

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

2021 – 2022

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	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	84 (including part-time teachers)		
Qualification and professional training (Percentage)			
Teacher Certificate/ Diploma in Education	87%		
Bachelor Degree	99%		
Master/ Doctorate Degree or above	43%		
Years of Experience (Percentage)			
0 – 4 years	5 – 9 years	10 years or more	
37%	29%	34%	

School Population and Class structure

School Population: 771						
Level	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	4+1	5+1	4+1
Remarks: <ul style="list-style-type: none"> • 1 Bridging Year class is operated at S4. • 1 IB class is operated at S5 (IBDP Year 1) and S6 (IBDP Year 2) respectively. 						

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					✓	✓
Citizenship and Social Development				✓		
Life & Society	✓					
Physics			✓	✓	✓	✓
Chemistry			✓	✓	✓	✓
Biology			✓	✓	✓	✓
Social Studies			✓			
Economics				✓	✓	✓
BAFS				✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓

Computer Literacy	✓	✓	✓			
Information and Communication Technology				✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
HE	✓	✓	✓			
GC		✓	✓			
Visual Art	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓			
Reading Session (CHI, ENG)	✓	✓	✓			
Life Education	✓	✓	✓	✓	✓	✓

(2) Achievements and Reflection on Major Concerns

Major Concern 1: To enhance academic performance via effective learning and teaching methodologies and blended learning to promote self-directed learning culture and cater learning diversity

Achievements	
1.1	<p>Quality assurance of daily learning and teaching Frequency and quality of assignments were inspected from subject teachers. Feedback was given from inspectors to teachers being inspected for learning and teaching (L&T) improvement. The exercise book inspection score was higher than that of the last year while the lesson observation score was slightly lower. Focused and developmental inspection and observation were conducted for some new teachers by Academic Committee, Staff Development Committee and subject panel heads to ensure quick adaptation to school L&T culture and pace. New teachers found early sharing sessions on L&T helpful to better understand the needs of students and the expectation of the panel and school.</p>
1.2	<p>Curriculum refinement of IB Core In the second year of IB Core implementation, refinement is needed to further cultivate Approaches to Learning skills and IB Learner Profile. Some common research and self-learning skills like how to do citations, project learning and academic report writing have been well handled. IB Core classes have equip BYP students with more critical thinking and reflective skills, knowledge of IB learner profile and self-evaluation skills for IA & EE in all subject areas.</p>
1.3	<p>Professional academic support Regular support sessions for TOK essay and EE were introduced to further enhance students' performance and teachers' professionalism in precious grading in assessments. Two feedbacking sessions were conducted in November and February with external experienced tutors for guiding students to refine their writings and offering professional development sessions for teachers to grade. The average bonus score (TOK & EE) improved to over 2.13 out of 3. All subject teachers found the sessions helpful in providing feedback to students and gaining better understanding of the marking criteria.</p>
1.4	<p>Strategic enhancement scheme High achievers were given targets and closely monitored on their learning progress. The students were supported and given encouragement calls to both parents and students starting from September until DSE ended. Effective communication of individual needs of the high achievers were done in the learning community. High achievers were allowed to skip additional lessons for consolidation in order to create room for them to excel. On average, each Form 6 student attended 13.1 lessons during the collapsed timetable period (21/3 -8/4, 3 weeks) during the study leave period for focused remedial and enhancement lessons. The number of best-performing students, having two 5 double stars and five 5 stars was higher than that of last year. There were more students obtaining two double stars compared to 2 students last year. 7 subjects have made improvement in scoring 5 or above.</p>
1.5	<p>High order thinking questions in assessments A compulsory guideline of including about 20% of high order thinking questions was introduced in paper setting for all subjects and assessments. Subjects were producing</p>

assessment papers with a better variation and proportion of questions of different levels of difficulty. Passing rates of most subjects reached 70% in formal assessments throughout the year.

1.6 Individualized remedial measures coordinated by multidiscipline

To closely track the performance and improvement progress of students who need academic support, continuous remedial plans and reports were generated and students' lists for junior Chinese, English, Mathematics remedial lessons were constantly updated after each assessment. Students showed a strong incentive to study harder to be released from remedial lessons. 93% of the participating students had their average marks improved when compared with those of last year. 73% of the students successfully promoted at the end of the term.

To enhance low achievers' learning skills, more than 40 one-on-one meetings were held by Guidance teachers and social workers for 27 low achievers. Follow-up study plans were made by Subject teachers, Class teachers and Academic Affairs Committee so that Guidance teachers, social workers and subject teachers have a better overview on students' performance and areas to be improved. Students' learning motivation and efficacy have been improved. 24 out of 27 concerned students showed improvement academically.

Following the effective remedial scheme for mainstream students, regular remedial lessons were strengthened for IB students who fail to achieve level 5 in subjects after school. Remedial lessons were arranged after lesson 7 and during the students' free lessons. Students' list was updated after each assessment. The percentage of scoring level 5 or above is over 90% across subjects. All subjects achieved average scores of 5 or above in school assessments and IB exam.

1.7 Individual and Group Tutorials for Students in Need

To enhance SEN students' learning skills, 7 individual and group tutorials were organized, and the total hours of tutorial sessions for 5 junior form and 5 senior form students have accumulated up to 325 hours over the school year. All of them agreed that their learning ability has been enhanced.

1.8 Promotion of reading culture for self-directed learning

23 morning readings with guiding questions were published. Class teachers and students found some readings quite inspiring, piquing students' interest towards subjects which used to be less appealing like History. 63 book recommendation IG posts were released in last academic year. The number of IG followers for the School library page increased by 42%. The rate of increment in the number of IG followers was slower than that of the establishment year. Students and alumni commented on the lack of variety in posts and stories. Reading culture is never confined to school setting. Parent-child book purchase activities and book sharing session in mass media have been liaised but unfortunately called a halt due to unexpected school suspension and fluctuating pandemic situation in the mid-year.

1.9 IT support for effective learning and teaching

With the installation of eClass Flipped Channel, Video-On-Demand system was launched to facilitate self-directed learning. Pioneer subjects like Economics, Physics and Information Communication Technology had a trial run on a self-directed learning programme offered on HKedCity. Students were able to receive analysis reports on their learning progress and revisit videos or exercises of related topics for further drilling and improvement.

1.10 IT and L&T workshops for teachers to facilitate blended learning

Staff Development Committee and IT Committee collaborated to organize IT workshops for

teachers to demonstrate effective operation of online platforms using multiple devices. All of them felt confident in conducting online lessons. Staff Development Committee further invite both experienced and aspiring teachers to do professional sharing on student-centric teaching strategies. Positive feedback was received from teachers who would adopt similar teaching strategies in classroom teaching.

