Po Leung Kuk
Ngan Po Ling College

School Report

2025/26

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 Quincy K. Y. LUI, BBS, MStJ	
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)

Total number of teachers	78 (including part-time teachers)	
Qualification and professional training (Percentage)		
Teacher Certificate/ Diploma in Education	80%	
Bachelor's 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: 847						
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 Learning and Teaching The school continued to emphasize the enhancement of teaching quality and student learning outcomes. Across the academic year, 130 lesson observations and 552 assignment checks were conducted, with average scores remaining stable at approximately 3.0 for lesson observations and 3.2 for assignment checks. Stakeholder Survey (SHS) results under the KPM framework confirmed positive perceptions: - Teachers' views on "Teaching," "Student Learning," and "School Curriculum and Assessment" were consistently scored at around 4.0, reflecting strong confidence in instructional quality. - Students' views on teaching rose to 3.9 in 2025–26, compared with 3.8 in 2024–25, 3.7 in 2023–24, and 3.5 in 2022–23, showing a steady upward trajectory in satisfaction. - Students' views on learning also increased to 3.7, while parents' views remained stable at 3.7, consistent with previous years. In collaboration with the Staff Development Committee, 10 open lessons were conducted, attended by 52 colleagues. These sessions fostered professional exchange and strengthened classroom practice. The monthly assignment mapping chart was distributed to all junior form classes for nine months, with more than half of classes actively using it. More than half of subjects also provided instant updates of late assignment submissions, reinforcing students' responsibility and punctuality. These measures align with KPM Item 12 (Stakeholders' perception of Student Learning), demonstrating that the school's monitoring systems are effective in cultivating active learners. 1.2 IB Initiatives and Academic Support The school made significant progress in strengthening the International Baccalaureate (IB) curriculum. Support for Internal Assessments (IAs): All subjects began their IAs earlier than last year, with monthly monitoring of progress. Direct communication between administrators and subject teachers ensured timely completion. Over 95% of students achieved Level 5, and more than 80% completed their IAs by the mock exam. Remedial and Enhancement Support: Students with the potential to score 43 or above were invited to join targeted sessions with external tutors in English and Mathematics. Alumni also provided regular remedial support in Mathematics, Physics, Economics, Chemistry, and Biology. 80% of students found these sessions useful, reporting improved confidence and performance, though attendance at Saturday lessons was less satisfactory. Learning Community Resources: Designated self-study rooms were arranged for 5IB and 6IB students, and three meetings were held between students and administrators to discuss resource needs. Students actively voiced opinions, and arrangements were made accordingly. 1.3 Gifted Education The school achieved notable success in nurturing high-potential students. In the HKUST Dual Programme, 7 students were admitted to DP Pre-stage Level / Level 1 courses, with 3 attaining

A+ and another 3 achieving B+/B. Two students progressed to Level 2, with one earning an A.

In collaboration with the Hong Kong Academy for Gifted Education (HKAGE), 8 students were nominated for the screening programme. Six completed the web-based learning courses, and 4 successfully passed the screening, being invited to submit their Student Personal Profiles. One student was nominated by parents, bringing the total number of new HKAGE members to 4.

Performance in the International Competitions and Assessments for Schools (ICAS) was outstanding. A total of 86 students participated, achieving a credit rate of 84%, higher than last year's 78%. Thirty-four students were awarded High Distinction/Distinction, and the total number of certificates reached 86—the highest in the past five years.

1.4 Reading and Library Development
The library remained a cornerstone of the school's reading culture. Attendance rose to 54,811, up from 47,107 in the previous year, while subscriptions to magazines and newspapers increased to 88, reflecting growing student engagement.

Two Meet-the-Author talks and two book fairs were organized, attracting thousands of participants, including parents and students. These events successfully nurtured a vibrant reading atmosphere.

To enrich the morning reading programme, 56 reading materials were provided from different disciplines, with themes linked to real-life applications and national security education. In the second term, a new format was piloted, incorporating pre-reading questions and extension activities to deepen comprehension.

Library circulation averaged 743 items per month, totalling 6,690 items, slightly lower than the 8,488 items recorded in 2024–25. Ten thematic book displays were showcased, including topics related to national security. In compliance with national guidelines, 30 e-books were purchased from Sino-United Electronic Publishing Limited. Although the use of 13 e-readers (Boox) dropped significantly (6 circulations compared with 45 last year), the overall expansion of resources ensured diverse access to reading materials.

1.5 STEAM Development
The school's commitment to innovation and scientific inquiry was evident in the extensive training and competition achievements of the STEAM teams. A total of 91 training sessions were conducted across six teams, including Robotics, AI Racing, Invention, LEGO, Astronomy, and Junior Trainee programmes. Attendance rates were high, and performance was consistently strong. Students achieved gold awards and championships in robotics, invention, and science fairs, showcasing their ability to apply theoretical knowledge to practical challenges. The highlight of the year was the "IntelliLight" project, an AI-driven car accident prevention system developed by the Invention Team. The project gained public recognition, was featured at the Innovation Tech Carnival 2025, and received media coverage on RTHK's New People, Great World.

Four visits and one talk were arranged for STEAM team members, including the Shaw Laureate Space Theatre Lecture at the Space Museum, InnoCarnival 2025 at Hong Kong Science Park, Future MedTech and Health Hackathon at HKUST, and VTC Smart City. A talk on Smart Cities and AI was delivered by the World New Economy Council. Students responded positively and showed active participation throughout these activities.

1.6 IT-Assisted Learning
The school advanced its use of IT-assisted learning to promote self-directed study and enhance communication between teachers and students. Whole-school accounts for Goodnotes, eClass, Microsoft, Google, HKedCity, and WebSAMS were set up to facilitate eLearning. A total of 474 Google Classrooms were created, with 11,298 records executed to allocate students. Teachers and students actively used Google Classroom and HKedCity for competitions and learning, demonstrating effective integration of IT into teaching practice.

1.7 Professional Development
Staff development was also prioritized. The AI Applications in Learning and Teaching Workshop provided hands-on experience for teachers, while the Mentor-Mentee Programme facilitated classroom management and teaching methodology sharing. Eleven experienced colleagues conducted Open Classroom sessions, and SSE data showed that 82.9% of colleagues agreed professional development activities catered to school development and student needs, with mean scores rising to 4.1.

1.8 Scholarship Recognition
A total of 200 students were awarded internal scholarships, amounting to HK$827,055. This included IB, DSE, IELTS, GCSE AS Chinese, and ECA scholarships, as well as Form One Admission Scholarships.

Reflection

1.1 Teaching and Assessment:
Lesson observation and assignment check scores indicate steady teaching quality, though the use of assignment mapping charts was inconsistent. Assignments should be better aligned with the requirements of internal and public examinations.

1.2 IB Initiatives and Academic Support
- Direct communication between administrators and subject teachers proved effective in monitoring IA progress, as teachers could share experiences and discuss solutions. However, a small number of students, including SEN learners, procrastinated until the last minute, leaving limited room for feedback and refinement.
- Students appreciated the help of alumni, who understood the difficulties they faced and shared valuable learning experiences during remedial sessions. This peer-to-peer support was particularly effective in subjects such as Mathematics and Physics.
- Students also valued opportunities to communicate openly with administrators about their learning needs and support. They appreciated that the school was willing to listen and provide abundant resources, such as self-study rooms, to facilitate their learning.

1.3 Gifted Education:
Participation in gifted education programmes continues to rise, but preparation of HKAGE Student Personal Profiles remains demanding for students.

1.4 Reading and Library Development:
- The reading culture remains strong, though circulation dropped due to the reduction of Form 3 morning reading sessions.
- Senior form reading materials were lengthened to 1.5–2 pages, while some junior form materials relied on bullet points, which did not fully meet the objectives of the reading scheme. Pictures or diagrams can be included, but word counts should not be reduced.
- Early release of the Letter to Parents boosted subscriptions to magazines and newspapers, yet borrowing rates among Form 4 students were significantly low.

1.5 STEAM Development:
STEAM activities successfully nurtured innovation and entrepreneurship, but more structured project documentation is required to strengthen future projects and align with competition standards.

1.6 IT-Assisted Learning
All teachers actively used Google Classroom and HKedCity, demonstrating effective integration of IT into teaching practice. Internal training workshops organized by senior ITP members were well received, equipping students with practical skills in photography and videography. However, the workload for senior members was heavy, highlighting the need for balanced training arrangements.

1.7 Staff Development and Professional Exchange
Staff development initiatives were positively evaluated. The AI Applications in Learning and Teaching Workshop received strong feedback. The Mentor-Mentee Programme was also well received, as mentees agreed that regular meetings helped them understand school expectations and improve classroom management. The Open Classroom sessions attracted 36 colleagues, who reflected that the sessions helped them learn more about teaching methodologies and ways to motivate students. Professional development activities were recognized as effective, with SSE data showing that the mean score for "ambience of professional exchange" rose to 4.0, compared with 3.8 last year. This demonstrates that the school has gradually fostered a culture of professional collaboration and continuous improvement.

1.8 Scholarship
Compared to 2024–25, the number of awardees increased from 190 to 200, though the total amount slightly decreased. These scholarships recognized excellence in both academic and non-academic domains, motivating students to strive for higher achievement.

Feedback and Follow-up

1.1 To address the inconsistency in assignment mapping, differentiation strategies for teaching and assessment should be shared with new teachers to enhance learning effectiveness. Class teachers should be encouraged and reminded to use the assignment mapping form regularly. The chart can be reformatted into a class and quiz calendar (e.g., A3-sized class calendar) or provided as a digital template in Google Classroom, thereby incentivizing classes to complete the chart. Student leaders such as class monitors and subject leaders can also be empowered to organize and maintain the chart. Assignments should be carefully aligned with the requirements of internal and public examinations to ensure students are adequately prepared.

1.2 IA progress should continue to be monitored through direct communication with subject teachers, ensuring timely completion and quality feedback. Identification of students who may struggle with deadlines should be made early in Form 5, allowing close monitoring and intervention. Additional remedial sessions should be arranged for both 5IB and 6IB students, with closer attendance tracking and parental support. Self-study rooms should be provided earlier in the school year, and meetings with administrators should be scheduled promptly to identify student needs. Alumni should continue to be invited to provide remedial support, as their shared experiences resonate strongly with current students and help build confidence.

1.3 To further develop gifted education, students' results in the HKUST Dual Programme, HKAGE, and ICAS should be shared with subject teachers to enable differentiated support and nurture excellence. Students who are already HKAGE members need not be nominated again, and those absent from ICAS should not be nominated in the coming academic year. Lists of

students preparing HKAGE Student Personal Profiles should be passed on to the relevant subjects so that extra guidance can be provided. Grouping high achievers in junior forms can also facilitate early identification and targeted support.

1.4 To improve the reading scheme, subject and committee heads should differentiate follow-up questions in morning reading materials for junior and senior forms. An example passage should be provided to guide teachers. A video demonstration of morning reading procedures should be created by senior teachers and made available to new class teachers. Subjects should use book expenditure to purchase suitable books, revision guides, and supplementary exercises for public examinations to increase loan rate among senior formers. Interactive library activities should be embedded within thematic book displays to further increase circulation.

1.5 To strengthen STEAM development, standardized documentation templates should be established for projects, including problem definition, design rationale, testing procedures, results, and reflection. Greater collaboration among science subjects should be piloted to improve project quality and ensure alignment with competition standards. Clear learning objectives, pre-visit preparation, and post-visit sharing should be incorporated into future visits to maximize learning impact. Additional industry talks and school-based sharing sessions should also be organized to sustain student interest and deepen understanding.

1.6 A combination of internal and external training should be introduced to balance workload and broaden skill sets. Ex-ITP members who graduated from NPL should be invited to act as external coaches to provide training and activity support. External photographic or videographic competitions can be further promoted in the coming year. Advanced workshops on AI applications should be organized to provide colleagues with hands-on experience in using AI tools for assignment feedback, reducing administrative tasks, and designing differentiated learning activities.

1.7 Open classroom sessions should be expanded, with more experienced colleagues invited to share their practices. The registration period should be extended so that more colleagues can attend, and cross-subject lesson observations within the same Key Learning Area (KLA) should be encouraged to inspire diverse teaching methodologies. Professional activities on themes such as teaching, pastoral care, and mental health should continue to be organized, while sharing of good practices in assignment marking should be further encouraged to strengthen the atmosphere of professional exchange.

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 Roles and Student Ambassadors

The school successfully trained and empowered a wide range of student leaders to take on responsibilities that fostered service-based learning.

