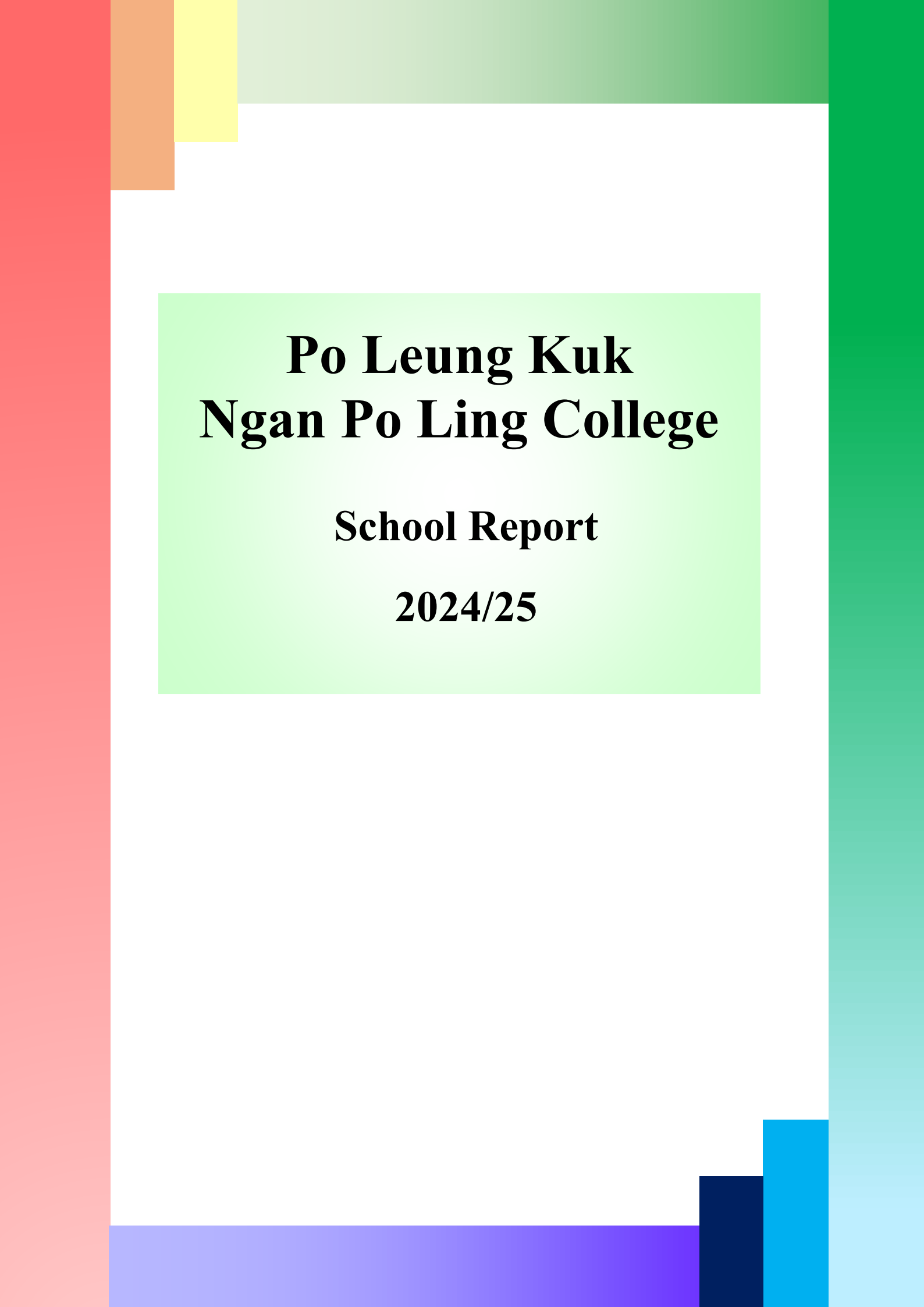




Po Leung Kuk Ngan Po Ling College

School Report

2024/25

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 CHAU Chor Shing	
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)

Information of Teaching Staff (including School Principal)		
Total number of teachers	80 (including part-time teachers)	
Qualification and professional training (Percentage)		
Teacher Certificate/ Diploma in Education	80%	
Bachelor Degree	100%	
Master/ Doctorate Degree or above	42%	
Years of Experience (Percentage)		
0 – 4 years	5 – 9 years	10 years or more
35%	22%	43%

School Population and Class structure

School Population: 831						
Level	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	4+1	4+1	4+1
Remarks:						
• 1 Bridging Year class is operated at S4. • 1 IB class is operated at S5 (IBDP Year 1) and S6 (IBDP Year 2) respectively.						

Subjects Offered

Subjects	Junior Secondary			Senior Secondary		
	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
Chinese as a Second Language (Non-Chinese)	✓	✓	✓	✓	✓	✓
French Language (Non-Chinese)	✓	✓	✓	✓	✓	✓
English Language	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Integrated Science	✓	✓				
STEAM	✓					
Citizenship, Economics and Society	✓					
Life & Society		✓	✓			
Citizenship and Social Development				✓	✓	✓
Physics			✓	✓	✓	✓
Chemistry			✓	✓	✓	✓
Biology			✓	✓	✓	✓
Social Studies			✓			
Economics				✓	✓	✓
BAFS				✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
Computer Literacy	✓	✓	✓			
Information and Communication Technology				✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
HE	✓	✓	✓			
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 groom active learners with curiosity and concern on community for attaining new heights in academic pursuits

Achievements

1.1 Refinement of teaching materials, methodologies and environment

To cultivate active learners, a multifaceted approach was adopted, putting emphasis on collaboration, transparency, targeted support, recognition, and resource accessibility.

- Collaborative professional development: Open classroom observation session was organised and 7 lessons were made accessible for peer observation, with 33 colleagues participating. This initiative fostered a culture of shared learning and reflective practice, indirectly benefiting students through improved teaching strategies.
- Sharing session for new teachers: A dedicated session featuring 7 senior experienced teachers provided new teachers with insights into effective learning and teaching practices, ensuring consistency and quality in instructional delivery.
- Transparency and resource sharing: By placing assignment check packages in conference room in General Office, teachers could openly review and learn from each other's practices. This transparency encouraged pedagogical alignment and innovation, ultimately enhancing student engagement.
- Targeted support for repeaters: Remedial plans were crafted for individual students who need extra support in academics, demonstrating a commitment to personalized learning. The impact was evident—80% of repeaters achieved passing scores, showcasing the effectiveness of tailored interventions.
- Recognition and motivation for high achievers: To celebrate excellence and improvement, 21% of students received book coupons as academic awards. This recognition not only motivated high achievers but also encouraged others to strive for growth, reinforcing a positive learning culture.
- Digital resource enhancement: A centralized repository was created by collecting revision materials and test/exam papers from five internal assessments. E-learning resources bank was created and this initiative empowered students to take ownership of their learning through accessible, high-quality resources.

1.2 Grooming active learners through gifted education

Gifted Education initiatives are designed to challenge high-potential students, ignite their intellectual curiosity, and foster a proactive learning mindset. The following achievements and programmes illustrate how these efforts successfully nurture active learner.

- HKUST dual programme participation: 6 students were admitted to the DP Pre-stage Level / Level 1 courses, with outstanding results. One student even completed the Level 2 programme, demonstrating deep engagement and academic excellence. These courses stimulated curiosity by exposing students to university-level content and research-based learning.
- HKAGE screening and membership: 31 students were nominated to join the HKAGE screening programme. They completed web-based learning courses, having self-directed learning. Some students were invited to submit personal profiles. In total, the number of students joined HKAGE in the 2024/25 school year doubled last year's number. Membership in HKAGE provided students access to enrichment programmes that spark curiosity and promote independent inquiry.
- Recognition through ICAS assessments: With 83 student entries and a 78% credit rate, learners demonstrated highest academic aptitude in recent 4 years. These results reflected students' enthusiasm for academic challenges and their active pursuit of excellence.

- 1.3 Cultivating academic excellence through reading culture and library engagement
- Library usage and reading culture have been improving. Monthly average circulation hit 943 items, totaling 8,488, a significant rise from 7,066 (23/24) and 3,800 (22/23), showing increased student engagement with reading. From SSE, the Q-value for non-assigned reading increased to 107, reflecting strong student engagement in leisure reading.
 - Library orientation programmes for Form 1 students debuted in the 2024/25 school year.
 - Two major book fairs attracted about 1,000 participants each, with 30 classes attending the fairs during lesson time—fostering excitement around reading.
 - A space for focused learning was open on over 80% of regular school days, and demand surged before internal assessments, reflecting students' proactive preparation habits for academic excellence.
- 1.4 Individual and group tutorials for students in need
- To promote the character strength of “Curiosity” and “Love of Learning” so that students can be more motivated in learning, 115 individual tutorials with 121 hours were organized for 4 junior form and 6 senior form SEN students from September 2024 to June 2025. The attendance rate was satisfactory. Feedback from participants observations by responsible guidance teachers and school social workers indicated that the above arrangement conducted during the year could enhance students' motivation and learning skills of different subjects. Tutors were also able to cater for participants' learning needs.
- 1.5 QEF Project for interactive whiteboards, LED walls and Hall lighting fixtures
- By securing \$1,363,200 in QEF funding, 37 classrooms/special rooms were equipped with interactive whiteboards and whiteboards to allow centralized MDM for screen sharing (e.g., flag raising ceremonies, academic seminars, etc.). Coupled with sideways projection screens enhanced content delivery by offering secondary display sources. By securing \$542,800 in QEF funding, LED walls on 3 hall sides and hint LED wall for presenter support were installed. 40 digital LED lighting fixtures allowed flexible event control and enhanced visibility of presentations for all audience members. The use of digital lighting software for scene programming and moving-head lights helped improve performance quality.
- 1.6 Life Education lessons and cross-curricular activities
- Around 110 by-form Life Education lessons and assemblies across different domains were completed with the joint effort of class teachers, subject panels and committees. The following activities in table 1 were implemented to groom active learners with curiosity and concern on community for attaining new heights in academic pursuits.

Table 1: Student activities related to major concern 1

Target Group	Topics	Organizers
Whole School	‘My Pledge to Act’ Student Work Display: - ‘Exploring Diverse Communities, Co-creating a Harmonious HK’ Poster Design Competition - 「細看多元社區・共建和諧香港」海報設計比賽	MCN & CES
Whole School	- Board Decoration Competition - Introduction of a local/international NGO	Class Teachers
Form 1 – 5	‘Meet-the-Author’ seminar	AA
Form 1 – 3	Regeneration Warrior's Life Story Sharing 「再生勇士生命教育分享」	MCN & Regeneration Society
Selected students	Work Experience Programme - PLK Shek Kip Mei Community Services	ECO

	Centre	
1.7 Incorporation of community related materials in curriculum To groom active learners with curiosity, diverse learning tasks were designed to fit their ‘life events’, as suggested by EDB. According to the last year’s evaluation, most subjects only focused on ‘personal/social/family’ scope of life. In this academic year, CES was newly involved in this cross-subject learning tasks to cover the scope of life - ‘Society, Nation and World’ as well. For instance, CES arranged students to design posters to visualize their ideas on building a harmonious Hong Kong with diverse community, based on their understanding of the needs of some local minorities. Besides, F.5 students did a long-writing task in English to develop their understanding of the significance of respecting and appreciating older members of the community. Students also needed to offer advice to others on how to show respect to the elderly. 1.8 Igniting curiosity and innovation through meaningful exposure to STEAM frontiers To cultivate innovation and entrepreneurial spirit among students, a series of enriching experiences were organized for the STEAM team. These included three visits and one talk, featuring prestigious institutions and cutting-edge facilities such as the Robotics Lab at City University of Hong Kong, the Physics Department at the Chinese University of Hong Kong, Inno Space at the Hong Kong Productivity Council, and a thought-provoking seminar by the World New Economy Council on Smart Cities and AI-driven innovation. A total of 85 STEAM team members participated, engaging actively and raising insightful questions, which reflected their growing curiosity and enthusiasm for technological advancement and community impact. Six school-wide activities were organized by students and teachers which included STEAM Experience Days (September 2025), Stargazing activity (December 2025), Space Museum visit (March 2025), Egg Drop Competition (March 2025), Science Week (April 2025) and Paper Plane Competition (June 2025).		
Reflection		
1.1 More emphasis and assistance to be done for Gifted Education Gifted education has made notable strides, especially in the post-COVID era. The integration of online learning platforms has encouraged greater student participation and made course completion more accessible. However, some students found the Student Personal Profile submission process challenging. 1.2 Cultivation of learning atmosphere among peers Facilities such as the study room, supported by study room assistants, significantly enhanced students’ access to quiet and focused learning environments. The increase in the number of opening days was guaranteed by improving coordination with after-school study room tutors to ensure consistent academic support. 1.3 Parental involvement in library activities Book fairs were welcomed by students and the participation rate among students. To nurture a reading community, parents and teachers can serve as positive agents to promote reading and bring the habit back home. Also, teachers and students reflected that the variety of books is an area to improve. Display books should not be restricted to academic reading or supplementary exercises. 1.4 Sharing clearer study strategies among subject teachers and after-school tutors Great efforts had been made by guidance teachers to collaborate with students, parents, subject teachers and part time tutors to offer tutorial lessons for the selected students. To		

further enhance SEN students' learning skills, more collaboration between subject teachers and responsible guidance teachers is needed.

1.5 L&T Benefits from equipment updates

Teaching spaces are now more adaptable and flexible. The system supports a variety of teaching styles and pedagogical approaches. It also enables easy and efficient mass control of interactive displays for school-wide programs. For LED Walls and Lighting, the improved visibility allows greater engagement of audiences in large events. There will be greater flexibility in managing lighting setups for diverse school functions. The L&T environment was enhanced in terms of comfort and performance quality for presenters and performers.

1.6 Fostering values through life education: a growing impact on student character and community engagement

According to the class teachers' survey, 93% of teachers agreed that cross-curricular activities can groom students with curiosity and concern on the community. The Life Education programmes were very successful in fostering core values in our students from the class teachers' perspective. In particular, 'Benevolence', 'Respect for Others' and 'Empathy' were essential values that nurture our students' curiosity and concern for the community. In this academic year, 93.1% and 100% of the class teachers agreed that the Life Education lessons could foster these values among students, preparing them to explore the community. According to the SSE, around 62% (56.8% last year) students and 80% (68.8% last year) teachers agreed that the school helped students develop interpersonal skills and attitudes. Regarding the promotion of values education and developing good moral character, 58.4% (53.4% last year) students, 77.3% (66.3% last year) teachers and 76.7% (68.1% last year) parents agreed with it respectively. The overall statistics showed good progress in promoting values education.

