

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

2019 – 2020

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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2019 – 2020 學年運用推廣閱讀津貼報告書	

(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	Mr Andrew Ngan	
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	82 (including part-time teachers)	
Qualification and professional training (Percentage)		
Teacher Certificate/ Diploma in Education	78%	
Bachelor Degree	98%	
Master/ Doctorate Degree or above	48%	
Years of Experience (Percentage)		
0 – 4 years	5 – 9 years	10 years or more
39%	20%	41%

School Population and Class structure

School Population: 852						
Level	S1	S2	S3	S4	S5	S6
No. of classes	3	3	3	5	5	5
Remarks:						
<ul style="list-style-type: none"> • Students are allocated to 5 classes in S1, S2 and S3. • 1 IB class is operated at S4 (Bridging year), S5 (IBDP Year 1), S6 (IBDP Year 2) 						

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 Study		✓	✓	✓	✓	✓
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 create a positive learning and teaching environment

Achievements

1.1 Remedial and Enhancement Works

F.6 students were streamed in different subjects for remedial and enhancement in all subjects at the beginning of September via subject-based assessment. Higher expectation to students was suggested. More precise materials and lessons were prepared for low and high achievers. Collaboration among various subjects was done to create space for high achievers. 5**]learning materials were set by subjects and given to high achievers. For junior formers, homework mapping was adopted. The mapping was successfully implemented.

1.2 Life Education Lessons

The life education lessons provided students with valuable learning opportunities to face the challenges in society. More than 80% respondents are neutral or agree with the current arrangements of life education lessons, assemblies and overall settings. More than 80% students attained 80% attendance requirements of the life education lessons. The implementation of value education was affected by the pandemic significantly, as all subjects needed to complete the syllabus in a hurry after the suspension for more than 3 months. The online learning mode hindered the implementation of value education in some subjects, e.g. Visual Arts and Chinese could not complete the students' works for Gratitude Week.

1.3 Career Programs

F.1 and F.2 self-understanding workshop and F.3 subject selection talk were successfully held. Mock JUPAS for F.5 and F.6 JUPAS talks were conducted smoothly. Learning motivation of students was enhanced for better targets set.

1.4 Extra-curricular Activities

To diversify students' positive and fun learning experience, survey on students' interest on choices of interest clubs was done. ECA offered a total of 23 interest clubs for students to enroll based on the findings of the survey. Also, students were offered performance opportunities to showcase their talents in the Talent Show on Open Day. Students learnt and performed as part of their teams in training, rehearsal and performance. This helped boost confidence in their acquired skills. School picnic was organized in October 2019 to let students have a diversified school life. It was a successful event and students enjoyed the school outing activity. For the suitability of the picnic venue, over half (55%) of respondents indicated in the follow-up survey that the venue was suitable while one third were neutral to the choice of the venue.

1.5 Staff Development Workshop

Lesson observation between mentors and mentees were arranged. The lesson observation was not conducted as planned because the school did not want to increase the burden of both mentors and mentees. More time should be given to new teachers to get used to the new environment. The workshop of “Developing High-order Thinking Question Technique” was conducted on Staff Development Day. The workshop was fruitful. Most teachers thought that the workshop of high-order thinking section was relevant to their teaching and had the confidence to apply it in their teaching.

Reflection

1.1 Remedial and Enhancement Works

More monitoring works should be done to ensure students really make use of the space given for studying. Learning community is recommended to be set up for higher achievers to share materials and support each other online and offline. For homework mapping, more guidelines could be given for doing the mapping, for example, the types of assignments should be written down. For coming staff development session, teaching models need to be introduced to teachers.

1.2 Life Education Lessons

The effectiveness of creating a positive learning and teaching environment can be further enhanced by enriching the life education schedule. Moral, Civic and National Education Committee will communicate with the subject heads to see if the unaccomplished learning tasks of value education can be merged with the lesson plans of 2020-21.

1.3 Career Programs

For the F.1 and F.2 self-understanding workshop, face-to-face lesson is preferred for better interaction between teachers and students. For the F.3 subject selection talk, if situation allows, a course selection workshop should be held for parents to ask questions. Besides, we may collaborate with alumni association and invite alumni to share their experience in different industries in the Career Night. For the F.6 JUPAS talk, a career teacher who is responsible for translation can be arranged to cater the needs of non-Chinese parents.

1.4 Extra-curricular activities

To help better manage the lunch arrangement of school picnic, changes shall not be allowed after lunch choices have been confirmed by students.

1.5 Staff Development Workshop

Small group discussion and subject-based sharing can be done for better support of frontline teaching. Follow-up work, like the quality of high-order thinking questions and sharing of good practice how to cater for learning diversity should be done. In line with online learning, I.T.

training or e-learning app can be introduced to teachers so as to facilitate the use of online platform. More team-building activities can also be organized in order to further strength teamwork among staff and relieve stress from work.

Major Concern 2: To further strengthen IT in learning

Achievements

2.1 Online Learning

Subjects adopted differentiated learning and teaching strategies in classes. It was quite difficult to adopt in online lessons, so most of the differentiated tasks were done via assignments and quizzes from February 2020 to July 2020. Tailor made materials could be uploaded online for high and low achievers. Online learning was adopted after the Lunar New Year holiday. On top of purchasing APPs, online learning could be adopted widely to do the remedial and enhancement. The purchase of e-books was done to encourage students to do more leisure reading during reading periods and at home. The content books were related to the subject content.