- IT Prefect Team (ITP): A total of 35 members provided IT support for school events, forming the ITP Media and Events Team. They supported 229 activities in 2025–26, an increase from 219 in the previous year. Leadership training workshops were held in summer to equip student leaders with basic leadership skills. New measures for photo-taking improved efficiency, reducing the total number of photos by 29% while maintaining quality. Lighting setup was introduced as a new duty type, comparable to professional standards, and the team assisted the musical group in winning the Award for Outstanding Stage Effects in the Hong Kong School Drama Festival.
- Guidance Ambassadors: 34 ambassadors promoted a harmonious and caring school culture by leading booths during Guidance Week and Open Day. They designed creative DIY activities such as pipe cleaner flowers and thank-you cards. 96.3% of participants agreed that the programs enhanced their leadership skills. Ambassadors also visited an elderly centre to celebrate Chinese New Year, demonstrating care and positivity through meaningful community engagement.
- Big Brother Big Sister Scheme (BBSS): 24 senior students coached Form 1 students to adapt to secondary school life through class visits, orienteering, and lunch gatherings. 94% of participants agreed that the program enhanced their leadership skills, while 90% of Form 1 students reported feeling supported.
- Volunteer Ambassadors: 6 ambassadors designed booths for the "Drug Free Future" competition, winning the championship. For Leading with Impact Volunteer Program, 7 volunteer leaders visited the elderly at the Hung Hom Community Living Room after completing four training sessions. All participants agreed that the program enhanced their leadership and teamwork abilities. 14 students in FLASHDisc Group participated in six training sessions, with 85% reporting improved communication and collaboration skills.
- Prefect Leadership Training Camp: 32 prefects joined the camp, and all participants agreed that the activities enhanced their teamwork and character strength.

These initiatives align with KPM Item 22 (Participation in Uniformed Groups or Community Service) and APASO subscales on Leadership and Social Intelligence, demonstrating that students are developing confidence, responsibility, and teamwork through service-based learning.

2.2 Student Activities and Service-Based Learning

Students actively engaged in organizing and participating in diverse activities that nurtured leadership and responsibility.

- Club Collaboration: Club leaders held regular meetings to evaluate activities and share suggestions. The Volunteer Club and UNICEF Club jointly organized the Box of Hope activity, successfully collecting three boxes of donations.
- Students' Union (SU): The SU facilitated seven major activities, including Open Debate, Random Dance, Battle of Bands, Winter Gratitude Day, DJ Booth, Chess Tournament, and Inter-class Dodgeball. While disputes over referees' judgments were noted, the events strengthened students' organizational and leadership skills.
- SU Election: Three cabinets applied for the 2026–27 election, with two composed mainly of junior students. Although some promotional materials were deemed too casual, the process encouraged student participation in democratic leadership.

These activities reflect KPM Item 13 (Support for Student Development) and SHS data, which

confirm that students are gaining leadership experience and building stronger connections with peers through service-based learning.

2.3 Volunteering and Community Engagement
Students demonstrated care for the community through a wide range of voluntary service programs.

- Volunteer Services: Form 4 students attended seminars on aging issues and conducted home visits to elderly people living alone. Voluntary service club members guided peers in making DIY towel bears and gifts, which were delivered to elderly centers.
- Mental Health Enhancement Programs: Activities such as the Mindfulness-Based SEL Project (150 participants) and K-pop Dance Club training sessions promoted resilience, zest, and spirituality.
- Guidance Week: Organized around themes of kindness, love, social intelligence, gratitude, and forgiveness, Guidance Week included booths run by three organizations and PTA volunteers.
- By-Level Activities: Students attended seminars and workshops on topics such as health, self-care, love and respect, stress management, and communication skills. Parents also joined sessions on growth mindset and positive education.

These initiatives align with APASO subscales on Psychological Health, Social Intelligence, and Positive Relationships, confirming that students are developing resilience, empathy, and responsibility through service-based learning.

2.4 Life Education and Cross-Curricular Activities
Life Education lessons and assemblies across different forms integrated service-based learning into the curriculum.

- Form 4 students underwent structured training sessions during Life Education lessons to prepare for community and volunteer service initiatives.
- Cross-curricular activities included talks on waste reduction, refugee awareness, cultural sensitivity, and national development.
- The “My Pledge to Act” Student Works Display showcased over 70 pieces of student work across multiple subjects, echoing the EDB’s annual theme of gratitude, positivity, and health.
- The Board Decoration Competition engaged all classes in designing boards that highlighted form values, NGO introductions, and the annual theme.

These activities align with KPM Item 8 (National Education Experiences) and KPM Item 17 (Affective Development), demonstrating that students are connecting personal growth with community responsibility.

2.5 Partnerships and External Engagement
Students broadened their horizons through partnerships with NGOs and external organizations.

- Collaborations with NGOs such as Animal Blessing and Feeding Hong Kong diversified CAS experiences. The Youth Leadership Council (YLC) received the Outstanding Team Achievement Award, while its chairperson earned the Outstanding Performance Award.
- Students participated in a CAS trip to Vietnam, serving at the Da Nang Association for Victims of Agent Orange by planting trees, packaging incense sticks, and sewing.
- The MCN Ambassadors and Flag-raising Team contributed over 500 service hours, supporting cultural events, Speech Day, and national education activities.
- PTA volunteers organized 15 activities, including workshops, snack booths, and cultural trips, with 143 parents actively involved.
- Students raised substantial funds through Po Leung Kuk activities, including flag selling (~HK$65,541), raffle ticket sales (~HK$28,220), donations (~HK$40,000), and Dress Special Day (~HK$30,000).

These achievements align with KPM Item 16 (Home-School Cooperation) and KPM Item 22

(Community Service Participation), confirming that partnerships and external engagement strengthen students' leadership, responsibility, and community awareness.

Reflection

2.1 Leadership Roles and Student Ambassadors:
Leadership training programs such as the Prefect Training Day Camp, Guidance Ambassadors, Big Brother Big Sister Scheme, Volunteer Ambassadors, and Leading with Impact Volunteer Program were positively received. Over 85–96% of participants agreed that their leadership skills were enhanced, and teachers reported that clearer job specifications improved efficiency. Guidance Ambassadors successfully organized booths during Guidance Week and Open Day, while BBSS mentors helped Form 1 students adapt to secondary school life, with 94% of mentors and 90% of mentees confirming the program's effectiveness. Volunteer Ambassadors won the championship in the "Drug Free Future" competition, and Leading with Impact leaders completed training sessions before serving the elderly. These initiatives align with APASO subscales on Leadership, Teamwork, and Social Intelligence, showing measurable growth in confidence, responsibility, and teamwork.

2.2 Student Activities and Service-Based Learning
Club leaders' regular meetings fostered collaboration, with the Box of Hope activity marking the first joint-club initiative. Students successfully liaised with external organizations, becoming more independent and engaged in planning and implementation. The Students' Union organized seven major activities, though disputes over referees' judgments were noted. The SU election attracted three cabinets, two composed mainly of junior students, but some promotional materials were deemed too casual. Overall, activities were diversified and engaging, with students demonstrating initiative and independence. SHS and KPM Item 13 (Support for Student Development) confirmed that students gained leadership experience and strengthened peer connections.

2.3 Volunteering and Community Engagement
Volunteer services promoted kindness and responsibility. Over 90% of Form 4 and 5 students agreed their character strengths were enhanced, and 40 students earned Bronze Awards in the "Good Deed" program. Students who joined the Hong Kong School Volunteer Campaign 2025 experienced the joy of volunteering, and the school was recognized as a "JC Volunteer Together Top 10 Caring School." Po Leung Kuk fundraising activities—including flag selling, raffle ticket sales, Dress Special Day, and Charity Walk—raised substantial funds and inspired generosity. These achievements align with KPM Item 22 (Community Service Participation) and APASO indicators on Positive Relationships and Responsibility.

2.4 Life Education and Cross-Curricular Activities
Life Education lessons and assemblies were highly effective, with over 97% of teachers agreeing they fostered values such as benevolence, empathy, and responsibility. The "My Pledge to Act" Student Works Display showcased cross-subject projects that deepened students' understanding of gratitude and positivity. The Board Decoration Competition promoted values education, with 94.3% of teachers agreeing it increased awareness of positive values, though some classes required additional support. SSE data showed rising agreement among students, teachers, and parents that the school promotes moral character and interpersonal skills. APASO data confirmed improvements in positive emotions, reduced anxiety, and stronger resilience.

2.5 Partnerships and External Engagement
Students actively engaged with NGOs such as Animal Blessing and Feeding Hong Kong, earning recognition for their contributions. The CAS trip to Vietnam provided meaningful service

experiences, with over 80% of students producing strong reflections. Many expressed the need for more service time and involvement in planning, highlighting the importance of aligning itineraries with CAS goals. PTA activities also enhanced home-school cooperation, with SSE and APASO data confirming positive parent feedback and strong collaboration. The MCN Ambassadors and Flag-raising Team contributed over 500 service hours, supporting cultural events, Speech Day, and national education activities.

Feedback and Follow-up

2.1 Leadership Roles and Student Ambassadors: Students should be encouraged to take charge of regular club leaders' meetings to strengthen ownership and responsibility, while promoting more collaboration among clubs to sustain joint-club activities throughout the year. Prefect training camps should include more challenging and demanding activities outside the school to help students step out of their comfort zones. Guidance Ambassadors and members of the Leading with Impact Volunteer Program should take the lead in organizing and planning programs to further develop the 4C leadership qualities (Confidence, Care, Commitment, Courage). BBSS leaders should join the Form 1 Induction Program and lead the school tour with teachers in August 2026. For the FLASHDisc group, external competitions should be introduced to strengthen engagement and commitment.

2.2 Student Activities and Service-Based Learning: Club leaders should be encouraged to maintain existing partnerships while exploring new opportunities with NGOs. Students should plan earlier for CAS trip services and liaise directly with travel agencies to ensure meaningful alignment with CAS goals. Short monitor meetings for DC level coordinators and class teachers should be held twice a term to evaluate class performance. More structured support in time management, role allocation, and communication is recommended to improve efficiency in future activity planning and implementation among student leaders. For the Students' Union, more School Affairs members should be assigned to monitor events and resolve disputes, with disciplinary actions taken against serious offenders. Clearer guidelines and requirements should be provided during SU election briefings to ensure promotional materials reflect the expected standards of student leaders.

2.3 Volunteering and Community Engagement: Volunteer service programs should be expanded to further strengthen students' character strengths of kindness and responsibility. Students should be encouraged to use spare time during seminars to complete "Good Deed" forms and help others in daily life. Promotion should continue to encourage students to record volunteer service hours outside school, aiming for more students to qualify for the Gold Award (200+ hours). Community service activities for all Form 4 students should be organized annually, such as the planned service day. Po Leung Kuk fundraising activities—including raffle ticket sales, Dress Special Day, Charity Walk, and Flag Day—should continue to inspire generosity and positivity.

2.4 Life Education and Cross-Curricular Activities: Future Life Education programs should continue to integrate inspirational sharing sessions, such as alumni sharing about overcoming illness, to encourage students to cherish life and support peers. Seminars on crime prevention and national security law should also be maintained, as students showed proactive engagement and thoughtful responses. Guidance Week should prepare more materials for popular handmade items and improve booth flow by placing gift redemption counters near food distribution areas. PTA involvement should continue, as students welcomed their participation. By-level activities should be designed to foster positive emotions while equipping students with strategies to manage anxiety and confusion, especially for Form 1 newcomers.

2.5 Partnerships and External Engagement: Students should be more involved in planning CAS

trips with travel agencies to ensure itineraries align with service goals. Collaboration with NGOs should be broadened to diversify CAS opportunities and provide structured training guidelines. The focus of community work should shift toward practical application, translating students' knowledge of NGOs into meaningful community action. Parents' involvement can be further maximized in organizing workshops and events, while more regular parent-child activities should be arranged to support both students' and parents' wellbeing and mental health. More co-organized activities with other committees—especially MCN committees and subject departments—should be arranged to promote National Education for parents. To address timetable constraints, class-based service plans should be scheduled during the post-exam period, giving students time to plan and execute initiatives effectively.

