

**Po Leung Kuk
Ngan Po Ling College
School Report**

2016-2017

The Kuk's Spirit

Mutual Respect

United Effort

Benevolence

Charitable

Gratefulness and Recognition

Dedicated to Serving the Community

Vision

Children are nurtured, Youngsters are educated

Adults are supported to contribute

Elderly are cared for

The less fortunate are lightened with hope.

Mission

To be the most prominent and committed charitable organization.

In the Kuk's Spirit to do good deeds with benevolence.

Dedicated in protecting the young and the innocent,

caring for the elderly and the underprivileged,

aiding the poorer and healing the sick,

educating the young and nurturing their morality,

providing recreation to the public, caring for the environment,

passing on the cultural inheritance and

bringing goodness to the community

Values

Fine traditions, Accommodate the current needs

People-oriented, Care and appreciation

Sound governance, Pragmatism and innovative

Integrity, Vigilance

Optimal use of resources, Cost-effectiveness

Professional team, Service with heart

Our School

We are dedicated to provide students with all round education and a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development for pursuing excellence and meeting challenges in the ever-changing world in the 21st century.

In times of globalization, we further widen our school vision to groom global-minded talents by the provision of international curriculum. Accredited as IB World School, we are offering International Baccalaureate Diploma Programme (IBDP) from the school year 2015-2016 onwards, and sending the first batch of IB graduates to world renowned universities for further study, which we believe, prerequisite to promising careers prospects.

More information is available on our school web at <http://www.npl.edu.hk>.

Achievements and Reflection on Major Concerns

Major Concern 1: To enhance sense of belonging among students

Achievement

A number of measures and activities took place for the successful enhancement of students' sense of belonging. Continuous harmonious class ethos and school ethos were reflected in stakeholders' surveys. Students participated actively in both academic and non-academic activities.

On student level

- Individual guidance was provided successfully through the mentor system and social workers as confirmed by all class teachers.
- Most students agreed that class teachers' guidance enhanced their sense of belonging to school.

On class level

- Most class teachers and students reported that good class ethos was instilled by Guidance Ambassadors.
- Most students agreed that their relationship with classmates improved after participating in the activities held by social workers.
- F.1 lunch gatherings were held to help students adapt to the new school environment and built up a social network and hence, enhancing F.1 students' sense of belonging to the school. Most students and F.1 class teachers agreed that the gathering effectively enhanced their sense of belonging to the school.

On school level

- Students were requested to practice school song so as to train their etiquette in assembly during F.1 Bridging courses and after morning assembly throughout the year.
- School Souvenir Design Competition was held. Students were invited to design souvenirs (drawstring backpack) for the school. An outstanding design was selected for mass production and charity sale on Open Day with satisfactory sale.

Suggestion

To continue the harmonious class ethos and school ethos, students' attachment towards the school has to be sustained. Strategies on building team spirit and morale should also be considered.

Major Concern 2: To nurture courteous, appreciative and principled students with good sense of judgment.

Achievement

With the contribution and hard work of staff and different committees, rewarding outcome was observed in students' behavior and conduct in terms of progress in cleanliness, punctuality and courtesy.

On student level

- Greet Aloud Slips and Courtesy Sticker Redemption Scheme were implemented. The total number of green slips issued throughout the year constantly increased. The conduct of a few students was downgraded due to the accumulation of green slips.
- A vast majority of class teachers thought that their students were courteous.
- Most class teachers reflected that students were courteous. Thanks to the Courtesy Stickers Redemption Scheme, the number of students who successfully redeemed snacks this year was on the increase.

On class level

- Class Pledge and Class Teacher Collaboration Scheme were implemented.
- Report showed that all class teachers agreed coordination meetings and coordinators could facilitate their guidance work in class.
- Most students reported that class pledge elevated class ethos by setting common goals for the class with classmates.
- Most teachers agreed that the Life Education curriculum and Community Service could foster students' personal growth.
- Most students agreed that they got equipped with good values/ qualities of being courteous, appreciative and principled through life education lessons.