Reflection

- 1.1 To encourage more professional sharing among colleagues, mentor lesson demonstration for mentees and open classroom programme are suggested to resume to help teachers to get more ideas of an effective lesson. Open exercise book programme is suggested for next year for sharing of good practices among subjects. Self-arranged casual lesson observation is highly recommended to pave way for a welcoming culture of open classroom. A full review on assignments and assessments package has to be conducted to streamline the quantity and quality of each type of assignment and ensure the incorporation of high order thinking questions and tasks are included in daily practice. Expected feedback speed for different types of assignments is suggested to be listed for teachers' reference
- 1.2 Curriculum refinement of IB Core to further cultivate ATL skills and IB Learner Profile Core classes still need to be further reformed to incorporate CAS and TOK elements. More assessable assignments and repeating practices for individual skill development instead of one massive project are needed. The curriculum can include a small input from all subject teachers (e.g. a small project for each subject), or for some subject teachers to collaborate and plan a project together, further emphasising interdisciplinary skills. It can further develop portfolio for the year to standardise and collate progress as well.
- 1.3 More support (e.g. external help, teaching resources) to subjects of which results can be further enhanced. Similar sessions can be arranged for IAs of different subjects to facilitate professional development for teachers and improve students' IAs performance.
- 1.4 More focus can be put on the development of online L&T materials for self-directed remedial and enhancement purposes. Enhancement works are not limited to face-to-face consultation but online materials, reading, elite programmes and research competitions. Students' intrinsic motivation will drive them to explore and learn more knowledge.
- 1.5 To further enhance SEN students' learning skills and motivation, the academic enhancement groups are proposed to start in September next year and to be conducted face-to-face for effective use of training resources. To further enhance students' learning skills and motivation, they have to be given more encouragement and skills that involve goal setting, time management, revision strategy etc. Collaboration among class teachers, Guidance Committee (GC), Career and Life Planning Committee (CLP) as well as Committee-in-charge for Life Education Lessons has to be taken place in order to raise students' awareness of the importance and the way of goal setting.
- 1.6 With reference to the successful examples of using the online self-learning platform, teachers are able to count the students' hit rate of the shared videos after uploading the videos on eClass. Academic Affairs Committee can encourage teachers to update their subject video repository in the VOD system to further promote blending learning. More resources can be allocated for quality video production for different subjects.
- 1.7 In house professional workshops and sharing by frontline teachers are more persuasive and pragmatic as all shared methodologies have been successfully implemented in some teachers'

classrooms and fit the school context as well as students' needs. Further collaboration between Staff Development Committee and Academic Affairs Committee is expected to give room for professional exchange among teaching staff. This creates an inquisitive and improving team which keeps reviewing and improvement for the betterment of L&T.

Major Concern 2: To nurture students a balanced school life and positive aspirations for life-long holistic development via diversified non-academic activities and career orientation

Achievements	
2.1	<p>Introduction of opportunities in local, mainland and global contexts</p> <p>To widen the career and study choices for students, CLP held various Career Talks, a JUPAS Talk, a Form 3 Selection of Subjects Talk and introduced Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions. Connection with mainland universities was further strengthened. More establishment and conditional offers were given to our students by Tsinghua University, Peking University and Fudan University. 2 students got admitted by Tsinghua University and Peking University directly while for local universities, the successful rate for getting band A JUPAS offer was 75%.</p> <p>In collaboration with IB Committee, Career talks related to overseas studies and professional occupations which were exclusively prepared for IB students were open for all Form 4 and 5 students. 2 career talks conducted by Engineers and Physiotherapists and 2 university talks (1 local and 1 overseas) were held. More graduates gained offers from prestigious overseas universities and in total 12 students opted for overseas studies.</p> <p>Owing to the pandemic, university visits were restricted to virtual modes and information distribution of different programmes heavily relied on mass mails and online sharing with graduating classes only. 50% of students took part in virtual visit for different institutes. Alumni sharing on university life was only done for Form 5 students towards the end of the term when the pandemic eased.</p>
2.2	<p>Career and Life Planning lessons</p> <p>In collaborate with GC and Moral, Civic and National Education Committee (MCN), Life Education Lessons were allocated for Career and Life Planning sessions to help students set target by providing Form 4 and Form 5 students with updated information about different study programmes in local tertiary institutes, their admissions requirement and NPL graduates' DSE results as well as career opportunities. Students set achievable goals for their further career paths or studies. The post-lesson survey result reflected that about 80% of students set goals for their further career paths or studies. 90% of students knew the basic requirement and weighting of different subjects in local tertiary institutes.</p> <p>For junior form students, to help them develop an accurate account of their own personality traits and understand its influence on their academic pursuit and future career. 80% of participating students understood their MBTI result and knew which type of careers and subjects matched their personality.</p>
2.3	<p>External Career Orientation Programme</p> <p>To help students understand their interests, abilities and career inclinations, students participated in JA Career Dimensions 4.0 and Sony Corporation Career Programme. They acquired communication and teamwork skills that are essential to excel in school, careers and the community. Students were educated about the requirement of different professions. Although all programmes were conducted online, students were satisfied with the workshop and attained certificates. Career and life planning ambassadors joined the Career Expo in July to explore opportunities and gain updated information in the job market.</p>
2.4	<p>Regular school teams/interest clubs/uniform teams training</p> <p>Despite the constraints in team trainings for the past 2 pandemic years, in total 35 school teams,</p>

interest clubs and uniform teams were organized for students to strike a balance between academic pursuit and non-academic activities. With continuous training, our school teams managed to reap over 140 achievements or recognitions in various external competitions (Student Performance p.25-27). Over 80% of students and teachers agreed that non-academic activities available helped enrich and balance their school life.

ECA activities which required physical practice could hardly be achieved through virtual sessions. For example, physical skills required in the training of Hip Hop dance and K-pop dance. Online lesson mode not only affected students' interest in these ECA trainings and also overall engagement. Interest clubs such as handicrafts was not as effective as face-to-face sessions as students' progress could not be monitored and checked online. Interest clubs like Chess and Board Game, Spanish, French, Magic, effective teaching was evident online with interactions with coaches. Some students revealed their interest in having additional lessons in interest clubs.

2.5 Student Leadership Bodies

As the pandemic eased and relaxation on mass programme control, Student Leaders Bodies like Students' Union (SU) successfully held 5 activities (i.e. Christmas Celebration Day cum Virtual Talent Show; Online Photography Competition; Multi-Cultural Day in collaboration with IB UNICEF Club; E-Sports Competition: Brawlhalla Tournament and Eco-Cooler Workshop) for enriching students' school life. Enhancement of leadership skills and organizational skills of SU members were observed throughout the year. Positive feedback was received from students regarding the activities held.

Apart from SU, training programmes were offered for Guidance Ambassadors to equip a small group of student leaders with counselling knowledge and skills so that they can offer appropriate help to other students. 39 Guidance Ambassadors were recruited this year. Relevant trainings and activities were provided, including floral baskets workshops and presentation skills training. They learnt how to deliver the message of establishing a caring and harmonious environment at school. 81% of class teachers agreed that Guidance Ambassadors could help to promote the caring and harmonious atmosphere in school.

To get Form 1 students to familiarize the new school life and culture as well as providing necessary support to individuals as needed, 20 Big Brothers and Sisters were recruited. Relevant trainings and activities were provided, including 3 sharing sessions, 1 game booth and 2 workshops. Form 1 students got more familiar with their schoolmates and school life through the programme. All students agreed that they gradually adapted to secondary school life with the help of the programme.

Reflection

2.1 Other career and occupational opportunities need to be explored and introduced when more schooling time is available after whole-day face-to-face lessons resume. Some of the career guidance sessions need to be held earlier to fit the students' career planning process in the first senior secondary year. Career talk will also be added to Form 4 Life Education curriculum for better career planning and preparation for university application. University visits, Orientation Programmes for popular university programmes and University Summer School can be introduced to senior formers, especially Form 4 and Form 5 students to get a glimpse of university studies and life which will inspire them to work harder for the pursuit of tertiary education. Career teachers and Class teachers of graduating classes have to take the lead to join Career and Life Planning workshops organized by Education Bureau to get most updated resources for life planning education. A thorough review on school-based life planning

curriculum is necessary to elevate students' aspiration and hence their performance. Mentorship scheme is suggested to provide all students all-rounded guidance and timely support. The mentorship scheme can be better incorporated with the career counselling. Mentors can also pay more attention to students' time management and university application especially in Form 6.

