



Po Leung Kuk Ngan Po Ling College

School Report

2022/23

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			82 (including part-time teachers)		
Qualification and professional training (Percentage)					
Teacher Certificate/ Diploma in Education			79%		
Bachelor Degree			99%		
Master/ Doctorate Degree or above			43%		
Years of Experience (Percentage)					
0 – 4 years		5 – 9 years		10 years or more	
42%		18%		40%	

School Population and Class structure

School Population: 731						
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

	Junior Secondary			Senior Secondary		
Subjects	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; Feedback and Follow-up

Major Concern 1: To elevate academic performance by strengthening STEAM education with student-centered strategies and refining learning and teaching methodologies through teachers' professional sharing

Achievements

1.1 Promotion of STEAM education

In total, 6 research and science teams namely Physics, Chemistry, Biology, STEAM Lego Team, Underwater Robot Team, Junior STEAM Invention Team were well sustained and active in participation of territory-wide competitions. Our STEAM Teams participated in 13 external STEAM / Astronomy competitions throughout the academic year. A total of 7 prizes were obtained. Students were highly engaged in the training and preparation. Self-directed learning was demonstrated by the students as self-accessed learning materials / online materials were prepared by teachers and coaches. With advice and guidance from teachers and coaches, students could complete their projects with good quality on their own.

IT Committee and ICT further contributed to fostering the development of students' abilities in applying IT knowledge. A series of the latest technology-related workshops and certificated courses like AWS DeepRacer AI / ML Programming Course and Virtual School Building and NFT Production Course were organized for students. More than 95% of participants agreed that the training courses would equip them the programming knowledge, video-taking and editing skills, and the concept of AI and machine learning. More related training and competitions should be promoted. Students could apply the skills learnt in the training and school events support.

Mass participation and general STEAM education for all school members was one of the major targets in this school development plan. 10 school-wide workshops (4 Astronomy and 6 STEAM) were organized throughout the academic year. More than 550 students, colleagues and parents/colleagues participated in these workshops. The duration of each workshop was increased to more than 1.5 hours. Besides, a 5-day Science Week debuted with the collaboration work of all science panels and STEAM committee. Around 80% of participants reflected an overall satisfaction level equal to or higher than 3 in a 4-point scale evaluation survey.

1.2 Refinement of Learning and Teaching (L&T) methodologies with student-centred strategies

The use of core teaching materials, assignments and assessments were found in Exercise Book Inspection and Lesson Observation in all subjects. All subjects also provided e-learning materials and 5** learning packages for students according to their ability and needs. Learning community was extended to different levels. Improvement in students' academic performance in both internal and external assessments was shown with over 10% increase in the overall credit rate among all subjects and 11 subjects showing significant increment in the rate of level 5.

To strengthen regular remedial lessons, students were streamed to have tailor-made lessons to boost their results. Remedial lessons were arranged after period 7 and during the students' free lessons. Students' list was updated after each assessment and the result data analysis offered timely feedback for L&T strategies. For DSE, the credit rate was way higher than the territory wide. For IB, all subjects achieved average scores of 5 or above in internal assessments. The level 5 or above % is over 90% across subjects in the IB Exam. DSE Chinese made the most remarkable improvement in passing rate.

To support students with special education needs (SEN) and enhance their learning skills as well as motivation in learning, 4 individual tutorials had been organized for SEN students since the beginning of the academic year. In total 78 sessions with 115 hours of individual tutorials were provided. The attendance rate was satisfactory. From students' feedback and observation from teachers, over 90% of the student participants agreed that the objectives of the program were met. All of them agreed that their learning ability had been enhanced. There was improvement in students' learning motivation.

Tailormade learning and assignment schedules were designed for individual students to ensure effective learning. Monthly update on L&T, Internal Assessment (IA) progress and Predicted Grades (PG) for Form 6 students to ensure earlier completion of syllabus and a more systematic revision plan. Monthly reports on L&T progress from all subjects and regular analysis of Form 6 PG effectively feedbacked frontline L&T practice and enabled Academic Affairs and IB committees to closely monitor the progress and detect the needs of students. Most subjects could complete the syllabus by the end of December. The cohort could achieve more pleasing public examination results with all the support given. IB average score was 37.2 with 4 students attaining a total of 40 or above. 80% of the students were able to meet IAs deadlines.

1.3 Promotion of reading culture

To revitalize the reading experience in school, co-curricular reading activities with good quality reading materials prepared by all subjects and committees were organized in morning reading session. Library Instagram continued to serve as a major book promotion channel during the renovation works of SMART library. The loan records for subjects which offered book promotion increased accordingly. The newly renovated SMART library was finally reopen in June. Students expressed that the environment and technology used are much better than those in the past.

To diversify library collection, eReading Scheme from HKJC was applied and students could read all the suggested eBooks on the platform for free during their leisure time and reading periods. Eslite Bookstore Visit was held during OLE week, and all participating students made at least 3 suggestions on book purchase. Award scheme was reintroduced after the pandemic to recognize reading lovers in each level. The facilities upgrades and bookstore visit were only complete in June and the SSE score in reading does not show a significant increase when compared to previous years. The half-year closure of SMART library renovation had a significant impact on students' reading motivation and interest.

1.4 Professional sharing and staff development sessions

Useful resources, such as training courses and seminars from EDB or external organizations were collected. Selected training courses from EDB and external organizations were promoted to colleagues on a regular basis. The total Continuing Professional Development (CPD) hours were 1612.5 hours and the average CPD hours per person was 19 hours. 97.8% of colleagues agreed that it was more convenient to access promotional materials of EDB courses and external organizations on a regular basis. This promoted their career exploration and professional development.

Regular professional development programmes like lesson observation and book inspection were conducted. Both the average scores of assignment check and lesson observation improved throughout the academic year with the support of continuous staff development sessions and professional sharing among as well as within subject panels. The Staff Development Workshops for Catering for Learner Diversity and Middle Managers were

conducted. Sharing model lesson elements and building effective teams were discussed among colleagues to synchronize daily practice and expectation on students' behaviour. Positive feedback was received from participants. About 90% of participants agreed that the workshop could enhance their understanding on learning and teaching methodologies and respond to their concerns in collaborative planning, training and support, job allocation and unleashing potentials of colleagues.

External help and teaching resources were provided for both teacher and student training. To enhance teachers' expertise in discerning students' problems and students' learning skills, the "Support for Students with Special Educational Needs" Teachers' Training Workshop was conducted in October 2022. 16 new teachers joined the workshop. From the statistics of the feedback surveys from teachers, all of them agreed that they learnt how to support students with Special Educational Needs. Support sessions for IAs of different subjects, Theory of Knowledge (TOK) essay and Extended Essay (EE) were held from November to March with external tutors for professional development. All participating teachers reflected that the discussions were fruitful to help them understand more about the IAs & EE requirements. Students also stated that the comments from the external tutors were constructive. Online learning platform e.g. Kognity, Inthinking were subscribed to facilitate learning and teaching and revision on teaching materials. All teachers were satisfied with the sharing session and got ideas on how to revise their own materials.

Reflection

1.1 Mass participation in STEAM education

With the establishment of STEAM teams and coordination among all scientific research teams in past 2 years, different STEAM teams have been receiving proper training and gaining recognition from different competitions. The initial developmental stage is basically competition driven. In order to cultivate genuine students' interest in science, mathematics, and engineering related subjects as well as promote integration of different subjects and the scaffolding effect of knowledge across curriculum, a school-based spiral curriculum for STEAM education will be the next development target. To have a sustainable and comprehensive development, apprenticeship should be adopted in STEAM Teams so that newer members can learn from the experienced members, and this will allow the inheritance of skills and knowledge. Students will soon take the leadership role in managing and operating the teams. Renovation works for research venues and equipment upgrades will give physical space and technical support for the curriculum development. Lastly, competition design and workshop arrangements have to encourage mass participation. For example, whole class participation was limited in the Egg Protection Competition due to the nature of the competition even though class representatives were serious about the competition and actively participated in the preparation period and during the competition. Most STEAM and IT workshops have been restricted to STEAM team members and IT Prefects.

1.2 Student-driven learning and teaching methodologies

With the success example of having streamed remedial classes, more individualised help can be devised to help students in need. Early completion of syllabus and identification of students' strengths and weaknesses will inform subject teachers with more specific targets in making final efforts for Form 6 students. Learning Community in senior forms create synergy among high achievers as well as subject teachers. Systemised platforms need to be established for easy access of L&T materials and directing students' learning progress. Digitalised materials like enhancement packages and video on demand have to be provided for students to learn and revise at their own pace. Intervention and adaptation programmes have been conducive to students in need. Individual tutorials are suggested to start in mid or

early September next year and all sessions should be conducted face-to-face so as to use the training resources effectively.

1.3 More library and reading related activities

The opening of SMART library was one of the major tasks in promotion of reading culture. Reading environment aside, students' participation and cultivation of interest and habit in reading will be the next target. Library activities and mass reading programmes have to be resumed to create a whole school reading community on campus. It is hoped that the reopening of a physical SMART library would attract more students to visit the new library, borrow and read books. More diversified reading-related activities, book fairs and author talks should be organized earlier in the beginning of the academic year. Other reading time like Junior Reading sessions should have tighter control and promote the needs of extensive reading.

