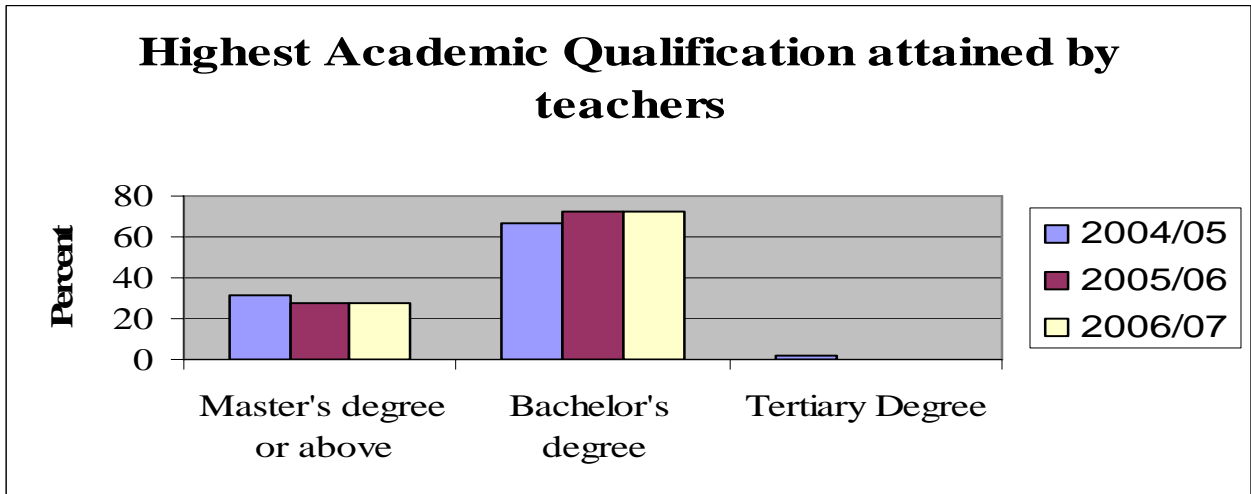


No. of exit students

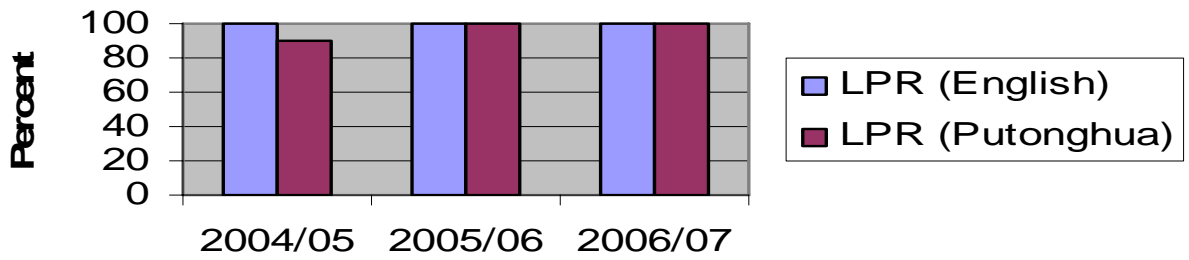


Our Teachers

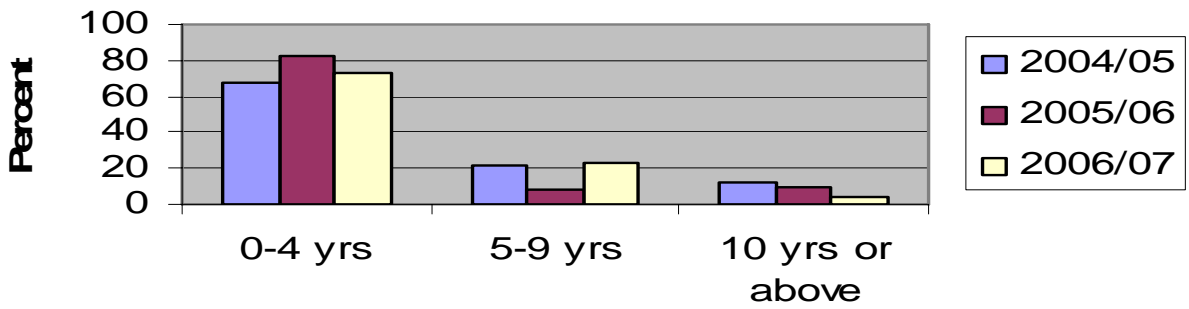
Teachers' Qualification



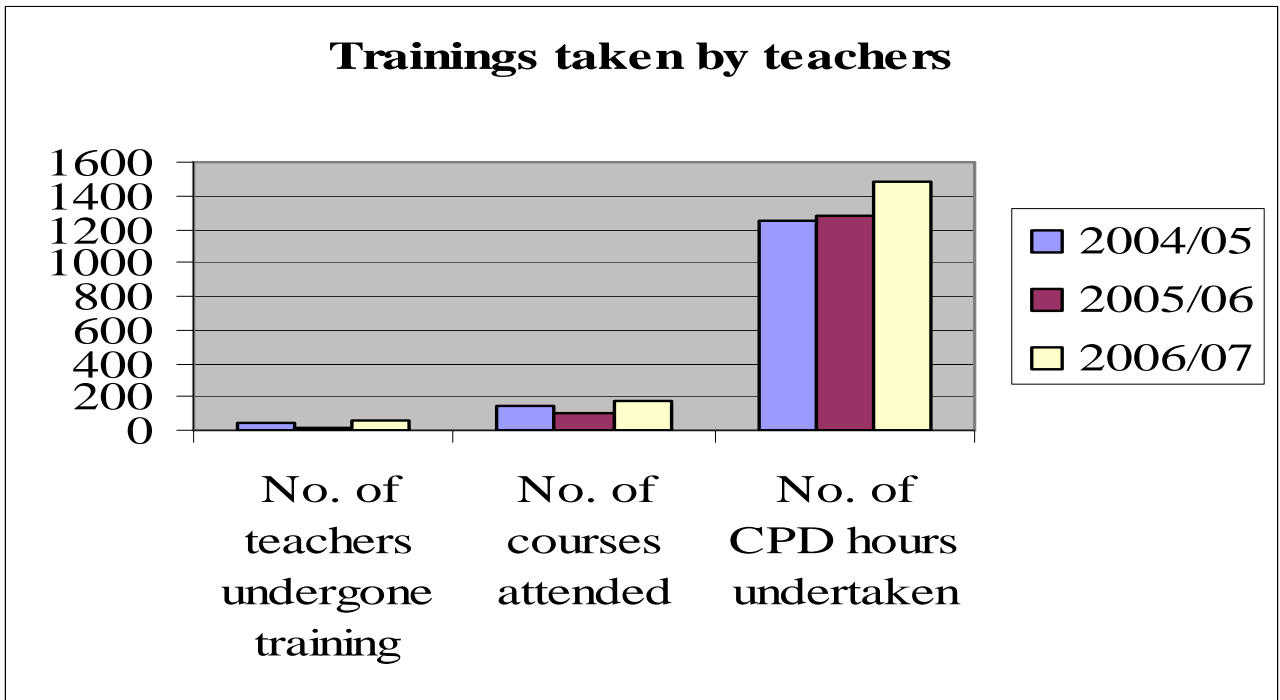
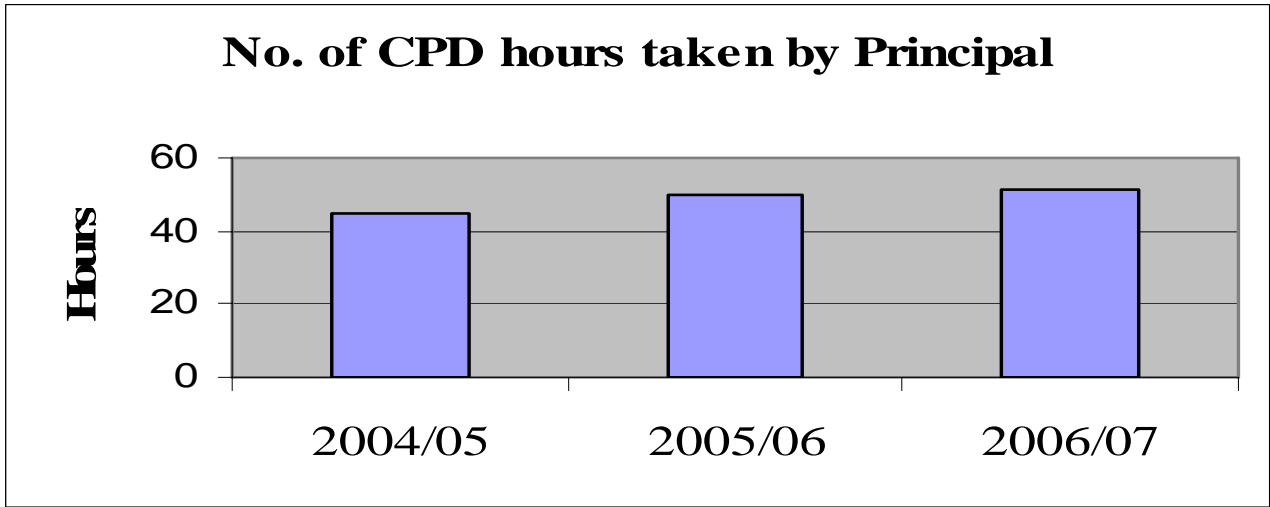
English & Putonghua Teachers with LPR