- 2.2 Junior Form life planning curriculum lacks continuity and connection with senior career orientation programme. Elements of self-understanding, goal setting, evaluating and early understanding of future career and education are present but need to be better sequenced and interlinked to serve as a foundation for senior form career exploration. Collaboration between CLP, GC, AA and Class teachers is needed to obtain a holistic picture of students' interests, talents and aspiration.
- 2.3 Job placement programmes, visits to government departments and participation in different career and studies Expo should resume after face-to-face lessons resume. Students will be given chances to explore the career world and CLP ambassadors should take the lead to share their findings and arouse schoolmates' interest and awareness towards the needs of workplace and tertiary education around the world.
- 2.4 The only concern was the mode of training as skills can be taught much more effectively in face-to-face lessons. The suitability and frequency of online ECA trainings and lessons can be reviewed. Hybrid modes can be adopted for different types of ECAs.
- 2.5 **Student Leadership Bodies**
Student Leaders need school-wide functions for practising their leadership and organizational skills. Students should be included in organizing committees in different school functions to enhance their involvement in planning and supervision works. For School Open Day, Sports Day, Swimming Gala, Guidance Week, STEAM week or even School Anniversary Activities are platforms for student leaders to perform and own their school events.

Major Concern 3: To cultivate positive characters and a sense of community towards the school and the nation, and develop sound global citizenship through values education on rights and duties among students

Achievements	
3.1	<p>Incorporation of value education in Life Education lessons</p> <p>All 104 scheduled Life Education lessons and assemblies were completed according to the Life Education schedule with the joint effort of class teachers, different subjects and committees. Various priority values specified by EDB were covered, including the newly added ones, i.e. diligence. Overall, 95.7% teachers agreed or strongly agreed that the Life Education topics could promote whole-person development via values education.</p>
3.2	<p>Character Strengths Building Programme</p> <p>To equip students with the knowledge of character strengths so that they can have adequate awareness to apply the knowledge in their daily life, Character Strengths Building Programme was carried out and completed. Character strength cards were designed and distributed in November to encourage teachers to recognize students' strengths by choosing the corresponding cards / character strengths for students. All teachers prepared at least one card to their class.</p>
3.3	<p>By-level Guidance Seminars</p> <p>To enhance students' social intelligence and to equip students with the skills to get along with others better, three by-level seminars named "Communication and Social Skills", "Get Along with Opposite Sex" and "Social Networking in the Cyber World" were organized for Form 2, Form 3 and Form 5 students respectively. 95% of Form 2 students agreed that they have learnt how to utilize the character strength of "Social Intelligence" during a conflict. 95% of Form 3 students agreed that they learnt the appropriate attitude to get along with the opposite sex. In response to students' changing needs, "Social Networking in the Cyber World" seminar was newly introduced to replace a less welcomed seminar which was about 'Love and Respect'. 97% of Form 5 students agreed that they learnt how to verify the validity of the information received and protect their own privacy.</p> <p>Followed with goal setting and career exploration, to further equip students with "Self-regulation" skills for hectic learning life in senior forms, better collaboration with class teachers was done in "Creating Happiness" for Form 4 students and "Stress Management" for Form 6 students as class teachers had better understanding of the class characteristics, like students' stress level, and could relate to students better. 82% of Form 4 students agreed that they learnt how to utilize the character strength of "Self-regulation" to enhance happiness. For 94% of Form 6 agreed that they learnt how to utilize the character strength of "Self-regulation" under stress.</p>
3.4	<p>Social Skills Training Group for Junior Formers</p> <p>To enhance student's social intelligence and skills in getting along with others better, four activities were conducted, including Career Planning Workshops for selected Form 6 students to sharpen students' interview skills, "Lego Based therapy" Group and Social Board Game Group for selected Form 1 to 3 students to equip students with effective communication skills, and Newly Emerged Sports Days for selected Form 1 to 3 students to enhance their communication skills and problem-solving skills. 95% of all participating students reflected that the objectives of the above workshops were attained.</p>
3.5	<p>Academic Skills Training Group for Senior Formers</p>

To promote the character strength of “Persistence” and encourage students to strive towards their goals despite the adversity and discouragement, the Attention Skills Training Group and Career Planning Workshops for selected Form 4 and 5 students were carried out. From the statistics of the feedback surveys from participants, all students agreed that they learnt different attention skills and were able to apply the skills in their daily life together with goal setting.

3.6 Cheer Station

To nurture a supportive school culture among students and teachers, “Cheer Station” was organized to show encouragement and support to Form 6 students before their study leave for HKDSE and IB Exam. Encouraging words from teachers were collected, collaged and printed to all Form 6 students. Together with character strengths cards, they were all collected by students in April 2022.

3.7 “Be Grateful” Group, Inclusion Programme and School-Wide Programme

To promote the character strength of “Gratitude” for students so that they can learn how to build and deepen connections with others, a group and a school-wide programme named “Be Grateful” were organized for students last year. Students made a plant terrarium and wrote a thank you card to their family or friends. Guidance Ambassadors led the “Be Grateful” school-wide programme and visited every classroom to promote about the importance of gratitude. All Form 1 to 5 Students realized the aims and ways of being grateful. All students received a DIY pack to be presented to the ones they would like to express gratitude to.

To promote the character strength of “Self-Discipline” so that students can learn to be responsible and resist temptation, “Health Talk and Test” for all Form 1 students was organized. By observation and feedback from teachers and social workers, students were able to equip anti-drugs knowledge to maintain mental health through Q&A and role play session.

To promote a loving and harmonious school environment as well as to increase students’ understanding on different cultures and promote global citizenship, the school-wide program “Inclusion Program was organized. Owing to the pandemic situation, the form of activity changed to video-sharing and souvenir distribution. All students were encouraged to express love and care to their schoolmates in different genders, from different cultural backgrounds or with different personalities by utilizing the character strength of “Kindness” through the promotion video and character strength files. Floral baskets were distributed to each class by Guidance ambassadors in order to spread love to schoolmates.

In response to EDB’s initiative, ad hoc programmes and workshops for students, teachers as well as parents were organized to enhance their mental health literacy. A school wide programme “Empowerment through Adversity” Slogan Design Competition was held to help students develop a positive mind-set and resilience when facing difficulties in life. There were in total 6 classes in both junior and senior forms were rewarded gifts for designing the best slogans. The distribution of bookmarks printed with the best slogans in January 2022 contributed to the spread of positivity among students.

With such a comprehensive programme and resources available for student pastoral work, the School was awarded the “Caring School Award” in the year of 2021-2022. The School was highly recognized for the devotion in cultivating a caring school culture.

3.8 Engagement in voluntary and national education activities that help the school, local community or the nation

UNICEF Club was set up by 5IB students and a series of school wide activities were run by students. 4E students actively participated in the 20th Model ASEAN Summit, handling global issues like refugee problems and protection in the symposium. 17 awards were reaped in total, with the most outstanding student getting a perfect score of 100 out of 100. Junior Form students participated in all kinds of PLK fund-raising activities like flag selling, online raffle tickets sale, 2 charity walk activities and Dress Special Day. The School was one of the best-performing Po Leung Kuk schools in fund raising events.

16 MCN Ambassadors were recruited to support school-wide national education activities. Relevant trainings and programmes were provided to the team, approximately up to 81 hours in total, including: lectures on media information and literacy, symposium about law and order, film appreciation, online competitions related to national education, sharing in morning assemblies and speeches at flag raising ceremonies, etc. 100% respondents agreed or strongly agreed that the scheme could increase their sense of belonging to school, enhance their national knowledge, and provide them with the opportunity to develop student leadership and participate in various internal and external activities/competitions.