1.7 Cross-curricular creativity inspires community awareness and empathy

These cross-curricular tasks not only addressed key educational goals but also enriched students' engagement with the annual theme, 'My Pledge to Act', by encouraging gratitude, empathy, and a positive outlook. Ultimately, the initiative successfully met its intended learning outcomes, affirming its value in holistic education. More subjects could be invited to include theme-based projects, raising students' awareness and interest towards the social issues and the happening in the community.

1.8 From curiosity to connection by engaging students with real-world challenges

The initiative successfully provided students with exposure to real-world applications of science and technology, sparking deeper interest in academic exploration and societal relevance. The students' proactive engagement during the visits and talk demonstrated their readiness to connect classroom learning with broader community concerns. These experiences not only broadened their understanding of innovation and privacy protection but also encouraged them to think critically about how technology can improve lives. The positive feedback and quality of student interaction affirmed the value of experiential learning in nurturing active learners who are both intellectually curious

Feedback and Follow-up

- 1.1 To better support those preparing for interviews and Student Personal Profile submissions for HKAGE membership validation, it is recommended to pass the list of students who have to prepare Student Personal Profile for HKAGE programme to corresponding subject teachers to provide extra support and guidance.

- 1.2 It is recommended to recruit 2-3 reliable assistants to facilitate duty roster. Study room assistants can further diversify support services to newly arrived students, helping them with homework and integrate smoothly into the school's learning culture.
- 1.3 To further enhance the reading culture, it is recommended to initiate early booking of bookstores and ensure a sufficient selection of English-language titles, which can broaden students' global outlook. Encouraging parents to actively participate in book fairs and school-based reading activities would strengthen the home-school connection and foster a shared literacy environment. Collaborating with Parent-Teacher associations to host reading sharing sessions will be a way forward to cultivating a reading habit not only in school but at home. Parent volunteers can serve as reading companions. Also, more English books and journals are suggested to be added in book fairs. Different types of libraries, bookstores, book fairs and library activities can be arranged. It will help cater to students' interest and multicultural background of our students.
- 1.4 It is suggested to have regular updates with subject teachers and seek advice from subject teachers how to help students after school to prepare or revise core curriculum covered in regular lessons. Concrete directions to the tutors can help students to develop individualized learning strategies. Also, sharing differentiation strategies on teaching and assessments to new subject teachers by social workers and guidance teachers can enhance learning effectiveness.
- 1.5 Collaboration with the Math Panel to design and implement subject-specific activities that leverage the new technology will serve as a pilot scheme across junior forms. Provision of training for teachers will maximize the pedagogical potential of interactive tools. Collaboration with GC, Musicals and IB Multi-Cultural Club to organize events that utilize the new lighting and display systems. It is important to develop a usage protocol and training for staff to optimize the use of the lighting software and hardware for various school events.
- 1.6 In response to class teachers' suggestions, several follow-up initiatives will be implemented to further enhance students' personal development and values education. More outings, such as volunteer services, will be arranged for junior-form students during the post-exam period, with active participation from MCN ambassadors and the flag-raising team to foster community engagement. For senior students in F.4-5, the first Life Education session will focus on 'Target Setting', encouraging them to establish academic and non-academic goals aligned with Key Stage 4, nurturing ambition and self-directed learning. The Regeneration Warrior's Life Story Sharing, which moved students with their resilience after life tragedy, successfully inspired students to cherish life and empathize with marginalized groups. Follow-up measures should be derived to sustain the impact on students' daily life.
- 1.7 To optimize the learning outcomes of cross-subject values education, the coverage of the 'scope of life' and 'implementation approaches' will be further diversified. This could include displaying learning outcomes following community services implemented by the Guidance Committee.
- 1.8 To further excel in STEAM education, future plans will include visits to technology companies specializing in AI and robotics, offering students firsthand insight into emerging industries. Additionally, participation in technology exhibitions throughout the year will be encouraged to deepen their exposure and inspire academic ambition. These opportunities will continue to groom students into active learners who pursue new heights in both academic and personal development, while remaining grounded in a sense of responsibility and concern for the community.

Major Concern 2: To promote service-based learning both inside and outside school to nurture students' leadership skills, sense of judgment, responsibility and positivity in the community

Achievements
2.1 Leadership Development Different Committees implemented a series of structured programs to foster leadership, responsibility, and positive values among students through experiential and service-based learning: - Prefect Training Day Camp: A team-building initiative designed to enhance leadership and collaboration among prefects. Teacher observations confirmed that over 70% of participants showed improved leadership and team spirit. Prefect training day camp was conducted on 7 Dec 2024. Over 90% of students agreed the camp can help to enhance leadership skills and help them to learn to work as a team. 100% of teachers-in-charge agreed that the services provider's performance was satisfactory. - Monitor Meetings: Regular term-based meetings provided class monitors with guidance and support in their leadership roles, reinforcing their responsibilities within the classroom setting. - School events: Students have involved themselves in organizing school events and interclass/house activities for peers and demonstrated their leadership, sense of responsibility and judgement through event organization and execution. Student helpers participated in school events as team members or helped in organizing school events such as Swimming Gala, Sports Day and Open day. Almost all stakeholders agreed that ECA training could promote service-based learning both inside and outside school to nurture students' leadership skills, sense of judgement, responsibility and positivity in the community. Based on SSE data from teachers, students and parents, over 75% of teachers agreed that school helped students develop interpersonal skills and attitudes, such as showing respect to others and empathizing with others. Over 70% of parents agreed that the school has helped their children develop good moral character. - Guidance Ambassadors (GA): 30 student Guidance Ambassadors were recruited to promote a harmonious and loving school culture with leading roles. The attendance rate was satisfactory. They actively involved to lead 3 booths in Open Day. They led and assisted 12 booths in the Guidance week 3-day activity. 26 of them were awarded the "Hong Kong School Volunteer Campaign 2024" certificates, recognizing their active participation in the campaign and enthusiastic promotion of campus volunteer culture. Feedback from GAs and observations by guidance teachers indicated that the "Guidance Ambassadors Program" could enhance GAs' leadership skills. They put their learning into actions and enjoyed taking up their roles. - The Big Brother Big Sister Scheme: 30 F.2-F.6 students Big Brothers and Big Sisters (BBSS) were recruited. They were coached to help the F.1 students adapt to secondary school life. Various activities such as class visits, orienteering and lunch time gatherings were organized. From the statistics of the feedback survey, 93.8% of the BBS agreed that the activities have equipped them with leadership skills to coach F.1 students and 92.5% of responding F.1 students agreed that they felt support from the scheme. - Training and management of student-led clubs: Training and support for club leaders on planning and execution of activities with inter-club collaboration were provided to sustain continuity of clubs. Club leaders had meetings regularly to share information and perform evaluations on the activities held by different clubs, as well as communicate with teachers and administrators. 80% of the clubs have recruited members in 4E and junior forms as club committee members or general members so that successors could be located more easily. Students could share ideas and give suggestions to different clubs to organize activities during the club leaders meeting. However, it was found that job specifications

were not clear enough, so that the manpower could not be utilized efficiently and conflicts would be caused. Three clubs had already located successors in 4E to continue the clubs next year and could start the planning work with the help of 5IB students during summer holiday.

- IT Prefects: 7 internal training sessions led by senior IT Prefects were organized, including photo shooting, photo selection, video shooting, video setup and video editing. The participation rate reached 80% and over 80% of students agreed the training equipped them with practical media skills. Senior members contributed to the growth of junior members through peer-led instruction. 35 IT Prefects provided IT support across 219 school events, including SU events, assemblies, and inter-class activities. 199,355 photos were taken and systematically archived for school use. Formation of ITP Media and Events Team helped streamline support. Introduction of FTP system for automatic photo uploads enhanced efficiency. Well-received ITP Instagram grew from 117 posts and 579 followers (June 2024) to 247 posts and 994 followers (June 2025). Teachers praised the high quality and organization of photo documentation. Efficient systems and teamwork contributed to smooth execution of school events.
- 2025-26 SU election was held on 7 July 2025. Two cabinets applied for the election. Preparation began in March, allowing the cabinets more time to prepare their promotional materials. The Election Committee, led by the current SU cabinet, also provided clear and helpful guidelines to the proposed cabinets. The long transition time facilitated the smooth school commencement. Student leaders could lead school commencement ceremonies and former student leaders' efforts could be recognised formally.
- MCN Ambassadors & Flag-raising Team: The MCN ambassadors and the flag-raising team provided 534+ service hours, supporting a wide range of school functions, including Chinese Culture Day, the Mid-Autumn Festival celebration, Open Day, the sister school scheme, Speech Day, Library Dedication Ceremony, as well as regular duties and training for flag raising.

2.2 Introduction of Career and Life Planning (CLP) Ambassadors

The CLP Ambassador Programme was designed not only to support peers in navigating their career journeys, but also to cultivate responsible leadership among student ambassadors themselves. Through active participation and service, these ambassadors gained firsthand experience in guiding others—while deepening their own understanding of career development. 70% of ambassadors reported improved communication and teamwork skills—essential competencies that empower them to thrive in academic settings, future workplaces, and broader community roles. 80% of participants became more informed about the requirements and expectations of various professions, enabling them to make more strategic and realistic career choices. 70% of ambassadors successfully set achievable goals for their future studies or career paths, demonstrating increased clarity and direction.

2.3 Discipline Programs

A restorative initiative called “Fire Phoenix” offering students who had made mistakes a chance to rebuild their sense of judgment through meaningful school service. Evaluated through surveys and teacher observations, the program successfully instilled positive values in over 70% of participants and gained parental support. The programme conducted twice in the school year. Four students are downgraded the penalties after completing the service and four more students are going to serve after the final examination. The performance of students was satisfactory. Teacher-in-charge of service agreed that students provided suitable help by the service.

Attendance and punctuality were closely monitored. Emphasizing the importance of self-discipline, this initiative used attendance and punctuality as indicators of student

responsibility and commitment to school life. Close monitoring on lateness and absence records significantly improved attendance and punctuality rate when compared to that of last academic year. The number of days of absence for all students dropped around 12% and the lateness record of all students in the year of 2024/25 decreased by 20% compared to that of last academic year.

A law related seminar was delivered by a guest speaker from Law Society. The talk was successfully conducted during Life Education lessons for junior forms. It aimed to provide students with information about the legal profession in Hong Kong, as well as raise awareness of youth crime and commonly seen offenses in society. The content delivered was not closely aligned with the intended focus on teenage misbehavior and youth-related crime. Over 90% of class teachers agreed that the topic was not relevant to the concerns of students. Despite the school reviewing the PowerPoint presentation beforehand, there was limited control over the actual delivery and performance of the guest speaker.

2.4 By-level seminars and Guidance week to address character and value education

- To promote the character strength of “Judgement” so that students can make rational and logical choices, the by-level seminars named “Induction and Harmonious School” and “Mutual Respect” for F.1 students, “Getting Along with Opposite Sex” for F.3 students were organized from Sept 2024 to Apr 2025. Besides, Guidance week for the whole school was organized in May 2025. From the statistics of the feedback survey from F.1 students, 94% of them agreed that the objectives of “Induction and Harmonious School” seminar were achieved. From the statistics of the feedback survey from F.1 students, 95% of them agreed that the objectives of “Mutual Respect” seminar were achieved. From the statistics of the feedback survey from F.3 students, 90% of them agreed that the objectives of “Getting Along with Opposite Sex” seminar were achieved.
- To promote the character strength of “Self-regulation” so that students can be responsible and resist temptation, the by-level seminar named “Love & Respect” for F.5 students was organized from November 2024 to January 2025. From the statistics of the feedback survey from F.5 students, 95% of them were satisfied with the overall arrangement of activity and some of them suggested extending the activity time and enriched the overall content.
- “Communication and Social Skills” for F.2 students and “Self-Care” for F.4 students were organized from September 2024 to October 2024. From the statistics of the feedback survey, over 89% of F.2 students agreed that the objectives of the seminar were achieved as they learnt how to apply the character strength of social intelligence. 87% of F.4 students agreed that their resilience could be improved.
- Creating Happiness Lunch Break Group: 20 sessions of open group for F.1-6 students were organized by the counsellors from September 2024 to May 2025. A total of 92 students joined the activities. The counsellors arranged card games, art works and sharing sessions regularly in the lunch time break for students feel free to join. Participants’ responses were exceptionally good with workshops involving art works DIY, they could release tension through verbal and nonverbal expression in the debriefing sessions with the counsellors.
- Guidance Week: 4 external organizations were invited to provide booth game services in the Guidance Week. By teachers and social workers’ observation, over 2000 headcounts participated in 12 booths throughout the 3-day activity. According to the statistics of the class teachers’ feedback survey, 95% agreed that the Guidance Week helped raise students’ awareness towards character strengths, as well as helped promoting students’ awareness towards 4Rs (Rest, Relaxation, Relationship, Resilience). The success of the program was attributed to the fulfilment of students’ developmental needs. Besides, students were excited to join the booths which set up by the P.T.A. in the Guidance week,

continued efforts will be made towards the collaboration work with external organization, PTA and MCN Committee.

- Parents' Seminar: To nurture students' positivity through strengthening the character strength of "Social intelligence" "Gratitude" and "Kindness", a "Building a Happy and Positive Parent-Child Communication through Character Strengths" Parents' Seminar was conducted in February 2025, to support parents in maintaining good relationships with their children. 43 parents from junior forms joined the talk. From the statistics of the feedback survey, 95.6% participants agreed that the objectives of the workshop were achieved, they learnt how to improve the communication with children.

2.5 Board Decoration Competition

All classes joined the board decoration competition with the design featuring: the form values, the annual theme of 'My Pledge to Act', i.e. 'Be Grateful and Treasure What We Have, Stay Positive and Optimistic; Cherish Life, Be Healthy', and the introduction of an NGO. In the first year of the School Development Plan, this activity aims to increase students' awareness of minority groups in our community, nation or the world, preparing them in terms of 'knowledge (cognition)' about NGOs.

