

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

2017-2018

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

Our School

We promote all-round education and a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and aesthetic development.

In times of globalization, we further widen our school vision to provide international curriculum in senior secondary section, an alternative to local HKDSE curriculum. Accredited as an IB World School, we offer International Baccalaureate Diploma Programme (IBDP) which further nurtures internationally-minded young people so as to sharpen their global competitiveness and widen their career path.

More information is available on our school web at <http://www.npl.edu.hk>.

Achievements and Reflection on Major Concerns

Major Concern 1: Cultivate students' active reading habits and learning skills, and elevate their learning motivation.

Active Learning Skills

- Note-taking habits were further fostered. Progress was shown on the whole. IB students did a better job.
- Pre-lesson preparation has become a routine. Students have got used to doing pre-lesson preparation. All teachers well adapted to it, which facilitated class delivery.
- Professional staff development workshop on skills learning was conducted.
- The application of learning skills (e.g. handwriting, underlining, highlighting and note-taking) was reflected in exercise book inspection and lesson observation.
- Follow-up tasks or activities of pre-lesson preparation were shown in lesson observation and homework inspection.
- Most students were equipped with active learning skills which were shown in exercise book inspection and lesson observation.

Reading Habits

- Core, extended and extensive readings were well-incorporated in all subject curricula.
- Reading session on Day 10 as a new initiative was conducted. Students had Chinese reading in the second term.
- Extensive reading materials were used among high achievers in junior forms for the preparation of Junior NPL World Scholar's Cup.
- Mega quiz, debate and collaborative reading activities were smoothly carried out.
- Bonus questions related to extensive reading materials were included in the assessment of some subjects.

Learning Motivation

- Various strategies, from student engagement, choice of teaching materials, questioning, scaffolding to co-curricular activities, were observed.
- More than thirty low achievers from F.1 to F.3 received group counseling conducted by social workers. They received at least four sessions about self-understanding and also self-reflection on their life planning. 75% of participants agreed that their learning motivation was elevated.

Major Concern 2: Enhance academic achievements with refined differentiation strategies in local and international curriculum and examinations.

Catering for Learner Diversity

- The use of differentiated materials, class activities, instructions, questioning, grouping strategies, class material designs, assignments and assessments were common practices.
- The core and extended curricula were refined and clearly stated in the scheme of work for all subjects.
- Subject question banks were revisited with thought-provoking questions and questions consolidating subject skills.
- More than 50% of the subjects achieved 5 or above at a rate of 20% in HKDSE.

Major Concerns 3: Strengthen sense of belonging, team spirit and morale among different stakeholders.

Class Ethos and Class Discipline

- Class pledge was established, reviewed and put into practice quarterly to cultivate good class ethos. 92% of class teachers reflected that their classes set and fulfilled their class pledge.
- About 55% of teachers and 50% of students agreed that their classes were disciplined.
- Positive feedback was received from teachers and students on F.1-2 foot drill training and F.5 adventure-based training camp via post-camp surveys. 92% of class teachers agreed that these discipline programmes helped reinforce students' discipline and class ethos.

Counseling and Referral System

- More than 70% of casework students developed acceptable social skills with their schoolmates and teachers, and could adapt to the school setting well.
- 90% of class teachers reflected that they discussed and revised the personal pledge with individual students at the end of every quarter. 87% of students agreed that class teachers' guidance enhanced their sense of belonging to the school.

Social Work Programme

- Two induction programmes were conducted for Form 1 students to facilitate their adaptation to the school. 94% of students agreed that the bonding among them could be strengthened in these by-level activities.
- Three by-level activities for junior form students were conducted in Life-wide Learning Lessons. Around 80% of participants agreed that their communication skills were strengthened through the programmes. They could have better relationship with their classmates.
- Twelve sessions of developmental programmes, e.g. "Step Up" Volunteer Group, Sunshine Boys Social Skills Training Group and "Kin-Ball" Fun Day, were conducted for SEN students. More than 80% of participants expressed that their communication skills were enhanced through the programmes.