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 Career Exploration and Pathways The Career and Life Planning (CLP) Committee implemented a comprehensive programme to broaden students' horizons and strengthen their readiness for tertiary education and career pathways. - University Information Talks and Fairs: Prestigious universities such as Cambridge, HKU, and CUHK delivered admissions talks and faculty presentations. The University Fair was held in September, attracting both students and parents, with admissions officers welcoming parent participation. Over 300 participants attended the Cambridge session, with 86% rating it "very good." SHS data confirmed that students, parents, and teachers recognized the effectiveness of career guidance programmes, with students reporting increased clarity in career goals. - Career Guidance and JUPAS Preparation: F.6 students attended JUPAS talks and workshops, gaining updated information on admission requirements and study programmes. Career rooms were set up during Parents' Day and JUPAS release day, while alumni and external providers introduced workplace environments. Over 87% of students expressed satisfaction with JUPAS guidance, and all successfully submitted their Student Learning Profiles (SLP). Prestigious offers were secured from Beijing University and Tsinghua University. - Non-JUPAS and Mainland Pathways: Two students successfully applied through the Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions, demonstrating the school's commitment to diversifying study options. - Subject Selection Guidance: F.3 students and parents attended subject selection talks, with 87% reporting confidence in making informed choices for F.4. 30 career consultations were recorded, ensuring personalized support. - OLE Week and Business Partnerships: During OLE week, 75% of students set achievable career goals. Two Business School Partnership Programmes were launched, providing workplace exposure and enhancing communication and teamwork skills. Visits to CEDD, OFCA, HKMA, Chinese medicine clinics, and Greater Bay Area exploration tours enriched students' horizons. - Global and Local University Exposure: Career talks were held in collaboration with IB and overseas universities, while connections were established with Tsinghua, Peking, and Fudan Universities. These initiatives broadened students' perspectives and strengthened their global citizenship. 3.2 Self-Understanding and Personal Attributes CLP Life Education lessons for F.1–F.5 students enabled 82% of participants to accurately describe their personality traits and design their life planning paths, strengthening self-awareness and career orientation. F.4 and F.5 Life Education lessons, conducted in collaboration with Guidance and MCN Committees, provided updated information on tertiary study programmes and career opportunities, with 84% of students agreeing that these sessions helped them set clearer and achievable career goals. APASO data confirmed improvement in subscales on "Life Planning" and "Global Perspective," showing stronger self-understanding and readiness to make responsible study and career choices. 3.3 Global Awareness and Societal Engagement Students were encouraged to participate in talks and activities organized by various organizations during CSD lessons and Life Education. - Refugee Talk (October 2025): F.4–F.5 students found the session engaging and informative.

- Waste Reduction Talk (March 2026): Students were satisfied but noted the content was too generic.
- CSD Forum (March 2026): Students actively participated and engaged in discussions.
- Seminar on Preventing Juvenile Delinquency (May 2026): Students found the information useful and relevant.

National Education initiatives cultivated globally minded citizens with a robust sense of national identity. Eight Mainland exchange programmes were held in Beijing, Nanjing, Shanghai, Zhaoqing, Guangzhou, and Dongguan, providing students with better understanding of China's latest developments and opportunities for further studies and career paths. According to SSE item #37, 93.3% of teachers agreed that the school curriculum aligns with national and global identity goals. APASO data showed that all subscales of national identity maintained the highest scores (Q-score 116, P-score 85.7) for three consecutive years.

3.4 Other Learning Experiences
ECA provided students with a wide range of non-academic learning opportunities, including 7 interest clubs, 1 uniform team, 4 dance teams, 13 music teams, and 11 sports teams. Career-related OLE activities included visits to HKMA, HKEX, CLP Power Academy, IFEC FinEd Hub, CUHK Business School, and GreenPrice.

The IT Prefect Team (ITP) successfully managed the school's Instagram account, increasing posts by 55% and followers by 44% between June 2025 and June 2026. In addition, ITP collaborated with House Committees for timely photo releases and conducted morning assembly sharing. These achievements go beyond technical proficiency, providing students with authentic opportunities to practise project management, teamwork, communication, and digital literacy—all essential transferable skills for future study and career pathways. By engaging in real-world tasks such as content creation, workflow coordination, and audience engagement, students strengthened their ability to organize, present, and reflect on their work.

Award notices were digitalized via eClass, with 6,308 records input in 2026, an 18% increase from the previous year. Collaboration between the ECA Committee, Discipline Committee, and General Office ensured smooth processing. CLP Committee members were supported to guide Form 6 students in updating their SLP profiles, with all students completing tasks on time to facilitate university application and production of more personal reference letters.

This OLE experience aligns with KPM Item 21 (Participation in Competitions) and APASO indicators on Life Planning and Global Perspective, as it demonstrates how non-academic activities can cultivate leadership, responsibility, and adaptability. It also echoes SHS findings that students gained clarity in career goals and recognized the school's role in providing meaningful opportunities for exploration.

Reflection

3.1 Career Exploration and Pathways:
The CLP Committee was proactive in managing the production process of Student Learning Profiles (SLP), including printing and distribution, ensuring all students completed submissions on time. New event formats such as faculty-specific talks were well-received, and university visits proved effective in exposing students to updated admissions criteria. SHS data confirmed that students, parents, and teachers recognized the effectiveness of career guidance programmes, with students reporting increased clarity in career goals. KPM outcomes demonstrated strong results: graduates successfully entered prestigious local and Mainland universities (KPM 15), high HKDSE and IB performance supported competitiveness (KPM 19), and students achieved above-expected academic value-added outcomes (KPM 20). Career ambassadors and exploration

tours provided experiential learning opportunities that strengthened leadership and teamwork (KPM 21).

3.2 Self-Understanding and Personal Attributes:
Life Education lessons and ECA training equipped students with clearer understanding of their personal attributes, orientations, and opportunities. Surveys confirmed that almost all students and teachers agreed ECA enhanced non-academic performance and supported career development. APASO subscales on "Life Planning" and "Global Perspective" showed improvement, with students reporting stronger self-understanding and readiness to make responsible study and career choices. SSE data also indicated that the majority of teachers, students, and parents agreed the school curriculum aligns with education development trends, enabling students to explore personal orientations, interests, and future-oriented skills.

3.3 Global Awareness and Societal Engagement
National Education events were highly effective, with SSE item 37 showing 93.3% of teachers agreed the curriculum aligns with national and global identity goals. APASO subscales on national identity maintained the highest scores for three consecutive years, while class teacher surveys confirmed 100% agreement that activities promoted national identity. Students strengthened self-awareness of personal attributes, values, and interests through school-based, inter-school, and territory-wide activities. Participation in Mainland exchange programmes increased by 5–8%, demonstrating strong student ownership of learning. These experiences broadened horizons and helped students understand pathways for further studies and career development.

3.4 Other Learning Experiences:
Structural improvements to data sheets eliminated bottlenecks in bulk messaging, and the IT Committee successfully supported eClass functions for iPortfolio and SLP input. The IT Prefect Team (ITP) built trust with students, who became comfortable with photography and collaboration. House Committees proved strong partners in photo selection, ensuring high-quality posts were released in a timely manner. This collaboration enhanced teamwork across the school and taught students how to collaborate both internally and externally. ECA activities continued to provide diverse opportunities, though time clashes between OLE training sessions and academic lessons remained a challenge.

Feedback and Follow-up

3.1 Career Exploration and Pathways: Future events should continue to host prestigious overseas universities and arrange admissions talks for IB students, including faculty-specific talks for non-mainstream subject areas such as design, law, and science. Career Fairs should involve parents more actively, possibly by combining them with other events to encourage participation. To address the demanding nature of JUPAS and HKAGE Student Personal Profiles, clearer guidance and structured support should be provided by subject teachers, with templates and exemplars shared to reduce workload and improve quality. Collaboration with universities, NGOs, and professional bodies should be expanded, with more interactive formats such as workshops, panel discussions, and workplace simulations introduced to deepen student engagement.

3.2 Self-Understanding and Personal Attributes: CLP lessons should continue to integrate personality assessment tools and reflective exercises, enabling students to connect personal attributes with career pathways. Career consultations should be extended to all F.3 students, with digital tools used to track progress and provide individualized advice. Structured reflection activities should be embedded in Business School Partnership Programmes to help students articulate skills gained. A student-led career publication can be established to broaden the reach

of career education, providing wider coverage and engaging a larger audience within the school community and beyond.

3.3 Global Awareness and Societal Engagement: Additional overseas university talks and exchange programmes should be organized to boost global exposure, ensuring students gain insights into diverse study options and international career opportunities. To further broaden horizons, career-related visits and university exposure activities can be embedded into exchange tours, providing students with eye-opening experiences that connect cultural immersion with practical pathways for future study and career planning. National Education themes should continue to integrate cultural security across knowledge, emotion, and action, with more cross-subject collaboration emphasized to enhance effectiveness. Law-related talks should be better coordinated, with guest speakers liaised frequently to ensure relevance to student concerns.

3.4 Other Learning Experiences: Validation rules in input sheets should be refined to achieve a 100% error-free input rate for teaching staff. The IT Committee should continue to reflect on eClass for function updates to iPortfolio. The IT Prefect Team should explore more collaboration with different parties inside and outside school, experimenting with different modes of updates. ECA should continue to provide career-related activities, while prioritization of OLE sessions should be improved to avoid clashes with academic lessons, concerts, exchange programmes, or field trips.

(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 improved through 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. APASO data indicates that although students believe they manage their IT use well, leisure usage remains high, with the subscale "IT use for leisure" scoring only 85 (Q-value) and 15.9 (P-value), suggesting a need for more synchronized rule enforcement and stronger self-management mechanisms supported 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 positive stakeholder feedback, affirming our commitment to diversity and mutual respect.

In terms of moral development, collaboration between subjects has successfully promoted positive character traits. APASO data shows consistently high scores in honesty (Q-value 116, P-value 85.7) and moral awareness (Q-value 116, P-value 85.7), reflecting students' strong ethical orientation. Students' sense of national identity is also robust, with all related subscales—including responsibility and obligation, pride and love, respect for the national flag and anthem, and recognition of national achievements—achieving the highest scores (Q-value 116, P-value 85.7). 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. APASO results indicate strong positive emotions (Q-value 116, P-value 85.7) and satisfaction with school life (Q-value 116, P-value 85.7). The subscale on "No Anxiety/Depressive Symptoms" also recorded a high score (Q-value 115, P-value 84.1), suggesting that the school's emphasis on engagement and care is positively impacting students' emotional well-being.

ii. Students' Participation and Achievements

a. Academic Performance

Hong Kong Diploma of Secondary Education Examination 2026

HKDSE	Examination Year 2026
The percentage of students in the school met the general entrance requirements for local Bachelor degree programmes *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.*	84%
The percentage of students in the school met the general entrance requirements for local sub-degree programmes *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.*	95.7%

- 2026 HKDSE and IELTS
  1. Our overall 2026 HKDSE results were remarkable. The overview of our students' performance is as follows:

Level	Percentage for NPL students obtaining level
4 or above	74.0%
5 or above	37.7%
5* or above	15.4%
5**	3.2%

  2. The rates of Level 5 to 5** for core subjects were all higher than those of the Hong Kong average. The rates of English Language and Mathematics were 258% and 147% higher than the territory-wide respectively.

Subject	Percentage for NPL students obtaining level 5 or above
Chinese	17.3%
English	36.2%
Mathematics	44.7%

  3. Our best scoring student Naina Marikar Hasan Abdul Qadir achieved one of the highest HKDSE records in school history, having FIVE 5** and TWO 5*.
  4. Our credit rate (Level 4 to 5**) of Information and Communication Technology and Mathematics (Calculus and Statistics) were 100%.
  5. Our overall 2026 HKDSE credit rate (Level 4 to 5**) was 1.86 times that of the Hong Kong average.
  6. 10nsubjects had credit rates (Level 4 to 5**) higher than those territory-wide by more than 60% and 7 subjects by more than 90%.
  7. 12 subjects had Level 5 to 5** rate higher than those territory-wide by more than 30%.
  8. Our credit rate (Level 4 to 5**) of English Language was 81.9%, which was higher than that territory-wide by 200%.
  9. 100% of our students reached at least Band 6 and over 70% of them attained Band 7 or above in IELTS. Over 55% of our students attained between Band 7.5 and 8.5.

- 2026 GCSE Chinese and 2024 GCE AS Chinese
  1. 80% 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. 100% of our Form 6 students taking Putonghua GCE AS Chinese Examination got a distinction (Grade A).

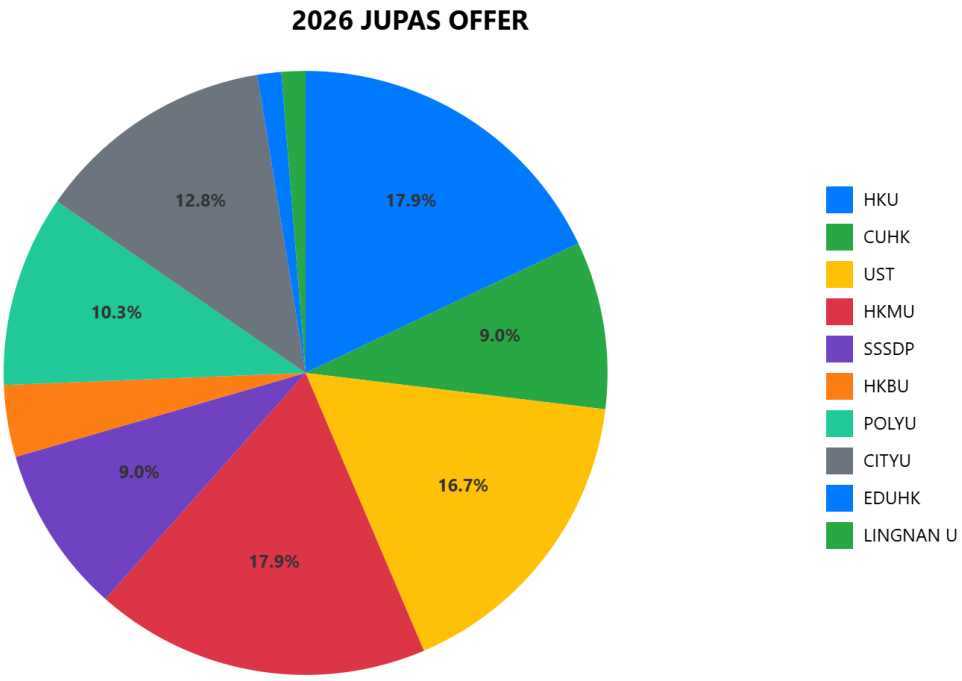
- 2026 International Baccalaureate Diploma Programme (IBDP)
  1. 78.3% of our students attained 40 points or above, with 2 perfect scorers attaining the highest score of 45. The average score was 41.7.
  2. 100% of our graduates received university degree offers. Our students have received over 100 university offers from prestigious institutions worldwide, with approximately 96% of these offers coming from QS World Top 100 universities.
  3. Over two thirds 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).
  4. Our top scorers have both been awarded full scholarships for their university studies.