2.6 Introduction of voluntary service

- Volunteer Ambassador Program: 16 Volunteer Ambassadors were recruited. The attendance rate was satisfactory. We cooperated with the Whampao Integrated Children & Youth Service Centre of U.B. in Christ and 16 training sessions were arranged from February 2025 to May 2025. They planned, designed and led 3 booths in the Guidance week to practice the equipped communication and leadership skills in school. They prepared games and visited more than 20 elderly at Tan Siu Lin Neighbourhood Elderly Centre of the Chung Sing Benevolent Society in May 2025. During the visit, they played games, chatted with the elderly to understand their needs and delivered a grocery pack to each elder as gifts. All of them agreed that the trainings equipped them with the problem-solving and communication skill, and 92.3% of students agreed that their character strengths of "leadership" and "teamwork" were strengthened.
- "FLASHDisc" Group: With the collaboration with the Po Leung Kuk's Children and Youth Services and the Hong Kong Flying Disc Federation, 17 group members were recruited and related trainings were arranged from October 2024 to December 2024. 7 of them were selected to attain the "FLASHDisc invitational Tournament 2024". They got the 1st and the 2nd runner-up. 92.3% of the group members agreed that the activities equipped them with leadership skills, which enabled them to understand the importance of properly communicating with others and working harmoniously in competitions.

2.7 Partnerships with local organizations to enrich the volunteering experience and enrich service elements during CAS trip

Student clubs were liaised with new local NGOs like Mother Choice's, Box of Hope, Africa Center HK and so on to arrange different activities. More service time was added during CAS trip and students were required to plan and prepare for services to be conducted in Elderly home in Malaysia. Each club successfully liaised with the external organizations for at least one activity for their club members or school community. Students gained experiences in liaison and organizing activities and broadened their horizon on the situations of different disadvantaged groups in Hong Kong. All students enjoyed having more service time during CAS trip and over 50% of them reflected that there could be longer service time. However, students were still a bit weak in having detailed event planning and hiccups resulted during the services.

2.8 Service-based learning arrangement for Non-Chinese Speaking (NCS) students

In the year of 2024/25, our school made significant steps in promoting service-based learning among NCS students. Through active encouragement and structured support, students participated in a wide range of award schemes and voluntary service programs organized by NGOs and government departments. Notably, our school was honored as a Racially Friendly Campus Champion under the Equal Opportunities Commission's schemes. In the Outstanding Ethnic Minority Student Award Scheme, 2 students were named among the Top 10 Outstanding Secondary School Students, 3 were selected in the Top 20, and 27 received Merit Awards. Additional highlights included student involvement in activities such as the Hong Kong Guide Dogs Association flag selling, Po Leung Kuk Charity Walk and Flag Day, and the 義無反顧-義工服務計劃. Five students also received Harmony Scholarships from the Home Affairs Department.

2.9 Parents' involvement in community service

The school successfully organized at least 12 PTA activities this year, maintaining the momentum from previous years. These included major events such as the AGM, IMC Election, Open Day Snack Booth, Annual Gathering Dinner, Fruit Days, and various workshops and seminars. Parent involvement was notably strong, with around 108 active volunteers. Impressively, parents also initiated their own activities, including a Tea Workshop during Chinese Cultural Day, a Stress Relief Food Counter during Guidance Week, and Chinese Calligraphy Workshops during OLE Week. In collaboration with Po Leung Kuk, the school coordinated impactful fundraising events such as flag selling, raffle ticket sales, and Dress Special Day, collectively raising over HK\$129,000. Additionally, leisure opportunities were provided to students through free tickets to cultural and recreational venues like Hong Kong Disneyland and Cirque du Soleil.

Reflection

2.1 Leadership development

The types of activities in the camp were limited, which may have restricted opportunities for students to fully engage and challenge themselves. The current venue within the school may not have provided an environment conducive to more demanding tasks. For leader meetings, the method of delivering meeting agendas was not effective, possibly leading to low engagement or lack of clarity among student monitors.

Student leaders were capable of drafting proposals and providing detailed program plans. They were also able to handle promotion and mass control. All kinds of leaders could exchange ideas and learn from each other during leaders meetings. They could better understand about school operation regarding activities management with the administrator present in the meeting. To better student-led school culture, a self-regulatory mechanism like PIEP cycle should be introduced to student leaders. Also, sometimes there are too many programmes happening at the same time, committees competing for venues, time slots for promotion, student helpers, etc.

Also, early selection of leaders and forming executive members groups will help establish closer connection with former student leaders and new leaders can be better prepared and equipped with leadership and management skills by observing the operation of school/club activities and it also facilitates experience sharing. Peer-led training has proved more effective than external coaching. Strengthened bonds between senior and junior members enhanced mentorship and collaboration. All committees and academic teams could follow the footsteps of SU's early preparation work on selection and election. It will help promote the above professional exchange among peers.

2.2 Strengthening the role of student leaders

CLP Ambassadors tended to help one-off activities only and they were not exposed to any special careers for research and presentation. They can also be involved in mentoring junior formers on subject and curriculum selection. Student engagement in CLP will be enhanced.

2.3 Multidisciplinary measures to train students' judgement and discipline

Teachers found it challenging to schedule service hours for students without interfering with their academic commitments. There were limited opportunities available for students to engage in meaningful service within the school. Continued efforts are needed to monitor and improve students' attendance and punctuality, requiring support from class teachers, pastoral care teams, and parents.

2.4 Service-based learning and character building boosted positivity and enhanced bonding

In response to feedback from the previous year, additional booths were set in the Guidance week. According to the SSE, our teachers agree that "The student support services offered by the school cater for students' development needs.", and our students agree that "The school actively teaches us how to get along with others, such as showing respect for others and being considerate." With the 5-point scale, our mean is 4.0 and 3.7 for teachers and students respectively. From the APASO data, the Q-value for "Emotion (Positive emotion)" increased to 103 (24/25) from 86 (23/24). The Q-value for "Emotion (No negative emotion)" increased to 96 (24/25) from 85 (23/24). The Q-value for "Emotion (No anxiety and depression symptoms)" increased to 110 (24/25) from 99 (23/24).

Feedback from students showed that the various activities were able to help students become more aware of their character strengths and better equipped to maintain social relationships with others. According to the SSE, and our students agree that "My schoolmates and I help each other and get along well." and "the school is a caring place." With the 5-point scale, our mean is 3.9 and 3.6 respectively. From the APASO data, the Q-value for "School Atmosphere (Not Lonely)" increased to 116 (24/25) from 107 (23/24). The Q-value for "School Atmosphere (Belongingness)" slightly increased to 107 (24/25) from 105 (23/24).

2.5 Cultivating readiness for service-based learning

The activity was widely recognized by class teachers—93% agreed it effectively prepared students for deeper engagement in service-based learning. The board decoration component maintained a consistent standard, with an average score of 67, reflecting satisfactory quality and timely completion across classes. The effort and coordination from the levels in charge ensured smooth execution, while the NGO introduction corner stood out as a highlight, particularly with Form 2 students applying for insights from Life and Society. This integration of academic knowledge into practical presentation not only reinforced learning but also demonstrated students' growing awareness of community issues, laying a strong foundation for future service experiences.

2.6 Systematic arrangement of voluntary service across levels

Voluntary service was arranged depending on the availability of charity or community organizations. A holistic plan of voluntary service program for F.1-5 need to be derived to support students' growth and development in character building.

2.7 Extending collaboration with NGOs for the whole school community service programs

Students had partnerships with more different local organizations and had joined or organized more activities outside schools. This could improve their communication skills and understanding of the operation of different NGOs through visits and volunteer work. The

partnership could be beneficial to community service across forms. IB students could run voluntary program for fellow schoolmates in different forms to gain mutual benefits.

2.8 Empowerment of NCS students to contribute to the community

These achievements reflected a growing sense of responsibility, leadership, and community engagement among our NCS students. The expansion of voluntary service schemes tailored to their needs has proven effective in nurturing self-discipline, respect, and a positive outlook. Students showed increased enthusiasm and commitment, and their recognition in various award programs demonstrated the impact of these initiatives. The support from teachers and the collaborative spirit within the school community were instrumental in creating an inclusive environment where NCS students feel empowered to contribute meaningfully.

2.9 Fostering leadership and value education through home-school collaboration

These initiatives have significantly contributed to nurturing students' leadership and social responsibility. The Po Leung Kuk donation activities not only raised substantial funds but also instilled values of kindness and civic awareness among students. PTA-led events, including seminars and student performances, provided platforms for students to develop judgment, responsibility, and career planning skills. The high level of parental engagement, both in school-organized and self-initiated activities, reflected a strong home-school partnership. According to SSE and APASO data, parents' responses under "My Views on Home-School Cooperation" were overwhelmingly positive, with 97.6% expressing willingness to participate in school or PTA-organized activities—marking the highest score in the past three academic years.

Feedback and Follow-up

2.1 To enhance the effectiveness of future camps, it is recommended to include more challenging and demanding activities that encourage students to step out of their comfort zones and build resilience. Additionally, relocating the camp to a venue outside the school campus could provide a more dynamic and stimulating environment for experiential learning. To improve communication, monitors can be assigned to present discussion outcomes on form ethos, which would help ensure engagement, and accountability. Furthermore, implementing short bi-term meetings between DC level coordinators and class teachers would allow for regular evaluation of both class performance and the development of student monitors.

To further enhance GA's ability to communicate, collaborate and inspire others, more systematic training, practical skills for organizing activities and student-led activities in the leadership training programs are suggested. Due to the significant increase in number of the ambassadors and leaders, the framework and trainings of the leaders need to be reviewed. It is suggested to promote Hong Kong Individual Volunteer Hour Award to recognise students' service effort in the coming year.

School leaders should have regular meetings to look for opportunities to collaborate among committees, teams, clubs, etc. Sharing and training sessions can be arranged at the beginning of the year with the help of current leaders.

The concept of evaluation has to be cultivated among student leaders. Student leader bodies should do evaluation regularly and pass a list of improvement plans of different events to teacher-in-charge and successors to follow. A whole-school mapping of school events is needed and the collaboration work can be shared with student leaders so that students will have a concept of early preparation and time limitation.

- 2.2 To further enhance the impact of the CLP Ambassador Programme, it is recommended to expand the training modules to include a wider range of career fields and emerging industries, offering ambassadors and their peers broader exposure. Establishing mentorship pairings between ambassadors and professionals or alumni can provide deeper real-world insights and sustained guidance. Regular reflection sessions should be implemented to help ambassadors assess their progress, share experiences, and refine their leadership and communication skills. Additionally, tracking long-term outcomes by following up with ambassadors after the programme would offer valuable insights into how their goals evolve and how the experience influences their academic and career decisions.
- 2.3 All committee heads and subject heads should propose potential service tasks at the beginning of the school year to ensure a wider range of opportunities for student participation. The teacher-in-charge of the Fire Phoenix Programme should assign appropriate duties to participating students based on availability and suitability. For the arrangement of value education talk, it is suggested to invite guests from the government, and the focus and delivery mode of talks need to be given to speakers in advance.
- 2.4 The Guidance committee will continue to focus on promoting 4Rs, especially on the “Relationship” aspects in the coming year, aims to further promote students’ well-being through strengthen students’ character strengths, as well as social network and emotional support from peers, teachers and their family members.
- 2.5 After preparing students for the ‘knowledge (cognition)’ of NGOs in the year of 2024/25, it is suggested to guide them towards taking ‘action (practice)’ to serve the community and develop a sense of empathy, or ‘emotion (affection)’, with the support of class teachers and the Guidance Committee in the second year of the School Development Plan, e.g. class-based action plans can be developed to engage students in community service.
- 2.6 To have better arrangement of voluntary service, liaison of organizations for community services could be done earlier. The training sessions of the Volunteer Ambassadors Program can be reduced.
- 2.7 It is suggested that current club members can collaborate with local NGOs to hold some on-campus voluntary service or visit to the community for students from different forms. Also, students need to plan earlier for the services to be done during the CAS trip and CAS lessons would be utilized to prepare for materials and conduct rehearsal. More service elements could be arranged in CAS trip.
- 2.8 To build on the momentum of involving NCS students in the community, it is suggested to set a target of at least 50 service hours per student annually to deepen their involvement and leadership development. Diversifying service opportunities through cross-school collaborations and peer-led projects can further enrich their experiences. Introducing mentorship programs and structured reflection sessions will help students internalize the values gained through service. Additionally, establishing an internal recognition system—such as certificates or showcases—can celebrate achievements and motivate continued participation. These steps will help sustain and elevate the impact of service-based learning across the school community.
- 2.9 To ride the success of parental support in service work, the school should further maximize parental involvement by encouraging them to co-organize workshops and events that align with students’ developmental needs. Regular parent-child activities can be introduced to support mental health and strengthen family bonds. Additionally, deeper collaboration with

other school committees—especially the MCN committee and subject departments—can help promote National Education among parents and broaden the scope of service-based learning. These efforts will not only enrich students’ experiences but also reinforce a culture of shared responsibility and community engagement.

Major Concern 3: To equip students with clear understanding of their personal attributes, orientations and opportunities available around the globe for making informed and responsible choices for further studies and career development

Achievements

3.1 Self-led mentoring programme

To empower students in making informed study and career choices, the Civil Service Outstanding Service Award Scheme and the Youth Employment Network were strategically developed into a self-led mentoring programme. This initiative aimed to cultivate students' knowledge, skills, and attitudes essential for navigating future academic and professional pathways. 70% of participating students demonstrated a clear understanding of how business entities operate. Another 70% of students showed marked improvement in generic skills—such as communication, problem-solving, and teamwork—while also developing sound values and work ethics. Based on a post-programme questionnaire, 90% of class teachers expressed satisfaction with the mentoring scheme. They affirmed that students successfully met the programme's objectives, indicating strong alignment between intended outcomes and actual impact.

