



Po Leung Kuk Ngan Po Ling College

**School Report
(2007/08)**

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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 2007-2008

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.

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)
05/06	9	0	0	0	0	0
06/07	7	1	1	1	0	0
07/08	7	1	1	1	0	1

Our Students

Class Organization

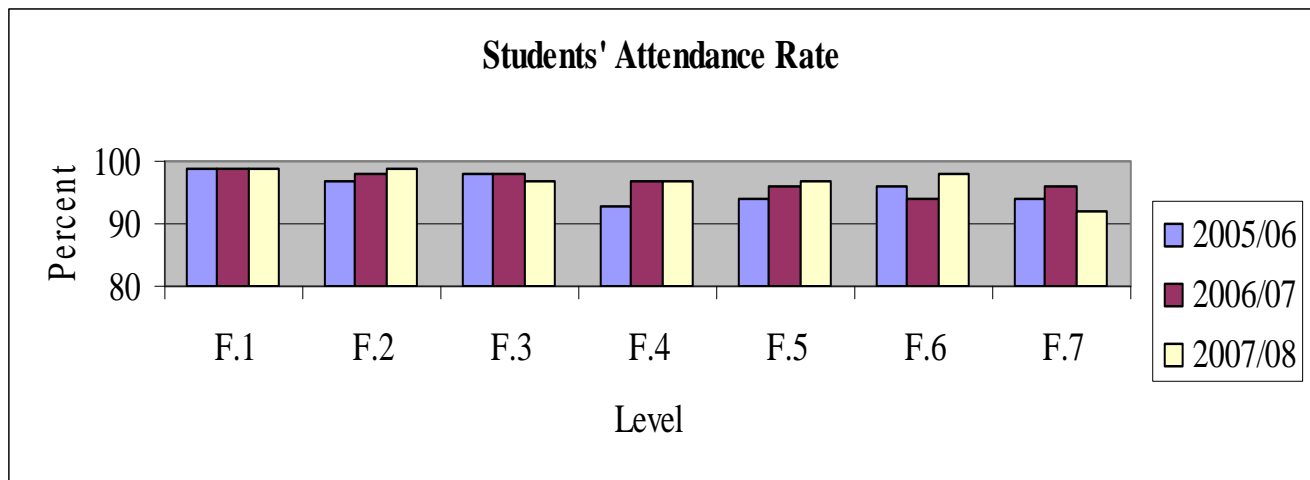
Number of operating classes (2007-08)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Classes	5	4	4	5	5	2	2	27

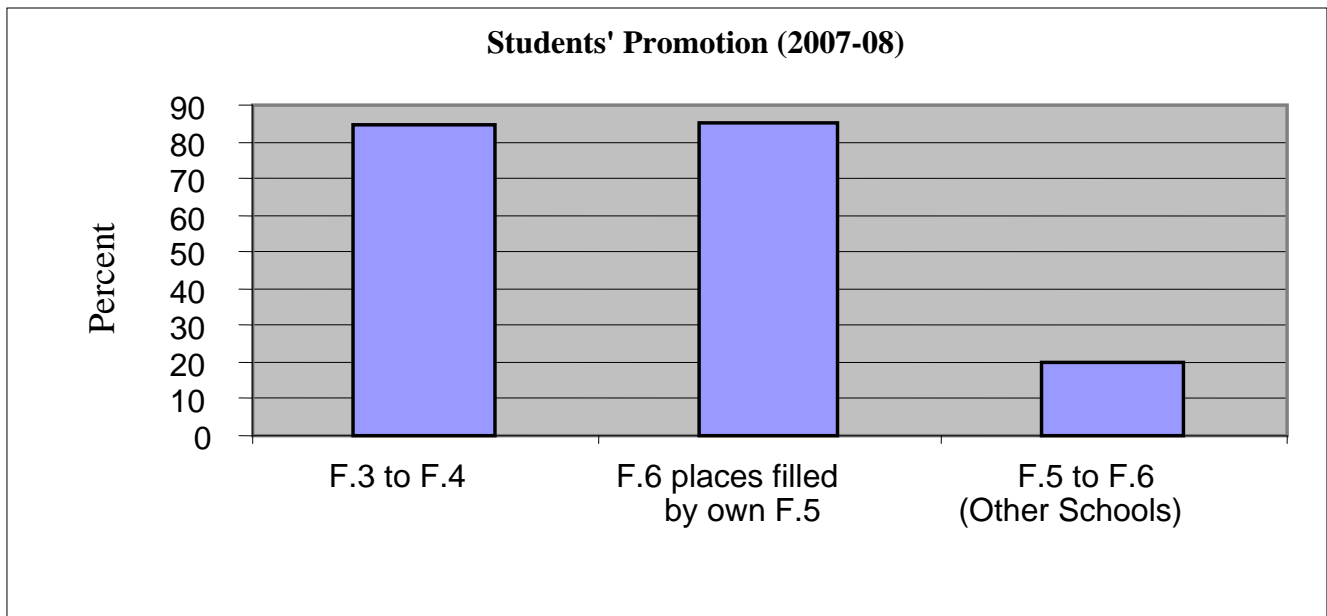
Number of Students (2007-08)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	101	82	91	97	81	20	28	500
No. of Girls	81	71	63	100	100	46	21	482
Total Enrolment	182	153	154	197	181	66	49	982

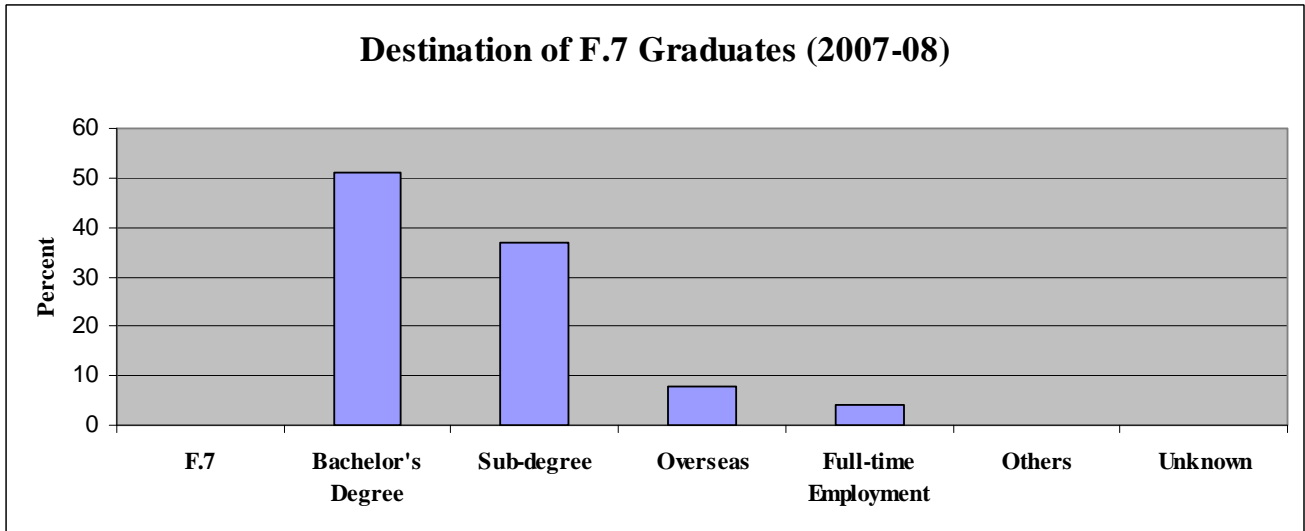
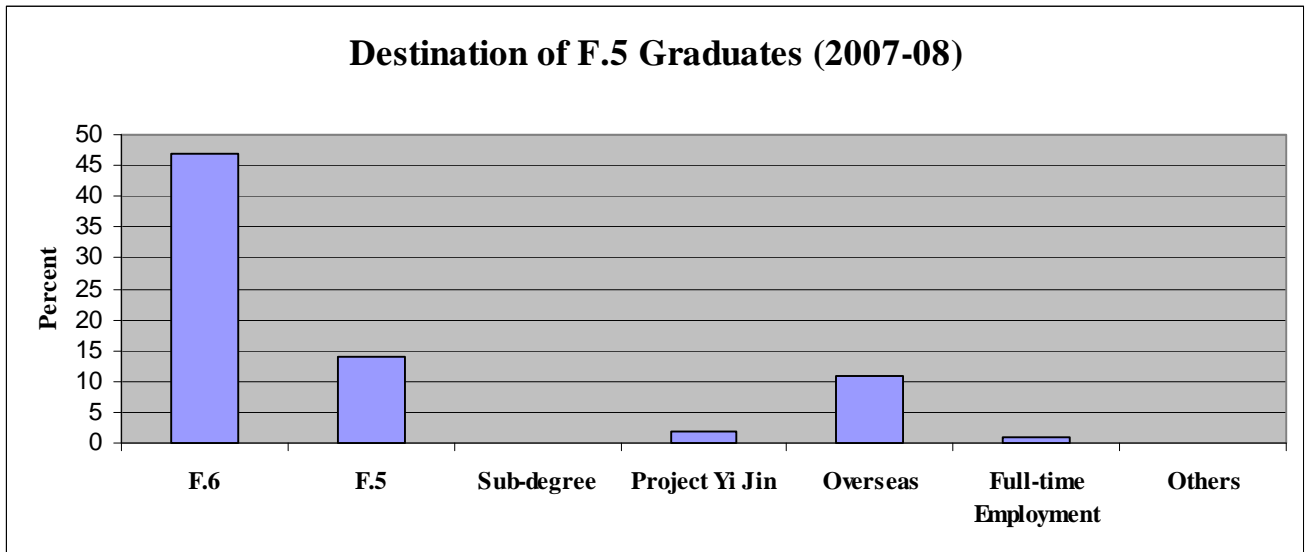
Students' Attendance