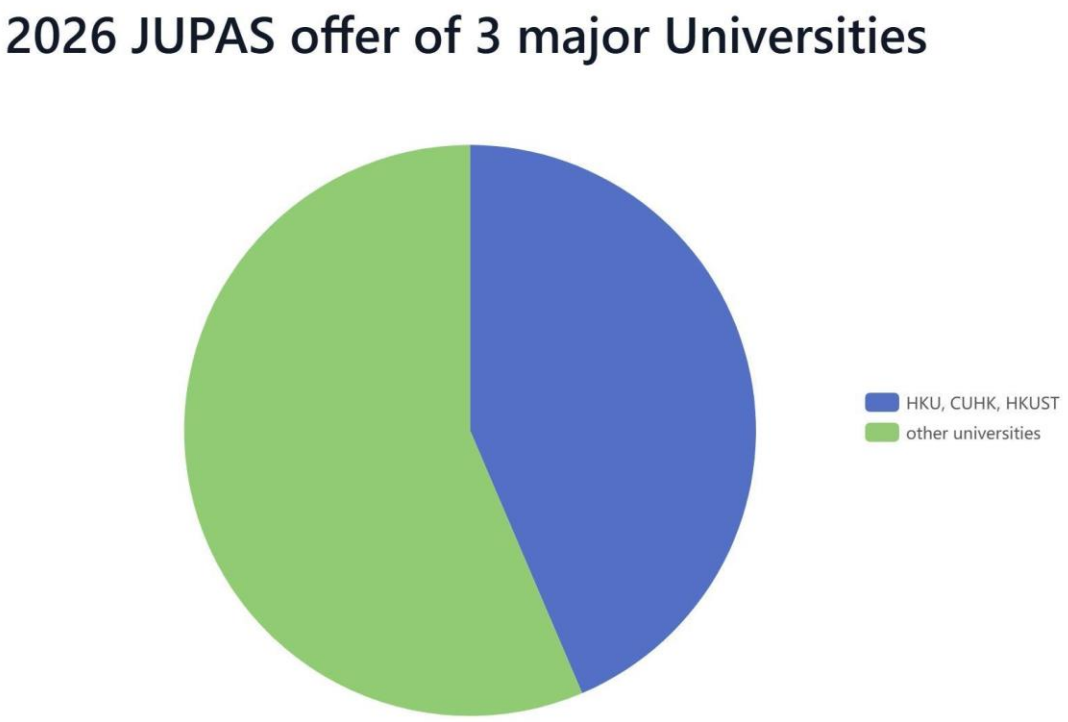
- Form 1 Intake
  Competing for 164 Form One places, the total number of applications reached almost 4,350. Almost all admitted students are from the most desirable banding in 7 consecutive years.

JUPAS Results

- Together with IB non-JUPAS result release, **almost 87% of Form 6 graduates got degree offers and 47% received offers from HKU, CUHK and HKUST.**
- Along with the School Nomination Direct Admission Scheme (SNDAS), about 84% of our graduates received local university degree offers, of which around 44% of them were admitted to HKU, CUHK and HKUST.
- Below are some highlights in the JUPAS main round results release.

University	**Programme**
The University of Hong Kong	Bachelor of Medicine and Bachelor of Surgery Bachelor of Finance in Asset Management and Private Banking Bachelor of Science in Actuarial Science Bachelor of Science in Quantitative Finance Bachelor of Engineering in Biomedical Engineering
The Chinese University of Hong Kong	Bachelor of Laws Bachelor of Science in Artificial Intelligence and Technologies Bachelor of Arts in Japanese Studies Bachelor of Arts in Public Humanities Bachelor of Arts in Anthropology
The Hong Kong University of Science and Technology	Bachelor of Business Administration in Business and Management Bachelor of Business Administration in Information System Bachelor of Science (Group A) with Extended Major in Artificial Intelligence Bachelor of Science in Mechanical and Aerospace Engineering





- By the Po Leung Kuk Mainland Universities Admission Scheme and the Boya Scheme from Peking Universities, our students also got offers from:

Tsinghua University	Bachelor of Science (informatics) 清華大學理學士（電子信息類） Bachelor of Science (Computer Sciences) 華大學理學士（計算機類）
Peking University	Bachelor of Art (New Medias) 北京大學文學士（新媒體類）

b. Non-academic Performance

Category 1: Logical-mathematical Intelligence	
Competition	**Awards**
Asia International Mathematical Olympiad Open Contest 2026	Gold Award 3 Silver Awards Bronze Award
Hua Xia Cup Final Round 2026	1st Prize Award 2 2nd Prize Awards 4 3rd Prize Awards
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2026	1st Prize Award 2 3rd Prize Awards
Hong Kong Hua Luo-geng (華羅庚) Cup Mathematics Competition	Gold Award Silver Award
Hong Kong International Mathematical Olympiad 2026	Gold Award 2 Silver Awards Bronze Award
MathConceptition	S1 Group Merit Award S3 Group Merit Award Senior Form Group Merit Award 3 Gold Awards 3 Silver Awards 4 Bronze Awards
American Mathematics Olympiad	Gold Award 2 Bronze Awards
Think Competition	1st Prize
Global Math Competition (Vietnam)	Gold Award
Singapore & Asian School Math Olympiad	
International Mathematical Olympiad Hong Kong Preliminary Selection Contest 2026	Honorable Mention
Mathematics Master Cup Competition	Silver Award Bronze Award
Thailand International Mathematical Olympiad 2026	Gold Award Bronze Award

Category 2: Linguistic Intelligence		
Competitions	**Awards**	
World Scholar's Cup Tournament of Champions (Yale University Round)	1 Trophy 8 Gold medals 9 Silver medals	
World Scholar's Cup (Seoul Global Round)	8 Gold medals 46 Silver medals	
World Scholar's Cup (HK Round)	14 Gold medals 23 Silver medals	
2025-2026 Hong Kong Secondary Schools Debating Competition	Junior English Debate Team	1st Runner-up in Term 1 Finals
	Senior English Debate Team	Grand Finals Champion

7th International Parliamentary Debate Competition (IPDC)	Age 13-14 category	2 4th Best Speakers 1 7th Best Speaker 1 8th Best Speaker
	Age 15-16 category	1 3rd Best Speaker
Hong Kong School Drama Festival 2025/26	Adjudicators' Award Award for Outstanding Script 2 Awards for Outstanding Performers Award for Outstanding Stage Effects Award for Commendable Overall Performance	
2026 Hong Kong Open Speech Competition (English)	Grand Champion	
HK HKISSM 2025/26 Grand Final	S1-3 Solo Verse Speaking	Champion
"SOW Your Discovery" Multimodal Composition Contest	Active Participation School Award Commendable Award (Junior Secondary Division)	
The Hong Kong Budding Poet (English) Award 2025/26 Secondary Section	The Poet of the School Award	
Hong Kong Linguistics Olympiad (HKLO) 2026 competition	Honourable Mention	
Gratitude in Schools Project	Inspiring Story Award	
Canadian English Writing Competition 2025-2026 (Arch Cup) Live Final Competition	1 Silver Award 1 Bronze Award	
2025-2026 Asian English Spelling Competition (Golden Bee Cup) Final Event	1 Gold Award 1 Silver Award	
2025 Asian English Usage Contest (Arch Cup)	Heat Event School Award 1 Champion (Secondary 1-3 Division) 1 Gold Award 4 Silver Awards	
Hong Kong Battle of the Books Competition 2026	Champion	
77th Hong Kong Schools Speech Festival	Dramatic Scenes	1 Champion
	Dramatic Duologue	1 Champion 1 1st Runner-up 1 2nd Runner-up
	Solo Verse Speaking	2 Champions 3 1st Runners-up 5 2nd Runners-up
	Solo Prose Speaking	6 Champions 3 1st Runners- up 5 2nd Runners-up
第 77 屆香港學校朗誦節朗誦比賽(粵語/普通話項目)	普通話散文朗誦	亞軍
	粵語詩詞朗誦	季軍
	粵語二人朗誦	季軍
2026「縱橫杯」中小學中文辯論香港錦標賽	高中組	季軍
	全場最佳辯手	
第二十八屆全港中小學普通話演講比賽 2026	最佳語音面貌表現獎 3 優異星獎	

全港校園導讀比賽	季軍 2 優異獎	
全港青年中文寫作比賽（2025-26 年度）	高中組	優異獎
第十四屆「文協盃」書法比賽	優異獎	
「龍城迎全運」書法比賽	中學組	季軍 優異獎
金筆獎中文硬筆書法比賽	優異獎	
『童』話歷史」全港中學生中國歷史文化活動網上閱讀獎勵計劃	卓越獎	
Dr. Wong Kam-Kuen Charity Act Scholarship for Chinese Performance Awards	2 Esteemed Awards	
Teen Talk GBA Study Tour 2026-Youth in Motion • Bridging GBA	Presentation	2 2nd Runners-up
14th Hong Kong French Dictation Competition	1 Champion 1 1st Runner-up 1 2nd Runner-up	
15th Hong Kong French Speech Competition 2025-2026	3 Champions 1 1st Runner-up 1 2nd Runner-up	

Category 3: Kinesthetic intelligence			
Competitions	**Awards**		
HKSSF Inter-School Table Tennis Competition 2025-2026	Boys A Grade		1st Runner-up
	Boys B Grade		Champion
Po Leung Kuk Affiliated Schools Joint Table Tennis Championship 2026	Girls		2nd Runner-up
HKSSF Inter-School Badminton Competition	Girls C Grade		3rd Runner-up
	Boys B Grade		3rd Runner-up
HKSSF Inter-School Football Competition	Boys C Grade		3rd Runner-up
17th International and Hong Kong School Martial Art Champions	學界組競賽武術套路南拳		金獎
	學界組短器械劍術		金獎
All Hong Kong School Jing Ying Cross Country (Team) Tournament 2025-2026	Girls Team		5th Place
HKSSF Inter-School Cross Country Competition 2025-2026	Boys	Overall	1st Runner-up
	Girls A Grade	Individual	9th
	Boys A Grade	Overall	3rd Runner-up
	Boys B Grade	Overall	3rd Runner-up
		Individual	8th
	Boys C Grade	Overall	Champion
		Individual	2nd 8th
Po Leung Kuk Affiliated Secondary School Sports Day 2025 – 2026	Overall		Champion
	Girls Overall		Champion
	Girls Senior		Champion

	Girls Junior	1st Runner-up
	Boys Overall	1st Runner-up
	Boys Senior	3rd Runner-up
	Boys Junior	1st Runner-up
	Girls Senior 1500m	Champion
	Girls Senior 800m	1st Runner-up
	Girls Senior 400m	Champion
	Girls Senior 200m	2nd Runner-up
	Girls Senior 100m Hurdles	Champion
	Girls Senior High Jump	3rd Runner-up
	Girls Junior 1500m	2nd Runner-up
	Girls Junior 800m	Champion
	Girls Junior 400m	1st Runner-up
	Girls Junior 200m	2nd Runner-up
	Girls Junior 100m Hurdles	Champion 1st Runner-up
	Girls Junior Shot Put	Champion
	Girls Junior Discus Throw	Champion
	Girls Junior High Jump	3rd Runner-up
	Boys Senior 800m	Champion
	Boys Senior 110m Hurdles	Champion
	Boys Senior Shot Put	1st Runner-up
	Boys Junior 800m	3rd Runner-up
	Boys Junior 400m	1st Runner-up
	Boys Junior 100m Hurdles	Champion 1st Runner-up
	Boys Junior High Jump	1st Runner-up
	Boys Junior Long Jump	3rd Runner-up
	Boys Junior Shot Put	Champion
	Girls Senior 4x100m Relay	2nd Runner-up
HKSSF Inter-School Athletics Competition (HK&KLN Division 3) 2025-2026	Girls Overall	Champion
	Girls A Grade	Champion
	Girls C Grade	Champion
	Girls A Grade 5000m	Champion 1st Runner-up
	Girls A Grade 1500m	Champion 1st Runner-up
	Girls A Grade 800m	2nd Runner-up
	Girls A Grade 400m	2nd Runner-up
	Girls A Grade High Jump	2nd Runner-up
	Girls A Grade Javelin	2nd Runner-up
	Girls A Grade Discus Throw	3rd Runner-up
	Girls B Grade 200m	Champion
	Girls B Grade 100m Hurdles	1st Runner-up
	Girls B Grade High Jump	2nd Runner-up
	Girls B Grade 400m	3rd Runner-up
	Girls B Grade Javelin	3rd Runner-up
	Girls C Grade 1500m	1st Runner-up
	Girls C Grade 800m	1st Runner-up
	Girls C Grade 200m	Champion
	Girls C Grade 100m Hurdles	1st Runner-up

