



Po Leung Kuk Ngan Po Ling College

**School Report
(2009/10)**

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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 2009-2010

1. To well implement the NSS.
2. To enhance courtesy, social etiquette and sense of responsibility among students.
3. To further elevate the academic and non-academic achievements of students.
4. To further enhance a good EMI environment.
5. To further promote school accomplishments for better student intakes.

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.

Our school annex, Ngan Hei Keung Building, was fully operated in September 2009. New elements such as indoor swimming pool, campus TV station, exchange programme centre, astronomy and meteorology centre, star gazing corner and student hostels have added strength to our diversified curriculum and extra-curricular activities for all-round education.

Composition of the School Management Committee

Category Year	Sponsoring Body	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
07/08	7	1	1	1	0	1
08/09	7	1	1	1	0	1
09/10	7	1	1	1	0	1

Our Students

Class Organization

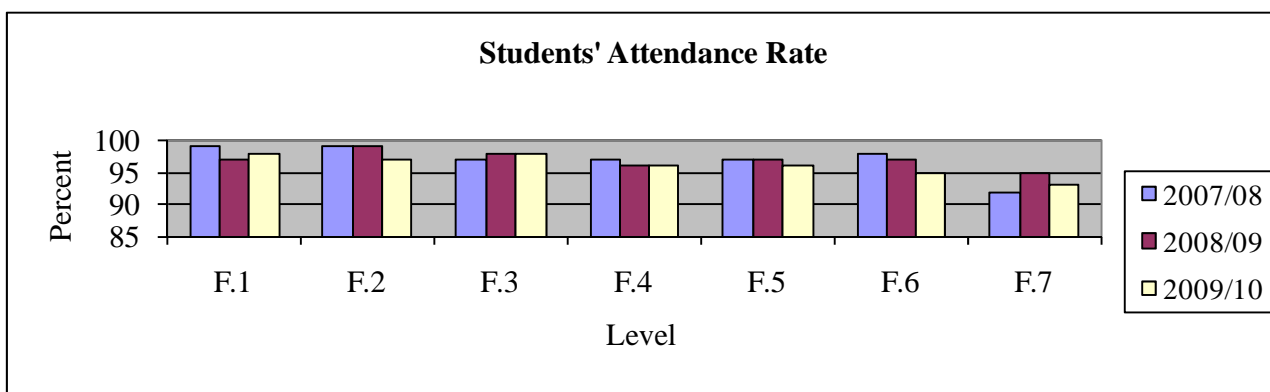
Number of operating classes (2009-10)

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

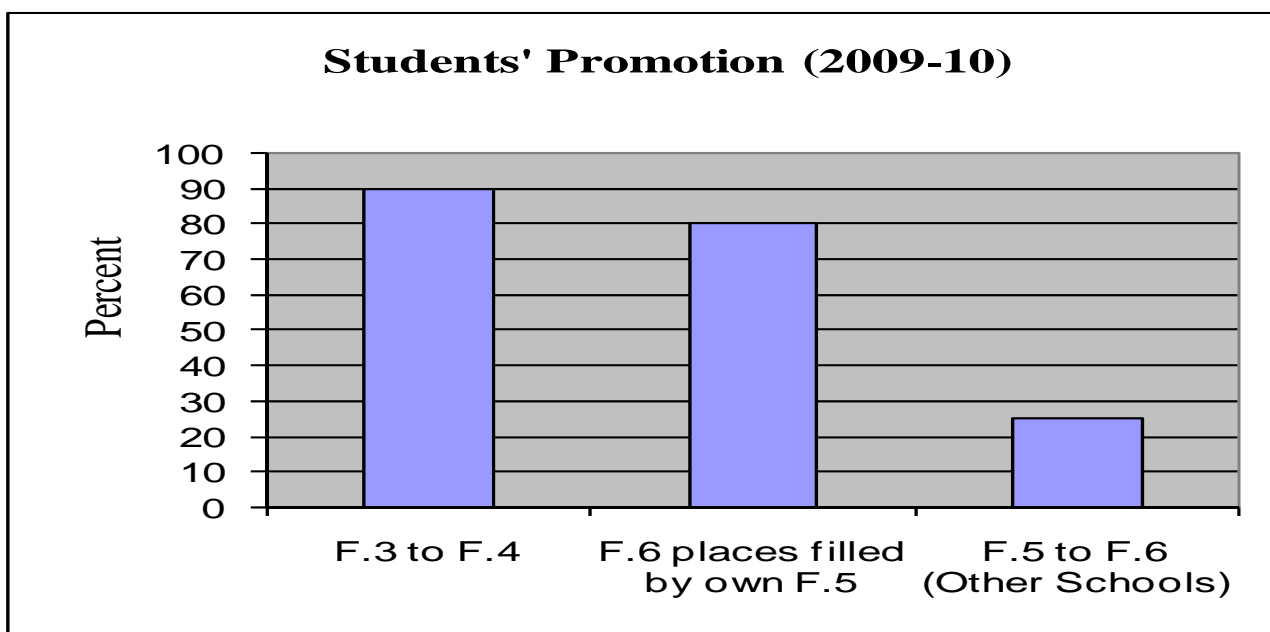
Number of Students (2009-10)

Level	S1	S2	S3	S4	S5	S6	S7	Total
No. of Boys	99	94	98	95	95	31	26	538
No. of Girls	56	52	83	76	87	28	30	412
Total Enrolment	155	146	181	171	182	59	56	950

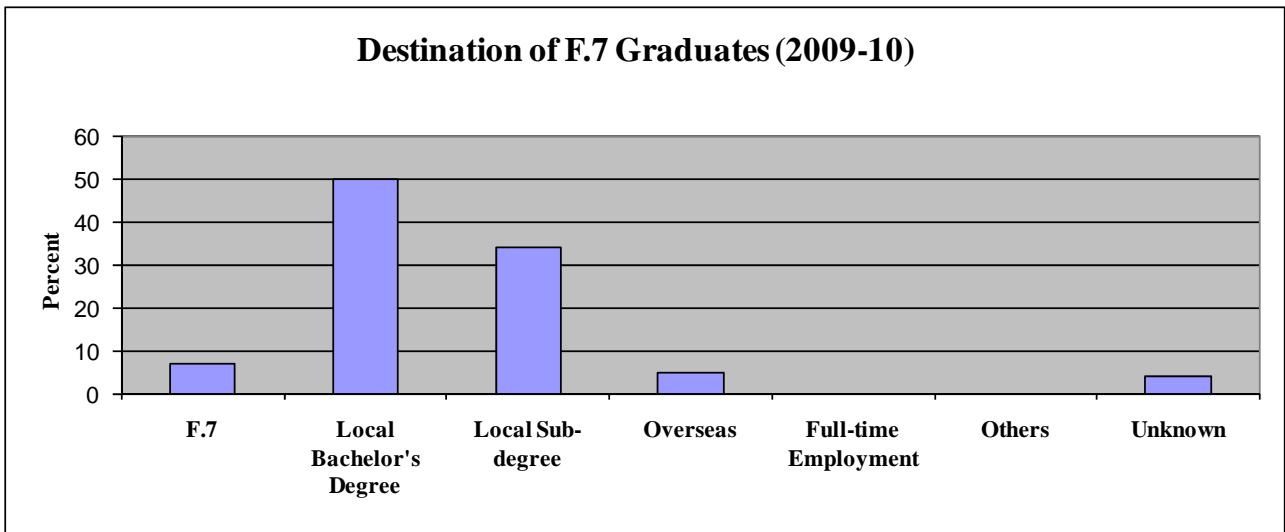
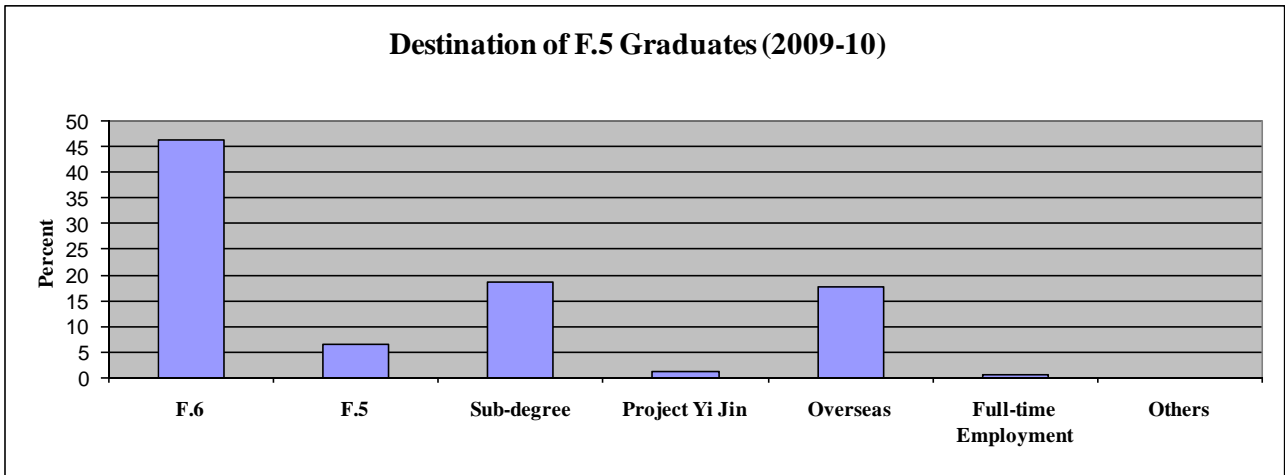
Students' Attendance



