

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

**2020 – 2021**

## **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

## Table of Content

Items	Page number
1. Our School	4 – 6
2. Achievements and Reflection on Major Concerns	7 – 14
3. Our Learning and Teaching	15 – 17
4. Support for Student Development	18
5. Student Performance	19 – 23
6. Financial Summary	24
7. Feedback on Future Planning	25
8. Appendixes	26
Evaluation Report for Capacity Enhancement Grant for the School Year 2020 – 2021	
Life-wide Learning Grant Report for the School Year 2020 – 2021	
Report on the Use of the Student Activities Support Grant for the School Year 2020 – 2021	
2020 – 2021 學年校本課後學習及支援計劃校本津貼活動報告表	
2020 – 2021 學年運用推廣閱讀津貼報告書	
2020 – 2021 延長「支援非華語學生學習中國歷史及文化的非經常性津貼」學校報告	

## (1) Our School

### Our Mission

- We aim at providing students with a happy, harmonious and positive learning environment conducive to moral, academic, physical, social, personal and artistic development.
- We nurture students with solid foundation for further studies and better career prospects.
- We promote students' language proficiency in English, Chinese and Putonghua, and skills in Information Technology.
- We help students build up confidence, thinking skills, analytical skills and perpetual learning ability in order to better prepare them for the challenge in the 21st century.
- We promote all-round education in students' moral, intellectual, physical, social and aesthetic development.

### School Information

School supervisor	Mr Andrew NGAN	
School Principal	Mr MAK Tim Leung	
School Type	DSS	Co-educational
School Motto	Love, Respect, Diligence, Integrity	
Incorporated Management Committee	Established	
Parent-teacher Association	Established	
School Alumni Association	Established	
Student Union	Established	

### Information of Teaching Staff (including School Principal)

Total number of teachers	82 (including part-time teachers)		
<b>Qualification and professional training (Percentage)</b>			
Teacher Certificate/ Diploma in Education	83%		
Bachelor Degree	100%		
Master/ Doctorate Degree or above	49%		
<b>Years of Experience (Percentage)</b>			
0 – 4 years	5 – 9 years	10 years or more	
35%	29%	36%	

## School Population and Class structure

School Population: 846						
Level	S1	S2	S3	S4	S5	S6
No. of classes	5	5	5	5+1	5+1	4+1
Remarks: <ul style="list-style-type: none"> <li>• 1 Bridging Year class is operated at S4.</li> <li>• 1 IB class is operated at S5 (IBDP Year 1) and S6 (IBDP Year 2) respectively.</li> </ul>						

## Subjects Offered

Subjects	Junior Secondary			Senior Secondary		
	S1	S2	S3	S4	S5	S6
Chinese Language	✓	✓	✓	✓	✓	✓
French Language (Non Chinese)	✓	✓	✓	✓	✓	✓
GCSE Chinese (Non Chinese)	✓	✓	✓	✓	✓	✓
English Language	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Integrated Science	✓	✓				
Liberal Study			✓	✓	✓	✓
Physics			✓	✓	✓	✓
Chemistry			✓	✓	✓	✓
Biology			✓	✓	✓	✓
Social Studies			✓			
Economics				✓	✓	✓
BAFS				✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
Computer Literacy	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓

HE / GC	✓	✓	✓			
Visual Art	✓	✓	✓	✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
PE	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓			
Reading Session (CHI, ENG)	✓	✓	✓			
Life Education	✓	✓	✓	✓	✓	✓

## (2) Achievements and Reflection on Major Concerns

**Major Concern 1: To enhance academic performance via effective learning and teaching methodologies and advance eLearning practices in daily teaching to promote self-directed learning culture**

### Achievements

#### 1.1 Remedial and enhancement strategies

The arrangement of remedial and enhancement lessons was reviewed and streamlined. Junior form online enhancement and remedial lessons were systemically and collaboratively introduced in weekly basis. Both students and parents welcomed the additional after-class support for students to improve academically. For senior forms, regular additional lessons were arranged and students would be streamed to groups of different ability for strategic training their own target exam results. Target students were those who could obtain level 4 or 5\*/5\*\*. Target students were allocated to groups after discussion and collaboration among subject teachers. The credit rates of 11 subjects have been improved in DSE 2021 when compared with DSE 2020. Push-up sessions were arranged for 6IB during study break for final input and practices with weaker students. More students showed improvement in Predicted Grades after joining the additional lessons. Most students agreed that additional lessons after school and during summer benefit them. 91% of IB students agreed that collapsed timetable can help with their revision and completion of different internal assessments.

#### 1.2 Establishment of Learning Community

Early identification of high achievers was done for forming learning community in each senior form. Members were given individual academic goals and their learning progress was closely monitored. Tailor-made support, extra materials and encouragement were given starting from September 2020 until the completion of public examinations. The top student (Two 5\*\* and three 5\*) in DSE 2021 performed better than DSE 2020 (Two 5\*\* and one 5\*) and 50% of IB students scored 40 or above, proving the multiply effect of conducive peer learning influence.

#### 1.3 Online learning

Online Question Bank was purchased in EdCity for different subject heads to assign past paper questions to students for drilling. The past paper questions were sorted in different topics and statistical analysis can be done after students' attempt. All subjects were asked to purchase Apps which are useful for their daily learning and teaching in September 2020. Use of learning platform (e.g. Google Classroom) All classes have their own Google Classroom set up by their subject teachers and class teachers. L&T materials could be uploaded on the platform for students' self-directed learning. eReading Scheme from EDB was applied and students could read all the suggested eBooks on the platform for free during their leisure time and reading periods. During pandemic situation in which students were just allowed to have face to face lesson in the morning session, online teaching was conducted in the afternoon. eReading Scheme has been applied from EDB successfully. During the pandemic condition, all teachers conducted their regular lessons in the morning. Additional lessons for target students were all conducted in online mode in the afternoon for different subject panels. More e-learning platforms like InThinking and Callido were introduced for facilitating learning and teaching as well as research in different subjects.

#### 1.4 Learning and Teaching Staff Development Programs

Open classroom was initiated by Academic Affairs Committee and Staff Development Committee. Teachers were invited to open their classroom for lesson demonstration. Teachers of different disciplines were encouraged to have lesson observation in open classroom for developmental purposes and professional development. Learning and teaching strategies were shared after observation. Development focus of Staff Development Day was placed on learning and teaching sharing. Experienced and senior teachers were invited to share good teaching pedagogical practice. Teachers actively participated in the event, enrolling more sessions than required and found it inspiring for self-reflection of their own teaching.

#### 1.5 Online Book Promotion

Pandemic stopped all physical book display sessions and library activities but gave rise to a new mode of book promotion platform which revitalized the library image. The School's library social media account was created and different subjects were responsible for promoting subject-related books at different time intervals. English Department also had regular update on recommended booklist for home reading during online reading lessons and class suspension.