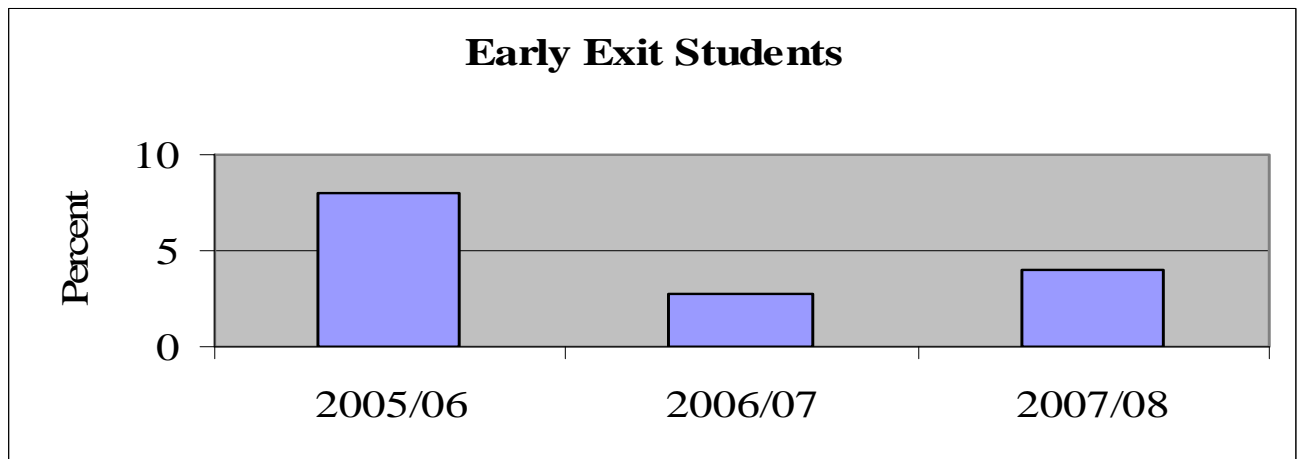
Students' Promotion



Destination of exit students

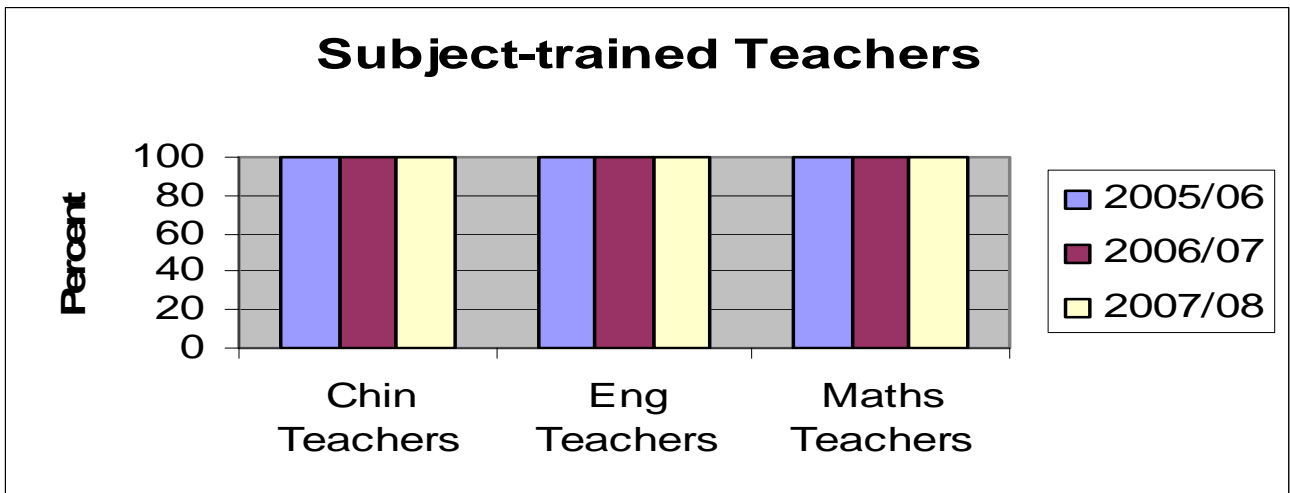
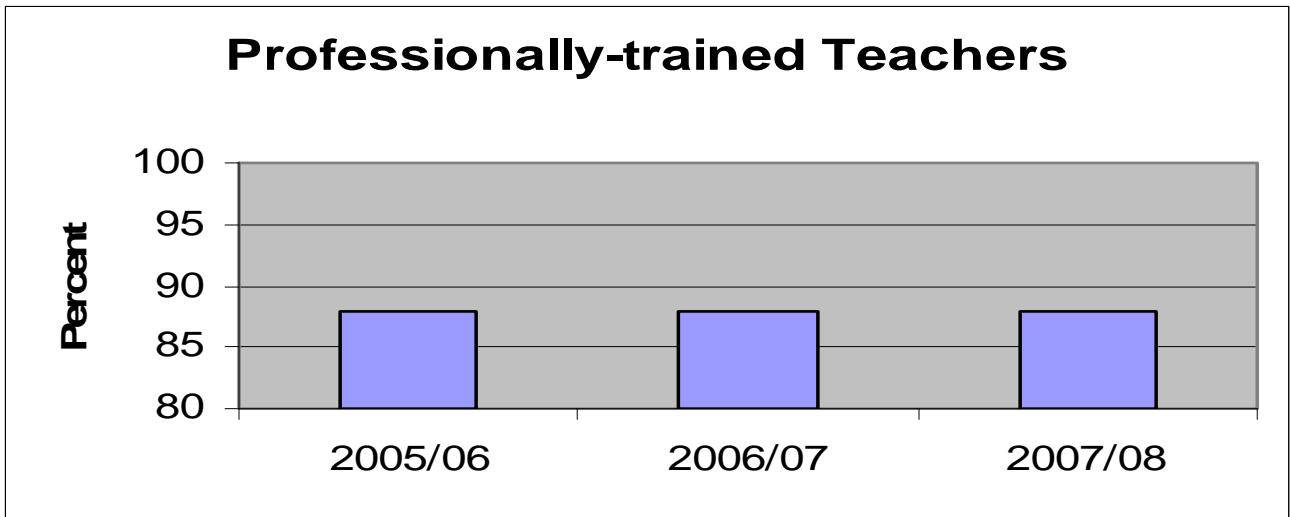
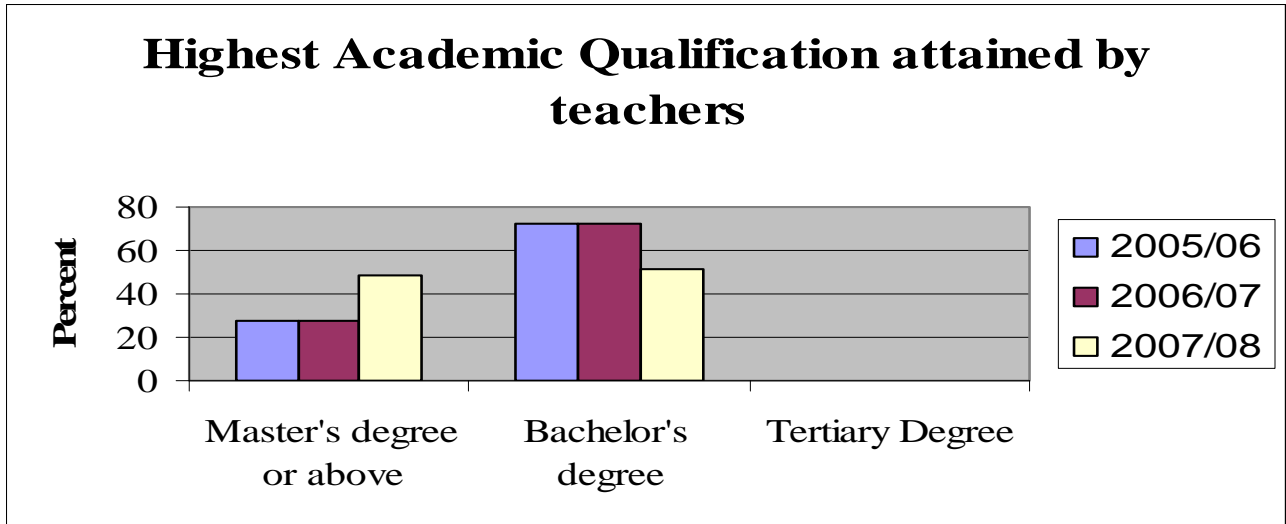