2.2 Online ECA Enrolment and Operation

ECA trainings were conducted online during pandemic. Time lag happened in the online teaching and it was difficult for teachers or coaches to give individual feedback when the class size was big. Apps design was one of the interest clubs in the school year 2019-2020. Students can learn more IT knowledge by joining this interest club. The timely inclusion of this interest club was a success and positively welcomed by students.

2.3 IT Equipment and Guidelines

Guides on the use of various platforms (e.g. eClass, Zoom and Google Meet) were developed, with hardware (i.e. iPad and Apple Pencil) purchased for teachers and on students' behalf. Positive feedback was received. Most teachers and students could make good use of the e-learning resources.

2.4 BYOD

Fee remission team helped students with financial needs to apply for School Fee Remission Scheme and Community Care Fund (BYOD) so that they could have mobile devices and benefit from IT-aided learning. According to statistics, 117 students (benefited student population: 13%) received fee remission and 30 students (benefited student population: 3.33%) successfully applied for Community Care Fund (BYOD) and purchased mobile devices to facilitate their IT-aided learning. Owing to the pandemic, the date of distribution of iPad was postponed to May 2020.

2.5 Server and Network Infrastructure Upgrades and IT Equipment maintenance

The VM was purchased and WiFi coverage extended to other places, including the school playground. The VM helped improve the stability and security of the servers' farm. The centralization helped reduce both the maintenance cost and the administrative cost. With the extension of the WiFi coverage in campus, the use of e-learning can be conducted everywhere in the school.

2.6 Introduction of Information Technology for school administration work

The F.1 admission platform and F.1 interview platform were provided. The administrative work for sorting, data processing and retrieval was significantly reduced. Both teachers and GO staff welcomed the online application arrangement.

Reflection

2.1 Online Learning

Records of online lessons are suggested to be kept for remedial and enhancement. IT team is hunting for a suitable platform for storing and sharing the teaching videos and materials. A video repository in strengthening the learning and teaching is to be developed and maintained in the school year 2020 – 2021.

2.2 Online ECA Operation

As Survey helps reveal specific interest of students in ECA, a similar survey will be conducted in the coming school year. We shall include more IT learning in the interest clubs, e.g. apps for composing songs, e-sports which allows remote learning at home in case class suspension continues.

2.3 IT Equipment and Guidelines

To ensure the workability of IT equipment, it is suggested to post QR code in each classroom which will lead to the malfunction reporting system so that teachers can report the problems easily. Besides, analysis will be conducted per term based on the data collected from the malfunction reporting system such that common issues can be spotted and resolved in a preventive way. Online tutorials will be prepared, and teachers can familiarize with all the IT equipment and e-learning platforms provided.

2.4 BYOD

The BYOD scheme should be started earlier next academic year during the summer holiday, so that iPad could be distributed to students earlier. Parents are encouraged to make payment directly to the supplier as this can fasten the whole procurement process.

2.5 Server and Network Infrastructure Upgrades

With the implementation of VM servers, it will be possible to test-run various server-based software by using virtual machine. With the trial experience, better decision can be made on procurement of different software or e-Learning platforms.

2.6 Introduction of Information Technology for school administration work

It is suggested that primary school names should be given on a drop-down menu for applicants to choose, to streamline the efficiency of collating the relevant information. Besides, placeholder text

and hint text will be introduced to the online application form to help clarify what goes inside each form field, and therefore improve completion accuracy.

Major Concern 3: To cultivate a greater sense of belonging among school members

Achievements

3.1 Moral Education Activities

Classroom decoration competition was firstly introduced in the school year 2020 – 2021. In the past, only board design was involved. Both students and teachers were happy to have the \$500 budget for classroom decoration. All classes finished the design of classroom. More than 80% respondents are neutral or ‘like this activity and hope to have it next year’. It was a good opportunity to promote a greater sense of belonging among school members.

3.2 Student-directed Career Programs

Life planning ambassadors were selected and invited to share different work nature in the morning assembly. Students developed a sense of responsibility and belonging to the team and school. Nine students got offers from the Principal nomination scheme. An e-Sports player was interviewed by life planning ambassadors and a video clip with high quality of the interview was created. We may extend the program to other industries in the coming years.

3.3 Student Leadership Training through School Functions/Activities

House cheering training practice was conducted by house captains before sports day and swimming gala. While most junior form students gave positive feedback, a small proportion gave negative comments especially those with house captains who had high expectation on the members’ performance. House advisors later met the house captains to emphasize the importance of positive reinforcement in leadership. School team training involved senior student team leaders for selected technique drilling. The teamwork enhanced the sense of belonging. Junior team members had positive feedback and enjoyed learning from big brothers and sisters. The sharing of learning experience in technique improvement of senior team leaders was proved to work well. Student Union and Alumni Association organized activities to tighten the linkage between school and school members. Positive feedback was received regarding activities such as Christmas Celebration cum Talent Quest and Alumni Christmas BBQ gathering.