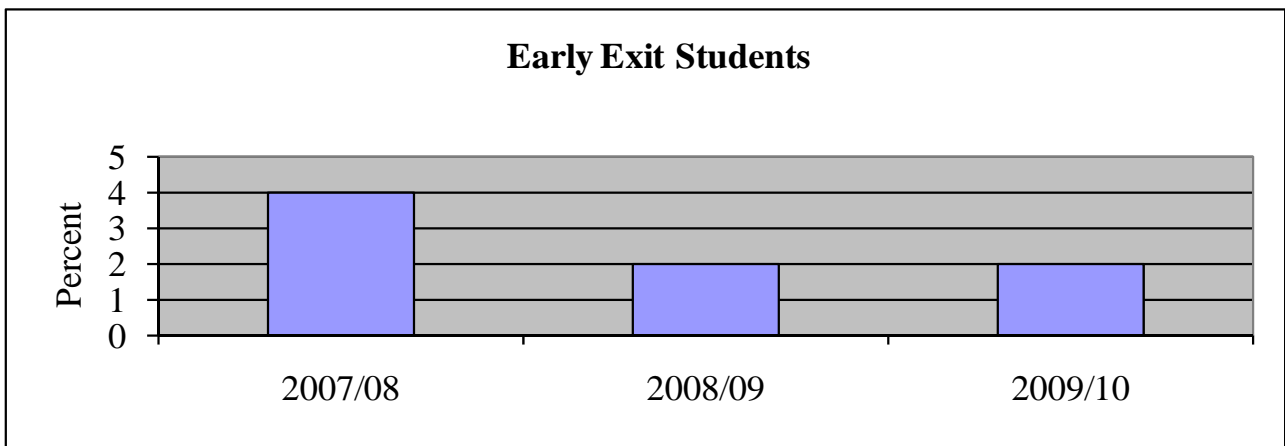
Students' Promotion



Destination of exit students

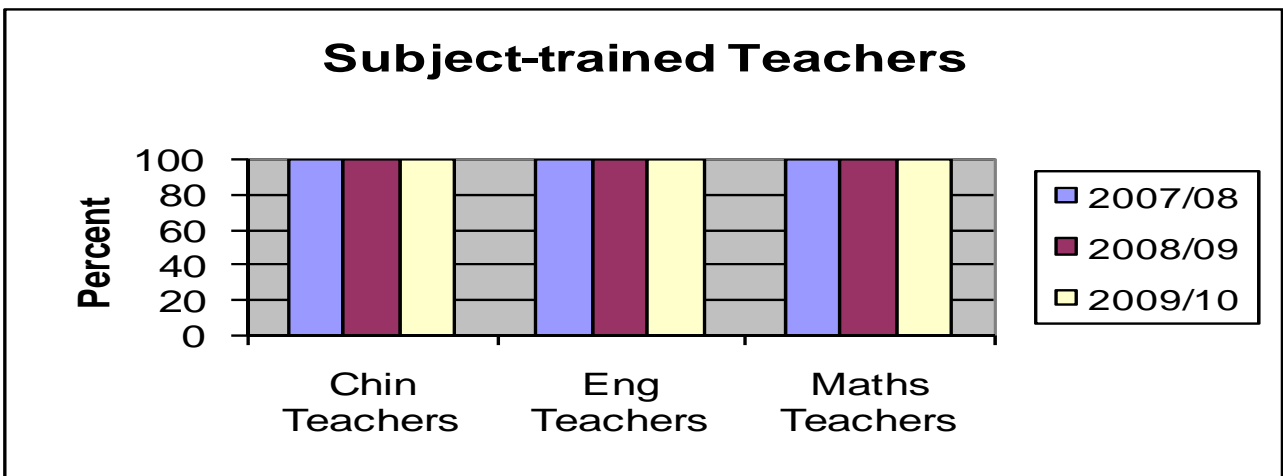
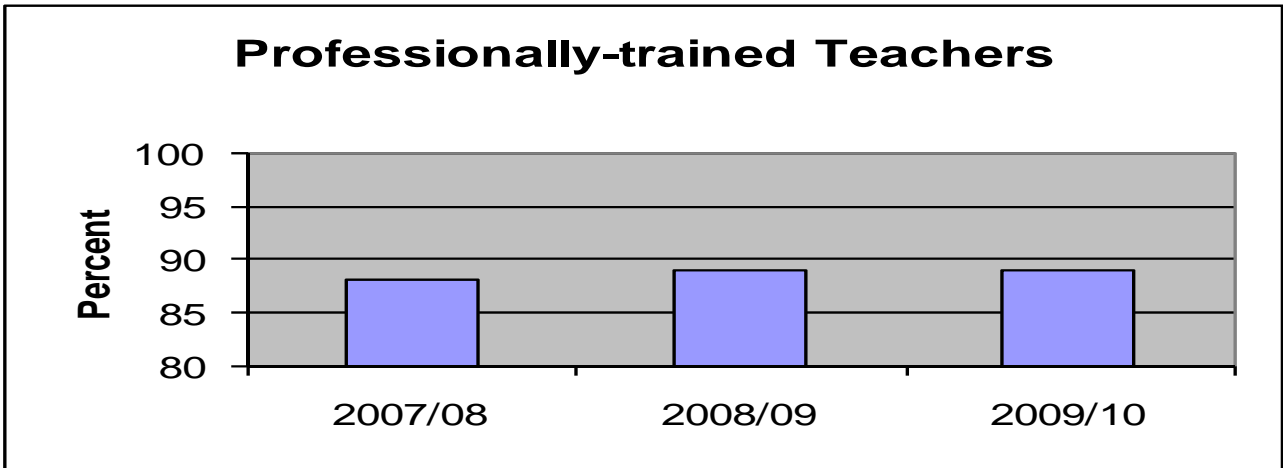
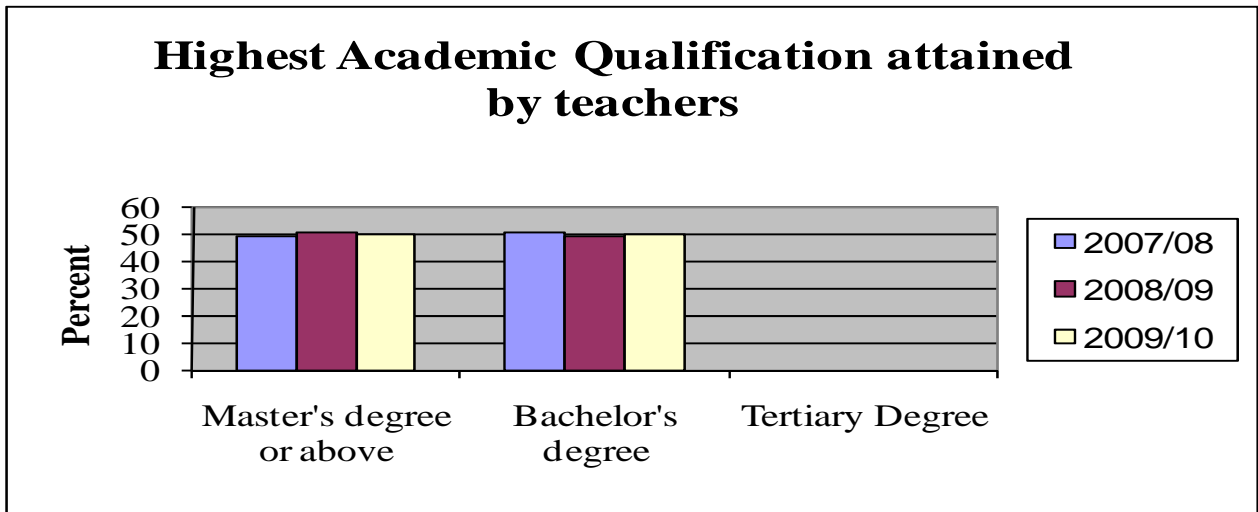