Teachers' Experience

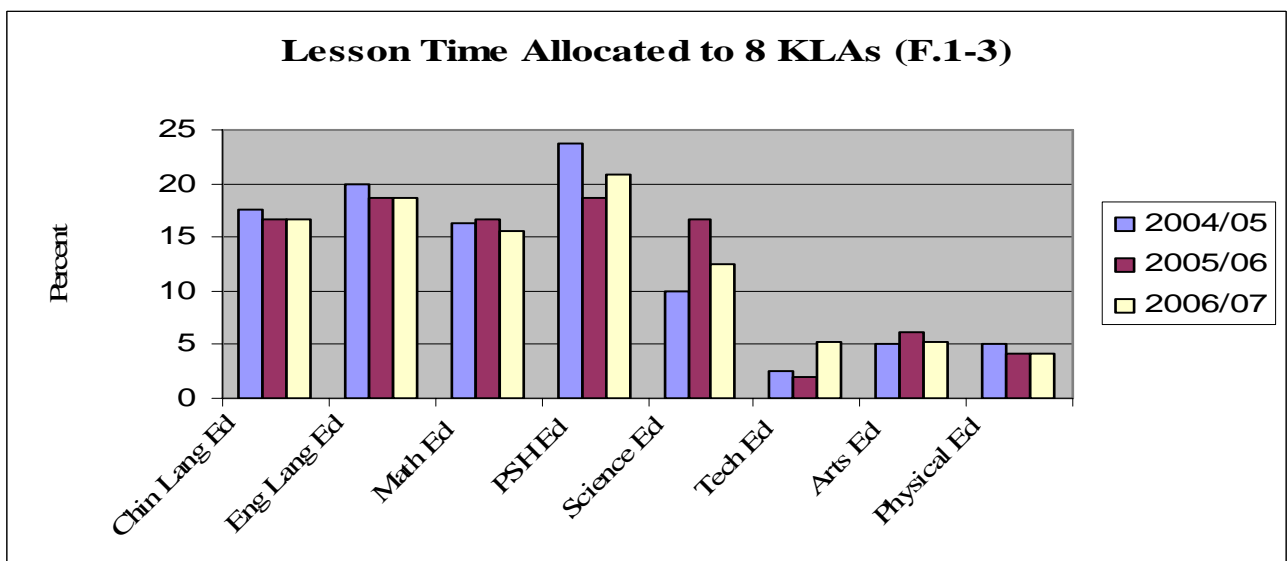
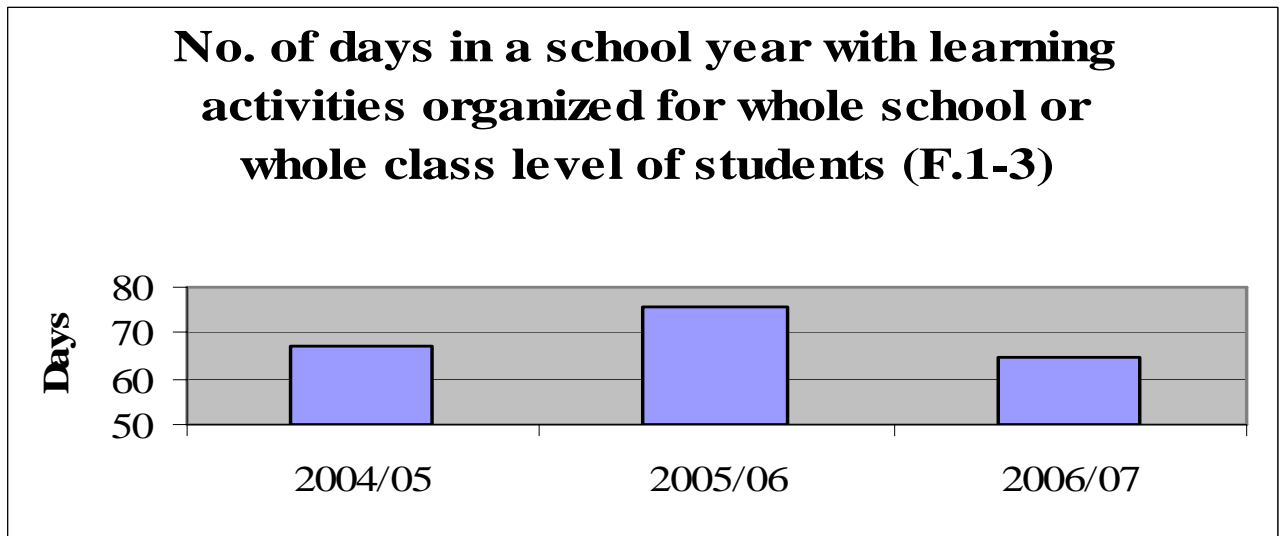
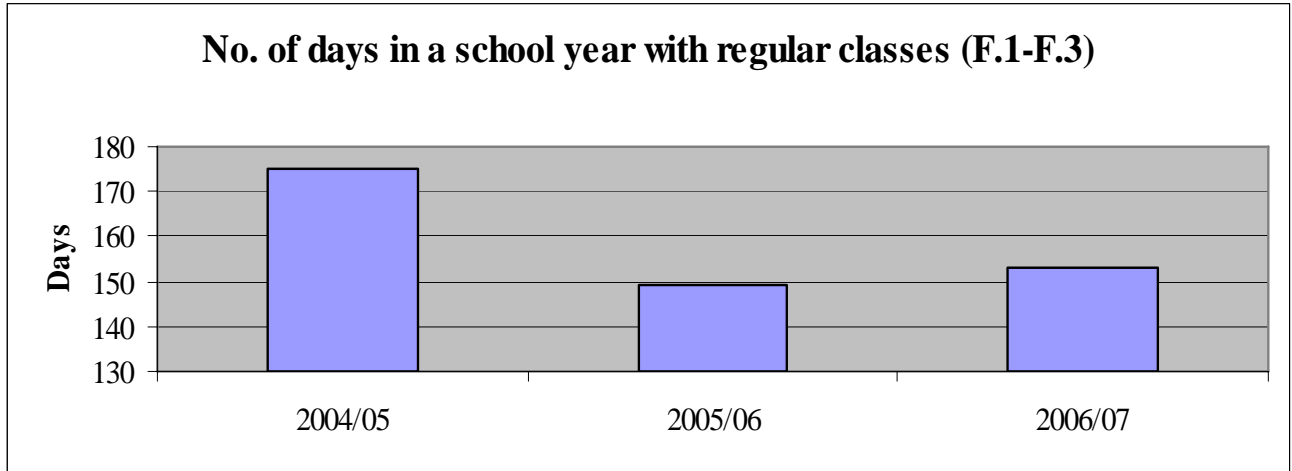