3.4 Team Building Works and Activities

During class suspension, owing to the pandemic, Student Affairs Committee collaborated with Staff Development Committee and School Affairs Committee to prepare anti-pandemic packs to all students and staff. In general, efforts made by participating committees were highly appreciated. Team building activities were carried out on Staff Development Day. The team building activities organized during the Staff Development Day offered a chance for both teaching staff and non-teaching staff to know each other. Staff from different subjects and committees were randomly grouped into teams to complete group tasks together. Staff could know better about each other’s personalities and abilities. Most staff enjoyed the team building activities. They completed the tasks in teams and at the same time explored our campus more

during the campus hunt. During festivals, gifts or fruits were shared with staff in order to promote a harmonious and warm atmosphere. Mentor-mentee programme was conducted for new teachers. Support was given to the new teacher from a mentor who is an experienced teacher in order to help them adapt to the new environment and understand our school better. An opinion form was given to mentors to collect feedback from mentees concerning their teaching and administrative work. Generally, the follow-up and support to mentors were satisfactory. New teachers could seek assistance from both staff development committee members and mentors throughout the year.

3.5 Guidance Activities

3.5.1 Thanks-giving Week aimed to cultivate students' appreciative and grateful minds to others. 6 booths were organized by school social workers, guidance teachers, Po Leung Kuk Student Support Services, social work placement students and the Student Union. There were more than 300 students participating in this activity. We also collaborated with the Visual Arts Department. Two designs of our F.1 students were selected and printed as thank you cards. The cards were distributed to all students and staff members.

3.5.2 Guidance Week (Gratitude)

Owing to class suspension, the activity format of Guidance Week changed from holding booths to sending emails to students. The email encouraged students to make thank you cards and express gratitude to their beloved ones.

3.5.3 Healthy School Programme

Po Leung Kuk Student Support Services team conducted 2 sessions of Be Positive booths, 3 sessions of booth in the Thanks-giving week, 1 session of Voluntary Drug Test and Folder Cover Design Competition, which received around 500 artworks designed by F.1-F.6 students.

Reflection

3.1 Moral Education Activities

Very few classes (mainly F.6) did not have much decoration. Moral, Civic and National Education Committee could remind F.6 class teachers to invite students to write encouraging words to each other and post on the board.

3.2 Student-directed Career Programs

Life planning ambassadors can choose more popular jobs among students and share in the morning assembly. If situation allows, career ambassadors may interview managers from other industries and share their production in various occasions. Also, we may cooperate with alumni

and invite them to share their career prospect with our students.

3.3 Student Leadership Training through School Functions/Activities

Student leaders paid much effort in organizing school events so it is suggested to give additional prizes in different school functions to strengthen the culture of recognition and encouragement.

3.4 Team Building Works and Activities

Similar support work to the new teachers and team building activities can be done. The relationship between staff could be further enhanced with the caring and supportive atmosphere.

3.5 Guidance Activities

Students experienced a 3-month class suspension due to the pandemic, therefore, some planned activities related to emotion support and mental health were not launched. However, with great changes within the academic year, emotional support remained a potential need. Exploring other online platforms (e.g. Zoom Meeting) to engage students for support and information sharing is needed in case of any unexpected class suspension. The importance of students' supporting system (i.e. peers, family and community) can be the main theme for Guidance Activities next year.

By observation, the participation rate of senior forms in school-wide programmes, for instance be positive booths and thanks-giving week, was relatively lower than junior forms. School-wide programmes usually launch at lunchtime when senior form students will go out for lunch. Alternative media can be planned to facilitate senior form students' participation in the programmes.

There were some programmes having positive reviews in past few years but are not held this year, one of them is the social inclusion program, will be considered in the coming year.

Major Concern 4: To streamline administrative procedures and empower middle managers

<p>Achievements</p> <p>4.1 New Committee Administration Structure In the first year of trial run, committee heads and deputies aimed to work out detailed job specification and gist such as important dates and document templates of each administrative task, which were shared with committee members in regular committee meetings and instant messaging group. At the same time, committee members were gradually trained up to take charge of a specific administrative task as a kind of staff development. By the end of school year 2019-2020, the committee was restructured in the sense that more focused manpower and administrative task allocations were worked out for the school year 2020-2021. The job specification and gist of all administrative tasks had been worked out and saved in committee drive for reference. After a year of trial run, junior committee members had familiarized themselves with their administrative tasks and are expected to take charge of them in the school year 2020-2021. Moreover, a revised committee structure was proposed by the end of school year 2019-2020 for Principal's approval.</p> <p>4.2 Information for Professional Development Useful resources from EDB or external organizations were collected. All training courses from EDB and external organizations were centralized. Staff Development Committee, panel heads and committee heads were responsible for screening the information. Positive feedback was received from colleagues who attended the courses. Colleagues also took initiatives to share and present what they learnt in the seminars or workshops with other colleagues.</p> <p>4.3 Supervision and Quality Assurance of School Operation Support for teacher professionalism was given. Feedback and observation were received from teachers during campus patrol duty. Teachers who needed assistance were met by Staff Development Committee members to synchronize the classroom practice for all teachers, for example the lighting arrangement when using the smartboard and other classroom routines. The classroom management synchronization was improved after reminders given to teachers. Both teachers and students were used to the routine and practice set by the Academic Affairs and Staff Development Committees. The patrol duty arrangements were timely adjusted so as to provide immediate student support for class resumption.</p>
<p>Reflection</p> <p>4.1 New Committee Administration Structure After evaluating the administration load of different committees, a revised committee structure for the school year 2020-2021 requires more focused manpower allocation in some core teams like Academic Affairs, Student Affairs, Information Technology and Moral, Civic and National Education Committees. To have better focus on learning and teaching work after prolonged class</p>

suspension, streamlining of committee and administrative work is also required.