Teacher Developmental Work

- A team building activity and mental health enhancement workshop were held as staff training. By social workers' observation, the bonding among teachers was enhanced in general. They were equipped with basic knowledge to maintain students' mental well-being through the workshop.

School-wide Programmes

- Appreciate Our Teachers Campaign was held in April 2018. Most students from F.1 to F.5 participated in the Campaign. Students were invited to design souvenirs (memo pad and notebook) for teachers. Three outstanding designs were selected for mass production. Memo pads were given to all teachers by Guidance Ambassadors to show their appreciation and gratitude towards teachers.
- 84% of teachers agreed that the DIY notebook cover competition enhanced students' awareness of showing gratitude to teachers.

Guidance Ambassadors

- Guidance Ambassadors helped in the lunch booths which attracted more than 100 students to participate in each programme organised by Guidance Committee. 86% of teachers were satisfied with the performance and effort made by our Guidance Ambassadors.

Prefect Team

- Prefect team has become a more active and self-regulatory student leader body. Head prefects and prefect leaders participated in external leadership training courses.
- Prefects demonstrated leadership skills through mass discipline control in hall assembly/ceremony. 96% of class teachers reflected that the prefect team could help supervise students' discipline in daily routine.
- Prefect leaders briefed students of discipline reminders and requirement quarterly and helped arrange seating for students in key school functions. Head prefects did the discipline control in morning assembly. The general discipline improved.
- About 67% of F.1 class teachers and 74% of F.1 students thought that prefects' discipline work and assistance in homework collection effectively helped class management in morning sessions and adaptation to new school life.
- 8 regular meetings and 2 social gatherings were organized for evaluation.
- Leaders' participation in head prefect interviews enhanced students' sense of ownership towards the team.

Career Prefects

- Career prefects promoted activities and conveyed messages about career development to different classes. Through all assigned duties, their leadership skills and sense of belonging were further developed.

Form One Lunch Gathering

- Three lunch gatherings were held for F.1 students throughout the year. This helped students adapt to the new school environment, establish social network and hence, enhance their sense of belonging to the school. Inter-class competitions were held. For instance, dessert was awarded to the class which could tidy up in the shortest time after lunch. 81.7% of students and 58.3% of F.1 class teachers agreed that the lunch gathering has effectively developed the sense of belonging among students.

School Teams

- Students' Union organised two school forums for better communication between students and the school
- House advisors conducted 3-day house cheering training before Sports Day to enhance students' sense of belonging
- Minor merit or merit was given to award-winning school teams or celebration party was organised by teacher-in-charge.
- School team jersey was designed to strengthen the sense of belonging among team members.
- Sports training camps were organised in July and early September for developing greater sense of belonging.

Major Concerns 4: Nurture mentally healthy, appreciative and principled students with good sense of morality and life planning skills.

Courtesy

- Greet Aloud Slip Scheme was in place. There was a significant drop in the total number of green slips issued in this academic year.
- 55% of teachers agreed that their students were courteous while more than 60% of students agreed that they were courteous and respectful to teachers. Teachers had much higher expectation on students' courtesy.
- Courtesy Redemption Scheme was held twice. Students' participation could be more active. In order to further promote the courteous and appreciative culture, an inter-class competition was held in May 2018. The class which could get the most stickers would be the most courteous class in the form. Students and class teachers were very active in this competition during which over 700 stickers were distributed. 61.5% of students and 53.6% of teachers agreed that the Courtesy Redemption Scheme was effective in promoting courtesy and greater sense of appreciation.

Punctuality

- Punctuality to school and morning assembly improved under class teachers' intensive supervision.
- The number of habitual latecomers remained the same in these 2 years. Suspension scheme for habitual latecomers should be refined.

Anti-temptation

- Satisfactory participation was shown in a thematic honesty week held by Discipline Committee in May 2018. 65% of class teachers reviewed that most of their students in respective classes joined the Comics and Slogan Design Competitions. Yet, there was a 2% increase in disciplinary records in dishonest acts. The thematic week could be held earlier and the focus of the event has to be altered a bit to raise students' awareness of honesty in all situations in daily life.
- Most students abided by the mobile phone policy. Two mobile phone checks were conducted from F.1 to F.5. The number of forfeited phones remained low and they were mainly from junior forms.