Teachers' Professional Development



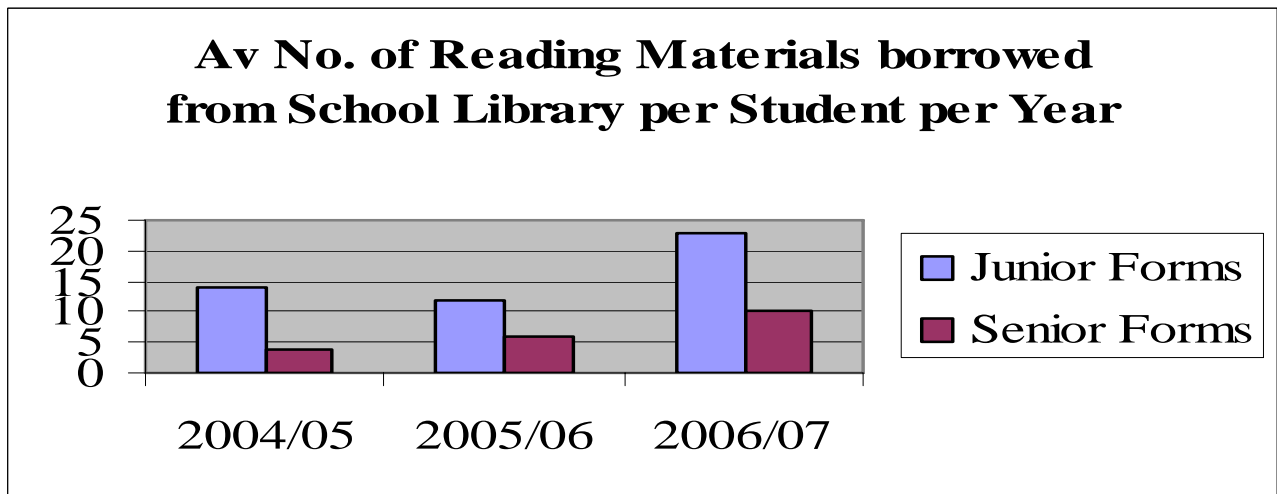
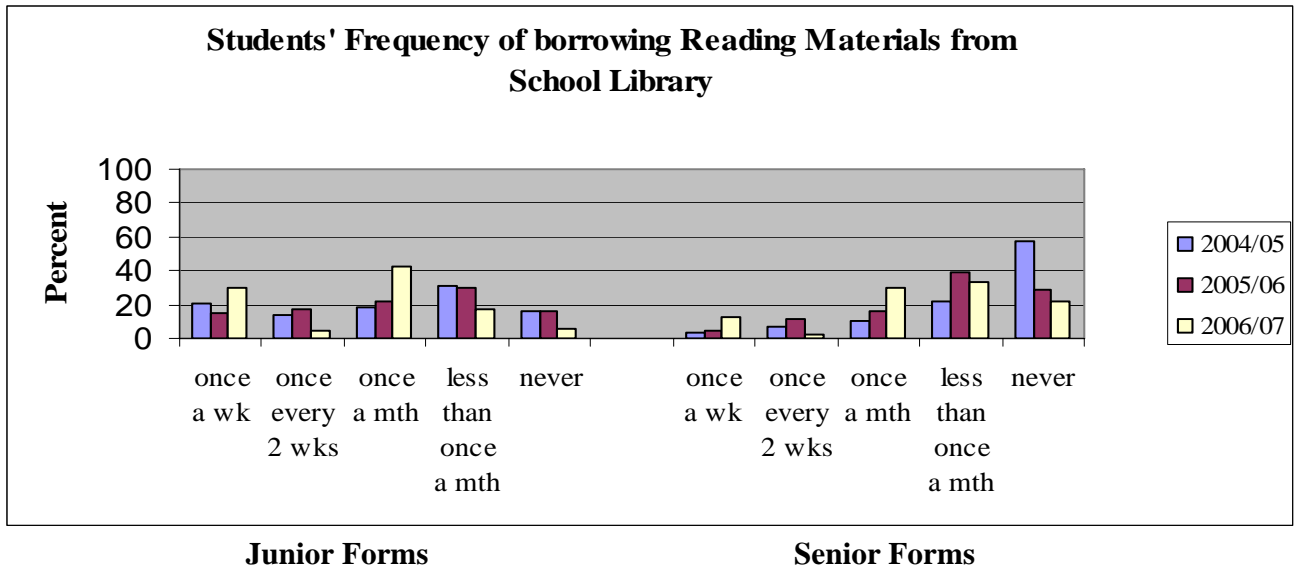
Our Learning and Teaching

Number of Active School Days



* PSH Ed = Personal, Social and Humanities Education

Students' Reading Habits



Major Concerns (Strategies and Evaluation)

Major Concern 1

To further enhance quality in students' academic performance, co-curricular and extra-curricular activities.

Curriculum Development Strategies

1. Remedial and enhancement policy:
 - Remedial and enhancement policies of different subjects are implemented in everyday classroom teaching.
 - Extra remedial and enhancement lessons are conducted after school, during weekends and in holidays.
 - Additional lessons are collaborated by the CDC core group.
2. Assignment policy:
 - Assignment policies of all subjects are clearly worked out and stated in year plans. They are collaborated by the CDC.
 - Exercise books are inspected by the Principal and panel in charge twice a year.
3. Assessment policy:
 - Two mid-term tests and two term examinations are administered every year.
 - Quizzes and unit tests are inspected twice a year in the exercise book inspection periods.
4. Enhancement of classroom teaching effectiveness:
 - Class observations are conducted twice a year by the Principal, CDC members, panel in charge and panel members.
 - Focus/ effectiveness of the lesson, questioning techniques and interactions among students are emphasized.
5. Co-curricular activities:
 - Co-curricular activities are planned by individual subjects in all key learning areas and are coordinated by the CDC focus group.

Outcomes and Evaluations

1. Curriculum in some key learning areas are tailor-made for high and low achievers.
 - Most subjects provide extra lessons for remedial and enhancement purpose after school, during weekends and holidays.
 - Most teachers in different key learning areas considered their students having made satisfactory improvements in academic performance (93%).
 - More time space should be given to students for self study.
Exco members proposed to invite CDC core group to work out the holiday additional lessons in order to lessen the additional lesson days.
 - Attendance for remedial and enhancement lessons has to be taken and forwarded to General Office for record. Smart card system can help ease such work load in the future.
 - It is suggested to lengthen the opening time of school library or to provide self study venues for students.
Exco members proposed to offer study area in school library from 5 to 8pm, September to December 2007 will be the trial run period.
 - More exercise books, past papers and quality materials can be given to students to enhance self learning habit.

2. Assignment policy:
 - 80% of teachers consider their students' assignments are properly monitored. However, teachers regard quality of assignment has to be further enhanced. Besides, the inspection in the second term can be scaled down with focus on only the important types of assignment.
3. Assessment policy:
 - 83% of teachers feel that their assessment policy of their subjects can properly monitored students' progress.
 - Formative assessment and quizzes are generally well-paced and are considered as effective measurements in students' progress.
 - Teachers are requested to fill in their test/quiz time onto the classroom monthly calendar to avoid tests/quizzes being jam-packed together.
4. Enhancement of classroom teaching effectiveness:
 - 95% of teachers consider the feedback of the class observation can help development of their professional teaching.
 - Effectiveness of teaching in lessons, questioning techniques and interactive techniques of students still has room for improvement.
 - Peers observations are well accepted in this school year. Teachers feel that they learn from each other.
5. Co-curricular activities:
 - 85% of teachers consider most of the co-curricular activities are implemented. Science week and language fortnights are considered as good practice for curriculum development. However, more collaboration is required for better timing and utilization of resources.
 - Co-curricular activities should not be all jam-packed in the second term.
Exco members proposed that there should not be more than 2 school wide functions in one month.
 - External activities and competitions are areas for improvements as only 56% of teachers feel that students actively participate in external activities and have achieved satisfactory results.