4.2 Information for Professional Development

Under the pandemic situation, the release of training courses may have to be more diversified. Apart from posting information at different locations at the school, it would be more effective to scan and release course information online so that colleagues can get timely and updated information when they work from home. After receiving course summary of what colleagues have attended, useful courses or seminars can be further introduced to more colleagues to join.

4.3 Supervision and Quality Assurance of School Operation

More timely and immediate feedback can be given to teachers after the observation during patrol. Continuous work has to be done on releasing official documents and information to students. With the supervision and collaboration from heads, synchronization can be improved among subjects and committees.

(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.

To further make reading a daily activity, cross-subject collaboration was strengthened, and a variety of reading and library initiatives were introduced. For instance, large-scale whole-school book sharing sessions, library book promotion, author talks, book purchase activities, subscription of wide-ranging periodic journal titles and cross-subject reading schemes have been in place to engage our students in the world of reading. Students were given ample chances to help enrich the library book collection, read and share how they got inspired.

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, readers and recommended book lists are an integral part of our English and Chinese 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 incorporated scientific research investigation concepts into our curriculum and to groom young and aspiring scientists in junior forms, multiple junior research teams have been formed. 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 our work.

DSE Efforts

To help our students cope with the huge DSE syllabus, we understand that additional lessons are unavoidable and important. Our Academic Affairs 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 overload 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 learning and teaching 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.

During class suspension, to provide academic support and a final boost in DSE preparation, two rounds of online mock examinations were conducted. Online debriefing sessions and videos were offered to better prepare students for the examination.

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 students. Students are encouraged to explore their potentials via taking part in all kinds of extracurricular activities, interest classes, school teams, academic teams, language, art, music, sports and scientific research competitions. Participation in territory-wide competitions broadens students' horizons and elevates their self-expectation. Exposure brings enhancement in terms of students' motivation in learning and thus both academic and non-academic achievements.

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 and 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

Student Support Service

A Student Support Network was well-established, comprising the Discipline Committee, Guidance Committee, Student Affairs Committee, Moral, Civic and National Education Committee and our school social workers, offering a wide range of support to cater for students' diverse needs. We have a professional student support team consisting of six guidance teachers, five social workers and one educational psychologist. The provision of preventive, developmental and remedial support by rendering individual counseling service, group activities, seminars and intervention programmes enhances students' personal growth and learning motivation, strengthens their social and interpersonal skills as well as assists them to adapt to school life. Working hand in hand with families and the community is the key to creating a positive and caring environment for the development of our students.

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.

Major School Activities

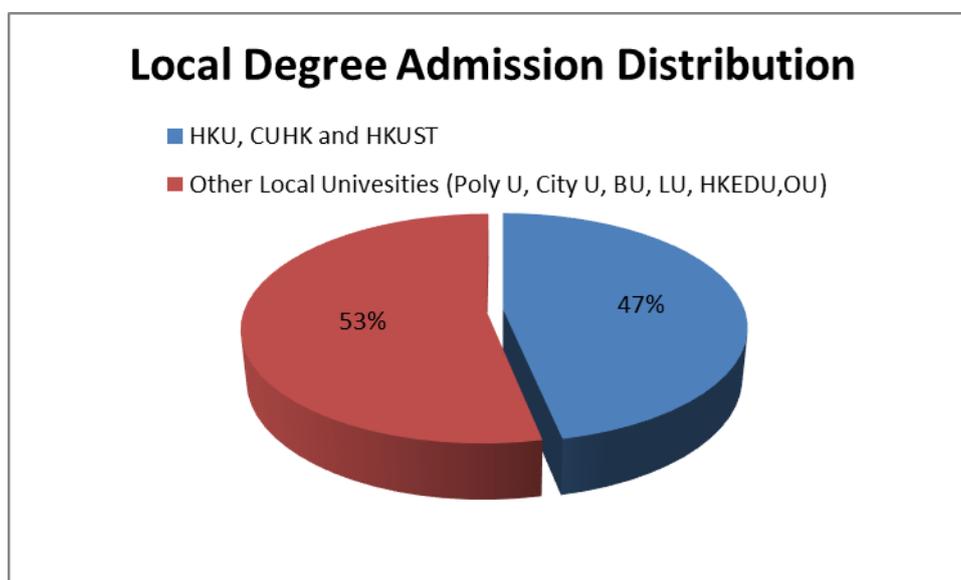
Common major school functions like Open Day, Sports Day and Swimming Gala are held to offer a platform for students to demonstrate their physical fitness, aesthetic sense, musical and language talents. On Open Day, we have performances by various music teams like harp, bagpipe, tap dance, African drum, handbells and handchimes, English musical, and many more.