#### 1.6 Introduction of IB Core to replace Research Methodology and CAS lessons

The second term was devoted to a Community Project, where students implemented their research skills and ATL skills in a group/individual project. The options for student projects were limited because of the pandemic. A budget of \$300 was available for each group, but no students took advantage of it, partly because of the limitations of project options. All students successfully submitted process journals recording the inquiry cycle of their project and presented their project to the class. Projects included a short-story series to teach moral values to children, a video project to teach sign language, an online community for artists, and more. 81% of 4IB student respondents of the evaluation questionnaire agreed that the IB Core lessons helped develop their research skills. 88% agreed that the Community Project helped develop my awareness towards the community and service learning.

#### 1.7 IT Training workshops for staff

Three teacher training workshops (a total of 6 hours) on different IT skills were held for promoting the e-learning as below: The use of different e-learning Apps for teaching, Advanced skills on Word Processing for preparing the e-learning materials, Advanced skills on Spreadsheet for analysing the students' performance, The use of the online tools (Canva, PDFescape) for preparing the e-learning materials, Problem solving skills on delivering e-learning materials and The use of the video-on-demand system (GRWTH) for delivering the video tutorials. Teachers felt more confident. A large percentage (more than 80%) of the teachers taking the survey had a positive feedback on the effectiveness of the training workshops and the confidence in applying the Apple apps, I.T. skills and the e-learning tools in their teaching after the workshops.

#### 1.8 Upgrade of IT infrastructure

Hyperconverged infrastructure (HCI) was deployed to replace legacy infrastructure consisting of separate servers, storage networks and storage arrays by combining all the existing school servers and storage into a distributed infrastructure platform. It is able to create flexible building blocks that expand storage and upgrade processing capabilities with newer and more agile cloud-based applications, without having to worry about supporting them all.



## Reflection

1.1 To avoid time clash with other afternoon non-academic activities, better collaboration has to be done with Extra Curricular Activities Committee such that a balanced school life can be easily achieved. For senior forms, a regular and more systematic follow-up plan and remedial supports have to be prepared for students who are less academically sound. Target groups have to be formed to facilitate peer learning and strategic training.

1.2 Early completion of DSE curriculum in Form 5 to create more room for drilling in remedial and enhancement additional lessons in Form 6. Emotional supports can be given to members of learning community to help them focus on academic performance. Subject teachers should also be involved in planning learning strategies in learning community.

1.3 Blended teaching should be adopted even whole day face-to-face lessons can be resumed. Maximization of online learning tools and materials help facilitate students' learning autonomy and cater learners' diversity. Developed online teaching videos and online resource banks have fast-tracked the progress and extensiveness of IT-aided learning and teaching among students and teachers.

1.4 The frequency of having open classroom sessions should be increased. Both formal and informal sharing sessions among subject panel members are encouraged. More sharing of differentiation teaching strategies can be done not only during Staff Development Day, but also exercise book inspection and lesson observation periods.

1.5 Promotions of eReading scheme should be conducted in different occasions, e.g. morning assembly in hall, library, social networking platform and subject activities to encourage students' using it.

### 1.6 Refinement of IB Core curriculum

Further refinement can be made to the Core curriculum and course materials to teach ATL skills more systematically and IB learner profile traits, especially in the first semester to ensure a complete coverage of necessary preliminary research skills and methodologies for smooth transition to IBDP Year 1 and 2.

### 1.7 Enhancement of IT skills and equipment to support blended learning trends

Stability of server and the Internet services as well as availability and good functioning of IT equipment will support school daily operation, administration works as well as learning and teaching tasks. Sharing among teachers on the optimal and effective use of IT elements are needed to maximize the benefits of online or IT-aided learning.

## Major Concern 2: To foster a supportive school culture to help students develop a positive life attitude and mutual respect for each other

### Achievements

#### 2.1 Life Education lessons and assemblies

The topics of Life Education lessons and assemblies cover various priority values specified by EDB, including the newly added ones, i.e. law-abidingness and empathy. 100% Life Education lessons and assemblies (98 by-form lessons/ assemblies in total) were completed according to the Life Education schedule with the joint effort of class teachers, different subjects and committees. 92.7% class teachers agreed with the arrangement, including their understanding and the achievement of the teaching objectives, sufficiency of materials provided and the smooth operation of online lessons, etc. Qualitative feedback was collected from the class teachers and/or Moral, Civic, National Education Committee (MCN) form coordinators for each Life Education lesson across all forms. Positive feedback was collected concerning the selected topics which were closely relate to students' life such as *Regeneration Warrior's Life Story Sharing (再生勇士生命教育分享)*, *Beat Drugs Talk*, *Rule of Law Education-Quiz Competition*, *Information security talk* etc.

#### 2.2 Gratitude Week Student Work Display

To echo with the EDB's annual theme of 'My Pledge to Act', i.e. 'Expressing gratitude, to cherish, be proactive and optimistic', learning tasks have been coordinated by MCN among different panels, including Chinese, GCSE Chinese, English, French and Visual Arts. It aims to help students develop a sense of gratitude, learn to cherish the things they have and adapt a proactive and optimistic attitude towards life, in order to help them face the challenges and difficulties of growing up. To work in line with the theme of value education in mainstream, IB section also introduced the Kindness Wall with Padlet and Gratitude Jar to encourage students to perform kind acts and express thankfulness. All students finished the learning tasks assigned by their subject teachers according to the teaching schedule. Sample works were collected and displayed for 1 week to promote the positive values to the whole school. Small gifts were given to around 70 students whose works were chosen by their subject teachers as a token of appreciation. Both students and teachers got informed of the tasks and reserved ample time to prepare the display products.

#### 2.3 Leadership training

Two regular meetings with monitors were conducted due to the school suspension. Supervision roles were assigned for all monitors during online lessons for maintaining discipline, online behaviour and ensuring class attendance and punctuality to online lessons. All class teachers appreciated the performance of class monitors and rewarded their monitors with minor merit. Prefects training camp and Student Union election were cancelled due to the pandemic, prolonged school suspension and social distancing control. Prefects and Proposed Student Union Cabinets neither got chances to perform duties nor initiated, planned and managed a students' body. Activities and trainings were given to IT prefects during summertime when the pandemic situation eased. Students participated in Mass Robot Programming for New World Record.

#### 2.4 Student mentorship and alumni sharing programs

The mentorship scheme was expanded to cover all Form 5 IB and 6 IB classes. Each student was assigned a teacher mentor. Each teacher mentor had at most two mentees, but most had only one. The involvement of mentors proved helpful when certain students were having major academic and emotional difficulties. Alumni were invited to conduct sharing sessions for both DSE and IB senior formers to offer encouragement and advice in the preparation for university applications and study tips for public examinations.

