

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

**2018 – 2019**

# **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 poor 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

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## (1) Our School

### Our Mission

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

### School Information

School supervisor	Madam Ngan Po Ling Pauline, BBS, JP	
School Principal	Mr Mak Tim Leung	
School Type	DSS	Co-educational
School Motto	Love, Respect, Diligence, Integrity	
Incorporated Management Committee	Established	
Parent-teacher Association	Established	
School Alumni Association	Established	
Student Union	Established	

### Information of Teaching Staff (including School Principal)

Total number of teachers	83 (including part-time teachers)	
Qualification and professional training (Percentage)		
Teacher Certificate/ Diploma in Education	81%	
Bachelor Degree	100%	
Master/ Doctorate Degree or above	46%	
Years of Experience (Percentage)		
0 – 4 years	5 – 9 years	10 years or more
50%	15%	35%

### School Population and Class structure

School Population: 874						
Level	S1	S2	S3	S4	S5	S6
No. of classes	3	3	3	5	5	5
Remarks: <ul style="list-style-type: none"> <li>• Students are allocated to 5 classes in S1, S2 and S3.</li> <li>• 1 IB class is operated at S4 (Bridging year), S5 (IBDP Year 1), S6 (IBDP Year 2)</li> </ul>						

### Subjects Offered

Subjects	Junior Secondary			Senior Secondary		
	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
French Language (Non Chinese)	✓	✓	✓	✓	✓	✓
GCSE Chinese (Non Chinese)	✓	✓	✓	✓	✓	✓
English Language	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Integrated Science	✓	✓				
Liberal Studies	✓	✓	✓	✓	✓	✓
Physics			✓	✓	✓	✓
Chemistry			✓	✓	✓	✓
Biology			✓	✓	✓	✓
Econ / PA	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
Computer Literacy	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓

HE / GC	✓	✓	✓			
Visual Art	✓	✓	✓	✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓			
Reading Session (CHI, ENG)	✓	✓	✓			
Life Education	✓	✓	✓	✓	✓	✓

## (2) Achievements and Reflection on Major Concerns

### Major Concern 1:

To diversify learning and teaching strategies through promoting reading culture, active learning ethos and refining assignment and assessment policy

#### Achievements

##### 1.1 Morning reading periods

- The level of difficulty of the selected news articles is reasonable.
- The morning reading sessions for junior forms fall on Day 9 and the senior forms fall on Day 8. Students at each level are given different articles.
- The topics and questions are suitable and students are interested.
- It is worth considering whether the focus of the readings should be interest or relevance to Liberal Studies. Right now, in LS papers there are bonus questions related to the articles.
- Most class teachers are not LS teachers and they may find it hard to lead the activities, like what to expect students to underline and quality discussions may not take place.

##### 1.2 Chinese and English reading sessions for F1 to F3 students

- Students basically do read.
- The first lesson of Day 2 is English reading session and that of Day 7 is Chinese reading session.
- For Chinese, students have to read one book among the five recommendations, and they have to work on related tasks as well as put down good phrases. Next year, they probably will be allowed to read whatever books they like. Suggestions will still be given but no longer compulsory.
- For English, students can have their own choice of books. Each time they do one short post-reading task among a variety of options. Their performance varies but is in general satisfactory. Next year, hopefully the autonomy will be kept while the post-reading tasks may be modified to further motivate students.

##### 1.3 Subject-based reading materials (extended and extensive reading)

- Colleagues were reminded to review and update their readings from time to time, especially for language subjects and if the materials are largely related to the news and social issues.
- In the book inspection, it has been observed that some students have a thick pile of handouts but they do not seem to have read them at all. We should make sure they read and learn from the materials.

#### 1.4 Library and subject promotion

- Every month, especially in the second term, around 900 books are checked out each month, which is a nice figure.

#### 1.5 Homework mapping and collaboration

- A recap of the background is that in September and October, some parents, especially Form 1 parents, complained that we assigned too much homework.
- So a mechanism was devised to regulate the overall workload.
- With the new policy, there has been an obvious reduction of homework.
- The student handbook is being reviewed. There will be fewer lines for each day and this is meant to go in line with our homework policy.
- The principles concerning junior form homework policy are that there could be at most 4 pieces of homework to be submitted every school day and on average students should spend at most 2 hours of quality time on homework every day.

#### 1.6 Homework link for Form 1

- There are only five enquires made in the whole year.
- Perhaps by the time the link was introduced, students had already developed good communication with teachers and they could better manage their works, so only very few people used the online platform.

## Reflection

### 1. Reading Sessions

#### Problems encountered

- One undesirable scenario observed is that in the morning just before the reading session, there are usually 30 to 40 students cramming at the library trying to borrow a book, which is quite a burden for our library staff.
- Some class teachers also cannot help but let students go and borrow books at the beginning of the session. This may lead to discipline issues with students making excuses to leave the classroom and idling in the corridor.
- Some students also get to revise for quizzes and do their own work just because they do not bring a book.
- Some students habitually have no books for the sessions.

#### Suggested solutions

- We could prohibit students from borrowing books in the morning on the day of each reading session, reminding them about this new rule in the very beginning of the school year.
- Class teachers could be stricter with students and motivate them to bring their books with some effective consequences. But it was pointed out that this would be an extra burden for class teachers and punishments would dampen the positive reading atmosphere we hope to create.
- With the BYOD policy, students could read from their device if they do not have a book. This should work fine with class teachers' close supervision.
- We could also make each student keep one Chinese and one English book in their locker. Language teachers could spend some lesson time to check that their books are ready soon after school commencement. Once they finish reading one book, they are supposed to replace it. Then theoretically they will have something to read at all times and they could also exchange books with each other.
- We could ask students to each contribute / lend a book to the class library. But in case they give books they dislike, the practice may go against our purpose of cultivating interest in reading.

### 2. Library and subject promotion

#### Difficulties and policy adjustments

- Currently, if students have any overdue books, they can no longer borrow from the library. To better boost our reading culture next year, students will be allowed to continue borrowing books until they reach the quota of six despite the overdue issue. The chasing and fining could be done alongside.
- Our usual practice to deal with overdue books is issuing slips, which is quite ineffective as students tend not to show their parents the slips and it could be difficult to make them return the books. As parents remain unaware of the matter, they could get rather upset when they eventually get to know the problem. The library is thus planning to introduce

push notifications next year so that parents could be informed promptly.

- Some students have a habit of borrowing books with their friends' student cards. Next year, the cards will be checked in the lending procedure. All students have to use their own Student ID card for borrowing library items.
- There have been cases of both students and teachers where they have returned a book but the library still issues an overdue slip to them. This irregularity will be looked into.

### 3. Homework Policy

#### Suggestions

- It might be better to give subjects more autonomy instead of rigidly quantifying the amount of homework and limiting the time required to complete each assignment. This is probably not a common practice among other schools. It was however pointed out that the framework is not meant to be a rigid one, and teachers are expected to follow flexibly. For example, if we are assigning a task that is due a few days later, the task could be relatively a bit longer.
- Apart from assignments, assessments are probably another main source of stress for students. It would be good if teachers are given space to reduce the frequency, scale or coverage of quizzes. This is especially the case for subjects that do not have adequate lessons before the test or the exam, particularly if their lessons fall on Mondays and / or Fridays which are often public or school holidays. It was suggested that we could consider going back to our previous cycle system of 6 or 7 days so that no subjects will be suffering the loss of lessons because of public or school holidays. Also, if there are only three summative assessments rather than the current four, with longer intervals in between, both assignments and formative assessments could be done more flexibly and thus better handled.
- We should bear in mind whether the complaints are valid enough to represent the majority's opinions and whether there are alternative ways to deal with them apart from modifying / scrapping our original practices.
- With the core subjects' large variety of works occupying students, quite little space is left for the electives.
- Some non-core-subject teachers feel that their existing assignment package is too heavy in terms of both quantity and variety for both students and teachers, especially for Form 1 and 2. However, they reckon that subject panels have no right to remove any items and that CDC and the school would be against the initiative of dropping anything. It was thus clarified that subject heads and panel members should have the professional judgment to decide what is best for students and adjust their assignment package accordingly. As long as there is consensus within the panel, and CDC as well as the KLA coordinator's support is sought, changes are not a problem.