(5) Student Performance

JUPAS Results

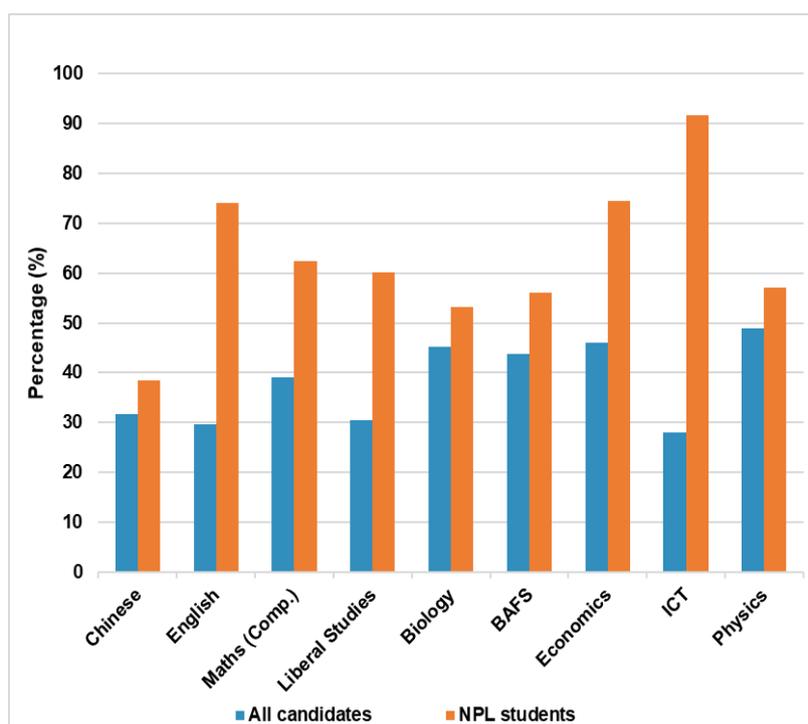
- 77.8% of our students received local university degree offers, of which nearly half of them were admitted to the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology. Our graduates were admitted to Pharmacy, Quantitative Finance, Global Business, Biomedical Sciences and many other popular programmes.
- The chart below shows the distribution of university degree programme offers:

University	Number of Offer
University of Hong Kong	17
Chinese University of Hong Kong CUHK	8
Hong Kong University of Science and Technology	10
Hong Kong Polytechnic University	12
City University of Hong Kong	11
Hong Kong Baptist University	2
Lingnan University	2
Other (Oversea studies, SSSDP, etc.)	34



Hong Kong Diploma of Secondary Education Examination 2020

- Our overall 2020 HKDSE credit rate (Level 4 to 5**) was 1.4 times of the Hong Kong average.
- 5 subjects had credit rates higher than those territory-wide by more than 60% and 3 subjects by more than 95%.
- Our credit rate (Level 4 to 5**) of English Language was 74.1% (nearly 90% of our students reached at least Band 6 and 40% of them attained Band 7 or above in IELTS), which was higher than that territory-wide by 150%.
- The chart below shows the credit rates (Level 4 to Level 5**) of our schools in comparison with Hong Kong schools:



GCSE Chinese and GCE AS Chinese

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

2020 International Baccalaureate Diploma Programme (IBDP)

- Our highest score is 44 out of 45 points. Almost 50% of our students attained 39 points or above which is the best record over the years.
- 100% of our IB graduates received university degree offers. 87.5% received offers from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology, while some received offers from prestigious overseas universities.

Non-academic Achievements 2019 – 2020

Category: logical-mathematical Intelligence	
Competitions	Awards
2019 World Scholar's Cup Tournament of Champions at Yale University, New Haven, USA	7 Gold Medals 22 Silver Medals

Category: Linguistic Intelligence		
Competitions	Awards	
71 st Hong Kong Schools Speech Festival	Solo Verse Speaking	3 Champions 2 1 st Runners-ups 6 2 nd Runners-ups
71 st Hong Kong Schools Speech Festival	Solo Prose Reading	2 1 st Runners-ups 3 2 nd Runners-ups
71 st Hong Kong Schools Speech Festival	Dramatic Scenes	Champion
71 st Hong Kong Schools Speech Festival	Dramatic Duologue	2 nd Runner-up
第七十一屆校際朗誦節	中學三、四年級二人粵語朗誦	亞軍 (2位非華語學生與本地華語學生比賽脫穎而出)
第二屆全港非華語學生中文硬筆書法比賽	高中組	最優秀表現學校獎 冠軍 優異獎

Category: Kinesthetic intelligence	
Competition	Awards
HKSSF Inter-School Swimming Competition (Kowloon Division 2)	Boys A Grade 2nd Runner-up Boys B Grade 2nd Runner-up Boys Overall 3rd Runner-up

	Girls A Grade 1st Runner-up 5 individual Champion 6 individual 1st Runners-ups 8 individual 2nd Runners-ups 9 individual 3rd Runners-ups
屈臣氏集團香港學生運動員獎 2019/20	屈臣氏集團香港學生運動員獎

Category: Scientific intelligence	
Competition	Awards
The “Chemists Online” Self-study Award Scheme 2019	8 Diamond Awards 3 Platinum Awards 1 Gold Awards 6 Silver Awards 3 Bronze Awards

Category: Artistic intelligence	
Competition	Awards
2020 國際化學元素週期表年美術設計創作比賽	香港賽 - 一等獎 (1 位) 香港賽 - 二等獎 (1 位) 香港賽 - 三等獎 (4 位) 世界賽 - 三等獎 (2 位)

(6) Financial Summary

Financial Summary for the 2018/2019 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)	61.19%	N.A.
School Fees	N.A.	35.71%
Donations, if any	N.A.	0%
Other Income, if any	N.A.	3.09%
Total	61.19%	38.81%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		80.84%
Operational Expenses (including those for Learning and Teaching)		5.48%
Fee Remission / Scholarship ¹		6.31%
Repairs and Maintenance		2.30%
Depreciation		4.88%
Miscellaneous		0.20%
Total		100%
Surplus/Deficit for the School Year #		0.319 months of the annual expenditure
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #		6.549 months of the annual* expenditure
# in terms of equivalent months of annual overall expenditure		
*exclude 5.102 months of the annual expenditure for net book value of annex building		

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

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).