No. of exit students

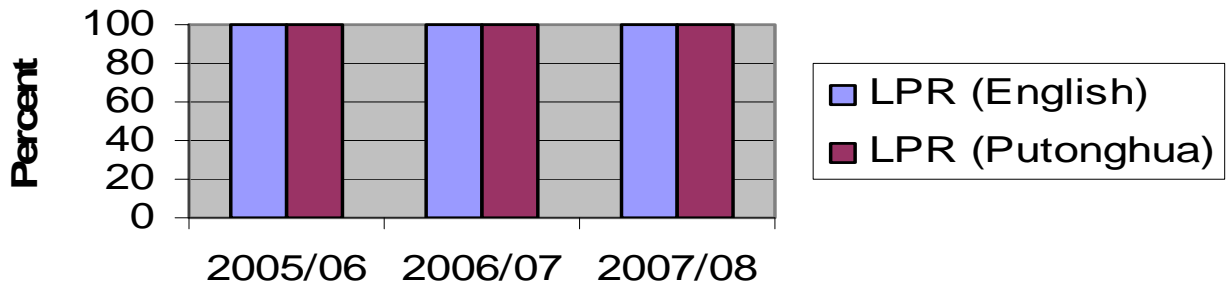


Our Teachers

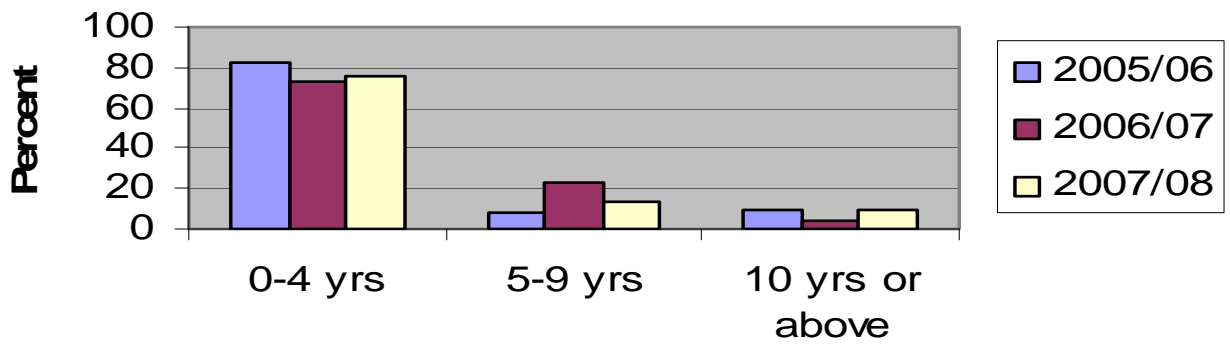
Teachers' Qualification



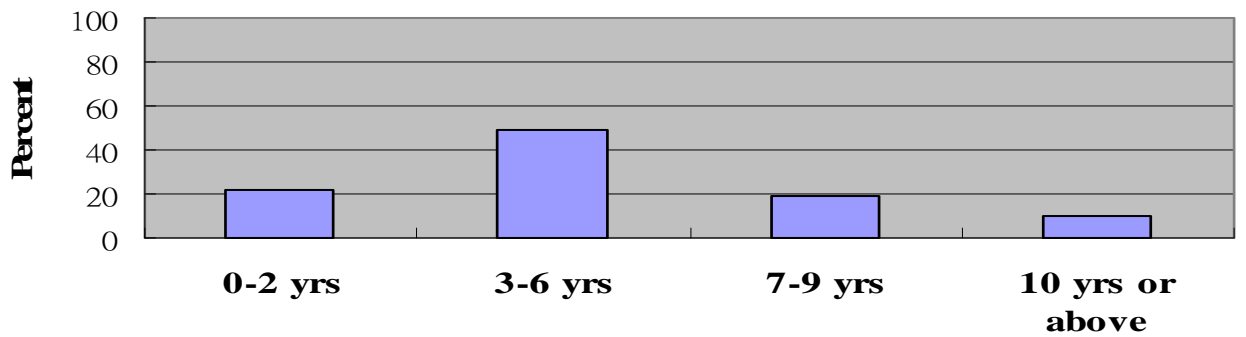
English & Putonghua Teachers with LPR



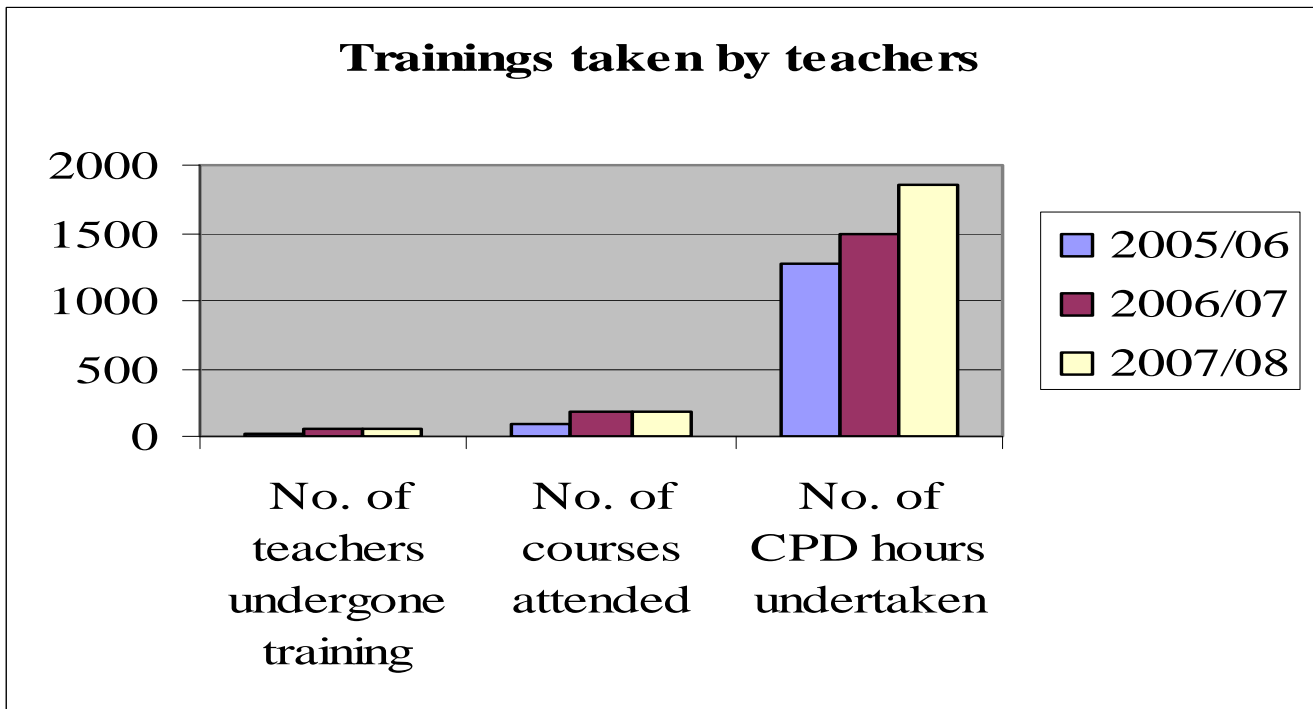
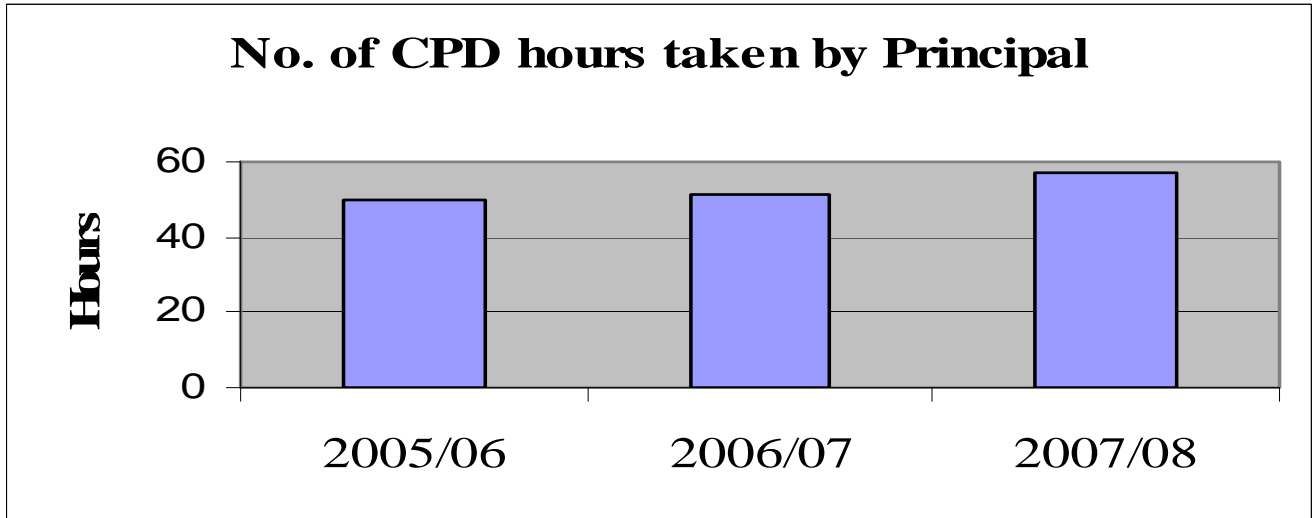
Teachers' Experience