3.2 Implementation of a progressive career planning framework across all levels

To broaden students' career and study horizons, a progressive career planning framework was introduced across all year levels. To provide guidance for informed choice, apart from electives selection talks for Form 3 students and parents, JUPAS talks for Form 6 students, Career Day included talks for students only offered by Durham University and Hand Seng University of Hong Kong in Life Education lessons. A PLK Joint School Career Talk: Getting into the World's Top Schools (US Ivy League and T20s) debuted in March 2025. An admission talks of overseas universities and visit of admission representatives from Tsinghua University were organized. F.6 students received updated information on local, international and national tertiary programmes and admission requirements. Notable achievements including offers from Peking University and Tsinghua University (MBBS) were given to our nominated students. To better guide students to make informed choice for their career development, parents' participation was encouraged through Career Room on Form 6 Parents Day, University Booths and consultation work on JUPAS Release Day.

To facilitate Form 2-5 students to have a better self-understanding and advanced goal setting. Students explored personality traits and their influence on academic and career paths in life education. 80% of students could accurately describe their personality; 82% showed improved self-awareness. Alumni sharing and interview workshops were run by our own alumni in Form 4-5 life education lessons. Students found sharing of first-hand experience prepared them well for programme selection and preparation.

3.3 Exposure to real-world opportunities

Collaborations with IB and Business School Partnership Programmes enhanced understanding of professional expectations. Students were sent to different institutions for internships. Exploration Programmes and workshops were also introduced such as Greater Bay Career Exploration trip to Zhuhai, taking 30 students to explore the development and opportunities in mainland China. A group of non-Chinese speaking students joined Teen Talk GBA Study Tour 2025-Deepening Legal Cooperation, Youth Shaping Tomorrow Programme to have a better understanding of legal system in mainland. The number and the scope of career visits and talks also maximized. A visit to a Chinese Medicine clinic, a talk held by Planning Department, and a mobile learning centre were arranged to introduce new career fields. 83% of participating students found all activities very useful and provided rich insights to their career planning. Connections with prestigious institutions were established with

Tsinghua, Peking, and Fudan Universities to expand global study options. 2 students got conditional offers from medical school of Tsinghua University and the Chinese department of Peking University.

3.4 Wide range of ECA teams, academic society and clubs

Students were given opportunities to join ECA teams and this helped students better understand their own fortes and OLE activities equipped them with information and knowledge on their future career. ECAs have provided students with a wide range of learning opportunities: 8 interest clubs, 1 uniform team, 3 dance teams, 13 music teams and 11 sports teams in 2025. Students could opt to join the training. During OLE period, more career related OLE activities were introduced, such as visit HK MA Information Centre, Ocean Park Academy Hong Kong Education Programme, Visit to Causeway Bay Chinese Medicine clinic, CUHK Business Faculty Open House, IB Astrophysics Club, etc. From the report of the students' survey on ECA, almost all stakeholders agreed that ECA training could equip students with clear understanding of their personal attributes, orientations and opportunities available around the globe for making informed and responsible choices for further studies and career development. From the report of the students' survey on ECA, all stakeholders agreed that ECA could enhance non-academic performance of the school. Based on SSE data from surveys, over 70% of students agreed that school has provided adequate opportunities for students to develop their leadership abilities. Over 75% of parents agreed that the school helped their children develop their interests and life skills

3.5 Workshops and individual support

- Discovering ourselves workshops: To guide F.1 to F.6 students to set achievable study goals so that they can have a better understanding and make a realistic self-assessment of personal attributes, more than 100 one-on-one meetings were held by guidance teachers and social workers for 10 low achievers were arranged from September 2024 to June 2025. Two "Discovering Ourselves with MBTI" workshops for F.1-5 students were organized in March 2025. A total of 31 students joined the activities, and the counsellors arranged the test analysis sessions with them after school. Overall, most of the students in the MBTI workshop were notably engaged and positive. Some students showed a keen interest in understanding their personality types, which facilitated active participation and discussion during the session. From students' feedback, observation from guidance teachers and social workers, 9 out of 10 low achievers' learning motivation improved and some of them started to have significant improvement for their academic result through the one-on-one meetings. For the MBTI workshops, from the statistics of the feedback survey from the participants, more than 95% of them agreed that their self-understanding on own personality traits enhanced.
- Cheer Station Week and workshops: To nurture the character strength of "Persistence" so that students can learn proper ways to deal with their academic stress, the "Chase Dreams and Be Positive Sharing Session" and "F.6 cheer up station" program were organized in January 2025. The Hong Kong Singer, Mr. Chau Yan Ting was invited to provide an inspiring sharing session with F.6 students in January 2025. A total of 51 students actively joined the activity after school. Memo-writing booth, instant photo-taking booth and song dedication activity were arranged at lunchtime as well. In addition, 12 "Stress Management with DIY" workshops for F.1-6 students were organized by the counsellors from October 2024 to May 2025, including texture painting workshops, hand cream workshops, fluid Art workshops, as well as moss ball and herbal massage stick workshops. A total of 79 students joined the activities after school. From students' feedback and observation from teachers, students enjoyed the sharing session with Mr. Chau Yan Ting. For the "F.6 cheer up station" program, over 300 headcounts participated in 3 booths throughout the 3-day activity. Students enjoyed the relaxing activities in

“Stress Management with DIY” workshops which arranged by the counsellors. From the statistics of the feedback survey, 95% of participants agreed that the objectives of the workshops were achieved, they learnt appropriate relaxation techniques to cope with academic stress.

3.6 Self-discovery of personal interest and talents among NCS students

NCS students actively participated in a wide range of inter-school competitions and career-related activities, demonstrating both talent and ambition. In the 13th Putonghua Speech Competition for Non-Chinese Speaking Students organized by HKU, junior students won the champion award in Duologue, second runner-up in Solo Verse Speaking, and the Best Scene Award. At the 76th Hong Kong Schools Speech Festival, one F.5 student earned first runner-up in the Cantonese solo lyrics recital, while three others received merit and proficiency awards. In the 2024/25 Chinese Talent Competition organized by EDB, one senior student received second runner-up and 19 others earned participation awards. Our students also excelled in the 14th French Speech Competition and the 13th French Dictation Competition, securing multiple champion and runner-up titles. On the career development front, 78.57% of NCS students received JUPAS main round offers, with 63.6% admitted top universities including HKU, HKUST, and CUHK. Additionally, six students were nominated for the Greater Bay Area Study Tour 2025 to explore future career opportunities.

3.7 Empowering future innovators through STEAM excellence

To strengthen students’ leadership roles and systemize career orientation programs, the school successfully implemented two major tasks focused on STEAM education. A total of 92 training sessions were conducted for 6 STEAM teams comprising 85 members, including the LEGO Team, Robotics Team, AI Car Team, Invention Team, Junior Trainee Program, and Astronomy Club. The competition-based training model proved highly effective in motivating students, while the Junior Trainee Program offered a foundational course focused on core STEAM skills. With an impressive 90% attendance rate and generally strong student performance, the initiative laid a solid groundwork for nurturing responsible and aspiring global citizens. Students participated in 16 prestigious STEAM competitions, earning 2 championships, 7 first runner-up titles, and 2 Best Innovation Awards—an outstanding testament to their dedication and growing expertise.

Reflection

3.1 Strengthening the role of alumni mentors

The mentoring programme has proven to be a valuable platform for fostering self-directed growth among students. By integrating real-world exposure with guided reflection, it effectively supports youth in making wise and well-informed decisions about their academic and career trajectories. Students found the sharing on interview tips useful.

3.2 Individual consultation and parental engagement in career planning work

According to “Hong Kong Benchmarks for Career and Life Development”, efforts on Career Life Planning policy, Competency and Leadership, Encounter with workplace and higher education were well recognized. Benchmarks for the above items reached over 70%. More work has to be done on benchmarks of student engagement, personal guidance, linking curriculum to career and parent engagement.

3.3 Mass participation in a larger scale of Career Fair

All Career Planning activities were welcomed by both local and IB students. A joint career talk also helped attract more universities to set up booths on our Career Day. Some routine Career Planning work which originally scattered over the academic year can be grouped together to form a theme-based school event like Career Day. To attract more institutions to

join our on-campus University Information sessions, more stakeholders should be involved. It also benefitted early preparation for JUPAS choice and exploration of alternative pathway for further studies nationally and globally.

3.4 Insufficient time and members for ECAs

Given the positive feedback from teachers and students, ECA still found time clash of OLE training sessions with additional lessons, concert practice, exchange programme or field trip.

3.5 Individual workshops and guidance are the way forward

A noticeable improvement was observed among low-achieving students, attributed to enhanced learning motivation. MBTI workshops successfully helped students gain self-awareness by identifying their personality types, strengths, and weaknesses. Students showed increased understanding of their unique traits and preferences, contributing to personal growth. Guidance teachers played a key role in supporting students, but their roles and expectations remain loosely defined. For Cheer Station, Mr. Chau Yan Ting's inspirational session resonated deeply with students, encouraging resilience and positivity. Art-based DIY workshops provided a therapeutic outlet, allowing students to express themselves and release tension. Debriefing sessions with counselors were effective in helping students process emotions through both verbal and nonverbal communication.

3.6 Continuous participation in all kinds of territory wide competitions to equip necessary skills for future study and work orientation

The increased participation and success in competitions reflected a growing confidence and capability among our NCS students. Their achievements in language-based contests—especially in Cantonese, Putonghua, and French—highlighted their adaptability and willingness to engage with diverse linguistic and cultural challenges. The rising number of awards compared to previous years indicated that our encouragement strategies bore fruit. However, despite efforts to involve NCS students in Chinese History competitions, language barriers remained a significant obstacle, and no students were able to participate in this year. On the career planning side, the high JUPAS offer rate and positive student feedback showed that our targeted support and information-sharing efforts helped students make informed decisions about their futures. They were also equipped with the language and cultural support which are required in future work field.

3.7 Leadership in action and learning through experience

The high level of student engagement in both training and competitions reflected the success of goal-oriented, experiential learning. Students thrived under the guidance of STEAM teachers and coaches, developing essential skills in programming, networking, model design, and project management. The competition-based format encouraged teamwork, strategic thinking, and resilience—key traits of effective leaders. The Junior Trainee Program also revealed the importance of thematic coherence in STEAM education, as comparative outcomes with the previous academic year highlighted the benefits of delivering content through a unified theme. These experiences not only enhanced technical competencies but also fostered leadership qualities and a sense of global responsibility among students.

Feedback and Follow-up

3.1 It is suggested to start the mentoring period earlier, extend the scope of sharing and increase the number of alumni mentors.

3.2 It is suggested to include individual guidance session for Form 3 and Form 6 students in coming academic year. Parents and students can be invited to be volunteers to help in

university fairs and offer internship programmes.

- 3.3 Career talks, booths and alumni sharing can be placed on the same day from class periods, assemblies, lunchtime fair, after school exhibitions as well as talks from overseas university and Form 6 JUPAS talks can be held for all parents and students as well as IB and PLK communities. A large group of quality audiences will attract more universities.
- 3.4 Whole school mapping between academic studies and non academic development is needed to allocate time, venues and manpower according to the needs of students. At the same time, students should be taught how to manage and organize personal materials.
- 3.5 MBTI and similar self-discovery workshops have to be offered to foster self-understanding and motivation. Clearer guidelines and training for guidance teachers have to be provided to enhance their ability to support students individually. Some easy and handy tools can be introduced to help students explore interests, aptitudes, and career aspirations. Invitation can be extended to inspirational speakers who can share real-life experiences and motivate graduating students. Last but not the least, the role of the Guidance Committee can be strengthened in promoting mental well-being through regular relaxation and resilience-building activities. Practical stress management techniques can be integrated into school life.
- 3.6 To further support NCS students in their academic and career journeys, expanding access to language competitions is suggested to allow them to showcase their strengths and build confidence. Collaborations with external organizations can help identify contests that are more inclusive and linguistically accessible. For Chinese History, alternative formats have to be explored—such as bilingual workshops or visual storytelling—that allow NCS students to engage meaningfully despite language limitations. On the career development front, locating more internship opportunities and arranging university admission talks in fields like law and medicine will help students set clearer goals. Inviting NCS alumni to share their experiences can also foster a stronger sense of direction and belonging, helping students better understand societal expectations and workplace culture.
- 3.7 Looking ahead, a new course themed around underwater robotics will be introduced in the next academic year, offering students fresh and immersive learning experience. In tandem, increased collaboration among science subjects will be trialed to promote interdisciplinary scientific investigation, encouraging students to connect concepts across domains and think more holistically. These enhancements are designed to deepen students' curiosity, strengthen their leadership roles, and better prepare them for future academic and career pursuits. By continuing to refine and expand STEAM initiatives, the school will further its mission of grooming active leaders into responsible, innovative global citizens.

(3) Student Performance

i. Students' Attitude and Behavior

Students at our school continue to demonstrate commendable behaviour and a positive attitude toward learning. With clear and consistent expectations set by teachers, most students willingly follow school rules and accept feedback for improvement. Their aspirations for academic success remain high, and attendance and punctuality have significantly improved due to regular supervision and intervention. Junior form students, in particular, show increased self-discipline and a stronger commitment to school regulations. However, while the BYOD scheme allows mobile device usage under supervision, students still require guidance to resist digital distractions. SSE data suggests that although students believe they manage their IT use well, their leisure usage remains high, indicating a need for more synchronized rule enforcement and the development of self-management mechanisms by teachers and parents.

Socially, students are expressive, dynamic, and respectful, with strong language skills in both English and Putonghua. Their enthusiasm for co-curricular activities and competitions is evident, and they actively support one another in personal and group endeavours. The school's inclusive environment fosters meaningful interactions between local and NCS students, contributing to a pluralistic and harmonious campus. This cultural integration has been recognized through the "Racially Friendly Campus Champion" award in consecutive years, affirming our commitment to diversity and mutual respect.

In terms of moral development, collaboration between subjects has successfully promoted positive character traits, though students' self-perception in this area remains modest. APASO data shows a strong sense of national identity among students, with high scores in both Q-value and P-value. Students consistently show pride and respect during national ceremonies and express a sense of responsibility toward the nation. Students' mental health has shown notable improvement, attributed to their active participation in school activities and the nurturing, supportive atmosphere cultivated on campus. According to recent data, the Q-score for No Negative Affect rose significantly from 86 to 103, while No Anxiety/Depressive Symptoms increased from 85 to 96. These upward trends suggest that the school's emphasis on engagement and care is positively impacting students' emotional well-being.