(7) Feedback on Future Planning

With quality intake, learning and teaching strategies will be reviewed to foster learners' autonomy. Students will be trained to be more self-directed. Lifelong learning habits will be cultivated. In light of unpredictable class suspension, flexibility in switching between online and on-campus learning and teaching will be the top priority in our school developmental plan. Incorporation of eLearning in daily teaching is crucial to enhance students' learning regardless of the restriction of space and time to promote self-directed learning culture.

The school year 2019 – 2020 was a challenging year for everyone. The sudden change of learning and teaching modes requires students' perseverance, flexibility and open-mindedness. The difficulties in online learning and home isolation may pose an adverse impact on students' emotions. In times of adversity, it would be crucial to help students develop a positive life attitude in the future.

With all administrative structures streamlined this year, different stakeholders' sense of belonging towards the school could be better cultivated. To closely follow the global educational trends, future young leaders have to be well equipped with world vision. A better understanding of one's role and obligation, the school, our nation and the world would help students think in multi-perspectives and hence develop a respectful attitude.

(8) Appendix

Evaluation Report for Capacity Enhancement Grant for the School Year 2019 – 2020

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
A leadership programme for Form 5 students	<ul style="list-style-type: none"> - To equip students with leadership skills - To develop positive values - To promote sense of belonging 	<ul style="list-style-type: none"> - Adventure-based activities in school 	June 2020 to July 2020	Coach and programme fee HK\$53,000	HK\$0	The leadership programme for Form 5 students originally scheduled during post-examination activities period in July 2020 was cancelled due to prolonged class suspension and pandemic situation.
A bridging programme for Form 1 students of 2020 – 2021	<ul style="list-style-type: none"> - To develop sense of belonging - To get familiar with school setting and routines 	<ul style="list-style-type: none"> - Ice-breaking activities - Orienteering - Mass games 	July 2020 to August 2020	Salary of coaches / programme fee for service provider HK\$100,000	HK\$0	The bridging programme for Form 1 students of 2020 – 2021 originally scheduled in July 2020 was cancelled due to pandemic situation.
An assistant teacher	<ul style="list-style-type: none"> - To prepare learning & teaching materials - To better control assignment policy - To help improve teaching effectiveness 	<ul style="list-style-type: none"> - To develop teaching materials, remedial & enhancement materials at all levels for Liberal Studies 	September 2019 to August 2020	Salary and anticipated adjustments HK\$400,000	HK\$379,648.5	The assistant teacher 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 teaching assistant, the credit rate (level 4 to level 5**) of Liberal Studies in HKDSE has reached 70%.
Teaching assistants	<ul style="list-style-type: none"> - To prepare learning & teaching materials - To create space for teachers for professional development 	<ul style="list-style-type: none"> - To help design learning and teaching materials 	November 2019 to August 2020	Salary and anticipated adjustments HK\$190,000	HK\$0	There were no suitable applicants for the position of teaching assistants after 2-month recruitment process done by different subject panels.

Beginning Balance 1.9.2019	HK\$281,241.6
Provision in 2019 – 2020	HK\$592,020
Estimated Balanced c/d as at 31 Aug 2020	HK\$493,631.1