			2nd Runner-up
	Girls C Grade Discus Throw		Champion
	Girls C Grade Shot Put		1st Runner-up
	Girls A Grade 4x400m Relay		Champion
	Girls C Grade 4x400m Relay		1st Runner-up
	Girls C Grade 4x100m Relay		1st Runner-up
HKSSF Inter-School Athletics Competition (HK&KLN Division 2) 2025-2026	Boys Overall		3rd Runner-up
	Boys A Grade High Jump		Champion
	Boys A Grade Javelin		2nd Runner-up
	Boys A Grade Triple Jump		3rd Runner-up
	Boys B Grade 100m Hurdles		2nd Runner-up 3rd Runner-up
	Boys C Grade 400m		3rd Runner-up
	Boys C Grade 100m Hurdles		2nd Runner-up
	Boy C Grade 4x400m Relay		2nd Runner-up
RSSA Competition 2025-2026	Team performance (Secondary section)		Champion
	Individual Basic Jump	Girls	Champion 2nd place
		Boys	Champion 2nd place
	Individual Double Under	Girls	2nd place 3rd place
	Individual Cross	Girls	2nd place
		Boys	Champion 2nd place 3rd Place
	Individual Cross Open	Girls	3rd place 2 2nd places
		Boys	2nd place
	Individual Side Open	Girls	Champion 2nd place
		Boys	Champion 2nd place 3rd Place
	Individual Speed Step	Girls	Champion 2nd place
All Hong Kong Inter-school Rope Skipping Competition 2025-2026 (Secondary section)	Mixed 45 seconds Single Freestyle		2 Champion
	Mixed 30 seconds Double Under		Champion
	Mixed 1 minute Double Dutch Jump for 3		1st Runner-up
HKSSF Inter-school Swimming Competition 2025-2026	Girls C Grade Overall		3rd Runner-up
	Girls C Grade 100m Breaststroke		2nd Runner-up
	Girls C Grade 50m Free Style		2nd Runner-up
	Girls C Grade 50m Breaststroke		1st Runner-up 3rd Runner-up
	Girls C Grade 50m Butterfly		Champion
	Girls B Grade 100m Free Style		Champion
	Girls B Grade 50m Free Style		3rd Runner-up
	Girls A Grade 50m Butterfly		Champion

	Boys C Grade 50m Free Style	1st Runner-up
	Boys B Grade 50m Back Stroke	1st Runner-up
	Boys B Grade 100m Back Stroke	3rd Runner-up
	Boys A Grade 50m Butterfly	1st Runner-up
	Girls C Grade 4x50m Free Style Relay	1st Runner-up
	Girls A Grade 4x50m Free Style Relay	2nd Runner-up
	Boys A Grade 4x50m Free Style Relay	1st Runner-up
43rd Po Leung Kuk Affiliated Secondary Schools Joint Swimming Gala	Overall Champion	
	Girls Senior Overall	Champion
	Girls Junior Overall	1st Runner-up
	Girls Senior 100m Free Style	Champion 2nd Runner-up
	Girls Senior 100m Breaststroke	3rd Runner-up
	Girls Senior 50m Free Style	Champion 3rd Runner-up
	Girls Senior 50m Breaststroke	2nd Runner-up
	Girls Senior 50m Back Stroke	1st Runner-up 2nd Runner-up
	Girls Senior 50m Butterfly	1st Runner-up 2nd Runner-up
	Girls Junior 100m Free Style	2nd Runner-up
	Girls Junior 50m Free Style	2nd Runner-up
	Girls Junior 50m Breaststroke	1st Runner-up 3rd Runner-up
	Girls Junior 50m Butterfly	Champion 2nd Runner-up
	Boys Senior 100m Free Style	2nd Runner-up
	Boys Senior 50m Free Style	Champion
	Boys Senior 50m Back Stroke	Champion 1st Runner-up
	Boys Senior 50m Butterfly	1st Runner-up 2nd Runner-up
	Boys Junior 50m Free Style	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	Champion
2025-2026 Hong Kong Secondary School Aquathlon Championships	Boys age group 2009 or before	2nd Runner-up
Hong Kong Climbing and Mountaineering Federation Limited	Sports Climbing Competition 2026 (Open Group) - Reach the Top	Champion

Category 4: Musical intelligence		
Competitions	**Awards**	
HKEDA Handbells and Handchimes Competition 2025	Champion	
HKEDA Music Competition - 2025	Solo singing	1st Runner-up

		2 Merits
	Clarinet solo	1st Runner-up
	Gu Zheng	Merit
	Cello	Merit
	Handbells	1st Runner-up
	String Quartet	1st Runner-up
2026 粵港澳學生音樂比賽	6 Champions 12 1st Runners-up 8 Gold Awards 1 Silver Award	
The 12th Hong Kong International Performance arts festival and Music Competition	Champion	
JSMA Music Competition 2025	Harp Ensemble	Champion
	Handpan	Champion
	Senior Handbell	Champion
	Junior Handbell	Champion
	Junior Handchimes	1st Runner-up
	String Orchestra	Champion
	Clarinet Solo (Performance level)	Champion
	Harp Solo (Senior Group)	1st Runner-up
	Saxophone	1st Runner-up
	Bagpipe	1st Runner-up
	Singing Group	Champion
	African Drum	1st Runner-up
AIMA Tokyo International Music Festival - Music Competition	2nd Runner-up	
Premia Young Artist Music Festival 2026 - Solo Singing	1st Runner-up	
GASCA International Competitions (March 2026)	1st Runner-up	
Hong Kong Youth Barclampory - Music Festival May 2026	1st Runner-up	
10th Youth and Children's Music Competition – Piano	Gold Award 1st Runner-up	
Joint School Music Competition 2026	7 Champions 6 1st Runners-up	
5th Premia International Young Artist Music Festival	1st Runner-up	

Category 5: Scientific intelligence	
Competitions	**Awards**
STEAM Challenge Cup in Project “Intellilight (Version 2)	Championship
Aqua-IDEA Competition 2026	Champion
The International Science and Invention Fair 2025	Gold Award
19th CTEA CUP 2025 Robotic Tournament - Creative Technology Robotic Competition	Champion 1st Runner-up

Hong Kong Olympiad on Astronomy & Astrophysics (HKOAA) 2026	Honourable Mention	
Hong Kong Physics Olympiad 2025	Third Class Honour	
Shaping Our Future City 2026	The Most Innovative Award Overall 2nd Runner-up	
HKUST Future MedTech and Health Hackathon	Preventative Health & Public Health and in	Silver Award
	Clinical Tools and Diagnostics and Mental Health and Wellness	Bronze Award
19th CTEA CUP 2025 Robotic Tournament Creative Technology Robotic Competition	Champion First Runner-up	
World Robotics Olympiad 2026 (Hong Kong Regional)	2 Silver medals Bronze medal	
Formula Edge 2526	Elite Teams Award	
iGEM	Bronze Award	
2026 Australian Big Science Competition	6 High Distinctions 5 Distinctions 7 Credits	
Junior Secondary Science Online Self-learning Scheme 2026	91 Gold Awards 67 Silver Awards 33 Bronze Awards	
International Competitions and Assessments for Schools (ICAS)	6 High Distinctions 28 Distinctions 38 Credits 6 Merits	
Battle Chemists Online Self-Study Award Scheme	10 Diamond Awards 10 Platinum Awards 5 Gold Awards 8 Silver Awards 17 Bronze Awards	
Hong Kong Olympic in Informatics Competition 2025-2026	Honourable Mention	
ICode Global Hackathon 2025	Python Middle Group	Gold Prize

Category 6: Artistic intelligence	
Competitions	**Awards**
Kowloon City District Fight Crime Design of Whatsapp Stickers Contes	1st Runner-up
胡兆熾中學「紅花楹. 型」金禧校慶 繪畫比賽	2 Merit Awards
1st Pooi To Creative Flower Button Design Invitational Competition	3rd prize
The 2nd Creative Floral Button Craft Design Invitation Competition (HK Secondary Schools)	4th prize 3 Good Awards

Category: Others	
Competitions	**Awards**
Po Leung Kuk Outstanding School Award 2026	

JC VOLUNTEER TOGETHER Caring School	JC VOLUNTEER TOGETHER Top 10 Caring School 161 Individual Awards (Volunteer Hours)	
2025/26 Equal Opportunities Commission Racially Friendly Campus	Star Champion	
	Champion	
Outstanding Ethnic Minority Student Award Scheme 2026	3 Top 10 Outstanding Ethnic Minority Students	
	4 Top 20 Outstanding Ethnic Minority Students	
Territory-wide Inter-school National Security Knowledge Challenge (2025/26) - English Category for Non-Chinese Speaking (NCS) Secondary Students	1st Runner-up	
The Amber Foundation Scholarship Awards	2 Prestigious Awards	
VastTrack Limited 2026 Hong Kong Secondary School Students' Future CEO Proposal Competition	Champion and Best Presentation Award	
Geo-STEAM 2025 “Map Your Community” Competition	Senior Secondary	Champion
	Junior Secondary	1st Runner-up
HK AI+ GIS Youth Challenge 2026: Shaping a Smarter City by Esri China (HK) and GIS Academy	Most Active Participation School Award	
社會創新發明 2025-26「活」躍南岸 – 概念空間設計大賽 頒獎典禮 中學生組	優異獎	
聯校地理學會攝影比賽 2025-邨越時空	最受歡迎大獎	
第 7 屆香港攝影比賽	街頭攝影組	金獎
	自然主題組	金獎
	自然攝影組	銀獎
2025-26 年度「全港青年象棋學藝比賽」	亞軍	
Hong Kong Elite Dance Competition (April 2025)	Ballet	Champion 1st Runner-up
HKEDA Dance competition	Bollywood	1st Runner-up
	Ballet	Champion
	Indian Dance	1st Runner-up
IDEA Centre Talent show	Dance Competition	2nd Runner-up
Touch Centre Talent Show	1st Runner-up	
GDHKMC Students' Dance Competition	6 Champions 3 1st Runners-up 2nd Runner-up	
Dance competition in Youth Talent Show	2 1st Runners-up 2nd Runner-up	
2026 亞洲國際舞蹈大賽 (大灣區賽區) HKEDA	3 Champions 3 1st Runners-up	
2026 亞洲國際舞蹈大賽 (香港賽區) HKEDA	4 Champions 2 1st Runners-up	

(4) Financial Summary

Financial Summary for the 2024 / 2025 School Year

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.00%	*N.A.*
School Fees	*N.A.*	29.95%
Donations, if any	*N.A.*	0.22%
Other Income, if any	*N.A.*	3.83%
Total	66.00%	34.00%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	76.41%	
Operational Expenses (including those for Learning and Teaching)	11.64%	
Fee Remission / Scholarship[1]	4.34%	
Repairs and Maintenance	2.34%	
Depreciation	5.27%	
Miscellaneous	0.00%	
Total	100%	
Surplus/~~Deficit~~ for the School Year #	1.35 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	10.167 months of the annual expenditure*	
# *in terms of equivalent months of annual overall expenditure* * *exclude 3.476 months of the annual expenditure for net book value of annex building*		

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

_____

_____

[1] *The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.*

☑*It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).*

(5) Appendix

Evaluation Report for
Capacity Enhancement Grant for the School Year 2025 – 2026

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
A bridging programme for Form 1 students of 2026 – 2027	- To develop sense of belonging - To get familiar with school settings and routines	- Ice-breaking activities - Orienteering - Mass games - Language immersion activities	August 2026	Coach and programme fee for service provider HK$20,000	HK$13,347.90	The bridging programme for Form 1 students of 2026 – 2027 was held in the morning on 28 August 2026. 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 2025 to August 2026	Salary and anticipated adjustments $643,740	HK$603,113.55	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 1.9.2025	HK$304,608.87
Provision in 2025-26	862 students x HK$679 = HK$585,298.00
Estimated Balance c/d as at 31 Aug 2026	HK$273,445.42