## 2.5 Close partnership with parents

Parent-Teacher Association (PTA) co-organised 3 parents' seminars which are about positive parenting and Parent Support for Form 4 subject selection. Parents' active participation in online seminars during the pandemic was really impressive. All seminars were collaborative work among Guidance Committee, Academic Affairs Committee, Career and Life Planning Committee and PTA. Parents reflected that they would like to have more sharing from teachers about learning and teaching arrangements in school as their understanding of their child's schoolwork would help their supervision work on their child's learning progress. During the pandemic, PTA members found it difficult to do liaison and communication works with new members.

## Reflection

2.1 To further improve the comprehensiveness and attractiveness of Life Education lesson coverage, more engaging learning activities can be designed next year. Some suggestions from the class teachers and/or MCN form coordinators are listed as follows:

- Real-life examples or case studies can be added to facilitate students' understanding or class discussion, if applicable.
- More engaging/ group activities can be designed for students, e.g. doing self-reflection, writing messages to the class teachers, voluntary work and team building.
- The topic of 'How to communicate with parent in an effective way?' was suggested by students.
- The related priority values can be added to the lesson plans so that the class teachers can mention to the students more explicitly.
- Subject panels can have more value education elements included in their teaching schedules.

2.2 If mass programs allow in a new academic year, with 2-year experience of organizing Gratitude Week, a large scale of whole-school program can be launched by collaborating with more subjects and committees. It would allow to display more students' works and the location of the display boards outside the tuck shop was not optimal when compared to the one located in front of the New Era Hall with more audience. The theme of Gratitude Week can penetrate across all domains throughout the year, serving as the annual theme of an academic year. IB initiatives can be adopted in the mainstream with closer monitoring to ensure active participation in online Gratitude Program and tasks.

2.3 Team building and leadership training are important for all student leaders' bodies. It is suggested to involve student leaders in school daily operation including lunch activities, school mass programs and inter-house competitions. Students leaders are expected to help pass on positive and caring school culture to junior form students.

2.4 Student mentorship scheme is effective and welcomed by students. Alumni's and mentors' guidance is well received by students. Sharing and seminar sessions can be arranged as a regular collaborated activity by Career and Life Planning Committee, Academic Affairs Committee, Student Affairs Committee and IB Section. To have spiral effect, alumni who study in a similar field can be invited with reference to the occupation that career talks will be covering. Students will have a better understanding of what and how to equip themselves for their tertiary education and aspiration.

## 2.5 Parents

To further strengthen the relationship between the School and parents, more face-to-face activities can be resumed such that parents can have better understanding of their child's school life. Communication platforms can be established to facilitate information release to parents of different levels during school suspension.

### **Major Concern 3: To cultivate a sense of community towards the school and the nation, and develop sound global citizenship**

#### **Achievements**

##### **3.1 Online ECA training for school teams, interest clubs and uniform teams**

Owing to the pandemic and school suspension, face-to-face ECA was not feasible, and it was replaced by online modes. In total, 16 interest clubs were conducted and the attendance rate of the online training of school teams, interest clubs and uniform teams was quite satisfactory. There were eight interest clubs having the attendance rate more than 70%. They were 3D Printing and Drawing, App Design, Chess and Board Game, French, A Cappella, iPad Song Composition and Arrangement, E-Sports and Hip-Hop Dance. Some activities were found not that effective to be conducted online. These include leather handicraft, origami, and magic, as well as musical instrument learning like ukulele. Majority of the teachers agreed that online ECA training can enhance non-academic performance and students' sense of accomplishments and belongings towards the teams as well as the School.

##### **3.2 Inclusion Program**

Regular meetings with junior form non-Chinese were conducted students to help them adapt to the culture and learning atmosphere. No major discipline problems were found among non-Chinese students.

##### **3.3 Career-related programs**

Through Business-School Partnership Programmes and Career talks, students learnt how to use their knowledge in real workplace and thus realise the genuine purpose of learning. Nomination of oversea and mainland universities (Tsinghua University, Peking university and Fudan University) offered students exposure to foreign cultures and a better understanding of the nation so as to develop global perspectives.

##### **3.4 Community Service and CAS**

Students are guided to engage in CAS activities that help the school, local community or the nation concerning global issues. Crocheting Club and UNICEF Club were initiated by students. Crocheting Club held online knitted workshops and produced scarves and sanitizer pouches. They donated their knitted products to NGOs concerned for distributing to the people in need. All members in Crocheting Club learnt knitting skills and successfully donated to people in need. UNICEF Club held three events in school: Book Donation, the Gratitude Day and Game Booth about child problems around the world. UNICEF Club collected over 170 books in the Book Donation event. The Gratitude Day and Game Booth also received positive responses. Despite the pandemic, both voluntary groups held regular meetings and activities online. Reflection on the projects conducted was also satisfactory. Students agreed that the CAS programme helped further develop their skills and broaden their horizons; was diversified for them to engage in activities of my interest; helped them become caring, appreciative and responsible leaders.

##### **3.5 Promotion of National Education**

Various activities were planned to promote national education, including cross-curriculum collaboration, Life Education seminar, weekly video clips sharing, promotion of National Anthem Law and National Security Law, Basic Law Student Ambassadors Scheme, Basic Law Online Competition, 2020 Constitutional Law Online Competition, National Security Education Day, National Security Online Competition, 世紀長征學界菁英問答比賽, readings enrichment in the school Library, posters displayed, the hoisting of national flag, playing and singing of the national anthem, etc. All activities were completed according to the schedule. Some positive feedback about Basic Law Student Ambassadors Scheme was received. The ambassadors were very

engaging and proactive to join different events, particularly the online seminar related to the campus life at Beijing University.

### 3.6 Weekly current issues sharing

To promote values education and the students' awareness towards different current issues, a video clip would be shared by the class teachers to the students every Friday, e.g. 國歌教育(音樂科), 認識中國憲法及基本法(中史科), 國家民生發展(中文科) 和 國家科技及發明的發展(綜合科學), etc. Video clips were shared according to the schedule. It was a good way to promote national education to the students by introducing some interesting Chinese culture and the latest development in China.

## Reflection

### 3.1 Online ECA training for school teams, interest clubs and uniform teams

Online ECAs played a crucial role in balancing students' study life during the pandemic. The arrangements and effectiveness of online training sessions should be further enhanced by collaborating with Academic Affairs Committee to avoid time clash with afternoon online remedial and enhancement lessons. Some ECA activities require physical practice and online lessons can hardly achieve physical skills through virtual sessions. This not only affects students' interest but also overall enrollment. The selection of ECAs to be done online has to be carefully done with reference to the suitability, nature of activities, last year's enrollment rate and feedback evaluation of participants. Intensive face-to-face trainings during long holidays are recommended to boost morale and performance.

3.2 Inclusion Program and Meeting with Non-Chinese students have to be kept in the coming academic year. Briefing, Guidance inclusion programs and briefing session to staff meeting can be handled in the same cycles. Whole school approach in bridging the differences between cultural backgrounds helps create a harmonious school culture.