1.4 Professional exchange with specific targets

New Teacher Workshops have long been the school target in every year's staff development program. Sharing sessions and support groups have been adequate and effective. To have a more comprehensive training for new teachers, open classroom sessions and guidance on handling learning diversity and SEN students for specific subjects will complement the existing New Teacher Workshop. Middle Managers like subject panels and committee panels are a young team which need more experience sharing and accumulation. Middle Manager network and professional exchange sessions are needed to cultivate team spirit and stabilize the team.

Feedback and Follow-up

1.1 STEAM Education

Junior form STEAM curriculum and renovation works of STEAM Lab, Chinese Medicine Research Centre will be the last phase of STEAM education development. To enhance students' sensitivity towards social needs, students should be encouraged to invent products to solve real life problems. To design whole-school participation activities and competitions in school, a more diversity of games and regular workshops have to be arranged more evenly throughout the year so that students could participate in multiple workshops with different themes. Cross curricular collaboration has to be included in the junior form STEAM curricular planning and competition competitions.

1.2 L&T Strategies

L&T support relies on online platforms which centralize L&T activities and materials for easy access and monitoring. The 5** packages upgraded with teaching videos can be more organized for students to access so students can finally practise self-directed learning. Standardized assessment submission policy across subjects for different types of assessments will be established like using Managebac to centralize assessment deadlines (IA, EE, TOK), so there can be better cooperations between subjects and can help students plan ahead better. The IA progress, teaching progress and predicted grades can be handled in one platform for tracking the progress and giving feedback to students for their learning.

1.3 Reading Culture

The opening of SMART Library provides space for wide ranging activities. Reading activities like reading scheme, book purchase scheme and book fair have to be planned throughout the year. Online learning platform or eBooks can be located for new library stock and IB collection which heavily relies on foreign resources. Regular promotion on books, library services and highlights can further attract readers to visit the library and form the

reading habit.

1.4 Staff Development

Open classroom sessions can be organized in the beginning of the academic year so new teachers can have a quick understanding of the elements for a good lesson. For the workshop of catering for learner diversity, it is suggested to arrange subject-based sharing sessions to have focused discussion on learning and teaching strategies. For the workshop of middle managers, external resources, such as retired principals and teachers, can be invited to enrich the content of workshops for middle managers. Early planning of Staff Development Day is suggested to align the objectives with major concerns and the needs of the school.

Major Concern 2: To further groom students to become self-disciplined, respectful and responsible leaders with strong compassion

Achievements

Achievements

2.1 Multipronged student support programmes

Different discipline and guidance programmes aimed at cultivating students' self-discipline and respect. The collaboration work had been done across committees and subjects, namely Discipline (DC) and Guidance Committees (GC), Moral, Civic & National Education Committee (MCN), Career and Life Planning Committee (CLP), Staff Development Committee (SD), Language and Business subjects.

DC and SD synchronized teachers' expectation and common measures in handling students' misbehaviour. The workshop of "Classroom Management – Maintenance of Class Discipline" was conducted on the 2nd Staff Development Day. Teachers' suggestions on how to handle different students' misbehavior were collected. 88.2% of participants agreed that the workshop gave them an opportunity to share their difficulties of classroom management and reflect on the routines of classroom management. Uniform control of students' behaviour helped students observe rules at all times.

2.2 Courtesy Programmes

Resumption of school life allowed face-to-face daily interaction between teachers and students for character building. For example, discipline teachers and prefect team demonstrated an act of courtesy and greeting while performing morning duty at entrance and school patrol. Role modelling was one of the effective ways to instill good attitude and manner among students. Students regained confidence and took initiative in greeting teachers and peers loudly. School regulation on uniform and appearance may need stronger control.

2.3 Leadership training via daily school operation and annual school functions

Different student leader bodies helped school daily operation and contributed to the school management.

- Students' Union (SU) organised school activities after full resumption of face-to-face lessons. Four inter-house competitions (futsal, English debate, basketball and dodgeball) and four mass programmes (Christmas talent show, e-sport competition, song dedication and random dance play) were co-organised by SU Committee. Positive feedbacks were received among teachers and students.
- Prefects and monitors had regular meetings to evaluate school or form discipline by sharing their daily observation and offering frontline measures on monitoring students' behaviour. Monitors also expressed that regular meetings helped them identify common discipline problems in the form and better understood the responsibilities as class monitors. Prefect Team Training Day Camp resumed successfully after the pandemic and 25 prefects joined the day camp. More than 70% of the participants agreed that the training day enhanced their leadership skills and strengthened their bonding.
- IT Prefect Media and Events Team was formed to provide the AV/IT support to all school events. Around 18 active IT Prefects helped organize and coordinate the school events successfully in the first year of re-establishment.
- Librarian heads led the team of librarians to make an introductory video for opening of smart library. Library operation and promotion did not involve any student librarians.
- 22 Basic Law Student Ambassadors were recruited throughout this academic year. Relevant trainings and activities were provided to the ambassadors, approximately 90 hours in total, including: 南京大屠殺悼念活動、國民教育巡禮、國民教育相關網上

比賽、早會活動宣傳、國旗下講話, etc. 88.6% class teachers agreed that speeches under the national flag delivered by the MCN ambassadors were satisfactory. MCN ambassadors act as a role model in promoting all kinds of activities related to national education.

- To groom student leaders for Guidance team, training meetings for Guidance Ambassadors, Big Brothers and Sisters were arranged to enhance participants' leadership skills and strengthen their bonding. In total, 52 Guidance Ambassadors were recruited in the year of 2022/23. Relevant training and activities were provided, including flower bookmarks workshops, presentation skills training and training for the future leaders outside school. There were 30 Form 2 to Form 5 students being the Big Brothers and Big Sisters. 5 training sessions were done for Big Brothers and Big Sisters. The attendance rate of the leadership training programmes was over 70%. They held 5 activities for Form 1 students. All Form 1 students joined the note-taking skills sharing and Christmas Tree Decoration, while 50 of them were selected to join the School Hunt and Character Strength Gaming Booth respectively. 95% of the Big Brothers and Big Sisters agreed that they showed leadership to support Form 1 students and 95.7% of Form 1 respondents agreed that they knew where and how to seek advice and support.
- The establishment of STEAM Teams was not solely for competition but for identifying and solving social problems. A trial run of incubation programme was implemented among invited students. 6 feasible ideas were shortlisted and 2 of the ideas were selected for prototyping.
- Leadership training workshop was organized to nurture leadership skills and better teamwork among potential student leaders. To prepare potential student leaders for next academic year, 32 selected student leaders from different student organisations participated in the workshop during Other Learning Experience (OLE) period.

2.4 Diversified school teams, uniform teams, interest classes and self-initiated clubs

Most parents, students as well as teachers think that the school offered a wide range of activities and students were encouraged to partake in their interested activities in SSE survey. Regular non-academic training for school teams and uniform teams with a greater emphasis on training student team leaders were carried out in full swing in this academic year. Sport teams leaders, music team leaders and uniform team leaders were involved in managing and training new members as well as carrying out daily operational tasks. Over 60% of participating teachers and students agreed that all teams were trained to be self-sustained.

IB students were further encouraged to take up leadership roles and strengthen the operation of self-initiated clubs with greater diversity. 4 different student clubs were established by students to promote the issues they concerned. Students were in charge of all planning, promotion, implementation work as well as evaluation. Each club had organized at least two whole-school activities which were of satisfactory quality but the participation rate was not maximized due to the clash of mass activities of other subjects and committees.

2.5 By-level seminars

To enhance students' social intelligence so that they can learn the importance of being respectful to others and get along with others better, by-level seminars named "Induction and Harmonious School" and "Mutual Respect" for Form 1 students, "Communication and Social Skills" for Form 2 students, "Getting Along with Opposite Sex" for Form 3 and "Love & Respect" for Form 5 were organized from September 2022 to May 2023. From the statistics of the feedback surveys from Form 1 students, 93.6% of them agreed that they learnt to understand the importance of maintaining harmonious class ethos in class, and to respect, understand and appreciate each other in the "Induction and Harmonious School"

seminar. 99% of them agreed that they learnt the importance of being respectful to others in the “Mutual Respect” seminar. 90% of Form 2 students agreed that they learnt the five styles of conflict handling styles. More than 85% of them agreed that they learnt three steps of I-Message communication, and learnt to express individual needs, listen, and respond to others appropriately during a conflict. 90% of Form 3 students agreed that they learnt to develop the Character Strength of “Social Intelligence” to get along with the opposite sex. 90% of Form 5 students learnt the importance of being respectful to others. To enhance students’ communication skills and problem-solving skills, the Newly Emerged Sports Days (Mölkky) was conducted in June 2023. 94% of participants agreed that their communication skills and problem-solving skills were enhanced. To promote the character strength of “Self-discipline” so that students can be responsible and resistant to temptation, “Health Talk and Test” for Form 1 students was held in July 2023. 79% of Form 1 students agreed that they would resolve to stay away from drugs.

2.6 Social Skills Training Programmes

To promote the character strength of “Gratitude” for students so that they can learn how to build and deepen connections with others by showing respect to others, the “Be Grateful” Group was held in December 2022. To equip students with the character strength of “Self-regulation” so that they can be adaptable to changes, and become versatile and well-balanced intellectuals, a seminar “Creating Happiness” for Form 4 students, 12 sessions of the Stop – motion Animation Creating Group and 10 sessions of the Floor Curling Group were done for selected students from November 2022 to May 2023.