Extra-curricular Activities

Strategies

1. More than 55 different kinds of extra- curricular activities are provided in the ECA sessions.
2. Each junior student should participate in at least one activity per semester.
3. Select and train potential students in athletics, volleyball & swimming teams, school choir and Chinese and Western musical teams.

Outcomes and Evaluations

1. For the whole year (excluding musical courses in the 2nd semester), the total number of participants is 1811. There are 1557 (86%) students whose attendance is over 80% while 324 (14%) students cannot reach attendance rate of 80%.
2. By observation, there is still room for improvement in the quality of lessons and the teaching effectiveness of particular courses.
3. There is always time clash with detention, remedial and enhancement classes.
4. For the credit system, there are 142 students who can get 2 credits or above. Only 15 students fail to get 2 credits. A more systematic system should be introduced in the next academic year.
5. The school hall or room 108 was fully occupied because of public examinations or school functions. It always clash with our extra-curricular activities.
6. According to the year-end evaluation, 81% of teachers are satisfied with students' participation rate in the inter-school and external competitions in non-academic areas.
7. According to the year-end evaluation, 88% of teachers are satisfied with the school's performance and awards received in non-academic areas.

Major Concern 2

To integrate 4C elements, i.e. Creativity, Critical Thinking, Communication Skills and Current Issue, across all subject curriculum.

Curriculum Development Strategies

1. Enhance students' communication skills, consciousness in current issues, abilities in applying knowledge to daily examples, critical thinking skills and creativity.
 - Across all subjects in various key learning areas, 4C curriculum are worked out and collaborated by the 4C committee of the CDC.

Outcomes and Evaluations

1. 91% of teachers feel that 4C curriculum are implemented as planned in their subject.
2. 4C curriculum have to be further diversified and polished up in the coming year.
3. Good examples of 4C have been collected from different learning areas for reference.
4. Teachers in cultural subjects indicate that certain elements of 4C such as current issues and communication skills are generic skills difficult to be integrated in the curriculum.
Exco members proposed that cultural subjects can integrate 4C into the curriculum in more natural manner.

Major Concern 3

To better improve EMI policy and improve language environment.

Curriculum Development

Strategies

1. To strengthen students' abilities to speak and listen to English and Putonghua, their proficiency in writing and understanding written texts. Activities include:
 - Reading aloud programme.
 - Morning presentations by students in Hall Assemblies.
 - Lunch time English activities.
 - Weekly English and Putonghua speaking day.
2. Foster reading culture and enhance reading habit among students.
 - Class library system is further strengthened.
 - Morning reading programme is launched for all levels of students.
 - Reading schemes for English and Chinese are strengthened. Students are required read more extensively. Books in other key learning areas are recommended by respective teachers on faculty base.
 - Students have to complete at least 'an essay a day' in English and in Chinese online.

Outcomes and Evaluations

1. 80% of language teachers consider most of their students are able to give short speech in English/Chinese. 73% of language teachers regard their students as having the ability of compiling good book reports. The effectiveness of the reading schemes and reading culture has to be further enhanced and most of the language teachers consider their students read more in this school year.
(From September 06 to May 07, each junior form student reads 22 fiction books, each F.4 student reads 13 books and each F.6 student 6 on the average.)
2. Teachers have found that most students understand the lessons in English. Nevertheless, many students have not formed a good habit to ask questions and communicate with classmates in English during lessons. Efforts and policies have to be made to enhance natural and spontaneous English conversation among teachers and students.

Extra-curricular Activities

Strategies

1. Different kinds of language courses are offered.

Outcomes and Evaluations

1. French and Japanese courses (3 courses in total) are provided for students.
2. In comparison with the sports and musical courses, the number of participants in language courses is far less. Students, especially senior ones, do not have great interest in language courses.
3. There are 14 students taking the French course. The passing percentage is just 43%. The attendance of the course is not satisfactory.
4. Difference in level among participants poses a problem to the language courses.

Major Concern 4

To enhance respect for oneself and others and to nurture good habits and good character among students.

Discipline and Guidance Strategies

1. “Respect” is selected as theme of the year. Collaboration works are done to facilitate comprehensive implementation.
 - Collaboration with subjects is worked out to organize co-curricular activities.
 - Highlight programme of “Guidance week” themed “Respect” is conducted.
 - Specific requirements on politeness and respectfulness are highlighted to students.
2. Daily routine to enhance positive behaviour:
 - “Words of appreciations”: appreciations from teachers are announced and presented to students in assemblies.
 - Stars of the Month are elected by students and teachers.
3. School routine management:
 - Students are reminded to return to classrooms on time after breaks.
 - Morning assembly: students are requested to attend on time with good discipline.
 - School cleanliness and tidiness: students are required to get involved in cleaning the campus and furniture.
 - Leadership training is provided for prefects and head prefects.
4. School ethos improvement:
 - Discipline foot drill training is conducted in F.1 and extended to F.2, so as to strengthen individual discipline and class spirit.
 - Uniform and appearance: more stringent requirements are implemented to tighten and standardize quality of personal appearance.
 - More frequent patrol and collaborations are involved in outside school arrangements.
5. By-level guidance and development activity framework is established at different levels according to special characteristics and developmental needs:
 - F.1-2: P.A.T.H. training camp and foot drill training
 - F.3: team building overnight camp
 - F.4 and F.6: adventure-based counseling leadership training camp
6. Class teacher and life education coordination:
 - Dual class teachers and class/case coordinators system is employed to enhance class management and collaboration.
 - Life education period is organized and conducted in F.1-5. P.A.T.H. programmes and curriculum are employed in F.1-2. School-based programmes are conducted in F.3-5.
7. Award scheme is organized to recognize and award students’ positive behaviour.
8. Community service framework for all students at different levels is further furnished and established.
9. School and family communication: Parent Teacher Association functions frameworks are set. Parent day and regular communication channels are established.

Outcomes and Evaluations

1. Students are more polite and more respectful to teachers especially in junior form. The thematic programme is well received by students.
2. Daily routine to enhance positive behaviour
 - Students and staff welcome the establishment of the channel in expressing appreciation and gratitude.
3. School routine management
 - Students are more sensitive to the bell signals and can follow general time routine.
 - Overall performance in morning assemblies has been improved. Discipline during hall functions, e.g. seminars, needs further improvement.
 - More efforts can be made to enhance self discipline. In this aspect, discipline competition is found effective in encouraging related positive behaviours. Policy on student item has to be polished, e.g. the use of mobile phone.
 - Level-specific work is to be done in improving the performance in punctuality and attendance.
 - Channels in elaborating principles and collecting comments from staff and students on award and punishment policy are proposed.
 - Generally speaking, lower punishment rate is recorded. Variations still exist across the teaching team in terms of quality and frequency of discipline management. Programmes in establishing a norm is proposed to remedy the situation.
4. School ethos improvement
 - Students' behavior outside school is improving. Continuous efforts have to be done to consolidate good habits and good school ethos.
5. By-level guidance and development activity framework is established. Extension to higher forms will continue to furnish the system.
6. Class teacher and life education coordination:
 - Guidance work/cases are often directed to social workers. The role of form coordinators shall be enhanced.
 - Coordination in life education has to be modified and strengthened.
 - P.A.T.H. programme will be extended to F.3. Coordination works of life education at senior form has to be revised to facilitate efficient implementation.
 - Induction program on roles of class teachers and general discipline works should be provided to new teachers.
7. Community service is maintained at all level. Systematic development and training path at different levels are to be established.
8. Observations and parent feedbacks reflect that some students have difficulty in maintaining a harmonious family relationship. More works in this area are suggested.