3.9 Communication with parents and the community

New school website was launched in October and a new Content Management System (CMS) was adopted. School web information updates can be done instantly which facilitates the efficient flow of information. The format of year plan and evaluation of different subjects and committees were standardized. All web information about school events and students' performance was updated. The number of new posts on school web was doubled when compared to those of last academic year.

School Affairs Committee played a key role in coordinating Parents-Teachers Association functions for school members' participation. A number of PTA activities were organized, such as the annual general meeting, astronomy workshop, online seminars, Fruit Day and Graduation Day photo booth. Participation rate ranged from 80% to 90% in most events. The number of parents volunteers increased by 17% which was more than that of last academic year.

3.10 Teacher Professional Development Workshops

3 mentor-mentee workshops were organized in different modes, from lunch gathering, briefing sessions by committee heads to casual sharing between mentors and mentees. Both mentors and mentees reflected that it was difficult to have deep sharing with a large number of participants. Some of the mentors were not active in conducting sharing.

Apart from mentor-mentee scheme, most colleagues enjoyed the 3 Staff Development Days, gaining respective satisfaction rate of 73%, 88% and 95%. They enjoyed the 3rd Staff Development Day (school-based leisure activities) the most which they could have leisure time with colleagues.

To enhance teachers' expertise in discerning students' problems so as to provide appropriate and timely guidance and intervention by appropriate professionals, a teacher training workshop was conducted in December and the other one will be conducted in August. "Early identification of Suicidal Behaviors" teacher workshop was done in December. Teachers could acquire knowledge and skills in identifying and addressing students with emotional needs in the workshop. 100% of them agreed that they learnt how to early identify students with suicidal behavior.

Reflection

- 3.1 Review of Life Education curriculum needs to be finetuned with reference to the needs of students. Topics like stress management often repeat and lack inspiration. It is therefore suggested to echoes with school major concerns to develop self-directed learning skills. Secondly, based on the class teachers' observation, conflict between the students and parents was commonly found. Some learning activities could be designed to guide students to communicate with their parents appropriately for mutual understanding. Collaboration can be done with PTA to arrange some related talks. To further enhance students' sense of belonging to their class and school, students can be given opportunities to brainstorm class-based activities/games on their own to increase their engagement level. The class association can take the lead to plan and organize class activities under the supervision of the class teachers. More diversified elements related to sex education, cyber bullying and how to handle close friendship/ get along with the opposite sex.
- 3.2 Guidance Ambassadors have to be involved in the Character Strengths Building Programme in distributing the cards to schoolmates as recognition. By-level Guidance Seminars. Support and encouragement from peers are more critical for youngsters to develop their self-image and form their positive character.
- 3.3 To further enhance the quality and comprehensiveness of student support programme in the coming school year, the use of videos and discussion session are highly recommended, and recent hot topics can be included as examples for better illustration. Junior Form programmes should be held face-to-face to enhance the students' participation. Besides, schedule and enrollment of the programmes can be done earlier to benefit more students.
- 3.4 Engagement in voluntary and CAS activities that help the school, local community or the nation concerning global issues benefit communication with parents and the community. Liaison work with more local and international NGO may help provide wider options for the CAS activities concerning different global issues. More after-school activity time can be reserved for school-wide program. The scale can be expanded after whole-day face-to-face lessons resume.
- 3.5 To further enhance teachers' expertise in students' mental health, the duration of the teacher professional development workshops should be lengthened in order to reserve more time for case discussion and role-play exercises so as to consolidate teachers' learnt knowledge and skills. It is suggested that the format of the mentor-mentee gathering can be organized in a smaller scale so as to facilitate deeper sharing between mentors and mentees. Also, 1 mentor can have more than 1 mentee so that mentees can have peer learning when they listen to the sharing from other mentees. Professional building should be covered in the staff development, including professionalism in staffroom, classroom and subject. Also, I.T. workshop, outing and subject-based sharing as well as academic support for SEN students can be included for future staff development activities.

(3) Our Learning and Teaching

Cultivation of Reading Habits

Promotion of reading has been one of the major routine tasks throughout these years. Junior Form reading periods, where both students and teachers read either English or Chinese books in each cycle. A series of reading journal worksheets were designed and completed by the end of each session. Fun reading culture and companionship can be cultivated via both formal and casual booking sharing session. Reading is no longer a receptive skill but a mean for students to express feeling and opinions as well as connect to the world.

Incorporation of news articles and readers from local and international publications is one of the fundamental parts in 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. With the exposure to real-life examples and materials, students would be able to have genuine language acquisition and application.

To explore more resources and channels for reading, cross-subject and cross-committee collaboration on extensive morning reading scheme continued despite the suspension of face-to-face reading lessons. Reading materials were shared online for discussion during online reading lessons. Book purchase and students' loan records were closely monitored to ensure students' needs and interests were met. Students showed strong interest in reading both Chinese and English leisure books. Maintaining a wide range of book collection and making reading a daily routine aside, a variety of reading and library initiatives were introduced like large-scale whole-school book sharing sessions, library book promotion, author talks, book purchase activities, subscription of wide-ranging periodic journal titles.

Library social networking platform has been operated for library news updates and book promotion even after school suspension period. All subjects were involved to offer recommend books of their subjects and kept the collection of all suggested book titles. Students' and alumni's attention was captured towards library books and enhanced students' loan rate of related book items. Recommended booklists that are categorized according to the themes of English language curriculum were also available on school web or students to do leisure reading outside classrooms and at home, complementing the knowledge learnt in class. eReading culture was further promoted via eClass library platform and the adoption of online reading platform and databases like Gale in Context and Gale School Package. Proposal for a SMART library renovation has been submitted to further add spice and bring convenience to our School's reading culture.

STEAM Curriculum

Our STEAM education aims at offering students a solid knowledge base, arousing their interest in science, technology and mathematics, strengthening their ability in integrating and applying knowledge and skills to solve real-life problems, and cultivating their creativity, pioneering and innovative spirit as well as entrepreneurial spirit to help them better prepare for further studies and career prospects, and to cope with the changes in the world today and the challenges it brings.

In order to promote STEAM education, our school has been investing abundant resources to set up a Chinese Medicine Research Center and an Astronomy and Meteorological Center respectively, equipped with the best scientific research equipment in the secondary school sector, and cooperate with the Hong Kong Observatory, the Hong Kong Space Museum, and local universities to provide frontier scientific research experience and general astronomy education for students as well as the community.

A series of astronomy and STEAM workshops, such as stargazing activities, solar observation, hands-on programming workshops, etc. are arranged so that students, parents/guardians and teachers will have the opportunity to use various school facilities to experience the development of STEAM education. Please stay tuned. The Astronomical Club and STEAM training groups will invite interested students to take part in regular activities. Systematic training and participation in competitions help students master the use of relevant knowledge and skills and have their horizons broadened.

Students are all creative, and what they need is an opportunity to showcase their ideas on their own stage. Under “Project Incubator”, a pilot scheme for junior levels, students will submit simple proposals, and after screening, the school will provide technical support to transform their ideas into products. Students will also participate in different STEAM competitions and have their entrepreneurial spirit nurtured. Through this project, we hope to enhance students’ sensitivity towards people and things around them, thereby building a caring and inclusive community. In addition, we will also strengthen collaboration with different subjects, hoping to integrate STEAM learning elements into the curriculum stepwise, so that more students can experience STEAM learning.