#### 4. Suggestions on exercise book inspection

- It was observed that as book inspection approached, some classes had their assignments drastically increased, or were made to do tasks of the same nature on consecutive days even though they are meant to be done just once a week or once a cycle.
- Colleagues were reminded that the frequency and schedule of assignments should not be affected by book inspection.
- At the very beginning of the school year, panel heads should make sure that the subject's assignment package and schedule are reasonable.
- If teachers have difficulty following the scheme of work, they should approach their panel heads, seek assistance and make adjustments promptly.
- Subject heads should pass this message to panel members in order to avoid sacrificing students' learning outcome.

**Major Concern 2:**

To further develop STEM curriculum and IT in learning

**Achievements**

2.1 STEM team

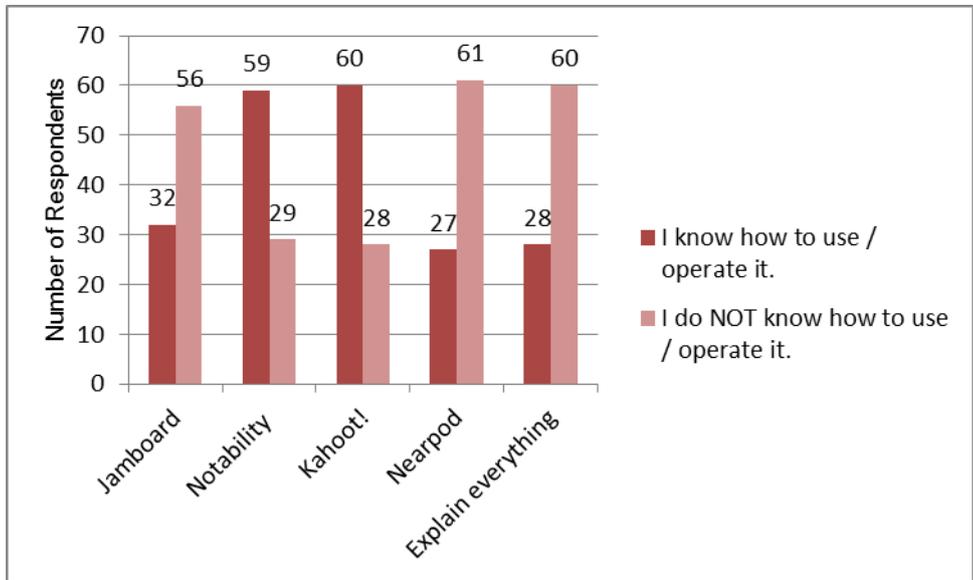
- It was pointed out that the school would like STEM to involve cross-curricular learning rather than just Science and Mathematics. For example, STEM requires language skills as students make proposals and presentations, IT skills like PowerPoint and video editing, Economics concepts like how to control cost, etc.

2.2 Use of mobile device and smart board in class

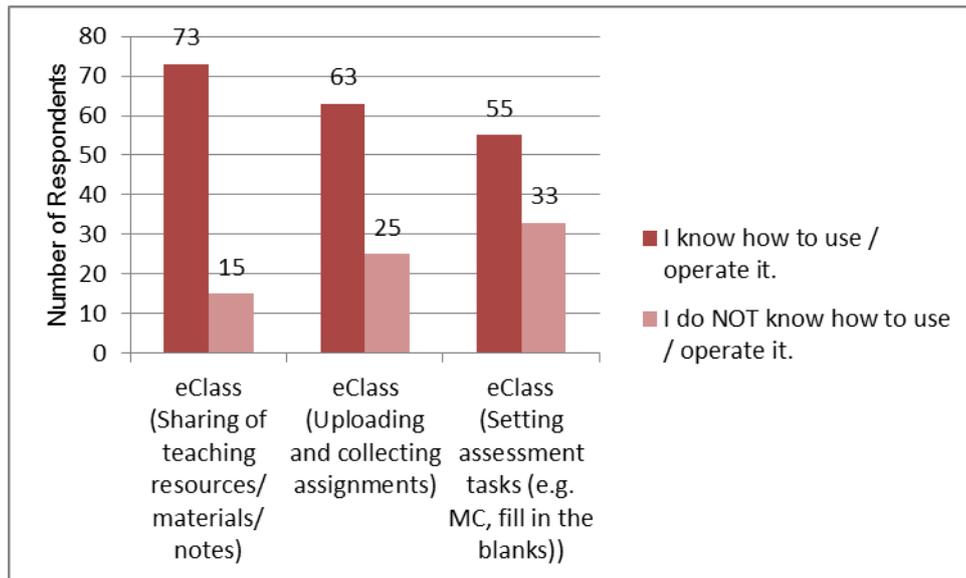
- Colleagues’ feedback on the use of smart board is generally positive. For example, it works well like an interactive PowerPoint. Previously with the projector, the images displayed on the screen were sometimes too dark. Now the clarity is much better. Some teachers are more used to iPads though. They find it relatively easier to write on an iPad and then project the image rather than directly writing on the smart board.

2.3 Two surveys done

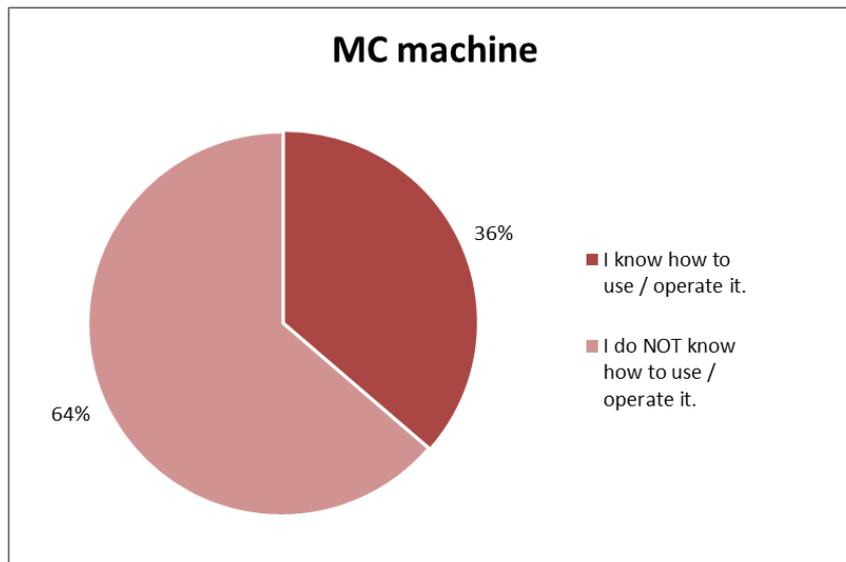
- CDC has done two surveys and got an overall picture of teachers’ current use of IT in learning and teaching.
- The survey results are illustrated with the following charts
  - i. Use of tablets and applications