2.7 Parents’ Seminars

To help parents further explore students’ character strengths so they can be groomed to become confident leaders, a parents’ seminar of on “How to Nurture Confident Students through Character Strengths” was held in February 2023. 40 parents from junior forms joined the talk. According to the survey results, 90% of them agreed that they knew how to utilize students’ character strengths and build confidence.

2.8 School-Wide Programmes

To promote character strengths for students so that they can become self-disciplined, respectful and responsible leaders with strong compassion, a series of school wide programmes were conducted in last academic year. Details are as follows:

Programmes	Date	Headcounts
Character Strength Program	October 2022	92
SUN TEEN Tote Bag design competition	December 2022	over 140
Cheer Station	January and February 2023	over 300
Guidance Week	May 2023	over 1000

90% of the participants agreed that they learnt the character strength of “Leadership” in the Character Strength program. Students were equipped with character strength of “Self-regulation” to maintain a healthy lifestyle in the SUN TEEN Tote Bag design competition. Students in different forms, but not limited to Form 6, showed character strength of “Love” and “Kindness” by taking instant photos and writing memos for encouraging Form 6 students in the “cheer station”. 93% agreed that the Guidance Week helped raise students’ awareness towards character strengths, as well as helped promoting a caring and harmonious atmosphere in school.

2.9 Life Education Lessons and Assemblies

100% Life Education lessons and assemblies were completed (98 by-form lessons/assemblies in total) with the joint effort of class teachers, different subject panels and

committees. Various priority values specified by EDB were covered. More than 70% class teachers agreed or strongly agreed that the Life Education lessons could foster our students' core values. The following tables summarize the results of the survey filled by class teachers.

Table 1: Class Teachers' Survey

Life Education lessons can foster our students' values of:	% of 'agree' and 'strongly agree'	
	2021-22	2022-23
Care for Others	97.9%	88.6%
Integrity and Law-abidingness	93.6%	88.5%
Responsibility and Commitment	95.7%	85.7%
Respect for Others and Empathy	95.7%	82.8%
Diligence and Perseverance	95.8%	91.4%
National Identity	N/A	94.3%
Average:	95.7%	88.6%

However, the statistics of all core values dropped when compared to the between 2 consecutive years, especially 'Care for Others', 'Responsibility and Commitment' and 'Respect for Others and Empathy'.

Qualitative feedback was also collected from students, class teachers and MCN form coordinators for each Life Education lesson across all forms. Positive feedback on value cultivation was received for the following topics:

- *Médecins Sans Frontières Seminar – Fighting Against Ebola* (Form 4 to Form 6)

More than 90% students agreed that the seminar enhanced their understanding of the Ebola outbreak, helped them to better understand the challenges that frontline workers are facing and aroused their interest to know more about the humanitarian relief work. They found the topic inspiring to know how some people were risking their lives to fight against viruses. The determination and persistence demonstrated by the frontline workers under adversity was impressive. Subject teachers also recommended keeping this topic, which is highly relevant to their subjects, for instance CSD and CAS.

- *Epidemic & Global Citizenship* (Form 6)

Students were interested in the topic to know how the world was changing under the pandemic. It was closely related to their daily lives. This lesson also guided students to think as global citizens, given the issues among different countries and stakeholders, e.g. ethnic minorities in society. The latest information in terms of infographics and data shared by Oxfam could facilitate students' learning across different subjects and equip them with world knowledge and global vision.

- *Be a Smart Netizen* (Form 1 to Form 3)

Over 90% of students agreed that the seminar raised their awareness of cybercrime. 88.5% agreed that the seminar helped them to better understand how to protect themselves on the Internet. Over 90% of students agreed that the seminar helped them to better understand the Control of Obscene and Indecent Articles Ordinance. Some students found the seminar inspiring because they knew how to use the Internet safely and in a responsible way. They also learned how to accept and respect different opinions on the Internet so as to protect themselves from cyber-bullying.

- *Regeneration Warrior's Life Story Sharing*

Students were deeply impressed by how brave and confident the speaker was to share his predicament in public. They found the life story touching and inspirational, feeling pity for the speaker who had gone through the adversities while fighting against cancer. Students started to realize that the difficulties they were facing were completely minor when compared to life-or-death issues. Students learned not to 'make fun of people with

disabilities', 'help people in need' and 'care for others more'. More regeneration warriors let students embrace and respect difference by listening to their stories.

2.10 Moral Scholarship

To recognize our students' positive attitude and behaviours, students were nominated from each class to receive the Moral Scholarship. 91.4% of teachers agreed that Moral Scholarship provided them with a good opportunity to recognize students' positive attitude at the end of the academic year. However, both students and teachers did not find school activities helped instill good virtues. The scholarship may need more promotion and students' good deeds and behaviours have to be promoted.

Reflection

2.1 Implementation of common expectation on students' behaviour

Guidelines can be released in a timely manner for teachers to follow up. New teachers' workshops and more professional exchange on classroom management can help new teachers quickly adapt to classroom dynamics. Multidiscipline like class teachers, subject teachers and patrol teachers can play a part in the proper use of mobile devices, uniform and appearance as well as some minor behavioural problems. Teachers' effort aside, students should be the ones who govern and take control of school discipline and culture. Student leaders take the lead to create a conducive learning environment for themselves as well as their peers, showing mutual respect to themselves, teachers and their peers. Student leader bodies may take up the role of supervision, grooming the junior to become respected and self-disciplined future leaders. Sustainability of positive school culture and image can be upheld.

2.2 Participation of different stakeholders in school operation and mass programmes

To further enhance sense of belonging towards school among all stakeholders, a series of school-wide activities can involve different parties to collaborate, manage and join. For academic teams, librarians can help maintain the discipline in library and promote the reading scheme. Senior librarians and parent volunteers can help write post for library IG platform to promote books and related activities (i.e. book purchase scheme, book reading award, etc.) Additional multimedia training sessions can be organized for IT Prefects to re-establish a Campus TV Team which can help with school functions and the development of learning & teaching multimedia materials as well as school activities promotional videos.

For pastoral teams, to further enhance participants' leadership skills and strengthen their bonding, Guidance Ambassadors Scheme should train up a small group of Student Form Leaders. The leaders, with counselling knowledge and skills, can offer appropriate help to other students, particularly students in their own form. In addition, Guidance Ambassadors could also participate in more training, community services, and gatherings. Prefects and Monitors may hold meetings regularly to evaluate form ethos such that early intervention on misbehavioural problems can be offered. Leadership training day camp for prefects can be extended to all major student leaders like Guidance Ambassadors, Student Union Committee members and House Captains.

For ECAs, music team training involves training in instrumental playing, discipline, cooperation, respect, and teamwork. Team members learn to listen to instructions of the teacher and the conductor. Team leaders of handbells and hand chimes teams are assigned tasks such as demonstration of basic technique and skills for junior members. These leaders serve as role models for fellow members, showing leadership, patience and problem-solving skills while performing their tasks. Sports team training provides opportunities to improve students' interpersonal communication skills. Team members are required to have

cooperation, communication and mutual respect with each other. Team spirit, sense of belonging and commitment can be further enhanced by team members during the training and competition.

2.3 More systematic use of counselling service

To further address students' needs, it is suggested counselling sessions by clinical, educational psychologists be arranged based on the level of urgency of the students. Students with a more urgent need can be arranged to receive counselling sessions more frequently for progressive improvement. More careful and detailed follow-up work can be carried out for those students.

2.4 Strengthening Character Strength education and promotion in all school-wide programmes

After resumption of face-to-face lessons, more behavioral problems arose due to a significant increase in interaction among students. Some targeted values have to be included in major concerns in student support work.

To further promote character strengths for students, Guidance Ambassadors can make announcements about the Character Strength Programme in the morning assembly. Guidance Teachers can help brief class teachers on the aims of different programmes like the SUNTEEN Tote Bag Design Competition, Cheer Station, Guidance Week, etc. and relate them to character strengths.

Promotion of good deeds and characters is needed as both parents and teachers are not aware of moral scholarship and the award systems for good behaviour.

2.5 Life Education Lessons and Assemblies

Some suggestions from the class teachers and/or MCN form coordinators are listed below:

- Reminder of proper behaviours should be given to the students repetitively:
Life education assemblies were fully resumed in a face-to-face mode after the pandemic. Though reminders were given to the students, there were feedback from teachers and social workers that students' etiquette in mass assemblies need further training, e.g. some questions asked by students during Q&A session were not well structured, etc.
- More engaging/ experiential learning activities could be added to the Life Education:
Many activities were conducted in terms of seminar, as it was very difficult to find organizers who could do an engaging by-form activities within 55 mins at maximum. Regarding '*Regeneration Warrior's Life Story Sharing*' (Form 1, 2, 4 and 5), some feedback suggested having more funny stories for sharing and adding more interaction with students. Junior form class teachers suggested adding some experiential learning activities.
- Whole-school involvement in *Rule of Law Education-Quiz Competition* (百「法」百中問答比賽):
This assembly was firstly conducted in face-to-face mode in the school hall. The legal cases were interesting and closely related to the students' daily life. To answer the questions given by the speaker, only the class representatives were invited to put the answer cards in front of the stage. To encourage students' involvement, all students can join the game through BYOD policies next year, e.g. by Kahoot! or Google Form.
- Life Education material updates:
To facilitate the implementation of school-based 6 years' Career and Life Planning curriculum, more Life Education lesson(s) would be allocated for Career and Life Planning programmes for junior forms, e.g. promoting students' self-understanding. Also, 'Mental Health' was a topic included in senior form and some junior form teachers suggested having it as preventive and character strength programmes at a younger age.