No. of exit students

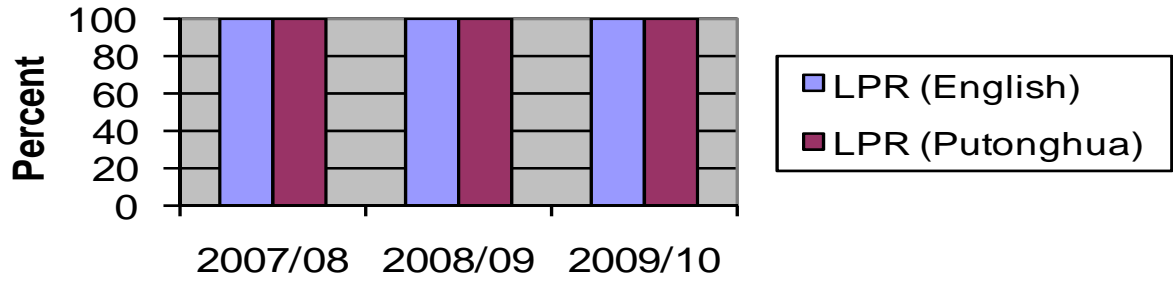


Our Teachers

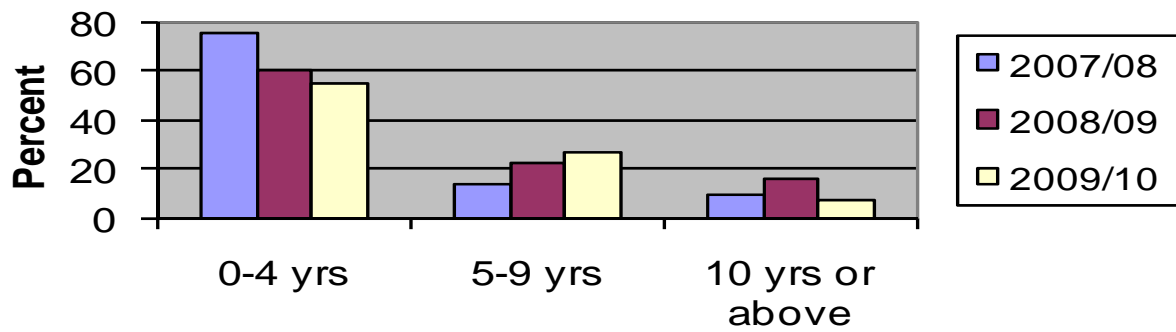
Teachers' Qualification



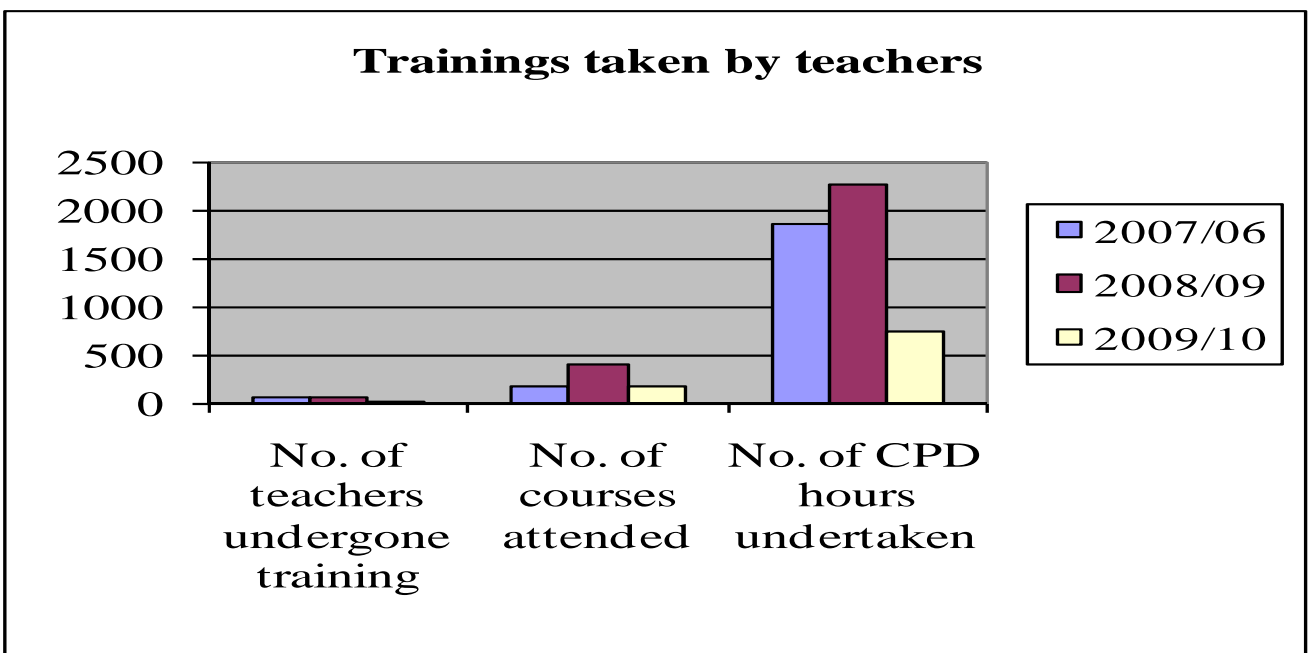
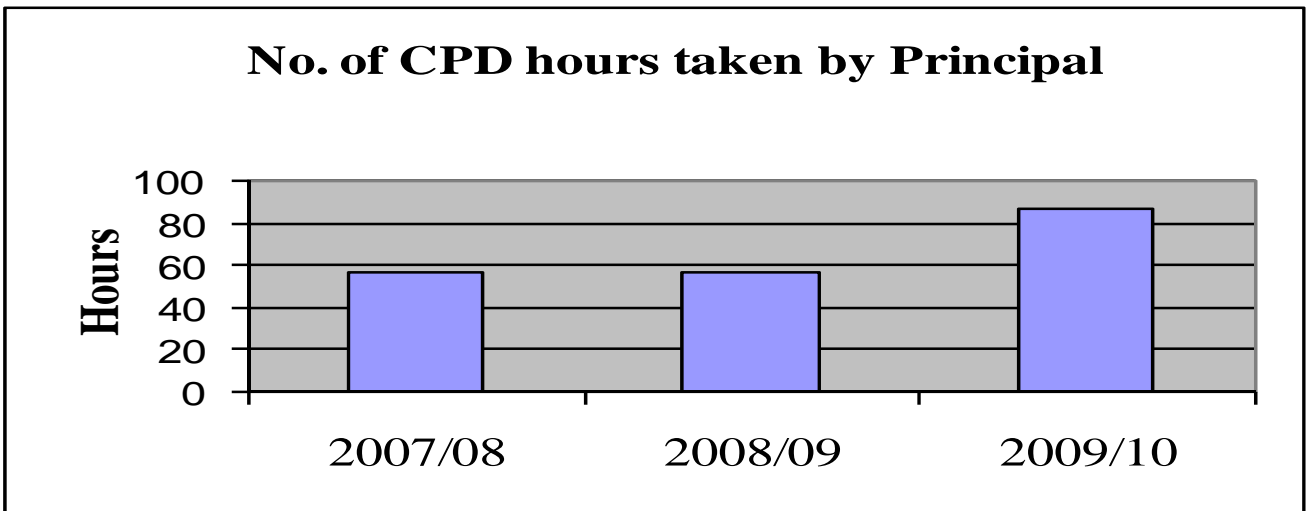
English & Putonghua Teachers with LPR



Teachers' Experience

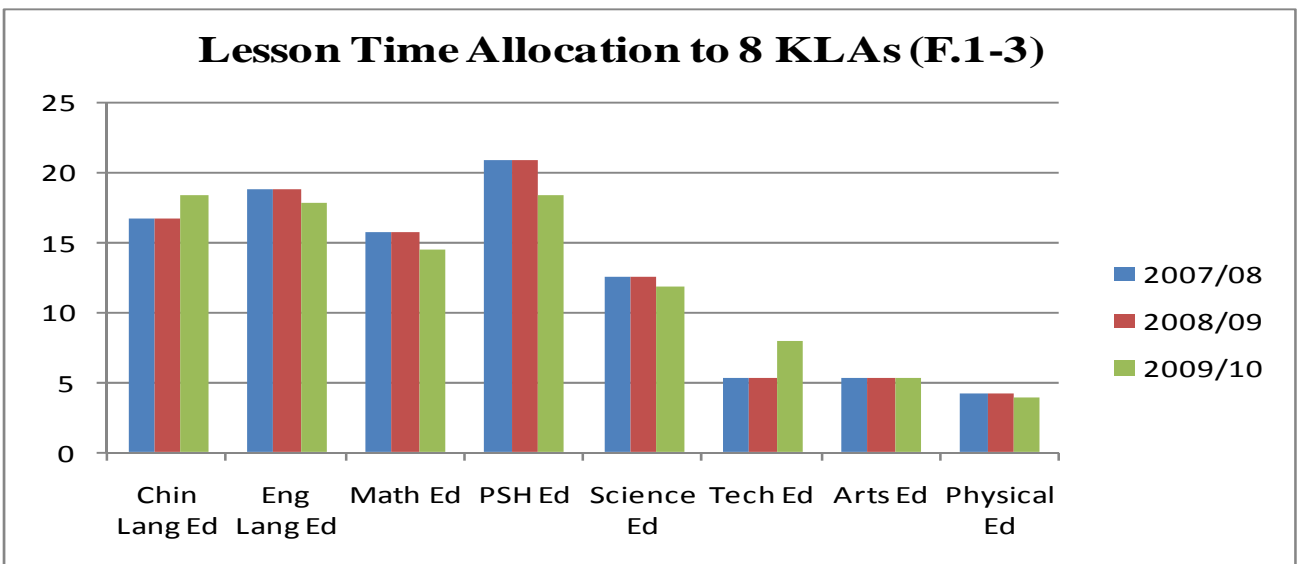
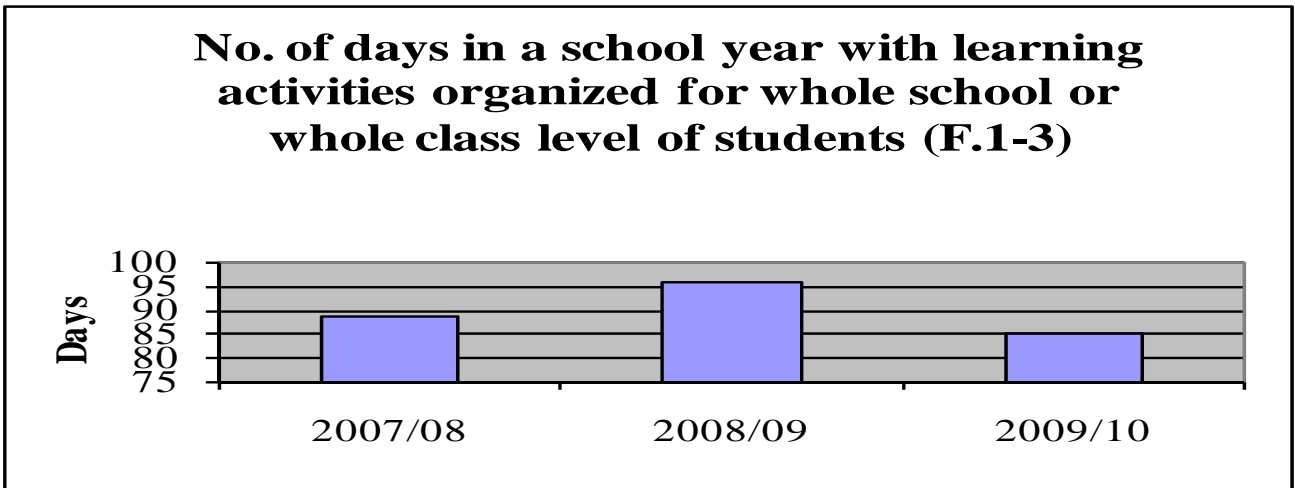
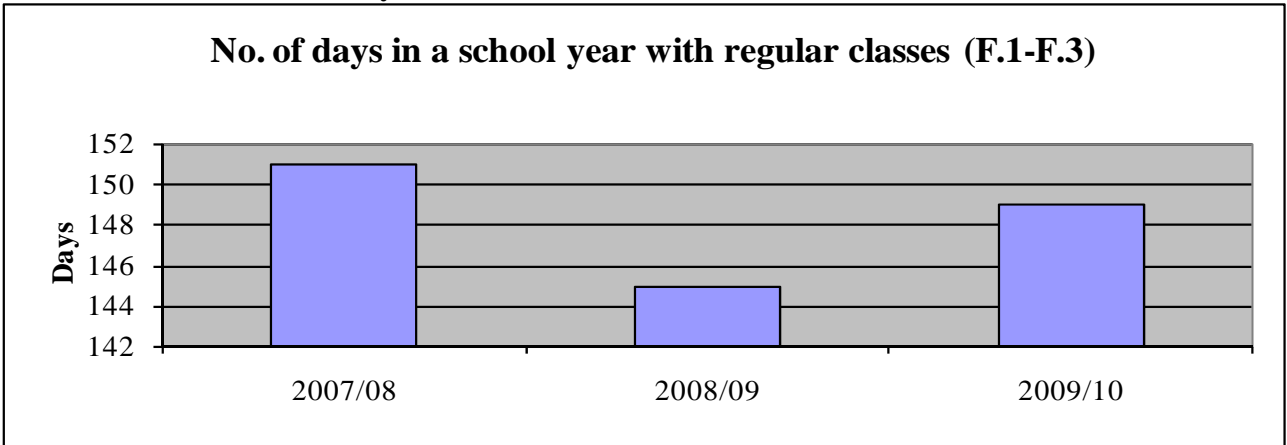