**Life-wide Learning Grant
Report on the Use of the Grant
2019-2020 School Year**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
Physics	Physics Department: Disney's World of Physics	Discover the vast world of physical science. See how science and creativity come together in the design of Hong Kong Disneyland.	End of June 2020	F.4 and F.5 Physics students (around 80)	The activity was cancelled due to the suspension of school (COVID-19)		✓					
Physics	Astronomy: Stargazing Camp	Arouse students' interest in learning Astronomy. Provide hands-on experience on observing night sky with telescopes.	Early July 2020	F.4 and F.5 Physics students (around 80)	The activity was cancelled due to the suspension of school (COVID-19)		✓					
History	Museum Visit	To arouse students' interest towards history and enhance their historical knowledge.	December 2019	F.4 and F.5 (around 47)	The activity was cancelled due to the suspension of school (COVID-19)		✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
History	Field trip to Central	To arouse students' interest towards history and enhance their historical knowledge about Hong Kong's relations with the 1911 Revolution.	June 2020	F.4 and F.5 (around 47)	The activity was cancelled due to the suspension of school (COVID-19)			✓				
Home Economics	Attending subject-related activity like workshop, demonstration, exhibition	To arouse students' interest towards Home Economics.	Whole Year	F.1 - F.3 (around 30)	The activity was cancelled due to the suspension of school (COVID-19)			✓				✓
Graphical Communication	Graduation Exhibition of design institution	To enhance the perspective of students in design industry.	July 2020	F.1 - F.3 (around 20)	The activity was cancelled due to the suspension of school (COVID-19)			✓				✓
Chemistry	Chemistry Research Team	To arouse students' interest in science. To provide opportunity for students to understand scientific research.	Whole Year	F.4 - F.6 Chemistry students (around 5)	The activity was cancelled due to the suspension of school (COVID-19)			✓				
中國歷史	全港中學中國歷史研習獎勵計劃	提升自主學習、探究式學習	2019-2020 下學期	中四至中六 (約 5-8 人)	The activity was cancelled due to the suspension of school (COVID-19)			✓	✓			
中國歷史	饒宗頤文化館歷史文化獎勵計劃	透過體驗、探究式學習，了解香港及中國歷史	2020 年 6-7 月	中三、中四 (約 120 人)	The activity was cancelled due to the suspension of school (COVID-19)			✓	✓			
English	Debate	To enhance students' critical thinking, debating and public	Whole year	F.1 - F.6 (around 20)	Satisfactory performance	\$12,500	E5	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		speaking skills.											
English	Musical	To stretch students' ability in performing arts and music and enhance their English proficiency. To provide audiences' experience of arts and music appreciation.	Whole year	F.1 - F.5 (around 40)	Satisfactory performance	\$74,900	E5	✓			✓		
Visual Arts	Museum visits and Art Talk in Life-wide learning	To arouse students' interest towards art and enhance their art knowledge.	Whole year	F.1 - F.5 (around 150)	The activity was cancelled due to the suspension of school (COVID-19)			✓		✓			✓
OLE week	To organize co-curricular activities across different KLAs for students.	To strengthen students' understanding about the linkage of different KLAs. To strength students' critical thinking skills.	July 2020	F.1 - F.5 (around 700)	The activity was cancelled due to the suspension of school (COVID-19)			✓		✓			
Expenses on Item 1.1						\$87,400							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
School Team Training (Sports)	Recruit external coaches for the school team training (Sports)	To stretch student's potential and develop the sense of belonging to the school.	Whole year	F.1 - F.6 (around 200)	Satisfactory performance	\$150,271	E5			✓		
School Team Training (Music)	Recruit external coaches for the school team training (Music)	To stretch student's potential and develop the sense of belonging to the school.	Whole year	F.1 - F.6 (around 150)	Satisfactory performance	\$37,906.25	E5			✓		
Training Session (Language)	Recruit external coaches for the training session (Language)	To stretch student's potential and develop the sense of belonging to the school.	Whole year	F.1 - F.6 (around 40)	Satisfactory performance	\$30,000	E5	✓				
School Team Training (Art)	Recruit external coaches for the school team training (Art)	To stretch student's potential and develop the sense of belonging to the school.	Whole year	F.1 - F.6 (around 30-40)	Satisfactory performance	\$5,775	E5			✓		
Team Training (Uniform Team)	Recruit external coaches for uniform teams (Red cross)	To stretch student's potential and develop the sense of belonging to the school.	Whole year	F.1 - F.6 (around 20)	Satisfactory performance	\$1,890	E5			✓		
Physical Education	Sports Training Programme (Local)	To enhance students' sports skills, fitness level and	20-22/9/2019	F.2 - F.5 badminton and	The activity was cancelled due to the suspension of school (COVID-19)					✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		teamwork.		football team members (around 44)									
Annual Concert	A series of performance by students including musical instrument, drama, singing, rope skipping etc	To provide a platform for students to showcase their talents in Music and other aspects.	July 2020	F.1 - F.6 (around 200)	The activity was cancelled due to the suspension of school (COVID-19)				✓				
Art Exhibition	To let students show their artworks in Hong Kong Cultural Centre	To provide a platform for students to showcase their talents in Art.	January 2020	F.1 - F.6 (around 30)	The activity was cancelled due to the suspension of school (COVID-19)				✓				
Interest Clubs	To offer different activities for students to join afterschool according to their interests and strengths	To provide a variety of activities for students. To broaden their horizon and let them develop their interests.	Whole year	F.1 - F.6 (around 100)	Satisfactory performance	\$29,734	E5	✓		✓			
Expenses on Item 1.2						\$255,576.25							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
Physical Education	Sports Training Program (Overseas)	To widen our students' horizon and increase their interest in sports. It can also boost our school sports culture.	June/ July 2020	F.1 - F.6 Sports team members (around 100)	The activity was cancelled due to the suspension of school (COVID-19)			✓				
Science	Hong Kong Science Projects Competition Invention Team	To provide potential students inventors / researchers ample opportunities to apply their skills and knowledge in actualizing their ideas. A series of training with a focus on STEM skills and knowledge, product design and marketing will be provided to participants.	November 2019 to April 2020	F.4 and F.5 interested students (around 6)	The activity was cancelled due to the suspension of school (COVID-19)	✓			✓			
Science	Electronic Endeavour Match hold by IEEE	To provide high achievers ample opportunities to learn advanced electronic and electrical knowledge and skills.	November 2019 to April 2020	F.1 and F.3 interested students (around 6)	The activity was cancelled due to the suspension of school (COVID-19)	✓						
Expenses on Item 1.3						0						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.4	Others											
/	/	/	/	/	/							

Expenses on Item 1.4	0
Expenses for Category 1	\$342,976.25

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
Astronomy	- Purchase small scale telescopes and binoculars - Purchase CCD cameras	To allow students to have hands-on experience in stargazing activities	The activity was cancelled due to the suspension of school (COVID-19)
Robotics Team	- Purchase CNC - 3D Printers	To allow students to actualize their invention	The activity was cancelled due to the suspension of school (COVID-19)