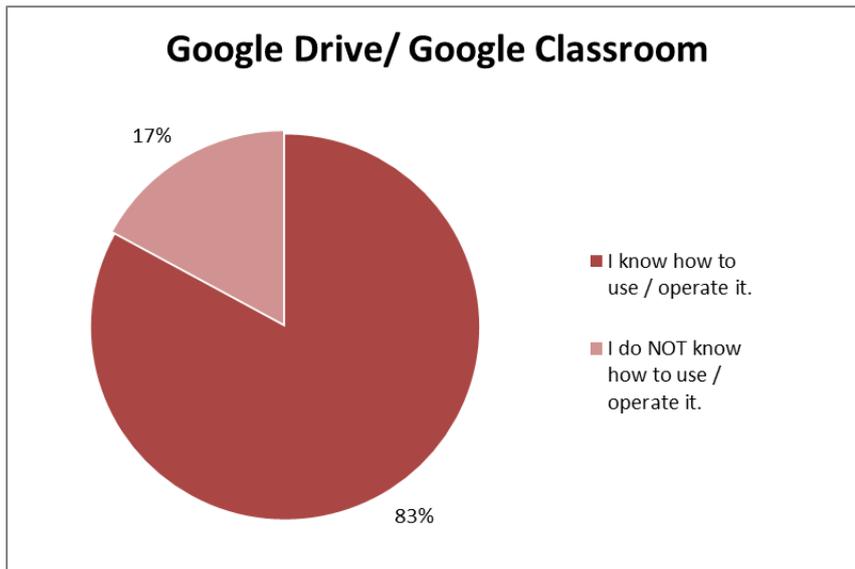
## ii. Use of eClass



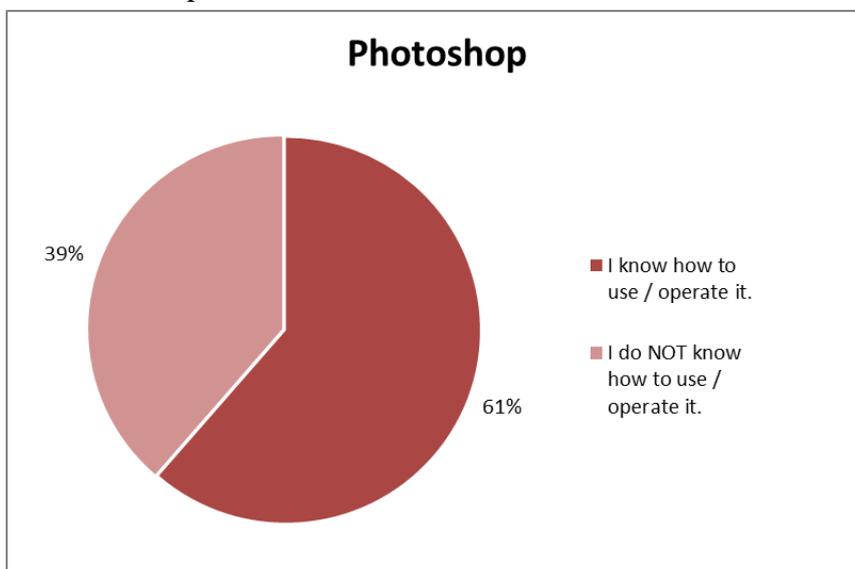
## iii. Use of MC machine for marking and analyzing students' performance



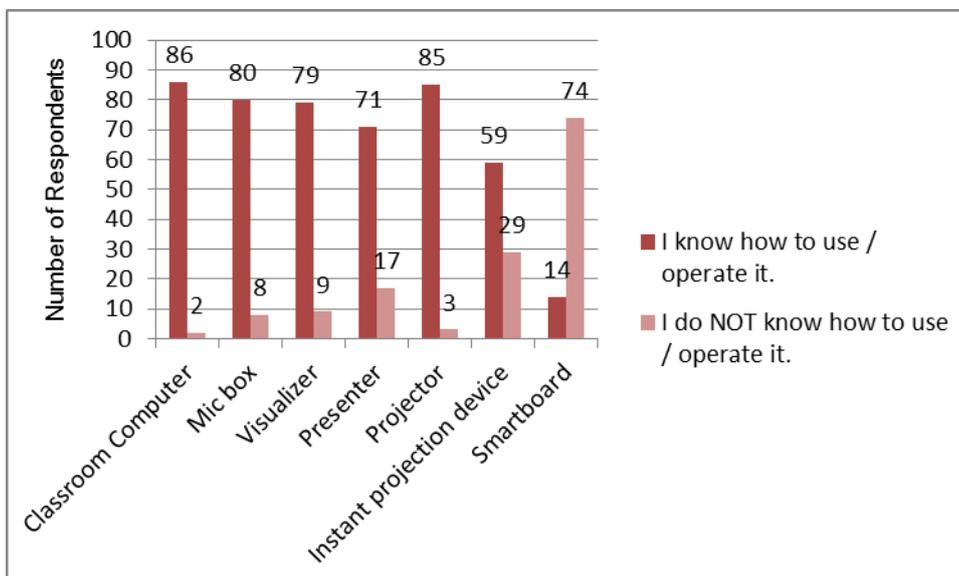
iv. Use of Google Drive/ Google Classroom



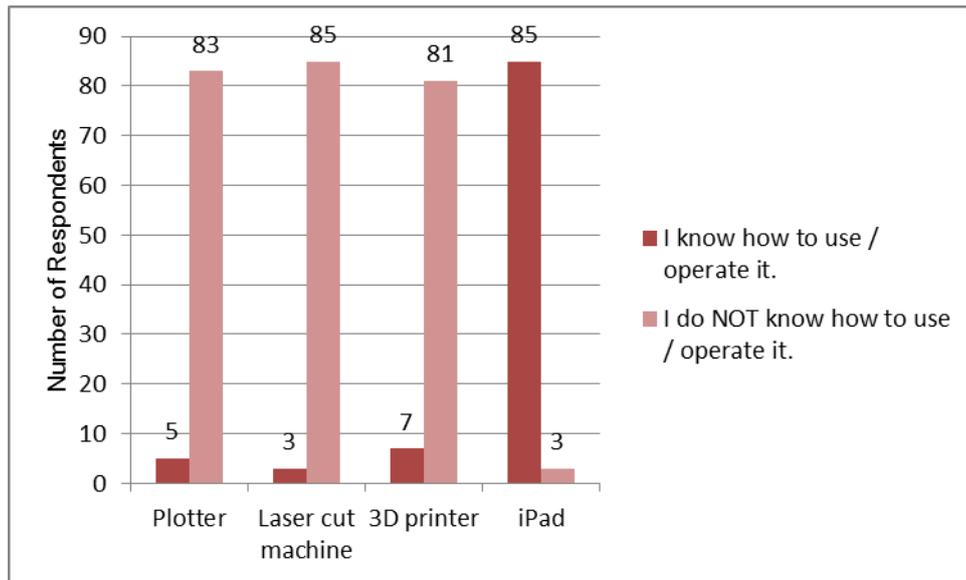
v. Use of Photoshop



vi. Use and operation of IT equipment in classroom



vii. Use and operation of other IT equipment



## Reflection

### 1. STEM team

- STEM should involve all students and not just the elite, so it should be well incorporated into the curriculum.
- The school has talked to the EDB and perhaps we will have some experienced teachers to come and share their insights in order to enhance professional development of staff.

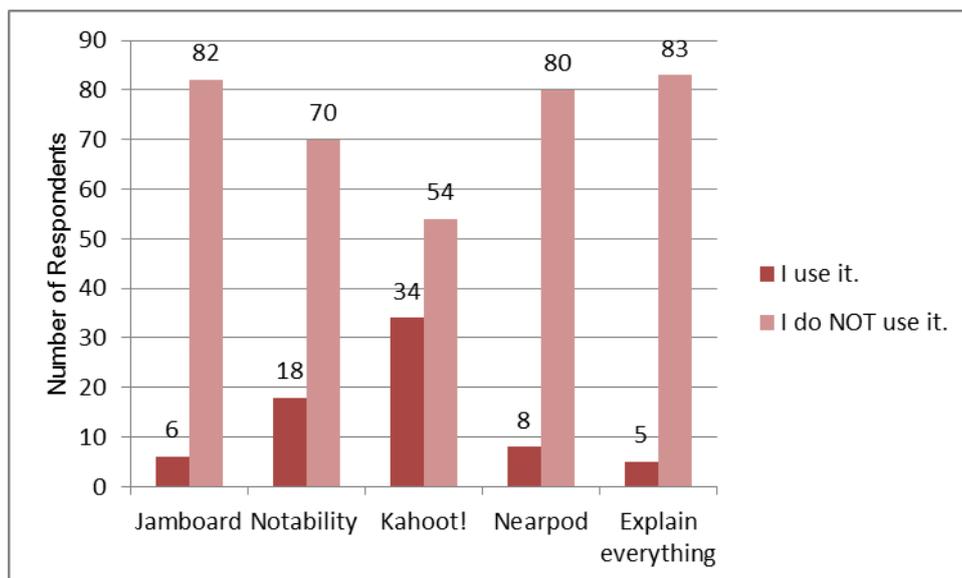
### 2. Use of mobile device and smart board in class

- The blackboard can no longer be well utilized now that it is cut up into three. Students sitting on the sides usually cannot see what is written on the two sections on the left and right so teachers are reluctant to write there. Besides, the green board covering the smart board is too small for subjects like Mathematics as they normally need more space to show the detailed steps of calculations. It was suggested that the noticeboards should be turned into a part of the blackboard too.
- The original Exam Room will be furnished as Geography Room but there is no Wi-Fi coverage yet.