Moving forward, the school will renovate two special rooms on the 7th floor of the main building to serve as STEAM Labs. Room 711 will become a “Garage” workshop, equipped with various tools and machinery, such as laser cutting machines, CNC machine, 3D printers, etc., allowing students to transform their creativity into reality. Another special room, Room 709, will become a multi-purpose shared space, allowing students to discuss, develop, and test their finished products together in a comfortable environment. At the same time, it can be used as a hub for students to hold STEAM activities and competitions. It will also be open to different subjects, for example, as an exhibition venue to showcase students’ artworks or projects or hold various internal and external competitions, etc.

DSE Efforts

To help our students cope with the huge DSE syllabus, additional lessons are indispensable 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. Collapsed timetables during Form 6 Study Break have been introduced to have a final push on students' performance. We are especially 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) complete DSE syllabus by the end of Form 5, (2) learn more effectively and efficiently; (3) tackle the papers with better skills and tactics as well as (4) provision of self-enhancement package. In recent years, we create a learning community in senior forms. High achievers will be grouped together and have positive peer influence in learning, resources sharing, revision schedules, stress management and overall preparation for DSE.

Statistical analysis on past DSE results, predicted grades, peer learning groups as well as refinement on assignment and assessment package for senior form classes has been handled. Data analysis on subject performance facilitated streaming in remedial and enhancement groups as well as the allocation of additional lessons. Accuracy in grade prediction helps both students and subject teachers have strategic revision plans.

Enhancement and Exposure

The quality of our Form 1 intake has been improving. 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, scientific research competitions, international language examinations and gifted education programmes. 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 has been 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 one SENCO, six guidance teachers, five social workers and one educational psychologist. Extra service from external clinical and educational psychologists is well prepared for any emergency. 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. SENCO works closely with the guidance and social workers teams to plan, coordinate and implement the Whole School Approach of Inclusive Education in order to cultivate a caring and all-embracing school culture and at the same to ensure every SEN student has sufficient support in learning and personal growth. Dual class teachers take good care of individual student's needs and offer timely advice for students and parents. 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.

Students Affairs

To enable students to have fair education opportunities, school-based scholarship and fee remission will be granted to students with financial needs or students with outstanding performance. Students Affairs Committee will also nominate students to apply for various types of external scholarship and assistance. In the year of 2021/22, over a hundred students benefited from the school fee remission amounted to HK\$ 3,160,550.00. Almost 200 students who excelled in different areas were awarded internal scholarships of HK\$ 865,480.00 for the sake of recognizing their achievements. 57 outstanding students were nominated to apply for external scholarships in which over 90% of nominees were awarded external scholarships amounted to HK\$ 87,700.00.

To strengthen the cohesiveness between students and school as well as train up students' leadership, different student leaders' bodies have been established. Students' Union, Alumni Association, Prefect Team, Guidance Ambassadors, English Language Ambassadors, Librarians, House Committee members, Career Ambassadors, MCN Ambassadors and IT Prefects are selected to train students' responsibility and leadership skills. The success of organizing self-initiated activities develops a strong sense of accomplishment and sense of belongings towards the teams as well as the School.

Hostel Service

At our student hostels, boarding facilities include a common area, a laundry room and a pantry, etc. Wardens and tutors are recruited to take care of students' everyday life and studies. Boarders can enjoy comfortable and quality accommodation and at the same time, independence, self-discipline and self-management skills can be trained. A self-regulatory committee will be formed by boarders themselves to organize activities and manage their hostel life.

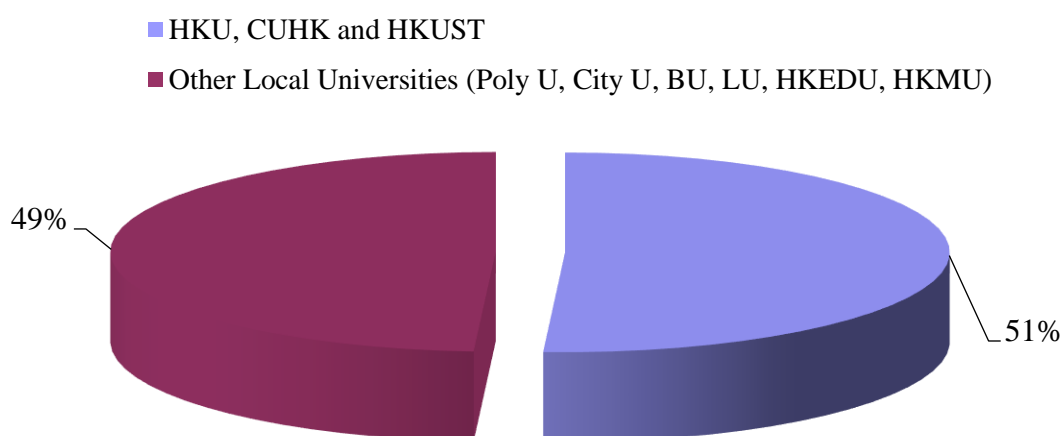
(5) Student Performance

JUPAS Results

- Almost 75% of our graduates received local university degree offers, of which about 40% 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 Laws, Dual Degree Program in Technology & Management, Bachelor of Finance in Asset Management and Private Banking many other popular programmes.
- The chart below shows the distribution of university degree programme offers:

University	Number of Offer
University of Hong Kong	13
Hong Kong University of Science and Technology	12
Chinese University of Hong Kong	3
City University of Hong Kong	5
Hong Kong Polytechnic University	10
Hong Kong Baptist University	4
Lingnan University	3
Other (Oversea studies, SSSDP, etc.)	41