2.6 Scheme of Basic Law Student Ambassadors & MCN Ambassadors

Both teams further developed and got involved in more various kinds of sharing sessions during school ceremonies, programmes outside schools as well as seminars. To foster the understanding of our nation, most Basic Law Student Ambassadors recommended mainland study tours. Student leaders even requested to organize a whole-school activity related to Basic Law during OLE week so they can apply what they have learnt from seminars and exchange programmes with their peers.

Feedback and Follow-up

2.1 Empowerment of student leaders

Multiple teams of student leaders have given rise to a strong and large positive student force to help create school ethos, order and discipline. As long as student leaders are given chances to organize activities and manage school operation, students' ownership of their responsible domains will result in cooperation and mutual respect among peers. Student leaders have to liaise with other leaders to have better time management and mass control in holding mass programmes, avoiding clashes among events. In the next academic year, students are expected to be in charge of most of the students' activities and school's anniversary celebration events. To further enhance sense of belonging, sustainability of teams is the next step to achieve by establishing mentorship scheme and involving student leaders to select successors.

Collaboration opportunities among student leaders from different teams have to be created and thus teamwork can be promoted. Leadership Training Camp, School 20th Anniversary Celebration activities and School Operation Works should be run by student leaders. Research on different organizations can be done with an aim to provide more fruitful activities in the leadership training day camp. Regular meetings between teacher advisors and student leaders should be arranged to evaluate school activities, students' performance, etc. and at the same time reflect opinions for the betterment of school.

2.2 Promotion of school annual theme, form virtues and Character Strength

The annual school theme, Character strength as well as form virtues should be emphasized in all programmes throughout the year. Students' characters and annual focus could be echoed in various domains and gradually cultivated through daily practice. All stakeholders will be well aware of targeted behaviour, attitude and values to be achieved. In the coming academic year, it is suggested to cover the values in the major concern so that more focused direction could be given to all committees and subject panels for their planning. Promotion of moral scholarship and awards for some good behaviour shall be included in some morning assemblies, Parents Day and Class Teachers Meeting.

2.3 Progressive developmental plan for students in need

Student support programmes should be arranged for developmental purposes instead of just one-off activities. Students in need have to be well monitored by multi-committees. The number of students who need extra help is limited so with a relative larger student support team and abundant external resources, more specific and tailor-made follow-up plans can be derived for repeaters, students who have behavioural problems, etc.

2.4 Life Education Lessons and Assemblies

Content and presentation modes have to be more interactive. Audience involvement will be an area of concern next year. Interaction and dynamic sharing session as well as whole-school participation in assembly events can effectively avoid behavioural problems. Also,

all teachers-in-charge of assemblies will be requested to give detailed guidelines on the control of students' performance. For instance, collection of enquiries should be done in advance for guest speakers' preparation. Also, a reminder of proper manners has to be displayed at the beginning of every Life Education assembly. In addition, reminders would be given to the class teachers to maintain discipline proactively. In order to have more activities in an assembly, a longer duration is expected. Special arrangements can be made for community service, interactive games, competition sessions, etc. After all, MCN will continue exploring more options to increase the level of engagement with the joint effort of different committees.

2.5 Collaboration between MCN and CSD for mainland tours

After resumption of normal schooling and boarder control, connection and exchange programmes with sister schools in mainland have to be reestablished. Visits to sister schools can be arranged in coming academic school year and a longer CSD trip can be opted for more in-depth travelling and better understanding of the history, culture and recent development in the nation.

Major Concern 3: To strengthen career exploration and planning for building up clear aspiration and personal development goals in both local and global contexts

Achievements

3.1 Exploration of students' personalities, interest and career inclination

Career and Life Planning curriculum took shape and experimented from junior forms. To find out the relationship between personality traits and future career, 4 trial lessons in Life Education sessions were introduced. Junior formers could understand the relationship between personal abilities and the workplace and found it useful.

To enhance students' understanding of how fifth generation (5G) mobile technology will change our means of communications, a career workshop was organized by Career and Life Planning Committee. The Communication Authority was invited to give a talk to students about the requirement of different STEAM professions. 80% of students were aware of the great potential of 5G and the business opportunities that could be brought by the technology.

To educate students about the requirement of different professions and thus help them set achievable goals, 3 different government department visits (Environment Protection Department, Communication Authority and Civil Engineering and Development Department) were arranged. Students knew more about the work nature about air quality control, 5G communication and new technologies adopted to regulate the groundwater levels.

To prepare students for post-secondary institution admission, a subject selection talk for Form 3 students and parents was co-organized with Academic Affairs Committee and Parent-Teacher Association. Students and parents were able to make informed choices of the elective subjects in Form 4. 75% of students and parents had a better understanding of our school curriculum and further study pathway after the seminar.

For senior forms, career exploration continued to expose students to different opportunities and workplaces. Two career talks were arranged during Life Education lessons. University visit to HKU was a highlight to students' journey of career exploration. About 90% of participants agreed that the talks helped them prepare for university admission and promote self-exploration. ERB Youth Intern Scheme was also introduced to Form 4 to Form 6 students. Internship offered students job placement experience which clearly informed students of the expectation and competition in real-life workplace. IB career university sharing events including interview tips, personal statement write-up, specific career planning in relation to university major, etc. were given to IB students.

Refinement of Life Education curriculum was done to further strengthen career exploration. The Life Education curriculum was restructured to have sessions on ATL skills development, career guidance, EE consultations, etc. in 4E and 5IB. Students were more engaged in the lessons and found the sessions helpful for their studies and career planning. Each 6IB student got a comprehensive application portfolio and got at least one conditional offer.

3.2 Provision of balanced school life via learning outside classroom

Diversified non-academic activities and career orientation activities were provided. The introduction of regular school teams, interest clubs and uniform teams training as well as OLE activities during the post exam period allowed students to get in contact with some new hobbies and thus develop their personal goals. For example, new sports, coding and floral arrangement, etc. were introduced for students to try out. Non-academic achievements were listed on p.26 as reference.

With the resumption of normal schooling and relaxation of mass programmes restriction, a vast number of outside school visits were arranged for students to learn outside the classroom and explore the world. Visits to Hong Kong Palace Museum, M+, K11 Art Centre, Heritage Trail Travel, Field trips for scientific research at HKUST, History heritage trail walk, and Geography field trip were arranged in full swing. Students' learning experience was diversified.

3.3 Mentorship scheme conducted by various committees to cater to the needs of different students

To guide students to set achievable study goals so that they can have a clearer direction on their study for their future career planning, more than 110 one-on-one meetings were held by Guidance teachers and social workers for students in need. Follow-up study plans were made by Academic Affairs Committee so that Guidance teachers, social workers and subject teachers had a better overview on students' performance and areas to be improved. From students' feedback and observation from teachers, low achievers' learning motivation improved and over 76% of students concerned showed improvement academically.

The roles of mentors for all 5IB and 6IB students were streamlined to provide all-rounded guidance and timely support. Mentors were given more guiding questions or prompts to discuss with mentees in the regular meetings to improve focus. Mentors managed to have 1-2 meetings with mentees to talk about their academic performance and personal development and an online meeting log was kept for record and follow up. Students welcomed the support from mentors and were willing to share their ideas and concerns.

3.4 Collaboration with external organizations to launch CAS activities in school context and local community concerning national or global issues under pandemic situation

CAS trip resumed and 5IB students went for services and various kinds of experiential learning in Taiwan. Apart from oversea service, students collaborated with different NGOs (e.g. UNICEF, Methodist Evangelistic Ministry etc.) and initiated student clubs to run different services. Students enjoyed the activities and the time spent with their classmates. They also reflected that different knowledge and skills were gained through organizing activities. Teachers also observed that class ethos and cohesion improved after the CAS trip.

3.5 Student leadership in moral, civic and national education

A team of 20+ MCN ambassadors was formed, supporting the speech under the national flag, morning assemblies and other inter-school/ whole-school activities, e.g. national education related online competitions. 92.9% MCN ambassadors agreed that this scheme could provide leadership training and 100% were willing to join the scheme in the next academic year. 88.6% of class teachers agreed that speeches under the national flag delivered by the MCN ambassadors were satisfactory. MCN ambassadors acted as role models in promoting all kinds of activities related to national education.

3.6 Strong communication with parents and the community

At least 14 Parent-Teacher Association activities were organized, such as AGM, IMC Election, Open Day Snack Booth, 2 Parents' seminars, Annual Dinner, Massage workshop, Astronomy workshop, Drone workshop, Stargazing workshop, 2 Fruit Days, Speech Day Photo Booth, Parents volunteer gathering. The total number of events held increased by over 30% compared to last year. The parent volunteers' involvement was encouraging, and the total participating number was around 300.