Teachers' Professional Development



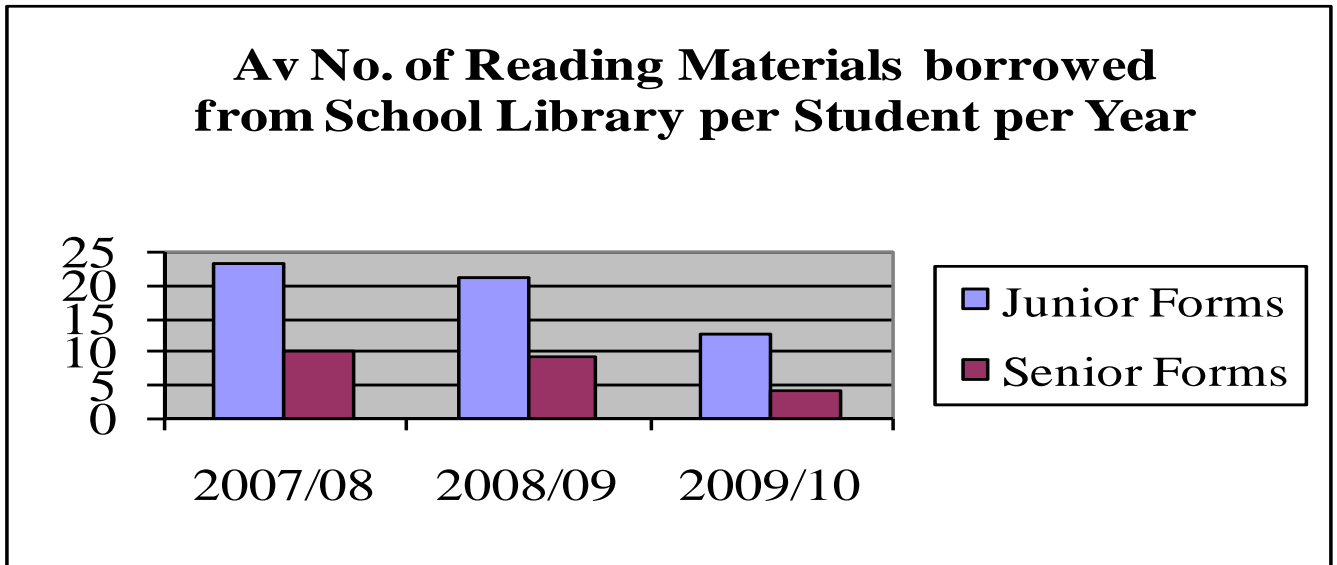
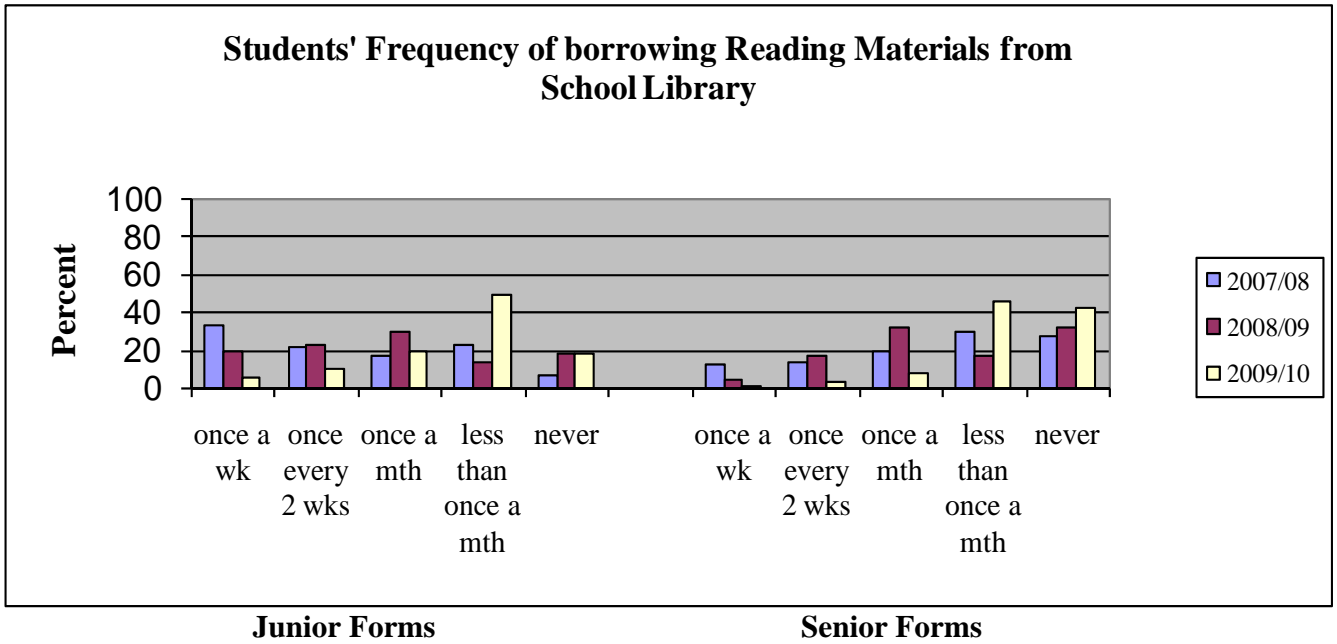
Our Learning and Teaching

Number of Active School Days



* PSH Ed = Personal, Social and Humanities Education

Students' Reading Habits



Major Concerns (Strategies and Evaluation)

Major Concern 1

To well implement the NSS.

Curriculum

Strategies

1. Curriculum has been compiled and has been further polished up by all subjects. Core curriculum together with the extended modules has been worked out by each subject.
2. Curriculum combinations and choices of elective for different streaming in the Senior Secondary have been worked out.
3. School-based workshops on critical thinking writing skills have been organized.
4. Deployment of human resources has been worked out.
5. Information concerning the NSS has been uploaded to the school websites.
6. 4C committee of the CDC collaborates 4Cs curriculum across all subjects in various key learning areas.
7. Subject panel heads have immersed 4C elements into their spiral curriculum.
8. Subject panels have shared good examples and forwarded them to 4C committee for publication.
9. Students are encouraged to use proper language instruments in their essay writing.
10. Essay type questions are set in examination papers. Credit students with bonus have been marked for good use of language instruments.
11. Subject panels have compiled and further polished up a 3-year tentative curriculum, including the core curriculum and the extended modules.
12. Curriculum contents have properly been placed in well designed teaching schedule template.
13. Appropriate proportions of NSS curriculum has been downward shifted in junior form curriculum.
14. Good foundation for NSS curriculum is laid for junior curriculum.
15. Curriculum mapping for NSS and junior form curriculum has been conducted by subject panels.

Outcomes and Evaluations

1. Most teachers feel that they have well prepared for the NSS in their KLAs and well collaborated across the KLAs.
2. Subject curriculum has been worked out and compiled by the NSS Working Committee.
3. 80% of staff are satisfied with the school-based staff development workshops.
4. 70% of teachers agreed that the staff professional development plan meets the needs of the school development (e.g. on-the-job training)
5. 72% of teachers agreed that the school actively provides teachers with financial support for their continuous professional development.
6. 54% of teachers agreed that the staff professional development activities, and staff development day organized by the school this year are helpful to their duties. (e.g. Critical thinking workshop, “We grow together” workshop)

7. 70% of teachers agreed that the staff appraisal reports on exercise book inspection, class observation, parents and peers assessment enable them to have a better understanding of their strengths and weaknesses.
8. More than 90% of staff have attended the EDB NSS seminars.
9. Time tables have been worked out for the Senior Secondary.
10. Deployment of human resources has been worked out for 2010.
11. Latest NSS information has been disseminated through the school websites.

Extra Curricular Activities

Strategies

1. Ensure a balanced development in the 5 aspects of OLE as required by EDB: Physical experience; Aesthetic experience; Moral & civic education; Community service and Career-related experience.
2. Additional OLE lessons are scheduled on top of practices in PE lessons, music lessons, ECA sessions, life education lessons, ABC camp, class period, community service and hall assembly.

Outcomes and Evaluations

1. 10 OLE sessions related to aesthetic experience were arranged for F.4 students in alternative cycles.
2. The discipline of students was satisfactory only under close supervision.
3. Students did not actively participate in the OLE lessons as most of the assemblies were not interactive enough.
4. The teaching effectiveness of OLE sessions was hard to measure.
5. It was difficult to employ quality English speakers to conduct OLE assemblies.

Information Technology

Strategies

1. Student Learning Profile (SLP) system was installed in August 2009.
2. SLP was compiled after the 1st term test in 2009-2010.

Outcomes and Evaluations

1. The new SLP system supports the preparation of non-academic reports for F.5 to F.7 students.
2. F.1 to F.4 students have started entering their external achievements and Self Account.

Student Affairs

Strategies

1. School uniform was adjusted to be in line with the NSS System. Two sets of uniform (instead of three) are remained as identification of junior section and senior section.

Outcomes and Evaluations

1. To make our school uniform in line with the NSS Curriculum, students at F.4 level (SS1), including repeaters in 2009-2010, are required to dress in the uniform of the current Sixth Form as their new dress code at school. Meanwhile, the styles of uniform at all other levels (F.1-F.3, F.5 and F.6-F.7) are remained unchanged.
2. All uniform suppliers have been informed of the adjustment.

Major Concern 2

To enhance courtesy, social etiquette and sense of responsibility among students.

Discipline & Guidance

Strategies

1. Class Teacher Collaboration
 - Regular class teacher meetings: before school commencement, bimonthly and during examination period.
2. Disciplinary Case Collaboration
 - Meetings on special disciplinary cases involving serious punishment (demerit or above): every cycle
 - Participants: class teachers, Guidance teachers, Discipline Teachers and school social workers
3. By-level Discipline Training and Experiential Camps
 - F.1-F.3 : Foot-drill(3 sessions, 1.5 hour)
 - F.1-3: Day-camp training activities incorporated into overnight PATH programmes
 - F.4: PLK's four-day-and-three- night Leadership and Discipline Training Camp in October 2009
 - F.6: three-day-and-two-night training camp
4. Special programme on improving personal habits: politeness, respect, responsibility, punctuality and personal appearance
 - special class teacher period
 - greeting habit check by teachers on duty
 - announcement of statistics in punctuality and classroom tidiness
 - Best Class Award

Outcomes & Evaluations

1. Collaboration across the same level was further enhanced and the connection across multi-committees has been tightened.
2. Ideas from different parties were exchanged and cases were thoroughly shared and followed.
3. F.1-3 Foot-drill: Rationale is to be explained to participants for more effectiveness and sustainable self-discipline.
4. F.4: Follow-up activities could be held to consolidate and extend the learning experience.
5. F.6: ABC training was cancelled. Future programmes will put emphasis on personal management, thinking and learning skills.
6. There was a satisfactory improvement in punctuality to morning assembly.
7. Overall courtesy (in terms of greetings) has improved.
8. Uniform/appearance and classroom tidiness have improved at junior levels.
9. Best Class Award could show recognition to classes with satisfactory overall performance.
10. More works have to be done at senior levels to boost the overall performance.

Extra Curricular Activities

Strategies

1. Students can organize different kinds of activities independently.
2. Organize inter-house competitions, including ball games and musical competitions.