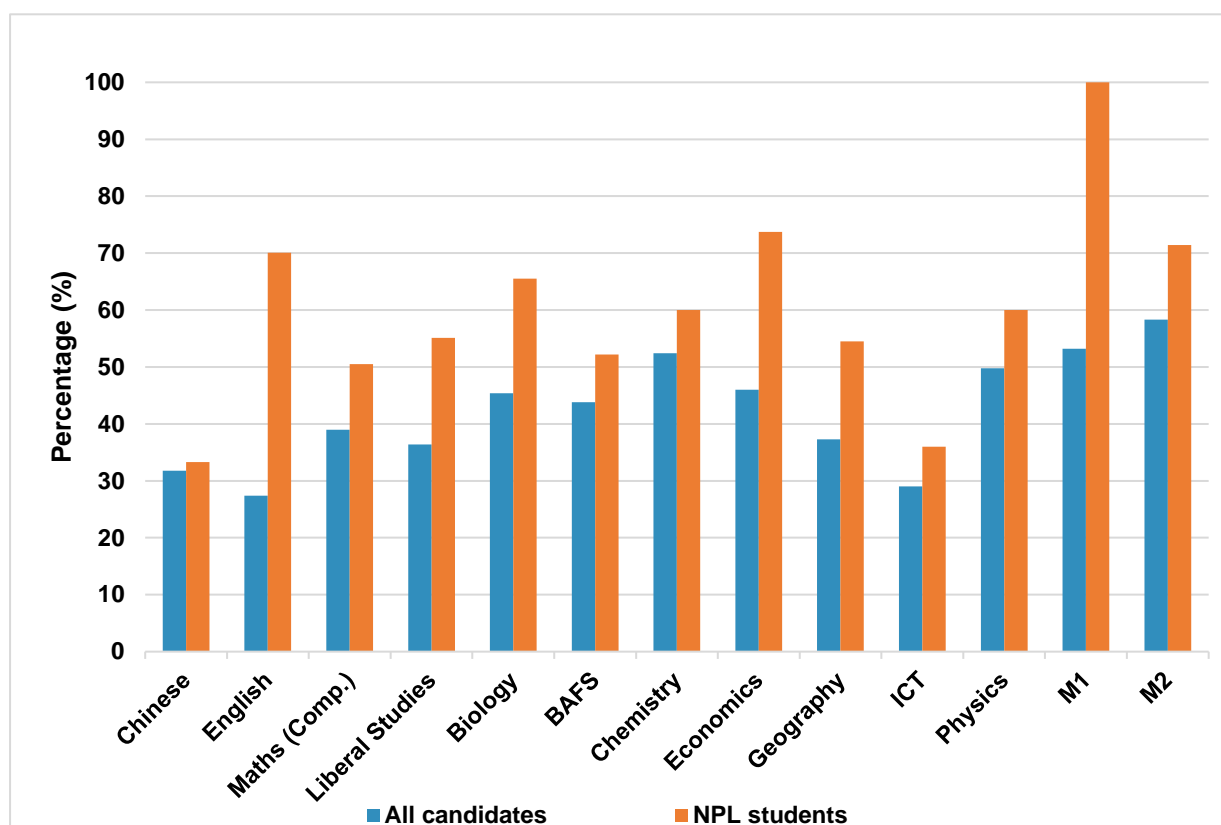
Local Degree Admission Distribution



Hong Kong Diploma of Secondary Education Examination 2022

- Our overall DSE 2022 credit rate (Level 4 to 5**) was 1.3 times that of the Hong Kong average.
- 3 subjects had credit rates higher than those territory-wide by more than 60% and 2 subjects by more than 85%.
- Our credit rate (Level 4 to 5**) of English Language was 70%, which was higher than that territory-wide by 155%. Over 96% of our students reached at least Band 6 and over half of them attained Band 7 or above in IELTS. Over 40% of our students attained between Band 7.5 and 8.5 which is the highest record.

- The chart below shows the credit rates (Level 4 to Level 5**) of our schools in comparison with Hong Kong schools:



GCSE Chinese 2022

- 90% of our Non-Chinese students taking GCSE Chinese Examination obtained Level 7-9 (equivalent to A-A* in the previous grading system).

International Baccalaureate Diploma Programme (IBDP) 2022

- Around 20% of our students attained 40 points or above, with the highest score of 42.
- 100% of our IB graduates received university degree offers. About 70% received offers from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology, while 70% received offers from prestigious overseas universities.

Non-academic Achievements 2021 – 2022

Category: Logical-mathematical Intelligence	
Competitions	Awards
AIMO 港澳盃初賽 2022	Pass
AIMO 晉級賽 2022	Bronze
華夏盃 初賽 2022	Pass
華夏盃 晉級賽 2022	First Prize Second Prize Third Prize
全球少年數學能力測試 2022	Merit Award
Inter-Secondary School AR/VR Competition	Merit

Category: Linguistic Intelligence		
Competitions	Awards	
第 73 屆香港學校朗誦節	獨誦	7 季軍
73 rd Hong Kong Schools Speech Festival	Solo Verse Speaking	3 Champion 9 1 st Runners-up 14 2 nd Runners-up
	Solo Prose Reading	1 Champion 1 1 st Runner-up
	News Feature Presentation	2 nd Runner-up
Hong Kong School Drama Festival 2021/22	Award For Outstanding Script Award For Outstanding Performers Award For Outstanding Audio-visual Effects Award For Outstanding Performance Award For Commendable Overall Performance	
English Debating – 37th Sing Tao Inter-School Debating Competition	Best debater award, 1 st Preliminary Round Best interrogative debater award, 1 st Preliminary Round The Most Improved School Award	
The 20th Model ASEAN Summit Award - Model ASEAN Summit Award	2 Best Position Paper Award 3 Most Outstanding Position Paper Award 2 Best Speaker Award 2 Most Outstanding Speaker Award 4 Verbal Commendation Award	

	2 High Commendation Award 2 Most Outstanding Delegate Award	
2021/22 非華語學生中文寫作及才藝比賽	詩歌朗誦及分享感想	冠軍 季軍
	寫作	優異獎
French Speech Competition	Solo Poetry Speaking Category	1 Champion 3 1 st Runners-up 1 2 nd Runner-up 2 Honour 6 Merit 3 Proficiency

Category: Kinesthetic intelligence		
Competition	Awards	
HKSSF Inter-School Swimming Competition (Div.2) 2021-2022	Individual	2 Champions 10 1 st Runners-up 10 2 nd Runners-up 13 3 rd Runners-up
	Girls Overall Girls A Grade Girls B Grade Boys C Grade	1 st Runner-up 1 st Runner-up 2 nd Runner-up 3 rd Runner-up
The Final of HKSSF Inter-school Badminton Competition (Div.2) 2021-2022	Girls Senior	Champion
HKSSF Inter-school Table Tennis Competition (Div.2) 2021-2022	Boys Senior	2 nd Runner-up
2021 Wong Tai Sin District 3 vs 3 Basketball Youth Cup	2 nd runner-up	

Category: Musical intelligence		
Competition	Awards	
74th Hong Kong Schools Music Festival	1 1 st Runner-up 15 Merits	
第九屆香港國際音樂節 2022 音樂比賽 (香港賽區 (藝韻盃) 網上視頻初賽 – 少兒木管樂組)	第一名	

Category: Scientific intelligence		
Competition	Awards	
Energy-saving Campaign by the World Green Organization	Environment and Conservation Project: Secondary School Energy Auditing to Combat Climate Change	Champion
	Climate change and carbon auditing quiz	1st runner-up
Hong Kong Student Science Project Competition 2022 – Design and Proposal (Physics and Engineering) Senior Division	Second Prize	
2 nd Hong Kong Secondary School Cosmetic Formulation Competition organized by CityU, HKSCC and CPAHK	Lip-Care Product	Champion (Gold Award)
	Face-Cream	Merit Award

Category: Artistic intelligence		
Competition	Awards	
“Protect Hong Kong Marine Environment” 4-Panel Comic Drawing Competition 2021	Outstanding Award (Senior group) Outstanding Award (Junior group)	
Excursion with Paintbrush Country Parks Drawing Competition	Champion (Senior group) 1st runner-up (Junior group) Group Participation Grand Prize of Junior Secondary School Group	

Category: Others		
Competition	Awards	
2021 – 22 Kowloon City District Outstanding Student Election	Outstanding Student Award	
九龍城區公民教育運動統籌委員會	團體參與獎亞軍	

(6) Financial Summary

Financial Summary for the 2020/2021 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)	66.28%	N.A.
School Fees	N.A.	32.21%
Donations, if any	N.A.	0.10%
Other Income, if any	N.A.	1.41%
Total	66.28%	33.72%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		77.92%
Operational Expenses (including those for Learning and Teaching)		8.79%
Fee Remission / Scholarship ¹		4.96%
Repairs and Maintenance		3.30%
Depreciation		4.91%
Miscellaneous		0.12%
Total		100%
Surplus/Deficit for the School Year #		1.489 months of the annual expenditure
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #		9.395 months of the annual* expenditure
# in terms of equivalent months of annual overall expenditure		
* exclude 4.676 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

After 3 years of pandemic impact and half day school arrangement, despite all restriction, we have never stopped learning, advancing and reaching new heights. We rode the success of blended learning to elevate students' academic achievements, cater learning diversity and, further promote STEAM education.

In the coming future, the school will continue the development of STEAM education which introduces more student-centered strategies and experiential learning experience for all students. To support the development, the construction project of a STEAM Lab will transform the 7th floor into a Multimedia and Technology Hallway. Students will soon be able to investigate, invent and invest on their own designed products, making their dreams in reality. Our library will have a facelift project in coming November in order to offer students new reading and book borrowing experience. A SMART library design will allow more efficient library service and wider collection of library materials.