A series of Po Leung Kuk activities like outdoors and online flag selling, raffle ticket sale,

and Dress Special Day were organized. With students' and parents' active participation in community service, substantial funds were raised. Details are shown below:

PLK activities	Funds raised
Flag selling (indoors)	around \$45,340
Raffle ticket sale	around \$24,720
Dress Special Day	around \$22,021

Our school was awarded one of the best-performing Po Leung Kuk schools and received the following recognitions:

PLK activities	Recognition from Kuk regarding our fund-raising performance
Flag selling (indoors)	Second runner-up (in the category of secondary schools and DSS schools)
Dress Special Day	Silver

3.7 Participation in International Competitions and Exchange Programmes

Exchange Programmes resumed with one of our sister schools in Singapore. 20 students joined the exchange tour and visited Dunman High School for regular lessons and hostel experience. Some language proficient students were invited to partake in the World Scholar's Cup and debating competitions in an international setting. CSD also arranged a 1-day mainland trip to understand the culture, history and development of urban city in Chins. Some students were invited to join army training in mainland army camp.

Reflection

3.1 Career and Life Planning curriculum

The trial run of school-based curriculum in Life Education lessons and morning class teachers was regarded as successful. Systemization of regular Career and Life Planning lessons need more collaboration with MCN committee to strike a good balance between national education, value education as well as career and life planning.

Also, quite a number of committees and subjects did similar career talks and workshops for local and IB students. Resources can be streamlined, and similar career and life planning activities can be open to all students instead of specifying for either DSE or IB students as after all, students from both streams face the same local and global competition in both career market as well as the tertiary education sector.

Alumni sharing was successfully handled in IB session. A similar practice can be extended to DSE section. A larger batch of successful alumni offers the most up-to-date ideas and first-hand experience in goal setting, admission criteria and interview process. The mentorship scheme was quite mature between teachers and students. Similar concepts and connection can be established between alumni and senior formers.

3.2 University visits and business partnership

University visits, talks and business partnership were provided but the scope and depth sole depend on the promotional information school obtained from university. Students' interests and the market trend may not be taken into consideration. The arrangement was quite random that all senior forms joined the session.

3.3 Exchange Programmes and Overseas Symposium

Resumption of exchange programmes, CAS programme and World Scholar's Cup (Global Round) added colour to students' learning experience. Although CSD trip allowed one whole form to travel back mainland China to learn outside classroom, the number of participants

was still limited and some students who are proficient in language were invited to join more than one event. Different trips or programmes need careful mapping in terms of the number of participants, the timing and targeted forms.

- 3.4 Involvement of different parties in helping students explore their personal self and the world
All workshops, seminars and business placement opportunities were sourced out. Teachers were mainly responsible for liaison work and experience sharing. Parents' support and alumni were occasionally invited to classrooms for casual sharing.

Feedback and Follow-up

3.1 Completion of Career and Life Planning curriculum

Career and Life Planning Committee should formally apply the whole set of education kit from Form 1 to Form 5 by LE lessons. After 3 years of developmental stages, a more systematic and comprehensive Career and Life Planning curriculum with diversified supplementary activities and workshops will be complete, catering to the needs of students from all forms. More career lessons can be added, if possible, to allow students to make progress throughout the year. To cater for students' needs, students' interests have to be taken into consideration and student leaders can be involved in searching for their interested workshops or visits. Mapping of all career-related events must be matched with the curriculum.

3.2 Reconnection of sister schools

Re-establishment of regular exchange programmes and overseas symposium at sister schools offer ample opportunities for students to understand global context as the sister schools are located around the world from Asia to Europe. Students of different levels should be allocated to different programmes to avoid similar students from taking all places of exchange tour. Junior formers may start from mainland China to Asian countries. Senior students will take the lead to European countries and US to showcase their outstanding talents on the global stage. Receiving guests and students from sister schools further benefits the whole school for an open and multicultural school context.

(3) Student Performance

i. Students' Attitude and Behavior

Students are well-behaved with teachers' clear and consistent expectations and guidelines. Most of them are willing to follow school rules and accept opinions for improvement, having high aspirations of their academic performance. Students' attendance and punctuality have improved steadily over the years. Owing to BYOD scheme, students need to train their ability to resist temptation. To set firm and same principles for common behavioural problems, teachers have to share uniform expectations on students' behaviour. Students' self-discipline, leadership and self-supervision mechanism need to be strengthened.

Students are outgoing, expressive and dynamic, demonstrating proficient language skills and being able to converse in English confidently and fluently. Almost all students showed eagerness in joining a wide array of co-curricular activities and competitions, developing their interest.

Students with different nationalities and cultural backgrounds are able to show proper respect and support to each other. The mingle between local and non-Chinese speaking students is very satisfactory. Diversity gives rise to understanding and acceptance of different cultures, contributing to an inclusive, pluralistic and all-embracing school environment.

ii. Students' Participation and Achievements

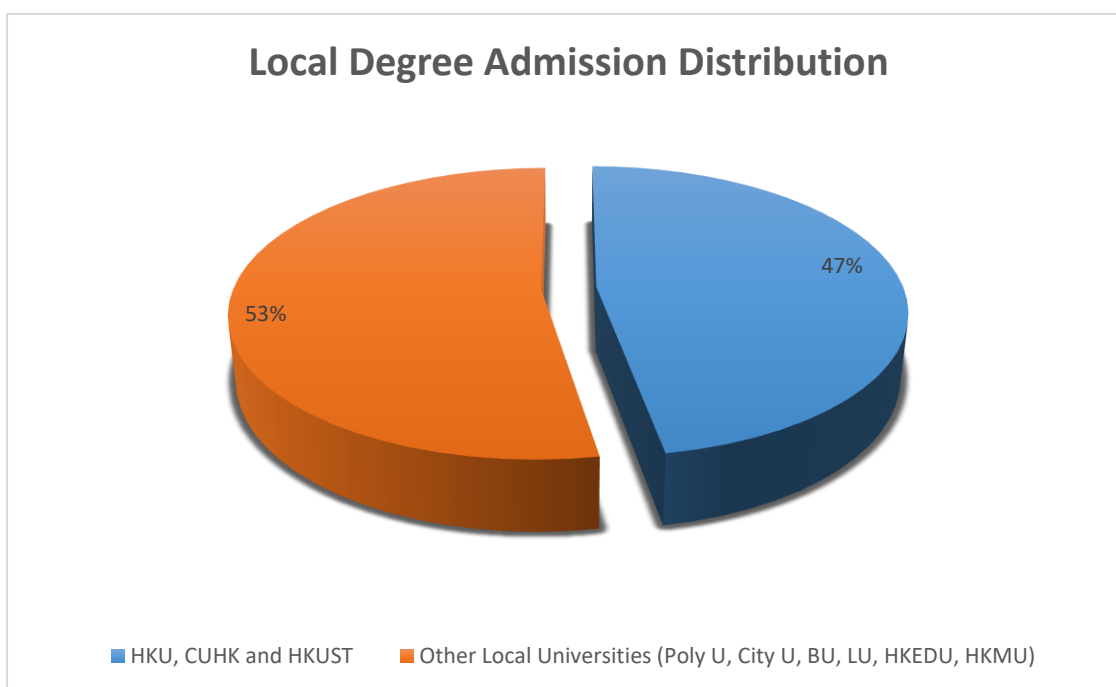
a. Academic Performance

HKDSE	Examination Year 2023
<p>The percentage of students in the school met the general entrance requirements for local Bachelor degree programmes</p> <p><i>Note: The general entrance requirements for local Bachelor degree programmes are level 3 or above in Chinese Language and English Language, and level 2 or above in Mathematics Compulsory Part and Liberal Studies.</i></p>	82.7%
<p>The percentage of students in the school met the general entrance requirements for local sub-degree programmes</p> <p><i>Note: The entrance requirements for local sub-degree programmes are five subjects at level 2 or above in Category A (Senior Secondary subjects) / awarded "Attained" or above in Category B (Applied Learning subjects), including Chinese Language and English Language.</i></p>	98.8%

JUPAS Results

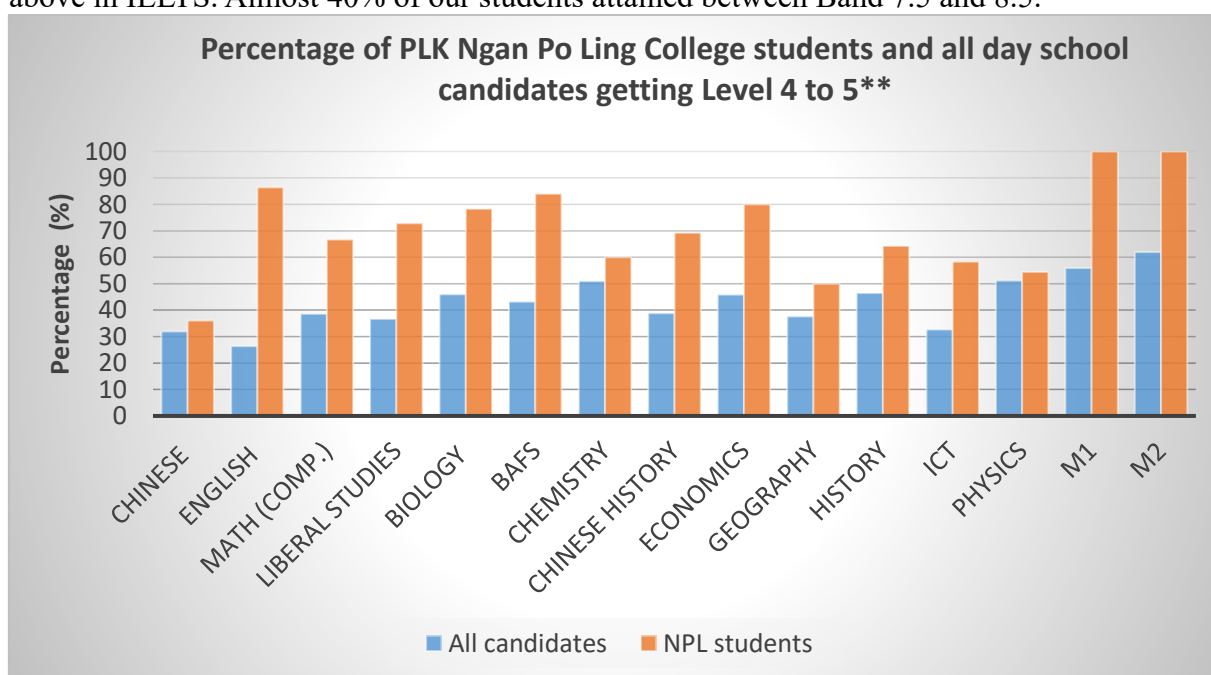
- 81% of our graduates received local university degree offers, of which more than half of them were admitted to HKU, CUHK and HKUST. Our graduates were admitted to Medicine, Pharmacy, Accounting and Finance, Engineering in Artificial Intelligence and many other popular programmes.
- Our graduates got admitted by Tsinghua University studying Social Science.
- The chart below shows the distribution of university degree programme offers:

University	Number of Offer
University of Hong Kong	14
Hong Kong University of Science and Technology	12
Chinese University of Hong Kong	8
City University of Hong Kong	7
Hong Kong Polytechnic University	3
Hong Kong Baptist University	3
Lingnan University	3
Other (Oversea studies, SSSDP, etc.)	22



Hong Kong Diploma of Secondary Education Examination 2023

- Our overall credit rate (Level 4 to 5**) was 1.6 times that of the Hong Kong average.
- 10 subjects had credit rates higher than those territory-wide by more than 60% and 3 subjects by more than 90%. 9 subjects had Level 5 to 5** rate higher than those territory-wide by more than 30%.
- Our credit rate (Level 4 to 5**) of English Language was 86.4%, which was higher than that territory-wide by 210%. The Level 5 to 5** rate of English language was higher than that territory-wide by 272%.
- Over 97% of our students reached at least Band 6 and almost 60% of them attained Band 7 or above in IELTS. Almost 40% of our students attained between Band 7.5 and 8.5.



2023 GCSE Chinese and GCE AS Chinese

- 100% of our Form 4 Non-Chinese speaking (NCS) students taking GCSE Chinese Examination obtained Level 8 – 9 (equivalent to A* in the previous grading system).
- 100% of our Form 6 NCS students taking GCE AS Chinese Examination obtained grade A.

2023 International Baccalaureate Diploma Programme (IBDP)

- Around 24% of our students attained 40 points or above, with the highest score of 43 and the average score of 37.2.
- 94% of our graduates received university degree offers. More than half of our graduates are entering university programmes at The University of Hong Kong (HKU), The Chinese University of Hong Kong (CUHK) and The Hong Kong University of Science and Technology (HKUST) with 2 graduates being admitted to medical school.

b. Non-academic Performance

Category 1: Logical-mathematical Intelligence	
Competition	Awards
AIMO 總決賽 2022	優異獎
華夏盃海外交流賽 2022	一等獎
華夏盃海外交流賽 2022	三等獎
華夏盃 總決賽 2022	

Category 2: Linguistic Intelligence		
Competition	Awards	
World Scholar's Cup (Global Round Bangkok) 2023	1 Trophy 51 Gold Medals 27 Silver Medals	
74 th Hong Kong Schools Speech Festival (English Speech)	Solo Verse Speaking	9 Champions 7 1st Runners-up 7 2nd Runners-up
	Solo Prose Reading	5 Champions 6 1st Runners-up 5 2nd Runners-up
	Dramatic Duologue	2nd Runner-up
The Hong Kong Federation of Youth Groups English Public Speaking Contest 2023	Certificate Of Good Performance	
4th International Parliamentary Debate Competition Awards	2 Speaker Awards Best Motion Award	
From Player to Page Video Game Writing Competition 2023	Category A: Review Writing	Overall winner
	Category C: Script Writing	Overall winner
34th Book Report Competition for Secondary School Students	Merit Award	
Canadian English Writing Competition 2022-23 (Arch Cup)	Silver Award (Preliminary Round)	
	Bronze Award (Semi-Final Round)	
	Bronze Award (Final Round)	
HKET TOPick English Writing Contest 2023	F.1 Division	2nd Runner-up Merit

	F.2 Division	2nd Runner-up
	F.3 Division	1st Runner-up
Twice Upon a Time in Fairytales: English Creative Writing and Digital Storytelling Workshop and Competition	2nd Runner-up	
Hong Kong Association for Academic and Teaching Exchange (HKAATE) Secondary School English Writing Competition	Champion	
Hong Kong School Drama Festival 2022/23	13 Awards for Outstanding Performers	
	Award for Outstanding Audio-visual Effects	
	Award for Outstanding Cooperation	
	Award for Outstanding Script	
	Award for Commendable Overall Performance	
第 74 屆香港學校朗誦節 (中文朗誦)	普通話詩詞獨誦	2 亞軍 1 季軍
	普通話散文獨誦	2 冠軍 2 季軍
	粵語詩詞獨誦	1 亞軍 1 季軍
「傳承・詩詞伴我行」唐詩朗誦比賽	普通話雙人組	「夜鶯杯」亞軍
2023 年金筆獎全港中小學中文硬筆法比賽	初中組	優異獎
第十一屆非華語學生（中學）普通話朗讀比賽	初中組寫作	冠軍
	高中組寫作	季軍
12th Hong Kong French Speech Competition	4 Champions 1 2nd Runner-up	

Category 3: Kinesthetic intelligence		
Competition	Award	
HKSSF Inter-school Girls Basketball Competition (Div. 3 Kowloon 1) 2022-2023	Girls B Grade	2nd Runner-Up
Love Neighbor Teenager Basketball Competition	Best Scorer	
逆籃而上勇創高峰三人籃球賽	Boys S1-3 3on3	Platinum
HKSSF Inter-school Girls Volleyball Competition (Div. 3 Area 2) 2022-2023	Girls B Grade	3rd Runner-up
HKSSF Inter-school Badminton Competition (Div. 3) 2022-2023	Girls A Grade	2nd Runner-Up
HKSSF Inter-School Football Competition (Div. 3 Kowloon 1) 2022-2023	Boys B Grade	Fourth Place Team
HKSSF Inter-school Athletics Competition (Div. 3 Area 2) 2022-2023	Girls A Grade 200m	2nd Runner-up
	Girls B Grade 800m	Champion
	Girls B Grade 1500m	Champion
	Girls B Grade 4x100m Relay	1st Runner-up
	Girls B Grade Long	3rd Runner-up

	Jump	
	Boys A Grade Shot Put	Champion 1st Runner-up
	Boys B Grade 100m	3rd Runner-up
	Boys B Grade 200m	2nd Runner-up
	Boys B Grade 4x100m Relay	2nd Runner-up
	Boys C Grade 400m	2nd Runner-up
	Boys C Grade 800m	1st Runner-up
	Boys C Grade 1500m	3rd Runner-up
	Boys C Grade Overall	1st Runner-up
HKSSF Inter-school Swimming Competition (Div. 2) 2022-2023	Girls A Grade 50m Butterfly	Champion
	Girls A Grade 100m Free Style	1st Runner-up
	Girls A Grade 100m Breaststroke	1st Runner-up
	Boys A Grade 50m Back Stroke	2nd Runner-up
	Boys A Grade 100m Back Stroke	3rd Runner-up
	Boys A Grade 200m Individual	3rd Runner-up
	Boys A Grade 200m Free Style	3rd Runner-up
	Boys C Grade 50m Back Stroke	2nd Runner-up
	Boys C Grade 50m Free Style	Champion
40th PLK Affiliated Schools Joint Swimming Gala	Boys C Grade 200m Free Style	2nd Runner-up
	Girls Junior Overall	Champion
	Girls Senior Individual	Champion
	Girls Senior Overall	Champion
	Boys Junior Overall	1st Runner-up
	Boys Senior Overall	2nd Runner Up
Kowloon Tong Secondary School Annual Swimming Gala Invitation Relay	Overall	1st Runner-up
	Boys 4x50 meter Freestyle Relay	1st Runner-up
HKSSF All HK Inter-secondary school Gymnastics Competition 2022-2023	Floor exercise Girls B Grade	1st Runner-up
	Vault Girls B Grade	1st Runner-up

Hong Kong Secondary School Aquathlon Championship 2023	School Team Boys 2009 or after	2nd Runner-up
	School Team Boys 2006 or after	1st Runner-up
Rope Skipping Sport Academy Cup 2022-2023	30s Single Rope Speed Jump	Champion
	30s Single Rope Speed Step	Champion 1st Runner-up
	Double Under	Champion
	30s Single Rope Speed Cross Open	1st Runner-up
	30s Single Rope Speed Cross Open	2nd Runner-up
	Individual	Champion
	13-year-old or above Team Performance	Champion 1st Runner-up 2nd Runner-up
保良局屬校中小學乒乓球錦標賽	男子團體	亞軍