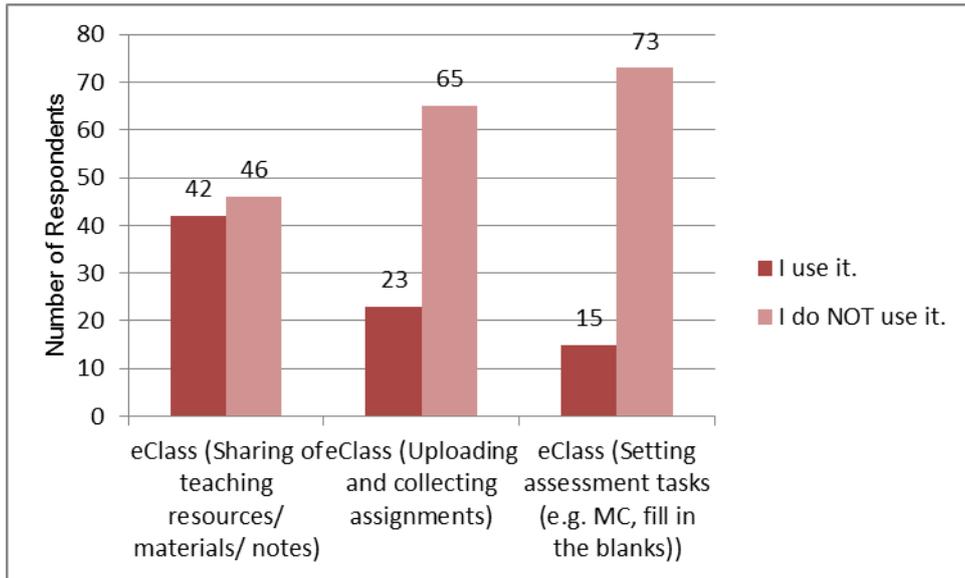
### 3. Suggestions on further development in IT in learning

- It is found that even though teachers know how to use IT equipment or applications, the use of them in everyday teaching is not very popular. It is suggested that further promotion is needed. It could be done by more sharing of successful experiences.
- The charts below indicate the frequency of usage.

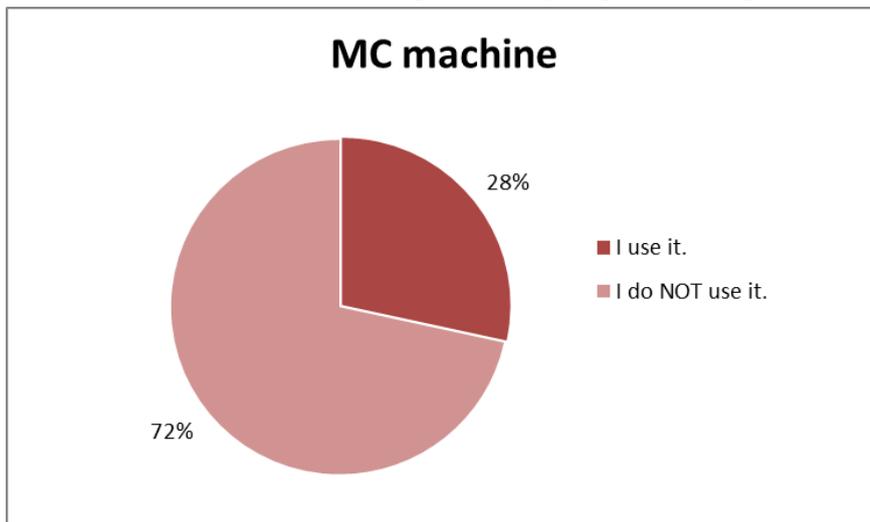
#### 1. Use of tablets and applications



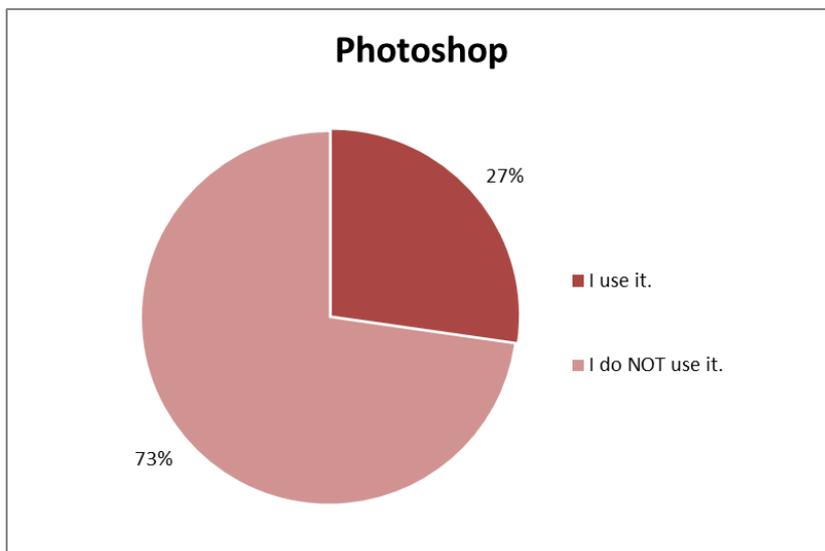
2. Use of eClass



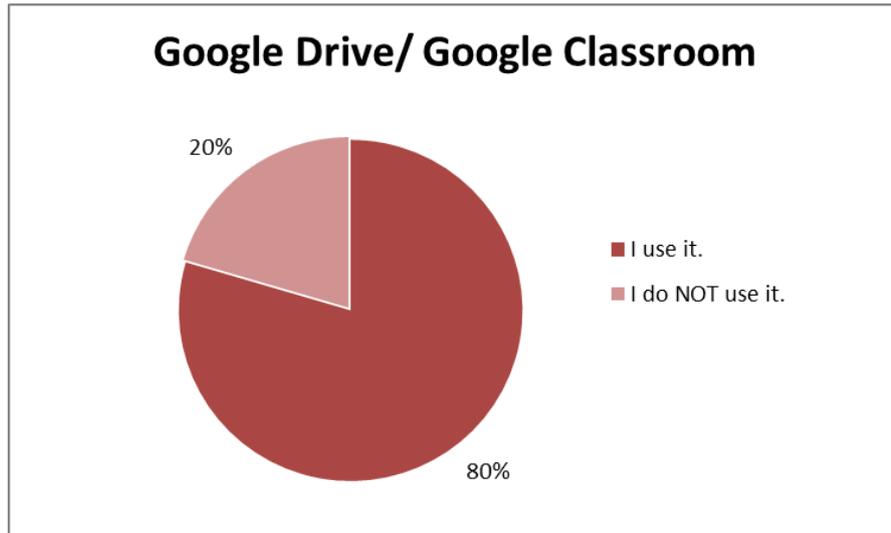
3. Use of MC machine for marking and analyzing students' performance



4. Use of Photoshop



## 5. Use of Google Drive/ Google Classroom



### Major Concern 3:

To enhance the quality of staff professional development

#### Achievements

- 3.1 A staff development workshop on understanding of SEN students was conducted on 30 October 2018. An education psychologist was invited to give a workshop for all staff concerning how to handle SEN students.
- 3.2 For the two IT workshops, teachers were in general satisfied with the workshops concerning the use of instant projection device and introduction of useful Apps. Teachers from different subjects are making good use of the ezCast, like Mathematics and Chemistry panel that are using the pen tools on graphs.
- 3.3 Towards the end of the academic year, there was a staff development workshop on First Aid. To further promote safety awareness among staff especially when carrying out school activities, teachers should better equip with first-aid knowledge.
- 3.4 More than half of the guidance teachers received structured training for handling SEN students this year, e.g. Certificate in Professional Development Programme for Teachers (Catering for Diverse Learning Needs) Basic/Advanced Level, to equip with basic counselling and guidance techniques. One teacher attended the 3-day workshop this year, to equip with basic ideas or concepts of positive education. It can be a good start to include some positive education concepts in the Guidance Committee in coming year.