Teachers' Experience 2007-2008

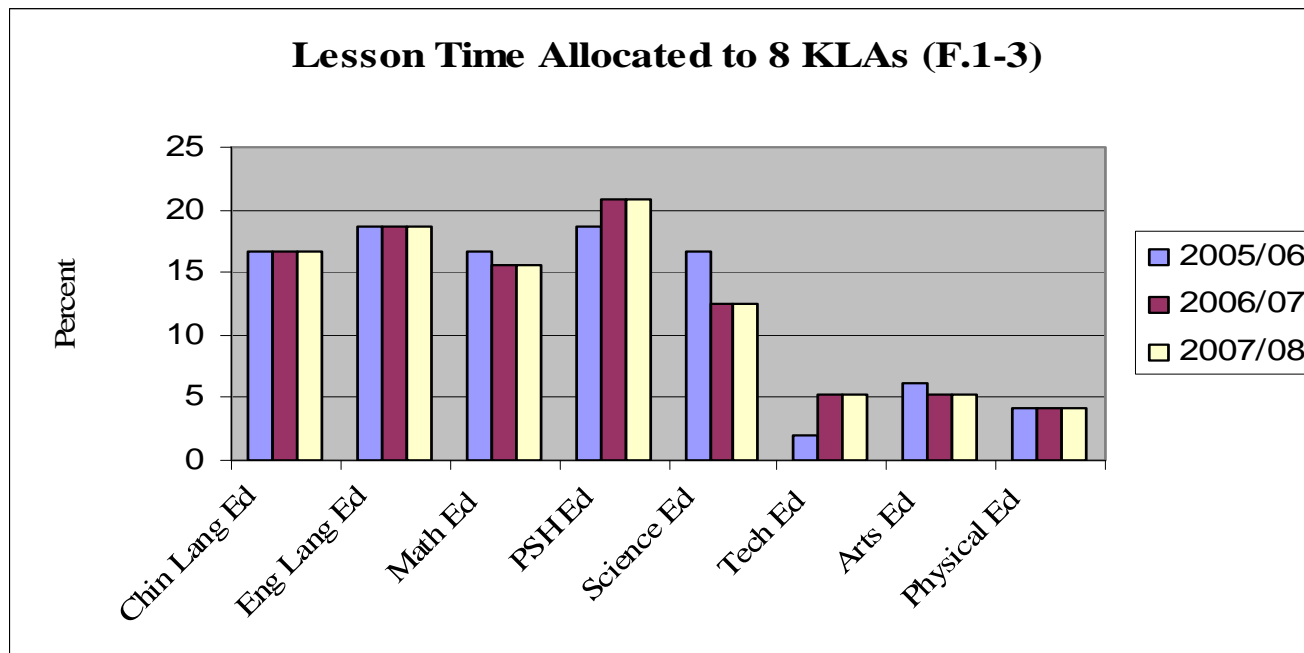
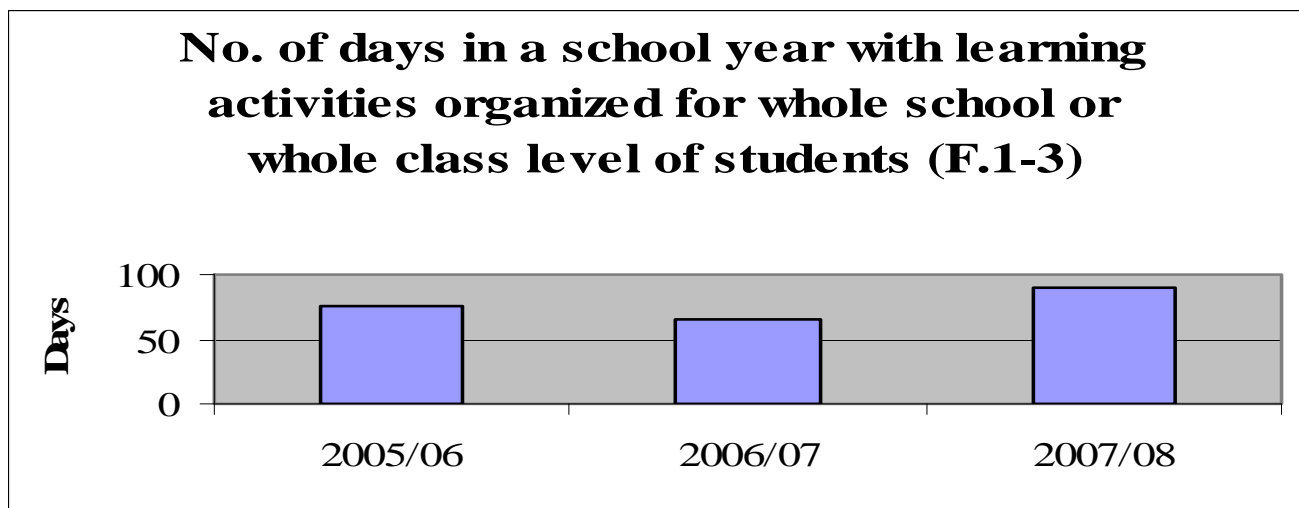
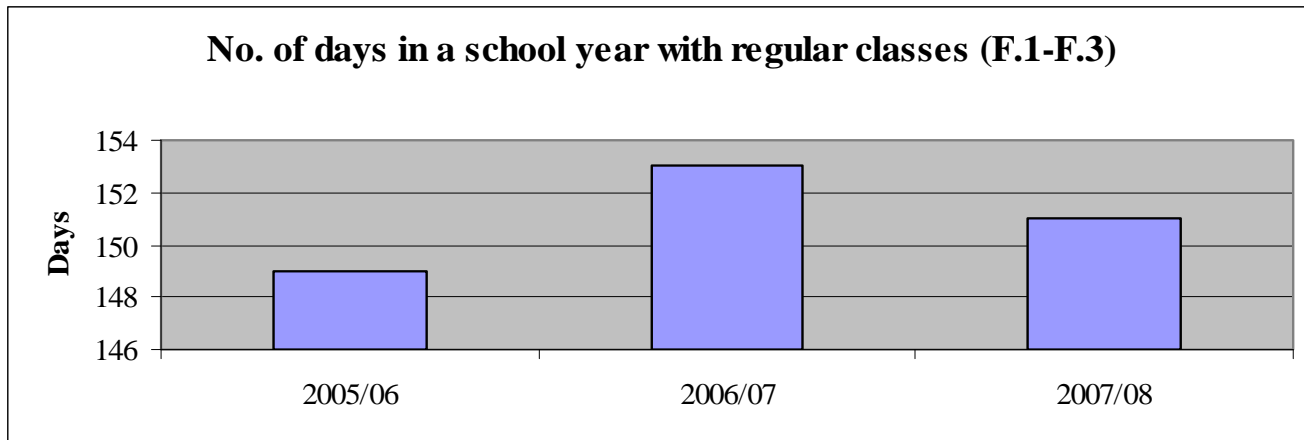


Teachers' Professional Development



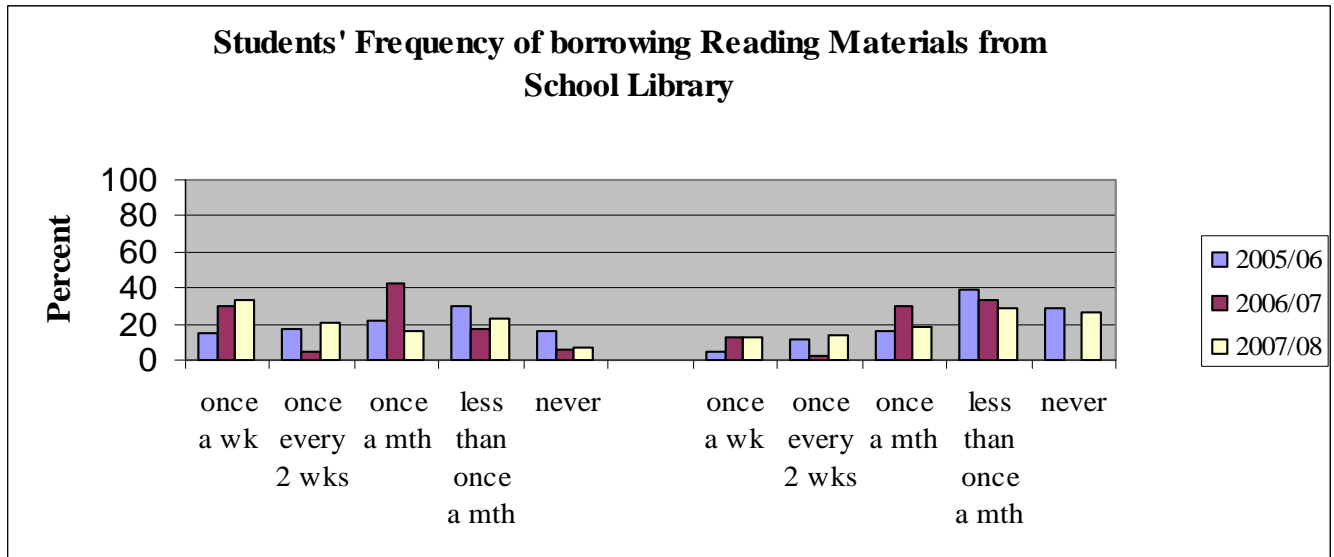
Our Learning and Teaching

Number of Active School Days



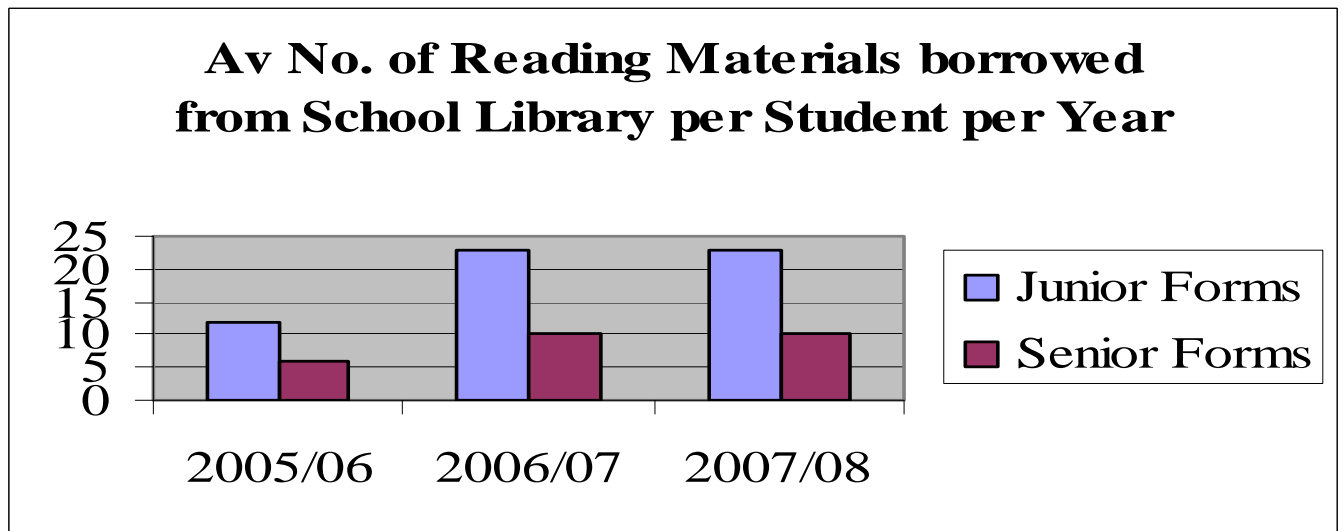
* PSH Ed = Personal, Social and Humanities Education

Students' Reading Habits



Junior Forms

Senior Forms



Major Concerns (Strategies and Evaluation)

Major Concern 1

To further enhance participation and discussion among teachers in policy making, and to strengthen the role of middle managers in the communication network.

Administration

Strategies

1. Development of school organization structure and management of daily operation
 - Formal and informal channels are utilized to ensure all staff has a thorough understanding of the school policies, mission, major concerns and priority of work.
 - Policy-making procedures are worked out so that staff can share views and offer suggestions related to school practices.
2. Human Resources Management
 - Formal and informal channels are created for better communication.
 - Social activities, workshops, meetings, collaboration in school functions to build up team spirits and staff ethos.
 - Middle managers act as lubricant among all staff.
 - Staff Development programmes on school-based strategies are held for middle managers and teachers in different specialties.
 - A fair, just and open appraisal system is established. It is timely reviewed and revised to gear the needs and development plan of the school.

Outcomes and Evaluations

1. Staff meetings, committee meetings, panel meetings and class teacher meetings are regularly held to share views on implementation of year plans, problems arisen and adjustment made throughout the year.
2. Most of the teaching staff and supporting staff consider that they understand the school direction and have opportunities to communicate among themselves with the school principal and the middle managers of the school.
3. Most of the staff feel that they have opportunities to communicate with the middle managers and among themselves about the school policies, problems at frontline and the major concerns of the school
4. 82% of staff considers the relationship among school members, management parties and staff is supportive and harmonious.
5. The sense of belonging and team work among staff is good and the turnover rate of staff in this school year is low.
6. Middle managers are given opportunities in external workshops, staff development sessions and on-the-job training to develop professional knowledge, leadership and management skills.
7. Meetings are held to generate timely discussion and school-based strategies are worked out to meet the change and needs of the school.