Extra-curricular Activities

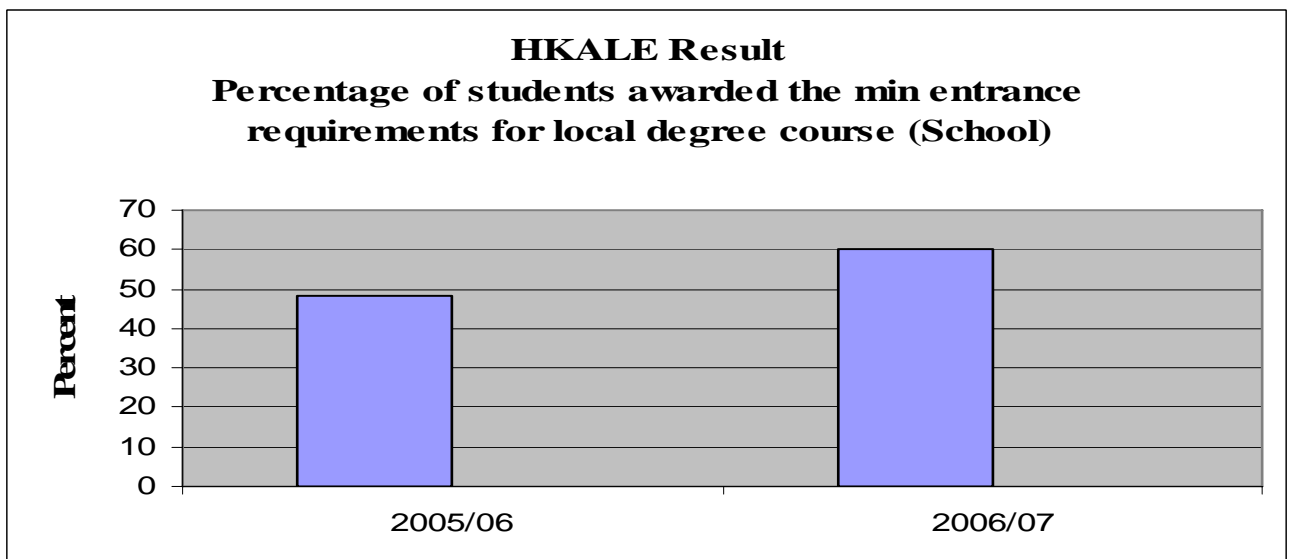
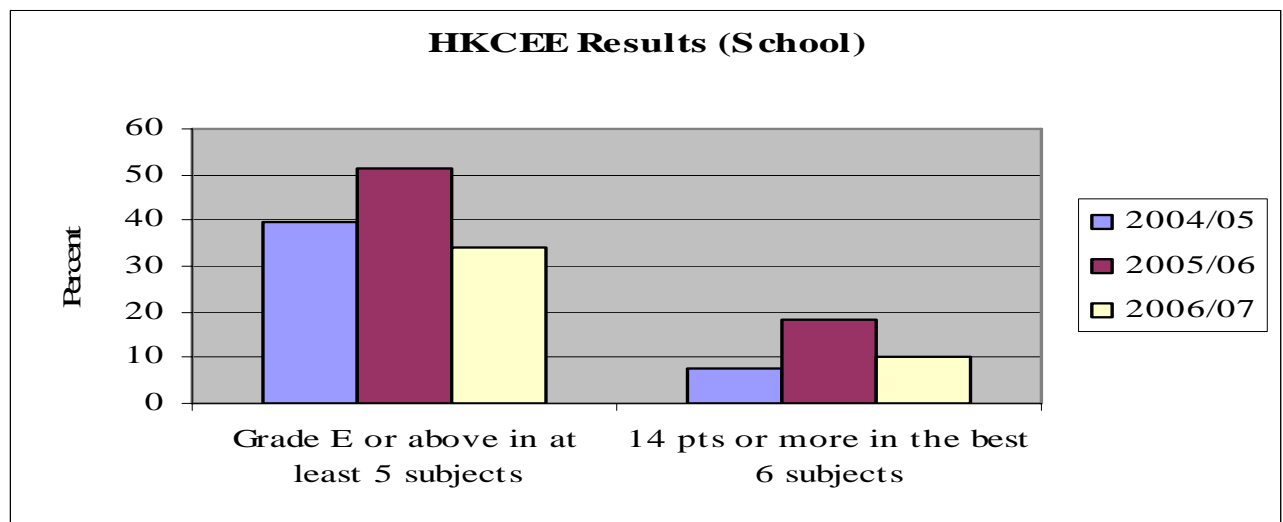
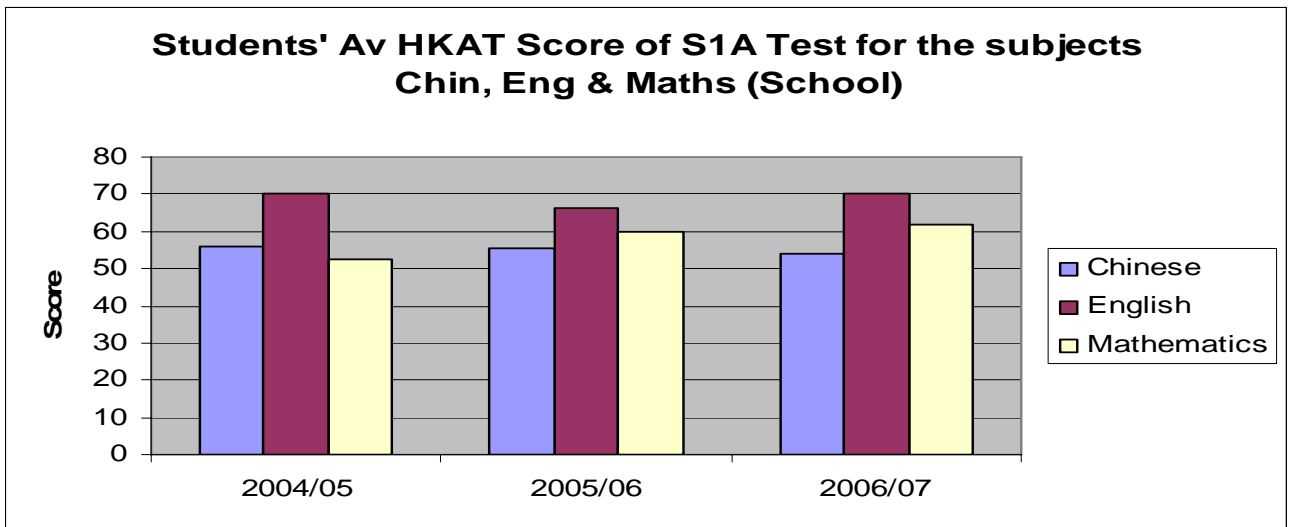
Strategies

1. Inter-house competitions, e.g. ball games and musical competitions are organized.
2. Leadership training is provided for students.