## Reflection

1. The feedback from staff was in general good, in terms of content and the presentation skills of the guest speaker. However, teachers also reflected that a more in-depth analysis or study of SEN students is needed in order to help them handle SEN students with profession skills.
2. Concerning the two staff development workshop on IT skills in learning and teaching, there were some problems raised that need to be fixed
  - Some of the devices could not be connected to the ezCast;
  - Wi-Fi of the ezCast was lost constantly in Room 305 and 601;
  - Safety problem of the transformer as it is easy to be overheated.
3. It was also reported that further promotion was needed for the EDB seminars on IT-aided learning as there were no teachers joining related seminars in this academic year even though reminders have been sent through subject head's WhatsApp group. Further liaison was recommended to be arranged with the Curriculum Development Committee.
4. The feedback from teachers, however, was not positive. It was probably because the instructor was not interactive and lacked experience in guiding a large team of teachers as well as the fact that individual's knowledge on first aid varied. In the future, it is suggested inviting a group of profession first-aid course instructors to conduct the workshop in small groups to enhance interaction and provide opportunities for teachers to have hands-on experiences.

**Major Concern 4:**

To strengthen life-planning skills among students

**Achievements**

- 4.1 Career activities for F.1 students which focused on “Self-understanding” has been conducted in March 2019. Through the activity, students got more understanding about themselves and the possible direction for their development according to their characters.
- 4.2 Career activity for F.2 students which focused on “Exploration of Career development in HK” has been conducted in May 2019. Students got more understanding about different occupations in Hong Kong. Planning can be done by students according to their characters, interest and academic performance.
- 4.3 F.4 subject selection workshop has been conducted for F.3 students in March 2019. In the workshop, the linkage between HKDSE subjects as well as the university entrance requirement has been the focus for students. Furthermore, the F.4 class selection detail has been conveyed to students in the workshop. Mock F.4 subject selection has been arranged for students so as to familiarize them with the application as well as making a better planning.
- 4.4 Visit to Hong Kong University for F.4 students has been conducted in June 2019. It was found that students’ awareness towards the university entrance requirement as well as the curriculum has been raised.
- 4.5 JUPAS talk for F.5 students has been conducted in March 2019. Information concerning the university entrance requirement as well as the school’s add-drop policy have been introduced in the talk. Mock JUPAS selection has been organized for the students with the planning of the first 6 choices. Feedback and comments have been given to parents and students by Career teachers in Parents Day.
- 4.6 Two JUPAS talks by external organization concerning the JUPAS application have been conducted in October 2018 and June 2019 for F.6 parents and students.
- 4.7 Promotion of oversea studies in Mainland, Taiwan and other countries has been done for F.6 students this year.

## Reflection

1. Teachers reported that the performance of the external company which helped organizing the activity was poor. It was found that the number of tutors was insufficient. Besides, the material prepared for students was not enough. Furthermore, it was found that the programme content was different from the original one. Special attention is needed in the selection of company for the activity in the coming year.
2. For the F3 subject selection workshop, teachers suggested including the introduction of electives to students in the workshop in next year. Besides, it was suggested arranging the workshop during the 2nd paper checking days period.
3. Concerning visits to local universities, teachers suggested that visits to Hong Kong Polytechnic University or City University of Hong Kong can be arranged for students in order to suit the needs of different students and let them expose to and experience the culture and the university programmes of various universities in Hong Kong.
4. Regarding the mock JUPAS selection for F5 students, teachers suggested that only the predicted grades released by teachers should be used in the planning of the Mock JUPAS selection for better accuracy. Furthermore, relevant information related to the score calculation should be included such as the weighting of subjects for a more realistic prediction.
5. Due to the insufficient number of participants, the Interview workshop planned in April and May 2019 for F.6 students has been cancelled. Teachers suggested that the workshop can be organized during the Life Education period in the first term.
6. To help senior form students better estimate their results against the University entrance requirement, a school-based system for scores calculation will be set up in the next academic year.

## Major Concern 5:

To nurture caring culture and a sense of belonging and appreciation

### Achievements

#### 5.1 Counselling and Referral System

- Each class teacher is responsible to be mentor of their students, and each student is taken care of by one of the class teachers throughout the year. 98% F.1-F.6 class teachers showed that they have provided guidance to half of their class in the final evaluation survey. 91% of them showed that they successfully discuss, revise the personal pledge with individual students at the end of every quarter.
- 85% of F.1-F.5 students showed that class teachers' guidance enhances their sense of belonging to school. 77% of them showed that the self-pledge can help them to set their academic target and try to attain it.

#### 5.2 Counselling work by social workers

- In order to let students concerned develop acceptable social skills with their schoolmates and teachers, and to adapt the school setting well, three developmental groups for nine SENs were formed. They were one social skills training group for Asperger junior form students and two attention enhancement groups for Attention Deficit junior form and senior students, which were organized by Kiddy Imagination Company. Participated students reflected that the groups can help them to build confidence and self-efficacy. All of the them showed that they will join this kind of program in the future.

#### 5.3 Class ethos / Class teacher Collaboration

- A by-level competition was held for F.1 student, to provide them a chance to cooperate, promote caring and appreciation in their own class through Christmas tree decoration competition. By observation, class teachers and students were actively participated and students were cooperated throughout the activity.
- The inter-class art jamming competition in collaboration with Student Affairs Committee for F.4 students was cancelled, due to the school major maintenance. No enough space to conduct such large scale program in the post exam period. It may postpone to next year.

#### 5.4 Community Services

- All F.1-F.6 community services training and services were conducted on schedule, to equip students with the knowledge and skills to serve the needy in our community.
- 98% F.1-F.6 students agreed that it is a good way to contribute to the society by participating in volunteer services, they could understand the feelings of others.
- 97% class teachers showed satisfactory of the arrangements of community services.
- By observation from the social workers, the training content from the Martha Boss

Lutheran Community Centre was comprehensive enough. It is suggested not using out-source training but train students by ourselves.

### 5.5 Social Work Programmes

By level activities

- There were two by level activities in this year, i.e. by level educational activity “TEENS” Show for F.1 students and by-level camp for F.3 students to cooperate, promote caring and appreciation in their class through activities.
- The information of bullying was introduced in the program for F.1 students, 96% students agreed that they understood the importance of being kind to others.
- Four adventure-based activities for students to choose to participate in the day camp activity. 80% of them agreed that their sense of belonging and appreciation to one another enhanced.

Developmental groups

- There were two developmental groups for students in need, to promote students to cooperate, caring and appreciation among groupmates through activities.
- 17 students were recruited in the 7-sessions open day production group, and all of them agreed that the program can enhance their sense of belonging to school through their contribution.
- 10 students were recruited in the 6-sessions sunshine boys social skills training group, and all of them agreed that the program can enhance their mutual support with each other.
- A booth was set for three days, as teachers and students were encouraged to show their concern and encouragement to F.6 students. More than 200 encouraging messages were received.

### 5.6 Guidance Ambassadors

- A leadership training program was conducted and led by guidance teachers, to promote love and caring in school. There were more than 20 Guidance Ambassadors helped to hold different school wide programs this year. By observation, most of them actively participated in planning, organizing and holding the activities. They helped to set booths to encourage students, to write cards and make gifts to teachers in Thanksgiving Week, and to parents in Fathers’ and Mothers’ Day. More than 100 students participated the lunch booths in each program.

### 5.7 School Wide Programmes

- There were different school wide programs, including Guidance week, Healthy School Program and Joyful School Campaign, to enhance students’ awareness of mental well-being.
- 76% F.1-F.5 students showed that the Guidance week theme of “Gratitude” enhanced their appreciative and grateful mind. 82% of them showed that the lunch booths of

Thanksgiving Week and Fathers' & Mothers' Day enhanced their awareness on appreciative and grateful mind.

- Since whole-school encouragement scheme content clashed with the award scheme of other committees, it was cancelled. We changed to use concern actions after the first term exam instead. Two students with academic and behavior improvement from each class were awarded. Class teachers reflected that students welcomed the program, and they could make use of the chance to appreciate the students with improvement.
- For the value education aspect, works from English, Chinese History, Chinese, Liberal Studies and Visual Arts departments were collected for the exhibition in the Guidance week program.

### **Reflection**

1. There were only a few programs to help F.1 students adapt to our new learning environment. According to the APASO, the mean score of experience, general satisfaction, negative affect and opportunity score for F.1 students is slightly lower. It is suggested that we can organize more joint guidance activities with F.1 class teachers as to strengthen students' ability in coping with challenges and facing adaptation problems.
2. We can also further modify the life education curriculum as to maximizing their potential by nurturing their interpersonal skills and meeting with life challenges.