3.3 Connection with oversea and mainland universities (Tsinghua University, Peking university and Fudan University) have been welcomed by students and parents, providing a wide range of alternatives for graduates to pursue their tertiary education. More emphasis on self-understanding, exploration of interest and aspiration as well as career orientation can guide and motivate students to set clear goals, be more responsible for their own learning and achieve more for their own esteemed professions.

3.4 Different subjects will be encouraged to inform CAS teacher about different possible extracurricular activities or competitions as part of the CAS portfolio to strengthen the link between subjects and CAS as well as diversify the CAS projects or activities.

3.5 Some students found the contents of the Life Education seminar (國家發展知多少) similar to what they have learnt in other subjects, i.e. pollution. It was originally decided to add as an extended knowledge to the current syllabus with some latest information. Next year, more diverse topics can be selected. Cantonese talks with English translated handouts may affect non-Chinese speaking students' understanding of the topics. The participation rate of competitions has to be boosted when whole-day classes resume. Students can make good use of Friday's MCN news broadcast sessions for promotion of all kinds of activities related to Moral, Civic and National Education.

### 3.6 Weekly current issues sharing

It is easier for students to stay attentive to a video clip for around 5 minutes every week than a

seminar that lasts for 40 minutes. During the class suspension, without class period, the video clips were only uploaded to the Google Classroom for students to watch on their own. After class resumption, they should be shared again during the class period. Students can become more resourceful to know more different current issues and have better world knowledge.

### **(3) Our Learning and Teaching**

#### **Cultivation of Reading Habits**

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 continue to have reading periods, where students get to read in school during curriculum time every cycle. They do not just read but are required to keep reading journals 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.

To further make reading a daily activity, cross-subject and cross-committee collaboration was strengthened. A diversified range of books were introduced by each subject and committee. Students were exposed to interesting fun facts of different subjects, topics or current updated trends. Students' world knowledge and common sense have been enriched. Reading traditional books aside, a variety of reading and library initiatives were introduced like large-scale whole-school book sharing sessions, library book promotion, author talks, book purchase activities, subscription of wide-ranging periodic journal titles.

Owing to the pandemic, online promotion is the only way out to let library news reach students and parents. To revitalize our library image, a social networking platform has been set up for library news updates and book promotion. Recommended booklists that are categorized according to the themes in the School's language curriculum were also available online for students to do leisure reading during their home stay and at the same time, enrich the knowledge learnt in class. eReading culture, diversification of library collections and renovation of library environment will be steps forward to further add spice to our School's reading culture.

Reading never stands alone as a discrete task. Instead, carefully chosen news articles, readers and recommended book lists are an integral part of our English and Chinese Language syllabus. We see the value of authentic writings alongside the textbooks' crafted materials. To maximize students' learning, our teachers tailor-make vocabulary lists and tasks to go with the articles. With the exposure to real-life examples and materials, students would be able to have genuine language acquisition and application.

## **STEM Curriculum**

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 incorporated scientific research investigation concepts into our curriculum and to groom young and aspiring scientists in junior forms, multiple junior research teams have been formed. 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 our work. During pandemic, our Astronomy Centre continues to collaborate with the Hong Kong Observatory to have real time broadcast of different astronomical phenomenon for the general public.

## **DSE Efforts**

To help our students cope with the huge DSE syllabus, we understand that additional lessons are unavoidable and important. Our Academic Affairs Committee collaborates all subjects' supplementary lessons on regular school days as well as long holidays to strike an overall balance and at the same time ensure that we do not overload our students. 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 learning and teaching strategies are always one of our discussion topics. All our panels are keen to share with and eager to learn from one another. We look into ways to help our students (1) learn more effectively and efficiently and (2) tackle the papers with better skills and tactics.

In recent years, efforts have been deployed to have statistical analysis on past DSE results, predicted grades, peer learning groups as well as refinement on assignment and assessment package for senior form classes. Accuracy in grade prediction helps both students and subject teachers have strategic revision plans. A paradigm shift of mechanic drilling to high order thinking questions will train up students' cognitive and critical thinking.



## **Enhancement and Exposure**

The quality of our Form 1 intake has been improving. Now in every cohort, we have a nice batch of elite students. Students are encouraged to explore their potentials via taking part in all kinds of extracurricular activities, interest classes, school teams, academic teams, language, art, music, sports and scientific research competitions. Participation in territory-wide competitions broadens students' horizons and elevates their self-expectation. Exposure brings enhancement in terms of students' motivation in learning and thus both academic and non-academic achievements.

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

## **(4) Support for Student Development**

### **Student Support Service**

A Student Support Network was well-established, comprising the Discipline Committee, Guidance Committee, Student Affairs Committee, Moral, Civic and National Education Committee and our school social workers, offering a wide range of support to cater for students' diverse needs. We have a professional student support team consisting of one SENCO, six guidance teachers, five social workers and one educational psychologist. The provision of preventive, developmental and remedial support by rendering individual counseling service, group activities, seminars and intervention programmes enhances students' personal growth and learning motivation, strengthens their social and interpersonal skills as well as assists them to adapt to school life. SENCO works closely with the guidance and social workers teams to plan, coordinate and implement the Whole School Approach of Inclusive Education in order to cultivate a caring and all-embracing school culture and at the same to ensure every SEN student has sufficient support in learning and personal growth. Dual class teachers take good care of individual student's needs and offer timely advice for students and parents. Working hand in hand with families and the community is the key to creating a positive and caring environment for the development of our students.

### **Students Affairs**

To enable students to have fair education opportunities, school-based scholarship and fee remission will be granted to students with financial needs or students with outstanding performance. Students Affairs Committee will also nominate students to apply for various types of external scholarship and assistance.

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

### **Hostel Service**

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

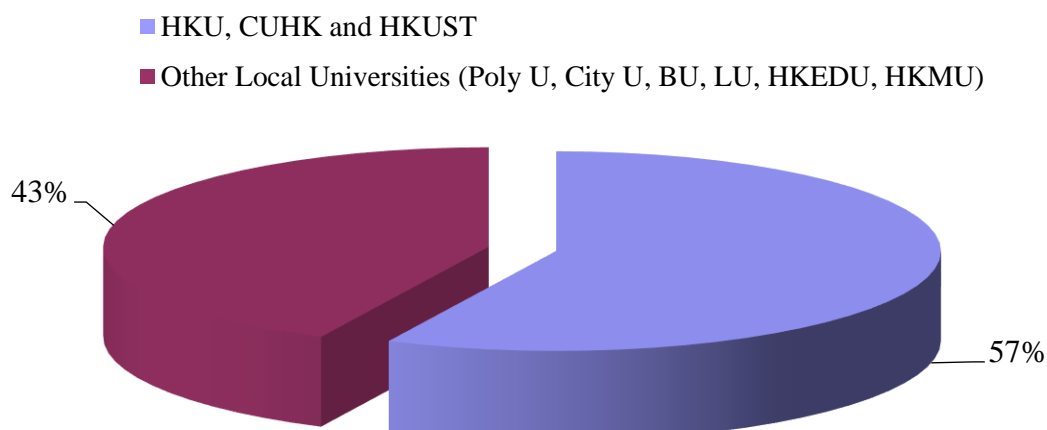
## (5) Student Performance

### JUPAS Results

- Almost 70% of our students received local university degree offers, of which over half of them were admitted to the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology. Our graduates were admitted to Laws, Global Business, Risk Management and many other popular programmes.
- The chart below shows the distribution of university degree programme offers:

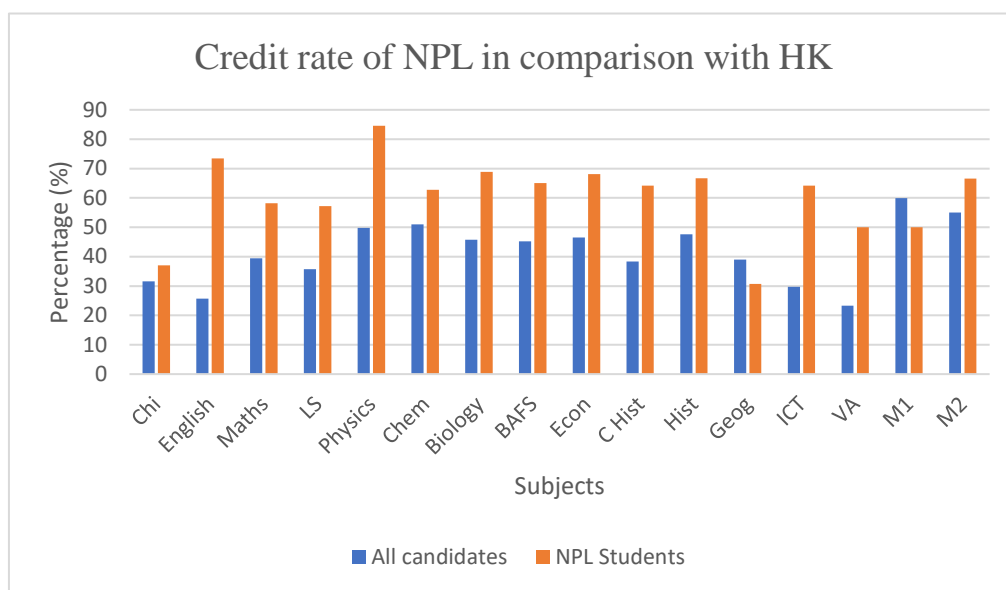
University	Number of Offer
University of Hong Kong	17
Hong Kong University of Science and Technology	10
Chinese University of Hong Kong	8
City University of Hong Kong	8
Hong Kong Polytechnic University	4
Hong Kong Baptist University	3
Lingnan University	1
Other (Oversea studies, SSSDP, etc.)	21

### Local Degree Admission Distribution



## Hong Kong Diploma of Secondary Education Examination 2021

- Our overall DSE 2021 credit rate (Level 4 to 5\*\*) was 1.6 times that of the Hong Kong average.
- 3 subjects had credit rates higher than those territory-wide by more than 60% and 2 subjects by more than 110%.
- Our credit rate (Level 4 to 5\*\*) of English Language was 74%, which was higher than that territory-wide by 173%. Over 92% of our students reached at least Band 6 and almost 70% of them attained Band 7 or above in IELTS. Over 20% of our students attained between Band 7.5 and 8.5 which is the highest record.
- The chart below shows the credit rates (Level 4 to Level 5\*\*) of our schools in comparison with Hong Kong schools:



## GCSE Chinese 2021

- 100% of our Non-Chinese students taking GCSE Chinese Examination obtained Level 9 (equivalent to A\* in the previous grading system).

## International Baccalaureate Diploma Programme (IBDP) 2021

- Over 22% of our students got the highest score which is 43 out of 45 points. 50% of our students attained 40 points or above which is the best record over the years.
- 94.4% of our IB graduates received university degree offers. 66.7% received offers from the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology, while some received offers from prestigious overseas universities.

## Non-academic Achievements 2010 – 2021

<b>Category: Logical-mathematical Intelligence</b>	
<b>Competitions</b>	<b>Awards</b>
Thailand International Mathematical Olympiad Heat Round 2020-2021 (Hong Kong Region)	Silver

<b>Category: Linguistic Intelligence</b>		
<b>Competitions</b>	<b>Awards</b>	
72 <sup>nd</sup> Hong Kong Schools Speech Festival	Solo Verse Speaking	Champion 3 1 <sup>st</sup> Runners-ups
72 <sup>nd</sup> Hong Kong Schools Speech Festival	Solo Prose Reading	2 2 <sup>nd</sup> Runners-ups
72 <sup>nd</sup> Hong Kong Schools Speech Festival	Dramatic Duologue	Champion
RTHK Hong Kong's Top Story 2020	Junior Category	1 <sup>st</sup> Place
From Player to Page English Videogame Writing Competition 2021	Category C: Script Writing	Runner-up – Platinum Award 2 Finalist – Platinum Awards
JC Poetic Heritage Translation Awards 2021	Translation Competition	3 Merit Awards
Hong Kong School Drama Festival 2020/21	Award For Outstanding Script Award For Outstanding Performers Award For Outstanding Audio-visual Effects Award For Outstanding Performance Award For Commendable Overall Performance	
2020/21 第一屆國際漢語節非母語初中組硬筆字書法	季軍	
2020/21 第一屆國際漢語節非母語初中組毛筆字書法	優良獎	
2020/21 第一屆國際漢語節非母語初中組中文寫作	季軍	
2020/21 非華語學生中文寫作及才藝比賽	優異獎	
French Speech Competition	Solo Poetry Speaking Category	1 <sup>st</sup> Runners-up 2 <sup>nd</sup> Runners-up

<b>Category: Kinesthetic intelligence</b>	
<b>Competition</b>	<b>Awards</b>
屈臣氏集團香港學生運動員獎 2020/21	屈臣氏集團香港學生運動員獎

<b>Category: Musical intelligence</b>		
<b>Competition</b>	<b>Awards</b>	
Hong Kong School Music Festival 2020/21	Grade 3 Piano Solo	1 <sup>st</sup> Runner-up Merit
	Grade 6 Piano Solo	Merit
	Grade 7 Piano Solo	Merit
	Grade 5 Violin Solo	Champion
	Grade 8 Violin Solo	Merit
	English Solo Singing	1 <sup>st</sup> Runner-up Merit
	Chinese Solo Singing	Merit
	Intermediate Yang Qin	Merit
	Senior Yang Qin	1 <sup>st</sup> Runner-up

<b>Category: Scientific intelligence</b>	
<b>Competition</b>	<b>Awards</b>
The “Chemists Online” Self-study Award Scheme 2020	Diamond Award Gold Award Bronze Awards