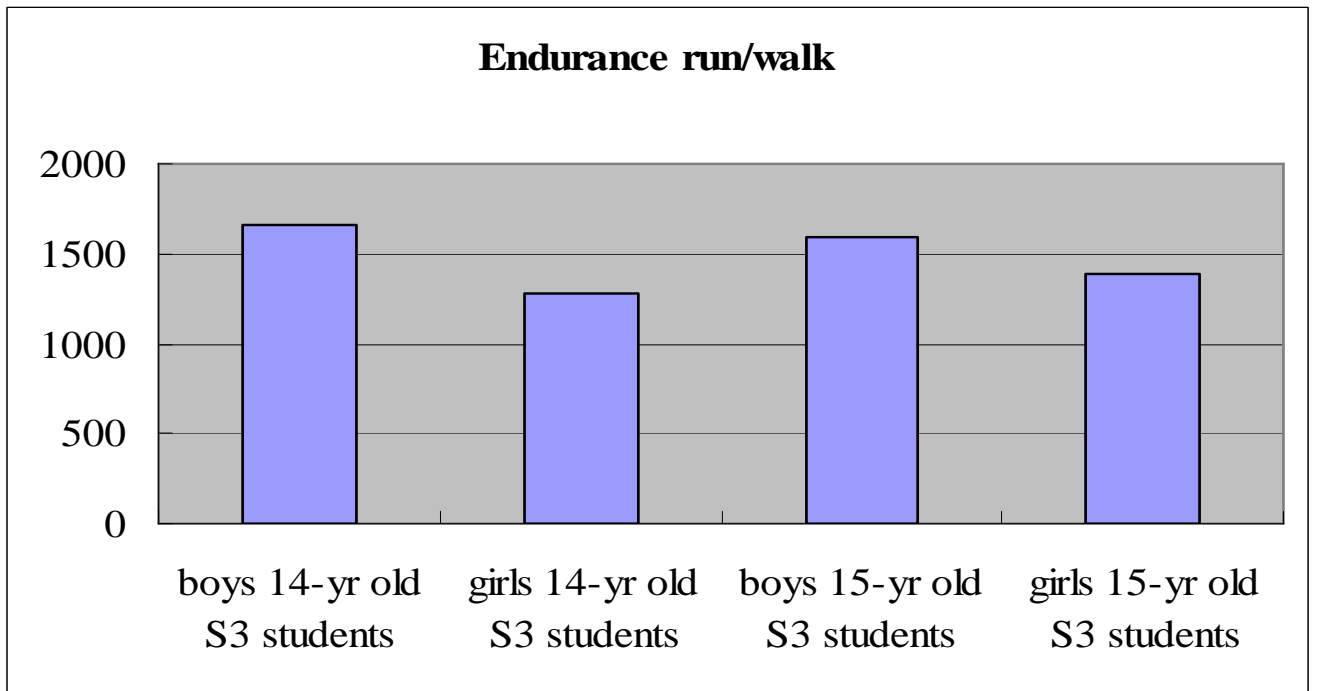
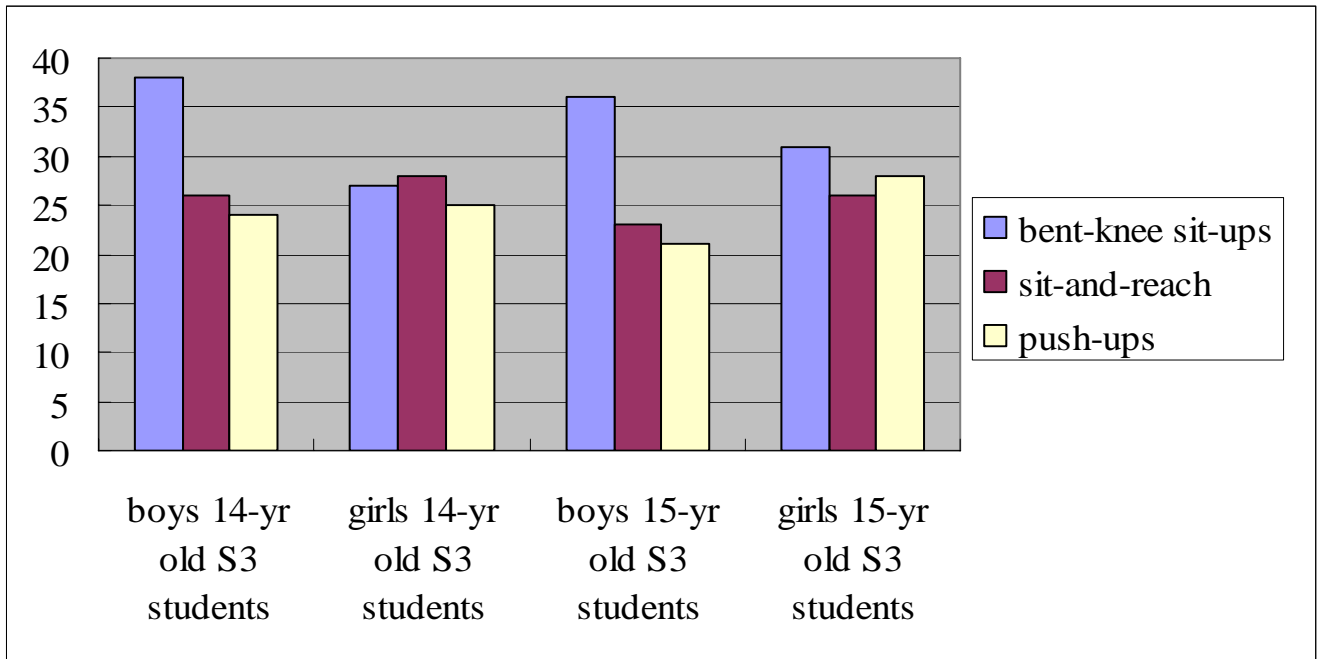
Outcomes and Evaluations

1. Different kinds of activities are organized by House Committee within the academic year, including sports day, singing contest, ball-game competitions, inter-house quiz. The number of activities is 8 in total.
2. By the observation of house advisors, house captains have tried their best in conducting the programs. However, they should take more initiative for improvement. The communication within the house committee is also rather weak. The house captains should assume a more important role in conducting the programs.
3. The house captains also play important roles in the prefect team, class association and co-curricular activities. Time clash is a difficult problem to settle.
4. 8 house captains have participated in the leadership training for 2 sessions (1.5 hr/session) while other members have not taken part in any training. It is suggested that the number of training sessions should be increased, and more house committee members be invited to participate in this kind of training course.
5. By the observation of house advisors, students can organize activities independently. However, they should take more initiative for improvement.

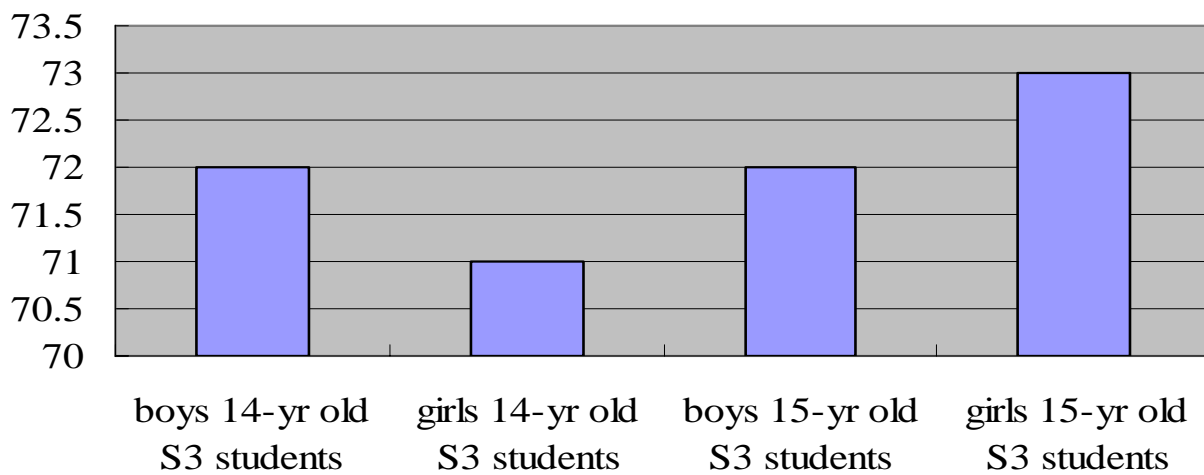
Performance of Students



Students' Physical Development (06-07)