Overall, students are well-rounded individuals—kind-hearted, responsible, and collaborative. Their responses to student-led activities have been exceptionally positive, and SSE results reflect a caring school climate, with mean scores of 3.9 and 3.6 for peer support and school care respectively. Satisfaction with school life has also risen, as shown by the increase in Q-value from 94 to 112. While students remain active in sports competitions, APASO data reveals a slight decline in physical training, suggesting that more emphasis on regular exercise during leisure time is needed to support their overall well-being.

ii. Students' Participation and Achievements

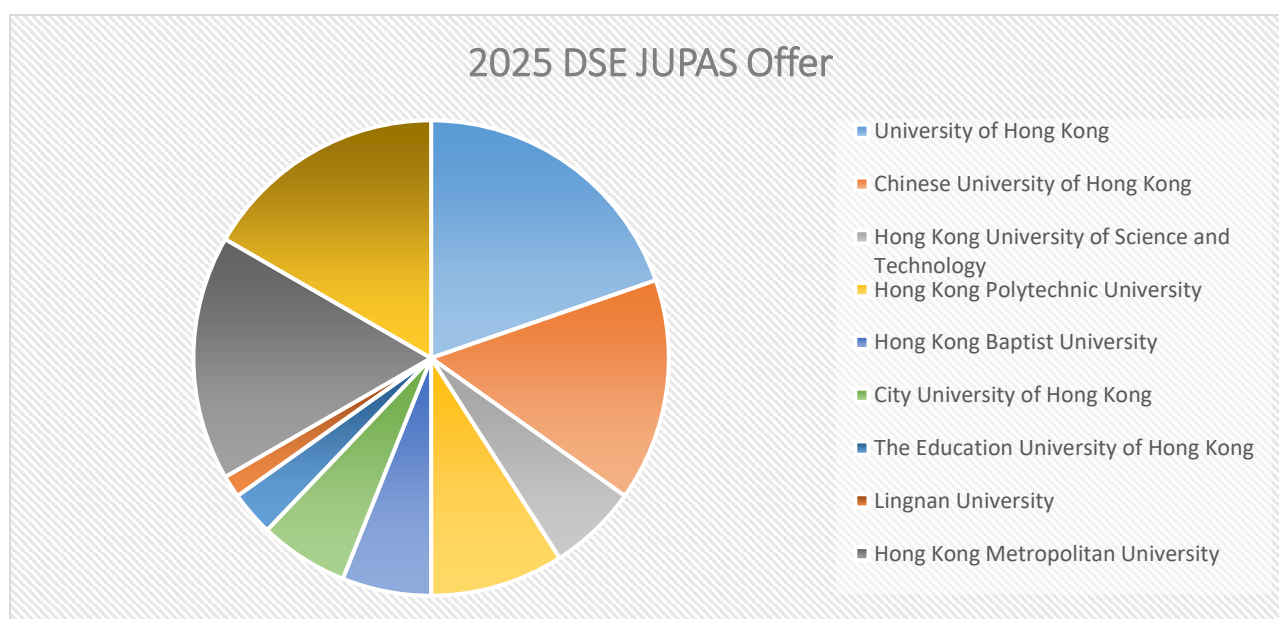
a. Academic Performance

HKDSE	Examination Year 2025
The percentage of students in the school met the general entrance requirements for local Bachelor degree programmes <i>Note: The general entrance requirements for local Bachelor degree programmes are level 3 or above in Chinese Language and English Language, level 2 or above in Mathematics Compulsory Part and Attained in Citizenship and Social Development.</i>	86.4%
The percentage of students in the school met the general entrance requirements for local sub-degree programmes <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>	98.8%

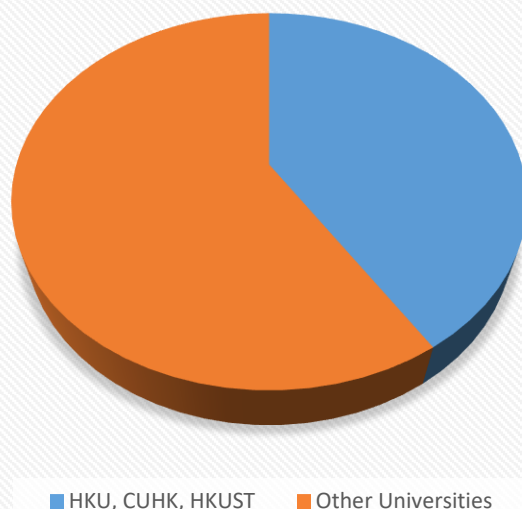
JUPAS Results

- More than 81% of the Form 6 students received offers from JUPAS main round with 1 student receiving an offer via School Nominations Direct Admission Scheme. Around 41% of students who have a degree offer enter HKU, CUHK and HKUST.
- The chart below shows the distribution of university degree programme offers:

University	Number of Offer
University of Hong Kong	13
Chinese University of Hong Kong	10
Hong Kong University of Science and Technology	4
Hong Kong Polytechnic University	6
Hong Kong Baptist University	4
City University of Hong Kong	4
The Education University of Hong Kong	2
Lingnan University	1
Hong Kong Metropolitan University	11
Other (Oversea studies, SSSDP, etc.)	11



2025 DSE JUPAS Offer of 3 major universities in HK

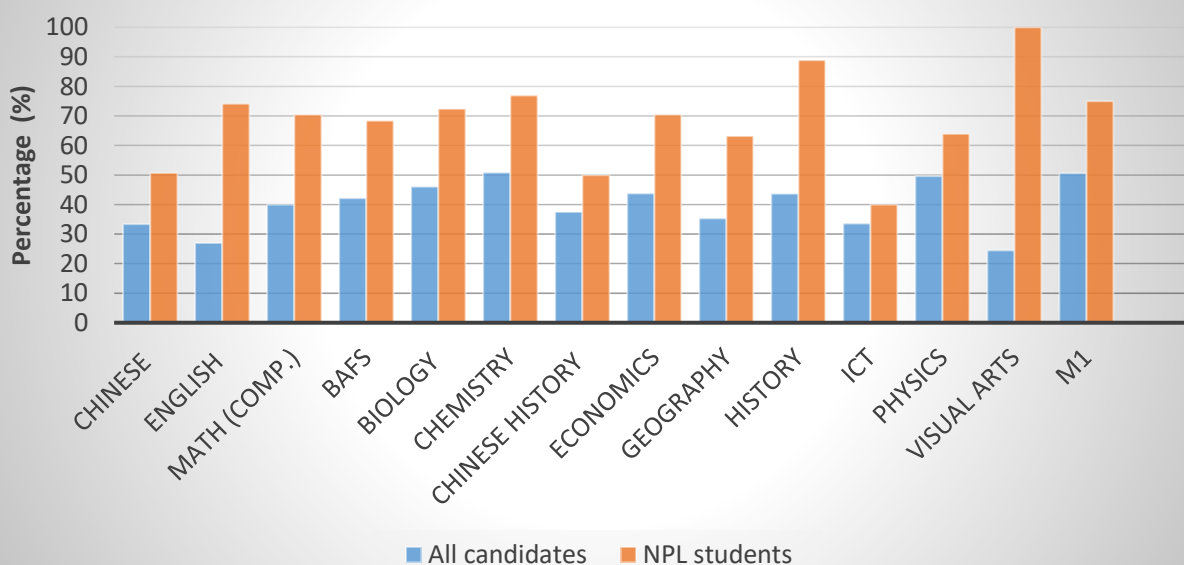


Hong Kong Diploma of Secondary Education Examination 2025

- 2025 HKDSE and IELTS

- Our near-perfect scorer Smriti Kedia set the highest DSE record in school history, achieving FIVE 5** and TWO 5*.
- Our overall 2025 HKDSE credit rate (Level 4 to 5**) was 66.7%, which was 1.8 times that of the Hong Kong average.
- 7 subjects had credit rates (Level 4 to 5**) 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 40%.
- Our credit rate (Level 4 to 5**) of English Language was 74.1%, which was higher than that territory-wide by 174%. The Level 5 to 5** rate of English language was higher than that territory-wide by 238%.
- Over 92% of our students reached at least Band 6 and almost 70% of them attained Band 7 or above in IELTS. Over 42% of our students attained between Band 7.5 and 8.5.

Percentage of PLK Ngan Po Ling College students and all day school candidates getting Level 4 to 5**



- 2025 GCSE Chinese and 2024 GCE AS Chinese
 1. 100% of our Form 4 Non-Chinese speaking (NCS) students taking GCSE Chinese Examination obtained Level 8 – 9 (equivalent to A-A* in the previous grading system).
 2. Our first batch of Form 6 students taking Putonghua GCE AS Chinese Examination got encouraging results despite the sudden change of medium of instruction from Cantonese to Putonghua by HKEAA a year ago. Our credit rate was 100% while 60% of students got a distinction (Grade A).
- 2025 International Baccalaureate Diploma Programme (IBDP)
 1. 45.8% of our students attained 40 points or above, with 2 perfect scorers attaining the highest score of 45. The average score of 39.13.
 2. 100% 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 1 graduate being admitted to medical school and 1 graduate being admitted to Computer Science AI Specific Program in University of Toronto with a total of 2 million scholarship.
- Form 1 Intake
Competing for 164 Form One places, the total number of applications reached almost 3,600. Almost all admitted students are from the most desirable banding in 7 consecutive years.

b. Non-academic Performance

Category 1: Logical-mathematical Intelligence	
Competition	Awards
華夏盃 初賽	1 個三等獎 7 個二等獎 4 個一等獎
華夏盃 晉級賽	5 個三等獎 5 個二等獎 1 個特等獎
華夏盃 總決賽	6 個三等獎 1 個二等獎 1 個一等獎
AIMO 港澳盃初賽	3 個銅獎 9 個銀獎 2 個金獎
AIMO 晉級賽	4 個銅獎 4 個銀獎 1 個金獎
大灣盃 預選賽	6 個三等獎
大灣盃 晉級賽	1 個優異獎 3 個三等獎
大灣盃 總決賽	1 個三等獎 1 個二等獎
TIMO 晉級賽	3 個優異獎 3 個銅獎 3 個銀獎
TIMO 總決賽	1 個銅獎

	1 個銀獎 1 個金獎
MathConception	2 個銅獎 3 個銀獎 2 個金獎
Turkic International Mathematics Olympiad	2 個銅獎
數霸盃 晉級賽	1 個銅獎
數霸盃 總決賽	1 個銀獎
香港華羅庚金杯少年數學邀請賽	1 個銅獎

Category 2: Linguistic Intelligence		
Competitions	Awards	
World Scholar's Cup Tournament of Champions (Yale University Round)	5 Gold medals 11 Silver medals	
World Scholar's Cup (Seoul Global Round)	33 Gold medals 25 Silver medals	
World Scholar's Cup (HK Round)	9 Gold medals 13 Silver medals	
2024-2025 Hong Kong Secondary Schools Debating Competition	Junior English Debate Team	Grand Finals Champion
	Senior English Debate Team	Term 2 Finals Champion
6th International Parliamentary Debate Competition (IPDC)	Age 13-14 category	1 2nd Best Speaker 1 4th Best Speaker Spirited Award
	Age 15-18 category	1 2nd Best Speaker 1 5th Best Speaker
Hong Kong School Drama Festival 2024/25	4 Awards for Outstanding Performers Award for Outstanding Script Award for Outstanding Stage Effects Award for Outstanding Cooperation Award for Commendable Overall Performance	
EDB SOW Inspiring Book Gifting Competition 2025 (Senior Secondary)	1 Commendable Award	
Canadian English Writing Competition 2024-2025 (Arch Cup) Elimination	1 Gold Award 3 Silver Awards	
2024-25 Asian English Spelling Competition (Golden Bee Cup) (Secondary 1-3 division)	Heat Event School Awards 2 Gold Awards 3 Silver Awards	
2025 Asian English Usage Contest (Arch Cup)	Heat Event School Award 1 Gold Award 4 Silver Awards	
Hong Kong Battle of the Books Competition 2025	Third Place	
76th Hong Kong Schools Speech Festival	Dramatic Scenes	1 Champion
	Dramatic Duologue	1 1st Runner-up 1 2nd Runner-up

	Solo Verse Speaking	2 Champions 3 1st Runners-up 7 2nd Runners-up
	Solo Prose Speaking	2 Champions 7 1st Runners-up 5 2nd Runners-up
	Public Speaking Solo	1 1st Runner-up
第 76 屆香港學校朗誦節朗誦比賽(粵語/普通話項目)	普通話詩詞獨誦	2 亞軍 1 季軍
	粵語詩詞獨誦	2 季軍
	粵語歌詞朗誦高中組	1 亞軍
香港中小幼「兩文三語」朗誦大賽暨第十一屆「曹燦盃」青少年朗誦展示活動（香港決賽）	集體朗誦《讀中國》獲集誦組	1 銀獎
	個人朗誦《水調歌頭·明月幾時有》獲詩詞朗誦個人組	1 銀獎
	個人朗誦《竹裏館》獲詩詞朗誦個人組	1 優秀獎
2024/25 非華語學生中文才藝比賽	高中組寫作	季軍
Teen Talk GBA Study Tour 2025-Deepening Legal Cooperation, Youth Shaping Tomorrow	Presentation	1 Champion 1 1st Runner-up 1 2nd Runner-up
13th Putonghua Speech Competition	Solo Verse Speaking (Junior Form)	1 2nd Runner-up
	Duologue (Junior Form)	1 Champion 1 Best Sence Award
13th Hong Kong French Dictation Competition	1 Champion	
14th Hong Kong French Speech Competition 2024-2025	2 Champions 1 1st Runner-up 1 2nd Runner-up	

Category 3: Kinesthetic intelligence		
Competitions	Awards	
A.S. Watson Group HK Student Sports Awards 2024 – 2025	1 Best Athlete	
HKSSF Inter-School Table Tennis Competition 2024-2025	Boys B Grade	3rd Runner-up
Inter-School Basketball Competition 2024-2025	Boys C Grade	2nd Runner-up
FLASHDISC – Invitational Tournament 2024	1 1st Runner-up 1 2nd Runner-up	
All Hong Kong School Jing Ying Cross Country (Team)	Girls Team	5th Place