8. 47% teaching staff consider the staff development sessions such as workshops on external review preparations, team building and NSS preparations as useful and beneficial to their personal development.
9. A well-organized and all-rounded staff appraisal system including class observations, exercise book inspections, lessons and service competencies assessment with the participation of school principal, middle managers, peers, students and parents is in place and fully implemented.
10. 76% of staff considers the appraisal system and feedback enable them to understand their strengths and weaknesses in their professional and personal development.
11. Committees, subject panels and the whole school in general are engaged in the planning, implementation, evaluation, adjustment, improvement and control mechanism throughout the school year.
12. 83% staff considers the subject panels, committees and the school on the whole are making improvement in different aspects. The financial situation of the school is sound. More than 90% of the expenditure is within budget. More than 100% of the budgeted surplus can be achieved.

Major Concern 2

To further strengthen students' foundation in learning, cultivate active learning ethos and further enhance their academic and non-academic performance.

Curriculum Development Strategies

- 1 Remedial and enhancement policy
 - Remedial and enhancement policies of different subjects are implemented in everyday classroom teaching, after school, during weekends and on holidays
 - Additional lessons are collaborated by the CDC core group to let students have more time for self-study.
 - The opening hour of library is extended until 20:00 for self-study purpose.
1. Assignment policy
 - Assignment policies of all subjects are clearly worked out and collaborated by the CDC.
 - Exercises books are inspected by the principal and panel in charge twice a year.
2. Assessment policy
 - Two mid-term tests and two term examinations are administered every year.
 - Quizzes and unit tests are collaborated by the monthly calendar of each class. They are also inspected twice a year in the exercise book inspection periods.
3. Enhancement of classroom teaching effectiveness
 - Class observations are conducted twice a year by the principal, CDC members, panel in charge and panel members.
 - Peer class observations are conducted in individual subject panels and good practices are shared by teachers across KLAs.
 - Teachers are reminded to place emphasis on the “focus/effectiveness of the lesson”, “questioning techniques” and “interactions among students”.
4. 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. 60 % of subjects could attain a passing rate of more than 80% from Form 1 to Form 4. Over 60% of Math remedial class students agreed that their confidence in studying Math was raised.
 - The study room system after school in library is effective especially for Form 5 and Form 7 students and it is a good way to enhance the reading and self learning ethos. It is suggested that more quotas for the study room places can be provided for senior form students.

2. Assignment policy:
 - Teachers consider the students' assignments are properly monitored. However, tightening of the promotion policy related to the assignment submission may be needed together with the detention class system.
3. Assessment policy:
 - Over 70% of teachers feel that their assessment policy of their subjects can properly monitor students' progress.
 - Formative assessment and quizzes are generally well-paced and are considered as effective measurements in students' progress.
 - It is suggested that communication/language component marks can be set in the assessments other than language subjects
4. Enhancement of classroom teaching effectiveness:
 - Over 50% teachers consider the feedback of the class observation serves professional developmental purposes.
 - Considerable improvement in teaching effectiveness, questioning techniques and interactions among students in classroom teaching is observed. But there is still room for improvement in engaging students in lessons.
5. Co-curricular activities:
 - Over 80% of teachers consider most of the co-curricular activities are implemented. Lunchtime language activities, Mathematics Week and Science Week are considered good practices for curriculum development. However, more collaboration is required for better timing to avoid jamming all weeks in one month.

Extra Curricular Activities

Strategies

1. More than 55 different kinds of extra-curricular activities are provided in the ECA sessions
2. Each student is required to participate in one activity per semester.
3. Potential students in sports teams, school choir, Chinese and Western musical teams are selected and trained.

Outcomes and Evaluations

1. 57 different kinds of ECA sessions have been provided for student.
2. For the whole year, the total number of participants is 1513. There are 1375 (91%) students whose attendance is over 80% while 138 (9%) students cannot reach attendance rate of 80%.
3. By observation, there is still room for improvement on teaching effectiveness in particular courses, as well as punctuality of participating students.
4. There is always time clash with detention, remedial and enhancement classes.
5. The school hall or room 108 was fully occupied because of public examinations or school functions. They always clash with our extra-curricular activities.
6. According to the year-end evaluation, 100% 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, 100% of teachers are satisfied with the school's performance and awards received in non-academic areas.

Major Concern 3

To further promote students' language proficiency, better implement the EMI policy and improve the 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, lunchtime English activities as well as weekly English and Putonghua speaking day.
 - Communication skills and language instrument are enhanced in classroom context, assignments and assessments.
 - Students are encouraged to discuss, raise and answer questions in proper English.
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. EMI Policy
 - There has been considerable progress in implementing the EMI policy. Morning presentation programmes can raise students' confidence on stage. It is suggested that more students could be delegated with the duty of morning announcement.
 - Teachers have found that most students understand the lessons in English. Discussions and presentations are organized for the students. 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 students and students.
2. Reading Culture
 - Students are regarded as having the ability of compiling good book reports. However, the effectiveness of the reading schemes and reading culture has to be further enhanced. (From September 07 to May 08, each junior form students read 16 books, while F.4 & F.5 students 13 and F.6 & F.7 7 on average.)

Major Concern 4

To effectively integrate 4Cs elements (communicate skills, current issues, critical thinking and creativity) across all subject curriculum.

Curriculum Development

Strategies

1. To strengthen students' communication skills, consciousness in current issues, critical thinking skills and creativity.
 - Across all subjects in various key learning areas, 4Cs curriculum are implemented and collaborated by the 4C committee of the CDC.
 - 4Cs curriculum are diversified and naturally integrated in line with subject features.
 - Students of all levels are encouraged to watch Pearl TV news.
 - Good phrases are included in tests and exams.

Outcomes and Evaluations

1. 4C curriculum
 - 4C curriculum is implemented and strengthened successfully as planned across all subjects and it contributes to enhancing students' learning effectiveness. Good examples of 4C have been collected from different learning areas for reference.
 - However, it is still quite difficult to implement 4C curriculum in some cultural subjects.
 - All classes have participated in the 11 Bi-weekly online quizzes but only about 50% of students attained the passing scores. Teachers consider the phrases in TV news are good language instruments for students. Therefore, it is suggested that more should be done about the good phrases learnt in TV news and to raise the passing rate of the quizzes.

Major Concern 5

To nurture good habits among students and to promote good relationship with family members.

Discipline and Guidance Strategies

1. School ethos improvement
 - Discipline training curriculum is developed for different levels.
 - Politeness and cleanliness are highlighted as daily routine by class teachers.
 - Closer supervision and follow-up are conducted to improve the attendance rate and discipline among students.
2. Life Education Lessons
 - School-based curriculum is implemented at F.4-5, and is reviewed to suit the development of students. P.A.T.H. programems are conducted at junior levels.
 - Issues on family are included in the life education lessons from F.1 to F.5.
3. School Social Work
 - Individual, group and class-based guidance services are arranged.
 - Assembly talk on promoting harmonious family relationship is organized for junior form students.
4. School Wide Program
 - “Home Sweet Home” is selected as theme of the year.
 - Collaboration works with subjects panels are carried out to facilitate comprehensive implementation. Parents are invited to join several activities.
 - Highlight programme of “Guidance Week” themed “Home Sweet Home” is conducted. A series of activities are held and game booths are set up during lunchtime. Parents are invited to participate in some events emphasizing mutual parent-child communication, such as Family Snapshot Competition.
5. Community Service
 - A spiral community service framework for all students at different levels has been established and is to be further polished up.
 - The service target includes the elderly, the aged living alone and the low income families. It aims at helping students reflect more on their own families.

Outcomes and Evaluations

1. Discipline training and adventure-based counseling curriculum are practiced across all junior levels. Positive feedbacks are received from staff. Some improvements in politeness and cleanliness are shown, yet higher requirements can be set for further progress. Attendance rate and punishment rate are more satisfactory than previous years. More works can be carried out to enhance class ethos through the role of class teachers.
2. The students report and comment that their communication patterns with family members in their life education workbook. Most of them show eagerness to improve the relationship with their family members.
3. Over 90% of participated junior form students agreed that the assembly talk on promoting harmonious family relationship can make them take initiative in developing a good rapport with their family members.
4. Students have further reflections on their own family relationship through drawings, writings and booth games. Most of the subjects joined and worked together in the "Guidance week" themed "Home Sweet Home".
5. Community Service: Over 90% of students attended the pre-service training sessions and service activities. The majority of students and teachers are satisfied with the outcome of the training sessions and community service. The framework of spiral curriculum established can be implemented in the coming years.