### **(3) Our Learning and Teaching**

#### **Cultivation of Reading Habits**

Helping our students form a good reading habit has been one of our key targets in recent years. We have pragmatic measures to integrate reading into their school life so that we can monitor their progress and be their reading companion. We introduce reading periods, where students get to read in school during curriculum time every cycle. They do not just read but are required to keep a reading log in which they are given time to do an interesting task related to what they have read by the end of each session. In other words, they have a chance to express their feelings and demonstrate what they have learnt from the book. Teachers would read their log and give them feedback and encouragement. This is how we make reading not just a leisurely but reflective and communicative activity.

We also held three large-scale whole-form book sharing sessions to engage our junior students, one for Form 1, one for Form 2, and one for Form 3. We named this our Reading Circle, carefully planned the event and put students into small groups, mingled with people from other classes in the form. The novelty of the occasion and meeting new acquaintances made the activity all the more special. This was one of our efforts to show our students that reading is not always a solitary, lonely thing to do. It could actually be so much fun when you get to tell people how great your favourite book is.

Apart from the above, we also arranged library periods for our Form 1 students to stimulate and reinforce their interest in reading and to help them familiarize themselves with our library, which offers a great variety of good books with new ones added continuously.

And back to our curriculum, we place just as much emphasis on reading. Carefully chosen news articles are an integral part of our English Language syllabus. We see the value of authentic writings alongside the textbooks' crafted materials. To maximize students' learning, our teachers tailor-make vocabulary lists and tasks to go with the articles.

#### **STEM Curriculum**

With our science research teams' keen participation and encouraging performance in different local and international competitions and symposia, we have great confidence in the quality hardware of our school, professional caliber of our teachers as well as the amazing potential of our students. We looked into the possibility of accentuating the significance of science and technology in our curriculum. Our vision in this respect is well in line with EDB's advocacy of STEM education. We made plans to incorporate STEM into our curriculum and to schedule one lesson every cycle particularly for STEM in Form 1 and Form 2. With different subjects' collaboration, our project learning elements are meant to tap into this new educational trend. We also recruit consultants who are experts in the field to support and guide our work.

## **DSE Efforts**

To help our students cope with the huge DSE syllabus, we understand that additional lessons are unavoidable and important. Our Curriculum Development Committee collaborates all subjects' supplementary lessons on regular school days as well as long holidays to strike an overall balance and at the same time ensure that we do not overwork our students. We are also grateful that our devoted teachers are more than willing to spend extra time with their classes to help them learn better.

In our subject head meetings, DSE teaching and learning strategies are always one of our discussion topics. All our panels are keen to share with and eager to learn from one another. We look into ways to help our students (1) learn more effectively and efficiently and (2) tackle the papers with better skills and tactics.

Extra budget is allocated for the purchase of reference books and practice papers for each Form 6 class. Each class purchases suitable reference books according to their needs.

## **Enhancement and Exposure**

The standard of our Form 1 intake has been rising in recent years. Now in every cohort, we have a nice batch of elite Band 1 students. We have introduced a Junior Scholar Scheme for the top 30 scorers in Form 1 and Form 2 respectively. They are given challenging tasks in different subjects progressively. The two levels are also mingled so they get to collaborate with their counterparts from other classes and forms to produce high quality works like their collaborative writing for our English subject. Like the Reading Circle mentioned above, we strive to take every opportunity to create occasions conducive to peer learning, and the Junior Scholar Scheme is another salient example of how we uphold and practise this principle.

Apart from establishing platforms on the campus to provide innovative and interesting learning opportunities, our school has our global vision and stresses the educational value in reaching out and reaching far. Our vigorous community service scheme, our study tours such as the World Scholar's Cup, all offer different once-in-a-lifetime experiences to our students. We believe it is the friends, interactions and memories we make that would truly warm our heart. While knowledge is commonly regarded as the core of education, we equally care to help our students develop a passion for our community, our nation and our world.

## **(4) Support for Student Development**

### **Guidance Week**

Every year we have our Guidance Week which advocates one particular virtue with a series of activities revolving around the theme. Last year, our theme was Appreciation. Apart from booth games available at lunch break for all students to enjoy, our Form 2 students were given a special poem writing task to show their appreciation for their parents' love and care, and the best works were displayed. This activity was boosted by the festive warmth of Mother's Day and Father's Day.

### **Courtesy Scheme**

We have the Courtesy Scheme to encourage our students especially the shy ones to greet aloud. Teachers give out stickers to students who greet energetically as a way to draw their attention to greeting manners and help them form a habit of greeting aloud rather than just nodding or shunning eye contact. Classes acquiring the most stickers are awarded.

### **Best Class Award**

To encourage our students to always do their best, we have the Best Class Award for each level by the end of each term to reward their overall excellent performance in terms of their class ethos, diligence, good manners and keen participation in school activities.

### **Green Lunch**

To promote a sense of conservation, we have an on-site chef to prepare lunch for our students daily. Meals are served on plates so the wastage of disposable containers and utensils can be avoided.

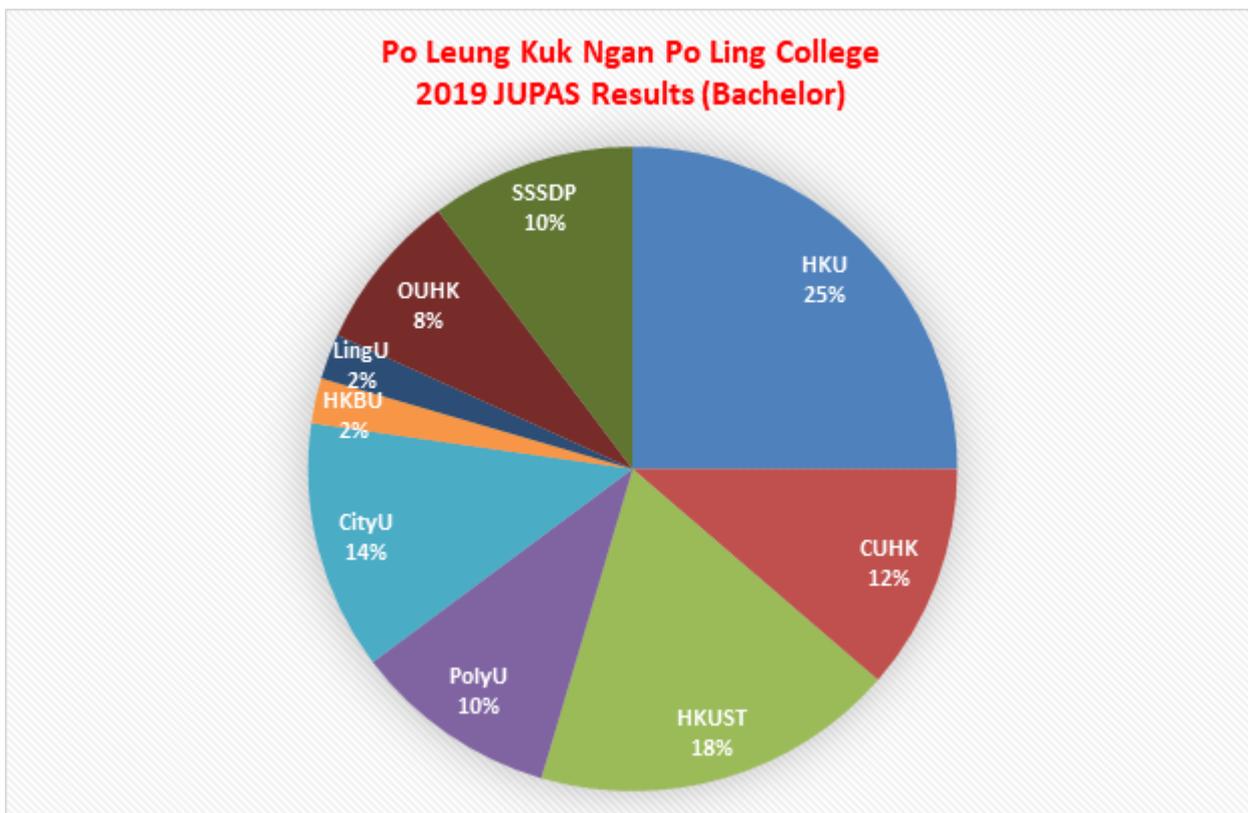
### **Annual Concert**

Apart from common major school functions like Sports Day and Swimming Gala that demonstrate students' physical fitness, we have our Annual Concert as a platform for them to showcase their musical talents. We have performances by various music teams like harp, bagpipe, tap dance, African drum, handbells and handchimes, English musical, and many more.