Outcomes & Evaluations

1. Different kinds of activities were organized throughout the school year by House Committee, including Sports Day, Singing Contest and ball games competitions. In total, there were 5 activities held.
2. By the observation of house advisors, students could organize activities independently. Yet they should take more initiatives for improvement.
3. 80% of ECA committee members considered the number of activities and the participation rate of the students satisfactory. This is still room for improvement though.

Student Affairs

Strategies

1. Students are required to clean and tidy up their desks after lunch. They should put the lunch boxes in containers provided by the lunch supplier for recycling.
2. Students should be responsible to clean up the tuck shop area after recess and lunch break. On duty prefects and teachers are required to remind students of their responsibility.

Outcomes and Evaluations

1. Students behave better and show more sense of responsibility in daily school life, e.g. in tuck shop area during recess or lunch break. However, there is still room for improvement.

Major Concern 3

To further elevate the academic and non-academic achievements of students.

Curriculum Development

Strategies

1. Across all subjects in different learning areas, core curriculum, enhancement materials and reference books for high achievers and remedial materials for low achievers are worked out.
2. Split class policies have been implemented. Students are streamed in accordance with their Math and English abilities in junior forms.
3. Remedial and enhancement policies of different subjects are implemented in everyday classroom teaching.
4. Extra remedial and enhancement lessons are conducted after school, at weekends and on holidays.
5. Additional lessons are collaborated by the CDC core group to let students have more time for self-study.
6. Subject panels are encouraged to provide IT learning platform for students' self-learning.
7. Staff Development Workshops related to critical thinking strategies and writing skills are organized. Subject teachers of all levels are required to integrate such writing practice in teaching schedules, tests and examinations.
8. Library opening hour is extended until 8:00pm for self-study purpose.
9. Bonus marks are set for high achievers in assessments in various subjects.
10. Scholarships for high achievers in external exams have been granted.
11. Proper assignment submission control with stringent promotion and promotion policy is worked out.
12. Exercise books are inspected by the principal and panel in charge twice a year.
13. Class observations are conducted twice a year by the principal, CDC members, panel in charge and panel members.
14. Peer class observations are conducted in individual subject panels and good practices are shared by teachers across KLAs.
15. Common preparatory lessons are set in teacher time-tables to facilitate by-level collaboration.
16. Student evaluation and peer appraisal are conducted to reflect strengths and weaknesses of individual teacher for further improvement.
17. Teachers are reminded to place emphasis on the "focus / effectiveness of the lesson", "questioning techniques" and "interactions among students".
18. Post-exam remedial lessons and re-tests related to core subjects for F.3 and F.4 are arranged.
19. Self-study room for F.5 and F.7 students is arranged during their study leave period.
20. A better collaboration of Cross-Curriculum Reading Scheme is achieved.
21. It is ensured that assessment policies of different subjects are clearly stated in subject plans.
22. Quizzes and unit tests are included as inspection items in exercise book check.
23. Subject panel heads have compiled spiral curriculum at junior and senior levels.
24. It is ensured that spiral co-curricular activities are planned by individual subjects in all key learning areas. CDC focus group has coordinated these activities with proper time mapping.
25. Inter-disciplinary activities are encouraged.

Outcomes and Evaluations

1. Most subjects can attain a passing rate of more than 80% from F.1 to F.4.
2. Most test and final examination papers of different subjects include writing tasks for critical thinking skills.
3. Most students can make use of the writing framework for writing tasks in different key learning areas. Students' good work has been retrieved as model essays.
4. Most teachers consider that most students from F.5 to F.7 have made satisfactory improvement in academic performance. Mock exam results are better compared with F.6 final exam results.
5. Test and examination content is compatible to external examination paper.
6. Most teachers consider that their assignments are of good quantity and quality, and students' work is properly monitored.
7. Exercise book inspection records are properly filed.
8. Inspection reports show that subject heads highly regard the quality of assignment is properly monitored, yet the quality of work of students has room for improvement.
9. There is a drop in the number of students attending homework detention class.
10. Most teachers consider that the feedback of observation serves professional developmental purposes.
11. Most teachers consider peer class observations are developmental.
12. Peer class observation records are properly filed.
13. Most teachers feel the common preparatory lessons are helpful. Common preparatory lessons for Chinese, English, Maths, IH and IS are fully utilized. Subjects with no common preparatory lessons, liaise after school or through intranet.
14. 90% of the planned co-curricular activities are implemented.
15. 93% of teachers agreed that subject panels has organized different kinds of co-curricular activities for students, e.g. participating in external competitions and visiting the Science Museum, etc.
16. 78% of teachers agreed that the school has clear objectives and policies for curriculum development (Establishing a system first, then improving its quality).
17. 91% of teachers agreed that the school allocates co-lesson planning time in teaching timetable to facilitate them to collaborate and share experiences.
18. 91% of teachers agreed that the school is concerned about curriculum implementation of individual subjects / KLAs.
19. 78% of teachers agreed that the committees and subject panels often review the effectiveness of the curriculum implementation and formulate follow-up action.
20. 74% of teachers often use the feedback from learning and teaching to enhance their teaching effectiveness.
21. 78% of teachers often share learning and teaching experiences, as well as teaching trends and information with each other.
22. 75% of teachers agreed that the school uses various methods to evaluate students' learning progress e.g. project learning, book report, observation etc.
23. 94% of teachers agreed that the curriculum development of the school is in line with the direction of the curriculum reform.

Extra Curricular Activities

Strategies

1. Provide 40 different kinds of extra-curricular activities as ECA sessions and employ professional coaches to conduct the ECA training.
2. Train potential students through sports and music education.
3. Award scholarship for students who perform outstandingly in external competitions.
4. Organize overseas training program for potential athletes.

Outcomes and Evaluations

1. In all sports, music and art competitions in 2009-2010, we got 27 group awards, including 10 champions, 6 1st runner-ups, 7 2nd runner-ups and 4 3rd runner-ups. For individual awards, we got 52 awards, including 21 champions, 13 1st runner-ups, 12 2nd runner-ups and 6 3rd runner-ups.
2. The participation rate of the ECA sessions was satisfactory. The total number of participants is 854. There are 725(85%) students who reach the attendance of over 80% while 129 (15%) students cannot reach 80%. Yet the participation rate of the senior form students is comparatively low.
3. In junior section, the total number of sports team members and music team members was 203 and 190 respectively.
4. There was always time clash with detention class, remedial and enhancement courses. The senior form students always could not participate in the ECA sessions as they need to attend supplementary lessons.
5. More than 80% of staff is satisfied with student's effort, performance or achievement in external competitions.
6. By observation, there is still room for improvement in particular courses, in terms of quality of lesson and teaching effectiveness.
7. There is an increase in the amount of the ECA scholarship.
8. A Shanghai sports training program was launched from 13/7 to 29/7.

Student Affairs

Strategies

1. Scholarship for High Achievers in Internal Examination 2009-2010 was introduced in 2009 which aims at retaining students with high caliber.
 - Eligibility Criteria for new Form 1 students:
 - (1) Grade A in English, Chinese and Mathematics in P4 - P6;
 - (2) top 20 in the overall position in P6 in 2008-2009;
 - (3) Grade A in conduct in 2008-2009;
 - (4) Selected and approved by both the Principal and F1 Admission Team.
2. ECA Scholarship for external competitions which aims at retaining students with high caliber in non-academic area has been extended to attract students of other schools to study in our school.

Outcomes and Evaluations

1. Students with good academic results show more motivation in their study for achieving good results in internal tests & examinations. Some parents have also raised their awareness of the scholarship criteria.
2. However, the scholarship for new F.1 students and high achievers in non-academic areas could not be given out as eligible applicants did not register for F.1 places at our school. The scholarship scheme will be retained in the coming year for further evaluation.

Major Concern 4

To further enhance a good EMI environment.

Curriculum Development

Outcomes and Evaluations

1. An English speaking environment is promoted and strengthened in school. EMI activities include Reading Aloud Programme, English Language Ambassadors' (ELAs) individual presentations and announcements in morning assembly as well as a variety of English lunchtime activities like lunchtime presentations, English Corner activities and lunchtime Forum.
2. ELAs serve as receptionists in important school functions and are trained to speak English in front of guests confidently and eloquently.
3. Students are encouraged to discuss, interact, raise and answer questions in fluent English.
4. Students' English proficiency in four skills: speaking, writing, reading and listening is fully developed. English lunchtime activities help students boost their confidence in speaking and listening.
5. Reading Aloud Program (F.1 to F.7) is in place. Texts (preferably news articles) are specified by teachers for students to read.
6. Morning Assembly Presentation (F.1 to F.7) is implemented. Selected students of all levels take turns to do presentation in morning assembly on Mondays, Tuesdays, Wednesdays and Thursdays.
7. Lunch Time Presentation Session (F.1 to F.7) is operated. Classes take turns to do 2-minute presentation in front of ELAs during lunch time.
8. Lunch Time Forum (F.1 to F.7) is organized. English Groups take turns to take part in 'mini debates' or story telling (for F.1 and F.2 students only) at lunch break on Thursdays.
9. English Corner Activities F.1 to F.3 are organized. English Groups take turns to join lunch time activities or games organized by our NET, Miss Anu, at the English Corner.

Outcomes and Evaluations

1. There has been remarkable progress in implementing the EMI policy in this academic year. ELAs individual presentation and announcement can boost students' confidence in speaking English on stage.
2. Most students are motivated to learn English through numerous English lunchtime activities. English speaking environment is greatly improved.
3. It is found that most students understand the lessons in English. Students can perform well in both individual presentation and group discussion in class. It is the concerted effort by all teachers that is conducive to students' motivation to master English.
4. 87% of teachers agreed that the school adopts an appropriate policy on medium of instruction.
5. 55% of teachers agreed that most students are capable of conducting natural conversation in English in everyday school life.

Major Concern 5

To further promote school accomplishments for better student intakes.