On school level

- Satisfactory participation rate was observed during Guidance Week and Fathers' & Mothers' Day activities. A large percentage of students and class teachers agreed that these activities could enhance their sense of belonging towards their family.
- Talk on social etiquette was successfully organized as Hall Assembly. Students actively participated in the activity.
- Students' work related to virtues and values of different subjects were displayed during Guidance Week. More subject panels will be invited to contribute input in the coming year.
- General discipline at tuckshop improved with the provision of queue up lines. Students were self-disciplined and queued up orderly for buying refreshments or lunch.
- General discipline across different forms was at a pleasing level. Further developmental work in students' qualities could be considered.

Suggestion

Nurturing appreciative and principled students shall be continued with additional concern on their good sense of morality and positive mind.

Major Concern 3: To further strengthen students' self-discipline, self-management skills and leadership.

Achievement

Support from different committees and teachers was provided to enhance students' self-discipline and management skills. Various programmes were successfully implemented. Encouraging outcomes have been observed through students' active involvement and also parents' dedicated support.

On student level

- A vast majority of class teachers reported that personal pledge was successfully discussed and revised with individual students at the end of every quarter.
- Most students agreed that self-pledge could help them set academic and behavioral targets which they tried to achieve.

On class level

- Punctuality to school and lesson improved under class teachers' supervision, prefects' patrol at respective floors and habitual latecomer suspension scheme.
- Class pledge was established, reviewed and put into practice for cultivating good class ethos quarterly. Most class teachers reflected that their classes set and successfully fulfilled their class pledges.
- Self-management groups were established to help operate class routine and satisfactory feedback was received from teachers. A large proportion of class teachers were satisfied with the performance of class pastoral leaders.
- Guidance Ambassadors helped instill good class ethos in class.
- Self-discipline and self-management skills have been strengthened through daily activities or training, such as F.1 lunch gathering, tidy-up after assembly.

On school level

- Satisfactory participation was shown in anti-temptation programmes. A Thematic Honesty Week and Anti-gambling Week were launched for junior and senior forms respectively.
- High participation rate was recorded in the Anti-temptation Comics and Slogan Design Competitions.
- Most teachers agreed that the Anti-temptation Week helped raise students' awareness of honesty and teenage gambling.
- Senior formers showed better self-discipline with their mobile phones, supported by a lower record of forfeited mobile phones.
- F.1 – 3 foot drill training and F.4 adventure-based leadership camp were carried out. Positive feedback was received via post-camp surveys. A high proportion of class teachers agreed that such discipline programmes helped enhance self-discipline and class ethos.
- Form coordination work was satisfactory. All class teachers agreed that coordination meetings and level coordinators could facilitate discipline work in class.
- Leadership skills were demonstrated by prefects through mass discipline control in hall assembly and ceremony. They briefed schoolmates discipline reminders and requirements quarterly and helped arrange seating for students. Head prefects performed discipline control in morning assembly which further improved general discipline.
- Class teachers agreed that prefects' discipline work and assistance in homework collection for F.1 classes effectively fostered class management.

- Prefect team has become a more active and self-regulatory body of student leaders.
- Workshops for new members were organized by head prefects and prefect leaders.
- Performance of the executive committee members of Students' Union and four houses was satisfactory. A series of school activities and inter-class/ inter-house competitions were organized by student leaders throughout the year.

Suggestion

With the enhancement of self-discipline and self-management, focus will be directed to improve students' leadership skills, learning motivation and habits.

Major Concern 4: To concern about our Community, Nation and the World.

Achievement

Different channels were successfully deployed to promote awareness and deeper understanding of our Community, Nation and World (CNW), and guide students to the knowledge concerned.

- Green Lunch and Reduction of Leftover Campaigns were promoted by Student Affairs Ambassadors during morning assembly. Students' awareness of food waste and environmental protection raised. The average amount of leftover slightly decreased.
- Environmental friendly campaigns, e.g. "Bring your own cutlery", were introduced with satisfactory feedback from F.1 class teachers. F.1 students were able to bring their own cutlery every day. Plastic Bottle Recycling Scheme was co-organized by Student Affairs Committee and CNG Ambassadors on Sports Day. Students showed great support to recycling.
- Highlights of local and international news and also documentary of Hong Kong and the world were broadcasted during lunch time by Campus TV.
- The mega quiz and CNG Day were held during post-exam period with full participation of F.1-4 students.
- A series of structured activities were organized to enhance the awareness and participation of students in CNG issues.
- News sharing in morning assembly, CNG Education Booth, CNG lunchtime forum, "Belt and Road Initiatives" exhibition and Jao Tsung-I Academy History and Culture Project were conducted to widen students' perspective on our nation and Asia, to arouse their interest in Chinese and World history and culture and to sharpen their critical thinking skills.
- Stationery was collected from students and donated to Cambodian orphanages. Such charitable activity aimed at raising awareness of the underprivileged in different corners of the world.
- Our student representatives, who achieved overall 2nd Runner-up in the Inter-school "Belt and Road Initiatives" Integrate Skills Competition 2017, were awarded a free exchange tour to Malaysia. We also joined Education Bureau exchange tours to Shanghai and Beijing. All these learning experiences outside Hong Kong further promote national and international education.