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant

Po Leung Kuk Ngan Po Ling College

Schools are required to upload this Report on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs/IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	STEAM Fun Day	4-5 Sep 2025	To promote STEAM Education and to arouse students' interest in general science and engineering	S1-S6, 800	0	0	0	$36,250.00		E5 Observation		Fully achieved
2	Science Week	13-16 Apr 2026	To promote Science Education and to arouse students' interest in general science	S1-S5, 600	0	0	0	$12,614.77		E5 Observation		Fully achieved
3	Robotics Team Training	Oct 2025 - May 2026	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	S1-S6, 46	0	0	0	$47,250.00		E5 Observation		Fully achieved

			with a focus on STEAM skills and knowledge will be provided to participants									
4	AI Formula competitions	Oct 2025 - May 2026	To develop students' skill and knowledge on artificial intelligence through AI Formula competition	S1-S6, 15	0	0	0	$3,619.40		E5 Observation		Fully achieved
5	Invention competitions	Oct 2025 - May 2026	To provide potential student inventors / researchers ample opportunities to apply their skills and knowledge in actualizing their ideas. A series of training with a focus on STEAM skills, scientific knowledge, product design, marketing and research skill will be provided to participants	S1-S6, 11	0	0	0	$35,539.09		E5 Observation		Fully achieved
6	LEGO competitions	Oct 2025 - May 2026	To engages students in thinking critically, analysing data, and prototyping creative hands-on solutions for complex problems with real-world relevance. A series of training will be provided with a focus on promoting students' self-directed learning	S1-S6, 16	0	0	0	$10,678.50		E5 Observation		Fully achieved

7	Astronomy Club	Oct 2025 - May 2026	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	S1-S6, 25	0	0	0	$24,290.00		E5 Observation		Fully achieved
8	STEAM Workshops	Oct 2025 - May 2026	To develop students' skills and knowledge in STEAM related areas	S1-S6, 158	0	0	0	$28,080.00		E5 Observation		Fully achieved
9	Physics in Motion @Ocean Park	Jun 2026	To allow students to apply Physics theory into daily application	S4, 40	3	0	0	$10,775.00		E5 Observation		Fully achieved
10	ITP Team Training	Nov 2025 - Aug 2026	To develop students' skills and knowledge in computer or IT support related areas	S1-S6, 25	0	0	0	$0.00		E5 Observation		Fully achieved
11	Sports team trainings, competitions and activities	Whole year	To stretch students' potential in sports domain and enhance students' physical development	S1-S6, 200	0	0	0	$288,466.87		E5 Observation		Fully achieved
12	Music team trainings, competitions and activities	Whole year	To stretch students' potential in music domain and enhance students' aesthetic development	S1-S5, 287	0	0	0	$196,237.70		E5 Observation		Fully achieved
13	OLE	15 Jun - 10 Jul 2026	To enrich students' school life	S1-S5, 600	0	0	0	$7,150.00		E5 Observation		Fully achieved

14	Interest Clubs	Whole year	To develop students' interest and broaden their horizons	S1-S5, 65	0	0	0	$10,876.00		E5 Observation		Fully achieved
15	Uniform Team	Whole year	To develop students' self-discipline and life skills	S1-S5, 24	0	0	0	$0.00		E5 Observation		Fully achieved
16	Picnic	28 Oct 2025	To enrich students' school life	S1-S6, 800	0	0	0	$47,146.00		E5 Observation		Fully achieved
17	Annual Concert	6 Jul 2026	To showcase the talents of the students	S1-S6, 600	0	0	0	$61,394.40		E5 Observation		Fully achieved
18	Dance Team	Whole year	To stretch students' potential in dance domain and enhance aesthetic development	S1-S5, 20	0	0	0	$23,310.00		E5 Observation		Fully achieved
19	Sports Days	25-26 Sep 2026	To stretch students' potential in sports domain and enhance students' physical development	S1-S6, 800	0	0	0	$11,395.42		E5 Observation		Fully achieved
20	Swimming Gala	25 Feb 2026	To stretch students' potential in sports domain and enhance students' physical development	S1-S6, 800	0	0	0	$13,758.85		E5 Observation		Fully achieved
21	English Musical	Whole year	To showcase students' musical talents	S1-S5, 32	0	0	0	$114,840.00		E5 Observation		Fully achieved
22	English Debating Teams	Whole year	To develop students' eloquence and presentation skills	S1-S5, 18	0	0	0	$57,240.00		E5 Observation		Fully achieved
Total actual expenses of item 1.1								**$1,040,912.00**				

1.2	**Non-local Activities**											
1	Biotech competition tour (iGEM Jamboree 2025)	26 Oct - 1 Nov 2025	To widen students' perspectives in most current molecular biotechnology research and provide students an opportunity to sharpen their skills in presentation, debating, and scientific investigation.	S4-S6, 13	2	0	0	$0.00		E7 Others	Bronze Award	Mostly achieved
2	Shanghai Exchange Program - Visit to Sister Schools	17-21 Dec 2025	To provide students an opportunity to experience Chinese cultures, enhance their understanding of the nation, build up their confidence in speaking Putonghua and leadership skills, and broaden their horizons through a visit to a sister school aimed at deepening peer interaction and mutual learning.	S1-S5, 33	2	1	0	$19,897.00	Shanghai Gezhi Junior High School, Shanghai Gezhi High School and Shanghai Mingzhu Middle School	E1 Questionnaire		Fully achieved
5	The IET/MATE Hong Kong Regional – Underwater Robot Challenge 2025	25-26 Apr 2026	To excite, educate and empower students in generating engineering solutions to global problems. A series of competition-oriented training will be provided.	S1-S4,17	0	0	0	$0.00		E7 Others	3rd Runner-up	Fully achieved

3	Singapore Exchange Program	7-11 Jul 2026	To provide students an opportunity to experience different cultures, enhance international mindedness and build up their confidence in speaking English and leadership skills.	S1-S5, 20	2	0	0	$14,760.00		E5 Observation		Fully achieved
4	Sport Team Training Camp	9-15 Aug 2026	To strengthen teamwork, discipline, and resilience among student athletes by engaging them in intensive training sessions and collaborative challenges.	S1-S5,78	8	0	0	$215,280.00				Fully achieved
5	New Zealand Exchange Program	21-30 Aug 2026	To provide students an opportunity to experience different cultures, enhance international mindedness and build up their confidence in speaking English and leadership skills.	S1-S5, 20	2	0	0	$111,000.00		E5 Observation		Fully achieved
Total actual expenses of item 1.2								**$360,937.00**				
Total actual expenses (sum of items 1.1 and 1.2)								**$1,401,849.00**				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Students across all forms demonstrated high participation in LWL activities, with large-scale events such as STEAM Fun Day, Science Week, Sports Day, and the Swimming Gala attracting hundreds of participants. The diversity of activities was notable, spanning STEAM, arts, sports, language, leadership, and cultural exchange, with robotics training, AI competitions, astronomy club, debating, and musicals enriching the school experience. These activities highlight students' strong engagement. Learners benefit from authentic opportunities to apply knowledge, such as Physics in Motion at Ocean Park, and require global exposure through exchange programmes in Singapore, New Zealand, and Shanghai. Balanced development across physical, aesthetic, and intellectual domains remains essential, alongside equitable access to ensure all students can participate regardless of background.	The school leverages the Grant to advance the seven learning goals in a holistic way. Students' horizons are broadened through exchange programmes and international competitions, while generic skills such as teamwork, communication, and problem solving are strengthened through debating, invention contests, and uniform teams. Values and attitudes including discipline, perseverance, and responsibility are cultivated through sports and leadership training, and national identity is reinforced via cultural immersion in Shanghai alongside global perspectives gained in Singapore and New Zealand. Physical and aesthetic development is promoted through large scale sports events, dance, music, and concerts, while creativity and innovation are enhanced through robotics, AI Formula, LEGO, and invention competitions. Lifelong learning habits are encouraged through interest clubs, OLE programmes, and astronomy activities, ensuring students remain curious and engaged beyond the classroom. The use of grant plays a crucial role in removing financial barriers, subsidizing training, competitions, and overseas tours, and aligning activities with curriculum goals. This ensures equitable access, curriculum relevance, and a balanced mix of academic, aesthetic, and experiential learning opportunities for all students.	The grant was effectively used to support both local and non-local activities, ranging from training and competitions to cultural exchanges, enabling cross-disciplinary experiences that integrated science, arts, sports, and civic education. It also fostered student leadership and confidence through debating, exchange programmes, and uniform teams. Most activities were evaluated as "fully achieved," with strong outcomes in participation, skill development, and cultural exposure, while the iGEM Biotech competition earned a Bronze Award, reflecting international recognition. Strengths included wide coverage across domains, high student turnout, inclusivity, and strong alignment with curriculum and the seven learning goals, alongside successful overseas exchanges that enhanced global perspectives. However, areas for improvement are as follows: more systematic reflection and documentation of learning outcomes, ensuring balanced participation across the student body, and enhancing teacher professional development to design and facilitate deeper life-wide learning experiences. Refining evaluation practices, balancing student engagement, and strengthening teacher capacity will further optimize its impact on life-wide learning.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	Students visited our sister schools in Shanghai, Shanghai Gezhi Junior High School, Shanghai Gezhi High School and Shanghai Mingzhu Middle School, where they participated in a comprehensive school tours to explore their state-of-the-art facilities, including the STEAM laboratory and aquaponics system (魚菜共生). They also joined local students in their classes, took part in a traditional tea art workshop (茶藝工作坊), experienced their learning and school life, and engaged in professional exchanges among teachers. Through group discussions and in-person activities, they exchanged ideas and built genuine friendships. To echo with the theme 'Innovating Shanghai · Smart Future' (科創上海·智慧未來), students also visited Shanghai Jiao Tong University to tour the Qian Xuesen (father of China's aerospace industry) Library and the Aviation Transport Museum, as well as Taijing Robot Company (太敬機器人公司) to understand industrial and collaborative robotics through hands-on operation and AI humanoid robot performances. These experiences helped students broaden their horizons, reflect on how industry, technology, and education develop together, and further strengthened their national identity and pride. In addition to these highlights, students explored a variety of cultural and learning spots in Shanghai, including local heritage areas like The Bund (外灘), Nanjing Road Pedestrian Street, and City God Temple Old Street (城隍廟老街), alongside a full-day visit to Disneyland, connecting what they observed with their overall cultural and technological learning. To evaluate, according to the questionnaire, 100% participants are satisfied with the overall Shanghai exchange program. More than 90% of them regarded the visit to Qian Xuesen Library and C.Y. Tung Maritime Museum necessary to understand the 'historical legacy' of national technological development.
2	**Time arrangement of the activity**	The current scheduling is adequate for a 5-day activity, as it provided sufficient time for various learning sessions, workshops, and site visits. The itinerary therefore supported the planned learning objectives without appearing overly compressed, though some students wished to spend more time in the sister schools. To evaluate, according to the questionnaire, more than 95% participants replied that the duration of the trip (5 days, 4 nights) was appropriate, just that the program may allocate more time for them to stay at each sister school so that they could participate in lessons and exchanges more fully. This should be done without interrupting the sister schools' operations. Also, more than 85% were satisfied with the time allocation of 'campus learning' and 'corporate/university visits'.
3	**Organization and arrangements of the activity**	Overall, the organization and arrangements were generally satisfactory and effective in achieving the expected learning outcomes. This was evidenced by students' sharing in the morning assemblies, their written student reflections and a photo exhibition at school, which demonstrated meaningful engagement and learning during the activity. The EDB Focus Inspection team also highly commended the students' presentations and photo exhibition, which were designed to engage peers who did not join the program. According to the questionnaire, 100% students replied that the program increased their understanding of national developments in robots and maritime technology, inspiring their innovative thinking or arousing their interest in scientific research. All participants agreed that the program helped them in planning their future studies or career goals.
4	**Others (Please specify)**	/

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$0.00
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$0.00

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.