Administration

Strategies

1. Advertisements made in 2009-2010 are listed below. All promotions are published according to the planned schedule.

November	地區星報 (西九龍)	4C 1/2 page
	地區星報 (西九龍)	4C 1/2 page
	AM730	1/4 Page B/W
	AM730	1/4 Page B/W
	Healine Daily	1/4 Page B/W
	Ming Pao	5col(H) X 4.5 (W) 4Color
	Ming Pao	1/6 Page B/W
	Sing Tao	5col(H) X 4.5 (W) 4 Color
	Standard	1/6 Page B/W
	SCMP	1/6 Page B/W
	SCMP	1/6 Page B/W
	直資中學巡禮	2 Full pages
	升中選校全攻略	
February	Ming Pao	1/6 Page B/W
	Sing Tao	1/6 Page B/W
	地區星報 (西九龍)	4C 1/2 page
	AM 730	1/6 Page B/W
	SCMP	1/6 Page B/W
June	Good School Guide	Full Page, B/W
July	Ming Pao	1/6 Page B/W
	地區星報 (西九龍)	4C 1/2 page
	學友社出路指南	4C 1/2 page
Aug	Ming Pao	1/6 Page B/W
	Sing Tao	1/6 Page B/W
	Orientation	

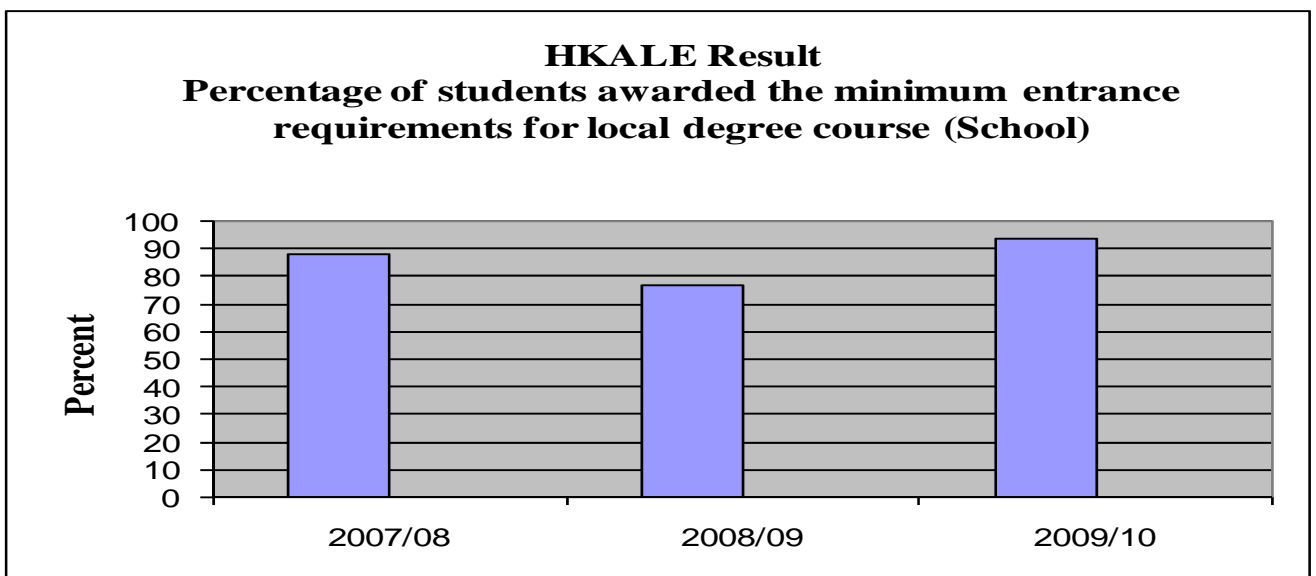
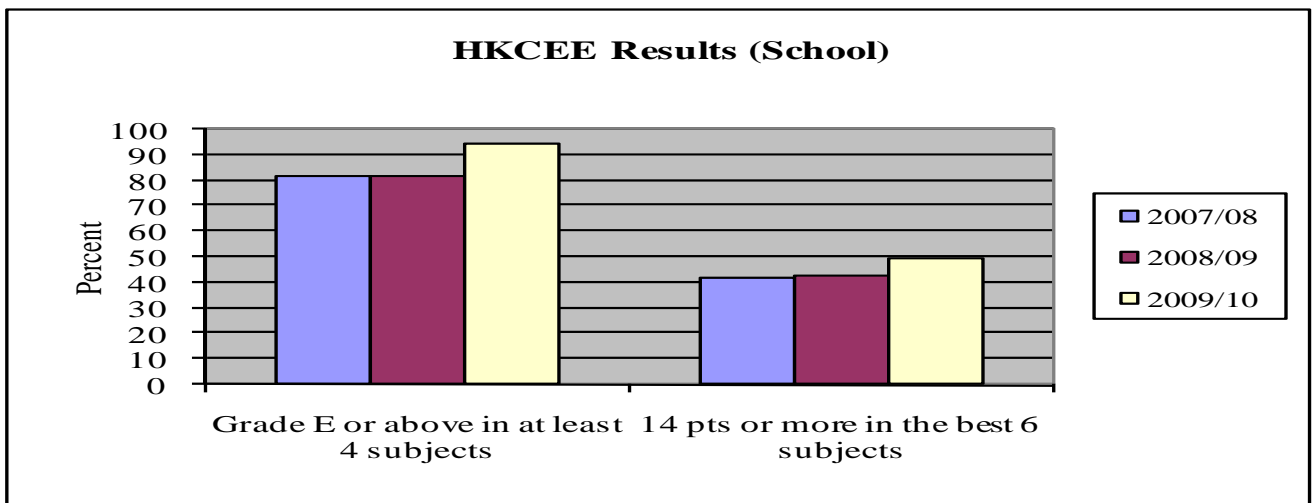
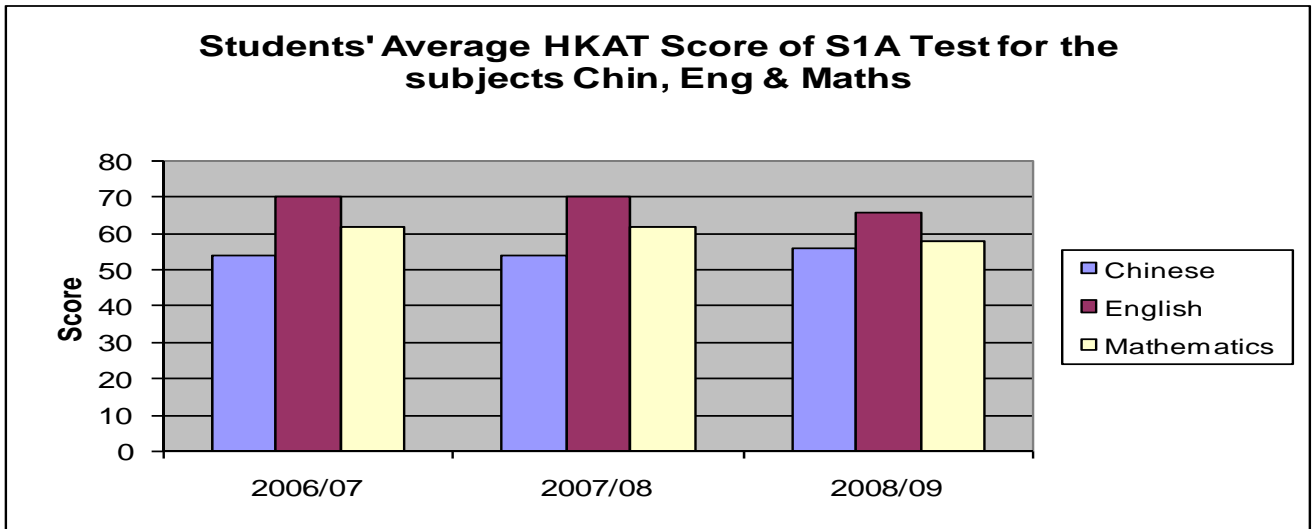
Outcomes and Evaluations

1. In order to further recruit students from the mainland China, a video introducing our school was shown three times on Shenzhen Television Broadcast in November 2009. However, it is difficult to measure the effectiveness.
2. With intensive promotion in November 2009, School Open Day was successfully held and attracted a large number of applicants.
3. A number of press releases (free of charge) were successfully published on newspapers throughout the year. Contents include introduction of Debate Team, school culture, Cultural Collage, Speech Day and Handbell Team.
4. It is suggested that further promotion could be done in July in order to take in more quality F.1 students. The arrangement of promotion in July will depend on the intake progress in previous admission phases.

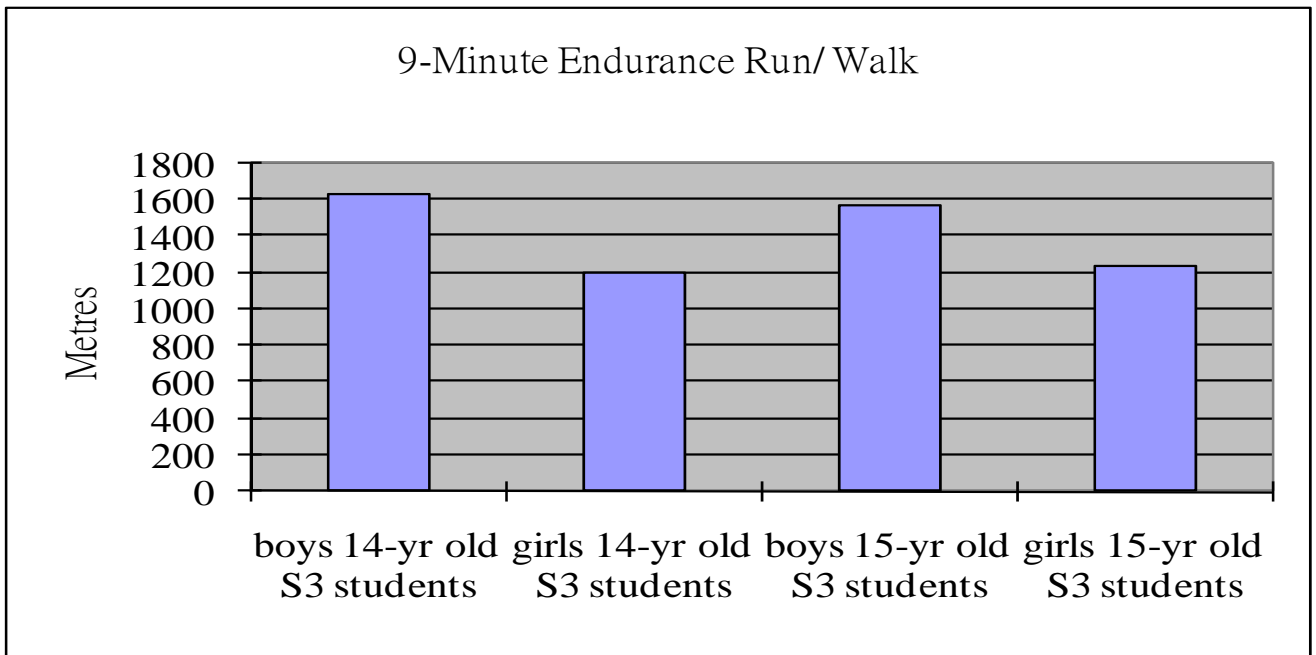
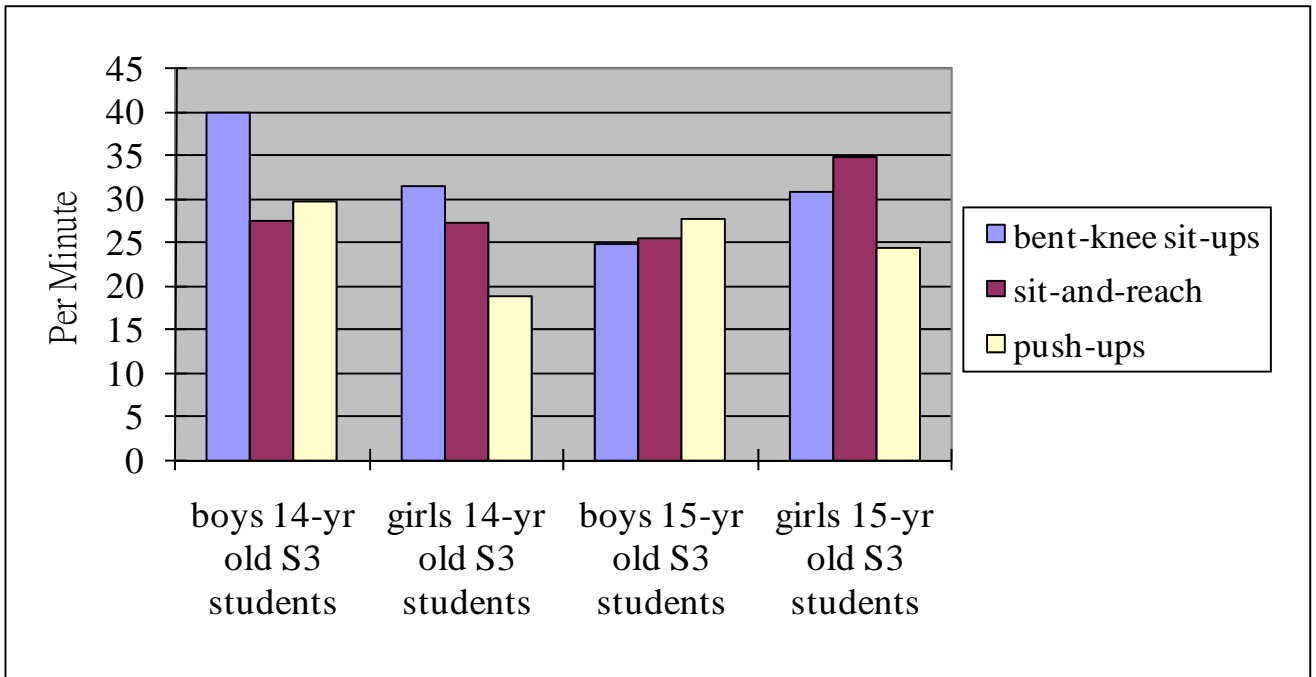
Financial Summary