Suggestion

Civic, National and Global Education Committee will continue to promote, educate and motivate students to understand more about CNW issues.

Major Concern 5: To further bring out individual's potential by differentiation inside and outside classroom.

Achievement

Teachers' participation was rewarded when the successful implementation of reading schemes at junior and senior levels, and enhancement of reading culture at different reading levels were observed. Students of different abilities accomplished their learning targets with differentiated supports.

- Basic requirements and learning habits such as note-taking, highlighting and margin note-taking were promoted in most subjects.
- Curriculum of different subjects was reviewed. Both the core and extended curriculum were refined and clearly stated in the scheme of work for all subjects. Core, extended and extensive readings were selected and stated in the scheme of work for all academic subjects.
- Subject question banks were revisited with thought-provoking questions and questions which consolidated subject skills.
- Pre-lesson preparation and pre-lesson reading with differentiated guiding questions or tasks were adopted by subject panels.
- Subject-based teaching models were modified and advocated for higher teaching and learning effectiveness.
- Differentiation strategies were employed for both high achievers and less-capable learners, so as to bring out the best of the former through participation in external competitions or exchange programmes while helping the latter for better time management or adjustment between their team training and academic study.
- High achievers were groomed on communication skills (such as debate and World Scholar's Cup) and combined skills (research teams) and showed good performance. Our Debate Team won the 2nd Runner-up of the 32nd Sing Tao Inter-School Debating Competition (Grand Final). We were awarded Gold, Silver and Bronze Medals in the Global Natural History Day 2017 (Global Finals). Our Science Research Teams got the 2nd Runner-up in the Roche's Young Scientist Award (RYSA) 2017 and the 3rd Place in the Category of Earth and Environmental Sciences of the 68th INTEL International Science and Engineering Fair, Los Angeles.

Suggestion

Sustainable and further enhancement of differentiated supports to learners would be beneficial to students as well as the school development.

Student Performance

Hong Kong Diploma Secondary Education Examination 2017

Core Subject	Passing Rate %	Credit Rate %
Chinese Language	74.7	42.4
English Language	98.1	71.2
Mathematics Compulsory Part	100	59.6
Liberal Studies	100	64.4
Elective Subjects	Passing Rate %	Credit Rate %
Biology	93.8	46.9
Business, Accounting & Financial Studies	100	75.0
Chemistry	100	90.0
Chinese History	100	58.8
Combined Science (Biology, Chemistry)	87.5	12.5
Combined Science (Chemistry, Physics)	68.4	5.3
Economics	95.2	59.5
Geography	73.7	26.3
History	100	69.2
Information & Communication Technology	100	54.5
Mathematics Extended Part (Algebra & Calculus)	100	81.8
Mathematics Extended Part (Calculus & Statistics)	100	75.0
Physics	96.9	68.8
Visual Arts	100	60.0