Extra-curricular Activities **Strategies**

1. Inter-house competitions, e.g. ball games and musical competitions are organized.
2. Different kinds of academic clubs are established.
3. Leadership training is provided for students

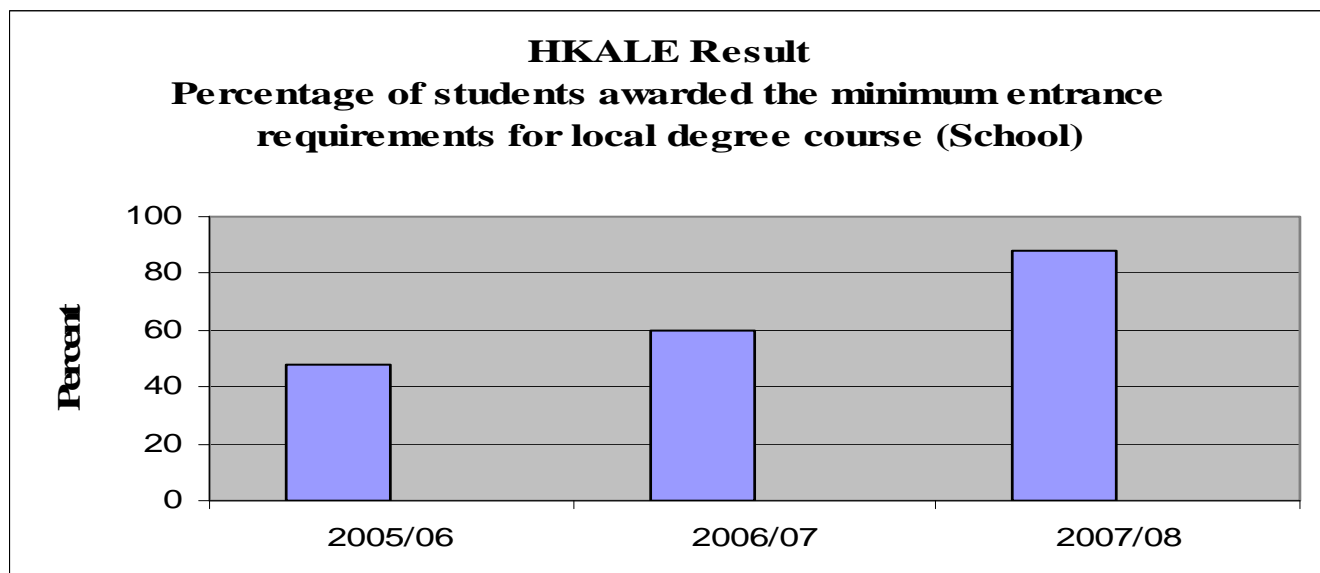
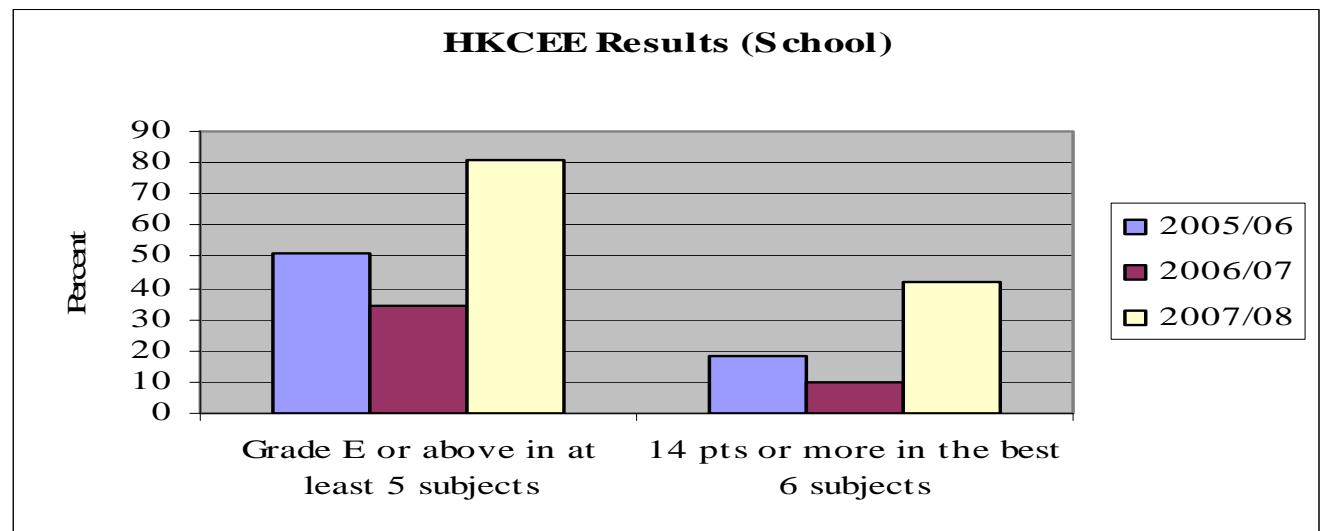
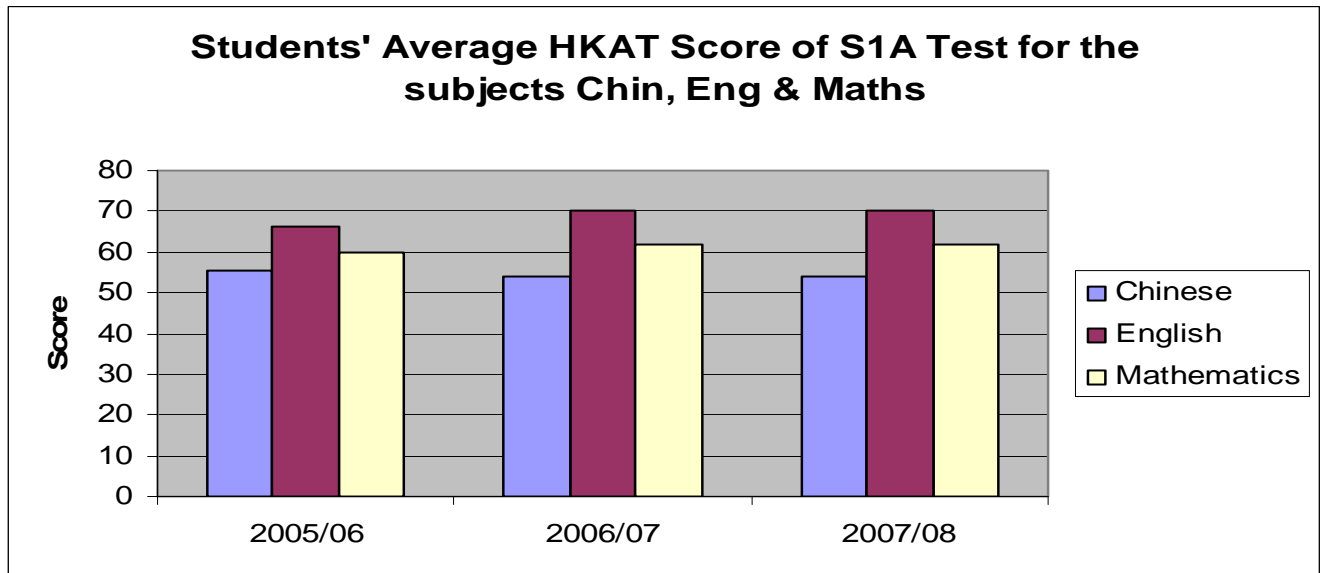
Outcomes and Evaluations

1. Different kinds of activities are organized by House Committee within the academic year, including sports day, singing contest, ball-game competitions and inter-house quizzes.
2. By the observation of house advisors, the house captains mainly play important roles in conducting programmes. They have made great effort in holding house activities or functions.
3. More connections can be built between committee members and house members through activities and promotions.
4. Whole school promotions by students should be further strengthened during the morning assembly period.
5. More co-curricular activities can be organized and conducted by students.
6. 8 house captains have participated in the leadership training for 2 sessions (1.5hr/session) while other members have not taken part in any training. More training sessions can be provided for committee members so as to develop their leadership, organization and communication skills.
7. By the observation of house advisors, students can organize activities independently. However, they should take more initiative for improvement.

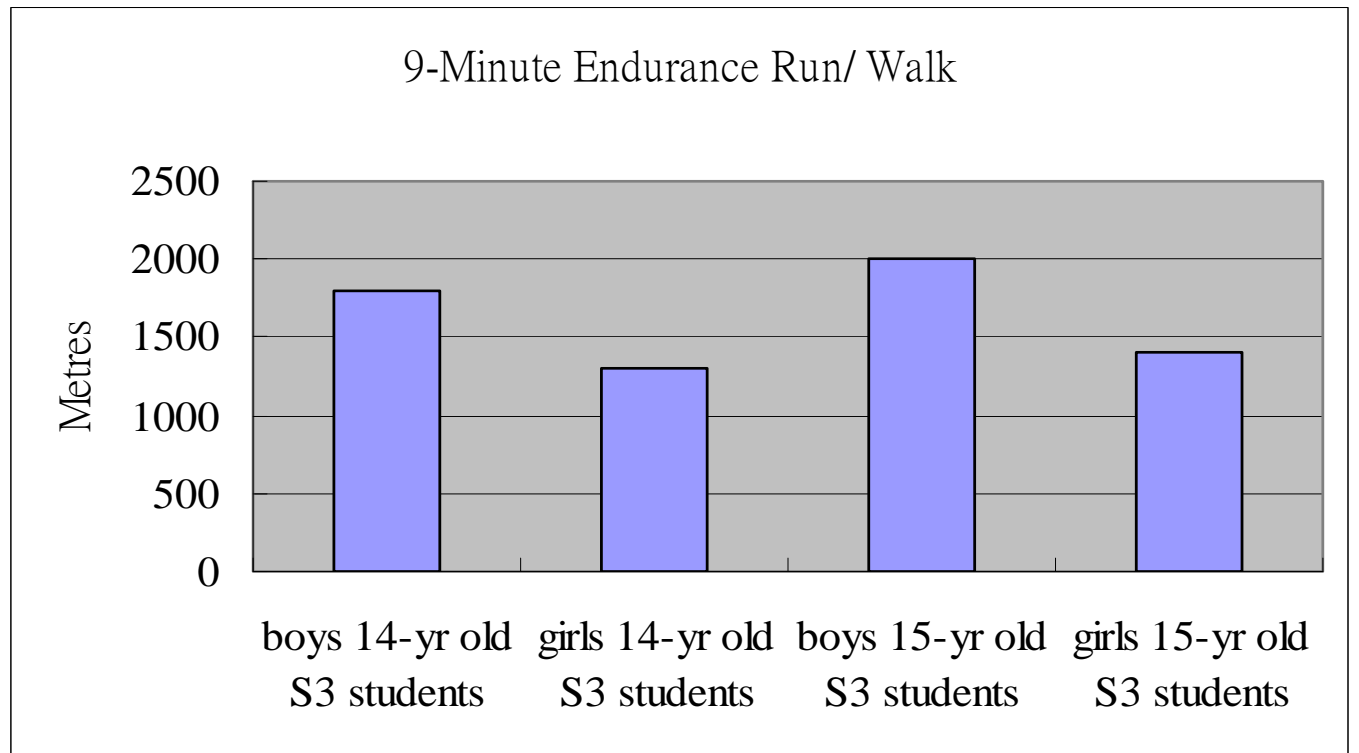
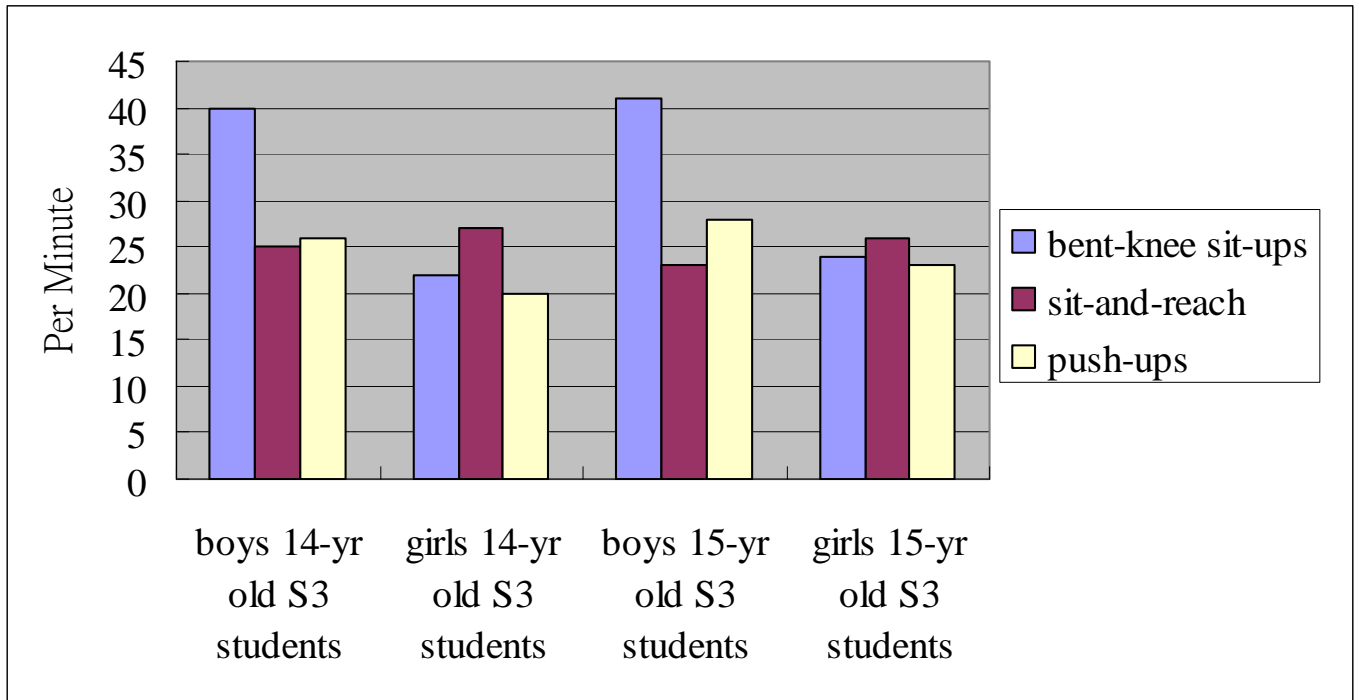
Financial Summary