Category 4: Musical intelligence		
Competition	Award	
75th Hong Kong Schools Music Festival 2023	Junior Woodwinds Winner Award (HK Region)	Champion
	Vocal Solo Foreign Language Female Voice Secondary School-Age 16 or under	2nd Runner-up
	Music Competition (Junior Woodwinds) International - Junior Woodwinds Excellent	Gold Award
	Clarinet Solo-Secondary School-Junior	Honour Award
	Clarinet Solo-Secondary School-Senior	Silver Award
	Handbell Level 2	Gold Award
	Handbell Level 3	Silver Award
	Handbell Level 4	Silver Award
	Graded Piano Solo-Grade Four	16 Silver Awards
	Graded Piano Solo-Grade Five	
	Graded Piano Solo-Grade Seven	
	Graded Piano Solo-Grade Eight	
	Double Bass Solo-Junior	
	Guitar Solo-Intermediate	
	Clarinet Solo Secondary School-Junior	
	Trumpet Solo Secondary School-Junior	
	Zhong Yuan Solo-Senior	
	Zheng Solo-Senior	
	Volin Solo-Grade Five	
	Volin Solo-Grade Seven	
	Cello Solo-Senior	
	Cello Solo-Intermediate	

Category 5: Scientific intelligence		
Competition	Award	
Hong Kong Student Science Project Competition - (Physics & Engineering)	Design Proposal	Second Prize
Robotic Tournament Creative Technology Robotic Competition of the 16th CTEA Cup 2022/23	2 First Prize Awards 4 Third Prize Awards	
Robotics Intelligence DIY 2022 - LEGO EV3 Section / Sec. Sch.	Best Challenge Spirit Award	4th Place
	3 RIDIY Stars Level	
	2 RIDIY Stars Level	
International Astronomy and Astrophysics Competition 2022	Silver Honour	
The 3rd Hong Kong Secondary School Cosmetic Formulation Competition 2023	2nd Runner-up	
CityU Science Patent Challenge 2022	Silver Award	
Chemist Online Self-study Award Scheme 2022	10 Diamond Awards 1 Platinum Award 1 Gold Award 1 Silver Award 5 Bronze Award	
Junior Secondary Science Online Self-learning Scheme 2023	28 Gold Awards 12 Silver Awards 7 Bronze Awards	
Underwater Robot Competition 2022	Achievement Level	Silver Award
Be a Teen Town Planner Planning for a Sustainable Neighbourhood Competition 2022-23	Commendable Award	

Category 6: Artistic intelligence		
Competition	Award	
Secondary School Landscape Media Competition	Scholarship winner	

Category 7: Others		
Competition	Award	
Outstanding Ethnic Minority Student Award Scheme 2023	Top 10 Outstanding Ethnic Minority Students	
	Certificate of Merit	
2022-2023 年度九龍城區傑出學生選舉	初中組優異獎	
	高中組優異獎	
Junior Secondary History e-Reading Award Scheme 2022	Appreciation Award	
「築・動・歷史」全港中學生比賽-網上問答比賽	優異獎	
第十三屆「全港中學中國歷史研習獎勵計劃」	三等獎	

(4) Financial Summary

Financial Summary for the 2021 / 2022 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)	65.75%	N.A.
School Fees	N.A.	32.17%
Donations, if any	N.A.	0.08%
Other Income, if any	N.A.	2.00%
Total	65.75%	34.25%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	79.01%	
Operational Expenses (including those for Learning and Teaching)	9.87%	
Fee Remission / Scholarship ¹¹	4.22%	
Repairs and Maintenance	1.77%	
Depreciation	5.12%	
Miscellaneous	0.01%	
Total	100%	
Surplus/Deficit for the School Year #	0.033 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	9.147 months of the annual expenditure*	
# in terms of equivalent months of annual overall expenditure * exclude 4.278 months of the annual expenditure for net book value of annex building		

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

¹¹ 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).

(5) Appendix

Evaluation Report for Capacity Enhancement Grant for the School Year 2022 – 2023

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
A bridging programme for Form 1 students of 2023 – 2024	<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 2023 to August 2023	Coach and programme fee for service provider HK\$20,000	HK\$10,200.00	The bridging programme for Form 1 students of 2023 – 2024 was held in the morning on 25 August 2023. 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 learning and teaching materials 	September 2022 to August 2023	Salary and anticipated adjustments HK\$482,441	HK\$491,943.90	Two teaching assistants were recruited and helped the clerical and support work of Economics, BAFS, 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 1.9.2022

HK\$173,010.72

Provision in 2022-23

746 students x HK\$732 = HK\$546,072

Estimated Balance c/d as at 31 Aug 2023

HK\$216,938.82

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Life-wide Learning Grant
2022-2023 School Year

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						I <u>n</u> tellectual Development (closely linked with curriculum)	V <u>a</u> lues Education	P <u>h</u> ysical and Aesthetic Development	C <u>o</u> munity S <u>e</u> rvice	C <u>a</u> reer-related Experiences
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 To enhance students’ critical thinking, debating and public speaking skills	Whole year	F.1 – F.6	22	84,000.00	3,818.18	E5	English Language	Satisfactory performance	✓				
2	Musical To stretch students’ ability in performing arts and music and enhance their English proficiency and provide audiences’	Whole year	F.1 – F.5	30	221,583.99	7,386.13	E5	English Language	Satisfactory performance	✓		✓		

	experience of arts and music appreciation													
3	Field Trip to Local Historical Site To arouse students' interest towards history and enhance their historical knowledge about Hong Kong	Post exam period	F.1 – F.3	30	4,500.00	150.00	E1	History	Satisfactory performance	✓				
4	Tai Kwun Education Activity: Heritage Education Courtroom Theatre To arouse students' interest towards history and enhance their historical knowledge about the history and development of Hong Kong's judicial system.	Post exam period	F.4 – F.6	25	3,000.00	120.00	E1	History	Satisfactory performance	✓	✓			
5	STEAM Day To promote STEAM Education and to arouse students' interest in applied science	End of June 2023	F.1 – F.2	100	18,910.46	189.10	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
6	STEAM Workshops To develop students' skills and knowledge in STEAM related areas	Nov 2022 - Aug 2023	F.1 – F.6	60	0.00	0.00	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
7	Robotics Team Training To equip students with STEAM-related skills and knowledge and to inspire students with innovative solution and therefore	Nov 2022 - Aug 2023	F.1 – F.6	25	49,724.10	1,988.96	E5	Cross-Disciplinary (STEM)	Satisfactory performance	✓				

	awake the creative mind of students. A series of modularized training with a focus on STEAM skills and knowledge will be provided to participants													
8	Invention and investigation competitions 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 STEAM skills, scientific knowledge, product design, marketing and research skill will be provided to participants	Nov 2022 - Aug 2023	F.1 – F.5	20	17,640.00	882.00	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				✓
9	Astronomy Club To promote general science through astronomy and to foster an appreciation of astronomy as a nature science. A series of lectures and hands-on activities will be arranged. Students will also participate in local and non-local astronomy competitions	Nov 2022 - Aug 2023	F.1 – F.6	40	11,681.25	292.03	E5	Cross-Disciplinary (STEM)	Satisfactory performance	✓				

10	LEGO Spike Prime related competitions To engages students in thinking critically, analyzing data, and prototyping creative hands-on solutions for complex problems with real-world relevance. A series of training will be provided with a focus on promoting students' self-directed learning	Nov 2022 - Aug 2023	F.1 – F.5	12	16,943.00	1,411.92	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
11	Sports Team Trainings, competitions and activities To stretch students' potential in sports domain and enhance students' physical development.	Whole year	F.1 – F.6	200	846,887.46	4,234.44	E5	Physical Education	Satisfactory performance			✓		
12	Music Team Trainings To stretch students' potential in music domain and enhance students' aesthetic development.	Whole year	F.1 – F.5	200	235,673.75	1,178.37	E5	Arts (Music)	Satisfactory performance			✓		
13	Performing Art Team Trainings To stretch students' potential in dance domain and enhance aesthetic development	Whole year	F.1 – F.5	60	31,752.00	529.20	E5	Arts (Others)	Satisfactory performance			✓		
14	OLE To enrich the school life of the students	Post exam period	F.1 – F.5	600	11,400.00	19.00	E1	Cross-Disciplinary (Others)	Satisfactory performance	✓	✓	✓	✓	✓

15	Interest Clubs To develop the interest of the students	Whole year	F.1 – F.5	200	9,430.00	47.15	E6	Cross-Disciplinary (Others)	Satisfactory performance			✓		
16	Picnic To enrich the school life of the students	Nov 2022	F.1 – F.6	750	48,827.00	65.10	E1	Cross-Disciplinary (Others)	Satisfactory performance		✓			

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1				2720	1,611,953.01									
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1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
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1	The IET/MATE Hong Kong Regional – Underwater Robot Challenge 2022 To excite, educate and empower students in generating engineering solutions to global problems. A series of competition-oriented training will provided	Nov 2022 - Aug 2023	F.1 – F.4	8	0.00	0.00	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
2	Singapore Exchange Programme	Post exam period	F.1 – F.6	20	32,400.00	1,620.00	E3	Non-local Exchange Activities		✓	✓			

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.2				28	32,400.00									
Expenses for Category 1				2,748	1,644,353.01									