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	37,723,238.13	
I. Government Funds		
(1) OEBC Grant		
(a) General Domain		
1. Admin Grant		
2. School & Class Grant (DSS)	33,992,034.48	36,648,391.95
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>	33,992,034.48	36,648,391.95
(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	376,233.00	315,321.40
4. Other	750,592.77	
<i>Sub-Total</i>	1,126,825.77	315,321.40
(2) Composite Furniture and Equipment Grant		
II. School Funds (General Funds)		
1. Tong Fai		
2. Donations	22,439.35	
3. Fund-raising		
4. Collection of fees for specific purposes (including electricity charges for air-conditioning) school fee	17,986,935.67	9,971,917.32
5. Boarding Fee	541,550.00	584,257.80
<i>Sub-Total</i>	18,550,925.02	10,556,175.12
Total surplus for 2009/10 school year	6,149,896.80	
Accumulated surplus as at the end of 2009/10 school year	43,873,134.93	

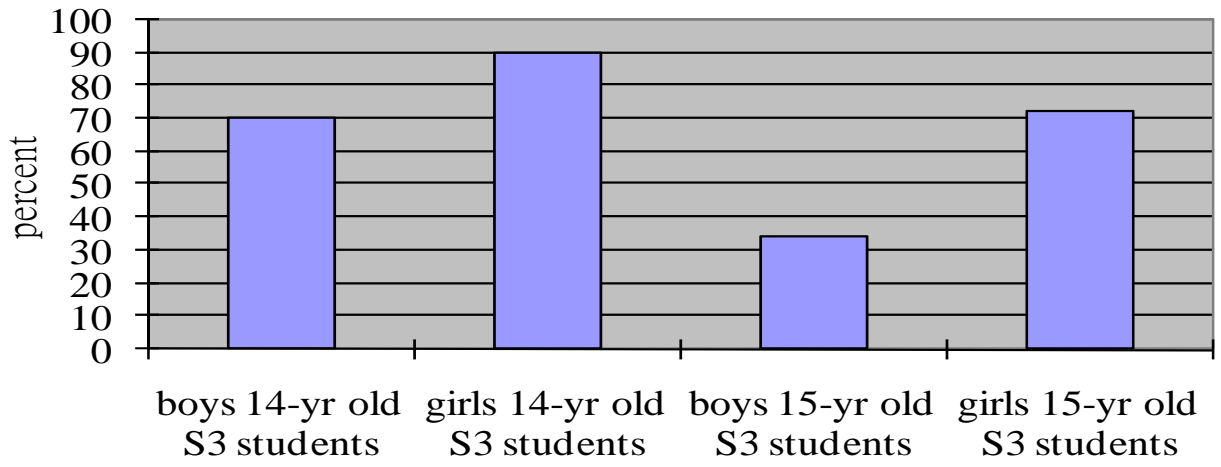
Performance of Students



Students' Physical Development (09-10)



Students within acceptable weight range



Inter-school Activities and Awards Won in 2009-2010

Nature	Name of Competition	Award
Sports	HKSSF Inter-School Swimming Champions Girls B Grade	1st Runner-up
	27th Po Leung Kuk Joint School Swimming Gala Boys Junior Group	1st Runner-up
	27th Po Leung Kuk Joint School Swimming Gala Boys Senior Group	Champion
	27th Po Leung Kuk Joint School Swimming Gala Girls Junior Group	Champion
	27th Po Leung Kuk Joint School Swimming Gala Girls Senior Group	2nd Runner-up
	27th Po Leung Kuk Joint School Swimming Gala	Overall 1st Runner-up
	HKSSF Inter-School Cross Country Competition 2009-2010 Boys B Grade	2nd Runner-up
	HKSSF Inter-School Cross Country Competition 2009-2010 Boys C Grade	2nd Runner-up
	HKSSF Inter-School Cross Country Competition 2009-2010 Boys overall	Overall 1st Runner-up
	HKSSF Inter-School Cross Country Competition 2009-2010 Girls B Grade	3rd Runner-up
	HKSSF Inter-School Athletics Championships 2009-2010 (Division Three Area Two) Boys A grade	2nd Runner-up
	HKSSF Inter-School Athletics Championships 2009-2010 (Division Three Area Two) Girls A grade	2nd Runner-up
	HKSSF Inter-School Athletics Championships 2009-2010 (Division Three Area Two) Boys Overall	2nd Runner-up
	HKSSF Table Tennis Competition 2009-2010 Girls A Grade (Division III, Kowloon)	Overall Champion
	HKSSF Inter-School Badminton Competition (Division II, Kowloon) Boys A Grade	3rd Runner-up
	HKSSF Inter-School Badminton Competition (Division II, Kowloon) Boys B Grade	2nd Runner-up
	HKSSF Inter-School Badminton Competition (Division II, Kowloon) Boys C Grade	3rd Runner-up
	HKSSF Soccer Competition (Division Three, Kowloon One) Boys C Grade	3rd Runner-up
	All Hong Kong Schools Jing Ying Table Tennis Tournament Secondary Girls Singles	1st Runner-up
	All Hong Kong Schools Jing Ying Table Tennis Tournament Secondary Girls Doubles	1st Runner-up
	2010 Egypt Junior & Cadet Open – ITTF Premium Junior Circuit, Cairo, Egypt Girl's Cadet Team	1st Runner-up
	2010 Egypt Junior & Cadet Open – ITTF Premium Junior Circuit, Cairo, Egypt Girl's Cadet Doubles	2nd Runner-up

Nature	Name of Competition	Award
Music	Hong Kong Marching Band Festival	Best Marching Style
	Hong Kong Marching Band Festival	Best Choreographed Show
	Hong Kong Marching Band Festival (Secondary Section)	Champion
	The 5th Hong Kong Handbell Festival 2010 (Secondary Section) – Handbell Junior Competition	Champion
	The 5th Hong Kong Handbell Festival 2010 (Secondary Section) – Handbell Senior Competition	Champion
	The 5th Hong Kong Handbell Festival 2010 (Secondary Section) – Handchimes Junior Competition	1st Runner-up
	The 5th Hong Kong Handbell Festival 2010 (Secondary Section)	Overall Champion
	The 62nd Hong Kong Schools Music Festival Vocal Solo – Foreign Language – Female Voice – Age 15 or under	2nd Runner-up
	The 62nd Hong Kong Schools Music Festival Violin Concert Age 15 or under	2nd Runner-up
	Art	“14th World Youth Peace Child International Painting and Calligraphy Exhibition Awards” Artwork Competition 2009
Po Leung Kuk Art and Design Competition for the International Year of Astronomy (International Competition)		1st Class Honour
Po Leung Kuk Art and Design Competition for the International Year of Astronomy (Hong Kong Competition)		1st Class Honour
2010 徐悲鴻盃國際青少年兒童美術比賽 (香港)		一等獎
「飛天杯」全國青少年兒童書畫攝影展		金獎
第 25 屆中國-日本國際書畫大賽		銀獎
生命有您至 Qee 設計比賽		優異獎
警訊吉祥物設計比賽		優異獎
Academic	香港電台「不賭小福」吉祥物設計比賽	入圍決賽獎
	The 61st Hong Kong Schools Speech Festival - Dramatic Scenes for the S1 – S2 Category	Champion
	The 61st Hong Kong Schools Speech Festival - Prose Reading	Champion
	The 61st Hong Kong Schools Speech Festival - Solo Verse Speaking	1st Runner-up
	The 61st Hong Kong Schools Speech Festival - Solo Verse Speaking	2nd Runner-up
	The 61st Hong Kong Schools Speech Festival - Solo Prose Reading	1st Runner-up
	The 61st Hong Kong Schools Speech Festival - Solo Prose Reading	2nd Runner-up
	The 61st Hong Kong Schools Speech Festival – F.3 & F.4 Choral Speaking Mixed Voice	2nd Runner-up
The 61st Hong Kong Schools Speech Festival – F.1 & F.2 Choral Speaking Mixed Voice	2nd Runner-up	