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	31,754,455.51	
I. Government Funds		
(1) OEBC Grant		
(a) General Domain		
1. Admin Grant		
2. School & Class Grant (DSS)	27,418,713.00	29,339,543.32
3. Subject Grants (including Putonghua, Moral & Civic Ed)		
4. Training and Development Grant		
5. Composite IT Grant		
6. Other Grants (Supplementary Grant, Enhancement Grant, Lift Maintenance Grant)		
<i>Sub-Total</i>	27,418,713.00	29,339,543.32
(b) Special Domain		
1. Grants related to student support (including school-based support scheme for NACs)		
2. Grants related to Extensive Reading		
3. Capacity Enhancement Grant	1,514,563.50	990,277.75
4. Other Grants	1,143,719.00	592,552.95
<i>Sub-Total</i>	2,658,282.50	1,582,830.70
(2) Composite Furniture and Equipment Grant		
II. School Funds (General Funds)		
1. Tong Fai		
2. Donations		
3. Fund-raising		
4. Collection of fees for specific purposes (including electricity charges for air-conditioning) school fee	14,755,000.00	1,798,192.61
<i>Sub-Total</i>	14,755,000.00	1,798,192.61
Total surplus for 2007/08 school year	12,111,428.87	
Accumulated surplus as at the end of 2007/08 school year	43,865,884.38	

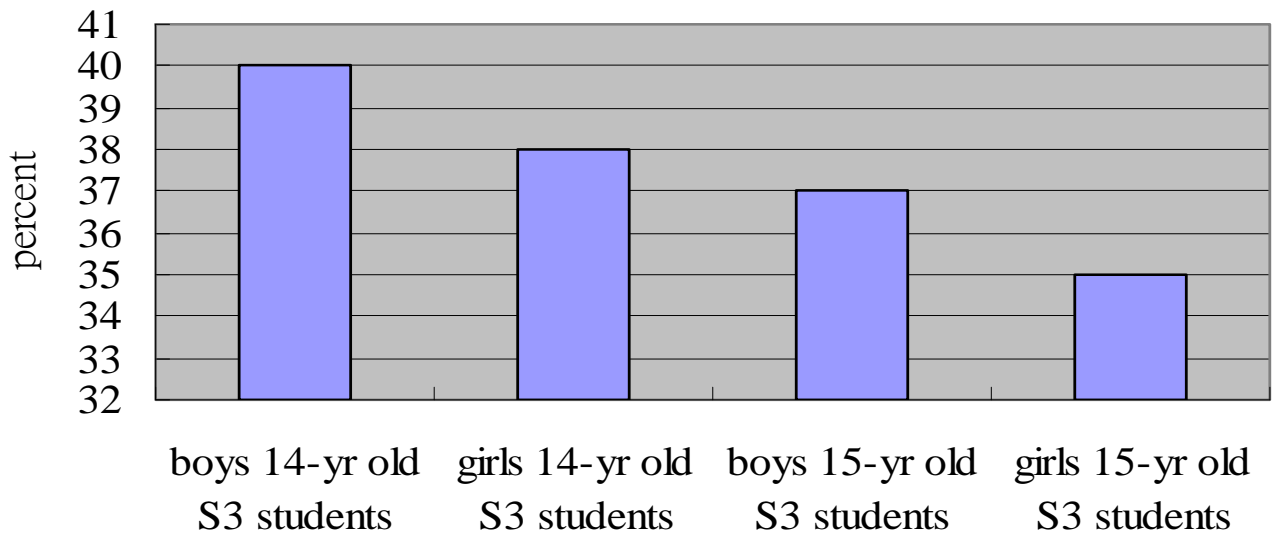
Performance of Students



Students' Physical Development (07-08)



Students within acceptable weight range



Inter-school Activities and Awards Won in 2007-2008

Nature	Name of Competition	Award
Sports	25th Po Leung Kuk Joint School Swimming Gala Boys Junior Group	Champion
	25th Po Leung Kuk Joint School Swimming Gala Boys Senior Group	Champion
	25th Po Leung Kuk Joint School Swimming Gala Boys Group	Overall Champion
	25th Po Leung Kuk Joint School Swimming Gala Girls Junior Group	Overall 2nd Runner-up
	25th Po Leung Kuk Joint School Swimming Gala Girls Senior Group	Overall 2nd Runner-up
	25th Po Leung Kuk Joint School Swimming Gala Girls Group	Overall 2nd Runner-up
	25th Po Leung Kuk Joint School Swimming Gala	Overall Champion
	HKSSF Swimming Competition (Division Two) Boys B Grade	1st Runner-up
	HKSSF Swimming Competition (Division Two) Boys Group Overall	2nd Runner-up
	HKSSF Table Tennis Competition Boys B Grade	Champion
	HKSSF Table Tennis Competition Boys C Grade	Champion
	HKSSF Table Tennis Competition Boys Group	Overall Champion
	HKSSF Table Tennis Competition Girls B Grade	Champion
	HKSSF Badminton Competition Girls B Grade	2nd Runner-up
	HKSSF Badminton Competition (Division 2) Boys B Grade	3rd Runner-up
	HKSSF Badminton Competition (Division 2) Boys C Grade	3rd Runner-up
	HKSSF Badminton Competition Boys Group	Overall 3rd Runner-up
	HKSSF Soccer Competition Boys A Grade	1st Runner-up
	HKSSF Inter-school Athletics Championships 2007-2008 Boys B Grade	Champion
	HKSSF Inter-school Athletics Championships 2007-2008 Boys Group	Overall Champion
HKSSF Inter-school Athletics Championships 2007-2008 Girls B Grade	Champion	

Nature	Name of Competition	Award
Music	2008 Asia International Summer Piano Academy & Festival (Ensemble Section)	Gold Prize
	2007 Hong Kong Marching Band Festival (Senior Section)	Champion
	60th Hong Kong Schools Music Festival Piano Concerto Betty Drown Memorial Prize (Age 18 or under)	Champion
	60th Hong Kong Schools Music Festival Mixed Choir Singing (Putonghua)	Champion
	Handbell Festivals – Handchimes (Senior Group)	Champion
	Handbell Festivals – Handbell (Senior Group)	1st Runner-up
	60th Hong Kong Schools Music Festival Singing in Putonghua (Female Voice)	2nd Runner-up
	60th Hong Kong Schools Music Festival Graded Piano Solo - Grade 7	2nd Runner-up
Academic	59th Hong Kong Schools Speech Festival S5 Boys Solo Verse Speaking	Champion (Honors)
	59th Hong Kong Schools Speech Festival S5 Girls Solo Verse Speaking	Champion (Honors)
	59th Hong Kong Schools Speech Festival F3-F4 Mixed Voice Choral Speaking	Champion (Merit)
	59th Hong Kong Schools Speech Festival S1 Boys Solo Verse Speaking	Champion (Merit)
	59th Hong Kong Schools Speech Festival F2 Girls Solo Verse Speaking	Champion (Merit)
	59th Hong Kong Schools Speech Festival S5 Girls Solo Verse Speaking	1st Runner-up (Honors)
	59th Hong Kong Schools Speech Festival S1 Boys Solo Verse Speaking	1st Runner-up (Merit)
	59th Hong Kong Schools Speech Festival S1 Girls Solo Verse Speaking	1st Runner-up (Merit)
	59th Hong Kong Schools Speech Festival F2 Boys Solo Verse Speaking	1st Runner-up (Merit)
	59th Hong Kong Schools Speech Festival S5 Girls Solo Verse Speaking	1st Runner-up (Merit)
	59th Hong Kong Schools Speech Festival F1- F2 Mixed Voice Choral Speaking	1st Runner-up (Merit)
	59th Hong Kong Schools Speech Festival S3 Girls Solo Verse Speaking	2nd Runner-up (Merit)
	59th Hong Kong Schools Speech Festival S6-7 Girls Solo Verse Speaking	2nd Runner-up (Merit)
	2007-2008 中國中學生作文大賽 (香港賽區)	永隆文學之星大獎
	2007-2008 中國中學生作文大賽 (初級組)	優異銅獎
2007-2008 中國中學生作文大賽 (高級組)	優異銅獎	