<b>Category: Artistic intelligence</b>	
<b>Competition</b>	<b>Awards</b>
“Protect Hong Kong Marine Environment” 4-Panel Comic Drawing Competition 2020	1 <sup>st</sup> Runner-up Outstanding Award (Senior group) Outstanding Award (Junior group)
Visual Arts Award (Po Leung Kuk Quality Circle Assessment & Award Scheme)	Merit Sliver School Badge
“Healthy Life Drawing Competition 2021”	Gold

Category: Secondary 1-3	Merit
“Healthy Life Drawing Competition 2021” Category: Secondary 4-6	Gold Merit
2020-2021 香港大學專業進修學院 SSP 中文輔導班校際非 華語學生繪本創作比賽	優異獎 參與獎

## (6) Financial Summary

### Financial Summary for the 2019/2020 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	65.13%	N.A.
School Fees	N.A.	32.77%
Donations, if any	N.A.	0.05%
Other Income, if any	N.A.	2.05%
<b>Total</b>	65.13%	34.87%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		77.42%
Operational Expenses (including those for Learning and Teaching)		9.57%
Fee Remission / Scholarship <sup>1</sup>		4.60%
Repairs and Maintenance		3.32%
Depreciation		5.07%
Miscellaneous		0.02%
<b>Total</b>		100%
<b>Surplus/Deficit for the School Year</b> #		0.825 months of the annual expenditure
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> #		7.169 months of the annual* expenditure
# in terms of equivalent months of annual overall expenditure		
* exclude 4.494 months of the annual expenditure for net book value of annex building		

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

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

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



## **(7) Feedback on Future Planning**

With quality intake, learning and teaching strategies will be reviewed to foster learners' autonomy. Students will be trained to be self-directed learners. Lifelong learning habits will be cultivated. In light of unpredictable class suspension, flexibility in switching between online and on-campus learning and teaching will still be the top priority in our school developmental plan. Incorporation of blended learning in daily teaching is crucial to enhance students' learning regardless of the restriction of space and time to promote self-directed learning culture.

The pandemic has altered students' normal vibrant school life in which only academic activities were allowed in campus. Students' balanced school life like sports trainings, outings, etc. has been deprived for 2 years. To further nurture students a balanced school life and positive aspirations for life-long holistic development, diversified non-academic activities and career orientation have to be provided for students to showcase their talents, practise their perseverance and steer towards their esteemed profession.

Students' wellbeing has been the top concern during uncertainty and adversity. Through values education across subjects and whole-school approach in student support works, students' positive characters and a sense of community towards the class, the school and the nation can be fostered. Integration of international curriculum, pluralistic education and global perspectives will enhance students' international mindedness, competencies and, thus competitiveness to face the fast-changing world in a constructive way.

## (8) Appendix

### Evaluation Report for Capacity Enhancement Grant for the School Year 2020 – 2021

Task	Major Area(s) of Concern	Strategies	Time Scale	Resources Required	Expenditure	Evaluation
A bridging programme for Form 1 students of 2021 – 2022	<ul style="list-style-type: none"> <li>- To develop sense of belonging</li> <li>- To get familiar with school setting and routines</li> </ul>	<ul style="list-style-type: none"> <li>- Ice-breaking activities</li> <li>- Orienteering</li> <li>- Mass games</li> <li>- Language immersion activities</li> </ul>	July 2021 to August 2021	Coach and programme fee for service provider HK\$50,000	HK\$11,449.50	The bridging programme for Form 1 students of 2021 – 2022 was scaled down to a half-day programme due to pandemic situation, which was held in the morning on 24 August 2020. Both participating students and teachers had positive comments on orienteering, team building and language activities.
An assistant teacher	<ul style="list-style-type: none"> <li>- To prepare learning and teaching materials</li> <li>- To better control assignment policy</li> <li>- To help improve teaching effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>- To develop teaching materials, remedial and enhancement materials for Liberal Studies</li> <li>- To handle junior form homework mapping</li> </ul>	September 2020 to August 2021	Salary and anticipated adjustments HK\$420,000	HK\$419,100	The assistant teacher helped with the clerical work of the Liberal Studies Department, prepared subject materials and conducted remedial sessions. Differentiated support to students of higher and lower academic standard was offered. Quality materials and learning activities were provided to sustain a positive learning outcome. With the help of teaching assistant, learners' diversity was catered.
Teaching assistants	<ul style="list-style-type: none"> <li>- To prepare learning and teaching materials</li> <li>- To create space for teachers for professional development</li> </ul>	<ul style="list-style-type: none"> <li>- To help design learning and teaching materials</li> </ul>	September 2020 to August 2021	Salary and anticipated adjustments HK\$430,000	HK\$420,784	Two teaching assistants were recruited and helped the clerical and support work of Liberal Studies, Mathematics and daily school operation. Quality learning materials were provided to sustain a positive learning outcome. Timely support was given to daily school routine and subject-based activities.

Beginning Balance 1.9.2020	HK\$458,698.60
Provision in 2020 – 2021	HK\$593,450
Estimated Balance b/f as at 31 Aug 2021	HK\$200,815.10

**Po Leung Kuk Ngan Po Ling College**  
**Report on the Use of the Life-wide Learning Grant**  
**2020-2021 School Year**

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
<b>Category 1 To organise / participate in life-wide learning activities</b>													
<b>1.1</b>	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Debate	English Language	Whole year	F.1 – F.6	20	Satisfactory performance	\$68,775.00	E5	✓				
2	Musical	English Language	Whole year	F.1 – F.5	40	Satisfactory performance	\$154,600.00	E5	✓		✓		
3	全港中學中國歷史研習獎勵計劃	Moral, Civic and National Education	June to July	F.4 – F.6	5-8	主辦機構和活動名稱有所改變， 疫情下沒有參加此活動							
4	饒宗頤文化館歷史文化獎勵計劃	Moral, Civic and National Education	June to July	F.1 – F.3 (one form)	120	只參加了徵文比賽，沒有參加研習報告							
5	Field Trip - Kowloon Masjid and Islamic Centre	History	January 2021	F.1	160	The activity was cancelled due to the pandemic.							