Nature	Name of Competition	Award
Academic	香港學校朗誦節男子粵語詩詞獨誦	季軍
	喜迎國慶六十周年學生創意比賽	優異獎
	港九勞工社團聯會原子筆書法比賽	校際組優異獎
	達文西基金會 2009 年師恩難忘徵文比賽(高中組)	一等獎
	達文西基金會 2009 年師恩難忘徵文比賽(初中組)	一等獎
	保良局屬校中學普通話演講比賽(高中組)	冠軍
	保良局屬校中學普通話演講比賽(初中組)	亞軍
	2009-2010 年度中國中學生作文大賽(恒源祥文學之星) (香港賽區) 初級組	銅獎
	2009-2010 年度中國中學生作文大賽(恒源祥文學之星) (香港賽區) 初級組	優異獎
	Australian National Chemistry Quiz (Junior Section)	High Distinction
	Australian National Chemistry Quiz (Senior Section)	High Distinction with Trophy of Excellence
	Hong Kong Citi Youth Investment Education Programme 2010 (Senior Team)	Champion
	Hong Kong Physics Olympiad 2010	Second Honour
	Australian Mathematics Competition 2009 (S1-S2)	Distinction
	Australian Mathematics Competition 2009 (S3-S4)	High Distinction
	9th Hong Kong and Inter-city Schools Real Time Debate on Net (Semi-Final)	Merit
	9th Hong Kong and Inter-city Schools Real Time Debate on Net (Semi-Final)	Best Speaker
	9th Hong Kong and Inter-city Schools Real Time Debate on Net (1st Round)	Winner
	9th Hong Kong and Inter-city Schools Real Time Debate on Net (1st Round)	Best Speaker
渣打銀行馬拉松 101 教育計劃之「讓綠色生活起跑」活動 (中學組)	季軍	
Services	Hong Kong Social Welfare Department – Volunteer Movement	Gold Award
Scholarship	Po Leung Kuk Ho Yuk Ching Scholarships	
	Po Leung Kuk Scholarships for Secondary Schools	
	Government Matriculation Maintenance Grants	
	Sir Edward Youde Memorial Prizes	
	香港居民福利促進會助學金	

Students' Participation in Extra-curricular Activities 2009-2010

	Name of activity	No. of participants						
		2009/10						
		F.1	F.2	F.3	F.4	F.5	F.6	F.7
1	Acyclic Painting	0	0	5	0	0	0	0
2	African Dance Class	0	1	0	0	0	0	0
3	African Drum class	9	7	1	0	0	0	1
4	African Drum Team	0	6	0	1	0	0	0
5	Air Cadet	6	3	4	2	0	0	0
6	Astronomy Club	7	1	5	13	0	0	0
7	Badminton Interest Class	23	7	6	0	0	0	0
8	Ballet Class	1	2	0	0	0	0	0
9	Basketball Interest Class	24	12	0	0	0	0	0
10	Boys Badminton Team	1	6	0	0	0	0	0
11	Boys Volleyball Team	8	6	0	0	0	0	0
12	Campus Reporter	0	2	2	0	0	0	0
13	Ceramic Class	1	6	9	3	0	0	0
14	Chinese Dance Class	1	0	0	0	0	0	0
15	Chinese Drama Class	0	0	1	0	0	0	0
16	Choral Speaking Team	4	1	7	0	0	0	0
17	Comics Class	2	9	11	0	0	0	0
18	Community Service Team	4	5	6	0	0	0	0
19	Drawing	0	2	0	1	0	0	0
20	Drum Set	9	10	2	0	0	0	0
21	English Debating Team	0	1	2	0	0	0	0
22	English Musical	4	11	1	0	0	0	0
23	Fencing Class	2	9	2	0	0	0	0
24	Fitness Class	4	0	3	0	0	0	0
25	French Class	8	7	0	1	0	0	0
26	Girl Guide	3	3	2	0	0	0	0
27	Girls Badminton Team	1	4	2	0	0	0	0
28	Girls Basketball Team	7	2	0	0	0	0	0
29	Girls Volleyball Team	13	0	0	0	0	0	0
30	Handbell Team	0	3	12	2	0	0	0
31	Handchimes Team	12	6	4	0	0	0	0
32	Harp Ensemble	1	1	2	2	0	0	0
33	Hip Hop	0	0	8	0	0	0	0
34	Japanese	10	7	0	0	0	0	0
35	Jazz	4	2	4	1	0	0	0
36	Magic	4	3	7	1	0	0	0

Name of activity		No. of participants						
		2009/10						
		F.1	F.2	F.3	F.4	F.5	F.6	F.7
37	Marching Band	0	3	9	11	4	0	0
38	Physics Olympiad Team	0	0	0	1	0	0	0
39	Red Cross	1	3	4	1	0	0	0
40	Rope Skipping	1	2	2	0	0	0	0
41	Saxophone Class	3	0	2	2	0	0	1
42	School Choir	39	30	8	0	0	0	0
43	Science Club	3	2	14	7	0	0	0
44	Soccer Team	15	2	1	0	0	0	0
45	String Ensemble	5	0	6	1	0	0	0
46	Swimming Team	11	5	0	0	0	0	0
47	Table Tennis Interest Class	9	3	5	0	0	0	0
48	Table Tennis Team	1	2	1	1	0	0	0
49	Tap Dance Class	5	2	0	0	0	0	0
50	Tap Dance Team	0	5	0	0	2	0	0
51	Visual Art Club	2	6	1	0	0	0	0
52	Water Color Illustration Class	0	1	3	0	0	0	0

School Participation in Social Services (2009-2010)

Month	Name of Activity	Service Target	Content	Organization	Form
Oct 09- Jan10	“Play With You” in the Community	Mentally Retarded People	Organizing games and playing with mentally-retarded people in hostel/ Visiting and working with mentally-retarded people in workshop and hostel	1. Hong Kong Federation of Handicapped Youth 2. Po Leung Kuk 82 Hin Keng Centre 3. Po Leung Kuk Lau Chan Siu Po Integrated Rehabilitation Centre	F5
Nov- Dec 09	“Walk With You. Stay With Youth”	Newly Arrived Primary School Students	Visiting museums and famous spots in helping the children get familiar with Hong Kong	Po Leung Kuk Portuguese Community School	F2
Dec 09	“Visiting and Caring Service for the Under-privileged”	Low -income Families	Visiting and cleaning up for low-income families.	Buddhist Ho Wong Cheong Po Neighborhood Elderly Centre	F7
Jan 10	“Visiting and Caring Service for the Elderly”	Elderly living alone	Visiting the elderly living alone	1. Po Leung Kuk Lau Chan Siu Po District Elderly Community Centre 2. Buddhist Ho Wong Cheong Po Neighbourhood Elderly Centre	F3
Mar- May10	“Staying With You”	Physically Challenged People	Organizing activities and playing with physically retarded people/ Visiting workshop and centre of the handicapped people	1. HK Federation of Handicapped Youth 2. Po Leung Kuk Yue Yiu Sun Memorial Workshop / King Lam Hostel 3. Po Leung Kuk 88 Kwun Tong Workshop / Hostel	F4

Mar- May10	“Fun Day with the Elderly”	Elderly in the Elderly Activity Centre	Giving performance, enjoying games and fun time with the elderly	1. Tan Siu Lin Neighbourhood Elderly Centre 2. Po Leung Kuk Lo Yau Yuk Sheung Elderly Neighbourhood Centre 3. Po Leung Kuk Lau Chan Siu Po Neighbourhood	F1
May 10	Project Rainbow	Handicapped Youth	Assisting handicapped youth in outdoor activities	Hong Kong Society for the Blind	F6

Performance Measures selected by School

HKALE Result 2010

Subject	Passing Rate %		Credit Rate %	
	First Timers for NPL Students	All Candidates in HK	First Timers for NPL Students	All Candidates in HK
Biology	83.3	73.2	8.3	19.1
Business Studies	94.4	63.2	27.8	21.0
Chemistry	100.0	75.5	14.8	23.0
Chi Lang & Culture	98.2	93.8	37.5	24.8
Computer Applications	100.0	76.1	55.6	18.2
Economics	96.3	76.0	40.7	24.5
Geography	91.7	76.2	16.7	22.4
Mathematics & Statistics	81.0	73.5	9.5	18.4
Physics	100.0	75.7	44.4	23.8
Principles of Accounts	100.0	73.7	60.0	22.9
Pure Mathematics	100.0	79.8	40.0	25.2
Use of English	98.2	70.4	41.1	13.3

HKCEE Result 2010

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	97.8	70.9	26.7	17.9
English Language	100.0	65.0	30.4	17.3
Subject	Passing Rate %		Credit Rate %	
	All NPL Students	All Candidates in HK	All NPL Students	All Candidates in HK
Add Maths	88.2	86.7	27.6	39.0
Biology	94.9	81.9	31.6	31.9
Chemistry	99.1	81.0	33.6	30.4
Chinese History	90.9	68.1	27.3	17.8
Computer & IT	84.6	70.6	38.5	23.8
Economics	89.8	74.8	23.9	22.6
French	100.0	82.1	100.0	64.3
Geography	75.8	73.8	25.8	19.8
History	85.7	75.0	0.0	19.6
Mathematics	98.9	73.0	48.1	28.0
Physics	99.1	79.2	47.7	30.5
Prin of Accts	97.8	71.8	28.1	21.8
Visual Arts	92.9	78.9	21.4	25.9

Key Issues for the New School Development Plan

1. To cultivate students' active learning habits.
2. To promote ethical/ core values among students.
3. To elevate academic performance.
4. To better implement the NSS curriculum.
5. To cultivate good conduct among students.

**保良局顏寶鈴書院
2009-2010 年度接受捐贈紀錄**

項目	捐贈說明及其價值	捐贈者/機構名稱	是否由學校提出	授受捐贈的日期	捐贈項目的用途/原因
1	圖書 32 本總金額港幣 \$616	經濟日報	否	17/06/09	供師生閱讀
2	「福爾摩斯」首映門票共四張	丙戌年主席孟顧迪安女士	否	21/12/09	-
3	保良局慈善便服日籌款活動 總金額港幣 \$30,264	學生、家長	由保良局提出	06/05/10	服務增繕之用
4	保良局顏寶鈴書院法團校董會「開卷有益」閱讀推廣計劃總金額港幣 \$19,040 及 配對撥款總金額港幣\$9,520 合共港幣\$28,560	辦學團體保良局	由保良局提出	15/07/10	購買書籍、增加圖書館館藏、修繕校內圖書館工程