Nature	Name of Competition	Award
Art	The 7th “Xing Xing He” National Art, Calligraphy and Photography Competition	1st Class Honor
	The 7th “Xing Xing He” National Art, Calligraphy and Photography Competition	2nd Class Honor
	The 9th “Di Jiu Jie Chu Ying Bei” National Art, Calligraphy and Photography Competition	3rd Class Honor
	Snapshot for Love and Peace Photography Competition (Youth Category)	1st Runner-up
	Our Memories: HKSAR 10th Anniversary Inter-school Photography Competition (Secondary Student Category)	Merit
Services	Hong Kong Social Welfare Department Steering Committee Volunteer Movement	Gold Award of Volunteer Service
Scholarship	Ngan Po Ling Scholarship	
Others	Lion & Globe Educational Trust 2007	Best Improved Students Award
	Kowloon City District Outstanding Students Election	Merit of Outstanding Student

Students' Participation in Extra-curricular Activities 2007-2008

	Name of activity	No. of participants						
		2007/08						
		F.1	F.2	F.3	F.4	F.5	F.6	F.7
1	African dance	4	0	2	7	0	0	0
2	African Drum (Beginner)	10	10	0	0	0	0	0
3	African Drum (School Team)	0	7	4	0	8	0	0
4	Air Cadet	15	7	1	0	0	0	0
5	Badminton interest Class	12	0	6	1	0	2	0
6	Ballet	1	0	0	0	0	0	0
7	Boys Badminton Team	6	5	5	2	1	1	0
8	Boys Basketball Team	11	6	6	7	5	3	0
9	Campus reporter	5	6	6	0	0	0	0
10	Ceremaic	0	2	5	2	0	2	0
11	Chinese Dance	1	0	2	2	0	0	0
12	Chinese Drama	3	0	5	0	0	0	0
13	Christian Fellowship Magic course	4	11	9	1	0	0	0
14	Comics	5	5	5	3	0	1	0
15	Community Service Team	3	2	2	3	0	1	0
16	Di Zi	0	2	0	1	0	0	0
17	Drawing	6	0	0	0	2	1	0
18	Drum Set	3	3	5	3	0	0	0
19	English Debating team	2	7	1	0	0	0	0
20	Fencing	0	2	0	3	0	0	0
21	Fitness	0	5	1	3	3	1	0
22	Flash And Web Page Design	2	4	1	0	0	0	0
23	French	6	3	2	3	0	1	0
24	Girls Badminton Team	6	3	3	2	1	0	0
25	Girls Basketball Team	4	0	4	4	1	3	0
26	Handbells (School Team)	4	5	3	0	0	0	0
27	Handchimes (Beginner)	5	4	4	0	0	0	0
28	Harp Ensemble (School team)	2	2	0	0	0	0	0
29	Japanese	11	10	0	2	1	1	0
30	Jazz	6	0	7	13	2	2	0
31	Magic	13	8	5	1	0	1	0
32	Marching Band Lesson (School Team)	5	5	9	4	0	0	0
33	Mixed media	0	0	4	0	0	0	0
34	Oil painting	2	6	1	1	1	0	0
35	Piano	0	0	1	0	0	0	0
36	Red Cross	9	14	2	3	0	3	0

Name of activity		No. of participants						
		2007/08						
		F.1	F.2	F.3	F.4	F.5	F.6	F.7
37	Rope Skipping	2	12	0	2	3	0	0
38	Saxophone	2	3	0	0	0	0	0
39	School Choir	45	25	0	0	0	0	0
40	Soccer Team	3	9	9	3	0	1	0
41	String Class	5	1	0	0	0	0	0
42	String Ensemble (School Team)	5	2	4	0	0	1	0
43	Table Tennis Class	6	2	8	1	0	0	0
44	Table Tennis Team	4	3	7	3	1	0	0
45	Tap dance (Beginner)	8	2	3	0	0	0	0
46	Tap Dance (Intermediate)	0	1	2	4	0	0	0
47	Visual Art Club	0	2	0	5	0	0	0
48	Volleyball Team	2	6	3	6	3	0	0

School Participation in Social Services (2007-2008)

Month	Name of Activity	Service Target	Content	Organization	Form
Nov 07	“Visiting and Caring Service for Elderly”	Elderly	Visiting the elderly living alone	Po Leung Kuk Kwun Tong District Elderly Community Centre	F.3
Nov 07	“Visiting and Caring Service for Elderly”	Low-income Families	Visiting low-income families in Kowloon City and conducting surveys	S.K.H. Kowloon City Children & Youth Integrated Service Centre	F.7
Dec 07	Service Day	Kindergarten cum Nursery Children	Organizing games and celebrating Christmas with the children	Po Leung Kuk Kowloon City Kindergarten cum Nursery	F1,2,4&6
Jan 08	“Play With You” in the Community	Mentally Retarded	Organizing games and playing with mentally-retarded people in hostel	Po Leung Kuk Y.C. Cheng Centre & Po Leung Kuk 82 Hin Keng Centre	F.5
Feb - Jul 08	“Staying With You”	Physically Challenged	Organizing games and playing with physically handicapped children	Margaret Trench Red Cross School; Ko Fook Iu Memorial School The Spastics Association of Hong Kong; Jockey Club Elaine Field School The Spastics Association of Hong Kong & Hong Kong Red Cross Princess Alexandra School	F.4
Apr 08	Adventure Ship - Buddies Program	Mentally Retarded	Joining the Adventure Ship Training Program with mentally retarded children and youth	C.C.C.M.K. Church Kai Oi School	Community Service Team
Apr - May 08	“Walk With You. Stay With Youth”	New Arrival Students	Visiting museums and promoting Hong Kong culture	Po Leung Kuk Portuguese Community School	F.2
May 08	Service Day	Children needing Special Learning Aids	Organizing training activities for children with special learning needs	Heep Hong Society Hoi Fu Parents Resource Centre	Community Service Team

May 08	Service Day	Kindergarten cum Nursery Children	Organizing games and playing with children	Po Leung Kuk Ting Mau Hung Hom Nursery	F.1&3
May - Jun 08	“Fun Day with Elderly”	Elderly	Giving performance and playing with the elderly	S.K.H. Holy Carpenter Church District Elderly Community Centre & S.K.H. Lok Man Alice Kwok Integrated Service Centre	F.1
Jun 08	Service Day	Kindergarten cum Nursery Children	Organizing games and playing with children	Po Leung Kuk Ting Mau Hung Hom Nursery	F.1
Jun 08	Project Rainbow	Blind Elderly	Visiting home for aged blind	The Hong Kong Society for the Blind (Bradbury C&A Home for the Aged Blind)	F.6
Jul 08	Service Day	Children under Residential Service	Organizing games and playing with children	Po Leung Kuk Kindergarten Section	F.2

Performance Measures selected by School

Subject \ Result in IAS*	No. of participant			No. of student awarded respective grade								
				High Distinction			Distinction			Credit		
	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08	05/06	06/07	07/08
English Language	486	641	482	5	7	3	31	40	31	100	162	123
Mathematics	482	637	483	1	2	1	14	14	9	39	47	35
Science	482	637	481	1	2	1	4	7	8	33	44	37

IAS = International Assessment for Schools

HKCEE Results 2008

Subject	% of Level 2 or above		% of Level 4 or above	
	All NPL students	All candidates in HK	All NPL students	All candidates in HK
Chinese Language	89.7	73.2	14.9	18.5
English Language	99.4	67.9	32.0	16.3
Subject	Passing Rate %		Credit Rate %	
	All NPL students	All candidates in HK	All NPL students	All candidates in HK
Add Maths	84.6	84.9	28.2	36.7
Biology	80.5	82.4	24.6	31.0
Chemistry	86.2	81.2	26.7	30.9
Chinese History	80.0	70.0	20.0	18.0
Chin Literature	100.0	74.8	0.0	20.5
Computer & IT	86.4	68.8	40.9	22.3
E & PA	100.0	67.0	50.0	16.0
Economics	87.1	73.8	36.6	22.3
French	100.0	86.2	100.0	58.2
Geography	74.1	72.6	15.5	19.8
History	78.6	76.4	3.6	23.6
Mathematics	96.7	73.6	45.6	28.9
Physics	90.7	77.5	23.7	27.8
Prin of Accts	86.2	70.4	6.2	20.8
Rel Stud	100.0	70.4	0.0	23.6
Visual Arts	100.0	82.5	30.0	29.2

HKALE Result 2008

Subject	Passing Rate %		Credit Rate %	
	First Timers for NPL Students	All Candidates in HK	First Timers for NPL Students	All Candidates in HK
Biology	77.8	68.9	0.0	17.9
Business Studies	88.9	64.1	33.3	18.4
Chemistry	73.7	73.2	10.5	22.9
Chi Lang & Culture	98.0	92.7	28.6	22.9
Computer Applications	100.0	77.5	22.2	16.2
Economics	100.0	72.8	30.8	21.3
Mathematics & Statistics	86.7	71.9	26.7	17.5
Physics	83.3	72.9	16.7	23.2
Principles of Accounts	91.7	69.5	25.0	20.5
Pure Mathematics	100.0	75.5	33.3	24.1
Use of English	100.0	70.8	12.2	13.3

Key Issues for the New School Development Plan

1. To enhance teaching and learning effectiveness.
2. To better prepare for the NSS.
3. To further implement the whole school EMI policy.
4. To further nurture school ethos and to strengthen the sense of belonging among students and teachers.
5. To elevate quality of students and the quality of education provision for better school image.