Students within acceptable weight range



Inter-school Activities and Awards Won in 2006-2007

Nature	Name of Competition	Award
Sports	HKSSF Inter-School Swimming Championship 2006-2007 (Division Three Kowloon 2) Boys A Grade	Overall 3rd Runner-up
	HKSSF Inter-School Swimming Championship 2006-2007 (Division Three Kowloon 2) Boys B Grade	Overall Champion
	HKSSF Inter-School Swimming Championship 2006-2007 (Division Three Kowloon 2) Boys C Grade	Overall Champion
	HKSSF Inter-School Swimming Championship 2006-2007 (Division Three Kowloon 2) Boys Group	Overall Champion
	24th Po Leung Kuk Joint School Swimming Gala Boys Junior Group	Champion
	24th Po Leung Kuk Joint School Swimming Gala Boys Senior Group	Champion
	24th Po Leung Kuk Joint School Swimming Gala Girls Junior Group	2nd Runner-up
	24th Po Leung Kuk Joint School Swimming Gala Girls Senior Group	2nd Runner-up
	24th Po Leung Kuk Joint School Swimming Gala Boys Group	Overall Champion
	24th Po Leung Kuk Joint School Swimming Gala Girls Group	Overall 2nd Runner-up
	HKSSF Table Tennis Competition (Division Three Kowloon 3) Boys B Grade	Champion
	HKSSF Table Tennis Competition (Division Three Kowloon) Girls B Grade	1st Runner-up
	HKSSF Table Tennis Competition (Division Three Kowloon 3) Boys C Grade	1st Runner-up
	HKSSF Badminton Competition (Division Three Kowloon) Girls A Grade	2nd Runner-up
	HKSSF Badminton Competition (Division Three Kowloon 1) Boys B Grade	Champion
	HKSSF Badminton Competition (Division Three Kowloon 1) Boys C Grade	Champion
	HKSSF Inter-School Athletics Championships 2006-2007 (Division Three Kowloon 2) Boys B Grade	Overall Champion
	HKSSF Inter-School Athletics Championships 2006-2007 (Division Three Kowloon 2) Boys C Grade	Overall 1st Runner-up
	HKSSF Inter-School Athletics Championships 2006-2007 (Division Three Kowloon 2) Girls B Grade	Overall 3rd Runner-up
	HKSSF Inter-School Athletics Championships 2006-2007 (Division Three Kowloon 2) Boys Group	Overall 1st Runner-up
	HKSSF Soccer Competition (Division Three Kowloon 3) Boys B Grade	Champion
Hong Kong Different Aged Skippers Competition (Girls)	Overall 1st Runner up	

Nature	Name of Competition	Award
Music	2006 Hong Kong Marching Band Festival Junior Section	Champion
	2006 Hong Kong Marching Band Festival Junior Section	Best Musical Performance
	2006 Hong Kong Marching Band Festival Junior Section	Best Special Effect
	59th Hong Kong Music Festival Senior Solo Singing (in Italian) W48	Champion
	59th Hong Kong Music Festival Mixed Choir Singing (Putonghua) W17	Champion
	59th Hong Kong Music Festival Piano Solo U145-7	Champion
	59th Hong Kong Music Festival Gu Zheng (Senior) N501-6	1st Runner-up
	59th Hong Kong Music Festival Gu Zheng (Junior) N 502-7	1st Runner-up
	59th Hong Kong Music Festival Trumpet Solo (Senior) N441-2	1st Runner-up
	59th Hong Kong Music Festival Solo Singing (Putonghua) W65-3	1st Runner-up
	59th Hong Kong Music Festival Piano Solo	1st Runner-up
	59th Hong Kong Music Festival Piano Duet U156-3	1st Runner-up
	59th Hong Kong Music Festival Yang Qing (Junior)	1st Runner-up
	Senior Group Handchimes Competition	1st Runner-up
Academic	58th Hong Kong Schools Speech Festival F.3-F.4 Dramatic Duologue	Champion
	58th Hong Kong Schools Speech Festival (Chinese) Girls Solo Verse Speaking	Champion
	58th Hong Kong Schools Speech Festival (Chinese) Girls Solo Verse Speaking in Putonghua	Champion
	58th Hong Kong Schools Speech Festival F.4 Girls Solo Verse Speaking	1st Runner-up
	58th Hong Kong Schools Speech Festival F.2 Boys Solo Verse Speaking	1st Runner-up
	58th Hong Kong Schools Speech Festival F.6-F.7 Public Speaking Solo	2nd Runner-up
	58th Hong Kong Schools Speech Festival F.6-F.7 Prose Reading	2nd Runner-up
	58th Hong Kong Schools Speech Festival F.4 Girls Prose Reading	2nd Runner-up
	58th Hong Kong Schools Speech Festival Age 14 Prose Speaking	2nd Runner-up
	58th Hong Kong Schools Speech Festival F.3 Solo Verse Speaking	2nd Runner-up
	58th Hong Kong Schools Speech Festival F.1 Boys Solo Verse Speaking	2nd Runner-up
	Consumer Culture Study Award VIII	Special Merit Award
	Hong Kong Mathematics High Achievers Selection Contest	Second Class Honor
Art	Hong Kong School Drama Festival	Best Original Script
	Hong Kong School Drama Festival	Best Actor
	Hong Kong School Drama Festival	Best Actress
	Hong Kong School Drama Festival	Best Co-operation
	Hong Kong School Drama Festival	Best Stage Effects

Nature	Name of Competition	Award
Art (cont'd)	Hong Kong School Drama Festival	Commendable Overall Performance
	Crime Prevention Card Design Competition	Outstanding Award
	Vita Green Photo Competition	2nd Runner-up
	10th Anniversary of the Establishment of the HKSAR Photo Competition (Youth Category of Kowloon City District)	Merit
	10th Anniversary of the Establishment of the HKSAR Photo Competition (Youth Category of Wan Chai District)	Outstanding Award
	30 Years of Achievement in Slope Safety Photo Competition (Youth Category)	Merit
	Hong Kong Youth Cultural and Arts Competitions	Outstanding Award
Scholarship	Lion & Globe Educational Trust 2006	
	48th The Hong Kong Jockey Club Education Fund	
	Ngan Po Ling Scholarship	
Others	Lion & Globe Educational Trust 2006	Best Improved Students Award
	Kowloon City District Outstanding Students Election	Merit of Outstanding Student
	Sir Edward Youde Memorial Prizes 2006/2007	

Students' Participation in Extra-curricular Activities 2006-2007

	Name of activity	No. of participants						
		2006/07						
		F.1	F.2	F.3	F.4	F.5	F.6	F.7
1	African Dance (School Team)	4	3	2	2	N/A	N/A	N/A
2	African Drum (School Team)	1	4	N/A	8	N/A	N/A	N/A
3	African Drum Class (beginners)	18	3	N/A	N/A	N/A	N/A	N/A
4	Air Cadet	8	N/A	N/A	3	N/A	N/A	N/A
5	Art School Team	N/A	13	16	N/A	N/A	N/A	N/A
6	Athletics Class	7	10	1	5	N/A	N/A	N/A
7	Badminton Interest Class	N/A	1	16	1	N/A	N/A	N/A
8	Ballet (School Team)	3	1	N/A	N/A	N/A	N/A	N/A
9	Boys Badminton Team	5	4	3	1	N/A	N/A	N/A
10	Boys Basketball Team	9	7	5	10	3	5	5
11	Ceramics Class	3	N/A	4	7	N/A	N/A	N/A
12	Chinese Choral Speaking	16	20	N/A	N/A	N/A	N/A	N/A
13	Chinese Dance Class	N/A	N/A	N/A	4	N/A	N/A	N/A
14	Chinese Drama Class	1	4	4	2	N/A	N/A	N/A
15	Chinese Dance Class	N/A	3	N/A	5	N/A	N/A	N/A
16	Community Service Team	N/A	7	1	7	N/A	N/A	N/A
17	Creative Comics Class	2	14	6	2	N/A	N/A	N/A
18	Di Zi Class (beginners)	1	2	N/A	N/A	N/A	N/A	N/A
19	Drum Set Class	3	3	3	3	N/A	N/A	N/A
20	English Choral Speaking	13	9	1	1	N/A	N/A	N/A
21	Er Hu Class	2	1	1	2	N/A	N/A	N/A
22	Fencing Class	4	2	9	4	N/A	N/A	N/A
23	Fitness Class	3	3	12	6	N/A	N/A	N/A
24	Flash & Web Page Design Class	3	1	8	7	N/A	N/A	N/A
25	French Class	14	1	1	1	N/A	N/A	N/A
26	Girls Badminton Team	3	4	1	8	N/A	N/A	N/A
27	Girls Basketball Team	1	3	5	2	N/A	N/A	N/A
28	Gospel Magic Mission Team	N/A	3	N/A	5	N/A	N/A	N/A
29	Gu Zheng	2	2	N/A	N/A	N/A	N/A	N/A
30	Handbell (School Team)	5	4	3	6	N/A	N/A	N/A
31	Handchimes (School Team)	10	3	N/A	N/A	N/A	N/A	N/A
32	Handicrafts Class	5	7	3	N/A	N/A	N/A	N/A
33	Japanese Class (beginners)	12	N/A	7	2	N/A	N/A	N/A
34	Japanese Class (intermediate)	N/A	3	4	3	N/A	N/A	N/A
35	Jazz Class	6	8	1	6	N/A	2	N/A
36	Magic Class	6	7	4	3	N/A	6	N/A