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
6	Exploration Programme (WARZONE 90)	History	June 2021	F.4 History students	12-30	The activity was cancelled due to the pandemic.							
7	Biology field trip	Science	July to August 2021	F.5 Biology students	40	The activity was cancelled due to the pandemic.							
8	Physics Department: Disney's World of Physics	Science	End of June 2021	F.4 – F.5 Physics students	90	The activity was cancelled due to the pandemic.							
9	Astronomy: Stargazing Camp	Science	Early July 2021	F.4 – F.5 Physics students	90	The activity was cancelled due to the pandemic.							
10	Chemistry Research Team	Science	Whole Year	F.4 – F.6 Chemistry students	5	The activity expenses are claimed under Diversity Learning Grant (DLG).							
11	Attending subject-related activity like workshop, demonstration, exhibition	Home Economics	Whole Year	F.1 – F.3	30	The activity was cancelled due to the pandemic.							
12	IT Enterprise Visit	ICT	July 2021	F.2 – F.4	30	The activity was cancelled due to the pandemic.							
13	OLE week	Cross-Disciplinary (Others)	July 2021	F.1 – F.5	700	Satisfactory performance	\$2,571.00	E1	✓		✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
14	Art Exhibition in Hong Kong Cultural Centre	Arts (Visual Arts)	July 2021	F.1 – F.6	30	The activity was cancelled due to the pandemic.							
15	Organic farming pilot scheme (at school's rooftop)	Cross-Disciplinary (Others)	Whole year	F.1 – F.6	60	The activity was cancelled due to the pandemic.							
16	Recruit external coaches for the school team training (Sports)	Physical Education	Whole year	F.1 – F.6	200	Satisfactory performance	\$132,556.33	E5			✓		
17	Recruit external coaches for the school team training (Music)	Arts (Music)	Whole year	F.1 – F.6	150	Satisfactory performance	\$6,571.02	E5			✓		
18	Recruit external coaches for the school team training (Performing arts)	Arts (Others)	Whole year	F.1 – F.6	20	Satisfactory performance	\$3,528.00	E5			✓		
19	Recruit external coaches for uniform teams (Red cross, Boy and Girl Scout)	Leadership Training	Whole year	F.1 – F.6	20	Satisfactory performance	\$1,368.90	E5			✓		
20	To offer different interest clubs for students to join afterschool according to their interests and strengths	Cross-Disciplinary (Others)	Whole year	F.1 – F.6	100	Satisfactory performance	\$38,002.88	E5	✓		✓		
							Expenses on Item 1.1	\$407,973.13					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
<b>1.2</b>	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	Hong Kong Science Projects Competition Invention Team	Science	November 2020 to April 2021	F.1 – F.5 interested students	around 12	The new mode of competition does not require a real model for demonstration.							
2	Electronic Endeavour Match hold by IEEE	Science	November 2020 to April 2021	F.1 – F.3 interested students	around 6	The activity was cancelled due to the pandemic.							
3	Sports Training Program (Overseas)	Physical Education	2 <sup>nd</sup> term of 2020-2021	F.1 – F.6 Sports team members	around 80	The activity was cancelled due to the pandemic.							
							Expenses on Item 1.2	\$0					
							<b>Expenses for Category 1</b>	<b>\$407,973.13</b>					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables or learning resources for promoting life-wide learning</b>			
1	Purchase small scale telescopes and binoculars	Cross-Disciplinary (STEM)	To allow students to have hands-on experience in stargazing activities	\$26,950.00
2	3D Printers	Cross-Disciplinary (STEM)	To allow students to actualize their invention	\$42,100.00
3	Purchase of gym room equipment	Physical Education	To enrich students' exercise experience and increase learning effectiveness in PE lessons and school team trainings	\$193,000.00
4	Use of the bass handchimes in music performance and competition	Arts (Music)	To provide opportunities of learning music repertoire requiring lower range (in bass) and enhance music learning of varied requirements	\$103,380.00
5	Purchase of electronic circuit for A.I. Production	Cross-Disciplinary (STEM)	To help students understanding the application of A.I. technology	\$0.00
6	Purchase of drones and robots	Cross-Disciplinary (STEM)	To equip students with programming skills	\$4,197.00
<b>Expenses for Category 2</b>				<b>\$369,627.00</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>\$777,600.13</b>

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

**Code for Expenses**

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

### Category 3: Number of Student Beneficiaries

Total number of students in the school:	846
Number of student beneficiaries:	846
Percentage of students benefitting from the Grant (%):	100%

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



**Po Leung Kuk Ngan Po Ling College**  
**Report on the Use of the Student Activities Support Grant**  
**2020-2021 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$45,500.00
B	Expenditure in the Current School Year:	\$37,761.87
C	Unspent Amount to be Returned to the EDB (A – B):	\$7,738.13

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	6	\$4,360.07
Full-grant under the School Textbook Assistance Scheme	42	\$22,653.78
Meeting the school-based financially needy criteria	22	\$10,748.02 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	70	<b>\$37,761.87</b>  (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain <sup>2</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>3</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>1. Local activities:</b> 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	Piano lessons	Arts (Music)	1	\$650.00			✓		
2	Percussion lessons	Arts (Music)	1	\$650.00			✓		
3	Mini-Hockey Programme	Physical Education	1	\$650.00			✓		
4	Vocal lessons	Arts (Music)	1	\$650.00			✓		
5	Karatedo lessons	Physical Education	1	\$650.00			✓		
6	Electric guitar lessons	Arts (Music)	1	\$650.00			✓		

<sup>2</sup> Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

<sup>3</sup> 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 <sup>2</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>3</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
7	Chinese Dance lessons	Arts (Others)	1	\$650.00			✓		
8	Table Tennis lessons	Physical Education	1	\$650.00			✓		
9	Western Ensemble Team	Arts (Music)	1	\$242.31			✓		
10	Woodwind Ensemble Team	Arts (Music)	1	\$116.67			✓		
11	Red Cross	Uniform Team Training	5	\$311.10		✓			
12	Badminton Team	Physical Education	4	\$3,037.56			✓		
13	Basketball Team	Physical Education	9	\$9,891.72			✓		
14	Football Team	Physical Education	8	\$3,898.16			✓		
15	Swimming Team	Physical Education	3	\$714.72			✓		
16	Boys Volleyball Team	Physical Education	2	\$1,353.34			✓		

No.	Brief Description and Objective of the Activity	Domain <sup>2</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>3</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
17	Girls Volleyball Team	Physical Education	6	\$2,866.50			✓		
18	Athletics Team	Physical Education	4	\$1,446.68			✓		
19	Table Tennis Team	Physical Education	3	\$3,324.99			✓		
20	Rope Skipping Team	Physical Education	5	\$1,750.00			✓		
21	Cross Country Team	Physical Education	4	\$336.00			✓		
22	App Design Club	Arts (Others)	3	\$1,575.00			✓		
23	K-Pop Dance Club	Arts (Others)	1	\$384.62			✓		
24	Korean Club	Korean Language	3	\$1,312.50			✓		
		<b>Expenses for Category 1</b>		<b>\$37,761.87</b>					

No.	Brief Description and Objective of the Activity	Domain <sup>2</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>3</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
				<b>Expenses for Category 2</b>	<b>\$0</b>				
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1									
2									
3									

No.	Brief Description and Objective of the Activity	Domain <sup>2</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>3</sup>	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
		<b>Expenses for Category 3</b>		<b>\$0</b>					
		<b>Total</b>		<b>\$37,761.87</b>					