Name of Teacher Responsible for Life-wide Learning:	Ha Tsz	Position:	Vice Principal
Name of Teacher Responsible for the Sister School Scheme:	Cheng Pui Ki	Position:	Moral, Civic, National Education Committee Head

Po Leung Kuk Ngan Po Ling College
Report on the Use of the Student Activities Support Grant
2025/26 School Year

I. Financial Overview

A	Allocation in the Current School Year:	$38,350.00
B	Expenditure in the Current School Year:	$38,350.00
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	4	$2,279.54
Full-grant under the School Textbook Assistance Scheme	51	$27,694.77
Meeting the school-based financially needy criteria	30	$8,375.69
TOTAL	85	(capped at 25% of the total allocation for the school year)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person Times of Student Beneficiaries[2]	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
					I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.	**Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them**								
1	Athletics Team	Physical Education	9	$4,760.00		✓	✓		
2	Swimming Team	Physical Education	9	$3,920.00		✓	✓		
3	Fencing Team	Physical Education	1	$560.00		✓	✓		
4	Cross Country Team	Physical Education	6	$2,800.00		✓	✓		
5	Boys Basketball Team	Physical Education	2	$1,120.00		✓	✓		

[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				
6	Boys Badminton Team	Physical Education	2	$840.00		✓	✓		
7	Boy Football Team	Physical Education	5	$1,960.00		✓	✓		
8	Boys Volleyball Team	Physical Education	4	$1,400.00		✓	✓		
9	Boys Table Tennis Team	Physical Education	2	$1,120.00		✓	✓		
10	Girls Badminton Team	Physical Education	1	$560.00		✓	✓		
11	Girls Basketball Team	Physical Education	2	$1,120.00		✓	✓		
12	Girls Volleyball Team	Physical Education	2	$840.00		✓	✓		
13	Girl Table Tennis Team	Physical Education	2	$1,120.00		✓	✓		
14	Bagpipe Team	Arts (Music)	1	$280.00		✓	✓		
15	Double Bass Team	Arts (Music)	1	$560.00		✓	✓		
16	F.1 HC Team	Arts (Music)	1	$280.00		✓	✓		
17	Form 2 Handchimes Team	Arts (Music)	1	$280.00		✓	✓		
18	Form 3 Handbell	Arts (Music)	3	$1,120.00		✓	✓		
19	Hand Pan Team	Arts (Music)	1	$560.00		✓	✓		
20	Western Ensemble Team	Arts (Music)	2	$840.00		✓	✓		
21	Woodwind Ensemble Team	Arts (Music)	1	$280.00		✓	✓		
22	African Dance	Arts (Others)	1	$560.00		✓	✓		
23	Tap Dance (Intermediate)	Arts (Others)	1	$560.00		✓	✓		✓
24	Latte Art Club	Cross-Disciplinary (ECA)	2	$252.00	✓	✓			✓
25	Red Cross	Cross-Disciplinary (ECA)	2	$459.38	✓	✓			✓

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				
26	Astronomy Club	Cross-Disciplinary (STEM)	3	$1,400.00	✓	✓			✓
27	Chinese Debate	Chinese	3	$1,400.00	✓	✓			
28	English Debate	English	3	$1,680.00	✓	✓			
29	Musical	English	5	$2,918.62	✓	✓			
30	HKUST CDGT_EPGL Summer Program	Mathematics	1	$500.00	✓	✓			
31	HKUST Dual Program	Mathematics	1	$500.00	✓	✓			
32	ABRSM Tuned Percussion Performance G5	Mathematics	1	$500.00	✓	✓			
33	CUHK Spring Program	Mathematics	1	$650.00	✓	✓			
34	Math competitions	Mathematics	3	$650.00	✓	✓			
	Expenses for Category 1		**85**	**$38,350.00**					
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		**85**	**$38,350.00**					

Contact Person for LWL
(Name & Post): Ha Tsz (Vice Principal)

二零二五/二六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: 24623932

A. 校本津貼實際受惠學生人數 (人頭) 132 名 (包括 A. 領取綜援人數： 6 名，B. 學生資助計劃全額津貼人數： 80 名及 C. 學校使用酌情權而受惠的 清貧學生人數： 46 名)

B. 受資助的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支 ($)	評估方法 (例如:測驗、問卷等)	合辦機構/ 服務供應機構名稱 (如適用)	備註 (例如:學生的學習及情意成果)
	A	B	C						
朗誦節(英文朗誦)	1	24	17	100%	20/11/2025-20/12/2025	9,145.00	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)	1	7	2	100%	20/11/2025-20/12/2025	$2,350.00	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	1	1	100%	1/9/2025-30/6/2026	$700.00	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
學校隊伍相關訓練 (音樂及體育)	2	36	22	100%	1/9/2025-31/8/2026	$27,440.00	1. 參與學生數目 2. 出席率	/	/

興趣班	0	2	2	100%	1/9/2025-31/8/2026	$711.38	1. 參與學生數目 2. 出席率	/	/
學科活動 (中辯、英辯、話劇及天文)	2	10	2	100%	1/9/2025-31/8/2026	$7,280.00	1. 參與學生數目 2. 出席率	/	/
活動項目總數：32									
@學生人次	6	80	46		總開支	$47,626.38			
**總學生人次	132								

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

運用推廣閱讀津貼報告書
2025-2026 學年

第一部分：成效檢討

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，介紹不同題材及優質的中文及英文書，並且陳列於圖書館內供同學借閱。另外，圖書館也會將老師的學科圖書推介以及圖書館的主題圖書推介書目上載至 IG 平台，有效刺激學生借閱相關圖書。圖書館亦有將部分閱讀活動花絮上載至 IG 平台及校網，其中活動包括「行走的圖書館」、手作書工作坊及作家講座的相片點擊率均逾千計，成效不俗。
- 截至 31/5，本學年學生的借閱量為 6690 次，整體的借閱量尚見不俗，亦可見學生的閱讀習慣氛圍基本漸見成形，期待來年結合更多閱讀活動，讓借閱統計持續攀升。
- 本學年圖書館繼續訂閱了“Gale in Context: Global Issues”及“Wise News”等電子閱讀平台，滿足學生在學習上需要的同時，亦能讓他們在搜集資料的過程中，獲取更多資訊素養技巧。同時，透過擷取及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，獲取更多新知灼見。圖書館於本學年亦訂閱了符合國安指引的「知書閱聽」主題電子書，務求實體書與電子資源雙軌並行，再配合學校「自主閱讀/學習文化」，讓學生持續閱讀，擴闊視野。
- 本學年圖書館亦成功推行多項不同類型的閱讀活動，讓閱讀融入於日常的校園生活中，詳情如下：
    - 學生早會分享：本年度我們的圖書館領袖生較往年更積極投入閱讀推廣活動。他們分別在初中及高中的早會上分別進行了 18 次心水好書分享，為同學推薦不同種類的中英文好書的同時，也分享了他們的個人的閱讀體會及心得。另外，圖書館領袖生亦在早會上為學校書展、作家講座及午間閱讀分享會等閱讀活動進行推廣。為表揚各級別三位以及全校五位最高借閱量的「閱讀之星」，他們亦協助籌備了 4 場書券頒獎典禮，凡此皆有效推動校內的閱讀氛圍。
    - 早讀閱讀計劃：校內早讀計劃確能鼓勵更多初中學生到圖書館內借閱圖書，並於課堂內共同閱讀，形成良好的閱讀氛圍。
    - 作家講座：本學年邀請了作家紅眼及譚劍為高中及初中學生舉行了兩場作家講座，講題分別為「文學獎、寫作與出道成為作家」及「從程式設計師到推理小說家」。兩次作家分享及學生與作家對談的互動時間安排得宜，讓學生能夠透過作家分享其寫作歷程，閱讀心得和提問，提昇對閱讀及寫作的興趣。
    - 陪你逛誠品導賞活動：是次活動反應熱烈，報名額滿。學生及家長均積極為學校圖書館推薦其心水書目，並表示希望能夠參加更多類似閱讀導賞活動，進一步擴展他們的閱讀視野。
    - 「行走的圖書館」：我們亦參與了由聯合出版社及 SUPer 青年營主辦的「行走的圖書館」活動。逾 200 位參加是次閱讀活動的學生及老師，除了免費獲得各自喜愛的圖書外，更能親身嘗試嶄新的 VR/AR 閱讀體驗，與及跟智能機械人進行互動。在期間參與的學生均表示「行走的圖書館」的閱讀活動十分新奇，也十分享受其中。
    - 手作書工作坊及專題圖書展覽：本學年學校開放日，圖書館順利舉辦了兩場手工書工作坊(每場 15 人)，以及專題圖書展覽。手工書工作坊旨在讓來賓了解並學習製作手作書的同時，亦能將其作品帶回家留念。當日大部分家長來賓均樂意與子女共同參與圖書手作，或留守圖書館，陪伴子女左右，他們期間會順道參觀圖書館館藏及設施，也享受整個活動過程，達到親子同樂的效果。

- 4.23 世界閱讀日暨午間閱讀分享會：透過與家長及語文科老師合作，我們在 4.23 世界閱讀日期間成功舉辦了首次的閱讀分享會。是次活動共吸引了逾 50 位學生參加，席間學生被分為 6 組圍圈而坐，各組均有一位家長或老師擔任嘉賓講員向學生分享其心水好書。當日學生投入聆聽嘉賓講員的分享，並且積極發問及抒發己見，可感受到閱讀的愉悅，亦能從中獲得啓發。
- 香港中學生閱讀擂台賽：本校學生於本學年再次參與是次閱讀比賽，憑藉學生平日的閱讀互動及相互間針對閱讀擂台賽候選圖書的提問練習，加上隊員間更深厚的默契及團隊精神。他們不僅在四強小組賽事中脫穎而出，更在總決賽中取得最終勝利，實在叫人喜出望外。
- 2025/26 學年全港校園導讀比賽：我校學生於本學年首次參加這項別開生面的語文閱讀比賽，他們分別以個人書本演繹(普通話)與組隊創作廣播劇形式(國語及廣東話)進行圖書分享，並且在相關組別中均能獲得獎項。(有關詳細獎項將於七月頒獎典禮當天公佈)

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)

- 建議來年度持續通過不同的專題圖書展覽結合不同的互動閱讀活動(例如節期盲盒借閱)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，例如定期讓學生圓書館員在早會及 IG 上分享圖書館最新活動及資訊，以及各班與全校的借閱龍虎榜，務求在雙管齊下，進一步提昇校內的閱讀風氣。
- 建議下年度，可透過已訂閱的電子閱讀平台及優質的電子書，推行網路遊蹤(Online Treasure Hunt)有獎閱讀活動，以進一步推動校內的電子閱讀。
- 有見「陪你逛誠品」導賞活動深受家長及學生歡迎，建議來年可多舉行有關閱讀活動，讓學生可參觀不同書店，以期進一步推動校內的閱讀風氣，及為圖書館建立適切學生閱讀興趣的館藏。
- 在校內早讀計劃方面，建議可多讓高年級學生使用電子資源，透過線上資料庫進行主題檢索，讓學生可透過其個人資訊需求(information needs)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撰寫相關的文章評論。
- 建議未來可邀請有經驗的學生協助學生於香港中學生閱讀擂台賽前預備及分享經驗，冀能為來年參賽學生帶來更多啟發，發揮更好。
- 建議來年中三級學生於本學年毋須參與早讀活動，建議來年可與高年級語文科老師合作，於課堂中引進主題閱讀報告或指定主題書單，藉此誘因鼓勵更多高年級學生主動前往圖書館閱讀。
- 建議下年度開放日可再舉辦手工書工作坊活動，為參加者提供更多結合圖書手作及館藏導賞的多元體驗。
- 圖書館於本學年，成功與家長及語文科老師合作，於午膳時段舉辦了閱讀分享會，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。建議來年可多舉辦相關的閱讀協作活動。

第二部分：財政報告

	項目*	實際開支（$）
1.	**購置圖書**	$45,641.41
	實體書	
	電子書	
2.	**網上閱讀計劃**	$0
	e 悅讀學校計劃	
3.	**閱讀活動**	$9,277.40
	書店導覽	
	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**	$42,816.34
	Database: Gale in Context & Gale School Package	
	Wisers	
	購買書券以協助推行校內閱讀獎勵計劃	
總計：		$97,735.15

Programme Evaluation Report for
DLG – Other Programme: Gifted Education for the 2025/26 school year

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Biology research team (iGEM) competition	To provide biotechnical lab and research skills training for students, and join the international bio-tech competition (iGEM)	25/F.3-5/ Recommended by Biology teachers based on intellectual ability, investigative mindset and interest.	8 months / September 2025 to August 2026 (Annual break between December to March)	Participation in the 2025 iGEM competition	- Students got more enthusiastic about laboratory work and molecular biotechnology investigation. - Tutors were helpful and professional. - Equipment should be improved to enable a more complete investigation involving protein analysis, quantification and qualification.	$44,296.88
Training courses to prepare students for Hong Kong Physics Olympiad	To provide advanced level Physics courses for students	20/F.3/Recommended by Mathematics or Integrated Science teachers based on students' ability and interest 20/F.4/Recommended by Physics teachers based on students' ability and interest	9 months / September 2025 to May 2026	One assignment per lesson	- The F.3 training course was held every Saturday afternoon, while the F.4 training course took place once a week on a weekday afternoon after school. To avoid clashes with school assessments, training was suspended one week before term tests and two weeks before examinations. - F.3 students gained good exposure to the secondary school Physics syllabus. This is expected to enhance their interest in taking Physics at the senior secondary level. - F.4 students were generally satisfied with the training outcome. - A total of 9 F.3 and F.4 students were well prepared and participated in the Physics Olympiad Competition. The	$25,659.38

					results will be released at the end of June 2026. - F.4 coach was not available after January 2026. The course was subsequently delivered by the F.3 coach, who is equally experienced and fully capable of teaching the F4 cohort, for the remainder of the term. It was suggested that both coaches hired should be capable of teaching both the F.3 and F.4 batches. This would mitigate the risk of a mid-year resignation, which would otherwise severely disrupt the training progress.	