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1	LEGO Education SPIKE Prime and Expansion Set	To allow students in prototyping creative hands-on solutions for complex problems with real-world relevance. The LEGO set can be used for LEGO competition training and organizing STEAM competition in our school	44,912.00
2	Mini iPad with trolley	Music lesson and interest club	169,377.00
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			214,289.00
Expenses for Categories 1 & 2			1,858,642.01

Category 3: Number of Student Beneficiaries

Total number of students in the school:	745
Number of student beneficiaries:	745
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Chau Yuen Man
Post of Contact Person for LWL:	Vice Principal

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

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

E6 Fees for students attending courses, activities or training organised by external organisations recognised by the school

E7 Purchase of equipment, instruments, tools, devices, consumables

E8 Purchase of learning resources (e.g. educational softwares, resource packs)

E9 Others (please specify)

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Student Activities Support Grant
2022/23 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$45,500.00
B	Expenditure in the Current School Year:	\$45,500.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$3,442.25
Full-grant under the School Textbook Assistance Scheme	48	\$42,057.75
Meeting the school-based financially needy criteria	0	\$0.00
TOTAL	50	(capped at 25% of the total allocation for the school year)

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	Rope Skipping Team	Physical Education	3	\$1,590.00		✓	✓		
2	Swimming Team	Physical Education	2	\$3,094.28		✓	✓		

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
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
3	Fencing Team	Physical Education	2	\$1,800.00		✓	✓		
4	Boys Badminton Team	Physical Education	1	\$1,488.51		✓	✓		
5	Boys Basketball Team	Physical Education	1	\$2,792.25		✓	✓		
6	Boys Football Team	Physical Education	6	\$4,005.99		✓	✓		
7	Girls Badminton Team	Physical Education	4	\$1,997.42		✓	✓		
8	Girls Basketball Team	Physical Education	2	\$3,036.92		✓	✓		
9	Girls Volleyball Team	Physical Education	3	\$3,376.41		✓	✓		
10	Girls Table Tennis Team	Physical Education	1	\$3,058.39		✓	✓		
11	Bagpipe Team	Arts (Music)	1	\$1,389.06		✓	✓		
12	F.1 Handchimes	Arts (Music)	1	\$869.94		✓	✓		
13	Form 2 Handchimes	Arts (Music)	2	\$851.62		✓	✓		
14	Form 3 Handbell	Arts (Music)	2	\$4,342.40		✓	✓		
15	Junior Handbell Team	Arts (Music)	4	\$1,661.48		✓	✓		
16	Senior Handbell (F.4 & F.5 HB Team)	Arts (Music)	1	\$954.48		✓	✓		
17	Western Ensemble Team	Arts (Music)	4	\$4,303.64		✓	✓		
18	Comic Drawing Club	Arts (Others)	2	\$640.00		✓	✓		✓
19	Hip Hop Dance Club	Arts (Others)	2	\$450.00		✓	✓		
20	K-Pop Dance Club	Arts (Others)	1	\$200.00		✓	✓		
21	Astronomy Club	Cross-Disciplinary (STEM)	1	\$324.48	✓	✓			✓
22	Invention and Investigation Competition	Cross-Disciplinary (STEM)	1	\$928.42	✓	✓			✓

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				
23	LEGO Spike Prime related competition	Cross-Disciplinary (STEM)	2	\$1,694.30	✓	✓			✓
24	Vocal lessons	Arts (Music)	1	\$650.00			✓		
	Expenses for Category 1		50	\$45,550					
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		50	\$45,550					

Contact Person for LWL

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

二零二二/二三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： 陳家淦 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)	備註(例如:學生的學習及情意成果)
	A	B	C						
朗誦節(英文朗誦)	1	6	0	100%	11/11/2022 – 24/11/2022	\$24,180	比賽的分數及成績	香港學校音樂及朗誦協會	參賽學生得到獎項包括十四個冠軍、十三個亞軍、十三個季軍、九十八個優良獎及十六個良好獎
朗誦節(中文朗誦)	2	11	0	100%	11/11/2022 – 24/11/2022	\$7,800	比賽的分數及成績	香港學校音樂及朗誦協會	參賽隊伍得到獎項包括二個冠軍、三個亞軍、五個季軍、三十二個優良獎及十九個良好獎
校際朗誦節(音樂)	0	0	0	100%	1/10/2022-31/5/2023	\$4,200	比賽的分數及成績	香港學校音樂及朗誦協會	參賽隊伍得到獎項包括第三名、榮譽獎、優異獎及表現良好獎
華夏盃初賽	0	0	0	100%	7/1/2023	\$0	比賽的分數及成績	/	/
華夏盃晉級賽	0	0	0	100%	12/3/2023	\$4,050	比賽的分數及成績	/	/
華夏盃總決賽	0	0	0	100%	21/5/2023	\$4,560	比賽的分數及成績	/	/
AIMO 晉級賽 2023	0	0	0	100%	23/4/2023	\$2,880	比賽的分數及成績	/	/
AIMO 總決賽 2023	0	0	0	100%	6/8/2023	\$2,800	比賽的分數及成績	/	/
TIMO 初賽	0	0	0	100%	9/10/2022	\$0	比賽的分數及成績	/	/
大灣盃 預選賽	0	0	0	100%	11/12/2022	\$0	比賽的分數及成績	/	/

大灣盃 選拔賽	0	0	0	100%	15/1/2023	\$900	比賽的分數及成績	/	/
大灣盃 總決賽	0	0	0	100%	19/3/2023	\$800	比賽的分數及成績	/	/
HKIMO 初賽	0	0	0	100%	5/3/2023	\$0	比賽的分數及成績	/	/
HKIMO 晉級賽	0	0	0	100%	14/5/2023	\$450	比賽的分數及成績	/	/
2023 世界學者杯競賽 (World Scholar’s Cup 2023)	0	1	0	100%	3/2023-8/2023	香港賽: \$15,000 國際賽: \$102,765	1. 參與學生數目 2. 能晉升的隊伍數目 3. 比賽成績	World Scholar’s Cup	1. 十五名學生 (組成三 隊) 出賽 2. 所有隊伍均晉級國際賽 3. 參賽隊伍得到獎項包項 二十個金獎，二十二個 銀獎，其中一隊為全港 第八名 。
活動項目總數： <u>15</u>									
@學生人次	3	18	0		總開支	\$170,385			
**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

2022-2023 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。)

- 本年度圖書館邀請各科老師推介新書，提供優質的中文及英文電子書籍予同學借閱，涵蓋不同題材及科目。另外，繼續使用圖書館IG平台及增設的智能圖書機展出新書，成效不俗，本年的借閱量為4150次，與去年相比更大幅增加了790次，可見同學重視深度閱讀，初步營建閱讀氛圍。
- 修讀IB課程的同學繼續在老師指導下使用“Gale in Context: Global Issues” & “Wise News”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，「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。
- 建議下年度，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	\$21,000
	<input checked="" type="checkbox"/> 實體書	
	<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： <u>“Gale in Context: Global Issues” & “Wise News”</u>	\$41,928
	總計	\$62,928
	津貼年度結餘	\$1,054

* 請以✓選或以文字說明。

保良局顏寶鈴書院
公民與社會發展科
「公民與社會發展科津貼」運用報告 (2022 – 2023)

本校已運用「公民與社會發展科津貼」(「公民科津貼」)作以下用途：

	範疇	實際開支金額 (\$)
i.	發展或採購相關的學與教資源 <ul style="list-style-type: none"> 採購流動應用程式促進學與教效能 採購多媒體及電子教學材料（例如：參考書、刊物、多媒體及電子教學材料等） 	0
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動 <ul style="list-style-type: none"> 資助學生參與考察活動交流的費用 資助非華語學生參加內地考察的申請簽證費用 資助教師參與內地教學交流的費用 	5,430
iii.	舉辦和公民科課程相關的校本學習活動 <ul style="list-style-type: none"> 支付舉辦校本學習活動的費用（例如：材料費、教學材料等） 	0
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動 <ul style="list-style-type: none"> 支付學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動的費用（例如：參與比賽、體驗學習的報名費、交通費和住宿費用） 	0
v.	其他（請註明）：／	／
	總開支金額	5,430
	津貼餘款	294,570

Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2022/23 school year

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
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"> 4 students F.5 students Nominated by Biology Department 	59.5 hours from Nov 2022 – Feb 2023	<ul style="list-style-type: none"> Scientific Report 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. KL CHAN as the co-ordinator. The attendance of students was 100% and they have done the research topic “<i>Phytoremediation of Textile Dye by Phyllanthus Fluitans</i>” to investigate the possibility of absorbing methylene blue from industrial sewage. Students became the top 8 in the competition “Hong Kong Youth Science and Technology Innovation Competition” in Environmental Category 	\$40,870 (Coach fee)
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.1 to F.3 Nominated by Science and Math teachers 	7 months in Feb 2023 (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 postponed to July due to the availability of students. 6 lessons were arranged on Saturday mornings from 22/7 to 26/8. The training programme will continue in the next academic year. 	\$350 per hour x 2.5 hours x 6 lessons = \$5,250

Evaluation Report for
DLG – Other Languages French for the 2022/23 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 	F.4-6 students	For 2022-23 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, tailor-made French books were ordered to learners of different levels as well. 	Students' academic performance	\$7,856