Outstanding Achievement in 2016-2017

	Competition	Award
Sports	HKSSF Inter-school Athletics Competition (Division 3 Area 3)Girls C Grade	Champion
	HKSSF Inter-school Athletics Competition (Division 3 Area 3) Girls Overall	Champion
	HKSSF Inter-school Cross Country Competition (Division 2) Girls C Grade	Champion
	HKSSF Inter-school Football Competition (Division 3 Kowloon One) Boys C Grade	Champion
	HKSSF Inter-school Table Tennis Competition (Division 2) Boys C Grade	Champion
	HKSSF Inter-school Football Competition (Division 3 Kowloon One) Boys Overall	1 st Runner-up
	HKSSF Inter-school Athletics Competition (Division 3 Area 3) Boys B Grade	2 nd Runner-up
	HKSSF Inter-school Athletics Competition (Division 3 Area 3) Girls B Grade	2 nd Runner-up
	HKSSF Inter-school Basketball Competition (Kowloon Division 2) Boys B Grade	2 nd Runner-up
	HKSSF Inter-school Basketball Competition (Kowloon Division 2) Boys Overall	2 nd Runner-up
	HKSSF Inter-school Football Competition (Division 3 Kowloon One) Boys A Grade	2 nd Runner-up
	HKSSF Inter-School Table Tennis Competition (Division 2) Boys Overall	2 nd Runner-up
	HKSSF Inter-school Athletics Competition (Division 3 Area 3) Boys Overall	3 rd Runner-up
	HKSSF Inter-school Athletics Competition (Division 3 Area 3) Girls A Grade	3 rd Runner-up
	HKSSF Inter-school Basketball Competition (Kowloon Division 2) Boys A Grade	3 rd Runner-up
	HKSSF Inter-school Basketball Competition (Kowloon Division 2) Boys C Grade	3 rd Runner-up
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala	Overall Champion
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Girls Group	Overall Champion
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Boys Group	Overall Champion
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Girls Senior Group	Champion
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Boys Junior Group	Champion
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Girls Junior Group	1 st Runner-up
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Boys Senior Group	2 nd Runner-up
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Senior Girls Group	Individual Champion
	The 34 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Junior Boys Group	Individual Champion
	18 Districts Rope Skipping Competition 2016 (Secondary School Section)	Champion
	Leisure and Cultural Services Department District Age Group Table Tennis Competition 2016 (Sham Shui Po District) Men's Doubles (Age Group 18 or below)	Champion
	Leisure and Cultural Services Department District Age Group Table Tennis Competition 2016 (Central & Western District) Male's Singles (Age Group 12-13)	1 st Runner-up
	Leisure and Cultural Services Department District Age Group Table Tennis Competition 2016 (Eastern District) Male's Doubles (Age Group 18 or below)	1 st Runner-up
	Leisure and Cultural Services Department District Age Group Table Tennis Competition 2016 (Tai Po District) Men's Singles (Age Group 12-13)	1 st Runner-up
	Leisure and Cultural Services Department District Age Group Table Tennis Competition 2016 (Sham Shui Po District) Men's Singles (Age Group 12-13)	2 nd Runner-up

	Leisure and Cultural Services Department District Age Group Table Tennis Competition 2016 (Southern District) Men's Doubles (Age Group 18 or below)	3 rd Runner-up
	跳繩強心校際花式跳繩比賽中學甲組	亞軍
Music	Hong Kong Handbell Festival 2017 (Senior Handbell) (F.4)	Champion
	Hong Kong Handbell Festival 2017 (Senior Handbell) (F.5)	2 nd Runner-up
	Hong Kong Handbell Festival 2017 (Junior Handbell) (F.2)	1 st Runner-up
	Hong Kong Handbell Festival 2017 (Junior Handbell) (F.3)	2 nd Runner-up
	Hong Kong Handbell Festival 2017 (Senior Handchimes) (F.3)	1 st Runner-up
	Hong Kong Handbell Festival 2017 (Junior Handchimes) (F.2)	Champion
	Hong Kong Handbell Festival 2017 (Creative Handbell Competition) (F.2-F.4)	Champion (Honour)
	69 th Hong Kong Schools Music Festival 2017 Descant Recorder Solo (Secondary School Age 14 or under)	Champion
	第六十九屆香港學校音樂節粵曲獨唱—平喉獨唱中學初級組	冠軍
	國際青年亞洲步操樂隊錦標賽 (蘇格蘭風笛)	亞軍
Visual Arts	The Federal State of Brandenburg's 49 th International Art Competition in 2016 (12-15 years age group)	Best Exhibiter Award
	Teoartis Gallery and Museum of Evora, Portugal The 17 th International Contest of Juvenile Art	Honourable Mention
	Lok Kwan Social Service "Love, No Boundary" 4-Panel Comic Drawing Competition	Silver Merit
	「華夏世紀之星」全國少年兒童美術書法攝影比賽 2016	美術一等獎
Academic	68 th Hong Kong Schools Speech Festival Solo Verse Speaking	Champion
	68 th Hong Kong Schools Speech Festival F3-F4 Dramatic Scenes	Champion
	68 th Hong Kong Schools Speech Festival Prose Reading	Champion
	68 th Hong Kong Schools Speech Festival Solo Verse Speaking, Non-open, Secondary 5, Boys	Champion
		1 st Runner-up
	68 th Hong Kong Schools Speech Festival Solo Verse Speaking, Non-open, Secondary 5, Girls	1 st Runner-up
		2 nd Runner-up
	68 th Hong Kong Schools Speech Festival Public Speaking, Secondary 5	1 st Runner-up
	68 th Hong Kong Schools Speech Festival Solo Verse Speaking	1 st Runner-up
		2 nd Runner-up
	68 th Hong Kong Schools Speech Festival Public Speaking Solo, Secondary 6 & Post-secondary	1 st Runner-up
	68 th Hong Kong Schools Speech Festival Public Speaking Solo	2 nd Runner-up
	68 th Hong Kong Schools Speech Festival Choral Speaking, Secondary 3 and 4, Mixed Voice	2 nd Runner-up
	68 th Hong Kong Schools Speech Festival Solo Prose Reading, Non-open, Secondary 5, Girls	2 nd Runner-up
	68 th Hong Kong Schools Speech Festival Solo Prose Reading, Non-open, Secondary 4, Girls	2 nd Runner-up
	The 2 nd Cantonese Speech Contest for Non-Chinese Speaking Secondary Students (Solo Prose Reading)	Champion
	The 32 nd Sing Tao Inter-School Debating Competition (Grand Final)	2 nd Runner-up
	Hong Kong Youth Science & Technology Innovation Competition 2016-2017	Merits
Overall Champion		
Environmental Science Award		
Ricoh Sustainable Development Award		
Future Scientist Award		