## (5) Student Performance

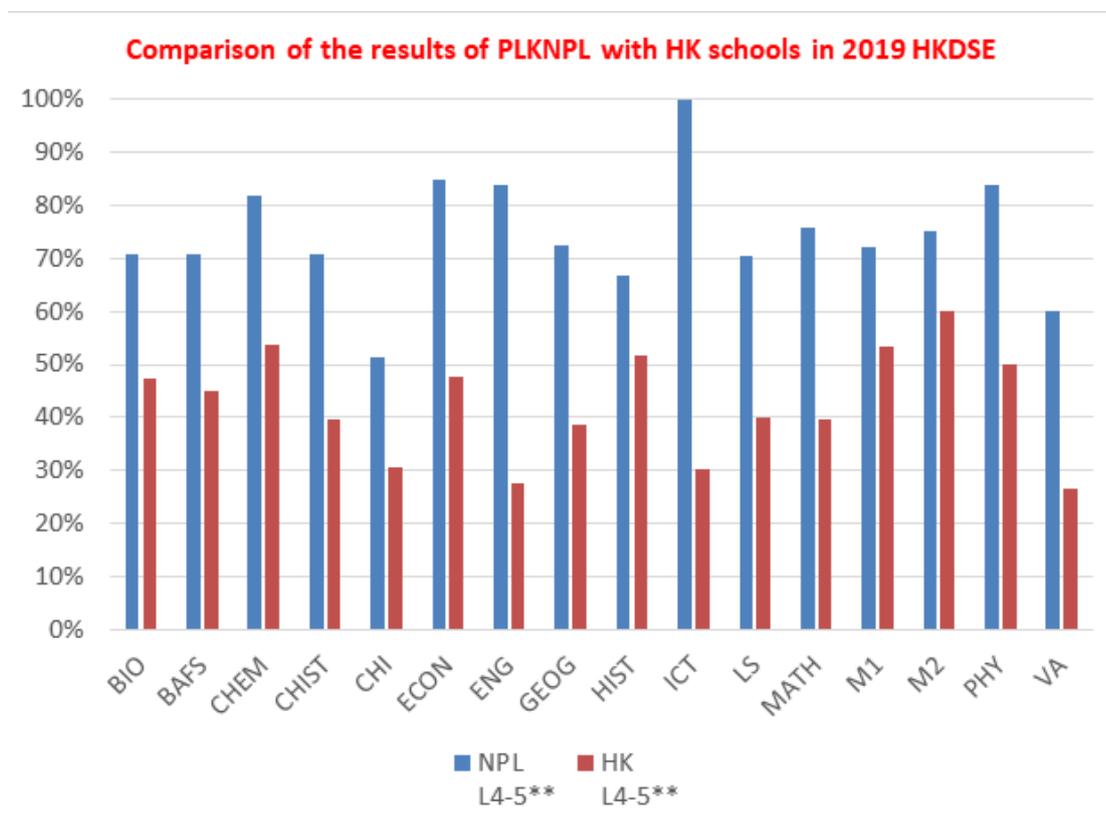
### JUPAS Results

- 79.3% of our students received local university degree offers, which was the best record in our school's history. Our graduates were admitted to Law, Global Business, Pharmacy, Dental Surgery, Actuarial Science and many other popular faculties.
- The chart below shows the distribution of university degree programme offers:



## Hong Kong Diploma of Secondary Education Examination 2019

- Our 2019 HKDSE credit rate (Level 4 to 5\*\*) was almost two times higher than that of the Hong Kong average.
- Our 2019 HKDSE credit rate (Level 4 to 5\*\*) was the highest in the recent five years. 10 subjects had credit rates higher than those territory-wide by more than 60% and 5 subjects by more than 80%.
- The percentage of students obtaining Level 4 to 5\*\* in all subjects was 73.4% on average.
- Our credit rate (Level 4 to 5\*\*) of English Language was 83.8% (nearly 90% of our students reached at least Band 6 and 40% of them attained Band 7 or above in IELTS), which was 200% higher than that territory-wide.
- The chart below shows the credit rates (Level 4 to Level 5\*\*) of our schools in comparison with Hong Kong schools:



## GCSE Chinese, GCE AS Chinese and GCE AS French Examinations

- 100% of our Non-Chinese students obtained Level 8 and Level 9 (equivalent to A\* in the previous grading system).
- 87% of our Non-Chinese students taking GCE AS Chinese Examination obtained Grade A.
- 100% of our students taking GCE AS French Examination obtained Grade B or above.

## 2019 International Baccalaureate Diploma Programme (IBDP)

- 20% of our IB fresh graduates achieved a score of 40 or above out of 45.
- 80% of them received university degree offers.

## Non-academic Achievements 2018 – 2019

<b>Category: logical-mathematical Intelligence</b>	
<b>Competitions</b>	<b>Awards</b>
2019 World Scholar's Cup Hong Kong Round	16 Gold Medals 45 Silver Medals 10 <sup>th</sup> place in Senior Best Writer 16 <sup>th</sup> place in Junior Best Writer 13 <sup>th</sup> place in Team Collaborative Writing 13 <sup>th</sup> & 20 <sup>th</sup> place in Junior Best Debater
2019 World Scholar's Cup Global Round, Beijing, China	26 Gold Medals 53 Silver Medals, 19 <sup>th</sup> place in Junior Best Writer
2018 World Scholar's Cup Tournament of Champions at Yale University, New Haven, USA	16 Gold Medals 24 Silver Medals 5 <sup>th</sup> & 20 <sup>th</sup> place in Senior Scholar's Challenge (Arts)
2018 World Scholar's Cup Global Round, Melbourne, Australia	26 Gold Medals 53 Silver Medals 19 <sup>th</sup> place in Junior Best Writer
Inter-school Liberal Studies Quiz 2019	Champion
2019 華夏盃初賽	5 個一等獎 9 個二等獎 7 個三等獎
第三屆《一帶一路·與我何干》綜合能力比賽 2019	灣區獎 創新獎 何干獎

<b>Category: Linguistic Intelligence</b>	
<b>Competitions</b>	<b>Awards</b>
Hong Kong International Young Readers Festival 2019 Creative Writing Competition	One of the five winners
Hong Kong School Drama Festival 2018-19	Adjudicators' Award Outstanding Performer Outstanding Stage Effect Outstanding Cooperation

9 <sup>th</sup> Hong Kong French Speech Competition	Solo Poetry Speaking, Form 1	Champion
9 <sup>th</sup> Hong Kong French Speech Competition	Solo Poetry Speaking, Form 4	1 <sup>st</sup> Runner-up
70 <sup>th</sup> Hong Kong Schools Speech Festival	Solo Verse Speaking	5 Champions 4 1 <sup>st</sup> Runners-ups 8 2 <sup>nd</sup> Runners-ups
70 <sup>th</sup> Hong Kong Schools Speech Festival	Solo Prose Reading	3 Champions 3 2 <sup>nd</sup> Runners-ups
70 <sup>th</sup> Hong Kong Schools Speech Festival	Dramatic Scenes	Champion
70 <sup>th</sup> Hong Kong Schools Speech Festival	Dramatic Duologue	2 <sup>nd</sup> Runner-up
第七十屆校際朗誦節	中學一、二年級男子普通話 散文獨誦	冠軍
第七十屆校際朗誦節	中學一、二級普通話詩詞集誦	亞軍
第七十屆校際朗誦節	中學一、二年級男子普通話 詩詞獨誦	亞軍
第七十屆校際朗誦節	中學一、二年級女子普通話 散文獨誦	季軍
第七十屆校際朗誦節	中學三、四年級二人粵語朗誦	季軍
第七十屆校際朗誦節	中學三、四年級女子普通話 詩詞獨誦	季軍
第七十屆校際朗誦節	中學五、六年級女子普通話 散文獨誦	季軍
2018-19 學生才藝比賽	中學組中三中文詩詞集誦	冠軍
2018-19 學生才藝比賽	中學組中二中文詩詞集誦	優異獎