Self-discipline and Self-management

- The practice of having lunch outside classrooms continued in 2017-2018. Queue stands were provided to help students line up orderly. Students were so self-disciplined that queued up orderly for meal allotment. The tables and chairs were re-set in the canteen for better use of space. Besides, new regulations for buying food in canteen were implemented in order to reduce students' waiting time.
- Good habits reminders and signages were posted in the canteen to cultivate self-management and develop greater sense of self-discipline. Most students were responsible to clear their own rubbish and leftovers. However, some litter bugs were observed by Discipline Committee. Remedial work was then carried out.

- F.1 Lunch Gathering helped students strengthen their self-discipline and self-management skills, especially for those who seldom do house chores at home. 78.8% of students and 45.5% of F.1 class teachers agreed that the event was effective in developing self-management skills among F.1 students.

Mass Discipline

- Students' etiquette and discipline in morning assembly was satisfactory. 98% of class teachers were satisfied with their students' performance in morning assembly. Most students were well aware of their expected manner in mass assembly. Fewer students were late for morning assembly.

Life Education

- 89% of teachers agreed that the curriculum could foster students' personal growth. 88% of teachers and 83% of students agreed that students got equipped with a mind of being courteous, appreciative and principled through Life Education.

Community Services

- Around 90% of students participated in the activities. Over 90% of participants agreed that they gained better knowledge and skills to organise programmes for serving the needy in the community.

School-wide Programmes

- Different school-wide programmes including Guidance Week, Healthy School Programme, Joyful School Campaign and Award Scheme were held. More than 100 students actively participated in each activity. 76% of students agreed that the lunch booths raised their awareness of mental health. 78% of teachers and 72% of students agreed that the thematic Guidance Week "Be Positive. Let's Make a Difference" could effectively promote the values of appreciation and gratitude.

Value Education

- Students' work was displayed during Guidance Week. 86% of teachers agreed that the sharing of teachers and students in morning assembly could raise students' awareness of morality.

Life Planning

- Aptitude tests were conducted for all students during Life Education lessons so as to provide students with an opportunity to better understand their interest and characters.
- Workshops about creativity, critical thinking and subject selection in senior secondary curriculum were conducted for junior form students during Life-wide Learning lessons. Through the activities, students gained better understanding and were well-equipped with sufficient careers planning skills.
- A series of talks about F.4 Subject Selection were conducted for F.3 students, in order to empower them to make an informed decision on their further study and career path.

- Information on the open day of different tertiary institutions was sent to senior form students. Positive feedback was received as students gained better understanding of different academic programmes offered by all local universities during their campus visit.
- Hall assemblies were organised, such as JUPAS application, IBDP curriculum, DSE subject selection and interview techniques, in order to enhance students' understanding of different curricula or programmes.
- Reading materials concerning career development and further studies were available in the library for students' reference.
- Online references related to local and overseas studies were given to students for their planning of further studies after their completion of secondary education.

Our Learning and Teaching

Staff Development

We support and enhance the professional growth of our staff in various ways.

Staff seminars and workshops are conducted from time to time. One highlight is the workshop on 21st century Approaches to Learning (ATL) skills hosted by Mr Lance G King, creator of the Art of Learning programme and internationally recognised author of learning skills textbooks.

IT-aided learning is one of our new goals. We encourage our teachers to make good use of different software and the internet to facilitate teaching and learning. Wi-Fi has been made available in all classrooms, iPads have been bulk-purchased, and the latest educational apps have been introduced to our colleagues by our IT Committee. Subject panels are also requested to explore and share how IT could be well incorporated in each subject through lesson demonstrations.

We have introduced an open classroom practice where outstanding teachers' lessons are scheduled to be observed by interested colleagues. We believe peer learning and professional exchange would give our teachers great insights and speed up their professional growth.