Tournament 2024-2025			
HKSSF Inter-School Cross Country Competition 2024-2025	Girls	Overall	Champion
	Boys	Overall	2nd Runner-up
	Girls A Grade	Overall	Champion
		Individual	3rd 8th
	Girls B Grade	Individual	3rd
	Girls C Grade	Overall	Champion
		Individual	3rd 4th 7th
	Boys B Grade	Overall	1st Runner-up
		Individual	8th
	Boys C Grade	Overall	1st Runner-up
		Individual	8th
Po Leung Kuk Affiliated Secondary School Sports Day 2024 – 2025	Overall		Champion
	Boys Overall		Champion
	Boys Junior		1st Runner-up
	Boys Senior		1st Runner-up
	Girls Overall		Champion
	Girls Junior		Champion
	Girls Senior		Champion
	Boys Senior 1500m		2nd Runner-up
	Boys Senior 800m		Champion
	Boys Senior 400m		1st Runner-up
	Boys Senior 100m		3rd Runner-up
	Boys Senior Long Jump		2nd Runner-up
	Boys Senior High Jump		Champion
	Boys Senior Discus Throw		Champion
	Boys Junior 110m Hurdles		1st Runner-up 2nd Runner-up
	Boys Junior High Jump		1st Runner-up
	Boys Junior Discus Throw		Champion
	Boys Junior Shot Put		2nd Runner-up
	Girls Senior 1500m		Champion
	Girls Senior 800m		1st Runner-up
	Girls Senior 400m		1st Runner-up 3rd Runner-up
	Girls Senior 100m Hurdles		Champion 2nd Runner-up
	Girls Senior Long Jump		2nd Runner-up
	Girls Senior High Jump		Champion
	Girls Senior Shot Put		2nd Runner-up
	Girls Junior 1500m		Champion
	Girls Junior 400m		3rd Runner-up
	Girls Junior 200m		Champion
	Girls Junior 100m Hurdles		Champion
	Girls Senior 4x100m Relay		Champion
	Girls Junior 4x100m Relay		Champion
	Boys Junior 4x100m Relay		3rd Runner-up
HKSSF Inter-School Athletics	Boys Overall		Champion

Competition 2024-2025	Boys A Grade	1st Runner-up
	Boys B Grade	Champion
	Boys C Grade	Champion
	Girls Overall	2nd Runner-up
	Girls A Grade	2nd Runner-up
	Girls C Grade	2nd Runner-up
	Boys A Grade Shot Put	Champion 2nd Runner-up
	Boys A Grade Discus Throw	3rd Runner-up
	Boys B Grade 800m	Champion
	Boys B Grade High Jump	3rd Runner-up
	Boys B Grade Shot Put	Champion
	Boys B Grade Javelin Throw	Champion
	Boys C Grade 400m	Champion
	Boys C Grade 100m Hurdles	Champion
	Boys C Grade Discus Throw	Champion 1st Runner-up
	Girls A Grade 5000m	1st Runner-up 2nd Runner-up
	Girls A Grade 1500m	1st Runner-up
	Girls A Grade 100m	Champion
	Girls A Grade 100m Hurdles	Champion
	Girls B Grade 200m	2nd Runner-up
	Girls B Grade 100m Hurdles	2nd Runner-up
	Girls C Grade 1500m	2nd Runner-up
	Girls C Grade 200m	1st Runner-up
	Girls C Grade Shot Put	2nd Runner-up
	Boys A Grade 4x400m Relay	3rd Runner-up
	Boys B Grade 4x400m Relay	1st Runner-up
	Boys C Grade 4x400m Relay	3rd Runner-up
	Girls A Grade 4x400m Relay	3rd Runner-up
	Girls B Grade 4x400m Relay	2nd Runner-up
	Girls C Grade 4x400m Relay	2nd Runner-up
	Girls C Grade 4x100m Relay	3rd Runner-up
RSSA Competition 2024-2025	Team performance (Secondary section)	Champion
	Individual Basic Jump (F.1-2 Girls)	1 Champion 1 2nd place
	Individual Double Under (F.1-2 Girls)	1 2nd place
	Individual Cross (F.1-2 Girls)	1 2nd place
	Individual Cross Open (F.1-2 Girls)	1 3rd place
	Individual Side Open (F.1-2 Girls)	1 Champion
	Individual Basic Jump (F.3-4 Boys)	1 Champion 1 2nd place 1 3rd place
	Individual Cross (F.3-4 Boys)	1 Champion 1 2nd place 1 3rd place
	Individual Cross Open (F.3-4 Boys)	1 Champion 1 2nd place
	Individual Side Open (F.3-4 Boys)	1 Champion

		1 2nd place 1 3rd place
	Individual Basic Jump (F.3-4 Girls)	1 Champion 2 2nd places
	Individual Speed Step (F.3-4 Girls)	2 2nd places
	Individual Double Under (F.3-4 Girls)	1 Champion 1 2nd place 1 3rd place
	Individual Speed Step (F.3-4 Girls)	1 2nd place
	Individual Cross (F.3-4 Girls)	1 Champion 1 2nd place 1 3rd place
	Individual Cross Open (F.3-4 Girls)	1 Champion 1 2nd place
	Individual Side Open (F.3-4 Girls)	1 Champion 1 2nd place
	Individual Basic Jump (F.5-6 Girls)	1 2nd place 1 3rd place
	Individual Double Under (F.5-6 Girls)	1 Champion 1 2nd place
	Individual Speed Step (F.5-6 Girls)	2 Champions
	Individual Cross (F.5-6 Girls)	1 Champion 1 3rd place
	Individual Cross Open (F.5-6 Girls)	1 2nd place 1 3rd place
	Individual Side Open (F.5-6 Girls)	1 Champion 1 2nd place
All Hong Kong Inter-school Rope Skipping Competition 2024-2025 (Secondary section)	Mixed 45 seconds Single Freestyle	Champion
	Mixed 45 seconds Double Under	Champion
	Mixed 1 minute Double Dutch Jump for 3	2nd Place
HKSSF Inter-school Swimming Competition 2024-2025	Boys B Grade	Overall 2nd Runner-up
	Girls B Grade 200m Individual Medley	Champion
	Boys B Grade 100m Back Stroke	1st Runner-up
	Boys B Grade 50m Free Style	Champion 3rd Runner-up
	Boys B Grade 50m Back Stroke	Champion
	Boys B Grade 50m Butterfly	2nd Runner-up
	Boys C Grade 100m Free Style	3rd Runner-up
	Girls A Grade 100m Back Stroke	3rd Runner-up
	Girls B Grade 100m Free Style	2nd Runner-up
	Girls B Grade 50m Free Style	2nd Runner-up
	Boys B Grade 4x50m Free Style Relay	Champion
	Girls A Grade 4x50m Medley Relay	3rd Runner-up
	Girls B Grade 4x50m Medley Relay	2nd Runner-up
	Girls C Grade 4x50m Free Style Relay	3rd Runner-up
42nd Po Leung Kuk Affiliated Schools Swimming Competition	Overall Champion	
	Boys Overall	Champion
	Girls Overall	Champion
	Boys Senior Overall	Champion

	Boys Junior Overall	Champion
	Girls Senior Overall	Champion
	Girls Junior Overall	1st Runner-up
	Boys Junior Overall	MVP
	Boys Senior 50m Free Stroke	Champion
	Boys Senior 50m Back Stroke	Champion
	Boys Senior 50m Butterfly Stroke	1st Runner-up
	Boys Junior 50m Free Style	Champion
	Boys Junior 50m Back Stroke	Champion
	Boys Junior 50m Butterfly	Champion
	Girls Senior 100m Free Style	1st Runner-up
	Girls Senior 50m Breaststroke	2nd Runner-up
	Girls Senior 50m Back Stroke	1st Runner-up 2nd Runner-up
	Girls Junior 100m Free Style	Champion
	Girls Junior 50m Free Style	1st Runner-up
	Girls Junior 50m Breaststroke	1st Runner-up
	Girls Junior 50m Back Stroke	1st Runner-up
	Girls Junior 50m Butterfly Stroke	2nd Runner-up
	Girls Senior 4x50m Free Style Relay	Champion
	Girls Junior 4x50m Free Style Relay	1st Runner-up
	Boys Senior 4x50m Free Style Relay	1st Runner-up
	Boys Junior 4x50m Free Style Relay	1st Runner-up

Category 4: Musical intelligence		
Competitions	Awards	
2025 Music competition organized by 4 th Premia International Young Artist Music Festival	Solo singing (age 13-14)	1 1st Runner-up
2025 Music competitions (粵港澳學生音樂比賽 2025)	Handbells and Handchimes	Champion
	Percussion	Champion
	Woodwind	Champion
	Handbells	1st Runner-up
	Bagpipe	2nd Runner-up
	Singing	1st Runner-up
	Double bass and piano	Champion
	Solo Singing	2 Champions 2 1st Runners-up
	Piano Solo	1 Champion 2 Golds 1 2nd Runner-up
	Flute Solo	1 Champion
	Clarinet Solo	1 Champion 1 Gold
	Cello Solo	1 Champion 1 Gold
	Gu Zheng Solo	1 1st Runner-up
	Violin Solo	1 2nd Runner-up
Clarinet Competition_ Music@e-Contest (Woodwind Second-round competition) World	Woodwind	Champion

competition 2024		
Handbell Competition_ Music@e-Contest (Second-round competition) World competition 2024	Handbell	Champion
Harp Competition_ HK Youth Musician Contest 2024	Harp	Champion
String Competition_ Music@e-Contest (Second-round competition) World competition 2024	String	Champion

Category 5: Scientific intelligence		
Competitions	Awards	
Hong Kong Student Science Project Competition 2025	Senior Invention Division	1st Runner-up
MATE ROV International Championship 2025	Ranger Class	World Top 20
20 th IET/MATE Hong Kong Regional ROV Competition	Ranger Class	1st Runner-up
5th Mini Robocon	Best Engineering Award	
BattleAce – Combat Robot Workshop and Competition	Best Team Award 2nd Runner-up	
PolyU Fun-Tech Competition 2024	Champion	
Hong Kong VPET Competition for Secondary School 2024/25	1st Runner-up	
Electronics Innovation and Design Competition of the 18th CTEA Cup 2024-25	1st Runner-up	
IET Young Professionals Exhibition & Competition 2024	1st Runner-up Best Innovation Award	
Robotics Intelligence DIY 2024	1st Runner-up	
Robotic Tournament Creative Technology Robotic Competition of the 18th CTEA Cup	1st Runner-up 2 1st Prize Awards	
Junior Robotics Tournament Hong Kong 2025	Senior rescue mission section	Champion
World Robotics Olympiad 2025	2 Silver Awards 1 Bronze Award	
AI Formula for Secondary School in Hong Kong	Best Manual Control Award	
Hong Kong Young Physicists' Tournament 2025	3 Gold Awards 3 Bronze Awards	
International Young Physicists' Tournament 2025 (Sweden)	Bronze Award	
Physics Olympiad 2025	Top 20 Honorable Mention for Schools 2 Third Class Honors	
International Coding Elite (ICE) Challenge	Outstanding Coder Award	

Category 6: Artistic intelligence		
Competitions	Awards	
Giant Panda Painting Competition	Champion	
Guangdong, Hong Kong and Macao Youth Photo Panda Competition	3rd Place Award	

Organ Donation Journey of Love Advertisement Design Competition	The Merit Prize The Facebook Most Popular Award
The 1st Creative Floral Button Craft Design Invitation Competition (HK Secondary Schools)	The 3rd Prize The Merit Prize The Merit Prize

Category: Others		
Competitions	Awards	
JC VOLUNTEER TOGETHER Caring School	JC Volunteer Together Caring School Award	
2024/25 Racially Friendly Campus Recognition Scheme	Champion	
Outstanding Ethnic Minority Student Award Scheme 2025	2 Top 10 Outstanding Ethnic Minority Students	
	3 Top 20 Outstanding Ethnic Minority Students	
Hong Kong Unison Tertiary Education Scholarship Awards and Chinese Performance Awards	4 Tertiary Education Scholarship Awards	
	5 Chinese Performance Awards	
CSDI competition co-organized by the Geospatial Lab	Junior Secondary Category	Merit
	Senior Secondary Category	2 Merits
Be a Teen Town Planner - Planning for a Vibrant Neighborhood Competition 2025	Outstanding Award	
Urban Landscape Photo Competition 2024/25	2nd Runner-up 5 Merit Awards	
Hong Kong Olympic in Informatics Competition 2024	Junior Group	Honourable Mention
Hong Kong International Youth Culture and Art Festival	Ballet Dance Competition	Champion
GDHKMC Students' Dance Competition	Ballet Dance Competition	1st Runner-up
	Tap Dance, Jazz and K pop Dance competition	1st Runner-up
	Chinese Dance Category	Champion
	African Dance Competition	2nd Runner-up
	Indian Dance Category	Champion
	Classical Indian Dance Category	Champion
	Bollywood Dance Category	1st Runner-up
Hong Kong Elite Dance Competition	Ballet-teenage category	1st Runner-up Gold prize
「歷史四維遊」全港中學生網上閱讀獎勵計劃	挑戰版	優異獎

(4) Financial Summary

Financial Summary for the 2023 / 2024 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)	65.79%	N.A.
School Fees	N.A.	29.94%
Donations, if any	N.A.	0.59%
Other Income, if any	N.A.	3.68%
Total	65.79%	34.21%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.80%	
Operational Expenses (including those for Learning and Teaching)	11.15%	
Fee Remission / Scholarship ¹¹	4.14%	
Repairs and Maintenance	2.33%	
Depreciation	5.58%	
Miscellaneous	0.00%	
Total	100%	
Surplus/Deficit for the School Year [#]	0.281 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	8.815 months of the annual expenditure*	
[#] in terms of equivalent months of annual overall expenditure [*] exclude 3.702 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 2024 – 2025

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
A bridging programme for Form 1 students of 2025 – 2026	- To develop sense of belonging - To get familiar with school setting and routines	- Ice-breaking activities - Orienteering - Mass games - Language immersion activities	July to August 2025	Coach and programme fee for service provider HK\$20,000	HK\$13,679.70	The bridging programme for Form 1 students of 2025 – 2026 was held in the morning on 29 August 2025. Both participating students and teachers had positive comments on orienteering, team building and language activities.
Teaching assistants	- To prepare learning and teaching materials - To create space for teachers for professional development	- To help design learning and teaching materials	September 2024 to August 2025	Salary and anticipated adjustments \$652,800	HK\$673,426.27	Teaching assistants were recruited and helped the clerical and support work of all subjects 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 1.9.2024