Domain	Item	Purpose	Actual Expenses (\$)
Physical Education	Purchase of gym room equipment	To enrich students' exercise experience and increase learning effectiveness in PE lessons and school team trainings.	\$183,790
Music	Use of the bass handchimes in music performance and competition	To meet the requirement of the handchimes repertoire as requested in the music scores	The activity was cancelled due to the suspension of school (COVID-19)
Expenses for Category 2			\$183,790
Expenses for Categories 1 & 2			\$526,766.25

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	868
Number of student beneficiaries:	868
Percentage of students benefitting from the Grant (%):	100

Contact Person for Life-wide Learning (Name & Post):

Ma Wing Hong (Teacher)

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Student Activities Support Grant
2019-2020 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$ 41,600
B	Expenditure in the Current School Year:	\$ 0
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 41,600

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$ 0
Full-grant under the School Textbook Assistance Scheme	0	\$ 0
Meeting the school-based financially needy criteria	0	\$ 0 (capped at 25% of the total allocation for the school year)
TOTAL	0	\$ 0 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ²	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				I	M	P	S	C	
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)								
Physics	Physics Department: Disney’s World of Physics	0	0	<input checked="" type="checkbox"/>					

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ²	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Physics	Astronomy: Stargazing Camp	0	0	<input checked="" type="checkbox"/>				
History	Museum Visit	0	0	<input checked="" type="checkbox"/>				
History	Field trip to Central	0	0	<input checked="" type="checkbox"/>				
Home Economics	Attending subject-related activity like workshop, demonstration, exhibition	0	0	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Graphical Communication	Graduation Exhibition of design institution	0	0	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
Chemistry	Chemistry Research Team	0	0	<input checked="" type="checkbox"/>				
中國歷史	全港中學中國歷史研習獎勵計劃	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
中國歷史	饒宗頤文化館歷史文化獎勵計劃	0	0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
English	Debate	0	0	<input checked="" type="checkbox"/>				
English	Musical	0	0	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Visual Arts	Museum visits and Art Talk in Life-wide learning	0	0	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Expenses on Item 1.1		0						
1.2	Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)							
School Team Training (Sports)	Recruit external coaches for the school team training (Sports)	0	0			<input checked="" type="checkbox"/>		
School Team Training (Music)	Recruit external coaches for the school team training (Music)	0	0			<input checked="" type="checkbox"/>		

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ²	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Training Session (Language)	Recruit external coaches for the training session (Language)	0	0	<input checked="" type="checkbox"/>				
School Team Training (Art)	Recruit external coaches for the school team training (Art)	0	0			<input checked="" type="checkbox"/>		
Team Training (Uniform Team)	Recruit external coaches for uniform teams (Red cross)	0	0			<input checked="" type="checkbox"/>		
Physical Education:	Sports Training Programme (Local)	0	0			<input checked="" type="checkbox"/>		
Physical Education:	Sports Training Program(Overseas)	0	0			<input checked="" type="checkbox"/>		
Annual Concert	A series of performance by students including musical instrument, drama, singing, rope skipping etc	0	0			<input checked="" type="checkbox"/>		
Art Exhibition	To let students show their artworks in Hong Kong Cultural Centre	0	0			<input checked="" type="checkbox"/>		
Interest Clubs	To offer different activities for students to join afterschool according to their interests and strengths	0	0	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
OLE week	To organize co-curricular activities across different KLAs for students.	0	0	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Expenses on Item 1.2		0						
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions							
Science	Hong Kong Science Projects Competition Invention Team	0	0	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
Science	Electronic Endeavour Match hold by IEEE	0	0	<input checked="" type="checkbox"/>				
Expenses on Item 1.3		0						
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ²	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
/	/	/	/					
	Expenses on Item 1.4	/						
1.5	Others							
/	/	/	/					
	Expenses on Item 1.5	/						
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							
IB	CAS Trip	0	0	<input checked="" type="checkbox"/>				
English	Musical	0	0	<input checked="" type="checkbox"/>				
	Expenses on Item 1.6	0						
	Total	0						

Contact Person for Life-wide Learning (Name & Post): Ma Wing Hong (Teacher)

運用推廣閱讀津貼報告書

2019-2020 學年

1. 目標檢討:(例如從學生的閱讀態度、借閱圖書情況、參與閱讀活動的投入程度等,檢討「營建閱讀氛圍」能否達成,是否需要調整。)

同學知道了教育局的贈書計劃,表現高興,雀躍及投入,各人很快從選書單中選出自己喜歡的書籍,我們亦已訂購了書籍,並發放給同學。這一次性的計劃有助提升同學的閱讀興趣,有助營建閱讀氛圍。

2. 策略檢討:(例如從學生借閱圖書數量的增減、閱讀活動的接觸層面等,檢討「營建閱讀氛圍」所用策略的成效。)

我們可以配合來年閱讀計劃,從而更有效增強閱讀氛圍。我們亦可以和各科配合從而有效地運用所購買的書籍。

第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	48519.55
	<input checked="" type="checkbox"/> 實體書 (暑期閱讀計劃—「書出知識—贈閱圖書」2020)	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	
	<input type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他：_____	
	總計	48519.55
	津貼年度結餘	13460.45

* 請以✓選或以文字說明。