Sharing sessions are a regular part of our subject head meetings. The Curriculum Development Committee would give in-depth feedback on major staff developmental tasks like lesson observation, exercise book inspection, mentor-mentee scheme, etc, whereas subject heads would discuss and share teaching and learning strategies so that different subject panels could learn from each other. Discussion topics are very specific and practical, like "How can subject heads or KLA heads assist new teachers in adapting to panel T&L practices?" and "How does your subject further enhance students' learning through note-taking?" Ideas generated and shared would then help subject heads guide their panel members through their professional growth closely in line with the school's expectations.

Reading Culture

Helping our students form a good reading habit has been one of our key targets in recent years. We have pragmatic measures to integrate reading into their school life so that we can monitor their progress and be their reading companion. We introduce reading periods, when students get to read in school during curriculum time every cycle. They do not just read but are required to keep a reading log in which they are given time to do an interesting task related to what they have read by the end of each session. In other words, they have a chance to express their feelings and demonstrate what they have learnt from the book. Teachers would read their log and give them feedback and encouragement. This is how we make reading not just a leisurely but

reflective and communicative activity.

We also held three large-scale whole-form book sharing sessions to engage our junior students, one for Form 1, one for Form 2, and one for Form 3. We named this our Reading Circle, carefully planned the event and put students into small groups, mingled with people from other classes in the form. The novelty of the occasion and meeting new acquaintances made the activity all the more special. This was one of our efforts to show our students that reading is not always a solitary, lonely thing to do. It could actually be so much fun when you get to tell people how great your favourite book is.

Apart from the above, we also arranged library periods for our Form 1 students to stimulate and reinforce their interest in reading and to help them familiarize themselves with our library, which offers a great a variety of good books with new ones added continuously.

And back to our curriculum, we place just as much emphasis on reading. Carefully chosen news articles are an integral part of our English Language syllabus. We see the value of authentic writings alongside the textbooks' crafted materials. To maximize students' learning, our teachers tailor-make vocabulary lists and tasks to go with the articles.

STEM Education

With our science research teams' keen participation and encouraging performance in different local and international competitions and symposia, we have great confidence in the quality hardware of our school, professional caliber of our teachers as well as the amazing potential of our students. We looked into the possibility of accentuating the significance of science and technology in our curriculum. Our vision in this respect is well in line with EDB's advocacy of STEM education. We made plans to incorporate STEM into our curriculum and to schedule one lesson every cycle particularly for STEM in Form 1 and Form 2. With different subjects' collaboration, our project learning elements are meant to tap into this new educational trend. We also recruit consultants who are experts in the field to support and guide our work.

DSE Efforts

To help our students cope with the huge DSE syllabus, we understand that additional lessons are unavoidable and important. Our Curriculum Development Committee collaborates all subjects' supplementary lessons on regular school days as well as long holidays to strike an overall balance and at the same time ensure that we do not overwork our students. We are also grateful that our devoted teachers are more than willing to spend extra time with their classes to help them learn better.

In our subject head meetings, DSE teaching and learning strategies are always one of our discussion topics. All our panels are keen to share with and eager to learn from one another. We

look into ways to help our students (1) learn more effectively and efficiently and (2) tackle the papers with better skills and tactics.

Enhancement and Exposure

The standard of our Form 1 intake has been rising in recent years. Now in every cohort, we have a nice batch of elite Band 1 students. We have introduced a Junior Scholar Scheme for the top 30 scorers in Form 1, Form 2 and Form 3 respectively. They are given challenging tasks in different subjects progressively. The three levels are also mingled so they get to collaborate with their counterparts from other classes and forms to produce high quality works like their collaborative writing for our English subject. Like the Reading Circle mentioned above, we strive to take every opportunity to create occasions conducive to peer learning, and the Junior Scholar Scheme is another salient example of how we uphold and practise this principle.

Apart from establishing platforms on the campus to provide innovative and interesting learning opportunities, our school has our global vision and stresses the educational value in reaching out and reaching far. Our vigorous community service scheme, our many study tours, our close connection with our sister schools in Shanghai, Singapore, New Zealand and France all offer different once-in-a-lifetime experiences to our students. We believe it is the friends, interactions and memories we make would truly warm our heart. While knowledge is commonly regarded as the core of education, we equally care to help our students develop a passion for our community, our nation and our world.