<b>Category: Kinesthetic intelligence</b>		
<b>Competition</b>	<b>Awards</b>	
36 <sup>th</sup> Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala	Overall Champion Boys Overall Champion Girls Overall Champion Boys Junior Group Champion Girls Senior Group Champion Boys Senior Group 1 <sup>st</sup> Runner-up Girls Junior Group 1 <sup>st</sup> Runner-up	
HKSSF Inter-School Athletics Competition (Division 3)	1 Champion 2 1 <sup>st</sup> Runners-ups 5 2 <sup>nd</sup> Runners-ups 3 3 <sup>rd</sup> Runners-ups	
HKSSF Inter-School Cross Country Competition (Division 2)	6 <sup>th</sup> place 8 <sup>th</sup> place 10 <sup>th</sup> place	
HKSSF Inter-school Badminton Competition	Girls B Grade (Kowloon Division 2)	1 <sup>st</sup> Runner-up
HKSSF Inter-school Badminton Competition	Girls A Grade (Kowloon Division 2)	2 <sup>nd</sup> Runner-up
HKSSF Inter-school Badminton Competition	Girls Overall (Kowloon Division 2)	2 <sup>nd</sup> Runner-up
HKSSF Inter-School Football Competition	Boys C Grade (Kowloon Division 3)	2 <sup>nd</sup> Runner-up
HKSSF Inter-School Football Competition	Boys Overall (Kowloon Division 3)	3 <sup>rd</sup> Runner-up

<b>Category: Musical intelligence</b>		
<b>Competition</b>	<b>Awards</b>	
71 <sup>st</sup> Hong Kong Schools Music Festival	Vocal Solo Chinese (Female Voice)	Champion
71 <sup>st</sup> Hong Kong Schools Music Festival	Alto Saxophone Solo Senior	1 <sup>st</sup> Runner-up
71 <sup>st</sup> Hong Kong Schools Music Festival	Pipa Solo Intermediate	1 <sup>st</sup> Runner-up
71 <sup>st</sup> Hong Kong Schools Music Festival	Vocal Solo Foreign Language	2 <sup>nd</sup> Runner-up
71 <sup>st</sup> Hong Kong Schools Music Festival	Flute Solo Senior	2 <sup>nd</sup> Runner-up

71 <sup>st</sup> Hong Kong Schools Music Festival	Suona Solo Advanced	2 <sup>nd</sup> Runner-up
14 <sup>th</sup> Hong Kong Handbell Festival School Handbell Competition	Junior Handchimes, Form 1	Gold
14 <sup>th</sup> Hong Kong Handbell Festival School Handbell Competition	Junior Handbell, Form 3	Gold
14 <sup>th</sup> Hong Kong Handbell Festival School Handbell Competition	Senior Handbell, Form 4	Gold
14 <sup>th</sup> Hong Kong Handbell Festival School Handbell Competition	Junior Handchimes, Form 2	Silver
14 <sup>th</sup> Hong Kong Handbell Festival School Handbell Competition	Senior Handchimes, Form 4	Silver
14 <sup>th</sup> Hong Kong Handbell Festival School Handbell Competition	Junior Handbell, Form 2	Bronze

<b>Category: Scientific intelligence</b>	
<b>Competition</b>	<b>Awards</b>
The “Chemists Online” Self-study Award Scheme 2018	7 Diamond Awards 2 Platinum Awards 1 Gold Award 1 Silver Award 4 Bronze Awards
International Junior Science Olympiad (Hong Kong Screening) 2018	2 <sup>nd</sup> Honour
Searching for Nature Stories 2018	Merit
Hong Kong Youth Science and Technology Innovation Competition 2018	Merit
Australia Big Science Competition 2019	4 High Distinctions 3 Distinctions 13 Credits

Science Assessment Test 2019	9 Diamond Awards 17 Gold Awards 6 Silver Awards
IEEE Electronic Endeavor Match 2019 (Senior and Advanced Divisions)	2 <sup>nd</sup> Runners-up
International Astronomy and Astrophysics Competition 2019 (South East Asia Region)	Overall 1 <sup>st</sup> Runner-up
東亞青年創客空間計劃 - 社區動手造提案	卓越實踐獎

<b>Category: Artistic intelligence</b>	
<b>Competition</b>	<b>Awards</b>
「海洋的新衣」 T恤圖案設計比賽 2018	1 Bronze Award 4 Merits

## (6) Financial Summary

### Financial Summary for the 2017/2018 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	62.35%	N.A.
School Fees	N.A.	34.44%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	3.21%
<b>Total</b>	62.35%	37.65%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	74.87%	
Operational Expenses (including those for Learning and Teaching)	13.09%	
Fee Remission / Scholarship <sup>1</sup>	5.28%	
Repairs and Maintenance	2.05%	
Depreciation	4.53%	
Miscellaneous	0.18%	
<b>Total</b>	100%	
<b>Surplus/Deficit for the School Year</b> <sup>#</sup>	0.852 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	6.279 months of the annual* expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		
* exclude 5.463 months of the annual expenditure for net book value of annex building		

#### Details of expenditure for large-scale capital works, if any:

<sup>1</sup> 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).

## **(7) Feedback on Future Planning**

The school will continue to work on a whole-school approach to self-directed learning as this would not only help individual teachers but would continue to further strengthen attitudes towards life-long learning among students.

Further work would also be done in the aspect of feedback as it is the key part of students taking responsibility for their own learning. This does not mean that teachers would not have to mark but the student also needs to be empowered to take charge of their learning.

To engage students in quality activities will also be a key focus as it helps students develop lifelong learning skills such as self-management skills where they can approach tasks with a sense of clarity about the outcomes; develop metacognitive strategies to determine effectiveness of their own plans, and enable them to self-monitor in the decision-making processes to change the plans with the right actions and strategies; and self-modification skills which they can gain through a range of thinking processes including analysis, constructing meaning from experience, applying knowledge and skills to future challenges, reflection, creation and evaluation

The school will continue to foster communication and mutual understanding among different stakeholders in school through meetings, dialogues, discussions and sharing so as to build up shared vision and mission, teamwork and team spirit. Moreover, the school will continue to encourage more collaboration and cooperation among various committees in organizing co-curricular and extra-curricular activities.

## (8) Appendix

### Evaluation Report for Capacity Enhancement Grant for the School Year 2018-19

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
Leadership and orientation programmes for S1, S2, S3, S4, S5	<ul style="list-style-type: none"> <li>- To promote sense of belonging</li> <li>- To equip students with leadership skills</li> <li>- To develop positive values</li> <li>- To consolidate core subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- Residential &amp; On-site Adventure-based Training Program</li> </ul>	Aug 2018 to June 2019	Coach Fee and Activities of Camp HK\$195,000	HK\$ 0	The leadership and orientation programmes originally scheduled in June and July 2019 were suspended due to the school's major repair works.
Bridging programmes for Chinese, English, Mathematics and support to Liberal Studies (IES)	<ul style="list-style-type: none"> <li>- To support IES</li> </ul>	<ul style="list-style-type: none"> <li>- To employ tutors and Teaching Assistants to prepare materials</li> </ul>	Sep 2018 to Aug 2019	Salary of tutors and Teaching Assistants for Chinese, English, Mathematics & Liberal Studies HK\$125,000	HK\$ 0	The bridging programmes for Chinese, English and Mathematics originally scheduled in July 2019 were suspended due to the school's major repair works.
Teaching Assistant	<ul style="list-style-type: none"> <li>- To prepare teaching &amp; learning materials</li> <li>- To better control assignment policy</li> <li>- To improve teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- To develop teaching materials, remedial &amp; enhancement materials at all levels</li> </ul>	September 2018 to August 2019	HK\$365,000	HK\$383,360	The teaching assistants helped with the clerical work of the Liberal Studies Department, prepared subject materials and conducted remedial sessions. Differentiated support to students of higher and lower academic standard was offered. Quality materials and learning activities were provided to sustain a positive learning outcome. With the help of the teaching assistant, the credit rate (level 4 to level 5**) of Liberal Studies in HKDSE has reached 70%

Beginning Balance 1.9.2018                      HK\$99,237.6

Provision in 2018 – 2019                      HK\$565,364

Estimated Balance c/d as at 31 Aug 2019    Hk\$281,241.6