In the coming academic year, whole-day face-to-face school resumption will give us ample time and vast opportunities to further experiment new things. To further groom all-round future leaders, leadership programmes, career orientation programmes, life-planning activities as well as exchange programmes will resume to help students broaden their eye view in both local and global context. With such a comprehensive exposure, students will be able to set clear aspiration which will help them realize their potential.

Learning and teaching aside, students' wellbeing is always of our top concern. To meet the current hygienic needs and increase canteen capacity, canteen facilities will be upgraded. The second phase of waterproof works at hostels will be carried out in coming winter. Green campus with whole-school ventilation and air conditioning system monitored is our next major mission amid the pandemic. We are committed to creating a safe, comfy and quality study environment for all students.

**Evaluation Report for
Capacity Enhancement Grant for the School Year 2021 – 2022**

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
Orientation Programme for Form 1 students of 2022 – 2023	<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 - Language immersion activities 	July 2022 to August 2022	Coach and programme fee for service provider HK\$50,000	\$7,950.00	The bridging programme for Form 1 students of 2022 – 2023 was restricted to be a half-day programme due to pandemic situation, which was held in the morning on 26 August 2022. Both participating students and teachers had positive comments on orienteering, team building and language activities.
Teaching assistants	<ul style="list-style-type: none"> - To prepare learning and teaching materials - To create space for teachers for professional development 	<ul style="list-style-type: none"> - To help design and teaching materials 	September 2021 to August 2022	Salary and anticipated adjustments HK\$430,000	HK\$583,550.38	Two teaching assistants were recruited and helped the clerical and support work of Life Liberal Studies, Mathematics and daily school operation. Quality learning materials were provided to sustain a positive learning outcome. Timely support was given to daily school routine and subject-based activities.

Beginning Balance 1.9.2021	HK\$200,815.10
Provision in 2021 – 2022	HK\$563,696.00
Estimated Balanced c/d as at 31 Aug 2022	HK\$173,010.72

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Life-wide Learning Grant
2021-2022 School Year

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	V	P	S	C
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 , or 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												
1	Debate	English Language	Whole year	F.1 – F.6	around 20	Satisfactory performance	\$77,700.00	E5	✓				
2	Musical	English Language	October to December 2021 February to May 2022	F.1 – F.5	around 50	Satisfactory performance	\$149,500.00	E5	✓		✓		
3	Film Appreciation Project (by Broadway Cinematheque)	Social-Business Circle	22 November 2021	F.4 – F.6	50	Satisfactory performance	\$15,000	E1	✓	✓			
4	Field trips to museums and heritage trails	History	April to June 2022	F.1 – F.5	50	The activity was cancelled							

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	V	P	S	C	
5	全港中學中國歷史研習獎勵計劃	Chinese History	April to June 2022	F.2 – F.4	4-6	The activity was cancelled								
6	Disney's World of Physics	Science	End of June 2022	F.4 – F.5	around 90	The activity was cancelled								
7	Stargazing Camp	Cross-Disciplinary (STEM)	Early July 2022	F.1 – F.5	40	Satisfactory performance	\$3,675.00	E5	✓					
8	STEAM Day	Cross-Disciplinary (STEM)	End of June 2022	F.1 – F.2	320	The activity fee was expensed under SEN Grant								
9	STEAM Workshops	Cross-Disciplinary (STEM)	November 2021 to August 2022	F.1 – F.5	60	Satisfactory performance	\$14,950.00	E1	✓					
10	Invention competitions	Cross-Disciplinary (STEM)	November 2021 to August 2022	F.1 – F.4	12	Satisfactory performance	\$24,553.04	E1, E5	✓					
11	Sports Day	Physical Education	October 2021	F.1 – F.6	792	The activity was cancelled								
12	Swimming Gala	Physical Education	December 2021	F.1 – F.6	792	The activity was cancelled								
13	Sports Team Trainings	Physical Education	September 2021 to August	F.1 – F.6	around 200	Satisfactory performance	\$340,570.38	E5			✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	V	P	S	C	
			2022											
14	Music Team Trainings	Arts (Music)	September 2021 to August 2022	F.1 – F.6	around 300	Satisfactory performance	\$119,591.72	E5			✓			
15	Performing Art Team Trainings	Arts (Others)	September 2021 to August 2022	F.1 – F.5	around 50	Satisfactory performance	\$23,136.75	E5			✓			
16	Interest Club	Cross-Disciplinary (Others)	September 2021 to August 2022	F.1 – F.5	around 400	Satisfactory performance	\$34,287.37	E1	✓	✓	✓			✓
17	OLE Week	Cross-Disciplinary (Others)	July 2022	F.1 – F.5	around 700	Satisfactory performance	\$7,560.00	E1	✓	✓	✓			✓
18	Concert	Aesthetic Education	October 2021 to August 2022	F.1 – F.6	around 300	The activity was cancelled								
19	IT Team Trainings	IT	November 2021 to August 2022	F.1 – F.5	around 30	The activity was cancelled								
20	Robotics & VR/AR Programming Workshops	IT	November 2021 to August 2022	F.1 – F.5	around 30	Satisfactory performance	\$17,910.24	E1	✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	V	P	S	C	
							Expenses on Item 1.1	\$828,434.50						
1.2	<u>Non-Local Activities:</u> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	The IET/MATE Hong Kong Regional – Underwater Robot Challenge 2022	Cross-Disciplinary (STEM)	November 2021 to June 2022	F.1 – F.4	8	Satisfactory performance	\$33,745.00	E1	✓					
							Expenses on Item 1.2	\$33,745.00						
							Expenses for Category 1	\$862,179.50						

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
1	Wireless sensors for data collection	Science	To allow students to conduct experiments and projects outside classroom	\$45,694
2	3D drawing software for 3D printing	Cross-Disciplinary (STEM)	To allow students to create products through 3D printing	\$28,800
3	Digital art design software e.g. Adobe Illustrator	Cross-Disciplinary (STEM)	To allow students to present their ideas in a more creative way	\$26,800
4	CNC Machine	Cross-Disciplinary (STEM)	To allow students to create products with metallic materials	\$82,600
			Expenses for Category 2	\$183,894.00
			Expenses for Categories 1 & 2	\$1,046,073.50

^: 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	

Category 3: Number of Student Beneficiaries

Total number of students in the school:	792
Number of student beneficiaries:	792
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Chau Yuen Man (Vice Principal)

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Student Activities Support Grant
2021/22 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$ 44,850
B	Expenditure in the Current School Year:	\$ 44,850
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 0

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	8	\$ 7,194.14
Full-grant under the School Textbook Assistance Scheme	38	\$ 37,655.86
Meeting the school-based financially needy criteria	0	\$ 0 (capped at 25% of the total allocation for the school year)
TOTAL	46	\$ 44,850 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
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, or 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								
1	Athletics Team	Physical Education	4	\$4,003.40		✓	✓		
2	Boys Badminton Team	Physical Education	2	\$3,738.00		✓	✓		
3	Boys Basketball Team	Physical Education	5	\$4,119.25		✓	✓		
4	Boys Football Team	Physical Education	3	\$1,915.53		✓	✓		
5	Boys Volleyball Team	Physical Education	1	\$1,870.91		✓	✓		
6	Girls Badminton Team	Physical Education	1	\$1,869.00		✓	✓		
7	Girls Volleyball Team	Physical Education	4	\$5,487.40		✓	✓		
8	Rope Skipping Team	Physical Education	3	\$2,618.19		✓	✓		
9	Swimming Team	Physical Education	3	\$1,631.76		✓	✓		
10	Table Tennis Team	Physical Education	1	\$2,505.68		✓	✓		
11	Form 1 Handchimes Team	Arts (Music)	2	\$1,425.78		✓	✓		
12	Form 6 Handbell team	Arts (Music)	2	\$2,475.00		✓	✓		
13	Bagpipe (new)	Arts (Music)	1	\$840.00		✓	✓		
14	Western Ensemble Team	Arts (Music)	2	\$2,957.50		✓	✓		

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.