Support for Student Development

We have a wide range of schemes and activities to enrich students' school life and enhance their personal growth. Salient examples include the following:

Award Scheme

By the end of each term, every student is given an Award Scheme Booklet which details different aspects of school life that they should have made an effort in, such as their performance in quizzes, punctual submission of assignments, engagement in lessons, participation in competitions, etc. With the booklet, our students get a chance to reflect upon their strengths and weaknesses as well as what they have achieved so far. They are encouraged to go to corresponding teachers who would verify their satisfactory and well-done items. Book coupons are given to those with the best scores in the scheme as a token of recognition.

Guidance Week

Every year we have our Guidance Week which advocates one particular virtue with a series of activities revolving around the theme. Last year, our theme was Appreciation. Apart from booth games available at lunch break for all students to enjoy, our Form 2 students were given a special poem writing task to show their appreciation for their parents' love and care, and the best works were displayed. This activity was boosted by the festive warmth of Mother's Day and Father's Day.

Courtesy Scheme

We have the Courtesy Scheme to encourage our students especially the shy ones to greet aloud. Teachers give out stickers to students who greet energetically as a way to draw their attention to greeting manners and help them form a habit of greeting aloud rather than just nodding or shunning eye contact. Classes acquiring the most stickers are awarded.

Best Class Award

To encourage our students to always do their best, we have the Best Class Award for each level by the end of each term to reward their overall excellent performance in terms of their class ethos, diligence, good manners and keen participation in school activities.

Career and JUPAS Talks

We have regular career talks to help our students, especially our senior formers, to plan early for their future. We also have JUPAS talks in particular organized for our Form 5 and Form 6 students so that they could make informed decisions in their JUPAS programme selection, taking into account their abilities, their interests, the weighting of different subjects for different programmes, possible selection strategies and all other important factors.

Green Lunch

To promote a sense of conservation, we have an on-site chef to prepare lunch for our students daily. Meals are served on plates so the wastage of disposable containers and utensils can be avoided.

Annual Concert

Apart from common major school functions like Sports Day and Swimming Gala that demonstrate students' physical fitness, we have our Annual Concert as a platform for them to showcase their musical talents. We have performances by various music teams like harp, bagpipe, tap dance, African drum, handbells and handchimes, English musical, and many more.

Student Performance

Hong Kong Diploma of Secondary Education Examination 2018

Our F.6 candidates got pleasing results in HKDSE 2018. In terms of passing rate, majority of subjects achieved 100%, while all subjects had figures higher than territory-wide. It is also encouraging to note that 14 subjects had their credit rate (Level 4 or above) much higher than that of territory-wide. Our best subjects include Mathematics Compulsory Part, English Language, Liberal Studies, Economics, Chemistry, Mathematics Extended Part (Algebra & Calculus). Our best student obtained two Level 5**, four Level 5* and one Level 5.

International Baccalaureate Diploma Programme 2018

Our second cohort of IBDP graduates also achieved encouraging results. All candidates scored 30 points or above and were awarded Diploma. All of them earned university degree offers.