HK\$358,441.84

Provision in 2024-25

841 students x HK\$753 = HK\$633,273

Estimated Balance c/d as at 31 Aug 2025

HK\$304,608.87

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Life-wide Learning Grant
2024-2025 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 P the appropriate box(es); more than one option can be selected)				
			Level	Numb er of Partici -pants						I ntellectual Development (closely linked with curriculum)	V alues Education	P hysical and Aesthetic Development	C ommunity S ervice	C areer-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	STEAM Fun Day To promote STEAM Education and to arouse students’ interest in general science and engineering	Sept 2024	S1-S6	600	6,710.65	11.18	E1	Cross- Disciplinary (STEM)	Satisfactory performance	✓				

2	Science Week To promote Science Education and to arouse students' interest in general science	Apr 2024	S1-S5	600	26,449.20	44.08	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
3	Robotics Team Training To equip students with STEAM-related skills and knowledge and to inspire students with innovative solution and therefore awake the creative mind of students. A series of modularized training with a focus on STEAM skills and knowledge will be provided to participants	Oct 2024 - May 2025	S1-S6	30	48,176.90	1,605.90	E5	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
4	AI Formula Competitions To develop students' skills and knowledge on artificial intelligence through AI Formula competitions	Oct 2024 - May 2025	S1-S6	10	43,059.76	4,305.98	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				✓
5	Invention Competitions To provide potential student inventors / researchers ample opportunities to apply their skills and knowledge in actualizing their ideas. A series of	Oct 2024 - May 2025	S1-S6	10	33,260.83	3,326.08	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				✓

	training with a focus on STEAM skills, scientific knowledge, product design, marketing and research skills will be provided to participants													
6	LEGO and VEX Competitions To engage students in critical thinking, data analysis, 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	Oct 2024 - May 2025	S1-S6	20	49,733.65	2,486.68	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
7	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	Oct 2024 - May 2025	S1-S6	40	24,565.62	614.14	E5	Cross-Disciplinary (STEM)	Satisfactory performance	✓				
8	STEAM Workshops To develop students'	Oct 2024 -	S1-S6	80	46,979.89	587.25	E1	Cross-Disciplinary	Satisfactory performance	✓				

	skills and knowledge in STEAM related areas	May 2025						(STEM)						
9	Physics in Motion @Ocean Park To allow students to apply Physics theories into daily application	Jun 2025	S4-S5	100	10,150.00	101.50	E1	Physics	Satisfactory performance	✓				
10	Sports Team Trainings, Competitions and Activities To stretch students' potential in sports domain. To enhance students' physical development	Whole year	S1-S6	400	921,189.50	2,302.97	E5	Physical Education	Satisfactory performance			✓		
11	Music Team trainings, Competitions and Activities To stretch students' potential in music domain and enhance students' aesthetic development	Whole year	S1-S5	200	587,392.14	2,936.96	E5	Arts (Music)	Satisfactory performance			✓		
12	OLE To enrich students' school life	Post exam period	S1-S5	600	31,000.00	51.67	E1	Cross-Disciplinary (Others)	Satisfactory performance	✓	✓	✓	✓	✓
13	Interest Clubs To develop students' interest	Whole year	S1-S5	100	15,370.00	153.70	E6	Cross-Disciplinary (Others)	Satisfactory performance			✓		
14	Picnic To enrich students' school life	First Term	S1-S6	840	49,102.00	58.45	E1	Cross-Disciplinary (Others)	Satisfactory performance		✓			
15	Concert To showcase students'	Post exam	S1-S6	600	194,462.70	324.10	E1	Aesthetic Education	Satisfactory performance			✓		

	talents	period												
16	Dance Team To stretch students’ potential in dance domain and enhance aesthetic development	Whole year	S1-S5	60	91,828.25	1,530.47	E5	Aesthetic Education	Satisfactory performance			✓		
17	Sports Day To showcase students’ talents	First Term	S1-S6	840	17,926.21	21.34	E1	Physical Education	Satisfactory performance			✓		
18	Swimming Gala To showcase students’ talents	First Term	S1-S6	840	14,841.04	17.67	E1	English	Satisfactory performance			✓		
19	English Musical To showcase the musical talents of the students	Whole year	S1-S5	40	183,245.00	4,581.13	E5	English	Satisfactory performance	✓	✓	✓		
20	English Debating Teams To develop the eloquence of the students	Whole year	S1-S5	20	78,336.00	3916.80	E5	English	Satisfactory performance	✓	✓	✓		
Sub-total of Item 1.1				6,030	2,473,779.34									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons													
1	The IET/MATE Hong Kong Regional – Underwater Robot Challenge 2025 To excite, educate and empower students in generating engineering solutions to global problems. A series of competition-oriented training will be provided.	Nov 2024 - Aug 2025	S1-S4	12	70,910.44	5,909.20	E1	Cross-Disciplinary (STEM)	Satisfactory performance	✓				✓

2	Singapore Exchange Program To provide students an opportunity to experience different cultures, enhance international mindedness and build up their confidence in speaking English and leadership skills.	July 2025	S1-S5	20	21,400.00	1,070.00	E3	Cross-Disciplinary	Satisfactory performance	✓				✓
Sub-total of Item 1.2					32	92,310.44								
Expenses for Category 1					6,062	2,566,089.78								

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

No.	Item	Purpose	Actual Expenses (\$)
1.	VEX IQ and V5 Robotics Kits	Robotics Team, LEGO and VEX Team training resources	30,300.00
2.	Mini drones	Robotics Team and STEAM workshops	97,528.00
3.	Desktop computers for astrophotography	Astronomy Club activities and workshops	20,897.00
4.	CCD camera for astrophotography	Astronomy Club activities and workshops	16,877.00
5.	Professional video broadcasting equipment	ITP Team Training	89,645.00
6.	Music accessories	Music Team Trainings	9,720.00
7.	3 Double bass and accessories	Music Team Trainings	63,700.00
8.	Handbells & accessories	Music Team Trainings	49,563.00
9.	Handpan & accessories	Music Team Trainings	49,750.00
Expenses for Category 2			427,980.00
Expenses for Categories 1 & 2			2,994,069.78

Category 3: Number of Student Beneficiaries

Total number of students in the school:	840
Number of student beneficiaries:	840
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ha Tsz
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.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Student Activities Support Grant
2024/25 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$41,600.00
B	Expenditure in the Current School Year:	\$41,600.00
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	7	\$2,599.00
Full-grant under the School Textbook Assistance Scheme	47	\$28,601.00
Meeting the school-based financially needy criteria	43	\$10,400.00
TOTAL	97	(capped at 25% of the total allocation for the school year)

III. Details of Expenses

A. Details of Expenses									
No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them								
1	Athletics Team	Physical Education	16	\$4,328.00		✓	✓		
2	Swimming Team	Physical Education	8	\$3,044.00		✓	✓		

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	\$761.00		✓	✓		
4	Cross Country Team	Physical Education	5	\$1,424.00		✓	✓		
5	Rope Skipping Team	Physical Education	4	\$1,841.00		✓	✓		
6	Boys Basketball Team	Physical Education	2	\$761.00		✓	✓		
7	Boys Football Team	Physical Education	9	\$3,265.00		✓	✓		
8	Boys Volleyball Team	Physical Education	4	\$1,203.00		✓	✓		
9	Boys Table Tennis Team	Physical Education	2	\$1,080.00		✓	✓		
10	Girls Badminton Team	Physical Education	3	\$1,301.00		✓	✓		
11	Girls Basketball Team	Physical Education	3	\$1,301.00		✓	✓		
12	Girls Volleyball Team	Physical Education	1	\$221.00		✓	✓		
13	Girl Table Tennis Team	Physical Education	1	\$540.00		✓	✓		
14	Bagpipe Team	Arts (Music)	1	\$250.00		✓	✓		
15	Double Bass Team	Arts (Music)	1	\$1,000.00		✓	✓		
16	Form 2 Handchimes Team	Arts (Music)	3	\$2,250.00		✓	✓		
17	Hand Pan Team	Arts (Music)	1	\$250.00		✓	✓		
18	Woodwind Ensemble Team	Arts (Music)	2	\$1,250.00		✓	✓		
19	A Cappella	Arts (Music)	2	\$1,967.00		✓	✓		
20	African Dance	Arts (Others)	2	\$1,221.00		✓	✓		
21	Tap Dance (Beginner)	Arts (Others)	2	\$1,221.00		✓	✓		✓
22	Tap Dance (Intermediate)	Arts (Others)	1	\$1,000.00		✓	✓		✓

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	Astronomy Club	Cross-Disciplinary (STEM)	5	\$2,900.00	✓	✓			✓
24	Drone Workshop	Cross-Disciplinary (STEM)	2	\$500.00	✓	✓			✓
25	Invention and Investigation Competition	Cross-Disciplinary (STEM)	1	\$250.00	✓	✓			✓
26	LEGO Spike Pimae related competition	Cross-Disciplinary (STEM)	1	\$1,000.00	✓	✓			✓
27	Robotics Team	Cross-Disciplinary (STEM)	1	\$1,000	✓	✓			
28	Field Trip	Geography	2	\$820.00	✓	✓			
29	Musical	English	5	\$1,781.00	✓	✓			
30	Table Tennis competition	Physical Education	3	\$220.00	✓	✓			
31	Math competitions	Mathematics	1	\$650.00	✓	✓			
32	Music competitions and examinations	Arts (Music)	1	\$1,000.00	✓	✓			
	Expenses for Category 1		97	\$41,600.00					
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		97	\$41,600.00					

Contact Person for LWL

(Name & Post): Ha Tsz (Vice Principal)

二零二四/二五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: 曾富榮 聯絡電話: 95861521

A. 校本津貼實際受惠學生人數 (人頭) 95 名 (包括 A. 領取綜援人數: 7 名, B. 學生資助計劃全額津貼人數: 46 名及 C. 學校使用酌情權而受惠的清貧學生人數: 42 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)	7	19	14	100%	20/11/2024 – 20/12/2024	\$46,065	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九個冠軍、九個亞軍及十三個季軍
朗誦節(中文朗誦)	0	5	0	100%	20/11/2024 – 20/12/2024	\$10,065	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一個冠軍、三個亞軍及三個季軍
校際朗誦節(音樂)	0	0	0	100%	1/9/2024-30/6/2025	\$7,940	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、第二名、第三名、榮譽獎、優異獎及表現良好獎
數霸杯	0	1	0	100%	9/2024-7/2025	\$1340	比賽的分數及成績	/	

2024 世界學者杯競賽 (World Scholar's Cup 2025)	0	0	0	100%	11/2024-7/2025	香港賽: \$@1,000 國際賽: \$@18,266 冠軍賽: \$@42,757 總計: \$470,327 + \$91,330 + \$9,000 = \$606,640	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. 十一名學生出席 2024 冠軍賽 2. 九名學生參與 2025 香港賽 3. 五名學生晉級 2025 國際賽 4. 參賽隊伍得到獎 項包項二十個金 獎及四十六個銀 獎
學校隊伍相關訓練 (音樂及 體育) (School Teams Training (Music and PE)	0	15	28	100%	1/9/2024-31/8/2025	\$1,077,493.1	1. 參與學生 數目 2. 出席率	/	/
學科活動 (物理及地理) (Academic Activity) (Physics and Geography)	0	6	0	100%	1/9/2024-31/8/2025	\$377,926.31	1. 參與學生 數目 2. 出席率	/	/
活動項目總數：24									
@學生人次	7	46	42		總開支	\$2,127,469.41			
**總學生人次	95								

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

2) 校本津貼的運用情況：(請在適當方格內填上「✓」。)

a. 學校運用校本津貼作以下用途：(可選擇多於一項。)

- ☐ 購買服務以安排課後學習活動
- ☒ 支付導師／教練的薪酬
- ☒ 支付課後學習活動的入場費、營費、交通費等
- ☐ 支付租借器材的費用
- ☒ 運用不多於 5% 的校本津貼購買物資／器材（例如運動用品／具教育意義的益智玩具／棋類／書籍等）以及資助個別學生參與課後學習活動的交通費
- ☐ 其他：(請註明：_____)

b. 學校有調撥其他政府津貼與校本津貼一併使用，以資助/補充學生參與課後學習活動：(請在適當方格內填上「✓」。)

- ☒ 有 (請註明其他津貼名稱【英文】：_____)
- ☐ 沒有

3) 學校運用校本津貼資助合資格學生參與課後學習活動的類別及數目如下：
(如沒有，請填寫「0」。)

	活動類型	合計活動項數 ^{註2}
a	功課輔導	0
b	學習技巧訓練	3
c	語文訓練	1
d	文化藝術活動	7
e	體育活動	12
f	參觀、戶外活動	1
g	義工服務	0
h	自信心訓練	0
i	社交、溝通技巧訓練	0
j	歷奇活動	0
k	領袖訓練	0

註 2：活動項數以活動類別計算，例如學校舉辦手球班和足球班兩項體育活動，不論節數與組數多寡，體育活動的合計活動項數是 2。

第二部分：2024/25 學年區本計劃的推展情況

1) 學校對協作機構表現的評價：(請在適當方格內填上「✓」。)

		非常 同意	同 意	不 同 意	非常 不同 意	不 適 用
a	協作機構能與學校保持良好溝通，適時回應學校的查詢及處理有關區本計劃的事宜。		✓			
b	協作機構能按學校的要求提供導師的相關文件，如性罪行定罪紀錄查核及資歷證明等，以供查核。		✓			
c	協作機構能提供穩定的導師。		✓			
d	導師表現良好，所提供的服務能達到活動目標。		✓			
e	協作機構能為學校開辦適切的活動，切合學生的需要。		✓			
f	整體而言，學校對協作機構的表現感到滿意。		✓			

第三部分：「課後計劃」的成效及意見

1) 學校認為受惠合資格學生參與「課後計劃」後有以下改變：

(請在適當方格內填上「✓」。)

		明顯改善	適度提升	輕微改善	沒有改變	不適用
學習成效						
a	提升學習動機		✓			
b	提升學習技巧		✓			
c	增強對學習的信心	✓				
d	提升學業成績		✓			
e	增加課堂外的學習經歷	✓				
個人及社交發展						
f	訂立目標		✓			
g	提升自尊感		✓			
h	增強自我管理能力		✓			
i	提升社交技巧		✓			
j	樂於與他人合作		✓			
社區參與						
k	樂於參與社區服務	✓				
l	增加對社區的了解	✓				