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
15	Junior Handbell Team	Arts (Music)	2	\$1,155.00		✓	✓		
16	Senior Handbell Team	Arts (Music)	1	\$270.00		✓	✓		
17	Tap Dance (Beginner)	Arts (Others)	1	\$3,008.25		✓	✓		
18	App Design Club	Cross-Disciplinary (STEM)	1	\$332.63	✓	✓			✓
19	AR101 Training Workshop	Cross-Disciplinary (STEM)	4	\$789.76	✓	✓			✓
20	STEAM course	Cross-Disciplinary (STEM)	2	\$1,186.96	✓	✓			✓
21	Vocal lessons	Arts (Music)	1	\$650.00			✓		
Expenses for Category 1			46	\$44,850					
2.	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions								
Expenses for Category 2			0	\$0					
3.	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities								
Expenses for Category 3			0	\$0					
Total			46	\$44,850					

Contact Person for LWL

(Name & Post): Chau Yuen Man (Vice Principal)

二零二一/二二學年校本課後學習及支援計劃 校本津貼 - 活動報告表

學校名稱：保良局顏寶鈴書院

負責人姓名：陳家涑 聯絡電話：2462 3932

A. 校本津貼實際受惠學生人數(人頭) 21 名(包括 A. 領取綜援人數：3 名，B. 學生資助計劃全額津貼人數：18 名及 C. 學校使用酌情權而受惠的清貧學生人數：0 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	例如:學生的學習及情意成果)
	A	B	C						
朗誦節(英文)(Solo)	3	12	0	100%	9/2021 – 11/2021	\$2,175	比賽的分數及成績	/	/
朗誦節(英文)(Public Speaking)	0	2	0	100%	9/2021 – 11/2021	\$420	比賽的分數及成績	/	/
朗誦節(中文)(solo)	0	4	0	100%	9/2021 – 11/2021	\$600	比賽的分數及成績	/	/
活動項目總數： <u>3</u>									
*學生人次	3	18	0		總開支	\$3,195			
**總學生人次	21								

備註:*活動類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指學生人次(A) + (B) + (C) 的總和

合資格學生：指(A)領取綜援、(B)學生資助計劃全額津貼及(C)學校使用不超過 25%酌情權的清貧學生

C.計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有改變	下降	不適用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機		✓				
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷		✓				
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊		✓				
g) 學生的自我照顧能力		✓				
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作		✓				
k) 學生對求學的態度		✓				
l) 學生的人生觀						✓
m) 你對學生個人及社交發展的整體觀感		✓				
社區參與						
n) 學生參與課外及義工活動						✓
o) 學生的歸屬感						✓
p) 學生對社區的了解						✓
q) 你對學生參與社區活動的整體觀感						✓

D.對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別合資格學生 (即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選合適學生加入酌情名額；
- 合資格學生不願意參加計劃 (請說明原因：_____)；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；

- 活動的行政工作 明顯地 增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)： _

E. 學生及家長有否對校本津貼資助活動活動提供意見？他們是否滿意計劃的服務？(可選擇是否填寫)

運用推廣閱讀津貼報告書

2021-2022 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。）

- 「e悅讀學校計劃」提供優質的中文及英文電子書籍，涵蓋多個題材，包括「中華里系列」、「英文經典系列」、「中國古典名著系列」及「現代經典作家系列」等，本校向同學及家長推介後，本年的借閱量為 3360 次，雖仍受疫情影響，但與去年相比更大幅增加了 724 次，可見同學重視深度閱讀。加上本校 BYOD 政策，本校初步營建電子書閱讀氛圍。
- 修讀 IB 課程的同學繼續在老師指導下使用“Gale in Context” & “Gale School Package” (eBooks & Online databases) 平台，同學在搜集資料的過程中能夠閱讀不同篇章及期刊，更可以透過電子閱讀認識不同課題，配合學校「自學文化」，開闊眼界。

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。）

- 本年度繼續使用圖書館 IG 平台，在疫情影響下仍能「跨學科合作」，各科合力推廣閱讀，購置新書，希望照顧年青人口味，由圖書館定時展出「老師推介好書」，亦在 IG 上展示，雙管齊下，成效顯著，推廣期間學科新書借閱量皆有提升。
- 受疫情影響，本年度難以舉行活動，建議稍後情況許可下，可籌辦不同活動推廣電子閱讀、作家講座、購書活動等。

第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	\$15,552
	<input type="checkbox"/> 實體書	
	<input checked="" type="checkbox"/> 電子書	
2.	網上閱讀計劃	
	<input checked="" 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： <u>“Gale in Context” & “Gale School Package” (eBooks & Online databases)</u>	\$19,475
	總計	\$35,027
	津貼年度結餘	\$27,387

* 請以√選或以文字說明。

Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2021/22 school year

Programme title	Objective(s)	Targets (No./level/selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
Training course for preparing students for Hong Kong Physics Olympiad	<ul style="list-style-type: none"> To provide advanced level Physics course for students 	<ul style="list-style-type: none"> 10 students F.2 students Recommended by Science and Math teachers 	10 months / Nov 2021 (around 40 lessons and 2 hours per lesson)	<ul style="list-style-type: none"> One assignment per lesson 	<ul style="list-style-type: none"> The training course was cancelled due to unstable pandemic situation and half-day school arrangement as face-to-face training is needed for effective training. 	\$0
Hong Kong Youth Science and Technology Innovation and researching	<ul style="list-style-type: none"> To provide high achievers ample opportunities to learn advanced science content To equip students with advanced scientific researching skills and participate in Hong Kong Youth Science and Technology Innovation Competition held by Hong Kong New Generation Cultural Association 	<ul style="list-style-type: none"> 5 students F.3-5 students Nominated by Biology Department 	Started in 9/2021	<ul style="list-style-type: none"> The research has finished and the scientific report / innovation product was produced at the end of the course Participation in “Hong Kong Youth Science and Technology Innovation Competition” 	<ul style="list-style-type: none"> The programme was commissioned to Biology professor with Mr. Chan KL as the coordinator. Students obtained Merit in the “Hong Kong Youth Science and Technology Innovation Competition” 	\$11,812.5

Evaluation Report for
DLG – Other Languages French for the 2021/22 school year

DLG funded programme	Objective(s)	Target students	Online resources and books purchased	Duration	Deliverable	Evaluation of student learning / success indicators	Expenditure
Other Languages French For Senior Form	<ul style="list-style-type: none"> ● To develop students' ability to understand French from a variety of registers and to enable them to communicate confidently and clearly in the targeted language ● To arouse and cultivate students' interest in French culture in France and other French speaking countries 	<ul style="list-style-type: none"> ● F.4-6 students 	<ul style="list-style-type: none"> ● For 2021-22 year, the French department received a grant from EDB- DLG funded programmes for other languages (French). The French department has utilized the grant to purchase some online learning resources and reference books in order to nurture students' reading culture and active learning ethos. 	1 year	<ul style="list-style-type: none"> ● Teaching materials (online resources, textbook, magazines, novels, etc...) ● Books selected were regularly used to develop students' ability. It completed and reinforced the grammar part and the different activities offered within the syllabus. In general, to cope with learners' diversity and stretch learners' abilities, tailored made French books to learners of different levels were ordered as well. 	Students' academic performance	HK\$ 5,062