Evaluation Report for
DLG – Other Languages French for the 2025/26 school year

DLG funded programme	Objective(s)	Target students	Tasks	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 stimulate and cultivate students' interest in French culture, both in France and other French speaking countries	F.4-6 students	- Some online learning resources and reference books were purchased in order to nurture students' reading culture and active learning ethos. - An afterschool French tutor was hired.	1 year	Students' academic performance	- Books selected were regularly used to develop students' ability. It completed and reinforced the grammar part and the different activities offered within the syllabus. - To cope with learners' diversity and stretch learners' abilities, tailored made French books to learners of different levels were ordered as well. - Students were able to interact with native French speaker every week. - Students performed satisfactorily in public examination.	Tutor $58,012.50 Teaching materials $3,229.60 Teaching Assistant $7,557.90

One-off Grant for Promotion of Self-directed Language Learning (English Language) Report for 2025/2026

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	Ha T Lau TY	Purchasing an e-platform, books, magazines for weekly reading journal for all F.1-3 students	September 2025 to May 2026	$40,000.00	• Students submitted at least 10 weekly reading journals. • 80% of students got a passing grade in their formative marks.
	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	$16,950.00	• 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 Training and Performance	September 2025 to May 2026	$6,240.00	• The script was written by our own students. • There were at least 2 productions for the whole school at school assembly and the annual concert. • Their performance was well received and their show won an Adjudicator's Award at Drama Festival. • Students' language fluency and teamwork were commendable.

Balance as at 1.9.2025	$140,226.82
Expenditure	$63,190.00
Balance	$77,036.82

2025/26 年度推動自主語文學習(普通話)一筆過津貼報告

學校名稱：保良局顏寶鈴書院

項目統籌人：劉恬曦老師及袁慧佳老師

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	蔡珊珊老師	普通話集誦隊（曹燦杯）	2026 年 8 月	$3,028.80	• 延續過往經驗，深化學生在普通話個人朗誦的優勢，並拓展至集體朗誦領域。 • 透過朗誦等活動，營造校內普通話學習氛圍，鼓勵更多學生參與。 • 集誦隊獲 2025 第十一屆曹燦杯香港賽區集誦組銀獎
		辯論工作坊及準備普通話辯論比賽	2025 年 10 月 – 2026 年 8 月	$37,529.00	• 成立普通話辯論校隊，透過長效的語文培訓體系，全方位提升學生的口語表達與思辨素養。 • 學生在辯論領域展示所學，於校外大型賽事中爭取佳績。(2026“縱橫杯”香港華語辯論賽高中組亞軍隊伍)
		科學園生物實驗室參觀及幻微小說寫作課	2026 年 7 月	$3,000.00	• 安排學生參觀實驗室並聆聽普通話科研分享，在深入了解生物科技發展的同時，學生可在真實專業語境中浸潤學習，有助於培養他們在學術領域運用普通話的自信與能力。 • 為確保實驗室參觀活動的效益延伸，講師全程以普通話引導教學，協助學生將前沿科技認知轉化為文學創作，提升學生的語文能力。
	羅新丹老師	普通話猜燈謎	2025 年 10 月 6 日	$1,165.51	• 提升普通話聽說與表達能力：學生需用普通話讀謎面、討論和作答，增加語言實踐機會，有助改善發音、語調及表達自信。 • 增進中華文化與語文素養：燈謎常涉及成語、詩詞、節日、典故和諧音，學生可在趣味中認識傳統文化，擴充詞彙和語文知識。

					• 由基本法大使組裝燈籠、燈謎，並為同學們對謎底，同學之間競猜燈謎，可加強溝通協作和師生互動，營造輕鬆愉快的學習氛圍，提升學習普通話的興趣。
中文為第二語言	袁慧佳老師	普通話工作坊	2025 年 10 月 – 2026 年 6 月	35,550.00	• 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。

25/26 結餘：	$161,378.17
總支出：	$80,273.31
結餘：	$81,104.86

「推廣中華文化體驗活動一筆過津貼」運用報告 2025-2026

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$）
i	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	69,268.64
ii	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	/
iii	舉辦或資助學生參加本地文化考察或參觀活動	/
iv	發展有關中華文化的課程	/
v	採購及發展中華文化學與教資源	600.00
vi	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	23,962.50
vii	其他（請註明）： _____ _____	/
總開支金額（HK$）		93,831.14
津貼餘款（HK$）		0.00

截至 2026 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 0.00 元。

支援學校推動校園體育氛圍及「MVPA60」一筆過津貼
運用報告 2025-2026

本校已運用「支援學校推動校園體育氛圍及「MVPA60」一筆過津貼」作以下用途：

	範疇	項目	實際總支出($)
i.	發展或採購與體育運動相關的資訊科技服務、流動應用程式和相關軟件，以及與體育/運動相關的體育活動套件和輔助工具		
ii.	舉辦或資助學生參與多元化的體育活動/運 動相關的學習活動/比賽		
iii.	舉辦或資助學生、隨團教師及教練前往內地或海外參加與體育/運動相關的學習交流或考察活動		
iv.	舉辦與運動相關的活動，讓學校不同的持份者(包括教師及家長)與學生一同參與		
v.	購置或改善學校的體育/運動器材更新體育用品	跨欄架、安全跨欄架、便提式排球網架、尼龍排球網、排球柱、排球柱用的絞手柄、乒乓球等	$11,762.65
vi.	發展/優化有關發展活躍及健康校園/「MVPA60」的政策		
vii.	聘用額外的非教學人員或合資格教練/以採 購服務形式，協助學校推動校園體育氛圍 和「MVPA60」		
		2025/26 盈餘	$11,762.65
		總開支金額	$11,762.65
		津貼餘額	$0.00

Report on Sister School Scheme (2025-2026)

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

(2): Shanghai Gezhi Junior High School

(3): Shanghai Mingzhu Middle School

Part 1: Details of Exchange Project

Item	Name and Description of Exchange Project	Objectives	Evaluation	Reflection and Follow Up
1.	Students and teachers visited **Shanghai Gezhi Junior High School**, **Shanghai Gezhi High School**, and **Shanghai Mingzhu Middle School**. During the school visits, they toured advanced campus facilities, including the STEAM laboratory and aquaponics system. Students stepped into the classrooms to join local lessons and experienced a **traditional tea art workshop**, gaining first-hand insight into local learning and school life. Concurrently, both teachers from Hong Kong and Shanghai engaged in in-depth professional exchanges. Through group discussions and dining together, students from both sides built genuine	**Cognitive & Knowledge** • **Deepening Understanding of National Technological Development**: Over 70% of participants reported that the program deepened their knowledge of national advancements in robotics and maritime technology, successfully inspiring their innovative thinking and arousing their interest in scientific research. • **Promoting Cultural and Academic Exchange:** By immersing students in the classrooms and campus life of sister schools, their academic and cultural	According to the questionnaire results, **100% of the students expressed satisfaction** with the overall organization and arrangements of the Shanghai exchange program. In terms of itinerary planning, **over 95% of the participants** considered the duration of 5 days and 4 nights appropriate, and **over 85%** were satisfied with the time allocation between 'campus learning' and 'corporate/ university visits'. However, some participants reflected that, provided it does not interrupt the sister schools' normal operations, more time could be allocated for staying at each sister school in the future to facilitate fuller classroom	**Successful Experiences & Reflection** • **Comprehensive Attainment of Learning Outcomes**: Survey results revealed that **100% of participating students** were satisfied with the overall program arrangements. The activities successfully deepened students' knowledge of national scientific, technological, and maritime advancements (100% agreement), sparked their interest in scientific research, and generated highly positive impacts on their personal life planning (100% agreement) as well as their understanding of the 'historical legacy' of national technological development (over 90% agreement), yielding

Item	Name and Description of Exchange Project	Objectives	Evaluation	Reflection and Follow Up
	friendships. To echo with the theme 'Innovating Shanghai · Smart Future', students visited **Shanghai Jiao Tong University** to tour the **Qian Xuesen Library** (honouring the father of China's aerospace industry) and the **C.Y. Tung Maritime Museum**. They also headed to **Taijing Robot Company**, where they gained a profound understanding of the development of industrial and collaborative robotics through hands-on operation and watching humanoid robot performances. These experiences not only broadened students' horizons and guided them to reflect on how industry, technology, and education develop together, but also further strengthened their national identity and pride. In addition to these core itineraries, students explored a variety of cultural landmarks in Shanghai, including historical and cultural districts such as **The Bund**, **Nanjing Road**	exchange are enhanced, while teachers and students from both sides engaged in professional interactions regarding STEAM education and pedagogical practices. **Skills & Development** • **Facilitating Life Planning and Career Choices**: Over 70% of participants agreed that visiting sister schools enabled students to gain a deeper understanding of their personal attributes, orientations, and the opportunities available in the Chinese Mainland, empowering them to make informed and responsible choices for further studies and career development. • **Enhancing Team Collaboration and Information Dissemination**: Through written reflections, sharing at morning assemblies, organizing an	experiences and deeper exchanges. Regarding learning outcomes, **over 90% of the participants** believed that visiting the Qian Xuesen Library and the C.Y. Tung Maritime Museum was vital to understanding the 'historical legacy' of national technological development. Concurrently, **over 90% of the participants** agreed that visiting the sister schools allowed students to gain a deeper understanding of their personal attributes, orientations, and the opportunities available in the Chinese Mainland, thereby empowering them to make informed and responsible choices for further studies and career development. Furthermore, **100% of the students** stated that the program deepened their knowledge of national advancements in robotics and maritime technology, successfully inspiring their innovative thinking or arousing their	remarkable outcomes. • **Multi-channel Knowledge Transfer to Benefit Peers**: Upon returning to Hong Kong, students shared their insights through morning assembly sharing, written reflections, an on-campus photo exhibition, and interactive quiz games. This successfully transformed their personal observations in Shanghai into whole-school learning resources, effectively engaging peers who did not join the trip. This cascading learning model was **highly commended by the EDB Focus Inspection team**. • **Balanced and Appropriate Itinerary Planning**: **Over 95% of participants** agreed that the 5-day, 4-night duration was appropriate, and **over 85%** were satisfied with the time allocation between 'campus learning' and 'corporate/ university visits', reflecting a well-calibrated balance between academic exchange, technological exploration, and cultural

Item	Name and Description of Exchange Project	Objectives	Evaluation	Reflection and Follow Up
	Pedestrian Street, and **City God Temple Old Street**, alongside spending a fulfilling day at **Disneyland**. These visits allowed them to seamlessly connect their field observations with their overall cultural and technological learning.	on-campus photo exhibition, and designing interactive quiz games, students enhanced their organizational skills and presentation techniques, effectively transferring their learning experiences to peers who did not join the trip. **Values & Attitudes** • **Strengthening National Identity and Pride**: Over 70% of participants recognized that visiting the Qian Xuesen Library and the C.Y. Tung Maritime Museum was vital for understanding the 'historical legacy' of national technological development, thereby nurturing patriotism through first-hand appreciation of the country's technological achievements. • **Building Genuine Peer Friendships**: Through the sister school visits, students established	interest in scientific research. **All participants** agreed that this itinerary was conducive to planning their future studies or career goals. Overall, the organization and arrangements of this exchange program were satisfactory and highly effective in achieving the expected learning outcomes. This was fully evidenced by students' sharing at morning assemblies, their written reflections, and an on-campus photo exhibition, all of which demonstrated their meaningful engagement and profound learning during the activity. The **EDB Focus Inspection team** also highly commended the students' whole-school presentations, photo exhibition, and interactive quiz games, recognizing that the design effectively motivated and engaged peers who did not join the program.	immersion. **Areas for Enhancement & Follow-up Actions** • **Optimizing Time Allocation for Sister School Exchanges**: In response to participants' feedback requesting more extensive classroom experiences and deeper interaction, **the school will explore the possibility of increasing the duration of visits to sister schools during future itinerary planning discussions with them**. This will allow students to immerse themselves more fully in the local learning environment and will be carried out on the premise of not interrupting the normal operations of the sister schools. • **Sustaining and Deepening Sister School Ties**: To maintain the momentum of the exchange, the school will remain in close contact with Shanghai Gezhi Junior High School, Shanghai Gezhi High School, and Shanghai Private Mingzhu Middle School. Plans will be

Item	Name and Description of Exchange Project	Objectives	Evaluation	Reflection and Follow Up
		deep and authentic friendships with their Shanghai counterparts while cultivating their communication and social skills.		made to initiate routine communication by **inviting them for reciprocal visits, conducting online joint video classes, launching collaborative teacher-student project studies, or exchanging festive greetings**, thereby further cementing the genuine friendships established between the teachers and students of both regions.

Part 2: Financial Report

Item	Exchange Project	Expense	Fee	Remarks
1.	Shanghai Sister School Exchange Program	Tour fee	$165,439	/
		Total	$165,439	/
		Surplus Brought forward to 2026-2027	$0	/