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

二零二零/二一學年校本課後學習及支援計劃

校本津貼 - 活動報告表

學校名稱： 保良局顏寶鈴書院

負責人姓名： 陳崇真

聯絡電話： 24623932

A. 校本津貼實際受惠學生人數(人頭) 12 名 (包括 A. 領取綜援人數：0 名，B. 學生資助計劃全額津貼人數：8 名及 C. 學校使用酌情權而受惠的清貧學生人數：4 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:學生學習及情意成果)
	A	B	C						
AIMO 晉級賽2021	0	1	0	/	3/2021 - 8/2021	1,980	老師之觀察、學生之 評語及比賽成績	/	/
2020世界學者盃競賽 (World Scholar's Cup 2020)	/	/	/	/	因疫情而取消	/	/	/	/
朗誦節	0	7	4	/	18/11/2020 - 18/12/2020	1,800	老師之觀察、學生之 評語及比賽成績	/	/
活動項目總數： <u>3</u>									
@學生人次	0	8	4		總開支	3,780			
**總學生人次	12								

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

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指學生人次(A)+(B)+(C)的總和

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

### C. 計劃成效

整體來說你認為活動對受惠的合資格學生有何得益？

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

### D. 對推行校本津貼資助活動的意見

在推行計劃時遇到的問題/困難 (可在方格上✓超過一項)

- 未能識別合資格學生 (即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選合適學生加入酌情名額；
- 合資格學生不願意參加計劃 (請說明原因：\_\_\_\_\_ )；
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作 明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他 (請說明)：\_\_\_\_\_



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

(可選擇是否填寫)

沒有意見。

---

---

---

---

---

## 運用推廣閱讀津貼報告書

2020-2021 學年

### 1. 目標檢討：

- 「e悅讀學校計劃」提供優質的中文及英文電子書籍，涵蓋多個題材，包括「中華里系列」、「英文經典系列」、「中國古典名著系列」及「現代經典作家系列」等，本校向同學及家長推介後，本年的借閱量為2636次，在受疫情影響下仍維持在不錯水平；續借次數方面更大幅增加至534次，可見同學重視深度閱讀。加上本校BYOD政策，同學初步營建電子書閱讀氛圍。
- 修讀IB課程的同學多在老師指導下使用“Gale in Context” & “Gale School Package” (eBooks & Online databases)平台，同學在搜集資料的過程中能夠閱讀大量篇章及期刊，亦可以透過電子閱讀認識不同課題，開闊眼界。

### 2. 策略檢討：

- 本年度增設圖書館IG平台，在疫情影響下仍能「跨學科合作」，邀請老師推廣圖書，同學可以借閱電子書或實體書，效果不俗。
- 受疫情影響，本年度難以舉行大型圖書館活動，建議稍後情況許可的話，可籌辦不同活動推廣電子閱讀。

第二部分：財政報告

	項目名稱*	實際開支 (\$)
1.	購置圖書	/
	<input type="checkbox"/> 實體書	
	<input type="checkbox"/> 電子書	
2.	網上閱讀計劃	\$26,000
	<input checked="" type="checkbox"/> e 悅讀學校計劃	
	<input type="checkbox"/> 其他計劃：_____	
3.	閱讀活動	/
	<input type="checkbox"/> 聘請作家、專業說故事人等進行講座	
	<input type="checkbox"/> 僱用外間提供課程機構協助舉辦與推廣閱讀有關的學生學習活動	
	<input type="checkbox"/> 支付學生參加閱讀活動或比賽的報名費	
	<input type="checkbox"/> 資助學生參加或報讀與閱讀有關的收費活動或課程	
4.	其他： <u>"Gale in Context" &amp; "Gale School Package" (eBooks &amp; Online databases)</u>	\$18,899.82 (US\$2,400)
	總計	\$44,899.82
	津貼年度結餘	\$17,514.18

\* 請以✓選或以文字說明。

保良局顏寶鈴書院  
二零二零至二零二一學年  
延長「支援非華語學生學習中國歷史及文化的非經常性津貼」學校報告

	活動日期	表現指標	成效衡量	評估/檢討 所需資源	計劃目的 (教育局通函第 86/2019)	預算支出 (\$50,000)	實際支出
添置學與教 資源——中 國歷史參考 書	2021年5月	購置	完成採購	<ul style="list-style-type: none"> <li>➤ 本校圖書館已購置大量與中國歷史相關的英文書籍，藏書量暫時足夠。同時亦避免於圖書館大型裝修工程展開前作大量購置，故部分預算撥入添置學與教資源。</li> </ul>	加深初中非華語學生對中國歷史和文化的認識	\$5,000	\$0
添置學與教 資源——印 刷術（模 型）	2021年5月	購置	完成採購	<ul style="list-style-type: none"> <li>➤ 中三學生於試後活動日參與投石器製作，將STEAM教育應用在是次活動中。</li> <li>➤ 較高品質的投石器模型提供各部件和支架，有助學生更有效體驗中國古代</li> </ul>	培養初中非華語學生尊重和珍視中國發明	\$3,000	\$15,400

				<p>如何活用物理學原理。</p> <ul style="list-style-type: none"> <li>➤ 學生反應積極投入，踴躍各導師發問製作技巧。</li> <li>➤ 原計劃四人共同製作一個投石器，後來善用了沒有購置中國歷史參考書和沒有舉辦專題展覽的預算來添置每名學生可獨立製作一個投石器，增強了學生的學習效能。</li> </ul>			
添置學與教資源——電子學習（網上自主學習平台）	2021年5月	購置	完成採購	<ul style="list-style-type: none"> <li>➤ 全體中二級學生皆可透過個人賬戶，登入香港教育圖書公司的「中史通」網上自學平台，利用動畫短片、資料影片、三維(3D)文物、VR 虛擬實景圖和互動地圖等中史科多媒體教學資源學習中國歷史。</li> </ul>	鼓勵初中非華語學生參與不同形式閱讀中史的活動	\$10,000	\$2,000
添置學與教	2021年5月	購置	完成採購	<ul style="list-style-type: none"> <li>➤ 學生作品已用作本</li> </ul>	培養初中非華語	\$2,000	\$0

資源——校本筆記文件夾（中國歷史遺跡）				校的校本作業封面。	學生對國民身份的認同感			
中華文化日	2021年7月16日	初中非華語學生參與率	初中非華語學生參與率達80%	<ul style="list-style-type: none"> <li>➤ 全體中三學生於試後活動日參與中國扇面書法、中國絹扇繪畫、中國刺繡、活字印刷及陶瓷繪畫。</li> <li>➤ 學生反應正面，互相分享製作心得和成品。</li> </ul>	營造初中非華語學生學習中國歷史和文化的氛圍	\$20,000	\$23,384	
外間支援服務——專題展覽（中國古代的生活）	2021年7月	初中非華語學生參與率	初中非華語學生參與率達80%	<ul style="list-style-type: none"> <li>➤ 因新冠疫情，學生只需上半天課，試後活動的日子不多，難以再有時間安排專題展覽。</li> <li>➤ 因新冠疫情，須避免過多學生同時聚集，減低感染風險。</li> </ul>	讓初中非華語學生體驗中國古代生活和道德倫理，認識和欣賞中國傳統文化	\$10,000	\$0	
						2020至2021學年可用金額	\$50,000	\$40,784