Name of activity		No. of participants						
		2006/07						
		F.1	F.2	F.3	F.3	F.4	F.5	F.6
37	Marching Band (School Team)	4	10	9	N/A	N/A	N/A	N/A
38	Oil Painting Class	N/A	N/A	6	7	N/A	N/A	N/A
39	Pi Pa Class	N/A	N/A	1	1	N/A	N/A	N/A
40	Piano Class	N/A	2	N/A	N/A	N/A	N/A	N/A
41	Putonghua Drama Class	N/A	9	9	N/A	N/A	N/A	N/A
42	Red Cross	14	4	4	5	1	N/A	N/A
43	Rope Skipping Class	6	2	3	8	N/A	N/A	N/A
44	School Choir	44	21	5	N/A	N/A	N/A	N/A
45	Soccer Team	3	14	5	10	N/A	N/A	N/A
46	String Ensemble (School Team)	5	5	N/A	N/A	N/A	N/A	N/A
47	Table Tennis Interest Class	6	10	1	1	N/A	N/A	N/A
48	Table Tennis Team	4	8	3	2	N/A	N/A	N/A
49	Tap Dance	3	4	2	2	N/A	N/A	N/A
50	Volleyball Team	6	5	6	11	N/A	N/A	N/A
51	Water Color Class	1	N/A	3	4	N/A	N/A	N/A
52	Wing Tsun Class	1	7	2	2	N/A	N/A	N/A
53	Woodwind Ensemble (School Team)	1	N/A	1	2	N/A	N/A	N/A

School Participation in Social Services (2006-2007)

Month	Name of Activity	Service Target	Content	Organization	Form
Oct 06	Flag Selling	Fund raising	Flag selling for non-government organization	Hong Kong Air Cadet Corps	F.5 & 7
Oct 06	Flag Selling	Fund raising	Flag selling for non-government organization	The Industrial Evangelistic Fellowship Limited	F.5,7
Nov 06	Collecting war-game bullets at Mount Davis	Community Cleaning	Environmental protection	NIL	F.3
Nov 06	Flag Selling	Fund Raising	Flag selling for non-government organization	All Star Sports Association	F.5 & 7
Dec 06	Joining activities with new arrival students	New Arrival Students	Joining a museum visit with new arrival students	PLK Portuguese Community School	F.2
Dec 06	Collecting war-game bullets at Mount Davis	Community Cleaning	Environmental protection	NIL	F.3
Jan 07	Collecting war-game bullets at Mount Davis	Community Cleaning	Environmental protection	NIL	F.3
Jan 07	Visiting elderly centre	Elderly	Visiting the elderly in who live in Lam Tin Estate	PLK Kwun Tong District Community Centre	F.4
Feb 07	Visiting elderly centre	Elderly	Visiting the elderly who live in Hung Hom	Kowloon City & Yau Tsim Mong District Social Welfare Department	F.4
Feb 07	Collecting war-game bullets at Mount Davis	Community Cleaning	Environmental protection	NIL	F.3
Apr 07	Visiting elderly home	Elderly	Visiting the elderly who live in Lei Yue Mun Estate	PLK Kwun Tong District Community Centre	F.4
Jun 07	Joining activities with new arrival students	New Arrival Students	Joining a visit to Lions Nature Education Centre with new arrival students	PLK Portuguese Community School	F.2
Jul 07	Joining activities with visually impaired people	Visually Impaired People	Joining a visit to Tso Kung Tam Outdoor Recreation Centre with visually impaired people	Hong Kong Society for the Blind	F.6
Jul 07	Visiting shelter workshop	Mentally Handicapped	Visiting mentally handicapped people in shelter workshop	PLK 82 Hin Keng Centre	F.1

Performance Measures selected by School

Subject \ Result in IAS*	No. of participant			No. of student awarded respective grade								
				High Distinction			Distinction			Credit		
	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07	04/05	05/06	06/07
English Language	362	486	641	3	5	7	22	31	40	78	100	162
Mathematics	358	482	637	-	1	2	4	14	14	32	39	47
Science	358	482	637	-	1	2	5	4	7	20	33	44

IAS = International Assessment for Schools

HKCEE Results 2007

Subject	% of 2 or above		% of 4 or above	
	All NPL students	All candidates in HK	All NPL students	All candidates in HK
Chinese Language	50.4	69.8	7.3	19.0
English Language	48.5	70.0	6	18.1
Subject	Passing Rate %		Credit Rate %	
	All NPL students	All candidates in HK	All NPL students	All candidates in HK
Add Maths	59.5	84.9	0.0	36.8
Biology	68.8	82.4	12.5	31.5
Chemistry	50.8	79.4	6.2	29.8
Chinese History	80.0	69.5	0.0	17.9
Commerce	28.3	49.0	3.8	9.8
Computer & IT	28.1	67.9	14.0	22.1
E & PA	100.0	64.4	0.0	14.7
Economics	55.6	71.9	8.3	22.1
Geography	56.3	73.2	18.8	19.7
Mathematics	42.7	73.2	21.4	28.9
Music	0.0	76.7	0.0	39.0
Physics	51.5	75.4	7.4	28.1
Prin of Accts	35.7	68.9	3.6	20.0
Putonghua	100.0	67.0	100.0	28.3
Travel & Tour	42.1	42.2	10.5	6.2
Visual Arts	100.0	81.1	14.3	27.0

HKALE Result 2007

Subject	Passing Rate %		Credit Rate %	
	First Timers for NPL Students	All Candidates in HK	First Timers for NPL Students	All Candidates in HK
Biology	25.0	69.4	0.0	18.1
Business Studies	87.0	69.8	26.1	17.7
Chemistry	51.9	74.2	9.6	23.2
Chi Lang & Culture	97.5	92.6	22.5	24.0
Economics	81.5	69.2	11.1	20.4
Mathematics & Statistics	90.3	72.1	22.6	18.1
Physics	82.9	72.1	22.9	23.5
Principles of Accounts	100.0	69.9	18.8	21.9
Pure Mathematics	92.3	79.8	0.0	25.5
Use of English	95.0	70.2	6.3	13.2

Key Issues for the New School Development Plan

1. To further enhance participation and discussion among teachers in policy making, and to strengthen the role of middle managers in the communication network.
2. To further strengthen students' foundation in learning, cultivate active learning ethos and further enhance their academic and non-academic performance.
3. To further promote students' language proficiency, better implement the EMI policy and improve the language environment.
4. To effectively integrate 4Cs elements (communicate skills, current issues, critical thinking and creativity) across all subject curriculum.
5. To nurture good habits among students and to promote good relationship with family members.