	Hong Kong Students Science Project Competition 2017	Most Popular Scientific Research
	Global Natural History Day 2017 (Hong Kong Finals)	Champion
		2 nd Runner-up
	Global Natural History Day 2017 (Global Finals)	Gold Medal
		Silver Medal
		Bronze Medal
	Roche's Young Scientist Award (RYSA) 2017	2 nd Runner-up
	68 th Intel International Science and Engineering Fair, Los Angeles	3 rd Place
	第六十八屆香港學校朗誦節普通話詩詞集誦比賽(中三、中四級男女合誦)	亞軍
	《一帶一路·與我何干》綜合能力比賽 2017	季軍
	2016-2017 百仁齊心盃校際多角度辯論賽總決賽	季軍
		最佳辯論員
	全港中學生「通識教育」及「歷史教育」論文比賽 (個人)	季軍
	全港中學生「通識教育」及「歷史教育」論文比賽 (團體)	季軍
Others	Green Mini Movies Competition 2017	1 st Runner-up
	全港中小學校際步操比賽中學組	冠軍

Financial Summary

Financial Summary for the 2015 / 2016 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	61.47%	N.A.
School Fees	N.A.	34.22%
Donations, if any	N.A.	2.02%
Other Income, if any	N.A.	2.29%
Total	61.47%	38.53%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	72.18%	
Operational Expenses (including those for Learning and Teaching)	15.14%	
Fee Remission / Scholarship ¹	4.58%	
Repairs and Maintenance	1.96%	
Depreciation	6.14%	
Miscellaneous	-	
Total	100%	
Surplus/Deficit for the School Year [#]	0.231 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	4.639 months of the annual* expenditure	
[#] in terms of equivalent months of annual overall expenditure		
*exclude 5.06 months of the annual expenditure for net book value of annex building		

Number of months of annual expenses against total accumulated surplus shown on 1/E report is 12.61 months (A)
 Number of months of annual expenses against accumulated Net Book Value of additional new school annex completed in 2008 is 7.53 months (B)
 Number of months of annual expense after deducting Net Book Value of additional new school annex (B) is 5.08 months (A-B)

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).
 School Report (SR)

Feedback on Future Planning (Major Concerns 2017-2018)

1. Cultivate students' active reading habits and learning skills, and elevate their learning motivation.
2. Enhance academic achievements with refined differentiation strategies in local and international curriculum and examinations.
3. Strengthen sense of belonging, team spirit and morale among different stakeholders.
4. Nurture mentally healthy, appreciative and principled students with good sense of morality and life planning skills.