2) 整體而言，學校認為「課後計劃」有以下成效：(請在適當方格內填上「✓」號。)

		非常 同意	同 意	不 同 意	非常 不同 意	不 適 用
a	「課後計劃」能讓學校為合資格學生提供適切的課後學習活動。		✓			
b	「課後計劃」能提升學生的學習效能。		✓			
c	「課後計劃」能擴闊學生在課堂以外的學習經歷。		✓			
d	「課後計劃」能增強學生對社會的認識和歸屬感。		✓			
e	「課後計劃」能促進學生的全人發展及個人成長。			✓		
f	「課後計劃」能幫助學生建立正面的價值觀和態度。		✓			
g	總括而言，「課後計劃」對支援合資格學生具成效。		✓			

3) 推行「課後計劃」時，學校有否遇到問題／困難？(請在適當方格內填上「✓」。)

- ☒ 有
☐ 沒有 (請跳至問題(5))

4) 承上題，當中的問題／困難如下：(請在適當方格內填上「✓」，可選擇多於一項。)

- ☐ 難以識別合資格學生 (即領取綜援及全額津貼的學生)
☒ 難以甄選合適的學生使用酌情名額
☐ 合資格學生不願意參加「課後計劃」的活動 (請說明其原因：_____)
☐ 協作機構／服務供應機構所提供的服務質素未如理想
☐ 導師經驗不足，課堂管理技巧未如理想
☐ 其他 (請說明：_____)

5) 學校對「課後計劃」的其他意見 (如有)：

/

1. 目標成果檢討：(例如校園閱讀氛圍、學生的閱讀態度、借閱圖書情況和學生參與閱讀活動的投入程度等)

- 本年度圖書館繼續邀請各科老師推介新書，介紹優質的中文及英文書籍予同學借閱，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，截至 30/5，本學年學生的借閱量為 8488 次，與去年相比大幅增加達 1422 次，可見學生的借閱量有着顯著的增長，營建了閱讀氛圍。
- 學生繼續在老師指導下使用“Gale in Context: Global Issues”, “Wise News”及 SCMP Digital Paper 平台，不但在搜集資料的過程中能夠閱讀不同篇章及期刊，更可以透過平台內的電子書/文章閱讀，認識更多新知卓見，配合學校「自主學習文化」，開闊眼界。
- 除了借書量的增加，各項閱讀活動的參與情況也相當熱烈，詳情如下：
 - 學生早會分享：本年度安排更多圖書館領袖生及學生在早會分享他們的心水好書，推薦不同種類的中英文好書同時，也分享了他們的閱讀體會及心得，增進了學生之間的閱讀交流。
 - 早讀閱讀計劃：校內早讀計劃鼓勵更多學生到圖書館內借閱圖書，並於課堂內共同閱讀，形成了良好的閱讀氛圍。
 - 作家講座：本學年分別為初中及高中學生舉行了兩場作家講座，讓學生在透過作家分享其寫作歷程，閱讀心得和互動，提昇對閱讀及寫作的興趣。
 - 逛誠品導賞活動：是次活動反應熱烈，報名額滿。學生勇於推介學校購買書目，並表示希望能夠參加更多類似閱讀活動，進一步擴展他們的閱讀視野。
 - 香港中學生閱讀擂台賽：本校學生首次參與是次閱讀比賽，從中除透過彼此互動及提問，加深對閱讀的氛圍，更加深了相互間的協作及團隊精神。此外，本校亦於是次比賽中取得第三名的成績，值得鼓舞。

2. 策略檢討：(例如推行多元化及富趣味性的活動以促進閱讀、跨課程閱讀和家校合作等)

- 來年度繼續通過不同的專題展覽和圖書館 IG 平台，配合各科發展推廣跨課程閱讀。圖書館亦會加強活動上的宣傳，定期在 IG 上更新圖書館最新活動及資訊，務求在雙管齊下，進一步提昇校內的閱讀氛圍。
- 建議下年度，可透過電子閱讀平台購買更多優質的電子書，以及參觀不同書店的閱讀活動，以期進一步推動校內的閱讀風氣。
- 在校內早讀計劃方面，下學年可因應不同級別學生，為他們揀選適合個別程度的跨課程閱讀材料，以及進階思考題目作討論，及提供延伸閱讀連結，以期滿足不同學生的閱讀需要。
- 本校初次參加香港中學生閱讀擂台賽，已能取得第三名佳績，實在叫人鼓舞，建議未來可邀請有經驗的學生協助比賽前的預備及分享個人經驗，冀能為來年參賽學生帶來更多啟發，發揮更好。
- 本年度的作家講座，有老師及學生反映作家的個人分享時間過分冗長超時，建議為作家訂下仔細的時間程序，並預留時間給學生與作家之間的互動環節，以提昇講座內容的趣味性。
- 為配合家校合作，建議來年可邀請家長在午膳時段內，為學生作圖書分享，此舉除可為學生帶來正向模範作用，更能進一步推動校內的閱讀文化與及學生的閱讀習慣。

第二部分：財政報告

	項目*	實際開支 (\$)
1.	購置圖書	\$22,884.50
	☒ 實體書	
	☐ 電子書	
2.	網上閱讀計劃	
	☐ e 悅讀學校計劃	
	☐ 其他計劃：_____	
3.	閱讀活動	\$16,945
	☐ 聘請作家、專業說故事人等進行講座	
	☐ 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	
	☐ 支付學生參加閱讀活動或比賽的報名費	
	☐ 資助學生參加或報讀與閱讀有關的收費活動或課程	
	☐ 購買書券以協助推行校內閱讀獎勵計劃	
	☐ 雜項支出以協助推行閱讀活動、作家講座及參加比賽	
4.	其他： ☐ 電子閱讀平台： “Gale in Context: Global Issues”, “Wise News”& SCMP Digital Paper	\$34,542.59
	總計	\$74,372.09

* 請在適當方格內加上「✓」號或以文字說明。

Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2024/25 school year

Programme title	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Expenditure
Training course for preparing students for Hong Kong Physics Olympiad	To provide advanced level Physics courses for students	20 F.4 Recommended by Physics teachers based on ability and interest	11 months / July 2024 to May 2025	One assignment per lesson	- Students were generally well prepared for the competition. - The training course was scheduled every Saturday morning. However, due to public holidays, bad weather conditions and clashes with other school activities, the syllabus could not be fully covered. The missing parts were covered by online lessons conducted by the coach. To have proper quality control, the online lessons were recorded and reviewed by TIC regularly. - Potential F.3 students recommended by Math teachers would be invited for joining the training to have more preparation and advanced training in F.4. The content covered could serve as good enhancement resources.	Expenditure in 2425: HKD385 per hour x 47.5 hours + MPF = HKD 19,201.89 (coach fee)
Biology research team (iGEM) competition	To provide biotechnical lab and research skills training for students to join the international bio-tech competition (iGEM)	10-30 F.3-5 Recommended by Biology teachers based on intellectual ability, investigative mindset and interest.	8 months / September 2024 to August 2025	Research results & Presentation in iGem	- Students were getting more enthusiastic about lab work and molecular biotechnology investigation. - New tutors were more friendly and had good communication with students. - Equipment should be improved to enable a more complete investigation involving also protein analysis, quantification and qualification.	Expenditure in 2425: HKD 625 per hour x 94 hours + MPF = HKD 61,687.51 (coach fee)

Evaluation Report for
DLG – Other Languages French for the 2024/25 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	- 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 2024/25 year, the French department received a grant from EDB- DLG funded programs 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	- Teaching materials (online resources, textbook, magazines, novels, etc...) - Books selected were regularly used to develop students' ability. It completed and reinforced the grammar part and the different activities offered within the syllabus. In general, to cope with learners' diversity and stretch learners' abilities, tailored made French books to learners of different levels were ordered as well.	Students' academic performance	Teaching materials \$10,952.75 Teaching assistant \$83,647.25

One-off Grant for Promotion of Self-directed Language Learning (English Language) Report for 2024/25

Name of School: Po Leung Kuk Ngan Po Ling College

Project Coordinator: Ms Ha Tsz

Subject	Teacher in charge	English Learning Activity	Date/Period of the activity	Expenditure	Evaluation
English	Lau TY	Producing a new reading journal booklet for students to enjoy self-leisure reading in Reading Sessions for Junior Forms (RSJ) at school or at home	September 2025 to May 2026	\$23,032.90	- Students were able to complete 13 cycles of reading reports. - All students' RSJ booklets were checked during assignment check period. - Students' entries were counted as formative scores. - 80% of students got a passing grade in their formative marks. - Students were used to getting a book and reading quietly in RSJ sessions.
	Lam CC	Musical Performance at Annual Concert	10 July 2025	\$3,458.58	- The script was written by our own students. - There was a production for the whole school at the annual concert. - Their performance was well received. - Students' language fluency and teamwork were commendable.
	Chong YT Hau NH	Debating workshop	October 2025 to May 2026	\$20,000.00	- Students wrote debating speech and sought advice from coaches in the workshop. - Students practised their presentation skills and had mock debates.
		Debate Competition	October 2025 to May 2026	\$13,281.70	- Both senior and junior form teams won Champion in Grand Final and Term 2 Final respectively.
				Total	\$59,773.18
				Balance	\$140,226.82

2024/25 年度推動自主語文學習(普通話)一筆過津貼報告

學校名稱：保良局顏寶玲書院

項目統籌人：劉恬曦老師

科目	負責老師	普通話學習活動內容	活動日期／期間	經費支出	成效評估
中文科	蔡老師	辯論工作坊及準備普通話辯論比賽	2024 年 9 月至 2025 年 8 月	\$18,509.79	● 學生完成一場辯論比賽。 ● 學生在普通話演講比賽中獲得獎項。
中文為第二語言	袁老師	普通話工作坊	2024 年 9 月至 12 月	\$20,112.04	● 學生在早會中完成普通話演講。 ● 學生能在課堂、評估及演講中使用普通話交流。
				總支出：	\$38,621.83
				結餘：	\$161,378.17

保良局顏寶鈴書院
「推廣中華文化體驗活動一筆過津貼」運用報告 2024-25

1. 本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	實際開支金額 (HK\$)
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	63,343.80
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	/
iii.	舉辦或資助學生參加本地文化考察或參觀活動	2,950.00
iv.	發展有關中華文化的課程	5,190.00
v.	採購及發展中華文化學與教資源	3,305.06
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	100,500.00
vii.	/	/
總開支金額 (HK\$)		175,288.86
津貼餘款 (HK\$)		93,831.14

2. 截至 2025 年 8 月 31 日為止，「推廣中華文化體驗活動一筆過津貼」

☐ 已全數用完。

☒ 尚有餘款 93,831.14 元。

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

1. 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 - 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）	10,843.05
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 - 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	21,714.00
iii.	舉辦和公民科課程相關的校本學習活動 支付舉辦校本學習活動的費用（例如：材料費、教學材料等）	25,266.00
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 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）	242,176.95
v.	其他（請註明）：／	／
	總開支金額	300,000.00
	津貼餘款	0

2. 截至 2025 年 8 月 31 日為止，「公民科津貼」

☒ 已全數用完。

☐ 尚有餘款/元。

「校園・好精神一筆過津貼」運用報告

1. 本校已運用「校園・好精神一筆過津貼」作以下用途：

	範疇	實際開支金額（\$）
i.	舉辦與提升學生及教師精神健康相關之活動及計劃	\$ 42,840.10
ii.	提供與提升學生及教師精神健康相關的支援服務	\$ 11,803.40
iii.	設計及製作校本精神健康相關的教學資源	\$ 800.00
iv.	購買提升學生及教師精神健康所需的物品、家具及設備	\$4,556.50
v.	其他（請註明）： _____	/
	總開支金額	\$ 60,000.00
	津貼餘款	/

2. 截至2025年8月31日為止，「校園・好精神一筆過津貼」

☒ 已全數用完。

☐ 尚有餘款，須退回教育局的款額 _____ 元。[資助、按位津貼及直資學校適用]

☐ 尚有餘款 _____ 元，將予以取消。[官立學校適用]

（請於適當空格內加上「✓」號）

「家長學生・好精神一筆過津貼」津貼運用報告

1. 本校／家教會已運用「家長學生・好精神一筆過津貼」作以下用途：

	範疇	實際開支金額（\$）
i.	舉辦與推廣學生及家長精神健康相關的親子或家長活動	\$ 8,490
ii.	推廣學生及家長精神健康的資訊、出版刊物或提供資源平台	\$ 2,610
iii.	提供與家長學習精神健康相關的知識及技巧的課程或培訓	\$ 8,900
iv.	其他（請註明）： _____	/
	總開支金額	\$20,000
	津貼餘款	/

2. 截至2025年8月31日為止，「家長學生・好精神一筆過津貼」

☒ 已全數用完。

☐ 尚有餘款，須退回教育局的款額 _____ 元。**[資助及按位津貼學校適用]**

☐ 尚有餘款 _____ 元，將以抬頭寫上「香港特別行政區政府」的劃線支票歸還教育局家校合作及家長教育組。**[官立及直資學校適用]**

（請於適當空格內加上「✓」號）

Report on Sister School Scheme (2024-2025)

Name of Sister Schools (1): Shanghai Gezhi High School

(2): Mingzhu Middle School

(3): /

Part 1: Details of Exchange Project

Item	Name and Description of Exchange Project	Objectives	Evaluation	Reflection and Follow Up
1.	Video Exchange: Commemorating the 150th Anniversary of the Establishment of Sister Schools	To commemorate the 150 th anniversary of the establishment of Sister Schools To strengthen the connection between our school and sister school	Through observation and interviews, the exchange project fully achieved the objectives.	The congratulatory video filmed for the 150th anniversary of the sister school was very effective in strengthening the connection and bringing the two schools closer together. The remaining balance of the grant will be carried forward for the visit to the sister schools in the next academic year.

Part 2: Financial Report

Item	Exchange Project	Expense	Fee	Remarks
1.	Video Exchange: Commemorating the 150th Anniversary of the Establishment of Sister Schools	Nil	\$0	/
		Total	\$0	/
		Surplus Brought forward to 2025-2026	\$165,439	/