Outstanding Achievement 2017-2018

	Competition	Award
Sports	HKSSF Inter-school Swimming Competition (Division 2) Boys B Grade	Champion
	The 35 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala	Overall Champion
	The 35 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Boys Group	Overall Champion
	The 35 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Boys Junior Group	Champion
	The 35 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Girls Junior Group	Champion
	The 35 th Po Leung Kuk Affiliated Secondary Schools Joint-school Swimming Gala Boys Junior Group	Individual Champion
Music	Hong Kong Handbell Festival 2018 (Senior Handbell)	Champion
	Hong Kong Handbell Festival 2018 (Junior Handbell)	Champion
	Hong Kong Handbell Festival 2018 (Junior Handchimes)	Champion
	Hong Kong Handbell Festival 2018 (Creative Handbell Competition)	Champion (Honour)
	70 th Hong Kong Schools Music Festival (Yang Qing)	Champion
	70 th Hong Kong Schools Music Festival (Piano)	Champion
	70 th Hong Kong Schools Music Festival (Pipa)	Champion
Visual Arts	18 th International Meeting of Juvenile Art - EVORA 2017, Portugal	Gold Award
	9 th Nakamura Keith Haring Collection International Children's Drawing Contest, Japan	Patricia Field Award (Division III)
	中國少年兒童美術書法攝影大賽 2018	一等獎
Language	69 th Hong Kong Schools Speech Festival Dramatic Scenes	Champion
	69 th Hong Kong Schools Speech Festival F1-2 Choral Speaking	Champion
	69 th Hong Kong Schools Speech Festival Solo Prose Reading	Champion
	69 th Hong Kong Schools Speech Festival Solo Verse Speaking	Champion
	2018 English Drama Fest (Modern Drama Session)	Outstanding Performer
		Outstanding Teamwork
	Les résultats de la 9e Dictée de l'AFLE 2018 (French Dictation)	Champion
	第 69 屆香港學校朗誦節中一、中二普通話女子組詩詞獨誦	冠軍
	第二十屆全港中小學普通話演講比賽九龍區初中組	金獎
		最佳口才獎
	第十屆中國青少年誦藝比賽中國青少年演講節普通話集誦初中組	冠軍
第十屆中國青少年誦藝比賽中國青少年演講節普通話詩詞初中組	金獎	
第十屆中國青少年誦藝比賽中國青少年演講節普通話古典詩詞初中組	金獎	
饒宗頤文化館「香江傳承」歷史文化學習計劃比賽	冠軍	
Science & Technology	12 th CTEA Cup Robotic Tournament Creative Technology Robotic Competition Electronic Innovative Design Contest (Secondary Section)	Overall Champion
	IEEE Electronic Endeavor Match 2018	Champion

Award-winning Inventions & Researches 2017-2018

Competition	Invention/ Research	Award
33 rd China Adolescents Science & Technology Innovation Contest (Energy and Environment Stream) in Chongqing	FunGsorb Capsule	2 nd Class Award
HKBU Science Festival 2018 Innovative Solution for Future Competition		1 st Runner-up
30 th Hong Kong Youth Science & Technology Innovation Competition 2018 (Environmental Science Stream)		2 nd Prize
Hong Kong Students Science Project Competition 2018 (Senior Invention Division)	Smart Eyewear <i>I-Vista</i>	1 st Runner-up
Hong Kong Product Design Makeathon 2017-2108	Smart Curtain	2 nd Runner-up
30 th Hong Kong Youth Science & Technology Innovation Competition 2018 (Chemistry and Material Stream)	Synthesis of High Oil-affinity Ester Molecules used as Household Detergents	3 rd Prize

Financial Summary

Financial Summary for the 2016 / 2017 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)	60.55%	N.A.
School Fees	N.A.	35.76%
Donations, if any	N.A.	0.21%
Other Income, if any	N.A.	3.48%
Total	60.55%	39.45%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	74.12%	
Operational Expenses (including those for Learning and Teaching)	13.00%	
Fee Remission / Scholarship ¹	5.84%	
Repairs and Maintenance	1.77%	
Depreciation	5.26%	
Miscellaneous	0.01%	
Total	100%	
Surplus/Deficit for the School Year[#]	0.238 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	4.993 months of the annual* expenditure	
[#] in terms of equivalent months of annual overall expenditure		
*exclude 5.817 months of the annual expenditure for net book value of annex building		

Number of months of annual expenses against total accumulated surplus shown on I/E report is 12.61 months (A)
 Number of months of annual expenses against accumulated Net Book Value of additional new school annex completed in 2008 is 7.53 months (B)
 Number of months of annual expense after deducting Net Book Value of additional new school annex (B) is 5.08 months (A-B)

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).

Feedback on Future Planning (Major Concerns 2018-2019)

- To diversify learning and teaching strategies through promoting reading culture, active learning ethos and refining assignment and assessment policy
- To further develop STEM curriculum and IT in learning
- To enhance the quality of staff professional development
- To strengthen life-planning skills among students
- To nurture caring culture and a sense of belonging and appreciation